

Sex offender towing near UHD



Lucha Morales

Managing Editor

The city of Houston has an ordinance in place prohibiting sex offenders from obtaining tow operator licenses, but one such offender is licensed and towing in the University of Houston-Downtown (UHD) area.

In 2005, Houston's city council passed an ordinance barring convicted sex offenders from getting tow operator licenses. This includes non-consent tows that are common in the city of Houston. Despite this, Joshua Shane Bonuelos, a

convicted and registered sex offender, is registered as an Incident Management Tow Operator for the city of Houston.

Bonuelos is currently employed with Fast Tow Wrecker Service that operates in zone one of Houston. He has been employed with Fast Tow since June of 2010.

The University of Houston-Downtown is located in zone one. Only licensed tow truck drivers that are zoned to the area are allowed to tow vehicles.

Bonuelos is listed in the Texas sex offender registry as a moderate risk offender, with a non-expiring registration and is required to register annually. He was arrested and charged with the sexual assault of a 16 year old minor in

*"I would be a little scared.
Especially as a woman."*

*-Elizabeth Smith
UHD Sophomore*

2005. Yet, Bonuelos is listed as not holding any occupational license in the sex offender registry.

The city's charter specifically states that applications for such licenses shall be denied if the applicant has been convicted of a sexual offense. Also, the seven year limitation does not apply to such applicants. The seven year limitation only applies to offenses listed in the charter preceding the filing of any such license application.

The wrecker service Bonuelos works for, Fast Tow, is a city of Houston Safe Clear Contractor. This means that Bonuelos, an active Safe Clear participant, can be called to the scene of stalled vehicle on the freeway and tow the vehicle, as well as give a ride to the owner of the vehicle. The Safe Clear program was started by Mayor Bill White in 2005 and strictly prohibits sex offenders from participating in the program.

Bonuelos can also be dispatched to the scene of an acci-

dent by Fast Tow, or arrive on the scene of an accident and tow a car. It is also possible for Bonuelos to tow cars that are stalled, as well as do lock outs.

Elizabeth Smith, a sophomore majoring in Criminal Justice here at UHD, was concerned to know a sex offender could tow her car.

"I would be a little scared. Especially as a woman," said Smith.

At this time it is unclear as to how Bonuelos obtained his license. Applications for tow truck operator licenses can be appealed by the applicant if denied for any reason. For denials based on criminal reasons, an Advisory Board will hold a hearing to review the nature of the offense, time that has passed, and the seriousness of the offense and how it relates to the duties of the licensee. Such hearings are not currently open to the public.

All prospective tow truck operator applicants must first apply to the Texas Department of licensing and Regulation (TDLR) before submitting an application to the city. Both the TDLR and the city of Houston regard sexual offenses relating to children as valid criminal offenses that can result in denial of a tow truck operator's license. While the details surrounding Bonuelos' and his sexual offense against a 16 year old minor were not obtainable by Dateline, records clearly indicate that he is a convicted sex offender and that he has a registered Incident Management Tow License (No. # 14276) listed on the TDLR website that expires on Dec. 8, 2011.

Smith is not alone regarding her feelings about a sex offender towing cars near UHD.

John Lopez, a freshman at UHD, also feels uneasy about it.

"I wouldn't feel safe at all. I would feel very uneasy and very uncomfortable," said Lopez.

Bonuelos' occupational information in the sex offender registry is listed as a body technician for The Body Shop, located at 18955 Kukendahl, Spring, TX 77379.

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How do you feel about registered sex offenders having jobs that require them to come in contact with the general public on a daily basis?

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De-stressing your semester

Ali Fazal

Staff Writer

As college students, it seems like the daily grind never ends.

Day after day, professors barrage us with quizzes, exams, papers and projects. Only a few weeks into the Fall semester, the novelty is gone and the true weight of all our responsibilities is starting to become clear. But don't go hitting the bottle just yet! Here are a few easy tips to help you de-stress your semester and maintain your sanity (or what's left of it):

Write it all down: In this digital age of smartphones and tablets it seems silly to use something as archaic as a planner, yet there is something to be said about the satisfying feeling of crossing off a completed assignment with a real honest-to-goodness ink pen. Try taking about 15 minutes at the start of your week to review your syllabi and Blackboard assignments, and just write them all out. Even if you're able to remember them without a list, marking an X over task entries such as "Finish comically long and complex paper for English class" is bound to bring you a degree of primal satisfaction.

