

---

# THE HONORS BEACON

---



---

**2022-2023  
ISSUE XXI**

---

# IN THIS ISSUE:

|  |    |                           |    |
|--|----|---------------------------|----|
| Director's Note.....                           | 4  | Lincoln's Legacy.....     | 13 |
| My Grandmothers<br>Wanted to Learn Too.....    | 5  | Reflection Spotlight..... | 15 |
| LGBT Center:<br>A Safe Haven for All.....      | 8  | URS Presenters.....       | 17 |
| The Past and Present of<br>Entertainment ..... | 9  | Ferdinand's Travels.....  | 19 |
| The Music Library.....                         | 11 | Word Search.....          | 20 |

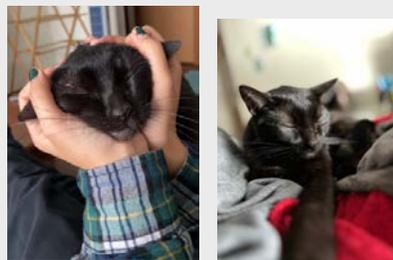


# A Note From The Editor

Carly Kuhlman '25 (Psychology/Communication Sciences and Disorders)

I had an amazing experience working on this year's Beacon, from finding writers to my weekly meetings with Leah. I wasn't sure how this whole process would go, but it was inspiring to see my writers find topics that interested them and related to who they are.

Naturally, humans are subject to change as well as the world around us. I know for a fact that I am not the same person I was when I first started college. Change can be scary, but sometimes it's needed, so in this issue, I wanted to look at all the changes that are happening around campus and within the Honors Program.



Enjoy pictures of my cat , Kitty, who has been my (emotional) support through this process.



**"Minnesota State University, Mankato is where tireless thought and innovative research bring real solutions to real needs."**

# Director's Note

Dr. Leah White



During their first honors course, students in the Minnesota State University, Mankato Honors Program complete the Clifton StrengthsFinder inventory to learn about their leadership strengths. As they engage in experiences to improve their leadership skills, we ask students to reflect on their inventory results. According to the StrengthsFinder inventory, one of my top five strengths is context. Those with the context theme tend to make sense of the present and future by thinking about the past. Even though historical fiction has always been my favorite literary genre, prior to completing the inventory, I had never seen my fascination with the past as one of my strengths. In fact, I often feared my need to unpack previous mistakes and successes before embracing new changes was a source of annoyance to my colleagues. However, for me, history is a crucial teacher, and taking time to understand where we have been and why we have changed is the best way to learn what we must do to keep moving forward.

We are now finishing our second academic year using our revised curriculum. Of the 30 students finishing the Honors Program this spring, only 3 stayed with the previous version of the curriculum. Over the last 2 years, I have made the mistake of referring to students as following either the “old” program or the “new” program as if the two versions of the curriculum represent two distinct Honors Programs. This is counter to my typical context-driven thinking because there is no way the Honors Program could have transitioned smoothly into the revised curriculum without the previously established strong infrastructure.

The theme of this issue of the Honors Beacon asks us to reflect on the lessons we learn from exploring important moments in our campus history. The growth and development of the Honors Program are part of this history. I often argue serving as the Director of the Honors Program is the best job on campus. However, this is only true because of all the people over the years who have shaped this program into something truly unique to our university.

# My Grandmothers Wanted to Learn Too



## Emilia Kliest

What is the price you have to pay for education? What do you have to sacrifice for it? And the most heart-wrenching question, what happens when you tried everything possible and fought with all your soul, but your aspirations got crushed one by one?

This is the story of my grandmothers. Two Romanian women who come from a small village called Albeni. A long time ago, they used to be children too. Although their eyes were glittering with hopes and dreams, their fairytales never came true. Their trauma and struggles turned them cold and their inner child never healed. However, I do not want their stories to be forgotten. Their love and experiences shaped who I am. I climbed the ladder of their broken dreams and swallowed their tears. I took in their memories and weaved them into my own story. Now, it is my turn to hold them by their hand, caress their hair, look them in the eyes, and tell them: “You did your best and I am proud of you.” You see, both wanted to learn, but they lived in extreme poverty in a time and place where women did not have any opportunities.

Grandma Badita almost never talked about herself. Every time I would ask her about her childhood, she would get quiet, say a few things and brush me off. Moreover, her anger issues scared me as a kid, so we had a complicated relationship. It took me years to find out and understand where her anger was coming from. One day, when I got older, I asked her again: “How was your childhood like? Did you like school? What happened to your education?” With a smile on her face, and almost laughing at times, she told me a very dark truth. She used to

love school it was the light of her life and her safe place. However, she did not even finish fourth grade because she was forced to drop out in order to work the land with her parents. Can you imagine what this 9-year-old girl who was deprived of her childhood and education could have felt like? This devastating decision made my grandmother cry, scream and beg her parents to let her study. B-E-G is the exact word that she used. She ended her story by adding that her only sibling who was allowed to finish school was her brother. And that was because he was a boy. This was the only time she talked about her childhood despite my constant pleadings.



