

TISZTELETTEL ÉS SZERETETTEL EMLÉKEZÜNK MŐCSÉNYI MIHÁLYRA (1919-2017)

IN RESPECTFUL AND LOVING MEMORY OF MIHÁLY MŐCSÉNYI (1919-2017)

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*„Te magad légy a változás, amit
látni szeretnél a világban.”*

Mahatma Gandhi

Szeptember közepén kaptuk az alig hihető hírt: elhunyt Mőcsényi Mihály, elment a PROF. Két hónap híján 98 éves volt. Tiszta szellemmel, a jól elvégzett munka megnyugtató tudatával, családjá körében, a maga építette györröki Mőcsényi-kert békéjében indult utolsó útjára. A 4D szerkesztősége, szerzői és olvasói nevében tisztelettel és szeretettel búcsúzom Tanár Úrtól.

Mőcsényi Mihály igazi polihisztor volt, talán egyike az utolsóknak; itthon és külföldön is ismert, sőt elismert tudós professzor, aki több mint 75 éven át lendítette a tájépítészet szakterületi fejlődését és építette a magyar tájépítészeti iskolát. Sok mindent előre látott, s a szerint lépett, ha még oly sok akadályt is gördítettek elé. S az idő mindig őt igazolta. Ennek a kitartó, makacs fejlesztő munkának az eredménye, hogy 1992-ben, reaktivált professzorként és a Ker-

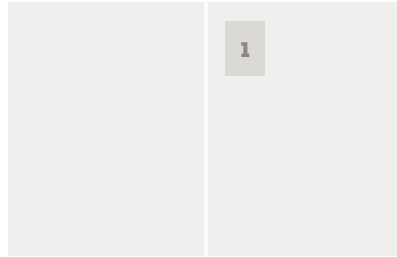
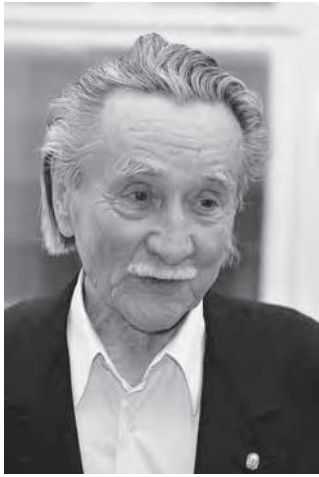
tészeti Egyetem rektoraként kezdeményezte és sikerre vitte az önálló Tájépítészeti Kar megalapítását. A Budai Campushoz és a Rerrichtől, Ormstól örökölt iskolához mindvégig hí maradt, annak megtartásáért, fejlesztéséért minden követ megmozgatott.

Kétségtelen, hogy a Kar alapítása a tájépítés szakma hazai fejlődése szempontjából döntő fontosságú lépés volt. Jámbor Imre professzor október 3-án, a balatongyörröki temetőben tartott búcsúbeszédében a karalapítást nevezte Mőcsényi legszebb alkotásának („Tudom, hogy látsz minket odafentről, szemmel tartod és vigyázod ezt a kicsi, de oly fontos egyetemi kart, a legszebb alkotásodat.”)

Mőcsényi Mihály meggyőződéssel vallotta, hogy a tájépítészet az emberi környezet, a táj alakításának alapvető eszköze és létéményese. A szakterületi feladatok sokasága, az itt végzett tájépítész szakemberek hazai és külföldi eredményes munkája megint csak őt igazolta.

Életútját az új és újabb kihívások folytonos felvállalása, az állandó, több tudományterületet felölelő tanulás és fejlődés fémjelezte. Az 1993-ban benyújtott MTA doktori disszertációja (Mőcsényi Mihály: Tájépítészeti munkásságom. MTA doktori disszertáció. Budapest, 1993.) ennek a már-már zavarba ejtően színes, szerteágazó szakmai tevékenységnek, a tervezői, alkotói munkáknak, a hazai és nemzetközi szakmapolitikai eredményeknek és az interdiszciplináris kutatási módszerének köszönhető izgalmas, sokakat vitára ingerlő kutatási beszámolóknak a gazdag tárháza. Mőcsényit azonban soha nem zavarta a vita, sőt élvezte, abban élt, szinte magával is folyton vitatkozva, más és más megközelítésből keresve a megoldást. Munkássága egész bizonyosan sokak számára nyújt fogódzót, további kutatásokra készítő alapot.

A 4D Tájépítészeti és Kertművészeti Folyóirat első, szinte még nyomdameleg, friss példányával 2006 tavaszán leptük meg őt. Jólleső elismeréssel forgatta, örült, hogy a Karnak, a szakmá-



1. kép/pict.:
Mőcsényi portré a
2014. évi Év
Tájépítésze Díj
gálaestjén /
Portrait of Mőcsényi,

at the gala ceremony
of the 2014 Landscape
architecture award
FORRÁS / SOURCE:
(FOTÓ/PHOTO:
GLÁZER ATTILA)

*“Be the change that you wish
to see in the world.”*

Mahatma Gandhi

We received the hardly credible news in September: Mihály Mőcsényi, the PROF had passed away. Two months before he would turn 98 years old, he died. He started his last journey with a clear mind, the satisfaction to know he got the job done, his family around him, in the peaceful Mőcsényi-garden built by himself in Balatonyörök. On behalf of the editorial office of 4D, its authors and readers, we say farewell to the Professor now with respect and love.

Mihály Mőcsényi was a veritable poly-histor, maybe one of the lasts. A well-known and renowned professor of science at home and abroad, he was instrumental in the development of landscape architecture and the Hungarian landscape architecture institute for 75 years. He was able to think far ahead and would act accordingly, despite the many obstacles he had to deal with. Time always validated his moves. A major stage of his perseverance was when, in 1992, as reactivated professor and rector of the University of Horticulture, he initiated and achieved the formation of an independent Faculty of Landscape Architecture. To the end, he was loyal both to the school he inherited from Rerrich and Ormos and to its maintenance and development, for which he would leave no stone unturned.

It is indisputable that the formation of the faculty was a step of crucial importance from the point of view of the domestic development of the profession of landscape architecture. Professor Imre Jámor - in his valediction he gave in the cemetery of Balatonyörök on the 3rd

of October - mentioned the formation of the faculty as Mőcsényi's most beautiful creation (“I know you see us from up there, keep an eye on and take care of this little, but so important university faculty, your most beautiful creation.”) Mihály Mőcsényi believed in it with conviction that landscape architecture is the basic instrument and facility of human environment and landscape shaping. The great number of professional tasks, the successful work of domestic and foreign landscape architects graduated here also validated him.

His life journey was hallmarked by the continuous undertaking of more and more challenges, constant learning and development embracing a broad range of disciplines. A rich repository of his colourful and wide-ranging professional activity as well as of his creative work, his achievements in national and international professional politics and of thought-provoking interdisciplinary methods can be witnessed in his academic doctoral dissertation (Mihály Mőcsényi, *My work in landscape architecture*, 1993, Hungarian Academy of Sciences). Rather than being disturbed by debate, Mőcsényi enjoyed it, lived it, often debating with himself, seeking solutions from ever-changing perspectives. His work is undoubtedly a source of support, a basis for further studies for many.

We presented him with the first, freshly printed copy of the *4D, Journal of Landscape Architecture and Garden Art* in the spring of 2006. He was pleased to get it and was glad that the faculty and the profession finally had a respectable, meaningful and well-designed publication, articulating contemporary principles. He liked

the name, 4D, its concision and snap-piness. In the next issue, he reacted to the launch of the journal in his unique way: “There is no third without a fourth” (4D, 2006, issue 2. pp.38-39).

Gardens, “the third dimension of the living artwork, the space and the system of spaces evolve in the fourth, in the passing time, and only fulfillment and evolution can decide whether aesthetic values manifest within it or not.” As a good teacher he gave a task to the editorial board of 4D right away: let the journal be the forum of landscape architecture review and critics, because, if we take into account the creative genres, criticism circle and tradition had yet to be established only in this profession. Good criticism, in turn, is a prime element that is beneficial for both the designer and the audience.

Dear Professor, we understood the task, and although we have not launched a regular heading, a lot of designer and critical evaluations of contemporary works have been published. Critical culture is developing step-by-step, too. In relation to this, up-to-date communication is represented by the landscape architecture articles of Architects' Forum, since a printed journal cannot produce the freshness of the digital world. However, by switching to publication in Hungarian and English, 4D became the forum of the faculty's international relationship building.

The journal has often given space to Mőcsényi scripts or the significant milestones of his walk of life, the representation of creative and researcher, scientific work. In 2009 within issue 15 we presented the creative, designer works of the 90-year-old professor. Among others, the article on four public parks

nak végre van egy nívós, tartalmas és mutatós, kortárs szellemiségű publikációs fóruma. Tetszett neki a cím is, a '4D' tömörsége és csattanóssága. S a következő lapszámban, amúgy „mócsényisen” már reagált is a lap indítására: „Ninccsen harmadik, negyedik nélkül” (4D. 2006. 2.sz. pp.38-39.) A kertek, „az élő mű harmadik dimenziója, a tér, a terek rendszere a negyedikben, a múlt időben teljesedik ki, és a kiteljesedés dönti el, hogy manifesztálódna-e benne esztétikai értékek vagy sem.” Jó tanárhoz híven mindjárt feladatot is adott a 4D szerkesztőségének: legyen a folyóirat a kertépítészeti műkritika fóruma, mert az alkotó műfajok közül egyedül itt nem alakult ki még a kritikusi kör és hagyomány. A jó kritika pedig lételem, ami alkotónak, tervezőnek és közönségnek is egyaránt hasznára válik.

Kedves Tanár Úr, a feladatot értettük, s bár rendszeres rovatot nem indítottunk, de sok kortárs alkotás tervezői és kritikai értékelése jelent meg a folyóiratban. Lassan kezd kiépülni a szakmai kritikai kultúra is, s ebben az Építészforum tájépítészeti cikkei jelentik a naprakész kommunikációt, hiszen a nyomtatott folyóirat nem tudja a digitális világ frissességét produkálni. A '4D' ugyanakkor a magyar és angol nyelvű publikálásra való átállással, 2010 óta a Kar nemzetközi kapcsolatépítésének fóruma lett.

A folyóirat több ízben adott helyet Mócsényi írásoknak, vagy az életút nevezetes állomásainak, az alkotói és kutatói munkásság bemutatásának. 2009-ben a 15. lapszámban a 90 éves professzor alkotói, tervezői munkáit mutattuk be, többek között a „bécsi kerteket”, azokat a történeti városrészben lévő közparkokat, amelyek megújítására ő kapott felkérést. A cikk (Jámbor Imre: Bécsi

kertek. 4D 2009. 15.sz. pp4-13.) jó alkalom volt arra, hogy Professzor úrral bejárva a kerteket, az eltelt közel egy évtizedes tervezői döntések helyességét lehessen értékelni, a használat, a funkcionális megfelelés, a térstruktúra, az alkalmazott növényállomány fejlődése és karaktere alapján. A cikk megállapítása szerint a parkok kiállták az idő próbáját. Ahogy mindmáig hiteles a budai Feneketlen-tó parkja, amely a kisebb átépítésekkel és funkcióbővítésekkel együtt jól tükrözi az alkotói szándékot: tiszta térszerkezet, jó és változatos funkcionális rendszer, jó térarányok, a Genius Loci megértése és értetése a parkot használók számára, a karakteres növényalkalmazás és elmélyült ökológiai gondolkodás, s a biztos műszaki, művészi, téralakító jellegű felszínformálás. Ez a komplexitás és alkotói igényesség fémjelzte Mócsényi minden tájépítészeti, kerttervezői munkáját.

Mócsényi sokoldalú tájépítészeti munkássága egy kivételesen színes egyetemi képzettségre és önképzésre épült. 1938-ban a Kertészeti Akadémián kezdte meg tanulmányait, ahol Ormos Imre hamar felfigyelt a tehetséges tanítványra. A szoros 'mester - tanítvány' kapcsolatnak köszönhetően biztos tudásra tett szert, amit később újabb és újabb egyetemi tanulmányokkal bővített és erősített. Erdélyi katonai szolgálata során ismerte fel, hogy szakmánk akkor tud igazán az emberek javára válni és valóban érvényesülni, hogyha kilép a kertek, parkok, a települési közterületek szabadtérépítészeti feladatköréből, és nyit a regionális, a nagy táji lépték felé. Az erdélyi és a morva hadszíntéren töltött katonaévek után - a bevonulás előtt Ormos professzortól kapott ajánlattal élve - belépett a Kertészeti Akadémia Kertművészeti Tan-

székére tanársegédnek. Ormos Imre biztatásának és támogatásának köszönhetően az Akadémián kezdett tanulmányait tervszerűen folytatta, fokozatosan építve fel a tájépítészeti széles körű tudományos kitekintését és gyakorlati kompetenciáját. Az ő több évtizedes („life long learning”) tanulmányai hozták létre azt a szakmai és tudományos palettát, amit ma tájépítésztként ismerünk, a maga sokszínűségében, komplexitásában.

A szocialista Magyarország erőltetett iparfejlesztése, a súlyos háborús lakásállomány-veszteség új lehetőséget jelentett az akkor még alig ismert szakma számára. A hazai tájak és a gazdasági szerkezet adottságaihoz nem igazán illeszkedő, a tervgazdasági tervezés által uralt fejlesztés kizsigerelte a tájainkat. A tájváltozási folyamatokat és a szükségszerű, ill. célszerű tájépítészeti feladatokat felismerve Mócsényi kezdeményezte a tájrendezés, tájvédelem, regionális tervezés, területrendezés, környezetvédelem tárgyak bevezetését a tájépítészeti oktatásába. A nagy lendülettel folyó lakásépítési program a városi tájépítészeti munkák, zöldfelületi, környezetrendezési tervek sokaságát hozta a szakma számára. A feladatok léptékbeli és funkcionális változatossága a tudásbázis bővítését igényelte. Mócsényi jól látta ezt, s személyesen vállalta fel a tudományterületi, szakterületi „kalandozást”. Mindannyiunk számára példát adhat az elsajátított tanulmányok sokasága, akár az önképzés terén, akár a szakmai, szakmai feladatokra való felkészülés terén.

Mócsényi Mihály leckekönyvei, oklevelei 36, vizsgával zárt egyetemi szemesztert - teljes körű, vagy részképzéses, ill. magánhallgatói tanulmányi félévet - igazolnak. Az egyetemi tanul-



2. kép/pict.:
A Szent Imre
templom
emblemikus
látványa a park
mesteri
terepalakításának
eredménye /

*The emblematic view of
the Saint Imre church
is the result of a highly
professional
landscaping*

situated in the historical part of Wien, that's renewal was requested to be realized by him. Roaming the gardens with the Professor, the article (Imre Jámbor: Gardens of Wien". 4D 2009. issue 15. pp4-13.) was a good opportunity to evaluate the justness of the designer decisions that had been made for nearly one decade in light of practice, functional compliance, space structure, the development and character of the applied plants. According to the conclusion of the article, the parks have withstood the test of time. As one of his emblematic works, the park of the Feneketlen-tó in Buda is still authentic today, that, despite the minor reconstructions and functional expansions, well reflects the creator's intention: clear space structure, good and manifold functional system, clear space structure and proportions, understanding and representing the Genius Loci for the users of the park, characteristic planting design and a deep ecological thinking, and the infallible technical, artistic space-shaping surface formation. This complexity and creative planning hallmarked the Mőcsényi landscape and garden design.

Mőcsényi's versatile landscape architecture work was built upon exceptionally colourful academic education and self-instruction. He started his studies at the Horticultural Academy in 1938, where professor Imre Ormos noticed the gifted student right away. Thanks to the tight "master-disciple" relationship he acquired well-set knowledge

that he broadened and empowered with more and more academic studies. During his army service in Transylvania he realized that the people would really profit and truly prevail from our profession if it steps out of the function of open space design of gardens, parks and municipal public spaces, and opens up towards the regional, large scale landscape planning and urban landscape architecture. After the years spent on the Transylvanian and Moravian theatres of war - accepting the offer Professor Ormos had given him even before he joined the army - he started to work as an assistant lecturer at the Department of Garden Art at the Horticultural Academy. Thanks to the support and encouragement of Imre Ormos he continued his studies according to the program at the Academy, building up the comprehensive scientific outlook and practical competence of landscape architecture step-by-step. His lifelong learning created that professional and scientific palette we know today as landscape architecture in its variegation and complexity.

The overwrought industrial development of socialist Hungary and the hard loss of housing stock due to the war provided a new opportunity to the then barely known profession. Development ruled by economic planning - that could not really fit into the domestic landscapes and the capabilities of the economic structure - eviscerated our landscapes. Knowing of the landscape changing processes and the necessary

or subservient landscape architecture tasks, Mőcsényi initiated the subjects of landscape management and planning, landscape protection, regional development, spatial planning, environment protection to be integrated into the curriculum of landscape architecture. The housing construction program carried out with great momentum brought about a great number of municipal landscape architecture works, urban green system and open space plans and design for the profession. The scale and functional diversity of the tasks demanded the extension of the knowledge base. Mőcsényi saw this well and personally undertook the scientific, professional "roam". The multiplicity of the studies undertaken by him could stand as an example for all of us, let it be self-instruction or the preparation to professional or inter-professional tasks.

The registration books, certificates of Mihály Mőcsényi confirm 36 academic - full, part or private student - semesters closed with the exams. The academic studies are listed below in chronological order (according to Mőcsényi's doctoral dissertations defended at the Hungarian Academy of Sciences and also the university archives):

- Horticultural School / Academy, 1939
- Imre Ormos's special course in garden design offered for horticultural students, 1940 (the Hungarian Architects' Chamber recognizes the Ormos course as the start of landscape architecture qualification)

mányok időrendben így következtek (Mócsényi MTA doktori disszertáció és levéltári dokumentumok alapján):

- Kertészeti Tanintézet, ill. Akadémia 1939
- Ormos Imre kertművészeti szeminárium 1940 (a Magyar Építész Kamara a tájépítészeti tervezői jogosultságot az Ormos szakszemináriumi képzéstől számítja)
- Kolozsvár, Közgazdaságtudományi Kar, ökonómiai tanulmányok az erdélyi katonaévek alatt 1941
- Kertészeti Tanintézet, Kertészeti Akadémia - Kertművészeti tanszéki tanársegéd 1945-től, e mellett társ egyetemeken is oktat, gyakorlatot vezet, pl. a BME Építész-mérnöki Karán.
- Pázmány Péter Tudományegyetem, Művészettörténeti Szak 1946-
- Svájc, Bern, ösztöndíj, gyakorlat Franz Vogel kertépítő cégnél 1947-48
- Eötvös Lóránd Tudományegyetem, muzeológus szak 1948-
- Budapesti Műszaki Egyetem, Építész-mérnöki Kar, két éven át rendkívüli hallgató, majd
- Városépítési - Városgazdasági Szakmérnök képzés 1952
- Esti Egyetem Művészet (Esz­tétika) tagozat, 3 év
- kandidátusi disszertáció (Tudományos Minősítő Bizottság), politikai okokból nem védhette meg 1957
- Kertészeti Főiskola, egyetemi doktori fokozat 1958
- Budapesti Műszaki Egyetem, doktori disszertáció, dr. techn. 1968

Mindezek alatt a Kertészeti Tanintézet Kertművészeti Tanszékének aktív oktatója volt, és lehetőségei szerint bővítette az időközben megszerzett ismereteivel a táj- és kertépítészeti szak tudását, amely 1992-re, minden politikai gáncs és béklyó ellenére önálló karrá nőtt.

mely 1992-re, minden politikai gáncs és béklyó ellenére önálló karrá nőtt.

Akadémiai doktori disszertációját 1993-ban védhette meg.

Szakmapolitikai munkásságának kiemelkedően fontos korszaka volt az IFLA Nagytanácsban betöltött szerepe. Két cikluson át elnökhelyettesként, 1986-tól elnökként Magyarországon, s ezzel együtt a vasfüggöny mögötti keleti tömb tájépítészeinek IFLA integrációját készítette elő, s valósította meg.

Az IFLA alapítók (élen Sir Geoffrye Jellicoe-val) által létrehozott szervezet az érdekvédő, érdekérvényesítő tevékenység mellett a szakterületi értékek pártfogását, az elméleti, gyakorlati ismeretek fejlesztését, terjesztését és a nemzetközi együttműködést szolgálta. Ormos professzor a hatvanas években sikeresen nevezte be a magyar tájépítészeket (a magyar kertészmérnököket, hiszen akkoriban ez a szakmai megnevezés még nem volt elfogadott idehaza), Mócsényit a második helyen, lényegében helyetteseként megnevezve. Az 1966. évi stuttgarti IFLA kongresszusra nem jutott el - bár felkérték előadásra -, mert nem kapott útlevelet. Első ízben 1970-ben, a Lisszabonban rendezett XII. kongresszuson képviselte a magyarországi szakmát. 1984-ben, akkor már alelnöki pozícióban, sikerre vitte a magyarországi, Siófokon megrendezett IFLA kongresszust, s jelentős elismerést hozott a magyar szakmának és az iskolának. A magyarországi helyszín ugyanakkor jó lehetőség volt a szocialista országok részvételére, az IFLA munkába való bekapcsolódásra. A sikeres kongresszus is szerepet játszott abban, hogy Mócsényit 1986-ban IFLA elnökké választották. Felelősségteljes, sok munkával járó tisztség volt. Az 1988. évi bostoni XXV. kongressz-

szuson a megnyitó beszédet Sir Geoffrye Jellicoe tartotta, s az IFLA alapító köszöntötte az IFLA soros elnökét: „... amikor azt hallottam, hogy Önt elnökké választották, a szívem örömtől dobbant. Kérem Uram, képviselje a vasfüggönyön túl még szunnyadó IFLA szellemet, fohászkodunk, hogy ez a szellem életre keltve beteljesítse azokat a reményeket, törekvéseket, amelyeket negyven évvel ezelőtt Cambridge-ben fogalmaztunk.”

Munkásságát számos magyar és nemzetközi díj és kitüntetés méltatta:

- Ormos Imre-emlékérem (1988),
- Hild János-díj (1986),
- Tessedik Sámuel-díj (2000),
- Széchenyi-díj (2000),
- Eötvös József-koszorú (2003),
- A Magyar Köztársasági Érdemrend középkeresztje /polgári tagozat/ (2009),
- IFLA Nagydíj, a Sir Geoffrey Jellicoe-díj (2012),
- Ezüst Corvina (2012),
- ECLAS Outstanding Life Award (2012),
- Cziráky Margit-díj (2013),
- Kossuth-díj (2014).

Mócsényi professzor úgy ment el, ahogy élt, felkészülten, előrelátóan, bölcsen. A PROF. Nekünk, tájépítészeknek ő a Mester, a példakép, szakmában, iskolaépítésben és -fejlesztésben egyaránt. Emlékét őriznünk és éltetnünk kell, azzal a szakmai hittel és kitartással, amit tanárként, rektorként, mentorként sugárzott felénk, hallgatók, diákok, kollégák, pályatársak felé. ©

- Cluj-Napoca, Faculty of Economics, economic studies during his army service, 1940
- Horticultural School / Academy - teacher assistant for garden design from 1945. During this time, he runs seminars at other universities as well; for example, at the Faculty of Architecture of the Budapest Technical University
- Péter Pázmány University, history of art major, from 1946
- Bern, Switzerland: scholarship and internship at Franz Vogel's gardening company between 1947 and 1948
- Lóránd Eötvös University, museology major, from 1948
- Budapest Technical University, Faculty of Architecture, special student status for two years
- Urban planning and urban economics post-graduate university program, 1952-54
- Evening University, art specialization (aesthetics) for three years
- Doctoral dissertation (Scientific Qualification Committee), but was not allowed to defend it for political reasons, 1957
- College of Horticulture, doctoral degree, 1958
- Budapest Technical University, doctoral dissertation, doctor of technology 1968

During all these years he was an active teacher at the Department of Garden Art at the Horticultural Academy, and according to his possibilities, he broadened the knowledge base of landscape planning and garden design departments with the skills he acquired in the meantime. The landscape architecture departments finally - despite

every political stricture and shackle - became an independent faculty in 1992. Then, next year he could defend his Academic Doctoral dissertation.

His role at the Grand Chamber of IFLA was a prominently important period for him in terms of professional politics. Being vice-chairman throughout two cycles and chairman starting from 1986, he was able to prepare and achieve that landscape architect in Hungary, as well as in the Eastern bloc over the Iron Curtain, could integrate to IFLA.

The organization established by the IFLA founders (headed by Sir Geoffrey Jellicoe) next to advocacy activity, served to patronize professional values, to develop and spread the theoretical, practical skills and international cooperation. Professor Ormos successfully nominated the Hungarian landscape architects into the IFLA in the 960's (more precisely, the horticultural engineers, since at that time this professional title had not been accepted in Hungary yet). Mócsényi, at the second place of the IFLA list, was practically the deputy. He could not attend the 1966 IFLA congress - although he was asked to give a presentation there - because he did not get the passport. The first time he represented Hungary was in 1970 at the XII. Congress in Lisbon. In 1984, already as vice-chairman, he successfully organized the Hungarian IFLA congress in Siófok, bringing significant recognition for the Hungarian profession and to the school. The Hungarian setting, at the same time, was a good opportunity for the participation of the socialist countries to join the IFLA work. The successful congress also contributed to electing Mócsényi as IFLA chairman in 1986. It was a responsible, demanding title. The

opening speech at the XXV. Congress in Boston in 1988 was given by Sir Geoffrey Jellicoe, the IFLA founder, who greeted the IFLA chairman in office: "...when I heard You were elected chairman, my heart beat with joy. Please, Sir, represent the IFLA spirit dormant over the iron curtain, we pray that this spirit, by giving life, may fulfill the hopes we composed 40 years ago in Cambridge."

His work was acknowledged by numerous Hungarian and international awards and honours:

- Imre Ormos Medallion, 1968
- János Hild Award, 1986
- Sámuel Tessedik Award, 2000
- Széchenyi Award, 2000)
- József Eötvös Laurel Wreath, 2003
- Order of Merit the Hungarian Republic, middle cross (civilian), 2009
- IFLA Grand Prize, Sir Geoffrey Jellicoe Award of Excellence in Landscape Architecture, 2012
- Silver Corvina, 2012
- ECLAS Outstanding Life Award, 2012
- Margit Cziráky Award, 2013
- Kossuth Award, 2014

Professor Mócsényi left as he lived, prepared, provident, wise. He was and remain the PROF. For us, landscape architects, he is the Master, the role model, in our profession, in school building and development, too. We have to keep and invigorate his memory with the professional belief and perseverance that he as a teacher, rector, mentor radiated towards us, students, colleagues, associates. ©

25 ÉVES A TÁJÉPÍTÉSZETI ÉS TELEPÜLÉSTERVEZÉSI KAR

25 YEARS OF THE FACULTY OF LANDSCAPE ARCHITECTURE AND URBAN PLANNING

SZERZŐ/BY:
JÁMBOR IMRE

A kormány 1059/1992. (X. 27.) számú határozatával 1992. szeptember elsejével a Kertészeti és Élelmiszeripari Egyetemen létrehozta a Tájépítészeti, -védelmi és -fejlesztési Kart. Ez az időpont a de jure születésnap, de ahogy a rendelet számában megjelenő dátum és kihirdetésének annál is későbbi időpontja mutatja, de facto valójában csak 1992 végén alakult meg a Kar. Létrehozásának érdeme Mócsényi Mihály professzor úr, aki ekkor az egyetem rektoraként, érvényre juttatott javaslatával elérte, hogy a tájépítészeti szakterület oktatására önálló egyetemi kari szervezet alakuljon. Akár szeptember elsejét, akár november közepét - emlékeim szerint 14-ét, amikor a rektor összehívta a vezető oktatókat, és deklarálta a Kar és a tanszékek megalakulását - tekintjük születésnapnak, 2017-ben a Kar betöltötte a 25. életévét.

