

**FROM MONUMENT SURVEY TO MONUMENT RENOVATION:  
FIELDWORK, SURVEY, FIELD EXERCISE,  
HILD-TÉKA, TALIÁNDÖRÖGD, INKLER HOUSE**

Since 1996, the Hild József Technical School of Construction in Győr has been running some kind of heritage conservation activity in every summer break. First of all, we tried to document the built environment of nearby villages and, on an expedition basis, of more distant settlements with interesting architectural traditions. In the following academic years, the Vernacular Architecture Study Circle provided an opportunity to



*Figure 1 The press house of Elemér Kovács (Mórichida 1996)*

process the collected and documented materials and to carry out archival and architectural history research. Over the years, we have successfully participated in several ethnographic, local history, architectural and scientific student competitions<sup>1</sup>.

In 2011, on the 15th anniversary of the initiative, we summarized our activities in the exhibition A "Makkos fazártól az ágasfáig" at the Xántus János Museum in Győr<sup>2</sup>. We also invited teachers and students who had participated in the camps, as well as the owners of the buildings surveyed and representatives of the municipalities and organizations that support our work.

This is when the idea of using the professional experience to expand our activities and add the specialisation in heritage conservation to the school's curriculum was born. In addition to fieldwork, we also wanted to familiarise ourselves with the wide range of activities carried out by the Hungarian skansen and open-air collections of folk architecture. Both initiatives were successful. We started a training course for preservation technicians and contacted first the Szentendre and then the Senna skanzen. From then on, we have also held regular summer technical camps there. Every year we also invite students from our partner school, the Hungarian-language Technical School of Construction in Ógyalla (Hurbánovo, Slovakia)



*Figure 2 The students of our school in Szentendre in the Skanzen*

<sup>1</sup> Kisfaludy Napok Arts Festival, tender of Szülőföldünk Honismereti Egyesület (Our Homeland Heritage Society), TUDOK conferences, Local history, Ethnographic and Linguistic Collecting Competitions, National Conferences of Scientific Students

<sup>2</sup> Today: Rómer Flóris Museum of Art and History – Apátúr House

## Karád with solar facade house

During our surveys, we also came across several architectural and scientific monuments, which we tried to present to the widest possible professional audience. We also monitor the condition of the buildings surveyed and their fate. In addition to the sad examples, we always find exceptions that save and preserve value.

I would like to present a survey of documented constructions that has not yet been widely published. The reason for this is that I recently visited the site and spoke to the current owner, who was living there at the time of the survey. He had renovated the building to modern standards, but had preserved the gable in its original form.



Figure 3 Solar facade house, Karád (2023)

In 1999, we were invited to Karád in Somogy County and organised a two-week professional camp there. We received a lot of help from the municipality and identified addresses where we started to survey the buildings. During our work we walked and cycled a lot in the village. On one of these trips, we noticed a unique building. As the survey was not planned, we only had time to document the facade. This alone was as much work as surveying an entire farmhouse. When we started, all we could see was that it was a very nice, elaborately designed plank porch with various ornaments. We obtained a ladder and so the drawing and manuscript was no longer done from a distorted perspective, from a low view, but at the height of the object to be surveyed. During the survey we noticed an interesting phenomenon. The fixing pegs of the plank canopy, which were difficult to see with the naked eye on the greyed planks, were arranged in a regular order on the gable wall. In order to measure as accurately as possible, a polar survey system was set up, where a string was pulled from the centre of the gable to measure the distance between each nail and the angle from the centre to the horizontal of the straight line from the centre to the nail. The high school survey team worked accurately and thoroughly. They did a good job of the complex task of surveying, erecting and extracting too.<sup>3</sup>