Grandma Badita

I could write a book about Grandma Paula's life, but right now I will just focus on her childhood. She was one of my biggest influences growing up, as I lived with her for multiple years. She was a very mysterious, cold, and introverted woman who did not open up to most people. Yet, she did it with me. Every time before bed, we would tell stories. She would encourage me to invent fairytales on the spot and she would listen carefully to every single word of it. With her, I would always let my imagination run free and create a secret world that only belonged to the two of us. After I would tell my story, she would start telling hers. However, every single one of her tales was dark and real.



Grandma Paula

She was born at the end of World War II and grew up during communism. She endured poverty, hunger, grief, and injustice. Her family's house was made of mud, feces, and wood; their food was whatever they grew in their garden. However, she was a very bright and talented student who had a strong passion for mathematics. She participated in several mathematics contests and she even won one of them. She was awarded a golden medal and brought it home with great pride. She hung it in front of her room as a reminder that hard work pays off. Unfortunately, her parents were illiterate and did not understand the symbolic worth that the medal was carrying. One day, when Paula was not home, her mom welcomed a fortune teller in her house. At the end of the session, she asked the woman what she would like to receive for reading in her coffee. She spotted Paula's medal hanging on her bedroom's door and requested to have it. My great-grandmother gave her the medal, with no awareness or understanding of its emotional value. When Paula came back home, she started looking frantically for her precious prize. Finding out the truth was too much to handle for a child's heart.

Grandma Paula was living at a boarding school during the week and visiting her parents during the weekends. She had an older brother at home who was non-verbal and was

"I wanted to tell the stories of my grandmothers because there are so many stories about success and not so many that aren't." - Emilia

working in construction. The only wealth their parents had was a cow. Despite all these hardships, Paula's parents wanted her to continue her education, so they decided to sell their beloved cow. However, tragedy struck them unexpectedly and without mercy. Paula's brother fell from a roof, became very sick, and needed life-saving surgery. Quickly, the whole family decided to use the cow money to try and save him. He had the surgery, but unfortunately, did not survive. That day, Grandma lost both her brother and the chance of ever getting an education.

Nevertheless, her talent for mathematics earned her the appreciation and love of a teacher who wanted to adopt her. One day, the teacher and her husband went to Paula's house in order to ask my grandmother's parents to be allowed to adopt their daughter. They promised to pay for her education, send her to high school, and secure a good future for her. My great-grandparents refused it and said that they could not give up on their only child remaining. When Grandma Paula told me this story, I could sense a trace of regret in her voice. Was she thinking about how her life could have turned out differently?

Nevertheless, her talent for mathematics earned her the appreciation and love of a teacher who wanted to adopt her. One day, the teacher and her husband went to Paula's house in order to ask my grandmother's parents to be allowed to adopt their daughter. They promised to pay for her education, send her to high school, and secure a good future for her. My great-grandparents refused it and said that they could not give up on their only child remaining. When Grandma Paula told me this story, I could sense a trace of regret in her voice. Was she thinking about how her life could have turned out differently?

"That day, Grandma lost both her brother and the chance of ever getting an education."

## LGBT Center Mission Statement



"Through education, programming, and activism, the Lesbian, Gay, Bisexual, Transgender (LGBT) Center heightens campus and community awareness of LGBTQIA concerns and strives to ensure every individual has an equal opportunity to learn, work, and grow in a supportive and safe environment".

# LGBT Center: A Safe Haven for All

## Gale Stiek

Minnesota State University, Mankato's very own LGBT Center is a welcoming place where students, part of the LGBT community or not, can find an outstanding and accepting community at the Center. The Center also holds a wide variety of books ranging from educational resources to queer stories and information about fun events around campus.

Our center, only the second of its kind to exist on a U.S. college campus, was rated 5 out of 5 stars by the Campus Pride Index, the leading nonprofit organization working to create safe environments for LGBTQ+ students. But how did this all come to be?

The LGBT Center here at Mankato, originally called the Alternative Lifestyles Office, was founded in 1977 by Jim Chalgren, a grad student in the Counseling and Student Personnel Program. After graduating from Minnesota State Mankato, he continued advocating for LGBTQ+ rights until he passed away in 2000.

