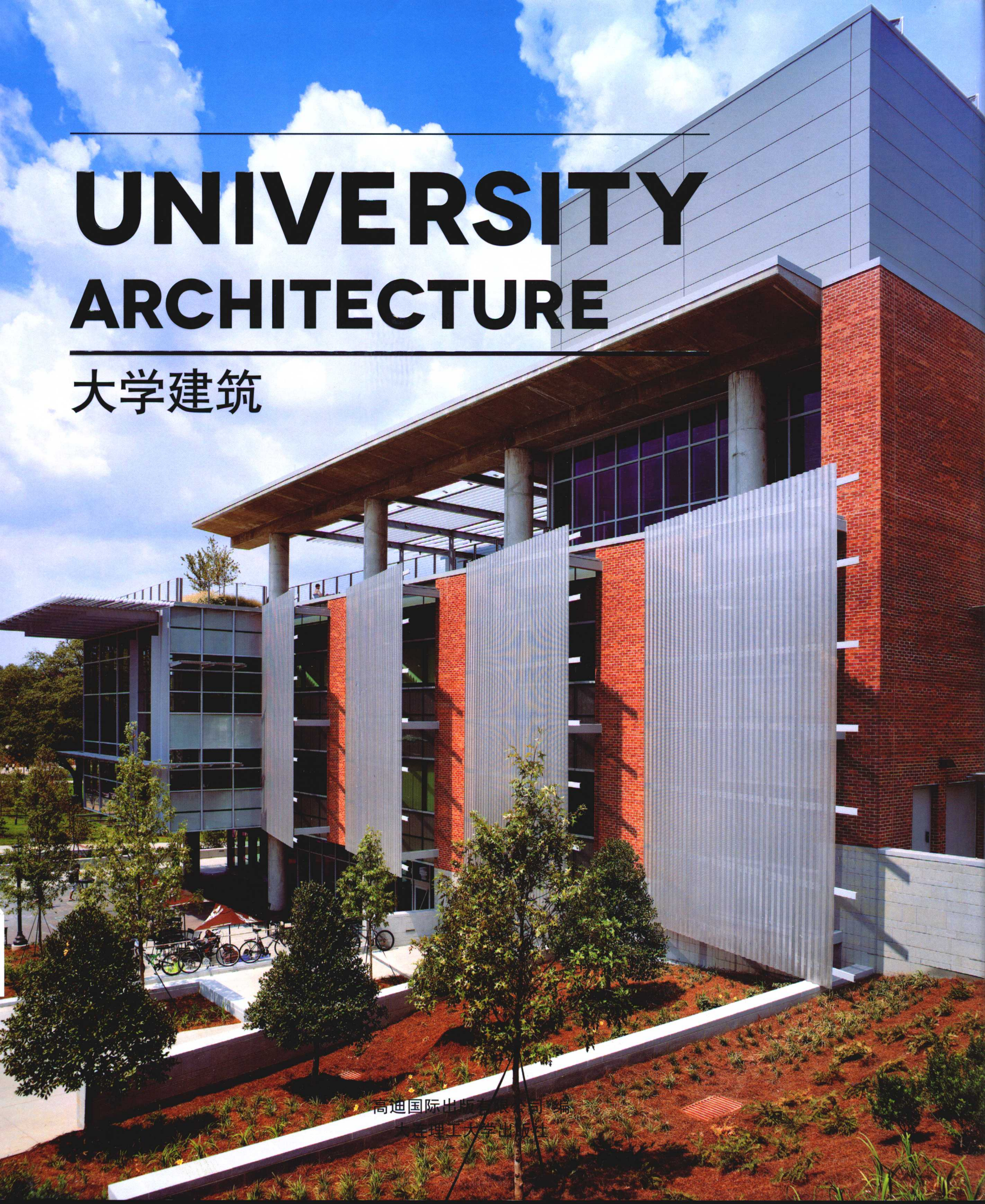


UNIVERSITY ARCHITECTURE

大学建筑



高迪国际出版有限公司编
上海交通大学出版社

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陶立军 崔岩 汤羽倩 吴晓璆 译



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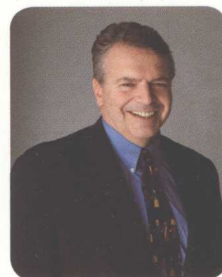
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序言— PREFACE_1



大学的建筑是独特的，因为这种建筑的设计必须志向高远，而不是一种简单的创造利润的商业行为。大学教育的目标是为学生创造一种环境，让他们去思考、质疑、研究并在理论上使各种思想和观点融会贯通。

实际上这（大学时光）可能是这些未来公民最后的能够花大量时间去思考理论而不是想着如何去实践的机会。对学生来说，从理论的学习思考转向实践的操作训练是有压力的，这种突然的转变可能富有挑战性。他们在校学习如何获取知识、怎样思考问题、怎样把自己的各种想法付诸实践检验，这些都是学校能提供的珍贵的东西。在毕业后，他们每天都要想着如何在自己所选择的工作中创造价值，这才是现实世界真正的压力。

