65 - ALFREDO GOMES DE FARIA JÚNIOR AND THE BRAZILIAN PHYSICAL EDUCATION IN THE YEARS 1960 AND 1970: A HISTORY THAT IS COUNTED

ALVARO REGO MILLEN NETO; ANTONIO JORGE SOARES
Academical Center of Barra Mansa (Barra Mansa, Rio de Janeiro, Brazil)
amillen@gmail.com

Introduction

The study intends to narrate, through the History of Faria Junior's teacher's Alfredo Gomes Life, one of the possible histories of the Brazilian Physical Education in the years 1960 and 1970. The path of that character's life is configured as one of the access keys to the best understanding of the dynamics of the academic and professional field of the Physical Education in that period.

The option for that methodological strategy, doesn't disrespect your limitations. Your uses and disuses for historians and social scientists, in the context of your respective stages epistemological, help us to tune the instruments and to clear the perspective of use of such methodology. In that sense, the appearance and evolution of the movement known by *Ècole dês Annales* it shows as the studies of Histories of Life they were, in a first moment, marginalized, for later to be understanding as one more possibility of historiographer's work.

The first generation of Annales - led by Lucien Febvre and Marc Bloch -, it broke up then with the history tradition that, since the century XIX, prioritized relative studies to the political history. That tradition centralized its focus in the state and in the institutions, in the illustrious illustrations and in the national heroes. Second Motta (2000, p.104) "[...] the biographies and the autobiographies, land where searched for the 'stories writers', were the preferential objective of the attacks to the political history".

This way, one of the orientate axes of the appearance of *Annales* was, exactly, the amplification of the objects of study of the history - the cultural and economical aspects were included - and the consequent critic to the ruled history strictly in the political aspects and in your illustrious characters' life. In the salience of that amplification a project was printed of doing the global history, a history that of that bill of the whole. It would be constituted, so to speak, in a history that integrated the temporary multiplicity, that placed the men in the time and it supported them in the production of the change with direction and sense (REIS, 2000).

In the historian's of *Annales* third generation, with the disillusion of the possibility of materialization of that global history and the radicalization of the considered inevitable fragmentation, beginning the phase of the studies of the micro is had. With that turned new epistemological, the studies of life paths start again to represent as a viable option to do history.

In the social sciences, that methodology had a similar course. In the first decades of the century XX, a tradition began, especially among the authors of the School of Chicago, of sociological investigations countersigned by life histories. Starting from the years 1940, the sociology starts to prioritize methods as the surveys, the questionnaires and the statistics, considered more reliable, and, naturally, the biographies became inadequate to the new paradigm. More recently, with the revaluation of the qualitative sources, the method is used by the social sciences again.

Yves Winkin (2004), when explaining how he worked to narrate the path of sociologist's Erving Goffman life, it supplied the methodological tools for the present study. They were them: the constitution of the *habitus*; the work as autobiography; of the *habitus* to the field; the biography as history ethnographic. This way, we didn't intend to forge the heroic life of a great name of the area in order to elucidate the official history. Our methodological strategy is ruled by the exploration deepened concerning part of the path of Alfredo Gomes Faria Junior's teacher's life, in order to narrate one more version of the history of the Brazilian Physical Education in the years 1960 and 1970.

The delimitation of the period to be studied is justified for being that the phase in the which was materialized what can call *systematism of the sport while content of the school Physical Education*. We shared the idea that there was, to the time, a reorganization in the academic and professional field of the Brazilian Physical Education with implications in the intervention: the sport won space in the academic production and it became the principal, when not the only, content of the Physical Education classes in the schools.

That systematism raised a series of critics starting from the years 1980. The historical studies of that period, solemnity-designated critical, they classified it, in a pejorative way, as a representation of the technical pedagogy for the Physical Education. It started then to invigorate the thesis (plotting) that there was a strategic plan for the Physical Education and the sport, built by the dictatorial military government, in the sense of to anesthetize the conscience and to appease the popular participation in the processes demanding and decisive of the society.