The center has since been dedicated to him and is now officially named the Jim Chalgren LGBT Resource Center. In 1994, the name was changed to the Lesbian, Gay, and Bisexual Center. The T, standing for Transgender, would later be added in 2002.

Until 2003, the Center's staff comprised part-time graduate assistants and student volunteers. Eventually, Jess Crary and other inspired students began the fight for a full-time director, whom they successfully hired in 2004 after a sit-in at the President's office.

Today, the center is a thriving community. They are dedicated to creating a better environment for LGBTQ+ people on our campus by making a safe space, providing ways to combat discrimination, and distributing resources to our community here at Minnesota State Mankato.

A college workload can be incredibly stressful, especially if you're willing to go above and beyond as an Honors student. Having a supportive community of peers is a necessary part of life, whether it's here at Minnesota State Mankato or elsewhere in the world. If you're ever looking for a place to de-stress and make friends, the LGBT center is a wonderful place to find like-minded peers. If you're at all interested in getting involved with the LGBTQ+ community here on campus, whether that be to make friends or to participate in events across campus, the LGBT Center is the place to be.



This is a very interesting topic! Click the the logo to check out more information

# The Past and Present of Entertainment



## Atlas James

From almost the very beginning of Minnesota State University, Mankato's history, students have had the opportunity to get involved with their community through university-sponsored programming. This programming has not only been organized by the college itself but also by many students working independently or with the support of an RSO.

In 1926, on March 23rd, the first issue of what we know as the Reporter was released under the temporary title "Among Us". This was a student-run paper reporting on news and happenings around the campus. The paper also covered "clubs" and their meetings and events as well. The first page featured a Cecilian Club run by Nancy Williams. Their club had recently held its first meeting and had shared their love of music together by listening to two choices of "spring songs". These student organizations have been a huge part of creating engaging atmospheres on campus, and today our university hosts over 200 recognized RSOs that put on several campus events throughout the year.

"Our campus comes together when it matters."

William Tourville, Assistant Director of Student Activities, has worked with students in this department for twelve years this coming July. When he first accepted his position, the Student Activities Department had been going through a state of transition, and he was left with a "blank slate." He can recall the first event he attended the night of move-in called the "First-Year Student Dance."

"It was in the lower level of the Student Union," Tourville explains, "There was a DJ with lights having a dance. I went there, and we walked in it was so hot people were sweating. Like, there was condensation on the walls and

it was just... I watched a group of ten people come in, and I watched a group of ten people leave. It was just like a rotating door. It wasn't very inspiring." This left the question of what could be more inspiring. Tourville was able to make enough connections by his fourth year in the position to begin to "advance" the team, even helping the group of students change the name from IMPACT to Student Events Team, saying that "people didn't understand that there were students behind a lot of these things", which the change made visible. By the years 2014 and 2015, Tourville states "there were a lot of

things changing to provide a more holistic and exciting experience for students on campus". We can see that reflected today within the programming from Student Activities. Events have not only centered on entertainment in a "fun" sense but have also ventured into educational programming. Some organizations, like the LGBT Center, use their events to educate and advocate. Stephen Thomas, Interim Director of the Center, can remember how important his involvement with LGBTQ+ programming was. "Hands down, one of the best ones," he said in reference to the Center's events, "has to be the semi-annual Drag Show."

Thomas can remember being involved with the Drag Show ever since his first year as a student here at Minnesota State Mankato, even performing in a few. "I volunteered for the first one I went o," Thomas recalls, "that was really important because that way people are able to see the expression of what drag performance is, which is literally just a fun form of entertainment,"

The Center continues to host drag performances to provide a fun form of education on queer communities and, advocated for an overall safe place for all queer-identifying students. "We like to have people come in for things like mental health", Thomas finished, and the Center hosts a speaker for that very topic at least once every calendar year.

The first issue of "The Reporter" was issued on August 6th, 1968. On page 6 of the 1986 issue, a column called "Campus Calendar" exists Kappa Delta Phi was having a meeting in Armstrong Hall. There was a movie Thursday night in the Union Ballroom,, and a concert was being put on by the Theatre Company. Things Change

over time, but one thing at Minnesota State University, Mankato has stayed the same. There is programming for students, organized by students, to inspire community and well-being. Our campus comes together when it matters.

Honors student, Sachith Wanniarachchi, recently redesigned the Student Events Team logo. He states that he wanted the theme to say "Purple and People".



