

Letter from the Editor



Thank you for being part of the first issue of the *International Journal of Humane Education (IJHE)*. This journal has been a labor of love from the beginning. Years ago, when I was starting my doctoral studies, I dreamed of an academic peer-reviewed journal that focused on humane education and the systemic impact of inclusive social justice issues on both education and society in general. What I found was interest in the various components of these topics, but such wide-ranging literature and studies that even my mentor noted it was hard to tell what constituted true humane education for my dissertation literature review. Thankfully, I found like-minded people who believed in humane education and who also wanted to give it a stronger presence in academia. It seems it was not just me, but the field of humane education who was also clamoring for both scholarly publications and quality research surrounding inclusive humane education to support practitioners. In this way, *IJHE* was born out of community and perseverance. Each person, from the editorial board, the reviewers, the article authors, and now you – our readers, has been an integral part of the journey. It is our honor at both the Academy of Prosocial Learning and the Humane Education Coalition to help make this journal a reality. Through the topics of humane education and humane pedagogy covered in this (and future issues), education leaders, practitioners, and advocates will help current and future generations develop knowledge, skills, and behaviors that showcase all sectors of humane education, including environmental ethics, human rights, and animal protection.

This issue brings you topics ranging from the study of a humane education program in China, a paper addressing underlying psychological processes and biases in learners when including non-human animals in education and social justice discourse, a study of the state of humane education in the United States, and a paper I co-wrote with a dear friend detailing why humane pedagogy must become the signature pedagogy of our field.

As we prepare to publish this first issue, the world is calling out for change. The Academy of Prosocial Learning and the Humane Education Coalition are proud to stand in solidarity with all who are demanding this change and who are working toward a world that is based on justice. Change of systemic injustices and support of existing prosocial practices can be brought to fruition in part through the practice of inclusive humane education. I hope you find *IJHE* as inspiring as I do, and I welcome you to share this journal with other scholar-practitioners who are part of the collective work in which we all partake as we create a world in which respect, kindness, and equity are the norm.

Sincerely,

A handwritten signature in black ink that reads "Stephanie Itle-Clark". The signature is written in a cursive, flowing style. It is set against a light beige, rectangular background that has a slightly textured appearance.

Stephanie Itle-Clark EdD, CHES
Editor-in-Chief