

CAJ Chronicle

Christian Academy in Japan

Winter 2017-18

LEARNING TO *FLY*

*But those who trust in the
LORD will find new strength.*

*They will soar high on wings
like eagles.*

*They will run and not grow
weary.*

They will walk and not faint.

Isaiah 40:31 NLT





CHRONICLE

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LEARNING TO FLY

The *CAJ Chronicle* is back and we have lots to share with you. I hope that you enjoy hearing what is going on across the community, from the Shinkawa-cho campus to the far ends of the earth. Wherever God has called us, we are all a part of His amazing plan. As we trust Him, it is encouraging to know that He will give us strength to accomplish our goals for 2017 and beyond.

A year ago I was sitting at the same desk that has been mine for over 10 years, in the same office of High School Principal. What was slowly sinking in was that I was also diving into the role of Head of School. Something I had never done before. Something that I did not seek out. Something that God had planned to challenge me in areas that I never expected. Yet, something that has brought me great joy as we, the CAJ community, have reached out to each other to celebrate who we are, identify where we need to improve our school, and look forward to the possibilities ahead of us.

Just as the newly appointed Leadership Team and I were learning to fly so to speak, a dear member of our community's flight was diverted. Last November, less than two weeks after we celebrated Lois Seely's 60th birthday, I received a call from Rick to let me know that Lois had at least one brain tumor and was declining rapidly. On a snowy Thanksgiving day, Rick admitted Lois to the hospital and they began a journey that they never asked to take. Down a path they've never been. Yet, they've taught us all how to fly. One day at a time. Through sunny skies and dark storms. Always keeping their eyes on Christ, the author and perfecter of our faith.

Really, Lois has been good at teaching people to fly for many years. Her family. Her "second" family of boarders, including the recent CAJ grad flying on the cover of this magazine. Her students. Her friends. It seems like we've all been touched by Lois' warm smile and caring spirit in some way. And, she continues to radiate God's love through that smile every time she ventures out to church or campus for a few minutes. In the midst of her struggle for life each day, she knows her final destination is Heaven and that God is her guide.

We dedicate this magazine to this remarkable woman, and her loving husband, Rick, who encourage each of us to trust in the Lord every day.

 Anda Foxwell, Head of School



*Rick and Lois Seely
with Anda Foxwell*

Introducing the CAJ Core Values

Creation in the image of the one living and true God bestows special dignity and value on all human beings, and mandates us to be God's agents of creativity, care, and compassion in the world.

GOD...

Is the Author of All Truth

John 14:6

- God is Creator, Sustainer, Redeemer and Restorer of His world [Colossians 1:15-17]

- In Him is all knowledge [Colossians 2:3]

- God's unified truth in His Word [John 17:17] and in His world [Romans 1:19-20] is the lens through which we view education

Created Humans in *His Image*

Genesis 1:27

- Each human has intrinsic value and is worthy of respect. [Acts 17:29; Deuteronomy 6:5]

- Each individual has unique gifts needing to be developed. [1 Corinthians 12]

Created Humans for *Community*

Acts 2:42 - 47

- Community reflects God's triune nature and is best expressed in a relationship with Him through Christ, and with others [Gen. 1: 26-28, 1John 4:9-12]

- Community requires service [1 Peter 4:7]

- Community extends beyond our local boundaries [Isaiah 12:4; Matthew 28:19]

- Community resources require wise stewardship [Colossians 3: 23-24; Matthew 25:21]



A Day in the Life of a CAJ Teacher

Each year brings its own unique joys and challenges, but the main joy and challenge for this school-year has been learning to balance being both a teacher and a daddy, as my daughter was born in February.

Fortunately, I live next-door to the school in the Matsukawa Place apartment building. This proximity makes it a little bit easier to say goodbye in the morning, and I am able to come home for lunch most days. My wife brings our daughter with her to the door to see me off. I kiss both of them, wave goodbye, and very nearly forget to grab my CAJ lanyard from the hook on the door on my way out.

I check my phone. It's 7:50 am. Although school starts at 8:30, my first class is not until 10:30. This year, for the first time ever, I have back-to-back prep periods at the start of the day. I stop in at Tully's for my morning coffee, and manage to grade a few AP rhetorical analysis essays before making my way to my classroom to set up for the day.

The bell rings at 10:31, and my first Humanities class of the day begins. I teach two sections of Humanities: this first section meets 3rd and 6th period, while the other section meets 4th and 5th period.

The central theme of Humanities is exploring what it means to be people of justice in the world today, and we weave in rhetoric, history and literature as we seek to develop a Biblically-informed understanding of justice.

21 students settle into their seats, and several students take out notecards. It is time for News Circles, our opening classroom routine. At the start of the year, I assigned the students to one of seven different geographical regions around the world: Africa, Asia, Europe, Middle East, North America, South America and Oceania. We hear from a different region each day, rotating through, and when a student's assigned region comes up, they are responsible for sharing a current news item from that region.

