

Honoring the Legacy of Professor Kadir Beycioglu, REAL and Invisible Borders

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Abstract

This article honors the legacy of Professor Kadir Beycioglu as founding Editor of the REAL, Research in Educational Administration & Leadership and his scholarship. A content analysis of the REAL journal titles from inception in 2016 to 2023 was performed and confirmed the mission and intentions stated for the journal. Titles were organized into themes: International, cultural, policy, and leadership. The REAL is cost-free with unrestricted access which safeguards world-wide access in the current climate of censorship, suppression, and book banning. Dr. Beycioglu's research is tendered through the lens of his membership in ELWB, Educational Leadership Without Borders, for whom he was the Keynote speaker for the 2019 ELWB biennial conference. His research voiced on Turkish schooling and leadership parallels with prophetic insight the warning cry for researchers to counter censorship and suppression efforts globally.

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Sailing on a Non-Linear Ship

The beginning of the REAL Journal, *Research in Educational Administration & Leadership*, began with the founding Editor Professor Kadir Beycioglu in June 2016, on behalf of the Turkish Educational Administration Research & Development Association (EARDA). His intention for the journal was clear: to provide a place for scholars and researchers around the world to contribute to a blind peer reviewed journal in English as a harbinger of open access knowledge on a global scale. The stated intention was/is "...analysis of policy, theory, and methodology related to educational administration and leadership. The REAL seeks articles on timely and critical issues from researchers in all educational settings, including schools, higher education institutions, adult education centers, etc." (Beycioglu, K. (2016, June, p. I).

A content analysis of the journal article titles (N=187) from the June 2016 inception through December 2023 reveals the authors and coverage were truly global in scope ranging from countries in the Middle and Far East; Africa: Australia: Northern, Central and Southern Europe; and Northern, Southern and Central America. That widespread coverage represented a sampling of our civilized world. The topics represented by respective author titles showed a wide array of salient issues that were centered in cultural dimensions, far reaching policy concerns, but also to specific topics such as leadership, teacher perspectives, pedagogy, and temporal conditions of the time in which



we are living. These articles ranged from quantitative to qualitative and mixed methodologies.

The international perspectives hailed from 40+ countries and regions across Africa, the East, South America and the Middle East showed a remarkable inclusion of scholarly voices from the global South and East. The intention by Kadir to feature Non-Western voice dominance is a valued intentional act. These collective voices hail from New Zealand, Hong Kong, Japan, Singapore, China, Greece, Trinidad, Jamaica, Chile, Lebanon, Azerbaijan, Columbia, So. Africa, Latin America, Australia, Maldives, Saharan Africa, Democratic Republic of Congo, Egypt, Tanzania, Ethiopia, Ghana, etc. These scholar-researchers found a viable free access journal from which to publish their findings. The intentions by Kadir and the journal editors and reviewers are commendable and the global sense of making sense of schooling has kept educators informed worldwide.

The cultural component ran the gamut from social justice and equity through cross cultural dimensions and inclusion. Included in these writings were gender values, attributions, social theory and leader values. Cultural diversity was researched through the lens of social realities around the globe. Values such as happiness, citizenship, equity gaps, special needs, linguistics, and especially mentoring were shared. Cultural mentoring practices among teachers and administrators, university faculty and especially, students, clearly follow Kadir's intention of adding scholarship to the chorus of humanity for insights to a better future. Social Justice and Mentoring were two topics of special interest editions, as were Relational Leadership and Teacher Leadership.

Policy concerns focused on income distribution research, knowledge, academic/civic development training and global frameworks. Policy



relating to process, such as, Habermas knowledge taxonomy, governance, frameworks, neoliberalism, phenomenological, decolonizing, decision making, learning communities, survival, instructional supervision, market presence, legal literacy and rural scholarship research provided the sociological perspective from cross-cultural studies. Several studies focused on decolonization, and post-colonial research an extremely timely examination. Organizational scholarship focused on the impact of leadership qualities: paternalism, narcissism, critical realism, and empowerment.

