

Constitution—in a Presidential election year, I might add—instead of talking about the cost of health insurance and making it more affordable and more accessible for people across America? That is a real issue, and it is an issue that has been really avoided by the leadership in this Senate.

Mr. REID. Mr. President, I direct another question to my distinguished friend.

About 6 weeks ago, I asked all 17 superintendents of school districts in Nevada to meet with me. We have 17 counties in Nevada. Each county has a superintendent of schools. The largest school district has about 300,000 students; the smallest, Esmeralda County, with 88 students. I don't know what their political affiliation is, but I will bet a lot more are Republicans.

We met for a couple hours. They were all asked the question: How is the Leave No Child Behind Act treating you in your school district? Without exception, every one of the superintendents said: The Leave No Child Behind Act is leaving children of Nevada behind, without exception. They said: Please change this. Give us some resources.

I say to my friend, education is important in Nevada. The Leave No Child Behind Act has been a disaster for Nevada. Shouldn't we be spending some time talking about education in the U.S. Senate rather than class action, marriage, and a few judges. We have approved more than 100. They want to defer attention away from the real issues of this country, so we are spending days of our existence on the Senate floor talking about judges. Shouldn't we be dealing with education?

Mr. DURBIN. Mr. President, I agree with the Senator from Nevada. In response, I would say, the reason why the Senate does not talk about education is because the President's education bill, No Child Left Behind, has been underfunded by \$20 billion. We put Federal mandates on school districts that cost them enormous sums of money, which changed the way teachers teach in a classroom.

This administration—the President and his followers in Congress—has refused to send the money to help kids who are not scoring well on tests, kids who need someone to sit next to them and help them read, someone to help them understand basic math, someone to be there after school to sit down and work with them on their homework, someone to be with them in the summer months so they can do something and not lose all the knowledge they gained in the previous school year.

It takes people—dedicated men and women—who are teachers. It takes money. This administration says the money should go for tax cuts for wealthy people; it should not go for education. We should continue to spend \$1.5 billion a week in Iraq, with no end in sight. That is why we don't talk about education.

This administration will not budget the money to pay for the Federal man-

dates the President included in No Child Left Behind. Ask any school district—in Nevada, Illinois, across America—what do you think of No Child Left Behind? We like accountability, but where is the promised money the President said would come to the school district to help us improve test scores? It is not there. That is why this do-nothing Congress avoids the issue of education, like the issue of helping families and businesses pay for health insurance.

Mr. REID. Mr. President, I believe our time has expired.

The PRESIDING OFFICER. The Senator has 30 seconds.

Mr. REID. I thank the Chair.

The PRESIDING OFFICER. The Senator from Georgia.

Mr. CHAMBLISS. Mr. President, it is interesting to listen to my friends on the other side of the aisle this morning talk about any number of issues, in particular what we have been doing over the last several weeks—really the last several months—relative to the legislative agenda in the Senate. This is the only legislative body, I am sure, anywhere in the world that, because it is the most deliberative body in the world, allows the minority to in effect set the agenda because they have the ability to stop any legislation or debate or control the debate on any legislation unless the majority can obtain 60 votes to bring the debate to an end.

Here we have folks standing up this morning being critical of the leadership on this side of the aisle for not moving forward with a legislative agenda when, for the first time in the history of our great country, certainly the first time in the history of this great deliberative body, we have the folks on the other side of the aisle filibustering circuit court judge nominees of the President of the United States. That has never happened before.

There is one simple reason it is happening now. That is, in spite of this body approving hundreds of more liberal-leaning judges during the 8 years of the previous administration, the Democrats in the Senate refuse to allow more conservative judges to be appointed and confirmed by this President. We had another yesterday relative to another judge that is now being filibustered. That takes time.

In addition, the folks on the other side of the aisle are doing something I have never heard of in my 10 years of service on Capitol Hill; that is, they are demanding that before we go to conference on any bill, the end result of that conference be deemed to be so-and-so, which is to their way of liking, before they will agree to appoint conferees. That is not the way the legislative process works. The American people select the majority party in the Senate and the House to pass legislation. The majority should control, but, unfortunately, it does not.

Lastly, I am a big supporter of the No Child Left Behind program. I am a huge supporter of public education. It

is the foundation of the future of America. I am happy to be the husband of a 30-year former schoolteacher. My daughter starts next week teaching in the public schools in my home county. My mother was a public school teacher. My brother is a public school teacher. I am a huge fan.

In spite of what I have just heard, I have yet to meet a teacher anywhere in America who doesn't say: I love the idea of providing accountability to the American people for the quality of education that I am providing to the children I teach. That is the basic concept of No Child Left Behind.

Sure, we have had problems with No Child Left Behind. Every major reform is going to have bumps in the road. I did four hearings in my State, invited every single school superintendent in all 159 counties, plus the city schools in my State to get together to bring their administrative personnel, but primarily bring me your teachers. I wanted to hear from them what complaints they had. They had serious complaints that were discussed with representatives of the U.S. Department of Education and the Georgia Department of Education. We resolved—we didn't resolve all of them, but we went to work and we got their complaints answered. We made changes in the regulations. All I heard this morning is: Well, No Child Left Behind doesn't work. Everybody is upset.

Everybody is not upset with it. I assure my colleagues, there has been no legislation coming forward from the other side of the aisle to try to correct it. It is simply a political year. It is unbelievable what we hear on the floor of the Senate these days. That is not what I got up here to talk about this morning, but I couldn't listen to that and not comment on it.

INTELLIGENCE

Mr. CHAMBLISS. Mr. President, I want to say something about Ambassador Wilson and his activities, but I see Senator BOND is here. He is going to follow me, and I know he is going to talk about that. Suffice it to say, only one comment needs to be directed about the issue of Mr. WILSON; that is, he didn't tell the truth. He didn't tell the truth, and that is explicitly set forth in the Senate intelligence report. It was also set forth in the report issued by Mr. Butler in Britain last week.

On the 7th of July, Chairman ROBERTS and Vice Chairman ROCKEFELLER of the Senate Intelligence Committee released a report on the U.S. intelligence community's prewar intelligence assessments on Iraq prepared by the Senate Select Committee on Intelligence. This 511-page report is highly critical of our intelligence analysis and collection capabilities, especially in the field of human intelligence or what we refer to as HUMINT.

Yesterday, the Senate Intelligence Committee began the first of a series of