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Manhattan Free Press



VOLUME 26, NUMBER 3

An Award Winning Weekly Newspaper

Thursday, June 15, 2017

MHS Mascot Change!

We Have Just Begun To Fight

Editorial
By Ben Brake

A school can only be as strong as its leaders and if the Manhattan High School (MHS) mascot is going to be changed, this is the time to do it while the MHS school board is delicate and feeble.

The "Chief" mascot was honorable, respectable, and showed pride. A "Chief" is a leader, fighter, and the most important person in a group of people. This was Coach Prentup, who was a leader, fighter, and took pride in his students, faculty, and community.

Our current leaders are not "Chiefs" but "Sheep". Therefore, the MHS mascot should be that of sheep. Sheep are submissive animals that are quiet, gentle and make very good followers. They will make very good prey on and off the field of battle. Here come the Mighty Sheep... baa, baa, baa.

However, in hopes not to offend anyone, some have recommended colors or objects. Really? Here come your Powder-puff Blueeeees or watch out for the Sludge!

The only people being insulted would be the ones attempting to go to school at MHS.

These school board leaders are setting examples to our current and future MHS students. No matter how right something is, if a person should happen to see it differently, then you must change and appease that person, so not to offend.

In December, a petition with 2,679 signatures asking the USD 383 School District to keep the Indian mascot was given to the School Board but that has been ignored by the board.

Manhattanites do really

Alumni Must Get Involved!

good at reminding elected officials at the ballot boxes when their concerns are not heard, and they have a chance to say "can you hear me now!"

Provided is a list of Board Members for you to remember at any elected position they may run for in the future. If they won't listen now, they sure won't listen when elected for other jobs. Now is the time to call or email to let them know your thoughts.

Board of Education Members

Marcia Rozell, President
785-537-3030
mrozell383@gmail.com

Pat Hudgins, Vice President
785-587-9242
usd383.hudgins@gmail.com

David Colburn
785-537-0485
nelsoncolburn@yahoo.com

Darell Edie
785-532-8760
darellje4@gmail.com

Aaron Estabrook
785-341-7591
usd383.estabrook@gmail.com

Leah Fliter
785-587-9438
usd383.fliter@gmail.com

Curt Herrman
785-410-6846
mailme@curtherman.com

(Names, Phone Numbers and E-mail address were taken from the USD 383 Web site.)

Commissioner Ron Wells Upset With Media

(Editor's Note: Riley County Commissioner Ron Wells has an ax to grind. He is upset with the Manhattan Mercury because of the way the Mercury has been reporting what he says.

We took these comments out of the County Commission Minutes for June 5th (Like we do every wee). The Free Press only has room for the minutes and not Commissioners talk about what they are doing and thinking.

The Free Press is sure than none of these comments are made with the Free Press in mind. It is hard to say.)

Wells' Comments:

My recent comments reported in the press were not accurate. My first comment was made based on a report that a reporter had made physical contact with a candidate. Later when the reporter asked me to step out of the meeting to comment I said if the initial report was true then the action taken might have been appropriate, but I would not comment further upon seeing a later report that might mean the candidate's action may not have been appropriate. It was printed wrong



Riley County Commissioner Ron Wells

that I had concluded it may have been an appropriate action. The reporter seemed bothered that she didn't get the answer she wanted. The problem with the press is as follows:

Over the last several years the press has reported the following errors.

The press said the commissioners offered 16 million dollars for the adjacent church property. - False

The press said the commis-

sioners were going to convert the Courthouse into a museum and aquarium. - False

The press said the commissioners were going to form a PBC immediately following the November 2016 election. - False

Front page headlines - commissioners meet in a secret meeting - False. I couldn't believe a newspaper didn't know what an executive session was.

The press reported I wanted

Riley County control over the press. - False, never said by me only the paper. I said it was too bad there wasn't government oversight akin to the FCC just to insure the truth and accuracy.

The press said I condoned the use of a rubber hose on criminals - False. I was talking to the County Attorney about the old urban legend and how much different things are today. There was no mention of any current or real use of such device. I didn't know the press wasn't aware of the term urban legend.

It is no wonder why people's perception of the press is the way it is currently. Our reporter spends a lot of time on the phone during the business parts of the meetings, but really focuses on all conversations outside of business. 99% are positive, which get ignored and waits for anything negative, which can be used for a headline even if it takes a little tweaking.

Considering the amount of false and inaccurate news now days I don't know how a reader could have any idea if a word, sentence, or even a paragraph is truthful or accurate. My advice would be to talk to both sides and check the facts and then make a decision.



N Zone Ribbon Cutting in PCEDC business park

N Zone Sportswear cut the ribbon on their new manufacturing facility and headquarters building in the Green Valley Business Park in Blue Township. NZone and its owner, Patrick Lee, pur-

chased the 2.26 acres lot last year from PCEDC. N Zone specializes in screen printing, embroidery, and promotional items.

(Photo by By Pott County Economic Dev.)



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Riley County Commission Minutes June 5, 2017

Board of Riley County Commissioners Regular Meeting Minutes

June 05, 2017
115 North 4th Street Manhattan, KS 66502
Commission Chambers

8:30 AM
Business Meeting
Mobile Command Post to Wamego

Move to approve sending the mobile command post to Wamego for their 4th of July celebration.

RESULT: ADOPTED [UNANIMOUS]

County Commissioner Wells, Wilson, Rodriguez

Highway Use Permit, Westar Energy

Move to approve the Highway Use Permit to grant permission to Westar Energy to install UG Single Phase Primary 15' North of existing pole at 1710 Murray Circle. Riser pole is located 1 pole NW of TS #218702. Lot is located NE of Murray Road and Murray Circle intersection.

RESULT: ADOPTED [UNANIMOUS]

AYES: County Commissioner Wells, Wilson, Rodriguez

Highway Use Permit, Twin Valley Telephone

Move to approve the Highway Use Permit to grant permission to Twin Valley Telephone to bury telephone line to service 10393 Blue River Hills Road.

RESULT: ADOPTED [UNANIMOUS]

AYES: County Commissioner Wells, Wilson, Rodriguez

Out of State Travel Request

Move to approve the Out of State Travel Requests for Leon Hobson and Julie Winter to attend the 2017 PWX held in Orlando, Florida.

RESULT: ADOPTED [UNANIMOUS]

AYES: Wells, Wilson, Rodriguez

Contract for Tax Sale

Guardian Ad Litem Fees - Gabriela Vega Cox presented the contract for 2017 Tax Sale Guardian ad Litem.

Move to approve the Contract for Attorney's Fees with Gabriela A. Vega.

RESULT: ADOPTED [UNANIMOUS]

AYES: County Commissioner Wells, Wilson, Rodriguez

Sign a Riley County Personnel Action Form

The Board of County Commissioners signed a Riley County Personnel Action Form for David Adams, a new hire, as an EMS/Ambulance Director, in the EMS/Ambulance Department, at a grade EE, at \$48.01 per hour.

(Editor's Note: \$48.01 per hour x 40 hours per week is \$1,920.40 per week. Times 52 weeks is \$99,860.80 per years. Plus vacation time, sick leave and Riley County Retirement Program.)

Review Minutes

Board of Riley County Commissioners - Regular Meeting - May 25, 2017 8:30 AM

Move to approve the minutes.

RESULT: ACCEPTED [UNANIMOUS]

AYES: County Commissioner Wells, Wilson, Rodriguez

9:00 AM Clancy Holeman, Counselor/Director of Administrative Services

12. Pending County Projects County Counselor

13. Administrative Work Session

The Board watched the KAC Legislative Video update.

9:04 AM

14. Executive session to discuss confidential legal advice regarding potential litigation issues

Move that the County Commission, including Chairman Wells, Commissioner Rodriguez, and Commissioner Wilson recess into executive session on potential litigation

for the purpose of consultation with Clancy Holeman, Riley County Counselor, attorney for the Commission, which would be deemed privileged in the attorney-client relationship, an exception to the Kansas Open Meetings Act, the open meeting to resume in the County Commission Chambers at 9:15 a.m.

RESULT: ADOPTED [UNANIMOUS]

AYES: Wells, Wilson, Rodriguez

9:15 AM

Move to go out of executive session.

RESULT: ADOPTED [UNANIMOUS]

AYES: Wells, Wilson, Rodriguez

No binding action was taken during the executive session.

9:20 AM

Leon Hobson, Public Works Director/County Engineer 15. Bid opening for Randolph City Park restroom replacement

The Board of County Commissioners opened the following bids for the

Company Base Bid Alternate No. 1 Alternate No. 2

Scardina Construction, Inc. 14390 Gardiner Road Randolph, KS 66554

\$142,474.11

\$3,655.00

\$4,700.00 (deduct)

Randolph City Park restroom replacement.

Move to refer the bids to staff for evaluation and recommendation.

RESULT: ADOPTED [UNANIMOUS]

AYES: Wells, Wilson, Rodriguez

9:30 AM

Press Conference

16. RCPD update - Captain Richard Fink (3-5 minutes)

Fink presented an update on RCPD programs and crime statistics.

17. Downtown Manhattan - Gina Scroggs (3-5 minutes)

Scroggs reported tomorrow is the Fourth Annual Taste of Downtown event.

Scroggs said Wamego Telecommunications Company will be providing fiber optic service in the City of Manhattan.

Scroggs discussed Downtown Manhattan activities in June.

18. Financial impact from Country Stampede - Lyle Butler, Trent Armbrust,

and Marcia Rozell (10 minutes)

Rozell reported Visit Manhattan and Country Stampede have been working together since 1996 on the Country Stampede event.

Rozell discussed the many partnerships, which have benefited from Country Stampede. Rozell said the economic impact is \$10 M.

19. Public Notices - Leon Hobson (2-3 minutes)

Hobson said Riley County plans to apply a liquid dust control material on Pillsbury Crossing Road, Deep Creek Road and Sedam Avenue

Monday, June 5th. Hobson said on Tuesday June 6th dust control material will be applied to W. 69th Avenue and Wildcat Creek Road. Traffic will be allowed through these projects, but drivers should expect delays of up to 15 minutes - take alternate routes when possible. The schedule may change due to weather and scheduling delays.

