# Imprint

### Your Stories, Your Voice

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# ADHD: What it is, and what it isn't

Angela Li, Staff Writer

When you think of someone with ADHD, what comes to mind? What assumptions do you make? How does it match up with what having ADHD is truly like?

According to the Canadian Psychological Association, attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder characterized by "levels of inattention, hyperactivity, and impulsivity that impair a person's functioning." The Center for ADHD Awareness in Canada (CADDAC) estimates that 5-9 per cent of children and 3-5 per cent of adults have ADHD, though the true proportion may be higher. ADHD does not have a specific cause but is known to be genetic and is often inherited through families.

While public awareness about ADHD has progressed significantly, people are still prone to both making incorrect assumptions about ADHD and heavily stereotyping those with ADHD in outdated ways disproven by recent research.
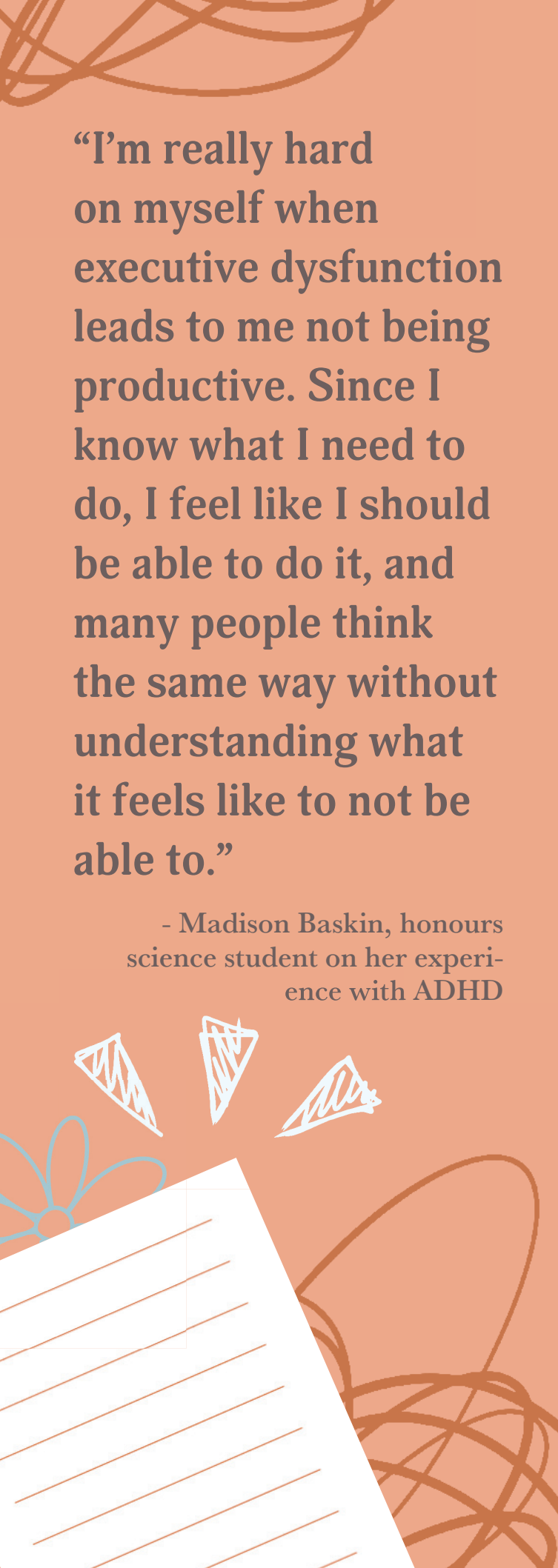
Among the most common myths is that those with ADHD are lazy, unproductive, or unwilling to work hard and finish tasks. The reason for the prevalence of this myth is connected to executive dysfunction and time blindness exhibited by those with ADHD. Both characteristics have been linked to low levels of dopamine in the brain, which is a chemical linked to "motivation, mood, attention, and emotional regulation," according to the Attention Deficit Disorder Association (ADDA). Low dopamine levels make it harder to start tasks, organize said tasks, maintain focus, and follow through with plans, especially when the work feels unstimulating or uninteresting.

Second-year honours science student Madison Baskin states that this part of ADHD is a big hurdle to overcome emotionally. "I'm really hard on myself when executive dysfunction leads to me not being productive," she said in a written statement to *Imprint*. "Since I know what I need to do, I feel like I should be able to do it, and many people think the same way without understanding what it feels like to not be able to." At UW, this means that juggling obligations alongside co-op job search and schoolwork can feel even more overwhelming.

In addition to executive function struggles, time blindness is also another challenge facing UW students with ADHD, a factor also linked to low dopamine levels per a 2022 study from the National Institutes of Health (NIH). Time blindness, or time distortion, refers to having a different sense of the flow of time. Someone with ADHD may overestimate that a task will take an hour, but in practice takes only 15 minutes. Another may drastically underestimate — getting to the nearest bus stop seems like it would take seven minutes, but ends up taking 17, resulting in a missed ride. Even with recurring events or tasks, people with ADHD may have difficulty estimating time accurately and consistently.

"One of my biggest fears is being late or having things late," said third year French studies student Hannah Delattre in an interview with *Imprint*. "I almost swing to the opposite end of the spectrum, where I assume things are gonna take way longer

> "I'm really hard on myself when executive dysfunction leads to me not being productive. Since I know what I need to do, I feel like I should be able to do it, and many people think the same way without understanding what it feels like to not be able to."
>
> - Madison Baskin, honours science student on her experience with ADHD

than they are," she noted, stating that her time blindness also made starting and completing tasks "way more daunting."

Another myth, says second-year psychology student Kaelagh Thomson, is that people with ADHD are easily distracted and can't focus. "ADHD is mostly seen as not paying attention to anything; nobody talks about the super focus," she stated. Contrary to what its name suggests, ADHD is characterized not by a lack of attention, but differences in the ability to regulate that attention. ADDA states that hyperfocus is common even when not always included in diagnostic criteria, defining it as "a strong and prolonged interest in or focus on something" that often comes at the expense of attention to other things. This manifests especially strongly when in a flow state while working, says Thomson. "I can forget that I'm hungry… that I need to go to the washroom, or that I need to drink water," she explained. Even transitioning, like going and getting myself food… disrupts everything, and it's a struggle to get back into [work]."

Many also mistakenly believe that those with ADHD only exhibit traits associated with the predominantly hyperactive-impulsive type (ADHD-PH): not being able to sit still for long periods, jumping rapidly between conversation topics, and always being on the go mentally or physically Delattre was diagnosed with predominantly inattentive-type ADHD (ADHD-PI), which manifests very differently from the broadly known hyperactive type. "I can sit through a lecture, no problem," Delattre said to *Imprint*. As a child, she often daydreamed in school, a trait common for those with inattentive-type ADHD. "People don't really realize that can be part of [ADHD] too… because you're daydreaming, and you're quiet [and] not disruptive, it's not as noticed."

Misinformation not only surrounds the nature of ADHD, but also those who have or might have ADHD. Delattre believes a combination of popular

misconceptions about ADHD — that people with ADHD are usually men, do poorly in school, and fall under the hyperactive type — led to her late diagnosis as an adult in 2022. "When it doesn't look like the picture that [people] have in their minds, sometimes people are like, 'Do you actually have it?'" ADDA cites that men with ADHD are three times more likely to be diagnosed in childhood than women. On average, women are five years older than men when diagnosed, meaning they miss out on early intervention and support that could help equip them with skills and resources to tackle challenges from having ADHD.

Delattre adds that misinformation about ADHD has been exacerbated thanks to online platforms. Similar to how autism is fetishized on dating apps and social media, ADHD has also been misconstrued in its own way. People picture ADHD as "the cute, quirky stuff, without realizing there's a lot of debilitating aspects to this too… it's [seen] as sort of that infantilized, child-like approach to the world and to life," Delattre notes.

Last but not least, Baskins, Delattre, and Thomson all agree that one of the largest struggles of having ADHD is that it is an invisible disability. Highly successful people with ADHD in the workplace or in school may not be seen as needing accommodations or support systems. "That doesn't mean we have any less struggles as somebody else," Thomson clarifies. "It's just the fact that we don't show it as much."

So, for those who have or suspect they have ADHD, what can you do to help make things easier? The best approach should come from a qualified professional. But just like how a shorter person uses a stool to reach a top shelf, there are strategies that help lower the mental effort needed to complete tasks and that healthily boost dopamine.

For Baskins, breaking larger tasks down into detailed smaller tasks is a huge help. "I find if I don't have an outline for what things I need to do, I am less likely to do them. Having a plan removes the step of deciding what to do, which can help bypass decision paralysis as well."