I asked the students to prepare note-cards so that they can practice reading from notes and not a script. In their short presentation of the news, they must touch on the “who, what, when, where, and why” of the story, and must examine the story from at least two different news sources. After sharing their summary, the student must address what differences, if any, they observed between the way both of their sources handled the story.

Today, we’re hearing the news from South America, which for organizational purposes, also includes Central America. One student shares about earthquake relief in Mexico, and another reports on the alleged sonic attacks against American diplomats in Cuba. The rest of the class takes notes on their laptops as they listen intently.

When they finish, I collect the note-cards and post them on the whiteboard at the front in case anybody wants to have a closer look at the outline of the story, or the sources used.

My hope for this routine assignment is three-fold: that by hearing news from all around the world on a

regular basis, students will make a habit of following the news themselves; that by having regular opportunities to practice public speaking without a script, students will become more comfortable speaking in front of their classmates; and, that by reading multiple news sources with an eye toward the differences, students will become more sensitive to the various types of bias in the news, and grow as critical, thoughtful consumers.

With the News Circle finished, I distribute a sheet with sample thesis statements, and a template for thesis writing. Of course, by 11th grade, these students have been writing thesis statements for several years. I learned early on in my career, however, that thesis-writing is a skill that merits revisiting and sharpening each year.

The students are about to begin writing their first essay of the school-year, a synthesis essay in which they must cite excerpts from our units’ readings to show the relationship between *imago dei* (being created in the image of God) and a Biblical definition of justice. This is a new assignment, and a new unit—in past years, I found that students were





still struggling to define justice even in their final essay of the school-year, so adapted my first unit of the year to ensure that the students had a solid foundation to work from the rest of the year. This change has also allowed me to meet the students where they are at, having studied themes related to shalom and being created in God's image in their previous English class in 10th grade.

I spend five minutes talking the students through the sample theses. I have written one for each level of performance on the rubric: 1 being poor, 2 being mediocre, 3 being basic, and 4 being good. I intentionally left 5 (an exemplary thesis) blank, as this is what I want the students to wrestle with today.

I explain to them that the best essays are not merely organized, but have a logical sense of development to them, beginning with a particular premise or definition, and drawing reasonable inferences, supported with evidence.

I ask the students to refer back to their sources for the synthesis essay. Yesterday, they worked in groups to categorize the sources by key ideas. Now, they must develop their own working thesis statements, which start from a foundational idea, and build upon it.

As I walk around the room and watch the students working, I marvel at two things: while more than a few students are struggling to find a solid premise to start with, they are genuinely wrestling with the connections between the ideas in the sources. Secondly, all of these students are leagues ahead of where I was when I was their age.

I tell my students every year that although I have enjoyed writing since I was small,

organization and logical sequencing came slowly for me, and I did not really get the hang of thesis writing until my second year of college.

Then, the bell rings, breaking my reverie. This group of Humanities students departs, for now—they will come back for their second period of Humanities after lunch—and the next group comes in.

They, too, open with News Circles, we look at the sample theses together, and they start in on developing their own thesis statements. This section, however, has back-to-back Humanities periods, so they will keep working straight through the bell.

With working thesis statements drafted, I ask the students to write their theses on notecards, which I then place on desks all around the room. The students have left their names off of the notecards, so they are anonymous, distinctive handwriting aside. I provide the students with three post-it notes apiece and instruct them to read each thesis, then vote for the three that they believe have the strongest logical development to them.

There's a subdued chatter as the students browse the gallery of thesis statements and make comments to their peers. Several clear front-runners emerge, and after ten minutes of browsing, I set the timer on my phone and tell the students to make a decision within two minutes.

The top vote-getter reads as follows: "If justice means giving people what they are due, and these rights come from being created in the image of God, *imago dei* acts as the backbone of justice — and a light to guide it."

The bell rings, and the students depart for lunch. I hurry to the office, sign out again, and walk through the front door of my apartment two minutes later—the perks of a short commute! My daughter is taking her noon nap, but wakes up just as my wife and I are finishing lunch. I pick her up, and hold her for a few precious moments before returning to school for my last class of the day.

Class begins at 1:49, and my Humanities class from 3rd period settles in for the second half of our lesson. They finish their working thesis statements, and go through the same process of reading and voting on their favorites.

The top vote-getter in this section:

By correctly understanding the relationship between God and man, it is possible to define the natural rights of humans and seek to apply justice to uphold them.

I inform the top vote-getters from both classes that I will bring donuts for them the next day, not so much as a prize, but compensation for the fact that I will provide public critique and feedback on their thesis statements on a GoogleDoc I shared with the class. Having one's work critiqued can be difficult, but I want students to understand that this is a valuable and necessary part of the learning process. In particular, I believe that students less confident and developed in their writing need to see that even their classmates who enjoy writing still need to receive feedback and go through the process

of revision. Writing, and all of learning, really, is an ongoing journey.