Hobson said the structure replacement project on S. 24th Street is scheduled to begin Monday, June 5th. The project is located on the west side of the intersection of S. 24th Street and W. 40th Avenue. W. 40th Avenue will be closed to through traffic during construction from S.

24th Street to S. 20th Street. This project is expected to be completed by June 8th weather permitting.

Hobson said the asphalt replacement project on the Green Randolph Road is scheduled to begin Monday, June 5th. The project is located 1/2 mile west of Crooked Creek Road. The Green Randolph Road will be closed to through traffic during construction from S. Otter Creek Road to Crooked Creek Road. The project is expected to be completed by June 7th weather permitting.

10:15 AM

King Crossword - Answers

Solution time: 27 mins.

J	I	M	A	C	M	E	C	A	R	B	
A	P	E	C	O	O	K	O	L	I	O	
M	O	D	E	R	A	T	E	P	O	N	D
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A	L	T	O	S	T	H	E	E			
L	E	A	N	C	H	A	I	R	M	A	N
M	E	T	H	O	R	N	S	O	D	E	
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C	H	E	Z	A	V	O	N	T	O	Y	
T	O	N	Y	T	A	F	T	E	W	E	

Rebecca Bishop, Extension Associate - Agricultural Economics

20. 2017 Fiscal Conditions & Trends Report - Riley County

Bishop presented the Fiscal Conditions & Trends Report for Riley County.

1:15 PM

Riley County Conservation District Tour Leave at 1:15 p.m. for the Riley County Conservation District Office - 3705 Miller Parkway, Suite A, Manhattan

1:30 PM

Meet at the Riley County Conservation District Office, introductions, brief PowerPoint

Evans presented a PowerPoint presentation on the formation of the Soil Conservation District.

2:00 PM

Depart for tour

2:30 PM
Steve Hargrave's tire tank, Randolph (SW1/4 28-7-6)

The Board and attendees visited Steve Hargrave's tire tank project.

Break at Randolph 3:20 PM

Jerry Ericson's tile outlet terrace, Randolph (NE1/4NE1/4 26-6-6)

The Board and attendees visited Jerry Ericson's tile outlet terrace project.

3:55 PM

Bob Haines' spring development, Manhattan (NW1/4 12-9-6)

The Board and attendees visited Bob Haines' spring development project.

Arrive back at Riley County Conservation District Office by 5:00 p.m.

4:38 PM

Adjournment Move to adjourn.

Texas-to-Kansas passenger train service eyed by officials

TOPEKA, Kan. (AP) - It has been nearly 40 years since the last passenger rail service between Texas and Kansas, but that could change.

A special inspection trip from Fort Worth to Kansas City, Mo., this past week afforded Amtrak and BNSF Railway officials, as well as some state and local officials, an opportunity to see what a new route following the Interstate 35 corridor might look like.

During a brief stop at Topeka's downtown Amtrak station, Joe McHugh, vice president of Amtrak's state supported services business development, stood on the platform and answered a few questions about the nearly concluded trip.

Amtrak service in Topeka, other Kansas cities

McHugh said officials riding in the inspection car had seen "a tremendous turnout" from people in communities north of Oklahoma City, which hasn't seen passenger rail service since 1979, when Amtrak discontinued its Lone Star train. The level of interest seen Friday at stops in Guthrie, Perry and Ponca City, Okla., and in Arkansas City and Wichita showed promise for opening a Texas-Kansas route, he said.

Amtrak currently operates daily passenger rail service from Oklahoma City south to Fort Worth because of a joint operating agreement with the Oklahoma and Texas Departments of Transportation.

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"Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter."
- Thomas Jefferson, 1787

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The Manhattan City Commission

Manhattan City Commission Minutes of June 5, 2017

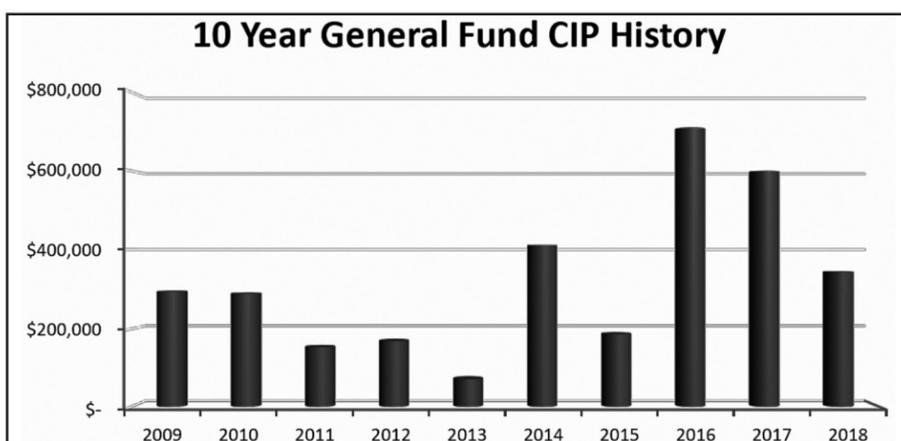
CITY COMMISSION
AGENDA MEMO June 5, 2017

FROM: Bernie Hayen, Director of Finance

MEETING: June 13, 2017

SUBJECT:
Second Work Session on the 2018 City Budget and 2018-2022 Capital Improvement Program

PRESENTERS: Bernie Hayen, Director of Finance
Hillary Badger, Assistant Director of Finance



Economic Development Fund

There are several special revenue funds that do not have property tax impact. This includes the long-standing Economic Development Fund and is a funding source that historically has been utilized for job growth and building of infrastructure that leverages community growth and improvements. There are three divisions within this fund and each reflects voter-approved sales taxes, which are the main revenue sources for economic development expenditures. Since each section had a unique ballot language associated with it at a previous city or county-wide election, the revenues are accounted for separately.

The following table reflects the sections and origination along with the proposed 2018 budget for each section.

Currently, the proposed 2018 City Budget totals \$148,905,497, which is an increase of about \$1.6 million over the 2017 City Budget.

Current property taxes levied for the 2017 City Budget amount to \$25,847,257 and a mill levy of 48.023.

The proposed 2018 City Budget would require \$27,502,548 in property taxes and a City mill levy of 49.442.

City Administration is asking for feedback from the City Commission regarding the level of General Fund support for the 2018 Capital Improvement Program.

As a reminder, this is the second of four scheduled work sessions on the 2018 City Budget and 2018-2022 CIP.

The third work session will include presentations from outside agencies that are requesting funding for the 2018 budget year. Please keep in mind the following 2018 City Budget calendar.

June 27th – Third Work Session with the City Commission on the proposed 2018 Budget and 2018-2022 CIP plus outside entities appear before the City Commission to present 2018 funding requests. (Fourth Tuesday)

July 11th – Fourth Work Session with the City Commission on (1) discussion of utility rates and (2) the proposed 2018 Budget and 2018- 2022 CIP. (Second Tuesday)

July 21st – Publish notice of the 2018 City Budget and 2018-2022 CIP public hearing on August 1st.

July 25th (Optional) – Fifth Work Session with the City Commission on the proposed 2018 Budget and 2018-2022 CIP. (Fourth Tuesday)

August 1st – Public Hearing on the 2018 Budget and 2018-2022 CIP and first reading of an ordinance to approve the 2018 City Budget and, if necessary, the amended 2017 City Budget for select funds. (Second Tuesday)

August 15th – City Commission approves second reading of an ordinance approving the 2018 City Budget and, if necessary, the 2018-2022 CIP and amended 2017 City Budget for select funds. (Third Tuesday)

Please note that the above budget calendar may change at the discretion of the City Commission in consultation with the City Manager.

RECOMMENDATION

City Administration recommends that the City Commission ask questions and provide feedback regarding the proposed 2018 City Budget and 2018-2022 Capital Improvement Program.

BACKGROUND

On May 9, 2017, City Administration presented a broad overview of the proposed 2018 City Budget of \$149,754,835. The majority of this increase can be attributed to the addition of a special revenue fund for the recently approved street maintenance sales tax.

As presented at the May work session, the proposed 2018 City Budget would require a mill levy increase of approximately 3.194 mills. The largest portion of this increase would occur in the General Fund and the second largest increase in the Bond & Interest Fund.

Since the first work session, there have been several changes to the General Fund, which are detailed in the discussion section that follows.

DISCUSSION

As noted during the first budget work session, City growth continues to add pressure on City Department's efforts to meet service demands and infrastructure needs.

The City has experienced a decrease of 2.4% in sales tax revenues through the month of May. Year-to-date sales tax revenues have grown minimally but not at a rate that was assumed for the 2017 budget. Since the General Fund is highly dependent on budgeted sales tax revenues, the Finance Department closely monitors this revenue source on a month-to-month basis. For the proposed 2018 budget, sales tax revenues are anticipated to grow by 3% over 2016 actual

numbers.

General Fund

The General Fund is the City's main operational account and includes the payroll expenditures for about 80% of the City's workforce, or approximately 300 full-time employees; 20 part-time employees; and an estimated 920 seasonal employees.

Because the General Fund has such an important impact on City employment, annual budgetary increases often reflect growing workforce requirements and changes, equipment needs, and position additions. The following is a summary of the proposed increases in the 2018 General Fund budget:

(Editor's Note: removed graphic)

New Employee Positions

There are two approved changes to the City's employment structure that should be noted within the 2018 General

Fund in order for the City to adequately meet security changes at the Manhattan Regional Airport.

The table below summarizes City Administration's recommendations on 2018 new position requests:

Description	Estimated Salary Impact	New Positions
Airport Security Coordinator	\$50,000	1
Airport Security Technicians (4 FTE)	\$150,000	4

The new positions in the General Fund total \$200,000. In addition, the drafted budget includes a 0.8% wage adjustment, and 2.6% step increase for all employees to be distributed in 2018. These distributions have a budget impact of \$580,895.

Other changes to personnel services include removing the position for public defender (\$72,900) to contractual services in the Municipal Court budget. An additional \$125,338 for personnel expenses is attributed to seasonal positions, over-

time, and allowances (clothing, safety footwear, vehicle, and cell phone).