For leadership, varying aspects were developed across reform, management, preparation, learning communities, supervision and work behaviors. Teaching and a multitude of other topics included educational empowerment, engagement grade level issues effectiveness and privatization. Teacher leadership has been a common thread in REAL: trust, substitute teachers, job satisfaction, GenZ, new teachers, and teacher narratives undergird the compelling articles on teachers in schools and as university faculty.

Leadership scholarship was primary woven through the international viewpoints. The practical and timely topics for school administrators that were covered: Covid, student discipline and withdrawal, student leadership, teacher turnover, dissertations, parent loyalty, private school choice, resilience, brain drain and technology.

What We Do Now is What They Will Learn From Us In The Future

The climate of knowledge generation itself is in a heightened state, given governmental interjections and generative AI. Research and scholarship represented through the recent past informs what we do now and how we envision schooling. As is true, it will be built upon by future scholars. How we prepare the next generation of scholars is



formed in today's research found in books, and journals though her-story which may not be the narrative of tomorrow.

The brief title content review of the eight year history of REAL offers an insightful angle to the intentions Kadir had in 2016. It also shapes a narrative of leaders in education fighting misinformation and disinformation, or a misspoken word versus an intentional false word. Ensuring scholarly writings are cost-free for the author to publish and for the readers access is meritorious during the complex days we find ourselves experiencing.

Fair play and editorial independence: Editors evaluate submitted manuscripts exclusively on the basis of their academic merit (importance, originality, study's validity, clarity) and its relevance to the journal's scope, without regard to the authors' race, gender, sexual orientation, ethnic Decisions to edit and publish are not determined by the policies of governments or any other agencies outside of the journal itself. The Editor-in-Chief has full authority over the entire editorial content of the journal and the timing of publication of that content. (DergiPark, n.d., p. 1).

The REAL journal has ensured quality, rigor, and social justice in allowance of scholars serving as presenters of informed or empirical and research. Research impacts the stories that need and should be told. Researchers, university repositories, journals, publishers have been and are the gatekeepers of 'knowledge information'.

Further, scholars are in most ways the keepers of the flame with libraries their guardians. The American Library Association described the responsibility of publishers as:

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and



diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one. (ALA, 2017, December., p. 7)

Within our university courses, we teach students to discern quality research from less rigorous study. We teach students to distinguish sound statistical data from poor. We expect students to understand journals that promote hidden intentions from those that use scholarly voices derived by rigorous investigations. We call students to explore practices that may be promising within local contexts. The value of the written word through basic research literacy can be described as:

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. (ALA, 2017, December., p. 7)

REAL supports the Budapest Open Access Initiative (BOAI, 2012, September 12) that began 10 years ago.

By "open access" to [peer-reviewed research literature], we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right



to be properly acknowledged and cited. (BOAI, 2012, September 12, para. 7)

BOAI encourages universities to create policies that ensure peer-reviewed articles are given proper repository. The protection of faculty scholarship defends working relationships to ideas changing in shared research globally. Global partaking distributes reasoned research to all. International open access safeguards a future where research serves all as a strong act against censorship, suppression, and book banning. Information controlled is research controlled. Historical examples in the 20th century are clear messages to the 21st century: open access research is the best counterweight to suppression of thought.

Censorship and Suppression

Censorship is sweeping the globe due to populist government politics and technology via the internet with intentional and unintentional desires to restrict access by citizenry. The Bergen Project (2022) focused on global poverty offer, “associations similar to Amnesty International are fighting against book banning and censorship to protect democracy, access to education and information and progressive and forward-thinking in the 21st century” (p. 1). Samarakkodige cited “China, Bangladesh and Egypt commonly practicing book banning to restrict education and allow censorship” (Samarakkodige, 2022, para. 1). Geographic parts of the U.S. are now experiencing similar censorship in schools and public libraries based on an ideological political and religious perspective. Russia and Hungary censor LGBTQ+ books excluding such from school library shelves.