"Building your routines around little things that bring you pleasure [and] joy [has] been super helpful for me," Delattre says. Working in treats or tasks that give you a mood boost to prepare you for tackling obligations is helpful — but avoid things that may derail your focus like easy dopamine hits, she highlights. "I try [to] avoid scrolling on the phone because it's sort of an endless dopamine loop." Thomson also recommends a similar strategy that adds novelty but avoids harmful dopamine fixes like sugary foods and drugs, suggesting that "doing a safe [activity] but something that you wouldn't normally do" would also help, like outings that bring a change of scenery.

Above all, it's important to note that those with ADHD deserve compassion and understanding from both others and themselves going forward. "This world isn't made for us; we are just trying our best," Thomson emphasized. "It's very easy to be really hard on ourselves… [so] I think that we need to give ourselves a little bit of grace, more than we usually do." She also stressed the importance of self-acceptance for those struggling with ADHD: "It's OK to be different… to need more support. And it's OK to love yourself and love the people around you."

Delattre agrees. "You're using it as a tool, not a vice," she stressed about her suggestions on adding to routines. "It's a tool that you're using to put yourself in a mental place [where] you will be more successful."

"Regardless of it all, you're here," Thomson finished at the end of her interview with *Imprint*. "And even if you don't feel like you belong, you're here for a reason. So we gotta make the most of it."

# How to make an *Imprint*



<sup>3</sup> c r o s s w o r d

Zoe Cushman, Contributor

S ince *Imprint* began publishing monthly magazines, I've been the person making the crossword puzzle at the back of each issue Now, I'm not going anywhere anytime soon, but I figured it's time to share my process.

## How does one get started?

The first thing you'll need is a crossword construction program. I use Crosserville, which is browser-based, free to use, and fairly straightforward. Other good options include the free-to-download Ingrid and the industry standard (but paid) CrossFire. I use Crosservile in this article.

Start creating your puzzle by first making a grid. The puzzles I make for *Imprint* are American-style — they use rotational symmetry for the black squares, have a minimum entry length of three letters, and are fully keyed, meaning that every white square is used for both a horizontal and a vertical entry. If you want to start submitting your puzzles to newspapers, you'll want to follow these style rules, but don't worry about them too much for your first puzzle. To make a grid in Crosserville, click the squares you want to block off and press the period key. You can make a fun grid shape with the black squares for the whimsy of it if you'd like. I'll be making a fairly simple 6x6 mini for demonstration purposes.
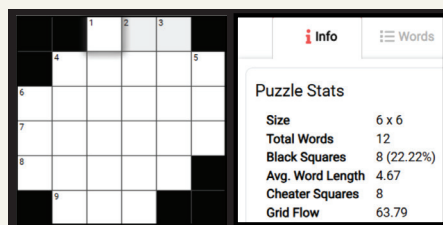


Once you have your grid, start putting in some key entries. Generally, you'll start with the longest ones. I like birds, so I'll put in bird names.
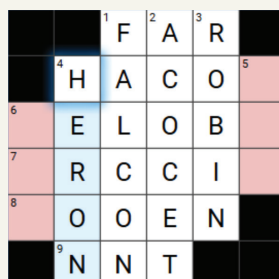


Unfortunately, filling the verticals with bird names results in nonsense horizontal entries like _RCCI_ and _OOEN. The program has highlighted the blank squares of these entries in red because it has checked its database for words that match those patterns and hasn't found any way to make this puzzle work. Unless I know words that will fit the nonsense patterns, this is an unfillable grid. Let's dial it back a little.





Zoe Cushman, *Imprint* Contributor

I've rearranged AVOCET, HERON, and FALCON so the grid is easier to manage, and accepted that I probably can't fit ROBIN into this puzzle without changing its shape. Now to find the rest of the words. If I get stuck, I can head over to the Fill tab for some suggestions.



| | Grid Score | Exclude From Dict | Exclude From Grid | Add To Filter |
|---|---|---|---|---|
| AFT (50) | 1.00 | ❌ | ⊗ | » |
| LFG (5) | 0.93 | ❌ | ⊗ | » |
| UFT | 0.86 | ❌ | ⊗ | » |
| MFA (10) | 0.82 | ❌ | ⊗ | » |
| EFT (30) | 0.80 | ❌ | ⊗ | » |

The numbers in parentheses are an estimation of how good each word is as an entry to any crossword. The grid score is irrelevant for now. I had my days of playing online dungeon crawlers, so let's try LFG.

The program has checked my puzzle against its database and is warning me that the only valid option it's found for G__EN is GREEN. The space _OR_ is highlighted in yellow because it can only come up with a few options. I'm okay with GREEN, but I don't have any original ideas for L__OR_ and upon reviewing the suggestions I don't like any of them, so I'm going to rule out LFG and try something else.

After reviewing a lot of terrible autofill suggestions, including several obscure acronyms and names of old celebrities I'm assuming my university-age audience wouldn't recognize, I've settled on a fill that I am content with.

Now for clueing, which is generally the easiest part. I can head on over to the Clues tab and start entering my clues.

I like to start with the words I like the most and finish with the ones I grudgingly accepted, but you can complete them in any order. When you're done, click on File > Export in the top right corner and choose your preferred export format.

## So why wouldn't you just let autofill complete the whole thing?

You could, but the end result wouldn't be fun to solve. Autofill just checks to see what entries will fit in your spaces, so it doesn't take into account what makes a puzzle worth solving. You'll end up with a lot of obscure acronyms and roman numerals that might not match your theme. I've come across so many suggestions of words that I'm convinced no one actually says. I've said before that half of crossword creation is just curating autofill suggestions, and that's only a slight exaggeration.

## Am I limited to the list in the software?

You can write whatever you want in the spaces and clue them however you'd like. As for autofill, the standard dictionary that comes with Crosserville is fairly large, but to expand your horizons and get more interesting suggestions, you'll want to download and import some wordlists. You can find the wordlists for major publications available for download online and a lot of indie creators will post their personal wordlists on their blogs. A web search for "crossword wordlists" should give you a wealth of options, including free ones.

## How do I get better at making crosswords?

There are two components to this. First, keep making puzzles. The more you make, the more you'll get a feel for what works and what doesn't, and learn how to avoid locking yourself into situations where you're unhappy with your grid. Second, which is equally if not more important, keep solving puzzles. The more you solve, the better sense you'll get of what makes a crossword interesting and what you should avoid. I recommend solving indie creators' puzzles in particular to help you find your own style. Browse the community platform Crosshare to see what constructors have made and shared. If you want new puzzles delivered to your email inbox a few times a week, you can sign up for a subscription service like AVCX+.

## Can I submit a crossword to *Imprint?*

We published a student submission in September 2025 and that went well, so if you have made a puzzle that you're proud of and want to submit, by all means give it a shot. I'm proud of my position as the guy who makes crosswords for *Imprint*, but I will graduate eventually, and if this guide inspires someone to make a puzzle, it's done its job.
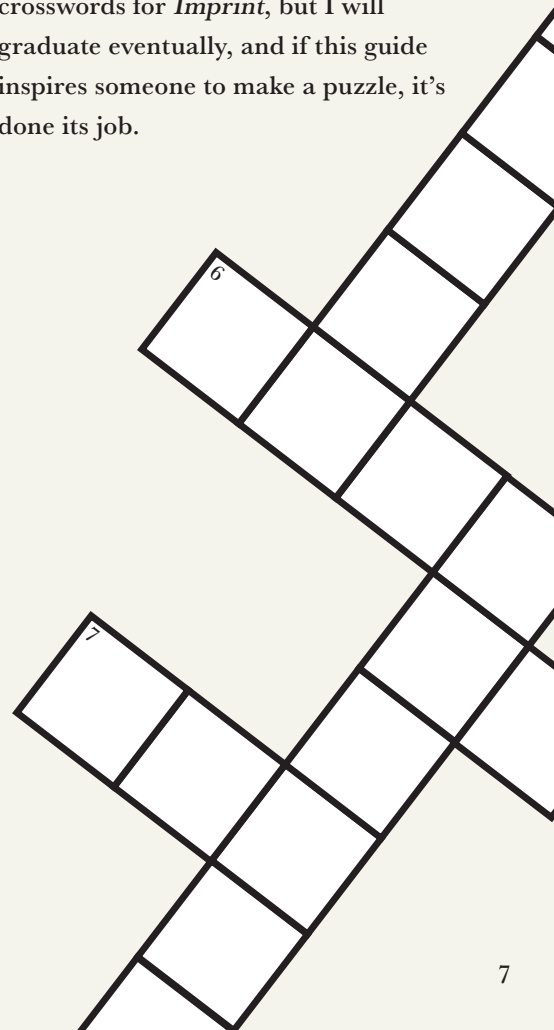
# Beyond varsity: The hidden world of UW's athletics and recreation clubs

Emma Danesh, Staff Writer

When we think of university athletics, our minds often jump to the roar of varsity games, black and gold jerseys, packed bleachers, and competitive energy. But beyond the spotlight of varsity sports lies a thriving network of student-led clubs that keep the Warrior spirit alive in unexpected ways. Whether it's sprinting around Ring Road or diving deep into the pool with a hockey stick, these clubs are building communities defined by passion, perseverance, and creativity.

