

# CAJ Chronicle

Christian Academy in Japan

Fall/Winter 2019



Equipping to  
**SERVE**







## CHRONICLE

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# Message from Head of School

**W**e seem to talk a lot about service at CAJ. After all, we have banners, bulletin boards, and icons all describing our vision: *equipping students to serve Japan and the world for Christ*. However, without practical opportunities to practice service, we could end up with lofty ideals but no substance. Our students need to learn both why they should serve and how they should serve.

We've probably all seen examples of service gone bad: service that is rooted in pride and superiority, service done out of a misbegotten sense of duty, or service to impress others. Furthermore, we do not need to look far to witness service done from pure motives, but without appropriate knowledge and understanding, resulting in a worse mess than existed before.

We need our students to serve with a deep understanding of our core values. They must know the truth about their own motives, as well as the needs of those they desire to serve. They must have a sincere love and respect for those they serve; we are not trying to make them into our image, because we recognize and honor the image of God in them. We serve through building relationships, because we value community, community that transcends cultural and national borders, as well as community built among classmates or teammates.

To be fully equipped to serve, students need to learn skills that people will need in the 21st Century: science, technology, engineering, mathematics (STEM) as well as research, writing, collaboration, and innovation. They will need to learn about cultures, geography and biblical principles. They will also need multiple opportunities to practice a wide variety of serving strategies and methods. They will need role models who live out what it means to serve out of hearts that love God and love people.

In this service issue of the Chronicle, you will find examples of some of the forms that service at CAJ takes.

Anda Foxwell, Head of School





# service SNAPSHOTS

There are many stories in the Bible of Jesus seeing people and having compassion on them. Through serving others in Japan, we are training our students to be like Christ.



**Seventh graders** demonstrate service by sharing food with other CAJ staff and community members. We discuss how they can use cooking skills to bless others, applying service into their own lives. Here, they are learning how to make yeast dough for pizza.

CAJ has recently started partnering with Second Harvest Japan's "Adopt a Family" project. **Middle school students** prepare boxes of food for families living in poverty which Second Harvest delivers to those in need. Additionally, we include notes of encouragement and pray for the families.



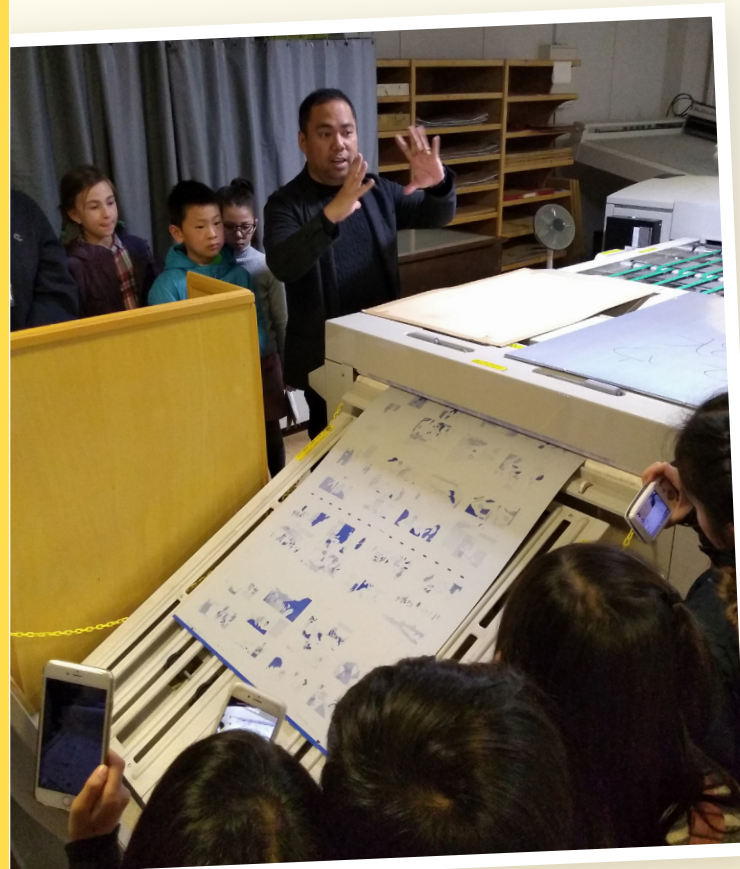
Each fall, the **first graders** study healthy eating and all bring in various fruits to make nutritious smoothies! They intentionally make extra to then go around and share with CAJ staff members.



**Middle school** students have been partnering with Dr. Mark Bennett to serve at the Sidewalk Chapel which ministers to the homeless in Yoyogi-Koen by providing a worship service and a meal. Small groups of students travel down and help the missionaries with setting up the tables and serving food and drink. Students worship with the homeless people that come, interact with them and also help distribute the meals and clean up.

Each year the students in **3rd grade** study China and hold a fundraiser for the printing of Chinese Bibles. The students are sponsored with either one-time donations or an amount for every verse they memorize of 1 Corinthians 13. The class then visits New Life Ministries to donate the money, and see how Bibles and Messiah Manga are made.

