

The story of a sporting event between continuities and ruptures: the High School Olympics and the School Games of Paraná (1938-1953)

*Isabel Cristina Martines**

*Sérgio Roberto Chaves Junior***

Abstract: This article questions a certain version of the history of the emergence of the School Games of Parana in the early 1950s, confronting the relationship of this event to the High School Olympics, promoted by the *Colégio Estadual do Paraná* since the late 1930. The central hypothesis is that sports competitions, which already were present in schools, received great prominence in 1953 due to a series of political configurations, in an attempt to build a place of power and a sport identity by the state government.

Keywords: Sports. History. Physical Education.

1 INTRODUCTION

The motivation for writing this article¹ emerged when we found in previous researches, made in different times with different concerns, the theme of sports championships involving students in the state of Parana. We noticed in these researches some disagreement about the beginning of sports competitions in schools of Paraná. Thus began our discussion of the problem.

* Has a Master's degree in Physical Education (Educação Física) from UFPR. Researcher of Research Center for Sport, Leisure and Society (CEPELS) (Centro de Pesquisas do Esporte, Lazer e Sociedade da UFPR). Assistant Professor of Course in Sport Management and Recreation (Curso de Gestão Desportiva e de Lazer), Setor Litoral, UFPR, Matinhos, PR, Brasil. E-mail: belmartines@hotmail.com

** Has a Master's degree in Education (Educação) from UFPR. Assistant Professor of the Department of Theory and Teaching Practice (DTPEN) (Departamento de Teoria e Prática de Ensino), UFPR, Curitiba, PR, Brasil. E-mail: sergiojunior79@hotmail.com

1 A preliminary version of this article was presented at the XVI Brazilian Congress of Sport Sciences (CONBRACE) (XVI Congresso Brasileiro de Ciências do Esporte) / III International Congress on Sport Sciences (CONICE) (III Congresso Internacional de Ciências do Esporte /), held in September 2009 in Salvador, Bahia.

In the first relevant research, Chaves Junior (2004) noticed the increasing importance given to Physical Education², specially as of the 1930s, culminating, among other factors, with the process of sportivization of Physical Education classes at one of the most outstanding educational institutions of the state, namely, the *Colégio Estadual do Paraná* (CEP), known for the construction of the sports facilities of its new building in the early 1950s, the availability of a considerable amount of material, and for hiring Physical Education teachers (STRAUBE, 1993).

Amid the valorization process of that school subject, the author points to the emergence of sports competitions involving students from a number of institutions of secondary education in Parana. One of these competitions, the High School Olympics³, appears in 1938, under the organization of secondary school pupils and the teacher José Heredia Navarro, who, at the time, ministered Physical Education classes at CEP.

By its turn, Martines's research (2007) deals with public policies for school sport in the state of Parana, analyzing, more specifically, the School Games of Parana⁴. The author indicates that the first edition of the Games involving students from Parana happened in 1953, in the city of Curitiba, with the

2 Apart from the different spellings, the terms physical education and Physical Education have different meanings here. The term physical education, with small letters, refers to a broad idea of formation and body care, an idea of education of the physique. Physical Education, with capital letters, is the term used to refer to the school subject that, together with other subject is, is responsible for the physical care and physical education.

3 Olimpíadas Colegiais

4 The competition that currently receives the name School Games of Parana (Jogos Colegiais do Paraná - JOCOPs) had been named Student Games and School Games (Jogos Estudantis e Jogos Escolares). In 2008, the JOCOPs "officially" arrived at their 55th edition, which was attended by approximately 300 thousand students from public and private schools of all municipalities of Parana. Moreover, the event receives a major investment for the sport in the state, which fully finances, among other things, food, transport and lodging for students participating in the competition. For more information about JOCOPs see: <http://www.paranaesporte.pr.gov.br>, accessed on 09/15/2008.

participation of 52 educational institutions. On the conducting of the first edition of the School Games, Lester Pinheiro⁵ says:

[...] In 1953, year of the Centenary of Political Emancipation of Parana, some selfless few who were watching the European context, decided to pursue a dream: to create the School Games of Parana. Yes, the name was originally School Games and today the Games are still called School Games! At this time, Carlos de Almeida Assunção, Pilato Riva Hugo Marchand and Rubens Bartolomei Marchand were key figures, the ones really responsible for the creation and maintenance of the school Games for several decades. The main feature was the emphasis given to bands or fanfare, with their beacons. It was a sensational feast for the time. In the 1st edition more than 3000 students participated (MARTINES, 2007, p. 40).⁶

Corroborating the quote above, we also found in Mezzadri's (2000) and Martins's (2004) work that the School Games began in 1953. Nevertheless, Mezzadri says that only from as of the 1950s

"[...] The sports practice, which previously was restricted to clubs, began to be introduced in schools by the government, and became a significant factor in the students'

5 When the survey was conducted, Lester Pinheiro was sports director of Parana Sport, an agency linked to the Department of State for Education (Secretaria de Estado da Educação) and responsible for conducting the School Games of Parana.

