

MESEISET

Volume 3, Number 8

March 24, 2014



CELEBRATORY MEMORIES OF SPIRIT WEEK: 03/10-13/14

Did you see some strange new students on campus during Spirit Week March 10-13? For one thing, it seemed that some boys looked more like girls, and some girls were acting like boys! Well, maybe there is a new math on campus: boys = girls. Or, girls = boys. Let's ask Danie Mamangon and Miuty Nokar if these new equations are correct. Or, maybe you — the readers — should look at the pictures below (and page 2) and decide for yourselves! φ



Do you want a date?
We can have fun together!



Photo Credit: Akius Herman

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MORE PICTURES OF SPIRIT WEEK

And the Spirit of God moved upon the face of the waters, according to Genesis 1:2. And the spirit of students moved upon the face of Chuuk Campus, according to the newly ordained priest Shawn Mori. And the priest spoke again, “*Let there be spirit on campus, and there was spirit.*” And the priest saw the spirit, that it was good.

Hey, wait a minute! When did Shawn Mori become a priest? Well, he looked like a priest sometime during Spirit Week, March 10-13, on our campus, didn’t he? Look at the first picture below.

And that was not all. Somehow a few crazy people managed to sneak onto our campus. They sat around, doing nothing, like many of our regular students. Others begged for money, like many of our regular students. And, if you think that only guys are crazy, you are wrong. A few gals turned out to be just as crazy as the guys. Who let them on our campus?

Well, all that can be said is that the spirit moves in mysterious ways at Chuuk Campus! ϕ



Photo Credit: Akius Herman

STAFF DEVELOPMENT DAY ACTIVITIES

Chuuk Campus Faculty and Staff enjoyed Staff Development Day on Friday, March 14. At least, they enjoyed breakfast, lunch, and afternoon refreshment — thanks to our Human Resources Director Rencelly Nelson at Palikir. She released from her own office budget funds to purchase these meals for us.

Staff Development Committee chairperson Marylene Bisalen opened the all-day affair at 8:30 am in the Student Center. The morning schedule included presentations for both faculty/staff together by Marylene on personnel matters, Alton Higashi on Meseiset, Rosalyn Reynold on AHEC (Area Health Education Center), Wilson Bisalen on time management, Cecile Oliveros on reflexology, and Lolita Ragus on CRE activities (including a presentation on solid waste management).

The afternoon sessions were divided into two groups — one for faculty, and another for staff. Faculty training focused on teaching methods, pre-/post-testing course-level assessment of SLOs, and “study hard” ideas. Staff training included hands-on food preparation demonstrations and sewing of recyclable items, as shown by CRE staff.

Presentations were informative, eliciting lively question-and-answer opportunities. ϕ

PREMDAS

PREMDAS is more than just a math and English game. If you can solve PREMDAS problems, you are a great thinker!

Now, test your brain power on the following questions and check your answers on page 14:

(1) $3^2 \cdot 10^2 - 2 \cdot 10^2 + 2 \cdot 5 = ?$

Gas and _____ are expensive in Chuuk.

(2) $2^2 \cdot 5^3 - [2^3 \cdot 5^2 - 5 \cdot 3^2] = ?$

_____ loves the guys from Nema.

(3) $2^3 (10^2 + 1) = ?$

Anna’s boyfriend is _____ from Uman.

THE FIRST 10x10 WORD SEARCH

by Derick Daunny and Eweneirik Sukiol (PY 101, Psychology)

D	L	E	A	R	N	I	N	G	L
L	E	U	H	C	E	G	N	A	A
R	V	T	P	S	U	N	N	Y	U
O	E	R	I	U	A	O	L	L	X
W	L	A	Q	M	S	H	A	R	E
O	H	E	U	R	I	Q	I	A	S
L	C	H	E	E	K	L	C	E	U
S	U	P	A	G	E	S	O	Y	O
A	M	E	V	I	T	I	S	O	P
M	E	M	B	E	R	U	C	E	S

There are 23 words, all five letters or more, in this word search. Find and then circle the following 22 words:

ANGECHU
CHEEK
EMUCH
HEART
HUMAN
LEARNING
LEVEL
LIMITED
LUPUS
MASLOW
MEMBER
PAGES
PERSONAL
PIQUE
POSITIVE
SECURE
SEXUAL
SHARE
SOCIAL
SUNNY
WORLD
YEARLY

The 23rd word above means “wife or husband”. What is the word? The answer is on page 14.

