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Chapter 16

My Gunnar Olsson

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10 I first heard Gunnar Olsson speak at the Department of Geography, University 10
11 College London (UCL), as a third year undergraduate in the spring of 1978. In my 11
12 last year, I would sneak into Departmental seminars supposedly reserved for staff 12
13 and post-graduates. I remember seeing Ray Pahl and Alan Baker present, both of 13
14 whom I read and were excited about, but who in seminar mode were rather dull 14
15 and dry. Then just before Finals, I saw that Olsson was speaking. I knew I should 15
16 study for my exams, but Olsson already interested me. Earlier in the same year 16
17 in a philosophy and methods seminar, a post-graduate student dressed up as a 17
18 bus conductor declaimed to the class selected passages from a dog-eared copy of 18
19 Olsson's (1975) *Birds in Egg*. He said the passages proved the end of causality. I 19
20 wasn't so sure, but I wanted more, and which is what I got that spring day when 20
21 Olsson came to UCL. 21

22 Olsson was in the process of making a slow farewell tour back to Sweden 22
23 to take up a position at Nordplan, Stockholm. For the previous ten years he was 23
24 in America teaching at the University of Michigan, Ann Arbor. Alan Gilbert 24
25 introduced him at UCL. Olsson was tall and lean, with shaggy long blonde hair 25
26 and a beard. He looked like a Viking. As soon as he spoke he instantly commanded 26
27 the room. There was nothing dull and dry about him. With no notes, he paced up 27
28 and down at the front of the stage like some caged animal, acting out his paper's 28
29 argument. His dramatic portrayal of the "hermeneutic moment" was a *tour de* 29
30 *force*. Not that I could always understand what he said. His deep voice, Swedish 30
31 accent, and tendency to laugh at his own jokes before he finished telling them, 31
32 meant I missed a good quarter of what he said. But then I didn't understand 32
33 Marlon Brando either, and I thought he was great. The physical performance and 33
34 the words of Olsson's I did catch were enough anyway. It wasn't an argument 34
35 for the end of causality, but an argument for being clear about ambiguity. That 35
36 was what all the pacing between one side of the room and the other was about, 36
37 along with extravagant hand gestures, face grimaces and piercing staring eyes. 37
38 He was performing the various tensions in life itself that produced ambivalence, 38
39 and which lay for him at the very centre of the human condition. These were 39
40 the tensions between thought and action, fixity and change, form and process, 40
41 certainty and doubt, determinateness and chance, and even between the equal sign 41
42 and the slash of the dialectic. As he says in the interview below, he gave the best 42
43 years of his life to understanding these tensions. And you could tell on that day 43
44 44

1 watching him. It was incandescently brilliant. Even the man dressed up as a bus 1
 2 conductor declaiming *Birds in Egg* dimmed in comparison. 2

3 Later that same year I left for graduate school in America. But the exposure to 3
 4 Olsson haunted me. My graduate supervisor at the University of Minnesota, Eric 4
 5 Sheppard, had on his bookshelf Michigan Geographical Publication, number 15, 5
 6 *Birds in Egg* (and which predictably had not been available at the University of 6
 7 London library). I immediately grabbed it, a giant door-stopper of a book, taking 7
 8 it in my first year and not returning it until five years later when I left for the 8
 9 University of British Columbia to take up my first academic job. I must have 9
 10 read it two or three times. I continuously went back to it to steal quotes and to 10
 11 check subtle philosophical points. I admired as much the writing in the book as 11
 12 its substantive content. There are not many brilliantly written books in Anglo- 12
 13 American human geography. Bill Bunge's (1971) *Fitzgerald* is one, and in its 13
 14 quiet elegance, Peter Haggett's (1965) *Locational analysis in human geography* 14
 15 is another. And Olsson's *Birds in Egg* is a third. The prose is shockingly good: 15
 16 funny, rich, learned, profound, purposeful. When I later spoke to Olsson about 16
 17 writing *Birds in Egg*, he said that precisely because he was not a native speaker of 17
 18 English he felt he could take chances, saying things that he would never dare say 18
 19 in Swedish. Like Joseph Conrad, another non-native writer of English language 19
 20 prose, Olsson produced in *Birds in egg* matchless writing, technically flawless, but 20
 21 not quite English. It was the "not quite English" that made it so compelling. 21

22 I interviewed Olsson because I was doing a project collecting oral histories of 22
 23 pioneers involved in geography's quantitative revolution. Of course, I had secretly 23
 24 wanted to speak to him for years. But I never had the temerity to ask. My project 24
 25 provided the perfect entrée, however. We agreed to meet at his Pittsburgh hotel 25
 26 room at the 2000 annual meeting of the Association of American Geographers. 26

