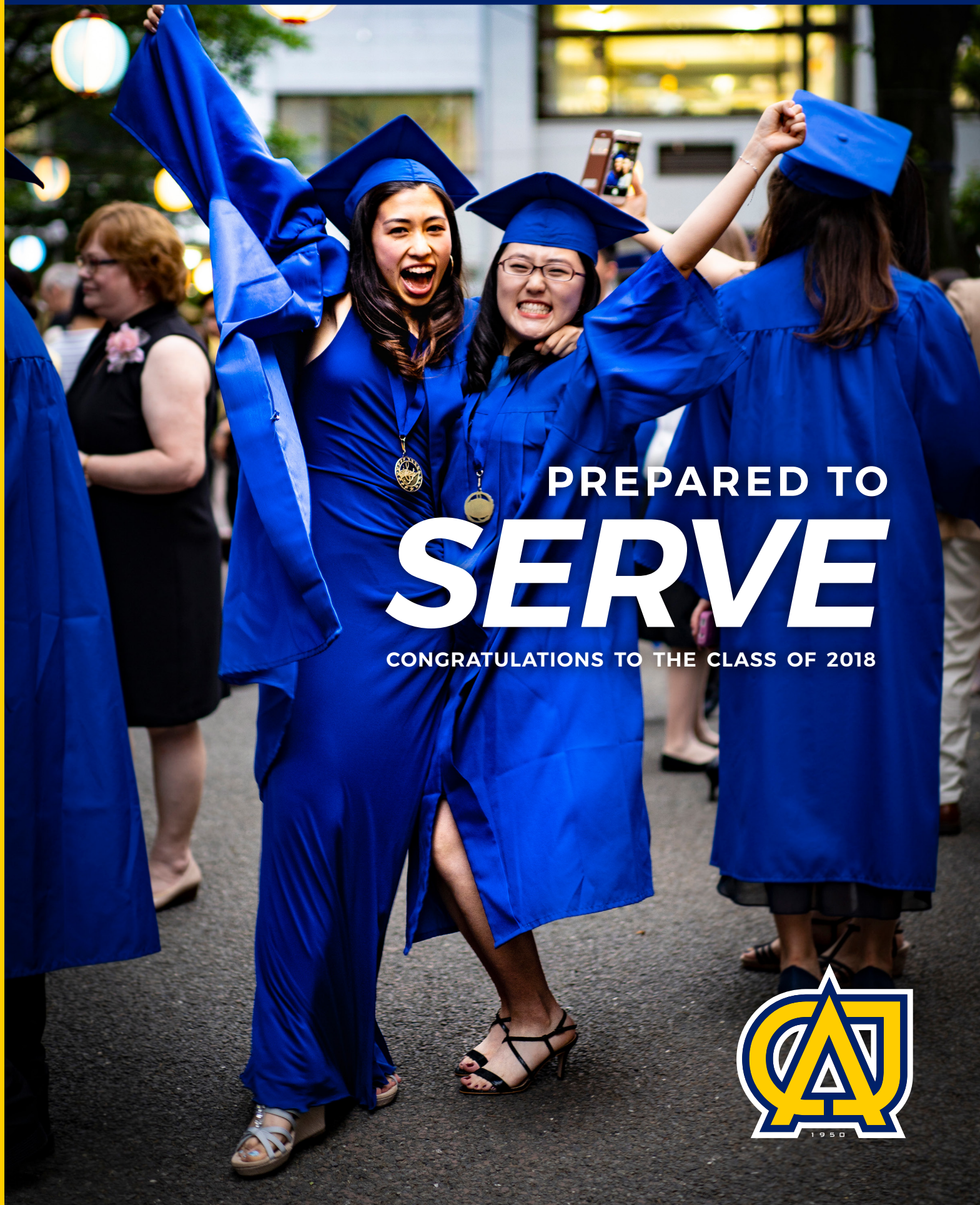
CAJ Chronicle

Christian Academy in Japan

Summer 2018



CHRONICLE

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Seeing 20/20

When I was teaching Senior English, we began and ended the year with a quote by T. S. Eliot from his poem, "LIttle Gidding" that explores our complex relationship with time. "What we call the beginning is often the end. And to make an end is to make a beginning. The end is where we start from." Each end of a school year brings a sense of both finality and accomplishment, but also a sense of something new beginning. Planning for the next year has already begun; no time to rest on our laurels, what will we do better the next time? At the end of a school year, we have to intentionally take the time to reflect in order to look ahead. The end is where the beginning is born. This has certainly been a year of milestones, and some of the endings we face are bittersweet.

Collaboratively collecting and analyzing all sorts of data to assess what we are doing well and where we need to improve paid off with a very successful visit from our visiting accreditation team. We have an ambitious action plan laid out, but we are excited to receive confirmation that we understand the direction we need to go and we have realistically plotted our course. We qualified yet again for a VEX World Robotics championship and hosted our first tournament. Even our elementary students are now playfully learning with robotics in the classroom. Students excelled in athletics and drama, music and debate, photography and ceramics. The senior class helped lay the foundation for a nursery school in Northern Thailand, taking service learning beyond the borders of Japan to the world. Middle school students explored new ways to serve the homeless population of Japan, while third graders raised funds for Bibles in China. Oh — and students also learned, discerned, questioned, created, wrote, discussed and presented.

We also look back at long careers of faithful servants at CAJ who are retiring and looking at new beginnings while standing in an ending. I want to thank Rita Schellenberg, Steve Duhrkoop, Flossie Epley, and Rick Seely for their many years of faithful service to CAJ.

We hate the goodbyes that inevitably pepper an international school like CAJ at the end of a school year, yet we see God's gracious provision in calling highly and uniquely qualified people to answer his call to Japan and to CAJ.

But these endings that make us slap high fives, wipe tears, or just want to put our feet up for a summer rest are also the birth of the beginnings. We are already eagerly anticipating the changes that lie before us. We have a course plotted through the action plan the staff has collaboratively designed for our accreditation process, and a strategic plan proposed by our board of directors. We are anticipating a major shift in the way we schedule classes by changing from a traditional schedule to a block schedule. This has meant a lot of planning, brainstorming, problem-solving, and training, but we are ready to begin this new adventure.

One huge new endeavor is the beginning of a new building plan. Our cafeteria has served students for multiple generations, but it no longer provides us with the flexible space we need. We have assessed our facilities, worked with designers and architects, and we have come up with a plan that provides us with what we think will be a tremendous value for our program and will provide a creative space for supporting our students. We will be letting you know more about this new building and the needs we are facing to build it, but we are thrilled with the beginning of this multi-phased look at what facilities CAJ needs to continue to equip students to serve Japan and the world for Christ well into the 21st Century.

As we approach our 70th anniversary milestone in the year 2020, it's a wonderful opportunity to think about our beginnings and the new beginnings ahead, just as we consider the accomplishments and important memories of the past. We continue to look back with much gratitude while we look joyfully ahead with hope.

Anda Foxwell, Head of School

Mrs. Foxwell being evaluated by an aspiring doctor on ES Career Day

Our Vision:
Introducing the Strategic Plan

This year, CAJ's Board examined all areas of the school and developed the following 3 year strategic plan to provide for the necessary resources and environment to support student learning and a lifetime of serving Christ.

The plan will be reviewed and evaluated every three years. Every year an internal action plan will be developed to meet the strategic plan objectives. Proper recruiting and training for the staff and board will also be provided.

STUDENTS

Implement global competencies with a biblical perspective, preparing students for lives of service.

- Train students and staff in global competencies and biblical integration
- Facilitate service-learning opportunities for all grades
- Provide effective technology support for students and teachers

PROGRAM

Value individual and cultural differences in a dynamic academic environment. Encourage unity and collaboration. Maintain high academic expectations while meeting the needs of each student.

