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## PROFESSIONAL TRAINING IN CONSERVATION SKILLS

### 1. *The need for training*

To achieve the requisite professional input into conservation works a number of disciplines must contribute their skills. In most cases conservation calls for some variation or extension of the normal range of skills that equip the average professional to play his part within his chosen discipline. To acquire this variation or extension of his skills the practitioner will, therefore, have need of additional training beyond the basic necessary for his profession. It is now accepted as common experience that the additional training is best injected, not only after the professional has completed his basic training, but after he has had an opportunity to practice and gained that degree of ability to handle people and decisions that this entails.

1.2. The amount or period of such practice is a matter of some debate, but experience would seem to point to a period of three or four years as a minimum. A longer limit is not so important and may, in fact, make the student more receptive to the slightly different viewpoint that conservation demands.

1.3. In conservation operations a number of disciplines might be involved, most of which have a recognised professional standard, they may be Architect: Structural Engineer: Environmental Engineer: Historian: Planner: Surveyor: Landscape Architect: Interior Designers and others, All being in some way related to the Architect but some touching conservation somewhat marginally.

1.4. In some areas, particularly the developing areas of the third world conservation is inevitably linked with Tourism, either as a primary source of funds or as the sole source from which conservation draws the incentive which keeps it alive. Thus, to the list already given of related disciplines

who can contribute to the total conservation process there must be added those of the Tourist Operator: The Manager and the Economic Planner together with those who, by maintaining public interest ensure that the interaction between tourism and conservation is mutually beneficial. Here one must include the Publishers: Authors and Display Experts who interpret antiquities to the visiting public.

1.5. To call conservation a multi-disciplinary process is thus almost an understatement so many and so varied are the allied skills called for. It is, however, quite clear that no one man can expect to be master of all, nor is that necessary but, in so far as conservation impinges in his own discipline, to that extent it is necessary to provide him with further training which will give an awareness of the extent of involvement of other disciplines.

1.6. These, then, are the first two essentials: the deepening of a professional's knowledge of his own discipline and his introduction to a knowledge of the scope of other disciplines with which he will be expected to co-operate. Such a two-fold additional training, however, merely qualifies the student to be part of the conservation team, but by no means to lead it. That is a special managerial skill which has aspects of its own.

1.7. It does not necessarily follow that those with extension training in their own disciplines are the ones who are to be trained in the managerial skills that will knit the conservation team together, though there is clearly some overlap. Even so, it appears that at least three training needs can be identified. The extension of skills, the broadening of outlook and the managerial.

1.8. Because of the varying depths of involvement between one discipline and another and, indeed, the variations in basic knowledge between, say, Engineer and Landscape Architect there is always to be a difficulty in devising a formal training that will fit every case. This will be examined further but here only noted with the fact that so mixed a team, if it is to be made cohesive, is in need of a leader who has had some opportunity to gather further skills not normally used and that this involves either long experience or specific training.

1.9. It is one thing to train the specialist practitioner; it is quite another to demonstrate his indispensability. Too often it is assumed that the mere fact of training skilled practitioners or craftsmen will, in itself, solve the conservation problem. This is far from being the case. It is as necessary to take adequate steps to ensure the adequate use of the skills in which both have been trained as it is to disseminate those skills. This is not a

training problem but is mentioned here because, until it is solved, resources expended on training may well be in vain.

## *2. The scope for training*

2.1. The degree of recognition the specialisation receives very largely defines the scope there is for specialist training. Economic, political, and cultural factors will always ensure that there is a shortfall between the need for conservation and the means to carry it out. The two should be in balance, as an excess of means as often leads to a lowering of standards as does an excess of need. Perhaps it would not be out of place here to suggest that the industrialised world, which does not necessarily have the lion's share of conservation problems, probably does have greater opportunities to develop the mental and practical skills needed. So much so, in fact, that skills could be provided well in excess of requirements, thus creating what might be called an export market in expertise that could enrich the developing world and provide a bond of common interest in our heritage.

2.2. Nevertheless, on a country by country basis, there is only need for training in so far as this can be matched by realistic employment prospects at the end of the training period. The number of practitioners, whether they be Architects or belong to any other profession who can find full-time employment on conservation work in the present-day financial climate is regrettably small and can, in this context almost be discounted as they will only have achieved such a practice by the length of their experience which would render formal training unnecessary in any case.

