

is turned that way ; old letters, with strange old stamps and broken seals of red ; old sermons, the cramped hand crowding close to the margin of the paper ; old charters of curling yellow parchment, with royal seals dangling at the end ; old maps, out of all proportion, and strangely scribbled over with uncouth names, but giving a vivid notion of the mysterious nature of the world in which their makers lived ; endless newspapers and books, in the great libraries ; endless autobiographies and diaries, of soldiers, written in camp and field ; of pioneers, written on the lonely adventurous frontier ; of statesmen, written after long days of hard debate ; of women, written in weary, anxious hours, while men were fighting, or plowing in the shadow of Indian-haunted woods—such are some of the sources in which the life of the past comes down into our life ; and in their study alone, can we enter the past to which they belong, and of which they alone remain.

Two chief advantages arise from the use of the source in history : first and foremost, the source brings us into the closest possible relation with the past. The men have passed away ; their deeds and spoken words have fled with time, but their records still remain ; things which they have made and written with their own hands, and which we may touch with ours ; things which their eyes and ours alike may look upon ; the fossils, the imprints, the casts of a bygone time which reveal to us its life, its paths, its points of view, its loves, its hates and dreams. The student gains a sense of reality from the source that nothing else can give, for through the source the men of the past give their message directly without any middleman to explain their meaning away or to make their words suit his own particular theory.

This is a use which sources have

for the student of history ; to the teacher they have this use also ; and added to that, a special pedagogical use, in that they force his pupils to look at history in its bare and rugged aspect ; and to re-create for themselves the living man from the broken torso, the narrow world of Indian life from the old arrow-head, the narrow and intense thoughts of the Puritans from the blunt intolerance of the cobbler of Aggawam. With the sources in hand, he is compelled to re-create for himself, to enter into new points of view, to see and understand other standards than his own and those of the men of his own time. So he learns to enquire, judge, sympathize ; and prejudice, which is only a kind of darkness, vanishes in light.

The study of local history has an especial advantage from this point of view ; for in local history alone can the teacher most nearly bring his pupil face to face with all the sources, and give him the best training that history has for him in accuracy, the nice weighing of evidence, the sympathetic interpretation of the past. In the second place, through local history, the citizen finds a close and intimate connection with the great whole. The hills and valleys of his childhood take on the glamour of romance that always comes from the touch of a bygone life. Here the Indians smoked about their council fires ; here passed a Spanish knight, armed *cap-a-pie* ; here a pioneer first broke the soil, and stood ready, gun in hand, to protect his home from all invaders, whether wild beasts or wild men ; here men sprang armed to conflict ; here they suffered and died for liberty, independence, or perchance for human freedom. Thoughts like these add beauty, pathos, and meaning to the poorest landscape, and give to common life the touch of poetry. The traveler in Europe realizes this, as he sees the pride and