



The Escola Oficina nº 1¹ (Lisbon, 1905-1987) and the statement of a pedagogical innovation process in Portugal

A Escola Oficina nº 1 de Lisboa (1905-1987) e a afirmação de um processo de inovação pedagógica em Portugal

La Escola Oficina nº 1² de Lisboa (1905-1987) y la confirmación de un proceso de innovación pedagógica en Portugal

Maria João Mogarro
Universidade de Lisboa (Portugal)
<https://orcid.org/0000-0002-5841-9280>
mjmogarro@ie.ulisboa.pt

Abstract

The Escola Oficina no. 1 [Workshop School no. 1], (1905-1987), in Lisbon, was the most emblematic of the Portuguese *escolas novas* [new schools], having developed its innovative project mainly between 1907 and 1919. However, it existed over a long period of time and functioned for over eighty years. The innovative pedagogical model that characterised the school was driven by Adolfo Lima, and inspired by libertarian and anarchist ideals, on the basis of which the principles of *Educação Nova* [New Education] were interpreted. This school adopted many of the innovative practices of this movement, such as school self-government, the promotion of manual works, physical education and aesthetic education. It placed the pupil at the core of the pedagogical process, aiming at their integral education. It defined rituals and norms in daily school life, as well as health and hygiene practices. From the thirties on, under the political regime of Salazar, it lost its experimental nature and became a “normal” school, like other state schools.

Keywords: innovation, pedagogical experiences; New Education.

¹ Workshop School no 1, Lisbon.

² La Escuela Taller nº 1 de Lisboa.

Resumo

A Escola Oficina n.º 1 de Lisboa (1905-1987) foi a mais emblemática das escolas novas portuguesas, tendo desenvolvido o seu projeto inovador principalmente entre 1907 e 1919. No entanto, a sua existência inscreveu-se num tempo longo, tendo funcionado durante mais de oitenta anos. O modelo pedagógico inovador que a caracterizou foi impulsionado por Adolfo Lima e inspirou-se nos ideais libertários e anarquistas, matriz a partir da qual foram interpretados os princípios da Educação Nova. Esta Escola adotou muitas das práticas inovadoras deste movimento, como o *self-government* escolar, a valorização dos trabalhos manuais, a educação física e a educação estética. Colocou o aluno no centro do processo pedagógico, visando a sua educação integral. Definiu rituais e normas no quotidiano escolar, assim como práticas de saúde e higiene. A partir dos anos trinta, com o regime político salazarista, perdeu o seu carácter experimental e tornou-se uma escola “normal”, igual a outras escolas oficiais.

Palavras chave: inovação, experiências pedagógicas; Educação Nova.

Resumen

La Escola Oficina n.º 1 (Escuela Taller n.º 1, 1905-1987), en Lisboa, fue la más emblemática de las escuelas nuevas portuguesas, que desarrolló su innovador proyecto principalmente entre 1907 y 1919. Sin embargo, su existencia se inscribió en una larga duración, trabajando por más de ochenta años. El innovador modelo pedagógico que la caracterizó fue impulsado por Adolfo Lima y se inspiró en ideales libertarios y anarquistas, la matriz desde la cual se interpretaron los principios de la Educación Nueva. Esta escuela ha adoptado muchas de las prácticas innovadoras de este movimiento, como el autogobierno escolar, la valoración del trabajo manual, la educación física y la educación estética. Ubicó el alumno en el centro del proceso pedagógico, con la finalidad de su educación integral. Definió rituales y normas en la vida escolar diaria, así como prácticas de salud e higiene. A partir de los años treinta, con el régimen político salazarista, perdió su carácter experimental y se ha convertido en una escuela "normal", como otras escuelas oficiales.

Palabras clave: innovación; experiencias pedagógicas; Educación Nueva.

Recebido em: fevereiro 2019

Aprovado para publicação em: maio 2019

1. The journey of a different school: the *Escola Oficina n.º 1* [Workshop-School no.1.] (Largo da Graça, Lisbon)

The *Escola Oficina n.º 1* emerged in 1905, founded by the *Sociedade Promotora de Asilos, Creches e Escolas* [Association for the Promotion of Asylums, Creches and Schools], and was housed in 1906, in the well-known building of *Largo da Graça*, no. 58, in Lisbon³. Its beginnings date back to a period of transition in Portugal, between the 19th and 20th centuries, when the debate on the importance of pedagogy and the role of the school in the development and progress of the country was highly intense. It was also strongly felt at the time that the population needed to be educated on the economic and social challenges of the future. The various ideological proposals that clashed in the vibrant political arena also involved the existing pedagogical models. These pedagogies were situated on a broad spectrum, among those that were affiliated with the more traditional trends, to those of a distinctly innovative nature. It was during this culturally rich period that the *Escola Oficina n.º 1* cemented itself, with its origins in Freemasonry, from which it also received its funding.

Thus, the school emerged in the shadow of the relations between the anarcho-sindicalist labour movement and education, and firmly asserted itself in Portugal in the early 20th-century libertarian educational practices. The latter, in turn, identified themselves with the innovative pedagogical experiences occurring outside Portugal, in Europe and America. The *Escola Oficina n.º 1* gave shape to the libertarian educational model, developed in articulation with the *Educação Nova* [New Education] movement, which placed the focus of the educational process on the freedom and autonomy of the child, in his/her relationship with nature and the environment, and on the importance of moral education. This model gave priority to manual education, in close articulation with a more traditional theoretical dimension. The Workshop-School represented fusion, of the action of politicians, Masonic pedagogues, Republicans and Anarchists, and its objective was to focus on the comprehensive development of pupils. Thus, it distinguished itself from the decadent model of state education in force at the time.

Some of the renowned researchers in the field of History of Education in Portugal have stressed the importance of this institution. Rogério Fernandes (1979) considered the school to be “worthy of recognition” in contemporary Portuguese pedagogy. Additionally, it was definitively consecrated in 1994, in the doctoral thesis of António Candeias, entitled *Educar de Outra Forma – A Escola Oficina nº1 de Lisboa* [To Educate Differently- Workshop-School no.1 of Lisbon], (1905-1930)]. More recently, Manuel Henrique Figueira (2004: 104-124) included the school in his itinerary of new schools and innovative pedagogical practices in Portugal.

The *Escola Oficina n.º 1* served as a reference for the innovative schools that emerged throughout the 20th-century in Portugal, symbolically assuming the role of a premature institution within the scope of a process leading to the creation of alternative, different and innovative schools. It was on this basis that it became part of the research project, INOVAR - *Roteiros da inovação pedagógica: Escolas e experiências de referência em Portugal no século XX* [INNOVATING- Pedagogical innovation itineraries: Reference schools and experiences in Portugal in the 20th-century], coordinated by Joaquim Pintassilgo, with funding from the *Fundação para a Ciência e Tecnologia* [Foundation for Science and Technology] (FCT) (reference: PTDC/MHC-CED/0893/2014). The present article is a part of this project (Mogarro and Namora, 2019; Mogarro, 2018; Pintassilgo and Alves, 2019).

The *Escola Oficina n.º 1* existed across a long period of time, since its evolution comprehends a timeline extending from 1876 (if its early beginnings are taken into account) and 1987, when the school closed. António Candeias (1994) refers to five stages, as follows:

³ Gratitude is extended to Alda Namora and Filomena Bandeira for their contribution to this article with the important information provided.

The first stage (1876 to 1904) corresponded to a pre-stage, with the establishment of the *Sociedade Promotora de Creches* in 1876, and the development of activities of a charitable nature, which sought to improve the standards of living of poor working mothers in the area of Graça, Lisbon, where the school is located. The end of this stage was marked by a financial crisis and the bankruptcy of the crèche, encouraged by the institution.

