

## Other Viewpoints

### Law enforcement benefits students

This is not about picking on college students. It's about making Lawrence a safer place for students – and everyone else. Since mid-August, Lawrence police have stepped up their enforcement efforts in downtown and other locations that see an increase in activity – and, in some cases, poor personal decisions or behavior – at this time of year. Alcohol often is a contributing factor to the misbehavior and illegal activity that the police patrols are trying to curb. From Aug. 14 through the Labor Day weekend, police cited more than 180 people for offenses ranging from possession of alcohol by a minor to using a fake ID. Fourteen people were arrested, including several on charges of driving under the influence. Police talked to one young man who was observed barefoot and inebriated, but let him go on his way after deciding he was capable of getting home without endangering himself or others.

In another case, a citation was issued to a pedestrian who crossed the street against the light and yelled at the motorist who was forced to stop to avoid hitting him. This, as any driver will attest, is a scary safety issue. Even when drivers are alert, pedestrians darting into traffic can have tragic results.

Police also are around to help people like the young man who was assaulted while walking home and a group of students who allegedly were attacked by a young man brandishing a length of bamboo. No suspect was apprehended in the first assault, but the man with the bamboo was arrested on suspicion of aggravated assault and consuming alcohol in public.

The idea behind the stepped-up enforcement is to set some expectations for behavior at the beginning of the school year, but the effort isn't aimed at students alone. They are looking for anyone that is engaging in illegal or dangerous behavior – sometimes with students as the victims.

Kansas University's student body president told the *Lawrence Journal-World* he has heard complaints that students are being unfairly stereotyped as irresponsible and that Lawrence is issuing tickets to help pad the city treasury. Police don't ask to see a student ID before they question someone or issue a citation, but the only way to try to change bad behavior is for it to have consequences. Imposing a fine or court costs – or in the case of DUIs, stiffer penalties – carries a much stronger message than a warning from a police officer.

For the most part, Lawrence police do a good job of balancing punishment and tolerance in a way that's appropriate for a college town. Students shouldn't be targeted, but they also shouldn't be exempt from the laws that are intended to make Lawrence a safer place to live, drive and, yes, party.

– Lawrence Journal-World, via the Associated Press

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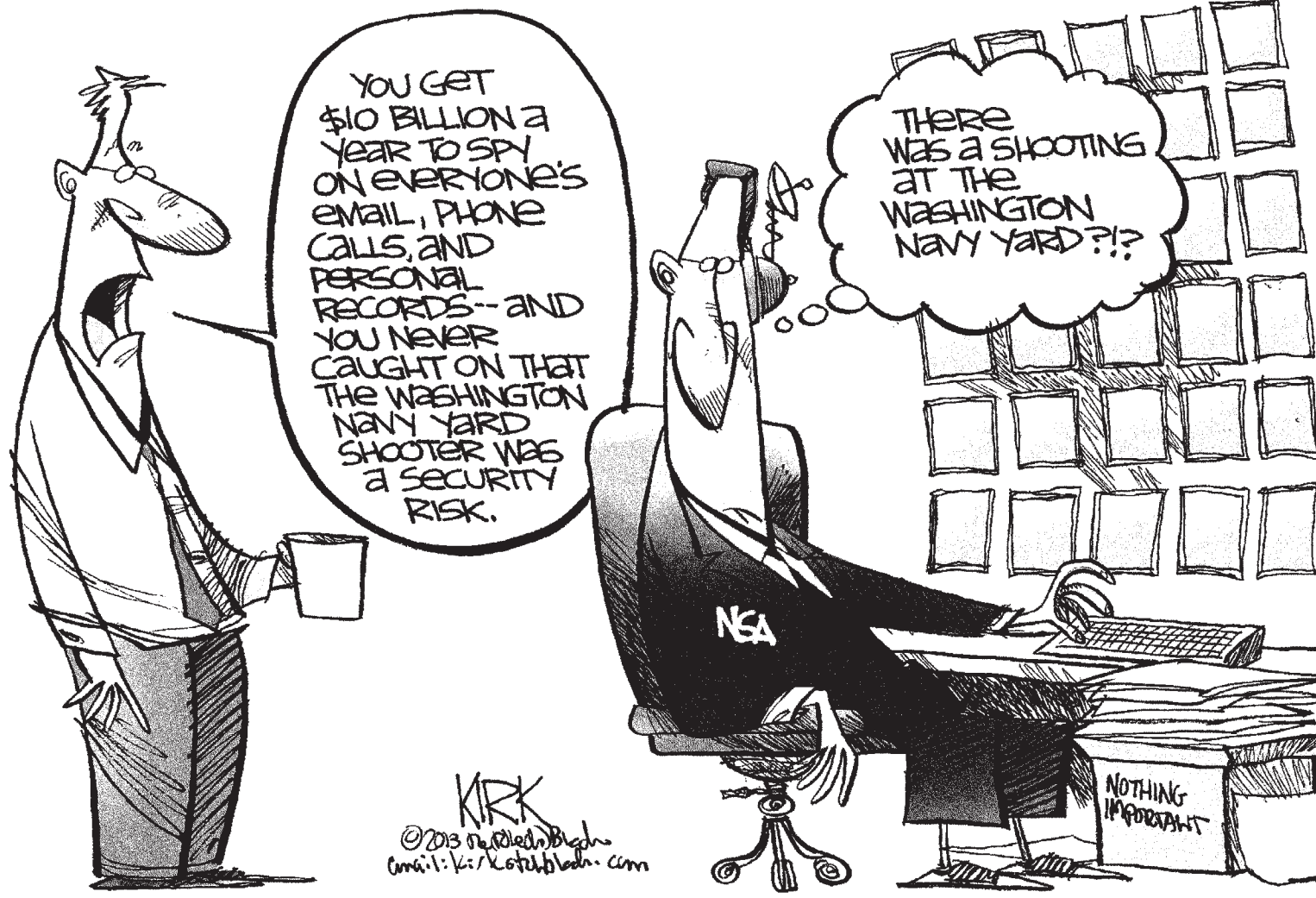
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### Farm classroom's one of the best

