

PHYSICAL AND SPORT EDUCATION BETWEEN 1965 AND 1975 IN FRANCE

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I- Introduction

Physical and sport education (P.S.E.) may be read in official texts (instructions, laws, decrees...), books or magazines of various natures regarding precise didactical procedures or more global conceptions defining finalities articulated to applications. It is also lived in plural practices: those of the teachers in all their diversities. French post-war P.S.E. transforms itself in depth but in a differentiated manner depending on the sectors. It is characterized by symptomatic jerks of a period of mutations between tradition and a certain « modernity » (adoption of different paradigms). The official instructions of 1945, but particularly those of 1959 deeply keep the trace of tradition; that of an eclectic physical education (P.E.) built on the gymnastics of before the war. One must wait until 1967 for a relevant transformation to begin in the texts. It is a profoundly different physical education that one may observe since the middle of the sixties (in the different evoked dimensions). This transformation concerns widely shared identifiable common objects but it also holds an important part of differentiation depending on the conceptions and the authors. Divergent or even opposed conceptions which led to conflicts of ideas and persons whose trace French P.S.E. still keeps today, built from sometimes «incommensurable» paradigms. (3) Our project is to look, in a transversal way, which are the great transformations of P.S.E. from 1965 to 1975 through three currents that will hold them in a different manner. We will focus on the innovating points bringing important transformations without deepening the limits of the propositions of conceptions we have developed elsewhere (Collinet 1999, 2000).

In order to achieve this general project, we have chosen to withhold the physical education-related conceptions of three authors and actors of that period's P.S.E.: that of J. Le Boulch, proposing psycho-kinetics at the end of the 60's (4), that of the F.S.G.T. (Fédération Sportive et Gymnique du Travail [Sportive and Gymnastic Work Federation]) incarnated, as far as P.S.E. is concerned, by authors like R. Mérand, R. Deleplace, R. Moustard, P. Goirand, finally that of P. Parlebas who, at that period, built his science of motional action. The study shall deal with three fundamental dimensions of the cited authors' propositions: the finalities of physical and sport education, the scientific contributions and the didactical procedures.

II- The finalities

Each of the three mentioned currents proposes a particular articulation of the finalities assigned to P.S.E., but which, in the whole, covers those of the school system such as defined since the sixties: socialization, « inculturation » (5), individualization.

Socialization is being able and knowing how to live together, which includes, at the same time, social integration (living together) and social usefulness (professional integration), « inculturation » concerns the transmission of the cultural patrimony and individualization relates to the formation of personality, to the construction of oneself. This current definition of the school's missions (which succeeds to the mission of building a national identity in which the important thing was to constitute a « *collective consciousness* », according to the words of Durkheim, and for which the individual melted itself in the idea of nation) (6) develops and updates itself in P.S.E. in each of the studied currents.

The F.S.G.T. intends to form tomorrow's citizen through sport. Its project is, in the first place, socialization of individuals in the sense of their future integration in a social group. This integration passes through the apprenticeship of democracy within the F.S.G.T.'s sport organizations, as, for instance, "république de gai-soleil". It is a question of *contributing to the physical and sportive formation of the youth in view of its education in a democratic perspective.* » (« L'orientation permanente de la FSGT » ["FSGT's permanent orientation"], *Revue Sport et plein air*, n°116, 1969, p.14). This socializing orientation is not only conceived in terms of harmonious integration, which would suppose a harmony between the social structure and the school or sport formation. The role of sport practice in general and of sport practice at school in particular is not to favor a social integration founded on the sharing of a common culture (sportive or not). This integration is, to the contrary, centered on struggle. It is meant to form active citizens, conscious of the strength relations and ready to change social aspects, « *able, at the same time, to integrate themselves in this social body and to criticize it, to mobilize themselves in order to transform it.* » (E. Hiriartborde, « L'enfant et la compétition sportive » ["Children and sport competition"], *Revue Sport et plein air*, n°172, 1973, p.21). This transformation passes through the struggle against bourgeois sport (exhibition sport, consumer object) and the imposition of labor-oriented sport (educative and clarifying), it also passes through a more general class struggle so as to « *reinforce a conception of the general social movement not founded anymore on the relationship between an unconscious, passive, following and manipulated mass, but on a general step forward (...) reflecting a will of action and an aspiration to participate to the changes.* » (P. Goirand, « La FSGT aujourd'hui. Pour une stratégie du sport populaire » ["FSGT today. For a strategy of popular sport"], *Revue D.I.R.E.*, n°2, 1981, p.1). It is through the use of collective sports (considered as social microcosms), the group practice in all sport activities (even

individual) and the reproduction of the club's social life (with its different social roles) that this active socialization can be reached.

