Original Research Article

Exploring the Behaviors of Tourists at Historical Sites Vandalism or Expression of Attachment Toward Place

(A Case Study of Written Words on Si-o-Se-Pol Bridge)*

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Abstract|Some tourists etch their names on the walls of historical buildings as a permanent mark without any significance. Sociologists refer to these individuals as vandals. This study discusses this topic from the perspective of environmental psychology and assumes that these scribbled written words are one of the signs of attachment to a place. Therefore, the research aims at examining the reasons why such behaviors occur to take a step towards controlling, reducing, and preventing destruction by tourists by writing or inscribing words. For this purpose, this research attempted to answer two questions: What motivates some tourists to leave written words on historical sites and monuments (such as the Si-o-se-pol bridge)? Which vandalistic motivations or sense of attachment to the place dominates this bridge? To analyze the data, the written words were categorized into groups (A.B.C.D), and a visible sense of attachment was observed in all of these groups. Qualitative content analysis was used to uncover hidden meanings. After studying the remaining written words on the bridge walls, semi-structured interviews (open-response) were carried out with vandal tourists. The results indicate that the written words are driven by a sense of attachment to the place. According to theoretical definitions, this type of behavior, recording memories with a name and date, reflects the feelings of people who have visited the place repeatedly.

Keywords| Vandalism, Written words, Sense of attachment to place, Si-o-se-pol.

Introduction| The damage inflicted today on historical monuments can shorten the lifespan of these works of art, apart from the ugliness they create. For years, tourists and many people have considered leaving their names and written words, which have no significance for others, more important and ruthlessly inflicting wounds on the history of their country with any tool they have. Archaeologists emphasize the importance of the permanence of these works of art in the country and their impact on culture, especially on tourism. Undoubtedly, cultural education has not been as effective as it should be in dealing with cultural vandalism, and no studies have been conducted to trace its roots yet. Many other people still destroy artifacts, leave scribbles and write graffiti in historical areas. It should be noted that vandalism is not yet considered a crime in our country, and it should be recognized that historical buildings have a spirit. Vandalism is a relative term for a behavior that is considered a crime due to deviations from social norms and values

(Sellin, 1938, 11). The theoretical framework of research on vandalism and destruction in the social environment has been widely discussed, and this issue has become a social dilemma, not only in Iran but also in other parts of the world, and is not limited to a specific time or place. However, so far, there has been no discussion on vandalism and attachment to place, and only a few articles or reports have referred to this issue in news agencies and magazines, and only public reports and interviews with communication science experts have been considered, and therefore, serious scientific work has not been done. Given that these vandals spend a considerable amount of time in these places, they develop a sense of attachment to the place, which then turns into a high level of belonging. Therefore, in this study, the researcher does not view the markings on walls as violent and destructive behavior by tourists because these scribbles are written by vandals to record positive memories in a specific time and place, and to display these memories for themselves and others. For this reason, the researcher aims to collect and organize theories related to vandalism and observe the vandalistic behavior in these places to identify the type of their behavior and find a solution for changing the behavior of vandals in historical sites such as the Si-o-se-pol bridge. To raise awareness of the phenomenon of vandalism, which is prevalent among youth in other social environments, this study seeks to understand their behavior from the perspective of attachment to place to pave the way for solving this problem and providing solutions for other researchers. The researcher assumes that handwritten scribbles and markings in the form of reminders are one of the signs of the tourists' attachment to the place.

Problem Statement

Some tourists write messages on the walls of historical buildings as remembrances to reflect their positive feelings about a particular time and place. This behavior is different from the definition of vandalism. By studying this behavior, one can gain a better understanding of the difference between destructive vandals and vandals who have an emotional attachment to a place. Many theorists believe that vandalism is a destructive and abnormal behavior, characterized by hostility, hatred, and sickness, among other things. However, some vandals engage in this behavior out of a sense of attachment to the place and are unaware of the spiritual value of these locations, which requires further study.

Research Purpose

The purpose of this research is to study and understand a type of vandals who, out of emotional attachment but with ignorance, cause destruction to historical sites such as the Si-o-se-pol bridge, often by scribbling or writing emotional messages on the walls. The main objective of this research is to identify this type of vandalism and the reasons behind such behaviors to find solutions to control them.

