



THE LATE DR. HEINRICH SCHLIEMANN, F.S.A.

DR. SCHLIEMANN.

BY REV. JAMES JOHNSTON.

As the curtain was closing on the year 1890 the world lost one who will be forever remembered as the discoverer of ancient cities and relics in the Troad and Greece. In the course of eighteen years of unwearied toil this notable man had made researches which placed him on a level with Layard in Nineveh or Petrie in the Fayum. The noble ambition of Dr. Schliemann, which in his 69th year he was in further pursuit of, might have evoked for him a title, "the hero as explorer," had Thomas Carlyle been in the land of the living. Dr. Schliemann's life-narrative, especially his early struggles for existence, exhibits striking features.

Son of a humble pastor—a man of truthful simplicity—in Mecklenberg, Dr. Schliemann, from very boyhood, contracted a passion for Grecian antiquities. Everything which related to the literature, personages and art of Greece he read with avidity and in subsequent years fully realized his dreams of exploration. By a stroke of ill-fortune the father met with unexpected reverses and his promising son was obliged to become apprenticed in a small shop. Amid many difficulties and severe privations young Schliemann followed his fascinating studies. After holding a clerkship he carried on business as a merchant first in his own country and later in South America, where he acquired a fortune of half a million thalers. Possessed of this comparative wealth he exclusively devoted himself to his mission of unveiling the classic sites of Greece. He had the linguistic faculty of a Vambéry or Burton. Without the aid of teachers he was familiar with English, Italian, Russian, Spanish, Portuguese, and parts of other languages.

It was in 1870 that the successful man of commerce opened his second career in the domain of historic fields and ruins. Together with an accomplished wife, his strenuous fellow-laborer, Dr. Schliemann more or less excavated Hissarlik, Mycenæ, Tiryns, Ithaca, Marathon, and smaller centres of interest. In their originality his methods of operation vied with the scope and exhaustiveness they displayed. Some months ago he proposed to employ trams and like machinery to expedite the entire uncovering of Hissarlik. Around the work of Dr. Schliemann and a gifted colleague, Dorpfeld, a strong controversy raged, led by Herr Botticher. This savant contended that the remains of the supposed Hissarlik and of the Treasury of Priam, in particular, represent a necropolis, and not, as conjectured, a fortified town. The

two scholarly excavators were willing to submit the question to a thoroughly qualified commission, whose published report indicated belief in the existence of an ancient city, certainly a garrisoned town, on the site, which had a marked similarity to Tiryns and Mycenæ. It was observed that the witness of sun-dried and of burnt bricks at Hissarlik were distinct proof of the antiquity which Dr. Schliemann assigned to the matchless sculptures and erections so graphically corresponding with the glories of Mycenæ or Tiryns, century upon century in age. Earnest discussions gathered about every "find," although these were far less burdensome than the obstacles arising from Turkish officialism, Greek cunning, fevers, storms, and landslips. With characteristic generosity Mr. Schliemann, a genuine Sesame, presented the triumphs of his spade to the National Museum at Berlin and the Ethnicon Museum in Athens, which are now classed among the most marvellous galleries in the world. His liberality calls for special admiration when it is known that the researches which he conducted with such tremendous energy entailed an enormous personal outlay. The Doctor was learned in the lyric and tragic poetry of Greece and its illustrious authors, not omitting Pausanias a veritable old-world Baedeker. In authorship Dr. Schliemann was rather productive than voluminous. Nine important works came from his pen, "Mycenæ," 1877, with a preface by Mr. Gladstone, occupying the first place.

The mere treasure-seeker in Greece finds to-day his calling gone. In the person of M. Kavvadias, Director General of Monuments, the Hellenic Government is fully alive to the priceless relics and the urgency of preserving them uninjured. Exportation of treasures is strictly forbidden and consequently as Dr. Waldstein lately remarked the galleries of the land are being so rapidly stored that Greece ere long will be transformed into a vast museum. Henceforth the mission of the explorer will mainly consist in restoring bygone periods of life and reproducing the various phases of remote civilization for which the splendid investigations of Dr. Heinrich Schliemann will be gratefully cherished.

Bolton, Lancashire, England.

ASKING THE PRINTED QUESTIONS.

BY REV. N. SHUPP.

One of the great mistakes many of the Sunday-school teachers of to-day make in the use of lesson helps is the habit of asking only the printed questions in class work. It is not an unusual thing to hear teachers

ask none others than the printed questions they find in their helps, and, when through with them, they are through teaching for that session. No application of the lesson is made, nor is there any effort to adapt the lesson to the needs of the class. Such teaching, to say the least, must be ineffective in accomplishing the object of the Sunday-school. It is frigidly mechanical, and a cause why, in so many classes, there is so little or no interest. The printed questions are not intended to do the teacher's thinking, nor to relieve him from the labor of framing his own questions. Nothing is more absurd. The printed questions are intended as helps—guides for the teacher to form his own questions. They form a sort of central thought and thread for the outline of the lesson. Occasionally some of these may be asked, but no teacher can afford to allow himself to become a slave in the use of them.

There are four things which the Sunday-school teacher should observe in order to be a successful teacher:

1. He should thoroughly master each lesson in its historical, biographical, geographical, chronological, and, last but not least, in its moral and spiritual bearing. This requires an early beginning and close application of the study of the lesson. To do this, the teacher is not only allowed but urged to get all the helps he possibly can. Let him read notes, commentaries, questions, illustrations, parallel passages, &c. But let me emphasize that too much stress can not be laid upon the necessity of a complete mastery of the lesson in hand before going to class. Get all the light you can, and be sure you get the bulk of it from heaven by earnest closet work.

