

THE 25TH ANNIVERSARY OF THE FACULTY OF LANDSCAPE ARCHITECTURE AT BUDAPEST

LOOKING FORWARD THE NEXT
25 YEARS (PART 2)

25 ÉVES A BUDAPESTI TÁJÉPÍTÉSZETI ÉS TELEPÜLÉSTERVEZÉSI KAR JÖVŐKÉP A KÖVETKEZŐ 25 ÉVRE (2. RÉSZ)

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ABSTRACT

This article comprises the view of a foreigner and thus outsider on viewpoints on the future of the Faculty of Landscape architecture and Urbanism in Budapest at the 25th anniversary of the Faculty.

The content is a glimpse into the future; based on the first part of the publication on the history and the present state of the art of the faculty. The article, published in the 4D issue 45 gave a short overview of the developments in other European

programs in landscape architecture and the viewpoint of the author.

The present outline comprises three parts according to the development possibilities and directions: Growing internationalisation; Building academic relations among the universities in the different field of disciplines and research domains; The future of the profession, taking into consideration all new demands of society that challenge the profession and the discipline as a whole.

The conclusions focus on the new role and position of the Faculty both

for education and research in international context, within the academic and university system and developing new design ideas for the challenges of energy transition, water management and the creation of comfort, well-being and healthy living environments for people – a daunting task ahead!

Keywords

Design skills and knowledge, Design education, International Master in Landscape architecture, Knowledge-based design

1. INTRODUCTION

An overall challenge for the Faculty – but similarly for other schools of landscape architecture – is the search for positioning itself in the larger educational landscape of Europe and outside Europe. In this brief overview I would like to touch upon three issues in this context; the growing internationalisation in all education, building up relations with other disciplines both inside and outside the country and finally taking up the new challenges that the profession and discipline face at a European scale.

2. GROWING INTERNATIONALISATION

All over Europe, we can see a growing internationalisation in academic education.¹ This development also affects the Faculty in Budapest. We see both in Europe and outside Europe a growing competition for students, research projects and search for international teaching staff.

2.1 THE MAIN QUESTION HERE IS GLOBAL VS. LOCAL; HOW TO FIND A BALANCE?

The growing internationalisation demands for an explicit approach based on a strong identity in the local context and at the same time a perspective on the relations to the world at large.

In this context, the question is first of all 'what is the identity of the Faculty'? How does this Faculty differ from the many other schools of landscape architecture in Europe? What makes the Faculty in Budapest an interesting

choice for international students, as a research partner in European research projects and for fellow practitioners both from Hungary and abroad?

2.2 HOW TO ORGANISE A PROGRAM FOR AN INTERNATIONAL MASTER?

Character and focus of the program

In the search for international students, all schools want to distinguish themselves from others in some or another way. It means that the search for a concept, a focus, an identity for the program and the school, that reaches further than the national distinction, is a key issue.

For the Faculty at Budapest, the location more or less in the centre of the Carpathian basin is a distinct and historically notable point.² It is surrounded in the north by the Tatra mountains in the Slovakia, in the east and south east by the Carpathian mountain range in Ukraine and Romania, in the south and south-west by the great plains in the Balkans and in the west by the Alps.³ The main landscape feature and characteristic is its diversity and abundance of river landscapes.⁴ Both physically and culturally a diverse and rich history offers a great resource for landscape architectural education.⁵ For landscape architecture, being strongly culturally oriented, the cultural diversity in Hungary is one of the interesting aspects of the Faculty's location and history.

Organisation of the program

Setting up an international Master is quite different from the original Master in the local language; first of all, because of the different

¹ Birli, B. 2016. *From professional training to academic discipline – The role of international cooperation in the development of Landscape architecture at higher education institutions in Europe*. Vienna, TU Wien Fachbereich Landschaftsplanung und Gartenkunst, 2016

² Gutkind, E.A. 1972 [1] *Urban development in East-Central Europe: Poland, Czechoslovakia, and Hungary – International history of city development Volume VII*. New York / London, The Free Press / Collier - MacMillan Ltd, 1972.; Gutkind, E.A. 1972 [2] *Urban development in Eastern Europe: Bulgaria, Romania and the U.S.S.R. – International history of city development Volume VIII*. New York / London, The Free Press / Collier - MacMillan Ltd, 1972

³ Embleton, C. 1983. (ed.) *Geomorphology of Europe*. Basel, Weinheim, Verlag Chemie, 1983; Jones, J.C. 1974. *Design methods – seeds of human futures*. London, London, Wiley-Interscience, 1974; Jones, A. & L. Montanarella & R. Jones 2005. (eds.): *Soil atlas of Europe – Soil Bureau Network European Commission. Luxembourg, Office for Publ. of the European Communities*, 2005

⁴ Panin, N. 2003. *The Danube delta – Geomorphology and holocene evolution: a synthesis – Le delta du Danube – Géomorphologie et évolution holocène: une synthèse Géomorphologie: relief, processus, environnement 9(2003) - 4. p 247-262*; Tockner et al., 2009. Tockner, K. & Chr.T. Robinson & U. Uerlinger (eds.) *Rivers of Europe*. London, Academic Press, 2009; Brilly, M. 2010 (ed.) *Hydrological processes of the Danube river basin – Perspectives from the Danubian countries*. Heidelberg, Springer, 2010.