6 [...] em 1953, ano do Centenário de Emancipação Política do Paraná, alguns abnegados que observavam o contexto europeu, resolveram levar adiante um sonho - criar os Jogos Colegiais do Estado do Paraná. Sim, chamava-se originariamente Jogos Colegiais e, hoje, também são os Jogos Colegiais! Pontuam nesta época os Srs. Carlos de Almeida Assunção, Hugo Pilato Riva e Rubens Bartolomei Marchand. Estes senhores foram os verdadeiros responsáveis pela criação e manutenção dos Jogos Colegiais, durante várias décadas. A principal característica era a ênfase dada às bandas ou fanfarras, com suas balisas. Tratava-se de uma festa sensacional para os parâmetros da época. Já na 1ª edição participavam mais de 3000 alunos

education and a government priority"⁷
(MEZZADRI, 2000, p. 67th).

For the author, the creation of the Physical Education Division in 1951 was a determining factor for the institutionalization of sports practice in schools. Such a division, which reports to the Teaching Department of the Department of Education and Culture⁸, has the responsibility to guide, direct and supervise Physical Education in the schools of Parana, as well as disseminate and encourage the practice of educational sports (MEZZADRI, 2000, p. 67th).

Based on the foregoing reasoning and having as a starting point some procedures that Thompson (1981) has termed historical logic, we call attention to the following questions: why do some sources indicate that in the late 1930s sports practices and competitions were already present in/ among schools in Parana while some of the literature points to the beginning of the school sports competitions in the state only in the 1950s? Were the School Games of Parana a "continuity" of the High School Olympics, conducted by the *Colégio Estadual do Paraná* since the 1930s, or do the School Games of 1953 mark a "rupture" with competitions held so far?

In search of possible answers, we started looking for historical evidence that showed some evidence of the origins of practices and competitions in schools of Parana and, more specifically, the beginning of the School Games of Parana.

The sources we favored were the newspaper of the *Colégio Estadual do Paraná* and the Acts of the School Games and High School Olympics, available at the Documentation Center of the Guido Straube Museum, located in the *Colégio Estadual do Paraná*. We also used some editions of the newspaper *Gazeta do Povo*, which are part of the collection of

7 "[...] a prática esportiva, que antes se restringia aos clubes, começava a ser inserida pelo governo nos estabelecimentos de ensino, constituindo-se um dado significativo na formação dos alunos e passando a ser prioridade do governo"

8 Departamento de Ensino da Secretaria de Educação e Cultura.

the Division of Parana Documentation of the Public Library of Parana⁹.

Based on these preliminary considerations, we will first introduce the emergence of the High School Olympics, in 1938, which became a traditional "student contest" among schools of Parana in the decades of 1940 and 1950. Then we will treat the 1953 event, which is shown in some studies and in the version of the state government as the pioneer edition of the School Games, and issues that occurred in later events, especially those occurring in 1954 and 1955. Finally, we will seek to discuss the probable reasons why the 1953 Games were recognized by "official sources" as a landmark for the student sports in Parana.

2 THE HIGH SCHOOL OLYMPICS OF THE *COLÉGIO ESTADUAL DO PARANÁ*: THE FIRST SPORTS INITIATIVES

First we would like to contextualize what we are going to treat in this section: in the mid-1930s, in addition to the reformulations of any order regarding Physical Education in secondary education and Parana, in particular, in *Colégio Estadual do Paraná (CEP)*, the CEP Junior High School Physical Education Association¹⁰ was created, which would be responsible for all sporting events of the educational institution.