Drag queens after a performance in Ostrander Auditorium (Taken from the Reporter Nov. 2022)



# The Music Library

## Alexa Johnson

Being a student worker at the library on campus has been a rewarding experience. The library is interconnected with everything on campus; bringing together students and faculty

under different research sections, and all sections have their own unique history. There is a significant change that many outside of the library staff community might not know about. The Kiyō Suyematsu Music Library, once located in the Performing Arts building right next to the Administrative Office, moved into the Memorial Library at the beginning of the school year. This is a significant change for the collection and the building. On top of the moving and relocating process for the collection, a new classroom and a small theater have been built in the Performing Arts building using the space. Ushering in this new change is a good time to look at, and celebrate, the history of the Music Library.



Kiyō Suyematsu

Kiyō Suyematsu was born on April 17th, 1926 in Casper, Wyoming. From a young age, she enjoyed playing piano, being taught by her mother and had a natural talent for music. Her older brother went to school in Casper, where he got piano lessons, and would teach her mother, who would teach all of the children. The Music Library was established in the old campus below the hill. In 1968, when the music department moved up to its current location the Music Library was given an official space to call its own. Although it started out as a very small collection of just a few scores and sound recordings, Kiyō had a good sense of what needed to be added to expand the collection just 20 years later. Kiyō retired in 1991, and after earning a Library Sciences degree, worked with library technicians to expand the collection beyond its limited resources. It was now its own established library collection, with a space where students could come to study,

enjoy, and interact with the collection in the same way as with the main library collection. This expansion continued for many years, becoming the current collection with thousands of scores, CDs, sheet music, and even vinyl with a record player available for checkout. There is a large collection of piano music, but also other instrumental and choral music. The collection ranges from solo and small ensemble pieces to plays, theater scores, music history books and theory workbooks.

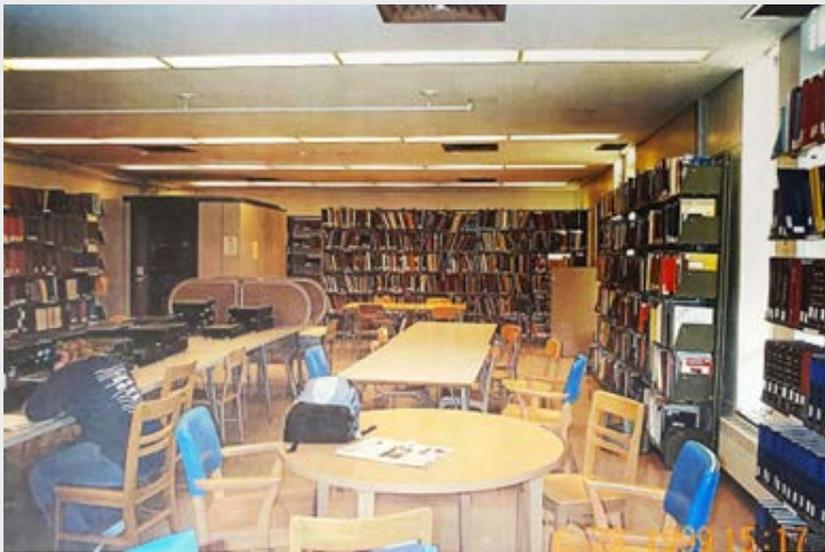


A picture of the old Music Library

In the old location, this was a very convenient resting place; in between classes, a music student could quickly grab some sheet music, a theater student could use the scanner for a song, or a professor could drop off some materials. It was the center of a niche community, a humble gathering space. Since moving to the Memorial Library, the collection has adapted and become a part of the bigger collection, while also maintaining its roots. The Kiyō Suyematsu Music Library plaque still hangs on the wall. The scenic paintings her family donated are located in the study rooms and are properly honored. Whatever the future holds for the Music Library collection, Kiyō's name is sure to endure and inspire a new generation of talented musicians here at Minnesota State University, Mankato.



The Kiyō Suyematsu plaque



A picture of the old Music Library

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.”  
– Plato

# Lincoln's Legacy

## Carter Logan



I am very fortunate to be one of the four students enrolled in the Lincoln Legacy course this semester at Minnesota State University, Mankato. This class provides me with a unique opportunity to help design an exhibit for the university's statue of Abraham Lincoln. There are many aspects being considered when looking at the statue, however, ultimately the collective goal of the project is to generate informed discussion about the impact of Lincoln on the nation and on the Mankato community. Lots of controversies has surrounded the presence of the statue and what it represents to different people, but it undeniably has an extensive history at the university. To best understand the intended purpose of the statue it is important to understand the prevalent perceptions of Lincoln during the time it was created and what the sculptor hoped to achieve with his representation of the figure.

