



The History of Public Education in Formiga/MG during the Brazilian Empire¹

A História da Instrução Pública em Formiga/MG durante o Brasil Império

La Historia de la Instrucción Pública en Formiga/MG durante el Brasil Imperial

Thais Oliveira Duque

Instituto Federal de Educação de Minas Gerais (Brasil)

<https://orcid.org/0000-0002-9034-8865>

<http://lattes.cnpq.br/7904180848984468>

thais.duque@ifmg.edu.br

Carlos Roberto Jamil Cury

Pontifícia Universidade Católica de Minas Gerais (Brasil)

<https://orcid.org/0000-0001-5555-6602>

<http://lattes.cnpq.br/2686596980826238>

crjcury@gmail.com

Abstract

This article investigates the history of public education in the municipality of Formiga, Minas Gerais, during the Brazilian Imperial period, based on documentary and bibliographic research. From the analysis of local records and the Minas Gerais Public Archive, the study reveals an educational reality marked by the scarcity of systematized policies, the absence of official records, and a fragmented and incipient educational practice. Evidence was found of the work of various 19th-century teachers, as well as the existence of institutions such as Collegio Tesson (1867) and the 13th Literary Circle (1859). The absence of administrative records on schools and teachers is interpreted as a reflection of institutional silencing and the low-priority given to public instruction in inland regions. The article concludes by highlighting the importance of preserving and deepening local historical research as a way to give visibility to individuals and educational practices forgotten by official memory.

Keywords: History of Education; Imperial period; Public instruction.

¹ English version by S. Iacovacci Translation Service. E-mail: siacovacci@gmail.com.

Resumo

O presente artigo investiga a história da educação pública no município de Formiga-MG durante o período imperial brasileiro, com base em pesquisa documental e bibliográfica. A partir da análise de registros locais e do Arquivo Público Mineiro, o estudo revela uma realidade educacional marcada pela escassez de políticas sistematizadas, pela ausência de registros oficiais e por uma prática educativa fragmentada e incipiente. Foram identificados vestígios da atuação de diversos professores no século XIX, além da existência de instituições como o Collegio Tesson (1867) e o 13º Círculo Literário (1859). A ausência de registros administrativos sobre escolas e professores é interpretada como reflexo do silenciamento institucional e da baixa prioridade efetiva conferida à instrução pública no Brasil como um todo e, especialmente, em regiões interioranas. O artigo conclui apontando a importância de se preservar e aprofundar a investigação histórica local como forma de dar visibilidade aos sujeitos e práticas educacionais esquecidas pela memória oficial.

Palavras-chave: História da Educação; Educação no período imperial; Instrução pública.

Resumen

Este artículo investiga la historia de la educación pública en el municipio de Formiga, Minas Gerais, durante el período imperial brasileño, con base en investigación documental y bibliográfica. A partir del análisis de registros locales y del Archivo Público de Minas, el estudio revela una realidad educativa marcada por la escasez de políticas sistematizadas, la ausencia de registros oficiales y una práctica educativa fragmentada e incipiente. Se identificaron vestigios de la actuación de diversos docentes del siglo XIX, así como la existencia de instituciones como el Collegio Tesson (1867) y el 13º Círculo Literário (1859). La ausencia de registros administrativos sobre escuelas y profesores es interpretada como un reflejo del silenciamiento institucional y de la baja prioridad conferida a la instrucción pública en regiones del interior. El artículo concluye señalando la importancia de preservar y profundizar la investigación histórica local como forma de dar visibilidad a los sujetos y prácticas educativas olvidadas por la memoria oficial.

Palabras clave: Historia de la Educación; Educación en el período imperial; Instrucción pública.

Introduction

This study focuses on the city of Formiga, which is located in the central-western region of Minas Gerais. The city's origins are linked to the inland settlement expansion in Minas Gerais during the 17th and 18th centuries, in the context of the bandeiras and the repression of quilombos. The presence of trails such as the "Picada de Goiás," which were used by bandeirantes, tropeiros, and religious figures, helped establish family and religious communities in the region. One of the earliest milestones was the founding of the Chapel of São Vicente Ferrer, which was linked to the Parish of São Bento do Tamanduá, according to historical records dating back to the 1765 provision (Paula Sobrinho, 2007).

The chapel was elevated to parish status in 1833, following a 1832 regency decree, which reinforced the locality's institutionalization as an administrative and religious center (Trindade, 1945). On May 12, 1839, administrative autonomy was officially granted with the creation of the town of Formiga and the establishment of the City Council. Finally, on June 6, 1858, Law No. 880 elevated the town to city status (Formiga City Council, n.d.). Ferreira (2019) emphasizes that scientific research, in any field, takes place within a specific space and time. In the case of historical research on education, it is essential to connect present-day issues with experiences to reflect on current realities and plan future actions.

Formiga, currently with an estimated population of 67,822 according to the Brazilian Institute of Geography and Statistics, is notable for its well-established urban infrastructure and significant educational initiatives. The municipality has nine municipal early childhood education centers (CMEIs), 16 municipal elementary schools, one municipal language center, 10 state schools, and eight private elementary and secondary schools (Formiga City Council, 2025). In higher education, Formiga University Center (UNIFOR-MG) stands out by offering over 20 graduate programs, postgraduate programs, and continuing education programs. Meanwhile, the Federal Institute of Minas Gerais – Formiga Campus (IFMG) offers technical courses integrated with high school, as well as undergraduate and stricto sensu graduate programs (Formiga University Center, 2025; Federal Institute of Minas Gerais, 2025).

These institutions establish Formiga as a regional educational hub, attracting students from neighboring municipalities and expanding the reach of its educational network.

This current reality contrasts with 19th-century accounts that pointed to the region's poor educational conditions. According to Corrêa (1993, p. 174), in 1825, Formiga had only "a Latin grammar school with twenty students, maintained by private initiative." During the Brazilian Empire, public education faced severe structural and organizational limitations.

On October 15, 1827², legislation was passed that established free primary education throughout the country. However, its implementation was marked by challenges, including a shortage of professors, a lack of school buildings, low salaries, and the absence of effective oversight. The adoption of the Lancaster method, also known as mutual instruction, aimed to overcome these difficulties by using monitors to teach large numbers of students (Brazil, 1827; Castanha, 2006, 2012).

² The Law of October 15, 1827, was the first legal provision in independent Brazil to address the organization of public education. It mandated the creation of elementary schools in all cities, towns, and the most populous areas of the Empire, establishing a curriculum that included reading, writing, arithmetic, and the basics of Christian morality, in addition to providing for the separation of students by gender and the adoption of the mutual teaching method. This legislation marked the beginning of the systematization of public education in Brazil, and for this reason, October 15 was later designated as Teachers' Day.

This scenario illustrates that the imperial school system was marked by a tension between the legal provision for free primary education and its actual implementation at the national level. Although educational debates at the beginning of the Empire had proposed a broader framework for organizing public education across different levels of schooling, the 1827 legislation was limited to elementary school and adopted mutual instruction as an expansion strategy. Thus, although literacy was proclaimed a right, its implementation relied on low-cost solutions, a factor that explains the limitations later observed in rural areas such as Formiga (Saviani, 2021).

Furthermore, the continued existence of slavery—which reduced enslaved people to property—made access to schooling even more limited and became associated with other forms of discrimination whose consequences are still felt today.

Vidal and Faria Filho (2002) point out contrasting views on the effectiveness of the October 15, 1827, law, which became particularly evident in newspapers during its centennial. *O Paiz* hailed the legal milestone as more significant than the Cry of Ipiranga itself. The newspaper argued that the country had embarked on a true process of independence through this legislation by offering the people access to reading and, consequently, an understanding of their national identity. In contrast, *O Jornal do Brasil* adopted a melancholic tone in light of the ongoing illiteracy one hundred years after the law's enactment. The newspaper highlighted the discrepancy between the celebratory rhetoric and the country's educational situation at that time.

Enacted on March 25, 1824, the Political Constitution of the Empire of Brazil was Brazil's first constitutional text. Among other rights, it guaranteed free primary education for all citizens, as provided for in Article 179, paragraph 32. This constitution was enacted three years before the 1827 law. However, the implementation of this right depended on subsequent laws, which limited its immediate realization. Furthermore, the law provided for the closure of schools in sparsely populated areas and stipulated that mutual education schools would only be established in populous areas. The Additional Act of August 12, 1834 (Law No. 16)—enacted ten years later—amended the 1824 Constitution, beginning to change this centralization of educational decision-making.

This legislative milestone decentralized public administration by creating Provincial Legislative Assemblies and transferring the authority to legislate on primary and secondary public education to the provinces (Brazil, 1824, 1834).

However, the decentralization promoted by the Additional Act of 1834 should not be understood merely as an administrative change. According to Saviani (2021), Law No. 16 of October 15, 1827, provided for the possibility of establishing a national network of elementary schools, but this possibility was never realized. By transferring responsibility for primary and secondary education to the provinces, the central government formalized a model in which the organization of public schools depended on each province's and locality's political, economic, and administrative conditions. Thus, Formiga's educational reality should be understood as a local expression of a broader, nationally announced but unevenly implemented process of school enrollment.

The following year, on March 28, 1835, Provincial Law No. 13 was passed, representing the first formal initiative to organize public education in the Province of Minas Gerais. The legislation regulated the creation of primary education positions and established two levels of instruction. The first level focused on learning to read, write, and perform the four basic mathematical operations. The second level was intended for more advanced content, such as higher arithmetic, advanced reading and writing, and moral and religious education. The law stipulated that public elementary schools be established in all populated areas with at least 24 students and that secondary schools be established in larger cities and towns. Additionally, the law authorized the creation of girls' schools wherever possible, set professors' salaries, and, in a pioneering move, provided for the establishment of a Normal School in the province to train elementary school teachers (Minas Gerais, 1835).

The mutual teaching method was officially incorporated into provincial legislation in Minas Gerais through this same 1835 law, although its effectiveness has been widely questioned by imperial authorities and contemporary researchers of the history of education. For example, Castanha (2006, 2012) points out the structural, pedagogical, and social limitations that affected the effective implementation of the proposed model. Consider the following provision of the provincial law: Art. 11. *Only free persons may attend public schools, subject to their regulations.*

In the context of both the national situation and local particularities, this article aims to explore the history of education in the municipality of Formiga during the Brazilian Empire (1822–1889)³. An initial search was conducted at local institutions, including legislative and executive bodies, libraries, and museums, but no records covering the time period from 1822 to 1889 were found. This absence underscores the importance of recovering and documenting the history of education's early days in Formiga, justifying a bibliographic and documentary study to raise awareness and preserve the memory of this period (or the absence of education) in the municipality.

First Search

From April 7 to 25, 2025, the first survey was conducted through visits to various institutions in the municipality. The aim was to identify documents and records related to education during the Brazilian Empire period (1822–1889). The consulted institutions included the City Council, City Hall (through the Departments of Education and Culture and the Municipal Museum), the São Vicente de Ferrer Parish, the Municipal Public Library, and the UNIFOR-MG Library.

