

## Editor's Welcome

by

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Dear readers of the JPER:

Welcome to the fall issue of volume 3 of the JPER.

The spring issue appeared with a focus on women in prison. [Brittnie Aiello and Krista McQueeney](#) contributed an article on the implications for understanding motherhood as a mechanism of moral identity and social control. They discussed how incarcerated mothers constructed moral identities in the face of stigma of incarceration. Following an analysis of data from participant observation and in-depth interviews with incarcerated mothers, they discuss how mothers claim moral identities by embracing the identity of incarcerated mothers to reinforce the assumptions that motherhood is compulsory and should be reserved for women with enough money and standing to give their children advantages.

Further, [Kathryn V. Stanley](#) wrote a paper for our practitioner's section on the African American church's response to the special problems of African American women who reenter the community following incarceration. She concludes her discussion by proposing shifts in perspectives and theologies that reduce barriers to successful reintegration into the community at large, and the church in particular. Maybe there are some useful thoughts to be shared with those working in other contexts and countries to guide people back into society following release?

In addition, we published part one of a more extensive contribution from [Tanya Link](#) on breaking down barriers, where she describes the planning and implementation of an Inside Out Prison Exchange Course in a jail setting. She also offers an analysis of students' course evaluation to discuss the benefits of this educational experience.

The last paper that was published focused on the mysteries of working in the reentry facilities. [Ginger Walker](#), inspired by Greene, Merleau-Ponty, and Gehring, makes the argument that correctional educators should attempt to accept that they will never fully understand the lives and perspectives of their students. She suggests that by developing comfort with mystery, the educators will still be able to focus on instruction.

For the features, we continued our tradition with publishing a short historic vignette, with the focus on Matthew Davenport Hill and the pro-prison reform in Britain in the 19th century. Do you have similar stories to share from your own country? Any story of an event or a person who contributed significantly to the development of prison education and the reentry work in your country will be most appreciated. These vignettes will be assessed for appropriateness for the journal by the Editor, and will not be taken through the more elaborated editorial process. For the vignettes, we can also offer language assistance.

We published two book reviews during the spring term as well. The first was based on "Access to education in Europe" by Paul Downes, a book that also included a discussion on access to education in prisons. Downes also presented a précis of the chapter on prison education for the readers of JPER. The second reviews the book "Incarceration nations" by Baz Dreisinger, based on her experiences from visiting prisons around the world.

This closes the second issue of the third volume. We hope you have found something to inspire your future work by reading the journal.

Arve Asbjørnsen, Lead Editor

