

should be the result of the joint labors of the pupils and teachers of the whole locality, working together in a club. This museum should gather to itself the visible remains of the whole history; it should contain Indian relics, pictures of native Indians, photographs of historic sites and buildings; all the historic maps of the locality, photographs or other pictures of citizens who have been prominent at critical periods; old costumes and uniforms; old dishes, utensils, and tools; coins, stamps, and portraits—everything, in short, which serves as a material link between then and now. There, too, should be found the files of local newspapers, which should be made as complete as possible, and as soon as possible firmly bound. Letters, diaries, manuscripts, which have a local historic value, should be collected and bound, or preserved in legible and authentic copies, the originals being preserved for the occasional reference of scholars. All the literature that has gathered about the place should also be gotten together—any poems, novels, biographies, which celebrate the place or its citizens. The old people, the old soldiers, should write out or dictate their recollections, and these manuscripts be added.

There is still another class of sources we should save from oblivion, those of our foreign immigrants. In every town, in every place, there is a large body of European immigrants. Where did they come from? Have they any pictures of their old homes? Why did they select this for their new home? What differences do they find between the old and the new? Perhaps they were Irish driven out by famine, Germans driven out by the conscription, Italians by heavy taxes and an extreme of poverty of which we do not dream. In nine cases out of ten their stories will be found to have interest and meaning,

and should find a niche of their own in the museum and library of local history.

But should we, in local history, deal with all the dull periods; make it a point to know the history thoroughly year by year, or deal with the salient points, the vital connections? Are we to mention such details as smuggling a dozen china handkerchiefs, or a bushel of salt, or the complaint of a citizen that his street is not kept in good order, or that there was a squabble in the courtroom on such a day, or that a refractory mustang on a certain California journey tried to throw an imperial commissioner as he was crossing a stream, or that the said commissioner was seasick on his return, or that John Mulligan, a native of Tullybannan, Ireland, came to live in Syracuse?

As teachers, we may deal with salient points, with points of vital growth and large connection. But in order to gain these points, to make these connections, somebody must search through large masses of material that may seem of very little use, and may yield little of significance. But there lies the way; if we are to know that at a certain time, in a certain place, men lived without law and order until their misery and confusion drove them to some effective government, you can only reach this conclusion, if you are working with the sources, by reading in detail about this bushel of salt smuggled in, that fatal quarrel that ended with a shot, the disappearance of this herd of horses, rifling and murder on this or that lonely ranch. Or if you would know that the population of a certain place came mostly from Ireland or from Spain, how can you know it except from just such details as you may learn from the tombstone or the marriage record, in short from such details as that John Mulligan, native of Ireland,