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Attitudes of French and Austrian scientific institutions, 1938–1945

DURING THE SECOND WORLD WAR, the conditions of the scientific productions have been strongly perturbed. The new political conditions in Europe (Austria (1938): Anschluss in the Third Reich; France (1940): National Revolution by Pétain and Collaboration with the Third Reich) showed a bursting inside the scientific community: those who were eliminated for excluded for anti-semitic or political reasons, the emigrants and those who stayed and had a scientific activity in an state institution. About this last case, several questions are asked: what are the continuities and the breakdowns? What are the attitudes in the new political organizations?

In every scientific institution, it is possible to show several individual positions between resistance and militant collaboration. Burrin [1] and Marcot [2] propose concepts to describe these situations. For Burrin, accommodation is

a current phenomenon during occupation where are, inevitably, created certain contact surfaces and an adjustment is proceeded to the new reality.

For Marcot,

the comportements of forced adaptation refer to all those who accept compromises with occupation forces in the subjective (and objective) limit of their simple survival, without prejudging what the can do otherwise.

From the works of M. Douglas [3] and L. Fleck [4], I will show that it is possible (and necessary) to adapt and discuss those concepts about the scientific institutions.

I will compare the situations in Austria and in France on the period 1938–1945 by illustrating both cases with examples taken in the domain of the research in physic: CNRS (France), Academies of Sciences (France, Austria), Radium Institute (Austria).

Selected Bibliography

[1] P. Burrin (1995): *La France a l'heure allemande 1940* (Paris: Du Seuil).

[2] F. Marcot (1999): "Qu'est ce qu'un patron résistant?", *Actes du colloque L'occupation, l'état français et les entreprises* (Univ. de Franche-Comté, Laboratoire des sciences historiques, Centre d'histoire contemporaine), p. 277.

[3] M. Douglas (1986): *How institutions think* (Syracuse, NY USA: Syracuse University Press).

[4] L. Fleck (1979): *Genesis and development of a scientific fact* (Chicago, IL USA: University of Chicago Press).

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