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SCIENCE EMPLOYMENT 101

What are some opportunities for UW science students to work and research.



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You might be eligible for scholarships you don't know about.

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ANDREW YANG

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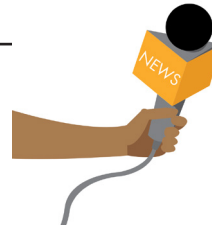
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UW's unclaimed scholarships



VIA UNSPLASH

Alicia Wang
Editorial Assistant

Every year in Canada, millions of scholarship dollars go unclaimed. In 2021, approximately one in twenty scholarships listed on Scholarships Canada had no applicants.

"[My school] tried to teach us where to get scholarships but they gave us terrible websites where they were only meant for a specific type of people, like you had to be an athlete or something," said Sam Obadia, a second-year Arts and Business student. "The only scholarship I ended up getting was the automatic one from UW."

According to a 2018 study done by Macleans, UW spent 14.8 per cent of its budget on scholarships and bursaries.

Imprint was unable to find UW's exact annual operating budget. However, Wilfrid Laurier University's 2022 operating budget states that increases in money allocated for scholarships and bursaries are due to the recent influx of students with higher secondary school grades.

According to the university's statement of operations, over the past years, UW has increased the amount budgeted for scholarships and bursaries, possibly in recognition of the increasing costs of post-secondary education.

In the 2010 academic year, the school's expenses for scholarships and bursaries totalled \$106,213. In the 2015 academic year, the expenses for that same category totalled \$132,263, and in the 2021 academic year, they totalled \$136,586. All numbers have been adjusted for inflation.

However, UW's deferred contributions, covering "unspent externally restricted

grants, donations and investment income for research and other specific purposes," increased from the 2020 academic year to the 2021 academic year by about \$42,600. Restricted grants refer to grants from donors with specific instructions regarding their usage. It is unclear what other specific purposes the deferred contributions category covers or what happens to unspent scholarship money. The university's donations for the 2021 academic year totalled \$11,738, with its grants and contracts totalling \$433,908.

Despite these increases in scholarship funding for both automatic, faculty and cultural-specific scholarships, many students still feel daunted by the lack of ready information on them.

"It felt inaccessible," said Obadia. "I feel like there wasn't enough talk about it... no one told you, like, 'here are the resources.' You had to find them on your own."

One explanation for the lack of applications to scholarships is the common perception that they are only awarded for academic achievement. In recent years, more scholarships have focused on community service, student character and leadership, providing more students with the chance to access funding.

Scholarships that current students may consider applying for include the Explore 99 scholarship, which focuses on students' extracurriculars, and the Sobeys Food for Thought scholarship, which does not require writing an essay or minimum GPA. More scholarships can be found at <https://studentawards.com/>.

Students are also advised to look into local businesses, charities and religious groups, as these organizations may have scholarships that are not well-advertised.

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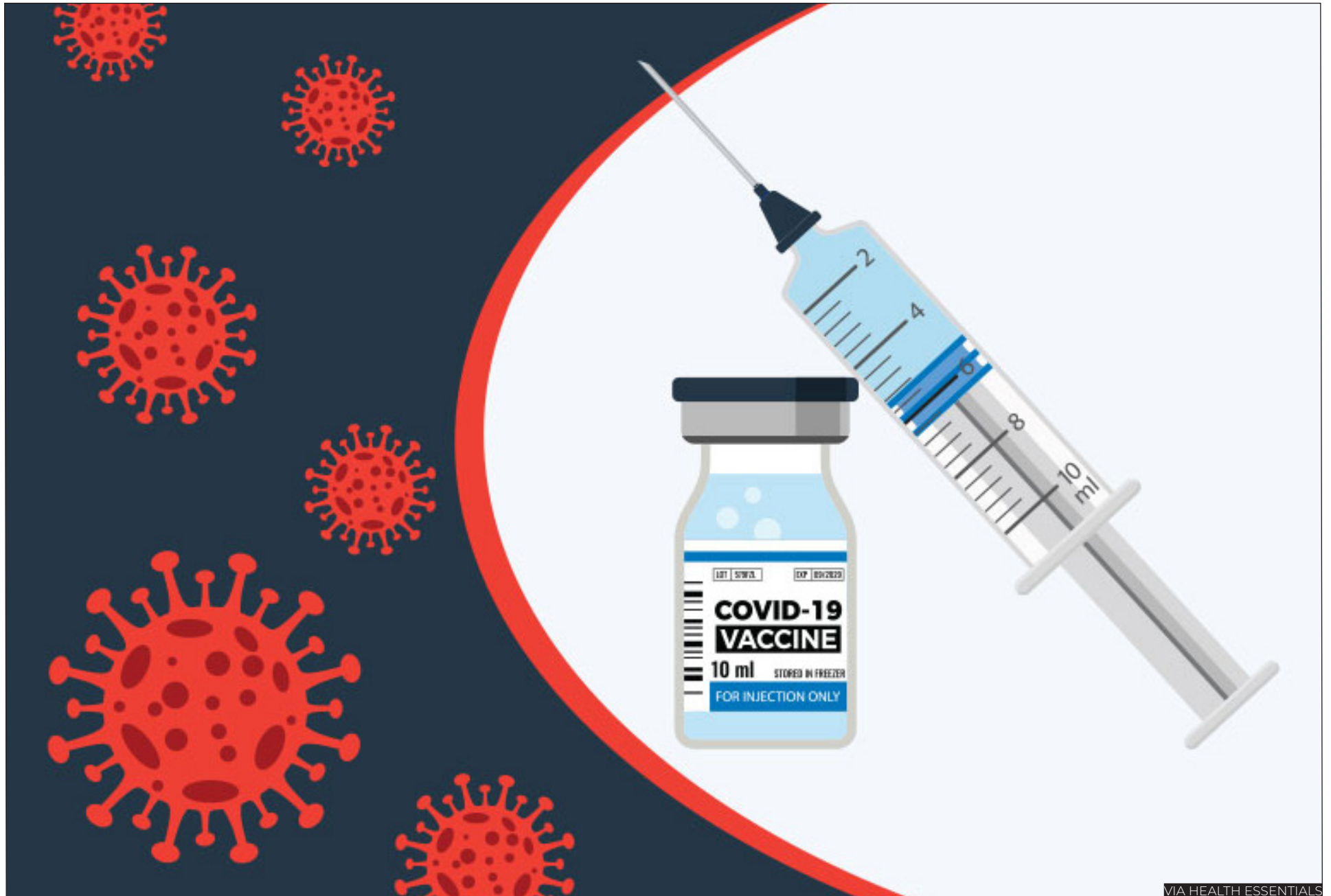
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Vaccines: Where are We Now?



