<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Life experience as catalyst for disciplinary communication - Adventures in Dialogue 1977-1985</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authors(s)</strong></td>
<td>Buttmer, Anne</td>
</tr>
<tr>
<td><strong>Publication date</strong></td>
<td>1986</td>
</tr>
<tr>
<td><strong>Publisher</strong></td>
<td>University of Lund, Sweden</td>
</tr>
<tr>
<td><strong>Item record/more information</strong></td>
<td><a href="http://hdl.handle.net/10197/10745">http://hdl.handle.net/10197/10745</a></td>
</tr>
</tbody>
</table>
LIFE EXPERIENCE AS CATALYST
FOR
DISCIPLINARY COMMUNICATION

Adventures in Dialogue 1977-1985

Anne Buttimer
University of Lund
Lund, Sweden

June 1986
DIA Paper No. 3 produced in the framework of an international dialogue project initiated by Torsten Hägerstrand and Anne Buttiner at the University of Lund. Other items in the series include DIA Paper No. 1 Invitation to Dialogue (1980), and DIA Paper No. 2, Creativity and Context (1983).

Type set: Susanne Krüger. Photography: Rezső Laszlo
**TABLE OF CONTENTS**

Summary .................................................. 5

I AN INVITATION TO DIALOGUE ................. 9  
   Rationale and History of the Project .......... 9  
   Geographic Thought and Practice .......... 11  
   “Dream and Reality” .......................... 14  
   Creativity and Milieu ......................... 18

II DIALOGUE PROJECT RECORDINGS 1978-1985 .... 21  
   The Tape-Transcript Series ................. 21  
   History of Geographic Thought and Practice . 25  
   Planning/Development ....................... 54  
   Health Care .................................. 64  
   Creativity .................................. 69  
   Enterprise .................................. 74  
   Intercultural Communication ............. 78  
   Philosophy & Science ....................... 81

III EVALUATIONS AND PROSPECTUS ............. 87  
   General Remarks ............................ 87  
   Major Problems ............................. 90  
   “Territorial Imperative” .................... 91  
   Media and Message ........................ 93  
   Continuity .................................. 94  
   Some Concrete Suggestions ............... 96  
   The Need for an Appropriate Social Base ... 97  
   The Need for Networking ................. 98  
   Major Values of the Dialogue Idea ....... 100

Printed Materials from the Dialogue Project .... 101
LIFE EXPERIENCE AS CATALYST FOR CROSS-DISCIPLINARY COMMUNICATION

Summary

An international dialogue project was initiated by Anne Buttiner (Clark University, Worcester, Mass., USA) and Torsten Hagerstrand (Lund University, Lund, Sweden) during academic year 1977-78, in an attempt to explore alternative approaches to communication between specialists in science and humanities, and also between professional experts and public interests. Video taped interviews with senior and retired scholars and professionals who shared insights from their own career experiences, focusing particularly on the “dream and reality” of their research, action, and/or planning projects, constituted the core of this process. Interviews were shared with audiences of people from various academic and non-academic fields and were meant as catalysts for dialogue on issues of common concern, as well as evokers of critical self-reflection on the viewer’s own field of practice. Original interviews and audience responses were then to be shared with colleagues in other countries who might, in turn, send back the fruits of their own experiments. A wide range of individuals, mostly from Europe and America, participated in this process and over 100 recordings were made during the period 1978 to 1985. These recordings vary in quality and not all have been used in the systematic manner envisioned in the proposal. Their contents, however, have been explored as research data on questions regarding creativity and context, and the history of ideas and their concrete applications in society. These recordings should be regarded primarily as valuable archival material, potential catalysts for further dialogue, or resource bases for research on knowledge and lived experience. In many cases transcripts have been edited and printed, priority being placed on those recordings where technical quality is poor, or where studio permission for wider circulation has not been granted.
These transcripts, together with published reports, articles and books related to the project, are now available not only to participants, but also for libraries and educational institutions. Arrangements for a central archival and distribution system entitled INTER-VIEWS have been made at Lund University's Central Library as of October 1, 1985, and copies of tapes and transcripts have also been deposited at Clark University.

Analysis of texts and evaluation of dialogue in various places have yielded two distinct types of product: (1) a design and strategy for promoting inter-disciplinary communication about problems and issues of shared concern; and (2) a set of themes around which cross-disciplinary research on knowledge and lived experience could be organized. Explicit illustration of these research results have been developed in the context of (a) the history of geographic thought and practice (item P006), and (b) human creativity and milieu (item P004).

Evaluation of the project as a whole is not easy at this point. Informal meetings, workshops, correspondence and gratuitous suggestions from participants, however, all point to critical lessons regarding procedure and content of the experiment.\(^1\) The dialogue process seems to have been reasonably effective in promoting better communication within particular disciplinary/sectoral contexts, but there has not been sufficient opportunity to test its effectiveness in promoting links between academics and the public. Nor has sustained contact with colleagues in developing societies been achieved, partly for technical reasons, partly for ideological and institutional reasons. A range of products can be displayed, but any creative continuation of the process would require a more ambitious, long-term, and comprehensive strategy, based on a wider-ranging set of commitments, than those normally envisioned within the framework of an academic "research" project. Some recommendations, however, are suggested:

---

\(^1\) A selection of letters and memoranda received from colleagues in various countries has been deposited, as Supplement to this report, at the Manuscript(s) Department, Lund University Library (for internal use only).
a) to explore possibilities of establishing bases in other countries for the dialogue process, in conjunction with INTER-VIEWS at Lund University Library, where existing project materials could be deposited and made available to a wider audience. Such bases could serve not only as sources of information on material already assembled, but also as catalysts for further developments. Presumably such bases would be self-supporting, and free to design their own agenda, but it would be highly desirable for all information to be centralized at one particular base.

b) to establish an International Dialogue Association, comprising members from various fields and countries who have already demonstrated a willingness to promote the dialogue idea in their own contexts.

c) to establish an annual or biennial journal in which experientially-grounded reflections, project reports, or thought-provoking case studies could be printed, and opinions shared on diverse ongoing projects.
| COUNTRY                      | Sweden | Norway | Finland | Denmark | Iceland | Holland | Germany | Luxembourg | Ireland | Great Britain | Austria | Switzerland | France | Spain | Portugal | Yugoslavia | Poland | Israel | Libya | Nigeria | Sudan | South Africa | U.S.A. | Canada | Mexico | Colombia | Brazil | Chile | Japan | Singapore | India | Australia | New Zealand | Tasmania | TOTAL |
|-----------------------------|--------|--------|---------|---------|---------|---------|---------|-----------|-----------|---------|-------------|---------|-------------|-------|-------|----------|------------|--------|--------|-------|---------|-------|-------------|--------|--------|--------|----------|--------|-------|-------|----------|-------|----------|-----------|----------|-------|
| Geography                   | 18     | 3      | 4       | 2       | 1       | 4       | 6       | 6         | 5         | 2       | 1           | 18      | 1           | 1     | 2      | 2        | 1          | 2      | 25     | 2     | 1       | 1     | 1           | 1      | 1      | 1      | 2        | 1      | 113  |
| Planning/                    | 24     | 1      | 2       | 5       | 2       | 1       | 10      | 3         | 1         | 10      | 3           | 1       | 1           | 1     | 1      | 1        | 1          | 1      | 1      | 1     | 1        | 1     | 66     |
| Development                 |        |        |         |         |         |         |         |           |           |         |              |         |             |       |        |          |             |        |        |       |          |       |        |
| Health Care                 | 7      | 1      |         | 1       |         | 1       |         | 2         | 2         | 1       | 3           |         |              |       |        |          |             |        |        |       |          |       | 18    |
| Enterprise                  | 5      |         |         |         |         |         |         |           |           |         |              |         |             |       |        |          |             |        |        |       |          |       | 11    |
| Creativity                  | 24     | 2      | 2       | 1       |         | 1       |         |           |           |         |              |         |             |       |        |          |             |        |        |       |          |       | 34    |
| Intercultural               |        |        |         |         |         |         |         |           |           |         |              |         |             |       |        |          |             |        |        |       |          |       | 6     |
| Communication              |        |        |         |         |         |         |         |           |           |         |              |         |             |       |        |          |             |        |        |       |          |       |        |
| Philosophy & Science        | 9      | 1      | 1       | 3       | 1       | 1       | 1       | 1         | 1         | 1       | 7           | 2       |              |       |        |          |             |        |        |       |          |       | 28    |
| TOTAL                       | 87     | 7      | 6       | 4       | 2       | 6       | 10      | 1         | 11        | 9       | 6           | 2       | 32         | 1      | 1      | 2        | 2          | 7      | 1      | 1      | 2        | 49    | 7      | 1      | 1      | 1      | 2      | 1      | 1      | 276  |
Rationale and History of the Project

Foundations for this wide-ranging enterprise were laid in a multi-disciplinary seminar on “Knowledge and Experience”, led by Anne Buttmer as visiting Fulbright-Hays Scholar in Lund during the Spring of 1976, wherein researchers from fifteen different fields participated. The Dialogue Project was initiated jointly with Torsten Hägerstrand in 1977, within the context of a research position offered by the Humanistisk-Samhällsvetenskapliga Forskningsråd (HSFR). Financial support for the first phase, 1977-79, was provided by the Riksbankens Jubileumsfond (RJ), with a small pilot grant from the Swedish Committee for Future Oriented Studies (SALFO). During the second phase, 1979-81, Anne Buttmer continued to experiment with the process at Clark University in the USA and to present the idea in various places with support from the Leir Foundation and the Tashahiki Fund at Clark University. Further financial support for an office base at Clark University was procured from the Higgins Fund. The third phase, 1982-85, was facilitated by salary from HSFR and continued research funding from RJ and HSFR.

On numerous occasions individuals, groups, and university departments of geography have organized sessions during which the dialogue idea could be presented and discussed. Many, too, have initiated video-recordings and later shared them with the project. A generous contribution was made by the Rausing family and Tetra-Pak Company of Sweden, who provided personnel and equipment for the recording of 15 new interviews during the International Geographical Congress (1984) in Paris and Geneva, and subsequently supplied the same service for the video-recording of a geographical excursion to France by a group of geographers from Lund (1985). All project materials, including tapes, transcripts, published articles and
books, have been deposited at Lund University's Central Library, and
copies also deposited at Clark University's Graduate School of
Geography (see Fig. I, p. 8). Thanks to financial support from the
Knut and Alice Wallenberg Foundation, Lund University's Central
Library is now equipped to handle the copying and circulation of
project materials, as well as for establishing a computer-based infor-
mation system on the project contents. An Academic Advisory
Committee, comprising faculty members of Lund University, will
supervise and promote further developments.

The rationale and philosophical foundations for this project have
been described in DIA Paper No. 1, Invitation to Dialogue. It was
argued that educators and would-be designers of tomorrow's world
were faced with a seemingly contradictory situation: information-
overload on the one hand, and an enormous communication gap on
the other. The sociology of academic practice, however, and the
language and media normally used in proposing and implementing
research, often tended to impede rather than to facilitate either
communication across disciplinary, national or sectoral boundaries,
or the sharing of research results in a manner which could lead to
mutual understanding or any comprehensive grasp of problems.
This pilot experiment endeavoured to get back to the art of dialogue,
i.e., as close as possible to the original idea of face-to-face discussion,
question-and-answer, using whatever communication technology had
to offer in facilitating this process.

The core of this experiment is a series of personal interviews and
group discussions in which senior and retired individuals shared
insights from their own lived experience. These video recordings were
to be shared with audiences who would engage in discussions which
could include insights from individual personal experiences in various
contexts, and questions or comments arising from material presented
in the tapes.

2 The opening ceremony for INTER-VIEWS (Oct. 1, 1985) attracted a diverse
audience of academic and non-academic persons, and it was widely publicized
in national and regional press, radio, and TV (see announcement, p. 104).

3 The interim report, Invitation to Dialogue. Lund: DIA Paper No. 1, 1980,
summarizes the rationale, procedure, and progress to date at the end of 1979.
Three distinct, but interrelated, foci of attention guided the choice and design of these recorded discussions and interviews: (i) the history of ideas and practice, with particular attention to geography, (ii) the "dream and reality" of applied science with particular attention to the social and ecological consequences of rationalization in selected spheres, and (iii) human creativity and its contexts.

Videotaped programmes were used in somewhat different ways in all three foci, depending on the nature of the group and setting. A common procedure was as follows: audience members, having viewed a programme, were asked first to write down their personal responses and comments, and then afterwards to engage in discussion. In the geography series, for instance, students' queries were summarized and sent to the interviewee and dialogue initiated between him or her and students in another country. In the case of the health sector, several experiments were tried, e.g., recording personal evaluations of pictures taken from different settings of health care, and later playing these evaluations back for the whole group. The storytelling technique proved quite evocative in most cases. The aim throughout was to promote self- and mutual understanding as bases for improved communication.

Geographic Thought and Practice

The first focus, viz., history of geographic thought and practice, is the one on which most time and energy has been spent, largely because of opportunities afforded to Anne Buttmer at Clark University during the second phase, 1979-81. Colleagues from diverse


5 "Reason, Rationality, and Human Creativity", in Geografiska Annaler, 47:1 (1979), pp. 43-49.

fields, e.g., sociology, history, philosophy, political science, education, foreign languages, and psychology, expressed enthusiasm for the process and participated in several formal and informal exercises. Most significant among these were a series of undergraduate courses and graduate seminars in which the texts of interviews, essays, and published works of senior professionals were scrutinized by students who, in many cases, entered into correspondence with authors. Three key themes emerged from hermeneutic examination of these texts — meaning, metaphor, and milieu — interpretative themes which proved to be insightful not only for the understanding of geographic thought and practice, but also for revealing common denominators of concern which geography shared with other fields in humanities and science. The Practice of Geography (Longmans', 1983) explains this pedagogical/hermeneutic process, and contains twelve autobiographical essays and three group discussions, each of which is introduced with an explication of context based on the trilogy of meaning, metaphor and milieu. A summary description of root metaphors has been published and work continues on this theme throughout all texts assembled during the project period. The conceptual strength and heuristic potential of the larger framework — meaning, metaphor, and milieu — has been tested in three topical areas as well: environmental perception, migration and identity, and water symbolism.

Through these endeavours, it has become clear that milieu needs further elaboration, i.e., unmasking the public (national) interests toward which academic disciplines orient their efforts. These have been formulated in terms of identity, order, and niche. These papers, all of which drew inspiration from the Dialogue Project, illustrate the potential harvest which could be reaped from cross-disciplinary research and communication based on these fundamental themes.

The dialogue idea has been presented on several occasions in different countries some of which deserve mention. Special sessions were arranged within symposia organized by the International Geographical Union’s Commission on the History of Geographic Thought (Kyoto 1980, Rio de Janeiro 1982, Geneva 1984) where excerpts from several videotapes were displayed. At Rio de Janeiro (1982) a special session of the main IGU congress was organized, and interest was expressed not only in having access to existing recordings, but also in preparing a South American contribution to the main effort. A team of researchers from State and Federal Universities, together with the Brazilian Institute of Geography and Statistics (IBGE), promised to prepare a video recording on the “dream and reality” of favela planning in Rio de Janeiro. At Dunedin (New Zealand), a presentation was made to high-school students, and at Christchurch, Wellington, and Auckland, the project was presented to colleagues and students in geography during February 1983. Colleagues in New Zealand have also expressed interest in an exchange with Sweden within the framework of the Dialogue Project.

In North America, several individuals have contributed recordings to the project: from Illinois (G 29), Berkeley, Cal. (G 14, G 15), Waterloo, Canada (G 24), Louisiana State University (G 28, G 29), and New York (G 27). This, in fact, has been the major indicator of international interest: initiatives taken by individuals in various countries, e.g., France (G 21), Germany (G 6, G 20), South Africa (G 16), England (G 7, G 11, G 25), Spain (in process), to actually

---

10 These themes have been developed particularly in the papers on water symbolism and environmental perception (see footnote 9).
conduct interviews and to donate copies of their products to the project. A set of explicit instructions and guidelines for such productions have been prepared for such initiatives (App., pp. 107–114). Negotiations are now underway between the Lund University Library and producers of videotapes at other sites. A listing of programmes already acquired is included in the 1985 issue of the DIA brochure, and Part II of this report.

Analysis of texts continues, within the framework of Anne Buttimers forskartjänst at Lund University with generous support from Humanistisk-Samhällsvetenskapliga Forskningsrådet. A companion volume to The Practice of Geography, entitled Scandinavian Geographers is currently being prepared for publication.\(^{11}\) A doctoral level research seminar for students in geography at Lund University is proposed for academic year 1986, where the analytical framework meaning-metaphor-milieu will be tested.

"Dream and Reality"

The second major theme outlined in RJ 78/161, focuses on the human and ecological implications of applied science and regional planning during the postwar period. This process was to be initiated in a variety of fields, in each of which there could be an explicit focus on the tension between reason and rationality, and an implicit concern about the history of ideas and practice on the one hand, and about human creativity on the other.\(^{12}\)

Of these fields, the keenest interest was initially generated within the health sector, largely because of the initiatives taken by a medical

\(^{11}\) With T. Hägerstrand, Scandinavian Geographers (forthcoming).

\(^{12}\) See footnotes 5 and 6. A workshop on creativity, sponsored by the Department of Applied Psychology at the University of Lund, entertained a special session on the dialogue approach (December 1983). A special course for graduate students in Företagsekonomi (Business Economics) organized by Pierre Guillet de Monthoux on the subject of creativity (Fall 1983) was based on a selection of the Dialogue Project tapes.
doctor, Inge Dahn, from Lund. Video interviews with senior medical
teachers (see H-series, pp. 64–68) have been shared with groups of
personnel from Lasarettet at Lund and the idea has been applied to
various experiments at the Social Medicine Centre at Dalby. At
Luxembourg, in July 1980, a small international seminar was orga-
nized around the theme of communication between doctors and
patients, supported from American and Swedish sources, and the
video technique was used to facilitate enquiry on communication
problems between professionals and clients, as well as among special-
ists from different countries: the USA, Yugoslavia, Holland, Ger-
many, Austria, and Sweden. Video contributions to the meeting had
been prepared by Drs. Amaral and Candib from the USA on health
care for Puerto Rican migrants in Worcester, Mass. (H 7), and by
Dr. Luca Kovacić on the training of personnel in public health in
Belgrade, Yugoslavia. Video techniques were used for several pur-
poses during that meeting, and dialogue continues among diverse
specialties at the Department of Social Medicine in Lund/Dalby.13

Individual case studies of developments in agriculture and agri-
cultural co-operatives in three different settings (Israel, Ireland,
Sweden) have also been recorded, but no catalysts for the dialogue
have emerged from any of these sites. Recordings have also been
made with individuals who have held responsible positions in water
resources planning (P 9), in urban and regional development (P 1,
P 2, P 3, P 4, P 5, P 13, P 14), in educational planning (P 12) and
enterprise (E 1, E 2, E 3, E 4, E 5, E 6), many of these by invitation
from the interviewees. One case deserves particular mention, viz.,
the recording on educational innovation wherein a visiting expert
from Bogotá (Colombia) interviewed professors of engineering at
Worcester Polytechnical Institute about the lessons learned from
10 years of experimentation with an innovative programme for the
education of engineers (P 12). The tape has been widely circulated
throughout Colombia and the interviewer (Ms. Ligia Parra) has been

13 Plans for a follow up dialogue on ethics and medical care are now being pursued by Swedish and Canadian scholars (see Supplement, pp. 85–37).

