

REPORT OF
EXECUTIVE MUSEUM COMMITTEE

May 4, 1932

Feb. 27 1933

May 5th, 1932.

E. L. Judah, Esq.,
Medical Museum.

My dear Mr. Judah,

When you have written up the Minutes
of the General Museums Committee held yesterday in
my office, will you kindly bring them in? I wish
to have a chat with you.

Ever yours faithfully,

Principal.

UNIVERSITY MUSEUM COMMITTEE

Monday, February 27th, 1933.

A meeting of the University Museum Committee was held in the Principal's office on Monday, February 27th, at 4 P.M.

The following were present:

Sir Arthur Currie, (in the chair)
Dr. C.F. Martin
Dr. T.H. Clark
Prof. T.W.L. MacDermot
Dr. G.R. Lomer
Dr. W.H. Brittain
Prof. Ramsay Traquair
Mr. F.Cleveland Morgan
Dr. Horst Oertel
Prof. F.E. Lloyd
Dr. J.J. O'Neill
Mr. E.L. Judah, Secretary.

After the reading of the minutes, Dr. H.B. Fantham was elected a member of the Committee, and attended the meeting.

BUSINESS ARISING OUT OF THE MINUTES

Dr. Oertel asked to have 'Group A.' Museums defined in the minutes of the University Museum Committee in accordance with the Fox Survey, page 24, section VI.

Dr. C.F. Martin discussed the question of a reasonable amount of work from other McGill Medical Museums apart from the departments of pathology, bacteriology, and anatomy being executed in the Pathological Museum Workshop. Dr. Oertel maintained that large orders for work absorbed too much time and expense on the

part of his staff and shop, but promised all assistance for individual specimens free of charge.

The services of Mr. E.T. Adney as Honorary Consultant in Ethnology be discontinued. Moved by Dr. C.F. Martin, seconded by Dr. T.H. Clark.

CARRIED

I REPORT OF THE EXECUTIVE MUSEUM COMMITTEE

Sir Arthur Currie presented the Report of the Committee appended to these minutes covering

Section A. The reorganization of the McCord Museum

Section B. The recommendations of the Executive Museum Committee.

II REPORT ON THE ACTIVITIES OF 'GROUP A.' MUSEUMS

Section A. Peter Redpath Museum

Section B. Duplicate Material

Section C. Ethnological Museum

After discussion of the various sections in which the Principal expressed the thanks to Dr. Todd for his promise of a donation of \$50. (fifty dollars) to the Ethnological Museum, the Report was adopted by the Committee as a whole.

III NEW BUSINESS

SUMMER COURSE IN MUSEUM TECHNIQUE

General Course

E.L. Judah was granted permission to give a bi-lingual course in General Museum Technique.

Medical Museum Technique

Owing to lack of space in the Pathological Institute Museum Workshop, it was decided that the course in Medical Museum Technique should not be given by E.L. Judah during the coming summer.

There being no further business, the meeting adjourned.

Chairman

Secretary

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Chairman

Secretary

A G E N D A

GENERAL MUSEUM COMMITTEE MEETING

February 27th, 1933.

- I. REPORT OF THE EXECUTIVE MUSEUM COMMITTEE
 - Sec. A. Reorganisation of the McCord Museum.
 - B. Recommendations of the Executive Committee.

- II. REPORT ON THE ACTIVITIES OF GROUP A. MUSEUMS.
 - Sec. A. Redpath Museum
 - B. Ethnological Museum.

- III. NEW BUSINESS

REPORT OF THE EXECUTIVE MUSEUM COMMITTEE.

February 27th, 1933.

The Executive Museum Committee appointed by the General Museum Committee was entrusted with the administration of 'Group A.' Museums as recommended in the Fox Survey. The Committee was instructed to define the relationship of the McCord Museum to the General Museum Committee.

This Committee having held seven meetings since May 4th, 1932, beg to submit the following report:

G.R. Lomer, Ph.D.,

T.H. Clark, Ph.D.,

T.W.L. MacDermot, M.A.,

E.L. Judah, Secretary.

SECTION A.

RE-ORGANISATION OF THE McCORD MUSEUM.

In accordance with the recommendations of the Fox Survey it is proposed that the administration of the McCord Museum be now adjusted to the two general principles laid down in that Report, namely:

1. A greater degree of centralization, and,
2. A more specific definition of the functions of those responsible for the Museum.

Through the recent transfer of the McCord Estate to the University, the financial direction of the Museum is now wholly in the hands of McGill, and it is on the financial circumstances of the Museum that most of its executive administration depends. It is desirable for this reason and for purposes of uniformity of administration, therefore, that suitable executive machinery within the University be set up. At the same time it is also most desirable that those who have long served the Museum on what is at present its General Committee, should be kept in close touch with the Collection and the work done by the Museum for the general public, and that, as long as they are willing, the University should benefit from their advice and expert knowledge.

To these ends, then, it is proposed that the present Executive Committee of the General Museums Committee be made responsible (under the General Museum Committee) for the maintenance of the premises and its contents, the framing and pursuit of a policy of collection, and, the day to day routine business with which the administration has to deal.

This Committee could handle most of the work without the necessity of frequent formal meetings, but would, of course, keep closely in touch with the Bursar of all financial matters and would make the fullest use of expert advice wherever it was required to decide on purchases or similar Museum matters.

The present General Committee could remain as an Advisory Body and hold its regular monthly meetings, at which it would

discuss the matters put before it by the Executive Committee through the Secretary. Also, any suggestions or recommendations which the General Committee cared to make would be duly reported to the Executive Committee for consideration.

DUTIES OF THE ASSISTANT CURATOR
and MUSEUM ASSISTANT

A full definition of the duties of these two persons should be worked out by the responsible Executive Committee and adapted to suit the circumstances. But, generally speaking, the Assistant Curator should be responsible, as now,

- (a) for the maintenance of the Museum's contents,
- (b) for the general management of the office,
- (c) for the supervision of the files, and,
- (d) reference of all administrative points to the Executive Committee.

It should be made clear that the Assistant Curator should deal directly and only with the body responsible for the Museum, and act on its instructions. A monthly report should be submitted to the Executive Committee embodying a review of the previous month's activities and any general suggestions regarding policy which seems suitable.

The present Museum Assistant, (Miss Craig) is a trained student of history and her training should, as far as possible, be applied to the historical collection. In addition to assisting the Assistant Curator with office work, writing letters, etc., her duties should be primarily,

- (a) to look after the collection, transcription and arrangement of material for historical study,
- (b) to make recommendations touching the completion of the various groups of historical papers and objects, and,
- (c) to assist as far as possible in implementing the collecting policy of the Museum.

SECTION B.

RECOMMENDATIONS OF THE EXECUTIVE COMMITTEE

That the name 'General Museum Committee' be changed to read, 'University Museum Committee'.

II. REPORT ON THE ACTIVITIES OF GROUP A. MUSEUMS.

SECTION A.

REDPATH MUSEUM.

The chief activities of the Curator and Staff of the Redpath Museum (exclusive of routine care of cases and specimens) from May 1932 to February 1933.

1. Accession book of specimens, other than fossils. The last entry was dated Dec. 1926. Numerous loose memoranda, letters, etc., have been used in bringing it up to date.
2. All cabinets on the ground floor and basement (containing more than 200 drawers) have been overhauled, their contents culled, cleaned and the drawers labelled. All of the drawers in the anteroom upstairs (150) have been similarly treated. Also the drawers containing reserve paleontological material on the east side of the main hall (105) have been overhauled.

3. A catalogue of all cabinets, with contents of each drawer has been begun.
4. Mimeographed guides for visitors have been placed at the registration desk.
5. 60 feet of shelving has been put up behind the lecture room for the storage of specimens used in lectures.
6. A rearrangement of the birds on the top floor has necessitated a curtailment of space allotted the Carpenter Collection.
The entire upper floor is badly crowded yet.
7. The whole mineral collection has recently been cleaned. Owing to the efficient dust proof cases this should not be necessary for ten years more.
8. Blocking out the lower windows of the Main Hall is in progress.
This will materially improve the visibility of the specimens inside glass cases.
9. Explanatory labels to accompany individual specimens are being made constantly.
10. Five upright cases of fossils in the Main Hall have been overhauled. Two-thirds to three-quarters of the specimens have been removed for various reasons (duplicates, undesirable specimens, etc.). Labels, to go in wooden frames, are now being written for these renovated cabinets.
11. The collection of fish in the gallery has been completely overhauled. New labels are being printed for every specimen.
12. Collection of Dinosaur bones received through exchange from the Geological Survey of Canada has been prepared and mounted by Mr. Chambers and is now on exhibition.

DUPLICATE MATERIAL

Duplicate material consisting of shells, coral, fossils, etc., now in storage in the basement, which can never be used for Museum or teaching purposes, is to be presented to the Municipal Museum at Perth, Ontario.

SECTION BETHNOLOGICAL MUSEUM.Cataloguing.

Mr. E.M. Cox had undertaken the cataloguing of the Peterson Gem collection. The first fifteen pages are submitted for your inspection.

Dr. J.L. Todd is now listing and cataloguing his South African Material. He has offered to defray the expense of photography, sketches, etc., to the extent of \$50.00(fifty dollars)

GENERAL MUSEUM COMMITTEE

Wednesday, May 4, 1932.

A meeting of the General Museum Committee was held in the Principal's office on May 4, at 3 P.M.

The following were present:

Sir Arthur Currie, Chairman
Dr. C.F. Martin
Dr. T.H. Clark
Prof. T.W.L. MacDermot
Dr. G.R. Lomer
Dr. Arthur Willey
Dr. W.H. Brittain
Prof. Ramsay Traquair
Mr. F. Cleveland Morgan
Mr. E.L. Judah, Secretary.

*Oertel.
Justice,
Highhall
Fauschauer*

Dr. Horst Oertel was made a member of the Committee.

After the reading of the minutes, Dr. G.R. Lomer presented the report and recommendations of the Executive Museum Committee, appended to these minutes.

Sections "A" and "B".

Were approved

Moved by Dr. Martin, seconded by Dr. Lomer.

Section "C"

ORGANIZATION OF "GROUP A." MUSEUMS

1. (a) Moved by Prof. MacDermot, seconded by Dr. Lomer, that a small executive or administrative committee be appointed.

Dr. G.R. Lomer
Dr. T.H. Clark
Prof. T.W.L. MacDermot
Mr. E.L. Judah, Secretary.

CARRIED

(b) Moved by Mr. Cleveland Morgan, seconded by Dr. Oertel.

"The title of 'Curator of Museums' be abolished and that Mr. E.L. Judah be appointed 'Secretary and Technical Adviser' to the General Museum Committee".

CARRIED

(c) The Secretary and Technical Adviser to the General Museum Committee shall be directly responsible to the said Committee".

CARRIED

(d) "All Museum appointments to 'Group A' shall be approved by the General Museum Committee.

CARRIED

2. (a) Moved by Dr. Oertel, seconded by Mr. Morgan.

"Pending the establishment of a general museum workshop, the Pathological Institute Museum shop will be available to serve such technical requests by various curators of Museums on requisition to its director through their Technical Adviser, which may be carried out in its quarter, and with its equipment as far as compatible with the demands and teaching necessities of the departments of pathology, bacteriology, and anatomy.

CARRIED

SECTION "C".

4. "The relationship of the McCord Museum to the General Museum Committee be defined. Referred to the Executive Museum Committee.

SECTION "D".

ROUTINE FOR REQUISITIONING AND PURCHASE
OF MATERIAL AND SUPPLIES.

1. "All annual appropriations for Museum material and supplies shall be approved by the Executive Museum Committee.

CARRIED.

"All requisitions shall be countersigned by the Technical Adviser on requisition by:

Prof. T.W.L. MacDermot, for the McCord Museum
Dr. G.R. Lomer, for the Library Museum
Dr. T.H. Clark, for the Redpath Museum
Mr. E.L. Judah, for the Ethnological Museum.

SECTION "E".

APPROVED APPOINTMENTS.

1.(a) Medical Museum

Dr. Maude E. Abbott
to be Curator of the Medical Historical Museum.

(b) Pathological Institute

Dr. W.H. Chase
to be Curator.

2. "That the following specialists be appointed to aid the Technical Adviser in the discharge of his duties".

(a) Numismatic Collection

Honorary Consultant
Mr. L.A. Renaud

(b) Ethnological Museum

Honorary Consultant
Mr. E.T. Adney.

(c) Ornithological Collection

Honorary Consultant
Mr. H. Mousley.

The following were appointed to be in charge of various "Group A." Museums.

Dr. G.R. Lomer, Library Museum, (Librarian)
Dr. T.H. Clark, Peter Redpath Museum (Curator)
Prof. T.W.L. MacDermot, McCord Museum (Secretary)
Mr. E.L. Judah, Ethnological Museum (Curator)

There being no further business, the meeting adjourned.

Chairman

Secretary

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Dr. Arthur Willey
Dr. W.H. Brittain
Prof. Ramsay Traquair
Mr. F. Cleveland Morgan
Mr. E.L. Judah, Secretary

Dr. Horst Oertel was made a member of the Committee.

After the reading of the minutes, Dr. G.R. Lomer presented the report and recommendations of the Executive Museum Committee, appended to these minutes.

Sections "A" and "B".

Were approved

Moved by Dr. Martin, seconded by Dr. Lomer

Viz - Those which are suitable for the admission of the general public, and to which indeed the public now have access.

The McCord Museum,
The Ethnological Museum,
The Library Museum,
The Peter Redpath Museum.

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Mr. E.L. Judah, Secretary

Dr. Horst Oertel was made a member of the Committee.

After the reading of the minutes, Dr. G.R. Lomer presented the report and recommendations of the Executive Museum Committee, appended to these minutes.

Sections "A" and "B".

Were approved

Moved by Dr. Martin, seconded by Dr. Lomer

DEFINITION OF GROUP A. MUSEUMS.
(as defined in the Fox Survey of
Section "C". McGill University Museums, p.24).

ORGANIZATION OF "GROUP A." MUSEUMS.

1. (a) Moved by prof. MacDermot, seconded by Dr. Lomer,

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Dr. G.R. Lomer,
Dr. T.H. Clark,
Prof. T.W.L. MacDermot,
Mr. E.L. Judah, Secretary.

CARRIED

(b) Moved by Mr. Cleveland Morgan, seconded by
Dr. Oertel.

"The title of 'Curator of Museums' be abolished
and that Mr. E.L. Judah be appointed 'Secretary
and Technical Adviser' to the General Museum
Committee".

CARRIED

*Rec that
calendar
carries
this
notice*

(c) "The Secretary and Technical Adviser to the
General Museum Committee shall be directly res-
ponsible to the said Committee".

CARRIED

ok

(d) "All Museum appointments to 'Group A' shall be
approved by the General Museum Committee.

CARRIED

*Insert
Section II
(a)*

2. (a) Moved by Dr. Oertel, seconded by Mr. Morgan.

"Pending the establishment of a general museum
workshop, the Pathological Institute Museum shop
will be available to serve such technical requests
by various curators of Museums on requisition to
its director through their Technical Adviser, which

may be carried out in its quarter, and with its equipment as far as compatible with the demands and teaching necessities of the departments of pathology, bacteriology, and anatomy."

CARRIED

Section "C".

4. "The relationship of the McCord Museum to the General Museum Committee be defined. Referred to the Executive Museum Committee."

Section "D".

ROUTINE FOR REQUISITIONING AND PURCHASE
OF MATERIAL AND SUPPLIES.

1. "All annual appropriations for Museum material and supplies shall be approved by the Executive Museum Committee."

CARRIED

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Honorary Consultant
Mr. L.A. Renaud.
 - (b) Ethnological Museum
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Mr. E.T. Adney.
 - (c) Ornithological Collection
Honorary Consultant,
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The following were appointed to be in charge of various
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Dr. T.H. Clark, Peter Redpath Museum (Curator)
Prof. T.W.L. MacDermot, McCord Museum (Secretary)
Mr. E.L. Judah, Ethnological Museum (Curator)

There being no further business, the meeting adjourned.

Chairman

Secretary.

REPORT OF EXECUTIVE MUSEUM COMMITTEE

May 4, 1932

The Executive Museum Committee was appointed by the Principal at a meeting of the Museum Committee on January 28, 1932 for the following purposes:

1. To publish the Fox Survey.
2. To carry out the minor recommendations of Dr. Fox that would not entail additional expenses to McGill University.
3. To define the responsibilities of the Curator of Museums and his relation to other curators, and Museum work in the University in general.

The Committee has held eight meetings and begs to submit the following report.

G.R. Lomer, Ph.D., Chairman.
T.H. Clark, Ph.D.
T.W.L. MacDermot, M.A.
E.L. Judah, (Curator of Museums) Secretary.

SECTION A.

PRINTING AND DISTRIBUTION OF "A SURVEY OF MCGILL UNIVERSITY MUSEUMS" BY DR. CYRIL FOX.

This survey was printed and illustrated and provided with a preface by the Principal in February, and approximately 4,000 copies were distributed to:

The Governors and Members of Corporation,
The Staff,
Members of the Graduate Society,
Presidents and Principals of the larger
Universities in the United States,
The sustaining members of the American
Association of Museums.

There remain approximately 1,500 copies for further distribution, some of which are now being mailed to graduates who have resigned from the Graduates' Society within the last few years, institutions on the Library exchange list, and special lists from Mr. A.P.S. Glassco and Colonel Bovey.

SECTION B.

REPORT OF PROGRESS IN THE DISTRIBUTION OF MUSEUM MATERIAL

In accordance with the instructions of the Museum Committee to carry out "work which might be undertaken immediately", as indicated in the Survey of McGill Museums, VI : 43, p. 36, the Executive Museum Committee begs to report as follows:

1. A collection of historical prints, plans, and maps, more suitable for use in the McCord Museum, has been transferred from the Redpath Library
2. The following procedure has been carried out with regard to the books in the McCord Museum:
 - (a) About 300 books have been classified and catalogued and placed in the Library stacks, 75 of which are starred and kept in Room 9, and catalogue cards have been made and filed.
 - (b) In the case of all these books McCord labels have been pasted in and cards and shelf list slips have been stamped "McCord Collection."
 - (c) About 300 books have been returned to the McCord Museum after being catalogued.
 - (d) One box of duplicates has been returned to the McCord Museum and there are still a few in the 6th floor of the stack.

3. There are still ten boxes of material to be catalogued and also a large collection of pamphlets.
4. The Library has received from the McCord Museum the following:

12 Notebooks and correspondence, which belonged to H.G. Vennor (1841-84), geologist, ornithologist, and meteorologist. From the J.B. Learmont Collection. (Blacker)
5. Further transfers between the McCord Museum and the Library are in preparation.
6. In the Redpath Museum the elimination of duplicate specimens has proceeded as rapidly as can be accomplished by the Curator.

SECTION C.

RECOMMENDATIONS ON THE ORGANIZATION OF "GROUP A." MUSEUMS

1. To further the work and co-ordinate the administration of "Group A" Museums (see Fox Survey, Sec. VI : 1. p.24) the Executive Museum Committee beg to recommend that:
 - (a) From the General Museum Committee, a small advisory or executive committee be appointed to co-operate with the Assistant Director in carrying out the Museum policy of the University.
 - (b) The present office of "Curator of Museums" be abolished and that Mr. E.L. Judah be appointed "Assistant Director of Museums" and be placed in charge of "Group A" Museums until such time as a Director is appointed.
 - (c) The Assistant Director of Museums be responsible to the General Museum Committee of which he shall be the Secretary.
 - (d) All Museum appointments in "Group A" Museums be approved by the General Museum Committee.
2. (a) Owing to the vast amount of Museum material that has been presented to the University requiring technical and other care, the Museum Committee Recommend that part of the present Museum Laboratory be used for the immediate temporary needs of University Museums until other quarters are available, under conditions similar to those that now exist in the Bindery, and Photography Departments, which are now used by the University as a whole, much to the advantage of all concerned.

- (b) Failing this, in order to meet the present needs and to provide for the proper maintenance of "Group A" Museums, the University would have to provide a new Museum Laboratory similar to the one now in the Pathological Institute.
3. The Ethnological Museum receive an appropriation of \$100. for supplies during the session 1932-33.
 4. That the relationship of the McCord Museum Committee to the General Museum Committee be defined.

SECTION D.

ROUTINE FOR REQUISITIONS AND PURCHASE OF MUSEUM MATERIAL AND SUPPLIES.

1. All annual appropriations for Museum material and supplies shall be approved by the Executive Museum Committee.
2. All requisitions shall be countersigned by the Assistant Director, on requisition by:

Prof. T.W.L. MacDermot, for the McCord Museum
Dr. G.R. Lomer, for the Library Museum
Dr. T.H. Clark, for the Redpath Museum
Mr. E.L. Judah, for the Ethnological Museum.
3. All material shall be purchased through the Assistant Director.
4. When material ordered is received by the various "Group A" Museums, the yellow copy of purchase order issued by the Purchasing Department should be signed and returned to the Assistant Director who will approve all invoices.
5. All monthly statements shall be sent by the Comptroller to the Assistant Director in duplicate to be forwarded by him to "Class A" Museums.

SECTION E.

RECOMMENDED APPOINTMENTS

1. The Executive Committee recommend that the following members of the permanent teaching staff of the University should be appointed:

(a) Medical Museum

Dr. Maude E. Abbott,
to be Curator of Medical Historical Museum.

(b) Pathological Museum, (Pathological Institute).

Dr. W.H. Chase,
to be Curator.

2. The Executive Museum Committee also recommend that the following specialists be appointed to aid the Assistant Director in the discharge of his duties:

(a) Numismatic Collection

Honorary Consultant,
Mr. L.A. Renaud,
Vice President of the American
Numismatic Society, Curator of the
Montreal Numismatic Society Collec-
tion, Assistant Curator at the
Chateau de Ramezay.

(b) Ethnological Museum

Honorary Consultant,
Mr. E.T. Adney,
Author, Artist, and recognized
authority on the Birch Bark Canoe
and Canadian Ethnology.

(c) Ornithological Collection

Honorary Consultant,
Mr. H. Mousley,
Officer of the Montreal Society for
the Protection of Birds, Assistant
in the Emma Shearer Wood Library of
Ornithology in the University Library.