- Regularly assess and enhance curriculum and supplemental programs
- Clearly communicate what is to be taught and the sequence in which it will be taught from K to 12
- Consider online courses for current students and School Support Service (SSS) familie

CULTURE

Promote a safe, welcoming and nurturing community.

- Provide regular child protection and safety training for staff, parents and students
- Facilitate effective communication internally and externally
- Explore new ways to celebrate and appreciate cultural diversity

FINANCE

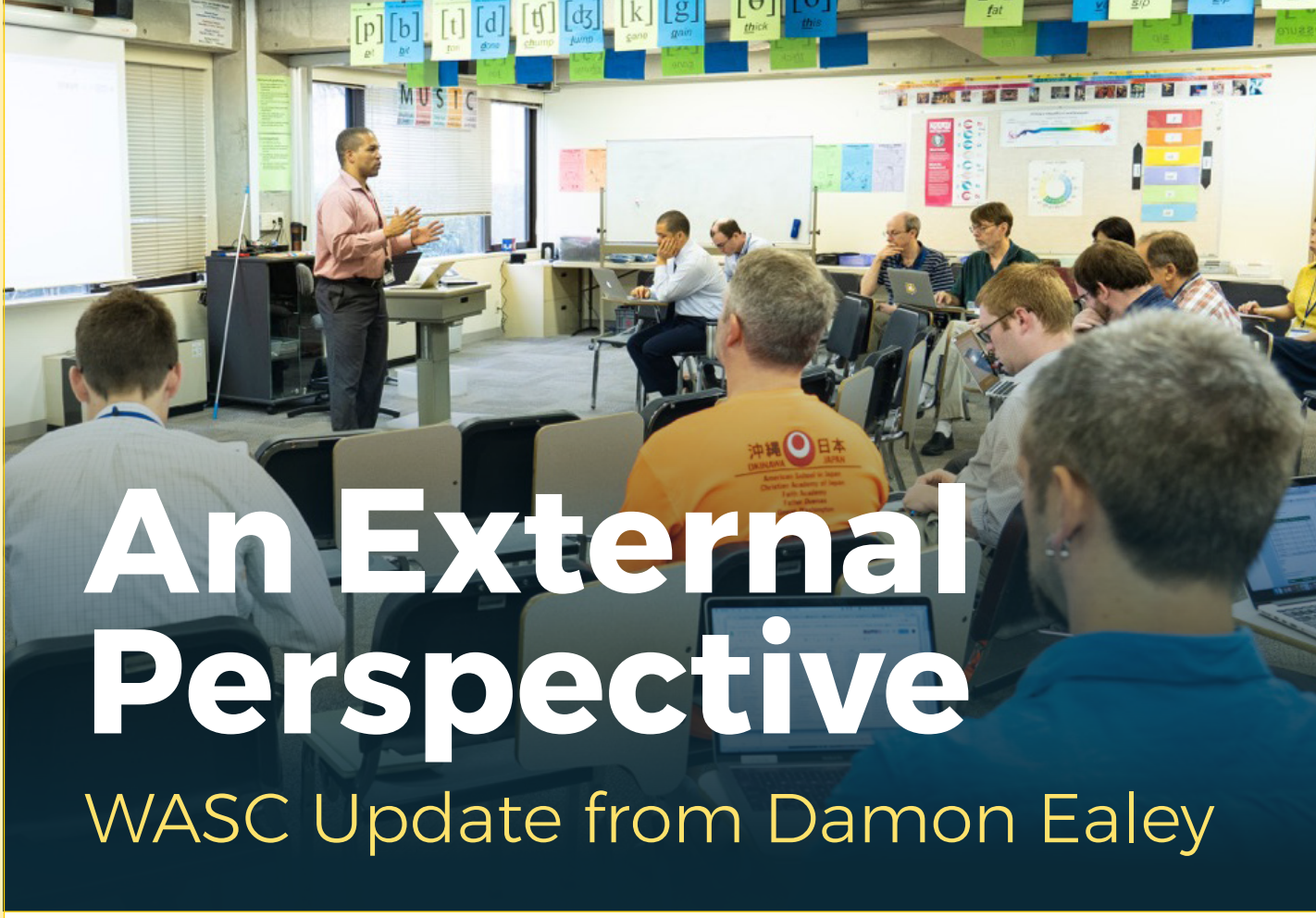
Uphold a budget that provides sustainable financial support for the school's short-term and long-term goals.

- Maintain a 3-year projected budget
- Create alternative revenue streams to support capital projects and operating expenses
- Ensure the Tuition Assistance Program is adequately funded

FACILITIES

Create a master plan for the future development of the campus facilities and grounds, targeting a student population of up to 550.

- Maintain campus facilities to maximize community, efficiency and effectiveness
- Develop and implement a multi-phased construction plan to meet student learning requirement



An External Perspective

WASC Update from Damon Ealey

CAJ's Christ-centered program has been accredited through the Western Association of Schools and Colleges (WASC) since 1976. Every 6 years, CAJ is required to conduct a self-study resulting in an action plan submitted to WASC followed by a WASC team visiting our campus to evaluate if our findings are valid, our plan is realistic, and hold us accountable to our mission and purpose.

In many schools, the self-study report is written by a handful of staff members, often the leaders, who bear the stress and carry the knowledge of how the school is doing. The CAJ leadership team felt this isolated approach was not in line with the way we lead and live; so the entire staff was invited into the process. This collaborative approach began in November 2016 with the staff sharing what they knew and understood and what they wanted to find out about every area of CAJ. Staff members then had a choice of which focus group they would like to commit to being a member of for the next year.

Time was spent every month gathering information from a wide variety of sources, seeking to evaluate our governance, student learning and support, school culture, and resources. Parents and students were surveyed; documents, curriculum maps, scores, statistics, demographics, and systems were examined. Questions were asked, some of which were easily answered, while others prompted more exploration.

We all experienced what it means to be part of an already amazing community that clearly sees how to keep growing.

Each group was led by two or three staff members apart from the Leadership Team. Everyone grew in their understanding of how CAJ works, what is being done well and where improvement is needed. Eyes were opened to how seemingly disconnected departments are all part of a big, beautiful picture. Along with growth in knowledge, came growth

in confidence and leadership skills. Team leaders shared with the entire staff some of what surprised them and what they learned about CAJ and about leading. The staff experienced what it means to be part of an already amazing community that clearly sees how to keep growing.

The report was submitted to WASC in February and the visiting committee arrived the second week in April for their assessment. CAJ was commended in a variety of areas, but what stood out was the high praise for the caring and nurturing environment that matched high expectations as well as an articulated and implemented Child Protection Policy. There were nine other points of commendation addressing the schools hiring practices, student support, and the adoption of academic standards.

Our goals are ambitious, but we are confident that in God's grace and with his provision, this will continue to be a collaborative, community process. We are grateful for the unity experienced in mapping out our journey, and excited about the adventure before us.

