

G. Alley, Charlottetown, P. E. I.; — Bayfield, Charlottetown, P. E. I.; J. Bell, New Glasgow, N. S.; G. C. Corbett, St. John, N. B.; Jas. Chisholm, New Glasgow, N. S.; A. M. Covert, Grand Manan, N. B.; R. E. Delaney, Cape Breton; R. G. Duncan, Bathurst, N. B.; W. J. Egan, Sydney Mines, N. S.; B. Francis, Sydney Mines, N. S.; J. C. Houston, New Glasgow, N. S.; J. Hart, Cape Breton; C. H. Haydon, St. John, N. B.; J. F. Macaulay, St. John, N. B.; T. Morris, St. John, N. B.; C. S. Morton, St. John, N. B.; J. MacLeod, Kentville, N. S.; F. P. Patterson, Saint Martins, N. B.; W. O. Rose, Lakeville, P. E. I.; A. E. Loden, Petitcodiac, N. B.; A. M. Smith, Petitcodiac, N. B.; C. B. Trites, Petitcodiac, N. B.; J. C. Outhouse, St. Andrews, N. B.; L. J. O'Shaughnessy, Oldham, N. S.

FACULTY OF ARTS—*Undergraduates*.—Robt. J. Douglas, Earltown, N. S.; Donald M. McLeod, Springton, P. E. I.; Wm. S. Ferguson, Marshfield, P. E. I.; Alf. E. Gordon, Alberton, P. E. I.; John C. Robertson, Kings Co., N. B.; Major H. MacIntosh, Summerside, P. E. I.; Reginald H. Rogers, Alberton, P. E. I.; J. L. W. Gill, Charlottetown, P. E. I.; H. S. McLeod, Dunshaffnage, P. E. I.; T. R. Macmillan, Newhaven, P. E. I.

DONALDA DEPARTMENT—*Undergraduates*.—Susan E. Cameron, St. John, N. B.; Katharine H. Travis, Hampton, N. B.; Margaret L. Holden, St. John, N. B.; Muriel B. Carr, St. John, N. B.; Jeanette C. McPhail, Orwell, P. E. I.; Laura A. Young, Charlottetown, P. E. I. [Graduated in Arts, June, 1894: Agnes L. Warner, St. John, N. B.]

DEMONSTRATOR IN THE SCIENCE FACULTY.—G. S. Smith, B. Sc., Petitcodiac, N. B.

SCIENCE—*4th year*.—G. S. Dobson, Dorchester, N. B.; M. E. Griffin, Georgetown, P. E. I.; H. M. Scott, Charlottetown, P. E. I.; G. D. McDougall, Amherst, N. S.; J. Primrose, Pictou, N. S.; J. R. Scammell, St. John, N. B. *3rd year*.—H. A. Chase, Kentville, N. S.; H. E. Huestis, Halifax, N. S.; H. M. Archibald, Truro, N. S.; H. A. Bayfield, Charlottetown, P. E. I.; J. W. Gill, Little York, P. E. I.; G. G. Hare, St. John, N. B. *2nd year*.—W. T. Chamberlain, Halifax, N. S.; J. E. Macdonald, New Glasgow, N. S.; P. W. Macdonald, West Bay, N. S.; G. D. MacKinnon, Charlottetown, P. E. I.; G. R. Macleod, Uigg, P. E. I.; A. B. Newcombe, Lakeville, N. S.; C. D. Simpson, Westville, N. S.; Louis Yerston, Pictou, N. S.; B. C. Travis, Hampton, N. B. *1st year*.—R. P. Weldon, St. John, N. B.; N. C. Mitchell, Halifax, N. S.; J. Pinder, St. John, N. B.; E. G. Mathewson, Brackley Pt., P. E. I.; T. Irving, Vernon River Bridge, P. E. I.; W. M. Macphail, Orwell, P. E. I.; T. A. Maclean, Charlottetown, P. E. I.; G. A. McCarthy, Moncton, N. B.; Ralph Macdonald, Antigonish, N. S.; H. P. Archibald, Antigonish, N. S.; J. T. Hawker, St. John, N. B.

PRESBYTERIAN COLLEGE (affiliated with McGill University)—*2nd year, Theology*—J. S. Gordon, B. A., Alberton, P. E. I.; W. M. Townsend, B. A., Traveller's Rest, P. E. I. *1st year, Theology*—G. D. Ireland, Alberton, P. E. I.; H. T. Murray, Belleisle, N. B.

Seeds 2,000 years old have been known to sprout.

Teaching Primary Reading.

The first step in teaching children to read is to impress some valuable idea upon their minds. Here full play should be given to the use of objects, pictures, illustrations, and of observation.

The second step is to give and teach the names or objects or word-pictures. The idea will always be best impressed by the thing itself, if possible; or by some likeness or picture, or by some illustration; then the word or name-picture must be associated with the thing, until the one will instantly suggest the other; the same as the picture of a lion will suggest the lion himself.

This may be called the "Word-Method" following the "Ideal-Method."

The third step is to analyze each word learned, into its elementary sounds, and then re-combine or synthesize the sounds into the original word again.

This may be called "The Phonic Method," and it should be always used and followed up until the children can easily pronounce each new word at sight perfectly, or as soon as the meaning or idea is given. This exercise should be continued until each real sound, in the new name, can be enunciated and then re-combined or synthesized.

The fourth step is to be sure that the children have learned the common name of the letters at sight, which are used to represent each elementary sound, and to give the names of all the letters in their usual alphabetical order.

This may be called the "Alphabetic Method."

The fifth step is to make use of the new words learned, by constructing sentences—progressively, from simple to more complicated forms.

This may be called the "Sentence Method."

The sixth step is to teach the children to construct or make the words when learned, with the pencil or chalk, to the degree of perfection that may be desirable.

When these steps have been properly taken there will be very little difficulty, for ordinary children, to read any common or ordinary words; but when new words are introduced, they must be learned in the way above pointed out. The child thus taught will be a distinct, fluent reader.

All this can be accomplished easily in one half of a common school year in addition to a large amount of other necessary training.

But in order to perfect this "Eclectic Method" of teaching first lessons in reading, I have selected twelve words—monosyllabic, object words, which contain all the letters of the English alphabet, and represent twenty-four of our forty-one elementary sounds. No letter in these twelve words represents more than one