

kind should be reduced to a minimum. It is desirable, it is needed, but it should be no more than necessary. In high school museums one thing particularly should be the aim; to secure a complete local series. May the day come when every high school and academy shall be, as it easily may be, the place where the local fauna, flora and geology are most fully represented. What, and how much, should the college museum contain? Here the object of scientific study, particularly where subjects are offered as electives, is the material of science itself. While here a local series is desirable, and almost sure to be gathered, there must be a systematic series, one in which there should be few breaks; if possible, none. Such a series need not be large; there should be in zoology specimens illustrating both morphology and structure of all the more important groups of animals; in botany, an herbarium illustrating the chief points in the coarse structure of plants and the characters of most importance in classification; in physiology, little more than a mounted and an unmounted skeleton with the usual series of anatomical models (fresh material for study from lower animals is better than any quantity of poor permanent preparations in jars); in geology, a few hundred typical specimens of minerals, rocks and fossils, carefully selected to illustrate structure and history; besides these, a good lot of microscopic preparations illustrating histology, both animal and vegetable, and rock structure is desirable. All this material should be arranged in the most systematic way, and there is little of it that is not suitable for display in cases.

“Although we thus draw close limits for the college museum, we do nothing of the sort for that of the university. Here there should be a wealth of material. To the university, with its advanced students and specialists, should go the great special collections in every field. A single pair of birds of a given species is sufficient in the museum of a college, but in the university museums may be dozens, nay, scores or hundreds of specimens; there a single good specimen of some fossil form may be enough, but here should be material for comparison and for tracing variations due to changed environment or passage of time. The museum of the university is primarily for study; no doubt, however, some display of specimens is necessary, and even a great display may be pardoned. The object of science study varies with each grade of school. What the object is must determine the character of the museum. The proposition is simple and fundamental, but it is very often overlooked. I believe firmly in the educational influence of