

ESEF 70 Years: The process of federalization under the student's view

Silvana Vilodre Goellner *

Johanna Coelho Von Mühlen **

André Luis dos Santos Silva ***

Luciane Silveira Soares ****

Marco Antonio Ávila de Carvalho *****

Abstract: This paper analyzes the process of federalization of the School of Physical Education of the Federal University of Rio Grande do Sul under the eyes of students who graduated in 1970 in the first group formed under the federal system of education. Based on the theoretical support of Cultural History, we reviewed issues related to political involvement of students in this process and aspects of the structure and functioning of the school as a whole. To this end, we resorted to Oral History, interviewing students and teachers of the period, and analyzed sources of various kinds such as documents, minutes of meetings, books, newspaper reports, photographs, and more. Based on the analysis, we noted that this class has experienced federalization in a very peculiar way: within the process, but to some extent, far away from it.

Keywords: History of the Twentieth Century: Brazil. Policy. Physical education. Students. Universities.

1 INTRODUCTION

The School of Physical Education of the State of Rio Grande do Sul (ESEF) completed, in the year 2010, seventy years of existence. A pioneer in the education of physical educators in the State, ESEF, along its trajectory, has several interesting passages, such as its demands for proper and adequate facilities (MAZO, 2005), the withdrawal of the headmaster by principal demand of the Academic Board

* Professor at the undergraduate and graduate School of Physical Education at Universidade Federal Rio Grande do Sul (UFRGS). Porto Alegre, RS, Brazil. E-mail: vilodre@gmail.com

** Master and PhD in Human Movement Science. UFRGS, Porto Alegre, RS, Brazil. E-mail: johanna.coelho@hotmail.com

*** Teaching courses in Physical Education and Pedagogy at the FEEVALE University. Novo Hamburgo, RS, Brazil. E-mail: andreis@feevale.br

**** Master's degree student in Human Movement Science. UFRGS. Porto Alegre, Brazil. Porto Alegre, RS, Brazil. E-mail: luzbib@gmail.com

***** Licentiate in Physical Education..Porto Alegre, RS, Brazil. E-mail: marco.esef@gmail.com>

(KAMINSKI, GOELLNER, 2010), the moments under guardianship of the State (MAZO, 2005; KAMINSKI, GOELLNER, 2010) and the process of federalization (NUNES; MOLINA NETO, 2005). Over these seventy years, the stories of the ESEF have multiplied and the possibilities to count them are many.

Based on the theoretical and methodological framework of Cultural History and Oral History, this research thematizes the process of federalization of the ESEF under the eyes of students who graduated in 1970¹. The criterion for selecting this specific class is justified by it being the first to complete the degree after the School was federalized. That is, its members experienced, in a particular way, the changes that happened in their daily lives due to this major change in its administration.

To this end, we resort to sources of different nature such as acts and official documents of the school, local newspaper reports, articles on the ESEF and, crucially, interviews with six former students of this class² in addition to other interviews made before and that form the collection of documents of the Memory Center of Sports of ESEF/UFRGS³ (CEME). The conception of the history that guides this research (FALCON 2002; PESAVENTO, 2003) starts on the understanding that the testimonies of former students do not represent the truth, but how they perceived the process of federalization of the ESEF, which is a possible version of that story. Their lines, ellipses, and silences recorded and transcribed in the process of writing the text translates one possible version, one of many possibilities to form the narrative of those events. On the trails of Oral History, we believe that the testimony about the past is permeated by other memories and forgetfulness and is crossed by the present time. Accessing memories, feelings and meanings of what was the process of federalization of the ESEF refers to “the presence of the past in people’s immediate present” (MEIHY, 1998, p.13) and it is, therefore, impossible to be told what really happened.

¹ The graduation ceremony of the class took place on December 22nd, 1970. According to the graduation invitation, approximately 26 male and 41 female teachers graduated that day.

² It is important to note that students and members of this class hold regular meetings in which they keep bonds and recall their time at the ESEF. In 2010, they celebrated their 40th year of graduation, and, among activities developed, they paid a visit to the school, which also included with the presence of three of their professors. It was possible to make a first contact with the interviewees and request a donation, to the Memorial Center of Sport, of different materials to compose the collection regarding the ESEF itself.

³ The CEME has developed, since 2002, the Digging Memoirs project, whose focus is directed to conducting and processing interviews to form research sources. The interviews are listed in the Memories collection of the ESEF and may be checked, in full, at <http://www.esef.ufrgs.br/ceme/projetos/garimpando/entrevistas/esef/esef.html>.

In addition to the truthfulness of the narration, we understand that these statements also appear as sources for new studies produced since the Oral History is taken here as a method, a technique, and a source of research (ALBERTI, 1989; FERREIRA; AMADO, 1996) because:

[...] it focuses on interviews with people who participated in or witnessed events, situations, worldviews, as a way of approaching this subject matter. As a result, the oral history method produces sources for consultation (interviews) for other studies and can be assembled into a library open to researchers. It means studying historical events, institutions, social groups, professions, etc., in light of testimony from people who have participated or witnessed them. (ALBERTI, 1989, p. 1-2)

Rebuilding history is also reconstructing memories, i.e. individual and collective experiences, because even if the memory is kept by an individual and is based on their experiences, this memory is marked by the social group where it lived and socialized. This social character is exactly what constitutes itself as an essential element to shaping one's identity, the perception one has of themselves and others (ROUSSO, 1996).

