

For a Theory of Brazilian Physical Education in Technical and Scientific Educational Publications

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Abstract: This article aims to identify scientific practices about the theory of Brazilian Physical Education in educational, technical and scientific publications between 1932 and 2005. Its sources included: *Revista de Educação Física* (1932-2005), *Educação Physica* (1932-1945), RBCE (1979-2005) and *Motrivência* (1988-2004). The synthesis of this debate has influenced publications since the late 1940s and it can be perceived in a theory of action that appropriates knowledge from biological, social and human sciences as a tactical resource to confirm the strategy to implement and consolidate the Physical Education curriculum component in the Brazil's schools and universities.

Keywords: Physical Education. Scientific practices. Theory. Publications.

1 INTRODUCTION

[...] the French-speaking research tradition is too speculative and suffers from a lack of empirical bases.

[...] the Anglo-Saxon research tradition – specially the American one – is so empirical that it lacks a basic framework for reflection that would give it more depth (GAUTHIER *et al.*, 1998, p. 324).

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Would it be heretic to assume that Brazilian Physical Education has been deeply marked, in the nineteenth, twentieth and twenty-first centuries, by those two strands of research that apparently oppose speculation and empiricism? Would not it be a greater heresy to sustain that if there is Brazilian pedagogical thought about doing and thinking Physical Education in that period, it became possible to include that curriculum component in school?

If we consider that the epistemological (theoretical) discourse on Physical Education is only possible through interpretation of actions, it seems reasonable to assume that our tradition of reflection on the issue is long. Otherwise, how can we explain the effort at theorizing (thought and action) carried out by a distant intelligentsia that may well be represented by Rui Barbosa, Fernando de Azevedo, Manuel Bomfim, João Ribeiro Pinheiro, Inezil Penna Marinho, Alfredo Gomes de Faria Júnior and Moema Toscano?

Similarly, as indicated in Oliveira (1994), Daolio (1998), Caparroz (1997) and Carneiro (2011), there is also the work of a closer intelligentsia that can be represented by Victor Marinho de Oliveira, Celi Neuza Zulke Taffarel, Go Tani, João Batista Freire, Valter Bracht, Lino Castellani Filho, Carmem Lúcia Soares, Mauro Betti, Elenor Kunz and others. All of them seem to recognize that there are substantial differences in the bases of the reflection by that important group of intellectuals in the field. This means that each one of them, in his or her time and using the theoretical tools available, contributed to create, implement and consolidate the field of Physical Education, with its schooling process as its core idea.

For a discursive field to be created on the curricular component of Physical Education, it was necessary to build, among other things, a specific community of professionals, to create their scientific and periodic events in order to publicize the pedagogical thinking and doing formulated and proposed as a policy for school education (VAGO, 1999; FERREIRA NETO, 1999).

Theories of Brazilian Physical Education have been frequently conceived by intellectuals in the area in the twentieth and twenty-first centuries. By and large, knowledge on the subject was built by opposition during that time: Biological Sciences versus Social Sciences, Positivism versus Marxism, and its derivatives in binary structural perspectives: consensus or conflict, reactionary or revolutionary, conservative or progressive, old or new, military or civilian, biological or social, technical or pedagogical, physical fitness or body culture.

Would a retrospective study of the debate about Brazilian Physical Education theory in the twentieth and twenty-first centuries point out that situation as representing the progress made or there would there be any substantial changes in interpretations consolidated in the last three decades?

This identifies scientific practices of Brazilian Physical Education theory based on educational, technical and scientific periodical publications between 1932 and 2005.¹ Its theoretical references are Chartier (1990), Ginzburg (1989) and Certeau (1994). It works with the concepts of appropriation and circularity of culture as well as the notions of use, tactics and strategy.

The sources were chosen from Catálogo de Periódicos da Educação Física e Esporte (1930-2000). Technical and educational publications were represented by *Revista de Educação Física* (1932-2005) and *Educação Physica* (1932-1945). Scientific publications, in turn, were represented by *Revista Brasileira de Ciências do Esporte* (1979-2005) and *Motrivivência* (1988-2005).²

Revista de Educação Física was established in May 1932 by the Army School of Physical Education to promote the practice of Physical Education in civil society. It is the longest-lived Physical Education publication in Brazil and it still circulates; 132 issues were analyzed in the period covered by this research.

