Conservation: Pioneering a Discipline for Architecture

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In the United Kingdom the education of professionals in architectural conservation evolved slowly in the 20th century. The results of a detailed inspection of archive records describing the founding of two early, and three later, courses are presented, offering a glimpse of the impediments that faced innovators. While a modernist agenda came to dominate new-build design, the main professional body for architecture exhibited an inability to accommodate the idea that conservation principles and practice were a part of architecture. An appreciative account of the work of contemporary individuals and national amenity societies is presented, giving rise to the following questions: What are the most appropriate organisations to prepare architects for heritage protection in the future? As an academic discipline, should conservation be within existing architectural training or remain extraneous to it?

'…for the general advancement of Civil Architecture, and for promoting and facilitating the acquirement of the knowledge of the various arts and sciences connected therewith'.

RIBA, *Royal Charter 1837/1971*

Introduction

Much has been written about the evolution of the legislation that now protects 'historic assets', those buildings, structures or sites that are valued for their special architectural or historical interest. The law has enabled their protection and within its constraining influence professionals are called to work in order to ensure that building operations do not destroy or unduly dilute their special characteristics. Architectural, or building conservation as this process has become known, has existed for a long time, but it is only relatively recently that it has been acknowledged as an identifiable skill, recognised as such by government, the environmental professions and specialist interest groups in the voluntary sector. Architects have often found conservation difficult to understand and frustrating in practice, mainly because their five-year programmes of education have focused almost exclusively on the production of new buildings on vacant sites: innovations in vacuo. Conservation, on the other hand, is about intervening into what already exists; architects perceive the constraints which are involved deny them the freedom of personal expression inculcated during their time in higher education.

As a contribution to the history of education in the professions this paper explores the origins of the first courses in architectural conservation to be established in the United Kingdom. An earlier paper by the author [1] offers an overview or the origins of the courses in this evolving discipline that had become established by 1993. Now a closer look is taken at the personal and institutional influences that promoted, and sometimes stifled, the study of conservation, over that period of time when the subject of architectural conservation was at an early stage of formation. In particular it acknowledges those individuals and organisations that promoted these innovations. This retrospective evaluation of their respective involvements in protecting and preserving the highly valued built heritage can provide an indication of the most appropriate policies and organisational structures to achieve this aim in the future.

To construct this account the archives of the following organisations have been consulted: the Council on Training in Architectural Conservation (COTAC), the United Kingdom branch of the International Commission on Monuments and Sites (ICOMOS-UK) and University College London (UCL). Personal interviews with former course participants have also been undertaken. The time frame is roughly the third quarter of the 20th

century, by the end of which the prolonged effort to start one London-based course had produced three. Scarcely yet granted recognition, though, is the foresight shown by those individuals who saw the need for formal regimes of training in conservation, and it ought now to be recognised that it is on the basis of their perception and perseverance that the present regime of postgraduate courses and subject scholarship rests.

Repair practices

Controversies about the reproduction of past architectural styles have existed for centuries; arguments of an ideological character about 'truthfulness' and 'authenticity' were developed by Ruskin in the 19th century. Advances in protecting valued structures were developed later by William Morris, especially through his promotion of the Society for the Protection of Ancient Buildings (SPAB), and it was one of its secretaries, AR Powys, who showed practical examples of repair in his book *Repair of Ancient Buildings* [2]. This, in itself, could scarcely be regarded as a basis for official guidance or systematic training, although it was probably useful in office practice. But doubtless it provided a useful basis for SPAB's renowned short courses which started in 1951, and especially in addition to the society's scheme of scholarships. Before the Second World War architects were principally concerned with their own interpretations of inherited architectural styles in their designs for new buildings, and schools of architecture were mostly concerned with teaching traditional construction. Generally, it was believed preferable to demolish old buildings and replace with new, while little or no effective protection existed for buildings that displayed historic merit.

University College, London

The war forced a change of attitude because many damaged buildings needed repair. Logically, it fell to those architects who had written about traditional design to see the need for repair and reconstruction, and it was they who came to formulate a coherent programme of instruction. The first course to provide a formal qualification in architectural conservation was at the Bartlett School of Architecture founded in 1841 [3] at University College London (UCL) (Fig 1). Meeting in 1949 its Architectural Education Committee accepted a memorandum by the Professor of Architecture, Professor Corfiato, which recommended that 'a college certificate in the preservation and restoration of historical buildings be instituted' [4]. A paper was appended to the minutes which highlighted the fact that there was 'no course in the preservation and restoration of historical buildings given elsewhere in this country' and that 'owing to the modern trend in art, it is probable that that there will be a scarcity of architects trained to deal with their preservation and restoration' [5]. It also noted that in other countries 'this branch of architecture constitutes a specialised part of the school curriculum …leading to a diploma'. Moreover, such a course 'would be welcomed by the London County Council and the Ministry of Public Building and Works', an intriguing comment implying that conversations had been taking place with the public sector.

The curriculum

Once validated it was described in the college *Calendar* of 1950 as being 'for postgraduate students of architecture and for members of the Royal Institute of British Architects' [6]. Of one year's duration it required students to carry out restoration works for at least two weeks and to pass examination papers in English medieval architecture, English renaissance architecture and conservation techniques, as well as a thesis that would be 'of practical value'. The curriculum laid emphasis on the grammar of architectural style, knowledge of appropriate practical techniques, and a demonstration of personal practical experience. At this early stage a balance was established between the theoretical, the applied and the experiential.