所以，从课堂授课和各种考试，到既需要交流智慧也需要应用知识的团队项目，再到课余时间里的无任何刻意或直接的学习目的的交往技巧，我们所设计的环境需要做到能够在学生的学习过程中激励和培养他们的全面能力。所有这些有关学习的方方面面每天都在发生、无时不存在，这就需要所设计的环境能够促进和培养学生的学习能力，为他们提供学习的机会。

30年大学建筑的从业经验让我们深知：每一座建筑、每一个项目和每一所大学都是独一无二的。它们不仅背景各异、理念独特，而且各具发展抱负。每一代人，或者不到一代人，都会发生微妙的变化。在大学建筑中只有一件事是绝对的，那就是没有绝对的事情。学生在变，他们的需求和志向也在变；随着时间的推移，教师在变，管理在变，因为每一门学科的技术和进步方式也在变。

如果考虑到所有的这一切，那么每一个新的建筑项目、每个大学不同的背景和理念都是对于设计工作的挑战。从学术教室和实验室，到校队训练场所和娱乐设施以及各种艺术场馆，再到为不同的学生建造的各种住所，最后到工作、研究、社交、沟通甚至是交通的各种设施，设计大学建筑是一个充满变数却又令人兴奋的旅程，而更多的挑战还在后头。总之，这一切都说明了变化是大学的本质所在，即他们教育学生的理念、对于教师的要求和对于未来的期许都在时刻变化着。

因此，与其说大学建筑是典型的商业楼宇，不如说其设计应融入更多的内涵。它所服务的客户常常也是顶好的设计团队的一份子。就像高等院校的建筑设计的实践过程已经证明的那样，学生、教师、管理人员甚至是操作和维修人员都能够而且经常能为设计方案出谋划策而且屡被采纳。当然，当建筑师在设计过程中倾听并与大学方面合作时，他们的设计也常常能够达到大学建筑设计应有的高度水平。

理查德 H. 法威尔
美国建筑师协会
建筑师注册委员会全国理事会
国际室内设计协会
VOA 建筑师事务所设计总监

University Architecture is unique in that the design must serve a higher purpose than simply being commercial and revenue producing. The goal is to provide environments that encourage students to think, to wonder, to research and connect thoughts and ideas theoretically.

In fact it may be the last time future citizens have the luxury of time to spend on theory in lieu of practice. The pressure on students to switch from the theoretical to the practical can be an abrupt change and a challenging one. The time spent in school, learning how to learn, learning how to think, applying their own ideas to processes and testing how well they work is a luxury that schools provide. The push to provide value on a daily basis in their chosen occupations will come later in the real world after school.

And so environments that we design need to encourage and foster all aspects of the learning process, from classroom lectures and tests, to teamwork on projects that require social acumen as well as applied knowledge, to socialization skills outside the classroom with no intended or direct scholastic goal. All of these aspects of learning that occur each day, all day require designed environments that foster and nurture and allow students to learn.

And having been involved in University Architecture for over 30 years we have learned that each building, each program, each University is unique not only in their context and vision but in their timeframe. With each passing generation or half generation subtle change takes place. One thing that is absolute in University Architecture is that there are no absolutes, students change and so do their needs and desires, faculties change over time, administrations change over time as do technologies and the advancements in each and every academic discipline.

All of this is therefore necessary to take into account with each new building program and University context and vision as a design challenge. It is an exciting and varied journey to design a University building, from Academic Classrooms and Labs, to Athletic Varsity and Recreational programs to Buildings for the Arts, Residences for the varied student populations, and finally Buildings for work, research, socialization, communication and even transportation. The list is endless and demonstrates the changing nature of University's and their visions for their students, faculty and the future.

University Architecture therefore demands much more from the design process than a typical commercial building and the clientele that it serves are often the best design team members as the Higher Education design process unfolds, the students, the faculty, the administration, even the operations and maintenance staff can and often do contribute ideas and insight essential to the design. And when the Architect listens and co-authors the design with the University the design usually will live up to that higher purpose that University Architectural Design must serve.

Richard H. Fawell AIA, NCARB, IIDA Principal, VOA Associates Incorporated

PREFACE_2

序言二

Architecture in the Field of Education

校园建筑



As an introduction to this volume, which includes interesting examples of contemporary architecture in the field of education, I have been asked to write a brief reflection on the matter.

The opportunities that allow us to stop and organize the ideas and principles on which we rely when faced with a blank sheet of paper are much appreciated. I hope to be able to briefly express those guidelines that have made it possible for us to tackle different educational projects over these last twenty years.