¹Discussions on the conceptual and historical evolution of Brazilian Physical Education publications can be found in Ferreira Neto (2005a, b, c).

²This research is the result of actions taken by the Proteoria Research Group, which has worked analyzed publications since 1999, taking them as source and/or object of study.

Educação Physica, in turn, was produced in Rio de Janeiro. Its main editors were Paulo Lotufo, Oswaldo Murgel Rezende, Roland de Souza and Hollanda Loyola. In the 13 years it circulated, it launched 88 issues.

Revista Brasileira de Ciências do Esporte (RBCE) is supported by Colégio Brasileiro de Ciências do Esporte (BCSS). The first issue was published in 1979, and 83 were released between 1979 and 2005.

Motrivivência was launched in December 1988 and published 21 issues until 2005. It is scientific and covers themes related to pedagogical practice, with an emphasis on epistemological and political discussion of Physical Education.

To capture the discursive cores conveyed by publications, the study initially focuses on the first four decades of the twentieth century and examines, through *Revista de Educação Física* and *Revista Educação Physica*, the indications of the construction of a theory of action, which has targeted the production of a Pedagogy for Physical Education.³ Secondly, we examined the last three decades of the twentieth century until mid-twenty first century, realizing, through *Revista Brasileira de Ciências do Esporte* and *Motrivivência*, the changes and reinterpretations of the set of arguments that seek to affirm Physical Education as a school discipline.

This study does not aim at comparing decades and/or publications, but presenting their discursive cores on and for Physical Education. Therefore, we understand that “[...] a document is only dated, controlled and, in short, interpreted when it is placed in a time series or a synchronic whole” (BLOCH, 2001, p. 109).

³Although *Revista de Educação Física* is circulating today, we will not analyze it during the period of existence of *Revista Brasileira de Ciências do Esporte* and *Motrivivência*. This is due to the change in its editorial project, shifting its scope to publish studies on physical activity and its relations to health and performance. Over the past 50 years, the Army School of Physical Education, which publishes the magazine, has ceased to have the mission of contributing to including Physical Education in school and theorizing about it.

2 PEDAGOGY IN PHYSICAL EDUCATION: INDICATIONS OF A THEORY OF ACTION IN TECHNICAL AND EDUCATIONAL PUBLICATIONS (1932-2005)

By analyzing the set of intellectuals' arguments on and for Physical Education in the first four decades of the twentieth century, we see concern with education and the means to "pedagogize" the knowledges that constitute the actions of Physical Education, as evidenced by Calvalcanti (1932nd, sp).

Physical Education [...] [used to be] taught as: complete lessons covering the seven families [marching; scaling, climbing and balance; jumping; transporting and carrying; running; throwing; attacking and defending] in order to achieve the harmonious development of the body; game sessions, designed to replace lessons once or twice a week; individual and collective sports sessions, to be used for teaching and practice of style and the rules and tactics of each one of them; finally, study sessions designed to prepare the full lessons of general Physical Education and sports (CAVALCANTI, 1932a, n.p.).

Lessons on Physical Education – a set of prescriptions published as a section of *Revista de Educação Física* – can be understood as the main formula used by its publishers to show the ways in which teachers could systematize the actions and knowledges that made up the teaching core. The *Lessons* were groups of varied exercises that acted on all body organs, which began with a preparatory session, went through the lesson itself, and ended with return to calm. However, its goals, content, methodology, physical resources, didactic materials, and evaluation depended on the institution to which they are aimed: the Army or Schools.

By observing the structure of the lessons, we can see great value ascribed to games, both in the prescribed lessons to be applied to the troops and in activities aimed at children in process of schooling. However, their introduction should be made at

the “right time” when the instructor noticed that his or her class showed less interest in the lesson. In this case, games were aimed at maintaining students’ adherence to lessons without losing their intended goals.