As the interview is related to memory, its processing combines both research and documentation as it also allows for producing a historical document. Hence its wealth, since "the oral evidence, transforming study 'objects' in 'subjects', contributes to a story that is not only richer, more lively and poignant, but also *more real*" (THOMPSON, 1992 p. 136). Not in the sense that what is being reported has actually happened, but that there is a life to be exposed from those who lived it. In this sense, the interviews were produced and processed including the following instruments: a) identification of people to be contacted for interviews; b) preparation of scripts for each one; c) a digitally recorded interview; d) processing of the interview – transcription, checking of reliability, copyediting, and final reading; e) return of the interview in written language for the conference interview; f) a document, signed by the interviewee, giving the Memorial Center for Sport of the School of Physical Education the property and copyrights to disclose the testimony with a historical and documentary character⁴.

⁴ These procedures are the basis of the "Digging Memories: sport, recreation, dance, and physical education" project. The search screen includes this project and was approved by the Ethics Committee of UFRGS through Opinion 2007710.

From dialogues in interviews with other documentary sources, it was possible to build the analysis that follows, which can be condensed into two broad themes: the (de)politicization of students and their perception toward the new front that emerged in face of the federalization of the ESEF.

2 THE SCHOOL OF PHYSICAL EDUCATION IN THE CONTEXT OF FEDERALIZATION

The year 1940 marks the date of creation of ESEF. At the time, physical education was valued as a means of forming Brazilians citizens and nurturing the campaign for nationalism. The Brazilian Constitution of 1937 established the requirement of physical education in primary, secondary and high schools, which demanded greater number of qualified professionals. In addition, Decree 1212 of 1939 required specific training for physical education teachers, sports coaches and physicians specializing in Physical Education and Sports (NEGRINI, 1996). Physical education around the 1930s was part of a nationalist project of constructing national identity heralded by the Estado Novo (CASTELLANI SON, 1988; FERREIRA NETO, 1999; MAZO, 2005)

The ESEF was created amid a political turmoil that identified Physical Education as capable of giving moral and physical education to the Brazilians. Its creation was made by the Physical Education Department of the State of Rio Grande do Sul (DEEF), a technical body subordinate to the State Department of Education, founded in 1939, with the aim of meeting the demands of specialized training in physical education.

Its activities started off through partnerships with various clubs and associations in Porto Alegre since, at that time, the ESEF still lacked facilities for their full operation (GUTIERREZ, 1971). In addition, the State, its supplier, had difficulties in providing objective material conditions necessary to its full operation, which represented a burden to the government budget (NUNES; MOLINA NETO, 2005). So only in the 1960s the ESEF received the land on which it could centralize its actions. Through student mobilizations, its headquarters, previously located at the Young Men's Christian Association (YMCA), was transferred. However, that new space did not have appropriate facilities and the partnership with sporting bodies was necessary

(CARVALHO, 2010). To segment the activities, faculty, staff and students worked together so that, gradually, the new headquarters could be used (Cassel, 2005).

At another point in the 1950s, the then head Alexandre Rosa, suggested the construction of facilities for the ESEF with the Hospital de Clinicas of UFRGS. At that moment, UFRGS, then maintained by the State of Rio Grande do Sul, had been federalized, giving rise to the Federal University of Rio Grande do Sul (UFRGS). However, the lack of resources by the state prevented the project that would have federalized the ESEF during the 1950s (NUNES; MOLINA NETO, 2005).

It was then, only on September 16th, 1970, that the formal actions of the process of federalization were signed. According to Gutierrez (1971, p. 2),

[...] the federalization came to emerge by Decree 997 of October 21st, 1969, signed by three ministers in the military exercise of the Presidency, being the Deputy Minister of Education Tarso Dutra. On September 16th, 1970, in an exciting historic ceremony at the Sports Gym, with the presence of the Minister of Education – Prof. Col. Jarbas Passarinho, Governor of the State - Col. Walter Perachi de Barcelos, the Secretary of Education and Culture - Dr. Luiz Lesseigneur de Farias, the Headmaster of UFRGS - Prof. Eduardo Z. Faraco and other senior officials, the final acts of the ESEF going from a State to a Federal institution were signed.

In this period, the Olympic Center, a body whose purpose was to manage the university sport of the UFRGS and, subsequently, the Exercise Research Laboratory with the aim of improving athletic performance of Brazilian athletes (CARVALHO, 2010), was also created. Given the historical context lived in the country in which there is the rise of the sport phenomenon⁵, the ESEF began to build its structure to allow the training of physical education teachers and to meet the demands required by the Law of Directives and Bases (LDB) of 1961, which lay down the mandatory physical education in primary and secondary schools, and the University Reform in 1968, which mandates the practice of Physical Education in higher education as well (NUNES; MOLINA NETO, 2005). Such government initiatives, while boosting the ESEF as a teaching institution, also caused strains from different understandings of the individuals who constitute its community: the military, doctors, teachers, students and civil servants, including regarding its federalization. The class that graduated in 1970 is taken here as

⁵ During this same period, there was an incentive to such activities related to physical education by the federal government. In this sense we can highlight the Brazilian University Games and the Brazilian School Games (OLIVEIRA, 2003).

one of the many ways to understand this process because they actually lived it, which does not mean they effectively participated in it.

3 THE (DE)POLITICIZATION OF THOSE WHO LIVED THE FEDERALIZATION FROM THE INSIDE

[...] then, those who were quick-witted were making a political movement. Those who were not were taking their course but completely disconnected. [...] Some people were more individually tuned and knew what was happening, what was going on. (OLIVEIRA; FERREIRA; KROEFF, 2010, p. 21).