2.3. It would appear, therefore, that there is a greater scope for training amongst those who will include conservation practice within a wider range of interests. This may not, however, be true among the craft/conservators whose speciality is such that their only outlet is in conservation itself and must, therefore, find full employment therein. The majority of those seeking further skills in conservation will thus need to inject these into their ordinary practice.

2.4. Conservation training is accepted as being best met in a mid-career situation from the educational point of view. The demand and supply consideration points to the same solution. This situation will vary according to the profession concerned. An Architect may have perhaps greater opportunities for specialising than, say, an Engineer, so also could an Archaeologist.

gist/Art Historian (in some countries not differentiated). It would thus follow that there should be a different approach to training among different disciplines. This inevitably makes the educational logistics more difficult, in some cases to the extent that training ceases to be viable and one must seemingly rely on experience alone. At the level of training to be one of a team. It would appear, then, that there is broad scope for two approaches according to the degree of professional involvement.

2.5. The high-involvement professions would certainly consist of those such as Architect, Art Historian and Planner, whereas the low-involvement professions would include, Engineer, Surveyor, Landscape Architect among others. Quite naturally the division would change with the nature of the project, particularly as between the conservation of traditional historic houses, for instance, and of an industrial complex. Such a division of needs or levels of training suggests that it might be advantageous to consider two different types of training course for high and low involvement. This is a possibility that will be examined later but before leaving the general question of scope of training it would be worth questioning whether the level of involvement at present is necessarily correct.

2.6. Imbalance arises because the controlling discipline naturally sees the problem with a bias: for example, every Architect is not aware of the full range of structural engineering solutions that might satisfy the Archaeologist simply because the Engineer who is advising is unused to imaginative involvement in conservation problems. This issue, however, would best be solved by encouraging the Engineer who wishes to become concerned in conservation problems to make himself aware of the need to explore a wider range of solutions than would be called for in normal circumstances.

2.7. It has already been pointed out that, beyond the categories of high-involvement and low-involvement there are two levels of conservation works, execution and that of management, which is a vital part of the process in seeing that the differing disciplines are, in fact, used to the best advantage and that none are overlooked or denied their true place in a balanced operation. The need for such direction becomes ever more evident where the conservation element is not the prime financial interest of the project, particularly so, perhaps, in tourist or tourism orientated projects.

2.8. This is to some extent new ground but as the contribution of tourism to funding conservation becomes ever more predominant management becomes as vital as the specialist technical conservation skills which it can

either nullify or provide with the opportunities they need. In considering this in itself as a conservation skill it must be remembered that it is, generally, self-sufficient needing no basic executive professional skill but which, where improperly exercised, may have such disastrous consequences.

### *3. Limitations in training*

3.1. By definition mid-career training implies an interruption in the career. The problem lies in making that interruption as short as may be. Mid-career courses that are running at the moment cover most of the options. They are aimed at entitling the successful participant to a diploma to be held in addition to his basic degree. The principal options are, of course, a full time course or a day release or block release course lasting over a longer period. The average full time course will last over the academic year and the part time courses generally two years.

3.2. There are further options which are variations on the short block courses, a series of which will cover the total desirable area but any or all of which may be considered as a self contained training period according to the needs of the participant.

Such a system would have the advantage of enabling a number of different programmes to be assembled out of the same basic units.

3.3. There are clearly limitations both for the participant and the designer of the course. As regards the participant the restrictions are mainly financial, though, of course, these can be alleviated if he is sponsored. It must be a question whether the interruption is to cause a fundamental change in his career progress or whether he expects it to be an ongoing part of his career. Thirdly, but by no means least, there is the domestic situation, often, in fact, bound up with the second consideration.

The short period of experience that is so desirable just about leaves the potential participant at a point where he has acquired family responsibilities that make him wary of the interruption as a disintegrating force in his career and the income he derives from it. For many unsponsored participants the short day or block release course which allows him to continue his career may be the most attractive. For the unsponsored or those who are free to change employment then the full time course would be preferable.

3.4. From the point of view of the institution providing the training, finance is still the leading factor. In most cases they are unable to run without

a major, if not total, contribution from fee income. Thus there will always be some conflict between the teaching establishment, who will need to operate a course which is economic and whose costs fall within the income generated and the participant who is seeking to meet his career and domestic commitments. To these limitations must be added those of practical teaching. Practice makes it clear that numbers greater than 15-20 on any one course are unmanageable both from the point of view of formal teaching where the tutor will have difficulty in maintaining contact with a greater number and in handling the site visits and demonstrations that form an essential part of any programme.

