

The French Review

From the Editor's Desk

Articles submitted 1 June 2017–31 May 2018 (Vol. 91)

<i>Rubric</i>	<i>Approved</i>	<i>Under Evaluation</i>	<i>Rejected</i>	<i>Total Submitted</i>
Book Series	1	1	1	3
Dossiers pédagogiques	3	1	2	6
Film	4	2	9	15
Focus on the Classroom	7	4	15	26
Interview	4	1	5	10
Linguistics	–	1	2	3
Literature	23	12	44	79
Professional Issues	–	1	–	1
Society and Culture	6	4	12	22
<u>Totals</u>	<u>48</u>	<u>27</u>	<u>90</u>	<u>165</u>

In terms of the total number of articles submitted, this has been a record year for the *French Review*. By comparison, last year's total (134) was already above our average of 120 submitted articles. It is too early to tell if this is a one-time spike or a durable increase in average yearly submissions. Among other developments: Focus on the Classroom is once again our second-biggest rubric (last year it was Film, which has fallen to fourth place this year). As always, our biggest rubric was Literature. Within the sub-rubrics, there were few changes. The submitted articles we receive in the Literature rubric are mainly in: 18th, 19th, 20th/21st, and Francophone. We generally have far fewer submissions in: Medieval, 16th, and 17th. We published an excellent *État présent* of seventeenth-century studies in Vol. 91.2. In Oct. 2014 (Vol. 88.1), we had also published a very well-received *État présent* on sixteenth-century studies. I hope Medieval studies will be next.

The big event this year: our new Book Series produced its first publication, a collection of articles on educational policy in France, *Heurs et malheurs du système éducatif en France* (interested readers will find an order form on our website). A second book project, on broader societal issues in France, has been accepted and should be published in late 2019: *La France contemporaine: unité et diversités*,

polarisations et solidarités. Please see the Announcements section (285) for the Call for papers.

The online *Dossier pédagogique* rubric continues to grow. This rubric is part of our goal to provide useful texts at all levels of the profession, including high school. There are now 19 *Dossiers* (in pdf format) posted on our website: <frenchreview.frenchteachers.org/Dossiers.html>. As part of this issue, we are publishing the first printed article that is fully associated with an online *Dossier*: “Picturing the Other: Teaching Migration and Community with Aki Kaurismäki’s *Le Havre*” by Heidi Holst-Knudsen (Columbia University). In future issues, I would like to develop more of these dual-usage articles (scholarly as well as pedagogical).

In May 2019 (Vol. 92.4), we will publish our special issue on *Présences féminines*. It is already time to think about the next special issue, which is scheduled for Vol. 94.4 (May 2021). As is detailed in the Announcements section (284), this special issue will be devoted to the literary, cinematic, and cultural production of *L’entre-deux-guerres* (1919–1939). Scholars working in various fields—literature, film, bandes dessinées, cultural studies—are encouraged to submit articles (deadline: **July 1, 2020**).

Edward Ousselin, Editor in Chief