A táj- és kertépítészeti szak a fenti határozat megjelenésekor már 54 éve létezett, és az önálló kar már 1968-ban, a Kertészeti Egyetem megalakulásakor - a természetési és a tartósítói párt mellett harmadik egységként - létrejöhett volna; ez lett volna a természetes és ésszerű, csak ezt akkor nagyon sokan akadályozták. A kar megszületését 1992-ben sem kísérte osztatlan öröm, mint ahogy egy új gyerek születésénél

a családban ez elvárható lenne. Évekig tartott, míg a létezését az irigy és féltékeny ellenzők kényszerűen végül tudomásul vették. De minden akadályoztatás és gáncsoskodás ellenére a Kar - amelynek neve 2004-ben Tájépítészeti Kar, majd 2015-ben Tájépítészeti és Településtervezési Kar lett -, megerősödött és rendkívül gyorsan fejlődött.

1992-ben az első dékán, szinte jelképesen, néhány hétig Mócsényi Mihály lett. A Karnak ekkor mindössze 10 főállású oktatója és 144 hallgatója volt, és az első tanévben csupán 8 fő szerzett mérnöki oklevelet. 10 évvel később már 19 oktató és 530 hallgató dolgozott a Karon, és 66 táj- és kertépítész-mérnöki oklevelet adtunk ki. A jubileum évében a Kar főállású oktatóinak száma 46 fő. Öt különböző szakon 605 fő beiratkozott hallgató tanul, s ennek 10 százaléka, azaz 63 fő külföldi diák. 2017-ben 140 fő szerzett oklevelet, köztük 9 külföldi hallgató az angol nyelvű mesterszakon. Ezek a számok azokat igazolják, akik a Kar létesítését indokolták, sőt szükségesnek tartották, és mindent megtettek azért, hogy életben maradjon és növekedjen.

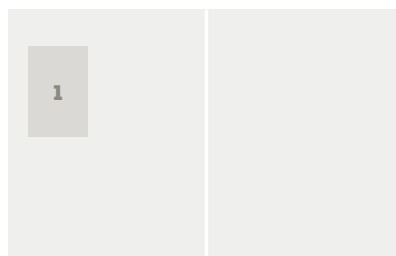
A Kar megalakulásakor öt szaktanszék jött létre: Kert- és Településépítészeti Tanszék, Kertművészeti Tanszék, Kerttechnikai és Műszaki Tanszék, Táj-

On September 1, 1992, the Government Resolution no. 1059/1992. (X.27.) established the Faculty of Landscape Architecture, Protection and Development at the University of Horticulture and Food Industry. This date is the faculty's birthday 'de jure', but as the date of the government resolution number and the even later publication of the decree show, in fact, the faculty was formed only at the end of 1992. The formation of the faculty came at the hands of Professor Mihály Mócsényi, who, at that time made his proposal as the rector of the University to develop an autonomous organization dedicated to the education of landscape architecture. Either we take the 1st of September or mid-November (as I recall, it was the 14th) as the official date when the rector convened the senior professors and lecturers, and declared the formation of the faculty and five departments, we now celebrate in 2017 the growth and achievements of the faculty over the past 25 years.

The degree and program of landscape and garden architecture had existed for 54 years prior to the creation of the Faculty. The independent institute could have been created in 1968 when the Horticultural University was founded,

in the form of a third unit in addition to the departments of horticultural cultivation and food preservation; that would have been natural and reasonable, but is not the case. The birth of the faculty in 1992 was not accompanied by unrestrained joy as it would be expected from the birth of a new child in the family. It took several years until the envious and jealous opponents had finally been aware of its existence. But despite all the obstacles, the Faculty of Landscape Architecture, Protection and Development, later named Faculty of Landscape Architecture in 2004, and then again renamed to the Faculty of Landscape Architecture and Urban Planning in 2015, strengthened and developed very rapidly.

In 1992, Mihály Mócsényi became the first dean, almost symbolically, only for a few weeks. At that time the faculty only had ten full-time professors and lecturers together with 144 students. In the first academic year, only eight students received their university diploma in landscape architecture. Ten years later, the faculty worked with a teaching staff of 19 and 530 students, and issued 66 university diplomas in landscape architecture. In the year of the jubilee, the number of full-time



1. ábra/fig.:

A Kertészeti Egyetem ünnepi ülése 1991-ben. Mőcsényi Mihály rektor Ormos Imre díjat nyújt át Virág Jánosnak, a Kerttervezési Tanszék tanárának / Award

and diploma ceremony of the Horticultural University in 1991. Mihály Mőcsényi rector presents the Ormos Imre award to János Virág, assistant professor of the Department of Garden Design

védelmi és Tájrehabilitációs Tanszék, valamint Tájtervezési és Területfejlesztési Tanszék. A tanszék megnevezések jól jelezték a képzés és a tájépítészeti alkotás, kutatás, tervezés, fejlesztés széles szakmai profilját. Ahogy a kar neve is a kezdetekben összetett volt, a tanszékek is kettős nevet kaptak, s ebben Mőcsényi Mihály évtizedes előrelátása nyilvánult meg; a nevekbe csírájában beépítette a várható fejlődést. A Kert- és Településépítészeti Tanszék például 15 év után kettévált, és létrejött az önálló Kert- és Szabadtértervezési Tanszék, valamint a Településépítészeti Tanszék. A szaktanszékek mellett később a Kar további önálló szervezeti egységei lettek a Szarvasi Arborétum, a Tájanalitikai és Környezetvédelmi Laboratórium, és megalakult az Élhető Települési Táj Kutatóműhely.

A Karon már a kezdetekkor megszerveztük a posztgraduális képzést a tudományos utánpótlás biztosítása érdekében. 1993 júliusában akkreditálták az

önálló Tájépítészet Doktori Iskolát, és már az év szeptemberre meghirdettük a felvételt. Az iskola sikeresen működött és működik ma is, bár időközben több kényszerű szervezeti változáson ment keresztül. A Karon ma a tudományos továbbképzést a Tájépítészeti és Tájökológiai Doktori Iskola biztosítja, amely 2009 óta az agrárműszaki tudományághoz tartozik, s amelynek keretében a tájépítészet témacsoportban öt témakörben folyik a kutatás: Szabadtérépítészeti és zöldfelületi tervezés elmélete, Kerttörténet és kertépítészeti műemlékvédelem, Regionális és tájtervezés, Környezet- és tájvédelem, valamint Településépítészet és településökológia.

A Kar megalakulása előtt táj- és kertépítészeti szakra évente csupán 15-20 főt vehettünk fel. A végzettek kertész-mérnöki oklevelet kaptak, táj- és kertépítészeti szakos bejegyzéssel. A Kar létesítésével megnyílt a lehetőség, hogy a tanterveket és a tananyagokat saját döntési hatáskörünkben, magunk

teachers of the faculty is 46 and 605 students are enrolled in five different university programs. 10% (63) of the students are foreigners and 140 students received their diploma this academic year. These numbers justify those who considered it necessary to establish the independent faculty and did all they could to help it survive and grow.

In the beginning, five departments were established: Department of Garden and Municipal Architecture, Department of Gardening, Department of Horticulture and Technology, Department of Landscape Protection and Landscape Rehabilitation, and Department of Landscape Planning and Regional Development. The department descriptions showed a good professional profile of the training, as well as landscape design, research, and development. As the name of the faculty was complex in the beginning, the departments also received a double name, and Mihály Móczsenyi's decades of foresight were manifested; it has incorporated the expected evolution into its names. For example, the Department of Landscape and Landscape Architecture split up after 15 years, and the independent departments of Garden and Space Planning, and the Department of Settlement Architecture were established. In addition to these departments, later on, the Arboretum of Szarvas, the Laboratory for Sanitary and Environmental Protection and the Living Space Settlement Research Laboratory became the independent autonomous departments of the faculty.

The faculty had already organized post-graduate training from the beginning. In July 1993, the independent

Landscape Architecture Doctoral School was accredited, which was announced in September that year. The school has been successful and still operates today, though it has undergone some necessary organizational changes. The faculty today provides scientific education through the Doctoral School of Landscape Architecture and Landscape Ecology, which has been working in the field of agronomic engineering sciences since 2009, with five subjects in the field of Landscape Architecture: Open Space Design and Green Systems, Garden History and Monument Preservation, Regional and Landscape Planning, Environmental Protection and Landscape Conservation, and Urban Planning and Urban Ecology.

Before the founding of the faculty, landscape architecture and garden design courses could be taken up only by 15-20 people each year. Graduates obtained a certificate of horticultural engineering with an entry in the field of landscape architecture. With the establishment of the faculty, the possibility was given to develop the independent curricula together with the detailed course programs for landscape architecture education. The number of students increased dynamically according to the interests and the needs. A series of unnecessary courses were dropped allowing space for important professional subjects and up-to-date knowledge and skills to be taught.

In the first years, the only form of university education the faculty offered was the 5-year program of landscape architecture. In addition, we offered the environmental engineering training

formálhassuk, a hallgatói létszámot gyors ütemben növelhessük és tájépítész-mérnöki okleveleket adhassunk ki. Ezzel megszüntettünk egy sor felesleges tárgyat, és a felszabaduló időkeretben fontos szakmai tárgyak és korszerű, új ismeretek oktatására kerülhetett sor.

Az első években az egyetlen képzési forma a Karon az okleveles tájépítész-mérnök képzés volt. E mellett néhány éven keresztül meghirdettük a környezetrendezési szakmérnöki képzést. A hallgatói létszám fokozatos növekedésével az 1990-es évek közepére már 70-80 fő nyert felvételt évente, s ez lehetővé tette, hogy az 5. félévtől választható szakirányokat indítsunk az egyes részterületek ismeretanyagának elmélyítésére.

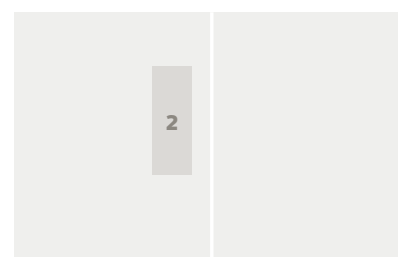
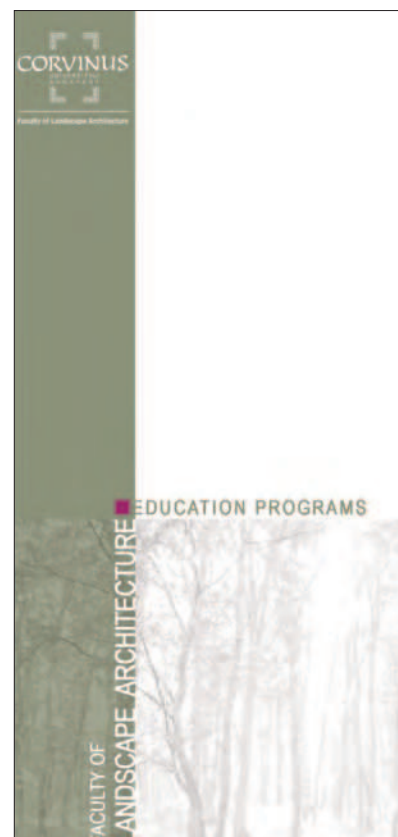
Jelentős változást jelentett, hogy 2001-ben akkreditáltattuk és a következő tanévben megindítottuk a településmérnöki szakot ötéves nappali, valamint három éves kiegészítő levelező tagozaton. Ezzel a Tájépítészeti Karon már két önálló egyetemi szakon folyt az oktatás, amelyek tudományterületileg szorosan kapcsolódtak és kölcsönösen termékenyítőleg hatottak egymásra. Ez egyben a Kar megerősödését is jelentette, mert a képzési kínálata jóval szélesebbé vált.

Az európai felsőoktatási fejlesztéseknek megfelelően 2006-tól a Kar is áttért a kétfélecsős, úgynevezett bolognai oktatási rendszerre. Ettől kezdve a tájrendező és kertépítő alapszakon (BSc) 120-140 hallgatóval indult a képzés, s a hallgatók három – kertépítő, tájrendező, illetve településüzemeltető – szakirány közül választhattak. Az alapozó képzésre ma már négy mesterszak épül: tájépítész-mérnöki MSc, településmérnöki MSc, tájépítész és kertművész MA és az angol nyelvű Landscape Architecture and Garden Design MLA. A hallgatói létszámnövekedés és a több szakon folyó képzés mellett is mindvégig megőriztük azonban a szakterületek

műveléséhez létfontosságú intenzív képzést, az oktatásnak a műhelymunkára, a közvetlen oktató-hallgató kapcsolatokra épülő jellegét, ahol a tervezési gyakorlatok, a stúdió-foglalkozások és a települési, önkormányzati, vagy társadalmi, közösségi aktuális feladatok kiemelt szerepet kapnak.

A nagyobb hallgatói létszám azt is eredményezte, hogy viszonylag rövid idő alatt az új végzetekkel az aktív tájépítészek száma elérte azt a kritikus tömeget, ami már alkalmas a szakma súlyának megfelelő képviselőre és érdekérvényesítésére. A frissen megalakult Magyar Építész Kamarában, 1996-tól önálló táj- és kertépítészeti tagozat jött létre a tájépítészeti tervezés képviselőre és szabályozására.

A Kar tanszékein széles körű, szerteágazó kutatási és tervezési tevékenység folyik, amelyről külön fejezetet lehetne írni. Itt most csak az oktatást közvetlen módon segítő, ún. diszciplináris kutatásokat emelném ki, amelyek a teljes tájépítészeti és urbanisztikai szakterületet felölelik. A kutatások nagyobb része alkalmazott kutatás, míg a tájökölógiai és tájtörténeti kutatások körében vannak alapkutatási témák is. A tájépítészet az agrárműszaki, míg a településépítészet a műszaki, a településtudományi területéhez tartozik. A tudományterületi összetettség kiváló lehetőség a szinergiák erősítésére. A diszciplináris kutatások korábban többnyire tanszéki keretekben, hazai és nemzetközi pályázatok, szakhatósági megbízások keretében folytak. A 2009-2010-ben elnyert kutatási pályázatok már kari szintű, illetve több kar részvételével, egyetemi szintű kutatási-fejlesztési tevékenységet alapoztak meg. A sikeres TÁMOP pályázat eredményeként létrejött egy új, integrált szervezeti egység, az Élhető Települési Táj Kutatóműhely, s a 2010-ben elindított kutatások több témában még ma is folynak. 2013-ban fejeződött be



2. ábra/fig.: A BCE Tájépítészeti Kar képzési programjainak és az angol nyelvű mesterszak hirdetése 2013-ban / Promotion of Hungarian and English speaking programs of the Faculty of Landscape Architecture, Corvinus University of Budapest in 2013

for several years. With the gradual increase of student enrollment, 70-80 people were admitted each year by the mid-90s, and this made it possible to start specializations from the 5th semester to deepen the knowledge and skills of the individual areas.

2001 was the year when a significant change occurred: we accredited the urban planning diploma degree. Then, in the following academic year we started a five-year full-time and a three-year supplementary program in urbanism. With this, the Faculty of Landscape Architecture has two separate university programs in two scientific fields, although they are closely linked to each other. This development greatly strengthened the faculty, because its offers became much wider.

In accordance with the European higher education developments, from 2006 the faculty has also moved to the two-staged Bologna education system. From this time, the landscape and garden construction program (BSc) began with 120-140 students, and the students could choose from three specializations: garden and open space construction, landscape management, and urban management. Supporting a growing demand, there are four Master's degrees now: MSc in Landscape Architecture, MSc in Urban Planning, Master of Arts in Landscape Architecture and Garden Design MA and the English speaking MA program, the Landscape Architecture and Garden Design MLA. In addition to the increase in the number of students and the university education programs, we maintained the intensive training forms in teaching. Traditionally the education and the practical training are based on the strong relationship between the teaching staff and the students in the form of intensive design exercises, workshops and studio workshops, which are of primary importance

in training of the landscape architects and urban planners. As an addition, the workshops and studios are organized on direct interests and calls from towns and cities, municipalities or civil societies; therefore, students have the possibility to work on the most relevant professional tasks and problems.

The higher number of students also resulted in a growing number of active landscape architects in a relatively short time with the new graduates reaching a critical mass that is already suitable for the proper representation and validation of the profession's contemporary relevance. For example, in the recently established Chamber of Hungarian Architects, an independent landscape and garden architecture department was set up in 1996 to represent and regulate the profession of landscape architecture.

The departments of the faculty conduct extensive and diverse research as well as planning activities, from which a separate chapter could be written. Here, only disciplinary research will be highlighted which covers the entire field of landscape architecture and urban planning. Most of the research is applied research, while research in landscape ecology and landscape history includes basic research topics. Landscape architecture is related to agricultural engineering, while urbanism is part of the technical science field. The complexity of sciences is an excellent opportunity to strengthen synergies. The disciplinary research carried out within the departments often takes the form of national and international tenders, municipality or ministerial assignments. The research projects that were awarded in 2009-2010 have already been funded on faculty level or with the participation of several faculties, on university-level research and development activities. As a result of the successful TÁMOP tender, a new integrated organizational unit, the



az Interreg Central Europe programban elnyert vidékfejlesztési kutatási projekt, amelynek célja, hogy elősegítse Közép-Kelet-Európa kultúrtájainak fenntartható fejlesztését. A projekt az európai regionális kapcsolatokon túl érdeemben erősítette a területfejlesztési profilt. A Kerttörténeti Archívum bővítését célzó OTKA pályázat segítségével elindult kutatásból nőtte ki magát az Erdélyi Kastélykert Archívum összeállítása, amely 2014-ben Europa Nostra díjat kapott „Kutatás” kategóriában.

A publikációs lehetőségek javítását, s egy hazai tájépítészeti fórum megteremtését szolgálta 2006-ban a '4D' Tájépítészeti és Kertművészeti Folyóirat megalapítása, amely 2010 óta magyar és angol nyelven jelenik meg. A nemzetközi szerkesztő bizottsággal és lektori körrel rendelkező szaklap állandó publikációs lehetőséget jelent a Kar oktatói, kutatói és doktorjelöltjei számára. A publikációs tevékenység fejlődése, valamint a nemzetközi együttműködésben

megvalósuló kutatások jelentősége megmutatkozik az idegen nyelvű publikációk és a könyvek, könyvfejezetek számának növekvő arányában is.

A Tájépítészeti és Településtervezési Kar a hazai piacon ma vezető helyet foglal el, Közép-Európában pedig a legnagyobb képzési helynek számít ezen a szakterületen. A Kar nemzetközi szakmai kapcsolatai széles körűek mind az oktatás, mind a kutatás terén és a legrangsabb nemzetközi hálózati tagságokkal és nemzetközi elismertséggel (ECLAS, LE:NOTRE, IFLA-Europe), rendelkezik.

A több évtizedes, nemzetközi oktatási és együttműködési tapasztalatokra, a 2006-ban megindult és folyamatosan megerősödő Erasmus és CEEPUS oktatói és hallgatói mobilitásra alapozva a 2013/2014-as tanévben elindult az angol nyelvű, nemzetközi akkreditációval bíró Master of Arts in Landscape Architecture (MLA) képzési program, amely egyedülálló a közép-európai térségben.

Livable Urban Landscape Research Laboratory, was established and the research launched in 2010 is still on-going.

In 2013, the rural development research project – which was awarded by the Interreg Central European program – was completed with the aim of promoting the sustainable development of the cultural landscapes of Central and Eastern Europe. In addition to European regional relations, the project strengthened our regional development profile.

With the help of the OTKA (National Fund for Scientific Research) application for the extension of the Archives of Hungarian Historic Gardens, the section of Archives of Transylvanian Historic Gardens has been launched, which, in 2014 received the Europa Nostra Award in "Research" category.

In 2006, the '4D' Journal of Landscape and Garden Art was established to improve the publishing opportunities and to create a Hungarian Landscape Architecture forum. Since 2010, 4D has been published both in Hungarian and English. The Journal operates under an international editorial board and peer reviewers, and is a permanent publication opportunity for the faculty's professors, researchers and doctoral candidates. The development of publication activity and the importance of research in international cooperation are also reflected in the increasing proportion of publications in foreign languages and the overall number of books and chapters.

The Faculty of Landscape Architecture and Urban Planning occupy

the leading position in the domestic market. In the Central European region it is the largest training venue in this field. The international relations of the faculty are extensive in both education and research, with the most prestigious international network memberships and international recognition (ECLAS, LE: NOTRE, IFLA-Europe).

Based on decades of international experience in education and cooperation, as well as Erasmus and CEEPUS teacher and student mobility, the Master of Arts in Landscape Architecture (MLA), our English speaking university program, was accredited in the 2013/14 academic year, then launched officially in 2014. This master program is unique in the Central European region, and has gained some appreciation over the past three years. The faculty has been running all Landscape architecture programs (BSc, MSc, Ma, MLA) under the IFLA-Europe accreditation since 2014, so landscape architects and landscape engineers here can obtain planning and design permission not only on national but on international level, too.

Since 2012, the faculty has been strongly developing its international relations, receiving a growing number of foreign students through bilateral governmental agreements and multilateral international networks in higher education. In 2015, the proportion of foreign students within the faculty reached 13%. The Stipendium Hungaricum program, launched last year, is an effective tool in developing international training. The faculty has gained a good reputation throughout European landscape architecture schools in the past



3-5. ábra/fig.:

Egy hagyomány születése: 2008 júniusában rendezte a Kar a második diplomatervezés kiállítását

/ The birth of a tradition: The second diploma exhibition of the Faculty in 2008

A Kar tájépítészeti képzési programjai 2014 óta az IFLA-Europe akkreditációjával futnak, tehát az itt végzett tájépítések és tájépítészmérnökök tervezési jogosultságot szerezhetnek nem csak itthon, de külföldön is. 2016-ban és 2017-ben magyar és külföldi hallgatóink nyerték az ECLAS hallgatói kiválósági díjat mester és doktori szinten.

A Kar 2012 óta erőteljesen fejleszti nemzetközi kapcsolatait, komoly részt vállalva kétoldali államközi egyezményeken, illetve multilaterális nemzetközi hálózatokon keresztül vendéghallgatók fogadásában és oktatásában. 2015-ben a külföldi hallgatók aránya a karon elérte a 13%-ot. A nemzetközi képzés fejlesztésében hathatós segítség a tavaly indult Stipendium Hungaricum program.

Az Erasmus csereprogram 2012-ben még fennálló aránytalansága – tőlünk túl sok hallgató kívánt külföldön tanulni, hozzánk viszont jóval kevesebben kívántak jönni – mára megfordult. A megfelelő mennyiségű és minőségű angol nyelvű tantárgykínálatnak köszönhetően ma már nagyobb a hozzánk érkező, mint a kiutazó hallgatók száma. A Kar közkedvelt célpont lett az európai tájépítész-képzőhelyek között.

Az angol nyelvű szakon folyó képzés, illetve a különböző részképzések mellett a tervezési tárgyakhoz kapcsolódóan félévente európai társegyetemekkel és professzorokkal közösen szervezett workshopok, tervezői műhelyek, nyári egyetemek és építőtáborok egészítik ki az angol nyelven folyó oktatást.

A nemzetközi kapcsolatok fejlődése az oktatás mellett az oktatásfejlesztésben és a kutatásban is megmutatkozik. A Kar 2002-től részt vett az ECLAS

Le:Notre oktatásfejlesztési programjában, az európai tájépítészeti iskolák programjainak áttekintésében és fejlesztésében. 2006-2008 között a „LENNÉ - Európai tananyagok a tájépítészetben c.” oktatásfejlesztési programjában több szakterületi képzési csomag kidolgozását végezte. Jelenleg Erasmus+ partnerként az „EuLand21” című program konzorciumi tagjaként európai tájépítész iskolák közös, átjárható és akkreditált tananyagfejlesztésének kidolgozását segíti. Ugyancsak Erasmus+ pályázat keretében az online nemzetközi képzések fejlesztését végezzük a „Landscape and Democracy - LED” c. projekt keretében norvég, német és olasz egyetemekkel közösen. Az európai térségen túl tengerentúli (Massachusetts University), kínai (East China Normal University, School of Design, Sanghaj) valamint Indiai oktatási és kutatási együttműködéseink is elindultak az utóbbi években.

A 25 év történései és fejlődése eredményeként – ahogy ezt a fenti, meglehetősen száraz és szikár leírás, csak a legfontosabbakat említve igyekszik bemutatni – a kicsiny, a kezdetekben 10 oktatóval, 144 hallgatóval és egyetlen szakkal rendelkező Kar ma nemzetközi mércével mérve is meghatározó fontosságú képzési helyé nőtte ki magát. Köszönet és elismerés illeti mindazokat, akik ebben a munkában oroszlánrészt vállaltak, és a napi oktatási teendőik mellett szakmai elhivatottságból munkálkodtak a Kar fejlesztéséért, pozíciói erősítéséért.

Isten éltesse a 25 éves Tájépítészeti és Településtervezési Kart!

*Jámbor Imre
lapalapító főszerkesztő, 4D Journal*

couple of years. In the past, a disproportionate number of the Erasmus exchange program involved Hungarian students wanting to study abroad, but fewer European students wanting to come to Hungary; this has now turned around. With the right amount and the good quality of English-speaking professional courses, we have a growing interest and the number of incoming students is higher than the number of outgoing students. The faculty has become a popular destination among the European landscape architect training venues. Outstanding Hungarian and international students have won the ECLAS Student's Award on Master and Doctoral level in 2016 and 2017.

In addition to the English speaking program and the various part-time courses, planning and design workshops, summer courses and camps are organized together with the European associates and professors in each semester.

The development of international relations is also visible in the educational development programs of ECLAS. The faculty has been able to delegate a member in the LE:NOTRE (Landscape Education: New Opportunities in Training and Research in Europe) steering committee since 2002, participating in the research and development of the European landscape architecture programs. In 2006-2008, the Faculty took part in the ECLAS launched "LENNÉ projects to work out European Curriculums in Landscape Architecture". The faculty participates in the education development program of ECLAS as a member of the consortium of the Erasmus+ funded "EuLand21" program

to develop common, interoperable and accredited curricula for European landscape schools. In the framework of the Erasmus+ project, we are also developing online international training courses for "Landscape and Democracy - LED", together with Norwegian, German and Italian universities. In addition to the European region, educational and research cooperations have also started in recent years with Massachusetts University, China (East China Normal University, School of Design, Shanghai), and Argentina.

As a result of 25 years' history and evolution – as briefly evidenced above only concentrating on the most important steps – the small beginnings of the faculty with only 10 lecturers, 144 students and a simple training offer of one program, the faculty has clearly come of age. We must extend appreciation and acknowledgement to all those who took part in this work in addition to their day-to-day education activities. They worked tirelessly to professionally develop the faculty and strengthen its national and regional position.

We invite you to celebrate with us the 25th anniversary of the Faculty of Landscape Architecture and Urban Planning!

Imre Jámbar
founding editor of 4D Journal

LE:NOTRE – THE EUROPEAN COUNCIL OF LANDSCAPE ARCHITECTURE SCHOOLS AND BEYOND...