Veg out: Nobody said that just because you are in college you have to be productive all the time. In fact, remembering to set aside time to relax is paramount to maintaining a solid performance all semester. Why not set aside a few hours each day where you absolutely forbid yourself from thinking about school? You can use this time to cleanse your aura by doing yoga, or you know, something more enriching for the mind and body like sprawling out on the couch with a bag of Doritos and obsessively watching all the trashy television programming that's been building up on your DVR (Cool Ranch and America's Next Top Model work for me, but feel free to choose the best combo for yourself!). If that's not your scene, catnaps are actually thought by some sleep psychologists to be very effective at restoring your body's equilibrium. And hey, if none of these appeal to you, Angry Birds has added a bunch of new levels for fall!

Talk it out: Someone wise once said



that no man is an island. The adage is completely true. We all saw how well isolation worked out for Tom Hanks and his spherical buddy in 'Cast Away'. So instead of letting all your anger bubble up inside you, take time to talk it out. Set up a weekly venting session with friends. If your stress runs deeper, sometimes an unbiased third-party is just who you need to hear you out. Luckily, UH offers free counseling services, allowing students to blab until the heart is content.

Destressing your diet: In times of tension, it's sometimes impossible to pass up energy shots or espressos. While Red Bull and Monster beverages may give you brief bursts of energy, all they really do is amp up the parts of your brain that make you anxious and nervous. If you need energy quick, try a more holistic approach in herbal tea or ginseng. It's not like you need to trek to a hippie commune to discover these healthier options, several great brands of iced herbal tea are sold on campus. Similarly, candy bars and sweet treats will give you an intensely amazing sugar rush right off the bat, only to have you crash a few hours later. Instead, munching on nuts like almonds or walnuts will help you stay strong and focused all day.

But, don't deprive yourself of what you love too much. There are bound to be days when all you need is a glass of nutritious healthy tomato juice (with a not-so-healthy splash of vodka, a couple of celery sticks, and a dash Worcestershire sauce thrown in, of course).

Don't stress about stress: Unless you are dying to give yourself an ulcer, this last tip is probably the most important. There are probably going to be weeks when no amount of ginseng or catnaps can rid you of your stress, and that's okay. Just don't make it worse by having a panic attack or driving yourself crazy. Deep breathing works well for those moments when you're simply overwhelmed. Inhale slowly for 6-7 seconds, hold your breath for 4-5 seconds, and exhale slowly for 6-7 seconds.

At the end of the day, the life of a student is stressful by nature. Juggling assignments, jobs, roommates and demanding professors will never be easy. But at the same time, these days will never come back. These are the days when you can learn to express your creativity, discover your passions and build your inner strength.

Just remember to take it one day at a time and enjoy yourself.

Student debt: How students are coping

David Melendez

Staff Writer

University of Houston-Downtown (UHD) students are feeling the pinch of college expenses as their desire to attain higher education sometimes comes with hefty price tag that can leave them stretching their dollars.

Paying for college seems to become a bigger issue every school semester. Although many underprivileged students have the

and took my [core classes] on-base before coming to UHD. My G.I. bill is helping me cover the rest. I'm grateful," said Smith.

The G.I. Bill is an omnibus bill that provides college or vocational education for returning veterans and servicemen, and also includes one year of unemployment compensation. It also provides many different types of loans for returning veterans to buy homes and start businesses.

Smith has already begun planning on how to lower her debt after graduation.

help pay for classes.

UHD senior David Fenoglio took a more traditional route to paying for college.

"[I had a] \$500 grant, the rest I saved outright with personal cash. I pay off each semester, all of it, so I am never in debt.

say that working and trying to save here and there is the best way to go. Other students have suggested staying with parents or other family members as possible to avoid the added expenses that come with property rentals, insurance and food costs.

"I'm saving more money, so I can make payments after my loan deferment is over."

*—Christine Smith
UHD senior*

opportunity to attend the university of their dreams, many students graduate with a good amount of student debt.

There are scholarships, federal financial aid and work-study programs to help offset the costs of attending college. However, when graduation time comes, students are still feeling the sting.

Every student here at the University of Houston-Downtown (UHD) has a different story as to how they pay for their classes.

Christine Smith, a senior majoring in Communications at UHD pays for classes through the G.I. bill.

"I joined the army after high school

"I'm saving more money, so I can make payments after my loan deferment is over," said Smith.

UHD's veteran services is located on the 2nd floor, in Room S244 and is available to assist all military veterans with financial aid, paperwork and counseling.

GIJobs.com, an organization that helps veterans with life after service, recently recognized UHD as one of the top military-friendly schools in the nation.

However, not all students have much, if any, financial aid resources for college. Some work part-time or full-time jobs to

But, my wife has debt from Texas A&M-Corpus and we pay \$400 a month on loans," said Fenoglio.

