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## ***Schools and Bathing Areas:*** **From Aquatic to Educational Space** **(1900 - 1950)**

Water is an environment which represents a twofold concern for social order: it involves physical risk for the swimmer or bather, and moral risk because it makes it more tricky to regulate and control behavior. This is why institutions like schools have always insisted on enclosed, calm, and well-defined aquatic spaces.

However, throughout the present century, public or private aquatic spaces were often designed for hygienic, sports, or pleasure purposes, making it necessary for schools to adjust and transform in order to maintain discipline and make the most of learning sessions. If we compare the plans of bathing areas found in education manuals and local policies, the example of school swimming clearly shows how the strategies used presented common characteristics, despite different ways.

After avoiding the problem until 1914 by teaching swimming on land, the main strategies after this time were the use of technology and individual sub-spaces and then, after the Second World War, the creation of specific spaces (small, shallow pools) which became more and more independent from the traditional deep pools. According to Michel Foucault's analysis, individuals were therefore progressively gaining greater freedom of movement. Initially confined to a precise point, at the intersection of two rows of students, first on land and then in water, they had more space to move about in the shallow pools. However, even if the procedures were different, the demands of the school system were still present and lessons were organized according to their twofold principle of learning and control.