

November 14, 2017

Regular Meeting

Item # 11a

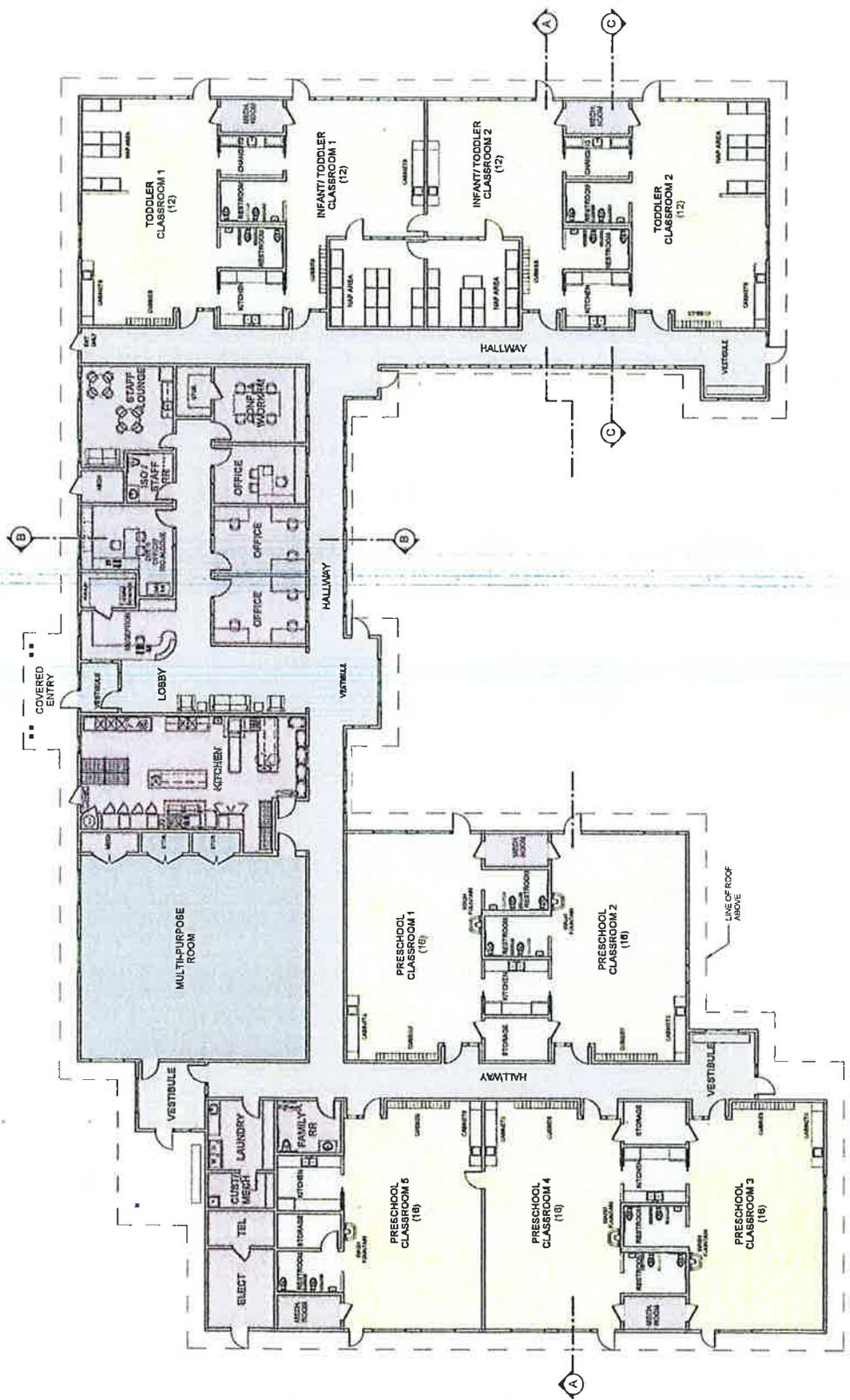
CAO

Superintendent of Schools

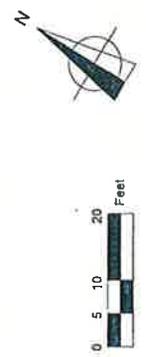
Report

(Building Floor Plan,

“Calliope”)



BUILDING FLOOR PLAN



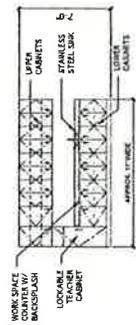
Building Data
 Building Floor Area: 16,626 GSF
 Occupancy: I-4 / E Child Care Facility
 Type of Construction: Type V-B
 Fire Protection System: Yes
 Module System: 34 Modules @ 12x40'

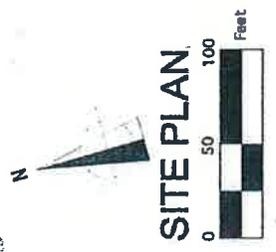
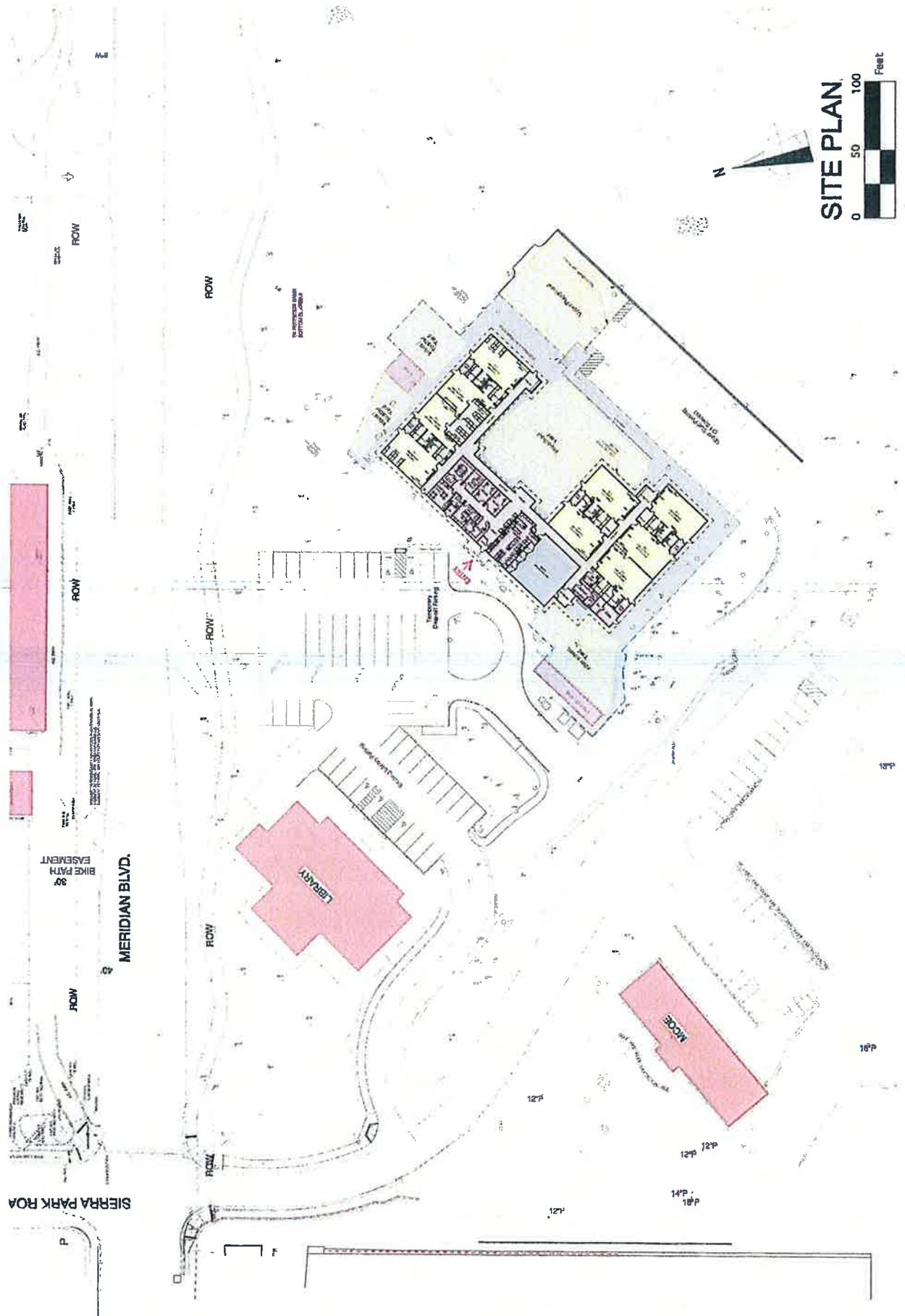
Classroom Data

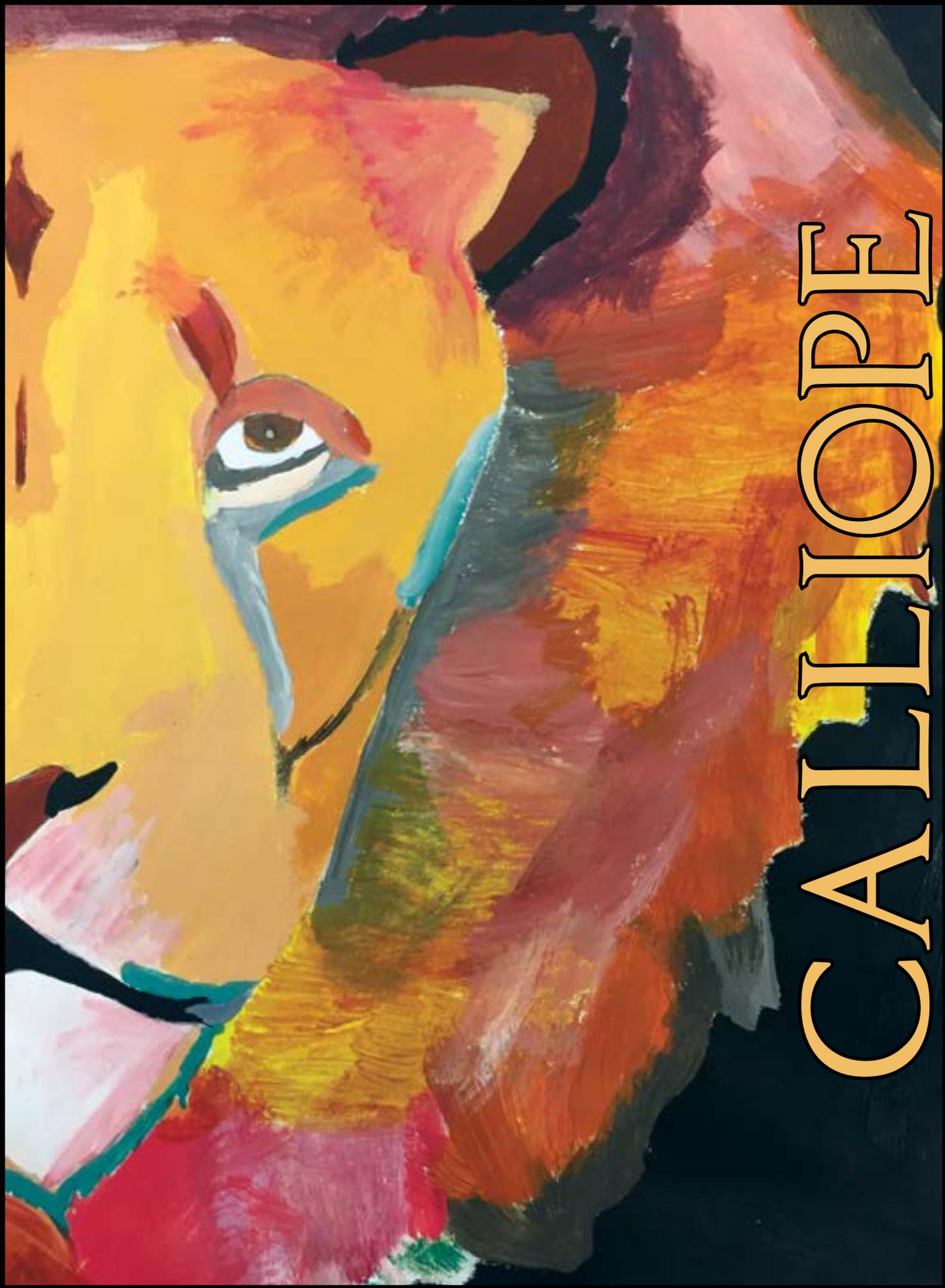
Classroom Name	Age Range	Classroom Area (100 sq ft)	Classroom Area (100 sq ft)	Classroom Area (100 sq ft)	No. of Children
CLASSROOM 1	18-36 MONTHS	200	200	200	12
CLASSROOM 2	36-48 MONTHS	200	200	200	12
CLASSROOM 3	36-48 MONTHS	200	200	200	12
CLASSROOM 4	36-48 MONTHS	200	200	200	12
CLASSROOM 5	36-48 MONTHS	200	200	200	12
TOTAL		1000	1000	1000	60

*Note: High areas, cabinets, systems, with hydrants included from classroom floor area.
 * At expanded capacity, floor classroom area ranges between 46-52 SF per child.*

Typical Built-in Cabinets in Classrooms







CALLIOPE

We hope you will enjoy the 4th edition of Calliope...inspiring the students of Mono County. Calliope was the goddess of epic poetry and eloquence. Her symbols are stories, books, pens, pencils and quills; therefore, she is an appropriate muse to title our publication. Our goal in publishing this magazine is to share the talents and creativity that our students possess with all Mono County communities, residents and guests. Our purpose in publishing Calliope annually is to provide Mono County students with a venue in which they can become “published authors and artists” and so that our readers can see some of the wonderful work that is being done throughout Mono County classrooms. We extend our deepest appreciation to all the teachers who submitted work on behalf of their students.

