

had no legal obligation to release any of this. This could have been deemed a confidential matter, and it could never have been available to the general public. The Attorney General took the extraordinary step of making sure that as much as possible could be made available, and he did a great job.

I might add that throughout the entire process, the White House had the opportunity to assert Executive privilege. They could actually have portions of the report blocked out or have it redacted, which falls short of that. The White House never reached out and requested any omissions or, actually, redactions of the report, which means you can't read it publicly—not one in the nearly 3½ weeks it took for the Attorney General to get the report ready for public consumption.

Some people are wondering, why did it take so long? Because the process of redaction has to take into account basically three different considerations. You have to determine whether there is a matter there that could be embarrassing to a party who had no involvement; they were just a witness in the investigation. It could be because there are ongoing investigations, or it could be because it is a threat to homeland security. But even with that, 90 percent of it is available to the general public, on Russian tampering—98 percent.

The reason I tell you that is at the hearing yesterday, if you sit on the Judiciary Committee—I am not a lawyer. I am a businessperson who has been on the Judiciary Committee for 4½ years. So I don't necessarily go at this debate the same way that maybe an attorney would. We had a lot of the people in the committee really trying to mislead the American people. They were saying that there was wrongdoing because the Department of Justice had to take about 3½ weeks to get the report ready for prime time. We are saying that the report is available. It took about 3 or 4 weeks to actually make it available. But they are almost suggesting that was a criminal or obstructionist act.

Some, instead of going down that tack, said that a letter—I have to explain the timeline.

On March 24, the Attorney General issued a letter saying that the bottom line of the report they were reviewing was that there was no crime committed by the President and that there was insufficient evidence to even suggest there was obstruction.

Now, you have to understand these two working in play. The crime that many of my colleagues and friends on the other side of the aisle said the President committed never happened. After 675 days and all the interviews and all the warrants and everything that I have said, there was no underlying crime.

The second half of the report is about obstruction. This would be obstruction in an investigation that concluded there was no underlying crime. The President was deemed not to have com-

mitted a crime. The President was deemed not to have committed obstruction of justice.

So now we turn to a request to have Robert Mueller come before the Judiciary Committee so they can ask him questions. What questions could he possibly answer that are not embodied in a report that took 675 days, \$25 million, hundreds of witnesses, and dozens of full-time professionals? What more could Robert Mueller possibly say in a 3- or 4-hour hearing that is not embodied in this report and within the full view of the American public? I don't think it is about that.

Actually, one of the arguments that were used in the committee was, we need his advice on how to prevent Russia from tampering in our elections. Really? I don't need an attorney's advice on how to prevent Russia from tampering in our elections. Prosecutors determine whether laws are broken. Robert Mueller is not a professional in cyber security and elections safety; he is actually a prosecutor who finished his job.

Some of the other ones said: Well, the reason we want to get his input is because the President is not interested in securing elections. Well, I would ask them to go back to the classified briefings that I have sat in and they have sat in where the administration is clearly taking aggressive actions to make sure that Russia can't penetrate our State election systems and that they can't meddle in the way they attempted to in 2016.

So what this really boils down to is theater—some of it almost to the level of comedy. Let me give an example.

There was a House hearing today, and I am about to put up a picture that actually was on C-SPAN that actually occurred in a House hearing. You tell me whether the chair of that committee is actually serious about this subject when you have a guy eating fried chicken in place of where they wanted Attorney General Barr to be. This guy didn't even have good enough sense to have Bojangles' chicken. And they have the chair and others letting him have that kind of theater in a House committee room.

Really? I mean, can you honestly say you are serious about this, or is this like a circus and a political tool because you lost? You wanted the President to be guilty. You wanted to prove he obstructed. I get that. A lot of it was a political exercise. But the bottom line is, after 675 days, almost \$30 million when it is all totaled up, 34 people indicted, including Russians, 2,800 subpoenas, 500 witnesses interviewed, 500 search warrants executed, 230 orders for communication records, and 13 requests to foreign countries to provide information—really? These folks—some of them are prosecutors—know better.

I will tell you that I think the American people want my colleagues on the other side of the aisle to focus on what Americans are really worried about.