Capital Improvement Program

The City's 2018 Capital Improvement Program (CIP), including both equipment and projects, total \$25,203,940 with a 2018 budget impact of \$3,645,553 and a property tax impact of \$148,455.

Future years of the Capital Improvement Program (2019-2022) are essential planning tools for City Administration and the City Commission. However, the focus for this budget cycle is the 2018 budget impact of the CIP. The table on the following page illustrates the past ten years of CIP funding from the General Fund.

(Editor's Note: removed graphic, see graphic at top of page)

Special Revenue Funds

Total Expenditures (Budgeted Funds)

2013	2014	2015	2016	2017
\$93,343,647	\$96,665,798	\$99,862,936	\$138,088,469	\$147,260,599

Total Expenditures for 2018 will be \$148,812,497

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This Medication Could Reverse a Third of Abortions

Arina O. Grossu
Heritage Foundation

The abortion pill has been around for years and has become a highly common form of abortion.

Now, it appears the antidote pill has arrived, and it is already saving hundreds of babies.

The abortion pill (mifepristone, more commonly known as RU-486) has been shown in a new systematic review of literature to be effective at killing an embryo if given in doses ranging from 200 milligrams to 600 milligrams.

But an updated case series, soon to be published, will highlight the success rate of a little-known therapy called the "abortion pill reversal." This therapy has a 60 to 70 percent success rate in reversing the effects of the abortion pill after it has been taken.

Americans need an alternative to the mainstream media. But this can't be done alone. Find out more >>

The therapy has already led to healthy births in 250 cases after mothers had taken the abortion pill, and there are currently 100 more pregnant women on this regimen after having taken the abortion pill and changed their minds.

U.S. medication abortions have been on the rise since 2000, when the Food and Drug Administration approved mifepristone under President Bill Clinton.

According to the Guttmacher Institute, medication abortions have increased from 6 percent of all abortions in 2001 to 31 percent in 2014, despite the overall decline in the number of abortions in the U.S. during that same period.

In addition, medication abortions account for nearly half (45

percent) of all abortions committed prior to nine weeks gestation.

In 2016, the FDA under President Barack Obama expanded the timeframe for the use of mifepristone to 10 weeks gestation. That move put women's health and safety at further risk, since the abortion pill regimen is less effective the further along the woman is and carries a higher risk of major adverse events.

With the increase in state pro-life laws placing limits on abortion, and with fewer abortionists now in the medical field, medication abortion has become a convenient alternative to surgical abortions for the abortion industry.

The industry is intent on making medication abortions more widely available. Just in 2014, medication abortions were available at 87 percent of all non-hospital abortion providers.

The Procedure
Medication abortions involve two drugs in order to fully abort the baby—mifepristone and misoprostol.

The first drug, mifepristone, acts to block progesterone, a hormone that not only allows the embryo to implant but also stimulates the delivery of essential nutrients to the growing baby within the mother's uterus. Without progesterone, the baby starves to death and the placenta separates.

Misoprostol is then taken about 36 to 72 hours after taking the mifepristone, causing contractions that are meant to expel the dead baby.

This process may take a few hours or up to a few days. The mother delivers the dead baby at home without the supervision of a doctor.

In order to work, the abortion pill reversal technique must be started generally within the first 24 to 72 hours of taking mifepristone and before taking misoprostol.

This innovative procedure was discovered by Dr. Matt Harrison in 2006. He realized that if he gave women extra progesterone, it competed with the effects of mifepristone and could save the baby's life by allowing nutrients to once again reach the growing baby.

Since 2009, Dr. George Delgado has also been involved in the abortion pill reversal. Delgado and others established the Abortion Pill Reversal hotline in 2012. Now, there are more than 350 providers nationwide who are equipped to do the abortion pill reversal technique.

A Growing Movement
The women who have undergone successful reversal therapy are amazing testaments to the efficacy of the procedure.

Take for example Rebekah Buell, who at 18 years old realized she had made a mistake soon after taking mifepristone in the spring of 2013.

The new option of a reversal allowed Buell to save and give birth to her healthy son Zechariah, who is now a precocious 3-year-old.

Andrea Minichini experienced a similar miraculous reversal. Minichini, then 21 years old, desperately searched for a way to save her preborn son from the moment she swallowed the first abortion pill under pressure from her doctor and her boyfriend.

Although she underwent the abortion pill reversal at approximately 48 hours after taking mifepristone, the progesterone therapy was successful, and she too gave birth to her healthy son

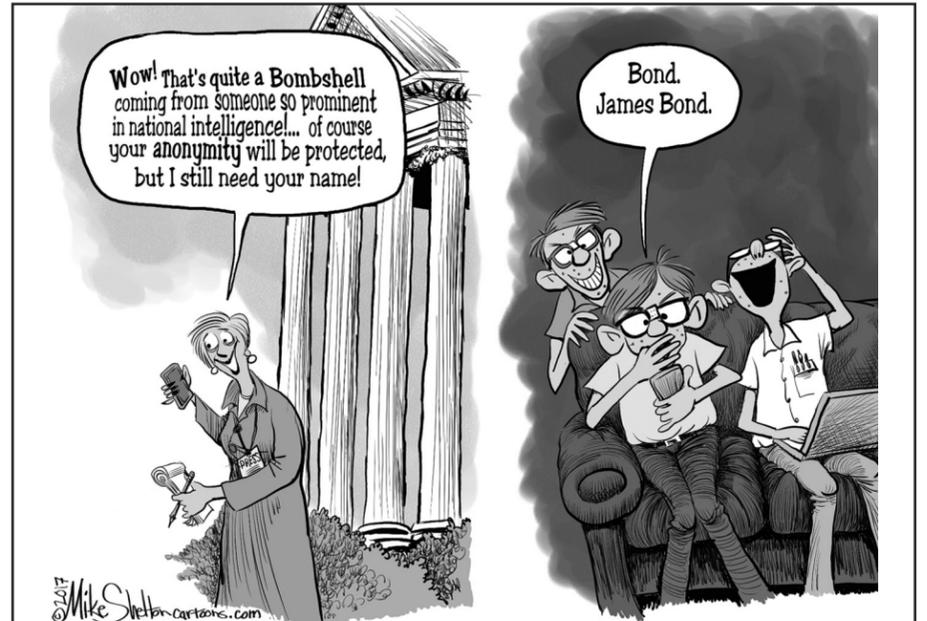
Gabriel, a thriving 2-and-a-half-year-old today.

Thanks to courageous mothers and the ingenuity of doctors who are using medicine for good, 250 babies have been

miraculously saved from the grip of abortion and have been born healthy. And as mentioned, there are 100 more pregnant women currently undergoing the abortion reversal technique.

sal technique.

The abortion pill reversal truly gives moms a second chance at choice and their babies a chance at life.



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The Scientific Argument against the Paris Climate Agreement

By Patrick J. Michaels
CATO Institute

Last May, Donald Trump vowed to “cancel the Paris climate agreement.” It was a scripted remark in a prepared text, an unusual speech for the then-presidential candidate.

Since then, he has reportedly been under pressure from his daughter Ivanka — who has set up an intensive review process on climate change policy — along with her husband Jared Kushner and Secretary of State Rex Tillerson to remain in the deal. But Ivanka’s left-leaning tendencies have likely colored her choice of scientists allowed into the discussions.

All of this ignores a heretofore unrecognized fact: The Paris Agreement is based upon a fundamental misconception of climate history and science. The objective is to hold temperatures to “well below” 2 degrees Celsius above preindustrial levels, and to “pursue efforts” to limit the increase to 1.5 degrees Celsius.

The key misconception is that all of the warming since the Industrial Revolution — 0.9 degrees Celsius — is a result of human activity.

Hardly. Since the beginning of reliable global temperature records in the late 19th century, there have been two periods of significant warming that are statistically indistinguishable in magnitude. The first period ran

from 1910 through about 1945, with a temperature increase of around 0.5 degrees Celsius. There could only be minimal human influence on this period, simply because humans had not emitted very much carbon dioxide.

After a slight cooling, the second one began sometime around 1976 and ended with the big 1998 El Nino. This period was likely in part due to a greenhouse effect.

The reason this period was affected by greenhouse warming is because the lower stratosphere cooled at the same time, which is a prediction of greenhouse theory. If, as some people maintain, “it’s all the sun,” then the whole atmosphere would warm.

Interestingly, when the lower atmospheric warming paused after 1998, the stratosphere also stopped cooling. What’s happening now is quite unclear as surface temperatures are constantly being readjusted.

So, after allowing for a small bit of other influence on the second warming, we’re left with the notion that the maximum warming caused by humans is somewhere between 0.4 and 0.5 degrees Celsius — half of the total since the Industrial Revolution.

This has huge implications. If, as the Paris Agreement erroneously assumes, all of the warming of 0.9 degrees is a re-

sult of human activity, there is no way that the aspirational goal of 1.5 degrees can ever be met. Thanks to the huge thermal inertia of the ocean, current models show there’s between 0.4 degrees and 0.6 degrees of warming on the way, even if emissions were capped at 2000 levels.

That’s a total of 1.5 degrees already guaranteed. Meeting the 2 degrees objective allows only an additional half of a degree in wiggle room. The Paris Agreement only mitigates about 0.2 degrees of warming. Again, believing in those models, that would be an additional warming of over 2 degrees Celsius this century.

So according to the United Nation’s own climate models, it is scientifically impossible. President Trump, that’s grounds enough to withdraw.

On top of that, the models that form the basis of the Paris Agreement are predicting way too much warming in the lower atmosphere, and erroneously predicting a dramatic warming of the upper atmosphere over the tropics. Most precipitation on earth is a result of the temperature difference between the lower layers and what’s aloft.

Get that wrong, which the climate models do systematically, and the models are of very little utility.

There are other, more reality-based approaches to estimating

future warming, and these point to a 21st century increase of closer to 1.4 degrees Celsius.

Adding that to the maximum human contribution to-date of 0.5 degrees yields 1.9 degrees,

meeting the Paris objective without the Paris Agreement.

