



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963

phone: 434-286-6984

fax: 206-600-6984

e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

EXCELLENCE PLAN

for

CHRISTIAN SECONDARY EDUCATION

by

Douglas R. Johnson

Date prepared:

June 28, 2001



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963

phone: 434-286-6984

fax: 206-600-6984

e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

TABLE OF CONTENTS

DESCRIPTION	PAGE
TITLE PAGE	1
TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	3
CREDENTIALS	5
CURRICULUM OVERVIEW	6
SCIENCE	8
MATH	10
HISTORY	11
ENGLISH	13
SPORTS	14
SECULAR INTEGRATION	15
CONCLUSION	16



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

EXECUTIVE SUMMARY

Sometimes Christian Secondary Education is used for strictly for imparting Christian values at the expense of academic excellence. Others down play the spiritual values and put sports before academic excellence.

Private and religious education is given a free reign as far as the government is concerned. I personally approve of this non-interference policy.

What I do not approve of, however, is the tendency to allow this freedom to be a freedom from something rather than a freedom for something.

That something should be interpreted as excellence.

If we look at the student as a spirit having both a mind and a body. The spirit of a person is that part of the person that is created in the image of God. The mind is that part of a person that includes both intellect and emotion. Emotion is part of the mind and not part of the spirit. You may become emotional and have strong feelings but your spirit is the real you. It is your self awareness.

If education was described in business terms, the spirit is the customer. The product is the service of teaching. The teaching of the mind as far as intellect is concerned is really what is normally thought of when education is discussed.

The teaching of the mind concerning emotions is one of developing an understanding of the working of emotions. The student needs to know how to soften his heart while the world system acts to harden one's heart.

Christian Secondary Education is taking the student from childhood to adulthood by taking the hand of God. God has dealt with man through history as shown in the Old Testament. Jesus has fulfilled the Old Testament and has provided a New Testament. He has given us the task of proclaiming His Gospel to the world. For the last 2,000 years there has been spiritual warfare that has mingled the blood of war with the grace of God.

We Christians have not lost. We need to assume positions of leadership now and in the future just as we have in the past. Our



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

youth needs to be trained for this calling. Satan and his demonic forces are looking to make this nation, as well as the whole world, totally Godless so he can assume his desired position as "god of this world".

We are here on this earth to "dwell" in peace. Satan does not want this. Jesus does. I John 2 says: "Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth." Ephesians 6:1-3 says: "Children, obey your parents in the Lord: for this is right. Honour thy father and mother; which is the first commandment with promise; That it may be well with thee, and thou mayest live long on the earth."

In this country, we are given the opportunity to participate in such a way as to do God's will in this area. This can actually be thought of as a "duty". We need to exercise our rights by being prepared and competing for those positions of leadership. This must be done at the Secondary Education level.

Primary Christian Education has its unique place to show God to the child. That foundation is not belittled in any way.

Higher Education takes the student to the position he decided on while participating in secondary education process.

The aim then of Christian secondary education is to aim the student and then prepare the student to accomplish what is to be aimed for.

The student is the one to take aim with his/her life. To do so, certain information must be provided.

My complaint for my education is that I did not know information that was not taught. My complaint is not that I was not taught well or that I did not study or learn enough. It is strictly that knowledge was withheld from me. I hope to correct that lack for these students of Christian secondary education with this plan.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

CREDENTIALS

Douglas R. Johnson has a BS in secondary education with a physics major, an MS in physics, and an MBA in management. He has also take additional graduate courses in physics and business along with attending many seminars and workshops in the field of business and personal development especially on the teaching of self motivation.

Mr. Johnson has been in business for himself for more than thirty years in the general fields of manufacturing, distribution, and business consulting. At various times to specialized markets, he traded under the names of: Descriptive Business Systems, Descriptive Computer Systems, Inc., Descriptive Drafting Company, Descriptive Design and Development Corporation, Home Security Systems, Descriptive Systems International, Wallpaper Discount International, Decorating Discount, and has presently put all activities under the Limited Liability Company, Descriptive LC.

