

First cycle of leisure studies in Brazil: Historical context, thematic and problems

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Abstract: The survey and the analysis of the state of the art production of knowledge regarding leisure studies in Brazil – from their internal characteristics and from a broader context – enabled the finding of four great cycles of production of knowledge. In this paper, we will develop the investigation about the first cycle, guided by the understanding that the explanation for the production of ideas should be sought in the characteristics of the Brazilian social formation in the period. We attempted to recognize, in the contradictory movement of productive forces and of the production relations under development in Brazil, the interests for the control and fulfillment of free time with diverse cultural content. In the process of industry development as a driving force of Brazilian development, we noticed at that time that an educational policy conforming with interests from the working class to the interests of the Brazilian bourgeoisie was set.

Key-words: History. Education. Knowledge. Leisure Activity.

1 INTRODUCTION

In the late 19th century, a set of publications with guidelines for the use of free time starts in Brazil. Along the century, those productions increased, configuring leisure studies. The survey of the Brazilian production allowed 2,791 studies to be found distributed between the years 1891 and 2008.¹ The cataloging and analysis of this production allowed

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¹ The survey was conducted considering books, book chapters, articles spread in periodicals and studies presented in national and international events, all produced by Brazilian authors. The titles were surveyed between (1) the bibliographic references mentioned in works produced by researchers in the area (Frederico Guilherme Gaelzer, Inezil Penna Marinho, Ethel Bauzer Medeiros, Marlene Guerra, Ruth Gouvêa, Maria

the visualization of its flow in time and to identify the privileged thematic, enabling the organization of four historical cycles,² whose development is necessary to understand in the light of multiple determinations present in the development of productive forces and production relations in the Brazilian social formation.

In this article an analysis of the first of those cycles (1891-1969) is presented, discussing the *concern with the appropriate fulfillment of leisure hours of workers as one of the pillars* of the projects of a nation in dispute among the bourgeoisie classes in a fight in the transition of a productive system based on agriculture and on extraction for a productive system based on industrialization. At this monopolistic stage of the capitalist way of life, the volume and distribution of production, the privileged themes, the predominant authors are evidenced, for, progressively, presenting the objective

Junqueira Smith, Nicanor Miranda, Arnaldo Sussekind, Nelson Carvalho Marcellino, Katia Brandão Cavalcanti, Leila Mirtes, Lamartine Pereira da Costa, Christianne Luce Gomes, among others); (2) the works catalogued in the National Library and in System of Libraries from Brazilian Public Universities; (3) the works registered in the curriculums at the CNPq Lattes Platform. A first view about this survey, with a more detailed description of the sources is available in Peixoto (2007). The process of survey and analysis of production continues, counting, presently, with about 3300 titles.

2 The 04 cycles were structured considering the internal characteristics of production (objects, thematic and problems) and the stage of development of productive forces and of production relations in Brazil at each period. The theory produced by Marx and Engels, (The German ideology, 1974) that ideas express the conflicts among classes which dispute the productive forces, guided us. The first cycle occurs, approximately, between 1891 and 1969, triggering the systematic production of studies directed to the formation for an appropriate fulfillment of leisure hours, justified by the legal expansion of working class free time, as it is considered incapable of managing it independently. The second one occurs between 1969 and 1979/80, evidencing the effort for the theoretic conceptual improvement and the broadening of empirical studies about leisure, prioritizing the knowledge of "free time uses", through the development of "plans, research and programs to encourage new ways of practicing the playful, of enjoying free time and finding pleasure in it" (SANT'ANNA, 1994, p. 38-39). The third cycle occurs between 1979/80 and 1990, and will have as a milestone the approach of leisure studies as the theme of post-graduate programs and the regular events conducted specially by Physical Education during the 1980s and 1990s. At this stage, intense debates occur, exposing the ideologies by which the problematic of leisure is involved, spreading the works of criticism to the production of knowledge and the ideological framework which characterizes it. The fourth cycle starts around the late 1990s, when the study and research groups founded by researchers graduated in the 1980s and 1990s are multiplied, encouraged by the guidelines of the Conselho Nacional de Pesquisa (CNPq) and the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), for post-graduation and production of knowledge. A deep exhibition about the general characteristics of those cycles can be obtained in Peixoto (2007).

conditions which determine from the central concerns of authors and of explanations for their propositions contained in their work.