President Trump, that’s also grounds enough to withdraw.



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New finance law will do nothing to improve of at-risk students

By David Dorsey
Kansas Policy Institute

The Legislature blew it. Given a golden opportunity to give serious attention to the issue of low performance and the huge achievement gaps of Kansas at-risk students, the Legislature instead chose to appease the Supreme Court through an increase in funding. The new school finance law – SB 19 – is full of language aimed at improving educational outcomes of the at-risk, but lacks the teeth necessary to hit the target of improving performance and closing achievement gaps.

Here's what they did, why it won't work and what they should have done to make a real difference.

What they did.

Added more money to the pot. The Legislature believes the way to the Court's heart is through the pocketbook of Kansas taxpayers. They increased the at-risk student weighting from 45.4% of the BASE (base aid for student excellence) to 48.4%. In dollar terms, that's roughly a \$30 million increase in the first year with an additional \$10 million more (on top of the \$30 for a total of \$40 million) in the second year of the new law. Putting that in context, at-risk funding in 2014-15, the last year before block grants, was over \$390 million.

Included provisions aimed at improving at-risk services. The Legislature directed the Kansas State Board of Education (KSBE) to "identify and approve evidence-based best

practices for at-risk programs and instruction of students receiving at-risk program services." The law calls for schools to only be allowed to spend their at-risk dollars on programs identified as "best practices."

Included reporting provisions. The new law contains a new requirement for an at-risk annual report from each school district to KSBE. The report must include "the number of students identified as at-risk who were served or provided assistance, the type of service provided, the research upon which the school district relied in determining that a need for service or assistance existed, the results of providing such service or assistance and any other information required by the state board." Prior to SB 19, districts were only required to submit a general overview, non-detailed summary to the Department of Education in the form of an electronic transmission. No reporting was ever done to either KSBE or the Kansas Legislature nor was any at-risk programmatic information available to the public. KPI had to pay for the information through a Kansas Open Records Act (KORA) request in order for that information to be included in a comprehensive study of the Kansas at-risk program. The new law also obligates Legislative Post Audit to an at-risk performance review in 2020.

Why it won't make a difference.

History shows that more money will not improve outcomes nor close achievement gaps. Pursuant to the Court's decision on the Montoy case in



2006, at-risk funding increased more than seven fold from just over \$52 million in 2005 to \$400 million in 2014. During that period, scores for low-income students on the National Assessment of Educational Progress (NAEP) were stagnant, and income-based achievement gaps actually increased. State assessment scores showed only modest gains (mostly due to the quirkiness of the No Child Left Behind law and a lowering of testing standards), but even those were tempered with an uptick in income-based achievement gaps. If a 700% increase doesn't move the needle, why would one think a few million more will do the trick?

A "best practices" approach will ultimately provide districts cover for a lack of improvement. At first glance, the idea of using "best practices" to provide educational support sounds like a good approach. However, since the new law includes no consequences, (save a minor one applicable only to the few districts that receive supplemental at-risk money for having a disproportionate share of at-risk students), districts have no incentive to change

how they provide services to at-risk students. The programmatic landscape will be littered with a plethora of "best practices" that are nothing more than buzz-words. They'll claim to have applied the likes of "personalized education, project-based learning, adaptive technologies, peer collaboration, data-driven curriculum, blended learning..." to satisfy statutory requirements knowing full-well that there are no monetary repercussions for failing to improve the achievements of at-risk students. Will the schools take responsibility? Of course not. They will blame the lack of improvement on poverty, poor parenting, and ultimately the Legislature for not providing the resources necessary to overcome the first two. A lawsuit is sure to follow.

Although improved reporting requirements are a good step, how effective are they with no consequential benchmarks? Compelling the districts to provide some basic information is a good thing, especially given the fact that heretofore they have not had any requirements to disclose publicly how upwards of 400 million taxpayer dollars are being spent

each year. Reporting requirements in SB 19 were clearly included as an attempt to satisfy the Court. Had the Legislature been sincerely concerned with the outcomes of at-risk students, reporting would have been mandated years ago. But it wasn't. KSDE, KSBE and the Legislature chose to turn a collective eye to the reality of the unacceptable performance of the most vulnerable students. A problem that despite festering for decades is only now getting attention because the Supreme Court has finally recognized it.

What should have been done?

First and foremost, this is a problem that should have gotten more attention years ago. That lack of consideration has been a driving force in the overwhelming problem that now exists. Addressing the problem should not have been guided by reacting to a Supreme Court opinion. It is not an issue that is going away simply because a new school finance law passes muster with the Court.

The Legislature should have taken heed of the recommendations made in our at-risk study. A good start would require the districts to spend all at-risk directly and exclusively on those deemed to be educationally at-risk. Under the new law, just like the old law, schools will still be able to marble the at-risk money with other funds, even with the "best practices" requirement for at-risk students. (As an aside, shouldn't schools be using "best prac-

tices" on all students?)

The Legislature should have taken the opportunity to include consequences related to the amount of at-risk funding schools get. The weighting-based system should have been replaced with an appropriations-based system, allowing the Legislature to maintain control of where the money goes. A weightings-based system, like the one now, is little more than an entitlement program for schools – in this case, the amount of money they get is based on the number of students who walk in the door. Under an appropriations-based system, money is distributed depending on how well the schools improve the achievement of at-risk students. Those schools that do better get more money, while students in chronically under performing schools would be allowed to attend a different district or private school with at-risk funding following them.

Ultimately, the only way to get school districts to take seriously the issue of improving the achievement of at-risk students is to use money as an incentive. Money seems to be the only thing that gets their attention. This is a fact lawmakers should have comprehended when putting together the new law. Unfortunately, they didn't and the achievement of those students most economically vulnerable, those who need a quality education most to improve their quality of life as they proceed through their education will continue to stagnate. Indeed, the Legislature blew it.

Dedicating Income Tax to Schools is Just Pandering; There's Also a Downside

By Dave Trabert
Kansas Policy Institute

Dedicating income tax collections to school funding is the latest "Here, hold my beer" notion to come out of the Kansas Legislature this session, proving once again Thomas Sowell's take on politics. He said, "No one will really understand politics until they understand that politicians are not trying to solve our problems. They are trying to solve their own problems — of which getting elected and re-elected are No. 1 and No. 2. Whatever is No. 3 is far behind."

The easiest path to election in Kansas is to pledge undying support for the institution of public education (not students, mind you, but the institution), and the farther one strays from that position, the less likely one is to solve Problems No.1 and No. 2. The education lobby is demanding a ransom of nearly \$1 billion more per year from taxpayers but the votes to accede simply aren't there, so here comes the symbolism. There are no upsides to this idea – only downsides.

Dedicating income tax collections to school funding won't resolve the State's legal issues over school funding. Adequacy is not satisfied by having a dedicated income stream;

the test is whether funding is reasonably calculated so students can achieve the Rose standards. Some justices may take private pleasure in the notion but even if they publicly give it a nod, you can bet they will note that a decline in income tax receipts doesn't absolve the State of its funding obligations. But dedicating tax receipts effectively means there will never be relief from the onerous tax increase with which this Legislature is about to stick citizens because it would be seen as an attempt to cut school funding, and anyone proposing to do so would be charged with hating kids. The education lobby will also declare that all income tax belongs to them, and since most legislators have no interest in making govern-

ment waste less money, this pledge of fealty will only put more pressure on raising sales, excise and gasoline taxes.

Some legislators may say they need to dedicate income tax receipts to education to satisfy the Court, or to make some sort of deal or that old standby of "we have to govern" but none of that holds water. Compromise on variables (how much, when, etc.) is fine but one never compromises on principles. Legislators can support students and citizens by demanding that schools be held accountable for improving outcomes and for making efficient use of taxpayer money so that Kansans aren't unnecessarily taxed, but there's precious little consideration for those principles in Topeka these days.



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See Websites for Other Photos. Auction Note: Ivan was a life-long collector of quality items.

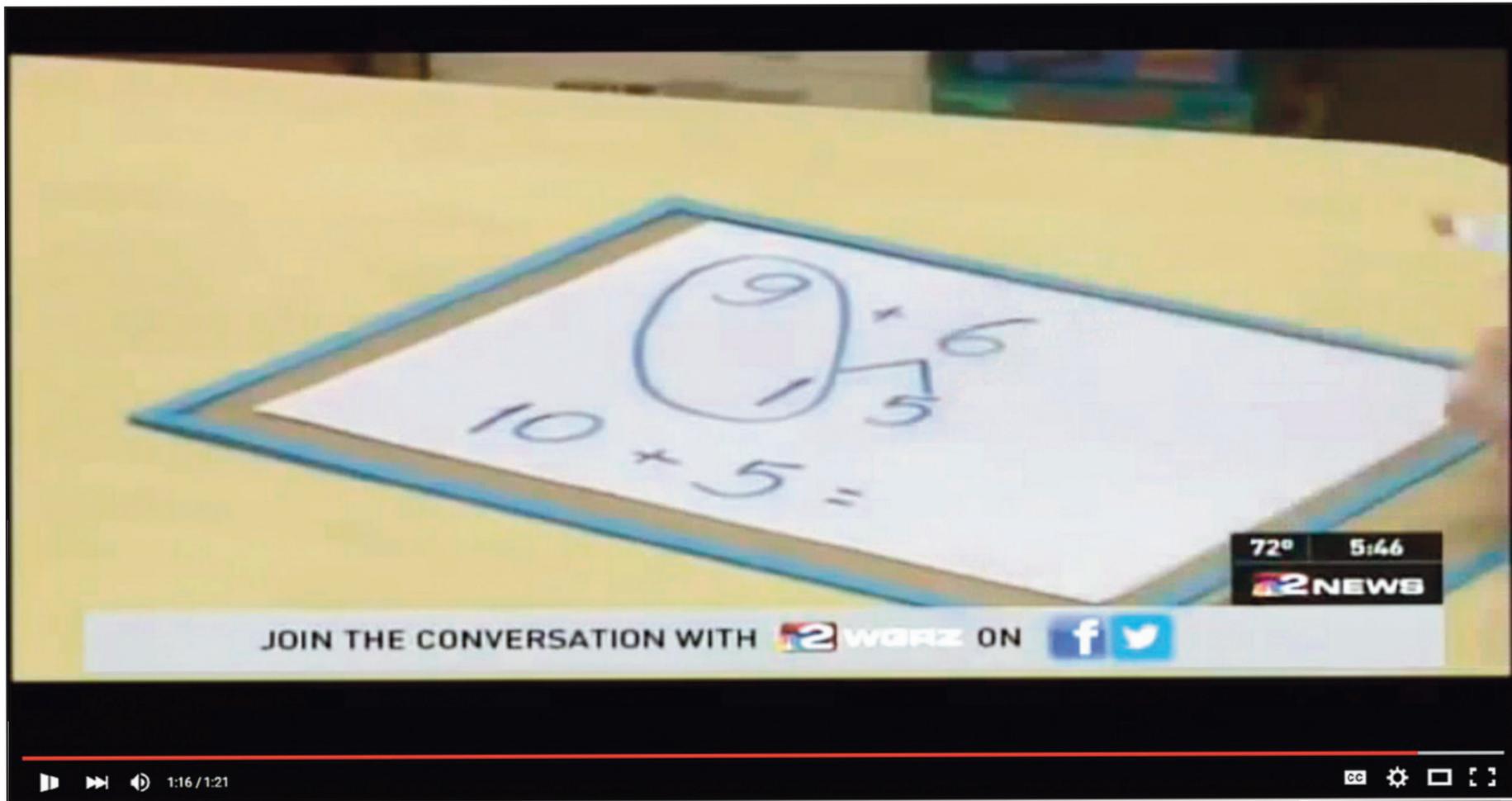
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Why Students Can't Make Change

