

A half-starved pig.

The following fact, though not unexampled, yet seems to me worth record. In the first week of September, 1883, on the farm of Mr. William Burr, in Medina county, O., the steam-thresher was at work; and, as usual, a large stack of straw was gradually accumulated. Two or three days afterwards Mr. Burr missed a fat sow weighing about three hundred pounds. After a long search and much inquiry, he came to the conclusion that she was lost in some unknown manner, and thought no more of her. About the 20th of March, 1884, in pulling down the remains of the straw-stack, the sow was found, thin as a deal board, but living. Her weight was a hundred and sixty pounds. She had been imprisoned for two hundred and five days, without water, and with only the straw for food. Treated with judgment, and fed slightly at first, she did well, and is now growing fat again.

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THE SCIENTIFIC METHOD IN HISTORICAL STUDY.

THE phrase 'science of history' suggests two very different things to different minds. To one kind of persons it means philosophical reflection and combination upon the course of human action in masses, in the purpose of finally discovering the laws by which such action has been governed, and then of applying these laws to prophesy about the future of the race. To these persons, Buckle is the ideal of a scientific historian. He alone, they fancy, has grasped the true principle of historic research, and truly shown the parallelism between the historical and the scientific methods. Just as the naturalist discovers his facts, and then combines them into laws, so the historian shall, it is said, proceed from single phenomena of human effort to the discovery of laws according to which all such human action has moved, and therefore must and will move. On the whole, perhaps, this is the view of historical science which prevails in the minds of most educated persons in America.

But there is another idea suggested by these words to those who have been accustomed to the thought and language of another school. These persons maintain that such effort is not historical work at all, but quite another science, dealing with the *results* of history. It is philosophy, with its general hypotheses and their more or less effectual support in discovered fact. All this should be called, not history, but the philosophy of history, just as there might be a philosophy of literature or of music, pursued successfully, perhaps with the best success, by men wholly untrained in either literature or music. Buckle and his kind, this school asserts, were not historians, but phi-

losophers; and it claims for itself the more modest title. This we may, for convenience, call the modern German school, though it has its followers now widely spread in other lands. Not that Germans of our century have not cared to concern themselves with the wider problems of man's social and political destiny (nowhere, perhaps, have these problems received more thought than just in Germany), but this has remained the province of philosophers; and the men who have raised Germany to the leadership in modern historical research have, on the whole, kept themselves free from all speculation of the sort. To this school, then, the 'science of history' means the pursuit of historical knowledge according to scientific *method*. It concerns itself wholly with extracting from existing material the truth of the record. But to do this, it demands previously the most rigid examination and criticism of the material. For this examination, a wide and deep training in language, and in a general knowledge of the accepted historical tradition, is necessary; so that, while this German school is content to restrict itself within seemingly narrow limits, the man who would conform to all its demands finds a life-work before him, broad and severe enough to call forth all his intellectual energy. Its motto is found in the modest word of the elder Droysen, that the object of historical study is '*forschend zu verstehen*' ('to comprehend while investigating').

The study of history in America is in its infancy. It has remained until now an object of almost complete neglect in the programmes of collegiate as well as of secondary study. This neglect must have had a cause: we have no desire to force an issue between the two schools of historical study; but the fact cannot be overlooked, that, as long as American education remained under the influence of the early English tradition, history, as an item in education, was practically left out of sight. Men had, or professed, an enormous respect for it. One can read orations and lectures by the score, upon the usefulness of history as an element in the life of the present; but when it came to putting this usefulness into play, as a part of a scheme of education, giving to history a fair opportunity by the side of Greek, Latin, and mathematics, history had to give way. Men showed their respect for it by letting it alone. On the other hand, no sooner did the wave of German influence begin, about a dozen years ago, to beat with a violence that could not be disregarded, upon our shores, than the fortunes of historical teaching were