

CAJ Chronicle

Christian Academy in Japan

Spring 2023

serving in
COMMUNITY





CHRONICLE

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Message from Head of School

Welcome to the latest edition of CAJ *Chronicle*! Our school theme this year has been “Together in Community” and it has been a delight to see the entire CAJ community come together afresh during the course of the year after the widespread disruption of the last several years. The good news is that the CAJ community is thriving, and you will read of many examples in the following pages of how this is the case. Our students are growing together and pursuing their common interests together. Our parents meet together and sacrificially work together to support



the school. Our maintenance team labors together so we can enjoy a beautiful and safe campus, and joins together with numerous groups to ensure we host successful events. And many are reaching out together to those beyond the CAJ community to serve those who are nearer, like our neighbors, the KBF congregation, and local Japanese schools, and those who are often further away, through School Support Services. Praise God for what is happening here, and please pray with me that the togetherness of the CAJ community continues to go from strength to strength.

David Mawhinney | HEAD OF SCHOOL

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SCHOOL SUPPORT SERVICES



serving
the wider
community

JACQUIE WILLSON | SSS Director

School Support Services (SSS) was established in 1983 to help meet the educational needs of families outside of CAJ's commuting area. Over the years, SSS has welcomed other families who desire the same Christ-centered academic help. Most families that are a part of SSS are homeschooling all subjects or sending their children to Japanese schools and providing English language education at home.

As a division of Christian Academy in Japan, SSS shares CAJ's commitment to equipping students to serve Japan and the world for Christ. Working within this vision we assist families in a variety of ways. SSS comes alongside families by providing resources such as library books and curriculum, educational consultancy and programs, and special events with

other homeschooling families, organizing occasions where homeschooling families can meet other like-minded families to provide opportunities for building community and continued connection and support.

Each family comes with unique educational goals, needs and challenges. Some need advice on how to transition

from one school setting to another or their home country. Others have children with special needs that require care and access to resources. Families with older children desire guidance and resources for college preparation. We are happy to lend a listening ear, to encourage and bear each other's burden. When we don't know the answer, we find others who do. Having access to our CAJ leadership, teachers and counselors gives SSS the professional assistance required to meet our families' educational and emotional needs. Connecting families to resources within and outside of CAJ is a way to employ the gifts God has given us to benefit one another.

In addition to assisting families, seven small Christian schools in Japan are affiliated with SSS to augment what they can offer their students. Our director has visited most of these schools, providing professional development and assisting some in their accreditation process. We have provided books for some of their libraries and opened opportunities for the heads of schools to interact to encourage mutual support. Some of our affiliated schools have been operating for many years while others are just getting off the ground. This cross-school engagement has created invaluable opportunities to learn from each other and to encourage and serve one another.

School Support Services is grateful that our work in SSS supports missionaries in Japan as they continue the Kingdom work that God has called them to. Many SSS students have moved on from homeschooling or from their affiliated school to become CAJ students, and we are thankful that we can be a launching pad for all students by preparing them for their next step, whether at CAJ or elsewhere. 🇺🇸





making friends

IN THE NEIGHBORHOOD

JEAN HINO | Elementary School Principal

EQUIPPING STUDENTS TO SERVE JAPAN AND THE WORLD FOR CHRIST is the CAJ vision. It is a privilege to introduce our students to local Japanese schools and provide opportunities for service. Our 8th graders have had the opportunity for more than 20 years to meet with the 5th graders from Dai-ni Shogakko, the elementary school across the street from the CAJ parking lot. A former teacher at Dai-ni reached out to CAJ, and although the teacher moved on, the tradition has continued of their students visiting CAJ for games, a tour, and some language exchange.