It is a brief period in history, but a very active one as regards to reflection and revision of the educational model, which is based on another that relies on the master lesson given by the teacher to his students, who must learn and interiorize the knowledge shared, and evolves into another in which participation is capital, between teachers and students and these amongst themselves, its goal being the acquisition of competencies.

The educational model is discussed in its own professional environment and is regulated in the legislative sphere. Therefore, the first issue is to understand what the role of the architect is in this process of reflection and creation of new models.

It is up to the architect to contribute the physical materialization of the ideas of others which need to be corresponded in the form of a building or campus, for it is experience which will allow us to empirically evaluate the proposed model. But we mustn't forget another essential requirement for all architects, which is having the chance and responsibility to transcend a mere functional response to the set requirements, raising it to architectonic emotion, to cultural expression of the built fact. That is, not as a whim but rather as another variable, needed for the evaluation of the result, in this case, of the proposed educational model because the failure of even the best model could be put down to lack of emotion to live it.

Iñaki Garai Zabala

ACXT

我受邀为本书写一篇介绍性的文字，回顾一下校园建筑所走过的路。当然，这本书包含了一些当代的校园建筑，读起来也相当有趣。

很感激出版方提供这样的机会，让我们能够停下忙碌的工作，在一张白纸上整理一下我们所信奉的思想和原则。我希望能简单地描述一下在过去的20年中曾帮助我们成功地设计建造了各种教学设施的那些指导准则。

20年的光景不过是白驹过隙，但对于教育模式的回顾和反思来说却是一段极为活跃的时期，而这20年的教育模式是建立在教师通过上课向学生传授知识的基础之上的。在这种模式下，学生必须学习和掌握所获得的知识。后来，这种传授知识的模式又演变为另一种指导思想——参与至上。这种模式的参与者要有教师和学生，或者只有学生，其目标是各种能力的培养。

该教育模式要在专业环境下讨论，当然也要在法律层面上受到约束。因此，首要的问题是要理清建筑在我们反思和创造新的教育模式的过程中所扮演的角色。

建筑师的角色就是要把其他人的想法以实物即建筑或校园的形式呈现出来，因为只有体验的方式才能允许我们实际地评估所提出的模式。但我们绝对不能不考虑另外一种对所有建筑师来说都极其重要的要求，那就是：接受了设计或建造的任务后，我们就获得了一个机会，被赋予了一种责任。我们的建筑作品要超越单纯的建筑功能上的完成，要上升到建筑情感表达的层面，上升到文化背景表达的层面上。我们的设计灵感不是突发奇想，而是体现一种不同的理念。这在评估建筑或我们所讨论的教育模式时是必需的，因为再好的模式也可能因为缺少令其具有生命力的情感因素而终致失败。

艾纳吉·盖拉·扎巴拉

ACXT 建筑事务所

序言三 PREFACE_3

Educational Buildings

教育建筑



丹麦的教育建筑基于社会责任、社会福利和公平开放的社会理念，更加广泛地反映了斯堪的纳维亚的民主传统。

自19世纪以来，丹麦一直都倡导自由选择教育的理念，这一理念集中体现在“Folkeskolen（小学和初中教育）”中，该词指的是丹麦的市级小学和中学的低年级教育，包括自由的公立学校体系和独立的市级学校。这些学校由政府投资，允许其保持独立性。在20世纪60年代到70年代发生了更加广泛而深刻的社会变革，丹麦的各类院校也经历了一段大发展的时期。在这种背景下，各种新的课程体系、教学方法和教学行政级别划分也得到了检验。新的教育制度基于传统的教学分类体系，但是更强调跨学科的方法，更强调小组学习，鼓励学生与教师之间的交流和知识互动。教育建筑力求适应这些变化，将新时代的自由精神和更宽泛的建筑价值观融入其中，虽简约但不失实际的功能性，同时也注重采光、建材的选择和建筑工艺的展现。

斯密特·海默·拉森建筑事务所秉承丹麦的建筑传统，设计建造出了气氛欢快、环保健康、采光充足而且活力十足的中小学和高等院校建筑，迎合了当代的教育和学习方式。我们很重视内部空间的质量，如比例、景观、采光、通风、音效和建材等。我们也理解各级教育机构都需要特定的设计方案以适应不同年龄段的学生和他们的需求：幼龄的学生希望在建筑中获得安全感而年龄稍大的学生则需要在这里受到更多的启迪。

实用性和灵活性是教育建筑功能性的关键所在。在沟通中信息的传播有赖于日新月异的数字科技。教育建筑要着眼未来，要运用新的科技来满足新的学习方式。我们的建筑设计就是要大家聚在一起，为他们提供交流和交际的空间，也为他们提供相逢甚至是“偶遇”的机会。

教育建筑最重要的因素之一就是为学生的非正式的会面提供场合，让他们分享知识、相互交流。学生不只是被动地接受知识，而是积极地创造知识。从这个意义上来说，学生就变成了学习过程的一部分。遍布教育建筑内的非正式交际空间也有利于激发感官、培养创造力。

优秀的教育建筑首先而且最重要的是要满足教师和各种需求。对于各级教育机构来说，优秀的教育建筑应该能够清晰地表达其价值观和教育重点。在众多院校竞相吸引优秀学生和教师的背景下，良好的学习和工作环境有助于增强教学机构自身的竞争力。当然，醒目、难忘的建筑也是院校的身份标识。

Educational architecture in Denmark reflects the wider Scandinavian tradition for democracy based on values of social responsibility, welfare, openness and equality.

