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INQUIRY

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FOREWORD

This journal, the second in what is intended to be 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 sixteen U of A student/faculty mentor pairs during the 2000/2001 academic year. The projects included here are drawn from disciplines across campus and are representative of the quality of research done by the honor students in the various disciplines represented on campus. These sixteen were chosen by *Inquiry's* publication board from nearly sixty 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.

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

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