Cultural transmission is a second argument. Through its considerable extension, sport becomes an entire cultural element and it is in a double perspective of cultural democratization, but also of building an alternative culture, that P.S.E.'s « inculturation » role is conceived. Cultural democratization is an element evoked in the sport experiences of Corbeil-Essonnes or of the "sport republics" in order to allow access of the majority to sport; the construction of an alternative culture is included in the definition of working class educative sport opposed to the bourgeois cultural model.

Finally, the individual dimension is present through the will to develop the total man in his physic, moral and intellectual dimensions through sport practice. The focusing on children's sport since 1968-69 (built in opposition to the high level sport model that imposed itself in the previous period) leads to a refocusing on the development of individual aptitudes to the detriment of performance.

With Le Boulch, the individual dimension is dominant. Psycho-kinetics aims at developing the physical schema by focusing on the psycho-motional (perceptive, coordination...) factors. The whole of the method is based on the development of these factors, situated at the interface of the physical, psychological, affective, relational poles.

Socialization first passes through a harmonious development of the physical schema, for « *if this relation of the individual with its body is not ensured, there is no possible socialization* » (J. Le Boulch, « L'éducation motrice fait-elle partie de l'éducation physique? » ["Is motional education part of physical education?"], *Les cahiers scientifiques*, n°3, 1968, p.18).

However, the finality of socialization is not absent with this author, and it is especially through social usefulness that it is conceived. Psycho-kinetics must allow fighting against school failure by favoring fundamental apprenticeships through the teaching of the physical schema. Thus, it contributes to form the future workers by developing particularly self-mastery, adaptability, motional availability, « *favoring rapid adaptation of the youth to all professional eventualities* » (Le Boulch, « Où va l'éducation physique en France en 1962? » ["Where is physical education in France going in 1962?"], *Les cahiers scientifiques*, n°1, 1962, p.9). Psycho-kinetics claims a socializing function of preparation to the profession but leaves cultural transmission strictly speaking aside.

P. Parlebas particularly articulates two of the mentioned finalities. The individual pole is developed through the concept of motional conduct placed in the center of P.S.E. The latter aims above all at the development of individuals' motional conducts in their different aspects: motional, perceptive, affective and relational. Here is, again, a total development of the individual through a multi-dimensional motional act. It is, also, the accomplishment of the

individual through the pleasure of playing (« Jeu sportif, rêve et fantaisie » [“Sport play, dream and fantasy”], Revue Esprit, n°5 may, 1975), the development of the creative function (« Structure et conduite motrice » [Motional structure and conduct”], Dossier E.P.S. n°4, 3è Ed, (1968), p.53) through sport games or traditional motion-play practices often leaving more room for these perspectives.

The notion of cultural transmission is, for him, inseparable from that of cultural plurality. Sport activities only represent part of our physical culture (that of the institutionalized, regulated and competitive games of our advanced societies); these are recent practices (19th century) which represent new forms of play-motional activities and which have a tendency to substitute themselves to traditional games. The notion of ethno-motricity developed by the author puts diversity right in the center of the cultural process (here play-motional) and denounces the ethnocentrism of sport and the cultural uniformity process of school, pauperizing and bearer of conflicts (between a school-culture and a young culture, for example).

What is starting, since the beginning of the sixties, is a new positioning of P.S.E. regarding new social and school challenges.

This articulation between the socialization, « inculturation » and individualization finalities, which doesn't go without contradiction, combined with the mosaic-like burst of cultures (which sometimes makes one lose sight of the definition of a culture: shared norms, values, beliefs, taboos...) contribute to develop sociological theories of socialization conceived in terms of individualization and distancing in which everyone builds its experiences and the sense he/she gives to school, its studies, its apprenticeships.

Since the beginning of the sixties, one really witnesses the birth of a P.S.E. ensuring the personal appropriation of elements of culture (through the development of individual consciousness or accomplishment), becoming, at the same time, conscious of the cultural burst (which results, for Parlebas, in taking into account diversified play-motional practices and for Le Boulch in a distancing of sport) articulated to a new socializing will (active integration and professional insertion and not anymore effacement of the individual in front of collective requirements).