⁵ Lavedan, P. 1941. *Histoire de l'urbanisme II – Renaissance et temps modernes*. Paris, Henri Laurens Éd., 1941; Lavedan, P. 1952. *Histoire de l'urbanisme III – Époque contemporaine*. Paris, Henri Laurens Éd., 1952.; Kostof, S. 1999. *The city shaped – Urban patterns and meanings through history*. London, Thames and Hudson, 1999

backgrounds and the level of incoming students. Even if there is a strong selection among applicants, the differences in culture, background and level remain. It means that special attention has to be paid to getting to know the level, competences and backgrounds before and during the first semester.

2.3 THE NEED FOR A 'PREP' SEMESTER OR YEAR

For all students that have no bachelor in landscape architecture, a preparatory period has to be offered in order to get students acquainted with the basics of landscape architecture; knowledge and insight into the natural system (geology, hydrology, biology), into mapping, map reading and cartography (cartography, geography), into the different levels of interventions in relation to scale (learning to think and work on different levels of intervention). These subjects, after being taught in lecture or seminar form, should be taught to apply in a design studio that runs parallel to the courses, field trips.

Secondly, students have to be introduced to the land; landscape and landscape architecture of the country where they are going to study, in this case, Hungary. Any educational program in landscape architecture will use the local landscape as a learning environment to teach and research landscapes, and design of landscapes.

In all cases where there are still two Master programs next to each other (one taught in the local language and one International), the contact between the two is essential but also very much appreciated by both groups

of students; neither group likes to be isolated from the other. The situation with two Masters being taught next to each other is in any case a transition period; in the long run all Masters in Europe have to be taught in English.⁶

For all non-English speaking countries, an International Master requires to set up new teaching material, new lecture series, new field trips and new studio assignments. A daunting task as we have seen already in setting up the MLA in Budapest but not different in that respect from anywhere else.

2.4 RESEARCH

The Bologna system explicitly requires for all academic Masters an integration of research into the program.⁷ For design schools, it means to be explicit about how research relates to the design and vice versa. So the research program of schools gives a first insight into what type of research the school is working on. In Europe a large part of this research has to be internationally oriented because spatial problems are not limited to boundaries; think for instance on the river Danube in Hungary.⁸ Moreover collaborating on research themes and design theory and methods results in a broad approach. All schools are actively – or will be in the very near future – searching for international research projects, not in the least because of the funding which is nowadays almost exclusively by the EU.

What makes a faculty/school attractive as a partner in international research projects?

- The earlier experience and research output

⁶ Birli, 2016.

⁷ Birli, 2016.

⁸ Pécsi, M. 1989. (ed.) *Magyarország nemzeti atlasza – National Atlas of Hungary*. Budapest, Cartographia, 1989; Tockner, 2009.

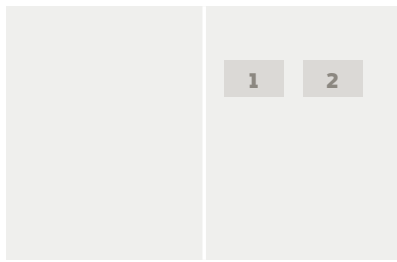
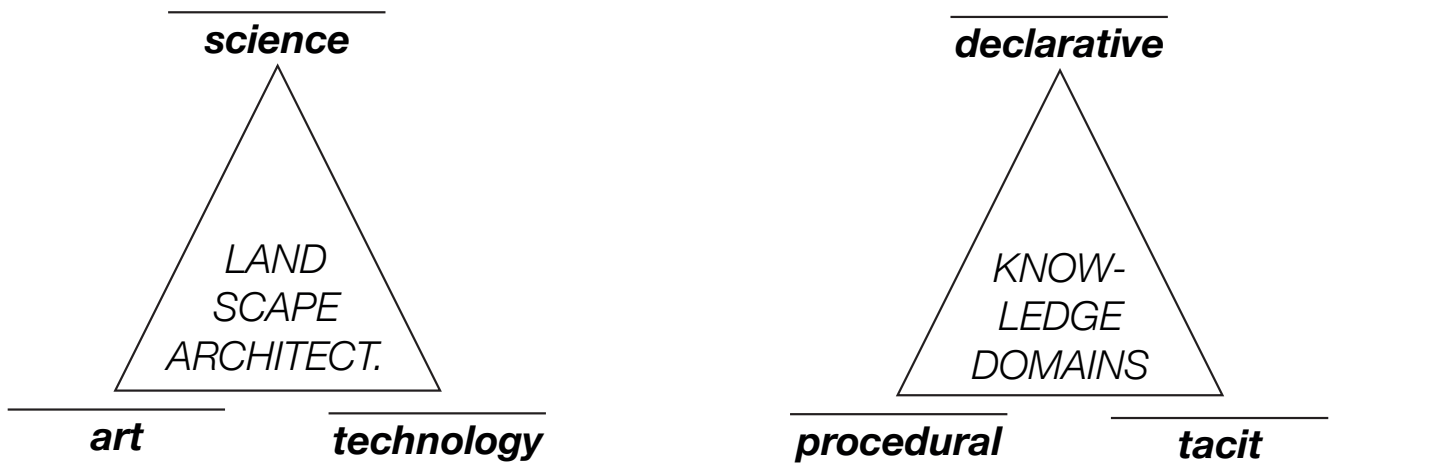


