

DOCUMENT RESUME

ED 156 614

SO 011 023

AUTHOR Wagstaff, Jeri Lou  
 TITLE The Religious Quest.  
 INSTITUTION Wright State Univ., Dayton, Ohio, Public Education Religion Studies Center.  
 SPONS AGENCY National Endowment for the Humanities (NEH), Washington, D.C.  
 PUB DATE [76]  
 NOTE 18p.; For related documents, see SO 011 012-024  
 AVAILABLE FROM Public Education Religion Studies Center, Wright State University, Dayton, Ohio 45431 (\$1.00, paper cover)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.  
 DESCRIPTORS \*Composition (Literary); Composition Skills (Literary); Descriptive Writing; \*English Programs; \*Language Arts; Learning Activities; Literature; \*Religious Education; \*Research Skills; Secondary Education; Teacher Developed Materials; Units of Study

ABSTRACT

This literature-research unit centered on a study of the religious quest provides a vehicle for developing several skills in addition to involving students in an examination of the nature of religious experience and the roles religion can play in the lives of people. The student will learn how to write extended definitions, compare and contrast compositions, and do a research paper. This nine- to twelve-week high school English unit is part of a series developed by the Public Education Religion Studies Center, at Wright State University. It is intended to serve five purposes: (1) It causes students to contemplate the role of religion in the lives of the young; (2) It allows students to gain some background in several religions; (3) It provides interesting subjects for research; (4) It provides an interesting vehicle for learning some of the skills needed in doing research; and (5) It provides good subjects for composition writing. Generalizations, concepts, subject matter, and vocabulary are briefly outlined. Sixteen cognitive and affective objectives are identified. Detailed initiatory, developmental, and culminating activities are described. Evaluation suggestions are given followed by numerous references for both student and teacher. (Author/BC)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED156614

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY.

THE RELIGIOUS QUEST

prepared for  
Secondary English

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

William F. Collier

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC) AND  
USERS OF THE ERIC SYSTEM

by  
Jeri Lou Wagstaff,  
Ypsilanti High School  
Ypsilanti, Michigan

for the  
Teacher Education Institute on  
the Religious Dimension of World Cultures,  
1976-77

sponsored by the  
Public Education Religion Studies Center,  
Wright State University  
Dayton, Ohio 45435

and made possible by a grant from the  
National Endowment for the Humanities

SQ 011023

## The Religious Quest

### INTRODUCTION

- A. This unit in the religious quest serves multiple purposes:
1. It causes students to contemplate the role of religion in the lives of the young.
  2. It allows students to gain some background in several religions.
  3. It provides interesting subjects for research.
  4. It provides an interesting vehicle for learning some of the skills needed in doing research.
  5. It provides good subjects for composition writing.

In a time when many English Departments are being urged to abandon the thematic approach to "go back to basics," it is important that English teachers clearly define the way they are able to teach basic skills within thematic units of study. This literature-research unit centered on a study of the religious quest provides a vehicle for developing several skills in addition to involving students in an examination of the nature of religious experience and the roles religion can play in the lives of people. Within the unit the student will learn how to write extended definitions, comparison and contrast compositions, and the research paper.

B. This unit of study is probably best used with eleventh and twelfth grade students because they will need to have developed basic writing skills that will allow them to go on to composing well-developed, two-to-three page compositions and to learning how to write a documented research paper. However, the unit is appropriate for students of varying academic abilities because of the choice of books available and the flexibility in subject and length of research paper that these research projects can accommodate.

C. At least nine to twelve weeks are needed if a research project in religion is to be included in the unit. This unit could be used as the central theme for a semester course in a program where language skills other than the ones suggested in this unit are to be taught.

### CONTENT

A. Generalizations

1. Religion plays an important role in the lives of many people.
2. Religion sometimes presents the maturing teenager/young adult with serious problems.
3. Religion can help people deal with the conflicts of life.
4. Religious experience contributes to the formation of a world view that affects the behavior/life style of the individual.
5. The maturing individual's religious views and practices may or may not coincide with the religious heritage of his family.

