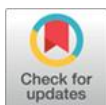


Formative trajectory for teaching and political insertion of Francisca Miguel in Anápolis/GO

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Abstract

This research deals with the biography of Goiás teacher Francisca Miguel, with emphasis on her formative trajectory, as well as her insertion in politics as the first city councilor of Anápolis, Goiás. The research is inserted in the field of History of Education and is anchored in the theoretical assumptions of Cultural History. Methodologically, bibliographic research was used, based on authors such as Abreu (1997), Ferreira (2011), Santos (2023) and Santos, Abreu and Costa (2022), in addition to bibliographic research, also using a documentary analysis based on minute books, Annapolis Normal School enrollment books, laws, bills, decrees, journalistic sources, among others. As a result, it can be seen that the biographer had her formative process in primary and normal education in the city of Anápolis, whose normalist diploma was awarded in 1933 by the Normal School of Annapolis, a period in which state educational policies sought to form a large contingent of teachers to act in the realization of the New Pedagogy in schools in Goiás.

Keywords

history of education; biography of educators; normal teacher; Francisca Miguel.

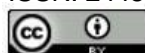
Trajatória formativa para a docência e inserção política de Francisca Miguel em Anápolis/GO

Resumo

A presente pesquisa trata da biografia da professora goiana Francisca Miguel, com ênfase em sua trajetória formativa, bem como sua inserção na política como a primeira vereadora de Anápolis, Goiás. A pesquisa está inserida no campo da História da Educação e ancora-se nos pressupostos teóricos da História Cultural. Metodologicamente, utilizou-se a pesquisa bibliográfica, baseada em autores como Abreu (1997), Ferreira (2011), Santos (2023) e Santos, Abreu e Costa (2022), além da bibliográfica, recorrendo-se também a uma análise documental a partir de livros de atas, livros de matrículas da Escola Normal de Annapolis, leis, projetos de leis, decretos, fontes jornalísticas, dentre outras. Como resultados, pode-se vislumbrar que a biografada teve seu processo formativo nos ensinos primário e normal na cidade de Anápolis, cujo diploma de normalista lhe foi conferido em 1933 pela Escola Normal de Annapolis, período esse em que as políticas estaduais educacionais buscavam formar um grande contingente de professores para atuarem na efetivação da Pedagogia Nova nas escolas goianas.

Palavras-chave

história da educação; biografia de educadoras; professora normalista; Francisca Miguel.



Carrera docente e inserción política de Francisca Miguel en Anápolis/GO

Resumen

This investigation addresses the biography of Francisca Miguel, con énfasis en su trayectoria educativa, así como su participación en política como primera concejala de Anápolis, Goiás. La investigación se inscribe en el campo de la Historia de la Educación y se ancla en los presupuestos teóricos de la Historia Cultural. Methodologically, it uses bibliographic research, based on authors such as Abreu (1997), Ferreira (2011), Santos (2023) and Santos, Abreu and Costa (2022). Además de la investigación bibliográfica, también se utilizó el análisis documental basado en libros de actas, libros de matrícula de la Escuela Normal de Annapolis, leyes, proyectos de ley, decretos, fuentes periodísticas, among others. Los resultados muestran que la biografiada se formó en la enseñanza primaria y normal en la ciudad de Anápolis, donde se diplomó en 1933 en la Escuela Normal de Annapolis, período en el que las políticas educativas estatales buscaban formar un gran contingente de profesores para implantar la Nueva Pedagogía en las escuelas de Goiás.

Palabras clave

historia de la educación; biografías de educadores; profesor normalista; Francisca Miguel.

1 Introduction

Studies on biographical research have expanded more and more in the twentieth and twenty-first centuries. If previously they were directly linked to the great deeds of great heroes, martyrs and politicians (Burke, 2010), today their gaze is focused on stories of ordinary subjects or, as Perrot (1988) would say, on minorities or people who have been excluded throughout official historiography.

Bringing up biographical research currently leads us to the understanding of a study that values the analysis of macro contexts from the micro. Currently, biographies are increasingly present in research in the field of History of Education, mainly from biographies of educators, as these “[...] investigative processes aim to address the contexts through which various subjects’ transit and their historical, social, political and cultural surroundings, that is, they point to a re-reading of the past” (Stascxak; Pereira; Costa, 2023, p. 28).

