

feelings rather than by the intelligence, and the aim is to cultivate a unity of physical and spiritual feeling. This is done by creating the right mental atmosphere, and then giving such exercises under mental guidance as will bring about a right involuntary physical action.

PHYSICAL CULTURE.

The object of this department is to develop health and expressiveness of body. Great importance is attached to this branch of the work, owing to its significant relation to the whole. Mind and body are inseparable, and we must have a true development of both if we would have the fullest development of either. The rounded cultivation of the individual, both intellectually and morally, is simplified by right physical culture. By right physical culture is meant the practice of such movements as are natural under the highest conditions of thought and feeling; also the practice of such exercises as are a natural response to the play instinct of the individual. Daily practice in the former, under volitional guidance, will make such movements automatic, and this accomplished, there cannot fail to be a reaction on the essential being of the individual. Frequent practice in the latter secures a permanency of youthful alertness, in both mental and bodily activity. We believe that the Emerson system of exercises, more than any other, provides for the expressional development of the individual on the spiritual, and therefore highest plane. Consequently these exercises will be used for daily practice. For the accomplishment of the secondary aim, play movements and games will be used, thus fulfilling the purpose of the ordinary gymnasium.

ANATOMY, PSYIOLOGY AND HYGIENE.

No claim is made for the provision in this department of a practical course in Anatomy. An exhaustive study of this branch is not necessary to the aim of the work in Physical Culture. An intelligent understanding of the general structure of the body, the relationship and office of its parts and the conditions for a healthy performance of its functions are the essential things. Physical Culture is not studied as an end, nor do we believe in an elaborate training which would make it so. The care of the body should be emphasized in all schools as a sacred and necessary duty, and one which may be simply performed. The laborious and intricate systems of physical training practiced abroad, and also in this country in the schools, are an added mental strain rather than a physical relaxation.