Introduction: In Honor of Fred S. Keller: II

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The five papers included in this section were presented at the annual meeting of the Association for Behavior Analysis in May 1989. They form the second installment of papers which were part of the symposia held in honor of Fred S. Keller's 90th birthday and commemorating the 40th anniversary of the publication of Keller and Schoenfeld's *Principles of Psychology*. (For a complete list of the presentations see Gershenson, 1989.)

The papers have several things in common. They reflect the range of Keller's contributions to the field of Behavior Analysis and the far reaching importance of the Keller and Schoenfeld text. They deal with technology: the evolution of instrumentation that permits us to engage in research that is both more refined and more complex, be it in the animal or human behavioral laboratory, and the technology of teaching and instruction. They also provide a glimpse of the nature of the influence of Fred, Nat and K & S on the participants and, indeed, on all of us who have had the privilege, directly or indirectly, of learning from them.

Thom Verhave's paper, part of the symposium on Keller and Schoenfeld's *Principles of Psychology* (K & S), provides a description of the unique contributions of K & S in the context of earlier behavioristic texts. The second focus of the paper is on the early conceptual and experimental work done by Watson and Weiss on equivalence classes.

One of the issues often discussed informally is the relationship between instrumentation and experimental research. Art Snapper, in his contribution to the symposium Windows on the World, describes the contingencies that led him to devote himself to the development of instrumentation which allows researchers to become more productive and to investigate experimental questions of increasing complexity with increasingly refined analysis.

Two of the papers were presented in the symposium devoted to the topic of Keller's influence on instruction. Don Cook discusses some results and implications of two studies evaluating the systematic effectiveness and utility of possible measures of student performance in a PSI course that evolved over a number of years. In his paper, George Geis describes some aspects of the contingencies that shape training and instruction and the role of research on formative evaluation in telling when and what we don't know about instructional design.

In the final paper, Hank Pennypacker tells us what Fred probably knew he taught us but let us discover for ourselves.

REFERENCE

- Gershenson, C. W. (1989). Introduction: In honor of Fred S. Keller. *The Behavior Analyst*, 12, 187-189.