The Academic Board of the Students of Physical Education was organized in 1941, one year after the creation of the ESEF. This representative body was reorganized in 1957, when students were given a space to host the entity. With regular meetings, a new statute and the creation of “Olímpico”, a newspaper published and organized by the Academic Board, the student representation was living a new phase, stronger and more organized. Perhaps this happened as a result of structural changes undergone by the ESEF, which relate to: an increase of one year in the process of training of students of Physical Education⁶ and the enforcement of course candidates to complete secondary education. These changes were introduced by the Ministry of Education, precisely in the years of reorganization of the directory, in 1957. Therefore, an additional year of course and the requirement for more “mature” students allowed for a new student management which then went on to tighten the school board (KAMINSKI; GOELLNER, 2010).

In 1958, an empowerment initiative originated by the students demanded several requests from headmaster Frederico Guilherme Gaelzer⁷ and the Administrative Technical Council, including: schedules for meetings and gatherings of students, participation of student representatives at meetings of the Administrative Technical Council; transfer of funds belonging to the Academic Board, questions

⁶ The course was completed in two years of studies and now requires three years.

⁷ Principal of ESEF from 1955 to 1959.

relating to frequency, absences, attendance, medical certificates and others, culminating with the dismissal of the then headmaster in 1959⁸.

Some years later the Brazilian political context was showing signs of crisis due to the economic policy adopted by the João Goulart government. The result was a strong pressure from various social sectors, which resulted in the *coup d'état* that led to military dictatorship in 1964. In the days following the coup, the students of Physical Education of the ESEF found the Academic Board broken into and ransacked. As a result, an inquest was opened, and its members somehow were linked to the military service. Members of the student movement of the ESEF were blamed for vandalism and thereafter, the directory was chaired by the students that assessed the military act (KAMINSKI; GOELLNER, 2010).

During the period covered by the military dictatorship, there was a weakening of the student action in view of rigor and repression. This is evident in both the local scope of the ESEF and the national one. The National Union of Students of Physical Education (UNEEF)⁹, as well as other entities of the student organization, was severely persecuted. Nevertheless, in 1967, in São Paulo, a new national meeting of UNEEF took place (KAMINSKI; GOELLNER, 2010).

It is precisely in this context that the ESEF was federalized. According to Bemvenuti (2010), member of the Academic Board at the time, positioning itself politically was not easy:

I was aware of everything. The others did not participate much. Politically, the group of back then was more alienated than any other thing. It was difficult to handle it. I remember that most of them wanted me to close a deal with the group on the right. There were few who came and said, "No...". But, since the weight was not that ideological, but sought to materialize the proposal, we stayed (BEMVENUTI, 2010, p. 16).

If it is possible to accept that taking a political position at the time was difficult in the face of the repressive and belligerent attitude toward the students, in the case of the Academic Board, this is even more complicated. According to the

⁸ One cannot say that his removal was due to the pressure by students, especially because, according to the documents, the period of stay of Frederico Gaelzer, toward the school, was already under way. (KAMINSKI; GOELLNER, 2010)

⁹ Founded as a result of the congress of the Union of Students in 1956 in Nova Friburgo, Rio de Janeiro. (SILVA, 2010)

testimony of Bemvenuti, it was not just about being on the left or right: it meant sometimes being on a political side, and sometimes another, since there was great willingness on the part of students and staff of the ESEF to be federalized. At that moment, taking a clear position and providing visibility for it could mean not completing the process of federalization.

It was difficult at the time to be on the left wing. That meant having a stamp for life. I had already been in touch with student politics since high school, I already had some knowledge. I participated in 1964, against it, of course, but it did not work (BEMVENUTI, 2010, p. 16).

The tension on the possibility of not being federalized was placed at that time, perhaps due to previous unsuccessful attempts. At meetings of the University Council (CONSUN) between 1966 and 1968, much was discussed about the incorporation of the ESEF into UFRGS. On February 22nd, 1968, a small group of teachers of the ESEF started a manifest in favor of their incorporation into UFRGS. In voting, CONSUN did not accept the merger proposal and the process of federalization, at that moment, was vetoed.

It is important to think that the meetings of CONSUN met the requirements of the Federal Board of Education directed to adapting universities to changes arising from the University Reform, established by Act 5540/68. Although dating from the late 1960s, the reform process had long been settled down.

As of the 1950s, Brazil signed several agreements with the United States that would later be the basis for the structural reform of the Brazilian university. Opposing demonstrations came from the students. The UNE (Brazilian Student Association) protested, even secretly, due to the introduction of the dictatorial political model in 1964, against the MEC-USAID (United States Agency for International Development) agreements. Amid this turbulent environment, the process of federalization of the ESEF faced routes of further attacks, which would require great care on the part of different segments of the ESEF, especially those involved with the process.

