

One Minute After Death (radio transcript)

The Other Side of Life

Do you believe in life after death?[{1}](#)

Picture the operating room of a large hospital. A man is dying. As the doctors frantically try to save him, here is what he perceives and thinks:

"I am dying. I hear the doctor pronounce me dead. As I lie on the operating table, a loud, harsh buzzing reverberates in my head. At the same time, I sense myself moving very rapidly through a long, dark tunnel. Suddenly, I find myself outside of my own physical body. Like a spectator, I watch the doctor's desperate attempts to revive my corpse.

"Soon I encounter a 'being' of light, a loving, warm spirit who shows me an instant replay of my life and helps me evaluate my past deeds.

"Eventually, I learn I must return to my body. I resist, for my afterlife experience has been quite pleasant. Somehow, though, I am reunited with my physical body and live."[{2}](#)

This composite account of a near-death experience or "NDE" is adapted from the best selling book, *Life After Life*, by Dr. Raymond Moody, who brought these experiences to wide public awareness. Often the episodes involve out-of-body experiences or "OBEs."

While writing a book on this subject, I interviewed people with some fascinating stories. A Kansas woman developed complications after major surgery. She sensed herself rising out of her body, soaring through space, and hearing heavenly

voices before returning to her body. An Arizona man in a coma for five months after a motorcycle accident said he saw his deceased father, who spoke to him.

Actress Sharon Stone has described her own close call with death. She was hospitalized with bleeding from an artery at her skull's base. "I feel that I did die," she relates. She tells of "a giant vortex of white light" and says "I kind of poof sort of took off... into this glorious bright...white light. I started to see and be met by some of my friends. people who were very dear to me. It was very, very fast, and suddenly I was back. I was in my body and I was in the room." Stone says the experience affected her "profoundly" and that she "will never be the same."[\[3\]](#)

What do these near-death experiences mean? How should we interpret them? This article offers a biblical perspective.

Interpreting Near-Death Experiences

What are some possible explanations for the NDEs? Hundreds of people claim that they have died and lived to tell about it. Are their near-death and out-of-body experiences genuine previews of the afterlife? Hallucinations caused by traumatic events? Or something else?

Some patients have been pronounced clinically dead and later are resuscitated. Others have had close calls with death, but were never really thought dead (such as survivors of automobile accidents). Still others did die permanently but described what they saw before they expired.

Determination of the point of death is a hotly debated issue. In the past, doctors relied merely on the ceasing of the heartbeat and respiration. More recently they have used the EEG or brainwave test. Whatever one considers the point of death, most would agree that these folks have come much closer to it than the majority of people living today.

A number of possible explanations for the OBEs have been offered. Different ones may apply in different situations.

The physiological explanations suggest that a “physical” condition may have caused some of the out-of-body experiences. For instance, cerebral anoxia (a shortage of oxygen in the brain) occurs when the heart stops. The brain can survive for a short while (usually only a few minutes) without receiving oxygen from the blood. Anoxia can produce abnormal mental states.[{4}](#) Patients who recover from heart failure and report OBEs may be merely reporting details of an “altered state of consciousness,” some say.[{5}](#)

Electronic brain stimulation can produce out-of-body sensations. Researchers at the Universities of Geneva and Lausanne in Switzerland placed electrodes in the brain of a woman suffering from epilepsy. As they stimulated her brain’s right angular gyrus, she reported sensing she was floating about six feet above her body.[{6}](#)

The pharmacological explanations say that drugs or anesthetics may induce some of the near-death experiences. Some primitive societies use drugs to induce OBEs in their religious ceremonies.[{7}](#) LSD and marijuana sometimes generate similar sensations.[{8}](#) Even many medically accepted drugs have produced mental states akin to those reported by the dying. Ketamine is an anesthetic that is administered intravenously[{9}](#) and produces hallucinatory reactions.[{10}](#)

Psychological and Spiritual Explanations

How should we interpret near-death experiences? What do they mean? So far this we have examined physiological and pharmacological explanations, that is, causes involving the body or drugs. Consider two other categories: psychological and spiritual explanations. The psychological explanations suggest that the individual’s mind may generate the unusual

mental experience. Sigmund Freud, writing about the difficulty of coping with the thought of death, said it would be more comfortable in our minds to picture ourselves as detached observers.{11} Some modern psychiatrists theorize that the OBE is merely a defense mechanism against the anxiety of death. That is, since the thought of one's own death is so frightening, the patient's mind invents the OBE to make it seem as if only the body is dying while the soul or spirit lives on.

Other psychologists wonder if the patient may be confusing his or her *interpretation* of the experience with what actually happened.{12} The conscious mind needs an explanation for an unusual vision; therefore, it interprets the event in familiar terms. Thus, say these psychologists, resuscitated patients report conversations with deceased relatives or religious figures common to their culture.

The spiritual explanations view many of the OBEs as real manifestations of the spiritual.

Many have noted that earlier reports of NDEs seemed to contradict some traditional Christian beliefs about the afterlife. All of the patients Christian and non-Christian reported feelings of bliss and ecstasy with no mention of unpleasantness, hell, or judgment.

However, further research uncovered negative experiences. For instance, Raymond Moody wrote of one woman who was supposedly "dead" for 15 minutes and said she saw spirits who appeared "bewildered." "They seemed to shuffle," she reported, "as someone would on a chain gang not knowing where they were going. they all had the most woebegone expressions. It was quite depressing." {13}

Dr. Moody observed, "Nothing I have encountered precludes the possibility of a hell." {14}

Some have felt that OBEs are inconsistent with the biblical

concept of a final judgment at the world's end. No one reports standing before God and being judged for eternity. Dr. Moody responds that "the end of the world has not yet taken place," so there is no inconsistency. "There may well be a final judgment," he says. "Near-death experiences in no way imply the contrary."[\[15\]](#)

So, is there a life after death?

Is There Life After Death?

The spring of my sophomore year in college, the student living in the room next to me was struck and killed by lightning. For some time after Mike's death, our fraternity was in a state of shock. My friends were asking questions like, "Is there a life after death?" and "How can we experience it?"

Is it possible to know whether there is an afterlife? What method would you use to find out?

Some suggest using the *experimental method* of science and applying it to the near-death experiences. However, these events normally are not controlled, clinical situations. They're medical emergencies. Even if scientists could establish controls, we have no mind-reading machines to verify mental/spiritual experiences. And think about recruiting subjects. Would you volunteer to undergo clinical death for research purposes?

Some suggest relying on personal *experience* to answer the question. But the experiential method has its drawbacks, too. NDEs can provide useful information, but the mind can trick us. Dreams, fantasies, hallucinations, drug trips, drunkenness, states of shock all can evoke mental images that seem real but aren't.

What if we could find a *spiritual authority*, someone with trustworthy credentials, to tell us the truth about afterlife

issues?