27 Olsson, like David Harvey, had been a pivotal figure in geography's quantitative 27
 28 revolution. He had begun as a believer, but within a few years became one of its 28
 29 most trenchant critics. His early qualifications as a revolutionary were impeccable. 29
 30 As an undergraduate, as he says in the interview, he was captivated by the teachings 30
 31 of a young geography professor at the University of Uppsala who used "regression 31
 32 models," and which for Olsson were "beautiful," "open[ing] up a world." In 32
 33 1961–62 as a graduate student he met and befriended David Harvey, and already 33
 34 beginning to gather ideas for writing what would be the philosophical bible of the 34
 35 quantitative revolution, *Explanation in geography* (Harvey 1969). During 1963– 35
 36 1964 he attended one of the temples of North American spatial science, Walter 36
 37 Isard's Regional Science Department at Penn. As a result of that visit, Olsson 37
 38 (1965) wrote the now classic interpretive review of one of the key theoretical and 38
 39 empirical contributions of geography's quantitative revolution, spatial interaction 39
 40 models. As a result of these impeccable qualifications, he was offered a job at the 40
 41 illustrious Department of Geography, University of Michigan. Among its faculty 41
 42 were John Nystuen and Waldo Tobler, two of the original "space cadets," the name 42
 43 given to the graduate students at the University of Washington who in the late 43
 44 1950s spearheaded the quantitative revolution. 44

1 Olsson's experiences and credentials were unimpeachable. He should have 1
 2 been a dye-in-the-wool quantifier. But he wasn't. From almost the beginning of his 2
 3 Michigan appointment the worm turned. In the courses he taught such as the one he 3
 4 talks about in the interview about "Thought and action," in the graduate students 4
 5 he supervised and who included Bonnie Barton, Stephen Gale, and Michael Watts, 5
 6 and in his Ann Arbor living room "Salon" (as John Hudson calls it), he struck 6
 7 out in a different direction. It was away from certainty, fixture, determinateness, 7
 8 and absolutes to the treacherous shoals of ambivalence, mutation, chance, and 8
 9 relationality. His guides were no longer that young mathematically inclined Uppsala 9
 10 professor, Walter Isard, or the former "space cadets," but philosophers and artists 10
 11 who had deliberately turned their cheek to feel the full gale of contradictions and 11
 12 uncertainties of being human, and who included Samuel Beckett, James Joyce, 12
 13 Søren Kierkegaard, Ludwig Wittgenstein, and the writers of the Bible and Greek 13
 14 epic poems. 14

15 Not that Olsson stopped being a geographer. Initially the new Olsson met the 15
 16 old Olsson with spatial interaction models getting the *Birds in Egg* treatment (and 16
 17 becoming *Eggs in Bird*; Olsson 1980). Later the geography took the form of a 17
 18 discussion of *Lines of Power* (Olsson 1991). The interview below, however, is 18
 19 confined to Olsson's early years and the period leading up to that moment in spring 19
 20 1978 when Gunnar Olsson changed my life. 20

21 21

22 22

23 **Interview with Gunnar Olsson** 23

24 24

25 Pittsburgh, PA, 7 April, 2000 25

26 TB: I wondered if you could begin by talking about your early life. 26

27 GO: My very early life? As a child? 27

28 TB: If you think it is relevant. 28

29 GO: Most of what I have to say about that is in my contribution to *Geographical* 29
 30 *Voices*, the wonderful collection of autobiographical essays that Peter Gould and 30
 31 Woody Pitts put together. 31

32 I was born in 1935 and grew up a small town in a rather remote area of western 32
 33 Sweden. My mother was a midwife and my father owned a sawmill and a factory 33
 34 where he made doors and windows. They were a little older when they got married, 34
 35 my father 40 when I was born. From what I can judge I was a very wanted, loved 35
 36 child with no real problems. As a consequence I have never had any desire to reject 36
 37 my parents, and from what I can tell I had a very secure and safe childhood. I felt 37
 38 as if I could do whatever I wanted, and I was encouraged to do so. 38

39 When you are living in a small community of that type, everybody of course 39
 40 knows everybody else. Add to this my mother's job and it is clear that a large 40
 41 number of people were passing through our house, because in every family, rich 41
 42 and poor, there were babies being born. My father was very intelligent but he had 42
 43 only five years of school – every other day. He was clearly very bright and in his 43
 44 own fashion surprisingly well read. This was in no way an intellectual home, but it 44

1 was very open and it provided a sense of security for which I am eternally grateful. 1
 2 This well-ordered but permitting atmosphere has no doubt had an impact on my 2
 3 later development, for if you risk everything when you go off, it is natural that 3
 4 you become cautious and on your guard. So, even though I am well aware that to 4
 5 others my work has sometimes seemed strange, perhaps even dangerous, this is 5
 6 not at all how it has appeared to me. The truth is, in fact, that I have yet to meet a 6
 7 person of whom I am genuinely afraid. It has taken me a long time to realize how 7
 8 unusual this feeling actually is. 8