Research Questions

This article attempts to answer the following questions:
1- What are the motivations of different groups of tourists for scribbling written words on historical sites such as the Si-o-se-pol bridge? (Answer: Identified groups in A.B.C.D).
2- Do vandalistic motivations prevail over the emotional attachment to the place at the Si-o-se-pol bridge?

Research Background

In a study entitled "Analysis of Markings in Jameh Mosque of Isfahan," Saeidi Anarki and Malekpour Shahraki (2016) acknowledge that markings are an indicator of the emotional attachment of people who visit a particular place. From the perspective of architects and artists, historical buildings are encyclopedias of art and architecture, and scribbled written words on the walls of historical buildings are considered a form of destruction. However, some of these writings contain important social and literary messages that reflect the events and incidents of their time for individuals. Shahmandi and Shahidani (2012) argue in their article "An analysis of written memorials in Pirbakran mausoleum in Isfahan from the period of Ilkhanid to Qajar (1283-1924 AD)" that scribbling written words and engraving are important phenomena in human culture throughout history. The desire for immortality and permanence is considered the primary driving force behind this practice. In their article "Assessing the Influential Factors on Vandalism in Public Spaces," Sajadi and Zarghami (2017) state that vandalism behavior reduces the environmental quality in public spaces and diminishes people's sense of belonging. Environmental design and situational factors have a direct and indirect impact on vandalistic behavior, and the location has had the greatest impact on vandalism. In his study titled "Vandalism in Schools with a Focus on Wall Writing Using Survey Methodology", Philip (1993) concludes that vandalistic behavior in schools is very costly for universities and causes significant damage. The researcher considers gender, race, and socio-economic class as the main influencing factors in vandalistic behavior. In another article titled " Analyzing the Effect of Tourists' Vandalistic Activities in Rural Areas on Local Community's Tourist Reception and Tolerance: A Case Study of Neyshabour's Tourist Villages" Sejasi Qidari, Rajaei, and Bazri Keshtan (2021) argue that tourism development in rural areas, in addition to its positive effects, also has tangible and intangible negative effects on the host community. Some tourists engage in various destructive activities during tourism seasons, such as scribbling written words, breaking trees, and causing damage to rural infrastructure and attractions. Therefore, such activities can have a long-

term impact on the relationship between the host and guest community in tourist destination villages, leading to a decrease in the tourism spirit and social resilience of the host community. Based on the above studies, it can be concluded that the basis of scribbling and leaving written words is an indicator of people's emotional attachment to the place they visit and contains their messages. Marking and graffiti are not new phenomena and have been a part of human life throughout history, often leading to a decrease in the quality of buildings and tourism spirit. Most studies consider scribbling as a form of vandalism, and it is prevalent among young people. The above content is in line with the theoretical literature of this research, and it seems that most researchers have similar thinking and have used qualitative research content. Therefore, the conclusions acknowledge the importance of historical buildings and call for cultural monitoring and interaction with the tourist community.

Theoretical Foundations
• Vandalism
Generally, vandalism refers to meaningless actions and actions without prior intentions or any significant meaning for culture. Vandals are assumed to be ignored individuals, such as barbarians, violent individuals, and individuals unaware of values (Jacobs, 2002). Vandalism is a type of modern abnormality and deviance in society. It is an antagonistic and reactive act of balanced hatred towards certain pressures, impositions, discomforts, injustices, and failures. In the sociology of deviance and social pathology, vandalism is considered to have a kind of pathological mentality that indicates a tendency to intentionally and voluntarily destroy public and private property and belongings. It should be noted that often experts and researchers consider it as a minor crime and classify it as a type of youth delinquency (Clinard & Meirer, 1986). Vandalism in English means the uncontrolled destruction of valuable cultural artifacts, public property, or items, and it is a type of social deviance for multiple reasons (Sutton, 1987). Vandalism or destruction of public property in the city is a kind of pathological phenomenon. This phenomenon has experienced rapid growth in human societies, and it can be dealt with in different ways. Environmental design and urban design knowledge, with a redesign approach to public spaces and improving environmental qualities, are significantly important in solving this problem (Faizi, Hosseini & Razzaghi Asl, 2008). Social scientists believe that the destruction of public property or vandalism by young people can be a prelude to criminal behavior. Looking deeply at this issue, it can be understood that young people vent their unexpressed frustrations by destroying public property in educational places, such as breaking benches and writing slogans and various messages on the walls, which,