Teaching Common Core Math To Young Students



A TV news show had a segment where a teacher shows the public how Common Core helps students with the math problem $9 + 6$. On the blank paper she writes $9 + 6$. And then says, "Our young learners many not be completely comfortable thinking about what $9 + 6$ is, they are quite comfortable thinking about their friend 10." And she writes a 10 at the bottom of the page. (see both in the photo above.)

The teacher then says: "Ten in emphasized in the young grades as we are working in the base 10 system. So if we ten partner 9 to a number that adds to 10 we can help our students see what $9 + 6$ is."

And then she draws and upside down V under the six. (see above) And then goes on, "So we are going to decompose our 6, and we know that 6 is made up of parts, one of those parts is a one, and the other part is a five." Now she writes a 1 under one leg of the upside down V and a 5 under the other leg.

She goes on, "We are now going to anchor our 9 to the 1. Allowing our students to anchor to that 10. (And she draws a circle around the 9 and the one on the page)

"Now our students are seeing that we have $10 + 5$. Now having a more comforting $10 + 5 = 15$. That is much more comfortable than looking at $9 + 6$ an isolated math fact."

(Editor's Note: So if one student is not completely comfortable with a problem, we must make the other 25 in the class use a problem solving system that does not work. Please take the time to watch this two-minute video. You can see why students can not give the correct change at the ball game or at the store.)

You can watch this two minute video by going to <http://thefederalist.com/2014/09/24/top-ten-things-parents-hate-about-common-core/>

What's Wrong With Common Core? Let Teachers Tell You

By Elise Hilton
Acton Institute

I taught high school for a number of years, but as a religion teacher, I escaped most of the trials and tribulations my fellow teachers went through annually as new teaching methods were rolled out. Even private school teachers seem to get a new set of rules each year: teach this way, not that; use these techniques, not those. However, few teaching restrictions seem to be as questionable as Common Core.

What about teachers? What are their thoughts on Common Core? Here are a few reasons some of America's best teachers do not like Common Core.

Nancy Atwell, Maine:

Public-school teachers are so constrained right now by the Common Core standards, and the tests that are developed to monitor what teachers are doing with them. It's a movement that's turned teachers into technicians, not reflective practitioners.

Stacie Starr, Ohio:

Starr said the new testing culture is killing education.

"I can't do it anymore, not in this 'drill 'em and kill 'em' atmosphere," she said. "I don't

think anyone understands that in this environment if your child cannot quickly grasp material, study like a robot and pass all of these tests, they will not survive.'...

"Each and every day, I have to look in my students' eyes and tell them I can't help them because the state has decided they have to prove what they know...It's just hard because, as teachers, we are playing a game where the rules keep changing," she said.

Cynthia Jones, Tennessee:

They say it's going to be richer than your paper-and-pencil-tests because it's going to teach higher-level thinking skills. If you're going to teach higher-level critical thinking, you teach higher-level critical thinking. The only thing I can find in their materials is because they're going to ask children to write it's teaching critical thinking skills. No, it's not. It's asking children to write a line or explanatory paragraph. None of their major rationales hold water on just a cursory look. It's bogus.

Chasidy White, Alabama:

The very freedoms we celebrate and hold dear are in question when I think of what

Common Core means for the United States.

One of my favorite writings about education from Dr. King is a paper entitled 'The Purpose of Education.' In it, he wrote 'To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.'

Why are we only given information from sources paid to say Common Core is a good thing? Isn't that the exact same type of propaganda Dr. King discussed in his writings about education?

Jamie Highfill, Arkansas:

We'd all bring our ideas, and the consultant would consistently say, 'You can't use that, it's not the Lexile level.' So eventually people stopped suggesting things, what do you suggest, so she pulled out [Malcolm Gladwell's] 'The Tipping Point' for eighth-grade English, which I thought was ludicrous because it is too hard for kids to understand, and then have them write a paper about positive epidemics they could create.



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The Common Core Explained

By Catherine Gewertz
Education Week

The Common Core State Standards arose from a simple idea: that creating one set of challenging academic expectations for all students would improve achievement and college readiness.

But the idea proved to be the only thing that was simple about the common core.

Brewing since 2007 and launched officially in 2009, the drive for common learning goals in English/language arts and mathematics produced an extraordinary response: All but four states embraced the standards in a huge wave of adoptions in 2010 and 2011. But there was also an extraordinary backlash: By 2015, several states reversed their adoptions of the standards, and nearly half backed out of their initial promises to use tests designed to measure mastery of them.

Here are some common questions and answers about the complicated phenomenon known as the common core:

What are the common-core standards?

Pure and simple, they are descriptions of the skills students should have at each grade level in English/language arts and math by the time they finish high school. They're not a detailed, day-to-day curriculum; they're a broad outline of

learning expectations from which teachers or district leaders craft a curriculum.

The 66-page English/language arts document emphasizes students' ability to read complex literary and informational texts, and cite evidence from them in constructing arguments and interpretations. It also envisions a new, distributed responsibility for teaching literacy, asking teachers of all subjects to teach literacy skills that are unique to those disciplines.

Here's a taste of the literacy expectations: By the end of 2nd grade, students should be able to explain how images in an informational text contribute to its meaning. By the end of 6th grade, they should be able to build a coherent analysis of a text, citing evidence to back up their arguments.

In 93 pages, the math standards emphasize a deeper focus on fewer topics, a response to research that found U.S. math curricula to be "a mile wide and an inch deep." Common-core math seeks to build a coherent sequence of topics and concepts across grades, and aims not only for procedural skill and fluency, but also mastery in applying math skills and in understanding math concepts.

The standards expect kindergartners to be able to count to 100 by ones and by tens. By 5th

grade, children should understand the concept of volume and be able to relate it to the operations of multiplication and addition, as well as solve real-world problems involving volume. The high school standards expect students to be able to construct an "informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone."

Who organized the initiative? Who wrote the common-core standards?

Governors and chief state school officers launched the official push for the standards at a 2009 summit in Chicago. The two main associations representing those leaders—the National Governors Association and the Council of Chief State School Officers—led the initiative to build state support. To write the standards, they assembled "work groups" that included university professors, leaders of education advocacy groups, and experts from testing companies. Under pressure from teachers' unions, they added K-12 teachers. Additional panels reviewed and provided feedback on the draft standards. Writers also shared the drafts with state departments of education, which reviewed them and provided feedback.

Why did state leaders

think we needed a set of common standards?

The push to create shared standards took shape in part because of a key failing of the standards movement that swept the country in the 1990s. States began writing their own standards after the 1983 report "A Nation at Risk" warned of a "rising tide of mediocrity" in American schools. But the quality of those academic expectations varied from state to state. And even when the federal No Child Left Behind Act (signed into law in 2001) required states to test students' mastery of those standards annually, and face consequences for students' poor performance, some states set far higher proficiency goals than others.

State leaders also cited high college-remediation rates as evidence that more-rigorous, shared standards were needed. When 1 in 5 college students has skills too weak for credit-bearing coursework, they argued, the K-12 system is falling short in preparing young people for the postsecondary work that leads to good jobs. Surveys of employers, too, showed widespread dissatisfaction with the literacy and math skills of young job applicants.

The idea, then, was to "raise the bar" for all students to create better college and work outcomes, and establish a common bar by which all students could be measured.

So what caused opposition to the common core?

The involvement of the federal government. And to a much lesser degree, the content of the standards themselves.

Some educators and activists objected to the standards' stepped-up focus on nonfiction reading, saying it would downgrade the place of good literature in the classroom. Others said the standards harped too much on "cold readings" of complex text without any background preparation. Some early-childhood educators argued that 1st and 2nd graders were expected to tackle skills they weren't developmentally

ready for. Some math educators contended that the standards were particularly weak in preparing students for college majors in math or science.

But the lion's share of attacks on the common core were grounded in politics. The idea that all states would be expected to share one set of standards offended conservative activists and lawmakers, who saw the initiative as an encroachment on the American tradition of states' rights. And it offended more liberal ones, too, who feared it could undermine teachers' attempts to tailor instruction to students' and communities' needs. President Barack Obama and U.S. Secretary of Education Arne Duncan stoked that fire when they encouraged states to adopt "college- and career-ready standards"—widely interpreted as code language for the common core—to win \$4 billion in federal grants under their "Race to the Top" school-improvement program.