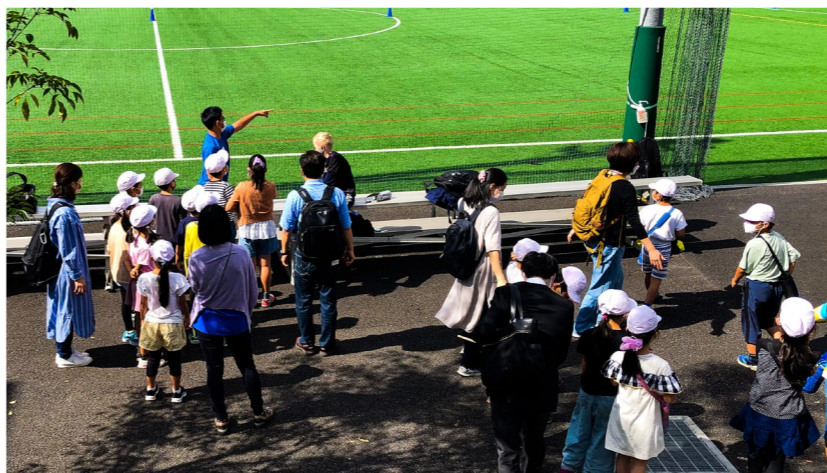
About 6 years ago, our elementary students also started a relationship with Dai-ni Shogakko. Their 2nd graders did a study of the local community and asked if they could come and visit our school. Our 2nd and 3rd grade Japanese classes met and shared with the 2nd graders from Dai-ni. Our students have given tours, explained about a day at CAJ, and shared some songs. This year Dai-ni 2nd graders invited our students to visit and learn about a day at a Japanese elementary school and some traditional Japanese games and crafts.

Aoyama Gakuin Elementary school has also been a school that some of our elementary students have visited for two weeks in June. A few of the English club students from Aoyama spent a day with our students in November.

In the last year the principal from Shinbori Shogakko in Niiza has also reached out to CAJ to build a "sister school" relationship. Their teachers

came for a tour of our school in August, during our staff work days. In September, our 5th graders were able to give tours to the 2nd graders from Shinbori. Our librarian, Mrs. Jamie Lath, was able to visit Shinbori in November and read to each of their 1st grade classes. We are planning to have an online language exchange in February with their 3rd grade students. Two of our students were able to attend Shinbori during their summer holidays. Shinbori is hopeful that more of our students will attend during the summer to continue our language and culture exchanges.

CAJ students and teachers are able to share a bit of a western, Christian education with the various students and teachers. Our hope is to continue to build positive relationships and help our students build confidence in speaking Japanese and sharing about themselves, our school, and Christ. 🙏





maintenance department

SERVING IN THE LOCAL COMMUNITY

OUR EDITOR recently met with Steve Willson, the current head of the maintenance team at CAJ, to ask about the role that the team plays in the school community. The current team consists of three full time and three part time members, including one person who looks after the school's security. There were a few things we wanted to know.

Tell us about the physical environment at CAJ. How does the school setting help students and teachers to be in community?

GARDENS

From the early days, CAJ has had gardeners, especially to look after the Japanese gardens which require specialist maintenance. Looking after and developing the gardens at CAJ is one of the core roles of the maintenance team. The school grounds and gardens are laid out with several functions in mind. Well designed gardens help

students to know the boundaries. Gardens must be both manageable and pleasant, and must fit the government guidelines for green areas within the school. Recently we have planted new cherry trees so that we are ready for the aging of our older cherry trees and have a succession plan in place.

GROUNDS

According to Steve, school grounds must be safe, inviting and conducive to students' learning. Raymond Partners, the

original architects, were aware of the influence that physical spaces have on community and from the early days they

designed buildings with benches for students to sit on. Since then, the maintenance team together with the CAJ community has been busy adding more seating, constructing three generations of picnic tables, built over 15 years. These picnic tables are portable so they can be used for events, allowing them to be moved to

create different spaces in different places. CAJ is in the fairly unique position of having three different schools within one physical space, so an important part of the grounds work is managing the areas for all students. Play structures are designed for all ages, so they are safe and fun for all.

The maintenance department is always very visible serving at community events. Tell us about your role with special events at CAJ.

The maintenance department is often called on to serve at events, both big and small. We have a facility request system to help with all events, even the smaller events like a class cooking activity, helping the teachers so they can concentrate on the kids' learning.

Student Council events are good examples of the need to talk through what's required for success – students may need help with what is required to host events. Considerations like tables, electricity, lighting and possible event themes are all discussed with the students in advance so they can run successful events.