besides creating inappropriate cultural and social images and destroying public and private property, can be the primary basis for future criminal activities (Jan Hasani, 2008, 15). In general, a behavior can be called vandalism, which, in addition to having violent and destructive aspects, can have the following characteristics: a) causing harm to things that belong to others and not to the vandal; b) causing harm to public property; c) in general, any damage that someone else has to compensate for, and the responsibility for the damage falls on them. Perhaps this is because it does not seem that the mentioned property has an owner, or it belongs to someone, or at least determining ownership is difficult (Naghdi, 2007, 110). Most experts believe that vandalism has some common elements, including the fact that they intentionally and deliberately, with their own or others' desires and often without material benefit, destruct public property (Table 1 shows some definitions and theories). Urban sociologists focus on creating social and behavioral frameworks and removing incentives for destructive behavior as a solution to vandalism. According to the Bandura theory, the proposed solutions are divided into two categories: the first category focuses on individuals' behavior in society and includes the effects of behavior on the environment, while the second category includes architectural and environmental solutions that address the effects of the environment on society. Identifying the causes and roots of vandalism, or destructive acts, and determining a plan and solution to eliminate them require precise and appropriate location identification to reduce the possibility of vandals' access. Some solutions include paying attention to aesthetics in property and building construction, increasing supervision and social control in public places, increasing a sense of responsibility among all citizens, and preventing others' vandalistic behavior (Mahzoon & Bamdad, 2016).

• Written words (Remider marks)
In Dehkhoda's dictionary, it is stated that a remembrance or memorial is something that serves as a reminder and that remains as a legacy from someone. In non-religious structures such as palaces, reminder written words often include a declaration of presence and a desire for immortality, and sometimes a quest for greatness. The phenomenon of scribbling written words on historical artifacts is usually carried out by individuals who have insufficient knowledge of the importance of preserving ancient artifacts. The desire for immortality is naturally present in all individuals, and no one can be found who does not dream of leaving their name in history (Mokhlesi, 2005, 12). The psychological issues and unconscious motivations behind engraving and scribbling written words on historical artifacts relate to the psychological aspects of individuals, as there exists a collective human urge in the unconscious to become a part of the artifacts. This group of individuals, due to lack of education regarding

Table 1. The theory of some experts on vandalism. Source: Authors.

Name	Year	Definitions
Clinard & Meirer	1986	Vandalism is the deliberate destruction of public property continuously
Miller	1975	In modern societies, there are deviant behaviors caused by subcultures differently.
Moser	1982	A conscious and voluntary act to damage or destroy something that belongs to others
Ittelson	1978	Bandura's theory (two-way cause); in this model, environment affects behavior and behavior affects the environment.
Wise	1982	The beginning of the phenomenon of vandalism was when a man stepped into the Garden of Paradise.
Johnvernj	2018	It defines vandalism as a kind of pathological spirit that tends to destroy public facilities.
Goldstein	1998	The modern and emerging disease of delinquency among teenagers.
Gadekar	2013	Vandals deliberately destroy everything beautiful that belongs to others.

artifacts, place themselves as a greater part of the artifact and, by reducing tension and emotion, they essentially record and sign themselves as a part of the artifact. Of course, there are those who, with proper education, take photographs when encountering historical and ancient artifacts and record them in their blogs (Ghanbari, 2010).

• **Explaining the sense of attachment to the place**

Attachment to a place refers to the emotional connection individuals have to a place, both sensory and cultural. The sensory and emotional impact of a place on individuals is the center of thought for attachment to a place, as humans can be attracted to an object, a building, or a neighborhood as a natural habitat. In fact, attachment to a place is a symbolic connection to a place that takes shape by individuals giving emotional and sensory meanings to the place in a shared cultural manner and is the basis for how a group or individual perceives a place and their relationship with it (Low & Altman, 1992). Understanding the principles of attachment to a place can be considered a factor in the audience's understanding of space and meaning. Attachment to a place plays an important role in motivating the presence and care of public spaces, such as city parks and squares (Kyle, 2004, 63). Attachment to a place is derived from the experiences, behaviors, and social and emotional organizations of individuals, and also stimulates individual behavioral motivations and establishes behavioral goals, so individuals will try to pay more attention and care to it through their behaviors and actions in space. Attachment to a place is the basis of positive emotional and human interaction with space and is created through individual, collective, cultural, and social characteristics (Bonaiuto, Aiello, Perugini & Bonnes, 1999, 332). Perception of the environment shapes human behavior in general. Emotions are subject to sensory stimuli and perception is subject to previous learning, expectations, and changing emotional or cognitive states, as well as individual decision-making and willpower (Irvani & Khodapanahi, 2014, 23). In this perspective, the environment is perceived as a human-environment system, in which an individual is defined as an active member with various experiences that differ from time to time (Ittelson, 1978). Therefore, the evaluation of attachment indicators in the bridge is aimed at evaluating the effect of attachment to a place from the perspective of tourists, emotional, perceptual, and performance indicators, and based on these criteria, these indicators are included in the design of Table 2.