2 PRODUCTION

Seventy eight classified works are part from this first cycle, according to the dominant interests: collections of games, toys and free time directed to family and school coexistence, policies for public entertainment, work and free time and formation of entertainers. For an appropriate perception of the frequency and prevalence of privileged themes at that time, the following graphic, containing the production flow in the period:

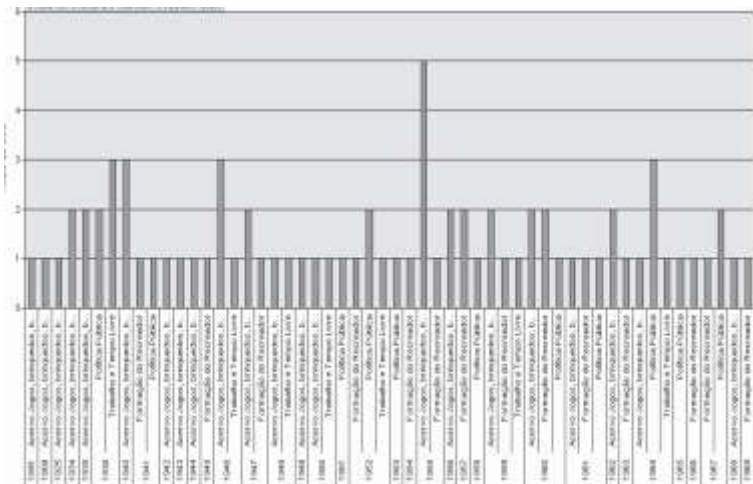


Figure 1: Flow of predominant themes in the I Cycle of leisure studies in Brazil (1891-1969)

Source: ARELB³

³ File Referring to Studies of Leisure in Brazil. Available in: <http://www.arelb.uel.br/home/default.asp>

Figure 3: Production by author

Source: ARELB

It is observed the predominance of Ethel Bauzer Medeiros (8); Nicanor Miranda (8); Ruth Gouveia (4); Frederico Guilherme Gaelzer (1) and Inezil Penna Marinho (4). For the analysis of production of the first cycle, the exhibition by themes is organized, considering the order of appearance so as to explain the frequency and prevalence of themes; the economic and political links which explain those productions; the sense of the guidelines and proposals contained in the production; the interests of class which they attend to; the lessons which may be established between work, free time and education in the Brazilian social formation in that delimited period. Hence it is intended to make contributions for the history of educational policies and of leisure studies.

3 COLLECTION OF GAMES, TOYS AND ACTIVITIES

The 37 works which, mostly, offer collections of games, toys and free time activities turned to family and school coexistence stand out as compared to the total production, in a percentage of 47.44%, keeping its frequency throughout the limited period. The titles published in the period were:

