
EDITOR'S NOTE



Themes Like Old Times

With this issue, the *Journal of Pharmacy Teaching* concludes its sixth volume. The *Journal* continues to present our readers with a wide range of topics on an equally wide range of topics of interest to teachers within our expanding professional and scientific disciplines. In this issue, authors examine affirmative action in the educational environment, present ways to enhance pharmacy students' literature and retrieval skills in a nontraditional medicinal chemistry laboratory and a traditional pharmacology course, show how pharmacy practice and pharmaceutical sciences can be integrated in an elective course in contemporary compounding, and demonstrate how research awareness can be promoted among pharmacy students.

Last year in this space, I wondered whether some of our readers might find this mélange of topics to be disconcerting. I asked our editorial board to consider inviting authors to contribute a series of articles to be published in thematic issues of the *Journal*. "Ethical Dimensions of Pharmaceutical Care," which appeared as a double issue in Volume 5 of the *Journal*, and the second edition of "Teaching and Learning Strategies in Pharmacy Ethics," which appeared as a double issue in this current vol-

ume, both edited by Creighton University's Amy M. Haddad, are examples of such thematic issues. "Teaching Self-Care, Wellness, and Alternative Therapies in Pharmacy: The Future in the Evolution of Health-Care Delivery," edited by Duquesne University's Therese I. Poirier, will be a featured thematic issue in Volume 7 of the *Journal*. Our relatively small circulation allows the *Journal of Pharmacy Teaching* to customize its content to match the needs of you, its readership. Let us know your opinion of our thematic issues and any themes you would like to see developed as special issues of the *Journal*.

Robert A. Buerki
Editor