Regarding City Hall, specifically the Department of Education, only records from 1926 onward were found—a period corresponding to the establishment of the first official schools in the municipality—thus falling outside the timeframe defined for this study. The Department of Culture's available documentation also dates back only to the 1920s and likewise does not cover the imperial period under investigation.

During a visit to the Formiga City Council, a set of eight volumes of José Francisco de Paula Sobrinho's work titled "The Historical Formation of Communities in Brazil: A Study of the Founding of Arraial de São Vicente Ferrer da Formiga, Its History, and Its People, published in 2007, was located. Volumes 1 and 2 contain the main records related to the educational context between 1831 and 1889.

According to Sobrinho (2007), the Formiga region gained prominence during the conquest of the Sertão do Campo Grande. This period was marked by the repression of quilombos and the establishment of colonial trails, such as the Picada de Goiás. The construction of the Chapel of São Vicente Ferrer and its subsequent elevation to parish status were accompanied by the Catholic Church's efforts to "tame"⁴ the population, as revealed by

³ It is worth noting that the Brazilian Imperial Period is divided into three distinct phases: the First Reign (1822–1831), the Regency Period (1831–1840), and the Second Reign (1840–1889), each with its own political and educational characteristics. Administrative decentralization, brought about by the Additional Act of 1834, for example, assigned to the provinces the responsibility for organizing primary and secondary education, directly impacting the educational structure in municipalities such as Formiga (Inácio; Faria Filho, 2019).

⁴ In the early days of education in Brazil, the Jesuits were involved in missionary work, spreading religious teachings to indigenous peoples and, later, to Black people. The first constitution, adopted in 1824 when 82% of the population was illiterate, established free primary education for adults. With each legislative act, the dominance of a white, Christian, male, literate culture was reinforced, thereby exacerbating social differences and divisions (Costa & Machado, 2017). The term "tame" is used here in line with Paula and Faria Filho's (2000) analysis, which argues that the educational efforts of the Church and the State during the Empire aimed to discipline bodies and moralize social conduct by using formal education and catechesis as instruments of civilization. Barbosa (2007) confirms that the school's mission was not to emancipate individuals but to "tame" the illiterate by imposing a hegemonic culture and disciplining their ways of being.

Father Gaspar's work. He built seven chapels affiliated with the São Bento do Tamanduá parish, one of which gave rise to the city of Formiga.

Records indicate that teachers were present as early as 1831. Cândido Joaquim de Arantes served as a primary schoolteacher, teaching from his own home since there was not yet an official school system in the municipality. In 1839, José Fortunato da Silva replaced Cândido and also taught from his home. They are the first identified professionals engaged in educational work in the locality (Paula Sobrinho, 2007).

In Imperial Brazil, the term "elementary school professor" referred to the educator responsible for elementary education, including literacy and basic arithmetic. The term first appeared in a legislative act shortly after independence. The Imperial Decree of February 24, 1823, increased the salary of a "Court Elementary School Professor," indicating that the position was formally recognized by the imperial government (Brazil, 1823).

The October 15, 1827, law established guidelines for elementary education in the Empire of Brazil. According to Article 6, the professor (or master) of "primeiras letras" was responsible for teaching students to read and write, as well as instructing them in basic arithmetic, Portuguese grammar, and religious morality. Meanwhile, Article 7 stipulated that candidates for teaching positions must be "publicly examined before the Presidents, in Council" before being appointed. This provision demonstrates that becoming an elementary school professor required passing a public examination and receiving an official appointment, thereby conferring legitimacy and ensuring a minimum level of preparation for the teaching profession (Brazil, 1827). The following names were documented in 1859: João Simplício de Araújo, a primary school professor; Joaquim Caetano da Silva Guimarães, District Inspector; and Lucas Antonio Monteiro de Barros, Education Delegate (Paula Sobrinho, 2007). This discovery reveals an inconsistency. The position of district inspector, noted as existing in 1859, was not formally established until the 1867 legislation. Provincial Law No. 1,400 of 1867 and Regulation No. 56 established the General Directorate of Public Instruction, a centralized body subordinate to the provincial president, and created the positions of District Delegate and District Inspector. The inspectors' duties included pedagogical, administrative, and disciplinary oversight of schools, evaluation of teacher performance, and recommendation of local appointments (David, 2008).

The term "Education Delegate"⁵ was used generically to refer to local delegates in charge of public education. Their exact title varied throughout the 19th century. Literary Circles⁶ corresponded to territorial divisions demarcated by population density. Fifteen were initially created, each with headquarters in a strategically important town or city. These circles' delegates were responsible for reporting to the provincial president on local schools' conditions, inspecting professors' performance and pedagogical practices, and advocating for institutional improvements in some cases (Inácio, 2003).

⁵ In practice, this represented a continuation of the former literary delegate's role, albeit with some interruptions, within different legal frameworks. The evolution was as follows: from 1835 to 1860, the Literary Circle Delegate system was in effect. In 1860, however, a significant reform took place at the initiative of the Minas Gerais Provincial Assembly—Law No. 1064 of October 4 and its supplementary regulation No. 49/1860 (David, 2008). Provincial Law No. 311, dated April 8, 1846 (Minas Gerais, 1846), established the position of Literary Circle Delegate and began to regulate public elementary education more strictly. This regulation included the adoption of the simultaneous teaching method and the requirement of specific qualifications for professors trained at the Normal School. The Normal School was originally established by Article 7 of Law No. 13/1835. The delegate was responsible for overseeing elementary schools in various regions of the province (Inácio, 2003).

⁶ Article 3 of Provincial Law No. 60, dated March 7, 1837, stipulated that the province be divided into literary circles based on existing judicial districts. This division aimed to organize secondary education and establish public classes in Latin, French grammar, philosophy, rhetoric, geography, and history in regions without public or private schools (Minas Gerais, 1837).

Francelino José Cardoso is also recorded as a private professor (Paula Sobrinho, 2007). His work in 1859 can be understood in light of Law No. 13/1835. Article 9 of that legislation established that private schools were permitted, regardless of government licensing, provided that professors were duly qualified in accordance with legal requirements (Minas Gerais, 1835).

In 1859, five years after the 1854 Couto Ferraz Reform of Decree No. 1331-A, Fortunato de Souza Pereira was identified as a Latin professor (Paula Sobrinho, 2007). During the Empire, the Latin professor played a central role in the structure of secondary education in Minas Gerais, where the predominant form of instruction was individual classes until the 1850s. However, legislation aimed at establishing secondary schools created ambiguity by maintaining the system of individual courses, as Law No. 60 de 1837⁷ (Neves, 2006).

Thus, individual courses, or "minor subjects," continued to form the basis of secondary education, and a shortage of professors persisted. According to a report by Provincial President Bernardo Jacinto da Veiga in 1839, there was a vacant Latin chair in the town of Formiga. Data presented in the Address by Provincial President Francisco José de Souza Soares D'Andrea in 1844 indicates that there were only eight filled Latin positions in the province that year, with no specific reference to their locations. By 1859, records indicate 44 filled Latin teaching positions and nine vacancies, one of which was likely in Formiga, held by Professor Fortunato (Neves, 2006).

Finally, Paula Sobrinho's (2007) records mention Professor D. Francisca de Paula Noronha Olivier⁸, who taught girls in 1859. The term "professor of girls" stems from Law No. 13 of 1835, specifically Article 3, which authorized the government to establish girls' schools in areas with secondary schools, provided that at least twenty-four girls regularly attended. The curriculum of these schools included elementary-level subjects as well as spelling, prosody, and general notions of moral, religious, and domestic duties. This curriculum highlights an educational approach aimed at shaping women according to the domestic and Christian ideals of the time (Minas Gerais, 1835).

Thus, D. Francisca's actions in 1859 fit directly within this legal and cultural model of female education, which aimed to prepare and discipline girls to fulfill the roles considered appropriate for women in Imperial Brazil. No significant legal changes to this provision were found between 1835 and 1859, indicating that the initial criteria for operating these schools remained in place (Muniz, 2000).

In addition to the difference in educational content, the numerical disparity is also important to note. Between 1815 and 1825, for example, there were 27 boys' schools with 753 students and only three girls' schools with 65 students. Even between 1852 and 1861, when the educational system was more structured, girls accounted for only 11% of enrollment. Toward the end of the empire, from 1880 to 1889, this ratio improved but remained unequal, with 928 schools for boys and 639 for girls. There were 28,836 male students and 15,111 female students, respectively. Despite these advances, girls' participation in education remained limited throughout the nineteenth century in terms of both numbers and the scope of the curriculum (Muniz, 2000).

Regarding the context of girls' education, Villa de Tamanduá, the region in which Formiga is located today, was one of the localities included in the creation of girls' schools

⁷ On March 7, 1837, Provincial Law No. 60 authorized the government of Minas Gerais to establish classes in Latin grammar, French, philosophy, rhetoric, geography, and history in districts without public or private schools offering these subjects. This legislation represented an institutional effort to expand secondary education by creating teaching positions in areas without structured educational institutions (Minas Gerais, 1837).

⁸ The professor's name appears spelled in two ways in the consulted documents: D. Francisca de Paula Noronha Olivier and D. Francisca de Paula Noronha Oliveira. Both variants refer to the same person, and the discrepancy may stem from spelling errors or variations in how names were recorded during the 19th century.

established by the Government Council in 1828. The professor appointed to the position was Maria. Carlota de S. Miguel, who took office on January 31, 1834 (Lopes & Chamon, 2019). This underscores the important role of women in teaching even in the 19th century despite limitations and prevailing moral norms that segregated the genders and restricted girls' access to formal education. For instance, between 1828 and 1837, 143 schools were established: 129 for boys and 14 for girls. Consequently, girls accounted for only 7.7% of enrollment (Muniz, 2000).

Other records compiled by Paula Sobrinho (2007) refer to 1875, when Professor Antonio Pompilio de Campos was replaced by Professor Joaquim Máximo da Silva Rodarte⁹, who remained a professor until 1932. There is also a reference to Professor Misseno Batista de Mello, who began his teaching career in 1886.

The collected documentation revealed the initial conditions for education to be precarious and the leading role played by certain social and religious figures in organizing local education. The 1831 census recorded 6,201 inhabitants with an estimated literacy rate of 5%. In 1839, the rate rose to less than 8% with 6,499 inhabitants (Paula Sobrinho, 2007). According to Gomes, Faria Filho, and Mesquita (2018), these percentages reflect the disconnect between the rhetoric of universal schooling and the reality of public investment, especially in inland regions such as Formiga.

The low literacy rate in Formiga should not be viewed as an isolated characteristic of the area. Saviani (2021) argues that establishing a national education system requires material conditions and sustained financial investments, neither of which were present during the Empire. Thus, local literacy rates reflect the economic and administrative limitations of a national education policy that was widely proclaimed but poorly supported by public resources capable of ensuring its implementation.