Last year 15 out of 21 students memorized the entire chapter, and students raised ¥248,331 which provided for the printing of about 993 Chinese Bibles. More than 50 people were involved in the third grade fundraiser and were blessed to not only be able to help provide the Word of God for others but also to be able to commit 1 Corinthians 13 to memory.





# Teaching for Transformation

DAVID MARSHALL, DIRECTOR OF TEACHING AND LEARNING


CAJ has a reason for existing. We aim to *equip students to serve Japan and the world for Christ*. What does this look like?

To bring Christ into our classrooms, we need two important ingredients: capable teachers who see their service as their way to follow the Lord Jesus, and a curriculum that connects all that we do to the God who made us. The curriculum at CAJ needs to be a program of learning that highlights the needs of the world and provides ways for our students to be a part of meeting those needs.

Over many years, CAJ has invested in training our staff to use a number of approaches to connecting Christian teaching and thought to the educational processes of our school. Students from the more recent past will remember CFRR, which stands for Creation, Fall, Redemption, and Restoration. This is a helpful way of remembering the main points of the Bible story, and a convenient means by which anyone can connect the truths they are studying to this grand narrative of history.

At present, CAJ is undertaking teacher training in a program called Teaching for Transformation that builds on the CFRR framework of understanding the Biblical story. The aim of this program, which comes from the Prairie Centre for Christian Education in Alberta, Canada, is to give teachers a range of tools that they can use from the beginning of the year to connect all they do to the story of the Bible.

Training is still underway. Teachers are learning about four pieces of the **Teaching for Transformation** package. Current students and their parents will have heard some of these, and will be hearing more as the teachers complete their training.

Our intent at CAJ is that our students will be able to look at what they learn over a week, or a month, or a year, and see that it all helps them to be better servants of Jesus. We look forward to hearing what our graduates do with what they have been taught. We invite you all to keep us informed of ways that you are serving in the world. 

- 1. Deep Hope** is the term used to describe the vision for each class or course that we teach. Teachers describe what they would like students to be thinking and doing by the end of their time in that class.
- 2. Storyline** summarizes the path of learning that students will take throughout the year.
- 3. Throughlines** are ways to describe several Biblical themes that occur regularly in our curriculum from kindergarten to grade twelve.
- 4. Formation Learning Experiences** (FLEx for short) are larger, focussed activities that occur once or twice a year that aim to bring the first three pieces together and help students reach the end goals described in the deep hopes of each class.

#### Here are some examples:

- Our kindergarten is focussing on wonder at what God has done. Each Wednesday, they are having a time of wonder and amazement by looking at the different things they have learned.
- Our seventh grade teachers have teamed up to have a common theme that runs through their curriculum focussing on three words: explore, discover, respond. By applying this theme, students contribute to building our community for the good of those around them.
- Our tenth graders are learning to see their stories as part of God's story, through reading other people's stories and then writing their own.







# ALUMNI ON STAFF

**For** some people, their time at CAJ is short—just a few years, but for others, it is a life-long journey. Here at CAJ we are blessed to have a large number of alumni on staff. We recently asked these staff members about CAJ, what brought them back, and what changes they have noticed about CAJ and the area of Higashikurume over the years. This article brings together the different responses to give you a snapshot of their experiences.

*The teachers and my experience at CAJ is what brought me back. I had such a good experience and had teachers who made such an impact on my life, I have always wanted to come back to this place. Originally, though, it was only going to be for 2 years. I've been here for 23 years now!*

**Tanya Hall 1982-89**  
High School Principal



There are many reasons why alumni choose to come back and work at CAJ. Some alumni had opportunities come up at just the right time. Some came back for what they thought would be just a short time, or just a small role, and ending up staying long, and contributing in major ways. There seems to be an overall sense of God's calling on people to be in this place at this time.

Many changes have occurred at CAJ, and in the surrounding areas over the years. One of the most noticeable of these is a change in the demographics here at school. Previously, the missionary community used to be mainly from the USA, and the school population reflected that. Today, with missionary families from all over the world, particularly from Korea, and with higher demand from local families, the demographics are shifting. An increased number of students have grown up in multilingual and multicultural environments.



*As a student I saw that the teachers were working hard for the students. As a staff member, I still see that. However I can see that more clearly and understand the effort and methods that are used to help students achieve excellence.*

**YooRan Rudd 1996-99**  
High School Mathematics Teacher

*I never knew how much teachers had to work! In all honesty though, I think I appreciate CAJ more as a staff member. As a kid, I thought all schools were like this, but after working in other schools and seeing that not all schools have dedicated teachers and caring administrators, I'm even more grateful to be able to work here.*

**Julie Johnson 1993-2006**  
Grade 1 Teacher, Elementary School Head Teacher



*CAJ has taught me to love all kinds of people, though they may be quite different, and to value and cherish those I have this privilege of living life with!*

**Jamie Matsuoka (Lucas) 1984-87**  
Grade 6, English as an Additional Language Teacher, Community Relations



From a time where computers played no part in schooling, this has changed to the point where classroom life involves the internet, email, and one-to-one Chromebooks for many year levels. Alumni noted that there now more choice in subjects, and more support for college applications. There is no longer a dormitory at CAJ. Nowadays, students who live further away are housed with host families. It is more common to have students transfer here in middle or high school than in the past, when almost all students came to CAJ for their entire schooling.



