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# Achieving Harmony through Religious Understanding

*a resource manual for teachers*

**YOU  
ME  
AUSTRALIAN**

living in harmony



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**Australian Multicultural Foundation**

The Australian Multicultural Foundation's "Believing in Harmony" Project is made possible by funding through the *Living in Harmony* initiative.

*Living in Harmony* is a Commonwealth Government initiative administered by the Department of Immigration and Multicultural Affairs. It is aimed at promoting community harmony within Australia's culturally diverse society and making it clear that, whatever our background and beliefs, we are united as Australians.



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## Minister's Foreword

The Commonwealth Government's *Living in Harmony* initiative, administered by my Department, aims to promote community harmony and reduce racial intolerance.

Under this initiative, my Department has formed a partnership with the Australian Multicultural Foundation to develop and implement a national pilot program – *Believing in Harmony* – aimed at ensuring that our school children understand and appreciate Australia's religious diversity.

Such appreciation can only occur when we have an open mind and think not just about how we differ from each other but more importantly, how we are similar to each other. Only then can we learn to respect each other's values and consciously make the effort to work together towards achieving harmony.

As the name suggests, the *Believing in Harmony* project is about endorsing and promoting harmony. It is one thing to believe in harmony; it is another to put this belief into practice and actually live in harmony. This resource kit provides teachers and students with practical information on how to achieve harmony in schools and the wider community.

The importance of this kit cannot be understated, because it is the school children of today who will bear the responsibility of achieving harmony in years to come. The onus is on our young people, as the next generation, to continue to foster the belief through their own opinions and actions that, despite our differing backgrounds and beliefs, we all have one goal in mind – to live together peacefully.

It is with this notion of peace and harmony that I proudly endorse this resource kit to be used as a reference guide for teachers to help guide tomorrow's adults.

A handwritten signature in black ink, appearing to read 'Philip Ruddock', written in a cursive style.

**The Honourable Philip Ruddock MP**  
*Minister for Immigration and Multicultural Affairs*  
*Minister Assisting the Prime Minister for Reconciliation*

# Introduction

The Australian Multicultural Foundation is committed to the notion that Australians are one people based on a diversity of races, religions and cultural values and that this diversity is a great source of social and economic strength.

In order to appreciate the strength that this diversity brings, we need to continue to learn to appreciate and respect each other's views. We need to recognise our rich Indigenous heritage that dates back more than 40,000 years and to appreciate that today we encompass 232 nationalities, 193 languages and more than 80 different faiths. <sup>1</sup>

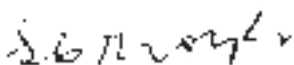
Although religion is just one aspect of Australia's diversity, it is increasingly becoming more important. It is interesting to note that in 1911, at the time when the first national census was conducted, 96 per cent of people stated their religion as Christian. In 1996 statistics from the Australian Bureau of Statistics show that this figure has declined by 26 per cent. <sup>2</sup>

Simultaneously figures show that other religions such as Islam, Buddha Dhamma (Buddhism), Hinduism and Judaism are on the increase. It is therefore fitting that we examine the impact of religious diversity by providing students with the opportunity to learn first hand about the various cultures and traditions behind these religions.

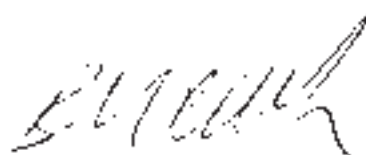
It is with this notion that the Australian Multicultural Foundation developed a national pilot program aimed at giving students the opportunity to participate in religious forums with members of their local religious representatives. This kit is the end result of the pilot program. It has been developed to enable teachers to emulate the program in their individual classes and share in the success.

The kit has been designed for the exclusive benefit of teachers in a classroom situation and is supported by actual comments and constructive opinions obtained from the national pilot program.

Our goal was to therefore ensure we highlighted not only the importance of religion in everyday life, but also to highlight the commonalities between different religions. We believe this resource kit achieves these goals.



**LGC Moyle**  
*Chairman*  
*Australian Multicultural Foundation*



**Mr B. (Hass) Dellal OAM**  
*Executive Director*  
*Australian Multicultural Foundation*

1. Department of Premier and Cabinet (1997) Fact File, The Multicultural Affairs Unit, Victorian Government
2. Australian Bureau of Statistics (1996) Census of Population and Housing – Selected Social and Housing Characteristics for Australia. Catalogue 20150 p.43 B12

## Aim

The *Believing in Harmony* project aims to help students understand that no matter what our religious beliefs are, we are all Australians and that in order to live together harmoniously we need to appreciate and respect each others' beliefs.