In view of the above, it is interesting to highlight that there are numerous biographical researches about women educators, who also stood out in different contexts, such as religious (Fialho; Sousa, 2021), indigenous (Mendes *et al.*, 2020), higher education (Fialho; Costa; Leite, 2021; Nogueira; Cunha; Fialho, 2023), inclusive education (Lopes; Sousa; Fialho, 2020), political activism (Fialho; Freire, 2018; Fialho; Santos; Freire, 2020; Machado *et al.*, 2023) and basic education (Costa, R.; Costa, M.; Carvalho, 2022).

Based on this basis, this study focuses on the biography of Professor Francisca Miguel (1917-1991), with emphasis on her magisterial formative trajectory. It is also important to clarify that Francisca Miguel, in addition to standing out in the educational context as a teacher, stood out in the political context as a councilwoman in defense of education and women's rights from the second half of the twentieth century, in the city of Anápolis, in the state of Goiás (GO). Our object of study in this manuscript, however, is only its training for teaching.

In view of this, the following problem arose: how did Francisca Miguel's formative trajectory take place and how did she enter politics? To answer this, we adopted as scope to analyze the formative trajectory of Francisca Miguel, as well as her insertion in politics in Anápolis/GO.

To this end, we investigated the school archives of Anapoline school institutions, created between the 1920s and 1930s, being the *Grupo Escolar Dr. Brasil Ramos Caiado*, the Institute of Sciences and Letters and the Normal School of Anápolis/GO. In addition, we analyzed scientific research already carried out that brings to light clippings of the biographer's life story.

The study is justified by the fact that, through the life story of Francisca Miguel, we can understand the history of Goiás education, especially teacher training from the Normal Schools, as well as glimpse her contributions from political activism in the educational field, since she broke barriers and became the first councilwoman of Anápolis/GO in 1947.

2 Methodology

This research is a biography of a teacher and is situated in the field of History of Education. To this end, we follow the theoretical assumptions of Cultural History, from the third generation of Annales. In this context, from the 1970s to the 1980s, analysts broke with the centrality of History in events, events and personalities in the field of Political History and turned historical studies to everyday life and its manifestations, that is, in the awareness that there is “[...] a history for everything that is human” (Barros, 2010). It was during this period that the Annales School led to a revolution in biographical studies, since such approaches considered only the history of the lives of national heroes and their achievements (Dosse, 2009).

In this understanding, Dosse (2009) asserts that Cultural History brought a new look to biographies by proposing that they should be analyzed inseparably from the socio-historical contexts in which they are inserted, unlike the biographies of yesteryear, which emphasized only the great deeds of heroes, political or religious.

Studies on life narratives do not seek to bring generalizations or explain totality (Loriga, 2011), but to enable the understanding of particular and subjective issues of the past in interface with the socio-historical and cultural contexts in which they are inserted. In this perspective, Rodrigues (2015, p. 61) points out that “[...] working with biographies/life stories provides subsidies to understand the individual in various dimensions, as we also see, the constituent aspects of the society of yesteryear”.

For the History of Education, the biographical studies of educators foster the analysis of contexts and pedagogical practices that can help in the understanding of nuances of educational praxis today. Another collaborative point for the field of investigation addressed is that, when studying life narratives in interface with the educational scenarios of the past, subsidies can be found for understanding the education of past times (Brandenburg; Machado; Sousa, 2020). Thus, by analyzing the formative trajectory of teacher Francisca Miguel, we can understand the training processes for teaching, educational policies and Anapoline and *Goiano* political-social contexts between the 1920s and 1930s, that is, from the micro we seek to understand the macro (Loriga, 2011).

In this sense, considering the historical approach, we adopted bibliographic research as methodologies, with the main authors considered Abreu (1997), Ferreira (2011), Santos (2023) and Santos, Abreu and Costa (2022), and documentary analysis.

The documentary *corpus* used in the development of this research were: Law No. 908/1930, Decree No. 659/1931, Decree No. 5.930/1918, the Official Mail of Goyaz (1931), the *Jornal Voz do Sul* (1933), the textbooks of the Normal School of Anapolis/GO (Book of Enrollments of the normal course (1931-1937) and Book of Minutes of solemn sessions of graduation of the normalists [1931-1937] and Bill No. 183/1991.

3 Results and Discussion

Thus, we conducted a research on the life narrative of Professor Francisca Miguel, mainly highlighting her formative trajectory, which we believe was of fundamental importance to direct her to the field of struggles and defense of education in Anápolis/GO.

