

Practical Research on Campus Landscape Integration Design of School Motto Font from the Perspective of Environmental Education

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Abstract:

In the construction of campus culture in colleges and universities, “environmental education” has gradually become an important concept in spatial design and visual communication. As a concentrated expression of the spirit and value orientation of colleges and universities, the way they are presented affects the way students perceive campus culture to a certain extent. As a basic element in the campus visual system, fonts have the potential to connect the meaning of words with the feeling of the environment. From the perspective of environmental education, this paper discusses the integrated design method of school motto fonts and campus landscape elements. Taking the creative practice of Huzhou Normal University’s school motto “Ming Ti Da Yong” as an example, it analyzes the translation of campus architecture, landscape and cultural images into font structure elements, so that the school motto can present a more environmentally participatory visual expression in the campus context. The research takes “environmental education (concept guidance)-form integration (translation of landscape elements)-design application (scene presentation)-concept rebates (back to the original intention of the project)” as the four-ring closed-loop analysis path, and attempts to sort out the school motto fonts in the campus environment. Possible ways to participate in cultural expression and atmosphere creation provide a design reference for the construction of visual culture in colleges and universities.

Keywords:

Environmental Education, School Motto Font, Campus Scenery, Visual Fusion

1. Introduction

In the context of contemporary higher education, “environmental education” is widely regarded as an important part of campus cultural construction. Its core lies in the long-term creation of spatial environment and visual atmosphere, which has a potential impact on students’ value cognition and cultural feelings. Compared with

explicit education methods such as classroom teaching, the campus environment participates more in the education process in a daily and continuous way.

As a concentrated expression of the school philosophy and spiritual tradition of colleges and universities, school mottoes usually exist in the campus space in written form. However, in practical applications, school mottoes are mostly standardized logos, and their connection with the campus environment is relatively limited, making it difficult to fully integrate into students' daily experience. Words not only have the information dissemination function of language, but also have the artistic visual charm of graphics. They can create a strong personalized visual effect on the picture and render different visual moods to the picture of the work, which can well interpret the theme of the visual communication work. The central idea to better realize the purpose and effect of visual communication [4]. Based on this, this paper focuses on the possibility of visual expression of school motto fonts, and attempts to introduce campus scenery elements into the font structure to enable the school motto to participate in campus cultural expression in a more environmentally sensitive way.

Taking the creative practice of font creation in Huzhou Normal University's school motto "Ming Ti Da Yong" as an example, this paper uses the design method of "landscape mapping" to translate the characteristics of campus environment into constituent elements of fonts, and discusses the significance and application path of this design in responding to the concept of environmental education.

2. Relationship Between the Concept of Environmental Education and the Design of School Motto Font

2.1. Enlightenment from the concept of environmental education to the design of school motto fonts

Environmental education emphasizes cultivating students' abilities and literacy by optimizing the educational environment, and regards the educational environment as an educational resource, so that the educational environment and educational methods can jointly play a role in educating people, and promote students to achieve comprehensive development through interaction with the environment [3]. Campus space has an impact and relies more on repeated contact than one-time preaching. Buildings, signs and landscapes come into view repeatedly, and over time, stable hints will be formed. If the school motto is presented only in ordinary words, it will often be quickly scanned, and the content will not easily attract students' attention or arouse in-depth thinking.

Font design transforms text into visual form. The skeleton of glyphs, stroke rhythm and detail density will change reading efficiency and affect emotional orientation. After embedding environmental clues related to campus culture into the school motto glyphs, abstract concepts can have scene directions and the school motto is easier to perceive.

2.2. The response of school motto font design to the concept of environmental education

From the holistic perspective of environmental education, the campus visual system not only serves the basic function of information transmission but also participates in creating the campus cultural atmosphere. The font of the school motto is one of the visual elements of the campus. The design focus is not only on aesthetic appeal but

also on the communicative effect brought about by the placement and viewing methods.

The lettering structure can incorporate elements of campus architecture, natural landscapes, and cultural imagery, giving the school motto a clearer contextual focus. For dissemination, reproducible print media can be used, and the motto can be placed in public display settings to increase daily exposure. This design approach does not aim to directly enhance educational outcomes, but rather, through the symbolic connection between the environment and the text, aligns with the long-term, pervasive campus atmosphere fostered by the concept of environmental education.

