

Research on the Campus Cultural Landscape of the Tibetan-Yi Corridor: Taking the Middle and Primary Schools in Meigu County of Liangshan Yi Autonomous Prefecture as an Example

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Abstract: In view of rural revitalization, the Meigu area, as a key region of the Tibetan-Yi Corridor, faces challenges in educational development and the construction of campus cultural landscapes. Campus landscape culture, as the foundation of campus culture, is one of the important factors affecting the quality of campus education. Integrating traditional cultural elements such as Yi patterns and totems into the design can effectively enhance the aesthetic of the campus, promote the local ethnic characteristic culture, and inject new vitality into rural revitalization. Therefore, this paper applies traditional Yi cultural elements to the design of campus cultural landscapes. This is of great significance for improving the rural school environment and enhancing students' enthusiasm for learning and cultural identity. Besides, it provides an alternative for the preservation and development of local culture.

Keywords: Campus landscape design; Tibetan-Yi culture; Rural revitalization

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1. Introduction

The Tibetan-Yi Corridor in Western Sichuan, located in the southwestern region of China, is a geographically unique and culturally diverse area. The layered mountainous terrain and the historical context of mixed ethnic groups such as the Han, the Tibetan, the Qiang, and the Yi have together constructed a distinctive cultural circle of the corridor ^[1]. Education is the driving force behind the rejuvenation of the nation and social progress, and it is also an important way to overcome intergenerational poverty in Liangshan. The educational issues in Liangshan have always been a concern for the province and the nation ^[2]. The history of middle and primary school education in the Meigu area is long-standing, but for a long time, constrained by various factors such as geographical environment and economic development, educational development has been relatively lagging, and educational facilities and equipment within schools are also relatively backward. Campus landscape culture directly influences the quality and overall level of campus culture to a certain extent ^[3]. At the same time,

campus cultural landscape design can also integrate traditional cultural elements into the campus, promote local culture, and inject new vitality into rural revitalization. In recent years, with the national support for the western regions, primary and secondary education in Meigu County has gradually improved and developed. However, the quality of education is still lacking compared to the eastern regions, and the construction of campus cultural landscapes also presents many challenges.

2. Analysis of the existing campus cultural landscape imagery in Meigu County middle and primary schools

2.1. Distribution of campus cultural landscape in Meigu County

The campus cultural landscape in Meigu County is mainly divided into leisure sports areas and specially designed campus spaces. The leisure sports areas are primarily centered around the sports field, offering an open view, flat terrain, and abundant landscape resources. However, the overall green coverage is low, with a limited variety of vegetation and a lack of color, resulting in poor ornamental value. The specially designed campus spaces include painting studios equipped with basic tools like easels and drawing boards, and the interiors are decorated with vibrant wall paintings that have aesthetic appeal. However, these spaces lack distinct ethnic characteristics. Additionally, the spatial division does not accommodate the needs of specific areas where teachers and students can hold ethnic festivals or activities, nor does it make reasonable use of the existing idle space.

2.2. Important nodes of campus cultural landscape in Meigu County

Teaching and office buildings are key components of the campus cultural landscape in Meigu County. These buildings feature typical ethnic totems such as window lattice patterns and fire flint designs as exterior decorations. In contrast, non-academic and non-office spaces, like canteens and student dormitories, do not incorporate ethnic totem decorations. Their walls are mostly white, and the roofs are primarily light orange, with ordinary decorative lines. Some teaching and office buildings have gable roofs, the most common roof form in traditional Yi architecture, symbolizing the Yi people's reverence for nature. The gable roof slopes on both sides, aiding rainwater drainage and adapting to the local rainy climate. The other buildings, mostly flat-roofed, lack the integration of traditional Yi elements with modern architectural styles and have weak connections with the surrounding buildings.

2.3. Cultural landscape landmarks in Meigu County

The school places importance on landscape landmarks that reflect cultural literacy, ethnic unity, and core values, with the main promotional method being text-based, and a small part of the promotional facilities are paired with pictures and other elements. The overall aesthetic effect is unsatisfactory and does not facilitate the cultivation of cultural appreciation among students. The campus' lighting facilities are equipped with solar panels, making rational use of the local abundant solar energy resources. However, the number of lighting facilities is relatively insufficient, and there are many dark spots at night. Moreover, the shapes of the lighting facilities are relatively monotonous and lack ethnic characteristics, and they are not coherent with other parts of the campus. The leisure sports space has simple fitness facilities such as horizontal bars and basketball hoops but lacks leisure facilities such as rest benches.