As of 2010, the state of Texas was ranked 35th out of 49 in student debt. The average graduate debt is \$20,015 annually. The average student debt for a UHD graduate is marked at \$13,204, with full-time tuition costing \$5,861 per semester.

Students are using traditional ways of saving moneys to help reduce debt. Many

UHD offers assistance to all students who need information regarding financial aid, and many of the colleges within UHD offer scholarships directed toward various majors.

To get more information about UHD financial aid office and its resources, please visit: <http://www.uhd.edu/financial>. or contact them by phone at 713-221-8041.

State debt statistics were researched at <http://projectonstudentdebt.org/>



Savings Are Key Part of Debt-Free Living

David Uffington, King Features—The surprising results of a recent survey indicate that more consumers are opting to pay off debt rather than save money. An online survey by the National Foundation for Credit Counseling showed that 89 percent of respondents believe that right now it's more important to pay off debt than to save.

It wasn't always that way. Back in 1959, when such figures were first kept, consumers were averaging savings at a rate of 8.3 percent of income. At this point, the rate of saving is only at 5 percent of income, which is up from 1 percent a few years ago.

Gail Cunningham, with the NFCC, is quoted in the organization's latest newsletter as saying, "In bad times, people save out of a fear of tomorrow, and in good times they spend as if there were no tomorrow." We're not at either point right now, not saving out of fear nor spending everything we have. Consumers are paying off debt, but they aren't saving the money that's no longer going toward those monthly payments when a debt is paid off.

The problem with paying off debt to the exclusion of saving becomes apparent when an emergency strikes and ready cash is needed. Not having money saved can put consumers in the expensive position of

needing to take credit-card cash advances -- if they can get them.

The availability of those cash advances has provided a cushion when times are lean. However, because of job loss, lowered incomes and more scrutiny of credit worthiness, fewer people have that credit-card cushion during an emergency.

Savings needs to become the new source of cash availability. If for no other reason, money that is saved will earn interest (although nowadays the percentage rate is pitiful), and it won't cost you the interest that a credit card will.

Yes, pay off those debts, concentrating on the one with the highest interest rate first. But as soon as you pay one off, put that money into savings every month. Begin building a fund that will cover your future plans and emergencies.

Your goal should be not only to be debt-free, but to have savings.

David Uffington regrets that he cannot personally answer reader questions, but will incorporate them into his column whenever possible. Write to him in care of King Features Weekly Service, P.O. Box 536475, Orlando, FL 32853-6475, or send e-mail to columnreply@gmail.com.

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Women find more value in education than men, study finds

U-Wire When it comes to appreciating college, don't mess with the ladies.

A recent study conducted by a group from the Pew Research Center led by director Paul Taylor found that women see greater value and benefits in their college experiences than men.

Women college graduates are more likely to say their education helped them grow and mature both personally and intellectually, according to the study. The researchers also found that approximately half of female college students rate the value for money spent on higher education as excellent or good as opposed to only 37 percent of men.

"Everything is tilting significantly towards women," said Jacob L. Vigdor, professor of public policy and economics at Duke U.

Vigdor noted that in the last few decades the economy has shifted from primarily manufacturing to service industries.

"It's changed from a male skill set to a female skill set," Vigdor said. "You have to be able to talk to people and interact and provide good service to people, which is not something that's normally associated with males."

Donna Lisker, Duke associate dean of undergraduate education, said the pay gap between men and women has a role in the study's findings because it leads female students to be more invested in their education.

Lisker said that this study clarifies that women need more education than men to make the same amount of money.

"There are more industries open to men and men don't necessarily need college degrees for vocational industries," said senior Rewa Choudhary, chair of Baldwin Scholars and a member of The Chronicle's independent editorial board. "Women need that Bachelor's [degree] to be taken seriously, and that aspiration leads women to really value their education."

Choudhary noted the academic environ-

ment provides a place for women to excel.

"I think part of [the reason for women's satisfaction] is because women are treated as equals in the classroom," she said. "It's become very commonplace for women to answer questions and be on top of their work. I'm in [the Pratt School of Engineering] and I've always felt treated equally."

Vigdor also noted the rise in female university faculty may contribute to greater female satisfaction with college.

"There are female role models, which would make a difference," he said. "I think that gives [female students] a different kind of mentality when looking at what others have pursued for themselves."

The study also found that women across all racial and ethnic groups are more likely to be college educated.

"These universities 50 years ago were almost entirely white male dominated and it's almost like they haven't clued themselves in to the fact that there was competition and these people are setting themselves up for failure," said Vigdor.

