

MESEISET

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ACADEMIC TALENT SHOWDOWN: WHY WAS IT CANCELED?

The Academic Talent Showdown was scheduled Wednesday, April 16; however, it was canceled by SBA President Shawn Mori two days earlier. He blamed the faculty for the cancellation. Three reliable sources confirmed the president’s accusation and action.

In late January 2014, Chuuk Campus’ Management Council authorized the SBA Council to sponsor the Academic Talent Showdown. Two months later, on March 26, Shawn requested the faculty to submit questions based on SLOs. He was then advised by faculty to use left-over questions that were unused at last year’s showdown in November 2013.

However, on April 4, at a faculty training workshop, Shawn persisted in asking faculty for additional questions, and again he was advised to use left-over questions from last year’s showdown. By Monday, April 14, instructors did not submit any new questions.

There might have been a problem in planning for the April 16 event. First, the five regions should have been organized by mid-February to identify their student participants in the showdown. Second, the tutors should have also been assigned and scheduled to coach the participants. Third, the student participants should have had at least two months of preparation in English, math, science, social sciences, and business/computer.

By mid-March time to plan and organize was running out. By mid-April time had run out.

The problem was, according to Shawn, the failure of instructors in submitting new questions. Or, he and the SBA Council failed to plan the event.

Whatever reason exists for canceling the showdown, it was a disappointment to interested students. A student said, *“I was really looking forward to it. I remember last year’s showdown; it was lots of fun.”* ☺

To ABRAHAM and WILSON

Listen to your doctors, take care of yourselves, and come back to us as soon as possible.

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AN EDITORIAL COMMENT REGARDING APRIL 21-25: A FULL WEEK OF CAMPUS ACTIVITIES

by Alton Higashi

Were we overwhelmed with too many campus activities during the week of April 21-25? One after another, we had scheduled **HEALTH** presentations and discussions, **CAREER FAIR DAY** exhibits and guest lectures, **CRE** Power-Point presentation on Solid Waste Management, **EARTH DAY** and **ARBOR DAY** speeches and garden-planting activities. Some planned activities had to be canceled every day.

Why the cancellations? Because, according to our Campus Nurse Marcelly Mariano, one of the week's planners, students did not show up in large numbers. For instance, on Monday, April 21, fewer than 30 students attended the opening activities. In other words, she blamed students for not showing up. Marcelly and other administrators/faculty/staff who were supposed to join together in planning and organizing could not see the truth.

What is the truth?

- First, in late March, the planners and organizers were advised not to squeeze too many activities into one week. It was easy to project that final exams were fast approaching — that students

exams were fast approaching — that students would need more time to complete assignments and prepare for final exams. Such advice was disregarded by the planners/organizers.

- Second, the planners/organizers failed to plan and organize well. Now, let us understand a simple fact — most of the planners/organizers were administrators, faculty, and staff. They lacked the ability to plan and organize.

I would never blame the students for failing to show up — so close to final exams.

All the same, a few individual activities were well done. For instance, CRE's Lolita Ragus and Werfina Sonis's PowerPoint presentation on "Solid Waste Management" was quite good. Unfortunately, yes, student attendance was poor. It was rescheduled for Friday, May 2. Also, Roger Arnold's Career Fair included guest speakers including our own faculty as well as external stakeholders Akapito Mori and Wisney Nakayama.

April 21-25 was an inopportune time which demonstrated poor planning and organizing. That is the simple truth. Φ

ARBOR DAY (April 25, 2014) - Students in SC 111 (Environmental Science) did the right thing by planting trees at the back side of Classroom B-1. Thanks, environmentalists!



SOLID WASTE MANAGEMENT: A PowerPoint Presentation by CRE's Lolita Ragus and Werfina Sonis

INTRODUCTION

Wastes are unwanted materials produced by human and animal activities.

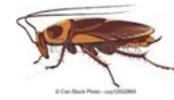
Solid Waste Management refers to collection, transport, processing or disposal, managing and monitoring waste disposal.



Wastes are everywhere. Do you like this?



Uncollected wastes may become breeding places for mosquitoes, houseflies, rats, and cockroaches.



How do flies spread diseases?



[Editor's Note: Meseiset endorses what CRE's Lolita and Werfina have recognized and shared in this PowerPoint presentation with all of us at Chuuk Campus. Look at the waste everywhere in Chuuk. We are presently part of the problem, and we need to become part of the solution.]