The São Vicente de Ferrer Parish did not provide documents relating to the research period (1822–1889), as the oldest registry book dates from 1936. However, part of the region's ecclesiastical history could be reconstructed through historical documents found in other sources, particularly in the Municipal Public Library and the UNIFOR-MG Library. Works by Coelho (2018), Corrêa (1993), and Trindade (1945) were also consulted.

The origin and development of the ecclesiastical structure of the São Vicente Ferrer parish, located in present-day Formiga, Minas Gerais, have discrepancies in historical records regarding the identity of its first resident vicar. According to Trindade (1945), a decree dated March 11, 1765, established the chapel at the request of Sergeant-Major João Gonçalves as a branch of the São Bento do Tamanduá parish. Trindade states that the curacy was created by regency decree on July 14, 1832, and subsequently elevated to parish status on November 29, 1833. The first parish priest was Father Antônio Carvalho da Trindade. Subsequently, Fathers André Martins Ferreira, Francisco da Anunciação Teixeira Coelho, and João Ivo da Silva Rodarte assumed the office.

However, Faria (2023) offers a different account, claiming that the first resident vicar of the São Vicente Férrer parish was Father Francisco da Anunciação Teixeira Coelho. The author also contextualizes the parish's location, noting its strategic position between Goiás and Rio de Janeiro, far from the navigable rivers that benefited other mining towns. The author adds

⁹ Joaquim Máximo da Silva Rodarte was a prominent educator and public figure in Formiga, Minas Gerais, during the 19th century. He became a professor and exerted significant influence on local education. He was recognized for his dedication to teaching and to educating young people in the region. In addition to his work as an educator, Rodarte was actively involved in Formiga's political and social life, contributing to the municipality's development. The Professor Joaquim Rodarte State School was established in his honor and opened in 1945. It is located at 60 Bernardes de Faria Street in downtown Formiga. Considered a landmark in the city's educational history, the school was designated a municipal cultural heritage site by Decree No. 2730/2004, recognizing its historical and architectural importance to the Formiga community (Formiga, 2025; QEdú, 2025).

that the aforementioned priest was the subject of allegations regarding political involvement, as documented in ecclesiastical records from that period.

In this context, the relationship between the church and education is emphasized by Inácio and Faria Filho (2019). They analyze how ecclesiastical control over community life extended to the organization of public education. This control influenced the curriculum, the selection of professors, and the academic profile of students. The presence of priests as parish vicars and professors, as well as their involvement in networks of chapels, illustrates the intertwining of religion and education as an organizing force in the local social sphere.

In Formiga, the interconnection between the church and education is a local manifestation of a broader cultural configuration of the imperial state within the context of the Padroado. This arrangement was established during the colonial period between the Portuguese crown and the Catholic Church, and it was maintained throughout the empire. While public education was related to disseminating basic knowledge deemed necessary for civic life, the 1824 Constitution established Catholicism as the Empire's official religion, and the 1827 Law integrated Christian morality and Catholic doctrine into the elementary school curriculum. Thus, the central role of the parish, priests, and religious practices in Formiga's community life indicates that local schooling developed in close connection with this Catholic framework, which had moralizing and disciplining purposes (Saviani, 2021).

The elevation of the locality to parish status was a milestone in consolidating Formiga as an urban, social, and political center. As Corrêa (1993, p. 174) points out, "Unlike other cities in Minas Gerais, Formiga had modest beginnings in the educational sector. Records show that in 1825, there was only a Latin grammar school with twenty students, maintained by private initiative." Construction of the permanent mother church began around 1839 and was completed in 1873. It features Baroque and Rococo architectural influences (Coelho, 2018).

The work by Lopes and Chamon (2019) complements the documentary and historical survey and provides important information on the educational structure of the Province of Minas Gerais in the 19th century, particularly regarding individual classes, evening courses, and women's education. The municipality of Formiga, still sometimes referred to as Villa de Formigas, is mentioned in the sources as one of the centers that offered sporadic classes between 1831 and 1837, as shown in the general distribution chart by locality. This form of education was characterized by the absence of a permanent school building; classes were generally held in homes or other spaces by professors authorized by the provincial government.

Another relevant aspect is the presence of evening primary education classes. According to data presented by Lopes and Chamon (2019), in 1890 Formiga had one registered evening class, highlighting efforts to expand access to education for workers and adults. Though this data is outside the scope of this study, it demonstrates that even in the first decades after the end of the empire, the city maintained an embryonic educational structure.

This initial investigation confirmed the importance of building a more consistent record of the city's educational history. It also brought to light key evidence, notably the identification of professors active in the nineteenth century and the municipality's ecclesiastical origins. These findings laid the groundwork for a more in-depth investigation and guided the second phase of the research. This phase took the names of teachers mentioned in historical sources as its starting point and attempted to identify the grammar school that existed in Formiga in 1825.

Second Search

The second stage of the research involved searching for the names of professors identified in previous print sources, such as Paula Sobrinho's work (2007), as well as related entries in the provincial press. The goal was to gain a deeper understanding of public education in Formiga during the Brazilian Empire by tracking biographical details, political activities, ties to religious or educational institutions, and career trajectories of the professors.

Before Formiga's political and administrative emancipation in 1858, the region was under the jurisdiction of Tamanduá, now known as Itapecerica. It was within this territorial context that the first public schools for girls were established in the province of Minas Gerais, as mandated by the Government Council Resolution of 1828. Tamanduá was one of the ten towns initially selected to provide education for girls. However, the teaching position was not filled until January 31, 1834, when Maria Carlota de S. Miguel was appointed (Jinzenji, 2010; Lopes & Chamon, 2019).

Jinzenji's (2008) dissertation emphasizes that Professor Maria Carlota adhered to the standards required at the time. These standards included proficiency in subjects such as Christian morality, the national language, arithmetic, and domestic skills, as outlined in the Law of October 15, 1827. Female teacher candidates were required to take public examinations, which served as mechanisms for social oversight and confirmation of teaching competence before the community and the provincial government. Publications such as *O Mentor das Brasileiras* reported on these examinations and reinforced the moralizing role attributed to girls' education.

In addition to Maria Carlota de S. Miguel, the dissertation also presents the case of Maria Ricardina de Oliveira Novaes. She was a student of Professor Policena Tertuliana de Oliveira and distinguished herself in exams held in São João del-Rei in the 1830s. Ricardina was appointed a teacher at the public girls' school in Campanha on May 3, 1832. "After teaching there until 1837, she was transferred to São José and later assigned to Formiga in 1848." She took a leave of absence in 1853" (Jinzenji, 2008, pp. 217–218).

Professor Cândido Joaquim de Arantes's name was found in Paula Sobrinho's book (2007) as a professor in Formiga in 1831. Based on this initial reference, a search for the professor's name was conducted in digital repositories and historical sources available online.

Cândido Joaquim d'Arantes's name appears in Chart I, which lists the members of the Society for the Defense of Liberty and National Independence of São João del-Rei (1831–1835). This chart is presented in Falco's dissertation (2021) and demonstrates the professor's participation in a moderate liberal organization that was active during the Regency Period.

Founded in October 1831 at the Town Hall of the village of São João del-Rei, the Society for the Defense of Liberty and National Independence brought together citizens who voluntarily committed themselves to defending the constitutional monarchy and maintaining public order.

Cândido Joaquim d'Arantes's presence among its members suggests that he may be the professor who later worked in Formiga, indicating his involvement in social networks and political coordination as early as the 1830s (Falco, 2021).

Records regarding Captain Antônio Joaquim de Arantes, a figure linked to the National Guard and Republican Freemasonry, corroborate the presence of members of the Arantes family in Formiga during the 19th century. His biography mentions a son with the same name, Cândido Joaquim de Arantes. However, an analysis of the dates indicates that the professor active in 1831 would have been born around 1810. Captain Arantes did not enlist in the National Guard until 1861. Therefore, it is unlikely that he was Cândido's father. Under those circumstances, he would have had to have been born around 1790. In 1861, he would

have been around 70 years old, an age incompatible with military enlistment. This indicates that they are not the same person (Arls Amor e Caridade No. 313, 2021).

Given the common practice of repeating names within families at the time, it is possible that Professor Cândido Joaquim de Arantes was related to Captain Antônio in some way, although there is no documentary evidence of this family connection yet.

In 1839, José Fortunato da Silva replaced Cândido as a primary school professor, as noted by Paula Sobrinho (2007). However, no biographical records have been found that confirm Professor José Fortunato da Silva's career, origin, or connection to other educational institutions. The only mention found in an online search refers to a namesake born in 1938 whose profession, as recorded on his birth certificate, was bricklayer—a fact incompatible with the time period and profile sought. Thus, any additional information about his educational career or family ties remains unknown, and his relevance is limited to his role as Cândido's substitute professor in 1839 (FamilySearch, 2025c).

A lack of comprehensive records regarding these early educators is not uncommon in 19th-century rural contexts where public documentation was scarce. Individuals working in local civil offices were rarely mentioned beyond brief references in provincial governor reports, city council minutes, or parish records.

Nevertheless, the appointments and work of these professors within the context of the 1827 legislation reveal the gradual incorporation of imperial educational guidelines, even in outlying areas. This makes it possible to consider Cândido Joaquim de Arantes and José Fortunato da Silva as pioneers of public education in the municipality of Formiga.

After a 20-year gap in the records, Joaquim Caetano da Silva Guimarães appears in 1859 as District Inspector. Researching the professor's name revealed that it is identical to that of a prominent 19th-century magistrate from Minas Gerais. Born in Ouro Preto in 1813, he earned a bachelor's degree in law from the University of São Paulo in 1841. He pursued an extensive legal career as a judge and appellate judge on the Minas Gerais Court of Appeal. Later, he served as a justice of the Supreme Court of Justice until retiring in 1888 (Court of Justice of Minas Gerais, [19--?]). Despite the similarity, no documentary evidence was found to confirm his direct involvement as a district inspector in Formiga or in any teaching activity in the locality. This suggests the existence of namesakes.

Among the records identified in 1859, Reverend Lucas Antônio Monteiro de Barros stands out as an education delegate. Mentioning this name immediately brings to mind the prominent Monteiro de Barros family, one of the most influential clans in the 19th-century political, administrative, and ecclesiastical elite of Minas Gerais. Notable members include the Viscount of Congonhas do Campo, Lucas Antônio Monteiro de Barros (1767–1851), who held important positions in the empire, such as senator, appellate judge, and member of the Council of State (Martins, 2017; Soares, 2024).

However, although the reverend's name matches that of the viscount, his activities cannot be confused with those of the schoolteacher registered in Formiga in 1859 since the viscount died in 1851, as attested by biographical sources (Soares, 2024). The hypothesis that the role was filled by a direct descendant, such as a son or nephew, is also limited because the consulted records indicate that Lucas Jr. was married and had family obligations in other regions and time periods. This makes his simultaneous presence in Formiga City implausible (Genovez, 2009; Martins, 2017).

