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From the Editor

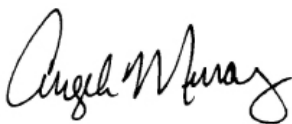
Although it is hard to believe that we are publishing the second issue of the *Journal of Montessori Research* during the COVID-19 pandemic, we are pleased to share three outstanding articles. It is refreshing to know that great work is still being produced despite the challenging times we are living in.

The issue begins with two critical reviews of the literature relating Montessori education to the areas of leadership theory and personalized instruction. Grounded in leadership literature, the first article suggests that a distinct perspective on leadership emerges from Maria Montessori's writings on the concepts of following the child, the prepared environment, the prepared adult, service, and morality. The second article proposes that Montessori education is an exemplar for implementing personalized instruction based on the common threads running through the two fields. The final article in this issue is empirical research examining the stories of Montessori middle school students who transitioned to public high school, focusing on their academic and socioemotional skills, attitudes toward learning, and self-reliance. Connections to the broader field of education and insight into Montessori adolescent student experiences represent valuable contributions to the field.

With this issue, we have transitioned to the 7th edition of the *Publication Manual of the American Psychological Association*. All future submissions should follow the revised style guide. A summary of changes for the new edition is available at this [link](#).

Finally, as the end of the year approaches, I encourage all 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).

Sincerely,



Angela K. Murray, PhD
Editor, *Journal of Montessori Research*
Director, [Center for Montessori Research](#)
Chair, Montessori SIG, AERA
akmurray@ku.edu