Meseiset will continue this presentation in the next issue, as Lolita and Werfina offer us ways to answer the question, "So what can I do?" Watch for Part 2 in the next issue.]

So what can I do?



FACULTY TRAINING SEMINARS: Three in April

SEMINAR #1

Instructional Coordinator Mariano Marcus convened a faculty workshop on Friday, April 4. Very little training was given.

Rather, the instructors enjoyed free lunches, and conversation was not connected to the intent and purpose of training. Φ

SEMINAR #2

Atkin Buliche led an hour-training for faculty on Friday, April 11. Training was on the use of e-mail assignments.

Only a few instructors currently use the e-mail system to send assignments to their students. It is being recommended that all instructors use the system to send and receive assignments to students in various classes.

Three instructors commented on the training. One said, *"We should all be doing this. If COM-FSM is in the business of high-tech, then we should demonstrate compliance."* A second instructor said, *"Students spend too much time on Facebook. Maybe we can get them to use computer time more productively."* A third explained, *"If we want our students to succeed in college — study hard, work hard, be prepared — then this training moves us and our students in the right direction."* Φ

SEMINAR #3

Faculty members are expected to meet academic and professional standards for the sake of institutional accreditation, says Frankie Harriss, COM-FSM Vice-President for Institutional Effectiveness and Quality Assurance (VPIEQA). Thus, she provided faculty training all day long on Saturday, April 12.

Training began with WASC/ACCJC's eligibility requirements for accreditation. COM-FSM must fulfill 21 requirements in order to continue offering accredited courses and receiving U.S. federal financial aids. Frankie guided faculty in reviewing three of these requirements: general education, academic freedom, and faculty qualifications and responsibilities.

Later, Frankie directed instructors to look at themselves as human resources. In effect, each faculty member should have qualifications, such as:

- knowledge of the subject he or she teaches;

- skills required to teach the subject;
- appropriate degree (such as master's degree);
- professional experience and discipline expertise; and
- scholarly activities.

Each instructor is also expected to participate in three general realms of responsibility: curriculum, instruction, and assessment (CIA). He or she must develop and review curriculum (such as course outlines), implement appropriate teaching methods (including the course syllabus), and assess student learning. Φ

STAFF TRAINING SEMINAR

VPIEQA Frankie Harriss conducted a separate training seminar for non-teaching staff, primarily the staff in the Student Services Department. It was held Friday afternoon, April 11, in the multi-purpose conference room.

Meseiset was unable to obtain detailed information on the training contents. Φ

Chuuk High Wins Debate

The Chuuk High School team won the annual Chuuk State Debate at the FSM Supreme Courthouse in Fais on April 29. The student winners were Kiana Candido and Immaculata Soiter, and their coach was Paul Hadik.

The topic this year was "Be it resolved that Chapter 1 and Chapter 2 Section 204(2) of Title 56 of the FSM Code, which regulates the government's exercise of its inherent power to acquire real property through eminent domain, are hereby repealed." By definition, eminent domain is "governmental power to take private property for public use with appropriate compensation paid to the landowner".

Chuuk High's winning score was 709, as compared to Xavier High's 658 and Saramen Chuuk Academy's 556.

Judges were Felicity Chamberlain, Jack Fritz, Johnny Meippen, Rendia Umwech, and Michael Watson.

Debate coordinator was Harry Narruhn of the FSM Supreme Court, and debate moderator for the day was COM-FSM's instructor Alton Higashi. Φ

10x10 WORD SEARCH by Carla Raymond and Taralyn Saladier (PY 101, Psychology)

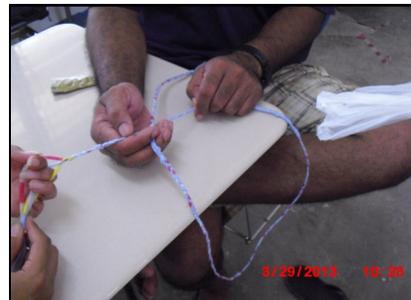
H	I	E	R	A	R	C	H	Y	E
U	E	L	Z	Z	U	P	O	S	D
M	E	M	O	R	I	E	S	X	U
A	Y	A	I	N	C	A	T	M	C
N	R	J	T	C	Y	X	E	O	A
R	U	O	L	F	E	V	R	T	T
E	T	R	O	T	O	T	C	O	I
H	N	S	N	R	E	V	I	R	O
T	E	O	P	X	B	R	A	I	N
O	C	H	O	L	A	P	E	I	S