VIA HEALTH ESSENTIALS

Maahir Sheikh and Alicia Wang
News Editor & Editorial Assistant

Throughout the pandemic, the University of Waterloo has updated its health and safety policies multiple times in order to limit the spread of COVID-19.

The university has not instituted a vaccine requirement or mask mandate for the fall 2022 term, having suspended its proof of vaccination requirement on May 1, 2022. The university has advised faculty and students that a mask mandate or vaccination requirement can be reinstated on short notice if deemed necessary.

A memo sent on August 22 to students stated that UW “continue[s] to strongly encourage [students]... help limit the spread of COVID-19 by wearing a mask.” The memo also advised students and faculty to remain up to date on their vaccinations to help limit the spread of COVID-19.

Those feeling unwell are advised to follow Ontario public health requirements and complete the Ontario self assessment in order to determine their next steps. Students who have contracted COVID-19 are advised to self declare their absence from class. According to the President’s Forum on February 2, accommodation for those with COVID-19 will be the same as those for regular illnesses.

Post-secondary institutions across the country have taken a varied approach to dealing with COVID-19 as students return to campus. In line with Waterloo, Wilfrid Laurier University had also suspended their vaccine mandate on May 1, earlier this year.

However, WLU continues to mandate masks for “any indoor activity that is part of academic course delivery,” including lectures, tutorials and exams. Conestoga College has also suspended proof of vaccination requirements on campus.

Western University stands out as the

only university in Ontario to keep both its vaccine requirement, requiring all students returning to campus to have received three doses, as well as its indoor mask mandate.

In response to this announcement by the university, protestors gathered on campus to voice their disapproval, with speakers against previous vaccine mandates also in attendance.

Five students have sought an injunction in an attempt to block the university’s vaccine mandate.

UW’s own approach to the pandemic has also been the subject of intense controversy. As of the writing of this article, 50 employees of the university have been fired for noncompliance, including controversial chemistry professor Michael Palmer.

In a roundtable interview conducted in March with several professors who opposed UW’s vaccine mandate, professor Richard Mann expressed his disbelief at UW for seemingly ignoring opposing

views, stating, “The university has not made any attempts to reconcile and to produce what the students want.”

Professor Rosina Kharal also voiced her frustration with the neglect she felt from the university, stating, “It’s been very stressful as well. And then we’re receiving, you know, every week these messages about equity and fair treatment, and how the University personnel should be treated fairly... and it’s like, [those against the mandates were] completely thrown to the back... [We’re] dehumanized, segregated, [it’s] acceptable prejudice.”

Vaccine and mask mandates have remained popular with both the faculty and the student body.

A recent survey of faculty members revealed that 72 per cent supported a vaccine mandate and 63 per cent favoured a mask mandate. A survey conducted last November by WUSA revealed that 63 per cent of undergraduate students were in favour of a vaccine mandate.



WRITE FOR SCIENCE AND TECH

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Research and work as a science student

Nicole Howes
Science & Technology Editor

Science students at UW have many different opportunities to gain professional experience and enhance their degree.

CO-OP

The University of Waterloo is widely considered to house one of the country's leading co-operative education programs, offering the largest co-op program in Canada and one of the largest in the world.

Most science programs at UW allow students to choose either co-op or regular streams for their undergraduate degree, though several require co-op and several do not have a co-op option.

Programs requiring co-op: Medicinal Chemistry and Biotechnology/Chartered Professional Accountancy.

Programs without co-op: Honours Science, Biomedical Sciences, and Science and Aviation.

Examples of possible co-op jobs: Geochemistry Lab Assistant at the University of Waterloo, Genetic Counselor at Sunnybrook Hospital, Microbiology Lab Assistant at Health Canada.

- There are several major benefits of co-op:
- Networking opportunities for potential jobs post-graduation
 - Financial compensation that can cover tuition and other living costs
 - Gaining up to two years of professional work experience

However, regular stream also has key benefits:

- Earlier graduation (typically four years, rather than five)
- No required spring school or work semesters (summers off)



The William M. Tatham Centre (TC) is the hub for all Co-operative Education (CE) and Centre for Career Action (CCA) activities

EDGE CERTIFICATE

EDGE is an education certificate program for non co-op undergraduate students to gain professional skills and learn how to find and obtain career options.

