was assigned to a grow, he practiced only those live stunts in that group. One day a week during the three winter months, December, January, and February was given over to tumbling. There may be some argument against this method of presenting this material, but according to Cozens, who conducted a study in several track and field events, this method was rated the best.

J. R. Sharman, in his book on the teaching of physical education says:

"It is recommended, therefore, that teachers of physical education, arrange their instructional program so as to provide for directed practice in each activity for relatively short periods, distributed throughout the semester. The evidence indicated that this is a better procedure than to practice each activity intensively for a short period (two weeks for exmaple) and then to leave it entirely, while other activities are practiced intensively";

while the LaPort Committee in the report of their nine year study recommends the block system, and this next year a block will be attempted in presenting these stunts; however, at the present time, the piece-meal plan is being used. Each boy is required, once a week, to practice intensively on the five stunts assigned to his group. As soon as he does the five stunts in group One, he is immediately promoted to the next higher group, and as he learns the five in that group, he is then advanced to the next, and so on to the top. As stated previously, only five groups were used last year; but this year, an additional group of ten stunts have been studied. The classes are now divided into seven groups, using the same system of five stunts per group.

It was found that most of the stunts were too difficult for the average boy, and the trend of the grouping was toward the lower end of the table. The addition of the last ten stunts, making seven groups, has resulted in a better distribution this year. It might be added at this point, that I was forced by the progress of certain gifted boys, to add an eighth group of unstudied stunts, borrowed entirely from McClow, and assumed to be more difficult than any of those presented in the table. The boys in the lower two groups are considered the slowest group and much in need of remedial work, so considerable attention and instruction is given this group to motivate tumbling stunts, correct errors, and overcome fears. By using this procedure the danger of personal injury is eliminated since a boy is doing only the stunts that he is capable of performing. Each boy is encouraged to reach

higher goals as the steps are shorter and the objectives are more easily reached and his desire to get into the upper groups is given impetus by seeing the other boys promoted.

This study presents several conclusions. First, the table of difficulty finds a place for each stunt in its natural position, and arranges all stunts into fifteen separate classifications as McClow has done. Second, the new teaching method provides every boy with a reasonable opportunity for success, and allows the gifted boy to proceed at his own speed, Third, there is a provision for an accurate account of each student's progress to be kept as well as an accurate account of classe es, ages, etc.. Fourth, remedial work may be given to the slow groups without sacrifice of time for the average and gifted groups. Last, this study opens a field of investigation for all phases of physical education: for exmaple, the same study could be made for each piece of apparatus, swimming, field events, track events, and with some degree of success, game skills.