In spite of considering significant the critical studies of the years 1980, we understood that the *systematism* of the years 1960 and 1970 should be studied with larger methodological rigidity. In that sense, the critics of Taborda de Oliveira (2003) they should also be considered. As that author, the Physical Education was not submitted by the Brazilian dictatorial governments to the interests of the international capitalism. The government endorsed a project that appeared, above all, for the reorganization of a cultural practice in agreement with a model that turned into the whole world, the sporting model of school Physical Education.

Submitted or not to the military government's interests, or of the international capitalism, it is consensual that the academic and professional field of the Brazilian Physical Education was reorganized. In that interim, the methodology of the teaching of the school Physical Education begins to have a new production. And teacher Faria Junior, as author of the book *Introduction to the Physical Education Didacticism*, in 1969, was an explorer of that new *systematism* of the knowledge.

In this way, we believed that have a good tool for us to understand that process. Because, besides being a reference for the didacticism of the school Physical Education of the time, the history of that teacher's life was built inside of the orientate elements - the institutions sporting, pedagogic, military and scientific - of the period that we intended to focalize.

Under that perspective, the article intends to contribute, through the path of Faria Junior's teacher's Alfredo Gomes life, with one more version history, for an approach of as the academic and professional field of the Brazilian Physical Education was configured in the years 1960 and 1970.

Results and discussion

The configuration of Faria Junior's *habitus* took in consideration the influence of four formative nuclei: the institutions sporting, pedagogic, military and scientific. Those dispositions didn't act separately, but they configured a mosaic that came to constitute Faria Junior's characteristic *habitus* in the studied period.

The influence of the sporting activities accompanied him from your adolescence. In the Military School of Rio de Janeiro, although they were not part of the grating curricular, the students created spaces for the accomplishment of such activities. He gave way, your path it was certain early for those devices: already in the choice of the Weapon in the which would specialize, influenced by the sport aptitude, it opted for the Infantry.

However, the principal nucleus maker of your sporting dispositions was the club. In America Football Club Faria Junior lived, from your adolescence, different sporting activities that contributed especially to define the directions of your professional path. Through a chat with the friend Peacock, of five-a-side football, it was definitively right your option for the entrance in the National School of Physical Education and Sports, belonging to the then University of Brazil - current Federal University of Rio de Janeiro.

Once defined your professional career, the influence of that device continued present. Faria Junior participated, as student-athlete of the National School, of competitions in different sporting modalities and, from your entrance in the University, she wrapped up with apprenticeships and professional activities, that culminated in the option for to follow your studies and to specialize in Sport Technique in Swimming and Water Polo.

About the pedagogic influence in the composition of your *habitus*, the first references with relationship the that disposition also came from your passage for the Military School. In that institution Faria Junior noticed your vocation for the teaching, what also contributed to your option for the National School. But the principal nucleus maker of that disposition was the atmosphere of vanguard of the Guatemala School. Starting from the detection of the need of a differentiated formation, of that then presented by the Physical Education, to do right the that experimental school, Faria Junior decided to deepen your studies in the area of pedagogic formation. And, like this, he entered at University of Pedagogy the following year to the conclusion of the specialization in Sport Technique. Since then they would be definitively addressed your professional roads, that culminated in your academic insert in the area of studies related to the Physical Education Didacticism.

The military registration was also one of the components in the formation of Faria Junior's *habitus*. Some dispositions, acquired in your formation in the Military School, they were reproduced when it taught Physical Education in schools of first and second degrees, as it showed us the report in which Faria Junior worked with an exercise that sought to develop the value courage, and also in the reproduction of the system of the showers of the Military School - controlled, through an only registration, for the teacher - in the Gym Nun`Álvares Pereira. However, the coming devices of the military institution didn't get to contribute to dictate the directions of your professional career, because it was through your inadequacy to the values of that institution that it gave up on following the military career and he entered at the National School.