Following Mike's death, I encouraged my friends to consider Jesus of Nazareth as a trustworthy spiritual authority. As somewhat of a skeptic myself, I'd found the resurrection of Christ to be one of the best-attested facts of history.[{16}](#) If Jesus died and came back from the dead, He could accurately tell us what death and the afterlife are like. The fact that He successfully predicted His own resurrection[{17}](#) helps us believe that He will tell us the truth about the afterlife.

Jesus and His early followers indicated that the afterlife would be personal, that human personalities would continue to exist.[{18}](#) Eternal life would be relational, involving warm, personal relationships with God and with each other.[{19}](#) Eternal life would be enjoyable, defying our description and exceeding our imagination. "No mind has conceived what God has prepared for those who love him," wrote one early believer.[{20}](#) And eternal life would be eternal. It would never end. "God has given us eternal life," wrote one of Jesus' closest friends, "and this life is in His Son."[{21}](#)

The sad thing is that some people don't want to take advantage of eternal life.

How to Be Sure You'll Live Forever

Maurice Rawlings, M.D., a cardiologist, tells of a patient who had a cardiac arrest in Dr. Rawlings' office. During the attempted resuscitation, the patient screamed, "I am in hell!" "Don't stop!" he begged in terror. "Each time you quit I go back to hell!"[{22}](#)

The biblical hell, or Hades, is the current home of those who do not accept God's forgiveness. The final abode of those who refuse forgiveness is called the "lake of fire."[{23}](#)

Not a pleasant subject. But remember, God loves you and wants

you to spend eternity with Him.{24} He sent Jesus, His Son, to die and pay the penalty for our sins (attitudes and actions that fall short of God's perfection). We simply need to receive His free gift of forgiveness we can never earn it to be guaranteed eternal life. "Whoever hears my word," Jesus says, "and believes him who sent me has eternal life and will not be condemned; he has crossed over from death to life." {25}

How should we interpret the near-death experiences? Here's my perspective as one who believes the evidence supports Jesus' and biblical reliability. {26} If a given NDE contradicts biblical statements or principles, I do not accept it as being completely from God. If the experience does not contradict biblical statements or principles, then it *could* be from God. (Body, drug or mind could also influence it.)

A given NDE could be completely spiritual and yet not be from God. Jesus spoke of an evil spiritual being, Satan. We are told that Satan "disguises himself as an angel of light," {27} but Jesus called him "a liar and the father of lies." {28} I'm not accusing all near-death experiencers of being in league with the devil. Just a friendly word of caution that some may be being deceived.

Once a nightclub near Cincinnati was packed to the brim. Suddenly, a busboy stepped onto the stage, interrupted the program and announced that the building was on fire. Perhaps because they saw no smoke, many of the guests remained seated. Maybe they thought it was a joke, a part of the program, and felt comfortable with that explanation. When they finally saw the smoke, it was too late. More than 150 people died as the nightclub burned. {29}

Are you believing what you want to believe, or what the evidence shows is true? Jesus said, "I am the resurrection and the life; he who believes in Me will live even if he dies." {30} I encourage you to place your faith in Jesus if you haven't yet. Then you, too, will live, even if you die.

Notes

1. This article is adapted from Rusty Wright, "One Minute After Death," *Pursuit* magazine, Vol. V, No. 2, 1996; Rusty Wright, "A Funny Thing Happened on the Way to the End, *Collegiate Challenge*, Vol. 17, 1978, pp. 2-5; and Rusty Wright, *The Other Side of Life* (Singapore: Campus Crusade Asia Limited, 1979, 1994).
2. Adapted and paraphrased from Raymond A. Moody, Jr., M.D., *Life After Life* (New York: Bantam, 1976), 21-22.
3. Carolyn Zinko, "When Stone saw the light, *San Francisco Chronicle*, November 28, 2002, The Features Page. The article relates Stone's description of her experience to NBC TV's Katie Couric.
4. Stanislav Grof, M. D., and Joan Halifax-Grof, "Psychedelics and the Experience of Death," in Toynbee, Koestler, and others, *Life After Death* (New York: McGraw-Hill, 1976), 196.
5. Daniel Goleman, "Back from the Brink," *Psychology Today*, April 1977, p. 59.
6. Olaf Blanke, et al., "Stimulating illusory own-body perceptions," *Nature*, Vol. 419, 19 September 2002, p. 269.
7. Michael Grosso, "Some Varieties of Out-of-Body Experience," *Journal of the American Society for Psychical Research*, April, 1976, 185,186.
8. Grof and Halifax Grof, op. cit., pp. 193-195; Stanislav Grof, "Varieties of Transpersonal Experiences: Observations from LSD Psychotherapy," *The Journal of Transpersonal Psychology*, 4:1, 1972, p. 67; Russell Noyes, Jr., M.D., and Roy Kletti, "Depersonalization in the Face of Life-Threatening Danger: An Interpretation," *Omega: Journal of Death and Dying*, 7:2, 1976, p. 108.
9. Moody, *Life After Life*, p. 157.
10. Louis Jolyon West, M. D., "A Clinical and Theoretical Overview of Hallucinatory Phenomena" in R. K. Siegel and

L.J. West (eds.), *Hallucinations: Behavior, Experience, and Theory* (New York: John Wiley & Sons, 1975), 292.

11. Sigmund Freud, "Thoughts for the Times on War and Death" (1915), *Collected Papers*, Vol. 4, Basic Books, 1959; quoted in Russell Noyes, Jr., M.D., "The Experience of Dying," *Psychiatry*, May 1972, p. 178.
12. Dr. Charles Tart in Robert A. Monroe, *Journeys Out of the Body* (Garden City, New York: Doubleday, 1971), 6,7.
13. Raymond A. Moody, Jr., *Reflections on Life After Life* (New York and Covington, Georgia: Bantam/Mockingbird, 1977), 19-21.
14. Ibid., 36.
15. Ibid., 36, 37.
16. See, for instance, Josh McDowell, *The New Evidence That Demands A Verdict* (Nashville: Thomas Nelson Publishers), 1999.
17. See, for example, Jesus' resurrection predictions in Luke 9:22 and 18:31-33; their fulfillment in Luke 24.
18. See for example Luke 23:42-43; Matthew 8:11; 2 Samuel 12:23; Matthew 17:1-8.
19. John 14:2-3; Philippians 1:23; John 17:3.
20. 1 Corinthians 2:9 NIV. See also Revelation 21:4; Hebrews 12:2.
21. 1 John 5:11 NASB.
22. Maurice Rawlings, M.D., *Beyond Death's Door* (Nashville: Thomas Nelson, 1978), 19-20.
23. Revelation 20:11-15.
24. John 3:16.
25. John 5:24 NIV.
26. See, for example, McDowell, op. cit.
27. 2 Corinthians 11:14 NASB.
28. John 8:44 NASB.
29. "They Didn't Believe It," *The New York Times*, May 30, 1977, p. 16; Hal Bruno, "The Fire Next Time," *Newsweek*, June 13, 1977, pp. 24, 27.
30. John 11:25 NASB.

