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A COMMENT ON THE ICCROM ARCHITECTURAL EDUCATION

The task of commenting the ICCROM architectural conservation course, given at the last session of the Standard and Education Committee, I have accepted with great pleasure because of my long personal connection with this course since 1966. until the present day.

In 1966. I have been one of the attendants, from 1968 until 1970 I was appointed as the assistant to the Course, which gave me the opportunity to learn more deeply the internal organization, and since 1970. until the present day I was regularly every year invited to lecture on the urban conservation. This task was an excellent opportunity to follow the development of the Course from different points of view.

With a deep respect that I have towards all other ICCROM courses which show a constant progress, it is necessary to underline that ~~the~~ Architectural conservation course is not only the oldest ICCROM course, but it is also the most significant from many aspects: the number of participants, the number of lecturers, influence in the conservation in world terms, which is its most important output.

This brief comment does not contain any statistical data about the Course. These have been already given in regular ICCROM reports to the Council and to the General Assembly, as well as in numerous ICCROM publications. This is just a brief personal comment, with some proposals concerning the follow up of the Course organization and the programme.

One of the basic characteristics of this course, present from the very beginning until today, is the engagement of well-known

experts from different parts of the world, who cover the educational programme. This has three main advantages:

a.makes possible to cover all educational topics by real specialits in the field;

b.brings to the Cours the world wide experiences;

c.enables the attendants to be acquainted with different experiences and to contact directly professors and exprts from different countries.

An other imporant characteristic of the Course is the tendency of developing paralelly the theoretical and the practical aspect of the training, though, according to my personal oppinion, the later one should be more stressed.

Following the development of this Course, one can ascertain in its constant progress. Founded under the scientific direction of the outstanding italian professor G.De Angelis D'Ossat, it constantly improved its programme and organization, also owing to the organizational, technical and financial possibilities of the entire ICCROM. Particularly important step in its improvement appeared from 1975.when Mr.Jukka Jokilhto was appointed as its coordinator. The programme was improved, some new distinguished proefessors and experts have been invited to lecture, and new training elements were added (laboratory experiments, consolidation of historic structures in earthquake areas, guided visits to the most important areas in Rome, Italy and Europe, seminars in Ferrara etc). This was also possible owing to the growing staff of Mr.Jokilehto's ecellent collaborators.

An other very positive characteristic of the ICCROM

Architectural Conservation Course is its constant trend to become more and more the training point for already qualified specialists. Open in previous decades to all graduate students of architecture, art history, archeology and other professionals, who intended to specialize in architectural conservation, it became in last years a Course for experts, possessing already a considerable experiences in architectural conservation, with a tendency to become a real training of the trainers centre

It is, therefore, to expect its further development and improvement, which would correspond to the general ICCROM's worldwide educational policy, based on three main levels:

- a. national
- b. macro-regional
- c. central

A. The basic network for architectural conservation should be national specialization (postgraduate) studies which every state-member should develop, basing its programme on the general achievements of the contemporary conservation theory and practice as well as to the specific character and needs of the each country.

ICCROM's role in this basic level can be multiple:

- to encourage the creation of such courses and to help them in the organization;
- to help with educational programmes and didactic means;
- to educate the trainers in the proper training centre.
- *create information network.*

B. On a much larger, macro-regional level ICCROM should organize

the "superspecialization" centres, which would develop only some of the items of the architectural conservation programme. These centres should be located in various regions of the world, where didactical and organizational possibilities for such specialization objectively exist. Lecturers in such centres should be selected from ICCROM's evidence (including the experience of the ICCROM architectural conservation Course) as well as from the host country, particularly concerning the component of the practical training.

I am expecting to submit a proposal for one of such specialization centre to be organized in Split (starting from 1990.) and dedicated to the research and documentation of urban and architectural heritage.

C. On central level the most important training point should be the actual ICCROM architectural conservation course, which should be transformed into the real training of the trainers centre.