Since the nineteenth century, Denmark has upheld the notion of choice in education, exemplified by “Folkeskolen”. The “Folkeskole” is the Danish municipal primary and lower secondary school. It constitutes the free, public school system as well as the individual municipal schools. Government funded, these schools permitted independence, and the 1960s and 1970s saw a proliferation of schools and universities experimenting with new curricula, ways of teaching and new hierarchies that reflected the wider, profound changes in society taking place in this period. Departing from the traditional divisions of academic study, the new establishments encouraged a more interdisciplinary approach, group study and the encouragement of social as well as intellectual interaction between students and teachers. Educational buildings responded to these changes through the creation of architecture empathetic to the free spirit of the era and respondent with the wider architectural values of the period: simplicity and functionality with attention to the quality of light, materiality and craftsmanship.

The schools, colleges and university buildings by schmidt hammer lassen architects embrace this tradition through the creation of joyful, healthy, light filled and dynamic spaces conducive to contemporary ways of learning and teaching. Attention is paid to the quality of the interior space – scale, views, light, ventilation, acoustics and materiality. We understand that each tier of education demands a specific design approach that corresponds to the age and needs of the learner; young learners needing a sense of security and older students requiring more stimuli in their environment.

Adaptability and flexibility are central to the functionality of our learning and education projects. As communication and information flow is now dependent on rapidly evolving digital technologies, the buildings must be prepared for the future – for new technologies and the resulting new ways of learning. Our buildings are designed to bring people together and provide space for interaction and socializing, planned to provide meeting places and routes for “paths to cross”.

One of the most important aspects of educational buildings is to make room for informal meeting points for students to share knowledge and interact. In this sense, students become part of the learning process, not merely as recipients of knowledge but also as actively creating knowledge. Informal social spaces throughout educational buildings also allow for stimulation of the senses and creativity.

The role of good design in educational buildings is first and foremost to provide for the needs of the students and the teachers. For the institution – it also represents an opportunity to make manifest the values and priorities of the school, the college or the university. With competition to attract the best students and staff, good learning and working environments can help enhance the competitiveness. Architecture can also provide recognizable and memorable symbols for an institution.

schmidt hammer lassen architects

斯密特·海默·拉森建筑事务所

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SCHOOL OF MUSIC
OF THE POLYTECHNIC INSTITUTE,
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376 ARTEVELDE 大学根特 KANTIENBERG 校区

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佛罗里达国际大学国际与公共关系学院

MIAMI, FLORIDA, USA

FLORIDA INTERNATIONAL UNIVERSITY (FIU) SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS (SIPA)