25/3/5/32

A G E N D A

GENERAL MUSEUM COMMITTEE MEETING

May 4, 1932.

I REPORT OF EXECUTIVE MUSEUM COMMITTEE

- Sec. A. Printing and Distribution of the Survey.
- B. Report of Progress in Distribution of Museum Material.
- C. Recommendations on Organization of "Group A." Museums.
- D. Routine for Requisitions and Purchase.
- E. Recommended Appointments.

II REPORT ON THE SUMMER COURSE IN MUSEUM TECHNIQUE

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G. R. Lomer, Ph.D., Chairman.
T. H. Clark, Ph.D.
T. W. L. MacDermot, M.A.
E. L. Judah, (Curator of Museums) Secretary.

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The Governors and Members of Corporation,
The Staff,
Members of the Graduate Society,
Presidents and Principals of the larger
Universities in the United States,
The sustaining members of the American
Association of Museums.

There remain approximately 1,500 copies for further distribution, some of which are now being mailed to graduates who have resigned from the Graduates' Society within the last few years, institutions on the Library exchange list, and special lists from Mr. A.P.S. Glassco and Colonel Bovey.

SECTION B.

REPORT OF PROGRESS IN THE DISTRIBUTION OF MUSEUM MATERIAL

In accordance with the instructions of the Museum Committee to carry out "work which might be undertaken immediately", as indicated in the Survey of McGill Museums, VI : 43, p.36, the Executive Museum Committee begs to report as follows:

1. A collection of historical prints, plans, and maps, more suitable for use in the McCord Museum, has been transferred from the Redpath Library.
2. The following procedure has been carried out with regard to the books in the McCord Museum:
 - (a) About 300 books have been classified and catalogued and placed in the Library stacks, 75 of which are starred and kept in Room 9, and catalogue cards have been made and filed.
 - (b) In the case of all these books McCord labels have been pasted in and cards and shelf list slips have been stamped "McCord Collection."
 - (c) About 300 books have been returned to the McCord Museum after being catalogued.
 - (d) One box of duplicates has been returned to the McCord Museum and there are still a few in the 6th floor of the stack.

3. There are still ten boxes of material to be catalogued and also a large collection of pamphlets.
4. The Library has received from the McCord Museum the following:

12 Notebooks and correspondence, which belonged to H. G. Vennor (1841-84), geologist, ornithologist, and meteorologist. From the J. B. Learmont Collection. (Blacker)
5. Further transfers between the McCord Museum and the Library are in preparation.
6. In the Redpath Museum the elimination of duplicate specimens has proceeded as rapidly as can be accomplished by the Curator.

SECTION C.

RECOMMENDATIONS ON THE ORGANIZATION OF "GROUP A." MUSEUMS

1. To further the work and co-ordinate the administration of "Group A" Museums (see Fox Survey, Sec. VI : 1. p.24) the Executive Museum Committee beg to recommend that:
 - (a) From the General Museum Committee, a small advisory or executive committee be appointed to co-operate with the Assistant Director in carrying out the Museum policy of the University.
 - (b) The present office of "Curator of Museums" be abolished and that Mr. E. L. Judah be appointed "Assistant Director of Museums" and be placed in charge of "Group A" Museums until such time as a Director is appointed.
 - (c) The Assistant Director of Museums be responsible to the General Museum Committee of which he shall be the Secretary.
 - (d) All Museum appointments in "Group A" Museums be approved by the General Museum Committee.
2. (a) Owing to the vast amount of Museum material that has been presented to the University requiring technical and other care, the Museum Committee Recommend that part of the present Museum Laboratory be used for the immediate temporary needs of University Museums until other quarters are available, under conditions similar to those that now exist in the Bindery and Photography Departments, which are now used by the University as a whole, much to the advantage of all concerned.

- (b) Failing this, in order to meet the present needs and to provide for the proper maintenance of "Group A" Museums, the University would have to provide a new Museum Laboratory similar to the one now in the Pathological Institute.
3. The Ethnological Museum receive an appropriation of \$100. for supplies during the session 1932-33.
 4. That the relationship of the McCord Museum Committee to the General Museum Committee be defined.

SECTION D.

ROUTINE FOR REQUISITIONS AND PURCHASE OF MUSEUM MATERIAL AND SUPPLIES

1. All annual appropriations for Museum material and supplies shall be approved by the Executive Museum Committee.
2. All requisitions shall be countersigned by the Assistant Director, on requisition by:

Prof. T.W.L. MacDermot, for the McCord Museum
Dr. G. R. Lomer, for the Library Museum
Dr. T. H. Clark, for the Redpath Museum
Mr. E. L. Judah, for the Ethnological Museum.
3. All material shall be purchased through the Assistant Director.
4. When material ordered is received by the various "Group A" Museums, the yellow copy of purchase order issued by the Purchasing Department should be signed and returned to the Assistant Director who will approve all invoices.
5. All monthly statements shall be sent by the Comptroller to the Assistant Director in duplicate to be forwarded by him to "Class A" Museums.

SECTION E.

RECOMMENDED APPOINTMENTS

1. The Executive Committee recommend that the following members of the permanent teaching staff of the University should be appointed:

(a) Medical Museum

Dr. Maude E. Abbott,
to be Curator of Medical Historical Museum.

(b) Pathological Museum, (Pathological Institute).

Dr. W. H. Chase,
to be Curator.

2. The Executive Museum Committee also recommend that the following specialists be appointed to aid the Assistant Director in the ^{dis}charge of his duties:

(a) Numismatic Collection

Honorary Consultant,
Mr. L. A. Renaud,
Vice President of the American Numismatic Society, Curator of the Montreal Numismatic Society Collection, Assistant Curator at the Chateau de Ramezay.

(b) Ethnological Museum

Honorary Consultant,
Mr. E. T. Adney,
Author, Artist, and recognized authority on the Birch Bark Canoe and Canadian Ethnology.

(c) Ornithological Collection

Honorary Consultant,
Mr. H. Mousley,
Officer of the Montreal Society for the Protection of Birds, Assistant in the Emma Shearer Wood Library of Ornithology in the University Library.

25/3/5/32

The Listener

WHAT MUSEUMS MIGHT BE

Many people are convinced that our museums are not yet playing the important part that they might in our national cultural life. Yet 'Brighter Museums', in closer touch with current developments in art, literature, social life and education, are possible if we heed the advice given by such experts as Sir Henry Miers and Mr. S. F. Markham, who have in recent years visited every museum in the British Isles and Canada, and a great number in the United States, the Continent of Europe, Africa and India

Introductory Note

By SIR HENRY MIERS, President, Museums Association

THE name 'Museum' is a forbidding one to many people on account of old associations. 'Give a dog a bad name and hang him'. In some towns it might have been said, not so long ago, 'Call a building a museum and burn it'. Those to whom the name merely revives a recollection of miscellaneous objects crowded in dusty glass cases do not know what a remarkable transformation has taken place in all the better museums in this country. Instead of mixed collections, exhibited with no definite purpose in buildings which are only storehouses, they are now (with some bad exceptions) becoming as real and vital an instrument of education as the public library. They send out collections to the schools; children visit them from the schools; they are bright and attractive; their exhibits are well displayed and are explained by interesting and instructive labels. It is a pity that some other word has not been invented to describe this new type of institution.

An admirable pamphlet has just been issued by the Board of Education (No. 87) entitled *Museums and the Schools*. This is really the first time that the Board has made an official pronouncement about the educational value of museums from the school point of view. Hitherto the connection between school and museum has been very much a matter of personal arrangement between curator and school-teacher.

Far too little is known of the wide-spread nature of this revolution and of the new and promising educational service which is growing up not only in England but in many countries. In America (which has led the way in this new development) there are a great number of museums mainly devoted to educational work. The famous 'German Museum' at Munich is the most conspicuous example of the new ideal.

The Museums Association of Great Britain, with the help of the Carnegie Corporation of New York, is now conducting a survey of all the museums and galleries of the British Empire, and it is already quite clear that even though in many places the

obsolete idea of the public museum still survives, the new spirit is beginning to manifest itself, and will, it may be hoped, shortly dominate the whole position. No publication, however, has yet appeared which presents a world survey of the new activities; the following article by Mr. Markham is perhaps the first attempt to convey some general idea of the situation in the various countries of the world. The interpretation to which this leads in terms of their intellectual development is, for the first time, brought out in an original fashion by Mr. Markham.

The museums and art galleries in Great Britain contain a vast amount of most valuable material; we have to see that really good use is made of it. For this purpose, all the modern facilities for bringing knowledge within the reach of the public should be utilised; in the forefront of these stand the resources of the British Broadcasting Corporation.

If our public collections have been employed too little for educational purposes in the past, let us make known as widely as possible what they can do now for those who are willing to use them. It is here that the aid of the British Broadcasting Corporation may be invoked. If the people interested in a given subject can learn through the B.B.C. what the museums in their neighbourhood possess that can help them, talks and lectures can be provided; and if the curators can, through the same medium, ascertain what lectures or classes are being held, special exhibits can, no doubt, be arranged. Better still, if a series of educational talks can be instituted by the Corporation over the whole country and sufficient notice given of them beforehand, the curators will be able, in every town where there is a museum or art gallery, to direct students to the appropriate exhibits and to arrange special displays to illustrate these talks. Some such scheme would be an immense educational force throughout the country, and would enable teachers and curators to co-operate in a manner which has never before been possible.

Treasure Houses of the Nation

By S. F. MARKHAM, Secretary, Museums Association

DON'T bother to pay war debts to America, just hand over to us gradually the contents of your superb art galleries and museums! That was the suggestion of a very bold American, who pointed out that if Germany could pay neither France nor Great Britain reparations and War debts, and if in consequence Great Britain could not pay America the £50,000,000 a year interest and principal which is due, then Great Britain should make an equivalent yearly sacrifice from the treasures of art and jewels in our galleries and museums. It was affirmed that the contents of two or three departments of the British Museum alone would be worth £50,000,000. Just one exhibit, or rather a series of exhibits, the Elgin Marbles, has been valued at £2,000,000 or £3,000,000, and there is no doubt that they would fetch this

sum if sold at a good period. They are, in fact, the finest remains of Greek sculpture anywhere in the world, and originally formed part of the Parthenon, or temple of the virgin goddess Athena, at Athens.

The treasures of the British Museum might satisfy this particular American for two or three years; other great national treasure houses, such as the National Gallery, the National Portrait Gallery, the Victoria and Albert Museum, etc., might keep him happy for another dozen years or so. Six pictures in the National Gallery alone are worth nearly £2,500,000; two that were bought by us only two years ago—the Cornaro Titian and the Wilton Diptych—would fetch over £200,000 in the open market. And then the rich galleries of Cardiff, Edinburgh, Glasgow, Liverpool, Manchester, Leeds, Birmingham, etc., would probably tide us over until 1960, and the

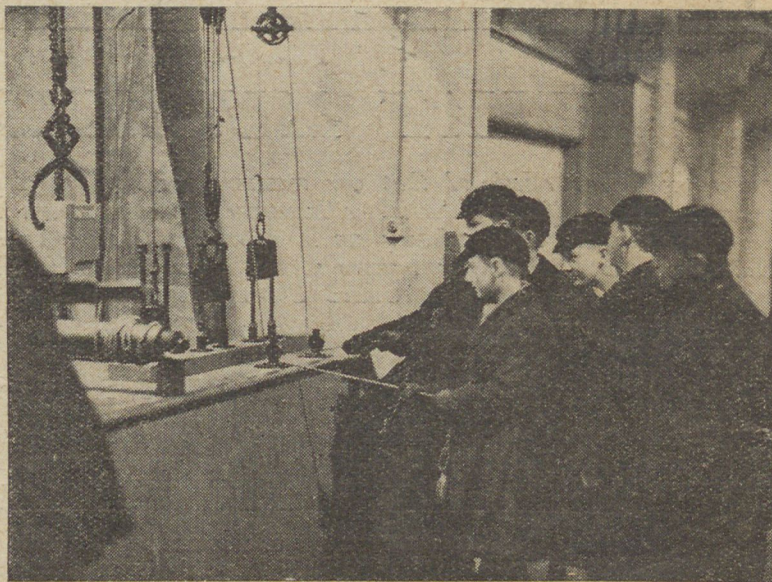
lesser collections in 400 other centres might see the whole of our American debt finally extinguished.

Well over a century ago, old Blucher remarked of London, 'What a city to loot!' It is rather tempting to imagine what he would think not only of London to-day, but of the treasures of many of our provincial cities. But I fancy the average Englishman—and even the average Scotsman too—would rather see another 6d. added to our income-tax than that our priceless national treasures should be dispersed to the four corners of the globe. Even if the contents of our incomparable museums and art galleries are worth millions and millions of pounds, their real value lies not in pounds, shillings and pence, but in the way they make life more beautiful and richer for each and every one of us who cares to visit them.

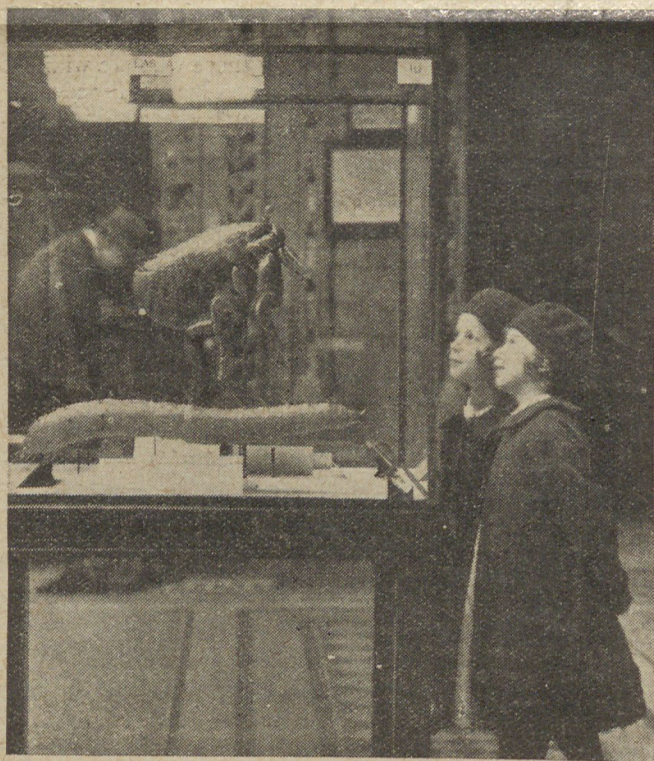
Take just one small museum, Keats House at Hampstead; go there, and get the real thrill of intimacy with genius that it gives; think then how your whole appreciation of Keats' work is intensified by actual contact with the things that he handled and loved. Remember also how in turn you pass on, or have endeavoured to pass on, the knowledge and the inspiration that such a visit gives.

Or go to the Natural History Museum at South Kensington, go upstairs to the first floor, and see there a single case, not four feet square, in which are exhibited dull and uninteresting rocks. One is instructed to press a handle lighting a quartz lamp, which brings out in a marvellous way some of the hitherto unknown glories of minerals. Grey rock, instead of being dull and uninteresting, becomes vivid and colourful—fluorspar glows bluish-violet, zinc-blende burns a fierce gold, calc-spar becomes suffused with a delicate rose-red. And then the handle slips back—grey predominates; but always one will remember that drab minerals are full of colour and can be made to glow with exquisite tints if only a sympathetic touch is given to the handle that the

the Children's Gallery where hordes of children every day see displayed before them the evolution of lighting, the evolution of transport, and machinery of all kinds. Watch them turn the handles, and hear them argue. The value of that gallery alone, the smallest of dozens, is incalculable in terms of education or culture.



Schoolboys testing the old fashioned weight-lifting machines in the new Children's Gallery of the Science Museum at South Kensington



Children examining the anatomy of a flea at the National History Museum, South Kensington

stones may reveal their inner glowing selves ablaze with fluorescence. What an opportunity for a moralist!

Or take a trip to the United Services Museum and see there day by day the crowds of children, eager-eyed and alert, drinking in the heroic stories of the Motherland, and incidentally realising that luck does not win battles, but science and courage.

Or, again, visit the Science Museum, and devote an afternoon to one small gallery that was opened a month ago—

Improving Museum Service

To assess museums in these terms, the contribution which they make to the uplifting of the present generation, is the only right one; and I venture to say that of all the educational forces in this country there is none potentially greater than museums. Schools and libraries have their uses, but schools and books both can only *tell* the child about the queer things and the real things of the world; in a museum, that is to say the right sort of museum, he can see for himself, teach himself, and such knowledge is the finest knowledge he can get. I forget who it was who said that 'we remember 30 per cent. only of what we read, but 70 per cent. of what we see'; but he was right. You can read about a sunset until you need spectacles, but to see one for a minute is to be entranced with the beauties of a fleeting panorama that cannot adequately be described in the bondage of words. Similarly one could read for days about the Battle of Waterloo, but to see the battlefield or a large scale model such as there is at the United Services Museum is to learn more in twenty minutes than a book can give you in a day. It is the same with natural history. Imagine anyone trying to learn what the sheen of minerals is like from a written account; or take engineering—just try telling a young friend what a carburettor does and see if she or he understands. Each and every subject in turn, excepting only perhaps mathematics and languages, can best be taught by sight and touch.

Now it is an unfortunate fact that this glorious educational ideal has not been quite so strongly visualised by all museums and art galleries as one would have hoped. Sir Henry Miers, in his Report to the Carnegie United Kingdom Trustees on British Public Museums in 1928, quotes a case of a curator, one of our few septuagenarian curators, who was conducting a class of twenty boys around his museum. 'As they were led past poorly labelled, overcrowded birds in dim wall cases he called out in succession "thrush"—"starling"—"ptarmigan"—"bird of paradise". The superintendent in the rear instructed the boys to "write it down, write it down, and keep away from the cases". After fifteen minutes of this treatment they were hurried off by him with the remark, "And now, boys, for the tertiary fossils".'

These boys were given scarcely a moment to see, still less the opportunity to handle. But supposing they could have seen and touched, supposing that this could have been preceded or followed by cinema demonstrations of ptarmigans nesting, flying, feeding—what a different impression on the boy!



The Great Adventure—a first visit to the British Museum

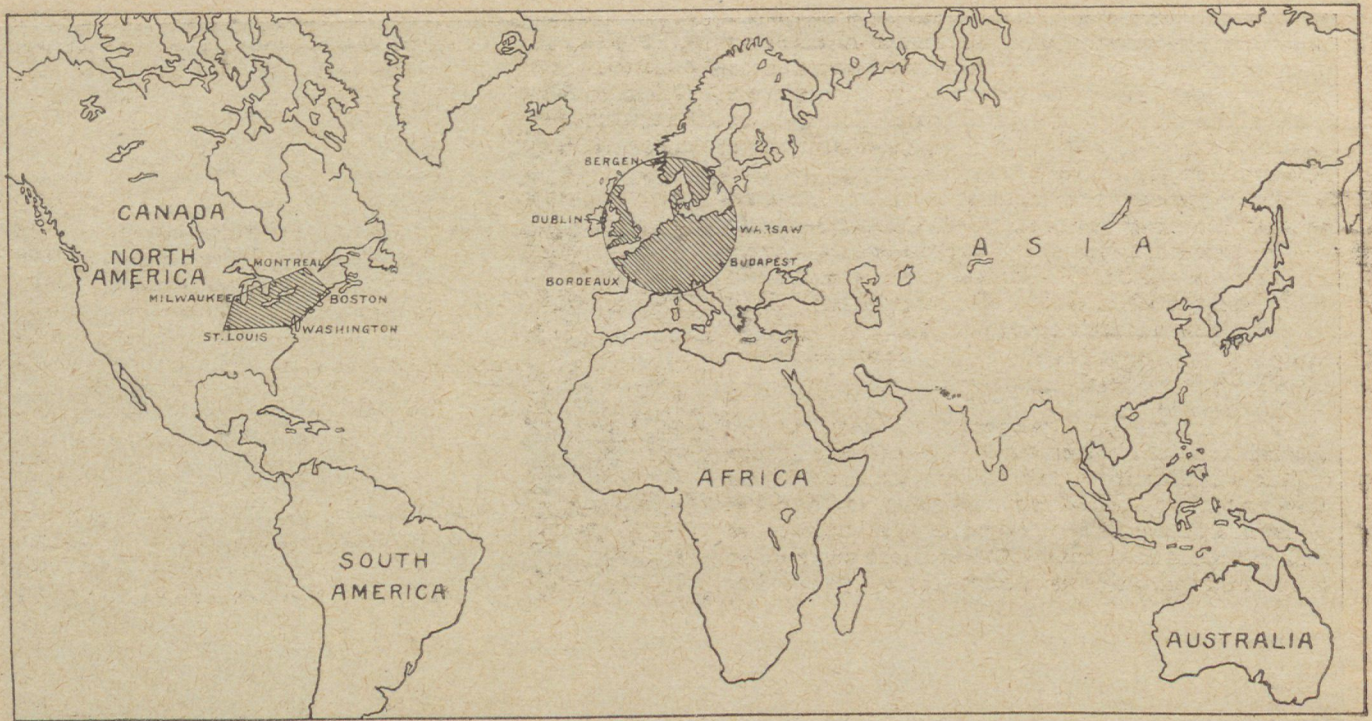
Small wonder that Sir Henry Miers, in his masterly report, strongly advocated drastic changes in certain parts of our museum service. He urged, for instance, that every museum should adopt, instead of a policy of indiscriminate acquisition, a definite restricted policy based on the maximum service that it can render to its own district. Again, he urged that every local museum should have a full-time, well-qualified curator, and that much more attention should be paid to the educational side of museum work. Other recommendations went to the heart of certain technical difficulties: and others dealt with difficult problems of co-operation.

It is pleasing to know that many of his recommendations have, through the magnificent co-operation of the Museums Association, the Carnegie United Kingdom Trustees, and the museum authorities themselves, now been put into operation, and it is perhaps a pardonable boast to say that our

museum service is now the best in the world, except in three specific directions.

The United States still leads the way with regard to children's museums, and also in regard to 'trailside' museums established in their great national parks to serve at once as picnic and tourist centres and great educational factors in the teaching of natural history. Sweden and Germany together lead the way in folk-lore museums; every town in Germany and Sweden, in fact, has its historical collections housed in an appropriate historic building. In these three directions we have to hand the palm to foreigners.

