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Letter from the Editor

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Letter From the Editor-in-Chief

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

Niccolo Machiavelli

Over one year in planning, the inaugural issue of the *Journal of Organizational and Educational Leadership (JOEL)* is now live. Reflecting on Machiavelli's prescient words, we launch with equal measure confidence and humility. Any one who has ever led the development of a new product or program knows full well the pitfalls of disrupting the status quo even when people have demanded change. And frankly, it is not as though the world has been clamoring for yet another professional journal. Fear of failure, then, promises to keep us humble.

On the other hand, Gardner-Webb University and its Graduate School of Education have been laying *JOEL's* foundation for years. Our leaders' enduring focus on scholarship and practice, marrying knowing with doing, and building a professional community that uses research and best practice to help people improve the quality of life has long been a hallmark of Gardner-Webb University. In this we take confidence of our success.

Our university's visionary leaders and *JOEL's* responsive web administrator, dedicated boards of editors and advisors, and an extraordinarily capable managing editor are just a few of the strengths that promise to make *JOEL* the clearinghouse for improved organizational and educational leadership that we intend it to be.

We invite you to be part of the *JOEL* community and to involve yourself as a reader and contributor. One way to belong is to engage with our writers using the dialogue feature following each article. Another way, of course, is to submit a

manuscript of a research or evaluation study, an opinion piece, or a book review. Details are found on the *JOEL* home page.

In this issue, we feature the work of recent Gardner-Webb doctoral graduates Morgan Blanton, Amy Bowles, Michael Jones, and Jenny Sabin. Three of the four articles focus on reading interventions in K12 education. The fourth article is a program evaluation of public alternative schools in North and South Carolina. Together they represent emerging scholarship at its best. We look forward to your feedback. Welcome to the *JOEL* community!

Thank you for reading,

Steven Bingham