In the past decade, more and more books discussing poverty and social class have been banned or restricted in the United States, as well as in

European countries including the United Kingdom. By stifling authors' voices and those trying to depict the harsh realities of some underprivileged populations, book banning and censorship limit awareness and the public's opportunities to provide relief through advocacy and action. (Samarakkodige, 2022, para. 5)

This author often describes research, quantitative and or qualitative, theoretical or policy positioning as storytelling with expository explanations in clear, logical steps. One's individual character along the myriad of research as this offers the clearest moral line and requires one to keep one's eyes open. Early in my preparation of becoming a university professor, I was asked to read of great male leadership in *The Professorship in Educational Administration*, edited by Donald J. Willower and Jack Culbertson (1964). I understood both the implicit and explicit implication and exclusion, my story, women and girls, were missing. Telling 'others' stories by providing open access became and is my passions bellwether through research and *Educational Leaders Without Borders*.

Western perspective giants wrote chapters (Roald F. Campbell, Daniel E. Griffiths, Joseph J. Schwab and Donald J. Willower). Many in the west were greatly influenced for decades by these writers with many professional educational leader associations offering awards in their names. The great man theory when politicized today around the globe, tells a different story of authoritarianism with the great man the symbol. Fascism is not small 'd' democracy friendly as we can see populism spreading through isolationism and slogans such as 'America for Americans'. Suppression of ideas through scholarship is now a global reality. Library associations have long warned of book banning and the subsequent censorship of ideas and knowledge. The



potential damage to a whole generation by government ideology is quite astounding.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression. These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials. (ALA, 2024-1996, p. 1)

As was once taught in the field of western educational administration courses, the great man theory for gender specific, encouraged the 'great man' to garner fame, and to "not expect the 'great man' to give up his own interests to become a member of the team" (Griffiths, 1964, p. 32). It is a shocking concept when geopolitics are influenced by authoritarianism at the local level as well as by governments globally. History is replete with the origins of fascists: isolationism, populism, homegrown conspirators, violent ultra-right authoritarian movements fascinated and infatuated with foreign dictatorships and book burners in protection and guise of science, liberalism, and debauchery of youth. Fascism has no competing political interests with profound social-cultural and economic impacts.



Censorship examples abound in the United States of America. Huntington Beach, a community in Southern California, city council in October of 2023 appointed a community review board for its public library branches that could reject new children's books deemed inappropriate (Slaten, 2023, October 18). This mandate for public libraries requires the removal of all children's books that contain any sexual nature. The committee overseeing is comprised of twenty-one members, based on no evident qualifications other than small governmental appointment.

This sorry example in the USA is not present an isolated incident: book banning, and censorship has a long history in the U.S. The Comstock Act of 1873 intended to curtail the "nascent movement of women's reproductive healthcare but constrained both the publishing industry and libraries" (Ingram, 2023, p. A13). Ingram continued to describe the censorship of "German, Italian, and even Irish works and newspapers which were often banned and locked down at the urging of both the government and citizens" (p. A13). The communist 'red' scare during the 1950s American libraries were to identify 'communist writings' and purge the author's books, journals, etc. Communities across America and overseas American libraries were asked to purge leading to eleven books from those overseas libraries "had been taken and actually burned" (p. A13). Buring books during Hitler's 1930s was a harbinger to WWII (Maddow, 2023).

Suppression acts gravitate away from the premise of democracy. The State of Florida bears the moniker of having banned the most books in the U.S. in these past several years. Book banning in "public schools has jumped during school year 2022-2023 by 33% according to a new PEN American" (Empson, 2023, October 5, p. 2) with over 40% of all bans in the U.S. from Florida. PEN America, Penguin Random House



(2024) is suing the book banning efforts in a Florida school district “filing a federal lawsuit challenging removals and restrictions of books from school libraries that violate their rights to free speech and equal protection under the law” (PEN America, 2024, para. 3). Censoring books and articles with LGBTQ+, race, gender assault, etc. are the targets. Even dictionaries have entered the crosshairs of public vigilantes driven by their ideologies and government sanction. The most recent case is again in Florida.