III- Scientific reference

The first fact that seems notable to us and is going to condition the whole of the transformations we will focus on describing is the renovation of the scientific reference field in physical and sport education. To this regard, G. Vigarello underlines, in an article of 1975, two important points: the renewal of the theoretical field of PE in the second half of the

century and its burst: «*the theoretical field of PE bursts into conflicted perspectives* », (« Education physique et revendication scientifique » [“Physical education and scientific claim”], Esprit magazine 1975). He writes that the language of physical education is divided in two slopes: «*positive data of bio-mechanical and physiological connections, human data of psychological and cultural dimensions of the movement* ». A little further in his article, he specifies that human sciences add their own rip in this referential field.

As a matter of fact, the bio-mechanics, physiology and anatomy trio of the beginning of the century will be enormously enriched by the contribution of human and social sciences.

Particularly, references to psychology will be introduced in the speeches of P.S.E. in the sixties. The reference to child psychology is central with two key-authors: first H. Wallon and then J. Piaget. The three considered currents introduce this knowledge in their speech. The most massive use of the work of these authors takes place within the activities of the Maurice Baquet training (7). The works of H. Wallon (*L'enfant turbulent* [The turbulent child], 1925, *Les origines du caractère chez l'enfant* [The origins of character in children], 1949) will especially be used for the relationships established between tonus (physical aspect), emotion, affectivity, social development, those of Piaget for the emphasis on the role of motion in the genesis of intelligence and thought in children.

Social psychology will serve as a support, through the works of Flament, Bavelas, Moreno (on communication networks, group dynamics, roles), for P. Parlebas to analyze communication within traditional and sport games and build his invariable (motional communication structures, role and sub-role change networks) (Parlebas, 1981, 1986). Le Boulch, on his side, focuses in his work of 1971 on data oriented more towards neuro-physiological analysis. He is particularly interested in the perceptive-motional link, insisting on the respective roles of the decision-making organs (cortex, cerebellum...). His analyses of coordination, of inability relate to the study of the neuro-physiological processes at stake (« La coordination » [“Coordination”], *Les cahiers scientifiques d'E.P.*, n°3, 1964; « L'avenir d'une éducation physique scientifique » [“The future of scientific physical education”], *Les cahiers scientifiques d'E.P.*, n°2, 1962).

Finally, these new approaches open new perspectives. They first contribute to transform the representation of the physique, motion then being conceived as a psychosocial motion. In « L'EP en miettes » (“PE in crumbs”) (*Revue EPS* n°85, 1967), P. Parlebas underlines the importance of the psycho-motricity concept: «*We reckon to notice that all methods evolve in the facts, through an implicit and progressive re-conversion, towards a principally psycho-motional education. This evolution towards psycho-motricity seems to be the major fact of modern physical education* » (Dossier P.S.E. n°4, p.10).

On the basis of new scientific references, this approach intends not to distance the soul from the body anymore, but to consider that man is his body.

Le Boulch completely inscribes himself in the psycho-motional current. The concept of physical schema, central with this author, is the anchorage point of his psycho-motional conception. Indeed, psycho-kinetics is a P.E. method that aims at the improvement of the physical schema, concept at the interface of the psychic and of the physical. A misty or badly structured physical schema brings, as a consequence, a deficit of the subject's relation to the outside world, reflecting itself on the level of perception, motion and affectivity (Le Boulch, *L'éducation par le mouvement [Education through movement]*, 1966, p.23).

This importance given to psycho-motricity is found with P. Parlebas. He even uses it as a tool for the analysis of play-motional activities: he distinguishes psycho-motional activities (where the individual is alone) and social-motional activities (in which he/she is in the presence of partners and/or adversaries). He speaks of a psychosocial motion.

The motional conduct concept developed and withheld by Parlebas shows this tendency to the reunification of the psychic and motional dimensions well, since motion conduct is «*the motional behavior inasmuch as it holds signification* » (Parlebas, 1981, p.27), it is the visible aspect of movement combined with psychic (perceptive, affective) processes that accompany it.

The M. Baquet training of 1969 organized by the F.S.G.T. intended to focus on children and the constitution of children's sport. Thus, R. Mérand develops the idea of a functional pedagogy demanding the child's activity and particularly mental activity through consciousness. Based on the works of H. Wallon, he introduces the notion of motional act uniting the different dimensions of the individual: motional, psychic and social.