States'-rights backers argued that the federal government had violated laws that prohibit it from mandating what's taught in classrooms. But common-core advocates pushed back, noting that federal officials had no role in writing the standards, and that encouraging their adoption violated no laws.

But isn't the common core about testing?

It is, but that part took a while longer to materialize. In 2010, the U.S. Department of Education awarded \$360 million to two groups of states—the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers, or PARCC—to design assessments for the common standards. Locking in shared standards with only two, federally funded tests nationwide—rather than each state using its own test—only deepened the perception that "the feds" were dictating what students should learn.

With the field-testing of the PARCC and Smarter Balanced

assessments in the spring of 2014, opposition kicked into higher gear and included new groups of anti-common-core crusaders. Teachers, parents, students, and policymakers argued that the tests—ranging from 7 to 9 ½ hours, much longer than the ones most states were using—ate up too much instructional time. Liberal activists who saw corporations as playing too large a role in K-12 policy crusaded against the tests, which were developed by big-name companies such as Pearson. An "opt out" movement also took hold, with tens of thousands of students boycotting the first administration of the PARCC and Smarter Balanced tests in the spring of 2015.

Where does all this leave us?

Did we end up with higher, shared standards across the states and a way to compare student performance from state to state?

Not really. All but seven states still had the common standards on their books as the 2015-16 school year began. Whether they are truly more rigorous than every state's previous standards remains a matter of debate, and many districts were slow to implement the standards, hobbled by a lack of money and good instructional resources. But anecdotal reports suggest many teachers are using the standards to deepen their instruction. As for that common measuring stick, it fell far short of its original vision. In November 2010, 45 states and the District of Columbia had all agreed to use PARCC or Smarter Balanced, offering the possibility of comparing student performance across many states. The two consortia also hoped to devise a way to make their scoring systems comparable, facilitating a true nationwide comparison. But by May 2014, barely half the states still planned to use a consortium test when the tests debuted in 2015. The rest designed their own tests or bought off-the-shelf exams.

This May Be The Biggest Problem With America's 'Common Core' Education Standards

The Common Core — a set of education standards adopted by nearly every U.S. state — was built on the idea that students should be able to think critically rather than just memorize material for tests.

It's a good goal. A common and valid criticism of American education is that it focuses too much on rote learning and not enough on comprehension.

But the Common Core and the tests tied to those standards might prevent students from achieving that goal. Those rigorous tests could discourage teachers from being creative and force them to teach to the test, according to a legislative official in Massachusetts who works on education policy.

Common Core was created in 2009 and is meant to even the playing field by giving every state a universal set of standards to measure learning. The program is incentivized with federal grant money that is given to states that implement the standards.

Massachusetts is typically held up as an example of how the Common Core is supposed to work. The state is considered a success story, with education officials noting improving test scores and reading skills.

But Michael Benezra, a legislative director for the Massachusetts Senate, told Business Insider that the tide is turning in the Bay State on both sides of

the aisle.

"Inside the [legislature], the general attitude is that Common Core ... is institutionalized and it's not going anywhere," Benezra said. "I'm starting to see the teachers unions and the charter school people kind of agreeing on the issue that Common Core needs to go."

Common Core emphasizes critical thinking, and the tests are designed to test students' comprehension about what they read and how they come to solutions for math problems. The tests are so intense, taking the average student eight to 10 hours to complete. And teachers are under so much pressure to prepare their students to do well that instruction becomes less individualized and critical thinking in students can be hampered.

"The reliance on testing pigeonholes the teachers to teach only to the test," Benezra said. "So the kids are coming out and what they're learning might not be conventional. So they might know some obscure facts about American history, but they might miss why the revolution started."

Common Core tests could end up defeating the purpose of the standards themselves.

"I think it's kind of counter-intuitive to students getting the big picture because they're required to test so much,"

Benezra said. "In order to perform well on the test, you have to memorize things. ... You can say we're trying to get them to think more critically and read closely ... but at the end, the students take a test, they don't write a long essay where they're forced to think deeply about the issue."

The New York Times explains the thinking behind the new processes:

It was no longer sufficient for students to memorize multiplication tables. They had to demonstrate exactly what three times five meant by shading in squares on a grid. If the topic was fractions, they would slide around neon-colored tiles on their desks until they could prove that three-quarters was the same as six-eighths.

An Atlanta teacher told BI last month that these standards could also make struggling students feel defeated and give up altogether.

She wrote: "One thing the Common Core curriculum stresses is reading informational texts — this seems really practical, and I like that focus. It asks that kids do close reading and answer text-based questions with evidence from the text. But my kids are reading so far below grade level that they just shut down and feel defeated."

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Haupt: Buying loyalty to sell your agenda

By William Haupt III
Watchdog

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Those who work for every dollar they bank have nothing to gain from being a liberal.”

– Jay Kites

It is easy to see how liberals think backwards from observing how they employ reverse logic to reach their conclusions. This is the way a lot of people justify spending money when they come home and tell their spouse, “I bought this because was 50 percent off.” Yet they fail to realize they spent 50 percent more than they could afford. This was a common theme in sitcoms across the land. Lucile Ball would come home and tell Desi what a great deal she got on a coffee maker when they already had four. He would then spill out his infamous, “Lucy, you got some ‘splainin’ to do!”

“Politicians use reverse logic to justify facts to reach their reverse conclusions.”

– Art Snider

Liberal thinking works backwards and concentrates on flawed conclusions of spend now and pay later if and when you can. Although many Americans employ this every time they use a credit card, they know one day soon they will face the music when the bill is due. But this isn’t a factor when a progressive makes the purchase. This is how Obama used baseline under budgeting to kill our free market. Instead of announcing they were reducing their increase in spending from 5 percent to 4 percent, they claimed they were reducing it by 20 percent. By increasing the budget astronomically each year, and announcing how much they are cutting it back, this fatally flawed system of reporting to the public is why the nation’s debt exploded.

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“I am proud that I never hide from the truth.”

– Barack Obama

Democrats decried borrowing for the Iraq/Afghanistan wars but have been using huge quantities of taxpayer dollars to prop up financial markets. That’s why Wall Street is booming while the economy is languishing in a pseudo recovery. Their unreal “economic stimuli” and “quantitative easing” spending put America’s children into debt before they were born. They will be indentured servants to government. Children born this year will see their share of the public debt burden grow by more than \$100,000, to over \$142,000, by the time they graduate from college due to the debt the Trump administration inherited. This is called public debt, which means the government sold this debt in credit markets to investors in the U.S. and abroad. Progressives love to spend money they do not have.

“He is a fool who spends what he does not have when the bill become due later.”

– Sol Seine

When Obama was elected, they knew they had to do some-

thing to make him “King for the day” and the easiest way to do this was to pump \$6 billion a day into the housing market. For the first time in history, the progressives worked with an activist Fed and wheeled and dealt with them to print all of the money their presses would handle. Pumping monopoly money in to a broken economy they created with government giveaways created a false recovery to replace an equitable free market natural rehabilitation. Since this industry employed a lot of people, they figured they’d keep doing this until someone pulled the plug on the money machine, or it broke down and the motor wore out.

“To win elections, politicians have promised practically endless government spending and covered up the cost, leaving generations of taxpayers obligated to pay off the public debt. They know that that is wrong. But nobody in either party is very anxious to stop doing this.”

– David Milpass

There are many things that liberal progressives do that are backwards to economic reality. They truly believe that Americans are actually equivalent to people of the dark ages of the past. They express equivalencies that are contrary to righteous morality. If you need just a few examples to comprehend this, think about how they equate modern-day bankers with money changers in the Hebrew temples during the life of Christ. They chastise today’s successful capitalists and compare them with the Robber Barons, feudal lords, and pirates of the days of old. They are worse than Robin Hood, an English Saxon who fought the oppressive taxation of the Norman King John. Not only do they believe that stealing from the rich is morally right to equalize an unequal society that is crying for handouts and free things, they also use trickery in accounting and maneuver the budget office to justify what they are doing with ludicrous inaccurate reporting.

“A long-lasting, sustained economy will never be achieved through massive government spending programs.”

– Stan Graves

money to kill new citizens so they can import undocumented workers who will perform for less. And, of course, since the workers are not here legally, they do not pay taxes and the government uses our tax dollars to supplement their standard of living. When they need to create more government dependence, they reach out to these workers and others considered socially deprived, and advertise how easy it is to get food stamps and free cell phones at U.S. taxpayers’ expense.

“The left wants everyone to focus on the deficit so they can take us away from the focus on spending as a percentage of the economy.”

– Grover Norquist

Progressives subvert everything righteous in order to justify their beliefs. They continue to rewrite history to make villains the heroes and heroes the villains. Past conservative leaders like Ronald Reagan, Douglas MacArthur, Holmes Tuttle, Henry Regnery, and Anthony Fisher are condemned for their dedicated efforts to protect the American way. They deconstruct the teachings of Jesus Christ and other great religious moralists of the past from Saviors to Satans to convert more people to the religion they created that is the religion of the far left. This religion has no commandments, ethics, morals or principals other than those that pontiff their own party beliefs. Progressivist liberalism is now a religion, spending money now to build their party with no regard for the future.

