
EDITOR'S NOTE



Since its inception, the *Journal of Pharmacy Teaching* has been a specialized medium of communication designed for educators at all levels within the field of pharmacy. It caters to those in the field who are engaged in the practice or research of education, particularly those who desire to learn or remain knowledgeable about the advances in educational principles and strategies. As a result, *JPT* is a valuable resource for academicians at all levels, graduate students considering academe, pharmacists who educate students and patients, and those who educate sales personnel who deal with pharmacists and other health care professionals. With a variety of article types and feature sections, the journal responds to educators' needs by publishing articles on active learning strategies, attitudes toward education, laboratory skills and practices, assessment of educational outcomes, continuing education for professionals, helpful hints from successful educators, and other topics that will promote the continuation of excellence in educational research and practice. This focus was created by the founding editor, Mickey C. Smith, with the idea that pharmacy educators did not have a sufficient number of mechanisms through which to share their educational strategies and research. The focus was maintained by Robert A. Buerki during his five-year tenure as editor. It is my intent to maintain this focus and to enhance the usefulness of the journal as a venue for publishing innovative and useful educational strategies, research, and information.

I am thankful for the advice provided by Mickey Smith as I assume the role of editor, for the insights provided by Robert Buerki and for his willingness to remain with the journal as consulting editor, and for the confidence bestowed in me by The Haworth Press. I look forward to working with the contributing editors and editorial board members to produce a viable medium that is valuable to the educational activities of those in the pharmacy profession.

Noel E. Wilkin
Editor