

a month later, after a satisfactory amount of practice, he is able to throw it much farther. These increases are the natural steps, but it is our problem to show figures proving these steps. We have convinced some administrators that physical education material is graded, and in the Soldan High School of St. Louis, all the physical education class assignments are made first, and the academic subjects are made to comply with those assignments.

There are several methods of presenting tumbling stunts to physical education classes. Probably the most common practice is to divide the class into squads, and assign a certain stunt or a number of stunts to each mat. All members of each squad do the same stunt, whether the boy is good or bad, fat or lean, tall or short, bright or stupid. After they have gone through one stunt the teacher blows the whistle, and the squads rotate; then they do another stunt at the next mat and follow that procedure until the class period ends. This limits the range of stunts that can be taught in a given class period, and is very dangerous to the safety of certain boys. A clumsy boy of heavy stature finds it very difficult and very unsafe to do a forward somersault with a run, so when this stunt is presented the tendency of the teacher is to look in the other direction while a boy of this type is performing. Probably the best that boy ever does is some sort of a forward roll. On the other hand the nervy type of boy will try stunts far above his capacity while the lazy or timid boy will refuse to do the more difficult stunts, and will rarely ever get past the forward roll stage.

This method of presenting tumbling activities is unscientific and nonprogressive. I knew one man who worked on the theory that all stunts could be learned if every boy in the class could learn a snap-up, so he spent most of his tumbling time teaching the boys to do the snap-up. This meant that the gifted boy probably learned the snap-up in one short period and then spent the rest of the year practicing it, while the slower boys never learned it and therefore became discouraged.

Another method of presenting stunts is to put a line of mats crosswise in the gymnasium, and have the boys come up six or eight at a time, and all do the same stunt on their mat. This is an excellent method to introduce new material or to correct errors in performance, but it will limit the amount of instruction to a very small number of stunts. Practically all the criticisms given against the squad method are applicable to this method also.

The gifted boy is held back by either of the two previous methods, and it is the slow and awkward boy that sets the pace for the whole class. Either of these two methods will take the thrill out of tumbling for the gifted boy for he is