## Triathlon Club: Building a community of everyday warriors

For many, the word triathlon conjures up images of elite athletes powering through grueling races. But at UW, the Triathlon Club redefines what it means to be a triathlete. According to club executive Tristan Lismer, their mission is to "build a welcoming community for athletes of all levels who enjoy swimming, biking, running, or any combination of the three."

Every semester, that community spirit takes shape at the Ring Road Rumble, a university-wide "try-a-tri" style event where beginners and seasoned athletes race side-by-side. "It's affordable, accessible, and a fun way to challenge yourself," Lismer explains.



Nikaash Kulkarni

Unlike varsity programs, which demand intense competition and time commitments, the Triathlon Club offers structure without pressure. "We're a student-run club that complements the university's varsity program by offering a more flexible, inclusive space for students who want structured training without the pressures of varsity competition," Lismer says.

Roughly half of the club's budget comes from membership fees, covering pool rentals and societal events. The other half is generated through the Ring Road Rumble and the occasional sale of club merchandise, like branded swim caps. "We don't currently receive any funding from the university's departments," Lismer notes. "But we're looking into it for future semesters to help cover race and travel costs."

Training is entirely member-led, featuring an ex-semi-professional cyclist, a varsity swimmer, and an experienced runner guiding each discipline. "That setup keeps our training efficient and community-driven," says Lismer. The club's workouts are tailored for all ability levels, from hill runs to spin sessions where everyone rides at their own pace.

The results speak for themselves. "In the last year alone, we've had members qualify for world championships, finish full Ironman races, and achieve personal milestones," Lismer shares. "It's all about growth, both in performance and confidence."

Still, the biggest hurdles the club faces are "accessing training facilities during peak hours and securing funding for race participation," he admits. Yet, despite the challenges, the Triathlon Club thrives as a model of what inclusive, student-powered sport can look like one that values camaraderie just as much as competition.
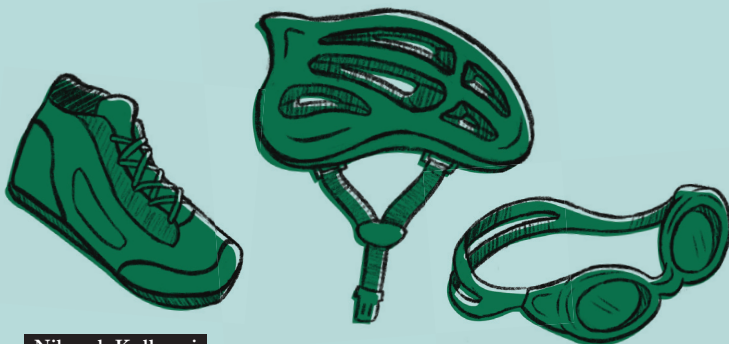
## Underwater Hockey Club: Finding friends below the surface

If triathlon is about endurance and balance, underwater hockey is about teamwork and breath control — yes, it's exactly what it sounds like. Players dive into the pool with snorkels, fins, and small sticks to push a puck along the bottom, a sport so unique that only a handful of universities in Canada have teams.

"Our club wants to create a great beginner learning experience for new players and encourage them to continue playing after university," says one of the club's organizers via Instagram. "Underwater hockey is a very small, tight-knit community in Canada, so we're proud to be part of its growth."

Founded in early 2024, the club started with just three members and zero funds. Through grit and creativity, they've built a thriving team of a dozen regular players. "We got grants from the Math Endowment Fund and the Canadian Underwater Games Association to help us get started," they explain. "More recently, WUSA supported us as we [hosted] our first-ever tournament this February."

The club's funding journey reflects the resourcefulness of many student-run teams. "Membership fees cover maybe 10 per cent of our costs each term, mostly pool rental, which can be up to $900," they say. To make up the rest, the team turns to Krispy Kreme sales, bake sales, and tournaments. "We've thought about raising fees, but we really don't want that to discourage new players."

Practices are a mix of beginner-friendly sessions and competitive scrimmages, often guided by experienced players or visiting coaches. "When top coaches come in, it's great, we get quality training. But most of the time, our practices are member-led, which helps build trust and makes it easier for newer players to learn," they explain.

Beyond practice, the club embraces collaboration and fun, co-hosting "Try-Tri" events with Quadball, Quizbowl, and the Lifesaving Club, where members swap sports for the day and end with pizza socials. "We're a very close community," the executive says. "There's something about niche sports, they attract people who just click."

While recruitment and equipment remain ongoing challenges, the club's spirit is undeniably strong. "When we started, we had three people. Now, we're hosting tournaments and competing against other universities. We're really proud of that."



## Clubs that keep campus moving

Both the Triathlon Club and the Underwater Hockey Club show how student initiative fuels Waterloo's athletic scene beyond varsity boundaries. They may not compete in packed arenas or under bright stadium lights, but they embody the same drive and teamwork that define Warriors everywhere. Whether you're diving into a pool or pedaling around Ring Road, these clubs remind us that sport at Waterloo isn't just about medals, it's about community, creativity, and carving out space for everyone to play.

# The SAD truth: Exploring seasonal affective disorder

Radha Vyas, Contributor

When your coffee turns cold before your first sip, the sunlight disappears faster than your motivation, and your 8 a.m. lecture feels like a personal attack, you might just be living the SAD life.

Seasonal affective disorder (SAD), is basically your brain throwing a tiny tantrum because it misses the sun. According to the National Institute of Mental Health, reduced sunlight can lower serotonin activity, which helps regulate mood, and increase melatonin, the hormone that promotes sleep. The Mayo Clinic further explains that limited sunlight can also lead to a drop in vitamin D levels. Since vitamin D helps boost serotonin activity, low vitamin D may further contribute to fatigue and low mood during the winter months. As a result, your brain ends up feeling ready for hibernation instead of your 8 a.m. lecture.

Common symptoms of SAD include low mood, loss of interest in daily activities, fatigue, difficulty concentrating, changes in appetite (often craving comfort foods), and disrupted sleep patterns. Some people may also withdraw socially without realizing why, as reported by the National Health Service.

Fourth-year health sciences student Ridam Panesar shares that she finds the hardest months stretch from September to February, sometimes even into March. "It's definitely more than just the winter blues," Panesar says. During these months, she loses interest in her usual activities and can spend eight or nine hours cooped up in the library. Extra sleep doesn't help either; she often wakes up feeling lethargic and dreary.

But Panesar has a few tricks to combat the gloom. Short walks outside give her a mental reset, while avoiding screens during breaks helps her recharge. "When I unwind properly before sleep, like reading instead of scrolling, I wake up feeling more energized," she shares. Social connections are key, too. She makes an effort to see friends, attend class, and participate in extracurricular activities, reminding herself that there's life beyond her room. She also studies in blocks, mixing solo sessions with group work to balance productivity and social time. For a mood boost, a book, music, and some retail therapy help her distract herself from the winter doldrums.

Other students echo that feeling in their own ways. Fourth-year honours science student Maryam Esttaifo keeps it simple, "Act like you would when the weather is nice and sunny. Don't let the cold keep you inside — then you'll feel stuck and gloomy." Second-year honours psychology student Sadie Aina adds, "I honestly prefer the colder seasons because that means I won't have to deal with insects! But when I do feel down from the cloudiness, I typically cheer myself up with comfy pyjamas, good food, and whatever I'm currently watching."

While small lifestyle changes can make a significant difference, some individuals may require additional support during the winter months. Treatments for SAD vary depending on the severity of symptoms and can include:

- Cognitive behavioural therapy (CBT): A form of talk therapy that helps manage negative thought patterns and develop coping strategies. According to UW's psychology department, CBT is one of the most effective treatments for anxiety and mood disorders when practiced by trained therapists. It is often at least as effective as medication and can have lower relapse rates. Not all

providers offer CBT, so students should confirm availability before booking. On-campus counselling services and referrals can provide access, while private counsellors are also an option.

- Vitamin D supplements: Since sunlight exposure is limited in winter, supplements can help maintain vitamin D levels that support mood regulation. These supplements are easily purchased over the counter at pharmacies or grocery stores.