The second stage, from 1904 to 1907, began with the establishment of the *Sociedade Promotora de Asilos, Creches e Escolas* and the foundation of the *Escola Oficina n.1*, in 1905, with a traditional and classical teaching structure, also in line with the charitable and philanthropic spirit that characterised the Freemasonry. The *Escola Oficina n.º 1* was a professional joinery and carpentry school, which aimed to form “good artists” (artisans). Initially housed in the *Rua de S. João da Praça*, it was transferred in 1906 to the urban building in *Largo da Graça*, in the centre of the city of Lisbon, which had been built in 1878 to function as a crèche. The spacious two-storey building (with 1600m² of usable area), still exists today. It belongs to the Freemasonry (GOL) and has a courtyard occupying an area of around 600 m². The premises had 5 classrooms, a design and drawing room, 2 workshops (joinery; modelling and carving), a gymnasium, an assembly room with a stage, a laboratory-museum and a school library: the supporting premises included the school board room, main office, medical and pharmacy facility, refectory/kitchen, darkroom, courtyard, changing room and caretaker’s lodgings. The courtyard has a paved patio of 60 m², a play area, an outside space for physical education, a garden, a vegetable garden of 40 m², an area with fruit trees and another area for keeping animals. These last three areas were used for activities in which the pupils would develop contact with nature and animals (point 7 on the *Educação Nova* 30-point scale) and have access to rural contexts that the city centre did not provide. Thus, these areas were seen to be particularly important for the development of the innovative pedagogical project.

In the third stage, between 1907 and 1919, the School attained the aim of its innovative project and was characterised by the implementation and consolidation of its libertarian model. During this period, the *Planos de Estudo libertários* [Libertarian Study Plans] (1907, 1912) were approved and implemented. These plans were anarchistic in nature and stemmed from the basis on which the principles of *Educação Nova* were interpreted. Their main authors were in charge of the School at that time: Adolfo Lima, who left the School in 1914, was the main driver of the innovation process, doing justice to the position he held as one of the Portuguese pedagogues of reference in the area of *Educação Nova*, and particularly concerned with sociological issues; and Luís da Mata, who was head of the School and remained in the institution until 1918.

The fourth stage, from 1918, which continued up to 1930, corresponded to a period of the pedagogical model’s decadence, marked by internal conflicts.

The fifth stage, established by António Candeias from 1930 up to the end, in 1987, corresponded to a process of accommodation to the traditional model of education. The *Estado Novo* [New State (Second Republic)] prohibited co-education in the School in 1941, and closed its workshops, which had been one of its symbols and source of pride. From then on, the *Escola Oficina n.º 1* became a normal school for children of the Graça neighbourhood, in Lisbon.

However, this final and drawn out stage referred to by Candeias was not homogeneous. Today, it is important to note a culture of resistance, which was conveyed in the late 20s and early 30s through objection (even if subliminal) to the measures of the dictatorial political regime, and through the difficult dialogue the *Escola Oficina n.º 1* managed to establish with the regime during the subsequent years (and decades). The minutes of the School Council and Board reflect this air of resistance, namely when the teachers express their support for their colleague César Porto, when he is arrested by the dictatorship. In a similar vein, despite having complied with the implementation of the regime’s official educational programmes, the teachers continued to put their pedagogical principles into practice, expressing their concern with the conditions of education and the lives of the pupils by organizing field trips, excursions, exhibitions and

festivities, etc. The school board tried to maintain the level of teachers' salaries, despite the financial constraints with which the institution was constantly confronted, even though it could have legally lowered them. The 40s and 50s saw the departure of the last teachers who had more consistently stood at the forefront of the innovative project of the *Escola Oficina n.º 1*, and the dilution of the institution's pedagogical heritage was exacerbated.

It should be noted that in the third stage, more precisely in 1912, the *Escola Oficina n.º 1* reached its peak as an innovative institution. The Republican State recognised the school as an institution of public utility and provided funding, thus contributing to a significant part of its costs. It was also acknowledged as being of high quality, and equivalences were attributed to its diplomas.

The legacy of this institution is constituted by a significant archive, bibliographic, material and iconographic heritage, which enable us to establish its itinerary, to understand its main educational agents and to reconstitute its internal functioning. The building itself is a symbol of this heritage and has preserved the inscriptions of the time of the Republic on its facade, thus conferring visibility and meaning to the space which, today, represents an educational memory.

Fig. 1 | Facade of building *Escola Oficina n.º 1* in *Largo da Graça*, Lisbon



Source: INOVAR project archive

As underlined by Manuel Henrique Figueira, the *Escola Oficina n.º 1* was not created as an *Escola Nova* [New School], and did not comply with some of the fundamental principles of *Educação Nova*, such as being located in the countryside and having a boarding system. However, during the height of its period as an innovative institution, it had much in common with this innovative educational movement, and was always regarded, by other actors in the sphere,

as the institution that best incarnated its spirit. Therefore, when it was necessary to give an example of pedagogical modernity, showing how differently things were done, it was systematically mentioned. Thus, it may be considered a school of reference, due to its important contribution to the establishment of the *Educação Nova* ideology in Portugal. (Figueira, 2004: 124)

2. The educational heritage and information sources: its historic relevance

The historic archive was one of the main sources used for the study of this school. The archive is dispersed, consisting mainly of two centres: one is located in the historic building of *Largo da Graça*, and the other in the *Arquivo Nacional da Torre do Tombo* [National Archive]. There are also other archives holding documents related to the *Escola Oficina n.º 1*. This current dispersion demonstrates the divergent paths taken by the documentation and the difficulty in reconstructing the identity of the institution: the archives themselves reflect this identity and provide us access to the configuration the school took on for itself (Mogarro, 2006).

The study of the archive located in *Largo da Graça* proved to be particularly difficult. The documentation was completely disorganized, kept in a cupboard in the school building, and so an entire inventory was drawn up of all the documentation held in every storage unit, within the scope of the *Inovar* Project. Thus, the handwritten and printed documentation (in books, boxes, folders, dossiers and batches) of 319 storage units, produced between 1891 and 2002, in the context of the *Sociedade Promotora de Asilos, Creches e Escolas* (designated *Sociedade Promotora de Escolas* [Association for the Promotion of Schools], as of 1913,) was catalogued. The documentation is in a reasonable state of conservation and is still stored in the original units, and documents attesting to the running of this school over almost a century may be found there (Mogarro and Namora, 2019).

Other important documentation for the study of the *Escola Oficina n.º 1* may be found in the *Arquivo Nacional da Torre do Tombo*, constituting the depository “*Escola Oficina N.º 1 – Sociedade Promotora de Escolas*”, the incorporation of which originated from the *Arquivo Distrital de Lisboa* [Lisbon District Archive], as it was possible to verify that many of the documents bore the seal of this archive. This collection of documents, produced between 1872 and 1992, is made up of six sections: Organisation; Administration; Diverse; Printed publications; Documentation of Eduardo Augusto de Faria and Documentation of António Candeias, which include items such as minutes of the board, the school council, the general assembly, an inventory of the archive, general assembly attendance books, identification forms of governing bodies, a record of associates, visitor books, contracts with teachers, surveys and teacher investigation proceedings, the school diary of Mário de Oliveira, teaching method, handwritten and printed music scores, plays, press cuttings, photographs and ‘the medical cards of pupils. The documentation in the section “Documentation of António Candeias Martins” is of a different nature, as it is not based on the school’s functioning but rather the first research study on the school, which culminated in the doctoral thesis published in 1994 and articles by this author.

A document of particular relevance is the *Inventário em 31 de Dezembro de 1917. Escola Oficina n.º 1* [Inventory at 31 December 1917. *Escola Oficina n.º 1*], which presents a list of the existing school material on that date. It is a handwritten document in ink, presenting the material grouped into classes, and within each class/subject, into the following sections: Teaching Material: Teaching Utensils and Library. This document is of considerable importance as it allows for an understanding of the school and its innovative project through the books referred to as composing the library, and through the materiality of the school culture, reflected in this document. The investment in a broad range of didactic material, used to complement the teaching programme, in the context of an innovative project, sheds light upon the vitality of the pedagogical model adopted by the *Escola Oficina n.º 1* in its early years (Mogarro and Namora, 2019).