~Superintendent Stacey Adler

CALLIOPE...INSPIRING THE STUDENTS OF MONO COUNTY

Literary Magazine featuring a collection of art and writing
produced by Mono County school students
4th Edition, 2017

DEDICATION

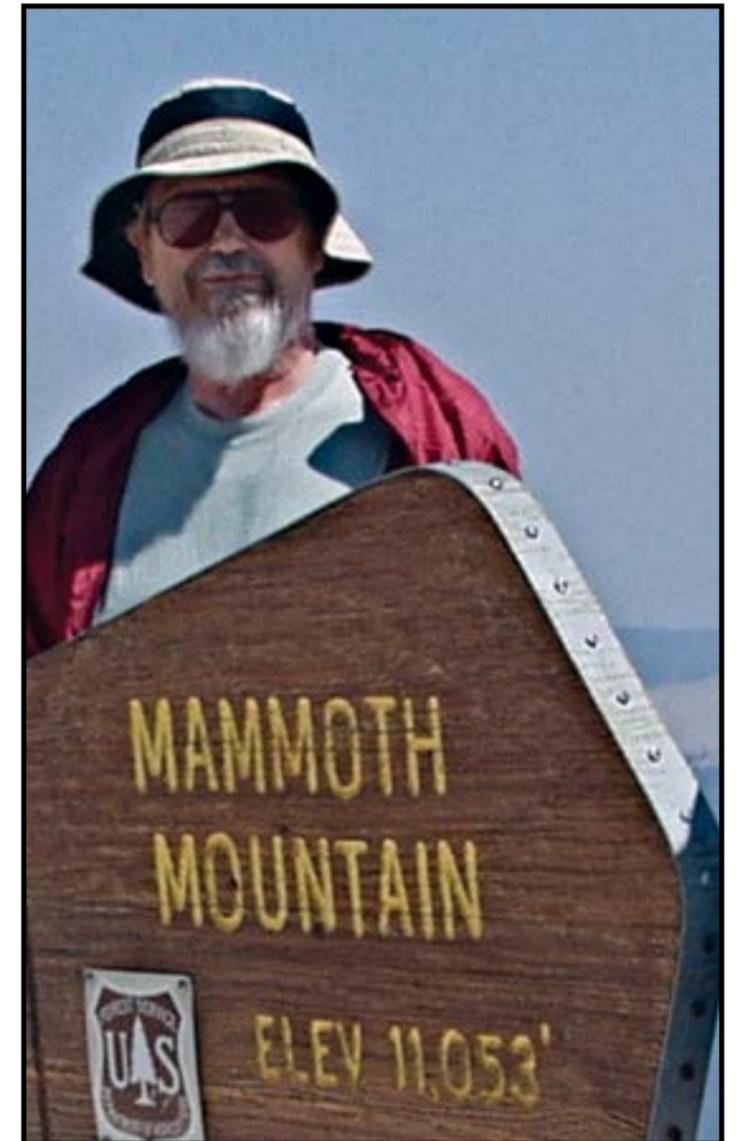
This issue is dedicated to the late Don Zeleny. Don Zeleny became a second homeowner in Mammoth Lakes in 1978 then moved here full-time in the fall of 2007 as a retired physicist/engineer/program manager for the US Navy. He earned a bachelors and masters in physics and a masters in program management. During his career he received the highest award for a federal civil servant: the Meritorious Civilian Service Award. One of his honors that he held dear was the recognition certificate from Big Brothers/Big Sisters of Ventura County. At his passing on 5/12/2017, Don and his “little brother”, Jim Diorio, had been paired together for 34 years. And, he and his wife, OJ, had been married for 50 years.

A proponent for rational thought, Don encouraged adults and children to think outside the box. He promoted Science, Technology, Engineering and Math in the local schools, was a judge for their science fairs and music competitions, helped plan and execute the annual 4H National Youth Science Day as well as institute their “Junk Drawer Robotics” program in the eighth grade science class, and organized both the First Lego League and the Junior First Lego League in Mammoth Lakes. Don was raised on a farm, but his trajectory shifted from farming to science with the advent

of Sputnik in 1957. Thus, his career talk to youth was titled “Tractors to Missiles.” His message to them was “If I could do it, you can do it.” He was passionate about encouraging youth to learn and excel.

Don was also a lover of the arts, participating in choral, orchestral and theatre groups in his youth and supporting them in his retirement years. He particularly enjoyed hosting musicians and actors for the local music and theatre groups. Don took his systems management expertise and applied it to the proposed Mammoth Arts and Cultural Center, spending hours reviewing its business plan and applying his “think outside the box” view to the many suggestions he made.

Don was an avid reader, especially science fact and science fiction, participated in the local Science Book Club, and volunteered with numerous local non-profit organizations. His love for this community and the Eastside knew no bounds. We are sure that Don would have been very pleased with this edition of CALLIOPE.



DON ZELENY



~ Chantell, 10th Grade

Contrast vs. Harm

“And high permission of all-ruling Heaven / Left him at large to his own dark designs, / That with reiterated crimes he might / Heap on himself damnation, while he sought / Evil to others, and enraged might see / How all his malice served but to bring forth / Infinite goodness, grace, and mercy” (PL 6, middle). This quote from Milton’s *Paradise Lost* can prove a generalization about humanity - that what is learned by humans is learned through contrast. Experiences allow people to grow, as a person can place each quality of an experience on a spectrum between positive and negative extremes. This can be observed in everyday situations: people would not know what being in a “good mood” is unless they compare their current mood to what is considered a “bad mood,” and vice versa. This is exactly what the quote by Milton points out - that in Christianity, Heaven allows Satan to exist in order to justify its own goodness. This mentality can be transferred to the topic of censorship. If all controversial or negative material were to be censored, the community would not be able to differentiate between ideas that are right or wrong, and therefore, the people of the community would not be able to learn by this basic human system. However, the use of censorship would bring positive results if only used to filter out truly malicious or harmful content that could never be used for the benefit of knowledge. All other “censorship,” in order to protect children etc. should be regulated by the morality of those producing content, and those consuming the content.

Material that should be censored to avoid harm should only include content that is dangerous in a direct way to the public. Discussing the rights of prisoners, the “Censorship” article notes that “Prisoners’ outgoing mail can be censored in order to thwart escape plans, shield the recipients from obscene or menacing letters, or circumvent inaccurate or adverse reports about prison conditions” (“Censorship,” 6). In this case, censorship is being implemented properly. The threats or plans of prisoners are subjects that must be intercepted to avoid potential damage to innocent people. These letters are therefore directly impactful, and have no purpose other than to cause harm. Instances similar to these should be censored. Also, a European article about a man who was jailed for denying the holocaust makes the point that “Arguments over freedom of speech were entirely misplaced... This is about abuse of freedom of speech” (“Denier” par. 6). This dilemma is similar to the previous situation in the sense that, as a controversialist, this man’s only intention was to impose conflict in society. However, this man’s impact is less direct, so he did not deserve the punishment that he received for his writing. Instead, his work could have been labeled as false instead of being censored, so freedom of speech would be upheld.

Censorship is already avoided in some cases, as free speech allows much content to exist that should not be regulated. An example of this lies in a dance company that “refused to sign the obscenity pledge and sued on the ground that the pledge was unconstitutional.” However, “A California district court agreed that the pledge violated the First Amendment right to free speech and that its vagueness denied the dance company due process under the Fifth Commandment” (“Censorship” par. 22). This is fair to the dance company because their goal of expression proves no danger to the public, and any restrictions placed on them about obscenity would be against the First Amendment. The dance group themselves, or the company, do not need to be censored, as it is the duty of the interpreter (the viewer) to decide for themselves whether or not the content is reasonable to view.

Viewpoints on censorship, and what is considered “acceptable” can vary greatly from person to person. Milton touches upon this subject in two works of his as he writes, “The mind is its own place, and in itself / Can make a Heaven of Hell, a Hell of Heaven” (PL, 7, middle) and, “The knowledge of good is so involved and interwoven with the knowledge of evil, and in so many cunning resemblances hardly to be discerned” (“Areop.” 4). These prove that censorship cannot conceal all of the negative aspects of a work, as different individuals could see the work in their own separate ways, for the better or worse. Therefore, it is the responsibility of those creating the content and those consuming the content to regulate what is consumed by each person. This personal morality is also mentioned by Milton in “Areopagitica.” Milton writes, “He that can apprehend and consider vice with all her baits and seeming pleasures, and yet abstain, and yet distinguish, and yet prefer that which is truly better, he is the true warfaring Christian” (“Areop.” 2). This quote speaks of ethics in Christian terms, but the idea can be transferred to the lives of any person.

By choosing what one takes in from any medium, that person is learning in their own way, and experiencing different points on the spectrum between the positive and negative poles of any subject. Censoring out content or information can only take away these poles and result in far less contrast, which would lead to a very dull society. True malice or danger are the only premises by which to use censorship, as they can lead to damage of individuals or of a society.

~Guy, 10th Grade

Favorite Thing Onomatopoeia

Fwoop! I toss the bacon in the pan!
Sizzle! The fat starts to burn!
Pop! Grease flies out of the pan!
Flop! I drop a piece as I mess up the flip!
Ahh! I burn myself on the hot pan!
Yum! I enjoy the fruits of my labor!

~Dawson, 7th Grade



~Chris, 11th Grade



~Isabel, 12th Grade

Education: A Basic Human Right

Madonna Ciccone once said, "Education is not a luxury, it is a basic human right." I believe that education should be considered a basic human right. Everyone deserves to be treated the same and have a good education. Education should be considered a basic human right because everyone is equal, no one is different. Every boy and girl around the world should have the right to go to school. Everyone has the potential to get great jobs, get into amazing universities, and change the world. People have to stop discriminating based on gender, race, and age because we are all equal, and deserve an education. Everyone is worthy of going to school, no matter who we are, we all deserve the same right.

Education should be considered a right because everyone has the power to get knowledge. For example, my mom loved school when she was growing up, but when she was seventeen she had to drop-out of school to pay bills and taxes. My mom tried so hard to go back to school in Mexico when she was eighteen. When my mom turned thirty, she went back to high school and got her diploma. From my mom's personal experience, everyone has the power to learn and go to school.

Some may argue that education shouldn't be considered a basic human right, but I disagree. Education is really important because it teaches people about the world around them. Especially if we kids don't get our education, we could be looking at a lost generation. Education provides the youth with tools and critical skills to gain employment and helps bring awareness to economic growth, environmental issues and sustainability (reference.com). Even though some may argue that education shouldn't be considered a basic human right, education creates a path for many opportunities in life.

In conclusion, I believe that education is a necessity and allows you to make a difference in the world. Education is a gift everyone deserves to have regardless of who they are or where they come from.

~Melannie, 7th Grade



~Cody, 12th Grade

The Secret Hideout

“Jayden, time to wake up!” This is the first thing I hear every day the moment I wake up. My mom is always mad if I don’t get up the second she says this. Anyway, I got up and did my normal routine before school. Eat breakfast, get dressed, and get my lunch for school ready. This is probably what all school kids would do before school. But, I always did something right before I got to school. My parents don’t know anything, so if you know who I am, and who my parents are, please keep this whole thing a secret. Now, before I tell you what, if you ever find me, don’t talk to me. Keep everything a secret.

Ok, now that I am ready, and I’ll tell you where I’m going. It’s this place about a block away from my house, close to the bus stop. Go there. My ice chest is there with sodas and food. If you keep walking past the ice chest, there is a huge tree. The tree is my secret hideout headquarters. I have a mirror pointed toward the street so I can see when the bus is coming. There’s a branch with tape on it. Pull it up. DON’T PULL IT DOWN!! If you do, the alarm will go off. Anyway, pull it up, then you fall into a little hole. The little hole is my gate to the spy room. I walk in.

There’s more ice chests and food in here. I grab a Sprite and wait until the bust comes. My radio is hooked to the bus system, so if something happens to the bus, I will know. My laptop is here with a printer and a bunch of hard drives to everything I need. I check the cameras to see if anything came the night before. All clear. The radio turns on. False alarm. I also have cameras for the highway. I look to see where the bus is. It’s coming, but I have two minutes until it arrives. I put my soda down, set my traps back and climbed out the exit. The exit is the tunnel. There are signs to follow, but of course, that’s another trap. Stay to the left and climb up the ladder. You’re out successfully. That is my secret hideout but don’t tell anyone, because of course, everything about me and the hideout is secret.

