

May 2016

From the editor:

I am pleased to present the second issue of the *Journal of Montessori Research*. The positive feedback from the first issue and the continued interest in the publication demonstrate the importance of the journal's contributions to the Montessori community and the broader field of education.

This issue includes articles on empirical studies from two prolific lead authors with a history of exceptional publications in the field of psychology. Angeline Lillard, along with coauthor Megan Heise, continues her line of inquiry into the importance of Montessori materials in outcomes for Primary children. Elida Laski and her colleagues make an important contribution to our understanding of mathematical thinking in Montessori children. A third article uses student-voice theory to explore self-determination in a Montessori adolescent program providing the student perspective in the discourse on middle-school reform.

Important opportunities can come from the existence of a peer-reviewed, scholarly journal dedicated to Montessori education. The first of these was the inclusion of a Journal Talk about publishing in the *Journal of Montessori Research* at the American Educational Research Association (AERA) Annual Meeting in Washington, DC, in April. In addition, efforts are under way to establish a Montessori education Special Interest Group (SIG) within AERA. If you would like more information about how to support this effort, please contact the editor.

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. In addition to the three articles in this issue, we have several more in various stages of review, so look for another issue in November of 2016.

Sincerely,



Angela K. Murray, PhD

Editor

akmurray@ku.edu