Thus, the most plausible scenario is that the reverend is a namesake belonging to a different family branch or social group who shares only his given name with the viscount. Situations such as this one underscore the importance of carefully applying the prosopographic method, an approach that aims to collectively map the life trajectories of individuals to identify social strategies, family patterns, and power networks, especially in studies involving the history of education and the genealogy of local elites.

The distinction between the Reverend, who was active in Formiga, and the well-documented members of the Monteiro de Barros family underscores the importance of considering contextual elements, such as chronology, family ties, and roles, to prevent generalizations or misconceptions when reconstructing regional histories from the 19th century.

Another notable figure in Formiga's educational history during the second half of the 19th century was Fortunato Pereira de Souza, also known as Fortunato de Souza Pereira, a Latin professor. Genealogical records indicate that he was born around 1840 in the Minas Gerais province and married Joanna Evangelista de Jesus. The couple had at least one child (FamilySearch, 2025b). While genealogical sources do not provide detailed information about his teaching career, documentary evidence from the Minas Gerais Academy of Medicine confirms his role as a local educator. Fortunato reportedly ran a day school in Formiga where José Carlos Ferreira Pires, a future prominent physician and patron of Chair 34 at the academy, studied. According to Pires's biographical entry, he "attended Professor Fortunato de Souza Pereira's private school in Formiga, later transferring to Ouro Preto, then the state capital" (Academia Mineira de Medicina, 2025). This information highlights the existence of a private school in Formiga run by Fortunato that prepared young people to continue their studies at more developed centers such as Ouro Preto.

While searching for Professor Fortunato de Souza Pereira, three other professors were discovered: Ignacio Rodrigues Paiva, Ernesto José Corrêa, and D. Thereza Maria Roza de Lima. No additional information was found about them.

Records indicate that Reverend Francisco da Anunciação Teixeira Coelho served as vicar of the São Vicente Férrer parish in Vila Nova de Formiga beginning in the 1840s. According to the São João del-Rei Transparente website, Hipólita Jacinta Teixeira de Melo, a historical figure of the Inconfidência Mineira, raised him as a child on her farm in the Prados region of Minas Gerais (Cruz, 2025). In 1847, Francisco was denounced to the Bishop of Mariana, Dom Antônio Ferreira Viçoso, by Pedro da Costa Fonseca, the judge of orphans. The accusation concerned his political activities in the parish of Formiga, where he was accused of supporting one political party against a rival. The judge claimed that instead of devoting himself exclusively to the spiritual guidance of the faithful, the vicar had become "a watchdog for a faction of a political party" (Faria, 2023, p. 83).

This occurred during a period of intense conflict between clergy aligned with political liberalism and those who supported the ultramontane model¹⁰, promoted by Dom Viçoso. He sought greater disciplinary and ideological control over parish priests. The outcome of the case could not be located, but this episode demonstrates the presence of conflicts between religion and politics in the career of a public education official.

Professor Antônio Rodrigues de Paiva is named as a defendant in Appeal No. 1336, which was filed in the Formiga court on February 8, 1887. The case involves a commercial dispute with José Joaquim da Costa Xavier. The case involves the dissolution of the firm "Paiva & Costa," which operated in river trade on the São Francisco River. The plaintiff alleged that he had lent funds to the partnership and demanded payment from the defendant. The defense countered that the partnership had not been formally dissolved and that there was no documentary evidence of the debt. The plaintiff lost the case, and the ruling was upheld by the Ouro Preto Court of Appeals in 1888 (Brazil, 1898).

Although Professor Lopes is mentioned in this court case, the document provides no information about his personal background, such as his occupation, level of education, or

¹⁰ Ultramontanism was a nineteenth-century movement within the Catholic Church that advocated for the pope's absolute authority and the centralization of religious decision-making in Rome. In Brazil, it came into conflict with the imperial patronage system, which gave the emperor control over appointments and ecclesiastical matters. Ultramontanes rejected liberalism, valuing instead obedience to the hierarchy and traditional Church doctrine.

institutional affiliations. Thus, based on this source alone, it is not possible to confirm whether this is the same professor referred to in other documents. The lack of biographical data precludes any definitive association with his work in education or the history of teaching in Formiga in the 19th century.

João Simplicio de Araújo is one of the professors cited by Paula Sobrinho (2007). His name appears in a petition published in the *Diário de Minas* on October 26, 1866. In the petition, he requests that the provincial government pay his salary directly "from the treasury," indicating his desire to receive payment immediately from the provincial treasury. On April 17 of that same year, the professor appeared as a signatory to a manifesto published in the press defending Colonel Manoel Teixeira de Magalhães Leite Júnior. At the time, Leite Júnior was the commander of the National Guard in Formiga and Piumhi. Newspapers in the capital were attacking him. The document, signed by members of the local Liberal Party, expressed indignation against what were deemed slanderous accusations and underscored João Simplicio's civic and political involvement in the municipal context (*Diário de Minas*, 1866; *Correio Mercantil*, 1866).

In the following years, documentation underscores his connection to the teaching profession. On October 1, 1880, his name appears in a petition published in the newspaper *Actualidade*, in which he is identified as a professor in Formiga. The petition requests information from the General Inspectorate of Public Instruction (*Actualidade*, 1880). One of the most significant records of his career, however, appears in issues of *O Noticiador* between April and June of 1869. These issues detail his transition from a career in the judiciary to a career in public education. Initially employed by the local judiciary, Simplicio requested a leave of absence from the municipal judge of Formiga, citing incompatibility between the roles of court officer and professor. In light of the legal requirement, he formally opted for a career in teaching. Beginning with issue No. 111, the official press published notices announcing competitive exams to fill the judicial positions he vacated pursuant to Decree No. 817 of August 30, 1851 (*Noticiador de Minas*, 1869).

Regarding D. Francisca de Paula Noronha Oliveira, a girls' school professor, a request appears in the November 23, 1871, issue of the periodical *Noticiador de Minas*. In the document, the professor requests her official title, presumably related to the formal recognition of her position by the provincial government. The provincial president ordered that the request be forwarded to the inspector of the provincial treasury so that the necessary administrative measures could be taken to regularize the title (*Noticiador de Minas*, 1871).

There is also a record for Francelino José Cardoso, who is identified as a private tutor. This name appears in official documents from the province of Minas Gerais as a public school professor. According to the 1870 Administrative, Civil, and Industrial Almanac of the Province of Minas Gerais, he was listed in the "list of retired and on-leave provincial employees" in the section on primary education as of December 1868 (Martins, 1870, p. 44). This record indicates that Francelino had been working as a teacher since at least the 1860s, placing his career within the educational context of Imperial Brazil.

Two hypotheses arise regarding his identity. The first concerns Francelino, born in 1815 in Bambuí, Minas Gerais, whose teaching career coincided with the imperial period. The second hypothesis concerns a namesake born in 1859 in Minas Gerais whose career would have occurred later. However, information published in the journal *O Trem da História* indicates that Francelino was married to Marcelina, who was also a teacher, and was the father of Clodoveu Cardoso, born in 1883. This information reinforces the identification of the older Francelino (born in 1815) as the certified professor mentioned in the almanac. The second hypothesis considers the 1859 Francelino a possible son and part of a family tradition linked to teaching (FamilySearch, 2025a; Calmon Barreto Foundation, 1994; Geni, 2025).

After a 16-year gap with no identified records, the name of Professor Antônio Pompílio de Campos appears in 1875 in the municipality of Formiga. Misseno Batista de Mello follows in 1886. However, no documentary information was found to reconstruct these professors' careers or profiles. Professor Antonio was later replaced by Joaquim Máximo da Silva Rodarte, who remained in the position until 1932. Information about Professor Rodarte will not be addressed in this study, as it falls outside the established time frame.

While researching the presence of educational institutions in Formiga during the 19th century, a series of advertisements regarding the operations of the Collegio Tesson, directed by José Maria Tesson, were found published in the *Diário de Minas* in 1867. According to the advertisement in the April 25 edition, the school was founded on January 7 of that year. It offered primary and secondary education focused on educating boys. The school admitted boarding students, day students, and half-boarders. Courses met the requirements for higher education and included reading, writing, and music. The text also states that the school's bylaws and regulations were available for consultation with the director of the institution (*Diário de Minas*, 1867).

Although it was initially assumed that a grammar school had existed in Formiga since 1825, no records confirming its existence have been found. The only concrete reference found is to advertisements for the Collegio Tesson published in the *Diário de Minas* in issues 219, 220, 221, 224, 225, 226, 228, and 229, all from 1867. There is no mention of ties to earlier institutions (*Diário de Minas*, 1867).

Documentary research on professors identified three additional professors in Formiga: Manoel Alves and Antonio Moreira, who were both involved in teaching around 1841. The only reference to them appears in a letter Manoel Alves sent to the Baron of Camargos, in which Alves requests the removal of Moreira from his position as a high school teacher in Formiga. This document is preserved in the Barão de Camargos Collection in the Historical Archives Section of the Casa do Pilar and reveals the intricacies of the political and personal disputes that permeated teaching appointments at the time (Bonsembiante, 2006).

The letter clearly exposes the patronage and racist practices present in the social and educational relations of the Empire. To justify his claim to the position, Manoel describes Professor Moreira as "black and maniacal," alleging that his own children and others were receiving private instruction for this reason. This episode, cited by Bonsembiante (2006), demonstrates how skin color and subjective value judgments were used to justify the removal of teachers, highlighting the power struggles and structural prejudices in the educational system of the time.

Finally, there is the case of Francisco de Paula Barcellos. According to a study by Serafim-Pedruzzi and Jinzenji (2022), he was a public school professor who graduated from the Ouro Preto Normal School (ENOP) in 1879. He began his teaching career in Pomba after graduating and was later transferred to Formiga, where he continued working as an elementary school professor. The authors state that Barcellos was the only ENOP graduate between 1877 and 1889 to abandon his teaching career after eight years of service. His name appears in official records from that time, including the periodical *A Actualidade*, which reported his appointment as a public teacher, as well as in issues of *Minas Gerais*, which confirm his role in the state administration (*Actualidade*, 1881; *Minas Gerais*, 1894).

As a next step, the third phase of the research should be conducted at the Minas Gerais Public Archives (APM). There, administrative manuscripts, school maps, provincial reports, official correspondence, and other official records may help fill in the documentary gaps. In total, relevant records were identified for eight professors or educational officials.

Regarding education for girls, Maria Carlota de S. Miguel was identified as a professor in Itapecerica, possibly associated with the region's first girls' school. This institution was authorized by legislation dated October 15, 1827 (Brazil, 1827) and formalized by a government council resolution in 1828. However, it was not implemented until 1834 with the aforementioned teacher's appointment.

Another professor mentioned in the records is Maria Ricardina de Oliveira Novaes, who was transferred to Formiga in 1848. Her career included three transfers: from São João del-Rei to Campanha, from Campanha to Vila de São José, and finally, from Vila de São José to Formiga. According to Article 5 of Law No. 13 of 1835, professors could be transferred if low school attendance was not due to negligence but rather to sparse population or other justified causes. However, no justifications were found for these transfers in the documents (Minas Gerais, 1835).