Fig. 1.: The foundations of landscape architecture

Fig. 2.: The knowledge domains in landscape architecture



- The international research network
- The competence for communication both verbal and written and the ability in speaking and working in foreign languages

For research, it means that Master's education has to be related to the research program. In teaching it can be found in the Basic and Advanced 'History, Methods and Theory' seminars, that are in one or another formal part of all Master's programs, in most case in three semesters. In daily practice, it means also that the program has to provide a list of subjects for students doing their Master thesis to choose from which is directly related to the research program and the researchers.

3. BUILDING ACADEMIC RELATIONS IN THE UNIVERSITIES BETWEEN DIFFERENT DISCIPLINES AND RESEARCH DOMAINS

Landscape architecture not only functions as a profession in planning, design and realisation of projects but is – at least at a University – also part of that University as an academic community. It means it has to take part actively in discussions, publications and critique

in the debate among disciplines in an academic context. All design disciplines are in a different position in those academic activities since their focus is not on science but on design. In the past decades the concept of 'design' has changed quite a bit; from an artistic, intuitive but implicit activity towards a problem-solving approach that is able to come up with solutions that cannot be achieved in other ways. In all academic environments this idea is emerging and growing.⁹

3.1 THE POSITION OF LANDSCAPE ARCHITECTURE AS A DESIGN DISCIPLINE IN AN ACADEMIC ENVIRONMENT

Historically, landscape architecture has its roots in science, art and engineering (fig. 1). The foundations of these knowledge domains do affect the functioning of the discipline in an academic environment.

Traditionally the university was a place exclusively for science, the art schools for art and the engineering schools for engineering and construction. Nowadays these traditional boundaries have blurred, for

⁹ Ferguson, E.S. 1977. *The mind's eye: Non-verbal thought in technology – 'Thinking with pictures' is an essential strand in the intellectual history of technological development. Science 197(1977). p 827-837* > Buchanan, R. 2009. *Thinking about design: an historical perspective. in: Meijers, A. 2009. (ed.) Handbook of philosophy of science – Volume 9: Philosophy of technology and Engineering Sciences. Elsevier, 2009. p 409-453.*

contemporary landscape architecture in the context of the academic landscape	declarative knowledge	procedural knowledge	tacit knowledge
SCIENCE			
ART			
TECHNOLOGY			

instance, engineering is often found at universities next to science, art schools do sometimes comprise also engineering education and research and vice versa.

At the same time, there has been a gradual shift in the viewpoints of the philosophy of science which comes down to the conclusion that the scientific method is no longer the only 'road to science'. There is now a growing consensus among both scientists and philosophers of science that the focus is no longer only on the scientific method but has been extended towards three knowledge domains that each have their own viewpoints, approaches and methods and thus also theory.¹⁰ This is, for instance, of special attention for engineering schools since formerly engineering was considered a sort of 'applied science' and not having its own theory. Nowadays theory and theory development in engineering are common issues in engineering education as well.¹¹ In this context the distinction between science, art, technology, is

no longer limited to these traditional knowledge domains, but nowadays a distinction is made between different types of knowledge; declarative knowledge (knowing what), procedural knowledge (knowing how) and tacit knowledge (personal knowledge). (fig.2.)

These three knowledge domains are part of science, engineering and art. This new insight has also major consequences, not only for science but also for all design disciplines. All three knowledge domains have their own foundations for theory and practice. Declarative knowledge deals with 'knowing what', most closely related to traditional science and the empirical basis of it. In this knowledge domain, the scientific method is still the dominant research method but there is more. Procedural knowledge is about 'knowing how', where the method is the key issue, but there is also an element of strategy in procedural knowledge. Thus, already in this domain the personal insight, the experience is starting to

¹⁰ Stillings, N.A. & Weisler, S.W. & Chase, Chr.H. & Feinstein, M.H. & Garfield, J.L. & Rissland, E.L. 1998. *Cognitive Science – An Introduction*. Cambridge/London, MIT Press, 1998, 2nd. ed., 2nd. pr.

