4 - THE HISTORY OF THE SCHOOL PHYSICAL EDUCATION IN THE 1950s AND 1960s ACCORDING TO THE ACCOUNT OF ELDERLY PEOPLE FROM THE ACQUAINTANCE GROUP IN MARECHAL CÂNDIDO RONDON - PR.

ARESTIDES PEREIRA DA SILVA JÚNIOR; MARÍLIA VELARDI.
Universidade São Judas Tadeu - São Paulo - SP - Brasil.
GREPES - Grupo de Estudo e Pesquisa Sênior.
arestidesjunior2000@yahoo.com.br

INTRODUCTION

The Physical Education history in Brazil date back to the 19th century, when there was as sustentation the hygienist method - related to the care with the hygiene and health habits, valorizing the physical and moral development, through the physical exercise, and the militarist method, in which the objectives of Physical Education at school were related to the formation of the individuals who were able to fight in accidental combats/wars, thus, the search for 'physically perfect", strong and agile bodies was exalted (BETTI, 1991; BRACHT, 1999; DARIDO and NETO, 2005; SOARES, 2001).

The sports method got a notorious space in the mid of the 20th century, mainly due to the success of the Soccer Brazilian Team in the World Cup in 1958 and 1962, helping for the predominance of the contents connected to sports, mainly to soccer. The sports model has as main characteristic the sport diffusion through the mechanistic, traditional and technicist methodology, which is criticized through the educational approach of the School Physical Education after the 1980s (DARIDO and NETO, 2005).

It is also pointed out that up to the mid of the 20th century, the values which were given to the Education and to the Physical Education were lower, because the major commitment of the citizen was with the work, due to the necessity of that time. Tribess (2006) claims that one of the difficulties which were found during the school years of the individuals on this study (the elderly people) was the difficult access to the Education Institutions, remembering that a good part of the individuals used to come from the rural areas, making them assist with the farm work to help on the family income.

This process was not different in Marechal Candido Rondon, Municipality situated in the west of Paraná State, with a population that is predominantly descendent of German who valorizes the habits, traditions, culture, gastronomic and architectural characteristics which are native from the German population. The Municipality had its economic development and sustentation basing on the agriculture since the emancipation that took place in 1960, thus, it is common and predominant that the population has fulfill some farm work.

Thus, for this population in the 1950s and 1960s were there Physical Education classes at school? How were they characterized/developed?

The present study aimed to verify how the School Physical Education was characterized in the 1960s and 1970s through the accounts of the participator individuals of the Elderly Acquaintance Group in Marechal Candido Rondon - PR.

METHOD

STUDY CHARACTERIZATION

This study is characterized as a Qualitative Survey in the modality of Study of Case (Silva, 1996). The qualitative survey is characterized by the investigation of the questions connected to the people's lives and to the meanings that themselves attribute to the world. On this type of survey:

The knowledge does not reduce to a list of isolated data, connected through an explicative theory; the observant-individual is part of the knowledge process and interpret the phenomenon, giving them a meaning. The object is not an inert and neutral data; it is full of meanings and relations that the specific individuals create in their actions (Chizzotti, 1991, p.79 apud SILVA, 1996).

SELECTED ACQUAINTANCE GROUPS AND STUDY INDIVIDUALS

The Municipality of Marechal Candido Rondon - PR had 14 Elderly Convivence Group, but only two out of these fourteen have been selected for this study: "Paz e Amor" and "Amizade". In order to select them, the following aspects have been used as inclusion criteria: a) the two groups must be situated in the Municipality; b) the meeting must be weekly, because the other groups in the Municipality have their meetings every fifteen days; c) the highest quantity of elderly people who attend meetings.

16 individuals have taken part in the study, from them eight were from the Paz e Amor Group (four men and four women) and eight were from the Amizade Group (four men and four women), they are identified in this paper by the letters "A" and "P" continually. In order to select the participator elderly people, it has been observed the following inclusion criteria: 50% of the elderly man and 50% of the elderly women; accept to participate on the survey voluntarily and on a free way; sequence of availability of the elderly people for the interview day until the intended number is reached.

