

Editor's Comments

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As the 1993-1994 academic year comes to an end, we find ourselves in the Center for Individualized Instruction at Jacksonville State University putting another volume of the *Journal of Precision Teaching* to bed. It is for us the time of year we must document our successes and failures since our last evaluation in June, 1993. Each year we are amazed at the progress we have made and the goals we have reached--even as we marvel at how much more we have to do to make education truly accountable in terms of student outcomes.

In editing this issue of the *Journal*, we are again reminded in positive and joyous ways that we are part of a movement so much bigger than any one of us which has the potential to truly reform education.

We are reminded of our roots as Ogden Lindsley reminisces about early applied behavior analysis with Fred Skinner, as well as reminded of the necessity of learning from the data by Ogden's attention to the least expected datum, the outlier. Ogden also reminds us of our continuing evolution by introducing his new term "peaches" to correspond to his term "lemons". He brings us back to our early tradition of "cooperative singing" in a special thanks to the Northern California Association for Behavior Analysis.

We are reminded that our movement results in true development of skills across ages and tasks. In Malcolm Neely's meticulous study of reading among high-risk students at Camelot Elementary School across three years of three different interventions, we are reminded again what really works to ensure reading success for all students. Richard Kubina and Manfred Haertel join John Cooper's interest in inners to apply Abigail Calkin's procedures to decreasing senior citizens' negative inner behaviors. They remind us that much remains to be done to apply this powerful technology to many who need it. Personally, I would like to see the methodology applied to adolescents as they are expressing low self-esteem.

By setting mastery goals for themselves, Kim Weber and Emily Noland remind us of the necessity of demanding of ourselves what we demand of our students. Kim used Precision Learning System's courseware to teach herself WordPerfect and reminded us of business' need to utilize Precision technologies to develop competence, rather than provide training. Emily demonstrated again that one can master an underdeveloped skill beyond the "normal" age for attainment.

Enjoy this issue of your *Journal of Precision Teaching*! Remind yourself of your contributions to your students' skills development through Precision! Get the big picture by seeing your place in it! Keep the effectiveness of Precision Measurement alive! Keep charting, folks! Send us your contributions for the next issue--whether three year studies of many students or one behavior change in yourself! We must share our successes and our failures to grow and remain effective -- even as we marvel at how much more we have to do to make education truly accountable in terms of student outcomes.