In the final years of the same decade, the then PE teacher of CEP, Jose Heredia Navarro, was approached and encouraged by members of the Association to organize a sports championship among schools of Parana. The event, which was called High School Olympics, was attended in its first edition, in 1938, by some institutions of secondary education in the city of Curitiba (*O Colégio...*, 1954a). The CEP, at the time, held the competition on fields and courts of

⁹ Divisão de Documentação Paranaense da Biblioteca Pública do Paraná.

¹⁰ Associação Ginásiana de Educação Física do CEP.

different clubs in Curitiba, since it did not even have its own spaces for sports.

Since the second student contest was held in 1939, in the same manner of the first, we would like to highlight the third edition of the High School Olympics, held between the months of September and October 1940. The event was attended by seven high schools in the capital and the coastal city of Paranaguá, gathering altogether 268 athletes competing in the following sports modalities: soccer, volleyball, basketball, swimming and track. In this edition of the Olympics there was the first female participation in volleyball, basketball and track.

The concern shown by the students in organizing and participating in an event like this shows a growing interest in issues relating to sport among the youth who attended secondary schools in Parana. Even the Physical Education classes, especially in CEP, began to have sporting practices as contents, in addition to the gymnastic exercises that were prevalent at the time. This initiative has been taken by the students, who proposed the practice of sports, especially football (CHAVES JUNIOR, 2004).

To Linhares, "content or social practices when turned into school content or practices lead to a necessary discussion about the historical and cultural conditions that enabled such an achievement"¹¹ (2006, p. 93). According to the author, the processes of transformation of social practices in school contents happen having as a starting point certain settings that need to be contextualized in the time and space that produce them,

[...] Considering the action of the individuals who organize and put into circulation interests and needs of classes, groups, institutions and political projects capable of constituting and reconstituting human and

11 "conteúdos ou práticas sociais quando transformados em conteúdos ou práticas escolares, remetem a uma necessária reflexão acerca das condições históricas e culturais que possibilitaram tal realização".

social senses of belonging.¹² (LINHALES, 2006, p. 93-94).

According to Linhales:

As is known, sports practices were already quite widespread in Brazilian society since the late nineteenth century and were part of some schools' curriculum or playful experiences, prescribed by teachers or brought by the students themselves for the moments of pleasure. [...] However, ongoing research suggests that only after 1920 does this social practice decisively lend its talents to modern school, and in the process, it will also receive its socializing form. It is also this web that creates the conditions that will enable the sport to become increasingly presented as educational content and as practice. It is an ingredient of school making¹³ (LINHALES, 2006, p 95).

Even if chronologically separated for a few years, the author's object of analysis and the relevant object in this article are in line with the understanding that the sport - which was already present in Brazilian society - begins to be presented as a school practice or as an "ingredient of school making", assuming then a prominent place among the young students.

It is in this context that the CEP's students and teachers start to incorporate sport in the set of their actions, and practices and competitions among the students seem to expand at each edition of the School Olympic, already denoting a

12 [...] considerando a ação dos sujeitos que as organizam e fazem circular interesses e necessidades de classes, de grupos, de instituições e de projetos políticos capazes de constituir e reconstituir os sentidos de pertencimento humano e social.

13 Como é sabido, as práticas esportivas já estavam bastante disseminadas na sociedade brasileira desde o final do século XIX e frequentavam algumas escolas como conteúdos curriculares ou como experiências lúdicas, prescritas por professores ou trazidas pelos próprios alunos para os momentos de recreio. [...] Todavia, a pesquisa em curso permite sugerir que é posteriormente a 1920 que essa prática social em- prestará decisivamente à escola os seus dotes modernos e, nesse processo, também receberá dela sua forma socializadora. É também essa trama que cria as condições que possibilitarão que o esporte passe a ser, cada vez mais, apresentado como conteúdo educativo e como prática. Um ingrediente do fazer escolar.

certain importance of the event in the Parana scenario. The words of the student Luiz Cardoso, conveyed in the student newspaper, about the Olympics in 1940, show us a possible interpretation of the grandeur of the event:

This competition, which was the largest and most important one ever made in the school scenario, aroused unusual enthusiasm among students of Parana, who battled courageously for the Olympic laurels. [...] On the day of the official opening, we were surprised to see representatives of Mr. Mayor, Dr. Hostílio de Araujo, General Director of Education, and Mr. lieutenant colonel Dimas S. de Menezes, commander of 3rd R.A.M. and other civil and military high authorities¹⁴ (O GINÁSIO ..., 1940, p.11).

We could notice that the High School Olympics were beginning to become the major student sporting event, to the point of having the participation of educational institutions of different municipalities and the presence of political, civil and military solemnities.

