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From the editor:

This first issue of the *Journal of Montessori Research* for 2017 highlights the breadth of studies such a publication can disseminate. The Debs and Brown article is a critical review of the literature about students of color and public Montessori schools. The Jones article is a qualitative case study of teachers' beliefs and technology use in Montessori classrooms. Finally, the Setari and Bradley article is a psychometric validation of an instrument for a Student Evaluation of Teaching (SET) used in a Montessori high school.

As we achieve the milestone of our third volume, it seems a good time to express appreciation for the authors, reviewers, and copy editor, whose dedication and hard work make this publication possible. We are truly building something important for the Montessori community.

Sincerely,



Angela K. Murray, PhD

Editor

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