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| Children games and circles (CASTRO, 1956) Open air games for young Brazilians (ALEXANDER, 1891) Games, fun and free time activities, educational games according to the French method (LOIOLA, 1940) Games of force (MEDEIROS, 1959) Games for primary school recreation: subsidy to the practice of children recreation (MEDEIROS, 1959) The International Folklore Congress (MIRANDA, 1940) Motor games for children from 10 to 12 years old (MIRANDA, 1944) Origin of a popular game (MEDEIROS, 1950) 108 games for kindergarten (MEDEIROS, 1960) Games from São Paulo school (HAZILLIER, 1946) Directed games in full time education (GOUVÊA, 1949) Games: main theories (MARINHO, 1956) 10 singing games: original and new, lyrics, music, disposition, movement (MARINHO, 1955) |
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Children's games (GOUVÊA, 1955)
 Directed games (MONTEIRO, 1955)
 Children's games in elementary school (Brazil. Instituto Nacional de Estudos Pedagógicos, 1955)
 Directed games (guide, technique and collection) (FIGUEIRA, LEÃO AND SOARES, 1955)
 Games and mathematics fun (ALBUQUERQUE, 1942)
 Motor games for children from 7 to 9 (MIRANDA, 1943)
 Toys and games according to age (Serviço de Propaganda e Educação SANITÁRIA, 1935)
 Leisure and Culture (TORRES, 1968)
 Children's games (FARIA, 1909)
 Giving the vibration of life to school environment, description of some interesting games (Revista de Ensino, 1925)
 Permanent camp (MIRANDA, 1946)
 Contributions from Brazilian musical folklore (MIRANDA, 1946)
 Children's games, guide and collection (GOUVÊA, 1934)
 Games for children recreation (MEDEIROS, 1960)
 Children's games (GOUVÊA, 1934)
 Technique for organized children's game (MIRANDA, 1940)
 International Folklore Ballet (GAELZER, 1935)
 Games and toys from Brazil (CASCUDO, 1947)
 Games in primary school (CAMPOS, 1962)
 Three legends from São Paulo (MIRANDA, 1962)
 Games, free time activities and abilities (CARO, 1947)
 Manual of Physical Education: games and recreation (TEIXEIRA, 1961)
 200 children's games (MIRANDA, 1947)
 Juegos de recreación (MEDEIROS, 1964)

Table 1: Collection of games, toys, free time activities

Source: ARELB

Those collections – favoring the teaching of school contents, of behavior standards and regulations, and the development of motor abilities – compose the formation of teachers of formal education. Their production begins and is developed in the Old Republic (1889-1930), when public instruction was understood as a priority for forming the Nation now free from slave work. It was necessary to: nationalize the foreign, “civilize” and make healthy the black and mixed people and transform abandoned children in disciplined workers, preparing them and making them used to the work in industries under development. It was debated, among the several projects of the nation – some of them influenced by positivist ideologies, of order, progress and science – the

growth of the electoral colleges in the States and the change from the vote based on land possession to the vote for the literate, which required literacy and instruction (Benjamin Constant Reform, 1890). It was the civic and physical education of character (VERÍSSIMO, 1890), that religious and moral education could not afford anymore. The State, then, assumed the Education to form the nation. The regime, popular instruction and formal education were decentralized, whether, as says Saviani (2002), through the influence of the North American model, or, mainly, through the power of coffee farmers who wanted the central power to decrease in favor of local power. Under those conditions, educational policies and, among them, the education for free time, came from the States. The conflicts in the transition process from the agricultural productive base to the industrial led to the 1930 coup and the Estado Novo (1937-1945). In this context of State consolidation and transformation of the productive, work and education basis, policies and programs started being defined and for the guiding and organization of free time, changing the traces of production.

4 POLICIES FOR PUBLIC ENTERTAINMENT

Sixteen works were found, which represent 20.51% of the production in the period, according to the following table:

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| Origin and spreading of Playgrounds and Game Parks (MIRANDA, 1941) |
| The meaning of a playground in Santo Amaro (MIRANDA, 1938) |
| Recreation for children in Santos (MIRANDA, 1938) |
| Planning for municipal recreation (MEDEIROS, 1961) |
| Material facilities for recreation in Brasília (MEDEIROS, 1967) |
| Flamengo-Park in Rio de Janeiro (MEDEIROS, 1967) |
| Public recreation (GAELZER, 1951) |
| Public entertainment: entertainment under the military concept (GAELZER, 1952) |
| Planning of municipal entertainment (MEDEIROS, 1965) |
| Playgrounds for cities in the countryside (COSTA, 1953) |
| Recreation and public parks (MEDEIROS, 1958) |

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| <p>One million square meters for public recreation (MEDEIROS, 1964) Preliminary plan of material facilities for recreation in Brasília (MEDEIROS, 1960) Public recreation (GAELZER, 1952) (Mimeographed) Rio de Janeiro reclaims park land from bay (MEDEIROS, 1964)</p> |
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Table 2: Recreation Policy

Source: ARELB

The proposition of policies is a consequence of the concern with: (1) school formation for productive processes in expansion which demanded new knowledge; (2) occupation of children and young people free for regulating child work; (3) juvenile delinquency taken as a consequence of the freedom of work and (4) contention, conformation and occupation of free time for the proletariat, to destroy class organization itself, which was beginning to be drawn at that time.

