

Editor's Comments

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This is the second issue of the *Journal of Precision Teaching and Celeration*, formerly the *Journal of Precision Teaching*. We are delighted to showcase Gonzaga University, Washington with seven articles of varying insights into student celerations through Precision Teaching and Direct Instruction. T. F. McLaughlin has been extremely active in Precision Teaching and celeration showing multiple applications of standard measurement in such areas as reading, home drill with an ADHD student, self-recording and self-evaluation in vocational skills, and fluency with students with learning disabilities.

Memories of Fred Keller, our teacher and reinforcer mentor, opens our current issue. Former friends, students, and colleagues recall moments of learning glory and insights of Dr. Fred. John Cooper, President of the Standard Celeration Society, shares an exotic, wildflower article, detailing the Standard Celeration Society and precision teachers. The Center for Individualized Instruction offers an insightful article about Jacksonville State's University ExSEL program, student successes and retention efforts.

To demonstrate the use of precision measurement in other settings, a special reprint on computerized data collection analysis by Charles Merbitz and colleagues is also included in this issue. Abigail Calkin offers insight concerning the national debt, with accompanying Charts to illustrate. And, finally, Charles Merbitz and Robert Morrell share a Technical Note concerning electronic behavior and event counters.

Also, shared in this issue is news concerning the Precision Teaching conference to be held at the University of Washington, Seattle, October 9 - 12, 1996. It is essential for practitioners and believers in Precision Teaching and Direct Instruction to attend this conference, share PT successes, ask questions, find answers, and celebrate celerations. All PT/DI folks should join the Standard Celeration Society and promote our endeavors, such as those highlighted in the *Journal of Precision Teaching and Celeration*.

Enjoy this issue of the *Journal of Precision Teaching and Celeration*! Keep charting and keep submitting.