



**Being a municipal teacher in Farroupilha, RS/Brazil:
indications of selection, performance, and training.**

Ser professor municipal em Farroupilha, RS/Brasil:
Indícios de seleção, atuação e formação.

Ser profesor municipal en Farroupilha, RS/Brasil:
indicaciones de selección, desempeño y formación.

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Abstract

This article presents research results, specifically on the constitution of Farroupilha as an educational municipality. Teachers are an important part of the municipal schooling offer, and this article focuses on them, analyzing how the municipality selected and trained them, as well as their length of service. To this end, documentary sources such as commitments, decrees, and ordinances, as well as interviews conducted by other researchers, were used. The theoretical framework is Cultural History, and documentary analysis was used as the methodology. The analysis indicates that teacher selection was a municipal action carried out in several ways. Initially, through a proficiency test and, subsequently, through a public competition and approval in the exams of the professional development course, which, once established, fulfilled a dual function: to train new teachers interested in entering the municipal teaching profession and to provide training for those already working in the field.

Keywords: Municipal Education; Pedagogical Municipality; Municipal Teachers.

Resumo

O presente artigo apresenta resultados de pesquisa, mais especificamente sobre a constituição de Farroupilha, ao assumir o projeto educativo como um município pedagógico. Os docentes são parte importante da oferta de escolarização municipal, e é a eles que se dedica o foco deste artigo, ao analisar como o município os selecionou e formou, bem como o tempo de atuação na profissão. Para tanto, foram mobilizadas fontes documentais, tais como empenhos, decretos e portarias, bem como entrevistas realizadas por outros pesquisadores. O aporte teórico é o da História Cultural e, como metodologia, utilizou-se a análise documental. A análise indica que a seleção de professores constituiu uma ação municipal que se deu de diversas formas. Inicialmente, por prova de suficiência e, a seguir, por concurso público e aprovação nos exames do curso de aperfeiçoamento, que, instituído, cumpriu uma dupla função: a de formar novos professores interessados em ingressar no magistério municipal e a de formar os que já atuavam.

Palavras-chave: Educação Municipal; Município Pedagógico; Professores municipais.

Resumen

Este artículo presenta resultados de investigación, en particular sobre la constitución de Farroupilha como municipio educativo. Los docentes son una parte importante de la oferta escolar municipal y este artículo se centra en ellos, analizando cómo el municipio los seleccionó y formó, así como su antigüedad en la profesión. Para ello, se utilizaron fuentes documentales, como compromisos, decretos y ordenanzas, así como entrevistas a otros investigadores. El marco teórico se basó en la historia cultural y el análisis documental se empleó como metodología. El análisis indica que la selección de docentes fue una acción municipal que se realizó de diversas formas. Inicialmente, mediante una prueba de aptitud y, posteriormente, mediante un concurso público y la aprobación de los exámenes del curso de desarrollo profesional, que, una vez establecido, cumplió una doble función: formar a nuevos docentes interesados en ingresar a la profesión docente municipal y brindar capacitación a quienes ya trabajaban en el campo.

Palabras clave: Educación Municipal; Municipio Pedagógico; Docentes Municipales.

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Establishment of a political-administrative municipality/utilization of an existing school network

Educational modernity was conceived and institutionalized by the nation-state, which functioned as an Educational State, but it was at the local level that education took shape and gained meaning (Magalhães, 2013a, p. 11).

The municipality of Farroupilha, as delineated here, encompasses a geographical, economic, and cultural territory that is significant when examined as a "[...] lived space, as a system of relationships, as a reference point for identity."

(Bastos, 2009, p. 69). This space is home to individuals, groups, and institutions that have come to understand Farroupilha as a local authority. This understanding enables the shaping and convergence of collective wills, thereby establishing a variety of appropriations of narratives and practices that are materialized in municipal actions. These actions endow education with concreteness and meaning. (Magalhães, 2013a).

Consequently, the local is emphasized without losing sight of the relationships with the global, problematizing the tension between "[...] unity and variety, local and global, diversity and particularisms, fragmentation and homogeneity, singular and plural." (Bastos, 2009, p. 70). This local context is understood as a historical place, with identity and autonomy, which has decision-making power that is at times full and at times limited by external control from other levels—state and national. The line between autonomy and coordination, as well as decentralization and globalization, is tenuous and presents nuances of greater or lesser possibilities (Magalhães, 2006b).

Farroupilha is a Brazilian municipality in the northeastern region of Rio Grande do Sul, whose educational processes are linked to Italian immigration. These processes, spanning from 1875 to 1930, were contingent on the availability of public or private schools that functioned as isolated, sporadic, and ephemeral educational institutions. However, beginning in 1930, there was an upward trend in student enrollment in municipal and state public school systems. (Luchese, 2015).

