

diverses institutions au Royaume-Uni, en Yougoslavie, en Inde, au Mexique, en Finlande et au Brésil donnant une grande variété de cours directement ou indirectement liés à la formation des conservateurs-restaurateurs. Nous connaissons, en outre, l'existence d'autres institutions en plusieurs pays, qui n'ont pas été rapportées à cette occasion. Nous mentionnerons tout particulièrement les rapport envoyés par le Royaume-Uni et le Brésil pour leur vision claire de la problématique intégrale de la formation; celui de l'Inde, compte tenu de sa sincérité quant au besoins urgent de solutions; celui de la Finlande en raison de la solution intéressante apportée à un problème spécifique national; ceux de la Yougoslavie et du Mexique pour leurs précisions concernant les cours de formation au niveau de la maîtrise, à l'Université de Split et au Centre Churubusco.

Les exemples d'organisation du travail professionnel à New York, à Carthage et dans le Yucatán sont des modèles qui méritent d'être diffusés et de servir d'orientation à des travaux similaires dans le présent ou le futur.

La lecture approfondie et détaillée de chacun des travaux présentés est recommandée à tous, pour enrichir les expériences personnelles de chacun dans la solution des problèmes de notre profession.

CARLOS CHANFON-OLMOS

ORGANIZATION OF SERVICES FOR THE PROTECTION OF MONUMENTS; INVENTORYING; TRAINING OF SPECIALISTS

GENERAL REPORT

We have received a large amount of interesting material due to the Scientific Symposium of the Sixth General Assembly of ICOMOS, concerning to the current problems among the members of our conservator-restorer's professional field, at the present time.

It would be an impossible task to comment and discuss all the details presented in each one of the reports. For this reason, the summary was planned by the Sixth General Assembly Organizing Committee, to select the most outstanding points, perhaps through a personal and subjective standpoint, but nevertheless with the conviction that all the material presented provides a significant and useful contribution for all of us who are in one way or another engaged in the protection of mankind's architectural heritage. We highly recommend that each of the reports be read in detail.

This summary was originally written in Spanish. In order to avoid confusion in other languages, the term conservator-restorer was adopted, and other terms such as conservator, conservation, restorer and restoration were used only for specific references.

There is worldwide and deep concern for the professional training of conservator-restorers, which represents a fundamental problem that cannot be considered separately from the organization of work or the financing possibilities, as indicated by Professors Marasovič and Mendonça de Oliveira. It is a complex problem and it should be approached from different perspectives, although a consensus exists, considering the need for postgraduate studies,

the need for practical work during the training period and for interdisciplinary collaboration.

Acknowledged reports contain a wide range of suggestions, information, current experiences, in training and professional alternatives for international, regional or local uses. To avoid a mere juxtaposition of problems and solutions, three fundamental questions — why, who and how — will be used to present a logical structure for a better comprehension of the report's objectives.

WHY

The first main problem is concerned to the very existence of the conservator-restorer's profession. It is a fact that the large majority of our present societies are experiencing the need to acknowledge their architectural heritage, either for a single building or an entire urban complex. Nevertheless, it is necessary to search for the underlying reason behind this need, within a number of diversified attitudes. These attitudes may be found ranging from a romantic Englishman — as Professor Linstrum recalls himself — to the anthropological-social approach presented by the graduates of the Churubusco Centre.

Professor Linstrum tells an interesting anecdote in which he compares the solutions given by an American student, a Jordanian student and an African student for the preservation of a ruined monument through different approaches deriving from their own individual and cultural backgrounds.

In order to attempt an explanation that will include several approaches, we must reflect upon the ultimate reason for Restoration as a general concept, as a specific activity characteristic of our times, for which a need is felt by countries with different backgrounds, ideologies, social structures and degrees of development.

Speaking about development, rather than use the terms developed and underdeveloped countries, I prefer to refer them to, as mature and young countries. Youth is a quality, although it implies a certain amount of deficiencies; underdevelopment, on the other hand, is a defect. It is only logical that a mature country should exert efforts to preserve the best of its past; but can the same efforts be justified in young countries that have to struggle so often for their survival? I believe that all of us in ICOMOS unanimously agree that such efforts are amply justified in any country, whether mature or young. Perhaps what many of us cannot express clearly is the why of this unanimity.

