

**RIVERSIDE EDUCATIONAL
MONOGRAPHS.
THE EDUCATION OF
THE NE'ER-DO-WELL**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649568949

Riverside Educational Monographs. The Education of the Ne'er-Do-Well by William H. Dooley & Henry Suzzallo

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

WILLIAM H. DOOLEY & HENRY SUZZALLO

**RIVERSIDE EDUCATIONAL
MONOGRAPHS.
THE EDUCATION OF
THE NE'ER-DO-WELL**

Riverside Educational Monographs

EDITED BY HENRY SUZZALLO

PRESIDENT OF THE UNIVERSITY OF WASHINGTON, SEATTLE

**THE EDUCATION OF THE
NE'ER-DO-WELL**

BY

WILLIAM H. DOOLEY

PRINCIPAL, TECHNICAL HIGH SCHOOL
FALL RIVER, MASS.



HOUGHTON MIFFLIN COMPANY

BOSTON, NEW YORK AND CHICAGO

The Riverside Press Cambridge

104

COPYRIGHT, 1916, BY WILLIAM H. DOOLEY

ALL RIGHTS RESERVED

355222

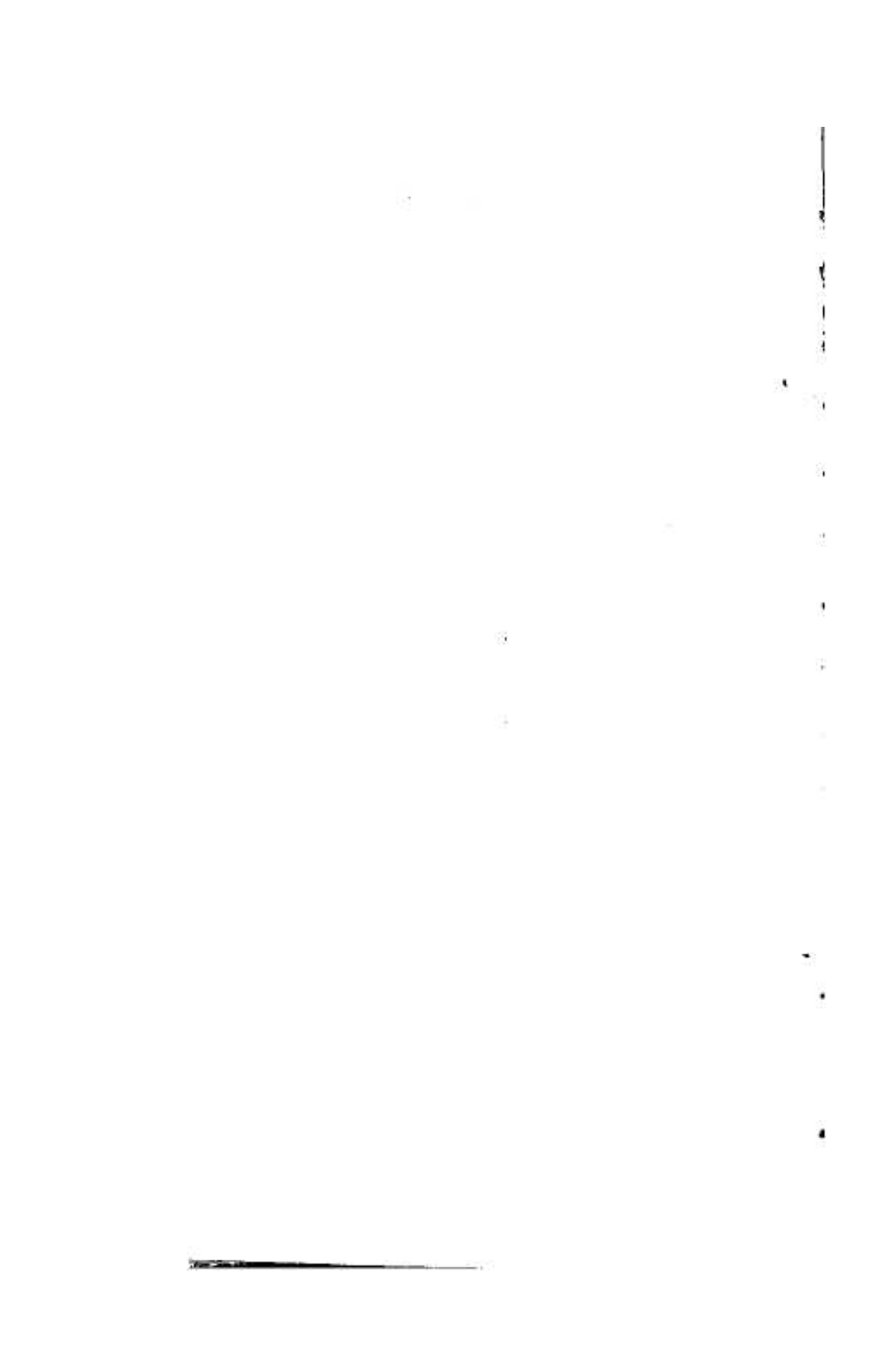
THE UNIVERSITY OF CHICAGO
LIBRARY

The Harvard Press
CAMBRIDGE, MASSACHUSETTS
U. S. A.

CONTENTS

EDITOR'S INTRODUCTION	v
PREFACE	xi
I. THE NEGLECTED NE'ER-DO-WELL	1
II. THE QUALITIES OF THE NE'ER-DO-WELL	8
III. THE TRADITIONAL SCHOOL'S FAILURE TO ADAPT	15
IV. THE SPECIAL NEEDS OF THIS CLASS	25
V. EDUCATIONAL ADAPTATIONS ABROAD	32
VI. SOME AMERICAN EXPERIMENTS	62
VII. A CONSTRUCTIVE PROGRAM	71
OUTLINE	162

355222



EDITOR'S INTRODUCTION

So long as the school's standards are academic rather than social, it is inevitable that the schools themselves should be institutions primarily concerned with those who have a special genius or talent for the formal or abstract intellectual disciplines. In the past our educational system has undoubtedly favored the scholastic turn of mind. It has neglected the training of other types of mentality, such as are required in industry, art, and business. The usual route to these large groups of occupations was, at one time at least, the route of failure at school. This was particularly true of those who were destined to perform the minor services in these fields of labor.

Traditionally, mental power was held to be coincident with the narrower limits of academic ability, an assumption to which the thoughtful pedagogue will not subscribe in these days of more careful professional thinking. This fallacy was a tragic one for many human beings. Thousands of school children, who were not vitally gripped by school activities and who, in consequence, were not mentally enlisted to the fullest

EDITOR'S INTRODUCTION

