

Summaries of articles

Immigration in France: the Untold Story

G. NOIRIEL

Over the last century immigration has played a decisive role in the renewal of the French population. For reasons having to do with political history as well as with the history of the social sciences, historians have not been interested in this subject of study until quite recently.

One of the essential causes of mass immigration was French industry's inability to supply itself with the necessary labor power from the national labor market. The magnitude of its recourse to foreign workers led, in several branches of production, to a veritable substitution of one worker group for another. This article analyses the economic and political effects—very important for the social history of France—which resulted from this process, as well as the specific methodological problems posed by historical research concerning immigration.

Lost Honor: Parent/Child Relationships in Algerian Immigrant Families

M. HAMOUMOU

This sociological study utilizes projections of girls of Algerian origin, solicited by Rorschach and Murray (TAT) psychological tests, in order to shed light on parent/child relationships in families from the Maghreb who have immigrated to France.

Beyond the particularities of the individual girls tested, the results point to a set of elements common to all of them. This article examines certain of these elements: the complexity of the daughter/parent relationships which is colored by violence and ambivalence; and the disturbance of this relationship due to "decontextualization" of the sense of honor—this demonstrates that "conflict between generations" is conflict between ways of generating the thinkable and the unthinkable.

Ethnic Economies

M. DE CERTEAU

This text proposes the hypothesis that the alterity of the smallest human community has just as much right to be recognized as that of the most powerful. A rapid examination of the conceptual apparatus governing ethnic plurality highlights its ideological eclecticism, the unconsidered nature of the relation it posits between the cultural and the economic, its difficulty in recognizing—alongside individual rights—the importance of specific collective rights, and its habit of rejecting affiliations in the private realm. Active and passive affiliations are then considered in terms of their recent politicization,

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the crisis of traditional representations, the relationships which develop between internal minorities and new immigrants, and each group's own practices (life-styles, ways of speaking, various histories and traditions). The proposal is made that society recognize these affiliations as constituting a veritable "school of diversity" in which one can learn how to administer a multiple sociality.

The Tower of Babel: Ethnic Relations and Conflicts in North Africa and the Middle East

L. VALENSI

North Africa and the Middle East have long been areas of great linguistic and religious diversity. This paper explores the different ways in which the social sciences have confronted the problem of ethnicity in this region—from the invention of "natural" groups to account for dominated segments of the population, through the study of the interaction and conflict between groups.

Statistical Illusions

J.-N. LUC

R. Grew, P. J. Harrigan, and J. B. Whitney have, based on their use of 19th century statistics, proposed a radical change in our understanding of primary education. They ignore, however, the way these statistics were done, and do not take into account the changes in the ratio of pupils to overall population, changes which make diachronic studies suspect. In 1860, for example, after an important reform of schooling statistics, inspectors pointed out that it was impossible to make comparisons with previous years. The aforementioned authors do not always indicate their calculation methods nor the sources for their figures. How much importance should we then attach to their conclusions, certain of which are quite interesting? How valuable are their diachronic comparisons of schooling percentages given that the categories of enrolled pupils changed from one period to the next. How can we distinguish the results based on reliable information and figures from those which are not? The historian is able to correctly interpret schooling statistics by questioning his sources and by trying to establish coherent figures. He can, in this way, offer interpretations which contradict the Falloux and Duruy laws.

Reply to J.-N. Luc

R. GREW et P. J. HARRIGAN

The criticisms of J.-N. Luc have disappointingly little bearing on the article we published, which of course took into account the changes in France's boundaries and in the way enrollment was counted. Once carefully assessed, M. Luc's other concerns also turn out not to affect our analysis. The disagreement between us is thus less about the data or the conclusions we draw than about method. We oppose altering the data with well-intentioned estimates and do not use it for a precise description of local conditions. Instead we subject it to statistical measures (primarily of correlation and variance) broad enough to allow for error. These measures, which test the data for internal consistency, are then used to discern significant national patterns.

***Types of Schooling: A Plea for Synthesis
in the History of Education***

J. GAVOILLE

On the basis of a departmental monograph (from Doubs, 1870-1914), the author tries to scientifically treat the often discussed question of the relationship between school and society. He proposes an overall definition of schooling which includes five criteria: the furnishing of schools for school-age children, summer school, regular attendance, schooling for children under 6 and for those over 13. A critical analysis of each of these criteria leads the author to distrust the largescale diachronic studies done, and to propose two synchronic analyses of the periods around 1880 and 1900-1905. These analyses combine scholastic, political, economic and social data, and involve factorial analysis of their correlations—this being the only method which permits one to take all of the factors into account without privileging any one of them. The results obtained allow us to distinguish three types of schooling: 1) in industrial and urban zones schooling began early, was rather intense, and lasted, relatively speaking, but a short time; 2) in the Haut-Doubs rural zone, it began late, was not very intense, and lasted quite a long time; 3) in the lower rural areas, it was more regular. This latter fact can be explained neither on the basis of free schooling nor of political and religious attitudes, but rather on the basis of economic and social conditions whose slow change led to the great stability of types of schooling.