

# MESEISET

Volume 3, Number 20

October 30, 2014



## Cooperative Research and Extension: Food Fair is Here in Town!

It is here — the Food Fair is scheduled today, Thursday, October 30, at Anderson Field, beginning at 9:00 am and going through most of the afternoon. There will be agricultural crop displays and sales. Plus, essay contests and art display contests are being scheduled. **Students, ask your instructors to release you from class time to visit the fair and to have fun. Instructors, let your students immerse themselves in farm activities.** This event does not happen every year. And bring cash to buy local food!

This year the Food Fair is sponsored by our own Cooperative Research and Extension (CRE), along with the Chuuk State Department of Agriculture (CDOE), and the International Organization for Migration (IOM). Φ

## November Calendar of Events

**Nov 3 (M) . . . . . Holiday (FSM Independence Day)**  
*[The US/FSM Compact of Free Association began on November 1, 1986, and we celebrate independence on the third.]*

**Nov 4-7 (T-F) . . . . . Early Registration for Spring 2015**  
*[Students, do not forget to register. Some Spring 2015 classes may be closed during January 2015 registration.]*

**Nov 5 (W) . . . . . All-Campus Meeting**  
*[Dean Kind says that attendance is mandatory.]*

**Nov 11 (T) . . . . . Holiday (Veterans' Day)**  
*[FSM citizens have been killed in foreign wars, and we need to remember their sacrifice.]*

**Nov 26 (W) . . . . . Management Council Meeting**  
*[Kind, Mariano, Mike, Kersweet, Marie, Memorina, Roger, Ben, Marivic, and Alton — be there!]*

**Nov 27 (Th) . . . . . Holiday (Thanksgiving Day)**  
*[This day is a get-fat day!]*

**Nov 28-29 (F-Sat) . . . . . COMET Testing**  
*[If you are scheduling to take COMET, prepare yourself in essay-writing, reading, and math.]*

Check with your SBA Council officers and regional reps for other events in November. Φ

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## MESEISET DISCLAIMER POLICY

Any expression of opinion or viewpoint of the writer(s) of an article in this Meseiset publication is solely the responsibility of the writer(s), not of the COM-FSM system.

## ONE WAY TO VIEW CULTURE CHANGE IN CHUUK

by Stephen Richmond

One way to describe the cultural situation in Chuuk vis-à-vis expectations from the community might be, as follows:

Girls growing up look at their mothers, aunts, grandmothers, and sisters, and see the defined roles that they are expected to adopt and perform when get older. Their function in society is known and clear — housework, washing clothes, cooking, making babies, caring for kids, etc. This has been their role, it seems, forever.

On the other hand, boys growing up are in a different situation. Long ago they took care of the taro patch, planted and tended bananas, harvested breadfruit and coconuts, built thatched houses, made fishing equipment (fish traps, spears, stone weirs), defended the village, helped make babies, and waited for many years before they were considered “mwaan” enough to have anything to say in men’s meetings.

Nowadays, the boys’ roles are much more cloudy and ill-defined. They buy food at stores, live in cement houses that need repairs when the roof rusts out about once every ten years, do not make copra, do not make fish traps or stone weirs, and so forth. What now is their role since present day-to-day living has been mostly eliminated — but not all of their formerly expected activities.

The challenge then is how to make their mark. There are few paying jobs available and

the value formerly placed on people who were masters (sou iimw or sou attaw) is gone. Being good at something productive no longer has much appeal, unless getting crazy drunk counts as a desirable skill.

Vocational Education (VocEd) should be used to counter this sad trend, but that is not seen with much enthusiasm in Chuuk.

With the prospects of lifelong frustration so real, it is not surprising that suicide is up as is the rate of anti-social attention-getting. What a shame! Φ



*[Stephen Richmond was Vocational Education Supervisor at COM-FSM Chuuk Campus from 1990 to 2001. He first came to Chuuk in 1964 and became the Wonip Elementary School principal. He currently resides in Hilo, Hawaii.]*



What Do You See?