ARCHITECT

Architecture

LANDSCAPE ARCHITECT

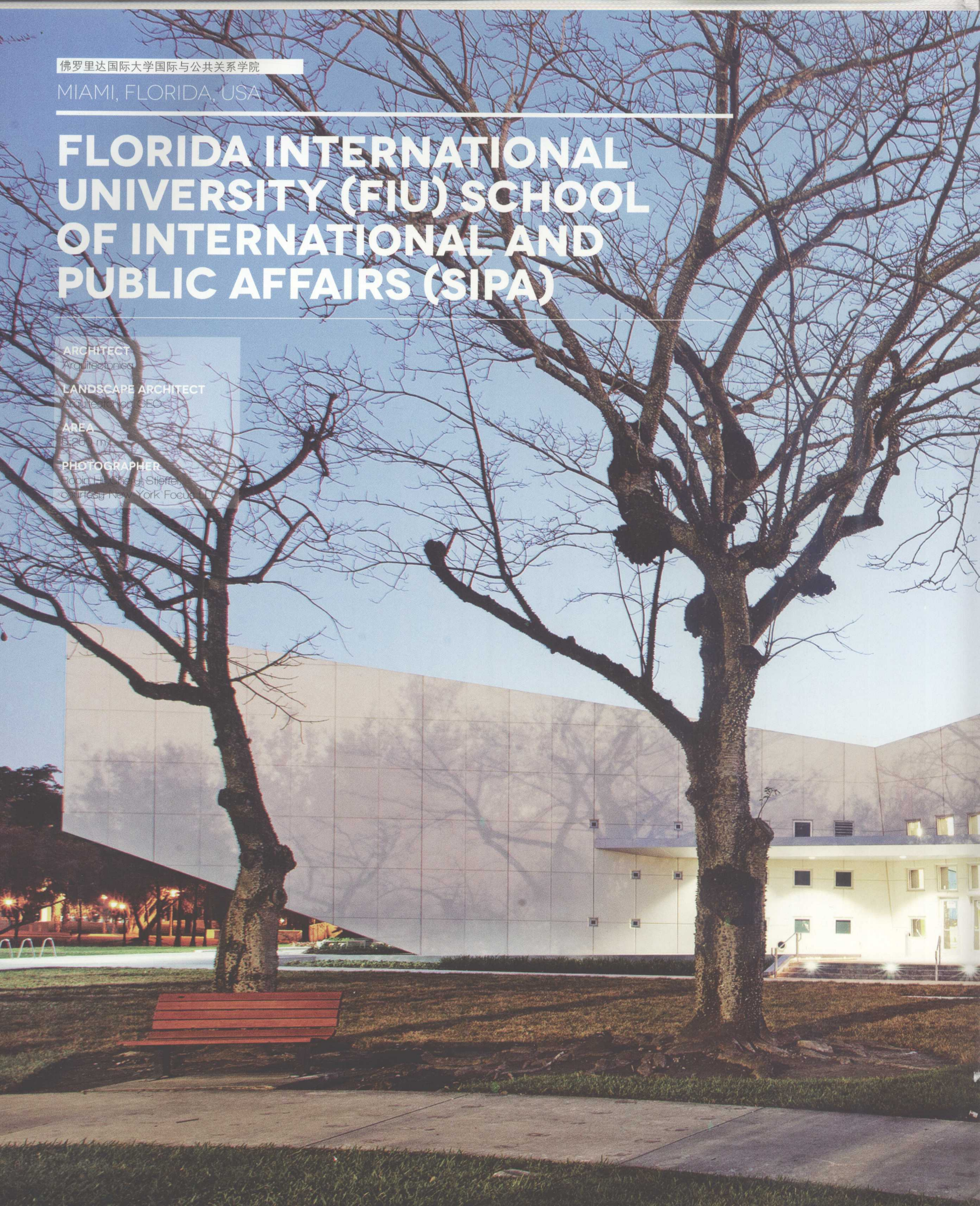
Architecture & GEO

AREA

5,200 m²

PHOTOGRAPHER

Robin Hill, Cheryl Steffen
courtesy New York Focus LLC



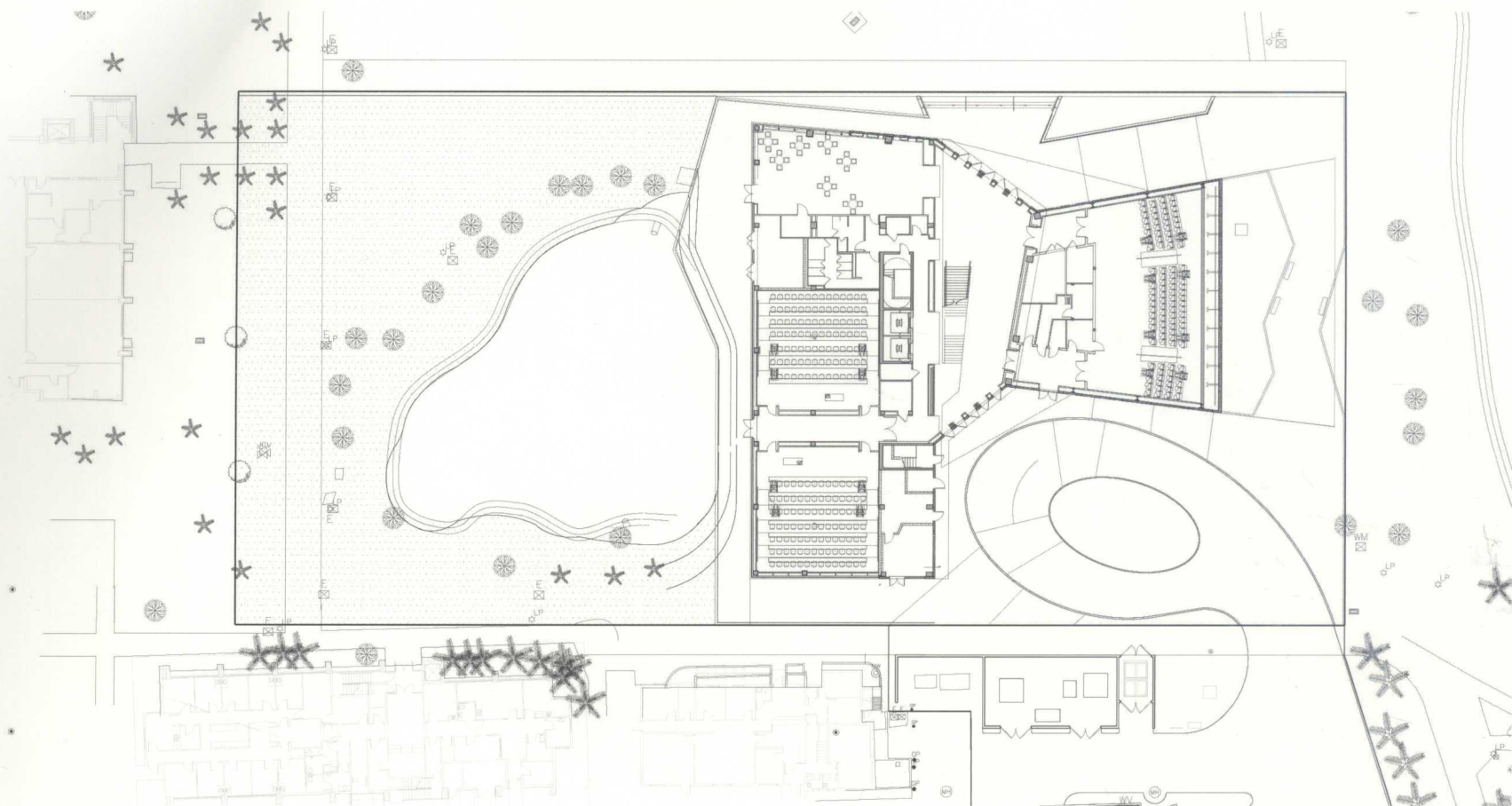


Design for a 5,200 m² International Studies Building to be constructed on the main University Park campus of Florida International University. In aiming to achieve FIU's vision, the new building will provide