

SUMMARY

This study tries to rebuild Mafra's XIX century learning process by tracing a long period of time which, in its turn, divides itself in time into two periods: one as Municipality and the other as a Parish: two institutional realities in which nationwide learning can be seen inter-acting with municipality, and local with study cases in four communities which allow us to disclose internal actions leading to the conclusion that by the middle of the XIX century the enrolment of the inhabitants into Elementary School was real, outlining the asymmetries between the quest for the first *a b c* letters and the offer of a public elementary schools network.

The Acts of Costa Cabral, 1844, and Antonio Rodrigues Sampaio implemented on 1881 by its mentor, arrogate themselves as learning pillars, once they allow disclosing childhood scholar networks.

For a first moment, in an inter-disciplinary approach, special attention was given to the geographical study implanted in an assemblage of Acts following Pombal, 1772, up to Joao Franco's Government, 1896. For a second moment, reading, writing and numeracy were favoured, thus reinforcing themselves into a third period which encloses three dimensions: school materials (school spaces, tools and furniture), pedagogic (which encircled the ways knowledge was supplied, based on school handbooks, practices and reception) and social (in which learning resultants were enquired).

Thus, four Communities emerge with different realities and shaped by rural elements and urban nucleus, the Borough: Mafra establishing itself as the main social-administrative jurisdiction, Encarnação (Fanga da Fé) which take over a limit situation to the North, Ericeira, West, bordering the Sea and Santo Estevão das Galés to the South.

Mafra, neighbouring the Capital, Lisbon, in its Northern coastland, did not significantly stand back from the XIX century geographical, social, political and economical Portugal but revealed itself as a very dynamic municipality – which became a surprise at each historical moment of the study for its geographical-administrative rearrangement ways which became reflected in the learning of its inhabitants.

From the main issue, that is, how did learning developed in each studying borough, we tried to reach a close foresight of its scholar historiography.