Other private collections of figures mainly from anarchist and trade union environments, such as teachers and Portuguese intellectuals, hold important documentation on the *Escola Oficina n.º 1*. These documents constitute evidence of a circle of political, cultural, educational and pedagogical sociabilities which, throughout the existence of the school,

fostered ties with associations and teachers, or connections based on solidarity, thus partaking of the educational innovation programme, led by the institution. These collections, or private archives, may be found in the *Arquivo de História Social* [Social History Archive] (Institute of Social Sciences, University of Lisbon), in the *Arquivo Histórico-Social* [Social-Historic Archive] (MOSCA project, University of Évora) and in the *Fundação Mário Soares* [Mário Soares Foundation] in Lisbon. Other archives should also be taken into consideration, such as those of the *Câmara Municipal de Lisboa* [Lisbon City Council] (study of school facilities) and the freemasonry archives, given the close relationship between the School and the freemasonry, through the *Sociedade Promotora das Escolas*.

3. The pedagogical project on the path to innovation: curricula, teaching materials and new practices in times of change

António Candeias (1993; 1994) clearly defines the libertarian pedagogical model behind the innovative project of the *Escola Oficina n.º 1*. In his words, the libertarian educational model was a synthesis of the methodological and pedagogical concepts of *Educação Nova* in the early 20th century, and the traditional socialist educational ideas defending integral education as a means to overcome social inequality. This was reflected in the existence of two paths in western educational systems: one vocational, geared towards the labour market; the other, of an academic nature, where more favoured social groups advanced with their studies.

The principles of *Educação Nova* greatly influenced the libertarian teachers of this School, encouraging them towards: rigour in the study of the intellectual and physical development of the child; the need to bear in mind that the “natural” motivations of the child are at the root of educational processes, and incompatible with physical and intellectual repression. On the other hand, the socialist tradition of education also influenced the anarchists, who stressed the need for educational processes to be as comprehensive as possible, and to articulate the technical aspects of professional training with the scientific, artistic, aesthetic and cultural dimensions that characterise a “good traditional education”.

For the teachers of the *Escola Oficina n.º 1*, education was far more than simply teaching the pupils to read, write and count, in line with the anarchist pedagogy. In their view, to educate was essentially to provide the spiritual, cultural and technical foundations for the liberation of man. Their aim was to furnish their pupils with the tools that would enable them to construct an analysis of life and the world, and for them to acquire the ability to make free and autonomous choices in the future, based on as much information as possible, regarding their desired paths in life and for the society to which they belonged. The *Escola Oficina n.º 1* aspired to educating men of this nature with its innovative programmes.

The School’s study plans embodied these principles. The Study Plan of 1907 reflects a profound change in the teaching practices of the *Escola Oficina n.º 1*, and clearly expresses a comprehensive vision of education. Two main principles are identifiable in this plan: one builds on the prior “woodcarver” experience in the joinery course, and the course contents related to this area are still part of the curriculum, such as Design, Furniture Construction and Woodcarving; the subjects of Portuguese and Arithmetic are also maintained; the other reflects a more innovative approach, bearing the new curricular components of Gymnastics and French, basic Practical Notions of Science (Zoology, Botanical Studies, Physics, Chemistry and Hygiene) and Sociology (continued in articulation with Geography throughout the course). Studies were complemented by school missions, seeking to develop pupils’ knowledge and professional and artistic education, as recurrently expressed in the School’s documents.

The pupils entered the School at the age of six years, and frequented a six-year course. In 1912, with the new Study Plan, new curricular components were introduced such as English, Swedish gymnastics, music and choral singing, domestic and/or culinary arts (mainly

after the introduction of co-education, involving girls and boys), German (which began in 1914 and was replaced in 1918 with English), dance (which only began in 1918) and mothercraft (after 1919). The course was extended to eight years and branched out in two directions: one geared towards professional training, in line with the school's tradition; the other, designated as a special primary course, to attract middle class children. However, in relation to the specific subjects of each branch, the common subjects were still dominant. Educational excursions were explicitly part of the curriculum of some of these subjects.

The libertarian ideologies of *Educação Nova*, which characterised the pedagogical practices of the project under the Study Plan of 1907, were reflected in the evaluation of schoolwork – exams were abolished as of 1909, and a continuous and formative assessment system was adopted. This assessment was based on the criteria of the teachers, who respected the pace of each pupil, and also on the public exhibitions of pupils' schoolwork. The pupils themselves were involved in the assessment of schoolwork through processes that verified compliance with minimum objectives.

The innovative project of the *Escola Oficina n.º 1* is reflected in its space and organisation, and emerges as a paradigmatic example. Such is the case of the design and drawing room, reserved for the specific purposes of this subject, with its podium and respective uses. In one of the initial classes (photo taken between 1906 and 1907), the teacher's chair and desk are on the podium, in a classroom strictly ordered according to traditional patterns; in the second class (photo taken between 1907 and 1912), the same room is occupied by many more pupils, engaged in the activities of different subjects, and the podium serves as a support platform for the exhibition of their artistic works ...

Fig. 2 | Design and drawing room, 1906-1907



Source: Arquivo Nacional da Torre do Tombo

Fig. 3 | Design and drawing room from another angle, photo taken between 1907-1912



Source: António Candeias, *Educar de outra forma...*

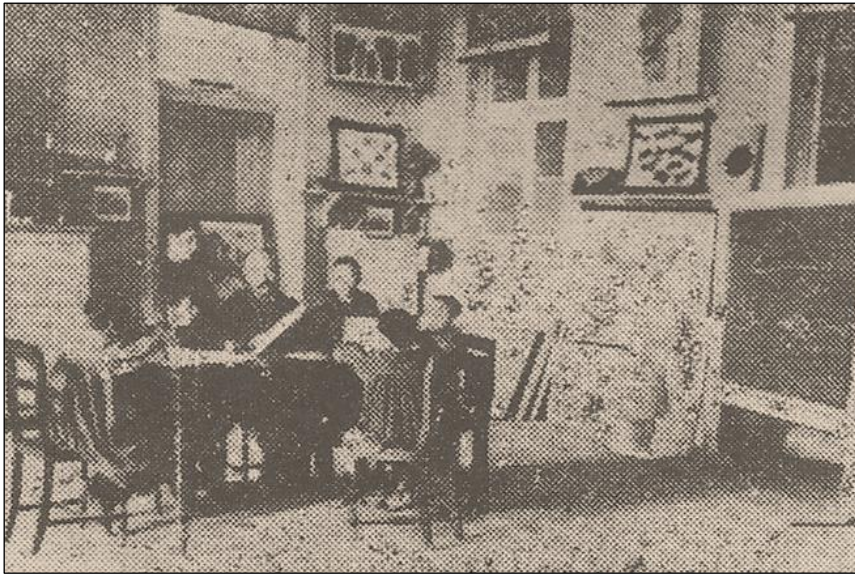
In another classroom, there are also impressive features of the pedagogical transformations that influenced school situations and settings. The first photo, taken between 1906 and 1907, displays the space, equipment and materials organised traditionally, with the pupils sitting at typical period desks and ordered in rows one behind one; in the second photo, taken between 1907 and 1912, the teacher (identified as Adolfo Lima) may be seen in the same classroom, with the pupils sitting around a table, carrying out group work, with a considerable amount of didactic material decorating the space. After 1912, the same classroom is reorganised... more pupils in groups, less didactic material, which is displayed in an orderly fashion ...

