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Foreword

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FOREWORD

The *Inquiry* journal is a project of the Teaching Academy of the University of Arkansas. The journal is supported financially and conceptually by the offices of the Provost and the Vice Provost for Research. Through print and on-line publication, *Inquiry* provides a forum for sharing the research and creative endeavors of undergraduate students at the U of A.

This print issue of *Inquiry* records the scholarly contributions of 14 U of A student/faculty mentor pairs during the 2008/2009 academic year. The full text is included for 13 manuscripts with an abstract for a 14th. Three manuscripts are also posted online on the *Inquiry* website (<http://inquiry.uark.edu/>). These manuscripts by Bollero, Thomas, and Tush received the Teaching Academy's Undergraduate Teaching Award. While the work by Bollero and Thomas could be reduced for print publication, the manuscript submitted by Tush was not as easily shortened.

As has been true in the past, the number of articles accepted for publication is controlled in part by the size of the journal, and we received many more high quality manuscripts than we could publish. The articles included in this issue are drawn from disciplines in five of the undergraduate colleges and schools at the University of Arkansas. They are representative of the quality of research done by students in the various disciplines represented on campus. The breadth of subject matter included here is testimony to the commitment made throughout the university to research at the undergraduate as well as the graduate level. Interdisciplinary work is featured in several papers.

Articles are selected for publication after review by faculty members. The range of disciplines at an institution like ours makes it impossible for a few individuals to evaluate critically all the papers submitted without the assistance of experts in specific disciplines. The Editor and Publication Board of *Inquiry* are grateful for the input of those campus colleagues who have served as reviewers. As Editor, I must also thank the members of the Publication Board who gave so generously of their time, particularly at the end of the spring semester when no one has any free time.

While the papers chosen for publication vary in subject, method, writing style, and manuscript format, they are uniformly excellent in content. As much as possible, we have endeavored to maintain discipline-specific styles to provide students with a publication experience comparable to one they might find in their individual disciplines. The intent of the journal is to record the depth and breadth of the scholarly activities of some of the university's best undergraduate students. I hope you enjoy the print and on-line offerings of the 2009 issue of *Inquiry*.

Barbara B. Shadden, Editor

INQUIRY PUBLICATION BOARD, 2008-2009 ACADEMIC YEAR

The following individuals made the publication of Inquiry possible through their guidance and their willingness to take on reviewing responsibilities at the most hectic time of the academic year.

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