All this study participators have been informed about the objectives and procedures of the study, those who agreed to take part in the survey had to sign the Free and Clarified Consent Term. In accordance with the Health Department through the rules and policies of the Health National Council which regulate the survey on human beings (196/96), this study was evaluated and approved by the Ethics Committee on Survey of São Judas Tadeu University, registered through the fortified opinion, under the process number 039/2005 on August, 4th, 2005. This approval has guaranteed the respect to the human dignity and to the survey development in the ethics standard.

INSTRUMENTS AND PROCEDURES

In order to verify the Physical Education history in the life of the participator individuals on the survey, a semi-structured interview has been carried out, which according to Gil (1996) occurs when there is relation of the interest points in what the interviewer is exploring along his course as a itinerary guide. These interviews serve to ransom the information that is not expressed on the documents and, moreover, they give higher understanding about what is being searched.

According to Scharfstein (2002), the speech of the elderly individuals must be understood as a way of social action, in other words, a discursive practice situated in a social-historical context, through which one, the participators relate a history through the oral practice by creating and negotiating meanings when they act in the social world.

For the interviews accomplishment, a portable recorder and cassette players have been used. After the interview, the interviewer took note the main attitudes, characteristics and behavior of the interviewed during the data collection. The recorded and then transcribed interviews constitute the "raw-material" to show, point out and reconstruct the web of meanings which involves the study object (OLIVEIRA,2000).

As procedure, before beginning all the interviews, the following itinerary had been read for the interviewee (adapted from the study of Cousins, 2001): "This interview will be used in a scientific study which aimed to verify as the School Physical Education was characterized in the 1950s and 1960s, because of this there is the necessity of doing some questions about this subject matter. Whether there are questions that make you feel uncomfortable, you do not need to answer. In case you do not understand any questions, ask a new explanation. There are not right or wrong responses, only your opinion is important. I would like to record your responses. Is it Ok for you?

With the interviewed individual's consent, after this moment the recorder was turned on for the interviews register. All the questions have been carried out in an individual way. The interviews have been started through the following question: How were the Physical Education classes characterized throughout the school years? If they really existed!

In relation to the interviews closure, the procedure that was recommended by Alves-Mazzotti and Gewandsznajder (2004, p.163) has been adopted, indicating that:

(…) after a certain moment, it is observed that the information which has been already obtained is sufficiently confirmed and that the new data emergence is getting more and more unusual, until the "redundancy point" is reached, after it the inclusion of new elements is not justified anymore.

In order to carry out the interviews at the present moment, the following procedures which were suggested by Laville & Dione (1999) have been followed, transcription of the whole interview, review lecture, triage of the information related to the objectives and necessities of the survey, categorization of the relevant information of the documents, interpretation, writing in text way and theoretical substantiation.

Literal extracts from the speech of the interviewed elderly people have been used; these ones appear on the text in quotes. Due to the lack of explicitness on the explanation of some of the speech mentioned by the elderly people, the speech was reconstructed and complemented with the interpretation of the proponent; however its meaning has not been altered. Thus, the text becomes a history appropriated to the principles of the study that was approached in a clear and precise way.

It must be pointed out that the low level of education and the lack of complete domain of the Portuguese language, remembering that many elderly people still speak in German, might have interfered on the responses of the interviews, implying, thus, in a study limitation.

RESULTS AND DISCUSSIONS

According to Betti (1991) Physical Education was officially introduced to Brazilian school with Couto Ferraz Reform in 1852. Although the inclusion of physical exercises in Europe date back to the 18th century, with Guths Muths, Rosseau, Pestalozzi and others.