The EDGE certificate comprises various courses, workshops, and community experiences. To receive the certificate, students must successfully complete the following:

- A skills identification and articulation workshop
- A career development course
- Three work or community experiences
- A capstone workshop

RESEARCH

Work-Study Opportunities: Work-study and international work-study programs are available through the Student Awards and Financial Aid. These programs, which have specific eligibility requirements, offer students a paid research position during school terms.

Examples of Work-Study Job include working as a lab assistant in a UW lab.

Velocity Science: For students who aspire to create a science or tech start up, Velocity Science offers access to mentors, labs and various other resources to help students bring their ideas to come to life.

Examples of past Velocity companies are Avro Life Science, MedMe, rabbit.

Honours thesis and capstone project courses: Some programs offer an undergraduate honours thesis or capstone project, which allow students to individually work on a project with a faculty member. This project usually takes place over two terms and allows students to strengthen research skills in an area of their choosing.

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Co-operative and
Experiential Education

WATERLOO
EDGE
EXPERIENTIAL EDUCATION CERTIFICATE



National Suicide Prevention Week

Mental health is something that **we all have** and we should all be talking about.

– Jessica Goldsmith



Practice reaching out, when you're feeling well enough to do it in the smallest ways.

– Brendan Ekstrom



VIA AMERICAN FOUNDATION FOR SUICIDE PREVENTION

Robyn Clarke
Reporter

Sept. 4-10 is National Suicide Prevention Week, which is observed annually in Canada and the United States. It is a time to shift the public perception of this stigmatized, and often taboo, topic. By talking about suicide and its effects more openly, we can normalize critical conversations between affected individuals, spread hope and share vital information to those who need it.

Suicidal thoughts, much like mental health conditions, can affect anyone regardless of age, gender or background. In fact, suicide is often the result of an untreated mental health condition. Suicidal thoughts, although common, can often indicate more serious issues.

As university students, we are often placed under an immense amount of pressure to succeed. Post-secondary education is a time of major transition, as many students are living away from home for the first time and have less access to secure support from family and friends. University also provides an opportunity for experimentation with certain substances, which can increase mood swings and the risk for suicide for at-risk students. Pressure can mount expo-

entially as schoolwork, exams, co-op obligations and other responsibilities increase throughout the term.

It is important for students of all ages, whether you are in your first year or fifth, to know that you are not alone in your struggles. Working together to prevent suicide and promote well-being is beneficial for everyone. It takes a lot of courage to come forward and admit that you are struggling. During a difficult time, we sometimes tend to isolate ourselves, but by opening up we can find support. Remember that you are important, even if that's hard to believe right now. Life has happy moments in store for you.

Whether you have heard a loved one express suicidal thoughts or have seen someone who has withdrawn or is depressed, you can help break the silence by listening with no judgment, contacting the help lines listed below, being present for the person and spending timewith them often, and connecting the individual to services in the community.

On your right is a list of resources for anyone who may need them. If you're having suicidal thoughts, you need to take them seriously. Talking to someone like a friend, family member or counsellor about what you are thinking and experiencing is an important step. Together, you can find the support you need to reduce your distress and find ways to get better.

