

Comment

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Session IV

Possibilities of Utilizing Photos as Study Materials in Landscape or Spatial Context Analysis

First, Fujinaga pointed out that landscapes depicted in photographs must be accurately interpreted in order to be utilized as records and materials for landscape analysis. He also claimed that looking for unseen functions within photographs may reveal their infinite possibilities as study materials. Next, Hamada has suggested two principles or methods in systematizing photos as research information in landscape or spatial context analysis: 1. Studying the time series difference of a fixed place. 2. Studying the landscape (change) difference of different places in the same period of time. He also stresses on the invisible content (i.e., social aspect and way of living) of photos from the visible part (i.e., landscape features).

Below are five comments or questions regarding Session IV:

- (1) When will the index of the Shibusawa Films be done?
- (2) What must be done to post the Shibusawa Films on the Web and publish a collection of them?
- (3) Is it necessary to create a database of landscape photographs in order to systemize non-written materials? If so, how should this be done? How much has been done so far? How are photographs categorized?
- (4) Possibilities of photo analysis in the spatial-temporal context

To convey a complete photo analysis in the spatial-temporal context, we need to expand our analysis from a point (a single location, a single point in time) to point-line framework (time series study of a single location as in Figure 1), and then further into point-line-area framework, or point-line-network. The former indicates parallel work on multiple locations of different regions or countries as shown in Figure 2, and the latter stipulates comparative work linking different places on a theme or a function as in Figure 3. Possible themes are landscape change in a fishing village, the effects of modernization and urbanization on landscape, and exploration of East Asia in search of traces of the past.

- (5) The possibilities of using photographs as study materials can be expanded by comparing Shibusawa's photo materials with those by other prominent authors or photographers in the same age. For example, we may use *Beyond the Yangtze Valley* by Isabella Bird, an English explorer, geographer, and missionary. (The original copy was published in London in 1898. Translated versions by Kiyonori Kanasaka, *Isabella Bird's Expedition to Far East Vol.1, Vol.2*, and *Journeys in China*, were published as part of the Eastern Library by Heibonsha in 2005.)

Figure1 Possibilities for Spatial-Temporal Context Analysis

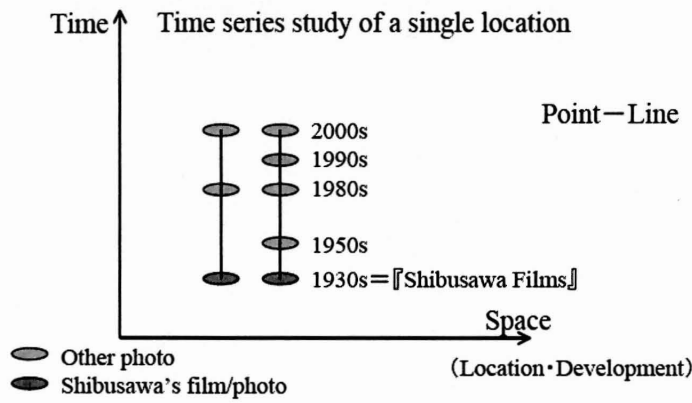


Figure2 Point-Line-Area Framework

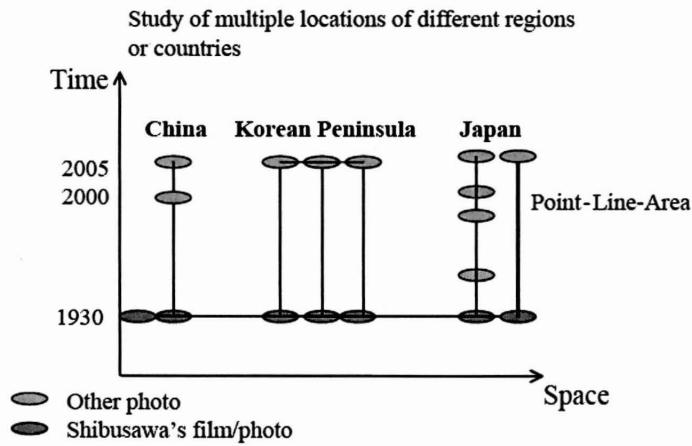


Figure3 Point-Line-Network Framework on Theme

