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Editor's Comments

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Today, at a time when technological advancements have eliminated various barriers and made it easier for individuals throughout the world to connect with each other through social media, one fact that has remained constant is the old adage that “knowledge is power.” In fact, this belief is so widespread that in most nations, policies have been enacted to create a formal education system whereby citizens can receive “knowledge” that will empower them.

Consequently, in many cases, illiteracy rates have decreased, high school graduation rates have increased, and low-income children have been able to attend college and join the ranks of the middle-class. However, although education has improved the fates of countless individuals, in far too many other cases the converse is true. In the U.S. for example, African American, Latino, and low-income K-12 students remain underserved by the public school system. Far too many students from these historically underserved groups continue to receive a substandard education, underperform on standardized tests, drop out of school, and get “pushed” into the prison pipeline through disproportionate school suspension and expulsion rates. Similar problems are common in other nations where the struggle for full inclusion of “minority” and marginalized groups continues. In other words, with all of their promise and potential, a history of failed reform movements suggests that the education systems in the U.S. and elsewhere need to be improved. The *Journal of Research Initiatives* (JRI) was created to address this need.

The editors, staff, and reviewers of the JRI endeavor for this peer-refereed online journal to become a vehicle for educators, researchers, graduate students, and others (within the U.S. and internationally) to address issues and propose solutions related to *Education* in the broadest sense of the word. In this inaugural issue, each contributor has attempted to do this. In future issues, the JRI team looks forward to providing our readers with groundbreaking research-based articles, “Best Practices” essays, book reviews, and thought-provoking commentaries that will ultimately result in better education systems throughout the world.

*Dr. Gail L. Thompson, Editor
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