

## INTELLECTUAL PEDIGREES

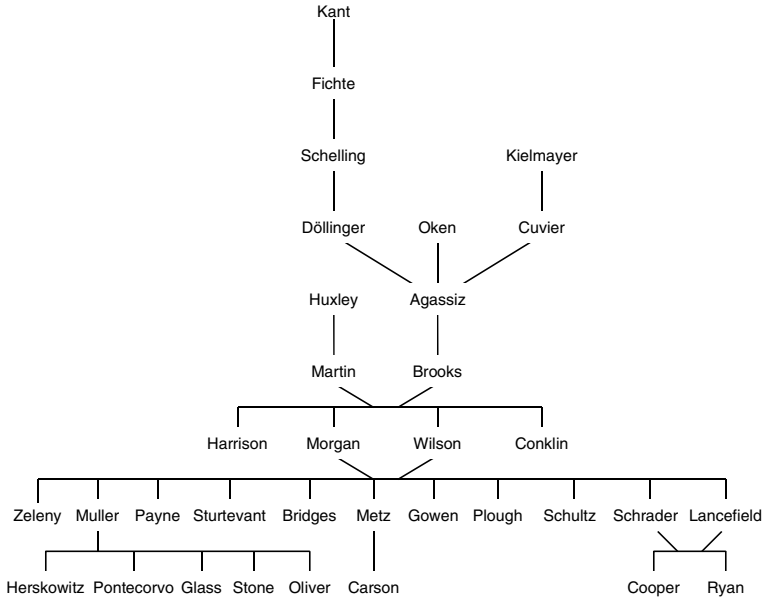
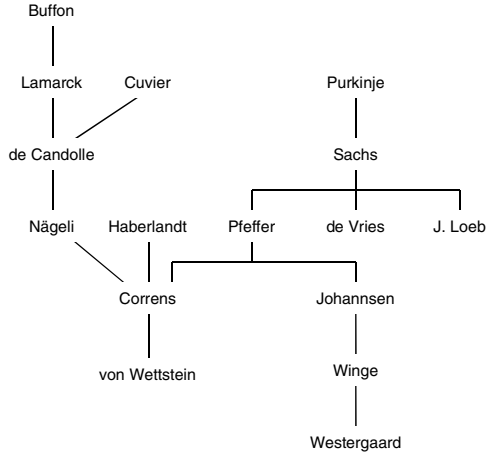
The accompanying diagrams are presented with some hesitation, since they are certainly greatly oversimplified. In general, the attempt has been to show teacher-student relationships and to neglect the interactions between contemporaries and of students on their teachers—both of which are evidently often important. They also neglect the effects of brief contacts and of influences through reading, rather than direct personal relations. Finally, they are very incomplete even for what has been attempted, and I am sure there are inaccuracies.

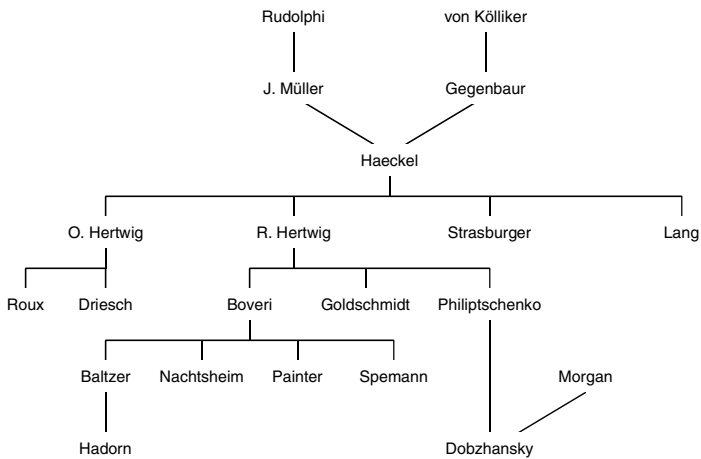
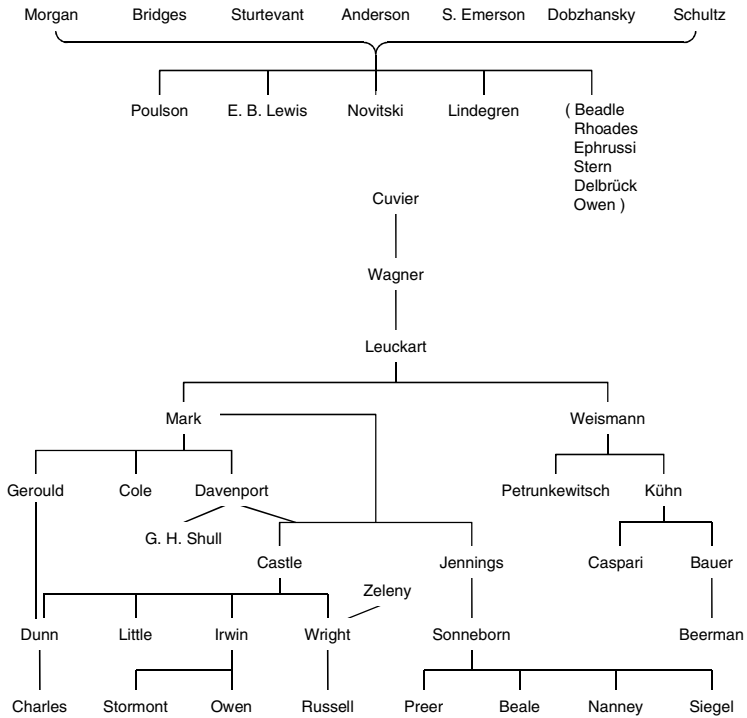
There nevertheless seems to be some advantage in attempting to give a picture of the various interrelations and a sense of the continuity of personal influences—even in an incomplete and imperfect form.

The information has been derived from many sources: biographies and other published accounts, my own personal knowledge, and the help and advice of numerous friends about their own backgrounds and about others with whom they were familiar.

The diagrams are self-explanatory for the most part. It will be seen that the same name often occurs in several; this is because of an effort to keep them in a relatively simple form. In one case (p. 141, top) there is a series of names enclosed in parentheses; these represent men who came as postdoctoral students, already trained elsewhere, to the California Institute of Technology where they were influenced by the group shown.

Many names that might well have been included are omitted in order to simplify the diagrams; I have had to be quite arbitrary about this.





A HISTORY OF GENETICS