Cultural context

In the late 1940s many sites in London were still standing ruins or vacant sites as a result of wartime bombing. UCL had suffered substantial damage itself. Many building materials were not available, others only on licence. Most architects saw these sites as opportunities to demonstrate a resurgent Britain influenced by a modernist style, their professional prospects stimulated by the proposal for a Festival of Britain in 1951. While building surveyors were able to supervise the repair of the

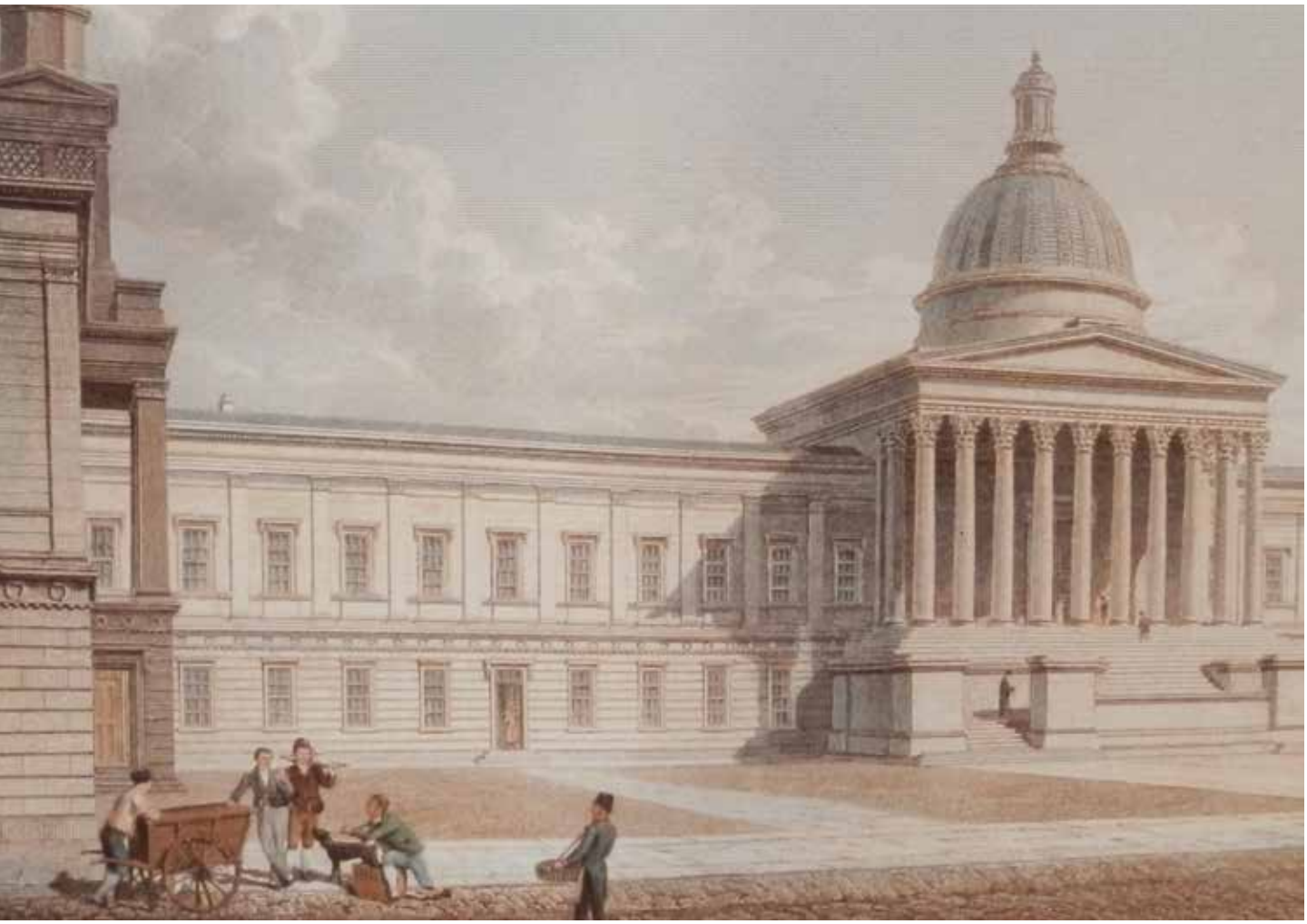

Fig 1 The home of the Bartlett School of Architecture, Gower Street, London. Designed by William Wilkins, 1824, and now University College (*From an engraving by Thomas Higham, 1829)*

many thousands of bomb-damaged structures, architects were needed to repair buildings of special architectural character: churches or livery halls in the City, for example. For them a sophisticated understanding of historical styles and methods of intervention was called for; the new course at the Bartlett ought to serve this need well. The recently-retired professor of architecture at UCL, Albert Richardson, was typical of these: he was successfully restoring several buildings in London including St James's Piccadilly and Trinity House, Tower Hill.

Personalia

Richardson had been a powerful influence at the Bartlett, having held the chair there for 27 years. He was steeped in the Beaux-Arts tradition and was a strong believer in the Classical style. To proselytise this belief he had collaborated before the war with the architect Hector Corfiato on *The Art of Architecture*, an exposition of the idea that progress in design lies 'in the adaptability of age old principles'[7]. Following Richardson's retirement Corfiato inherited the professorship. A post was created to take the new diploma course forward and WA Eden was appointed in 1952. He was of like mind with respect to traditional architecture, having written on classical ideals and architectural styles, although holding the particular view that schools of architecture should create architects who were essentially scholarly[8]. Originally at Liverpool University, he then moved to become head up the Leeds School of Architecture from which base he had started vacation courses in historic building studies in association at York in 1949[9]. Doubtless, the inherited ambience of the Bartlett would have suited him well. In London he had also been appointed Head of the Historic Buildings Section of the London County Council (LCC) and he

undertook his teaching on a part-time basis [10, 11].