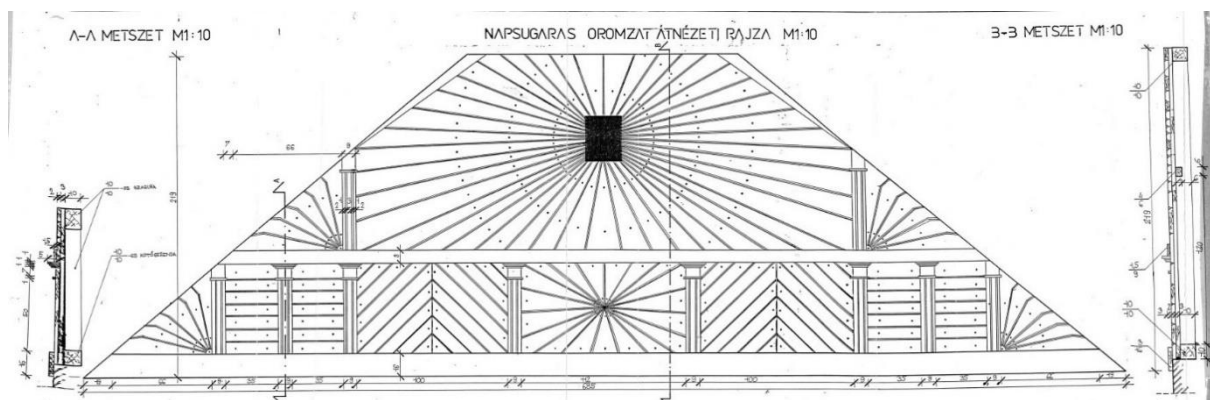


Figure 4 Survey of a house with sun facade, Karád (1999)

<sup>3</sup> Karád, Damjanich Street 22. Surveyed by Gergely Molnár and Tamás Sirhán, drawn by Gergely Molnár. Consultant: Tamás Józsa, Hild József Technical School of Construction 1999.

In our school, besides architecture, language and professionals' language training is also of high quality, so we looked for a grant and in **cooperation** with the Tallinn Construction School<sup>4</sup> we did a two-year maintenance and conservation activity in Tallinn, in the Estonian Open Air Ethnographic Museum<sup>5</sup>. With the same support, we have been researching energy awareness with the students of the Building School in Wiener Neustadt<sup>6</sup>, Austria, with regard to traditional vernacular architectural techniques and use of materials as well as modern energy standards and solutions. The Estonian heritage conservation students have been doing their internships in Szentendre, in the Skanzen since then. And with the help of a subsequent grant, we carried out geodetic and architectural surveys the Castle of Győr<sup>7</sup> together with students from the Udine Technical School.



Figure 5 Tallinn, Skanzen production practice

Our next **exhibition and conference** were held at the FUGA Budapest Architecture Centre in 2015<sup>8</sup>, where we invited students from the Schulek Technical School of Construction in Budapest, as well as renowned architects and ethnographers. The exhibition thematically presented the typical vernacular architecture of the various landscapes of the Kisalföld region, such as the Lower Island Region, the Fertő Cultural Landscape World Heritage Site, the Rábaköz, the Sokoró Hills, or the Tóköz, and also offered a look at other regions, such as the Outer Somogy or the Transylvanian landscapes visited on field trips. Photographic documentation and survey drawings provide a coherent picture of the institution's conservation activities.



Figure 6 FUGA exhibition and conference

As a result of the work carried out in the camps, in addition to the **settlement-structural surveys** carried out in several villages of the Kisalföld, the survey and documentation of houses, portals and sacral monuments worthy of monumental protection has been carried out, some of which can only be seen on the tables presented here. The event was attended by a large number of interested visitors, including several alumnus of our school studying in Budapest or already working in various fields of the building industry.

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<sup>4</sup> Tallinna Ehituskool

<sup>5</sup> Eesti Vabaõhumuuseum (Tallinn)

<sup>6</sup> HTL Wiener Neustadt

<sup>7</sup> Active participation in the research and restoration of the castles is a significant part of our heritage protection activities, e.g. in the research, archaeological excavation and reconstruction works of Zádorvár (Pécsely) and Szádvár (Szögliget).