- Regular exercise: According to the National Library of Medicine, engaging in physical activity can naturally boost serotonin and energy levels, helping improve mood and reduce fatigue during the winter months.

- Antidepressant medication: The Mayo Clinic further specifies that for individuals experiencing moderate to severe symptoms of SAD, healthcare providers may prescribe antidepressants like SSRIs or bupropion to help balance mood and prevent seasonal depressive episodes.

In addition to these services, you can also find sunshine lamps in spaces across faculties. These lamps shine with 10,000 lux of light, mimicking real sunlight to help your brain remember what daylight feels like. The school of architecture offers three small light therapy lamps available for students to borrow from the Musagetes Library, and their availability is often mentioned in the school's weekly wellness emails. As for the faculty of health, light therapy lamps are available only in the Sanctuary Room, which is designated for prayers and meditation, and are provided exclusively for faculty and staff, not students. Meanwhile, Conrad Grebel University College offers its residents and associates access to a light therapy lamp through the Student Services office. The college, much like the Student Life Centre, also benefits from naturally bright spaces, with large windows throughout its residences, library, and dining areas.

Building on these initiatives, the faculty of engineering has its own community well-being program to make light therapy lamps accessible specifically for engineering students. Supported by Community Well-being Officer Renate Donnovan, the program provides three lamps — two at the undergraduate office (E2-1772) and one at the Musagetes Architecture Library in Cambridge — that students can borrow for up to three days.

"The lamps are medical grade and designed to mimic real sunlight. They help your brain recognize that it's daytime, which can make a big difference when it's dark outside before and after classes. If you find you have sleeping issues, use the lamps early in the day and not too close to bedtime, because they can disrupt melatonin production," Donnovan explains.

The growing awareness of light therapy's benefits is beginning to spread across campus. At St. Jerome's University, Wellness Coordinator Angelina Dodds shared that the college currently does not offer SAD lamps for use or rental, but has recently taken steps and already begun setting up lending policies and practices through the library.

Meanwhile, UW libraries are also taking steps to support the campus community through light therapy. Two new lamps will be available for students, staff, and faculty to borrow and use at the libraries by December 2025. These lamps are part of a broader selection of borrowable tech offered at all three library locations — Davis Centre, Dana Porter, and Musagetes — through the Library Help Desks. Anyone with a WatCard can borrow a lamp for the day to use within the library. The lights are specifically designed to simulate spring and summer brightness levels, helping to offset the effects of reduced sunlight in winter. Recommended use is 20 to 30 minutes at a time for maximum effect.



Beyond the lamps, Donnovan emphasizes the importance of maintaining balance through healthy routines. "Keeping a regular sleep schedule helps a lot. Go to bed and wake up around the same time every day — if possible. Good nutrition helps too. Pay attention to what you eat — we started a fruit and vegetable market on campus. It's $10 for a bag of produce, with locations in engineering and health [buildings]. It's an easy way to eat better during the term."

# The evolution of the environment buildings

Sophie Smith, Contributor

Walking through UW's enviroment buildings, you can see the university's evolving commitment to sustainability. Long before sustainable development became a global priority, Waterloo was experimenting, adapting, and learning. From the early days of EV1 in the 1960s to the LEED Platinum-certified EV3, these buildings illustrate how UW's environmental values have grown and transformed over time.

## The history of the environment faculty and its buildings

Long before the term was formally defined by the UN's World Commission on Environment and Development in 1987, UW had been grappling with sustainable development for decades. UW's faculty of environment was established in 1969 and is currently housed primarily in three buildings: Environment 1 (EV1), Environment 2 (EV2), and Environment 3 (EV3).

EV1 was built in 1966. It was originally named Arts II, and was then dedicated as the Isaiah Bowman Building for the Social Sciences before being renamed Environment 1 when environmental departments took over the building in the 1970s. The EV2 wing, former home of UW's school of architecture, was added in 1981, and in 2012, UW became the first Ontario campus, and the second Canadian campus, with a Leadership in Energy and Environmental Design (LEED) Platinum-certified building with EV3. Platinum is the highest level of certification achievable under the LEED green building rating system. Together, these three buildings reflect the university's evolving relationship with sustainability and environmental design, mirroring the broader development of the faculty itself.

With Canada's largest environment faculty, UW has a long history of being a trailblazer in environment and sustainability. According to Mat Thijssen, Director of Sustainability, the faculty was established ahead of "the dawn of the modern environmental movement with the idea of sustainability being more socialized globally." This early start positioned Waterloo to take a leadership role as global environmental awareness grew in the following decades.

Thijssen notes that initiatives such as the Sustainability Living Lab (formerly known as WatGreen) in the early 1990s embodied this pioneering spirit. "The program created learning opportunities for students using the physical campus as a source of ideas and inspiration for them to take on project work and work with the facilities team. Waterloo was a leader globally in doing that, certainly within Canada, but even across North America. And that really persisted through to the sort of mid 2000s. That was when this kind of global trend around corporate sustainability really started to strengthen and then we started seeing across the higher education sector pledges and commitments starting to materialize that more and more campuses were signing onto."

Early developments, such as this, helped lay the groundwork for the university's later formal sustainability strategy. "I think sort of the design features of EV3 partially flowed from some that increased understanding, even before we had a formal sustainability strategy, it was certainly not that it was off the radar. It just hadn't been formalized and centralized yet," Thijssen said. Therefore, the faculty's buildings serve as a physical timeline of the university's evolving sustainability journey.
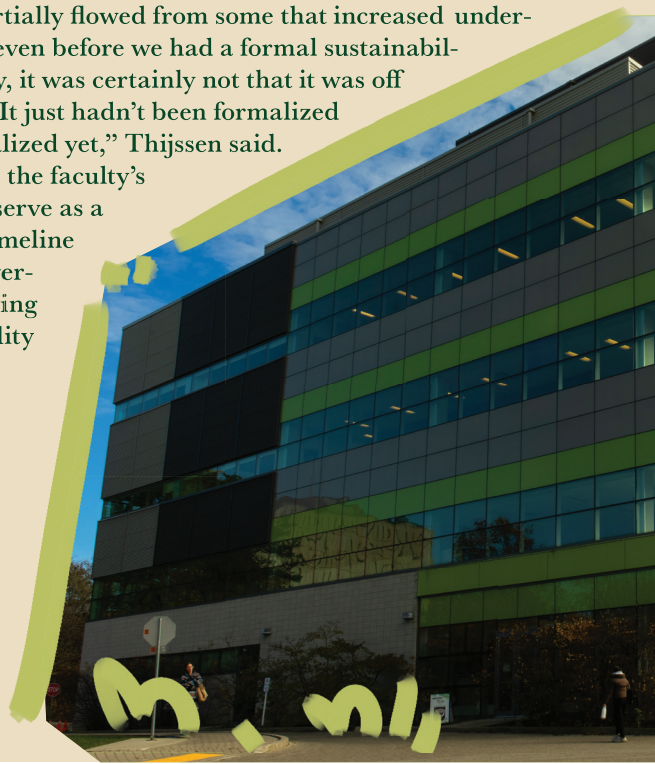
## Lessons learned from EV1 and EV2



EV1 and EV2 reflect the Faculty of Environment's slow progressive nature of working towards sustainability. Environment professor Jennifer Lynes recalls supervising one of her first honours thesis students in the early 2000s, who explored barriers to implementing green buildings on campus. "There was little emphasis on it at that time," she explains. "There were new buildings being built with opportunities, but they were kind of lost opportunities because the campus architect was not really in favour of green buildings and didn't see the benefit of them."

During her tenure at UW, Lynes has had offices in all three buildings. She feels a sense of nostalgia for EV1 because she completed her environmental studies degree there but also recalls its limited natural light. She mentions one of the few areas of EV1 with substantial daylight is the courtyard, however, it was not originally intended that way as the roof was a later addition.