This principle of attraction of the lesson is considered paramount by editors and its development would depend on instructors’ skill level. They said: “[...] only instructors who are integrated to their roles and are confident about their knowledge and their understanding of their students will make a lesson attractive. That knowledge results in the introduction of the means to make a lesson pleasant” (Cavalcanti, 1932b, n. p.).

Another principle necessary for the lesson to be considered well applied was related to the discipline used by the instructor in the physical preparation of the troops and in lessons at public and private schools.

According to Dewey (1952) – an author of reference used in works of the period – discipline is when an individual knows what to do and does it readily. Resistance in the face of difficulties to carry out a particular activity is also considered discipline. He added: “[...] Discipline means power at command; mastery of resources available for carrying through the action undertaken” (DEWEY, 1952, p. 180).

Therefore, editors were concerned with moral education and not only with physical preparation. This thinking is part of a larger project aimed at human beings’ whole education, which was in line with the social change plan then in place. It was believed that only education could form individuals capable of defending the motherland and building a strong and healthy society. In that context, Physical Education should be corrective in order to allow combating bad school and social attitudes and be presented recreationally, with considerable room for games.

The importance of games is expressed in 31 articles published between January 1933 and July 1958 by military and civilian

authors. Military officers Antônio Pereira Lira, Ivanhoé Gonçalves Martins, Inácio de Freitas Rolim, Jair Jordão Ramos, José de Almeida Neves, Ilídio Romulo Colônia and Sergeant C. B. Lobo wrote 13 articles. In turn, civilian writers Arthur Ramos, Mario Filho, Jair da Graça Raposo, Ilídio Alcântara Abade, Haydée Costa, Otávio Gonsaga and Neusa Feitál published ten articles. Eight unsigned articles were also found. This is yet another sign that the work of defining, explaining and prescribing body practices – for both civilians and the military – is done through mutual cooperation between these segments of society. The publication shows that, as civilian professionals are trained, the military withdraw from the discussion on the inclusion of curricular component of Physical Education in schools.

When dealing with the magazine in its first phase, some themes considered scientific and pedagogical, such as *continuity*, *alternation*, *graduation*, *attraction* and *discipline*, should be present in military and civilian Physical Education. They were subject to the major doctrinal lines existing in the Army – *hierarchy*, *order* and *discipline* – which guided all institutional and pedagogical action.

The characteristics of the lessons conveyed included: the value given to experience, i. e. the student's practical contact with exercises; appreciation and use of games during classes; the importance of teachers as mediators in the teaching process; adaptation of contents to the sites and groups to which they were directed. These characteristics remind of *Functional Education*, in which the learner would no longer be a mere recipient of knowledge and would be placed at the center of educational practice. A turn happens when this kind of pedagogical perspective starts to consider learners' motivations, norm and order as ordering educational axes and start incorporating or considering pleasure of exercise in education.

It is evident that the educational model conveyed by the editors of *Revista de Educação Física* was aimed at the full development of

the individual: physical, moral and intellectual. That concern with whole education can be a sign of the circulation and appropriation, amid military intellectuals, of the theories of Edouard Claparède, who grounded his studies on Charles Darwin's theory, and on psychology based on Spencerian biological evolution. Intellectuals linked to the Army considered students' practical contact with the proposed content critical to learning, i. e., the experience of "learning by doing" or "doing for learning".

The analysis of articles in *Revista de Educação Física* shows a set of texts that brought the fundamentals of Biology and Pedagogy to Physical Education. Those texts focused on children's education, since it would be the basis for a method of Physical Education as the basis for a strong, nationalist and industrially developed society. For this, they adopted as a guideline the school-oriented French method, supported by the need for physical activity applied to children and regular medical checkups. However, during the study we observed a strategic and tactical use that was complementary between Biology and Pedagogy, where the former supported educational practices (selection and distribution of students through homogeneous groups where it would be easier to choose certain activities due to children's physical development) and the latter legitimated school practices. Thus, there was biologization of Education to provide scientificity to Physical Education and to activities and knowledge supporting it.

