

appreciation for the course of time that makes the "doomsday" thinkers so pathetic in their analysis and application.

(3) Animation

As history is given interest by this approach, animation cannot be overestimated as a factor in rendering the study interesting. With "feeling" for the subject, the historian *knows* the people he speaks about, has *been to* the places mentioned, has *read* the ancient scrolls as written, has *smelled* the smoke of the martyr fires, and has *walked* in the historic paths that are otherwise just names. This is not simply imagination or personality projection. It is such a thorough acquaintance with the subject as to allow the scholar to have an intimate understanding with a high degree of personal rapport. He has visited Servetus in the dungeon because he knows Calvin; he has seen the indignation of Charlemagne as he hears a false report on Nicaea II for he senses the importance of the knowledge of God and the danger of confounding His Person with the images, he has felt the frustration of Whitefield as the Wesleyan dispute continues because he is in love with the church and keenly concerned for both its purity and peace. He cannot be totally passive about the topic: it is a living issue.

These are not conditioned attitudes produced on a stimulus and response arrangement. Nor are they mere dramatics. They are the emotional realities that come with association and time. But these realities will show themselves in a depiction of the events of history marked with life and vitality. Such animation attracts the hearer to the subject and lures one into it. One is caught in the reality that the persons of history were real parties engaged in life-settings very like our own. The interest factor is enlarged and the worthwhile content of history is made increasingly available.

The teacher must *show* this animation. In some circles it is thought that teaching must be without the emotion or movement that attends public readings, preaching, or any vigorous presentation of a public cause. If such is the case it explains why some students find history dull. Animation gives history a display of creativity and that arouses the mind and heart of the hearer.¹²

(4) Insight

The insight of the leader very much adds to the interest of the study. It is the ability of the teacher to understand and give key meanings to situations. Insight opens possibilities of better comprehension for all readers of history. It is not scientific to say it this way, but the better part of insight is probably a natural matter of feeling or intuition. Therefore some teachers seem more insightful than others and if this is part of the personality of the individual instructor, not much can be done about it in the way of teaching how to gather insight. But even the least insightful person can gain in this area with a willingness to seek to apply the historical record to the present setting.