Lisker pointed out that although some of the findings resonate with Duke students, not all the conclusions about college in general may apply to Duke in particular.

"Highly selective colleges like Duke have such a low rate of admittance that all of our students, male and female, are very invested in their experience at Duke," Lisker said.

Regardless of the dynamic at Duke, Vigdor noted the trends indicated by this study will continue to shape the state of education and the workplace.

"It's going to be very interesting to see how this all plays out, because the differences among college students today are going to make a huge difference in the next 20 years," he said.



MOMENTS IN TIME

The History Channel

- On Oct. 6, 1866, in Indiana, the Reno Gang carries out the first robbery of a moving train, making off with \$10,000. This new method of sticking up moving trains in remote locations low on law enforcement soon became popular in the American West.
 - On Oct. 3, 1917, the U.S. Congress passes the War Revenue Act, increasing income taxes to raise money for the war effort. A graduated tax system was introduced, with rates starting at 1 percent and rising to 7 percent for taxpayers with income above \$500,000.
 - On Oct. 4, 1927, sculpting begins on the granite images of presidents Washington, Jefferson, Lincoln and Roosevelt at Mount Rushmore in South Dakota. Jefferson's image was originally fashioned to the right of Washington. Within two years, the face was badly cracked and workers blasted the sculpture off the mountain. Sculpting began again with Jefferson on the left side of Washington.
 - On Oct. 5, 1947, President Harry Truman makes the first televised presidential address, asking Americans to cut back on food to help starving Europeans. He requested that the public voluntarily forgo meat on Tuesdays, eggs and poultry on Thursdays and to save a slice of bread each day.
 - On Oct. 8, 1970, the best-known living Russian writer, Aleksandr Solzhenitsyn, wins the Nobel Prize for literature. The Soviet government demonstrated its displeasure by preventing him from personally accepting the award. Solzhenitsyn's works had to be secreted out of Russia in order to be published.
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FLASHBACK

By Mick Harper

1. Who sang and released "Drag City" and "Honolulu Lulu"?
2. Both a single artist and a group released songs called "Island Girl." Name them.
3. Name the Jackson 5 brothers in order, oldest first.
4. How much did promoter Bill Sargent offer the Beatles to get back together for one concert? What year was it?
5. Which artist released an album with the title "The Rise and Fall of Ziggy Stardust and the Spiders from Mars"?
6. Name the only album by singer Pat Benatar to go to No. 1.

Answers

1. Jan and Dean, in 1963. They first performed as a duo called The Barons.
 2. Elton John, as a single, in 1975, and The Beach Boys on their "Still Cruisin'" album in 1989.
 3. Jackie (born 1951), Tito (1953), Jermaine (1954), Marlon (1957) and Michael (1958). The group's first four singles went to No. 1.
 4. \$50 million, in 1976. The show would be televised via closed circuit broadcasts into theaters around the world at a cost of \$50 per ticket. The Beatles declined, even when Sargent apparently doubled the offer.
 5. David Bowie, in 1972. A concept album, the theme is an alien named Ziggy who advises about the coming end of the earth.
 6. "Precious Time" in 1981. The album included the hit "Fire and Ice."
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TRIVIA TEST

by Fifi Rodriguez

1. GEOGRAPHY: What U.S. state lies directly south of South Dakota?
2. HISTORY: Which World War II battle was fought entirely by air?
3. FAMOUS PEOPLE: Martha Jane Burke was better known by what name?
4. GENERAL KNOWLEDGE: Who was known as the Maid of Orleans?
5. LITERATURE: Who wrote the book "The Wonderful Wizard of Oz"?
6. LANGUAGE: What is something that is mordant?
7. RELIGION: Who was the first canonized saint of the New World?
8. TELEVISION: Who is the voice of Moe in the animated comedy "The Simpsons"?
9. GEOLOGY: What is coal made of originally?
10. POETRY: Who wrote the line, "But only God can make a tree."?

Answers

1. Nebraska
 2. Battle of Britain
 3. Calamity Jane
 4. Joan of Arc
 5. L. Frank Baum
 6. Caustic
 7. Rose of Lima
 8. Hank Azaria
 9. Coal is formed from the remains of trees and plants
 10. Joyce Kilmer
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Advisors offer students help with time management

TAYLOR LUCE

Staff Writer

University of Houston–Downtown (UHD) academic advisors Donna Dodson-Tibbs and Kathy Painter, have experience helping overwhelmed students and have designed a Time Management workshop to teach students the necessary skills to effectively manage classes, assignments, tests and studying.

