

In the trail of professional training: the legitimization project of the Florianópolis Physical Education School based on the official curriculum

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Abstract: The educational logic of the Florianópolis Physical Education Undergraduate School (ESEF), created in 1973, predicted the existence of two official curricula, one for men and another for women. Based mainly on studies of Sociology of Education, the official curriculum will be examined here from the perspective of a legitimizing element of professional dispositions to be acquired in order to fill the relevant professional and social position. Thus, the ESEF pedagogical architecture seems to have been built on pillars of differentiated and differentiating social and professional identities based mainly on issues arising from unequal gender relations.

Keywords: Professional Training. History. Physical education curriculum.

1 INTRODUCTION

To think the ESEF official curriculum does not allow us to conceive it, as Dominique Julia (2001) teaches us, "as a closed world, closed to the outside noise" (JULIA, 2001, p. 23). Educational tool that was created and put to use at the apex of the Brazilian military dictatorship, it carries with it defining marks of the historical-political moment that characterized it and, inevitably, put it at the service of an ideal to be achieved and legitimized.

For this reason, in order to be possible to better

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understand the relationship between the imposed educational policy and the ESEF curriculum, it was and is always important to question the meanings that in that culture and at that time were assigned to a given bodily identity to be constructed nationally, namely strong, healthy and particularly productive.

According to Moreira e Silva (2000, p. 29), the curriculum is one of the privileged spaces for constructing social identities. Being a locus where practices of meaning, identity and social power intersect, it boasts its importance for occupying the center of the social and educational reform projects. According to what they stated, the curriculum is a disputed territory marked by intense disputes that aim to impose itself and to the victory of its truths.

Here decisive struggles are waged for hegemony, predominance, definition and domain of the process of signification. As a curriculum policy, as a macro-speech, the curriculum both expresses the views and meanings of the dominant project and helps strengthen them and give them legitimacy and authority. As a micro text, as a practice of signification in the classroom, the curriculum both expresses these views and meanings and contributes to shaping the social identities which are convenient to it¹(MOREIRA; SILVA, 2000, p.29).

Following these authors' thought, we can understand the professional identities made by the ESEF official curriculum as eminently social and political categories. And not less important, favoring "naturally" fit and healthy individuals was just the first step towards the consolidation of the process of formation of such identities, which, according to them, "much more than substance - the identity - is a relationship and a

1 Aqui se travam lutas decisivas por hegemonia, por predomínio, por definição e pelo domínio do processo de significação. Como política curricular, como macrodiscurso, o currículo tanto expressa as visões e os significados do projeto dominante quanto ajuda a reforçá-las, a dar-lhes legitimidade e autoridade. Como microtexto, como prática de significação em sala de aula, o currículo tanto expressa essas visões e significados quanto contribui para formar as identidades sociais que lhe sejam convenientes

positioning"² (MOREIRA; SILVA, 2000, p. 26). If the selection of students, operationalized by college entrance examination, fell on already previously distinct bodies, notably marked by skills and physical advantages, here you can glimpse them as bodies potentially capable of supporting, being and radiating this sought after professional identity. If we understand, in line with the authors' ideas, that identities are defined only in a production process of the difference, a process that, according to them, is fundamentally social and cultural, we allow ourselves to also continue in a slight imbalance when in light of the assertion that the difference, and hence the identity, is not a product of nature. Perhaps, in our case, we can define it as not only a product of nature, being careful not to lose sight of the horizon of the required provisions. Continuing the process, it - the identity - is produced inside practices of signification, in which meanings are contested, negotiated, processed (MOREIRA; SILVA, 2000, p. 25).

2 THEORETICAL AND METHODOLOGICAL OPTIONS

Encouraged by these views, we understand that the identity imprinted in the ESEF official curriculum, in many respects resembles that already incorporated into the group of elected students. Thus, our curriculum analysis is conducted by two central ideas inspired, in turn, on the Bourdieusian thought (Bourdieu; PASSERON, 1992, p.55): if, on the one hand, the School official curriculum can be considered a mechanism of power that aims to build a new *habitus* - the secondary *habitus* - on the other, it is possible to understand it as an element that aimed simply to confirm, maintain or enhance the features of the primary *habitus* and / or other elements of secondary socialization. But before we begin our efforts of understanding both directions indicated, it is interesting and necessary for the theoretical basis of our

² "muito mais do que essência - a identidade - é uma relação e um posicionamento"

analysis that we make an incursion, however brief, in some guiding concepts and their meanings in our process.

In either of the two aforementioned cases, and at the same time in both, the secondary pedagogical work carried out by the official ESEF curriculum³ is responsible, in the professional sphere, for one of the elements that constitute the process of identity formation called secondary socialization. Widely studied by Berger and Luckmann in "The Social Construction of Reality," secondary socialization is defined as follows:

The secondary socialization is the internalization of institutional "sub-worlds" or based on institutions. Their extent and character are therefore determined by the complexity of the division of labor and the concomitant social distribution of knowledge [...] we can say that secondary socialization is the acquisition of knowledge of specific functions [...] (BERGER & LUCKMANN, 2003, p.184-185).