Similarly to EV1, EV2 attempted to integrate sustainable ideas, but turned out mixed results. Lynes described its moveable office walls as an innovative feature that fell short in practice. The walls were designed in such a way that they are able to be moved into different configurations, so that they could be reused over time. "We were told at the time that they would have a certain level of soundproofness, but that didn't actually happen," she said. Due to this, the office became a less social environment. " when I was in ERS [environment, resources, and sustainability] in EV1, ERS was always collegial, like lots of people would have their office doors open… But then when we moved to EV2, you started to get a lot more closed doors because of the sound. So people ended up working at home more or not coming into the office or closing the door… I always feel like ERS has tried to be green, but then the technology at the time might not have been up to what it is now. So that was always a little bit disappointing and it's aesthetically… a lot of white. A lot of white walls" Lynes said. By the late 2000s, these lessons converged into the planning of EV3 which would set a new sustainability benchmark for buildings on campus.
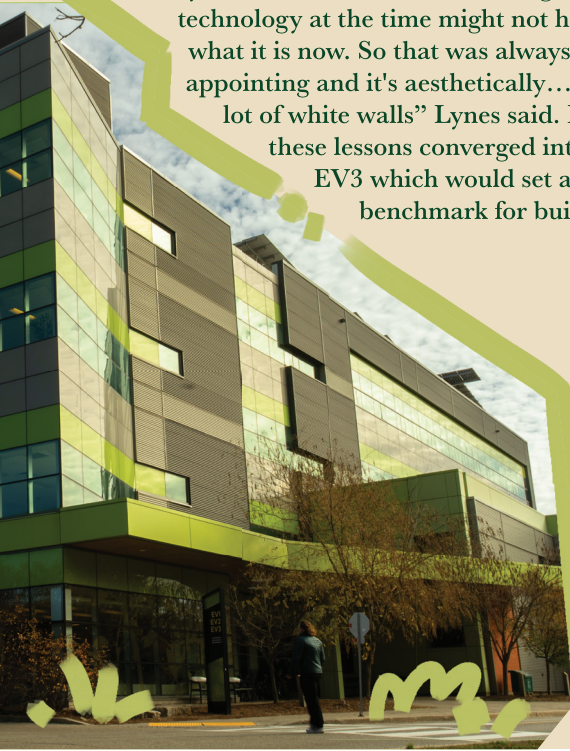
## The introduction of EV3

Lynes credits the construction of EV3 to a mix of timing and fortunate circumstances. Due to university funding policies, new buildings require "a certain percentage [of funding that] has to come from the faculty," she said. The launch of the infrastructure project followed the 2008 financial crisis, however, she explained that Dean David Johnson's strong connections made it possible to secure the necessary funding. His efforts came at a time focused on economic recovery and job creation.

According to Thijssen, EV3 was a major step forward even before UW had any official sustainability goals. "Even before we had sort of our long term commitment to decarbonization, this was a really exciting project to move that forward at the local level within one of our new buildings."

In true environment faculty fashion, stepping out of the norm and getting ahead of the trend, EV3 emerged as an example for future campus planning. "It was one of those case studies that we could draw on to have the university's first net neutral building policy for all new construction. It really laid the foundation for a lot of that work," Thijssen noted. EV3, therefore, became both a symbol of institutional commitment and a foundational piece of the university's broader decarbonization goals.

To achieve LEED certification, the design must first be accepted for this goal and then achieve the necessary amount of LEED factors such as water and energy efficiency. "It was fairly comprehensive, and led to all kinds of interesting discussions. Like, should we have solar panels? Should we not have solar panels? Fortunately, of course, we did end up with solar panels and we also ended up with the reflective roof," Parker shared.

## Sustainable features of EV3

EV3's sustainability is expressed not only through visible features but primarily through the invisible efficiencies built into its design. EV3 was built over a large part of EV2 to take advantage of available vertical space and features exposed structural beams throughout. Lynes explained that the design aimed to keep the building's footprint small, which is why it was constructed partly over EV2 and why the office space includes visible support beams. Thijssen added that "they look really well integrated, but they're functionally two separate buildings."
Additionally, when EV3 was integrated with EV2, what was previously an external wall with poor insulation became an internal wall of EV3, resulting in substantial energy savings.

Another sustainability element largely invisible from view sits high above the building: its solar panels. Environment professor Ian Rowlands, with research, teaching, and community interests in energy transitions and management strategies, has done work with the solar panels including facilitating their recent expansion. "Through a collaboration between the faculties of environment and engineering, the capacity of the solar-PV system on the roof of EV3 expanded, in 2024, from 60 kW to 70 kW through the installation of new PV bifacial panels that also generate power in winter by capturing sunlight reflected from snow."

These upgrades have not only improved clean energy generation year-round, but also fostered student engagement and learning opportunities. "Most recently we had a climate change class, a small group, do some analysis of how we could take the data from those solar panel productions and potentially put it on the screens in the EV3 atrium to incentivize behavioural change, to encourage conversations about energy, to raise awareness."

## Occupant response to EV3

Beyond its technical achievements, EV3 has intentionally fostered an environment that encourages connection and collaboration. Lynes describes the sense of community fostered due to faculty members of the School of Environment, Enterprise and Development (SEED) finally being in one environment together in EV3.

"We were never all in one place, our offices were everywhere. There was no sort of communal area for SEED to be in." And of course, better soundproofing played a role in increased productivity and connection: "I think there are a lot of great design things that I would say, such as increasing productivity in some ways while still allowing us to be social as a floor, without the sound really bothering," she said.

In terms of aesthetics, Parker notes that "natural life was always a priority, throughout, so that regardless of where you were, you could have access so that it would inspire users of the building, you know, so that the students and the staff and the faculty would all feel energized." The Ev3rgreen Café, located on the first floor of the building, exemplifies this design philosophy. "We gave students the best corner office in the building on every floor," Parker said. "We wanted students to enjoy the space as well as to demonstrate sustainability principles."

The café's operations also reflect the environmental mission of the building, offering a dedicated plant-forward menu since 2021. Menu items are fully plant-based by default, with optional non-plant-based alternatives available. According to Food Services, in 2024, 32 per cent of meals purchased at EV3 were plant-based. Furthermore, 9 per cent of coffee beverage sales over the past year were associated with eco-mug use, in which customers brought their own reusable coffee mug.
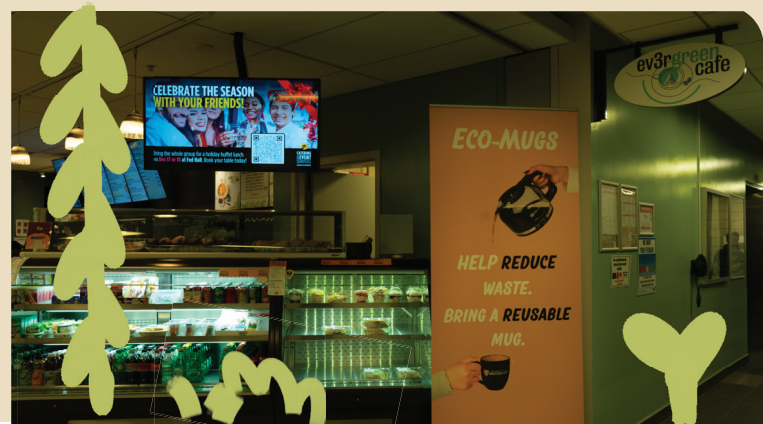
EV3's influence on its occupants is also evident in how it subtly shapes behaviour, a key example being the main staircase. The staircase was intentionally placed at the building's entrance to encourage physical activity and social interaction. "People will use it if they see it, and this becomes a social norm [instead of using the elevator]," Parker said. From the café and communal offices to the open staircase, elements such as these illustrate how EV3's design has aimed to shape both the habits and the sense of belonging among its occupants.

## The external surrounding area

EV3's influence extends beyond its walls, shaping the surrounding campus landscape and community activity. EV3 worked with the faculty of environment and the Arts building to create the environment gardens behind EV1, EV2 and the psychology building, as well as supporting the bike cage by the building, and the student run compost cows. Thijssen explained how it is things like this that have helped to create an exciting community within and around the building.

Lynes, who completed her master's of environmental studies at UW, recalls how different the area looked during her studies. "I always remember this picture in my head, which influenced me wanting to come here, and it was [a] student sitting … by Laurel Creek there. But at the time, there was no vegetation around, it was just grass." Back then, the philosophy was to make everything grass. A lot of work has definitely gone into making this area greener. That's something that's changed on the campus as well."


Prita Tarigan

## Shortcomings of EV3

Despite its many successes, building EV3 wasn't without challenges, especially given its accelerated timeline. "The design had to happen pretty quickly," Parker explained. "The federal government had some funds available that had to be used within a short period of time. So it was a very short timeline." He explains that it would have been preferable to include more community and stakeholder engagement in the design process, had the circumstances allowed for it. However, due to the short timeline, the target of LEED platinum was the primary focus, somewhat limiting the creative scope. Some sustainability features were ultimately cut, such as shower and bike facilities for cyclists. "That was disappointing," Lynes admitted. "It just takes away some barriers for people commuting longer distances by bike."

