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EDUCATIONAL AND PRESENTATIONAL ASPECTS AS ECONOMIC POTENTIAL OF ARCHEOLOGICAL HERITAGE

ABSTRACT

One of the essential aspects of the archaeological heritage as a testimony to the past is to maintain and supplement the knowledge that humanity must nurture and transmit to future generations. The main approach in its treatment should be based on the integrality of the scientific processing and educational moment as its logical consequence, which has strong influence in the process of satisfying the curiosity of the visitors.

In this context it is particularly important to achieve a balance between these two aspects, these models whose interaction determines the true valuation of the site, which are a treasure and a resource for history, art, architecture, social development and the wars in one epoch. Simultaneously, this approach allows the creation of conditions for its proper interpretation and presentation. On the other hand it is necessary that presentation as a part of educational process to be design in a way in which it will be released from the stereotypes and will satisfy the needs of modern man as consumer that has a high built standards.

Achieving economic benefits from archaeological heritage is a particularly sensitive issue whose treatment implies a highly meaningful approach in which the imperative must be preserving the integrity of the good in the process of its commercialization. In this way, the model of managing of the archaeological sites that include finding of the most appropriate way for preservation, conservation, presentation and tourist attraction should have more important place and role. As a consequence and main goal in this kind of treatment of the archaeological heritage is the providing the complete sustainability of the heritage which will secure its long living.

Keywords: education, presentation, reconstruction, experimental archaeology, cultural heritage; neolith village, prehistoric settlement, fortress.

One of the crucial aspects of archeological heritage as testimony of the past is maintaining and complementing the knowledge that mankind has to nurture and transfer to future generations. The major approach of the approach to its treatment should be based on the integrality of the scientific processing and educational moment and the presentation as its logical consequences.

In this context it is of fundamental importance to maintain a balance between these aspects, these models whose interaction determines the accurate valorization of the site that represents treasury and resource for history, art, architecture social development and wars of a certain era. Simultaneously, this kind of an approach enables creation of con-



Fig. 1 Reconstruction of the Neolithic village Tumba-Madzari

ditions for its adequate interpretation and presentation.

It is necessary to create education and presentation in a manner that is free of stereotypes and in a way that shall meet the needs of modern time and the contemporary human whose standards as culture consumer become more and more refined and sophisticated.

This process must incorporate all concerned sides, and above all the state and its cultural policy with obvious projection of archeological and cultural heritage, and consequently conditions should be created for emphasizing the true values of the process by the academic community and the accessibility of the knowledge by education and presentation of the wider public, i.e. the visitors (ICOMOS 1 1990). These two categories are mutually dependent and in that direction they should be interacted and complemented.

The beginnings of the interest for the archeological heritage could be dated in the period

of renaissance, neoclassicism and romanticism i.e. the beginning of the archeological excavations of Pompeii and Herculaneum. That interest mainly refers to experts while the increased interest for the remains of the past of the wider public started during the 19 century and is related to the marketing that promoted mass tourism, and in that context promotion of archeological sites that must be visited (Silberman 2007: 181-2). Education and presentation denote the essential principles in the approach towards preservation of cultural heritage (Blagojević, Milošević and Radivojević 2009: 37).

The basis of that concept should be directed towards the most immediate environment, its authorities, as well as the young population, by organizing visits of schools and finally the wider public in order to introduce the values of the specific historical and archeological heritage and their approach to the subject target groups. In fact education should be the primary goal of the ap-

proach of managing archeological heritage (Stone and Planel 1999: 83). The essence is the visitor, regardless of the category of the visitor, to acquire concrete knowledge of the site and the period when it functioned with all specifics of its life. In such a manner the visitor receives a solid basis in order to be able to communicate with the site and to experience its values, and at the same time this knowledge should be transferred in a way that will ensure its permanence since only like that the educational mission will be accomplished and the visitor shall not be just a mere silent witness of the remains of a certain era. This will ensure space and basis for visiting the site again and will contribute to the development and strengthening of the protective consciousness of the visitors. In the direction of creation of wide spectrum of visitors' experience big emphasis is put on video and multimedia that offer a sense of inclusion and interaction, (Silberman 2007: 184) since they are successful models in the educational process and the process of presentation of archeological heritage.