←  
a woman?  
←

→  
an animal?  
→



## USES OF THE COCONUT TREE

*by PLHA Seniors (Class of 2015)\**

*[EDITOR'S NOTE: For five weeks, as part of my community service, I taught seniors at the Pentecostal LightHouse Academy how to write an essay for the first time. Here is their collective effort.]*

The coconut tree has many different uses. First, we can get food from the nuts. Second, we can use the roots and leaves to make medicine. Third, we can also use the leaves to weave bags.

For one thing, the coconut produces three kinds of food. Pick the young nut, cut it in half, and eat the soft meat called appun. It tastes like low fat milk. When the brown nut falls, get it, cut it in half, and eat the hard meat called choo. It feels like rice. When the choo lies on the ground for several months, pick it up, crack it open, and eat the spongy meat called choofar. It looks like fresh sweet bread.

For another thing, the coconut provides medicine in three ways. To cure heart burn, cut the leaves into strips and tie them around your finger and neck. To apply coconut oil, rub the tika on your skin and massage it in. To reduce stomach pain, boil roots and drink the boiled mixture.

Finally, the coconut leaves provide materials to weave handicraft. We can weave a bag. Leave the spine in each coconut leaf. When the bag is done, hang it over your shoulder. We can also weave a hat. Remove the spine in each leaf. When the hat is done, wear it on your head.

There are some ways to use the coconut tree. We obtain food from the nut. We produce medicine from the roots and leaves. We weave bags from the leaves too. It is very, very good to utilize the coconut tree in at least three ways. Φ

(\*) = Aflague, Aiven, Alfred, Andno, Carleen, Chersi, Herry, JayJay, Jewell, Joshua, Kachuo, Keven, Marly, Mayson, Mellor, Shyanne, Siwiro, and Yser

## TWO EXTRAORDINARY PLACES IN PÁTTIW

Páttiwi, or the Western Islands, has extraordinarily beautiful islands. Polowat (left) is an almost-table reef atoll. Its lagoon is exquisitely blue. The lonely island of Houk (right) is a table-reef atoll. It has a fresh-water lake named Lenom. You have to visit both places! Φ





# MY FAVORITE CHUUK CAMPUS STUDENTS

by Alton Higashi

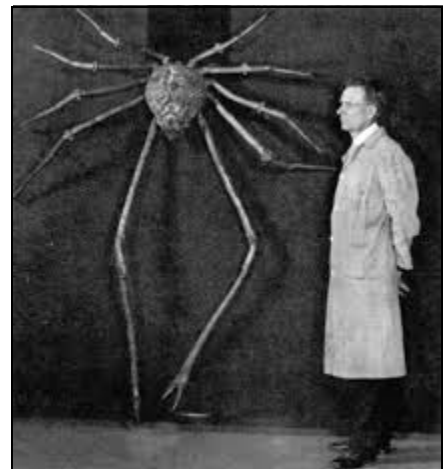
On Friday, October 31, we will see some of my favorite students on campus. Below are, in fact, 11 of my students this semester. Do you recognize any of them below?



*My #1 Favorite*



Have a Happy Halloween!



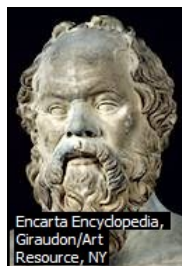
## MY PERSONAL PHILOSOPHY, by Mary Jeann Sorim

### TOPIC = FREE WILL

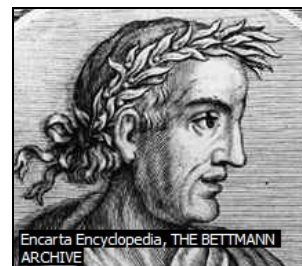
Does each human being have free will? First, let us define free will. According to Microsoft Encarta Reference Library 2003, free will is “*power or ability of the human mind to choose a course of action or make a decision without being subject to restraints imposed by antecedent causes, by necessity, or by divine predetermination.*” Fancy words, but here is an explanation of the definition above. In other words, a person makes his own decisions or to choose, on his own, to do something. It makes no difference what causes him to choose or to decide. It is 100% up to him, and to him alone.