A Florida school district has pulled three dictionaries which define words like “sex” off of library shelves as part of its review of Florida’s controversial HB1069 bill. The bill requires stricter controls on sexual education materials by the Department of Education and has led to widespread removal of books which describe sexual conduct from schools. The American Heritage Children’s Dictionary, Webster’s Dictionary for Students, and Merriam-Webster’s Elementary Dictionary are just some of the 2,800 books that have been taken off the shelves in Escambia County. (Olmsted, 2024, January 10, p. 1).

According to Gooding (2024, January 10) a new Florida state law, House Bill No. 1069 (H. B. 1069, 2023) the American Heritage Children’s Dictionary, Webster’s Dictionary for Students, and Merriam-Webster’s Elementary Dictionary have been removed from school library and classroom shelves to review under this new bill. School districts in Florida are required to write specific policies that cover a range of suppression for students, for which teachers, school leaders, school boards, and school contractors are accountable for the removal and denial of the usage. Required banned removal includes: all materials used for reproductive health; all sexual disease including HIV/AIDS symptoms and treatment. Required administrative tasks include a specified objection form be created, district school boards



develop restrictive policies to police these banned materials, etc. Able to be taught: “Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage” (H.B. #1069, p. 5). Yet educational leaders at the State level vehemently deny this is censorship.

The importance of working together as BOAI (2012) calls us to do demands attentiveness and responsiveness from our field. Amnesty International has partnered with the American Library to “unite book communities consisting of librarians, booksellers, publishers, and everyday readers...to take action against international book banning” (Samarakkodige, 2022, para. 6). The American Library Association believes U.S. democracy “is based on the belief that every person’s right to read is indispensable to their personal and political pursuit of happiness” (Hines, 2023, June 25, para. 6). The fight for the freedom to read free of censorship continues under fierce headwinds.

Censorship influences artificial intelligence. How words are spoken in books and scholarly articles matters. Educational Leaders Without Borders advances “social justice issues, new technologies, and the interconnectedness of world economies, span the globe and many fall between the spaces of nation states and cannot be addressed by only one nation state” (Papa & English, 2014, p. 13) which increasingly summoning educational leaders to generative AI. Artificial intelligence tools that are increasingly ubiquitous in schools are shaping Open Access AI as robbers of intellectual writings. ChatGPT is developed from its use of stolen copyright materials, which the generators claim, how else can these A.I. tools be trained if they had to pay for copyrights. Reisner (2023) argues “one of the most troubling issues around generative AI is simple: It’s being made in secret” (para.



1). OpenAI from Meta requires copious amounts of written material from which numerous textbooks are suspected to have been sourced. “High-quality generative AI requires higher-quality input than is usually found on the internet—that is, it requires the kind found in books” (Reisner, 2023, para. 1). Journals which can be censored may also be part of the generative algorithm.

What is not known is whose books are being used secretly and are these books biased? An article in *Wired* (2021) said AI is not confined by nation/state governmental borders, AI taps international ideas which algorithms’ functions lead to a “global gold rush [that] can still reflect deep cultural divides” (para. 1). *Wired* contends AI applications are onboarded with government censorship effects. Algorithms trained on texts from the web or old books will learn to replicate these biases. As scholars we are aware of earlier ‘seminal’ works in educational administration (such as mentioned earlier) from the twentieth century were absolutely biased based on their exclusion of gender, race, special needs, LGBTQ+, etc. *Wired* noted that Google research performed in 2018 “demonstrated cultural biases in image recognition algorithms, which may, for example, recognize only Western wedding scenes” (*Wired*, 2021, para. 10). As researchers we must ensure our governments do not use AI in support of furthering their political aims and not those of students.