3. The Psychological and Cultural Value of Integrating the Font of the School Motto

3.1. The potential construction of campus cultural identity

From the perspective of three-round education (education by all staff, education throughout the entire process, and education in all aspects), the educational function of the environment mainly includes guidance, influence, shaping, and protection [9]. In typography design, these four functions can also be integrated into the entire design management process, creating a humanistic and inspiring environment that subtly and imperceptibly educates teachers and students. This allows the physical campus environment to convey healthy social and educational information, guiding positive and healthy psychological and behavioral patterns. [6]

Therefore, when the font of the school motto matches the campus environment in terms of form, these words are no longer just abstract slogans, but will make people feel at a glance that “belongs to this place”. This “Ming Ti Da Yong” font design translates the iconic landscape of the campus into structural clues in the font, and adds a clear scene orientation to the school motto while ensuring readability [5]. When teachers and students repeatedly come into contact with these symbols in their daily walks and stays, the words and specific spaces will gradually become associated, and the familiarity and identity of campus culture will be more easily settled. Building a sense of identity with campus culture promotes the realization of the goal of environmental education.

3.2. The enrichment of aesthetic levels in the campus environment

Incorporating campus scenery elements into the font structure of the school motto expands the visual expression of the text. Designers extract architectural forms and natural landscapes, then translate these features into the stroke structure. This approach keeps the font easily recognizable, but adds richer layers and more rhythmic variation. From another perspective, this type of “scenic” font is no longer just flat text conveying information. It enters the campus visual system, becoming part of the campus environment: its overall outline can be viewed from afar, and its landscape details can be appreciated up close. This approach adds readable and inviting aesthetic content to campus spaces, and also provides a feasible path for cultural presentation in public environments [1].

3.3. The nurturing role of the environment

To cultivate people, one must first cultivate their moral character; to cultivate their moral character, one must first cultivate their hearts. In the current context of the

nationwide reform of ideological and political education courses in universities, aesthetic elements should be incorporated into these courses [8]. This statement clarifies the value orientation and also suggests the methods of aesthetic education intervention. The integration of the school motto's font with the campus environment promotes both aesthetics and functionality. Its value lies in the fact that its design results form a continuous cultural reminder through daily presentation. As an environmental element embedded in the campus space, the font repeatedly enters students' field of vision during walking and reading, thereby enhancing their memory of the school motto's meaning. Environmental education aims precisely for this kind of subtle, pervasive influence: without direct preaching, the spirit embodied in the school motto can be gently reinforced in everyday situations [2].

4. Design Practice Path of Integrating School Motto Fonts

4.1. Integration of campus landscape forms

Regarding the design of the school motto font, the designer attempted to integrate campus environmental elements into the strokes of Chinese characters. The environmental culture carries the educational attributes of the environment in cultivating people [7]. This design adopts a way to visually echo the form of the characters with the campus landscape, as shown in Figure 1. The concept of “Ming Ti Da Yong” originates from the educational philosophy of Hu Yuan in the Northern Song Dynasty, which emphasizes “the organic integration of classical texts and practical affairs.” In the specific design process, the designers extracted representative buildings, natural landscapes, and cultural images from Huzhou University, and then refined their forms to ensure that the geometric lines of the buildings, the natural features of the landscape, and the strokes of Chinese characters are in harmony, thereby completing the design of the font form integration.



Figure 1. “Ming Ti Da Yong” Landscape Mapping Design.

The design of the character “明” (Ming) is based on the landmark landscapes of the east and west campuses, integrating the campus entrance and the beauty of the lake and rocks into the stroke structure of the “日” (Ri) and “月” (Yue) parts. The vertical stroke on the left is based on the modern architectural framework of the west campus gate, with the water ripples of Deqing Lake below, creating a visual effect that combines stability and fluidity. The short horizontal stroke in the center combines the campus mascot, the little lion, with plant forms, presenting a lively and dynamic visual tension. The vertical stroke on the left of the “月” (Yue) part incorporates an arched bridge and vegetation. The strokes on the right are integrated with Changxing Square and the underground passage, presenting an overall artistic conception where the character and the core landscape of the campus intertwine.