Some sections were present in almost the entire life cycle of *Educação Física*. One of them, also called *Lessons of Physical Education*, was published from issue 35 (1938) to 62 (1942). That section, as happened in the Army's *Revista de Educação Física*, was organized as a recipe for teachers, with activities for conducting a class considered exemplary.

By analyzing those prescriptions, we perceived a strategy to create unity of doctrine in teacher training. The section *Lessons of Physical Education*, as it was structured, was a prescriptive recipe that covered in detail the steps to be taken by teachers in preparing

their lesson plans, indicating the age at which students could be subjected to exercise, the type of exercise they could practice, the length of each session, the gestures to be performed and possible combinations between each gesture. In short, an organization presenting models to be followed that, in editors' views, would effectively serve as a tool for pedagogical intervention.

If producing the lessons to be used in schools was not enough to determine what teachers should develop, the magazine also conveyed its model for a good Physical Education teacher. Texts published included Fernando de Azevedo's (AZEVEDO, 1936) *O papel do professor moderno de Educação Physica* and Hollanda Loyola's (LOYOLA, 1940) *O professor de Educação Física*. Those articles are prescriptive in the sense of specifying a desirable profile for the Physical Education teacher. As an example of the discussion conducted in the magazine on Physical Education teachers' training, Loyola makes the following comment:

[...] under the current concept of true education – whole education – he [the teacher] is no longer the simple 'gymnastics master', the man of hypertrophied muscles and sensational stunts, the giant of brute force, a kind of tamer that children feared and young men respected more out of fear than out of the consideration that teachers deserve (LOYOLA, 1940, p. 9).

Against this way of seeing teachers' work, we seek to produce another model, where Physical Education instructors start to be seen as educators. In Loyola's words: "Today he [the teacher] is the educator par excellence who is responsible for turning man into a positive value, a useful portion within the human community through youth's physical fitness and moral education" (LOYOLA, 1940 p. 9).

But to be considered educators formed within the principles conveyed in the publication, teachers should improve some of their qualities. According to Loyola, such training follows certain criteria, including:

Intellectual resourcefulness, technical preparation, knowledge of humanities, refined language, exemplary conduct, dignifying attitudes, willpower, sense of justice, sense of duty, love of motherland, personality, idealism, resignation, conviction, discipline, kindness and energy (LOYOLA, 1940, p. 9).

For Loyola (1940, p. 9), that “[...] should be the mentality of modern Physical Education teachers, the principle that should guide the achievement of their goals, the rules of their conduct at school and [in] society”. Thus, it will be “[...] the educator par excellence [...] [that] youth will follow, enthusiastic and beautiful, strong and superior, elevating the Motherland” (LOYOLA, 1940, p. 9).

In Loyola’s words, there is a clash between two ways of representing Physical Education teachers: the one that discredits their educational role within the school, and the positive image of professionals spreads by the magazine, in which they become role models for the joy and discipline with which they embrace the cause of improving the race and the habit-regeneration mission that should be their vocation. In that process, they are encouraged to master and make use of knowledge stemmed from different sciences to form Brazilian youth physically, intellectually and morally. The intervention of those professionals is supported by the multidisciplinary image that should guide their training. We are facing a prospect that becomes tradition, with different nuances and emphases in the field of Brazilian Physical Education.

Related to the actions and knowledges seen as priorities in Physical Education teacher’s education, directors use the magazine to spread knowledges about rules, technical mastery of sports, gymnastics, dance and game strategies. That knowledge also includes those seeking to provide grounds for teachers to discuss Physical Education in other spheres. They include knowledge related to Human Physiology, Hygiene and Child Care, Pedagogy and the History of Physical Education and Sports. The publication also presents the great personalities of Physical Education to

readers, the great propagators of the discipline in Brazil and abroad, the facts that have marked its history and the relationship of the discipline with the classics of philosophical and educational thought.