B. Concepts

1. Ritual
2. Worship
3. Conversion
4. Meditation

5. Divinity
6. Religious Symbolism
7. World View
8. Life Style

C. Subject Matter Outline

1. Poetry - on the nature of religion  
the role of religion  
religious experience
2. Novels and Biographies

Students will choose to read at least one of the following. If a semester is involved the student will read at least two books on the religious quest.

The Chosen, Chaim Potok  
Go Tell It on the Mountain, James Baldwin  
The Cross and the Switchblade, David Wilkerson  
Siddhartha, Hermann Hesse  
The Autobiography of Malcolm X, Alex Haley  
Portrait of the Artist as a Young Man, James Joyce  
Clap Your Hands, Larry Tomczak  
The Brothers Karamazov, Fedor Dostoevsky  
Crime and Punishment, Fedor Dostoevsky  
The Promise, Chaim Potok  
My Name is Asher Lev, Chaim Potok  
Pillar of Fire, Karl Stern  
Seven Story Mountain, Thomas Merton

3. In addition to reading the books the students will read essays on the religious experience and on several religions as well as a few selections from primary sources. A number of sound filmstrips, movies, and possibly some video tapes will be used to enrich the students' understanding of the religions involved in the lives of the characters of the books they are reading.

D. Vocabulary

In this unit the vocabulary study is centered in the books the students choose to read. The following lists are examples:

<u>The Chosen</u>		<u>Siddhartha</u>
1) samovars	12) Messiah	1) Brahmin
2) Hasidic	13) pilpul	2) Upanishads
3) orthodox	14) tzaddik	3) ascetic
4) conservative	15) Yiddish	4) Samanas
5) reformed	16) Torah	5) nirvana
6) earlocks	17) Zionism	6) dharma
7) yeshiva	18) dogmatic	7) Atman
8) Talmud	19) inductive	8) moksha
9) synagogue	20) Revisionists	9) sojourn
10) rabbi	21) kosher	10) essence
11) apikorsim		11) salavation.

## The Cross and the Switchblade

- |                       |                   |
|-----------------------|-------------------|
| 1) fleece             | 8) evangelizing   |
| 2) tithe              | 9) ignominious    |
| 3) prayer of petition | 10) spiritualists |
| 4) prayer of praise   | 11) converted     |
| 5) Holy Spirit        | 12) empathetic    |
| 6) circuit rider      | 13) "turf"        |
| 7) Pentecostal church |                   |

## Go Tell It on the Mountain

- |                                |  |
|--------------------------------|--|
| 1) the Power                   | 8) testimony                                   |
| 2) sanctified - sanctification | 9) "shout" song                                |
| 3) Sunday school               | 10) Holy Ghost                                 |
| 4) revival meeting             | 11) redeemed                                   |
| 5) evangelist                  | 12) conversion                                 |
| 6) baptized                    | 13) saints - as used by Baldwin<br>in the book |
| 7) saved                       | 14) the Son                                    |

### OBJECTIVES

#### A. Cognitive Objectives

1. The student will analyze the problems that the major character/characters in the novel or biography face in the first few chapters of the book.
2. The student will identify rituals and/or practices of the religion that are central in the book read.
3. The student will explain the role religion played in the main character's life.
4. The student will share with others in discussion what he has discovered about religious practice and the role of religion in people's lives.
5. The student in discussion with other students will compare and contrast different religions using the following points: Rituals and Ceremonies, Stories and Sacred Writings, Creeds, Laws, Practices, Religious Leaders
6. The student will write a composition comparing and contrasting two religious experiences found in audio-visual presentations and/or books.
7. The student will write a composition in which he gives an extended definition of one or several related religious terms.
8. The student will demonstrate his ability to take notes by all of the following methods: lists of facts, summaries, paraphrases, direct quotes.
9. The student will demonstrate his ability to find a variety of sources on one subject by presenting a tentative bibliography of at least five sources of material on the religious subject he has chosen to research.
10. The student will demonstrate his ability to organize material by presenting an outline for the research paper.
11. The student will demonstrate his ability to combine his research efforts into a single study by handing in a research paper including cover page, outline, table of contents (if appropriate), footnotes, and bibliography, using the form required by the department.

