

SCHOLARSHIP OPPORTUNITIES!

Palau Community College continues to accept applications for the following scholarships:

- ✓ Polycarp International Enterprise Scholarship
- ✓ Moylan's Insurance Scholarship
- ✓ Roman Tmetuchl Scholarship
- ✓ Prince Lebuu Scholarship
- ✓ Shell Scholarship

Application forms for the scholarships and the student exchange program are available at the PCC Development office located behind the library. For more information, please call Jay Olegeriil at 488-2471, ext. 250.

NOTE: Do not wait until the last minute! It serves you better to submit your application early and find out if you have also provided all the required supporting documents.

SDSU's Dr. Galea'i on PCC Campus

On June 2, 2002, Dr. Kenneth Galea'i, Director of the Center on Pacific Studies for the San Diego State University, arrived in Palau to conduct a course for the students who are enrolled on-line in SDSU's Bachelor's in Vocational Education program, and also another course for those students enrolled in SDSU's Master's in Educational Leadership program. Both programs expect to graduate their students in the spring of 2003, as all participants are presently progressing quite well. Dr. Galea'i will be leaving Palau on June 11, 2002.



Dr. Kenneth Galea'i (l), Director-Center on Pacific Studies, San Diego State University, conducts a class at PCC

Mesekiu's News
Palau Community College
P.O. Box 9
Koror, Palau 96940

Office of Admissions & Financial Aid PALAU COMMUNITY COLLEGE

Office of Admissions & Financial Aid would like to inform you of the following schedules of Orientation, Testing, Advising, and Registration activities for Fall Semester 2002.

FALL SEMESTER 2002 SCHEDULE OF ACTIVITIES

August 5-9	(M-W)	Orientation, Testing and Advising for New Students
August 12-15	(M-TH)	REGISTRATION DAY
August 19	(M)	First Day of Instructions
August 19-23	(M-F)	Late Registration and Add and Drop Period

Interested persons may contact Ms. Leona Tkel at the PCC office of Admissions & Financial Aid at (680) 488-2470 or (680) 488-2471, or e-mail admsfaid@belau.org.

TOEFL Test Dates 2002 - 2003

Test Dates	Registration Deadline
September 14, 2002	July 29, 2002
October 19, 2002	September 2, 2002
January 18, 2003	December 2, 2002
May 10, 2003	March 24, 2003

Score Report Mailing Dates

(receipt date at the TOEFL Office)

October 23, 2002
November 27, 2002
February 26, 2003
June 18, 2003

- *The Test of Written English (TWE)* is given with the TOEFL test. It is a 30-minute writing test that is required of everyone taking the paper-based test. The TWE score is reported separately and is not added to the TOEFL score.
- *Test Fee - \$110.00*
- *Information Booklet and Registration forms* will be available at the Student Life Office in late June, 2002.



Palau Community College MESEKIU'S NEWS

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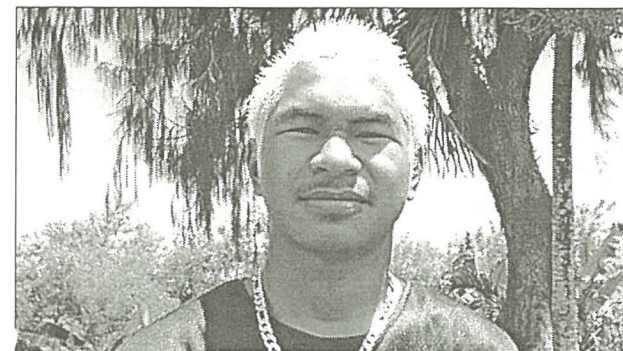


Friday, June 07, 2002

Weekly Newsletter

Volume 4, Issue 23

Koshiba Heads to Washington



Sky Koshiba an Upward Bound student at Palau Community College was selected to represent Palau to the Council for Opportunity in Education. The 13th Annual National Student Leadership Congress will be held in Washington D.C.

