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Foreword

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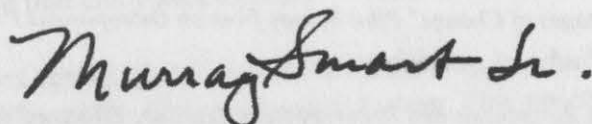
FOREWORD

This journal, the third 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.

This issue of *Inquiry* records the individual research exploration of 17 UA student/faculty mentor pairs during the 2001/2002 academic year. The projects included here are drawn from disciplines from each 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; the College of Education and Health Professions; 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 and graduate level. These 17 articles were chosen by *Inquiry's* publication board from nearly 50 abstracts received as a result of a call for papers. They vary in subject, writing style, and 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.

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. We hope that readers will see that there is no limit to what can be accomplished by the university's best students and teachers working together. I hope you will be as excited as I am with the quality of the work presented here.

Murray Smart, Jr.,



Editor

University Professor of Architecture, Emeritus

Inquiry Publication Board, 2001-2002 Academic Year

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