After observing tumbling stunts, I felt that each stunt was a little more difficult than the other and that a table of difficulty could be worked out. However without some statistical procedure, I was unable to prove or find the correct grading of stunts as to their difficulty. A few studies have been made of the difficulty of stunts, based chiefly on observation and judgment. McClow has reported on the difficulty of a great number of stunts and rated the range of difficulty from 1 to 15. The Cotteral twins have done a fine piece of work in rating difficulty and appear to be on the right track, but they have limited their research to the performance of girls and have only classified the stunts up to the handwalk. They are also a little indefinite in their nomenclature. Probably everyone feels that he could rate the difficulty of stunts, but will find himself considerably inadequate when confronted with the task. A table of difficulty will not be found absolutely satisfactory because of physiological reasons (some boys being supple and capable of doing a certain type of stunts) however, it is a tool that is well worth using.

Teachers of physical education, if they are to continue in existence, must be able to prove that the material for physical education is graded, and that it advances in natural steps. A large number of administrators come from the time before the age of our informal education, and their general attitude is that all boys can carry on the same activities: that is, the Sixth grade boy and the high school boy are capable of the same difficulty of performance. If we are to stop having the physical education classes made a dumping ground where all boys are placed regardless of their relative age and skill, we must be able to prove to the administrator that the work in the gymnasium has natural steps just as there are levels of advancement in arithmetic, English, or history. Most of us know that these natural steps exist in physical education; and while we have been accused of teaching the same thing to the same boy, day after day, year after year, we are constantly teaching on a higher level. For instance, an instructor developing the game of football to a freshman class would teach entirely different material to a senior class; however this fact would be difficult to prove. The day is rapidly approaching when we will be forced to go to the administrator and prove to him that we have a graded scientific program built on the basis of difficulty. Our problem is largely to organize these natural steps. The large mass of material and activities present an arduous task to formulate the steps of difficulty as they are shown in arithmetic problems. A boy may throw a baseball so far this month, and