Differentiating themselves from the general and broad elements that characterize the "basic world" to be incorporated in primary socialization⁵ (BERGER & LUCKMANN, 2003, p.175), the "underworlds" to be internalized in the secondary socialization are pointed out by the authors (BERGER &

3 According to Bourdieu and Passeron (1992, p.53-54), while the Primary Pedagogical Work (TP) produces, in early education, a primary habitus, characteristic of a group or a class, which is in the principle of subsequent formation of all other habitus, the secondary TP is characterized as all pedagogical work done by other agencies of socialization, such as school, media etc..

4 A socialização secundária é a interiorização de "sub- mundos" institucionais ou baseados em instituições. A extensão e o caráter destes são, portanto, determinados pela complexidade da divisão do trabalho e a concomitante distribuição social do conhecimento [...] podemos dizer que a socialização secundária é aquisição do conhecimento de funções específicas

5 "The primary socialization is the first socialization that the individual experiences in childhood and in virtue of which he/she becomes a member of society. The secondary socialization is any subsequent process which introduces an already socialized individual into new sectors of the objective world of his/her society" (BERGER; LUCKMANN, 2003, p.175) ("A socialização primária é a primeira socialização que o indivíduo experimenta na infância e em virtude da qual se torna membro da sociedade. A socialização secundária é qualquer processo subsequente que introduz um indivíduo já socializado em novos setores do mundo objetivo de sua sociedade")

LUCKMANN, 2003, p.185) as usually partial realities, even if more or less coherent, where the affective, cognitive and cognoscitive component are salient. In this direction, the higher education offered by ESEF and legitimized in the official curriculum is interpreted as a "partial reality" to be seized by a group of students during their secondary socialization. Because it is partial, i.e., interested and rationally organized, it mattered to this reality the acquisition of particular professional dispositions that in the same motion differentiated it as a legitimate instance of higher education in the area and also those that would be seen as legitimate consumers of their knowledge, consuming them, in turn, equally legitimately (BOURDIEU; PASSERON, 1992, p. 49).

Besides being embodied in other school spaces⁶ equally responsible for the transmission of the poetic discipline of the school, such dispositions were encapsulated⁷ in the disciplines which were part of the official curriculum of the course. Understanding them in a foucauldian perspective presented by Veiga-Neto (1996) meant to identify the presence of discipline-knowledge and discipline body in the ESEF curriculum arrangement.

Although we base ourselves on Foucault's studies on the size and powers of the discipline – and in this sense we follow Veiga-Neto (1995, p.46) that "thinking disciplinarity in a foucauldian manner is to understand it as fragmentation,

6 " From RIBEIRO's (2004) perspective, the school is a construct gestated by multiple manifest and hidden interests that may affect the lives of individuals generating inclusions and exclusions. It is therefore a significant element of the curriculum, here understood in a more critical perspective, that considers the concept of a hidden curriculum, i.e., norms and values that are explicit but are not effectively transmitted by the school "(RIBEIRO, 2004, p .104). ("o espaço escolar é um constructo gestado por múltiplos interesses manifestos e ocultos que podem afetar a vida dos sujeitos gerando inclusões e exclusões. É, portanto, um elemento significativo do currículo, aqui entendido em uma perspectiva mais crítica que contempla o conceito de currículo oculto, ou seja, normas e valores que embora não estejam explícitos são, efetivamente, transmitidos pela escola"

7 The term "encapsulated" was used by Prof. Dallabrida Norberto (2001, p.36) when he said that "to be transmitted and assimilated by students, the selected cultural content for school education go through the process of didactic processing, and are encapsulated in the form of 'disciplines-knowledge'". His work has eminently foucauldian inspiration. ("para serem transmissíveis e assimiláveis pelos estudantes, os conteúdos culturais selecionados pela educação escolar passam pelo processo de elaboração didática, sendo encapsulados sob a forma de 'disciplinas-saber'".

layout and delimitation of knowledge as well as a set of attitudinal norms and rules, in the form of explicit and implicit precepts"—, the possibility, albeit theoretical and restricted, to isolate the two cognitive dimensions / axes understood by disciplinarity – cognitive (discipline - knowledge) and body (discipline - body) axes – largely enabled us to move forward towards the two starting points that we intend to achieve with our thinking. Thus, the ideas of strengthening or creating a *habitus* seem, respectively, to be related to the body and knowledge dimensions encapsulated in the logic of the curricular subjects.

3 THE CURRICULAR SUBJECTS: THEIR SPACE, TIME AND THE LEGITIMATION OF A CORPOREAL HEXIS

Foreseen in the 1972 Internal Rules of Procedure, the curriculum, which was the main guiding element for the formation of the first group of ESEF students, was, as we saw earlier, regulated by the approval letter no. 894/1969 and by Resolution no. 69, of November 6th, 1969, from the Federal Council of Education (*Conselho Federal de Educação*), which determined the contents and their times for the minimum curriculum for the teacher education courses in Physical Education.