This project provides students with the opportunity to hear first hand from other Australians whose religious views may be different from their own. It also offers students the opportunity to understand the meaning behind those different views and encourages them to keep an open mind when listening to others.

While the program highlights religious diversity, it simultaneously encourages students to appreciate that some of the traditions and practices in other religions may be similar to their own. This program therefore aims to encourage students to celebrate our religious diversity and appreciate how this diversity enhances our lives by making them more dynamic and socially cohesive through deeper understandings.

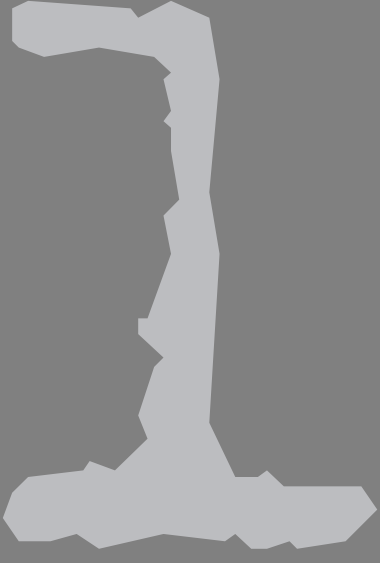
Students are encouraged to believe that true harmony is achieved when individual acceptance and respect is given equally without prejudice.

This resource kit has therefore been designed to guide teachers through a four-week activity program to stimulate students into wanting to know more about various religions. At the end of the four-week program, it is hoped that teachers will plan their own religious forum so those students can hear first hand from their own local religious representatives.

Forum sizes may vary, although past experience dictates that ideal numbers are classes of no more than 40 students. The ideal length depends on the number of religious representatives present, however as a guide 50 to 55 minutes has been found to be ideal.

# Running your own Program

*Achieving Harmony through Religious Understanding*



# WEEK 1

## Introducing Religion

### WORKING DEFINITION

If we are to truly appreciate religious diversity then we need to have a reference point to start with and in practice this essentially means agreeing on a working definition of the term religion.

The word religion is a noun that generally refers to an organised system or set of beliefs that involves worshipping a recognised creator. In the example of religions, such as Buddha Dhamma (Buddhism) where there is no creator other than cause and effect, and who do not worship a supreme being or creator are in fact a philosophy. However, for the purposes of simplicity, all organised sets of beliefs, including Buddha Dhamma (Buddhism), will be here on referred to as faiths.

*Noun: religion • Adjective: religious • Adverb: religiousness*

### DIFFERENT TYPES OF RELIGIONS

After explaining the working definition of the term religion, conduct a brainstorming session by asking the students to list as many different types of religions as they are able. Once they have completed their individual lists, make one uniform list on the board and ensure that each student copies down the final list.

*The final list may include some of the following:*

Christianity, Buddha Dhamma (Buddhism), Hinduism, Islam, Jainism, Judaism, Theosophy, Zoroastrianism Shintoism, Taoism, Bahai, Deism, Theism, Polytheism

*Differentiate between Religion and denomination:*

At this stage it is worth briefly mentioning that there are many different branches of organised religions and among these there are seven main religions with different branches.

*Use the example of Christianity by saying Christianity is a religion, but there are many branches and these include some of the following:*

Methodist, Presbyterian, Anglican, Uniting Church, Baptist, Christian Science, Latter-day Saints, Congregational, Lutheran, Roman Catholic, Greek and Russian Orthodox, Armenian, Coptic, Pentecostal, Evangelical, Society of Friends, Apostolic.



## **FINAL LIST**

If students are having difficulty thinking of different types of religions then ask them to look up the yellow pages under the heading Organisations – Church and Religious or Churches, Mosques & Temples.

## **QUIET READING AND SHARED READING**

At this stage it would also be helpful for students to have access to a few simple texts on religion (see Attachment 1 for a list of texts). These texts may also be introduced as an introduction to this first activity by offering them during quiet reading sessions or may be read by the teacher during shared reading sessions.

## **ROTATIONAL GROUPS**

- Divide the students into working groups of six and give each group a different religion to research.
- Research should involve reference material from the library and Internet searches that ensure students are refining their searches and thereby focusing on one particular faith.
- Each group should aim to provide a brief written list of questions they would ask if given the opportunity to question someone from that religion.
- Ensure each group has a representative who presents their list in front of the class. Select another member of the same group to add any new questions suggested by other members of the class.
- Ensure students are aware that there is no such thing as a wrong or silly question. Examples of questions asked during the national pilot program are enclosed (see Attachment 2). If the students are having difficulty thinking of questions, provide them with the list of questions and ask them to add on at least another ten.