AZ EURÓPAI TÁJÉPÍTÉSZETI ISKOLÁK TANÁCSA ÉS A LE:NOTRE

SZERZŐ/BY:
RICHARD STILES

ABSTRACT

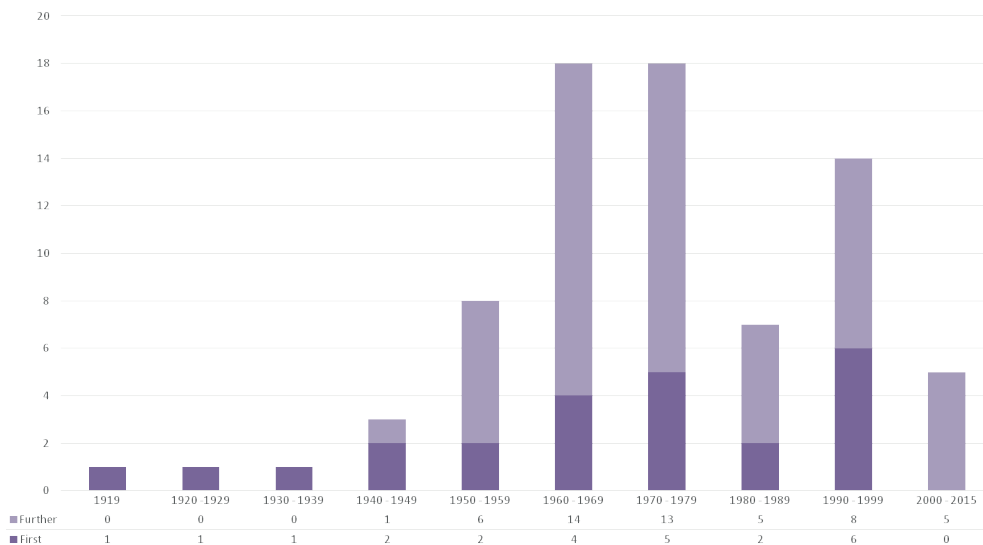
Although the profession of landscape architecture can look back to a long and illustrious history stretching back several centuries, only one hundred years ago there was no such thing as a university degree programme within the whole of Europe where the subject could be studied. Today, a century later, in almost every member country of the Council of Europe there is at least one university where the discipline can be studied. There is a total of more than 100 degree programmes at bachelor and master level, with many places where it is also possible to study of a doctorate. The main period of expansion took place in the decades following the Second World War and the associated wave of urban reconstruction, while the subsequent growth in environmental awareness was a further important contributing factor.

In some of the larger countries in Europe, where there was more than one degree programme, regular national meetings of landscape architecture schools began to take place during the 1970s, but it was not until 1989 that the first European higher education meeting of landscape architecture programmes

was organised by Berlin Technical University. This marked the beginning of formal European collaboration in landscape architecture education. Berlin in late 1989 was, by chance, also an historic time and place in geopolitical terms, although that was not yet clear at the time of the September meeting. Rather, the main motor for this first attempt to move closer at the European level came from another historic process: the development of the Common European Market amongst the, then, 12 states of the European Community.

Two years later in 1991, the first conference under the name of ECLAS - European Conference of Landscape Architecture Schools, took place in Wageningen, NL. Ten years later ECLAS resolved to apply for European Union funding under the then SOCRATES Programme in order to develop a 'Thematic Network' in landscape architecture, in other words to seek an opportunity to pursue in a more structured manner what it was already attempting to achieve informally.

The LE:NOTRE Thematic Network - Landscape Education: New Opportunities for Teaching and Research in Europe - which was co-funded by the European Union for 11 years and



involved over 150 schools, provided both the necessary resources and the momentum to advance the goals of ECLAS, now the European Council of Landscape Architecture Schools, and to take the establishment of a stable European academic infrastructure for landscape architecture to a new level. This paper will reflect on these developments in their wider context.

THE FIRST STEPS

During the last quarter of a century in which the Faculty of Landscape Architecture in Budapest has become established, important developments have also taken place in the field of landscape architecture education and scholarship in the broader European context. ECLAS, the European Council of Landscape Architecture Schools held its first meeting in 1991, only just pre-dating the Budapest Faculty. These two development processes have not occurred separately, but have been closely interwoven, and in the same way that the Faculty of Landscape Architecture in Budapest did not suddenly emerge from nowhere,¹ similarly the history of European cooperation in the discipline of

landscape architecture goes back considerably farther than ECLAS's 26 years. The purpose of this paper is to trace these wider European developments.

Although the profession of landscape design has a long history in Europe - stretching back to Classical times and reawakening with Mediaeval monastic gardens, through to the gardens of the Italian Renaissance, the French Baroque tradition and the English landscape garden - it was in the 'New World' and not the 'Old' that landscape architecture first entered the world of higher education. Frederick Olmstead Jnr, son of the planner and builder of New York's Central Park, was instrumental in founding the world's first degree programme at Harvard University in 1901.

In Europe the desire for higher education programmes in landscape architecture to was also strong in the early years of the 20th century, but it was not until 1919 that the first European landscape architecture programme opened its doors. Interestingly this was not in one of the countries with a recognised tradition of landscape architecture, but in the relatively young country of Norway, which had only been an independent nation since 1905.

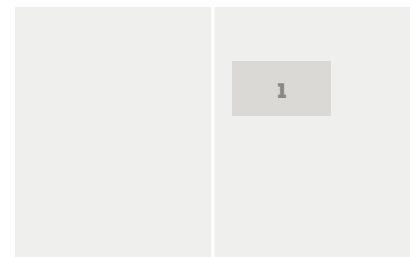


Fig. 1.: The establishment of new landscape architecture programmes in Europe (from Birli, 2016)²

¹ Landscape architecture education in Hungary has a long and illustrious history which can be traced back to the late 19th century at the interface between horticulture and architecture. The comparison with landscape architecture education in Austria is interesting. There too, some limited teaching at university level goes back until the early years of the 20th century, but the first full degree programme was not established until 1993 - thirty years after the start of the university degree programme in Hungary (Szilagy, K. 2013. *Hundred Years of Education and Research in Garden History and Garden Art - From the Institute for Horticultural Education to the Faculty of Landscape Architecture*, 4D 29, Budapest, pp.22-35).

² Birli, b. 2016: *From Professional Training to Academic Discipline: The Role of International Cooperation in the Development of Landscape Architecture Higher Education at Higher Education Institutions in Europe*, unpublished dissertation Vienna University of Technology

Since then, the number of degree programmes has grown steadily, slowly at first in the years leading up to the Second World War, and then more rapidly during the period of reconstruction and the following awakening of environmental awareness from the 1970s onwards. Figure 1 illustrates the broad trends, even if it does not paint the complete picture.

Until about 1950 there was only one programme in each country and the discipline was initially only established in a relatively small number of countries. However, in the decades following the Second World War, with the help of demand created by the accelerating post-war reconstruction boom in the 1960s and the burgeoning environmental awareness in the 1970s, the growth in the number of landscape architecture higher education programmes was rapid, with the majority of this expansion being in the form of further programmes opening in countries where the discipline had already been established.

This growth took place, not just in terms of the number of degree programmes and the number of countries in which they were located, there was also an expansion in the breadth of the discipline, with environmental and landscape planning subjects taking on a greater role. Another notable aspect of the growth of landscape architecture education was, and indeed still is, the wide range of types of higher education institution at which degree courses are offered. These range from 'general purpose' universities through agricultural or forestry universities and technical universities, to art and architecture schools as well as so-called universities of applied sciences.

In spite of this unusually wide and varied range of academic contexts in which landscape architecture programmes are to be found (something which might tend to suggest that the academic world does not really know what to do with such an interdisciplinary field), on closer investigation, the programmes themselves are much more consistent than might at first sight be expected. One possible reason for this was the relatively high level of, albeit informal, interchange between the schools which seems to have taken place from a relatively early stage. This can be seen as the beginning stages of the European cooperation, which was to develop more deeply in the last decades of the twentieth century.

THE DEVELOPMENT OF ECLAS FROM THE HKL EUROPE IN 1989 TO THE MILLENNIUM 2001

The main driving force for the eventual emergence of ECLAS in 1991 can be traced back to the activities of the, then, European Community and the broader movement towards closer European integration. In particular it was the moves towards the establishment of the European Single Market at the end of 1992, with its plans for the free movement of professionals that was a key factor, but the beginnings of the ERASMUS Programme - aimed at supporting exchanges between universities in Europe - also played an important role.

An early programme of exchange activities between European landscape architecture school took place under the auspices of an organisation called *ELEE - European Landscape Education*

*Exchanges.*³ This first academic European landscape network, was established by Roger Seijo of the UK's then Thames Polytechnic (now University of Greenwich) in 1986. Although this was one year before the official starting date of the European Union's ERASMUS Programme, ELEE was able to make extensive use of the EU's pilot student exchange programmes which ran from 1981-86. ELEE comprised a group of twelve higher education institutions from 10 of the European Community countries and the main focus of its activities were intensive programmes, in which groups of students from a number of member universities worked together on-site on projects for period of one to two weeks.

But membership of ELEE was limited, and other landscape schools wanting to get involved in exchanges with their European counterparts needed to form their own networks. At the start of the 1990s, a second 'Inter-University Cooperation Programme' coordinated by Manchester University was established which grew from 12 eventually to some 20 member universities and was subsequently extended to include a 'Curriculum Development Programme'. This enabled regular annual meetings between staff members of the university departments involved, in order to exchange information on their programmes as a preparation to exchanging students. These meetings formed an important precursor to the much broader cooperation between university staff which eventually became ECLAS. However, it was an initially national development in Germany eventually that resulted in moves which, perhaps unexpectedly, led to the establishment of ECLAS.

As the second European country where landscape architecture was established as an academic discipline (since 1929 in Berlin) and one of those with the largest number of programmes and academics, as well as perhaps the best organised profession, Germany experienced the process of divergence between the professional and academic worlds relatively early on,

The relationship between the landscape architecture profession and the academic discipline is an important one, but one which is not without its tensions. The establishment of higher education programmes producing university graduates was seen by the nascent profession in Europe as a means to achieving broader recognition and higher status, not just within society in general, but also in relation to other related professions. Once established within the university system, however, the discipline has tended to become increasingly subject to the pressures of the academic system including research evaluation and publication and so has had increasingly to follow its own agenda which has tended to diverge from that of the profession.

After a long period during which members of the Federation of German Landscape Architects expressed growing dissatisfaction with the accomplishments of graduates from the main university programmes, in 1979 they published a paper with the provocative title 'Unlawful Education of Landscape Architects' in *Garten und Landschaft* (7/1979, p. 507) in which it was claimed that the universities were not carrying out their statutory duty to educate landscape architects in such a way that they were able to meet the needs of

³ ELEE has been defunct for several years and information about it is now hard to find. Its only significant mention on the internet is a page from the archive of the ELASA - the European Landscape Architecture Students Association website dating from 1994-95.

planning and design offices. Interestingly this confrontation coincided with the 50th anniversary of German landscape architecture higher education, but perhaps more importantly it followed some ten years after the 1968 'revolutions' when the social criticism within German universities became increasingly prevalent). The paper initially led to a lot of heated discussion, and so in an attempt to resolve the issue a new body - the 'HKL' or *Hochschulkonferenz Landschaft*' was set up to establish an ongoing dialogue between the universities and the various bodies representing the landscape profession and the respective industries.

The HKL met regularly throughout the 1980s and it seems that the air had been sufficiently cleared by the end of the decade because ten years later, against the background of the growing moves towards the establishment of the Single European Market, and on the occasion of the 200th anniversary of the birth of landscape architect and educator Peter Joseph Lenné, Berlin Technical University invited representatives from universities - unusually from both eastern and western Europe - to take part in the 'First European Landscape Higher Education Conference' (1. *Europäische Hochschulkonferenz Landschaft*) in late September 1989.⁴ Some 60 people took part in what proved to be an auspicious event in more ways than one, as six weeks later the Berlin Wall fell and the potential for future European cooperation was transformed.

Irrespective on these wider geopolitical developments, however, the 'HKL Europa' was a success and it was resolved to work towards mutual recognition of educational qualifications within the European Community and to support those countries in which there was not yet higher education in landscape architecture in their efforts to establish it. A university from one of those countries currently attempting to

establish their first regular programme - but not one which was yet a member of the European Community - the Agricultural University of Vienna (*BoKu*), offered to host the event in 1990.⁵ This too was clearly a success as the following year landscape schools were invited to the third European meeting hosted by Wageningen University in the Netherlands. This was the first held under the title of ECLAS - the *European Conference of Landscape Architecture Schools*.

It was at this meeting that an important decision was taken concerning the membership and future direction of ECLAS. As a result of the forthcoming establishment of the Single European Market, landscape architecture's professional bodies in the then 12 member states had begun to work more closely together and in 1989 had set up EFLA - the European Foundation for Landscape Architecture - to further the interests of the profession and to represent these to the European Community. Its structure was loosely modelled on that of the UK professional body, in that it comprised two main committees: a practice committee and an education committee. The chair of the education committee, was Michael Downing of Newcastle University in the UK, who was also closely involved in the HKL Europe meetings and in the first ECLAS Conference. At this conference in Wageningen, it was consequently suggested for the sake of convenience that ECLAS should become the education committee of EFLA. This proposal was, however, rejected by a majority of the delegates on the grounds that i) ECLAS should not, like EFLA, be limited just to universities from the 12 EC member states, something which would have ignored the geopolitical developments of the collapse of the division of Europe (even the first HKL Europe meeting had already included representatives from East Germany and Bulgaria) and ii) because it was felt that universities had their own distinct set

⁴ The meeting was reported on in the journal *Garten und Landschaft*, 11/89, p. 23-24

⁵ This was finally established in 1993, interestingly some 74 years after the first programme in Germany and 30 years after the programme in Hungary. The development of landscape architecture education in Hungary is outlined by Imre Jambor (Jambor, I. 2012:) *Education from Garden Design to Landscape Architecture in Hungary*, 4D Special Edition, pp. 12-24 LE:NOTRE Institute Website: <http://ln-institute.org/about/about-events-meetings.php>



Fig. 2.: In 1998 the first annual ECLAS conference was held in Wien

of interests which were different from those of the professional bodies. ECLAS thus became an organisation both independent of the European Community professional bodies and with a much broader base of 'geographical' rather than 'political' Europe. Nevertheless, Michael Downing took on the role ECLAS President alongside his chairing of the EFLA Education Committee.

As if to confirm the validity of this decision, the second ECLAS Conference in 1992 was hosted in Ljubljana, just as Slovenia achieved its independence from former Yugoslavia, and focussed on definitions of landscape architecture, design and planning. By this time ECLAS had acquired its own small committee, but its structure remained very loose, members of the organisation being de facto those schools who turned up to the annual conferences. These followed in Sweden 1993, Edinburgh 1994 and Barcelona 1995. An offer to host the conference by the *Technion* at Haifa in Israel in the spring of 1997 provided further justification for the decision not to limit ECLAS to the 12 member countries of the European Community but meant that a formal business meeting was held in Brussels in 1996 rather than a full conference.

In 1998 the ECLAS conference was held in Vienna and in terms of the development of ECLAS the conference was notable in that Michael Downing unexpectedly announced that he was standing down as president with

immediate effect. as did the rest of the founding committee members, who had been responsible for hosting most of the previous conferences at their universities. In the absence of alternative candidates, the role of president was assumed at short notice by the author, Richard Stiles, who had been instigator and co-organiser of the Vienna conference. In retrospect this can be seen as marking a fundamental break in the history of the organisation and the start of a second phase in its development.

RE-THINKING ECLAS: THE PATH TO LE:NOTRE

In its initial form, the organisation could be described as a sort of 'ECLAS Lite' on account of its informal character. The main, if not only activity of ECLAS was the annual conference and this was organised from year to year on a more or less ad hoc basis. Ten years on from the first 'HKL Europe' there was an offer to host the 1999 conference from Berlin Technical University, thus providing the new president and the newly constituted committee⁶ a brief breathing space to think about what ECLAS might do in future.

An obvious first question to be considered was: 'what to the members want?'. This, led straight on to the next question: 'who are the members?' and it rapidly became clear that formally

6 The Budapest school was represented on the new ECLAS Committee from the start.

speaking there were none. The de facto members were those people who turned up to the conference, but there was no membership list or even an overview of landscape schools in Europe, simply an e-mail list of those persons who had attended the previous conferences, and because not all previous participants attended the event the following year, this list had the tendency to change and shrink from one year to the next.

Perhaps the main challenge faced by ECLAS in its 'second incarnation' was that of institution building. In its first iteration the committee was focussed around a small group of outstanding individuals who acted according to their experience and personal convictions to undertake the vital role of setting up ECLAS from nothing. However, the danger with relying on such an approach in the long term is that when these outstanding individuals cease to be involved, a vacuum results which may be filled if some other individuals come along, but it may not, leaving a long term void. The history of landscape architecture education in Brazil provides an illustration of this risk. The outstanding personality of Roberto Burle Marx put the discipline firmly on the map but it was so strongly identified with him as a 'self-taught artistic genius' that the idea that it was possible to become a landscape architect through a university education was undermined and the discipline there suffered for a long time from being in his overwhelming shadow.⁷

In September 1998, the same month as the Vienna ECLAS Conference, a so far little known company named Google was incorporated, but by then it was already clear that the internet was already becoming an important medium, and so ECLAS would need a website if it was to communicate - at least with its (potential) members and become established as a strong institution. But programming web sites cost money even then and ECLAS had

none. Nevertheless, a 'skeleton' web site was presented at the 2000 conference - see Figure 2. In order to create this, it was necessary to consider what should be included under menu items such as 'Schools' (there were no formal members) or 'Activities' (other than the annual conference there were none)!

Furthermore, it was difficult to ask for a membership fee in order to start to remedy this situation, not just because there were formally no members, but because it would first be necessary to write a constitution to let people know what they would be joining and how their membership fees were to be used. Thus the goals and objectives of the organisation needed to be clearly defined and agreed, and so the new committee set about to work out how to achieve this, something which, with the help of an additional spring meeting of the new committee, took until the following conference in September 2000 in Croatia.

The 2000 ECLAS Conference in Dubrovnik can be seen as an important milestone in that the new constitution was approved as was the introduction of modest membership fees in order to provide a basic income from which to continue the development of ECLAS - above all for the development of a proper website. In order to send a signal about the future ambitions of the new committee, it was also resolved to change the name of the organisations from the European Conference of Landscape Architecture Schools to the European Council of Landscape Architecture Schools, to signify the intention to expand the activities beyond those of an annual conference. Despite these ambitious initiatives, the amount of money likely to become available through the membership fees would remain very modest. It was therefore also decided at the conference to investigate the possibilities of applying for European Union funding for a Thematic

7 In Hungary too the discipline has had the benefit of an outstanding personality in the shape of Professor Mihály Mőcsényi but he had the foresight to institutionalise the discipline through the foundation of the Landscape Architecture Faculty which is now celebrating its first quarter century (Szilagy, K. 2012). An Outstanding Contribution to 20.-21. Century Landscape Architecture - IFLA's Geoffrey Jellicoe Award to Professor Mihály Mőcsényi, 4D Special Edition, pp. 3-11

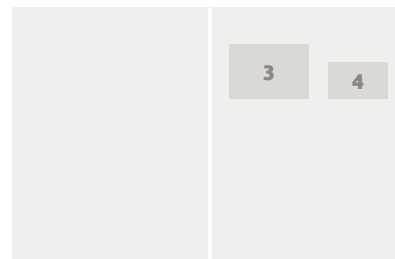
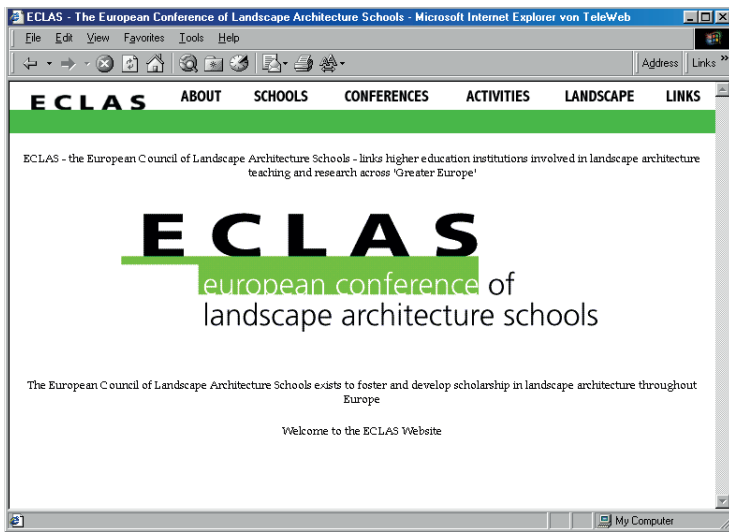


Fig. 3:
The homepage
of the first
ECLAS website⁸



Fig 4:
LE:NOTRE logo

Network Project under what was then the Socrates Programme, as the objectives of these conveniently seemed to closely mirror those of ECLAS.

The 2000 ECLAS Conference also happened to coincide with the opening for signature of the Council of Europe's *European Landscape Convention* – another significant step towards the institutionalisation of the issue of landscape at the level of European policy, although it was one in which the contribution of landscape architecture had been more or less non-existent. However, the goals set out in the new constitution of ECLAS provided an opportunity to write an official letter to those responsible for the Convention at the Council of Europe to offer the support and advice of ECLAS in its implementation, which subsequently resulted in a positive response and mutual invitations. First of all, however, it was necessary to focus on the preparation of an application to the European Union for funding for a Thematic Network.

THE LE:NOTRE PROJECT AND BEYOND – 2002- 2020

By the time the LE:NOTRE⁹ Project application was submitted and approved in 2002, the consortium consisted of more than 70 universities together with several additional associated schools from non-EU countries. This number can be compared with the 12 schools

which formed ELEE, the first European academic landscape network some 16 years previously. This relatively large network, which grew still further as the project progressed, was also large as compared to similar disciplinary networks funded by the Socrates Programme, however its size was fully in keeping with the aim of furthering collaboration with Europe's landscape architecture academic community as a whole.

The impact of the LE:NOTRE Project was immediate and significant as regards this wider goal of was concerned. One way to measure this is in terms of the financial possibilities it opened up. Following the 2000 conference in Dubrovnik, where it was agreed to institute a membership fee, the maximum realistic annual budget which could be expected was at most €5,000, whereas the grant for the first year of the LE:NOTRE Project¹⁰ alone was about €125,000. Although a large proportion of this was earmarked for travel and subsistence costs in relation to the annual 'Spring Workshop' (timed to as to complement rather than clash with the ECLAS Conference in the autumn), there would be still enough money to employ a project assistant and to begin to build a more sophisticated web site.

There is not the scope here to recount the full range of activities which were developed over the eleven years of the LE:NOTRE Project and to do so would perhaps give a false impression of the underlying intentions of the project. In

8 - presented at the Dubrovnik conference in September 2000. The ECLAS logo was a 'gift' of the City of Vienna following the 1998 conference in the city for which they sponsored the graphics

9 LE:NOTRE - Landscape Education: New Opportunities for Teaching and Research in Europe - the project acronym is always the first question to be answered on the project application form!

10 Although, it makes sense to refer to the LE:NOTRE Project as a single entity, there were in fact eight separate successful project applications, all of which had to have their own objectives and outputs which each had to be clearly differentiated from the previous ones. (Similarly there were also eight separate project proposals to be written and eight sets of final reports and accounts to be submitted to the funding agency.)



fact from the point of view of the project coordinator and, who at the start of the project was still the ECLAS President, LE:NOTRE was to be thought of more as a process than a project. The process was about exploiting the critical mass of the academic community as a whole to create added value for the discipline in the form of a series of institutions and collaboration tools which would outlive the limited contract period of the project(s) and remain available to ECLAS members in the long term. It was also about raising the profile of landscape architecture as a discipline within the European context. Nevertheless it was not easy to achieve these process goals directly, they had rather to be pursued obliquely within the context of the Thematic Network Project as defined by the European Union. This meant that it was necessary to think in terms of concrete outputs which could be ticked off and evaluated rather than less tangible outcomes, such as strengthening the academic community and exploiting a diffuse critical mass in order to add value to the efforts of individual schools.

This called for a creative approach: for example in order to exploit the 'new opportunities for research' referred to in the project title was not easy as the Socrates Programme was part of the EU's Directorate of Education and Culture and so the main focus of the project had to be on education and not on research, which could therefore

only officially be addressed, within an educational context. Thus, for example outputs within the first phase of the project included the collection of information on the research components of taught courses, papers were commissioned from representatives of related disciplines in which they were asked about research methods which landscape architects should be taught in order to collaborate on joint research projects with members of the discipline concerned, and approaches to the development of a European PhD course were investigated. A selection of the papers written by the academics from related disciplines subsequently were published in book form (see Bell et al, 2012). Later on in the project databases on European research projects were created and questions research-based teaching were addressed. Similarly the organisation of the project around a series of subject related working groups aimed to bring together staff members not just with similar teaching responsibilities but also research interests.

One of the highest profile project achievements was also one which has had an important bearing on the research potential of the discipline, namely the founding of a new peer-reviewed academic journal: JoLA - Journal of Landscape Architecture. Until the establishment of JoLA in the fourth year of the project, there was no clear platform for the publication of landscape architecture research. The establishment

of JoLA under the auspices of ECLAS was achieved with the help of funding from the LE:NOTRE Project (see Figure 3), but has been independent of this funding ever since. Journal of Landscape Architecture is now in its 11th year and has since become established as one of the leading journals in the field. It received an award of excellence from American Society of Landscape Architects in 2009 and expanded from two to three issues per year in 2016. JoLA is thus a good example of how a specific 'output' of the LE:NOTRE Project has contributed to the long-term raising of the profile of the discipline and to strengthening the landscape architecture academic community through providing an important publication platform to support discourse within the discipline.

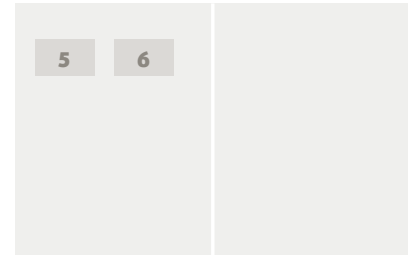
A further contribution to raising the profile of the discipline within the European research community that the LE:NOTRE Project made possible, was to be represented in the steering committee for the first ever joint project between the European Science Foundation and COST in preparing a Science Policy Briefing on landscape (ESF-COST, 2010). This was the first time the discipline of landscape architecture had been involved in the work of the European Science Foundation, and was perhaps another of the most important research-related outcomes of the project although it played no part whatsoever in the formal outputs as set out in the project application (Reference). In this way it was possible, through the project, to make several important contributions to raising the research potential of the discipline even though this was not actually foreseen as being a part of a project which was officially concerned only with higher education at the European level.

Despite these successes, higher education in landscape architecture nevertheless played the main part in the project. One important aspect of

this was participation of the Network in the European Union's so-called 'Tuning Project'. This was concerned with harmonising higher education across Europe both to support student exchange and to prepare for the European Higher Education Area. It involved the joint definition of both generic and subject specific competences for landscape architecture graduates, but purposely did not specify how there were to be taught in order to preserve the variety of approaches across Europe and to safeguard academic freedom. The resulting LE:NOTRE 'Tuning Report' was subsequently adopted as the ECLAS Guidance on Landscape Architecture Education.

In terms of raising the profile of the discipline, however, it was perhaps a development analogous to the involvement with the ESF-COST Science Policy Briefing which was most significant outcome of LE:NOTRE. This was the preparation of a report for the Council of Europe on the education of landscape architects in connection with the European Landscape Convention. This too was not an official output of the project, but were it not for LE:NOTRE and the regular involvement it and ECLAS had in the workshops for the implementation of the Convention, this report would not have been commissioned.

The project's goal of cementing and strengthening the landscape architecture academic community was further pursued through the development of the project web site. At the start of the project in 2002 the web site was seen as being a vital part of the process of building the academic community. It was also viewed as the key to extending the activities of ECLAS beyond the annual conference and throughout the whole year. From the beginning, the web site was also conceived as a communication platform and as a focus for the project consortium to collect information and thus to create meaningful content. This, it must be remembered,



5. kép/pict.:

The 2004 LE:NOTRE Conference and workshop at the Buda Campus

6. kép/pict.:

LE:NOTRE program: Site visit of the Gödöllő Royal Castle and the Upper Garden in 2004

was both before Facebook was created and before the term 'Web 2.0' was popularised.¹¹ The LE:NOTRE web site was therefore very much a forward looking vision which aimed to combine the role of an academic network with that of a simple social network.