Evaluating Education Reform

Changes in Education

It's the end of your child's first semester of high school and you are expecting the usual report card. Instead, he brings home a portfolio of work which exemplifies his progress towards achieving a series of educational goals established by the district. What's a parent to think?

Or perhaps you have just found out that your first grader will be attending a multi-aged classroom next year which utilizes a cooperative education format and a whole language, interdisciplinary curriculum. What should a parent do?

How about finding out that your fifth-grade daughter attends a school that endorses mastery learning, site-based management, and an effective schools administrative plan? Is it time to panic?

In such circumstances, what is the proper course of action? Should you pull your children out and home school them? Or, should you enroll them in a private school?

Educational reform, which seems to be never ending, often places Christians in a difficult position. Frequently it's hard to know which reforms are hostile to Christian truth, which are merely poorly conceived ideas, and which are actually worthwhile changes in the way we educate children? Many Americans, Christian or otherwise, are becoming cynical regarding educational reform. Every new innovation promises to revolutionize the classroom, and yet things seem to get

progressively worse. The last decade has brought more sweeping reform to our schools than ever before, yet few seem to be convinced that our elementary and secondary schools are performing as we would like them to.

In this essay we will evaluate the notion of educational reform in America's public schools. First, we will consider how one might evaluate reforms in general and then look at specific reforms that are currently being debated. These debates often center on five concerns, or what some call crises, in our schools. They are the crisis of authority, the crisis of content, the crisis of methodology, the crisis of values, and the crisis of funding. The term *crisis* is used here to connote "a turning point" rather than "collapse or abandonment." Although your local school district may not be embroiled in all five of these concerns, each are widespread throughout the country.

Never have so many Americans been so unsure of their public schools, and many of these people are looking for answers, any answers that will solve the problems that they feel are destroying the effectiveness of education in America. This time of crisis coincides with a split in our society over some very basic notions of what America should be and on what intellectual and moral foundations its institutions should rest. This makes our response to these crises as Christians even more significant. It is also a time of opportunity to have considerable impact on the way our schools operate.

Although the terminology surrounding these crises can be esoteric, they are anything but ivory tower issues. Not only is a great deal of money involved, literally billions of tax dollars, but how our children or perhaps our neighbor's children will be educated will be determined by the resolution of these issues.

Each crisis also represents an opportunity for the Christian community to be salt and light. In order to act as a

preservative we must be a discerning people. Too often the Christian community responds to societal change with anger or passivity, when neither are appropriate. Once we gain an understanding of what is happening to our schools we need to respond in a biblically informed manner that seeks the best for both our children and those of our community.

How to Evaluate Reform

Your local school district has just announced that it is installing a new grade school curriculum based on the most recent innovations from brain research. The staff touts the program as widely implemented and research based. As a parent you have yet to take a position on the program, waiting until you have more information, but you feel at a loss as to what type of questions might be appropriate to ask in order to begin your evaluation.

The first step is to understand what is meant by a research-based innovation. For a school program to be truly research-based, an incredible amount of effort must be invested. Unfortunately, few educational reforms are based on such foundations. Two professors of education, Arthur Ellis and Jeffrey Fouts at Seattle Pacific University, have written a book titled *Research on Educational Innovations* that offers some realistic guidelines for evaluation. The first step in evaluating any reform is to realize that "Theories of human behavior have real, lasting consequences when we try them out on human beings." For that reason alone we should be careful when applying theory to our classrooms.

There are actually three levels of research that need to be finished before proponents of a theory can claim that their curriculum or innovation is truly "research-based." The first level is what might be called "pure research." This often consists of medical or psychological discoveries from clinical experimentation. This kind of research is most effective when specific in focus and highly controlled in methodology, but it

might be also be the result of philosophical inquiry. The thinking and writing of Jean Piaget on the development of the intellect is an example of a theoretical source for educational reform that was derived from both observation and philosophical speculation. Unfortunately, this is where the research support of many programs ends, but in order to be called research-based much more needs to be done.

The second level of research involves testing and measuring a theory's implications for actual learning. Here, the theory discovered in the laboratory or minds of philosophers must be implemented in a classroom setting. With the help of carefully controlled groups, researchers can determine whether or not the innovation actually aids in achieving stated educational goals— that kids really do learn more. A third level of research requires educators to discern if this innovation can be applied successfully school-wide and in diverse settings.

To complete research on an innovation at these three levels takes time, money, and tenacity, three things that are often found lacking in our schools. With the incredible political and social pressures to fix our system, educators often turn to programs that make dramatic promises yet lack the necessary testing and trial periods to substantiate the claims of their promoters.

For the Christian parent, establishing whether or not an educational reform is adequately researched is just the beginning of the evaluation process. Even if a program works in the sense that it achieves its stated goals, not all goals are equally desirable. Every reform must be weighed against biblical truth, because they often make assumptions about human nature, about morality, and the way we should answer some of the other big questions of life. Christian parents can never sit idly on the sidelines regarding their children's educational experiences, because education, in all its many facets, helps to shape our children's view of what is real and important in life.

Current Reforms

Outcome-based educational reform is causing some very heated debates throughout the country. At its core OBE is a fairly simple framework around which a curriculum may be organized. It shifts schools away from the current focus on inputs to outcomes, from time units to measured abilities. It assumes all kids can learn, but not at the same speed. Instead of having all students take U.S. history for two semesters of sixteen weeks each, students would be given credit when they master a list of expected behavioral and cognitive outcomes. Not all students will complete the objectives at the same time. The focus is on the tasks to be accomplished, not the time it takes to accomplish them.

OBE would not qualify as a research-based innovation. It claims little or no research at the basic or primary level. At the classroom level, much of the associated research has been done on the concept of mastery learning. There has been considerable amount of work done on this teaching method, and many think that it is a good thing. Others, like Robert Slavin, argue that mastery learning produces short-term or limited results. This still leaves much of the OBE system without a research base. Level three research which seeks to determine if a reform innovation actually works at the district or school level is mostly anecdotal. Stories of how districts have been turned around by OBE are rarely published in journals for critical review.

This doesn't mean that OBE is without merit; the point is, we really don't know. What most people get upset about is how many in the educational bureaucracy have used OBE to establish a somewhat politically correct agenda as educational outcomes, often dealing more with feelings and attitudes than with knowledge and skills.

