

Chapters in the Life of Fred S. Keller¹

Carolina Martuscelli Bori²

Universidade de São Paulo e Universidade de Brasília

I would like to thank John V. Keller and Professor Jack Michael the opportunity to participate in this special tribute to Professor Fred S. Keller which is also the closing event of this year's ABA Convention. This is a moment of great sadness for all of us who shared the privilege of knowing Professor Keller. At the same time, it is also a moment of joy and inspiration because, to remember him, his enchanting ways, his gusto for life, is to relive him.

I hope you will forgive my accent and poor command of the English language. In Portuguese I could talk about Professor Keller and dear Dona Frances for hours and hours. There are so many things to say, so many memories to relish, so many examples to live by, and so many teachings to follow. He was and remains a part of our lives. And a very special part, I must add. He was, at the same time, a learned scholar, a devoted teacher and a very dear friend.

Those who had the opportunity to know Professor Keller will always remember his genuine affection, his warmth, and his kindness towards people. But we will also remember his fine sense of humor, his witicism and his keen observations. It was remarkable the way he could cast a spell equally well on small groups of people and on large audiences. His careful choice of words, his pristine ideas and his profound understanding of other's people behavior, made him the best of friends and a most wonderful teacher.

In 1961, when he arrived in Brazil, the University of São Paulo had a fairly long practice of cultural and scientific interchange with other countries. Its very foundation, in the thirties, was the result of a joint effort of philosophers and scientists from France, Germany and Italy. Even within this background, Professor Keller's influence upon Psychology in Brazil was outstanding. The university presented a highly formalized setting, organized around European ways, but Professor Keller's elegance of manners opened all doors. At the same time, his practical mind and disciplined habits helped us build a strong tradition of experimental work in Psychology, hitherto unknown in Brazil.

Just a few days after his arrival, he had already set up his office and his laboratory. He had brought books, reprints, handouts, study-guides and a Grason & Stadler basic unity. Within one week he started training his Brazilian assistants, who had never before even heard the words *behavior*

analysis, *reinforcement*, or *Skinner box*. Within a month he had started classes to a group of fifteen students and three college professors. His classes were in English, with a few Portuguese phrases sprinkled in (usually, the jokes). But he made absolutely sure that all his handouts and study-guides were in Portuguese.

Each lecture was followed by a laboratory exercise. Each and every student had to write a lab report that was carefully graded by Professor Keller, with the aid of his assistants. This routine was followed during his entire stay in Brazil, not only on this first occasion but also in the many others that were to come. He arrived in his office, everyday of the week, at eight o'clock in the morning, and stayed there all day long, training his assistants and supervising the students' progress.

This respectful attitude, which he showed towards his work and his students, established a pattern that deeply changed psychology teaching in Brazil. The results had a lasting effect.

In the United States Professor Keller and Dona Frances kept a police of open doors to all Brazilians abroad. Their American home was always open to Brazilian friends and to friends of friends. The initial group of students was called, by him, "the gang", meaning that we were all part of it. And, why not? The Kellers spoke our language, read our novels, enjoyed our music, learned to prepare our drinks (which they specially enjoyed), ate our food, and traveled extensively in Brazil to give inspirational addresses and to discuss plans for new courses and laboratories.

It was amazing the ease with which Professor Keller made friends, among the academia, the students, the people on the streets, the young and the old, alike. With the same easiness he introduced Behavior Analysis to all of us.

In 1963 two professors, of the newly established University of Brasilia, visited the United States to study how the Experimental Analysis of Behavior was being taught in that country. Their task was to plan and to establish a new department of Psychology at Brasilia. With the aid of Professor Keller they visited several laboratories and psychology centers. The information they gathered was extensively discussed with Professor Keller during several meetings at Englewood, New Jersey. Those meetings were always preceded by a very dry Martini, and followed by the unforgettable dinners Dona Frances prepared. Thus PSI was born.

PSI was possible because the University of Brasilia provided the "gang" with the necessary conditions, but it spread throughout the United States, Brazil, Canada, Mexico, India, United Kingdom, Italy, Germany, Venezuela, Peru, Belgium, Colombia and many other countries, thanks to Professor Keller and his dreams. We thank him for that.

1 Este texto corresponde à apresentação feita na F. S. Keller Memorial Session, na 22ª Association for Behavior Analysis Convention, em San Francisco, em 28 de maio de 1996. A autora agradece à Professora Maria Amélia Matos por suas sugestões na preparação do texto em língua inglesa.

2 Endereço: Rua Lourenço de Almeida 900 apto 112, 04508-001 São Paulo SP.

Nota Bibliográfica

A obra de Fred Keller publicada no Brasil, ou em co-autoria com pesquisadores brasileiros