Bigger events are a real team effort, with the PTA, fine arts department, sports department or other relevant departments all working together to provide great events, talking things through to ensure success right down to the small

Some of the major events that the maintenance team are involved in are concerts, graduation ceremonies and the Fall Festival and Bazaar.





Does the maintenance department do anything to serve the wider community outside the school?

Schools can be busy, noisy places and it's important to maintain good relationships with the people that live near the school. The maintenance team makes sure to protect our neighbors from school being a nuisance, building relationships and making sure that the school is a blessing to them. When we run events, we are mindful of the impact that they have on those who live close. We invite them to events and include them in our community where we can. Alongside the PTA, the maintenance staff distribute cookies to the neighbors every year.

Maintenance staff make sure that vehicles are coming and going in a courteous and safe manner, and when maintaining and cleaning the roads, we also remove the snow from the roads around the neighbors since we have the equipment.

A recent example of being good neighbors came with the construction of the new playing fields. One of the lights was inadvertently placed so that its light troubled a neighbor. We moved the light!

How else does the maintenance department serve around CAJ?

One of the most common ways that we are involved is transportation of students and equipment to and from events – museum visits, inter-school cultural events, sports and camps to name a few. SWOW (School WithOut Walls – a week of off campus learning activities) is a week that keeps the maintenance staff busy with hikes, transporting equipment and moving students to various locations for their learning.

The maintenance department organizes and supervises the crosswalk before and after school to ensure students get to and from school safely and that traffic movement is smooth.

Security is an important role of the maintenance department. Keeping things safe, checking that lock up has been completed each day and that the school is secure is a job that is not often seen but is very important, as is the task of regulating the



temperature of the school buildings, so that they provide a good environment for students' learning.

When new CAJ staff arrive in Japan, the maintenance staff, in conjunction with the Human Resources staff, help with moving people into houses, setting up the homes and furniture, and welcoming new staff members into the community. At the end of their time here, emptying apartments is another job that the maintenance staff help with.

They are also involved with the Second Harvest food drive, collecting and distributing food to the underprivileged, and collecting apples from Nagano Prefecture as a fundraiser for the senior class.

What is the most challenging part of the role?

Not being able to do everything! Our zoning and legal status, as well as time and money limits, mean we have to work creatively and sometimes we have to say no to things, or we have to turn people away. We can't always help everyone.

What is the most fulfilling?

Seeing students saying hi and being part of the community. Being an important part of the body here. Seeing the new buildings coming together after all the work that went into them from all involved. Seeing the children playing nonstop all over the play equipment and field. 🤗



SOCIAL EMOTIONAL LEARNING

whole healthy thriving

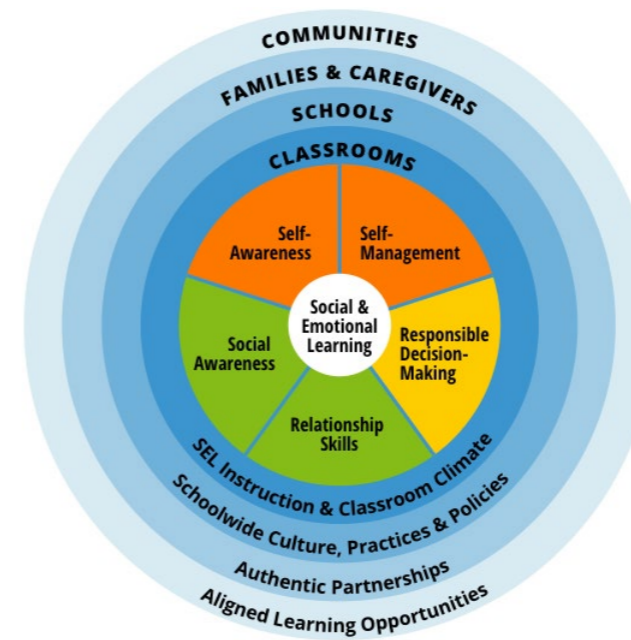
MINORI NAGATOMO | Middle School and High School Counselor