But times were changing and most of the up-and-coming generation of students were becoming critical of the Bartlett. In 1958 a petition was submitted to the RIBA by 108 students, objecting to the school's 'outmoded nature' [12]. In response to a Visiting Board's 'damming' review, Corfiato's defence was that 'the university was not interested in training employees'; rather 'to produce cultivated and scholarly architects'.

Decline

Whether it was a matter of changing architectural fashion, curriculum coverage or teaching style the course never attracted many students. Although nine students were registered in 1950/51 [13] there were only three in 1953 [14]. The course was not running in 1960-61 as there had been no applicants [15]. The outlook appeared bleak. Moreover, the late 1950s was a time when traditional architecture was in decline as a source of inspiration for students in their design exercises. Corfiato retired from the Bartlett in 1959 and Eden followed in 1960.

At this late stage - December 1959 - the Education Committee minutes reported that the school had received a note of support for the continuation of the course from an outside source: the Dean of Gloucester, chairman of the newly formed Conference on Training Architects in Conservation (COTAC) [16]. He asked 'whether the college could make immediate steps towards establishing a university diploma'. Bearing in mind the fact that the existing certificate course was effectively threatened with closure, the Dean's approach could hardly have come at a better moment. The minutes state that the committee advised those members who supported this proposal to appeal for funds so that the course could continue. Seemingly failing in the School of Architecture, adoption of the course elsewhere now became a possibility.

A wind of change

The incoming professor of architecture at the Bartlett was Richard Llewelyn Davies. Invited to that committee meeting of December 1959 he stated that 'in view of the programme of studies that he had in mind …he did not wish to commit himself to the initiation and energetic development … of the proposed Diploma in the Conservation of Historic Buildings' [17]. Later, at his inaugural lecture in 1960, he declared that 'we have to review the whole pattern of architectural education' [18]. As far as the history of architecture was concerned he asked 'Is it really necessary to the education of an architect to learn about the past? If we think simply in terms of ancient buildings themselves …there is a real difficulty in drawing lessons from them for the present'. Here was a reference to the whole Beaux-Arts tradition [19] in architectural education and which had been an inherited characteristic not only of the Bartlett but of many within the RIBA itself.

Over the coming years Llewelyn Davies was to transform the ethos and curriculum of the Bartlett, and he was influential in developing the RIBA's educational agenda as well. But his denigration of history as being not of instrumental value reflected a shift from a humanistic emphasis to one more technocratic. Albeit slowly, similar changes in architectural education began to make themselves felt in other schools. Yet while historic reference was gradually being reduced within the curricula of architectural education, interest was beginning to be shown in its protection through the listing of historic structures by way of the Town and Country Planning Acts and the developing role of the national amenity societies.

The Institute of Archaeology

The approach being made 'to another institution within the University of London' was to the Institute of Archaeology (IoA). It was Eden who made the approach. The discipline of archaeology comprises interpreting the human past through traces of the material past [20], the opposite of architecture which creates a material present as the consequence of serving particular sets of human needs. With the backing of the London University a new Institute of Archaeology had become established, opening its doors for teaching and research in 1937 [21]. Bearing in mind the fact that many scheduled monuments were looked after by the Ministry of Public Building and Works (MPBW) and that the IoA had moved into its new premises in Gordon Square (Fig 2) around the corner from UCL, it must have seemed logical that the course should find a home there. Eden's appointment at parallel employment in a local

Fig 2 The Institute of Archaeology, Gordon Square, London

authority would have allowed him to liaise with professionally sympathetic contacts in central and local government. Following a suggestion by the Secretary of the (Central) Council for the Care of Churches (CCC), Judith Scott, that the Gulbenkian Foundation might be a willing supporter of the course[22], Eden pursued in October 1959 and succeeded in obtaining a grant, albeit for a fixed period of five years.

Contemporary brochures show that the title of the course had now become a 'Diploma in the Conservation of Historical Monuments', the restyled nomenclature from 'buildings' probably reflecting the ethos of that institution. Eden is shown as the 'Lecturer in Charge' (part-time), being supported by distinguished practitioners all of whom attended on a part-time basis similarly[23]. Frank Kelsall, who studied on the course, recalls there being eight main units of study covering philosophy, history (x2), legislation, structures, materials and researching/recording[24]. This has the appearance of being an expanded syllabus from that of the Bartlett; yet it bears a close resemblance to that established some 30 years later by the Institute of Historic Building Conservation (IHBC).

For a while the course operated with an adequate number of students. But the Gulbenkian grant was not extended beyond 1968; no other source of funding was found so the course was disbanded.

ASCHB

Outgoing and former students were not to be thwarted, however, and they pooled ideas as to how the good work thus established could be continued. Staff and students formed a new organisation to continue the tradition of scholarship and practice on which they were engaged and which they perceived was lacking elsewhere: *The Association for Studies in the Conservation of Historic Buildings* – ASCHB. Moreover, three graduates, Alan Frost, Mike Kormanic and Peter Pratt under the editorship of Corinne Wilson put together a curriculum which they considered should be adopted by either the IoA or another organisation[25]. In the appendix the authors showed that their recommendations were informed by courses of study which had been established by that time in Ankara and Rome. (It was estimated that the former involved some 3,500 hours of assessed study while the latter some 2,000). Their report was an early, if not the first, survey of courses existing in other countries to influence a UK curriculum. Significantly, the authors noted that 'the widely held opinion that the present nation-wide interest and activity in the conservation of historic buildings and of the historic environment requires the support of a National Centre for Conservation…'. This, they proposed, would be located ideally at the IoA[26]. By this time the authors would have been aware of the progress being made internationally as a result of the founding of the *Venice Charter* of 1964 and the International Council on Monuments and Sites (ICOMOS) in 1965, both important influences in architectural conservation. Indeed, Eden's name appears on the list of UK representatives attending the First General Assembly of ICOMOS[27] so ASCHB members must have been appraised of advances in strategic thinking in the subject.