The publication indicated a model to be followed by teachers, who should have qualities such as vitality, virility and stamina as well as intellectual resourcefulness and knowledge of the humanities. But these capabilities, according to the editors of *Educação Physica*, should not develop without accurate language, exemplary conduct, dignifying attitude, willpower, sense of justice, sense of duty, love of motherland, personality, idealism, resignation, conviction, discipline and kindness, which, according to the editors, would cause Physical Education to be recognized as an activity necessary for the good development of Brazilian society while ensuring its meaning and relevance as a school discipline.

The section called *Education*, published from no. 24 (1938) on, mobilized authors who somehow contributed to the strategy of consolidating the discourse of Physical Education as an educational practice. To achieve those goals, the publication runs articles, notes and comments seeking to add to the cause of Physical Education in Brazil the names of intellectuals and social environment authorities, whether living or deceased, Brazilian and foreign, who respond to that demand from the field's builders.

Readers are presented with what great thinkers, educators, scientists and/or national or foreign statesmen said or used to say about Physical Education. Thus, editors resort to the thinking of Manoel Bomfim, Everaldo Backheuver, Gustavo Capanema, Émile Durkheim, Jean Jacques Rousseau, Johann Heinrich Pestalozzi, John Dewey, Édouard Claparède, Maria Montessori, Friedrich Froebel, among others, emphasizing their prescriptions on the need to incorporate Physical Education into an educational plan.

The first publications on Physical Education were prescriptive and worked as *Tool Boxes* (CARVALHO, 2001) – repositories where teachers could easily find lessons to follow and advice on practice, and embrace at once knowledge from different epistemological spheres, such as biological and human sciences.

Marinho (1994), for instance, argues that Anatomy and Physiology could not account for questions posed to the area. For him, it was necessary to broaden the dialogue with other knowledges coming mainly from History, Sociology, Philosophy and Psychology. This does not mean that dialogue with Biology should be abandoned; it rather recognized the need to broaden its bases for understanding Physical Education in the mid-twentieth century.

The discourses of intellectuals conveyed in the pages of the publications analyzed indicate how Physical Education was seeking its legitimacy based on its contact with the ideas of Active School and the value given to experience as a principle of learning, as well as the circulation of authors showing proximity between Pedagogy and Physical Education. Many of those authors did not write directly to those publications, but their writings were translated, edited and published to strengthen the legitimacy and the educational value of the discipline.

In the makeup of a body of knowledge for and to Physical Education, what we see is the process of appropriation and transformation of matters that confers cultural circularity in favor of a pedagogy of Physical Education at the time. Intellectuals use that circulating culture according to their interests to signify a place for Physical Education in school and make others adhered to the same ideals of education.

3 BIOLOGICAL SCIENCES, HUMANITIES AND SOCIAL SCIENCES: KNOWLEDGES AND PRACTICES IN PHYSICAL EDUCATION SCIENTIFIC PUBLICATIONS (1979-2005)⁴

The main findings of *RBCE* from 1979-1987 indicated prevalence of the biological field in its studies, with 15 works that approached the subareas of Anthropometry, Somatotype and Physical Fitness (CORTE; FERREIRA NETO, 2005). Biology studies were

⁴The characteristics that make up the editorial projects of scientific journals require a different analysis of what can be carried out in the case of teaching and technical journals produced in Brazil, especially between 1930-1960.

published as a privileged means for the knowledge of humans and were meant to provide a notion of the interaction between man and the environment. Psychology, with six studies focused on the sub-area of Sports Psychology, appears on the map as one of the fundamental knowledges for the creation of an educational theory advocated as an important area where teachers could know students more deeply. The major axis of Pedagogy features six works divided into four subareas: Public Policy, Educational Methods, Curriculum and Work Methodology. Finally, Sociology discusses the subarea of Sociology of Sport with two studies.

