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Editor's Letter

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Bridges 13 Editor's Letter

The student research in Issue 13 was undertaken between 2019 and 2020, when production of this journal was interrupted by the COVID pandemic. Despite the upheaval of campus closing and students shifting to remote learning in Spring of 2020, these authors still managed to complete, submit, and revise the research they share here. Faculty advisors were instrumental in collaborating with students to ensure this happened, and we would especially like to recognize their commitment and flexibility under unprecedented and inconvenient circumstances.

This issue contains articles focusing on topics across the arts and sciences, from nineteenth-century South Carolina history to improving one's tennis swing with physics. History student **Brandon Boyle** examines the significance of legislation that emphasized the tensions between constitutionality and states' rights and that culminated in the American Civil War. Physics and Engineering Science student **Maoling Chu** conducts an experiment on the motion of fluid in microfluidic channels that demonstrates the use of two common visualization technique categories, particle-based techniques and scalar-based techniques. Art History student **Quentin Clark** considers the provocative implications of viewing a Hellenistic statue from an untraditional perspective, thereby complicating notions of sexuality and victimhood. Marine Science student **Alexis Echols** charts her biogeochemistry findings in the sedimentary environment of four swash zone sites along the South Carolina Grand Strand. Physics and Engineering Science student **Heston Neal** applies her interest in advanced math and physics concepts to enhanced performance in sports such as golf, baseball, and tennis. Finally, Marine Science student **Shelby Warrelmann** reports the conclusions of her multiyear study of the behaviors and individual personalities of marsh fiddler crabs in order to challenge some established assumptions about how these animals live in community with one another.

These students have now graduated, and most of them continue to pursue their academic work in graduate programs. We thank the students and faculty involved with the production of this issue for their patience as we navigated both a new digital platform for *Bridges* as well as a pandemic, and we wish these former undergraduates continued success as they fulfill their potential.

We also wish to thank Scott Bacon, Coordinator of Digital Initiatives, for producing the journal on the Digital Commons for the benefit of all readers.

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