Allow me to attempt an explanation. All human beings feel a psychological need that urges them to search into their past; the answers man can find to satisfy this innate urge, are an essential factor in achieving awareness of his identity, which in turn is a key factor in achieving maturity.

During the course of his cultural development, man has found three basic ways of answering his needs for knowledge of his past. The first is oral tradition, the second is recorded history and the third — characteristic of our times — is Restoration. None of these three excludes the other two, but rather they complement each other. The first is as ancient for man as the use of language. The second, marks a crucial point in the cultural development of a society between its prehistory and its history. The third and most complex requires the maximum contributions provided by society's achievements in science, technology and humanities to evaluate and preserve not only knowledge but also the physical testimony of its own past. This is a characteristic of contemporary development, and consequently, it implies interdisciplinary collaboration; Restoration is, as much as History, clearly social in nature.

Restoration is then an activity that allows a great variety of approaches and attitudes in accordance with the degree of maturity or youth reached by a given society. However, between all possible attitudes and approaches, only those are justified whose goals have as ultimate reason the preservation of society's past authentic testimonies.

Restoration is a new professional responsibility (Linstrum), of an anthropological-social nature (Abundis-Siller), that requires an interdisciplinary team (Faulkner, Rojas, Chico, Mendonça de Oliveira, etc.), that includes traditional craftsmen (Marasovič, Sorey, Kaila), that is especially necessary for young nations, for which contact with their past is essential to achieve an identity awareness, as an open way toward maturity.

In as much as no country whether mature or young can elude its responsibility for protecting the testimonies of its past, the training of professionals to perform such task poses an exceptionally important problem (Marasovič); and the mutual support between professionals of architectural restoration, museography and restoration of movable property (Rojas), is a logical inference.

Economic, political and cultural factors define the degree of recognition the specialisation receives in each country for the conservator-restorer. We must recognize that a balance is required between the need felt for conservation by a given society, and the means available to carry it out. An excess of means or an excess of demand will often be reflected in a lowering of standards (Faulkner, Mendonça de Oliveira).

It is my personal conviction, nevertheless, that an organized, interdisciplinary team is responsible towards society to seek and maintain such a balance between needs and means. Organized professional work is the best way to reach such desired balance, in which the awareness of the past's values within each citizen is essential, and the economical aspect, though important, is not always definitive.

General opinions consider that no country has enough professionals to solve the preservation problems of their architectural heritage. In this connection we must recognize that Restoration of an interdisciplinary nature is a relatively new activity that has not yet been able to create an organized professional body with members sufficient in number and acceptable in quality to promote, organize and execute the required work.

The international campaigns of the postwar period, which led to the drafting of the Venice Charter and the establishment of ICOMOS, have continued in praiseworthy activities, but perhaps they have not had enough time to achieve the still greater results we all desire. Criticism, at first encouraged, has not always been able to develop into experience, and thus during a meeting of the Advisory Committee, Professor Lemaire urged for the encouragement of an organized and permanent professional work, instead of what he called *occasional preaching*.

This is the concern that is reflected in assessing professional training problems. A professional body able to establish permanent organized work programmes must be created in each country.

WHO

In considering training problems it is generally thought that the architect is the most appropriate candidate to face training as a conservator-restorer (Chico). This is a point worth mentioning, since it should be recalled that for a long time it was thought that the only possible candidate in the field of painting and sculpture restoration was the painter or the sculptor. At the present time, opinions are divided in this respect, and there are many countries in which restoration is a speciality provided by Fine Arts Academies, whereas in others, candidates outside the professions of painting and sculpture are preferred.

Opinions are not divided as far as architectural restoration is concerned. Nevertheless, its interdisciplinary nature, which all approve, makes the training problem extremely complex (Mendoza de Oliveira). Professor Faulkner makes an accurate distinction between professionals with high involvement

in architectural restoration, such as architects, art historians and planners, and professionals with low involvement, such as engineers, surveyors and landscape architects. To the latter may be added archaeologists, social anthropologists (Abundis-Siller), in addition to physicists, chemists, biologists, restorers of movable property, museographers (Rojas), sociologists, economists and geographers (Sorey).