In 1859, Francisca de Paula Noronha Oliveira appeared in the records with a request for an official teaching certification. Obtaining this certification meant receiving a state license to teach in the Empire's public schools after successfully completing the selection processes established by the October 15, 1827, Law (Brazil, 1827). The certification guaranteed teachers formal rights, such as a salary from the public treasury, job security, and bonuses, as well as the prestige of a public-sector career. However, it also placed the teaching profession within a bureaucratic system of educational control in which the state determined who could teach and under what moral and pedagogical conditions.

Professors Cândido Joaquim de Arantes, Francisco da Anunciação Teixeira Coelho, and João Simplício de Araújo were associated with the Liberal Party. Not only did these professors work in the teaching profession, but they were also part of a broader political and associative network centered on societies dedicated to defending freedom and public education. These associations served as spaces for debate, political indoctrination, and formulating political and cultural projects aimed at educating the people according to the ideals of moderate liberalism (Gomes, Faria Filho, & Mesquita, 2018; Inácio & Faria Filho, 2019; Paula & Faria Filho, 2020).

Their participation highlights the strategic role these teachers played as mediators between academic knowledge, cultural practices, and the local political arena. This reinforces the interdependence between education and politics in the context of imperial Brazil (Gomes, Faria Filho, & Mesquita, 2018; Inácio & Faria Filho, 2019; Paula & Faria Filho, 2020).

Fortunato Pereira de Souza founded the day school in Formiga, which had a student who went on to become a member of the Minas Gerais Academy of Medicine. During this period, the day school offered structured secondary education outside the system of individual courses. In Minas Gerais, secondary education was characterized by a lack of public institutions. Following the closure of the Colégio de Nossa Senhora da Assunção in Ouro Preto in 1843, its programs were transferred to the Seminary of Mariana, illustrating the province's challenge in sustaining secular institutions (Neves, 2006).

In 1866, Regulation No. 56 of Provincial Law No. 1,267 established six public day schools, one in each strategic city (such as Sabará, São João del-Rei, and Campanha), with a minimum enrollment requirement of 32 students. However, these boarding schools were abolished just two years later, in 1868, by Provincial Law No. 1,601. This caused secondary education to rely once again on individual classes limited to Latin and French (Neves, 2006).

Against this backdrop, the private boarding school allegedly run by Fortunato in Formiga stands out for its significance and effectiveness, especially in educating students who went on to pursue higher education successfully.

Finally, Francelino José Cardoso is also mentioned as a private professor. No records were found for the following professors: José Fortunato da Silva, Lucas Antonio Monteiro de

Barros, Ignacio Rodrigues Paiva, Ernesto José Correa, Thereza Maria Roza de Lima, Joaquim Caetano da Silva Guimaraes, Antonio Rodrigues de Paiva, Antonio Pompilio de Campos, and Misseno Batista de Mello. The lack of biographical and professional data on these individuals underscores the need to continue searching specialized physical archives.

Third Search

For this third search, the methodology adopted was based on a documentary search conducted in the Minas Gerais Public Archives (APM) system. The aim was to locate documents related to public education in the city of Formiga, Minas Gerais, from 1822 to 1889.

First, we searched using the terms "Formiga," "Minas Gerais," and "public education" with the operator "and," as well as the terms "teaching," "royal class," "education," "school," "professor," "student," "public class," and "school inspector." All of these terms were combined using the "OR" operator. The date range was set from January 1, 1822, to December 31, 1889. The "exact" option was selected on the search platform, meaning the start and end dates of the returned records had to fall entirely within the specified range. The result was 139 records.

There is a field in the upper-left corner of the platform to filter the search results. For relevance, we limited the results to the "Public Education" category, yielding 99 items. The descriptions of the 99 items were reviewed using the "Table View" and sorted by reference code in ascending order. The items selected for investigation were:

i) Appointment, assignment, leave of absence, suspension, and reinstatement of teaching staff: 32 boxes with the code BR MGAPM IP-3-1-Cx.001 through Cx.032;

ii) Registration of inspectors and alternates for Literary Circles: One box, code BR MGAPM IP-3-2-172;

iii) Registration of private schools in Minas Gerais municipalities: One box, code BR MGAPM IP-3-2-61;

iv) Enrollment records for subsidized provincial primary and secondary schools: One box, code BR MGAPM IP-3-2-172; Minutes from classroom visits at the São João Del Rei Normal School and registration of exam candidates: One box, code BR MGAPM IP-3-4-151. The initial screening resulted in the selection of 36 items for investigation.

A second search was conducted using the term "Tamanduá" in the "access points" field. The search returned 63 items. Four documents mentioning Formiga or equivalents were highlighted among these: i) Incoming correspondence from municipal councils: one box, code BR MGAPM CGP-1-2-Cx.13 (1829–1834); ii) Formiga, Municipality of Tamanduá: one box, code BR MGAPM PP-01-10-Cx.60-Doc.03 (1838); iii) Tamanduá: one box, code BR MGAPM PP-01-10-Cx.65-Doc.25 ([1839]); iv) São Vicente Ferrer da Formiga, Municipality of São Bento do Tamanduá: One box, code BR MGAPM PP-01-10-Cx.65-Doc.20 (1839).

A third attempt was made using the proper names identified in bibliographic research and local sources. For this search, the "public education" and "location" filters were applied based on relevance, and "Minas Gerais" was selected as the location. For the names, quotation marks were used to search for exact phrases.

The first name was "Carlota de S. Miguel." In the advanced search options field, the time period was narrowed down again to an exact range. The terms "Public Instruction" were combined with the connector "and" with the terms "teaching," "royal class," "education," "school," "professor," "student," "public class," and "school inspector." All of these were combined with the connector "or." Twenty-one results were found, six of which were selected:

i) Official correspondence from the first clerk, Lucas Monteiro de Souza Oliveira e Castro, regarding the dispatch of provisions for Father Mariano Souza Silvério—one box, code BR MGAPM CC-2-Cx.015-Pl.10316-Doc.03 (1822); (ii) A request from the elementary school professor in Vila do Príncipe to open a record to collect his wages (1 box, code BR MGAPM CC-2-Cx.079-Pl.20102-Doc.05 [1822]).

(iii) Incoming correspondence from municipal councils. I. One box, code BR MGAPM CGP-1-2-Cx.05 (1829–1833). II. Incoming correspondence on various matters: two boxes, codes BR MGAPM CGP-1-4-Cx.02 (1832–1834) and BR MGAPM CGP-1-4-Cx.06 (1833–1834). III. Internal documentation of the General Council of the Province: one box, code BR MGAPM CGP-3-2-Cx.01 (1828–1834).

Upon repeating the search with the same filters, it was found that the name itself was not a determining factor. That is, the presence of the other search criteria yielded the same results as the previous search. Therefore, for searching the remaining names on the list, only the initial time period restriction was applied (1/1/1822 to 12/31/1889). No results were found for the names "Ignácio Francisco Silveira Mota," "Joaquim Caetano da Silva Guimarães," "Lucas Antonio Monteiro de Barros," "Fortunato de Souza Pereira," "João Simplicio de Araujo," "Francisca de Paula Noronha Olivier" (a variation of "Francisca de Paula Noronha"), "Francelino José Cardoso," "Manoel Alves," "Antônio Moreira," "Francisco de Paula Barcellos," "Cândido Joaquim de Arantes," "Antonio Pompilio de Campos," "Joaquim Máximo da Silva Rodarte," and "Misseno Batista de Mello."

One result was found for the name "José Fortunato da Silva": Special Office of Public Lands — Nossa Senhora da Conceição do Rio Pardo, one box, code BR MGAPM TP-1-179 (1854–1855). Using only date restrictions, we also searched for several other terms found in the bibliographic research—names used for the city during the period under study. The results were as follows: i) "Curato da Formiga do Tamanduá" yielded no results; ii) "Villa de Formigas" yielded one result: Original records of births, baptisms, marriages, and deaths submitted by parish priests (1st semester), one box, code BR MGAPM SP-0256 (1839); iii) "Comarca do Rio das Mortes" yielded 14 results, but none were relevant to the research; iv) "São Bento do Tamanduá" yielded 33 results, of which four were selected for investigation: a) List of tithes paid by residents of the parish of São Bento do Tamanduá from 1789 to 1831, compiled by Carlos José Álvares Antunes, one box, code BR MGAPM CC-2-Cx.056-Pl.30461-Doc.03 (1848); b) Correspondence received from municipal councils, one box, code BR MGAPM CGP-1-2-Cx.13 (1829–1834); c. Internal documentation of the Provincial General Council: One box, code BR MGAPM CGP-3-2-Cx.04 (1833–1834); d. São Vicente Ferrer da Formiga, Municipality of São Bento do Tamanduá: One box, code BR MGAPM PP-01-10-Cx.65-Doc.20 (1839). The list of archival boxes containing relevant documents for researching public education in Formiga, Minas Gerais, and the surrounding region between 1822 and 1889, based on searches in the Minas Gerais Public Archives system, is presented in Chart 1.

Chart 1 – List of boxes

Description	Reference Code	Search results
Enrollment in private schools in municipalities in the state of Minas Gerais	BR MGAPM IP-3-2-061	- 1860 to 1875 – reference to Formiga on pages 116 and 117, listing four students: Coleta Candida d'Moniz Leite (elementary education); Rita Moreira (elementary education); Maria Carolina de Sr. Teixeira (elementary education – note: Law No. 1618 of 1869); Joaquim Rodrigues Teixeira Rodarte (boarding school—elementary education, basics of general history, geography, commercial bookkeeping, algebra, first-degree equations, and arithmetic – note dated January 14, 1848)
Enrollment in subsidized primary and secondary schools, provinces	BR MGAPM IP-3-2-172	Thirteenth Literary Circle, city of Formiga, registered by Dr. Joaquim Caetano de Sá, with alternates Dr. Francisco Cyrillo Ribeiro de Souza and João Marciano de Faria Pereira – years 1859 and 1860.
São Vicente Ferrer da Formiga, Municipality of São Bento do Tamanduá	BR MGAPM PP-01-10-Cx.65-Doc.20 1839	Record of the box transferred from the BR MGAPM archive, PP 1-10, Box 13, Doc. 20—record of a professor (José Fortunato) (145 pages of records, averaging 50 names per page—names of men and women, occupations, remarks/statuses)
Correspondence received on various matters	BR MGAPM CGP-1-4-Cx.02 1832-1834	- Six petitions regarding public education; no mention of requests for a school and/or professor/position in Tamanduá or Formiga (1829–1834); total of 50 documents
Correspondence received on various matters	BR MGAPM CGP-1-4-Cx.06 1833-1834	- 1 (one) document from the Rio Pomba District regarding public education
Correspondence received from municipal councils – Provincial General Council	BR MGAPM CGP-1-2-Cx.13 1829-1834	-1 (one) document regarding a request for education in São João Del Rei—found in the correspondence of the São Bento do Tamanduá District (1830, 1834, 1839, 1833), for a total of 45 documents (in both the São João Del Rei and São Bento do Tamanduá districts, there is no mention of public education and/or professors)

Source: Minas Gerais Public Archives (APM), based on the documents and archival boxes identified in the document search; organized by the authors (2025).