By 1969 and the completion of students' dissertations, formal study of conservation at London University had come to an end. Contemporary evidence for a special course of studies was now provided by new legislation: *The Civic Amenities Act 1967* which enabled conservation areas to be declared; the *Town and Country Planning Act 1968* which strengthened protection, and the publication of the four historic cities studies by central government in 1968[28] which gave formal acknowledgement to the importance of conservation and the different ways in which it could be achieved. Irrespective, the

Fig 3 Professor Ronald Brunskill

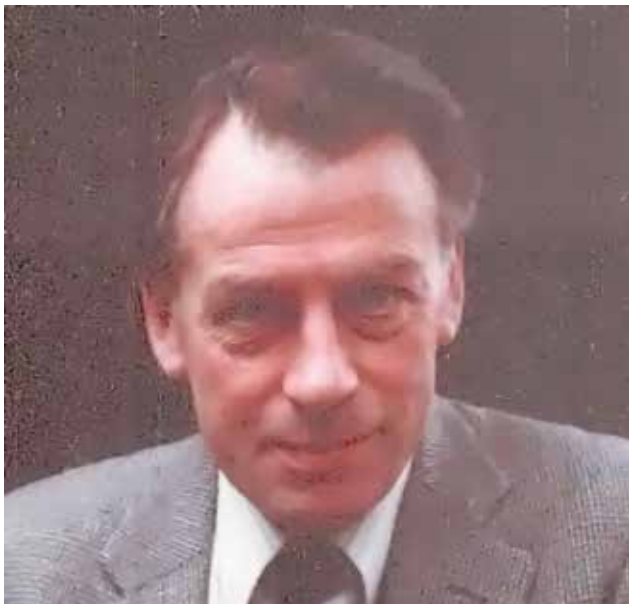

Fig 4 Colin McWilliam

capital city was without a conservation course, even though courses were being developed at Manchester University by Raymond Wood-Jones[29] and Ronald Brunskill[30] (1965) (Fig 3) and at Edinburgh College of Art by Colin McWilliam[31] (1968) (Fig 4). At the York Institute of Advanced Architectural Studies (YIAAS) the well-established series of short courses became the foundation of another postgraduate course in 1972. By that time ample evidence existed for educational provision in the subject, though the creation of these later courses was of a different character, a subject that merits attention elsewhere.

COTAC continued to provide support to those attempting to establish courses. This organisation had its origins in the concerns expressed by the Church of England in the 1950s about its church buildings and the apparent lack of any appropriate training for architects involved with works of conservation. Even then it was clear that the subject was not being taught in schools of architecture. Under the chairmanship of the Dean of Gloucester[32] the CCC had gathered together representatives of 'interested parties' for a conference in the Jerusalem Chamber of Westminster Abbey in February 1959[33] to discuss matters of common concern. A wide range of organisations attended from central and local government, national amenity societies and academia, all of which had the protection of historic sites and structures as their remit. The outcome was the formation of COTAC as a broadly representative body with Donald Insall[34] (Fig 5) acting as Honorary Secretary.

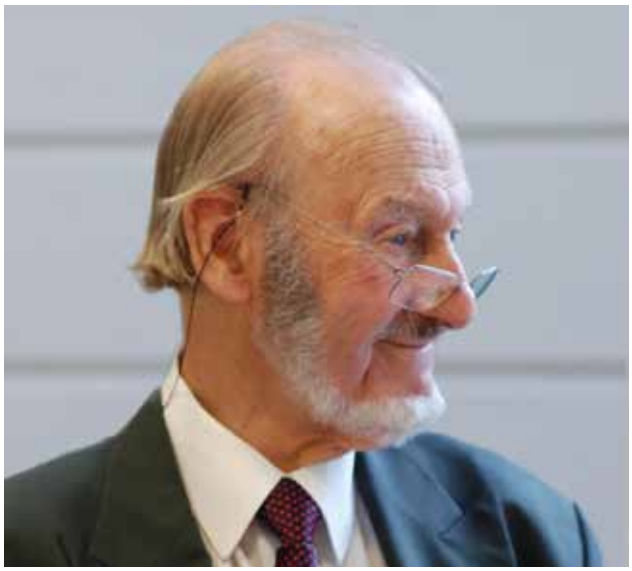

Fig 5 Sir Donald Insall

A lull and frustration

COTAC had known of the IoA course and was aware of the decline in registrations, and although the RIBA Board of Education was advised that 'advanced studies are required' on account of the 'growing awareness of the value of our heritage on ancient buildings…'[35] there is no evidence that the RIBA had found the issue worthy of pursuit. It was decided that a survey of schools could be useful. The outcome was patchy, only 12 replies were received[36]: some attention to the subject existed at Birmingham and Brighton Polytechnics and Bristol University, while elsewhere dissertations were allowed. The University of Sheffield claimed that 'the numbers (of students)

Fig 6 Sir Bernard Feilden

who *would* be interested…are so small…'[37] (author's *emphasis* - a supposition). It must have been a disappointing response.