Every country in the world now has a museum service of some kind—even Iceland and Java have excellent collections, and it has now become possible, through the researches of the Museums Association, to produce a comparative table showing the distribution of museums in all lands. It is, of course,



Where Museums Cluster Thickest

About three-quarters of the World's Museums are concentrated in the shaded areas shown in this map. Within the European circle, of 600 miles radius from Bremen, are nearly one-half of the World's Museums

impossible for this table to be absolutely accurate, since national ideas of museums vary, and I, for one, find great difficulty in drawing the line between museums and certain Italian churches with their magnificent art collections, or Japanese temples and shrines, or even some of our English period houses such as Shakespeare's birthplace; but I think I can say that no pains have been spared to make the following table as accurate as possible.

values than any other. The figures for Great Britain would be much higher but for the fact that no fewer than two hundred

A WORLD COMPARISON OF MUSEUMS

Country	Population*	No. of museums	Main authority†	Approximate average population per museum
Sweden ..	6,150,000	180	Maec.	34,000
Germany ..	63,000,000	1,700	D.J.B., Maec.	37,000
Switzerland ..	4,100,000	96	"	42,600
Austria ..	6,600,000	140	"	47,000
Norway ..	2,810,000	58	Maec.	49,000
Holland ..	8,000,000	127	I.I.	64,000
France ..	41,800,000	650	"	64,000
New Zealand ..	1,461,000	21	M.A.	70,000
Great Britain & N. Ireland ..	44,500,000	583	"	76,000
Belgium ..	8,000,000	104	"	77,000
Denmark ..	3,560,000	46	Maec.	77,000
Canada ..	10,354,000	123	M.A.	84,000
Finland ..	3,640,000	46	Maec.	90,000
Czechoslovakia ..	14,730,000	163	D.J.B., Maec.	90,000
United States ..	137,000,000	1,370	A.A.M.	100,000
Italy ..	43,000,000	420	M.A.	102,000
Spain ..	21,000,000	200	"	105,000
Australia ..	6,000,000	50	"	120,000
Hungary ..	8,700,000	73	Maec.	121,000
Baltic States ..	5,116,000	32	"	160,000
South Africa ..	8,000,000	50	M.A.	160,000
Poland ..	31,000,000	155	I.I.	200,000
Irish Free State ..	3,000,000	14	M.A.	220,000
Balkans ..	46,500,000	177	Maec.	262,000
Japan ..	84,000,000	168	J.Y.B., M.A.	500,000
Russia in Europe ..	108,000,000	170	Maec.	641,000
South America ..	79,000,000	100	A.A.M.	790,000
Egypt ..	14,000,000	16	M.A.	850,000
Russia in Asia ..	29,750,000	30	Maec.	990,000
India ..	353,000,000	90	M.A.	3,900,000
China ..	449,000,000	100	"	4,490,000

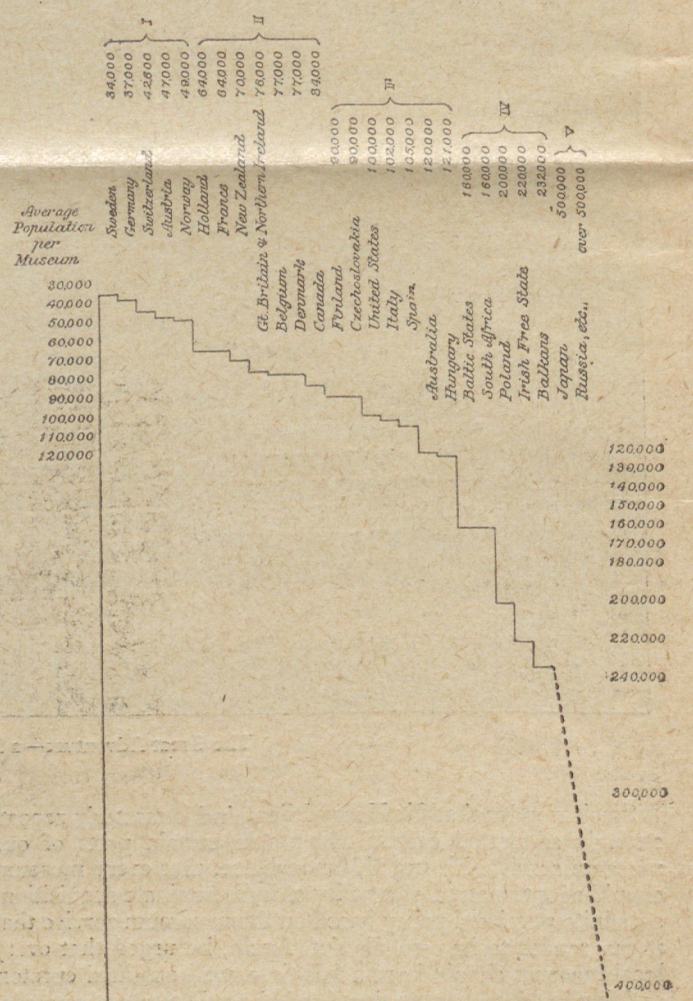


Diagram classifying the principal countries of the World according to their provision of museums

It is a shock to Americans and to Englishmen to find that Sweden, Germany, Switzerland, Austria and Norway lead the way with a museum for every 40,000 inhabitants; the Teutonic peoples, in fact, have a keener sense of museum

towns of over 20,000 population have no museum service, a state of affairs that certainly is not to be found in Sweden or Germany. The most remarkable instances of a lack of adequate

*These figures are from Whitaker's Almanac, 1932, except France and Canada, for which later figures are available. †M.A.—Museums Association; A.A.M.—American Association of Museums; I.I.—Institute of Intellectual Co-operation; D.J.B.—*Jahrbuch des Deutschen Museums*; J.Y.B.—*Year Book of Japanese Art*; Maec.—Maecenas; *Minerva* and *Europa* have also been utilised



Blind children studying at the American Museum of Natural History, New York City

very surprising facts. The first is, that of the 8,000 museums in the world more than half are concentrated in an area barely 1,200 miles across. If a circle be drawn with a radius of 600 miles, having Osnabrück or Hanover, in Germany, as its centre, it will be found to include all the important museums of Ireland (excepting only Cork), Scotland, England, Wales, Norway, Sweden, Denmark, Germany, West Poland (including Warsaw), West Czechoslovakia, West Hungary, Austria, North Italy, Switzerland, Belgium, Holland, and all France except the Pyrenean area. In all, well over 4,000 museums are concentrated in this tiny area of the world's surface. Of the remaining 3,900, nearly a quarter are to be found concentrated in another small area of the globe—the Great Lakes-Atlantic Seaboard area of North America. If a five-sided figure be drawn to include St. Louis, Milwaukee, Montreal, Boston and Delaware State, it will be found to include nearly two-thirds of the museums of Canada and half the museums of the United States—in all, nearly a thousand museums are contained in an area 1,200 miles long and barely 500 miles wide. These two areas are, singularly enough,

local museum service are to be found at the following towns, all of which have a population of over 60,000:

Croydon	233,000
Willesden	184,000
East Ham	142,000
Rhondda	141,000
Walthamstow	132,000
Ilford	131,000
Leyton	128,000
Ealing	117,000
Hendon	115,000
Wallasey	97,000
Hornsey	95,000
Dagenham	89,000
Smethwick	84,000
Edmonton	77,000
Heston and Isleworth	75,000
Stockton-on-Tees	67,000
Enfield	67,000
Tynemouth	64,000
Chesterfield	64,000

These towns just prevent us from equalling Sweden or Germany in museum facilities, and deprive us of our place in the first group of museum countries.

The second group of countries, those which have a museum for roughly every 60,000 or 70,000 people, is mainly Anglo-Saxon, including New Zealand, Great Britain, and Canada; but the group also contains Holland, France, Denmark and Belgium.

The third group, where museums will be found for every 100,000 population, includes Finland, Czechoslovakia, and the United States well up in the list, whilst Italy, Spain, Australia and Hungary bring up the rear. Ireland and South Africa, however, are well down in the fourth group—those which have a museum to every 200,000 population—where they keep company with the Balkans and West Central European countries. The last group, those countries which have few museums, includes Russia, South and Central America, Japan, India, China and Egypt. All these last-named, however, have remarkable art and archaeological collections, but they are centred in the large cities, and the use of museums does not appear to be appreciated by the smaller cities and towns.

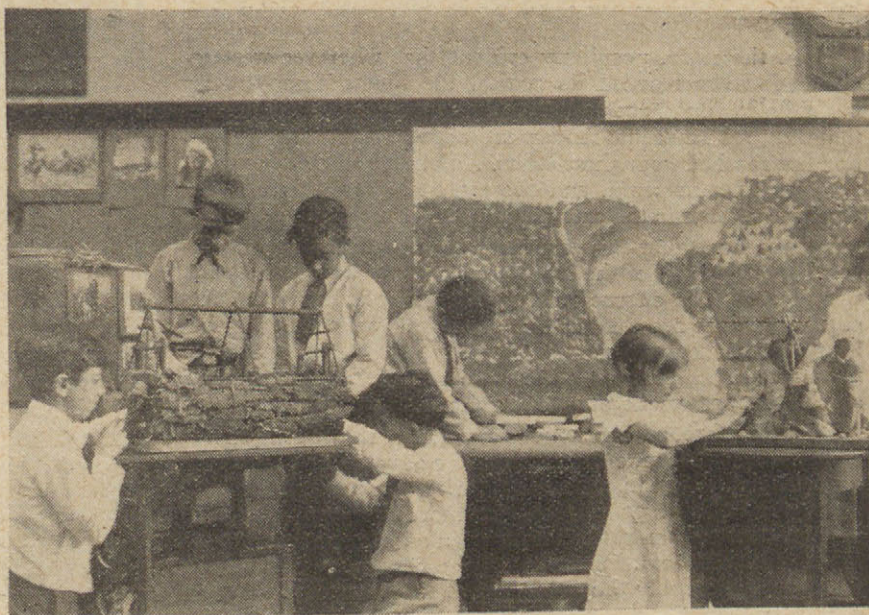
Landmarks of Progress

Another look at the above table, and a still deeper enquiry into the actual situation of museums, brings out two more

the two most progressive areas of the world's surface.

As a general rule, it will be found that wherever the purely Teutonic or Anglo-Saxon races are concentrated in the greatest numbers, there the museum movement will be found to be most flourishing, and it is rather extraordinary that this works out with a kind of mathematical accuracy. In other words, the odds are that wherever 40,000 Teutons or 70,000 Anglo-Saxons are gathered together, whether in a single township or spread over a province, they will have a museum, and if there be more than this number, museums will increase in almost exact proportion.

The United States, with her population of 137,000,000, has 1,370 public museums, but if her non-Nordic stock be deducted, it will be found that there is a museum for every 70,000 of Nordic stock.* Canada, with a population of over 10,000,000, has 123 museums; again take away her negroes, Asiatics, etc., and you have a museum per 70,000 population. France, of course, is the brilliant exception to any such computation, but, generally speaking, in areas where Latins or



Children studying Red Indian life by handling exhibits at Rochester Museum, New York

Eastern Europeans predominate, the proportion is much less.

By contrast with these areas in which the white races are dominant, those in which the white races have exercised a very considerable cultural influence would appear to be the next

*In 1930, there were 11,000,000 negroes and 240,000 Asiatics in the U.S.A. The foreign-born population of Celtic, Levantine and West European stock numbered nearly 7,000,000. It seems impossible to secure accurate information as to those American-born citizens who are purely descended from these stocks, but it is estimated at over 15,000,000. Mexicans and South American stocks account for another million

best field for museum development; thus, for instance, South Africa, India, British West Indies and Algeria, all have excellent museums, but here the population quota increases to approximately 160,000 in the case of South Africa and to 4,000,000 in the case of India. The Mongolian countries all have excellent museums, but here again the proportion is high,

for instance, at the moment, the severest economy is being practised in connection with museums and art galleries, an economy so severe that in certain notorious cases retrograde steps are being taken that may permanently imperil very valuable collections. In Germany, too, there is the severest economy.

The most remarkable fact of all is that Sweden and Germany have achieved their museum eminence not because of their wealth—or lack of it—but because of the real determination of every town and large village to have a museum of its own—a Heimat museum or a Rural Museum—an ideal that is certainly possible here in Great Britain, for nowhere in the world are there such interesting old houses, or such quaint survivals to be preserved.

Real Educational Centres

Sometimes in my more optimistic moments, I wish that everyone in Great Britain would join the Museums Association, whose headquarters are at 39B Alfred Place, S.W. 7. This is the only organisation in the British Empire that endeavours to improve the museum service throughout the whole length and breadth of those far flung territories. It has already assisted in bringing the greater number of our home museums up to that degree of perfection which is at once the envy and goal of many other countries, and its great task now is still to expand their usefulness until they all become first-class educational museums. I would like to see every one of them steal ideas from Huddersfield, Haslemere, Leicester and a dozen other places, especially that provocative museum at Buffalo, New York State, which is the real Bolshevick of the movement. I would like to see our institutions even better equipped, with still finer buildings. I would like to see them still more freely open to children, who should be allowed to run the less



An informative Museum Case, showing the stages of rubber production. At Rochester Museum, New York State

the ratio in Japan, probably the most advanced of all the Mongolian countries, being one museum per half-million people, and in China and Siam the proportionate ratio is still higher.

It is, therefore, peculiarly evident that wherever western civilisation has reached its zenith, the museum movement is also to be found at its best, and by inversion it is also true that where the museum movement is at its best, there civilisation has reached its highest limits. No backward race has ever yet evolved a museum, and the more progressive races vie with one another in the extent and value of their collections.

No less than thirty-five years ago, a distinguished American, Dr. Brown Goode, of the Smithsonian Institution, laid down this dictum 'The degree of civilisation to which any nation, city or province has attained is best shown by the character of its public museums and the liberality with which they are maintained'. There is no other form of social or educational service that possesses quite such an effective key.

It is, therefore, perhaps true to say that of all the criteria by which one could judge the comparative advance or decline of modern civilisation in various countries, the museum movement is one of the best, and it is even more curious to note that in recent history, as nations have risen so has the movement improved with them. For instance, the Golden Age of Great Britain was probably the latter half of the Victorian era, and it is a noteworthy fact that more museums were founded during this period than in any comparable period before or since. Similarly with Germany, in the quarter of a century preceding the War, museums were founded at the rate of one a month, a rate of progress that has only been equalled in these more recent years by the United States of America.

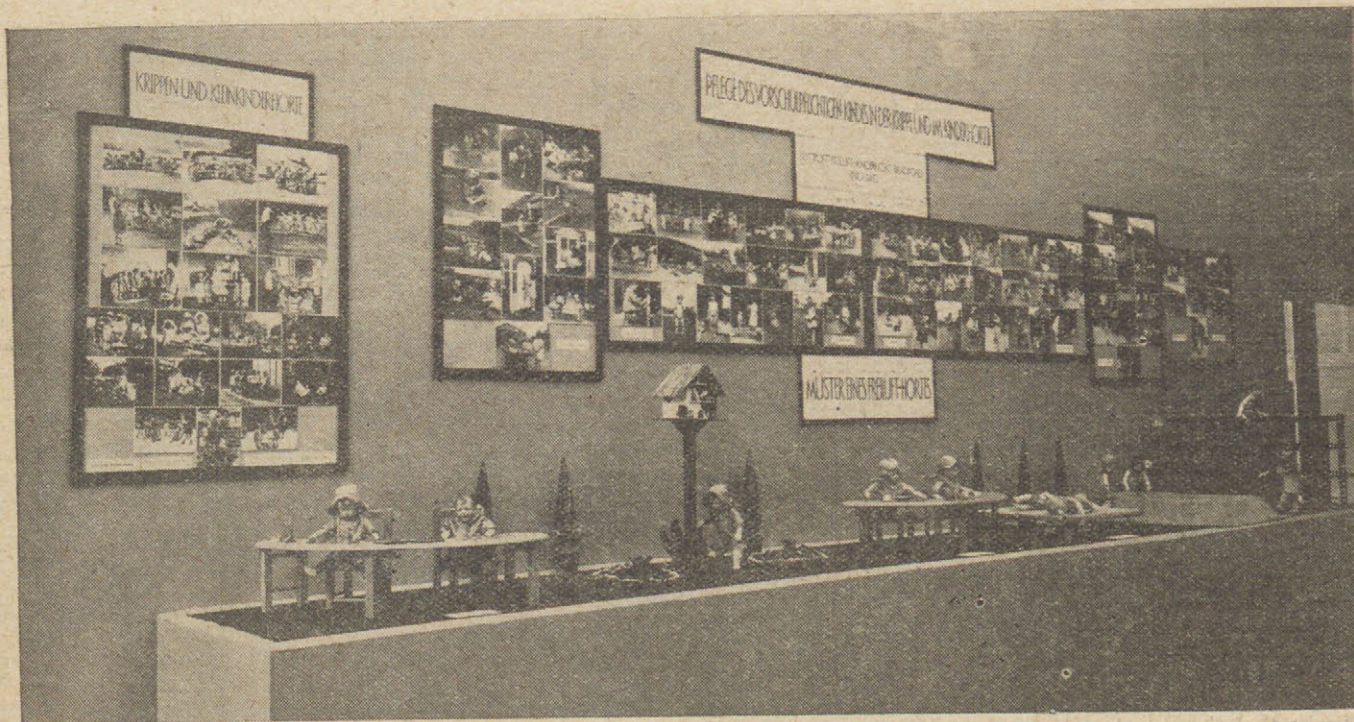
From these premises, one may be able to deduce what the future holds in store for the various countries concerned, if the museum movement is taken as a yard-stick. In Great Britain,



Three Loan Collection Cases provided for Schools by the Leicester Museum

breakable parts. Children are extremely intelligent and appreciative, and incidentally are highly critical. They should have their hobby clubs in a hundred subjects from snake-keeping to Egyptology, and I would almost guarantee that museum children would pass their examination yards ahead of non-museum ones.

England, of course, ought not to follow too closely upon



Model of an open-air nursery school exhibited at Dresden by the National Council for Maternity and Child Welfare

American patterns—it is improbable she ever will—but there are many ways in which we might copy our transatlantic cousins and be the better for it. Certainly we might adopt a little of their utilitarian outlook where museums are concerned. In Great Britain we have retained to a certain extent the learned society outlook and have regarded museums primarily as collections for the specialists. Only in a hundred or so of British museums is any popular educational work done, whereas in America the acid test of a museum seems to be whether it attracts the general public and is of use to schools. In addition, the larger number of American institutions and the somewhat greater love of experiment in the American character have resulted in a much wider diversity of museum effort than in Great Britain.

Many of their museums specialise in circulating loan exhibits to schools, with the full co-operation and appreciation of city educational authorities. I saw particularly fine organisations of this kind last year at New York, St. Louis, Cleveland, Brooklyn, Buffalo, Charleston, Chicago, Erie, Newark, Philadelphia, Rochester and Trenton. The Educational Museum, St. Louis, maintained by the Board of Education of that city, circulates cinema films and gramophone records, in addition to the usual museum specimens, to schools in the city area. In 1930 alone, over 62,000 collections, aggregating 600,000 objects, and 770,000 books were actually lent to schools. By contrast, our own Victoria and Albert Museum lent 39,312 works of art, 18,544 lantern slides, and 519 books in the same year. The Cleveland Educational Museum lends slides, pictures, 35mm. and 16mm. films, charts, stereopticons and motion-picture projectors, in addition to commercial and natural history models. Eighty-four thousand sets were thus distributed in 1929-30, amounting in all to well over three-quarters of a million objects. The material is sent out to schools for one week, deliveries being made by vans.

It is a curious fact that whereas this cinema work is done in the United States by museums, here in England it is done by Local Education Authorities, without reference to museums as such: in spite of the fact that careful tests have proved that the short film supplemented by actual objects gives the best possible results, particularly in the teaching of history and geography.

Giving True Perspective

Besides the popular educational tendency, there is the tendency in America to create new models of folk lore, and science museums, of which the new Ford Museum at Detroit and the Buffalo Museum of Science are conspicuous examples. The main thought behind the creators of these museums seems to be that the individual must be instructed as to his place in American history or in the biological sequence; by no means

new ideas, but certainly presented in bold and unusual ways. Henry Ford, for instance, who once remarked that 'History is bunk', has dramatised at Dearborn, U.S.A., three centuries of engineering or domestic progress. But where this idea differs in its execution from similar ideas carried out in Sweden, Denmark and England, is in that Mr. Ford believes that the circumstances of a period should be presented as the people themselves at that time would have seen them. The old engines are meticulously rebuilt, missing parts reproduced and replaced, old pewter and brass are polished up and the dents smoothed out. The mellowing quaintness of antiquity, he argues, gives a completely false idea of antiquity. Thus in period buildings, covering many acres (the main museum building alone covers eight and a half acres), one may see the consecutive phases of American civilisation as the pioneers themselves saw them. The whole world has been ransacked for appropriate buildings and exhibits, and the museum and historical village which are to be formally opened to the public some time this year are undoubtedly to be one of the museum marvels of the world.

It is perhaps only too easy to visualise this idea corrupted into an entirely new kind of commercial advertising museum, and perhaps before long we shall see museums erected by other industrial magnates or corporations which will combine museum methods with advertising, somewhat in the same way that they now combine music and advertising over the American radio. But apart from that there is something bold about the idea that does appeal to the general public and gets them interested.

Practical Pointers

Even more fascinating, perhaps, is the new Buffalo Museum of Science, where Mr. Chauncey J. Hamlin and his staff have endeavoured to illustrate the story of the universe and the story of man in new and interesting ways. From a large central hall ten other halls radiate, dealing successively with physics and chemistry, astronomy, geology, biology, invertebrates, vertebrates, evolution, heredity, man, and primitive races. As an indication of the novel methods employed, the Hall of Heredity and Environment may briefly be noted, but each hall is so full of new ideas that it is somewhat invidious to single this one out for special notice. This hall has a striking series of wall cases, each illustrating the effect of heredity and environment upon the individual, and the observer is made to feel that there is a lesson for himself in each one of them. The descriptive pamphlet begins with the question, 'Why are some people good looking and others mentally brilliant?' and the exhibits illustrate why 'like begets like' not only in plants and animals but also in man. The pamphlet concludes with the following:

'Human heredity can be improved only by a wise selection of parents for the next generation. You can improve the human race by falling in love intelligently'. Words fail an Englishman when he sees things like this in a museum. But the lesson gets home, and it is small wonder that this particular museum is one of the most popular in America, even if it is startling to a mere European.