Researvh Method

The research methodology of this study is qualitative content analysis using an inductive approach. The purpose of qualitative content analysis is to uncover hidden meanings. The written data collected from library documents and studies gathered for other purposes were used in this study to provide an accurate picture of a group with a common culture. The most common task in content analysis is text coding. In this study, the researcher first visited the site and collected material and handwritten notes of a written words type rooted in memories as the primary research material. The researcher then recorded them on the walls of the bridge and categorized and coded them based on their content. Then, through face-to-face interviews with a number of vandals present on the bridge, using pre-prepared classified and targeted questions, which were semi-structured and open-ended, the researcher used the data saturation method as the gold standard for qualitative research to determine the end of sampling. The opinions of five professors and experts in the field were obtained. This method was used based on the unknown statistical population with non-probability purposive sampling and was continued until similar and repetitive answers were obtained. Therefore, the number of participants depends on the time of saturation of the answers. The aim was to obtain the opinions and views of the participants regarding the behavior that they had exhibited. To increase the accuracy of the report, an external evaluator and other experts, besides the researcher, were also consulted.

Table 2. Selected criteria of attachment, the factor of scribbling behavior of writers, and its opposite, the factor of destruction caused by vandalism, derived from theoretical foundations. Source: Authors.

Indicator number	Attachment components chosen in tourists	The factor of attachment and leaving written words	Opposite of attachment	The factor of destruction and vandalism
1- Perceptional	Recognition of the place	Attachment	Non-awareness of the place	No effect on behavior
2- Perceptional	Awareness of the spiritual value of the bridge	Attachment	Inefficient knowledge of the place	Damage to the place
3- Perceptional	Symbolic connections with the environment	Attachment	Without importance	Lack of attention to the place
4- Functional	Interaction with the environment	Attachment	Indifference toward the environment	Failure to prevent the destruction
5- Functional	Preservation of the physical environment	Attachment	Indifference toward the physical environment	Graffiti writing
6- Behavioral	Maintaining connections with the place	Attachment	Lack of connection	Inflicting damage
7-Behavioral	Motivation for presence in the place	Attachment	Coincidental presence	Unreasonable scribblings
8- Emotional	Tendency to remain in the place	Attachment	The bridge used only for passage	Neglecting the cleanliness of the place
9- Emotional	Motivation to revisit the place	Attachment	Returning to another place	Lack of knowledge of culture
10- Functional	Tendency to participation	Attachment	Reluctance to participate	Non-attachment and destruction

In this article, the bridge was randomly selected from among tourist bridges dedicated to pedestrians, based on the volume of tourists, vandalism, and their behavior. The independent variable in this study was all the physical and non-physical factors present in the historical bridge of Si-o-se-pol, and the dependent variable was the level of vandalism reaction to the bridge due to attachment to the place. Among these, age, gender, and literacy level were also examined in relation to the results obtained.

• Interview

The analysis unit in this article includes interviews in addition to scribbled written words, and the interviews start with targeted questions that imply a sense of attachment in the individual. The questioning begins with the idea that the individual is fully aware of the place where they are scribbling written words, which is called the process of perception and recognition of the location. This process paves the way toward the goal. They were then asked about the historical, spiritual, and functional value of the bridge, as well as their knowledge of its history, antiquity, and usage. They were also asked whether they have been here before or not, how they feel about being in the place, and why they chose the Si-o-se-pol Bridge to leave their written words (emotional). How important is leaving written words to them and what would happen if they don't write? What important event will happen to them as a result of writing and scribbling

(behavioral)? Are they aware of the consequences of leaving written words and will they regret and feel remorseful for the damage it causes to the bridge (emotional)? What motivates them to leave written words on the bridge and why didn't they choose another location (functional)? The interviews were coded and classified from within the text. For data coding, titles were selected by the researcher and the texts were reviewed word by word. The interview questions were based on the conceptual definition of the attachment sense to the place (Sajjadzadeh, 2013).