The advisors noticed a trend in the reasons students have for dropping classes: there just wasn't enough time for everything the students needed to do. Whether it was time for family, time for work or too many classes, time management skills--or a lack of them-- seemed to be dragging even hard-working students down.

Tibbs and Painter do what they can to urge students to not drop any classes. They understand that dropping a class can have many detrimental side effects such as: preventing a student from declaring a major, pushing back graduation dates and it can also lead to academic probation and problems with financial aid.

With this in mind, advisors felt UHD students needed some extra help building

essential skills to help prevent these things from happening.

Tibbs and Painter organized Time Management Workshops designed to cover topics such as: tips for writing papers within a deadline, fun quizzes to see how much of a procrastinator a student is and other interactive activities.

The workshop is not set up like a traditional class. Instead of making students memorize rules on what they should do, Tibbs and Painter give tips and examples of how different time management methods work and what results those methods produce.

"We can advise students one on one," said Painter, "but we feel that a group setting is best."

During a recent workshop students were encouraged to speak out, giving their opinions on how a certain task requiring time management should be dealt with.

Some of the time management methods presented included using a day planner to manage your time and setting regular time aside each week for studying.

Throughout the workshop, both Tibbs and Painter challenged students to set themselves up for success. They advocated appointments with professors and the writ-



ing center for help when a subject is particularly difficult.

"We need more students to come out to the workshops," said Painter. Painter believes everyone can benefit from them.

The main goal for the workshops is to decrease the number of students that advisors must counsel during the semester that are looking to drop classes.

There are other workshops available to students that focus on student success. Note

Taking Workshops allow students to learn tips for taking notes when a professor speaks too quickly, or when the subject matter is boring. Students can also attend Test Taking Workshops to learn different strategies associated with taking tests. All workshops are offered free of charge to all current UHD students.

Anyone interested in attending these workshops check the Public Events Calendar on UHD's Website.

UHD kicks off National Hispanic Heritage Month

Aaron Stommel

Staff Writer

The University of Houston–Downtown (UHD) has kicked off its month-long celebration of National Hispanic Heritage Month.

The Cultural Enrichment Center at UHD (in collaboration with other organizations) has many different activities planned for this month.

From Sept. 12-Sept. 30 there will be a book display (in collaboration with Sigma Delta Pi) at the W. I. Dykes Library.

"Sharing Our Hispanic Heritage" will be held from 11:00am to 2:00 p.m. on the third floor of the academic building in collaboration with Sigma Delta Pi and La Tertulia. Students will be able to sample Hispanic food, listen to music and learn about different Latin American countries and some of their crafts.

Tres Vidas, a dramatic performance where the audience can learn about the lives of inspirational Hispanic women Frida Kahlo, a famous painter, Rufina Amaya, a peasant activist and poet Alfonsina Storni will be held Oct. 11. Professor Jane Creighton, Director of the Cultural Enrichment Center said *Tres Vidas*, which was organized by Dr. William Nowak, "...is going to be quite remarkable." It will be held at 7:00 p.m., in the Cullen Auditorium, and is co-sponsored by the Cultural Enrichment Center and the Department of Arts and Humanities.

A Public Deliberation Forum will be held Wednesday, Oct. 12, at 7:00 p.m. in the W. I.

Dykes Library and will deliberate the question "What does it mean to be Hispanic/Latino in Texas?" The forum is sponsored in collaboration with the UHD Center for Public Deliberation.

Hispanic Heritage Month will end with a Spanish Open House, Thursday, Oct. 13, from noon-2 p.m., on the third floor of the academic building.



Students are encouraged to come learn more about the Spanish program at UHD. Later, from 4:00 p.m.-5:00 p.m., there will be a Spanish Alumni Talk. The location will be announced at a later date.

Hispanic Heritage month starts in the middle of the month because it commemorates the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. This is a period of time when people remember and enjoy the contributions of Hispanic and Latino Americans to the U.S. and they celebrate Hispanic culture.

All events are free and open to the public. For more information please check www.uhd.edu/cec where a calendar will be updated as events are organized or contact at creightonj@uhd.edu.



Are you ready for flu season?

Influenza, better known as "flu", is a highly contagious viral disease, which is spread by sneezing, cough or by nasal secretions.

Influenza occurs in seasons around the world, and in North America the season occurs during the fall through spring months. Unfortunately, this is the time when people are indoors, making transmission easier.

Influenza has symptoms that mimic other viral upper respiratory infections such as the common cold. Symptoms include fever, chills, muscle aches, sore throat and cough. More vague symptoms of fatigue and headache can also be present.