At another new American museum, that at Trenton, New Jersey, which for beauty of interior design and presentation exhibits is probably unequalled among the smaller museums, they have developed the extremely novel idea of having loan collections of live animals. Guinea pigs, white rats, snakes, turtles, and parakeets are lent out to children, apparently without injury either to the animals or the children.

Topicality in the Museum

Buffalo in New York State also teaches us how broadcasting and museums may be linked up into a vigorous educational factor. Every month special newspaper supplements, copiously illustrated, are prepared to synchronise with talks over the wireless. Almost every conceivable subject, from art to engineering, can be, and in fact has been, treated by Buffalo in this manner, including subjects so diverse as sculpture and Mendel's law.

It is a pleasing thought that already proposals are being considered for the linking up of some of the finest B.B.C. talks with museum and school demonstrations early this year. The first proposal is that for a series of talks in the B.B.C.'s summer programme a score or so of our best museums shall arrange a parallel series of exhibits, and that THE LISTENER, with its articles and illustrations, shall further emphasise the salient points of these talks.

There is, indeed, much to be done before we can claim first place in all the various aspects of museum activities, and it seems to me that five or six urgent fundamental things require to be done in several of our museums before we can hope to attain all-round excellence.

The first is, as Sir Henry Miers and others have so often said, that there should be appointed to every museum a first-class, well-qualified curator. It is certainly not to our credit that in nearly 100 of our museums there is no one who answers to this description. Priceless collections are cared for by 'caretakers', or by overworked librarians, with sad results all round.

Secondly, curators should be paid adequate salaries. Apart from our leading national and provincial museums, the salary scales for curators are disgraceful. I have before me a list showing the so-called 'salaries' that some municipal corporations pay their curators—the average level is well below that of the Burnham scale for teachers!

Thirdly, every museum should define its policy so as to give the greatest educational advantages to the area in which it is situated. Some museum committees still think it their duty to accept everything that may be offered—no matter whether it be a bird of paradise or an assegai. It would appear that the ideal sequence for a local museum might be somewhat on the following lines:

1. The land—its soil, minerals and topographical features.
2. The vegetable products—grasses, vegetables, fruits, timbers.
3. The fauna of the area.

4. The effect of these three factors upon the history of the area—*e.g.*, early developments and more recent economic features.
5. The cultural characteristics of the area—*e.g.*, art, education, and government.

Providing for the Research Worker

Fourthly, research should be given much more attention. At the moment all sorts of difficulties are placed in the way of research students—more than half of our museums have no place where such a student can work, reserve collections are often stored in basements, and there is no means of ascertaining the whereabouts of cognate material except by the most laborious enquiries. Quite recently two cases have been brought to my notice that bear out this statement. One student was making a special study of feathered Hawaiian capes—those beautiful robes of dignity which are becoming scarcer and scarcer, and another—a distinguished archæologist—was desirous of obtaining the fullest possible information regarding Moslem objects bearing Arabic inscriptions or Moslem coats-of-arms. Both found that there was no 'subject-index' of the contents of our museums in existence; both found that the staffs of great national museums were singularly unaware

as to the contents or even the whereabouts of smaller museums scattered up and down the country; both found that their only means of approach was to write letters to certain newspapers and *The Museums Journal*, and to hope that the information would then pour in. Fortunately, in both cases, much information was secured through this last-named method, but there are hundreds of research workers at universities, and elsewhere in this country, who, not knowing the ropes, find their tasks rendered much more



The Travelling Museum—The Board of Education of St. Louis, Missouri, circulates and lends museum specimens and books to schools and institutions, delivering them by motor van

difficult owing to the lack of a comprehensive subject-index. Such a work would involve a detailed contents survey of each of our museums and then the grouping of these contents under the five great main headings of art, archæology, natural history, science and industry. Under these headings there would, of course, be subdivisions—as, for instance, under archæology, there would be special sections for British archæology with its sub-sections for Roman, Saxon, Mediæval, Tudor, Elizabethan, etc., and every museum that had any objects of the given period would be listed. Thus a student could ascertain almost at a glance the whereabouts of every collection in this country dealing with his particular subject.

We have already seen what an effect a given concentration of material has upon research workers, for the Flemish, Persian, French and other exhibitions recently held in London have produced an amazing series of books on those subjects which certainly have added to the world's knowledge. It becomes, in fact, almost easy to write a thesis when all the material is in front of one, and the great function of such a subject-index would be to enable the student to effect his own comparisons with the minimum waste of time.

We have, indeed, the richest treasure houses in the world, and a really zealous body of men in our curators who, in spite of low salaries and often very difficult working conditions, are doing their utmost to make them better in every way, so that any adult or any child may find them real Tom Tiddler's grounds from which may be garnered the gold of education and the gossamer threads of beauty.

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MUSEUMS
AND THE SCHOOLS

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1931

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PICTURE BOOKS. Nearly fifty of these popular booklets have now been issued. Each one contains twenty illustrations and a short introduction, price 6*d.* each. Among other titles suitable for use in schools are: **Roman Alphabets, Children in Sculpture, Dolls and Dolls' Houses, Leatherwork, English Chairs, English Embroideries** (4 parts), etc.

SHEETS OF LETTERING, with letters designed by Eric Gill, price 6*d.* each. Four of these are available in a size suitable for use in the class room (15 by 22½ in.) : 1. Incised alphabet of Roman capitals in red, on Hoptonwood stone. 2. Incised alphabet in lower case italic letters, and numerals, on Hoptonwood stone. 3. Incised text in red, black, and blue on Hoptonwood stone. 4. Painted text in red and black on grey board.

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[Continued on Cover 3.]

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BOARD OF EDUCATION
EDUCATIONAL PAMPHLETS, No. 87

MEMORANDUM ON
THE POSSIBILITY OF INCREASED
CO-OPERATION BETWEEN PUBLIC
MUSEUMS AND PUBLIC
EDUCATIONAL INSTITUTIONS

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MEMORANDUM ON

THE POSSIBILITY OF INCREASED

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Very truly yours,
[Signature]

Secretary

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SUMMARY OF CONTENTS

PREFATORY NOTE.

The Board have for some time had in contemplation the publication of a pamphlet on the relation of museums and galleries to the schools. In the course of its preparation they were approached on the matter by the Standing Commission on Museums and Galleries. The Board hope that the issue of this pamphlet will stimulate a wider interest in the educational possibilities of museums and galleries and will lead to their more effective use for educational purposes.

Board of Education,
November, 1931.

CHAPTER I.

INTRODUCTION.

Purpose of the Memorandum.

1. Within the last few years the museums of this country have developed a growing desire to be of service, not only to the scholar and to the general public but also to the schools. In 1928 the Carnegie Trustees published a striking report by Sir Henry Miers on the Museums of the British Isles. Following closely on Dr. E. E. Lowe's report on American Museum Work, it created a strong impression that valuable educational opportunities were being missed. This impression was strengthened by the reports of the recent Royal Commission on National Museums and Galleries, and by its published Minutes of Evidence. Resources equal in richness and variety to those of any country in the world, upon which large sums of public money are annually expended, were not being used as they could and should be used in the service of popular education.

2. These reports are disturbing and should lead all concerned to consider to what extent closer co-operation between the schools and the museums is possible and desirable. The following memorandum aims at assisting the discussion by showing briefly how the present position has been reached and by describing a few typical methods by which the museums have already, in some places, been brought into fruitful co-operation with the public educational system. It also attempts to suggest, from the educational point of view, the difficulties which exist and the lines along which advance may reasonably be expected.

The present situation.

3. There are in England and Wales more than four hundred museums* accessible to the public. About a score of these have organised arrangements for lending exhibits to the Public Elementary Schools. Information collected by H.M. Inspectors indicates that about fifty are used by such schools in a more or less regular, systematic way and about a hundred are visited more casually and unsystematically by parties of Public Elementary School children in school hours. Where museums are regularly visited, it does not follow that all, or any large proportion, of the schools in the neighbourhood participate in the arrangements.

Future possibilities.

4. The situation is, no doubt, improving and the progress made in the somewhat parallel case of the libraries is full of encouragement for the future, especially when it is remembered that the links which now connect the public libraries with the educational system have been formed, in many parts of the country, only within the last ten years. Indeed, the following pages shew that the museums, like the libraries, are entering upon a period of increased usefulness to the schools, and that the schools have begun to appreciate to a greater extent than formerly how much they can gain from closer co-operation with the museums.

* Throughout this memorandum, the word "museum" includes all museums and galleries except those which are solely devoted to pictures.

CHAPTER II.

HISTORICAL SURVEY.

Scope of the Chapter.

5. Before considering how the present situation can be improved, it is desirable to understand how it has arisen. A short summary of the history of the museums and a few observations on the recent history of education will help to elucidate the present position and perhaps suggest in which directions improvement may be expected.

Origin of Museums.

6. It is necessary to realize, in the first place, that there was no educational purpose in view when the first museum collections were assembled; the educational use of such collections was an afterthought, though a natural and obvious one. Many of our museums began as the collections of wealthy, travelled individuals, which were gradually absorbed into public institutions; and the only principle of selection, therefore, was the taste of the individual collector. If a single aim in such early collections can be discerned, it is that of astonishing the visitor, more often than of enlightening him. They appealed to a taste, not so much for exact knowledge as for the marvellous, the sublime and the horrible; the objects they contained were usually rare curiosities and works of art, and occasionally such gruesome things as instruments of torture or the skulls of notorious criminals. They were not organised for research or used for continuous study until the last century, and some of them, as Sir Henry Miers' report shows, have not yet been able to rise far above their original condition. It is scarcely surprising that the popular idea of a museum is still largely coloured by these facts.

Their development in the nineteenth century.

7. Side by side with this old conception of a museum there gradually developed during the last century the idea that a school of advanced study in art, science or technology needed, as part of its teaching material, a collection of objects to which the word "museum" might fittingly be applied, and which might also, under suitable safeguards, be made accessible to other schools and to the general public. To the national colleges of art and science at South Kensington were thus attached the museums now known as the Victoria and Albert Museum and the Science Museum, and in some localities museums were similarly attached to the local Art Schools and to the Mechanics' Institutes which were the forerunners of our modern Technical Colleges. Such museums, however, soon developed an independent life of their own and tended to become separated from the institutions to which they had originally been attached. One reason doubtless lay in the fact that both institutions grew so rapidly that the problem of accommodation could only be solved by moving one or the other into new premises. Another may be sought, in some cases, in the acceptance of private collections and of the conditions attached to them.

Local Museums.

8. Under the Museums Act of 1845, it became possible to devote local public funds to the maintenance of museums, and a long series of statutes, down to the Public Libraries Act of 1919, further regulated and extended this provision. This legislation has led to the acquisition by the local authorities of many private collections. The process was rapid, but it appears to have been inspired largely by a collecting instinct; the great majority of these local municipal museums—now numbering some 300—were not established, housed or arranged with a view to meeting modern educational needs. Bequests and gifts, however

unsuitable, were almost invariably accepted, and retribution followed. Sir Henry Miers found that the provincial museums were distributed haphazard, that many of them were hopelessly congested, and many, perhaps most, had attempted more than their resources justified. With certain important exceptions, they were failing to serve the needs either of research or of popular education. In some of them, articles of great potential educational value were actually in danger of falling into decay.

The South Kensington Museums.

9. The great national museums of Science and Art at South Kensington, established about the middle of the last century, are of special interest as having been among the first large museums in the world to be deliberately founded with popular education in view. The Exhibition of 1851 had caused an important section of the community to realise that industrial expansion, and therefore the prosperity of the country, must depend ultimately on the advance of scientific knowledge and artistic taste. The museum of Science was intended to exhibit the progress of scientific discovery and the applications of scientific principles in the arts and manufactures in the hope that the standard of technical education would improve and that industry would learn to use new discoveries without unnecessary delay. The museum of Art was similarly intended to become a means of raising the general standard of artistic design in industry, and thus enable manufacturers to compete more effectively with their rivals in other countries.

10. In order that the influence of these two institutions should not be confined to London, the colleges associated with them were to train teachers for the provincial schools of science and art. In addition, an arrangement of special importance from our present point of view was made in the case of the Art museum. Since 1864 this museum (now

known as the Victoria and Albert Museum) has circulated loan collections of specimens to recognised schools of art and to museums attached to such schools; in 1886 the system was extended to museums and galleries not connected with schools. Since 1908 the loan collections have been entirely separated from the collections exhibited in the London galleries and the service has been continuously improved and expanded. It is now no longer confined to art schools and local museums; some conception of its present scope may be derived from a few recent statistics. In 1930, the loan comprised 39,312 works of art, etc., 18,544 lantern slides and 519 books. They were issued to 37 training colleges, 359 secondary schools, 261 art schools, etc., 76 local museums, 5 temporary exhibitions and 34 other institutions.

11. The recent Royal Commission regarded this service as one of great value to education generally and recommended that it should be continued and enlarged and that other national museums should be included within its scope. They hoped that the principle of circulation would be definitely extended, on as wide a scale as possible, to scientific objects, especially specimens of natural history, and this improvement in the organisation of the museums service was specially commended to the attention of the Standing Commission which has since been appointed.

Recent tendencies.

12. Since the beginning of the present century, and more especially since the war, a "museums movement" has begun and made some headway in this country. The museums, both national and local, are undergoing a process of rationalisation and adaptation to modern needs. The movement can be followed in many areas and in many publications, more especially in the reports of Sir William Boyd Dawkins on the organisation of museums in Manchester (1918), of Sir Francis Ogilvie on the museums

of Sheffield (1919), of the Ministry of Reconstruction Committee on Adult Education (1919) and of the British Association Committee on Museums in relation to Education (1920). These have been followed by the reports of Dr. Lowe and Sir Henry Miers already mentioned (paragraph 1 above) and by those of the recent Royal Commission on the National Museums and Galleries. The whole movement has been fostered and encouraged by the Museums Association, and has been given an entirely new stimulus, so far as the provincial museums are concerned, by the generous action of the Carnegie United Kingdom Trust.

13. The main tendencies characteristic of this modern "museums movement" may conveniently be summarised under two headings, firstly under external policy, and secondly as regards internal affairs. Externally, the museums are tending to co-operate with each other and are no longer content to remain isolated units. By agreeing to specialise and either to reject incongruous gifts or to send them to museums to which they are really suited, they have begun to attack the problem of congestion at its source. Arrangements for the loan of exhibits to other museums and to schools contribute to the same end; they also help to prevent the stagnation which leads inevitably to the loss of local interest and therefore of local support. The movement aims, indeed, at federating the public museums of the country into an organised public service, in which each unit will have a definite function and act in regular co-operation with other units, both national and local, and with the public service of education. In Wales and in some districts in England considerable progress in this direction has already been made.

14. Internally, many of the museums have devoted much more attention than formerly to the problems of storage, arrangement and effective display. Skilful

spacing of the exhibits, with clear, simple labels, the use of illustrative maps, models and diagrams, together with a logical and orderly arrangement of the whole collection, clearly stated in prominent explanatory labels—these have entirely transformed a steadily increasing number of museums. In illustrating such subjects as natural history, or human life at various times and in various places, the museums are increasingly using realistic backgrounds and lifelike panorama models. It is realised that both school children and the general public can appreciate the significance, for example, of costume, furniture, weapons and utensils more easily if they are displayed in their natural setting. The greater space needed for this kind of display has been secured partly by disposing of unsuitable exhibits and partly by deliberately discriminating between those objects suitable for public exhibition and those which should be stored for the use of research workers and brought out only when required. In the Deutsches Museum at Munich and in the large American museums, this new museum technique can be seen actively in operation on a large scale. In our own country the London Museum at St. James's, the Science Museum and the Imperial Institute at South Kensington, and the National Museum of Wales at Cardiff, offer interesting examples.

15. Within the last few months special attention has been directed to the circulation of collections of exhibits to rural schools. In January, 1931, the Museums Association, with assistance from the Carnegie Trustees, organised for the Association of Directors and Secretaries of Education an exhibition of museum specimens specially prepared for circulation to rural areas by local museums. Besides exhibits from Canada and the United States there were contributions from one Scottish and eight English museums. The pamphlet issued by the Museums Association in connexion with this exhibition suggests the

possibilities of this development and also illustrates the new standards of arrangement, labelling and display which characterise the more progressive of the local museums.

Educational developments.

16. The schools, like the museums, tend to be judged by their past rather than their present condition; but just as the museums are modernising themselves, so also are the schools, and a brief summary will suffice to show that the lines of advance are in many ways convergent. The general trend of progress can perhaps best be exhibited by considering separately the several types of schools and colleges.

Universities.

17. Museums have for long been recognized as a necessity to universities. Besides general museums, open to the public, the universities maintain numerous specialist museums, closely associated with the several faculties and regarded as an essential part of their teaching equipment. In such a subject as Geology or Comparative Anatomy the need for museum facilities is sufficiently obvious, but the improvement of teaching methods has caused the use of such facilities to extend beyond the various branches of natural science. To give only one example, the provision for Classical studies is now considered to be incomplete in the absence of museums of archæology. The teaching methods in use at the universities are steadily changing in this respect. Only the lack of financial resources accounts for the absence, in some of the newer universities, of a full range of museums.

Training Colleges.

18. As regards their general studies, the special Departments and Colleges for the training of teachers have been influenced by the development of university teaching. On the side of their pedagogical work, they are increasingly

arranging for their students to visit neighbouring museums. Of special interest from this point of view is a type of collection, found abroad but not now in this country, which aims at illustrating the development of educational practice. At one time we had such a museum. In 1854 the Society of Arts organised an exhibition of English and foreign educational appliances; from this sprang the "Educational Museum"* which the Education Department maintained at South Kensington from 1857 to 1888. It exhibited books (which eventually formed the nucleus of the present Board of Education Library), and an assortment of science apparatus, drawing models, school furniture, etc., which has long since vanished. Since then we have preferred in this country to organise temporary educational exhibitions, in connexion, for instance, with educational conferences. It is held that a permanent collection inevitably tends to become congested and out of date.

Adult Education.

19. The University Tutorial Class movement, which has spread so rapidly in the last twenty years and now forms the backbone of our Adult Education system, was closely associated in its infancy with the Trade Unions. In consequence, it was at first very largely concerned with social and economic phenomena. These are subjects in which the use of museum material is not yet customary, even at the universities. It may be observed, however, that the universities are increasingly approaching these subjects from the realistic or scientific angle and basing their treatment of them on a close study of the history of social and economic progress. There is also a tendency for Tutorial Classes to develop in the direction of æsthetic and scientific studies. The importance of museums will become clearer as these new interests develop, and the

* This term is used, in quite a different sense, in para. 51 below.

time will doubtless come when the Adult Education movement will make much greater use than at present of the resources of national and local museums. Prominent museum authorities have already shown a keen interest in the movement and readiness to help.

Technical, etc., Schools.

20. The technical and art schools were founded at a time when the South Kensington tradition was very powerful and largely under the direct inspiration of the Science and Art Department. It is not, therefore, surprising to find among the Art Schools a greater readiness to use museums than is usually displayed by schools of other types. Some of the Craft or Trade Schools in London send their pupils more regularly to the public museums than any other type of school, and most of the larger provincial museums and galleries co-operate closely with the local art schools. Besides lending exhibits and providing for students who desire to work in the galleries they also lend rooms for exhibitions of the students' work and co-operate in other ways.

21. The provincial technical schools have not, as a rule, preserved in this way the tradition of co-operation with public museums, possibly because the local museums have been inclined to concentrate on the past, whereas the technical schools are mainly interested in the present and the future. Some of the largest, however, have, like the universities, established museums of their own, with the aid of gifts or loans from former pupils, local employers, and South Kensington. In such subjects as mining, metallurgy and textile design and manufacture, for example, there are interesting and useful collections in many of the Technical Colleges; in engineering and building, some good collections of models and sample materials have also been formed. It is possible that some of these specialist collections might be helpful to other schools in

the locality and interesting to the general public, if means could be found of making them generally known and more widely available without unduly hampering the work of the College. In one or two places, co-operation with the public museum has enabled progress in this direction to be made.

22. During recent years increasing attention has been given to the study of commodities in many commercial colleges. At the City of London College, for example, courses of instruction in such commodities as timber, grain, tea, sugar, paper, textiles and rubber have been organised, mainly for persons engaged in the wholesale trade. The College has a commercial museum in which specimens of the commodities are kept in such a way as to admit of easy handling and examination by the students. A valuable exhibit of specimens of various kinds of woods has been lent to the College by the Imperial Institute.

23. The Final Report of the Committee on Education for Salesmanship points out (page 133) that the collections in museums and art galleries form an essential background to the work of many commercial students, especially those who are connected with industries which have an artistic element. The closest co-operation possible amongst those responsible for the conduct of museums and art galleries, education authorities, business organisations and firms is recommended by this Committee.

Secondary Schools.

24. The tradition of the Secondary Schools has developed from three main sources, the old endowed Grammar Schools (some of which came to be Public Schools), the Organised Science Schools (created under the South Kensington inspiration) and the Higher Grade Schools founded towards the end of the last century by the more progressive School Boards. From the first and most powerful of these

sources the schools derived the traditional connexion with the universities, from which their teachers are mainly drawn. They have not unnaturally tended to make for themselves collections similar in principle to those used at the universities—that is to say, general museums, supplemented by departmental collections of specimens, models, diagrams and so on, in the laboratories and “subject” rooms. The general “school museums” range from small, neglected collections in glass cases in the corridors, up to the museums housed in special rooms, or even buildings, in the Public Schools. Some of the latter are well arranged, well labelled, and well used. Some contain very fine and valuable exhibits. It is open to question, indeed, whether some of them are not too good for a school; perhaps they would be more useful from the school point of view if they had fewer “specimens”, more exhibits of the modern type, and more explanatory labels. Much will depend on the Curator: but a school museum should not be thought of as the special preserve of the Curator. Its resources should be known and used by each and every member of the school staff whose work in the classroom or science lecture room can be illustrated and made real by the exhibits of the museum.