~Jayden, 6th Grade



~Aiden, 10th Grade



~Jasmine, 10th Grade

The Swim Race

In the backseat of my mother’s minivan, I was nervous, dizzy, and very scared for my biggest swim event yet. I felt like the mountains near the highway were closing in on me. When we passed the Green Church I almost fainted. At 10:15 A.M my mom, dad, and me pulled into the crowded parking lot at Whitmore pool.

I was very nervous. When I got into the locker room, I nervously put on my bathing suit. Then I left the locker room and got on the pattern diving block.

Splash!!! After I dove into the water, I saw the very slow competition and the very fast competition, the fast competition was my friend, Ava. After I saw the competition, I felt the cool wind and heard it go whoosh!!! The bushes started to dance in the wind. Later I felt the freezing pool that made me very cold.

When I got to the colorful flags, I got ready to do a flip turn. When I had flipped, I swam right into the scratchy lane line. Then I made it to the the end of the pool. I then used the helpful ladder to get me out.

When I had gotten out I was congratulated by lots of people at the tall lifeguard tower.

People telling me, “Great job, Mia!” and,” That was really fast swimming.”

Near the end, through all the people, I could feel the burning sun. It felt cold like everything else, but was really as hot as lava.

At the end, I walked into the crowded judge tent and out the other side. Then I got my towel at the empty coaches table and went onto the dry grass to wait for my swimming results, even though I noticed Ava beat me.

My body was super sore. When I got home a took a big nap. I didn’t know why I was so nervous. Even though I had fun, I was very relieved that the swim race was over.

~Mia, 5th grade



~Emily, 10th Grade



~Jose, 12th Grade

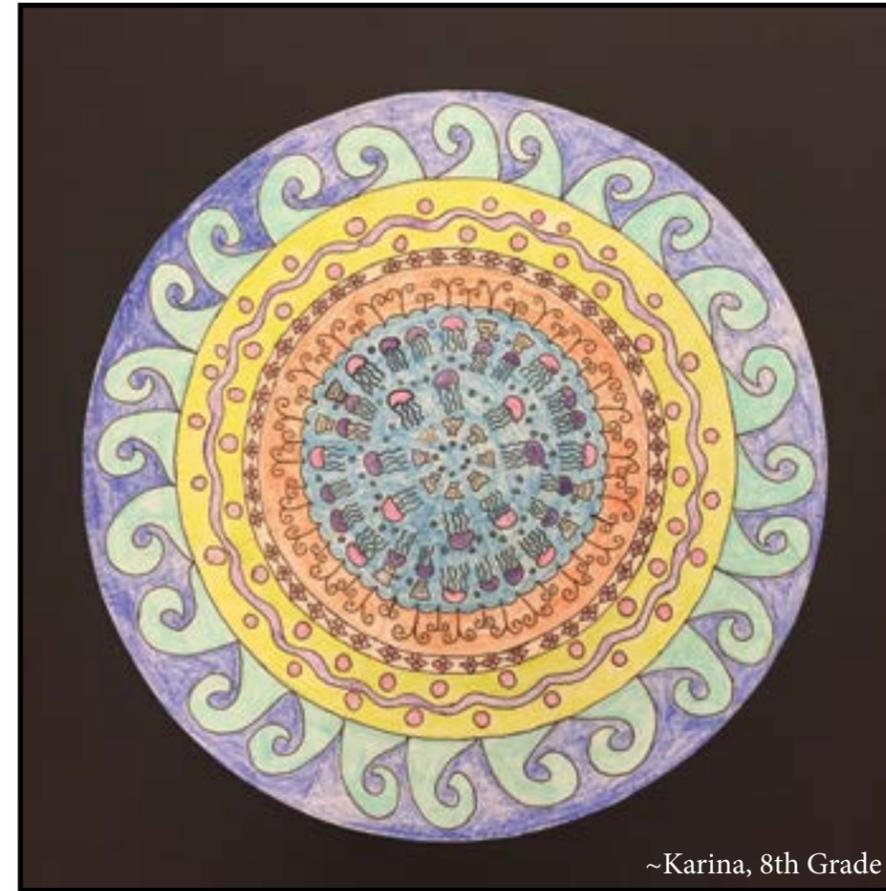


~Shay, 8th Grade

He Was

He was a child who became a man
 A husband
 A father
 He was
 A comedian
 A skier,
 Not good at Legos
 He was
 A cheesy man
 A man who took me everywhere
 without question
 A man who thinks that the most an-
 noying thing is meetings
 He was
 Unforgettable
 Always there, always helping all
 those who needed help
 He was
 Awesome, honest, and very nice.
 He was my dad my best friend.

~Bodie, 6th Grade



~Karina, 8th Grade

Favorite Childhood Memory

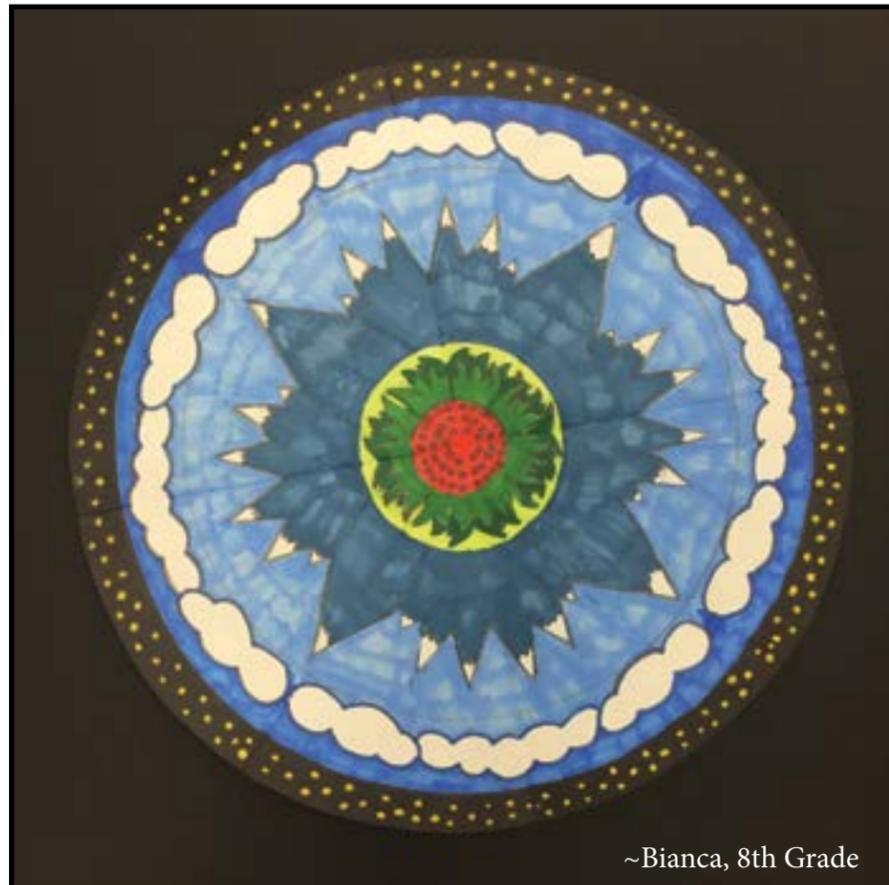
I'm getting taught how to ride a bike.
 I'm starting to get nervous,
 I start to cry.
 My dad said he believed in me and
 wouldn't let go until I was ready.
 My mom, my sisters, and the neigh-
 bors are cheering me on.
 I'm confident.
 I fall about a hundred times,
 But I did it!

~Alexandra, 7th Grade

Soccer

Whoosh
 I kick the ball and it flies through
 the air
 Swoosh
 The ball rolls down the goal net
 Roar
 The crowd cheers for my victory
 Ahhh
 My team screams when they run
 toward me
 Smack
 My team tackles me to the floor

~Rachel, 7th Grade



~Bianca, 8th Grade

I AM

I am a thoughtful and happy boy
 I wonder how my life will be
 I hear the birds chirping on the
 birchbark
 I see a forest of dreams
 I am thoughtful yet happy
 I pretend to be ordinary
 I feel the morning dew on a bush
 I touch the reality of life
 I worry about the world
 I cry about others
 I am thoughtful yet happy
 I understand that money controls us
 I say I am happy
 I dream to be in a forest of hope
 I try to look like others
 I hope that money does not control
 me
 I am thoughtful yet happy

~Sam, 6th Grade



~Yasmine, 8th Grade



America's Need to Revise Academic Honor Codes

America faces a great ongoing discussion over the necessity of academic honor codes, and how to place them into the lives of students, to ensure that what they produce is their individual work. Unfortunately, the current established system is not successful, and requires revision. There are countless numbers of students who cheat, and would willingly do it again because of the potential consequences if their work is unsatisfactory. The honor codes that are active in American schools do not perpetuate honesty for many reasons, including the fact that human nature will quite frequently trounce the need to do the "right thing." There will always be those who find cheating unpreventable in their lives, and above all, with a belief that cheating will happen, it is predetermined that people will cheat. To minimize excessive judgment and solve this epidemic, honor code revision becomes the only choice, and to achieve that, communication is critical. Unfortunately, it is not just revision of the honor codes that is needed, but possibly revision of the entire school system, for it is not the fault of one method that has led to this noticeable negative shift in education.

The present academic honor codes contain unrealistic goals because they require honesty from each and every individual, and while that places a great sense of personal responsibility on students, it also prevents students from being motivated past the boundaries given. By giving flourishing minds limits, the darker side of human nature is revealed because students are no longer allowed to focus on their priorities – which often times is not schoolwork. Instead, they are forced into a box that was not created by them, and is not at all suited for them – which leads to cheating. Once this occurs, students struggle to succeed in a setting such as this, because it causes conflict between their character and the demands of society. Thus, they look towards other means, for failure is not an option, despite the common belief that grades should not matter for a person's future. Also, with mass culture's belief that there will be cheaters, it is difficult to refrain from proving that society is right. With all the rules and regulations placed around students, the mass mindset remains unchanging, causing students to cheat because if they are expected to, why would they not? Honor code rules should not necessarily disappear, but instead, should be re-evaluated to create a better solution and setting for those who are tempted to cheat.

Furthermore, the current system may lead to success for the majority of students, but that leaves the other small percentage to fend for themselves. There is constant discussion on how to make the world a better, more efficient place, but that will not be possible unless every person is utilized to their fullest capacity. Those who are kicked out of school for cheating cause the need to revise honor codes, but we still need them to thrive and compete in society. At the same time, it may be argued that society should not risk the existing structure of honor codes for the sake of a small number of cheaters, however it is the humane action.

In the final analysis, when did America make it a priority to force an individual to put themselves through the school system all on their own? The way society is structured practically asks children to cheat, because what sounds more appealing: learning the standards all on one's own, taking a test, and possibly failing, or combining knowledge with another person to not only meet the requirements, but conceivably exceed what is being asked of them? Cheating is unacceptable, but the reasons behind this great American "need to be successful" should be examined and taken into consideration, which would allow for the possibility of proper honor code revision. The students who are tempted to cheat need to be given more opportunities in areas where they flourish, instead of facing failure in the areas where they do not. With the recent discovery of different intelligences, students can no longer be held to the same standards, and this concept is what the school system needs to introduce.

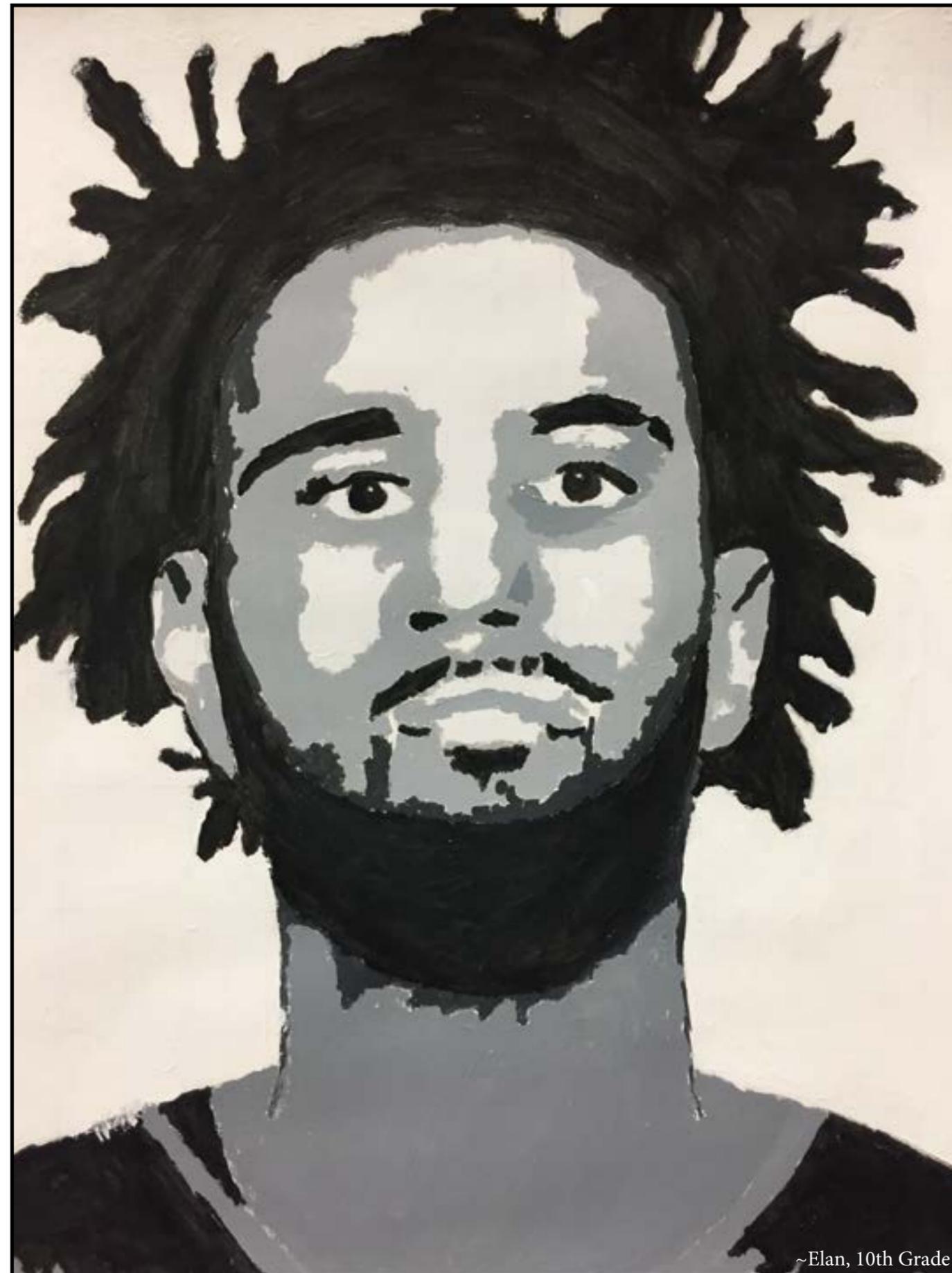
~Camille, 10th Grade

Last Chance

Monday morning, April 24th, 2017:

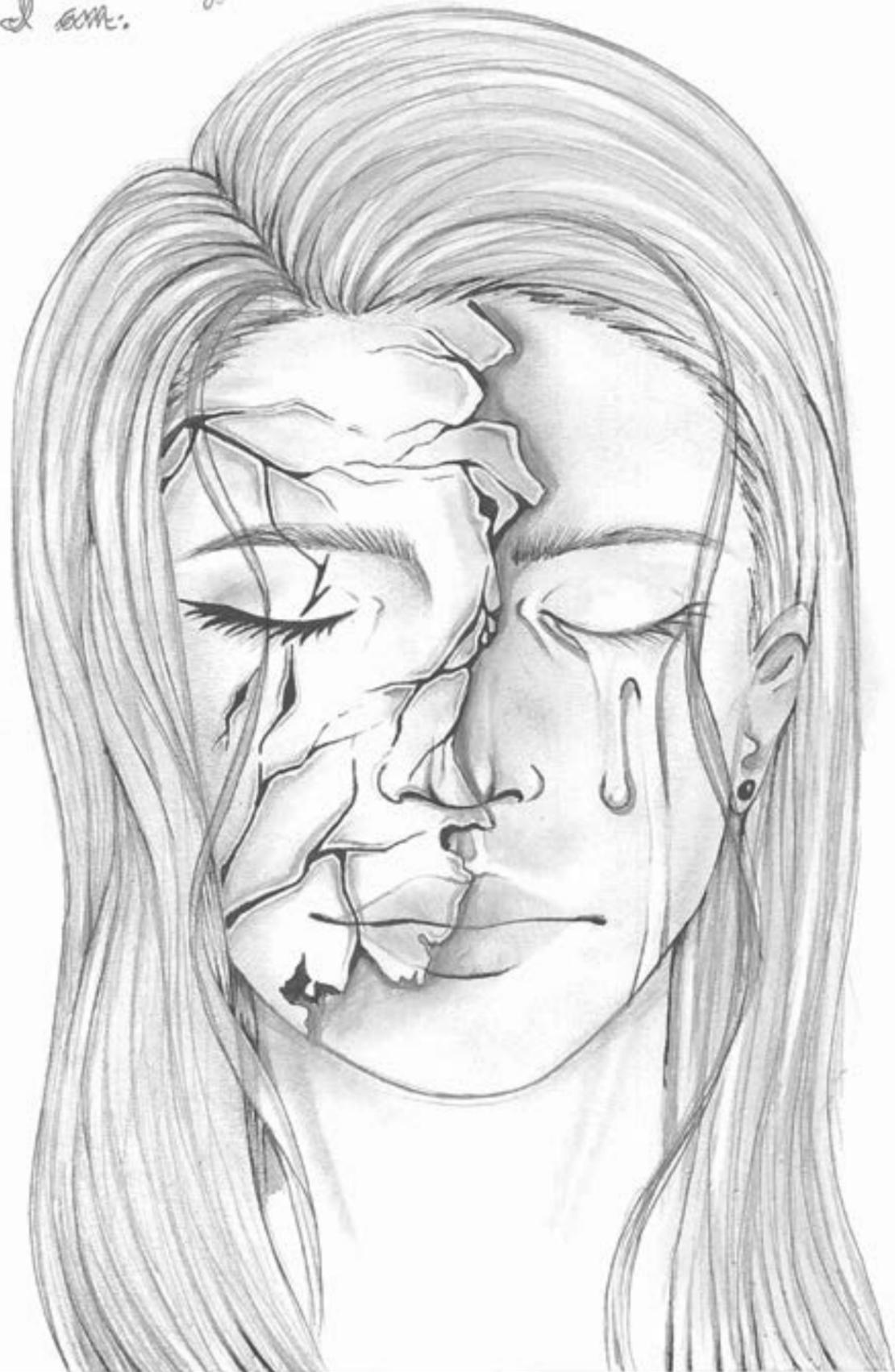
My name is Freya Sanders. I go to Pittsburg State University in, you guessed it; Pittsburg. I was so lucky to be accepted here, despite my grades being nearly less than average. Anyways, finals were coming up so I had to study like a massacre on the bus, considering the fact that I was too busy the night before. And by 'busy', I mean watching chick flicks in the dark while eating popcorn. But I digress, today was test day; the day everyone dreaded. This occurred during my last year of college, and I wanted to get out of this place as soon as possible. Why do you ask? Miles Morrosin. Miles was a nineteen-year-old who wanted to know every possible notion on how to torment me. It's not like I believed every word he told me, it just lowered my confidence a bit. But today was not like any other testing days that I've had. What I didn't know, was that Miles had decided to sit by me in class. I tried not to freak out and get myself into trouble. He glanced at me, giving me a smug smirk that screamed, 'you're going to regret cutting me in the lunch line.' I growled under my breath as the teacher gave us directions for the test. She insisted that we do not cheat, or else we will have a tougher time graduating with a cheating record on us. I swallowed down my frustration, knowing that Miles was going to lie about me cheating off of him. This was the perfect opportunity for him to ruin my reputation. I prayed that I didn't just jinx myself as the teacher instructed for us to begin. I flipped over the paper and began to write down my answers. I started to remember something that I shouldn't have. Miles was our professor's son, a wolf in sheep's clothing. I sighed and hoped that he wouldn't use his reputation with his mom against me. I suddenly felt eyes on me. Those yellow, captivating eyes that burned into the side of my head. "Eyes on your own paper, buster," I whispered and glared at him, placing an arm on the side of my paper. Miles simply got up, and shouted "MRS. MORROSIN! FREYA'S CHEATING OFF OF ME!" I flinched at his loud voice and froze. I wanted to sink into my seat and just disappear so badly, it hurt. I soon heard the menacing voice of Mrs. Morrosin, telling me to come see her after class and hand in my paper right that second. She spoke my name like it was the most disgusting thing she'd ever heard. I gulped out of fear, although I had done nothing wrong. I shakily got up and grabbed my paper. I walked up to her desk and slowly placed my paper on the wooden desk. "I cannot believe you miss Sanders. I am very disappointed in you. Go back to your seat and stay there until I tell you otherwise." I wanted to badly to punch Miles in the face, wanting so badly to prove Mrs. Morrosin wrong, but I had no proof, other than my dignity. I decided to explain myself after the bell rang, hoping that she would believe me. Aside from Miles, I knew I was Mrs. Morrosin's favorite student. Soon after the bell rang, every student left the classroom except me. Mrs. Morrosin was pacing the room, back and forth. After rehearsing what I wanted to say, I blurted out, "No disrespect ma'am, but just because Miles is your son, doesn't mean every word that comes out of his mouth is true," I stuttered, leaning back in my seat. "What do you mean, Freya? Are you saying that my son is a dirty liar?" She growled. To be fair, I was. But I wanted her to hear me out. Out of nowhere, something inside of me snapped. I bolted out of my seat, and looked at her with the most convincing stare I had ever given someone. "You've only heard his point of view. You never asked mine." Mrs. Morrosin froze. She asked me to continue and I explained what really happened. She deeply apologized, knowing she was watching the class and did not see me glance at his paper once. I was excused out of the classroom with a smile on my face, confusing Miles as I walked down the long hallway. The next day, Miles was absent, making me grin in satisfaction. Perhaps the end of this semester wasn't going to be as bad as I thought.

~Kelly, 6th grade



~Elan, 10th Grade

*I am whatever you
say I am.*



Lack of Empathy

Hope dies a little every day
Without batting an eye

Never sparing a glance
At those less fortunate

Ignoring the pain
Ignoring the suffering

The loss of faith
The loss of ourselves

The loss of faith in ourselves

We say we want a difference
We say we want a change

When we just sit
Not doing it

Our potential is wasted
Those hours spent doing nothing

Selfish
Lazy
Cruel

We are simply tools
Blindly following
Blind to everything around us

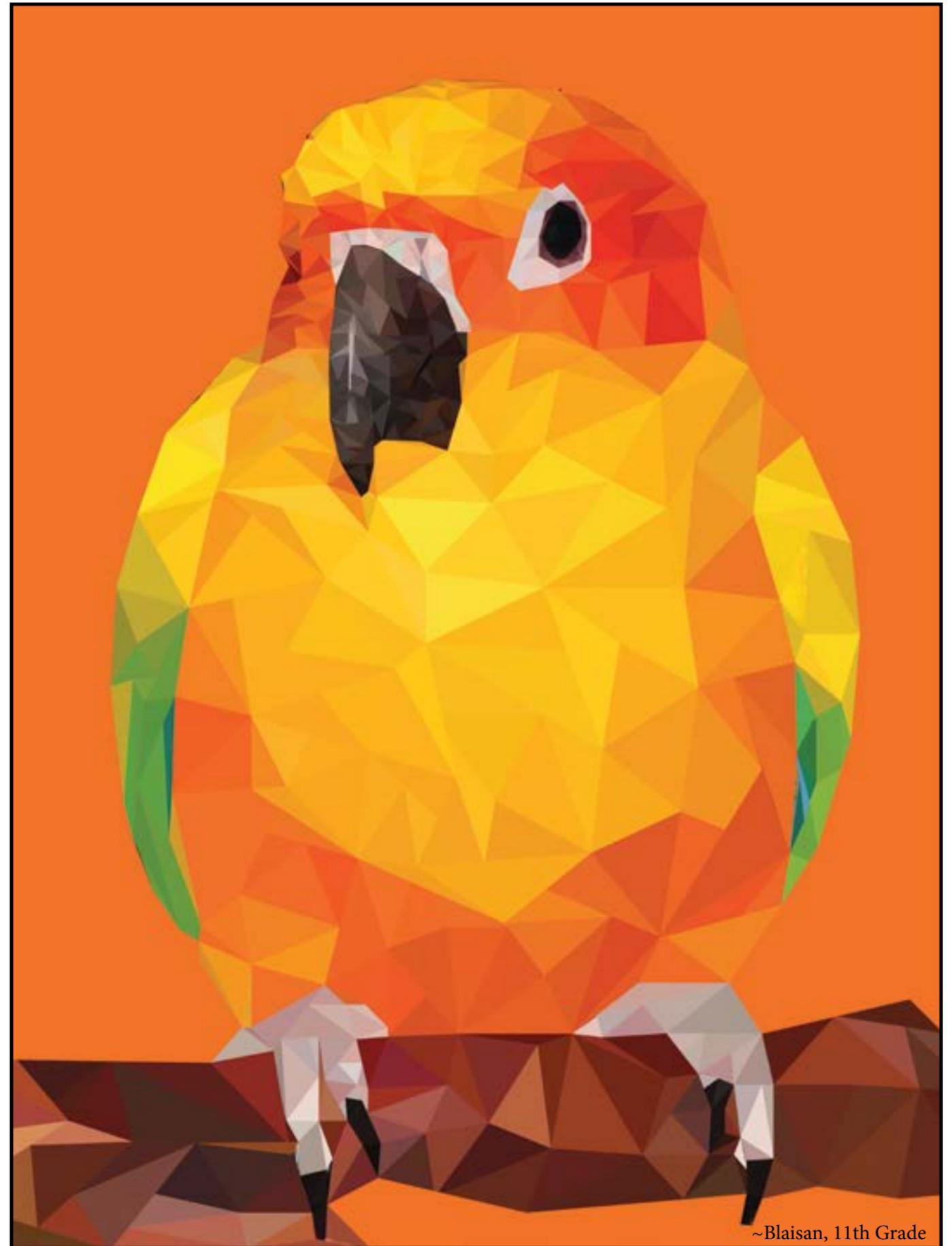
We say we sacrifice
We say that we care
When most people's biggest concern
Is what to wear