This renovation of the scientific field will also result in a transformation of the representations of the acting individual. Of course, the concept of psychosocial motion witnesses a different vision of the motional act, but, much more profoundly, the global representation of the individual will be upset.

Beyond the affirmation of a psychosocial motion, the analysis of the motional act and of the learning processes will transform itself.

The studied conceptions emphasize on an interest for the "cognitive" processes of the subject. In parallel to the transformations occurring in the area of psychology (passage from a behaviorist psychology to a cognitive psychology), that of physical education becomes sensible to what is happening in the "black box", in the motional act and apprenticeship.

Le Boulch is interested in the internal structures of the motional act, which he divides into three links: perceptive, decisional, programming. He makes a neuro-biological study of the elements involved in movement. He particularly insists on the role of the cerebellum in the perceptive phase. He describes the structures responsible of movement and their functioning mode. It is a real cognitivist-type study that focuses on the functioning of the central nervous system during movement.

P. Parlebas relates a great part of his analyses to decision processes. It is in the center of motional practice: « *An acting man is a choosing, therefore a deciding man* » (« *L'éducation des conduites de décision* » [*Decision conduct education* »], Dossier E.P.S. n°4, 1990, 3è Ed. (1969), p.75). Sport activity is presented as a decision conduct education, especially through social-motional activities (presenting an uncertainty related to the environment or to the others). The consideration of information treatment processes in the sport field results in a real study of the codes system and of their decoding by the whole of the players. The author proposes a semantic analysis of the sport game and the project is oriented in the sense of the creation of a motional semiology: a “semiotricity”.

As well, the representatives of the F.S.G.T. current bring in the theories of Wallon or Piaget to understand and explain the complexity of the motional act. The latter is apprehended through, among others, the notions of schemes, adaptation, assimilation-accommodation processes, in order to explain the learning phenomenon.

This focus on the “cognitive” dimension of the subject goes together with an interest for “warmer” dimensions of the individual: the consideration of the individual life experience and of the signification of movement by Le Boulch, that of affectivity by Parlebas and of the social and relational aspect for the F.S.G.T.. The individual is not only apprehended according to an analysis privileging its information treatment system.

Based on a recourse to phenomenology (M. Merleau-Ponty), Le Boulch many times affirms the unity and singularity of every motional act. The subject's life experience gives sense to the movement, the latter bears intentionality and in this context, one must, « *from the objective visible movement, go back to the movement lived by "an own body" bearer of our desires, of our intentionalities, of our values.* » (Le Boulch, 1971, p. 30).

For P. Parlebas, the importance given to the information intake and decision processes through semiotricity and the praxemic code is completed by the mention of the importance of affectivity in motional conducts. In every play-motion activity, « *each participant is inserted in a social-affective network that takes part in its operational activity, in its displacements, in its marking, in its charges, its shots, its pretences and its passes* », (« *La sociomotricité* » [*Sociomotricity* »], Dossier E.P.S. n°4, 1990, 3è Ed., (1967), p.20). His objective is not to juxtapose a study of decisional processes and then another of the affective dimensions, but to pay attention to the interrelation of both in the motional act: « *the cognitive and motional structure is modulated, if not modeled, by affectivity* » (Idem, p.71). Finally, the F.S.G.T. insists on the importance of the social and of the relational in sport activity and in the development of the individual. The scientific data borrowed from H. Wallon allows to sustain these affirmations: « *Since long, H. Wallon showed that the links between the biological and the social are not only indisputable, but also fundamental.* », (R. Moustard, « *Le sport à gai-soleil* » [*Sport at gai-soleil* »], *Revue Sport et plein air*, n°126, 1969, p.13).

Finally, it is the idea of the individual engaged in a motional act that appears through the preoccupations of each one (Le Boulch's motional, cognitive, historical [life experience] poles, Parlebas' motional, affective and decisional poles and finally motional, cognitive and social for the members of the F.S.G.T. group). More than the acknowledgement of the plurality of dimensions involved, it is the acknowledgement of their link, of their deep inter-penetration and of the complexity arising from them that makes these approaches interesting. Even if this disorientating complexity was not always followed by exploratory procedures of real scientific nature.

Let us note that this notion of totality referring, in a certain way, to that of unity, has given birth to marked unifying wills. Indeed, authors like J. Le Boulch or P. Parlebas claim the unitary creation of a new scientific field.