Many others might be added to the list, and only the specific circumstances of each country, or the conditions of a given problem can accurately complete the list for a particular case. Generally speaking, no specialist could be excluded *a priori* from possible collaboration in restoration work.

Other considerations can be added that apply equally well to all specialities. A differentiation should be made between the level of the technician, who knows how and where, and the professional, who recommends when and why (Faulkner). There is also an urgent need to train those who are to coordinate the work of an interdisciplinary team, which is a responsibility that requires knowledge as well as talent and experience in administration, work organization and personnel management (Faulkner).

Traditional craftsmen must not be overlooked in interdisciplinary teams (Marasovič, Sorey), since they also require training in order to collaborate in such work. They often face special circumstances and problems (Kaila) that demand motivation to appreciate the cultural value of their own work.

The training problem implies another problem, which also requires an urgent solution, that of training teachers. We all agree that restoration work cannot be entrusted to untrained people, and we have to accept the fact that the mission of teaching cannot be entrusted to those who are not properly trained in this task. It is just as irresponsible to improvise conservator-restorers as it is to improvise teachers to train them. To possess the attitudes, knowledge and skill required to restore, does not in itself ensure a teaching ability.

In September 1980 an international meeting took place in ICCROM on didactic materials for restoration. During this meeting, Professor Robert Furgeson, Head of the Department of Educational Media at the University of London, in England, and Professor Paul Bochu, Deputy Director of the Study Centre for the Application of Educational Techniques in Guzcy-le-Chatel in France, pointed out the urgent need for all educational institutions to be provided with permanent assistance in the field of educational psychology aimed to provide orientation and permanent updating of teaching methodologies and materials, in addition to an effective system for recruiting and training teaching staff.

The Churubusco Centre in Mexico City has been supplied with such

permanent assistance since 1975, and it has adopted the method — considered ideal by specialists — of recruiting its teaching staff from among its own graduates (Herrera).

The faculty members who teach conservator-restorers in a given country should be nationals of that country. This is my personal opinion, for only in this manner can a full grasp be ensured of the problems involved in a nation's cultural past protection. However, I feel that it would be inappropriate for a training institution to attempt to develop itself, isolated without contact with similar institutions in other countries. One of the best means of contact and exchange of experiences is inviting professors from other countries.

The proposal of setting up a market to export experts from mature countries to young countries (Faulkner), would have the advantage of providing contact and exchange, although serious risks would always exist, as pointed out by Professor Terán, of an insufficient understanding of specific regional or local problems.

Thus, the establishment of education centres in areas of common culture that could support each other and exchange experiences (Linstrum), appears to be an ideal proposal and one that should be supported by all countries, in addition to the establishment of new regional centres to promote exchanges and disseminate solutions to common problems of cultural areas (Sorey). This should be carried out, however, with the condition that such centres, particularly in the young countries, base their criteria on full awareness that the formation of national conservator-restorers cannot be permanently and totally entrusted to guest professors whose teaching criteria and cultural approaches would not be susceptible of proper integration.

How

Once the need for international and national order is settled and the most appropriate subject selected, the arising problem is finding the best means to produce the professionals needed.

It should be stated at the outset that a fundamental difference exists between transmitting information, imparting training, and providing integral formation. The complete teaching-learning process is premised on three intimately associated precepts: developing proper attitudes, obtaining sufficient knowledge and developing proven skills. Orienting a course exclusively to provide knowledge (informing) or to develop skills (training), does not ensure the creation of genuine professionals (Mendoza). An integral forma-

tion course, furthermore, should lay emphasis on either one of the two in accordance with the previous training of the candidates.

Historically speaking, the mechanisms and practices of elementary, secondary and higher education throughout the world have been characterized by the mere transmission of information, and methodology has consisted of a formally structured knowledge offered in various separate subjects. Such educational practices are constantly encountered by the contradictory dissociation of in-school experiences from social and professional realities. At best, the subjects studied produce well-informed minds, but they do not ensure the proper education of personnel for the professional tasks involved in solving the real problems of societies (Mendoza).