According to Microsoft Encarta Reference Library 2003, philosophers throughout the ages have debated whether or not people have free will:

- First, two ancient Greek philosophers Socrates (469-399 BC) and Plato (428-347 BC) agreed that every person has free will – **only to choose or decide wisely**. Any bad/wrong choice or decision was controlled by negative forces outside of the person.
- Second, Dutch philosopher Baruch Spinoza (1632-1677) said that free will was self-determination – **only to do what is God’s nature**. If a person chooses or decides wrongly, then he lacks God in his mind.
- Third, German philosopher Immanuel Kant (1724-1804) explained that man has free will – **to form moral judgments**. In other words, the only way man can have morality – good or bad – is that he has free will – to do good or to do bad.



Socrates



Plato



Spinoza



Kant

### METAPHYSICS (Ontology)

- Anthropology
- Theology

My personal philosophy focuses first on Kant’s ideas of free will. The truth about ourselves can never be determined perfectly, but we must always continue to search for that truth. How? Bit by bit, we must form moral judgments in two ways – heteronomous and autonomous. Since it is in the Nature of Man to be a social creature and, at the same time, an individual, he must find ways to become a better person in both ways:

- Heteronomous free will is a person’s choice to obey the rules of action set by society. We have to submit ourselves to what society wants for us. This society can be the family, the community, or the government. We must do what we are told to do, not do what we tell ourselves to do.
- Autonomous free will is a person’s choice to be self-legislating – that is, to decide on your own what is good for you to do.

### EPISTEMOLOGY (Sources of Knowledge)

- Empiricism
- Logic and Reasoning
- Intuition
- Undisputed Authority

(continued on page 6)

## **MY PERSONAL PHILOSOPHY** *(continued from page 5)*

Now, let us remember that no person is perfect, and so each one of us makes mistakes. That is why society tells us what to do – to cut down on our own individual actions that may be bad. At the same time, each one of us wants to be independent and to make decisions on our own – but our independent actions can also be bad or wrong. That is why we need to do two things in order to do what Kant said – to form moral judgments.

First, we must learn to use both heteronomous free will and autonomous free will – so the moral decision is to find a balance of both within ourselves. That is the first thing – to balance the two kinds of free will. So, yes, we learn to obey what society teaches us. Most Chuukese people are like this, just obeying what their parents and clanspeople tell them to do.

Second, we must express independence in order to experience human nature. To conform to the heteronomous free will is only half of what we must do. We also need to express the other half – our autonomous free will. Most Chuukese people begin to express this second free will when they are teenagers. I say that we must teach our young children to become more autonomous. We should not dictate too much to children. Yes, we must dictate some, but not too much. In effect, as the children become teenagers, they must learn how to become more and more independent, to express themselves more and more as individuals. Sure, as children grow older, their moral judgments come from outside – their parents, their church, their government – so the children do not learn how to form their own moral judgments.

Parents must teach their own children how to form their own moral judgments. In other words, the children's moral judgments must come from inside – their own selves. When children learn to form their own moral judgments, they become self-directed, self-sufficient, self-governing, sovereign unto themselves, self-ruling – masters of their own free will!

### **AXIOLOGY**

- Ethics
- Aesthetics

Kant said that man has free will – to form his own moral judgment. It is true that, with free will, man can achieve morality – either right or wrong. Man does not have free will only to do what is right. No one is perfect. Therefore, we make mistakes and learn from them. Kant added that we must always continue to search for our own personal truths little by little. So, on our day-by-day journey in life, we govern our own lives. So, as we govern ourselves, let us not forget the advice of Socrates – to choose or decide wisely – and the advice of Spinoza – to do what is God's nature. The final result of free will is therefore self-determination of what is good.