In this context, Gaelzer, in 1951, lists the qualities of recreation:

It gives self-sufficient habits, of Self expansion and initiative. It adapts to groups. It decreases professional competition. It prevents delinquency, offering an opportunity for imagination to accomplish the dream of the extraordinary and alleviates frustrated people from their desire to avenge the family who traumatized them and from a society to which they transfer bitterness. Delinquents confess, too often, they violated the law because at home nothing interesting used to happen.

The game quiets the unstable, because it enhances healthy forms of heroism, satisfying hence the obsessive aspiration to the role of super-men. It channels excess energy and transforms it in useful and harmonious activity. It decreases the anxiety created by family conflicts

Recreation educates for the constructive use of leisure time, — “the favorite hours for the seduction of Evil”. It generates euphoria and

transfers it to the field of work. In short, it gives balance to children. It gives balance to the adolescent. It gives balance to the adult.

Well, modern generations are suffering from unbalance. Our increasingly industrialized society, due to mechanized work, does not offer much opportunity for the expression of wishes and interests of a whole man.

That is really why, recreation has been establishing one of the most stressed aspirations of our times. We are, as in no time for mankind, imbued with that truth that Socrates so brightly expressed: "Leisure is the best among human possessions". Bread and Circus, all social classes claim. And the Circus may be even more exciting than the Bread. We eat fast and the portions are increasingly smaller. But entertainment, how we crave for it! [...]

Recreation is a basic need of life in a democratic society. [...]. The allocation and promise of those services is the responsibility for the whole society, including their public, private, particular and voluntary institutions (GAELZER, 1951, p. 44).

The author presents the general principles which guide Public Recreation policy whose execution would depend on the cooperation among public bodies of municipalities, states and the federation; on the participating of professional associations; on the accurate planning; on the interests of users; on the links with the formal education; on the formation, professionalization and organization of entertainers (courses, tenders, councils); on the search for funding; on the use of existing materials and spaces; on the study of relevant legislation; on the continuity of recreation policies, which would ensure the solution of social problems (GAELZER, 1951, p. 44-45).

In *Physical Education, Recreation and Games* (1981, originally issued in 1957), Marinho defends a policy for public recreation. Stating that recreation appears as a social problem

in the late 19th century, he justifies its timeliness as “[...] crucial need to avoid reversing the educational work of school, by the bad influence of the streets, the neighborhood and, sometimes, even of the family”. It means “[...] preserving the work of school [...], because children, and workers as well [...] are wasted [...] exactly in their free time [...]”. For “the appropriate use of leisure hours” of adult workers, he proposes the attention of public power which should attend the compelling needs for recreation of the people ensuring measures that preserve their physical and moral energies. Recreation demands the definition of spaces, which requires that “municipalities create free areas for the distribution of playgrounds, real green lungs, mainly in the more densely populated neighborhoods and where the so called proletariat classes live”. He defends that in “[...] each neighborhood, just as there is a school, there should, also, be its playground, because both complete each other in the educational work and in the preserving mission of the biological and moral potential that the child represents” (MARINHO, 1981, p. 135). This concern will be justified by the American experience:

In the United States, mainly in New York, in the neighborhoods where it was not possible to install play-grounds, play-streets were established, by closing, at determined times of the day, the traffic in certain streets, for the children to be able to play. And we were very surprised to see that the play-streets are superintended by the Police Athletic League (P.A.L.). The police off duty, with pleasure, offer some of their hours to guide the recreation of children, thus, avoiding that they will have more opportunities for delinquency and disturbing, [...] the police on duty (MARINHO, 1957, p. 136).