NUMBER SERIES: FRACTIONS

Here are four number series, all using fractions. In each series, there are five numbers — what is the missing fifth number?

To help solve each series, use the appropriate clue. Of course, try to solve first without the use of the clue.

Correct answers, with solutions, are found on page 14.

- (1) $\frac{1}{20}$, $\frac{1}{10}$, $\frac{3}{20}$, $\frac{1}{5}$, _____
[Clue: change fractions to the lowest common denominator 20.]
- (2) 0, $\frac{1}{6}$, $\frac{1}{3}$, $\frac{1}{2}$, _____
[Clue: change fractions to the lowest common denominator 6.]
- (3) $\frac{1}{10}$, $\frac{2}{5}$, $\frac{13}{20}$, $\frac{17}{20}$, _____
[Clue: change fractions to the lowest common denominator 20.]
- (4) $\frac{5}{7}$, $\frac{2}{3}$, $\frac{3}{5}$, $\frac{1}{2}$, _____
[Clue: $\frac{2}{3} = \frac{?}{6}$, and $\frac{1}{2} = \frac{?}{4}$.]

MY PERSONAL PHILOSOPHY

(an assignment in EN 208)

by Christopher Felix

Name of Philosophy = **MASK OF CORRUPTION**

In 1887 a British historian named Lord Acton said, “*Power tends to corrupt, and absolute power corrupts absolutely.*” This is true throughout the world – including our own Chuuk. Indeed, corruption is widespread in Chuuk – from the highest persons in office to the lowliest officials, from high-ranking clergymen to the lowest, and everyone in between. They wear masks of smiling faces to pretend and hide their bad ways. All the same, we know what corrupt persons do, and we must find ways to eliminate corruption among these people.



Lord Acton

Metaphysics

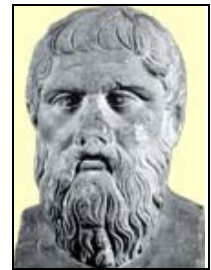
- Anthropology
- Theology

The purpose of my philosophy is not to unmask the corruption. Rather, it is to find appropriate solutions to advise and guide them toward taking off their masks and to serve the public with honesty and morality.

Epistemology (Sources of Knowledge)

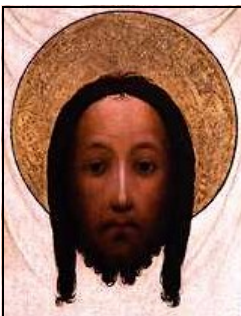
- Empiricism
- Logic and Reasoning
- Intuition
- Undisputed Authority

Two ancient philosophers – one Greek and another Chinese – have found solutions. Plato said, “*The goal of education is to prepare man as a skilled political leader to govern his family, community, state, and nation fairly and justly.*” However, what lessons must the leader learn? To answer this question, we go to Confucius. Confucius’ ideas of moral leadership would be appropriate to combine with Plato’s ideas.



Plato

First, we need a new kind of political education. It should be aimed at three age groups. One, of course, is the group of young adults who will become the future leaders of society. The second is high-school students who need to learn the difference between corruption and morality. The third is the group of elementary-school children.



Jesus Christ

Story-telling is an excellent way to teach people about honesty and morality. To be sure, one such story can easily be Plato’s own allegory of the cave – to teach people the difference between enlightenment and ignorance. Also, there are so many parables which Jesus Christ shared with his followers. We could easily include these stories into lessons on political education.



Confucius

Second, according to Microsoft Encarta Reference Library 2003, “*The entire teaching of Confucius was practical and ethical, rather than religious. He claimed*

(continued on page 5)

MY PERSONAL PHILOSOPHY (continued from page 4)

to be a restorer of ancient morality and held that proper outward acts based on the five virtues of kindness, uprightness, decorum, wisdom, and faithfulness constitute the whole of human duty."

We do not have to attack or criticize corrupt leaders. We just need to show them that there are so many valuable lessons in philosophy that teach leaders how to get rid of their own corruption. They will learn these lessons, and self-guilt will guide them to changing their corrupt behavior to goodness.