In this context we should emphasize the importance of reconstructive i.e. experimental archeology. Although it is a relatively new segment in archeology, it is a model with strong potential for satisfying the educational and presentational aspects that stand out of the frames of the usual and established principles of presentation. It provides opening of wide perspective for creating a concept of self sustainability of the site which is the key element that will ensure its continual existence as a center for education and new expert and scientific knowledge. Namely, its main function is to satisfy five key elements: interpretation, education, development of tourism, exploration i.e. experiment and local or cultural identity (Stone and Planel 1999: 15).

All together, reconstructive archeology through visualization and achieving personal contact with the visitors enables gaining of permanent knowledge of a certain era, when concrete objects or the remains of the movable material culture existed, which are the subject of this presentation (Stone and Planel 1999: 16).

One of its advantages in a scientific and expert sense is that it also opens possibility for scientific research, verification or rejection of specific assumptions, using authentic method-

ology based on analysis of material proofs and written sources (Stone and Planel 1999: 177). Specifically it should contribute to development, strengthening and preserving scientific standards.

Reconstructive and experimental archeology opens strong perspectives in terms of its educational potential by organizing authentic workshops that will ensure for the visitor to have insight to the techniques and technologies of making of various items that were used during that certain age, starting with utility objects, ceramics, different types of tools and even technique for making weapons and military equipment. The visitor shall not only gain specific knowledge of the production techniques but also will have the opportunity to feel the useful value of a certain object. At the same time this model represents a perfect method for the presentation of archeological heritage, especially sites that do not have concrete, spectacular physical remains and even those which have, taking into account that sometimes it is more interesting for the visitor to gain concrete and tangible knowledge than to experience the remains of stones and stone structures.

Thus, archeological heritage shall be put into function which will initiate its commercialization and will also meet one important aspect, the economic one, which is a significant potential of the approach that leads to providing continual operation of the site, i.e. the specific archeological heritage. In that context apart from the scientific and educational aspect it also has strong potential to entertain the public.

In the Republic of Macedonia, as a classical model for preservation and presentation of archeological heritage, the method of conservation is used which basically meets the principles of expertise and providing proper protection, but it is not popular enough regarding presentation and education especially when it comes to the wider public.

As far as reconstructive and experimental archeology is concerned, and its putting in the function of education and presentation, it is in an initial phase making the first steps to acquiring personal status in the science of archeology. In this direction, the first project that uses the segment of experimental archeology with the tendency to implement educational programs and as a presentational model, in the Republic of Mace-



Fig. 2 Reconstruction of the Fortress Kale in Skopje

donia is the reconstruction of a neolith village at the archeological site “Tumba Madzari” in Skopje (T-I, fig.1). When the houses were reconstructed scientific data from the excavated archeological remains were used, ceramic altars in the shape of house models dating from the neolith of Azanbegovo – Vrshnik and Velusko – Porodine cultural group, as well as contemporary models of houses in the villages with building tradition lasting

for ages. The reconstruction of the neolith village includes four houses and a kraal tries to make familiar to the wider public the conditions and environment including all specifics of everyday live back then (<http://www.tumbamadzari.org.mk/mk/muzej-na-otvoreno/muzej-na-otvoreno.php>).

Another project in which educational archeology functions in favor of education and presentation of archeological heritage is the reconstruc-

tion of the prehistoric settlement in the waters of Lake Ohrid, near the city of Ohrid. Namely, it is an excavated site within the framework of a project for underwater archeology and on this basis scientific and expert assumptions were made for partial reconstruction of a settlement that was built on a joint wooden platform (T-II, fig.1).

On the basis of the movable archeological material the time frame of this settlement covers the period of bronze age and the beginning of the iron age, i.e. 1500-700 B.C.