*CAJ has taught me to serve and do whatever I can to make a positive difference in the lives of those around me.*

**Steve Hall 1976-88**  
High School Physical Education Teacher, Athletics Director

*So many of my teachers were passionate about beauty and their passion was contagious. They pushed and challenged me in areas that I thought I could not grow in. I look back at some of the things my classmates and I accomplished and produced with profound amazement. These same teachers gave me a taste of God's good creation and opened my eyes to the beauty, diversity, and creativity that exists in this world we live in and are called to care for. Appreciating and participating in literature and the fine arts has followed me far past the doors of graduation and for that I am so grateful to CAJ for giving me such a precious gift of finding and expressing this beauty wherever I go.*

**Linnea McGlothlin 1988-2000**  
Grade 6 Bible, Science, Publications



Some things, however, have not changed. Alumni spoke fondly of some of the long standing teachers and the feeling of community that were constants in the fabric of CAJ, as well as the practical help and support that the CAJ community has provided, even down to things like packing, cleaning and moving furniture.



*At college I realized how well CAJ prepared me for public speaking. This proved beneficial in that God has opened doors of opportunity for preaching and sharing His word in various venues.*

**Victor Eby 1995-2007**  
Grade 3 Teacher

If you're wondering what education at CAJ is really all about, this quote should leave no doubt as to the role and calling that we have here in Japan.

"As an adult, I can look back and see how God used this school, the teachers and my friends to bring me closer to Him. CAJ taught me about God. I come from a non Christian home. What I knew about who God was and His love for me was taught to me at school. That is the biggest gift. I just hope that I can do the same for a student." ~Tanya Hall 🙏





# Life, Love & Relationship

SUNDAY MESSAGE • THAILAND SENIOR TRIP • TOM MCGLOTHLIN  
BIBLE DEPARTMENT HEAD AND ACADEMIC COUNSELOR

I came to Thailand with the seniors for the first time in 2008. The Maekok River Village Resort (MRVR) was then on the other side of the river, in the town. But when I returned in 2009, it had moved to this new location. The buildings were here, but the grounds were mainly just dirt.

The next time I would come was 2017. As I was getting ready, Mr. Potter told me I would be amazed by the transformation: “Back then, the MRVR was a lot of dirt. Now, it’s like a Garden of Eden—trees, flowers, birds!” And he was right. It is amazing! But what’s stuck with me is that he said it’s like the Garden of Eden. I had never really had an image in my mind of the Garden of Eden, but this must be pretty close.

What am I seeing that makes me think that? It’s life! It’s the amazing life that’s just bursting

forth in the early morning here at the MRVR. Today, I want to connect this theme of life and flourishing with the theme of love, and connect both themes to something that’s really intense on the Thailand trip: relationships. Not only the relationships with your classmates, but also the relationships we’re building with the people we’re meeting here in Thailand.

Let’s begin by looking at 1 John 4:7-21. It’s easy to see that there are some key, recurring, and connected themes: love, life, loving one another. We can see from this passage that “God is love” (4:8). We can see that love has something to do with giving and life, for how does God show his love among us? He sent his one and only Son into the world, that we might live through him (4:9). He sent his Son as an atoning sacrifice for our sins (4:10). God

is sending, giving, and somehow that is connected to love and life. John also repeatedly emphasizes that we are to love one another (4:7, 4:11, 4:20-21).

But I want to pause and ask what exactly John means when he says that “God is love.” This is a striking claim. We have to be very careful in approaching this question, because we might fall into the trap of thinking that love is a *response* to a problem, that love is a strategy for *fixing* something. In fact, this passage read in isolation might lead us toward this trap, because some of the examples of love given here are responses to problems. God sending his Son as an atoning sacrifice for our sins, for example.

But is that fundamentally what John means when he says “God is love”? I want to argue that it’s not. I want to argue that, to understand what John means when he says “God is love,” we need to look at what John says about who God is. If God is love, we must start with God in order to understand love. And to do that, let’s turn to the gospel of John.

There we find this key hint about the nature of love: “The Father loves the Son and has placed everything in his hands” (John 3:35). The Father loves the Son and therefore, what? Has great feelings about him? No. He has placed everything in his hands. Here we have within the Father-Son relationship that same dynamic of giving and sending that we already saw in God’s response to sin. A little later, Jesus returns to this theme of giving between Father and Son: “For as the Father has life in himself, so he has *granted*

the Son also to have life in himself” (John 5:26). The Father has something life—in himself—and he gives that so completely that it is something the Son has *in himself*. And as Jesus approaches his death, we learn that the relationship of giving between Father and Son goes both directions: “Father, the hour has come. Glorify your Son, that your Son may glorify you” (John 17:1). There is a mutual giving and receiving within the Trinity.