From the existence of data proving the growth of this delinquency in the cities of São Paulo, Rio de Janeiro and Porto Alegre:

News that were published reported the existence, in São Paulo of 85,000 juvenile offenders registered by the police, a number which is higher than the population of many cities of the referred State. How many of those would have become under- age offenders exclusively for lack of healthy use of their leisure hours? (MARINHO, 1957, p.136).

From the experience in Porto Alegre:

Prof. F. G. Gaelzer, first chairman of the Public Recreation Service from Porto Alegre, states that properly guided popular recreation needs to be based on the following three factors: social – There should be hours available for leisure; political – Some political systems supply great recreation programs leaving very little initiative to the individual; others leave the management of the subject to the private initiative; educational and cultural – The investigators of crime and of delinquency have long signaled to the existence of a relationship between the lack of recreation (absence of spaces, opportunities and guides) and the high percentage of delinquency (MARINHO, 1957, p. 136).

Marinho proposed that the art. 403 from the Consolidation of Labor Laws, which forbid the child “under” 14 years old to work, would be changed, allowing those between 12 and 14 years old to work. Such initiative would contribute “[...] for the initial task of integration of the under-age in social life avoiding laziness which is responsible for placing them in the path towards crime” (MARINHO, 1957, p. 136-137). Considered as factors directly responsible for the great amount of abandoned children: “the increase of slums in Rio, of Mocambos in Recife, of malocas in Porto Alegre”, but, mainly for: “the birth rate [...] almost unlimited, couples reach frequently six, ten, fifteen or more children”. Also: “[...] the return to the mother-family”.

[...] in the slums sets on the slope(s) of the mountains in Rio, the social research accuse a consecutively growing number of women abandoned by their partners and from whose unions they had conceived different children; they cannot support them and leave them, from early age, to their own devices (MARINHO, 1981, p. 138).

In the preface to the 1st edition of the Recreation Manual, developed based on the experience of Montevideo, São Paulo and Porto Alegre, we can see that: “The subject is on the agenda [...]. Pithan and Silva (1971) understand that recreation is a social and biological phenomenon, and that

The reduction of working hours and the consequent increase of leisure hours requires that men are educated to use their free time in a useful and intelligent way. The lack of knowledge about this reality, by some, and the indifference by others, has contributed for the increase in alcoholism, gambling and the most diverse aspects of delinquency (PITHAN AND SILVA, 1971).

The ideological construction of the role of recreation appears clearly configured in the work of this author. The definition of recreation refers to the word in English play, meaning satisfaction and happiness in what is done. Opposing *play*, the author finds duty, from which one cannot hide. Facing this life constraint, only one attitude may ensure happiness:

[...] a master in the art of living, cannot find difference between work and recreation, because the first was incorporated in the second and this in the other, in such a way that life is transformed in to permanent recreation. Work is only an aspect of life. It was transformed into a positive and creative activity, where satisfaction is found. Those from outside are the ones to determine if the person is working or having fun, with better basis on legal canons than in real facts.

Naturally, a few people are able to reach this stage, in the present. When humankind misunderstands work and recreation, probably most of social problems regarding work, will find an appropriate solution (PITHAN AND SILVA, 1971, p. 9).

The objective conditions of accomplishment of work are no less than interpretations based on legal canons and devoid of real facts. The solution for social problems is individual and it is in a change of attitude of subjects and not on the way of living, and refers to the subjective will of joining work and recreation. The central problem is the inability of individuals in using properly their free time, taken as the central cause of drinking and gambling, which ends up destroying the family and disability for work:

The fact narrated below, illustrates well the phenomenon: ‘Maria S. L., a washerwoman, made a complaint to the police saying the husband frequently beat her, and the small children, taking her money earned through hard work, washing clothes. He hardly ever slept at home. He was unemployed.