Having extended its length for a period of three years, totaling a minimum workload of 1850 hours, subdivided, in its turn, in six semesters, the curriculum being analyzed was in force during the ten years of the school existence, suffering only a small change at the end of 1974, the date of the effective incorporation of the disciplines of Soccer and Handball into the table of disciplines which were part of the sixth and final semester of the course. "With a view to the student's whole education" (ESEF, 1972, Article 21) and "by way of implementation" (ESEF, 1972, Article 15), the Rules of Procedure determined the elaboration of a teaching plan which should be proposed by the course's full professor and

then approved by the Departmental Council (*Conselho Departamental*). Being free enough as to enable the teaching of contents to be "theoretical and practical, seminars, lectures, tours, visits and symposia" (ESEF, 1972, Article 22) and, at the same time, being aware of the limitations of the School's physical space, the Rules of Procedure anticipated the completion of the practical activities of the course, as well as of the lectures and seminars" in appropriate locations to its goal" (ESEF, 1972, Article 23). Once the construction of the School pool was initiated only in 1976 (O ESTADO, December 20th, 1975), Swimming classes, which had thus far occurred in the School for Sailors (*Escola de Aprendizizes Marinheiros*) in the Athletic Association of the Brazil Bank (*Associação Atlética do Banco do Brasil*), or even in the "Saudade Beach", next to the school building⁸, may be an illustration of the measure envisaged by the Rules of Procedure.

The creation of the Departments was also foreseen by the 1972 Rules of Procedure and in keeping with the provisions of Law 5.540/1968. Understood as "the smallest fraction of the school structure for purposes of administrative, teaching, scientific and distribution of personnel organization" (ESEF, 1972, Article 12), each Department should gather the disciplines of the curriculum which shared similar goals", aiming at constituting a fundamental area of human knowledge studied in themselves or in view of subsequent applications" (ESEF, 1972, Article 12 § 1^o). Thus, the "Department of Biology and Therapeutics, the Department of Pedagogy, the Department of Gymnastics, Rhythmics and

⁸ This information was obtained with the testimony of Professor Hercides José da Silva given to the student Alessandra Zocoli Borges, in 1996, at the time a member of the Project "Saving History and Material Culture of the Catarinense School" (Resgate da História e da Cultura Material da Escola Catarinense), under the coordination of Professor Maria da Graça Vandresen. Today this affidavit is filed in the Oral History Collection of the Catarinense School Museum (Acervo de História Oral do Museu da Escola Catarinense): SILVA, H. J. Archive of Oral History of the School Catarinense Museum: testimony [September 30th, 1996]. Interviewer: Alessandra Zocoli Borges. Florianópolis, 1996.

Recreation and the Department of Sports Activities"⁹ were then instituted (ESEF, 1972, Article 15).

4 A SPECIAL WAY TO EXAMINE THE ISSUE

If initially created in theory, the faculty formation and the discipline distribution of the School Departments happened effectively in the faculty meeting held on October 18th, 1973. Thereafter, the school was reorganized to create identity and disciplinary spaces, which seemed to corroborate, to some extent, certain hierarchy of knowledge that circulated there. In the record drafted at that meeting, it does not seem to us that the bureaucratic and pedagogic structuring to be assumed by each Department had been randomly recorded. Describing the assignments incumbent on Departments A, B, C and D, respectively the Departments of Biology and Therapeutics; Pedagogy; Gymnastics, Rhythmics and Recreation and Sports Activities, this document makes us think about the symbolic weight that the hierarchy of the disciplines determined in the various dimensions of ESEF school architecture, especially in the professional training of new students. Based upon this, it is interesting and useful to analyze the curriculum configuration assumed by the school, distributed in its departments and its respective semestral class hours. Far from its claims to "find a model", but inspired by the organization of their analysis, the framework that we adopted here resembles that presented by Tojal (1995), when examining the curriculum of three undergraduate courses in Physical Education in Brazil, created between the 50s and the 70s¹⁰. Figure 1 provides an approximate view of the total distribution of the ESEF

⁹ Departamento de Biologia e Terapêutica; o Departamento de Pedagogia; o Departamento de Ginástica, Rítmica e Recreação e o Departamento de Atividades Desportivas

¹⁰ Namely: Undergraduate School of Physical Education of São Carlos (1950) (*Escola Superior de Educação Física de São Carlos*); Physical Education Course of the Biological Sciences Center and Health Professions of the Methodist University of Piracicaba (1970) (*Curso de Educação Física do Centro de Ciências Biológicas e Profissões da Saúde da Universidade Metodista de Piracicaba*) and Jundiaí Undergraduate School of Physical Education (1974) (*Escola Superior de Educação Física de Jundiaí*)

Departments regarding the proportion of classroom hours of their respective disciplines. It is important to say that the explanation of the following tables reinforces the idea of an initial approach in the training of all students, without distinction, and its subsequent detachment operated by gender category.

