

Scenery of Play Grounds in Memory Among University Students in Qinghai Tibet Highland

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Introduction

Natural environment contributes to develop people's sensibilities and minds, it is an effective environmental education particularly for children - for basic character development through plays and nature experience. In Qinghai Province, multiple minority ethnic groups such as the Tibetan, the Mongolian and the Hui are mixed and reside together; therefore, cultural diversity is observed with mixed traditional cultures and ways of living in this area. For these reasons, the objective of this study has been set to clarify play grounds situations during the childhood period, with university students of different ethnic groups as a subject.

Study Methods

In this study, a sketching survey was conducted among students at Qinghai University for Nationalities. It is possible to compare results among different ethnic groups at this university. In the sketching survey, the subjects were asked to draw sceneries of their favorite play ground during their childhood, and thus play space in the memories of these university students were examined. 152 sets of sketching survey were distributed between July to November 2011, 137 sets have been collected. The number of respondents among the collected surveys is as following: the Mongolian (49), the Tibetan (31), the Han (25), the Hui (23), and others (9). The number of elements related to plays in the sketches has been counted for the analysis.

Results And Considerations

Various elements have been detected in the sceneries of the sketches including natural environment such as mountains, rivers and forests as well as roads and houses. The locations in the sketches ranged from nearby sites such as neighborhood, schools and roads to sites which are rich in nature like grasslands, mountains, water, woods, and farmland. Within the total of 137 sketches, 700 elements were distinguished. The average number of elements per sketch was 5.1. According to the ethnic groups, the number of elements drawn was, the Mongolian with the highest number of 6.2, the Hui with 4.6, the Tibetan with 4.5, and the Han with 4.4. The elements drawn in the sketches have been divided into the following six categories, with which the number in parenthesis indicates the number of elements found in the sketches of each category: nature and land utilization (391), buildings (125), transportation (86), people and animals (64), public buildings (29), and others (5). The number of elements in the sketches was then analyzed proportionally to the total number of respondents, 137. The nature and land utilization included mountains (72%), rivers (64%), woods (58%), and grasslands (28%). Buildings included houses (60%) and yurts (20%). The transportation category had roads (57%). In the category of people and animals, cows and sheep (26%) and people (12%) were detected. Finally, the public buildings category included schools (16%). A vast area was drawn as a play ground, commonly including mountains, rivers, houses, woods, and roads. In terms of play grounds in school, there were sketches which include class rooms and even details of a gym. In addition, the sketches of Mongolians included a large grassland, mammals such as cows and sheep, and the sun and the moon with yurts. Most sketches were of a rather far-sighted view with mountains in a distance with a river running through from a mountain, and woods were included as a part; and houses, yurts, buildings and roads were drawn towards the front. This sketching survey revealed: 1) a view of a play ground from the subjects' eyes and 2) the elements that construct a view. There is a possibility to detect correlation between the elements in the sketches and the living environment and customs of each ethnic group. The elements in the scenery included tangible geographic and topographic points of view as well as intangible cultural and social points of view.

Keywords: Tibet Highland, Play, Sketch, Landscape, Ethnic Groups