

constantly learning new stunts and moves at a very fast rate of speed. The slow boy never gets to feel the thrill of success while competing with these gifted boys, and so will never get anything interesting out of tumbling. In order to get any interest in the class at all, the stunts must be held to the median group. There is no chance for the instructor under these methods to do any remedial work for these slower boys unless he disrupts the entire class.

The objectives in teaching stunts have been too far apart, and they should follow naturally by developing lead-ups to the main objective. McClow says, and I have also observed, that there are about fifteen distinct stunts and some of these fifteen could really be grouped together, making probably ten or twelve groups. It takes a long period of practice for a boy to reach each of the objectives. Unless there are definite in-between steps, he is likely to become discouraged. If I am unable to present a more scientific method than either of the two methods described above, your time has been wasted, and nothing has been accomplished by this discussion.

The LaPort committee has listed stunts as a very fundamental part of the national physical education program, but they have failed to break the group into its component parts. The whole trend in physical education is toward individualized instruction. At the present time, the individual at the top, represented by members of varsity teams, is given individualized instruction. Likewise the group at the bottom, represented by the modified and remedial groups are given individual instruction, but the normal boy takes his in a mass, and is never treated as an individual. The method to be presented will attempt to give individual instruction to all groups. Tumbling stunts were used in this study because they are individual activities and lend themselves easily to a progressive arrangement. The procedure used in this study is the same as is used to standardize academic tests. Having accumulated a large number of stunts I proceeded to eliminate practically all combinations; all stunts that required apparatus; and all stunts that once perfected would eliminate, to a large extent, the use of mats. This elimination left only the fifteen fundamental stunts and those other stunts that, in my opinion, are very necessary to lead up to the fundamentals.

For the first two years of this study, twenty-five stunts were used. These stunts were outlined on a mimeographed sheet with two columns, one for November and one for March. Each boy in the class was given one of these sheets. During