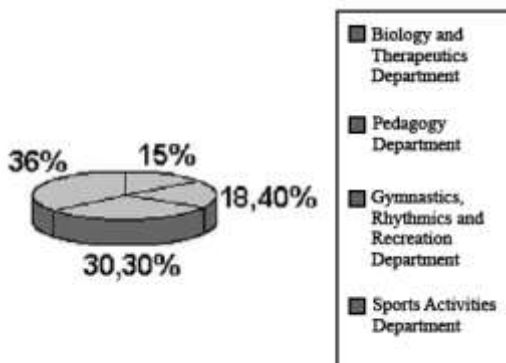


Figure 1. Approximate representation of the disciplines of the ESEF Departments, regarding total course hours Source: ESEF Internal Rules, 1972.

1.	Anatomy	62 class hours
2.	Biology	64 class hours
3.	Biometry I.....	30 class hours
4.	Biometry II	45 class hours
5.	Kinesiology I.....	30 class hours
6.	Kinesiology II.....	45 class hours
7.	Physiology I.....	30 class hours
8.	Physiology II.....	45 class hours
9.	Hygiene.....	64 class hours
10.	Urgent Aid	60 class hours
	TOTAL.....	475 class hours

Table 1. The disciplines of the ESEF Department A - Biology and Therapeutics Department
Source: ESEF Internal Rules, 1972.

Given the list of disciplines grouped and offered by Department A, it is evident that the major objective of its creation was to fulfill a legal obligation imposed by Resolution 69/1969 of the Federal Board of Education (*Conselho Federal de Educação*). Covering 475 class hours, which represented something around 15% of the total hours taught in the course, and especially the biologizing character, notably detached from any form of practical performance - or in research practice -, that crossed the organization structure of such disciplines may be noticed in some of the goals we have selected from the universe of all those proposed by the syllabus. For the discipline of Biology, as a first example, the plan meant that students could "Distinguish each precursor molecule that forms the human body"¹¹. In Physiology I, the student should have basic knowledge on "Renal Physiology," "Food Traffic", "Physiology of Muscle". In Biometrics II, there is a greater tendency for what the syllabus called "morphological dimension" of human beings. We sought to explicitly "Give students knowledge of anthropometry, so that they can perform anthropometric measurements, i.e., measure the human body segments (upper and lower limbs, brainstem height, wing span, growth and development of the forming individual)"¹².

It is interesting to highlight the strong presence of physicians as professors in higher education courses in Physical Education. Massucato and Barbanti (1999, p.8) show us that as early as 1934, when the School of Physical Education in Sao Paulo opened, the first faculty consisted largely of doctors, who were responsible for giving a "scientific status" to the course. Some continuities of this process can be observed in the structuring of the faculty at Florianópolis ESEF, which opened approximately four

11 "Distinguir cada molécula precursora que forma o organismo humano"

12 "Dar aos alunos conhecimentos de antropometria, a fim de que estes possam realizar medidas antropométricas, ou seja, mensurar os segmentos do corpo humano (membros superiores e inferiores, altura tronco encefálica, envergadura, crescimento e desenvolvimento do indivíduo em formação"

decades later. The curricular subjects related to health, thus grouped in this Department, were entirely under the responsibility of medical professionals. For the disciplines of Anatomy and Hygiene, for example, the professor was a coroner, linked to the Officers' Training Course of the Military Police of Santa Catarina (Curso de Formação dos Oficiais da Polícia Militar de Santa Catarina) since 1964. The professor of the discipline of Urgent Aid was a doctor, and his function was exercised in the Normal School for Physical Education (Curso Normal de Educação Física) since 1965. Finally, doctors were also professors of the disciplines of Biometrics, Physiology and Kinesiology. The only exception was the professor of Biology, who graduated in Odontology. Through the few curriculum hours reserved for the relevant department, was thus secured the necessary degree of scientificity for the endorsement and recognition of the course's symbolic legitimacy. Finally, it is important to emphasize that, in this Department, lessons were held in single classes (Table 1).

1. Didactics I	66 class hours
2. Didactics II	60 class hours
3. Structure and Functioning of High School Teaching I	30 class hours
4. Structure and Functioning of High School Teaching II	30 class hours
5. Studies on Brazilian Problems I	30 class hours
6. Studies on Brazilian Problems II	30 class hours
7. Organization and Administration of Physical Education and Sports I	45 class hours
8. Men's Teaching Practice I	45 class hours
9. Men's Teaching Practice II	60 class hours
10. Women's Teaching Practice I	45 class hours
11. Women's Teaching Practice II	60 class hours
12. Educational Psychology I	47 class hours
13. Educational Psychology II	30 class hours
TOTAL	578 class hours
WOMEN' TOTAL	473 class hours
MEN'S TOTAL	473 class hours

Table 2. Disciplines of the ESEF Department B - Department of Education
Source: Internal Rules of ESEF, 1972.

The Pedagogy Department (Table 2), in turn, fulfilled its obligations with the determinations of Resolution 69/1969 concerning the 'psycho-pedagogical' foundations, which should then sustain the course Bachelor of Arts in Physical Education. Comprising a total classroom hours of 578 classroom hours, the subjects of this Department represented 18.4% of the total hours taught in the course.