CRISIS RESOURCES

UW Counselling Services
519-888-4567 ext. 32655

Here 24/7
1-844-437-3247

Health Services - Student Medical Clinic - 519-888-4096

Grand River Hospital
519-749-4300

St. Mary's Hospital
519-744-3311

Good2Talk
1-866-925-5454

Crisis Services Canada
1-833-456-4566 or by text 45645

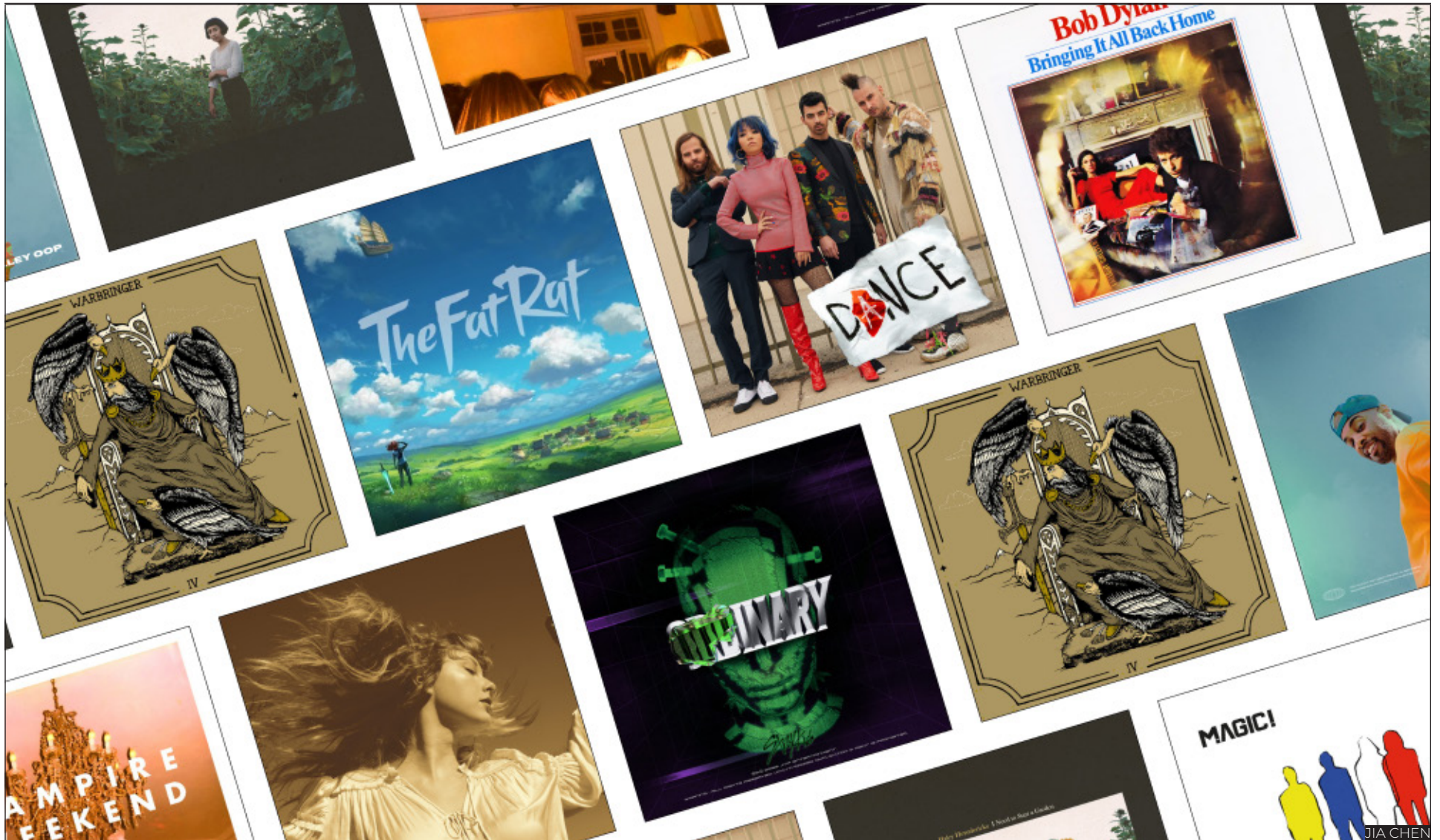
Mates
mates@wusa.ca

Trans Lifeline:
Provides trans peer support. Run by and for trans people.
Call: 1-877-330-6366.
Website: <https://translifeline.org>

Hope for Wellness Help Line
Canada-Wide: First Nations, Métis & Inuit Hope for Wellness Help Line, available 24/7: 1-855-242-3310 or the online chat at hopeforwellness.ca

National Indian Residential Schools Crisis Line
Canada-Wide: Available 24-hours a day for anyone experiencing pain or distress as a result of his or her Residential school experience: 1-866-925-4419

If you or someone you know is experiencing a mental health crisis, call or text 911 immediately.



Imprint Playlists: Back to school

Imprint Staff

“Oom Sha La La” by Haley Heynderickx

Haley Heynderickx is a beautiful songwriter and musician whose song, “Oom Sha La La,” artistically describes how it feels to be an anxious yet hopeful university student. I strongly relate to the lyrics, because it communicates the desire to create and accomplish and achieve, and the struggle to do this in the face of what often feels like a bitter, restrictive, pessimistic world. If you enjoy indie, acoustic, singer-songwriter pop, you may enjoy Haley Heynderickx’s music.

— Remy Leigh, Arts and Life Editor

“The Turning of The Gears” by Warbringer

I can’t think of any other song that perfectly describes not only how the idea of coming back to school makes me feel, but my experience here at UW as a whole :)

— Eduardo Matsumiya, Head Copy Editor

“Wherever I Live” by Alessia Cara

I listened to this song when I moved into REV in first year, and I think it worked so well to comfort myself and my fears of moving into a new place because of its lyrics about making a home wherever you are.

It’s a simple but very effective message, and I hope any incoming or even returning students can find that song that helps them feel like everything will work out, even for a little bit. Cheers!

— Alicia Wang, Editorial Assistant

“DANCE” by DNCE

This was the 2019 Math Dance song at my orientation. Even today, when I hear the song, I can’t help but groove to it as I remember a fairly distorted version of the 2019 orientation choreography. This song marked the beginning of my university journey and will always hold a special place in my heart.

— Abhiraj Lamba, Managing Editor

“Subterranean Homesick Blues” by Bob Dylan

Okay, this is a weird one, I understand, but there is a reason behind my madness. For me, this song is a perfect expression of the chaos and confusion during the process of becoming an adult and getting through all the utter madness that life throws your way. Getting back to school always feels like the beginning of a new, crazy (but fun) chapter. Hence why I listened to it three times a day (at least) in my first term.

— Charlie Dickson, Opinions Editor

“Close to the Sun” by TheFatRat

This was the song I listened to when I arrived for my first class during my first year at Waterloo. It became a tradition of mine to listen to this song on my first day back attending class. It is a nostalgic part of my experience at Waterloo.

— Maahir Sheikh, News Editor

“Oxford Comma” by Vampire Weekend

Nothing feels quite so “back to school” to me as Vampire Weekend’s preppy, indie-rock tunes, especially from their self-titled first album. “Oxford Comma” might not actually be about grammar, but it’s a fun, upbeat song that brings to mind memories of chilly fall mornings, steam curling off hot drinks and meandering walks through campus with friends.

— Nicola Rose, Reporter

“Fifteen (Taylor’s Version)” by Taylor Swift

The first verse of “Fifteen” captures all those nerves and the excitement you feel whether you’re a first year student or it’s your first day back on campus. This song makes you look forward to starting the new school term, making new friends, and figuring out who you are.

— Jia Chen, Head Designer

“Maniac” by Stray Kids

This is a song I listen to on my way to classes because it gets me hyped up and gives me a little boost of confidence for the day. This song is primarily about people who defy the world’s “ordinary” social norms. The song itself celebrates the quirks that make us unique. Instead of concealing that aspect of ourselves, it encourages us to be our “true” selves.