Mr. Johnson was raised in an Evangelical Protestant home where heavy emphasis was place on Bible knowledge. While his older sister did attend a Bible college, Mr. Johnson's Christian education was strictly self taught. During the last 10 years, Mr. Johnson has read through the Old Testament five times and more than fifteen times through the New.

At various times Mr. Johnson taught an adult Sunday School class and served as a deacon in a Baptist church. He taught a class of young boys in an Evangelical Free Church. He founded and acted as the first president of a Full Gospel Businessmen's Fellowship International chapter. While in his teens, he was water baptized and baptized in the Holy Spirit while attending an Assembly of God church.

Mr. Johnson taught part time in a Baptist Christian High School for a short time. He has been associated with many different Evangelical Protestant denominations. He was accepted in communion with the Plymouth Brethren who celebrate a closed communion. He has most recently been accepted in full communion with the Roman Catholic Church.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

CURRICULUM OVERVIEW

Classical Secondary education has mainly dealt with 1. Math, 2. Science, 3. English, 4. History. Also included was physical education for all and music for those interested and a foreign language for the college bound.

"New math" was tried and failed. History was re-named Social Studies. Sex education was pushed into physical education.

While Venn diagrams probably have a place in education, they really do not fit in math. Thus the "new math" experiment does nothing for math that actually helps the student use math in life.

Political considerations caused the naming of History to now be Social Studies. I personally find it offensive but am hard pressed to express why.

Sex education is also political as it is a far cry from the personal hygiene taught in the past.

Technology has exploded and deciding what to teach about it is even more difficult than the actual teaching of it. Something must be taught about computers as something must be taught about DNA.

Computers should be taught as how to use the tools already developed as well as the tools yet to be developed. Computer programming should not be taught as a subject of its own but only as to the use of the "easy" programming tools.

The DNA revolution has put the importance of Biology well ahead of both Chemistry and Physics. I suggest the changing of the three science courses of biology, physics, and chemistry to three courses of 1. Bio-physics, 2. Bio-chemistry, and 3. Medical research overview.

Bio-physics would down play levers and pulleys and emphasize the use of radiation in therapy and medical research. Radiation used in atomic bombs, lasers, and nuclear power plants would be pushed back to general science, a ninth grade course.

Bio-chemistry would downplay inorganic chemistry, except where inorganic chemicals effect the human body, for an added emphasis of organic chemistry and molecular chemistry.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

Both bio-physics and bio-chemistry would include the classical material previously taught in a high school biology course. Basic biology concepts, however would be pushed back to ninth grade general science.

The high school senior level medical research overview course is designed to expose the student to concepts well above the learning level of the typical high school student. It is designed not to give actual knowledge of the subjects but to cultivate a dream in the student to take him from what is now being done to a "impossible possibilities" for the future. This course will stress guest speakers currently involved with various areas of medical research.

Another defect in my schooling was no instructions in any principles of success, nor anything on self motivation nor self discipline. Even though I had no inclinations for sports, I believe I could have profited by the dynamics of team efforts. My suggestion, therefore is to expand secondary educations sports activities to include course work in team participation along with self motivation instruction and self discipline exercises.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

SCIENCE

The world is not the same as it was when I went to high school. The problem is, that it is as far as high school science is concerned.

The teaching of science has been left up to science teachers. Professional teacher may very well know how to teach but they have absolutely no concept of what to teach.

Industry may not be of much help either. Business expresses the needs of personnel to conduct their business. Our goals with our children should be to look out for what is best for our children and not what is best for business.

Industry will send jobs overseas at the drop of a hat. The internet gives us jobs at home. But that is only the "spin" they put on the concept to get it's acceptance. You can drive perhaps an hour or so. That means you need to be less than 50 miles from your job site. Tele-commuting means to you that you can work 100 to 200 miles from your job site. To industry it means 2,000 to 5,000 miles to the cheapest possible labor force they can find.

Industry wants computer programmers. Computer programming is one of the best tele-commuting industries. But if you are in business, you want the rates of programmers in Malaysia or Poland. You do not want your children competing with those rates. Dot com came and went. Business is now back to get the most you can with the least you spend.

Programming is like basketball has proven to be for the black ghettos. A few get out making lots of money and the masses think that is the way. I has not worked for the poor communities and it won't work for us whether basketball or computer programming.