I will never forget that as soon as I took over [the Academic Board], the headmaster [Fredolino Taube¹⁰] called me into his office: “Look, be careful because the Federalization is about to happen. Be careful

¹⁰ Fredolino Adalberto Ricardo Taube (1970-1971)

with what you say, what you do, be careful with what side you are on, because the Federalization depends on it. If you go around saying you are a leftist, it is over. There will be no more Federalization, because the guys are not going to federalize a school in which the Academic Board is leftist.” He was very concerned about that. [...]. Suddenly, as they formalized the federalization, they could cancel it and say it would not be federalized anymore and that would be it. We had this concern. (BEMVENUTI, 2010, p. 16)

Professor Taube took over the ESEF in the year 1970, replacing headmaster Hélio Ferreira, who retired before new elections for the position. At the moment, Decree 997 of October 21st, 1969 had already been signed and the ESEF had already been incorporated into the UFRGS (NEGRINI, 1996), however, as a decree that could be repealed.¹¹ The formalization of the process had not yet been established. There were still things to be done, caution was still necessary. According to Nunes and Molina Neto (2005), one might think that Fredolino Taube would randomly not be chosen for the school at that time. As said, there was no election for the office and the name of the new principal was chosen by officials of the State Department of Education that was still the body that held the ESEF. According to professor Taube himself, the ESEF was considered a “burden” for the state of Rio Grande do Sul, which had difficulty in giving it support. In this sense, there was also a great interest on the part of state agencies to complete the process of federalization¹² and the fact that Taube was nominated as the headmaster indicates that his political views would assist for the incorporation of the ESEF into UFRGS to happen.

Throughout the testimony of Bemvenuti, it is possible to identify some details about the process of federalization, as, because of the leadership in the Academic Board, it often circulated around the Rectory and other places of political decision.

[...] what they wanted to know – this is interesting – is what the political tendency of Physical Education and the Academic Board was. So, back then the fuss was very big. The leftist group would come and talk to me, to which I would reply: ”No. I will make a deal with you. I am leftist. Then the rightist group would come to me and I had already dealt with it with everyone, I had to please everybody for

¹¹ This decree not only benefited the ESEF, but also the School of Physical Education of Minas Gerais and the School of Social Services of Natal. Thus these higher education institutions were federalized during the same period (MAZO, 2005). As regards the incorporation of the schools physical education, it is important to note that there was great interest in empowering the federal government with more teachers to meet its ideological demands (NUNES; MOLINA NETO, 2005).

¹² There was a series of demands for the federalization to become effective, and the state of Rio Grande do Sul fought to provide them. Many of these requirements were related to material conditions. According to Carmo, cited by Nunes and Molina Neto (2005, p.181): “[...] UFRGS did not want only the people, they had to have a common good they could be secure of”.

us to be allowed into the UFRGS. Whether it was on the left or right, we wanted to be accepted. It was interesting because I had three directories that were leftist and the three directories that were rightist. Then, according to the entrance of Physical Education, I would go to one side or another. I talked to the headmaster who was then Fredolino Taube. I would tell him: "Look, we have to be careful because of our political trend and all." Although I was a kid then, I supported Brizola back in 1962, legally, the whole thing, but I at the time I had to... And very well advised by my basketball coach who was also a lawyer and would say, "Do this, do that, watch out, do not do that." When the big issue happened, following his advice, I resigned from the directory to ensure things, so I would not need to have a political position. (BEMVENUTI, 2010, p. 12).

In response, the interviewee says that when he assumed the management of the DCE, he noticed how this attitude could reflect the process of federalization. Guided by professors of the ESEF, there was an interest that retire from the office to not show any political bias on the part of the School. He continues: "We did this to give a guarantee, because the thing was not actually so decisive. It was being studied and they approved it. Then in the mid-1970s, it became official" (BEMVENUTI, 2010, p. 14).

The silences, the care, and the attempt to maintain a political "neutrality" marked the transition process of the ESEF, under the yoke of the state of Rio Grande do Sul for the Union, a tense period that lasted about a year, considering that the date of decree was October 1969 and the formalization of the process happened in September 1970.

Indeed, after it happened, he [Fredolino Taube] hugged me and said: "You led it pretty well" and I said: "I led it after your guidance. My intention was just like yours. We will fight to federalize it" (BEMVENUTI, 2010, p. 17).

The involvement of Bemvenuti and his perceptions about the process of federalization represents his specific view, stemming primarily from his involvement with the Academic Board. This perception, however, does not appear to be so clear to many students in the class of 1970. Many of them did not even realize the importance of the movement that was circulating around it.

[...] back then, those who were quick-witted were making a political movement. Those who were not were taking their course, but completely disconnected. And here, in physical education, people, as a group, were alienated. Some people were more tuned individually and knew what was happening, what was going on. This alienation was thus caused by the lack of information. We had no access. One day someone said, "Look, the ESEF will become a property of the

University.” So we were informed. We knew something had happened at that point (OLIVEIRA, FERREIRA, KROEFF, 2010, p. 21).

For the students, many professors of the ESEF also had little involvement and even knowledge about the process of federalization. Even the headmaster of the School said that he knew little about what was going on. In his words:

Well, I will say one thing: as we were not full-time professors, we would give some classes and disappear. No, I was not aware of certain things and things would not come up... They were not published or came to the attention of people. So I will say, Federalization was no more than a gossip about whether the school would be federalized and be part of the University. But we did not know when or how, and it took shape at the time when Médici was president and Passarinho was Minister of Education (TAUBE, 2004, p. 1).

Testimonials like these indicate that those who had greater knowledge of the process of federalization or took part in it were those students and teachers who somehow had the experience or political perception of what happened in a country under the aegis of the military regime.¹³

The testimonies of former leaders of the Academic Board allow this statement. According to Gutierrez (2008, p. 4), for students involved with the board, the process of federalization “was really fought for. Many people fought, became interested, struggled and got this federalization [...] which had no funds available or planned, but when it came, it was good. Souza (2008, p. 5), supports this statement while narrating the fight to defend his own headquarters and the federalization of the ESEF was a priority. We did this to give a guarantee, because the thing was not actually so decisive. It read:

But this headquarter was *a priority*, we always thought it was *a priority* as well as being able to join the Federal Government because we felt that if we were under the aegis of the Department of Education, our technical growth would always be very limited.