Initially, the main organising feature of the web site was a series of twelve 'Working Groups' which were intended to reflect the main sub-disciplines within landscape architecture and were conceived as a means to bring together colleagues from the different member schools with similar teaching responsibilities and research interests - another aspect of the aim of strengthening the academic community. The Working Groups provided the structure within which data on individual course units could be collected as well as the basis for preparing a multi-lingual glossary of specialist landscape architecture terminology. This was one of the outputs for year two of the project, which was further developed at later stages into a crowd-sourced thesaurus. As with the other project outputs, these could all be read from the first public home page of the web site.

The web site also potentially gave the project an international reach, and with the initiation of a new part of the Socrates Programme - Erasmus Mundus - it was also possible for LE:NOTRE to successfully apply for an extension of the project to involve schools from outside Europe and through this it was possible to welcome new landscape architecture schools from all continents and including North and South America, China and Korea, Australia and New Zealand.

During the course of all these developments, the basic architecture as well of the project as the steering committee stayed largely the same. The activities of each project year were organised around the annual 'Spring Workshop' at which representatives from each of the consortium members were able to meet

and contribute to the development of the project outputs which had been agreed for the year in question. The final Spring Workshop in the first project cycle was organised and hosted in Budapest.

Project meetings were organised in the spring so as not to clash with but rather to complement the established ECLAS Conference, which already had a regular slot in September. Because there was little difference between the membership of ECLAS and that of LE:NOTRE these meetings effectively provided two opportunities for the schools to meet each year, to the mutual benefit of both organisations. This, in turn, also supported the main overarching goal of the project, namely to strengthen the landscape architecture academic community in Europe.

As the project progressed and its success became established, from the original three year cycle (2002-2005) through LE:NOTRE PLUS, LE:NOTRE TWO, LE:NOTRE Mundus and LE:NOTRE TWO+, it gradually began to become the victim of its own success. On the one hand it was important to continue to follow the successful formula which had been established through seven project applications, but at the same time it became increasingly difficult to develop new and distinctive 'outputs' for the following application, as it was these concrete outputs that were important to the funding agency, even though as far as ECLAS and the academic community were concerned, it was the less tangible outcomes that were central to the project. As it was clear that the European Union would not continue to fund the project for ever, it became necessary to consider an 'exit strategy' and it was decided to make this explicit in the application for LE:NOTRE III.¹²

At the start of the LE:NOTRE project in 2002, it was assumed that it would last for no more than one three-year cycle, after which it would end and ECLAS would inherit the outputs. As the project

¹¹ Wikipedia refers to Web 2.0 in relation to World Wide Web websites that emphasize user-generated content, usability (ease of use, even by non-experts), and interoperability (this means that a website can work well with other products, systems, and devices) for end users.

¹² In fact this turned out to be fortuitous as the following year the European Union announced that they would no longer be supporting academic networks such as LE:NOTRE as part of the new ERASMUS Programme.

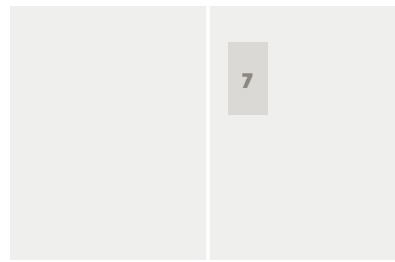


Fig. 7.: Front cover of the first edition of JoLA from 2006

progressed, however it became clear that its scope had expanded beyond that of ECLAS to include landscape schools from outside Europe, representatives from related disciplines as well as making efforts to involve landscape architecture practitioners in both the public and private sectors. For this reason a new independent 'legacy' organisation was proposed as part of the LE:NOTRE III application, which would in future continue to exist alongside its 'parent body' ECLAS and be complementary to it: the idea of the LE:NOTRE Institute was born. Another important new feature of LE:NOTRE III was the transformation of the established 'Spring Workshops' into a new kind of interdisciplinary event - the LE:NOTRE Landscape Forum.

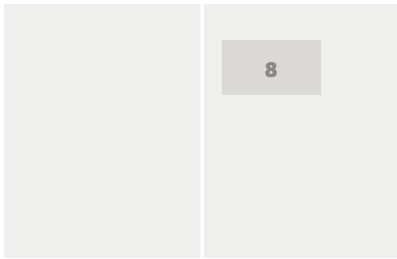
The Forum was conceived as a contrast to the conventional academic conference¹³ and indeed as a kind of 'antidote' to it. Whereas conferences were usually characterised by presentations of papers about completed projects in darkened lecture theatres, with usually too little opportunity for discussion, the Forum was intended to provide an opportunity for members of different landscape-related disciplines to meet and collaborate by discussing approaches to concrete landscape issues relating to a particular area which would be the focus of excursions and workshops. The first two Forums were held within the context of LE:NOTRE III in Antalya and Rome and were successful in establishing a 'proof of concept'. At the

same time preparations for the establishment of the LE:NOTRE Institute proceeded as did the further development of the web site, including specific new features such as a thesaurus and in particular the strengthening the e-Learning aspects with the establishment of a series of internet lectures.

The LE:NOTRE Project finally came to an end in December 2013, more than 11 years after the original 'three-year' project started. When the dust had cleared and the 'final' final report had been submitted to Brussels, the new LE:NOTRE Institute was faced with the brave new world of having to survive without its European Union funding. It is not the right time to analyse the success of this difficult transition, but it can be said that more than three years later the LE:NOTRE Institute is still functioning, four successful Landscape Forums have been held in Sarajevo, Bucharest, Paphos and Munich and the following Forums are in preparation.

Much has been achieved in the field of European cooperation in landscape architecture education and scholarship over the last quarter century, from the development of the European Council of Landscape Architecture Schools and the LE:NOTRE Project and Institute. The pursuit of the goals of strengthening the academic community and creating added value through focussing the critical mass of an otherwise small and diffuse discipline, has been largely successful. While much of this was facilitated by the

13 It was also intended to complement and not compete with the ECLAS Conference which continued to be successful in its September slot as a conventional academic conference.



8. pict.:

The 2002 ECLAS Conference was organised in Budapest by the Faculty of Landscape Architecture

funding from the European Union, it was the activities and commitment of a relatively small group of individuals from landscape architecture schools across the continent which ensured the success of the project. Nevertheless, without the EU funding which made it possible to employ a project assistant it would also have been barely possible to coordinate the project alongside the normal day to day workload of an academic.

Thanks to the European funding for the LE:NOTRE Project and the commitment of the academic community, ECLAS has been able to achieve much over the last 25 years, although much still remains to be achieved, and even simply maintaining the achievements to date calls for the commitment of all concerned. Only through European cooperation was this possible in the past and will continue to be in the future.

A PERSONAL AFTERWORD - RICHARD STILES

The establishment of the European Council of Landscape Architecture Schools, together with the LE:NOTRE Project and its follow-up organisation, can be viewed as being all about taking the initial critical steps towards the institutionalisation of academic landscape architecture in Europe.

Institutions, such as ECLAS, are of great importance in the representation of professional and academic positions in the wider context of public life. They can be said to exist in order to multiply and add value and authority to the voices of their individual members. They are the proverbial 'whole which aims to be greater than the sum of its parts'.

As such, institutions need to be seen as the collective and essentially impersonal embodiments of a series of higher principles and goals, and must be invested with the necessary authority in order that their goals can be successfully pursued. In the absence of authority deriving from an established statutory role, how successful an institution is in achieving its goals is, to a large degree, in proportion to the standing it is able to achieve as a reflection of the societal respect it commands and a function of its and perceived importance and its integrity.

Looking back at the process of striving to establish ECLAS, one becomes retrospectively aware, not just of the way in which this theoretical background to the nature of institutions was a key factor in driving one's actions, but that it was not the only one, and that diametrically opposed forces were also at work. There was therefore a need to balance what were two competing realities. On the one hand, as outlined above, there was the necessity to manufacture what had to appear, to the outside world at least, as an impersonal and impartial institution, together with all its organisation and structures. On the other there, was the awareness that organisations of this nature, which need to operate on an honorary basis, especially in their initial stages, were anything but impersonal, as they depend almost entirely on the efforts and commitment of individuals giving their valuable and limited time and knowledge for free, usually alongside their other onerous duties.

From this, latter, point of view, the key to the success of establishing and developing ECLAS was to find a team



of committed individuals who shared the necessary vision and commitment to the cause together with an ability to make things happen. This is where the Faculty of Landscape Architecture in Budapest enters the story.

Since its formation in 1992, the Faculty of Landscape Architecture in Budapest was clearly also looking to strengthen its international contacts, and shortly after I moved to Vienna in 1994, I was contacted from Budapest by Professor Imre Jambor, who established 'first contact' between our departments, although, of course, there had been a strong previous bilateral exchange between my predecessor Ralph Gälzer and Professor Mihály Möcsenyi. At the time, though I was not yet really aware of the long and illustrious history of landscape architecture education in Hungary, which formed the essential background to the establishment of the Budapest Faculty of Landscape Architecture.

Bilateral exchanges followed during the next years and after having brought the ECLAS Conference to Vienna in 1998, where Imre Jambor was also a speaker, as the new and unexpected ECLAS President, I started to put together a new ECLAS Committee which represented all corners of Europe. At the time there was no mechanism to have an open 'call for nominations' and thus the pragmatic approach taken was personally to invite key individuals to be part of the new committee based on the simple conviction that they could be relied upon to play a committed part in the new ECLAS. Thanks to the good contacts that had already been established between the two schools it was an obvious step to invite Dr. Kinga Szilágyi to become a member of the new ECLAS Committee.

In addition to the essential role of the contribution of committed individuals, such as Kinga Szilágyi, in the developing success of ECLAS, there is a further key factor, namely the role of their institutions. Without the institutional support of the Faculty and departments in Budapest for ECLAS and the European project it would have certainly been much harder to move forward in the way in which we did from the end of the 1990s, and as if to emphasise the broad and practical nature of the support for ECLAS within the Faculty in Budapest, they offered to host the annual ECLAS Conference in 2002, one of the first since ECLAS came under its 'new management'. It is not feasible to mention all the many individual members of the Faculty who have contributed to ECLAS in this way over the years, but they all deserve warm thanks!

The 2002 Budapest ECLAS Conference was a great success in its own right, but it also effectively marked the inauguration of the LE:NOTRE Project, which started officially only a few days later. It was also important in that it provided the first opportunity to invite Maguelonne Déjeant-Pons of the Council of Europe, the person responsible for the European Landscape Convention, as a keynote speaker, thereby establishing a strong link between ECLAS and the Convention.

The development of LE:NOTRE happened within the ECLAS Committee, and as the two were so closely related, the ECLAS committee merged seamlessly into the LE:NOTRE Steering Committee, and so the close involvement of the Budapest Faculty with the LE:NOTRE Project also continued in the

person of Kinga Szilágyi. And again this support was not just a matter of representative membership of the Steering Committee, but involved active contributions on the part of a significant cross-section of the academic staff to the preparation of the many project outputs. If this wasn't enough Budapest also volunteered as the venue and organisers of the third and final Spring Workshop in 2005 within the first LE:NOTRE Project, which repeated the success of the ECLAS Conference three years previously, and was again notable for, amongst other things, being the occasion when the foundations for the establishment of JoLA - ECLAS's new 'Journal of Landscape Architecture' - were laid.

As stressed above, one of the key factors in successfully establishing an organisation such as ECLAS is to ensure that it quickly gains the necessary societal standing and respect in order to be able to acquire the necessary influence in order to achieve its wider goals. A significant part of this standing and respect can also, in certain cases, be as it were, 'inherited' from its member organisations. This too is an important part of the role which the Budapest Faculty has played in the development of ECLAS and LE:NOTRE. By virtue of its long and illustrious history and the role played by those individuals who have contributed significantly to the Budapest school and the Faculty, a modest portion of this 'reflected glory' has shone back on ECLAS. It was therefore very fitting that in 2009 ECLAS had the opportunity to bestow its Lifetime Achievement Award on one of the central personalities of both Hungarian and European landscape architecture education: Professor Mihály Möcsenyi. And it was a great honour for me to be given the task of presenting this award.

The development of ECLAS has thus been closely bound up with the contributions, both direct and indirect of the Budapest Faculty of Landscape

Architecture and the many individuals behind it. To my knowledge the Faculty is unique in Europe in that it is the only landscape architecture faculty we have now, at least since the merger of the landscape faculty at the University of Hanover with the architecture faculty at that university. Certainly the Budapest Faculty has not been immune to the vagaries of academic politics and its outstanding contribution to the development of academic landscape architecture in Europe through ECLAS and LE:NOTRE has taken place against a somewhat turbulent university landscape in Hungary, for which its contribution is all the more impressive.

I have always felt that, possibly because of the strongly transdisciplinary character of landscape architecture, universities do not really know how best to deal with the discipline, nor where it belongs within the academic landscape. This suspicion on my part has been amply reinforced by the developments here in Budapest over the last quarter century. Since I first made my acquaintance with the Faculty, not long after moving to Vienna in 1994, it has changed its university base no less than three times. This is something which also has certainly represented an immense additional drain on the resources of the staff involved. Nevertheless, against this background the reassuring thing has been that despite these three changes of university, every time I have had the honour and the pleasure to visit the Faculty, I have been met by the same people at the same location, and so over this first 25 years of the Budapest Faculty of Landscape Architecture there has been some calm in these stormy times, and the discipline of landscape architecture in Europe has benefitted from this. It is to be hoped that calmer institutional times lie ahead and that this will still further strengthen the commitment and contribution of the Faculty to its European home! ©

AZ EURÓPAI TÁJÉPÍTÉSZETI ISKOLÁK TANÁCSA ÉS A LE:NOTRE

Bár a tájépítészeti szakma több évszázados, rangos múltra tekint vissza, az egyetemi szintű képzési program szerte Európában alig száz éves. Ma szinte minden európai uniós országban legalább egy olyan felsőoktatási intézmény van, ahol tájépítészeti lehet tanulni. Összességében több mint 100 okleveles alap- és mesterképzési szak van szerte Európában, és számos iskola doktori PhD képzést is kínál az érdeklődőknek. A dinamikus fejlődés és ugrásszerű számbeli gyarapodás a II. világháborút követő évtizedekben, a városrekonstrukciós programoknak köszönhetően következett be, míg utóbb a környezeti és ökológiai tudatosság erősödése adott újabb lendületet a tájépítészeti iskolák fejlődéséhez.

Azokban az európai országokban, ahol több felsőoktatási intézményben oktatnak tájépítészeti, már a 70-es években szerveződtek nemzeti tájépítészeti képzési fórumok. Európai szintű felsőoktatási találkozóra azonban csak 1989-ben került sor, amikor a Berlini Műszaki Egyetem megszervezte az első nemzetközi tájépítészeti fórumot. Ez jelentette az európai tájépítészeti oktatási együttműködés hivatalos intézményi formáját. 1989-ben maga a rendező város, Berlin is történelmi időket élt sajátos geopolitikai helyzetéből adódóan, jóllehet akkor, szeptemberben a politikai fordulat még nem igazán látszott. Ugyanakkor volt egy másik fontos hajtóerő is egy európai szintű együttműködés kiépítésére: ez pedig az Európai Közös Piac fejlődése, az akkor még csak 12 tagú Európai Közösség országai között.

Két évvel később, 1991-ben Hollandiában, Wageningenben volt az első konferencia, ahol az európai tájépítészeti iskolák találkoztak, s megalapították az ECLAS-t, az Európai Tájépítészeti Iskolák Konferenciáját (European Conference of Landscape Architecture Schools). Tíz évvel később az ECLAS eredményesen pályázott a SOCRATES Program támogatására egy Tájépítészeti Tematikus Hálózat (Thematic Network in Landscape Architecture) létrehozására. Az informálisan már jól működő európai szintű szakmai kommunikáció kapott ezzel lehetőséget egy új, erős szervezet és rendszeres együttműködési forma kidolgozására és fejlesztésére.

A LE:NOTRE Thematic Network – Landscape Education: New Opportunities for Teaching and Research (LE:NOTRE Tematikus Hálózat – Tájépítészeti Képzés: Új Lehetőségek az Oktatásban és Kutatásban) 11 éven át működött a Socrates támogatásával, és 150 tájépítészeti iskolát fogott egybe. A LE:NOTRE hatékonyan és eredményesen teljesítette be az ECLAS céljait az oktatási és kutatási együttműködések fejlesztésével, a széleskörű szakmai kommunikációs lehetőségek koordinálásával. Az ECLAS (ma már: European Council of Landscape Architecture Schools) szilárd alapot és továbblépési lehetőséget jelent az európai tájépítészeti akadémiai infrastruktúra terén. A cikk az ECLAS fejlődési útját mutatja be a legszélesebb összefüggésrendszerben. ©

*THE 25TH ANNIVERSARY
OF THE FACULTY OF LANDSCAPE
ARCHITECTURE AT BUDAPEST
LOOKING BACK AND THE
CONTEMPORARY SITUATION*

**A BUDAPESTI TÁJÉPÍTÉSZETI
KAR 25 ÉVES JUBILEUMA
VISSZATEKINTÉS ÉS HELYZETELEMZÉS**

SZERZŐ/BY:

MARTIN VAN DEN TOORN

ABSTRACT

This article comprises the view of a foreigner and thus outsider on history and contemporary situation of the Faculty of Landscape architecture and Urbanism in Budapest at the 25th anniversary of the Faculty. The outline and line of reasoning are built up along two parts. The first part starts with a short historical overview of the development of the Faculty in terms of education, research and organisation. Landscape architecture education in Hungary did start long before the foundation of the Faculty but here, in the first part, the focus is on the last 25 years.

In the second part, the contemporary situation is described briefly. At the moment we see a strong tendency to internationalisation – like

in other schools of landscape architecture – both in education (the International MLA) and in research.

One of the conclusions is that the Faculty should move towards a specific focus on the long tradition of planning and design in the Central and Eastern European landscape, to stand out and develop its historically strong position further in the future. This will give future students a clear perspective on their choice of the program and at the same time puts forward a large part of the research agenda. The article will be continued in 4D, next issue 46. In the second part, I take look at the present situation; what is happening at the Faculty at the moment? The background idea is that the past could be a basis for the future, also as a source of inspiration.

Keywords

Design knowledge, Central and Eastern Europe, Design history, International Master in Landscape Architecture

1. INTRODUCTION

This article is first of all based on my personal experience as a Dutch landscape architect at the Faculty in Budapest, in teaching, research and fieldwork. Since 2012 I have been increasingly involved as a visiting professor into different forms of teaching at the Faculty. Even though these experiences covered only a limited time of the year, in the contact with students and staff I have been able to gain substantial information over the years. The same goes for research, I have been collaborating with different researchers on a range of subjects. A third source of personal information has been my taking part in field trips where I have encountered another type of teaching, with different students and different members of the staff. Note that I cannot speak or read Hungarian; for my information and contacts I am dependent on people who speak English – or in my case also French – the only foreign languages I speak, read and write in.

The character of this article is that of the viewpoint of a visitor. The visitor acts as an outsider and can have different views than the ones who are part of the local situation, both culturally and theoretically. Different viewpoints can enrich the discussion, thinking and setting out a strategy for the future. My viewpoint is also based on my experiences in landscape architecture, as a student in Wageningen and Berkeley, as a teacher and researcher in Wageningen, Delft, Versailles and Budapest. The overview is brief and a personal selection and can be seen as an anecdotic collection of personal observations and experiences.

The main focus is on looking forward; the future of the Faculty in a European context, which will comprise the second section of the article in the next issue.

Research method and source material

My source material is referenced on Hungarian land, landscape and landscape architecture in English or French. The reference list for international students of the MLA has been collected and then revised and supplemented by Albert Fekete and me since 2012. It has helped me a lot to get an overview and insight into the Hungarian situation and history of the discipline.¹ The research method is basically textual of getting information, elaborating, reworking and rewriting but would not have been possible without the help and comments of prof. Kinga Szilágyi. The more this process is reiterated, the more balanced it gets.

2. LOOKING BACK; THE PAST 25 YEARS (1992-2017)

Landscape architecture education in Hungary has a long tradition; formally it started in 1908.² Like in many other countries, what later on became 'landscape architecture' started with courses on garden art, garden design and garden history in the Department of Horticulture. This long history forms the basis for an autonomous Hungarian development of the discipline of landscape architecture; making the land fit for human use and giving form to it.

Secondly, the tradition is linked to the influences from outside the country; either foreigner coming to Hungary for the design of projects or Hungarians going abroad to learn and get inspired by foreign designers.

A third influence is that of culture; landscape architecture is heavily influenced by social, cultural conditions and forces. In Hungary there have been

¹ FEKETE, A. & TOORN, M.v.d. 2017. *Land, landscape and landscape architecture – List of references for the Master of Landscape Architecture (MLA)*
² JÁMBOR, Imre 2012. *Education from garden design to landscape architecture in Hungary. 4D Journal of Landscape architecture and Garden art (2012) – 27. p. 12-24; SZILÁGYI, Kinga (2013). Hundred years of education and research in garden history and garden art – From the Institute for Horticultural Education to the Faculty of Landscape Architecture. 4D Journal of Landscape architecture and Garden art (2013) – 29. p 22-35*

eight major outside cultural influences; the Roman times, the European influences in the Medieval times, the Renaissance of Italy, France, the Ottoman Empire, French and German-Austrian Baroque, the English Landscape style, the Austrian-Hungarian Monarchy of the house of Habsburg, the Russian-Soviet occupation after WW2. and since 1989 Hungary as an independent country in the global context. Each of these periods has influenced – directly or indirectly – contemporary culture and thus also landscape architecture.

In 1992 the Departments of Garden design and Landscape planning of Horticultural Faculty were reorganised into five departments that together were transformed into an independent Faculty of Horticultural and Food Science University (fig. 1). The Faculty, together with the two other faculties have been reorganised into new university systems from time to time. After 12 years in the Corvinus University structure, the Faculty was reintegrated into the Szent István University. in 2016, while the organisational structure of the Faculty remained in headlines the same.

2.1 EDUCATION

Students

Just to give an idea, the moment the following numbers of students enrol yearly in the different levels of education: BSc: 110-130; MSc: 25-40; MA: 10-15; MLA: 10-22; PhD: 5-10. Altogether around a yearly 160-210 students are taking part in different programs of the Faculty. The MLA is the newly set up international Master taught in English, the BSc, MSc and MA are taught in Hungarian. The PhD education runs both in Hungarian and English. The number of Erasmus students changes considerably each year but this year there were 20-30 students per semester.

Since 2014 the teaching staff comprises 45-46 persons, bringing the student/teacher ratio to about $194/45=4.3$. Most teachers are also engaged in research, and many of them take part in the education of the doctoral school.

The design orientation within the whole Faculty is very much concentrated in the Department of Garden and Open space Design; each year students of programs or courses directed by this department are the winners of the most important competitions both in Hungary and at an international level (ECLAS, IFLA students competitions, ECLAS Master diploma award, etc.). Landscape protection and reclamation, together with planning and regional development can be found in separate departments, while the history of gardens, restoration, and renewal of historical gardens and parks have also a separate department. Moreover, there is the fifth department for urban studies in strong cooperation with the landscape architecture programs. Though urban planning and design program is a technical type, but the connections with landscape architecture and the ecological aspects reflect the new ideas of urban development in the 21st century.

In the past the Faculty has developed special knowledge and experience in several subjects; for example, I mention here just four topics and methods that have struck me – though I am sure the list could be and should widened.

– Applied planting design

Knowledge of plants and growing conditions are taught at a high level. The proximity of the arboretum on the Buda campus is of great help for both students and teaching staff. It enables the outdoor teaching and study of plant, planting systems and applied planting design.

– Graphics, visualisation and the teaching of hand drawing

Dept. of Garden and Open space design	Dept. of Garden History and Technique	Dept. of Landscape Planning and Regional Development	Dept. of Landscape Protection and Reclamation	Dept. of Urban Planning
in Hungarian: BSc Landscape management and garden construction (110-140)				
in Hungarian: MSc Landscape architecture (25-40) MA Master of Arts in Landscape architecture and Garden Art (12-15)				
in English: MLA Master of Arts in Landscape architecture and Garden Design (10-22)				
in Hungarian & English: PhD Landscape architecture and Landscape Ecology (5-10)				

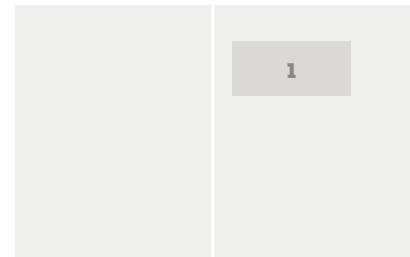


Fig. 1.: Departments and programs at the Faculty of Landscape architecture and urbanism in Budapest

The teaching of visualisation and hand drawing is traditional and particularly strong in this Faculty. When traditionally after the Millennium, the influence of computer graphics, GIS and computer modelling became a dominant feature, hand drawing has been successfully integrated into the programs of Budapest and even developed to a higher level of skills and teaching approach in that field. The existence of both computer graphics next to attention to hand drawing is a rich resource both for students and in research.

- A long tradition of studios and planning / design exercises in cooperation with state institutions, municipalities and civic societies
In the course of semester programs, the main planning, design or management courses have regularly studios and site visits, even the two weeks long planning / design exercises. These practical courses are often organised on special, current landscape planning, management or design tasks. Depending on the level of education, students are required to make site analyses, surveys, problem mapping, even some landscape construction or maintenance works, or design and development concepts. These practical courses are, of course, directed intensively by tutors from the staff, and sometimes from abroad, and the theme and aims of the program are developed on the direct request or

thematic proposal of authorities, local governments or civic associations. In recent years, some of these assignments have been conducted in the frame of a European joint-venture program.

- History, design and cultural aspects in present and former Hungarian landscapes, settlements, gardens and open spaces, with special stress on the Transylvanian Hungarian landscape architecture heritage.

In the course of time, the Faculty has built up a considerable knowledge of the Transylvanian landscape in Romania, a region with Hungarian influence due to the many Hungarians who live there from historical times (Fekete, 2007). This is unique knowledge since there are no other universities and researchers in Europe that have this design knowledge and insights on a landscape with special and characteristic features. Compared to the whole program of the Faculty, both in research and education, the attention for Transylvania and its history, redesign of historic gardens and landscapes form only a small but unique part in the whole Faculty's program.

2.2 RESEARCH

In the past, the research program has developed steadily with several key issues. Here I would like to

Hungarian			English (or German)			Plans, designs, artistic works
book, section in book	scientific publication	other	book, section in book	scientific publication	other	Technical / Art, design
7	36	53	3	47	13	67

mention just one, the development of urban landscape architecture.

Traditionally urban extensions and planning were based on architecture and traffic engineering while public parks and park systems were the input from landscape architecture. In the last part of the 20th century, the attention to the influence of landscape and landscape structure in urban or town planning has increased. Even though the traditional basis of town planning from architecture and traffic engineering side has remained, a third one – the landscape architectural approach – has got more attention in the last decades in the form of urban landscape architecture. This international development can also be traced in the Faculty of Landscape architecture and Urbanism in Budapest.

Urban landscape architecture with attention to green infrastructure, landscape structure as the basis for urban development has recently got more attention in the research programs in Budapest. It is a highly strategic development in which several departments of the Faculty take part and which is developed in close collaboration with the Budapest Municipality. The foundation for this development has taken place already in the 80s with the research on urban green systems, on planning and design methods; as can be exemplified in three dissertations related to these subjects.³

PhD research

The PhD school was founded in 1993 as part of the educational system and as part of the research program. Before the foundation of the doctoral school PhD's were individually organised, depending on the subject of research.⁴

In the 1970-80s young lecturers in landscape architecture often went to study abroad (owing to the political system to East Germany or the Soviet Union) and fulfil the necessary scientific research and defend the CSC dissertation.⁵ Even Mihály Mócsényi's (the emblematic professor and the founder of the Faculty) scientific dissertation was refused by the academy on political excuse in 1953, then finally accepted in 1962.

