

**PATRIOTS IN THE MAKING;  
WHAT AMERICA CAN  
LEARN FROM FRANCE  
AND GERMANY**

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Patriots in the making; what America can learn from France and Germany by Jonathan French  
Scott

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**JONATHAN FRENCH SCOTT**

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**PATRIOTS IN THE MAKING**

# PATRIOTS IN THE MAKING

WHAT AMERICA CAN LEARN  
FROM FRANCE AND GERMANY.

BY

JONATHAN FRENCH SCOTT, Ph.D.

INSTRUCTOR IN HISTORY AT THE UNIVERSITY OF MICHIGAN

WITH AN INTRODUCTION

BY THE

HON. MYRON T. HERRICK

FORMER AMBASSADOR TO FRANCE



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TO MY FATHER

**AUSTIN SCOTT**

THIS BOOK IS AFFECTIONATELY DEDICATED





## FOREWORD

THIS book was not begun with the idea of teaching a lesson, but rather with the object of showing something of the relationship that has long existed in France and Germany between the school and the national consciousness. In both these countries education has long been used as a political instrument. Prussia perceived its possibilities after the battle of Jena; France realized its value after Sedan. Both nations have employed the school to mold the mind of rising generations to a preconceived type of patriotism. The significance of the psychology thus formed is revealing itself in the present war.

The experience of these countries ought not to be disregarded by the United States. After her crushing defeat in the Franco-German War, France saw clearly the danger of a blind, boastful patriotism founded on ignorance of national conditions. This sort of patriotism led to over-confidence, unreadiness, chauvinism and disaster. Hence France founded the preparedness movement, which she undertook after the war, on an intelligent, critical patriotism, carefully developed through education. Only thus did it seem possible to make adequate preparedness permanent. The lesson of this should not be lost on Americans.

## FOREWORD

On the other hand it must be admitted that there has been a tendency, both in the French and German schools, to magnify nationalism and to develop antagonism toward other countries. True, the influence of this has been partly offset, in France at least, by certain humanitarian teachings which found their way into the schools during the last quarter-century; but the tendency to an intensification of the principle of nationality remained predominant. Our own schools have not been free from instruction of this sort; but it behooves us in future to avoid such teachings. To draw the line between an education that makes for proper patriotism and one that makes for narrow nationalism may not be easy, but it can be done if careful attention is given to the problem. True Americanism should pave the way through education to that mutual understanding among the nations which alone can form the basis of permanent peace.

I am happy to acknowledge the assistance which I have received from many persons in the preparation of this work. To the Hon. Myron T. Herrick, who has kindly consented to write the introduction, I am most grateful. I am also greatly indebted to Professor Paul Monroe, of Teachers' College, who has helped me with advice and criticism; to Professor Herbert A. Kenyon, of the University of Michigan, who has generously gone over all the manuscript with me; to Professor W. A. McLaughlin, of the same institution; to Professors Davis and Billetdoux, of Rutgers College, and to Mrs. W. H. Wait, of Ann Arbor, who have given me valuable suggestions.