In 1988-2005, *RBCE*, analyzed from multiple approaches, seems to be an ideal forum to study what the distinct “mother” sciences contribute to the field of Physical Education (CORTE; FERREIRA NETO, 2005). The high number of articles on Education (42), in its various subareas, indicates a demand for information that might provide answers to questions that troubled Education, especially Physical Education. Of those 42 works, 20 are in Teaching/Learning; eight are in Methodology; ten in Curriculum; two in Physical Fitness as a Pedagogical issue; one in evaluation; and one in Professional Training. The findings indicate that, despite the varied authors and sources, theoretical approaches in Pedagogy come mainly from Social and Human Sciences, with emphasis on Dialectical Historical Materialism, Critical Theories of Curriculum, Dialectical Theory of Social Learning, and Hermeneutic Dialectical Method. Despite their different names, all these approaches come from the same theoretical matrix – Marxism – in its different reading possibilities.

In 1988-2005, Biology presented eight works discussing the same subareas of the first stage. However, the research focus was distinct since, in 1979-1987, there was greater focus on the subarea of Anthropometry, followed by Somatotype and finally by Physical Fitness. In 1988-2005, in turn, there was an inversion, with emphasis on Physical Fitness while studies on Somatotype and Anthropometry came second. During that period, Sociology and Anthropology, as identical theoretical frameworks, started

having increasing impacts on the ways authors of works published approached Physical Education issues. In the process, culture is recognized as a possibility to integrate knowledges and discussions circulating in publications.

Upon examining the publication, it can be seen that even researchers who produced studies focused on phenomena linked to areas such as Biodynamics of Human Movement and Motor Human Behavior intended to translate their findings into a format where they could discuss the ways in which findings could be pedagogized for intervention in school. Here we have the scientific field, based on this epistemological matrix, debating the creation of a pedagogical theory from the findings of efficient human movement.

In addition, text analysis of articles dedicated to the study developed at school or about it reveals the appreciation, on the one hand, of methods and techniques based on a scientific discourse characterized by physical tests and; on the other hand, it indicates concern with studying pedagogical practices and, in some cases, presenting proposals for new educational methods based on the perspective of social change that guides critical theory (CORTE, 2009). The author (2009, p. 138) stresses the

[...] scarce investments by CBCE and hence RBCE in empirical studies. Findings show that production in the field of Physical Education departed from daily school life in its aspect of intervention, mostly analyzing that daily life.

The choice of researching daily school life confers an a priori definition of what school and the practice produced in that context should be. That opens the way for speculation since it is not interested in knowing and understanding what is actually done, what justifies what is done and what its implications are for Physical Education as a curricular component. The concern is to define, for others, what should be done. Such research design has favored the constant production of denunciation-based diagnoses, relying on the idea of absence, of something that needs to be filled by knowledge, especially scientific

knowledge, thus relegating school and its practices to reproducing theories.

Based on the corpus derived from *Motrivivência* in 1988-2005, considering its diversification and the choice for a thematic focus, we can say that the publication has been devoted mainly to the political debate related to the area that promotes discussion of knowledges about schooling of Physical Education based primarily on references of applied Humanities and Social Sciences, as expressed in the editorial of its first issue: “*Motrivivência*’s main goal is to encourage the sharing of scientific research, whose practice has been relegated and underestimated from primary school to college” (EDITORIAL, 1988, p. 5).

This discursive identity present in the publication has favored topics such as Teacher’s Education), with nine works; Curriculum, with 11 studies; Teaching Practice and Supervised Internship, with ten; and Professional Training, with six – here designed to help thinking exclusively in undergraduate Physical Education. Comparing those themes with the journal’s circulation period, 1988-2001, we realize that they were given considerable importance both numerically and because of the different approaches and theoretical interfaces.

Specifically with regard to theoretical framework, the findings indicate great variety of authors and works, combined with low frequency of appearance in the several studies. Specifically when discussing Teacher’s Education, we find, for instance, one author and reference work mentioned in two papers – Adorno in *Educação e emancipação* (SANTOS *et al.*, 2005).

Articles published in the journal use theoretical frameworks coming from the area of Education, based on authors like Pedro Demo and Dermerval Saviani. In Physical Education studies, the main references are Hildebrandt and Laging, and Kunz. Of those, Kunz’s *Educação física: ensino e mudança* (1991) and *Transformação didático-pedagógica do esporte* (1994) are the only ones to appear in two different

studies on Teacher's Education. The other authors are cited only once.

