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A Few Words About this Astounding Self-Assignment of Yours

By Dr. Earl Reum

Please realize that the future of Magic, of the SAM of all that we love is in your hands as the Youth Leader. You will face problems of every kind. You will be let-down like you can't believe. You must keep your vision, your calling to continue to meet with young people, to keep their interest and dedication focused. You are asked to teach every kind of magic under impossible conditions. You will be both supervised and "policed: by parents and other magicians.

You must plan ahead believing in yourself and your own commitment! You will be asked especially to teach your people this most important arena of Magic - The Performance - It is Ultimate!

You are requested to be the greatest educator who was ever lived and you must perform in an arena where students join you at the beginning and all along the way. Some will drop out. Some will stick with you for years and provide you with the challenge of keeping everything relevant for them. Thank heavens it is you, and you are fully capable of handling anything that comes your way!

Preface:

Young magicians need directions for magic effects. These reproducible magic pages are typical of magic directions and are consistently designed in nearly the same format to comfortably help young magicians. These magic pages are made available to every SYM Assembly.

I have attempted to present only those effects which exist in the public domain or are so common that the inventor is difficult to identify. I ask forgiveness if I have impinged on any copyright.

I encourage every SAM member to contribute favorite “public domain” effects in this same format to the Assembly’s SYM Leader for duplication and distribution to all the SYM members, ensuring quality instruction from local heroes. Please keep directions short, simple, up-beat and direct. I encourage SYM Leaders to distribute at least one effect at each meeting of your SYM Assembly. Keep the master pages in a book, in the appropriate location after copies have been made and distributed.

Certainly, other categories and effects can be added and the Youth Leader’s judgment is encouraged and supported. This is merely a handy file-format to keep the Master Pages organized and to provide for variety in choosing magic effects to teach to SYM Members.

Each month I will send you Idea Sheets that can be printed and given to the students. The Idea Sheets are coded in the top right so the students can keep them together by categories in a folder to create their own book.

TEACHING MAGIC EFFECTIVELY

By Dr. Earl Reum and T. J. Staab

Chose an effect that your students can master with moderate practice. This should be an effect that will amaze their family and friends while helping them to develop basic skills. Performing the effect as well as you can, try to get a “WOW how did you do that?” reaction. Pass out the necessary equipment to the students. Then go through the effect step by step. Students will appreciate the plodding through details, item by item. After teaching the effect, present the miracle once again.

Be Prepared! No matter what effect you are teaching, students must use the same props and equipment as the teacher. Teaching with the same equipment and props will make for a more professional setting.

BREAKING DOWN THE EFFECT

WHO

Who are the appropriate audiences to perform this effect for? (e.g. stage, walk-around, parlor, in the classroom, at a birthday party, etc..) Who is a suitable audience member to assist with this effect? (e.g. child, adult, man, women.)

WHAT

What equipment or props are needed? What are the angles to watch out for? What does the audience see? What kind of reaction can be expected? What category of Possible Magic does this effect fit into? (Animation, Production, Vanish, Solid-Thru-Solid, Restoration, Prediction, Transposition, Levitation, Transformation, Power.)

WHEN

When does each specific movement happen during the effect? (e.g. hand moves to the pocket now, one hand crosses over the other hand now, the card is turned over now, etc..)

WHERE

Where are the props or equipment placed in the set-up and during the effect? (e.g. in the left or right pocket, in the right hand finger palm position, on the table, etc..) Where does each specific action occur during the effect? (e.g. in the pocket, in the hand, under the card, in front of the spectators, etc..)

HOW

How does an action get accomplished during the sequence of the effect? (e.g. manipulation, slight of hand, palming, gimmick etc..) How will the staging or lighting affect what is happening? How does the patter fit into the effect?

WHY

Why does an action occur at a specific point in the effect? Why misdirection needed, or not needed? Why do you need to use patter for this effect?

PATTER

Instruct the students on the importance of patter. Explain how the patter enhances this particular effect. Demonstrate examples of different patter that may be used with this effect. Illustrate how applying a novel patter or theme to this effect transforms it into becoming something more than just a trick. Encourage everyone to use “who they are” to formulate a new and unique patter for this effect.

REVIEW

Pass out the Idea Sheets for this effect and immediately critique each step again. Answer all the questions, even the ones that weren't asked. Make certain that everyone understands exactly how this miracle is accomplished. Perform the effect one last time.

PRACTICE

Break up into groups of two or three so everyone has someone to practice with. Place older, more proficient students with younger less accomplished students. Watch to make certain that everyone has a chance to practice with their partner. You, as well as the Supporting Cast Members should pass among the students giving advice.

CHALLENGE

Challenge your students to go home and practice until they can do the movements easily and in a natural manner. Remind them of the three “P’s”, Patience, Persistence, Practice. Again challenge them to develop their own styles and patter, and encourage them to develop originality.

THE NEXT MEETING

Instruct your students to come to the next meeting prepared to perform their versions of the effect. It is rewarding when your students display their new skills.

Note:

Make sure you have enough props, and Idea Sheets for everyone, including the new students that might show up unexpectedly. It is recommended that you teach basic effects which can be performed with easily obtainable materials. When the magic bug bites, your students will quickly enough find their ways to the magic shops.

THE TEN KINDS OF POSSIBLE MAGIC

Animation! Something without life suddenly moves and acts as if it were alive.

Production! Something appears from nowhere or grows in size.

Vanish! Something disappears from view.

Solid-Thru-Solid! Something solid passes through something solid without injuring either one.

Restoration! Something is mangled or destroyed and then restored.

Prediction! Something is revealed ahead of its happening.

Transposition! Something moves invisibly from one place to another, or two items exchange places.

Levitation! Something heavier than air floats.

Transformation! Something changes from what it is into something else.

Power! Something contrary to nature's laws happens at the magicians command.

These ten categories have been attached to two words to help you remember them.

MAGIC POWER

Moves (animation)

Appears (production)

Goes-thru (solid-thru-solid)

Invisible (vanish)

Changes (transformation)

Predicts (prediction)

Overcomes (power)

Weightless (levitation)

Exchange (transposition)

Restores (restoration)