



**Transforming Social Inquiry, Transforming Social
Action: New Paradigms for Crossing the
Theory/Practice Divide in Universities and
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John F. Kerry United States Senator If we are to reinvigorate and reinforce civic participation in this country at a time when our society is increasingly fragmented and highly technologically based, we must find a way to unite distinct communities, such as universities, regional and non-profit organizations, and families. We must find ways to link academicians, students, teachers, and professionals with the reality of events and circumstances so that theories and ideas mightily pursued within the "ivory tower" are connected to social reality and useful. As the editors and contributors in this volume point out, the way to bridge theory/practice divide is not merely to interpret and report on circumstances of the real-world; but rather, to deconstruct the separate and distinct communities that exist within our society and actively engage other communities to realize a continuum of mutual understanding, collaboration, and action. It is crucial to include our nation's public schools in this new approach of social inquiry and social action. Improving and creating educational opportunity for all children in the United States has been an ongoing critical federal issue. We know that when children achieve in school they have a much greater chance of living healthy, productive adult lives that will benefit themselves and society, and we know that increasing the base of stakeholders in children's education yields those positive results.

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