Another reform which creates conflict is the implementation of thinking skills programs. The idea is to formulate content

neutral classroom exercises that will enhance thinking skills across the curriculum. This assumes that there are skills that can be isolated from content and be taught to students. Unfortunately, there isn't an agreed upon list of skills that should be included. Brain research, cognitive science, and information processing theories are possible sources for such a list, but according to Ellis and Fouts in their book *Research on Educational Innovations*, these have not been tied to basic research programs yet. Since there are ambiguities at the basic level, little level two research has been done to decide if learning can indeed be effected. One study done in 1985 (Norris) concluded that we don't know much about critical thinking and that what we do know suggests that it tends to be context sensitive which strongly argues against the entire notion of thinking skills courses.

School or district wide analysis of these programs tends to consist of "success stories" with little analysis. Again, at this point there is very little evidence that thinking skills can be taught independently of content.

Both outcome-based reform and higher reasoning skills programs are examples of ideas that have found great favor among educators, but little support among Christian parents. This often reflects the imposition of naturalistic or pantheistic assumptions via these reforms by some educators, rather than a critical evaluation of the reforms methods themselves. Unfortunately, some Christians have resorted to personal attacks on the reformers motives, rather than a careful study of the innovation or methodology itself.

Some school reforms are questionable from the beginning—comprehensive sex education being one that comes to mind. But others may contain helpful attributes and yet be poorly implemented or grow into a dogma that drives out other good or necessary parts of the curriculum. Cooperative education and whole language programs can often fit this description.

The two methodologies are different in that cooperative education has a well established research base supporting it, while whole language lacks much beyond the level one or basic research. Christians have generally been against both concepts, but for different reasons. Let's first describe the innovations themselves.

Cooperative education grew out of Kurt Lewin's research in the 1930s on group dynamics and social interaction. One description, offered by an advocate states, "cooperative learning methods share the idea that students work together to learn and are responsible for one another's learning as well as their own." The idea is to use group motivation to get individuals to excel and grow. Most models of cooperative learning programs stress:

- *interdependence of learners*
- *student interaction and communication*
- *individual accountability*
- *instruction on social skills*
- *group processing of goal achievement.*

Advocates of cooperative learning have been charged by some Christians with wanting to do away with personal excellence and using group pressure to get children to conform to secular moral norms. I am sure that both of these complaints have justification, but this doesn't have to be the case. In fact, many advocates of cooperative learning don't want to do away with the competitive aspect of schooling, they just want to moderate it and to help students to develop the skill of working in groups. Working in groups does not conflict with Christian thinking. In fact, Christian schools and seminaries make use of similar techniques all the time.

A problem occurs when over-zealous promoters of cooperative learning declare all competitive learning to be dangerous, or offer cooperative learning as a schooling panacea equivalent

to a cure for cancer. Some teachers fail to hold students accountable for their work which can lead to unequal effort and unjust rewards for individuals. This lesson damages student motivation and the integrity of the teacher.

Whole language has much less research to support its claims, most of which is at the theoretical or basic level. Whole language theorists argue that language is acquired by actually using it rather than by learning its parts. It rejects a technical approach to language which encouraged learning phonics and grammar rules rather than the simple joy of reading and writing. Unfortunately, there is little evidence that this approach teaches students to read and write well. A large study done in 1989 by Stahl and Miller concluded (1) that there is no evidence whole language instruction produces positive effects, and (2) that it may well produce negative ones.

This is not to say that some whole language ideas might not be implemented beneficially with the more traditional phonics, spelling, and grammar instruction. Its emphasis on reading actual literature, not basal readers, is a positive step, as is encouraging students to write often on diverse topics.

There are a number of problems from a theoretical viewpoint that I have with what is promoted as whole language theory, but my response as a Christian should be to work with the teacher and school my child attends, or to find a setting that teaches in a manner that satisfies my expectations. In any case, a Christlike humility should pervade my contact with the teacher and school.

Educators vs. The Public

In spite of the fact that most Americans see the need for improving our public schools, there has been tremendous resistance to reform, both from parents and many teachers. Information found in a recent study titled *First Things First:*

What Americans Expect From the Public Schools, published by the Public Agenda Foundation might give us some reasons why.

Focusing on parents of public school children, and particularly on Christian and African-American families, the report found that these groups support most of the same solutions to our school's problems. Both groups want higher educational standards and clear guidelines for what students should know and what teachers should teach. They reject social promotions and overwhelmingly feel that high school students should not graduate without writing and speaking English well. African-American parents were even more dissatisfied with their schools than others, and more concerned with low expectations on the part of educators.

A second finding was that school reform was viewed in fundamentally different ways by educators and the public. Most educators believe that schools are doing relatively well while the public feels that much improvement is needed. In Connecticut, 68% of educators felt the schools are better now than when they were in school. Only 16% of the public agreed. Educators and parents differ radically in their explanations for our school's problems. Educators blame public complacency, taxpayer selfishness and racism. Although the public supports integration and equal opportunity, it rejects the notion that more money will automatically fix our schools.

Parents' chief concerns are safe, orderly, and focused schools. Nine of ten Americans believe that dependability and discipline will help our students learn better than reforms in test taking or assessments in general. Three out of four parents support permanently removing students caught with guns or drugs from our schools and temporarily removing those who misbehave. Unfortunately, educators rarely make these issues the center of reform proposals. Other findings include the belief that stable families are a more decisive factor for determining student success than a particular school setting is and a perception that educators are often pushing untested

experimental methods at the expense of the basics.

Educators and parents were far apart on a number of classroom methods as well. Parents find nothing wrong with having kids memorize the 50 state capitals and where they are located, or to learn to perform math functions without the aid of a calculator. Educators are much more likely to stress higher-order reasoning skills and early use of calculators. Parents in general are less preoccupied with the need for sex ed, AIDS education, multicultural experiences, and even school prayer. They tend to want schools to be safe, orderly, and academically sound.

There seems to be much common ground that the vast majority of parents, and other taxpayers, agree on. As Christians, we probably would be much happier with our schools if they were safe, orderly, and academically sound. Most Christian parents understand and accept the fact that their public schools will not be overtly Christian. On the other hand, they feel that the Christian faith and its presuppositions should receive fair treatment when reforms are instituted. In recent years many Christian parents have seen their schools initiate programs that both challenge and ridicule their beliefs. This isn't necessary, and it has alienated the very people who must fund and support the schools if they are to be successful.

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Outcome Based Education

Outcome Based Education

Times are changing. The pressure on our public schools to improve, and change, has become intense. Since 1960 our population has increased by 41%, spending on education has increased by 225% (in constant 1990 dollars), but SAT scores have fallen by 8% (or 80 points). Although few would argue that the schools are solely to blame for our children's declining academic performance, many are hoping that schools can turn this trend around.

The decade of the 80s brought numerous education reforms, but few of them were a dramatic shift from what has gone on before. Outcome-based education (OBE) is one of those that is new, even revolutionary, and is now being promoted as the panacea for America's educational woes. This reform has been driven by educators in response to demands for greater accountability by taxpayers and as a vehicle for breaking with traditional ideas about how we teach our children. If implemented, this approach to curriculum development could change our schools more than any other reform proposal in the last thirty years.