Our smartphones
Our social media
Looking the problem straight in the face

But those who are less fortunate,
By us,
Will never receive grace

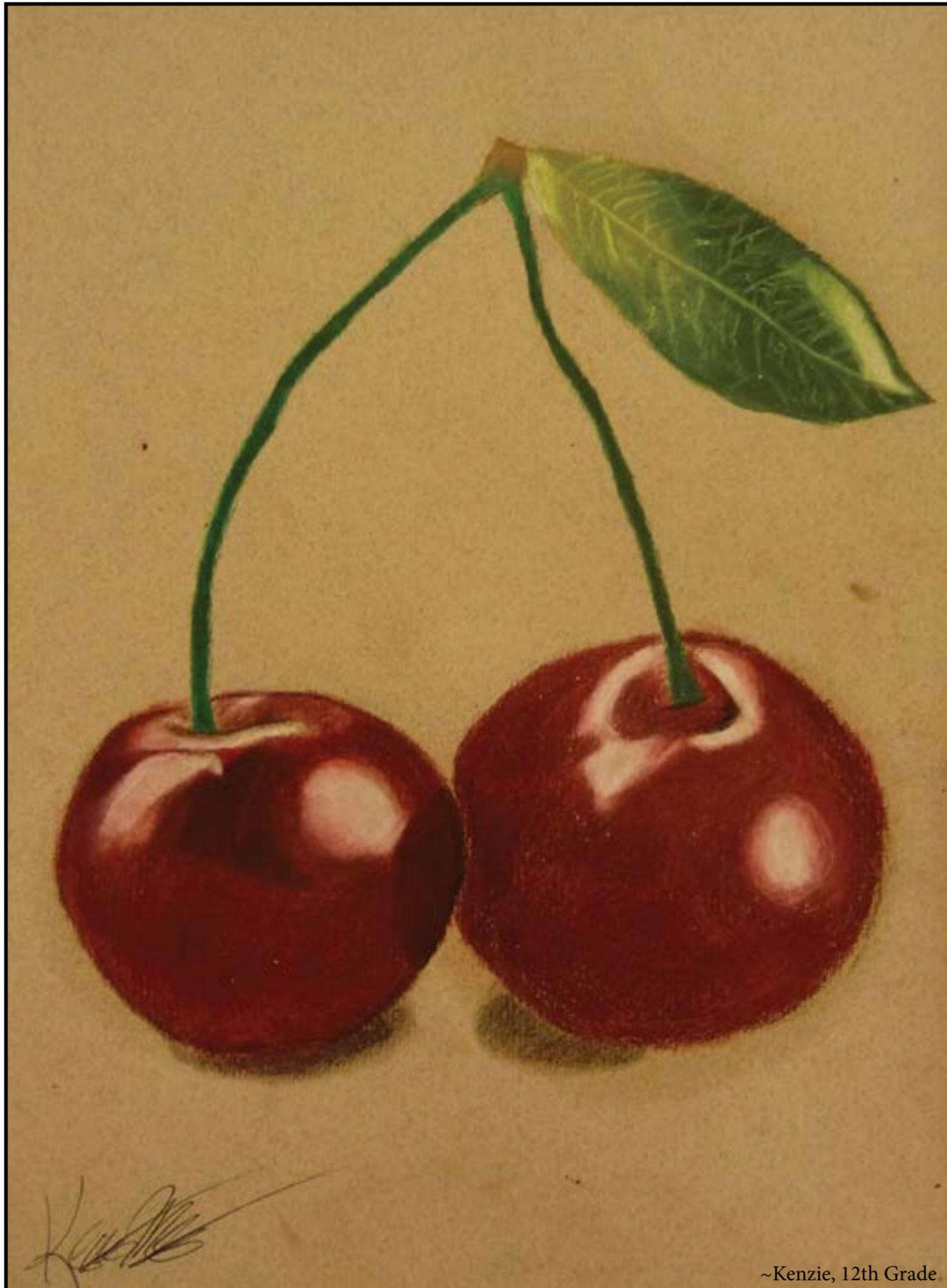


~Skye, 12th Grade



~Blaisan, 11th Grade



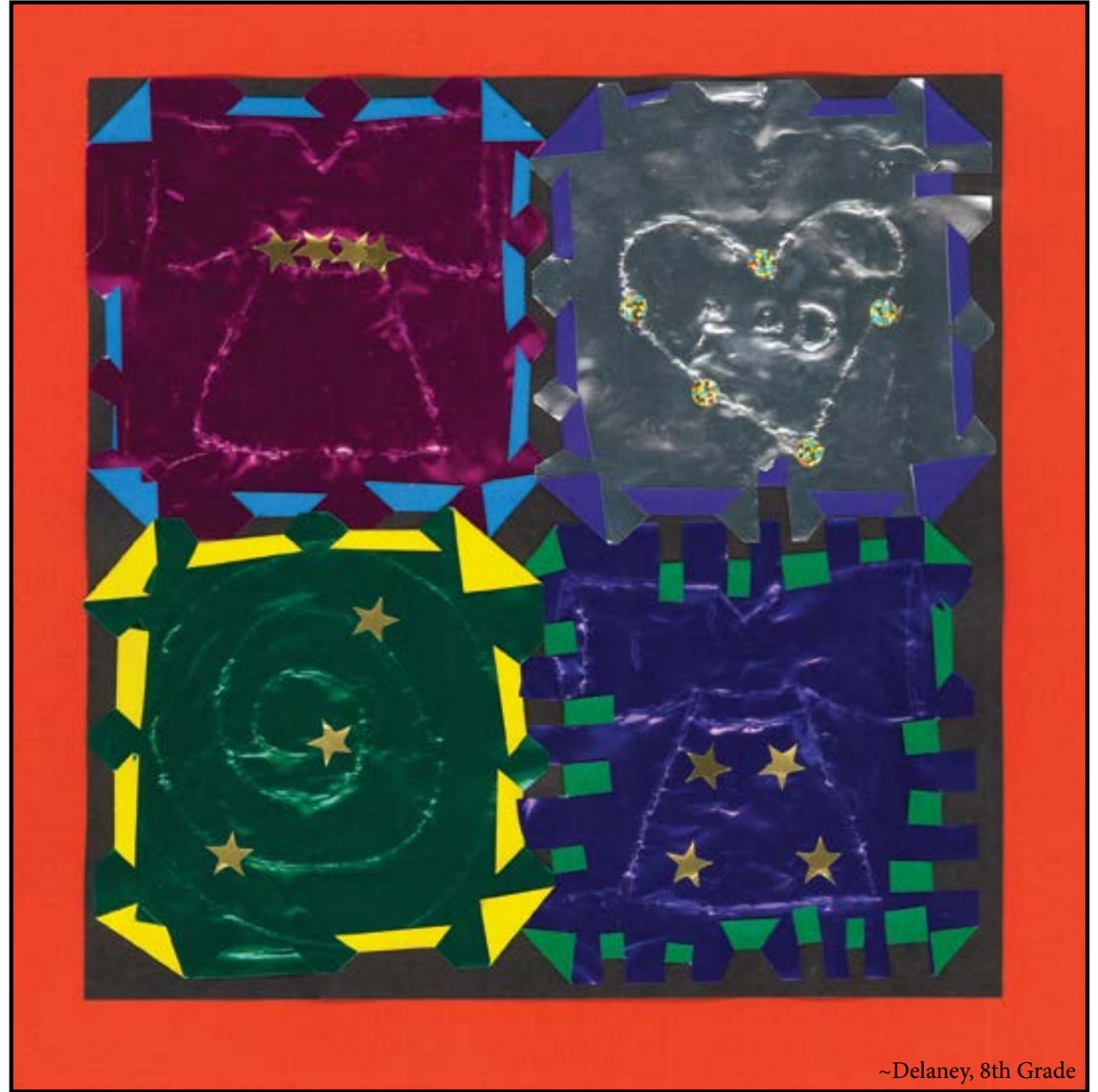


~Kenzie, 12th Grade

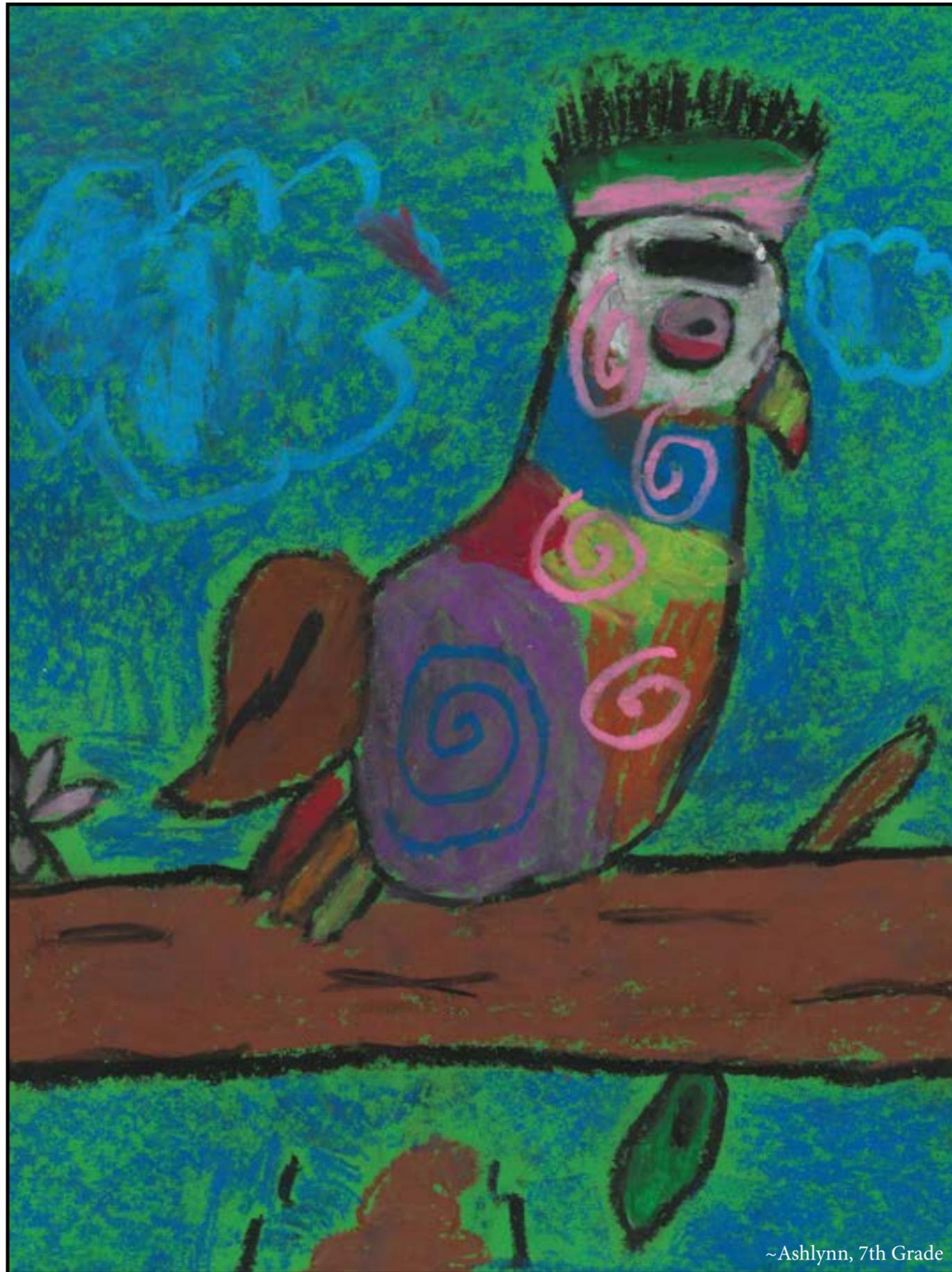
Should Reading and Math Be Taught in Gym Class?

Recently there have been debates whether or not there should be an implementation of reading and mathematics added to gym class. If we put it into perspective reading is already a major part of English, Literature and almost every class. Mathematics also has its own category where it is the main center of what is being taught. To implement it to gym is unnecessary. The real meaning of gym is for exercise and as a replacement for sports participation. My question is why is there a need for reading or mathematics in gym? Are we going to have to calculate the angle at which the arm moves when we throw a ball? Do we have to read an article on why gym is needed for development of muscles? Why in the world is it even a debate? No, gym teachers need to accept that there is no need for reading or mathematics in gym class.