9 As I remember it, I was punished only once, and on that occasion for doing 9
 10 something utterly stupid. My father did not smoke, but he kept a box of cigars 10
 11 for his business friends. Now, together with two of my friends, I stole several of 11
 12 them, not merely one but enough for my father to notice. He did and I got a (light) 12
 13 spanking. To this day I am uncertain whether he did it because I had stolen or 13
 14 because I had been careless enough to be caught. 14

15 I have subsequently acquired a number of friends in southern Europe – Italy 15
 16 and Spain in particular – and it has taken me a long time to realise how different 16
 17 cultures are using slightly different socialization techniques for making us 17
 18 predictable and obedient, the sense of shame reaching much deeper into them than 18
 19 into me; myself I rarely even notice if I happen to do or say anything unusual. 19
 20 And if I actually do notice, I almost certainly would not feel ashamed. But some 20
 21 of my friends actually do and that is a feeling which has taken me a long time to 21
 22 understand. It would be strange if this personally trait were not somehow related 22
 23 to the type of creativity that has formed my work. 23

24 TB: So a secure, comfortable home life. 24

25 GO: Yes, and in the creation of that home life my father played a great role. 25
 26 Growing up on a small farm, and after a tough period first in the States and then 26
 27 in Canada, he returned to Sweden in the mid-1920s eventually earning enough to 27
 28 make him comfortable. As a sign of his determination I was only three months old 28
 29 when he bought a tract of forest land that he registered not under his own name, 29
 30 but under mine. It is still in my possession and even though it is far from enough 30
 31 to live on, it has sometimes made a difference. Most likely it has played a role in 31
 32 my decision never to apply for research money not, of course, because I would not 32
 33 have enjoyed the cash, but because it never crossed my mind to ask for the tacit 33
 34 permission. Why would professors be given tenure, if it were not because they were 34
 35 judged competent enough to decide by themselves what is worthwhile research? 35
 36 In the traditional Swedish system it was in fact only professors and judges that the 36
 37 constitution forbade the King to fire, although that of course sometimes happened 37
 38 anyway. The idea was nevertheless clear: even the sovereign needs servants who 38
 39 are sufficiently independent to obey by the law (juridical or scientific) rather than 39
 40 the dictates of the ruler. Money and freedom is indeed a multifaceted relation and 40
 41 in my mind the price for the Faustian pact is regularly too high to pay. Once that 41
 42 has been said, though, I admit that in my type of non-empirical research there is 42
 43 less need for money than for peace and quiet. 43

44 44

1 I know David Harvey quite well and when last January he came to Uppsala 1
 2 to receive an honorary degree, we talked about these issues quite a lot. I think 2
 3 he and I are the only one geographers of any repute who have never asked for 3
 4 funding. In turn this means that even though I have worked very closely with a 4
 5 number of students, none of them has had to rely on me for their bread and butter. 5
 6 I realize that this view of the students' independence may be outdated, but I feel 6
 7 so strongly about it that I will not give it up. Mentor yes; slave-owner no. But in 7
 8 today's Sweden, all doctoral students are formally appointed as state employees. 8
 9 I feel very sorry for them, for how can they under these circumstances ever grow 9
 10 into independent thinkers. 10

11 TB: What were you like as a student? 11

12 GO: First, of course, I went to the primary school, and that was in the little 12
 13 village where grew up. For secondary school I had to take the regular bus, 40 13
 14 kilometres there and 40 kilometres back, every day for four years. A formative 14
 15 experience. Then I switched to the gymnasium for another three years. Too far 15
 16 away to travel daily, so my parents rented me a room from an old lady, a friend 16
 17 of the family. This meant that from the age of seventeen I have had to look after 17
 18 myself. 18

19 TB: How old were you at the gymnasium? 19

20 GO: When I began I was seventeen and when I graduated I was turning twenty. 20

21 TB: Was it there that you wanted to be a geographer? 21

22 GO: I never wanted to be a geographer. Of course, like other children I liked 22
 23 the atlases, imagining the cold of the North Pole and the heat at the equator. But I 23
 24 was generally speaking good at school, the first years in a new system average, at 24
 25 the end always at the top. 25

26 Geography was always one of my best subjects, but I was actually more 26
 27 interested in history, literature and political science. And in the gymnasium we 27
 28 had a seemingly bad geography teacher – bad in the sense that he could not keep 28
 29 order in the class. As it turned out, though, he was a dedicated and quite competent 29
 30 researcher, who was talking about ideas, von Thünen included. Very beautiful and 30
 31 very simple. 31

32 When I later came to the university, where you had to take courses in a 32
 33 combination of disciplines to qualify as a teacher, I chose history and geography. 33
 34 Since I was much more interested in history I decided to start with geography, 34
 35 simply to get it out of the way. The studies were essentially free with very few 35
 36 lectures and hardly any seminars. You signed up for an exam once a semester and 36
 37 how you acquired whatever knowledge you acquired was really none's business 37
 38 but your own. 38