## B. Affective Objectives

(Some of these affective objectives will be observable during the study of the unit; others will not be measurable because they are long-range objectives.)

1. Students will discuss the religious experiences of the characters in their books objectively, that is, without making fun of them or criticizing the nature of their experience.
2. Students will share some of the religious experiences they have observed or been a part of without embarrassment or fear of negative reaction on the part of the group.
3. Students will express an interest in developing or taking a course in world religions either in high school or at the college level.
4. Students will demonstrate their excitement about the study of religion and religious experience by staying after class or after school to discuss some of the material they have discovered.
5. Students will be tolerant of and interested in the different religions of their community.

## POSSIBLE ACTIVITIES

A. Initiatory Activities - There are several possible activities that could make an effective introduction into this unit. One or more of the following would be appropriate.

1. Show the students a selection of slides representative of several different religions. Include settings for religious experience, ritual experiences, (distinctive dress, symbols, and any others that seem appropriate.  
Have the students write down descriptions of what they see in some of the slides.  
When you have finished the series, go back and show some of the slides again and have the students compare and contrast some of the slides.
2. Give the students a pre-test on religious terminology and major religious figures. The following are examples of what can be done - Write on your answer sheet the letter of the religion that each of the following is a part of: a) Buddhism, b) Christianity, c) Judaism, d) Hinduism, e) Islam
  1. Torah
  2. Koran
  3. New Testament
  4. Reg Veda
  5. Mecca
  6. Mahayana
  7. Sermon on the Mount
  8. Yoga
  9. Talmud
  10. Four Noble Truths

- Identify the religion of each of the following:

  1. Krishna
  2. Elijah Muhammed
  3. Master W.D. Fard
  4. Ezekiel
  5. Jesus of Nazareth
  6. Moses
  7. the Prophet Mohammed
  8. Malcolm X
  9. Abraham
  10. Shiva
  11. Siddhartha Gautama
  12. Paul of Tarsus
3. Use a poem or several poems to get into the question of what religion is and the role that it plays in people's lives. Have the students read a poem and respond to it in writing. Have the students consider together the essence of a poem. Several poems that are appropriate for this assignment are: "Journey-Not a Destination," page 56; "Dark Passage," page 77; or "The Test,"



B. Developmental Activities

1. After introductory descriptions, the students choose from the list of novels and biographies the book they wish to read. It is possible to allow each to choose his own or have the class select three or four books to choose from. The teacher is able to have more frequent discussions on each book if the number is limited.
2. During the reading of the books, the teacher holds group discussions of the books being read. At least three discussions of each book are advisable. Following is an example of questions for discussion of the beginning of Baldwin's Go Tell It on the Mountain: "What early impressions do you get of John? Happy? Religious? Intelligent?" "What creates these impressions?" "What's important about John's family?" "What particular aspects of their religious practices are brought out?"
3. A presentation is made on four methods of notetaking: list of facts, summary, paraphrase, and direct quote. Examples are studied and then students are given a copy of an article on Hinduism, Buddhism, or Islam and asked to make notecards from the material read using all four methods. This activity is appropriately followed the next day by a class viewing of a sound filmstrip on the same religion and a class discussion of that religion.  
Later this lesson can be repeated using a different religion in order to broaden the students' general knowledge of other religions and give them experience in notetaking before they begin their own research.
4. Because the teacher must be occupied with small groups for at least nine days of the period when the books are being read, other small group or individual activities are important and should be carefully structured. The following is an example of possible activities.

Activities

Go Tell It on the Mountain

On days when I am busy discussing with other groups you are to work on the following activities (that is, if you are caught up on your reading assignments).