However, despite the growing importance attributed to the competition, the Olympics were not held between 1941 and 1945. The sources consulted do not provide enough information for an understanding of the reasons leading to the discontinuation of the event.

Only as of 1946, did the sports competitions involving the schools in Parana begin to be promoted, with the completion of the Centennial Olympics, alluding to the 100 years of the founding of the *Colégio Estadual do Paraná*. This event was proposed and organized by the CEP, in accordance with the provisions of Ordinance no. 924, of 06.28.1946, from

14 Esta competição, que foi a maior e a mais importante que se efetuou nos meios colegiais, despertou desusado entusiasmo entre os estudantes paranaenses que batalharam com denodo pelos louros olímpicos. [...] No dia da abertura solene, tivemos a surpresa de ver presentes os representantes do Sr. Prefeito, do Dr. Hostílio de Araújo, digno Diretor Geral da Educação, e o Sr. ten. cel. Dimas S. de Menezes, comandante da 3ª R.A.M. e outras altas autoridades civis e militares

the Directorate- General for Education¹⁵, which sought to "encourage the practice of physical education and sports among the young students of Secondary Education Establishments of the State."¹⁶

From 1946 onwards, the Junior High and High School Olympics¹⁷ started to count with the participation of men's and women's¹⁸ teams of various secondary schools in the capital and provincial towns. The development of the event was related to the growing appreciation of sports practice by the society of Paraná, which was manifested through the support offered by the government for the conducting of the Olympics. Below is the transcript of an excerpt from the Regulation of the Olympics, which presents us with some important information about it:

Article 1 - The Junior High and High School Olympics will be held annually in opportune time to be designated by the Department of Education and Culture, and in the "Organizing Committee" meeting, with the goal of encouraging the practice of physical education and sports in all their forms among the Secondary Education students of the state establishments, duly formalized.

Article 2 - The Junior High and High School Olympics will have the official sponsorship of the State Department of Education and Culture, and the city of Curitiba, the capital of the state, is designated to host it.

15 Diretoria Geral de Educação

16 "incentivar a prática da educação física e dos desportos dentre a mocidade estudantil dos Estabelecimentos de Ensino Secundário do Estado"

17 This nomenclature appears as of 1946, but in some moments the event was also called Junior High and High School Championship or Junior High and High School Games. The addition of the term "Junior High" is related to the new names of the very secondary education, which came into force with the Reformation Capanema in 1942, when this level of education came to be divided into junior high and high school (the latter being subdivided into classical and scientific).

18 The students participating in the Olympics were divided according to age group: 1st Class (18 to 21 year-olds), 2nd Class (16 to 18 year-olds) and 3rd class (13 to 16 year-olds) in track and swimming events; Series A (13 to 17 year-olds) and Series B (17 to 21 year-olds), in team competitions. The female students participated in competitions in a single series or class, and their minimum age was 14.

Article 3 - The Junior High and High School Olympics will be organized and conducted by the Physical Education Department of the *Colégio Estadual do Paraná* and by an "Organizing Committee" composed of Physical Education teachers and two students, all duly accredited by each of the Educational Establishment registered to compete (COLÉGIO. ... 1946, no page).

Paying close attention to the Regulation, it is possible to see that, contrary to Mezzadri's (2000) assertion, the relationship between schools, sports and the state government was already established even before the creation of the Division of Physical Education in the early 1950s. Another important issue pointed out at the source mentioned above refers to the presence of teachers and students of the educational institutions in the organization of the event, which may indicate a continuity of the organizational structure used in early versions of the event, in the final years of the 1930s.

In this context, the relationship between the public and the student athletic competitions seemed to be intensified at each Olympics. In addition to the official sponsorship, various authorities participated in the solemn openings and other award ceremonies. We would like to also say that the trophies presented to the winners, as of 1946, were designated with names of politicians and civil and military representatives of the time.

Furthermore, the considerable increase of participants year after year is also patent. The quote below, on the Junior High and High School Olympiad of 1952, shows that growth:

As every year, it will be held in our capital city, from August 31st to September 7th, another Junior High and High School Olympics, under the official sponsorship of the State, through the Department of Education and Culture. The Junior High and High School Games this year will be coated with uncommon brilliance due to the large number of registered participating

delegations, which so far are the following: Jacarezinho, Londrina, União da Vitória, Bandeirantes, Santo Antônio da Platina, Palmas, Palmeira, Ponta Grossa. Through the Education Institution (Instituto de Educação) they are: Cambará, Foz do Iguaçu, Rolândia, Arapongas, Pirai do Sul, Jaguariaíva, Wenceslau Braz and Siqueira Campos (O COLÉGIO..., 1952, p. 9).