3.5. Lastly there are what might be called the "geographic" limitations which affect both the participant and the teaching institution. A course to be viable must be either full time residential or in such a location that it has a "catchment area" that will support day release or short block release courses. This, inevitably, means that it must be sited in a large urban centre. The same conclusion is generally reached when considering the field from which lecturers or other part time tutors (who should be themselves, practitioners) may be recruited. They are essential to a balanced course but their travel and time can be costly unless they are within a reasonably small radius.

3.6. Thus those participants whose place of normal employment lies in the remoter areas, in which a great deal of conservation work is generated, are, in effect, limited to residential courses. For the participant, dense urban areas mean high residential, living and travelling costs against which, however, must be set the greater work opportunities that exist within metropolitan areas.

#### 4. *Forms and course options*

4.1. The form of training course devised must meet these limitations and at the same time cover the very wide scope at which we have looked. It must, above all, be flexible. The current trend is to use, in both full-time and part-time courses, some form of block construction whereby each subject is treated as a unit which may or may not be included in the course at will. This system has many advantages, in that the number of units may be infinite covering the whole spectrum of conservation concern. In such a case, out of these blocks may be chosen a selection that will fill the gaps in any given discipline.

4.2. The disadvantages, however, are almost, but not quite, as great. For instance, it will be difficult indeed to design a system whereby both the full-time courses and the day-release courses can at the same time be coherent. Both are amenable to the block system but not to simultaneous detail planning. The obvious answer is two parallel systems, one a series of block courses that together are viable as a full-time course and separately become short courses viable in their own right as either "top up" courses or courses for those disciplines that need one of two aspects only of conservation to fulfill their further training needs.

4.3. There are clear advantages, whichever system is preferred if the conservation training is the responsibility of an existing University or other training establishment so that the facilities and teaching skills are already to hand. There is a further advantage here in that, if the other disciplines mentioned are already part of the range of subjects taught by the establishment then the injection of conservation specialisation at the varied levels into other training becomes easier.

4.4. The full-time course has the advantage of being almost independent of locality in that the participant has made a clear choice that his career will be interrupted and he can pursue his studies single-mindedly and in greater depth. For this very reason, however, the full time course is not so flexible in the number of disciplines it can accommodate as basic. It would, perhaps, be too rigorous to say that the full-time courses should therefore be confined to one basic discipline, say architecture, which is the most obvious. This will depend very much on the "bias" of the course, in fact will largely determine that "bias". With Architecture as the sole basic profession certain aspects, such as the structural repair of buildings and the architectural/historical aspects can be dealt with in depth, whereas if Landscape Architecture were the basic discipline structural problems could hardly form a meaningful part of the curriculum. The full-time course, it follows, can accommodate a limited number of basic disciplines, say two or three at the most and even then will be restricted in the depth in which it can treat those subjects only partially common to both.

4.5. Such a restriction will mean that there must be areas in every full-time course in which the professional skills of the basic discipline cannot be fully exploited. Under the circumstances it would appear that block courses to suit each discipline should be preferred. On their own these would be quite uneconomic except in a University or Polytechnic where a large range of disciplines are covered allowing each to develop a conservation aspect

of its own which in total, would give full coverage to the subject but which could be omitted when thought fit. Such a proposal, though possible, would need a single co-ordinator to ensure that the input was balanced.

4.6. The full time courses at present in operation do not follow a pattern such as this but are concentrated in a specialist department giving the required control. Such departments, in spite of their reliance on outside lecturers and tutors are becoming less viable as costs rise. It is a point worth consideration whether a smaller specialist department could not be as effective in a non-teaching role, except in so far as they might act as any other outside expert, confining themselves to co-ordinating and the initiation of research projects. This would enable them to co-ordinate across a wider field and enable them to make a more positive contribution on a national basis towards conservation in its technical, financial and policy aspects.

## 5. Course content

5.1. The skills required by a professional conservation specialist are many and, as will be discussed different from those of a conservator. They may be considered under 7 headings:

1. Philosophy of conservation.
2. Art and Architectural History.
3. Conservation Legislation.
4. Conservation Planning.
5. The preservation of materials.
6. Financial Control.
7. Survey and Record.

It is unnecessary to expand here on the subjects themselves but it may be worth discussing something of the scope of each and its relevance.