Progressives believe capital punishment is wrong and defend the lives of convicted murderers. Yet they see nothing wrong with spending tax dollars to build abortion clinics in minority neighborhoods that threaten to wipe out entire ethnic populations. This is not only a waste of lives and impeding the natural rights of man. This is spending our taxpayer’s

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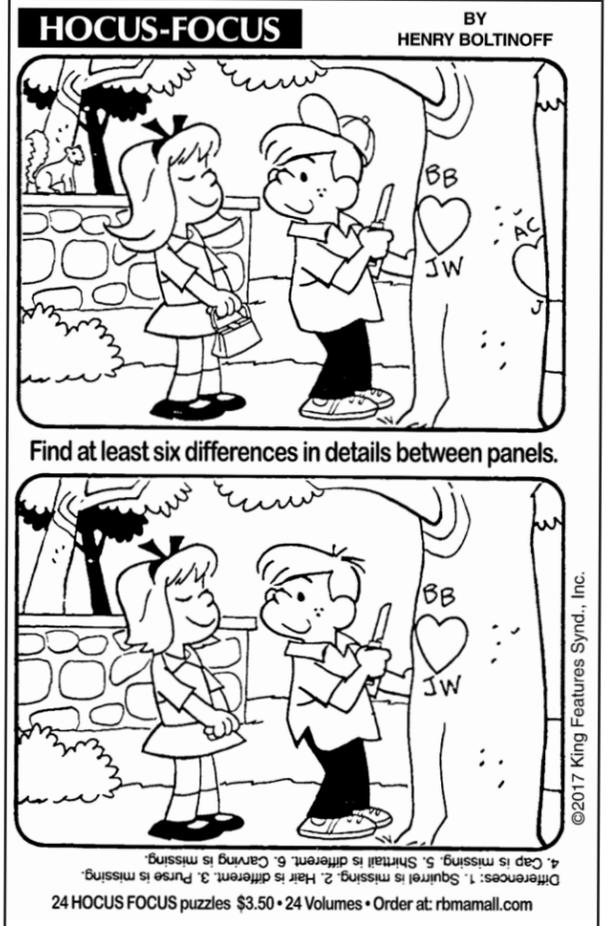
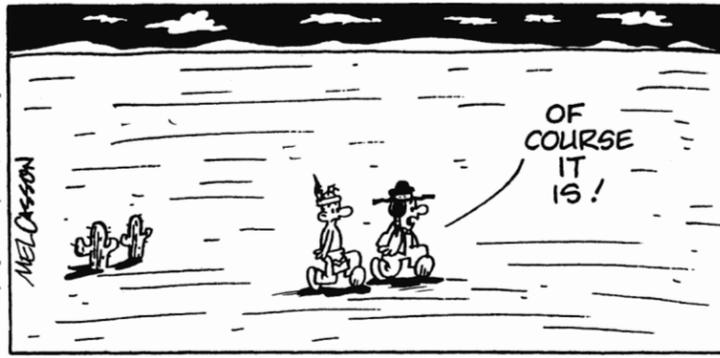
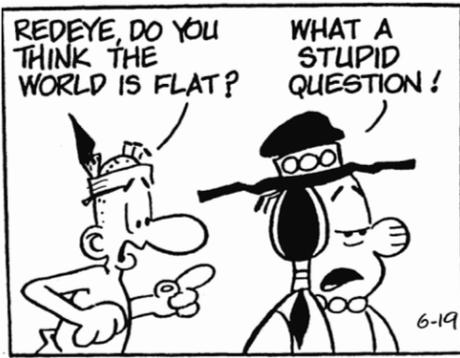
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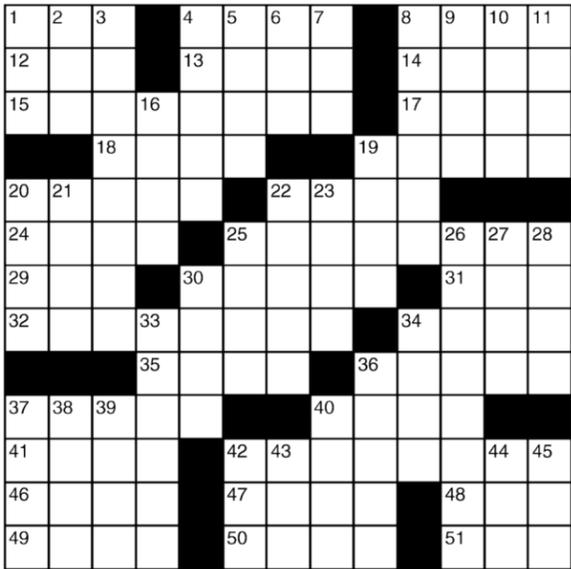
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 - 14 Medley
 - 15 Preside over
 - 17 Walden, for one
 - 18 Mountain goat
 - 19 Feudal lord
 - 20 Choir members
 - 22 You
 - 24 Slender
 - 25 Mao Zedong's title
 - 29 Encountered
 - 30 Band section
 - 31 Praise in verse
 - 32 Like kebab
 - 34 Greek letters
 - 35 Walk in the woods
 - 36 Expositions
 - 37 Less
- DOWN**
- 1 Predicament
 - 2 Wall St. debut
 - 3 Indulge in reflection
 - 4 Farm statistic
 - 5 Wheedle
 - 6 Witticism
 - 7 — out a living
 - 8 Office machine
 - 9 — vera
 - 10 Circle
 - 11 Olympic skier Miller
 - 16 Black, in verse
 - 19 Island neckwear
 - 20 Charitable donations
 - 21 Onion relative
 - 22 Crowd?
 - 23 Full house, e.g.
 - 25 Stopper
 - 26 Spur on
 - 27 Hebrew month
 - 28 Loch — Monster
 - 30 Estate recipient
 - 33 Asthmatic, maybe
 - 34 Deserve
 - 36 Pretense
 - 37 Datum
 - 38 Reverberate
 - 39 Timely query
 - 40 Campus VIP
 - 42 Wrestling surface
 - 43 Actress Gardner
 - 44 AAA job
 - 45 Storm center

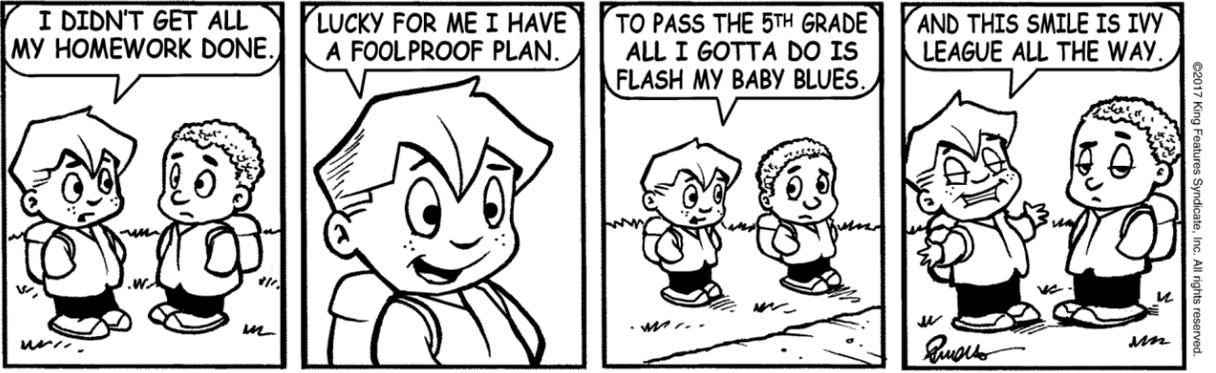


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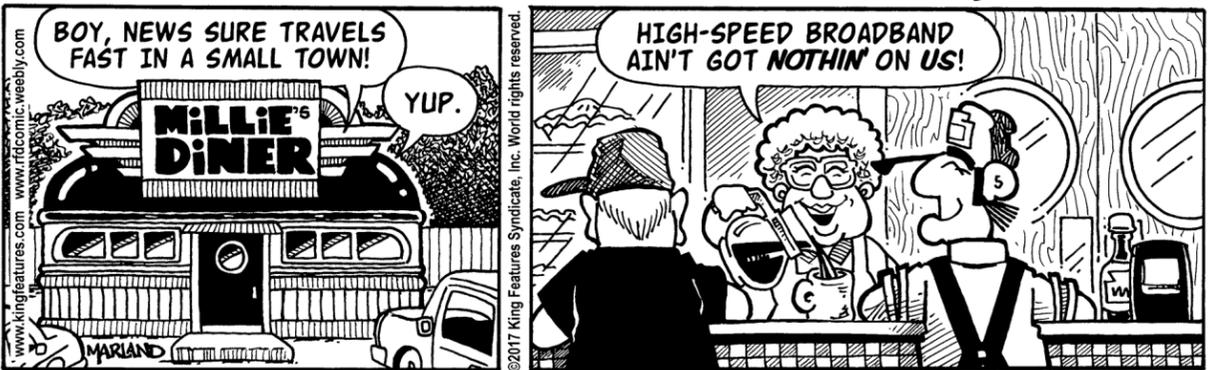
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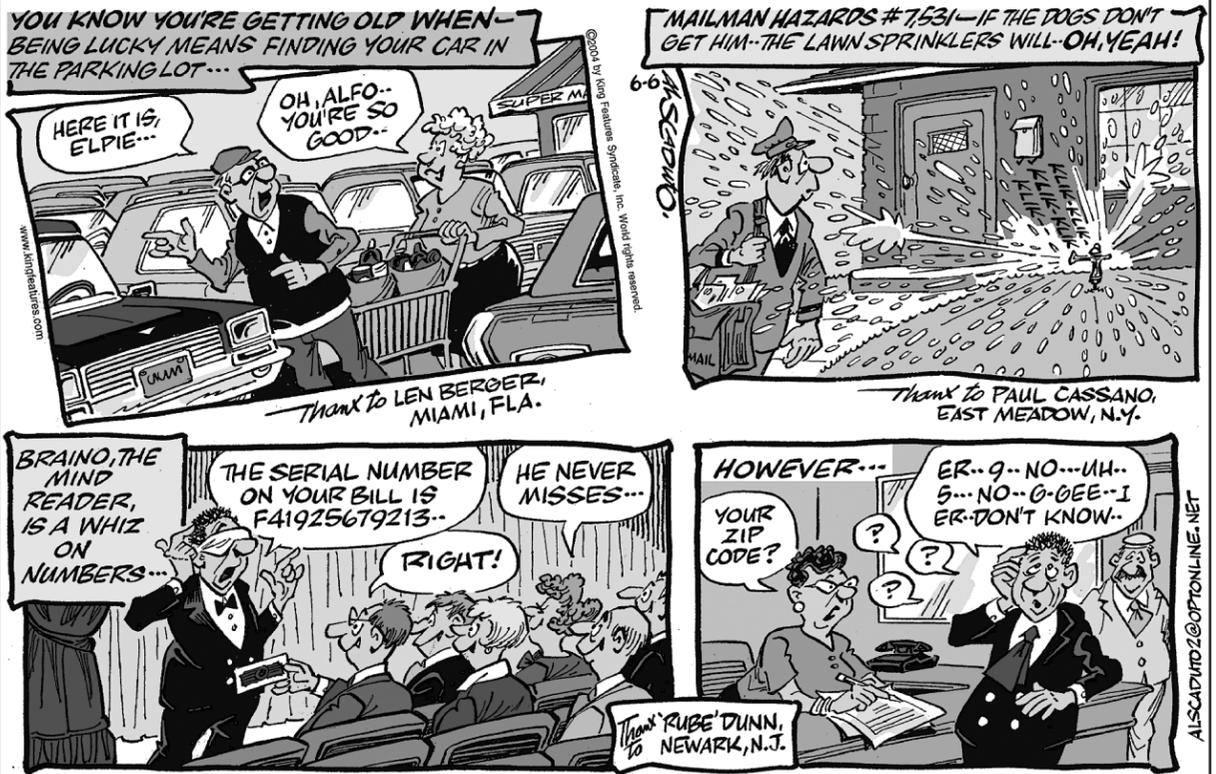
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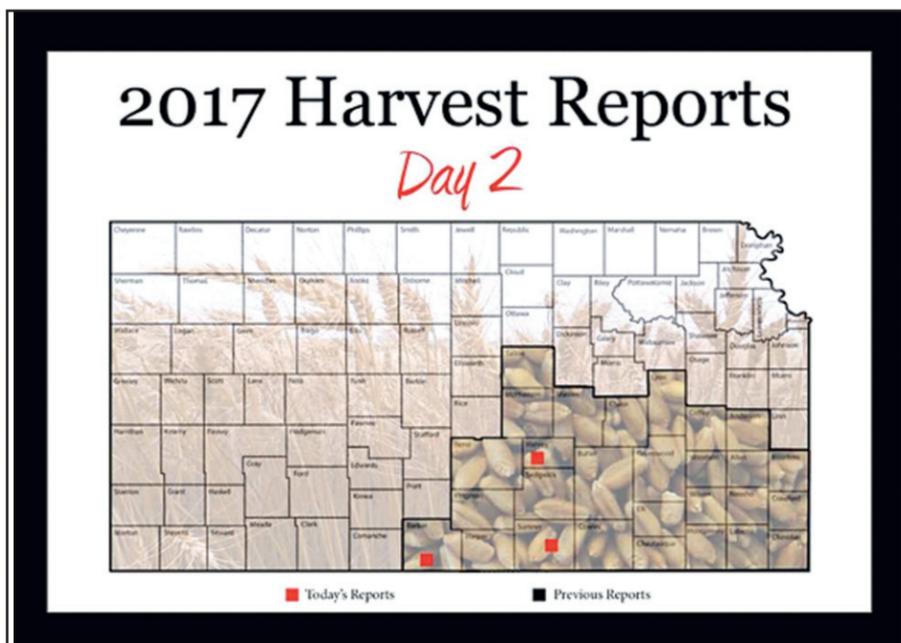
Day 2, Kansas Wheat Harvest Report