The last outstanding device with that we worked, the science, if compared to the other values that composed your *habitus*, he entered in the mosaic lately. Only starting from your entrance in the National School, and, especially, in University of Pedagogy, Faria Júnior had contact with that tendency, that marked the researchers' generation which was part. In spite of, those dispositions were fundamental, because your literary work was influenced strongly by the known academic movement as scientific.

About to the second strategy of Winkin (2004), the presentation of the work as autobiography, in the case of Faria Junior, two aspects come notables. Your pedagogic experiences, of the period in it was Physical Education teacher in schools of first and second degrees, in the Guatemala School and in the Gym Nun`Alvares Pereira, they served as support for the propositions of didactic application of your first book (FARIA JÚNIOR, 1969). In that way, the form with that worked pedagogically the Physical Education it could also be understood through your work.

This same work also reflects the state in that the academic and professional field of the Physical Education was in the end of the years 1960. In that sense, the book leaves tracks that demonstrate the influence of a movement of valorization of the science of which the Physical Education started to do part. In another publication, Faria Junior (1987) it would turn explicit the existence of the Scientific-pedagogic School, reflexes of a scientific movement in the Physical Education.

When treating of the third methodological suggestion of Winkin (2004), of the *habitus* to the field, we corroborated the need to cross Faria Junior's path with other relative ones to the same studied period. In that way, we intended to give continuity to the present research exactly with the inclusion of new referring data to you cut out of histories of other characters' life. Seemingly, the most appropriate would be, on that second moment, to choose for less evident paths. But the traces that we left need to be investigated. The influence of the military institution and your academic insert, both represented in Faria Junior's path, especially for your relationship with the Department of Physical Education of MEC, they constitute such traces.

In the last thematic suggested, the biography as history ethnographic, looked for to understand, through instantaneous of the history of life of Faria Junior, as the academic and professional field of the Brazilian Physical Education was configured in the years 1960 and 1970. More specifically, the process of systematism of the sport while content of the school Physical Education. For such, works with the paradoxical dichotomy among your different professional performances: as sporting technician and as teacher of school Physical Education.

Through our character's path, as student of the Military School, it was notable the existence of a sporting field institutionalized with inserts in that institution. However, there was not a systematism of that content in the grating curricular of the discipline Physical Education, the French Method still prevailed.

In the National School, the picture was similar, because although there was a sporting culture strongly disseminated, through the trainings and of the academicals competitions, the didacticism addressed to the school Physical Education it was especially ruled in the gymnastic methods - rare safe exceptions, as the soccer classes of teacher's Célio Cidade.

In another cutting, Faria Junior's concern with relation to the terminological change - of Recreational Activities to the Physical Education - concerning your classes in the Guatemala School, it evidences a search inside for status of that institution. But it is also sign that the field was restructuring. The use of the Austrian Natural Method and of the Widespread Sport Physical Education, instead of the more traditional gymnastic methods, it reinforces that supposition.

Still in the Guatemala School, credited it failure to the attempt of implementation of a sporting club, it indicates that the sport of high revenue was not part of Faria Junior's pretensions to that school. However it doesn't mean to say that the sporting activities didn't constitute part of your planning, because such activities were present in the proposals of content of the Austrian Natural Method, your principal methodology to that school, and also in the description of your class plans. When privileging the Widespread Sport Physical Education, your work in the Gym Nun`Alvares Pereira it is especially distinguished of the accomplished at the Guatemala School. In that sense, the sporting activities won space and they started to constitute the principal content of your classes.

Through an instantaneous one, happened at that school, Faria Junior's positioning was demarcated with relation to the systematism of the sport while privileged content of the school Physical Education. In that passage, Brito Cunha, supervisor of the Physical Education Department, surprises supplying a class of Calisthenics. The consequence of such episode, that culminated in the deception of Brito Cunha with teacher Faria Juniors, it gives us tracks that the gymnastics was not more

considered, for the organ manager of the Physical Education in the State of Guanabara, a plausible content, and that there was a monitoring in the sense of trying to adapt the classes to the new guidelines - the systematism of the sport.