Mr. Sky Koshiba from the Republic of Palau was selected to represent Palau Community College Upward Bound Program to attend the Council For Opportunity In Education's Thirteenth Annual National Student Leadership Congress in Washington, D.C. from June 08-13, 2002. Student representatives are participants in the Talent Search and Upward Bound projects part of the federally funded TRIO programs, which provide counseling and instructional services enabling students to enroll in and graduate from college. The Project Directors nominated the student delegates who were selected by the Council For Opportunity In Education, which sponsors the program.

The theme for this year is community service, diversity awareness, and political awareness. The Council For Opportunity In Education National Student Leadership Congress has four components: (1) Workshops on Conflict Resolution and Negotiations; (2) Exercises in Policy-making--the Mock Congress; (3) Discussions of the Hands on Experience with Community Service; and (4) A Component on youth Affecting Policy - Dialogues with Elected Representatives. Each of these components is described below.

Conflict Resolution and Negotiation involves two extended workshops. Students take part in a Diversity Awareness Seminar. Representatives from the National Coalition Building Institute work with students to help them become aware of the commonalities between groups and to see the value in differences. Additionally, coaches walk students through mini-exercises that provide tips on conflict resolution. The students work through scenarios with each other to gain insight on the negotiations that take place every day between people.

The Mock Congress divides students into House and Senate Subcommittees to discuss a series of subjects including Constitutional Rights, The Global Environment, the Middle East, Latin America, and Education. Two Subcommittees - a House Subcommittee and a Senate Subcommittee - are assigned to each topic. Working from current law or proposals in Congress, and the Internet for additional research, students craft their own proposals on their topics. Once they have developed legislation, the two Subcommittees come together to reconcile the proposals to come up with one bill. Finally in Washington, the students present their policies to the entire student body at their Leadership Banquet.

After hearing from leaders in the field of **Youth and Community Service**, groups of five to ten students spend four hours in a community service project in Washington, D.C. Students serve in a variety of capacities depending on the social service agency with which they are working. Students deliver food to elderly shut-ins, hold babies and play with toddlers in a Pediatric AIDS Clinic, or help homeless women living in a transitional shelter to prepare their belongings to move out. Still others do repair work in local churches and community centers. The students take this experience home with them making plans to get involved in a community service project when they return to their communities.

During the **Youth Affecting Policy** component, Representatives from Congress as well as other community leaders meet with the student delegates. An important follow-up activity to the Mock Congress is that students actually meet with the members of Congress to discuss the Mock Congress. Students spend the day on Capitol Hill meeting with the Senators and Representative and other students to discuss the process they went through and to ask Members of Congress about their priorities.

Geraldine Rengiil, a former PCC CRE Staff who later became a science teacher at Palau Mission Academy, has once again returned to the College. This time, as a new addition to the Project Beacon Program as a science instructor. She is here with us to try something new and different. On behalf of the staff and faculty members, we extend a warm welcome home to Ms. Rengiil. Welcome aboard and we look forward to working with you.



New Faculty Member
Geraldine Rengiil



Senator Kanai delivers an address to PCC's graduating class of 2002

The following is an address by Senate Floor Leader Steven Kanai to PCC's Graduating Class of 2002

Today, we reap the sweet fruits of our hard work. Hard work done by our communities and governments. Hard work done by the Palau Community College. Hard work done by the parents. And most especially, hard work done by you, the graduating class of 2002. Despite numerous obstacles, today, our respective government and communities, the College, the parents and you, the graduates, are reaping the succulent fruits of our collective efforts in great exultation. And, I am deeply honored to have been invited to share with you the joy of your achievement.

Indeed, your triumph in gaining your degree or Certificate of Achievement or high school diploma warrants today's Commencement Ceremony and celebration, and we whole-heartedly congratulate everyone of you. Nevertheless, let us be reminded that today's exercise is not your final destination. It is merely a step toward your final goals. My questions to you are, what is your final goal? And how are you going to attain that goal?

Amazingly, these two questions have proven to be the most challenging questions in everyone's life since ancient times. Alexander the great, Christopher Columbus, even our distinguished guests have asked themselves these challenging questions. 1) What is my final goal, or what do I want to achieve before my final days are over? And, 2) Just how am I going to succeed in attaining those goals?