It means that its programme should be more orientated to such main goal and should include also the pedagogical component of transmitting the knowledge. It should also have a more complete practical exercises which would follow all basic topics of the theoretic programme, while the highest specialization items could be avoided, because they will be covered by the regional programmes.

Such development should be followed also by some organizational and technical improvements such as:

- videoregistration of the lectures in order to make possible to attendants to follow the lectures of those professors who may not

be present every year;

-systematic editing of lectures, in order to serve also for national education programmes;

STUDY AND RESEARCH OF URBAN AND ARCHITECTURAL HERITAGE

1. ARCHITECTURAL SURVEY

- 1.1 History of architectural survey
- 1.2 Content and the way of presentation
- 1.3 Methods of implementation
 - 1.3.1. Elaboration of geodetic bases
 - 1.3.2. Direct method
 - 1.3.3. Photogrammetric method
 - 1.3.4. Combined methods
 - 1.3.5. Method of the survey of details

2. STUDY AND RESEARCH OF URBAN AND ARCHITECTURAL HERITAGE

- 2.1 Researches, based on the direct studies of hist. buildings and areas
 - 2.1.1. Study without excavations and other research methods
 - 2.1.1.1. Analysis of the architectural structure
 - 2.1.1.2. Analyses of the elements and details
 - 2.1.1.3. Study of the building typology
 - 2.1.1.4. Study of the building conditions
 - 2.1.2. Studies, based on the excavations and other researches
 - 2.1.2.1. Researches of the parts of the buildings, covered by earth or mortar
 - 2.1.2.2. Research of the structures and materials of the walls
 - 2.1.2.3. Archeological prospections
 - 2.1.2.4. Other researches
- 2.2 Researches based on the historic documentation
 - 2.2.1. Interpretation of historic written sources
 - 2.2.2. Interpretation of historic graphic sources
 - 2.2.3. Rectification of graphic sources
 - plans and geographic maps
 - old surveys and designs
 - ancient drawings
 - 2.2.4. Interpretation of the details
 - 2.2.5. Interpretation of oral tradition sources
- 2.3 Studies of the urban and architectural heritage, based on the influences on the origin
 - 2.3.1. Natural influences
 - 2.3.1.1. Climate
 - 2.3.1.2. Geographic and geologic characteristics
 - 2.3.1.3. Ground
 - 2.3.2. Impact of the circumstances in which a building/site was constructed
 - 2.3.2.1. Socio-economic circumstances
 - 2.3.2.2. Technical possibilities
 - 2.3.2.3. Form as an expression of hist. period
 - 2.3.2.4. Role of the function
 - 2.3.2.5. Role of the committent
 - 2.3.2.5. Architectural tradition
 - 2.3.3. Impact of the architect and constructor
 - 2.3.3.1. Choice of construction
 - 2.3.3.2. Material and methods of construction
 - 2.3.3.3. Building crafts and technology

2.3.3.4. Technical and artistic level of architects and builders

3. STUDY AND METHODS OF PRESENTATION OF SPATIAL DEVELOPMENT

- 3.1. Historic and spatial development of a building
 - ground plans
 - facades
- 3.2 Historic and spatial development of a site
 - 3.2.1. Presentation of the urban development in ground plans and facades
 - 3.2.2. Presentation in prospectives (bird's eye view) of a town or settlement

4. INFORMATION SYSTEM OF URBAN AND ARCHITECTURAL HERITAGE

- 4.1. Information on written and graphic sources
- 4.2. Information on professional literature
- 4.3. Existing documentation
- 4.4. Results of the studies and researches
- 4.5. Synthesis about all information, as the base for comparative studies of the entire area.

ORGANIZATION OF THE TRAINING

The training of theoretic and practical component. The lectures will be given by outstanding professors and experts, well-known on the international level and engaged through ICCROM. Theoretic part will last 1-2 weeks. The practical parts will follow the theoretic lectures and will last 4-6 weeks. Will be implemented by experts, who are specialists in particular field, and are involved in the scientific project of the research of historic core of Split, organized by various institutions under the patronage of the University of Split.