The focus of past and present curriculum has been on content, on the knowledge to be acquired by each student. Our language, literature, history, customs, traditions, and morals, often called Western civilization, dominated the learning process through secondary school. If students learned the information and performed well on tests and assignments, they received credit for the course and moved on to the next class. The point here is that the curriculum centered on the content to be learned; its purpose was to produce academically competent students. The daily schedule in a school was organized around the content. Each hour was devoted to a given topic; some students responded well to the instruction, and some did not.

Outcome-based education will change the focus of schools from the content to the student. According to William Spady, a

major advocate of this type of reform, three goals drive this new approach to creating school curricula. First, all students can learn and succeed, but not on the same day or in the same way. Second, each success by a student breeds more success. Third, schools control the conditions of success. In other words, students are seen as totally malleable creatures. If we create the right environment, any student can be prepared for any academic or vocational career. The key is to custom fit the schools to each student's learning style and abilities.

The resulting schools will be vastly different from the ones recent generations attended. Yearly and daily schedules will change, teaching responsibilities will change, classroom activities will change, the evaluation of student performance will change, and most importantly, our perception of what it means to be an educated person will change.

What is OBE?

Education is a political and emotional process. Just ask Pennsylvania's legislators. That state, along with Florida, North Carolina, and Kansas, has been rocked by political battles over the implementation of outcome-based educational reforms. The governor, the state board of education, legislators, and parents have been wrestling over how, and if, this reform should reshape the state's schools. Twenty-six other states claim to have generated outcome-based programs, and at least another nine are moving in that direction.

Before considering the details of this controversy, let's review the major differences between the traditional approach to schooling in America and an outcome-based approach.

Whereas previously the school calendar determined what a child might do at any moment of any school day, now progress toward specific outcomes will control activity. Time, content, and teaching technique will be altered to fit the needs of *each* student. Credit will be given for accomplishing stated

outcomes, not for time spent in a given class.

The teacher's role in the classroom will become that of a coach. The instructor's goal is to move each child towards pre-determined outcomes rather than attempting to transmit the content of Western civilization to the next generation in a scholarly fashion. This dramatic change in the role of the teacher will occur because the focus is no longer on content. Feelings, attitudes, and skills such as learning to work together in groups will become just as important as learning information—some reformers would argue more important. Where traditional curricula focused on the past, reformers argue that outcome-based methods prepare students for the future and for the constant change which is inevitable in our society.

Many advocates of outcome-based education feel that evaluation methods must change as well since outcomes are now central to curriculum development. We can no longer rely on simple cognitive tests to determine complex outcomes. Vermont is testing a portfolio approach to evaluation, in which art work, literary works, and the results of group projects are added to traditional tests in order to evaluate a student's progress. Where traditional testing tended to compare the abilities of students with each other, outcome-based reform will be criterion based. This means that all students must master information and skills at a predetermined level in order to move on to the next unit of material.

Implementing OBE Reform

Reformers advocating an outcome-based approach to curriculum development point to the logical simplicity of its technique. First, a list of desired outcomes in the form of student behaviors, skills, attitudes, and abilities is created. Second, learning experiences are designed that will allow teachers to coach the students to a mastery level in each outcome. Third, students are tested. Those who fail to achieve mastery receive remediation or retraining until mastery is

achieved. Fourth, upon completion of learner outcomes a student graduates.

On the surface, this seems to be a reasonable approach to learning. In fact, the business world has made extensive use of this method for years, specifically for skills that were easily broken down into distinct units of information or specific behaviors. But as a comprehensive system for educating young minds, a few important questions have been raised. The most obvious question is who will determine the specific outcomes or learner objectives? This is also the area creating the most controversy across the country.

Transitional vs. Transformational OBE

According to William Spady, a reform advocate, outcomes can be written with traditional, transitional, or transformational goals in mind. Spady advocates transformation goals.

Traditional outcome-based programs would use the new methodology to teach traditional content areas like math, history, and science. The state of Illinois is an example of this approach. Although outcomes drive the schooling of these children, the outcomes themselves reflect the traditional content of public schools in the past.

Many teachers find this a positive option for challenging the minimal achiever. For example, a considerable number of students currently find their way through our schools, accumulating enough credits to graduate, while picking up little in the way of content knowledge or skills. Their knowledge base reflects little actual learning, but they have become skilled in working the system. An outcome-based program would prevent such students from graduating or passing to the next grade without reaching a pre-set mastery level of competency.

The idea of transformational reform is causing much turmoil.

Transformational OBE subordinates course content to key issues, concepts, and processes. Indeed, Spady calls this the “highest evolution of the OBE concept.” Central to the idea of transformational reform is the notion of outcomes of significance. Examples of such outcomes from Colorado and Wyoming school systems refer to collaborative workers, quality producers, involved citizens, self-directed achievers, and adaptable problem solvers. Spady supports transformational outcomes because they are future oriented, based on descriptions of future conditions that he feels should serve as starting points for OBE designs.

True to the spirit of the reform philosophy, little mention is made about specific things that students should know as a result of being in school. The focus is on attitudes and feelings, personal goals, initiative, and vision—in their words, the whole student.

It is in devising learner outcomes that one’s worldview comes into play. Those who see the world in terms of constant change, politically and morally, find a transformation model useful. They view human nature as evolving, changing rather than fixed.

Christians see human nature as fixed and unchanging. We were created in God’s image yet are now fallen and sinful. We also hold to moral absolutes based on the character of God. The learner outcomes that have been proposed are controversial because they often accept a transformational, changing view of human nature. Advocates of outcome-based education point with pride to its focus on the student rather than course content. They feel that the key to educational reform is to be found in having students master stated learner outcomes. Critics fear that this is exactly what will happen. Their fear is based on the desire of reformers to educate the whole child. What will happen, they ask, when stated learner outcomes violate the moral or religious views of parents?

For example, most sex-education courses used in our schools claim to take a value-neutral approach to human sexuality. Following the example of the Kinsey studies and materials from the Sex Education and Information Council of the United States, most curricula make few distinctions between various sex acts. Sex within marriage between those of the opposite sex is not morally different from sex outside of marriage between those of the same sex. The goal of such programs is self-actualization and making people comfortable with their sexual preferences.

Under the traditional system of course credits a student could take a sex-ed course, totally disagree with the instruction and yet pass the course by doing acceptable work on the tests presented. Occasionally, an instructor might make life difficult for a student who fails to conform, but if the student learns the material that would qualify him or her for a passing grade and credit towards graduation.

