

NEWS

Parking

continued from front page

The Office of Institutional Analysis and Planning at UNLV did a survey to compare UNLV's parking situation with that of other universities.

The 1985 survey, which appears at the end of this article, clearly shows how lucky UNLV students and faculty have been over the years. The first column stands for the number of

full-time students. UNLV compares favourably as far as the number of parking spaces per full-time students with a .63 compared to UNR's .50, or Arizona's .35, and incredibly favorable in the parking fees category, with no fees compared to fees ranging from \$10 a year to \$350 a year.

There are three things

that should be noted about these statistics. First, the survey is from 1985 and the number of students enrolled has increased greatly, including a 9.2 percent jump this fall from last fall.

Second, the FTE number is calculated by the total number of credits at the university divided by

15, thereby giving UNLV a full-time number of 7,381. This is misleading since UNLV has a large number of part time students bringing the total headcount to UNLV up around 14,000. Third, UNLV is a commuter school and almost everyone drives to campus.

When and if the parking fees do become a reality

Hollenbeck says they will most likely be collected in one of two ways; there will either be a straight fee across the board, no matter where you park, or parking rights to the different lots around campus will be sold, with the closer lots being more expensive.

Most of the leaders on

campus give the time frame for initiation of a parking fee as Fall 1988, or Spring 1989.

"I don't disagree with the concept of a parking fee," Maxson said. "I just wanted to put it off for as long as I could."

"I'm trying my best to keep costs down for the sake of my students."

Revised Constitution on ballot for CSUN

by steve hong

staff writer

Following closely on the heels of the Constitution's 200th birthday, Consolidate Students of the University of Nevada, after months of work, will submit a revised CSUN constitution for approval by the student body.

Most of the revisions are "Corrections in semantics, spelling, reorganization, and rephrasing of what was there before so there aren't loopholes," said Senate President pro tem Greg Smith.

One example of this loophole is the recall election. Previously, it required

10 percent of the students to vote, but the way it was worded, if more than 10 percent voted, then it would be an invalid recall election.

If the revisions are approved, that "loophole" would be closed.

The revised constitution, according to CSUN President Kirk Hendrick,

cleans up language and organizes the document so as to read clearly by an average student. Before the revision, that was not possible.

Another big change is the addition of a Senate seat. There are currently 20 senate seats, but if the constitution is approved, the total will rise to 21.

"The University as a whole is growing, and we thought that instead of keeping it the same size, we would increase the number a little bit," Hendrick said.

The 21 seats would then be reapportioned ac-

ording to the number of students in each college.

The largest college, Business and Economics, currently has five seats, while the College of Arts and Letters has four.

The College of Science, Math and Engineering has three seats, as does Academic Advising.

Education and Hotel colleges currently have two seats each, while Health Science has one. The new senate seat could go to any one of these colleges.

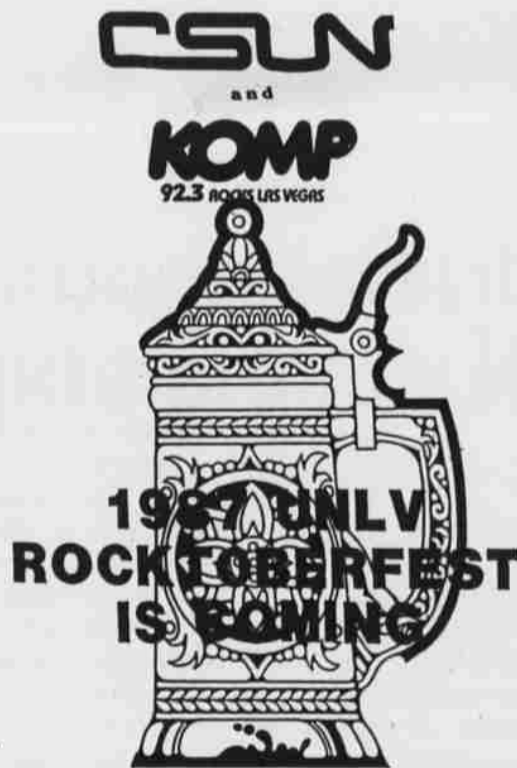
There are no set student-to-senator ratio, consequently, the number

of senators per college will have to be reapportioned.

The revised constitution will be submitted for approval by the CSUN members during the election, which will be held October 7 and 8.

The Board of Regents will vote on it a week after the elections. The students must approve the constitution, however, or it will not go into effect.

Any full-time or part-time student who has been admitted to UNLV is eligible to vote, but Graduate and special students cannot vote. Voting is October 7 and 8.



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Bigler featured at forum

by jason flatt

staff writer

In the time of the enlightenment, people looked to the future with a positive attitude, Professor Robert Bigler told an audience when he talked "Enlightment Origins Of The Constitution."

Bigler's lecture placed a different aspect on the constitution and its' origins. He used the fact that in a new time of education and reformation the document was actually a piece of literature rather than the laws of a new country.

He linked America, England and France together with higher education and literature rather than wars and treaties.

It was, of course, a time of revolution everywhere, for everyone, Bigler said.

While America looked for other ways of change besides war, the people of France thought that there could be no change without a revolution. Many who had enchanced the enlightenment were now using it against the Government and the Church.

Writers, such as the French writer Voltaire, used this new time and advantages of the era to raise the people's awareness of the abuse and power and urge revolt against it.

Such was the case of the Declaration of Independence, an example of an enlightenment document, Bigler continued. It served the primary func-

tion of raising the people of America against England.

The U.S. Constitution, on the other hand, which was the last and greatest document of the enlightenment era, was used to calm the people down and restore order, Bigler said.

Because of the enlightenment, writers actually could make money. As people started looking for better ways to live and enhance themselves, the writer was benefited as well.

In England and Europe as a whole, the enlightenment was merely wishful thinking, Bigler continued. But, in America it was reality.