RSE Call 1/2026

**Education and Migration in North America (1837-1983)**

*Editors:* Andrea Mariuzzo; Carmen Petruzzi; Luana Salvarani

Beginning in the 1830s, the United States initiated efforts at both the state and federal levels to build accountability in public education. The common school movement, led especially by Horace Mann, aimed to establish an homogenous education system as a foundation for introducing individuals to the principles of citizenship, allowing a deep engagement in institutional, economic, political, religious, and cultural life. This movement initiated a process leading to establish in the civil life of the United States public education as the key institution for more than a century, coexisting alongside with other models of private or community-based education. This status persisted until the beginning of 1980s when Reagan prompted a reconsideration of public education in the name of returning to the liberal roots of American identity.

Throughout this period, the North American educational system experienced pivotal transformations that profoundly shaped its unique character and distinctiveness. These included the identification of state-supported land-grant institutions beginning in 1862, which laid the groundwork for early mass access to higher education; the development of comprehensive secondary education at the turn of the 20th century; initiatives to expand education and vocational training to support the American Dream; post-war programs to educate veterans, culminating in the *GI Bill* of 1944, which greatly expanded educational opportunities for ethnic minorities. By the 1950s, education also emerged as a central battleground in the struggle for racial equality, with schools becoming critical arenas in the fight against segregationist policies.

Around the same time the nation’s social landscape underwent a substantial change mutating its cultural diversity and base numbers, subject to significant and new waves of migration from all over the Western and Eastern countries to North America. The migration flows impelled long-lasting transformations in migrant families and influenced interpersonal relations, educational settings, and institutions in the areas they settled. The younger generations, in particular, were among the first to experience these new schooling models and pedagogies, experiencing school as a place of intercultural tension and exchange.

For its 1/2026 issue, the *Rivista di Storia dell’Educazione* invites professors, researchers and scholars to submit historical-educational contributions that examine the evolution of educational processes related to migration, with a particular focus on the Italian transatlantic diaspora to North America. Special attention is given to the educational experiences of Italian-origin communities in countries like Canada and the Central American republics, reflecting growing interest in these communities’ educational histories. The aim is to illuminate the dynamics of continuity and change that have shaped the relationship between schooling, migration, and cultural identity since the nineteenth century. This issue covers a timeframe spanning 150 years, from the Massachusetts state law of April 20th, 1837, which established the Board of Education and appointed Horace Mann as its first secretary, to the landmark report *A Nation at Risk: The Imperative for Educational Reform*, published on April 26, 1983, by the National Commission on Excellence in Education during the Reagan administration. The editors welcome reflections on the intersection of the educational process and emigration to understand the function of educational agencies in constructing or deconstructing new pathways to social mobility. Suggested themes include:

* The history and educational models relevant to Italian-origin students studying abroad;
* The impact of transoceanic migration flows on education;
* Analyses of educational practices that preserve or transform the cultural identity of migrant communities abroad, particularly through language instruction and cultural frameworks;
* The role of Italian schools and institutions abroad in transmitting knowledge, values, and cultural practices;
* The transnational circulation of school and educational models through migration;
* Processes of school integration and assimilation;
* Tools and instruments for transferring knowledge abroad;
* Educational policies and campaigns focused on inclusion, cultural diversity, and cross-national teaching methodologies;
* The role of charitable and religious institutions as sites of poverty alleviation and "first access" to education;
* The military experience as a pathway for citizenship, integration and access to education;
* Comparisons of historical and contemporary cultural and educational models across different waves of Italian migration.

**Timeline**

By February 28, 2025, please submit to the editors (Andrea Mariuzzo: andrea.mariuzzo@unimore.it; Carmen Petruzzi carmen.petruzzi@unifg.it; Luana Salvarani: luana.salvarani@unipr.it) an extended abstract (800 words) of your proposal, illustrating content, theoretical framework, methodology, and sources, along with 3-5 keywords. Please also include a brief bio of each author (approx. 75 words).

The editorial board will select proposals by March 28, 2025.

By November 28, 2025, authors are requested to submit the final manuscript up to 8,000 words or approximately 45,000 characters, including references and notes. For editorial standards, please visit:

<https://www.dropbox.com/s/ne830zn2n9x88tk/Editorial%20guidelines%20RSE%20open%20access%20FIN%20EN.pdf?dl=0)>