Anniversaries played a significant role in generating attention to commemorate people like Abraham Lincoln and there were many such occasions in the early twentieth century. The year 1909 marked the centennial of Lincoln's birth and sparked discussion about the best way to honor him. However, Lincoln's birth was not the only date of importance during this time as 1915 was the designated celebration of the one-hundred-year peace anniversary between the United States and England; it made sense then that a statue of Lincoln was deemed to be an appropriate gift selected by the American Peace Centenary Committee. The man behind this statue was the sculptor Augustus Saint-Gaudens.

Saint-Gaudens's statue chosen by the committee would not be one he was contracted to design, rather it would be one he had already created. The work selected was one made late in the eighteen-hundreds. On November 11, 1884, Saint-

Gaudens signed a contract with the Lincoln Monument Fund to make a statue of Lincoln that would rest on a granite pedestal. There were many elements included in this project to make it as vividly accurate as possible. Landon Moore was picked to be the model to mirror Lincoln's image after much consideration. Ostensibly to create the most authentic statue possible Saint-

Gaudens looked to use original casts of Lincoln. There was only one person who ever had made casts of Lincoln and that was Leonard Volk who made the mask of Lincoln's face in April of 1860 and the casts of Lincoln's hands on May 20, 1860. Coincidentally, this was two days after he was



The Lincoln Statue in the Memorial Library

chosen to represent the Republican party in the presidential race. Being one of the premier sculptors in the field Saint-Gaudens would find himself fortunate enough to find himself in a position where he was able to utilize Volk's casts. In 1886 he was invited by Richard Watson Gilder to join a committee that would end up buying Leonard Volk's original casts and donating them to the National Museum. Additionally, he oversaw the process of making replicas of the casts for all those who helped fund the purchasing of the original casts. Saint-Gaudens himself would use one of the three first replicas made in his statue of Lincoln.

After a thorough arduous process to create the most detailed statue within his capabilities, Saint-Gaudens would complete his statue of Lincoln. In the end, he spent almost three years working on the statue. [11] The statue was officially revealed on October 22, 1887, at the Lincoln Park in Chicago Illinois. [12] Robert Todd Lincoln, Abraham Lincoln's son, attended the statue's grand revealing ceremony and would go on to say the statue was the most realistic statue of his father. [13] This recognition from Abraham Lincoln's own son was perhaps the most meaningful acknowledgment of the effort put into the statue by Saint-Gaudens for attaining such a result. This original statue is twelve feet tall and officially known as "Abraham Lincoln: The Man", but the statue is more commonly referred to as "The Standing Lincoln". [14]

Despite all the detail that went into the making of Saint-Gaudens's portrayal of Lincoln and the favorable reaction by Abraham's son Robert, Saint-Gaudens's statue was not guaranteed to be the finalist for a commemoration gift to England. With no immediate financial supporter backing Saint-Gaudens, the American Peace Centenary Committee turned to an offer from Charles Taft (the half-brother of President William Howard Taft), of a statue designed by George Barnard. [15] This change did not go unnoticed in the public eye; it became the center of a heated argument that is exemplified by the fact that the New York Times wrote a whopping forty-nine articles on the matter. [16]

The intensity of the debate seems to be redundant, arguing about a definitive singular interpretation of what each statue represented, and which one was the more proper representation of Lincoln and the American values he displayed. The criticism of Barnard's statue of Lincoln is that it showed a more vulgar image of Lincoln in the critics' eyes contrary to their preferred version that would ideally be more dignified and eloquent. [17] As historian Barry Schwarz put it when breaking down the situation, "Previously contrasted to Lincoln's simplicity and commonness, Washington's aristocratic dignity and power is now deemed appropriate for Lincoln and even required for his accurate portrayal" (Schwartz,

"Iconography and Collective Memory", 308). The desired qualities were prevalent in Saint-Gauden's statue. It consisted of the popular neoclassical characteristics at that time; formal clothing, a straight body and head with a bent leg, a resting or clutched hand, and a symbolic chair of state supporting the figure. [18] Schwarz argued in his article that Barnard's statue shows equalitarian values and Saint-Gaudens's statue demonstrates elitist values. [19] Schwarz has a very intriguing article where he goes into greater depth exploring the difference in representations of Lincoln that I recommend you read if you are curious about exploring the topic further.

[Read the Whole Article Here: Lincoln's Legacy](#)

# Research Reflection: Credit Cruncher

Jacob Price



Credit is a mysterious and ubiquitous reality of the modern world. It determines how much a consumer will pay for their bills each month. It can determine if a person will be able to rent or own their dream home. In his book, “The Secret of Business Credit”, Charles Eisnicher Jr. appropriately states, “Your life is your credit. If you have ever been denied a loan, or even a job, you already know the importance your credit profile has on your life”. Some payments that are affected by credit scores include home loans, car payments, credit cards, installment loans, car insurance, cell phones, health/life insurance and even monthly utilities. According to [endingtree.com](#), a good credit score (740-799) could save a person almost \$50,000 over the lifetime of their loans. For perspective, the U.S. Census Bureau states the median household income for 2018 was \$61,937 ([census.gov](#)). It is indisputable that our credit scores hold much power over our daily lives. But most people do not understand all the inputs that go into determining a credit score. Furthermore, most people that fall into bad credit never recover. Interestingly, neither the government, credit bureaus, nor creditors ensure that credit report data is accurate and correct. Therefore, this responsibility lies with the individual.