This means that love is not fundamentally a response to sin. There is no sin within the Trinity that needs to be patched up or fixed with love. It is not even a response to a lack, as if the Son gives glory to the Father because the Father is somehow short on glory. No, love is what it means to live in a flourishing relationship.

The relationships within the Trinity of giving and receiving in love are, in turn, reflected in God’s relationship with us and in our relationships with one another. We’ve already seen this in 1 John 4, but I think we can also see this in the famous stories from the Garden of Eden. We see these relationships of giving and receiving as God shares with humans his role as ruler over creation, and as Adam and Eve share with each other in the work and joy of that task.

And yet. It has gone wrong, hasn’t it? How can a relationship of giving and receiving go wrong? To consider this, we need to think about what the opposite of a relationship of giving and receiving is.







In a giving and receiving relationship, you have something that's being transferred, but it's being transferred through the will of the giver to benefit to receiver, and the will of the receiver to receive it with joy. Think about a gift that you give at Christmas. You pick it out because you believe that it will bring joy and flourishing to the recipient. When you give it to them, it transfers from you to them. Ideally, they receive it that way. And, ideally, there is a mutuality here, where they give and you receive, and your relationship is strengthened through that.

But how can this go wrong? The opposite of a giving and receiving relationship is a relationship of taking and losing. The object still transfers, but not because one person gave and another received. Rather, it transfers because one person took and the other person lost.

I think we can see this happen in our relationship with God. Consider the moment the serpent convinced Adam and Eve to eat from the tree of the knowledge of good and evil. What is the serpent's temptation?

"You will not certainly die. For God knows that ... you will be like God" (Genesis 3:4-5). What's the serpent saying? God does not have your best interests at heart. God is not in a giving and receiving relationship with you. You should suspect that God is jealously keeping something good from you.

And what's their response? "When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it" (Genesis 3:6). The serpent had told them that eating would make them like God, and likeness to God is a good thing! God created us in this likeness (Genesis 1:26),

and God frequently calls us to this likeness. We also read that Eve saw that the fruit was desirable for gaining wisdom—another good thing that God calls us to pursue! And yet we grabbed for wisdom and likeness to God. We wanted to take these gifts on our own terms rather than receive them from God. We are like children who take and open early a gift that was to be received at Christmas.

Having turned our relationship with God into one where we try to take rather than receive from God, we do the same in all our relationships. Just read further in Genesis to see this clearly, or look around—or at yourself. As we've discussed in *The Screwtape Letters*, we are so often in relationships of taking rather than relationships of giving. We take from, use, and exploit others for our own benefit. And when they no longer give us what we want, we cast them aside.

What is God's response to this? We've already seen how 1 John talks about this, but I want to turn to Philippians to show you how God's response is the opposite of ours.

Paul writes that Christ "did not consider equality with God something to be grasped" (2:6). The NIV actually translates this as "something to be used for his own advantage," but really the word is about grabbing, holding, and taking. I think it's an amazing contrast to Adam and Eve. In the Garden, we sought to grasp, and we continue to do that to this day. Christ was equal with God, but he didn't consider that equality something to be grasped. Christ humbled himself, giving obedience even unto death on a cross (2:8), and God therefore gave him the name that is above every name (2:9).

And here we see what 1 John is talking about. What is God's response to our taking, to our rejection of his gift? It's to give all the more. To give his very own self. 1 John repeats this over and over again. We love only because he first loved us and gave himself for us (4:19). And that act of giving invites us into a renewed relationship with God. But God doesn't just *invite* us; God also *empowers* us to re-enter this relationship by giving us the Holy Spirit. As John said, "This is how we know that we live in him and he in us: He has given us of his Spirit" (1 John 4:13). And as Paul said, connecting this Spirit to love: "God's love has been poured out into our hearts through the Holy Spirit, who has been *given* to us" (Romans 5:5).

What does this have to do with our time in Thailand? A lot of that might have seemed abstract. What does this have to do with this week?

Two things, I think. First, it gives us a framework for thinking about relationships with classmates. What I've been arguing is that relationships of love, of giving and receiving, are fundamental to life. Not just because you and I need them for our own personal needs, but because that's what the Trinity

is, and we reflect that in some way. So, when you are with your classmates, cherish this opportunity to build relationships of giving and receiving, rather than competing, winning, losing, taking.

Second, and perhaps more importantly, it gives us a framework for thinking about the relationships we're building with the people we meet here in Thailand. Fundamentally, we are here for relationships, and this is really important to see, because there's a danger. We're here for a very short time. We interact with people here only glancingly. It's not a long relationship. Moreover, we're interacting with people here in a context in which it's easy for us to feel like we're fixing their problems. That's why I emphasize that love is not fundamentally a response to the fall. Love is not fundamentally fixing problems. Love is fundamentally relationships of mutual giving and receiving for flourishing. We're not here to fix problems in Thailand. There are problems, of course, and *part* of our giving is helping with the problems that the people here have asked us to walk alongside them with. But we're certainly not here to fix people. We're here to give so that they might receive, and to build that relationship. And we are also here to receive, as *they* give, to build that same relationship. It's in this relationship of love, of mutual giving and receiving, that we can all flourish. That's what I want you to remember this week. 🙏



Tom McGlothlin, JuShin Kim, Shani Mutenda and Damon Ealey





## The culmination

of our service learning at CAJ is the Thailand trip our seniors take every spring as part of the SWOW (School Without Walls) curriculum. We work together with a local organization to provide our seniors with a partnership with a local Hill Tribe Village school. Our senior students work together on a building project that will help provide educational services to the under-served students who attend there. Some of these projects have included laying foundations for a nursery school, a special education center, dormitories, libraries, and computer rooms. Through hard, physical labor and playing with the local children, our students learn more of what it means to take their service beyond the borders of Japan and out into the world.