A documentary analysis of the Minas Gerais Public Archives (APM) system from 1822 to 1889 revealed some records related to public education in Formiga and its historical names, such as São Vicente Ferrer da Formiga and São Bento do Tamanduá. However, the collected data indicate that public education in the region was sporadic and disjointed. Above all, the data reveal the absence of a systematic education policy in the area.

Some relevant documents were identified, such as enrollment records for private school students between 1860 and 1875 and the record of the 13th Literary Circle in Formiga. According to Article 3 of Law No. 60 of 1837, 15 literary circles were established in districts without high schools in Minas Gerais. Most of the records found, however, make no explicit mention of public education in the city, despite the appointment of a professor in the district of São Vicente Ferrer da Formiga. The gaps in the official correspondence of the City Council, the Provincial General Council records, and the communications from the District of São Bento do Tamanduá are particularly striking. Between 1829 and 1834, these documents contain no direct references to the establishment of schools, the appointment of professors, or educational demands.

Authors such as Paula and Faria Filho (2020) have also analyzed this silence, highlighting the gaps in institutional memory regarding school practices and individuals involved in educational processes outside major urban centers. According to these authors, challenges regarding the preservation of and access to primary sources in rural municipalities still plague the history of Brazilian education.

In the broader context of imperial schooling, it's clear that following the Additional Act of 1834, primary and secondary education became more directly dependent on the provinces without establishing a coordinated national organization. The absence of continuous records regarding schools, professors, and oversight in Formiga indicates a local archival gap and the fragility of a decentralized schooling model marked by administrative irregularities and limited capacity to translate legal provisions into effective schooling (Saviani, 2021).

This institutional silence, observed in the main documentary collections of the provincial administration, suggests that there was no systematic concern at the time with organizing and maintaining public education in the Formiga region. The few references identified are sparse and do not indicate the continuity or consolidation of a local educational project.

Final Considerations

Analyses conducted throughout this study revealed important traces of the history of public education in Formiga, Minas Gerais, during Brazil's Imperial period (1822–1889). The most significant findings include records of professors' activities at various points in the nineteenth century, students enrolled in private institutions, the operation of the Collegio Tesson in 1867, and administrative structures such as the Thirteenth Literary Circle, which was recorded in 1859. Though these pieces of evidence are isolated, they contribute to reconstructing a fragmented yet relevant educational landscape that highlights the leading role of certain individuals and the beginning of the institutionalization of formal education in the region.

To achieve the objective of investigating the history of education in Formiga during the Brazilian Empire (1822–1889), the findings were synthesized. Examining the timeline in Figure 1 reveals four phases in the development of public education in Formiga, each represented by a different color.

The first period, when Formiga was part of the town of Tamanduá, is represented by the red line and spans from the founding of the Chapel of São Vicente Ferrer in 1765 until the early 1830s. The first traces of local education emerged during this period: the establishment of the School of Latin Grammar in 1825, the imperial initiative to provide free elementary education throughout the country in 1827, and the record that the town was included in the opening of schools for girls in 1828. By 1831, Cândido Joaquim de Arantes was already a primary school professor, indicating the presence of elementary education. The laws appearing outside the timeline—the 1824 Political Constitution and the 1827 law regulating primary education—provide context for the initial emergence of schools and professors.

A period of relative administrative autonomy under Tamanduá (orange). In 1832–1833, Formiga was elevated to parish status, becoming an administrative unit within the mother town. This promotion coincided with the hiring of Maria Carlota de S. Miguel as a female professor of girls' education in 1834. The end of this phase was marked by provincial laws that expanded decentralization and organized education. These laws included the Additional Act of August 12, 1834, which decentralized imperial administration, and the first formal initiative to organize public education in the Province of Minas Gerais in 1835. This initiative provided for girls' schools and established teachers' salaries. Provincial Law No. 60/1837 also permitted the

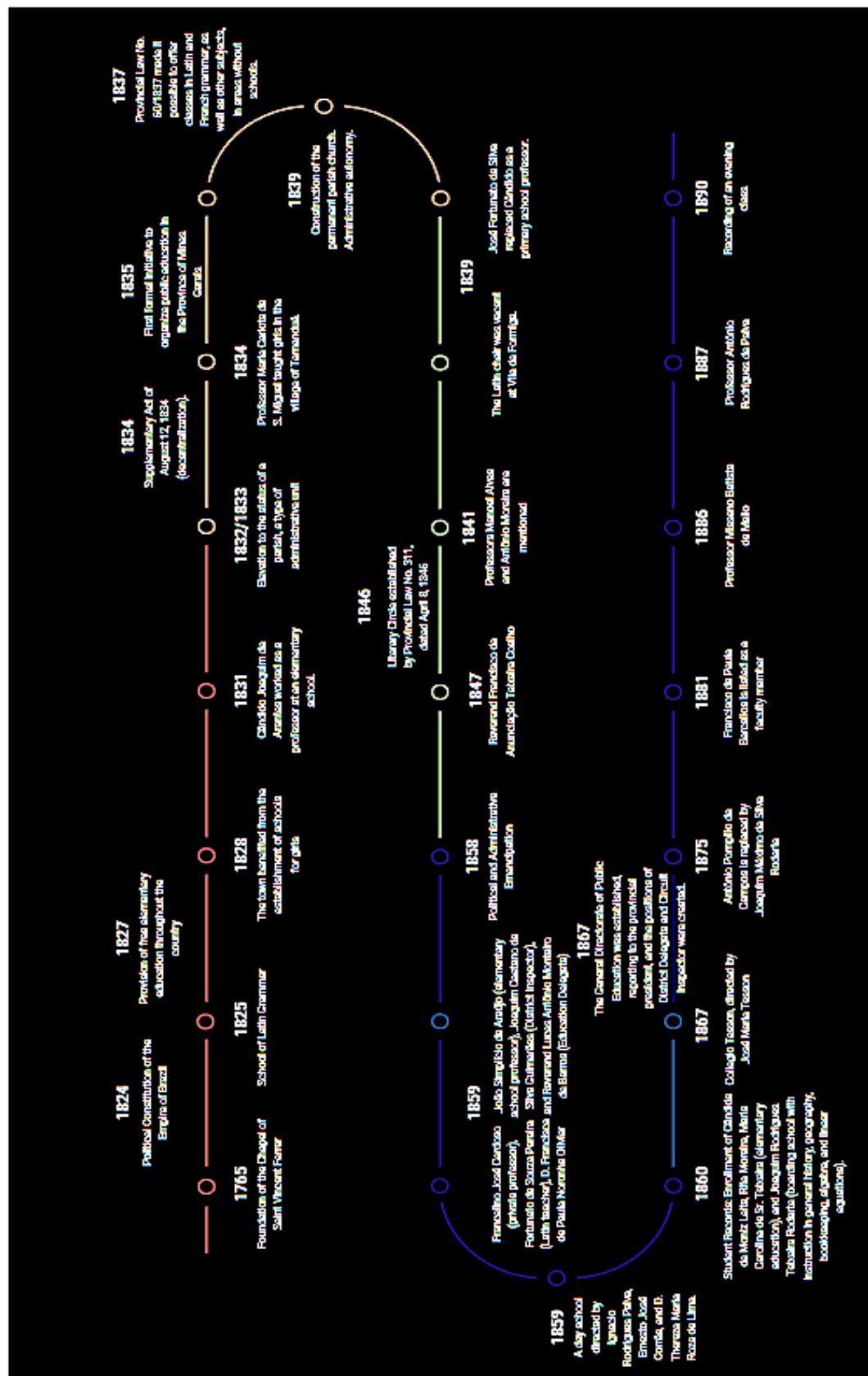
establishment of Latin and French grammar classes, as well as other subjects, in areas without schools. These legislative actions help explain the presence of a female professor during this period and the beginning of discussions about secondary education. The orange arc ends in 1839 when the construction of the permanent mother church and Formiga's administrative emancipation were recorded.

The period of administrative autonomy (green line) began after 1839. During this time, a greater diversity of educational agents became evident. There are records of professors Manoel Alves and Antonio Moreira (1841), Reverend Francisco da Anunciação Teixeira Coelho (1847), and a Latin professorship (though it was vacant in 1839). In the same context, Provincial Law No. 311/1846 established the Literary Circle, an educational inspection and oversight body that appears on the timeline as an institutional milestone. These events illustrate the transition from an incipient educational system to a more formal organization, culminating in the political and administrative emancipation of 1858. This event marks the end of the green line.

Post-emancipation period (blue line): Now independent, Formiga experienced an increase in educational institutions and figures. In 1859, a day school was established under the direction of Ignacio Rodrigues Paiva, Ernesto José Corrêa, and D. Thereza Maria Roza de Lima. The school's faculty included Francelino José Cardoso (private tutor), Fortunato de Souza Pereira (Latin), and D. Francisca de Paula Noronha Olivier. Also that year, João Simplicio de Araújo (elementary school professor), Joaquim Caetano da Silva Guimarães (district inspector), and Reverend Lucas Antônio Monteiro de Barros (education delegate) illustrate the proliferation of teaching and administrative roles.

Student records from 1860 to 1875 show a student body composed of both girls and boys enrolled in various programs. The establishment of the General Directorate of Public Instruction in 1867 marked the provincial centralization of education. Shortly thereafter, Tesson College began operating in Formiga. Beginning in the 1870s, recorded events such as the replacements of professors Antonio Pompilio de Campos (1875), Francisco de Paula Barcellos (1881), Misseno Batista de Mello (1886), and Antonio Rodrigues de Paiva (1887), as well as the establishment of an evening class in 1890, indicate the continuity of school activities and the presence of various professionals, some of whom were linked to provincial policies and others to private initiatives.

Figure 1 – Timeline of education and institutional changes in Formiga



Source: Compiled by the authors based on Paula Sobrinho (2007), Corrêa (1993), Lopes and Chamon (2019), Neves (2006), Brasil (1824, 1827, 1834), Minas Gerais (1835, 1837, 1846), *Diário de Minas* (1867), *Noticiador de Minas* (1869, 1871), and documents consulted at the Minas Gerais Public Archives (2025).

This chronological analysis of Figure 1 shows how Formiga's educational development paralleled the legal and administrative transformations of Imperial Brazil. First, Formiga was part of the town of Tamanduá. Then, it gained autonomy as a parish and was granted administrative autonomy. Finally, Formiga became an independent municipality, adapting to the new provincial laws and expanding formal and private educational institutions.

