which is as prominent as any in the memory of witnesses, the part relating to his own most intelligent and meritorious services. "The statement of the different questions, the remarks on the forms of proceedings and points of order, and the orders and motions submitted, are all given," says Mr. C., "from my own memoranda and the records and files of the House." The speeches are prepared, with one exception, from reports in the principal newspapers of the day, collected together, and corrected from Mr. Cushing's own notes taken at the time. The work cannot fail to have a permanent value, as the record of a very able assertion and maintenance of the all-important principle, that without legal *primâ facie* evidence of membership, no man may be admitted to take a part in the organization of a legislative body, or is entitled to a place therein, until such time as his claim has been investigated and established according to the forms of parliamentary proceeding. It will be a convenient and useful manual for reference, as often as hereafter any question shall come up touching the difference between a *bonâ fide* representative body and a self-constituted club, assuming to act with its authority and name.

In a Preface, full of choice learning in parliamentary law, Mr. Cushing treats of the forms of returns and admissions to representative assemblies, and expounds the principles and precedents upon which he acted, in declining, while officiating as temporary moderator of the House, to assume prerogatives of its Speaker, as, for instance, the decision of questions of order. The Preface concludes with a course of remark especially worthy of attention in these times of impatient innovation.

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4. — *An Introduction to Geometry, and the Science of Form. Prepared from the most approved Prussian Text-Books.* Boston: James Munroe and Co. 1843. 12mo. pp. 159.

THE tendency of the youthful mind to observe and study forms is developed by this book. This tendency is the earliest to show itself, and is very active in children of quick intellect. If improved in good time, a child may be easily inducted into a familiarity with the scientific arrangement and nomenclature of forms and solid bodies, and will bring to the study of Geometry, in the higher schools, a complete elementary knowledge of the subjects treated. The usual course of study neglects this invaluable preparation. Geometry is taken up as a science not

only severe, but comprehensive, when the pupil is too young to appreciate its scope and importance; and he must commence his hard task by loading his memory with definitions. It is a high merit of this "Introduction," that it teaches these definitions in a familiar way, long before they are required as the preliminary steps to abstract study. It also supplies such a rudimentary knowledge of the principles of Geometry, and their application, as lessens, if it does not remove, the difficulties attending the first efforts in theoretical reasoning. We cannot doubt, that the neglect, or rather the want, of such means of initiating a pupil into the science, has turned aside capacities suited to this study.

It would be trifling with our readers, to enlarge here upon the importance of Geometry as a branch of education. Neither is there any occasion to dwell upon the great help supplied by the use of solid figures. The "Introduction" begins with the simplest mode of teaching with tangible objects, in which common ideas are combined and classified, rather than new ones given. The child arrives at a definition by merely learning to distinguish previously acquired notions. From this humble beginning, the path to such proficiency as is required of candidates for admission to Harvard University is gradual, easy, and without any *pons asinorum* to abridge the progress of the pupil. The first lesson is a reply to the question, "What do you remark in this cube?" — the solid model being shown to the learner. The latter part of the book is devoted to miscellaneous propositions in mensuration and proportions. The former subject is not beyond the powers of a child six years old; whilst the scientific engineer may bring the latter into his daily practice. Yet the ascent is so easy, that a child of ordinary ability is in no danger of being fatigued.

It will be inferred from what has been said, that this work is practical. Its propositions are of the nature of problems, which most readily win the attention and engage the curiosity of the beginner, who, whilst amusing himself with toys, or the drawing-pencil, is imbibing, in a pleasing and insensible way, the fundamental truths of that science which embraces the mechanism of the heavens. This merit of the work will be appreciated, when it is considered how difficult it is to impress upon the juvenile mind its first abstract ideas. Not only are the senses and the perceptive faculties first developed, but they have attained a high degree of skill and accuracy, before the intellect is prepared to deal with its own materials.

The object of the "Introduction," which it is eminently suited to attain, is, to "help children to arrange what nature teach-

es." * And thus, when the pupil in more advanced life is taught the science in its strictly logical form, his mind being stored with these useful definitions, distinctions, and relations, "he must not only hear with pleased wonder, but grasp the truth, reflect on it, and apply it." †

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5. — *Guide for Writing Latin; consisting of Rules and Examples for Practice.* By JOHN P. KREBS. From the German, by S. H. TAYLOR, Principal of Phillips Academy. Andover: Allen, Morrill, and Wardwell. 1843. 12mo. pp. 479.

WE look upon the publication of Mr. Taylor's "Guide for Writing Latin" as an important contribution to the means of obtaining a more thorough and complete classical education in this country. The aids for our young students in acquiring such a knowledge and command of the Latin language as to be able to write it with correctness and ease have, hitherto, been few and insufficient. Neither the books used nor the method of instruction have generally been calculated to accomplish the object. The young American scholar, moreover, is without that stimulus which operates strongly in Europe, — the circumstance, that Latin, though no longer the means of communication between diplomatists and politicians, is still the peculiar language of those who have received an academic education. It is there presumed, that every one who has enjoyed this advantage is able to communicate his thoughts in Latin, whether by word of mouth or in writing. Hence every one who intends to maintain a respectable place in the republic of letters endeavours to qualify himself in this respect. This state of things operates on even the elementary schools. The acquisition of a sufficient command of the language is considered as something not merely possible, but necessary.

With us it is otherwise. The occasions for using the Latin language, either orally or in writing, are few, and are known to be few; and the productions called forth by these occasions are generally labored and far from successful. Being thus deprived of the motive by which the young European is impelled to greater exertion in this field, it becomes incumbent upon us to supply the deficiency by redoubled zeal and attention, at school and in college, and by appropriating to our use such aids as other countries afford, or by creating them among ourselves.

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* *Theory of Teaching*, p. 87. † Ibid, p. 96.