If transformational outcome-based reformers have their way, this student would not get credit for the course until his or her attitudes, feelings, and behaviors matched the desired goals of the learner outcomes. For instance, in Pennsylvania the state board had recommended learner outcomes that would evaluate a student based on his or her ability to demonstrate a comprehensive understanding of families. Many feel that this is part of the effort to widen the definition of families to include homosexual couples. Another goal requires students to know about and *use* community health resources. Notice that just knowing that Planned Parenthood has an office in town isn't enough, one must use it.

Parents vs. the State

The point of all this is to say that transformational outcome-based reform would be a much more efficient mechanism for changing our children's values and attitudes about issues facing our society. Unfortunately, the direction these changes

often take is in conflict with our Christian faith. At the core of this debate is this question, "Who has authority over our children?" Public officials assume they do. Governor Casey of Pennsylvania, calling for reform, told his legislature, "We must never forget that you and I—the elected representatives of the people—and not anyone else—have the ultimate responsibility to assure the future of our children." I hope this is merely political hyperbole. I would argue that parents of children in the state of Pennsylvania are ultimately responsible for their children's future. The state has rarely proved itself a trustworthy parent.

Outcome-based education is an ideologically neutral tool for curricular construction; whether it is more effective than traditional approaches remains to be seen. Unfortunately, because of its student-centered approach, its ability to influence individuals with a politically correct set of doctrines seems to be great. Parents (and all other taxpayers) need to weigh the possible benefits of outcome-based reform with the potential negatives.

Other Concerns About OBE

Many parents are concerned about who will determine the learner outcomes for their schools. One criticism already being heard is that many states have adopted very similar outcomes regardless of the process put in place to get community input. Many wonder if there will be real consideration of what learner outcomes the public wants rather than assuming that educators know what's best for our children. Who will decide what it means to be an educated person, the taxpaying consumer or the providers of education?

If students are going to be allowed to proceed through the material at their own rate, what happens to the brighter children? Eventually students will be at many levels, what then? Will added teachers be necessary? Will computer-assisted instruction allow for individual learning speeds? Either

option will cost more money. Some reformers offer a scenario where brighter students help tutor slower ones thereby encouraging group responsibility rather than promoting an elite group of learners. Critics feel that a mastery- learning approach will inevitably hold back brighter students.

With outcome-based reform, many educators are calling for a broader set of evaluation techniques. But early attempts at grading students based on portfolios of various kinds of works has proved difficult. The Rand Corporation studied Vermont's attempt and found that "rater reliability—the extent to which raters agreed on the quality of a student's work—was low." There is a general dislike of standardized tests among the reformers because it focuses on what the child knows rather than the whole child, but is there a viable substitute? Will students find that it is more important to be politically correct than to know specific facts?

Another question to be answered by reformers is whether or not school bureaucracies will allow for such dramatic change? How will the unions respond? Will legislative mandates that are already on the books be removed, or will this new approach simply be laid over the rest, creating a jungle of regulations and red tape? Reformers supporting outcome-based education claim that local schools will actually have more control over their programs. Once learner outcomes are established, schools will be given the freedom to create programs that accomplish these goals. But critics respond by noting that although districts may be given input as to how these outcomes are achieved, local control of the outcomes themselves may be lost.

Finally, there are many who feel that focusing on transformational learner outcomes will allow for hidden agendas to be promoted in the schools. Many parents feel that there is already too much emphasis on global citizenship, radical environmentalism, humanistic views of self-esteem, and human sexuality at the expense of reading, writing, math, and

science. They feel that education may become more propagandistic rather than academic in nature. Parents need to find out where their state is in regards to this movement. If an outcome-based program is being pursued, will it focus on traditional or transformational outcomes? If the outcomes are already written and adopted, can a copy be acquired? If they are not written yet, how can parents get involved?

If the state is considering a transformational OBE program, parental concerns should be brought before the legislature. If the reform is local, parents should contact their school board. Parents have an obligation to know what is being taught to their children and if it works. Recently, parental resistance halted the OBE movement in Pennsylvania when it was pointed out to the legislature that there is no solid evidence that the radical changes pro-posed will actually cause kids to learn more. While we still can, let's make our voices heard on this issue.

Notes

1. "Beyond Traditional Outcome-Based Education," *Educational Leadership* (October 1991), p. 67.
2. "Taking Account," *Education Week* (17 March 1993), p. 10.
3. "Beyond Traditional," p. 70.
4. "Amid Controversy, Pa. Board Adopts 'Learner Outcomes,'" *Education Week* (20 January 1993), p. 14.
5. "Casey Seeks Legislative Changes in Pa. Learning Goals," *Education Week* (3 February 1993), p. 19.
6. "Taking Account," p. 12.

A Funny Thing Happened on the Way to the End

Hundreds of cases have been recorded of people who returned from the brink of death to report on “the other side.” But are out-of-body experiences really encounters with the afterlife ... or something more deceptive?

A man is dying.

As he lies on the operating table of a large hospital, he hears his doctor pronounce him dead. A loud, harsh buzzing reverberates in his head. At the same time, he senses himself moving quickly through a long, dark tunnel. Then, suddenly, he finds he is outside of his own physical body. Like a spectator, he watches the doctor's desperate attempts to revive his corpse. Soon, he sees the spirits of relatives and friends who have already died. He encounters a “being of light.” This being shows him an instant replay of his life and has him evaluate his past deeds. Finally, the man learns that his time to die has not yet come and that he must return to his body. He resists, for he has found his afterlife experience to be quite pleasant. Yet, somehow, he is reunited with his physical body and lives. [\[1\]](#)

You may be one of the many who have read this account of a near- death experience in the best-selling book, *Life After Life*, by Dr. Raymond A. Moody, Jr. Dr. Moody is a psychiatrist who pieced together this picture from the reports of numerous patients he had studied. He notes that not all dying patients have these “out-of-body experiences” (OBE's) and stresses that this is a *composite account* from some who have. Not every element appears in every experience, but the picture is fairly representative, he says.

The last few years have seen a flurry of books and articles on

these OBE's as an increasing number of doctors report similar findings. My own curiosity led me to several fascinating interviews with surviving patients.

One interview was with a woman in Kansas, who developed complications after major surgery. She told me that she sensed herself rising out of her body, soaring through space and hearing heavenly voices before she returned to her body.

A man in Arizona was in a coma for five months following a severe motorcycle accident. He said that during that time he saw his deceased father, who spoke to him.

Interpreting the OBE's

How should we interpret these out-of-body experiences? Are they genuine previews of the afterlife? Hallucinations caused by traumatic events? Or something else?

Let's evaluate.

First, the people who have death-related OBE's fall into different categories. Some have been pronounced clinically dead and later are resuscitated. Others have had close calls with death, but were never really thought dead (such as survivors of automobile accidents). Still others did die—permanently—but described what they saw before they expired.