However, the findings also revealed a significant lack of documentation from the administrative and political bodies of that time. The absence of consistent records in the Formiga City Council correspondence, the São Bento do Tamanduá District official letters, and the Provincial General Council documents highlights the lack of a systematic policy focused on local public education. The discontinuity and scarcity of documents regarding the appointment of professors, the establishment of schools, and educational oversight suggest that formal education was not a regional political priority during the Empire. This reflects a scenario of institutional neglect and educational precariousness.

In this context, it becomes evident that further investigation of the history of education in Formiga is necessary, especially regarding the 19th century. Understanding this fragmented educational past is essential for critically reflecting on current challenges and avoiding the repetition of exclusionary or disjointed policies. Future research should begin with a detailed analysis of the 32 boxes comprising the "Appointment, Assignment, Leave, Suspension, and Reinstatement of Teaching" series (BR MGAPM IP-3-1-Cx.001 to Cx.032). This series could not be fully explored in this study due to budgetary and logistical constraints. Examining these sources more deeply could significantly broaden our understanding of teaching practices, public policies, and institutional conflicts in public education in Formiga during the Empire.

Thus, Formiga's history of public education allows us to observe the effects of a broader process of Brazilian schooling in the 19th century on a local scale. The promise of spreading basic literacy, present since the 1827 Law, did not materialize into a national education system. The Additional Act of 1834 shifted responsibility for primary and secondary education to the provinces; however, the implementation of public schooling was limited by material, administrative, and financial constraints. Against this backdrop, the traces found in Formiga— isolated professors, sporadic classes, private instruction, religious influence, and discontinuous administrative records—reflect the interplay between national imperial legislative dynamics, regional responses from the Province of Minas Gerais, and specific political, cultural, and economic conditions in a rural town.

References

- ACADEMIA MINEIRA DE MEDICINA. *José Carlos Ferreira Pires*. Disponível em: <https://www.acadmedmg.org.br/ocupante/cadeira-34-patrono-jose-carlos-ferreira-pires/>. Acesso em: 9 maio 2025.
- A ACTUALIDADE. *Ouro Preto*: Partido Liberal, ano 3, n. 98, 1 out. 1880. Disponível em: https://hemeroteca-pdf.bn.gov.br/230359/per230359_1880_00098.pdf. Acesso em: 13 maio 2025.
- A ACTUALIDADE. *Ouro Preto*: Partido Liberal, ano 4, n. 72, 2 ago. 1881. Disponível em: https://hemeroteca-pdf.bn.gov.br/230359/per230359_1881_00072.pdf. Acesso em: 2 jun. 2025.
- ARLS AMOR E CARIDADE Nº 313. *Capitão Antônio Joaquim de Arantes*. Ribeirão Preto: ARLS Amor e Caridade, 17 jan. 2021. Disponível em: <https://www.adonhiramita.org.br/post/capit%C3%A3o-ant%C3%B4nio-joaquim-de-arantes>. Acesso em: 9 maio 2025.

ARQUIVO PÚBLICO MINEIRO. *Matrícula do ensino particular nos municípios mineiros*. 1860-1875. Código de referência: BR MGAPM IP-3-2-061. Belo Horizonte: Arquivo Público Mineiro.

ARQUIVO PÚBLICO MINEIRO. *Matrícula de estabelecimentos subvencionados de ensino primário e secundário, provinciais*. Código de referência: BR MGAPM IP-3-2-172. Belo Horizonte: Arquivo Público Mineiro.

ARQUIVO PÚBLICO MINEIRO. *São Vicente Ferrer da Formiga, Município de São Bento do Tamanduá*. 1839. Código de referência: BR MGAPM PP-01-10-Cx.65-Doc.20. Belo Horizonte: Arquivo Público Mineiro.

ARQUIVO PÚBLICO MINEIRO. *Correspondência recebida sobre assuntos diversos*. 1832-1834. Código de referência: BR MGAPM CGP-1-4-Cx.02. Belo Horizonte: Arquivo Público Mineiro.

ARQUIVO PÚBLICO MINEIRO. *Correspondência recebida sobre assuntos diversos*. 1833-1834. Código de referência: BR MGAPM CGP-1-4-Cx.06. Belo Horizonte: Arquivo Público Mineiro.

ARQUIVO PÚBLICO MINEIRO. *Correspondência recebida de Câmaras Municipais – Conselho Geral da Província*. 1829-1834. Código de referência: BR MGAPM CGP-1-2-Cx.13. Belo Horizonte: Arquivo Público Mineiro.

BARBOSA, Maria Carmen Silveira. *Culturas escolares, culturas de infância e culturas familiares: as socializações e a escolarização no entretecer destas culturas*. *Educação & Sociedade*, Campinas, v. 28, n. 100, p. 1059-1083, out. 2007. DOI: <https://doi.org/10.1590/S0101-73302007000300020>.

BONSEMBIANTE, Marcella Marques. *Barão de Camargos: a razão clientelista em Minas Gerais (1840-1853)*. 2006. 127 f. Dissertação (Mestrado em História) - Faculdade de Ciências Humanas e Sociais, Universidade Estadual Paulista “Júlio de Mesquita Filho”, Franca, 2006. Disponível em: <https://repositorio.unesp.br/handle/11449/93293>. Acesso em: 2 jun. 2025.

BRASIL. [Constituição (1824)]. *Constituição Política do Império do Brasil, de 25 de março de 1824*. Rio de Janeiro, 22 abr. 1824. Disponível em: https://www.planalto.gov.br/ccivil_03/constituicao/constituicao24.htm. Acesso em: 30 maio 2025.

BRASIL. Decreto de 24 de fevereiro de 1823. Eleva a 240\$000 o ordenado de um Professor de primeiras letras da Corte. *Coleção de Leis do Império do Brasil*, Rio de Janeiro, v. 1, p. 39, 1823. Disponível em: <https://www2.camara.leg.br/legin/fed/decret/sn/anterioresa1824/decreto-38738-24-fevereiro-1823-567526-norma-pe.html>. Acesso em: 1 jun. 2025.

BRASIL. Lei nº 16, de 12 de agosto de 1834. Faz algumas alterações e adições à Constituição Política do Império, nos termos da Lei de 12 de outubro de 1832 (Ato Adicional). *Coleção de Leis do Império do Brasil*, Rio de Janeiro, v.1, p.15, 1834. Disponível em: <https://www2.camara.leg.br/legin/fed/leimp/1824-1899/lei-16-12-agosto-1834-532609-publicacaooriginal-14881-pl.html>. Acesso em: 30 maio 2025.

BRASIL. Lei nº 3.839, de 15 de outubro de 1827. Manda criar escolas de primeiras letras em todas as cidades, vilas e lugares mais populosos do Império. *Coleção de Leis do Império do Brasil*, Rio de Janeiro, v.1, pt.1, p.71, 1827. Disponível em: https://www2.camara.leg.br/legin/fed/lei_sn/1824-1899/lei-38398-15-outubro-1827-566692-publicacaooriginal-90222-pl.html. Acesso em: 18 maio 2025.

BRASIL. Supremo Tribunal Federal. Apelação nº 1336. José Joaquim da Costa Xavier x Antonio Rodrigues de Paiva Lopes. Relator: João Monteiro Peixoto. Formiga, 8 fev. 1887. *O Direito*, Rio de Janeiro, ano 18, v.51, p.87-91, 1898. Disponível em: https://bibliotecadigital.stf.jus.br/xmlui/bitstream/handle/123456789/6873/APELACAO_1336.pdf. Acesso em: 9 maio 2025.

CASTANHA, André Paulo. A introdução do método Lancaster no Brasil: história e historiografia. In: SEMINÁRIO DE PESQUISA EM EDUCAÇÃO DA REGIÃO SUL, 9., 2012, Caxias do Sul. *Anais [...]*. Caxias do Sul: ANPED, 2012. Disponível em: <http://www.ucs.br/etc/conferencias/index.php/anpedsul/9anpedsul/paper/viewFile/1257/12>. Acesso em: 9 maio 2025.

CASTANHA, André Paulo. *Pedagogia da moralidade: a ordem civilizatória imperial*. 2006. Disponível em: <https://www.histedbr.fe.unicamp.br/>. Acesso em: 9 maio 2025.

CENTRO UNIVERSITÁRIO DE FORMIGA. Disponível em: <https://www.uniformg.edu.br/cursos/>. Acesso em: 8 maio 2025.

COELHO, Pedro Henrique Porto (coord.). *Patrimônio cultural de Formiga-MG*. Formiga: Prefeitura Municipal, 2018.

CORREIA, Leopoldo. *Achegas à história do oeste de Minas: Formiga e municípios vizinhos*. 2. ed. rev. e atual. Formiga: Consórcio Mineiro de Comunicação, 1993.

CORREIO MERCANTIL. Manifesto do partido liberal da cidade e termo da Formiga ao público. *Diário de Minas*, Ouro Preto, ano 1, n. 105, p. 2, 17 abr. 1866. Disponível em: https://hemeroteca-pdf.bn.gov.br/217280/per217280_1866_00105.pdf. Acesso em: 13 maio 2025.

COSTA, Cláudia Borges; MACHADO, Maria Margarida. *Políticas públicas e Educação de Jovens e Adultos no Brasil*. São Paulo: Cortez Editora, 2017.

CRUZ, Luiz. *A inconfidente e sua cidade: Hipólita Jacinta Teixeira de Melo*. Disponível em: <https://saojoaodelreitransparente.com.br/works/view/33>. Acesso em: 18 maio 2025.

DAVID, Clarice Lisandra. *Processo de escolarização em Itabira do Matto Dentro/MG (1860-1889)*. 2008. 178 f. Dissertação (Mestrado em Educação) - Faculdade de Educação, Universidade Federal de Minas Gerais, Belo Horizonte, 2008. Disponível em: <http://hdl.handle.net/1843/BUOS-8R2J55>. Acesso em: 31 maio 2025.

DIÁRIO DE MINAS. Cidade da Formiga: collegio Tesson. *Diário de Minas*, Ouro Preto, ano 1, n. 219-221/224-226/228-229, abr. 1867. Disponível em: <https://memoria.bn.gov.br>. Acesso em: 18 maio 2025.

DIARIO DE MINAS. Requerimentos despachados: mês de outubro. *Diario de Minas*, Ouro Preto, v.1, n.116, p.2, 26 out. 1866. Disponível em: <https://memoria.bn.gov.br/docreader/DocReader.aspx?bib=376523&pagfis=439>. Acesso em: 13 maio 2025.

FALCO, Cláudia Maria dos Santos. *Moderação na província de Minas Gerais: a Sociedade Defensora da Independência e Liberdade Nacional da vila de São João del-Rei (1831-1835)*. 2021. 154 f. Dissertação (Mestrado em História) - Universidade Federal de São João del-Rei, São João del-Rei, 2021. Disponível em: <https://ufsj.edu.br/portal2-repositorio/File/pghis/DissertacaoClaudiaFalco.pdf>. Acesso em: 18 maio 2025.

FAMILYSEARCH. *Clodoveu Cardoso (1883-1962)*. Disponível em: <https://ancestors.familysearch.org/pt/G89R-5TF/clodoveu-cardoso-1883-1962>. Acesso em: 9 jul. 2025a.