While the IoA course was approaching its demise, the RIBA was intent on evolving a *National Building Specification*. In 1969 Insall wrote to the RIBA arguing that 'it was essential that *(the Specification)* should cover work to existing buildings'[38], a proposal that was refuted by RIBA's Tony Allott who declined 'to give your Conference (COTAC) the assurance it requests'[39]. He commented that 'the specification would be unwieldly and …for instance, they would never dream of including a specification for thatched roofing'[40]. In 1971 the chairmen of interested organisations began to write personally to the President of the RIBA, Peter Shepherd (succeeded by Alex Gordon). The response by the RIBA's Secretary, Patrick Harrison, was that he favoured 'the suggestion to establish a working party for a possible RIBA Diploma on the lines of the COTAC proposal'[41]. However, a letter from an administrative assistant, Michael Merchant, then informed Insall that the matter had been delayed because of 'discussions on priorities within the RIBA'[42], seemingly about subscriptions. So, an RIBA working party failed to emerge.

A New Initiative

Frustration was now being expressed across the board within COTAC. At its meeting in September 1971 one member, Martin Caroe[43] proclaimed that COTAC 'had been hammering at the problem of education in conservation for ten years without tangible result'[44]. The Chairman, Edward Muir[45], said that 'if they will not take action perhaps it is time for COTAC to take the initiative' and he proposed that those academics who had been liaising with architect Bernard Feilden should join the COTAC committee. One suggestion came from Geoffrey Broadbent[46], namely that it might be a useful exercise to write to all UK schools of architecture to see whether any might be interested in developing courses in conservation.

With extensive experience in conservation practice Feilden[47] (Fig 6) had been invited to produce a personal appraisal of the situation in 1970[48]. He convened a meeting at Church House in July 1971 to pursue issues arising out of his paper. At this meeting he was elected Chairman of the group: it operated as the Education sub-committee of COTAC. Significantly, Robert Macleod[49] from the York Institute of Advanced Architectural Studies and Tom Burrough from Bristol[50] attended thereby allowing educators' perspectives to be introduced into the group's discussions.

An Evolving Context

Compared with the situation in 1959 when COTAC was formed, a wider context had evolved. There was now ample evidence to support COTAC's longstanding contention that the existing education of architects was sadly deficient and that more postgraduate training was needed. Moreover, it was known that lecturers in some other schools were supportive. After Feilden was elected a Council Member of the RIBA the education sub-committee became the RIBA/COTAC Study Group, ready to explore detailed views of other schools of architecture, this time retaining the aim of launching one new course in London during European Architectural Heritage Year 1975. The survey sought details of the educational learning and teaching contexts in which a curriculum could properly flourish: staff availability, library and other resources, course directors' motivations qualifications and experience, and proof of departmental support. To help, the Department of the Environment (DoE) had offered a grant. The response to the to the second survey was more useful: 12 schools of architecture replied, probably because the originator's letter had 'RIBA' in its title[51].

Fig 7 The Architectural Association, Bedford Square, London

Sheffield University, however, still harboured doubts: according to lecturer RB Wragg, 'night school once a week' would probably suffice 'if all that is intended is …the squirting of Cuprinol into beetle holes …for it depends on what is meant by conservation?'[52]. Other responses showed sympathy toward the proposal, but heads of schools often had a problem with respect to staffing. At Cambridge University, for example, Professor Bill Howell explained that its 'syllabus is based on the staff rather than the staff trying to cover the whole of some ideal, comprehensive syllabus', and for a small department 'it's hard for us to start anything new'[53]. A similar situation existed at the North London Polytechnic, for although the department had an enviable building crafts workshop the Head of Department, Malcolm Quantrill, had to await the retirement of elderly lecturers before being able to adjust staffing, even though he had a workable curriculum and junior staff in mind to lead a new course[54,55].

Three courses

Following a series of interviews at the RIBA[56] the proposals from three institutions were approved: the Architectural Association (AA) in London (Fig 7) led by Reg Wood[57], Leicester Polytechnic (Fig 8) led by Peter Blakesley[58] and Liverpool Polytechnic led by Cecil Wright[59]. So, while COTAC's original objective of establishing one course in London had been achieved, the whole exercise had resulted in two additional courses serving the Midlands and North-West.

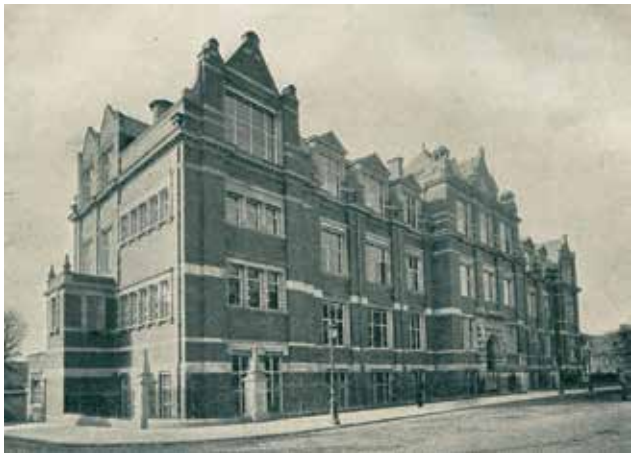

Fig 8 Leicester Polytechnic, the Hawthorne Building

Post-1975

With three courses established the RIBA/COTAC study group disbanded; Feilden became Director of the International Centre for Conservation in Rome (ICCROM), a prestigious appointment. In some senses 1975 could represent a high water-mark in conservation education: an agreed curriculum had been created defining a discipline underpinning performance for the profession of architecture. This had incorporated a specification of appropriate course governance: suitably qualified teaching staff, access to studio space, libraries, etc.