It was during this second period that Farroupilha achieved political emancipation in 1934, thereby inheriting a school system that had previously been part of the municipalities of Caxias, Bento Gonçalves, and Montenegro. One of the initial actions taken by the municipal government was to request information on the teachers' identities, places of employment, service duration, and salaries. After this development, the aforementioned educators were retained in the newly established municipal entity following the successful completion of a proficiency examination, with one exception.

Therefore, at the program's inception, the Farroupilha teaching staff comprised educators who other municipalities had previously selected. These educators varied in terms of both length of service and salary.

Consequently, the municipalization of education in Farroupilha entailed the transition of teachers to the civil service, thereby establishing a teaching staff that successive municipal administrations gradually selected. Consequently, the following questions emerge: It is imperative to ascertain the identities of the municipal teachers who were in service from 1935 to 1948. The duration of their tenure as municipal teachers is also a matter of interest. Which training programs did the municipality offer?

The theoretical and methodological frameworks are rooted in the disciplines of Cultural History and the History of Education, with the "pedagogical municipality" serving as an analytical category (Burke, 1992; Magalhães, 2006b, 2014a; Adão & Magalhães, 2013, 2014; Gonçalves Neto & Carvalho, 2015). To this end, documentary sources such as commitments, decrees, ordinances, and interviews conducted by other researchers were utilized.

Organization of the educational district/teacher training and restructuring of the school system

The identification of professionals employed in Farroupilha's municipal public school system from 1935 to 1948 required a methodological approach akin to assembling a puzzle. This was achieved through the meticulous analysis of individual payment vouchers for teachers' monthly salaries, which, over the specified period, were compiled into a comprehensive list. The salient points of the analysis are outlined in Table 1.

The payment orders were documents slightly larger than standard letterhead, bound monthly, that grouped all payments made by the municipality, not just those for teachers. The analysis of these documents commences with their selection from among the other payments and the subsequent recording of each document individually. The following example illustrates the aforementioned document.

Figure 1: Payments made to Professor Angela Favero Menta (1935)

PREFEITURA MUNICIPAL DE FARROUPILHA
VENCIMENTOS A PAGAR

N. 562

Desp. Ord. 20/5

R\$. 20,000

O Sr. Angela Favero Menta

oae ser creditado pela quantia acima, de conformidade com a demonstração abaixo.

Farroupilha, 30 de Junho de 1935

Guicarna Mandelli
Escrupulário

Nesse pagamento a sr. Angela Favero Menta seus vencimentos correspondentes ao mez de Junho a qualidade de Professora commissionada em Linha Palmeiro 000,000

PAGO

000,000

Confere Victor Galvão Secretário

Pague-se Amador Antunes Prefeito

Receb. 1 a quantia de Noventa mil réis

Farroupilha, 5 de Junho de 1935
por Angela Favero Menta
Benedicta Menta

Source: Municipal Expenditures (1935), General Archives of Farroupilha City Hall.

The identification of these professionals facilitates further research, particularly through their life stories, to enhance our understanding of teachers as individuals, as professionals, and in their practices. As stated by Smith, "Today we know that it is not possible to separate the personal self from the professional self, especially in a profession deeply imbued with values and ideals and highly demanding in terms of commitment and human relationships." (Nóvoa, 1995, p. 9).

The subsequent section will present a detailed account of the municipal teachers who were engaged in primary education in Farroupilha between 1935 and 1948.

Chart 1: Municipal teachers in Farroupilha, Rio Grande do Sul (1935–1948).

