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Françoise F. Laot and Rebecca Rogers, eds. *Les Sciences de l'éducation: émergence d'un champ de recherche dans l'après-guerre*. Rennes: Presses Universitaires de Rennes, 2015. 317 pp. 19.00€. (pb). ISBN 978-2-7535-4058-3.

Reviewed by Leon Sachs, University of Kentucky.

This collection of essays on the emergence of what the French call *les sciences de l'éducation* has two purposes. First, it offers a general account of the rise of this field of research in the post-World War II era, and, second, it places France's particular experience with the emerging field in an international context. The articles focus on the quarter century from 1945 to the mid-1970s, a period that witnessed the creation of numerous national and international organizations devoted to coordinating different actors and areas of research--mostly in the social and human sciences--for the purpose of adapting education to the needs of the postwar world. As a result of a general decline in enthusiasm for, or confidence in, the social and human sciences, explain the editors in their introduction, the 1970s mark the end of this golden age of education studies.

Part of the impetus for the rise in the education sciences grew out of the belief in the West that, in the wake of the multiple tragedies of 1939-1945, the spread of enlightened and humanistic education would help protect the world from a return of such brutality. International organizations dedicated to education research were seen as an instrument for overcoming national cleavages and fostering a climate of mutual understanding. Such thinking underlay the creation of UNESCO and it drove the founding of the Association internationale des sciences de l'éducation and the Association internationale de pédagogie expérimentale de langue française. The immediate postwar period also witnessed the creation of numerous international and intra-European initiatives devoted to educating workers for increasingly complex advanced industrial economies. Moreover, Western governments viewed education as an arm in the Cold War. Increased productivity, improved deployment of human capital and the spread of democratic principles were all part of the ideological battle against communism.

The book is divided into four large sections, the first of which focuses on the international context and the way the sciences of education gradually established themselves in the specific cases of West Germany, Great Britain, Switzerland and Belgium. Part two addresses the policies and education institutions that developed in France. As several of the essays point out, France lagged behind other countries in the promotion of education research, and the various international associations and congresses examined in this volume were vital for the gradual development on French soil of this nascent field of inquiry. The essays in part three are devoted to particular disciplines and their contributions to the necessarily interdisciplinary field of education research. Psychology and sociology stand out in these essays as the primary disciplinary pillars supporting the science of education. The fourth and final section of the volume examines different mechanisms such as congresses, professional reviews, scholarly monographs and associations that served to define the new field and help publicize its activities.

As a whole, the volume will likely appeal only to specialists in the history of twentieth-century education, in particular those with an interest in institutional history. This can, at times, make for rather tedious reading. In their effort to inventory the significant institutions, administrators, conferences and publications in the postwar science of education, too many of the essays, at least for this reader, have allowed this history, however important, to eclipse or insufficiently foreground the more dramatic battles of ideas that drove institutional change.

Anne Rohstock's essay at the start of part one explains how the emergence of education research as a social science grows out of the experience of the war. The United States's use of analytics to improve military decisions gave a new credibility to the social sciences and was a driving force behind efforts to make education sciences as much like the "hard sciences" as possible. Cognitive psychology enjoyed pride of place among the disciplines contributing to the new education research and displaced more humanistic (e.g., philosophy and history) approaches. The scientification of education, Rohstock explains through the example of West Germany, did not always take into account national contexts that clung to more traditional education studies. Gary McCulloch's essay details the rise in education spending in Great Britain after the war and identifies as a particularly contentious topic the question of whether education should be an interdisciplinary general field or a specialized discipline. Rita Hofstetter and Bernard Schneuwly's essay on education research in Switzerland identifies Geneva and French-speaking Switzerland as the center of psychology-driven education studies, whereas German-speaking Switzerland clung to more humanistic approaches. The essay also details the important role of Jean Piaget in the development of education sciences and in helping them gain recognition in the universities. Elsa Roland's fascinating essay on the creation of the first pedagogy department at the Free University of Brussels explains that changing views of children and criminality drove much early research in education. Institutions of education, relying heavily on research in sociology, psychology and medicine were devoted to helping youth adapt to society, thereby promoting the development of human capital.

