Sample No.	Locality	C^{14} age (yr)
	Old group samples	
W- 67	Lake Bloomington Spillway, Ill.	> 34,000
W- 87	Otto, Pa.	> 35,000
W- 96	Germantown, Ohio	> 34,000
W- 99	Redwood Falls, Minn.	> 31,000
W-100	Port Talbot, Ontario	> 32,000
W-101	Ironton, Minn.	> 32,000
W-102	Bronson, Minn.	> 36,000
W-115	Brookings, S.D.	> 30,000
W-121	Toronto, Ontario	> 30,000
W-139	Independence, Iowa	> 38,000
W-152	North Hampton, Ohio	> 39,000
W-157	Hillsborough, Nova Scotia	> 40,000
W-173	Godarville, Belgium	> 36,000
W-186	Lake Bloomington Spillway, Ill.	31,000 or older
W-189	St. Pierre-les-Becquets, Quebec	> 40,000
W-194	Amber, Ontario	> 34,000

5) An earlier glaciation, or glaciations, is implied at several localities by peat, gyttja, or wood more than 30,000 yr old, overlain by till.

6) The time interval between the middle group and the old group of samples, which has been determined within conservative radiocarbon limits to be greater than 3000 yr, is possibly of the order of 16,000 yr, as suggested by the depth of leaching at Sidney, Ohio. (The ages of all the samples discussed are listed in Table 2.)

7) An attempt should now be made to fix more closely the dates of the old samples and to reexamine in the field the stratigraphic sequence in the light of the radiocarbon dates discussed.

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Calvin Perry Stone, Investigator and Teacher

BORN in 1892 in Portland, Indiana, Calvin Perry Stone was educated at Valpariso University, Indiana University, and the University of Minnesota. He began his career as a high school principal and superintendent. After receiving his master's degree in 1916, he became director of research of the psychology laboratory of the Indiana Reformatory. During World War I he served in the U.S. Army as a Medical Corps lieutenant, then as a captain, and was assigned for a period as a psychological examiner. After the war he was appointed instructor of psychology and histology at the University of Minnesota. In 1922 he became assistant professor of psychology at Stanford University. Promoted to associate professor in 1925 and professor in 1929, Dr. Stone served Stanford University almost continuously for 32 years.

Characteristically, Dr. Stone continued to study

and learn throughout his life. He even used his leaves of absence for more intensive research and study. Once during the academic year 1928–29 he conducted investigations on wildness in rats at the Institute for Juvenile Research; and in 1945 he worked at the New York Psychiatric Institute. Furthermore, few scholars in modern psychology have pursued research so consistently, determinately, and productively as did Calvin Perry Stone.

Regularly year after year he published sound and solid reports of meticulously conducted research in his field of major interest, comparative psychology. His secondary field was abnormal psychology. He was an authority in comparative psychology, and an anchorage for many young investigators in this fluid developing branch of the science of behavior.

Calvin P. Stone was not deflected from his persistent search by the fads and fashions in science; the direction of his work was steady through waves of conflicting theories; he always kept his professional goal, collecting the evidence, clearly in mind.

During the 1920's Dr. Stone steadily pursued investigations of the genetic-organic, endocrine, and neural determinants of "congenital" sexual behavior. Neither the anti-instinct movement, nor Gestalt theories, nor conditioned reflex theories and methods deterred him from his intent *to learn the facts* about animal behavior. He was one of the pioneer American investigators of sexual behavior during a period when the rising curtain of restrictions on studies of sexual functions and behavior still involved some stigma as well as risks to social-professional status.

Generally, Dr. Stone contributed importantly to the laying of the foundations of the study of motivation in sound bodies of evidence. In addition, he contributed to the experimental literature of learning, especially to the study of the organic factors related to learning. In these and other areas he developed and improved methods for the investigation of animal behavior.

As in research, also in teaching, Dr. Stone made consistent contributions to the intellectual development of thousands of undergraduate and dozens of graduate students at Stanford University. His courses were filled solidly with organized facts, closely based on carefully selected literature, and continuously revised and kept abreast of developments in the particular subjects of instruction. He expected of his students, as he did of himself, sound achievements. His rather formal bearing often, upon close acquaintance, changed to a deep sympathetic personal interest in students as individuals. He inspired unqualified confidence and deep respect in his students as well as in his professional colleagues.

Calvin Perry Stone made important and lasting contributions to the profession of psychology, and indeed, to other related life sciences. He served on planning committees of the American Psychological Association and helped shape its future. Generally he worked effectively for many improvements of the profession. He held important offices in his professional organizations. Most significantly he was elected president of the Western Psychological Association for 1931–32 and president of the American Psychological Association in 1941–42. He was duly honored by membership in the California Academy of Sciences and the National Academy of Sciences.

Dr. Stone served as editor of the *Journal of Comparative and Physiological Psychology* from 1947 to 1950. He edited a standard text in comparative psychology. Beginning in 1948 he was the principal editor of the *Annual Review of Psychology*.

Calvin Perry Stone was a living model of industry, integrity, and determination. Likewise he was a model investigator, teacher, editor, and professional leader. His exemplary achievements will long endure and serve as challenges in the future, as they have in the past, to maturing men and women in psychology and the related sciences.

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News and Notes

International Arid Lands Meetings

One-third of the world's land area is arid or semi-arid. Since arid regions are found in every major land mass of the earth, their fuller utilization is a problem of international concern. This aspect was evident in the International Arid Lands Meetings held at Albuquerque, N.M., 26–28 Apr. The meetings were sponsored by the American Association for the Advancement of Science and its Southwestern and Rocky Mountain Division. As one aspect of its international interests, UNESCO several years ago appointed an Advisory Committee on Arid Zone Research. This committee and interested groups in some of UNESCO's member states have sponsored a series of conferences on different aspects of arid-land study and utilization. The Albuquerque meeting was the most recent in this series.

For two days and three evenings several hundred persons listened to papers presented by experts from Tunis, Sweden, India, Brazil, Mexico, Australia, England, Italy, the Netherlands, Egypt, Israel, and the United States. The audience included not only scientists and engineers but also ranchers and others from the American Southwest to whom the problems of arid-land utilization are personal and pressing.

Discussions were focused on such questions as: How predictable is precipitation in an arid region? How can production be increased from existing water