— Mahnoor Irfan, Assistant Head Designer

“Alley-Oop” by Dazy Chain, Lone Waves

This alternative/pop song is great to listen to studying or walking to classes.

— Nicole Howes, Science Editor

“No Regrets” by MAGIC!

A little nostalgia at the beginning of something new is always recommended, whether that’s a new term or a new school. This song always makes me feel a little hopeful for the future – a reminder that no matter what’s happened in the past, the future’s gonna be okay.

— Sharanya Karkera, Creative Director



sports & health



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Gryphons edge out win over Warriors



ANDRES FUENTES

ANDREW YANG

Andres Fuentes
Publications Manager

The Warriors ended up on the wrong end of a high scoring and entertaining home opener played in front of 3867 fans, losing 41-35 to the Guelph Gryphons.

The Warriors got off to a dream start putting together an eight play drive culminating in a 37 yard touchdown pass from quarterback Nolan Kaban to James Basalyga. Guelph got back into the game late in the first quarter with an 84 yard touchdown play. Guelph quarterback Jake Helfrich made a short pass to Vyshonne Janusas who broke several tackles and ran down the sideline to score and tie the game.

The second quarter saw two unan-

swered touchdowns, with Helfrich taking the ball in himself and then finding Janusas for a short seven yard touchdown pass to make the score 21-7. The Warriors were able to respond with a Nicklas Sua 25 yard run followed by a Cole Crossett field goal to make the half time score 21-17.

The Gryphons came out strong into the third quarter with Tomas Berrio scoring on a two yard run and Helfrich finding Jakob Tomas for a nine yard pass. The game looked like it was running away from the Warriors until the last minute when Kaban found Justin Succar for a seven yard pass, capping a 92 yards, nine play drive. The Warriors went for a two point conversion but were unable to convert.

The Gryphons got into some penalty trouble in the fourth quarter, helping the Warriors offense gain momentum as they looked to tie the game. A Guelph safe-

ty early in the quarter and a resolute defensive performance gave the offense the chance to level the game.

With an energized crowd and encouragement by players on the sideline, the Warriors were able to score a touchdown as Kaban once again found Basalyga, and Crossett made an outstanding 49 yard field goal to tie the game with under four minutes remaining.

Unfortunately several penalties in a row hampered the Warriors offense and eventually pinned them back in their own end, giving Guelph a strong starting position as they looked to win the game. With 53 seconds left in the game, Isaiah Smith was able to make a nine yard run to put Guelph up 41-35.

Warriors player Jack Andrews blocked the extra point attempt but was unable to muster anything more with the few seconds left in the game.

Warriors head coach Chris Bertoia was

disappointed by the result but also found positives in the performance. "Our effort was outstanding. The players showed resolve and resilience in the second quarter coming back down to 21-7. Then showed resilience again coming back to make it 35-35. I don't care if there's a fine out there for me, but the refereeing at the end of the game was certainly... I'm pretty sure that those were some god awful calls," Bertoia said.

Bertoia also appreciated the support and energy that the crowd brought, "It felt great. Our student athletes work so hard whether it is in football and all sports and to have their support of the student body out here. It's outstanding, and I certainly encourage them all to keep coming. I hope they enjoyed the game. It's a good brand of football and hopefully they keep coming out."

Recipe: Banana bites

By Ingrid Au

The beginning of the term is a fresh — and busy — start. You are still adjusting to your schedule so any chance you get, you are probably aiming for a “bite and go.” The perfect snack to accompany your busy schedule is Banana Bites. The perfect crunch. The perfect sweetness. The perfect richness. They are perfectly matched with the chaos of your new chapter.

Tools:

- Parchment Paper
- Sheet pan or plate

Ingredients:

- Peanut butter or any nut butter of your choice, e.g.: oat, almond, cashew
- Melted dark chocolate
- Bananas slices

Instructions:

- Line the sheet pan with parchment paper. Slice your bananas thickly so that everything holds together. Assemble your bites by spreading peanut butter on one banana slice and then sandwich it with another banana slice.
- Set them on the sheet pan and place it in the freezer so that they can semi-harden for about 20-30 minutes. Meanwhile, melt your dark chocolate in the microwave for about 30 seconds. Stir and return it to the microwave for another 30 seconds. Continue this interval until the chocolate is fully melted.
- Once the sandwich bites have semi-harden, dip the bites into the melted chocolate and place them in the fridge until hardened. These snack bites can be stored in the fridge for up to half a month.

It is truly the perfect “bite and go” and honestly the frozen bites are a great way to cool down from the fall heat that will be slowly dying down. Accompany the bites with a meal or have them as a snack. Any way you choose to eat this treat will make your day a little brighter simply from how delicious they are.

Enjoy and have a great start to your school year!