By Jordan Hildebrand,
Kansas Wheat Commission

This is day 2 of the Kansas Wheat Harvest Reports, brought to you by the Kansas Wheat Commission, Kansas Association of Wheat Growers and the Kansas Grain and Feed Association.

With the hot summer rays of sunshine and the constant Kansas wind, harvest is progressing quickly throughout central Kansas.

Steve Inslee, manager of the Ok Coop Grain Co. in Kiowa, reported that harvest started ramping up in the area last Thursday. As of Sunday evening the location had taken in around 400,000 bushels of wheat. This year's harvest is looking similar to what was seen in the area last year with yields averaging about 50 bushels/acre and test weights holding steady at around 60-61



pounds/bushel. Inslee estimates that the brunt of harvest in the area will be completed by the

end of the week. Phil White, a farmer near Wellington, cut his first load of

wheat on Saturday afternoon. "Things are looking good for us, so far," reported White.

"With leaf and stripe rusts spotted in the area, we treated every wheat acre we had with fungicide, and most of our neighbors did, too. We're glad we did because we have seen it really pay off in yield."

White reported that the fields they have finished so far have averaged 58 bushels/acre with 60-61 pounds/bushel test weights. He has heard that yields and quality have been consistent across much of the county.

Jack Queen, manager of the Farmers Coop Elevator in Halstead, reported that yields are looking good in most spots, but Kansas weather had to put a damper on the area's harvest.

"Most areas are looking really good," said Queen. "We're estimating an average of 60 bushels/acre for the most part, but that will be hit and miss depending on drowned out spots

in some of the fields."

Test weights for the area have ranged from 60-62 pounds per bushel, and he hopes that farmers will be able to get wheat out of the fields before Mother Nature decides to rain on farmers' parades and lower the number.

"As long as we don't have any more rain we could be done in a week," said Queen. "But a rain event could extend our harvest out by another week, something that no one wants to see."

The 2017 Harvest Report is brought to you by the Kansas Wheat Commission, Kansas Association of Wheat Growers and the Kansas Grain and Feed Association. For exclusive #wheat harvest17 content, please head to facebook.com/kansaswheat.

Hundreds gather to grill US Sen. Jerry Moran on health care

LENEXA, Kan. (AP) — At a rowdy town hall event Monday morning in Johnson County, U.S. Sen. Jerry Moran said he may vote for a Republican-backed health care plan even if there are no open hearings.

Moran, a Kansas Republican, told a crowd of 500 people at the Lenexa Conference Center that he would have voted against the House's version of the bill to repeal the Affordable Care Act and repeatedly called for open hearings on the Senate version.

He bemoaned the fact that the bill was being crafted in closed-room meetings, but when asked to promise not to vote for the bill without open hearings, the senator said he

would wait until he sees the bill before determining how to vote. "I want to see what the health care bill is. I wish it was being addressed in a way different than it is, but let's see what the outcome is," he said.

Moran's town hall comes after weeks of protests at congressional offices in the Kansas City area following the U.S. House's passage of a health care bill that the Congressional Budget Office estimates would leave 23 million more people uninsured by 2026. A video clip of U.S. Sen. Claire McCaskill, a Missouri Democrat, demanding a hearing on the Senate version of the bill before it goes up for a vote was widely spread on social media last week.

Moran said that he has seen "nothing in writing" about the Senate bill, but that his impression is it will differ from the House version.

Aaron Kivett, a 37-year-old Overland Park resident who asked Moran to promise to vote against the bill if there aren't open hearings, said he was disappointed with the senator's answers. He said Moran spoke about the importance of hearings but appeared unwilling to back that up with actions.

"His power as a U.S. senator is his vote, and throughout the discussion he seemed like this helpless bystander," said Kivett, who works for a software company and gets his insurance through his employer. "And if

you're unwilling to stand behind those statements with that vote, it's completely meaningless."

Moran said that his decision to hold the town hall early Monday morning — a time that many attendees complained conflicted with their work schedules — was to ensure that constituents in the state's most populous county would have a chance to weigh in before the Senate casts a vote on the health care bill. Moran boarded a flight to Washington, D.C., immediately after leaving the town hall. A vote could take place within the next month.

Moran said he did not consider health care a right analogous to free speech, but he does

think society has a moral obligation to ensure access to health care.

"This is a very personal issue for many, many Kansans," Moran said. "It's unlike any issue I've dealt with as a member of Congress."

Moran told the crowd that the bill would ensure coverage for as many people with pre-existing conditions as the current law.

"Crap. That's crap!" Laurie Bezinque, a 62-year-old retiree from Olathe, yelled out in response.

"I was diagnosed with bone marrow cancer in September. I have wonderful Obamacare coverage," she said when asked about her outburst. "I've had nine treatments so far, and if I lose my coverage, I just need to hope that I can make it two years so that I can get on Medicare and get coverage

again."

Bezinque's insurer, Blue Cross Blue Shield of Kansas City, announced plans last month to pull out of the Affordable Care Act exchange that covers Johnson County, which she blamed on the uncertainty created by Republicans' repeal efforts.

Bezinque, a registered Democrat, said she has voted for Moran in the past and has reached out to his office.

"I've talked to him and his staff and let them know what I think. And he is a moderate, so I have hope that he's going to listen to us and vote against Trumpcare," she said.

Moran has voted with President Donald Trump 100 percent of the time since the inauguration, according to a vote tracker from the website FiveThirtyEight.

Trump holds cabinet meeting, promises change

By CATHERINE LUCEY
Associated Press

WASHINGTON (AP) — President Donald Trump on Monday chaired the first meeting of his full Cabinet, saying the team is here to "change Washington."

Nearly five months into his presidency, this was the first time Trump hosted all the agency chiefs. He used the meeting to celebrate his young administration and then listened to praise from the assembled aides.

Trump said his Cabinet is "as active as you can possibly be."

The confirmation process for the agency heads included some deeply partisan fights over nominees as well as some stumbles, including Trump's first pick for labor secretary stepping aside.

U.S. Trade Representative Robert Lighthizer joked about the pace, saying "I want to apologize for being late for work. For four months I got bogged down in that swamp that you want to drain." Lighthizer was

among the most recent confirmations.

After Trump's remarks, the Cabinet members each spoke briefly, praising the president and the administration. Vice President Mike Pence said "It is the greatest privilege of my life to serve as vice president." And Chief of Staff Reince Priebus thanked Trump "for the opportunity and blessing to serve your agenda."

Trump this week is highlighting efforts to bring more Americans into the economy by

having them start working as apprentices. "There are millions of good jobs that lead to great careers, jobs that do not require a four year degree," he said at the Cabinet meeting.

The president also promised a news conference in two weeks to discuss the administration's efforts to combat the Islamic State.

Trump did not respond to a question about whether he had tape recordings of his conversations with fired FBI Director James Comey.

Berry Anniversary/Birthday Celebration

Ed and Charlotte Berry would like to have their family and friends join them in the celebration of Ed's 80th birthday and their 60th wedding anniversary. The celebration will take place at RC McGraw's Blue Hills room, Manhattan on July 2, 2017 from 2:00pm to 5:00pm.

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