As we saw so far, we arrived in 1952 with the participation of a large number of schools of several counties in the Junior High and High School Olympics, and the government support for the conducting of the exhibitions was already quite evident. So what actually makes the year 1953 to be considered by many as the year that marks the beginning of sports competitions among students of Parana? And, more than that, what differentiates the Olympics of 1953 from all the others previously performed? That is what we will talk about now.

3 THE 1953 OLYMPICS: THE GENESIS OF A SPORTING EVENT?

We do not doubt that the 1953 Junior High and High School Olympics received special attention, particularly from the State Government. In fact, the event held this year is "officially" considered as the first edition of the student sports competitions. As we seek to understand what differentiates the 1953 event from the other Olympics that had been conducted thus far, we must consider that the student sporting event of that year is inserted in a context particularly different from what had been established in previous years.

In 1953, the Centenary of Political Emancipation of Parana was celebrated. The years preceding the date were represented by the visibility of a modernization project of the capital Curitiba, whose aim was to build and affirm an administrative center in Parana (TRINITY; ANDREAZZA,

2001). Most of the work was inaugurated in the early years of the 1950s, certainly an allusion to the commemorations of that centenary.

Among the works made to endorse this "place of power", we can cite the Government Palace, the Palace of Justice, the Electoral Tribunal, the Assembly Committees, the Guaira Theater, the Public Library, the avenues of access to the Civic Center, the Centennial Square and the Centennial monument (MAGALHÃES, 2001).

Given this context, it is possible to say that the 1953 edition of the Junior High and High School Olympics follows the same logic: the quest to build a "place of power" and affirmation of the "modernization" of the state and, in particular, the capital. One indicator of this finding is that, according to the sources, the 1953 Olympics was held to be one of the "festivities commemorating the Centenary ", "a big competition between all schools and in the state of Parana," "the largest school event of the state ", "a true High School Olympics", "a great student event with all the sports "(GAZETA DO POVO, 1953b). The sports in question were swimming, athletics, volleyball, basketball and football, played in the above mentioned categories defined by the age of the competitors.

However, as representative as the event might have been, the historical interpretation that assigns pioneerism of the High School Games to the 1953 edition can be easily refuted, based on some evidence, such as the following:

The School Games of Parana, we stress, now on the ninth consecutive year of their implementation, are a traditional gala spectacle of rare splendor, whose annual renewal are in the dreams and aspirations of the youth who attend our secondary schools¹⁹

19 Os jogos colegiais do Paraná, frisamos, constituem-se já ao nono ano consecutivo de sua realização, um espetáculo de gala e esplendor raros, num desses acontecimentos que se constituem em tradição, cuja renovação anual passa a figurar no "carnet" dos sonhos e dos anseios da mocidade que frequenta nossos estabelecimentos de ensino de nível secundário.

(GAZETA DO POVO, 1953b, p. 9, emphasis in original).

THE HIGH SCHOOL OLYMPICS is already a tradition. It has reached maturity. In nine years of favorable experience, it has already demonstrated that it is, indeed, a great and grateful event. Organizing it better, making it more spectacular, offering it more support and greater collaboration is the work of true, legitimate patriotism.²⁰ (id., emphasis in original).

With remarkable success the IX SCHOOL GAMES OF PARANA were closed. This magnificent and remarkable achievement gathered in our capital nearly two thousand high school athletes from all over the state.²¹ (GAZETA DO POVO, 1953b, p. 10, emphasis in original).

In this sense, we must pay attention to the fact that an event that marks the celebration of an important political event cannot necessarily be treated as the first of its kind, even if its proportions have been substantially enlarged, for in 1953, under the seal of the state government, all educational institutions of Parana participated in it.

The fact that students from all the schools in Parana were brought to the capital and the fact that the event was said to be "the first" edition of an event that had existed for some years, certainly has an intention, because, as pointed out by Bourdieu (1994), conducting an event necessarily presupposes a range of interest, which may be the most diverse. Thus, disinterested and naive speeches are not possible, since there is no neutrality in event conducting.