The curricula in educational institutions have traditionally been organized on the basis of formalized knowledge of certain subject areas, which, in addition to fragmented instruction, also create territories within a given institution. Each teacher considers his own to be more important than all the rest and thus, sight is lost of the overall ensemble and of the kind of professionals desired. Such a situation produces a rigid academic structure that is reluctant to accept change (Mendoza).

Awareness of this traditional pattern of transmitting knowledge exclusively is certainly the reason for the insistence of professors Linstrum, Faulkner, Marasovič, Sorey, Abundis-Siller, Icaza, Kaila and Mendonça de Oliveira on the need to develop skill in solving practical problems. Professor Faulkner says that 20 to 30% of course time devoted to exercises such as laboratory work or the writing of a professional thesis does not replace nor can it replace the experience obtained in full-time work under employment conditions.

The same problem of knowledge fragmented into territories, each of which considers itself the most important, is probably the principal cause for the present-day tendency towards partial criticism independent from professional practice. Thus the origin of *occasional preaching*, mentioned by Professor Lemaire, which replaces organized work; and the recommendations, unfortunate because of their partiality, made by historians, engineers, planners and administrators, as referred by Professor Terán.

Substitution of genuine constructive criticism, positive and necessary, as described by Professor Mendonça de Oliveira, by erudite criticism deriving from *territories* of knowledge detached from a comprehensive overview of restoration has, in many countries, led to the intervention of a great number of experts *on what should not be done*, who are ignorant of *what should be done*, and unaware of *what can be done*.

Fortunately, contemporary educational psychology provides a number

of innovations for traditional methods that make it possible to reconcile the teaching-learning process with the desired professional training in accordance with the realities of a given society (Mendoza).

In order to set up a study curriculum responding to the needs of a country, it is necessary to define such needs as accurately as possible on a national, regional and international level through a professional functions analysis of the conservator-restorer to determine what he is doing at the present time and what he should be doing; and to become aware of the activities of other professionals who are involved or should be involved in restoration (Terán).

Next, the work market should be studied (Icaza) in order to strike a balance between needs and the means available (Faulkner) and between supply and demand (Mendoza de Oliveira). Thus a qualitative appraisal may be made of the functions the professional conservator-restorer will have the opportunity to perform, and at the same time a quantitative estimate of the approximate number of people who will have the opportunity of performing such functions.

The work market may be evaluated with greater precision if prevailing trends in professional activities are analysed, taking into account patterns of demand with regard to work on individual, team, institutional, official and private levels, with emphasis on applied research and the possibility of introducing new techniques and materials at short, medium and long terms (Chico).

The activities described above should define the professional profile of the conservator-restorer, which is ultimately constituted by a complete list of the activities the professional should carry out (Abundis-Siller). This professional profile determines the educational objectives that form the curriculum. These objectives in turn should be classified, after a field analysis, into essential, necessary and desirable, in accordance with their operational, temporal and spatial validity, as well as their potentiality for horizontal and vertical transfers, (Abundis-Siller). Only in this manner will it be possible to avoid the problem of training specialists without knowing if they are indispensable (Faulkner).

A study curriculum has two alternatives. One is the traditional approach, aimed towards transmitting knowledge; the other is based on a more dynamic concept of the teaching-learning process (Mendoza). A wide range of options fit between these two extremes, which, according to particular conditions and academic structures of each country, will shift the emphasis either to instruction or training.

The Churubusco Centre has opted for the second of these two alterna-

tives, which comprises a series of scientific, technical and humanistic disciplines that approach specific problems and their solutions through operational objectives (Mendoza). This active educational approach is typified by a different relationship between teacher and student, in which the student becomes an active agent and the teacher assumes the role of adviser and guide, whose mission is to see that the approach to the professional function, previously defined in the operational objectives is not lost while designing each experience, (Mendoza, Abundis-Siller).

Thus organized, this process teaches the student professional functions through the solution of real problems and provides him with selected information, provided at the right moment, so as not to lose sight of the overall picture. (Mendoza, Kaila).