The course at Liverpool lasted three years. That at Leicester lasted until 2000 when problems of staffing support followed a pessimistic visit of the Architects Registration Board regarding its Diploma in Architecture, while the AA course in London lasted until 2014 when it was suspended. During the last quarter of the 20th century other courses came to be established at Bath, Dundee, Ironbridge, Oxford, Reading, Plymouth and Preston. Others were to follow. Eighteen courses are shown to have been validated by the Institute of Historic Building Conservation (IHBC)[60] by 2018, with about 350 registered students being trained at any one time for professional practice through the nationally accredited standards of achievement in higher education.

A fractured field

It was probably in the 1960s that COTAC changed the meaning of the 'AC' in its acronym from 'Architects in Conservation' to 'in Architectural Conservation' to accommodate the widening range of disciplines involved in the process of conservation. The four government-sponsored historic cities studies of 1968 demonstrated the wide range of activities needed in the conservation of large areas in the built environment, whether wholly of special architectural interest or not.

Discussion

Apart from contributing to the history of education in the professions, the example of these early courses in architectural conservation reveals some aspects of innovation and governance within academia that are rarely perceived by those outside. But these courses also allow issues to be raised concerning the relationship between higher education and outside bodies, the profession of architecture, the treatment of history, and the relation between architecture and conservation as processes, issues still relevant some 70 years after the first attempts to bring historic conservation into the realm of education. What is the locus of history with respect to architecture? What should be the continuing role of those national amenity societies that work to preserve built heritage assets? How does conservation relate to architecture? Is it a subject within the officially recognised curriculum of architecture (subjects being component parts of a curriculum)? Is it clearly defined as a discipline concerning architecture? And, if so, ought it to lie within or outside the official RIBA curriculum (a curriculum having a broader educational remit than the discipline which it embraces)?

Higher education and external organisations

COTAC's lengthy struggle to establish an identifiable qualification highlights the difficulty experienced by large organisations to accommodate innovations. The national amenity societies were an important influence, and in its role as their co-ordinator COTAC played an important part in supporting the development of courses for them in higher education, until the early 90s.

The locus of history

An intriguing aspect of the post-war inherited curriculum at the Bartlett in this account is that awareness of history was realised through the incorporation of the Beaux-Arts tradition in architectural design. At this distance in time it is difficult to assess the degree to which this extended into the human dimension in which architectural designs were conceived. But an affinity for, and affection towards, the past was certainly part of the story. Designing buildings within this tradition can be understood as an awareness of continuity and of its significance in enabling us to 'remove ourselves from our present context to encounter the culture and beliefs of a "foreign country" '[61]. The implied denigration of history on the part of Llewelyn Davies was an expression of a more general shift in society towards an instrumentalist philosophy and its architectural expression as 'functionalism'. This modernist agenda continues, allowing the worship of 'human ingenuity and "disruptive" inventions'[62]:

self-centred design is the outcome in architecture. The emergence of conservation can be seen as a counter to these aspects of architectural education and practice, and it has come to find expression through the town and country planning legislation and practice. It should be the task of national amenity societies – the ultimate guardians of the built heritage - to articulate more clearly the philosophical basis on which preservation policies have been established in the past so that the policies and practices of the future may more firmly grounded.

Conservation and architecture

Again, inspection of the RIBA's charter shows that the institution is for the 'the general advancement of Civil Architecture, and for promoting and facilitating the acquirement of the knowledge of the various arts and sciences connected therewith'. Conservation as it was established within a school of architecture at the Bartlett demonstrates that the subject was seen to be a legitimate part of the 'various arts and sciences' associated with architecture. Closer inspection of the people who devised the conservation curriculum there in the 1950s, as well as those on the RIBA/COTAC committee in the 1970s, shows that they were all architects. There was an even balance of academics and practitioners. As such they will all have been involved in the construction of buildings as well as with the intricacies of contact administration. For them, an academic award in conservation was part and parcel of architecture, albeit as a postgraduate award. Feilden often expressed the hope that all architectural practices would one day possess one experienced architect with a conservation qualification. For these people, the end objective of their endeavours was the enhancement and enrichment of architecture. This situation was to change in due course when conservation practice became determined by town planners, a topic that merits consideration elsewhere.

So, what are the implications of the title of this paper? It has established that conservation is a discipline, and it follows that it requires standards of knowledge, understanding and skills as normally defined within higher education. Is it a discipline within architecture or 'without'? It is relevant to ask why conservation cannot be regarded as a legitimate aspect of architectural education, perhaps as a component of RIBA Part II in parallel with a new-build stream of study. However, it would not be merely the technicalities of building repair that would be needed in the syllabus. Rather, an epistemic shift in attitude and understanding within higher education would be needed, a shift that counters the instrumentalist and egoistic influences that exist within the curricula of schools of architecture today. Might architectural conservation become architecture again one day?

Acknowledgements

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Fig 2 photo by Lisa Daniel, Institute of Archaeology; Fig 3 photo from the Brunskill archive; Fig 4 photo courtesy of Nick McWilliam; Fig 5 photo courtesy of Donald Insall Associates; Fig 6 photo courtesy of Feilden and Mawson, architects; Fig 7 photo courtesy of the Architectural Association Photo Library; Fig 8 photo from De Montfort University, Special Collections, GB3071 D/009 Prospectuses, De Montfort University and predecessors (1899-2013)

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References and Notes

Where no source is shown, the item will be from the COTAC archive.