The federalization of the ESEF was part of a political movement in vogue in that period that associated physical education to national development. It integrates what Oliver (2003) calls a movement of “renewal of Physical Education” which starts at the end of 1960 and that involves: the 1968 university reform that expanded the number of vacancies in higher education courses leveraging the formation of professionals, the

¹³ About this subject, read: Educação Física escolar e a Ditadura Militar no Brasil (1968-1984): entre a adesão e a resistência (OLIVEIRA, 2003)

government investment in training staff on an emergency basis, setting policies for the area, the incentive for a political publication and circulation of ideas about physical education, and fostering research and graduate education. Moreover, it included the corporation of experts giving rise to local and state programs for the area, the strong influence of sports on school practices, the debate over the scientific status of physical education, and the expansion of the competitions with “formative” character: interschool competitions, School Games, Brazilian School Games, Brazilian University Games (OLIVEIRA, 2003). In other words, it was part of a policy. In the case of a government policy that sought the “*Brasil Grande*” (Great Brazil) dreamed of by the military and that can be learned in the words of one lieutenant colonel:

It discloses and promotes physical education through courses, meetings, internships, campaigns, aimed at the birth of the urgent and essential need of physical exercise en masse, which is able to sublimate in the states of development of our people, as required by the current times, which is the climax, the top, the consequence, the purpose of Physical Education. We fight disliking, gossips, destructive criticism, which divide, separate and hinder efforts to help our current government to build a nation that is stronger, more respected, and believed in, in the concept of other nations: *O BRASIL GRANDE* (COSTA, 1969 *apud* OLIVEIRA, 2003).

The notion that the federalization of the ESEF occurred as a matter of a national policy is contained in the testimony of a servant of the ESEF. Speaking about the involvement of officials of the Secretariat, she said that the process was not easy, while pointing out that “[...] there is always that story about politics, and this is why we became federal, because there was no other in Rio Grande do Sul. It was also our advantage, it is the eternal politics” (GIÁCOMO, 2005, p. 3).

This politics for most students in the class of 1970, showed itself in a very thin, almost unnoticed form. According to Bemvenuti, (2010, p. 16) “[...] most of the group did not care. They did not even remember I was president. There was certain alienation. And those were the ugly years of dictatorship, 1968, 1969 and 1970”

When it was noticed, it was in a depoliticized way, whose consciousness of the incident happened long after: “We live it, we had news, and we did not participate in anything of that process. We received the information just when things were accomplished. Also, no one came to ask if we wanted it or not” (OLIVEIRA; FERREIRA; KROEFF, 2010, p. 27).

That is, perceptions about the political process of federalization of the ESEF and its connection with the military government were ignored by the feeling and thought of most of those who lived through that process from within. Except members of the Academic Board, whose list of demands contained federalization, most students did not notice it, neither in the political plan nor in the amendments resulting from its implementation.

4 THE NEW ESEF UNDER THE EYES OF THE STUDENTS

From the perspective of students of the period, the process of federalization was barely present or represented little change in the physical and administrative and organizational structure of the School. Maybe this was due to the short time they enjoyed the new ESEF after federalized. After all, they obtained their degree during that process, so that the possible changes that the school would witness did not come to change or influence the education of these teachers.

Nunes and Molina Neto (2005, p. 6) suggest that curricular changes, such as registration through credit, and no longer grades, started to be used only for classes with admission in 1971-1972. According to the testimony of headmaster Taube (2004), the change to the credit system came to change the profile of groups of students:

[...] it also made classes spread throughout the course: it started off on the disciplines. The person studies that discipline and feels free from the rest. They are not part of the school; They take that discipline. When someone skipped a grade, they were part of the school [...]. The discipline was made to facilitate student learning. The person does not have time to go through the grade, the discipline. If they have time, they will do everything. [...] and with that, it (the process of federalization) dismantled what was once a grade and all. So I would sometimes get upset about it.

If the change above was not experienced by the group formed in 1970, a few others were reported. One was the change in the way in which the students enrolled in the ESEF. As follows:

[...] before the federalization, it was divided into two parts: a theoretical one, of which I still have my report card, with grades in physics, chemistry, mathematics, etc. and practical tests within the ESEF. So the entrance exam was conducted specifically within the facility, we would not compete with anyone but those taking the same exam. [...] And this was one of the changes experienced by students

with the federalization because after 1970 the entrance exam started to be “unified where everyone was competing with all the colleges according to their choice” (MARCZWSKI, 2011, p.1).

The innovation of the practical tests for enrolling in the course showed the new profile that was under construction and that excelled in the concern with physical fitness, a focus which would benefit from sport as its main content. The physical tests thus legitimized a professional profile of physical education teachers gifted with athletic abilities. The Academic Board, whose board had students in the class of 1970, noticed this modification and developed strategies to benefit from it, not in the sense of politicizing the debate, but to raise funds. Thus they created a preparation course:

[...] for students who wanted to learn or prepare to go to the exam, in the practical question. Colleagues gave lessons such as swimming, athletics, volleyball, and basketball. We did everything that was in the practical test. We would charge a monthly fee and save the money. (MARCZWSKI, 2011, p. 4).