1. Find information on the author, James Baldwin, and take notes as you have been instructed to do. Make Bibliography Cards for each source you use. Follow the bibliography guide you were given.
  - a. First, check the encyclopedias; check more than one since some include more detailed information than others.
  - b. Then check the source books on Negroes, Blacks, Afro-Americans, etc. You will find these in the Reference Room of the Media Center.
  - c. Next you will want to look for books on Baldwin, or books on American novelists, or books on Black Authors.
  - d. Eventually you will use this information in a paper on the relationship of Go Tell It on the Mountain to Baldwin's life.
2. See the sound filmstrips on Black Religion. I have these, and you may take them to the media center to view the "Messenger

Seven." Consider the following:

- a. In what way do you obtain a different picture of the Black church from the filmstrip than you have received from the novel?
  - b. Do you know what pictures depict a pentecostal religious experience?
3. Do some research on the meaning of pentecostal religion or church. What are the particular characteristics of pentecostal religion and worship?  
It would be a good idea to take notes on this also. Since you don't know for sure what your research topic will be, you may find that this source material could be used once you get to your individual project.  
Make Bibliography Cards for sources used in this investigation also.
4. A variety of movies that will enrich the students' experience with religion study is available. These films should be used for discussion of the religion they are about or of the religious experience that they convey. Sometimes they can be used as motivation for composition writing. The following is an example of a composition assignment using film.

#### Contrast Composition Assignment

Purpose of composition: Contrast the religion of the Holy Ghost People in the film of that name with the religion of the Buddhists of the film Awareness. If you are unable to use the Buddhist religion in your comparison and contrast, then use the religious experience of your book for this assignment.

Writing skills that will be evaluated in the grading of this paper:

Introduction: You should try to find an interesting way of getting into the contrast. We studied the following possible methods:

1. relating an incident
2. giving an example
3. using an analogy
4. using a quotation
5. asking a question or a series of questions
6. making a startling statement
7. defining a term
8. describing something

Topic Sentences for Paragraphs - ones that will indicate a contrast is being made

Signals - use of words such as- but, however, yet, although, on the other hand; adjectives like- more formal, more subdued, quieter, louder, livelier, etc.  
other words -  
whereas, different  
from, in contrast to more internal, more exciting, etc.

5. Because there is so much new terminology in this unit, it is an ideal place to teach methods of writing extended definitions. Sometimes the composition can be one in which one word or concept is defined; other times more than one term can be defined. The following is an assignment possible for the students reading Siddhartha.



Siddhartha: Go to the library and look up the following terms in order to write this composition. You may wish to use more than one source. Encyclopedias are useful, and there are some books on world religions as well as on Hinduism that could be helpful. Use more than one source. Also it will be helpful to discuss with the rest of the group before composing your paper.

brahman . karma moksha  
atman dharma

composition assignment: Develop a paper using the following sentence as your thesis.

"There are several terms that are important in understanding the religion of the Hindus."

6. Guest speakers could be invited to share information about a particular religion with the class. However, if this experience is to be a part of the unit, it is important to prepare carefully for it. The speaker should know what it is you want the class to learn from the visit and what he must not do in his presentation. Anything that could be construed as proselytizing is not legal and must be avoided.
7. There are a variety of compositions that can be assigned in this unit beyond those that are to fulfill the specific objectives of learning to write extended definitions and comparison-contrast papers. Several examples follow:

The Cross and the Switchblade -

Use the following as your thesis statement: The Cross and the Switchblade is an illustration of how some individuals believe that the power of their god leads them to accomplish his will.

(In this paper you will explain to the reader of the paper, a student in this class who is not reading the same book you are, how this book serves as a testimony, etc. This means you will need to refer to a number of instances where Wilkerson believes he is led or supported or helped. You will also need to make clear to the reader the results of the help. What is accomplished? If you have completed reading the book, you can, of course, use the whole book, but if you have not, use what you have read, or

From your knowledge of the Bible choose a person who had experiences similar to those of Dave Wilkerson. Then write a paper showing how Wilkerson's religious experience is reminiscent of events in the Bible.)

In order to prepare for this writing, you will need to review the story from the Bible that you are going to use so that you can be accurate.

The Autobiography of Malcolm X -

Write a composition about the problems Malcolm faced as a child and teenager. Before you begin to write, make a list of the problems. Consider the following categories: family problems and economic problems; racial problems; problems of individual identity; religious issues, questions and problems.