How we explore and what we explore in our research is important when considering the stepping stones of past to future. The moral ambiguity of policy and economics of greed relative to social justice and poverty call for those ‘leaders of the leaders’ in education to model and exemplify the moral fortitude in times of political and social disharmony. Professor Kadir Beycioglu ensured from his place among many in Türkiye that voices from there and worldwide would be

heard. As Turkish governmental forces withdrew from democratic practices, he worked tirelessly to not lose his voice and those he recruited to share their research. He today serves as a beacon to all populace growth globally as a brave hero in spearheading the creation of REAL.

To Explore and To Do Educational Leadership

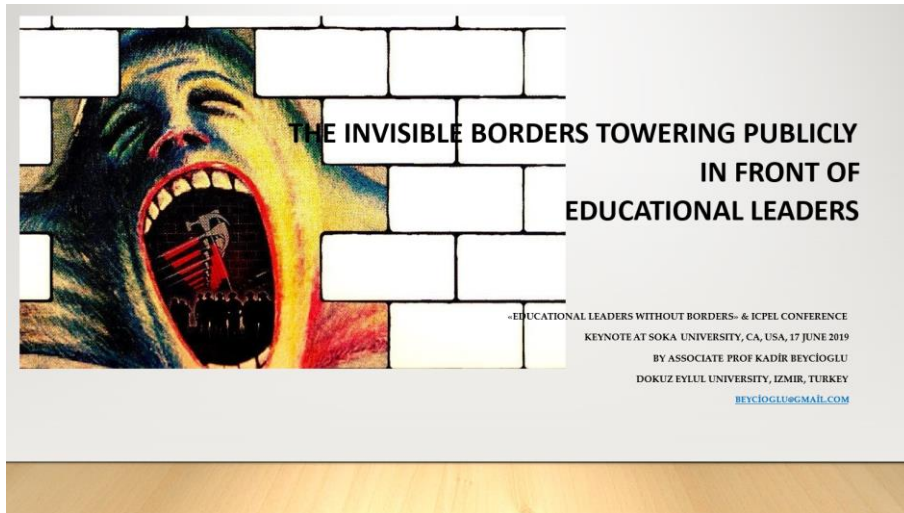
Is reasoned knowledge to be a privilege? Western journals through the twentieth century were noted for their costs to publish hardcopy. Even today, certain 'scholarly' journals persist in this practice, deciding to publish those that can pay to play. Open Access journals that remain free to publish in and of no-cost to the reader, such as REAL, are increasingly the best sponsors of scholarship.



In 2019, Professor Kadir was the Keynote Speaker at the biennial conference of Educational Leaders Without Borders. The theme of the conference was Violence toward Knowledge: Fear its Partner. The

pictures found in this article were taken from his presentation. The conference theme resonates today. His keynote was titled, “The Invisible Borders Towering Publicly in Front of Educational Leaders”. His address was powerful in contextual sensibilities of the scholar versus the government leader’s promotion of school administrators on the basis of whom would serve the government best. Kadir spoke that day,

*I was deeply shocked to hear that there had also been non-linear thinking in the field. However, my professors, still told me that the field was unitary...and that, all in all, I was just another stone in the labyrinth of the field of educational administration and leadership.”
The image of his first slide was riveting.*



(Slide 1)

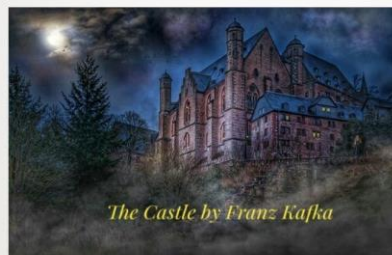
Before the speech on borders, I must tell you that I was inspired by Pink Floyd’s the Wall as the symbol for the themes of invisible borders

or obstacles. As you know Pink Floyd's "The Wall" remains the bestselling double album of all time. (Slide 11)

The Wall is a rock opera that explores abandonment and isolation, symbolized by a wall. The songs create an approximate storyline of events in the life of the protagonist, Pink. The story of Pink, a rockstar who locks himself inside a mental wall that isolates and protects him from the outside. (Slide 11)

Excerpts from his keynote resonate within the complexities scholars face when seeking truth and social justice influenced by growing governmental power of control for their purposes. His story he framed were on the debates over selection and assignment of school principals and criteria such as openness, equality, and the political state of school principalship using pictures depicting the philosophy of Kafka as the first invisible border.