In the view of the students of 1970, the federalization did not result in many changes, not even in the improvement of facilities of the School. This perception is quite different from that expressed by the Director of the School, which points out that, in the period after being incorporated into the University, the ESEF came to receive reforms in its old structure and also to gain new buildings:

[...] our tennis court was a lousy one. Now, they rebuilt it and build cement tracks.[...] after the Federalization [...] then came the money, they made a good, heated swimming pool, and built a stadium, they put Tartan on the track, that cover. None of this existed. Everything after the federal government entry. The federalization was very good because in a few years the school flourished. It was totally different. (TAUBE *apud* NUNES; MOLINA NETO, 2005, p. 184).

Several documents analyzed such as meeting minutes and official records of the School¹⁴ include other information indicating a large investment in building spaces for sports activities. That goal accounted for the government investment in university sports, university reform driven by imposing the mandatory sports for all students in higher education. This demand caused concern to UFRGS, because of the perceived urgency to expand its sports park. In 1973, Engineer Egydio Hervé Filho, then chief of the Division of Public Works, said that after a thorough survey, there were no appropriate places to serve over 12,000 students and that “[...] not even the ESEF,

¹⁴ In the CEME collection, there are several architectural designs and blueprints in which one can see changes in the ESEF infrastructure.

recently incorporated to UFRGS, provided satisfactory conditions for the implementation of its plan to didactic and pedagogic education (UNIVERSITÁRIOS..., 1973, p. 6 *apud* CARVALHO, 2010, p. 29).

Improvements in physical and material conditions of the post-federalization of the ESEF were also pointed out by the then Secretary of the School, who said in testimony:

The UFRGS gave us much help, because we were in precarious conditions. So, it happened through the acquisition of teaching materials, daily-use equipment, teacher service, student service [...] So, that first gym was built there” (GIÁCOMO, 2005, p. 4).

Other post-federalization changes were identified in the studies by Nunes and Molina Neto (2005), Mazzo (2005), Kaminski and Goellner (2010), Carvalho (2010) and in interviews that make up the collection of CEME, such as Licht (2008), Reis (2010), and Cassel (2005), among others. However, they were not noticed in reports by the students of the class of 1970.

What they register as significant after the federalization was the change that took place at the graduation ceremony that was held for the first time in the Hall of Acts of the University and following the protocol required by UFRGS (OLIVEIRA; FERREIRA; KROEFF, 2010; BEMVENUTI, 2010; MARCZWSKI, 2011). In previous years, this ceremony had been held at the Theatro São Pedro, Esporte Clube Cruzeiro and the Pontifical Catholic University of Rio Grande do Sul (MAZO, 2005), showing some difficulty in establishing a place fixed for the transfer ceremony. This instability accompanied the ESEF until its federalization.

The officialization of the graduation ceremony as belonging to UFRGS gave the students great satisfaction. In a testimony, Professor Fredolino Taube recalls the visit of Rector Eduardo Zaccaro Faraco (1968-1972) to the dependencies of the ESEF and the notice issued to students over the solemn ceremony: “[...] people used to boo him before, but he came in and the class gave him a round of applause and he was in awe for the reception he received from students, the order there was there, everybody in uniforms” (TAUBE, 2004, p. 3).

One issue highlighted in the testimonies, which generated discontent regarding this ceremony was the inability of students to indicate their patron. In the face of the

ESEF being federalized under the aegis of the military government, there was the imposition that Minister of Education, Jarbas Passarinho, would be the patron of the first class to graduate with the title conferred by the UFRGS.

We did not choose him. We were coerced into accepting him as the class patron. He had visited the university and came here because we did a gymnastics group presentation here for his wife. We even took pictures with his wife. So that is the story. We had a gymnastics presentation, and it seems our Academic Board make some kind of movement (OLIVEIRA; FERREIRA; KROEFF, 2010, p. 21).

The students graduated in 1970 barely enjoyed the benefits of the federalization of the School. From the little time they were students at the ESEF, incorporated to the Federal University, changes in the graduation ceremony were the ones that they had sufficient time to experience. In the reports produced for this research, it appears that the benefits that came with the federalization were noticed and enjoyed only by the students who were enrolled at the school as of 1970. However, the feeling of belonging to the University emerged as something that gave them status and dignity:

As for our feelings, back then, I think it was important to belong to the University because it gave us “status”. That was how we felt, “Well, now we are part of the University!” (OLIVEIRA; FERREIRA; KROEFF, 2010, p. 21).

And, by prejudice or not – though I believe so – my second degree was not at the Federal University. I did not feel as proud – even though I graduated just like any other professional – but I guess I would have felt prouder if I had graduated from the Federal University (OLIVEIRA; FERREIRA; KROEFF, 2010, p. 28).

The group formed in 1970, although not experiencing many of the changes arising from the process of federalization, was the group that was present on the premises of the ESEF, and that, in theory, could be proof of their greater involvement or even knowledge about this process. However, this seems not to have been the case.

5 FINAL CONSIDERATIONS

In 1969, the Institute of Advanced Economic Research (IPEA) commissioned a document that substantiated many of the actions that were developed in later decades. Entitled “Diagnosis of Physical Education and Sport in Brazil”, this study

presented a quantitative analysis with emphasis on the development conditions of these areas as well as “[...] in planning, resource optimization, efficiency, and control of results – aspects well accustomed to technocracy” (OLIVEIRA, 2003, p. 109).

