

CAJ Chronicle

Christian Academy in Japan

Summer 2019

LOOKING
UPWARD
MOVING
FORWARD





CHRONICLE

EDITOR

Donna Lewis

PHOTOGRAPHER

Ushio Sawada

GRAPHIC DESIGN

Martin Barker

Juliana Barker

CHRISTIAN ACADEMY IN JAPAN

1-2-14 Shinkawa-cho

Higashi Kurume-shi

Tokyo, Japan 203-0013

+81-42-471-0022

www.caj.ac.jp



Follow us on Facebook

@christianacademyjapan

Message from Head of School

CHRISTIAN ACADEMY IN JAPAN has a vision that provides us with a destination towards which we set our course. We hold to that vision of “equipping students to serve Japan and the world for Christ,” believing that this is a high call and a weighty responsibility. How we achieve that vision, however, may alter with current needs, resources, and even with the issues impacting the world in which we equip our students to serve. The student body we equip today looks quite different from the students attending CAJ when the school was founded. The staff serving at CAJ has changed as well. The same educational strategies that were effective 50 years ago may not be useful today. The challenges our students face as they leave us are complex and complicated, and will require our students to be prepared in increasingly innovative ways.

On the other hand, some things never change. The Seibu line still whizzes along the back of our playing field. Students are still hungry at lunchtime, still hang out on campus long after the school day has ended, still ask questions, wonder, explore and grow. The world around us is still a beautiful and intricate place filled with wonderful people...and paradoxically, those people are also wounded and broken. It has been so for generations. Christian education continues to prepare students to be agents of restoration to this world, something CAJ has been doing effectively for nearly 70 years. Though the strategies, technology, and demographics change, our vision is constant. We desire to preserve that which stands the test of time and provides our secure foundation, while meeting the needs of our next generation of students.

We hope this issue provides readers with a sense of how we are equipping students currently for the world of the future. We hope you will also see that we are not afraid to face the difficult issues of society, in order to prepare our students to leave here to do their part to change it. The key people doing this hard and holy work are a group of highly committed staff members who serve the students at CAJ in a variety of ways. Many of them are doing this in classrooms, on the field, and on the stage, but others serve in offices and around campus, all doing their part to fulfill CAJ's dedication to equipping students to serve...here and now, as well as in the future.

Anda Foxwell, Head of School



Equipping students to serve Japan and the world for Christ.

Good teachers know that students learn in multiple ways. Some learn best through reading, some need to hear, some thrive when they can move, and some respond best to visual representations. Our core statements are inevitably written down for us to remember them, but we also talk about them, put them into action, and we are grateful to have them embodied in artistic icons for us to interact with.

Alumnus Martin Barker ('78) and his wife Juliana, have a graphic design firm that has helped us to update branding for the school. In 2017, they developed an updated logo for CAJ as well as a sports logo. Last year they created icons to help us see our vision and values in ways that help us interpret these important themes: God is the author of all truth; Humans are created in God's image; People are designed for community. These designs were then printed on banners scattered strategically around our campus and used in various publications and presentations.

This year, the Barkers have served the CAJ community again by designing an image to aid us in representing our vision statement: “Equipping students to serve Japan and the world for Christ.” The artwork represents a figure gaining knowledge from a book radiating God's truth. The triangle shows direction radiating outward, as equipped students move out in service. The red circle can also signify Japan, the land of the rising sun, while the blue could symbolize the world.

Finding multiple ways to remind ourselves of the importance of these foundational themes of CAJ is one way we stay focused on them. Using icons to help us more fully understand our vision and values is one more way we equip students while appreciating the gifts of beauty and design.



TEACHING
TRUTH



REFLECTING
HIS IMAGE



LIVING IN
COMMUNITY



TEACHING TRUTH IN Elementary School

Our Program applies a biblical approach to life and learning, addresses the whole person, and equips students to become, among other things:

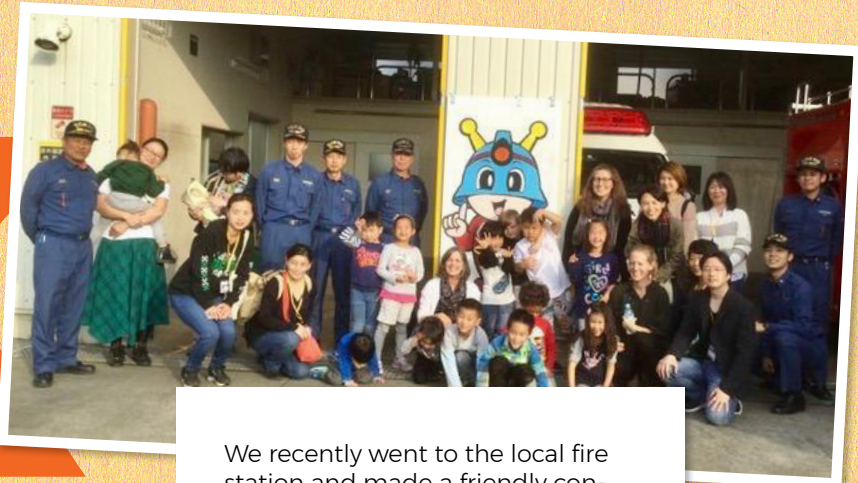
- Responsible Learners who understand Bible stories, the plan of salvation, and a Christian worldview.
- Discerning Thinkers who use a biblical perspective.

This is not something that is left to the senior years, or to isolated corners of the timetable. Teachers in the Elementary school have provided snapshots of what this looks like at different levels and in different areas of the curriculum.

For more about how our program applies a biblical approach to life and learning go to caj.ac.jp/about/mission.php.

Lisa Turner & Jamie Matsuoka

K kindergarten



We recently went to the local fire station and made a friendly connection with our community. God's truth can be found in connecting with others.



Julie Johnson & Janet Ekstrand

1st GRADE

In December, the first grade class studied 'Christmas Around the World' to celebrate CAJ's diversity. The students enjoyed learning God's world is full of many countries with different traditions! Even though another country may celebrate Christmas in a different way, it can still be a wonderful way to celebrate the birth of Jesus.



Ashley Sakamaki & Marcia Okada

2nd GRADE

The second graders presented their Dinosaur Projects to the Kindergarteners, 1st graders, and 5th graders. One of the questions we asked our students was, "How did God create your dinosaur special?" They shared their thoughts and learned that God created each of their dinosaurs with unique characteristics and special abilities.