J. Le Boulch forwards the concept of movement considered in its widest meaning, that is « *expressing the objective displacement, voluntary or not, of the whole body or part of it* », (Le Boulch, 1971, p.50). The clearly expressed project of the 1971 book (Toward a science of human movement) is to establish this science, which is made, in reality, of the somewhat encyclopedic gathering of data from different scientific fields making an analysis of movement (in its most general meaning). P. Parlebas also claims the creation of a motional action science which would be constituted starting from a specific object: motional action. The data of disciplines like social psychology (studies on communication or the roles of authors like Flament, Bavelas, Moreno) are rebuilt, taking into account the specificity of motional action. This undertaking has given birth to a group of knowledge (the universals) whose logic is structural and using the mathematical instrument for formalization (for the analysis of motional situations and the construction of networks). These attempts, aborted for Le Boulch but creative for Parlebas, have been very controversial and have resulted in violent polemics which still remain, for some of them, lively today.

Finally, it is really at that time and with these authors that the questions concerning motional apprenticeship will be raised. Not that P.E. of the previous period remained hermetic to the apprenticeship of the pupils, but it doesn't ask itself the question of the process and of the "why", as the seventies' authors will do it.

The central element of apprenticeship appearing then is the role played by the environment, in other words the interactionist perspective.

This affirmation is undoubtedly strongest with the authors belonging to the F.S.G.T. current. It may be linked to the Marxist orientation of the current, placing in the center the primordial influence of the environment in the development of the organism, of which soviet science gives numerous examples (Lyssenkism).

It is the reference to Piaget that will allow the current to sustain this thesis. Through this author, « *one then understands the direct inter-penetration of the organism and of the*

environment... », (« Documents préparatoires, stages M. Baquet, 1971 et 1972 » [« Preparatory documents, M. Baquet training periods, 1971 and 1972 »] , Revue Sport et plein air n°166, 1972, p.28). Since then, the influence of the environment will be built in terms of contradiction. The confrontation to the environment will create a contradiction with the learner and the apprenticeship will depend on its resolution (as a matter of fact, we have showed the relationship between this theme of contradiction and materialistic dialectics: Collinet, 2000). The reference to J. Piaget, through the assimilation/accommodation processes, allows to explain the learning phenomenon through the contradiction-provoking interaction with the environment. Thus, apprenticeship is an adaptation resulting in a state of equilibrium after the resolution of the contradiction.

This preoccupation about the role of the environment in apprenticeship is found with Le Boulch, even if he expresses himself differently. It is the phenomenological reference that allows to build this hypothesis. Based on Merleau-Ponty, Le Boulch acknowledges that « *the body is the vehicle of the being in the world and to have a body is, for a living being, to join a defined environment, to confound with certain objects and continuously engage in it.* » (Merleau-Ponty, 1945). He also cites Mucchielli in order to affirm that « *the world and I constitute themselves correlatively and structure themselves reciprocally* ». He conceives a narrow relationship between the individual (its development, its movement, its apprenticeships) and the environment. He even goes further than an interactionist perspective, postulating the existence of a relationship (even with a double meaning) since the subject and the world are two inseparable entities.

The second idea developed on motional apprenticeship is the role of the subject's activity.

The latter first passes through the notion of becoming conscious, which is based on psycho-motional renewal.

Le Boulch refers to the psycho-motional theories which insist on the need to teach the subject to be careful, to develop a certain vigilance, so as to control tonus and therefore emotions, by making consciousness and will intervene. Becoming conscious is a tool and at the same time an objective in psycho-kinetics. The developed attention is an « interiorized » attention, « *enabling the being to turn towards its own activity and to feel and see itself acting* » (Le Boulch 1966, p.23). Among the exercises meant to favor the knowledge of one's « own body », to educate the physical schema or to perfection the postural adjustment, one finds numerous segmental conscious-making exercises in laying-on-the-ground position, for becoming conscious of the state of contraction and of relaxation of the different muscular groups, and for becoming conscious of respiration.

For the F.S.G.T., the will of focusing on the child with the constitution of children's sport will leave aside the sport training model utilized until then. Very quickly, the

apprenticeship will not consist anymore in the reproduction of sportive gestures, but will base on the child's activity to make it evolve. R. Mérand develops the notions of functional pedagogy « *based on concrete facts, starting from experience and not from theoretical concepts* » (« rénovation de l'éducation physique et innovation pédagogique » [« renovation of physical education and pedagogical innovation »], Revue E.P.S. n°127, 1974, p.35). This functional pedagogy gives a fundamental place to the child's activity, to the solicitation of its mental activity through becoming conscious and verbalization (« La séance d'éducation physique » [« The physical education class »], Revue E.P.S. n°133, 1975).