VIA DOWNSHIFTOLGY

im print

WATERLOO WARRIORS

GO GOLD GO BLACK GO GOLD GO BLACK GO GOLD

THIS WEEK IN ATHLETICS

FOOTBALL
SEPT. 17 | 1:00 PM
WARRIOR FIELD
VS MCMASTER

CAMPS AND MINOR LEAGUE DAY
DONOR APPRECIATION DAY

EMPLOYEE DAY
WE ARE THE NEW

W RUGBY
SEPT. 16 | 4:00 PM
CIF LOWER FIELD
VS BROCK

TENNIS
SEPT. 17 | 12:00 PM
WATERLOO TENNIS CLUB
VS MCMASTER

BASEBALL
SEPT. 17 | 12:00 PM/5:00 PM
JACK COUCH PARK
VS YORK

FIELD HOCKEY
SEPT. 18 | 9:00 AM
WARRIOR FIELD
VS MCMASTER

SOCCER
SEPT. 18
(H) 12:00 PM (A) 2:15 PM
WARRIOR FIELD
VS BROCK

M RUGBY
SEPT. 18 | 4:30 PM
CIF LOWER FIELD
VS YORK

Go Blue



ATHLETES OF THE WEEK

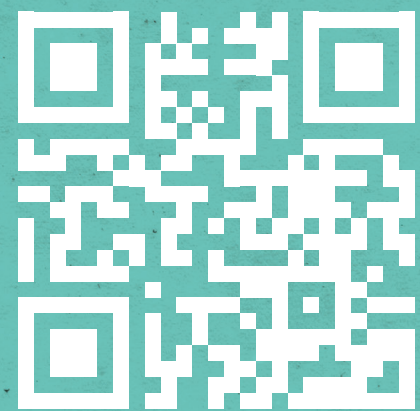
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RJC & LESLIE

NICKLAS SUA
FOOTBALL
ARTS

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Next scheduled post-mortem meeting:
 Virtual due to COVID-19

Next scheduled board of directors meeting:
 Virtual due to COVID-19

Imprint acknowledges that the University of Waterloo is situated on the traditional territories of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee Peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River. Therefore, Imprint recognizes and respects this land that it is situated upon.

**HAVE YOUR SAY**

Submit your letter to the editor or your community editorial to managingeditor@uwimprint.ca.
 Find more opinions at uwimprint.ca

opinions

Boy, Girl, Alien:

"So, what are you?"
 "You have a beard. Are you a boy?"
 "Only boys wear belts. Girls wear dresses. You must be a boy because you wear a belt."
 "You carry a purse, so you're a girl!"
 "You're not a boy or a girl? So you're an alien?"
 "Are you a boy or a girl?"

Suzanne J. Kessler and Wendy McKenna, professors of psychology at the State University of New York, wrote an introduction to their book *Gender: An Ethnomethodological Approach* titled, "The Primacy of Gender Attribution." In this chapter, they discuss the subconscious process of gender attribution, which is the decision every individual makes upon meeting a new person about whether the other person is a boy or a girl. This is based on our perceptions of a combination of different factors — gender assignment, identity, and roles.

At the time of writing, I am an educator working with school children, ages five to 12. I work in a relatively small city of 75,000 people, in which there is a strong Conservative, religious influence. I am also a queer and trans person. When I started my position in the beginning of May, I expected to receive only a few occasional questions from children about my gender and, perhaps, sexual orientation, because I do not believe it is hard to predict that I am queer upon meeting me. I am always eager to educate children about queer and trans identity because I feel it is important, but I told myself I wouldn't talk about it unless a kid was curious; admittedly I feared scrutiny from a Conservative, close-minded parent who does not approve of their kid knowing about the existence of queer and trans people.

On my very first day, I was asked the question, the one I would be asked a couple dozen times over the next few months: "Are you a girl or a boy?" At the time I was working with toddlers and preschoolers, aged 1-5, and I was asked this question abruptly by a four year-old boy. He looked at my button-up shirt which had been tucked into my pants and held together with a belt, he noticed my long hair and budding facial hair and androgynous voice, and the ambivalence in my gender presentation confused him. I shortly explained I was neither a girl nor a boy, yet I was both at the same time — this would become my go-to explanation for explaining my nonbinary identity — and he then said, "But you're wearing a belt! Only boys wear belts."

Only four years old, and this boy had noticed that most of the boys in his class wore pants with belts, the girls often wore skirts and dresses, and had made the connection between clothing and gender. Based on my belt alone, the gender attribution had been

made, and to him there was no way I could be anything other than a boy.

Kids are naturally curious, and tend to be unfiltered until they are a bit older. This is something that is quite amazing about children. However, when it comes to my gender, this means it is inevitable I will have to explain my gender many, many times. Kessler and McKenna noted this — in their research, many transgender people who were actively in the process of transitioning observed a discomfort in other people during their interactions, until the other person had decided what gender they were, typically by asking, "What are you?" It is not something that many of us consider, but gender is crucial information in social interactions — it is subconsciously perceived as an anchor, and once people decide what you are, everything you do is interpreted in light of that.

This has become extremely apparent to me when working with children. To children, gender matters. It matters deeply whether someone is a 'she' or a 'he,' whether what you are wearing is in line with their developing perceptions of gender, and if they cannot place you into one of the two boxes invented by the gender binary, it is hard for them to determine whether you are even human. I have been asked multiple times by several different children if being nonbinary means I am an alien — this is the most jarring response I have received so far, partly because the question is often surrounded by laughter.

Gender is directly tied to the state of being human. Without a straightforward alignment with either point on the gender binary, you are something inhuman. The five year olds who asked me this question in a fit of laughter do not fully realize that they have already learned how to dehumanize and degrade a trans person.

Sometimes when kids find themselves tripping over the rules of gender categorization and, thus, attribution, yelling at each other about whether someone or something (such as a Barbie doll) is a 'she' or a 'he,' I want to yell right back, "Does it really matter?" It is a genuine question, and one that often causes me to bite my tongue so I don't blurt it out during irritating instances of gendered assumptions. Truly, I never actively consider or ponder my gender identity unless I am directly asked about it. I am comfortable and assured within my gender

identity, and at the end of the day it does not matter to me what labels I use, what clothes I wear and what gendered connotations they have, or even whether my pronouns (they/he) are used correctly in every single interaction. I know who I am, and that is the most important thing. However, after explaining one's personal identity to children two or three times a week on average and meeting a wide variety of responses that range from knowledgeable and accepting to dehumanizing and ignorant, eventually one begins to feel exhausted. Why is my gender so important to them? How is this relevant?

