

authority have been inconsistent, unfair, unjust and imposed by a cold, rejecting, punitive parent, the child will in later years undoubtedly resist and fight authority wherever and whenever it comes in contact with authority and almost inevitably will sooner or later become delinquent. Under these circumstances, it is fairly easy to see that punishment and severe restrictions *in themselves* only serve to emphasize and confirm the delinquent's already warped and hostile reaction to adult authority. The point, therefore, to be made is that it is impossible to understand behavior, delinquent or non-delinquent, without a full realization of the all-important relationship between personality development and behavior.

The development of delinquent behavior patterns is a gradual process. It does not strike as a bolt of lightning out of a clear blue sky. Not infrequently the parents of children who come to the attention of the Juvenile Court for the first time claim to have been caught with-

out previous warning that trouble was afoot. This assertion is seldom, if ever, found to be in accordance with the facts when the case is thoroughly investigated by a probation officer. Delinquent behavior is foreign to the well adjusted, effectively functioning boy or girl who is achieving recognition, success and satisfactory social relationships. What, then are some of the symptoms which preceded the overly delinquent act? The only satisfactory answer to that question lies in the multiple causation theory of juvenile delinquency. Not only do casual factors overlap, they coincide and interact and form a very complex situation. Therefore it is only with a great deal of reluctance that I bow to the demands of time and space and single out for discussion only one symptom which is of particular interest. . . . unsatisfactory adjustment at school.

Nowhere is there greater opportunity presented for the early discovery of maladjusted children than that presented to the schools. While it may be true that not all maladjusted children react in such a manner that their difficulties can be detected readily through their overt behavior, nevertheless it cannot be denied that schools have a major responsibility for the discovery of maladjusted children because of the school's unique position, which facilitates observation and treatment. Schools, having an unparalleled opportunity to detect and correct minor maladjustments, can play a major role in preventing the development of more serious ones. To what social and academic areas can teachers look for signs of unsatisfactory adjustment at school? Perhaps the following factors, if checked by a teacher, would at least be helpful:

*Age:* Is adjustment to classmates made difficult because the student is so much older or younger than the average student in the class? So often we find the delinquent boy or girl is physically much bigger than his classmates, and very sensitive to the fact.

*Intelligence:* If a student is so dull he

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