## **ACTIVITY OUTCOMES**

1. Students should have completed a list of questions to be asked when a religious representative visits them.
2. Students should have become aware that there are many different organised religions and should be able to list at least seven main religions.
3. Students should be aware of the difference between the major world religions and branches of those religions.

## WEEK 2

# Specific Religions

This week the aim is to enable students to have an understanding of specific faiths. This will be achieved through small group research and class presentation.

### GROUP RESEARCH

Ask students to organise themselves into small groups of six and then give each group a particular religion to research. Choose from the following list:

- Bahai
- Buddha Dhamma (Buddhism)
- Christianity
- Confucianism
- Hinduism
- Islam
- Judaism
- Taoism

When each group has been given a religion ask them to answer the following list of questions by either using the Internet or research using reference texts (see Attachment 1 for list of suggested texts):

### QUESTION LIST

1. Does your religion recognise a God?
2. If yes, what is the God called?
3. If there is a God, is God considered to be a man or a woman or neither?
4. If no, what if anything, do believers of your religion worship?
5. Do believers of your religion pray?
6. If yes, when and how do they pray?  
Are there a certain number of times believers must pray?
7. Is there a certain place that believers should go to pray?
8. If the believers do not pray, do they use any other ritual such as chanting?
9. If they chant, please state how the believers chant? (ie what do they say and do?)
10. Do believers offer sacrifices? (ie do they offer gifts?)
11. What does the religion say about the relationship between men and women? In other words does it state women can do certain things and men cannot or vice versa?
12. Are there any main things that believers are allowed or not allowed to do?

13. What does your religion say about how to treat other people?
14. Does your religion believe in reincarnation?
15. Are there any dietary restrictions for believers of your religion? For example, are you allowed to eat meat if you are a Buddhist?
16. Where do older people fit in your religion? For example, in traditional Aboriginal and Torres Strait Islander society and culture, elders command great respect because of their age and resulting knowledge and wisdom.
17. Does nature play a significant role in your religion? For example, at the heart of traditional Aboriginal and Torres Strait Islander spirituality is a connection with the land and seas.

### **CLASS PRESENTATION**

Once students have answered as many questions from the list as they can, ask them to elect a spokesperson for each group. Then in rotational sessions allow each group time to present the answers to these questions in the form of a verbal presentation to the whole class.

This may be done over one session or if time is short, groups may present their findings in-between other activities. For example, groups may be given the opportunity to present their answers during the last 30 minutes of the day.

If time allows, students should be given the opportunity to ask their own questions to each group.

Once each group has given their presentation, groups should exchange their answers. The end result should be each group receiving a copy of all the other groups' answers.

### **ACTIVITY OUTCOMES**

1. Students should gain an understanding of the main values and customs of the seven main religions.
2. Students should learn to understand not only the differences between religions, but also the similarities.
3. If students have prejudices then they are given the opportunity to further understand the meaning behind certain traditions of other religions. This allows students the opportunity to accept people according to their actions instead of their individual traditions and cultures.

# WEEK 3 - Celebrating Religious Diversity

This week students are given the opportunity to celebrate and enjoy the fact that we are a multi-faith nation and that we celebrate different occasions as part of our commitment to our faiths. The aim of this week is to recognise that although some holidays, such as Christmas and Easter, may be acknowledged as public holidays, they are certainly not celebrated by everyone.

For example, Islam celebrates Eid-ul-Fitr-Ramazan Bayram. This is a celebration signalling the end of the fasting month known as Ramadan. They also celebrate Eid-ul-Adha-Kurban Bayram, which commemorates the sacrificing of a sheep by the prophet Ibrahim (Abraham). On this day a Muslim person may sacrifice a sheep and share it with friends or those less fortunate.

Students would be expected to again divide into working groups of six and select a specific religion and provide a brief overview of one of their celebratory occasions/religious festivals. In doing this students would be expected to provide point form details such as:

- Date or time of year
- The name of the occasion
- The historical and/or religious meaning behind the occasion
- What is involved in celebrating the occasion? (eg. is there a feast?)
- Who is involved in celebrating the occasion?
- Where do the celebrations take place? (eg. church? temple?)
- Are there any specific tasks which members of the family must perform as part of this celebration?