a state-of-the-art venue for the many activities – classes, lectures, workshops, performances, conferences, and faculty and graduate student research.

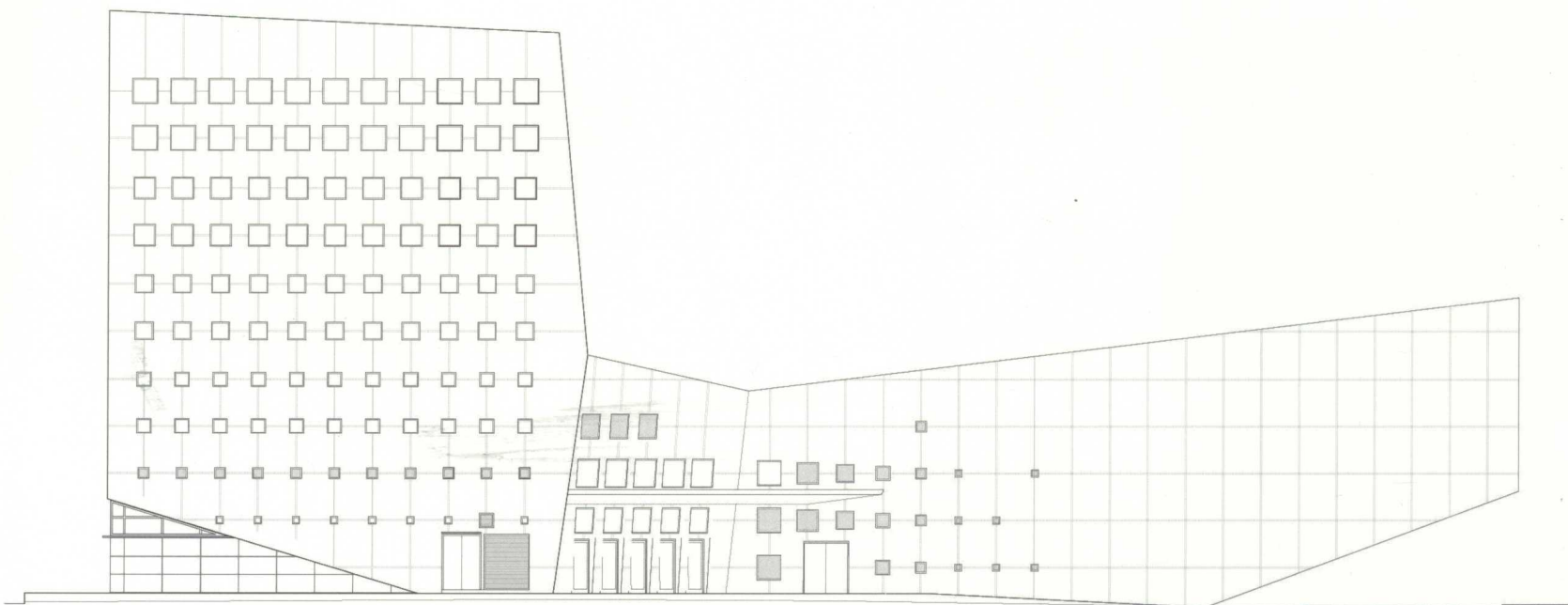
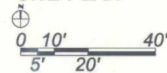
The proposed structure will stand to represent the founding idea of the school as an International University, recognizing the multicultural

community of Miami as the crossroads of trade, finance and culture.