Look for 20 words, all 5 letters or more, in this word search game; then circle all of them:

- BRAIN
- CENTURY
- CONTEXT
- CORTEX
- EDUCATION
- ESSAY
- FLOUR
- HEMIC
- HIERARCHY
- HUMAN
- MAJORS
- MEMORIES
- MOTOR
- OCHOLAPEI
- OTHER
- PINTO
- PROVE
- PUZZLE
- RIVER
- TORTE

SCIENCE is fun! Students in SC 111 (Environmental Science), SC 117 (Tropical Pacific Island Environment), and SC 130 (Physical Science) learned this semester to recycle plastic shopping bags into usable items.

Here, we see diligent students cutting and measuring plastic strips to weave into fashionable products which Little Miss Recycling happily models.



MY PERSONAL PHILOSOPHY by Buddy Herry

Name of Philosophy = DAWN OF THINKING

Fear and ignorance separate Man from his God and the Universe. In my philosophy, I put them together. They are inseparable.

Metaphysics (Ontology)

- Anthropology (science)
- Theology (religion)

The study of philosophy begins with metaphysics: What is reality? It is a combination of science and religion. Many people throughout the world separate science and religion, as though they are enemies. However, taken together, both are the foundation of all knowledge in the world. Now, it does not mean that, today, we have acquired all knowledge in the world. There is still a lot of knowledge – scientific and religious – waiting to be learned and understood. Every day is a new dawn of thinking.

A debate between scientific thinkers and religious thinkers remains unresolved. It is the debate between the “big bang” theory and the Biblical description of “creation”. As far as I am concerned, they are complementary – two sides of the same coin. I accept the combination of both sides as one, and I call it science-theology, or, more simply, dawn of thinking. To demonstrate my philosophy, I will compare and contrast the big bang theory and the Biblical creationism.

Epistemology (Sources of Knowledge)

- Empiricism
- Logic and Reasoning
- Intuition
- Undisputed Authority



Aquinas

To know and understand both the big bang theory and the Biblical creationism, I follow the epistemology of Saint Thomas Aquinas (1225-1274) and cross his bridge several times.

First, according to the Holy Bible (Genesis 1:1-31), God created everything in 6 days. According to the Microsoft Encarta Reference Library 2003, it took between 10 to 20 billion years, but most scientists accept 13.7 to 13.8 billion years for the formation of the universe. According to 2 Peter 3:8, “*one day is with the Lord as a thousand years, and a thousand years as one day*”. So, it is possible that six Biblical days could be equal to 13.8 billion scientific years.

Second, before God created light, there was “darkness” – something called “the deep”. In science, according to Microsoft Encarta Reference Library 2003, before the origin of the universe, there was “ylem” – “*primordial substance from which the chemical elements were formed*”. It was atom-less – protons, electrons, and neutrons were all separated from each other in a dark, red-black field of radiation. Call it what you will – darkness, deep, ylem. For me, they are the same. In effect, God made the heaven and the earth out of whatever was in the darkness or the deep. In my philosophy, God used ylem to make the heaven and the earth.

Third, in science, we have learned that there are four basic forces in the universe and that they follow certain laws. The four are (1) electromagnetism (such as light), (2) gravity, (3) strong force (that holds the nucleus of atoms together), and (4) weak force (that causes atoms to decay radioactively). Scientists today continue to study how these four forces work. As far as I am concerned, God created the

(continued on page 7)

MY PERSONAL PHILOSOPHY (continued from page 6)

laws of science that govern these four forces. However, He did not create the four forces at one time. He created electromagnetism on Day 1. Then, on Day 2, when God created the “firmament” which included matter and mass, He also set up the law of gravity. Finally, on Day 3, He created both strong force and weak force at one time. And, by the way, the strong and weak forces are the causes of all physical changes in the universe.

In effect, on Days 1-3, God established the four basic forces in the universe. I am not presumptuous enough to ask, “Why did he take three days?” If God wanted to do it that way, then that is the way God did it.

Fourth, God did something with plants and animals. He made plants on Day 3, and animals on Day 5. All I know is that God also scientifically established the CO₂/O₂ cycle: CO₂ = carbon dioxide, and O₂ = oxygen. Plants and animals could not have been created at the same time. It takes plants to produce oxygen for animals, and so on Day 3 God began the photosynthesis process in order to produce oxygen for animals to begin breathing on Day 5. Plants had to come before animals. In the scientific theory of evolution, plants did come before animals. So, science and religion agree on this relationship.

