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Foreword

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FOREWORD

A long-standing struggle within education has been how to best maximize and diversify the vast wealth of resources present in communities in a manner which best addresses the needs of children. Central to the dilemma has been twin contentions of concern which have focused on how to meld a vibrant contributing relationship between the schools and the economy, and how to fuse university interest in research and theory with the public schools' need for applied wisdom. All too frequently, these unresolved concerns have resulted in polarized schisms which have failed to contribute positively and meaningfully to productive relationships which effectively promote growth and harmony between these vital elements of society.

The school has long been recognized as the critical link between intellectual growth and economic prosperity. If society is to flourish and progress, schools must prepare and equip children to live in an uncertain future. The traditionally disparate domains of academia, the public schools, and the economic community are no longer viable as discrete entities as demands for accountability and cooperation escalate. New and innovative methodologies of systematically addressing these concerns are desperately needed which will dissipate artificial myths and restructure relationships for the positive benefit of children.

One of the more promising indicators of schools of the future is the concept of *educational partnerships*. Although not a particularly new concept, partnerships are receiving renewed emphasis and undergoing redefinition. That emphasis and redefinition provide every indication of breathing new life into sterile relationships, offering new hope to educators and citizens who aspire to enhanced collaboration and cooperation in the education of children.

This issue of *Educational Considerations* is devoted to collecting and disseminating the work of outstanding leaders in the field of education who have spoken proudly of exemplary partnerships which presently operate in the triad business/public school/university arena. The works which appear in this issue represent a myriad of diverse opportunities for cooperative ventures in excellence. The authors whose efforts appear in this issue were selected for their prominence in partnership efforts, and each offers a unique perspective on why partnerships are a vital link to the future in an era of both accountability and increasing economic parsimony. The partnerships described here are representative of an incredible array of collaborative efforts which occur daily throughout the nation. It is our belief that partnerships, new and existing, should be expanded and encouraged as a bright hope for a new future in which unprecedented effort must be made to fuse the gap between producers and consumers of education. In bridging that gap, the credibility of public schools, universities, and businesses is at stake, for at least the gap will remain unchanged, at worst widened, and at best, healed. The time has come for partnerships, and to that end this issue of *Educational Considerations* is dedicated.

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