Ultimately, I appreciate every time a child makes an effort to use my pronouns correctly, when they stutter, "She — or, he... no, she?" I appreciate every time a child listens to me when I tell them I am trans, and I watch as they churn this information inside their head like butter, and something seems to shift. I adore it when a child tries to ask me personal questions about my gender, and the child I'm sitting with confidently says, "He's transgender! He's neither a girl nor a boy!" Everytime I explain myself, my goal is always to help kids understand that there is a whole world outside of the strict gender binary. If they are willing to expand their mind, they will see that there are millions of beautiful ways to express themselves, both in accordance with and in defiance of gender; it does not have to be limiting and concrete. Perhaps I can help a youth discover their own queerness. Perhaps I can encourage another child to practice self-awareness towards their gendered assumptions, as well as allyship towards their queer and trans peers.

Gender attribution is not inherently bad, but it is something to be conscious of. It is wise to ask ourselves why we feel so disconcerted when we meet someone and cannot immediately decide what gender we think they are, and on what grounds are we categorizing and attributing gender in the first place. As an educator, I already have one foot in the door, and hopefully I can begin to deconstruct harmful gendered assumptions and foster open-mindedness and advocacy one student at a time.

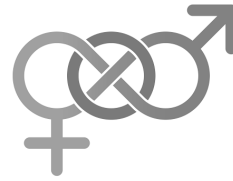
Remy Leigh
 Arts and Life Editor





#DIDYOUKNOW?

The term "gender identity disorder" was once a diagnosis listed in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders



#DIDYOUKNOW?

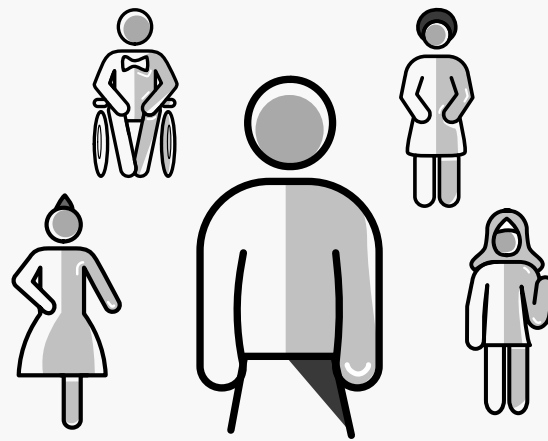
Children as young as 3 can show signs of gender identity issues, some mental health experts say.