**Value Systems** = heteronomous and autonomous



# I AM GOOD FOR YOU!

## CHILI PEPPER

by Adore William

(1) Hello, I am Chili Pepper!



(2) Try me!



(3) I am green or red.



(4) I am HOT to trot!



(5) I taste good in soup.



(6) I am small but strong.



(7) Meet my relatives. Φ



*[In the next issue will be another article: "Coconut" by Anna Suzuki.]*

# 10x10 WORD SEARCH #1 by Rino Christian and Riann Rhaym

N	O	I	T	C	E	J	O	R	P
M	I	C	R	O	N	E	S	I	A
O	R	P	H	A	N	A	M	E	S
V	A	H	A	O	L	E	S	D	T
I	R	O	O	C	E	A	N	E	N
N	E	G	N	L	I	L	U	L	E
G	A	O	W	O	E	F	B	L	D
L	S	T	A	T	U	S	I	A	U
E	D	O	R	E	E	R	A	C	T
S	E	G	D	E	T	T	O	D	S

There are 21 words, each five letters or more, in this word search. Find and circle all 21.

AREAS  
CALLED  
CAREER  
DOTTED  
EDGES  
ERODE  
HAOLES  
HOLES  
LAGOON  
NAMES  
MICRONESIA  
MOVING  
NUBIA  
OCEAN  
ONWARD  
ORPHAN  
PACIFIC  
PROJECTION  
STATUS  
STUDENTS  
TABLE

## ***“BY THE SEAWALL ON A BRIGHT SUNNY AND BREEZY MORNING”***

by Jonvan Kanto

(EN 120a: Instructor Deva Senarathgoda)

Gazing from the seawall, I was amazed by the beautiful view. The day was sunny and breezy. The horizon was gray, blurry; and the islands of Faichuk were dimly visible to my eyes. In the middle was the rough lagoon ocean with waves two to three feet high. Above the rough ocean were black-and-white birds floating in the cool morning breeze, flying and diving into the ocean, getting fish for food.

In the same distance, boats were forcing their way into the waves. The boats were having a hard time to sail on the waves. A little closer were two sunken and rusty shipwrecks from Trust Territory days. From where I sat, I could feel the splashes of seawater when the waves hit the seawall.

