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Letter from the Editor

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Letter from the Editor

If we knew what it was we were doing, it would not be called research, would it?
Albert Einstein

I’d like to apply this particular theory of Einstein as a pseudo-mission statement for The UR. Because, let’s face it: the students featured in the journal weren’t born writing this way. And, I wasn’t born publishing an undergraduate research journal. Since 2003, we have learned about research together: the students through numerous drafts, charts, beakers, abandoned theories, and frustrating formulas; the journal, oddly enough, the same way, minus the beakers. We learned that research begins with a really good question.

For the students, the questions are different. For the journal, the question remains the same: what is undergraduate research? Our answer can be found in the pages of The UR itself: it’s the construction of a soda-fire kiln, the writing of a play, the design of handheld devices that aid the disabled, research on chronicling the geology of the Black tail Mountains region, formulas to explain gravitational lensing, and so on. The journal has become an artifact of undergraduate research: a resource in building confidence among student researchers and securing a future for the program they’ve built.

As always, the staff of The Undergraduate Review would like to thank the Adrian Tinsley Program (ATP) for funding the journal; The Office of the President, the Bridgewater Foundation; faculty advisors, Drs. Laura McAlinden and Peter Saccocia, The Office of Undergraduate Research, and the faculty readers. Most of all, thank you to the dedicated BSC students and mentors for their time, effort and hard work on display here. Their work is the finest testament to the worth of not always knowing what you are doing.

It is my pleasure to present to you Volume IV of The Undergraduate Review.

STACY M NISTENDIRK
Managing Editor