



*Éducation et Sociétés*, no. 1, "L'éducation, l'État et le local." Paris: DeBoeck Université/Institut National de Recherche Pédagogique, 1998. 202 pp.

*Éducation et Sociétés*, no. 2, "Sociologie de l'enfance." Paris: DeBoeck Université/Institute National de Recherche Pédagogique, 1998. 206 pp.

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A group of francophone sociologists of education has launched a new journal that, it is hoped, will invigorate French-language studies in this field and take it in new directions. The first two issues are reviewed here. *Éducation et Sociétés* has an editorial board composed of sociologists of education in France, Quebec, Switzerland, and Belgium. Its editor-in-chief is Jean-Louis Derouet. The journal's more comprehensive scientific advisory board includes scholars from North and South America, Europe, and Africa. A reader will not find many statistical tables in this journal, which so far leans toward qualitative studies. Derouet outlines the four goals of the journal in his introductory editorial. First, the journal hopes to broaden debate in the field and to invigorate the scientific milieu of research. According to Derouet, French-language studies in the sociology of education have suffered from the strife of the intellectual paradigm debate between the followers of Bourdieu (more focused on social structure) and those of Boudon (who adopted a methodological individualism at odds with Bourdieu's camp). The time is ripe, he suggests, for a more inclusive approach that goes beyond these paradigms. Moreover, the focus on social inequality and education of the 1970s, while not entirely disappearing, has given way to newer concerns and influences from English-language approaches. Sociologists of education writing in French now study local schools, school-community relationships, and the role of social actors in education. A second goal is to enter into more dialogue with other subdisciplines of sociology and with other disciplines. The third goal is to develop an international scope for French-language studies of sociology of education, maintaining and diffusing a French-language approach. Fourth, the journal aims to correct the lack of visibility of French-language scholars in the sociology of education in their host countries. The editors wish to share their research with the public (including teachers and elected officials) and to have more influence on public understandings of education and society.

For the first three years, *Éducation et Sociétés* will publish two theme issues per year edited by a well-known scholar. The first issue, with guest editor Anne Van Haecht from Belgium, concerns education, the state, and the local level; and the second issue,



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guest edited by French sociologist Régine Sirota, takes the sociology of childhood as its theme. Future themes will include the sociology of knowledge, educational inequality, education and work, and the teaching professions. The journal takes an innovative approach to its format. General articles dealing with the theme of the issue are supplemented with shorter essays that address current debates and concerns in the discipline as well as review essays on developments in other disciplines. There is also a place for an occasional article, for comparative purposes, from a non-French-language scholar.

This journal is an exciting new addition to qualitative studies in education and will be welcomed by those with the language skills to read it. Summaries of each article, but not the additional pieces that supplement the theme issues, are included for non-French speakers—in English, German, Spanish, and Russian. *Éducation et Sociétés* makes a strong statement about the necessity to consolidate and preserve a francophone tradition in social science research; one that enters into dialogue with Anglo-American and other language groups. It would be interesting to see how the editors would articulate a truly francophone, as opposed to French, approach to studies in education. The logic of carving out research interests along language lines, rather than theoretical or methodological approach, is not sufficiently addressed in the editor's statements of mission. The dominance of France (and Paris) in the journal is clear, and I hope that the future direction of the journal tends more toward an international approach, as well as one that includes scholars in France outside of Paris. More efforts to truly enter into dialogue with non-French approaches would also be welcomed. Of the 11 book reviews in the two journal issues discussed here, only one text reviewed was not in French—a new Austrian journal of education. Most of the articles, similarly, ignore much of the non-French literature on qualitative studies of education. Research on French and francophone cultures by nonfrancophone scholars is also neglected. One can only hope that eventually a truly international journal of qualitative studies of education will emerge in which the research of scholars on a global level can be disseminated and shared. Perhaps this journal, with its international focus on francophone approaches, will move toward this direction. It surely has the potential.

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