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The EAAE and the Lisbon School of Architecture—A Common History between 1976 and 1986

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ABSTRACT: On April 25, 1974, Portugal underwent a political revolution that put an end to a 40-year-old dictatorship. Since 1976, and in the ten years following, when the country entered the European Economic Community (1986), only two institutions were providing architecture education: the Superior School of Fine Arts of Oporto and its namesake in Lisbon. The revolution transformed the whole country, including both schools and their architecture courses.

This article analyses the post-revolutionary period within the Lisbon School, taking into account the history it shares with EAAE. Thus, the use of the expression “common history” will firstly here have a sense of sharing; secondly, it will underscore the importance of the recollection of architecture schools’ histories for deepening the debate and thus facing present and future societal challenges in architectural education.

The major theme for this conference—Architectural Research Addressing Societal Challenges—is a basic pursuit and a pedagogical quest for two of its hosts: the Faculty of Architecture of the University of Lisbon (FAUL) and the European Association for Architectural Education (EAAE). This article addresses the common history of the Faculty of Architecture of the Technical University of Lisbon (FAUTL, previously to FAUL) and the EAAE in the years 1976 to 1986, a period in which the first was called upon to respond to striking societal challenges and the latter had just been created to “enable teachers and students of Architecture throughout Europe to collaborate towards a fuller communication of ideas, methods and philosophies” (EAAE, 1978).

This article will overview and question architectural education having for basis an historical analysis of architectural education itself, i.e., it will describe institutions and mechanisms that promote teaching, discussion and dissemination of architecture. Thus, it will strive to address a complex and potentially diffuse issue by a narrowing its field of analysis.

The importance of the development of historiography on the most recent decades of the twentieth century—the 1970s, 1980s and 1990s—is widely debated. We find that many of the case studies of this period, even the most complex, are missing pieces of the current history of architecture and culture and have not yet been studied due to the multifaceted and contradictory features that they present. Architectural

culture within the Lisbon school of architecture is one of these unexplored and yet revealing themes; it specifically justifies an in-depth study for a Ph.D. that describes Lisbon’s architectural culture in the 1970s and 1980s through analytical observation of its architecture course.

To overrun the difficulty of being an unexplored object of study, overall research relies heavily on primary sources. This specific essay is documented by the FAUL’s own registries—administrative (paper) and videographic. In addition, personal collections were consulted and re-assessed, and numerous taped interviews and written testimonies were reviewed.

A significant number of secondary sources support the major research; for this paper, the EAAE historical archive should be pointed out, namely its News Sheets, available online (Archive EAAE)

1 THE LISBON SCHOOL OF ARCHITECTURE —HISTORICAL FRAMEWORK

The history of the Portuguese democratic revolution is widely acknowledged, studied and celebrated. Images of the historical streets of Lisbon filled with people show both the physical and social grounds of revolutionary ambience. Lisbon’s institutional architectural education participates in this engagement because teaching takes place in Saint Francis

Convent, a preserved XIII century building in historical Chiado area (Calado, M. & Ferrão, H. 1996), and because politics, in 1974, were a general concern.

Before 1974, architecture was officially taught in Lisbon as post-secondary education at the Superior School of Fine-Arts. During the 1974 revolution, inner turmoil led to the course of architecture's suspension until 1976, when it was re-established for, among other goals, the purpose of distinguishing the department as an autonomous university faculty from the other fine arts (George, 1987).

The decade that followed the reopening of architecture classes within the school—which was, in 1979, formalized as Faculty of Architecture of the Technical University of Lisbon (FAUTL)—was characterized by social instability, political struggle and prolific extra-curricular activity.

1.1 *Architecture and Revolution*

The years from 1976 to 1986 are critical for understanding contemporary architectural education in Lisbon. They will testify to an extreme transition between two systems: a collegiate *beaux arts* structure to a university system linked to a wider and substantively more complex academic field (Silva, 2012). Although this process was not immediate, Portuguese schools were instantly 'democratized' under military governance that lasted about two years. Lisbon's Architecture Department embarked on a virtual internal revolution just a few days after April 25, 1974 (FAUL, 1975a).