Study Area

The Si-o-se-pol Bridge is not just a masterpiece of Iranian architecture from the Safavid era, it is also a place where the people of Isfahan and tourists spend their time and create memories. This bridge is a symbol of Isfahan, its people, and its visitors, who have an emotional attachment to it. Allahverdi Khan Bridge is one of the most prominent structures built on the Zayandehrud River in Isfahan during the Safavid period. It was built by the order of Shah Abbas I in 1011 AH (1602 CE) by Allahverdi Khan, a famous commander (Honarfar, 1971). Therefore, considering the presence of a large number of tourists and the numerous scribblings on the brick body of the bridge, it can be chosen as a natural site for research. On the other hand, the exploration of architectural and psychological concepts in the structure, as a dynamic space

due to the continuous presence of tourists, has made the bridge a suitable subject for contemplation.

Research Findings

To extract and categorize research codes, the research focuses on the audience behavior process in the public space of bridges. This process is formed by two parts: environmental perception (emotional, perceptual, and cognitive) and environmental behavior, which puts the individual in a two-way relationship with the environment. Although often the scribbled notes are cleaned annually by the municipality, the remaining scribbled notes on the Si-o-se-pol bridge have been about 183 works, with the most scribbling written words observed in the lower level near the water. All notes indicate the individual's feeling of being in the place, except for slogans or advertisements. In terms of characteristics, written words are often written in Persian using spray and marker colors, and the writers try to make their notes readable and well-written. Most of them were recorded with the name and date of the writer's presence indicating a special day. The lower level, due to its suitability for stopping by the river and providing a calm and enjoyable environment for the writer, can create a feeling of attachment to the place. The content of the notes is diverse, and sometimes they are seen with the name of the writer's city and date, which is the most important part of the note. Writers often try to preserve their notes and strive to write their reminder notes and written words with clear and readable handwriting. The written words and notes contain the writer's expression of emotions, including the use of poems and literature of famous poets, which indicates the individual's feelings at that moment. For example, "It is wrong, then, the hearts of your subjects to break, for as subject, one morn, you may chance to awake" suggests that the writer is saddened and has chosen the bridge as a suitable place to express their feelings, indicating a feeling of attachment to the place. These individuals can be placed in the group (C). Or a text with this content, "I wrote on this wall to leave a mark of my poor self" suggests that the writer has chosen the Si-o-se-pol Bridge as a suitable place to write for the eternalization of their name. These individuals can be placed in group (B). Sometimes leaving written words is so important to the writer that they curse anyone who erases it. Furthermore, among the scribbled notes expressing emotions, the love and affection between young people who have memories of the bridge in their minds and want to eternalize their feelings towards their loved ones on the walls of the bridge can be seen. These individuals are in group (A). Or individuals who leave written words on the bridge in support of their favorite sports team, singer, etc. They consider the walls of the bridge a suitable place in their minds due to the presence of active tourists and imagine that their notes are visible to others. These individuals are in

group (D). Therefore, scribbled notes can be classified into the following groups for coding:

Group A: This group expresses emotional attachment in the form of love and friendship between individuals who benefit from repeated visits to a place, and the affectionate feelings they develop toward that place are aligned with their internal structure. The motivation to write on the bridge is for recording their feelings which manifests in the form of vandalism, and they often leave a mark.

Group B: These are tourists who have come to see the bridge for the first time. After the initial stage of perception and cognitive understanding of the place, it becomes enjoyable for them, and they develop a desire to stay in the place individually or as a group. In this state, the tourist writes a note or leaves a reminding mark to record an important event for them. These scribbled notes are important for the writer to revisit in future visits or to show others.

Group C: This is another group of tourists who periodically visit the city or nearby cities to spend time at the bridge. They already have an emotional attachment to the place, and with their prior knowledge of the bridge, they write notes and leave written words that express their personal feelings. These written words are often in the form of conveying a message containing advice or a literary poem, and sometimes as a complaint.

Group D: This group consists of professionals or enthusiasts of a particular group, important social figures, or sports teams. Therefore, they record their notes by writing their name along with the topic of interest. For these people, the bridge is of great importance. They either have a sense of ownership towards the place or appreciate its value for others, and since the Si-o-se-pol bridge is a gathering place for tourists, they believe their scribbled notes and written words and graffiti will be visible (Fig. 1).