WHEN I MENTION “SEL” TO PEOPLE IN OUR COMMUNITY, I sometimes get questions about what it stands for. SEL stands for Social Emotional Learning, and it has spread like wildfire among schools around the world. Because of the pandemic and the isolation that came with it, school counselors including myself were seeing an increase in problems such as anxiety and depression, as well as delays in social development. We were confirming what we already knew – school is a place where students learn and receive far more than what’s taught in the textbooks. What we are finding out more and more, thankfully, is that social emotional learning is something that can be taught intentionally. We can do more than just sit and lament the pandemic and its effects on our children - with intentional investment in our children, they can be equipped with the power to rise above and thrive in today’s world.

What is Social Emotional Learning (SEL)?

SEL is a discovery process in which students learn about and manage themselves as well as build awareness of the world around them and nurture healthy relationships.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a globally recognized organization, and the CASEL framework centers around 5 competencies: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.



What it looks like at CAJ

At the elementary level, the school counselor crafts specific social emotional lessons in collaboration with classroom teachers, based on the needs of our students. These lessons are reinforced by a program called Zones of Regulation in which young students build self-awareness and learn skills to manage emotions and behavior. In middle school and high school, we use a curriculum called The Core Project, which is designed specifically to target the CASEL competencies listed above. Middle school lessons are activity-based, so that students learn experientially, and for high school students lessons involve more discussions with visuals. Every homeroom teacher



implementing The Core Project SEL lessons has received professional development training to use this curriculum well. Out of the abundance of lesson plans packed in this curriculum, grade-level teachers come together to curate a series of lessons that are most relevant to their homeroom students for the school year. If you would like to learn more about The Core Project, you can find more information at www.thecorepro.com.

Why teach SEL?

SEL, CAJ Student Objectives, and the biblical worldview

SEL is an integral part of the holistic development of each child, and it is becoming more important than ever before. The program originally began in response to the emotional and relational struggles we were seeing in students as consequences of the pandemic. Now the curriculum is aimed at nurturing students' relational and emotional development, and it is fully aligned to CAJ's student objectives.

At the Middle School level, lessons like *Empathy* and *Respect* encourage students to seek God's truth, goodness, and beauty in and through diverse cultures and languages. Lessons on *Stress* and *Attitude* cultivate physical, social, emotional, moral, and spiritual health. The student objective 'to serve God and others locally and globally' is reinforced by lessons such as *Cooperation* and *Influence and Impact*.

At the High School level, lessons become more nuanced. Students aim to become effective communicators through lessons like *Building Bridges* and *Great Team Players*. Discerning thinkers are nurtured through lessons titled *Critical Thinking* and *Big Picture Thinking*.

All of this learning happens while upholding our student objective, "[applying] a Christian perspective to all areas of life and learning." All CAJ teachers have gone through a professional development program called Teaching for Transformation, and are equipped to teach all subject areas, including SEL, from a biblical worldview.

SEL and Research

Social Emotional Learning is research and evidence-based. Studies have found that SEL competencies are teachable, and that it's never too early or too late to teach. Studies have also shown that SEL improves academic achievement, which means that rather than SEL taking time away



from academics, it is actually a catalyst to academic excellence. One study indicated that there was an 11-percentile gain in academic achievement. Another emerging longitudinal study showed participants who received social emotional learning fared significantly better than controls in social emotional skills, attitudes and indicators of well-being at 6 months to 18 years post intervention. So, our students are set up for emotional wellbeing and relational success long after they graduate from CAJ. If you are interested in more research evidence for social emotional learning, a reading called *The Evidence Base for How We Learn* by the National Commission on Social Emotional and Academic Development is available to all for free on the internet.