When students have found out the answers to these questions (see Attachment 1 for texts), they will be expected to design an invitation for the guests to celebrate the occasion.

There will of course need to be certain details on the invitation, including:

1. Date
2. Time
3. Place
4. Reason for celebration
5. A brief note informing the guest about any individual requirements, such as whether to bring food or a present.



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### **ACTIVITY OUTCOMES**

1. Students learn the meaning behind individual religious celebrations enabling them to understand why some people don't celebrate some public holidays, such as Christmas and Easter.
2. Students gain the opportunity to appreciate other people's celebrations and partake in the enjoyment associated with these celebrations.

# WEEK 4 - Conducting your own Forum

By the time you reach week 4 all your preparation should have been done and students should now be ready to take part in their own *Believing in Harmony* forum. Teachers will now be responsible for contacting a group of two or three religious representatives and inviting them to their school.

Attachment 3 provides a list of organisations that may be able to assist you with contacts but teachers should feel free to make their own contacts.

Once the teacher has made contact with the religious representatives and agreed on an appropriate date then the students should be responsible for designing and posting a formal invitation to the invited religious representatives.

When the invitation has been accepted the students would be expected to have a list of prepared questions. The format is very simple and flexible. Generally speaking, the teacher acts as the host or they might like to select a student to oversee proceedings.

The forum generally runs for about 50–55 minutes with each religious representative speaking for approximately 10–15 minutes. At the end of their speech, students are given the opportunity to question the religious representatives.

Prior to the arrival of the religious representatives, the teacher may like to select a topic so that the religious representative can prepare some type of discussion. The national pilot program covered two broad topic areas:

- Grades 5 – 6 "The Places Where We Worship"
- Years 7 – 10 "Relationships"

There are no hard and fast rules about which is the most appropriate topic for which age, however, our experience showed that these topics were age appropriate. At the completion of the forum, one student should be given the task of thanking the religious representatives and inviting them to stay for morning or afternoon tea (note dietary requirements).

## ACTIVITY OUTCOMES

1. The overall goal of these forums is to ensure students are given the opportunity to hear first hand from religious representatives about their own beliefs and cultures.
2. Students are given a real and sometimes rare opportunity to interact with people whose lives may be very different from their own.
3. Students from these sessions should develop an understanding to appreciate and respect other peoples' religions, while recognising that they may or may not be in agreement with them.

# Terminology



# Terminology

The following list has been compiled so teachers can help students become familiar with certain words that are commonly used in religious discussion. Although this list is by no means exhaustive, it does represent much of the terminology in a bid to encourage open and honest discussion and understanding.

Teachers may simply use this section as a reference guide or they may like to offer it to students in the form of a spelling quiz. Alternatively, teachers may divide students into groups of six and ask them to find the meaning of the words. The words have therefore been divided into small groups to coincide with this exercise.

## GROUP 1

*Family*  
*Community*  
*Relationship*  
*Connection*  
*God*  
*Holy*  
*Sacred*  
*Religion*  
*Faith*

## GROUP 2

*Believe*  
*Cultural*  
*Custom*  
*Tradition*  
*Denomination*  
*Church*  
*Multicultural*  
*Tolerance*  
*Meditate*  
*Ritual*

## GROUP 3

*Peace*  
*Congregate*  
*Separate*  
*Harmony*  
*Understanding*  
*Acceptance*  
*Respect*  
*Appreciate*  
*Heaven*  
*Hell*

## GROUP 4

*Flexible*  
*Separated*  
*Estranged*  
*Principle*  
*View*  
*Destiny*  
*Listen*  
*Social*  
*Pray*

## GROUP 5

*Negotiate*  
*Close*  
*Derive*  
*Nature*  
*Transcend*  
*Consciousness*  
*Calm*  
*Chant*  
*Sharing*

## GROUP 6

*Married*  
*Divorced*  
*Distance*  
*Enlighten*  
*Spiritual*  
*Reincarnation*  
*Soul*  
*Clarity*  
*Celebrate*  
*Sacrifice*  
*Celebate*





