

## A BULGARIAN HERO.

BY REV. CYRUS HAMLIN, D.D., LL.D.  
(Ex-President of Robert College), in the *Golden Rule*.

In the Turkish Empire there are three Christian peoples that are evidently destined to have a controlling influence in the Eastern world. They are Armenians, Greeks and Bulgarians. Each race has its own peculiarities, great qualities and great capabilities, so that it is difficult to strike a balance, and say that this or that one is superior to the others.

In 1857, I made a tour of research into Macedonia to see if there were any opportunity to open mission work there. I found a surprising state of awakening. There was a general desire for schools and school-books in their own language, which the Greek Church had suppressed hoping to unify them more completely with the Greeks.

This tour revealed to me the very interesting character of the Bulgarian people. They were social, frank, hospitable, industrious. And although ages of oppression by priests and Moslems had taken from them the key of knowledge, although none of the peasantry knew a letter of any alphabet, yet there was a strong vitality in them. Great political changes had roused them. Lord Stratford de Redcliffe, the great English ambassador, had secured the abolition of serfdom in all European Turkey. They had come to know that their real and powerful friend was England not Russia. A mission was finally established among them by the American Board, and another by the Methodist Episcopal Church. Both of them have been fruitful of immense good to Bulgaria.

When Robert College was opened, in 1863, there was no expectation of scholars from among the Bulgarians. They were eager for common schools, and were making excellent progress in that direction. It usually requires years and years for that development which would lead them to prize a college education. But the Bulgarians have reached it rapidly.

Special gratification was felt when, in the second year of Robert College, a Bulgarian youth of excellent character—amiable, gentlemanly, studious, discreet—entered the college, a relative paying his expenses, two hundred dollars a year for board and tuition, a sum equal to five hundred dollars in this country. Soon he was followed by three or four others. Every year the number increased, until it reached the maximum of one hundred and five Bulgarian boys in the preparatory and college departments. They came from every grade of society; from merchants, abundantly able to meet the expenses of education; from the humble abodes of peasants and shepherds, who, in some cases, subjected themselves to positive privation and suffering in order to give the boy a college education. I could tell some pathetic stories of this nature.

The Bulgarian youth have an inspiration which the Armenians, at present, cannot have. They are not really more patriotic—they cannot be—than are the Armenians. They may be placed on a level in scholarship and in general ability.

But the Bulgarians have a country with an organized government, and mighty forces are aiming at their destruction, while they are ready to sacrifice themselves for their fatherland. This gives them a unity and a spirit of brotherhood very rare to meet with, in the same degree at least, among young men.

Let the following sketch of a Bulgarian youth illustrate that invincible courage and perseverance that give promise of a great future to the Bulgarian people.

## A HERO.

He was a shepherd boy in the Balkan Mountains. He had learned reading and writing from a teacher educated at Robert College. He imbibed from that school a strong desire and a firm resolve to follow his teacher's example and be, like him, a teacher of his people. The poor shepherd, his father, was astonished at his determination and assured him that he could not help him in the least. "I know it," said the boy, "but I am going." And with a "Good-by, father," and a "Good-by, mother," he started, on foot, one hundred and forty miles to find Robert College. He was sure of meeting with a ready hospitality in all the Bulgarian villages through which he would pass. Arrived at the college in shepherd's trim, a sheepskin jacket and cap, wool-side out, he applied to the president for work, and was assured that there was no place for him. But he didn't want wages, only his food in the kitchen. He was told that if there was work for him

he would be paid for it. There was none and he must go elsewhere.

Two hours after he was still lingering around and a student was sent to tell him he must go away. He coolly replied that he didn't come there to go away. The students finding him so determined took him to Professor Long, who had lived in Bulgaria and knew the people well. The boy confessed his determination to work for his bread and pick up an education from the Bulgarian boys. He would be satisfied with the crumbs that fell from the master's table.

It was an impracticable idea, but the easiest way to dispose of him seemed to be to give him a hard service, on the supposition that, after a few days' experience, he would change his mind and disappear. But he did the work faithfully and cheerfully, and the Bulgarian students resolved to help him to the utmost of their ability. An arrangement was made by which he had one of their number every evening to help him in his studies.

The weather became cold, wet and stormy. He was told his room was too damp and cold for winter, and as there was no

place for him he must leave. But he serenely replied that it was a better room than he had ever occupied before and he desired nothing different. After some weeks he came to the president and wished to be examined for admission into the Freshman class of the preparatory department. The president replied, "You came after that class entered; you have been working all the time, and you cannot have overtaken them." "Well, perhaps not, but please examine me." So one of the professors examined him, and reported, "He can get into that class but that class can't get into him. He is ahead of them." So again the shepherd boy triumphed. But the president said, "If you should go into the class in that dress they would cry out, 'Ba-a, a sheep has come to school!'" "Oh, yes!" the boy said, "I have thought of that; but my compatriots have promised to make me decent, one giving a coat, another pants, and so on, in case I pass the examination."

So he captured Robert College. Friends became interested and paid half of his expenses, and the other half he earned as assistant in the laboratory, where his neatness, carefulness and skill were highly valued. He is now head-master of a department in a national school. He has reached the object for which he left the sheepfold in the Balkans. It is this fine spirit of cool perseverance, regardless of obstacles, that sustains that little people in facing the Northern Bear.



IN THE CHIMNEY CORNER.

Sweet-and-Twenty, in the fire  
Sees her heart's most fond desire  
From the flames upleaping bold;  
And she sighs her book and seems  
Lost in maidenly fair dreams,  
Lost in fancies manifold.

Chastened by the touch of years  
Is the mother, and she fears  
For her darling's golden head:  
Looking down she breathes a prayer:  
"God is good and everywhere,  
In his ways may she be led."—Selected.

verts, had distributed 400,000 Bibles and 8,000,000 tracts, and had carried the gospel to 50,000,000 of the race. Apparently it would only take 150 of such men to carry the gospel to the whole world in twenty-five years.

KILLING TWO BIRDS  
WITH ONE STONE.

BY J. H. GREGORY.

One evening at a sociable many of the young ladies and misses organized a missionary society and signed a pledge to attend every meeting possible. Miss L.'s class came up in a body, and as one after another signed her name in a neat running hand, one of the young ladies standing by remarked how rapidly and prettily the ten girls wrote, and that it was remarkable to find a whole class that wrote so well. Would some one explain? One of the class did explain, as follows:

"Three years ago when Miss L. took our class she said to us: 'I have an idea which will help you in preparing your lessons for Sabbath-school. At least once a week take your lesson paper and Bible and write first the title, then the golden text, catechism question and answer and lesson. Think while you write. Then read the connection between this and last Sabbath's lesson. You will be surprised at the hold you will get of the lesson in this way, and also how much your hand-writing will improve.' So we tried it."

"That accounts for the prompt answers I get from your class," said the Superintendent, who had heard the explanation. — *Christian at Work*.

CONCENTRATED  
EFFORT.

Fifty years ago seven shoemakers in a shop in the city of Hamburg said, "By the grace of God we will help to send the gospel to our destitute fellow-men." In twenty-five years they had established fifty self-supporting churches, had gathered out 10,000 converts, had distributed 400,000 Bibles and 8,000,000 tracts, and had carried the gospel to 50,000,000 of the race. Apparently it would only take 150 of such men to carry the gospel to the whole world in twenty-five years.