According to the enrollment forms of the normal course of the Anapolina Normal School between 1931 and 1933, Francisca Miguel was born in Jaraguá, in the countryside of Goiás, on August 25, 1917 (Anapolis Normal School, 1931 to 1937). His parents, Antônio Miguel and Maria Abrahão Miguel, also had other children, namely: Gabriel Antônio, Benedito Antônio, Amin Antônio, Calisto Antônio, Jamil Antônio and sisters Jamila Tobias, Santa Hadad and Emília Miguel Salvador (Carvalho, 1991).

Image 1 – Francisca Miguel (1947)



Source: Alderico Borges de Carvalho Museum (2023).

Image 1 illustrates the bust of teacher Francisca Miguel, which features her face, neck and part of her torso and shoulders. This image refers to the year 1947, a period in which the educator nailed her name in the Political History of Anápolis/GO, being elected as the first city councilor of the municipality.

The sources considered do not present the motivation that led the family of the merchant Antônio Miguel to migrate to Anápolis/GO between 1910 and 1920, however, the hypothesis is raised that, due to the economic, urban, commercial development and in the sector of providing Anapolino services (Abreu, 1997; Polonial, 1995), they decided to go to the city in search of opportunities and better living conditions.

In the period under analysis, migratory flows to Anápolis/GO had been happening exponentially¹. According to França (1974), these entrances came from the Mogiana de Araguari railway, a city in the Minas Gerais triangle surrounding the state of Goiás, coming from states such as São Paulo, Minas Gerais, Bahia, Piauí and Maranhão, in the search, among other things, for fertile land for coffee planting and/or better living conditions and jobs, in addition to attracting *goianos* from other locations.

In addition, the developmental outbreak was not something particular to Anápolis/GO, but something that happened at the time in the state, having the city of Goiás as its center. Borges (2011a) explains that, from the first two decades of the twentieth century and extending to the post-1930 period, with the arrival of the railroad linking the state to the Center-South, Goiás experienced a period of progress.

In this context, education was valued as a way of cultural and social development of society, which still retained colonial roots, habits and lifestyles. Following this perspective, we sought to implement and implement the principles of the New School² in Goiás, because “[...] new education ‘appeared’ as a solution, that is, as an effective and available means for solving the set of problems that society had been producing” (Nepomuceno, 1994, p. 23).

In Anápolis/GO, the development was due to several factors, as shown below:

Between the 1910s and 1930s, there was a strengthening and expansion of the provision of banking, commercial, medical-hospital, press and educational services in Anápolis/GO. This happened due to the arrival of the first banks in the region, the increase in commercial production and exports, the opening and modernization of streets and communication routes, the arrival of the railway in the city, the creation of newspapers and the first school group and normal course. These facts

- 1 The resident population in Anápolis/GO went from 6,296 in 1910 to 16,037 inhabitants in 1935, the year of the inauguration of the railroad in the city (França, 1974). According to Santos and Abreu (2022), based on the analysis of the profiles of the students of the Normal School of Anápolis/GO in its inaugural year, 1931, there is a variety of the natural aspect of the students, namely: Anápolis/GO, Campinas/GO, Catalão/GO, city of Goiás, Formosa/GO, Ipameri/GO, Itaberai/GO, Jaraguá/GO, Luziânia/GO, Pirenópolis/GO, Santa Cruz/GO, Uberaba/MG and Uberlândia/MG, which indicates this massive entry of migratory flows to the locality between the years 1910 and 1930.
- 2 The New School can be understood as a movement that occurred in the late nineteenth and early twentieth centuries, having as its epicenter some European nations and the United States, which sought to adapt education to the changes that society was undergoing at the time (urbanization, capitalism, liberal principles, industrialization, etc.). In this sense, *Escolanovismo* was an educational movement “[...] that intended, among other things, to establish a new social order through school, to reform society through education, in other words, to renew school to renew society” (Peres, 2005, p. 113). Among the main characteristics of this movement, we can mention the centrality of the child in the teaching-learning process through discovery (active teaching) and the adequacy of the school to modern life/society (Valdemarin, 2010).

converted the aforementioned city of Goiás into an area of prominence and influence in the region in which it was located (Santos; Abreu; Costa, 2022, p. 156).