Victor Eby & Kimberly Thompson

3rd GRADE

In 3rd grade we study insects. The majority of people (even kids!) don't like certain creepy crawlies but we know through the words of Scripture that 'God saw all that He had made, and it was very good.' It is through this lens that we study God's creation.



Shyni Paul & Angela Hall

4th GRADE

The 4th graders have been learning multiplication and division. Through numbers we can see that our God is orderly and fair. Math reveals his glory. God is the author of $2+2=4$, $2 \times 2=4$, $4/2=2$. There is orderliness in counting. There is orderliness in day and night. We acknowledge the true God and his act of creation.

Christine Ijima & Ranaye Prevatt

5th GRADE

After creating crystals with baking soda and hot water—in our investigation of mixtures and solutions—students made several connections to learning about God. One student said, "We made the crystals like God made us." Another stated, "We wait for the crystal to grow, and God waits for us to trust and grow in Him."





Treating Others with Respect

A Conversation About Race and Grace

At CAJ, *we do not shy away from tackling the tough problems students face in today's world. We also want to practice living with truth, valuing God's image in each other, and building a God-honoring community in the way we practice civil discourse. We are not exempt from today's challenging issues, but rather than cover them up, we seek to discuss them with courage and respect.*

DAMON EALEY, CAJ's High School Principal, and **VINCENT HOWARD**, a high school English and Bible teacher, share a conversation about recent incidents of racist speech among CAJ students and how our community might respond in ways that honor our Lord and our neighbor.

DAMON EALEY: A little over a year ago, some CAJ students posted a picture in the boy's bathroom that used the **N-word**, which is a highly offensive racial slur. A group of students were confronted and warned that this type of language was inappropriate and that this type of action was considered a "big deal."

Since then, there have been incidents where students mocked African students in their presentations, and recently a student called another black student the same highly offensive racial slur in the midst of a conflict.

Since 2016, there has been an underlying racist subtext within much of our public dialogue in North America. Mexicans are often seen as drug addicts, non-white immigrants are often seen as criminals, and black people are often

portrayed as violent. A culture has been cultivated where people feel that it is OK to express hatred towards others.

Here at CAJ, the internet affects our diverse population, and yet the lens through which our students view life does not have the same perspective as the context in the United States. I truly believe that students at CAJ do not always have a clear understanding of the historical context and meaning of the words they are using; however, when they use racist speech it can still be damaging.

VINCENT HOWARD: I agree with you, Damon, about these disturbing cultural trends and how they may be influencing students at CAJ.

Racism seems to be on the rise in both America

and Japan. The Guardian reports that "more than 1,150 hate speech rallies were held in Japan between April 2012 and September 2015," citing a report by Japan's justice ministry.

In America, incidents of hate speech have spiked since the 2016 presidential election, according to National Public Radio. "In the months following the election more hate incidents took place in America's schools than anywhere else," said NPR, citing a study conducted by The Southern Poverty Law Center. "Hundreds of elementary, middle and high schools have played host to an array of troubling events, from sophomoric stunts to much worse: a hijab pulled off a Muslim student, physical fights with racial epithets flung, even violent threats."

I think we in the CAJ community could read these findings and say, "That's America. This kind of overt racism doesn't happen at CAJ." But as you point out, Damon, the recent posting of the hateful racist message and the use of racist speech on campus make it difficult to deny that overt racism does happen here.

To get a student perspective on this issue, I recently surveyed a number of high schoolers from each grade level. While not all of these students said racism was a serious problem on campus, most claimed that hurtful speech is present among our students. Some said that such speech is prevalent.

"Verbal abuse, slander, exclusion, very heavy judgment [and] mocking...are very evident all around campus," said one student. Several students said "racist jokes" are a common occurrence on campus. One student identified the "exclusion of other races in friend groups and conversation" as a related problem.

As I heard our students make these observations, I thought about how our school leaders should respond to racist or negative speech on campus.

DE: As a member of the leadership team, I am frustrated with the current climate present in American civil discourse. I am fortunate to work on a team whose hearts are like gold and who sincerely wish to be both merciful and just.

I am Canadian of African descent. I am only a Canadian because the NFL decided that black quarterbacks weren't smart enough to start. So, in the

early 70s, my father, with a 45-0 record as a quarterback on American high school and college football teams, left the U.S. to play in the Canadian Football League. I grew up in Canada, before earning a football scholarship myself to the University of Toledo, the same university my father attended. It was there that both African American and white players taught me about race in America. It is complicated.

I am neither Republican nor Democrat. I am Canadian and I am a Christian. My citizenship is in heaven. Unfortunately, it seems to me that many American Christians have adopted a party, rather than an issues based approach to politics, and it bothers me. It affects how our students view Christianity and how they see Christ. It is why I felt the need to add a comparative politics class for high school students at CAJ. This class is taught by two teachers with different views who know how to have a healthy dialogue.

VH: I agree about the importance of our teachers and school leaders modeling how to have a healthy dialogue about race and inviting students into that conversation. The cultural mix at CAJ makes us a school where we need to know how to have that dialogue respectfully. I think this cultural mix makes our school an inter-

esting and rewarding place to work. Yet, as Japanese and American cultures come together with the other languages and cultures of our community, the possibility of disunity lurks.

After the racist message was posted in the boys' bathroom recently, I interviewed Nate Gibson, whose Humanities course explores American history and literature with a focus on how students might become agents of justice in today's world. He reminded me that "racism exists everywhere," and he pointed out that "this is not simply a U.S. problem. Japan has a long and storied history of anti-black racism."

Nate also said something that convicted me as a white American. He said "it is imperative that our teaching staff, most of whom are not black, acknowledge this [history of racism in America and Japan] and prepare ourselves to listen, rather than presume to know better than our black students [and faculty] about how black people are treated in this country, and at CAJ."

DE: Most white people have never really experienced the pressure on African American/Canadian leaders. You walk into a room and need to prove that

How might students become agents of justice in today's world?



your grammar is right; you need to navigate the swamp of stereotypes and expectations, ensuring that you “have what it takes.” This is not an excuse; it is the way that I live. I become the token minority, the representative for all African and African-American people, the one whose hair some white people feel it’s OK to touch or around whom they feel it’s OK to express their racist thoughts. I have heard white talk about “those ghetto violent black people,” trying to justify their own racist views. Racism does exist and unfortunately, it could easily become embedded into the thought DNA of those buying into this version of Christianity.