Safe bike storage was also an issue for a long time until the outdoor structure was built about five years after EV3 was built. Together, the three environment buildings chart the university's evolving understanding of what it means to build sustainably and their approach to campus development. Lynes observes that the evolution of the faculty of environment reflects the university's broader approach to campus development. She explains that this shift has influenced subsequent buildings, which increasingly incorporate sustainable design. While UW was an early leader in sustainability when she first arrived, progress slowed for a time. The establishment of a dedicated Office of Sustainability has helped reinvigorate these efforts by ensuring sustainability is included in planning and decision-making across campus.

Rowlands expressed that each building reflects a different era of institutional architecture. "You get a glimpse into what was done at the time, in the sense of layout, structure, and even colour palette. As a result, different people will probably have different parts of the three buildings that they like more or less. As for me, I think they all have their charms. For instance, I love both the EV1 courtyard and the EV3 atrium but each has a very different kind of vibe."

The three buildings serve as a timeline of changing environmental awareness and standards, each reflecting the values and knowledge of its era while illustrating how each generation has built upon the lessons of the past.

# HAVE YOU GONE BACK TO SCHOOL LATER IN LIFE?



PhD study participants are **wanted** to better understand the experiences of women who return to postsecondary education later in life. If you identify as a **woman** between the age of 55 and 70 who is currently attending or have attended, **in the past two years**, a postsecondary institution in Ontario you may qualify to participate in this study. Participants would consent to an interview conducted over Zoom.

For questions or more information, please contact Ursula Cafaro by email at ucafaro@laurentian.ca

# It's all fun and games... right?

Ananya Muralidharan, Contributor

**B**eing stuck at a party with nothing to do is a common curse. Maybe some fool forgot the beer pong balls, the alcohol has yet to set in, or the food you guys have ordered has yet to arrive. Or perhaps you're just hanging out with a group of friends and you're stuck doomscrolling on the couch, coming up blank on anything else to do.

If you ever find yourself in a situation as unfortunate as those above, all you have to do is pull this magazine out of your back pocket (which you definitely carry around at all times) and provide the masses with some free group entertainment to start having fun with one another.

## Speaking games

If there's one thing that has the potential to entertain, it's the deceptively simple speaking games that you can start up at literally any time.

### The Rhyming Game

*Number of people*: unlimited

Choose one lucky person to choose the first word, and then go around in the group finding words to rhyme with no repeats, until one unlucky person gets stuck or screws up.

### The Alphabet Game

*Number of people*: unlimited

Pick a category and go through the alphabet listing terms for each letter. Potential categories include but are not limited to gay celebrities, cities that are famous for certain food items, clothing brands, fruits and vegetables that nobody really likes, and common insults.

### 3-2-1-Go!

*Number of people*: unlimited, but usually works best in a group of two (unless you are in a group of people that are telepathic)

Count to 3 and everyone involved says a word. Then do it again and again with no repeats of words already shared until everyone finally gets to the same word.

### Rock-Paper-Anything

*Number of people*: unlimited

It's like rock paper scissors, but instead of scissors, each person picks a random item. Then, take turns debating which item would win in their final epic battle. Let the best item win.

### Shiritori

*Number of people*: unlimited

This game originally started off as a Japanese speaking game. It starts with someone saying a word and the next player has to say a word that starts with the final letter of the word before it. No repeats are allowed, and you keep going until someone isn't able to keep up. (Pro tip: start with the word "flex" because who really knows a word that starts with an "X" off of the top of their head…)

If you want to make the game harder, you can change it so that instead of starting with the last letter, you have to start with the last syllable of the preceding word. Or even harder, every word has to be part of a certain category like animals or food.

### The Guessing Game

*Number of people*: unlimited

Choose any book, movie, or TV show and describe the beginning, middle, and end in brief sentences. The first person in the group that guesses correctly is victorious.

# Card games

If you somehow forgot the beer pong balls but remembered your trusty pack of cards, you can rally the troops to play some fun card games.

## Cheat

*Number of people*: unlimited

All cards in the deck are dealt out to players, and the end goal is to get rid of all your cards. The first person to go will put down an ace face down so that nobody can see what the card actually is. The next person will do the same for 2, and the next will do the same for 3, and so on and so forth, cycling from ace to king. Each player will announce the number of the cards and how many they are putting down. If you don't have the card that you are supposed to put down, you will need to lie and put down another card, pretending it's the one you are supposed to have.

If a player suspects another player of lying, they can call out "cheat" and the accused needs to reveal the card they played. If they were lying, they must take the whole pile of cards into their hands. If the accuser was incorrect, they will be the one to take up the cards.

After a cheat accusation, the game resumes with the next player, at the next number. The game continues until one person is able to get rid of all their cards.

Another variation of this game is putting down multiple of the number that you are supposed to put down, even if you don't have them.

The beauty of a deck of cards is that there's a million and one games that you can play. Some other games (that have slightly more complex rules, but are just as fun) are Rummy, Speed, BlackJack, and Crazy Eights.

## Spoons

*Number of people*: unlimited

Sit around in a circle and place in the middle a pile of spoons, like a culinary junkyard. There needs to be one less spoon than the number of players at all times.

The dealer will deal four cards to each person and keep the remaining pile of cards to their right.

Everyone looks at their cards, and the dealer picks up one card from the top of the pile. The dealer then selects one card to discard from their hand and passes it face down to the player on their left, keeping only four cards. The next player will do the same and cards will begin to move around the circle, with everyone picking up one card from their right. The dealer will keep going with picking up and discarding cards.

The goal is to swap and keep cards so that you have four cards of the same rank (e.g., four aces or four 10s). As soon as someone gets a four-of-a-kind, they grab a spoon from the middle and then everyone else has to race to grab a spoon. The person without a spoon at the end of this is the loser for that round. If someone touches a spoon first without a winning hand, they're also the loser for the round.

The loser from the round will get a letter from the word "S-P-O-O-N." You can play multiple rounds and once a player has all the letters in the word "spoon," they're out of the game. The last player remaining is the winner.

## Slapjack

*Number of people*: unlimited

All cards in the deck are dealt out to the players face down. Without looking at their cards, each player must put their cards into a pile face down and take turns to put down the top card from their deck in the middle, face up. When a Jack is put down, players must try to slap their hand on it first. The first player to slap it takes the entire middle pile of cards. If someone slaps the pile when a Jack has not been put down, they have to give up one of their cards to the person who put down the card.

The winner is the player who collects all the cards, leaving everyone else cardless.
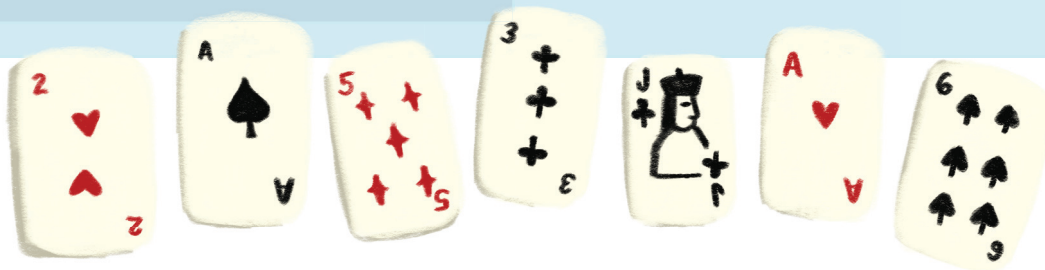
Sarah An

# Board games

There's no doubt there are plenty of board games for groups to play. But the issue is: how do you source these games to play?

Many of the student societies are able to rent out board games to students in their faculty, but their rules and availability of games can differ. You can also easily borrow board games from SLC, DC, or DP, with the selection at SLC being the biggest one to choose from. To borrow a board game from the library, select a board game from the library selection, scan your WatCard at the front desk, and the boardgame is yours for a rental period of 3 days. If you would like to borrow from the SLC, go to the Turnkey Desk with your WatCard and exchange it for the board game you want. Once you're done with the board game, return it to the Turnkey Desk for your WatCard back.

There isn't an exhaustive list of the board games available at the Turnkey desk, but some popular ones that they have are Catan, Cards Against Humanity, Battleship, Clue, Checkers, Dungeons & Dragons, and Jenga.

So the next time you find yourself at a function, and you see people starting to reach for their phones, pull out this list of fun and games and get the masses to engage in some old school fun that doesn't involve a screen. No more will you be considered that fool that forgot the beer pong balls. You will be the wily jester that provided entertainment to the people of the function.

# Why UW psychology ranks among the global elite

Dildare Yurtsever, Contributor

According to the Academic Ranking of World Universities (ARWU), UW's psychology department ranks among the top five in Canada, and within the top 100 globally. This distinction was earned through ARWU's rigorous research-focused criteria which include the presence of highly cited researchers, publications in *Nature* and *Science*, and per-capita academic performance.