The character “体” (Ti) uses natural landscapes and ecological culture as its main themes, concretizing the concept of campus environmental education through its strokes. The left side features the “林友校” (Lin You Xiao) stone tablet, a

commemorative landscape stone within the school. The central “two-way road + yellow line” corresponds to the main road connecting the east and west sections of the campus, while the outward extension of the strokes is conveyed through the tree-covered hills and the campus’s “ecological water system walkway.” The top right side features the campus’s characteristic mulberry-fishpond system, with a silkworm rearing scene depicted nearby, imbuing the character with regional cultural characteristics. The central horizontal stroke is formed by the green landscape of Wuxing Garden, showcasing the structural beauty of modern architectural layout. The lower part incorporates the “口” (kou) shaped structure of the library and the steps in front of it, further embodying the character.

The character “达” (Da) is based on the theme of campus cultural memory. The left radical takes the triangular shape of the Enze Stele as its framework, with cloud patterns and flowers added to the outer edge to create a sense of embrace. The lower part of the stroke incorporates a partial outline of the library, serving as a symbolic representation of “civilization inheritance.” The main vertical stroke on the right is based on the shape of the Hu Yuan stone statue, emphasizing historical weight and echoing the spirit of the school motto. The top is inspired by the shape of the Anji Garden stele, with simple humanistic patterns added to the structural blank spaces, making the character more stable and substantial.

The character “用” (Yong) corresponds to a scene in the East Campus. The strokes incorporate the outlines of multiple buildings, pointing towards the Information Technology Building, the School of Art, and the Student Life Plaza, with an overall flowing and relaxed style. Bicycles and flowers are interspersed among the strokes, preserving the atmosphere of daily life and movement. Drones, clouds, and trees are added to the upper part of the image, enriching its layers; the juxtaposition of technological imagery and natural landscape creates a relatively restrained balance.

By using the interplay between the font’s shape and the landscape’s form as a guiding principle, the school motto acquires a clear contextual reference. When reading, the architectural outlines and landscape cues trigger associations, making spatial memory easier to solidify. During the implementation phase, media and materials must be selected according to the specific context, while simultaneously verifying whether the printing process can achieve the required details. After technical adjustments, the font can be stably integrated into the campus visual system, fulfilling its function of shaping the atmosphere.

4.2. Practical Presentation of Application Scenarios

Following the completion of the landscape integration design for the school motto font, further practical explorations were conducted regarding its visual presentation in different media and spaces. This section organizes and explains the presentation forms of the font design results in campus public spaces and everyday media, focusing on the visual state and expressive characteristics of the font in different application scenarios.

At the level of everyday media, the design of the school motto font, after being integrated with the landscape, can be further explored for application on postcards (as shown in Figure 5). Postcards themselves are characterized by lightweight dissemination, ease of carrying and delivery, and can create a higher frequency of campus cultural outreach in daily use scenarios. This postcard uses the gate of Huzhou University Library as the background, with a landscape stone engraved with

“Ming Ti Da Yong” on one side of the image, thus creating a more intuitive connection between the font expression and the iconic space of the campus. Due to factors such as postcard size and paper texture, the font needs to achieve a relative balance between information hierarchy and white space control on the page; therefore, while maintaining overall style consistency, the font color, compositional focus, and element density were appropriately adjusted to adapt to usage scenarios such as flat reading and display. This type of practice helps to observe the visual state of the school motto font in lightweight cultural and creative media, providing design references for its extended application in the expression and dissemination of campus culture.

Postcards are printed using letterpress printing in terms of process implementation. As a type of relief printing, it inherits the principles of ancient Chinese woodblock printing and movable type printing. Its development process is permeated with the traditional atmosphere of the integration of Chinese and Western cultures. The earliest revival appeared in the United States in the late 1990s [10]. Letterpress printing has clear requirements for paper and printing plate: thicker cotton paper is usually selected to withstand the printing. Moreover, paper fibers come from nature, and people have an innate affinity for them, and are willing to approach, touch and feel the temperature and atmosphere inside the paper. Therefore, this material has an innate sense of culture and concept, which can evoke artistic associations [11]. Resin plates can be used to ensure the reproduction of details; two colors with high contrast of font colors are selected for ink, which reduces the risk of edge blurring caused by ink volume fluctuations and can highlight the iconic environment. Correspondingly, font design requires detailed correction when entering the letterpress printing stage. Overly thin strokes and dense textures are prone to sticking or information loss during printing. Therefore, it is necessary to control the density of details and, if necessary, appropriately simplify secondary landscape elements; to achieve a more stable compromise between “printable-readable-perceptible” landscape details. This practice not only verifies the visual performance of the school motto font in lightweight cultural and creative media but also provides a technological reference for expanding the font’s achievements to more printed categories.



