

Editor's Comments

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From articles heralding new discoveries to those celebrating our roots, Precision Learning abounds in this, the Fall 1994 issue of the *Journal of Precision Teaching*. Progress reports on new discoveries in spelling aims, relationships between speed and accuracy, and expanding learning channels are found here. Refinements in teaching the Standard Celeration Chart and further evidence of repeated readings effectiveness for increasing fluency are included. Esoteric articles on the mathematical rationale for the Standard Celeration Chart fill in gaps in our history.

More specifically, you will find Ogden Lindsley chiding us ever so gently for ignoring presentation responses in our learning channel descriptions. To Og I must say that many of us have recognized this important learner variable, describing it to our students for years. I, for one, just never wrote about it. Unfortunately, this field continues to be transmitted more orally than through this *Journal* and other publications. Seminal, detailed work in spelling performance criteria is presented by Melissa Shirley and her mentor, Hank Pennypacker. Sharon Ladenburg, coached by Tim McLaughlin and Bill Sweeney, develops her calligraphy skills with precision and presents an intriguing Chart where working slowly results in higher frequencies correct and lower learning opportunity frequencies. Annie Lou Polk, backed by April Miller, add to the successfulness of repeated readings with precision for increasing reading rates and comprehension.

A long-awaited update of Michael Maloney's often cited use of Direct Instruction to teach the Standard Celeration Chart is provided by Michael and Ed Cancio. Not only are data of effectiveness shared, but the entire lesson plan is available here for reproduction anywhere. The official historian of Precision Teaching, John Eshleman, asks us to celebrate the 400th anniversary of logarithms, the mathematical precursor of our Chart. The official founder of our field, Ogden Lindsley, argues that logarithms are not really our roots--Gunter's line is. Logs vs. lines is quite an academician's challenge. For those confused about the mathematical rationale for the Chart, these articles may prove enlightening--or at least challenging!

Enjoy the discovery of this issue! We in the Center for Individualized Instruction found it quite an experience! Pleasant Charting!