Axiology

- Ethics
- Aesthetics

Ethics is the study and application of virtues. Confucius presented five of them – I repeat — kindness, uprightness, decorum, wisdom, and faithfulness. In other words, political education should contain stories that encourage people to seek these virtues.

Value Systems

- (1) corruption vs. virtue
- (2) stories and parables

SCRAMBLED NAMES

Do you know the last names of our fearless leaders of COM-FSM? Find out by unscrambling their scrambled last names.

- (1) President: A D I S Y =
- (2) Interim VP/IA: I I M N O S =
- (3) VPAS: A A B C H H I M U =
- (4) VP/IEQA: A H I R R S S =
- (5) VP/CRE: C E I R R U =

Their full names and positions are found on page 14.



**Chuuk Campus Confederation
of Creatures (CCCC)**



President: Pig Secretary: Coconut Crab
Vice-President: Iguana Treasurer: Bat



SECOND 10X10 WORD SEARCH

by Keoni Hauk and Epifania Ysauo (SS 170, World History)

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

This 10x10 acoustic has 21 words, all are five letters or more. Circle the 20 words, listed below.

ALOHA
ARABIAN
AROSE
ASSYRIAN
CEDAR
EGYPT
GLASSY
HACILAR
HATING
HATTUSILI
HODDER
LEBANON
NONCE
PHOENICIA
SARGON
STONE
THIRD
TRADE
TREATY
TRIBES

The 21st word has 6 letters. It means "a water channel". Find the answer on page 14.

STUDENT DEBATE #5 ON A CURRENT ISSUE:

Is Chuukese Migration to America Good or Bad?

GOOD(1) — by Fillimon Heldart

It is good to migrate from Chuuk to America. There are three advantages for us. The first is education. The second is economic improvement. The third is solution to overpopulation.

We are the new generation, the future generation of leaders, and we are not educated enough. Compared to other places in Micronesia, Chuuk is low in education. Our government just does not spend enough to improve our schools and to fund education activities, such as curriculum development and teacher training. In America, Chuukese people tell us that their children are getting excellent education in public schools – elementary and secondary. For instance, they can speak English when they finish elementary school. Here in Chuuk, that is almost impossible.

We do not have many jobs. I have learned that in Micronesia Chuuk has the worst unemployment. Yap, Pohnpei, and Kosrae have some unemployment too – about 10% of the labor force. In Chuuk, the percentage is more than 30%. Business development is slow too.

The worst is overpopulation. In all Micronesia, only Chuuk State has the worst case of population density. In other words, Chuuk's density is close to 1,000 people per square mile. That is too many. That is why many Chuukese migrate to America. Too many Chuukese in Chuuk.

So, Chuukese migration to America is a solution for us in Chuuk. Poor education. Poor employment opportunities. Overpopulation.

GOOD(2) — by Season Reuney

Migration of Chuukese people to the United States is good. Many people agree because our educational system is weak in Chuuk. People agree that we do not have many job opportunities. What I want to say is that we need to migrate for health purposes.

American hospitals are excellent. That is why we medevac patients to Guam, Hawaii, and other American places. They get very good health care. The doctors are knowledgeable and skilled in treating medical problems of human beings. For example, I am thinking about two particular health problems that require two different treatments. One is for diabetes. Patients need dialysis. The

second is cancer. Patients need chemotherapy. We do not have treatment for diabetes and cancer in Chuuk. Tylenol will not help patients with diabetes or cancer.

I have to conclude that, just for the sake of health alone, we need to migrate to the United States. It is a health problem, and it is a choice between life and death. I choose life.

GOOD(3) — by Epiphania Ysauo

Well, yes, many of us in Chuuk migrate out for different reasons. To me, the most important reason is economic. In Chuuk our pay level is low, and there are so few jobs available.

Let me compare jobs in Chuuk and in Hawaii. Some Chuukese migrants were classroom teachers and even office workers. Their pay level was low. So, they decided to migrate. I have some relatives in Hawaii, and they tell me that they are now working as security guards, not as classroom teachers or office workers. All the same, they are happier in Hawaii because their pay levels are way higher than in Chuuk. In Chuuk they may earn \$3 or \$4 an hour. For the same kind of job, in Hawaii they can earn \$10 or even \$15 an hour.

