

Observing and directing the child

Frédéric MOLE and Jean-Yves SEGUY

A scientific psychology for schoolteachers ? The example of Binet's branches of Lyon and Ain (1910-1928)

Abstract: This article deals with a question raised by the Société Binet's branches in Lyon and Ain, France, about the psychology's role in school-teaching. Though school teachers are not destined to become psychologists, they could take into account some contributions of experimental psychology when teaching and identifying the pupil's aptitude. Chabot and Locard, two theoreticians from Lyon, try to show that the scientist's approach and the teacher's unique standpoint are compatible. According to unionist school teachers, who administer the branch in Ain, scientifically-based teaching methods could stimulate the unionist commitment and strengthen the school's democratic ambition.

Key words: Psychology. Schoolteacher. Unionism. Pedagogy. Scientificness.

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Jérôme KROP

Meritocracy and use of doubling in primary state schools of the Seine (End of the XIX^e - Beginning of the XX^e century)

Abstract: Since Octave Gréard has been nominated to the Head of Primary-Teaching of the Seine, in 1865, this department has been the laboratory of primary-teaching modernisation, making Paris region's schools the cradles of republican scholastic models. Yet, the progressive shift from mutual learning to simultaneous teaching in great urban educational institutions, completed by the pedagogical organisation set in 1868 and extended by the 80's reformists, led to a massive use of doubling, inseparable of a «meritocratic» ideology which prioritize the success of the pupils with the best results during their first scholastic learnings.

Key-Words: Primary-teaching. Meritocracy. Doubling. Elitism. Inequalities.

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Jérôme MARTIN

French vocational orientation during the Interwar period: a vector of psychology application at school

Abstract: At the turn of the twentieth century, vocational orientation emerges at the confluence of several social practices : the placement of young workers, professional training and experimental psychology then converge to form a matrix. Although it was born outside school and despite the hesitations of its promoters, the vocational orientation turns to schoolteachers. This raises a series of questions about the role of schoolteachers and on the use of psycho-technical tests. Since the late 1920s, teachers have been participating in vocational orientation, in various forms. The entrance of vocational orientation in school is accompanied by an adjustment to orientation standards and school practices.

Key words: Vocational orientation. Psychology. Psychotechnics. Schoolteacher. Primary school.

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Laurent GUTIERREZ

Gilbert Robin (1893-1967): a physician for problem children and educators in distress

Abstract: Promoter of a "mental orthopaedics" based on the psychiatric study of children and teenagers, Dr. Robin Gilbert has long campaigned for a better understanding of juvenile characterological disorders. Author of a *Précis de neuro-psychiatrie infantile* (1939), this physician leaves an important work behind which seems worthy to be consulted in the light of the information it gives us about the French child psychiatry's history.

Key words: History of psychiatry. Characterological disorders. Child & Teenager. Psychoanalysis. New Education.

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Catherine DORISON

Dyslexia, a new category for specialised teaching (1950-1970)

Abstract: The works headed in the fifties by psychologists and psychiatrists on dyslexic children led to a call into question of the category extension of mental retardation. Specialised teachers and educational psychologists take these works into account in order to offer school reeducation and to avoid abusive orientations in “classes de perfectionnement”, meant for pupils categorised as retarded. A new category of specialised teachers is created, and put in charge of psycho-pedagogical and psychomotor rehabilitation. These teachers introduce a new, clinical and individual approach into primary school, very different from the collective one, which may induce a « naturalization » of scholastic failure.

Key words: Dyslexia. Mental retardation. Counsellors in educational psychology. Scholastic failure. Special schools.

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