At first glance, the suspension of architecture classes and the closing of the working spaces were the practical result of the expulsion of many docents for political arguments, supported by groups of students (Silva, 2011); a second examination adds that this closing is naturally caused by a sense of opportunity given what Lisbon architects and students had regarded as a social and cultural depreciation of their discipline and careers in the previous decades. Therefore, an immediate proposal for the separation of architecture from plastic arts to integrate the university system was made. The option of disciplinary autonomy and specialization and the urgent need for architecture's ethical and technical refinement were generally agreed upon among those who ended up intervening in the school's reform. The Lisbon Superior School of Fine-Arts' previous division into two sections—architecture and painting and sculpture—was thus reinforced by the conception of two new post-revolutionary departments: architecture and arts and design (FAUTL, 1981a).

It was clear at this point that the school's population believed in its own self-awareness and in acting on behalf of architectural practice rather than for strict academic values. However, this implicit assertion in times of such turmoil does not mean a disregard for teaching methods or a lesser concern for architectural

education; on the contrary, the political crisis intensified the disciplinary discussion. The debate within the school revisited theoretical inquiries that utterly questioned pedagogical methods, specifically the reasonableness of the *beaux arts* system. The Lisbon School's students wanted to be prepared for the 'real world'. The academy stood face to face with a territorial reform expressed in actions like self-construction and in many cases supported by the state. Architecture discourse revolved around primary questions like the *utility* of architecture, taking into account a country with deplorable housing conditions (RTP, 1975). The idealism of the conjecture 'Architecture or Revolution', put by Le Corbusier years before, is illustrative of how architectural education would have profoundly marked a societal transformation if only the extreme and programmed makeover that was being planned had taken place—in other words, if the shift had been portrayed as an heroic, modernist-like act. However, some architecture students of the Lisbon School as well as some teachers who gathered in successive general assemblies after April 1974, expressed not only their views on the political and social circumstances but, most incisively, on their academic and personal expectations, uncertainties and frustrations (ESBAL-Arquitectura, 1974). In sum, despite having prompted an educational blackout for political and ideological motives, these students and teachers were admitting during the revolutionary years that the conjecture 'Architecture or Revolution' should, in fact, be more of a conjunction of words—like in *Architecture and Revolution*—anticipating that architectural education would in fact at the Lisbon School, overcome instability and engage in societal transformation within a mild everyday transitory manner, as we will see.

1.2 *The post-revolutionary first study plan proposals*

1.2.1 *Architecture, Regional and Urban Planning School, by N. Portas*

In June 1975, more than a year after the April 25, 1974 revolution, the dead end in which architecture students and teachers found themselves motivated A. Avelãs Nunes, the Secretary of State for Superior Education and Scientific Research, to write a legal resolution (Fig. 1) (FAUTL, 1975b) that created a three-headed installation committee for the conception of a new school to be called *Architecture, Regional and Urban Planning School*. To do this, Nunes appointed architect N. Portas, a former professor at the Lisbon School and a dedicated researcher at National Civil Engineering Laboratory (LNEC).

As a member of the installation committee for the creation of a new school of architecture, Portas wrote out its program in detail (FAUL, 1975c), conceiving a fresh start supported by his convictions on the matter.

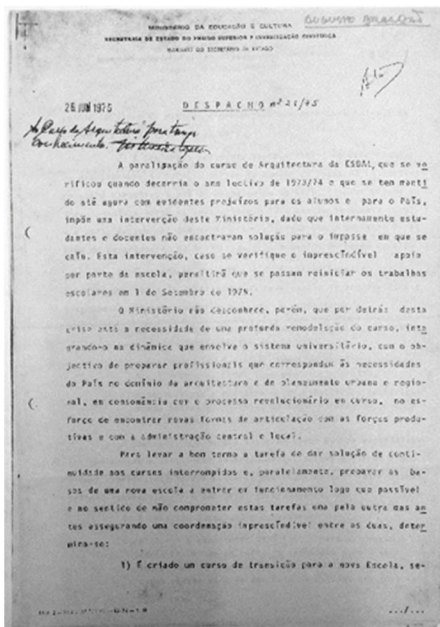


Fig. 1 Dispatch 25/75, 24 June, by A. Avelãs Nunes. Creation of an installation committee for a post-revolutionary school of architecture (FAUL, 1975b)