5.2. Philosophy: There is no doubt in my mind that all who enter the sphere of conservation, whether they be, professionals, conservators or craftsmen, should have a guiding philosophy which will give conviction to their work. In spite of such attempts as the Venice Charter there are still many sometimes contradictory philosophies. It should be the role of the teacher of conservation either to evaluate these various philosophies and assist the student in his choice of which particular approach shall be the guide to his work, or to make that choice for him so that the student is left with a clear purpose. The philosophy of conservation can, all

too easily, become a major part of conservation training. I consider it most important that this should be kept in perspective and that training should be confined to the guidance I have suggested. Many existing courses stress the history of the philosophy of conservation as a subject, I feel this is irrelevant, however interesting. It is, in itself an historical study and knowledge of it in no way qualifies one to effect better conservation.

5.3. Art and Architectural History, Once again this is a fundamental subject on which all who work in the conservation field should have some grounding. It is probably true that for a large number of those who work in this field a deep knowledge of the subject is quite unnecessary as they should be able to call on the services of their fellow members of the team for whom this is the basic professional subject. The decision to be made is what are the minimal training requirements. It is almost impossible to suggest a general line to be pursued in the teaching of Art History for the conservationist. Again, the tendency, because of its interest as an intrinsic subject, is to take this too far. For an Architect, for instance, it may be of greater value if he were to know the technique of stone-laying in the Byzantine era than the decorative forms of the time. In other words the object of training here is, as before, to recognize sufficient of the subject to know when to call on the specialist to provide the detailed knowledge. Nevertheless a broad outline of the differences between the art forms developed by the main cultures of the world at different periods will aid in putting the particular problem into its proper context and as such should be available to all.

5.4. Conservation Legislation: Most executive conservation professionals will be involved with some aspect of legislation sooner or later, but again, the depth to which this is taught must vary greatly between, say, the Architect and Planner as against the Historian and Interior Designer. The difference will probably lie as between what I have called the high-involvement and low-involvement disciplines, suggesting that two level training is desirable.

5.5. Conservation Planning: This, once more, is a subject of immense interest to those who deal in almost any aspect of urban conservation or other rehabilitation, but only of minor interest to those whose sphere of work lies in, say, the Art History or Archaeological field. On the other hand it should not be thought that planning skills, in the wider sense, are confined to urban rehabilitation. Similar processes are required in the planning of sites for touristic purposes, for archaeological sites, town trails, or nature

parks. Such and others are among the aspects of planning that the conservationist is called upon to handle and should consequently be included in the scope of his training. Economic planning is, in many ways, a separate subject but frequently inseparable from physical planning and a degree of awareness of its necessity and use is to be included in the ideal curriculum. Conservation planning is another area in which high- and low-involvement disciplines call for different approaches.

5.6. The conservation of materials. This is perhaps the most important subject area covered by conservation training. It covers the whole of structural conservation and is the major element in the work of the executive conservationist. In so far as this will also cover the knowledge of the basic nature of materials used in creating the built environment it is of moment to all who are involved in the conservation process, not only the nature of materials but where they are used and how. The treatment of materials in conservation is an area of constant change so that the conservationist is faced to learn to marry the skills of the chemist and physicist with a knowledge and understanding of the traditional craftsman. For this reason this is an area which, more than any other, needs contact with the world of experience. The involvement of professional skills varies immensely as does the depth of training necessary. Full involvement is almost entirely confined to Architects and Engineers so that, though perhaps there is a need for the two levels, high- and low-involvement to be taught, the differences are really greater in that we are now talking of quite irreconcilable levels, one when the teaching should be in such depth as to be, in effect, basic training up to professional level and the other superficial to the degree that knowledge of potentialities is adequate. For instance, to a Town Planner the chemistry of the erosion of stone is irrelevant whereas to an Architect it may be vital.

5.7. Financial Control. Financial control is strongly linked with conservation through the executive process. This covers a wide area, not only in cost control of the actual operation but the broader issues of its cost-effectiveness and its financing. All conservators should be aware of the social and financial implications of the work they do and be able to make comparative evaluations keeping their own basic discipline in perspective. Cost management is, of course, a normal activity of the Architect and Engineer and, sometimes, of the planner. Thus the need for detailed teaching in these areas may not exist, but the interaction of priorities on costing in a multidisciplinary operation is a sphere that could well be demonstrated to all conservationists in a single block course suitable for all levels of

initial expertise. For the detail work the accountant and quantity surveyor still have their clearly defined spheres.