In 1882, Rui Barbosa carried out a reform by recommending that the gymnastics was compulsory, for both genders, and that it was offered to the normal schools. Nevertheless, the implantation of these laws has occurred only in parts, in Rio de Janeiro and in Military Schools (Darido & Neto, 2005). Yet, according to Betti (1991) it is only after the 1920s that several states of the federation started to carry out their educational reforms and they include the Physical Education with the most frequent name of gymnastics. This has been evidenced through the speech of Individual H that said: "when I was studying on Secondary School, we used to do gymnastics some days; it was like that the denomination for what nowadays you call Physical Education".

It has been a slow process so that the Physical Education could be included at school, depending on governments and mainly on regions, remembering that some localities did not have conditions to include Physical Education (Betti, 1991). Through the speeches of the interviewed elderly people, it has been verified a discrepancy in how the Physical Education classes were and if they were legitimately included. The accounts of Individuals A and H from the Amizade Elderly Acquaintance Group show some characteristics of the types of Physical Education classes which were practiced at that time:

It was at least twice a week (…) there was a Physical Education teacher (…) it was an Evangelical and Spanish School in São Leopoldo City, we used to do (sic!) a little of everything in the classes: there were games, gymnastics, I used to learn to march straightly, because nobody used to know how to do this. Nowadays this does not happen anymore, with everybody paired off, always marching on the right pace. (I. A)

As revealed by the individual, Physical Education at this school has had a wide characteristic front the contents; moreover, it dates back the practice to the discipline and respect process to the nation, because at that time there was a valorization with military characteristic which exalted the civism (SOARES, 2001). It is probably that the order and discipline principle - pointed out by the individual A. It is emphasized mainly due to the keeper establishment is form theological and evangelical posture.

Individual H declares in relation to the Physical Education classes that:

I had done regular physical activity from Primary school to the college. I mean, at college I had not, at college we had not done physical activity, but until High School there was regular activity and on High School a lot (…) It was a such military Physical Education, very hard, strict. On my schooldays, I used to do physical activity a lot, it happened in the 1960s. (I. H)

It is evident through this interview that the practice of Physical Education was ruled on the militarist model, which according to Ayoub (2003); Betti 1991); Bregolato (2002); Darido & Neto (2005); Soares (2001) aimed to provide activities that exalted the formation of a generation which was able to endure the combat or the fight, to act on the war defending the nation, thus, it was important to select the "perfect" individuals and to exclude who was physically incapable people.

In addition to the militarist model which was applied during a good part of the 20th century, it has been verified through the accounts that Physical Education that was practiced at that time did not have a good scientific foundation that could support it, thus, some institutions as approached by Individuals C and D mention that the Physical Education was practiced by aiming to encourage the sporting and physical practice, however, without a suitable planning. The individual C said: "it was always after the playtime and with the same teacher of the class, we used to go (sic!) to the patio and we used to do all the different activities". The individual F mentioned:

We had Physical Education class once a week (…) there was a little of everything, running, movements… (…) We only had (sic!) a teacher and he used to teach all the subjects, including Physical class (…). There were those movements with the arms and everything the teacher used to pass. (I. F)

The emphasis that was given to the paper, the type of culture, the colonization process, the phase of insertion of Physical Education on school context, among other factors, probably have influenced the Physical Education development. Some accounts evidenced the non-practicing of Physical Education during the school period. The individual B claimed that "there

was not Physical class (sic!), we only used to play a game with a ball and sometimes we had to march and then we used to so Physical movements with the hands (referring to Punchinello), but it is unlikely to consider that as Physical Education". The individual E said "at that time there was not this; we used to go in circle to play and to jump a cord at school, but Physical Education, no". The individual G mentioned "I have never heard about it, because we used to work at the farm, it was far away from the Municipality (…) nobody has heard about it there".

Further, some of the interviewees' speech from the Elderly Acquaintance Group "Paz e Amor" is shown and, in general, they do not differ from the accounts which were made for the Amizade Acquaintance Group, thus, with similar characteristics.