The analysis of social realities of a country, with its university academic structure and its trends for professional practice, gives the best basis in the formulation, alternatives and harmony between full-time or part-time courses (Linstrum). Awareness of such national realities, also provides for the approach required to obtain an in-depth knowledge of the profession itself and to understand the objectives of other professions with which the conservator-restorer must collaborate (Faulkner).

The material received for this Scientific Symposium reveals unanimous agreement on the insufficiency of university studies provided by schools of architecture with regard to the conservator-restorer's training (Sorey, Linstrum, Faulkner, Terán, Marasovič, Kaila, Mendoza de Oliveira). Consequently, post-graduate studies are considered to be the best solution. The time for such post-graduate courses, should be after a period of professional practice following the completion of undergraduate studies. According to various opinions, this period should extend from a six month minimum to a four year maximum (Abundis-Siller, Faulkner). The difference is probably founded more on the varying conditions in professional practice of different countries, than on varying degrees of competence required.

The subjects offered in the curriculum should depend on the professional functions required by each country and its social realities. Nevertheless, coincidences may be found among the suggestions made by professors Linstrum, Faulkner, Sorey, Marasovič, Abundis-Siller, Kaila and Mendoza de Oliveira concerning to the course subjects and the required practice.

Two points appear to be of special interest, both mentioned by Professor Faulkner. One refers to the deficiencies considered to be the practical aspects of the courses, such as studio work in projects and visits to monuments, etc. Emphasis must be laid upon the demanding need for students to

solve practical problems under the same circumstances and conditions as found in real professional work.

The second point refers to the subject known as Philosophy of Conservation. Personally I prefer to call it Theory of Restoration, and I think professional philosophers would agree with this second denomination. Professor Faulkner notes that in many curricula, this is replaced by a history of the philosophies of conservation; he feels this is irrelevant, however interesting, since in itself an historical study, in no way qualifies one to effect better conservation.

This situation is perhaps due to the relatively recent formation of the conservator-restorer profession. In 1974 The Churubusco Centre initiated a Theory of Restoration course, to study the essential contents of the contemporary concept of Restoration, and to seek out the logical bases for the activities of conservator-restorers.

At present, the Theory of Restoration is far from being a solid body of scientifically organized doctrine. With respect to architectural monuments, this theory should be part of the Theory of Architecture, but at the same time it should be incorporated within a General Theory of Restoration, applicable to all possible branches of this activity; that is, not only to architectural monuments but also to movable properties. Thus at the present time it exists only in embryonic form. This initial development of the theory prompted the Churubusco Centre in 1976 to change the name of the subject to Theoretical Problems in Restoration, somewhat less ambitious and closer to reality.

We must recognize that in our times the architectural profession has been the victim of a general thought structure, oriented more towards technology than to humanistic reasoning. The university student is not only prejudiced, but also often atrophied, in his capacity for philosophic thought, particularly in young countries.

This defect of contemporary society makes more difficult the development of the Theory of Restoration to the level of a true scientific discipline, as is both desirable and urgent. Educational institutions, engaged in training conservator-restorers should therefore make special efforts to encourage full-time professors and researchers to develop this discipline and make up for this general need.

PROFESSIONAL WORK

Three reports were presented on professional experiences: two regard-

ing the preparation of inventories and one on the field of town planning for small communities.

The Urban Cultural Resources Survey of New York City (Sykes), includes new approaches with regard to a total organized record of the city's architecture. This comprehensive inventory, which was attempted by Mexico City in 1969 for legally limited protected urban areas, has now grown in importance through its extension to the entire city of New York. Selection of the best examples in an urban complex, a traditional method, always runs the implicit risk of subjective selection, and the possible loss of comprehensive overview.

The Carthage Pilot Project in Tunisia (Graham), has the merit of establishing short, medium and long term goals by starting from a basic problem that, until now, has not received the attention it deserved from specialists: the elaboration of lexicons or thesauri, in the several languages associated with the historical past of the city, which, though Phoenician in origin, is nevertheless vastly rich in contributions from other cultures from the Mediterranean area.