I get angry when I speak with Christians who tell me that racist rants expressed by American leaders are not a sign of racism. I am offended when someone tells me to go read a book about racism so that I can come to the conclusion that it doesn’t exist. I get angry when Christians are offended by Colin Kaepernick kneeling during the national anthem yet don’t seem to care about the racism and inequities that Kaepernick is trying to address (Racism does continue to exist, even in the highly paid NFL, but that is another story you could read about in *The Stone Thrower* by Jael Ealey Richardson).

At CAJ, our students are influenced by this negative side of American culture. It is important to state that most of our students are not racist. However, the steady influence of North America’s current trend toward mocking and putting people down has subtly crossed international borders. I see it and recognize it. What I appreciate about CAJ is that the teachers, despite their political party, recognize that God calls us to treat others with respect.

VH: Your point, that most white people have not experienced the pressure put on African American/ Canadian leaders, is an important reminder for me. I think that is why Nate Gibson’s challenge to white Christians—that we “listen, rather than presume to know better”—is one that I found especially convicting. This makes me go back and question my own presumptions as a white American man. When I do that, I find that I have disturbing attitudes in my own heart. I see pride and entitlement and denial about my own prejudices.

I think of my experience at the college I attended in Georgia, where I was surrounded by well-off white students and a few black American students. I remember wondering, “What kind of welcome would black students receive here?” This question found an answer one day in my African American Literature class, where I heard a white classmate complain that he was tired of hearing about America’s legacy of race-based slavery. Enough time has passed, he said, and “they” need to let it go. Those words have stayed with me, and the attitude behind them angers me. But I have to ask myself, “Am I, another white American man, ever guilty of such arrogance?”

After college, I came to see my own racial arrogance in a new way when I joined a church community in Chattanooga, Tennessee called New City Fellowship. At New City, I learned new things about the Gospel of Jesus Christ. I had heard this Gospel many times since becoming a Christian as a teen. But I had not heard how sin—the power from which Jesus set me free—includes the racial and cultural barriers that usually divide people. At New City, not only did the unity between people of different races seem real, but that unity seemed to prevail despite the misunderstandings and fallouts that naturally creep in to relationships. I saw this unity everywhere - in the pastor’s sermons, in the conversations over meals, in the music and in the ministry to the poor in our community.

At New City, my friendships seemed deeper and more lasting than most others I had known. Many of my new friends were black Christians and latino Christians, and from these friends I learned some important things about myself. Informally, through conversations with friends, and formally through organized panel discussions on racial issues, I came to see—probably for the first time—that I did not really understand the experience of black people in America. In fact, I did not understand the experience of any minority groups in America. The privilege that came with my being a white American man meant that the centuries of oppression and discrimination and hatred and violence aimed especially at black Americans was outside my experience, and it always would be.

Not only that, but it was arrogant of me to presume that having black friends, as I have throughout my life, meant that I knew what those friends had to endure. At New City, I came to see that I had often made this presumption without acknowledging it.

DE: Vincent, this is refreshing to hear. It is what most people fear admitting. Current political systems tend to facilitate rich, white, male ethnocentrism. I believe the current leadership has exacerbated the problem. The African American struggle is viewed as ancient history. Many white Americans fail to realize that the decisions made in the past have significant impact in the present. For you to validate the struggle and acknowledge that you don’t understand—that is a huge step. This is the kind of dialogue that we need to have, and the fact that you have taken the role of listener and learner...now that means a lot.

VH: After college I took a position teaching English at a local high school, which further opened my eyes to the extent of my ignorance. For two years, I spent most of my days as a minority, often the only white person in the room. My students were mainly young black men and women whose background was, in some important ways, similar to mine. These students came from broken families with fathers who were absent or unsupportive, just as I had. Because of their parents’ low incomes, my students received free lunches provided by the federal government, just as I had. They were unlikely to graduate high school college-ready, which had also been true of me. But I came to see a crucial difference between us.

The American system of institutions that paid for our schooling and lunches also favored my race. This system drew a line between us, with white people on one side and black people on the other. Though I managed my way through grade school by the skin of my teeth, and though my parents were either unemployed or underemployed for most of my life, this system was ready to welcome me once I made it over the necessary hurdles. Jobs were waiting for me, along with supervisors who did not show me the same suspicion and skepticism they would likely show my black students. In this respect, the factor of race seems even more important than intelligence.

The average intelligence and performance of my students did not seem different than at my previous school, where white students were the majority.

The same system that offered me a salary to teach English also divided our district’s schools along economic lines, which, in urban America, often means racial lines. Most of the district’s black students lived in the inner city, which meant they attended one of four or five inner-city high schools. Meanwhile, most white students attended one of the district’s six or seven suburban schools. Officially, our district’s schools were open to students of any race. Unofficially, our schools were segregated.

DE: You mention students. I only wish that people would understand how race influences decision making. When I moved to Japan and began to teach at CAJ, I recognized that many of the children of white missionaries were graduating without speaking Japanese. A feeling of terror came over me. As an African-American/ Canadian father, I felt strongly that I needed to enroll my children in a local Japanese elementary school. While

white students had the privilege of using privilege, my children may be considered stupid for living in a country so long without acquiring the language. People at the time didn’t understand, and didn’t try to understand.

VH: This conversation with you, Damon, reminds me

that my role, especially when it comes to the subject of race, especially considering that I am a white American man, is to listen and not presume to know your experience. I do not know. But I believe that Christ does. When he was tried on trumped-up charges, tortured, and lynched, the hate speech of his oppressors was ringing in his ears. “Forgive them, Father,” Jesus said, as he died at the hands of murderers.

The attitude of Jesus’ heart in that moment is, to me, the greatest display of grace the world has ever known. Jesus’ abusers and killers are like all of us. They had hate, even murder, in their hearts. But instead of treating us as murderers, as we deserve, Jesus treats us all as family. “Forgive them, Father.” I am thankful Jesus said those words, for they are more powerful than all the racial slurs and hate crimes the world has ever known.



time CAPSULE

All great literature is one of two stories; a man goes on a journey or a stranger comes to town.

~ Leo Tolstoy

This story, which perhaps fits neither of Tolstoy's parameters, is a story with a large cast. It begins with two year 12 classes, a year 2 class, one teacher, and a dubious looking plastic crate. Unlike many stories, all the action is in the first and last chapters, and there is a long silence in the middle. The most unlikely part of the story is perhaps that there is an end at all, given the important role that the plastic crate was to perform and the state of its contents by the last chapter. Read on...

