

## CONTINUED . . . . .

## UNIVERSITY OF NEW ENGLAND (from page 9)

Whether or not the global studies program succeeds in finding a permanent place in the institution it nonetheless behooves the university and its academic departments to prepare students who can think globally and critically about cross cultural issues. We know that the demographics of our own society are changing and that America is rapidly becoming more culturally diverse. As citizens, our students must learn to function in an interdependent world of social economic, politic, environmental, and educational systems. To expand the notion of critical thinking to encompass this reality seems not only realistic but educationally prudent as well.

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the part of Soviet educators. If this continues, it is likely that educators on both sides will work together to develop the critical thinking of the other. The critical thinking centers in the United States will surely play host to numbers of Soviet educators who wish to encourage their students to use the tools of critical thinking in their schools and in their own futures. We should not, however, look at such efforts as though we have everything to "teach" and nothing to "learn." Given half a chance, we will learn from one another.

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however distorted a way the media present the war, the conflict is being presented, and children in many countries—not just the United States—now have to grapple with it psychologically. In schools and homes, in the playgrounds and on neighborhood streets, they will express what troubles them. It is important that adults who accept the responsibility for confronting the problem try to develop methods for helping. There are already organizations such as Educators for Social Responsibility that have worked on such issues for years, and they can serve as resources. In general it is necessary to develop play activities which in important respects provide an emotional alternative to the obsessive war play. Neither critical thinking nor global education should be viewed as abstract approaches to an abstract world. The concerns expressed in this commentary are but one demonstration—and only one—of that truth.

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