

Psychopathy in School-Children. (*L'Hygiène Mentale*, September-October, 1931.) *Lahy, J. M., and Heuyer, G.*

This study of psychopathic school-children has been carried out from a clinical standpoint. It is an interesting piece of social psychological work, and the authors have published their results as a prelude to a further study of this problem.

The authors state that they have examined in Paris thousands of children. Individual examinations were practically impossible. The method used permitted individual examination of the higher types, *i.e.* of all children specially well endowed. Amongst these children a percentage of psychopathics was found, all slightly above the intellectual level of their group. There was, secondly, a group not so well endowed, whose anti-social activities had brought them under observation and control. In this group also the psychopathic individuals showed a definite intellectual superiority.

The impression gained would be that in school-children and adolescents psychopathic behaviour and phenomena are associated with some degree of intellectual superiority over the group. This is, of course, a re-statement of the well-known fact that psychopathic persons are generally conspicuously well-endowed with intellect in comparison with their affective handicap.

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4. Mental Hygiene.

Physical Education and Mental Hygiene. (*L'Hygiène Mentale*, November, 1931.) *Feudon, R.*

This article is an *exposé* of the importance and of the psychological meaning of physical culture.

The work is grouped under several headings:—

(1) The evolution of motor activity in the child. Movement is the chain of communication between thought and activity. There is *resumé* of the meaning and *rôle* of movement in the development of thought in the individual.

(2) The second section is devoted to physical education in schools, and its importance in retarded and defective children is stressed. The case-material is divided into retarded, but re-educable children, such as choreics; a second group of children who have some more serious type of handicap, such as sequelæ of encephalitis or poliomyelitis; and thirdly a group of children so defective mentally that they are unable to appreciate or to execute the required exercises.

It is important that there should be a collaboration between the pedagogue and the physician, and it is necessary to adapt the programme of physical education to the needs of the child.

Another section is devoted to the methods which have been used to evolve systems of physical culture.

The subject of rest is discussed in connection with the phenomenon of fatigue, and mention is made of the importance of organized games.

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