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From the editor:

Welcome to the inaugural issue of the *Journal of Montessori Research*. With the support of a dedicated and experienced advisory board, editorial board, and peer review team, we are pleased to provide a new outlet for scholarly research related to Montessori education.

This issue includes four articles that cover a variety of topics and methodologies. Two studies are based on survey data—the first is an examination of Montessori family priorities and stressors, and the second explores Montessori and non-Montessori teachers’ professional development needs in the area of special education. Another article summarizes results from a secondary analysis of discipline and ethnicity data in Montessori and non-Montessori schools from the Office of Civil Rights Data Collection. Finally, a case study follows a public school as it transitions to a school-wide Montessori program.

I would like to thank all the individuals who contributed to this issue and recognize the support of the American Montessori Society (AMS) and the University of Kansas Libraries in making this publication possible. Please look for another issue in the spring of 2016.

Sincerely,



Angela K. Murray, PhD  
Editor