According to the excerpt above, the conversion of Anápolis/GO into a prominent area in the first half of the twentieth century also resulted in the opening and expansion of educational services with the opening of modular institutions of primary and normal education. Thus, through Santos, Abreu and Costa (2022), the first School Group of Anápolis (1926) and the normal courses of the Institute of Sciences and Letters (1927)³ and the Normal School of Annapolis/GO (1931) were created.

In the analysis of the documents and other research materials, it was not possible to know how Francisca Miguel's initial schooling process was, however, the findings, based on the studies of Abreu and Gonçalves Neto (2018), show that she completed her primary studies in the School Group Dr. Brazil Caiado in 1929.

Image 2 – School Group Building Dr. Brazil Ramos Caiado (1926)



Source: Alderico Borges de Carvalho Museum (2023).

Image 2 shows the view of the first building of the School Group of Anápolis/GO. This institution received as its first denomination Grupo Escolar Dr. Brasil Ramos Caiado, in honor of the president of Goiás at the time. According to Abreu and Souto (2015), the building was located in the central region of Anápolis, in Praça Moisés Santana, and had the following characteristics: roof and floor covered with tiles with a walled yard.

3 The Institute of Sciences and Letters was the first school beyond primary education created in Anápolis/GO. However, due to the scarcity of documentary sources of the school itself, as well as bibliographies produced in the academic context about the institute, there is no precision of its date of creation, student body, daily life, etc. Here, considering Borges (2011a) and Santos (2023), we adopt that the Institute of Sciences and Letters was created in 1927, the year in which it was assimilated to the Official Normal School of the state, that is, it began to operate regularly and regulated.

The architectural style of the building in question and its location in the city center refer to the auspices of the modernization of education at the time, given that the creation of school groups in Brazil represented, in the first half of the twentieth century, the modernization in education with a view to the social and economic progress of Brazil in republican times (Souza, 1998).

In this period, primary education was regulated based on Law No. 631/1918, which pointed to free and compulsory education for children between 7 and 14 years old (Goyaz, 1918). This regulation brought as a novelty the adoption and implementation of educational practices based on *New School* principles, such as intuitive teaching and teaching through the child's senses (Santos, 2023).

In addition to these points discussed above, educational practices focused on the “reform” of individuals with a view to reforming society for progress. This was manifested through education from the perspective of moral, civic, physical and intellectual education, as well as the dissemination of hygiene habits to build in children the consciousness of modern man, indispensable in the post-Proclamation of the Republic period, in which it was hoped to abandon the colonial and rustic mentality of yore.

Regarding primary school graduates in Anápolis, between the 1920s and 1930s, students who wished to continue their studies went to other cities in Goiás and/or surrounding states (Ferreira, 2011) or would attend normal education in local school institutions.

The verified sources made it possible to know that Francisca Miguel continued her studies in the normal course of the Institute of Sciences and Letters of Anápolis/GO in 1930 (Borges, 2011b). This educational establishment was created in 1926/1927 by São Paulo lawyer Carlos Pereira de Magalhães as a way for young people in the city to continue their studies there in the locality (Ferreira, 2011; Santos, 2023).

The normal course offered in the aforementioned school was governed by Law No. 908/1930, a document prepared by São Paulo educational technicians hired by the Goiás government to organize and carry out the modernization of primary education and ensure the training of qualified teaching staff along the lines and methods of *New School* influence (Santos, 2023). By Law No. 908/1930, Goiás normal education was divided into three years/grades, whose teaching was based on the active and individual learning of students, following the perspective of moral, civic, intellectual and physical education, as well as

hygienist. Among the novelties, the complementary course attached to the Normal School was created, aimed at articulating primary and normal education, whose focus was to offer a two-year study program that prepared primary students for the next stage (Goyaz, 1930).

However, after the 1930 coup and the designation of federal intervenor in the government of Goiás, normal education underwent another reform. Decree No. 659/1931 was approved, which reorganized the normal course in four years, expanded the curricular part and professional practice of the students, in addition to facilitating the opening of similar schools throughout the territory of Goiás (Goyaz, 1931) with a view to forming a larger contingent of teachers versed in the principles of *New School* to overcome the social backwardness experienced there and illiteracy, seen at the time as an obstacle to progress (Santos, 2023).