The Doctoral School of Landscape Architecture and Landscape Ecology has been existing since 1993. It belongs to the Agronomic/Technical field of sciences and lists five sections/research fields:

- Theory of open space design and green system planning
- History of garden art and garden monument preservation
- Regional development and landscape planning
- Environment protection and landscape protection
- Urban planning and urban ecology

Enrolments of PhD students between 1993 and 2017 is 2-3 (before 2000), 10 (2010), 3-4 (2011-2016), 8 (2017). Just to give an impression of the subjects and types of research, I would like to mention three examples:

Bakay, Eszter (2012) *Lakótelepek szabadtérépítésze 1945-1990 között, Budapest példáján.* (Open space design of housing estates between 1945-1990 on the example of Budapest); Csepely-Knorr, Luca (2011) *A közparktervezés-elmélet fejlődése az 1930-as évek végéig. A korai modern szabadtérépítészet.* (Development of theory and planning of public parks up to the end of the 1930s. The early

3 SZILÁGYI, Kinga (1996). *The evaluation methods of urban green system - on case study of Budapest.* CSC dissertation, HAS, Budapest; BALOGH, Péter István (2006): *Functional change of urban open spaces in the traditional European urban renewal projects.* PhD dissertation. Budapest, CUB; ALMÁSI, Balázs (2007): *Methodological development of green network planning, on case study of Budapest.* PhD dissertation. Budapest, CUB; HÜTTER, Dóra (2015) *Development of Budapest green system with revitalisation of Railway brown fields.* PhD dissertation. Budapest, CUB

4 Before the turn of 1990, the scientific qualification was organised by the Hungarian Academy of Sciences (HAS), where CSC and HAS dissertations used to be evaluated. The universities though had the right to give the university doctoral level diploma, which was seen as the first step in the scientific system. After the turn of 1990, the European PhD system was dedicated to the universities' doctoral schools, while the Academy has the only right to award the academic doctor award.

5 for example: JÁMBOR, Imre (1978). *TU Dresden. Zur Entwicklung von Freiräumen in Siedlungen unter besonderer Berücksichtigung der ökologischen Bedingungen und des Freiraumelementes Pflanze.* CSC dissertation



Table 1.: Overview of publications and plans / design / artistic works for 2016-2017, according to the MTMT (Hungarian Database of Scientific Works) (list of accreditation of Faculty in 2017)

Fig. 2.: 4D; issue (2017) #43

modern open space design.); Eplényi, Anna (2013) Kalotaszeg tájkarakterelemzése [The Landscape Character Analysis of Kalotaszeg Region].

So far almost all PhD research was published in Hungarian (except two international students of early 2000s). At the moment there are a number of PhD candidates, still working on their research, who will publish their study in English or bilingually. Luca Csepely-Knorr published her original PhD work in Hungarian but already started to rework and develop of her PhD research, and her first book was published last year in English⁶ Others are working on that as well, so gradually also some of the previous PhD research will be accessible for non-Hungarian readers. PhD candidates have to prepare the thesis booklet both in Hungarian and English. The number of successful theses defend is around 2-4/year in the past decade.

2.3 THE JOURNAL 4D

The '4D', Journal of Landscape Architecture and Garden Art (fig. 2) is a professional and scientific journal, published quarterly by the Faculty of Landscape Architecture and Urbanism in Budapest (http://4djournal.hu/?page_id=2&lang=en). Imre Jámor is the founder of the journal which started in 2006 and Kinga Szilágyi is the editor-in-chief and the head of the editorial board. The editorial board has a number of international representatives to stimulate and attract also foreign authors and designers to publish. The review committee is composed

of academic researchers and practitioners both Hungarian and foreign.

The title '4D' refers to the time dimension in all landscape architectural projects; time, change, development are the most characteristic of all landscapes and landscape design. Since 2010 the journal is bilingual, opening up Hungarian landscape architecture and research towards other countries. Besides articles on Hungarian practice and research, there are also articles on developments in landscape architecture outside Hungary published regularly, such as an article on Chinese landscape design by the Slovenian landscape architect Davorin Gazvoda⁷ and some other publications of the overall European aspects and of French, German, Austrian and Chinese landscape design and research.

Since 2008, on the initiative of the Department of Garden and Open space design, the Master's works of the students finishing their degree presented at the Faculty's Diploma Exhibition, are also published in 4D; see for instance the most recent presentation in issue (2017) #43. The same goes for the yearly announcement of the 'landscape architect of the year' in Hungary. Prizes, awards and other special events are also published in the Journal.

Having such a journal is one of the major resources of the Faculty. It is, first of all, a presentation and discussion platform for doctoral students, university staff and professionals but at the same time exposes the discipline of Landscape architecture in the large sense to other academic disciplines and – since it is bilingual – Hungarian experiences to other countries.



6 Csepely-Knorr, Luca 2016: Barren places to public spaces – A history of public park design in Budapest 1867-1914. Budapest, I. Kenyeres, 2016.

7 Gazvoda, Davorin 2012. Characteristics of contemporary Chinese landscape design. 4D Journal of Landscape Architecture and Garden Art (2012) #25

	BSc, MSc, PhD in landscape arch.	MSc in architecture & landscape	former FachHochschule & Polytech's	graduate design schools
education at academic level	Wageningen Porto Budapest	Delft University of Technology Hamburg Hafen Univ.		
education at professional level			Velp, Larenstein Univ. of Applied Sciences Dessau, Anhalt Univ. Of Applied Sciences	Academy of Copenhagen Academy Amsterdam



Fig. 3.: Overview of educational structure of European landscape architecture programs; for each type only 2-3 cases mentioned

Fig. 4.: Hungarian students in Delft working on their final presentation of the results.

Fig. 5.: Seminar 'History, theory & practice', MLA Budapest, spring 2015; students on field trip on Danube river



2.4 INTERNATIONAL RELATIONS AND RESEARCH

Organisation of conferences

Since 1999 the Faculty has been involved in the organisation and setting up of ECLAS as the European organisation of landscape architecture schools. In 2002 the ECLAS conference was organised in Budapest.⁸ The ECLAS conferences are organised every year in September and every time at a different European School of Landscape architecture.

Other conferences have taken place over the past 25 years such as the ECLAS LE:NOTRE conference and workshop in 2004, and the Fabos Conferences in 2010⁹ and 2016.¹⁰ Julius Fabos is a Hungarian-born landscape architect who taught and did research in the US; one of his main research subjects was 'greenways'. Not only himself and colleagues, published extensively on the subject but after becoming Emeritus Professor in Amherst MA (UMass) he established a fund to

organise international conferences on greenways. These conferences are organised every three years alternating between Amherst and Budapest.

Research meetings are hosted in Budapest on a regular basis, often in the context of the Erasmus Program.

Research on the history of Transylvanian gardens

There is already a long tradition of research within the Faculty on the design history and redesign of the present Hungarian and also the former Hungarian, in most cases the Transylvanian landscapes, gardens, village squares and other green spaces in Transylvania. It is of great importance since this research on this subject is unique and there is not much information on that subject available. According to Transylvania so far, very few substantial research has been done on this subject outside the Faculty of Landscape architecture in Budapest. This study on the design history is not only historical but is meant

8 Head of Organising and scientific board : Kinga Szilágyi. Editor of conference papers : Kollányi 2002. *Landscape architecture in the developing urban regions – Complexity and specialisation in landscape architecture education in the frame of the European Landscape Convention. Budapest, Fac. of Landscape architecture, 2002*

9 Fábos et al., 2010 : Fábos, J.G. & R.L. Ryan & M.S. Lindhult & P. Kumble & L. Kollányi & J. Ahern & S. Jombach (eds.) *Proceedings Fábos Conference on Landscape and Greenway Planning 2010. Budapest, Corvinus University, Dept. of Landscape Planning and Regional Development, 2010*

10 Valánszki et al., 2016 [1; 2]: Valánszki, I. & S. Jombach & K. Filep-Kovács & J.G. Fábos & R.L. Ryan & S. Lindhult & L. Kollányi (eds.) *Greenways and landscapes in change – Proceedings of the 5th Fábos Conference on Landscape and Greenway Planning – Budapest, 30 June 2016 – Vol. 1. Budapest, Sz. István University / Univ. of Massachusetts, 2016*

as a basis for different types of interventions into these historical sites such as restoration, renovation and redesign. In all research in this project the context both in time and space is an important aspect; it is needed to frame the design process and plan development into a larger cultural and societal context of landscape development in the long run.¹¹

2.5 THE RELATION WITH PRACTICE

It is characteristic of the Faculty its strong relation with practice. First of all, practitioners are actively taking part in teaching as active members of the staff or invited lecturers or tutors. Secondly, students have obligatory practice periods and often find their first jobs at same offices after finishing their studies at the university. A number of them have been working as young professionals in offices and after some time have started their own office. This increase in young offices is stimulating for new experiments in design practice.

Professional practice in Hungary is developing rapidly; the number of offices is increasing and the number of projects as well. In and outside Budapest a growing number of parks and green spaces have been designed or redesigned by landscape architects educated at the Faculty.

The publication of a selection of works by Hungarian landscape architects every five years and the accompanying exhibition is very stimulating for students to see the evolution and new developments in practice.¹²

A special mention has to be made on the relation with practice in the active participation of students in the garden maintenance in the Buda Arboretum. I am sure this is an exceptional resource for any landscape architectural program that can only be found in a limited number of schools such as Versailles and Alnarp.

3. THE PRESENT SITUATION

3.1 EDUCATION

Education systems in landscape architecture in Europe

Academic & professional

Since the introduction of the Bologna system in European education, there have been major changes in the educational system. Key changes were first of all the introduction of the Anglo-Saxon BSc / MSc system. What remained was the division between academic and professional levels where research took and still takes place only at the academic level.

For education in landscape architecture the changes have also been quite large. At the professional level the former FachHochschulen¹³ in Germany, Holland, Belgium, Switzerland, Austria were transformed in 'Universities of Applied Sciences'.

In the UK the former Polytech's were transformed into 'universities'. Especially after WWII, these universities appeared next to the established universities such as Edinburgh, Newcastle, Sheffield, Manchester. For British, this history and the distinction is clear, for foreigners only after finding out about the different background and history.¹⁴

Architecture and landscape

At the academic level we see by now that nearly all architectural schools 'do landscape'. There is quite a variation in form, time and level of education in that subject but in all cases the formal degree remains an architectural degree.

The diagram (fig. 3) gives an overview, for every category 2-3 examples have been mentioned to give an idea but of course there are many more.

Landscape architectural schools and programs

The ECLAS web-site (www.eclas.org) provides an overview of the activities of the organisation, the annual

¹¹ Fekete, A. 2007. *Transylvanian garden history – Castle-gardens along the Maros river*. Kolozsvár, Művelődés, 2007

¹² Bardóczi, Sándor, & Szilágyi K. & Nemes, Z. & Sándor, T. & Szloszjár, Gy. 2011. *Landscape odyssey – Selections of the most significant works of Hungarian landscape architecture 2000-2010*. Budapest, HCA Landscape Architecture Division, 2011; Bardóczi, S. 2015 (ed.): *Landscape odyssey – Landscape architecture in Hungary, the most significant projects and artworks 2010-2015* Budapest, Hungarian Association of Landscape Architects, 2015.

¹³ Fachhochschule. *The Fachhochschule in Germany is now called University of Applied Sciences. The UAS focus on teaching professional skills and have a more practical orientation. Some UAS now also conduct research, in many cases funded by the industry, but they cannot issue PhD degrees themselves. The Swiss Universities of Applied Sciences are vocational universities established in Switzerland in 1995, following the model of the German Fachhochschulen. They are called Fachhochschule in German, Haute école spécialisée in French and scuola universitaria professionale (SUP) in Italian.*

¹⁴ *History of Polytechnics in the UK. While most polytechnics were formed in the expansion of higher education in the 1960s, some can trace their history back much further to the early 19th century. Polytechnic (United Kingdom) is a type of tertiary education teaching institution in the UK established between 1965 and 1992. What's the difference between universities, polytechnics, and institutes of technology? Traditionally, polytechnics and institutes of technology (or 'techs') focused on practical vocational training, while universities focused on theoretical academic qualifications, but there is now an overlap between the two tertiary options. Usually Polytechnics offer shorter studies, often within one year. This is in certain cases one of the advantages for both students and employers. Many techs now offer a range of degree level courses and direct pathways from certificates and diplomas into complementary university degrees. Most major cities had a Polytechnic alongside their traditional university (Newcastle, Oxford, Sheffield for example). The major difference between polytechnics and universities was that Polytechnics could not award their own degrees. All degrees were validated by the Council for National Academic Awards. Despite efforts from different sides, including the government, to make the differences between universities and polytechnics smaller or even to make them disappear, the differences remain.*

6

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Fig. 6.: Seminar 'Space, theory & practice', MLA Budapest, fall 2017; students presenting their work during field trip

Fig. 7.: International field trip to Transylvania, spring 2016; students drawing in the field



conferences and the schools of landscape architecture in Europe. The nature of the foundations of landscape architecture in science, art and technology, means that the educational landscape of schools, programs and institutes is one of unusual breadth, because of the historical relations with all three knowledge domains. This diversity in the basic knowledge domains also causes a range in views, approaches and methods resulting in a complexity that is reflected in the diversity of approaches to the discipline in schools, programs, offices and institutes throughout Europe.

The vast array of different types of higher education across Europe in which landscape architecture teaching and research has been established ranges from academies specialising in the fine arts to universities of natural sciences – or nowadays mostly 'life sciences' – dedicated to agriculture, horticulture, forestry, to technical universities mostly associated with schools of architecture or civil engineering.

Altogether the situation can be a kind of confusing; both the Universities and Universities of Applied Sciences (and their equivalents in the UK) offer Bachelor and Master Degrees in landscape architecture. Only the doctoral

degree can be awarded by the 'classical' universities, although Universities of Applied Sciences can create an agreement to collaborate with classical universities for PhD research and awarding a PhD degree.¹⁵

This brief overview of the educational structure of the European landscape architecture programs is needed to show the position of the Faculty in Budapest. In this diagram the Faculty of Landscape architecture in Budapest is located in the upper left corner, because it covers all three levels BSc, MSc, PhD and is engaged in teaching and research at an academic level. Since 2006 the Faculty is organised along the Bologna system, offering BSc, MSc and PhD levels of education.

Making choices for a Master's program by prospective students

There is a growing competition in all disciplines for finding jobs, also in landscape architecture even though there is still demand. Students are well aware that they will have to compete with others for any new job. Being internationally educated is certainly an advantage – sometimes a necessity, especially for the smaller countries – but it is not

15 Academic & professional education. Due to the Bologna process in European Education, the Fachhochschulen also got formally a BSc and MSc but no Doctoral education. Doctoral degrees can only be awarded by Universities. That's why all former Fachhochschulen and Polytech's search desperately for collaboration with universities both for doing research and to participate in PhD-programs. Despite the efforts of politicians and others to neglect the differences between academic and professional education and trying to do as if the levels are the same, so far these efforts have not had this effect. The number of professional schools and education in general is still rising, also in landscape architecture.

enough. Students search first of all for the qualities of schools and the other programs that are offered, looking at quality of education and research. Note that for prospective students, schools that offer the three degrees are the most wanted and looked at.¹⁶ They have a larger and more differentiated student and staff population, have more facilities and can offer more opportunities for students.

Hungarian Master students visiting the Faculty of Architecture of Delft University of Technology

In 2012 a group of Hungarian Master students visited Delft for a workshop of ten days on studying the Dutch urban water systems as part of design of urban landscapes. The visit was organised by the students themselves in close collaboration with Eszter Bakay who coached and supported the group as a member of the staff.

Main goal of the study tour was to study urban landscapes in the Randstad and how the water system influences the planning and design. It comprised a series of lectures, site and project visits in Delft, Utrecht and Rotterdam and excursion to Amsterdam. The students did experience the landscape of the Randstad the 'Dutch way', that is on the bicycle. The results were presented both in Delft and back home in Budapest at the Faculty (fig. 4).

Master's education and the International Master of Arts in Landscape architecture and Garden design (MLA)

In Budapest a new International Master in Landscape architecture was set up in 2014 and attracts now a growing number of students. Starting in 2014 with 8 students, this year more than 20 students were selected from a large number of applicants. The entry level for students with a landscape architecture background is generally design experience equal to the content of the textbook by Motloch.¹⁷ (2001). Students with other backgrounds have to make up their deficiencies. The entirely English-taught Master is a regular two-year program and is acknowledged and accredited both in Hungary by the Hungarian

Accreditation Board and internationally by the International Federation of Landscape Architects (IFLA).

Teaching – as in most design schools – is based on the principle of learning by doing (fig. 5); relating theory to practice, studio to fieldwork and design to planning & construction.¹⁸ Fieldwork, both in Hungary and abroad, forms an important part of the program (fig. 6; 8). The use of hand drawing is part of any fieldwork both in drawing situations from life, measuring cross sections and making diagrams as abstractions of the structure of the site (fig. 9). In the learning to become a trained observer in the landscape, hand drawing, observation and measuring play a key role in analysing the relations between site, program and use.

The diversity of origins and backgrounds of the students offers a rich resource for interaction, learning from each other and a source for inspiration for gaining new insights and widening of perspective (fig. 7).

The program offers opportunities for direct contact with practice through the practitioners that are part of the staff but also with researchers in a variety of subjects. At the same time a diverse group of visiting international faculty offers also other viewpoints, approaches and methods both in teaching and research.

International awards for students & teaching staff

Since a couple of years, ECLAS has set up an award system also for students. Students from Budapest got several awards from ECLAS.

Last year a student of the first MLA group, Ivan Juarez was awarded the ECLAS Master Award for his thesis entitled 'Sensory trails Normafa'.¹⁹ The subject of 'sensory trails' is special in the way that we tend to focus sensory experience almost exclusively on the visual experience, even in landscape architecture. In this study also the other senses were included and were used as a basis for tracing and designing a series of trails in the mountains south of Budapest (fig. 10).

This year a young lecturer of the Faculty, István Valánszki got the ECLAS

16 How do students choose a Master's program? Based on the many questions and discussions at different schools and conferences that I had over the years with students on their choice for a Master program at a European School of Landscape architecture, I have composed a set of criteria for their choosing: (a.) The level of education and research. Prospective students often learn this from experiences of former students; first is the web-site for information which is general, second is asking former students. Quality of teaching in landscape architecture programs is also defined by the quality of teaching staff and number of landscape architects that are teaching in that program or school, both tenured, temporary and visiting faculty. For teaching staff focussed on design, students look at the projects that the landscape architects realise, for researchers at their publications. The quality of teaching is also searched for by prospective students in student evaluations of courses, studio's, excursions, seminars. (b.) The facilities in their study. IT-facilities are expected to be at international standards; it is taken for granted, like drinking water. For all students the facilities in the library are of key importance. For foreign students, the number of books and journals in foreign languages, especially English is a crucial factor. Buildings and their facilities require typical resources for a design school such as studio-spaces, lecture rooms, seminar rooms and meeting spaces for groups of students. Extended opening hours are important. (c.) The amount of time spent on field work. Landscape architecture cannot be taught or learned from books in a lecture room or even a studio; the need for field work is evident. Not only in field trips related to courses, studio's and seminars but also the field trips to foreign countries and meeting other students from landscape architecture schools there. (d.) The context; the city and the country. Young people are searching for urban environments where they can meet their peers which can be a stimulating factor for development at a young age. The city of Budapest and its urban culture offers plenty of opportunities for that, so is also attractive for students as a living environment. (e.) Personal preferences and in the last years the growing difference in fees, tuition and living expenses

17 Motloch, J.L. 2001: Introduction to Landscape Design. New York, 2001, 2nd ed.

18 Schön, D.A. 1987: Educating the reflective practitioner – Toward a new design for teaching and learning in the professions San Francisco, Jossey-Bass Publ., 1987, 1st pr.

19 Juarez, Ivan 2017: Sensory trails Normafa. 4D Journal of Landscape architecture and Garden art (2017) #43. p 48-49



PhD award for his research on relevant indicator system for rural development, while he has been efficient and active both in the academic life of the faculty and the in the strengthening of the public partnership of the department and the municipalities.

International awards for members of the teaching staff: Imre Jám bor, Mihály Mőcsényi

At the ECLAS conference in Hamburg in 2014, Jám bor Imre was awarded the 'Lifetime Achievement Award' of ECLAS. In his speech, the president of ECLAS Simon Bell, mentioned briefly the grounds on which the committee had decided to award Imre Jám bor;

(...) Although retired, Imre Jám bor still teaches. He was in the Faculty of Landscape Architecture for many years, seeing it through the changes following the collapse of Communism and the reestablishment of the programme along modern lines. Before that time he helped to organise the IFLA congress in Budapest in 1984. In the course of his long career he played many roles in academia, including vice-rector of the university, dean of the faculty and was head of department until 2010. He has also been active in many landscape

architecture organisations and was a founding member of ECLAS. As a practitioner he has over 50 realised projects. Imre Jám bor has had an illustrious career in his country and internationally. (...)

Mihály Mőcsényi (1919-2017), on the occasion of his 90th birthday, for his successful work in the field of European education of landscape architecture, for his discipline and school promoting career, ECLAS bestowed the ECLAS 'Lifetime Achievement Award' on professor Mihály Mőcsényi. The ceremony took place in Budapest in 2009 and the distinction was awarded by Richard Stiles, president of ECLAS (fig. 11).

In 2012, as an acknowledgement of his outstanding professional work and school development, he received the most prestigious award for landscape architecture in the world – the IFLA founded Sir Geoffrey Jellicoe Prize.

The 4D Journal published a special issue on his work in teaching, research and practice: 'Mihály Mőcsényi and the Hungarian Landscape architecture School'.²⁰

Mihály Mőcsényi kept on working, researching and teaching until his death with great passion, tirelessly and with a dedicated goal for developing

20 Szilágyi, K. et al., 2012. Mihály Mőcsényi and the Hungarian landscape architecture school. 4D Journal of Landscape architecture and Garden art (2012) #27

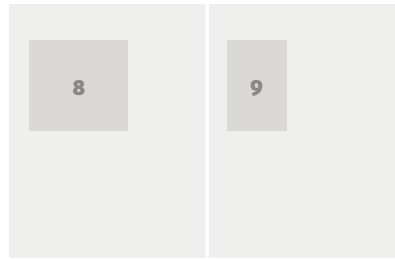


Fig. 8.: Topography and tracing sensory trails in Normafa (Juarez, 2017)

Fig. 9.: Mihály Mőcsényi is awarded the ECLAS Lifetime Achievement Award in Budapest by ECLAS president Richard Stiles in 2009 at the Hungarian Academy of Sciences

Hungarian landscape architecture. He was one of the 'grandfathers' of Hungarian landscape architects with generations of landscape architects that are now practising and even students.

He passed away this summer and certainly will look upon us from another world this 25th anniversary of the Faculty with great pride and satisfaction.

3.2 RESEARCH

Besides the ongoing research the Faculty is engaged in, there have been a growing number of new international activities related to research. Just to give an impression we mention here two events; besides the above mentioned international conferences.

Publication of a book on parks and green spaces in Budapest in English by Luca Csepely-Knorr.²¹

Csepely-Knorr published a reworked version of part of her PhD work in English. It is a study on the design history of Budapest parks and green spaces and one of the first studies published in English that investigates and analyses the history and design background of Budapest parks

and green spaces and makes use of historical and archival material that so far has been inaccessible for non-Hungarian speaking people (fig. 12).

The study is not only of use in an academic context but can be a great source of inspiration for other PhD students for its systematic and methodological approach. Moreover, it can be equally interesting for practitioners in the design and redesign of parks and other green spaces in Budapest. Csepely-Knorr did her PhD research for the largest part of the Faculty in Budapest and is now teaching and researching at Manchester University.

International research project; 19th-century public parks in Central and Eastern Europe (HYPPE)

In 2016 a new international research project on 19th-century public parks was initiated by the Faculty of Landscape architecture in Budapest. The focus of the research is on the design history and use of 19th century urban public parks; planning, design and management of the parks over time in relation to use, users.

Research questions for this project are:

- Which are examples of 19th-century public parks in Central and Eastern Europe?

²¹ Csepely-Knorr, L. 2016: *Barren places to public spaces – A history of public park design in Budapest 1867-1914. Budapest, I. Kenyeres, 2016, Diedrich et al., 2015*

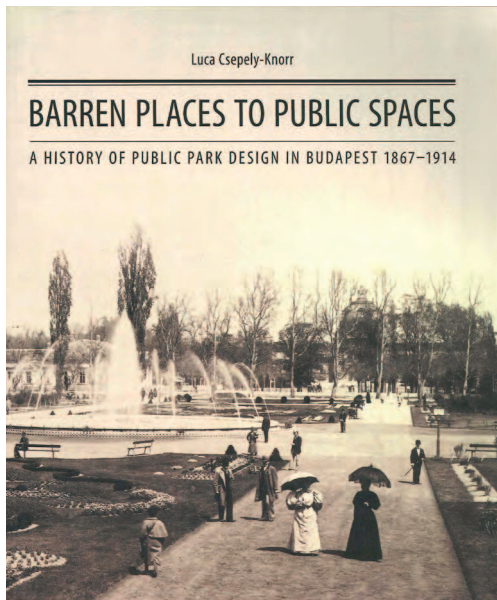


Fig. 10.: Title page of book of Csepely-Knorr (2016)

Fig. 12.: Title page of book on European landscape architecture (Diedrich et al., 2015)

Fig. 11.: Research on 19th c. public parks in Central and Eastern Europe; nine case studies in three clusters

- What have been the design principles that underpin the structure of those parks?
- How do these design principles influence contemporary use?
- How can this insight into the design history be used for redesign and reposition these parks in the contemporary urban landscape context?

In the first phase of the project, nine case studies have been selected. The research approach comprises first of all, an investigation of the existing material, plans, maps – texts mostly in the languages of the country – resulting in the first overview per case. On the basis of that information, a first analysis of the design history is made by doing additional fieldwork & site analysis, precedent analysis, literature research. Methods include site analysis, analysis of plans (precedent analysis), analysis of use and functioning. Fundamental to the research approach is the gradual gaining of insight through analysis, discussion, fieldwork, critique. Design knowledge is acquired through the accumulation of different types of knowledge. In the third cycle, the results of the analysis so far form the basis for design studio's at the Master's level at the different participating schools. In these studio's design ideas

are developed which will be presented to Municipal Departments of open space and landscape architectural offices.

As a start we have selected a series of parks in the Central-Eastern European region that can be seen as the first case studies, nine in total. The research on these nine case studies from different countries around Hungary, is done by researchers and students of nine participating schools of landscape architecture. The nine case studies are grouped in clusters of three (fig. 13).

The project is divided in a series of consecutive steps over three years. The first year is an investigation what is already known, a first analysis of use in relation of the design means through an analysis of the plan. The second year municipalities of the cities will be involved into the project; they will also provide more information on the future plans of the urban development, management and use.