Sure, these migrants want to help themselves and their families. That is good. They migrate not only to Guam and Hawaii but also farther away like Alaska and New York. Why? In Chuuk people do not have a lot of money for cash-power, food, house rental, and whatever else they need to get. I know it is expensive to live in America, but it is still better than to stay in Chuuk and suffer just to save our lives.

People do not choose sadness over happiness. That is why Chuukese want to migrate elsewhere. They want to find better lives and better futures. If we are poor, we will not find a good life or a good future in Chuuk. We do not choose to be stupid and suffer in Chuuk.

BAD — by Akina Songeni

Many Chuukese think that the best way to improve their lifestyles is to migrate to the United States. I say that they are wrong. There are two reasons for what I say. The first is culture change, and the second is crime.

(continued on page 8)

STUDENT DEBATE #5: Is Chuukese Migration to America Good or Bad?

(continued from page 7)

In general, Chuuk and America do not share the same social and cultural beliefs. For instance, we are different in raising a family. In Chuuk we have the extended family, and in America we have the nuclear family. In Chuuk we worry about our relatives, our clan. In America, we forget a lot about them. I feel sad when I hear that my own relatives in America forget about us in Chuuk. But I do not blame them. After all, they have adapted to the American lifestyle. Some Chuukese are even born in America and become American citizens. They are American, not Chuukese. They look Chuukese, but their actions are American.

Also, some Chuukese in America cannot adjust to the American way of life. They want to live Chuukese lives in America. Unfortunately, they

think that they have so much freedom to do what they want to do. What is the favorite activity for some Chuukese, especially guys? Yes, drinking alcohol, fighting, and ending up in prison. Our governor told us that, among all prisoners in Guam, 40% are Chuukese. The Hawaii governor said that, among all prisoners in Hawaii, 35% are Chuukese. They should be deported from Guam and Hawaii, but who wants them back in Chuuk? They are trouble-makers. In Guam and Hawaii, some Chuukese are making trouble for the American people. That is bad.

I know that, in the next 9 years before Compact II ends, more and more Chuukese people will migrate to the United States. It will not be easy for us in Chuuk, but it will be harder for us to live in America. φ

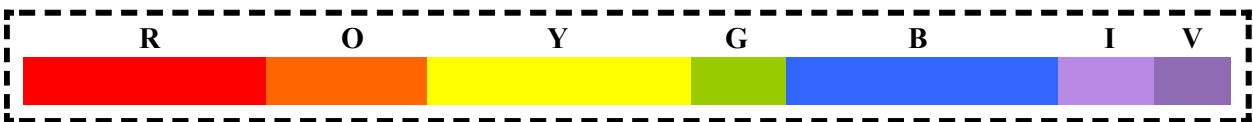
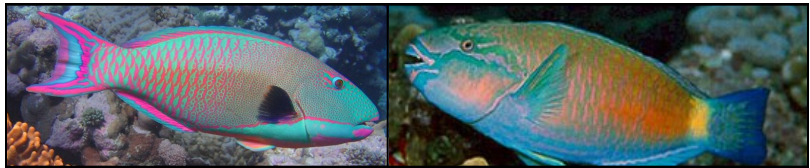
SCIENCE CORNER #1: Rainbow

by Alton Higashi

I like science, but I am no scientist. With this issue of Meseiset, I start a new column called Science Corner — and the first lesson is about the rainbow. I hope that you will enjoy learning science in my non-scientific teaching style.

First, according to Genesis 1:20-22 in the Holy Bible, God created ocean creatures. They would have undoubtedly included the parrotfish. Two of them looked at each other, and one said, “*Wow, God made us so beautiful!*” The other parrotfish explained, “*Yeah, just like something Noah will see in Genesis 9:9-16!*”

Second, let me ask you a question: how many colors are there in the rainbow? Nope, not 4-5. In fact, there are seven colors. From top down, in order — red, orange, yellow, green, blue, indigo, and violet — known as ROY G. BIV. It is a mnemonic name of the rainbow. Ask Ben Bambo for the meaning of “mnemonic”, and he will gladly explain the name.



