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## Letter from the Editor

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## JOEL Vol 3 No 1 Letter from the Editor

Yesterday I received in the mail a brand-new one-dollar bill. Crisp, clean, and green. As many of you undoubtedly have experienced and perhaps perpetrated, the dollar bill was an inducement, thanking me in advance for completing a survey about a new car my wife and I purchased last year.

Twenty minutes into the 10-minute survey, now faking my way through items about tire profiles and tread wear, I was sorry to have been bought so easily--and so cheaply. Bearing false witness also was beginning to weigh on me. But wait! I remembered a \$100,000 prize promised to a lucky respondent. "That could be me!" I'm pretty sure I said it aloud. Predictably, I soldiered on.

I recount the above episode both in homage to my favorite behavioral economists, the two Dans, Ariely and Kahnemann, whose work in motivation has been so instructive to the field of organizational leadership, and as a cautionary tale to those of us employing survey instruments in research.

I guarantee that my responses yesterday contained multiple sins of omission and commission. I also guarantee that I am not alone. Add then my inaccuracies to the tens of thousands of other survey respondents and you have a proverbial mess on your hands. Isolating signal from noise is never easy but that is the job we signed on for. The signal is the truth. The rest is a distraction.

In this, the first volume of the third issue, or year of publication, we aspire to provide more signal than noise as we feature the work of six educational researchers across three articles and two continents. Surveying Korean and American educators in a study on the impact of Confucian values on leadership preference, Schenck and Waddey remind us that leadership is cultural.

In a study in a rural North Carolina school district, Cagle poses a simple but persistent question: Why are Black students suspended or expelled for minor offenses at a greater rate than White students for the same infractions?

Finally, Moran and Larwin report on a study conducted in Ohio examining the role of building administrators in the perceived level of empowerment of classroom teachers. Their findings will surprise you. Best!

Steven Bingham  
Editor-in-chief