The bell rings, and the students leave for their 7th period classes. This year, I have set aside my 7th period prep time for departmental and curricular responsibilities. Today, I am meeting with several other colleagues to discuss the structure of our writing and presentation rubrics. After a lively discussion that raises more questions than it answers, we decide that we need to prepare a survey to send out to the other high school teachers, to gauge the types of rubrics they are using, and why. The bell rings. It's 3:30, and the school-day is over.

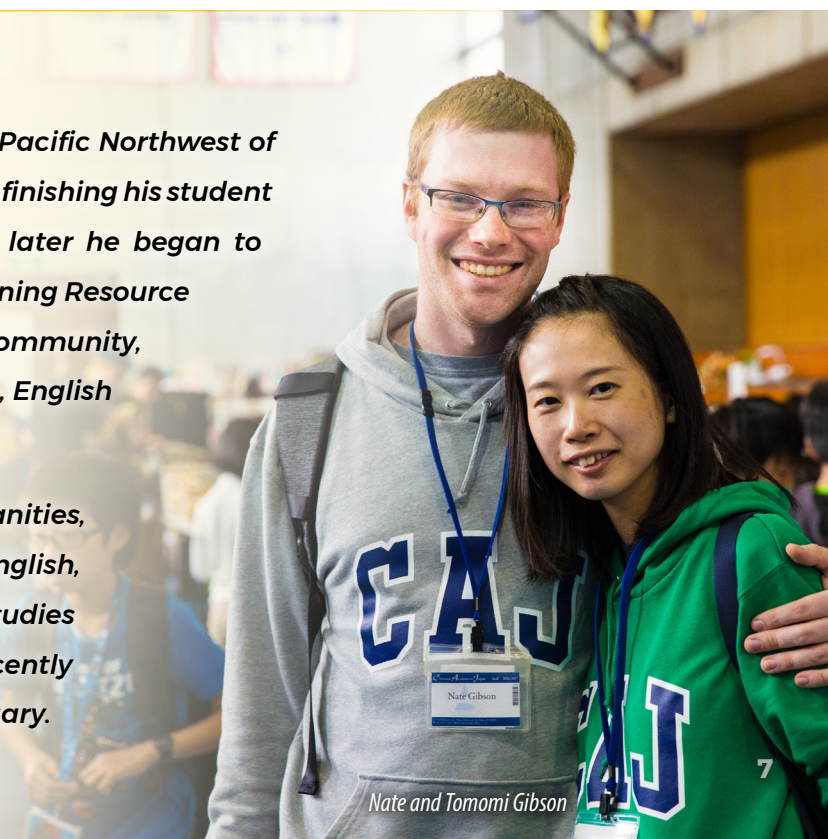
I walk down to the plaza, and meet my wife, who is pushing our daughter in her stroller. Together, we walk to the office to check my mailbox, an errand which we know will take a while as we are surrounded every few steps by students and colleagues alike who admire our daughter, and tell us how big she is getting.

Shortly after our daughter was born, the Student Council president sent out a GoogleDoc to start a meal chain for us. Many 11th and 12th graders, and several colleagues made sure that we had meals every week-night for nearly four weeks! While teaching as a new parent can be challenging and exhausting, it is not a solitary adventure.

It truly takes a village, and I am grateful to God that our daughter will grow up in this village! 🏡

Nate Gibson hails from Lynden, WA in the great Pacific Northwest of the U.S. He graduated from Dordt College in Iowa, finishing his student teaching in December 2008, and three weeks later he began to work at CAJ as a short-term volunteer in the Learning Resource Center. He soon fell in love with the school and community, and applied for an opening for High School Bible, English and History for the next year.

Nate Gibson currently teaches 11th grade Humanities, a two-period combination of U.S. History and English, co-coaches debate, and serves as the Social Studies department chair. He and his wife Tomomi recently welcomed their first child, Emma, this past February.



Nate and Tomomi Gibson



School Support Services

Reaching Out to Students Across Japan

If Japan were to have a “Bible Belt”, then it would probably run along the Seibu Ikebukuro line from western Tokyo to southern Saitama where many missions have their offices and churches abound. CAJ was one of the earliest inhabitants of this area, relocating from Naka-Meguro to our current campus in Higashi Kurume in 1951.

But not all missionary families live in Tokyo. In fact, even in the early years, there were several families in the outlying areas of Japan who needed support with their children’s education. In 1982, CAJ gathered these families to learn about their unique needs. Soon, CAJ established School Support Services (SSS) and Flossie Johnson Epley was appointed as the first coordinator.

Today, SSS offers *consultancy, resources, and programs* to member families and affiliated schools.