Twenty-one years ago, I was seated there on the second seat, third row to the left. In his final words, our commencement speaker said, "I wish you a successful life." On my way out that door, I was still asking myself, "What is a successful life?"

Today, I can safely tell you that a successful life is a life that has directions and purposes, (manifest destiny) no matter how large or small the goal may be. If you have no specified goal, you have no direction and no purpose. A person without a specific goal but who wants to be successful is like a man searching for a cow but does not know what a cow looks like. That when he comes across a cow he veers off and keeps going. Why doesn't he stop when he has found the cow? Because he has no clue of what the cow looks like. His long journey lacks directions because his goal is not

specifically identified. This person is likely to get lost without even knowing it. Sooner or later, he realizes that five years have gone by and he is still searching for the cow. He has just wasted five valuable years of his life. You must have specifically identified goals. Your goals must also be realistic so that you don't end up wasting your valuable time for a simply impossible mission, like a man searching for a unicorn.

You must have specifically identified, realistic goals. If you don't already have one, it is not too late to ask yourself, "Why did I go through so much to acquire a degree or a Certificate of Achievement or a high school diploma at the Palau Community College?" Unless you answer that you cannot answer challenging question #2, "And just how am I going to achieve that goal?" It would be impossible to have a sense of direction if you have no purpose. The way for you to achieve your goals will surface itself, naturally, once you have cleared and put your realistic goals in place. The rest of it is your will power to undertake the directions you have carefully charted toward your final destiny.

For several days, I debated with myself on whether I should use some of my life experiences as examples to underscore my message to you today, as I never wanted to shine a light on myself for any reason. But, because of my strong sense of obligation to PCC as an Alumnus, I decided to use a few of my life experiences as my testimony of the journey I undertook twenty some years ago and one which you are about to undertake today.

Back in 1979, as I was graduating from Palau High School, the Palau constitution was being drafted in anticipation of the UN Trusteeship Agreement slated to terminate in 1981. I then asked our Political Science teacher, Mr. Katsutoshi Becheserrak, "How would Palau defend itself against foreign occupation once the Trusteeship Agreement terminates?" He took a long deep breath and said, "Honestly, I have no idea." This response reverberated in my ears for a long, long time. He scared me so much that I became seriously concerned about Palau's defense after the termination of the Trusteeship Agreement. From the news, I learned about Cyrus Vance who was the U.S. Secretary of State for President Jimmy Carter at the time. I became convinced that Palau's defense and economic development, and welfare could be secured through diplomacy. From this conviction, my ultimate goal was born, and the more I thought about it, the more I was convinced that it was realistic and absolutely necessary for the nation. I found it in my heart that nothing would satisfy me more than the assurance that the people of this country are secure from foreign aggression and have ample opportunity to lead comfortable lives. I had to be a diplomat.

My financial realities at the time told me that the Micronesian Occupational College (MOC) was the only choice at hand for me. I enrolled at MOC with a mission to gain a skill for a good-paying job that would provide me to further my education in diplomacy elsewhere. With a skill in general electronics, I was immediately hired by the WALU TV Station after graduation. By sheer luck in April of 1982, a University of Guam (UOG) Professor visited Palau and recruited me to operate his Peace Sat Satellite Station at UOG. The offer included cost-free living with enrollment at the Univ. of Guam. Given that UOG did not offer courses in diplomacy, I studied mass media and became a freelance reporter for the Pacific Daily News, for I knew that diplomacy required good writing skills.

Kanai, from page 2

In two years' time, I had found my way to Washington D.C., the heart of the diplomatic world. I enrolled at the University of Maryland majoring in Speech Communication and minoring in Government and Politics, for I knew these two fields were essential tools of diplomacy. In two years I obtained a bachelors degree and re-enrolled for graduate studies in international relations and national security, the integral subjects of diplomacy. At age 27 in 1989, I was finally appointed by the President and confirmed by the Senate as representative of the Republic of Palau to the United States in Washington, D.C. By the time of my resignation as Director of the Bureau of Foreign Affairs in August 2000, I had served as a diplomat for the Republic of Palau for eleven years, and Palau had safely forged close relations with the strongest and richest nations on earth.