4 Key Areas for Growth

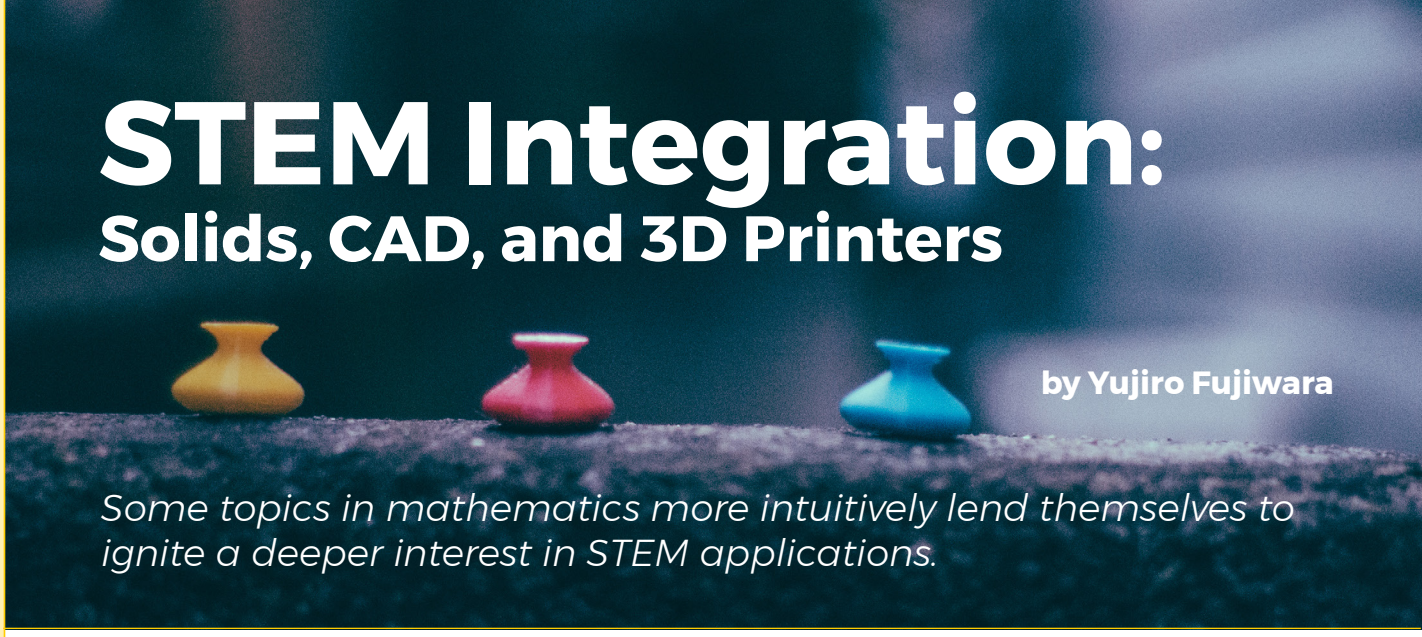
1. Provide effective training and resources for the transition to block scheduling
2. Continue to align students' assessments to our standards and Student Objectives, and to gather and study the results of students' performance on their assessments
3. Take a close look at Student Objectives and make appropriate revisions or clarifications to be sure to equip students with skills to be successful in the 21st century
4. Work collaboratively to have a clear scope and sequence of all our courses in a way that will effectively communicate this curriculum.

Areas for Ongoing Improvement

The WASC team affirmed the other areas we had identified as things we want to continue to work toward, though they felt we were already making good progress in these areas.

1. Develop effective training for child protection and safety
2. Improve internal and external communication.
3. Pursue creation of space on our campus to meet the needs of students and program. Leadership plans to start this process with the construction of a new building housing a multi-purpose cafeteria and large flexible classroom space, with plans for completion by 2020. Proposing additional construction or refurbishing of existing buildings in order to meet the learning needs of our students.
4. Provide training for staff in integrating the Bible effectively in all subject areas
5. Continue to provide opportunities for staff members to grow professionally through collaboration and training, to contribute to the learning of our students.

Damon Ealey is in his second year as High School Principal at CAJ. After serving for ten years as a teacher in the Greater Toronto area, he moved from Canada to Japan in 2009, with his wife and two boys. Since then, he has served as a biology teacher, head of PE, and most recently as the director of teaching and learning. He is also a global professional with the Pentecostal Assemblies of Canada.



STEM Integration:
Solids, CAD, and 3D Printers

by Yujiro Fujiwara

Some topics in mathematics more intuitively lend themselves to ignite a deeper interest in STEM applications.

During a rigorous session analyzing graphs of curves and lines that would help 11th and 12th grade calculus students determine the volume of solids, I could see that they were becoming less and less engaged. With more than a little frustration they asked, "What is the point of knowing the volume of something like this? I've never seen shapes like this in real life." They were grasping the basic theoretical concepts well enough, but it turns out that finding relevancy was more elusive.

They were missing the very thing that makes mathematics both practical and a thing of beauty. Clearly, their comprehension of this topic fell short if their knowledge did not include a vital aspect of mathematics—creating a representation of real-life objects. It is precisely in these situations where engineering and technology can provide an opportunity for students to substantiate abstract concepts and bridge them in a STEM (science, technology, engineering, mathematics) integrated lesson. Wanting my students to experience the joy of mathematics coming to life led me to design a lesson to integrate mathematics with CAD (Computer- Aided Design) and 3D printing. Many of my students have been inspired to a deeper understanding of math concepts, thus equipping them to make connections to real-life challenges in the field of engineering.

While it is desired, but many times impractical, for educators of K-12 courses to connect every math lesson to technical skills used in real life, there are some topics in mathematics that more intuitively lend themselves to ignite a deeper interest in STEM applications among students. Given this dilemma, there is a growing concern about how mathematics contributes in an integrated lesson to the understanding of the other STEM disciplines (English, 2015). Thus, with several calculus topics, students wishing to go to a higher level may discover compelling reasons to pursue STEM-related careers, particularly when these lessons are complemented by mini-lessons on marketable technical skills that align perfectly with math lessons.

The Importance of the "M" in STEM Integration

STEM-integrated projects are being implemented in many classrooms in an effort to show how these four subjects contribute to the understanding of each other and show how these cannot be artificially separated. Nevertheless, STEM integration is not an easy task (Honey, et. al., 2014), even more in higher-level mathematics such as solids of revolution. Even with growing efforts to reinforce the connections among the four fields, there is still an unequal distribution of learning objectives met for higher mathematics, and especially engineering, which is the more underdeveloped of the four in K-12 education (English 2016, Honey, et al., 2014). It is essential to mention that the role of mathematics needs to be highlighted in the integration of STEM, as perhaps mathematics is the key to improving the competencies of students in science, engineering, and technology (Marginson et al., 2013 p. 70).

Solids of Revolution is a critical topic in the

learning progression of calculus. Many students, however, struggle to see its beauty and application. They focus on the rigor of the calculation rather than on the intuition of the method and the possibilities for STEM applications. Namely, they miss out on the many ways in which current technology (e.g., graphing software, 3D printers) has enabled us to make physical representations of mathematical ideas such as a curve revolved around an axis.

As technology advances, 3D printers are increasingly more affordable and thus more accessible to the general public. They are becoming more widespread in schools and are available in public spaces such as libraries and university campuses (Van Epps, et al., 2015). Similarly, free, high-end professional CAD software (e.g., Fusion 360) for educational purposes is a relatively accessible option that allows students and educators to apply their mathematical understanding to a practical skill in the STEMintegrated classroom.

In this article, I aim to describe to teachers a way of helping students visualize Solids of Revolution, find their volume, represent them on a 3D graph using CAD software, and create a file for a 3D printer as they find ways to incorporate this understanding into technology and engineering application. After explaining an intuitive way to calculate and visualize the volume of a solid, I include an explanation on how to use a CAD software to plot the curve, convert it into a solid model, and use a 3D printer to make a physical model of the solid.

A Lesson on Solids of Revolution in the Integrated Classroom

Prerequisites

The essence of this lesson relies on students having a basic understanding of the use of integrals as well as using basic geometry to calculate the area of a circle. They should be familiar with the term "definite integral" and know how to find the antiderivative of a function.

