

May 2023

From the Editor

The spring 2023 issue of the *Journal of Montessori Research* is now available and includes two empirical research articles as well as two review articles. In the first article, Gerker investigates public Montessori school teachers' experiences with policies that influence their pedagogies, using qualitative research with a focus on how to better support Montessori teachers in public school settings. Authors of the second article—Lillard, Tong, and Bray—summarize results of an exploratory analysis of outcomes comparing results for Black, Hispanic, and multiracial preschoolers to those of White children on academic and social-emotional measures, like executive function and theory of mind, using longitudinal latent growth curve analyses.

The first of two review articles in this issue is a scholarly book review in which Campanelli offers an insightful evaluation of the recently published [Bloomsbury Handbook of Montessori Education](#). As I was one of the editors of the volume, I wish to thank Vanessa Rigaud for serving as guest editor for the handbook review. The second review article represents a new annual feature for the *Journal of Montessori Research* in which Moss and Parham review doctoral dissertations completed during the preceding year to raise awareness of these significant pieces of scholarship and their usefulness in the field.

Last fall, I encouraged those of you who are engaged in Montessori research to consider joining or renewing your [membership](#) in the American Educational Research Association (AERA) and the Montessori Education Special Interest Group (SIG). I am pleased to report that the AERA 2023 Annual Meeting in April had a strong Montessori presence that included a Montessori SIG research paper session, a roundtable session, and a business meeting. The Montessori SIG also hosted a booth in the exhibit hall and a reception for members. It was exciting to have the opportunity to discuss possible connections to Montessori research with this community of scholars, many of whom have had positive experiences with Montessori education but had not considered research in the area.

I close with gratitude for the American Montessori Society's (AMS) continued support for the *Journal of Montessori Research*. AMS funding for the publication since its inception in 2015 makes open access possible without requiring authors to pay article-processing charges.

Sincerely,



Angela K. Murray, PhD
Editor, *Journal of Montessori Research*
Director, [Center for Montessori Research](#)
Program Chair, AERA Montessori Education SIG