~Alex, 11th Grade



~Delaney, 8th Grade



~Ashlynn, 7th Grade

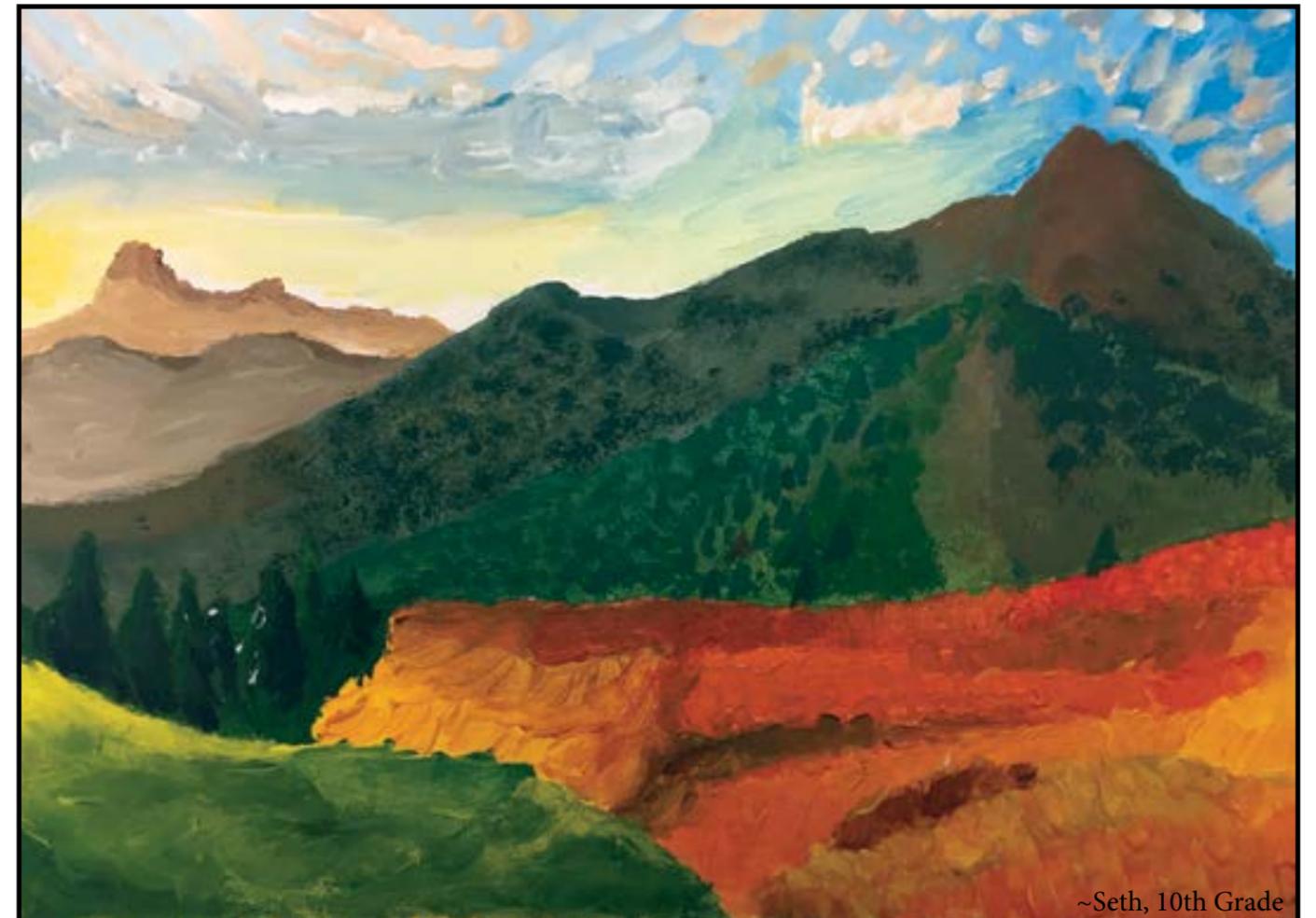
Paz

Love can be for everyone
El amor es especial
Todos aman a alguien
Love should be for everyone

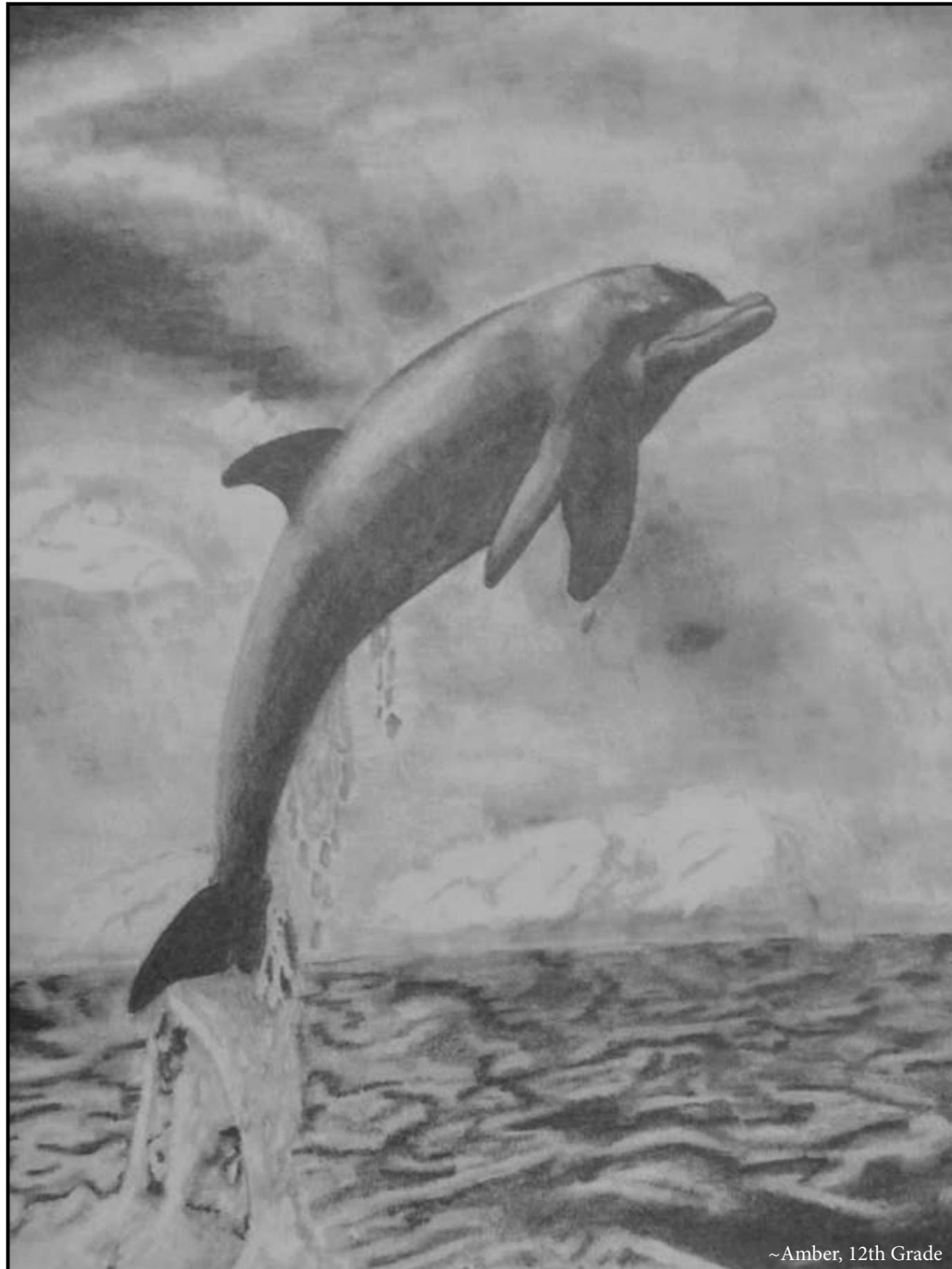
Some people don't believe in love
Otros viven con puro amor
Sometimes people don't love one another
No entiendo por qué

Maybe one day we will love one another
Tal vez, tal vez no. ¿Quién sabe?
Our world needs to get along
Todos somos humanos

We are different
Pero realmente somos iguales
We're made of the same stuff
Ocupamos paz en nuestro mundo
~Alejandro, Grade 11



~Seth, 10th Grade



~Amber, 12th Grade

VET

I want to be a vet to help others. I will go to college to get a good degree and to be a good vet. The money that I earn, I will donate to charity. I want to help people because it does not feel good to be sick.

The first thing I will do is that the money that I earn I will donate to charity. I will help other people so they can get better. Donating money is very important to the people in the hospital, because if they don't get food or water they can die.

The next thing I will do is that I will go to college. I will go to college so I can be a better vet. This is important so I don't just do help animals. It is very important to help animals.

Helping solve the world's problems is a big responsibility. I don't want to be just a vet, I want to be a person who helps. Whether or not I have a lot of money I still need to help others. No matter what you should do something to help someone.

~Xotchil, 5th Grade



~ Elenei, 12th Grade



~Riley, 8th Grade



~Jasmine, 7th Grade

World's Problems

When I grow up I don't just want to be a professional sports player, I want to help the world with its pollution problems in a good way. I don't want to be a sports player who wants to brag about money, I want to share it with people who need it. The ways I could help is by picking up trash where there is a lot and, I can help by saying, "The ground is not the trash."

I want to be a sports player but I don't want to be the braggy player, and all about the money. I want to use my money to help with pollution. I can do this by assembling a team of people who want the world to be clean. The world should be clean again. It once was but now people throw things everywhere. I can help this by cleaning up a small area even. I need to do this because this is a very bad thing; it is not only ground or water pollution it is turning into air pollution.

I can pick up trash where there is a lot. Ways I can do this is by recycling and not just throwing stuff in the trash. It is important to help because if we don't our world will turn into a big dump. What is happening is people are lazy and can't walk to a trash can so they throw it on the ground.

I can help by saying the ground is not the trash. I can make signs and even just put them in the school and it may make a difference. It is very important to just put them up in schools, as it is to put big billboards up. I want to stop pollution so it is like it used to be.

Helping to solve the world's problems is a big responsibility. It is very sad that people throw trash on the ground and dump trash wherever they want. As a professional sport player, I want to use my fame and money. I want to help. Whether I am rich or famous, I still need to do something to help.

~Tyler, 5th Grade



~Shannon, 6th Grade



~Jimena, 6th Grade

Being a Doctor for Everyone

When I grow up I want to be any type of Doctor that could help everyone, even if all people in the world can't afford it, and people can die from diseases. What I would do to help the sick people I would start by giving them the medicine, I would also give them good treatment so they can trust me, another way that I would also help would be by helping them on hospital payments.

I would start by getting a good education on learning how to be a good doctor. The reason why I think that I could help the world because many people need medicine but some are poor and can't afford it, because we don't take care of the land, ocean, and sky, people are getting sick, or a disease, even kids, some are even dying from illnesses because they can't afford the medicine because it is expensive.

What I would do to get ready and prepared for being any type of Doctor, I would go to a good college, I could help the people by giving them toys to the kids so they can forget that they medicine, and I would also help every single person even if their a different and need care because they don't have money for medicine.

Becoming a doctor could support the people. People that can't afford any type of medicine or care, another thing that could me be a good doctor would be by making them trust me to help them, yet I would also tell relatives and the ones that are ill that I'm going to help on the medicine. And hospital payments. I would help everyone from all around the world.

Helping solve the world's problems is a big responsibility.

~Kimberly, 5th Grade



~ Nallely, 10th Grade



~Jocelyn, 9th Grade



~McKenna, 12th Grade



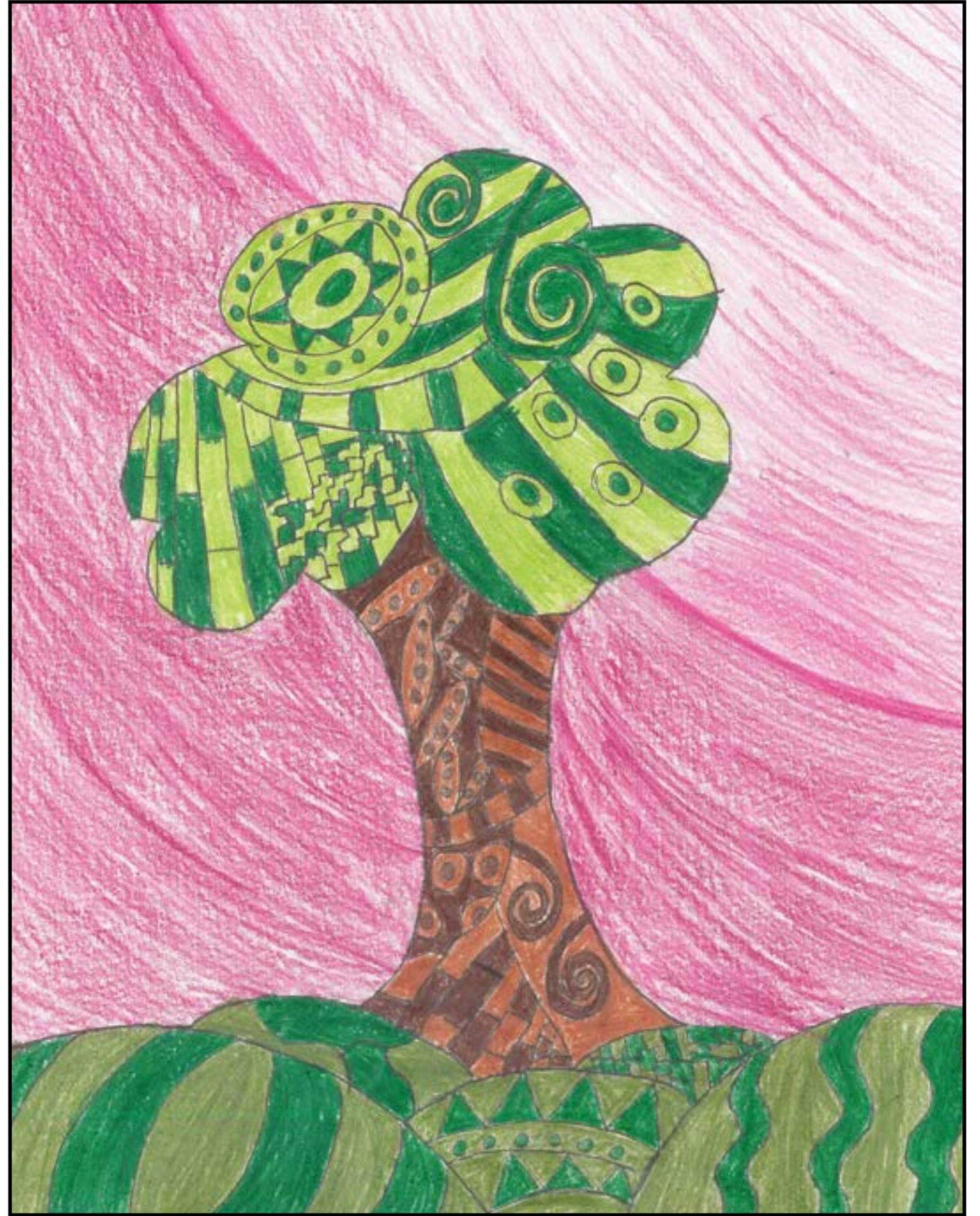
~Sean, 9th Grade



~Mayra, 12th Grade



~Olivia, 10th Grade



~Joey, 6th Grade



~Reina, 12th Grade

Meaningful Mark

High school is either an extremely terrifying experience or an amazing feeling for everyone who endures it. It can either eat you alive or nurture you into becoming a strong human being. Reaching the end of my senior year.