Figure 2. The postcard presentation format of the “Ming Ti Da Yong” four-character landscape mapping design.

At the campus space level, the school motto font is presented in the form of a cultural wall. The cultural wall, with its intuitiveness and ease of understanding, has become an effective channel for conveying values [3]. A space environment type with continuous walking attributes is selected as the display scene (as shown in Figure 6). This type of space has strong visibility and can fully present the campus landscape elements contained in the font. Through the relatively intuitive medium of the school

motto wall, the visual relationship between the school motto font and the environmental background is clearly shown, providing a specific reference for the display method of the font in the campus public space.

The school motto wall differs from the flat printing of postcards in terms of process implementation. Its presentation in the public environment needs to meet both long-distance recognition and close-up reading: when viewed from a distance, the outline and structural rhythm of the text should be highlighted to ensure the rapid recognition of the school motto information; when viewed up close, the layered arrangement and detailed organization of landscape elements can form a narrative experience that can be stopped and read. The cultural wall can adopt the implementation path of “printing and imaging + modular assembly”: the font image is divided into several installable panel units, the image is first output on the material surface, and then the wall is assembled and spatially positioned. The current equipment using UV printing technology is an inkjet printer based on UV curing ink and piezoelectric printing technology, which is generally called a UV flatbed printer [12]. Compared with pure hand drawing, this path has better maintainability, can be standardized in different spatial nodes, and is more in line with the actual needs of long-term updating and management of the campus visual system. Through the relatively intuitive medium of the school motto wall, the scale relationship, composition method and visual relationship between the school motto font and the environmental background are clearly presented, providing a more feasible implementation reference for the display of fonts in the campus public space.



Figure 3. Conceptual design of public environment display integrating the school motto font “Ming Ti Da Yong” with landscape.

5. The Comprehensive Significance of Integrating the Fonts of the School Motto

From the perspective of environmental education, integrating the school motto font with the campus landscape explores a new way of visually expressing university campus culture. By incorporating campus architecture, landscape, and related cultural imagery into the font structure, a more tangible correspondence is established between the school motto and the campus environment on a visual level. This imbues the motto with not only informational function but also a sense of place and narrative. Thus, the school motto is no longer merely presented as an abstract symbol but becomes a recognizable element within the campus visual system. This provides room for diverse presentation of the motto in campus spaces and everyday media, and offers a possible design path for shaping the campus cultural atmosphere.

At the design level, the landscape integration of the school motto font explores the relationship between typography and environmental elements, expanding the traditional expressive methods of school motto fonts, which are primarily based on two-dimensional displays. Through the refinement and translation of the campus spatial form, the font, while maintaining basic readability, carries visual information related to the campus environment. This provides a valuable design approach for universities in constructing visually distinctive images, and also offers a reference for responding to the concept of environmental education in visual design. Furthermore, appropriate consideration of printing process suitability and material conditions helps ensure relatively consistent visual recognition of the design across different media.

6. Conclusions

Against the backdrop of the deepening of campus culture construction in universities, the concept of “environmental education” provides a new perspective for the design and presentation of school motto fonts. This paper takes the campus landscape integration design of the school motto font “Ming Ti Da Yong” as the research object, and discusses the four-loop closed-loop analysis path of “concept guidance - form integration - design application - concept repetition” [1]. It focuses on the translation and application presentation of font form and explores the possible ways to combine school motto text with campus environment. Relevant analysis and practical presentation show that school motto fonts have the potential to participate in campus culture expression and spatial atmosphere creation in university environment, and can further enter the daily dissemination and public display context through the printed presentation of postcards, cultural walls and other carriers. In the future, based on respecting the connotation of campus culture and spatial characteristics, it can continue to expand its design expression and application boundaries in the context of environmental education by combining more media and presentation paths.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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