Second, the determination of the point of death is a hotly debated issue. In the past, doctors relied merely on the ceasing of the heartbeat and respiration. More recently they have used the EEG or brainwave test. Some argue that death must be *an irreversible* loss of all vital signs and functions. These would say that patients who were resuscitated did not really die because they were resuscitated. But whatever one considers the point of death, most would agree that these folks have come much closer to it than the majority of people living today.

A number of possible explanations for the OBE's have been offered. Different ones may apply in different situations. Here are a few of the main theories:

The physiological explanations suggest that a "physical" condition may have caused some of the out-of-body experiences. For instance, cerebral anoxia (a shortage of oxygen in the brain) occurs when the heart stops. The brain can survive for a short while (usually only a few minutes) without receiving oxygen from the blood. Anoxia can produce abnormal mental states.[\[2\]](#) Thus, patients who recover from heart failure and report OBE's may be merely reporting details of an "altered state of consciousness," some say.[\[3\]](#)

The pharmacological explanations say that drugs or anesthetics may induce some of the near-death experiences. Some primitive societies use drugs to induce OBE's in their religious ceremonies.[\[4\]](#)

LSD and marijuana sometimes generate similar sensations. [\[5\]](#) Even many medically accepted drugs have produced mental states akin to those reported by the dying. Ether, a gaseous anesthetic, can cause the patient to experience "sensations like that of being drawn down a dark tunnel."[\[6\]](#)

The drug ketamine is an anesthetic that is injected into the veins.[\[7\]](#) It is used widely and produces hallucinatory reactions 10% to 15% of the time." UCLA pharmacologists Siegel and Jarvik report the reactions of two subjects who took this drug:

"I'm moving through some kind of train tunnel. There are all sorts of lights and colors, mostly in the center, far, far away; way, far away, and little people and stuff running around the walks of the tube, like little cartoon nebbishes; they're pretty close."

"Everything's changing really fast, like pictures in a film, or television, just right in front of me. I am watching it

happen right there.”{9} The tunnel, lights, people and film scenes in these accounts bear some resemblance to the OBE images.

The psychological explanations suggest that the individual’s mind may generate the unusual mental experience. Sigmund Freud, writing about the difficulty of coping with the thought of death, said it would be more comfortable in our minds to picture ourselves as detached observers.{10} Some modern psychiatrists, following this theme, theorize that the OBE is merely a defense mechanism against the anxiety of death. That is, since the thought of one’s own death is so frightening, the patient’s mind invents the OBE to make it seem as if only the body is dying while the soul or spirit lives on.

Dr. Russell Noyes, University of Iowa psychiatrist, has done extensive research into the experiences of people in life threatening situations. He says that the OBE is “an emergency mechanism . . . a reflex action, if you like.” {11}

Noyes and his associate, Roy Kletti, write, “In the face of mortal danger we find individuals becoming observers of that which is taking place, effectively removing themselves from danger.”{12}

Other psychologists wonder if the patient may be confusing his or her *interpretation* of the experience with what actually happened.{13} The conscious mind seems to need an explanation for an unusual vision; therefore, it interprets the event in familiar terms. Thus, say these psychologists, the resuscitated patient reports conversations with deceased relatives or religious figures common to his culture.

**It is possible that an OBE
could be completely spiritual and yet
not be from God.**

Spiritual Theories

The spiritual explanations grant the existence of the spiritual realm. They view many of the OBE's as real manifestations of this realm. Dr. Moody, while admitting his inability to prove his belief, feels that the OBE's represent genuine previews of the afterlife.[{14}](#) The famous Dr. Elisabeth Kubler-Ross, well-known writer on death and dying, says she became convinced of the afterlife through her study of OBE's and related phenomena.[{15}](#)

Many have noted that the experiences in Dr. Moody's first book, *Life After Life*, seem to contradict some of the traditional Christian beliefs about the afterlife. All of the patients—Christian and non-Christian—report feelings of bliss and ecstasy with no mention of unpleasantness, hell or judgment.

However, Dr. Moody's first book was based on limited observation. Further research yielded new information that he presents in a second book, *Reflections on Life After Life*, which came out in 1977 (two years later).

He has now talked with numerous patients who refer to a "city of light" and describe scenes that are reminiscent of biblical material.[{16}](#) Some of his other patients report seeing "beings who seemed to be 'trapped' in an apparently most unfortunate state of existence."[{17}](#)

One woman who was supposedly "dead" for 15 minutes said she saw spirits who appeared confused. "They seemed to shuffle," she reports, "as someone would on a chain gang . . . not knowing where they were going. They all had the most weebegone expressions. It was quite depressing."[{18}](#)

Dr. Moody now states, "Nothing I have encountered precludes

the possibility of a hell.”{19} Some have felt that the OBE’s are inconsistent with the biblical concept of a final judgment at the world’s end. No one reports standing before God and being judged for eternity. Dr. Moody responds in his second book by pointing out that “the end of the world has not yet taken place, “so there is no inconsistency.” There may well be a final judgment,” he says. “Near-death experiences in no way imply the contrary.”{20}

Life After Death?

How should one view the OBE’s and their relationship to the issue of life after death? Scientific or experimental methods are currently unable to solve the riddle (as a number of scientists will admit).{21} Not only is it difficult to provide controlled situations during medical emergencies; the scientist has no instruments to determine the *content* of events in the spiritual or mental realms.

Personal testimony alone is insufficient as a test of truth in these cases. Subjective mental experiences can be deceptive and are susceptible to influence by injury, drugs, psychological trauma, etc., as stated previously. Also, what would we conclude when the experiences differ?

Another approach involves the spiritual realm. Presumably, a qualified spiritual authority could accurately inform us about the afterlife. But with so many differing authorities on today’s spiritual scene, whom should we believe?

An increasing number of educated men and women are concluding that Jesus of Nazareth is a trustworthy spiritual leader. A major reason for this conclusion is that He successfully *predicted* His own out-of-body experience—that is, His own death and resurrection. Consider the evidence:{22}

Jesus was executed on the cross and declared dead. His body was wrapped like a mummy and then placed in a tomb. An

extremely large stone was rolled against the entrance. A unit of superior Roman soldiers was placed out front to guard against grave robbers. On the third day, the stone had been rolled away and the tomb was empty, but the grave clothes were still in place. The Roman guards came out with the feeble story that the disciples had stolen the body while they were sleeping. But how could they know who had done it if they were asleep?

Meanwhile, hundreds of people were saying they saw Jesus alive and were believing in Him because His prediction had come true. Both the Romans *and* the Jews would have loved to have produced the body to squelch the movement. No one did. The tomb remained empty and Christianity spread like wildfire. Jesus' disciples were so convinced that He had risen that they endured torture and even martyrdom for their faith.

Jesus Christ successfully predicted His own resurrection. This was not a mere resuscitation after His heart had stopped beating for a few minutes. It was a dramatic physical resurrection after several days in the grave.

