



November 2018

From the editor:

I am pleased to bring you the second issue of 2018 for the *Journal of Montessori Research*. This issue includes three very different articles that will contribute to the body of Montessori research in important ways and that I believe readers will appreciate.

The first article focuses on children's preference for using real objects over pretend ones extending previous research conducted in non-Montessori environments. The second article focuses on professional development opportunities for teachers using a teacher-centered mentorship approach. The final article explores Montessori education among Ngaanyatjarra students in a remote Aboriginal early childhood context.

I hope you are enjoying the new look and functionality of the journal site with the launch of OJS 3. As with any change, we are working through a few of the challenges we have encountered. If you experience problems with the new site, please let me know. Work is already underway on submissions for the Spring 2019 issue, so continue to monitor our site and look for announcements about publication in May.

Sincerely,

A handwritten signature in black ink that reads "Angela Murray".

Angela K. Murray, PhD
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