



FRED S. KELLER

teacher-student relationship, a use of modeling on the part of the student, and recognition and utilization of individual differences. These factors are not merely a personal philosophy, but are communicated as psychological principles to the many students who have profited from her instruction.

A check for \$1,000 and a scroll with this citation were presented to Professor Rebelsky:

Superlative teacher, creative developer of new courses, respected model for students. Her teaching makes science relevant without sacrificing rigor.

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Fred S. Keller took his doctorate at Harvard in 1931. His teachers included E. G. Boring, J. G.

Beebe-Center, and Henry A. Murray. He began teaching in 1926 as an instructor at Tufts, his alma mater, was a tutor and laboratory assistant while a graduate student at Harvard, and upon completion of his doctorate, accepted a position at Colgate University. In 1938, he left Colgate to begin a 26-year tour of duty at Columbia University, where he became Emeritus Professor of Psychology in 1964. Since then, he spent three years at Arizona State University, engaged in research on teaching, and two at Western Michigan University as a visiting professor of psychology.

During his years at Columbia, Keller developed a pioneering introductory course. His laboratory, in which each student trained his own rat, became the model for many other undergraduate courses, and his book with W. N. Schoenfeld, *Principles of Psychology*, was widely used in courses taking an operant approach. Many of the researchers and teachers who became leaders in operant behaviorism were his students.

A second major contribution was Professor Keller's influence on teaching of psychology in Brazil. He introduced to the universities of Brazil a scientific experimental approach to psychology and helped develop there a programmed system of instruction that has been copied and further developed at a substantial number of colleges and universities in the United States. This program involves units of work which the student can undertake at his own pace, but which he must master before attempting new units. Student assistants provide for individualized grading and discussion of the unit tests. This multifaceted approach has now been the inspiration for a number of widely known innovations in teaching, not only in introductory but also in other psychology courses. As B. F. Skinner said in his letter of recommendation,

Not least of Keller's contributions is his own style and effectiveness as a teacher. He is unrivalled in presenting his work to an audience of psychologists, and as a model, I am sure, has helped all of us in similar activities.

A check for \$1,000 and a scroll with this citation were presented to Professor Keller:

Pioneer in applying behaviorism to the teaching of psychology. He and his followers have wrought major changes in undergraduate psychology courses.

National Media Award

This year, the category for the Media Award was books. The Committee judged that no book published during the reviewed period was worthy of an award.

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The Trustees of the American Psychological Foundation invite members of the American Psychological Association to nominate candidates for the Gold Medal Award. The Award is given to an American psychologist in recognition of distinguished and long-continued record of scientific and scholarly accomplishments. The Award will be limited to psychologists 65 years of age or older and will also be limited to those residing in North America. Nominations should be accompanied by a statement highlighting the accomplishments of the nominee. They should be addressed to: Secretary, American Psychological Foundation, 1200 Seventeenth Street, N.W., Washington, D. C. 20036, to be received no later than March 15, 1971. Decisions will be made by the Trustees of the Foundation.

Distinguished Scientific Contribution Award

The Committee on Scientific Awards is soliciting nominations for the Distinguished Scientific Contribution Awards. The Committee selects as recipients of the Awards three persons who, in their opinion, have made the most distinguished theoretical or empirical contributions to scientific psychology in recent years, subject to the following limitations: (a) Members of the Committee, former recipients of the Awards, the President and the President-elect of the APA, shall be ineligible. (b) The Committee shall seek diversity in selecting recipients, avoiding as far as possible the selection of more than one person representing a specialized topic, a specific material, a given method, or a particular application.

Please send nominees' names and appropriate information to:

The Committee on Scientific Awards
 c/o Scientific Affairs
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 1200 Seventeenth Street, N.W.
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