When I think about the students at CAJ, I think about the challenges they have already faced in the last few years with the pandemic and more. SEL gives the knowledge and skills they need right now to navigate life challenges, but I also find joy in knowing that what they are learning now will impact how they live their lives, years, maybe decades after they move on. It is truly a privilege to be impacting our young people in this way, and to be a part of educating them into whole, healthy, thriving individuals. 🙏



serving together

CAJ AND KBF

DEBBIE MAY
CAJ staff member | KBF member

WHEN CAJ WAS FOUNDED OVER 70 YEARS AGO there was a need for an English-speaking church for CAJ teachers and families who did not speak Japanese. Thus, Kurume Bible Fellowship (KBF) was formed. The relationship between CAJ and KBF has always been unique. At the beginning, most attendees were CAJ-related families and the services were completely in English. As the demographics changed, Japanese translation was added and the church became increasingly international. About 20 different countries are represented in the congregation today.

The church is very grateful for CAJ's generosity in sharing their facilities. The use of the classrooms for Sunday School and small groups has enabled the church to have a more robust program. Many young people, including CAJ students, have grown in their faith and learned to serve in the church. Using CAJ's campus for special events at Christmas and Easter has also enabled the church to reach out to the broader community. Just recently the ladies were able to have a Christmas craft luncheon which drew in several Japanese ladies in the community. KBF was also able to have a big Christmas event for kids, bringing in over 80 kids and parents, many of whom had never set foot in a church. There have also been Thanksgiving dinners, Easter breakfasts, potlucks, barbecues and baby showers.

In addition, KBF has introduced CAJ to many attendees who have ended up sending their kids to the school. We hope that this unique relationship between CAJ and KBF will continue to bless this community and bring many people into God's kingdom. 🙏





fall | FESTIVAL & BAZAAR



HEATH HUBBARD | PTA President

It was a cool morning when the doors opened at 10:00 a.m. for the Fall Festival & Bazaar. After a two year break due to the coronavirus restrictions, it was great to be back and to see so many happy faces.

The PTA worked together with parents and staff to host the Bazaar part of the event. The gym was full of donated items such as books, shoes, clothes, toys and many other fun items that were looking for a new home. As well as the secondhand goods, 21 vendors spread out over the gym selling homemade items, crafts, home baked goods and much more. Outside there were Korean and Indian food booths making lots of yummy food. The Fall Festival portion of this event is put on by the high school. The senior class sold burgers and other great snacks. Different student groups put on a game area for the younger children.



The participation by parents and students was great. There were over 70 volunteers who combined to pull off this event! The purpose of the Fall Festival is to promote community among parents and students at CAJ. With that goal in mind the event was very successful. The fall festival is also a fundraiser for the PTA and raised a total of ¥355,575.

The leftover items were all donated to different charities. The Salvation Army and other charities were thankful for all the donated items. We are so thankful to Nahoko Edburg for leading this event and for organizing everything that went into making it successful.

One of the most encouraging parts of the day was that most parents and students stayed around well into the afternoon, with many playing on the field and the playground. Parents

Fall Festival & Bazaar (formerly called Thrift Shop) has a long history at CAJ, with many changes of name and format over the years. The first Thrift Shop was held in the CAJ library on November 13, 1962. It was held in the evening for just an hour before the PTA meeting and included toys, clothes and electrical items. According to the records, sales at that first Thrift Shop amounted to ¥16,793.

From the mid 1960s, the event moved to the daytime, and the two day format soon followed, a format that was used for several decades. Furniture and larger items were able to be sold in the early days, until the cost of disposing of unsold items became prohibitive.

From 2019, the format changed further, with CAJ members being able to book a table and have their own small stall to sell handmade items or secondhand goods.

got to meet and talk with each other, many for the first time as for so many it was their first time back on campus since the pandemic began. For some families whose children started at CAJ during the pandemic, it was their first time at an event such as this. We look forward to this event continuing in the future. We are already making plans for the 2023 Fall Festival and Bazaar and we can't wait to see you there! 🍁

CREATING COMMUNITY through shared interests

VINCENT HOWARD | English Department Head

FRIENDSHIP, said C.S. Lewis, arises from a shared “insight or interest.” But a common interest is not friendship’s only driving force, for friendship, according to Lewis, also includes a crucial element of discovery.

In Lewis’s view, when companions circle around a common subject or activity “which, till that moment, each believed to be his own unique treasure (or burden),” the discovery begins. And so does the formation of genuine community. People circled around a shared treasure (or burden) —that is the essence of authentic community.

