

Procrastinators of Tuition Payments Relieved

STEVE WRIGHT

Student Claude Piercy summed up the feeling in the air around the Administration building best when he said, "I should have done it sooner." Procrastinators of all shapes and sizes were on hand last Thursday, September 30, the last day most students could pay for the 1999-2000 school year tuition.

The lines were long and plentiful last Thursday, full of anxious students and parents (of lucky students) wanting to pay their tuition before the deadline. Panicked faces were among some of the students in the line, as the clock slowly ticked away to 4:30, when the Administration

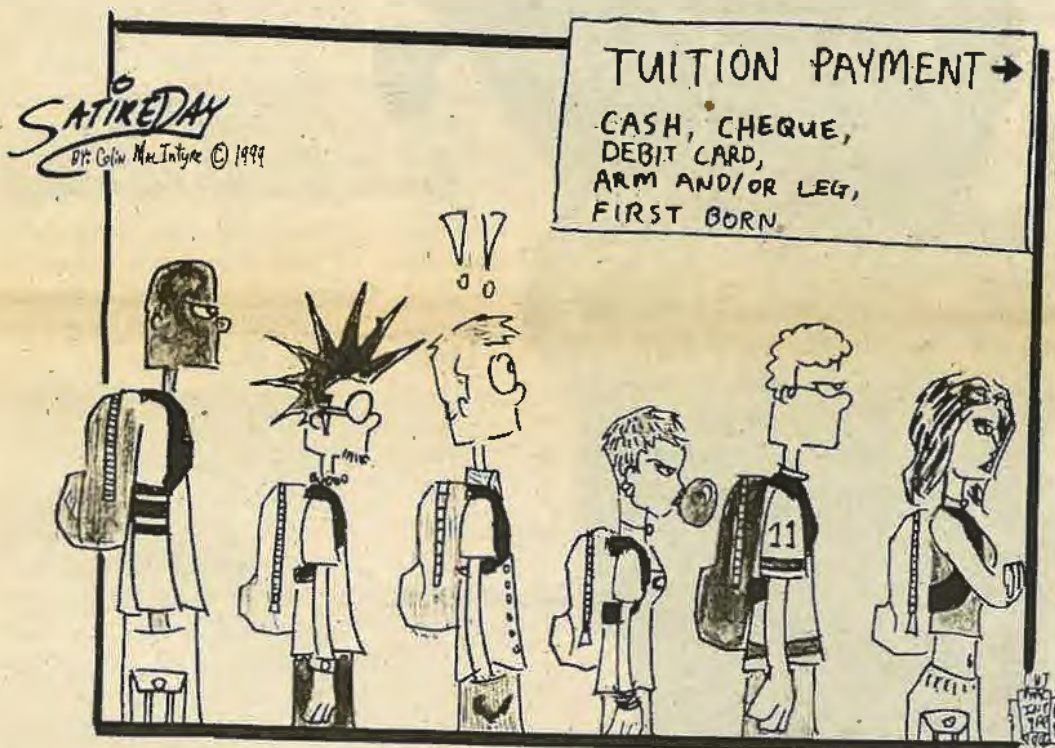
building is scheduled to close. Those looks slowly disappeared as students realized they were not being shooed out of line. A representative confirmed that the building was prepared for this sudden rush of payments, keeping offices open until all lines could be extinguished.

The whole process "was fine. It went smooth," according to relieved student Robin Shaw. One problem that some students faced was that "they should of had more [cashier] lines, and made a more clear distinction between the cheque line [and the other payment lines]" argued student Ben Fowler.

The only students able to pay fees past the September 30th deadline without being subjected to a late fine are those studying

in the Diploma of Agriculture program. Fees for that discipline are due on October 31st because their classes began later than regular classes at the University. All regular tuition payments made after the September 30th deadline will have a late fine of \$40 added to their payment. All mailed tuition payments not postmarked before September 30th will also have to pay the late fee, one administration representative stated.

Despite the numbers of students making last minute payments, line-ups, depending on the time of day, seemed to last from 10 to 30 minutes, reliving the boredom felt by most students, who may have already spend enough time in line-ups this month.



Arts split

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If the college does split, Welter said a second administrative body would most likely be created, but more support staff would probably not be needed. However, the College of Arts and Sciences Planning and Budget committee suggested an alternative, Welter added, which would see "a unified college, but... three deans within." The colleges of science, social science, and arts would each have their own deans within the same college, she explained. This would mean that "basically every area would have their own representative voice as separate deans," she added.

With a split looming, some students were concerned that it may affect their individual degrees. Talk of a student refer-

endum or demonstration on the subject was on the minds of some, despite Welter's guarantee that "a referendum will not be binding." ASSU junior year representative, Travis Giblin also pointed out that voter turnout in elections has typically been poor.

Aside from every professor in the College of Arts and Sciences having one vote, ten votes have been allotted to students in the college. Students hold votes on the college's five faculty committees with the other five coming from ASSU representatives, Welter said. Of the ten votes, "I think the representation is pretty evenly split" between students in arts and science programs, she added.

Students are not the only ones confused over the issue. Welter also has some concerns of her own. She said the cost of programs run out of the arts college,

and the cost of those run out of a separately administrated science college would probably "vary greatly," and she feels student representation in the college would change. "What's going to happen to this office [ASSU] if it splits?" she said.

"Students appear to be opposed," to a split of the college, Welter said of the discussion. Of all the comments at the discussion, the main theme seemed to be that students do not yet know enough to make an informed decision. Welter agreed and said that students are having a tough time voicing their opinion, but also that "it's hard for people to dispute something they have no information on."

That is why it has become so important for the ASSU to get "more of a general idea of what students are thinking," she added.

HAIR HUT

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