Within this museum complex it is also intended to restore a roman castra and by that the whole concept of presentation shall be complete and it will enable for the visitor to be transported from one to another time era.

This kind of an approach within the context of the fact that the city represents an attractive tourist destination justifies the concept of the museum complex which has a strong potential to be self sustainable and this will satisfy one of the crucial aspects of the approach to presentation.

Other examples of presentation of archeological heritage are two projects for restoration and reconstruction of the fortresses in Ohrid and Skopje. These fortifications date from the period of early, i.e. late antique and they received their full exterior design with the building phases during the middle ages and the Ottoman period (T-III, fig.1, T-IV, fig.1).

This model of presentation of a monument of culture provides enriched view, especially when object is experienced from a distance, but in order to accomplish the goal in terms of its popularization, as well as its educational aspects it is necessary to integrate contents with which the space will be animated on a way which will provide its full revitalization. Accordingly, the economic aspect shall be largely met, i.e. the self sustainability of the site.

The integral approach of the aspects of education and presentation will ensure that the moment of fascination by the remains of the past to be not just exclusive sensation reserved for the professional and scientific public but also to be part of experience of the wider public. Consequently, the perception of the cultural, i.e. archeological heritage will be changed and due to this one new reality, present and the future will be experienced and in the same time it will secure the concept of self sustainable development.

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REZIME

ASPEKTI PREZENTACIJE I EDUKACIJE ARHEOLOŠKOG NASLEĐA KAO EKONOMSKI POTENCIJAL

Ključne reči: edukacija, prezentacija, rekonstrukcija, eksperimentalna arheologija, kulturno nasleđe, neolitsko selo, preistorijsko naselje, utvrđenje.

Jedan od suštinskih aspekata arheološkog nasleđa kao svedočanstvo o prošlosti je održavanje i dopuna znanja koje čovečanstvo mora negovati i preneti budućim generacijama.

Neophodno je, u tom pogledu, osmisliti edukaciju i prezentaciju na način koji je oslobođen od svih stereotipa i koji u isto vreme zadovoljava potrebe modernog vremena i čoveka.

Začeci interesa o kulturnog nasleđa mogu se vezati za početak arheoloških istraživanja Pompeje i Herkulanuma u Italiji koje se uglavnom vezuju za stručnu javnost, dok se veći interes može se povezati za marketinški razvoj početkom 19 veka.

Edukacija i prezentacija moraju biti glavni principi koji sadrže zaštitu kulturnog nasleđa. Tokom stvaranja jednog širokog spektra iskustava za posetitelje, trebalo bi da se da posebni akcent na

video i multimedije koji omogućavaju osećanje uključenosti i interakcije. U ovom kontekstu trebalo bi se još više naglasiti značenje rekonstruktivne arheologije koja omogućava zadovoljavanje pet osnovnih principa: interpretacija, edukacija, razvoj turizma, eksperiment i kulturni identitet.

Rekonstruktivna arheologija omogućuje stavljanje arheološkog nasleđa u funkciju čime bi se podstakla komercijalizacija i zadovoljavanje ekonomskog aspekta, što omogućava kontinuitet, postojanje i funkcionisanje arheološkog lokaliteta.

Prvi koraci eksperimentalne arheologije na teritoriji Republike Makedonije u cilju zaštite, edukacije i prezentacije, predstavljaju rekonstrukcije neolitskog sela Tumba Maćari i neposrednoj blizini Skoplja, zatim rekonstrukcija srednjovekovne tvrđave u centru Skoplja, rekonstrukcija palafitnog naselja na Ohridskom jezeru i rekonstrukcija stare Ohridske tvrđave. Ovaj način prezentacije i edukacije omogućava da fascinacija arheološke prošlosti nije više ekskluzivno pravo stručnoj i naučnoj javnosti, već deo doživljavanja stanovništva, čime nastaje promena percepcije kulturnog, odnosno arheološkog nasleđa.