One question remains: Where did the first plants get enough carbon dioxide from, in order to start producing oxygen? The answer is simple – also on Day 3 God made dry land appear. I do not worry about how dry land appeared. A very successful way for land to appear is volcanic eruptions, and these eruptions produce a lot of smoke containing carbon dioxide. So, plants breathed in this carbon dioxide and breathed out oxygen, according to God’s law of photosynthesis:



Axiology

- Ethics
- Aesthetics

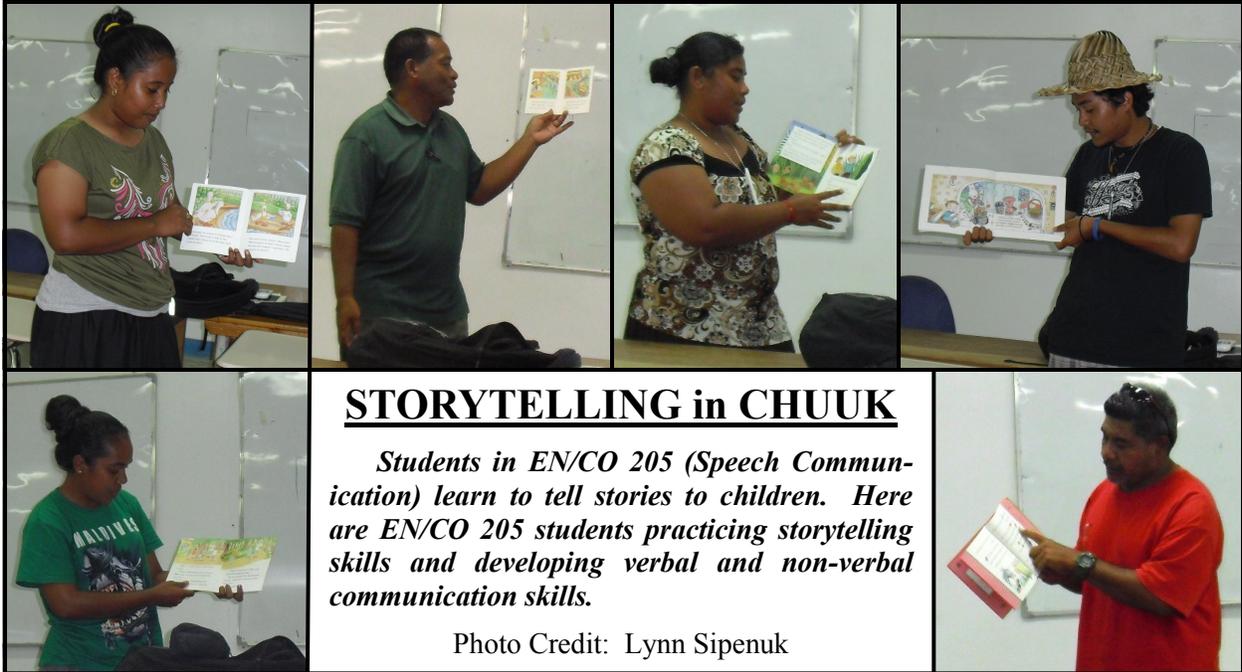
The complementarity of science and religion is beautiful – or, as we might prefer to say by today’s younger generation – cool! There is no sense of morality in my philosophy. So, I conclude that my axiology has no ethics but is filled with the aesthetic nature of God’s scientific wonders, as explained in Acts 17:24-25 and Romans 1:19-20.

So, just as Genesis 1 ends on Day 6 with the creation of man and woman, science tells us that human beings evolved over a long, long time. End of my comparison and contrast – thus far.

Value Systems = big bang and creationism



Photo credit: Allen Green/Photo Researchers, Inc.



STORYTELLING in CHUUK

Students in EN/CO 205 (Speech Communication) learn to tell stories to children. Here are EN/CO 205 students practicing storytelling skills and developing verbal and non-verbal communication skills.

Photo Credit: Lynn Sipenuk

THE TREASURE

(a short story: EN 201, Instructor Deva Senarathgoda)

by Crystal Inchin

She remembered her father planting the taro. He never saw it grow to full maturity. Nepoufich was sad that her father put so much effort into planting the taro and yet never had a chance to harvest it for the family. She recalled the time when her father came home with the taro stalks and was really eager to plant them.