20 A OLIMPÍADA COLEGIAL já ganhou tradição. Já atingiu a maturidade. Em nove anos de experiências favoráveis, já veio demonstrar que é, de fato, um grandioso e grato acontecimento. Organizá-la sempre melhor, mais espetacular, dispensar-lhe sempre maior apoio, maior colaboração, é a obra de verdadeiro, de legítimo patriotismo

21 Com êxito notável foram encerrados os IX JOGOS COLEGIAIS DO PARANÁ, essa magnífica e notável realização que centralizou em nossa capital cerca de dois mil atletas colegiais de todo o Estado.

From this premise, the idea emerges that the actions of 1953 are due to the State Government's intention to assert an identity for Parana, which also included the creation of a sportive identity between the students and the achievement of the "first" sports competition among students Paraná.

In addition to the evidence presented so far, another factor allows us to state that the 1953 Olympics were thought to compose a rather specific political project in that moment. In the following years, the fervor shown by the state government seems to weaken the event and the sport is no longer among the main concerns of the government. After the celebrations of the Centenary of Political Emancipation of the state and achievements in several areas, the investments in student competition decreased substantially. In the words of Camille Nepomuceno, a student who often wrote in the CEP newspaper, we noticed the lack of pomposity of the 1954 event:

As happens every year in our School, it was held once again, during the week dedicated to our homeland, the HIGH SCHOOL OLYMPICS OF PARANA, the tenth competition of this kind held in this state. [...] Due to compelling reasons, athletes from the countryside could not come to this capital, like before, to compete with the schools of our city, many of which did not participate in the event either. Thus, only eight delegations took part in this year's event. (O COLÉGIO..., 1954b, p. 2, emphasis in original).

In the same year, Hécio Buck Silva²², in an article published in the *Gazeta do Povo*, presents some important issues for our review, using an incisive tone:

22 According to the journal, Hécio Buck Silva was a "Physical Education teacher and a consecrated athlete in the international arena" for having represented Brazil at the Olympics in Helsinki in 1952, with Pole Vault. Hécio was a student of CEP in the decades of 1930 and 1940 and, after attending specific training course, became a Physical Education teacher of the institution (CHAVES JUNIOR, 2004).

The 1954 Games lacked the pomp and brilliance that characterized the games of other years. The countryside schools were in the sidelines of the sporting events, because our government did not have funds to offer transportation and lodge for the students to participate in the best school party. Let us go back to this: the enthusiasm, the liveliness of other years, when almost all Parana's countryside schools were here, were not enough for the present Government to provide financial assistance for an student exchange event and improvement of our race. There remained those boys who for years might have dreamed of knowing the state capital. Children of farmers, to whom we owe the progress of our state²³ (GAZETA DO POVO, 1954, p. 9).

In 1955, in an article titled Olympic Games, the following words were printed:

Time passed. There came 1954. Grief stamped on every face. Just competitions among the capital schools. The absence of the countryside's immense delegations was noted. There came 1955. September approaches again. Again we know that once more the countryside delegations will not participate in this magnum event. But we can console ourselves knowing that the athletes of the capital's schools will do anything to remedy the absence of the outside values, which, with the traditional parochial rivalry, have contributed to more colorful

23 Os Jogos Colegiais de 1954 não tiveram a pompa e o brilho que caracterizaram os Jogos dos outros anos. Os Colégios do interior ficaram à margem dos acontecimentos desportivos, pois o nosso Governo não dispunha de verba para conduzir e alojar os jovens interioranos à festa máxima da juventude colegial. Retrocedemos neste particular; o entusiasmo, a galhardia dos outros anos, quando aqui estiveram quase todos os colégios do interior paranaense, não foram o bastante para que o atual Governo fornecesse auxílio financeiro numa obra de intercâmbio estudantil e aprimoramento de nossa raça. Lá ficaram aqueles meninos que talvez por anos vêm sonhando em conhecer a capital do Estado. Filhos de lavradores, gente a quem devemos o progresso de nosso Estado

competitions.²⁴ (O COLÉGIO..., 1955, p. 9, grifos no original).

There are several issues in the above passages that could be analyzed: the speech that attaches to the sport a central role in the improvement of the breed, so common at the time, the criticism to the lack of investments and even the extent of the progress in the state countryside. However, our intention is to present, based on evidence, how the student athletic events were probably treated in those days.