### Go Tell "It on the Mountain" -

Write a composition explaining the problems that John is coping with around the time of his fourteenth birthday. Before you begin writing the paper, make a list of the problems. Consider family problems, religious questions, individual identity problems.

### The Chosen -

Write a composition explaining the nature of the feelings of conflict David experiences in the early chapters of the book. Before you begin writing, make a list of the conflicts. Consider his feelings about the Hasidic community, his feelings about the game, his feelings about his injury and the cause.

8. Students should select a religious subject they wish to learn more about for a research project. A topic related to the religion of the novel or biography read is preferable, but if the student has another idea that he is excited about, he should be allowed to pursue that study. The following is a list of possible topics for research papers. There are many additional possibilities.

History of the Pentecostals  
Religious Practices and Rituals of Christianity  
Role of Prophecy in Christianity  
Contrasts in Ritual and Worship Practices in Christianity  
Concept of the Holy Spirit and Speaking in Tongues  
Expansion of the Charismatic Movement in America  
Famous Black Religious Leaders  
The Bible and Its Message to Blacks  
History of the Black Church in America  
Musical Contributions of Black Religion  
A History of the Writing and Translating of the Bible  
The Mormon Religion  
The Faith and Religious Practices of the Jehovah's Witnesses  
Church Architecture  
Religious Painting  
The Religious Art of Rembrandt  
The Religious Art of Marc Chagall  
Music in Christianity  
Judaism: Orthodox, Conservative, Reform  
The Culture of the Jews  
Religious Holidays of the Jews  
Religious Practices of the Jews  
The Place of Study in the Jewish Religion  
Persecutions in Jewish History

The Koran  
Mohammed and the Founding of Islam  
Relationship of Islam to the Judeo-Christian Tradition  
The Differences in the Black Muslims and the other sects of Islam  
Elijah Muhammad  
Art in the Muslim World  
The various sects of Islam  
The Spread of Islam  
Family Rituals of the Hindus  
The gods of the Hindus  
The Religious Literature of the Hindus  
The Art of the Hindus  
Yoga  
Indian Mythology  
Reincarnation  
Modern Buddhism  
The Ethics of Buddhism  
The Faith and Practices of the Buddhists  
Buddhist Art  
Buddhism in Japan  
Mahayana Buddhism

Students are expected to follow a schedule in doing their research and putting together a research paper. They should have a deadline for turning in their general topic and one for a narrowed topic. The rest of the schedule should involve the following: tentative bibliography, several notecard checks, a preliminary outline, a revised outline, a rough draft of their paper which should be carefully critiqued, and a final draft completed according to an approved form.

- C. Culminating Activities - There are several activities possible at the end of the unit. One or both of the following can be used.
1. This program should be used with great care since it is written from a Western evolutionary perspective which views Christianity as the natural culmination of "primitive" and "less adequate" religious experiences and practices. Also, it tends to cast non-Western religious experiences and forms into Western categories and thereby denies or overlooks some of the major differences between Western and non-Western religions. However, it is possible to help students discover these erroneous presentations and interpretations and thereby help them become more sophisticated students of religion. Therefore, students will discover some questionable statements in it if they listen closely and consider what they have learned about the religions of the world. It is possible to have them identify those statements and explain to the class their disagreement with them. It is also possible to use this to show how, because we come to the subject of world religions from a Western viewpoint, we are likely to center the final segment of the film around religion as we in the West experience it.

It is advisable to use these slides apart from the sound script to stimulate discussion on modes of worship, places of worship or meditation, role of music and dance, etc. If students have seen a variety of films and filmstrips, they should be able to carry on a good discussion about the great variety in religious experience in our world.

2. Involve all of the students in a discussion on what they have learned about religion during their study in this unit. Have the students prepare for the discussion by giving them these topics ahead of time. They should consider the books they have read as well as the religion they researched in making notes for the discussion.
  - a. What are the ways of being religious that you discovered in the books and films?
  - b. What world views did you find in your study?
  - c. What effect did these world views appear to have on life style?
  - d. In what way did the religion/religions you studied originate?