Municipal teachers			
Ada Minella	Elvira Colombo	Irmã Natalia	Maria Colsone
Adélia Postali	Ely Bohn	Irma Rodrigues	Maria Dala Rosa
Adelina Peccin	Emília Buseti	Isabel Granvila Faé	Maria de Cezaro
Adinha Bertoletti	Emília Mandeli	Izena Gobbato	Maria Facchini
Alberta Slomp	Emília Minella	Isolda Tonin	Maria Frida L. Schulke
Alda Peccin	Ercilvia Bondam	Itália Benedetto	Maria Lazzari Faguerazzi
Alice Binatti	Erecy Angélica Peruffo	Ivone Calegari	Maria S. Sobrosa
Alice Gasperin	Ema Weber	Ivone Hilda de Cesaro	Maria Troian
Alice Mandelli	Ermida Slomp	Ivone Hilda Mandelli	Maria Weber
Amalia Sartor David	Erzelinda Paulina Bertoletti	Izeta Bazzo	Maria Zanotto Cassol
Amélia Maria Costamilan	Estefania Romagna Del Pizzol	Jacyra Paccini	Melania Catarina Denicol
Angela Favero Menta	Ester Gobbato	Joaninha Ceconello	Miguelina Bridi
Angelina Buseti	Ester Schmitz	Joaninha Ambrosis	Nadalina Girardi
Angelina Rigatti	Eugenia Radaelli	João Perini	Nair Biasoli
Anita Minella	Fandila Reginato	João Simon	Normélia Vargas
Aquilina Buseti	Gema Gobbato	Jorge Wartha	Odila Maria Sachet
Assunta Bês	Gelsomiro Pandolfo	Julieta Tossin Neis	Olga Vitoria Rigoni
Aurora Mugnol Verona	Gema Comin Pesca	Juracy Maria Pacini	Olimpia M. V. Spinelli
Ayde Maria Schons	Gema de Bona	Laura Tonin	Otavinha Giacomelli
Carolina Crocoli	Gema Radaelli	Leda David	Rachel Carlota S. Chiele
Celina Braga Gonçalves	Gentília Lazzari	Leonorina Silvestrin	Rea Silvia Gasperin
Christina Comin Bertuol	Geraldina Zini	Leopoldina Laner	Rosa Antonello Zangalli
Clara Caravantes Garcia	Herma Cesca	Leopoldo Fulcher	Rústico Gobatto
Clara Perini	Hilda Picolli	Lídia Freitas Travi	Santina Boniatti Slomp
Claudina Bernard	Ida Postali	Lídia Pozza	Severina Dala Rosa
Clotilde Messinger	Ida Turcatti	Lorena Gobbato	Silvia Colombo
Dalva Cesca	Ieda David	Lourdes Madalena Dartora	Suely Giron
Danila Peccin	Igneze Colombo	Lourdes Maria Peccin	Suzana Pasqual
Darcila Benedetto	Ilse Fuhr	Lúcia Frizzo Bampi	Sylvia Giaconi
Delmira Beux	Inês Colombo	Lourdes Bridi	Tereza Trois
Deotilia Gaziraghi	Iponina Flores	Lucinda Weber	Tereza De Momi
Dirce Lúcia Damiani	Iracema de Cesaro	Luiza De Momi	Tereza Gasperin
Docelina Meirelles	Irene Giacomet	Lyra Kuhn	Terezinha Silvestrin
Domingas M. Sobrinho	Iride Domingas Venzon	Mafalda Mombelli	Terezinha Travi
Domingas Mandelli Venzon	Iris Slomp	Malvina A. Gabardo	Theresa Roso
Dorcelina Rosa Postiglioni	Irma Bertoletti	Maria Bondam	Verônica Maggioni
Edita Canuto	Irma Buseti Biasoli	Maria Radaelli Bridi	Verônica Giacomelli
Eleonora Frosi	Irma Gasperin	Maria C. Pola	Vilma Fontanella
Elida Josefina Barcarolo	Irmã Hermenegilda	Maria Coleoni	Zelinda Colombo
Elvira Adelina Feliceti	Irma Maria Frosi	Maria Colombo	

Source: Teacher payroll expenses, Municipal Expenditures of the City of Farroupilha.

A review of the documents revealed that 160 municipal teachers had been employed and compensated by the municipality at some point in time as permanent teachers, substitutes, or teaching assistants. The vast majority of these teachers were women who were employed in rural areas within the municipality. This figure is particularly noteworthy when contextualized against the average annual number of schools, which is approximately 40. This observation indicates a high rate of teacher turnover, a hallmark of the education sector.

With respect to male teachers, it is noteworthy that Leopoldo Fulcher and Gelsomiro Pandolfo held teaching positions for only a brief period, with Fulcher's tenure lasting only a few months and Pandolfo's continuing until 1937. In contrast, Jorge Wartha and Rústico Gobbato continued in the teaching profession until 1938 and 1939, respectively. In light of this, João Perini¹ noted the persistent presence of males within the municipal teaching staff, which was predominantly female. Conversely, teacher Leopoldo Fulcher noted the presence of a municipal teacher working in a Methodist church, a development concomitant with the establishment of Methodist schools in the community of Forqueta Baixa beginning in 1922². (Chiesa, 2018).

Antônio Bartolomeu Beux, a native of the area, recollects the contributions of educators Leopoldo Fulcher and João Simon in an interview. He recollects that "[...] *there was a school where the pastor was [...] I mean, the teacher was Methodist. Furthermore, the institution has attracted a significant number of Catholics who have chosen to pursue their academic studies there.*" This was not due to a lack of options, as "*there was a Catholic teacher, Simon João Simon, who resided in Forqueta Baixa, where the school is currently located. However, it remains unclear whether the other teacher's pedagogy was more effective. They have sent their children here.*" (Beux, 1982, p. 3). The preliminary indications regarding these instructors' pedagogies suggest that, notwithstanding the prevalence of Catholic rhetoric, there were educators associated with alternative faith traditions.