ALANNA FOXWELL
A Resurrection Glimpse

When I graduated from CAJ, my commencement speaker — who was also my 35-year-old senior English teacher — delivered our eulogy. At the time, I found that rather dark commencement address theme poetically intriguing and genuinely inspirational... although thematically, I didn't really need it yet. It was about rites of passage being small deaths in

order to leave behind an earlier innocence. It was about *the struggle*, which alumni of the past 20 years or so went forth from senior orals or comps knowing well. When you are 17, about to embark on a global journey to whole new realms of independence, you think you *know all you need to know*, and *have experienced the full gamut of heart ache and joy and know how to play your cards for anything that is to come*. In *tween-ese*, you suck at endings.

I believe it was Winston Churchill who said, "The farther backward you can look, the farther forward you can see." Now, in my own 35th year, I know that to be true. I could barely see two steps in front of me that day. I had truly experienced a great deal of life's fullness, but not even an inkling of the love and learning and grief and celebration that there was to come — and is to come.

A little more than five years after my own commencement, I found myself back on the same grounds and preparing to teach many of the same lessons to the CAJ class of 2008, co-teaching senior English with my own former English teacher. It was a bonus round for me. I got to re-learn and then teach and share and discuss the lessons all over again, but this time with binoculars. Just a little more clarity. A little more context. A little better understanding of time, of being, of intimacy, of patience, of responsibility.

So when that year ended and I parted ways with those seniors, we had our own burial ceremony. We placed artifacts into a box — wrote letters, drew pictures, dropped remnants of inside jokes and lessons and quotes, the meaning of which is long since forgotten — and buried it. We buried it under the 1984 stepping stone in the courtyard, a nod to

Orwell's dystopian novel we had read together and the year of my birth. If we were ever going to recall where X marked the spot, that was bound to be it.

Ten years later, the text came: "Ms. Foxwell, do you remember where we buried our time capsule? It's our 10-year reunion."

This past summer, they dug it up. Inside were parts of their former selves, long outgrown. They had also



included pieces of work and letters from the then second graders, now CAJ's most recent alumni. They sent me a picture of the letter I'd written them, mud splattered but still legible.

In many ways, the past 17 years have been learning how to make good endings; something the first 17 only culminated with. But good endings are how new joys spring forth. And how you make room for gratitude.

The context for *the struggle* has changed, but not the framework. I still ask those same questions. They are how I mentor young writers, raise my own children and participate with my own community: What opens my eyes? How shall I live? What is true? How shall I respond to suffering?

And, yes, I am just a middle-aged (well... middle-ish) mom with stretch marks, but by God's grace I pray

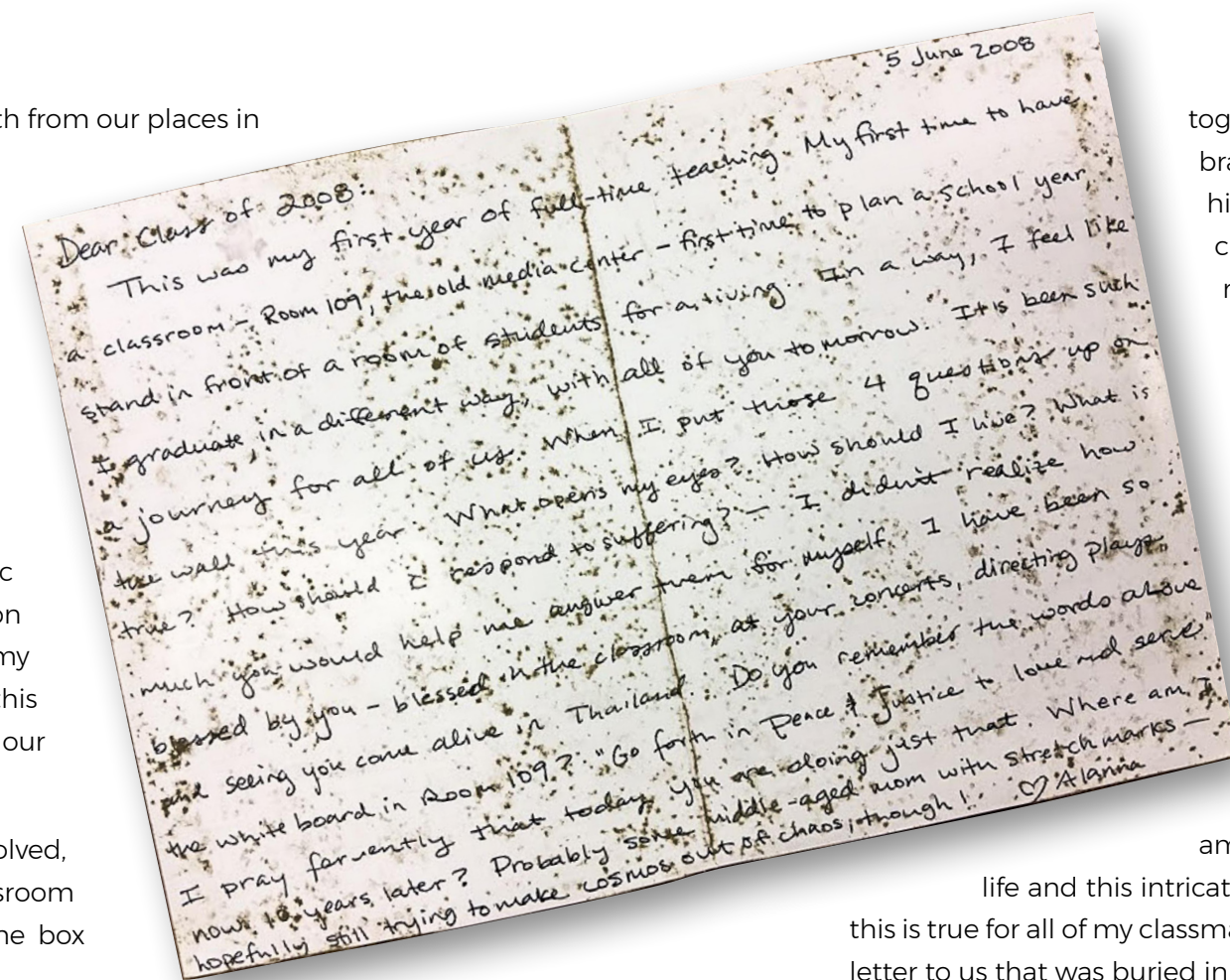
that we all continue to allow space to go forth from our places in peace and justice to love and to serve.

