

Lessons to Teachers

LESSON VI

WHAT - HOW - WHO
FOUR ESSENTIAL ABILITIES
FEELING OF FORM
EXERCISES FOR CONCENTRATION

Try to find some English words which will illustrate what you mean by "concentration" - to grasp, to penetrate, to be near. If you know many of these words, you will be able to lead your pupils to the place where they will themselves get a sense of what is meant by concentration. This can only be done by words and suggestions - the actual concentration is a personal experience.

WHAT - HOW - WHO:

Try to forget things which are not important. Find good examples to illustrate your ideas. "What": In giving your pupils a certain exercise, don't emphasize the need to do it all together. This is only a way of simplifying the teacher's work at this time. At first let them choose their own objects on which to concentrate, then you choose one for them in order to illustrate your ideas. It is just a slight difference. This all relates to "What."

"How" and "Who" Can you describe the qualities that a teacher must have? She must be very alive, she must be loving, she must be more active, more creative, she must have more freedom with her material, more form, more power, more

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fire and vitality. Imagine you are full of fire and vitality, and it will become a reality. Often you will have to give a lesson when you don't feel like it. You must exert yourself by your will. The first step is to realize that you must have this vitality and fire, and the second step is to be able to do it.

There are some exercises which are very important and which cannot be changed. For example, the exercise in which you must close your eyes and see a plant growing. But such exercises as some of the ones we have been using, can be substituted by more interesting exercises, if you can find them. When you have the feeling of what the aim of the exercise is, then you can adjust it and make new ones.

FOUR ESSENTIAL ABILITIES:

We must change our exercises so that they will give the students work in movement, speech, imagination, and concentration. These are the four essentials. You must have the ability to teach in these four directions.

FEELING OF FORM:

You must also have a feeling of form. This feeling of form is a special class in our school, and the pupils will have it a little later on, but the teacher must have it at once because she cannot teach without a feeling of form. Besides the four essential things which pupils must learn at

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first, you will get exercises in form. This is very important for you as a teacher.

Do all these exercises together and alone with a great deal of concentration, meditation, and helpful analysis. These exercises will help you to understand what is concentration, will give you a feeling of form, will help you to control your movements, convey your ideas, and punctuate both your movements and ideas.

EXERCISES FOR CONCENTRATION:

You have already had several exercises for developing concentration. There are some more to be learned, included in which are four exercises which cannot be changed.

(1) Ask your pupils to see the whole room, or the table, or what is in the garden. Let them have time to notice many things about the object. Then tell them to shut their eyes and remember what they have seen, and they must tell you in detail. You will see that they have observed very few details. When they have worked a long time and cannot see more, then allow them to look at the object again. You must tell them that the feeling of joy they will experience on being able to see the object again, is one of the means of realizing what concentration really is. ~~If they know how to~~ really concentrate, they will have the same feeling of joy. They can work a long time on this exercise and repeat it day after day, and you must always repeat to them that from real

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concentration will come this feeling of joy.

(2) Have the students try to imagine a horse going backwards or a person drinking a glass of water backwards. To reverse the thinking. To think back.

(3) Ask the pupils to imagine a tree and a house and try to re-create the tree into the house without breaking it or bringing new elements into it. Or ask them to imagine a cow and turn it into a flower. The concentration you need to do this without breaking or making your picture jump is very important.

(4) The exercise that Goethe always used; the image of a plant growing. For instance, a tree must grow, and you start with a very little thing which appears from the earth, and so on.

These exercises cannot be changed because they are very important and must be given only at the end.