During the Spring of 2021, my friend Tyler approached me and asked if I could help him to model his credit growth. Tyler is a young man who, like many, made some unfortunate credit decisions early in his adult life. He had previously applied for several credit cards and failed to make regular payments, among other things. Luckily, Tyler was able to start making payments on all his debts and cleared up some of the other outstanding marks against his credit. He wanted to maximize his credit to take advantage of lower interest rates and prepare himself to start a business and buy a house.

Tyler wanted to know approximately how long he should wait while growing his credit until he was able to access the best interest rates for his future endeavors. I was not sure that I could help him, as the three credit bureaus do not share their algorithms publicly. However, after doing some research in my calculus textbook, I found the Gompertz Growth function, which is used to model bacterial growth, among other things. I thought that credit score growth, under optimal conditions, looked similar to bacterial growth because each has a limiting factor (about 350 to 850 for credit scores). Thus, I began to model my friend’s credit growth to see if I could help him.

First, I told Tyler that it was absolutely necessary for him to continue making payments on his debts while we conducted further research into credit scores. We found that payment history is the largest aspect of a credit score (~35%). This means, the more recent a late payment the greater the damage to a credit score. Also, using a high percentage of available credit can negatively affect a credit score. For example, you will be scored higher if you use 30% or less of your credit card limit. If your limit is \$1000, you will have a higher score if you maintain a balance of \$300 or less. The length of credit history accounts for approximately 15% of your credit score. An older person who has a longer credit history will have a better credit score than an 18-year-old with a new credit card if all other variables are held constant. Accumulation of new debt accounts for about 10% of your credit. Making a lot of credit score inquiries (hard pulls) in a short period of time will negatively impact credit scores. Finally, a healthy mix of credit accounts for the final 10% of your credit score. For example, credit bureaus will give you a higher score if you have an open mortgage, three credit cards, one auto loan, and a small number of other open accounts, rather than just having seven credit cards. This information was obtained from “The Secret of Business Credit” as well as the Equifax, Experian, and Trans-Union websites.

Once we had completed research into what affects a credit score, I asked Tyler to provide me with two of his most recent credit scores and the number of months in between them. Using these initial conditions, I was able to use the Gompertz Growth function to generate a graph of his approximate future credit growth (assuming he followed the guidelines stated above as closely as possible). Tyler continued to make timely payments on all his debts, maintained account balances 30% of their limit, held five different lines of credit, and did not request any hard pulls on his credit. He was able to access his credit scores by using “soft pulls” with the Credit Karma application, which does not negatively impact credit scores.

The two initial credit scores that Tyler gave me were 524 (4/2021) and 674 (4/2022) with 12 months in between. We monitored his credit growth for nine months after he received the score of 674 (4/2022-1/2023). Amazingly, his actual credit scores were within 2% error margins for each month. After these nine months, Tyler had gone from a 674 to a 737-credit score (Equifax). Because of these interesting results, we decided to create an application to allow people all over the world to project their credit scores, while learning about how to maximize their credit growth and end the cycle of poor credit. These goals, in turn, would allow us to help people achieve greater control over their credit and finances which would enhance their personal and professional lives.

So far, I have created separate Python and C# programs to perform this credit projection function. Our next step is to develop an Android application using Java and XML, which can then be uploaded to the Play Store to be downloaded by anyone with an Android device. Currently, the front end (user interface) of the application has been developed. I am now working on developing the back-end functionality using Python and C# programs as models. We plan to have the Android app finished by the end Summer of 2023. Once the Android app is completed, we will begin developing an app for Apple devices.