This year high school students at CAJ are finding community through clubs. CAJ clubs are uniting students around common interests, shared academic goals, and collaborative projects that challenge all members to pursue a shared artistic vision. In the process, friendships are forming and deepening.

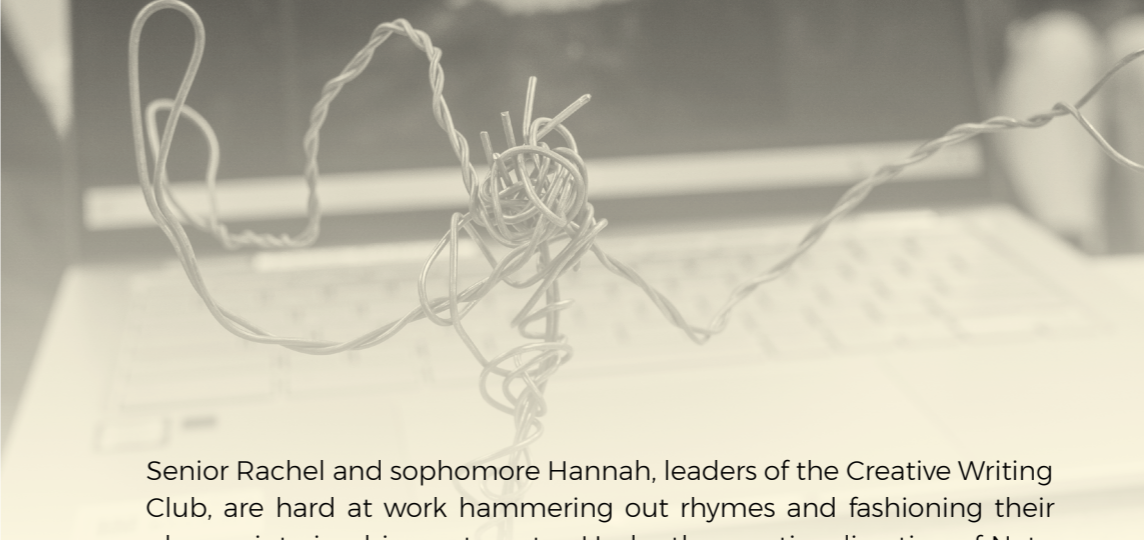
The Math Club is working together this year to challenge their advanced math knowledge and skills. In November they sharpened their pencils and charged their calculators to take part in the American Math Competition. Mr. David Marshall, CAJ’s AP Statistics teacher, served as their supervisor and coordinator. Junu, a senior

and Math Club leader, described the event as “fighting without weapons.”

Junu is working together with students from other Kanto area international schools to host a math competition for students who are members of high school math clubs. Junu has been meeting online with student leaders from schools such as St. Mary’s and Seisen to plan the event, which he hopes will be more of a fun social gathering — with a math focus, of course — than a competition.

When asked about Junu’s leadership for the event, Ronald, a senior and fellow member of the Math Club, said, “Junu handles it very well. So I’m really counting on Junu.”

While the Math Club is preparing for the upcoming math event, whose name is yet to be decided, the Creative Writing Club is at work on a collaborative poem. The poem, a series of rhymed couplets celebrating student and community life at CAJ, was commissioned by Nate Rudd, a leader for CAJ’s Tech Team.



Senior Rachel and sophomore Hannah, leaders of the Creative Writing Club, are hard at work hammering out rhymes and fashioning their phrases into iambic pentameter. Under the creative direction of Nate Rudd and Bryce McKay, fellow Tech Team member and sound and video wizard, these rhymes will serve as the script for a video to be shared with prospective CAJ parents and community members.

The Film Club, meanwhile, is busy creating a stop motion film that they plan to enter in the Kanto Film Festival. The Film Club is one of the largest CAJ clubs, and its members bring a variety of skills and film interests to this project. “We’re one of the most active clubs,” says sophomore Momoka, a visual artist and animator for the film. “We’re making this as teamwork. We’re all collaborating.”