CONSULTANCY

- Information on homeschooling approaches and how to order curriculum
- Advice and information from a cross-cultural educational consultant regarding educational challenges
- Weekly emails keeping families in the loop

RESOURCES

- Selected homeschool curriculum for sale or loan
- CAJ library privileges
- SSS library featuring leveled books, unit boxes, and books for parents on homeschooling and parenting
- Online books and guided reading practice for beginning readers
- Access to selected online teaching programs

PROGRAMS

- Events such as Speech Festival, Sports Day, Arts & Skills Day, and Writers' Workshops
- Weeklong activities for homeschooled high school students during Spiritual Life Emphasis Week (SLEW)
- Reading incentive programs
- Classes for preschoolers twice a month called Stories Plus
- Classes for local elementary-aged homeschoolers called Homeschool Plus
- Achievement testing
- PTA membership

Satellite School Support

A few years after SSS got it's start, another group of missionaries from Yokohama asked for permission to become a satellite school of CAJ. In September 1987, Yokohama-CAJ was formed with Tom Williams as their teacher. Denise Owen went to Yokohama periodically to work with the children on music so they could join the classes in Tokyo for performances. Ula Shibazaki also went to teach art. Needs in Yokohama changed fairly quickly and after 2 years, the Yokohama-CAJ school was closed.

Then again in 1991, a similar school was started in Nagoya. Rita Schellenberg was sent from CAJ's

main campus to teach 10 students. The second year Beth Fennema joined Miss Schellenberg to teach the lower grades. In 1993 Miss Schellenberg returned to the Tokyo Campus and other teachers joined the Nagoya staff.

Not many years later, Tom Williams also helped to support a satellite school in Zushi. These satellite schools met a particular need for specific periods of time. SSS continues to offer support to those interested in setting up satellite schools outside of Tokyo, although the school does not currently operate any satellite schools.

Affiliated School Support

In 1995, affiliated schools were formally added to the School Support Services program. Affiliated schools run completely on their own but look to SSS for resources and consultation.

Affiliated schools for the 2017-18 academic year:

Sonshine Kids (Higashi Kurume, Tokyo)
Grace Christian International School (Ome, Tokyo)
Covenant Community School International (Chiba Ken)
New Life International School (Yamanashi Ken)
Sano International School (Tochigi Ken)

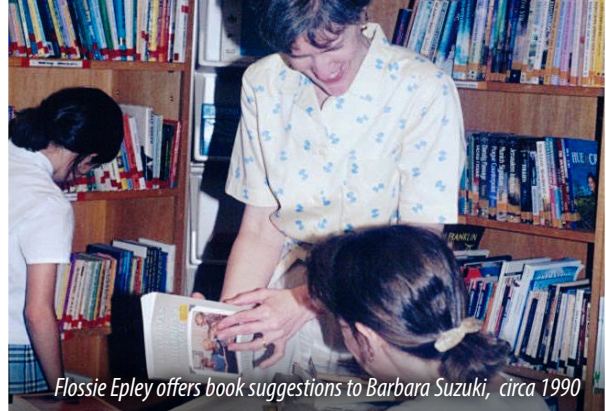


celebrating 35^{OF} YEARS

This year, School Support Services (SSS) celebrates 35 years of serving missionaries, other expatriate families, and bilingual families. SSS started with 20 families and now has more than 100 families and 5 affiliated schools. About half of SSS families homeschool their children and the other half send their children to local Japanese schools and supplement with English studies at home. Affiliated schools range in size from about 5 students to 50 students. Though given no pressure to do so, many students end up coming to CAJ and about 25% of CAJ's student population has come through the SSS program.

With Flossie Epley's retirement at the end of this school year, current Elementary Principal, Jacquie Willson, has been appointed as SSS Director and educational consultant effective August 2018. Jacquie grew up as a missionary kid in Toyama doing distance education through the Ontario Ministry of Education until she became a boarder at CAJ for high school. She received her Bachelor of Science in Nursing and then decided to pursue education. Her undergraduate education degree is from York University in Toronto and her Master of Education in Educational Leadership degree is from Calvin College in Michigan. Her teaching posts were in kindergarten, second grade, and fourth grade. She has served as a curriculum developer for CAJ and for the last eleven years has ably served as CAJ's elementary principal. She and her husband Steve are missionaries with Japan Baptist Fellowship.

Jacquie looks forward to building on what Flossie and the SSS team have done. "I value and desire to honor the purpose and legacy of School Support Services. I have much to learn and I am interested in being involved in moving SSS forward into the the future in a relevant, purposeful, innovative and sustainable way."



Flossie Epley offers book suggestions to Barbara Suzuki, circa 1990



Homeschooling parents share ideas with each other while their children attended classes on Arts & Skills Day, circa 2003



Ethan Eby leads the tug-of-war pack at SSS Sports Day 2005



Jeannie Johnson teaches preschoolers in ¥100 Club on Valentine's Day assisted by Gina Abraham and Talitha Hansen, 2007



SSS students pack lunches to take downtown to distribute to homeless people 2009 or 2010



Flossie Epley, Debbie May, and Alecia May entertaining everyone at Books on Parade, October 2017

THANK YOU Flossie Epley...