From this episode, it can be elapsed that Faria Junior stuck to the precipitations of the Department, once, in your report, he feels need to rescue elements to justify the use of the gymnastic method - there was not available space in the school to supply any other activity for a group of 150 students - and, mainly, in function of your adaptations of the physical space of the school, and solicitation of implements and materials, for the sporting practice.

However, that doesn't mean that he adapted your classes to the new proposed model, giving in to the pressure exercised by the vigil of the inspectorship. It would be more plausible we considered a conciliation of ideals, both intending to have focus to the development of the sporting practice in the school. Therefore, at least in the case of Faria Junior, we can infer that the extolling of the Physical Education Department was not imposed your teachers, but there was a compartment of ideals and, also, possibilities.

With relationship to the discussion concerning the cellular division suggested by Faria Júnior - your dichotomizing performances as sporting technician of the one of teacher of school Physical Education -, we selected some signs that showed his disappointment with the sport of high revenue. Your experience in the project denominated Recreation Botafoguense supplies us the first instantaneous, still precocious, of a posture critical front the some intrinsic values to the sporting activities. Faria Junior was part of the Physical Education teachers' group that, for the newest children, he didn't give in to the (relative) pressure, exercised by the parents and organizers of the project, and she worked with the Austrian Natural Method, in substitution to extolled it sporting initiation.

But the apex of your disappointment, with the sport of high revenue, was materialized in the selective ones for the Pan-American Games of São Paulo. Paradoxically, the period of accomplishment of that event coincides with your entrance in the course of Specialization in Sport Technique in Swimming and Water Polo. As we saw, the sporting institution and the pedagogic parallel molded Faria Junior's *habitus*.

Another cutting, selected to demonstrate Faria Junior's disappointment with the sport of high revenue, and like him it lived the systematism of the sport while content of the school Physical Education, happened at the Guatemala School. When your students proposed a soccer team's creation to the school, Faria Junior refuted the idea, because it would only be adapted to the atmosphere of that institution if the students' team roots a dismemberment of a larger project - the original idea was the establishing of a sporting club to the school.

Such an instantaneous one sends us to the second paradox: although Faria Junior presupposes a dichotomy among your cells of sporting trainer and of teacher of school Physical Education, considering the contents with that worked in the trainings sporting inappropriate for your Physical Education classes in the schools in that she worked, the sport was an element common to both. That content is printed in the planning of your classes in the Guatemala School and in the Gym Nun`Alvares Pereira and also in the own structuring of the Austrian Natural Method and of the Widespread Sport Physical Education.

Likewise, to characteristic principal credited to the academic and professional field of the Physical Education in that period, it is exactly the systematism of the sport while content of the school Physical Education.

Such paradox would be understood better if we take in consideration that Faria Junior was specifically disappointed with the sport of high revenue, and not with the sporting activities in the broad sense. In that way, the disappointment it would be with some of the values of the sport of high revenue - the precocious specialization and, especially, the devalues of the exacerbated competition - and not with the sport in itself.

Therefore, under that optics, we could consider that in Faria Junior's experiences as teacher of school Physical Education, and also in the propositions of your first book, the values, means and ends of the sport of high revenue would not be being transplanted, but being systematized in way turn her compatible with the values, means and specific ends of the school.

Bibliographical References

FARIA JUNIOR, Alfredo G. de. **Introdução à didática de educação física**. Brasília, DF: Divisão de Educação Física, Ministério da Educação e Cultura, 1969.

_____. **Didática de Educação Física**: formulação de objetivos. Rio de Janeiro, RJ: Guanabara, 1987.

MOTTA, Marly Silva da. O relato biográfico como fonte para a história. In: **Vidya**. Santa Maria, RS, n. 34, jul./dez. 2000.

REIS, José Carlos. Da história "global" à história em "migalhas": o que se perde o, que se ganha? In: GUAZZELLI et al. **Questões de teoria e metodologia de história**. Porto Alegre, RS: Editora da Universidade Federal do Rio Grande do Sul, 2000.