Issues of urban and regional development quite frequently emerged in those interviews now listed in the geography series (G 7, G 9, G 17, G 18, G 21, G 22, G 26, G 30). Given the nature of the field, the video medium seems particularly suitable, as illustrated in the recording with Professor Humphreys on the “dream and reality” of housing development in Singapore (P 13) and the interview with Kevin Lynch who describes the planning of Boston’s Government Center (P 7). It appears indeed that a “problem orientation is the most appropriate one for evoking and maintaining contact with colleagues in so-called “developing” societies. Complementing the initiatives on dialogue with colleagues in Rio de Janeiro (G 29), and Bogotá (P 12), an interview with Manfred Max-Née, “barefoot economist” and alternative Nobel Prize laureate, offers invaluable insights into the problems involved in community development in South America (P 14).

A selection of recordings with entrepreneurs and business leaders includes mainly items which have been initiated by others or donated gratuitously to the project. These include a series of in-depth interviews with all postwar presidents of the Gadelius KK, a Swedish-Japanese firm (E 3, E 4, E 5), an interview with Mr. Milton Higgins, former president and owner of the Norton-Higgins Company in Worcester, USA (E 2), an interview with Hans Werthén, Chairman of the Board of Directors of Electrolux AB (E 6), and a discussion on industrial innovation with Dag Romell, Djursholm, Sweden (E 1). Discussions have been held with the Department of Business Economics at Lund University as well as with Worcester Polytechnical Institute concerning potential future developments of the dialogue idea in the teaching programmes of those institutes.

Colleagues in several fields have found the dialogue idea useful in the context of their own ongoing research and teaching efforts. The

---

14 A summary (1-hour) tape on the Planning of Stockholm is now being prepared by Erik Wirén based on four individual interviews, viz., William-Olsson, Ahlberg, Ahlbom, and Sidenbladh (see Supplement, pp. 2–5).
challenge of cross-disciplinary communication is in many ways analogous to that of cross-cultural communication. In preparation for a symposium on "migration and identity", held in New Zealand in February 1983, a recording was made with a Swedish woman who had migrated there at the age of 10 and returned to Sweden at the age of 24 (IC 1). This was shared also with high school students in Dunedin who have proposed a similar recording there to be shared with her. The value of this approach for cross-cultural understanding seems evident, and could provide a useful catalyst for improved communication between immigrants and hosts in any modern Euro-American society. Recordings have been made on behalf of the newly-constituted Center for Intercultural Communication at Clark University, where this video-based technique is to become an integral part of pedagogical strategy. "Being a Stranger" (IC 2) records insights from foreign students at Clark University, and a two-hour interview with Professor Theodore von Laue (IC 3) reveals some of the challenges faced by a migrant from Germany to America over 40 years ago.

Interdisciplinary communication may also be facilitated by a problem-orientation. A series of recordings on the issue of "Parts and Wholes" involved philosophers and biologists (PS 1), human scientists (PS 2), mathematicians and physicists (PS 3) and finally specialists in brain research (PS 4). A lively interest in the dialogue idea has been expressed by persons from philosophy and theory of science. Katrin Fridjonsdottir, a sociologist specializing in science policy, conducted an interview with the founder of sociology in Sweden, Torgny Segerstedt, whose background training was in philosophy (PS 5). Håkan Törnebohm, Director of the Theory of Science Department at Göteborg (Sweden), together with Tore Nordenstam, a

---

15 The symposium on "Parts & Wholes" was sponsored by SALFO and was held at Lund, June 1983. Shortly thereafter came an initiative for a DIALOGUE series of lectures to be held at Dramaten, Stockholm, jointly sponsored by SALFO/Arbetslivscentrum and Dramaten. An oral presentation on creativity and context was delivered at the Opening meeting of this lecture series. September 1985 (see Supplement, pp. 7–11).
philosopher from Bergen (Norway), have been involved constructively with the dialogue project since its inception. At a symposium entitled *Queries on Development* held in Göteborg in September 1984, the overall interpretative framework “Meaning-Metaphor-Milieu” was presented, and three further interviews were recorded (PS 6, PS 7, P 18). From a philosophical viewpoint, of course, the autobiographically-based approach to questions of creativity, paradigm change, or innovation is enormously valuable. Interest in future collaboration has been expressed by colleagues in France, Spain, Germany, and Canada. (See also Supplement, pp. 12–15, 69).

Most of the diverse streams which have spun off from the “dream and reality” proposal have only begun: materials assembled serve as potential catalysts for further developments to be carried on by persons within those areas. From a research vantage point, they have been scrutinized mainly for insight into career experiences and context, the salience of meaning, metaphor, and milieu in the shaping of an individual’s thought and practice. Issues of identity, creativity, theory and practice have also been analyzed in terms of enduring human interests. From a dialogue vantage point, the overwhelming impression is that efforts in one sector can spill over and motivate efforts in other fields. What is essential is that developments be initiated and carried through by persons within particular sectors, and that such catalysts be equipped to deliver results to the project as a whole. Hence much time and energy have been devoted to constituting at least one base headquarters for the process, viz., INTER-VIEWS at Lund University Library, to serve as reference centre and clearing house for developments in all sectors.

Creativity and Milieu

The third theme, creativity and context, has been implicit in both the former lines of effort and has opened wide horizons for communication between scientists and humanists. In June, 1978, forty-five scholars from diverse fields participated in a seminar at Sigtuna, and shared reflections on their own life experiences, discussing the signifi-
ficance of environment, personal networks, and general role-setting in their own scholarly and practical work. In addition to those personal insights offered during the seminar, participants later wrote extended essays on creativity and place in their own experience. These have been carefully studied and a summary report, entitled *Creativity and Context* has been published in the *Lund Studies in Human Geography* (1983). A central goal in this book, which reviews relevant literature on the subject, is to discern potentially common strands of research interest between two quite contrasting approaches, viz., enquiry into the perceptions and creative activities of individuals on the one hand, and enquiry into the contexts and environmental conditions which appear to be associated with creative products on the other. Seamon (Chapter 3), for example, analyses participants’ essays in terms of a centre-horizon dialectic, and Törnqvist (Chapter 4) outlines some of the essential features of creativity and milieu with respect to regional development. In a concluding chapter a five-phase model of the creative process is proposed, and for each phase of the process certain minimum requirements with respect to communication and context are specified. This macro-model could offer a framework of investigation within which insights from both “subjective” and “objective” strands of enquiry could be integrated.

A number of individual interviews have been made with personalities such as Stevan Dedijer, nuclear physicist and former director of the Policy Institute at Lund University (C 1), Alva Myrdal (C 3), Ninnie Sahlström founder of the *Vänskapens hus* in Lund (C 2), Clara Lundh, oldest alumna of Lund University (C 6), Mrs. Alice Higgins, Chairman, Board of Trustees at Clark University (C 5), and Ilse Schütz, widow of the renowned Austrian sociologist and philosopher, Alfred Schütz (C 4). These recordings shed light on the experiences of remarkable women and have been widely sought after by discussion groups. Leon Rappaport, author of the controversial

work, *Determinant*, has been interviewed by Pierre Guillet de Montboucoux (C 7), as was Leopold Kohr, author of *The Breakdown of Nations* (C 8). These tapes have constituted the base of a course on Creativity at Lund University, Spring 1984 (see footnote 12).

Several lectures/seminars on the subject of creativity and milieu have been presented to diverse groups in Sweden and abroad including seminars at Clark University, Penn State University and City University of New York, presentations at the Annual Congress of the Institute of British Geographers (Durham 1984), at the Congress of IAPS (Berlin 1984), and the opening presentation of a *Dialog-seminarium* at Stockholm’s Dramaten, September 1985. A report on the Sigtuna experiment has also been presented at annual meetings of the Sydvenska Geografiska Sällskapet (December 1985), and the Swedish Society for Anthropology and Geography (March 1986). A special contribution has also been offered to leadership workshops at Lund University’s *Personalutbildning* training course for dissertation supervisors, at Malmöhus Läns Landstings Socialnämnden’s leadership training workshop at Tyringe (April 1986), and a seminar for Högskolerektorer at Ägestagården (January 1986). Indeed human creativity appears to be one of the most fertile grounds for continuing dialogue among specialists from various disciplines.
II. DIALOGUE PROJECT RECORDINGS 1978-1985

The Tape-Transcript Series

Following are short descriptors of recordings made within the framework of the Dialogue Project between 1978 and 1985.17 A certain number of the initial pilot experiments with groups and individuals have not been included, and indeed a number of those listed here may not, for a variety of reasons, be made available for wider circulation (Fig. II). Those itemized here are virtually unedited, and constitute a valuable archive of information on the interplay between knowledge and lived experience, contextual influences on human creativity, the "dream and reality" of postwar planning and development. For a number of recordings transcripts have been printed which include biographical information as well as edited texts. A selection of these recordings and transcripts have been available to students and faculty at Lund University and at Clark University for pedagogical experimentation. Having experimented with the process, it was envisioned that individuals from various fields could develop their own projects, with foci which match those of their own ongoing teaching and research agenda, and eventually make their products available for other participants in the process (see Supplement, pp. 17-34).

All original recordings were made on 3/4" U-MATIC videocassettes, on NTSC standard in North America, on PAL or SECAM in Europe and elsewhere. The reason for choosing this system was that initially, i. e., in 1978, playback of these 3/4" tapes was possible anywhere, given the availability of triple-standard equipment. Within

17 A summary brochure comprising all information included in this section (II) has been issued separately, DIA-Interviews 1978-85, and is available from Lund University Library.
### Figure II: Dialogue Project Recordings 1978-1985

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>PLANNING/DEVELOPMENT</th>
<th>HEALTH CARE</th>
<th>CREATIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 1 Sigtuna</td>
<td>P 1 Ahberg</td>
<td>H1 O. Olsson</td>
<td>C1 Bedigier</td>
</tr>
<tr>
<td>G 2 Graduaate School</td>
<td>P 2 Stockholm</td>
<td>H2 Lindgren</td>
<td>C2 Sahström</td>
</tr>
<tr>
<td>G 3 The Fifties</td>
<td>P 3 Stockholmen</td>
<td>P</td>
<td>C3 Myrdal</td>
</tr>
<tr>
<td>G 4 William-Ohsson</td>
<td>P 4 Stockholm</td>
<td>H3 Norden</td>
<td>C4 Schätz</td>
</tr>
<tr>
<td>G 5 Bergström</td>
<td>P 5 Stockholm</td>
<td>P</td>
<td>C5 A. Higgins</td>
</tr>
<tr>
<td>G 6 Harte</td>
<td>P 6 Stockholm</td>
<td>H4 Storky</td>
<td>P</td>
</tr>
<tr>
<td>G 7 Freeman</td>
<td>P 7 Stockholm</td>
<td>H5 Ledolter</td>
<td>P</td>
</tr>
<tr>
<td>G 8 Brun-Tschudi</td>
<td>P 8 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 9 Hagerstrand</td>
<td>P 9 Stockholm</td>
<td>H6 Stephens</td>
<td></td>
</tr>
<tr>
<td>G 10 Baatinne</td>
<td>P 10 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 11 Mein</td>
<td>P 11 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 12 Thorarinsson</td>
<td>P 12 Söderstrand</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 13 Somme</td>
<td>P 13 Stockholm</td>
<td>H7 Puerto Ríczas</td>
<td>Nvo</td>
</tr>
<tr>
<td>G 14 Leigby</td>
<td>P 14 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 15 Glacken</td>
<td>P 15 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 16 Talbot</td>
<td>P 16 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 17 Dziewonski</td>
<td>P 17 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 18 Bobek</td>
<td>P 18 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 19 van Hulsen</td>
<td>P 19 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 20 Grispel</td>
<td>P 20 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 21 Beutner-Garnier</td>
<td>P 21 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 22 Scott</td>
<td>P 22 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 23 Kates</td>
<td>P 23 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 24 Waterloo</td>
<td>P 24 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 25 Cambridge</td>
<td>P 25 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 26 van den berg</td>
<td>P 26 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 27 Cohen</td>
<td>P 27 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 28 Kniffen</td>
<td>P 28 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 29 Faisol</td>
<td>P 29 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 30 Russell</td>
<td>P 30 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 31 Kostrup</td>
<td>P 31 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 32 Gregory</td>
<td>P 32 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 33 Fussé</td>
<td>P 33 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 34 Harvey</td>
<td>P 34 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 35 Belfast</td>
<td>P 35 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 36 G. Olsson</td>
<td>P 36 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 37 Vila-Valenti</td>
<td>P 37 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 38 Romero</td>
<td>P 38 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 39 Armstrong</td>
<td>P 39 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 40 Takeuchi</td>
<td>P 40 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 41 Mookerjee</td>
<td>P 41 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 42 Nash</td>
<td>P 42 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 43 Zonneveld</td>
<td>P 43 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 44 Heathcote</td>
<td>P 44 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 45 Mahonungie</td>
<td>P 45 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 46 Gutierrez de MacGregor</td>
<td>P 46 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 47 Clechovicinska</td>
<td>P 47 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 48 Coppock</td>
<td>P 48 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 49 Lichtenberger</td>
<td>P 49 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>G 50 Excursion 1985</td>
<td>P 50 Stockholm</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>ENTERPRISE</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td>PHILOSOPHY &amp; SCIENCE</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>E 1 Romell</td>
<td>IC 1 Andressson</td>
<td>PS 1 Parts &amp; Wholes I</td>
<td></td>
</tr>
<tr>
<td>E 2 M. Higgins</td>
<td>IC 2 Strangers</td>
<td>PS 2 Parts &amp; Wholes II</td>
<td></td>
</tr>
<tr>
<td>E 3 Gadelius AB</td>
<td>IC 3 von Laue</td>
<td>PS 3 Parts &amp; Wholes III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IC</td>
<td>PS 4 Parts &amp; Wholes IV</td>
<td></td>
</tr>
<tr>
<td>E 4 Shina</td>
<td>P</td>
<td>PS 5 Segerstedt</td>
<td></td>
</tr>
<tr>
<td>E 5 Hjerpe</td>
<td>IC</td>
<td>PS 6 Mercier</td>
<td></td>
</tr>
<tr>
<td>E 6 Werthein</td>
<td>IC</td>
<td>PS 7 Omer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>PAL</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>SECAM</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>NTSC</td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>video recording</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>audio recording</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>personal interview</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>group discussion</td>
<td></td>
</tr>
</tbody>
</table>
each region, however, (NTSC and PAL/SECAM) copies could be made on to 1/2" tapes, and combinations of up to 3 hours could be arranged on a single tape. Given the advantages of a circulation system based on 1/2" tapes, a number of the NTSC programmes were transformed to PAL in 1984. Since that date, however, triple-standard playback equipment for 1/2" tapes has now become available at both sides of the Atlantic, hence the expensive process of standards transformation should not be necessary in the future.

Figure II (pp. 22–23) summarizes information on recordings made during the period 1978-85. Each item is given a code number and an abbreviated title, as well as indication of the standard on which the original recording was made. In a few cases, e.g., G2, G3, P3, the Project has been denied rights of distribution. In other cases, the technical/visual quality is poor. A note on product availability and/or quality is attached to the following descriptors, and priority attention is being given to producing transcripts for those programmes which are not to be circulated in tape form. Full titles and vignette descriptors of programme items, following the sequence in which they were recorded, are provided here under seven rubrics: Geography, Planning/Development, Health Care, Creativity, Enterprise, Intercultural Communication, and Philosophy and Science.18

1000 copies of a summary brochure, with an introduction to each of these themes, has been circulated among colleagues in various lands.19 Details on availability of project materials, together with an Order Form, are supplied on pp. 105–106.

---

18 Lund University's INTER-VIEWS archive may, of course, revise these rubrics as new contributions are acquired, cross-referencing between themes facilitated via a computer-based information unit which is installed at the centre.

19 Photographs have been supplied by participants and studios, the Clark Office and Tetra-Pak, final production organized by Rezső Laszlo at Lund University.
This series explores the career experiences and ideas of geographers in various countries. During the early twentieth century many geographers were generalists, interested in exploring relationships between society and environment or in mapping patterns of spatial organization. During and after World War II, however, profound changes occurred and many have become involved in more specialized research areas ranging from geomorphology and climatology on the one hand, to urban, social, and perceptual questions on the other. There has also been a more active involvement in research related to national and public interests, e.g., urban and regional development, resource planning, and human welfare.

In addition to individual interviews, there are group discussions and debates on the nature of geography itself, the environments in which it has been taught and practiced, and the possibility of “integration” within the discipline. These debates focus on connections between human and physical branches of the field and speculate on the future of the discipline.

Reflections shared in these recordings offer fascinating insight into the oral history of the discipline and the role of language and social structures in shaping research trends, as well as into practical applications in various periods and places. They have been used in courses on history and philosophy of geography, theory of science, and seminars on values.

See Items P002, P004, P005, and Buttimer (1983b), (pp. 101–102).
An international group of geographers — Aadel Brun-Tschudi (Norway), Olavi Granö (Finland), Wolfgang Hartke (W. Germany), Torsten Hägerstrand (Sweden), G. J. van den Berg (Holland) — share insights with Anne Buttimer on their own career experiences and engage in debate about the nature of and prospects for the discipline in the future.

Discussion leader: Anne Buttimer

Language: English, German, Swedish, French.

Recorded at University of Uppsala, Sweden, June 1978.

Availability: Video, Transcript (English).
G 2 THE ENVIRONMENT OF GRADUATE SCHOOL IN AMERICA

 colour

Marvin W. Mikesell (Chicago) chairs a discussion on environments for learning with Leslie Hewes, Preston E. James, Clyde F. Kohn and E. Cotton Mather. Each recounts his own experience of graduate school – as student, researcher, professor or chairman – in five major US departments: Chicago, Berkeley, Minnesota, Iowa, and Clark. They also discuss today's situation and offer suggestions regarding the ideal department of geography.

Language: English
Recorded at NETCHE Studios, Lincoln, Nebraska, USA, April 1979.
Availability: Transcript only. (Courtesy of Longman Group Inc.).

G 3 AMERICAN GEOGRAPHY IN THE 50'S

 colour

Professor George Kish (Michigan) chairs a discussion with Duane Knos, Fred Lukermann, Richard L. Morrill, and William Pattison, on the changing nature of American geography during the critical decade of the 1950's. They describe the atmosphere of the post-war environment with specific reference to the departments of Michigan, Iowa, Minnesota, Seattle, and Chicago at a time when the so-called "quantitative wave" was burgeoning.

Language: English
Recorded at NETCHE Studios, Lincoln, Nebraska, USA, April 1979.
Availability: Transcript only. (Courtesy of Longman Group Inc.).

G 4 AN INTERVIEW WITH PROF. WILLIAM WILLIAM-OLSSON

 colour

One of Sweden's most internationally-minded geographers here describes some enduring impressions from his childhood in the pre-WW I era, and the circumstances leading to his research on world population, urban development, and work in applied geography. He adds some reflections on human creativity and the philosophy underlying education today.

Interviewer: Anne Buttmer
Language: English
Recorded at Royal Institute of Technology, Stockholm, Sweden, October 1982.
Availability: Video, Transcript.
G 5 AN INTERVIEW WITH PROF. KARL ERIK BERGSTEN

PAL
B&W
43 mins.
Two colleagues from the famous Institute of Geography at Lund University reminisce on personalities, events, and projects at that school. Bergsten, whose family for two generations have been teachers of geography, describes his own career experiences and shares his conviction that human and physical geography should not be separated, but unified.

Interviewer: Torsten Hägerstrand
Language: Swedish
Recorded at University of Lund, Sweden, November 1978.
Availability: Video (Swedish), Transcript (English).

Karl Erik Bergsten

G 6 AN INTERVIEW WITH PROF. WOLFGANG HARTKE

PAL
B&W
45 mins.
The exciting story of a young rebel whose early experiences of voluntary exile in Switzerland and France evoked a keen sensitivity for special problems, particularly those of refugees and refugees. Hartke describes the challenge of re-establishing geography at Frankfurt and München after the war, and explains some of the background for his School of Social Geography at München.