# service SNAPSHOTS



# ages and stages



**At CAJ** we have professional staff willing and able to nurture the educational, emotional, spiritual and social aspects of children's education from kindergarten right through to preparation for College. Having such a diverse student population calls for strategies suited to each age and stage of development. We asked the principals what Christ centred Global education looks like at different ages and stages.

## Jean Hino, Elementary School Principal

Here in the Elementary School we have 140 students ages 5-11. There are 12 classroom teachers but some of them also teach EAL (English as an Additional Language), art, Language arts or math.

On top of this, we have specialist teachers for Japanese, PE, general music, choir and band.

Some of our students take private string instrument lessons. We also have a guidance counselor for elementary. The speech and language specialist is also in the kindergarten classroom everyday and we have a resource teacher who helps in all 1st through 5th grade classrooms.



### What is unique to your stage of schooling and child development?

We are the first experience that many of these students have in formal schooling and so we want to continue to develop their natural curiosity. Children are born with a desire to learn about their world. We want to help them in making connections between God, themselves and their world.

### How do you build on the foundations laid by the previous stage of the children's development?

Children come to CAJ with a wide variety of backgrounds. Some have been in preschool programs since they were 2 years old. Some have been in Japanese programs and some in English programs. Some children have not attended any formal preschool program. We encourage parents to spend time playing with and reading to their child. Children need lots of time to play in the early years to help them prepare for school. It is not necessary to teach a child how to write before entering kindergarten, but giving opportunities to draw with markers and crayons is very important. One of the most important things parents can do is to read to

their child in their home language and talk about the books they read.

### What special events do you run, and how do these benefit students?

We have chapel twice a month. Chapel allows time for classes to share with all of the elementary students from the bible, lead in worship or share about student objectives.

Each class has various field trips that support the curriculum. Some of the field trips include the local fire department, two different aquariums, Ueno natural science museum, Tama Zoo, Koganei Park and the recycling plant in Higashikurume. We also have two bigger events. The first and ninth graders go to Ueno Zoo together and the fifth graders go on a camping trip in the fall.

This year we started cross grade teams to build community not only in the classroom but throughout the elementary school. The teams will have lunch together once a month, sit together at chapel once a month and have a group activity once a month. Our final activity will be field day in May. This is new, but the students seem to be excited about working



with students outside of their grade. We also anticipate that this will give the 5th graders opportunities to be positive role models and begin developing leadership skills.

**How do you prepare students for the next stage of their schooling or life?**

One of the basics is that we teach students to read and write and learn in English. We also spend time helping students learn how to collaborate and communicate with peers

## Winnie Langelaar, Middle School Principal

Middle School consists of grades 6, 7 & 8. The ages of the students range from 11 - 15 years old. Currently we have 38 students in grade 6, 43 in grade 7, 42 in grade 8. There are 28 teachers teaching either full or part time.

**What is unique to your stage of schooling and child development?**

Middle School students are beginning to branch out and explore who they are and what they are good at. They begin to want to spend more time with their friends and sometimes begin to test what their parents want them to do.

**How do you build on the foundations laid by the previous stage of schooling?**

and adults. This foundation allows students to move successfully into Middle School.

**What do you enjoy most about the Elementary School years?**

Students in the elementary grades generally come to school excited to learn. They have lots of questions about the world they live in and we get to help them explore and discover their place in God's world.

We want to continue to equip our students to serve. Many of the skills and habits they have developed in Elementary School continue in Middle School. In Middle School we encourage students to begin taking more responsibility for their own learning and advocating for themselves when they need help. If they do not understand a concept or idea, we encourage students to ask the teacher for clarification.

In Middle School, we delve into content at a deeper, more abstract level, prompting students to think beyond the obvious. We continue to work on ways in which we can serve in the community with our outreach program and the relationships we have built over the years with our neighboring schools.



**What special events do you run, and how do these benefit students?**

Our Grade 6 students partner with the Gakugei school for students with special needs. We visit their school and they come to visit us. Our interactions include introductions and playing games.

Four times a year, we have a 'Wall of Honor' celebration, where students nominate their fellow students for one of twelve characteristics (collaboration, courage, diligence, encouragement, humility, integrity, joyfulness, kindness, leadership, perseverance, service, witnessing) describing evidence of how the student demonstrated this trait. On 'Wall of Honor Day', we read a description of each student, and they put their handprint on the wall, with their name, the date, and the characteristic by their handprint. This wall of handprints is a lasting reminder of ways Middle School students develop wonderful character traits.