TABORDA DE OLIVEIRA, Marcus Aurelio. **Educação física escolar e ditadura militar no Brasil (1968-1984)**: entre a adesão e a resistência. Bragança Paulista, SP: EDUSF, 2003.

WINKIN, Yves. Erving Goffman: o que é uma vida? o incômodo fazer de uma biografia intelectual. In: GASTALDO, Edison (org.). **Erving Goffman**: desbravador do cotidiano. Porto Alegre, RS: Tomo Editorial, 2004.

Avenida Joaquim Leite nº 380, apto. 1405
Centro, Barra Mansa, Rio de Janeiro, Brasil, CEP: 27330-043
Telefones: (24)3322-2360 / (24)8818-7071
E-mail: amillen@gmail.com
Alvaro Rego Millen Neto

ALFREDO GOMES DE FARIA JÚNIOR AND THE BRAZILIAN PHYSICAL EDUCATION IN THE YEARS 1960 AND 1970: A HISTORY THAT IS COUNTED

SUMMARY

The present study intends to narrate, through the history of the teacher`s Alfredo Gomes Faria Júnior's life, one of the possible histories of the Brazilian physical education in the years 1960 and 1970. The life path is configured as one of the access keys to the understanding of the dynamics of the academic and professional field of the physical education in that period. The Faria Júnior's life, from your childhood until the professional formation and your subsequent exercise, indicates as the socialization of the biographed with different institutions (club, Military School of Rio de Janeiro, National School of physical education and Sports, sporting institutions and the teaching) they formed values and dispositions that influenced your professional performance excessively. Such devices and values were at that time present in the physical education professional's habit. This way, your path helps to explain the transformations and ambiguities that were operated in the habit that conformed the field of the physical education. On the other hand, we have in your path the possibility to relative the hypothesis,

built by the critics in the years 1980, that the period in subject had the sporting model of high revenue as pedagogic model transplanted for the teaching of the school physical education. Faria Júnior's experience as teacher in schools of first and second degrees and as author of the book "Didacticism of Physical Education" (1969) indicates that the values, means and ends of the sport of high revenue were resigned and systematized in way they be adapted to the values, means and ends of the school.

Word-key: History, History of Life, School Physical Education.

ALFREDO GOMES DE FARIA JUNIOR ET L' EDUCATION PHYSIQUE BRESILIENE DANS LES ANEES 1960 ET 1970: UNE HISTOIRE QU' ON COMPTE

RÉSUMÉ

Le présent étude a l'intention de raconter, à travers de l'histoire de la vie du professeur Alfredo Gomes Faria Junior, une des possibles histoires de l'Éducation Physique brésilième dans les anées 1960 et 1970. La trajectoire de vie se configure comme une des clés d'accès à la compréhension de la dynamique du champ académique et professionnel de l'Éducation Physique dans cette période. La vie de Faria Junior, de sa enfance jusqu'à la formation professionnel et sa activité posterieure, indique comme la socialisation du biographé con différentes institutions (club, Collège Militaire du Rio de Janeiro, École Nationel de Éducation Physique et Sports, institutions sportives et le magistère) ont été des valeurs et dispositions que ont notablement influencé sa activité professionnel dans les anées 60 et 70 dans le sigle XX. Ces dispositives et valeurs ont été présents dans les *habitus* du professionnel de Éducation Physique dans l'époque. Sa trajectoire possibilite expliquer les transformations et ambiguités qui opéraient dans le *habitus* qui configurait le champ de l'Éducation Physique. D'autre part, nous avons en sa trajectoire la possibilité de relativiser l'hypostèse, fait par les critiques des anées 80, que le période concernent a eu le modèle de sport de haut rendiment comme modèle pedagogique transplanté dans l'enseignement de l'Éducation Physique écolière. La experience de Faria Junior comme professeur dans les écoles de premier et seconde degrés et comme auteur du livre « Didactique de Éducation Physique » (1969) montre que les valeurs, moyens et fins du sport de haut rendiment ont été resignifiés et systematisés de manière à s'adapter aux valeurs, moyens et fins de l'école.