Among the many actions arising from it, and even precedent to its implementation, the investment in training of Physical Education was one of them. The federalization of some schools of physical education was part of this process since, as of 1964, the Brazilian education system has undergone a series of transformations. One of its goals was directed to the training of qualified manpower to meet the ongoing process of industrialization with strong influences of foreign capital. The University Reform was enacted also for this purpose (MOLINA NETO; NUNES, 2005). Based on the American university model, aimed at increasing efficiency and productivity of universities, seeking to, according to Betti *apud* Freitag (1991), “[...] meet the demands of a sophisticated labor market, as a result of economic model adopted after 64” (p. 101).

In the context of Brasil Grande, played by the military, physical education was recognized as an important area for maintaining close liaison with the development of physical fitness and sports. The former was considered important to the nation’s production capacity (from the working class) and the latter, because “the contribution they bring to assert the country in the comity of developed nations (Brazil as power) and for it their contribution to the former, i.e. physical fitness of the population” (BRACHT, 1999, p. 87).

The federalization of the ESEF was part of this policy and was experienced differently by members of its community. While some defended its achievement and acted in its defense, it was not even noted by many. The class of 1970, here chosen as the main characters at the scene about the perception of how the process of federalization of the school occurred is exemplary for this claim. Students involved with the Academic Board were aware and involved in this process. It was part of the agenda of their political demands. But the large majority, in their political lethargy, not even thought of what happened at school and, perhaps, out of it.

The new ESEF that rose before their eyes on the consequences of federalization was experienced in a very peculiar way by members of the class graduated in 1970: from within the process, but to some extent, far away from it.

ESEF 70 Anos: o processo de federalização sob o olhar discente

Resumo: Este artigo analisa o processo de federalização da Escola de Educação Física da Universidade Federal do Rio Grande do Sul sob o olhar dos discentes que se graduaram em 1970 na primeira turma formada sob o regime federal de ensino. Fundamentada no aporte teórico da História Cultural analisamos aspectos relacionados ao envolvimento político dos alunos nesse processo bem como aspectos relacionados à estrutura e ao funcionamento da Escola como um todo. Para tanto, recorreremos a História Oral entrevistando discentes e docentes do período bem como analisamos fontes de diversa natureza tais como documentos, atas de reuniões, livros, reportagens de jornal, fotografia entre outras. Da análise realizada apreendemos que esta turma vivenciou a federalização de modo muito peculiar: por dentro do processo, mas, em certa medida, muito afastada dele.

Palavras-chave: Historia do século XX: Brasil. Política. Educação física. Estudantes. Universidades.

ESEF 70 Años: el proceso de federalización bajo el mirar discente

Resumen: Este artículo analiza el proceso de federalización de la Escuela de Educación Física de la Universidad Federal de Rio Grande do Sul bajo el mirar de los discentes que se graduaron en 1970 en el primer grupo formado bajo el régimen federal de enseñanza. Fundamentada en el aporte teórico de la Historia Cultural analizamos aspectos relacionados a la participación política de los alumnos en ese proceso bien como aspectos relacionados a estructura y funcionamiento de la Escuela como un todo. Para tanto, recorreremos a Historia Oral entrevistando discentes y docentes del periodo bien como analizamos fuentes de diversa naturaleza tales como documentos, actas de reuniones, libros, reportajes de diarios, fotografía entre otras. Del análisis realizado aprendemos que este grupo vivenció la federalización de modo muy peculiar: por dentro del proceso, pero, en cierta medida, muy separada de él.

Palabras clave: Historia del siglo XX: Brasil. Política. Educación Física. Estudantes. Universidades.

REFERENCES

ALBERTI, Verena. **História Oral e a Experiência do CPDOC**. Rio de Janeiro: Centro de Pesquisa e Documentação de História Contemporânea do Brasil, 1989.

BEMVENUTI, Edson. **Depoimento de Edson Bemvenutti**. Porto Alegre: ESEF/UFRGS, 2010. 15 p. (Projeto Garimpendo Memórias).¹⁵

BETTI, Mauro. **Educação Física e Sociedade**. São Paulo: Movimento, 1991.

BRACHT, Valter. A constituição das teorias pedagógicas da educação física. **Cad. CEDES**, Campinas, v.19, n.48, p. 69-88, 1999. Available at: <

¹⁵ Available in the Collection of the Memorial Center for Sport of ESEF/UFRGS.

http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0101>. Retrieved: March 5, 2011.

CARVALHO, Marco A. A. de. **Centro Natatório da Escola de Educação Física da UFRGS: espaço de transformações**. Trabalho de Conclusão de Curso (Graduação em Educação Física). ESEF/UFRGS, Porto Alegre, 2010. 71 p. Available at: <http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000750125&loc=2010&l=bcc3a33d9b93bc7f>. Retrieved: December 20, 2010.

CASSEL, Mário C. **Depoimento de Mário César Cassel**. Porto Alegre: ESEF/UFRGS, 2005. 25 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000734874&loc=2010&l=65e0b9eb29d9ef7f>>. Retrieved: December 20, 2010.

CASTELLANI FILHO, L. **Educação Física no Brasil: a história que não se conta**. Campinas: Papirus, 1988.

ECHART, Olga Valéria Kroeff. **Depoimento de Olga Valéria Kroeff Echart**. Porto Alegre: ESEF/UFRGS, 2004. 31 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000728888&loc=2010&l=d0bf041c32e2126e>>. Retrieved: February 15, 2011.

FALCON, F. J. **História Cultural: uma visão sobre a sociedade e a cultura**. Rio de Janeiro: Campos, 2002.

FERREIRA, Marieta de M.; AMADO, Janaína (Org). **Usos e Abusos da História Oral**. Rio de Janeiro: Fundação Getúlio Vargas, 1996.