ASHLEY SAKAMAKI

It was a humid, hot summer day in Higashi Kurume. As I was cleaning my classroom after dismissing my Summer School students, I received a text from my classmate, Ken Morimoto. "I have something to show you. Are you in your classroom?"

He then sent me a photo of a dirty plastic box that had our high school graduation date written on the top. I couldn't gather my thoughts quickly enough to remember this box, until Ken explained what it was. "It's our time capsule... remember?"

Initially, I couldn't remember how I was involved, but when Ken brought the box to the classroom and we carefully examined the items in the box



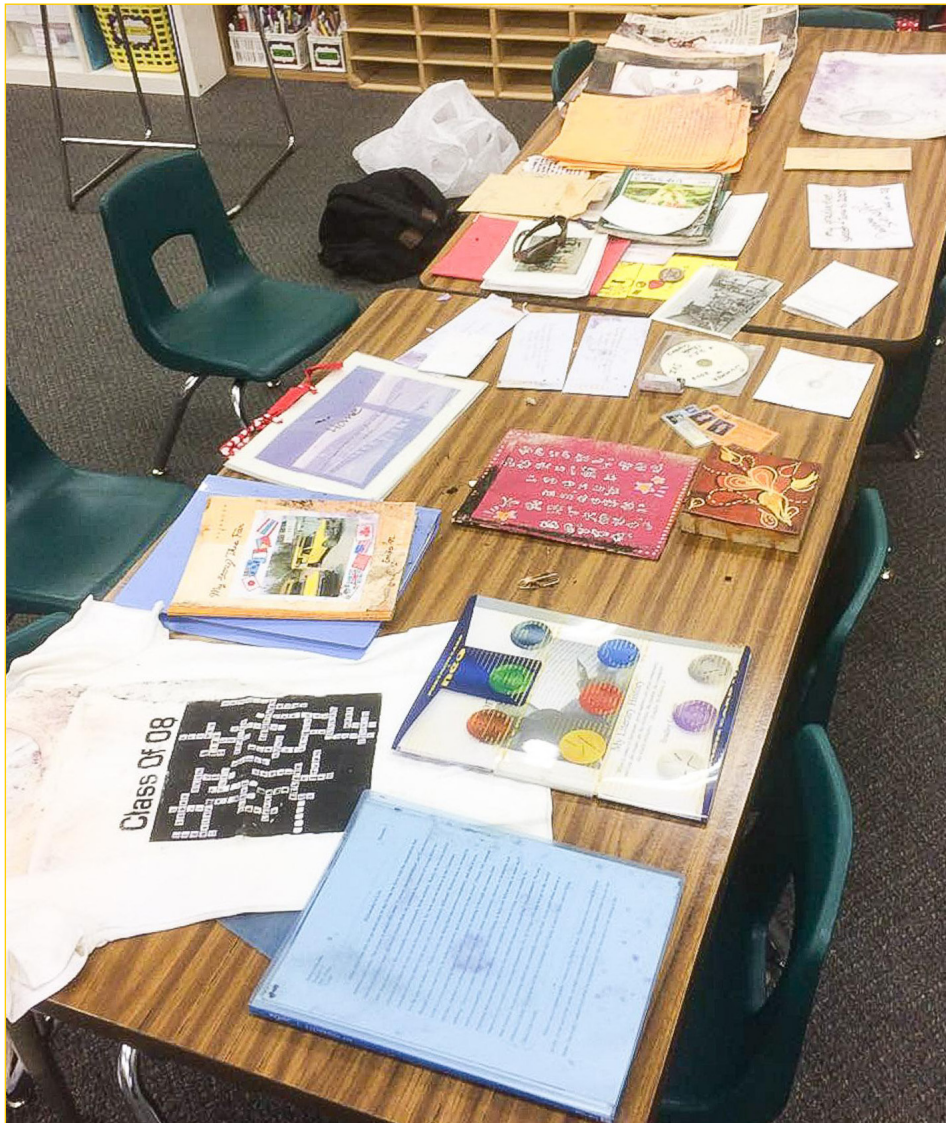
together, memories from 10 years ago immediately rushed through my brain. It had been another humid, hot summer day — the day before our high school graduation night, June 5, 2008. My English 12 and AP English classmates and I were at the plaza putting our memorable projects or random items inside the clean, white, plastic box. Some were interviewed by Ken, explaining the item we were putting inside the box, and these interviews were later retrieved.

As we took out each item from the box, we found CJ (our Principal, Calvin Johnston) and Mrs. Joan Johnston's commencement speech, photos, art projects, letters, the Class of 2018's *When I am a senior...* writing assignment and much more. So many great memories, achievements and dreams were crammed into the box. Alanna, thank you so much for organizing this wonderful project in the midst of our busy and crazy schedule. Thank you, Ken, Naoko-san and Nobuko-san for digging it out on that scorching summer day!

Nostalgic. Sentimental. *Natsukashii*. Wow. It was such an amazing and beautiful afternoon reflecting on God's perfect plan for my life and this intricate yet wonderful story that He is still writing for me...and you. I pray that this is true for all of my classmates as well. Love you, Class of 08! I leave you with a quote from Alanna's letter to us that was buried in the capsule.

“Do you remember the words above the whiteboard in Room 109? **Go forth in peace and justice to love and serve.** I pray fervently that today you are doing just that.”

~ Alanna Foxwell



Ken Morimoto (08) and Naoko Sawada (current staff) with the time capsule



PLANNING for the FUTURE

Bryan Lewis
Business Manager, CAJ

The **CAJ** community enjoys wonderful buildings and grounds. The prayerful efforts of staff, students and parents are the foundation on which we achieve our mission. Functional, well resourced, up to date facilities provide us with the essential tools by which we 'equip students to serve Japan and the world for Christ.'