Until the year 1987, year of the implementation of Resolution No. 03 of the Federal Council of Education (*Conselho Federal de Educação*), the training courses for teachers in the area were characterized by a highly pedagogic orientation, because they were exclusively dedicated to the education of teachers, and not of the professionals's. The curricular subjects, in general, and those that belonged to that Department, in a particular way, guaranteed the pedagogical condition of the established curriculum.

At the same time, this "professional inflexibility" was marked by the absence of disciplines that would promote scientific research in the area. Although inserted between the institutional goals of the school, the practice of "conducting studies and research in various scientific and technical fields, which constitute, directly or indirectly, the object of its teaching" (Article 2, Internal Rules, 1972, p.220), the curriculum in force at ESEF had no subsidies and incentives to the learning of how to research, nor to the formation of a researcher.

Regarding the faculty, it is convenient to highlight the bias that was present in its constitution. Approximating the fields of politics and education, by designation of the UDESC dean, the Professor of Educational Psychology of the Education College (*Faculdade de Educação*) of the same university was summoned to minister the disciplines of Psychology I and II. The pedagogical disciplines of Didactics I and II were given to a professor approved by the State Board of Education (*Conselho Estadual de Educação*). The same disciplines and the discipline of Structure and

Functioning of High School Teaching I and II (*Estrutura e Funcionamento do Ensino de 2^o grau I and II*) were given to a Professor who was a bachelor of Law, former State Minister of Education and co-author of the State Plan for Education.

It is also relevant to highlight the fact the professor designated to teach Studies on Brazilian Problems (*Estudos de Problemas Brasileiros*) had a "long military career" and had taken courses in the Army, in the Military Academy and in the Comando do Estado Maior, in Rio de Janeiro. The disciplines that make up this department (Table 3) effectively inaugurate, in our analysis, what was slowly being announced by the previous disciplines: training differentiated by sex. If in the the previous Departments the disciplines were taught in a single class - except for Teaching Practice (*Prática de Ensino*) -, from then on the whole process of formation was thought out and implemented in separate classes, based, as we have seen, on the assumptions of an ideal number of students per class, and especially, the biological differences that characterize each sex. With 30.3% of the total hours of the school's curriculum, the disciplines of the third Department differed from a sector to the other with respect to the content and the time allotted to each of them ¹³.

Women's Gymnastics I.....	48 class hours
Women's Gymnastics II.....	50 class hours
Women's Gymnastics III.....	45 class hours
Women's Gymnastics IV.....	45 class hours
Women's Gymnastics V.....	45 class hours
Men's Gymnastics I.....	77 class hours
Men's Gymnastics II.....	60 class hours
Men's Gymnastics III.....	60 class hours
Men's Gymnastics IV.....	60 class hours
Men's Gymnastics V.....	60 class hours
Women's Recreation I.....	45 class hours
Women's Recreation II.....	45 class hours
Men's Recreation I.....	45 class hours

¹³ The terminology sector, likely a legacy of technocratic pedagogy involving the organization of the School, was applied to identify the Man's Sector and Women's Sector.

Men's Recreation II.....	45 class hours
Women's Rhythmics I	62 class hours
Women's Rhythmics II	66 class hours
Women's Rhythmics III.....	61 class hours
Men's Rhythmics	30 class hours
TOTAL	949 class hours
WOMEN'S TOTAL	512 class hours
MAN'S TOTAL.....	437 class hours

Table 3. Disciplines of the ESEF Department C - Department of Gymnastics, Rhythmics and Recreation

Source: ESEF Internal Rules, 1972.

The discipline of Exercising is notably an outstanding element in the official curriculum. Present from the second to the last period of the course, the discipline carries the responsibility for 15% of the men's formation (or 317 class hours) and approximately 12% (or 233 class hours) of the women's, gathering and directing exercises and fundamentals of various exercising modalities, belonging to different audiences. However, the biggest concern which the architecture of the discipline as a whole was going through was evident in the amount of technical elements that the students should not only learn but also master. In Men's Gymnastics it was expected that the men "had a good performance on the floor and on the apparatus, mastering basic aerobatics: rolls, jumps, balances, handstands and pyramids". From the women it was expected that they "practiced acrobatic elements of floor exercise (tumbling, somersaults, rolls)" or "Practice, create and demonstrate the basic elements in asymmetric parallel bars". Thus, the differences in training continued and seemed to increase in the discipline of Rhythmics, whose 189 hours per class in the women's curriculum was a deep contrast with that of the men's, which had only 30 hours per class.