In the third year all schools will organize a design studio on the future development of the parks on the basis of the information and material that has already been accumulated in the preceding years. The project will be concluded with a conference

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- Varosliget, Budapest
Faculty of Landscape architecture, St. István University, Budapest
Eszter Karlócaine Bakay, Orsolya Fekete, Fruzsina Zelenák & Kinga Szilágyi

- Prater, Vienna
Dept. of Landscape architecture, Faculty of Architecture, Technical University of Vienna
Richard Stiles & Kinga Szilágyi

- Tivoli City Park, Ljubljana
School of Landscape architecture, Faculty of Biotechnology, University of Ljubljana
Ana Kucan, & Kinga Szilágyi

• Albert Fekete

- 'Simion Barnutu' Central Park (along the river Someșul Mic), Cluj Napoca
School of Landscape architecture, Faculty of Architecture, University of Cluj Napoca
Erzsebet Buta & Albert Fekete

- Planty Park, Cracow
Dept. of Landscape architecture, Faculty of Architecture, Technical University of Cracow
Kashia Hodor & Albert Fekete

- Luzanky Park, Brno
Dept. of Landscape architecture, Faculty of Architecture, Prague University
Zora Kulhánková & Albert Fekete

Martin van den Toorn

- Sad Janka Kráľa, Bratislava
Dept. of Landscape architecture, Faculty of Horticulture and Landscape Engineering, Slovak University of Agriculture, Nitra
Mária Bihunova, Attila Tóth & Martin van den Toorn

- Maksimir Park, Zagreb
School of Landscape architecture, Faculty of Agriculture, University of Zagreb
Iva Rechner Dika & Martin van den Toorn

- City Park, Kalemegdan Park, Belgrade
School of Landscape architecture, Faculty of Forestry, University of Belgrade
Nevena Vasiljevic & Martin van den Toorn

where the results will be presented in condensed form. The proceedings will be the basis for a book on the subject.

A first meeting was organised in the beginning of 2017, a second one in 2018 is being prepared.

3.3 PRACTICE

Book launch European Landscape architecture

In 2015 the Hungarian Association of Landscape Architects (HALA) in close collaboration with the Faculty of Landscape architecture organised and hosted a book launch of a book on European Landscape architecture²² in Budapest. Every three years the Foundation 'Landscape Architecture Europe' (LAE) asks designers from all EU countries to send in proposals for selection of the best and most interesting landscape architectural projects. There is an international committee who makes the selection. This edition of Landscape Architecture Europe is the fourth in the series (fig. 14).

For this edition, in the selection of projects from all over Europe, for the first time also a project of a Hungarian landscape architect was chosen, titled: 'activating communities through art' in

the Palace quarter of Budapest by the landscape architect Dominika Tihanyi.

The presentation also attracted visitors and non-professionals; for instance, the Dutch embassy in Budapest was also represented. It was accompanied by an exhibition of selected projects. Such an event also gives information and an insight for students both Hungarian and International of the state of the art of the profession in Hungary and other European countries.

Students and practitioners taking part in competitions

Competitions in design disciplines can be considered as design experiments in which the design knowledge on the problem and program of the competition is further developed. The close collaboration and relations between practitioners, some of them teaching at the Faculty, and the professional community and organisation, is a rich resource both for practice and for education.

In the last decade, there have been a series of competitions in which landscape architects participated – in most cases practitioners and students in close collaboration – which has resulted in a further exposure of landscape architecture in Hungary as high-level creative

²² Diedrich, L. & J. Bridger & M. Hendriks & C. Moll (eds.) on the move #4. Wagenin-gen, Blauwdruk/LAE Foundation, 2015

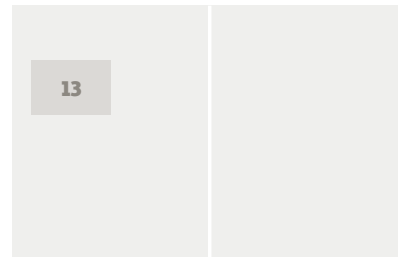


Fig. 13.: Landscape architects and students to celebrate the result of a competition in 2016 in Budapest

professionals in the planning and design of urban landscapes. On the photograph (fig. 15) a celebration of winning a competition in 2016 – with Mihály Möscényi in the jury – showing also how students actively participate in competitions together with established landscape architects. Also in the European competition in 2013, Hungarian landscape architecture students actively participated.²³

CONCLUSIONS AND DISCUSSION

- The Faculty faces major challenges and fundamental changes both inside the university and outside, in the European context.
- The launch of an International Master in Landscape architecture (MLA) has been a formidable step forward in the internationalisation of both education and research, but is not yet finished.
- In the search for identity, the long history and tradition in Hungarian

landscape architecture should be seen as a resource and used as such, instead of looking at the West and trying to imitate their programs which function in a different context of physical environment and cultural history. For the generic level of design theory and design teaching, other parts of Europe are interesting.

- The search for identity should be coupled to collaboration and exchange with other schools of landscape architecture in the immediate surroundings and elsewhere. ©

²³ Szabó Á, G. Szabó, P.I. Balogh: *Landscape and identity in the adaptable city. 4D Journal of Landscape architecture and Garden art (2013) #32*

A BUDAPESTI TÁJÉPÍTÉSZETI KAR 25 ÉVES JUBILEUMA - VISSZATEKINTÉS ÉS HELYZETELEMZÉS

A cikk a 25 éves jubileumát ünneplő budapesti Tájépítészeti és Település-tervezési Karról ad elemzést egy külső szemlélő, ill. kolléga szemével. A cikk természetesen nem tud teljes körű képet adni a karról, sokkal inkább egy más kulturális és tudományos háttérrel rendelkező kolléga benyomásait összegzi. 2012 óta rendszeres meghívott előadóként, vendégprofesszorként működöm a karon, és a nemzetközi - Erasmus vagy MLA, sőt olykor a magyar MA - képzés keretében tartok tervezéseméleti előadásokat, tervezést alapozó kutatás-módszertani gyakorlatokat, terepgyakorlatot (research based design). Az elemző áttekintés a cikkben tehát elsősorban az oktatóként szerzett benyomásokon alapszik, továbbá azoknak a vezető oktatóknak a szakmai segítségére tudtam támaszkodni, akikkel a képzési programok összeállítása során kapcsolatba kerültem: elsősorban Szilágyi Kinga, Bakay Eszter és Fekete Albert nevét kell

említenem. Nemzetközi tapasztalataim - hallgatóként Wageningen és Berkeley, oktatóként és kutatóként Wageningen, Delft, Versailles és az utóbbi négy évben Budapest - szintén jó alapot jelentenek ehhez az összegző tanulmányhoz. A cikket a szokottnál talán többször kellett átdolgozni, kiegészíteni, hogy a saját, a helyzetemből adódóan óhatatlanul szűkebb körű ismereteim alapján írt elemzést a budapesti kollégáktól kapott információk, adatok segítségével bővítsem, elmélyítsem.

Az elemzés két nagy egységből áll. Az első rész a fejlődés, a múlt rövid áttekintése oktatási, kutatási és szervezeti aspektusból. Bár a tájépítészet oktatása Magyarországon sokkal régebben kezdődött, mint hogy az önálló kari szervezeti formát kapott volna, mégis a cikk a kari struktúra negyedszázados időszakára fókuszál.

A második egység a Kar jelenlegi helyzetét, erősségeit vizsgálja, amelyben jelentős vonulatot képvisel a nemzetközi képzés - hasonlóan sok más tájépítészeti iskolához. A budapesti karon az angol nyelvű mester szak - Master of Arts in Landscape Architecture and Garden Design,

MLA - erősödése mellett az angol nyelvű doktori iskola is fejlődik.

Az egyik legfontosabb következtetés, hogy - a történeti és földrajzi adottságaira alapozva - a Karnak érdekes a közép- és közép-kelet-európai térség tájépítészeti tervezési hagyományaira fókuszálnia. A regionális adottságok fontosak lehetnek mind a leendő hallgatók perspektívái, mind a kutatási profil alakítása számára.

2. rész

A tájépítészet erős kulturális beágyazottsága okán ennek a térségnek a sajátossága, a multikulturális történelem erős alapokat jelent a szakma számára és az európai kontextust is meghatározhatja.

A szakmai múltra és a jelentős szak-történeti alapokra építve a jövő egyértelműen a kutatás irányította tervezés, a tervezésemélet és módszertan további fejlesztésében jelölhető meg. ©

TELEPÜLÉSEINK ARCULATA – TÚL A LÁTVÁNYON *THE IMAGE OF OUR SETTLEMENTS – BEYOND THE SPECTACLE*

SZERZŐ/BY:
SIMON MARIANNA

2016 júniusában jelent meg a településkép védelméről szóló (azóta módosított) törvény, amely előírta, hogy az önkormányzatoknak rövid határidőn belül el kell készíteniük településképi rendeletüket.¹ E rendelet megalapozását szolgálja a Településképi arculati kézikönyv, röviden a TAK. A kézikönyv elkészítését külön útmutató segíti, amely előzetes, úgynevezett minta kézikönyvek tanulságaira épül. Az alábbi írás az Útmutatóban és a minta kézikönyvekben megjelenő szempontokat, a számba vett elemeket, súlyozásukat mutatja be és a tanulságokat két összefüggésben vizsgálja: elsősorban hazai, másodsorban nemzetközi kontextusban. Az időközben elkészült kézikönyvek értékelése nem tárgyát az írásnak.

TELEPÜLÉSKÉPI ARCULATI KÉZIKÖNYV

A Településkép védelmi törvény célja „az építési beruházások támogatása, egyúttal a hazai városok és községek sajátos

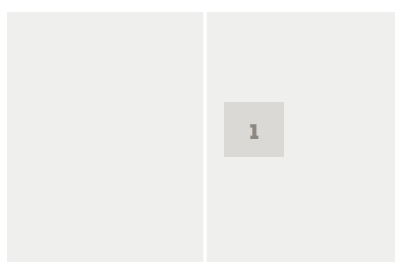
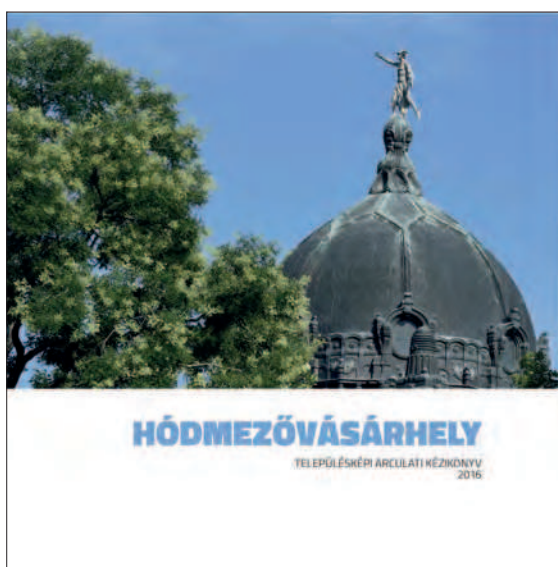
településképének védelme és alakítása társadalmi bevonás és konszenzus által”.² A második paragrafus meghatározza, mit értenek a szerzők a településképen és a településkép védelmén. „A településkép védelme a település vagy településrész jellegzetes, értékes, illetve hagyományt őrző építészeti arculatának és szerkezetének – az építészeti, táji érték és az örökségvédelem figyelembevételével történő – megőrzését vagy kialakítását jelenti”.³ Ez a megfogalmazás a településképbe az építészeti arculat mellett a településszerkezetet is beleérti, így az elsőre két dimenziósra tűnő megközelítés – kép, látvány – mégis három dimenziós, térbeli vizsgálatra utal. A törvény végrehajtási rendelete azonban egyértelműsíti, hogy a településkép védelmén a település arculatát, külső megjelenését, a látványt kell értenünk. „E rendelet alkalmazásában... *arculati jellemző*: a települési környezet vizuális megjelenését meghatározó jellemző, amely lehet kulturális, léptékbeli, formai, anyaghasználati (követített érzet) és minőségi (stílus)”.⁴

¹ 2016. évi LXXIV. törvény a településkép védelméről (2016. VI. 23.). Módosítva: 2017. évi CIV. törvény a településkép védelméről szóló 2016. évi LXXIV. törvény módosításáról (2017. VI. 23.). Az új törvény némileg növelte a határidőket.

² Tvtv. 1. §

³ Tvtv. 2. § (1)

⁴ A Településképi törvény végrehajtására kiadott 400/2016. (XII.5.) Korm. rendelet lényegében a 314/2012. (XI. 8.) Kormányrendelet módosította. A fogalmakat ez utóbbi 2. paragrafusa tartalmazza.



1. kép/pict.:

Hódmezővásárhely, településképi arculati mintakönyv 2016 / Settlement Image Manual, Hódmezővásárhely 2016

(FORRÁS: [HTTPS://ISSUU.COM/HOMIPACI/DOCS/HODMEZO_MINTA](https://issuu.com/homipaci/docs/hodmezo_minta))

The act on the Protection of Settlement Image came out in June 2016, with the requirement that councils have to prepare their decree on settlement image within a short time.¹ The Settlement Image Manual (Településképi Arculati Kézikönyv) should be prepared as a background material for this decree. The government also edited a guide, based on previously compiled sample manuals. This study presents the instructions, the elements taken into consideration and their rating that appear in the Guide and in the sample manuals and it analyses the material in a home and international context. The evaluation of the already prepared manuals is not subject to this study.

SETTLEMENT IMAGE MANUAL

The purpose of the Act on the Protection of Settlement Image is “to support building investment as well as to protect and shape the special image

of Hungarian towns, based on social involvement and consensus”.² The second paragraph defines the meaning of settlement image and its protection. “Settlement image protection covers the preservation or the shaping the characteristic, precious and architectural image and structure of a settlement or a part of it – taking into account architectural, landscape and monument preservation values.”³ This formulation includes both image and structure, which – against our first impression – refers to a three-dimensional analysis. However, the implementing regulation of the act makes clear that the protection of the settlement means the image, the appearance of the settlement, namely the spectacle. “According to this regulation ... *the image* is the decisive visual characteristic of a settlement that can be manifested in culture, urban scale, form, material (mediated feeling) and in quality (style)”.⁴

The Guide – as an official help to prepare the settlement image manuals

1 Act No 2016. LXXIV. (2016. VI. 23.) on the protection of settlement image. It was changed by the Act No 2017. CIV. (2017. VI. 23.) on the change of the Act No 2016. LXXIV. (2016. VI. 23.) The second act slightly extended the deadlines.
2 Act No 2016. LXXIV. 1. §
3 Act No 2016. LXXIV. 2. § (1)
4 The No 400/2016. Implementing Regulation is a modification of the 314/2012. Implementing Regulation. The definitions are in the 2 paragraph of the former.



A végrehajtási rendelettel egy időben, 2016 decemberében jelent meg a településképi arculati kézikönyvek elkészítését segítő Útmutató. Az Útmutató szerint a településképi arculati kézikönyv „a lakosság tájékoztatását segítő, szemléletformáló kiadvány”, amely egyúttal egy „újonnan bevezetett szabályozási műfaj” is.⁵ Vagyis egy olyan segédlet, amely elfogadása után előírassá válik. A kézikönyvek törzsanyaga öt fejezetet tartalmaz a következő sorrendben: 1. a település bemutatása 2. az egyes, településképi szempontból meghatározó építészeti, táji és természeti értékek 3. az eltérő karakterű területek lehatárolása 4. egy építészeti, településképi útmutató a területhez igazított ökölszabályok formájában és végül néhány jó példa az épületektől a részletképzésen át, a zöldfelületek kialakításáig. Az Útmutatót a szerzők a 314/2012. (XI. 8.) számú kormányrendeletben foglaltak alapján állították össze, az egyes részek arányára, terjedelmére azonban sem az Útmutatóban, sem a kormányrendeletben nem találunk előírásokat. A szempontok, vizsgálatok ajánlott súlyozására így a minta kézikönyvekből következtethetünk. (Kép 1)

A kézikönyv terjedelme természetesen függ a település nagyságától, így míg a közel 50.000 lakosú Hódmezővásárhely kézikönyve 178 lap, addig a 7.500 fő körüli népességű Piliscsabáé 40, a 10.000 lakosú Budakalászéé 49 lapot tesz ki.⁶ Az adott terjedelem felosztásának a vizsgálata további tanulságokkal szolgál. A település bemutatása mindhá-

rom esetben a legszükségesebb információkra szorítkozik, ami érthető, hiszen a cél nem a települési monográfia megírása volt. A település történeti fejlődése így leginkább a harmadik részben, az eltérő karakterű területek lehatárolásában jelenik meg, hiszen a különböző települési struktúrák szorosan kötődnek kialakulásuk szerves vagy épp tudatos voltához, az pedig az egyes korokhoz. Érdekes, hogy az Útmutató az eltérő karakterű területek számának 5-10 elemében való korlátozását javasolja, feltételezve, hogy ennél több egység nehezíti a megértést.⁷ A teljes anyag terjedelmével ellentétben a lehatárolt területek száma nem feltétlenül függ a település méretétől: Piliscsabán négy, Budakalászon tíz területet határoltak le a készítő, míg Hódmezővásárhelyen nyolcat. Az Útmutató a területek osztályozásánál meghatározó szempontként az építészeti elemek mellett a település- vagy tájkaraktert adja meg. A minta kézikönyvekben az egyes területek sajátosságainak a leírásában azonban már túlsúlyba kerülnek az építészeti jellemzők (oldalhatáron álló beépítés, földszintes vagy emeletes épületek, oromzatos vagy utcával párhuzamos párkány stb.) A használt anyagok, a homlokzatkezelés (vakolat, természetes anyagok, faburkolat stb.) mint karakterjegyek szintén több leírásban megjelennek, de a telekméret, a telekstruktúra, az utcaszerkezet, vagy a növényzet csak esetenként. A tájról, a domborzatról és a telekhasználatról, mint lehetséges kategória képző ténye-

⁵ Útmutató településképi arculati kézikönyvek készítéséhez (2016): Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest, p.7.

⁶ Hódmezővásárhely településképi arculati kézikönyv (2016): Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest. Piliscsaba településképi arculati kézikönyv (2016): Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest. Budakalász településképi arculati kézikönyv, (2016) Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest. A negyedik minta kézikönyvet, mely a körülbelül 1300 lakosú Csomád településről készült, nem vizsgáltuk.

⁷ Útmutató, p. 2.



2.a-b kép/pict.:
 Városi homlokzat /
 Street facade in a town
 (FORRÁS: TAK.
 LECHNERKOZPONT.HU)



– came out in December 2016, parallel with the implementing regulation. According to the Guide, the settlement image manual is made “to inform the inhabitants and shape their attitude”, but it is also a “newly introduced type of regulation”.⁵ Namely, it is a manual, which after it has been officially accepted turns to be a rule. The core material of the sample manuals consists of five chapters in order: 1. Introduction of the settlement 2. Architecture, landscape and natural values decisive for the settlement image 3. Demarcation areas of different character 4. Architectural guide in the form of rule of thumbs 5. Good practice suggestions from buildings and details up to green spaces. The structure of the Guide is based on the Implementing Regulation, but there is no reference to the length or on the ratio of the individual parts either in the Regulation or in the Guide, so this can be deduced only from the sample manuals. (Pic 1)

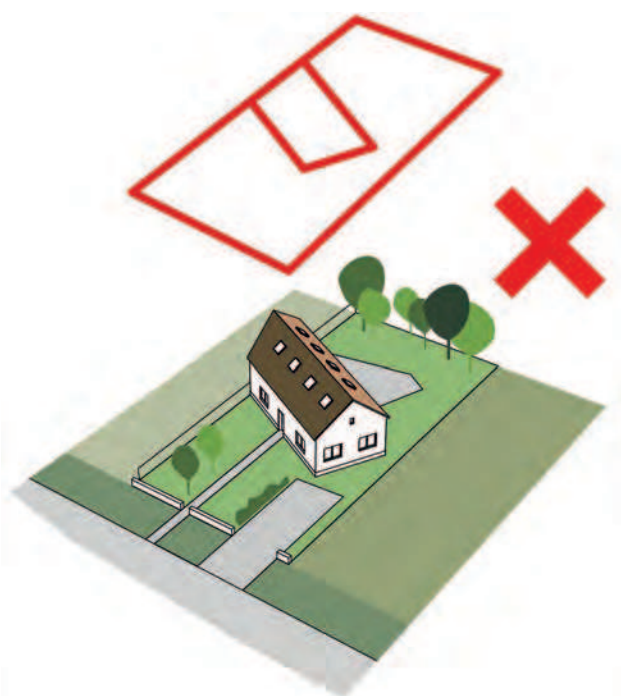
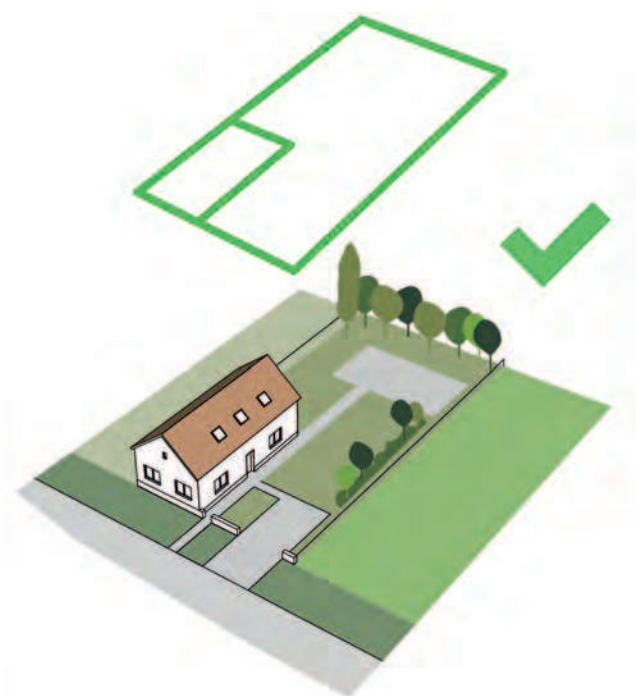
Naturally, the scope of a manual depends on the scale of the settlement: Hódmezővásárhely with nearly 50,000 inhabitants has a manual with 178 pages, while Piliscsaba with about 7,500 and Budakalász with 10,000 inhabitants have sample manuals with 40 and 49 pages.⁶ The examination of ratios within the given page number is instructive. The introduction of the settlements is always short, which is understandable, as the intention was to prepare a manual, not a monograph.

As a consequence architectural history is mainly represented in the third part, in the demarcation of the different areas: characteristic settlement structures, their planned or organic character is closely related to the period and intention that created them. Interestingly, the Guide suggests limiting the number of structures based on the assumption that too many units would make the overview difficult.⁷ However, the number of demarcated areas is not necessarily in connection with the size of the settlement: four parts have been defined in Piliscsaba, ten in Budakalász, while there were found only eight different territorial characters in Hódmezővásárhely, which is the largest of the three towns. According to the Guide, the demarcation of the areas has three key aspects: the architecture, the settlement and the landscape character. Against the intended triple aspects system, the description of the areas is dominated by architectural characteristics: freestanding houses or closed-row buildings in the street view, single-story or multi-story houses, gables facing the street or eaves parallel to it etc. Building materials, treatment of facades (plaster, brick, stone or wood etc.) are often mentioned, too – but the size or the shape of the plot, the built-in ratio, the structure of streets or the vegetation have hardly any reference. The landscape, the topography of the area or the use of the plots – as possible influencing aspects

⁵ Útmutató településképi arculati kézikönyvek készítéséhez [Guide for settlement image manuals] (2016): Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest, p.7.

⁶ Hódmezővásárhely településképi arculati kézikönyv [Hódmezővásárhely Settlement Image Manual] (2016): Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest Piliscsaba településképi arculati kézikönyv [Piliscsaba Settlement Image Manual] (2016): Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest Budakalász településképi arculati kézikönyv [Budakalász Settlement Image Manual] (2016) Lechner Tudásközpont Területi, Építészeti és Informatikai Nonprofit Kft. Budapest. We didn't include into the study the fourth sample manual made about Csomád which has approximately 1300 inhabitants.

⁷ Guide, p. 2.



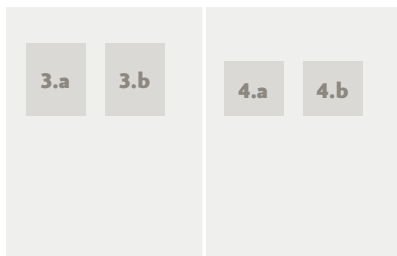
zóról, egyáltalán nem esik szó a leírásokban.⁸ Ugyanez az építészeti túlsúly érhető tetten a településképi szempontból meghatározó építészeti, táji és természeti értékek felsorolásánál: a minta kézikönyvek második, Örökségünk című fejezetébe jellemzően a már országos vagy helyi védelem alatt álló épületek kerültek be. A természeti értékek itt is kisebbségben maradtak, se Hódmezővásárhely hosszú, se Piliscsaba rövidebb értéklistán nem szerepel egyetlen természeti elem sem, Budakalász kézikönyve is egyedül a Barát-patakot említi.

Mindhárom kézikönyv legnagyobb terjedelmű részét a negyedik fejezet, az építészeti és településképi útmutató teszi ki, ami a vállalt műfajból – kézikönyv – logikusan következik, hiszen a szándék szerint a használók, az építetők-építkezők a kiadványt egy fajta tanácsadóként fogják használni. A települések első lépésben lehatárolt különböző karakterű területeire az adott terület szerinti, eltérő javaslatokat várnánk, de ez csak részben teljesül. A javaslati rész minden esetben hat elemet vizsgál: épületmagasság, tetőhajlásszög, tetőforma, telepítés (és színek), terepalakítás és kerítés. A magyarázó ábrák lényege az illeszkedés: a földszintes házak közé lehetőleg földszinteset építünk, ahol az épü-

leteknek utcára merőleges az oromzata, ott mi is ezt kövessük, ha a tetők hajlásszöge meredek, ne építsünk kishajlású tetőt és így tovább. A jellemzően zárt-sorú beépítésű városrészekhez azt kapjuk tanácsként, hogy folytassuk a zárt-sorú beépítést, míg a jellemzően szabadonálló beépítésű területekhez, hogy folytassuk a szabadonálló beépítést. (Kép 2a/2b) A színekre és a kerítésre kapott javaslatok ugyanebben a szelvényben készültek: a homlokzat színével, a kerítés áttörtségével illeszkedjünk az utca már megépült elemeihez. A telken belüli elrendezéshez (a szerzők ezt értik telepítésen) mindössze annyi segítséget kapunk, hogy az épület koordinátaival kövessük a telekhatárok adta irányt, lejtős terepen pedig úgy választjuk meg az épület padlószintjét, hogy hozzunk létre földgyenleget. (Kép 3a/3b Kép 4a/4b) Ez utóbbi általános építészeti-műszaki evidencia, mint ahogy az is, hogy a belvíz veszélyes területeken az épületeket a telek legmagasabb pontjára kell telepíteni.⁹ Összefoglalva: a településképi útmutatók, megfelelően a címenek – „településképi arculati kézikönyv” – valóban csak a településképpel foglalkoznak, azon belül is leginkább az utcaképpel. Mintha készítőik végigsétálva a település utcáin, ott kerestek volna for-

⁸ Ez alól részben kivétel Budakalász arculati kézikönyve, amelyben a tíz lehatárolt terület között egy felhagyott iparterület és egy aktív ipari és kereskedelmi zóna is szerepel. Igaz, a hivatalosan lakótelek besorolású telkek tényleges használatáról itt sem esik szó. Budakalász, pp. 20-21.

⁹ Hódmezővásárhely, p. 92.

