

Historic Preservation and Cultural Resources Management School

Twenty-two participants from four countries participated in the SPAFA/University of Hawaii Field School in Historic Preservation and Cultural Resources Management. Funded by The Japan Foundation, Asia Centre, the training course concentrated on the preservation of historic resources in urban settings, and was conducted between July 5 and August 13, 1999 at the SPAFA centre in Bangkok



Initiated in Cambodia in 1996 as a special outreach project of the University of Hawaii, the programme is aimed at providing instruction in historic preservation to students of architecture, planning and anthropology, archaeology studies, as well as teachers and governmental officials and others with an interest in the conservation of the built environment. The training course focuses on problems involved with the preservation of the "living" architectural and planning heritage of countries - such as Thailand, Cambodia and surrounding Southeast Asian nations - as opposed to on-going conservation work at national monuments and archaeological/historical parks for which the region is famous. Shop-house rows, older wood-houses and everyday streetscapes are the subjects of classroom lectures, discussions, field work and drawing practice. The course is emphatically "site-specific" in its focus; students are directed to survey historic areas, which serve, in turn, as test cases for work in other areas.

During the course last year, participants were asked, following a series of introductory lectures, to make a building-by-building survey of specific areas within Bangkok. The subject area was Banglampoo, including Thanon Pra Atit, an area now experiencing some degree of rejuvenation and renewed attention and investment. The participants subsequently mapped the area, interviewed

local inhabitants, and presented their findings through photographs and drawings.

After the initial survey, the students were assigned on the basis of teams to make a more detailed architectural record of five specific buildings. Students completed site plans, elevation drawings, cross-sections and drawings of significant details. Each team completed a full set of drawings as a permanent record of the site or building.

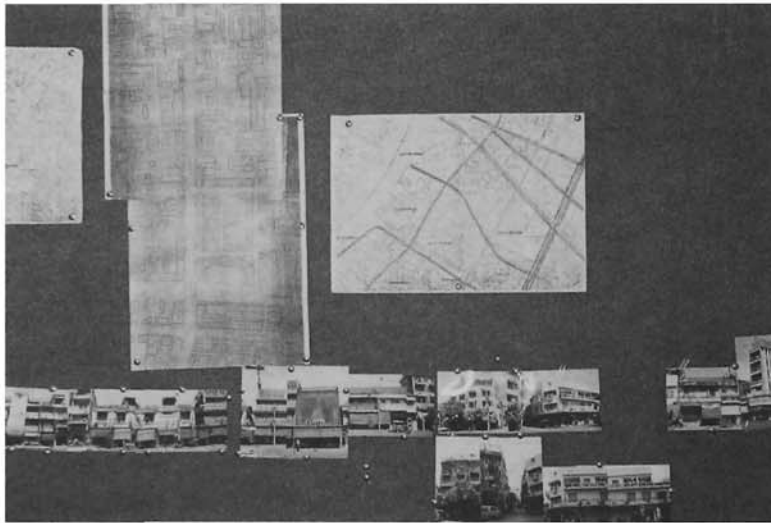
The final phase or component of the project was what has come to be called the "urban design exercise." Directed by visiting lecturer, Peter Drey of Atlanta, Georgia (USA), students were directed to provide a "design solution" for several selected areas. These included a historic bridge, the remnants of a historic palace entrance, and a section of the existing street. Student teams also worked on more "generic" solutions to design problems. These included guidelines for signs and lighting, for roofing materials, for entrances, shop-fronts and

tion treatments; and urban design proposals for five places. The students also completed maps and produced numerous drawings and studies.

The class produced a set of drawings which, in turn, were compiled as a book for the course. Copies of the book were submitted to the Japan Foundation's Bangkok office in November, 1999.

In addition to the actual tangible "products" of the course, the programme also featured several public presentations. Lectures, both by faculty and by visiting speakers, were open to the public and many professionals and others interested in the problems of urban conservation attended various sessions. Students also rehearsed and delivered an overview of their work as part of the closing session.

A report on the course is usually published in professional and academic journals, such as the professional journal *CRM*, and the *SPAFA journal*.



