

(b) They may keep in convenient form illustrative material for formal instruction in branches of academic work. ✓

(c) They may promote the interests of research. ✓

25. A museum has three functions:

1. Collection and preservation of material.
2. Arrangement and display of selected portions of that material for educational purposes. Type specimens sufficient.
3. The making available for research and special investigation other portions of collections. Necessity of a number of specimens for statistics and comparative purposes.

26. There is no antagonism between the interests of the scientific investigator and the ordinary student, as advances in the training of the latter depend upon the progress of the former. Hence in the administration of museums, the needs of the specialist must not be neglected.

27. A museum must grow and may be rearranged, as time goes on, in accordance with the educational needs of the university.

28. The museum at McGill must be made living, organic, and attractive, instead of dead, inert, and uninteresting. It should not be merely "a stuffed circus" or "a cemetery of bric-a-brac" or a collection of curious things.

29. Mere accumulation of material is, in itself, undesirable. Fine, valuable, rare, or typical specimens should be sought; and it should be realised that much of the material at present at McGill is merely the raw material out of which a new museum can be made.

30. Without hurting the vanity or disparaging the sentiment of well-meaning donors, the University

(a) should strictly examine all material offered as a gift and refuse to accept what is worthless or poor in quality.

(b) should discourage the giving of collections with awkward conditions attached.

31. The museum depends for effective results upon an observance of the recognized principles of visual instruction. Proper