Fig. 4 | Classroom typical of the dominant pedagogical conceptions in this school between 1905-1907



Source: Arquivo Nacional da Torre do Tombo

Fig. 5 | Classroom of previous image between 1907 and 1912



Source: António Candeias, *Educar de outra forma...*

Fig. 6 | Previous classroom after 1912



Source: *Arquivo Nacional da Torre do Tombo*

The heritage collection of the *Escola Oficina n. 1* is also displayed in two photos of the Museum laboratory (one of them taken between 1907 and 1912, the other after 1912), showing the investment in didactic material at the service of the innovative approach to education developed by the school. The laboratories, like the workshops, were essential areas for accomplishment of the dominant pedagogical conceptions, and where the professional dimension of the teaching practised in this school was developed. In both photos, the teacher, António Lima, emerges with his pupils, who are carrying out activities – such as a pupil, in the second photograph, using a microscope.

Fig. 7 | Chemistry class, between 1907 and 1912



Source: António Candeias, *Educar de outra forma...*

Fig. 8 | Museum laboratory, after 1912



Source: Arquivo Nacional da Torre do Tombo

School activities are the theme of several photographs dating back to this period, thus illustrating the commitment to documenting the institution's innovative pedagogical project. The Joinery classes may be observed in a photo taken between 1905 and 1912, and in another, taken after 1913, the presence of girls may be seen amongst the pupils and in carpentry activities. In fact, during this period, both girls and boys learned to sew and cook, although the boys did not enjoy these activities very much.

Fig. 9 | Joinery class between 1905 and 1912



Source: António Candeias, *Educar de outra forma...*

Fig. 10 | Joinery class after 1912



Design and drawing room: Arquivo Nacional da Torre do Tombo

In several other photos, the exhibition of pupils' Joinery, Sculpture and Carving works may be observed, some of which are of a very high quality. Other school activities are also presented, such as Introduction to Reading through the method of the *Escola Oficina n.º 1* and Exhibitions of pupils' works at the end of the academic year, in which teachers and pupils of both sexes appear with the work produced by the pupils.

Fig. 11 | Exhibition of pupils' works at the end of the academic year

Source: *Arquivo Nacional da Torre do Tombo*

The materials that appear in these images are most likely to be in the *Inventário em 31 de Dezembro de 1917. Escola Oficina n.º 1*. In addition to the classes/subjects (referred to above), the 1917 Inventory includes other items related to the Museum, pupils' works, clothing, furniture, etc., pointing to a clear concern with cataloguing the entire heritage of the institution in detail. The following items are mentioned in the Inventory: Portuguese, French, Arithmetic, Geometry, Drawing and Modelling, Sociology, Cookery, Needlework, Flowers, Watercolour, Joinery, Carving, Upholstery, Music, Concepts, Physics, Chemistry, Botany, Zoology, Biology, Anatomy and Physiology, Card Manual Work, Paper Manual Work, Metal Manual Work, Vegetable Garden, Gymnastics, Museum, Pedagogical Office, Pedagogical Library, Class Material (stored in school), Teaching Utensils (stored in school), Pupils' Works, For the Concepts Class (see above), For the Arithmetic Class (see above), Wardrobe, Clothes, Dental Inspection, Teaching Utensils, Furniture, Pedagogy Journal (Education, Prints), Buildings, Furniture, subs (owed) and Credit Papers. Among this highly diversified collection of materials, there were also educational wall pictures, published by Deyrolle, scientific instruments, naturalised/embalmed animals, animals preserved in alcohol and other damp chambers, joinery tools, sewing machines, kitchen utensils, furniture, etc.

Much of this material has remained on the school premises for decades, up to the present. Recent renovation works on the building, which currently houses the *Instituto Maçónico* [Freemasonry Institute], the *Arquivo Maçónico* [Masonic Archive] and the *Biblioteca Maçónica* [Masonic Library] (GOL – *Grande Oriente Lusitano* [Grand Orient of Portugal]), have uncovered this universe of material, as of 2013, left behind and forgotten on its ground floor. The material was in a highly precarious state of repair, covered in dust and timeworn, and had probably been there since the closure of the school in 1987. The scientific collection found amongst the material was identified and handed over to *MUHNAC - Museu Nacional de História Natural e Ciência* [MUHNAC – National Museum of Natural History and Science] as the bone-fide depository of the items. This scientific collection consists of 14 taxidermied animals (6 birds, 1 fish, 7 mammals), 87 animals in the damp chamber collection, preserved in jars with liquid (49 fish, 18 reptiles and amphibians, 9 mammals, 4 birds, 3 molluscs, 2 crustaceans and also an insect, maggot specimen, etc.) and 7 complete skeletons (1 reptile, 1 mammal, 2 birds and 3 fish) and approximately 30 shells and fossils. These animals were acquired by purchase, donation or

collected by the pupils themselves during field trips, according to the information on the respective labels (Monteiro, 2018; 2013). In addition to the scientific collection, some of the other mentioned objects occupy the building today, such as the main entrance, recalling the memory of when the place was inhabited by the *Escola Oficina n. ° 1*.

Fig. 12 | A naturalised animal



Source: Scientific Collection of the *Escola Oficina N. ° 1*, MUNHAC

Fig. 13 | Specimen of an animal preserved in a jar with liquid



Source: Scientific Collection of the *Escola Oficina N. ° 1*, MUNHAC

Fig. 14 | Animal skeleton specimen

Source: Scientific Collection of the *Escola Oficina N.º 1*, MUNHAC

Through its objects/artefacts, this remarkable material universe bears witness to the educational technology at the service of the innovative project of the *Escola Oficina n.º 1*, which made possible the implementation of active methodologies and educational practices based on experimental teaching, the promotion of pupil participation, co-education, school partnerships with charitable purposes (the association “A Solidária”) and the construction of an increasing autonomy process on the part of the pupils. In other words, a truly integral education.

The military dictatorship, and later the *Estado Novo*, allowed the School to function, despite initial pressures and surveillance, to which both the school and its teachers were subject. The *Escola Oficina n.º 1* was obliged to adapt to the demands of Salazar’s political regime, adopting the programmes and school organisation in force at the time, the exams, the option to become an all girls school and the other guidelines for private education. The generation of teachers who had been at the forefront of the innovative educational project eventually disappeared from the body of teaching staff, and the school became more and more like the other Portuguese schools- both during the *Estado Novo* and after 1974, in the democratic period.

4. The role of teachers and publications in the construction of the pedagogical project of the *Escola Oficina n.º 1*

The innovative project of the *Escola Oficina n.º 1* was fundamentally constructed by the teachers who taught there between 1906 and 1919. The charismatic Adolfo Lima and Luís Filipe da Mata are particularly worthy of mention, as they assumed positions of strong leadership in the institution. They were accompanied by António Lima, César Porto, Deolinda Lopes Vieira Quartin, José Carlos de Sousa and Luís da Mata (son), among others. Some of them were important figures of the innovative trends in Portugal and distinguished militants of *Educação Nova*.

There was no specific headmaster/mistress position at the *Escola Oficina n.º 1*. The pedagogical management and connection between the teachers and the board of the *Sociedade Promotora de Asilos, Creches e Escolas / Sociedade Promotora das Escolas* was managed by the *Secretário do Conselho Escolar* [Secretary of the School Council], between 1910 and 1914 (duties carried out by Adolfo Lima), later, after 1914, to become the *Diretor Técnico* [Technical Director]. Luís da Mata and César Porto were technical directors for the respective periods of 1914 to 1918, and from 1918 to the end of the 1920s. José Carlos de Sousa also carried out these duties, but for a short period of time.

A brief biographical overview of the most distinguished educational agents is presented below.

