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Foreword

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Foreword

This issue of *Inquiry*, the eighth in an annual series, is a project of the Teaching Academy of the University of Arkansas and is testimony to the Academy's belief that a function of good teaching is to encourage good research and creative thinking on the part of students. The journal is supported financially and philosophically by the offices of the Provost Bob Smith and the Vice Chancellor for Research Collis Geren.

Volume 8 of *Inquiry* records the individual scholarly efforts of eight U of A student/faculty mentor pairs during the 2006/2007 academic year. The projects included here are drawn from faculty and student disciplines in five undergraduate colleges and schools—the Dale Bumpers College of Agricultural, Food, & Life Sciences; the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business, the College of Education and Health Professions, and the College of Engineering. The articles are representative of the quality of research done by students in the various disciplines represented on campus. While many submissions are the work of honors students, *Inquiry* encourages submissions from any undergraduate student whose scholarly and creative work merits publication. 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. Where else could one have the opportunity to read, in one journal, about tomatoes and nematode infestations, symbolic power landscapes associated with anxiety induced in Roman homes, the language development of twins, a cough monitoring system, factors influencing the German economy, anti-immigration issues in developing countries like Costa Rica, race and identity in the Dominican Republic, and the efficacy of campaigns designed to reduce smoking and counteract previous tobacco industry marketing.

These articles were chosen by a process of review involving members of *Inquiry*'s Publication Board and faculty members with expertise appropriate to assessing the quality of the work. The range of disciplines at an institution like ours makes it impossible for the Board itself to be able to evaluate all the papers submitted. We are grateful for the assistance that we receive from faculty colleagues. 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 many additional publishable manuscripts were submitted.

The papers chosen vary in subject, writing style, and the manner in which they reference their research sources. As much as possible, we endeavored to maintain discipline-specific styles to provide students with a publication experience comparable to one they might find in their individual disciplines. In most instances, the paper published here is a digest of a larger research product. Part of the challenge of submission to *Inquiry* is turning somewhat lengthy theses into much shorter articles.

A personal note: Last year, Professor Emeritus Murray Smart, Jr. wrote here to inform readers that he was turning over the leadership to a new Editor. In many ways, this journal has been Professor Smart's creation, and his dedicated efforts over the years made *Inquiry* the quality publication that it is today. As the new Editor, I can tell readers that I am astounded at the time, effort, and vision Professor Smart contributed to the journal. I also appreciate all the assistance he gave me when I began my editorial duties. For this issue, I made the simple choice of following in Professor Smart's footsteps as much as possible. I have learned a great deal during this first year and look forward to working collaboratively in the coming years with students, faculty and administrators who share the Teaching Academy's commitment to showcasing undergraduate research. For now, though, many thanks are due to Professor Smart.

Barbara B. Shadden, Editor