

Editorial Note

We are delighted to present a new special issue of *The Journal of Marlowe Studies*, edited by Paul Frazer and Adam Hansen, on the subject of teaching Marlowe. The essays in the collection, which are outlined in detail in the guest editors' introduction, provide educators at all levels with inspiration and resources for innovative teaching (whether in the physical classroom or online) and assessment focused on Marlowe, as well as using Marlowe's work as a lens through which to examine the current state of play in education both in Britain and the United States. It is especially pleasing to be publishing a new issue after difficult circumstances meant we were unable to publish an issue in 2022. There is more to come in 2024, as we will be publishing another special issue, based on the proceedings from last year's "Marlowe Festival" event, held in Reims and Paris.

In this issue we include a survey of Marlowe criticism published in 2021, while in 2024 our survey will incorporate criticism from 2022 and 2023, bringing us back into sync with the publication cycle. As ever, we invite contributions to the journal in the form of essays on any aspect of Marlovian scholarship, book reviews and theatre reviews.

Andrew Duxfield and Lisa Hopkins

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