The speech of individual P shows some characteristics of the Physical Education model which was practiced at that time:

This we had (sic!) every Saturday, Physical Education, games, it was called gymnastics… but it would be the Physical Education these days, but we used to say gymnastics (…) but on Saturday was only for this, there were not any other subjects, only Physical Education. Look, on my schooldays we had four classes in only one classroom, only one teacher and on Saturday, we used to go there and we used to wash (sic!) the school, clean (sic!) and after practice (sic!) caçador (a game which you need to try to hit the opponent with a ball) and gymnastics and other things. So, it was basically games, gymnastics and parade, we used to march every Saturday, we learned to march. At that time we used to go past the flag and take the hat off, nowadays you can go past, nudge the flag and nobody salute (…) we learned, there was a lot of good manner. (I. P)

The account of individual I. calls the attention to the fact of showing who and how the teachers that taught Physical Education at that time were, when introduced to the school program:

(…) there was not anybody who was a professional, I had been practicing Physical Education since I was 12 years old (…) I taught Physical Education for the primary school on my own, the pupils used to do some exercises, practice some sports, there was race, all the types of sports activities that we were able to do at that time (…) even then, Physical Education was practiced, but not scientifically as nowadays, it was not mentioned that whether you did the exercise "X", you would stimulate the "X" nerve, this was nor heard because there was not a special formation for that, what we had was knowledge, a bit higher because I used to take part in soccer teams. These soccer teams used to do Physical Education with us, of course, it was specific for a purpose, but part of that we also used at the classes we taught and at classes that we received on the teachers' formation, but the physical activity was more scientific to be explained for us, wasn't it? (I. L)

The experience of individual L due to sports practice has assisted him to be a Physical Education teacher. According to Darido & Neto (2005), The time when the Physical Education has as a military model, in order to teach its content, it was not necessary to dominate the knowledge, but it was necessary to have been an ex-trainee, mainly because the suggested activities had as characteristic the learning through the physical exercises practice, in a prescribed way through the sequences and repetitions.

The speech of individuals M, N, and O shows that there was not Physical Education at school and many individuals did not even know what it was during their school years. The account of individual M claims that "there was not Physical Education… it was only played caçador, soccer, there was not a Physical Education day (…)". The individual N claims that "(…) there was nothing, we did not use to study very much, there was a lot of change of teachers, one different from the other (…)". And individual said that "we did not even know (sic!) this (…)".

FINAL CONSIDERATIONS

The history of the participators life seems to limit a wider knowledge about the Physical Education and the physical activities practices, because the Physical Education in the 1950s and 1960s did not have the social recognition, moreover, it is was also verified, through the individuals speech, that there was not a school Physical Education with specific objectives related to a knowledge body as we now these days. The activities were developed through empirical methods, without scientific foundations and disentailed from an educational practice. For the individuals who mentioned the development of the Physical Education classes during their school years, these classes are characterized through the militarist tendency which used to conceive the civism and native country principles.

REFERÊNCIAS BIBLIOGRÁFICAS

ALVES-MAZZOTTI, A. J.; GEWANDSZNAJDER, F. **O método nas ciências naturais e sociais: pesquisa quantitativa e qualitativa.** São Paulo: Pioneira Thomson Learning, 2004.

AYOUB, E. Ginástica Geral e Educação Física Escolar. São Paulo: Unicamp, 2003.

BETTI, M. **Educação Física e Sociedade**. São Paulo: Movimento, 1991.

BRACHT, V. **Educação Física & Ciência**: cenas de um casamento (in) feliz. Ijuí: Unijuí, 1999.

BREGOLATO, R.**Cultura Corporal da Ginástica**: livro do professor e do aluno. SP: Ícone, 2002.

COUSINS, S. O. Thinking out loud: What older adults say about triggers for physical activity. **Journal of Aging and Physical Activity**, Champaign, v.9, p.347-363, 2001.

DARIDO, S. C.; NETO, L. S. O contexto da Educação Física na escola. In: DARIDO, S. C.; RANGEL, I. C. A. **Educação Física na escola: implicações para a prática pedagógica.** Rio de Janeiro: Guanabara Koogan, 2005.