This deep transformation of the individual's representation in its motional activity has been widely expanded since then. The interactionism-cognitivism-constructivism tryptic is well-anchored in the actors' conceptions (theoreticians and practitioners). The focus on the pupil and its active role in the motional apprenticeships seem to have become a leitmotiv that has joined the ranks of the obvious. Besides, today's P.S.E. bears the deep mark of this underlined oscillation between the consideration of a subject in its singularity (affects, emotions, historicity) and of a data-treatment-machine subject or of an epistemological subject (didactical analysis, for instance) through, among other things, the conflicts between didactics and (clinical) pedagogy, even if P.S.E. of the end of this century seems, in its different speeches and practices, to have erased the cognitivist or hyper-didactic excesses of the eighties in order to deal with individual experience in the building of meanings and of relationships to knowledge, for example.

IV Pedagogical procedures

Each one of the currents positions itself in matters of pedagogical procedures and here again, deep transformations start, which will durably mark P.S.E. of the end of this century. The first major fact is the will to establish an experimental approach in the field of physical education teaching, that is to create concrete study proceedings of the pedagogical methods and of the contents so as to respond to precise objectives or, at least, to observe their effects on apprenticeships. This functioning mode wasn't completely absent of the previous physical education; it is true that Hébert defended the role played by empiricism in the determination of the most appropriate pedagogical procedures. However, most applications of that time proceeded by junction of exercises already built outside (military exercises, Swedish exercises...).

In the FSGT current, the activities of the C.P.S. and the gai-soleil colony which arises from it since the sixties, present themselves as a pedagogical experimentation structure aimed at innovation. The Maurice Baquet training periods are pedagogical laboratories that will have, as a first project, the introduction of sport practice and the experimentation of its

application (these works will be followed by the experiences of the Lycée de Corbeil-Essonnes in 1965, and those of the sport republics in Calais on the initiative of J. De Rette). The second phase of these concrete experiences will be that of the creation of children's sport (1968) and the desertion of the federal model at the same time when the search for a specificity of P.S.E. is developed (R. Mérand, « Mais quelle est donc la spécificité de l'éducation physique ? » [But what is the specificity of physical education ? »], *Revue Sport et plein air*, n°151, January 1972). Since then, data borrowed from psychology (Wallon, Piaget) will serve as theoretical bases to the concrete applications. Thus, R. Mérand proposes : « *by inspiring ourselves in the work of Piaget, we will attempt : - an interpretation of sheep-jumping with impulse ; - a comparative study of different pedagogical situations, with the hope to, thus, forward some elements of answer to the raised questions* » (idem). The way is opened to didactical research.

P. Parlebas claims the creation of a research approach in P.S.E.. He writes that « *research in physical education is still babbling. Defining itself today as a specific discipline, physical education must consider promoting its own research by itself. What must be tested and controlled here, are the consequences of the pedagogical intervention modes with motional conducts.* », (« Apprentissage et transfert: un plan expérimental » [“Apprenticeship and transfer: an experimental plan”], *Dossier E.P.S. n°4*, 1990, 3è Ed., (1968), p.89). He gives the basic principles of an experimental approach : « *one must simply clarify the hypotheses which guide the action, organize experimentation so as to test these hypotheses, interpret to the most probable the results obtained.* » (« Pour une épistémologie de l'E.P.S” [“For an epistemology of P.S.E.”], *Dossier E.P.S. n°4*, 1990, 3è Ed.,(1971), p.89). It is to this project that the experimental plan on transfer elaborated in 1968 responds.

The second remarkable point we have already underlined above is the will to place the pupil in the center of the apprenticeships. This formula, which since then became an incantation, was a claim bearing fundamental changes well resumed by Parlebas' formula: « *It is no more the technique, the know-how that become fundamental, but the pupil who uses them. The look detaches itself from the movement to orient itself towards the being that moves* », (« L'éducation physique en miettes » [« Physical education in crumbs »], *Dossier E.P.S. n°4*, 3è Ed., (1967), p.13). The consideration of the child will pass through the refusal of the imposition of a model coming from the outside, the will to start from the observation of its behaviors to build a pedagogy essentially based on playing.