We are thankful for those who used their time, wisdom and resources in the past to help provide what we now have. However, it has been a number of years since the last major construction on our campus. Buildings age, and educational needs change over time. In order to enhance student outcomes, in 2017 the school began a process of reviewing our current and future facility needs. As we

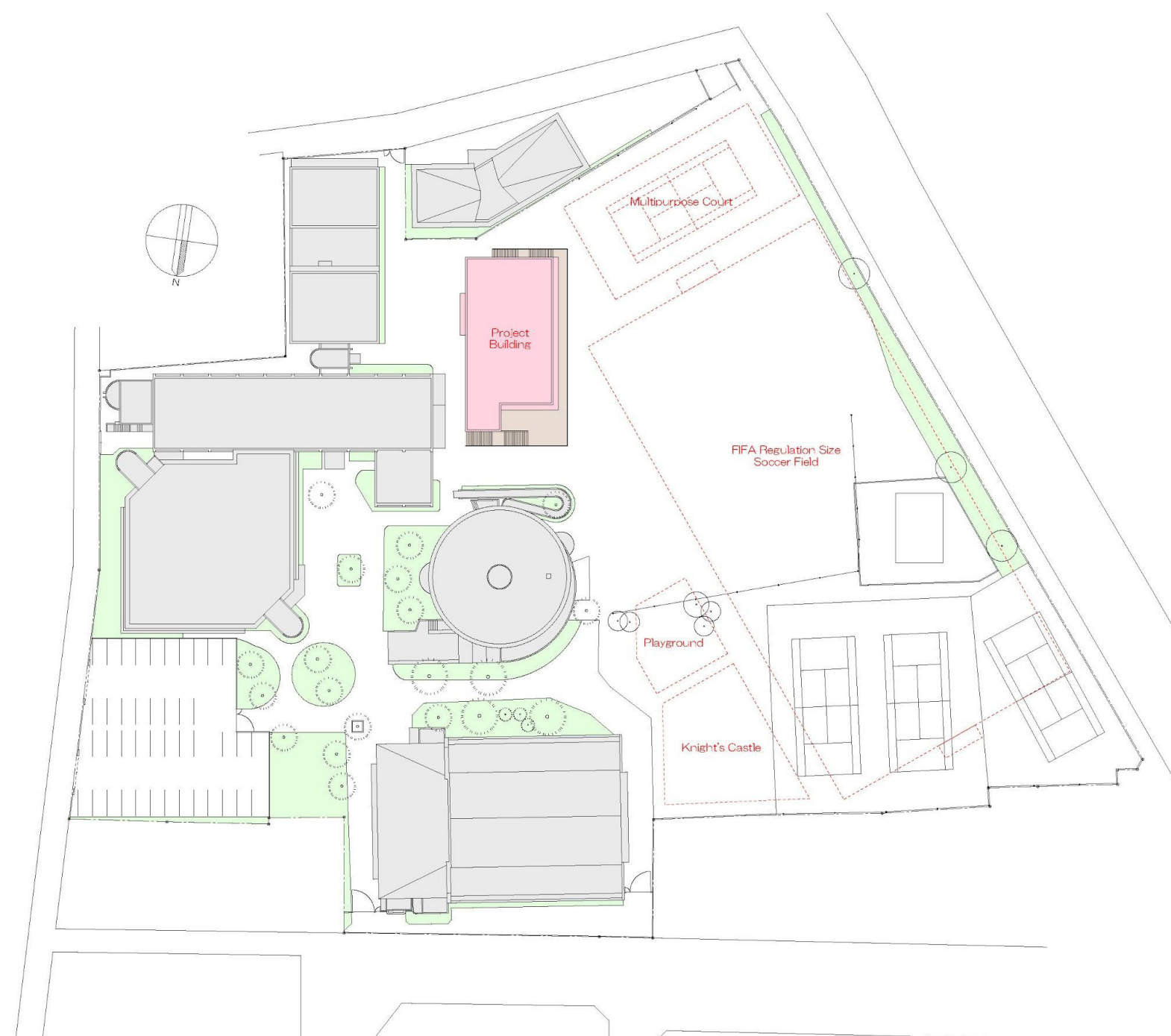
reported in the Summer 2018 edition, with the aid of a consultant, focus group sessions were held to identify, and prioritise areas of need. As a result, a Master Plan was compiled, and a Building Committee established to plan well for the development areas identified.

Over 2018 and now into 2019, the Committee has been working with architects to design a new facility as Stage One of the Plan. The aim of this first stage is to provide solutions to as many high priority needs as possible within the current funding capacity of the school. This includes a need to replace the ageing cafeteria building, and the provision of multi-purpose learning spaces to add flexibility and enhancements to programs. This will include additional space for physical education, fine arts,

general learning, and community purposes. As funds become available, Stage Two is also likely to include an upgrade of our sports fields.

While good stewardship has put the school in a position to commence a new development phase relying first on its existing resources, clearly the current and future stages will be significantly enhanced and quickened with the wider financial support of our community, past and present. Accordingly, over 2019, we will be commencing a **Capital Fundraising Campaign** to seek support.

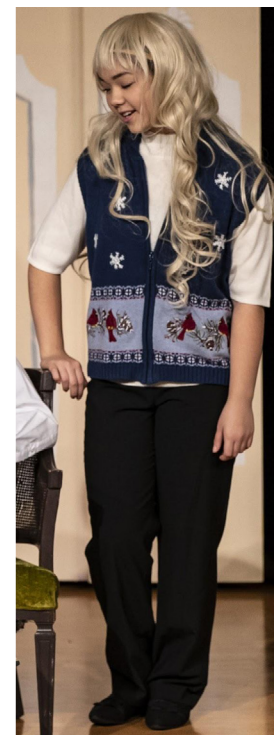
We would very much appreciate your prayers for the continued planning and funding of this development process. More information about this and how you could help will be distributed as the year progresses. In the meantime, if you would like to consider ways to support, you are invited to contact us personally or go to the **Giving Tab** on our website. 🙏



A modern day adaptation of the classic Charles Dickens story
Written by CAJ drama director, Joan Justiniano

Though many of the cast members had never interacted before the show, it was amazing to see the bonds that were built during the show. Before each rehearsal and performance, we would pray as a group and, at one point, our youngest cast member, a 3rd grade student, even volunteered to pray for the show.

Julie Johnson





Human Resources at CAJ

When CAJ was founded in 1950, nearly all teachers employed were sent from mission agencies, usually from North America. Today, staff members come from all over the world, and most often, they come without a sending organization and are employed directly by CAJ. Though paying staff members directly takes a larger slice of the CAJ annual budget than it would have in the early days, it has the benefit of bringing teachers and support staff to meet specific needs the school may have, and to having the option of hiring staff members when the needs arise, without long waits for support raising and language school, or other requirements a mission might have.

No matter who pays their salary, CAJ is blessed with staff deeply committed to equipping students to serve Japan and the world for Christ, professionals who sacrificially follow God's call to work at CAJ in a variety of positions. Whether their position is purchasing or accounting,

maintaining facilities or coaching, teaching first grade or teaching seniors, all staff members share a common call and a common vision for their work. They all are parts of the same team, all equipping students through their own unique gifts and talents.