With respect to the predominance of women in the teaching profession, it is important to note that the feminization of the profession has been a global trend since the late 19th century. In Farroupilha, this trend was already well established by the early decades of the 20th century. In Rio Grande do Sul, the percentage of men working as teachers in the state school system—while engaged in other activities—was approximately 30% in 1937, 21.8% in 1940, and 15% in 1945. (Peres, 2000). In 1940, approximately 35% of municipal teachers in the state were male. In the case of teacher João Perini, an indication of his multifaceted responsibilities was a request for information regarding his work on the municipality's highways. The document in question examines the temporal and methodological framework within which the work was executed, taking into account that the individual in question was engaged in the capacity of a municipal teacher (Correspondence, 1941b).

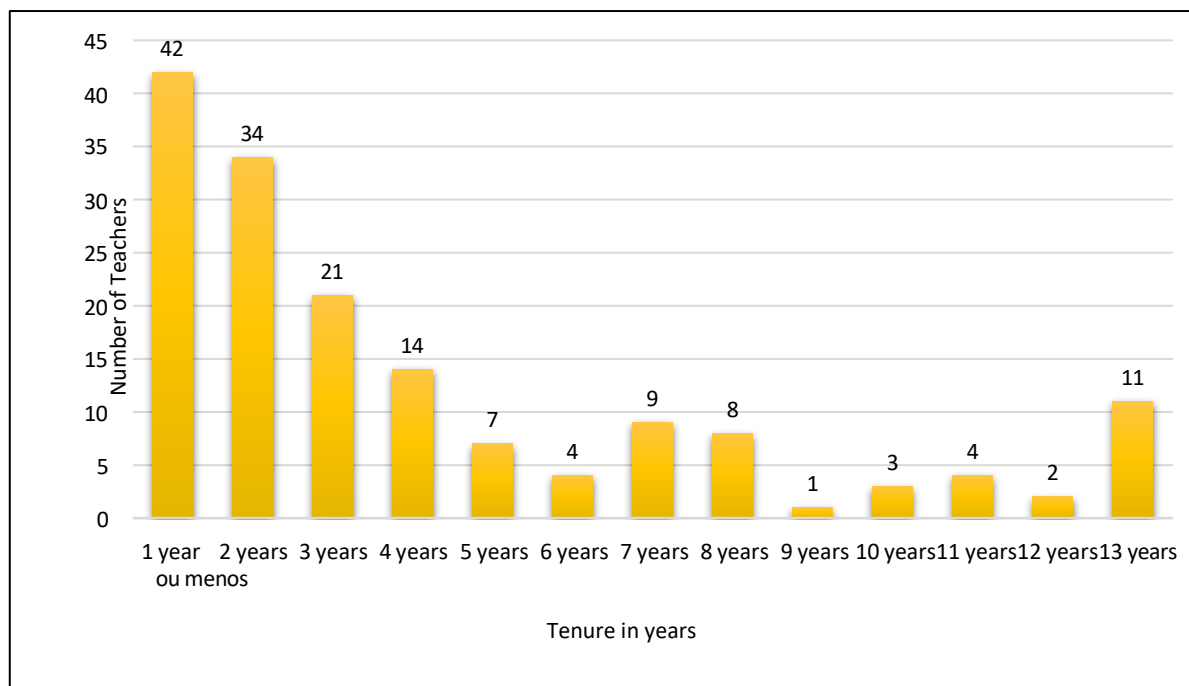
¹João Perini served as a teacher throughout the research period and completed 25 years of active service in the teaching profession in 1949, according to Municipal Decree 40/1949. Book of Decrees, 1940–1951.

²According to Chiesa (2018), in Nova Vicenza, there were two Methodist teachers serving 49 students in 1923; by 1924 and 1925, there were two Methodist schools, two teachers, and 21 students.

Establishment of the educational district/engagement of the teaching community.

Of the 160 teachers identified, only 12 remained in their positions for the entire study period, while the vast majority served for periods ranging from a few months to 4 years. This is illustrated in the following graph, which shows only the length of service in the municipality of Farroupilha.

Graph 1 - Tenure of municipal teachers in Farroupilha (1935–1948)



Source: Compiled from teachers' payroll expenses, Municipal Expenses.