J. Le Boulch also claims his inscription in an active pedagogy: « *Psycho-kinetics is an active pedagogy method* », (1966, p.16), he insists by specifying that « *we therefore reject the systematically directive pedagogical attitude which hinders the development of the individual, makes it dependent and unauthentic. To the contrary, we think that one must induce the pupil's own activity by basing oneself on its needs.* » (idem, p.17). Here again, the

pupil is in the center of the teaching process: « *The pupil is the center of reference* » (« L'éducateur physique interroge le docteur J. Le Boulch » [« The physical educator interviews doctor J. Le Boulch »], Revue E.P.S ; n°78, 1966). It is by taking into account the needs of the pupil that the teacher can adapt the contents. This consideration of the needs must result, according to Le Boulch, in the creation on an intrinsic motivation with the pupils. In spite of real transformation premises, one here watches the apparition of the stigmata of a still traditional pedagogy based on interest as a normal thing, focus on effort, work and rejection of playing: « *In education, it seems important to me not to mix up work and play* », played activities find their place in psycho-kinetics, but as a derivative, for they are « *favorable to the liberation from the need of movement* » (1966).

For the F.S.G.T., pedagogy will become appropriating, the answer to reproduce leaves the place to the problem to be resolved. It is since 1969 that the focus on sport training conceived in alternation with competition will leave its place to the central concepts of "children's sport". This slogan induces the refusal of the imposition of an exterior model and the will to start from the children's productions to transform them, on one hand, and witnesses the interest in the development of individual aptitudes and not only in sportive results, on the other hand.

Finally, it is also through the consideration of sport as a means that the contents of P.S.E. will transform themselves. The three approached currents witness three positions of P.S.E. regarding sport, which the official instructions (especially those of 1967) will reflect (8).

Psycho-kinetics aims at the improvement of the physical schema, that is « *the knowledge and perception of one's own body* » (1966, p.23). The proposed exercises are, at that time, focused on the development of what the author calls psycho-motional factors (eye-hand coordination, general dynamic coordination, becoming conscious of the physical segments, postural adjustment, time and space perception...) and built especially in function of the expected effects; they are essentially individual. The sport practices are distanced because, among other reasons, they do not enable to control the mobilized factors and thus they valorize a performance exterior to the individual in relation with the latter's real development (« Esquisse d'une méthode rationnelle et expérimentale d'éducation physique » [« Draft of a rational and experimental physical education method », Revue E.P.S., n° 57, 1961). They only intervene after a well-led psycho-motional education.

The members of the F.S.G.T. current involved in the works of the C.P.S. will defend the idea that physical education must be based on social practices and sport will always be the social practice of reference.

This focus on the social will induce the reproduction of the functioning of civil sport in the teaching of PE with a competition/training alteration and a reduction of the various social roles played during competitions (judges, referee...) : « *Competition is the source and the*

control of training », J. Marsenach writes in 1963 (« Initiation au volley-ball » [« Initiation to volleyball »], Revue E.P.S., n°64). One also observes a focus on the group, the collective and social interactions which will traduce itself particularly through a greater importance given to collective sports, for they represent a miniature social organization and the minimization of the individual aspect to the benefit of group action in the pedagogical approaches. Even when the current will intend to found children's sport, to fight against the confusion created between teacher and trainer and to think about a didactical treatment of S.P.A., the relations between sport and physical education will barely change. Still today, the writings of Spirales magazine, for instance, are oriented towards basing P.E. on social practices (even if their definition remains problematic). Indeed, even if the didactical current intends to deal with S.P.A., these must always stay in coherence and narrow relationship with their social forms, on one hand (so as not to denature them) , and reproduce, on the other hand, the social roles supposed to prepare for citizenship.

For Parlebas, physical education is conceived as a pedagogy of motional conducts. It is focused on the transformations of the learner in a multidimensional perspective: motional, perceptive, affective. The object moves from the outside to the inside, so that the used support only make sense when related to the analysis of their effects on motional conducts. This conception does not distance sport practice, and does not make, as with Le Boulch, a separation between P.E. on one hand and sport on the other. To the contrary, sport is analyzed among other possible play-motion practices (traditional games) in relationship with its structure on one hand (internal logic, universals) and in relationship with its implications on the individual's motional conducts, on the other hand.