#### EVALUATION

- A. Most of the unit's objectives will be measured during the course of the unit study through evaluation of compositions and quizzes, individual or small group discussions on the books read and on the various religions studied, and step-by-step evaluation of the research process as well as of the completed research paper.

B. Student evaluation is accomplished by using a point system:

Compositions	50 Pt. possible
Paragraphs	15 Pt. possible
Quizzes	10-15 Pt. possible
Group Discussions	25 Pt. possible
Research Paper	
Tentative Bibliography	25 Pt. possible
Notecard Check	25 Pt. possible
Notecard Check	25 Pt. possible
Preliminary Outline	25 Pt. possible
Revised Outline	15 Pt. possible
Rough Draft	75 Pt. possible
Final Paper	200 Pt. possible

Of course, students do not always get the total number of points possible for completion of a particular assignment. Both quality and quantity of work are taken into consideration.

C. The following are possible components for a questionnaire on the effectiveness of the unit:

Rate the following activities of the Religious Quest Unit.

- if extremely valuable
- if somewhat valuable
- if of limited value
- if of no value

1. Discussion of books  
    list of specific books
2. Sound-filmstrips  
    list of specific programs
3. Sound-slide Programs  
    list of specific programs
4. Movies  
    List of specific programs
5. Notetaking Instruction
6. Composition Instruction  
    comparison-contrast  
    definition  
    others  
    research paper
7. Media Center Orientation

a. no, b. a little, c. yes, d. a great deal

I expanded my knowledge and understanding of the role of religion in people's lives.

I expanded my knowledge of the nature of religious practices.

I would be interested in further study of world religions in high school or in post-high school education.

## INSTRUCTIONAL RESOURCES

### Books for Teacher and Student Reference

#### General:

Dicks, Stewart; Mennill, Paul; and Santor, Donald. The Many Faces of Religion: An Inquiry Approach. Toronto: Ginn and Company, Xerox of Canada Limited, 1973.

Dixon, Dorothy Arnett. World Religions for the Classroom. West Mystic, Ct: Twenty-Third Publication

Fay, Frederic L. A Student's Bible Dictionary. Boston: Whittimore Associates, Inc., 1956.

Gaer, Joseph. How the Great Religions Began. New York: New American Library, Signet, rev.ed., 1958.

Link, Mark. In the Stillness is the Dancing. Niles, Il: Argus Communications, 1972.

\_\_\_\_\_. Take Off Your Shoes. Niles, Il: Argus Communications, 1972.

Mayer, F.E. The Religious Bodies of America. St. Louis, Mo: Concordia Publishing Company, 1961.

Mead, Frank S. Handbook of Denominations in the United States. Nashville, Tn: Abingdon Press, New Sixth Edition, 1975.

Noss, John B. Man's Religions. New York: Macmillan Publishing Co., 1974.

O'Dea, Thomas, O'Dea, Janet, and Adams, Charles. Judaism, Christianity, and Islam. New York: Harper and Row, 1972.

Parrinder, Geoffrey, Ed. Religions of the World. New York: Grosset and Dunlap, 1971.

Piediscalzi, Nicholas and Collie, William, Ed. Teaching About Religion in Public Schools. Niles, Il: Argus Communications, 1977.

Post, W. Ellwood. Saints, Signs and Symbols. New York: Morehouse-Barlow Co., 1974.

Rosten, Leo. Religions of America. New York: Simon and Schuster, 1975.

Severy, Merle, Ed. Great Religions of the World. Washington: National Geographic Society, 1971.

Streng, Frederick J. Understanding Religious Life. Encino, Ca.: Dickenson, 1976.



Streng, Frederick J.; Lloyd, Charles L. Jr.; Allen, Jay T.  
What It Means to Be Religious. Englewood Cliffs, New Jersey:  
Prentice-Hall, Inc., 1973.

Weiser, Francis X. Handbook of Christian Feasts and Customs.  
New York: Harcourt, Brace and World, 1958.

Buddhism:

Burt, E.A., Ed. Teachings of the Compassionate Buddha.  
New York: New American Library, 1955.