39 TB: Which university did you go to? 39

40 GO: The University of Uppsala, which was were most students from my 40
 41 province went. 41

42 TB: That was about 1955? 42

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1 GO: No, it was in 1957, two years after my graduation from the gymnasium. 1
 2 These two years in between turned out to be very important and I would like to 2
 3 say something about them. 3

4 At that time every twenty-year old male Swede had to do military service, a 4
 5 duty no one could avoid. A few weeks after graduating from the gymnasium I 5
 6 therefore found myself in the barracks, a place I quickly realized was not for me. 6
 7 Since everyone knew that students of medicine, dentistry and veterinary medicine 7
 8 (the army still had horses) could do the military training as part of their regular 8
 9 studies, the strategy gave itself. I wanted so very much to get out, but to become 9
 10 a dentist – I couldn't imagine anything duller. And sticking an operating knife 10
 11 into a human body was really not an alternative either. Veterinary medicine! An 11
 12 application was submitted and ten days later I was free. 12

13 Come fall I went to Stockholm to begin my new career. The second day there 13
 14 I biked to the school where I was met by a most enthusiastic assistant, who took 14
 15 me to an operating room where they were performing a caesarean on a horse. I 15
 16 knew from my mother how dangerous that operation was, but I had never really 16
 17 imagined that it could be done on a horse hanging in hooks from the ceiling and 17
 18 by vets with rubber boots on their feet. More blood than I had ever seen. And such 18
 19 was the end of my life as a veterinary. 19

20 In retrospect I often think of that summer of 1955 as being exceptionally 20
 21 important. The reason is that this was one of those rare moments in my life when 21
 22 I have done something on purpose, when I have manipulated myself, when I 22
 23 purposely have tried to reach a well-defined goal. Not letting life just happen, but 23
 24 consciously intervening. In the process I learned a lot about myself, a lesson which 24
 25 I now understand has had a profound impact on my attitude to politics, *the prime* 25
 26 example of intentional and institutionalised action. 26

27 Once this had happened, all universities had already started and it was too late 27
 28 to do anything about it. In addition I knew that no matter how much I disliked it, 28
 29 I would eventually have to complete the eighteen months of military training. To 29
 30 pass the time, I got myself a job as a teacher in a nearby high-school, as it turned 30
 31 out a life-changing experience. Why? Because in the graduating class was Birgitta, 31
 32 that cute little girl to whom I am still married. Of course there was a minor scandal, 32
 33 but what do you do when you are twenty-one. 33

34 TB: Then you went to Uppsala. 34

35 GO: Yes, and I started reading geography because I wanted to get it out of the 35
 36 way. But then the fantastic happened that one of our teachers was a young guy 36
 37 who had just finished an unusual thesis on migration, a study in which he had 37
 38 experimented with a set of regression models, essentially a social gravity model. 38
 39 To me this was extraordinarily fascinating, partly because the formulations were 39
 40 so beautiful, mostly because I didn't really understand what was going on. The 40
 41 challenge was enormous and I was convinced that here lay the frontier of the social 41
 42 sciences, indeed of knowledge in general. The point was to translate observed 42
 43 reality into the language of precise and non-ambiguous language, for only in that 43
 44 way could knowledge be accumulated. Already at that stage there was a streak of 44

- 1 minimalism, the feeling that empirical data can be condensed into a small set of 1
2 parameters. A new world was opened up, a world which in a sense I have never 2
3 left; whenever I don't understand what is going on, I automatically reformulate 3
4 the problem into a regression model with dependent and independent variables. 4
- 5 TB: Did you have much training in mathematics? 5
- 6 GO: Yes and no. In the gymnasium you had to concentrate either on language 6
7 or on mathematics, and I chose the latter. However, I was never especially good 7
8 at it and even though I think I could understand what was going on, I would never 8
9 have been able to do mathematics creatively. Certainly nothing compared to what 9
10 I have done in ordinary language. 10
- 11 TB: Did you think about these things philosophically at all? 11
- 12 GO: Quite early actually, because in the very beginning of my graduate work, 12
13 probably in 1961, I took a seminar on causal models from Herman Wold, the 13
14 professor of statistics and a leading econometrician. This course had a lasting 14
15 impact partly because it was technically quite sophisticated and partly because 15
16 it was firmly grounded in philosophy. To be minimalistic, the entire course was 16
17 about the coordinates-net in which we capture the world, especially about the 17
18 naming of the axes; not merely the singling out of dependent and independent 18
19 variables, but the fixing of the fix-point (the origo) on which everything is hung. 19
20 I think this is a key to understanding almost everything I have subsequently come 20
21 to do. Of course I did not know that at the time, but Wold's seminar – its content 21
22 at the very edge of my comprehension – was no doubt more formative than any 22
23 specifically geographic study I ever did. 23
- 24 TB: Naming the axis and then realising that by choosing the fixed point you 24
25 determine the world you see. 25
- 26 GO: Yes. Yet – and perhaps even more importantly – the very point of the 26
27 causal models is not merely to describe the world but to provide a means for 27
28 changing it. It follows that lodged in the axes of the regression models is the 28
29 key problem of thought and action, that is the relation between description and 29
30 prediction. In Swedish geography of the 1960s this was indeed a central issue, 30
31 for in the social engineering of that era the social gravity model was perhaps the 31
32 most important tool for rebuilding society, by extension for making the country 32
33 a better place to live. That said it should also be said that I remain very critical 33
34 of the geographers who were active in that work, Torsten Hägerstrand and Sven 34
35 Godlund most prominent among them. Once again it is a question of ethics, for I 35
36 will certainly demand of those who deliberately set out to change the world that 36
37 they should have a clear view of the consequences of their actions. In this case they 37
38 did not. To this day I remain uncertain whether they acted as they did because they 38
39 were tempted by the rewards of power or because they were methodologically 39
40 naïve. Perhaps it was just the moods of the time. The tone of the voice gives me 40
41 away, just as it always does when I witness how integrity is being sacrificed on the 41
42 altar of political correctness. 42
- 43 TB: I think that was the first article I read of yours – spatial engineering. 43
44 44