5.8. Survey and Record. For many Record, which depends on survey is as much an integral part of the conservation process as preservation itself, and is, in fact, one form of preservation. There are two aspects of record; the obvious one of recording either in written descriptions, drawings or other graphic means the physical state of the object, building, street or whatever the subject of conservation might be, and the other, the recording of the conservation work performed. Both these forms are vital and should be carried out whether the subject be a small find in a museum, an archaeological dig or the major structural repair of a great cathedral. This is far from being the somewhat cursory measured drawing of a facade of the typological listing of a minor vernacular building which are often seen as the aim of recording. It is, indeed, a form of preservation and its operation and cost should be integrated with the financial cost of any preservation process. I suggest that there is such a gap in this field that here we have one of the few teaching "blocks" that can be applied to all disciplines.

## *6. The injection of training into practice*

6.1. Formal training must undoubtedly contain an element of practical work on site. In a mid-career part-time course this is automatically catered for, except that the experience gained is not that of conservation work. If it were that, in itself, would render the training unnecessary. Nothing can replace experience and it is professional experience in conservation work that is needed to complement the theoretical training that a course can provide. There must then, be some opportunity beyond the course and beyond the everyday employment of the participant for him to gather the additional practical knowledge required.

6.2. The average course at present in being allows for 20% to 30% of the participant's time to be spent in practical exercises and studio work as well as in the preparation of a thesis or dissertation on a given aspect of conservation. While this has the advantage of being built into the course and thus under the complete direction of the course tutors, it is not and cannot be a substitution for the experience gained by full time work under employment conditions. It would be desirable, therefore, that, after the course, the participant should undergo a period in which he worked for,



say, six months before receiving the certificate or diploma that he would normally receive on the successful conclusion of his course.

6.3. It is rare that such an additional period is possible from the participant's career point of view, or, if he were sponsored, from the sponsors point of view. A more practical scheme may be put forward whereby the participant should receive his basic certificate following successful attendance at the course and be able to re-apply to the teaching body for a confirmation certificate after having completed a period of practical work that the teaching body could then approve as meeting a pre-determined set of criteria. This would enable the more experienced to be recognised but would not interrupt the flow of their careers.

6.4. This is but one method; another would be to allow certain practices or posts to carry an automatic seal of approval. Such a proposal, however, may well place the practices concerned in an invidious position vis-a-vis other practice. The present system gives no guarantee, except such enquiries as a prospective client might make, of continued expertise in conservation. It has been suggested that diplomas might lapse after a certain period unless renewed in the light of the conservationists subsequent career. This, I feel, has the same disadvantages with the diploma-granting body carrying unfair responsibility.

#### *7. The basic discipline and the controlling discipline*

7.1. It has been stressed that conservation is a multi-disciplinary process which demands co-operation to a greater or less degree between the professions involved and that in itself implies a co-ordinator. The usual conservation course stops short at training the participant to be a member of the executive team but does little to consider the skills needed to co-ordinate or manage that team. Usually the Architect, as being the professional most deeply involved finds himself in this position but equally other professionals might do so as the skills required for co-ordination bear little relationship to any particular profession.

7.2. The profession that, perhaps by chance, assumes the lead will, in the nature of things and men, provide a bias that could and often has lead to a unbalanced and possibly unfortunate decision. It is clear that there are managerial skills outside the usual scope of all those conservationists who are not normally executive. It would follow from this that any person, pro-

fessional or otherwise, with or without a conservation background could be trained for the purpose. This, I suggest, could be dangerous and unwise, depending too much on the personality of the person concerned.

7.3. Nevertheless a leader is required and some knowledge of the demands that leadership makes should be built in to all conservation courses. The need for such a speciality becomes even more apparent when conservation forms the *raison d'être* but not the major part of a project such as housing re-habilitation or tourism each of which may involve major works operations such as hotels or housing containing no element of conservation. These are special cases which possibly could be met by the employment of a specialist manager who has at his command a conservation consultant, but do not, I feel, justify the provision of special training facilities. For the more usual scale of conservation operations a degree of training should be built into any course that the conservationist undergoes that enables him to realise the importance of providing or co-operating with managerial skills.