Every day he talked about the taro — how lucky they were to have that kind of taro, a rare variety in the village. He cleaned the taro patch and watched each plant mature. The taro was her father’s treasure, and she remembered the happiness in his eyes.

Nepoufich’s father was well-known in the village for his kind heart. He helped people who asked for help. As a farmer he also grew an assortment of fruits and shared his harvest with the whole village. The villagers were depressed when he passed away.

A year later Nepoufich’s mother remarried, and her new husband took over the family’s farm and crops including breadfruit trees, fruit trees, and taro patch. Nepoufich’s stepfather was unlike her father. He did not share the fruits with villagers; rather, he sold them in the marketplace and gambled away his earnings. In time his stinginess led villagers to hate him.

One day Nepoufich, coming home from school, stopped at the taro patch and noticed that some taro was gone. They were not ready for full harvest, but they had been dug up. “Mama,” asked Nepoufich, “why are you harvesting some taro when they’re not ready for harvest?”

Her mother replied, “Stop asking questions and do your chores.”

The daughter could not stop thinking about the missing taro. Later she saw two boys walking and working in the taro patch. Nepoufich yelled out, “Hey! What are you doing in my father’s taro patch?”

Both boys stopped working and looked at Nepoufich. One explained, “Oh, sorry, but your father told us to dig some out because he’s selling it at the market.”

She added, “He’s not my real father, he’s my stepfather, and the taro patch belongs to my real father!”

“But we’re just doing what your father — your stepfather — told us to do. When he gets paid for the taro, he might buy you an expensive gift.”

She replied, “I don’t care, but they’re just not ready to be harvested.”

(continued on page 9)

10x10 WORD SEARCH #2 by Pauleen Rizal

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

There are 25 words, each five letters or more, in this 10x10 word search. Find/circle all 25 words, as follows:

AFTER
 AREAS
 DREAMS
 EVOLUTION
 FALSE
 HUMAN
 LEARNS
 LEVELS
 MEMORY
 MOTOR
 MOVER
 NEEDS
 POWER
 PROVEN
 PUZZLE
 READS
 SENSE
 SKILL
 SOUNDS
 STEPS
 STUDY
 TIMID
 VENUE
 WRITES
 ZONED

THE TREASURE

(continued from page 8)

“Well, we’re just doing what he told us to do,” the same boy said.

Nepoufich said, “Let me have one taro as a gift to my father when I visit his grave tomorrow.”

The boys looked at each other and gave one taro to Nepoufich. The next day Nepoufich visited her father’s gravesite with the taro. She offered a prayer, “I’m sorry for not taking good care of your treasure, papa. I’m scared of mama’s new husband, and I just don’t know how to tell him not to destroy your treasure.”

She placed the taro on her father’s gravesite and cried silently.

She stayed at the gravesite for hours. When she went home, she looked at the taro patch. It had been cleared completely. ☹

SCRAMBLED NAMES

Some students have complained that this game is too difficult. Okay, I have simplified it. Below are eight names of students on campus. They are the first names only, no last names. Now, unscramble the scrambled names.

- (1) A B E H I R T =
- (2) E E F F J N O R S =
- (3) A C L R S T Y =
- (4) E E E E L N N S =
- (5) E F I I L M N O =
- (6) A A B E H L U =
- (7) A G N O O R Z =
- (8) A I N O R S =

Now, go to page 10 for answers. You should get all eight correct, right? ☹

GLOBAL WARMING IN CHUUK: ISLAND-RISING

Who said that sea-level rising leads to island-sinking? Students in SC 117 (Tropical Pacific Island Environment) say otherwise. They made models of high islands with fringing reefs as well as atolls. They reacted to their own lab work, “This would be not only fun but also educational for elementary school students.” Right on, island-builders!



ANTHONY AND KEONI
THE TWO DUCKS SAY,
“AUSAPW
ATOFONGAW!”

SCRAMBLED NAMES
(page 9)
(1) BERITHA Hainrick, (2) JEFFERSON Teruo,
(3) CRYSTAL Inchin, (4) ENSELEEN Sitom,
(5) FILEMINO Kiiicho, (6) BEAULAH Kumo,
(7) GORAZON Kanas, and (8) ARISON Osy

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