Third, the rainbow is a song with fanciful lyrics: “*Somewhere, over the rainbow, way up high — in the land that I heard of once, once in a lullaby. Somewhere, over the rainbow, skies are blue, and the dreams that you dare to dream really do come true. Some day I’ll wish upon a star and wake up where the clouds are far behind me — where troubles melt like lemon drops away above the chimney tops that’s where you’ll find me. Somewhere, over the rainbow, skies are blue, and the dreams that you dare to dream really do come true. If happy little bluebirds fly above the rainbow, why, oh, why, can’t I?*”

And that, ladies and gentlemen, is my non-scientific, interdisciplinary science lesson about the rainbow. I hope that you understood it. φ

SCIENCE CORNER #2: Typhoons

A typhoon is a typhoon is a typhoon. A typhoon, by any other name, is still a typhoon. Elsewhere in the world, it can be called **hurricane** or **cyclone**, as shown in the world map below. All the same, in Chuuk it is still a typhoon.

Q: How does it begin?

A: *First, it begins as a **thunderstorm** (with winds 38 miles per hour or less). If the winds increase (39-73 mph), it becomes a **tropical storm**. Then, if the wind speed reaches 74 mph or more, it becomes a typhoon.*

Q: Do all thunderstorms become tropical storms, and do all tropical storms become typhoons?

A: *No, not at all. Only a few.*

Q: What else?

A: *Second, remember — a typhoon can begin only over the warm, tropical ocean. Warm ocean water evaporates, changing into warm water vapor. The wind picks up the warm water vapor, and its speed increases. The more warm water vapor it picks up, the faster the wind blows.*

Q: Which way does the typhoon wind blow?

A: North of the equator, it blows in a counter-clockwise direction, like in Micronesia. South of the equator, the wind blows clockwise.

Q: What was the wind speed of Typhoon Haiyan?

A: *In November 2013 Haiyan reached about*



200 mph before it hit the Philippines. That was a super-typhoon!

Q: Was there a super-typhoon in Chuuk?

A: *Well, a recent one — in July 2002 — we had Typhoon Chata'an. It was about 150 mph.*

(continued on page 10)



SCIENCE CORNER (continued from page 9)

Q: What happened in Chuuk?

A: It was July 2, 2002. Typhoon Chata'an hit the Chuuk Lagoon. There were more than 250 landslides, and close to 50 persons were killed. The worst hit island was Tonoas.

The pictures on this page show us what happened on Tonoas. A landslide in Nechap Village pushed people into the lagoon. It was a harrowing experience.

Q: Can this happen again in Chuuk?

A: I hate to say this, but the answer to your question is "Yes".

Q: How do you know?

A: According to the United Nations Intergovernmental Panel on Climate Change (IPCC, a group of 1,500 international scientists), one effect of global warming is a projected increase both in the number of typhoons in the Pacific and also in the intensity of these future typhoons.

Q: Does it mean that Chuuk will have more and worse typhoons in the near future?

A: Maybe, maybe not — but yes, there will be more and worse typhoons in the Pacific.

IPCC stated that Typhoon Haiyan in the Philippines was just one example of this future problem, and it has already begun. The past predicts the present, and the future is now. Think about it. ϕ



THE TORCH (Part One: A Brief History)

by Rino Christian (MS 210a: Instructor Danie Mamangon)

The torch is an important artifact in traditional culture on my home island Polowat. It was used for several reasons, three of which I would like to present in this essay.

For one thing, navigators used the torch both in ceremony and on canoe journeys. For instance, I remember several years ago when Polowatese and Satawalese prepared to race in canoes from Pike-lot to Saipan. On Polowat the master navigator (tomlap) called his sailors to sit together in one circle. Coconut leaves were bundled and tied together, staked to the ground. As the men sat together, the master navigator sang and then lit a torch.

Five canoes were set to sail, and each canoe had its own navigator and sailors. All the same, the master navigator commanded the other navigators and all the sailors. By definition, the master navigator was the captain of the voyage.

The circle ceremony had a purpose — to “free” the voyagers of their “sins” and to bring good luck to the trip. I remember that day because one young sailor was drunk and failed to participate in the ceremony. To be sure, he joined the canoe voyagers to Saipan, but three months after they had returned from Saipan, he died because he had missed the ceremony of “washing away” his sins.

A second reason is obvious — to provide light at night to signal incoming canoes to shore. In effect, the torchlight on shore showed the position of the island to incoming canoes. After all, at journey’s end, navigator and sailors would be tired and need to get to shore fast. It would have been bad to let the canoe voyagers sail around blindly at night. Thus, people on shore used torches as beacon or lighthouse to guide the sailors in. We



Map of Polowat, atoll with an almost table reef



have a local name for this kind of torch; it is called “afwaf”.