After investigating the case, the following was discovered: “Maria and António S. L. had been married for twelve years. They had three children, two boys and one girl, the eldest. Poor people, they struggled to keep their home under decent conditions. António worked in a factory of canned food and Maria, to help with the expenses, washed clothes. But, despite the difficulties, there was peace at home and they were rather happy. With time things started to improve. António got a promotion in his job and a considerable salary increase. The promotion and the salary increase were followed by a reduction in hours-work, because the factory stopped working on Saturdays. The raise in salary provided António the possibility of entertainment. However, for lack of guidance, the chosen entertainment was to stay until late at night in a bar at the

neighborhood, where he played “pool” and drank with friends.

Maria, despite António’s pay raise, continued to wash clothes. In a short period of time things got worse. António started arriving late to work, and was often absent, because his nights out in the bar started destroying his health and moral. It did not take long, and he was fired. Then, the wife’s ordeal started. Unemployed, without money, addicted to gambling and booze, he demanded from the wife the few cents she could get from her work. When the demand was not attended, he would spank her without pity. He would beat the children too. Maria’s life and that of their children had changed into hell. [...].

There are millions of cases identical to the mentioned one. The same happens to the rich classes: the easy money stimulates marital infidelity, gambling, parties, abandoning the home and children. Delinquency finds, in the badly used free time, one of its most stressed factors.

Hence, the relevant role that recreation might exert in society, as a positive element, fulfilling in a useful way the leisure hours (PITHAN; SILVA, 1971, p. 12).

The defense of the appropriate fulfillment of free time – with activities that would not damage the worker’s performance – was supported and spread throughout this first cycle, in which recreation appeared not as a social and historical construction, but as a natural (biological), subjective need, which, as an activity planned and controlled by the public power, should ensure the appropriate rest and entertainment to the worker. The manuals are full of suggestions of activities considered beneficial (sports games, table games, indoor games, reading, cinema, music, theater, fishing, tours, handcraft), as well as the denial of gambling visible in the covers of books from Pithan and Silva (1971) and Marinho (1981). In a clearly idealist and functionalist proposition and, recreation appeared as a tool at the service of

reorganizing the relations of individuals with themselves and with others, for the balance of society. Social peace could be reached through the achievement of recreation state. Gambling seemed to be a privileged resource for this achievement. What explains such positions?

In the 30s, the industrialization process and substitution of imports were intensified, demanding the expansion of intensive work and the regulation and linking of education to the formation for work. Are part of this process, the creation of the Ministry of Education and Public Health (1930), the Francisco de Campos Education Reform (1931-1932), the Capanema Reform (or Organic Laws of Teaching – 1942-1946) and the Law 4024 which established the Guidelines and Bases of National Education (1961) as a consequence of determinations from the 1946 Constitution, whose long Congressional discussion was marked by the disputes between the defenders of public and private school (SAVIANI, 2007). According to the interests and the urgency of industrial, commercial and agricultural bourgeoisie which assumed the political control of the country, the industrial and secondary school was regulated (1942), as well as the commercial (1943), normal and agricultural primary school (1946), complemented by the creation of the “S” System (SESC, SENAI, SENAC and SESI), consolidating the bases from that which will be the greater Leisure service provider system in Brazil (SESC and SESI).

Government, entrepreneurs and intellectuals, articulated as a class itself, knew what they were doing. The principles that guided the policies of recreation if the 30s and 40s aimed at physical recovery, restraining working class mobilizations and forming working children, being kept in the publications from the 50s and 60s, until, approximately, the 1968 movements.

5 WORK AND FREE TIME

Nine works that are part of this block were identified, therefore, 11.59% from the total production in the period.