• THE FIRST INVISIBLE BORDER



- As you know Franz Kafka is one of the most influential writers of the centuries and has been recognized as 'symbolizing modern man's anxiety-ridden and grotesque alienation in an unintelligible, hostile, or indifferent world; mysterious authorities ruling' the organizations (from their castle or villages) 'where he wants to establish himself in the writing form of labyrinthine complexities, absurdities, and the powerfully oppressive symbols' (Levity 2017). Those are known as Kafkaesque cases.



That is why the changes in regulation and processes are clear examples of maladministration and/or invisible borders because during this period many experienced and effective school principals were removed from the school management system due to their ethnic, political, and religious affiliations. (Slide 26)

What is significant here is the selection of principals adopting the ideology of the government and the elimination of those opposing it. It was found out that criteria such as increasing the success, effectiveness, and productivity were not taken into consideration; these, instead, were used as quasi-criteria to legitimate the dismissal process and distract from the real situation. (Slide 30)

Especially, being critical (opponent), democrat, leftist; having different ethnic or religious identity or being an affiliated member of an opponent and leftist teacher union have been important factors in the selection process of the school principals who were not selected again. (Slide 30)

On the contrary, being a member of a teacher union in close relationship with the government and being conservative have been accepted as valid criteria. (Slide 30)

In a democratic society schools should be considered not as a means of serving the dominant ideology but as institutions accepting the ethnic, religious, and political differences of individuals as cultural richness and attempt to improve them with a democratic understanding in accordance with this understanding. (Slide 34)

As critical theorists have maintained, universal principles such as objectivity, justice, equality among all classes, genders, races, sexual orientations, and 'openness' in the selection and assignment processes of principals are vital for both Türkiye and any context in the world. Those who will be assigned as principals should have the qualifications and competences required for their duties. (Slide 34)

These are prerequisite principles for schools to achieve their aims to break the walls towering in front of them. This is only possible with the removal of maladministration impacts through othering people in terms of ethnic, religious, sexual differences and creating such feelings as uneasiness, inequality, and injustice in the workplace. (Slide 35)



During his presentation, he played music supporting the story being told:

I must tell you that I was inspired by Pink Floyd's the Wall as the symbol for the themes of invisible borders or obstacles. The Wall is a rock opera that explores abandonment and isolation, symbolized by a wall. The songs create an approximate storyline of events in the life of the protagonist, Pink. The story of Pink, a rockstar who locks himself inside a mental wall that isolates and protects him from the outside"(Slide 11)

Inequality and abuse of power were the foundations to his speech. He viewed maladministration for who assigns and recruits principals as exertion of power incurring social inequality as social consequence in the abuse of power.

His keynote address was within the backdrop of the organization ELWB--Educational Leaders Without Borders (<https://www.educationalleaderswithoutborders.com/>). Excerpts from the original monograph are offered (Papa & English, 2014).

Of critical concern is the fact that schooling is a cultural process whereby each nation defines and promulgates a specific cultural view to be imposed on some or all of its children. The main feature of the political process is that it is essentially arbitrary, and the culture or cultures eventually included in the schooling process assume a privileged position over all other possibilities or alternatives which could have been selected. The process of selection is most often political and value laden. (Papa & English, 2014, p. 4)

Kadir propounded his scholarship focusing on Türkiye's centralized system of choosing and placing administrators that were part of a union beholdng to the government. ELWB maintains "it seems nearly universal that those who control the schooling process use it to their advantage and to enhance, preserve and protect their own social position" (Papa & English, 2014, p. 4). Bourdieu and Passeron (1979;1964) described inheritance by the hierarchical nature of most societies which ensures that those whose culture is most aligned with that of the school and its values will reap the benefits of the schooling process. Papa and English further explained ELWB intentions:

