the physical education classes, stations were established around the gymnasium for the various stunts. The class was then instructed in the performance of the stunts. Squad leaders were appointed to check. They were told not to require a finished performance on each stunt, but to have each boy go through the stunt in fairly good form. If a boy were capable of performing the stunt, "Yes" was placed in the column for that particular stunt, and he moved on to the next mat to attempt another and so on through each of the various, stations. If he were unable to perform any stunt at any given station, "No" was placed in the proper column. After allowing the boys in all the classes to attempt all twenty-five of the stunts, the percentage of boys able to perform each stunt was found for each grade, and a table developed for that class. During the winter these twenty-five stunts were used as the subject matter for the tumbling classes, and instruction was given under the old procedure. In March, the sheets were given back to the boys and they were allowed to attempt the same stunts again. After percentages were found in the spring, and the first semester percentages were averaged with these, a rough table of difficulty was established. These percentages were placed on a normal curve to find the degree of difficulty; however, finding the degree of difficulty is not as important as finding the natural steps in the teaching of tumbling stunts.

Most of the twenty-five stunts fall in a natural order, with four or five percentage points between each; but, as the table reaches the more difficult stages, there are some wide gaps. These gaps must be filled eventually, and an attempt has been made to do that during the past year. It would be a great accomplishment to be able to present to you here today, one hundred stunts, each, one percentage point more difficult than the previous one. That is the final objective, but, as yet, I am unable to realize that ambition.

The formation of the table of difficulty goes as far as the study could proceed the first year. The second year, however, after the mimeographed sheets had been filled in in November, each boy's sheet was totaled for the number of stunts performed. These papers were divided into groups of five stunts. Each boy was placed in his group according to the number of stunts he could perform: for instance, any boy that could perform fewer than five stunts was placed in group One, or at the other end, any boy that could perform more than twenty stunts was placed in group Five, etc.. Each group was assigned to five stunts to be learned. These five stunts were taken in their order from the table of difficulty. After a boy