Including Standards

Generally, calculus is out of the scope of a regular high school mathematics progression; the attitudes and practices that we want to instill in students are supported by new standards (e.g., NGSS) that actively seek the integration of STEM subjects. Teachers around the globe, however, should make use of the standards that align to their school's or home country's requirements. For this lesson, I list standards from *Advanced Placement Calculus* by the College Board (2016), *Next Generation Science Standards* (2013), and *Standards for Technological Literacy* (STL) created by the International Technology Education Association (2000/2002/2007), which align and support the integration of engineering and technology to mathematics.

From the College Board (2016) *Advanced Placement (AP) Calculus* course's Learning Objectives (LO) and Mathematical Practices for AP Calculus (MPAC):

LO 3.4A: Interpret the meaning of a definite integral within a problem.

LO 3.2C: Calculate a definite integral using areas and properties of definite integrals.

LO 3.4D: Apply definite integrals to problems involving area, volume.

MPAC 2: Connecting concepts.

MPAC 3: Implementing algebraic/computational processes.

MPAC 4: Connecting multiple representations.

MPAC 5: Building notational fluency.

From NGSS (2013) on Disciplinary core ideas – Engineering, Technology, and Application of Science (ETS):

ETS1.B: Developing Possible Solutions

ETS1.C: Optimizing the Design Solution

From STL by ITEEA (2000/2002/2007):

Standard 9. Students will develop an understanding of engineering design.

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.

J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.

K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.

L. The process of engineering design takes into account a number of factors.

Standard 11. Students will develop the abilities to apply the design process:

N. Identify criteria and constraints and determine how these will affect the design process.

P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.

Q. Develop and produce a product or system using a design process.

R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.

From a Two-Dimensional Representation to a Three-Dimensional Solid

A Two-Dimension Lateral View

As a requirement, students should know what integrals are and what definite integrals represent geometrically and theoretically. By using definite integrals, it is possible to find volumes when functions are rotated about an axis of rotation. For simplicity, any graph or diagram in the article is based on the function: f(x)= 2+sin(x). Figure 1 shows the graph of f(x). Notice that f(x) is basically sin(x) shifted upward by 2 units. As a pre-activity, students should be able to find the value of the definite integral . The total area is found by adding n rectangles, as n increases to infinity, in which each rectangle has a common width of 6/n, aka, delta-x or dx and a height of f(x), in which x is any x value in each of the n sub-intervals.

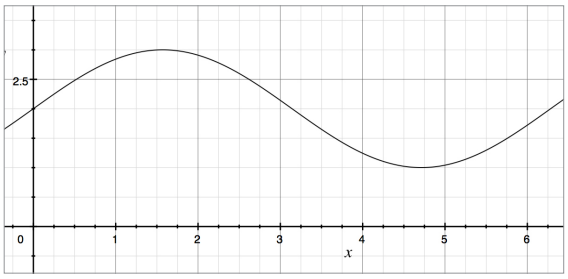


Figure 1

A Three-Dimensional Solid

In the same way that definite integrals are computed by adding an infinite number of rectangles to find the total area, the volume of the solid of revolution related to this region is found by adding the volume of an infinite number of disks created by revolving each rectangle of the region about the axis of rotation. Using f(x) = 2 + sin(x) and choosing the x-axis as our axis of rotation over the interval of x from 0 to 6, we can find the volume generated by revolving the region of f(x) on [0, 6] above the X-axis around the X-axis (or the line y = 0).

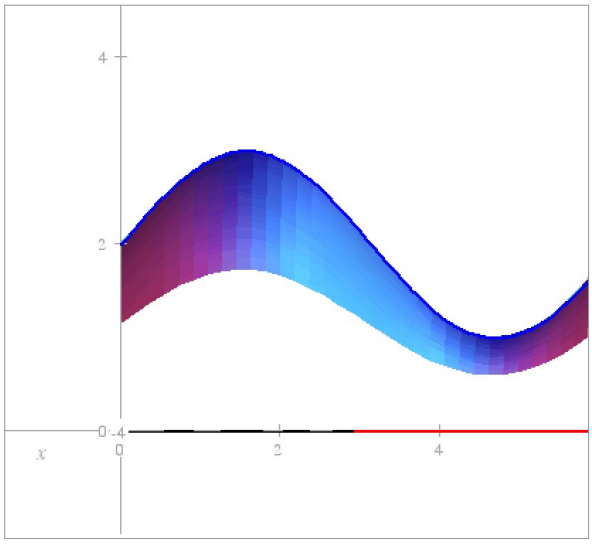


Figure 2

How Can This be Accomplished?

An intuitive understanding of the math involved could be made simple by having students examine the graphs (above and on page 8) and observe how the area under the curve on a twodimensional graph becomes a solid as it is rotated on x-axis. In Figure 2, function f(x) begins to rotate around the x-axis. The rotation continues until the graph takes a shape somewhat like a bowling pin as in Figure 3. Some students at this point may still be wondering how the function can be rotated by using a mathematical approach. Caveat: the graph represented seems to be hollow, but the teacher must point out that the vase-like shape (Figure 3) is solid as a bowling pin. Since this lesson focuses on the rotation of a curve over an axis, to help students visualize that f(x) is an ever-changing radius that increases or decreases as x goes from endpoint to endpoint, then students must see that rotation implies circular cross-sections perpendicular to the axis of rotation. Take a look at Figure 4. By helping students change the perspective from a lateral view, as students would normally do

when looking at a graph, and placing the observer "at the front" of f(x) instead, they can see that the solid has a circular shape. To be precise, the volume is formed by accumulating the volumes of these disks of varying radii, determined by f(x) with x in each subinterval, each with an equal height of dx along the interval [0, 6] in this case.

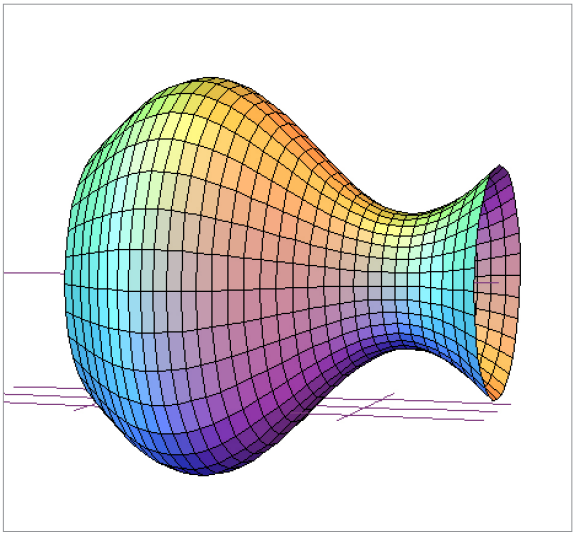


Figure 3

Finding the Volume

By going back to geometry and applying the basic concept of the area of a circle A=r2π (Figure 4), notice that the center of the circle is the x-axis, which is the axis of rotation.

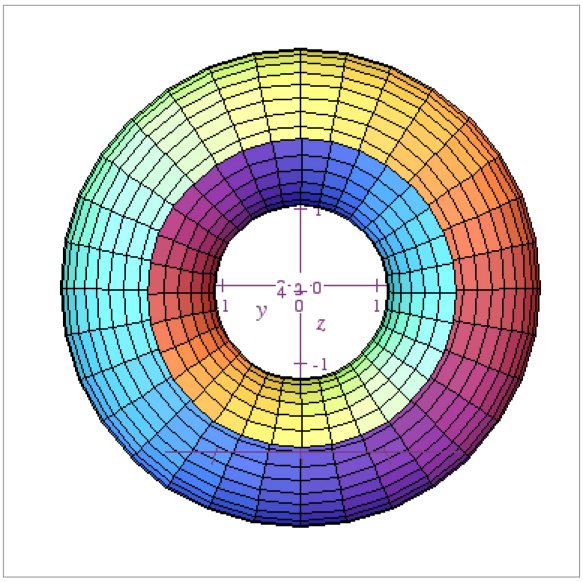


Figure 4

Volume of a solid of revolution = $\pi \int_a^b f(x)^2 dx$

Since rotating f(x) around the x-axis is needed to find the volume, the integral to find the volume of the solid should be:

Volume of the Vase = $\pi \int_0^6 (2+2\sin(x))^2 dx$

A common misconception by students is failing to take into account the axis of rotation in the integrand. Even though it does not affect the formula in this case, it is worth noticing that the axis of rotation could change, and it always has a place in the integrand.

