

Preface

“A great man can step out from a small cottage” wrote the man whose tercentenary was celebrated in 2007 in Sweden and abroad with conferences, exhibitions and other events of all kinds. This man did not only step out from a small cottage somewhere in Småland, Sweden, but he also changed science in the eighteenth century. We are speaking of Carolus Linnæus (Carl von Linné) the great Swedish scientist born in 1707.

Linnæus spent almost three years in Holland and took his doctorate in a week in a small city, Harderwijk, at a university which no longer exists. After his years in Holland, Linnæus, became a famous botanist. Thus, for Linnæus there was a life before and after Holland. He left his famous footsteps in Dutch cities such as Amsterdam, Haarlem and Leiden amongst others. Linnæus' Tercentenary was celebrated in many places in the Netherlands. At the universities of Amsterdam and Groningen, the Scandinavian departments, in cooperation with other departments and institutions, organized two symposia, on the subjects of *Linnaean Travel: Transgression and Narratives* and *Linnaeus and the Environment, Yesterday and Today*.

In his article 'By Way of Introduction: Linnæus' World', *Alan Swanson* places Linnaeus against the backdrop of his time. He discusses the changes of thinking in various fields such as culture, (language) politics and the sciences - more specifically, the development in the field of botany. Swanson concludes that Linnaeus remained a child of his time, and with a father who was a pastor, for Linnaeus' system of classification began with and 'included God'.

Linnæus also understood that his work was not meant to be final.

In the next article, ‘The Dragonslayer’, *Gunnar Broberg* presents an interesting image of Linnæus by looking at how he used symbols for himself or his work. The symbol Broberg focuses on is the dragon in various shapes, such as ‘Lindorm’, ‘Hydra’ and ‘Draco’. Broberg notes the way Linnæus writes about ‘dragons’ in his travelogue about the journey to Lapland amongst others, or on how the presentation of the dragon/hydra was used in the famous frontispiece of Linnæus’ *Hortus Cliffortianus* of 1738. Broberg interprets the representation of young Linnæus as the hero who kills the dragon. Not only Linnæus used the symbol of the dragon for PR-aims. In a poem of the Swede, Olof von Dalin, Linnæus (here named ‘Herr Lodbrok’) is presented as a hero who saves the fair maiden by slaying a dragon. Broberg regards Linnæus as ‘one of the great mythologizers of Science’. He was ‘old-fashioned’ in using myth and ‘modern’ in ‘choosing logotypes for himself and in his ability to organize science’.

The following three contributions discuss Linnæus and his connection with Lapland and the Sámi. In ‘Linnæus as Ethnographer of Sámi Culture,’ *Nellejet Zorgdrager* discusses how Linnæus could be regarded as ‘an ethnographer *avant la lettre*’. *Zorgdrager* gives an overview of the questions Linnæus had to deal with concerning Lapland and the Sámi. By way of close reading of the diary of Linnæus and his official travel report to the Royal Scientific Society in Uppsala, *Zorgdrager* comes to the conclusion that not everything was the truth in Linnæus’ account. Though he failed to persuade the Society to publish some of his observations, he managed to write the *Flora Lapponica* and have it published in Amsterdam in 1737. Linnæus used his travel experiences also for his lectures for his students. In these lectures he presented the Sámi as happy people. Is this, perhaps, another variation of the Noble Savage?

In ‘Carl Linnæus from a Sámi point of view,’ *Krister Stoor* gives an answer to Linnæus and other travellers/strangers who visited

the Sámi. According to Stoor, in his *Iter Lapponicum* Linnæus gives us important and detailed information about the Sámi in the eighteenth century. Stoor shows that, from a Sámi perspective, the season was not the right one for the route Linnæus took. However, Linnæus' observations give future research on the eighteenth century an important impetus and are thus worth a yoik. 'We will keep his memory with us for a long time...'

Louwrens Hacquebord also focusses on Linnæus's trip to Lapland in 'The Geographical Approach of Carl Linnæus on his Lapland Journey'. Linnæus' understanding of geography has not been subject of as much study as his botanical work. Hacquebord remarks on the geographical work of Linnæus against the backdrop of eighteenth century earth science. As Zörgdrager did, Hacquebord comes to the conclusion that Linnæus asked the right questions regarding Lapland's geography, 'what and where and, secondly, why and why there?' Linnæus's way of doing field research is modern whereas his classification of minerals could be regarded as typical for his time and therefore old fashioned and not successful, as was his classification of plants.

The following two articles concern Linnæus abroad and the network of relationships Linnæus constructed during his stay in The Netherlands and how he and his 'apostles' reaped the benefit of those networks. In 'Linnæus in The Netherlands,' *Jorieke Rutgers* uses Bruno Latour's model of network analysis to describe the networks of Linnæus during his stay in The Netherlands, and the way Linnæus used his network to gain the approval of famous scientists such as Johannes Burman and Herman Boerhaave. In the case of Linnæus, a book (an 'actant' in Latour's terms), Hans Sloane's *Natural History of Jamaica*, was an important actant in his 'transfer' from Burman to George Clifford, as was, of course, the famous flowering banana-plant! By the time Linnæus left Holland he had become already a famous scientist.

