American acting pedagogy’s wide-scale centralization around Konstantin Stanislavski’s acting ideologies, and around the teachers that brought his ideas to the U.S. as the “method,” has been largely responsible for the proliferation of effective theatre training programs across the country. However, some of the introspective concerns of Stanislavskian methodologies sometimes leaves actors more prepared to preserve their individually-experienced, internal conception of “truth” in performance than to devote themselves to the comprehensive aesthetic truth of stories and to participate skillfully in bringing that truth to life. A more practical, result-oriented approach, one that views the actor/audience relationship seriously and specifically, may be preferable if programs want to leave actors with toolsets fully equipped for acting careers.