Interviewer: Anne Buttmer
Language: French
Recorded at Technische Universität, München, W. Germany, January 1979.
Availability: Video (French), Transcript (English).
(Courtesy of Longman Group Inc.).

Wolfgang Hartke
G 7 AN INTERVIEW WITH PROF. T. WALTER FREEMAN

PAL     Colour     38 mins.
A conversation between two friends, of different generations, but with common interests which range from the geography of Ireland to international trends in the history of geographic thought to the social implications of the Christian gospel. The interview shows how chance circumstances may offer to an historically-minded geographer unexpected opportunities in teaching and research.
Interviewer: Anne Buttmer
Language: English
Recorded at University of Manchester, England, February 1979.
Availability: Video, Transcript.

G 8 AN INTERVIEW WITH PROF. AADEL BRUN-TSCHUDI

PAL     Colour     28 mins.
Born in China of missionary parents, Brun-Tschudi experienced a range of personal and professional opportunities before becoming a geographer at Oslo. She shares reflections on education in general and speculates about geography's contribution to development studies and to promoting intercultural communication.
Interviewer: Christina Nordin
Language: English
Recorded at Norsk Rikskringkasting, Oslo, Norway, February 1979.
Availability: Video, Transcript.
G 9 AN INTERVIEW WITH PROF. TORSTEN HÄGERSTRAND

Internationally known for his work on migration, diffusion, time geography, and planning policy, Hägerstrand reviews some early influences on his thought and practice. He reflects on some highlights of his own professional career, the dream and reality of applied geography, and problems regarding the directions facing the discipline today.

Interviewer: Anne Buttimer
Language: English
Recorded at University of Lund, Sweden, May 1979.
Availability: Video, Transcript.

Torsten Hägerstrand

G 10 AN INTERVIEW WITH PROF. ANNE BUTTIMER

Questions are posed regarding Buttimer's background education and values, and her perceptions of geography as a teaching and research field. She then explains some of the rationale and aims of the Dialogue Project and its potential contribution to cross-disciplinary and cross-cultural communication.

Interviewer: Christina Nordin
Language: English
Recorded at University of Lund, Sweden, May 1979.
Availability: Video, Transcript.

Anne Buttimer
G 11 AN INTERVIEW WITH PROF. WILLIAM R. MEAD

PAL B&W 56 mins.
This celebrated author of works on Scandinavia and North America here reveals some early sources of his geographical curiosity, and tells of his travels and career experiences. He also expresses strong convictions regarding the importance of historical perspectives and makes specific recommendations for the kind of geographic education which is needed in today's world.

Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Lund, Sweden, September 1979.
Availability: Video, Transcript.

William R. Mead

G 12 AN INTERVIEW WITH PROF. SIGURDUR THORARINSSON

PAL B&W 45 mins.
At once pioneer and personification of Iceland's geography, Thorarinsson here tells of his childhood, his formal education in Denmark and Sweden, and the major projects of his career in physical geography. A highlight of this story is the saga of his meticulous watch on the evolution of landforms, soils, and vegetation on the newly-formed volcanic island, Surtsey.

Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Lund, Sweden, September 1979.
Availability: Video, Transcript.

Sigurdur Thorarinsson
G 13 AN INTERVIEW WITH PROF. AXEL SØMME

PAL Colour  P. 1 58 mins.
P. 2 37 mins.

In this fascinating 2-hour conversation Sømme describes some personal and social influences on his choice of geography as a field, his education in the French School, and his research on agriculture and economic development of poorer regions. He comments on the challenge of writing a regional geography of Norden, and of shaping curricula for geographic education, and finally tells of his own recent efforts to promote nature conservation in Western Norway.

Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Bergen, Norway, February 1980.
Availability: Video, Transcript.

G 14 AN INTERVIEW WITH PROF. JOHN LEIGHLY

NTSC/PAL B&W 39 mins.

Few individuals could offer better insight on the renowned Berkeley School than John Leighly, who has been associated with that tradition since 1923. Here he describes his research interests in physical geography, cartography, Scandinavia, the history of the discipline, as well as the philosophy which has guided his long teaching career.

Interviewer: Allan Pred
Language: English
Recorded at University of California (Berkeley), USA, January 1980.
Availability: Video, Transcript.
G 15 AN INTERVIEW WITH PROF. CLARENCE GLACKEN

NTSC/PAL B&W 42 mins.
The celebrated author of Traces on the Rhodian Shore reviews here his early interests in nature, culture, and environment. He recounts some of his extra-academic professional work and travels before accepting a position at the Geography School at Berkeley with Carl Sauer, and describes some of the formative influences on his own thought and teaching.
Interviewer: Allan Fred
Language: English
Recorded at University of California (Berkeley), USA, January 1980.
Availability: Video, Transcript.

Clarence Glacken

G 16 AN INTERVIEW WITH PROF. WILLIAM J. TALBOT

PAL Colour 34 mins.
Native of the Isle of Wight, educated in Glasgow, London, and Berkeley, Talbot has been a geographer in Cape Town, South Africa for 40 years. In this interview he describes the challenge of building a programme of teaching and research in a foreign land, and the major project undertaken in collaboration with his wife, Anne Marie, on the Atlas of South Africa. He concludes with counsel on geography's enduring role in liberal education.
Interviewer: Franco Ferrario
Language: English
Recorded at University of Cape Town, South Africa, April 1980.
Availability: Video, Transcript.

William J. Talbot
G 17 AN INTERVIEW WITH PROF. KAZIMIERZ DZIEWOŃSKI

PAL
49 mins.
B&W

A unique insight into the Polish School of Geography is here offered by one of its pioneers. Dziewoński describes his own experiences, beginning with his training in architecture, and later his work on regional planning. He comments on central place theory and applied geography.

Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Hamburg, W. Germany, February 1980.
Availability: Video, Transcript.

Kazimierz Dziewoński

G 18 AN INTERVIEW WITH PROF. HANS BOBEK

PAL
54 mins.
Colour

A renowned Austrian geographer describes his early interests in history and urban life before joining the geography department at Berlin. He tells of his subsequent field research on geomorphology in Iran, and attempts to integrate human, biotic, and physical dimensions of regional study. Since assuming the chair at Vienna, Bobek has been involved in regional planning and in the supervision of the Atlas of Austria.

Interviewer: Torsten Hägerstrand
Language: English
Recorded at Österreichischer Rundfunk und Fernsehen (DRF), Vienna, Austria, May 1980.
Availability: Video, Transcript.

Hans Bobek
AN INTERVIEW WITH DR. MICHEL VAN HULTEN

PAL  B&W  53 mins.
This Dutch geographer describes a fascinating career — one which has included work on agriculture in Poland, and urban geography, ministerial responsibilities in the Dutch government, and later supervisory work on development projects in Mali. Van Hulten comments on issues of ideology, theory, and practical effectiveness of development policies.
Interviewer: Anne Buttiner
Language: English
Recorded at Institut Pédagogique, Luxembourg, July 1980.
Availability: Video (technical quality poor), Transcript.

AN INTERVIEW WITH PROF. ROBERT GEIPEL

NTSC/PAL  Colour  59 mins.
A distinguished German urban geographer with interests in the perception of natural and man-made hazards relates his experience in making a study of the effects of the Friuli earthquake in Italy, focusing on the problems of providing aid and reconstruction, and the political factors involved in redevelopment.
Interviewer: Anne Buttiner
Language: English
Recorded at Worcester Polytechnical Institute, Worcester, Mass., USA, October 1980.
Availability: Video, Transcript.
G 21 AN INTERVIEW WITH PROF. JACQUELINE BEAUJEU-GARNIER

SECAM Colour 43 mins.
This first female geographer at the Sorbonne tells of her early training in geomorphology and the classical French tradition, her work with Sorre, research on world population and the geography of health, her initiatives within the International Geographical Union, and her efforts to render geography useful for the elucidation and solution of social and environmental problems. She also offers some reflections on the challenge facing the discipline of geography in the future.
Interviewer: Anne Buttilmer
Language: English, French.
Availability: Video, Transcript.

G 22 AN INTERVIEW WITH PROF. PETER SCOTT

PAL Colour 46 mins.
Global traveller; Vice-President of the International Geographical Union, and now Vice-Chancellor at the University of Tasmania, Scott shares some reflections here on his education in England, and his career experiences in South Africa and Australia. He discusses some of the strengths and weaknesses of applied geography in the context of urban and regional development and offers counsel on issues of specialization versus integration within the discipline today.
Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Lund, Sweden, June, 1981.
Availability: Video, Transcript.
G 23 AN INTERVIEW WITH PROF. ROBERT W. KATES

NTSC/PAL

Colour

55 mins.

This noted winner of the 1981 McArthur Foundation Award discusses his early life and career history. He then describes his current research interests in technological hazards and environmental theory. A fascinating insight into the thought and practice of a leading American geographer.

Interviewer: Anne Buttmer

Language: English

Recorded at Worcester Polytechnic Institute, Mass., USA, November 1981.

Availability: Video, Transcript.

Robert W. Kates

G 24 WATERLOO DISCUSSION

NTSC/PAL

Colour

P. 1  49 mins.

P. 2  54 mins.

Professor Peter Nash poses questions to Leonard Guelke and Anne Buttmer regarding their attitudes toward geography. All three engage in discussion and debate on issues of knowledge and understanding, and the strengths and limitations of humanistic approaches of recent years, exploring particularly phenomenological and idealist orientations.

Language: English

Recorded at University of Waterloo, Ontario, Canada, November 1981.

Availability: Video.
G 25 ON THE ROOTS OF TRANSFORMATION

Richard Chorley
Michael Chisholm
Torsten Hagerstrand

PAL  B&W
(P. 2 also in NTSC)
P. 1 54 mins.
P. 2 33 mins.

This two-hour discussion between Richard Chorley, Michael Chisholm, Torsten Hagerstrand, and Anne Buttmer sheds light on the transformation which occurred within geography during the 1960's. Each describes his/her perceptions of the changes occurring during that decade, and then debate on issues of general versus specialized approaches, theoretical versus applied work, and the relationships between geography and other fields.

Language: English
Availability: Video.

G 26 AN INTERVIEW WITH PROF. G. J. VAN DEN BERG

G. J. van den Berg

PAL  Colour
57 mins.

This Dutch geographer who took pioneering steps toward encouraging public participation in planning in the 1950's here describes his education and the philosophy underlying the field of planology in Holland. He also speaks of his experiences in Ireland and speculates on the prospects for rural and community development which is not only sensitive to cultural differences but also elicits the creative engagement and co-responsibility needed for human development.

Interviewer: Anne Buttmer
Language: English
Recorded at University College Cork, Ireland, March 1982.
Availability: Video.
G 27 AN INTERVIEW WITH DR. SAUL B. COHEN

President of Queens College of the City University of New York and formerly Director of the Graduate School of Geography at Clark University, Cohen here tells of his early education, the values underlying his practice of geography, and his involvement in civic affairs. He reflects on the dream and reality of federally sponsored projects designed to reform education curricula and emphasizes the importance of networking among scholars for sustaining creative effort within academic environments.

Interviewer: Anne Buttmer
Language: English
Recorded at Queens College of the City University of New York, USA, April 1982.
Availability: Video, Transcript.

G 28 AN INTERVIEW WITH PROF. FRED B. KNIFFEN

Travel and exploration played a large role in shaping the geographic consciousness of this renowned scholar from Saucer’s School in Berkeley. Kniffen explains the genesis of his own particular style of cultural geography: reading the texts of landscape, detecting the human story from visible forms and patterns on the surface of the earth.

Interviewer: Anne Buttmer
Language: English
Recorded at Louisiana State University, Baton Rouge, USA, April 1982.
Availability: Video (visual quality poor), Transcript.
G 29 AN INTERVIEW WITH PROF. SPERIDIAO FAISSOL

NTSC/PAL  Colour  46 mins.
Brazilian urban-regional geographer and Vice-President of the International Geographical Union, Faissol here describes his home background in Minas Gerais, and his education and later Ph.D. work at Syracuse, New York, with Dr. Preston James. His dissertation work on the central Brazilian plateau involved him in research on the location of the new capital, Brasília. Faissol reflects on the dream and reality of that capital and the various planning efforts for integrated economic and political development in this vast and diversified land.

Interviewer: Anne Buttiner
Language: English
Recorded at Louisiana State University, Baton Rouge, USA, April 1982.
Availability: Video (visual quality poor), Transcript.

G 30 AN INTERVIEW WITH PROF. JOSEPH A. RUSSELL

NTSC  B&W  43 mins.
A pioneer in the field of applied geography, Russell discusses his life long crusade to couple geography with the worlds of industry and public affairs. One of the first people to develop keys for interpreting air photographs, he played a major role in uniting geographic concepts with practical military operations during World War II. His peace time work at the Ford Motor Company later enabled him to initiate the first academic course in industrial location and marketing at Syracuse University. He discusses the influence of Mahatma Gandhi on his life and greatest career accomplishments.

Interviewer: Arthur Getis
Language: English
Recorded at University of Illinois at Urbana-Champaign, USA, July 1982.
Availability: Video (visual quality poor), Transcript.
G 31 AN INTERVIEW WITH PROF. NIKOLAJ KNATTRUP

PAL

B&W 53 mins.

In Denmark, geographic education at primary, secondary, and “folk highschool” levels has probably been more deeply anchored than in most other countries. The training of geography teachers has therefore been a sensitive and important issue. In this interview Nicolaj Knattrup, a leading figure in the training of teachers in Denmark, tells of his own learning experiences, and the challenges and opportunities for curriculum design and change during his 30 years as professor at a teacher training college in Copenhagen. He also reflects on relationships between human and physical geography, the role of field excursions, cartography, and the sense of place and regional identity in Norden.

Interviewer: Ove Billmann
Language: Danish
Recorded at Lærerhøjskolen, Copenhagen Denmark, May 1983.
Availability: Video (Danish), Transcript (English).

G 32 AN INTERVIEW WITH PROF. DEREK GREGORY

NTSC/PAL

Colour 52 mins.

Author of Ideology, Science, and Human Geography, Gregory here describes his undergraduate and graduate study at Cambridge. An early attraction to systems theory was superseded by a growing interest in human agency. This came about through his research on the historical transformation of the Yorkshire woollen industry from a domestic to a factory system. It is this flow between agency and structure which characterizes much of his current work.

Interviewer: B. L. Turner II
Language: English
Recorded at Worcester Polytechnical Institute, Worcester, Mass., USA, October 1983.
Availability: Video.
G 33 FUSE: FRENCH-US ENCOUNTER

NTSC/PAL Colour 55 mins.
Glimpses at the first bi-national seminar between French and American geographers, introduced by Jacqueline Beaujeu-Garnier and Anne Buttiner. Philippe Pinchemel and David Hooson compare general trends in both schools, Paul Claval, Roger Kasperon, and Julian Minghi share ideas on political geography, Augustin Berque and David Sopher discuss cultural geography, and finally Bernard Marchand and Gérard Dorel outline future prospects for urban and rural geography in France and America.

Language: English
Recorded at Clark University, Worcester, Mass., USA, October 1983.
Availability: Video.

G 34 DAVID HARVEY: THE HISTORY AND PRESENT CONDITION OF GEOGRAPHY. AN HISTORICAL MATERIALIST MANIFESTO.

PAL Colour 68 mins.
This recording was made at a plenary session of the IBG Conference in Durham where Harvey outlined a perspective on geography's past and the challenges it faces in the future. He interprets paradigm change in contextual terms, noting especially some political implications of the practices which characterized successive periods of the discipline. A manifesto is then presented for an integrated approach to geography today, and clarified after several questions from the audience.

Language: English
Recorded by the School of Education, University of Durham, January 1984.
Availability: Video.
Focus in this recording rests on the issue of integration in geography. Professor William Kirk (Chairman) argues for the holistic and synthetic mission of the discipline, while Drs. Fred Boal (urban-social geography) and Brian Wholley (geomorphology) speak for their respective fields. Opinions are divided on whether the term “integration” might apply more suitably to undergraduate teaching rather than to research; questions of institutional identity are juxaposed with those of intellectual rigour.

Participants: William Kirk, W. Brian Wholley, Frederick W. Boal and Anne Buttmer.

Language: English
Recorded at Queen’s University, Belfast, N. Ireland, January 1984.
Availability: Video.
PAL

Colour

P. 1 61 mins.
P. 2 21 mins.

A North American philosopher poses questions to two geographers about the nature of their discipline, the sources of change in its theoretical and practical orientations. Focus turns to the development of Olsson's own ideas and then all three discuss issues of creativity, integration, and societal relevance of geography.

Participants: Gunnar Olsson, Nordic Institute for Planning, Stockholm, Sweden; Roger Miller, Dep. of Geography, University of Minnesota, Minneapolis, Minn., USA; Jonathan Bordo, Dep. of Philosophy, University of Calgary, Calgary, Alta., Canada.

Language: English
Recorded at University of Lund, Sweden, June 1984.

Availability: Video.
G 37 GEOGRAPHY IN SPAIN:
AN INTERVIEW WITH PROF. JUAN VILÀ-VALENTI

PAL  Colour  56 mins.
Vice President of the International Geographical Union and Chairman of University of Barcelona’s geography section, Vilà-Valenti here outlines his own philosophy of the field. There is a universal geographical sense which all humans develop, he argues, within their own actual life milieux. He sheds light on contemporary developments in Spanish geography and offers a note of optimism on the potential contribution which the discipline has to offer in the elucidation of societal and environmental issues.

Interviewer: Anne Buttmer
Language: French
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.
Availability: Video.

G 38 GEOGRAPHY IN CHILE:
AN INTERVIEW WITH PROF. HUGO ROMERO

PAL  Colour  41 mins.
Few countries can rival Chile for diversity of geographical milieux. Romero describes early French influences on the development of geography as an academic discipline in Chile, his own educational experiences in Chile and in England, and some consequences of political changes in recent years. He outlines the challenge which faces geography in all Latin American countries today, and makes a plea for livelier international exchange among practitioners.

Interviewer: Anne Buttmer
Language: English
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.
Availability: Video.
G 39 AN INTERVIEW WITH DR. PATRICK ARMSTRONG

PAL Colour 21 mins.
Son of an English minister-scholar, Armstrong developed an early curiosity about nature and science. Bio-geography therefore became his major interest during student years in England, and this found a fertile ground for continuing research in Western Australia where he now lives. The interview focusses on Armstrong's research on Charles Darwin - research which has been based not only on archives, but on personal associations with the Darwin family.

Interviewer: Geoffrey Martin
Language: English
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.
Availability: Video.

G 40 GEOGRAPHY IN JAPAN:
AN INTERVIEW WITH PROF. KEIICHI TAKEUCHI

PAL Colour 39 mins.
A window is opened on to Japanese geography by Keiichi Takeuchi, now Chairman of the Laboratory for Social Geography at the Hiotsubachi University in Tokyo. Educated in Japan and Italy, Takeuchi has cultivated widely-ranging interests, and is presently a member of the IGU Commission on the History of Geographical Thought. Here he describes 20th century developments in Japanese geography, influences from German and Anglo-American sources, and the challenges faced by the postwar generation of professional geographers in that country.

Interviewer: Anne Buttimer
Language: English
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.
Availability: Video.
G 41 AN INTERVIEW WITH DR. SITANSHU MOOKERJEE

PAL  Colour  38 mins.
Tireless traveller, well-known representative of India at international meetings, Mookerjee here gives an account of his own career and education within the British colonial school system. He comments on geography as a discipline in India, but the main emphasis rests on Mookerjee's personal values and attitudes toward academic life in general.

Interviewer: Anne Buttmer
Language: English
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.
Availability: Video.

