

CORRESPONDENCE, ETC.

AMBIDEXTERITY.

I have been interested in reading the articles by Dr. Harris and others relative to ambidexterity, from the fact that I have had personal experience in the matter. I am naturally left-handed. My father, grandfather, and great-grandfather were left-handed, and a son three years old seems inclined the same way. I believe that every child who strongly favors his left hand should be carefully guarded and his attention called almost continually to the proper use of the right hand. If careful attention is not given to this matter, many children may become left-handed who otherwise might have the proper use of the right hand.

We generally agree that the right hand is the one naturally to be used. So we find many machines and implements, as sewing machines, scissors, etc., manufactured accordingly.

I was left-handed until about eighteen years of age. At that time I received my first teacher's certificate. After beginning my work I found that I was at a disadvantage when endeavoring to teach writing, especially in showing the position of the pen. How could I teach a child to make a letter with his right hand when I could not use my own? So I immediately began to learn the use of the right hand, and to-day I can use either in writing, and, in fact, for almost everything. I have never tried to use the hammer or throw with my right hand.

Although I find it convenient in many ways to be able to use either hand, yet in the main I agree with Dr. Harris. It was a laborious process for me to learn to write with my right hand, and I am sure it would be a difficult task for a child to learn to use freely both

hands. Yet I do believe that when a child is naturally left-handed he should be taught to use the right hand, or both, as a left-handed person is so many times working at a disadvantage.

I agree also with Mr. Bruce in his article in the *School Journal* of May 13th, that when necessity for use of the left or of both hands, arises, they may, by a careful training, be fitted for any work.

Nature seems to adapt circumstances, and when the necessity arises, we are in time able to adapt either hand to a required purpose. Since, however, required cases are few it would hardly seem advisable to place the extra burden upon every child of learning to use equally well both right and left hand.—*Geo. H. Stratton.*

TO THE EDITOR OF THE CANADA EDUCATIONAL MONTHLY:

DEAR SIR,—I hope it is not too much to ask you to insert in your paper the following Land Drill for the class teaching of swimming, as recommended by the London School Board. My fellow-teachers may wish to experiment with it as a fine physical drill or go-between lesson in school.

Yours sincerely,
ONE WHO THINKS WELL OF IT.

LEG DRILL.

"LEFT LEG."

"READY."—Legs closed as in position of "Attention."

"ONE."—Raise the left knee, left heel touching inside of right knee, toes pointing downwards, left knee kept pointing outwards to the left, in same direction as the toe in "Attention."

"Two."—Extend left leg by an outward and rounded movement