

in the north, where I shall be able to get many tales and reliable information from both natives and white men as to the *Katipo*, and will let you know when I come back. I drove over to a man who is said to have lost his arm through a *Katipo*, but I found that he does not know one when he sees it, did not see the bite inflicted, was in a place where the *Katipo* does not live, and when the arm was removed the bone was diseased (honeycombed). That is one of those tales people hear, and which make it difficult to believe any thing. I feel certain the *Katipo* is a very dangerously poisonous spider, but I never but once saw a case with my own eyes. It was many years ago, and I was out with a war party of Maoris. One night we found ourselves in an unpleasant position, as far as they were concerned. On our rear there were a number of nice hollow places to sleep in; but as these were Maori ovens, in which men had been cooked for a cannibal feast, the natives not only would not sleep in them, but they would not let me: so we lay down on the bare shingle beach, with no tent, in a high wind, and before us at a short distance was an island that is (they say) inhabited by evil spirits; so, with spirits both before and behind, we lay awake, talking in subdued whispers.

"I had my head on a rush bush; but they would have me shift it on to a rock, because they said the *Katipo* lived in the rushes by the seaside. I was anxious for them to sleep, knowing that tomorrow we would want all our strength; but it was no use, for by and by a man screamed out that the *Katipo* had bitten him, and in a moment lights were brought, and, sure enough, the *Katipo* was there, within a foot of the wound, under his mat. The arm swelled, but not so much as to give alarm. What alarmed me more were his weakness and languor, and the lowness of his pulse and his heart-action. The poison certainly was a powerful narcotic, if symptoms go for any thing. I gave him all the brandy we had, and the natives pretty well burned his wound, and rubbed and rubbed at him till they got him into a perspiration; but he did not properly recover for several days, and, if one had only known, it would have been a mercy to have let him die (which I believe he would). So I thought when I saw him gasping his life away with blood and froth flowing from his mouth. Ugh! That is one of the several scenes I do not care to think about. By the by, I could not get the specimen. The Maoris burned it, as they said the *Katipo* is an 'evil spirit, and, if we did not burn it, the man would die.' I have many chiefs here, and I asked them only to-day, but no one ever heard of but one *Katipo*, — the black spider, with a vermilion spot on the abdomen."

BOOK-REVIEWS.

A Text-Book of Pathology, Systematic and Practical. By D. J. HAMILTON, M.B. Vol. I. London and New York, Macmillan. 8°. \$6.25.

FROM the pen of the professor of pathological anatomy of the University of Aberdeen we should expect a text-book of pathology which would be both systematic and practical, and we are not disappointed. The first volume only has been published; but the second is in process of preparation, and will be issued with the least possible delay. The contents of the volume before us are divided into three parts. Part I. treats of the technique, including the *sectio cadaveris*, or autopsy, the preparation of tissues for detailed examination, and the microscope. In this portion of the work, practical bacteriology also is discussed. Part II. deals with general pathological processes, including infiltrations and degenerations, inflammation, suppuration, healing and organization, ulceration, and dropsy. In Part III. we find considered diseases of the various organs and tissues, new formations and tumors, diseases of the blood, the heart, and the blood-vessels. In an appendix are thoroughly described the methods of making casts and models, which are most important adjuncts to every pathological museum. The author promises us that in the second volume he will discuss systematic bacteriology *in extenso*; and, as this subject has now become so important, we shall look for this volume with great interest. The methods described in the volume before us are, as a rule, the most advanced and the best. We think that the method of making Esmarch's tubes might have been given more attention

than has been given to it, on account of its advantages over Koch's plate method. Nothing is said of rolling these tubes on ice, which is now done in most of the American laboratories, perhaps for the reason that the method is not known in the British Isles. It will be found by those who try it superior to cold water. Taken as a whole, we have nothing but praise for Mr. Hamilton's book; and, if it receives the attention of the medical profession of this country as it deserves, it will soon become the leading text-book of pathology in our medical colleges.

Elementary Text-Book of Zoölogy. By Dr. C. CLAUS. Tr. and ed. by Adam Sedgwick, M.A., and F. G. Heathcote, M.A. 2 vols. 2d ed. London and New York, Macmillan. 8°. \$8.

MR. SEDGWICK, lecturer of Trinity College, Cambridge, and examiner in zoölogy in the University of London, undertook the translation of this work of Claus ("Lehrbuch der Zoologie") to supply a want, which had long been felt in England by both teachers and students, of a good elementary book on this subject. The reputation of Professor Claus's works on zoölogy in Germany, and indeed throughout the civilized world, naturally suggested this one to Professor Sedgwick as the one best adapted to supply the deficiency which existed, and in the two volumes before us we have the most complete elementary text-book on this subject in the English language. Others, to the extent to which they go in the treatment of special subjects, may be equally good; but none that we have seen can claim the same degree of excellence and completeness combined. The work is illustrated with 706 woodcuts; and as to its general excellence, we need but call attention to who its publishers are.

Pestalozzi: his Aim and Work. By BARON ROGER DE GUIMPS. Tr. by Margaret C. Crombie. Syracuse, C. W. Bardeen. 12°. \$1.50.

THIS is a convenient biography of Pestalozzi by one of his own disciples; and Miss Crombie has rendered a service to English and American educators by bringing it out in their own language. The arrangement of the work is not always the best, and some points are not made so clear as might be wished; but nevertheless it gives a very fair account of Pestalozzi's life, and of his educational theory and practice. He was born in 1746, and quite early showed that interest in the education and moral elevation of the masses which was the ruling motive of his life. He first undertook to be a clergyman, but, not succeeding in that profession, attempted that of law, from which he was excluded by the Swiss authorities, to whom his political views were obnoxious. He then engaged for some years in farming, having in the mean time taken a wife; but his want of business skill led to ultimate failure, so that he was reduced almost to beggary. After this he tried his hand at authorship, in which he had some successes and some failures; and it was not until he was over fifty years of age that he found his true vocation of teaching, which thereafter continued to be his occupation most of the time during the remaining thirty years of his life. Every one of his schools ultimately came to a disastrous end, owing in great part to his own want of business skill and managing tact. Nevertheless, he was able to put in practice his new method of teaching, which, in the opinion of his admirers, is the greatest improvement ever made in education.

What this method was, his biographer does his best to explain yet he confesses in the end that "the world has not yet got a clear answer to the oft-repeated question, 'What is Pestalozzi's method?'" It seems evident, however, that it consisted mainly in what are now called object-lessons combined with drawing, while learning from books was almost totally excluded. He had, we are told, an utter contempt for book-learning, and he seems to have thought that the whole educational practice of the world for two thousand years had been wrong, and that nothing but a revolution would set things right. The accounts given in this book, however, do not justify any such inference. Pestalozzi tried his method first on his own son, with the result that the boy was not educated at all, but grew up an ignoramus. At the age of eleven he could not read, and when, at fourteen, he was sent to school, he made a complete failure in his studies, as he afterwards did in business. It is clear that Pestalozzi's method was only adapted to the earliest