<sup>8</sup> "Makkos fazártól az ágasfáig" - vernacular architecture of the Kisalföld, Hild József Technical School of Construction Győr

Here was conceived the idea to gain field experience in construction, in addition to the mainly documentary fieldwork. Every year we regularly participate in the **TÉKA**<sup>9</sup> programme and carry out actual conservation work. With the participation of our students, under the guidance of their teachers and coordinated by heritage conservation specialists.

At the **Inkler House in Taliandörög**, we first completed the brick walkway of the historic stable in 2016. Using demolished attic bricks and bricks left over from the former brick pavements in the building and on the plot. Traces of the original brickwork were also found in the barn. These were nearly square bricks of varying colours. Their edges had become rounded with use. Their material structure is very homogeneous and of high strength. They were used to form the entrance surface of the stable enclosure. We have created an exhibition space, but above all a performance space, which is a worthy venue for the conferences and related exhibitions and professional forums that take place every year during the “Művészetek Völgye”.

Our latest activity was the brick cladding of the barn building attached to the listed residential building. Here, an exhibition and community space has been created, where the direct, open courtyard connection allows the building under renovation to be increasingly involved in events.

Unique in the country, our school is currently offering **training for heritage conservation** technicians to students from all over the country. Our students remain in contact with us even after the end of their training. We regularly invite them to conferences and professional programmes: ICOMOS, Forum of Young Monument Defenders, Békés Vernacular Architecture Council.

The school's professional training programme emphasises the teaching of techniques related to sustainability, in which the research and processing of architectural monuments and vernacular architectural traditions are also part of the curriculum.



*Figure 7 Carrying out the enclosure substrate*



*Figure 8 The finished envelope*



*Figure 9 Bricks found in the building and on the site. Stamped bricks and cut 'high strength' paving bricks from the barn*

<sup>9</sup> TÉKA = Tradicionális Építészeti és Kézműves Alkotótáborok; in English: TASK = Traditional Architecture Summer Camps. This program and name was initiated by Dénes Nagy, the President of the Committee for Folk Architecture, HAS, Veszprém.

On the vernacular architectural conference regarding the forementioned work was the subject which two students of Hild talked about.

“During our visit at the Inkler House in Taliándörög, we were given the exceptional opportunity to give a brief presentation about a one-of-a-kind national monument consisting of two separate buildings.”

The attendees through their presentations learned about the process of how the renovation project was carried out by Hild students. They went into details how they were involved in the renovation of the stable building close to the residential building. They also talked about how they faced the task to properly replace the stones on the front part of the structure.

It was mentioned by them that inside the stable, they entirely replaced the pavement by using bricks from the attic. After giving the stable a proper cobblestone and gravel foundation forming a sort of substrate, the students laid down geotextile layers and insulation. In the end they spread out a smooth layer of sand in-between the freshly placed bricks of varying colours.

Furthermore, they also spoke about how the pillars and columns separating the interior area into nine interconnected spaces got their outer layer replaced and how their edges became round over time. What makes them special is how some of them differ in size and shape. The forementioned arches are not the same either as some are different in size. Some of the original tiles and stone bits of the wall have been left out for display purposes to indicate how the structure has looked like before renovation was completed. After listening through their presentations, attendees could ask their questions and were given adequate answers regarding facts about the materials, work phases and structural design as well as historical background.