Adolfo Ernesto Godfroy de Abreu e Lima (1874-1943) was born in Lisbon and also died in his birthplace. He graduated in Law, from the University of Coimbra, but education was his main field of action. He was a teacher of Sociology and technical director of the *Escola Oficina n.º 1* from 1906 to 1914. From 1907 on, Adolfo Lima became the most influential of the school's anarchist teachers who had designed the innovative project embodied in the Study Plan of 1907 and in the subsequent pedagogical organization. It was indeed, a different way of educating (Candeias, 1994), an alternative and innovative pedagogical model, represented by Adolfo Lima, and his close friend Luís da Mata. Advocating the dissemination of this project's main ideas, and aware of the importance of a pedagogical press to boost this task, Adolfo Lima was also the main driver behind the pedagogical journal, *Educação*, published every fortnight by the *Sociedade Promotora de Escolas* in 1913. After leaving the *Escola Oficina n.º 1*, Adolfo Lima taught at the *Liceu Pedro Nunes* (secondary school) and, in February 1918, became headmaster of the *Escola Normal Primária de Lisboa*, holding this position until May 1921, after which he remained as a teacher until the 1930s. In October 1927, he was arrested by the Military Dictatorship authorities. In 1933, he was nominated director of the *Biblioteca-Museu do Ensino Primário* [Primary Education Library-Museum], adjoining the *Escola do Magistério Primário de Lisboa*, where he remained until his death. In this Library-Museum, he was behind the remarkable organisation of one of the most important bibliographic archives of a pedagogical nature, which is nowadays integrated in the *Biblioteca Histórica do Ministério da Educação* [Historic Library of the Ministry of Education]. From 1924 to 1927, he directed the journal, *Educação Social* [Social Education], an important publication among the vast amount of books and articles he had written, and the journals and encyclopaedias he had organized. António Candeias (2003) defined him as an anarchist aristocrat, when characterising the most important figure of the libertarian movement and of *Educação Nova* pedagogy in Portugal. Even while he was no longer connected to the *Escola Oficina n.º 1*, despite the conflicts which led to his departure, Adolfo Lima never forgot the school – he frequently refers to it in the twenty or so of his articles published in *Educação Social*, always presenting it as a symbol of innovative pedagogy. The *Escola Oficina n.º 1*, its directors and teachers did not forget him either, and remained in contact with him over the years. They publically mourned his death, as they did also that of his brother, António Lima, who was a teacher at the institution (Pintassilgo, 2017).

Luís Filipe da Mata (1853-1924) emerges alongside Adolfo Lima in the consolidation of the innovative pedagogical model of the *Escola Oficina n.º 1*, the institution to whose creation he contributed greatly. A wealthy businessman, Republican and Freemason, he played important roles in the Freemasonry and Republican structures, and developed important social and political activity. He was director of the *Associação Comercial de Lisboa* [Commercial Association of Lisbon] and vice-president of the executive committee of the monument to the Marquis of Pombal; he was elected as a member of parliament in the by-elections of 1913 (1913-1915), and senator of the Congress of the Republic (1915-1917); he accepted the position of councillor of the City Council of Lisbon (1908-1911) and Chief of Public Assistance (1912-1917); he played an important role in the promotion of secular

education, supporting the *Asilo da S. João* [St John Asylum] and the creation of primary schools; he directed the *Vintém das Escolas* [an association committed to the combat of clerical schooling through secular education]. Loyal to Republican, Masonic and anti-Jesuit ideals, he was one of the most influential figures in Portuguese freemasonry, where he ascended to the position of grand master of the *Grande Oriente Lusitano*. However, it was fundamentally as founder of the *Escola Oficina n.º 1* that his death was mourned.

Luís da Mata, his son, carried out highly important pedagogical and institutional work in the School, and was considered one of its pillars, namely during the institution's golden age. He was a fundamental element in the pedagogical board of the Workshop-School and collaborated with Adolfo Lima, despite the conflict that arose between them on a number of occasions. Even so, he signed a considerable number of entries in the *Enciclopédia Pedagógica Progredior* [Pedagogical Encyclopaedia], directed by Lima.

The names of both father and son are linked to the most symbolic pedagogical experience in Portugal, both in close articulation with Adolfo Lima, as highlighted by António Nóvoa (2003, p. 897).

António Lima, more precisely, António Godfroy de Abreu e Lima (1883-1968), was the brother of Adolfo Lima and studied at the *Colégio Nacional*, *Liceu do Carmo*, *Escola Industrial Marquês de Pombal* [Marquês de Pombal Industrial School] and the *Instituto Industrial* [Industrial Institute], where he completed his course in Industrial Chemistry. At a professional level, he was technical director of the Industry Section of *Casa Nunes & Nunes* and of the *Casa Industrial Mercantil do Oeste* and Head of Section of the *Companhia Portuguesa de Higiene* [Portuguese Hygiene Company]. However, António Lima was essentially a teacher, and education was his field of activity par excellence. He constructed a teaching career that was inseparable from the school to which he devoted most of his life, namely the *Escola Oficina N.º 1*. Formerly, he had initiated his teaching at the *Colégio Francês* [French School] and had also collaborated, albeit sporadically, with the new school project experimented by the *Colégio Infante de Sagres*, founded in 1928, in *Laranjeiras*, Lisbon. In the exercise of his teaching, he was mainly committed to two areas: Educational Manual Work (modelling in clay and paper) and Physical, Chemical and Natural Sciences. His numerous publications point to his interest in active methodologies and practical issues, combining theory and practice and clearly expressing his innovative thoughts on the pedagogical immensity of manual education (which up to then was of a professional nature). He also refers to the need to mobilize the various disciplines of natural sciences to explain phenomena, so that the full scope of nature and life may be understood. He published a considerable amount of material on science classes in the journal *Educação* and in the *Boletim da Escola Oficina N.º 1* [Bulletin] (which was almost an extension of *Educação*) and in *Educação Social*, directed by his brother Adolfo, among others (Figueira, 2003). He actively participated in the teacher association movement, and was member of the administration board of various associations and committees. In 1959, having already retired, he was still the librarian of the Children and Youth Library of his *Escola Oficina N.º 1*. He was, perhaps, in a more solid manner, the teacher at the forefront of the resistance against Salazar's political regime, and continued to express the pedagogical principles at the root of the institution's innovative project discreetly within the school.

Deolinda Lopes Vieira Pinto Quartin (1888-1993) was born in Beja, where she attended primary school, and moved to Lisbon with her parents at the age of 12. In this city, she was a pupil at the *Liceu do Carmo* and later the *Escola Normal*. As an enthusiast of anarchist ideas from an early age, she consolidated her thoughts by reading the works of Tolstoy, Kropotkin, Élisée Reclus, Sebastien Faure, Jean Grave, and others, in addition to personal and work contact with key figures in modern pedagogy, such as Adolfo and António Lima and César Porto. As a feminist, she found a reference in Adelaide Cabete

for her enthusiastic but discreet militancy. She met Brazilian António Pinto Quartim (one of the main promoters of anarchism in Portugal, author of several books and responsible for cultural and journalistic projects), to whom she got married. Deolinda began working as a teacher at *Escola Oficina Nº 1* in around 1910. A year or two later, she accompanied her husband on a trip to Brazil, then returned in 1915 to resume her work at the *Escola Oficina Nº 1*. However, she also taught in a number of mobile Republican schools, which were abolished in 1930. In 1919, she specialized in early childhood education at the *Escola Normal Primária de Lisboa*, which was run at the time by Adolfo Lima. From then on, she worked alternately at the *Escola Oficina Nº 1* and in early childhood state education. With the extinction of early childhood education, she was transferred to a state primary school where she remained until her retirement at around 1939-1940. Her intense participation in feminist and teacher organizations demonstrates her commitment to the struggle of women, but also to the defence of co-education and the single-sex school, which she defended in the articles she published in several journals (Ferreira, 2003).

César Porto (1873-1944) was another promoter of *Educação Nova* in Portugal. He graduated in Anthropology in Paris and practiced primary teaching in several Portuguese schools. A Freemason and Republican, he began his political life in the "libertarian struggles", having been a frequent collaborator with the newspaper, *A Batalha*. As of 1912, he was a teacher of Portuguese and Sociology at the *Escola Oficina Nº 1*. After 1918, he became pedagogical director of the school. Among other activities, he established the promoting committee of the *Liga de Ação Educativa* [Educational Action League], was part of the pedagogical council of the *Universidade Popular Portuguesa* and visited Russia at the invitation of the Pan-Russian Federation of Educational Workers (Castelo, 2003). He was arrested by the military dictatorship in 1927 and received the support of his colleagues from the *Escola Oficina Nº 1*. He left the institution shortly after.