The fact mentioned above was clearly perceived in the speech of the secretary of the interior of Goiás in 1931, presented below:

But, if the problem of popular education is, for many, the great problem of nationality, in Goyaz [*sic*] it should be an absorbing concern of all governments, consci [*sic*] these – it is true – that it [*sic*] cannot be solved in the course of an administration, consci [*sic*], however, that every step taken towards greater diffusion and efficiency [*sic*] of education, is a safe path that will lead us to unveil the secret of the Gordian knot that embargoes the greatest possibilities of our land. Dahi [*sic*] the need to be Goyaz [*sic*] dispensed affection to normal education. And this is because, with a proportion of 80% of illiterates, spread over a territory of more than 700,000^{km²}, the conclusion is that we can only efficiently combat illiteracy on the day that we have regimented a numerous and capable teacher. And this can only be provided to us by the normative schools [*sic*], and, for this, the government must give them an effective organization capable of circumventing the difficulties of our environment (Correio Oficial, 1931, p. 1).

Regarding the training process of Francisca Miguel, in 1931, after approval in the previous stage, she followed the studies of the 2nd normal year at the Institute of Sciences and Letters, however, between the end of 1930 and the beginning of 1931, the financial, pedagogical and administrative problems of the said institute worsened, a fact that led the leaders and local authorities to intervene and request help from the state government (Santos; Abreu; Costa, 2022).

Despite the help provided to the institute, there was no acceptance by the board of directors of the educational establishment. In order to maintain a properly regulated and organized school for Anapoline youth, the local leaders and authorities, with the support of

the Goiás government, created the Normal School of Annapolis/GO in the first four months of 1931 (Santos; Abreu; Costa, 2022; Santos, 2023).

With the event mentioned above, the difficult situation of the Institute of Sciences and Letters worsened, because, according to Borges (1995 *apud* Moraes, 2012), many students left the establishment and enrolled in the Normal School. Based on the findings in the enrollment forms of the Normal School of Annapolis/GO, Francisca Miguel continued at the institute until its closure that year, as her enrollment at the Normal School took place in September 1931, very close to the end of that school year (Santos, 2023).

Francisca Miguel studied at the Normal School of Annapolis/GO between 1931 and 1933 (Normal School of Annapolis/GO, 1931 to 1937a). During this period, she attended, respectively, the 2nd, 3rd and 4th years of the normal course (Escola Normal de Annapolis/GO, 1931 to 1937b) and was involved in the foundation of the student group “Americano do Brasil” in 1933, occupying the position of first secretary (Voz do Sul, 1933).

Image 3 – Student body of the Normal School of Annapolis/GO in 1933



Source: Borges (2011a).

In Image 3, the student body is properly uniformed⁴ in "denim kaki" scout-style costumes, according to the school regiment of the Annapolis Normal School/GO, and, at

⁴ According to the statutes of the Normal School of Annapolis/GO (1931), students should always attend properly uniformed classes. The uniform was influenced by Scouting, being different for boys and girls. To the first, the uniform consisted of “[...] long pants and scout blouse, with kaki denim [sic]; red scarf with collar of the blouse, the kaki denim hat [sic], with 8 cm flaps and red ribbon; black boots” (Escola Normal de Annapolis/GO, 1931 to 1937a). As for the school clothes of the students, they consisted of “[...] skirt, collars and kaki blouse [sic]; red scarf with collar of the blouse; color socks [sic] corresponding to the

the center, the acting principal, Jarbas Jaime. In the photo under analysis, we highlight the normalist Francisca Miguel, who, at the time, was attending the last stage of the normal course, the 4th year. That same year, in 1933, Francisca Miguel graduated as a normalist teacher from the Normal School of Annapolis/GO, in a solemn graduation ceremony, held in the building of Cine Áurea (Normal School of Annapolis/GO, 1931 to 1937a).

Through Ferreira (2011), Chiquinha (Francisca) Miguel played an important role in the development of the city of Anápolis/GO. This fact is confirmed in the following fragment: “Chiquinha, while here [Anápolis] resided, has always been the driving force of progress, both in the educational, recreational and sports sectors, as well as in social assistance” (Ferreira, 2011, p. 237).

Even in the face of a hegemonic political system dominated and commanded by men, Francisca Miguel broke paradigms, becoming the first woman elected as councilor of Anápolis/GO in 1947, being the fifth most voted. During this period as a councilwoman, the defense of education occupied considerable space in her performance.