# Feedback from the National Pilot Program

*Achieving Harmony through Religious Understanding*

# Some Student and Teacher Feedback from the National Pilot Program

## STUDENTS

- "I think the Buddhist religion is cool." – *Shepparton High, Victoria*
- "I enjoyed it so much – I would have liked more time." – *Isik College, Victoria*
- "I liked the way everything was explained. I felt that it was very interesting."  
– *Isik College, Victoria*
- "I thought it was interesting to learn about Muslims and Buddhists and what they did at their temples and their religious culture." – *Perth Modern School, Western Australia*
- "I enjoyed the speeches made on relationships, it was interesting how they described their religion." – *Perth Modern School, Western Australia*
- "I found the Aboriginal lady really good because I had always wanted to talk to an Aboriginal person about their spirituality." – *Friends School, Tasmania*
- "I thought the Buddhist monk was great, if we could all be that happy, I'd consider becoming a Buddhist myself." – *Kormilda College, Darwin*

## TEACHERS

- "I thoroughly enjoyed the whole forum. I'm the Indonesian language teacher and I wish we had done something like this a long time ago." – *Telopia Park, ACT*
- "I thought the program was a great success and I can see you generated a great deal of interest in the students." – *Friends School, Tasmania*
- "I'm certainly going to conduct follow-up activities to this forum, because I can see that the students were genuinely interested." – *Raglan School, New South Wales*
- "The students were extremely interested in what the clergy (religious representative) had to say. I also liked the way the clergy (religious representative) spoke to the students." – *West Lakes Shore Primary, South Australia*
- "This is a fantastic opportunity because our students do not normally get the opportunity to interact with people from such diverse backgrounds. This can only be beneficial." – *Clarendon Vale Primary, Tasmania*

# ATTACHMENT 1 - List of texts about Religion

- Babacan, H. & Obst, P. *Death, Dying and Religion – An examination of Non-Christian Beliefs and Practices – A Guide for Human Service Professionals.* Hurriyet Babacan (1998)
- Baldock, J. *With Other Faiths – A Guide to Living With Other Religions* World Conference on Religion and Peace. VIC Religion in Australia Series – Number 4
- Bilimoria, P *The Hindus and Sikhs in Australia.* Bureau of Immigration, Multicultural and Population Research. (1996)
- Cole, W & Sambhi, P *The Sikhs: The religious beliefs and practices.* London. Routledge & Kegan Paul. (1978)
- Healey, K. *Religions in Australia – Issues in Society – Volume 86* Spinney Press Australia. NSW (1998)
- Lamb, C. *Belief in a Mixed Society,* Lion Publishing, Herts (1985)
- Lane, T. *Terry Lane Talks with People of Faith – Interfaith Education Program.* The Joint Board of Christian Education. Melbourne.
- Mansukhani, Gobind Singh *Introduction to Sikhism*
- Mayled, J. *Religious Topics – The History of Religions.* Wayland Publishers Ltd. England (1987)
- McGinlay, H. *Sharing Dreams and Visions in Australia – An Interfaith Education Program.* Joint Board of Christian Education, Australia (1988)
- National Police Ethnic Advisory Bureau *A Practical Reference to Religious Diversity for Operational Police* NPEAB Melbourne (2000)
- Smith, H. *The World's Religions –* Harper San Francisco, NY (1991)
- Smith, H. *The Illustrated World's Religions – A Guide to Our Wisdom Traditions.* Harper San Francisco. First Edition. NY (1994)

# ATTACHMENT 2

## Question List

Here is a list of some of the questions asked by year 5, 6, 7, 8 and 9 students during the national pilot program held in Australia in February and March 2000.

### LIST OF MOST COMMONLY ASKED QUESTIONS

1. Do Muslim people eat pork?
2. Do Muslims speak a different language?
3. Why is God referred to as a man?
4. Why do Buddhist monks shave their head?
5. Why do Christians traditionally go to church on a Sunday?
6. What are icons in the Greek Orthodox Church?
7. Why do Muslim women cover their hair?
8. Do Aboriginal people worship a God?
9. Why are older members of the Aboriginal community referred to as elders?
10. Where do most of the Muslims in the world live?
11. Why do Muslims pray five times a day?
12. Why are all the wars in the world started because of religions?
13. Why doesn't the Catholic Church accept homosexuality?
14. Why do Muslim people fast?
15. Why do Muslim people take off their shoes when they enter their mosque?
16. Why do we call Catholic priests Father?
17. Who do Aboriginal people worship?
18. What is Mecca?
19. Why do Muslim people have to travel to Mecca?
20. Why was Jesus nailed to the cross?
21. Why did Jesus rise?
22. What does the bread taste like at Mass and why do you offer it?
23. Can Catholic children taste the wine at Mass?
24. Can a Muslim female marry a Hindu male?
25. Why aren't Buddhist monks allowed to eat after midday?
26. Why aren't you allowed to drink alcohol if you're a Muslim?
27. Why do Jewish people wear that round hat on their head?
28. Why do Rabbi's dress in long black coats?
29. What do the tassels represent in Judaism?
30. How old are Jewish boys when they wear that hat?
31. Do Jewish women have to dress in a special way and if not, why not?