Women's Track and Field I.....	62 class hours
Women's Track and Field II.....	60 class hours
Women's and Field III	45 class hours

Men's Track and Field I	77 class hours
Men's Track and Field II	75 class hours
Men's Track and Field III	60 class hours
Women's Basketball I	31 class hours
Women's Basketball I	46 class hours
Men's Basketball I	32 class hours
Men's Basketball II	45 class hours
Men's Soccer	35 class hours
Women's Handball	45 class hours
Men's Handball	45 class hours
Women's Swimming I	48 class hours
Women's Swimming II	45 class hours
Women's Swimming III	47 class hours
Men's Swimming I	62 class hours
Men's Swimming II	60 class hours
Men's Swimming III	45 class hours
Women's Volleyball I	30 class hours
Women's Volleyball II	48 class hours
Men's Volleyball I	34 class hours
Men's Volleyball II	50 class hours
TOTAL	1124 class hours
WOMEN'S TOTAL	507 class hours
MEN'S TOTAL	620 class hours

Table 4. Disciplines of ESEF's Department D - Department of Sports Activities

Year: 1972

Source: ESEF Internal Rules, 1972.

Finally, it seems that we have here the most important curricular subjects for professional training. Accounting for 36% of the total number of hours taught in the course, i.e., making a total of 1124 class hours, the Department of Sports Activities (Table 4) stood out when compared to the others, due to its emphasis on sports activities not only in the educational composition of the School but also in the basis of teacher education offered by it. On one hand, as we saw earlier, the school was exclusively interested in the formation of the Physical Education teacher, apt especially to work in school spaces. On the other hand, it seems to us that this formation, rather than focusing on pedagogical knowledge, should mostly focus on technical and sporting knowledge,

represented by the massive presence of curricular subjects directed to sports. If the student should learn sports and master their pedagogy at the same time, that is, teach sports, then would they be teachers of sports? Or would they be athletes? Or, more broadly, what is the profile of the professional formed by ESEF?

5 DISCUSSION: FROM PROFILE TO BODY HEXIS

Perhaps this is a good time to resume the course of our initial analyzes, seeking, from the foregoing, to understand what moved us to elect the official curriculum of ESEF as our object of study. Not so distant or opposite from each other anymore, the ideas of building or strengthening a *habitus* have now a myriad of curricular elements that legitimize the teacher's education offered by the school, and which serves us as magnifying glasses, constituting our own means and modes of approaching it and understanding it.

To enter this path, however, requires a brief consideration. The term profile, a technocratic brand used as indistinctly as often in the field of Physical Education in Brazil, which presupposes the achievement of an ideal outside the individual, a logical level, neutral and free of any social determination is reframed here and assumes larger dimensions. From the search of a profile let us incorporate what Bourdieu made known as hexis body:

The body hexis speaks immediately of the motor while a postural scheme that is both singular and systematic, as it is supportive of a whole system of body techniques and tools, and loaded with a myriad of meanings and social values.

Children are particularly attentive, in all societies, to these gestures or postures, which expresses, in their eyes, everything that characterizes an adult: walking, head posture, grimaces, ways of sitting, of handling instruments, increasingly associated with a tone of voice and a way of speaking - how

could it be otherwise? - a whole content of consciousness¹⁴. (BOURDIEU, 1983, p.58).

Far beyond the static patterns that could constitute the profile of the professional formed by the School, acquisition of body hexis subjected students to a dynamic process of incorporating determined body marks, in which the individual and the social world interacted constantly on the training of the professional. Based on this, we propose to reformulate the question: what body hexis was desired for the professional formed by ESEF? Considering that there were two official curricula in force in the course, one designed for the women audience that enter the School, and the other for the man, we must understand them as forming also two distinct body hexis.

Observing the previous tables, where we showed the curricular subjects grouped in their respective departments, it is clear to us that the men received a training that emphasized the practice brought by the disciplines of Departments C and D – i.e., the triumph of the body disciplines – sometimes focused on acquiring technical elements (gymnic) which are isolated and detached from their contexts and purposes, sometimes marked by the massive presence of sports. If this approximated their formation to the women's, theirs, in turn, differed greatly when we realized that lightness, elegance and grace constituted mythifications of exclusively feminine gestures present in rhythmic and gymnic demonstrations, notably privileged in the women's curriculum. At the same time, but differently, the men incorporated an intense, strong and virile stance, as we noticed, on one side, by the distance that the man's curriculum took from the rhythmic activities, and on the other, by the presence of exclusively men's gymnic activities, especially for their closeness and dedication to

14 A hexis corporal fala imediatamente à motricidade, enquanto esquema postural que é ao mesmo tempo singular e sistemático, pois é solidário de todo um sistema de técnicas do corpo e de instrumentos, e carregado de uma miríade de significações e de valores sociais: as crianças são particularmente atentas, em todas as sociedades, a esses gestos ou essas posturas onde se exprime a seus olhos, tudo aquilo que caracteriza um adulto, um caminhar, uma postura de cabeça, caretas, maneiras de sentar-se, de manejar instrumentos, cada vez associados a um tom de voz, a uma forma de falar e – como poderia ser de outra forma? – a todo um conteúdo de consciência.

sports, which proved to be far more comprehensive than that directed at women.