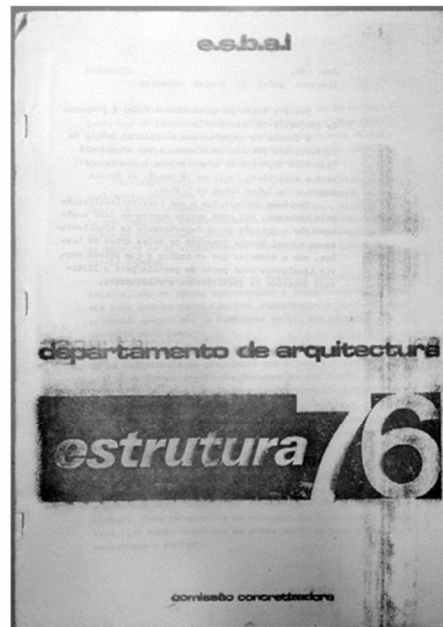


Fig. 2 *Estrutura 76*. Draft presented to A. Brotas for the first post-revolutionary architecture course study plan. Cover (*Estrutura 76*, 1976)



Fig. 3 EAAE News Sheet n.8, June 1982. Announcement of the Fifth Workshop in Lisbon (EAAE, 1982)

He carefully planned the integration of the students from the current suspended architecture course—which should be eliminated, according to his proposal—and the complete change of the faculty composition. As to its substance, the new structure *Portas* planned summarized most of what he had been advocating in his classes at the school, in the years prior to the revolution, and, moreover, on his experience at LNEC: In this proposal, *Portas* intended to join urban planning and architecture, giving urbanism a prominent place, in a straight relationship to social sciences.

As a member of the installation committee for the creation of a new school of architecture, *Portas* wrote out its program in detail (FAUL, 1975c), conceiving a fresh start supported by his convictions on the matter. He carefully planned the integration of the students from the current suspended architecture course—which should be eliminated, according to his proposal—and the complete change of the faculty composition. As to its substance, the new structure *Portas* planned summarized most of what he had been advocating in his classes at the school, in the years prior to the revolution, and, moreover, on his experience at LNEC: In this proposal, *Portas* intended to join urban planning and architecture, giving urbanism a prominent place, in a straight relationship to social sciences.

This process was elaborated upon and roughly debated (at a distance) between *Portas* himself and the school's population from October to December 1975 (ESBAL, 1976a). Students and teachers would then present a myriad counteract proposals to the same level decision-makers therefore *Portas* did not succeed in providing Lisbon with a new architecture school.

1.2.2 Architecture and Planning Superior Institute – *Estrutura 76*

The Lisbon School's architecture course reopened in April 1976, two years past the political shift, under a new resolution (Dispatch 7/76 and 7A/76), signed by A. Brotas, the Secretary of State after Nunes. This legal statement was based on a work document titled *ESBAL-Arquitectura*, presented by six professors, that had made its way through earlier disputes (FAUTL, 1976b). This document included a study plan called *Estrutura 76* [Structure 76], supposedly named after the year 1976 (Fig. 2) (*Estrutura 76*, 1976), that had no single authorship, being the result of an agreement among students and teachers under the guardianship of F. George, a dedicated professor and a renowned cultural figure who enabled a smooth transitory process thereafter. In fact, the myriad of ideas contained in *Estrutura 76* confirms a harmonious relationship between multiple worldviews; on the one hand, the text alludes to George's pedagogical artistic charisma:

"It is difficult to establish the borders for an architect's intervention; the range of materials include the positive sciences, and the humanistic and social sciences, ever combined with a spirit of permanent creativity." (*Estrutura 76*, 1976)

On the other hand, the written words of *Estrutura 76* are clear political sound bites:

"The architect will have to question some of his concepts, using, for that matter, idealistic and materialistic philosophies, and should give prominence to an analysis of society, from the perspective of historical and dialectical materialism (...)" (*Estrutura 76*, 1976)

This drafted study plan diverges from Portas' proposal in other aspects, all reflecting the multiple contributions from the school's population. Overall, it is a less demanding and more flexible proposal for both students and teachers engaged in the former system, reinforcing the counteraction thesis.

Specifically, it suggests a four-year curriculum for a diploma in architecture that is sufficient for registration in a professional association. In addition, students could then engage in a specialization of 18 months in architecture or planning, but also in theory and architectural history, a specialization disregarded by Portas, and aimed for developing skills for specific "public agencies devoted to the Portuguese architecture heritage conservation and protection" (*Estrutura 76*, 1976).

