

response. Admittedly it is hard to be excited about discussing another faction in a body that already has too many, but the student must see a value in even this and have a positive feel for the subject if not for each item within it.

Projection of attitude is important in many subjects. However, the more lack-lustre a subject is thought to be, the greater should be the effort of attitude-correction. If a subject is of sufficient interest in itself, it may be possible to obtain a good hearing for it with minimal effort. We are not saying that is what should be done! But if the subject has a reputation for tedium nothing but a positive outgoing attitude of triumph will be enough. What is said for history in this regard could apply as well to the preaching of doctrine, a really exciting subject but with a reputation for dullness. The teacher need not be a super enthusiast but the positive attitude is a basic requirement. That person must see church history as having necessity and priority and must convey that to the hearers or an otherwise worthwhile subject may be surrendered to boredom.

## **(2) An Appreciation for the Processes of Time**

Coupled with a positive attitude, this factor is the stimulus in the mind of one who can watch the emergence of a butterfly from the cocoon and feel a sense of wonder and appreciation at every wriggle. The teacher knows the necessity of every step in the procedure and is willing that every step be taken in turn. Details are carefully scrutinized in the light of the relation of one thing to another and careful note is made of the effects of their interaction. Insights result giving greater enthusiasm for the full study and these develop an appreciation for the lessons of history.

This factor may be conditioned by one's view of history. One approaching history with the philosophical setting of a Toynbee or a Spengler will see things differently from one with a philosophy after the order of J. W. Montgomery. One's actual findings may be highly subjective but the interest of the student will be aroused as he seeks to correlate individual items of historical importance with one another. Studies along this line help us to understand how events of youth sometimes influence actions in adulthood. Occasionally they show the refinement or restudy of a doctrine or position. But more often they allow us to see how a resultant position is the consequence of a cumulation of events. Then the historian may see a pattern that allows one to study existing situations and predict the result, hopefully for the bettering of a difficult situation or the avoidance of one of the impossible proportions.

Among other things, this appreciation of time shows us that there is time to achieve our goals if we persevere. History and time are intertwined and those who are impatient with the process are those who have the most to lose. While on the one hand we need not be dilatory in the fulfillment of duty, on the other we need not be so enthused as to move in an uncautioned frenzy. While we cannot treat matters fully, it is a lack of