FERREIRA NETO, Amarílio. **A Pedagogia do Exército na Escola: a educação física brasileira (1880-1950)**. Aracruz: FACHA, 1999.

GIÁCOMO, Maria do Carmo. **Depoimento de Maria do Carmo Giácomo**. Porto Alegre: ESEF/UFRGS, 2005. 13 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000729087&loc=2010&l=d46db37a569e7f6f>>. Retrieved: March 2, 2011.

GUTIERREZ, Washington. **Depoimento de Washington Gutierrez**. Porto Alegre: ESEF/UFRGS, 2008. 24 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000752340&loc=2010&l=2aa8d953d40261ec>>. Retrieved: February 20 2011.

GUTIERREZ, Washington. **Histórico**. Porto Alegre, 1971. Available at: <<http://www.esef.ufrgs.br/historia.htm>>. Retrieved: December 20 2010.

KAMINSKI, Leon Frederico; GOELLNER, Silvana Vilodre. Corpo Discente em Movimento: reivindicações estudantis na Escola Superior de Educação Física do Rio Grande do Sul (1957-19640), **Motriz**. Rio Claro, v. 16, n. 4, p. 984-994, October/December 2010.

LICHT, Henrique Felipe Bonnet. **Depoimento de Henrique Felipe Bonnet Licht III**. Porto Alegre: ESEF/UFRGS, 2005. 18 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000729778&loc=2010&l=322af5517974918b>>. Retrieved: February 27, 2011.

- MARCZWSKI, Mauro. **Depoimento de Mauro Marczwski**. Porto Alegre: ESEF/UFRGS, 2011, 12 p. (Projeto Garimpendo Memórias).¹⁶
- MAZO, Janice Z. Memórias da Escola Superior de Educação Física da Universidade Federal do Rio Grande do Sul (ESEG/UFRGS): um estudo do período de sua fundação até a federalização (1939-1969), **Movimento**, Porto Alegre, v. 11, n. 1, p. 143-167, January/April 2005.
- MEIHY, J.C.S.B. **Manual de História Oral**. 2. ed. São Paulo: Loyola, 1998.
- NEGRINE, A. (Org.). **Perfil do Curso de Mestrado em Ciências do Movimento Humano desde sua implantação 1989-1995**. Universidade Federal do Rio Grande do Sul. Escola de Educação Física. Porto Alegre, May 1996.
- NUNES, Cássio F. T.; MOLINA NETO, Vicente. O processo de federalização da ESEF/UFRGS sob a perspectiva dos professores – o estudo de caso, **Movimento**, Porto Alegre, v. 11, n. 2, p. 167-190, May/August 2005.
- OLIVEIRA, Vera Lúcia da Silva; FERREIRA, Vera Maria; KROEFF, Maria Alice Garcia. **Depoimento de Vera Lúcia da Silva Oliveira, Vera Maria Ferreira e Maria Alice Garcia Kroeff**. Porto Alegre: ESEF/UFRGS, 2010, 42 p. (Projeto Garimpendo Memórias).¹⁷
- OLIVEIRA, Marcus A. T. de. **Educação Física Escolar e a Ditadura Militar no Brasil (1968-1984)**: entre a adesão e a resistência. Bragança Paulista: EDUSF, 2003.
- PESAVENTO, S. J. **História & História Cultural**. Belo Horizonte: Autêntica, 2003.
- REIS, Jayme Werner dos. **Depoimento de Jayme Werner dos Reis II**. Porto Alegre: ESEF/UFRGS, 2010. 31 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000751091&loc=2010&l=e738676ed0385a86>>. Retrieved: March 2, 2011.
- ROUSSO, Henry. A memória não é mais o que era. In: FERREIRA, Marieta de M.; AMADO, Janaína. (orgs.). **Usos & Abusos da História Oral**. Rio de Janeiro: Fundação Getúlio Vargas, 1996.
- SILVA, Vinicius Ruas da. **Depoimento de Vinicius Ruas da Silva**. Porto Alegre: ESEF/UFRGS, 2010. 10 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000736881&loc=2010&l=ad089d231d1724d6>>. Retrieved: March 5, 2011.
- SOUZA, Walter Frederico de. **Depoimento de Walter Frederico de Souza I**. Porto Alegre: ESEF/UFRGS, 2005. 18 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000729641&loc=2010&l=614b3b253f9d0568>>. Retrieved: March 5, 2011.
- SOUZA, Walter Frederico de. **Depoimento de Walter Frederico de Souza II**. Porto Alegre: ESEF/UFRGS, 2008. 16 p. (Projeto Garimpendo Memórias). Available at: <<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000729772&loc=2010&l=fc1193c6075f2b49>>. Retrieved: March 5, 2011.
- TAUBE, Fredolino Adalberto Ricardo. **Depoimento de Fredolino Adalberto Ricardo Taube III**. Porto Alegre: ESEF/UFRGS, 2004. 23 p. (Projeto Garimpendo Memórias).

¹⁶ Available in the Collection of the Memorial Center for Sport of ESEF/UFRGS.

¹⁷ Available in the Collection of the Memorial Center for Sport of ESEF/UFRGS.

Available at: <

<http://www.bibliotecadigital.ufrgs.br/da.php?nrb=000728726&loc=2010&l=e3b4d7c9083c6501>>. Retrieved: January 10, 2011.

THOMPSON, Paul. **A voz do passado**: história oral. Rio de Janeiro: Paz e Terra, 1992.