José Carlos de Sousa (1871-1935) attended the *Instituto Comercial de Lisboa* [Lisbon Business Institute] and worked as an accountant and as a language teacher in private education. In 1930 and 1931, he directed the *Escola Oficina Nº 1*, as its technical director, having also been a teacher there. However, his period at this school was turbulent and ended with his resignation and an investigation, which questioned, among other facts, his pedagogical orientations. His correspondence and published articles demonstrate his knowledge of the principles of *Educação Nova* and its authors. In 1924, he became member of the Administrative Council of the *Universidade Popular Portuguesa* and up to his death, was the most prominent figure of this adult education institution. He was a tireless propagandist of anarchist ideals and partook with his companions in the unlimited belief in education for the transformation of society (Bandeira, 2003).

These are the most visible faces of the teachers of the *Escola Oficina Nº 1*, who left their mark on the construction of the institution's educational project. However, they were also accompanied by many other teachers, some who remained at the School for very short periods and others who, despite staying there longer and participating in the School Council, did not gain visibility. For example, for a brief period, Canhão Júnior and Emílio Costa were teachers at the school from 1918, when a degree of decadence in the innovative project was already beginning to surface.

After the establishment of the military dictatorship in Portugal, the situation changed. The school standardization process, imposed by the regime, with its approximation to regular education, configured in line with the values of the period, in addition to the option of being an all girls school, led to a new profile in the direction of the institution. From 1936 to 1943, Anémona Xavier de Basto served as pedagogical director, followed by Lucinda Pina Lopes, who was director from 1943 until approximately 1979. They were long terms of office, expressing the regularity and homogeneity of the School, characteristic of the times, led by females, as was expected in a school that had opted to be an all girls school as of the 1940s.

The image of the *Escola Oficina N° 1* was largely reflected in its publications. In 1913, *Educação, revista quinzenal de pedagogia* [Education, fortnightly pedagogical journal] was published regularly between January 15 and December 31. This fortnightly publication was the responsibility of the *Sociedade Promotora de Escolas* (owner), directed by E.A. Lima Bastos (director), Luís da Mata (editorial secretary), José Faustino Rodrigues (administrator) and Raul de Lima Cruz (editor). Its main collaborators were the teachers of various educational establishments, the teachers of the *Escola Oficina N° 1* and the intellectuals associated with the pedagogical renewal movement, especially Adolfo Lima, César Porto and António Lima (Nóvoa, 1993, pp. 270-272; Barreira, 2006, 2008).

In 1918, again under the auspices of the *Sociedade Promotora de Escolas* (ownership and publication), the *Boletim da Escola Oficina n.º. 1* was published between January and October of that year. Its periodicity was occasional and only 4 issues were published. The School Council of the *Escola Oficina n.º. 1* was still in charge of the Bulletin and António Lima, Cesar Porto, Adolfo Lima, João Mantua, João de Barros and Luís da Mata were its main collaborators. This publication was regarded as a continuation of the journal, *Educação*, but in reality the thematic proximity and pedagogical positioning in this Bulletin were geared towards the reality of the *Escola Oficina n.º. 1*, focusing “on the dissemination of the educational practices that constituted the integral education developed in that school institution” (Nóvoa, 1993, p. 119). The association, “A Solidária”, was a prominent feature in the publication, with references to its organizational structure and the activities it promoted, in line with the broad dissemination of the School's achievements (Nóvoa, 1993, pp. 118-120; Barreira, 2010, 2013).

5. Towards an integral education: the pupils of the *Escola Oficina n.º 1* and the assertion of another form of pupil association

Although initially designed to accommodate a maximum of 20 pupils, the *Escola Oficina n.º. 1* began to operate on February 9, 1905, with only 4 male pupils. This is attributed to the fact that the population, who might have been interested in this project, were unaware of the existence of the school. However, in July 1905, the school decided to suspend the pupil admission requirements as it had already reached its target figure of 20. From this date on, new pupils started to replace those who had dropped out or, for various reasons, had been expelled.

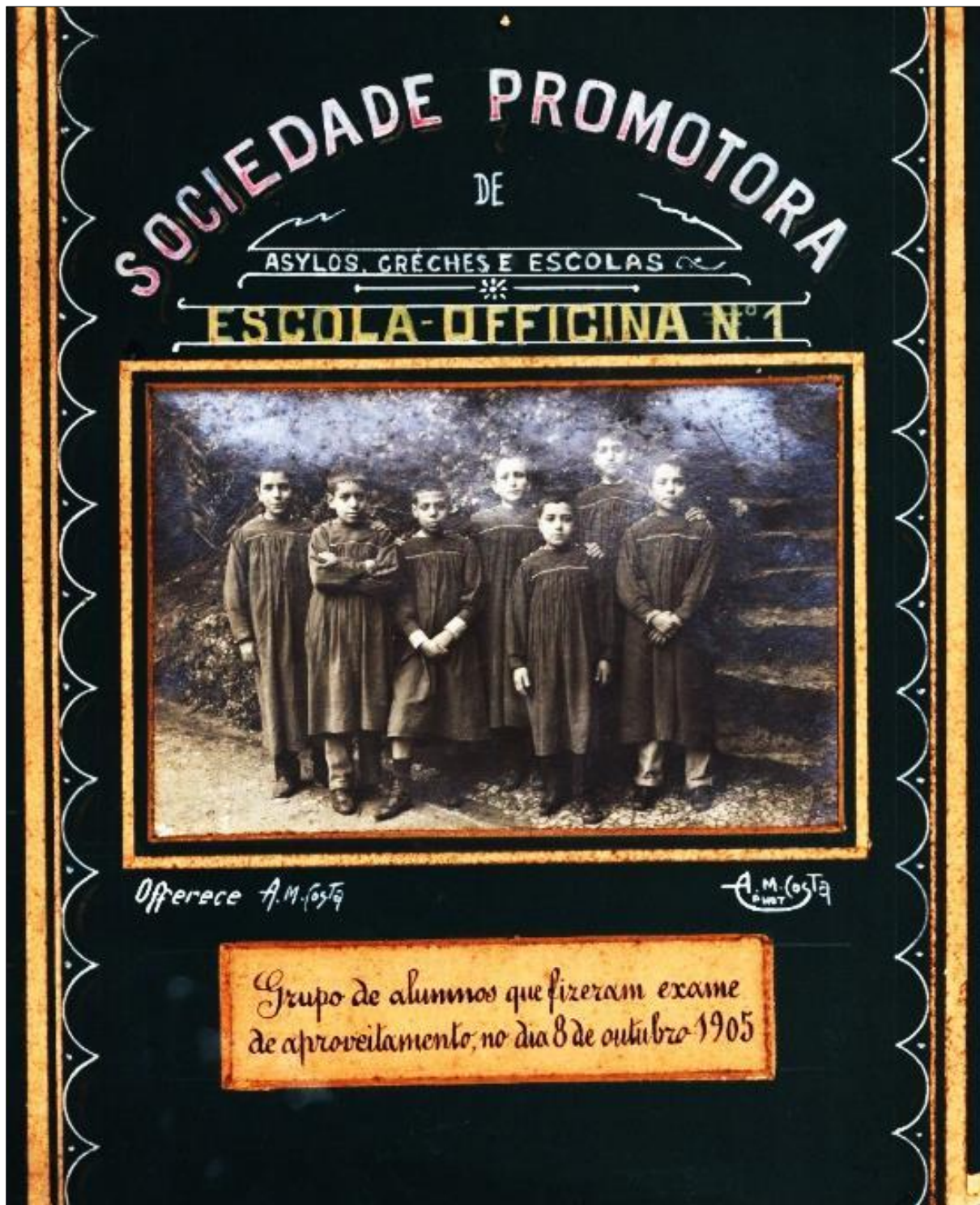
A gradual increase in the number of pupils was observed in the following years. It is difficult to establish the evolution of the pupils in a regular manner, given the diversity of information sources (enrolments, board minutes, school council minutes, reports, INE - *Instituto Nacional de Estatística* [National Institute of Statistics] statistics, etc), the high number of dropouts and failures and the difficulty in finding convergent data in the different documents.