Unlike the common cold, influenza can progress to high fever and pneumonia, and possibly hospitalization.

Although there are medications that can shorten the duration of the symptoms, such as Tamiflu, the best way to protect yourself and others is to be immunized.

There are two main types of vaccinations for influenza, inactivated which is injected and attenuated which is sprayed in the nostrils. All people aged six months and older should be vaccinated, particularly those with weakened immune systems.

People with allergies to eggs, latex, or previous allergic reactions to the influenza vaccination should consult with their health

care provider before being vaccinated. A history of certain other disorders, such as Guillain-Barre, should also be mentioned to your health care provider.

Currently the influenza vaccination is an annual vaccination due to variation in the influenza virus. The best time to be vaccinated is when the vaccine is available, although it will still be beneficial to receive it later on in the season. Side effects from the vaccination may include pain at the injection site, and mild symptoms of influenza that resolve in 1 or 2 days.

The UHD Student Health Services has the influenza vaccination available for \$20 to students and faculty/staff of UHD starting on 19 September and ongoing until supplies are exhausted.

The clinic is located in Room N-320 and no appointment is needed. Influenza vaccination injections are given on a walk-in basis during normal clinic business hours. We do not stock the nasal spray type of vaccination-only the injectable type is stocked. Please anticipate completing the required vaccination paperwork when you arrive at the clinic.

Robert Hanks, PhD, FNP-BC, RNC
Assistant Professor
UHD Student Health Service
Nurse Practitioner

King Crossword

ACROSS

- 1 Larger portion
- 5 Belle of the ball, maybe
- 8 Enos' grandpa
- 12 Conception
- 13 Wrath
- 14 Missile shelter
- 15 Standard
- 16 Bando of baseball
- 17 Despot
- 18 Saw things in the dark?
- 20 Sleeping sickness carrier
- 22 Mainlander's memento
- 23 Slip up
- 24 Green gem
- 27 Full exposure
- 32 "The Greatest"
- 33 Helgenberger series
- 34 "Barney Miller" actor Jack
- 35 Periods of relief
- 38 Mail carrier (Abbr.)
- 39 Hall-of-Famer Williams
- 40 Stannum

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- 42 Not digital
- 45 Impact
- 49 For fear that
- 50 Novelist Radcliffe
- 52 Colorful fish
- 53 Appointment
- 54 Fond du —, Wis.
- 55 Toy block name
- 56 Lacked originality
- 57 Candle count
- 58 Skittish wild life
- DOWN**
- 1 Have an objection
- 2 Stench
- 3 Withered
- 4 Mexican entree
- 5 Separate
- 6 Detergent brand
- 7 Region
- 8 Toward the rear, nautically
- 9 Woe
- 10 "Oh, woe!"
- 11 Still others
- 19 Yours truly
- 21 Witness
- 24 Mayo container
- 25 Hearty brew
- 26 Aversion
- 28 Work with
- 29 Length from here to there
- 30 Bribe
- 31 "Help!"
- 36 Struck repeatedly
- 37 Altar affirmative
- 38 Open out
- 41 In that case
- 42 "M*A*S*H" star
- 43 Tide type
- 44 Festive
- 46 Duel tool
- 47 Zoo structure
- 48 Hammer-wielding deity
- 51 Kvetch

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CryptoQuip

This is a simple substitution cipher in which each letter used stands for another. If you think that X equals O, it will equal O throughout the puzzle. Solution is accomplished by trial and error.

Clue: F equals M

AEZJ VMMDGV'R ADNZ ZJMZHZW
 MEZDH EPORZ, D APJWZH DN
 REZ APOGW REPOM "ED, EOJ,
 D'F EPFZ!"

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CryptoQuote

AXYDLBAAXR
 is LONGFELLOW

One letter stands for another. In this sample, A is used for the three L's, X for the two O's, etc. Single letters, apostrophes, the length and formation of the words are all hints. Each week the code letters are different.