25. The departmental collections are not usually thought of as “museums”; but their function is clearly that of a museum as the term is now coming to be used. In such subjects as Botany and Geology, this kind of equipment has long been customary; in recent years it has come to be almost universal in Geography rooms. It is only gradually that the schools are coming to realise that History has similar claims to special rooms, with equipment analogous to that now provided for Geography. In Modern Languages some schools have made collections of “Realien” on the German model—foreign placards, coins, stamps, etc., which give to the classroom something of the atmosphere of the foreign country.

26. In many places, H.M. Inspectors report that the teachers of Art, Science, History and Classics supplement those departmental collections by material borrowed from the Victoria and Albert Museum, the National Museum of Wales, and such bodies as the Archæological Aids Society. Many of them regularly take their pupils to museums to see exhibits illustrating the subjects they are studying at the time, to study the work of great artists and craftsmen, or to attend special museum lectures. The girls' schools appear, on the whole, to have progressed further in this direction than the boys' schools. Speaking generally, the reports of H.M. Inspectors supply evidence that the Secondary Schools are increasingly utilising the museums and galleries; the movement is, however, confined to definite areas. Undoubtedly there is plenty of scope for further improvement in many parts of the country.

Public Elementary Schools.

27. The elementary schools, though founded long before the municipal secondary schools, have attempted to go much beyond the rudiments of a general education only in the last thirty or forty years. The leaving age has been raised by gradual stages and until comparatively recent years the children were too young, the classes were too large, and resources were too limited for these schools to attempt, with any prospect of success, to teach general subjects to a stage at which the full benefit can be obtained from co-operation with museums. But the spirit which now characterises the more progressive schools is favourable to methods of teaching involving the use of equipment analogous to the contents of modern museums. The influence of Pestalozzi and Froebel is powerful in the Primary Departments and is wholly favourable to such methods. The extension of that influence upwards may be partly responsible for the movement which is gradually transforming the higher stages of the system of elementary education.

28. Since about 1910, and more especially since the war, traditional methods have been regarded as inappropriate for a large proportion of children after the age of about eleven. These children do not easily appreciate the connexion between books and ideas on the one hand and the everyday world of men and things on the other. More practical methods, designed to establish a closer connexion between the studies of the school and the natural interests of the children, are advocated, and in order to give them full scope the schools are being re-organised so that at the age of eleven those children who do not enter secondary schools will proceed to a new type of school. These new "Modern" Schools will aim at a more direct appeal than has been customary in the past to the interest of the adolescent in practical activities and the actual material world about him, as distinct from ideas and generalisations. Above all, if the object of the newly organised schools is to create "interests" which the pupil can carry into adult life, we have in the proper use of the Museum a most effective instrument for this purpose.

29. There is a distinct opportunity at this point for useful co-operation between the schools and the museums, especially those museums which aim at illustrating the life of the locality by reference to its past, its natural resources and the scientific principles underlying local industries and occupations. In the Hadow Report, the chief document explaining the reorganisation movement, stress is frequently laid on the importance of these topics, as material for a general education, and the "realistic" method of approaching them is advocated.

Village surveys.

30. A tendency of considerable interest, in harmony both with the "museums movement" and with the principles of the Hadow Report, has made rapid progress in some areas. "Regional surveys" in which the children search

out and record all they can discover about the past and present occupations, resources, etc., of the locality immediately around the school, have been undertaken in many places. Such a survey was the subject of a pamphlet* recently published by the Board and there are areas, notably the county of Northampton, in which all the schools in the area have co-operated to complete a wide survey, concentrating on one special topic or aspect. Clearly this movement opens up the possibility of a new kind of co-operation between the schools and the local museums.

31. In some rural areas, the schools have helped to organise Village Exhibitions, illustrating the past history of the locality; in one or two, such exhibitions have formed the starting point for permanent museums, somewhat akin to the Folk Museums mentioned in paragraph 43 below. Such effort is not only valuable to the museums as a means to the preservation of material which might otherwise be lost, it can also be made to serve educational purposes of some importance.

* Educational Pamphlet No. 61: "Village Survey Making", published by H.M. Stationery Office, price 1/-.

CHAPTER III.

ILLUSTRATIVE EXAMPLES.

Examples from other countries.

32. Before attempting to discuss, from a general standpoint, the various possible methods of co-operation, it will be useful to describe briefly certain arrangements already in actual operation. As information about other countries is somewhat inaccessible to the English reader a few interesting examples from America, Germany, Scandinavia and the Netherlands merit special attention.

American Museums.

33. Besides the great national collections, there are about a thousand museums in the United States. Many receive no aid from public funds, practically all are dependent upon voluntary subscriptions and private benefactions, but all have been deliberately created as auxiliary to the education system of the country. A regular system of loans and exchanges links them with each other and with the national collections; by this means even the smallest can avoid staleness and stagnation. Their Museums Association, of which all are members, actively disseminates information about new discoveries and developments and provides regular instruction in museum technique. Three actual examples (each representative of a large group) will suffice to show how close is the connexion in America between the public museums and the public schools.*

* In America, a "public school" is a school maintained by a municipal or other public authority.

The Brooklyn Children's Museum.

34. A large house, standing in pleasant grounds at Park Place, Brooklyn Avenue, contains the Children's Museum which has served as the model for this type of institution. Its airy, well-lighted rooms receive about half a million visits by individual children each year; in addition, it makes regular loans of objects* or small collections which are taken away to the children's homes or schools. Besides the museum galleries and a library with files of maps, posters, photographs, etc., as well as books, there are rooms in which the children can play "museum games" and in which Boy Scout Troops, Woodcraft Tribes and similar organisations, and classes from the schools, can use the resources of the museum under easy, comfortable conditions. The collections are illustrative of nature study, history, geography, etc.; many of the objects in the exhibition rooms, as well as the loan collections, can be handled by the children themselves. The aim in view throughout is to appeal to the natural instincts and interests of young people. An illustrated monthly magazine is published, which circulates among teachers and parents as well as the children themselves, and thus brings new developments and activities to the notice of those likely to be interested; in addition, publicity is secured by means of wireless broadcasting.

35. Co-operation with schools is the special care of a woman "Curator of Education" who has the assistance in this work of four teachers assigned by the local Board of Education†. During school hours, talks (illustrated by films and lantern slides as well as by the exhibits) are given to classes from local schools, which attend regularly and systematically for connected courses. More distant schools send classes to spend a whole day at the museum, talks and other activities being suitably alternated and

* Some American museums lend live animals to school children.

† The equivalent of the Local Education Authority in England.

provision made for a midday meal. Teachers from many parts of the city attend out of school hours, some of them serving as voluntary helpers in dealing with the children who attend at these times as individuals or members of clubs. Here, as in other American museums, passive looking at objects is held to be insufficient and in the long run boring and uneducative; materials and tools are available by means of which the children can undertake active work suggested by the exhibits. Some of the exhibits are, in fact, the work of the young people themselves.

St. Louis School Museum.

36. At St. Louis, Missouri, the educational authorities maintain a "Public School Museum" which may be described as a central depôt for teaching material other than such material as each school will have permanently on the premises. Housed in a disused school building, converted for the purpose, the museum devotes only one of its three floors to the display of exhibits; and this is solely for the benefit of teachers, so that they may conveniently examine samples of the material available. For the rest, the building is a warehouse rather than a museum. Boxes, cases, jars, etc., are there in store, awaiting despatch to the schools by motor van, or their contents are being checked and catalogued as they come back from the schools.

37. These contents include not only the objects usually found in museums, but also classified collections of cinema films, lantern slides, gramophone records, photographs, charts and models. The classification is so devised that such a subject as, for example, clothing, can be illustrated in many different ways—e.g., history by specimens, textile production processes by models, style by lantern slides and films, the properties of textile fibres by scientific apparatus. The range of the collections is wide, covering material to be used in almost every stage and subject of

the curriculum; over 60,000 collections are sent out annually to the schools. The teachers are, of course, under no compulsion to use the museum; they order what they need or nothing at all, as they choose. Museums of this type—i.e., circulating loan collections for all the schools of an area—are spreading rapidly in the United States and Canada; their activities extend beyond the cities and now cover many rural areas. Sometimes they form sections in public museums and sometimes, as at St. Louis, they are maintained by the Board of Education. In the latter case they are often called “ visual education departments ”, but the term is perhaps misleading, since the material circulated is intended not merely to be looked at, but also to be handled and used.

Cleveland, Ohio.

38. Cleveland, Ohio—a city about the size of Liverpool or Birmingham—has a Museum of Natural History founded by the Western Reserve Historical Society, another of Art and a third of History. Within comparatively recent years these museums have invited the attendance of classes from the schools. From modest beginnings there has arisen a carefully organised system of co-operation between the Cleveland Board of Education and the museums which typifies the arrangements in a large number of American cities. Teachers, employed by the Board of Education but under the direction of the museum authorities, arrange with the schools for programmes of museum study, meet the classes at the museum and guide their work. The arrangements are not forced on the schools, but depend entirely upon the willing co-operation of head teachers, teachers, parents and museum officials, between whom there is regular and systematic consultation. The actual work of a class in the museum building is particularly interesting because the children themselves are active. Only for a small part of the time are they studying the

contents of glass cases while the teacher lectures to them. For the most part they are actually handling objects, making drawings, enacting scenes suggested by the exhibits, and so on. At the Museum of Natural History, for example, they make feeding stands, bird baths and the like, and keep records of such things as the growth of plants or the visits of birds throughout a season. This museum is as much a laboratory as a museum, so far as the children are concerned, but it is a laboratory with infinitely wider resources ready at hand than any single school could possibly provide. In the Museums of Art and History, the children similarly make such things as vases and models of the buildings of former ages, enact historical plays, dress dolls in historical costumes and are active in a variety of other ways. The extent of the work is shown by a few typical statistics:—In the last complete year for which figures are available, the Natural History Museum received visits from 831 classes, from 105 elementary schools, involving 27,577 pupils; in the same year the Art Museum held 43 teachers' meetings for demonstration, etc., gave 23 special talks in schools, and made provision for 901 elementary and 169 secondary classes.

Munich (Deutsches Museum).

39. The Deutsches Museum at Munich, opened in 1925, and devoted solely to pure and applied science (excluding Biology), embodies, on a vast scale, ideas which mark an epoch in the evolution of museums as instruments of popular education. In other museums one may look at the exhibits and sometimes hear them explained; in some, machines may be observed in motion. In the Deutsches Museum the ordinary visitor can also make, with his own hands, experiments which elucidate some of the fundamental principles of Science and their application to art and industry. For example, in the Optics section, there are large models of the human eye, each with a translucent

retina, so that the images thrown by distant objects can be examined. One model represents a normal eye; others represent various common defects. The visitor can slide lenses in front of the models, and examine for himself the effects on the retinal images of interposing various types of lens.

40. This type of museum is probably unfamiliar to most English readers, but space does not permit of a description which would do justice either to the way in which this experimental principle has been developed, or to the wide range of subjects to which it has been applied. It is perhaps sufficient to say that there could be no better corrective to the popular idea of a museum than a visit to this remarkable and recent addition to a city already rich in museums.

41. Parties from educational institutions, in charge of a teacher, are admitted at a reduced fee. About 2,000 such parties (representing 60,000 pupils) attend each year—1,200 from the neighbourhood of Munich and 800 from other countries and other parts of Germany. The museum issues simple, practical pamphlets specially written for the guidance of such parties, in addition to the usual handbooks, and places freely at their disposal all its resources of staff and accommodation. The attendants are all experts in the subjects under their charge. In the new part of the building now under construction there will be libraries and other rooms in which sketching, writing of notes, etc., can be done under comfortable conditions.

42. The Wandervögel and Wandertag (German equivalents of our School Journey and Educational Visit movements) have enabled schools from the surrounding country, and even from such distant places as Hamburg and Kiel, to make use of this museum. The Youth Hostels and other institutions provide cheap lodging, and the State Railway provides cheap transport.

Folk Museums.

43. In certain continental countries are to be found "Folk Museums" which are of a type still unfamiliar in this country. They are of great educational value and general interest, and they illustrate a possibility of co-operation between schools and museum authorities of a kind which has already been mentioned in paragraph 31 above. Good examples may be studied at Aarhus and Lingby (Denmark), Skansen (Sweden), and Arnhem (Holland). They consist of transplanted cottages, wind-mills, water mills, smithies, etc., which have been erected in public parks, either singly or as village groups, and fitted with appropriate village furniture, tools, etc., which can thus be studied in their proper setting. At Skansen there is also, in a neighbouring building, the Northern Museum, an indoor exhibition of social life in Scandinavia in the past. Such museums have preserved what might otherwise have been lost for ever—memorials of the arts, crafts and home life of the ordinary people. In some parts of Europe the school children have been invited to assist in collecting old utensils, articles of clothing, and so on, for such museums; such objects are often deemed worthless in the villages, but they represent types which will rapidly disappear and are worthy of preservation for educational and other reasons.

English and Welsh examples.

44. The Folk Museums and the Deutsches Museum have been mentioned as illustrating principles scarcely familiar in our own country, but full of educational interest. The three American examples, on the other hand, represent types of organisation which have been attempted here and there in England and Wales, though the American organisation is on a very much larger scale. That such arrangements are not by any means impossible in our own country, however, can be shown by a few examples of

what has already been attempted. They are, of course, merely typical examples, and do not profess to constitute an exhaustive survey. It will be convenient to begin with a few paragraphs on the use made of the richest group of museums to be found in any single city of the world.

London.

45. London is so crowded, and its resources are so vast and so varied, that it is perhaps inevitable that the initiative should be left to the individual teacher and the individual museum. The London County Council issues a leaflet giving particulars of facilities for educational visits, including visits to museums, and has co-operated with the Victoria and Albert Museum, the Bethnal Green Museum, the Science Museum, and the London Museum in arranging courses for teachers and special classes for pupils. As a rule only four educational visits a year are permitted to each elementary school child of suitable age, and the Council has prescribed in some detail the procedure to be followed and the conditions to be observed in making such visits. Where, however, definite schemes of study can be arranged, linked with the school curriculum and approved by the Inspector, more elastic arrangements are permitted. Some neighbouring Local Education Authorities (e.g., Croydon and East Ham) also arrange for parties of school children to pay regular visits to the London collections.

46. That the pupils learn, even from casual, isolated visits, to appreciate the collections to which they have thus been introduced, is clear from the way in which they return on their own account in their spare time. The Imperial Institute, the Science Museum, the London Museum and the Bethnal Green Museum are perhaps their special favourites, but the Victoria and Albert Museum has many young devotees. The voluntary work of Miss Spiller at this last museum deserves to be widely known. In 1915 she started to collect round her the children she

found in the galleries during school holidays and to occupy them with agreeable exercises in drawing, weaving, embroidery, pottery, lino-cutting, etc., carried out with proper tools and all based on museum exhibits which had aroused their interest. Her reports to the Director are very interesting documents and reveal possibilities apparently undreamed of by many of those responsible for organising school visits to museums.

47. Most teachers in England visit London sooner or later. The teachers in Technical and Art Schools who come to attend courses organised by the Board of Education work in the museums which are under the Board's administration; the opportunity is also used to introduce them to some of the other collections in London which have so much to offer to any teacher. Other bodies which arrange teachers' courses and conferences sometimes include visits to these collections in their programmes and the Imperial Institute, in particular, has provided unusual facilities in the way of rooms and special cinema performances for their benefit. The Historical Association has just taken a particularly interesting step by preparing beforehand a special pamphlet offering guidance to its members regarding those exhibits of the Science Museum likely to be of particular interest to them.

48. Parties from Secondary Schools, Technical, etc., Institutions, and Adult Education Classes from places outside London frequently visit the great national collections. The School Journey movement has occasionally brought parties of elementary school children up to London; and visits to one or two museums are usually included in their programme. The influence of the great London collections on the provincial schools, however, is exerted almost entirely through teachers who have visited London, through the Circulation Department of the Victoria and Albert Museum, and through the sale of reproductions and publications (paragraphs 62-64 below).

Aylesbury.

49. The Buckinghamshire County Council was probably the first county authority to enter into definite co-operative arrangements with the local museum. The Aylesbury Museum specialises in exhibits illustrating the history and natural history of the county and the Curator advises teachers in such matters as the identification of local specimens, interpretation of local lore and the selection of illustrations. Cases of exhibits, illustrative of the same subjects as the museum itself, may be requisitioned on loan by any school in the county; the cost of transport is borne by the Local Education Authority. Parties from rural schools, accompanied by their teachers, visit the museum from places as far as twenty miles away.

Batley.

50. The Bagshaw Museum and Art Gallery at Batley supplies an interesting example of what is possible in a medium sized Borough in an industrial area. It is administered by the Batley Corporation and has for a number of years circulated to schools cases of exhibits illustrating geography, arts and manufactures, natural history, etc., together with charts, diagrams and detailed notes. Besides giving instruction at the museum to school classes (which attend according to a regular time-table), the Curator also attends local schools to give courses of weekly lessons in natural history. This museum is one of the very few in our own country which have made special provision for blind visitors; a room is set apart where they can handle the exhibits.*

Haslemere.

51. The Educational Museum at Haslemere, Surrey, was founded in the early 'nineties by Sir J. Hutchinson, F.R.S. Besides zoological and botanical collections, it

* This has also been arranged at the Sunderland Public Museum (where it began in 1912) and at the Natural History Museum, South Kensington.

contains exhibitions illustrating geology and history, arranged on the "space for time" principle—as employed in the charts commonly used in the teaching of history. In addition there is a Roman collection and a particularly interesting exhibition of the Peasant Arts of Northern Europe which has exercised a considerable influence on the local development of rural handicrafts. The Curator holds classes for school children twice weekly and conducts an examination twice a year. The children assist in the collection of specimens. Unfortunately, Haslemere is a very small town and the surrounding district is rural in character, so that not many schools are able to avail themselves regularly of the resources of this most interesting museum.

Huddersfield.

52. The Tolson Memorial Museum, Ravensknowle Park, Huddersfield, supplies an example in circumstances which are in contrast with those of the Haslemere museum. Huddersfield is a large industrial town and the museum lies at the junction of a number of valleys, each within the surrounding county area, so that a large number of schools are within easy access. Haslemere is now nearly forty years old, while the Huddersfield museum was only opened in 1922, as a memorial to two young men killed in the Great War. Haslemere is, to some extent, general in character, the Huddersfield museum is devoted solely to the geology, history and biology of the locality. In addition to providing for visits of parties of school children with their teachers, for whom the museum staff act as guide lecturers when necessary, this museum prepares collections of exhibits for circulation to schools, designed to illustrate the usual subjects of study. It is now developing a scheme for subsidiary museums in eight centres, serving the village communities of 28 urban districts; each

of these will follow, on a smaller scale, the lines of the Central Museum and will provide material and stimulus for study of the locality.

Leeds.

53. For more than thirty years there has been at Leeds a School Museum Scheme administered by a committee of teachers, with the assistance of Inspectors and others. Until recently, the scheme provided for regular lantern lectures at the museum, given by the Curator (usually on subjects connected with nature study) which were attended by about 200 children at a time, accompanied by their teachers. After the lecture, the children were able to study the exhibits in the galleries. The scheme was recently modified and now provides that only one class shall attend the museum at any one time, and that the instruction shall be given by the ordinary class teacher. There is a regular time-table, printed and circulated each year, and the teachers who so desire are given special leave before the class visit, in order that they may study the exhibits and consult the Curator.

Manchester.

54. During the War some of the elementary school buildings in Manchester were taken over by the War Office to be used as military hospitals. In order to accommodate the school children it was necessary to work about twenty of the schools on the two-shift system and to seek the assistance of public institutions, including museums and art galleries, for the accommodation of school classes. So much benefit was obtained from working in museums, that after the War, an organised system of co-operation was introduced. Teachers were selected to attend lectures given by recognised authorities at the museums, and ultimately a number were detached from their schools and allocated to the various museums to give courses of lessons to classes from the elementary schools generally. Courses under the

scheme were arranged at the Manchester Museum, the Ancoats Museum, the City Art Gallery, the Whitworth Institute, the Cathedral, the Queen's Park Museum, the Municipal School of Art and the Rylands Library. These arrangements resemble those so common in America, the specialist teachers working full time in the museums, while continuing to be employed and paid by the Local Education Authority. Head teachers arrange for their children to take courses allied with the usual school work and the class teacher is present at the lesson. Younger children usually attend courses in local history, geography and literature; for older children simple courses are provided in Botany, Zoology, Geology, Ethnology, Egyptology and Art, technical detail being eliminated. The courses include field work and cover a period of a year or two years for each pupil. It has been found that children who respond poorly to ordinary classroom teaching often develop a keen interest in the subjects dealt with in these special courses.

Norwich.

55. At Manchester the specialist teachers are employed by the Local Education Authority; at Norwich, a specialist demonstrator is employed by the Museum Committee to give twenty lectures a week to classes from the schools in a room specially constructed for the purpose at the Castle Museum. These lectures, usually on biological subjects, are illustrated by specimens, lantern slides, epidiastroscope and microscope, and every child between the ages of 13 and 14 attends at least one course of one term's duration. The children compile note books, with sketches, and an exhibition of the best of these is held at the end of each term. History lessons are also given at the Stranger's Hall (a mediæval mansion equipped with furniture, etc., of various periods) and at the Bridewell (a museum of local industries).

Salford.

56. Since 1915 the Salford Education Committee and the Museums, Libraries and Parks Committee have co-operated to provide for the use of museum resources by teachers and to arrange organised visits by parties of school children. In 1924, these committees jointly drew up a scheme of co-operation which provided, in addition, for the circulation of exhibits to schools. The museum staff prepare portable cases of exhibits designed to illustrate the teaching of local history, geography, nature study, art, and other subjects, and accompanied by labels and notes for the use of teachers; these cases are circulated among all the schools in the town. Each year there is a conference between teachers, education officials, and the museum staff, at which are selected one or two subjects to be specially studied during the coming year; for these, specialist teachers co-operate with the museum in preparing lectures, illustrated by lantern slides. These lectures are delivered to the other teachers, who receive printed summaries, in pamphlet form, and have the loan of the slides in turn. When the teachers have given preparatory lessons, using this material, they take their classes to the museum to study the actual specimens. Between 6,000 and 9,000 children each year have received lessons and made visits under this scheme.*

Somerset and Wiltshire.