We received a flood of responses to our request for words of appreciation to Flossie. Below are just a few.

I have truly appreciated Flossie's kindness, patience and knowledgeable help with every question and concern I have brought to her, from curriculum to testing to student needs, and beyond. She has been to me personally a genuine example of a woman of beauty, whose trust and hope is in Christ Jesus our Lord.

- Belinda McBade

After spending endless hours researching what is necessary to keep up my children's English reading and writing while trying to stay on top of the huge workload that is Japanese public schools, I was overwhelmed and unsure we could continue down this road. Then I met Flossie and in an hour she counseled me in exactly what I needed to hear - both personal and parenting encouragement as well as everything we need - a plan and simple curriculum - to keep up our English studies. I am grateful for all the time she has given to this work, it has been an investment in my family and our ministry.

- Felicity Congdon

I can't express in words what a support and help Flossie has been in my nine (so far) years of homeschooling here on the field. I am mostly thankful that even though I'm down in Kyushu she has always been available through Skype meetings and always had the best advice and answers to my challenges. My favorite part, she always prays with me when we talk, and follows up praying for us and checking to see how God is answering those prayers! I am so thankful for your precious servant heart, Flossie! Thank you can not express our gratitude adequately!

- Marla Ayatsuka

During our daughter's college decision and application process, you gave us advice that was based not only on feelings but also on fact and thorough research. That was why we could really rely on you and not panic during that process! We cannot find any appropriate word to describe just how much you mean to us. Thank you so much, Flossie - we will never forget all you have done for us!

- Akihito/Kieko Sano

Flossie has been our life saver on numerous times. She has been able in just the right timing to guide and direct our family as we have struggled with schooling issues in areas where international schools aren't possible. God has used her mightily and beautifully!

- Sue Plumb Takamoto

I appreciate Flossie opening her heart and her home to us. Even though I was always very last-minute with everything I asked or signed up for, she never failed to come through for us. We came from so far away, I felt like she could have easily written us off, but never so - she was always dedicated and loving. I especially appreciate the time she let the girls and me stay overnight with her and Russ one time we went there - she even taught me a new way to make oatmeal and she had Cinnamon Toast Crunch for the girls! SSS has been vital in maintaining some sense of American-ness for these INAKA-raised girls. Thank you so much, Flossie, for all of your work, and especially for all of your love.

- Doria Yamazaki-Ransom



COORDINATORS

Flossie Epley 1983-1985
Karol Harmon 1985-1987

Kathleen Burton-Lewis 1987-1990
Janet Ekstrand 1990-1992

Flossie Epley 1992-2018
Jacquie Willson 2018-

CURRENT STAFF

Debbie May (4 years)

Alecia May (2 years)

PREVIOUS STAFF

Jeannie Johnson (20 yrs)
Gina Abraham (15 yrs)

Talitha Hansen Ernst (2 yrs)
Mary Mawhorter (1 year)

Linda Otsuka (1 year)
Lydia Park (2 yrs)

Rita Schellenberg (1 year)
Kathi Weemes (1 year)

The Dottie Mawhorter Lehman Fund provides scholarships and library resources for SSS members.

Art on Campus

God as the Ultimate Creator, has made us in His own image, with the desire and ability to create...We are able to show that truth, create beauty, find meaning, tell stories, bless others, and worship God through our art.

— Lois Seely, CAJ Insights blog September 2016

If you take a few minutes to walk around the CAJ campus, there are a few things that might catch your attention. The abundance of indigenous trees scattered throughout the campus. The unique design of the auditorium. The variety of mosaics that tell various parts of our story. This year, you might also notice our annual theme banner, the new campus map, and the school's updated branding. For many families, this artwork plays a key role in forming their first impression of CAJ.

The most prominent mosaic just outside the Academic Office was created by students 50 years ago. Tile was given to CAJ and the art students filled in their teacher's sketch of Psalm 43:3, *O send out thy light and thy truth; let them lead me.* Lorelei VerLee, class of 1968, recalls: "I seem to remember the glass tiles were from Italy. We cut each one with special plier cutters and used adhesive to put them in place. It was great fun!"

Throughout the years, the mosaics have

continued. Tile left over from the Psalm 43 mosaic was used to complete a two piece set for the auditorium in 1980. Susan (Tucker) Hersey (who married Philip Hersey, class of 1973) and some of her students and colleagues, including current CAJ staff member, Barb Duhrkoop, class of 1969, created this mosaic that covered the front side walls of the auditorium's main hall for many years. The mosaic represented the *The Sower* and *The Reaper*, from Matthew 13. This artwork remained until the main hall was renovated in the early 1990s. During her time at CAJ, Bette Vander Haak was instrumental in reviving the tradition of student mosaics as part of the 6th grade art curriculum.

Current head art teacher, Erin Hughes, class of 1998, continues to look for ways to encourage her students to collaborate with school staff on a wide range of projects. This year, in particular, the school has commissioned several pieces from students and alumni. Explore more student artwork and the enrichment it brings CAJ life.