The “afwaf” was not just a single small torch. On shore people combined a lot of torches to make the torchlight big and bright. As the torch burned furiously men would start beating on it with sticks hard enough to produce sparks and smoke that could rise up high in the air, a better signal for incoming canoes.

A third reason for the use of torchlight is, of course, fishing. Long, long ago no one had flashlights, and so torches were necessary for nightfishing. When I was young and the tide was low, many people went fishing. When they returned from nightfishing, their catch was so big that my eyes almost exploded in amazement.

Before going out to fish at night, people made lots of torches and put them in their canoes. If a canoe had seven men, four would hold the torches while three would catch fish. Usually these fishermen did torchfishing in deep waters, including beyond the breakers. No diving was necessary; rather, the fishermen stayed in their canoes, lit the torches, and waited for fish to come. The fish were attracted by the torchlight and swam from the deep to the surface. Of course, not all fish did that, but certain types did, and it was easy catching for the fishermen. φ

*[End of Part One. Part Two continues
in the April issue of Meseiset.]*

A THIRD 10X10 WORD SEARCH

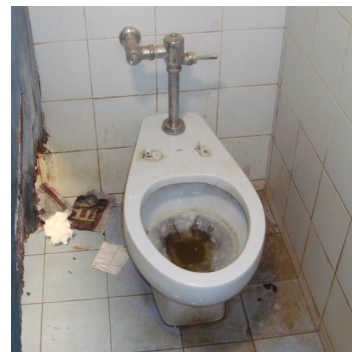
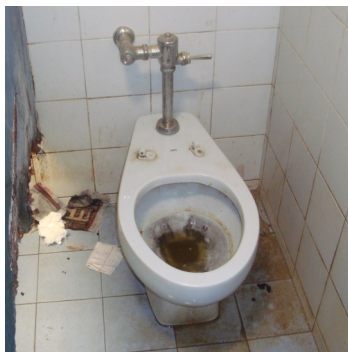
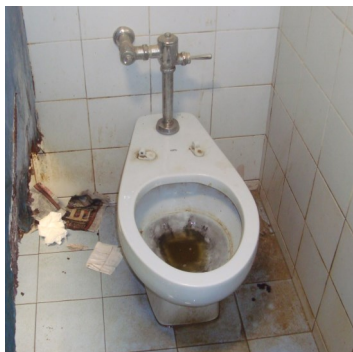
by Pauleen Rizal and Jefferson Teruo (PY 101, Psychology)

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

This word search has
24 words, each with
5 letters or more.
Find/circle the fol-
lowing 24 words:

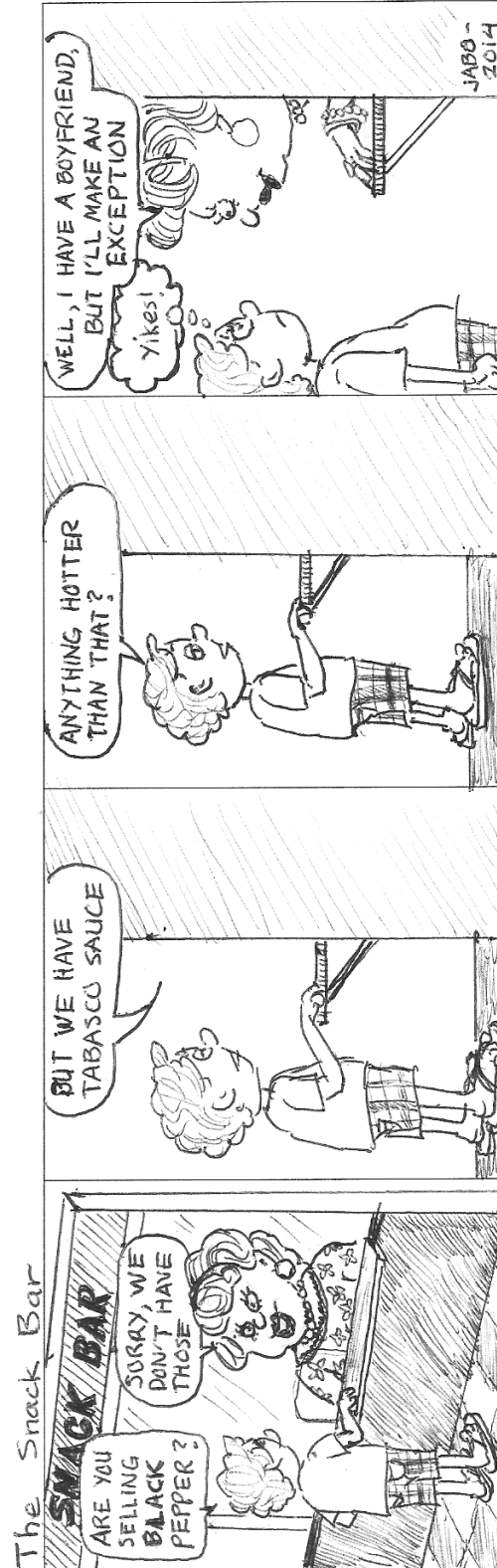
ALTON
BEING
EDUCATIVE
EKICHU
EMUCH
ENEMY
ESTHER
HEART
HOLYBIBLE
HUMAN
ITALY
ITANG
KINTOKY
LUNCH
NATION
NICHE
PEONY
PHOTON
POWER
SANTA
SMART
SOCIAL
TOTAL
TOTEM