Freshman Kazuo, whose project roles include camera operator and film editor, plans to take over 11,000 pictures for the film, whose storyline centers on a dying child who wanders through a dream sequence as he grapples with the loss of his recently deceased father. Another student, Zhien, is creating clothes for the characters, which are being built from cardboard and other materials.

The creative team also includes set designers and builders. For sophomores Kee, Akshara, and Rebecca, this will be their first time making a set. But this isn’t Kee’s first time working with a film club. Kee, who was a member of the film club at her previous school, brings experience to the project. “So far it’s been a lot of fun,” she says. “Everyone gets along. Doing projects together has been quite enjoyable.”

The club members even work on their film projects outside of club time. Kazuo lugged the large cardboard set pieces, which the team spent two weeks painting in the art room, to his home so that he could work on the project over Christmas break. In his workshop, he’ll take thousands of photos that he’ll later edit and color grade, adding sounds and extra 2-D animation.

As they labor on their current film, the club members are already thinking about the next project. Momoka is working on the screenplay for an upcoming animated film.

The Film Club, like the Math and Creative Writing clubs, is project focused, but the club members clearly enjoy each other’s company. Even a casual observer can see that these students are united around shared passions. These students have found their “unique treasure,” be it creating films, writing poems, or puzzling out math problems. As they work together each week, new friendships are forming, while old friendships are deepening. “I’m so grateful I have these people,” says Momoka. “I’m grateful to have a place where I feel like what I do has meaning.” 🧡



Alumni Updates

Class of 1972 | REUNION

Members of the class of 1972 met for their fifty-year reunion in Cambridge, Massachusetts, Oct. 7-9, 2022.



BACK ROW: Roy Arnesen, Mark Presson, Will(ard) Jones, Mark Ramseyer, Nobu Hara | **4TH ROW:** Alan Shelton, David Buttray, Roger Lautz, Lisa Bringerud Westberg, Wayne Swenson | **3RD ROW:** Jonathan McVety, Sarah Walbert, Hilda Ribí Ryan, Debbie Rhoads, Randy Mock, Tim Johnson | **2ND ROW:** Grace Friesen Steele, MaryBeth Meyer Kirschmann, Cindy Reimer Ives, Karen Thomas Rayner, Patrick Wallace | **FRONT ROW:** Jan Engholm Sousou, Asako Iwama Payton, Ginny Blair, Claudia Chase Aanderud, Brenda Graybill Custer, Mirian Luttio Varvais, Sharon Stumpf Morden.

Steve Hersey | CLASS OF 1979

After spending 25 years in Haiti at an international Christian School, Steve is now the Senior Principal at Acacia International School, Kampala, Uganda.

Lisle Wilkerson | CLASS OF 1986

Lisle grew up in Japan. After graduating, she went on to work in the entertainment industry in Tokyo, hosting radio and TV shows. In 2008 she moved to Los Angeles, where she continues to work as a media correspondent, hosting red carpet events like Golden Globes, Academy Awards. She was in the Academy Award winning Sofia Coppola film, *Lost In Translation*. She also works as an interpreter, and has worked with companies such as SpaceX, SONY, Google and Boeing and lent her voice to some of the big fighting video games. Lisle travels around the world going to various anime conventions and Comic Cons, which gave her the idea of starting a podcast about the life of a TCK (third culture kid). She continues to host *Adventures of a Blonde Geisha*. A recent episode featured two fellow CAJ alumni, Priscilla Knoble ('86) and Laurel (Laird) Young ('87).



Susanna Probst Gorton | CLASS OF 2004

Susanna Grace Probst "Susie" Gorton, 36, wife of Kris Arthur Gorton, passed away Tuesday, January 3, 2023, at the University of Kentucky Medical Center. She was born in Tokyo, Japan on February 22, 1986, to Priscilla Sue Paulo Probst and the late Dennis Leslie Probst who were American missionaries with World Gospel Mission in partnership with the Immanuel Church of Japan. In addition to her husband, Kris, she is survived by her daughter, Kiley Grace Gorton, age 6, Katherine Elizabeth Gorton, age 4, and Ellianna Lee Gorton, age 2; mother, Priscilla Sue Probst; brother, Mark Samuel Probst (Melissa); sisters, Rebecca Probst Jagers (John), and Deborah Probst Folsom (Ryan); mother and father-in-law, William T. Gorton III and Robin Brown-Gorton, as well as her sister-in-law, Kathryn Leslie Gorton.