Estrutura 76 narratively reflected the students' idealism, whereas, in practice, it proposed a simplistic and pragmatic learning process. In this aspect, the collective study plan was extremely different from Portas' line of intentions, since the latter believed that a highly demanding course was the only way to "avoid social disqualification in a certain "batch" [meaning a group of students who would graduate in the same year] of architects" (ESBAL, 1976a).

Besides cutting the course from six to four years, this study plan included for evaluation methodology a "continuous assessment" and the passing of the year dependent on a "general consensus between students and teachers" (*Estrutura 76*, 1976). This plan included the abolition of classes with precedence—which meant, if necessary, the passing over of students with a "poor knowledge on the subjects". All this was in favour of "collective work", "group spirit", and elimination of exams, an "evaluation act" that promoted "individualism, creating undesirable competitive situations, moreover the infallibility and injustice thereafter raised" (*Estrutura 76*, 1976).

As for the students from the fourth to the sixth year from the former curricula who had to line up in a transitory scheme, it was planned that they would not have to meet the requirements of the new study plan to graduate. The same benevolence was here applied—that is to say, these students were implied victims of the previous system (idealist view), or a 'complicated business' for the new one (practical view).

As for teachers, this study plan most of all acknowledged the interests of the interim school's population; specifically, the professor's 'acquired rights' should be acknowledged in a clear statement against the extinction of the course and their contracts, as proposed a year before by Portas through the former Secretary of State.

This study plan enforced the creation of a new school, to be called Architecture and Planning Superior Institute. However, this school was not mentioned by Brotas when the document *ESBAL-Arquitectura* was submitted for legal support. Brotas would only support *Estrutura 76* as the basis for an

experimental period for the reopening of the architecture course, thus recognizing the architecture department within the fine arts school, from April 1976 to December 1976.

Estrutura 76 was then accepted with some expectations like the evaluation methods, which would have to be exclusively individual, and of the full docent responsibility. In addition, Brotas required the course to have a four year curricula for a bachelor's degree, starting at year one to four, and two more years for a master's.

Brotas' appreciation and subsequent legal resolution and reopening of the architecture course in the spring of 1976 did not mean that classes in the years followed achieved *Estrutura 76* or any other stable and rigorous plan. In fact, until the mid-1980s, study plans were altered yearly (FAUL, 1977) to contend with multiple deficiencies—an increase in the number of students and scarce resources of financial, administrative and spatial natures. Pedagogically, absence was severe among both students and teachers. As to educational contents, exploratory architecture contents like drawing and experimenting with models were scarce. It was difficult, especially for students who wanted to be engaged at school, not to devote most of their energy in bringing to classes their concerns about everyday post-revolutionary outdoor life. Classes were, therefore, the natural ground for debating architecture education (Planeamento, 1976).

2 THE EAAE AND THE LISBON SCHOOL OF ARCHITECTURE

In that same year of 1976, when the architecture department reopened in Lisbon, the EAAE was founded for the promotion of "a wider understanding of the theory and process of Architectural Education" (EAAE, 1978).

The EAAE is an important entity in this essay since the relationship between the EAAE and FAUTL is symbolic of the interest that FAUTL revealed about both architectural education and external worldwide affairs in the decade in question. On this matter, Professor A. Brandão stands out in his role as president of the architecture department's governing board from 1978 on. Working alongside the installation committee designated by the 1979 law to conduct the entry of architecture course in university, and eventually as its member, Brandão enforced a stable internal structure and promoted a connection of the department to the rest of the world.

The promotion of a qualified pedagogical offer, internationally referred, as an agency for a personalized and credible renewed school, was particularly important for Brandão. His endeavour meant, in practical terms, a particular insistence on requesting financial aid from various entities and for particular needs



Fig. 4 Fifth EAAE Workshop. FAUTL, Lisbon, 1982. Lecture by T. Dejsdtra. (FAUL, 1982d)



Fig. 5 Third EASA Workshop, The Lisbon Ateliers. FAUTL, Lisbon, 1983. (FAUL, 1983h)

like travelling (Silva, 2011). In his tenure, Brandão also encouraged more disciplined conduct among the school's population, enforcing, for instance, new pedagogic and docent structures with pre-determined objectives (FAUL, 1977). Although he was not always successful in his quests, the interaction with outer academic realities, in which the EAAE played a special part, are significant outcomes.