1 France, R 'Historic preservation courses: innovation alongside architecture in the United Kingdom', ASCHB *Transactions*, 1994, Vol 19, pp49-56

2 Powys, AR, *Repair of Ancient Buildings*, Dent and Co, London, 1929

3 https://www.ucl.ac.uk/bartlett/about-us/our-radical-roots accessed 21 July 2018

4 Architectural Education Committee, *Minutes*, UCL, 9 December 1949, para 9

5 ibid, Appendix III

6 'IV – Certificate course in the preservation and restoration of historical buildings', *College Calendar*, UCL, 1950, p147

7 Richardson AE and Corfiato HO, *The Art of Architecture*, Hodder and Stoughton for English Universities Press, 1938, rev 1946 p253. The 'whole spirit (of architecture) is opposed to any theory of entire subordination to utility alone', p3

8 Eden, WA, (1942) *The Process of Architectural Tradition*, Macmillan, London, 1942

9 *Biographies*, 1948-52, RIBA. In this latter capacity Corfiato can be justly viewed as the initiator of the renowned series of conservation courses at York University, although the York Civic Trust and the York City Council were the promotors.

10 At the LCC's Historic Division Eden was responsible for the restoration of Marble Hill House, Twickenham and St John's Church, Smith Square, Westminster. His knowledge of, and sympathy for, the classical tradition would have served him well in these projects.

11 Kelsall, corresp, 6 March 2014. The Division possessed the wide range of conservation expertise: architects, architectural/historians, building surveyors and valuers, archaeologists, structural engineers and a photographic unit.

12 Crinson, M and Lubbock, J, *Architecture - art or profession?*, Manchester University Press, 1994, pp135-136

13 Architectural Education Committee, *Minutes*, UCL, 6 December 1951, App I

14 Architectural Education Committee, *Minutes*, UCL, 3 December 1953, App I

15 Architectural Education Committee, *Minutes*, UCL, 30 November 1960, para 3

16 Architectural Education Committee, *Minutes*, UCL, 7 December 1959, para 4. The original title of this organisation was the *Standing Joint Conference on the Recruitment and Training of Architects for the Care of Old Buildings* – 'JACOB'. This was later shortened to 'COTAC', the acronym used here. At some unidentified point 'Architects in' became changed to 'in Architectural', a seemingly innocent adjustment, but one with considerable implications for professional identities within conservation later on. Membership comprised 23 organisations all with a remit for protecting structures of historical value. Vide f/n 33 infra.

17 ibid, para 4

18 'The Education of an Architect', *RIBA Journal*, vol 68, 3, Jan 1961, pp118-119

19 The approach to architectural design based on the teaching tradition of *L'Ecole des Beaux-Arts*, Paris from 1819. It is characterised by formal, often monumental, planning and rich symbolic decoration. (*Grove Dictionary of Art*, 1996)

20 Bahn, P *Archaeology: A Very Short Introduction*, Oxford University Press, 1996, p2

21 *The Institute of Archaeology: The first 75 years*. Available at http://www.ucl.ac.uk/archaeology/about/history (accessed 30.05.2014)

22 Scott to Evans, *Briefing Note*, 1 May 1959 (COTAC files)

23 IoA, brochure, 1964. Eden was supported by Howard Colvin, (documentary sources); MPG. Draper, (palaeography); Stephen Dykes Bower, (structures); RG Gilyard-Beer, (English architecture 597-1540); Sir John Summerson, (English Architecture 1540-1840), and Reg Wood (diagnosis and treatments).

24 Kelsall, corresp, ibid. Kelsall is an historian who worked in the LCC/GLC Division of Historic Buildings for many years.

25 Wilson, C (ed), Frost, A, Kormanic, M and Pratt, (1969) *Training for the Conservation of Historic Buildings and Monuments*, Report, ASCHB c/o Institute of Archaeology, London, 27 June 1969. At 36 pages long, this report is commendably thorough, and remains the only comprehensive and comparative evaluation of educational curricula undertaken in the last half century.

26 ibid, p1

27 'ICOMOS, I-ère ASSEMBLEE GENERALE DU COUNSEIL, Varsovie-Cracove, 20-27 Juin 1965. *Liste des Participants*, Grande Bretagne: 42-WA Eden, Architect; 43-The Earl of Euston, Directeur de la Societe pour la Protection des Monuments Historiques; 44- Judith Scott ([Central] Council for the Care of Churches)…'.

28 Buchanan, C and Partners, *Bath: A Study in Conservation*; Burrows, RG, *Chichester: A Study in Conservation*; Esher, L, *York: A Study in Conservation*; Insall, D and Associates, *Chester: A Study in Conservation*. All published by HMSO, 1968

29 In addition to his lecturing activities at Manchester since 1953 Wood-Jones had written on the vernacular buildings of North Oxfordshire and had been sometime editor of the *Transactions* of the Ancient Monuments Society (AMS).

30 Ronald Brunskill (1929-2015) had been a lecturer at Manchester since 1961, but he was also well known as an author of books on British vernacular architecture. He had been elected President of the Vernacular Architecture Group; Chairman and then President of the AMS; was a Commissioner of English Heritage, and had served as Chairman of the Heritage Lottery Fund.

31 Colin McWilliam (1928-89) held a first degree in architecture but then moved to specialise in architectural history. In Edinburgh he became Director of the Scottish National Buildings Record, moving to become editor of Pevsner's Buildings of Scotland. As a lecturer at the Edinburgh College of Art he developed the MA/Diploma course in conservation.

32 The Very Reverend Seriol J Evans took a first degree in history, then specialised in architectural history and writing the *Short History of Ely Cathedral* in 1925. He was chairman of the [Central] Council for the Care of Churches ([C]CCC) 1954-68.