¹¹ Channell, D.F. 2009. *The emergence of the engineering sciences: an historical analysis*. in: Meijers, 2009. Meijers, A. (ed.) *Handbook of the philosophy of science – Volume 9 – Philosophy of technology and engineering sciences*. Oxford/Amsterdam, Elsevier, 2009. p 117-154.

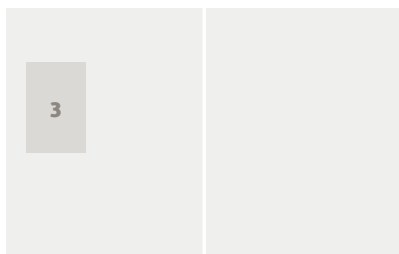


Fig. 3.: The matrix represents the relation between the foundations of landscape architecture and the new knowledge domains. The sciences have their focus in the upper left while design disciplines are located in the lower right

play a role. So, procedural knowledge is not only applying a pre-defined set of criteria; choosing a method is related to viewpoints and approaches which are partly personal but for another part based on insights from peers, on a working environment or other. Tacit knowledge is the most difficult to grasp and comprehend but plays a role in both other types of knowledge.¹² Tacit knowledge is not only personal knowledge but also related to experience, insight, intuition, wisdom. Research on tacit knowledge has gained new attention due to the rise of neuroscience and cognitive science. Both are studying the way we perceive, learn and think, so how we acquire new knowledge. fig. 3.

At St. István University, landscape architecture as a Faculty operates in an environment that is dominated by traditionally scientific disciplines, the life sciences. Landscape architecture is not only a scientific discipline; in plan making landscape architects apply – next to sciences such as geology, climatology, biology – also the knowledge and insights from the arts and engineering. It means that position and meaning of a design discipline in a University that is focussed on Life Sciences, has changed fundamentally. The position of design disciplines inside the University is somewhere between the classical sciences and art where 'design thinking' and 'design knowledge' form the core of the discipline. Landscape architecture as a design discipline distinguishes

itself by design knowledge while it shares the use of declarative and procedural knowledge with other Faculties and disciplines within the University.

3.2 WHAT DOES THIS ALL MEAN FOR THE FACULTY?

We give just two aspects that might illustrate the role of landscape architecture in the academic environment of the University

Extending the relations between research and design

Traditionally landscape architects have always done research in the form of site analysis or landscape analysis. Nowadays also other forms of research are becoming increasingly important in the design process; as there is Research on Evidence, Post-Occupancy Evaluation (POE), and Precedent Analysis. Here we will pay attention to one of them; Research on Evidence.

All planning and design is a search for 'fitting' the program to the site in space and time context. After realisation of the project, the question is whether the plan functions and is used as it was required in the program. More precisely; how and which of the design means have – or have not – contributed to the functioning and use of the realised project?

This type of research we call 'research on evidence' and it forms a basis to improve future interventions.¹³ In this

¹² Polanyi, M. 2009. *The tacit dimension*. Chicago/London, University of Chicago Press, 1966/2009.

¹³ Leopold, L.B. 1968. *Hydrology for urban land planning – A guidebook on the hydrologic effects of urban land use*. Washington, Dept. of Interior, 1968.; Frumkin, H. 2003. *Healthy places: exploring the evidence*. *American Journal of Public Health* 93(2003) – 9. p 1451-1456.; Newton, J. 2007. *Wellbeing and the natural environment: a brief overview of the evidence*. Bath, Sustainable Development Unit, 2007.; Lenzhölzer, S. 2010. *Designing atmospheres – Research and design for thermal comfort in Dutch urban squares*. Wageningen, WUR, 2010.; Rakonczai, J. 2011. *Effects and consequences of global climate change in the Carpathian Basin*. in: Blanco, 2011. p 297-322.; Csepely-Knorr, L. 2016. *Barren places to public spaces – A history of public park design in Budapest 1867-1914*. Budapest, Kenyeres, 2016.

way explicit design knowledge for different types of design problems can be enlarged. Take a small example; if a landscape architect is asked to design a new children's playground, a systematic analysis of the functioning and use of existing playgrounds, could give useful additional information as generic design knowledge on how to design a new playground. Note that the design of each new playground requires next to generic design knowledge also specific knowledge of site, context and contemporary culture for any new plan development.

