

included finding better ways to teach charting, training teachers as change agents and developing ways to confirm the general usefulness of the training procedures we use.

ADMINISTRATIVELY SPEAKING

Skip Berquam and Ann Starlin

Welcome to a new column in **JPT**. One of the results of the Second Annual Precision Teaching Conference held in Orlando in March was a re-structuring of this journal. As **JPT** is a growing and improving publication, considerable discussion took place regarding specific improvements that could be made. In the coming issues you will see and read the results of much of that discussion.

This section is being written especially for administrators and managers. It is not intended to be specific to school administrators. Our purpose is to address a wide range of administrative applications for precision data. We will be seeking input from administrators and managers who operate in a variety of settings.

Our goal in editing this column (notice the verb "edit"; it is our hope to be swamped with material submitted on this topic), is to present data concerning program development, implementation, and evaluation, all from the perspective of administrative decision-making. We also hope to include information regarding publications of interest to administrators, and vacancy notices for the precision administrator, when available. Correspondence can be sent to either of us:

Eugene "Skip" Berquam	Ann Starlin
1308 W. Fourth	2921 Harvard
Port Angeles, WA 98362	Lawrence, KS 66044

A number of Precision Teachers have found useful information in the book **Human Competence: Engineering worthy performance**, written by Thomas Gilbert, and published by McGraw-Hill. This book presents a model for doing performance evaluations in a wide range of settings. A chapter on education presents some unique concepts that are compatible with a Precision Teaching approach. However, some of the specific suggestions concerning education are considerably behind where we currently are in Precision Teaching. Perhaps in a future column we will have a short (precise) abstract of this book.

Another feature that will be included in this column is a question and answer section. We will start this month with the following question: How can charted data be used to help structure the administrator's day? Those of you who have

found ways to make your work more efficient, please send in your ideas, preferably with charts.

In closing, we would like to present a quote from Education Secretary Terrel Bell. In summarizing research on effective teaching to a national elementary principals' group, Bell mentioned that one of the primary factors related to school achievement is a system for monitoring and assessing past performance. Bell stated, "When performance is measured, performance improves. When results are fed back, performance accelerates." Interesting vocabulary! Many charts say the same thing.

Take care and take data,

Skip Berquam & Ann Starlin

HIGHER EDUCATION

H. S. Pennypacker

Since 1969 when Jim Johnson and I first devised a college-level instructional technology around direct, nearly continuous behavioral measurement displayed on the Standard Chart, a growing portion of the professoriat has found that variations of this practice make teaching at the college level far more fun and productive. Moreover, many have noticed that courses taught in this fashion make excellent laboratories for the study of human learning, largely because real-world contingencies are in place and available for analysis. Students do, in fact, learn nonsense syllables more rapidly if grades and graduation are at stake than if the only reward is to stymie a graduate student's thesis project.

Over the past several years, I have observed a decline in published reports of innovations and their outcomes in this style of college teaching. At the same time, I have experienced a decided increase in informal communication about these matters. Individuals like Steve Graf, Julie Vargas, Charles Merbitz, Claudia McDade, Charles Olander, Bob Spangler, Bob Bower, and Og Lindsley, to name just a few, call or write to me at least twice a year to discuss a new tactic or discovery. These contacts are over and above the lengthy conversations that occur at every conference we jointly attend.

My aim in this column will be to share as many of these new procedures and their outcomes as possible. To accomplish this, I will need the help of everyone who is already using, or even thinking about using, the Chart as part of college-level curriculum. Please call (904) 373-3444 and follow the recorded instructions. I will return your call and add your contribution