Science is not computer programming. Science took the computer disk from a 200 pound \$25,000.00 hunk of iron down to a hundred dollar 16 ounce miniature marvel. Science will reduce the size down to fit in your wrist watch. Science did this, not computer programming.

Science makes tools. Industry makes money. There is a big difference here that needs to be understood. That difference dictates how we should be teaching our children.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

Our goal should not be to make money for industry. We should be looking towards goals that are both good for our children while being good for mankind.

I use to believe working for "national defense" was a very worthy goal. It probably is if that in fact was what "national defense" was. It seems to me that the defense industry is not designed for the defense of our country alone but also a supplier for any government our government permits. Unfortunately friends and enemies reverse rolls and our weapons find their way into our enemies' hands.

Disease and famine are worthy enemies. Science that attacks those enemies should be promoted. How about curing cancer. What about going after those "orphan" diseases that drug companies find to be too unprofitable.

How can we improve the lives of those who live in the country? How can we improve the lives of those who live in the city? How can goal centered dreams relate to what we teach our children?

The answer is that our children must be the leaders of science attacking the problems they want solved. The student's goal then becomes to cure cancer rather than to just get a job in cancer research.

In order to accomplish their high and worthy goals, they must be prepared to do so. They won't be with 50 year old curricula. Nor will they be with mediocrity in any way. They must be taught the cutting edge. Not with cutting edge teaching methods but cutting edge subject matter.

MIT has announced that its college notes are being made available on the internet. This means that all information is being made available for just about anything. I searched on some specialized research and I have personally seen how the latest works are not only readily available but now on-line and not in some obscure publication carried by few prestigious libraries.

Success in science is based solely on interest in science. This concept is true and needs to be acted on. We show the students what is being done let the interest jump out of their inner most being. We then take that interest and show what tools are needed to advance that particular area of science.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

MATH

The critical nature of math to science is obvious. What is not obvious is its critical nature to other areas of learning and to life in general.

There are basic skills that a "B+" is just not good enough. This includes the 10 by 10 multiplication tables and the addition and subtraction of single digit mixed plus and minus numbers.

There needs to be an exposure to the "new math" but making too much out of it is a mistake. There is much of "new math" that makes simple concepts difficult with the stated purpose of teaching the student to think. The criteria as to accept a specific "new math" concept is to judge it by its future usefulness to the student both in future studies and in life.

The language of statistics is often more important than the actual calculations. Computers can make the calculations. People need to interpret the significance of the results. The most glaring example of mis-use of statistics is to take measurements accurate to two significant digits and then "process" the results by computer statistical analysis and come out with 6 or 8 significant digits.

Venn charts look nice in "power point presentations" but their actual mathematical use is extremely limited.

The computations of calculus are far beyond the skills of most high school students but an understanding of simple calculus can be taught as a regular part of normal high school math.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

HISTORY

U.S. History was taught because it was though that Americans should know how their county came about. What was actually taught was strictly secular history. Which president came before which? Who knows? Who cares?

World history was taught but that turned out to be European history. The kings and queens of England, France, and Spain intermarried for purely political reasons. Everything else taught was useless details.

Where did man come from? How come we are self aware and our dog or cat is not? That is what it is all about. How God created man in His own image and How He then went about revealing himself to man.

From the Bible we have a time line of from creation to the flood and then right to Jesus. We have the historical books of the Bible for the basic details. We have archaeology to fill in the blanks. The central story is the Jews. Second comes the Egyptians. Third is the Babylonians, and finally is the Romans. The Greeks fit in there somewhere. Separately we have the Chinese, the Indians, the American Indians, the Africans, and the Central and South Americans.

History from Jesus to now is the history of the spread of Christianity in response to the Great Commission. Kings and queens are only significant in regards to the Christian Church.

Wars are results and not events. One should not study World War 2 as an event. The details of one campaign is totally insignificant when compared to the net result of the war and or the cause of the war.

God's hand must be shown in the affairs of man. The finger of a man appeared during the king's big dinner party and wrote a very short message on the wall. The prophet Daniel interpreted the message for the king. First, you have been weighed in the balances. Second, you have been found wanting. Third, your kingdom has been give to the Meads and Persians. That night the kingdom fell. This was no cheap Hollywood gimmick. God let the wicked king go just so far and then acted decisively.

