

for which he has adequate ability and in which he finds adequate interest and security. (4) He has accepted a socially-approved sexual pattern—usually marriage or sublimation.

The moral attitudes of the adult include (1) a code of morals, (2) a recognition of the value of goodness to ones self and to others, (3) and tolerance toward those who differ from one in color, creed, nationality, religion, social status or point of view.

Grow Up or Crack Up

"The modern world needs maturity," concludes Dr. Cole, "because immaturity is altogether too dangerous. . . . Under the present conditions of international strain, we shall either have to grow up or crack up. If the majority of citizens in the democracies can achieve the necessary maturity soon enough, they can play an important role in shaping the post-war world. But to take our part properly we shall need the intellectual maturity to see our way clearly, the emotional maturity to control ourselves and to face reality with courage, the social maturity to get along tolerantly with people different from ourselves, and the moral maturity to do what we know is right."¹

We hope that the above method of reviewing some recent books and ideas will lead our readers to investigate the unquoted wisdom plentiful in these and other sources.

¹Fosdick, *On being fit to live with*. Harper, 1946.

²Overstreet, *How to think about ourselves*. Harper, 1948.

³Teal, "To find the fullness of ourselves," *Independent Woman*, July 1948.

⁴Cole, "Attaining maturity," *The School*, June 1948.

Recalling pre-historic days of volcanic fury in central Oregon, where fire mountains of great height dominated the landscape, extensive lava caves, some with ice columns which never melt, are among Oregon's unusual scenic attractions, the Oregon state highway commission travel information department reports.

Weaver Notes Progress In Jap Education

BY ELIZABETH DOTSON

"No, I did not detect any bitterness in the attitude of the Japanese educators with whom I worked," answered Glen Weaver when questioned about his 90 day assignment in Japan as Vocational Guidance Consultant for the Civil Affairs Division of the Army of Occupation. During May, June and July, Mr. Weaver worked with the U.S. educational personnel in the Supreme Command of the Allied Powers (SCAP) and with Japanese educators and leaders.

Mr. Weaver is State Supervisor of occupational information and guidance for the Oregon State vocational education department and is a member of the Library Building Chapter of OSEA. He works with high school teachers and administrators throughout the state who help students to determine their interests and aptitudes and to choose and prepare for their vocations.

Eager for New Ideas

"In fact," Weaver continued, "the educators are so hungry for outside ideas that they tend to accept them whole without modification to their own situation." Then he warned against over-optimism. "The leaders are eager for new ideas but it will take years to change the people. Even though America is a relatively new country and it has been many years since the Emancipation Proclamation, still we don't give complete freedom to Negroes in America. We can't expect the Japanese people to throw aside in a few years traditions of over two thousand years standing. This was called to my attention by news items from the U.S. which I read while in Japan."

One of the great educational problems is the multiplicity of written characters. Before the war the children received a sixth grade education similar in subject matter to our American