From as early as 1980, Brandão established a relationship with EAAE, sending Professor S. Sanches to the First EAAE Workshop titled *The Teaching of Architectural Technology* (Fig. 6) (FAUL, 1980). The First EAAE Workshop took place at ETH Zürich, academic home for H. Kramel, who had become EAAE's president in 1979 (EAAE, 1980). In the first visit to Lisbon, Kramel delivered a seminar on *The Teaching of Architectural Technology* (FAUTL, 1982a). His lecture focused on the environment, energy conservation and how a university education should be able to articulate research related to both rudimentary and contemporary technologies (FAUL, 1982b).

In his visit, Kramel encouraged the Lisbon School of Architecture to innovate in technological research, stating his conviction about the importance of pedagogical evaluation. These two aspects—experimentalism and self-evaluation, within technological research—might seem reasonable at a distance; however, in the early years, they meant unsettling the pedagogical ground on which the architecture course had been raised, thus potentially triggering political distress. This episode hence illustrates the risks that Brandão had to face when trying to develop a school based on a set of external references, instead of promoting internal debate and participation. In this context, a series of post-graduate courses, namely on building energy conservation, were made, rather than bringing the know-how and spirit of initiative into everyday architecture classes (Silva, 2014). On a specific point of Kramel's statement, he affirms it is “advisable to consider as academic work all the school

activity”. Brandão handwrites on the subsequent report report the word “fundamental” (FAUL, 1982b), valuing the globalized path the university system was undertaking and the potential of the institution within this line of inquiry.

This is the context in which the Fifth EAAE Workshop took place in Lisbon between 21 and 23 October 1982, having for theme *The Teaching of Architecture* (Fig. 4) (FAUL, 1982c). A few months later, Kramel reported his impressions, noting what he believed were the two most identifying characteristics of the FAUTL in the early 1980s: a desire for affirmation and a particular geographical status—peripheral in relationship to Europe, central to the rest of the world:

“The same feeling of being on the edge of Europe was recreated in Lisbon [in comparison to Ankara]. (...) South America and Africa seemed closer than at any other place of the continent.

(...) While Portugal, in the past, has been very strongly orientated toward colonies, today it seeks stronger alliances with Europe. The Workshop was one of the many attempts made to re-establish ties through relationships with other schools of architecture.

Brazil, Mozambique and Macao are reference points even today. The role of Portugal in these countries has been considerably different from the one England played *vis à vis* with its colonies. (...) The Portuguese, more than any other former colonial power, have the potential to mediate between Europe and the other continents.

(...) The motivation, energy and vision of Professor A. Brandão, (...), together with the support of an enthusiastic staff, made this EAAE event possible.” (EAAE, 1983)

The Fifth EAAE Workshop stood out for its quality: The participants were all suggested by Kramel and debated teaching methods in a genuinely scholarly environment, which is directly observable from the videographic records, one of the features that adds

Fig.6 The EAAE and the Lisbon School of Architecture. Significant Educational Debate and Didactic Offer, 1979-1983

DATE	LOCATION	EVENT	THEME	PARTICIPANTS (referred on text)
79.11.23-26	FEUP, Oporto	AAP First Congress	<i>The Education of the Architect</i>	
80.-	ETH, Zurich	EAAE First Workshop	<i>The Teaching of Architectural Technology</i>	From FAUTL: S. Sanches
81.04.23-25	[Various Schools] Vienna	EAAE Second Workshop	<i>The Teaching of Architecture and Urban Design</i>	From FAUTL: A. Brandão; C. Spies; C. Duarte
82.01.26-29	FAUTL, Lisbon	Scientific Seminar	<i>The Teaching of Architectural Technology</i>	Invited speaker: H. Kramel
82.01-06 (Plan)	FAUTL, Lisbon	Post-graduate course (PG1)	<i>Monument and Building Rehabilitation and Conservation</i>	
82.10.21-23	FAUTL, Lisbon	EAAE Fifth Workshop	<i>The Teaching of Architecture</i>	Invited speakers: H. Kramel; T. Dejksdtra; A.V. Randen; N. Segvic; B. Hoelsi; R. Schweitzer; P. Jockusch; P. Rich; N. O. Lund
83.05.18 (Inaugural Day)	FAUTL, Lisbon	Post-graduate course (PG2)	<i>Environmental Architecture. Energy Conservation in Building</i>	
83.08.1-12	FAUTL, Lisbon	Third EASA Workshop, The Lisbon Ateliers	<i>Social Spaces</i>	Undergraduates from 26 countries, mostly European
83.09.19-23	FAUTL, Lisbon	Réunion d'Écoles d'Architecture Méditerranéennes	<i>Architectures, Sociétés et Enseignements</i>	Assistant professor D. Mello presents his research.
83.10.19 (Inaugural Day)	FAUTL, Lisbon	Post-graduate course (PG3)	<i>Architecture for Tropical Areas</i>	
84.03-12 (Plan)	FAUTL, Lisbon	Post-graduate course	<i>City Outskirts Housing</i>	

