

November 2016

From the editor:

This fall issue represents the completion of our second volume of the *Journal of Montessori Research*, with three fascinating articles. In the first one, Banks and Maixner explore Social Justice Education principles within an urban, socioeconomically and racially integrated Montessori charter school. The second article provides a much-needed examination of the racial and economic diversity of 300 whole-school, public Montessori programs open in 2012–2013, based on a new empirical data set developed by Debs. Finally, Christensen provides insights into the experience of a Montessori teacher as she balances multiple social identities contributing to her feelings as an authentic Montessori educator.

Four new manuscripts are being reviewed for the next issue, and we will accept submissions until January 15, 2017. Thank you once again to the individuals who contributed to this issue, as well as to the American Montessori Society (AMS) and the University of Kansas Libraries for making this publication possible. In May, keep an eye out for the next issue of the *Journal of Montessori Research*.

Sincerely,



Angela K. Murray, PhD

Editor

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