Meg, class of 2019, with her artwork for the new **school map**.

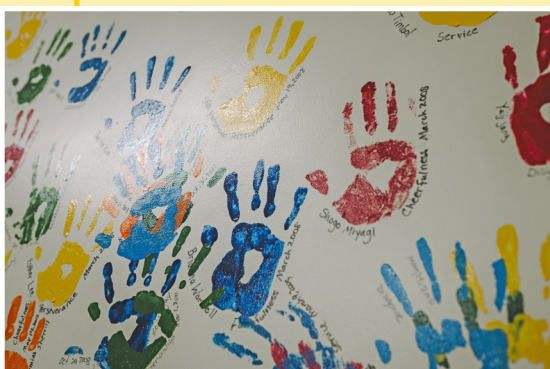
▲ Ayumi, class of 2021, with her **2017-18 school theme design**. Takashi, class of 2018, helped digitize the artwork for the school to produce this year's theme banner.



▼ **Stars mosaic** created by Mrs. Vander Haak's last 6th grade class, the graduating class of 2022.



▲ Class of 2020 created the **Music mosaic** in the auditorium.



Roja and Riko, class of 2019, painted the **Thanksgiving Tree** this year. Elementary school students added leaves to express their gratefulness.

▲ Students regularly contribute to the **Middle School Wall of Honor**.



▲ **Flower Garden mosaic** outside the Home Ec room made by the class of 2018, when they were in 6th grade.



▼ **Room title tiles**
Collaborating on color scheme and style, individual students from the high school ceramics classes designed and constructed each letter.

Bas relief sculpture of architectural elements
by middle school art students in the late '90s.



▼ **Mount Fuji mosaic** by students from the class of 2017.



Reunions, Updates & Farewells

Jack Bellar | 1957

Jackie "Jack" T. Bellar, age 79, of Hobart, passed away Saturday, October 7, 2017. Jack proudly served his country in the United States Air Force. He was a 40 year member of the Good Shepherd Presbyterian Church in Valparaiso and also a member of the American Legion. He retired from Inland Steel. Jack loved the outdoors. He was an avid duck hunter, fisherman, golfer, and enjoyed playing all sports. He was preceded in death by his loving wife of 45 years, Ruth Bellar; brothers, Chuck and Larry Bellar; and his parents.

Jack Fitzwilliam | 1959

Francis John "Jack" Fitzwilliam of Warsaw, Indiana passed away on February 19, 2017 at the age of 87. He was born on June 19, 1929 in Tengyueh, China to missionary parents Francis Julius Fitzwilliam and Jennie Eliza (Kingston) Fitzwilliam. In 1951 he graduated from Wheaton College and married Alice Ruth Larson. In 1961 he received his Master's degree from Northern Illinois University.

He moved to Tokyo, Japan to teach Math and Science at CAJ. Later he was transferred to Faith Academy in Manila, Philippines as the business manager for three years. In 1964 he returned to Wheaton, Illinois and worked as a business administrator until 1984. Jack was the C.E.O. of Business Link Executive Suites which he founded and retired from in 1999. He enjoyed gardening and most of all he dearly loved his family.

Bob Sorley | 1959

Bob retired in 2008 after 38 years as a missionary in Japan. He and his wife, Nancy, moved to Ohio. Their daughter, Lisa, teaches fourth grade at Okinawa Christian School International. Their son, Jason, is a pastor in Minnesota. Bob served for six years as an elder in their church in Ohio, and also preached



monthly at a Japanese church in Columbus. For the past eight seasons, he has played in the Central Ohio Senior Softball League.

Dave Sweet | 1960

Dave and his wife were visiting our World Partners missionaries in Turkey this year and met Becky (Meyer '74) and Harold Porterfield who live and serve there. It was an encouraging connection given that both had been students at CAJ, although years apart. Dave was a student the first day the school opened in 1950.



Ron Nipper | 1965

Retired from the USAF in 1999 after 30 years then worked for USAA till 2012. Tessy and I sing with the choir at St Andrews Presbyterian Church in Newport Beach, CA. Our daughter Elena is an Associate Professor and Librarian at Vanguard University in Costa Mesa, CA and our son Matt and his wife Leah, and daughter Junia, live in Nashville where Matt is a product manager with The General Insurance Co.

Since retirement I have spent more time backpacking in the California Sierra and trekking in other mountains around the world. Latest trip was the Three Passes trek around the southern part of Mt Everest in the Himalaya. Missed the 1965 reunion last year but hope to make the next one.



Upcoming Reunion | 1965-67

There will be a CAJ reunion for the classes of 1965-1967 in Michigan on September 6-10, 2018. Contact Linda Fox Sabatini ('67) for more information.

