

## DEDICATION

With the deepest respect and feeling, the Cooper Ornithological Club dedicates this issue of the Condor to the memory of Joseph Grinnell. Several of his students have joined to contribute the non-biographical content of this number.

Much of the story of Grinnell's life has been told in preceding pages, but there is yet to be related one phase of his accomplishments which can best be appreciated by those who in late years embarked upon scientific investigation under his guidance. This was his unselfish sponsorship and encouragement of the young investigator. For many years Joseph Grinnell pursued his own research and writing with boundless energy; the attention of his inquisitive mind seemed completely absorbed with his prodigious program of work. But in the last two decades of his life concern for the beginners in his fields of interest grew strongly. Tolerance and understanding of young persons became an outstanding quality and he spent time without limit in diligent coaching of those who might carry on after his day.

His method with the beginner rested on the sound principle of teaching by example. There was always the stimulating sight of Grinnell enthusiastically studying and putting through a new piece of research. We were allowed, often in subtle fashion, to see how he worked. Seldom were we told what to do unless we asked, and perhaps not even then, but at every turn there was opportunity to see his system, to sample his critical viewpoints, and to note the safeguards he used to insure soundness of scientific results. Grinnell seemed not so much interested in making research workers as in seeing what ability would naturally develop in a good environment. He wished to see what new viewpoints a fresh unprejudiced mind could engender.

He was heard to say many times that the original thoughts and constructive research of any person will come to light early in his life. It is a mistake for oldsters to dominate the field. They are through as regards progressive investigation. He urged them to step aside that the young men might develop their work without domination or discouragement and before their working days are impinged upon by responsibilities that do not contribute to the fund of human knowledge. It is easy to understand how such an attitude forged a strong bond with the student and spurred the beginner to do his best to merit this confidence.

The criticism of oldsters Grinnell must seriously have applied to himself in shaping his actions and thoughts, for he remained to the last remarkably young in mind. Students found in him a kindred spirit, one willing to lay aside old interpretations and to adopt new lines of thought which might contravene his own earlier writings. His authoritative judgment was all the more sound because he could view objectively his own work.

A device to which he habitually resorted in drawing out a student was questioning with all semblance of being entirely ignorant of the answer himself. Often he had written something on the subject in one of his many papers, but it was left to the student to discover this at some later date.

The crucial stage in guidance of a young investigator came in examination of the student's manuscripts. Here were the tangible results of study, embodying the final judgment of the researcher. How patiently he read over with us our first papers, criticizing usage and challenging every thought! In order to promote this phase of instruction he conducted an informal class in scientific writing and technique of publication, but this in no way replaced the individual attention that students' papers received.

We hold the warmest admiration for the way Joseph Grinnell grew in outlook, knowledge and understanding with the fields of science and the institutions which he helped so importantly to build. His students and associates pay tribute to his democratic and inspiring leadership.—ALDEN H. MILLER.