The *Plan de Desarrollo Urbano* for the State of Yucatán in México (Aceves), provides information on the achievements of a multi-stage programme to protect the cultural heritage of a Mexican region that was the ancient site of the Mayan Culture, and also possesses a rich contribution from the Spanish Colonial period. The area is now threatened by ecological deterioration and mass immigration brought about by the discovery of oil deposits.

These projects are organized professional works of the type suggested by Professor Lemaire in 1976. The three projects require interdisciplinary collaboration in various specialities, from several institutions. The different working stages propose short, medium and long term goals of a local (Aceves), national (Sykes), and regional interest (Graham). They will certainly become models of an international scope for later experiences in other countries.

Other points should also be mentioned, such as the collaboration provided by international and regional organizations (UNESCO, ICOMOS, ALECSO), in the Carthage Pilot Project, which are the best possible support for an exchange of experiences and their publicity throughout the world. This is an important factor for institutions specialized in training or protective services for the cultural heritage, to keep abreast of what is being done in the rest of the world. The voluntary contribution of community members (Sykes, Aceves) in two of the projects, also deserves a special mention. Such participation has the great advantage of being an effective

vehicle in spreading awareness of the values of cultural testimonies. Not even the mass communications and information media, available to contemporary society, are so convincing as the voluntary collaboration among ordinary citizens in the organized work of protection.

Emphasis should be placed on the need for coding inventory data for computerization (Sykes). No present-day inventory project can elude this necessity. Even the young countries whose work suffers severe limitations, and do not have now the support of computers, should prepare and codify their data, with appropriate assistance, thereby saving effort, time and resources, until they acquire the electronic equipment.

CONCLUSIONS

There is a deep concern for the problems involved in providing professional training for conservator-restorers. Protection of the cultural heritage admits a great variety of approaches depending on the youth or maturity of each country. Such a variety of attitudes are justified in their common goal to preserve the authentic testimonies of culture of the past. They satisfy the human being's innate psychological need, as an individual and as a member of society, to become acquainted with his past, and so becoming aware of his own identity.

No country must elude its responsibility to preserve its cultural heritage. The young countries, however, in their need to strengthen their identity awareness, are even more obliged to make efforts to this regard.

The architectural courses provided by universities are not sufficient to train professional conservator-restorers; consequently, such professionals must be trained at the post-graduate level. The interdisciplinary structure required for the protection of the cultural heritage, makes training extremely complex, since it must provide a collaborating team ranging from traditional craftsmen to specialists in many fields. Another aspect of this problem requires solution: it is urgent to obtain and train professors, as well as executive co-ordinators.

Organization of courses should have the support of educational psychology, to ensure proper orientation, based on the country's political, economic, social and cultural realities. Such courses, whatever their duration, should provide information, but should also be oriented towards practice under real professional work conditions.

The subjects offered in a course should have pre-established objectives, based upon the desired professional profile, deriving from the social reali-

ties of the country in question. Special attention should be given to develop the Theory of Restoration as a scientific discipline, in order to act as a catalyst for all the specialities involved in the interdisciplinary team.

There is urgent need to set up centres in all countries for the training of conservator-restorers. Among those centres, regional institutions for areas of common or similar culture would promote the dissemination and exchange of experiences, so necessary for the present-day development of the profession.

Judging from the material received for this Scientific Symposium, it is evident that various institutions, offering courses directly or indirectly related to the training of conservator-restorers, exist in the United Kingdom, Yugoslavia, India, Mexico, Finland and Brazil; though we all know of the existence of institutions and courses, in many other countries, that have not been reported in this occasion. Outstanding are the reports received from the United Kingdom and Brazil for their clear presentation of the overall training problem; that from India for its sincerity regarding the urgent need for solutions; that from Finland for the interesting solution provided to a national problem; and those from Yugoslavia and Mexico, for their detailed descriptions of the post-graduate courses offered in the University of Split and the Churubusco Centre.

The reports on the organization of professional work in New York, Carthage and Yucatán, are models that deserve to be widely disseminated so as to serve as guidelines for present or future projects.

Full and detailed reading of each of the reports presented is recommended to all, as an important contribution to enrich individual experiences in solving the problems faced by our profession.