Making use of results of research on evidence in the design process is called 'evidence-based design'.¹⁴

Theory and practice

With the increasing number of projects by landscape architects, gradually a need for more reflection is emerging, more explicit design knowledge and thus more theory. In design disciplines theory is not an autonomous field of study and research like it is in science but the theory is in the practice. It means a growing need to learn explicitly and systematically from earlier experiences and from design experiments such as competitions. Learning from earlier experiences in design disciplines is done by analysing plans on the basis of an explicit analytical framework, which we call 'precedent analysis'.¹⁵ In the precedent analysis, the design process is analysed by comparing the site before the intervention, the program and design mean applied to the site in the form of the plan, and the realised plan. Also, in this case, the goal is to generate new design knowledge that can be used in practice.¹⁶ Besides new

design knowledge provides a basis for the development of design theory.¹⁷

An important challenge for the Faculty is to make clear to the other knowledge domains in the university that landscape architecture, being not only scientific, yet is able to contribute actively within this university environment at an academic level of thinking and working. It means explaining how landscape architects are professional in thinking and working at different levels of intervention and how they are able to integrate empirical knowledge in conceptualising and giving form to future environments for people. This can be of great interest for other knowledge domains; design thinking can also be of use in non-design disciplines.¹⁸ The design is an autonomous and unique way of problem-solving in synthesising conceptual ideas into projects for realisation in the future. The core of this activity is also part of other knowledge domains, albeit in different ways than in design disciplines.

4. THE FUTURE OF THE PROFESSION; NEW DEMANDS FROM SOCIETY CHALLENGE THE PROFESSION AND THE DISCIPLINE

In history, gardens and parks were designed for a limited group of people and always for private use. At the moment these historical sites are almost all for public use and function not only in historical context as monuments but also in contemporary use in the daily living environment.

Starting in the 19th century, landscape architecture for the first time

¹⁴ Sailer, K. & Budgen, A. & Lonsdale, N. & Penn, A. 2007. *Changing the architectural profession – Evidence-based design, the new role of the user and a process-based approach*. s.l., 2007. 11 p.

¹⁵ Toorn, M. van den & Guney, A. 2011. *Precedent analysis in landscape architecture; in search of an analytical framework*. in: Roozenburg, 2011. Roozenburg, N. *Diversity and unity – IASDR2011 – 4th World Conference on Design Research Delft, Delft University of Technology*, 2011. 11 p.; Donadieu, P. & Toorn, M. van den. & Vacherot, L. & Vexlard, G. 2012. *Precedent analysis and the analysis of plans at the Master's level: in search of design knowledge*. in: Dymitryszyn et al., 2012. Dymitryszyn, I. & M. Kaczynska & G. Maksymiuk (eds.). *The power of landscape – Peer reviewed proceedings of ECLAS 2012 Conference at Warsaw University of Life Sciences – SGGW. Warsaw, ECLAS/SGGW, 2012. p 450-454.*

¹⁶ Szilágyi, K. 2007. Hungary. in: Nielsen et al., 2007. Nielsen, J.B. & T. Dam & I. Thompson (eds). *European landscape architecture – Best practice in detailing*. Abington, Routledge, 2007. p 119-153.

¹⁷ Lynch, K. 1981. *A theory of good city form*. Cambridge, MIT Press, 1981.; Lang, J. 1987. *Creating architectural theory – The role of the behavioral sciences in environmental design*. New York, 1987.; Cross, N. 2006. *Designerly ways of knowing*. London, Springer, 2006.; Zeisel, J. 2006. *Inquiry by design – Environment / Behavior / Neuroscience in architecture, interiors, landscape and planning*. New York, Norton & Co., 2006, rev. ed.; Eplényi, A. 2017. *Description methods of Kalotaszeg's landscape character*. *Acta Ethnographica Hungarica* 62(2017) – 1. p. 221-228.

¹⁸ Rowe, P. 1987. *Design thinking*. Cambridge, MIT Press, 1987.

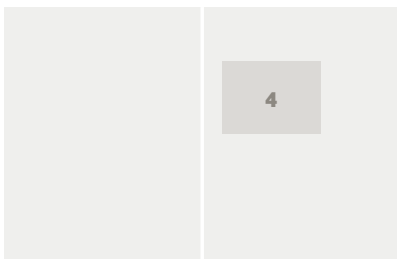
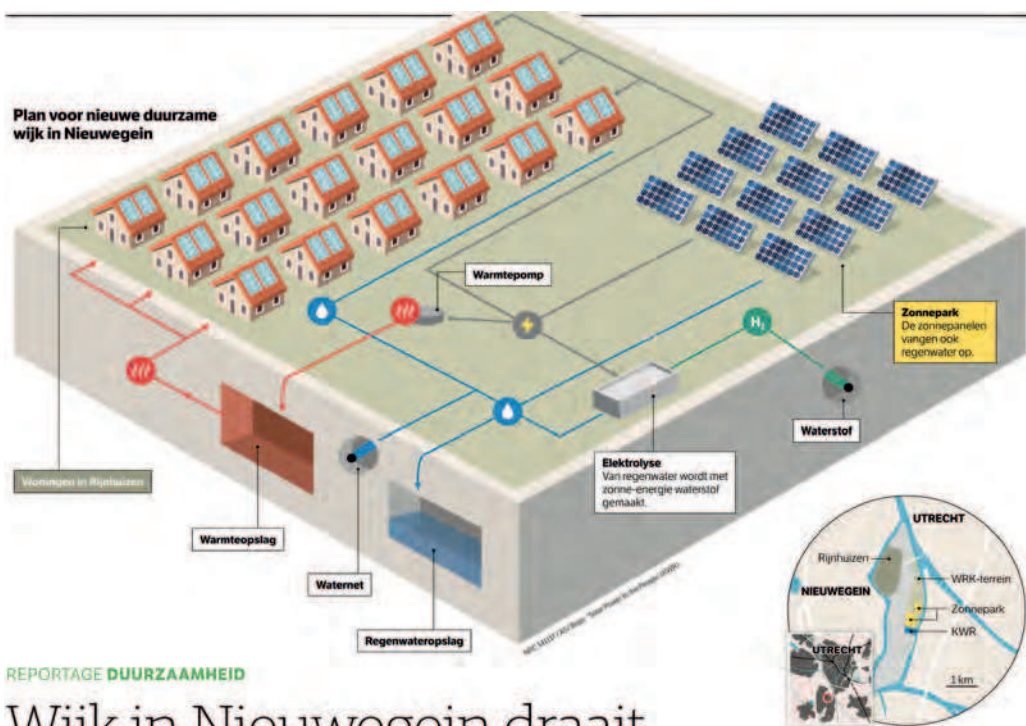