Sitanshu Mookerjee

G 42 THE MOLDING OF GEOGRAPHIC AWARENESS:
AN INTERVIEW WITH PROF. PETER NASH

PAL  Colour  56 mins.
Here is a stirring account of how childhood milieux and life experiences can influence the thought and practice of a geographer. Nash, renowned for his pioneering work in applied geography, particularly in urban and regional planning in North America, here describes the impact of a recent visit to Frankfurt and the places associated with his childhood in Germany and France. There is a free dialogue about his hopes regarding geography's potential contribution to the resolution of humanity's problems in the future.

Interviewer: Anne Buttmer
Language: English
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.
Availability: Video, Transcript.

Peter Nash
G 43 GEOGRAPHICAL SYNTHESIS: COMMON GROUND FOR PHYSICAL AND HUMAN GEOGRAPHY
AN INTERVIEW WITH DR. J. I. S. ZONNEVELD

PAL Colour 53 mins.
Is there a meeting-ground for geology and poetry, for hardnosed scientists and sensitive artists? Zonneveld describes his early curiosities about nature and the world map, his image of different civilizations, and love of form. Trained as a geomorphologist, he tells of the war years in Holland and the attendant challenge to develop a scientific approach to the appraisal and use of natural resources. Throughout he has maintained a keen humanistic sense, and argues the necessity for a "geographical synthesis" which would allow for the complementarity and mutual enrichment of poetic and scientific insight into the interactions of humanity and nature.

Interviewer: Anne Buttimer
Language: English
Availability: Video.

G 44 ENVIRONMENTAL PERCEPTION IN ARID LANDS:
AN INTERVIEW WITH DR. LES HEATHCOTE

PAL Colour 40 mins.
A pioneer in the field of environmental perception, a phase of geographic enquiry which witnessed significant progress during the 1960's, Heathcote here tells of his educational background in England and his first studies in Nebraska during the late 1950's. Subsequently Heathcote studied perceptions of arid and semi-arid environments in Australia where he now lives. He expresses convictions about the necessity for rigorous and inductive methods in perception research.

Interviewer: Anne Buttimer
Language: English
Availability: Video.
G 45 GEOGRAPHY AND DEVELOPING COUNTRIES: AN INTERVIEW WITH PROF. AKIN MABOGUNJE

PAL  Colour  43 mins.
This first African President of the International Geographical Union here describes his background education in the discipline. Mabogunje’s central concern for developing countries emerges as focus of this conversation, and he frankly shares opinion on current options available to researchers concerned. He offers critical comments on policies adopted to date, and points toward alternatives.

Interviewer: Torsten Hägerstrand
Language: English
Availability: Video, Transcript.

Akin Mabogunje

G 46 GEOGRAPHY IN MEXICO: AN INTERVIEW WITH DR. MARIA TERESA GUTIÉRREZ DE MACGREGOR

PAL  Colour  11 mins.
A hasty conversation with Maria Teresa Gutiérrez de MacGregor, moments after her election as Vice-President of the International Geographical Union in Paris, 1984. MacGregor tells briefly about her own education in Mexico, England and France, her perceptions of geography in Mexico, and her hopes for the discipline’s potential contribution to development planning, particularly in her own country.

Interviewer: Anne Buttiner
Language: English
Availability: Video.

Maria Teresa Gutiérrez de MacGregor
G 47 GEOGRAPHY AND SOCIAL PLANNING IN POLAND:
AN INTERVIEW WITH DR. MARIA CIECHOCINSKA

PAL  Colour  38 mins.
Reflections on the dream and reality of social planning policy in postwar Poland are offered here by Ciechocinska who has spent her career thus far as researcher at the Polish Academy of Sciences. She suggests alternative horizons for applied geography in the future, noting especially the need for an approach which is based on local studies, sensitivity to the complexity of micro situations, rather than the conventional approach which is based on the “rationality” of national standards.

Interviewer: Anne Buttmer
Language: English
Availability: Video.

J. T. Coppock

G 48 GEOGRAPHY, RECREATION, AND TOURISM:
AN INTERVIEW WITH PROF. J. T. COPPOCK

PAL  Colour  38 mins.
World traveller, keen observer of local detail in cultural landscapes, Coppock has been responsible for initiating major Atlas projects and the establishment of information systems in England and Scotland. Here he explains the genesis of his recent work on tourism and recreation — a field which allows him to combine two central concerns: for measurement and information-recording on the one hand, and ongoing interaction with public interests on the other.

Interviewer: Anne Buttmer
Language: English
Availability: Video.
G 49 AN INTERVIEW WITH PROF. ELISABETH LICHTENBERGER

PAL Colour 60 mins.
Born into a Hungarian family, Lichtenberger grew up in a culturally-diverse setting, and already as a high-school student showed enthusiasm for fields such as mathematics and accounting. In this recording she describes her training in geomorphology, her early field research in the Carinthian Alps, and then her studies of housing in Vienna. She offers guidelines for young geographers today, and notes especially the challenge facing women in academic life.

Interviewer: Anne Buttmer
Language: English
Recorded in Vienna, Austria, by Dr. Heinz Fassman, September 1984.
Availability: Video.

G 50 EXCURSION PRINTEMPS 1985

PAL Colour 48 mins.
A group of geographers from Lund University – teachers, researchers, and students – made a geographical excursion to France in March 1985. Focussing initially on Paris and planning problems within the Paris region, they subsequently travelled through Brittany under the competent guidance of Pierre Flatrèse, Professor at Université de Paris II, native as well as expert on that region. Highlights of the excursion included receptions by the Swedish Ambassador in Paris and the Director of Planning in Rennes, and most especially the various opportunities afforded for interaction and discussion with French students and colleagues.

Narrator: Stefan Anderberg
Language: English
Availability: Video only.
Programmes graciously donated to the International Dialogue Project

KARLSRUHER GEOVIDEO NR. 5
AN INTERVIEW WITH ERNST PLEWE

PAL Colour 60 mins.
Plewe describes his own experiences and especially his relationship with Alfred Hettner.
Interviewers: André Kilchenmann and Ute Wardenga
Language: German
Availability: Viewing at Lund University only. Transcript (English).
Copies may be ordered from Geographisches Institut II, Universität Karlsruhe, Kaiserstrasse 12, D-7500 Karlsruhe. Price: Videotape 240 DM, Transcript (German) 5 DM.

KARLSRUHER GEOVIDEO NR. 6
AN INTERVIEW WITH HANNO BECK

PAL Colour 60 mins.
Expert on the history of geographic thought, Beck here describes the development of the discipline in Germany.
Interviewers: André Kilchenmann
Language: German
Availability: Viewing at Lund University only.
Copies may be ordered from Geographisches Institut II, Universität Karlsruhe, Kaiserstrasse 12, D-7500 Karlsruhe. Price: 240 DM.

KARLSRUHER GEOVIDEO NR. 7
AN INTERVIEW WITH GOTTFRIED PFEIFER

PAL Colour 60 mins.
Internationally renowned for his pioneering research on landscape and cultural geography, Pfeifer here describes his own career experiences and perspectives on geography.
Interviewer: André Kilchenmann
Language: German
Availability: Viewing at Lund University Library only.
Copies may be ordered from Geographisches Institut II, Universität Karlsruhe, Kaiserstrasse 12, D-7500 Karlsruhe. Price: 240 DM.
PIXELS AND LANDSCAPES

PAL Colour 24 mins.
Remote sensing technology has introduced a radically new approach to landscape interpretation and dynamic cartography. An image of the earth's surface is rendered in terms of small elements (pixels), each one characterized by values measured by the scanner over a given landscape area. Basic information can be continuously updated as satellites revolve around the earth, and computer-aided selection of pixels can render a wide variety of perspectives on landscape. In this video illustrations are drawn from the coastal region of the Marais Poitevin, north of La Rochelle, emphasis resting on the morphology and bio-ecological features of marine and polder landscapes.

Language: English, French, Spanish
Produced by the Ecole Normale Supérieure de Saint-Cloud, 1985.
Availability: Viewing at Lund University Library only.
Copies may be ordered from Université Audio-Visuel, Ecole Normale Supérieure de Saint-Cloud, Grille d'Honneur, Le Parc, F-92211 Saint Cloud, Cedex, France. Price: U-MATIC 700 FF, VHS 450 FF.
Planning/Development (P-Series)

Under this rubric are listed recordings made with scholars and professionals in fields such as urban design, regional and community development, agricultural and hydrological planning, and educational reform. Initially focus tended to rest on the dream and reality of rationalization which has characterized postwar planning developments throughout most Western societies. Over time, however, focus has been shifting toward case studies of problem-solving, reflecting insights on experiments in diverse settings. Each story is meant as catalyst for dialogue among specialists within a particular sector, as well as serving an informational role among practitioners in various countries.

See Items P001, and P003 (p. 101).
P 1 AN INTERVIEW WITH PROF. CARL-FREDRIK AHLBERG

P. 1 55 mins.

This former head of the Stockholm Regional Planning Office here tells of his early interests in art and architecture, and the steps whereby these were later combined with urban design and town planning. He comments on the dream and reality of the Master Plan for the Stockholm metropolitan area during that critical period when he held responsibility for policy and implementation of the plan.

Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Stockholm, Sweden, November 1978.
Availability: Video, Transcript.

P 2 THE PLANNING OF STOCKHOLM

P. 1 56 mins.
P. 2 6 mins.

Two leading figures in the shaping of Stockholm's Development Plan here respond to questions posed by Torsten Hägerstrand and Anne Buttmer. They share information and opinion on postwar economic conditions as background to population forecasts and the housing problem. Issues of scale, relationships between urban and regional development, political bias and specialization of expertise are all aired. Finally each reflects on the dream and reality of plans made over a generation ago.

Participants: Carl-Fredrik Ahlberg, William William-Olsson, Anne Buttmer and Torsten Hägerstrand.
Language: English
Recorded at University of Stockholm, Sweden, November 1978.
Availability: Video (technical quality poor), Transcript.
P 3 FROM HUDIKSVALL TO THE RIKSDAG

PAL B&W 55 mins.
Originally from a fishing community in Norrland and later a prominent politician and eventually Minister of Transport in Sweden, Gösta Skoglund here describes his childhood background, education, and work experiences. He tells of some major development projects which he initiated, e.g., the building of a major medical and dental school, and other university departments in the Umeå area, and reflects on general issues facing the Swedish economy today.
Interviewer: Ingvar Jonsson
Language: Swedish
Recorded at University of Umeå, Sweden, November 1978.
Availability: Video (visual quality poor).

Gösta Skoglund

P 4 AN INTERVIEW WITH MR. IVAR SÖDERQUIST

PAL Colour 55 mins.
A leading personality in Sweden’s cooperative movement, Söderquist here tells of his own experiences in organizing dairy cooperatives in Jämtland during the 1970’s. Issues of scale, function, and participation are discussed, and insights shared regarding the consequences of rationalization in the agrarian sector.
Interviewer: Carl Utterström
Language: Swedish
Recorded at Lantbruksuniversitetet, Ultuna, Sweden, January 1979.
Availability: Video.

Ivar Söderquist
P 5 A SETTLEMENT PLAN FOR ISRAEL

PAL  B&W  32 mins.
Chief designer of plans for the distribution of Israeli population after 1948, Eliezer Brutzkus here outlines the philosophy underlying the regional approach which was adopted. He refers to influences, e.g., those of the Garden City movement in Britain, which had appeal during the early years of Israeli nationhood, and explains the complexity involved in harmonizing plans for settlement on the one hand, and economic development on the other. Given its unique constellation of cultural and political circumstances, the Israeli case offers a dramatic example of dream and reality in urban and regional planning.

Interviewer: Shalom Reichmann
Language: English
Recorded at Hebrew University, Jerusalem, Israel, June 1979.
Availability: Video (technical quality poor), Transcript.

P 6 DREAM AND REALITY OF THE KIBBUTZIM

Audio Recording
Native of Russia and early pioneer in the founding of kibbutzim in Israel, Chaim Gvati here presents a dramatic account of his own early experiences, the vision of Israeli nationhood and cultural identity, and the trials and errors of communal agriculture during the pre-1947 period. He goes on to discuss challenges facing Israeli society and economy today, dealing especially with the relationships between agricultural and industrial development.

Interviewers: Shalom Reichmann and Anne Buttimer.
Language: English
Recorded in Israel, June 1979.
Availability: Transcript only.
P 7 AN INTERVIEW WITH PROF. KEVIN LYNCH

NTSC/PAL     Colour  57 mins.
This distinguished architect and urban planner reviews the influences which shaped his career, e.g.,
the Depression, the political climate of pre-WW II
years, and the charismatic teaching of Frank Lloyd
Wright. Using the example of Government Center
in Boston, Lynch discusses problems facing the
contemporary planner, the role of market forces,
and prospects for citizen participation in the plan-
ning process.
Interviewer: Anne Buttmer
Language: English
Recorded at MIT, Cambridge, Mass., USA, April
1980.
Availability: Video, Transcript.

Kevin Lynch

P 8 AN INTERVIEW WITH GRADY CLAY

Audio Recording
In this two-hour interview Clay describes his child-
hood environment in Rural Georgia, and his first-
hand experiences of anti-erosion measures and
their unanticipated consequences. He sketches his
education as an architect and his impression of
federal housing developments in the 1950's in
America. Author of the famous work Close-Up:
How to Read the American City, and editor of
Landscape Architecture Magazine, Clay reveals
some secrets about the art of observation in read-
ing the texts of landscapes.
Interviewer: Anne Buttmer
Language: English
Recorded at MIT, Cambridge, Mass., USA, April
1981.
Availability: Transcript only.

Grady Clay
P 9 AN INTERVIEW WITH PROF. HARRY SCHWARZ

NTSC/PAL  Colour  53 mins.
Native of Vienna and later a key water resource planner with the United States Army Corps of Engineers, Schwarz describes his career journey and speaks of some significant development which shaped the present policy and practice in water resource management.

Interviewer: Daniel Amaral
Language: English
Availability: Video, Transcript.

Harry Schwarz

P 10 DREAM AND REALITY OF URBAN PLANNING: AN INTERVIEW WITH GÖRAN SIDENBLADH

PAL  Colour  58 mins.
A leading personality in the postwar planning of Stockholm here describes his own educational background and the development of functionalist orientations in Swedish architecture. He describes in some detail the circumstances surrounding the planning of housing in the Stockholm area during the 1950's and 1960's, and the demographic and economic criteria on which these plans were based.

Interviewer: Erik Wirkén
Language: English
Recorded at Royal Institute of Technology, Stockholm, Sweden, March 1982.
Availability: Video.

Göran Sidenbladh
P 13 HOUSING IN SINGAPORE: DREAM AND REALITY OF THE 70'S

PAL Colour P. 1 45 mins.
P. 2 26 mins.

A dramatic account of housing developments in Singapore. John Humphrey describes in graphic detail the landscapes and lifestyles of traditional housing, and contrasts this with new high-rise developments. On the second tape Professor John Rae of the Bartlett School of Architecture (London) poses specific questions on the social and ideological implications of the Singapore story.

Interviewer: John Rae
Language: English
Availability: Video.

P 14 AN INTERVIEW WITH MR. MANFRED MAX NEEF

PAL Colour 62 mins.

"Barefoot economist" and alternative Nobel Prize winner, Max Néef here describes his childhood in Chile and early contacts with Indian culture, his student years in California and his later work as economist at the United Nations. Relinquishing this position, Max Néef devoted himself to research and active exploration of alternative modes of community development. He describes one such experiment in a Mexican squatter settlement and concludes with a provocative formula for the theory and practice of economic development.

Interviewer: Pierre Guillet de Monthoux
Language: English
Availability: Video.
P 11 AN INTERVIEW WITH PROF. NILS AHRBOM

PAL  Colour  60 mins.
Professor Nils Ahlbom, an influential personality in the training of architecture students in Stockholm, tells of his personal background and education, his values and attitudes toward urban design, and its social significance. He describes the development of “new classicism” in design, the Stockholm Exhibition (1930), and the growth of functionalism in Sweden, referring particularly to the housing situation in Stockholm during the postwar years.

Interviewer: Erik Wirén
Language: English
Recorded at Royal Institute of Technology, Stockholm, Sweden, April 1982.
Availability: Video.

P 12 EDUCATIONAL INNOVATION

NTSC/PAL  Colour  55 mins.
A visiting researcher on educational planning from Bogota, Colombia, poses questions to professors of engineering at Worcester Polytechnical Institute regarding their 10-years experiment in curricular reform. Insights are shared on “problem-oriented” versus “systematic” education, and the costs and benefits for students and teachers in such revision of degree programmes. Ms. Parra raises general issues regarding institutional change and possible lessons for curriculum planning internationally.
Participants: Professors Grogan, van Blumel, Boyd, Goodwin and McQuarree.
Interviewer: Ligia Parra
Language: English
Recorded at Worcester Polytechnical Institute, Worcester, Mass., USA, December 1981.
Availability: Video.
P 15  AN INTERVIEW WITH PROF. NILS STJERNQUIST

PAL  Colour  40 mins.
Political scientist and former Rector of Lund University Stjernquist here describes some of the formative influences from his home and schooling. He outlines some issues involved in that Government-sponsored research leading to reform of the Constitution where he played a major role. How to reconcile such action-oriented research and the responsibilities of a university professor has not been an insuperable challenge. The discussion ends with some reflections on the future of university education in Sweden.

Interviewer: Anne Buttiner
Language: English
Recorded at University of Lund, Sweden, March 1984.
Availability: Video.

P 16  AN INTERVIEW WITH PROF. LENNART HJELM

PAL  Colour  53 mins.
Professor Lennart Hjelm, professor emeritus in agricultural economics and former Rector of the Swedish Agricultural University, Ultuna, describes the development of farming in Sweden after World War II. He recalls the rationale behind the series of policy decisions made by the Parliament and the consequences of these. He also reflects upon his own role as an expert in the design of these policies and in the education of agronomists.

Interviewer: Vikar Sälvemstad
Language: Swedish
Recorded by PROCAM at Ultuna, Sweden, August 1983.
Availability: Video.
P 17 URBANISME AND AMÉNAGEMENT: AN INTERVIEW WITH PROF. OLIVIER SOUBEYRAN

PAL  Colour  43 mins.  
A young French student of geography discovers his life interest through travel to South America and its diversity of cultures. Music has played a key role in this discovery. Today he is Professor Agrégé at the Institut d’Urbanisme in Montréal, and continues to seek ways in which art and aesthetics, logic and technique, may be harvested to facilitate not only understanding of environments, but also in facilitating community participation in the planning process.  
Interviewer: Anne Buttimer  
Language: French  
Recorded at University of Geneva, Switzerland, by Kurt-Ake Lindhe, Tetra Pak, August 1984.  
Availability: Video.

P 18 CULTURAL VALUES AND SUDANESE DEVELOPMENT: AN INTERVIEW WITH SAYYID HURREIZ

PAL  B&W  25 mins.  
The Nile Valley, home for one of the world’s most ancient civilisations, is today witnessing profound and unprecedented changes, triggered in large part by “development” projects of the past few decades. Sayyid Hurreiz, Director of the Institute for African and Asian Studies at the University of Khartoum, here describes his own background and education in ethnology, as well as his post-graduate work in England and America. He also touches on present concerns about development and Sudanese cultural values.  
Interviewer: Anne Buttimer  
Language: English  
Recorded at University of Göteborg, Sweden, by Göran Wallén, September 1984.  
Availability: Video, Transcript.
Health Care (H-Series)

The first three items listed here are in-depth interviews with leading personalities in Swedish medicine. Each tells of his own career experience and reflects on developments within particular fields of health care during the past generation. A fourth item looks to the questions of health care in a developing society and questions some accepted values in medical education generally. There is an interview with Dr. Leodolter, former Minister of Health in Austria (H 5) and one with Dr. Gayle Stephens, “father” of family and community medicine in America (H 6). Finally, there is a teaching tape, prepared by two Americans, on health care services for Puerto Rican migrants to Worcester, Mass., USA (H 7). Dr. Inge Dahn, who has taken the leading role in this aspect of the Dialogue Project, has continued to use the video technique in his efforts to improve communication and mutual understanding between patients and doctors.
H 1 AN INTERVIEW WITH DR. OLLE OLSSON

PAL B&W 44 mins.
Formerly head physician and expert in radiology at Lund’s Lasarett, Olsson was one of the leading spirits behind the planning and design of this large-scale regional university hospital during the 1960's. Here he describes the background rationale and procedures whereby this plan unfolded, reflecting also on the dream and reality of functional specialization and centralization of hospital-based medical service.
Interviewer: Inge Dahn
Language: English
Recorded at Lasarettet, Lund, Sweden, November 1978.
Availability: Video.