The graph illustrates that 42 teachers (26%) had been teaching for one year or less, 34 (21%) for two years, 21 (13%) for three years, and 14 (8%) for four years. The proportion of teachers with a longer tenure—five years or more—is even smaller.

Seven professionals (4%) had five years of experience in teaching; four (2%) had six years; nine (5%) had seven years; eight (5%) had eight years; just one (0.6%) had nine years; and three professionals (1%) had 10 years.

A mere 17 of the 160 teaching professionals have maintained continuous employment in the municipality for a period exceeding ten years, with four of them (2%) having accumulated 11 years of service, two with 12 years (1%), and 12 with 13 years of teaching (6%), which corresponds to the entire period surveyed.

Among the distinguished educators who have accumulated a minimum of ten years of experience in the Farroupilha municipal school system are the following: Amalia Sartor David, Angela de Fávero Menta, Aurora Mugnol Verona, Dirce Lúcia Damiani, Domingas Mandelli Venzon, Estefania Romagna Del Pizzol, Irma Buseti Biasoli, Isolda Tonin, Itália Benedetto, João Perini, Lídia Freitas Travi, Maria Lazzari, Maria Troian, Miguelina Bridi, Rachel Carlota Silvestrin Chiele, Rosa Antonello Zangalli, Suzana Pasqual, Tereza De Momi, and Zelinda Colombo. The image below depicts teacher Amalia Sartor David alongside her students.

Figure 2 – Class of Linha 47 [19--]

Source: Casa de Pedra Municipal Museum, Farroupilha, Rio Grande do Sul.

The photograph captures a festive day: the students are well-dressed and well-shod, some holding small flags, and above them hangs a large Brazilian flag, suggesting a civic celebration. Teacher Amália is seated on a wooden chair, attired in a long dress, high heels, and a hat, and is holding flowers. The photograph was taken by the photographer Valentin Benvenuti. This scene, more than a mere moment captured in a photograph, portrays a group of students in a classroom, along with a single teacher responsible for students of various ages and backgrounds. This depiction sheds light on the multifaceted, day-to-day realities of the teacher's role.

As such, the available data encompasses more than mere quantitative statistics and a visual representation of an educator alongside her students. Instead, it provides insight into a profession that, in numerous instances, proved to be a transient one for women, predominantly unmarried, and characterized by modest remuneration. These individuals frequently found themselves employed in areas that were challenging to access, with large classes, as depicted in the preceding image, and under suboptimal working conditions. This context enables us to inquire whether this was a provisional social role until marriage or motherhood for the majority of women who engaged in teaching, as it is recognized that, during that period, women's roles in society were associated with the roles of teacher, wife, and mother. Therefore, to better understand the issues surrounding the teaching profession, specifically in the municipality of Farroupilha, we aim to provide a brief overview of this context, intertwined with municipal initiatives.

Therefore, the present study begins by examining the methodologies used to select tenured municipal teachers in the municipality of Farroupilha. As early as 1935, proficiency exams were administered as a means of selection, admission, or—one might even say—transition for municipal teachers who were already working in the municipalities of Caxias, Bento Gonçalves, and Montenegro. Consequently, the municipalization of education in Farroupilha was intrinsically associated with the selection of teachers. Subsequent municipal administrations directed their efforts toward establishing an educational municipality, that is, by exercising autonomy and creating local initiatives.

The proficiency exam assessed the following:

The discrepancy in the salaries of former teachers from the districts of Caxias, Bento Gonçalves, and Montenegro, who were incorporated into this municipality's teaching staff, is a matter of concern. To ensure a fair distribution of salaries, it is essential to assess each teacher's qualifications and the number of students assigned to them. A practical proficiency exam, consisting of written and oral components, is the most reliable means of assessing the ability to perform the duties of a public school teacher. The results of this exam will serve as the basis for determining each teacher's salary. (Farroupilha, 1935).

From then on, it was determined:

Article 1 - To approve the program for the proficiency exams, the calculation system for determining salaries, and the organization of the examining board and its respective duties, which are hereby enacted. Article 2 - The exams will be held between March 20 and 31 of this year. Article 3 - The written exam will be administered jointly by all teachers. Article 4 - The oral exam will be conducted in district order. Article 5 - The duration of each teacher's oral exam shall be a minimum of 15 minutes and a maximum of 30 minutes. (Farroupilha, 1935).

An article published in the Folha da Cidade newspaper, titled “Manifesto to the People of the Municipality of Farroupilha” and authored by Mayor Armando Antonello, discusses these proficiency exams.

I administered the required proficiency exam to the teachers in the municipality, which **served more as a means of assessing the current state of the municipal teaching profession and guiding the program I deemed appropriate to pursue, rather than as a proficiency exam per se.** (emphasis added). (A Folha da Cidade newspaper, 1984).