57. The Wyndham Trust, founded by private generosity in 1922, has provided a museum, with a lecture hall, at Yeovil and lecture rooms, suitably equipped, at Taunton and Weston-super-Mare. At Salisbury—where the museum has for some years done unusually interesting work for the schools—the Wyndham benefactions include, besides a lecture theatre, useful workshop, office and gallery

* The Salford scheme is now under reconsideration and may be changed.

accommodation. Lectures on subjects connected with local history are provided by the Trust for parties from the schools of these and other towns, and annual visits to places of historic interest.

Wales.

58. The National Museum of Wales is the most recent large museum to be provided in the British Isles—the first part of the building was only opened in 1927 and much of it is still under construction—but already it is playing an important part in the national life of the principality. It is of special importance as illustrating the tendencies described in paragraphs 13 to 15 above. Already 16 museums in Wales are affiliated* to the National Museum, and can thus receive loans, regular inspection, advice, assistance, and courses of instruction for their staffs. In return, they have agreed to specialise and may be asked to make loans to the National Museum for definite periods. The National Museum itself is arranged on modern principles and aims at differentiating clearly between the needs of the research student, of the general public, and of the schools. For the first there are reserve collections, for the second and third, attractive and interesting exhibits of the modern type, as well as the usual specimens. For all, the museum staff provides expert advice and guidance on questions connected with the study of Wales and Welsh lore.

59. Among the local museums, the *Cyfarthfa Castle Museum (Merthyr)* supplies an example of close co-operation with the schools. Classes from elementary and secondary schools attend for lessons given by their own teacher or the Curator, in which the exhibits are freely handed about, demonstrations (e.g., of the working of mechanism) are given, and drawings are made. Classes in

* A full account of the scheme is given in the *Museums Journal* for March 1931 (Vol. 30, p. 343).

Welsh come in order to familiarise themselves with the Welsh names of animals, birds, etc. There are circulating loan exhibits, sent to the schools fortnightly, which have recently been augmented from the reserve collections of the National Museum. The Curator of the museum at *Newport (Mon.)* sends to schools a list of subjects on which he is prepared to lecture; some time before each visit he has a consultation with the teacher in order that the class may be suitably prepared and he himself may adapt the style and matter to the needs of the class. This museum also lends lantern slides to the schools, to illustrate specified topics in the ordinary curriculum.

Children's Museums.

60. There is no museum in our own country comparable with the American institutions typified by the Brooklyn example already described, but museums or galleries intended to make a special appeal to children are in existence in a few places. The Horsfall Museum, Ancoats Hall (now a branch of the Manchester Art Gallery service) was founded in 1877 and is probably our most complete, as well as our oldest, English example. A Children's Theatre is run in connexion with it, the exhibits include models and pictures of special interest to children, and the nature study exhibits include an aviary. Museums of special interest to children also exist at Stepney and Warrington, while the Bethnal Green Museum has special children's galleries and a children's room is now being provided at the Science Museum, South Kensington.

CHAPTER IV.

METHODS OF CO-OPERATION.

Loan of exhibits.

61. The examples mentioned in the previous chapter show that many methods of co-operation between the museums and the schools have been attempted. The one least extensively in operation at present, so far as the elementary schools and the local museums are concerned, is that of circulating loan collections of exhibits, with lantern slides, diagrams, notes, etc. for use in the classrooms. From the point of view of the schools, the main usefulness of a museum lies in its possibilities as a repository of articles of educational equipment which are too costly, or too rarely used, to justify separate provision for each school. While there are often advantages in taking the pupils to the museums for the purpose of using such equipment, there are also certain definite disadvantages. It is generally true to say that the maximum benefit from educational equipment can be secured only if it is available in the school building, and especially in the classroom. There, the teacher and pupils can use it under comfortable conditions, without fear of distraction or waste of time. For these reasons, and also because many schools are, in any case, quite out of reach of the museum buildings, the "travelling museums" and circulating loan collections probably represent the only means by which the museums can give direct service covering a large proportion of the schools. It is clearly desirable that in extending or initiating such schemes teachers, educational administrators and museum staffs should act only after close consultation;

otherwise, much waste of effort will result. If proper care is taken, however, extension and improvement should be possible on these lines at very small expense. In some cases, it may even be found that economy can be effected by circulating, in this way, equipment previously purchased separately for the individual schools.

Reproductions, publications, etc.

62. The casts of famous sculpture sold by the Victoria and Albert Museum have long been used by teachers of Art, and the specimens of products issued by the Imperial Institute are gradually becoming known among teachers of geography and commercial subjects. The ordinary handbooks and catalogues of the large London museums, however, are not known as widely as they ought to be among teachers in Secondary Schools and Technical Colleges. They are an essential part of the library of any specialist teacher, and many of them are so well written and so well illustrated that they can very well be used by the pupils in the advanced stages of the work.

63. In addition, the great national museums now issue excellent series of cheap, useful and often very beautiful reproductions, photographs, books of pictures, and the like. These are already used by many teachers, not only in such subjects as Geography, History and Art, but also in language teaching and for decorative or general purposes; they deserve to be still more widely used. With the aid of an epidiascope they can be made to supplement the usual text book and other available illustrations, at a very low cost and with considerable educational advantage. Where the pupils are themselves able to visit the museum, the use of this material is clearly desirable in the preparatory lessons and in the revision lessons after the visit.

64. The practice of issuing such publications will doubtless extend more widely among the museums, including

local museums, and those responsible for publication would be well advised to send occasional samples to education authorities and inspectors, and sometimes to head teachers. There is probably a good opening for publications of a new type, written in a simple, interesting style, which would contain many photographs of the museum exhibits, with maps, plans and other illustrations, and would be suitable for teachers or parties from schools. The advice of teachers or others in close touch with the schools would clearly be essential in the preparation of such books, and some of the great national collections might be able to extend their influence in this way without incurring heavy expenditure and possibly even at a profit.

Museum exhibits and temporary exhibitions.

65. Some museums have co-operated with neighbouring schools by encouraging teachers and pupils to bring their finds (e.g., in botany or geology) for identification. In some areas the schools have assisted in the collection of specimens for the museum. Such arrangements are evidence of friendly relations and mutual helpfulness and are clearly worthy of encouragement. There are, indeed, many ways in which the schools can legitimately assist the museums, to the advantage of both. For example, the schools are increasingly making for themselves models, relief maps, wall charts, lantern slides and other articles, which could often be made more widely useful if the local museum had the opportunity of exhibiting or circulating some of them, either permanently or for a time. The products of school activity, when properly arranged and labelled, would not only be useful educationally but would frequently be more interesting to the general public than the collections of miscellaneous shells, fossils and minerals, weapons and stuffed birds which once crowded so much of the space in our local museums. The Technical Schools often have models of machinery, industrial and commercial

exhibits, samples of commodities, local products and so on, which might occasionally be loaned. The maintenance and repair of models is another sphere in which it might be possible for some museums to avail themselves of the services of technical institutions. Suggestions from practical teachers as to the arrangement of particular exhibits would also be of assistance in some cases.

66. Those museums which can clear the necessary space are developing the practice of arranging temporary exhibitions, either illustrating some topic of special interest at the moment or giving the public opportunities to see collections which must necessarily be dispersed after a time. The schools can help to give publicity on such occasions and museums can sometimes arrange temporary exhibitions illustrating the educational system and the work of the schools.

67. Museum administration is a difficult and technical subject, and the schools able to offer such assistance as has been suggested will naturally appreciate that the museum authorities have to consider other factors besides the purely educational. It is sometimes impossible or inadvisable to accept offers, however generous, and the schools will doubtless bear in mind the fact that the rejection of an offer or suggestion does not necessarily indicate ingratitude.

School visits.

68. Experience appears to indicate that as a rule, and subject to striking individual exceptions, any instruction given in the museum building can be undertaken more satisfactorily by the teacher than by a museum curator or even a guide-lecturer. The teacher knows his pupils, their previous acquaintance with the subject, and their individual needs; he is quick to detect signs of bewilderment or boredom. He knows when it is necessary to repeat, when to dwell on a topic, and when to give his pupils a rest

or a change. Above all, he knows that they need to be allowed to do things themselves, that listening and looking are not enough. It is his business to be expert in these matters, just as it is the business of the museum officer to be expert in the subjects represented by the exhibits. The best results are therefore likely to be obtained where the teachers previously have the help of the museum staff in planning the lessons, but are themselves responsible for the instruction actually given during the visit.

69. It is true, of course, that the technique of the museum lesson differs in many ways from that of ordinary classroom teaching. The surroundings are unfamiliar, there are many distractions, the pupils usually have to stand, and frequently only a few of them can see the object under discussion. Children find it very difficult to listen attentively in strange rooms, with strangers watching them, or to make a sketch or take notes without the accustomed support for their limbs and their books. In some museums, light portable chairs and tables are provided; in some, private generosity has recently provided special rooms, in which the classes can work under really comfortable conditions.

70. An object in a locked glass case seems very remote and unreal to many young people. If museum lessons are intended to give life and reality to school studies, the exhibits must be demonstrably real things, not merely pictures in three dimensions. Wherever possible, therefore, the cases should be opened and the pupils permitted to handle the exhibits. To judge the weight, hardness, surface texture, etc., of a specimen, to work a model with one's own hands, to help to construct or arrange an exhibit—anyone who knows children knows the vast difference between these activities and mere looking on while someone explains. There are obvious limits to what is possible in this direction: but in how many museums have these limits been reached?

71. It is desirable that both teachers and museum officers should explore the subject of the conduct of school visits and the possibility of improvement in the light of actual experience. Occasional conferences and short courses, of a purely practical kind, would enable the schools to derive greatly increased benefit from the time and effort expended on visits. Training Colleges, in particular, could assist in spreading among the younger teachers the results of experience already gained in the art of conducting museum lessons.

Visits of teachers.

72. There are museums, including some of the finest, which are, of course, unsuitable for children. The Wellcome Museum of Medical Science, for example, is one of our best examples of modern display methods, but no one would suggest that it ought to be visited by parties from the Elementary Schools. Many museums are intended not for children but for the research worker, the student, or the specialist in some particular field, many are interesting to the general public but for one reason or another are not adapted to the needs of school children. Even among such museums as these, however, there are few, if any, which are entirely undeserving of visits by teachers. There is evidence that the more enterprising teachers appreciate this and take trouble to familiarise themselves with the publications and exhibits of museums in their locality, and of more distant collections.

Importance of securing the interest of teachers.

73. Some museums regularly send circulars to schools within reach, giving notes on new acquisitions, suggestions for museum lessons, and lists of the exhibits, lantern slides and other material available for circulation. Some have provided special lectures and even courses for teachers. Some curators, like some librarians, attend the conferences

and short courses for teachers organised by the professional bodies and bring cases of exhibits to illustrate the discussions. Some museums have arranged for their galleries to be specially opened outside the ordinary hours, in order that teachers may study the exhibits and consult the museum staff.

74. These measures, and others which secure the personal interest of teachers, are much to be commended. Administrative schemes of co-operation, however excellent on paper, will fail to achieve their object unless the ordinary teachers in the schools are genuinely interested. Without such interest, circulating collections will gradually fall into disuse, museum visits will become perfunctory and stereotyped and largely a waste of time, and courses of museum lectures will suffer, as manual instruction and domestic subjects suffered in the past, by being completely divorced from the ordinary school work. But if the teachers are interested, the resources of the museum are used intelligently. Visits are made with a definite objective and not as mere sight-seeing expeditions. Loan collections are used, as they should be used, to illustrate points arising out of the ordinary classroom work, and special museum lectures become an integral part of the curriculum, with the result that the outlook of the children is enlarged and their understanding of the world around them enriched.

75. It is true that some effort on the part of museum authorities is involved and some inconvenience to the museums may be caused. But surely from the point of view of the museums themselves the effort may be well worth while. Many, perhaps most, of the difficulties of the museums can be traced ultimately to the apathy of the general public; and this in turn is due, in large measure, to the lack of effective publicity. Through a sympathetic teaching profession, it is possible to interest not only the children, who are the citizens of tomorrow, but also their parents, relatives and friends.

Concluding observations.

76. It may be suggested, in conclusion, that the word "museum" is perhaps in part responsible for the present unsatisfactory state of affairs. Does it not suggest a depressing, decaying institution, the last resting place of travellers' mementos and of fossils which have undeservedly survived from ages long ago? The existing prejudice is deeply rooted in the tough soil of our language and in the popular mind, but it would most surely be overcome if a generation of children were given systematic opportunities of enjoying the treasures of modern museums.

APPENDIX.

Short List of Publications Containing Further Information.

Directory of Museums and Art Galleries in the British Isles (The Museums Association, 39b, Alford Place, South Kensington, S.W.7, price £1 1s. 0*d.*).

Sir Henry Miers: Report on the Public Museums of the British Isles other than the National Museums (Carnegie United Kingdom Trustees).

Dr. E. E. Lowe: Report on American Museum Work (Carnegie United Kingdom Trustees).

Royal Commission on National Museums and Galleries:—

Interim Report. (H.M. Stationery Office, price 2s. net).

Final Report, Part I. (H.M. Stationery Office, price 2s. net).

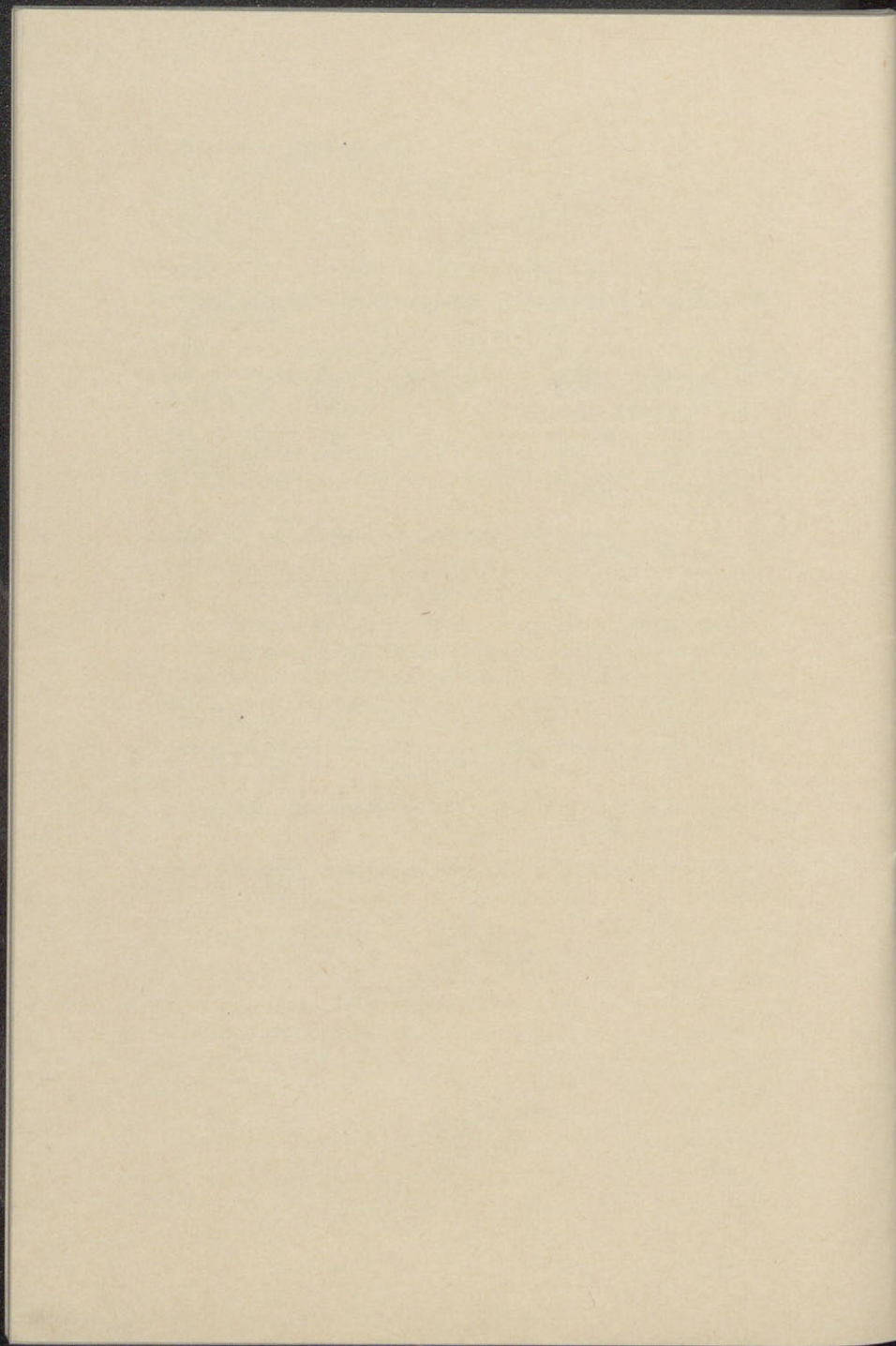
Final Report, Part II. (H.M. Stationery Office, price 2s. net).

Oral evidence, memoranda and appendices to the Interim Report, 1928. (H.M. Stationery Office, price £1 1s. 0*d.*, net).

Oral evidence, memoranda and appendices to the Final Report, 1929. (H.M. Stationery Office, price £1 1s. 0*d.*, net).

Deutsches Museum: Ratschläge für Schülerfahrten (Deutsches Museum, Munich, price 30 pf.).

The Museums Journal (The Museums Association, monthly, price 2s. net).



SCIENCE MUSEUM.

PUBLICATIONS, ETC.

The following publications, etc., issued by the Science Museum are suggested as being suitable for educational purposes :—

Handbooks giving a brief survey of the history and development of Aeronautics, Agricultural Implements and Machinery, Applied Geophysics, Industrial Chemistry, Railway Locomotives and Rolling Stock and Sailing Ships.

Postcards.—Picture postcards in monochrome (150 subjects) are available at 1*d.* each. The subjects illustrated comprise Road and Railway Transport, Stationary Steam Engines, Aeronautics, Water Transport, Scientific Apparatus, etc.

Photographs.—Over 6,000 photographs of objects in the Museum are available at prices regulated by the size of the negatives. The prices range from 9*d.* for a print from a 4½ in. by 3¼ in. negative to 2*s.* for one from a 12 in. by 10 in. negative. The great majority of the negatives are of the latter size. Specimen prints may be seen at the Catalogue Stall.

Charts, giving a synopsis of events in connection with the development of Railway Transport Prime Movers and Pumping Machinery respectively, are obtainable at 1*s.* each (by post 1*s.* 3*d.*).

Complete lists of publications, etc., may be had on application to the Director of the Science Museum.

MUSEUM WORKSHOP.

	<u>23-24</u>	<u>28-29</u>	<u>31-32</u>	<u>32-33</u>
Appropriation		500	1,200	1,200
Wages		4,296	6,264	4,444 *
Salary	(Judah)	3,600	3,600	3,384

9,028⁰⁰

*	Giroux	2,000	Bruxelle	1044	Brunelle	1002
	Stevens	676	Giroux	2100	Giroux	1995
	Brownlee	1,620	Stevens	780	Stevens	756
			Bleau	720	Bleau	691
			Brownlee	<u>1620</u>		
		4,296		6264		4444

This budget should be adjusted, and expenditures assigned to proper places.

Judah and Bleau out - General Museums.

(Brownlee now out)

Brunelle to Ethnology

Appropriations cut to 700.

no budget for museum committee.

allocation of funds desirable - The original 10000 was not for Path alone but for all 3 museums - allocation of duties of workshop.

one accession for all pathological material in all collections.



CANADA

NATIONAL MUSEUM OF CANADA

Ottawa, January 15, 1930.

President,
McGill University,
Montreal, P.Q.

Dear Sir:-

I am preparing an illustrated publication dealing with the Amphibians and Reptiles of Canada. Probably there are certain of these animal forms preserved in your institute. I should like to examine these. Would you care to deposit your specimens in this Museum, or, if such procedure is not desirable to you, would you be willing to forward them, for examination and determination, with the understanding that they are to be returned, and transportation charges paid by us?

Yours very truly,

Charles L Patch

C.L. Patch.

Dear Mr Jewah,

What about this?

W.L. Jewah

17/1/30

GLP:MY.

22nd January, 1930.

Clyde L. Patch, Esq.,
Department of Mines,
National Museum of Canada,
O t t a w a .

Dear Mr. Patch,

I have your letter of the
15th January.

The few Amphibian specimens
which we have are in continual use for teach-
ing purposes, and it is therefore impossible
to send them to Ottawa at this time. If
you care to send a representative to McGill,
we shall be glad to extend every courtesy in
connection with an examination here of the
collection of these animal forms.

Yours faithfully,

Principal.

March 2nd, 1927.

Dr. H. M. Tory,
President,
University of Alberta,
Edmonton, Alta.

My dear Dr. Tory:-

Thank you for your letter of the 25th of February with reference to the Mackwood collection brought to your attention by Miss Parmelee.

Unfortunately we haven't much money to spend on Museum collections at the present time, but I am writing Dr. Frank Adams regarding it.

Yours faithfully,

Principal.

PRESIDENT'S OFFICE



CABLE ADDRESS: "VERA"
CODE A.B.C. (5TH ED.)

EDMONTON, Feb. 25th, 1927.
ALBERTA, CANADA

Sir Arthur Currie,
Principal McGill University,
Montreal, Que.

My dear Principal Currie:

I received a letter some time ago from Miss Faith Parmelee of which the enclosed is a copy of the essential parts. Unfortunately, we are not in a position to take advantage of this collection but it occurred to me that you might desire such a one for the Redpath Museum so I thought I would send it forward to you .

Sincerely yours,

A handwritten signature in cursive script, appearing to be "A. M. S.", is written over the typed name "President".

President.