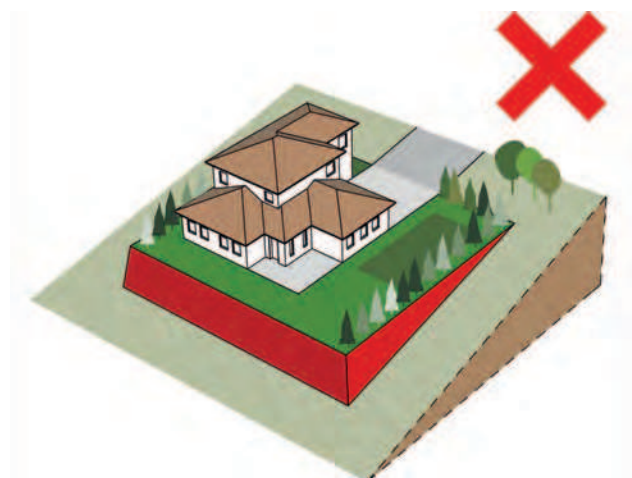
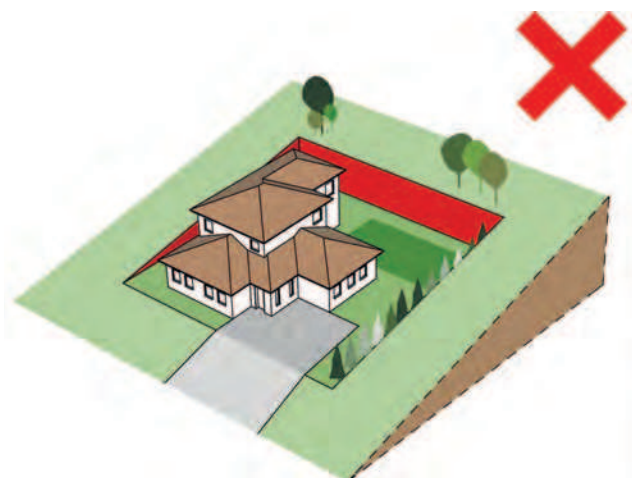


3.a-b kép/pict.:

Ház a telken /
House on the plot
(FORRÁS: TAK.
LECHNERKOZPONT.HU)

4.a-b kép/pict.:

Terepalakítás,
negatív példák /
Earthwork, not
recommended
(FORRÁS: TAK.
LECHNERKOZPONT.HU)



– are never mentioned in the descriptions.⁸ The same dominantly architectural approach can be detected in the second chapter named “Our heritage”. The list of architectural, landscape and natural values, which are decisive for the settlement image contains mainly the well-known buildings of national and local architectural heritage. Natural values represent a significant minority also in this part: neither the Hódmezővásárhely nor the Piliscsaba list mentions any of them, while in the case of Budakalász we find the Barát-brook alone.

Majority of the three publications is devoted to the number fourth item, to the architectural guide. This is logical, since the manual is intended to be an advisory source for the builder. As such we would expect different suggestions for the different areas of the settlement, but this is only partially fulfilled. The architectural guide scans the same features in each case: building placement and height, roof shape and angle, earthwork, colour and fence. In case of closed-row street view, the manual suggests to continuing the closed-row, while if the street is characterised by free-standing houses, the manual proposes to design free-standing

buildings. (Pic 2a/2b) Recommendations for how to define the colour of the façade or the style of the fence are similar: new buildings should follow the existing features of the street view. Concerning the placement of the building on the plot the manual suggests to keep the building parallel with property line, and that – in case of a sloping plot – we should define the floor level so that to minimize the earthwork. (Pic 3a/3b Pic 4a/4b) This latter aspect is an evidence in construction technique, just like the other suggestion namely that building should be settled on the highest part of the plot if there is an inland water hazard in the area.⁹ To sum it up: the manuals – according to the title, “settlement image manual” – really only deal with the image of the settlement, especially with the street view. Just as if the authors were walking along the streets of the towns and they were looking for special details and attractive elements (all three publication is full of coloured photos of gates, windows and fence posts) and impressions. But would this be the settlement protection? Is it enough to pay attention to the sight, to the street view if we mean the protection the settlement values?

⁸ The only (partial) exception is the Budakalász manual which lists ten different areas, among them we find an abandoned industrial zone and an active industrial and commercial zone. However neither here we find any information about the real use of the living areas. Budakalász, pp. 20-21

⁹ Hódmezővásárhely, p. 92.



5

5. kép/pict.:

Veszprém, A vár a szabadnép utcából nézve, 1957 / Veszprém, The castle seen from the Szabadnép Street, 1957 (FORRÁS: FORTEPAN 121007, [HTTP://WWW.FORTEPAN.HU](http://www.fortepan.hu))

mákat, elemeket, részleteket – mindhárom kézikönyv bőven tartalmaz fotókat kapukról, ablakokról, kerítésoszlopokról – és hangulatokat. De vajon ennyit jelent-e a település védelme? Elég-e a látványra, az utcaképre figyelni, ha valóban települési értékvédelemről beszélünk?

VÁROSKÉPEK - MŰEMLÉKEK

A látványközpontú megközelítésnek persze komoly előzményei vannak a hazai városépítészeti szakirodalomban. A városkép, a településképzés vizsgálatának hőskora az 1950-es években volt, amikor az Építésügyi Minisztérium kezdeményezésére, a Múzeumok és Műemlékek Országos Központjával együttműködésben elkészült 74 település városképi és műemléki felmérése.¹⁰ Ezekre a kutatásokra alapozva adta ki a Műszaki Könyvkiadó a *Városképek - Műemlékek* sorozat kilenc kötetét 1956 és 1964 között.¹¹ Az első kötet előszavában Papp Imre, a várostervezés akkori irányítója így foglalta össze a sorozat célját: „E sorozat egyik célja éppen az, hogy feltárja a fejlődés során kialakult műszaki alkotások települési együttesében rejlő esztétikai értékeket.”¹² Visszatekintve némileg másként látta a célokat Granasztói Pál,

aki maga is részt vett a felmérésekben. „A városképi és műemléki vizsgálatok, ha nem is kimondottan, de valójában és részben azt a célt is szolgálták, hogy a historizáló formákkal való új városépítéshez a példát, a tanulságokat adják.”¹³ Nos, mire az eredmények a nagyközönség elé kerültek, a szocreál historizmusán már túljutott az építéspolitikai, és az építészeti gyakorlat. A történeti városok értékeinek a közzététele így bizonyos mértékig épp az intenzív városátépítést próbálta ellentételezni a maga módján. A *Városképek - Műemlékek* sorozat jellemzően 200 lap terjedelmű köteteknek mintegy a felét teszi ki a műemlékek és a városképi jelentőségű emlékek számba vétele és dokumentálása. A könyvek másik, pontosabban az első fele két részre oszlik: a város történetét és a városképet bemutató fejezetekre. Ez utóbbi, a városképi – a megjelenés idejének előrehaladtával fényképekkel egyre gazdagabban illusztrált – rész a sorozat címének megfelelően valóban a városlátogató által tapasztalt látványval, benyomásokkal foglalkozik. (Kép 5)

A leírásokban a város és a táj kapcsolata jellemzően a településhez közelítve jelenik meg, és a legnagyobb szerepet ott kapja, ahol maga a város valamely karakteres természeti környezetben

¹⁰ A kutatásokat a Városépítési Tervező Vállalat készítette. A Lechner Tudásközpontban jelenleg 16 város 1952 és 1954 között készült városképi és műemléki vizsgálatának a dokumentációja található.

¹¹ A könyvek a megjelenés sorrendjében: Veszprém, Pécs 1956; Pápa, Vác 1959; Szeged, Szentendre 1960; Kecskemét 1961; Miskolc 1962; Tata 1964

¹² Korompay György (1957): *Veszprém. Műszaki Könyvkiadó, Budapest, p. 5.* (második kiadás)

¹³ Granasztói Pál (1976): *Városaink sorsa. Magvető Kiadó, Budapest, p. 42.*

TOWNSCAPES - MONUMENTS

The visual approach of towns has a history in Hungarian urban design literature. The investigation of townscape goes back to the 1950s when the Ministry of Building Administration in cooperation with the National Centre of Museums and Monuments initiated the research of several settlements covering their townscape and monuments.¹⁰ Based on the above research nine volumes came out in the *Városképek - Műemlékek* (Townscapes - Monuments) series edited by the Műszaki Könyvkiadó.¹¹ Papp Imre, then director of town planning at the ministry summarized the aim of the editions as follows: "One of the aims of this series is to discover the aesthetic values inherent in the urban ensembles that have emerged during their development."¹² Looking back Granasztói Pál – who himself participated in the surveys – remembered other reasons. "These surveys on townscape and monuments – even if they did not express it directly – served to present examples and samples for the new town planning of the period, historicism, at least partly".¹³ Well, by the time the editions came out and the public might read them, politics and architectural practice stepped over the historicism of socialist realism. Though the publications of historic towns acted more or less as a compensation of the emerging modern renewals all around the country. The *Townscapes - Monuments* editions are divided into two more or less equal parts, where the second half contains the detailed list of monuments. The first part, approximately 100 pages are shared between the description of the history of the town and the townscape. The townscape chapter – which with the passage of time included more and more photographs – according to the title of the series, really concentrated on the experience and impressions of the visitors. (Pic 5)

The relationship of the landscape and the town usually appears in the descriptions of a process of approaching the settlement from a distance, and the landscape plays an important role only if the town is situated in a characteristic, special natural surroundings. "Looking down from the mountain ridge north of the town, the city appears embedded into the landscape, in the wreath of nature. The direct impression of architectural elements is fading" – writes the author about the city of Pécs.¹⁴ Nature is interpreted as experience also when the visitor is already inside the town, and he/she catches the sight of the river Danube. "Looking from the Bartók Béla Street through a narrow opening, we catch the sight of the Danube and the island, the mountains of the other shore, far away but yet close."¹⁵ Silhouette, sight, mass effect, impression: these are some key expressions in the description of the relationship between the town and its natural surroundings. While walking in the city the authors of the descriptions concentrate rather on the shape of the squares, their connections and on the effects made by the surrounding buildings. "This experienced unity is present against the change of time. Not only because the most important buildings are in baroque or in late baroque style, but because – regardless their age, function or style – they are characterized by a provincial simplicity, with a plastered and not very fragmented facade which is so well-known in Hungarian towns."¹⁶ The above kind of interpretation appears also in some other volumes of the series, showing that the evaluation of street views, squares and townscapes are how much depends on the idealized image of the Hungarian small and medium-sized towns. (Pic 6 Pic 7)

Beyond the description of walks, moods, impressions and experiences we hardly find any reference in the text how topography effects on the town

10 Research was made by the *Város-építési Tervező Vállalat* (City Planning Company). At present 16 documentations from 1952 to 1954 can be found in the collection of the Lechner Knowledge Center, Budapest.

11 In order of appearance : *Veszprém, Pécs 1956; Pápa, Vác 1959; Szeged, Szentendre 1960; Kecskemét 1961; Miskolc 1962; Tata 1964*

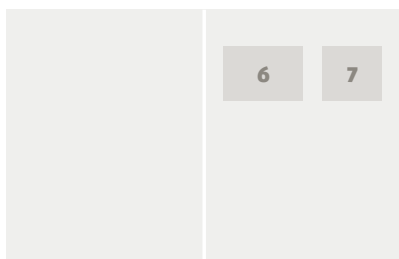
12 *Korompay György (1957): Veszprém. Műszaki Könyvkiadó, Budapest, p. 5. (second edition)*

13 *Granasztói Pál (1976): Városaink sorsa. Magvető Kiadó, Budapest, p. 42.*

14 *Dercsényi Dezső, Pogány Frigyes (1956): Pécs. Műszaki Könyvkiadó, Budapest, p. 81.*

15 *Dercsényi Dezső, Granasztói Pál (1960): Vác. Műszaki Könyvkiadó, Budapest, p. 76*

16 *Dercsényi, Granasztói (1960) p. 70.*



6. kép/pict.: Pécs, Széchenyi tér, 1954 / Pécs, Széchenyi Square, 1954 (FORRÁS: FORTEPAN 76674, [HTTP://WWW.FORTEPAN.HU](http://www.fortepan.hu))

7. kép/pict.: Kecskemét, Kossuth tér, 1955 /

található. „A várostól északra húzódó gerincvonulatról letekintve, már tájba ágyazva, s természet koszorújában jelenik meg a város. Az építészeti elemek közvetlen élménye elhalványul” – írja Pécsről a szerző.¹⁴ A természet a város belsejéből kitekintve is élményként jelenik meg, mint például a Duna megpillantása. „A Bartók Béla utcán, kis résen át ugyan, de a közelben megpillantjuk a Dunát és a túlsági szigeteket, hegyeket.”¹⁵ Sziluett, látvány, hangsúly, tömeghatás, ezek a kulcsszavak város és környezet kapcsolatának a leírásában. A városban sétálva a leírások készítői immár a térformára, a terek kapcsolataira, tágasságára, illetve a tereket körülvevő, az utcákat szegélyező épületek keltette hatásra figyelnek. „Ez az egységesség az említett időbeli fejlődés ellenére nagymértékben fennáll, nem csak azért, mert a jelentősebb épületek általában barokk, copf stílusúak, hanem azért is, mert valamennyiüket – korra, rendeltetésre, stílusra tekintet nélkül – általában bizonyos provinciális egyszerűség, vakolatarchitektúra, a magyar városképekre annyira jellemző, keresetlen, kevésbé tagolt nyugalmas formavilág jellemez.”¹⁶ Az idézethez hasonló közelítés a sorozat több kötetében is fellelhető, mutatva, hogy az utcák, terek, városképek értékelése mennyire függ a kor idealizált (hazai) kis- és középvárosi városképétől. (Kép 6 Kép 7)

A séták, hangulatok, benyomások és élmények leírása mellett alig találunk utalást például a domborzat utcahálóza-

tot, telekméretet, városszerkezetet alakító hatására. A homlokzatok mögé ritkán tekintenek a szerzők, ha mégis, ez a megközelítés is könnyen vezet el a szép látvány kiemeléséhez.¹⁷ Bár a város formáját, látványát meghatározta történelme, a történelmi fejezetekben kevés a térkép, helyette viszont vannak középkori metszetek és újkori rézkarcok, amelyek jellemzően kellő távolságból mutatják a település összképét. Ha mégis van térkép, az – többnyire elnagyoltan – a középkori városszagot ábrázolja. A telkek és utcák változásáról, az egymásra rakódó rétegekről, a ma csak kutatással visszafejthető módosulásokról nincs szó, legfeljebb egy-egy műemlék kapcsán.¹⁸

A *Városképek – Műemlékek* sorozat szerzői építészettörténészek és városépítészek voltak, és ahol két szerző szerepel, ott – bár ezt nem jelzik külön – a *Városképek* fejezet biztosan a városépítész munkája. Granasztói Pál, Korompay György és Pogány Frigyes, hogy csak a legismertebbeket említsük a szerzők közül, a korszak kiemelkedő városépítészeti teoretikusai voltak, akiknek a *Városképek – Műemlékek* sorozatból kiolvasható szemléletét más városépítészeti munkáikból is ismerhetjük.¹⁹ 1947 és 1960 között megjelent tanulmányaikban²⁰ hangsúlyozottan a városok esztétikai elemzéséről, a város szépség problémáiról, a városképről írtak, bár a látványt sohasem fogadták el az egyedüli értékelési szempontnak. „A városnak bármilyen képszerű látványa városkép” – definiálja a fogalmat Granasztói Pál aka-

14 Dercsényi Dezső, Pogány Frigyes (1956): Pécs. Műszaki Könyvkiadó, Budapest, p. 81.

15 Dercsényi Dezső, Granasztói Pál (1960): Vác. Műszaki Könyvkiadó, Budapest, p. 76.

16 Dercsényi, Granasztói (1960) p. 70.

17 „A terepforma nagy egységesítő erő. Rajta a település lehet különböző korokból származó, egészben véve mégis erősen érvényesül a terepalakulat egységbe kovácsoló hatása. A természetes terepforma változatos szépsége olyan előny, amely a városképben messzire kiható jelentőségű.” Korompay (1957) p. 78.

18 Vác belvárosának egy részéről találunk a könyvben ilyen telkekre lebontott és követett változás-történetet – igaz, a történelmi fejezetben. Dercsényi, Granasztói (1960) pp. 33-38.

19 Érdekes, hogy a művészettörténész Zádor Anna a sorozatról írt kritikájában épp annak újító, urbanista szemléletét emeli ki és kritikával csak a történelmi, illetve a műemléki részt illeti. Zádor Anna (1962): *Építés- és Közlekedéstudományi Közlemények Vol.6 (1) pp. 180-183.*

20 Néhány példa: Pogány Frigyes (1947): *A város szépség problémái. Mérnöki Továbbképző Intézet, Budapest*; Fürst János, Granasztói Pál, Pogány Frigyes (1955): *Városépítészeti, Településtudományi Közlemények Vol.4 (7) pp. 14-53.*; Korompay György (1959): *A városépítészeti esztétikai alapismerteti. Mérnöki Továbbképző Intézet, Budapest*; Korompay György (1960): *Településeink esztétikai elemzése. Mérnöki Továbbképző Intézet, Budapest.*



structure, on the street network or on the scale of the plots. The authors hardly look behind the surface of the facades, if so, then it easily ends in praising the beautiful view.¹⁷ Although the shape and the image of a town are defined by its history, there are only a few historic maps in the books. Instead, they are illustrated with medieval engravings and new age etchings, giving a general and distant view of the settlement. If there is included a map at all, that is the map of the medieval city centre, roughly presented. There is no information about the change in the street structure or the built-in fabric, or about the layers of historical periods, detectable only with a thorough historical, scientific research, except the case of monuments.¹⁸

Authors of the series *Városképek - Műemlékek* were architectural historians and urban designers. In the case when two authors are listed – though this is not indicated – the chapter on the townscape was surely written by an urban designer. Granasztói Pál, Korompay György and Pogány Frigyes – just to mention the most well-known authors – were the leading theorists on urban planning and design of the time, whose approach to the discipline was known also from their other works.¹⁹ Reviewing

their studies written between 1947 and 1960²⁰ we find that they concentrated also on the aesthetic analysis of towns, on the problems of townscape beauty and image, although they never took the spectacle as an exclusive aspect of evaluation. “Any pictorial image of the town is called townscape” – Granasztói Pál defines the concept in his book of 1972, which was based on his academic thesis work. However, with some pages later he adds, that “towns are built not for watching them – from a tower or a peak of a mountain – but to live in them.”²¹ Against this clarification, the most of the book deals with townscape, though the author extends the human experience also to the third dimension, to space.²² Another seminal book – *A szép emberi környezet* (The beautiful human environment) by Pogány Frigyes – came out also in the 1970s. (Pic 8) He analyses the environment in its broad sense, namely starting with the interiors through built environment up to natural surroundings.²³ Pogány focuses on how humans experience the environment while moving, but – when he touches the connection between natural and built scenes – he also addresses the question of still images. According to his remarks for example in the foreground

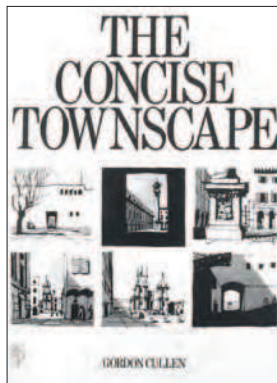
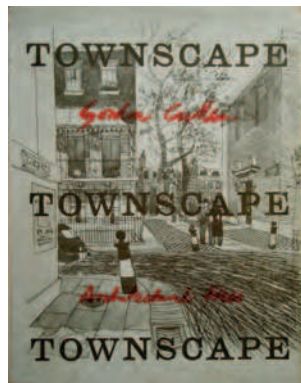
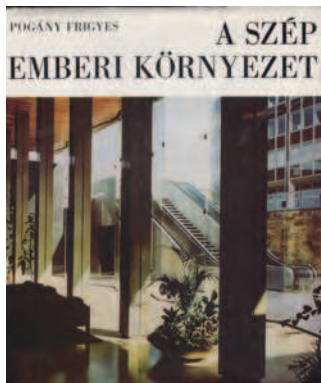
17 „The morphology of the terrain has a big unifying force. Even if the parts of the settlement were built in different ages, they are forged together on this base. The varied beauty of the natural morphology of the terrain has a far-reaching advantage in the townscape.” Korompay (1957) p. 78.

18 We find such a detailed history of the plots followed in maps in case of the very town centre of Vác – well, it is in the history chapter. Dercsényi, Granasztói (1960) pp. 33-38.

19 It is interesting that in her review the art historian Zádor Anna, praised the innovative urban approach of the series and she criticized only the historic and monument preservation parts. Zádor Anna (1962): *Építés- és Közlekedéstudományi Közlemények Vol.6 (1)* pp. 180-183.

20 A few examples: Pogány Frigyes (1947): *A város szépség problémái* [Problems of town beauty], *Mérnöki Továbbképző Intézet, Budapest*; Füst János, Granasztói Pál, Pogány Frigyes (1955): *Városépítészeti [Architecture of towns], Településtudományi Közlemények Vol.4 (7)* pp. 14-53.; Korompay György (1959): *A városépítészeti esztétikai alapismeretei* [Rudiments of town aesthetics], *Mérnöki Továbbképző Intézet, Budapest*; Korompay György (1960): *Településeink esztétikai elemzése* [Aesthetic analysis of our settlements], *Mérnöki Továbbképző Intézet, Budapest*.

21 Granasztói Pál (1972): *Ember és látvány városépítészetiünkben* [Men and spectacle in our town architecture], Akadémiai Kiadó, Budapest, p. 26. és 46.



démiai értekezése anyagára épülő 1972-es könyvében. Néhány oldallal később azért hozzáteszi, hogy „a várost nem azért építik, hogy nézzük, éppenséggel egy toronyból vagy hegyről, hanem azért, hogy benne éljünk.”²¹ E pontosítás ellenére a könyv legnagyobb része a városképpel foglalkozik, bár annak érzékelését kiterjeszti a harmadik dimenzióra, a térre is.²² Szintén már a hetvenes években jelent meg Pogány Frigyesnek *A szép emberi környezet* című könyve, amely a környezetet a legtágabb értelemben, a belső terektől a művi, épített környezeten át a természeti környezetig vizsgálja.²³ (Kép 8) Bár Pogánynál az esztétikum szempontjából a mozgás közben érzékelt tér hatása kap központi szerepet, a természeti és a művi környezet kapcsolatáról írva, a szerző néhány ábrával a statikus látvány elemzésére is kitér. Ezek szerint például a hullámos kontúrú dombok előterében a hármas gyárkémény látványa „fokozza a háttérrel a kontraszthatást”, „a magas hegyek előtt a sokszintes beépítés általában elfogadható”, míg a hegytetőre épített magasház „bántó, már-már komikus léptékhiba.”²⁴

VÁROSKÉP ÉS VÁROSI TÁJ

A városok fent leírt, formai, látvány- és élményközpontú leírása azonban nem csak Magyarországon volt ismert és elterjedt, hanem nemzetközileg is. Gordon Cullen 1961-ben kiadott *Townscape* című könyve, annak a várost vizuálisan,

mintegy képsorozatok tapasztalataként érzékelő felfogása és vizsgálati módszere sokáig hatott a huszadik században.²⁵

Cullen egy 1949-es cikkével a háború utáni angliai újjáépítést meghatározó pittoreszk szemlélethez adott gyakorlati útmutatót,²⁶ és bár mire a módszer könyv formájában is megjelent, az angol építészet élvonala egy másik, radikális irányba váltott, a könyv tovább hódított. (Kép 9) Cullen megközelítésének a lényege az érzelmi tapasztalás, amelynek három eleme van: a „sorozatokban való látás” (serial vision), ahogy a városkép kibontakozik, miközben haladunk a „hely”, vagyis a térben mozgó egyén testének és környezetének a kapcsolata (közel/távol, nyitott/zárt) és a „tartalom”, ami itt a színeket, anyagokat, textúrát, léptéket jelenti. Túl azon, hogy a módszer az egyéni tapasztalásra épül, feltételezve annak objektív, kultúrától független voltát, a fontosnak tartott elemek is egyéni válogatásra utalnak. „A Townscape csak egyes tájképi elemekkel foglalkozik (fák, útpadkák, kanyargós utak), valamint az útburkolattal, az árnyékolókkal, a tetőhajlásszöggel és az anyagokkal, a színekkel, amelyek a városi környezet javítását szolgálják.” – foglalta össze fenntartásait a módszer egy kritikusa.²⁷ Egy friss elemzés szerzője egészen odáig megy, hogy Gordon Cullen gazdagon illusztrált könyve megrajzolt és modellezett egy idealizált és vágyott épített környezetet, amivel tulajdonképpen a fogyasztói igényeket szolgálta ki. „A rajzok elhitették az emberekkel,

²¹ Granasztói Pál (1972): *Ember és látvány városépítészetünkben*. Akadémiai Kiadó, Budapest, p. 26. és 46.

²² „A képszerű hatásoknak részleteikben és még inkább egészükben térérzést, térhatást kell kifejezniök a nézőknek térélményhez kell elérkezniök.” Uo. p. 123.

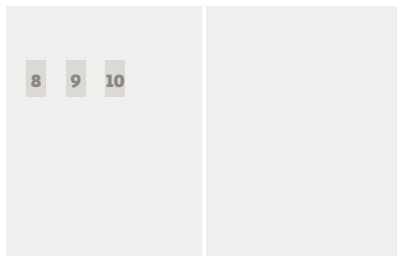
²³ Pogány Frigyes (1976): *A szép emberi környezet*. Gondolat Kiadó, Budapest.

²⁴ Pogány (1976) pp. 287-288.

²⁵ Gordon Cullen (1961): *Townscape*. Architectural Press, London. Érdekes, hogy a fent említett hazai könyvek szerzői a városkép vizsgálatok előzményeként – a saját korábbi írásaikkal mellett – jellemzően német forrásokra hivatkoznak. Ha említenek is angol nyelvű irodalmat, a tételek között Gordon Cullen könyve nem szerepel.

²⁶ Gordon Cullen (1949): *Townscape Casebook*. *Architectural Review* 12. pp. 363-372.

²⁷ Micha Bandini (1992): *Some architectural approaches to urban form*. In.: J.W.R. Whitehand, P.J. Larkham, eds., *Urban Landscapes: international perspectives*, Routledge, p. 147.



8. kép/pict.:

Pogány Frigyes:
A szép emberi
környezet, 1976 /
Frigyes Pogány:
The beautiful human
environment, 1976

9. kép/pict.:

A Townscape 1961-es
kiadásának címlapja /
Cover of Gordon Cullen's
Townscape from 1961
(FORRÁS: [HTTPS://
FONTSINUSE.COM/
USES/2381/
TOWNSCAPE-BY-GOR-
DON-CULLEN](https://fontsinuse.com/uses/2381/townscape-by-gordon-cullen))

10. kép/pict.:

A The Concise
Townscape 1971-es
kiadásának címlapja /
Cover of Gordon Cullen's
The Concise Townscape
from 1971
(FORRÁS: [HTTPS://
READINGURBAN
PHOTOGRAPHS.COM](https://readingurbanphotographs.com/2016/05/10/walking-and-look-at-the-concise-townscape-1971/)

[/2016/05/10/
WALKING-AND-LOO-
KING-GORDON-CULLEN-
AND-GABRIELE-BASILI-
CO/](https://readingurbanphotographs.com/2016/05/10/walking-and-look-at-the-concise-townscape-1971/)

of the undulating mountain ridge the triple factory chimney “enhances the contrast”, the multi-storey building standing in the foreground of high mountains is usually acceptable”, but a high-rise building erected on the top of a hill is “hurtful, sometimes even ridiculous mistake of scale.”²⁴

TOWNSCAPE AND URBAN LANDSCAPE

The approach of towns, based on images and experiences, as described above was well-known and current not only in Hungary but also internationally. Gordon Cullen's book, the *Townscape*, and his research method, based on visual experience as an approach to towns, had a long-lasting effect on urban design in the 20th Century.²⁵ Cullen's proposal was first published in an article, with the intention to offer a practical guide to picturesque approach in post-war England.²⁶ The book became a bestseller, against the fact, that in 1961, when it was published, English architecture – at least its radical, internationally accepted branch – followed another direction. (Pic 9) Cullen identified three factors affecting the emotional experience, and he put them the focus of his approach. The first is the “serial vision”, the unfolding of the town's scenery as one is moving along and experiences it. The second is the “place”, that is the physical relationship of the moving human being to the environment (near/far, enclosure/openness), and the third is the “content”, found in the material

aspects of town fabric, like colour, texture, scale, character. This method is based on personal experience, assuming that personal experience can be objective, independent of the viewer's culture. What is more, even the supposed decisive elements are the result of the author's personal selection and taste. “*Townscape* has been perceived largely as the manipulation of landscape elements (trees, earth berms, curving roads) and the use of cobbles, awnings, sloped roofs and the variety of materials, colours and textures to improve the urban environment” – as a reviewer of the method summarised his reservations.²⁷ The author of a recently published book even states that Gordon Cullen's richly illustrated book presented a nicely drawn and modelled, but idealized and desired built environment, so eventually it served a consumer demand. “„Responsible for implanting in people's mind the idea (and myth) that a modern-picturesque city is fun, sociable, and exciting, Cullen's images have become reality itself and shaped the city.”²⁸ From this aspect, it is not a coincidence, that the second edition of Cullen's book that came out under the title *The Concise Townscape* in 1971, has many reprints since 1990. (Pic 10) Its approach was re-discovered by the architectural post-modern, but the inherent historicism and image orientation survived even the decline of the trend.