Using CAD Software

The next step in this learning process incorporates the use of CAD graphing software. Each CAD software has its own advantages, but for the first step students will need to plot a few points of f(x)=2+sin(x) in the interval [0,6]. Students can be as precise as they want by plotting more points. More importantly, students need to carefully overimpose a spline on the plotted points as in Figure 5. A spline is a rectangular key fitted to the points. For a smoother curve, increase the number of points. In this example, the points plotted correspond to the values of f(x) at x= 0, π/2, π, 3 π /2, 6

The steps below illustrate the process:

1. Select a plane and then use the command spline to sketch f(x) as in Figure 5.

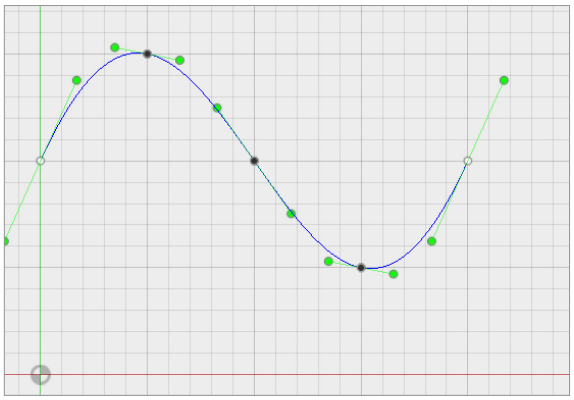


Figure 5

2. Then, using vertical lines, close the function representing the endpoints and the axis of rotation as in Figure 6.

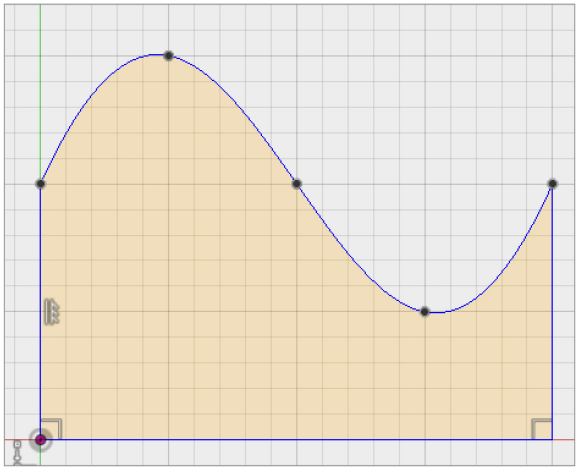


Figure 6

3. Using a command CONSTRUCT, choose "axis Through Two Points" and select point (0,0) and point (6,0).

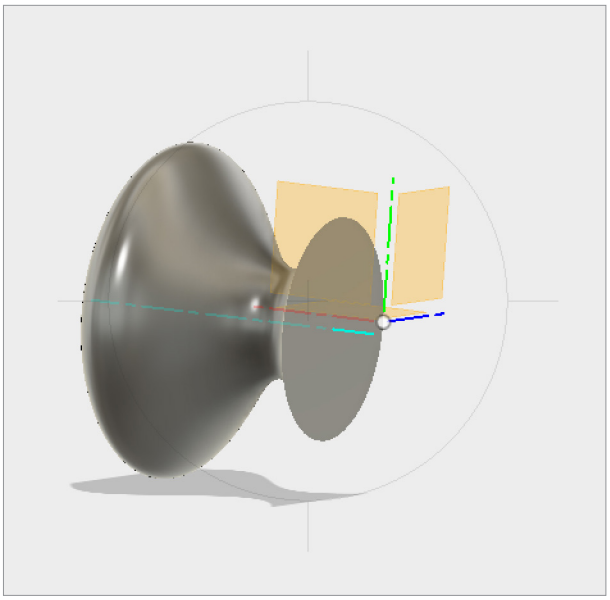


Figure 7

4. Then using a command CREATE, "Revolve" around the axis as in Figure 7.

5. Choose MAKE and then click on 3D Print. Then select the solid, and the CAD software will generate an .stl file.

6. Once the .stl file is ready, use the software of the 3D printer to resize and print the final product.

7. Before 3D printing, change the scale and orientation according to any preferences.

8. Finally, set the solid vertically and observe how the 3D printer creates a replica of the mathematical model.

Expansion of the Lesson

Teachers can have students predict the amount of the material used for printing and calculate the difference in volume as students change the scale of their printings. Students could also slice the solids at different points and try to find the height of the vase given the radius at that point. Teachers may have students come up with new functions and create interesting looking models not limited to trigonometric functions. Another way of challenging students' thinking is by changing the axis of rotation and predicting if the volume would change or if it would remain the same.

Merging Mathematics in Technology and Engineering Instruction

In this lesson, we took a mathematical concept and explored it from engineering and technology perspectives. Students gain a better understanding of the interaction of STEM subjects if engineering and technology teachers apply some of the essential principles from this lesson. First, teachers must be actively applying hidden mathematical concepts from within their existing repertoire of lessons and projects. For instance, a computer programming teacher may take an introductory lesson on functions and explore with students the similitude and differences from algebra. Drawing from the activity presented in this article, a CAD design instructor would start a brainstorm session with the students about the physical limitations of a prototype. The objective of such a lesson would be to allow students to defend their ideas by using mathematical representations of domain and range, as well as informal concepts of optimization. Another powerful way of incorporating math into engineering and technology is through peer collaboration (e.g., divisional meetings, professional learning communities). Often teachers may feel reluctant to ask for help. However, if they want to successfully integrate STEM subjects, teachers need to model that collaborative behavior. Engineering, technology, and math teachers may work together in planning a unit, or simply give advice to each other on how a certain concept is used in other fields. The modalities (e.g., student inquiry, direct instruction) may be varied, but it is important to allow students to see that math is accessible and relevant. This begins when technology and engineering teachers redesign their lessons to include an explicit section that connects the underlying math and engineering concepts to technology applications.

Conclusion

While many students may struggle to make sense of a mathematical formula and its practical implications, they can benefit greatly from an intuitive visualization and the engineering application of the topic. Effective STEM programs

create clear connections at least with two subject areas, which translates into an enhanced student learning experience (English, 2016). Using CAD to create a 3D print model of their Solids of Revolution learning assignment, they may learn how to integrate their mathematical knowledge with other STEM subjects. In this demonstration, the connection between math with engineering and technology has been made explicit. It is important to make these mathematical connections clear at every grade level according to the activity presented, as we emphasize the links between the underpinning math concept to the technology and engineering concepts, so that all students may clearly see the connections among subjects (Shaughnessy, 2013). While a teacher can take this sample lesson to adjust it to the needs of a particular group of students, as educators we need to bear in mind that these practical applications and clear connections could increase their level of motivation while enhancing their understanding of mathematical concepts (National Academy of Engineering and National Research Council, 2014).

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Yujiro Fujiwara is the Department Chair of Mathematics and an Engineering teacher at CAJ and a doctoral student in STEM Ed C&I at Texas Tech University. Yujiro Fujiwara has been teaching at CAJ for fourteen years, math for the past eight years. As the Math Department Chair, he has the privilege of working with a group of great teachers that are passionate about math education and proactively look for ways to guide each and every student.