LLSABATINI@comcast.net

Annesley Wright | 1966

Annesley Wright OBE, Vice Chair University Business Advisory Council. Annesley's primary career has been as managing director of Japanese manufacturing companies in North Wales (29 years), initially with Hoya Lens in Wrexham (15 years) and latterly with TRB, a Toyota manufacturing subsidiary, in St Asaph. His background is in finance and accounting and evolved to general management in which he rapidly developed a reputation for success in managing change and growing companies.



A fluent Japanese speaker, he was honoured by the Japanese Government in 2008 for service to Japanese corporates and the Japanese community in UK. In 1998 he was awarded the Achievement Wales Business Person of the Year and in 2006, the University of Bangor sponsored Wales Business Person of the Year, both in association with the Welsh Government.

He currently holds Welsh Government Board appointments in Careers Wales, Deeside Enterprise Zone and, locally, Cefndy Healthcare. He also holds board appointments on UCAT, NYAS, Adoption Matters, ABF, Wrexham Foyer and Q3 Academy and sits on several charitable trusts as a trustee.

Chuck Luber | 1967

Chuck and his wife, Dianne, are enjoying retirement. Chuck does a huge garden every summer and we put up lots of good food for the year. We spend

some time in Nebraska during the year to see three of our four children, and also the other one in Alaska. We have 13 grandkids, and more are on the way! Life is good!!



Daniel Westberg | 1967

Rev. Dr. Daniel A. Westberg, D Phil (Oxon), Professor of Ethics and Moral Theology at Nashotah House Theological Seminary, died October 18, 2017 in a boating accident on Upper Nashotah Lake. Link to this tribute from Nashotah House: [Rev. Dr. Daniel A. Westberg](#).

Joyce Warrick | 1967

Former CAJ staff member and parent, Joyce Warrick passed away on October 22, 2017. She was born in Dublin, IN spending 26 years in Tokyo, Japan as a missionary before moving to Oregon in 2004. Joyce and her husband, Robert, served as elementary school dorm parents from 1967-69. Joyce was also instrumental in starting CAJ's kindergarten program and later worked in the cafeteria.

Joyce was a member of Turner Christian Church and WCTU (Women's Christian Temperance Union). She enjoyed music, singing, reading, writing poetry, making new friends of many cultures, and collecting teddy bears. She will be remembered as a godly woman who was a hard worker and was always ready to help others. Joyce is survived by her husband: Robert Turner; children: Ed Warrick of Mableton, GA, Barbara Duhrkoop (1969) of Tokyo, Keith Warrick (1970) of Cincinnati, OH, David (1978) and Don (1986) Warrick both of Indianapolis, IN, and Miriam Warrick (1988) of Greenwood, IN; 10 grandchildren and 9 great-grandchildren.

Flossie Epley | 1973

Russ and Flossie Epley enjoyed having the whole family home for Christmas 2016 in Higashi Kurume.



Russ Epley, Joel Epley ('05), Christina Epley, Chul Moreau, Christina Epley Moreau ('03), Azariah & Aravis Epley, Flossie Johnson Epley ('73)

Cecilia Jeanne Reich "Jeanne" | 1974

Excerpts from obituary by Jeanne's husband: Jeanne was born Cecilia Jeanne Reimer on June 19, 1956 in Tokyo, passed away July 19, 2017. Most of her school age years were spent attending CAJ. After graduating high school she moved to the United States to attend college where she completed her associates degree. On February 5, 1978 she married Tim Reich and her deep desire to have children and a family was fulfilled when she had

her two sons, Matthew, now 38 yrs old and Nicholas, 37 yrs old. Jeanne always looked forward to the years when she would see our sons married and eventually be able to enjoy the blessing of grandchildren. Jeanne deeply loved her daughters-in-law, Tara and Ashley; but, the biggest joy in her life was spending time with her grandchildren. She loved having them spend the night; those times were filled with hours of playing games, eating together, going to the park, watching movies and just hanging out. Jeanne touched many lives while on this earth. Most of her work life outside the home was working for the State of Oregon. She truly cared for her fellow employees and in return, was deeply loved and respected by the people she worked with.

Reunion | 1976

The class of 1976 had their 40th reunion in Seattle, September 9-11, 2016. See *photo below*.

Michael Essenburg | 1981

Michael and Kim Essenburg serve at Okinawa Christian School International, where Michael serves as head of school and Kim teaches English and coordinates the curriculum. They are the proud grandparents of Zion, son of Caitlin (Essenburg) Berney (2009).



1976 Reunion; from L to R: Les Barker, Theresa Owens Robinson, Dan Reimer, John Pickering, Lorraine Little Klassen, Joanna Westberg Sjoblom, Tom Kinley, Kathy Kwantes, Susan Bauman Regis, Alida Bouwman, Ted Morris, Mary Noell VanSyckel, Ruth DeShazer Kutrakun, Ladd McDaniel, Paul Boardman, Keren Allen Beek, Paul VanSchooten, Mary Wayne, Lois Springer Dresselhaus, Kerry Nicolas Cheesman, Sam Minagawa, Suzanne Lin, Keith Seat, Brenda Helland Seat

Karen Madsen | 1981

Karen sends her greetings from Denmark.