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| Leisure versus work (FERREIRA DA SILVA, 1964) |
| Loisirs ouvriers dans la ville de São Paulo (Bresil) (MIRANDA, 1938) |
| The needs of Brazilian workers (SODRÉ, 1938) |
| Work and Recreation (SUSSEKIND, 1946) |
| Worker's leisure: a study from the social organization of cities (FERREIRA, 1959) |
| Recreation Manual: guideline of worker's leisure (SUSSEKIND, 1952) |
| Duration of work and paid holidays (SUSSEKIND, 1950) |
| Worker's recreation (SUSSEKIND, 1948) |
| Club of Under Age Workers (MIRANDA, 1938) |

Table 3: Work and free time

Source: ARELB

Sussekind and Miranda are evidenced. Coming from Law, Sussekind fundamentals recreation for the worker in the field of physiology and of functionalist psychology, with the intention of fighting exhaustion, ensuring recovery and increasing productivity. Their works expressed what Braga (2005) called the project of conforming the rising working class in Brazil, including the regulation of duration of work, of the organization of workers, of paid holidays and, especially, of the right to education and the occupation of free time created in this process (SUSSEKIND, 1946; SUSSEKIND, 1950; WEINSTEIN, 2000). Conducted by the Getúlio Vargas Government, by the Ministry of Labor, Industry and Commerce, under the direction of Alexandre Marcondes Filho and by the technical body which Sussekind was part of, this project generates the CLT (1943), the union structure connected to the State, the Service of Worker's Recreation – SRO – (1943) and the S System, demanding the formation of professionals.

Those actions are situated in a changing social form. Brazil reached in 1925 the number of 35,804,704 inhabitants,

mostly, living in the countryside. There was already a fraction of the industrial bourgeoisie class that made a passage from an agricultural-commercial exporting system to an urban-industrial system and which was being organized in the command of the State being part of their ideological tools. Industrialization came with internal and external investment from monopoly capital. In 1928, was created the Industry Center from the State of São Paulo (CIESP) – the business sector was organized as a class. The industrial sector consistently incorporated the Fordist model and would apply it with the objective of submitting the worker to the rules of the factory, controlling, even, the worker's intimate life. The ideology of control of free time appears as an instrument to prepare for the world of work and the control of the working class. As it can be observed in the report of the business sector associations from São Paulo, written in 1926 by Otávio Pupo Nogueira, general-secretary of the São Paulo Federation of Industry (FIESP):

Leisure, idleness, represent an imminent danger for the man used to working, and in leisure he finds extremely dangerous seductions, if he does not have enough moral elevation to dominate the inferior instincts which are asleep in every human being” (SAVIANI, 2007, p. 190).

The Estado Novo enabled the legal framework, the regulation and the repression of the working class and left the dominant groups of capital satisfied. A calendar of civic dates was organized helping form the homogenization of interests of class around a nationalist ideology. According to this calendar, leisure and school, work and education, national and foreign were organized. The campaign for the nationalization of schools which was already in course since the second decade of the Old Republic becomes effective in a repressive way. It was the hegemony in favor of added value for the capital and suppression of conflicts.

6 FORMING ENTERTAINERS

With 16 works, 20.51% of the total production from this cycle, this thematic appears in the late 1940s.

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| Childhood and recreation (COSTA, 1947) Studies about child recreation (VELLOSO, 1952) The harmony between body and spirit (physical education essays) (MIRANDA, 1945) Gimmick activity and playful activity (MIRANDA, 1941) Educating through recreation (SCHMIDT, 1969) Course of Principles and Techniques of Recreation (MARINHO, 1955) Recreation importance and need (MEDEIROS, 1957) Plan of a recreation manual for elementary school (MEDEIROS, 1954) Recreation (SILVA, 1959) Recreation essays (IACOVO, 1960) Education through game (JACQUIN, 1960) The role of the educator in planning public recreation (MEDEIROS, 1961) Recreation (GOUVÊA, 1963) Educative games (CARNEIRO, 1966) Children and literature (MEDEIROS, 1967) Physical Education, Recreation and Games (MARINHO, 1971) |
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Table 4: Formation of the Entertainer

Source: ARELB

The publications from the period point to the formation and professionalization of people to act in recreation, a process triggered as the policies were implemented. The graduation in Physical Education was created in 1939, and, together with the task of body discipline, they became responsible for recreation. It meant the regulation of recreation work, similar and at the service of the framework of productive work. This movement follows the setup of degrees and their expansion is accomplished by public universities and by private foundations of higher education. Brazil, after 1950, intensified urbanization. From 1960, due to the rural exodus, half the population already lived in urban centers. A new international division of work was established counting on technologies developed during the wars, the increased need for schooling, discipline and control of free time.