The knowledge-disciplines, in turn, understood here as those belonging to Departments A and B, collaborated with a smaller portion, but not less important, for the incorporation of this hexis. Perhaps the *minor* predicate is not the most appropriate when we consider the fact that these disciplines occupied all the space they should occupy in the project: neither more nor less. In accordance with what we said above, the biologizing effect of the disciplines of the Department of Biology and Therapeutics resulted in scanning the human body as something isolated, divided into segments and organs disconnected from its entirety as an individual and, especially, disconnected from some sort of practical use at other times of training and from the very performance of the professional. With the primary function of providing a scientific status to the course, the subjects of this Department were limited to the isolation of their curriculum, thus contributing to the formation of a professional with some knowledge in the biological area and, at the same time, being prominent in the practical knowledge that emerged from the subjects previously described. In the same way, the disciplines of the Department of Education seem to have assumed the main role of giving vent to the main content of the formation. Teaching how to do and especially how to be, the psycho-pedagogical dimensions that characterized the foundations of the relevant disciplines appeared to have prepared the group of students for the ways of acting and for conveying the core contents. Thus, the knowledge generated by the Department of disciplines would be submitted and subjected to the structural and educational determinations underlying Departments C and D.

Facing the incorporation of the hexis as the second moment of realization of the ESEF consolidating project, initiated by the selection test, it is possible to visualize the gear that made it work. If, as we have seen, the test selected men and women who presented particular characteristics -sports skills and rhythmic activities, respectively, each with its own

purposes -, what we described earlier as body hexis (which, legitimized in the official curriculum is what was intended to the professionals being formed) found in these bodies a fertile and accessible ground to its incorporation. This reinforces the fact, let us reiterate, that individuals have been chosen precisely for carrying with them the possibility of identification with what would be waiting for them as the project progresses.

Hence our understanding that the School's official curriculum operated at first as a reinforcement element of a pre-existing *habitus* to the power of its dimensions. To be interesting to ESEF, the elected bodies needed, to some extent, to arrive ready. The selection test would not allow the entry, for example, of a candidate who was still to develop the skills necessary for swimming events: one should already know and be able to practice the four swimming strokes.

Thus, the bodies accustomed to the world of physical fitness would have been prepared by other legitimating agencies. In some cases, according to the testimony of professor Iberê Rosa, the intimacy with and the taste for Physical Education started in childhood, resulting from early socialization, formative of a primary *habitus*:

[...] it is a framework that has been carried out anticipating what I probably would sow in the activity, in the branch of Physical Education [...] and remembering a very important event, when I think ... I should have been ... what ... about 12 ... 13 years-old ... I'm Capixaba, I am from Espírito Santo. And there we tuned in to the radio station, I'm from the country - Castelo, a town - and there we tuned in to a radio station, I think it was ... I do not know if it was Radio Tamoio that it was called the name of Radio; it had a program of physical activity at 6 o'clock in the morning. And the teacher, he, in the radio he... we asked the program and they sent it, it was a large poster board with all the activity that was broadcast on the radio and a bat. We

asked for it, I cannot remember if we paid, how it was, and I got interested in it. And every morning I listened to the program. It is Osvaldo Diniz Magalhães, the name of my teacher. Then, you see how things are, then that it was a presage of ... what I could in the future [...] So I followed his programming and there came numbered boxes with the type of exercise and he said what the exercise was "Well, now take the bat, it goes vertically", "flex a leg" or "stretch", "lateral", "turn, extend laterally," then there came all the tips and a lot of people followed it.¹⁵ (ROSA, I. Testimony [September 3, 2008]. Interviewer: Vanessa Lyra Bellani. Florianópolis, 2008.)

For others, the preparation mentioned occurred or deepened in other instances of secondary socialization, which formed, in equal measure, a *secondary habitus*, such as the case of the formation offered by the Course of Normal School for Physical Education, through which the great majority of the students passed a few years earlier. And in that sense, for many, the professional performance which, as mentioned earlier, covered an average of 4.5 years before entering the university, seems to have contributed to the construction of such provisions. Ready as they were, they took their places on the School, where a curriculum awaited them which favored practical activities and demanded a masterful execution. Thus, if by the one hand, its architecture reinforced the need for a previous preparation, on the other, therefore, it reinforced the

15 [...] é um quadro que vem se realizando já antecipado ao que provavelmente eu iria semear a atividade, ao ramo da Educação Física [...] e rememorando um acontecimento muito importante, quando eu acho...eu deveria ter o quê uns...12...13 anos...que eu sou Capixaba, sou do Espírito Santo. E lá nós pegávamos uma estação, que eu sou do interior do Estado – Castelo, uma cidade – e lá nós sintonizávamos uma estação de rádio, acho que era... não sei se era Rádio Tamoio que se chamava o nome da Rádio, tinha uma programação de atividade física às 6 horas da manhã. E o professor, ele pela rádio ele...a gente pedia o programa e eles enviavam, era uma cartolina grande com todo o modelo da atividade que era transmitida pela rádio e um bastão. A gente pedia, não me lembro se a gente pagava, como é que era, e eu me interessei por aquilo. E toda a manhã eu escutava o programa. É Osvaldo Diniz Magalhães o nome do meu professor. Então ele, cê vê como são as coisas, então aquilo já era o prenúncio da...do que eu poderia no futuro[...]Então eu acompanhava a programação dele e aí vinha os quadrinhos numerados com o tipo de exercício e ele falava o exercício "Ó, agora pega o bastão vai na vertical", "flexiona a perna" ou então, "alonga", "lateral", "vira, alonga lateralmente", então ia todas as dicas e um bocado de gente acompanhava ali.

need for a body socialized in a *habitus* which favors the required preparation.