Particularly, we are interested in understanding that there was a clear government intent to "disrupt" with what had been achieved so far. In the same way several constructions were architected and implemented as "places of power", in allusion to the "modern spirit" behind the celebrations of the Centenary of Political Emancipation, it seems that the sport and, in particular, the relevant student competition were used as tools to make this project clearer. All the logistics and infrastructure assembled for the 1953 event drew attention, but in subsequent years, the sports enthusiasts lamented the cut in investments.

Based on what has been said so far, we can say that the works that argue that 1953 is the year that the School Games started certainly favored, above all, the "official sources", in keeping with the version released by the government, which, in turn, sought to record events in history according to its own interests, ignoring the previous editions of the Games that had been organized by the public, teachers and students of CEP and other educational institutions that were part of the games Organizing Committees.

24 Passou o tempo. Veio 1954. A tristeza estampava-se em todos os rostos. Apenas competições entre os colégios da Capital. Notava-se a falta imensa que faziam as delegações do interior. Veio 1955. Nova- mente aproxima-se Setembro. Novamente sabemos que uma vez mais deixarão as entidades do interior de participar deste magno certame. Mas, consolamo-nos, sabendo que os atletas dos Colégios da Capital tudo farão para sanar a imensa falta que fazem os valores de fora, que com aquela tradicional rivalidade "bairrista" tanto contribuíam para dar maior colorido às competições.

4 FINAL CONSIDERATIONS

Seeking answers to the questions presented in the beginning of the work, the dialogue with the sources enables us to say that the High School Olympics, started in 1938, and the School Games of Parana, "officially" started in 1953, are the same sports competition among students of Parana, but with different assignments and meanings over the years.

To understand history means to understand it as a synthesis between continuities and ruptures. In the case of the School Games, continuity is represented by the tradition of the event, verified in the sources consulted. Rupture is represented by the government's intention to try to register in history a representative event as being the pioneer, as a result of interests at stake. In an attempt to present another version of the history of practices and competitions in the schools of Parana, we believe it is important to confront a particular official interpretation of history with the analysis of hitherto not privileged sources that can show us that an official interpretation of events is not always close to what actually might have happened.

Moreover, it is not only the beginning of the event that brings some issues to be further explored. The subsequent editions of the Games also indicate certain peculiarities, such as the suspension of the School Games during a certain government administration (1998-2002) and its resuming, with great emphasis, in the following administration. But this is another story, full of continuities and ruptures, which needs much work still to be understood.

A história de um evento esportivo entre continuidades e rupturas: as Olimpíadas Colegiais e os Jogos Colegiais do Paraná (1938-1953)

Resumo: O presente artigo questiona determinada versão da história que indica o surgimento dos Jogos Colegiais do Paraná no início da década de 1950, confrontando a relação desse evento com as Olimpíadas Colegiais e Ginásiais,

promovidas pelo Colégio Estadual do Paraná desde o final da década de 1930. A hipótese central do estudo é de que as competições esportivas, que já se faziam presentes nos estabelecimentos de ensino, receberam grande destaque em 1953, em virtude de uma série de configurações políticas, na tentativa de construção de um lugar de poder e de uma identidade esportiva pelo governo estadual.

Palavras-chave: Esportes. História. Educação Física.

La historia de un evento deportivo entre la continuidad y rupturas: las Olimpiadas Colegiales y los Jogos Colegiais do Paraná (1938-1953).

Resumen: El presente artículo pretende cuestionar determinada versión de la historia que indica la aparición de los Jogos Colegiais do Paraná a principios de los años 1950, confrontando la relación de estos juegos con las Olimpiadas Colegiales e Ginasiais, promovidas por el Colégio Estadual do Paraná desde el final de La década de 1930. La hipótesis central del estudio ES que las competiciones deportivas, que ya estaban presentes en las escuelas, recibieron gran atención em 1953, debido a una serie de configuraciones de la política, tratando de construir un lugar de poder y una identidad deportiva por el gobierno estatal.

Palabras clave: Deportes. Historia. Educación Física.

REFERENCES

ANDREAZZA, Maria Luiza. **Cultura e Educação no Paraná**. Curitiba: SEED, 2001.

BOURDIEU, Pierre. **Sociologia**. São Paulo: Ática, 1994.

