

# Inquiry: The University of Arkansas Undergraduate Research Journal

---

Volume 1

Article 4

---

Fall 2000

## Foreword

Murray Smart Jr.

Follow this and additional works at: <https://scholarworks.uark.edu/inquiry>

---

### Recommended Citation

Smart, M. (2000). Foreword. *Inquiry: The University of Arkansas Undergraduate Research Journal*, 1(1). Retrieved from <https://scholarworks.uark.edu/inquiry/vol1/iss1/4>

This Front Matter is brought to you for free and open access by ScholarWorks@UARK. It has been accepted for inclusion in Inquiry: The University of Arkansas Undergraduate Research Journal by an authorized editor of ScholarWorks@UARK. For more information, please contact [scholar@uark.edu](mailto:scholar@uark.edu), [uarepos@uark.edu](mailto:uarepos@uark.edu).

**Foreword**

As the president of the University of Arkansas Teaching Academy, it gives me great pleasure to introduce you to the Academy's new project, *Inquiry: the University of Arkansas Undergraduate Research Journal*.

The Teaching Academy consists of faculty who have been recognized by their peers, colleges, and the larger university for their excellence in teaching. Teaching excellence is generally thought of as excellence in classroom teaching, and certainly classroom excellence is an important component of excellent teaching. But there are several other considerations that are equally important; to be an excellent lecturer is simply not enough. Good teachers must be able to establish a special rapport with their students in order to encourage them to work up to their maximum potential, to instill in them a love for learning, and to encourage them to go beyond the expectations of the classroom and to explore their disciplines for themselves.

This issue of *Inquiry* records the individual research exploration of twelve U of A student/faculty mentor pairs during the 1999/2000 academic year. The projects included here are drawn from disciplines across campus and are representative of the quality of research done by the myriad honor students on campus. These twelve 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

***Inquiry* Publication Board:**

Kathleen Barta, *nursing*; Philip J. Besonen, *curriculum and instruction*; Chuck R. Britton, *economics*; Sidney J. Burris, *English*; Allan Cochran, *mathematics*; Robert B. Cochran II, *English*; Lynda L. Coon, *history*; Wally Cordes, *chemistry*; Mark E. Cory III, *German*; Ro DiBrezza, *kinesiology*; Robert P. Elliott, *civil engineering*; John T. Gilmour, *agronomy*; Ethel S. Goodstein, *architecture*; Karen C. Hanna, *landscape architecture*; David Mack Ivey, *biological sciences*; Thomas C. Kennedy, *history*; Roger E. Koeppe, *chemistry*; Daniel B. Levine, *classical studies*; Suzanne D. McCray, *honors studies*; Max V. Meisch, *entomology*; Louise F. Montgomery, *journalism*; Lyna Lee Montgomery, *English*; Marianne Neighbors, *nursing*; John M. Norwood, *accounting*; Kraig J. Olejniczak, *electrical engineering*; Karen M. Pincus, *accounting*; Larry G. Pleimann, *civil engineering*; Mary Jo Schneider, *anthropology*; William A. Schwab, *sociology*; Kenneth A. Stout, *art*; and John Todd, *management*.