From another angle, in every sense complementary to the first, the official curriculum is also understood as an element which forges a new *habitus*. By incorporating the hexis imprinted in its logic, there appeared in the Santa Catarina's field of Physical Education a new social individual, unheard of and admired in many ways: the teacher with a degree in higher education. As we showed in the previous chapter, the authority emanating from a higher education was constructed in opposition to all other configurations assumed so far by the courses that prevailed in the capital, and it represented a considerable change in the social and professional status of the ones who possessed it. It seems, however, that the change we mentioned brought less subsidies and innovations to the pre-existing knowledge of the students universe - something like a special content to be taught only in the confines of higher education – than a purely symbolic prestige. As a secondary socialization agent, that forms, in turn, a new *habitus*, the official ESEF curriculum had structural gaps in its constitution, as point out the testimony of Prof. Alva:

I do not exchange a year course (in Normal [School]) for anything in my life ... anything. Not even for the high education course [...] There were many good things in the high education course that deepened my knowledge, but CEF ... the preparation for schools does not compare [...] in every way, even in sports, everything^{16 17}.

16 Eu não troco o Curso de um ano (Normal) por nada na minha vida...nada. Nem mesmo pelo Superior [...] Teve muitas coisas boas no Curso Superior que aumentaram o conhecimento, mas o CEF...a preparação para as escolas nem se compara [...] em todos os sentidos, até na área esportiva, tudo.

17 Pessi, A.N. Testimony [September 3 2008]. Interviewer: Vanessa Lyra Bellani. Florianópolis, 2008.

6 FINAL CONSIDERATIONS

The fact is that, whether related or not to its effectiveness, the ESEF consolidation project, beginning with an examination process and consolidated by the official curriculum, ended its direct participation in secondary socialization of its students when these received their diploma, an element which, for its symbolic effects, par excellence, legitimizes a *secondary habitus*. Indirectly, however, the action caused by ESEF and especially the educational work done by the secondary curriculum, would be felt later in the professional field, particularly in schools, a space that seems to have attracted more interest from the government to create a new Physical Education policy, for a Larger Brazil (*Brasil Grande*).

Otherwise, the new *habitus* acquired would authorize the circulation on other spaces, the contact with other groups, new secondary socialization, and, a greater element of distinction, the possibility of acting in other high education organizations. Here is the picture that was outlined at the end of 1976, when, according to Prof. Alva, thirteen graduates of the first class were admitted to tender for substitute professors at the *Universidade Federal de Santa Catarina*, almost all for the then discipline of Sport Practice (PDS), today Curricular Physical Education (*Educação Física Curricular*).

Nos rastros da formação profissional: o projeto de legitimação da Escola Superior de Educação Física de Florianópolis a partir do currículo oficial

Resumo: A lógica educacional da Escola Superior de Educação Física de Florianópolis (ESEF), criada no ano de 1973, previu a existência de dois currículos oficiais, um destinado aos homens e outro, às mulheres. Baseado, sobretudo, nos estudos da Sociologia da Educação, o currículo oficial será aqui analisado sob a ótica de um elemento legitimador de disposições profissionais a serem adquiridas para a ocupação da posição profissional e social em questão. Assim, a arquitetura pedagógica da ESEF parece ter sido construída sobre pilares diferenciados e diferenciadores de identidades profissionais e sociais com

base, sobretudo, em questões advindas das relações desiguais de gênero.

Palavras-chave: Capacitação Profissional. História. Educação Física: currículo.

En las pistas de la formación profesional: el proyecto de la legitimación de la Escuela Superior de la Educación Física de Florianópolis del curriculum vitae oficial

Resumen: La lógica educativa de la escuela superior de la educación física de Florianópolis (ESEF), creada en el año de 1973, previo la existencia de dos curriculums vitae oficiales, uno destinados a los hombres y otro a las mujeres. Basado, sobre todos, en los estudios de la sociología de la educación, el curriculum vitae oficial aquí será analizado bajo óptica de un legislador Del elemento de las disposiciones profesionales que se adquirirán para la ocupación de la posición profesional y social en la pregunta. Así, la arquitectura pedagógica del ESEF parece haber sido construida en pilares distinguidos y los diferenciadores de identidades profesionales y sociales con la base, sobre todos, en preguntas sucedieron de las diversas relaciones de la clase.

Palabras clave: Capacitación profesional. Historia. Educación Física: curriculum.

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