Why is this incident so important? The resurrection shows that Jesus has power over death. It establishes Him as a spiritual authority. Because He remains consistent on statements we can test (such as His resurrection prediction), we seemingly have solid grounds for trusting Him on statements we *cannot* test (such as those He made about life after death).

One statement Jesus made was that all who believe in Him will have everlasting life, an eternity of joy. As one early Christian wrote: "No eye has seen, no ear has heard, no mind has conceived what God has prepared for those who love Him."

Jesus also explained that God loves us and desires our happiness both now and after we die.[\[24\]](#) However, we all initially exist in a condition of separation or alienation from God. This condition is called sin, and it prevents us

from achieving maximum fulfillment in this life and from spending eternity with God.{25}

Jesus claimed to be the solution to our sin problem. By His death on the cross He paid the penalty for our sins so that we might be forgiven and live forever with God.{26} The Bible explains, “God has given us eternal life, and this life is in His Son (Jesus). He who has the Son has the life; he who does not have the Son of God does not have the life.”{27} If we refuse this free gift in Jesus, we are choosing to exclude ourselves from God, opting instead for an eternity of suffering. {28}

OBE Interpretation

In light of the above, how should one interpret the OBE’S? Here are some guidelines I use.

Because I have concluded that historical evidence supports both the authority of Jesus and the accuracy of the biblical documents, accept them as a standard.

If a given OBE contradicts biblical statements or principles, I do not accept it as being completely from God. If the experience does not contradict biblical statements or principles, then it *could* be from God. (I say “could” because there is always a possibility of influence from one of the other factors—body, drug or mind.)

It is also possible that a given OBE could be completely spiritual and yet not be from God.

Jesus clearly taught the existence of an evil spiritual being, Satan.

We are told that Satan “disguises himself as an angel of

light,"{30} but Jesus said that he is "a liar, and the father of lies."{31}

One of Satan's favorite deceptions is convincing people that they can achieve eternal life by doing good. That way, they don't see their need for receiving Christ's pardon.

Could this be the reason that sometimes the "being of light" in the OBE's tells the patient to go back and live a good life, but makes no mention of a commitment to Christ? (I'm not accusing everyone connected with OBE's of deliberately being in league with the devil. Rather, I'm offering a word of caution, a suggestion to consider satanic influence as one of several possible alternatives in individual cases.)

Obviously death is a common denominator of the human race. Some seek to avoid the issue or to insulate themselves from it through possessions and pursuits, popularity or power. Many feel that whatever belief makes you comfortable is okay. Do any of these descriptions fit you?

In the spring of 1977, a nightclub near Cincinnati was packed to the brim. Suddenly, a busboy stepped onto the stage, interrupted the program and announced that the building was on fire. Perhaps because they saw no smoke, many of the guests remained seated. Maybe they thought it was a joke, a part of the program, and felt comfortable with that explanation. When they finally saw the smoke, it was too late. More than 150 people died as the nightclub burned.{32}

As you consider death, are you believing what you want to believe, or what the evidence shows is true? Jesus said, "I am the resurrection and the life; he who believes in Me shall live, even if he dies."{33}

I encourage you to place your faith in Jesus Christ as your Savior. Then you, too, will live, even if you die.

Notes

1. Paraphrased from Raymond A. Moody, Jr., M. D., *Life After Life*, Bantam, New York, 1976 (first published by Mockingbird Books in 1975), pp. 21, 22.
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3. Daniel Goleman, "Back from the Brink," *Psychology Today*, April, 1977, p. 59.
4. Michael Grosso, "Some Varieties of Out-of-Body Experience," *Journal of the American Society for Psychical Research*, April, 1976, pp. 185, 186.
5. Grof and Halifax Grof, pp. 193-195; Stanislav Grof, "Varieties of Transpersonal Experiences: Observations from LSD Psychotherapy," *The Journal of Transpersonal Psychology*, 4: 1, 1972, p.67; Russell Noyes, Jr., M.D., and Roy Kletti, "Depersonalization in the Face of Life-Threatening Danger: An Interpretation," *Omega: Journal of Death and Dying*, 7: 2, 1976, p. 108.
6. Raymond A. Moody, Jr., *Reflections on Life After Life*, Bantam/ Mockingbird, New York and Covington, Georgia, 1977, p. 108.
7. Moody, *Life After Life*, p. 157.
8. Louis Jolyon West, M.D., "A Clinical and Theoretical Overview of Hallucinatory Phenomena" in R. K. Siegel and L. J. West (eds.), *Hallucinations Behavior, Experience, and Theory*, John Wiley & Sons, New York, 1975, p. 292.
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11. Joan Kron, "The Out-of-Body Trip: What a Way to Go!" *New York Magazine*, December 27, 1976-January 3, 1977, p. 72.
12. Noyes and Kietti (1976), loc. cit.
13. Dr. Charles Tart in Robert A. Monroe, *Journeys Out of the*

- Body*, Doubleday, Garden City, New York, 1971, pp. 6, 7.
14. Moody, *Reflections on Life After Life*, p. 111.
 15. James Pearre *Chicago Tribune*, "Ghost Story: How a long dead patient talked doctor into continuing work with the dying," *San Francisco Sunday Examiner & Chronicle*, November 14, 1976, section B, p. 7.
 16. Moody, *Reflections on Life After Life*, pp. 15-18.
 17. *Ibid*, pp. 18-22.
 18. *Ibid.*, pp. 19-21.
 19. *Ibid.*, p. 36.
 20. *Ibid.*, pp. 36, 37.
 21. *Ibid.*, pp. 132-135; A. Susan Mennear, "Life After Death?" *Good Housekeeping*, September, 1976, pp. 187, 188; J. B. Rhine, Ph. D., "Parapsychology and Psvchology: The Shifting Relationship Today," *The Journal of Parapsychology*, June, 1976, pp. 131-133.
 22. For a more thorough documentation of resurrection evidences, see Josh McDowell, *Evidence That Demands a Verdict*, Campus Crusade for Christ International, 1972, pp. 185-273; see also pp. 15-79 for evidences for the reliability of the biblical documents.
 23. 1 Corinthians 2: 9, NIV.
 24. John 3: 16; John 10:10.
 25. Romans 1:23; 6:23.
 26. Luke 19:10; Mark 10:45; 1 Peter 2:24; John 3:16.
 27. 1 John 5: 11,12.
 28. John 3:36; Revelation 20:15.
 29. McDowell, loc. cit.
 30. 11 Corinthians 11:14.
 31. John 8:44.
 32. "They Didn't Believe It," *The New York Times*, May 30, 1977, p. 16; Hal Bruno, "The Fire Next Time," *Newsweek*, June 13, 1977, pp. 24, 27.
 33. John 11:25.