I am not the same naïve person I was prior to high school. I have observed people drowning in sorrow and people basking in joy. I am thankful that I am lucky enough to be one of the people who enjoyed high school. High school taught me many things other than just mathematics and how to write a proper essay. I learned how to build meaningful relationships and how to adapt to changing environments which is a skill that is not easily attained. I also had a small introduction into intimate relationships and how to deal with hardships and heartbreaks.

I learned what it means to represent my school. I learned what it means to be a Mammoth Husky and to take pride in it. I represent Mammoth High School and I will leave knowing I left a meaningful mark.

~Joel, 12th Grade

What Will You Be

When I grow up I want to be surgeon. I want to help people that are really hurt and I want to solve that problem if they are hurt. I want to take care of the of them and make them be healthy again. I don't want to be the person that has a bad education and have a job that you get paid very little. I want to be the guy that has a good education and makes a difference in the world.

I want to have a good education to have a good job. I don't want to be the person with bad education and have a poor job. I want to help the word and the people who are hurt.

When I'm a surgeon I am going to provide surgery to a patient when they are hurt. I want to help them because once when I was hurt this person helped me and now I want to help people. I am going to do it at the surgery room.

Helping solving the world's problem is a big responsibility. Trying to save people is a good job. I will do my very best to try to save people's lives. I will try my best to be a surgeon.

~Noel Cruz, 5th Grade



~Nicole, 12th Grade

Milton and Censorship

“The suppression or proscription of speech or writing that is deemed obscene, indecent, or unduly controversial” (“Censorship” par.1). This is the definition of a word that brings silence to those who wish to be heard. A word that when placed upon something, the public is not allowed to see it. Censorship is supposed to protect us from the evils of the world but it is impossible to completely erase all that is bad in the world. And, above all else, who is to determine what should and should not be censored? After reading the four articles, “Censorship,” “Denier,” “Areopagitica,” and Milton’s famous Paradise Lost, I believe that there should be no limits to our freedom of speech.

David Irving was put into jail for denying the horrific number of deaths resulting from the Holocaust. By denying the numbers he is, of course, being disrespectful to those who died, but is he really hurting anyone? Irving held speeches on the matter and it was reported that “in the two 1989 speeches he termed the Auschwitz gas chambers a ‘fairytale’ and insisted that Adolf Hitler had protected the Jews of Europe” (“Denier” par.5). These atrocious things that Irving said were harmless, unless people were influenced by him. It is likely that Irving was merely looking for attention and by making the words that he said illegal, the attention was given to him. Censorship does, however, make sense when it comes to protecting children. But is it a good idea to censor their schoolbooks? When children go to public school, they should be taught subjects that will inspire them and encourage them to become good citizens. However, when parents do not like what is being taught, “Conflict ensues when parents believe that certain schoolbooks contain material that is objectionable on political, moral, or religious grounds and should be banned in order to protect their children from exposure to allegedly harmful ideas” (“Censorship” par.26). Parents, I know this is an extremely personal subject. However, while it may seem like a good idea to censor books that may make a child’s view on the world different than the parents’, they are only delaying what the child will know in the future. It is impossible to completely protect children from the evil ideas that the world contains.

From reading “Areopagitica,” I realized that we cannot censor everything. It is simply impossible. In fact, the censors themselves are exposed to the subject. Milton says, “Besides another inconvenience, if learned men be the first receivers out of books and dispreaders both of vice and error, how shall the licensers themselves be confided in, unless we can confer upon them, or they assume to themselves above all others in the land, the grace of infallibility and uncorruptedness?” (“Areop.”par.7). By saying this, Milton is recognizing that there is no possible way to truly censor every evil that exists in the world. In Milton’s Paradise Lost, he addresses censorship in a more subtle way. By making Satan a character that you can sympathize with, even though he is known to be evil, this shows how we can be confused by what should be censored. Satan claims, “Can make a Heaven of Hell, a Hell of Heaven./ What matter where, if I be still the same,/ And what I should be, all but less than he, Whom thunder hath made greater?” (PL, 7, middle). By saying this, Satan is addressing that he could be just as great as God. Milton makes Satan a relatable character because he is known to be evil. By making him a likable person or even a “hero” this shows that language can easily be misunderstood. Therefore, how can we know what should be censored when evil can look this innocent.

Books can be influential and inspiring, so obviously they might need to be censored. Milton says in Areopagitica, “To both these objections one answer will serve, out of the grounds already laid, that to all men such books are not temptations, nor vanities, but useful drugs and materials wherewith to temper and compose effective and strong medicines, which man’s life cannot want” (Areop. par.8). By this, Milton means a book can be both dangerous and useful depending on who reads it. In any case, licensing will not be able to stop people from reading it. The man, David Irving, who denied the Holocaust wrote a book on the matter. Hitler’s War told lies about the true history of the Holocaust and the number of people killed.

In the article about Irving, it was said, “He said he was not sure how many died at Auschwitz, but he mentioned a figure of 300,000, a fraction of the accepted total” (“Denier” par.10). He was then jailed because of the lack of freedom of speech. Although he was punished for what he said and wrote, this does not stop him from spreading his ideas. It is impossible to censor the evil of the world.

This world is full of horrible ideas. Censorship is a way to try to battle the evils in this world. However, by censoring evil how would we be prepared when evil comes our way? Evil in this world is inevitable. Trying to censor the bad is not the solution. This will only lead to greater problems. It is much safer to learn about evil in a book rather than when you meet it on the streets. If you censor the book that teaches evil, one would not be prepared when they experience the true evil that this world contains.

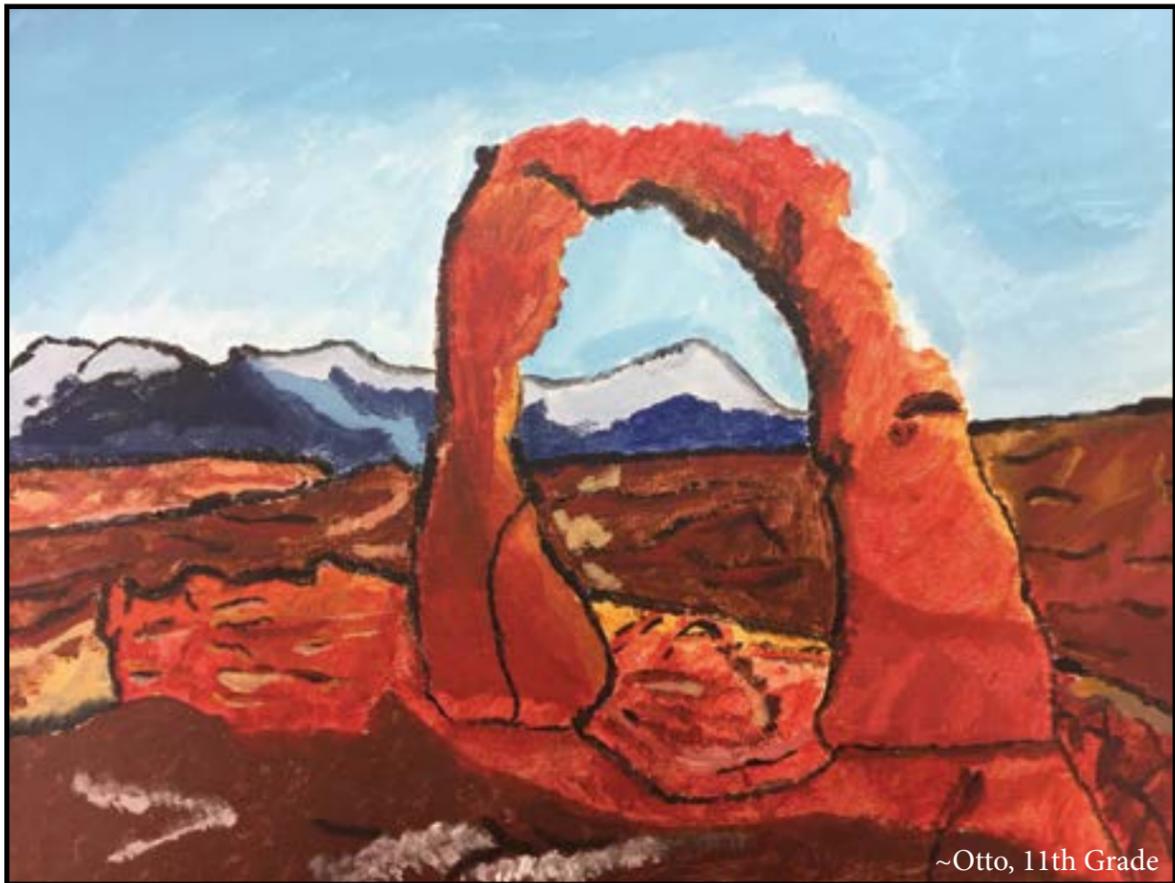
~Ryann, 10th Grade



~Mitchell, 4th Grade



~Elijah, 12th Grade



~Otto, 11th Grade

carry your stones, children, because they are one thing we cannot destroy

paint your cheeks with dandelion stains
and weave your hair with grass
make your friends their daisy chains
and pray this year is not your last

drape your walls with carpet moss
and line your floors with sod
this house is not your albatross
your shame is not this fraud

build your house with life and light
soon it will all be gone
burn the books and do not fight
and get on to moving on

carry the earth inside your pockets,
fill them up with soil
and fly away on starbound rockets
because the earth is dry of oil

forget the flora and the fauna
forget the trees in spring
forget the sound of birds at dawn
now only the rocks will sing

if you fear the future pain of loss
then this is what you need
collect the pebbles and the rocks
for the stone outlives the seed

oren, 11th grade

Speech: “Is the Right to Privacy a Threat to Our National Security?”

Boom! That was the sound made when three hijacked planes hit the World Trade Towers and the Pentagon on September 11, 2001. Over three thousand people were killed because of one terrorist group, al-Qaeda. We cannot afford for this to happen to America again. We need to take a stand against terrorists. Information is monitored everywhere, from a person’s emails to their phone calls or Google searches, but it is not unfair, scary, or threatening in any way. The government uses this information for the sole purpose of keeping our country safe and away from harm. These data tracking methods are essential to citizens and the government alike in order to keep our nation safe and progress in our fight against terrorist societies.

Terrorism has struck fear in citizens of every country for decades. Terrorists kill, bomb, ghjkland hijack planes, trains, and boats. It is not acceptable to let these events occur. As a nation, it is vital for us to take action against these criminals. Bernard Kerik, a former New York City police commissioner, is quoted by Tom DiChristopher in a CNBC article stating that “you can sit back and do nothing, or you can get proactive and preemptive and try to address [the problem], but sitting back and doing nothing is going to result in more deaths.” Terrorists are not going to stop fighting against their enemies; therefore, the United States of America needs to address this critical issue. Terrorists want to hurt anyone whose thoughts do not directly coincide with their own beliefs. This puts a majority of Americans at risk, and we cannot afford for an event such as the one on September 11th to happen again. It is vital to monitor information in order to protect the United States from more attacks.

