

In the common use of the term METHOD OF TEACHING very little consideration is given to either of the classes already mentioned; the term is often applied without understanding its meaning, and the result is, a slight change in the mode of teaching is called a *method*. A *mode* of teaching signifies a way of teaching, which *way* may be either with or without method. A *method of teaching* implies an orderly use of *modes* of teaching to meet the condition of the learner. A *system of education* implies more than methods—it includes means and methods adapted to the conditions of many schools.

There should be *method* in all the work of the teacher. All teaching should be *methodical*, but not *mechanical*.

Good methods of teaching are based on the conditions of mental growth. This depends upon proper mental activity. The action and reaction between external stimulants, which are material objects and acts, and the mind's inherent powers, constitute the processes of natural, mental activity.

The mental activity produced by the influence of things upon mind, and of mind upon things, educates the mind thus made active.

There can be no learning without mental activity of the learner. Hence methods of teaching, to be worthy the name of good methods, must make the pupils active doers, not passive receivers.

Good methods of teaching must harmonize with the natural modes of learning the subject. Let us apply this to *color*.

The ability to perceive resemblances and distinguish differences in *colors*, cannot be taught by repeating facts, or formal statements about colors—the learner must *see* them, and learn their resemblances and differences, by comparing and matching the colors. All modes of teaching color which lead to the attainment of these results belong to good methods.

Even *good* methods lose their educational power and value when the teacher neglects to imbue them with the realities of the subject. A good method of teaching leads the pupils to make the lessons a real experience with the objects of which it treats. It makes the school a place where the child comes in contact with realities, such as appeal to his senses when out of school, whether among the productions of nature, or the works of art.