H 2 AN INTERVIEW WITH DR. GUNNAR LINDGREN

PAL B&W 40 mins.
Specialist in internal medicine and pioneer in social medicine, Lindgren here explains his critique of a policy which placed priority on hospital-based medical care. He stresses the importance of understanding social context in both the diagnosis and treatment of illness, and the cardinal role of communication between doctor and patient.
Interviewer: Inge Dahn
Language: English
Recorded at Lasarettet, Lund, Sweden, November 1978.
Availability: Video.
H 3 AN INTERVIEW WITH DR. ÅKE NORDÉN

PAL  B&W  48 mins.
Pioneer in the field of primary care and general medicine, Norden was the initiator of the famous "Dalby Project", a centre which was to serve as base for diagnostic and therapeutic research on population health needs, but also as training centre for interns and students interested in the environmental aspects of illness. The tape explains some of the political and institutional difficulties encountered in establishing such a multi-purpose centre.

Interviewer: Inge Dahn
Language: English
Availability: Video.

H 4 AN INTERVIEW WITH DR. GÖRAN STERKY

PAL  B&W  42 mins.
A leading Swedish pediatrician tells here of his experiences in medical education in Ethiopia. Highlighted are tensions between the need to respond appropriately to local health problems versus the need to be at the cutting edge of medical research internationally. This tape provides excellent insight into the dream and reality of consultant aid to developing societies and raises questions about accepted values in the medical research, education, and practice in general.

Interviewer: Inge Dahn
Language: English
Recorded at University of Stockholm, November 1978.
Availability: Video, Transcript.
H 5 AN INTERVIEW WITH DR. INGRID LEODOLTER

PAL  B&W  40 mins.
A former Minister of Health in Austria here relates
some of the personal and professional challenges
encountered during her period of office, 1971–
1979. She describes some of the programmes for
mother and child care which she implemented, and
shares reflections on value questions in health care
policy.
Interviewer: Inge Dahn
Language: English and German.
Recorded at Institut Pédagogique, Luxembourg,
July 1980.
Availability: Transcript only.

H 6 AN INTERVIEW WITH DR. GAYLE STEPHENS

NTSC  B&W
Dr. Gayle Stephens, a leading personality in the
development of family medicine in America,
explains to Dr. Lucy Candib some of the back-
ground rationale for his work. He makes a strong
case for generalist approaches and concern for the
whole person as essential complements to specialist
developments in medicine.
Interviewer: Lucy Candib
Language: English
Recorded at Birmingham, Alabama, June 1980.
Availability: Transcript only.
NTSC/PAL  Colour  24 mins.
Dr. Candib and Amaral discuss a vision of holistic health care where the aim of the clinician is to better understand patients by comprehending their culture and migration experience. The setting is a community-based clinic that services a sizeable Puerto Rican migrant population. In the clinic photographs of people and landscapes from rural Puerto Rico are used as catalysts for exchange and mutual understanding between health care worker and patient.
Participants: Dr. Lucy Candib, Family Health and Social Services Center, Worcester, Mass., and University of Massachusetts Medical Center; Dr. Daniel Amaral, Clark University, Worcester, Mass., USA.
Language: Spanish and English.
Recorded at Worcester Polytechnical Institute, Worcester, Mass., USA, June 1980.
Availability: Video.
Creativity (C-Series)

A wide variety of individual personalities is included in this group. What they all have in common is a record of courage and creativity in their lives and actions. Five out of nine are women who have managed to combine family responsibilities with intense commitment to social causes, leadership and research. They offer provocative catalysts for dialogue not only on creativity but also on the role of women in society. Professor Dedijer (C 1) outlines explicit directives on creativity, but in the other cases this is only an implicit theme. Leon Rappaport, author of the controversial work Determinant (C 7) gives a vivid account of childhood experience of people, places, and events which he now recognizes as having been influential in his own thought and work. Leopold Kohr, author of The Breakdown of Nations (C 8) eulogizes the virtues of the small scale, illustrating his case with examples of creativity in Salzburg and its surrounding area.

See Item P004 (p. 101).
C 1 AN INTERVIEW WITH PROF. STEVAN DEDIJER

Stevan Dedijer, former director of the Research Policy Institute at Lund University, is a native of Yugoslavia. He studied physics at Princeton, became a Marxist, and worked as a journalist in the Pennsylvania steel and coal mining communities before WW II, when he served with the American forces. Later he became government advisor to Tito in Yugoslavia and left because of his disenchantment with state policy. Since coming to Sweden Dedijer has worked to create a field called "social intelligence" which investigates the capacity of societies to acquire, sift, and use information for their own best interests. On the tape he defines creativity as problem-finding and solving, and offers suggestions about education for creativity today.

Interviewer: Anne Buttmer
Language: English
Recorded at University of Lund, Sweden, March 1979.
Availability: Video, Transcript.

C 2 VÅNSKAPENS HUS

In 1967 a volunteer group of people set up a Kontaktjänst — a nighttime telephone service on weekends and public holidays — to serve a variety of spiritual and material needs. By 1968 a Friendship House was already established and since then it has continued to provide a full-time home for diverse activities, workshops, discussions, and meetings. Ninnie Sahlström is the moving spirit behind this enterprise, and in this tape she explains its philosophy and its attitude toward human service and creativity in Swedish society today.

Interviewer: Christina Nordin
Language: Swedish
Recorded at University of Lund, Sweden, June 1979.
Availability: Video.
C 3 AN INTERVIEW WITH MRS. ALVA MYRDAL

Audio Recording
Any woman seeking a professional career in the 1930's had many difficulties to confront. Alva Myrdal, Nobel Peace Prize laureate, here describes her own early experiences, and the successes and failures of political efforts for social justice and the control of nuclear weapons. A forthright commentator, she offers incisive criticism as well as inspiration and challenge for humanity's future.

Interviewer: Anne Buttiner
Language: English
Availability: Transcript.

C 4 AN INTERVIEW WITH MRS. ILSE SCHÜTZ

Audio Recording
Mrs. Ilse Schütz, widow of the famous philosopher and sociologist, Alfred Schütz, here describes their early years in Vienna, their migration during the war to Paris and New York, and the key influences on her husband's intellectual development. Her lifetime commitment to his career interests, and her successful promotion of his works since his death, are also highlighted.

Interviewer: Rudi Hartmann
Language: English
Recorded in New York, USA, May 1981.
Availability: Transcript.
C 5 "HOW TO GET THERE WITHOUT KNOWING WHERE YOU'RE GOING"

NTSC/PAL  Colour  39 mins.
First woman to chair the Board of Trustees at Clark University, Mrs. Alice Higgins describes her affluent childhood, the loss of family fortune during the Depression years, and her entry into the salaried labour as a medical secretary. She reflects on her responsibility for university affairs during the late 1960's when she served as Chairman of the Board. She also shares her images of the future for liberal education at Clark University.
Interviewer: Anne Buttimer
Language: English
Availability: Video, Transcript.

C 6 AN INTERVIEW WITH CLARA LUNDH

PAL  Colour  46 mins.
Clara Lundh entered Lund University in 1904 and played a leading role in student life, in the organization of women, in pacifist movements during WW I, and in a variety of civic affairs. At 96 she radiates a sharpness of wit and candor which reflects the variety and scale of her life's challenges throughout a long and rich career.
Interviewer: Iger Sondén-Hellquist
Language: Swedish
Recorded at University of Lund, Sweden, December 1982.
Availability: Video.
C 7 AN INTERVIEW WITH DR. LEON RAPPAPORT

PALetre 2 hours
Native of Warsaw and as a child witness to war atrocities Leon Rappaport in his life journey has covered diverse and challenging ground. He migrated to Sweden in 1947 and has played an advisory role to government on monetary and fiscal matters. He has written on issues of philosophy, mathematics, art, and literature. In this 2-hour conversation he expresses strong convictions about education, social life, and possible connections between altruism and human creativity.

Interviewer: Pierre Guillet de Monthoux
Language: Swedish
Availability: Video, Transcript (Swedish).

C 8 AN INTERVIEW WITH PROF. LEOPOLD KOHR

PALetre 45 mins.
Leopold Kohr describes the background rationale and inspiration underlying his work The Breakdown of Nations (1957). He proclaims the virtues and advantages of the local scale of life, referring to his own experience of growing up in the creative milieu of Salzburg, his work as a journalist during the Spanish Civil War where he met George Orwell in 1937, and later his teaching in North America. Despite his consciousness of problems associated with largeness of scale in the modern world, Kohr enjoys life's challenges as an anarchist and a pessimist.

Interviewer: Pierre Guillet de Monthoux
Language: English
Availability: Video.
Items included here range in focus from reflections on innovation (E 1), to descriptions of family-owned business enterprise and its role in society (E 2), to issues of education and managerial challenges facing entrepreneurs in Western and non-Western societies (E 5). A series of recordings with all postwar presidents of Gadelius KK, a Swedish-Japanese firm, yields insight into cultural differences in business and communication style, and the impact of political and military events on the fortunes of an international trading company (E 3, E 4). An interview with Hans Werthén, former Chairman of the Federation of Swedish Industry, examines forthrightly issues of leadership, motivation, and social responsibility (E 6). There are many overlapping strands of interest in these recordings: some contain vital ideas on creativity, planning, and intercultural communication.
E 1 A DOWN-TO-EARTH ACCOUNT OF THE LIFE OF AN INVENTOR

PAL B&W 39 mins.
Dag Romell tells about his own personal background, education, and interest in technology and environment. He then describes some of his own innovative projects and reflects on opportunities and constraints confronting innovators in Swedish society today.
Interviewer: Torsten Hägerstrand
Language: English
Recorded at University of Stockholm, Sweden, May 1979.
Availability: Video, Transcript.

Dag Romell

E 2 AN INTERVIEW WITH MR. MILTON P. HIGGINS

NTSC/PAL Colour 40 mins.
Milton Higgins, prominent American industrialist, describes his early education and nineteen apprentice years before becoming president of the family-owned Norton Company, now a diversified manufacturing firm based in Worcester with branches in various countries. Mr. Higgins was also a leading member of the Worcester Redevelopment Authority Board during the 1950's and 1960's. He reflects on planning interests and their connection with private enterprise as well as constraints imposed by federal laws.
Interviewer: Anne Buttmer
Language: English
Availability: Video, Transcript.

Milton P. Higgins
E 3 GADELIUS KK

P A L

Colour

P. 1 63 mins.
P. 2 54 mins.

Gadelius KK, initially a family-owned Swedish firm, was established in Yokohama, Japan, in 1907. This summary tape is based on individual interviews with the three postwar presidents of the company, Taro Gadelius, Jonas Goro Gadelius, and Katsuo Shiina, covering the period 1948–1981. It offers insight into the challenge and opportunity facing a Swedish firm conducting business in Japan, the vicissitudes of war and commercial horizons, and tensions between priorities oriented toward production and/or distribution. They also describe the circumstances leading the eventual merger with another Swedish company, Fläkt AB, in 1974.


Language: English


Availability: Video.

E 4 AN INTERVIEW WITH MR. KATSUO SHIINA, GADELIUS KK

P A L

Colour

P. 1 58 mins.
P. 2 29 mins.

First native manager of the Gadelius KK firm in Japan, Katsuo Shiina tells about the challenges facing a European-based company when it conducts business in Japan. He speaks of cultural nuances in business negotiations and explains cases where differences in communication style and background have affected the success or failure of a business. The tape offers good insight into the international and cross-cultural dimensions of business.

Interviewers: Håkan Hedberg, Nils Hornmark and Karl G. Hjerpe.

Language: English


Availability: Video.
E 5 AN INTERVIEW WITH MR. KARL G. HJERPE

PAL Colour 62 mins.
A graduate in engineering at Stockholm's Royal Institute of Technology, Hjerpe joined the Gadelius KK firm in 1958 and served as Managing Director in Tokyo 1958–1965 and then at Kobe until his retirement in 1977. In this interview he shares perceptions on the postwar "Japanese miracle", some features of the "Oriental mind", and the challenges of mutual understanding between people of different cultural orientations. He comments on general issues in international trade and communication, aid to developing societies, and the radically-changed educational requirements for students of engineering in the modern world.

Interviewer: Anne Buttmer
Language: English
Recorded at University of Lund, Sweden, September 1982.
Availability: Video.

E 6 AN INTERVIEW WITH MR. HANS WERTHÉN

PAL Colour 52 mins.
A leading Swedish industrialist, Chairman of the Board of Directors of Electrolux AB, and former Chairman of the Federation of Swedish Industry, Werthén describes his early educational experiences and experiments in technology and business enterprise. He also offers opinions on education, creativity, and the challenges facing Swedish society and economy today.

Interviewer: Anne Buttmer
Language: English
Availability: Video.
An implicit motif in the entire dialogue series is the quest for common denominators which could facilitate mutual understanding among people from different cultures. This becomes explicit in the recordings included in this section. The first three focus on experiences of migration and identity as bases for intercultural communication. Andreason (IC 1) describes her encounter with New Zealand society at the age of 10 and her re-entry to Sweden at the age of 24. A group discussion on “Being a Stranger” involves three overseas students (Israel, Libya, Germany) and two overseas professors (Ireland, Germany) at Clark University (IC 2). A third recording is an in-depth interview with Professor Theodore von Laue, who migrated from Germany to America in 1937. He reveals his world view, values, and beliefs about human society, and his concern about the future (IC 3).
IC 1 AN INTERVIEW WITH ELISABETH ANDRÉASSON

PAL Colour 42 mins.
At the age of 10 Elisabeth Andréasson left Sweden in 1951 with her parents who planned to start a new life in New Zealand. Adaptations to this foreign milieu, its language and culture, involved numerous hurdles for the family. At 24 she returned to Sweden and again faced a fresh set of challenges. This recording sheds light on the experience of migration and identity: an enduring issue of the twentieth century in most parts of the world.

Interviewer: Anne Buttmer
Language: English
Recorded at Lund University, Sweden, October 1982.
Availability: Video.

IC 2 BEING A STRANGER: CROSS-CULTURAL DIALOGUE

NTSC/PAL Colour 54 mins.
Five individuals from Europe and the Middle East share recollections on their experiences of migration as students to the USA. The experience is liberating, as one’s vision of the possible expands; confining, too, as one clings to attachments to the known. Discusants describe their search for the universal common ground that can transcend cultural programming, and emphasize the importance of interpersonal relationships in facilitating openness and sensitivity which one needs as “stranger” in a foreign land.

Participants: Izhak Schnell (Israel), Theodore von Laue (Germany), Abdulhamed Benkhial (Libya), Martin Koeppl (West Germany), and Anne Buttmer (Ireland and USA).
Language: English
Recorded at Worcester Polytechnical Institute, Worcester, Mass., USA, April 1983.
Availability: Video.
Dr. Theo von Laue ponders a lifetime's perspective on world history. He discusses the trend towards globalism in which individual identity is lost, brought about by expansion of the Western or "modern" world culture. The universalistic character of the new global culture creates an intercultural communications gap or "Tower of Babel". He then postulates direct action and creation of the Global City to transcend cultural differences. In the second part of the tape, von Laue postulates that history is a moral craft where all historical actors are entitled to compassion. Using the example of the United States and Russia, he expounds his theory of cultural relativism and the problems associated with the outsider's judgement of another culture. He suggests a "moral universalist" stance in which judgement transcends cultural relativism and civic responsibility dictates enlightened understanding.

Interviewer: Jonathan Bordo
Language: English
Availability: Video.
When individuals from diverse academic specialities meet, the problems of communication and mutual understanding which arise are in many ways analogous to those encountered in cross-cultural communication. The following recordings dramatize some aspects of this dilemma. The first four recordings are group discussions held during an international symposium on "Parts & Wholes". Participants are from fields as diverse as biology, linguistics, philosophy, and geography (PS 1), mathematics, and physics (PS 2), sociology, music, and philosophy (PS 3), and brain research (PS 4). Nuances of cultural as well as disciplinary differences are revealed, often quite dramatically, in these discussions. Three individual interviews follow: one with the founder of sociology in Sweden, another with a European scholar who is both philosopher and physicist, finally one with a Muslim scholar who has studied in Europe and is now directing an Institute of Islamic Studies in Khartoum. The central hope in this series is that the personal accounts of key individuals could shed light on the tensions surrounding professional expertise and personal integrity, as well as open fresh horizons on relationships between science and philosophy.
Kevin Mulligan, Marjorie Grene, Hans-Rainer Juncker and Anne Buttmer

PAL  Colour  54 mins.
Three scholars outline ways in which the issue of "parts and wholes" may be approached from their respective fields. For Duncker (biologist) the "organism" represents the most appropriate metaphor, for Mulligan (philosopher) language provides the key, and for Grene (philosopher) the issue must be set in the context of Western intellectual history. A provocative debate.

Participants: Marjorie Grene, Dep. of Philosophy, University of California, Davis, Cal., USA; Hans-Rainer Duncker, Inst. f. Anatomie und Zytobiologie, Giessen, W. Germany; Kevin Mulligan, Philosophisches Seminar, Universität Hamburg, W. Germany.

Interviewer: Anne Buttmer
Language: English
Recorded at University of Lund, Sweden, June 1982.
Availability: Video.

PS 2  PARTS & WHOLES II: MATHEMATICS AND PHYSICS

Ulf Grenander, Abner Shimony and Uno Svedin
PAL  Colour  37 mins.
Two senior specialists in mathematics and physics describe their own perceptions of “parts and wholes” in aesthetic and emotional terms. What is attractive for each is the elegance and simplicity of holistic models. In both fields, they suggest, there is a trend toward qualitative statement, global analysis, and an emphasis on the logic of structures and systems and pattern recognition.
Participants: Ulf Grenander, Division of Applied Mathematics, Brown University, Providence, R. I., USA; Abner Shimony, Department of Physics, Boston University, Mass., USA.
Interviewer: Uno Svedin, Committee for Future Oriented Research, Stockholm, Sweden.
Language: English
Recorded at University of Lund, Sweden, June 1983.
Availability: Video.

PS 5 PARTS & WHOLE III: HUMANITIES AND SOCIAL SCIENCES

Mihailo Marković, F. Joseph Smith, Joseph Agassi and Anne Buttimer

PAL  Colour  49 mins.
The stereotypical image of humanities as being concerned with the unique, and social sciences as concerned with the general, is here dramatized and debated by three scholars who relate their stances to their own experiences. Issues of ideology, aesthetics, prejudice and theory are aired with conviction.
Participants: Mihailo Marković, Dep. of Social Sciences, Belgrade University, Yugoslavia; F. Joseph Smith, Institute for Musical Research, Chicago, USA; Joseph Agassi, Dep. of Philosophy, Tel Aviv, York, Toronto.
Interviewer: Anne Buttimer
Language: English
Recorded at University of Lund, June 1983.
Availability: Video.
Gerhard Roth, Karl Pribram and Uno Svedin

PAL

Colour

32 mins.

