attempt to deal with the "pre-delinquent" child before he developed into an antisocial person, found it useful to analyze each case in terms of three essential ingredients: frequency, seriousness and attitude. Frequency of anti-social behavior is significant because it indicates a pattern of behavior. Seriousness, by which we mean the degree to which such behavior is harmful to others, or even to the juvenile himself and is easily illustrated by listing such offences as theft, assault, indecent acts, robbery with violence, fraud, wilful damage, arson, etc., is important because, after all, the basic purpose of the machinery of justice is the protection of human rights. Last, and perhaps most important of all, and certainly most difficult to determine is the question of attitude. To a large degree a child's attitude towards authority and the rights of others determine his career as a "real" delinquent or a merely incidental one. In a world where conformity is vital to success a defiant attitude towards authority can easily gain sufficient momentum to carry a juvenile delinquent into adult criminality of serious proportions. These observations then, lead us to the conclusion that only by studying in individual cases the relevancy and inter-relationship of these three factors: frequency, seriousness and attitude can we answer the question "Who are the real delinquents"?

As with every other type of social problem that plagues society, there are a great many plans proposed as solutions to the problem of juvenile delinquency. But without adequate diagnosis, treatment is impossible no matter what the problem may be. Unfortunately, it is not as simple to diagnose and treat juvenile deliquency as it is to diagnose and treat many physical illnesses. Why not? Well, for one reason, there simply isn't any one cause of juvenile delinquency, nor even ten clearly identifiable causes that act independently of each other. That is why so many pet programs and solutions are in fact, no solution at all. Increased re-