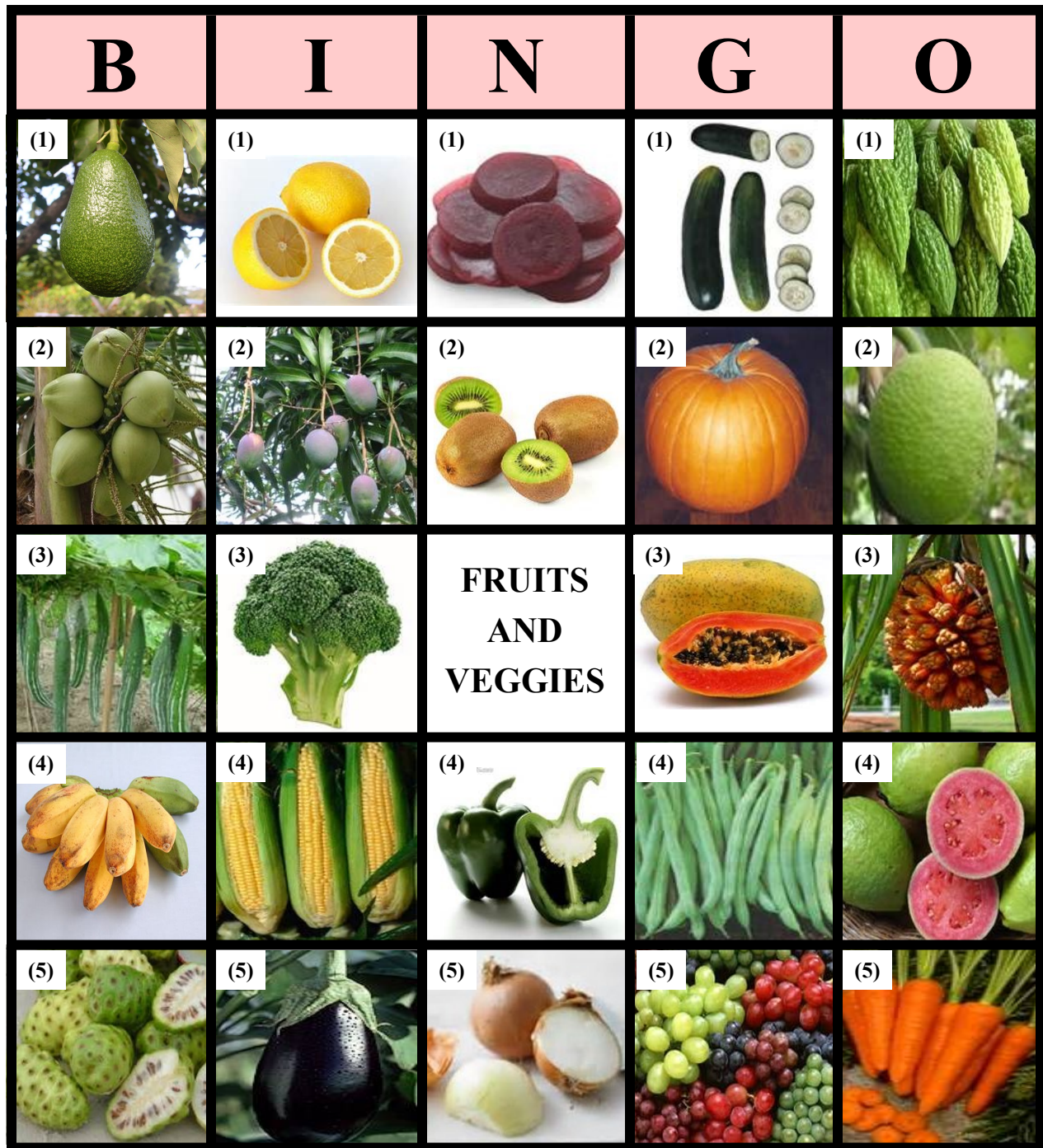
The sound of the waves hitting the seawall,

the angry engines of the motor boats, and the chirping of flying and diving birds made up a beautiful melody. The breeze, as well, howled through the leaves of trees around me. The smell of the dried, brownish seaweed filled the air. This was an amazing moment that I was experiencing, just sitting and enjoying the beautiful view. Φ





**BINGO GAME:** In the Bingo Game below, there are 24 types of food and 24 matching names of the food. Match each picture with its correct name. Correct answers are found on page 11.



AVOCADO	BANANA	BEANS	BEETS	BELL PEPPER	BITTER MELON
BREADFRUIT	BROCCOLI	CARROT	COCONUT	CORN	CUCUMBER
EGGPLANT	GRAPES	GUAVA	KIWI	LEMON	MANGO
NONI	ONION (round)	PANDANUS	PAPAYA	PUMPKIN	SNAKE

## 10x10 WORD SEARCH #2 by Gilbert Lippwe and Derick Daunny

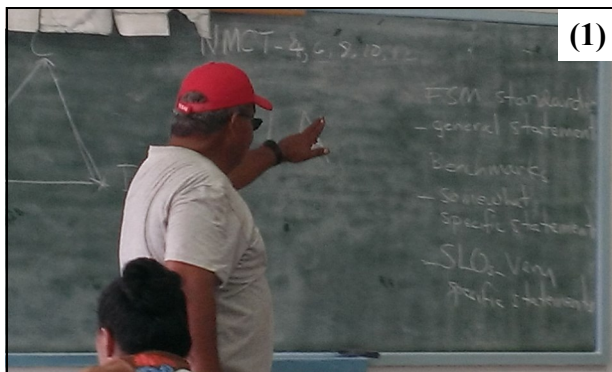
E	X	P	O	R	T	I	N	G	N
O	C	H	A	L	L	S	R	O	O
S	A	Y	A	J	N	A	I	R	I
N	E	X	P	O	S	T	B	D	G
A	N	I	S	S	A	N	X	O	E
U	S	S	T	L	T	N	A	N	R
A	E	E	U	I	A	O	A	E	O
L	L	P	M	E	C	U	N	J	M
A	O	X	C	O	R	A	L	G	R
P	R	O	D	U	C	T	I	O	A

There are 21 words, each five letters or more, in this word search. Find and circle all 21.