2. When the lesson is thoroughly mastered, the teacher will see material enough in it to ask hundreds of questions. His next great work is to frame this material into questions and convey it to the hearts and minds of the class. He must know his class—each individual in it—and, in the framing of his questions, he must adapt himself to the capacity of his class. If the

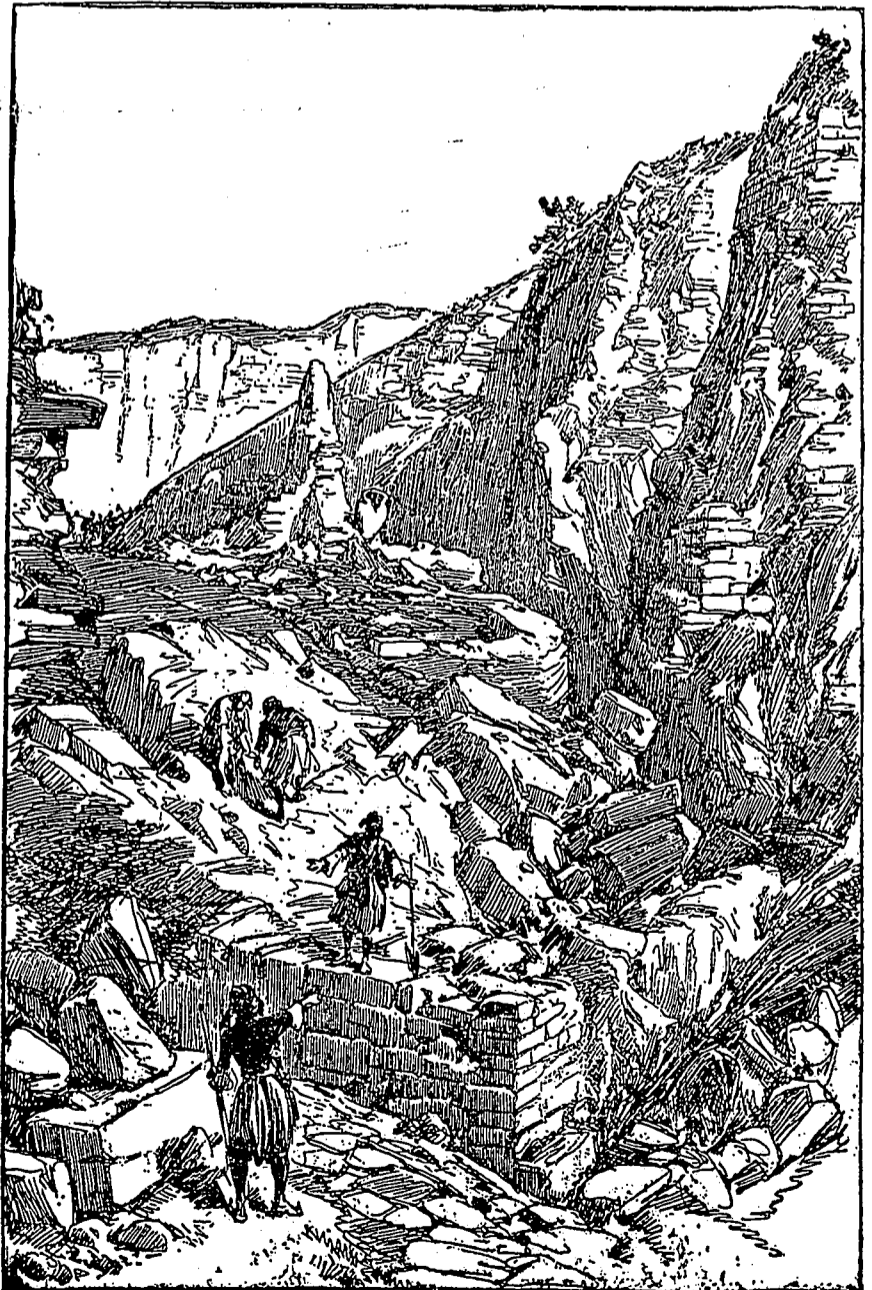
class be not far advanced, the questions should be simple and easily grasped. If the class be advanced, they may be more comprehensive. The answer often must suggest to pupil and teacher other questions to expand the thought and make it more clear. Let these questions so suggested be asked either by the teacher or pupil. It will create an interest and awaken calls for an exchange of thought. It will give flexibility to class work, and will do away with that mechanical coldness that has frozen out so many classes. Use your printed questions only as helps.

3. The teacher must observe that correct answers are given to the questions asked. Not any kind of answer will do. It need not necessarily be given in exact form, nor clothed in certain language, but it must be the answer to the question. Incorrect answers are often allowed to pass. This is because the teacher is not quite clear as to the correct answer to the printed question. One forming his own questions is sure to know the answer thereto.

4. The questions should not be so framed as to reach the head only, but the heart also. The first and great aim of the Sunday-school teacher must be to reach the heart through the head. The truths of God's Word must be firmly planted in the mind, and that in distinctive characters, and then, by the aid of the Divine Spirit, made to take hold upon the heart.

Try it, dear teacher. Stop asking the printed questions in your lesson helps. Form your own questions. Commence immediately after your lesson is taught on Sunday to study the next lesson. Imagine your class before you. Take each thought and study it, form your questions and ask them in imaginary class work. Occasionally write all the answers out in full, then commit them, not the exact form and wording, but the sense and meaning. By a little practice of this kind you will realize how soon you may acquire the ability of forming and asking your own questions, and your work will be more satisfactory to all.

—Evangelical Sunday School Teacher.



EXCAVATIONS AT HISSARLIK, THE HOMERIC ILIUM OF DR. SCHLIEMANN.