

December 2022

From the Editor

We are pleased to share the fall 2022 issue of the *Journal of Montessori Research*, even though it is a bit later than usual. Our publication is experiencing many of the same challenges experienced across academia in the postpandemic era. Researchers are reporting increasing levels of stress and pessimism, along with reduced access to resources to support their research publication efforts (Stuart et al., 2022*).

Despite the delay, this is an excellent issue with articles that will be valuable to the field. The first two articles provide important data for better understanding the state of Montessori education today. The first article reflects a collaborative effort, led by Mira Debs and guest edited by Katie Brown of the National Center for Montessori in the Public Sector, to develop a global Montessori census offering an up-to-date estimate of the number of Montessori schools around the globe, along with other insights about publicly funded schools and definitions of Montessori education across borders. The second article, by Toby Long and colleagues, specifically focuses on data regarding children with disabilities served in Montessori programs based on a survey of the current enrollment of children with disabilities in U.S. Montessori Early Childhood programs.

The second half of this issue connects Montessori practices to contemporary educational theory and practice. In the third article, Bernadette Phillips examines the commonality between core principles and recommended practices of the Neurosequential Model in Education (NME) and those of the Montessori Method. Finally, this issue concludes with our second book review, authored by John Broome of Purdue University. This review introduces the Montessori research community to the new Playbook by the National Center for Montessori in the Public Sector and Philip Yenawine, *Visual Thinking Strategies in Montessori Environments*.

We are already preparing for an outstanding spring 2023 issue, with several manuscripts under consideration. Finally, as the end of the year approaches, I encourage any 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,



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Director, [Center for Montessori Research](#)
Secretary/Treasurer, AERA Montessori Education SIG

* Stuart, C., Neuman, K., & Truant, R. (2022). The impact of the COVID-19 pandemic on perceived publication pressure among academic researchers in Canada. *PLoS one*, 17(6), e0269743.