Fig. 4.: New model for urban development based on solar energy, hydrogen power and rainwater storage. The model is totally abstract, not related to site, context or time. The principles of this model could be implemented and applied to a site by careful and intelligent design proposals; one of the major challenges for landscape architects today



REPORTAGE DUURZAAMHEID

Wijk in Nieuwegein draait straks op zonne-energie en regenwater

in history got engaged in new assignments for the design of the landscape as public space.¹⁹ It started with the planning and design of the first public parks in the urban landscapes after the Industrial Revolution. In Hungary, the Városliget Park is a good example of this development over time.²⁰

In Holland, in the beginning of the 20th century landscape architects participated in the planning and design of new polder landscapes. In both cases, it was the demands from the society that changed the working domain of the profession also in the rural landscape into the planning and design of the landscape as public space.

At the moment we see again new major shift in challenges emerging,

but this time it is at the European scale: energy transition; water management and water conservation; comfort/well-being and the creation of healthy environments for people.

It is not that the traditional work domains disappear or are no longer necessary – on the contrary – but these new challenges will need special attention since there are no precedents and the design approach and methodology still has to be developed.

4.1 ENERGY TRANSITION

Energy transition is an emerging issue anywhere in Europe. No national, provincial or municipal government can neglect it. All are eager to develop ideas,

¹⁹ Chadwick, G.F. 1966. *The park and the town – Public landscape in the 19th and 20th century.* London, The Architectural press, 1966.

²⁰ Szilágyi, K. & Veréb, M. 2014. *The city park's 200 years – Change in spatial structure and park use in the life of an urban park.* 4D Journal of Landscape architecture and Garden art (2014) – 33. p 20-45.; Szilágyi, K. & Zelenák, f. & Veréb, M. & Gerzson, L. & Balogh, P.I. & Czeglédi, C.S. 2014. *Limits of ecological load in public parks – On the example of Városliget.* Applied Ecology and Environmental Research 12(2014) – 2. p 427-448; Jámbor, I. 2015. *Nebbién Városligete – The city park of Nebbién.* Transsylvania Nostra 9(2015) – 1. p 48-54.; Jámbor, I. 2016. *Nebbién and the city park – in the light of recent archival research – Nebbién és a Városliget – a legújabb levéltári kutatások tükrében.* 4D Journal of Landscape architecture and Garden art (2016) – 41. p 18-34.

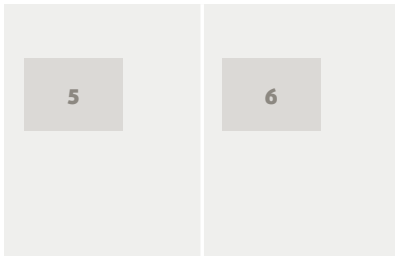


Fig. 5.: The new water plan for the city of Rotterdam for 2035. The principles are based on watershed planning and design, common knowledge for all landscape architects.

The plan is the first of its sort for Holland and has already started to be implemented. Here the urban landscape is not only planned and designed from the viewpoint of green

structure but at the same time taking into account the blue networks. **Fig. 6.:** An example of creating comfort by improving the micro climate; the plan for the Millenaris

Park in Budapest. The plan allows cool air from the mountains of Buda to come down to the city.



AND ROTTERDAM WATERSTAD 2035

experiment and find solutions for these transitions. Recently even larger companies and industries are getting interested in the issue. The principles of energy transition are largely based on physics, more precisely on thermodynamics. The application of these principles in the daily living environment is a daunting task for all designers, especially for landscape architects with their background and knowledge of the natural system. For Hungary, its national geological feature of geothermal resources could offer unique opportunities for landscape architects to work out local solutions.²¹ At the moment Wageningen and Versailles are operating in the frontiers of research on energy transition.