# URS Presenters

**Brooke Andel**

"The Regulation of Cold Inducible RNA Binding Protein and Hormonally Upregulated Neu-Associated Kinase in Anolis Carolinensis Lizards"

**Delany Conrad**

A Machine Learning Approach To Detecting Deepfakes"

**Braxton Fair**

"A security threat!! Your mouse can help"

**McKay Gray**

"Further Examination of a Zoom-Facilitated Mindful and Intuitive Eating Intervention to Decrease Disorder"

**James Hawco**

"Developmental Influences of Thyroid Hormone on Cochlear Development in Mice"

**Kate Holtmeier**

"The effects of choir experience on individuals with dementia and their care partners"

**Logan Kuskie**

"Outcome Measures of Meaningful Engagement with Individuals with Dementia"

**Maidot Bekele**

**Aryee McCabe**

"The Perceived Trustworthiness of Social Media Content"

**Ebrima Dem**

"Using genomic DNA of Anolis carolinensis to determine sex in juvenile lizards"

**Jeremy Fisher**

"Conservation Reserve Program Blue Earth County"

**Ryuto Hashimoto**

"Evaluation of Student Learning Outcomes in a General Education Course: Human Relations in a Multicultural Society (HRMS)"

**Ainslee Hemmen**

"Developmental Influences of Thyroid Hormone on Cochlear Development in Mice"

**Naomi Kinney**

"Participation of undergraduate students in research at Minnesota State University, Mankato"

**Aryee McCabe**

"Oak Osmolyte Concentrations in Response to Drought" and "The Perceived Trustworthiness of Social Media Content"

**Barkot Menkir**

"Outcome Measures of Meaningful Engagement with Individuals with Dementia"

**Alec Nesseth**

"Power of the Processor: An Analysis of United States Agriculture Policy"

**Roman Parpart**

"Does Clothianidin Effect Liver and Kidney Development in Rainbow Trout?"

**Jacob Price**

"The Robotic Trans-Radial Prosthetic"

**Deepshikha Sanjel**

"Predictive Modelling with Machine Learning Techniques"

**Olivia Smith**

"The effects of choir experience on individuals with dementia and their care partners"

**Kendall Soloman**

"Well Water Quality and Sustainability in Mangapwani, Zanzibar"

**Ashlin Young**

"Engaging at a community garden supporting individuals with dementia and nbsp"

**Nathnael Minuta**

"Development and Evaluation of a Microfluidic Biosensor for Biomolecule Detection using PVDF and PVA Polymers"

**Amal Sharafkhodjaeva**

"Examining intercultural competence among undergraduate students at a global university campus in Uzbekistan"

**Isabella Pearson**

"Creating a Scale to Measure Beliefs in Pseudoscience"

**David Rezac**

"Understanding how a Viral Protein Affects the Localization of a Human Immune Protein"

**Melan Shifa**

"Assessing the economic and environmental feasibility of vertical farming in the Middle East: Analyzing market opportunities, environmental challenges, and policy implications for sustainable agriculture within the region."

**Samantha Sunnarborg**

"Radiation Dose Studies in Fruit Flies with 350keV Electrons"

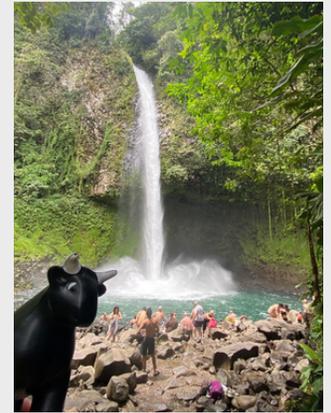
# Ferdinand's Travels



Ferdi finds his own castle in Germany



Ferdi goes to London for tea



Ferdi finds a waterfall



Ferdi starts a business



Episode II: Attack of the Ferdis



A wild Ferdi spotted in the wilderness



Where's Ferdi? (Costa Rica Edition)



