

Inquiry: The University of Arkansas Undergraduate Research Journal

Volume 7

Article 3

Fall 2006

Foreword

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Recommended Citation

Smart, M. (2006). Foreword. *Inquiry: The University of Arkansas Undergraduate Research Journal*, 7(1). Retrieved from <https://scholarworks.uark.edu/inquiry/vol7/iss1/3>

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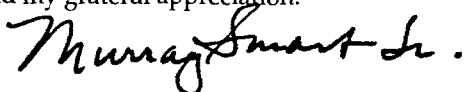
Foreword:

This journal, the seventh 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 twelve U of A student/faculty mentor pairs during the 2005/2006 academic year. The projects included here are drawn from disciplines from four of the six undergraduate colleges and schools—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 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 twelve articles were chosen by *Inquiry's* publication board from nearly fifty papers submitted for consideration. (Publication economics controls the size of the journal: most of the papers received were of publishable quality.) The papers chosen 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 most cases, the paper published herein is a digest 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.

The editor and publication board of *Inquiry* depend on colleagues throughout the institution to serve as reviewers of material submitted for consideration. The range of disciplines at an institution like ours makes it impossible for the board to be able to evaluate all the papers submitted. We are grateful for the assistance that we receive from reviewers throughout the institution.

A personal note: This is the last issue of *Inquiry* for which I will serve as editor. The journal will continue as a project of the Teaching Academy, of course, but under new leadership. I have enjoyed my tenure as *Inquiry* editor and am proud of the quality of the student work published since the birth of the journal seven years ago. The journal as it exists today would not have been possible without the wholehearted support of the Provost, Robert Smith, the board and membership of the Teaching Academy, the *Inquiry* Publications Board, faculty who encouraged their students to submit their work to the journal for publication consideration, and to the students whose work we have published. To all these people I extend my grateful appreciation.



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

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