FAMILYSEARCH. *Fortunato Pereira de Souza (1840-)*. Disponível em: <https://ancestors.familysearch.org/pt/GG33-FWK/fortunato-pereira-de-souza-1840>. Acesso em: 9 maio 2025b.

FAMILYSEARCH. *José Fortunato da Silva (1938-)*. Disponível em: <https://ancestors.familysearch.org/pt/GQZ5-39H/jos%C3%A9-fortunato-da-silva-1938>. Acesso em: 13 maio 2025c.

FARIA, Carlos César de. *Vida de padre: trabalho, cultura e fé no Alto São Francisco (1754-1832)*. 2023. 110 f. Dissertação (Mestrado em História) - Universidade Federal de Uberlândia, Uberlândia, 2023. DOI: <https://doi.org/10.14393/ufu.di.2023.465>.

FERREIRA, Elenice Silva. *Memória e educação: as políticas públicas de educação do município de Vitória da Conquista-Bahia, no período entre 1945 e 1963*. 2019. 395 f. Tese (Doutorado em Educação) – Pontifícia Universidade Católica de Minas Gerais, Belo Horizonte, 2019. Disponível em: https://bib.pucminas.br/teses/Educacao_EleniceSilvaFerreira_7957.pdf. Acesso em: 31 jul. 2025.

FORMIGA. Câmara Municipal. *Economia*. Disponível em: <https://www.camaraformiga.mg.gov.br/economia/>. Acesso em: 8 maio 2025a.

FORMIGA. Prefeitura Municipal. *Formiga: E. E. Professor Joaquim Rodarte*. iPatrimônio. Disponível em: <https://www.ipatrimonio.org/formiga-e-e-professor-joaquim-rodarte/>. Acesso em: 8 maio 2025b.

FUNDAÇÃO CALMON BARRETO. *O trem da história*. Araxá, ano 14, n. 14, jul./set. 1994. Disponível em: <https://fundacaocalmonbarreto.mg.gov.br/dados/trem/14/arquivo/O%20Trem%20da%20Hist%C3%A9ria%20Edi%C3%A7%C3%A3o%20n%C3%BAmero%2014.pdf>. Acesso em: 9 jul. 2025.

GENI. *Francelino José Cardozo*. Disponível em: <https://www.geni.com/people/Francelino-Jos%C3%A9-Cardozo/4347132322300041619>. Acesso em: 9 jul. 2025.

GENOVEZ, Patrícia Falco. Nobreza e redes de poder na Zona da Mata Mineira no Segundo Reinado. *Fronteiras: revista de história*, Dourados, v.11, n.19, p. 273-297, jan./jun. 2009. Disponível em: <https://www.redalyc.org/articulo.oa?id=588265667014>. Acesso em: 13 maio 2025.

GOMES, Marilaine Soares Inácio; FARIA FILHO, Luciano Mendes de; MESQUITA, Ilka Miglio de. A educação no espaço público: a pedagogia cívica dos jornais mineiros no período regencial. *Cadernos de História da Educação*, Uberlândia, v. 17, n. 3, p. 604-626, 2018. DOI: <https://doi.org/10.14393/che-v17n3-2018-2>.

INÁCIO, Marilaine Soares. *O processo de escolarização e o ensino de primeiras letras em Minas Gerais (1825-1852)*. 2003. 199 f. Dissertação (Mestrado em Educação) - Faculdade de Educação, Universidade Federal de Minas Gerais, Belo Horizonte, 2003. Disponível em: <http://hdl.handle.net/1843/FAEC-85VMUZ>. Acesso em: 31 maio 2025.

INÁCIO, Marilaine Soares; FARIA FILHO, Luciano Mendes de. Sociabilidades, espaço público e formação do povo em Minas Gerais no período regencial (1831/1840). *Temporalidades*, Belo Horizonte, v. 11, n. 2, p. 274-293, 2019. Disponível em: <https://periodicos.ufmg.br/index.php/temporalidades/article/view/14783>. Acesso em: 30 mai. 2025.

INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA. *Cidades e estados*: Formiga/MG. Disponível em: <https://www.ibge.gov.br/cidades-e-estados/mg/formiga.html>. Acesso em: 8 jul. 2025.

INSTITUTO FEDERAL DE MINAS GERAIS. *Campus Formiga*: sobre a instituição. Disponível em: <https://formiga.ifmg.edu.br/sobre-a-instituicao>. Acesso em: 8 maio 2025.

JINZENJI, Mônica Yumi. *Cultura impressa e educação da mulher*: lições de política e moral no periódico mineiro O Mentor das Brasileiras (1829-1832). 2008. 249 f. Tese (Doutorado em Educação) - Faculdade de Educação, Universidade Federal de Minas Gerais, Belo Horizonte, 2008. Disponível em: <https://repositorio.ufmg.br/handle/1843/FAEC-7D9PET>. Acesso em: 9 jul. 2025.

JINZENJI, Mônica Yumi. As escolas públicas de primeiras letras de meninas: das normas às práticas. *Revista Brasileira de História da Educação*, Campinas, v.10, n.22, p. 169-197, jan./abr. 2010. Disponível em: http://educa.fcc.org.br/scielo.php?pid=S2238-00942010000100009&script=sci_abstract&tlng=en. Acesso em: 9 maio 2025.

LOPES, Eliane Marta Teixeira; CHAMON, Carla Simone (org.). *História da educação em Minas Gerais*: da Colônia à República. Uberlândia: EDUFU, 2019. v. 2, 278 p.

MARTINS, Antonio de Assis. *Almanak administrativo, civil e industrial da Província de Minas-Geraes para servir no ano de 1870*. Rio de Janeiro: Typographia do Diario do Rio de Janeiro, 1870. Disponível em: <https://memoria.bn.gov.br/docreader/DocReader.aspx?bib=393428&pagfis=1148>. Acesso em: 9 jul. 2025.

MARTINS, Maria Fernanda. Família, estratégias e redes de poder em Minas Gerais (sécs. XVIII/XIX). *Acervo*, Rio de Janeiro, v.30, n.1, p.121-139, jan./jun. 2017. DOI: <https://doi.org/10.64729/an.acervo.v30i1.802>.

MINAS GERAES. *Lei nº 13, de 28 de março de 1835*. Regula a criação das cadeiras de instrução primária, o provimento e os ordenados dos professores. Ouro Preto: Assembleia Legislativa Provincial, 1835. Disponível em: <https://www.almg.gov.br/legislacao-mineira/texto/LEI/13/1835/>. Acesso em: 30 maio 2025.

MINAS GERAES. *Lei nº 60, de 7 de março de 1837*. Autoriza o Governo da Província a estabelecer Aulas de Grammatica Latina e Franceza, de Filosofia, Rhetorica, Geographia e Historia nas Comarcas onde não houver Collegios. Ouro Preto, 1837.

MINAS GERAES. *Minas Geraes: órgão oficial da Província de Minas*. Ouro Preto, 1894. Disponível em: https://hemeroteca-pdf.bn.gov.br/291536/per291536_1894_00181.pdf. Acesso em: 2 jun. 2025.

MINAS GERAES. Assembleia Legislativa Provincial. *Lei nº 311, de 8 de abril de 1846*. Ouro Preto: Assembleia Legislativa Provincial, 1846.

MUNIZ, Diana Gonçalves. Meninas e meninos na escola: a modelagem das diferenças. *Textos de História*, Brasília, DF, v.8, n.1, p.69-83, 2000. Disponível em: <https://core.ac.uk/download/pdf/328030459.pdf>. Acesso em: 1 jun. 2025.

NEVES, Leonardo Santos. *Organização do ensino secundário em Minas Gerais no século XIX*. 2006. 149 f. Dissertação (Mestrado em Educação) - Faculdade de Educação, Universidade Federal de Minas Gerais, Belo Horizonte, 2006. Disponível em: <http://hdl.handle.net/1843/FAEC-85TNZ7>. Acesso em: 1 jun. 2025.

NOTICIADOR DE MINAS. *Ouro Preto*, n. 88/111-112/114/116-119/121/124-126/128-130, abr./jun. 1869. Disponível em: <https://memoria.bn.gov.br/DocReader/DocReader.aspx?bib=767042&pagfis=365>. Acesso em: 13 maio 2025.

NOTICIADOR DE MINAS. *Ouro Preto*, n. 381, 23 nov. 1871. Disponível em: <https://memoria.bn.gov.br/DOCREADER/DOCREADER.ASPX?BIB=767042&pagfis=1>. Acesso em: 12 maio 2025.

PAULA, Dalvit Greiner de; FARIA FILHO, Luciano Mendes de. Cultura ilustrada e educação conservadora. *Revista Brasileira de História da Educação*, Maringá, v. 20, n. 1, p. e120, jul. 2020. DOI: <https://doi.org/10.4025/rbhe.v20.2020.e120>.

PAULA SOBRINHO, José Francisco de. *A formação histórica das comunidades no Brasil: estudo da criação do Arraial de São Vicente Ferrer da Formiga, sua história e sua gente*. Belo Horizonte: Del Rey, 2007.

QEDU. *EE Professor Joaquim Rodarte*. Disponível em: <https://qedu.org.br/escola/31115207-ee-professor-joaquim-rodarte>. Acesso em: 8 maio 2025.

SAVIANI, Dermeval. *História das ideias pedagógicas no Brasil*. 6. ed. Campinas: Autores Associados, 2021. E-book.

SERAFIM-PEDRUZZI, Jumara; JINZENJI, Mônica-Yumi. Os homens e a docência no século XIX: trajetórias de egressos da Escola Normal de Ouro Preto (Minas Gerais, Brasil, 1877-1889). *História y Sociedad*, Medellín, n.42, p.85-110, June 2022. DOI: <https://doi.org/10.15446/hys.n42.89732>.

SOARES, Pedro de Almeida Freitas. Um estudo sobre famílias, elite e política: a trajetória dos irmãos Monteiro de Barros. *Revista Ágora*, Niterói, v. 35, p. 1-22, 2024. DOI: <https://doi.org/10.47456/e-20243504>.

TRIBUNAL DE JUSTIÇA DE MINAS GERAIS. *Nota biográfica Joaquim Caetano da Silva Guimarães (1813-1896)*. Belo Horizonte: Acervo da Memória do Judiciário Mineiro, [19--?].

TRINDADE, Raimundo. *Instituições de igrejas no bispado de Mariana*. Rio de Janeiro: Ministério da Educação e Saúde, 1945. (Serviço do Patrimônio Histórico e Artístico Nacional. Publicação, 13).

VIDAL, Diana Gonçalves; FARIA FILHO, Luciano Mendes de. Reescrevendo a história do ensino primário: o centenário da Lei de 1827 e as reformas Francisco Campos e Fernando de Azevedo. *Educação e Pesquisa*, São Paulo, v.28, n.1, p.31-50, Jan./abr. 2002. DOI: <https://doi.org/10.1590/S1517-97022002000100003>.