Byron, Thomas. The Dhammapada, the Sayings of the Buddha.  
New York: Vintage Books, 1976.

Ch'en, Kenneth K.S. Buddhism. Woodbury, N.Y.: Barron Edu-  
cational Series, 1968.

Dumoulin, Heinrich. A History of Zen Buddhism. New York:  
Pantheon, 1969.

The Cultural, Political, and Religious  
Significance of Buddhism in the Modern World. New York:  
Macmillan, 1976.

Gard, Richard, Ed. Buddhism. London: Prentice Hall, 1961.

Jayatilleke, K.N. The Message of the Buddha. New York:  
Macmillan, 1974.

Rahulā, Walpole. What the Buddha Taught. New York: Grove  
Press, 1974.

Ross, Nancy Wilson. The World of Zen. New York: Random House,  
1960.

Suzuki, D.T. An Introduction to Zen Buddhism. New York:  
Grove Press, 1964.

Christianity:

Afro-American Encyclopedia. North Miami, Fl: Educational Book  
Publishers, 1974.

Burke, Carl T. God is Beautiful, Man. New York: Association  
Press, 1969.

Treat Me Cool, Lord. New York: Association  
Press, 1968.

Cohen, Daniel. The New Believers - Young Religion in America.  
New York: M. Evans and Company, 1975.

Cunard, Nancy, Ed. Negro, an Anthology. New York: Frederick  
Unger Publishing Co., 1970.

Davis, John P. The American Negro Reference Book. Englewood Cliffs, NJ: Prentice Hall, 1966.

Dickenson, Eleanor and Benziger, Barbara. Revival. New York: Harper and Row, 1974.

Ford, J. Massynbirde. Which Way for Catholic Protestants? New York: Harper and Row, 1976.

Frazier, E. Franklin. The Negro Church in America. New York: Schocken Books, 1974.

Griffin, John Howard. The Church and the Black Man. Dayton, Ohio: Pflaum Press, 1969.

Hamilton, Michael P., Ed. Charismatic Movement. Grand Rapids, Mi: William B. Erdman Publishing Co., 1975.

Haverstock, John. Progress of the Protestant. New York: Holt, Rinehart and Winston, 1968.

Howells, Roulon S. His Many Mansions, A Comparison of Thirteen Major Christian Denominations. New York: World Publishing, 1967.

Laurentin, Rene. Catholic Pentecostalism. Garden City, NY: Doubleday and Co., 1977.

Lockyer, Herbert. All the Miracles of the Bible. Grand Rapids, Mi: Zondervan Publishing House, 1961.

MacNutt, Francis. Healing. Notre Dame, In: Ave Maria Press, 1974.

McKenzie, John. The Roman Catholic Church. Garden City, NY: Doubleday and Co., 1971.

Nelsen, Hart M., Yokley, Raytha L. and Nelsen, Anne E., Ed. The Black Church in America. New York: Basic Books, Inc., 1971.

O'Connor, Edward. The Pentecostal Movement in the Catholic Church. Notre Dame, In: Ave Maria Press, 1971.

Pipes, William H. Say Amen, Brother! Old-Time Negro Preaching: A Study in American Frustration. Westport, Ct: Negro University Press, 1951.

Sherrill, John. They Speak in Other Tongues. New York: McGraw-Hill, 1964.

Varieties of Campus Ministries: Seven Studies. Cambridge, Ma: Church Society for College Work, 1973.

Washington, Joseph R. Black Religion. Boston: Beacon Press, 1964.

Williams, J. Paul. What Americans Believe and How They Worship. New York: Harper and Row, 1962.

Williams, Melvin D. Community in a Black Pentecostal Church. Pittsburgh, Pa: University of Pittsburgh Press, 1974..

#### Hinduism:

Baird, Robert D., and Bloom, Alfred. Indian and Far Eastern Religious Traditions. New York: Harper and Row, 1971.

Bancroft, Anne. Religions of the East. New York: St. Martins Press, 1974.

Basham, A.L. The Wonder That Was India. New York: Grove Press, 1959.