They are worried about their economic security. They are worried about their healthcare security. They are worried about keeping a job. They are worried about sending their kids to college and putting them through school. If you want to win an election next year, stop playing games and stop the theater.

The President is not guilty of a crime. The President is not guilty of obstruction of justice. It went through one of the most rigorous investigations in modern history.

To my colleagues on the other side of the aisle, prove what policies and priorities you have for the American people, and win on the basis of your ideas on your commitments. Stop the theater, and get back to work.

Thank you, Mr. President.

I yield the floor.

The PRESIDING OFFICER. The Senator from Alaska.

TRIBUTE TO DANIELLE RIHA

Mr. SULLIVAN. Mr. President, it is Thursday afternoon, and it is one of the times that I enjoy the most in the Senate because it is the time I get to come down on the Senate floor and talk about my State, talk about the people in my State, and talk about the people who make Alaska a great and unique State in our wonderful country.

It is the time when we talk about the person I refer to as the Alaskan of the Week. It is someone who has helped to make their community or Alaska or America—or sometimes all of the above—a better place. I think it is the pages' favorite time, too, because they get to learn about Alaska and hear all of the unique aspects that make Alaska such a great, wonderful, and unique State.

To those listening in the Gallery or on TV, I always make a plug. It is also a time to pitch Alaska for our visitors. Come on up. You will have the trip of a lifetime guaranteed. Don't put it off. It is time to book your trip to the great State of Alaska.

Today I am going to recognize an extraordinary teacher, Danielle Riha, whom I just had the privilege of meeting right here off the Senate floor, and who is in the Gallery right now. We are excited that she is here watching. She teaches at the Alaska Native Cultural Charter School in Anchorage. That is a pre-K through eighth grade charter school. She is our Alaskan of the Week.

You might say: What is she doing? Why is she in town?

She is in town because she was chosen to be the 2019 Alaska Teacher of the Year. She is so impressive in her profession and her teaching is so impactful on her students that she was one of four finalists in America—across the country—to be chosen for the National Teacher of the Year award for the whole country.

What does that mean?

In other words, she is viewed by her peers, by her students, and by others as one of the top four teachers in the United States of America—our Alaskan teacher of the year. We are so proud of her.

We have thousands of teachers in my State, just as you do in yours, who do such great work, day in and day out, to make sure that our next generation is not only educated on the facts and things like math and history but that they also understand, in the words of the great leader Nelson Mandela, that “education is the most powerful weapon which you can use to change the world.” That is true, and that is why our teachers in Alaska and in America are so important.

Danielle Riha is teaching our youth so that they can go out and change the world. She and all the teachers in Alaska and in America have one of the most important jobs for our Nation and one of the most difficult jobs for our Nation. We certainly salute and honor them all, particularly this week, as so many of the top teachers in the country have been in town.

Why is Danielle good at what she does? Why did she get this award? Why is she viewed as one of the top four teachers in America? Why has she touched so many students in Alaska? How did she make her way into this profession?

Let's talk about that. Let me start with the last question first.

She came to Alaska in 1995 when she was a college student at North Texas University. She came to a part of Alaska called Unalaska—which is way out in the Aleutian Island chain—to fish and to help pay to finish college, where she had plans to become a physical therapist. That is a great profession as well. Like a lot of people, she came up to Alaska maybe for a little adventure, and maybe she was only planning on staying 6 months. Then, one day, the principal of the school in Unalaska approached her when she was playing basketball and said: Have you ever thought about being a teacher? How about a substitute teacher?

Well, that was the beginning of the love affair she had with teaching, with the classroom, and with her ability to really connect with kids, particularly kids with difficult emotional challenges.

She finished her education degree at the University of Alaska in Anchorage. Then, she taught for 7 years in two small villages in Southwest Alaska. While there, she helped to develop the curriculum that was culturally appropriate for her students, most of whom were Alaska Natives. She was then recruited to teach at the school where she now teaches, the Alaska Native Cultural Charter School, and she was one of the original teachers to start up this great new teaching and education venture in 2008.

Let me read from her Teacher of the Year application form:

Imagine you are a 7th grade student living in a rural, Yup'ik speaking, Alaskan community.

By the way, we have many communities in our State where English is not the first language and where the Alaska Native languages are the first languages.