In part two, Annette Bon describes the various incarnations of the Institut pédagogique national. Created under the Third Republic, the Institut is the ancestor of today's Institut français de l'éducation. Serving as a depository for research on education as well as a resource for teachers, the Institut has also been a center for the diffusion of experimental pedagogical methods such as those developed by Célestin Freinet. Because of its focus on teacher training, it has maintained a rather tenuous relationship with the university proper, a relationship which *mutatis mutandis* is not without parallels with the sometimes awkward relationship between Colleges of Education and other parts of the university campus in the United States. Catherine Dorison's essay contrasts two important colloquia that took place in the late sixties, one in Caen and the other in Amiens that together helped foster a climate of financial support for education research. Dorison teases out an opposition between the two meetings. Whereas the Caen colloquium concerned political and administrative questions of education, the Amiens colloquium was critical of centralized administration, which was seen as an impediment to innovation. It was the Amiens conference that marked the entry of actual practitioners, educators, into debates on education and education research. Jean-Yves Seguy and André Robert's essay on the École pratique de psychologie et de pédagogie de Lyon shows how this institution, founded in the 1880s, led the way in interdisciplinary approaches to education studies. It is here that Maurice Merleau-Ponty held a chair in psychology in the late 1940s. Of particular interest in this essay is the authors' demonstration of how two antagonistic philosophical positions—spiritualism and the applied sciences—were fused in the education research at the Institut. Emmanuelle Guez and Rebecca Rogers's essay on education research at the Sorbonne explains how pedagogy gradually freed itself from psychology and established itself as a department.

The third part of the volume concerned with specific fields of research begins with Jean-Michel Chapoulie's essay on the early contributions of sociological research to the education sciences. The most interesting part of this essay pertains to the rivalry between two different groups of sociologists, one associated with the work of Viviane Isambert-Jamati and the Centre d'études sociologiques and the other with Pierre Bourdieu and Jean-Claude Passeron at the Centre de sociologie européenne. Françoise

Laot's contribution examines developments in adult education through the Institut national pour la formation des adultes. Perhaps the best contribution to the entire volume is that of Dominique Ottavi in her essay on child psychology. Ottavi explores the difficulty of defining the ubiquitous term "psychopedagogy" and outlines four related, although distinct approaches to the subfield, all of which, however, share a focus on placing the child at the center of the learning process, a topic that today is criticized by those who see this progressive pedagogy as an abandonment of the teaching of disciplinary knowledge.

Nassira Hedjerassi's essay that opens the fourth and final section of the volume addresses the way in which professional associations and learned societies played an important role in the establishment of education sciences as a discipline. She insists especially on the way international organizations provided an important community and framework for scholars working in France and helped to bring France out of isolation. Rebecca Rogers's essay on professional reviews argues, contrary to what one might expect, that the many serial publications in education sciences have contributed relatively little to the shaping of research questions or to the creation of areas of inquiry. Similarly, Antoine Savoye's essay on the most renowned monographs in education sciences reports that they have contributed little to the shaping of the discipline. Nassira Hedjerassi's discussion of the Association des enseignants et chercheurs en sciences de l'éducation that closes the volume concludes that the kind of antagonisms at the heart of this organization, a center of philosophical and practical reflection on education, as well as a voice in policy debates, reflects the struggles besetting the young discipline more generally.

Appended to the volume are short notes (or "foci") on particular actors and organizations in the history of the discipline. The volume also has an indispensable list of acronyms and a select bibliography. In sum, this volume is a useful reference work on, and point of entry into, the history of the rise of the science of education in the postwar era. However, it will appeal, I suspect, to only a very limited circle of specialists.

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