The "ultimate product" of the course is more difficult to gauge. All of the Cambodian and Myanmar students hold teaching or governmental positions through which their studies will have both immediate and long-term impacts. Past participants have incorporated much of their new knowledge in their own courses, which in turn is passed on to students in their own countries. The Thai students - most of whom are recent graduates of undergraduate programmes - have the opportunity to apply their

upper-story windows; and new additions to existing historic buildings.

The principal products of the course were completed inventory forms on approximately 400 properties; a set of measured drawings for the five subject buildings; design guidelines for five different types of preserva-

knowledge either in their professional practice or, in some cases, as teachers themselves. There is hope that the course will gradually contribute toward the development of a "climate" of interest in urban conservation which, in the end, will help to alter current policy and practice in Southeast Asia.

The course, which has been in existence for several years now and has been gradually refined through each year's experience, was successful in meeting its programme objectives. There was now a better "mix" of in-class instruction and field work; improved gauging of students' varied abilities; and an adjusted time schedule which ensured that each of the various tasks was completed in time.

As in previous courses, there was still some difficulty in gaining the participation of local community members. While discussions had been carried out in advance with community groups and individuals involved in historic preservation work at the community level, it was still difficult to find a means of gaining their participation. It is hoped that in future, more local involvement will be made possible.

It was also felt that more professionals and others, involved in the fields of historic preservation and cultural resource management, should attend sessions and, especially, the closing ceremony. Given the degree of the student output, greater press coverage of the activity, and the significance of the course, a more diligent effort is necessary to invite and follow through on invitations to those with interest in the field.

Instruction was provided by Professor William Chapman, representing the University of Hawaii, and by Peter Drey, a landscape architect and urban designer in private practice from Atlanta, Georgia. Additional lectures and instruction were provided by scholars and professionals drawn from the greater Bangkok area, including some of the leading practitioners in the fields of architectural history, planning and urban conservation.

The course featured both an opening and a closing ceremony, receptions for participants guests and an awards programme. Dr. Pisit Charoenwongsa, the Director of SPAFA welcomed both participants and guests on the opening day; Mr. Jun'etsu

Komatsu Director General of the Japan Foundation presented the Keynote speech, and distinguished visitors included Dr. Richard Engelhardt, UNESCO Regional Advisor for Culture in Asia and the Pacific, and Hans Detlef Kammeier, Professor of Urban and



participating students at Phra Atit Road, field work



Regional Planning, the Asian Institute of Technology. Mr. Komatsu also attended the closing ceremony and distributed certificates to the participants.

There were other participants in the collaborative effort between the SEAMEO Centre for Archaeology and Fine Arts (SPAFA) and the University of Hawaii in conducting the Field School in Historic Preservation and Cultural Resources Management. With administrative and logistical support provided by SPAFA, and the University of Hawaii accepting responsibility for instruction, additional assistance was given by

the Bureau of Archaeology and National Museums, Department of Fine Arts and by individual instructors from Chulalongkorn University, the King Mongkut's Institute of Technology and Silpakorn University as well as from governmental agencies in Thailand.



classroom work at the Centre for Archaeology and Fine Arts

Lectures by Chapman and Drey were supplemented throughout the course by contributions by outside speakers. These included Dr. Yongtanit Pimonsathean of the Faculty of Architecture, King Mongkut's Institute for Technology; Dr. Banasopit Mekvichai, Deputy Governor for the Bangkok Metropolitan Administration; Mr. Pongsri Xumsal Na Ayutthay, Deputy Director of Town Planning Standards (TCPD); Professor Ornsiri Panin of the Faculty of Architecture, Silpakorn University,

Ms. Saowalux Phongsatha, Architect in the Office of Archaeology and National Museums, Department of Fine Arts; Associate Professor Dusadee Thaitakoo, Department of Urban and Regional Planning, Chulalongkorn University; Dr. Praves Limparangsi, an expert on Buddhist architecture in Thailand; Dr. Pinraj Khanjanusthiti, Assistant Dean for International Affairs, Faculty of Architecture, Chulalongkorn University; and Mr. Ronarit Dhanakoses, Landscape Architect and Conservation Architect and Project Supervisor, Office of Archaeology and National Museums, Fine Arts Department; and Mr. Vasu Poshyan, Architect, Office of Archaeology and National Museums, Department of Fine Arts. All contributors helped give the participants a broader perspective on their projects and a better understanding of the full complexity of conservation work.

