IIC International Training Centre for Conservation

Inaugural Programme

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Scientific Approaches to Preventive Conservation

# Dissemination of information of course and teaching preventive conservation

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THE PALACE MUSEUM

# Why disseminate preventive conservation?

- Dissemination of some or all of the information of the present course and actively teach preventive conservation:
- 1) make museum colleagues aware of the importance of preventive conservation
- 2) make the public aware of the concept and accept preventive means like reduced light levels.
- 3) introduce conservation students to the concept of preventive conservation and through excercies prepare them the obtain confidence in preventive conservation techniques and principles

# For whom ?
# Museum professionals

- 1) Disseminate to *conservation professionals* in museums, libraries and archives - mostly technical and scientific information
- Why do this?
  - a) to raise awareness of preventive means of preserving (advantage if conservator need to explain some of the materials and their reactions),
  - b) to have colleagues participate in a monitoring programme.

# Other staff

- 2b – Disseminate to *other staff* in the museum / archive / library (e.g. guards, security, cleaning and maintenance, Public Relations dept.) in order to let staff participate in the preventive conservation of the institution
  - Staff can monitor well defined risks – eg insects infestation, water leaks, security issues
  - Act – set up and practice a programme of notifying relevant personnel in museum: e.g. conservation staff, relevant maintenance staff

# Other stakeholders

- 2) Disseminate the information to other relevant stakeholders. Examples:
- 2a - other professionals in the museum / archive / Library (eg curators, exhibition designers), museum guides
- 2b – Board of Trustees
- Why ?
  - raise awareness of preventive means of preserving (e.g. the need to reduce light exposure of objects or enclosures when designing exhibits)
  - Trustees to acknowledge preventive conservation

# Stakeholders outside museum

- 2c - to stakeholders outside the institutions: for example “users” of historic houses, museum visitors, media and tourist guides
- Purpose: in order to have outside stakeholders understand or help explaining preventive subjects to visitors (for example):
  - why light levels are sometimes reduced,
  - why one cannot always touch museum objects (to keep them stable in a display case against fluctuating RH)
  - why to protect objects against mechanical wear or for example acid from fingers

# Media

- Disseminate - for example
  - television documentaries,
  - on conservation-parts of the institution web-page,
  - in social media, internet documentaries, children's programmes
  - and why not "forensic science" in preventive conservation (as for example by Tim Padfield on the "www.conservationphysics.org")?
  - printed media, newspapers, magazines

# Teaching and/or education

- 3) Teaching Preventive Conservation can take place on many levels:
- - University undergraduate and postgraduate level (BSc, MSc, PhD)
- - continued education for museum staff of different types (for conservators, for curators, for security staff, etc)

# University level

- Details on the subject ”preventive conservation” at the School of Conservation, Denmark:
- Undergraduate (BSc) full-time course of 6 weeks, 2 on light, two on humidity, two on microbiological (insects, mould, rodents, etc) and including packing, transport, security
- Postgraduate courses on more advanced preventive conservation issues:
  - Advanced [risk management / packing / transport]

# Teaching

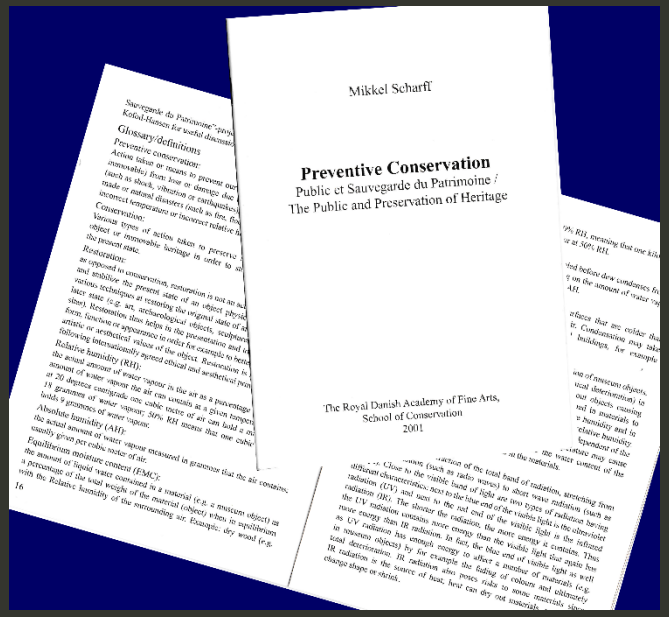
- At the School of Conservation the three main parts (light, relative humidity, microbiology/pests) of the six week preventive conservation course for bachelor students in conservation is partly:
  - lectures,
  - excercises in laboratories or
  - ”in situ” in museums/archives/libraries:
  - The same principles applies to Master level courses where – eg – *Rob Waller* occasionally gives courses on risk management with excercises in museums.