CHRONICLES OF GENDER ATTRIBUTION

GLSEN

InterACT
Advocates for Intersex Youth

**GENDER
TRIANGLE**



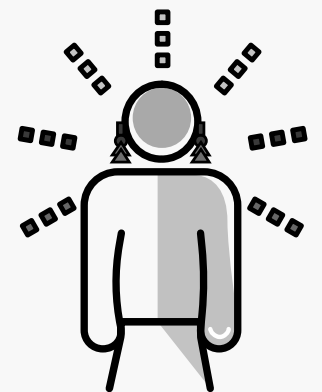
ATTRIBUTION

HOW YOU ARE PERCEIVED BY OTHERS



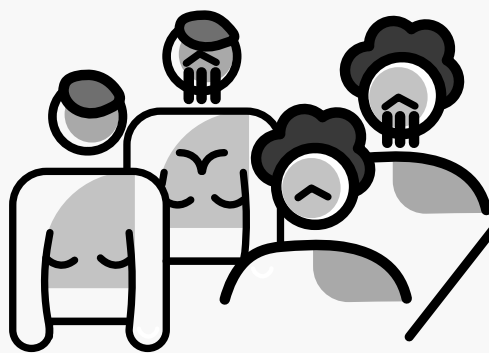
GENDER IDENTITY

HOW YOU SEE YOURSELF ON THE INSIDE



EXPRESSION

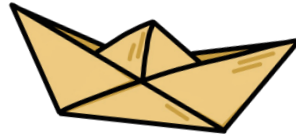
HOW YOU PRESENT YOURSELF



BODY

HOW YOUR BODY EXISTS & CHANGES

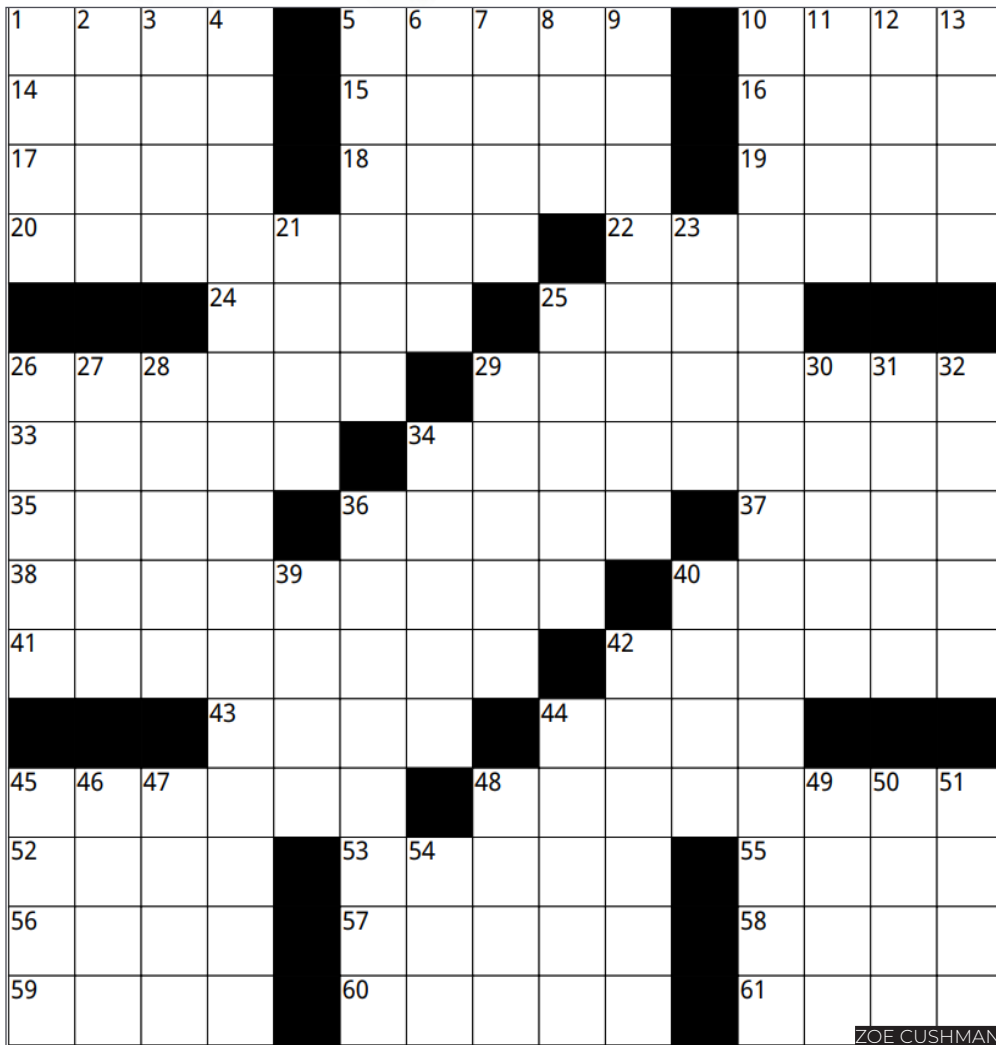
distractions



Q: WHAT TYPE OF SHIP DOES MR. GOOSE SAIL ON?

A: THE UWATERLOO SCHOLARSHIP!

Imprint Crosswords



ZOE CUSHMAN

Across

1. Bird often confused with a raven
5. ___ on the wrist
10. "Dracula" author Stoker
14. Vocaloid icon Hatsune
15. Moving truck rental company
16. ___ we forget (Remembrance day saying)
17. Reddit Q&As
18. Mixed martial artist Rousey
19. 4chan user
20. Vocalize
22. Prickly plant
24. Acidic, or a small pie
25. Tree cover?
26. Common respiratory condition
29. Turnip, in somewhere other than Canada
33. Songbird sound
34. Eastern ___ bat (MEGABAT)
35. French filmmaker Jacques
36. Singers Collins and Ochs
37. Randall Munroe's popular webcomic
38. "___ and one for all!"
40. Roused
41. Quietly angry ones
42. Emeka ___ (basketball player)
43. "The Da Vinci Code" priory
44. "The Kite Runner" protagonist

Down

1. Honours won by Shania Twain, Taylor Swift, and Luke Combs (abbr.)
2. Terza ___ (poetry form)
3. "aight"
4. Student-run business across from the CIBC in the SLC
5. ___ Borealis
6. Holler
7. "This ___ is your ___" (Woody Guthrie opening line)
8. High school theater venue, affectionately
9. Calms down
10. ___ OKULTRA (Will Wood song)
11. Flat rate?
12. "Not worth ___" (idiom based on French currency)
13. The Rockies, e.g. (abbr.)
21. Moths love it
23. Galway island group
25. Canadian singer Michael
26. Fill in for
27. Sedimentary rock made of mud
28. The first page of a paper in MLA
29. Tatters
30. Solicit from
31. The GEICO mascot, for example
32. Venomous viper
34. Every rose has at least one
36. Purchase in advance
39. Its state capital is Columbus
40. Similar
42. Quesadilla-like egg dish
44. ___ in the neck
45. Compound fractions (abbr.)
46. Second-smallest Great Lake
47. "___, far, whereEVER YOU ARE"
48. Artiphon handheld MIDI controller
49. Spanish for 'other'
50. BIOL 201 subj.
51. Residence assistants
54. Word commonly repeated twice before 'baguette'

LAST WEEK'S ANSWERS

5	6	8	4	2	7	9	3	1
2	7	4	9	3	1	8	6	5
3	9	1	8	6	5	4	7	2
4	3	9	7	5	8	2	1	6
1	5	2	6	4	3	7	9	8
6	8	7	2	1	9	5	4	3
9	2	5	3	7	6	1	8	4
7	4	3	1	8	2	6	5	9
8	1	6	5	9	4	3	2	7

JOHAN ALANI

45. Teacher you look up to
48. No one will mind if you go a little over the speed limit here, right?
52. America's (and crossword constructors') favourite sandwich cookie
53. Big name in golf resorts
55. "Pay ___ mind"
56. Person whose pants are on fire, presumably
57. Jazzman Blake
58. Berry that can be fed to a Pokemon to restore its HP by 20 points
59. Withered
60. Cheerful or laughing, from a French verb
61. Goes bad



ANISHA KARKERA