The farm has always been a fertile field for producing crops, but it is also an environment rich with learning experiences.

For generations, children who grow up and work with their parents on the family farm have learned valuable skills. While they are learning to sow seeds, cultivate weeds and harvest grains, flowers and vegetables, they are also growing knowledge.

Lessons learned on the farm include math, social studies and vocabulary, leadership, not to mention cooperation and responsibility.

All those skills acquired in a simple field of soil and vegetation? Absolutely.

Tucked away in those vast acres of grass, trees and crops there's a living outdoor classroom teeming with lessons on life. Children who learn to till the soil come to understand such basics as distance, depth and height. They learn that the plants that bear our food came from places all over the world – rice from the Far East, wheat from Russia.

They see stems, leaves, seeds, flowers and bulbs in their hands, instead of in a book – an enduring way to plant words in their vocabulary.

While growing up on a land whipped by the wind, warmed by the sun and cooled by the stars, youngsters learn to respect their environment. They learn that by caring for this fertile land it will in turn care for them.

Such a valuable learning experience can provide children with the tools likely to influ-



**John Schlageck**

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ence family and friends to respect the land as well or at least raise their level of awareness. Youngsters also learn that hope is not wishful thinking of harvest success. Rather, hope is the action of planning and planting seeds. There will be those years when harvest may not occur, but the seeds of hope must be planted if there is even the thought of next year's bounty.

Learning outside can also be fun. If you don't think so, ask children who've been on a field trip. They appreciate the opportunity to spend a day in a natural classroom where they can trade fluorescent lighting and four walls for blue sky and white clouds overhead.

When given the opportunity to grow grains, flowers and vegetables, youngsters chart the progress of the plant. They invest in the outcome and that means harvesting their hard work, care and investment.

While encouraging students to consider growing and caring for a small plot with wheat, roasting ears or assorted vegetables, be sure to equip them with youth-sized tools. Remember they are still youngsters and do not possess the strength, knowledge and wisdom of an adult.

Suggest themes for young gardeners. Try a garden theme that appeals to a child's literal sense, such as an alphabet garden with plants that begin with the letters A to Z.

They could also plant a pizza garden and grow tomatoes, peppers and onions. They could visit a dairy farm to learn about the fundamentals of caring for cows that produce the milk that results in cheese on the pizza. Or maybe a visit to a cattle ranch to experience beef cattle that ultimately winds up as hamburger on a pizza.

