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modern Jew towards Jesus and the New Testament, and his relation to the birth and growth of the Renaissance era. The Chautauqua must, in view of this desire for truth, enlarge its means for popularizing Jewish knowledge. No student who wants to know ought be denied the privilege of winning his quest from firsthand and reliable sources.

MORAL VALUES IN FAMILY CELEBRATIONS

WILLIAM NORMAN HUTCHINS, PH.D.

It is doubtful if many parents are aware of the high moral forces which are liberated by wisely regulated family celebrations. Such festive occasions are usually made an end in themselves and no thought is given to their moral effect. Whatever good they may accomplish takes place without forethought and without observation.

Family celebrations make for family loyalty. Rightly conceived and properly conducted they exalt the family in the estimation of the child and increase its significance in comparison with other social groups. Without being elaborate such occasions may be made significant, and when they are, they furnish rich material for the play of the imagination, and are sure to heighten the child's appreciation of his group and contribute to the development and enrichment of family loyalty. And it is this contribution to loyalty that gives to family celebrations a genuine moral value.

For what is the problem of moral and religious education? Taken in the large, is it not the problem of enlisting childhood and youth on the side of goodness, truth, and service, the calling out and strengthening of devotion to high ideals and noble purposes, the development and enrichment of loyalty to the supreme values? The test of a life is its trend and it is the loyalties that determine its trend. Indeed the religious life of the child, as Henry F. Cope has forcibly declared, is essentially a matter of loyalty. And the religious home, with its atmosphere of love and its *fin*e idealism is the primary source and inspiration of that loyalty which is the basis of all morality.

Sooner or later, however, the home comes into competition with other social groups and the habits, ideals, and moral judgments which it has begotten and fostered, find strong rivals in the school, the playground, and the street. The crucial nature of that conflict

every alert parent realizes. Fortunately there is much that he can do in determining the issue. But perhaps nothing counts for so much in the struggle as family *esprit de corps*, with its filial admiration and affectionate idealization of the home-folk, for the strength of the child's loyalty to the ideals, standards, and sanctions of his home will largely depend upon the warmth of his appreciation of his family and his sense of its significance. Family celebrations make for family *esprit de corps*. Given a touch of real dignity and accompanied by pleasurable festivities, they make a lively appeal to the imagination of young folks and stimulate their family pride. Anniversaries that enlist the entire family group are especially valuable. The coming together of parents and grandparents, uncles, aunts, and cousins is in itself an impressive event and when the celebration is given a form that makes the heart of the child big with a worthy pride and so increases his self-respect and heightens his esteem for his kith and kin, impressions are made which will last for many a day and go far in keeping him loyal to his home and true to the family traditions.

Family celebrations are also worth while because they promote respect for personality. The moral value of this contribution does not need to be argued. Respect for one's own personality is the deepest condition of all high personal attainment, while respect for the personality of others is absolutely essential in any approach to ideal social relations. In the promotion of this high quality family celebrations are singularly effective. For what is their primary purpose, especially those of the more intimate and private character? Rightly conceived, they uncover our hearts so that those whom we love most may have an unhindered view of the love, esteem, and good-will which we cherish for them, we give expression to our devotion and regard for the home folks—in a word, we show respect for personality. When father and children in confidential intimacy arrange for the celebration of mother's birthday, or when mother and the children plan a happy surprise for father's, or when the whole family confer over the observance of father's and mother's wedding anniversary, the regard which the children cherish for their parents is sure to be quickened and refreshed, whether the celebration take the form of a gift, or a family outing, or a social gathering at the home, or an evening together at a public entertainment does not matter which. The moral value is found in the definite effort which the children have made to honor their parents, and in the deepened and more exalted respect for their father and mother that has come to those sons and daughters. Happy too are

the children whose birthdays bring the joy of recognition and the stimulus of appreciation! For the child that finds itself thoughtfully and kindly and lovingly honored by those who are nearest to its life, will not only be stirred by gratitude to a deeper love for its folks but will also be impressed with a more becoming sense of its own worth. The child learns to respect itself through the grateful discovery that it is respected by others and there is no form of respect that has a more open path to its heart than a genuine celebration in its honor.

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Particular attention is called to the fact that these book lists are not intended to be complete, they present only the titles of what seem to be the more useful books for working libraries. The Exhibit Library of the Association includes approximately 5300 books and ten thousand pamphlets, including many titles of works of purely historical interest as well as some highly technical material; these latter groups are not included in the lists published below, while many titles of secondary interest are also omitted.

Librarians and others who are especially interested are invited to consult RELIGIOUS EDUCATION for August, 1916, pages 352-359, for the description and classification of the Library in the central office.

I. GENERAL PRINCIPLES OF RELIGIOUS EDUCATION (CLASS F)

The Development of the Spiritual Life as an Aim in Education, Silvie De Grasse Coster; New York Univ.

The Religious Education of an American Child, F. G. Peabody; Am. Unitarian Assoc., free.

The Culture of Religion, Emil Carl Wilm; Pilgrim Press, 75c.

Education in Religion and Morals, George Albert Coe; Revell, \$1.35.

Religious Education, How to Improve It, C. L. Drawbridge; Longmans, Green, \$1.00.

Personal and Ideal Elements in Education, Henry C. King; Macmillan, \$1.25.