#### *8. Professional and technical*

8.1. One of the factors which has a great effect on the design of suitable conservation teaching programmes is the recognition of the difference between the professional and the technician. The two are of equal importance to the process but their attitudes are fundamentally different. In brief terms, the technician tells us how and where to apply the techniques and either does so or directs the doing, whereas the professional recommends when they are needed and what the objective should be. It is the difference between conservationist and conservator. The difference in approach and, indeed, the need for some adjustment through training, was pointed out recently in a lecture given before the Royal Society of Arts, London, discussing the treatment of wall paintings in churches. Fragments restored or "preserved" and surrounded with a neutral white-wash left a meaningless pattern. Such a result, whilst possibly a technical miracle that satisfied the deepest longings of the conservator did less than justice to the original artist, whose concept, integrated, no doubt, with the architecture of the church was not preserved but destroyed. Greater co-operation between the conservationist, who is conscious of the broad pattern, and the conservator might have produced a happier result. The distinction between the two is becoming blurred, and this is to be regretted. The conservationists field is

becoming wider and wider and it is responsibility of those who train each generation of conservation professionals that they are able to meet the challenge exemplified by the paradox that while conservation aims and to some extent, methods remain fixed they do so before changing pressures, financial, technical and political. It is particularly the task of the professional to withstand these pressures.

## 9. Conclusions

9.1. This paper does not present the result of any new or deep research into the subject of professional training but attempts to survey the situation at present and come forward with some suggestions as to what the needs are and how they may be met.

9.2. That there is a need for training is considered self-evident but that the need for the rigid training of professional conservationism is probably small. What need there is can be met by a) adding sometimes only a small element to the basic professional skills and b) ensuring that all the various disciplines in a multi-disciplinary process shall be fully aware of the contributions that others can make.

9.3. It has also, I trust, been made clear that there is need for training a small but effective proportion of conservationists in the managerial skills needed to weld the conservation team into a unit with common aims and a common philosophy.

9.4. As regards the training course itself, two principal conclusions are reached; the first, that the accent must be on flexibility and secondly, as a corollary of this, that courses need to be established at a number of levels running together and using common teaching resources: full-time courses and a series of short block courses devoted to individual subjects.

9.5. The block course concept has the advantage that these can themselves be designed at two levels for those professions with a high-involvement level, i.e., in which conservation forms a major specialisation and those with a low-involvement level in which conservation is only marginal to the main occupation.

9.6. In order to provide the range of blockcourses required from Art History through Structural Theory to Environmental Physics, it is suggested that conservation courses or centres be attached to existing higher educa-

tional establishments such as universities which already have the academic resources to deal with this. If, indeed conservation centres were to be set up *inter alia* conservation studies sponsored, perhaps to complement disciplines not having conservation as a primary interest, these then could co-ordinate the conservation courses and combine this with research to make a viable establishment.

9.7. These are but suggestions but, as pointed out, the multi-disciplinary course construction will need a central body to examine or assess and grant the certificate or diploma that is the end product of any course and by the holder of which the course will be judged. Apart from the conclusion that there are dual approaches from the high- and low-level involvement aspects which can be catered for by block courses of differing content albeit depending on a similar range of teaching, some additional points emerge: first that there are some subjects that can be taught at the common level of all disciplines, such as Survey and Record and Cost Control. Secondly; that there are aspects of conservation that, perhaps, deserve more attention than is given to them at present, for instance, Management (of primary importance) and tourism planning. Such skills exist, it is true, but tend to be overlooked *from the conservation standpoint*. Lastly, the need has been identified for a formal injection, not only of basic professional experience, but of conservation experience and that this should be recognised at the diploma or certification point.

9.8. In general this suggests a deepening of professional training rather than a new approach. With the current tightness of world resources it becomes even more important that training in specialisations such as conservation should keep pace with technological and economic movements and that the concept of conservation should be as universal as possible to ensure a world-wide unanimity that is expressed in the concept of ICOMOS itself.



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THEME: PROFESSION

TITRE: FORMATION PROFESSIONNELLE POUR LA CONSER-  
VATION.

RESUME:

Cette communication, en présentant les nécessités et les choix de la formation des professionnels dans le domaine de la conservation, relate les besoins principaux de la formation pour l'adapter aux diverses professions d'une équipe de travail multidisciplinaire. Premièrement, en insérant dans chaque matière les éléments de conservation qui manquent dans la formation de base des participants et deuxièmement, dans leur relation avec les autres, les former de telle façon que la compréhension soit possible entre les différentes professions de l'équipe de travail. Le champ de l'implication professionnelle est analysé et il s'avère qu'il dépasse les limites acceptées du domaine de la préservation et de la restauration. Il est nécessaire d'analyser la gestion du processus de conservation et les activités connexes qui le maintiennent, en ne perdant pas de vue l'évaluation de l'impact de l'enseignement de la conservation sur les techniques de gestion ainsi que le besoin d'inclure l'enseignement de la gestion dans le domaine de la conservation.