We also have special Science showcase events: Egg drop in Grade 6, Physics Olympics in Grade 7, and Science Expo in Grade 8.

At the end of Grade 8, all students participate in their Encapsulating Extravaganza (E2), the culminating event for our students at the end of their Middle School education. Students demonstrate their learning during their middle school years, reflecting on their content and skills. Each student

describes their learning to a staff member.

Each of the three Middle School grades go on a hike. The hikes become progressively more difficult, and prepare our students in a graduated way for some of the more strenuous hiking they will encounter in high school.

All these events give our students the opportunity to encourage each other or to serve others who may be less fortunate or have different sorts of gifting.

**How do you prepare students for the next stage of their schooling or life?**

We work on study skills and independence in students' learning. We encourage students to complete their homework on time, to work on advocating for themselves rather than relying on parents to advocate for them. Our students work on presentation skills, focusing on how to put together engaging presentations, speak well in public settings and respond to the prompt adequately. We emphasize independence and responsibility.

**What do you enjoy most about your area of the school?**

Students in Middle School are fun. They have their quirks and sometimes this can be a time of changeable emotions, but when they catch on to an idea or are exceptionally kind to a student who is struggling, it is a joy to see.







## Tanya Hall, High School Principal

We have 180 students, ranging from 14-19 years old. Our staff consists of 31 teachers: 16 are full time High School teachers and 15 also teach classes in other areas of the school.

### What is unique to your stage of schooling and child development?

I believe that what is unique about high school is that students are beginning to discover who they are, and this journey involves the emergence of higher level thinking and deeper analysis. Students explore deeply and are ready to engage in discussions, debate, and selection and development of their own passions and interests.

### How do you build on the foundations laid by the previous stage of schooling? How do you prepare students for the next stage of their life?

In the previous stage, students are acquiring much of the base knowledge necessary to critically assess and analyze various topics. At the high school level, students build on that foundation and begin to apply, synthesize and create. They become owners and leaders in their own learning experience rather than receivers of information. They engage with both the teacher and the learning process, and begin to make choices about what they learn and how they will learn it. This prepares them for the next stage in their life where they will have less support and more independence and responsibility in all areas of their life. Whether they go to university, take a gap year or begin working right out of high school, we want them to feel confident that the skills and knowledge they have been equipped with in high school will help them live the next stage of their lives to the fullest.

### What special events do you run, and how do these benefit students?

Developing leadership skills is one of the main emphases of School Without Walls (SWOW) that is held in October. 9th graders stay in the Tokyo area learning various aspects of leadership through different activities led by our staff. 10th graders have similar activities held at Yamanaka, particularly emphasizing environmental stewardship, and the 11th graders test their leadership skills as they work together to survive and thrive on 'Wilderness Camp'. All of these not only help the students bond together as a class, make special memories, but also give them a chance to step out of the classroom and learn in

a completely different environment, discovering new things that they may not have known about themselves.

### What do you enjoy most about your area of the school?

I enjoy seeing excellent teachers passionate about student learning. Our staff go above and beyond the bounds of duty to see students excel. Our students are going to schools all over the world because they are willing to make choices that best suit their learning style and educational experience. I also enjoy how we as teachers collaborate to create experiences that extend beyond the classroom. 🌍





# PLANS come together

BRYAN LEWIS, BUSINESS MANAGER



**CAJ** has fantastic facilities that serve us well. However, as outlined in our last edition, our master planning, which commenced in 2017, has recognized the need to begin renewal. Along with this, we have identified areas where improvements can be made, all aimed at enhancing educational outcomes and fulfilling our mission.

Can you believe our current cafeteria was built in 1965? After nearly 55 years it is time for renewal of one of the oldest buildings on campus.

**SOLUTION:** A new cafeteria and kitchen.

The current size of the dining hall has recently meant that students in each school section need to be in and out in 20 minutes for lunch.

**SOLUTION:** A dining hall nearly twice the size.

With changes in enrolments, changing teaching methods, and a vibrant CAJ family, the need has arisen for a more accessible

multi-purpose learning and community space.

**SOLUTION:** A kitchen with shutters which allows the dining space to be used productively for other activities outside of the lunch period, and a well-positioned kiosk to facilitate regular hospitality activities, concessions, and perhaps a coffee for those enjoying our beautiful courtyard.

Our music department continues to grow and produce amazingly talented musicians. Our Band now consists of around 60 students, more than the current band room was designed for, and numerous music activities compete for limited space.

**SOLUTION:** A new larger band room with better acoustics, to accommodate larger groups, improve storage and ease timetable pressure across the diverse music program.

We have a fantastic, well utilized gymnasium, recently equipped with a new floor, however there is also significant pressure on the availability of this resource for all from K-12.

**SOLUTION:** A new Elementary Physical Education space, well positioned to allow for direct access to the sporting field.

This leads us to our sporting fields, courts and playground facilities. Many achievements have occurred on these resources, and much fun has been had, along with a few grazed knees and bumps and bruises from the hard surfaces. The need for renewal, upgrading, and a full-size playing surface is recognized, and exciting possibilities have been identified to achieve this as a result of the cafeteria redevelopment.