Then How Should I Serve?

Reflections from 2011 Graduate Jacob Winter

“Made in the image of God.”

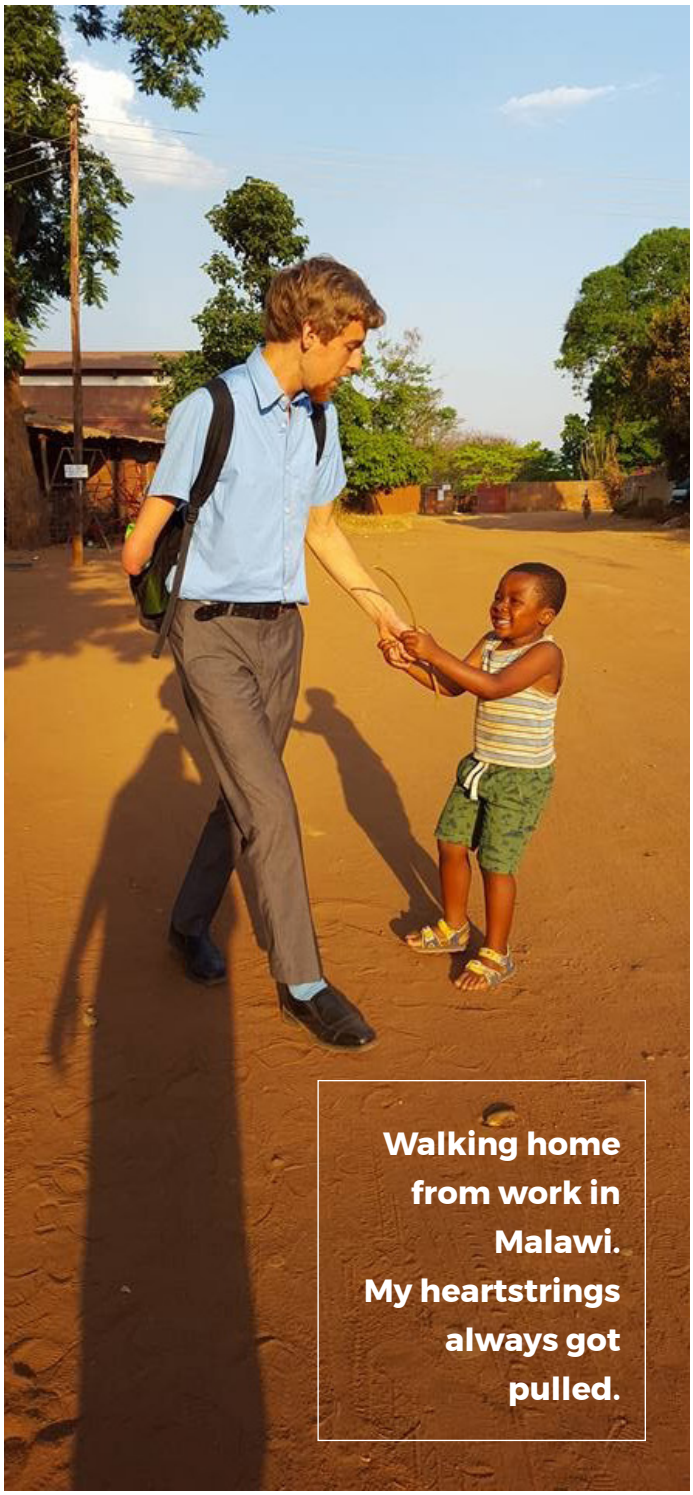
The doctrine that everyone has value is simple enough for a kindergartener to accept. But for me, learning to live out the implications of this truth has been a journey.

It started in sixth grade. I remember riding the train downtown to hand out lunches to Tokyo’s still-sleeping homeless population. I set down my bags of mikan and onigiri by five sleeping heads, slipping away quickly in hopes they wouldn’t stir. It was the first time I realized that there were people without beds to sleep in at night, and I was proud of what I did to help.

It wasn’t until grade nine that I was

Lunch with colleagues in Malawi

challenged to rethink my actions. A teacher questioned what we really did with those mornings: "By giving them food, are you just tacitly allowing them to remain homeless?" It was meant to provoke thought, not guilt, and the words burned in my mind. Handing out food wasn't enough. If I took Jesus seriously when he said that these were my neighbors, then I couldn't just live for myself; I had responsibility.



Walking home from work in Malawi. My heartstrings always got pulled.

Over the next years classes, books, and bake sales shaped understanding and response to a world full of suffering: In English, Alan Paton demonstrated what it meant truly love the other. In History, Upton Sinclair's *The Jungle* showed me what it meant for a person to be trapped in a broken system. In Bible, I was challenged by Tony Campolo's question: "What would Jesus drive?". When it came time for Senior Comprehensives, the questions were clear in my mind: *Who are the neediest people and how could I help them the most?* I wrote about impoverished children and how quality teachers gave them the best shot at a better life.

I brought that same relentless altruism to university, where a major in international development introduced the lenses of dimensions of power and privilege where I had only seen poverty.

By the time I landed in Malawi for the year-long internship that would complete my degree, I thought I had a deep understanding of what it meant to see the image of God in my neighbor. I had the responsibility to respond to others' pain as if it were my own.

But I wasn't ready for the demands on my heart. Malawi is among the poorest countries in the world, and walking out my front door brought me face to face with deep hurt. I saw farmers tending crops whose prices were plummeting, children who had to work instead of attending school, and people with disabilities crawling along the ground, begging for money as they dragged themselves forward with their hands.

This came to a head when our gardener, Jack, was accused of stealing some metal sheeting and sent to prison. In a country where hospitals can't afford to feed patients, prisons are rough places. We weren't sure whether he was innocent or not, but we did know that he left a two-month-old son outside.

And I wish I could say that I kept going, that I found legal counsel, fought a corrupt legal system, and won a fair trial. I wish I could say I knew for sure that Jack was innocent. But I didn't, and I couldn't.

Instead, I met the baby and his mother a few days later, a visit mediated by a friend. I handed over a bag of groceries and envelope of money; I told them I would pray for them. I felt just as helpless as the sixth grader that had snuck away from the train-station homeless.

I was supposed to be helping others, serving God by respecting his image bearers in the world. But I felt hollowed and haunted. In my overwhelmed emptiness, I wondered how I could possibly shoulder the burden of so much suffering? Who could stand to look this much evil in the eye?

In my despair, I thought back to one of CAJ's final lessons, taught in the crucible of 2011's tragedies and the faithfulness of so many mentors: when I am insufficient, Jesus is enough. I was brought back to my knees as I saw anew the true image of God. Jesus' death and new life released me from burden of all the hurt that I had been trying to carry.

Jesus, the perfect image of an unseen God, came to a broken world, offering restoration where human hope failed. But there's more. I knew that humanity's being *made in the image of God* meant that I was implicated in all the suffering I saw around me. But I the fact that I live in a world of image bearers has a liberating corollary. Each person I see carries in them the same creativity and possibility of remaking the world. Understanding this releases me to go to every broken place and see the light of God's teeming life already existing. I am not absolved from guilt or implication, but I am also connected to the creativity, resilience, and hope that pervades the human heart.

I now work in Canada, in a little community development organization that strives to make our

Working at LUSO mostly involves working in front a computer, but occasionally involves flipping pancakes.

At LUSO Community Services, I work with a fantastic and diverse team dedicated to making our city better for everyone.

corner of the city welcoming for everyone. I work in a team of eleven, each of us from a different country (I count for Japan or Canada!) Most of the people we work with are refugees, many fleeing places like Mosul and Aleppo. I work hard, striving for excellence and impact, but I rest in the fact that I am not a saviour. I am slowly learning that I am less God-like than I imagine, while others reflect more God-light than I recognize.