It is our belief that the FS should not only be concerned about who is and who is not in the schools worldwide, but the nature of the content and process of schooling which continually place some students, their families and cultures, at a disadvantage for the resources and rewards of the larger social system. If the schools are to be thought of as societal levers of opening up social position, wealth, and advancement to everyone, then the agenda of improving them has to be one in which the dominant content, values, pedagogy, and directions of schooling are closely examined to determine if that objective is even possible given the way social privilege is sanctioned and advanced by the

schooling process. In other words, if the schools are the means by which advantage and disadvantage are advanced, it makes little difference if all children are in school if they are ultimately disadvantaged in their inclusion, but also come to believe and accept their inferior social position or opportunities which result from their own 'inferiorities.' (Papa & English, 2014, p. 5)

For schools to ensure schooling as a place where all children reach their full potential, who are valued and recognized then “the imposition of forms of cultural capital are adopted in a way that do not work to the perpetuation of privilege and dominance” (Papa & English, 2014, p. 6). Wilkinson and Pickett (2010) wrote of the need for educational leaders to create more socially just societies across nation/state boundaries so as not to reinforce the wealth gap between ‘haves’ and ‘have nots’. Freire (1970) wrote of *conscientização*, a process of *awareness* (bab.la Dictionary, n. d., p. 1) to use education and learning consciously and critically in the shaping of the person and society. His writings did not stem from the traditional theorists, such as Plato, but were based in a view that education must be modern and non-colonial, and that of acquiring “education to which they have a right” (Freire & Macedo, 1993, p. 31). ELWB believes scholarship

is not to prepare humans as means to state ends of economic competition and domination or to feed a military machine, nor to subjugate children to religious doctrine that is socially unjust to all children's equal treatment for schooling, but to a universal availability of education as a means to a fuller and more meaningful life, to perceive as accurately as possible and to understand as much as can be possible” (Papa & English, 2014, p. 9)

The challenge now is to build on values across cultures and defensible by reasoned practice. Questioning traditions, assumptions and practices is what Kadir's research prompts us to do. If we believe school construction is to foster critical thinking, then we must challenge norms that do not advance democratic communities of practice (Charles, 2012). Aligned is Fraser's (2010) idea of 'the principle of participatory parity' that, "any substantive principle of justice by which we may evaluate social arrangements, the latter are just if, and only if, they permit all the relevant social actors to participate as peers in social life" (p.29). Consequently, a norm would be considered democratically legitimate, "if, and only if, they can command the assent of all concerned in fair and open processes of deliberation" (p.29).

Sailing On

The footprints all educators leave are immeasurable; we are the human beings that have chosen to be of service to the future of humanity. (Papa, 2016, p. 213)

Kadir practiced through his research and influence on REAL "ways of knowing, thinking, and acting to achieve a more equitable, caring, and fair world in pursuit of achieving the ends of social justice" (Papa, 2020, p. vii). His prophetic and non-linear research on Turkish school leadership resonates with a clarity for now and the future (Beycioglu, 2019; Kondakci & Beycioglu, 2020). Censorship, suppression, and book banning are explorations of research he asks of us through *REAL*. *REAL* honors all scholars through the roots of free, open access. As scholars we must continue to ensure reading the researched word is availed of all students.

I am honored to have been asked by Professor Kondakci to write on Kadir’s legacy: Kadir’s enormous work ethic, his mentoring kindness to his fellow scholars and field based administrators; his clear voice against ideological powers non-foci on students and schooling and justice; his humor; and his love of family. My life was touched by his generosity of intellect, music and cinema.

We sail on. *RIP*



2019 Conference, Aliso Viejo, California. Kadir is first row, third from left, holding hands with Fenwick English and Concha Delgado Gaitan.

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