CHAIRMAN, BRIG.-GEN. E. A. CRUIKSHANK, LL.D., F.R.S.C., F.R. HIST.
OTTAWA, ONT.
J. B. HARKIN, OTTAWA, ONT.
HIS HONOUR F. W. HOWAY, LL.B., F.R.S.C., NEW WESTMINSTER, B.C.
J. CLARENCE WEBSTER, M.D., D.Sc., LL.D., F.R.S.C., SHEDIAC, N.B.
MARECHAL NANTEL, B.A., B.C.L., C.R., MONTREAL, P.Q.
PROFESSOR FRED LANDON, M.A., F.R.S.C., LONDON, ONT.
PROFESSOR D. C. HARVEY, M.A., F.R.S.C., HALIFAX, N.S.



Application to Carnegie Corporation for Museum funds
ADDRESS COMMUNICATIONS
TO THE SECRETARY
G. WILFORD BRYAN
NATIONAL PARKS BRANCH
DEPARTMENT OF THE INTERIOR
OTTAWA, CANADA.

HISTORIC SITES AND MONUMENTS BOARD OF CANADA

Shediac, N.B., Jan. 30, 1932.

General Sir Arthur Currie,
G.C.M.G., K.C.B., LL.D.,
McGill University, Montreal.

Dear Sir Arthur,

You may remember that Sir Henry Miers and Mr. Markham made an inspection of Canadian Museums last autumn, at the instance of the Carnegie Corporation. When they visited me, I learned from them that there is a Fund of \$14,000,000, which is to be used in helping Museums in the British Empire, outside the British Isles. Thus far no money has been spent for this purpose. I was advised to get into touch with the Corporation, after the Report prepared by Miers and Markham had been considered by the Corporation. It was intimated to me that this Report would be in New York early in December. However, I have recently learned that it was only received three weeks ago.

I am interested in getting assistance for our new Maritime Institutions, viz., the N.S. Archives and the N.B. Museum. I wrote to Dr. Keppel early in January, asking him to receive a deputation on behalf of these two Museums. He replied stating that the Report must first be carefully considered by him and his Board. Last week I received word to the effect that it had been decided to await the receipt of applications from a number of Canadian Museums, and that they would be considered together.

I advise you, therefore, to take up the matter of the McCord Museum with a view of seeking aid from the Carnegie people. I cannot specify the nature of the assistance which they will give, but it will do no harm to have a carefully prepared statement of your needs, with an estimate of the cost of satisfying them. It would then be fitting for you to write to the Corporation sending the statement.

With kind regards,

Yours sincerely,

*To Mr. Lomer
Do you know
anything about this fund?
W. Webster
2/2/31*

W. Webster

February 1, 1932.

Dr. J. C. Webster, F.R.S.C.,
Shediac, New Brunswick.

My dear Dr. Webster,

I am grateful for your letter
of January 30th and must take immediate
action in connection with the Carnegie
Corporation Fund of which you speak.
I shall let you know what we do.

With many thanks for your
writing to me,

I am,

Ever yours faithfully,

Principal

McGILL UNIVERSITY LIBRARY

REDPATH LIBRARY · MEDICAL LIBRARY · BIBLIOTHECA OSLERIANA · LAW LIBRARY
ROYAL VICTORIA COLLEGE LIBRARY · BLACKADER LIBRARY OF ARCHITECTURE
EMMA SHEARER WOOD LIBRARY OF ORNITHOLOGY · BLACKER LIBRARY OF ZOOLOGY
BAILLIE LIBRARY OF CHEMISTRY · THE GEST CHINESE RESEARCH LIBRARY
TRAVELING LIBRARY DEPARTMENT · LIBRARY SCHOOL

MONTREAL

GERHARD R. LOMER, M.A., PH. D.
LIBRARIAN

February 4, 1932.

Sir Arthur Currie,
Principal,
McGill University.

Dear Sir Arthur:

I return herewith Dr. Webster's letter of January 30th relative to funds of the Carnegie Corporation available for Museums in the British Empire.

I had not heard of this particular source, but I imagine that it is similar to the fund which is available for Library purposes in the British Empire and from which our Library School is at present receiving a grant.

I heartily endorse Dr. Webster's suggestion that an application be made for funds to aid the establishment of the new University Museum recommended by Dr. Cyril Fox, and I would suggest that you write to Dr. Keppel a preliminary note saying that the University proposes to make a formal application in the near future, accompanied by the Survey Report of Dr. Cyril Fox, as soon as this is in print.

Faithfully yours,

G. R. Lomer

University Librarian.

H/

Enc.

February 5, 1932.

Dr. F.P. Keppel,
Chairman of the Carnegie Foundation,
522 Fifth Avenue,
New York, N.Y.

Dear Dr. Keppel,

Early last summer I asked the British Museums Association if it would be possible for them to undertake a survey of the museums at McGill University. My desire was to obtain from them an appreciation of the value of our museum collections, assistance in framing a museum policy for the future and advice as to museum administration generally. The result was that last August we had a visit from Sir Henry Miers and Mr. Markham who spent several days in Montreal on their way across Canada and also several days on their return. Following their advice it was arranged that Dr. Cyril Fox of the National Museum of Wales should come to Montreal and spend sufficient time to make an intelligent survey. Dr. Fox has embodied his appreciation and recommendations in a report which is now being studied by the Museums Committee, and after consideration by the Board of Governors it will be published.

I learn that the Carnegie Foundation has set aside a large sum of money which is to be used in helping museums in the British Empire outside the British Isles. This letter is merely to acquaint you with what we have done in the last few months with respect to museums at McGill, to intimate that we shall forward Dr. Fox's report when it has been printed and to ask for your sympathetic consideration of our requirements when distribution of the money above referred to receives final consideration by the Corporation.

Everyyours faithfully,

Principal

CARNEGIE CORPORATION
OF NEW YORK
522 FIFTH AVENUE
NEW YORK

February 10, 1932.

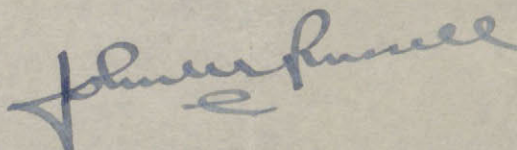
Sir Arthur W. Currie,
McGill University,
Montreal, Canada.

Dear Sir Arthur:

Permit us in the absence of Mr. Keppel to acknowledge your letter of February 5. The rumor regarding "a large sum of money which is to be used in helping museums in the British Empire" has been slightly exaggerated. The fact of the matter is the Corporation has made a grant to the Museums Association for a survey of museums in the British Dominions and Colonies. It was for this purpose that Sir Henry Miers and Mr. Markham visited Canada last summer.

The Corporation as part of its program is interested in museum education, and we should be glad to see Dr. Fox's report when it is published.

Sincerely yours,



JOHN M. RUSSELL.

R/h

February 11, 1932.

John M. Russell, Esq.,
Carnegie Corporation of New York,
522 Fifth Avenue,
New York, N.Y.

Dear Mr. Russell,

Many thanks for your letter of
February 10th with regard to the grant to the
Museums Association for a survey of museums in
the British Dominions and Colonies.

I shall be glad to send you a
copy of Dr. Fox's report on McGill University
Museums. It is now in the hands of the printer.

Yours faithfully,

Principal

CAHAN, LIGHTHALL, LIGHTHALL & HENRY

BARRISTERS & SOLICITORS

C. H. CAHAN, K.C., LL.D.
W. D. LIGHTHALL, K.C., LL.D.
W. S. LIGHTHALL, B.C.L.
W. R. HENRY, B.C.L.

CABLE ADDRESS: "NAHAC"

HARBOUR 8120
TELEPHONES HARBOUR 8129

SUITE 1001-9 STAR BUILDING

231 ST. JAMES ST. WEST

MONTREAL

IN REPLY, REFER TO W.D.Lighthall

November 30th, 1932

General Sir Arthur Currie,
Principal,
McGill University,
MONTREAL.

Dear Mr. Principal:

While writing you today regarding fire prevention, another important subject presents itself.

I learn that President F.P. Keppel of the Carnegie Corporation will be in Montreal and address the Canadian Club on Monday. I am told he is here partly to see about a Carnegie grant of a large sum for Museums in Canada and looks for some definite plan here. We have of course some suggestions in our recent Museums Report, but they are very sketchy and imperfect.

The general idea of a Museums building has been long recommended by some of us, but the ideas put forth in the Museums Report in detail are unworkable. Pending complete consideration, I believe that the Royal Ontario Museum, Toronto, might be pointed to as a concrete model for the outlines and that all interested here be consulted.

Yours truly,

WDL/B

W. D. Lighthall

Inter-department Correspondence



PRINCIPAL AND VICE-CHANCELLOR:
SIR ARTHUR W. CURRIE, G.C.M.G., K.C.B.

FROM

THE PRINCIPAL AND VICE-CHANCELLOR,
MCGILL UNIVERSITY,
MONTREAL.

December 5, 1932.

Dr. W. D. Lighthall,
231 St. James St. West,
Montreal. P. Q.

Dear Dr. Lighthall,

I have your letter of the 30th with reference to the visit here of President Keppel of the Carnegie Foundation. I took him to see the McCord Collection and also the Redpath Collection. He visited also the museum in the Medical Building.

The difficulty under which we labor, both as regards museum accommodation and library accommodation is that the Carnegie Corporation has been forced to withdraw any support for provision of buildings. Ontario is much better off than ourselves, inasmuch as in that Province the Provincial Government is more generous than our Government in the provision of these educational institutions. Dr. Keppel, while not actually promising financial support, intimated that if we provided increased library facilities and better accommodation for our museum material, he would be prepared to debate with me, as he put it, the financial support that might be forthcoming from the Foundation.

He spoke in highest terms of our Library and of our Librarian, and also of the collection of museum material we have. He remarked to me that the Corporation was averse to giving conditional grants.

I am afraid the first move towards providing accommodation must come from ourselves.

With reference to your letter on fire protection, I shall call the McCord Committee together in the near future.

Yours faithfully,

Principal.

Carnegie Corporation.

1931 Report

"Museums"

The Corporation has continued its study of educational services of American museums with the aid of an advisory group. The largest grants made on the recommendation of this group were of \$45,000, spread over a five year period, to enable the Pennsylvania Museum of Art at Philadelphia to establish a branch museum in a crowded part of the city, and of \$50,000 to meet general expenses of the American Association of Museums.

Acting upon a suggestion of the Carnegie United Kingdom Trust, a contribution of \$30,000 has been made to enable the Museums Association (British) to conduct a much needed general survey of the museums in the British Dominions and Colonies.

Dr. J.C. Webster Jan. 30, 1932: When Sir Henry Miers and Mr. Markham made an inspection of Canadian Museums last autumn at the instance of the Carnegie Corporation, I learned from them that there was a fund of \$14,000 which is to be used in helping museums in the British Empire outside the British Isles. I was advised to get in touch with the Corporation after the Miers report had been considered.

As a result of this we wrote the Carnegie Corporation, who replied, Feb. 10, 1932:

"The rumor regarding a large sum of money which is to be used in helping museums in the British Empire has been slightly exaggerated. The fact of the matter is that the Corporation has made a grant to the Museums Association for a survey of museums in the British Dominions and Canada. It was for this purpose that Sir Henry Miers and Mr. Markham visited Canada last summer. The Corporation as part of its program is interested in museum education and we should be glad to see Dr. Fox's report when published."

A { Moved at a meeting of the Executive Museum Committee June 7, 1932:

"In view of the recent Fox Survey the Principal be asked to write a letter to the Carnegie Corporation, suggesting that we should be glad to receive any advice the Corporation might like to give touching the said reorganization of McGill Museums."

This action was taken as result of confidential information obtained by me (Mr. Judah) while attending the Boston meeting of the American Association of Museums to the effect that there was to be a large sum of money spent on Canadian Museums within the near future. Owing to the source of the information Mr. Judah thinks it inadvisable to ask the Corporation for money at present, "or to have this matter discussed with anyone having museum interests outside the University.

The Principal wrote to the Corporation June 8 and received their reply June 13th: Thank you for letter and for forwarding Fox survey. We are waiting for the publication of the Miers' report before any definite steps in this field. In the meantime we are glad to have the report.

Mr. Lighthall: Nov. 30, 1932. "The general idea of a museums building has long been recommended by some of us but the ideas put forth in the Museums report in detail are unworkable. Pending complete consideration I believe the Royal Ontario Museum might be pointed to as a concrete model for the outlines.

June 8th, 1932.

Dr. F. P. Keppel,
Chairman of the Carnegie Foundation,
522 Fifth Avenue,
New York, N. Y.

Dear Dr. Keppel,

Since my letter of February the fifth, 1932, regarding the reorganization of Museums of McGill University which we have undertaken, you will have now received Dr. Cyril Fox's published Survey of McGill Museums (a copy of which I am taking the liberty of enclosing herewith).

It may interest you to know that we have appointed a new Museums Committee, which has actively begun to carry out those of Dr. Fox's recommendations that can be put into immediate effect, and that we have thus taken the first step towards the development of a new University Museum.

In view of this, we will appreciate any suggestions you may care to make which, combined with the results of the Survey of Museums in the British Dominions and Colonies undertaken by Sir Henry Miers and Mr. Markham, might help us to embody the ideals which the Carnegie Corporation had in mind in endorsing this Survey.

We are anxious to establish at McGill a University Museum which will be of educational use, not only for Montreal but for the whole of Canada. We already have, not a nucleus but a well-selected and partially-arranged collection

in several major groups of material.

This letter is merely an explanatory postscript to Dr. Fox's Report, showing the progress that we have made so far, and assuring you of our appreciation of any suggestions or assistance you may be able to give. As you will see from my preface to the Report, we are gravely hampered by not having an adequate museum building and by the fact that we have, as yet, no Director of the University Museum. I know of the interest of the Carnegie Foundation in university museums, and I am therefore venturing to put before you the situation at McGill.

Ever yours faithfully,

Principal & Vice-Chancellor.

CARNEGIE CORPORATION
OF NEW YORK
522 FIFTH AVENUE
NEW YORK

OFFICE OF THE PRESIDENT

June 13, 1932

Sir Arthur W. Currie, Principal
McGill University
Montreal, Canada

Dear Sir Arthur:

Thank you for your letter of the
8th and for forwarding Dr. Fox's "Survey of McGill
Museums." We are awaiting the publication of
Sir Henry Miers' and Mr. Markham's report before
any definite steps will be taken ^{in this field.} In the meantime
we are glad to have the report.

Sincerely yours

J. P. Keppel

K:R
P



MCGILL UNIVERSITY

June 7, 1932.

Sir Arthur Currie,
Principal,
McGill University,
Montreal, Que.

My dear Sir Arthur,

At a meeting of the Executive Museum Committee held in Dr. Lomer's office, I was instructed to advise as follows:

IT WAS MOVED THAT:

"In view of the recent Fox Survey of McGill Museums, and the action now being taken by the University to carry out some of its recommendations forthwith, that the Principal be asked to write a letter to the Carnegie Corporation, suggesting that we should be glad to receive any advice the Corporation might like to give touching the said reorganization of McGill Museums."

This action was taken as a result of confidential information obtained by me while attending the Boston Meeting of the American Association of Museums, to the effect, that there was to be a large sum of money spent on Canadian Museums



MCGILL UNIVERSITY

-2-

within the near future.

Owing to the source of this information, I do not think it advisable to ask the Carnegie Corporation for money at the present time, or have this matter discussed with anyone having museum interests outside the University.

Any further information, I would be most happy to give.

Respectfully submitted,

E. L. Tisdale
E. L. Tisdale

ELJ/IB



MCGILL UNIVERSITY

*Re Formation of Carnegie Sub-
Committee on Museums in
Canada*

December 3rd, 1932.

Sir Arthur Currie,
Principal - McGill University,
Montreal.

Dear Sir Arthur,

Dr. Maude Abbott has just brought down to me the enclosed document, which was sent to her, and an additional one to Mr. Judah.

I telephoned Mrs. McMurray to ask if you had received a copy, but she thinks not. For that reason I am sending it on to you now, thinking that you would like to see it before Monday.

Faithfully yours,

C. Martin
DEAN.

P.S. Although it refers to cities under 85,000 of a population, it seems strange that it should have been sent here, unless it has some significance with respect to Montreal.

DEPARTMENT OF MINES



CANADA

NATIONAL MUSEUM OF CANADA

Ottawa,

Dear Colleague:-

The attached quotation from Sir Henry Mier's Report to the (Andrew) Carnegie Corporation of New York, which financed Sir Henry's survey of Canadian museums in order that it might know if best to grant funds, may have escaped your notice. Let us co-operate for the good of museums and Canada.

Yours cordially,

HIS:EF.

Harlan I. Smith.

Mr Abbott

Scheme
of
Reform

To do all these things, i.e. to weed and reorganize collections, to exhibit and label them in an accurate and interesting manner, would clearly involve each of the institutions considered in a certain outlay, and it is here that an outside body might make a most effective contribution to the improvement of the existing service.

If funds were available for the purpose, the reforms here contemplated could be carried out by a scheme of grants to museums in towns of under 85,000 population with an existing museum service. The grants might be based on the following broad principles:-

1. The governing body to evolve a definite policy and to restrict its future acquisitions in accordance with that policy.
2. A reorganization scheme based upon the new policy to be drawn up, and an independent expert from one of the better-known museums to be invited to visit the museum and to report upon the proposed scheme.
3. The museum authorities to take steps ensuring that the collections are properly curated.
4. The museum accounts to be separated from any others.

If the museum authorities would agree to these conditions, it is suggested that efforts might be made to obtain grants up to a maximum of \$2000, or 60 per cent, of the total cost of re-equipment, whichever is the lower, for each approved museum for cases and other equipment and temporary assistance. A similar scheme has been tried out in England during the last two years, with admirable

results, the total cost of which over the period, including travelling fees and honoraria to experts, is estimated to be \$15,000 (14 grants averaging £ 200 each, plus £10 for each expert's report).

The whole scheme could be financed by the allocation of \$30,000 for a dozen experiments along these lines to be carried out during a period of three years, i.e. 12 at \$2000 plus \$6000 for reports, etc.

MCGILL UNIVERSITY
MONTREAL

PRINCIPAL'S OFFICE

Ramsay Traquair,

Has just returned from Toronto, where he was talking to Currelly, Curator of the Royal Ontario Museum and wanted to see you about what Mr. Judah says of him. I showed him the attached.

He wishes to come to see you on Saturday morning with Cleveland Morgan.

His complaint is:-

First, that the Museums Association of Great Britain which Sir Henry Miers represented does not represent the larger and more authoritative British Museums, neither the British Museum nor the South Kensington have any interest in it. It is an association of the smaller museums, a kind of body to which occasionally a representative of the British Museum will go to talk, much as the headmaster of an English public school might go to talk in a school.

Therefore he feels the Carnegie Corporation were not well advised in their choice.

He also feels strongly that we are in grave danger from Mr. Judah representing McGill and representing himself as Curator of Museums at McGill. The General Museums Committee of which he is a member have said that Judah is not to have this title.

Dr. Lomer was in the office while Traquair was complaining.

over

Dr. Lomer says that of course Judah is most wrong to misrepresent things at Toronto so, and especially if he has done it to the Carnegie people or to Sir Henry Miers. Mr. Judah had a good deal to do with Sir Henry. Dr. Lomer says he knows that when Sir Henry went to Toronto to survey Currelly was out of the city and only returned after they had been there two days and that they did not pay much attention to him.

He thinks Mr. Judah's over-enthusiasm for McGill makes him forget that he must be professional in his attitude and never run down a man in the profession.

Ramsay Traquair says most emphatically that Judah is only a technician and knows nothing at all of museum curatorship or work on the academic side. That Dr. Oertel knows this and agrees with it. That great harm will be done the University by Judah unless he is put in his place.

This Carnegie Committee for Canada formed without Currelly of Toronto is a mistake.

Dr. Lomer says that Traquair's father was a museum curator and Traquair of course knows what he is talking about.

Traquair also complained that the General Museums Committee was not called together. You are Chairman; shall I call a meeting for Monday before Lomer goes away?

The Principal:

Currelly

Mr. Judah says that ~~Carrolli~~, Curator of the Royal Ontario Museum is very much afraid of the confidential report which Miers is going to hand on and which will not appear in the report. Afraid that is, that it will be to the detriment of his scheming to get money from the Carnegie Fund for the Ontario museum.

Mr. Judah says he had a tip that we should apply for this money, too.

D.McM.

Undated, but some time in the summer, I think,

you



MCGILL UNIVERSITY

January 7th 1933

Sir Arthur Currie,
Principal and Vice Chancellor,
McGill University.

My dear Sir Arthur:

Please find enclosed copy of a
letter the contents of which I would ask you to treat
confidentially until such time as the Carnegie
Corporation may see fit to make the announcement.

Faithfully yours,

E. L. Judah

ELJ/MW
ENCL

*notes
Lester
will be glad to know
about any progress
made*

*Note: Toronto not
represented in attached
Mr. Judah remarks they
have spent 2 million on
a building but are not
up to date in museum
practices.*

C O P Y

CARNEGIE CORPORATION,
of New York

January 4, 1933

Mr. E. L. Judah, Curator,
McGill University, Pathological Museum,
Pathological Institute,
Montreal, CANADA.

Dear Mr. Judah:

Sir Henry Miers, who with Mr. Markham is engaged in a study of museums in the British Empire, has suggested that there be set up in Canada a small group of informed persons who would informally discuss Canadian museum problems and proposals with a view to advising the Corporation as to significant opportunities for service.

Could you find the time to serve as a member of such a group in association with Messrs. H. O. McCurry, of Ottawa, Eric Brown, of Ottawa, J. C. Webster, of Shediac, and F. Kemode, of Victoria? Others can be coopted as may seem desirable.

We are asking Mr. McCurry to act as secretary.

Sincerely yours,
F.P. Keppel (sgd)



MCGILL UNIVERSITY

September 26th, 1933.

Sir Arthur Currie,
Principal,
McGill University.

My dear Sir Arthur,

I thought you would be interested to hear that I have been awarded a Museum Curators' Diploma by the British Museums Association. This information I would ask you to treat confidentially until after it is announced some time early in the New Year.

For your information, I beg to report that there has been a meeting of the Canadian Advisory Committee to the Carnegie Corporation of New York held at Ottawa.