Two leading specialists describe the profound change which has come about in the area of brain research. Traditional theories rested to a great extent on reductionist analysis of neurophysiological and perceptual processes. Today evidence converges around the conviction that the brain works as a whole, and attention is directed toward understanding the complex interactions of its sub-units rather than analysing the properties of its single components.

Participants: Karl Pribram, Dep. of Psychology, Stanford University, Cal., USA;
Gehard Roth, Dep. of Biology, University of Bremen, W. Germany.

Interviewer: Uno Svedin, Committee for Future Oriented Research, Stockholm, Sweden.

Language: English

Recorded at University of Lund, Sweden, June 1983.

Availability: Video.
PS 5 AN INTERVIEW WITH PROF. TORGNY SEGERSTEDT

PAL Colour 63 mins.
First Professor of Sociology in Sweden (1947), Torgny Segerstedt here describes his previous career in moral philosophy and the challenge of building up the empirical as well as conceptual base for sociological research in Sweden. Other major challenges are also discussed: changes in student life during his period as Principal of Uppsala University (1955–1978), national policy issues in science and higher education where he played a decisive role, and enduring research challenges in the sociology of knowledge and moral philosophy.

Interviewer: Katrin Fridjonsdottir
Language: Swedish
Recorded at University of Lund, Sweden, May 1984.
Availability: Video.

PS 6 REFLECTIONS ON KNOWLEDGE AND BEING: AN INTERVIEW WITH DR. ANDRÉ MERCIER

PAL B&W 51 mins.
Theoretical physicist, philosopher, musician and poet, André Mercier here describes his childhood experiences and education. A highlight in this account is the period when he studied with Niels Bohr in Copenhagen. Mercier explains key aspects of his own philosophy of knowledge, referring to his celebrated book, Love and Being. Provocative points are raised regarding university education today, and its future prospects.

Interviewer: Anne Buttiner
Language: English
Recorded at University of Göteborg, Sweden, by Göran Wallén, September 1984.
Availability: Video, Transcript.
Are science and religious faith compatible? A stimulating challenge is presented here by Ibrahim Ahmed Omer, a devout Muslim from Sudan who holds a doctorate in philosophy from Cambridge University in England. He describes the Institute of Islamic Studies which he now directs at the University of Khartoum and the vision of knowledge and its application which is cultivated at this centre. Questions are also raised regarding the social consequences of an Islamic State and the challenge offered by “development” projects of recent decades.

*Interviewer:* Tore Nordenstam, Department of Philosophy, University of Bergen, Norway.

*Language:* English

Recorded at University of Göteborg, Sweden, by Göran Wallén, September 1984.

*Availability:* Video, Transcript.
III. EVALUATION AND PROSPECT

General Remarks

The experience of this pilot phase points toward a number of potentially valuable directions for the dialogue process, and also indicates some minimal requirements for revision of procedure and policy, if the full harvest of the initial effort is to be reaped. On hand there now exists a substantial collection of documents which have unquestionable archival and pedagogical interest and this constitutes a unique body of research material. Experiments in the pedagogical use of tapes have been conducted at the University of Lund (Sweden), Cork (Ireland), Clark (USA) and Paris (France), and requests have being received from colleagues in various places for information about the project and for samples of its products.

It would certainly be premature to make a definitive evaluation of the process as a whole at this stage. One may note some of its apparent advantages and some indicators of its effectiveness. Until more individuals become involved in their own settings, however, and the dialogue really becomes a two-way process, one should withhold judgement on its viability. It seems most useful at this stage to note some of the remaining challenges and problems which would need to be faced if the dialogue idea is to be disseminated more widely.

The pilot phase was envisioned as one of experimentation with alternative ways of facilitating better communication among specialists in different fields. No budget provision was made for the kind of administrative and technical expertise which might be involved in extending the idea beyond the project site and in encouraging further developments internationally. During the experimental phase, however, it was difficult for project leaders to reconcile the competing demands for time and energy of (a) dialogue itself with interested parties, and (b) the practical details involved in producing and ex-
changing video programmes. Most of the arrangements for interviews and discussions, as well as for formal and informal meetings, have relied on personal good will and voluntary time contributed by individuals. While these circumstances may have added to the quality of personal commitment and openness, it would be contrary to the ecumenical nature of the Project to continue reliance on such conditions. Better, it would seem, to explore possibilities for support to individuals or to groups for specifically-defined experiments within their own settings, assuming that if these experiments were successful, the process would be continued without further external support.

One very clear outcome so far has been that interest in the Project is directly a function of the degree of participation. The Clark experience certainly points to this conclusion. During the initial phase, 1979-81, financial support was offered by three distinct private foundations associated with Clark University, a total contribution which matched that donated in Sweden. On the strength of these gifts, an office was set up for processing and circulating tapes, transcripts and reports, and a Faculty Advisory Group was actively involved in classroom experimentation with the tapes. Later, at Lund University, individuals within the departments of Business Administration, Architecture, Geography, and Sociology used the dialogue method and tapes in their own teaching programmes. At INTERGEO (University of Paris), 13 of the Dialogue Project tapes were used by students in 1985, and at Karlsruhe, Professor Kilchenmann produced and circulated three interviews with senior scholars from Germany (see p. 52).

A significant lesson, from a substantive viewpoint, is that some minimum common denominators of interest are necessary before one can hope to achieve the kind of communication involved in a dialogue. The fact that the best results seem to be in geography, enterprise, and health, indicate that beginning within one's field – dealing with subdisciplinary or subsectoral differences in expertise and ideology – is probably a good idea. Most working professionals have all they can do to keep up with the agenda on hand, and the most one can really expect is that they can develop a forum for ongoing dia-
logue within their own work settings. Interest in the content of tapes was highest when viewers were somewhat familiar with either the personalities or subjects being discussed on the tape. Dialogue was also more fruitful when it focussed on issues rather than simply on sharing anecdotes about life experience. Case studies from abroad were welcomed if they touched on issues which were germane to the ongoing challenges of particular schools or departments. Given the possibility of some forum for intradisciplinary discussion, then, and a critical mass of interest generated, one could eventually entertain the possibility of broadening horizons.

The story-telling technique has, to our surprise, been most effective as catalyst for cross-disciplinary interaction. Autobiographically-based reflections on the post-World War II era in any one sector tended to encourage similar reflections in others. The interviews with Lynch (P 7), Sterky (H 4), Mead (G 11), Kohr (C 8), and Max Néef (P 14) were particularly successful in this respect. Media also affected the process. Some of these senior or retired individuals were far more comfortable with the written word than with oral self-presentation; cases of the reverse were also noted. It would seem feasible, therefore, to arrange for the printing of essays and reflections, many of which remain unpublished. It was clear, too, that practitioners in fields such as health care, nursing, teaching, architecture, and planning, were more open to this dialogue process than were the exclusively academic types. Problem-solving still ranks high as a focus of common interest. One general impression yielded by the seven years therefore is that emphasis should now perhaps be placed on sharing experiences of problem-solving, to reveal some of the cultural as well as cognitive differences in the perception and management of problems, so that participants get the feeling of learning from their own and other people’s experiences. It is for this reason that (a) creativity and milieu, (b) urban and regional development, and (c) migration, identity, and cross-cultural communication, appear to be among the most fruitful lines for further development of the dialogue idea.
Major Problems

Despite the laudatory comments and expressions of enthusiasm heard from diverse individuals in various places, it must be acknowledged that the "Invitation to Dialogue" posed enormous demands on people and institutions (see P001). There was little hesitation, on anybody's part, in recognizing that 'the sociology of academic practice and the language and media normally used in processing and implementing research tends to impede rather than facilitate communication across disciplinary and sectoral boundaries' (P001, viii).

If this had been posed as an hypothesis for testing, no doubt it could have been amply proven through interviews, essays, and discussions. There was an implicit wish, however, that dialogue over such issues in the social construction and reproduction of knowledge might lead to suggestions about ways beyond the structural impasses in which individuals found themselves. Indeed many alternative scenarios have been aired, many stories told about experiments at different times and places in alternative learning models, approaches to community development, problem solving and health care. After the "dialogue", however, people have returned to their taken-for-granted role settings, inspired perhaps for the duration, but scarcely envisioning any prospect of fundamental structural change in the institutions which govern their lives. This is not intended as a reflection on individual persons; rather it is a radical questioning of another piece of wishful thinking which was explicit in the "invitation", viz., 'the quest for centering principles (for knowledge) can begin within the present structures even though ultimately it may identify aspects of those structures which impede authentic progress toward desirable goals' (P003, 67).

After several years of experimentation, then, little has been achieved in terms of structural reform within the settings of academic research or its applied extensions. Nor indeed was such as achievement envisioned. The central dilemmas of individual and society, academy and polis, "pure" and "applied" research, have certainly been dramatized and elucidated somewhat, but there has not been sufficient time to test out the practical feasibility of alternative models for research or learning. Evidence seems to point to
a need for a radically different social base for the dialogue effort, one which should remain in close association with existing structures, but not constrained by them.

"Territorial Imperative"

Consider the demands facing a fully-employed professor, researcher, doktorand, or professional expert. Confining one’s attention first to academic institutions, cost-efficiency considerations as well as implicit social imperatives demand that each be fully occupied with the (discipline- or sector-defined) task at hand. As participants in the discussion on education innovation (P 10) remarked, what is often forgotten is the question of costs and rewards for both faculty and students when something new or different is added to the curriculum. The more productive and ambitious practitioners within any field among the humanities or sciences are more likely to seek status and promotion within their own peer- or disciplinary reference-group; criteria of prestige and reward will most likely be based on visibility within that context. Individuals who engage in so-called cross-disciplinary or inter-disciplinary discussions, for whatever reason, may be tolerated, admired or scorned but rarely supported by colleagues within their own fields. Lacking the intellectual contributions of the better qualified scholars, then, cross-disciplinary discourse may revolve around the banal, the uncontroersial, even the trivial. Its fruits are not easily marketable, even if brilliant, in the standard channels of commercial production (print, video or whatever) because these, too, are oriented toward specialized, course-defined clientèles. Who, except the exceptionally-endowed, the weakling, or the visionary, would invest time and energy in cross-disciplinary dialogue?

And there are other sources of hesitation which academics have expressed about engagement in dialogue, viz., fears concerning ideological or political manipulation. Clearly the motivation to transcend (intellectually and emotionally) the conventional bounds of particular disciplines/sectors must derive somehow from an understanding and appreciation of matters which transcend one’s own
particular zone of reference. In recent history, however, and in fact throughout Western intellectual history, such "transcendent" appeals have frequently led to mass movements, involving scholars as well as the public, where scope for individual choice or personal reasoning was seriously diminished. There is little need to illustrate further than the memory of the Interwar Period when many of the scholars alive today — participants in the Dialogue effort — learned to express caution over such slogans as "integration", "centering", and "unifying principles" for academic life. For this generation, at least, functional specialization and scientific rigour, positivist or otherwise, provided keys for deliverance from political or ideological tyranny. The social and intellectual commitment to specialization which characterizes the generation which now holds the reins on research policy, on the European side of the Atlantic at least, must therefore be understood on moral, aesthetic, and ethical grounds, quite as much as it might be examined in epistemological terms. On the North American continent émigrés scientists from continental Europe during the 30's and 40's have exercised considerable influence on research policy. But even among the natives, pragmatism has led to two quite ambivalent attitudes: on the one hand, there has been a willingness to adopt a problem-solving approach to research (i.e., a tendency to override disciplinary differences for the sake of a higher goal, e.g., national defence or the control of hazards), but on the other hand an explicit faith in rationality which dictates functional specialization. On both sides of the Atlantic, therefore, a set of social/institutional structures has developed which promotes sectoral and disciplinary specialization, and, regardless of criteria for reward or prestige, few scholars today dare venture into the never-never-land of cross-disciplinary dialogue.

The fundamental ideological premises on which the Dialogue Project was founded were of a Socratic kind. Response to this "ideology" ranged from pious applause to skeptical condescension. Several have noted that only those who could affirm this ideology could really become involved wholeheartedly in dialogue. Ideology aside, many felt that the very idea of airing problems orally, reflecting on past experience and reaching toward mutual understanding, was a luxury which present-day academia could scarcely afford.
What mattered to many — particularly Scandinavians — was to emerge from discussions with some kind of consensus, compromise even, but at least one answer to the problem. The project’s bias toward pluralism, and its commitment to allowing diverse voices to articulate themselves, was confusing to many, repugnant to some.

Media and Message

The video medium, albeit now widely acceptable in several realms of modern communication, is still perceived in many academic circles as somewhat of a technological intrusion. This is not just a matter of personal prejudice among teachers who jealously monopolize the hours allotted to their lectures, nor is it the lurking fear of amnesia which commercial television evokes. It is often a purely technical matter, viz., to arrange for equipment at appropriate times/places, so that an experiment in dialogue can actually be done. Even given the proper arrangements, however, there is sometimes evidence of a certain reluctance on the part of instructors to give a powerful place to another (often foreign) voice, within the framework of a course which by necessity has to prepare students for examinations in a prescribed curriculum. To offer it as an “extra”, i.e., something to be scheduled outside normal instruction hours, often raised problems over preassigned hours and spaces within university premises.

Scheduling problems aside, it is clear that the initiators of this project were not aware of all the technical requirements involved in the use of this medium as catalyst for dialogue. Recordings per se were not difficult to arrange; few hesitated to accept invitations to be interviewed. The bigger issue was arranging for editorial work on the one hand, and for pedagogical experiments on the other. Editorial work, if it must be done within university studios, may involve delays and complications which can, and have, disrupted otherwise excellently conceived agenda. As with print, this medium needs trained and experienced personnel, and virtually no provision was made for this in the plan for the pilot phase. Unlike print, video demands a more highly specialized staff, mobile playback equipment,
and supplies of tape, which can become quite expensive. If video material is to be made available for individual or small-group consumption (as, e.g., print), there are necessary acoustical arrangements and relatively larger space requirements. An individual can check out a book at a library and sit unobtrusively for as long as the place is open; if he or she were to enjoy a video product alone, or with friends, acoustically-sealed space arrangements are required.

A further lesson learned from our experiments with video recordings is the differential response of viewers. Students today may have built their images of video on what comes across via commercial TV channels, viz., highly succinct, edited messages; the nature of the Dialogue Project recordings is quite different. The pace is slower, the content more diffuse; the style aims at being evocative rather than doctrinaire. Often people tired of the tone used in conversation among academics; interviewees have indeed, on occasion, lectured rather than discussed. Viewers often suggested that these tapes be edited in a way which focusses more sharply on issues, as in conventional TV documentaries. If the person or persons on the tape are unknown to the viewers, too, there has been evidence of confusion or boredom. Moreover, to date, video has been primarily a one-way medium; responses/questions to interviewees were communicated in letters rather than on tape. Given the limitations of equipment, time, and funding, it has been impossible to experiment with a video-based dialogue across disciplinary and cultural boundaries. Such an endeavour is, of course, technically possible, but has not been financially feasible within the framework of this pilot project.

Continuity

It was not only the ‘sociology of academic practice’ which was assumed to pose barriers to communication across disciplinary boundaries. There was also the political economy of research funding, which seemed to favour short-term, problem- or issue-specific analytical projects, and hence an apparent lack of long-term continuity in the pursuit of an idea. The Dialogue Project has indeed enjoyed seven
years of continuous funding, with little ideological constraints. Seven years might certainly be considered an adequate time for a pilot project, but if its essential goal were to initiate a process, then the best that could be anticipated after that time is a set of lessons learned and insights gleaned on guidelines by which the process might be facilitated in the future. Project directors can display a certain range of “research results”, products, and postmortems but obviously it is only at the appropriate moment for their submission to the Sponsor, that the process has really begun to take off!

Consider, then, if someone within a particular department of sociology, economics, medicine, or engineering, were to seek grant support to further the process, would they not have to demonstrate that their grant applications was oriented toward very explicitly sectoral or disciplinary goals? If such proposals were to be articulated in terms of cross-sectoral or cross-disciplinary ends, what would their chances of success be? And for how many years, and for how much support, might such a person dare to submit a request? Then consider the department which is gratuitous enough to share space with a venture such as the Dialogue Project: how can it continue to justify the allocation of its resources and premises to such a “marginal” operation? Given the present economic structure of research projects, all operations, however, trivial, must first be processed through the local department, in the local university, and this can occasion delays, undue load on regular personnel, and curtailment of initiatives which could be central to the project’s goals. The geography departments at Lund and Clark Universities have shown enormous cordiality to the project; technical staff at Lunds Läromedelscentr and Worcester Polytechnical Institute’s Center for

---

20 If, for example, a renowned visitor, Nobel Prize laureate, or otherwise interesting personality happens to be on a visit to the university, would it not be wise to record an interview with such a person so that his/her insights are thereby made available to students and colleagues who may not have the opportunity to meet him/her? In these days of exorbitant travel costs, it seems a shame not to use this technique. At short notice, however, given the present limitations of personnel employed at AV-centres, it has not been possible to achieve this.
Instructional Media have provided excellent service over the period. However, the Project has placed an extra burden on all these institutions and it does not seem fair to continue such dependence, unless provision can be made for adequate compensation.

Given the long-term needs for continuity and cumulative expertise which the dialogue process envisions, it seems that a solid institutional anchoring is required. The dialogue idea cannot be monopolized by any one discipline or sector on the one hand, nor on the other hand, can it be made vulnerable to the constraints of existing structures. Given a minimum set of structural provisions, most of which could complement rather than compete with existing department-based provisions, the dialogue idea should become a self-supporting, self-generating movement, eventually independent of outside funding. INTER-VIEWS at Lund University Library has graciously assumed responsibility for storage and circulation of existing products, but is not in a position to initiate programme production in the future. The need for continuity in stimulating further use of existing materials and promoting further development of the dialogue idea is, in fact, the rationale for constituting an Academic Committee at Lund University.

Some Concrete Suggestions

The dialogue idea to date has been articulated mainly within the framework of existing (mostly academic) institutions. Whether it should continue to be so anchored may be questionable. The process itself has revealed the need for radically different role definitions, administrative and technical functions, and possibly for a wider range of participants than is normally involved in academic life. Principally what is involved is the possibility of establishing a forum for free exchange of insight and information in a manner which does not intrude on, exploit, or compete for the existing resources of university establishments. What the dialogue process has to offer is a complementary function: one which would not only enrich ongoing systematic endeavours within one place, but at the same time would help to link them with a wider network of interest.
Each situation should, of course, work out its own design within the constraints of local, legal, and structural commitments. The following suggestions have emerged from our seven years of experimentation.

The Need for an Appropriate Social Base

The first and most essential requirement for a project like this is the availability of particular kinds of persons, who understand the idea, feel committed to it, and have the freedom to become involved. Among those who have demonstrated the keenest interest thus far, there is no question that senior and retired people, from various walks of life, have contributed more than any others.\(^{21}\) The legal age of retirement in various countries has little relationship to the level of competence, creativity, and courage evident among participants: in fact, for many reasons, individuals in their 60’s rank higher than any other group in the value of contributions gratuitously made to the Dialogue Project. A second type of potential catalyst for the dialogue process is the individual working in public services, creative arts, industry, or other professions who has expressed appreciation for the possibility of dialogue with university people. Though such interaction has to be scheduled around working hours, these individuals have brought valuable insights and practical suggestions to the dialogue process. Thirdly, and perhaps not insignificantly, are students — particularly those who are still in the process of discerning their own vocational choices. What they get from the dialogue process is fresh insight into their own intellectual and practical orientations, and they pose questions which are most provocative. To specify these three types of people does not mean that fully-employed lecturers, researchers, or professors should not be identified as suitable participants in the social base for a dialogue process. In fact, these still remain perhaps the major “audience target” for DIA products, and enjoy the authority necessary to

\(^{21}\) This reflects, of course, the nature of the “invitation”.

initiate experiments within existing institutions. Given the constraints surrounding their increasingly role-defined agenda, however, it would seem unfair to expect them to assume responsibility for initiating, organizing, or even "hosting" invitations to dialogue. They could serve invaluably as advisors to the process, potential users of tapes, and sources of information on editorial work, but experiments conducted during the pilot phase have made it clear that very few have the time and energy to be active in the process.