to the school's efforts to enrol in a technological dynamic (Figs. 4 and 5). As for the contents of the debate, it is in line with 'turning the page' from the idea of a *utilitarian* school— an issue that had been strongly articulated in the revolutionary years. In his Fifth EAAE Workshop's lecture, T. Dejksdtra, on the contrary, defended the development of academicism, foreseeing the coming times:

"A massive class, as opposed to the studio method, is based on the assumption that architecture can be taught. This approach is based on the idea that architectural problems are teachable, i.e. accessible to a rational treatment and to a rational argument. Any didactic strategy in class, at school, is then not basically different from the process of office practice. (...) The virtue of a school is not to be practical, like the office practices. The virtue of the academy is to be academic." (FAUL, 1982d)

Having once been very close to extinction, the Lisbon School of Architecture was then welcoming numerous foreigner academics who had persisted in the architectural education debate in their own contexts. Along with Kramel and Dejksdtra came A. V. Randen, from the Delft University of Technology; N. Segvic, from the Architektonsky Fakultet in Zagreb; B. Hoelsi, from ETH Zürich; R. Schweitzer, from Paris; P. Jockusch, from Kassel; P. Rich, from London; and N. O. Lund, from Aarhus, Denmark.

3 A BRIEF HISTORY OF OTHER EDUCATIONAL DEBATE AT THE LISBON SCHOOL

Since the late 1970s, the teaching of architecture had been the subject of numerous conferences that the Lisbon School of Architecture had promoted and in which it had participated. For instance, its representatives had been present at the First Congress of the newly founded Association of Portuguese Architects (AAP) in 1979, which had for theme the *Education of the Architect* (Fig.6) (FAUL, 1979). At this gathering, the architects had debated the "creation of the architecture Faculties of Lisbon and Oporto", which were to be formalized that year (Decree-Law 498-E/79). The two primary topics for debate were the "educational programme for architecture and urban planning in the European context" given the "impact of the EEC", but also "educational degrees and postgraduate courses" (FAUL, 1979).

In 1982, FAUTL had planned the creation of an association of schools between developing countries (FAUL, 1982f), a theme that was undertaken by the 1983 EAAE Forum, planned for Newcastle upon Tyne, titled *Architectural Education in Europe and The Third World: Parallels and Contrasts*.

The FAUTL again made its presence known, this time with professors J. Real and J. Calado, who had

asked for travel funds from the Gulbenkian Foundation, having for fundament the presentation of a “thesis” with the title *Teaching of Architecture in the 3rd World. The Basin of the Mediterranean and Africa* (FAUL, 1983b). The interest some teachers had about developing countries, together with the FAUTL’s self-proven capacity of promoting its own events, had motivated the idea of uniting some architecture schools from the Mediterranean to debate architecture, society and teaching methods, in particular, at an event titled *Réunion D’Écoles D’Architecture Méditerranéennes: Architectures, Sociétés et Enseignements* (Fig. 6) (FAUL, 1983e). This reunion also had the contribution of Mello, who presented *Knowledge in Architecture and Its Transmission* (FAUL, 2006).

At this time, Brandão had already invested in designing abundant extra-curricular pedagogical training for FAUTL (Fig. 6). In 1982, a post-graduate course was begun, titled *Monument and Building Rehabilitation and Conservation* (PG1). Its study plan consisted of an eight-month period of late afternoon classes two times a week.

In 1983, a new edition of PG1 was administered, along with two new post-graduate courses that won especially positive feedback from the participants, titled *Environmental Architecture. Energy Conservation in Building* (PG2) and *Architecture for Tropical Areas* (PG3).