In all interviews and behavioral observations of the groups, there is no intention or motivation to destroy or damage the structure. With a little guidance on recognizing the historical and valuable identity that is the national identity and capital of the people of Iran, they refrain from continuing to write at that moment or in future situations and even express readiness to participate in cleaning the structure. They are often interested in recording their scribbled notes, even if it is not important to others. Tourists acknowledge that leaving reminding written words is a valuable action for them, which increases their emotional attachment to the bridge and makes them feel ownership towards it. They also tend to revisit the bridge to see their scribbled notes and left written words. Based on observations, most vandals are young, average-literate males. They are mostly non-citizens and travel in small groups who are there to visit the place without the motivation to leave written words, however, the intention to scribble and leave reminding written words emerged there

and then for them. They have chosen the bridge multiple times to spend their time and have left their homes to see it.

Conclusion

Most people who leave written words in historical places are known as vandals. During interviews, their responses indicate an emotional attachment to the place, and they want to immortalize their good memories by scribbling notes on the walls of the bridge. Leaving written words on the walls of the bridge increases their emotional attachment to the place because the bridge becomes a part of their memories from that point in time, and their mark remains in the place. In this state, they feel a sense of ownership and do not separate themselves from the place, which confirms the research hypothesis. In response to the first question about the motivation of some tourists to leave written words, it should be acknowledged that the physical elements of the bridge, which are a factor in creating and enhancing emotional attachment in vandals, create the motivation to leave written words on the walls of the bridge. This mark has a high spiritual value for them, because this feeling, in addition to personal and social feelings in the vandal, strengthens their motivation to scribble and leave written words. They do not intend to destroy or damage the place, and their emotional

Fig 1.Scribbled notes. Source: Author's Archive.

attachment to the place encourages them to participate in preserving the place. In response to the second question, the bridge is perceived as a human-environment system in which individuals actively gain experiences from the environment. The main reason for vandal behavior is being present in a place that is embedded in the individual's cognitive layers. Therefore, emotional attachment predominates and occurs repeatedly in the environment, regarding perception, cognition, and the created mindset. Here, the relationship between humans and the environment manifests through destructive acts, yet it stems from the individual's unawareness. Sometimes citizens or tourists consider the bridge as their own from an emotional perspective, so they feel entitled to leave a scribbled message on the walls of the bridge as a written word. Therefore, contrary to the theories of Clinard, Miller, Ittelson, Johnvernj, Goldstein, and others who believe that Vandals destroy historical places out of violence, hatred, and deviance, it can be said that this research has achieved important findings, showing that the act of leaving a scribbling a message is not solely based on the aforementioned traits, but other factors, such as the feeling of attachment to the place, also motivate them to leave written words. Leaving a written word increases their emotional connection to the location, and therefore, it can be observed that a vandalistic individual has the desire to revisit their message at a later time, which is a characteristic of attachment to the place. Furthermore, it can be said that the articles by Saeidi Anarki and Malekpour Shahraki (2016), express the feelings of individuals who leave messages at a location in one study, and Shahmandi and Shahidani (2012), for mentioning the desire for immortality and survival in individuals the purpose of leaving a written word in another study, are consistent with the current research. In other studies, it is undeniable that the destruction of historical and tourist sites reduces the feeling of attachment in other tourists. One of the limitations of this research was spending a lot of time interviewing vandals to preserve the content validity of the article. Additionally, this research only takes into account the factors of attachment in explaining vandalistic behavior and other environmental psychology factors that contribute to the emergence of these behaviors have not been addressed in this article. Therefore, it is recommended that other researchers conduct similar studies in this field. Such studies can lead to a better understanding of tourist behavior, and relevant organizations and agencies can take action to preserve and revitalize historical sites and their environments with awareness of their historical and identity background for the presence of tourists. Similarly, studying tourists who do not leave written words but instead attempt to preserve historical sites can also be a research direction towards preserving historical sites.

propositions

A cultural space can be created by increasing social participation and responsibility. It should be taught in schools that historical bridges are part of our culture, capital, and national identity. We should make practical and useful use of the bridge, and create exhibitions, shops, and social uses. Historical bridges should never be abandoned as it speeds up their destruction (continuous protection and supervision). Quick restoration and renovation, and removal of written words (freedom from the theory of broken windows). Not all those who leave written words are vandals. Additionally, we should provide proper places for writing messages and leaving written words in a designated location to motivate them to write there. The environment should be kept clean and healthy.

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