

3. The Group (a) Museums are not used for the purposes indicated as fully as they should be, because they are (1) difficult of access (Ethnology and Library Museums), (2) archaic (Peter Redpath), or (3) inconvenient and over-crowded (McCord).

4. The lack of appreciation of the value of museum service in the University is illustrated by the absence from the old-established Museums of any pamphlets or guides for the information or instruction of members of the University or the public.

5. The *co-ordinating* authority in respect of the Group (a) Museums is weak and inadequate; the *controlling* authority does not appear to function.

6. The remarkable development of museum technique in recent years in all civilized countries and the realization of the importance of museums in the educational scheme, as providing an avenue to knowledge which cannot be secured by any other means*, throw into high relief the backwardness of McGill University public Museums and render it imperative that steps should be taken to provide a remedy.

7. The absence of an *adequate* public museum service in the City of Montreal places on McGill University, by reason of its historic and important position in the cultural life of the city and district and its possession of so much museum material, the duty of doing its utmost to provide such a service.

8. It is today more than ever important that McGill University should use every effort to confirm and extend its links with the life of the City and the Province, to demonstrate the value and importance of the cultural services which it can render to the community, to show that knowledge is an avenue to better, fuller, and happier living, to improve facilities for the self-education of the adult as well as the education of the young—today more important than before, because the shortening of the hours of labour of the great majority of people and the existence of unemployment have given leisure to thousands unaccustomed to it and incapable without guidance of using its opportunities to good advantage. It is relevant to point out that there is an overwhelming need for benefactions to maintain the efficiency of, and to secure the development of, the University; and that nothing is better calculated to encourage such benefactions than the extension of the work of the University in a sphere which, as all men can see, benefits the community without its walls as much as that within.

*Our educational systems were first based on classwork and book-work; then, when learning by **listening** was shown to be inadequate, craftwork was introduced—learning by **doing**. The third phase is just opening out; we are being taught how to observe, to analyse our impressions; we are learning by **seeing**. In this last phase Museums are essential.