4.2 WATER MANAGEMENT AND WATER CONSERVATION

Fresh water is already scarce but will become even more scarce in the future. This problem is worldwide, not only

in the Sahara but even for Holland and other European countries.

In any landscape architectural project, water plays a key role at all levels of intervention. Landscape architects think, work and design with the water systems approach, which is based on the hydrological cycle and the distinction of watersheds. The principles of the water systems approach are not new and even quite common for all landscape architects.

A long-term planning and design based on integrated water systems is the overall goal for all European cities and landscapes. The EU has already set up a strategy based on the distinction of watersheds for the entire continent as a basis for developing a strategy for a new water management in the long run.²² In the EU the 'Water Framework Directive' – also based on the water systems approach – is by far the most challenging for landscape architects in entire Europe. The city of Rotterdam already developed a plan for the city; the Water plan for Rotterdam.²³ The

²¹ Trunkó, L. 1996. *Geology of Hungary*. Berlin / Stuttgart, Gebrüder Borntraeger, 1996.; Halaj, E. & Wachowicz-Pyzik, 2013. *Examples of applications of geothermal waters for recreation, heating and bottling in selected regions of Hungary*. *Geology, Geophysics & Environment* 39(2013) – 1. p 21-32
²² Directive, 2000. *DIRECTIVE 2000/60/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 October 2000 -establishing a framework for Community action in the field of water policy*. Brussels, EU, 2000.; Chave, P.A. 2002. *The EU Water Framework Directive – An introduction*. London, IWA Publishing, 2002.



plan is, in fact, a water management plan in which storage of rainwater is integrated into the water system that affects and influences both the economy and the natural system. It distinguishes three main water systems; the river, the Specific projects that have already been realised such as the Zuiderpark on the left bank and some of the 'water plaza's'.

4.3 COMFORT/WELL-BEING AND THE CREATION OF HEALTHY ENVIRONMENTS FOR PEOPLE

The universal goal for all landscape architectural projects is the creation of healthy living environments for people. Sustainability is far too limited as a goal for landscape architects, in most cases, it even forgets the social system and focusses only on the ecosystem. Comfort and well-being are concepts that further define the field of interest for designers.

The tradition of health is already very old; think of Vitruvius²⁴ in his warning

not to build settlements in swampy areas because of the risk of diseases.

It is after the start of the Industrial Revolution in Western Europe, with the unliveable cities of that time, that governments, individuals and even some owners of industries started to advocate an improvement of the living conditions for its workers. In the beginning, this was purely medical and very basic; clean water, fresh air, sun and light. Already in the 19th Richardson published his famous study on the 'City of Health'.²⁵ Howard's manifesto was also based on the creation of better living conditions for the city, but it was anti-urban and laid the foundation the first forms of mass suburbanisation.²⁶ Suburbanisation is much older and was already taking place in the Roman Empire; think of the 'villa rustica' around the Roman cities.²⁷ The Modern movement has put much focus on providing light, sun and green space in the modern city and has in this way contributed

²³ Jacobs, J. & Greef, P. de & Bosscher, C. & Haasnoot, B. & Wever, E. & Speelman, J.P. 2007. (eds.) *Waterplan 2. Rotterdam – working on water for an attractive city.* Rotterdam, 2007, 2nd ed.

²⁴ Vitruvius, 1999. *The Ten Books on Architecture.* New York, Dover Publ., 1960/1999.

²⁵ Richardson, B.W. 2004. *Hygeia, a city of health.* s.l., 2004.

²⁶ Howard, E. 1951. *Garden cities of tomorrow.* London, Faber & Faber, 1951, 3rd impr.

²⁷ Turner, T. 2011. *European gardens – History, philosophy and design.* London, Routledge, 2011.

substantially to the improvement of living conditions in the urban landscape.

In the contemporary situations, be it the urban or rural or infra-landscape, the creation of healthy living environments is back on the agenda and is badly needed. It is not only related to pollutions, enough green space for citizens, safety in traffic, availability of good quality drinking water, but also issues of obesity, lack of physical exercise are examples that are part of health.²⁸

The World Health Organisation (WHO) provides explicit criteria for healthy environments that could be applied directly to all landscape architectural projects.

The goal of comfort, well-being and creation of healthy environments for people can be both a special goal and function as an integrative concept for the entire plan. Even though there are already many precedents from history, contemporary approaches and solutions can be quite different from historical ones. At the moment only three European Schools of Landscape architecture focus explicitly on comfort, well-being and health; Edinburgh, Alnarp, Wageningen. Already more than a decade ago Catherine Ward Thompson from Edinburgh started to do research on it and integrate it into the teaching program at Edinburgh. She is by far the most interesting researcher on the specific relations between landscape architecture and the creation of healthy environments.²⁹ (Ward Thompson, 2011; Ward Thompson et al., 2010).

