

APPENDIX A.

THE case mentioned illustrates a dangerous tendency in our most highly organized schools—the tendency to forget the individual in the multitude. In our zeal for organization, we are in danger of losing sight of the fact that the school exists for the individual, not the individual for the school. However hard it may be to draw the line in practice, the principle is perfectly clear. Whenever it is evident that the individual will be injured by conforming to the requirements that are supposed to be good for the multitude, he should be excused from them. Society has too great an interest in the best possible education of all its members to justify the sacrifice of any of them to the demands of an unattainable and therefore impracticable ideal.

APPENDIX B.

WHEN it is remembered that the inferential method may base its inferences on facts obtained in a variety of ways, it is easy to see that there may be various subdivisions of it. When its facts are obtained by comparing animals with human beings, it is called the comparative method; when by experiment—as when we ascertain how long a time elapses from the contact of an object with any part of the body to the sensation—it is called the experimental method, and so on.