The government collects data for the well-being of the inhabitants of the United States of America. Data mining is a simple way to protect the country. Although some people dislike the idea of their web history being permanently saved and recorded, General Keith Alexander, an NSA director, is mentioned in a CNN article saying that, “The National Security Agency’s controversial intelligence-gathering programs have prevented 54 terrorist attacks around the world, including 13 in the United States” (Kelly). Without the NSA’s tracking of people’s data, there would have been multiple attacks on America. Many more innocent people could have been killed. People could say that data mining is an invasion of privacy; however, according to a Pew Research Center study conducted in May 2015, only one quarter of the people who heard about data collecting actually changed their internet behavior (Gao). Edward Snowden, the man who revealed the NSA’s practice of monitoring data, was said by the Editorial Board of The New York Times to “[have] done his country a great service”. However, seventy-five percent of the population that knew about data collecting chose to ignore Snowden’s claims of the government monitoring their Internet data. They didn’t change the way that they used the internet at all. This proves that although many people complain about the constant collection of data by the government, few choose to take action. Furthermore, this shows how only a minority of Americans put their privacy over the security of their nation; the majority of Americans agree that data mining is essential to protecting our country and increasing our national security.

Data collecting helps to discover and track criminals. Many people are wary of this, but they need to remember this fact spoken by the National Security Agency: “If you have nothing to hide, you have nothing to fear.” The majority of the population of the United States uses the Internet for personal entertainment purposes. No one that is innocent needs to worry about the National Security Agency. As a nation, we need to stop concerning ourselves with the business of the NSA. According to the Pew Research Center, a majority of Americans approve of monitoring criminal suspects’ internet data. Americans want to stay safe, and in order to do so, it is essential to track criminals. There is no better way to discover and track criminals than by examining their internet history. If someone were to Google, “bombs able to kill a large population,” then that is a major red flag. The NSA can track people that search threatening phrases like this. This way, many suspects would be investigated before anything terrible could happen.

The government needs to take action and track people that are suspected of criminal activity. Without tracking suspects, many people would be able to get away with multiple crimes. The tracking of data is key in the struggle for peace because defeating terrorists will result in a unified world.

The data collecting performed by the National Security Agency is entirely aimed towards the tracking of criminals and terrorists for the safety of our country. Data mining has greatly assisted the government in their tracking of terrorist societies and attacks. Additionally, data tracking helps to find criminals located in the United States of America. This compiling of data has prevented countless murders and various other crimes. It is not necessary to worry about the NSA. They are part of the government, and their job is to protect the citizens of the US. The largest attack on America was on September 11th, 2001. One small group of people was able to inflict that much pain and harm to a whole country, and that was more than a decade ago. With today’s technology, new, and more dangerous weapons are available. There needs to be an effective way to secure our country from terrorists, and data collecting is the way to do so. Thank you.

~Keely, 9th Grade

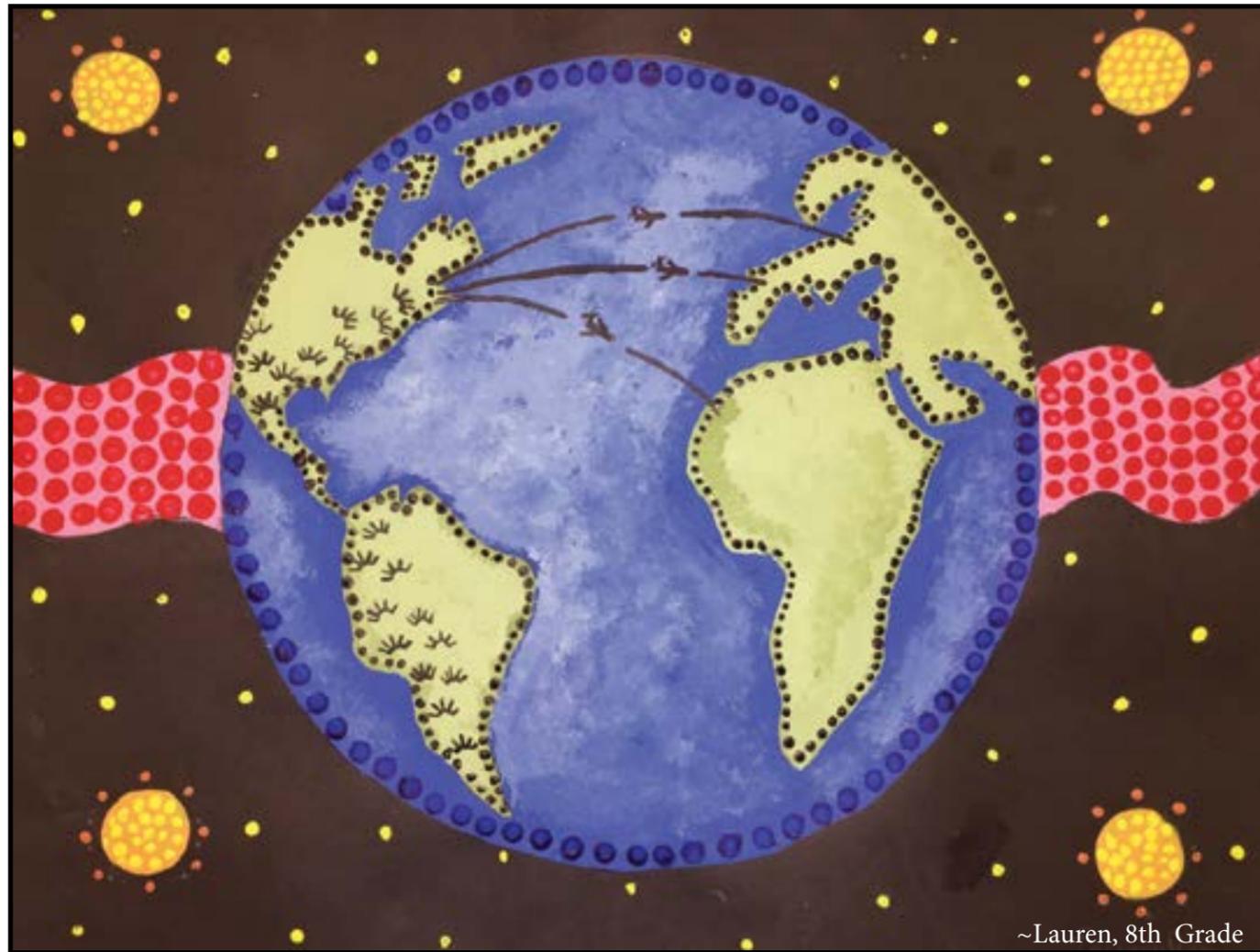


~Jovita, 6th Grade

Kittens in Space

If Kitten were in a space module she would see the moon.
Like the book, she would think that the moon is a bowl of milk.
She might not be able to lick it because she will be floating.
Finally, she will go to her house.

~Justin, 5th Grade



~Lauren, 8th Grade



~Mason, 10th Grade

Snow

I have never seen a snowflake. I live in a world that never snows. One day I felt something falling from the sky. It felt crunchy and cold. It looked like a snowflake. I've only seen them in pictures. Guess what? It was a snowflake. My dream came true! It is snowing!

I ran as quick as I could. "Ma, Pa! It is snowing!" I shouted. They said, "We do not believe you." I said, "Just go outside, ok?" After, they said, "You are right! Isn't that amazing! Let's get some snow stuff and wear it, of course. Ha ha, Let's go!"

~Lilly, 1st grade



~Joel, 10th Grade

Changing the World

There are many ways I can help change the world using the careers I want to pursue. Three issues are Poverty, Endangered Animals, and the Global Warming going on. All of these problems are happening worldwide.

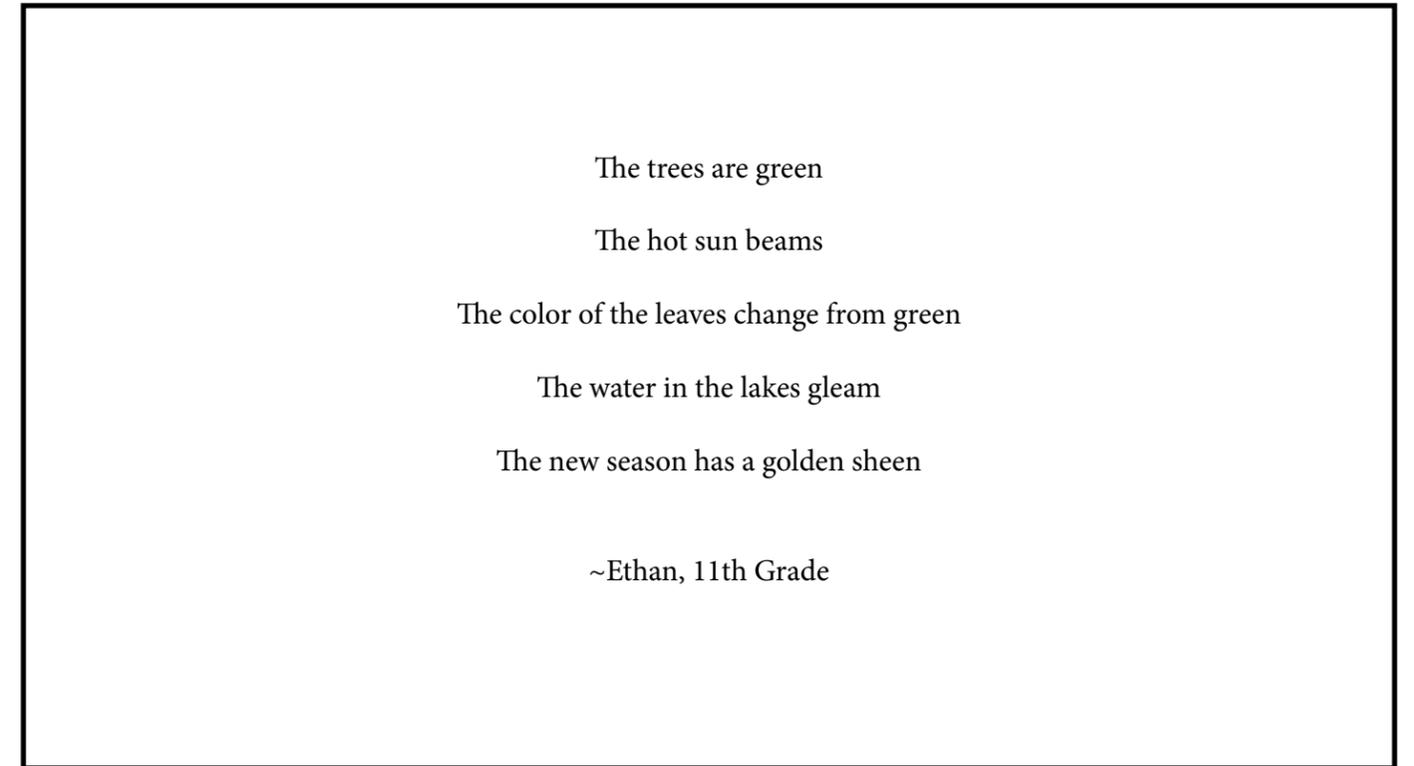
To help poverty, I would start small, like making donation boxes for clothing, money, canned/packaged foods, bottled water, and other supplies people might need. Other things, like packaging Christmas presents into shoeboxes to send to kids in need help in small ways. Then, I would use the money donated and some other money, and gather a little group, and travel to places in need. Three different ways I could help when I get there are helping out in shelters, join teams building houses, or teaching others in that place how to set up a job, farm, weave, and many other things. Helping these people would help change the world.

I've always wanted to be on an Endangered species study team when I am older. Usually, people who are interested in endangered animals group up and go to reserves and study. People rescue animals that are hurt, then nurse them back to health so they can set them free. I would want to work in a camp that helps a lot of endangered species. Or, I could work in a special zoo where they only have animals that are some of the last of their kind. The workers protect them and make sure that they keep reproducing. Also, I could simply work as a veterinarian. Animals are very interesting in my opinion, and the thought of certain species dying out is really sad. I want to change this.

Global warming is a serious problem that everybody should pay attention to. If everybody could pitch in, then it might stop. To help, I could ask the government to help slow down pollution, and talk to big factories in places such as China. Then, I would go around giving speeches and posting signs to help cut down all this pollution! I could ask scientists for ideas of how to help. Changing this would save many people, animals, and towns/cities.

Helping to solve the world's problems is a big responsibility. Poverty, endangered species, and Global warming are very important problems that are happening all over. Although these three problems many people would think they are impossible to fix, helping our Earth is really important.

~ Shannon, 5th Grade



~Kayla, Kindergarten



Mono County Office of Education would like to thank the following teachers for their assistance with gathering student writing and art work for this publication.

Christopher Gohlich, Bridgeport ES

Sean A. Cianfarano, EBES

Karen Aleman, Coleville HS

Brian Johnson, Coleville HS

Lisa Bue, Lee Vining ES

Heather Hund, Mammoth ES

Lisa Anderson, Mammoth ES

Janine Porges, Mammoth MS

Gina McKee, Mammoth MS

Tori Markham, Mammoth MS

Heather O'Leary, Mammoth MS and HS

Todd Cameron, Mammoth HS

Rebecca Thomas, Mammoth HS

Jennifer Hellerud, Sawtooth Ridge CS, MCOE

Thank you Mono Arts Council for implementing the MCOE funded Meet the Masters art program in Mono County schools, making much of this student artwork possible.





Mono County Office of Education
www.monocoe.org