**SOLUTION:** Reposition the cafeteria to allow for the construction of a regulation size modern artificial turf field, with new playgrounds and landscaping.

All this will begin to come to fruition with the construction of a new two-level building, commencing in 2020 to be ready by the commencement of the 2021/22 school year. The field and play facilities upgrade is planned to commence shortly afterward.

We have the capacity to borrow for the new building. The timing of the completion of the play facilities will rely on the generosity of our community, past and present. We are confident that with continued prayer, planning, and support from our many friends and stakeholders, that these first two stages of our renewal plans will be completed in a timely way and bring many benefits to the CAJ community for years to come. This will continue the vision of the many that have gone before; to see God glorified in Japan and the world, through the equipping of our students.

If you would like to discuss ways to support the school in this or other endeavors, you are always welcome to contact the Business Manager at [blewis@caj.ac.jp](mailto:blewis@caj.ac.jp) or go to the [Giving Tab](#) on our website. Donations are tax deductible.





C.A.J. ARCHIVES

# Christian Academy in Japan Alumni News

No. 1

November, 1966

Dear Alumni,

It is a privilege to send personal greetings to you who are so frequently in our thoughts and prayers, and we do hope that you will take an active interest in the recently formed alumni association. As we reminisce over the brief history of CAJ we are gratified and encouraged by the good reports of your varied lives all over the world. Your lives have changed much since you left the confines of Kurume. CAJ, too, has changed since you departed. Our enrollment has swelled to 420, our faculty and curriculum have expanded, we are the defending champions in our basketball league, and four new buildings were erected last year. The change in facilities is most striking.

Nevertheless, the purpose and emphases of your alma mater remain unchanged. We continue to endeavor to provide the finest Christian education possible for our students, praying that the Lord will bless our efforts and bring glory to Himself, through the lives of our students and graduates. May His richest blessings be yours now and always.

Martin Essenburg  
Headmaster



Dining Hall  
Completed in August



Administration and Elementary  
Building, Completed in February

## do you remember...

- The old gym
- Mr and Mrs Shimizu and their old store  
(NOTE: as of September 2019, this is now a rice store, without the snacks that have been so popular over the years)
- TV broadcasting elective in grade 5
- Music lessons
- Dottie Mawhorter's library bunny
- Productions of: *Annie*, *The Sound of Music*, *Fiddler on the Roof*, *The Music Man*
- Dead frogs on the road after a big rain
- Thrift shop with movies or talent shows to finish
- Band and cheerleading for the basketball games
- Cross country running
- Lockers in the Home Ec hallway
- Middle School classes in the mini-gym during a building project.
- An arrow stuck in the ceiling of the old gym
- Mr Donuts  
(this also closed earlier in 2019)
- The blue flour mill
- 'Michael Jackson' visiting CAJ?
- These 40 Years celebration

# CAJ alumni



# CRUISE

Join Us for a 10 Night Southern Caribbean Cruise  
On the *Serenade of the Seas* • **February 21-March 2, 2020**

**ITINERARY OVERVIEW** (ITINERARY SUBJECT TO CHANGE WITHOUT NOTICE AS CONDITIONS WARRANT)

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| Day 1 - Fort Lauderdale, Florida     | Day 6 - St. John's, Antigua           |
| Day 2 - Cruising                     | Day 7 - Basseterre, St. Kitts & Nevis |
| Day 3 - Labadee, Haiti               | Day 8 - Philipsburg, St. Maarten      |
| Day 4 - San Juan, Puerto Rico        | Day 9 - 10 - Cruising                 |
| Day 5 - Charlotte Amalie, St. Thomas | Day 11 - Fort Lauderdale, Florida     |

## GROUP PRICES

- Interior Stateroom - \$995.51 per person
- Ocean View Stateroom - \$1055.51 per person
- Ocean View Balcony Stateroom - \$1415.51 per person

Prices include the current taxes & fees and are based on double occupancy. Taxes and fees are subject to change up till sailing.

\*\*\*Lower NON-Refundable deposit fares may be available at the time of booking\*\*\*

Additional information is available at: [spark.adobe.com/page/gLxeDtByP7deL/](https://spark.adobe.com/page/gLxeDtByP7deL/)

For Questions or to Make Your Reservation Contact:

**Paula at Travel Design** • [Paula-TravelDesign@outlook.com](mailto:Paula-TravelDesign@outlook.com) • 509-922-4354 (Pacific Time Zone)

Your CAJ Group Contact: **Barbie (Weber) Burrage class of '69** • [Barbie.44@comcast.net](mailto:Barbie.44@comcast.net)



# 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.

## Richard Prout | 1967

Richard writes... Ric Prout and Lena Chang made it through their first year of retirement without murdering each other. Actually, we have found out that we kind of like each other.