Publicações originais e traduções brasileiras

- Azzi, R., Fix, D., Rocha e Silva, M.I. & Keller, F.S. (1964). Exteroceptive control of response under delayed reinforcement. *Journal of the Experimental Analysis of Behavior*, 7, 159-162.
- Azzi, R., Rocha e Silva, M.I., Bóri, C.M., Fix, D.S.R., & Keller, F.S. (1963). Suggested Portuguese translations of expressions in operant conditioning. *Journal of the Experimental Analysis of Behavior*, 6, 91-94.
- Keller, F.S. (1962). A reformulação da psicologia moderna. *Ciência e Cultura*, 14, 11-20.
- Keller, F.S. (1964a). Esquemas de reforço. *Boletim de Psicologia (Sociedade de Psicologia de São Paulo)*, 45/46.
- Keller, F.S. (1964b). Psicologia: problemas históricos. *Boletim de Psicologia (Sociedade de Psicologia de São Paulo)*, 43, 1-33.
- Keller, F.S. (1970). *Aprendizagem: teoria de reforço*. (R. Azzi, L. Zimmerman & L.O. de S. Queiroz, Trad.). São Paulo: Editora Herder. (Originalmente publicado em 1954).
- Keller, F.S. (1972). Adeus, mestre... *Ciência e Cultura*, 24, 207-212. (Originalmente publicado em 1968).
- Keller, F.S. (1973a). *Aprendizagem: teoria do reforço*. (R. Azzi, Trad.). São Paulo: EPU. (Originalmente publicado em 1969).
- Keller, F.S. (1973b). Recentes desenvolvimentos no ensino de ciências. *Ciência e Cultura*, 25, 3-10.
- Keller, F.S. (1974). *A definição de psicologia*. (R. Azzi, L. Zimmerman & L.O. de S. Queiroz, Trad.). São Paulo: Editora Herder. (Originalmente publicado em 1937).
- Keller, F.S. (1975). On my experience in Brazil. *Boletim de Psicologia (Sociedade de Psicologia de São Paulo)*, 26 (69), 105-110.
- Keller, F.S. (1983a). *Aprendendo a ensinar: memórias de um professor universitário*. (R. Azzi & M.T.A. Silva, Trad.) São Paulo: Edicon. (Originalmente publicado em 1982).
- Keller, F.S. (1983b). Aversão à luz do rato branco. (F.E.K. Malerbi & M.T.A. Silva, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 44-58). São Paulo: Ática. (Originalmente publicado em 1941).
- Keller, F.S. (1983c). Behaviorismo aplicado desde John Watson. (R. Azzi, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 170-183). São Paulo: Ática. (Texto original correspondente a conferência proferida em abril de 1979).
- Keller, F.S. (1983d). Estudos sobre o código Morse internacional: um novo método para ensinar a recepção do código. (C. Ades, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 59-68). São Paulo: Ática. (Originalmente publicado em 1943).
- Keller, F.S. (1983e). Imagens da vida de um professor. Em Sociedade de Psicologia de Ribeirão Preto (Org.), *XIII Reunião Anual de Psicologia, Anais* (pp. 9-31). Ribeirão Preto: SPRP.
- Keller, F.S. (1983f). Imagens da vida de um professor. (Edição completa com ilustrações). *Psicologia*, 9 (3), 1-18.
- Keller, F.S. (1983g). Perfil de um behaviorista. (R. Azzi, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 189-198). São Paulo: Ática. (Traduzido no prelo da edição original em língua inglesa, publicada em 1984).
- Keller, F.S. (1983h). O platô fantasma. (C. Ades, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 78-98). São Paulo: Ática. (Originalmente publicado em 1958).
- Keller, F.S. (1983i). Por que o primário deve vir primeiro. (R. Azzi, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 184-188). São Paulo: Ática. (Originalmente publicado em 1982).
- Keller, F.S. (1983j). Psicólogos e educadores. (R. Azzi, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 161-169). São Paulo: Ática. (Originalmente publicado em 1977).
- Keller, F.S. (1983k). Sobre o reforçamento seletivo de respostas espaçadas. (F.E.K. Malerbi & M.T.A. Silva, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 69-77). São Paulo: Ática. (Originalmente publicado em 1941).
- Keller, F.S. (1983l). Tecnologia de ensino e reforma educacional: 1977. (D.A. Azevedo, Trad.). Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 148-160). São Paulo: Ática. (Originalmente publicado em 1978).
- Keller, F.S. (1987a). Itens de um fichário. *Psicologia: Teoria e Pesquisa*, 3, 84-91.
- Keller, F.S. (1987b). O nascer de um Departamento. *Psicologia: Teoria e Pesquisa*, 3, 198-205.
- Keller, F.S. (1987c). *Pedro Preguiça vai à escola*. São Paulo: Edicon.
- Keller, F.S. (1996a). Report on the Brasília Plan. *Psicologia: Teoria e Pesquisa*, 12, 193-197.
- Keller, F.S. (1996b). What happened to the Brasília Plan in the United States? *Psicologia: Teoria e Pesquisa*, 12, 115-119.
- Keller, F.S., Bóri, C.M. & Azzi, R. (1964). Um curso moderno de Psicologia. *Ciência e Cultura*, 16, 397-379.
- Keller, F.S. & Schoenfeld, W.N. (1966). *Princípios de Psicologia: um texto sistemático na ciência do comportamento*. (C.M. Bóri & R. Azzi, Trad.). São Paulo: Editora Herder. (Originalmente publicado em 1950).

Re-edições de publicação ou de tradução brasileira

- Keller, F.S. (1983). Adeus, mestre.... Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 128-147). São Paulo: Ática. (Reproduzido da primeira publicação no Brasil em 1972).
- Keller, F.S. (1983). Psicologia: problemas históricos. Em R.R. Kerbaui (Org.), *Keller: Coleção Grandes Cientistas Sociais*, 41. (F. Fernandes, Coord.), (pp. 99-127). São Paulo: Ática. (Reproduzido da primeira publicação no Brasil em 1964).
- Keller, F.S. (1996). Adeus, mestre.... *Estudos de Psicologia*, 1. (Reproduzido da primeira publicação no Brasil em 1972).
- Keller, F.S. (1996). Imagens da vida de um professor. *Psicologia: Teoria e Pesquisa*, 12, 5-10. (Re-edição revisada de original publicado em 1983e).