2.4. Campus navigation system in Meigu County

The campus navigation system lacks content, recognition, and aesthetics. The information provided by the

guidance system is incomplete, making it difficult for people to quickly and accurately find their destinations. Some signs have low color contrast and are often similar in appearance to ordinary promotional signs, resulting in poor visibility. Additionally, the content layout and color schemes are inconsistent and disorganized, lacking a unified style and aesthetic appeal.

3. Design principles in landscape construction

3.1. Integration of regional and ethnic characteristics

When planning and designing the campus cultural landscape in the Meigu area, it is necessary to fully consider the integration of Yi regional characteristics and ethnic culture. Regional characteristics are reflected in creating a campus cultural landscape with local characteristics based on the local natural environment, topography, and building materials. Ethnic characteristics require an in-depth exploration of the essence of Yi culture, integrating ethnic symbols, patterns, and colors into the landscape design to showcase the unique charm of the Yi ethnicity.

3.2. Unity of educational and aesthetic values

The campus cultural landscape should not only possess aesthetic value but also serve educational purposes. Continuous reflection and thought are necessary in campus cultural construction. It is important to educate teachers and students on excellent traditional culture, stimulate their enthusiasm for work and study, and foster a positive campus ethnic cultural atmosphere. During planning and design, emphasis should be placed on the educational nature of the landscape. Through clever design techniques, elements such as knowledge, morality, and culture can be integrated into the landscape, allowing students to be subtly influenced by education while enjoying the beautiful scenery. At the same time, aesthetics are indispensable. A beautiful and harmonious campus environment can be created through thoughtful color matching, modeling design, and spatial layout, enhancing students' aesthetic literacy.

3.3. Coordination of functionality and sustainability

The functionality of the campus cultural landscape refers to the landscape meeting the actual needs of campus life, such as rest, communication, and activities. It is necessary to fully consider the functional requirements of different spaces and reasonably arrange the landscape layout and facility configuration in the design and planning stage. Additionally, sustainability should be emphasized by selecting environmentally friendly materials, incorporating energy-saving technologies, and making rational use of natural resources to minimize environmental impact. By coordinating functionality and sustainability, the campus cultural landscape can achieve sustainable development.

4. Suggestions for the optimization of campus cultural landscape construction in Meigu County

4.1. Optimization of spatial functional zones and greening system

The campus is generally divided into teaching areas, office areas, sports areas, and living areas. The daily activities of all functional areas should follow a clear hierarchy and it is important to strike a balance between activity and tranquility. The teaching area typically consists of classrooms, activity rooms, and laboratories. To facilitate communication between teachers and students, it should be located close to the teacher's office area. The living area is divided into staff and student sections, with the student area generally accommodating boarding students. As a relatively closed functional area, the living area should include independent activity

spaces for both teachers and students. The sports area should be accessible from both the teaching and living areas while minimizing noise to avoid disrupting teaching activities. Each functional area intersects and connects in a complex relationship, enhancing the composite and refined functionality of the campus^[4].

Noise reduction and dust blocking can be achieved by setting up tall tree belts around the campus periphery. Utilizing the topography, landforms, and vegetation resources, a campus landscape with rich layers and a strong sense of three-dimensionality can be created, considering the growth habits of flowers, plants, and trees to provide different scenery in different seasons. Green belts, flower beds, lawns, and other green spaces should be used and arranged effectively to improve land use and green coverage. Attention should be paid to the coherence and integrity of the landscape space, ensuring that each landscape node complements and coordinates with others. Through the optimization and layout of the landscape space, a beautiful and pleasant campus environment can be created, offering high-quality learning and living spaces for teachers and students.