## Stephen Carrell | 1968

Stephen retired from Japan as a full-time missionary for the Church of Christ in July, 2017. He remarried in June, 2018 to Theresa Jones. We now live in Bald Knob, Arkansas. Stephen's son, Matt Carrell and his family now live in Japan, where Matt's wife, Schivon (Shi), currently teaches in the elementary program at CAJ.

## Steve Shenk | 1969

Steve is teaching nearly full-time in an intensive English program for immigrants and international students who want to enter an American college or university.

## Ruthy Kanagy | 1970



Ruthy is the author of the book, "Living Abroad: Japan" (2017, Avalon Travel Publishers) and leads bicycle tours for small groups of cyclists to Japan

every year. Her website is [japancyclotours.com](http://japancyclotours.com). The next tour is to Hokkaido in July 2020.

Her two daughters and grandsons live in NYC. Ruthy enjoys hiking, walking, cycling, gardening in Eugene, Oregon and is writing a memoir about growing up between worlds.

## Ronald Moe | 1971

Ron is working on a new lexicon of NT Greek. The target audience is Bible translators and pastors around the world who need free Bible study resources.

## Anne Ediger 1971

Anne has co-authored a 4-volume series on ESL Grammar, published in 2014-2016, entitled Elements of Success: Grammar for Language Learning. New York: Oxford University Press.

## Miriam Campbell Gregory | 1975

Miriam and her husband live in Vancouver BC and continue in their insurance business. Miriam volunteers at church teaching English as a Second Language, in a ladies Bible study and as part of the food team, and plays Scrabble at competitive tournaments. Her husband works as a notary public. Their 4 children are grown and the youngest is married.

## Esther Grisenthwaite Chisholm | 1978

Esther is teaching Computer Skills at the Royal National College for the Blind (RNC) in the UK.

## Jeanne Mawhorter Stewart | 1978

My husband, Chris Stewart and I are currently living and working in Nassau, The Bahamas.

## Kathy Seat Laffoon | 1978

Kathy is teaching gifted English Language Arts at the middle school level. Her daughter is married and teaches ESL. Her son is in engineering school. Kathy and her husband, Tim, live in Liberty, Missouri.

## Lorne Kruse | 1983

Lorne attended CAJ for the 1979/80 year after attending school at JSVS in Kashiwazaki for 2 years. His experience at CAJ and the 3 years in Japan has been one that he looks back on fondly. Lorne and his wife have two girls who are in high school in the Vancouver area. He hopes to one day return to Japan to visit and perhaps one day meet CAJ peers.

## Mick FAMILY

The Mick family is now seventeen strong with Heather (1989), Heidi (1991), Hollie (1994) and Hannah (1997) their husbands and seven grandchildren. Rodney and Corliss write "We remember our time at CAJ fondly and pray for you often. We look forward to our LORD's soon return when we shall again be together with Him. For those of you who were in the 84-85 Ninth Grade Bible Class Remember: Grace is new every morning!"

## Robert Bouwman | 1985

Robert is working for an American dental instrument manufacturer in Tokyo as the director for the Asia Pacific region.

## Keith Lunak | 1986

Keith is working and performing with a Vaudeville revival house at Minnsky Theatre in Minneapolis. He has also been training at a fitness studio connected to the theatre. He writes "I graduated from the Burlesque program and am constantly working on learning new skills -including fire manipulation."

## Gordon Carlson 1988

Gordons resides in Hyogo-ken where he is an Associate Professor at Otemae University.

## Beth Hall Mueller 1989

Beth and her husband, Alex live in Germany and continue to serve with OM Ships International. Alex is the onshore director for the Hotel & Catering Services Division, and Beth is the Team Coordinator for the shore based team

in Germany. They have three children: their daughter is studying to be a midwife, their oldest son is on track to study international business and their youngest son still has a few years left of high school. Look up the Logos Hope Ship to see if she is in your area of the world.

## Daniel Cummings | 1996

Daniel and his wife Priscila, are in the process of returning from furlough back to Angola in Africa. They serve there as doctors in a mission hospital that is the only hospital with surgical services for an area with 500,000 people. Daniel writes that it is an honor to work with Angolan colleagues in loving their neighbors on Christ's behalf. There are lots of medical and even more non-medical opportunities to help if anyone is interested. Their blog is [familiacummings.blogspot.com](http://familiacummings.blogspot.com).

## David Tsubaas Trinkle | 2001

David is working as the director of Food Services at the Orlando Hospital. He is a university instructor and Ph.D Candidate

## Mary Trinkle Bodnar | 2003

Mary is working as a counselor for patients of addiction.

## Priscilla Probst | FORMER STAFF MEMBER

Priscilla's beloved husband, Dennis, passed away in March 2016, shortly after his diagnosis with cancer. It was a shock to all, but God has kept his promises, and Priscilla's children Rebecca, Deborah, Mark, and Susanna have two children each, and Priscilla's 8 grandchildren are filling her days with joy.

## Sydney Colvin | FORMER STAFF MEMBER

Sydney has been involved in BSF for 16 years and is enjoying wool applique and line dancing. She writes "Being retired and going at my own pace and with treasured friends is a real blessing! The longer I've been a Christian the more I love God and His Word."





**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](http://www.caj.ac.jp)**