Not only Linnæus but also some of his students, especially his

traveling students, ‘the apostles’, got a place in the Swedish hall of academic fame. In his contribution, ‘Globalizing Linnæus – economic botany and travelling disciples,’ *Sverker Sörlin* reflects on the ‘research environment’ Linnæus created in Uppsala and how he developed the travel-project, how he recruited his ‘apostles’, and how active they were. Sörlin discusses some students who were successful (Kalm, Thunberg), or the ones who were lost/died and never returned to Sweden (Forsskål, Tärnström), and also one who ‘deserted’ Linnæus’s project (‘the ungrateful Solander’). The agenda of the travels was not only scientific. From the analysis of the instructions of Linnæus, we can see they often proved to be travel with an economic purpose. The ‘apostles’ went and if anything went wrong, Linnæus saw their sacrifices as ‘undertaken for the benefit of Sweden’s economic advance’ and of course also for the benefit of science. Even if Linnæus was a child of his time, in spite of the failures and loss of lives, ‘his natural history travel enterprise put Sweden on a modernizing path, linking science and economy’.

Two articles deal with Linnæus’s importance for science and teaching today. In ‘Linnæus as Biologist: The Importance and Limitations of Linnaean Systematics in Biology’, *Maarten Loonen* discusses in what way Linnæus’s classification was outdated by new developments in science, such as Darwin’s theory, and the increasing understanding of classification and the discovery of DNA structure. Loonen argues that ‘it is time to re-use the wisdom of Linnæus and opt for a simple solution’. In his discussion of the matter, he uses his own experiences as a biologist and argues for the PHYLOCODE is the best possible one for ‘a classification based on relatedness.’ This new system ‘should link to the original description and to modern classification’.

‘Teaching Botany Inspired by Linnæus – Is It Possible?’ This is a question *Mariette Manktelow* discusses in her contribution about the role of Linnæus as a teacher. Whereas Sörlin focusses Linnæus’s way of supervising his travelling students, Manktelow looks

at the practice of teaching at the university. Her contribution is a short summary of the results of a study made by an interdisciplinary research group, using documents such as the notes made by Linnæus' students, as well as Linnæus' own remarks in his autobiographies. Manktelow presents Linnæus' tutoring model and shows the outcomes of it. In the last part of her article, Manktelow discusses some talented women whom Linnæus encouraged. From a test by the project group it became clear that it is possible to use Linnæus' way of teaching indeed.

A literary Linnæus and a literary perspective come to the fore in 'The Grove of Linnæus, With Digressions between Eden and Getsemane,' by the Swedish novelist *Magnus Florin*. Though this essay has a status of its own and perhaps any introduction is not necessary, Florin's story is a beautiful example of how Linnæus inspired not only scholars but also writers. Florin talks about his Linnaean novel *The Garden* (1995), not a documentary novel but a fantasy, as he argues. Florin chooses one topic from the novel, the grove, and elaborates it 'both as a vivid idea and as a concrete place'.

The last two contributions are by Anka Ryall and Mary Katherine Jones. *Anka Ryall* talks about 'The World According to Marianne North, a Nineteenth-Century Female Linnaean'. Ryall discusses North's world view represented in her paintings. As with Linnæus, she wanted 'to transplant the flora of her world to her own country'. She did that by building a gallery to display her botanical paintings. For her analysis of North's works and views, Ryall used the autobiography *Recollections of a Happy Life* amongst others. North's main contribution was 'her focus on the connection between individual trees, plants or flowers and their environment'. Ryall ends her article with the conclusion that North, despite her work as a female botanist, as a nineteenth century unmarried woman not yet was ready for acknowledgment in public.

In the last contribution to this volume, we travel farther north than Linnæus had ever been. *Mary Katherine Jones* talks about the

first expedition of Anton Rolandsson Martin, a travelling student of Linnæus in ‘Swedish scientific expeditions to Spitsbergen, 1758-1908’ and investigates the motives, successes and failures of subsequent expeditions to the Arctic. Martin’s expedition is regarded as ‘the pioneering forerunner of Swedish scientific expeditions’. Jones describes the development of these expeditions, from idealistic and scientific expedition to expeditions which had more commercial and nationalistic purposes and, later on, tourist travels. According to Jones ‘commercial exploration and territorial claim were usually integral elements’ in the case of the early expeditions. In the twentieth century, though, the Swedish interests in the region were frustrated by international scientific expeditions.

From Linnæus’s first travels to Lapland and Holland to his apostles’ travels to all over the world, from Linnæus’s dragons and minerals to his public relations and his tutorial model, we hope that this special issue will enlarge our understanding of the impact of Linnæus’ works and life.

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