1 GO: How do I know, except to say that these issues have been with me for 1
 2 a very long time. And when in 1977 (after the eleven years at the University of 2
 3 Michigan) I accepted the job at Nordplan, my hope was to examine the relations 3
 4 of thought and action in greater detail. 4

5 TB: Were you aware of this that early – in 1961 and 1962. 5

6 GO: Probably not in 1961, but most definitely in 1965. 6

7 TB: Is Hägerstrand at Uppsala now? 7

8 GO: No. Hägerstrand has always been at Lund. Sven Godlund did his doctorate 8
 9 there as well, even though he later was appointed to the chair at Gothenburg. This 9
 10 means that both of them were members of the Lund school, which was decisively 10
 11 influenced by Edgar Kant, who after the war came to Sweden as a refugee from 11
 12 Estonia, where he had done a fair bit of Christaller-type work. 12

13 TB: Who were influential for you at Uppsala? 13

14 GO: In some ways the question is wrongly posed, because throughout my 14
 15 development hardly anyone has been strong enough to change me. Yet I have 15
 16 already mentioned Herman Wold and Esse Lövgren, the young man with the 16
 17 regressions. These two made an impact, almost certainly because they were so 17
 18 challenging. Gerd Enequist – formally my professor at Uppsala – was a historical 18
 19 geographer, who didn't have anything intellectually to do with my work, but who 19
 20 was curious and open enough to give me all the support I needed and never had 20
 21 to ask for. Like my parents she trusted me to do whatever I pleased and for that 21
 22 I remain incredibly grateful. None of them ever interfered, perhaps because they 22
 23 somehow knew that telling me what to do would never have worked. And that is 23
 24 despite my very Swedish non-aggression complex, an evasiveness which I have 24
 25 learned can be irritating. 25

26 TB: Even at this early stage, there is almost an ambivalence you have towards 26
 27 statistics, or mathematics. That seems to me still true. 27

28 GO: It is the aesthetics rather than the formalism itself that I find so appealing. 28
 29 And in my particular brand of aesthetics, minimalism plays a pivotal role. Here, 29
 30 again, I have been much influenced by the gravity model in which everything 30
 31 worthwhile is condensed into the points at which the line crosses the axes; the 31
 32 slope of the line, the angle. Since I am blessed with a rather poor memory I have 32
 33 to condense the world into geometric patterns which I can see with my eyes and 33
 34 grasp with my hands. 34

35 TB: You said you were thinking of going into history? 35

36 GO: I did do history. But when I did I had already been sucked into the 36
 37 geography department, where I was more attracted by the parties and the social 37
 38 atmosphere than by the intellectual questions. To tell the truth it is only recently 38
 39 that I have become seriously interested in geography. 39

40 TB: Was there much on the mathematical/statistical side? 40

41 GO: Nothing at all. Except in 1961–62 Julian Wolpert visited the Uppsala 41
 42 department and we were spending a lot of time together. As it turns out he too 42
 43 attended Wold's seminar and we were also taking the same course in computer 43
 44 programming. Before that – in 1960–61 – David Harvey came to Uppsala too. It 44

1 was Gerd Enequist who decided that he and I should share an office, an experience
2 that turned out to have a tremendous impact on both of us. 1 2

3 TB: What were the circumstances of you meeting? 3

4 GO: We were exactly the same age but because of the different educational 4
5 systems he was just finishing his doctorate at Cambridge and I was beginning 5
6 my graduate studies at Uppsala. He came there with a Leverhulme scholarship, 6
7 ostensibly because of the Swedish data banks, more likely because he just wanted 7
8 to get out of England. There was no particular reason why he should come to 8
9 Uppsala, rather than to Lund or Stockholm, but luckily he did. 9