The programme included 22 student participants and four observers. Additional people attended various aspects of the programme. The student/participants were as follows:

Ms. Men Sodany, Ms. Chmoeun Sorasmeay, Mr. Sok Vannisay, Mr. Long Nary, Mr. Var Morin, Mr. Chea Samath, Mr. Eam Sokum (Cambodia); Ms Yi Yi Win, Ms. Khet Khet Hla, Mr. Myo Oo, Mr. Myat Swe, Mr. U Hla Tun Phyu (Myanmar); Mr. Thikhomporn Loysakdiwong, Ms. Sasivimol Chairattananonta, Ms. Somruthai Leksrisakul, Mr. Poon Khwansuwan, Ms. Eurblarp Sriphiromy, Ms. Warangkana Worakarnjana, Mr. Prapan Napawongdee, Ms. Atipa Maharakhaka (Thailand); Mr. Jason Jones, Mr. Larry Hinkle (USA). Mr. Thikhomporn Loysakdiwong and Mr. Jason Jones functioned as graduate assistants for the programme. This facilitated student work greatly and helped in the procurement of supplies and in student assignments. Mr. Loysakdiwong is

a Thai national and was invaluable for his knowledge of local printers and suppliers. Jason Jones is also a fluent Thai-speaker; because of this he was able to assist in translation and clarification for students.

In addition, an eighth Cambodian national, Mr. Lek Sareth, was able to attend the course for a one-week period. Mr. Lek, who serves as the Assistant to the Dean at the Royal University of Fine Arts in Phnom Penh, attended the final week of the course and helped with final presentations and criticisms of the student work. The programme was aided enormously by the permanent SPAFA



staff. Mr. Prasanna Weerawardane, Ms. Vassana Kerdsupap and Ms. Jittipha Jaiboon managed the programme on a daily basis.

Other SPAFA staff contributed in countless ways. Ms. Pichya Booninon, Architect with the Office of Archaeology and National Museums, assisted on site visits as did Ms. Wongchat Chatrakul Na Ayuddhaya.

Mr. Pituk J. Na Rangsin, Programme Officer for the Japan Foundation helped in many ways to steer the programme through to completion.

Dr. William Chapman

The World Heritage Education Kit

an Educational Resource for Teachers

World Heritage in Young Hands: To Know, Cherish and Act is an educational resource kit for teachers that contains a wealth of multi-disciplinary, interactive teaching material designed to enable teachers worldwide to introduce World Heritage Education to their students.

The introduction of the Kit ensures the incorporation of World Heritage Education into mainstream curricula throughout the world. The challenge of how to produce material for use by secondary-school teachers, worldwide, from different disciplines, has been recognised. The Kit, currently available in French and English, will also be translated into a number of local languages.

For more information or enquiries, contact:

Office of the UNESCO Regional Advisor for Culture in Asia and the Pacific

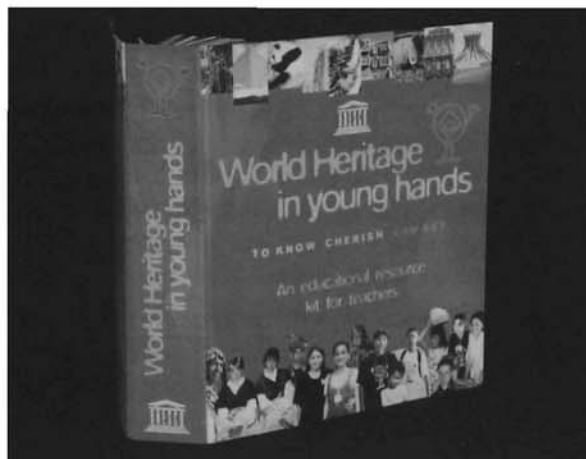
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Dr. William Chapman, Professor and Director of Historic Preservation Programme, University of Hawaii at Manoa, who has been chief instructor of the SPAFA/University of Hawaii Field School Training in Historic Preservation and Cultural Resources Management, answers some questions concerning the courses.

Can you touch on some aspects of the project and its successes?

