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The Diapositive in Education

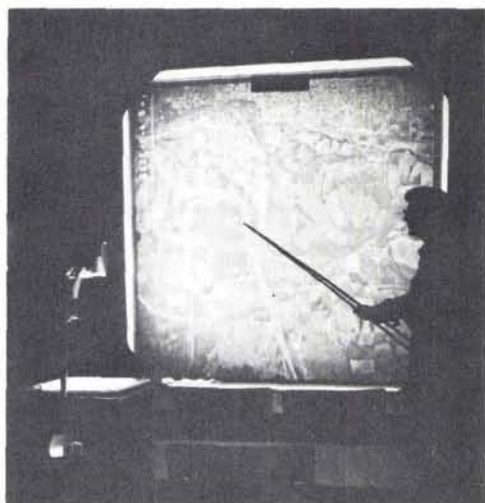


FIG. 1. A diapositive can be projected onto a wall or screen for classroom illustration.

THE GEOGRAPHY DEPARTMENT at the University of Oregon and a few secondary school teachers have been using discarded glass diapositives as a teaching aid for two years. Starting with a single plate obtained as a sample of the form of imagery used in a photogrammetric plotter, we have expanded into the regular use of a number of plates depicting local areas, cities of the northwest, and specific landforms. Placed on a standard overhead projector, the plate casts the photo image several feet square on the screen or wall (See Figure 1). The diapositives are used in courses in map reading, air photo interpretation, geography of the natu-

more, but systematic, in-class experimentation has not yet been completed. One reason to encourage the use of air-photo imagery in the elementary schools is the finding that children who enter school can interpret large-scale photos.¹

The use of diapositives really began at the University of Oregon with the gift to the University of several hundred Kelsh plates by Mr. H. G. Chickering, Consulting Photogrammetrist, of Eugene. The map library staff and the Geography Department joined in the identification and classification of the collection. Based on our experience, we would make the following suggestions:

ABSTRACT: Glass diapositives are useful to geographic teaching at all grade levels. The ten-inch-square plates that are normally discarded after photogrammetric mapping constitute an important untapped resource for schools. The educational value of all diapositives should be considered before their disposal and an effort made to get them into the classroom instead of on the trash heap.

ral environment, geomorphology, urban geography, and regional geography. Wherever landforms or settlement patterns are of concern the plates provide an excellent form of illustration.

Although we have used the plates almost exclusively at the university level, it would seem that they would be useful at all grade levels. The few school teachers who have tried using the diapositives have asked for

- ★ The collection should be selective rather than comprehensive due to the bulk of the materials.
- ★ Identification is necessary, at least to general area. An adhesive label should be affixed to each plate noting location, feature, and year;

¹ M. E. Muir and J. M. Blaut, "The Use of Aerial Photographs in Teaching Mapping to Children in the First Grade: An Experimental Study," *Minnesota Geographer*, Vol. 22, No. 3, 1969-70.



FIG. 2. Adhesive labels can be affixed to the diapositives to facilitate identification. Triangular spacers cut from the adhesive-backed cork strip are stuck to the corners of the plate on the emulsion side to prevent the emulsion from coming in contact with the hot projector top.

e.g., "Seattle, monorail terminus, 1969." (See Figure 2).

- ★ The emulsion should be protected from fingerprints and heat. The user should be cautioned to handle the plates by their edges; the plates can be separated from the hot projector top with pennies or adhesive cork spacers.

The principle that one proceeds from the most familiar to the least familiar in air-photo interpretation should be considered in selecting plates for a particular user. Imagery of the local area is most desirable. For the use of primary school pupils it would seem that the only useful imagery would be

the neighborhood of the school at a scale detailed enough so that houses, cars, and streets are identifiable. University students, by contrast, profit by seeing imagery of a variety of features at less detailed scales. Urban, agricultural, coastal, and riverine imagery are of more interest than the open range or continuous forests. The ideal set would include the local area at differing scales, the nearest large urban area, the closest shoreline or large river, and miscellaneous local features that can best be illustrated from the vertical perspective such as a large industrial complex or even a sewage treatment facility.

The bulk of glass diapositives prohibits the storage of many of them; therefore, their disposal must be planned. A number of letters were sent to diapositive users to determine what they did with their used plates. The respondents, with one exception, indicated that periodically the plates were trucked to the dump. Most of the respondents indicated that they would be pleased to donate the plates for educational use if they did not have to package them. In view of their potential value to education, perhaps the post-photogrammetry use of the plates could be planned as part of the total project. If selected and labeled plates qualify as a tax-deductible educational gift, it might be feasible to prepare and even ship the plates to users. If not, potential users could be asked to come, select, and take the diapositives they want.

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1. Manuscripts should be typed, double-spaced on $8\frac{1}{2} \times 11$ or $8 \times 10\frac{1}{2}$ white bond, on *one* side only. References, footnotes, captions—everything should be double-spaced. Margins should be $1\frac{1}{2}$ inches.
2. Ordinarily *two* copies of the manuscript and two sets of illustrations should be submitted where the second set of illustrations need not be prime quality; EXCEPT that *five* copies of papers on Remote Sensing and Photointerpretation are needed, all with prime quality illustrations to facilitate the review process.
3. Each article should include an abstract, which is a *digest* of the article. An abstract should be 100 to 150 words in length.
4. Tables should be designed to fit into a width no more than five inches.
5. Illustrations should not be more than twice the final print size: *glossy* prints of photos should be submitted. Lettering should be neat, and designed for the reduction anticipated. Please include a separate list of captions.
6. Formulas should be expressed as simply as possible, keeping in mind the difficulties and limitations encountered in setting type.