The following were present:

Mr. Frank Kermode, Victoria, B.C.
Dr. Brock, University of B.C. Vancouver,
Dr. Wallace, President of the University of
Alberta, Edmonton,
Messrs. Eric Brown and H.O. McCurry, National
Gallery of Canada, Ottawa,
Mr. E.L. Judah, Montreal,
Dr. Clarence Webster, Shediac, N.B. (in the Chair)
The Hon. Vincent Massey, unavoidably absent.

It was reported at the Meeting that the Carnegie Corporation now has the sum of ten million dollars, with four million dollars accrued interest to be spent on museums of the British Empire.



MCGILL UNIVERSITY

Sir Arthur Currie

-2-

The following recommendations were made to the Corporation for museums and art galleries in cities with a population of 85,000 or less:

Vancouver Art Gallery - \$1000.00 to \$1500.00 to carry on art work in schools.

Edmonton Museum of Art - \$1000.00 for similar work in Edmonton and the surrounding country.

Applications are being considered from:

The Perth Municipal Museum for new equipment - \$600.00.

The Vancouver Municipal Museum - \$1000.00 to \$1500.00 to carry on with their publications.

An art group in Kingston, indirectly connected with Queen's University - \$1000.00 to \$1500.00.

Dr. Wallace of Edmonton asked for \$900.00 to re-arrange their Ethnological, and Archaeological material.

Mr. Kermodé of Victoria asked for \$1500.00 to arrange their Entomological Exhibit.

The National Art Gallery asked for funds to carry on with their Traveling Exhibits.

I reported on my museum classes here, which might require assistance later if expanded.

Mr. Kermodé and Dr. Brock are to report on museums of the Pacific Coast. Dr. Wallace, the Prairie Provinces, Messrs. Eric Brown and H.O. McCurry with the assistance of the Chairman will report on Ontario.



MCGILL UNIVERSITY

Sir Arthur Currie

-3-

Mr. McCurry and I are to report on museums of the Province of Quebec, while Dr. Webster and Mr. McCurry are to survey museums in Halifax and St. John.

The Committee decided to meet twice yearly, the next meeting will be held towards the end of May, in all probability in conjunction with the Royal Society of Canada.

It was decided to encourage students from various Universities to go into Museum Work, having them major in languages (not less than three) with the same academic standing now required for Library work. After graduating, they would be assisted in taking technical museum work either at Toronto, or at the University here, when a limited number will be further assisted with scholarships, etc., abroad.

It was decided to make a series of exhibits, having the layout arranged by some particular authorities in paleontology, geology, mineralogy, etc., for distribution amongst different institutions. The work being done by Ward's Establishment, Rochester, N.Y.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "E.L. Judah".

E.L. Judah,

ELJ/IB

September 26, 1933

E. L. Judah, Esq.,
Secretary to the
General Museums Committee.

Dear Mr. Judah,

May I offer you my sincere congratulations on your having been awarded a Museum Curator's Diploma by the British Museums Association. I shall respect your wishes to keep the matter confidential until after it is officially announced.

I am also grateful to you for the report of what the Museums Committee has already done.

I note that up to the present they are dealing with the Museum problems that concern cities and towns of 85,000 population or less. I shall be glad if you will keep me posted concerning the activities of this Committee.

Ever yours faithfully,

Principal



MCGILL UNIVERSITY

October 4th, 1933.

Sir Arthur Currie,
Principal,
McGill University.

My dear Sir Arthur;

For your information, please find enclosed a tentative draft for submission to the Carnegie Corporation of New York, for the proposed Museum, and Art Gallery Scholarships to be offered to Canadian University Graduates, which has just arrived from Ottawa.

Yours sincerely,

E. L. Judah
E.L. Judah.

ELJ/IB

no file

Museum of The History of Medicine



MCGILL UNIVERSITY

? see the Principal

December 20th, 1932.

Sir Arthur Currie,
Principal - McGill University,
Montreal.

My dear Sir Arthur,

I have been instructed by Dean Martin to send you the following copy of a Resolution adopted at a meeting of the Faculty of Medicine on December 12th, 1932:

"That this Faculty recommends to the Principal that the Professor of the History of Medicine be ex officio Director of the Museum of the History of Medicine."

Yours sincerely,

J. Chumpe

Secretary,
Faculty of Medicine.

To. Dean Martin.
in connection with the above
I would much appreciate your
opinion as to what should
constitute the duties and the
responsibilities of an ex-officio
Director of the Museum of the
History of Medicine. What is
P.M. 0

*I don't remember a copy of
this coming in. DTA.*

McGill
Medical Historical
Museum

March 14, 1932.

Dear Doctor,

We propose, in the immediate future, to extend the usefulness of our Medical Historical Museum at McGill. We already have, in addition to this excellent nucleus, the Osler Library, with its many relics connected with the life and history of Sir William Osler. In our Medical Library we have a collection of archives in the form of books, pamphlets, letters, photographs, diplomas and other documents bearing on the history of this Medical Faculty and of early Canadian medicine.

In addition to this we have Dr. Maude Abbot's collection of documents, etc., connected with the early history of McGill University and the General Hospital—also Professor Moore's narcotic drug museum, and various instruments and appliances of interest to the profession.

All of these, if properly collected together, would in themselves form a museum worthy of our School.

We desire to increase the interest and usefulness of this Museum, and would ask you to contribute in any way possible to our collection. Among the additions that we would like to make, we would ask more particularly for contributions of:—

- (1) Any individual or group photographs, letters, documents, newspaper clippings, manuscripts, degree parchments, etc., connected in any way with the foundation and development of the Faculty and its Hospitals.
- (2) Instruments and other appliances related to the early history of the School.
- (3) Any volumes, or separate numbers, of the early Canadian Medical Journals published in Montreal between the years 1844 and 1902 inclusive.
- (4) Osleriana of every description.
- (5) Any objective matter bearing upon the early medical history of this City and Province.

Your sympathetic co-operation in this would be greatly appreciated by the Faculty.

Sincerely yours,

C. F. MARTIN,

Dean.



MCGILL UNIVERSITY

December 22nd, 1932.

Sir Arthur Currie,
Principal - McGill University,
Montreal.

Dear Sir Arthur,

Re Museum of the History of Medicine.

In reply to your note appended to Dr. Simpson's letter conveying a Resolution of the Faculty on the subject of a Director of the Museum of the History of Medicine, I may say that in 1925, when there was a reapportioning of the material in the Medical Museum, a considerable amount of the pathological material went to the Pathological Institute and Hospitals, and it was decided by the Faculty to divide the material that remained in the Central Museum into four sections:

1. The historical collection.
2. The collection of material which had formed the basis of research.
3. The War museum collection.
4. The pathological material to be used in clinical teaching.

Dr. Abbott's status then was clearly defined as Curator of the Central Museum.

As time went on it became more obvious that the only collection among these four, which had any possibility of development, was that of the History of Medicine. (The War Museum remained in statu quo, the clinical pathological teaching material was not being increased because most of the pathological instruction was being given at the Hospital, and the research material was but a sub-division of the historical).

In order to extend the usefulness of the historical collection, you will recall a circular (enclosure) was sent out in March, 1932, to graduates and friends of the University, asking for further contributions in order that much material that might otherwise have been thrown away could be concentrated and collected in our own Museum. As a result, a great deal of valuable material has been gathered together.



MCGILL UNIVERSITY

2.

December 22nd, 1932.

Dr. Abbott, who has always been Curator of these collections, was last year given a different title, namely, "Curator of the Medical Historical Museum", in order to distinguish this Museum from the Pathological ones in the Hospitals.

After all, this material is merely a collection and, perhaps, we are at the present juncture stressing the point too much to dignify it by the name of Museum of the History of Medicine. On the other hand, this point was stressed chiefly because efforts were being made in Toronto to dislocate from the office of the Canadian Medical Association here in Montreal valuable historical material, which was the property of the Medical Association, but of which we here were custodians.

Professor Oertel - who brought forward the motion at the last Faculty Meeting to have the Professor of the History of Medicine as Director of such a collection - based his motion on the theory that somebody who was an authority on the subject should supervise the work of a curator.

May I add that the material up to date is merely a collection, to be ultimately formed into a museum, and that we have separate letter-heads, designating it as the Museum of the History of Medicine, merely for the sake of encouraging the idea among those who are willing to contribute. There is, of course, no thought of creating any separate organization, which would add to the expense of the University, nor of utilizing any space other than at present existing in our Central Museum. In short, it is simply the long established "Central Medical Museum" with a different name.

Trusting that this explanation is satisfactory, believe me,

Faithfully yours,

C. Martin

DEAN.

THE MUSEUM OF THE HISTORY OF MEDICINE

THE MEDICAL MUSEUM

MCGILL UNIVERSITY

MONTREAL December 12th, 1932

To the Dean of the Faculty of Medicine;

Dear Dr. Martin;

In response to your request, I have the honour to submit the following Report upon the present status and requirements of the Museum of the History of Medicine, recently inaugurated by the Faculty, together with an outline of its further needs and scope and of the conditions which appear to me essential for its successful development into an Institution worthy alike of McGill and of Canadian Medicine.

I. Present Status and Immediate Requirements. The material assembled to date and at present housed in the flat cases surrounding the central light-well on the second floor of the Museum consists of some 26 new accessions, chiefly articles and documents of local medical interest; the Casey Wood collection of instruments and appliances of primitive and ancient medicine in Ceylon; the Pharmaceutical Collection of Prof. A.B.J. Moore; a quantity of old instruments awaiting selection and classification; and the Archives of the History of Nursing, also the Sir William Osler Pathological Collection consisting of some 125 pathological specimens obtained by him during his service at the Montreal General Hospital with its Bibliography, as well as the Holmes heart and a few other specimens of great historic interest. In addition there is available a large amount of historical material now housed in the Medical Library and also in my own possession in the Medical Museum offices, consisting of a mass of documents and pictures illustrative of the early history of the Medical Faculty and of Medicine in this Province.

For the purpose of entering and cataloguing all the above material available to date, an accession-book and entry-sheets have been supplied through the Dean's Office. It is proposed that the work of accessioning and cataloguing should be proceeded with immediately and further that the entire collection to date should be placed upon exhibition properly labelled and arranged for the meeting of the American College of Physicians here on February 6th next. For this purpose a small financial provision is immediately necessary both to cover the clerical work involved and also possibly to supply two additional flat cases for special displays.

THE MEDICAL MUSEUM

McGILL UNIVERSITY

MONTREAL

- 2 -

II. Scope, Outlook and Further Requirements. An adequate Museum of the History of Medicine at McGill will of course include in its survey the entire field of medical history with special developments along Canadian lines. Such an ideal as that followed out in the Wellcome Historical Museum should be clearly provisioned by the Faculty from the outset and a great Collection will very quickly evolve itself if the present small beginnings are properly nurtured with this end in view. The following requirements are suggested as essential for the security and expansion of this work:

(1) Space: For the immediate present the material can be accommodated in its present location on the second floor of the Museum in flat and wall cases occupying the rectangular spaces at the front corners of this floor and the alcove leading from the main entrance door to these, as well as the flat cases around the central light well. Growth of the collection will however soon require extension (either to the first floor (Ethnological Museum) or to that part of room 74 now occupied by Library Duplicates). (In this connection I would respectfully point out that the space on the second floor now occupied by the Medical Museum should not be further encroached upon to the extent of hampering or reducing the content of that Collection, not only because most of these specimens are valuable in themselves for teaching or research, but also for the reason that these are classified, catalogued and cross-indexed on an ordered plan that constitutes the keystone of all the Pathological Collections of the University and one which makes it possible to expand, both on paper and in the cases, any part of these, such as Teratology or Parasitology, to a great Collection, while yet retaining this as a logical subsection of an ordered whole. In other words the nucleus of the future great Pathological Museum lies in this small but highly organized "Historical and Research" Collection, of which it is the legitimate outcome and growth).

(2) Budget. Apart from the small appropriation which is immediately necessary for the clerical work involved in accessioning and cataloguing the present material and for certain minor details of equipment incidental to its display, some budget should be arranged in June for the ensuing year. The growth of the Collection can only be secured by a rather extensive correspondence, and some sort of flat and wall cases and filing cabinet should be made available. So that expenditure will be necessary for clerical work and labelling, stationery and equipment. The ultimate aim would of course naturally be the securing of an endowment which would permit the development of this Museum on a scale commensurate with the importance of the subject it represents.

*Matter between
brackets omitted*

C.F.M.

THE MEDICAL MUSEUM

MCGILL UNIVERSITY

MONTREAL

- 3 -

(3) Correlation with the Medical Libraries. As a considerable part of the historical material will consist of documents, letters, and even books of biographical or historical interest, a certain amount of overlapping with the province of the Medical Library is involved. On this account there should be a joint Committee on correlation of the interests of these several units.

(4) Administration. For the proper conduct and recognition of the work and for the security and continuity of this Museum, it is in my judgment essential that its chief Administrative Officer, the Curator, should represent it both on the Museum Committee of the University and on the councils of the Medical Faculty. Moreover as soon as possible there should be some sort of grant for administration, the Curator's present salary being inadequate for the large amount of expert work which the successful organization and development of this Museum will entail.)

Respectfully submitted,

Mander. Abbott

Curator
Museum of the History of Medicine.

Mr. Judah's suggestions.
Particularly anxious to have F. Clarke

New Committee appointed
3-30
Jan 27
Wednesday

GENERAL MUSEUM COMMITTEE

~~Sir Arthur Currie, Chairman.~~

Dr. C.F. Martin, Medicine.

Dr. T. H. Clark, (

Dr. J. J. O'Neill (

Prof. T.W.L. MacDermot, History.

Dr. G. R. Lomer, Library.

Dr. Arthur Willey, Zoology.

Dr. F. E. Lloyd, Botany.

Mr. Cleveland Morgan,

Mr. E. L. Judah,

Prof. F. Clarke, Education.

Dr. W. H. Brittain, Macdonald College.

February 3, 1932

to Mr. Glassco.

Please have the next meeting of the Board of Governors confirm the reconstitution of the General Museum Committee as follows:-

Dr. C.F.Martin
Dr. T.H.Clark
Dr. J.J.O'Neill
Prof.T.W.L.MacDermott
Dr.G. R. Lomer
Dr. Arthur Willey
Dr. F.E.Dloyd
Prof.E. Clarke
Dr. W.H.Brittain
Mr. Cleveland Morgan
Mr. E. L. Judah

with myself, as Chairman .

Principal

February 4,

1 9 3 2

Dr. Frank D. Adams,
Mountain Street,
Montreal.P. Q.

My dear Dr. Adams,

I am about to recommend to the Board of Governors that the General Museums Committee be reconstituted and consist of the following persons:

Dean C.F.Martin
Dr. T.H.Clark,
Dr.J.J.O'Neill
Prof.T.W.L.MacDermot
Dr. G.R.Lomer
Dr. W.H.Brittain

Dr. Arthur Willey
Dr. F. E. Lloyd
Mr.Cleveland Morgan
Mr. E.L.Judah
Prof. F.Clarke
Prof. Ramsay Traquair

with myself, as Chairman.

Will you please accept the sincere thanks of the University and myself for your faithful and valuable service on the old Committee.

We are printing the report made by Dr. Cyril Fox. You have probably heard of his work here this summer. I shall not forget to send you a copy of his report when it is available.

Ever yours faithfully,

To Calendar

Principal



PRINCIPAL AND VICE-CHANCELLOR:
SIR ARTHUR W. CURRIE, G.C.M.G., K.C.B.

FROM

THE PRINCIPAL AND VICE-CHANCELLOR,
MCGILL UNIVERSITY,
MONTREAL.

February 2nd, 1932.

Dear Sir:-

I propose to recommend to the Board of Governors that the General Museum Committee shall henceforth consist of the following persons:

Dr. C.F. Martin,
Dr. T.H. Clark, Professor Ramsay Traquair,
Dr. J.J. O'Neill,
Professor T.W.L. MacDermot,
Dr. G.R. Lomer,
Dr. Arthur Willey,
Dr. F.E. Lloyd,
Mr. Cleveland Morgan,
Mr. E.L. Judah,
Professor P. Clarke,
Dr. W.H. Brittain.
with myself, as Chairman.

I hope that you will give your consent to serve on this committee.

Yours faithfully,

Principal.

SCHOOL OF ARCHITECTURE

MCGILL UNIVERSITY

MONTREAL

RAMSAY TRAQUAIR,
M.A., F.R.I.B.A.

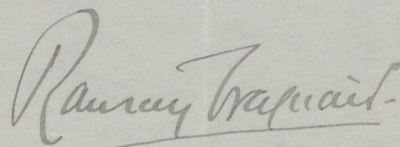
February 5th, 1932.

The Principal,
McGill University, Montreal.

Dear Sir,

It will give me much pleasure to
serve upon the General Museum Committee of McGill
University in accordance with your letter of February 2nd.

Yours faithfully,

A handwritten signature in cursive script that reads "Ramsay Traquair". The signature is written in dark ink and is positioned above the typed name.

Head of the School of Architecture.

McGILL UNIVERSITY
DEPARTMENT OF GEOLOGICAL SCIENCES
MONTREAL

JOHN J. O'NEILL, Chairman
Professor of Geology
R. P. D. GRAHAM
Professor of Mineralogy
THOS. H. CLARK
Professor of Palaeontology

JAMES E. GILL
Assistant Professor of Geology
F. FITZ OSBORNE
Assistant Professor of Geology

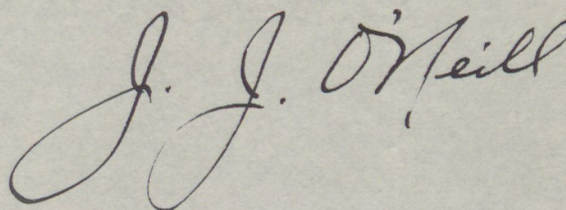
February 6th, 1932.

Sir Arthur Currie,
Principal, McGill University.

Dear Sir Arthur:-

In reply to your letter of
February 2nd, I will be very pleased to serve on
the General Museum Committee as proposed.

Yours faithfully,



JJO'N:P.

McGILL UNIVERSITY LIBRARY

REDPATH LIBRARY · MEDICAL LIBRARY · BIBLIOTHECA OSLERIANA · LAW LIBRARY
ROYAL VICTORIA COLLEGE LIBRARY · BLACKADER LIBRARY OF ARCHITECTURE
EMMA SHEARER WOOD LIBRARY OF ORNITHOLOGY · BLACKER LIBRARY OF ZOOLOGY
BAILLIE LIBRARY OF CHEMISTRY · THE GEST CHINESE RESEARCH LIBRARY
TRAVELING LIBRARY DEPARTMENT · LIBRARY SCHOOL

MONTREAL

GERHARD R. LOMER, M.A., PH. D.
LIBRARIAN

January 5th, 1931.

Sir Arthur Currie,
Principal,
McGill University.

Dear Sir Arthur:

With reference to your recent letter,
I shall be very glad to co-operate as a member of the
General Museum Committee, and shall do my best to fur-
ther the interests of the University in this direction.

Faithfully yours,

G. R. Lomer.

University Librarian.

C.

MACDONALD COLLEGE

MCGILL UNIVERSITY

RAILWAY STATIONS AND EXPRESS:
STE. ANNE DE BELLEVUE, QUE.

FACULTY OF AGRICULTURE
DEPARTMENT OF ENTOMOLOGY

POST OFFICE:
MACDONALD COLLEGE, QUE., CANADA

Feb. 6, 1932.

Sir Arthur W. Currie, G.C.M.G., K.C.B.,
Principal and Vice-Chancellor,
McGill University,
Montreal, Que.

Dear Sir:

I have your advice of Feb. 2nd, informing me that
it is proposed to recommend to the Board of Governors that
my name be included in the membership of the General Museum
Committee.

I wish to state that I shall be pleased to serve
upon the Committee.

Yours faithfully,

W. H. Brittain
W.H. Brittain,
Professor of Entomology.

B/R.

HENRY MORGAN & CO LIMITED
COLONIAL HOUSE
MONTREAL

EXECUTIVE OFFICES

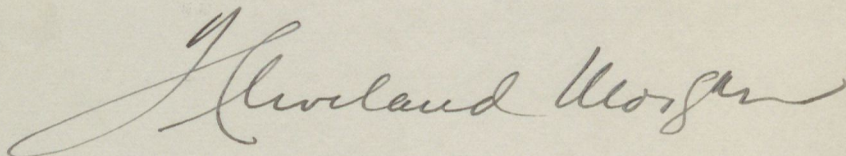
February 5, 1932.

Sir Arthur W. Currie,
McGill University,
Montreal.

Dear Sir Arthur :-

I will be very glad to act on
the General Museum Committee as
suggested in your letter of
February 2nd.

Yours very truly,

A handwritten signature in cursive script, reading "F. Cleveland Morgan". The signature is written in dark ink and is positioned below the typed closing "Yours very truly,".

F. CLEVELAND MORGAN:MMM

McGILL UNIVERSITY

MONTREAL

FACULTY OF MEDICINE
OFFICE OF THE DEAN

February 4th,
1932.

Sir Arthur Currie,
Principal - McGill University,
Montreal.

Dear Sir Arthur,

Re: General Museum Committee.

I shall be very glad indeed to act on the
General Museum Committee, as suggested in your
note of February 2nd.

Faithfully yours,

C. J. Martin

DEAN.



MCGILL UNIVERSITY

October 29th, 1932.

Sir Arthur Curriè,
Principal - McGill University,
Montreal.

Dear Sir Arthur,

Re: Appropriations for Museums.

May I suggest for the better working out of the budgets that we change the name of the Museum Workshop to that of the "Pathological Museum Workshop", and that this be budgeted as follows:

Giroux	<i>Salary</i>	\$2100.00
Stephens	<i>..</i>	780.00

Secondly, that we create a budget for the General Museums Committee; under this would come -

Judah	...	\$3354.00
Miss Bleau (Secy.)		720.00
Brunelle (Ethnological Museum)	...	1044.00

This corresponds to the present budget, and is merely a sub-division.

I am not quite sure, however, whether this takes into consideration the percentage of reduction.

Faithfully yours,

C. Martin

DEAN.

*To Mr. Gassco
Please note when you return
The Currie*