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**'Technics' and 'Art' in the Architectural Education in Vienna and Budapest
(1867–1914)**

My PhD project focuses on the architectural education in Habsburg Central Europe (identical with the Habsburg Empire until 1867, afterwards with the Austro-Hungarian Monarchy), particularly its twin capitals, Vienna and Budapest during the period between the Austro-Hungarian Compromise of 1867 and the outbreak of World War I. The project concerns three of the most important institutions of architectural education in Austria-Hungary: the Academy of Fine Arts Vienna, the Technical University of Vienna (until 1872 Polytechnic of Vienna), and the Joseph Technical University of Budapest (until 1871 Polytechnic of Budapest). The key objective of the project is to demonstrate that – despite the disciplinary borders determined by the institutional frameworks – the artistic methods appeared in the technical architectural education on the one hand, and the technical-scientific approach came up in the artistic architecture instruction on the other.

In the framework of the PhD project, it is intended to compare the development of the educational structures of the above-mentioned institutions in order to examine the intentions and motives behind their comprehensive reform in the 1860s' and 1870s'. As one could assume that the 'modern' methods of architectural education were 'imported' to Hungary owing to the frequent study trips and mobility of several architects later involved in the Budapest architectural education, the scrutiny of the parallel institutionalization serves also the better understanding of the knowledge transfer and cultural exchange between Vienna and Budapest. It is the aim of the study to survey the methodical practice of the institutions as well, focusing above all on the appearance of the artistic-academical subjects in the polytechnical curriculum (e.g. stylistics, ornamental drawing, modelling, theory of colors, art history) and on the part played by the technical approach in the training of the Academy (e. g. the practice of technical drawing or Otto Wagner's commitment to the modern technical science). Moreover, the nature of the relationship between the professors and the students as well as its institutional aspects is also subject of the research. A direct master-apprentice

relationship and a workshop-based system (*Meisterschulprinzip*) prevailed in the course of the training of the Academy of Fine Arts, above all thanks to Friedrich von Schmidt, who adopted the 'pre-academical' methods of the Cologne Cathedral building lodge. The individualized methods of the Academy's workshop system are also detectable in the instruction of the technical universities, whereas they were specialized in the transmission of general technical knowledge in the framework of a mass education. Hence, the individualized methods of the Vienna and Budapest architectural education broke both the academical and the polytechnical educational traditions and anticipated the progressive tendencies of the 20th century architectural education.

Since the dissertation project is only at an early stage, the contribution presents rather the preliminary research, the main research objectives and questions as well as the questions of methodology (especially regarding the primary and secondary sources and the criteria of the comparative analysis) than a wrought, comprehensive study.