Mots-clés: Histoire, Histoire de Vie, Education Physique Ecolière.

ALFREDO GOMES DE FARIA JUNIOR Y LA EDUCACIÓN FÍSICA BRASILEÑA EN LOS AÑOS 1960 Y 1970: UNA HISTORIA QUE SE CUENTA

RESUMEN

El presente estudio pretende narrar, a través de la historia de vida del profesor Alfredo Gomes de Faria Junior, una de las possibles historias de la Educación Física brasileña en los años 1960 y 1970. La trayectoria de la vida se configura cómo una de las claves de acceso a el entendimiento de la dinámica del campo académico y profesional de la Educación Física en ese periodo. La vida de Faria Junior, de su infancia hasta la formación profesional y su posterior ejercicio, indica cómo la socialición del biografado con diferentes instituciones (club, Colegio Militar del Rio de Janeiro, Escuela Nacional de Educación Física y Desportes, instituciones desportivas y el magisterio) han formado valores y disposiciones qué han influenciado de sobremaneira su actuación profesional en los años 60 e 70 del siglo XX. Tales dispositivos y valores estaban presentes en el *habitus* del profesional de Educación Física de la época. Su trayectoria auxilia a explicar las transformaciones y ambigüedades que se han operado en el *habitus* que conformava el campo de la Educación Física. Por otro lado, temos en su trayectoria la posibilidad de relativizar la hipótesis, construida por los críticos en los anos 1980, que el período en cuestión tuvo el modelo deporte de alto rendimiento cómo modelo pedagógico transplantado para la enseñanza de la Educación Física escolar. La experiencia de Faria Junior cómo profesor en las escuelas de primer y segundo ciclos y cómo autor del libro "Didáctica de Educación Física" (1969) indica que los valores, medios e fines de lo deporte de alto rendimiento fueron resignificados y sistematizados de modo a adecuarse a los valores, medios y fines de la escuela.

Palabras claves: Historia, Historia de Vida, Educación Física Escolar.

ALFREDO GOMES DE FARIA JUNIOR E A EDUCAÇÃO FÍSICA BRASILEIRA NOS ANOS 1960 E 1970: UMA HISTÓRIA QUE SE CONTA

RESUMO

O presente estudo pretende narrar, através da história de vida do professor Alfredo Gomes de Faria Junior, uma das possíveis histórias da Educação Física brasileira nos anos 1960 e 1970. A trajetória de vida configura-se como uma das chaves de acesso ao entendimento da dinâmica do campo acadêmico e profissional da Educação Física nesse período. A vida de Faria Junior, de sua infância até a formação profissional e seu posterior exercício, indica como a socialização do biografado com diferentes instituições (clube, Colégio Militar do Rio de Janeiro, Escola Nacional de Educação Física e Desportos, instituições esportivas e o magistério) formaram valores e disposições que influenciaram de sobremaneira sua atuação profissional nos anos 60 e 70 do século XX. Tais dispositivos e valores estavam presentes no *habitus* do profissional de Educação Física na época. Sua trajetória auxilia a explicar as transformações e ambigüidades que se operavam no *habitus* que conformava o campo da Educação Física. Por outro lado, temos em sua trajetória a possibilidade de relativizar a hipótese, construída pelos críticos nos anos 1980, que o período em questão teve o modelo esporte de alto rendimento como modelo pedagógico transplantado para o ensino da Educação Física escolar. A experiência de Faria Junior como professor em escolas de primeiro e segundo graus e como autor do livro "Didática de Educação Física" (1969) indica que os valores, meios e fins do esporte de alto rendimento foram ressignificados e sistematizados de modo a adequarem-se aos valores, meios e fins da escola.

Palavras-chave: História, História de Vida, Educação Física Escolar.