Based on the sources analyzed, we infer that the insertion of Professor Francisca Miguel in politics was due to her interest and engagement in helping Anapolinos. Paula Antônia, niece of the Goiás educator in question, in an interview with *Jornal Diário da Manhã Anápolis* (2022, p. 2), points out that Francisca Miguel was characterized as a person who “[...] opened doors for many people, she liked to see people grow in life. She was a person who was totally open and ready to help people.”

Another clue that supports the inference previously presented is the motto that Professor Francisca Miguel used in her political campaign in 1947, which was “A life dedicated to teaching and youth”. From the analysis of the life of the educator from Goiás dealt with here, we note that she entered politics to be able to act more powerfully in the defense of the educational and social rights of the Anapolino people. Image 4 illustrates the electoral propaganda of Francisca Miguel, which we deal with here.

Image 4 – Electoral propaganda of Professor Francisca Miguel (1947)

uniform; kaki denim hat [*sic*] with 10 cm tabs and red ribbon; black colorshoes” (Escola Normal de Annapolis/GO, 1931 to 1937a).



Source: Alderico Borges de Carvalho museum (2023).

Francisca Miguel developed numerous projects that sought to create school institutions for the Anapoline population. In this context, according to Nascimento and Abreu (2020), the creation of the Municipal Gymnasium of Anápolis/GO in 1948 stands out, a fact that meant for the needy population the expansion of educational opportunities beyond primary education.

This link between the councilwoman on screen and education can be explained through her job function as a teacher. Between 1930 and 1940, Francisca Miguel was a teacher in normal and primary education in Anápolis/GO. Among the schools in which he taught, we can mention the Normal School of Annapolis/GO, the Nossa Senhora Auxiliadora Normal School/Auxilium Gymnasium and the Couto Magalhães and Don Bosco Colleges. In addition, she was secretary of Escola Normal de Annapolis/GO, director of Clube Recreativo de Anápolis/GO and creator and first president of Juventude Atlética Feminina (Abreu, 2020; Ferreira, 2011).

In summary, when analyzing the formative trajectory and insertion in the political career of educator Francisca Miguel, we realized that she contributed to the educational formation of Anapolino children and young people and was a defender of the interests and rights of Anapoline society, in addition to having played a relevant role in the progress of Anápolis/GO in the second half of the twentieth century.

4 Final Considerations

Following the perspective of biographical studies in the area of History of Education, guided by the theoretical assumptions of Cultural History, biographing the lives of educators entails subsidies for the knowledge of the educational phenomenon, its practices and nuances, in interrelationship with the socio-historical contexts in which they were produced.

Recognizing women as subjects of History and reflecting on their particularities, relating them to the collective, opens space for the notion of subjective aspects often silenced by Macro-History studies. We confirm, based on Loriga (2011), that the objective here is not to bring out generalizations. Therefore, studies indicate that biographing Francisca Miguel, with emphasis on her training process and her insertion in politics, contributed to studies in the field of History of Education at its multiple levels, whether local, regional or national.

The research carried out here made it possible to understand that Francisca Miguel's educational training took place in modular Anapoline institutions, whose frequency was markedly that of the children of the local elite. In this process, the Goiás teacher under analysis was also involved in the development outbreak that Anápolis/GO went through between the 1910s and 1930s, as highlighted by Abreu (1997).

Regarding Francisca Miguel's studies within the scope of normal education, they took place in a political and educational context that expanded the opportunities in normal courses for the preparation of a true *goiano* army to develop modern and more effective teaching practices in the fight against illiteracy in Goiás, with a view to local progress. It was also expected that, with the performance of these normalists, the conception of Traditional Pedagogy in primary schools in Goiás would be overcome and the New Pedagogy implemented.

Considering the nuances of Francisca Miguel's performance in the educational field, whether as a teacher or councilor, we can infer that her training as a normalist teacher in the 1930s had a great influence on her life and on her struggles in defense of the progress of the city of Anápolis/GO and of educational rights and opportunities for all.

Currently, the relevance of this teacher's performance has been recognized in the city of Anápolis/GO. This can be verified in the municipal school and in the municipal

commendation, an honor that recognizes Anapoline women who stand out in their actions in the defense of women's rights, which bear their name.

In summary, Francisca Miguel's biography, through her formative and struggle trajectory, translates Perrot's (2007, p. 168) thought that “[...] women had access to many domains of knowledge and power that were forbidden to them, including military and political ones. They have won many freedoms.”

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