Consequently, the mayor has presented the proficiency exam as an informal process intended to foster closer ties with teachers and to listen to their concerns, with a focus on guidance. Additionally, he alludes to a program that should be followed, but it remains undisclosed at the moment. This ambiguity prompts speculation about the specific program the mayor was referring to. A hallmark of Antonello's administrations has been a stance of negotiation. He played an active role in the emancipationist campaign, which provides a clear explanation for his conduct toward teachers during the initial months of his administration.

In light of this situation, which was addressed informally, the teachers who began the school year in February 1935—a month early—were selected to resolve the dispute over salary payments during the transition between municipalities. Subsequently, as the necessity arose, new teachers were recruited. The hiring of teacher Docelina Postiglioni sheds light on how this process was carried out that same year. By written correspondence:

In light of your excellent results on the March exam, I am pleased to offer you the teaching position at Desvio Machado, which has just become available. Please be advised that the starting salary will be \$80,000 (eighty thousand réis) per month. I kindly ask that you let me know by the end of

the month whether you accept my offer or come to City Hall so we can resolve the matter [...]—mayor (Correspondence, 1935).

Given these circumstances, it can be concluded that teachers assigned to teaching positions, even after the school year had commenced, underwent examinations administered by the municipal government.

Regarding the subject of teacher training programs administered by the municipality of Farroupilha, the initial indication found pertains to a session focused on the National Anthem and the Rio Grande do Sul Anthem, which is recorded to have taken place in October 1936. The conference of municipal educators was held over two days at the Clube Vicentino.

In 1938, there is documented evidence of a civil service examination. The inauguration of the new building of the Farroupilha School Group coincided with the selection of the venue for the examination on September 8 and 9, which was scheduled to commence at 2:00 p.m. On that occasion, Oscar Dornelles, the director of the School Group, was invited to serve on the examination committee, along with three other teachers appointed by the municipality.

In regard to the selection of teaching assistants, Lídia Freitas Travi (1987, p. 40) recalls that *"there was one teaching assistant for every so many students. The mayor then sent me—a 15-year-old student who was already quite advanced—to the blackboard. He examined the blackboard, and that student was subsequently appointed a teacher."* Teaching assistants were also subjected to an examination administered by the municipality as required. In this particular instance, the mayor personally conducted the examination.

Beginning in 1940, an essential prerequisite for teachers to be appointed to permanent positions was successful completion of the professional development course administered by the municipality. Submission of documents was a prerequisite for consideration for the position, including, but not limited to, the certificate of completion for the professional development course, a health certificate issued by the Caxias Health Center, and documentation substantiating the individual's age (birth or marriage certificate). A prerequisite for assuming a teaching position was being at least 18 years old.

The development of a teacher training course was informed by the need for municipal professional development to ensure that educators are adequately prepared to deliver instruction that aligns with established objectives. (Farroupilha, 1940). Accordingly, the act stipulates the following resolution:

Article 1 - A professional development course for municipal teachers is hereby established. Art. 2 - The course referred to in the preceding article shall last one (1) month, during the school vacation period, and shall be offered to teachers of the School District of this city, who shall be entitled to the bonus provided for in the Budget Law for the current fiscal year. Art. 3 - The course in question is mandatory for all municipal teachers. Sole Paragraph—Any teacher who, without cause, fails to attend the course shall be punished in accordance with Article 102, in conjunction with Article 105, subparagraphs "a" and "b," of the STATUTE REGULATING THE RIGHTS AND DUTIES OF PUBLIC EMPLOYEES OF THE MUNICIPALITY OF FARROUPILHA. Art. 4 – Teachers may be excused from attending the course only for health reasons or due to force majeure, at the discretion of the Mayor. Art. 5 – To be excused from attending the course, interested parties shall submit a request to the mayor in a petition duly sealed in accordance with the law, attaching appropriate evidence justifying the impediment, such as a medical certificate, etc.

Art. 6 - Persons not employed by the public education system who wish to join the municipal teaching staff may attend the course, at the discretion of the Mayor.

Art. 7 - Any teacher appointed on an interim basis who completes the professional development course may be permanently appointed to the respective position, provided that no compelling reasons advise otherwise (Farroupilha, 1940).

Act 215 established regulations for the professional development course. The course was designed to provide continuing education for teachers in the municipal school system and to certify new teachers. The training was conducted during the school vacation month, at the school complex, and attendance was mandatory. This training initiative expanded teachers' responsibilities beyond the classroom, thereby facilitating the dissemination of the state's curriculum. The training was conducted by state-certified educators, contributing to the state's educational mission.