GIL, A. C. **Como elaborar projetos de pesquisa.** 3ºed., São Paulo: Atlas, 1996.

LAVILLE, C.; DIONI, J. **A Construção do Saber:** manual de metodologia da pesquisa em ciências humanas. Christian Laville e Jean Dione; trad. Heloise Monteiro e Francisco Settineri. - Porto Alegre: Editora Artes Médicas Sul Ltda; Belo Horizonte: Editora UFMG, 1999.

OLIVEIRA, L. C. F. **A escola e a família sob o olhar de seus agentes**: um estudo das representações de pais e professores em uma escola cooperativa. Dissertação (Mestrado) - Faculdade de Educação, Universidade de São Paulo, São Paulo, 2000.

SCHARFSTEIN, E. A. A identidade na velhice mediada pela ação do discurso. In: FREITAS, E. V.; PY, L.; NERI, A. L.; CANÇADO, F. A. X.; GORZONI, M. L.; ROCHA, S. M. **Tratado de Geriatria e Gerontologia**. Rio de Janeiro: Guanabara-Koogan. 2002, pp. 936-942.

SILVA, S. A. A pesquisa qualitativa em Educação Física. **Revista Paul. de Edu. Física**. 1996.

SOARES, C**. Educação Física:** raízes européias e Brasil. Campinas: Ed. da Unicamp, 2001.

TRIBESS, S. Percepção da imagem corporal e fatores relacionados à saúde em idosas. **Revista Brasileira de Cineantropometria e Desempenho Humano**. 2006; 8 (2): 113.

Rua Minas Gerais n.320 - São Cristóvão. - 85813-030 - Cascavel - Paraná - Brasil.

Telefone: (45) 3227-1211 ou (45) 9962-0703. E-mail: arestidesjunior2000@yahoo.com.br

THE HISTORY OF THE SCHOOL PHYSICAL EDUCATION IN THE 1950s AND 1960s ACCORDING TO THE ACCOUNT OF ELDERLY PEOPLE FROM THE ACQUAINTANCE GROUP IN MARECHAL CÂNDIDO RONDON - PR.

ABSTRACT:

This present study aimed to verify through the accounts how the School Physical Education was characterized in the 1960s and 1970s from the participators from the Elderly Acquaintance Group in Marechal Cândido Rondon - Pr. Thus, this study has been characterized as a Qualitative Survey in the modality Study of Case. 16 individuals have taken part in the study, from them eight from the Paz e Amor Group (Peace and Love Group) and eight from the Amizade Group (Friendship Group), with similar proportions for the male and female gender. In order to verify the Physical Education History in the life of the participators in the survey, a semi-structured interview has been carried out. After the interview analysis, is has been concluded that the Physical Education in 1950s and 1960s was not inserted as effective curricular component in all the schools, in addition to this, it has also been verified through the individual's speech that there were not a school Physical Education with specific objectives related to a knowledge body as we know these days. The activities were developed through empirical methods, without scientific foundations, disentailed from an educational practice and with a predominantly militarist characteristic.

KEY WORDS: Physical Education, Elderly People and History.

L'HISTOIRE DE L'ÉDUCATION PHYSIQUE SCOLAIRE DANS LES DÉCENNIES DE 50 ET 60 SECONDE HISTOIRE DE PERSONNES ÂGÉES DES GROUPES DE CONVIVIALITÉ DE MARECHAL CÂNDIDO RONDON - PR.