10 So one day there was a knock on the door, Gerd with David in tow. Once she 10
11 had left the room, it took the boys two minutes to realise that they knew equally 11
12 little, two more to become friends for life. This is also how it has stayed, and that 12
13 is despite the seemingly different paths we have subsequently followed. 13

14 TB: What was this conversation that you had with him? 14

15 GO: Once again the question is wrongly put. For the truth is that we were just 15
16 fooling around, drinking and having a good time, talking about everything and 16
17 nothing, naïvely unaware. Throughout the sixties we used to meet at least once a 17
18 year, normally for several weeks at a time. All told we spent a lot of time together, 18
19 increasingly talking about location theory and spatial modelling, almost always 19
20 with a philosophical bent to it. Almost from the beginning we kept returning to the 20
21 form-process problem. And when we met next time, we were surprised to discover 21
22 that we had written virtually the same papers without ever having corresponded in 22
23 between. Of course there were intellectual parallels. But more importantly it was 23
24 a very close and personal relation. 24

25 TB: What were the kinds of philosophical literatures you were drawing upon 25
26 and reading that were influential? 26

27 GO: It came gradually, more from sociology than from philosophy per se. As 27
28 before, the focus was on issues of causation, occasionally on the relations between 28
29 induction and deduction – reasoning as a travel story, if you will. 29

30 My first thesis – the equivalent of the American PhD – consisted of several 30
31 articles, but the major one was a migration study in which I played with the 31
32 axes of a set of regression models. To be very precise: is human interaction a 32
33 function of distance or is social distance a function of interaction? There were, 33
34 of course, many other problems as well, including the fact that the gravity model 34
35 is a deterministic formulation in which the outcome is more dependent on the 35
36 normalizing means than on the deviant variations. How could I acknowledge in 36
37 the model the fact that even though you and I are alike, we are not identical? The 37
38 answer to that basically existential question lay in probability theory and therefore 38
39 I spent a lot of energy on trying to translate the deterministic formulations into 39
40 stochastic form. In hindsight these issues are closely related to the problem of 40
41 geographic inference, the question of what a description of spatial form can reveal 41
42 about the social processes that have generated it. In my mind it is this problem of 42
43 cartographic reason that eventually blew the discipline apart, a torpedo hitting the 43

44 44

1 ship of Geography below the water-line. In its frantic search for saving -isms, the 1
2 discipline at large seems happily unaware of what is at stake. 2

3 Why is this so? Because since its Greek beginnings Geography has been 3
4 founded in description, description presented as a map. But what does the map tell 4
5 you about the processes through which the phenomena represented by the points, 5
6 lines and planes actually came about? How *are* spatial patterns generated? It was 6
7 this methodological question that a small group of us got hooked on. And suddenly 7
8 it was crystal clear: the same spatial form can be generated through drastically 8
9 different processes. In turn this implies that from a perfect description of a spatial 9
10 form you cannot say anything conclusive about how it has been generated. A 10
11 conclusion that goes completely counter to centuries of geography! 11

12 Who were we? A gang of five often gathering on the living-room floor of the 12
13 Olsson house at 2128 Geddes Avenue in Ann Arbor: David Harvey, Reg Golledge, 13
14 John Hudson, Les King and myself. Fireworks exploding, lightening bolts out of 14
15 control. 15

16 TB: It was pivotal for you 16

17 GO: Yes, and not only for me. In fact I am convinced that the inference 17
18 problem played a role in David's conversion to Marxism just as it did in Hudson's 18
19 drift towards historical geography, in King's decision to become a university 19
20 administrator, in Reg's growth as a behavioural geographer. Splitting without 20
21 splitting, a kind of revolution that the majority of today's geographers know very 21
22 little about. Yet they are just as steeped by its consequences as we once were 22
23 ourselves. 23

24 TB: You were taking about the same problem with Harvey in 60. 24

25 GO: Yes, and in many ways this problem is still with me. And I think in a sense 25
26 it is for him too. It is so challenging because like all interesting problems it refuses 26
27 to sit still. Once you approach it, it turns another face. 27

28 TB: Has that been the central problem in your intellectual life. 28

29 GO: In some ways. If I were to pick only one, I would say the geographic 29
30 inference problem. But that is in itself an issue of translation, hence at bottom an 30
31 issue of exploring the prison-house of language. 31

32 TB: To backtrack – when did you graduate as an undergraduate? 32

33 GO: In 1960. And immediately after graduation I was awarded a fellowship to 33
34 begin work on the licentiate theses that I defended in 1965. The most formative 34
35 of those years was 1963-64 which I spent on an ACLS Fellowship at the Regional 35
36 Science Department in Philadelphia. In that adventure Julian Wolpert played a 36
37 role, not only because he was at the University of Pennsylvania at the time, but 37
38 also because he had helped me put together the application that got me there. A 38
39 completely fantastic year in the company of Walter Isard, Julian, and Michael 39
40 Dacey, with whom I shared an office. Topping it off were two NSF summer 40
41 institutes, the first in Regional Science at Berkeley, the other in Spatial Statistics at 41
42 Northwestern. For my own generation of quantitative geographers that summer of 42
43 '63 was crucial, much the same people attending both events, Leslie King foremost 43
44 among them. David was not at Berkeley but he did come to Evanston, where we 44