Themes related to Teacher's Education were addressed in different ways, and most studies are characterized as reports of experiences lived in Physical Education undergraduate schools. Some of the issues debated include the relationship between theory and practice, between teaching and intervention, the importance of university extension, and pedagogical relations.

Historically the prevalence of those discourses is seen as representing the "operationalization" of a process of critique to and change of education seen more strongly after the 1980s in Brazil. That is because the issues faced in works reveal scholar's investment in experiencing and evaluating undergraduate teaching practices, and above all, analyzing several issues that constitute the plurality of themes in educational processes.

In its early years, the theoretical line adopted by the journal marks the path followed by the editors as well as by intellectuals who published in it. That line refers to a discourse on and for Physical Education that aligned its interpretations with a narrative indicating appropriations of Dialectical Historical Materialism to form its pedagogical theory. However, when authors circulating in the journal turn their attention to topics of discussion such as Curriculum, they cite authors from that field of Education and Physical Education itself, which go beyond or somehow re-signify Dialectical Historical Materialism.

Thus, works discussing issues of critical curriculum theories are based on the same theoretical matrix, that is, Sociology and Critical Curriculum Theory, based mainly on Apple's *Ideology and curriculum* and Domingues's *Interesses humanos e paradigmas curriculares* present in three articles. Giroux's *Theory and Resistance in Education*, Moreira's *Currículos e programas no Brasil*, and Silva's *A construção do currículo na sala de aula* appear in two of the four works mapped. We also found references to the

following studies on Physical Education: Castellani Filho, Costa and Ghiraldelli Junior.

We must show, as signaled by Ferreira Neto *et al.* (2003) that, of the 11 works selected, the significant number of eight are in the 1988 first issue of the journal. We cannot, in this case, ignore the demand by Federal Education Council's Resolution No. 03 of 1987, which sought, among other factors, to establish the minimum content and length to be observed in Physical Education undergraduate courses as Bachelor's Degree and/or Physical Education Teachers' training, thus becoming compulsory general training and complementary education.

On the subject of *Professional Training*, which circulates in the journal, authors and works vary a lot and none of them appears in more than one article. References include Foucault, Heller, Larrosa, Lefebvre and Vazquez. It is important to note the dialogue with the theoretical productions in the education field, including Arroyo, Candau, Gadotti and Saviani.

Three of the five texts tried to reflect on the relationship between theory and practice in teaching and its implications for Physical Education. Importantly, those three works are in number 8, published in 1995, whose theme was "Physical Education: Theory and Practice". Of the remaining two studies, published in 1996 and 1998, one focused on research working conditions, performance and professional development while the other focused on educational policies in the field of Professional Training.

As for the theories that provide support to studies of the theme Teaching Practice and Supervised Internship, there are many authors and works both in Education and in Physical Education. In the field of Physical Education there are two theoretical lines, one that we call theoretical and methodological and another one that specifically discusses teaching practice and supervised training. The former cites Hildebrandt and Langing, João Batista Freire and Collective of Authors, of which the only ones appearing in three works are Hildebrandt and Langing. The second theoretical line

includes studies by Mocker, Ventrone and Wiggers. Authors who rely on research by Adorno, Adorno and Horkheimer, Habermas and Benjamin are also found.

The authors mapped are highly concerned about pursuing theoretical contributions in studies conducted in the field of education, especially those seeking to discuss professional training, teaching practice and supervised training, such as Demo, Fazenda and Piconez. As for references derived from Physical Education, we identified Bracht and Lovisolo.

In the debate under consideration, we found an emphasis on the epistemological discussion between theory and practice in research and teaching. An important feature of that production is that most are experience reports, indicating the appreciation for the possibility to share teaching practices – a central object that is a major interconnecting point in teachers' training. Thus, texts' discourses seek, for the most part, to describe/discuss/evaluate experiences in Teaching Practice and Supervised Internship.