possible degree, led a life of discouragement at school. These concluded that the school's judgment was more or less complete and final, and accepted the school estimate that they "were not smart." Parents and public acquiesced in the current psychological mistake. Further education for them seemed useless. In consequence they made no further demands on the school, dropped out, and found employment in whatever part of the world's work was open to them.

From this eliminated group of half-trained youth, the "ne'er-do-wells" of the world have been recruited. It is not to be wondered at that discouraged boys and girls, who drift into the routine jobs of industry at a very youthful age with little general education and no special vocational training, should fare badly as they grow older. The conditions are against them. They enter life with a sense of failure, to work at tasks that are so simple that there is little stimulation to rouse whatever slumbering powers they really do possess. Soon the horde of younger "school quitters" push them out of their jobs, and they find themselves grown older without increased ability to assume the more complicated tasks appropriate to their age. Their labor tends to become intermittent, and even where simple, per-

EDITOR'S INTRODUCTION

manent tasks remain open to them, the return is too inadequate to permit of an independent, self-respecting economic life.

The "ne'er-do-well" has always been a social problem, and now, because the school has accepted a social point of view, he becomes an educational problem. What shall the school do with him?

Doubtless some of the "ne'er-do-wells" are born such, but the vast majority can be saved if the school system will adapt itself to that portion of the population which it has previously "scrap-heaped." The needed reconstruction of the schools will involve a pursuit of four fundamental policies.

(1) The elementary-school curriculum must be made broad enough to include every fundamental mode of utilizing mind which society employs in the conduct of its affairs. This will encourage each type of useful success and give to every variety of mind that interest and growth which are necessary to power and self-confidence in doing the day's work. It will lengthen the period of schooling and eliminate the tragic sense of failure with which so many now enter life.

(2) The teaching of the elementary school must undergo radical pedagogical improvement.