5. CONCLUSIONS AND DISCUSSION

- Given the historical background and cultural development, the cultural context of Hungary in its contemporary setting, both the University and the Faculty should pay more attention to developing competence in speaking, writing and teaching in foreign languages, not only English. It means next to teaching in the Master's program, translating of historical material, inviting foreign educators and researchers for a semester or a year. A major extension of the library collection with foreign publications and access to foreign digital sources is urgent.
- In all programs in landscape architecture, BSc is needed to have the choice for the Master; the Master is needed for the bulk of professional work in offices and public institutions but also a choice for the PhD. The PhD is the 'cream of the crop' for any school, for any program. The PhD research of the Faculty is particularly strong; unfortunately, it lacks a wide international contact. That should change as soon as possible.
- The new challenges for landscape architecture at large are; energy transition, water management and storage, the creation of healthy daily living environments for people. Due to its historical experience and design knowledge, the Faculty can develop a strong position in the future. ©

²⁸ Barton, H. & Mitcham, C. & Tsourou, C. (eds.) 2003. *Healthy urban planning in practice: Experience of European cities*. Copenhagen, WHO Europe, 2003.

²⁹ Ward Thompson, C. 2011. *Linking landscape and health: the recurring theme*. *Landscape and Urban Planning* 99 (2011) p.187-195; Ward Thompson, C. & Aspinal, P. Bell, S. (eds.) 2010. *Innovative approaches to researching landscape and health – Open space: people space*. Abingdon, Routledge, 2010.

25 ÉVES A BUDAPESTI TÁJÉPÍTÉSZETI ÉS TELEPÜLÉSTERVEZÉSI KAR - JÖVŐKÉP A KÖVETKEZŐ 25 ÉVRE (2. RÉSZ)

A cikk a 25 éves jubileumát ünneplő budapesti Tájépítészeti és Település-tervezési Karról ad elemzést egy külső szemlélő, jobban mondva egy nemzetközi tájépítészeti oktatásban és kutatásban jártas szakértő szemével.

Az elemzés két nagy egységből áll. Az első rész a fejlődés, a múlt rövid áttekintése oktatási, kutatási és szervezeti aspektusból; a 4D 45. lapszám-ban közölt cikk ezen túl rövid áttekintést és tömör szerzői értelmezést is ad az európai tájépítészeti programok fejlődéséről. A vonatkozó szakirodalom alapján Szerző a cikkben a budapesti tájépítészeti iskolát, mint az egyetlen magyar tájépítészeti intézményt mutatja be, amely egy bő száz éves építkezést és fejlesztést mutathat fel. Ennek a fejlődésnek az egyik meghatározó lépcsőfoka az intézményesülés, az önálló Tájépítészeti Kar létrejötte 1992-ben. A Kar fennállásának negyedszázados jubileuma jó alkalom nem csak a visszatekintésre, az értékelésre, hanem a jövő kihívásainak átgondolására is.

A Kar jelenlegi helyzetét és erősségeit vizsgálva megállapítható, hogy a nemzetközi kapcsolatok a kezdetektől fogva, egyre nagyobb súllyal esnek latba a fejlesztési progra-

mok kidolgozásában. A 20. század eleji, egykori kertészeti tanintézetben európai példák és szakmai gyakorlatok alapján indult meg a kertművészet és kerttervezés oktatása. Az európai kapcsolatok tágítását Mócsényi Mihály IFLA alelnökként és elnökként végzett munkája tette lehetővé. A nemzetközi kapcsolatok mára túlmutatnak a hagyományos oktatási és kutatási területen, amennyiben a budapesti Karon – a közép-európai régióban elsőként – angol nyelvű mester szakon (Master of Arts in Landscape Architecture and Garden Design, MLA) is oktatnak, sőt erősödik e mellett az angol nyelvű doktori iskola is.

A második nagy egysége a jubileumi cikknek három témát elemez a Kar további fejlődésének lehetőségei szempontjából: 1.) az erősödő nemzetközi képzési paletta; 2.) az egyetemek közötti tudományos kapcsolatok kialakításának fontossága különböző tudományterületeken és kutatási feladatokban; 3.) a szakma jövője, figyelembe véve az új társadalmi igényeket, amelyek nem kis kihívást jelentenek a szakma és a képzés számára.

A következtetések középpontjában a Kar helyzete és lehetőségei állnak, tekintettel a képzés és kutatás nemzetközi összefüggéseire, a tudományterületi és egyetemi helyzetre és kapcsolatokra. 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.

További kihívásokat jelentenek a Kar, mint képzési hely számára, hogy a magyar tájépítészetben a nemzetközi fejlődési trendeket képviselje. A főbb példák, feladatok a következők: az energiarendszerekkel kapcsolatos tervezési feladatok; a vízgazdálkodás, csapadékvíz-kezelés tájépítészeti eszközei; a társadalmi igényeknek és elvárásoknak megfelelően a kényelem, a jóllét, az egészséges emberi élet táji feltételeinek megteremtése, megújítása, javítása.

Elképesztően nagy és sokszínű feladat!