## What makes UW's psychology department exceptional?

According to Professor Katherine White, Associate Chair of Undergraduate Affairs and the Lab for Infant Development and Language, UW has maintained its international reputation because of its "commitment to research excellence and providing a really rich educational environment for students."

UW's psychology department has a strong history of research excellence across six broad domains: clinical, cognitive, cognitive neuroscience, developmental, industrial-organization, and social psychology. "We really see research as a fundamental part of our culture in this department," says White, emphasizing the collaboration and collegiality among faculty and labs that sustain this success. "We all want each other to succeed, we all want our faculty members to succeed and our student trainees to succeed."

With over 50 years of research excellence, UW's psychology department has attracted multiple faculty members and researchers who are leaders across these areas, contributing to some of the most groundbreaking and relevant psychological discoveries worldwide. For instance, research from the Self-Attitudes Lab in 2014, led by Professor Allison Kelly, was recognized by Psych Central, one of the largest and most influential mental health platforms globally, as one of the year's greatest psychological discoveries by demonstrating that approach motivation is a predictor of a person's sense of meaning in life.

## Advanced research facilities and strong funding support

To make the research possible, the department is supported by specialized facilities across key psychology buildings, including the Psychology, Anthropology, and Sociology (PAS) building where several cognitive and neuroscience labs are housed.

These sites contain advanced technology such as functional magnetic resonance imaging (fMRI) which allows cognitive neuroscience psychology researchers to measure oxygen concentrations in various parts of the brain, helping to quantify brain activity during resting and aroused states. In addition to fMRI, virtual systems, eye-tracking equipment, and EEG machines are among the advanced technology that researchers can access to fulfill their research requirements.

Waterloo's strong research history in psychology would not have been possible without continuous funding from organizations like the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, and the Canadian Institutes of Health Research. White notes that "faculty members are very well funded through a variety of national [and] international grants, and we have a very strong funding record at the graduate student level." Ana Carvalho, psychology program manager, adds, "Funding is a very key element, and our professors also top up this funding whenever it's possible."

## A student-centred approach to learning

Beyond research excellence, the department is deeply committed to fostering student growth. "Providing a really rich educational environment for students" is central to their mission, says White. Students are encouraged to explore their interests by taking core psychology courses, which expose them to different fields and career paths. "This is how students can figure out what they like, what they don't like, and what they would like to pursue in their career," Carvalho states. For instance, students interested in research can enroll in research apprenticeship courses, where they can gain research experience and earn course credit by volunteering in a psychology lab for 96 hours.

Additionally, the co-op program at UW allows psychology students to alternate between academic and work terms in roles related to their field. "Students who would like to graduate and start working immediately, they could join the co-op program and get great work experience," Carvalho says.

In addition to all of these, the department offers minors such as cognitive science, for those interested in the study of the mind, and human resources management, which offers courses required by the Human Resources Professionals Association to meet coursework requirements for professional human resources designations.

Busra Subasi, a second-year psychology student at UW, shares positive remarks about the program and the support she felt throughout her time here: "What surprised me the most is how supported I felt here. The professors really want you to explore different paths, and there is space to try things, make mistakes, and figure out what fits. It really feels like the department is invested in you as a whole person, not just as a student."

## Research spotlight: The Danckert Lab

Within the field of cognitive neuroscience, researchers at UW focus on understanding neural mechanisms that underlie basic cognitive functions like perception, attention, and decision-making. In addition to understanding neural mechanisms, researchers aim to understand the relationship between these cognitive functions and factors such as brain injury, age, and individual differences.

James Danckert, professor of cognitive neuroscience, leads the Danckert Lab, which focuses on the mechanistic changes in the brain that lead to boredom.

Many think of boredom as a state of apathy and start conjuring an image of a "couch potato" in their heads, Danckert explains. However, boredom could also be thought of as a state of high arousal, the itching feeling of doing something — in other words, being restless. Thinking of these higher cognitive functions as complicated states urges researchers to understand the neural mechanisms that lead to boredom.

Danckert explains that boredom is controlled by a network of brain areas called the default mode network. "This is a network of brain areas that is active when you don't have anything to do," he states. In addition to activating the default mode network, he mentions that boredom "activates parts of the brain that are important for representing how you feel… like your amygdala, which is important for emotional regulation." The activation of these other parts of the brain then induce negative feelings like agitation that we feel when we are bored.

He emphasizes that boredom is not a passive state. "The key thing about boredom is that it's a motivational state… When you're bored, you care, and you care because you want to be doing something, but you can't figure out what that should be."

While in the process of conducting cognitive neuroscience research, Danckert values the collaboration and the people within the psychology department at UW that make this research possible. "The physical structure of what's here is probably replicated across most departments of psychology across the world. So it's not the stuff, it's the people, and I think it's a very open environment," he said.

"What surprised me the most is how supported I felt here. … It really feels like the department is invested in you as a whole person, not just as a student."

- Busra Subasi, a second-year psychology student at UW

He mentions that much of his research benefited from the collaboration opportunities offered among researchers at Waterloo. "I have collaborated with an evolutionary biologist where we did some genetic work… I have [also] collaborated with a philosopher, and so collaboration is key to any science."

Having had students volunteer at his lab and complete their thesis for their degree, Danckert recommends that students just reach out to different labs and ask if they have got any opportunities, whether that be for volunteering or paid research apprenticeships. However, he cautions for students to cultivate their experiences and not approach opportunities randomly. "If you get two months of experience in five labs, that might not be as good as five months experience in two labs. You need enough time to understand the process in a lab and for the lab to get to know you."

Danckert recommends students start to volunteer in second year. "If you volunteer in one lab per year for your second, third, and fourth year, then I think that would give you a breadth of experience that would be really helpful."

Overall, what sets UW's psychology department apart is not only its global research reputation, but its belief that discovery and education must move forward together through collaboration, collegiality, and a shared commitment to fostering a rich and supportive educational environment.
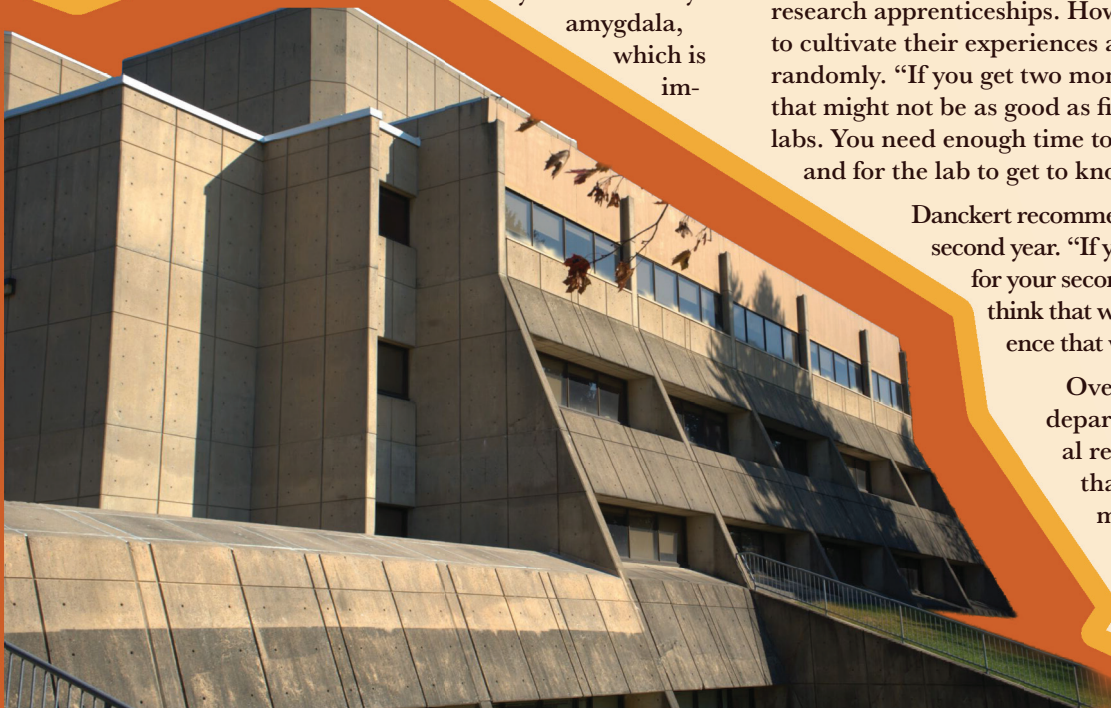
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# HOLIDAY DIPS: SWEET & SAVOURY

Ingrid Au, Contributor

**T**he holidays have a way of stirring up a fair share of stress — the nagging questions of "What should I make for this dinner party?" or "Will people like what I make?" can be daunting. Not to worry — this recipe delivers the perfect mix of sweet and savoury. A main course is fleeting, but a good dip will always be there for snacking and guaranteed to be cleared by the end of the party. These dips are not your average plain dips — they bring texture and layers of complementary flavours to ensure the best dinner party spread.