Direct the children and instill in them that caring for a crop can be an adventure. Have them add excitement to the garden with decorations including scarecrows, painted stumps and tiles and child-sized benches.

Encourage them to dig in the soil for earthworms. Tell them to pick the flowers – when they're mature.

Above all, make certain the learning experience is enjoyable. Encourage them to keep a daily journal about each day's activity.

Take pictures of the learning journey in the field and add them to the journal. Yes, there can be an abundance of lessons to be harvested in the soil. Take the opportunity to provide such an experience for a child you know.

*John Schlageck of the Kansas Farm Bureau is a leading commentator on agriculture and rural Kansas. He grew up on a diversified farm near Seguin, and his writing reflects a lifetime of experience, knowledge and passion.*

### 'Indoctrination' in college real

I was not surprised last spring to hear a mother share with me her son's fear of attending college because he did not wish to be politically indoctrinated.

As the years go by I hear this more frequently. Two months ago, while purchasing an automobile, the dealer asked my profession. I told him that I was a college political science professor. His look was, "Oh! Your one of those." So, the assumption is that professors, especially in political science, are socialists or worse.

Those who know me as a columnist or in my lectures realize that I seldom use the words liberal or conservative. I want my students to think for themselves and labels largely end that process.

The principle is the same for either ideology or political party. No one should be afraid to go to college because either ideology has placed the other on the endangered species list. College is supposed to be a big tent housing all types of thinking so the student can gravitate to what he thinks best. The liberal-conservative paradigm suggests there is only one or the other. Why can't you be both, or a third, as for example a constitutionalist as am I?

Of course most colleges insist they adhere to intellectual diversity, but the literature suggest otherwise; too many are vastly weighted in favor of one ideology and professors to one political party. This is not hidden. Virtually every political science textbook acknowledges that the vast majority of political science professors are of one political party and ideology.

There is a consensus of what a good education comprises. Students are immersed in race consciousness, feminism, multiculturalism, environmentalism, collectivism, political activism, class warfare, acceptance of sexual deviations and minimization of Christianity. The

### Other Opinions

• **Harold Pease**  
Liberty Under Fire

student must come to accept the above script. It is also in virtually all textbooks.

It's not that any of these notions are bad in and of themselves, but the nearly universal absence of the opposing view is most troubling. All this reminds me of a 1960s tune: "Little boxes on the hillside. Little boxes made of ticky-tacky... And they all look just the same. And the people in the houses, all go to the university... And they all look just the same."

It's not fear of political science classes alone. Such bias permeates most academic areas. An English professor from a large Midwestern university spoke of English classes giving less emphasis on grammar, punctuation or sentence structure and more on political correctness. "Everything from theater to philosophy to history to English has, in effect, become sociology," he wrote. "Teaching subject matter has become less important than teaching a very political perspective." In the end, "They get taught the same thing over and over: a radical critique of the entire American social structure, an indictment of capitalism, anti-Christian propaganda and collectivism over individuality."

An extreme example of this was Professor Deandre Poole of Florida Atlantic University who, in his intercultural communications class instructed students to write the name "Jesus"

on a piece of paper, place it on the floor, then stomp on it. Imagine his having done this to Mohammed.

The result is that if students have not learned to think for themselves, or have opposing information from home or church to think with, they graduate and carry the message (indoctrination) into every segment of society as gospel. New teachers will pipe the same, or similar, message.

Age and experience may alter the indoctrination but the twig is already bent in a prescribed direction and the student, like the twig, will give first consideration to returning to the indoctrination when confronted with anything in opposition. Colleges have so much power over "right" thinking.

The indoctrination begins, critics say, with "incoming freshmen in nearly 100 colleges with orientation where students begin by learning about the evils of 'white privilege' in a program called the 'tunnel of oppression' and sit through lectures informing them that they are part of a 'rape culture'" (*New American*, Aug. 5, 2013, pp. 23-27).

No wonder the young man did not wish to be subjected to what he saw as indoctrination. Because he knows that there exist other views there is hope for him, more especially if he selects professors who attempt to give alternative views of which there are still many, he will be fine. This is especially true at the community college level. It is the students who have no idea that there exists alternative views that are most endangered.

*Dr. Harold Pease has taught history and political science for over 25 years at Taft College. To read more of his weekly articles, go to www.LibertyUnderFire.org.*

### Mallard Fillmore

• **Bruce Tinsley**