Make no mistake—to see the image of God in the stranger and enemy is difficult. Taking it seriously will change your life. You cannot dismiss *love the stranger as your neighbor* as some vague platitude. But it does not mean that every latte must be foregone to sponsor children or every panhandler invited home. For me, it has meant giving even when I'm not sure I'll have enough, listening even when I'm in a hurry, and persevering even when I'm overwhelmed.

Jacob Winter graduated CAJ in 2011. He now lives in London, Canada, with his wife Tess, another MK from Japan. He works in a multicultural non-profit organisation helping newcomers settle in the community. In their spare time, Jacob and Tess love to camp, hike, and canoe through Canada's beautiful wilderness.

Building Update

from CAJ Board Member, Joel Peterson

CAJ is almost 70 years old! For most of us, that means that the school has been around longer than we have. We are fortunate that some of our founding fathers, like Howard Blair and my parents, Leroy and Carolyn Peterson are still around to remind us of what things were like in the beginning and early years, when classes were held in renovated dairy barns and many of our other buildings were nonexistent.

We've come a long way since then. Throughout the 1960s and early 70s, the Higashi Kurume property began to look more and more like a school campus with the construction of new classroom buildings, dorms, a dining hall and auditorium. All of these facilities have served CAJ well. In the 1990's, the gym was replaced and a new academic building was constructed. Many decades later, the current dining hall, auditorium, and elementary classrooms are still standing.

The school continues to thrive and we are thankful to have the opportunity to prepare this next generation to serve Japan and the world for Christ. As an elementary alumnus, a parent, and a member of the Board, I am excited about the days ahead. The world is changing rapidly and yet, a Christ-centered global education is just as relevant today as it was 70 years ago. In fact, it is critical, if students are to fully understand our Creator and the unique talents that He has given each of them to act as agents of compassion in a fallen world.

This year, the Board completed a 3-year Strategic Plan. We looked at all areas of the school and considered the best ways to provide for the necessary resources and environment to support student learning and a lifetime of serving Christ. We worked closely with Anda and the CAJ staff to connect with our community and learn more about the needs that exist.

What we discovered, as most of us already suspected to be the case, was that we have 445 *genki* kids running around campus every day, doing all kinds of amazing things. They are supported by another 94 dedicated staff who arrive early and leave late to ensure that each student gets the attention that they need. We also learned that our campus was built to accommodate 400 students and I am

Building Committee Members (Left to Right): Stephen Willson, Joel Peterson, Anda Foxwell, Rick Seely, David Marshall

not even sure if staff were calculated into this footprint. Demand for international schools in Tokyo remains at an all time high. Surveys show that the CAJ community has the desire to serve up to 550 students while maintaining our Christ-centered ethos in all that we do. That poses a problem… how do we meet the needs of 550 students and the required staff using our current Higashi Kurume campus?

Teachers are skilled at solving problems, so last year we pulled together a focus group from 45 staff members along with the Board. We met with consultants from Gensler, an American design and architecture firm, to talk about how we could provide the best learning environment for CAJ's students.

One of the key findings of the focus group was that our cafeteria space is underutilized and is beginning to show its age. After over 50 years of faithful service, it is time to consider how we can more efficiently use this space for eating as well as learning.

In October, a building committee was formed to review the findings of the focus group survey and select the best architect to design a flexible structure to replace the existing cafeteria. The building committee consists of a representative(s) from the Board of Directors, the Head of School, the Business Manager, the Director of Teaching and Learning, the Facilities Manager, and the Director of Development.

In March, proposals from 2 architects were reviewed and Raymond Architectural Design Office Inc. was selected. The Raymond firm designed CAJ's auditorium and they are excited to be working with us again. The head architect also worked on building our auditorium, so his personal engagement is very high and recognizable every time we meet. We are confident that the Raymond team will provide the best building to meet our diverse program needs and budget requirements.

In April, the Board approved plans for campus renovations to replace the old cafeteria with a facility that provides a place for students to eat as well as more versatile space for student learning, Elementary and Middle School PE, staff meetings, and storage. At the same time, we are looking to refurbish existing buildings with a focus on the science classrooms and possibly relocating the business office to make room for more student oriented space.

Over the next several months, we will be working with Raymond to obtain all the necessary permits and prepare to demolish the existing cafeteria. Bids will go out for construction late this year. Our goal is for the cafeteria to be demolished by early 2019 and a new structure in place by the end of 2020.

These are exciting times. On behalf of the Board, I would like to ask you to join us in prayer, that in each step of this process God would be glorified and that CAJ's mission to equip students to serve Japan and the world for Christ would be upheld. We will continue to update you as the building plans move forward. If you have any questions or concerns, please email us at *info@caj.ac.jp*.

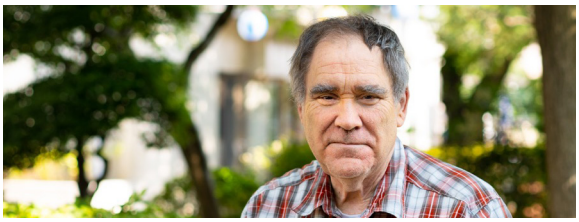
Joel Peterson grew up in Japan and attended CAJ through elementary. His father taught at CAJ for a cumulative 25 years. Joel met his wife at the church started in his parents home as a Sunday school. He has spent half of his career in Japan always looking for ways to be reassigned to Japan, working most of this time in finance for pharmaceutical companies. He and his wife have one daughter who will be a freshman at CAJ next year. He enjoys his cabin up at Lake Nojiri any time of the year and where he first visited at three months old.

The Peterson family in the CAJ cafeteria

Retiring Staff

Rita Schellenberg | Registrar
1980-2018 (38 years)

Rita Schellenberg came here in 1980 to teach 6th grade, but over the years has served in 4th & 5th grades, the elementary computer classes, CAJ-Nagoya (former satellite school), and most recently as our school registrar. Not much happens at CAJ that hasn't had some point of contact in Rita's office.



Steve Duhrkoop
High School Social Studies Teacher
1981-2018 (35 years)

Steve and Barbara Duhrkoop fell in love at CAJ and have committed their lives to it ever since. Steve has taught countless students history, has shown many seniors how to lead through participating in senior council, and has helped to build the identity of the senior service trip. Barbara has faithfully served in our business office through bookkeeping and data processing. Barb will continue for another year on a part-time basis, but Steve retires at the end of this year.

Flossie Epley
Director of School Support Services
1983-2018 (28 years)

Flossie Epley started with a dream and a hope to help missionary children who were homeschooled. That dream has grown into a program of over 300 students and 5 affiliated schools this year, and many more who have been served by our School Support Services over the years.

Rick Seely | Business Manager
1998-2018 (20 years)

Rick Seely left his position as a businessman working between Asia and North America to become our business manager. During the 20 years he has served at CAJ, countless families have been helped by his compassionate and gracious approach to all things financial. The school is healthy and thriving in a large part because of his wisdom and experience.

New Appointments

Director of School Support Services

Jacquie Willson, Elementary School Principal, will be replacing Flossie Epley as Director of School Support Services.

Elementary School Principal

Jean Hino, Elementary Head Teacher, has been promoted to Elementary School Principal.

New Staff for 2018-2019 School Year

Bryan Lewis | Business Manager

Bryan Lewis will be assuming the role of CAJ Business Manager in August. He comes to CAJ from south east Australia, just outside of Melbourne, where he has been working for a 5-campus Christian school for the past 14 years. In total, he has been working in school business management for around 25 years, and really enjoys helping schools maximise outcomes for students. Prior to that, he was a chartered accountant.