7 FINAL CONSIDERATIONS

We analyzed, from the point of view of the development of Brazilian social formation and that of educational policies, the predominant themes in the production of knowledge referring to the studies of Brazil in its first cycle (1891-1968), starting from the guidelines of Marx and Engels (s/d, p. 25) about the intimate connection between the production of ideas, of representations and of the awareness and the material activity and the material commerce of men for a historical explanation of the internal characteristics of this production.

In the light of the facts and of the theoretic referential, we state that the transition process from extensive work (agriculture) to intensive work (industry) in Brazilian economy became effective in the disputes between classes with antagonist interests, demanding political agreements and policies which would allow overcoming those conflicts. Among them, we have the effort from the bourgeoisie for the discipline in education, at work and free time so as to control the life of the worker and to make their interests comply with those of the capital. Those policies include: regulation of work and of paid rest; defense of recreation planning by organizations and agents in the scope of the State; delimiting contents considered fit as instruments to maintain social order and stability; production of guidelines for the formation of teachers and other professionals responsible for the education for the growth of free time; the intransigent defense of de-politicization of leisure.

The production of knowledge referring to studies of leisure in Brazil will explain this historical project in all their cycles. This is a consequence of the close connection of leisure studies – throughout the first cycle, produced by liberal intellectuals (from education, from psychology and from law) organically acting in the defense of bourgeoisie class interests – with the capitalist production relations which will be

developed in this country in direct alignment with the interests of international bourgeoisie.

Primeiro ciclo dos estudos do lazer no Brasil: contexto histórico, temáticas e problemáticas

Resumo: O levantamento e a análise do estado da arte da produção do conhecimento referente aos estudos do lazer no Brasil – a partir de suas características internas e da conjuntura mais ampla – permitiram localizar quatro grandes ciclos da produção do conhecimento. Neste trabalho, aprofundamos a investigação sobre o primeiro ciclo, orientadas pelo entendimento de que a explicação para a produção de ideias deve ser buscada nas características da formação social brasileira no período. Buscamos reconhecer, no movimento contraditório das forças produtivas e das relações de produção em desenvolvimento no Brasil, os interesses pelo controle e preenchimento do tempo livre com conteúdos culturais diversificados. No processo de desenvolvimento da indústria como força motriz do desenvolvimento brasileiro, verificamos configurarse no período uma política educacional de caráter conformador dos interesses da classe operária aos interesses da burguesia brasileira.

Palavras-chave: História. Educação. Conhecimento. Atividade de Lazer.

Primer ciclo de estudios de entretenimiento en Brasil: contexto histórico, temáticas y problemáticas

Resumen: El levantamiento y análisis del estado del arte de la producción del conocimiento referente a los estudios del entretenimiento en Brasil – a partir de sus particularidades internas y de la coyuntura más amplia – permitieron localizar cuatro grandes ciclos de la producción del conocimiento. En este trabajo profundizamos la investigación sobre el primer ciclo, orientadas por la comprensión de que la explicación para la producción de ideas debe ser buscada en las características de la formación social brasilera en el periodo. Buscamos reconocer, en el movimiento contradictorio de las fuerzas productivas y de las relaciones de producción en desarrollo en el Brasil, los intereses por el control y relleno del tiempo libre con contenidos culturales diversificados. En el proceso de desarrollo de la industria como fuerza motriz del desarrollo brasilero, verificamos configurarse en el periodo una política educacional de carácter conformador de los intereses de la clase operaria a los intereses de la burguesía brasilera.

Palabras clave: Historia. Educación. Conocimiento. Actividades recreativas.

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