



# INTERNATIONAL JOURNAL ON VIOLENCE AND SCHOOL, N°5, APRIL 2008

## EDITORIAL

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In setting out to organize two numbers about the topic of *Sport and violence* we realised that we faced many pitfalls. First to give a dark painting of the sport and more precisely to limit the analysis at the perspective of sociological criticism who refutes all positive aspects of the sport. There is a part of reality in this but we must also consider that sport is a social activity within a competitive system who results of human activity. In this case the negative or the positive aspects result only of this human activity and. Second there was the opposite pitfall of simply echoing the praise too often heaped on sport as a world apart, less stressful than ordinary civil society and that lends itself to the promotion of education, inclusion, integration and the prevention of violence both in society generally and among young people – not to mention good health and countless other benefits, to the point that sport is seen as a universal solution, a miracle cure for social ills and individuals problems and shortcomings. Yet another danger was that it might not prove possible to illustrate our themes with many and various topics.

The sport definition chosen to construct this number and the following is a large definition including all practices same there are, assuredly, major differences to be taken into account within Europe. For example between French-style PE (in which the chief concern is to retain the distinction between sport and physical exercise and between PE and sport), German PE, which effectively involves teaching sports, and Swedish PE, which focuses heavily on health-improving practices. It's for these reasons that authors will land there analysis with different perspectives. What authors offer it's a diversity of topics chosen who will offer at readers a number of essential, up-to date references to stimulate their appetite for further study, we invite them to make their own intellectual journey.

Carnel, Masschelein, Boutoille show with the example of an evaluation in the center of physical activity in Roubaix (France) that the practice of free battles can be used to learn at young people the capacity to controlling-decontrolling emotions and integrate fair play, respect, regulation of group.

Mikulovic, Bui-Xuân, Joing and Colmann that the sport can be a media, for underprivileged young persons to reinforce their social competences and to facilitate, as this, a possibility of to obtain with more facility a job. The authors explain that the sport gives social opportunities and possibilities to find more quickly a job.

Long, Pantaleon and Faccenda explain that the sport can be offered bad representations. Habitually the practice in an “official” sport institution is perceived the best way to learn and occupy responsibilities. But this study show that young people learn more competitive responsibilities than moral responsibilities.

With the example of young delinquent, Zanna show that the experience shared by physical pain - driven up to the border – contributes to restore the disposition at the delinquent miner's in the empathy which seems to be lacking them. This study of pain across physical activity can have a socializing effect.

In the last text, Dugas discuss catharsis question of and of the peacemaking role of sports with the aid of the theory of games and systematic analysis he shows that driving aggressivity in sports of types "having duel ", am not inevitably synonymous with violence and can, in the opposite, bring instructive benefits.