Faculty from various departments will merge to advance the study of social and political sciences, international relations and humanities to foster interdisciplinary, thematic, and professional degrees and programs alongside the traditional disciplinary offerings. The buildings will provide a striking physical symbol of the international dimension of the University's mission and identity.



SITE PLAN



SOUTH ELEVATION

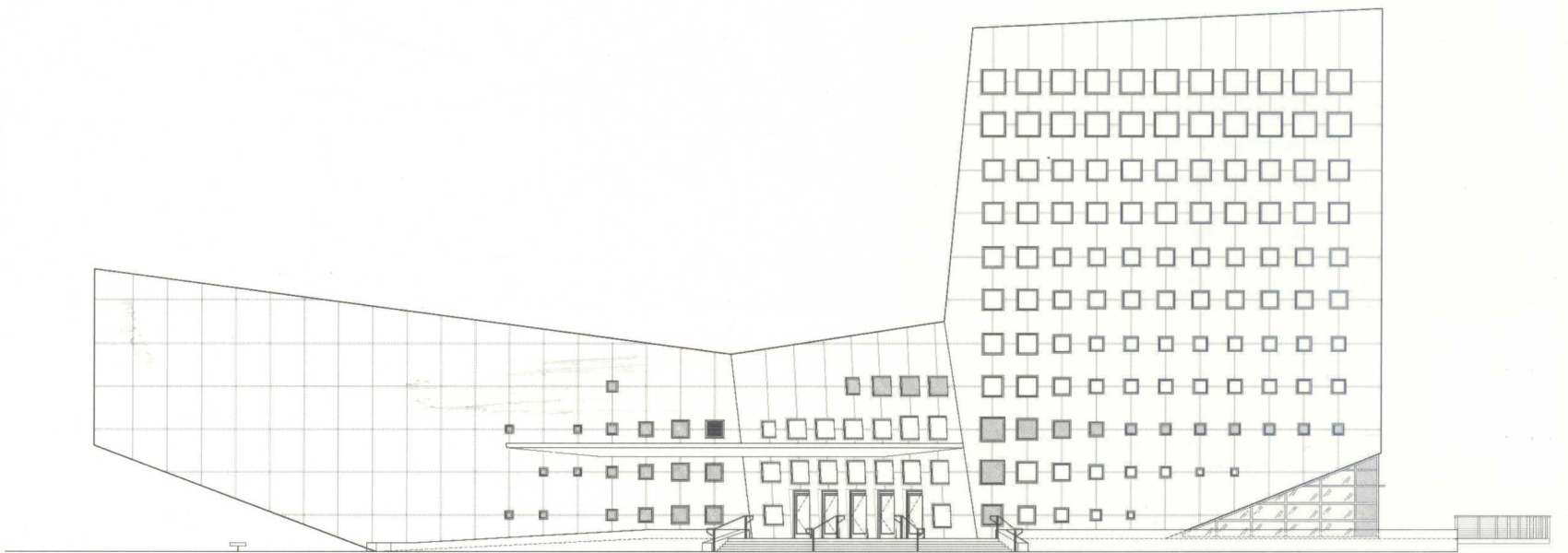




本案为一座占地 5200 平方米的国际关系学院大楼，地点位于佛罗里达国际大学主校区。为体现该大学的办学宗旨，新的教学楼有进行各项教学活动的顶级场所——教室、报告厅、讲习班、表演厅、会议厅以及为教师和研究生准备的研究室。