It is the reunion of a (structural) analysis regarding motional situations (and sports) and of an analysis of the individual involved in these situations that establishes an interactive (between PE on one hand and sport on the other), but not exclusive link: sport is only one of the possible S.P.A..

Today, the consideration of the sport support as an object and means of P.E. seems definitively acquired, as well as the need of its treatment in order to focus the pedagogical act on the pupil. Since then, this theme has become a major slogan of the school system's renovation (Bourdieu-Gros report, orientation law...) in which P.S.E. has sunk on the basis of the works we have detailed, although they are often a little too much forgotten. The experimental research pole in matters of P.S.E. found a new breath in the eighties in the area of didactics, widely started in the previous period, but whose experimental rigor and production quality remain very unequal. Moreover, this research doesn't seem to impose itself at university, its status remains largely beneath that of studies related to traditional scientific disciplinary fields.

V Conclusion

Finally, the period from 1965 to 1975 is, for us, the central moment of paradigm change in P.S.E. (9). The latter realizes itself in the dominant conceptions of the era. We are conscious that the apparition of new objects is not sudden and is anchored in the long duration (one could follow its tracks, its marks in previous conceptions or practices) but it is in that period of P.S.E. history that the real and truly notable switch between two paradigms (the revolutionary science period, as would say Kuhn for the strictly spoken scientific field) and the imposition of the new one occurs. This paradigm or this disciplinary matrix is characterized, as we have shown it, by the definition of a P.S.E. through three finalities: socialization, "inculturation", individualization (well-translated by the current notion of citizenship). More precisely, it is addressed to an individual in all its dimensions (cognitive, perceptive, affective), acknowledging their interdependence, their singularity (their inscription in a particular historicity) and therefore their plurality. It surely aims at the transformation of individuals through apprenticeship mobilizing and demanding the motional and cognitive activity of the learner by means of social practices of reference (sportive or not, but rather sportive). This disciplinary matrix is the central trunk on which different conceptions are implanted; it must not make one think of a uniform definition of the discipline, but supposes the sharing of common and consensual data (even if sometimes those are situated on a second level of analysis) growing towards different ramifications. It contains the idea of a certain number of shared and dominant, but not exclusive postulates: alternative, dominated conceptions exist (J.M. Brohm speaks, to that respect, of pedagogical provincialism). The following period, which goes until nowadays, marks the installation of these elements founding a new approach, their diffusion to the whole of the actors, their appropriation at the different levels.

Notes

- (1) We borrow this suggestive metaphor from J.M. Berthelot (1996) as he defines the scientific disciplines.
- (2) The conceptions here cover the epistemological or cognitive part of the currents. The latter add a pragmatic and social dimension to it.
- (3) This idea of incommensurability of paradigms is, of course, borrowed from Kuhn (1962) and allows to insist on the differences of bases of the mentioned conceptions and their deep oppositions.
- (4) Psycho-kinetics is defined by Le Boulch as a physical education method based on movement.

- (5) The term of “inculturation” signifies the idea of transmission of a cultural patrimony well. We preferred it to that of acculturation, more polemical, since it supposes the integration of a different culture. The first one does not eliminate the possibility of the second one, but only witnesses a wish of limitation of the debates.
- (6) B. Charlot (1992, 1997); F. Dubet (1996 a and b).
- (7) Sport pedagogy training periods are organized in Sète since 1965 within the Gai-soleil colony. The C.P.S. (Conseil Pédagogique et Scientifique [Scientific and Pedagogic Council]) is created right after in order to organize the pedagogical and scientific research within the federation.
- (8) The “sport” term includes, in the sixties, motional activities with a competitive, regulated and institutionalized character. Then, the “S.P.A.” (sport and physical activities) term seems more judicious to include motional practices still competitive, but more softly regulated and sometimes not institutionalized.
- (9) We do not ignore the epistemological problems encountered by the notion of paradigm which Kuhn himself replaced with that of disciplinary matrix in the 1969 postface of “La structure des révolutions scientifiques” (“The structure of scientific revolutions”). As a matter of fact, some will prefer the “program” term (Berthelot) borrowed from Lakatos. The paradigm term (or disciplinary matrix) plays a metaphor’s role in our speech, to designate a group of shared concepts and postulates which forms a common woof (it is surely the idea of the scientific paradigm), the same occurs with the use of the notions of normal science and revolutionary science. However, we do not wish to push the comparison of the analysis of a teaching discipline and that of a scientific discipline too far.

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