## Tools

- 2 large storage containers/bowls
- 1 mixing bowl
- 1 cooking pan
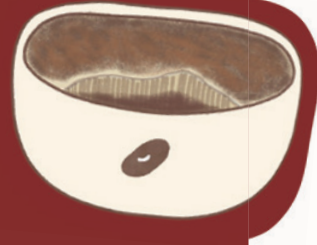- Paper towel
- Whisk or stand mixer

## Ingredients

### Fried shallot, spinach, and artichoke dip

- 2 cups of spinach, washed thoroughly
- 1 whole can of artichoke hearts, drained and yields approximately 1 cup
- ½ cup of pre-made fried shallots/onions
- 8 cloves of garlic, finely chopped
- 1 ½ cups of freshly grated gruyere cheese
- 1 ½ cups of freshly grated low-moisture mozzarella
- 1 cup of sour cream
- 2 tsp of salt
- 3 tsp of ground black pepper
- 2 tbsp of olive oil
- Recommended chips: crinkle or nacho chips or crackers (if you are like me, dip your brussel sprouts with this or mix it with mashed potatoes!)

### Tiramisu dip

- 1 cup of mascarpone cheese
- ½ cup of heavy cream
- ¾ cup of cream cheese
- ⅔ cup of powdered sugar
- 2 tsp of vanilla extract
- 2 tsp of instant espresso/coffee powder
- 1 tsp of unsweetened cocoa powder
- ½ tsp of salt
- Recommended chips: biscotti, lady fingers, or crinkle chips
- Optional: granola, chopped nuts, cereal, etc.

## Instructions

### Fried shallot spinach and artichoke dip

1. Preheat the oven to 375 F.
2. In a pan, cook the garlic and spinach until softened. Use a paper towel to soak up any excess moisture from the spinach.
3. In a large bowl, combine the cooked spinach and garlic, artichokes, grueyere, mozzarella, sour cream, salt, and black pepper. Reserve about a ½ cup of gruyere and mozzarella each to sprinkle on top after baking.
4. Sprinkle the reserved cheeses over the surface and bake for 20-25 minutes or until golden.
5. Sprinkle the fried shallots over the surface upon serving.

### Tiramisu dip

1. In a small bowl, whisk the heavy cream, espresso/coffee powder and cocoa together until smooth. When you lift the whisk, a soft peak should form.
2. Whisk the mascarpone, cream cheese, and powdered sugar together for about 2 minutes. Then, combine the whipped cream mixture, vanilla extract, and salt. Whisk for another minute or until fluffy. Regardless of whether you choose a whisk or a stand mixer, the mixing time remains the same.
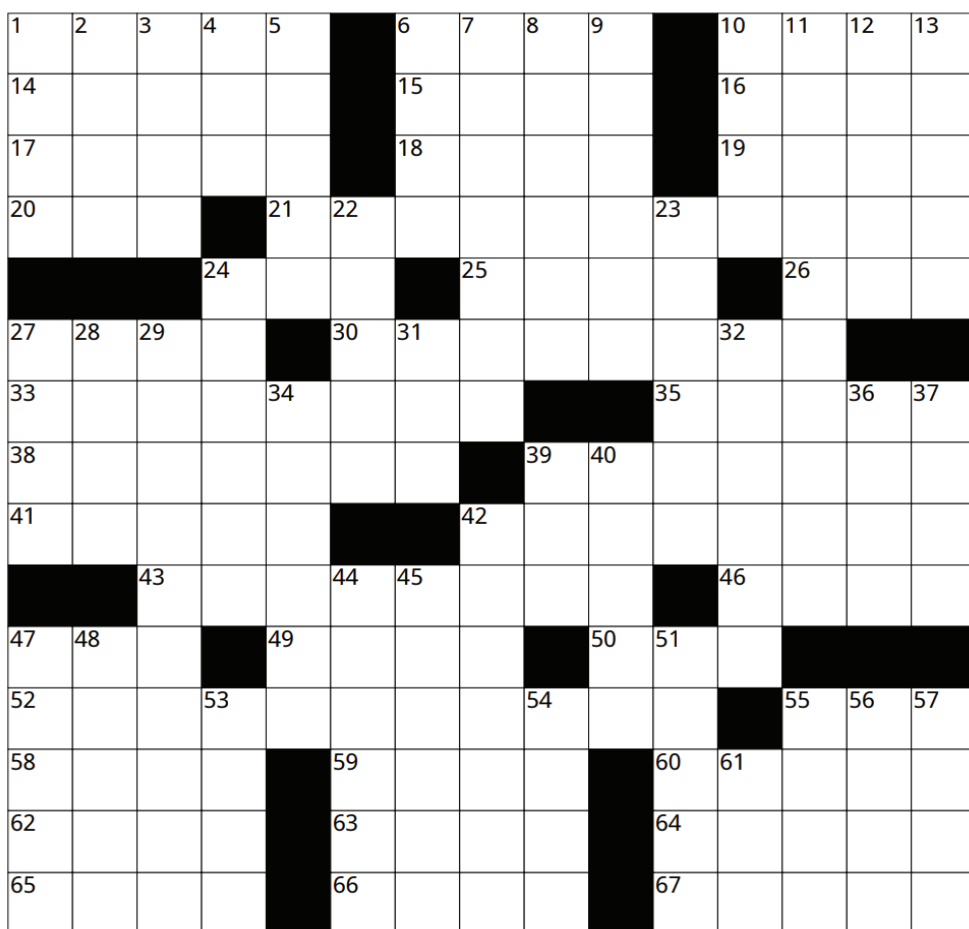3. Dust the surface with cocoa powder and refrigerate until it is ready to serve.

Amidst the holiday chaos and stress, we often forget the true joys of the holidays. Let this recipe be a reminder that the most valuable immaterial gift is the time — and maybe a really good dip — we share with family and friends. Enjoy and happy holidays!

# December crossword

Zoe Cushman, Contributor

**ACROSS**

1 Peter Johnson, the Tool ___ (F25 EngPlay)
6 "So a horse walks into ___..." (two words)
10 Egyptian cat goddess
14 Downy duck
15 Seethe
16 Justice ___ Bader Ginsburg
17 Long-stemmed mushroom
18 Hunter of the *Warriors* series
19 Slurpee alternative
20 The NHL's Canadiens, on a scoreboard
21 It displays the going rate?
24 *Citizen Kane* studio
25 Continent housing Jordan and Oman
26 Wrath
27 Gorilla who learned sign language
30 Massless particle
33 Lists
35 Loose-fitting top
38 Disease commonly misattributed to rusty metal
39 Private school
41 "Jack Sprat could ___ fat" (two words)
42 Industrious
43 "I play the ___, think it's time to lock in" (bbno$ lyric, two words)
46 The ol' switch___
47 Suffix with power or gator
49 Architect ___ Ming Pei
50 Assistance
52 Nova Scotia ___ Retriever (two words)
55 In favor of
58 Double-reed instrument
59 Bridle strap
60 Drink or t-shirt size
62 Urban green space
63 Mysterious *Half-Life* character
64 Space ___ or soap ___
65 Fork feature
66 Gas brand
67 Chose

**DOWN**

1 Abound (with)
2 Bit of help
3 J-Pop or K-Pop star
4 "Yikes!"
5 Undertale player character
6 For ___, not for free (two words)
7 Bedroom fixtures
8 ___ the mist and coldest frost (theatre warm-up)
9 "The Bathers" painter
10 Creamy cheese
11 Facilitator of sales
12 Take the wheel
13 Over yonder
22 Japanese citrus sauce
23 Rum cocktail
24 Parmesan alternative
27 High-flying toy
28 Tahitian group dance
29 Sweet and salty snack
31 Some eng grads (abbreviated)
32 Elbowed
34 Part of a plot (three words)
36 "___ expert, but..." (two words)
37 Prefix meaning 'cell'
39 Point, as a bow
40 Freshly washed
42 Ornamental flowers
44 John, Paul, ___, and Ringo
45 Manmade monsters
47 Take in, as a pet
48 Memed style of chocolate
51 Ice house
53 Small pink creature in *Baba is You*
54 ___ uncertain terms (two words)
55 Worry
56 Brute
57 Enjoy a book
61 Smartphone download

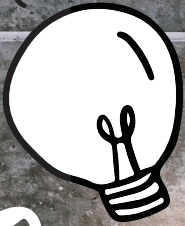**Crossword solutions are published on uwimprint.ca.**

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