Back to the application:

The only way to get to your village is by small plane or boat in the summer and snowmachine in the winter. You have never been to a city or had life experiences that include seeing an elevator, stores, restaurants, or roads [even outside your community].

Your family survives by subsistence hunting and gathering from the land of their ancestors.

By the way, that is how thousands of Alaskans survive to this day.

Now imagine yourself in math class considering a word problem that takes place in California and involves distance, rollerblades, a convenience store, and a curb.

That is in the application. What this is getting at is that there are things so many Americans think are common for education that in certain communities in Alaska, and I am sure in other places, aren't common. It is difficult to teach when everything is assumed to be the same when it is not. You can imagine how confusing that might be. These are the kinds of educational challenges that Alaskan students, particularly in our most rural communities, face every single day.

What did Miss Riha do to help with the confusion? Working with Alaskan Native elders, she helped to create what she calls the Kayak Module, which uses culturally relevant material to teach math, science, social studies, and language arts.

Let me give you an example of how she uses the module to teach math and science. The students are given blocks of clay and put into groups. Each group then designs a kayak of different shapes and different weights. They are tested for speed, water disbursements, and capacity. Data is collected. Hypotheses and mathematical calculations are made, and the students learn from using these examples that are actually examples from their own lives, and they love doing so.

This can work across cultures. Think about it. Alaska Native students who are on rivers or who are on the ocean, or Samoan students, many of whom live like in the example—all of these kinds of students have boats in their culture. They understand that.

“As an educator,” Danielle said, “nothing feels better than allowing students the opportunities to bridge what they already know culturally to new content, and to teach them to have a voice for themselves.” This helps them learn. Isn't that a simple, but insightful approach to teaching?

I think you are all getting the picture of why she was considered one of the top four teachers in America. She and the whole school are also devoted to ensuring that the students go to school in a very safe place and where the students feel welcome. For example, one student who wrote a letter in support of her for her Teacher of the Year nomination talked about how she was worried about being bullied because she came from a different culture. She was Muslim. Because of that, she started to feel that she was falling behind in reading and math. This student wrote:

[Miss Riha] helped me be bold enough to teach others about my culture in a way that made me feel proud of who I am. Needless to say, I caught up in my math and reading within one year because of her leadership, and now I love learning.

That is from one of her students. That student is now studying to become a dental hygienist at the University of Anchorage. She and Miss Riha still stay in touch. As you know, we all have that teacher—maybe one, maybe two, maybe several, but that one teacher—who made a difference in our lives, who encouraged us, who believed in us when maybe no one else did and who helped us through hard times by passing on the joy of learning, by passing on the passion of learning.

Danielle and thousands of other teachers across my State, and millions across our great Nation, wake up every day to do that as their mission, to take on one of the most important things any of us can do, and that is educating our youth.

Danielle, congratulations for being Alaska's Teacher of the Year, for being one of the top four teachers in the United States of America, and, importantly, thank you and congratulations on being our Alaskan of the Week.

I yield the floor.

THE PRESIDING OFFICER. The Senator from Ohio.

NOMINATIONS

MR. BROWN. Mr. President, I will be brief. I see my colleague from Tennessee is here.

Earlier this afternoon, the President's designee, Stephen Moore—not quite yet his nominee, but the President put his name out there to be a Governor of the Federal Reserve—drew his name from consideration, in large part because so many Republicans in this body were unhappy with his selection.

This is the second Trump failure for the Federal Reserve just in the last month. He was about to nominate Herman Cain. There was a lot of outcry about his lack of qualifications. I am not sure why the President came up with him. Then he withdrew, and Stephen Moore's name had been put out there, too, and there were the same kinds of complaints about Moore—not just about what he wrote and said over the years, but really about his reputation as a thinker, as an economist, and as a strategist on economic issues.

The President has tried twice. I don't know when we have ever seen this before, where the President hasn't been able to find somebody who understands the independence of the Fed and is qualified to take on that awesome responsibility to be on the Federal Reserve. It is as influential as any economic position in this government, I think.

Now the President has two new chances again. I am hopeful that he will think about not appointing somebody whose whole mantra is trickle-down economics—to give tax cuts to the richest people in the country and