

us have a certain pool of political capital on the floor, and the more we speak, the more we take that pool away to the point that it is relatively ineffective, so I'd rather not talk on bills such as this. I'd rather wait, if there is any capital at all, on the issue such as taxes or other areas that are more important. But, nonetheless, sometimes there is no one else to speak to belay the cause and so you feel obligated to do so. Why do I feel that way? It isn't because I am a teacher. It isn't because I think we expect too much, we don't pay enough to our teachers and we expect so many things, we demand so many things, we demand curriculum on them. Yesterday we were talking about making a particular deal of a curriculum, a nonelective, or noncredited course. It is not that we don't ask a terrible lot, it is not because of that that I am opposed to the bill. Why I am opposed to the bill is more a philosophic thing of the country in general. I was always brought up to believe, and I know times are changing, but I was always brought up to believe and my reading of American history brought me to believe that we stood for individual rights above all. Above all, the one thing we can stand proud in our country and throughout the world is individual rights. But I also know, by reading history and looking at the world the way it is now, that many individual rights are taken away very gradually, very minuscule bits of individual rights for very well-intentioned reasons. This would be one of those well-intentioned reasons. Who, in this body, would want to have a school board hire an individual that has a record of child abuse and put them in with children? No one in the body would want that. No one in education would want that, and no decent Nebraskan would want that. We do everything we possibly can to keep those things from happening. So we have senators rising and say, if we could stop one, it would be justifiable, and we have lobbyists in the back saying, what price do you put on child molesting or child abuse, what price can you put on that? And that is not the issue. The issue is, what are we giving up to get some false hope, some false hope that we might be able to stop something, which we know that the cases put before us, this would not have stopped. And that which we are giving up, my friends, is a little bit of ourselves and who we are by saying we are going to say, teachers, you must prove your innocence, your purity first, regardless of your past. We don't trust you. We don't think you are pure. We don't think that you are criminally free. We have to check. We are not going to do it to pediatricians that have children every day. We don't even do that to find out if instructors have the AIDS, because the AIDS virus is considered to be such a personal