Ions, Veronica. Indian Mythology. New York: Paul Hamlyn, 1967.

Morgan, Kenneth W. Ed. The Religion of the Hindus. New York: Ronald Press Company, 1953.

Pravhavanada, Swami and Isherwood, Christopher, Trans. The Song of God Bhagavad-Gite. New York: New American Library, 1972.

Zaehner, R.C. Hinduism. New York: Oxford University Press, 1962.

#### Islam:

Abdalati, Hammudah. Islam in Focus. Edmonton, Alberta, Canada: The Canadian Islamic Centre, 1975.

Azzam, Abd-al Ranman. The Eternal Message of Muhammad. New York: New American Library, 1965.

Breitman, George, Ed. Malcolm X Speaks. New York: Grove Press, 1966.

Clarke, J.H., Ed. Malcolm X: The Man and His Times. New York: Macmillan, 1969.

Cragg, Kenneth. The House of Islam. Encino, Ca: Dickinson Publishing Company, 1969.

Farah, Caesar. Islam: Beliefs and Observances. Woodbury, NY: Barron's Educational Series, 1970.

Geertz, Clifford. Islam Observed. Chicago: University of Chicago Press, 1971.

Grube, Ernst J. The World of Islam. London: Paul Hamlyn, 1966.

Guillaume, Alfred. Islam. London: Penguin, 1954.

Lomax, Louis. When the Word Is Given. New York: Signet, 1963.

Pickthall, Mohammed Marmaduke. The Meanings of the Glorious Koran. New York: New American Library, 1953.

Shah, Idries. The Sufis. Garden City, NY: Doubleday, 1971.

### Films

Buddhism: "Awareness" 22 min. color. Univ. of Mich.

"Buddhism, Man and Nature" (Alan Watts)  
13 min. Hartley Prod.

"Mood of Zen" 13 min. Hartley Prod.

"Vejen" 22 min. color. Carousel Films, Inc.

Christianity: "A Matter of Conscience" 30 min. color. L.C.A.

"The Bible: A Literary Heritage" 27 min. color.  
L.C.A.

"The Holy Ghost People" 53 min. McGraw-Hill.

"The Jesuits" 51 min. color. Time-Life.

"People, Power and Change" 29 min. color.  
Univ. of Minn.

"The Ultimate Trip" 32 min. color. NBC.

"The Vatican I, II" 54 min. color. McGraw-Hill.

Hinduism: "An Indian Pilgrimage: Ramdevra" 25 min. color.  
South Asian Area Center, Univ. of Wisc.

"Image India: The Hindu Way" (eleven films)  
color - Syracuse University.

Islam: "History and Culture I and II" 56 min. McGraw-  
Hill.

"Islamic Mysticism" 28 min. color., Hartley.

"Journey to Mecca" 15 min. Association Films.

Judaism: "Israel" 30 min. color IFF.

"Israel: A Story of the Jewish People" 31 min.  
color ADLBB.

"Judaism: Orthodox, Conservative, Reform"  
30 min. ADLBB.

"The Life-Cycle of the Jew" 30 min. ADLBB.

"What is Judaism?" 30 min. ADLBB

Sound Filmstrips

"The World's Great Religions," Time-Life Ed Program  
"Christianity," "Judaism," "Hinduism," "Buddhism,"  
"Islam," "Confucianism," and "Taoism"  
filmstrips, life reprints, spirit masters, and  
teacher's guide

"Understanding Hinduism"  
"Understanding Buddhism"  
"Understanding Shintoism"  
"Understanding Islam"

SVE - Chicago, Illinois

"Jews in America"  
"The Story of Hanukkah"  
"The Story of Passover"  
"The Story of Purim"

Anti-defamation League

Slides

"Hinduism"  
"Buddhism in Southeast Asia and Ceylon"  
"Islam"

Visual Education Service;  
Yale Divinity School

"Islam - Hajj, a pilgrimage to Mecca"

slide lecture  
Sheikh Publications

Sound - Slides

"Man and His Gods: An Inquiry into the Nature of Religion"  
Center for the Humanities