or the total range of scores of the group tested, from the lowest to the highest can be divided into five equal parts, to secure the range of the five sections. The first method allows a sectioning on the basis of the average ability of the group; the second permits a natural skewing of the curve to fit the peculiar distribution of the group. The middle group, in large and normal classes, will always be the largest.

This test has been given to 1,500 pupils of both sexes and ages ranging from 11 to 38 years. Physical size did not appreciably affect the functioning of the test. That is, a child of twelve years had no more difficulty in executing the exercises than did the college freshman. The curves of distribution of ability of both extreme age groups have the same characteristics. However, the correlation between intelligence scores and the physical test scores is markedly different for the two groups. For thee on college students, a correlation of .49 was found, while for junior high pupils, it was only .13. We cannot account for this at the present time, except that it is likely a manifestation of maturation.

This test for sectioning must not be considered the last word in measurement of physical differences, but with intelligent use it is extremely valuable, especially in sectioning large classes in physical education. It is hoped that this presentation of the test will be useful to teachers, and that it will stimulate further research in the matter of differences in physical skill. As the test stands now, we can say of it that:

1. Within broad limits, it measures native physical skill.
2. With matured groups its results have a relatively high correlation (.49) with the results of intelligence tests.
3. It makes easy and valid the sectioning of classes into homogeneous groups.