1 all struggled with Michael Dacey's point models, the stochastic formulations that 1
 2 later led to the inference problem. It is fascinating to see how the person who was 2
 3 so determined to transform the discipline into a hard science, through those very 3
 4 efforts provided the means for tearing it apart. Very strange. And with its own 4
 5 streak of tragedy. 5

6 TB: Other people I've spoken to have talked of an almost religious fervour in 6
 7 that period. Was that something you believed in? Were you an outsider? 7

8 GO: No, I was not at all an outsider. Of course there was an engagement, an 8
 9 obsession. Yet it was clearly more important to have a good time than to change 9
 10 the world. Lots of laughter, wine and food. Life as it is lived, fully and without 10
 11 compartmentalisation. That's why we are still meeting whenever we get a chance, 11
 12 that is where the foundation was laid. 12

13 TB: Did you feel that you discovered the truth, or was that just irrelevant? 13

14 GO: Of course we knew that we were on to something exciting. But we were 14
 15 also young. Much of what happened actually happened in our house, everyone 15
 16 who counted coming through for the parties, the seminars and just the fun. Without 16
 17 my wife as willing hostess it would all have been very different. 17

18 TB: When did you get your first PhD? 18

19 GO: In 1965. And without stopping I set my sights on getting the second 19
 20 doctorate, receiving a number of job offers at the same time. One of them came 20
 21 from the University of Michigan, another from Akin Mabogunje in Ibadan, who 21
 22 wanted be to join him in Nigeria. And I said yes, I will do that. But it took such 22
 23 a long time with the bureaucracy, and I was getting all these other offers, that in 23
 24 the end I decided to go to Michigan instead. The times were really unbelievable: 24
 25 in Ann Arbor I had never set foot, there was no job interview, I had met none of 25
 26 my colleagues to be. And even more remarkable, before our trunks had arrived I 26
 27 was receiving several new job offers, one from Toronto, where I knew that Les 27
 28 Curry was teaching. Since his work was important to me, I went to the Michigan 28
 29 chairman – I think it was Mel Marcus – asking for advice. "Take it easy," he said. 29
 30 And three weeks later I was promoted to Associate Professor with tenure. I had 30
 31 only the vaguest idea of what it all meant, the dictionary definition of the word 31
 32 "tenure" of little help. And given the reactions, I was careful not to ask. 32

33 It was fantastic, especially as the quick promotion strengthened my feeling of 33
 34 independence. In the meantime I kept working on my Swedish second doctorate, 34
 35 which I received in the spring of 1968, David one of the guests at the party that 35
 36 nothing could beat. 36

37 TB: What was that second doctorate about? 37

38 GO: I used some parts from the first thesis, but the second was called *Distance*, 38
 39 *Human Interaction and Stochastic Processes: Essays in Geographic Model* 39
 40 *Building*. Formally it was only 5 pages long, but in reality it was a weaving together 40
 41 of six separate articles. I was stunned to learn that the committee (Professor Wold 41
 42 one of its members) had given it the highest possible mark, a most rare distinction. 42
 43 Once again a shot of independence. 43

44 44

1 TB: You had that monograph on spatial interaction published by the RSA – 1
2 was it in 65? 2

3 GO: Yes, a combined monograph and bibliography that I wrote during the year 3
4 at Penn. It got a good reception, but eventually it made me embarrassed. Although 4
5 it was really only a student paper, it got reprinted and reprinted until in the end I 5
6 finally said no. 6

7 TB: How would you characterise your relationship with mainstream work up 7
8 until these pivotal meetings in 1968 in your living room? Were you a true believer 8
9 or had you always had a few doubts? 9

10 GO: It's difficult to say, for even though I have always been deeply engaged 10
11 in what I am doing, I would never call myself an obsessional believer. If there 11
12 ever were any true believers, they were not in my generation, but among those 12
13 who were formed towards the end of the fifties. Brian Berry, for instance, I think 13
14 he might have wanted to change the world. David too, of course, but with him 14
15 everything is different. In my own case I just did what I did, no cult of anything 15
16 except the urge of doing it on my own. 16

17 TB: Did you feel that geography up until the quantitative movement was 17
18 fundamentally wrong – that this place-based, regionalist descriptive approach was 18
19 something that needed to be overthrown? 19

20 GO: Yes, although it wasn't wrong, merely not interesting. No theory, hence 20
21 no beauty. We just made fun of it, cracking jokes as we went along. I'm sure many 21
22 do the same with me now. 22