4.2. Planning and architectural structure optimization

Meigu County is located in the hinterland of Liangshan Prefecture, geographically characterized as a low-latitude plateau with clean air, intense ultraviolet radiation, and longer sunshine hours than other regions at the same latitude. The planning and layout of buildings should be adapted to these local conditions. Building orientations should be biased towards the south to maximize solar radiation for better daylighting, and east-west arrangements should be avoided. Ventilation should also be considered; buildings should not be placed too closely together, and the distance between them should be increased appropriately. Arranging buildings in rows with staggered groupings can ensure smooth airflow. Additionally, planting green plants around the buildings can help create a campus ecosystem. Given that Liangshan is prone to frequent earthquakes, building designs must prioritize seismic performance to improve earthquake resistance and ensure the safety of teachers and students.

4.3. Integration and optimization of ethnic characteristics

Campus buildings in Meigu County and the entire Liangshan region are predominantly modern in style, and campus construction themed with local ethnic styles is rarely seen. To enhance the quality of the campus landscape in Meigu County, it is essential to draw from the local architectural style and historical culture. This involves exploring and highlighting Yi characteristics to symbolize the essence of ethnic culture.

Ethnic characteristics are often integrated into traditional symbols and color expressions. Yi lacquerware, as a utensil, can have its decorative patterns and colors extracted and applied to the campus navigation system, imbuing the campus space with the charm of Yi culture as shown in **Figure 1**. The Yi moon guitar, a key representative of Yi musical culture, can be incorporated into campus design elements to encourage students to engage with their ethnic music and historical background, as shown in **Figure 2**. In Yi culture, cattle are revered as sacred animals. Cattle horns, considered talismans for protection, can be artistically integrated into architectural details such as gables, window lattices, and roofs, enhancing the landscape with ethnic characteristics and showcasing the Yi people's unique aesthetic concepts and wisdom, as depicted in **Figure 3**. Integrating Yi patterns and modern design symbols into the design promotes the interaction and integration of campus culture and landscape construction. It not only enhances the cultural connotation of the campus but also strengthens students' cultural confidence and sense of belonging.



Figure 1. Lacquerware Figure 2. Moon guitar Figure 3. Cattle horn cup

4.4. Optimization of campus guidance and traffic roads

The campus guidance system, as an important manifestation of the humanization development of modern campus space design, serves as a new carrier of campus culture and historical context ^[5]. Traditional campus road signs typically use materials such as plastic and metal, chosen for their low cost. However, from the perspective of sustainable development, these materials are not environmentally friendly as they are non-degradable. To address this, road signs can be crafted from recyclable materials like traditional wood. These signs can be adorned with Yi patterns and totems to accentuate ethnic charm and aesthetic appeal. By exploring the educational history of the target school and local ethnic characteristics, the school's culture and ethnic heritage can be refined as design elements integrated into the navigation system. This approach contributes to the formation of a campus culture with distinct features.

Pedestrians and vehicle lanes should be well-separated in road design. Considering the horizontal distribution in the campus layout, separate entrances for people and vehicles should be set up at the campus entrance. A dividing line or green space should be established in the middle of the passageway to separate pedestrian paths from vehicle paths. The internal vehicle passageways of the campus should be carefully planned to ensure that vehicles enter directly to the parking lot, minimizing travel time within the campus. Pedestrians should be prioritized, and the construction of leisure landscape roads within the campus should be strengthened. Utilizing different materials and colors for leisure walkways can enhance their visibility and aesthetic appeal. For vertical roads with stairs, creating more small platforms for temporary stops can help disperse pedestrian flow, improve spatial accessibility, and provide additional activity spaces for students.

5. Conclusion

In the current era, as the country places a high value on cultural diversity and implements the rural revitalization strategy, the cultural landscape design industry is experiencing unprecedented growth opportunities. People's appreciation and respect for cultural diversity are deepening, leading to strong advocacy for the incorporation of Yi cultural elements in campus landscape design in schools located in Yi areas. This trend is expected to continue, with Yi culture's clothing, architecture, song, and dance elements bringing fresh creativity and inspiration to campus landscapes. By integrating these elements into campus design, the landscape becomes more ethnically characteristic and culturally vibrant. Additionally, it enhances the cultural atmosphere of the campus, strengthens the cultural confidence and ethnic pride of local students, and fosters the inheritance and

development of Yi culture.

Disclosure statement

The authors declare no conflict of interest.

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