Queen Ester saved the lives of all the Jews then living



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

because God put her in the position to do so.

So some king of France married some queen of Spain (or England). So what? How does that compare with some wicked king looking to break his vow before God to his wife. We are still trying to rectify that deed.

I am personally well over 50 years old but just this last year learned about a historical event that caused 10 million individuals to convert from paganism to Christianity in a time frame of about two years or less. I may not have been a good student in history but that was not covered in neither high school nor college.

Christian history for the first 1,500 years is common to both Catholics and Protestants. That material should be taught unquestionably. The next 500 years has two perspectives and both sides should be taught. Whether Luther and Calvin should be faulted is one thing but what has happened since then includes good Godly men and women on both sides. Both parallel histories should be taught.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

ENGLISH

Shakespear wrote good. He also had some reasonable things to say. When I grew up our family used the King James version of the Bible. My mother read to me every day. When I was older, I read for myself. When I got to high school and studied Shakespear, the other students found it difficult to understand. To me it was like a second language as it was very similar to the language of the King James Bible.

Perhaps I am still quite dense but I believe what is said is so much more important than how it is said. First of all the Bible is important as to what is said.

Next I want to know what the church fathers had to say. As they did not speak English at the time, what we get in style is really the style of the various interpreters.

"The Catcher in the Rye" was a real high school waste in the name of "contemporary literature". It had a "bad word" in it. Was that the sole reason for having it in public education? The story certainly was dumb.

Now the rules of English are important. You should always use proper sense structure. Except to make a point. Then those rules don't count.

How do you write a book? How do you persuade in your writing? How do you create interest? Somehow these subjects were not covered in any English class I ever went to. I may not have done well but at least I know what topics were taught.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963

phone: 434-286-6984

fax: 206-600-6984

e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

SPORTS

The body does what the mind tells it to. The mind does what it is conditioned to.

I remember hearing a football star give his personal Christian testimony at a Christian camp that I went to when I was in my teens. I really do not remember just how he came in touch with God but I do remember something he said. He said that he got a job doing outside physical labor during the summer so he would get to training camp already in shape. He obviously wanted to succeed in football.

Sports has a place as helping the physical health. Going for regular brisk walks can accomplish that.

The bigger picture for sports is both teamwork and the will to win. Both are subjects for teaching with the intended purpose being that the student learns. Somehow this is different from the regular subjects like math or science. There are no college courses called "Teamwork 101" nor "Motivation 101".



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963
phone: 434-286-6984 fax: 206-600-6984 e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

SECULAR INTEGRATION

The integration of Christian secondary education with secular secondary education is designed to bring some of the benefits of Christian education to students who are taking at least some classes in a secular secondary education institution.

While these proposed actions are intended for the secondary school level, it is possible that they be adapted to lower school levels. Such adaptation is not part of this proposed action.

Secondary education is a transition from childhood to adulthood. It is also transition from the total parental control of a young child to the total freedom of the young adult away at college.

The traps of college include drugs, alcohol, and godlessness. I believe students succumb because of lack of purpose.

Secular secondary education prides itself in being college preparatory. But this is totally from the academic perspective.

A full Christian Secondary Education can provide the emotional and spiritual preparation for college life but such private education is beyond the means of most Christian families. Also, many Christian Secondary Schools fail to meet the academic standards of a Secular Secondary School. Besides, many Christian students feel the draw of their peers to enjoy the social life of their adolescence in secular secondary education. Hence this program.



DESCRIPTIVE LC

571 LONG ACRE ROAD (VSH 639 - ½ mile east of VSH 620) PALMYRA, VA 22963

phone: 434-286-6984

fax: 206-600-6984

e-mail: doug@descriptive.com

COPYRIGHT 2001 DESCRIPTIVE LC. ALL RIGHTS RESERVED.

CONCLUSION

Christian education must be both Christian and education. The Christian part is not just a "add on" but an integral part of the curricula. The education part is "excellence" as our students need to be the leaders, not just workers.