# ATTACHMENT 3

## Contact Details

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For assistance in contacting different faiths in your state or territory, you can contact the following organisations:

### **VICTORIA**

#### Victorian Multicultural Commission

1 Treasury Place  
EAST MELBOURNE, VIC 3002  
Telephone: (03) 9651 6884  
Facsimile: (03) 9651 2624

#### Ethnic Communities Council of Victoria

217 Church Street  
RICHMOND, VIC 3121  
Telephone: (03) 9427 1300  
Facsimile: (03) 9427 1691

#### Communities Council on Ethnic Issues

Whitehorse Community Resource Centre  
Level 3 Forest Hill Chase  
270 Canterbury Road  
FOREST HILL, VIC 3131  
Telephone: (03) 9877 6467  
Facsimile: (03) 9894 4686

#### Ethnic Council of Shepparton and Districts

134 Nixon Street  
SHEPPARTON, VIC 3630  
Telephone: (03) 5831 2395  
Facsimile: (03) 5831 3764

#### Sunraysia Ethnic Communities Council

142 Lime Avenue  
MILDURA, VIC 3500  
Telephone: (03) 5023 7885  
Facsimile: (03) 5021 2450

**Geelong Ethnic Communities Council**

153 Pakington Street  
GEELONG WEST, VIC 3218  
Telephone: (03) 5221 6044  
Facsimile: (03) 5223 2848

**Darebin Ethnic Communities Council**

C/- City of Darebin  
High Street  
PRESTON, VIC 3072  
Telephone: (03) 9230 4444  
Facsimile: (03) 9275 4293

**WESTERN AUSTRALIA**

**Office of Citizenship and Multicultural Interests**

2nd Floor, 81 St George's Terrace  
PERTH, WA 6000  
Telephone: (08) 9426 8690  
Facsimile: (08) 9426 8691

**QUEENSLAND**

**Multicultural Affairs Queensland**

Department of the Premier and Cabinet  
PO Box 185  
BRISBANE ALBERT STREET, QLD 4002  
Telephone: (07) 3224 5690  
Facsimile: (07) 3224 5691

**Ethnic Communities Council of Queensland**

26 Merivale Street  
SOUTH BRISBANE, QLD 4101  
Telephone: (07) 3844 9166  
Facsimile: (07) 3846 4453

Ethnic Communities Council Gold Coast Inc

PO Box 1701

SOUTHPORT BUSINESS CENTRE, QLD 4215

Ethnic Communities Council of the Sunshine Coast

PO Box 5690

MAROOCHYDORE, QLD 4558

Ethnic Communities Council of Logan

PO Box 604

WOODRIDGE, QLD 4144

Telephone: (07) 3209 2894

## **NEW SOUTH WALES**

Ethnic Affairs Commission of New South Wales

PO Box 1266

ASHFIELD, NSW 1800

Telephone: (02) 9716 2200

Facsimile: (02) 9798 3860

## **TASMANIA**

Tasmanian Office of Multicultural and Ethnic Affairs

GPO Box 123B

HOBART, TAS 7001

Telephone: (03) 6233 3439

Facsimile: (03) 6233 8663

## **SOUTH AUSTRALIA**

South Australian Multicultural and Ethnic Affairs Commission

24 Flinders Street

ADELAIDE, SA 5000

Telephone: (08) 8226 1944

Facsimile: (08) 8226 1955

Office of Multicultural and International Affairs

Department of Premier and Cabinet

24 Flinders Street

ADELAIDE, SA 5000

Telephone: (08) 8226 1944

Facsimile: (08) 8226 1955

Multicultural Communities Council

4th Floor, 44 Gawler Place  
ADELAIDE, SA 5000  
Telephone: (08) 8223 6962  
Facsimile: (08) 8223 5227

**NORTHERN TERRITORY**

Northern Territory Government Office of Ethnic Affairs  
GPO Box 1222  
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Ethnic Communities Council of NT

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**AUSTRALIAN CAPITAL TERRITORY**

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Australian Capital Territory Government  
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*Thank you.*



*Achieving Harmony through Religious Understanding*