The Human Resources department at CAJ helps to take care of all the needs of staff members. With few staff coming through a mission, CAJ must provide services for staff previously provided by a sending organization — visas, housing, advice on living in Japan, language assistance, and other help. The office also processes insurance, Japanese pension enrollment, staff benefits and taxes, as well as handling the payroll for the employees. It's a busy place! Surrounding these more practical tasks are the bigger picture challenges of recruitment, staffing assignments, contracting, work regulations, policies — and keeping the staff supported and happy!

PAM KUMATE, a longtime resident of Japan hailing from New Zealand is the energy behind all the support the Human Resources department offers to CAJ staff. Besides being passionate about New Zealand rugby, she is passionately committed to building efficient and effective systems for staff to do their jobs well. We asked Pam a few questions about her role as Human Resource Manager.

How has the role of Human Resources changed over the past 20+ years?

Twenty years ago, we didn't have an HR department at CAJ, and various staff members took care of bits of the job without there being any cohesive view of what it meant to look after the most critical resource the school has: our people. Slowly we have identified the range of tasks needing to be accomplished, in order to properly administer personnel matters as well as offer significant support to the staff in their lives at CAJ and in Japan. It's still a work in progress!

How have you seen the profile of CAJ staff change over the years?

The change from most staff being seconded from a mission to most staff being directly hired by CAJ has been the greatest change. Our teaching staff continue to be mostly from North America, and come to us as professional educators with a heart to support Christian education and mission in Japan. As our need to exist in the Japanese labor system has increased, so our support staff have increasingly needed to be bilingual with a good understanding of Japanese culture and practice.

What do you appreciate the most about the staff you serve?

Whatever the changes over the years, the staff

at CAJ remains a single team, teaching and support staff, committed together to serving our students and equipping them to serve. Our staff are committed to excellence and often go way beyond their duties in order to love and serve the community.

What is the most challenging aspect of the job?

The sheer volume of tasks in supporting a staff of 90 can be overwhelming at times. My day can often bounce all over the place within the space of a few hours, making focused, big-picture time challenging to find. I'm so thankful to have a full-time assistant and other colleagues to help me with many of those tasks now.

What brings you joy?

What challenges also brings joy. Every time a staff member leaves my office with a problem solved; a sea of happy faces at our June dinner as we celebrate one another.

How do you see your role in achieving CAJ's mission?

My main role is taking care of the staff in such a way that they can focus, without distractions, on their role in equipping students. Keeping CAJ fully compliant in all labor practices as we model working with integrity is another important part of my job.

At CAJ, we strive to make decisions based on serving our students, but the most important people in providing a high quality education for our students are their teachers. We are proud of the teachers we have on staff this year and of the support staff who keep CAJ clean, safe, and running smoothly. 🙏



How have we changed?

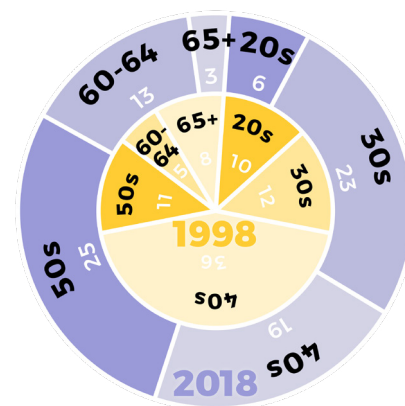
It's interesting to occasionally revisit old haunts and see whether they are still as we remember them. Does that favorite café still have the same owner? Is my favorite dish still on the menu? And whatever happened to old Mr. Brown from behind the counter at the local store?

With this in mind, and with the help of the HR staff who were willing and able to trawl the archives, we've been able to answer some of those questions in regards to CAJ. Is it still the same school that I went to? What has changed?

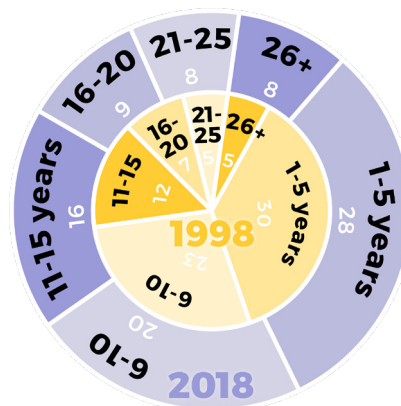
In order to cover such a large topic, two years were chosen, 20 years apart.

In summary, here are a few of the changes:

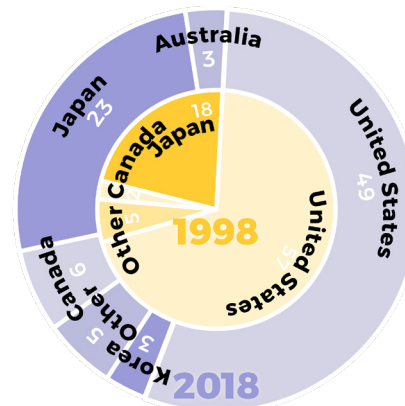
- CAJ no longer has a hostel and internally staffed cafeteria. This has seen the number of support staff drop by ten
- The school is now much more international. The percentage of US citizens on staff has dropped from 70% to 55%, and the percentages from a number of other countries has increased accordingly.
- The number of staff with masters degrees has increased steadily, in keeping with the general trend towards continuing education for teachers in all parts of the world.
- There are many more staff alumni than there were 20 years ago. This is perhaps a reflection on the increased number of years that the school has been functioning.



AGE GROUPS



LONGEVITY

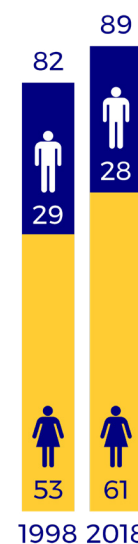


COUNTRIES

Other in 1998: Belgium, Switzerland, Malaysia, Zimbabwe
Other in 2018: New Zealand, United Kingdom, India



Total staff and gender comparison



Alumni Updates

CAJ Alumni News is a forum for updates from alumni, provided as a community service. The inclusion of any piece of alumni news is not necessarily an endorsement by CAJ.



Tony Namkung | 1963

Tony Namkung (63) has been awarded the Distinguished Alumnus of the Year Award by Calvin College. He is seen here at the award ceremony at Calvin College with Dr Martin (former Principal of CAJ) and Mrs Barbara Essenburg.