Karen's family - from the left: Jonatan (Karen's son), Peter (Karen's husband), Louise (Karen's daughter), Karen, Rebekka (Karen's daughter), Nikolaj (Louise's husband) sitting with their girl named Kaisa.

Tom Ehnle | 1981

Tom, miraculously, married Yvonne Troya on 2 August in San Francisco where they both lived and still do.

Joel Peterson | 1984

Joel's daughter, Joy, is in the 8th grade and enjoys being on the volleyball team. His wife, Yuki is active on the PTA. Joel is on the CAJ board again this year.

Laura Mimms Wolfe | 1987 Reunion

We had a small group from 1987, but a great time none the less! It was kind of funny that Laurel Young Laird was the only one of the three of us who actually graduated from CAJ in '87. Elaine Zook Wright and I were both in the states for senior year. We did get schoolmates from classes of '86 and '88 who joined in for the Vegas reunion.



1987 Reunion: Laurel Young Laird, Zana Kent Paul ('86) (back), Frieda Buss Nossaman ('88), Laurie Fleenor ('86), Lisle Wilkerson ('86) (back of Laurie), Laura Mims Wolfe, Christine Fujii ('86), Elaine Zook Wright, Chad Wright ('86); Not pictured: Elizabeth Ross Bailey ('88), Chris Wolfe (Laura's husband)

Ryan and Nelle Potter | 1998

Ryan and Nelle (Pettit) and their 3 children Ezra (7), Luna (5), and Vera (3) welcomed their new baby, Jude Aizen Potter, into the family on Sept. 5th. Although born a month earlier than expected, Jude is happy, healthy, and home.



Jude Aizen Potter, born September 5, 2017

2007 Reunion

The class of 2007 had celebrated their tenth reunion with a gathering in Tokyo. They also held a reunion in the U.S. in September.



Back row, left to right: Yosh Morita, Yuta Soda, Victor Eby, Phil Ellison, Paul Mori, Stephen Yosypiw. Front row, left to right: Yohan Na, Shannon Ikuta, Megumi Suzuki, Emi Okayasu, Sarah Turner, Marian Mine

Thomas Postema | 2008

After leaving CAJ in 2008, Tom and Michele Postema taught at an international school in Suwon, South Korea for three years. Since 2011, Tom has served as the Head of School at Mustard Seed School in Hoboken, NJ and Michele is the Director of Admissions and Community Relations. Antje (PhD, University of Chicago) teaches at UC Berkeley; Erica (MD, Wayne State University) is a pediatrician in Kalamazoo, MI and has three children; Chris (BA, Calvin College) is a political fund-raiser in Washington DC.

Bryan Little | 2008

Bryan Little married Jessica Lange on December 18th, 2016 in Saint Charles, Missouri.

Justin Barber | 2011

Justin and Nidhi Koshy (2012) were married on December 18, 2016 with close friends and family in Atlanta, Georgia one day after Nidhi graduated from Georgia Tech.



The wedding party included CAJ grads Jared Johnson ('11), Jacob Winter ('11), David Vander Haak ('11), Ninesha Koshy ('15), Grace Charley ('12), Amy McDonald ('12), and Sarah Schaeffer ('12)

Megan Woon | 2012

Megan recently returned to Canada and started in her first year studying Early Childhood Education at Mohawk College in Hamilton Ontario.

Brady Carrico | 2014

Brady married Isa on June 28, 2015 in Costa Rica. They had a reception in Japan June 2016 and now live in Costa Rica where Brady works for Amazon and Isa works at the Portantorchas Bible School where they first met.



ALL YEARS REUNION CRUISE | MARCH 2017



Back: Joel & Susie Thomas Deriso, Paul & Sharon Jensen (in blue dress), husband of Sherry McKay's sister, Tim & Linda Metcalf Nelson, Dave & Karen Thomas Rayner, Tim & Sharon Oxley. Middle: Sherry McKay's sister, Debbie Weber Millard, Barbie Weber Burrage. Front: Jared Deriso (Susie's son), Dale & Ruth Jensen Zschoche, Susie Deriso's daughter and family (Jenna & Michael Brucker & kids Carter, Shad, Bergan & Lakelynn), Pat Jensen & David Fogel, Sherry McKay & Jim Gray



Back row: Paul Jensen, Rob Thomas, Tim Oxley. Middle row: Debbie Weber Millard, Barbara McKay, Linda Metcalf Nelson, Karen Thomas Rayner, Suzanne Thomas Deriso. Front row: Pat Jensen Fogel, Sherri McKay Gray, Ruth Jensen Zschoche, & Barbie Weber Burrage.



November 9, 10 & 11, 2017

CAJ presentation of

RODGERS & HAMMERSTEIN'S

CINDERELLA

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