

Editorial: 2018 (1) 2

Bulent Tarman, Editor-in-Chief

Dear Journal of Culture and Values in Education readers and contributors,

We are excited to be with you through the second issue of *Journal of Culture and Values in Education (JCVE)*. We would like to extend our appreciations to all who contributes by submitting or reviewing manuscripts or have been readers of *JCVE*. This is an international, peer-reviewed, open-access academic e-journal for cultural and educational research. The journal is published twice a year (June & December) in online versions. The overarching goal of the journal is to disseminate original research findings that make significant contributions to different areas of education, culture and values of different societies. The aim of the journal is to promote the work of academic researchers in the humanities, cultural studies and education. In addition to our goal of providing free on-line access to the new journal, we also feel strongly about the necessity of its being very high quality.

In our second issue, you will find four articles on various topics of education, culture and values of different societies. The first article written by Kelsey Evans, William B. Russell, Brian Furgione and Allison Sheridan as titled “*Won’t You be my Neighbor? A Study of Familial Perceptions of Character Education in PBS Media Programming in the United States*” The purpose of this research is to investigate family perceptions of character education and social emotional learning in Public Broadcasting Service (PBS) Kids educational media programming. It is indicated by the researchers that many parents who were exposed to PBS in their youth and are returning to PBS for foundational support when in raising their children. The wholesome messages depicted on PBS shows, like *Daniel Tiger’s Neighborhood*, are helping parents teach their children about complex topics, such as how they feel, what they value, and cleanliness in the home. The authors concluded out that lessons presented on PBS are valuable for parents and children alike, as it fosters important content for character and moral education- something that is easily available and accessible to all people. Parents and children desire quality programing that promotes values and lessons for all.

James Moore is the author of the second article entitled as “*Don’t Shut Up: Why Teachers Must Defend the First Amendment in Secondary Schools*”. This paper describes the importance of freedom of expression, and its limited exceptions crafted by judicial review, to American democracy. Furthermore, the article examines the First Amendment in universities and secondary schools, including several examples of specific cases in which authorities violated students’ First Amendment rights as well as provides guidelines for secondary social studies teachers on how to safeguard students’ rights and teach about the First Amendment, specifically freedom of expression, in a pedagogically sound manner that comports with constitutional law. The author concludes the study by emphasizing that freedom of expression is not a privilege bequeathed to people by a magnanimous government; it is a natural human right deserving protection. Educators must defend freedom of expression and teach students to oppose political groups that advocate for unconstitutional censorship. Simultaneously, holding school administrators and others who implement policies that violate the First Amendment accountable is crucial to protecting academic freedom.

With the title of “*A culture of equality? Equitable access to education as viewed through academic scholarship*” in the third article, Douglas E. Carothers examines trends in professional literature during four decades by using the ProQuest Education database and selected search terms to retrieve records of publications. Patterns were found in scholarship related to disproportionate representation of Black students in special education programs and the use of exclusionary suspension and expulsion with Black students as well as the underrepresentation of Black students in gifted programs. The research is concluded that scholarly findings of reduced adult outcomes caused by inequitable access to educational opportunities and encourage additional research into effective provision of culturally responsive teacher preparation and continuing education as alternatives to reliance on zero-tolerance and other policies that increase educational segregation of Black students.

In the last article with the title of “*Multicultural for who? A review of a comprehensive multicultural textbook.*” Clarisse Halpern reviewed the book written by Bennett, C. I. (2019). *Comprehensive multicultural education: Theory and practice* (9th ed.). Hoboken, NJ: Pearson. The author emphasized at the beginning of the review that Bennett’s (2019) book *Comprehensive multicultural education: Theory and practice* is an essential read for anyone involved in the field of Education because it encompasses several concepts of multicultural education. It includes discussions on the main aspects of multicultural education: from its origins, conceptual models, and core values, to topics on race/ethnicity, gender, class, special education, religious pluralism, the roots of cultural diversity and immigration in the U.S., as well as culturally responsive teaching and how to reach all learners through curriculum transformation.

I would like to thank everyone and express my special appreciation to the people who contributed to make this issues ready for you. I especially would like to thank all authors and reviewers for their contribution to JCVE. I hope you will both enjoy and be challenged by the articles in this issue of JCVE. I also look forward to seeing your contribution to the development of JCVE in the future.

Per say the future, we have already gratefully announced on our website and relevant platforms that there will be two issues with guest editors in 2019. The first one is planned to be launched at the end of March and will be guest edited by Stephen K. Lafer. Dr. Lafer is planning to argue in this special issue that *a different kind of school is needed if humanization is to take place and, too, that humanization is absolutely necessary for the survival of human beings and human societies*. Dr. Lafer is “*calling upon authors for this edition of the journal to wrestle honestly with the question that arise when culture is made problematic and the problem of culture is studied without the constraints, without fear for offending, this made a civil exercise by the goal of the process, to determine what the effects of culture are on people, particularly in terms of the constraints it imposes on the development of individuality and the intellect of individuals. Writers are invited to contend with the premises offered by the editor, to support them, or offer different perspectives that should be explored to get at the true meaning of culture for the lives of people living lives in the present era and into the future. This is not a call for the traditional research paper though, if some are doing research that deals with the fundamental issues described above, they will be welcomed for consideration. So will papers that are thought pieces, theoretical and philosophical essays that explore the interface of culture, individuality, and the role of schools in relation to the transmission of cultural*

values and the potential of educating for the liberation of individuals through engagement in meaningful and honest cultural critique.”

The second one will be guest edited by Christopher G. Robbins and Joe Bishop with the special theme issue entitled with “***Opposing Exclusionary Democracy: Culture and Values beyond Reactionary Populism***”. Dr. Robbins and Dr. Bishop point out that social and political trends in all around the world raise new questions about education, formal and informal, and the pedagogies requisite of a vital, participatory, and inclusionary democracy. With rare exception, analyses of the new populisms largely overlook educational concerns and questions. The co-guest editors are planning to address very imperative following questions through this special theme issue:

- What specific events have led to the current, fragmented situation as it plays out in education?
- How have reactions against reactionary populism been stifled in educational and other institutions?
- What role does one’s economic situation play in the rise of the new populism?
- How can a progressive education counter current exclusionary practices in a context of increasing standardization?
- How are various circulating values disseminated and countered?
- Why have identity politics superseded every other form of political grievance, and what might be essential pedagogical considerations to make in broadening and linking related but seemingly disparate interests around values and relationships essential to inclusive and participatory democracy?
- Reactionary populisms make appeals, as the New Right in the 1970s and 1980s did, to “values” and a social order on which those values allegedly rested. How can progressive pedagogies reenter values debates and make values claims? What values?
- How might progressive pedagogies and analyses consider the ways in which new populisms have co-opted and manipulated left critiques of Truth (e.g., alternative facts, fake news)?

Looking forward to being with you in 2019 issues...

Sincerely,

Bulent TARMAN, (Ph.D)

Editor-in-Chief, JCVE