

# Inquiry: The University of Arkansas Undergraduate Research Journal

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## Foreword

Murray Smart Jr.

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**Foreword**

This journal, the fourth 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 the students.

This issue of *Inquiry* records the individual research exploration of fourteen U of A student/faculty mentor pairs during the 2002/2003 academic year, plus one project, Laura Eddleman's, that was completed during the previous year but for which permissions to use her illustrations could not be secured by publication time for the previous year's edition. The projects included here are drawn from disciplines from five of the university's six undergraduate colleges and schools—the Dale Bumpers College of Agricultural, Food and Life Sciences, the School of Architecture, the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business Administration, and the College of Engineering—and are representative of the quality of research done by the honor 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 honors study and research at the undergraduate as well as the graduate level. These fifteen articles were chosen by *Inquiry*'s publication board from abstracts received as a result of a call for papers. They vary in subject, in writing style, and in the manner in which they reference their research sources; but they are uniformly excellent in content. In each case, the paper published herein is a précis of the student's larger research product. Many more abstracts were received than could be accepted for publication. This year for the first time the journal is paired with a website, <http://advancement.uark.edu/pubs/inquiry/>, on which a number of abstracts not selected for publication but viewed as particularly interesting by the publications board subcommittees, as well as six completed articles recommended for publication but excluded because of space and cost limitations. We hope interested readers will peruse both the articles in hard copy in the journal and those published on the website as well.

The intent of the journal is to record the depth and breadth of the scholarly activities of the university's best undergraduate students. I believe that it does this.

Murray Smart, Jr., Editor, University professor of Architecture, Emeritus




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