

Lessons to Teachers

LESSON VIII

"HOW" - "WHAT" - "WHO"
THE VALUE OF REPETITION
CONCENTRATION

It is possible to go about our daily life and still keep these exercises in our consciousness. They will, in that way, become part of you. The same is true when you begin to create a part - the image will be with you all the time.

"HOW" - "WHAT" - "WHO":

Once more, give a lesson, always keeping in your mind "How," "What," and "Who." You must comprehend very clearly that in teaching one of the greatest dangers is the tendency to generalize, or wander about your subject. Don't allow yourself to wander. It is better to pause and break the lesson for a few moments, or play a game. Stop at once when you begin to wander. This wandering comes when one is not sure of "How," "What," and "Who," or "Why." You must learn to be deliberate.

You have an individual problem to overcome. You start very well, but you lose your power as you progress with the lesson. It is something in your nature.

THE VALUE OF REPETITION:

As a teacher, you need this power to carry on through

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many hours of work. You will have rests and pauses, but you must work again and again. Start again and again, always with a fresh impetus. This is very important for the following reason. You will give a lesson one day and the next day you must repeat the same lesson. You must not allow yourself to think, "But I have spoken about this." You must forget that you have ever spoken about it. You must be as fresh as the first time - then you will fight this habit to be interested in seeing or hearing a thing only once. This is one of the bad habits of our modern life, to want new sensations. We will meet this habit in our school, but we must overcome it and persist by repeating and repeating our lessons. The students will understand more and more if you have the courage to repeat and repeat. In order to do this the teacher must have power. Therefore, the tendency to lose this power is a danger.

We now have enough material with regard to concentration for our particular aim. We could explore it more from the psychological or pathological point of view, but it is not necessary for our work. We now have enough material for our use.

Now try to write in three chapters the work you are doing with your pupils. First, "Who" and what you know about it, then "How" and "What." Try to write down all you know about these three things in as concise and condensed

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a form as possible. Only the most important points. In the chapter on "What" you must tell about (a) Concentration in general, (b) The exercises in their right order, (c) New terms for the word "concentration." These must be very expressive terms. You must do this with the feeling that you are seeking for the right form. It is the same process whether you are writing as writer, thinker, or actor. Use every possibility you can ^{to} find out what you feel about the work. Realize that you are looking for the right form of the thoughts.

CONCENTRATION:

"Concentration" for us is a special thing. It is a special term for us and has a special meaning. Our concentration is not only the ability to concentrate in the usual sense, but the ability to concentrate on the spiritual objects. We must study our "Chart of Concentration" to find our special approach. It is our method of contacting and merging with the creative spiritual forces, which is the door by which we can enter into the creative spiritual world.