Ferdi strikes a pose by a volcano

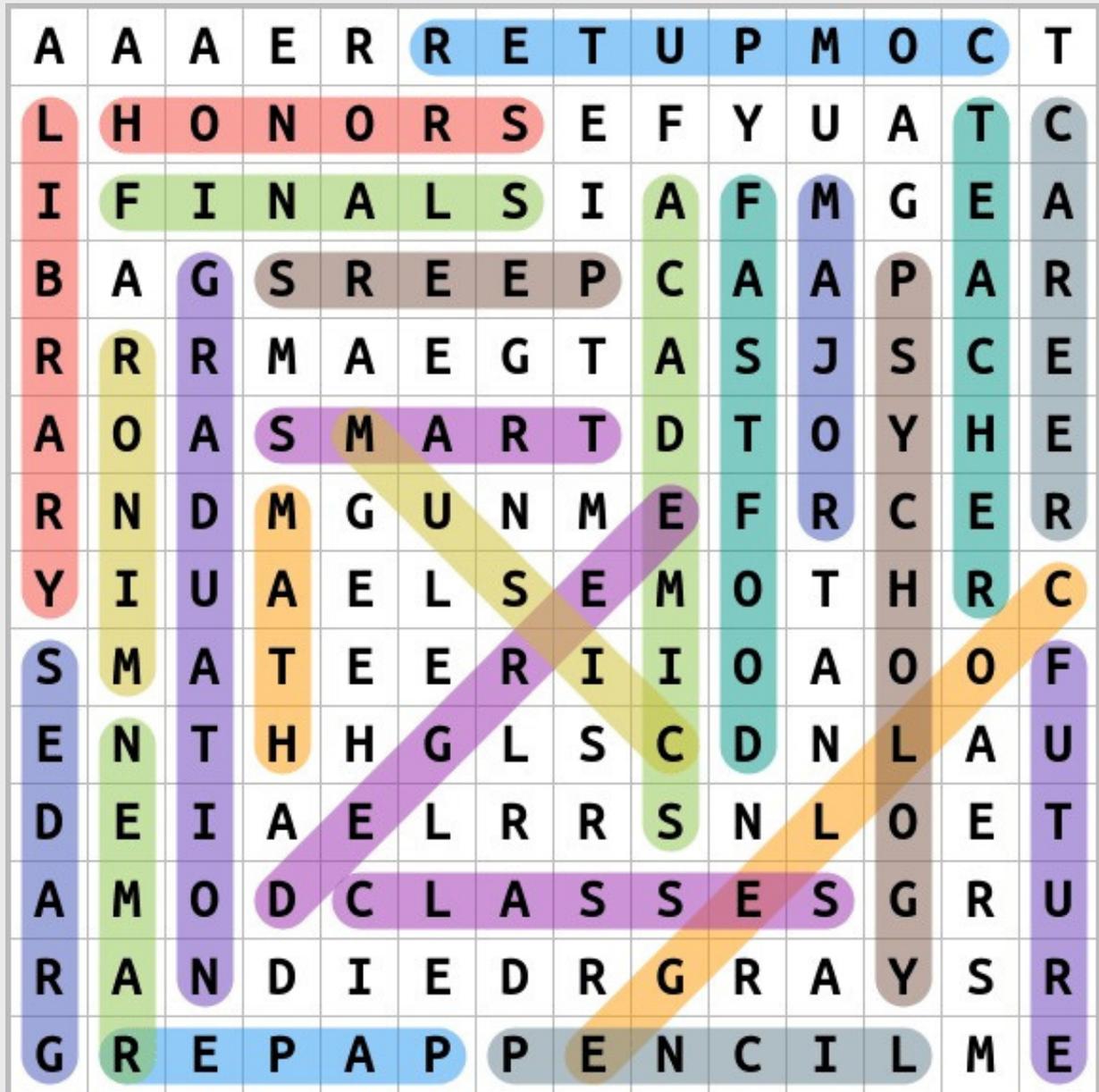
# Word Search

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | A | A | E | R | R | E | T | U | P | M | O | C | T |
| L | H | O | N | O | R | S | E | F | Y | U | A | T | C |
| I | F | I | N | A | L | S | I | A | F | M | G | E | A |
| B | A | G | S | R | E | E | P | C | A | A | P | A | R |
| R | R | R | M | A | E | G | T | A | S | J | S | C | E |
| A | O | A | S | M | A | R | T | D | T | O | Y | H | E |
| R | N | D | M | G | U | N | M | E | F | R | C | E | R |
| Y | I | U | A | E | L | S | E | M | O | T | H | R | C |
| S | M | A | T | E | E | R | I | I | O | A | O | O | F |
| E | N | T | H | H | G | L | S | C | D | N | L | A | U |
| D | E | I | A | E | L | R | R | S | N | L | O | E | T |
| A | M | O | D | C | L | A | S | S | E | S | G | R | U |
| R | A | N | D | I | E | D | R | G | R | A | Y | S | R |
| G | R | E | P | A | P | P | E | N | C | I | L | M | E |

ACADEMICS  
 SMART  
 HONORS  
 GRADUATION  
 PAPER  
 MAJOR  
 FAST FOOD  
 MINOR  
 COLLEGE  
 PSYCHOLOGY  
 CAREER  
 FINALS  
 DEGREE  
 LIBRARY  
 FUTURE  
 COMPUTER  
 GRADES  
 TEACHER  
 MUSIC  
 MATH  
 PEERS  
 PENCIL  
 RAMEN  
 CLASSES

Play this puzzle online at : <https://thewordsearch.com/puzzle/5548646/>

# Word Search Answer Key





# MINNESOTA STATE

## Minnesota State University, Mankato A member of Minnesota State

A member of the Minnesota State system and an Affirmative Action/Equal Opportunity University. This document is available in alternative format to individuals with disabilities by calling The Honors Department at 507-389-5191 (V), 800-627-3529 or 711 (MRS/TTY).