The field school has been in existence for several years now, and has been gradually refined through each year's experience. There seems now to be the right 'mix' of in-class instruction and field work. We have a reasonably good understanding of the amount of work that can be completed in the six-week session. This year, also, we have worked more with the students' presentations. There is now a time set aside for rehearsal and discussion of the student work.

Overall, I believe that the students absorb a great deal of both information and practical knowledge from the course. Students express satisfaction and there are few complaints. The pace of lectures have been adjusted over the years to reflect the uncertain command of English which hampers most students' understanding. There is more repetition and longer sessions allowing for students' questions and in-put. Additionally, there were two graduate assistants during this course, a fact that contributed a great deal to the logistical handling.

What lessons were learned from the project?

Future programmes will require some adjustments. I think it is important that students be given an opportunity for a field trip at the end of the course. This is for them to apply what they have learned in the course. I also think it is

important that the programme receives better publicity in Thailand, and that we have a greater degree of community participation in the project work and, especially, during the closing presentations. This will require more "up-front" work in Thailand and far more communication with a potential audience.

The day-to-day instruction seems to meet the needs of the students. A graduate assistant - one who speaks Thai - is still considered essential; this was a requirement not considered fully until 1999 when the assistant (actually two assistants) aided project work considerably. Some students have appreciated lectures on more technical treatments. Future courses would incorporate this instruction into the curriculum.

What impact do you expect to result from the completion of the project? On whom will the impact be felt?

The overall impact is in many ways indirect. Many of the students/participants hold teaching or other positions in government. A survey of graduates of the programme suggests that many of the Cambodian students in particular now hold positions in the city and national governments, where they are in a place to influence policies and decision-making about historic buildings. The same will be true in Myanmar, where many of the participants already hold jobs in government or in the universities. Cambodian students, most of them holding university positions, have been incorpo-

rating their knowledge from the course into their own teaching.

With hope, the field school will gradually have a kind of "ripple-effect" with successive graduates carrying new knowledge into university teaching and into government policies (as well as into private practice, where such skills are also valuable). What I envision will be created over time is a new "climate" of support for historic preservation and cultural resource management programmes and that this greater understanding will, in turn, do much to help preserve Southeast Asia's rapidly disappearing cultural heritage.

What will be the expected follow-ups to the completed project?

The immediate follow-ups will be further publicity for the programme and additional contacts with others interested in the issues of cultural conservation. These will include articles in professional and academic journals and meetings with scholars and others involved in conservation work.

Assuming funding is forthcoming from the Japan Foundation for 2000, we will be working on the recruitment of students/participants for the year 2000 course. Additional Cambodians will be included, and so will be nominees from Laos and Vietnam - two countries not yet represented as participants in the programme.

How does the completion of the project relate to other future plans?

The annual Historic Preservation Field School has become an important part of the University of Hawaii's Historic Preservation Programme. It is carried on our web site, yearly advertised to students throughout the U.S. and in many other countries. It is, in sum, a continuing and integral part of the programme's overall mission, itself an aspect of the University of Hawaii's own commitment to further training and educational outreach in Asia.

The field school was the subject, last August, of a regional meeting held at the Asia Institute of Technology (AIT) on the future of historic preservation and conservation training in Thailand and other Southeast Asian countries. A conclusion of the meeting, which was funded by UNESCO and included a number of academic and professional planners, was that the summer field school at SPAFA provided the ideal core for a more committed, long-term collaboration among SPAFA, the University of Hawaii and AIT.

I have been working with Professor Detlef Kammeier of AIT on a proposal for further funding to both continue the field school and to use the programme as a core offering for a graduate certificate programme to be offered through AIT. UNESCO has mentioned the possibility of a UNESCO Chair at AIT to assist in the programme.

The proposed certificate programme would allow students to study at AIT for two

quarters, participate in the SPAFA course for the summer session and then complete their thesis under supervision at AIT.

The Japan Foundation has aided tremendously in the development of this programme. By funding it through SPAFA since 1998, the organisation has helped to lay the foundations for a permanent educational offering in the region. The Japan Foundation has provided essential seed money for what we hope will be a lasting programme to help in the professional preparation of future managers and preservation advocates.

