

Aksoy, H. H & Kayahan, A. (2011). From the Editors: Seeking for A World Where The Roses Weighed with The Roses. *International Journal of Educational Policies*. 5(1),1-3.

FROM THE EDITORS

Seeking for A World Where The Roses Weighed with The Roses.

Dr. Hasan H. Aksoy (*Ankara University, Turkey*)

Dr. Aygülen Kayahan (*IJEP*)

World has attained a new period in which the oppression is internalized as Aldous Huxley illustrated in his novel *Brave New World* and Yevgeni Zamyatin wrote at his novel *We*, alongside with the oppression mechanism as George Orwell illustrated in his novel *1984*, as all we feel in our daily life. Internalized oppression and authority is a strong barrier in front of the progress as seen in the history of human being. Nowadays, the external effects of neoliberal agenda to human personality by the way of oppression and authority also effects the formation of egocentricism and benefit driven incentive. This effect on human personality vaccinates that selfless behaviour without benefit is meaningless and also it alienates to collective movements.

To take up a position against the dehumanization that was frequently mentioned by the famous critical pedagogue and educational scientist Paulo Freire is meaningful. (Freire,1970/2005) Besides famous philosopher and novelist Albert Camus's words about resistance to the historical reality which was presented to be the only option are valuable: "... The individual can not accept history as it is. He must destroy reality, not collaborate with it, in order to affirm his own existence". (Camus, 1991)

Today we must ask to ourselves how much we revolt universally against to the so called "freedom" that neoliberalism promises. We must stay as human beings by sustaining the internal and universal struggle against the oppression of authority. To continue being human will be possible by preserving the use value despite of the dominance of the change value of commodities (goods) in our all life areas. In a Turkish public poem, a contradiction between the use value and change value is referred:

"They make the weighing tool from roses,

Then, they weigh the roses with the roses"* (Kul Nesimi, A folk poet).

* Glden terazi yaparlar.
Gl gl ile tartarlar. (Kul Nesimi)

It is claimed that the exchange values of the commodities in the market do not reflect the real values of the objects themselves. There is an imagery of making a balance from roses and countervailing its own value by itself, against exchanging of roses with money. Starting out from this imaginary, the value of policymakers, implementers, intellectuals, critical theorists who take position against to neoliberal policies or capitalism takes place in themselves and this value will be comprehended in the practical implementations of their theoretical studies and the examples of their praxis.

The Journal, *IJEP* will continue to be the part of that praxis and will preserve its existence against to the neoliberal policies that cover the world's agenda.

Now, let's look at the articles that are placed in this issue: Three articles and one book review have been published in this issue.

In the first article titled "Building Culturally Responsive Classrooms", Dr. Gheorghita Mickey Faitar aimed at analyzing "The ways in which pre-service teachers in today's teacher college institutions in the US are to getting familiarized with ample methods of addressing students' diversity of today's world. A special emphasis is placed on preparedness for working with the culturally diverse learners based on various modes of communication". In her study, Faitar claims that; the complex world of linguistic diversity related to students' backgrounds is to be better addressed through a proper training of the teachers when faced with multiple modes of verbal and non-verbal communication channels in their classroom.

In the second article titled "Resistance to Reform of Creole as a Medium of Instruction in Schools: Rebuilding Haiti's Educational System", Author Lauren Christian Gibson examines the educational and linguistic situation in Haiti by positioning it in the broader linguistic reality of a post-colonial society where language stratification prevails. In the paper, a critical approach has been used to explore the language situation in Haitian historical, political, and social context by focusing on the linguistic discrimination and inequality perpetuated through the language of instruction in schools. The author concludes with recommendations for future reforms including implementing Creole as the medium of instruction in schools, teaching French as a foreign language, and empowering policymakers, teachers, parents and students through awareness of the current research on the importance of instruction in one's native language. The period we are living show us that the instruction language other than mother language is an important educational problem for countless children in the world. Mostly repressive educational policies ignore that problem. But, nowadays it is visible that many intellectuals' and institutions' efforts

alongside with the people's struggle for their language rights are increasing . In this context, this article can open a new insightful window to international readers.

Third article by Dr. Rachael Gabriel and Dr. Jessica Nina Lester titled "Race to the Top Era of Education Consulting: A Call to Reform the Reformers" and headed to "describe how the "business" of education reform has worked to produce a lucrative teacher professional development market - one in which private education consulting firms increasingly take up identities as "partners" in reform, in Tennessee a state that was recently granted over a half billion dollars for education reform. The authors analyze the implicit and explicit messages about schooling and reform within publically available materials and discuss their implications for local and global reform efforts. In their paper, they also discuss the implications and offer a response to the images in terms of the potential for progress and for the further marginalization of already marginalized groups.

In this issue, we also sharing a bookreview which written by Nicholas Daniel Hartlep. In the review of *Critical Race Theory Matters: Education and Ideology* by Zamudio, M. M.; Russell, C.; Rios, F. A. & Bridgeman, J. L" (2010, New York, NY: Routledge) Hartlep provides the perspective of Asian people who were mostly ignored, poorly represented or not oppressed like "others" at the studies regarding to critical race theory.

We would like to thanks to all our authors, referees, readers and our colleagues who stand with us in solidarity. Without their support and patience this could not be kept alive. Please do not hesitate to write your views and critics on the studies published here and advice will develop our efforts on IJEP and struggle for a better world.

Enjoy your readings!, With the wish of the world that roses weighed with roses.

References

- Camus, A. (1991). *The Rebel. An Essay on Man in Revolt*. Translated by Anthony Bower. First Vintage International Edition. Originally published in 1956.
- Freire, P. (2005) *Pedagogy of Oppressed. 30th Anniversary Edition*. Translated by Myra Bergman Ramos. Newyork.The Continuum International Publishing Group. Originally published in 1970.

International Journal of Educational Policies

ISSN: 1307-3842

<http://ijep.icpres.org>

<http://ojs.ijep.info>

©IJEP