A report by the coordinator of the professional development course, state teacher Gema Comin Pesca, provides insights into its operation in 1941.

I hereby inform you that M. F. Lydia Schulke, a municipal teacher and first-year student in the Complementary Program, is serving as an assistant in the "Municipal Teacher Training Course." As of today, 28 teachers and 5 candidates have attended. In the exams administered, 18 teachers and 2 candidates were approved for the 1st class, with the remainder forming a lower-level class. To avoid disrupting the work, everyone needed to be present by the beginning of next week at the latest (Correspondence, 1941a).

The state teacher responsible for the course and her assistant were affiliated with the Escola Complementar³, the region's inaugural public teacher-training institution, which was established in 1930. The curriculum at this institution promoted the principles of the Escola Nova and the intuitive method (Bergozza, 2010). Consequently, it is imperative to acknowledge the dissemination of knowledge at the Escola Complementar, where information circulated, was appropriated, and was reinterpreted within the context of the professional development course for municipal teachers.

Notwithstanding the aforementioned mandatory requirement, it is evident that, in 1941, based on the figures provided, not all municipal teachers were present in the course. This discrepancy forms the basis of Teacher Gema Comin Pesca's request for rectification. Attached to this correspondence is a list of the teachers who had attended the professional development course up to January 9.

They were: Miguelina Bridi, Izena Gobbato, Ester Schmitz, Maria Troian, Amalia S. David, Theresa Roso, Suzana Pasqual, Geraldina Zini, Eleonora Frozi, Herma Cesca, Ignez Peccin, Maria Radaelli, Angelina Rigatti, Adelina Peccin, Ercilvia Bondam, Gema Radaelli, Rosa Antonelo, Anita M. Minella, Itália Benedetto, Tereza De Momi, Ana M. Minella, Lucia Frizzo Bampi, Maria Lazzari, Ada Minella, Estefania R. Del Pizzol, Aurora Mugnol Verona, Izolda Tonin, and Maria Facchini (teachers) and Eliza Perini, Dalva Cesca, Elizeta Bazzo, Joaninha M. Ambrosis, and Gema de Bona (candidates) (Written correspondence, 1941a).

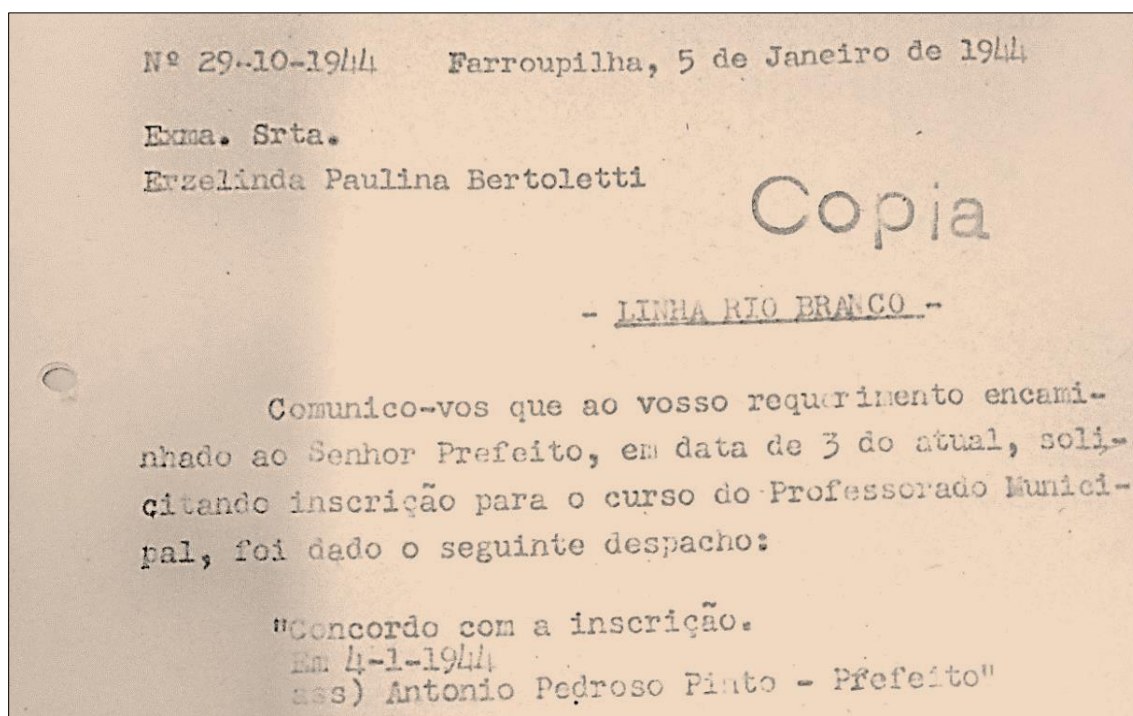
³For an examination of the historical development of the Duque de Caxias Complementary School, refer to the work of Bergozza (2010)

One must also consider possible requests for exemption, such as the one granted to Professor João Perini, who explained that he “[...] could not leave his residence for family reasons” (Correspondence, 1941c).