Figure 10 The pavement and columns



Figure 11 The attic of the house



Figure 13 The Hild team behind the renovation and their teachers

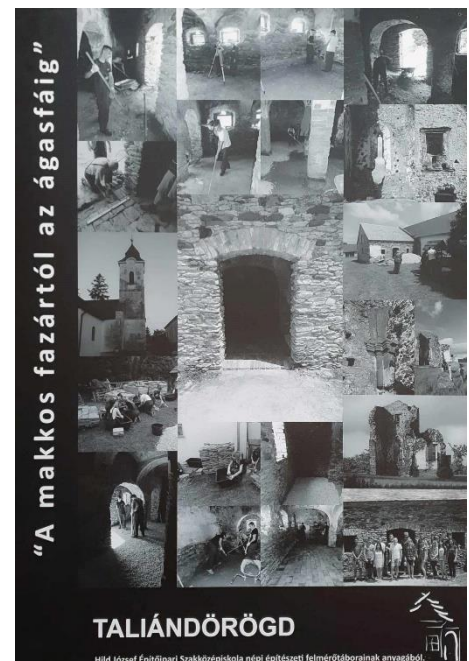


Figure 12 tableau of Taliándörög

“As students of Hild József Technical School of Construction (Vocational Training Centre, Győr) I was honoured to give presentation in Taliándörögöd about our school and its students work. My classmate was also present who helped in translations as well.

During my presentation, I delved into some of the details of our school's educational approach. How the first-year students have the opportunity to apply for a language-focused or a regular vocational class. Those who wish to refine their language skills can start their education with an intensive language preparatory year, with options for English or German-focused classes. Over the ensuing four years, students learn about the fundamentals of architecture, both in theory and hands-on practical classes. In your fifth year, students are presented with the choice between specialising as a building construction technician or a civil engineer technician.

One doesn't need to wait until they are a technician for them to become acquainted with the historical foundations of the profession. The school's camps and projects like the stable in Taliándörögöd provide a splendid opportunity for students to face real-life challenges. Over the years, our school has organized several camps, and I would like to highlight the summer camp on Senna, to which my classmates and I have been going back to help with maintenance and construction for the past three years during the summer. We usually spend a week there, during which we can familiarize ourselves with a wide range of work processes that are authentic to Hungarian vernacular architecture of that region. Over the years, we have worked on many different tasks, from simple fence weaving to oven luting, and even more significant assignments. In our first year, the most challenging task was building a chicken coop, for which we could only use tools and materials befitting that historical era. In the subsequent years, more complex projects were entrusted to us, such as when we rebuilt the roof structure of a barn under the guidance of master carpenters. We have a lot to thank for these camps and the school, it really opened up a whole new part of our profession that we didn't know much about.

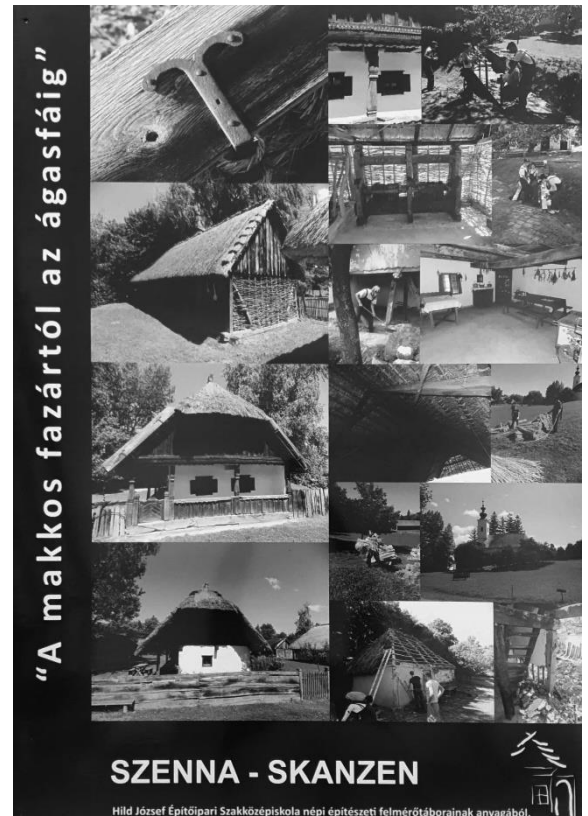


Figure 14 tableau of work Hild students did in Senna

After our presentations we had some time to engage in brief conversations with the attendees. Furthermore, we observed the renovation works of the house which was a pleasant experience.”

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Pictures from the Hild archive and by Tamás Józsa