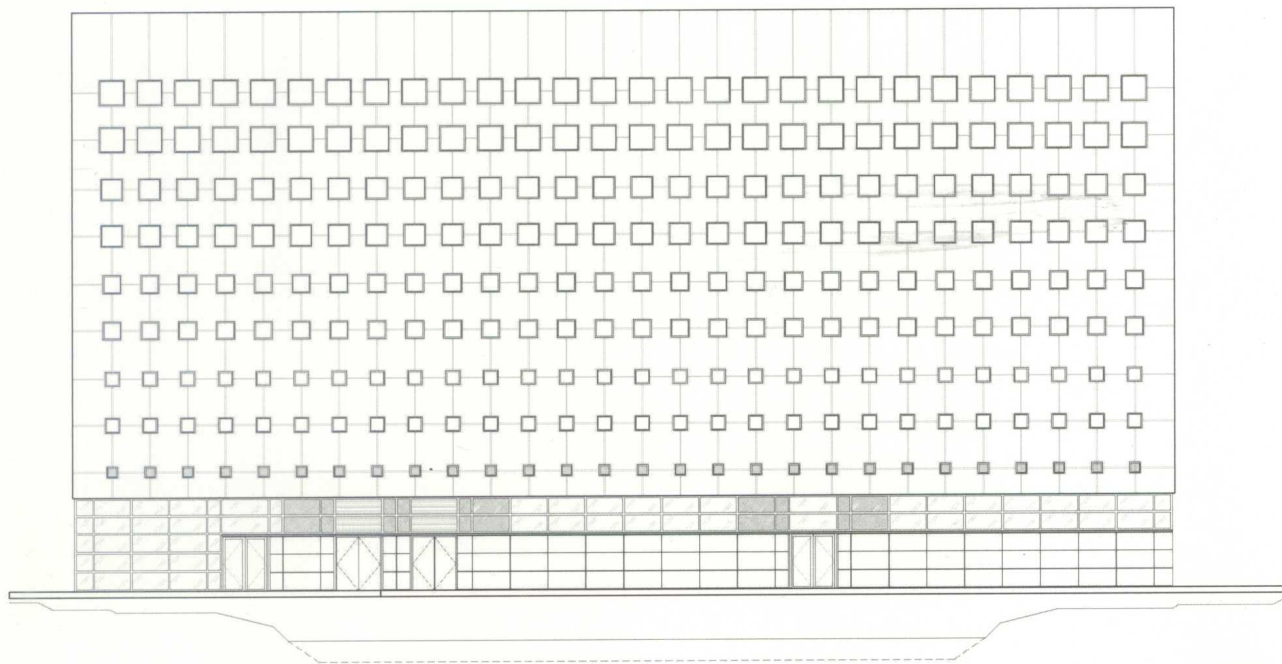
大楼的设计结构将以迈阿密市贸易、金融和文化的多文化社区为背景，秉承该校作为国际大学的建校理念。

各系的教职人员将汇集在这里，推进社会科学、政治科学、国际关系和人文科学的研究，教授跨学科、主题学科和专业学科学位课程及传统的学科课程。所以，本项目将是佛罗里达国际大学作为国际化院校的身份与使命的有力旁证。

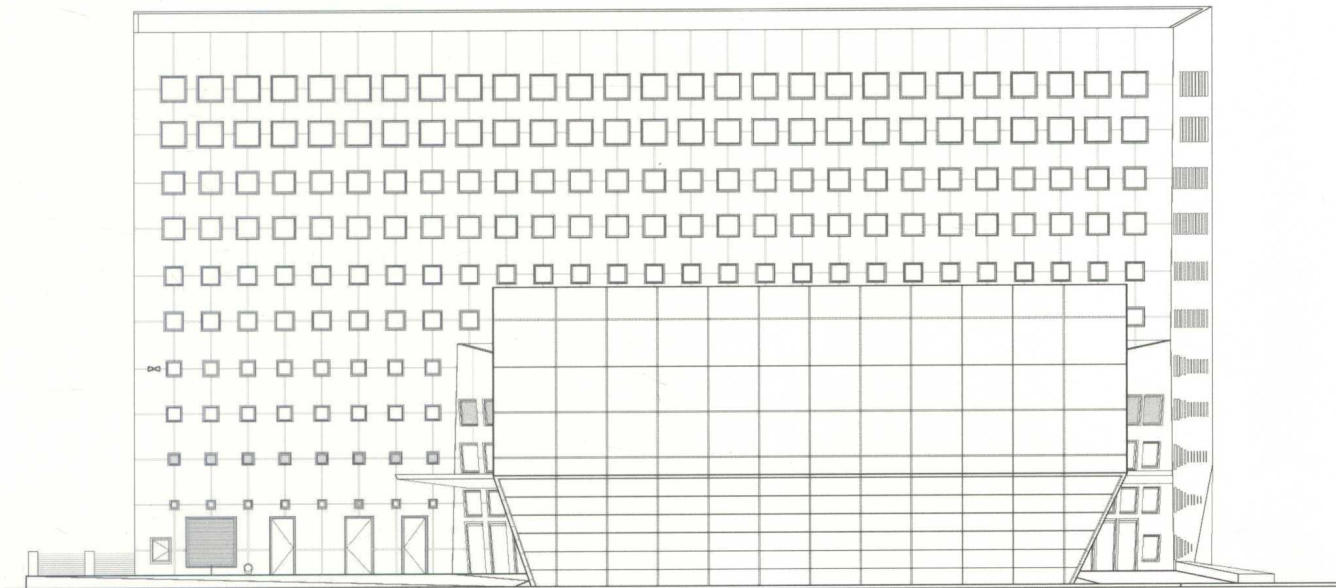


NORTH ELEVATION





WEST ELEVATION



EAST ELEVATION