La forme des cours de formation la mieux adaptée à ces besoins et les avantages que présente leur flexibilité sont étudiés. Alors qu'il y a, sans aucun doute, de la place pour un cours annuel de conservation à plein temps, il s'avère que, d'une façon ou d'une autre, les « cours généraux » comprenant les matières qui peuvent être prises seules ou combinées pour former une variété plus large de cours de différente durée s'adaptant aux diverses connaissances de base de ceux qui souhaitent étendre leurs compétences dans le domaine de la conservation. Des cours de recyclage pris dans une université ou dans une école polytechnique sont considérés comme la formation la mieux appropriée qui donne l'avantage possible de combiner la recherche à la disponibilité du personnel enseignant.

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SUMMARY:

This paper, which looks at the needs and options in the training of professionals in conservation skills sees the principal needs as being training to fit the constituent professions in a multidisciplinary team to work as a whole. Firstly by bringing into each separate discipline those conservation elements that are missing from the basic training of its members and secondly, deliberately to train each in the relationship it will have with others so that there may be understanding between the professions of the parts played by their co-members of the professional team. The scope of professional involvement is examined and the conclusion reached that this goes far beyond the accepted field of preservation and restoration. The management of the conservation process and those supporting activities that keep it alive needs to be examined with a view to assessing the impact of conservation teaching on management skills together with the need to inject the teaching of management into the conservation sphere. The form of training courses best adapted to these needs and the advantages of flexibility are explored. While there is no doubt that there is a place for the full-time year's conservation course it is pointed out that, in one form or another, the block course, composed of units of subject area that can either stand alone or be combined to form a large variety of courses of different length that are suitable for the varied basic knowledge of those wishing to extend their conservation skills. Mid-career courses in a University or Polytechnic context are seen as the most appropriate form of training with the possible advantage of combining research with teaching resources.

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SUMARIO:

Esta ponencia, contempla las necesidades y alternativas del adiestramiento profesional en Conservación, y revela que la principal urgencia es la adecuación de la formación profesional al trabajo en equipo multidisciplinario, formado por las distintas profesiones que integran la Conservación. Esta necesidad debe satisfacerse, en primer lugar, con la inclusión de los principios elementales de Conservación en los programas básicos de formación de cada profesión; en segundo lugar, con el entrenamiento deliberado en el trabajo interrelacionado que deberán mantener. En esta forma se podrá lograr la debida comprensión del papel que debe jugar cada profesión en el equipo multidisciplinario.

También se examina el alcance de la responsabilidad profesional, y en este problema, se llega a la conclusión de que el campo que se atribuye a la preservación y restauración es mucho más extenso de lo que generalmente se acepta. La dirección administrativa de la conservación y todas las otras actividades que le dan realidad, necesita ser analizada, para hacer una evaluación del papel que la enseñanza de la conservación tiene en el desarrollo de la capacidad de dirigir, junto a la necesidad de incluir la capacitación de ejecutivos en la esfera de la Conservación.

Se exploran por otro lado, las ventajas de la flexibilidad y las formas más convenientes para que los cursos de formación se adapten a las necesidades reales. Aunque no hay duda sobre las ventajas que ofrece un curso de tiempo completo, se hacen notar, las conveniencias de cursos en bloque, compuestos de unidades sobre materias aisladas, que pueden tomarse separadamente, o combinarse, formando una gran variedad de posibilidades con asignaturas y tiempos de distinta magnitud; estos cursos en bloque pueden ser los más convenientes para aquellos que, teniendo ya conocimientos básicos en distintas especialidades, desean ampliar su capacitación en Conservación. Los cursos a mitad de carrera, tanto de tipo universitario como politécnico, parecen los más apropiados, y añaden la ventaja de facilitar la combinación de investigación con los distintos recursos de la enseñanza.

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Краткое Описание : Этот доклад, который рассматривает нужды и возможности разнообразного выбора во время тренировки профессионалов наукам по сохранению находит, как самым важным, тот род обучения который сможет подойти ко всем профессиям составляющим различно-дисциплинную команду в работе ее как одно целое. Во первых, обучая каждую отдельную профессию тем основам сохранения, которых не хватает в основной тренировке ее членов и во вторых решительно разъясняет каждой отдельной профессии их взаимные соотношения для того, чтобы каждый из членов смог понимать ту роль, которую играют различные партнеры общей профессиональной команды. Изучается размер профессиональной ответственности и достигается вывод, что он идет гораздо глубже обыкновенного поприща науки по сохранению и реставрации. Необходимо изучение способа управления разработки процесса консервации и тех подпирющих его деятельности которые придают ему саму жизнь, для того чтобы взвесить импакт обучения консервативным наукам на дело управления, вместе с необходимостью внести обучение управлению в сферу консервации. Изучается форма курсов обучения наилучше приспособленных к нуждам и исследуется преимущество гибкости. Не смотря на то, что полезно бы иметь полный годичный курс по сохранению, указывается, что в одной или в другой форме один общий курс, состоящий из составных едениц изучаемого предмета могут или существовать отдельно, или быть скомбинированны чтобы образовать большое разнообразие курсов приспособленных к различным нуждам желающих развить свои знания в области консервации. Курсы, на которые может поступить профессионал в середине своей карьеры в рамках Политехнического Института рассматриваются как наиболее подходящая форма для тренировки как предлагающая возможность скомбинировать способы исследования вместе с методами преподавания.