In 1906, the board minutes stated that the pupil capacity had increased to 24 pupils; in March 1907 to 35 and in 1910, 72 pupils were admitted at the start of the academic year. However, their attendance was irregular, and this is one of the causes of major concern of the school board, expressed in the internal documents, namely in the School Board Report (1910, pp. 3 to 5).

The years between 1913 and 1940 were marked by the co-education regime and the numbers of enrolled pupils were quite variable. The lowest number of enrolments was recorded in 1914, corresponding to only 18 pupils, 5 female and 13 male; and the highest in the following year, 1915, with 85 enrolments, 18 female and 67 male.

A sequence of three photos enables us to visualize the pupils of the *Escola Oficina n.º. 1* and the groups that attended the institution: in October 1905, 7 pupils took the exam; between 1906 and 1912, the group of pupils was close to 50; After 1912, photos with more than one hundred pupils emerge, as co-education came into existence as of 1913. In the analysis of these images, the colour of the school smocks may be noted. They were initially darker and gradually became lighter, especially during the co-education regime.

Fig. 15 | The first group of *Escola Oficina n.º 1* pupils, 1905



Source: Arquivo Nacional da Torre do Tombo

Fig. 16 | Group of pupils from the Escola Oficina n.º 1, between 1906 and 1912



Source: Arquivo Nacional da Torre do Tombo

Fig. 17 | Group of pupils from the Escola Oficina n.º 1, after 1912



Source: Arquivo Nacional da Torre do Tombo

The uniforms, or smocks / blouses worn by all pupils, took on an important symbolic value. They enshrined uniformity and equality among the different members and made pupils part of a community of equals, abolishing social differences on the basis of clothes worn at school. These uniforms also protected their clothing during work activities. The uniforms, initially dark, became lighter after 1913, and ceased to have the appearance of "a sack". They acquired shape and a degree of elegance; in the case of girls, they took the form of girdled dresses with lace collars. In decisions mediated by "A Solidária", the pupils defined what they wanted to wear, also choosing the most fashionable outfits (white and gray) with a brimmed hat. It was through the uniforms that gender was also defined, distinguished by specific items worn not only by the male and female pupils, but also by the teachers.

The smocks asserted the image chosen by the institution and expressly selected by its pupils. They brought together the bodies and souls of those who identified with this dress code, blurring social and individual differences and camouflaging other symbols that might indicate a difference. Thus, the aim was to bring together all the educational actors in an institutional image that was conveyed through the uniforms.

The importance attributed to physical exercise expresses the urge to promote control of the body through this type of activity, which is also visible in the photos taken at the Outdoor Gymnasium. The photos of the visit of the President of the Republic, Manuel de Arriaga, after 1913, show the pupils lined up to receive the visitor, where the female pupils emerge with their training skirts, a sign of the co-education situation that was already being experienced (Mogarro and Namora, 2019).

In the early 1940s, by Decree-Law 31,433 of July 29, 1941, the government of Salazar imposed a one-gender option on the school, which chose to become a female institution. Thus, the *Escola Oficina n.º 1* began to teach exclusively female education, which continued up to the year of the Carnation Revolution, in 1974.

Glicínia Quartim (1924-2006), a former pupil, attended the *Escola Oficina n.º 1* during this period, and recalls, in an interview given to the *Noesis* journal, the importance of co-education. In her view, it was "a revolution in the education system at the time" and she adds that in that school "there was no carpentry for boys and handicraft for girls... It was a private school which, in every area of its functioning, tried to instil a sense of freedom in the child, and at the same time, responsibility. Classes were held around a large table where we would sit with the teacher. It included the normal curricular subjects of primary education, but there were also workshops and artistic activities." (1999).

Overall, we can also see that the highest number of female enrolments occurred in the academic year 1968-1969, reaching 117; the highest number of male enrolments occurred in 1915, with a figure of 67. After 1974, in what may be referred to as the second stage of co-education at this school, it was attended mainly by females.

The *Escola Oficina n.º 1* also saw another form of pupil association, in an innovative manner for its pedagogical heyday period. "A Solidária" was the School Association of *Escola Oficina n.º 1* pupils and had a particularly regular and important role between 1909 and 1920. In "A Solidária", the pupils managed the activities themselves and also organized themselves into various divisions. It represented one of the most interesting forms of pupil autonomy, where they elected their leaders, managed their money, participated in the administration of justice (the school board issued an opinion on punishments for pupils who played truant), promoted support activities for underprivileged pupils (such as snacks and lunches) and regulated values, behaviours and attitudes amongst themselves. The most important divisions of the association were: School Snack / Lunch, Sport, Drama, Pens (Chicken) and Dovecots. There were other, more ephemeral divisions, such as Dance, Cycling, Swimming and Excursions (also called "One Month in the Countryside").

The pupils' activities, within the scope of "A Solidária", provide evidence of the importance attached to good nutrition (especially on the part of the disadvantaged pupils, who had access to food at school that was rarely available at home), physical exercise, the practice of sports (gymnastics), the performance of dramatic plays (many of which were written by teachers such as Adolfo Lima and César Porto), and education on artistic taste, care of domestic animals, resource management (for the canteen) and direct contact with nature through excursions. Some photos highlight the role of "A Solidária", namely those of the Directive Committee for the year 1916, where the pupil, Fernanda Mata, one of the Association's most outstanding leaders, and group of swimmers may be observed.

Fig. 18 | The Directive Committee of «A Solidária» for the year 1916



Source: Arquivo Nacional da Torre do Tombo

Fig. 19 | Group of swimmers of «A Solidária»

Source: António Candeias, *Educar de outra forma...*

Despite the recurring assertion (in the minutes) of pupils' autonomy, their self-government regarding the management of the association and decision-making processes involved the subliminal back up of the teachers, who were behind them, advising them on what ought to be done. Their names never appeared until 1920, but it is known that they were present at the assemblies (they signed the register, although they are not mentioned in the minutes and probably did not intervene) and Adolfo Lima admits his “hidden” orientation in articles that were published later (*The autonomy of pupils*, in *Educação Social*, 1925).

The social background of the pupils also changed markedly. Initially targeting the poor children of workers of the *Graça* neighbourhood, the implementation of vocational education, framed by an innovative and modern project, bestowed increased prestige on the *Escola Oficina n.º 1*, within cultural and educational environments and in the informed and enlightened social groups, among Republicans, Freemasons and Anarchists. This prestige changed the social composition of the pupils, and a significant percentage of pupils from more privileged social groups began to enrol in the school.

In the last years of the *Escola Oficina n.º 1*, it only offered pre-school education and the teaching of the 1st and 2nd years of compulsory education. It finally closed its doors at the end of the academic year 1987-1988.

In an institution where physical punishment was prohibited (reprimands, suspensions and, in the most severe cases, expulsions were used as forms of punishment), the notion of hygiene was part of the content to be studied, but was also a requirement of the school, which established that pupils should look clean and have short hair. The word “dirty” is recurrent in the school's internal documents (such as, for example, in school council reports and minutes) and publications, associated with other expressions characterising the poor health conditions in which pupils' families lived. As the school was aware of its inability to oblige families to send their children to school clean, shower rooms were installed for the pupils who appeared to have poor hygiene habits, as a way of educating them on the required hygiene care advocated by teachers and doctors at the time.