In 1984, a new seminar focused on the *City Outskirts Housing*, and in 1985, PG1 was at its third iteration (FAUL, s.d.).

As for undergraduates’ school work, the conviction of a “qualitative jump” (N/A 1982) within a school path for internationalization had led Brandão to ask the Royal Institute of British Architects for recognition of the course of architecture (RIBA, 1983d). The schoolwork was then formally presented at an exhibition that was visited by Kramel during his 1982 visit and by members of the AAP—an attempt to gain formal recognition of the pedagogical progress.

The year 1983 was the most culturally active year in the school’s life. Debate on architectural education gave way to an overall post-modern tendency for ‘seizing the moment’; many events then assumed other themes rather than architectural education, but most either had for basis the invitation of foreigner personalities or imported artistic expressions. Many of these occurrences were recorded on home-video technology (VHS and others), a symbol of the abandonment of any bias against consumerism that signaled a rapid mentality turnaround or new political detachment (Silva, 2016; Silva, 2017).

The Faculty of Architecture Students Association (AEFA) itself played a fundamental role in the school’s engagement with architectural education debate and external liaisons by participating in events organized by the European Architecture Students Assembly (EASA). First, AEFA promoted the presence of FAUTL by sending students and teachers to the

first two EASA workshops in Liverpool (1981) (FAUL, 1983a) and the Delft (1982) (AEFA, 1982e); secondly, and most importantly, AEFA organized, in an almost freelance manner, the Third EASA Workshop in the FAUTL’s ground, with the title *Lisbon Ateliers* (see Fig. 6) (EASA, 1984). This workshop gathered students of three nationalities outside the European continent, a total of 520 participants from 26 countries—an impressive demonstration of an effective internationalization of a Saint Francis Convent’s improvised campus (FAUL, 1983h).

In 1985, the Architectural Association School of Architecture in London promoted an early visiting school programme to the FAUTL, enrolling 15 of its students (FAUL, 1985).

In 1986, the FAUTL and its concerns on architectural education reached a turning point, prompted by Portugal’s entrance into the European Economic Community. From then on, Portuguese architectural education became liberalized, and the three major concerns of the very First Congress of the AAP back in 1979—architectural education, university and Europe—adapted to a different prospective future. In 1989, one of FAUTL’s assistant professors was sent to the 20th EAAE Workshop in Helsinki, reporting that “FAUTL continues to be in debt as to its participation towards the AEEA, since 1986” (FAUL, 1989). The same year, AEFA promoted an introspective debate titled *What Architecture Is Taught Here?* (Mello, 2006).

4 CONCLUSION

This paper’s primary objective was to trace a common history between the EAAE and the FAUTL in the 1980s. Secondly, it proposed to demonstrate the importance of developing historical research on the common histories of contemporary institutions.

Bearing the conference’s theme in mind, what we can observe from this joint analysis is an overall educational crisis and deep societal challenges from the 1960s on. Particularly in Lisbon, a 1974 political revolution induced student takeover within the architecture school. Great political narratives are still present in the Lisbon School of Architecture in the first post-revolutionary years; however, a proposal for the old architecture course’s elimination, meaning a school’s actual radical reform, was rejected. The succeeding experimental years, within a convened transitional manner, much less connected to ‘the real world’, as proposed by the students’ initial idealisms, will then reveal the first true identity for the new democratized FAUTL.

Even so, the first sequence of events that link FAUTL and EAAE unfold a general concern over qualifying and invigorating the school by connecting

to other revered institutions as well as other accountable aspects like didactic offers or extracurricular events.

The agency of promoting the school and referring to external and visible actions implies a reflection over didactic problems like the precarious pedagogical structures, the lack of human and material resources, and the growth of the student population.

It is true that the school's agency, in the years 1976 to 1986, was to turn outwards to a globalized system, i.e., to invite foreigners, to record and publicize a specific self-image, to invest in specialized collaborative research rather than in this interim observation. If the new university-levelled Faculty of Architecture was to abandon its collegiate nature, with the disadvantage of being disqualified from its former familiar scale, this was accorded to this premature susceptibility and for the sake of some advantages, namely the ability to seek out a wider field of educational options and realities. Whether this opportunity was embraced and what kind of work and teaching resulted from this option are subjects for another study.

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