

The French Review

From the Editor's Desk

After two issues (94.2 and 94.3) that included a total of two dozen short articles on teaching during the Covid-19 pandemic, the content of the current issue of the *French Review* reflects the fact that much progress has been made in terms of vaccination, which will finally bring an end to the restrictions and the confinement that have lasted over a year. From our perspective as teachers, however, a full return to something resembling normalcy will probably not occur until the start of the 2021–22 school and academic year. In the meantime, as an indication of the lasting importance of distance learning in our professional activities, the **Methods and Materials** review rubric (pp. 257–65) of this issue is entirely devoted to online pedagogical applications.

In what can be seen as a follow-up to our special issue on *la Grande Guerre* (Vol. 87.4), this last issue of Vol. 94 includes a **Special Section** on *l'Entre-deux-guerres*, with four articles that address some of the literary, theatrical, and political dimensions of the interwar years (1919–1939) in France. The current issue also includes articles in several of our regular rubrics: Society and Culture, Linguistics, Focus on the Classroom, Interview, and *Dossiers pédagogiques* (one article each), along with four articles in the Literature rubric.

Potential contributors should note that our next **Special Issue** is scheduled for Vol. 96.4 (May 2023). It will be devoted to the increasing level of sociocultural **diversity in French society** and how it should be reflected in our **teaching**. Please see the call for articles in the Announcements section of this issue (p. 292). The deadline for submissions: **July 15, 2022**.

Lastly, to all colleagues who wish to contact me for matters related to the *French Review* (including article submissions), please note my **new email address**: editorfrenchreview@frenchteachers.org.

Edward Ousselin, Editor in Chief