33 The other 'interested parties' listed were MPBW; Ministry of Housing and Local Government; National Trust; Council for the Protection of Rural England; Historic Churches Preservation Trust; Society of Antiquaries of London; LCC and the Institute of Advanced Architectural Studies, York. COTAC, *Press Notice*, n/d, but probably February 1959. By September 1959 the Conference included the Ancient Monuments Society; Architectural Association; Georgian Group, and Victorian Society. COTAC, *Membership List*, September 1959. A later list shows 23 organisations.

34 Sir Donald Insall (b 1926) won a Letherby Scholarship in 1950, an award administered by SPAB. Thereafter, he had contributed to the work of the society's committees while building up his own architectural practice specialising in historic building conservation. He remained Honorary Secretary for over 30 years.

35 RIBA, 'Diversification', *Report* to RIBA Board of Education, December 1964

36 RIBA (Roy Darke) *Memorandum* to Insall, November 1967, Ref ET.D.1757/64

37 Professor J Needham in RIBA *supra*

38 Insall to Allott, corresp, 11 July 1969. Allott was an RIBA member.

39 Allott to Insall, corresp, 15 July 1969

40 Tom Burrough (Bristol University) to Grierson (COTAC) reporting a conversation with Allott, corresp, 28 July 1969

41 Harrison to Insall, corresp, 15 October 1971. An RIBA Diploma in Urban Design had been proposed in 1969, and it then encouraged higher education institutions to set up their own postgraduate courses in the subject. Simon Edwards (RIBA) corresp to author, 22 August 2018

42 Merchant to Insall, corresp, 6 December 1971

43 Martin Caroe (1933-1999) was a member of a dynasty of architects who had specialised in church and cathedral works. He is best remembered for his work at Wells Cathedral and was for some time a Commissioner of English Heritage.

44 COTAC, *Minutes*, 16 September 1971

45 COTAC, *Minutes*, 11 June 1971. Sir Edward Muir enjoyed a longstanding career as a professional civil servant during which time he was in the Ministry of Public Building and Works. He was appointed Chairman of the Ancient Monuments Board (1966–78), Chairman of COTAC in 1969, and a member of the Redundant Churches Fund (1969–76).

46 Broadbent was an architect who had acted as Secretary of the Institute of Advanced Architectural Studies at York in 1961-62 and would have been familiar with issues associated with conservation

education. Later, he was Head of the School of Architecture at Portsmouth Polytechnic.

47 Sir Bernard Feilden (1919-2008) had begun to specialise in conservation work in 1962 when he was appointed Surveyor to the Fabric of Norwich Cathedral. Similar appointments followed at York Minster and St Paul's Cathedral. With specialist knowledge of such buildings he had served inter alia on the Ancient Monuments Board (England) 1964-70 during which time he would have been working alongside Muir who by then had become Chairman of COTAC. Feilden was a Council Member of the RIBA 1972-77 and Director of ICCROM 1977-81.

48 Feilden, BM, *Training Architects for the Conservation and Restoration of Historic Buildings*, unpublished report, COTAC, 1 October 1970

49 Robert Macleod (1932-2003) was an architect and had been appointed Professor at the IAAS, York. In 1972 he established the Diploma in Conservation Studies there, using the institute's series of short courses as the basis of the curriculum. Later, this became an MA.

50 Burrough was a practising architect and lecturer at the Royal West of England Academy of Architecture, Bristol University. He had played an active part in promoting conservation by directing some short courses, and the Academy was the only UK school of architecture to possess an examined special studies unit in conservation.

51 At the RIBA the status of the RIBA/COTAC Study Group was hardly mainstream. It was one of the 'Ad Hoc Working Groups' subordinate to, but not within, the 20 Standing Committees of the RIBA's Education and Practice Committee.

52 RB Wragg to Feilden, corresp, 12 July 1974

53 RG Howell to Feilden, corresp, 23 July 1973

54 M Quantrill to CJ Territt (RIBA), corresp, 16 August 1974. Roger France was the 'junior...' in mind!

55 Proposals were also sent from the Universities of Bath and Manchester and from Kingston and Thames Polytechnics.

56 By this time Derek Linstrum (1925-2009) from YIAAS had joined the Group. He had been appointed Radcliffe Lecturer in Conservation Studies.

57 Reg Wood (1915-1999) had been Chief Architect to the Church Commissioners. He had been one of the contributors to the IoA course and had followed the progress of ASCHB and Feilden's committee albeit at arm's length. His appointment to the AA course was a last-minute affair. (France, R, *Postgraduate Courses in Architectural Conservation*, unpublished MSc, Oxford University, 1993, p157)

58 Blakesley had been a longstanding lecturer at the Leicester School of Architecture, specialising in building construction and survey. But he also had worked on a Diocesan Advisory Committee for 30 years, an activity that gave him insight into issues of design and intervention, as well as confidence with respect to the need for the new course (France, R, 1993, supra, p162). Archive search for portrait was unproductive.

59 Wright was an architect who been a lecturer at Liverpool Polytechnic, and had gained an MSc at McWilliam's new course at the Edinburgh College of Art (France, R, 1993, supra, p167). Archive searches for illustrations were unproductive.

60 Conservation Course Directors' Forum, *Minutes*, July 2017 and July 2018. The IHBC was founded in 1997.

61 Fea, J, *Why Study History?* Baker Academic, Grand Rapids, MI, 2013, p118

62 LeCain, TJ, *The Matter of History*, Cambridge University Press, Cambridge, 2017, p63