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TITOLO: LA FORMAZIONE PROFESSIONALE IN RELAZIONE  
ALL'ABILITÀ ED ESPERIENZA NEL CAMPO DELLA  
CONSERVAZIONE.

SOMMARIO:

Il presente saggio, che guarda alle necessità ed alle scelte della formazione professionale relativa all'abilità ed all'esperienza nel campo della conservazione, considera come prima necessità, che la formazione riunisca le nuove discipline in modo da formare una squadra multidisciplinare in grado di lavorare come una sola unità. Principalmente portando in ciascuna disciplina quegli elementi della conservazione che mancano nella formazione di base e, secondariamente, enfatizzando l'importanza della comprensione per il lavoro reciproco tra i componenti di tale squadra.

Viene esaminato lo scopo del coinvolgimento professionale e la conclusione raggiunta è che ciò va oltre l'ormai conosciuto campo della preservazione e della restaurazione. La direzione del processo di conservazione e delle attività di sostegno che la tengono in vita deve essere esaminata con speciale riguardo alla valutazione dell'impatto dell'insegnamento della conservazione relativo all'abilità direttiva, insieme all'esigenza di inserire l'insegnamento direttivo nella sfera della conservazione.

Vengono anche esaminati i tipi di corsi di addestramento ed i vantaggi della flessibilità che meglio si adattano a queste esigenze. Mentre non esistono dubbi sulla validità del corso di conservazione annuale ed a tempo pieno, si sottolinea che l'intero corso, composto di diverse materie, finì a se stesse oppure unite a formare un certo numero di corsi di varia durata, debba essere idoneo per un'ampia conoscenza di base, per coloro che desiderino affinare la propria abilità nel campo della conservazione.

Corsi di specializzazione in un contesto universitario o politecnico sono contemplate come le forme di addestramento più appropriate, con il possibile vantaggio di unire la ricerca alle risorse dell'insegnamento.

SALVADOR ACEVES

## FORMACION Y DESARROLLO DE UN SERVICIO DE PROTECCION DE MONUMENTOS EN LA PENINSULA DE YUCATAN

En 1977 cuando la Secretaría de Asentamientos Humanos y Obras Públicas asume, por una parte la responsabilidad de restaurar los monumentos de propiedad nacional y por otra realiza el Plan Regional de Desarrollo Urbano de Yucatán, la población total del estado llegaba a 914.000 habitantes de los cuales la ciudad de Mérida contenía 300.000 y el resto habitaba en poblaciones pequeñas.

El pronóstico del Plan Estatal de Desarrollo para el año de mil estima una población total de 2.600.000 habitantes, de los cuales 1.200.000 residirán en Mérida, 910.000 en 80 poblaciones de más de 3.000 habitantes y el resto en asentamientos menores de 2.000 habitantes.

El fenómeno de concentración-dispersión de la población, por razón natural afectará gravemente las actividades productivas, el bienestar social y la calidad de la vida.

Por otra parte, la explotación de los mantos petrolíferos descubiertos en la faja poniente de la península, desde Celestún hasta el sur de Campeche, vino a agudizar los problemas ecológicos y sociales y ha incidido ya, nocivamente en el ambiente natural, en el ambiente urbano y en los monumentos, que constituyen la parte más frágil y vulnerable del medio.

Aún cuando el impacto de estos fenómenos no se había ponderado cabalmente y el Plan Regional de Desarrollo Urbano no había llegado a su versión definitiva, la Dirección General de Obras en Sitios y Monumentos emprendió en 1977 sus trabajos en la Península de Yucatán, operando simultáneamente en dos instancias; por una parte elaborando proyectos de protección y revitalización de centros históricos y por otra restaurando monumentos propiedad de la nación.