My dear friends, before you today, I testify that my dedication to ensuring the welfare of our people through diplomacy was the specifically identified, realistic goal that gave me the direction, the will power, and the courage to overcome all obstacles. How? And Why? Because I never lost sight of my goal. My goal was my purpose in all of my major endeavors.

As a PCC Alumnus, an elected official and a regional leader, I truly care. And I sincerely hope that my short testimony will assist you in your journey to your destiny from here on.

A copy of Senator Kanai's Speech is available at the PCC Library for anyone who is interested.



A rescued puppy found at the scrap metal yard named Ramona, went under a surgery by the vet.

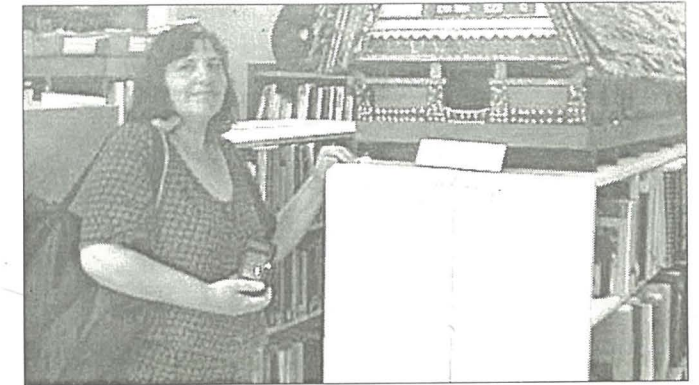
In the past two weeks, Veterinarians have been operating at the science lab here on campus. Cats and dogs were brought in by their owners to be neutered to prevent unwanted pregnancy. Several of these animals were rescued at the side of the road or brought in by several people who felt sorry for these animal which have been ran over by cars or for other reasons. This clinic ended June 04, 2002, and was very successful. Customers were very pleased with the results of this clinic. Hopefully, this clinic will continue to help those animals in need of medical attention, especially the ones that have been hit by cars or abused by individuals.

Survey Tips for Students Enrolled In Summer Classes

Communication Briefings Vol. KVIII. No. IV

If you are student attending the summer session and you are doing survey assignment, here are some tips to help you with the progress of your survey. When conducting written surveys:

- **Limit the number or fill in the blank questions.** You'll increase your response. A surveyor doubled the number of responses by cutting the number of fill in the blank questions from half to only two of 30 Questions.
- **When surveying about a product or service,** ask respondents what they liked most about the product or service. It not only helps you continue to emphasize things that people like, but it provides marketing managers with possible testimonials.



Associate Director of The Schools of Library Jane Pearlmuter Conducted a workshop with Palau's Librarians

Library News Palau Library Conference

Palau Librarians and Collection Managers were invited to attend and begin the First Introductory Phase (1) of a Library Certification Program being tested and reviewed by key Ministry of Education and Palau Community College academic officials. The Conference was held at the Teacher's Training Center from June 3-7, 2002 at the Ministry of Education building. Attendees from local agencies, private and public schools participated in the conference.

Members of the academic team from Palau Association of Libraries, Palau Community College and Ministry of Education met with our guest library instructor, Jane Pearlmuter to begin preliminary discussions in curriculum development of a certification program for librarians in the Republic of Palau. One of the key concerns and issues discussed was the importance of defining the roles and academic standards of librarians here in the Republic of Palau as well as determining opportunities for professional development.

Jane Pearlmuter is the Associate Director of the School of Library & Information Studies at the University of Wisconsin, and director of the school's extensive continuing education program. She teaches primarily in the areas of collection development and issues and applications of new technologies. Jane has been teaching an online course for the past 3-1/2 years and has had over 600 students from 27 countries. Other projects have included an annual seminar for Librarians from U.S. Embassies around the world, and developing the training materials for the American Library Association's "Library Advocacy Initiative." She has also recently served as president of the Wisconsin Library Association.