As delineated in the correspondence provided, the female teachers underwent a preliminary examination to determine their placement in either the first group, comprising those who passed, or the second group, comprising those who did not pass.

Regarding applications for teaching positions, several requests were submitted and required the mayor's approval, as evidenced in the following section.

Figure 3 - Application for enrollment in the municipal teachers' training course (1944).



Source: Application form (1944).

From the above communication addressed to applicant Erzelinda Paulina Bertoletti, we understand that she applied for enrollment on January 3rd. Her application was approved the following day, and she was notified on January 5. It appears, therefore, that both the applications from interested parties and the professional development course took place in January each year.

Another piece of evidence regarding the courses is a list of exam results from 1946. The list includes the names of the teachers and candidates, all of whom are women, and their exam scores in language, mathematics, and pedagogy. The list of teachers includes the names of 24 participants who took the exams for the summer course. The maximum score was 100 points, and the results averaged from 15 to 88 points. Only nine candidates scored over 60 points. No other information is provided, but the relatively low scores are striking, suggesting little concern about the exams because they did not affect the teachers' continued employment. After verifying the names on the list with the teachers' payroll records, it's clear that they remained municipal teachers regardless of their exam scores. In 1946, 14 women took the exams, and only three passed. The list highlights the pass and fail results (see "List of Exam Results for the Summer Course, 1946"). One such moment in teacher training was worth documenting and is available below.

Figure 4 - Professional Development Course for Municipal Teachers (1943).

Source: Personal photo album by teacher Rachel Carlota Silvestrin Chiele, Casa de Pedra Municipal Museum, Farroupilha, Rio Grande do Sul.

The photograph portrays a group of municipal teachers, with those intended for distinction seated in the foreground. From right to left, Giácomo Valentin Luchese is located in the second position, and Mayor Antonio Pedroso Pinto is seated in the fourth position. One of the seated women is depicted holding flowers, which may be interpreted as a gesture of tribute. It is also hypothesized that the educational advisor may be one of the women seated in the front row.

The teachers' attire is indicative of a professional demeanor, characterized by long skirts that extend below the knees, blouses or shirts with higher collars, and formal poses for the portrait. The images were not produced at random. Consequently, the event, documented in collaboration with municipal authorities and officials, is regarded as significant in municipal public administration. This underscores the event's relevance and justifies its inclusion in the photographic record.

The names of some of the teachers who contributed to the professional development courses by teaching them could be identified through bonus payments and letters of gratitude for their services. Among them, as previously mentioned, in 1941, were teacher Gema Comin Pesca and her assistant, teacher Maria Frida Lydia Schulke, and, in 1947, teachers Balbina Cavalcanti (state teacher at the Tupanciretã School Group) and Alice Gasperin. With respect to her pedagogical approach in these courses, Maria Frida Lydia Schulke recalls *"having taught for a period of five years in professional development courses intended for municipal teachers. The municipal teachers regarded her as an intimate and trusted confidential advisor."* (Schulke, 1984).

Final considerations

The establishment of a municipality entails assuming responsibility for its educational system, which had previously existed across disparate geographic areas. In the case of Farroupilha, these areas included Caxias, Bento Gonçalves, and Montenegro. Consequently, the schools and their faculties were incorporated into the new system. Although the teachers had undergone a proficiency examination—administered informally by the mayor at the time—they were retained in their positions.

During the 1930s and 1940s, teacher selection was a municipal initiative implemented in various forms. The initial phase of the program entailed administering a proficiency exam, followed by a public competitive exam. Candidates who completed these two assessments were eligible to enroll in the professional development course. Once established, this course served a dual purpose: to train new teachers interested in joining the municipal teaching staff and to provide professional development for those already working in the field. In addition, the didactic-pedagogical guidance provided to female teachers at City Hall is considered an integral part of their training. Although not a subject addressed in this article, these practices were considered customary.

Finally, it is important to note that the role of teacher—or, more precisely, female teacher, given that the majority of teachers are women—was often a transient position. Further research is necessary to fully understand the implications of teaching in the municipality of Farroupilha and its relationships with the communities served, particularly given the predominance of rural schools.

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