One of the most discussed health issues was the requirement that pupils kept their hair clean and devoid of parasites, given the emergence of numerous cases requiring the intervention of teachers and the school board, who acknowledged the impossibility of getting family members to follow hygiene standards and keep different body parts clean. Thus, the board established a short

hair and regular cut (once a month, on the first Monday of each month) policy, in an attempt to implement hygiene standards, but also to impose regular habits and discipline on the pupils, which were also implied in the punctuality and behaviour rules.

These measures, taken by the leaders of the *Escola Oficina n.º 1*, reflect the strong hygiene discourse that characterised the educational field in the first half of the twentieth century, which was clearly defended by the school, and for which it fought in a militant manner by establishing the hygiene practices that were deemed indispensable.

Conclusion

The pedagogical project of the *Escola Oficina n.º 1* was of an innovative and alternative nature, and brought together a number of contributions, namely the libertarian and anarchist ideas of the teachers at the forefront of this project, and the principles of *Educação Nova*, which they adopted as their pedagogy, and put into practice in their professional activity. The school thus promoted the education and autonomy of its pupils, mainly from working-class and disadvantaged socioeconomic strata, in order to promote their integral education, along with a strong sense of vocational training which would prepare them for the world of labour. The generation of teachers who constructed this project in the early twentieth century bore some of the most significant names in the modern pedagogy of *Educação Nova*, and incorporated the principles of this pedagogy in their study plans and organization of school life. Thus, the strategies they developed sought to promote formal learning, but also to shape the bodies and minds of their pupils according to rules of autonomy, discipline and control. From this perspective, hygiene, cleanliness and health standards, forms of social coexistence and the development of forms of self-governance were implemented by the pupils, in their “A Solidária” school association, reflecting the innovation and exemplarity of this project in its time.

The innovative nature of the *Escola Oficina n.º 1* project had implications within school space and time. The space of the building in Largo da Graça was transformed to receive new pedagogical scenographies that accommodated innovative practices – the transformations in the classrooms, design and drawing room, laboratory museum and workshops exemplify this transformation of space, of occupation, of new equipment and teaching materials, of different practices and routines of convenience, work and rituals that developed within its walls and extended to the courtyard, to the work with nature and animals. On the other hand, school time took on a new plasticity, not limiting itself to compliance with the established curriculum, but also extending to extracurricular activities, excursions and visits, forms of assessment and self-management of the pupil association, diversified activities in which they engaged in their different divisions. Time and space gain new meanings in the pursuit of pupils' integral education.

The *Escola Oficina n.º 1* project is a highly valuable heritage, not only for the symbolic meaning of the experience, but also for the legacy it has left. Today, we recognize this heritage in the building itself, but also in the richness of its scattered archives, and in the material universe that underpinned this groundbreaking project and illustrates the modernity of the teaching practised therein. The *Escola Oficina n.º 1* had a pioneering role for other pedagogical experiences that developed in the twentieth century, and constructed an image of unwavering belief in the regenerative potential of the school institution, in a clear assertion of the possibilities of society's transformation through education.

References

- Bandeira, F. (2003). Sousa, José Carlos de. In A. Nóvoa (dir.). *Dicionário de educadores portugueses* (pp. 1344-1346). Porto: Edições ASA.
- Barreira, L. C. (2013). Imprensa educacional em Portugal no início da República: Educação libertária e pedagogia soviética. *Revista Teias*, v. 14, n. 32, maio/ago., pp. 172-189.
- Barreira, L. C. (2010). A educação escolar nas páginas do Boletim da Escola-Oficina Nº. 1 de Lisboa: o ensino de ciências. *Revista Tempos e Espaços em Educação*, v. 4, jan./jun., pp. 73-84.
- Barreira, L. C. (2008). A educação libertária nas páginas da Revista *Educação* (Lisboa, 1913). *Educativa*, Goiânia, v. 11, n. 2, jul./dez., pp. 193-219.
- Barreira, L. C. (2006). A função social da escola na ótica de Adolfo Lima, um educador português anarco-sindicalista. *Série-Estudos - Periódico do Mestrado em Educação* da UCDB. Campo Grande-MS, n. 22, jul./dez., pp. 193-204.
- Candeias, A. (2003). Lima, Adolfo Ernesto Godfroy de Abreu e. In A. Nóvoa (dir.). *Dicionário de Educadores Portugueses* (pp. 736-746). Lisboa: Edições Asa.
- Candeias, A. (1994). *Educar de outra forma – A escola oficina n.º 1 de Lisboa. 1905-1930*. Lisboa: Instituto de Inovação Educacional.
- Candeias, A. (1993). A Escola Oficina n.º 1 de Lisboa 1905-1930: Mudar a escola para mudar o mundo. *Análise Psicológica*, 4 (XI), pp. 447-463.
- Castelo, C. (2003). Porto, César. In A. Nóvoa (dir.). *Dicionário de Educadores Portugueses* (pp. 1114-1115). Lisboa: Edições Asa.
- Fernandes, R. (1979). *A pedagogia portuguesa contemporânea*. Lisboa: Instituto de Cultura Portuguesa.
- Ferreira, M. (2003). Vieira Pinto Quartin, Deolinda Lopes. In A. Nóvoa (dir.). *Dicionário de Educadores Portugueses* (pp. 1446-1450). Lisboa: Edições Asa.
- Figueira, M. H. (2004). *Um Roteiro da Educação Nova em Portugal. Escolas Novas e Práticas Pedagógicas Inovadoras (1882-1935)*. Lisboa: Livros Horizonte.
- Figueira, M. H. (2003). Lima, António Godfroy de Abreu e. In A. Nóvoa (dir.). *Dicionário de Educadores Portugueses* (pp. 736-746). Lisboa: Edições Asa.
- Nóvoa, A. (dir.) (2003). *Dicionário de Educadores Portugueses*. Porto: Asa Editores.
- Nóvoa, A. (dir.) (1993). *A imprensa de educação e ensino: repertório analítico (séculos XIX-XX)*. Lisboa: Instituto de Inovação Educacional.

Mogarro, M. J. & Namora, A. (2019). Uma escola no seu tempo: a Escola Oficina nº 1 entre o projeto inovador e a normalização institucional (1905-1987). In J. Pintassilgo & L.A.M. Alves (orgs.). *Roteiros da Inovação Pedagógica: Escolas e experiências de referência em Portugal no século XX / Itineraries of pedagogical innovation: Reference schools and experiences in Portugal in the twentieth century* (pp. 167-201). Lisboa: Instituto de Educação da Universidade de Lisboa.

Mogarro, M. J. (2018). O modelo pedagógico da Escola Oficina nº 1: corpo, regras e práticas no quotidiano de uma instituição alternativa. *Cadernos CEDES*, Campinas, v. 38, n. 104, pp. 63-74. <https://doi.org/10.1590/cc0101-32622018178007>

Mogarro, M. J. (2006). Arquivo e Educação. A construção da memória educativa. *Sísifo. Revista de Ciências da Educação*, 02, pp. 71-84.

Monteiro, J. L. (2018). Lost and found between republicans and freemasons: a lost zoological collection found in a very particular school. *Endeavour*, 42 (2018), pp. 196-199. <https://doi.org/10.1016/j.endeavour.2018.07.011>

Monteiro, J. L. (2013). *O espólio zoológico e o ensino das ciências na Escola-Oficina Nº1*, trabalho para a cadeira de Património Científico, Tecnológico e Industrial do Programa Doutoral em História, Filosofia e Património da Ciência e Tecnologia, FCT-UNL.

Pintassilgo, J. & Alves, L.A.M. (orgs.) (2019). *Roteiros da Inovação Pedagógica: Escolas e experiências de referência em Portugal no século XX / Itineraries of pedagogical innovation: Reference schools and experiences in Portugal in the twentieth century*. Lisboa: Instituto de Educação da Universidade de Lisboa.

Pintassilgo, J. (2017). Anarquismo e educação nova em Portugal: o contributo de Adolfo Lima. *Revista Espaço Acadêmico*, n.196, set.