RÉSUMÉ:

La présente étude a eu comme objectif vérifier à travers des histoires comme était caractérisé l'Éducation Physique Scolaire dans les décennies de 60 et 70 des sujets participants des Groupes de Convivialité de personnes agées de Marechal Cândido Rondon - PR. De cette forme, cette étude a été caractérisée comme une Recherche Qualitative dans la modalité Étude de Cas. 16 sujets ont participé de l'étude, étant huit du Groupe Paix et Amour et huit du Groupe Amitiés, dans égales proportions pour le type masculin et féminin. Pour vérifier l'histoire de l'Éducation Physique dans la vie des sujets participants dans la recherche a été réalisée une entrevue semi-structurée. À partir de l'analyse des entrevues, on conclut que l'Éducation Physique dans les décennies de 50 et 60 n'était pas insérée comme composante curriculaire efficace dans toutes les écoles, au-delà, aussi a été vérifié, à travers les paroles des sujets, qu'il n'existait pas une éducation physique scolaire avec des objectifs spécifiques rapportés à un corps de connaissances comme nous connaissons dans l'actualité. Les activités étaient développées par des méthodes empiriques, sans fondations scientifiques, libérées d'une pratique pédagogique et avec une caractéristique majoritairement militariste.

MOTS-CLES: Éducation Physique, personnes âgées et histoire.

LA HISTORIA DE LA EDUCACIÓN FÍSICA ESCOLAR EN LAS DÉCADAS DE 50 Y 60 SEGÚN EL RELATO DE ANCIANOS DE LOS GRUPOS DE CONVIVÊNCIA DE MARECHAL CANDIDO RONDON- PR.

RESÚMEN:

El presente estudio tuvo como objetivo verificar a través de relatos como era caracterizada la Educación Fisica Escolar en las décadas de 60 y 70 de los sujetos participantes de los grupos de convivencia de ancianos de Marechal Candido Rondon - PR. De esta manera, este estudio fue caracterizado como una Investigación Caritativa en la modalidad Estudio de Caso. Participaran del estudio 16 sujetos, siendo ocho del Grupo Paz y Amor, y ocho del Grupo Amistad, en iguales proporciones para el genero masculino y femenino. Para verificar la historia de la Educacion Fisica en la vida de los sujetos participantes en la investigación fue realizada una entrevista semiestructurada. A partir de la analise de las entrevistas, se concluyó que la Educación Física en las décadas de 50 y 60 no estaba inserida como componente curricular efectivo en todas las escuelas, además, también fue verificado, a través de las charlas, que no existia una educación física escolar con objetivos específicos relacionados a un cuerpo de conocimientos como conocemos en la actualidad. Las actividades eran desarolladas por métodos empíricos, sin bases científicas, desvinculadas de una práctica pedagógica y con característica predominantemente militarista.

PALABRAS-LLAVE: Educación Física, idosos e historia.

A HISTÓRIA DA EDUCAÇÃO FÍSICA ESCOLAR NAS DÉCADAS DE 50 E 60 SEGUNDO RELATO DE IDOSOS DOS GRUPOS DE CONVIVÊNCIA DE MARECHAL CÂNDIDO RONDON-PR.

RESUMO:

O presente estudo teve como objetivo verificar através de relatos como era caracterizada a Educação Física Escolar nas décadas de 60 e 70 dos sujeitos participantes dos Grupos de Convivência de Idosos de Marechal Cândido Rondon - PR. Desta forma, este estudo foi caracterizado como uma Pesquisa Qualitativa na modalidade Estudo de Caso. Participaram do estudo 16 sujeitos, sendo oito do Grupo Paz e Amor e oito do Grupo Amizade, em iguais proporções para o gênero masculino e feminino. Para verificar a história da Educação Física na vida dos sujeitos participantes na pesquisa foi realizada uma entrevista semi-estruturada. A partir da análise das entrevistas, conclui-se que a Educação Física nas décadas de 50 e 60 não estava inserida como componente curricular efetivo em todas as escolas, além disso, também foi verificado, através das falas dos sujeitos, que não existia uma educação física escolar com objetivos específicos relacionados a um corpo de conhecimentos como conhecemos na atualidade. As atividades eram desenvolvidas por métodos empíricos, sem alicerces científicos, desvinculadas de uma prática pedagógica e com característica predominantemente militarista.

PALAVRAS-CHAVE: Educação Física, idosos e história.