J. Mark Ramseyer | 1972

J. Mark Ramseyer, Mitsubishi Professor of Japanese Legal Studies at the Harvard Law School, has been conferred with the Order of the Rising Sun, Gold Rays with Neck Ribbon, by the Japanese government.

One of the oldest and highest national decorations, the award recognizes Ramseyer's extensive contributions to the development of Japanese studies in the U.S. and the promotion of understanding of Japanese society and culture. A leading scholar in his field, Ramseyer focuses his research on Japanese law.

Martin Barker | 1978

Martin Barker Design was named the 2019 Small Business of the Year by the Fairfield County Chamber of Commerce in Lancaster, Ohio where Martin lives and partners with his wife Juliana in the graphic design business. Martin was also honored as the 2019 Rotarian of Year by the Lancaster Rotary Club.



Steve Hersey | 1979

Steve is teaching HS English at Quisqueya Christian School in Port-au-Prince, Haiti, where he has lived since 1993. His wife teaches MS English. Steve writes that his oldest daughter just graduated from Wheaton, and his son is a Sophomore at QCS.



Class of 1983 | Reunion

BACK ROW, L-R: Pam (Shade) Schwartz, Paul Owen, Steve Bardeau, Mary (Norden) Kuiper, Hsi-An Wu, Mark Eyler, Doug Conrad. SEATED, L-R: Steve Knoble, Sam Reimer, Vic Norman, Lynette (Nelson) Albrecht, Colette (Smith) Gonzalez. FRONT ROW, L-R: Tami Fukuda, Helene Naomi Friesen, Jewel (Ehnl) Maeda, Brian Zook.



Danny Iverson | 1997

The Iverson Family are excitedly expecting their 8th child. They are living in inner city Atlanta and planting a multicultural Church focused on reconciliation and renewal. Journeytoshalom.com



SangHoon Lee | 2000

Currently living in Daegu with his wife and two beautiful girls, he is gospel leading at Peace Christ Church in Hachioji, is manager at Goldman Sachs, and is still loving basketball and art. He has recently enjoyed a trip to Europe with family to draw.



Andrea Schmidt Gassman | 2001

Kathy Weemes (former staff), Steve Weemes (former staff) Ben Weemes (06) Dieter Schmidt (former staff) Travis Gassman, Hannah Schmidt (04), Andrea Schmidt Gassman (01), Alanna Foxwell (02), Marisa Foxwell Duttweiler (09) Erica Postema (02), Megan Weemes (04) Mary Zirkle (01) Rebekah Schmidt (06) Shelly Schmidt (former staff)

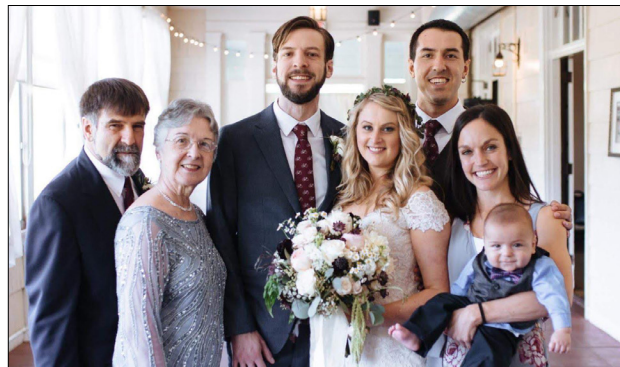
Luke Ellison | 2002

Luke reports that he is transitioning out of NASA Goddard Space Flight Center in Maryland, through Dallas Theological Seminary (Washington D.C. campus), and into a pastorate role at Calvary Hill Fellowship Church in Virginia.



Bob Ono | 2004

Bob Ono married Lauren Kang in October, just outside Seattle, WA. Jon Rudd (04) was one of the groomsmen. Included in this picture are Bob ('04), Kim and Kenichi Ono. ABOVE



Dann Zinke | 2005

Gilber (75) and Norene Zinke, Dann and Katherine Zinke, TJ (07), Meredith, and Malachi Zinke.

Jordan Foxwell | 2006

BELOW, L-R: Jesse Berg (91), Chris Gately (06), Isaac Pettit (06), Philip Berg (93), Scott Soltau (74), Marisa Foxwell Duttweiler (09), Martha Foxwell Berg (66), Gaius Berg (65), Alanna Foxwell (02), Lora Christaberry Foxwell, Jordan Foxwell, Anda Foxwell, Philip Foxwell (75), Andrew Berg (95), Tyler Foxwell (04), Josiah Pettit (06), Ethan Pettit (former staff), Linda Foxwell Pettit (70), Mary Foxwell Loeks (64), John Young (00), Lydia Young (00), Nelle Pettit Potter, Ryan Potter... and assorted offspring.



Stephanie Hino Chun | 2008

Samuel Chun (born February 2018) traveled from South Hamilton, MA to spend 2 weeks with the Chun family and grandma, Jean Hino (CAJ Elementary principal). Stephanie works for GR Home Team with Keller Williams Realty Grand Rapids. Her husband owns Sin Republic Hair Salons in Grand Rapids. Mariya Hino Kim (06) is a stay at home mom while her husband is attending Gordon Conwell Theological Seminary.

Nanae Ohki (08), Stephanie Hino Chun and Kelsey Masuda Bock (08) also got together in Grand Rapids, Michigan in July.



Dr. Tom McGlothlin | FACULTY

Dr. Tom McGlothlin, CAJ's Academic Counselor, Bible teacher, and Bible department chair, has recently been awarded the 2019 Manfred Lautenschlaeger Award for Theological Promise for his book *Resurrection as Salvation: Development and Conflict in Pre-Nicene Paulinism*, published by Cambridge University Press in 2018.



Kayla Kornegay | 2012

Kayla Kornegay is assisting a Pioneers team in SE Asia for 9 months. She will be starting a pre-school for missionary kids, and helping with a cafe and community health program. She's also engaged to be married in summer 2019.

Danae Johnston & Jackson Schenk | 2014

BELOW, L-R: Lis Johnston (former staff), Kelsey Maiko Bock (08), Rachael Willson (13), Lauren Willson(11), Stephen Willson (current Facilities Manager), Caitlin Willson (16), Jacquie DeBoer Willson (84)(current SSS Director), Helen Ryttersgaard (former staff), Jackson Schenk, Danae Johnston Schenk (14), Cal Johnston (85), Joan Johnston (former staff), Les Johnston (former staff) Makenan Johnston (16), Curt Johnston (86), Shana Johnston (88), Jonathan Wood (06)



2019 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