Susie completed studies through high school at the Christian Academy in Japan. She was very active in sports including basketball, volleyball, and track. She also took piano lessons, played the flute in the school band, was a member of Chamber Singers, and was active in Hi-BA. Upon returning to the U.S., she attended and received her B.A. at Asbury University and held both a Bachelor's and Doctorate in Nursing from the University of Kentucky. She practiced her medical skills in the Neurosurgery Intensive Care Unit at the U.K. Medical Center.

During her elementary school years, Susie prayed to receive Christ as her personal Savior and Lord. From that time forward, she followed Him. As a 10-year-old, diagnosed with Type I Diabetes, she trusted Christ to help her through this major hurdle in her life.

Dedicated to the love of her family and the warm and loving care of her precious three daughters by providing a tender family culture, a love for God, learning, doing their best and helping others, Susie was a wonderful mother.

Susie was beloved by her husband, family, friends, and work family. She was known to be a woman of compassion who selflessly gave of herself to others and was intent on doing the right thing. Her love for Christ was apparent to all who knew her, and she left a legacy of love for those she knew and those who found themselves under her care.

In lieu of flowers, the family would appreciate memorial gifts to help fund the girls' college expenses. Gifts may be given directly to Kris Gorton / College or via the GoFundMe site.

gofundme.com/f/support-for-the-gorton-family.

Class of 2007 | REUNION

Six alumni from the CAJ class of 2007 met for an impromptu 15-year reunion in Tokyo.



FROM LEFT TO RIGHT: Ben Clark (and wife), Victor Eby, Paul Mori, Patrick McGinty, Marian Mine, Stephen Yosypiw (Stephen's wife is in the middle)

Carolyn Hardy | STAFF MEMBER 1984 - 1999

In memory of Carolyn Hardy, February 22, 1946 – December 13, 2022. Carolyn's contribution to CAJ over a period of 15 years is very much appreciated.

Carolyn Hardy had a positive impact on hundreds of people. She faithfully ministered alongside her husband Ron for 54 years and on December 13, 2022, God said "You have fought the good fight, you have finished the course, you have kept the faith. It is time to come home."



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

We would love to hear from you!

Take a few minutes right now – email your update to alumni@caj.ac.jp

After 6 years in New Jersey, God called Ron and Carolyn to continue their ministry in Japan with Japanese and International high school students. Carolyn worked in the elementary school at Christian Academy in Japan. Carolyn delighted in taking care of her family, and also loved opening up her home to countless high school kids, college students and young adults. The more people in the house, the happier she was. Even after being diagnosed with ALS, Carolyn continued with her many activities. She even continued her ministry with an organization that used donated wedding dresses to make gowns for stillborn babies.

One of Carolyn's favorite places to be in Japan was at Hi-BA camp. She learned to cook Japanese food as she worked alongside Mr & Mrs Hanazato in the kitchen. She also really enjoyed being able to speak Japanese with friends at camp. Because of her great love for Hi-BA we are asking people to consider giving a lasting financial gift to the "Rebirth of the Hi-BA Camp in Japan" Carolyn's delight was seeing high school kids giving their lives to Jesus Christ.

Give online at: send.org/give/projects/japan-hi-ba-camp-rebirth. To give via check, please make checks out to SEND International and include a note 'Memory of Carolyn Hardy – HiBACamp'.

SEND International
PO Box 513, Farmington MI 48332

Carolyn Hardy's full obituary is available at: dignitymemorial.com/en-ca/obituaries/estes-park-co/carolyn-hardy-11060003

January 9, 2023 at Carolyn Hardy's Memorial Service

BACK ROW: Phil Berg (93), Jesse Berg (91), Mitch Kim (92), Aaron Campbell (96), Ernie Leaf (91) **FRONT ROW:** Hubert Kim (90), Karen Hardy Hammond (92), Rebekah Hardy Oros (96), Jane Lucas, Craig Lucas

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