# Research projects

- In national or international research projects with participants from science, humanities and conservation:
- - the preventive aspects can be disseminated to academic colleagues from other fields within the sciences or humanities in order to include this aspect in the research.

# Other international projects

- EU Raphaël program in the 1990s on “Sensibilisation du Public à la Sauvegarde du Patrimoine » (Public awareness of Heritage Preservation)



# Sauveguard-project

- The international “Sauveguard”-project was supported by the European Union and with participants from several European countries, including universities, conservation centres, museums
- The aim was to raise public awareness about the preservation of cultural heritage by different means.

# Sauveguard-project

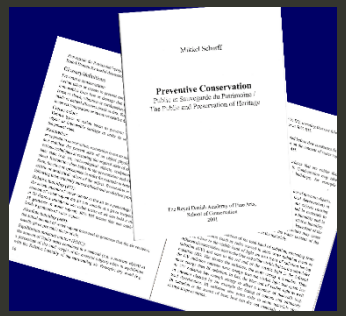
- One of the “Sauveguard”- project’s Work Packages was concerned with preventive conservation
- Another Work Package was concerned with professional tourist guides and establishing framework for a training program to teach guides to disseminate how and why to protect cultural heritage
- In another Work Package signs were tested as a means to inform visitors of preventive means

# Informing public using signs signs

- ICCROM as Sauveguard-partner tested the use of signs at open-air archaeological sites explaining preventive concervation means
- I was pleased to find the same concept at the PM and at many other places in Beijing.


# Tour guides' training programme

- To support the planned training programme for professional tour guides a booklet was produced and distributed to a group of professional guides participating in the Sauveguard-project.
- The booklet briefly describe the main factors of preventive conservation and could be used for Tourist Guide training programmes
- Could work as well as an introduction to the preventive conservation concept for other stakeholders.



# Lifelong continued learning/education

- Get updated on new results from research or development or on new trends in use of materials.
- Relevant for heritage conservation professionals and heritage conservation managers
- Relevant for many other areas: e.g. heritage architecture management, heritage-architects

# Standards in heritage preservation

- International standard organizations (e.g. CEN, ASHRAE, CIE, ICOM-CC + IIC ) and preventive conservation, to develop and maintain:
  - Scientifically based standards, e.g. for documentation methods, conservation heating standards and principles in historic buildings, measurement standards, materials standards, etc

# International organizations

- International heritage organizations can (and do) disseminate information on preventive conservation:
- IIC + ICOM-CC
- ICCROM
- ICOMOS
- Blue Shields

# Other types of dissemination

- Other examples of professional educational dissemination has been and are:
  - Tim Padfield conservation web pages,
  - Art in Transit handbook (1992; outcome of ”Art in Transit”-conference),
  - Thomson’s ”The Museum environment”,
  - National Trust’s ”Manual of good housekeeping”,
  - Pad-Cad, software guiding safe packing for transport of Cultural Heritage
  - CCI's Framework for Preserving Heritage Collection (new updated version, poster),
  - CCI homepage in general
  - Courses given by specialist individuals or organizations like ICCROM on risk analysis and management, or organizations like CCI on packing and transport
  - Local ”museum association’s” yearly conference – participate and inform about news in preventive conservation, security
  - Collaborate with local or general government on preventive conservation issues

# Tim Padfield web-pages

http://www.conservationphysics.org/index.php

## Conservation Physics - Index

***by Tim Padfield***

**Recent items**

Climate control in the archive of the Arnamagnæan Institute An analysis of seven years of stable climate achieved by simple means. November 2014

Air exchange rate measurement and moisture buffering calculation A tutorial (also in pdf and epub, 2 MB), November 2014

Moisture transport through a porous non-hygroscopic material under non-isothermal conditions An experiment which suggests that water vapour diffuses because of a difference in concentration rather than a difference in partial vapour pressure. This is a contribution to the Nordic Symposium on Building Physics,in Lund, June 2014

# End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