

From the editor:

I am pleased to report that the *Journal of Montessori Research* has received well-deserved recognition from two important sources. First, the publication was selected to be indexed in ERIC (Educational Resources Information Center), the most widely used index of education-related literature. ERIC is supported by the U.S. Department of Education’s Office of Educational Research and Improvement and contains journal articles, research reports, curriculum and teaching guides, conference papers, dissertations and theses, and books. Second, the *Journal of Montessori Research* is now included in the Directory of Open Access Journals (DOAJ), a community-curated, online directory that provides access to and indexes high-quality, open-access, peer-reviewed journals. The *Journal* also received the DOAJ Seal of Approval, which is a “mark of certification for open-access journals, awarded by DOAJ to journals that achieve a high level of openness, adhere to Best Practice and high publishing standards” (<https://doaj.org/faq#seal>). This recognition would not have been possible without the hard work and dedication of everyone involved.

I am also happy to introduce the second issue of the *Journal of Montessori Research* for 2017, which includes three articles representing diverse research approaches and topics. The first is an investigation of the implementation of a homework policy in a charter school through student work samples, student interviews, a teacher focus group, and observations. The second article is an action research project examining the impact of reading choice on student engagement and comprehension. The last article is an analysis of archival documents related to Montessori education’s introduction and growth in Rhode Island from 1913 to 1940, illustrating a historical perspective that can inform current Montessori initiatives working within complex education and policy contexts.

Sincerely,



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Editor

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