

Zurich - Blue Cross Cont.

Zurich Benefits	Blue Cross Benefits
Up to \$40.00 per day for 90 days for hospital expenses incurred outside the patient's normal province of residence. (This coverage is now offered to all students of U. P. E. I.)	Not covered This coverage is offered to Canadian students of U.P.E.I.
FOREIGN STUDENTS	
Reimbursement for surgeon's fee for necessary surgical operation.	Same
No hospital coverage <i>This coverage was offered and refused by a former U.P.E.I.S.U. council. It is definitely available.</i>	70 days coverage for ward accommodation for both in hospital sickness and accident.
Reimbursement for qualified anaesthetist, surgical assistance and for necessary medical treatment.	Same
Medical care in hospital. No maximum for confinement.	70 days per illness.

In addition, it has been the policy of Zurich insurance to give a rebate on fees because of the premium payment being so large. According to the latest auditors report, this amounted to \$1,987. It has not been indicated whether Blue Cross is making a similar concession to us.

One might also believe that such a change was made due to an increase in fees on the part of Zurich Insurance, but their local representative refuted this allegation. Rates are at the same level

as last year. In addition a low-cost optional life insurance plan has been made available for only a few dollars more.

The fact that a similar proposal was made two years ago to the S.U. council and vetoed, with only one vote in favour, also brings to light the fact that this year's decision was made, by their own admission, on the parts of our president and comptroller, not by council. It would be interesting to discover why a decision of such importance to the

student body was not felt to be important enough for council. The last time, a special summer vote was called by mail, so it was not the season that was to blame.

I have had it explained to me that the former coverage was not equal for our foreign students. I can only thank the executive for their open-mindedness and desire to aid this minority, even if it does prove detrimental to that unimportant majority of Canadian students. One would be surprised to find

such concessions made to us if we left the country to attend university.

Since our executive has, of late, advertised an opendoor policy, I assume that an interested student can have the change explained at much greater length than this article allows, and I especially invite our hockey players and the like to have the new dental coverage explained. Also, do not forget that no part of a health insurance program is allowed by law, to duplicate Medicare coverage.

letters cont. from pg. 7

Dear Mr. Editor:

Recently in a CADRE issue you had argued in your editorial that teachers could learn from students just as students from teachers.

In my view you have brought to the attention of your readers a profound aspect of the educational process which most (students, teachers, even others) seem to overlook. As a human being playing a variety of roles in social life it is my belief, and this is not unique though it is often pushed aside, that the role definitions of student and teacher require to be examined persistently if an educational process has to have a significant meaning for human beings as individuals or as members of social groups. What is teaching? What is learning? What is research? are some other related and relevant themes which need to be explored continuously if inertia and fossilization are to be

minimized in educational institutions. It is my observation that much of above indicated categories is trivial, hypocritical and largely contrary to our publicly declared objectives.

I am aware that what I have just asserted is controversial. And some persons who have authority will like to throttle me literally (which actually has been done already in a way!) My view is that controversial issues need to be examined using logical criteria in social usage and observing the life as we live individually or socially.

In this connection may I draw the attention of your readers to the following taken from the publication An Act to Establish the University of Prince Edward Island (Assented to April 15, 1969), page 3, para., 3 (1):

"There shall be a University, called the "University of Prince Edward Island" consisting of a Chancellor, a Vice-Chancellor, Board of Governors, Senate, Faculty and such other

necessary and proper bodies, as may be required, which shall be a body politic and corporate with the objects and purposes of the advancement of learning and the dissemination of knowledge, through research and instruction, and the provision of an environment conducive to the maximum development of all the faculties of its members as individuals and to their effective contribution to the betterment of society." (Underlining done by me.)

Does an environment, as desired and enunciated above, exist at U.P.E.I.?

If yes, then it is wonderful! Everyone should be happy. What else can one want?

If no, then is it not essential to enquire what obstacles, what factors have thwarted the process of creating such an environment?

An allied and essential activity is to find out from all the members (of U.P.E.I.) what they perceive their environment to be that constitutes their university viz. U.P.E.I. Knowing "what is" and becoming

ing aware of "what we want" we will know the gap between the two states. Then, if all or most of us desire, this gap can be bridged or eliminated! Knowing only "what we want" ignoring "what is" is likely to end up as an exercise in mere rhetoric. This usually happens in our social action programs.

Knowing only "what is" without becoming aware of "what we want" is likely to end up as an exercise in preserving status quo. This also happens sometimes.

And who are these "we" I am referring to? It consists of each one of us, otherwise "they" (who wield power either by consensus or by default) will speak in the name of "we" and decide for each of us for "their" good!!!

I hope some of your readers will react? I will like to continue this debate or discussion or dialog in whatever form one would like.

Thanks,

Sincerely,
K.C. Agrawal