Z R HVNFIZE HA Z IZW LUF
 JZW VTNN EUY LFFN FGYP
 UHA LHXY'A YOYA LHEU EUY
 PHBUE OZPW. -
 TWMWFLW AFTPJY

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Weekly SUDOKU

by Linda Thistle

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

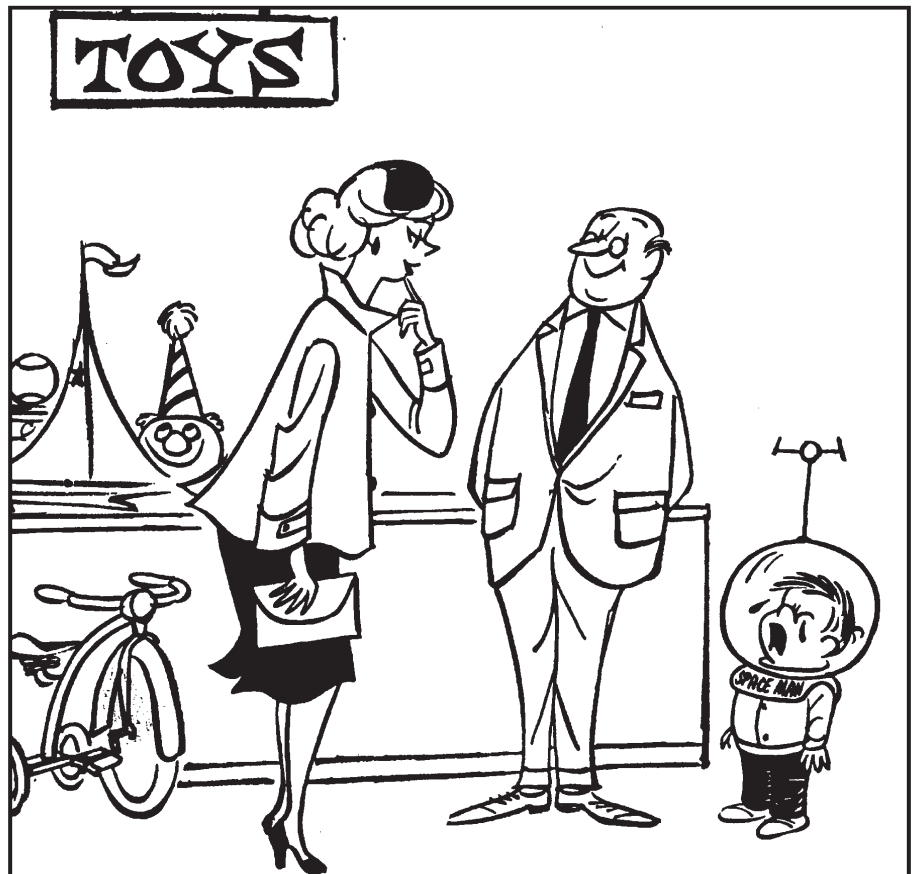
Place a number in the empty boxes in such a way that each row across, each column down and each small 9-box square contains all of the numbers from one to nine.

DIFFICULTY THIS WEEK: ★

★ Moderate ★★ Challenging
 ★★★ HOO BOY!

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LAFF - A - DAY



"Yes, it does seem to cut down the noise."

UHD Soccer teams off to great start



Photo courtesy of Facebook SStudentLife

UHD MEN'S SOCCER DOMINATES IN SEASON OPENER. The UHD men's soccer club team put together an impressive performance in a 5-0 win over Lone Star College-Kingwood. The Gators controlled the match from start to finish. Gator Manny Flores picked up where he left off last year as the team's leading scorer. He scored the Gators first three goals. Cesar Arrellano and Jose Guterrez scored the fourth and fifth goals respectively. Arrellano and Guterrez put together several nice touch combinations throughout the first half. The Gators defense of Nathaniel Marin, Eyobe Tibebu and Ruben Acosta shut down the Coyote attack leaving keeper Carlos Cruz with not much to do.

UHD WOMEN'S SOCCER TIES IN OPENER. The UHD women's soccer club team battled Lone Star College-North

Harris to 1-1 tie at Bayland Park on Saturday in the season opener for both teams. The Gators dominated the action from the opening moments. Unfortunately, they misfired on numerous chances to score especially in the first half. The Hurricanes made the most of their limited chances with Nicole Gruenwald scoring in the 32nd minute. The Gators tied the score with Ana Diaz beating the keeper in the 43rd minute. Neither team managed a score after that. The Gators can take their domination of ball possession into the next game where they can hopefully translate that into more goals. Yasmy Moreno anchored the Gators defense with a strong performance.

<http://www.facebook.com/uhsportsandfitness>

UHD Fall basketball

UHD MEN'S BASKETBALL TIPS PLAYS IN FALL! The Gators normally only play basketball in the spring semester but this year they decided as a team to play in the fall semester as well with the understanding that they would be responsible for all the team expenses. The team welcomes financial donations or sponsorships. To make a donation,

please email Richard Sebastiani at sebastianir@uhd.edu. Admission to all games are FREE! So come out, be loud and support your Gators! The new UHD Cheerleading squad will be performing at the game. GO GATORS!!!

<http://www.facebook.com/uhsportsandfitness>

What kind of professor are you?