A certain minimum level of administrative competence, leadership style, and technical skill is obviously demanded in order to get a social base on its feet. Experience suggests, too, that one should begin with people who are committed to the idea for its own intrinsic value, and are vigilant to the ever-present danger of manipulation for commercial or ideological ends. A social base for the dialogue idea needs to count on adequate provision for voices to monitor and defend the interests of intellectual integrity, practical efficiency, and openness to creative alternatives to ongoing procedures.

The Need for Networking

Just as a variety of disciplinary backgrounds enlarged the scope for dialogue once there was a "problem" orientation to our experiments, the international dimension added motivation and fresh insight to discussions of a purely disciplinary or sectoral nature. To stage a discussion on Health Care in Sweden where foreigners posed questions, for example, motivated specialists in various fields to come up with a "Swedish" response. In any nationally- or culturally-defined situation, it is often necessary for a total stranger to pose general questions in order for the natives to recognize potential common denominators within the broader challenge facing their particular sector. The Project's experiments have uncovered — unwittingly in many instances — fundamental grounds for the

22 See Invitation to Dialogue, pp. 41-53.
emotional, aesthetic, and ethical grounds on which individuals reject (or deliberately refuse to consider) information on matters which transcend, or are articulated in a language that transcends, the normal, taken-for-granted discourse of their everyday lives. All that this dialogue process therefore has yielded is further evidence of the need for emancipation from existing sectoral and national boundaries on scholarly communication over issues of general interest.

Could this video-based invitation to dialogue have a special contribution to make toward this end? Given the volume of correspondence which has been exchanged during these seven years, it is quite clear that print can compete adequately in terms of inter-personal communication. The “multiplier effect”, however, of printed documents, does not compete with the telecommunicated medium, for the latter transports the “author” more effectively, renders the speaker present, in a much more efficient manner than the printed medium can. Some cultures have a far better capacity for expression via oral and visually-supported type of communication than others.

Recognizing these variations in cultural style, technical base, or educational structure, however, it would seem feasible that an international association for dialogue could be established. It would not be too difficult to constitute such an association, but serious attention needs to be directed toward the legalities involved in the circulation and sharing of video-based materials. It is not difficult to imagine the possibility of international symposia, or even international journals, but the key issue resides in the viability of a dialogue approach to the resolution of practical and intellectual problems, rather than a commercially- or ideologically-based doctrinaire approach. It depends on the integrity and courage of key individuals, whose initiatives can produce a richer harvest within a well constituted “networking” system, which is open to a plurality of insight and reflection.
Major Values of the Dialogue Idea

From the many experiments conducted during the experimental phase, as well as from comments and correspondence with participants, one could summarize the major functions and values of the process in the following manner:

a) As a research method aimed at eliciting experientially-grounded insight into and critique of applied science, the project has proven itself valuable for practitioners in a variety of fields, both in the formulation of hypotheses and in the evaluation of results.

b) As source material for reflection on humanistic themes such as intellectual history, creativity and milieu, and language and the social construction of disciplinary knowledge, interviews and discussions on videotape have proven to be both evocative and rich; they also constitute a rare source of oral documentation, revealing facts and experiences which would not normally be part of published records.

c) As a relatively uncomplicated method of promoting communication between researchers and teachers in widely separated places, and of sharing insights and experiences on particular strategies for development and/or planning, this approach can facilitate a kind of exchange which the print medium does not sustain.

d) As an approach to undergraduate education, the dialogue process already appears to provide catalyst for discovery and critical reflection by students.

e) As a potential method of promoting a two-way system of communication between the university and the public, the dialogue idea has much to offer.

f) Given certain minimum provision for personnel, administration and technical expertise, the dialogue idea could be a self-sustaining one, complementing the on-going interests of classroom and research laboratory.
Background information on the rationale and ongoing aims of the Project are contained in the following publications:  

P001 Buttmer, A. (1976) “Reason, Rationality, and Human Creativity”, Geografiska Annaler, Vol. 61 B, pp. 43–49. A brief statement of the rationale underlying the series of recordings on Dream and Reality of planning in fields such as health, enterprise, urban and regional development, and agriculture.


23 Unless otherwise specified, these publications, as well as transcripts of selected recordings, are available from the Manuscripts Department, Lund University Library, P. O. Box 3, S-221 00 Lund (see p. 106).


Other publications, not available from the Project offices, but which constitute an integral part of the Project's work, are:


University Libraries have through centuries been valuable archives of knowledge and are often called "the collective brain of human kind". Care of knowledge and the retrieval of knowledge through cataloguing, indexing etc. have been regarded as the core of librarianship.

When Lund University Library was approached by the two initiators of the Dialogue Project (Professor Anne Buttner and Professor Torsten Hägerstrand) we found out that the videotapes they had collected at their department contained valuable information on the interplay of knowledge and lived experience. We thought the tapes constituted just another medium for the storage of knowledge. The library has already an infrastructure for archiving, retrieving and distributing knowledge in printed form. With its archival, retrieving and distribution systems and with the right kind of technical equipment to show, duplicate and distribute videotapes, the University Library is in many ways an ideal institution for handling the Dialogue Project tapes. These tapes dealing with "knowledge and experience which transcend disciplinary and national boundaries" fit well into the mission of the library.

The current period in the history of libraries is a complicated one. More than ever before, major external forces are compounding library practices. Shifting priorities and the restructuring of internal programs are bringing forth a new era in library planning. New media open up powerful research potential and it is important that libraries and librarians know how to cope with the new media such as videotapes, videodiscs, computer programs, machine readable information etc. Gaining experience for future planning is of utmost importance for Lund University Library.

The present Dialogue Project videotapes and future videotapes in the same area will be kept by the library for loan or for purchase. All original tapes will be converted to the VHS-system as a common format for loan. Copies will be produced on demand from the original tapes. These copies can be bought in several different video-systems.

Loans can be made locally and are handled in a similar manner to local loans of printed material or through other libraries within the existing inter-library loan network. Those interested in buying a copy of their own will be able to do so by specifying the tape they want and in what system they want their copy made. A current price list will be sent out on request. All enquiries concerning borrowing or purchase of tapes should be addressed to:

Manuscript Department
Lund University Library
Box 3
581 18 LUND
Sweden

Kari Marklund
Director of Libraries
LUNDS UNIVERSITETSIBIBLIOTEK
presenterar ett nytt forskningsmaterial

INTER

VIEWS

i universitetsbibliotekets visningssal på Helgonabacken
1 – 3 oktober 1985

program
Tisdag 1 oktober
11.00 Presentation av projektet INTER-VIEWS av Anne Buttiner.
11.30 En intervju med professor Leopold Kehr presenteras av
Karin Adlersrut, Juridiska inst.
14.00 Högtone from the mouth of the man who was tasting... En intervju
med Alice Higgin presenteras av Ebba Grenthe, Inst f tillämpad
psykologi.
15.30 En intervju med Kevin Lynch presenteras av Rikard Käller, sek f
arkitektur.
Onsdag 2 oktober
10.00 En intervju med professor Toreny Segevold presenteras av
Karin Frimjøs, Sociologiska inst.
11.30 En intervju med Leen Rappport presenteras av Erland Lagerroth,
Litteraturvetenskapliga inst.
14.00 Parts & Wholes II: Mathematics and Physics presenteras av
Bengt E. V. Svensson, Inst f teoretisk fysik.
15.30 En intervju med Hans Werthelin presenteras av Hans Almme, Inst f
industriell organisation.
Tisdag 3 oktober
10.00 Pixels and landscapes, ett program presenterat av Lennart Olsson,
Naturgeografiska inst.
11.30 En intervju med Robert H. Kates presenteras av Torsten Hägström.
14.00 En intervju med Göran Stenby presenteras av Olof Wästerfjärd,
Kulturhistoriska inst.
15.30 En intervju med Manfred Max-Neffe presenteras av Mauricio Rojas,
Ekonomisk-historiska inst.

För vidare information om Inter-Views
ring 046/70 91 73

INTER-VIEWS är en somling som har samlats i biblioteket av ett internationellt
dialogprojekt, vilket instiftades 1979 av Anne Buttiner och Torsten Hägström. Samlingen
innehåller ca 100 videoinspelningar, intervjuer och
röster, varav ett stort antal är ett samarbete mellan olika
fackområden. Personer från olika nationer
och från 35 olika länder har gjort sina reflektioner
och idéer om branscher och verksamheter i planering, tillämpad
vetenskap och humanistiska studier under
1950-talet. Ett av de mest betydelsefulla syftena med
före träde är att skapa bygga broar mellan olika discipliner
och mellan människor med olika bakgrund,
inte minst mellan akademiker och deras omvärld.
Utgång av erfarenheter och värderingar från olika
huvud kan leda till nya institutionella
nyttigheter.

NOTES
5

5
Materials Available at Lund University Library

Videotapes can be either viewed in the library, borrowed or bought. Printed material can only be bought.

Viewing
All tapes can be viewed at the Lund University main library, which is equipped to playback 3/4" or 1/2" video taped recordings on either PAL/SECAM (European) or NTSC (North American) standard, workdays 8—16. Allow a minimum of one hour for the handling of your request.

Borrowing
Requests from local borrowers (lentagare) will be handled according to the established rules for book loans. If you are not a borrower at Lund University Library, please contact your local library for an inter-library loan. Use regular order forms for inter-library loans. Do not send any requests to us as we cannot fulfil it. The cost of the loan depends on your local library.

Buying
If no restriction regarding copyright is stated in this catalogue videotapes can be ordered for the systems VHS, U-Matic and Betamax. To simplify your ordering all programmes are offered at the same price regardless of the length of the tape.
Price per programme on U-Matic  450 SEK
Price per programme on VHS and Betamax  300 SEK

Printed Material
All printed material except item P004 can be ordered from the Lund University Library.
Prices:
P007 Information Brochure  20 SEK
P003 Invitation to Dialogue  20 SEK
P006 Life Experience as Catalyst for Cross-Disciplinary Communication  20 SEK
All other items (i.e., P001, P002, P005) and all transcripts  10 SEK

Item P004 can only be ordered from the publisher, Liber Förlag, S-205 10 Malmö, or from your local book-shop. Cost: 90 SEK.

Payment
Please use the enclosed order form or the one contained in the Information Brochure. Payment should be included in all orders. Checks should be made payable to “Lund University” on the total amount. If total amount is less than 100 SEK you can also use international postal coupons (Coupons-réponse internationale). Prints can also be bought cash at the desk at the main library.
Order Form

To Manuscript Department
Lund University Library
P. O. Box 3
S-221 00 LUND Sweden

Please send me copies of the following material

**Videotape (format V = VHS, U = U-Matic, B = Betamax)**

<table>
<thead>
<tr>
<th>Cat. no.</th>
<th>Format</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prints**

<table>
<thead>
<tr>
<th>No. of</th>
<th>Cat. no.</th>
<th>copies</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total amount enclosed as check/coupons

Order to be sent to:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Date of order: ______________

The purchaser is responsible for any duty, tax or other fees in the home-country.
Appendix

SUGGESTIONS REGARDING CONTRIBUTIONS TO
THE INTERNATIONAL DIALOGUE PROJECT

Background Information: The rationale and procedures involved in
the “dialogue” process have been outlined in the interim report,
Invitation to Dialogue (1980), with more specific statements about
the History of Geographic Thought series in the paper “On People,
Paradigms, and ‘Progress’ in Geography”, and the background
rationale for thematic series in the paper “On Reason, Rationality,
and Human Creativity”. I am assuming that potential contributors
will have already read these papers. Enclosed here is a brochure
which lists all recordings made to date and a chart showing the distri-
bution of participants. An overview of how items in the Geography
series have been analyzed and used is provided in The Practice of

These tapes are now available for wider circulation via INTER-
VIEWS at Lund University Central Library. This centre is equipped
to provide access not only to the actual tapes, but also to printed
transcripts which contain the texts of conversations, plus some
biographical information on interviewees. A sample copy of such a
transcript is enclosed. Although triple standard (PAL/SECAM/NTSC)
playback equipment for even 1/2” tapes is now available at both
sides of the Atlantic, it is assumed that researchers in various fields
could benefit from these texts.

During the first phase, financial support was provided mainly from
Sweden and USA, and most of the initiatives have been taken by
Anne Buttimer and Torsten Hägerstrand. What has happened on
occasion is that colleagues in various countries have proposed record-
ings and have donated valuable contributions to the collection. It is
anticipated that this will be the more common practice in the future,
and it is for that reason that the enclosed suggestions have been
drafted. Circumstances will vary, of course, between countries, and
what is contained here is based on our own limited experience.
Contributors should feel free to design and execute video recordings
in a manner which could be of primary benefit to their local situation first, outline how it is to be used locally, before sending a copy to the Dialogue Project. If each contributing site could cover its own production expenses, it is hoped that the Lund and Clark offices could continue to provide the necessary administrative and technical service needed to facilitate circulation of products.

Experience has shown that it is best to assemble all possible supporting material for tape and transcript at the same time as the recording is made. The enclosed checklist should offer some guidelines here. In case of individual interviews, it is important that the interviewee has maximum discretion over editorial suggestions on tape and transcript; that he or she provides the biographical summary (150 to 200 words), the list of 10 published works or major projects, the black-and-white photo, plus any visual inserts which may be needed on the tape itself. In the case of group discussions, each participant should have the same rights and responsibilities. Wherever possible, the interviewer should write the vignette descriptor of the tape itself, and help the technical supervisor with any editorial work that may be needed.

The catalyst of the production (in some cases the same as the interviewer) should take responsibility for assembling all the necessary supporting materials, and, wherever possible, arrange for transcribing and editing the text. The catalyst should also secure the necessary permissions, and notify the project about any possible restrictions on the use of the tape.
SUGGESTIONS FOR ORGANIZING A VIDEO RECORDING
OF INTERVIEWS/DISCUSSIONS

1. All our original recordings have been made on 3/4" U-MATIC video cassettes, colour where possible, with at least two cameras. Regardless of standard (PAL/SECAM/NTSC) these tapes could eventually be played back in any part of the world.

2. Our normal procedure is to avail of University studios, mainly for reasons of cost. An arrangement is usually possible between the local department, e.g., geography, philosophy, mathematics etc., and the AV department, that this production is of benefit for the ongoing teaching/research interests of the discipline and they have first right to the original tape. The Dialogue Project then pays for a copy and gains permission to circulate it, for educational purposes, to other departments who may request it. In cases where the recording studio wishes to have full discretion over editorial work on the tape then the original stays there; in cases where the studio does not wish to assume that responsibility, the Dialogue Project negotiates for the original.

3. The Technical Supervisor at the Studio may need, ahead of time, the following information:
   (a) recording is the be on 3/4" U-MATIC video cassette (if possible in colour) with at least two cameras
   (b) length of the interview/discussion (minutes)
   (c) whether there are to be visual inserts (e.g., maps, photos, diagrams) to be done simultaneously or to be edited later
   (d) the number of people involved, plus a typed-out list of participants including names, titles, and affiliations — just as these are to appear on the screen
   (e) that one wishes to have a copy run simultaneously with the recording and also possibly an audio cassette recording of the sound track
   (f) how the “bill” is to be handled, and the name of key contact person locally.
4. Participants should be asked to bring to the studio the following items:
   (a) a black-and-white photo, if they have one. Otherwise, perhaps
       arrangements could be made to take a photo at the studio.
   (b) Curriculum Vitae, or preferably (i) short biographical summary
       (150-200 words) and (ii) list of 10 items for their published
       works or major projects
   (c) any visual material to be inserted in the tape, e. g., maps,
       photos, diagrams, illustrations. If these are on slides, and the
       studio has the required facilities, these could be inserted
       simultaneously.

5. Conducting the interview (cf. *Invitation to Dialogue*). The supervisor
   should be asked to leave at least 1 to 1 1/2 mins. empty at the
   opening so the Dialogue Project can insert its own (standard) intro-
   duction.

6. After the recording, the participants should have an opportunity
   to view at least some excerpts and then asked to sign the enclosed
   permission forms. The studio supervisor should also sign the appro-
   priate permission form. Form A is designed for group discussions,
   Form B for individual interviews.

7. First choice of any editorial work should be that of studio and
   participants. Most of our recordings have not been edited at all with
   the exception of inserting the introductory announcement.

8. Send copy (or original) of videotape to Manuscript Department,
   Lund University Library, P. O. Box 3, 221 00 Lund, Sweden,
   together with supporting material and invoice. It is highly recom-
   mended by the Lund University Library that a transcript of the
   videotape should be arranged and if possible donated simultaneously.

9. Queries on further details may be addressed to Dialogue Project,
   Department of Social and Economic Geography, Sövhegatan 13,
   223 62 Lund, Sweden.
CHECKLIST OF SUPPORTING MATERIAL

Biographical Summary (150 to 200 words)

List of 10 Publications/Projects

Black and White Photo(s)
DIALOGUE PROJECT

Permission to Distribute
Videotape Copies and Transcripts

I hereby give permission for copying and distribution of the below named tape and transcripts of same with the understanding that the Dialogue Project is strictly non-profit and that the materials are being distributed to further educational and intellectual communication. Since the enterprise is non-profit no royalties will be paid or sought.

TITLE OF TAPE __________________________

Name of participant(s)

________________________________________________________________________

________________________________________________________________________

Signed __________________________
Date __________________________

________________________________________________________________________

________________________________________________________________________

Signed __________________________
Date __________________________

________________________________________________________________________

________________________________________________________________________

Signed __________________________
Date __________________________

Studio ______________________________________________________
Address ______________________________________________________

Date of recording __________________________
Signed __________________________
Date __________________________
Permission to Distribute
Videotape Copies and Transcripts

I hereby give permission for copying and distribution of the below named tape and transcripts of same with the understanding that the Dialogue Project is strictly non-profit and that the materials are being distributed to further educational and intellectual communication. Since the enterprise is non-profit no royalties will be paid or sought.

