

CHIEF JUSTICE MOSS.

At the time of his elevation to the Bench, two years ago, we published a biographical memoir of the new Chief Justice of Ontario, to which our readers are referred.

HOW THE EYES OF THE YOUNG ARE DAMAGED.—1. Too early use by school children of books, slates and writing-paper, or copy-books, when blackboards and models would be better. Type and script letters and figures and their primary combinations, at least, should never be taught from books, but from large and perfectly-formed models, printed on cards and hung on the wall. When the eye and the memory are sufficiently trained to early recognize and name each letter and figure at sight, and when some knowledge has been gained of the power of letters and figures in combination, then the same forms of books will be at once familiar as old acquaintances, and may be studied without straining the sight. To train the hand without straining the sight presents a greater practical difficulty. In the large schools, of course, all the children cannot go to the blackboard; but a considerable practice in drawing large lines and simple objects on good-sized slates, in a sort of free-hand style, should precede the formation of letters and figures, and when these are begun they should be made of generous size. A correct position, meanwhile, should be an imperative requirement; and, until it becomes habitual and easy, good work should be held to be of secondary importance. Hard slate-pencils and greasy slates should not be permitted; both should be subject to systematic inspection.

2. Ignorance or laxity on the part of parents and primary teachers in permitting faulty positions of the head, body and book during reading, study and writing, and in not seeking early to secure the intelligent co-operation of the pupil by simple and appropriate physiological instruction.

3. A prolonged and steady looking at an object or at objects near the eye, though at proper distance, without rest or frequent change of the visual focus, as in long and absorbed novel-reading, intense study, or persistent diligence in needlework.

4. The practice of reading or otherwise using the sight at too short range. This results in



HON. THOMAS MOSS, CHIEF JUSTICE OF THE COURT OF APPEALS OF ONTARIO.

part from insufficient light; or from its faulty direction, so that the hand or body throws a shadow on the page; or so that the direct rays fall upon the eye, causing undue contraction of the pupil, while the page is in shadow. It results also from improperly graded desks, from small and poor type and inferior printing-ink, and from faulty color and quality of printing paper; also from pale writing-ink—pale when used—and from the substitution of the lead-pencil for the pen, especially in the evening.

5. A prone or forward position of the head too long maintained or frequently repeated, and becoming a habit. This results from reading or studying with the book in the lap and from the use of desks not graded to the height of the pupil. Dr. Howe reports pupils varying eighteen inches in height seated at the same grade of desks. The distance of the eye from the page should not be less than twelve nor more than eighteen inches. Having the desks set too far from the seats also induces this faulty position. The front of the desk should overlap the seat one or two inches.

Donders says: "In the hygiene of myopia the very first point is to guard against working in a stooping position." He favors high, sloping desks, and indicates "rectilinear drawing on a flat surface" as a class of work which is especially objectionable.

6. Since a vitiated atmosphere is a frequent feature of the school room, it may not be amiss to add here that the effect of bad air is indirectly to injure, if not to destroy, the sight.

7. Allowing a sun-glare on the page while reading; also transitions from cloud shadow to sunshine.

8. Reading and studying in railroad cars is known to be a fruitful source of injury.

9. But insufficient light, perhaps more than any other cause, produces disease of the eye and derangement of the vision. This is not confined to the schools. Sadly frequent as it is found to be there, it is believed to be yet oftener illustrated at home, both by daylight and in the evening, in preparation for the school and otherwise. Artificial illumination is faulty at best, but even in the most favored homes the elder group is apt to monopolize the shaded drop-light or student lamp, while the school boy with his text-books is found somewhere in the outer circle.



Shall we break the plight of youth,
And pledge us to an alien love?
No! we'll hold our faith and truth,
Trusting in the God above.
Stand, Canadians! firmly stand
Round the flag of Fatherland!

Britain bore us in her flank,
Britain nursed us at our birth,
Britain raised us to our rank
Mid the nations of the earth.
Stand, Canadians, &c.

In the hour of pain and dread,
In the gathering of the storm,
Britain raised above our head
Her broad shield and stalwart arm.
Stand, Canadians! &c.

O triune Kingdom of the brave,
O sea-girl Island of the free
O Empire of the land and wave,
Our hearts, our hands, are all with thee!
Stand, Canadians! proudly stand
Round the flag of Fatherland!

EMPIRE FIRST.

A song dedicated to all Canadians who are opposed to ANNEXATION and premature INDEPENDENCE.

Words by the Editor *Canadian Illustrated News*.

Arranged by MISS ANNIE McLEOD, Aylmer, Q.

Air suggested by "BRITANNICUS."