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The Editor comments

EXCELLENCE IN TEACHING

Each year at about this time we read of various awards being made to university professors or instructors for *excellence in teaching*. This type of award is a relative newcomer among the longer established and more widely known categories of honors. Such awards are intended to single out dedicated teachers, who—through their special classroom technique and personal inspiration—make a significant, favorable impression on their students. And, in so doing, they are able to contribute in a positive and enduring manner to the education and motivation of those students. Selection of the award recipients, at least in part, is often made by those in the best position to judge the teacher's ability—namely, the students themselves.

We have been pleased to note that the number of these annual awards appears to be increasing, and particularly that the number of pharmacy school faculty recipients is growing at perhaps an even faster rate.

Our pleasure in large part stems from the fact that these awards serve to recognize and encourage the many devoted and deserving faculty people who for years were virtually ignored while the spotlight of attention almost exclusively was beamed solely on the research professors and the more dramatic discoveries issuing from their laboratories. It is certainly not our intention to suggest that the tribute paid in recognition of research activities has been either inappropriate or excessive. However, similar attention to the beneficial value of the contributions being made by teachers of outstanding ability has been long overdue. It is gratifying to many of us that this unfortunate neglect is being corrected.

Edward G. Feldmann