TITLE OF TAPE

Name of Participant

Address

Telephone/Telex

Signed

Date

Studio

Address

Date of recording

Signed

Date
<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>City</th>
<th>Indexes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agassi, Joseph</td>
<td>Israel</td>
<td>Tel Aviv</td>
<td>PS 3</td>
</tr>
<tr>
<td>Ahlberg, Carl-Fredrik</td>
<td>Sweden</td>
<td>Stockholm</td>
<td>P 1, P 2</td>
</tr>
<tr>
<td>Ahlbom, Nils</td>
<td>Sweden</td>
<td>Stockholm</td>
<td>P 11</td>
</tr>
<tr>
<td>Amaral, Daniel</td>
<td>USA</td>
<td>Worcester, Mass.</td>
<td>P 9, H 7</td>
</tr>
<tr>
<td>Andréasson, Elisabeth</td>
<td>Sweden</td>
<td>Lund</td>
<td>IC 1</td>
</tr>
<tr>
<td>Armstrong, Patrick</td>
<td>Australia</td>
<td>Nedlands</td>
<td>G 39</td>
</tr>
<tr>
<td>Beaujeu-Garnier, Jacqueline</td>
<td>France</td>
<td>Paris</td>
<td>G 21, G 33</td>
</tr>
<tr>
<td>Beck, Hanno</td>
<td>Germany</td>
<td>Bonn</td>
<td>Karlsruhe Geo-video Nr. 6</td>
</tr>
<tr>
<td>Benkhial, Abdulhamed</td>
<td>Lybia</td>
<td>IC 2</td>
<td></td>
</tr>
<tr>
<td>Bergsten, Karl Erik</td>
<td>Sweden</td>
<td>Lund</td>
<td>G 5</td>
</tr>
<tr>
<td>Berque, Augustin</td>
<td>France</td>
<td>Paris</td>
<td>G 33</td>
</tr>
<tr>
<td>Billmann, Ove</td>
<td>Denmark</td>
<td>Copenhagen</td>
<td>G 31</td>
</tr>
<tr>
<td>Boal, Frederik W.</td>
<td>Ireland</td>
<td>Belfast</td>
<td>G 35</td>
</tr>
<tr>
<td>Bobek, Hans</td>
<td>Austria</td>
<td>Vienna</td>
<td>G 18</td>
</tr>
<tr>
<td>Bordo, Jonathan</td>
<td>Canada</td>
<td>Calgary</td>
<td>G 36, IC 3</td>
</tr>
<tr>
<td>Boyd, John M.</td>
<td>USA</td>
<td>Worcester</td>
<td>P 12</td>
</tr>
<tr>
<td>Brun-Tschudi, Aadel</td>
<td>Norway</td>
<td>Oslo</td>
<td>G 1, G 8</td>
</tr>
<tr>
<td>Brutzkus, Eliezer</td>
<td>Israel</td>
<td>Jerusalem</td>
<td>P 5</td>
</tr>
<tr>
<td>Buttiner, Anne</td>
<td>Ireland, USA</td>
<td>Norway, Sweden</td>
<td>G 1, G 4, G 6, G 7, G 9, G 10, G 19, G 20, G 21, G 23, G 24, G 25, G 26, G 27, G 28, G 29, G 33, G 35, G 37, G 38, G 40, G 41, G 42, G 43, G 44, G 46, G 47, G 48, G 49, P 2, P 6, P 7, P 8, P 15, P 17, P 18, C 1, C 3, C 5, E 2, E 5, E 6, IC 1, IC 2, PS 1, PS 3, PS 6</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Page(s)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Candib, Lucy</td>
<td>USA: Worcester, Mass.</td>
<td>H 6, H 7</td>
<td></td>
</tr>
<tr>
<td>Chisholm, Michael</td>
<td>England: Cambridge</td>
<td>G 25</td>
<td></td>
</tr>
<tr>
<td>Chorley, Richard</td>
<td>England: Cambridge</td>
<td>G 25</td>
<td></td>
</tr>
<tr>
<td>Ciechocinska, Maria</td>
<td>Poland: Warsaw</td>
<td>G 47</td>
<td></td>
</tr>
<tr>
<td>Claval, Paul</td>
<td>France: Paris</td>
<td>G 33</td>
<td></td>
</tr>
<tr>
<td>Clay, Grady</td>
<td>USA: Louisville, Ken.</td>
<td>P 8</td>
<td></td>
</tr>
<tr>
<td>Cohen, Saul. B.</td>
<td>USA: New York, N. Y.</td>
<td>G 27</td>
<td></td>
</tr>
<tr>
<td>Coppock, J. T.</td>
<td>Scotland, Edinburgh</td>
<td>G 48</td>
<td></td>
</tr>
<tr>
<td>Dahn, Inge</td>
<td>Sweden: Lund</td>
<td>H 1, H 2, H 3, H 4, H 5</td>
<td></td>
</tr>
<tr>
<td>Dedijer, Stevan</td>
<td>Yugoslavia, Sweden</td>
<td>G 1</td>
<td></td>
</tr>
<tr>
<td>Dorel, Gérard</td>
<td>France: Laon</td>
<td>G 35</td>
<td></td>
</tr>
<tr>
<td>Duncker, Hans Rainer</td>
<td>W. Germany: Giessen</td>
<td>PS 1</td>
<td></td>
</tr>
<tr>
<td>Dziewoński, Kazimierz</td>
<td>Poland: Warsaw</td>
<td>G 17</td>
<td></td>
</tr>
<tr>
<td>Faissol, Speridiao</td>
<td>Brazil: Rio de Janeiro</td>
<td>G 29</td>
<td></td>
</tr>
<tr>
<td>Ferrario, Franco F.</td>
<td>South Africa: Cape Town</td>
<td>G 16</td>
<td></td>
</tr>
<tr>
<td>Flatrès, Pierre</td>
<td>France: Rennes</td>
<td>G 50</td>
<td></td>
</tr>
<tr>
<td>Freeman, T. Walter</td>
<td>England: Manchester</td>
<td>G 7</td>
<td></td>
</tr>
<tr>
<td>Fridjonsdottir, Katrin</td>
<td>Iceland, Sweden</td>
<td>PS 5</td>
<td></td>
</tr>
<tr>
<td>Gadelius, Jonas</td>
<td>Japan: Kobe</td>
<td>E 3</td>
<td></td>
</tr>
<tr>
<td>Gadelius, Taro</td>
<td>Japan: Kobe</td>
<td>E 3</td>
<td></td>
</tr>
<tr>
<td>Geipel, Robert</td>
<td>W. Germany: München</td>
<td>G 20</td>
<td></td>
</tr>
<tr>
<td>Getis, Arthus</td>
<td>USA: Urbana, Ill.</td>
<td>G 30</td>
<td></td>
</tr>
<tr>
<td>Glacken, Clarence</td>
<td>USA: Berkeley, Cal.</td>
<td>G 15</td>
<td></td>
</tr>
<tr>
<td>Granö, Olavi</td>
<td>Finland: Turku</td>
<td>G 1</td>
<td></td>
</tr>
<tr>
<td>Gregory, Derek</td>
<td>England: Cambridge</td>
<td>G 31</td>
<td></td>
</tr>
<tr>
<td>Grenander, Ulf</td>
<td>USA: Providence, R. I.</td>
<td>PS 2</td>
<td></td>
</tr>
<tr>
<td>Grene, Marjorie</td>
<td>USA: Davis, Cal.</td>
<td>PS 1</td>
<td></td>
</tr>
<tr>
<td>Guelke, Leonard</td>
<td>Canada: Waterloo</td>
<td>G 24</td>
<td></td>
</tr>
<tr>
<td>Guillet de Monthoux, Pierre</td>
<td>Sweden: Lund</td>
<td>P 14, C 7, C 8</td>
<td></td>
</tr>
<tr>
<td>Gutierrez de MacGregor, M. T.</td>
<td>Mexico: Mexico City</td>
<td>G 46</td>
<td></td>
</tr>
<tr>
<td>Gvati, Haim</td>
<td>Israel: Haifa</td>
<td>P 6</td>
<td></td>
</tr>
<tr>
<td>Hägerstrand, Torsten</td>
<td>Sweden: Lund</td>
<td>G 1, G 5, G 9, G 11, G 12, G 13, G 17, G 18, G 22, G 25, G 45, F 1, P 2, E 1</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Country</td>
<td>City</td>
<td>Code</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>Hartke, Wolfgang</td>
<td>W. Germany: München</td>
<td></td>
<td>G 1, G 6</td>
</tr>
<tr>
<td>Hartmann, Rudi</td>
<td>W. Germany: München</td>
<td></td>
<td>C 4</td>
</tr>
<tr>
<td>Harvey, David</td>
<td>USA: Baltimore</td>
<td></td>
<td>G 34</td>
</tr>
<tr>
<td>Heathcote, Leslie</td>
<td>Australia: Adelaide</td>
<td></td>
<td>G 44</td>
</tr>
<tr>
<td>Hedberg, Håkan</td>
<td>Sweden: Stockholm</td>
<td></td>
<td>E 3</td>
</tr>
<tr>
<td>Hewes, Leslie</td>
<td>USA: Lincoln, Nebr.</td>
<td></td>
<td>G 2</td>
</tr>
<tr>
<td>Hjelm, Lennart</td>
<td>Sweden: Uppsala</td>
<td></td>
<td>P 16</td>
</tr>
<tr>
<td>Hjerpe, Karl Gustav</td>
<td>Sweden: Stockholm</td>
<td></td>
<td>E 3, E 4, E 5</td>
</tr>
<tr>
<td>Hooson, David</td>
<td>USA: Berkeley, Cal.</td>
<td></td>
<td>G 33</td>
</tr>
<tr>
<td>Hornmark, Nils</td>
<td>Japan: Tokyo</td>
<td></td>
<td>E 3, E 4</td>
</tr>
<tr>
<td>Humphrey, John</td>
<td>Singapore, USA</td>
<td></td>
<td>P 13</td>
</tr>
<tr>
<td>Hurreiz, Sayyid</td>
<td>Sudan: Khartoum</td>
<td></td>
<td>P 18</td>
</tr>
<tr>
<td>James, Preston E.</td>
<td>USA: Florida</td>
<td></td>
<td>G 2</td>
</tr>
<tr>
<td>Jonsson, Ingvar</td>
<td>Sweden: Umeå</td>
<td></td>
<td>P 3</td>
</tr>
<tr>
<td>Kasperson, Roger</td>
<td>USA: Worcester, Mass.</td>
<td></td>
<td>G 33</td>
</tr>
<tr>
<td>Kilchenmann, André</td>
<td>W. Germany: Karlsruhe</td>
<td></td>
<td>Karlsruher Geo-video Nrs. 5, 6, 7</td>
</tr>
<tr>
<td>Kirk, William</td>
<td>Ireland: Belfast</td>
<td></td>
<td>G 35</td>
</tr>
<tr>
<td>Kish, George</td>
<td>USA: Michigan</td>
<td></td>
<td>G 3</td>
</tr>
<tr>
<td>Knattrup, Nikolaj</td>
<td>Denmark: Copenhagen</td>
<td></td>
<td>G 31</td>
</tr>
<tr>
<td>Kniffen, Fred B.</td>
<td>USA: Baton Rouge, La.</td>
<td></td>
<td>G 28</td>
</tr>
<tr>
<td>Knos, Duane</td>
<td>USA: Iowa</td>
<td></td>
<td>G 3</td>
</tr>
<tr>
<td>Koeppl, Martin</td>
<td>W. Germany: München</td>
<td></td>
<td>IC 2</td>
</tr>
<tr>
<td>Kohn, Clyde</td>
<td>USA: Iowa City</td>
<td></td>
<td>G 2</td>
</tr>
<tr>
<td>Kohr, Leopold</td>
<td>Austria: Salzburg</td>
<td></td>
<td>C 8</td>
</tr>
<tr>
<td>Leighly, John</td>
<td>USA: Berkeley, Cal.</td>
<td></td>
<td>G 14</td>
</tr>
<tr>
<td>Leodolter, Ingrid</td>
<td>Austria: Vienna</td>
<td></td>
<td>H 5</td>
</tr>
<tr>
<td>Lichtenberger, Elisabeth</td>
<td>Austria: Vienna</td>
<td></td>
<td>G 49</td>
</tr>
<tr>
<td>Lindgren, Gunnar</td>
<td>Sweden: Lund</td>
<td></td>
<td>H 2</td>
</tr>
<tr>
<td>Lukermann, Fred</td>
<td>USA: Minneapolis, Minn.</td>
<td></td>
<td>G 3</td>
</tr>
<tr>
<td>Lundh, Clara</td>
<td>Sweden: Lund</td>
<td></td>
<td>C 6</td>
</tr>
<tr>
<td>Lynch, Kevin</td>
<td>USA: Boston, Mass.</td>
<td></td>
<td>P 7</td>
</tr>
<tr>
<td>Mabogunje, Akin</td>
<td>Nigeria: Ibadan</td>
<td></td>
<td>G 45</td>
</tr>
<tr>
<td>Marchand, Bernard</td>
<td>France: Paris</td>
<td></td>
<td>G 33</td>
</tr>
<tr>
<td>Marcovic, Mihailo</td>
<td>Yugoslavia: Belgrade</td>
<td></td>
<td>PS 3</td>
</tr>
<tr>
<td>Martin, Geoffrey</td>
<td>USA: Connecticut</td>
<td></td>
<td>G 39</td>
</tr>
<tr>
<td>Mather, E. Cotton</td>
<td>USA: Minneapolis, Minn.</td>
<td></td>
<td>G 2</td>
</tr>
<tr>
<td>Name</td>
<td>Location</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Max-Néef, Manfred</td>
<td>Chile: Santiago</td>
<td>P 14</td>
<td></td>
</tr>
<tr>
<td>McQuarree, Bruce C.</td>
<td>USA: Worcester, Mass.</td>
<td>P 12</td>
<td></td>
</tr>
<tr>
<td>Mead, William R.</td>
<td>England: London</td>
<td>G 11</td>
<td></td>
</tr>
<tr>
<td>Mercier, André</td>
<td>Switzerland: Bern</td>
<td>PS 6</td>
<td></td>
</tr>
<tr>
<td>Mikesell, Marvin</td>
<td>USA: Chicago, Ill.</td>
<td>G 2</td>
<td></td>
</tr>
<tr>
<td>Miller, Roger</td>
<td>USA: Minneapolis, Minn.</td>
<td>G 36</td>
<td></td>
</tr>
<tr>
<td>Minghi, Julian</td>
<td>USA: Columbia, S. C.</td>
<td>G 33</td>
<td></td>
</tr>
<tr>
<td>Mookerjee, Sitanshu</td>
<td>India: Kalyani</td>
<td>G 41</td>
<td></td>
</tr>
<tr>
<td>Morrill, Richard</td>
<td>USA: Seattle, Wash.</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>Mulligan, Kevin</td>
<td>England: Cambridge</td>
<td>PS 1</td>
<td></td>
</tr>
<tr>
<td>Myrdal, Alva</td>
<td>Sweden: Stockholm</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>Nash, Peter</td>
<td>Canada: Waterloo</td>
<td>G 24, G 42</td>
<td></td>
</tr>
<tr>
<td>Nordén, Åke</td>
<td>Sweden: Dalby</td>
<td>H 3</td>
<td></td>
</tr>
<tr>
<td>Nordenstam, Tore</td>
<td>Norway: Bergen</td>
<td>PS 7</td>
<td></td>
</tr>
<tr>
<td>Nordin, Christina</td>
<td>Sweden: Göteborg</td>
<td>G 8, G 10, C 3</td>
<td></td>
</tr>
<tr>
<td>Olsson, Gunnar</td>
<td>Sweden: Stockholm</td>
<td>G 36</td>
<td></td>
</tr>
<tr>
<td>Olsson, Olle</td>
<td>Sweden: Lund</td>
<td>H 1</td>
<td></td>
</tr>
<tr>
<td>Omer, Ibrahim Ahmed</td>
<td>Sudan: Khartoum</td>
<td>PS 7</td>
<td></td>
</tr>
<tr>
<td>Parra, Lígia</td>
<td>Colombia: Bogotá</td>
<td>P 12</td>
<td></td>
</tr>
<tr>
<td>Patterson, William</td>
<td>USA: Chicago, Ill.</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>Peterson, Christer</td>
<td>Sweden: Stockholm</td>
<td>E 3</td>
<td></td>
</tr>
<tr>
<td>Pfeifer, Gottfried</td>
<td>W. Germany: Heidelberg</td>
<td>Karlsruher Geo-video Nr. 7</td>
<td></td>
</tr>
<tr>
<td>Pinchemel, Philippe</td>
<td>France: Paris</td>
<td>G 33</td>
<td></td>
</tr>
<tr>
<td>Pixels and Landscape</td>
<td>France: Paris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plewe, Ernst</td>
<td>W. Germany: Heidelberg</td>
<td>Karlsruher Geo-video Nr. 5</td>
<td></td>
</tr>
<tr>
<td>Pred, Allan</td>
<td>USA: Berkeley, Cal.</td>
<td>G 14, G 15</td>
<td></td>
</tr>
<tr>
<td>Pribram, Karl</td>
<td>USA: Stanford, Cal.</td>
<td>PS 4</td>
<td></td>
</tr>
<tr>
<td>Rae, John</td>
<td>England: London</td>
<td>P 13</td>
<td></td>
</tr>
<tr>
<td>Rappaport, Leon</td>
<td>Poland, Sweden</td>
<td>C 7</td>
<td></td>
</tr>
<tr>
<td>Reichmann, Shalom</td>
<td>Israel: Jerusalem</td>
<td>P 5, P 6</td>
<td></td>
</tr>
<tr>
<td>Romell, Dag</td>
<td>Sweden: Stockholm</td>
<td>E 1</td>
<td></td>
</tr>
<tr>
<td>Romero, Hugo</td>
<td>Chile: Santiago</td>
<td>G 38</td>
<td></td>
</tr>
<tr>
<td>Roth, Gerhard</td>
<td>W. Germany: Bremen</td>
<td>PS 4</td>
<td></td>
</tr>
<tr>
<td>Russell, Joseph A.</td>
<td>USA: Urbana, Ill.</td>
<td>G 30</td>
<td></td>
</tr>
<tr>
<td>Sävestad, Vikar</td>
<td>Sweden: Jönköping</td>
<td>P 16</td>
<td></td>
</tr>
<tr>
<td>Sahlström, Ninnie</td>
<td>Sweden: Lund</td>
<td>C 2</td>
<td></td>
</tr>
<tr>
<td>Schnell, Izhak</td>
<td>Israel: Haifa</td>
<td>IC 2</td>
<td></td>
</tr>
</tbody>
</table>


Schütz, Ilse  
Schwarz, Harry  
Scott, Peter  
Segerstedt, Torgny  
Shiina, Katsuo  
Shimony, Abner  
Sidenbladh, Göran  
Skoglund, Gösta  
Smith, Joseph F.  
Söderquist, Ivar  
Somme, Axel  
Sondén-Hellquist, Inger  
Sopher, David  
Souheyrane, Olivier  
Stephens, Gayle  
Sterky, Göran  
Stjernquist, Nils  
Svedin, Uno  
Takeuchi, Keiichi  
Talbot, William J.  
Thorarinsson, Sigurdur  
Turner, B. L.  
Utterström, Carl  
van Blumel, Dr.  
van den Berg, G. J.  
vanden Hulst, Michel  
Vilà-Valenti, Juan  
von Laue, Theodore  
Wardenga, Ute  
Wholley, W. Brian  
Werthén, Hans  
William-Olsson, William  
Wirén, Erik  
Zonneveld, J. I. S.  

Austria, USA  
Tasmania: Hobart  
Sweden: Uppsala  
Japan: Kobe  
USA: Boston, Mass.  
Sweden: Stockholm  
Sweden: Umeå  
USA: Chicago, Ill.  
Sweden: Jämtland  
Norway: Bergen  
Sweden: Lund  
USA: Syracuse, N. Y.  
Canada: Montréal  
USA: Birmingham, Ala.  
Sweden: Stockholm  
Sweden: Lund  
Sweden: Stockholm  
Japan: Tokyo  
South Africa: Cape Town  
Iceland: Reykjavik  
Sweden: Stockholm  
Holland: Groningen  
Holland, Mali  
Spain: Barcelona  
Germany, USA  
W. Germany: Münster-Roxel  
Ireland: Belfast  
Sweden: Stockholm  
Sweden: Stockholm  
Sweden: Stockholm  
Holland: Zeist  

C 4  
P 9  
G 22  
PS 5  
E 3, E 4  
PS 2  
P 10  
P 3  
PS 3  
P 4  
G 13  
C 6  
G 33  
P 17  
H 6  
H 4  
P 15  
PS 2, PS 4  
G 40  
G 16  
G 12  
G 32  
P 4  
P 12  
G 1, G 26  
G 19  
G 37  
IC 2, IC 3  
W. Germany: Münster-Roxel  
Ireland: Belfast  
E 6  
G 4, P 2  
P 10, P 11  
G 43
Reprocentralen
Lunds universitet 1986