CHAVES JUNIOR, Sergio Roberto. **A Educação Física do Ginásio Paranaense ao Colégio Estadual do Paraná**: contribuições para a construção de uma história de uma disciplina escolar (1931-1951). 2004. 216 p. Master's Thesis. Graduation Program in Education, Education Department (*Programa de Pós-Graduação em Educação, Setor de Educação*), UFPR, Curitiba, 2004.

COLÉGIO ESTADUAL DO PARANÁ. Departamento de Educação Física. **Relatório e Regulamento da Olimpíada Colegial e Ginásial de 1946** - Olimpíada do Centenário. Curitiba, 1946.

_____. **Relatório e Regulamento da II Olimpíada Colegial e Ginásial de 1947**. Curitiba, 1947.

_____. **Relatório e Regulamento da III Olimpíada Colegial e Ginásial de 1948**. Curitiba, 1948.

_____. **Relatório e Regulamento da Olimpíada Colegial e Ginásial de 1951.** Curitiba, 1951.

GAZETA DO POVO. **Campeonato Ginásial e Colegial.** Curitiba, v.35, n.10.017, 28 ago, 1953a.

_____. **Os Jogos Colegiais alcançam a maturidade.** Curitiba, v.35, n.10.026, 10 set., 1953b.

_____. **Atletismo nos Jogos Colegiais.** Curitiba, v. 36, n. 10.331, 18 set., 1954.

LINHALES, Meily A. A Produção de Uma Forma Escolar Para o Esporte: Os Projetos Culturais da Associação Brasileira de Educação (1926-1935) Como Índícios para a Historiografia da Educação Física. In: OLIVEIRA, Marcus Aurélio Tabora de. (Org.). **Educação do Corpo na Escola Brasileira.** Campinas: Autores Associados, 2006. p. 93-110.

MAGALHÃES, Marion B. **Paraná: Política e Governo.** Curitiba: SEED, 2001.
MARTINES, Isabel Cristina. **Jogos Colegiais do Paraná: das políticas públicas ao chão da escola.** 2007. 80f. Monograph (*Lato Sensu* Especialization). Especialization Course in School Physical Education, Department of Physical Education (*Curso de Especialização em Educação Física Escolar, Departamento de Educação Física*), UFPR, Curitiba, 2007.

MARTINS, Dílson José. **A Formulação e a implementação das políticas públicas no campo do esporte no estado do Paraná entre 1987 e 2004.** 2004. 266 f. Master's Thesis. Master's Degree in Physical Education (*Educação Física*), Physical Education Department (*Departamento de Educação Física*), UFPR, Curitiba, 2004.

MEZZADRI, Fernando M. **A estrutura esportiva no Estado do Paraná: da formação dos clubes às atuais políticas governamentais.** 2000. 169f. PhD Dissertation. Graduation Program in Physical Education (*Educação Física*), Faculdade de Educação Física, Unicamp, Campinas, 2000.

NUNES, Clarice. O "velho" e "bom" ensino secundário: momentos decisivos. **Revista Brasileira de Educação: 500 anos de educação escolar,** Campinas, n. 14, p. 35-60, maio/ago., 2000.

O COLÉGIO ESTADUAL DO PARANÁ. **As Olimpíadas Colegiais.** Curitiba, v. 10, n. 38, set. 1948.

_____. **As Olimpíadas Colegiais.** Curitiba, v.11, n. 51, ago/set, 1951.

_____. **Olimpíadas Colegiais.** Curitiba, v.12, n. 58, ago. 1952.

_____. **A Nossa Olimpíada.** Curitiba, v.13, n. 66, set, 1953.

_____. **Como surgiram nossas Olimpíadas?** Curitiba, v.14, n. 70, ago. 1954a.

_____. **Mantido o Tabú Olímpico.** Curitiba, v.14, n. 71, set. 1954b.

_____. **Jogos Olímpicos.** Curitiba, v.15, n. 74, ago. 1955.

O GINÁSIO PARANAENSE-EXTERNATO. **Salve 3ª Olimpíada Colegial**. Curitiba, v.2, n. 9-10, out./nov. 1940.

STRAUBE, Ernani Costa. **Do Licêo de Curitiba ao Colégio Estadual do Paraná**. Curitiba: FUNDEPAR, 1993.

THOMPSON, Edward Palmer. **A miséria da Teoria**. Rio de Janeiro: Zahar, 1981.

TRINDADE, Etelvina Maria de Castro;

Pesquisa financiada pela CAPES.

Recebido em: 11.01.2009

Aprovado em: 23.07.2009