SISAPW ATOFONGAW !



TWO CARTOON STRIPS

Enjoy!



NEWS FROM HAWAII:

CHUUKESSE FATHER AND DAUGHTER ARRESTED, FOUND GUILTY OF SMUGGLING CLAM MEAT INTO HONOLULU

Leo John, 52-year-old man from Fanapanges, and his 22-year-old daughter Flyona Lynn John, were arrested for attempting to smuggle 60 pounds of giant clam meat in a cooler through the Honolulu International Airport. Both pleaded guilty in U.S. District Court to violating the U.S. Endangered Species Act, as reported in the Honolulu Star Advertiser newspaper March 6. They will be sentenced in June, with maximum penalty of up to a year in jail.

Leo is a former representative in the Chuuk State Legislature, and Flyona Lynn is a former student at our Chuuk Campus. According to Alton Higashi, the two may not have had any devious intention, but, all the same, both have brought shame not only unto themselves and their family but also unto all Chuukese people in Hawaii and at home. Alton is Leo John's adoptive father.

Alton explained that soon after the newspaper article was published he received two e-mail messages from Honolulu. The first from a Hawaii state legislator and friend queried, "*Leo's your son, right? Does he realize how Hawaii's people will react to Chuukese people in Hawaii?*"

The second message was from Alton's own family in Honolulu. It stated, "*This news is so embarrassing and damaging to good Chuukese who are trying to succeed in Honolulu. Your son is such a loser.*"

It was reported by a reliable source that both father and daughter were hoping to bring the clam meat into Honolulu as campaign "gifts" to potential voters in Hawaii in order to re-elect Leo John back into the Chuuk State Legislature. φ



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ANSWERS: PREMDAS

(page 2)

(1) OIL, (2) SHE, (3) BOB

THE FIRST 10x10 WORD SEARCH

(page 3)

wife or husband = SPOUSE

ANSWERS: NUMBER SERIES

(page 3)

(1) $1/20, 2/20, 3/20, 4/20, 5/20 = 1/4$
 (2) $0/6, 1/6, 2/6, 3/6, 4/6 = 2/3$
 (3) $2/20, 8/20, 13/20, 17/20, 20/20 = 1.0$
 (4) $5/7, 4/6, 3/5, 2/4, 1/3$

ANSWERS: SCRAMBLED NAMES

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(1) That is right. President Joseph **DAISY** is our head honcho.
 (2) Sure, Karen **SIMION** is the Interim Vice-President for Instructional Affairs. She used to work at Chuuk Campus.
 (3) The Vice-President for Administrative Services is Joe **HABUCHMAI** of Yap.
 (4) Frankie **HARRISS** is our Vice-President for Institutional Effectiveness and Quality Assurance. Her title is tooooooo long!
 (5) Last but not least, Jim **CURRIE** is the Vice-President for Cooperative Research and Extension.

THE SECOND 10x10 WORD SEARCH

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water channel = STRAIT