Ali Fazal

Staff Writer

Let's face it-- the days of 'To Sir With Love' are gone and being a professor is much harder than singing songs and sharing heartfelt life lessons (unless you are on an episode of 'Glee').

With such a diverse student body to deal with, the task of educating is even more daunting for University of Houston-Downtown (UHD) professors. For those professors wondering just how their students are perceiving them, here's a handy little quiz to help figure out: What kind of professor are you?

1. A student comes to you in tears after they missed the deadline for an important assignment. With excruciating detail the student narrates a tale of how they are fighting with their significant other and having major stress at their job. They plead with you for a chance to make up the assignment. You:

a. Give them a pat on the shoulder and tell them not to worry. Everyone has low moments, and that if they turn in the assignment within a week you'll give them full credit.

b. Tell them you sympathize, but there's nothing you can do. All students have personal difficulties, and you can't give special treatment to one without giving to all.

c. Feel a little bad, so you offer them the opportunity to complete the assignment within two days for half-credit. They seem to be going through a hard time, but it wouldn't be right to offer them full-credit.

2. You assign your students a group presentation and put them into groups. When you finally see the presentations, it appears that in one of the groups, a student was much less engaged and involved than his group mates. You:

a. Approach the group after class and ask that each student verbally tell you their contributions so you can determine whether there was a weak link.

b. Ask the group members to send you a private email individually if they feel like there was an unfair distribution of work in their group.

c. Set your reservations aside and chalk it up to the nature of group work. It doesn't matter if one student did more and one did less, since these sometimes happens in group work.

3. Student A and Student B in your class are obviously not getting along: they sit side by side and snip at each other constantly. However, one day it escalates and Student A makes a rude joke at Student B's expense and creates an uproar of laughter from the entire class. You:

a. Tell Student A off sternly and ask them to leave class for the day. While private bickering is one thing, you will not allow this interpersonal dysfunction to disrupt your class and you have to set an example.

b. Ignore it at the time, but ask to see both Student A and Student B after class to try and figure out what the problem is and see if you can help.

c. Calmly tell Student A that their remark wasn't very nice and lower the attendance/participation part of their final grade as punishment.

4. You teach an upper-level required course that is generally considered rather difficult by the student community. This semester, however, all your students seem to be bombing the class, even dedicated students. You:

a. Do nothing. While the class is notoriously difficult, students in the past have had no problem keeping up with the material and a few have even made A's. The students this semester just aren't trying hard enough, so there's nothing you can do.

b. Let the class struggle during the semester, but offer a generous curve on the final grades. It was important to you to keep the curriculum the same out of fairness to past semesters' students, but you had to take some action.

c. Go through the rest of the semester's assignments and make them easier by taking out some of the harder material. After all, if the ENTIRE class is bombing, it really isn't their fault. It's your job as a professor to ensure that success is possible.

Add up your score and find the results below.

Question 1: a- 1pt, b- 3pts, c- 2pts

Question 2: a- 2pts, b- 1pt, c- 3pts

Question 3: a- 3pts, b- 1pt, c- 2pts

Question 4: a- 3pts, b- 2pts, c- 1pt

Your total _____

4-6 points:

You're a free-spirited professor! You're a great mentor, and teach from the heart! Your students adore you because they know they can count on you to have their back, and they appreciate your more easy-going approach to the learning process. You understand that learning is a unique process for everyone, and that each student truly needs a gentle guiding voice to thrive. You'll be the one that they remember and discuss with their grandkids for years to come!

7-9 points:

You're a conventional professor! In this case, conventional doesn't mean boring or formulaic. It means that you've taken all the tried and tested methods of teaching your students successfully, and perfected them! Students know that in your class they will learn something, but also enjoy their time. You know that the key to making your students successful is being firm but approachable. You also understand that students need a balance of easier and harder assignments to get the most out of your class. You're the teacher that they'd want to write their recommendation letters and offer them career advice!

10-12 points:

You're a stern professor! While some students may call you 'mean' on your evaluations (not to mention the bathroom stalls!), you know that you're the type of professor that is going to shape their education the most. By being unyielding and strict, students will always respect you even if they don't always like you. You understand that students are just that, students, and that you have to be firm in order for them to learn. While they will struggle in your classes, they will also solidify better study habits. You force students to learn that there is never an easy way out and that there are true consequences for their actions. You might not be the one asked to sign their yearbook, but the lessons you teach them through your class will be the ones they carry with them through their career.

(This quiz is intended for entertainment purposes only and has no scientific basis for its method. This includes any results that are achieved from answering the questions included in the quiz.)