The issues debated by the studies indicate *Motrivivência's* commitment to promoting academic debate, disseminating knowledge produced in the area and, above all, provoking the need for more qualified educational intervention. The action taken by the journal indicates how it has helped to provoke debate, so as to promote what it believed to be legitimate for supporting a pedagogical theory of Physical Education.

RBCE and *Motrivivência* are important sources for understanding the attempt to overcome, at least in the discursive field, theories that offered/offer support to the area, especially given the politically engaged debate by part of Physical Education's intellectuals in the 1980s and early 1990s, based on the critical perspective that sought to address predominantly the role of Physical Education in school.

4 FINAL REMARKS

Technical and educational publications, particularly *Revista de Educação Física* (1932-2005) and *Educação Physica* (1932-1945), promote asepsis in what was the “political force” of New School, while emphasizing its pragmatic, functional and utilitarian character. On the other hand, scientific publications represented by *Revista Brasileira de Ciências do Esporte* (1979-2000) materialize pedagogical anthropometry expressed in the production on Somatotipology and physical fitness in its early years. Together with *Motrivivência*, it mobilizes, in the late 1980s, a clear political-ideological stance marked by increasing presence of pedagogical studies in journals (Teaching/Learning, Curriculum, Methodology, Public Educational Policies/Legislation, Evaluation, Professional Training, Physical Activity as an Educational issue, and Personality Studies).

Discussion among Physical Education intellectuals in 1980-1990 was driven by politically engaged discourse, which sought to discuss the role of Physical Education in school based on a critical theory of society. *RBCE* and *Motrivivência* can be considered as a synthesis of the debates produced in recent years by the field, which produced tensions in the field of Physical Education pedagogy and in the scientific field.

The main results show that medical, military and educational institutions were the locus that enabled a particular form of theorization about Brazilian Physical Education. The synthesis of that institutional debate, from the second half of the nineteenth century on, impacts on and appears clearly in Physical Education publications in the late 1940s, and can be perceived by the search for a theory of action which systematically appropriates knowledge from Biological Sciences, the Humanities and applied Social Sciences as a tactical resource to confirm the strategy of establishing and consolidating Physical Education as a curricular component in the country's schools and universities.

The hypothesis is that a theory of Brazilian Physical Education, established in the twentieth century, is the result of systematic incorporation of knowledge from Hard Sciences, Biological Sciences, and Human and Social Sciences. It is inevitable to recognize that this hypothesis was already present in the 1940s, in studies by Marinho (1944). However, as shown in *RBCE*, we can indicate that the event is strong and, by contradiction, it resists within the production still conveyed in that recent past. What has been silenced by the scientific community was its continuing, lasting and integrating presence that seems to form a tradition – even with all the fragmentation and struggles within the field.

By studying the publications and the ways intellectuals sought to develop a theory for Physical Education in the late twentieth century and mid-twenty-first century, we noticed that scholars, especially those who publish their studies on *RBCE* and *Motrivivência*, depart from Biologic Sciences, which become secondary when it comes to designing a set of knowledges able to signify a place for Physical Education in the school environment. From what we saw, differently from what occurred in the early twentieth century, there are no longer intellectuals seeking to organize a discourse enabling thinking of Physical Education by acting on the development of body, intellect and sensitivity. Thus, issues related to biological areas are relegated to tradition and therefore are seen as outdated and meaningless when culture is taken as a starting point for integration and arrival.

The publications analyzed, especially in the last three decades of the twentieth century and mid-twenty-first century, are a vivid expression of the multidisciplinary character of Brazilian Physical Education and point to an (in)definition in the scientific field, since, as a knowledge area, there presence may be justified among the Humanities and Social Sciences or among Health Sciences. However, that (in)definition seems to challenge the process of inclusions of Physical Education in schools occurred in the twentieth century. The signs found in this research indicate that the area is in a pendulum situation which is characterized by

incomplete inclusion and indications of exclusion. That issue raises the need for further approaches on the topic.

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Received on: April 11, 2014

Approved on: Aug. 22, 2014