ARMOR  
CITIES  
COMES  
CORAL  
EXPORTING  
GORDON  
GRASS  
HALLS  
IRIANJAYA  
LABOR  
LESSONS  
MEANS  
NAURU  
NISSAN  
OCEAN  
PALAUANS  
POPULATION  
PRODUCT  
REGION  
STELA  
TONGA

**TWO MEN** are pictured below. Who are they? (1) In the photo (left) is the Assessment Specialist at the Chuuk State Department of Education. He was a guest speaker in one of Chuuk Campus' classes in late September. He taught students to understand the foundation of education: Curriculum, Instruction, and Assessment (better known as CIA). He also taught an English-math game called PREMDAS. (2) In the drawing (right) is an instructor at Chuuk Campus. He is the oldest instructor at our campus and a mean and strange codger. He has a rotund belly, but he does not care because Osimichy is still fatter. He is also bald, but he does not care because Kersweet and Atkin are still balder.

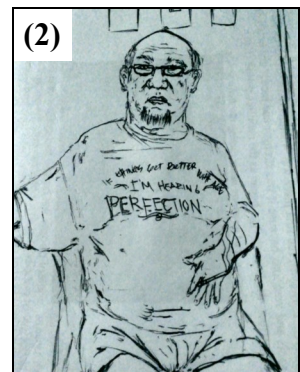
(3) There is a third man — young in comparison with these two older men — involved in both the



(1)

photo and the drawing. In fact, he took the photo and drew the picture. He is, of course, a student in the AA degree program for Teacher Preparation at Chuuk Campus. Plus, he is the recently elected SBA Chaplain. What is his name?

The names of all three are found on page 11. ☐



(2)



# Chuuk Campus News



PHOTOS OF THE LAST FOOD FAIR  
HELD ON CHUUK CAMPUS  
SEVERAL YEARS AGO



## BINGO GAME

(page 9)

B(1) = avocado, B(2) = coconut, B(3) = snake,  
B(4) = banana, B(5) = noni  
I(1) = lemon, I(2) = mango, I(3) = broccoli, I(4) =  
corn, I(5) = eggplant  
N(1) = beets, N(2) = kiwi, N(4) = bell pepper,  
N(5) = onion (round)  
G(1) = cucumber, G(2) = pumpkin, G(3) = papa-  
ya, G(4) = beans, G(5) = grapes  
O(1) = bitter melon, O(2) = breadfruit, O(3) =  
pandanus, O(4) = guava, O(5) = carrot

## STUDENT OF THE MONTH: RAY CHIWI



for his extraordinary public leadership  
and grand sense of humor at various  
SBA events and in the classroom.

## NAMES OF THE THREE MEN

(page 10)

(1) Steve Marcus is the Assessment Specialist.  
(2) Alton Higashi is the mean and strange coder.  
(3) David M. Nokar is the photographer and artist.

## MESEISET CONTRIBUTORS

(Volume 3, Number 20)

**Administrative Editor:** Rick Chiwi

**Technical Editor:** Alton Higashi

**Faculty Support:** Cecile Oliveros, Deva Sena-  
rathgoda

**Staff Support:** Wilson Bisalen

**Guest Support:** Steve Richmond, PLHA Class  
of 2015

**Student Contributors:** Rino Christian, Derick  
Daunny, Sairis Helson, Crystal Inchin, Jonvan  
Kanto, Gilbert Lippwe, David Nokar, Riann  
Rhaym, Mary Jeann Sorim, Adore William