The fundamental problem of the Cullenian townscape is that – beyond the previously mentioned questions – it

²² „Pictorial effects have to express – in their parts but especially as a whole – the feeling, the dimension of space: the spectators should receive a space experience.” *Ibid.* p. 123.

²³ Pogány Frigyes (1976): *A szép emberi környezet. [The beautiful human environment]* Gondolat Kiadó, Budapest.

²⁴ Pogány (1976) pp. 287-288.

²⁵ Gordon Cullen (1961): *Townscape*. Architectural Press, London. Interesting, that the authors of the above mentioned editions – over their own earlier writings – they usually refer to German sources. If they mention the English language literature at all, Gordon Cullen's book is not among them.

²⁶ Gordon Cullen (1949): *Townscape Casebook*. *Architectural Review* 12. pp. 363-372.

²⁷ Micha Bandini (1992): *Some architectural approaches to urban form*. In: J.W.R. Whitehand, P.J. Larkham, eds., *Urban Landscapes: international perspectives*, Routledge, p. 147.

²⁸ Mira Engler (2016): *Cut and past urban landscape: The work of Gordon Cullen*. Routledge, p. 9.

hogy a modern-pittoreszk város szórakoztató, barátságos és izgalmas, és végül ezt megvalósítva maguk is formáltak a várost.²⁸ Nem véletlen, hogy Gordon Cullen könyvének második kiadását, mely a *The Concise Townscape* címmel jelent meg 1971-ben, 1990 óta szinte évente újranyomják. (Kép 10) A művet az építészeti posztmodern fedezte fel, de a megközelítés túlélte a historizáló látványvilág nyolcvanas évekbeli tetőzését.

A Cullen-féle városkép legfőbb problémája, hogy a korábban említett problémákon túl egy statikus állapotot ír le, az idealizált szép környezetet. Pedig a települések fejlődnek, jelenlegi képük nem független korábbi történetüktől, struktúrájuktól, morfológiai mintázatuktól, valamint egykori és mai lakóiktól. A látványon túlmutató városmorfológiai vizsgálatok még a huszadik század első felében kezdődtek. A földrajztudósok által indított kutatásoknak a városvizsgálatok szempontjából legfontosabb vonalát a Michael R. G. Conzen-féle, iskola képviseli.²⁹ Conzen geográfusi, majd várostervezői diplomát szerzett és az ebből következő komplex szemlélettel, angliai városelemzése során dolgozta ki a módszert, mely a változás folyamatát írja le, azt a módot, ahogy a városi formák kialakulnak.³⁰ Ez a megközelítés három városalakító tényezőt vizsgál: a város szerkezetét, a területhasználatot és az épületeket, mindhárom történetiségében. A három elem „bizonyos mértékben hierarchikusan épül egymásra: az épületformákat a telkek vagy területhasználati egységek tartalmazzák, amelyek egyúttal a városszerkezet részei. Ez a három forma-együttes – összhangban a helyszínnel – alkotja helyi szinten a legkisebb, morfológiailag egységes területet, melyet 'városi táj sejtnek' nevezhetünk. Ezek a sejtek alkotják a városi-táj egységeket (*urban-landscape cells*), amelyek aztán az integráció különböző szintjein létrehozzák a városon belüli régiók hierarchiáját. A történetiségüket magukban rejtő területi egységek hierarchi-

ája a városi táj történeti fejlődésének a földrajzi leképeződése” – összegzi a conzeni megközelítést a tudós tanítványa.³¹

A város tájként (*urban landscape*), és nem képként (*townscape*) való megközelítése olyan módszertani különbség, ami a települési értékvédelem lényegét érinti. Az értékek megőrzése nem jelentheti azok konzerválását, egy adott vagy idealizált állapot megőrzését, esetleg a tetszetős múlt mechanikus továbbépítését. A városok fejlődése során a különböző korok és a lakók hatással voltak a környezetre, mindenkori szükségleteikhez (és lehetőségeikhez) igazítva azt. A város így nyerte el történeti formáját, ami az idők során ráakódott különböző rétegek összessége. A történeti város, a történeti település fenntartása, menedzselése az összetett, több tényezős morfológiai folyamatok analizálását kívánja meg.

HAZAI TELEPÜLÉSI ÉRTÉKVIZSGÁLATOK

Az írás első felében említett hazai példák alapján korai lenne kimondani a látványközpontúság ítéletét a teljes hazai városépítészeti irodalom fölött. Mind a *Városképek – Műemlékek* sorozat, mind Granasztói Pál vagy Pogány Frigyes hivatkozott munkái a szélesebb közönségnek szóltak. E szélesebb közönségbe azonban beleértendő az építészek is, legalább is az építész társadalomnak az a része, amely nem foglalkozott hivatásszerűen a várossal, a településsel.

Az 1945 utáni – a látvány és a térhatás leírásán túllépő – városvizsgálatok közül kiemelendők Major Jenő településföldrajzi kutatásai, igaz, ezek a tanulmányok a csak a szűk szakma által olvasott folyóiratokban jelentek meg.³² Az 1960-ban majd 1965-ben kiadott Országos Építésügyi Szabályzat I. kötete – melyet a gyakorló építészek is sűrűn forgattak – már tartalmazott városrendezési és műemléki előírásokat. Ezek a szabályzatok a műemlék és a műemlék jellegű épüle-

²⁸ Mira Engler (2016): *Cut and past urban landscape: The work of Gordon Cullen*. Routledge. p. 9.

²⁹ J.W.R. Whitehand, a Conzen-féle iskola követője, könyvében összegzi a városmorfológia különböző irányzatait, a sajátja mellett felsorolva a német, az ír, a lengyel és az észak-amerikai vonalat. J.W.R. Whitehand, P.J. Larkham (1992): *The Urban Landscape: Issues and Perspectives*. In, J.W.R. Whitehand, P.J. Larkham eds. *Urban Landscapes: international perspectives*. Routledge, p. 3.

³⁰ Legfontosabb munkája e téren: M.R.G. Conzen (1960): *Alnwick, Northumberland: a Study in Town-Plan Analysis, Publication 27, Institute of British Geographers, London*.

³¹ J.W.R. Whitehand, P.J. Larkham (1992): *The Urban Landscape: Issues and Perspectives*. In, J.W.R. Whitehand, P.J. Larkham eds. *Urban Landscapes: international perspectives*. Routledge, p. 6.

³² Csak a legfontosabbakat említve: (1956) *A XIV. század végi Sopron topográfájának néhány kérdése, Soproni Szemle (Vol. 10.) 2. pp. 122-140.* (1956) *Egy Duna menti falu településtudományi vizsgálata, Településtudományi Közlemények (Vol. 5.) 8. pp. 55-74.* (1959) *Szemponatok a faluépítési hagyományok kutatásának módszeréhez, Településtudományi Közlemények (Vol. 8.) 11. pp. 3-16.* (1965) *A várossalaprajz, mint a korai magyar várostörténet forrása, Építés- és Közlekedéstudományi Közlemények (Vol. 9.) 1. pp. 153-174.*

describes a static situation, an idealized beautiful surrounding. But towns and settlements are in a permanent change, their present state and situation depend on their past, history, structure, morphology as well as on their today and former inhabitants. Morphological research of towns can be traced back to the beginning of the 20th century, when they were initiated by geographers. Concerning the urban aspect, the most important trend of this approach can be connected to the so-called Conzenian School.²⁹ Michael R. G. Conzen received his degree in geography and in urban design, which founded his complex approach. He developed his method of the research on how urban forms had been shaped during his urban analysis delivered in England.³⁰ This method focuses on three factors that effect urban change: town plan, land use and the building forms, all three in historical context. "These are regarded as to some extent a hierarchy in which the building forms are contained within the plots and land-use units, which are in turn set in the framework of the town plan. These three form complexes, together with the site, combine at the most local level to produce the smallest, morphologically homogeneous areas that might be termed 'urban-landscape cells'. These cells are grouped into urban landscape units, which in turn combine at different levels of integration to form a hierarchy of intra-urban regions. The hierarchy of areal units is the geographical manifestation of the historical development of the urban landscape and encapsulates its historicity" – summarizes the Conzenian approach his follower.³¹

There is a fundamental difference between the two urban approaches – using the townscape or the urban landscape method – which touches urban preservation, too. Preserving values should not mean their conservation, keeping their present or idealized state, or their improvement in the spirit of a

delightful past. In the development of cities each period and the inhabitants impressed their environment, adjusting them to their needs (and possibilities). This is how the town gained its historic form, the sum of stacked layers added during the time. The maintenance and management of a historic town demand the analysis of the complex and multi-factorial morphologic processes.

RESEARCH ON URBAN VALUES IN HUNGARY

Some Hungarian examples have been mentioned in the previous part of this paper, however, it would be early to state that the whole urban literature was spectacle-oriented. The *Városképek – Műemlékek* series and the referenced books by Granasztói Pál or Pogány Frigyes were made for the wide public and intended to be popular. But under the label "wide public" we should include also the generation of architects, at least those whose professional field was not urban design or planning.

From literature, after 1945 Major Jenő's writings on settlement geography should be mentioned, that presented a complex analysis, although his studies were published in periodicals known and read only by the narrow profession.³² Not like Major's studies, the volumes of the National Building Regulations were well known by practising architects. The 1960 and the later 1965 edition both included regulations for urban planning and monument preservation. These regulations used the categories of the monument, building of historical importance and building of townscape importance, and – especially – in some respect, they extended the requirements beyond certain buildings. "The urban plan may describe enhanced demands of townscape concerning in case of some places, squares and streets to keep their single effect."³³ Monument

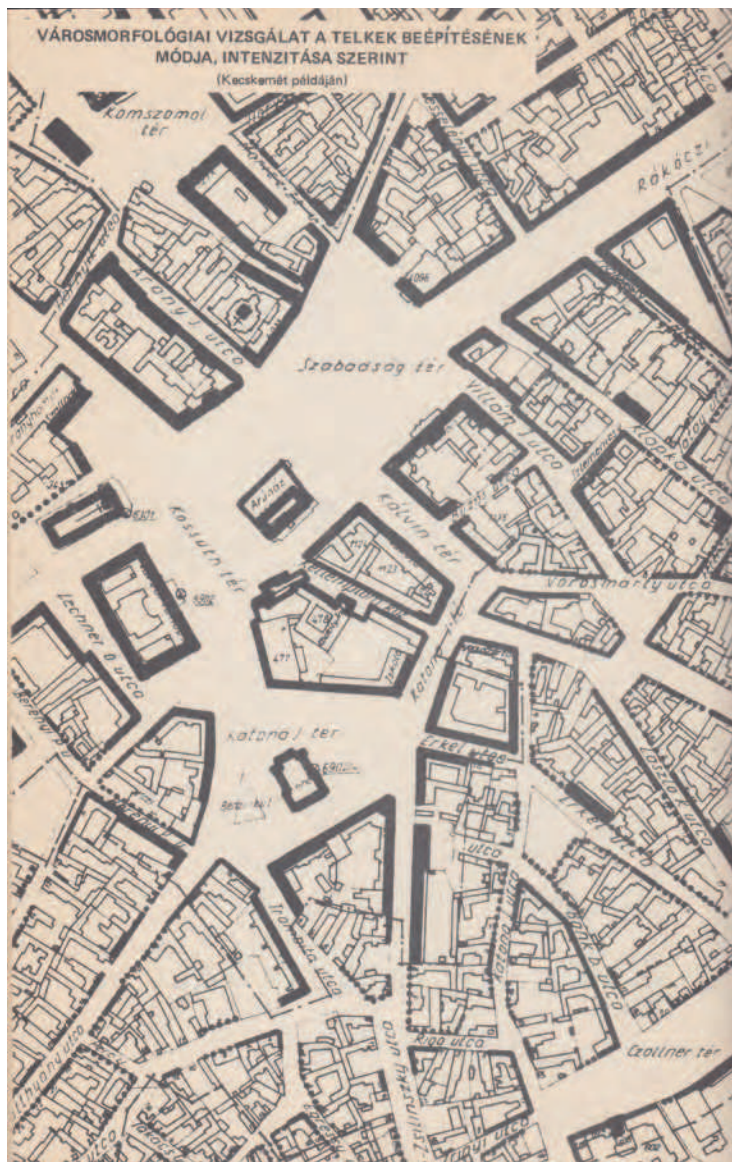
29 J.W.R. Whitehand, the follower of the Conzenian School, in his book gives an overview of urban morphology, and beside his own school he lists the German, the Irish, the Polish and the Northern-American trends. J.W.R. Whitehand, P.J. Larkham (1992): *The Urban Landscape: Issues and Perspectives*. In, J.W.R. Whitehand, P.J. Larkham eds. *Urban Landscapes: international perspectives*. Routledge, p. 3

30 His most important work in this respect: M.R.G. Conzen (1960): *Alnwick, Northumberland: a Study in Town-Plan Analysis*, Publication 27, Institute of British Geographers, London

31 J.W.R. Whitehand, P.J. Larkham (1992): *The Urban Landscape: Issues and Perspectives*. In, J.W.R. Whitehand, P.J. Larkham eds. *Urban Landscapes: international perspectives*. Routledge, p. 6.

32 Just to mention here the most important items: Major Jenő (1956) *A XIV. század végi Sopron topográfijának néhány kérdése [Some questions concerning the topography of the city Sopron in the 18. Century]*, *Soproni Szemle (Vol. 10.)* 2. pp. 122-140. Major Jenő (1956) *Egy Duna menti falu településtudományi vizsgálata [Urban analysis of a river-side village]*, *Településtudományi Közlemények (Vol. 5.)* 8. pp. 55-74. Major Jenő (1959) *Szemponatok a faluépítési hagyományok kutatásának módszeréhez [Aspects of methods on how to do research on the history of building in villages]*, *Településtudományi Közlemények (Vol. 8.)* 11. pp. 3-16. Major Jenő (1965) *A városalaprajz, mint a korai magyar várostörténet forrása [Urban plan as a source of early Hungarian urban history]*, *Építés- és Közlekedéstudományi Közlemények (Vol. 9.)* 1. pp. 153-174.

33 (1965) *Országos Építésügyi Szabályzat, I. kötet, Városrendezési és műemlékvédelmi előírások [National Building Regulations, Vol. I.]*, É.M. Építésügyi Dokumentációs Iroda, Budapest, p. 179.



tek mellett a városképi jelentőségű épületek kategóriáját is bevezették, és – főleg – bizonyos vonatkozásban túlléptek az egyedi épületek megőrzésének a követelményén. „A rendezési terv megadott területek, terek vagy utcavonalak egységes hatása érdekében fokozottabb városképi követelményeket írhat elő.”³³ A védelem fókuszában ugyan ekkor is a városkép volt, de a megfogalmazás már figyelembe vette a környező területet is. Az 1967-es műemlékvédelmi törvény aztán a „műemléki jelentőségű terület” kategóriáját is bevezette.³⁴ A kiemelt települések, településrészek komplex vizsgálatára 1986-ban készült segédlet.³⁵ (Kép 11 Kép 12) Az időközben bekövetkezett szemléletváltozást a műemléki jelzót felváltó, de legalább is háttérbe szorító megközelítést már a kiadvány alcíme

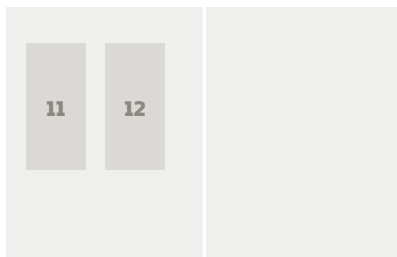
is tükrözte, amelyben a történeti településszerkezet, a településképp, majd a műemlékvédelem kategóriái ebben a sorrendben követték egymást. A segédlet tizenegy pontban írja le azokat a vizsgálatokat, amelyeket ilyen esetekben el kell végezni. A „településtörténeti és városképi vizsgálat” csak egy ezek közül, de a szerzők ezt fejtik ki a legrészletesebben. A vizsgálatnak nem csak a településtörténet, a kultúrtörténet, vagy a település és a táj viszonya, hanem a történeti településszerkezet is a része, mint ahogy „a történeti szempontból értékes homogén településrészek lehatárolása”, vagy (és különösen) „a településrészek egymás közötti kapcsolataiban meglévő jellegzetes morfológiai összefüggések feltárása.” is.³⁶ De kiterjed a vizsgálat a jellegzetes beépítési formákra is, még ha azok

33 (1965) Országos Építésügyi Szabályzat, I. kötet, Városrendezési és műemlékvédelmi előírások, É.M. Építésügyi Dokumentációs Iroda, Budapest, p. 179.

34 1/1967. (I. 31.) ÉM rendelet a műemlékvédelemről.

35 G. Korompay Judit és Rodé Katalin szerk. (1986) Területrendezési tervezési segédlet. 20. A történeti településszerkezet-, településképp- és műemlékvédelem. ÉVM Építészeti és Településtervezési Főosztály

36 Területrendezési tervezési segédlet. 20. pp. 15-19.



11. kép/pict.:

Városmorfológiai vizsgálat, Kecskemét. Területrendezési tervezési segédlet, 1986. / *Model research on urban morphology, Kecskemét. Urban Planning Manual, 1986*

12. kép/pict.:

Városképi és műemléki vizsgálat, Kecskemét. Területrendezési tervezési segédlet, 1986 / *Model research on townscape and monuments, Kecskemét. Urban Planning Manual, 1986*

protection focused still on the townscape, but the wording already included the related items, the surrounding. The 1967 regulation of monument preservation finally introduced the category of the “area of monumental significance.”³⁴ In 1986 the ministry edited an official manual as an instruction for the complex research of settlements with a special historic value.³⁵ (Pic 11 Pic 12) The title of the manual – which started with the urban structure, followed by townscape and where the monument was left as the last item – in itself reflected the change in the general approach of historic protection. The manual lists eleven research aspects that should be done in case of settlements with a special historic value. The “analysis of urban history and townscape” is only one of eleven, but the authors explain this in most detail. The research covers not only the urban and cultural history of the settlement, or the relationships of the settlement and the surrounding landscape, but it discovers also the historic urban structure, just like the research should “locate the historically interesting, homogeneous parts of the settlement”, or – and especially – it should discover the “characteristic morphological relationships manifested in the different connections between the settlement parts.”³⁶ A further important element of the research method that it involves the investigation also those areas which have a characteristic built-in scheme, even if they are

without a significant historic value. The research in this case should discover the relevant factors, too, that has a definitive role in formation.³⁷ (Pic 13 Pic 14)

A growing up in research on the specialities of Hungarian towns and settlements – also without a historic value – appeared in Hungary during the 1980s, parallel to the international trends. Especially Meggyesi Tamás’s surveys should be mentioned from this period, supported and financed already by the state.³⁸ The Character Design Methodology has been prepared already after the political change. This study first reviews the international and home history of settlement values, and finally presents a new, complex proposal for discovering and analysing them.³⁹

BEYOND THE SPECTACLE

The UNESCO launched the program *Historic Urban Landscape* in 2005. It originally was intended to help in the management of world heritage sites, but its approach well can be applied in the protection of towns and villages which are not on this exclusive list.⁴⁰ “Historic urban landscape is a mindset, an understanding of the city, or parts of the city, as an outcome of natural, cultural and socio-economic processes that construct it spatially, temporally, and experientially... Its usefulness resides in the notion that it incorporates a capacity for change” – as it was defined in 2008.⁴¹

34 1/1967. (I. 31.) ÉM rendelet a műemlékvédelemről [Regulation of Monument Preservation launched by the Ministry of Building Affairs]

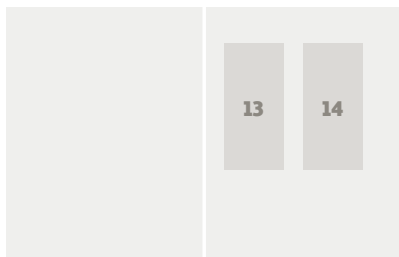
35 G. Korompay Judit és Rodé Katalin szerk. (1986) *Területrendezési tervezési segédlet. 20. A történeti településszerkezet-, településkép- és műemlékvédelem.* [Urban planning manual No 20. Historic urban structure, townscape and monument protection] ÉVM Építészeti és Településtervezési Főosztály

36 *Területrendezési tervezési segédlet. 20. pp. 15-19.*

37 A short summary of research previously done on the Hungarian historic towns is in: Körmendy Imre (2015), *Adalékok a történeti városközpontok témájához Eger példáján* [Supplement to the theme of historic towns, the example of Eger], 4D Tájépítészeti és Kertművészeti Folyóirat Vol. 39. pp. 20-37

38 Including but not limited to: Meggyesi Tamás, Nagy Béla (1986) *Magyarország hagyományos lakókörnyezeti kultúráinak tipológiája* [Typology of traditional residential environments in Hungary], *Lakásinform Bt*; Meggyesi Tamás, Nagy Béla (1989) *Utcák és terek az alföldi kertes településeken* [Streets and squares in the villages of the Great Plain], ÉVM; Meggyesi Tamás (2008) *Települési kultúráink* [Settlement culture in Hungary], *Terc Kiadó*

39 Cságoly Ferenc et al. (1992) *Budapest karakterterv metodika*, [Budapest character design methodology], Építész Stúdió 11 Kft. Based on the results of the above was made: Cságoly Ferenc et al. (1992) *Budapest. Karakterterkép, érték-kataszter* [Budapest. Character map and value register], Építész Stúdió Kft., and in 1993 the architectural and ecological examination of the Budapest, 12 district master plan. Authors: Mezős Tamás, Szilágyi Kinga és Simon Mariann



13. kép/pict.:
Építészeti és
térformálási
vizsgálat, Keszthely.
Területrendezési
tervezési segédlet,
1986 / *Model research
on shaping
architecture and
space*, Keszthely.
*Urban Planning
Manual*, 1986

14. kép/pict.:
Tömbbelső vizsgálat,
Keszthely.
Területrendezési
tervezési segédlet,
1986 / *Model research
on the interior of a
building block*,
Keszthely. *Urban
Planning Manual*, 1986

nem is képviselnek jelentős történeti értéket, felvállalva annak a feltárását is, hogy mely tényezők játszottak szerepet azok kialakulásában.³⁷ (Kép 13 Kép 14)

A hazai városok és települések sajátosságainak – és nem csak a műemléki értékűeknek – a kutatása a nemzetközi trendekkel összhangban Magyarországon is a nyolcvanas években erősödött fel. Ebből az időszakból Meggyesi Tamás kutatásait kell kiemelni, amelyek már központi megbízásra készültek.³⁸ A már a rendszerváltozás után készült Budapest Karakterterv Metodika, miután áttekinti a települési értékek vizsgálatának hazai és nemzetközi előzményeit, maga is kidolgoz egy újabb, komplex javaslatot a települési értékvizsgálatokra.³⁹

TÚL A LÁTVÁNYON

Az UNESCO 2005-ben indította el a *Historic Urban Landscape* (Történeti Városi Táj) programot, amely bár eredetileg a világörökségi helyszínek menedzselésére szolgál, de amely a kevésbé kiemelt városok és települések értékvédelmére is alkalmazható megközelítést kínál.⁴⁰ A 2008-as megfogalmazás szerint: „A történeti városi táj egy gondolkodásmód, a városnak, a város egyes részeinek olyan értelmezése, amely a város térbeli, időbeli és tapasztalati konstrukcióját természeti, kulturális, gazdasági és társadalmi folyamatok eredményének tekinti. ... A város értéke abban a képességében rejlik, hogy képes a változásra.”⁴¹

A hazai településképi arculati kézikönyvek nem világörökségi helyszínre készülnek. Ez azonban nem menti fel a mintakönyvek szerzőit az alól, hogy mind a vizsgálatokban, mind a javaslatokban elsősorban a látványra, a településképre koncentrálnak, figyelmen kívül hagyva mindazt, ami a települést létrehozta, alakítja, és ami élővé, élhetővé teszi. Pedig – mint láttuk – a települési értékvédelemnek a hazai szakirodalomban, a tervezési segédletekben és módszertanban is megszülettek azok a mintái és előzményei, amelyekre építeni lehetett volna. Igaz, ezeket át kellett volna gondolni, méríteni belőlük és a nemzetközi módszerekből is, ami olyan szakmai munkát kíván, ami az aktuális szabályozás adta idő- és munkaerő keretbe nem fér bele.

Az Útmutató és a minta kézikönyvek azt sugallják, mintha a településképi arculat egy fajta külön kezelhető kirakat lenne. És – ami a szabályozást illeti – úgy tűnik, az is. A településképi törvény szerint a településképi arculati kézikönyv a településképi rendelet megalapozását szolgálja. A településképi rendelet elkészülte után pedig az új helyi építési szabályzat már nem tartalmaz a településképre vonatkozó előírásokat.⁴² ©

37 A történeti városok hazai vizsgálata történetének rövid összefoglalása található: Körmendy Imre (2015), *Adalékok a történeti városközpontok témájához Eger példáján*, 4D Tájéépítészeti és Kertművészeti Folyóirat Vol. 39. pp. 20-37.

38 A teljesség igénye nélkül: Meggyesi Tamás, Nagy Béla (1986) *Magyarország hagyományos lakókörnyezeti kultúráinak tipológiája*, Lakásinform Bt; Meggyesi Tamás, Nagy Béla (1989) *Utcák és terek az alföldi kertes településeken*, ÉVM; Meggyesi Tamás (2008) *Települési kultúránk*, Terc Kiadó

39 Cságoty Ferenc et al. (1992) *Budapest karakterterv metodika*, Építész Stúdió 11 Kft. Az előbbi alapján készült el *Budapest karaktervizsgálata*: Cságoty Ferenc et al. (1992) *Budapest. Karakterterkép, értékkataszter*, Építész Stúdió Kft., illetve 1993-ban a XII. kerületi alapterv építészeti és ökológiai arculatvizsgálata. Szerzők: Mezős Tamás, Szilágyi Kinga és Simon Mariann.

40 Az Útmutató szerint a településképi arculati kézikönyvek is a lakosság bevonásával készülnek. Ez azonban csak az arculatra vonatkozik és meglehetősen szűk időkeretet ad a munkára. Pedig van már hazai példa is arra, hogy egy-egy település vagy tájegység komplex értékvizsgálatát a helyiek segítségével végzik. Máté Klaudia (2015): *Gondoskodó helyi értékvédelem települési jó példái*, 4D Tájéépítészeti és Kertművészeti Folyóirat Vol. 40. pp. 44-53.

41 Ron van Oers (2010): *Managing cities and the historic urban landscape initiative – an introduction*. In: Ron van Oers, Sachiko Haraguchi eds, *Managing Historic Cities*. World Heritage Papers 27, UNESCO World Heritage Centre, p. 14.

42 314/2012. (XI. 8.) Kormányrendelet 11. § (1)