

EDITORIAL

Editor's Comments

R. M. Kubina Jr.
Editor

A professional journal serves as a repository for the collected information deemed important to a specified field of study. Over time, a journal tells the story of what the field of study has discovered. The stories, told by experimental, descriptive, or discussion articles allow readers to judge the worthiness of the respective articles, but also to peek into future through the eyes of the journal's contributors. This editor feels humbled that he had the opportunity to help the *Journal of Precision Teaching and Celeration* add a few more chapters to its dynamic and extensive account of learning and Standard Celeration technology.

What began in 1980 with Pat McGreevy, carried on in the 1990s with Claudia McDade and came to me, Rick Kubina, early in 2000 now looks to add another steward. The outgoing editorial staff, Clay Starlin and myself, extends gratitude and best wishes to the incoming staff, Co-Associate Editors Alison Moors and Clay Starlin (who graciously decided to extend his term) and new editor Jesus Rosales-Ruiz. Speaking for the Precision Teaching community we all look forward to seeing to the changes and updates the new editorial team will make.

Before bidding a final farewell, I have the pleasure of describing the current issue of the *Journal of Precision Teaching and Celeration*. The contributors for the current article describe a number of studies examine the impact of Precision Teaching on academic tasks. The first application study by Gryiec, Grandy and McLaughlin explores the effectiveness of the cover, copy, and compare procedure on correct and error words in spelling with an elementary school student with Fetal Alcohol Syndrome. Kaatz-Sulgrove and McLaughlin describe the effects of an additional timed reading on reading rate three fourth grade students with mild disabilities. The last application article discussed how a procedure called "cover, copy, and compare" and flash cards impact the correct rate of math facts for a middle school student with learning disabilities. The authors, Hayden and McLaughlin also discuss how to apply the cover, copy, and compare procedure and flash card practice with middle school students. This issue also has six chart shares. The chart shares range in diversity of procedures and participants. The word "improvement" best describes the common theme among all of the chart shares