Bryan has been married to Donna for almost 30 years, and they have three children. Their youngest son will be attending CAJ. In his spare time, Bryan enjoys music, projects around the home, and watching sports.

Mari Shew | Registrar

Mari Shew is new to the Academic Office, but has been a part of campus life for many years as the mom of three CAJ students. Her family joined CAJ when her oldest son, Joshua, started the SSS program at age three. Her husband, Paul, serves as missionary at Aoyama Gakuin University.

They both feel very blessed that their children are growing up in CAJ's loving and caring environment. Mari is delighted to be able to serve God at CAJ.

Mari was born and raised in Sendai, Japan, and spent a year in Ohio as a high school exchange student. She graduated from Tsukuba University with a major in psychology and an English teaching certification. She attended Boston University, School of Education, where she finished her graduate and doctoral studies focusing on counseling and intercultural education. During her graduate years, she interned as a guidance counselor at a public K-8 school in Boston and later worked as a student counselor at universities here in Japan.

Mari enjoys spending time traveling, cycling and just chatting with family. She also enjoys reading, playing the piano, drinking good coffee, and playing sports like tennis, table tennis and a bit of karate.

Matthew Lindsey
High School Science and Math Teacher

Matthew Lindsey has taught for 6 years in the inner city of Oklahoma City, Oklahoma. He spent five years at Northwest Classen High School where he taught multiple science courses. The only course he has not taught is chemistry. His sixth year was at Santa Fe South Public Charter School where he taught Physics and Forensics. Matthew has also served part-time as youth pastor at his church for two years.

Matthew is married to Courtney. Their son was born in November 2017 and is such a blessing to their family.

Alumni Updates

Classes 1965-1967 | Upcoming Reunion

There will be a CAJ reunion for the classes of 1965-1967 in Michigan on September 6-10, 2018. Contact Linda Fox Sabatini for more information. *LLSABATINI@comcast.net*

William Reid | 1968

Still works so he can go fishing and enjoying life. He is working for the University of Maryland Shore Regional Health System as a security supervisor. His wife Ellen still puts up with him. His children, Andrew and Meredith are all grown up and out on their own. Andrew is an EMS supervisor in N.J. and Meredith is the office manager for a flooring company in Maryland. No grandkids, just grand dogs and cats.

Ruthy Kanagy | 1970

Ruthy Kanagy's book, *Living Abroad: Japan* was published in Sept. 2017 (4th edition, Avalon Travel Publishers). Follow her on FaceBook and at *livingabroadinjapan.com*. Since 2006, Ruthy has been leading bicycle tours of Japan for small groups— *japancycletours.com* and follow on FaceBook. She has two daughters and two grandsons who live in Brooklyn, NY.

Class of 1972 | 45-Year Reunion

The CAJ class of 1972 held its 45-year reunion in Seattle, Washington June 30–July 2, 2017. Classmates, family, faculty and other CAJers enjoyed two group times of sharing, a day seeing the sights in Seattle, a meal at a teppan restaurant, a "progressive breakfast" at the houses of three classmates, and a Sunday afternoon hike for those who chose to stay a little longer. It was especially meaningful to have Rick and Lois Seely, Howard Blair and Don and Nita Reinmuth join us. A total of 46 people participated during the weekend: two faculty members, 29 from the class of '72, four other CAJ alumni, and eleven family members. *See below.*

Class of 1978 | 40-Year Reunion

CAJ class of 1978 celebrated its 40-year reunion in Charleston, SC June 8-10. Sixteen alumni from the class of '78 with spouses were on hand (also a '77 grad) to get reconnected and take in the history and sights of Charleston. It was a special treat to have Howard Blair also share in the weekend. He delivered a Sunday morning message at the close of the festivities. *See photo, right.*

Class of 1972 Reunion

Back *(L to R, starting with blue shirt): Ray Hershberger, Roger Lautz, Tim Johnson, Monty VanderBilt, Mark Presson, Jonathan McVety, Wayne Swenson, Will Jones, David Rayner, Shari Shelton, Alan Shelton |* ***Middle*** *(L to R): Jim Morden, Howard Blair, Rosemary (Buckwalter) Hershberger, Larry Pendergrass, Lori VanderBilt, Patrick Wallace, Tammy Wallace, Sandy Presson, Miriam (Luttio) Varvais, Brenda (Graybill) Custer, Lisa (Bringerud) Westberg, Sheryl Jones, Loren Siebert, Don Reinmuth, Steve Pendergrass |* ***Front*** *(L to R):: Sharon (Stumpf) Morden, Grace (Friesen) Steele, Lori (Tetro) Klemm, Melody (Jamieson) Eldreth, Naomi Yunker, Karen (Rayner) Thomas, Debbie (Weber) Millard, Ginny Blair, Joy (Moore) Kennard, Claudia (Chase) Aanderud, Cindy (Reimer) Ives, Nita Reinmuth |* ***Not pictured*** *(L to R): George David (Naomi's husband), Carol (DeShazer) Dixon, Carol (Olson) Sunde, Mark Ramseyer & Norma Wyse, Dan Westberg (Lisa's husband), Lois & Rick Seely*

Class of 1978 Reunion

Front Row Seated: *(L to R) Debbie (Friesen) Phillips, Yoshiya Togami, Tom Horton, Juli Barker*

Middle Row *(L to R): Allan Andrews, Cindy (Blair) Andrews ('77), Sharry (Pease) Andrews, Debbie (Schiefer) Johnson, Kristen Brandt (Beth Cordero's daughter), Beth (Rinehardt) Cordero, Janet (Peterson) Landholm, Nancy (Hager) Barican, Becky (Nicholas) Chrisos, Christine (Mitchell) Rupert, Martin Barker*

Back Row : *(L to R) David Gizzi, Phil Wehner, Bob Skoglund, Howard Blair, Deb Vanderbilt, Cotty Landholm*

Not Pictured: *Suzie (Thomas) Deriso.*

Becky (Ferguson) Agatsuma | 1989

Becky's husband retired this past March, after a 39 year career as a professor of deaf education, and they moved from Joetsu, Niigata to Chiba. Their 3 kids are now working for companies in Japan and their first grandchild was born to their daughter and her husband in September! They are thankful for God's abundant blessings!! They became official members of Tokyo Union Church recently and look forward to serving there.

Matthew Ludlow | 2000

Ludlow attended CAJ from the end of 1st through 4th grade. He graduated from a high school in the United States, joined the Marine Corps upon graduation. He has earned degrees from the University of Memphis (BA) and Gonzaga University (MA).

Ryan DeKoekkoek | 2003

Ryan and his wife would like to announce the birth of their third child, Hannah Elizabeth. She was born on January 13, 2018 and her two older brothers, Nathan and Joshua, are thrilled to have a sister.

Melody (Snider) Drew | 2008

Melody and Jeremy Drew excitedly welcomed a son, Winston, in January of 2017.

Thomas Postema | STAFF | 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.

Stephanie Valdez | 2015

Stephanie will be entering her 3rd year (of college) starting Fall 2018. For the past couple of years, she has worked at her campus's Athletics and Recreation Council, promoting recreation in any way, shape, or form to improve student life. She was elected president starting this summer, and will be helping to open a new student centered building, in hopes to better student life even more.

Anika (Taylor) Bauzon | 2010

We had our wedding 10.07.17 in Kauai and all these beautiful people flew out and shared our love with us! Ruth Fujino, Kelsey Masuda Bock, Anika Taylor Bauzon, Anne Marie DeBerdt Smoker, Victoria Taylor, Luke Taylor.

2018 GRADUATION!

Video and more: www.caj.ac.jp/divisions/hsgraduation/

Equipping students to serve Japan and the world for Christ.

Thank you for your ongoing prayers and support making our mission possible.

www.caj.ac.jp