

*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**

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**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.<sup>1</sup> 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.<sup>2</sup> 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

<sup>1</sup> FEKETE, A. & TOORN, M.v.d. 2017. *Land, landscape and landscape architecture – List of references for the Master of Landscape Architecture (MLA)*  
<sup>2</sup> 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.

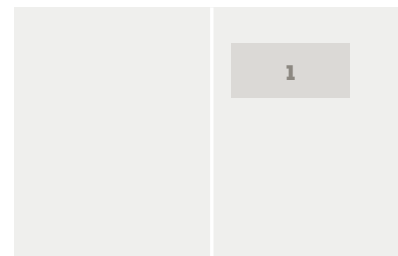
In the past the Faculty has developed special knowledge and experience in several subjects; for example, I mention here just four topics and methods that have struck me – though I am sure the list could be and should widened.

#### – 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.<sup>3</sup>

#### 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.<sup>4</sup>

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.<sup>5</sup> 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:

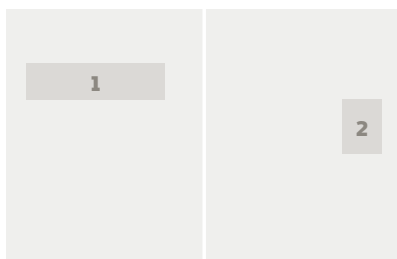
Bakay, Eszter (2012) *Lakótelepek szabadtérépítésze 1945-1990 között, Budapest példáján.* (Open space design of housing estates between 1945-1990 on the example of Budapest); Csepely-Knorr, Luca (2011) *A közparktervezés-elmélet fejlődése az 1930-as évek végéig. A korai modern szabadtérépítészet.* (Development 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 English<sup>6</sup> 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](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 Gazvoda<sup>7</sup> 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.

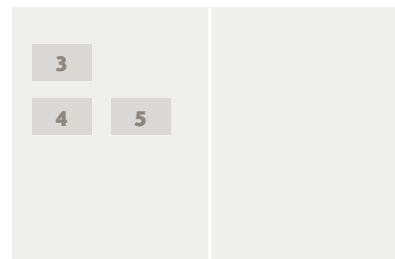
Having such a journal is one of the major resources of the Faculty. It is, first of all, a presentation and discussion platform for doctoral students, university staff and professionals but at the same time exposes the discipline of Landscape architecture in the large sense to other academic disciplines 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.<sup>8</sup> 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 2010<sup>9</sup> and 2016.<sup>10</sup> 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.<sup>11</sup>

## 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.<sup>12</sup>

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 FachHochschulen<sup>13</sup> 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.<sup>14</sup>

#### *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](http://www.eclas.org)) provides an overview of the activities of the organisation, the annual

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

<sup>12</sup> 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.

<sup>13</sup> 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.*

<sup>14</sup> *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.*



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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.<sup>15</sup>

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.<sup>16</sup> 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.<sup>17</sup> (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.<sup>18</sup> 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'.<sup>19</sup> 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. (...)

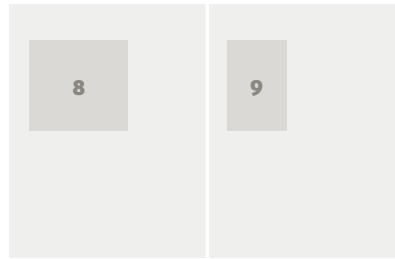
Mihály Mőcsényi (1919-2017), on the occasion of his 90th birthday, for his successful work in the field of European education of landscape architecture, for his discipline and school promoting career, ECLAS bestowed the ECLAS 'Lifetime Achievement Award' on professor Mihály Mőcsényi. The ceremony took 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'.<sup>20</sup>

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.<sup>21</sup>

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)

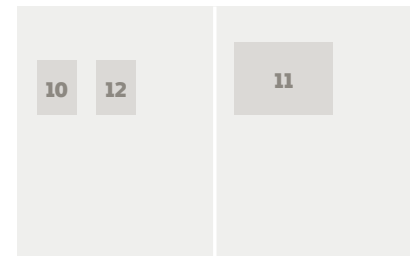
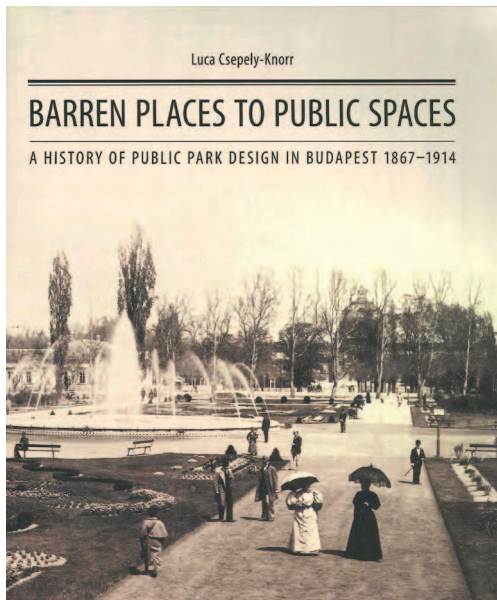
In 2016 a new international research project on 19th-century public parks was initiated by the Faculty of Landscape architecture in Budapest. The focus of the research is on the design history and use of 19th century urban public parks; planning, design and management of the parks over time in relation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

Research questions for this project are:

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

<sup>21</sup> 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. 11.:** Research on 19th c. public parks in Central and Eastern Europe; nine case studies in three clusters

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

- 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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**• Kinga Szilágyi**

- 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 Someşul 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 architecture<sup>22</sup> 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

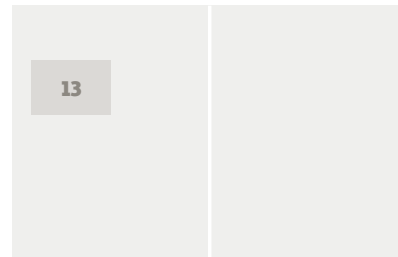
the Palace quarter of Budapest by the landscape architect Dominika Tihanyi.

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

<sup>22</sup> 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.<sup>23</sup>

#### 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.

<sup>23</sup> 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, vendégprofesszor-ként 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. ©