23 TB: I did interview Peter Gould before he died. He demonised particularly 23
24 Hartshorne – as an evil person, not just that he was wrongheaded intellectually. 24

25 G: Peter was religious, of course. A true believer. But at the same time, he was 25
26 actually very open-minded. But it is certainly true that he believed not only in what 26
27 he was doing, but in the idea of changing the world. Very much the same mould 27
28 that you can now see in European and American politics, where the world leaders 28
29 are presenting themselves as moral leaders. They are dangerous, because they are 29
30 religious enough to go to war. Peter had some of that. 30

31 TB: 1968 – Had you started writing *Birds in Egg* at that time? 31

32 GO: No. That book grew out of the gravity model. As you will recall, my 32
33 question had been whether what the gravity model says is correct or whether its 33
34 various pronouncements are consequences of the particular reasoning mode in 34
35 which they have been phrased. Was the conclusion a result of me not properly 35
36 understanding the stochastic processes, of my own misunderstanding of the 36
37 relations between theories and observations. So I was asking, once again, whether 37
38 the revolutionary conclusion about geographic inference is correct or whether 38
39 we had reasoned in a way that is good enough. Had we just done a sloppy job? 39
40 Those kinds of questions obviously lead to the philosophy of science and, in my 40
41 particular case, to logic, especially many-valued logics and fuzzy set theory. These 41
42 were the connections that Stephen Gale and I were pursuing as early as 1970. To 42
43 my knowledge these papers were the first about logic and fuzzy sets ever to appear 43
44 44

1 in geography. Stephen, by the way, was the first in a long row of graduate students 1
2 who individually and collectively continue to mean so much to me. 2

3 Of course we didn't really understand what we were doing. What we did know, 3
4 however, was that unless the structure of the phenomena we were studying and 4
5 the structure of the language in which we were trying to capture them were not 5
6 the same, then we would be faced with an insurmountable translation problem. 6
7 Easy to see what is at stake, exceptionally difficult to know what to do about it. 7
8 Form and process in another guise, the parallels to the physics of the 1920s too 8
9 obvious to ignore. In my own case, and with my Swedish background, these issues 9
10 were directly connected first with the practice of social engineering and then with 10
11 Aristotle's question about the sea-battle tomorrow. 11

12 *Birds in Egg* took six or seven years to write. It drew quite heavily on the lecture 12
13 notes I developed for a course entitled "Thought-and-Action", an educational 13
14 experiment in which the students earned credits not in geography but in the college 14
15 at large. This in turn meant that I attracted some really excellent students, many 15
16 of them senior undergraduates who had completed all requirements except the 16
17 residency. Hence they were free to elect whatever courses they liked. And they 17
18 did. 18

19 TB: In that book you draw on people like Hegel, like Wittgenstein. Did you 19
20 only start reading them from 1968 onwards or had that been part of your earlier 20
21 intellectual training? 21

22 GO: I had read some of it in the gymnasium, but it became important with 22
23 the political turmoil between 1968 and 1975, a period which I often refer to as 23
24 some of the best years of my life. Those were the days and nights of the equal 24
25 sign, the key theme of *Birds in Egg*. The outcome of those investigations was, 25
26 of course, that even though we cannot do without the copula, there are several 26
27 alternative ways of defining it, each mode expressible through drastically different 27
28 languages; dialectics one of them, conventional logic another. So overwhelming 28
29 was the experience that when the book was finally out, it set off a tremendous, 29
30 perhaps life-threatening, creativity crisis. A most difficult time. 30

31 TB: For you personally? 31

32 GO: Yes. For what can you conceivably write about that is more important than 32
33 the equal sign? You can of course remain on the same level of abstraction, but if 33
34 you want to dig deeper, where do you go. 34

35 TB: Did it create a crisis between you and other people with whom you had 35
36 been friends? 36

37 GO: No, it didn't. At least not that I know of. Although I am well aware that 37
38 others sometimes see me as a controversial figure, that is most definitely not how 38
39 think of myself. 39

40 TB: Did you start moving out of that circle that you were a part of? Did people 40
41 like Les King and Reg Golledge move away from you? 41

42 GO: No, not at all. On the contrary, we got closer. This was also the period when 42
43 Reg encountered severe difficulties in his first marriage and that circumstance 43

44 44

1	brought us even closer than before. Wine and lobster, white and red, light and dark.	1
2	But at bottom always the connection between what you think and what you do.	2
3	TB: But it was such a different perspective. You seemed to be fundamentally	3
4	questioning their very project by raising this issue of the equal sign or the meaning	4
5	of “is.” Did you agree to disagree?	5
6	GO: Yes. They thought it was interesting and I didn’t feel in any sense excluded.	6
7	Perhaps because our relations had always been less intellectual than human.	7
8	TB: Do you see the work you’ve been doing most recently – your experiments	8
9	with language and that kind of thing – you see that coming up against the same	9
10	fundamental problem of form and process?	10
11	GO: Yes, of course.	11
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