

BULGARIA¹⁾

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Introduction

A study of the educational movement in the Balkans will show that the benighted and otherwise slow, stolid, and conservative Bulgarians have made the greatest strides in their educational development in comparison not only with their immediate, but also with their more distant neighbors. It has already been pointed out by many foreign authors that statistically within a decade Bulgaria has outstripped her older and more advanced sister states in point of literacy.^{2,3)} It has also been repeatedly stated by alien educators posted on the matter that Bulgaria possesses one of the finest educational systems in the world. In that respect Bulgaria has often been compared to Germany. The Bulgarians themselves, on the contrary, consider their educational system and methods far from ideal. No other ministry in the country has been exposed to harsher criticism than that of Education. It is the department most dear to the heart of the people. Two things in this peasant state have from time immemorial been held sacred by its citizens, their soil and the education of their youth. Because they minded their own business, *i.e.*, tilled their ground and "said nothing," the Turkish Pashas took a liking to the Bulgarian and called him his "most faithful rayah." They indeed tilled their fields and kept silent for centuries, but never forgot their book. When the wave of general awakening swept

across the Balkans at the beginning of the last century, they too rose to the occasion. Since then their march in the field of education has been phenomenal. The late Theodore Roosevelt in an article in the *Outlook* of November 23, 1912, said:

[N]o other nation has traveled so far and so fast as Bulgaria has traveled in the last third of a century. . . . Not the rise of Japan itself has been more striking and unexpected than the rise of Bulgaria.

Roosevelt was also justified in stating further that "the Americans have just cause to feel proud" in that rapid progress made by Bulgaria, as Robert College and other American institutions" gave to many of the leading Bulgarian citizens their education." Few Americans realize that outside of the Anglo-Saxon countries no other state can show such a large percentage of Anglo-Saxon graduates as small Bulgaria. In and outside of it there may be met alumni and alumnae of London, Cambridge, Edinburgh, Harvard, Yale, Columbia, Princeton, and other universities and institutions of learning, in addition to hundreds of them that have obtained their training at Robert College, in Constantinople, and in the three American secondary schools in Bulgaria proper.

Such a large number of American and English graduates exert no small influence on the cultural development of the Bulgarian people. It should be remembered at the very start, however, that the school movement among the Bulgarians anteceded any Anglo-Saxon influence by several decades, and that it is the inborn love for education in that race that accounts for the Bulgarians' availing themselves so readily of the opportunities that were subsequently offered them for more advanced study abroad and at Robert College and the other American and English schools and universities. Until recently the Bulgarian Exarchy, which was formally recognized by Turkey in 1871, was actu-

ally, though unofficially, the Ministry of Education of all the Bulgarians, wherever found, for Bulgaria as a state did not as yet exist. Though its professed function was to look after the religious welfare of its flock, its efforts, nevertheless, were directed chiefly towards the promotion of better education among the various Bulgarian communities under its jurisdiction. It is to that great Bulgarian institution which was composed of earnest, stubborn, and devoted reformers, that the Bulgarians owe most for their educational growth in the past. Its noble mission was subsequently continued by the newly constituted state of Bulgaria, whose Ministry of Education came to be considered one of the three most important portfolios.

The unrest in education

But as was the case with the Exarchy, so its successor, the Ministry of Education, has always been an object of incessant and unrelenting criticism on the part of the people. In Turkish times it was the so-called *School Sobors* or Congresses composed of delegates of all the Bulgarian parishes, which in their annual meetings used to discuss, criticize, and denounce the school policy of the Exarchy. Although by 1875, or prior to Bulgaria's independence, the number of the Bulgarian schools in Turkey had become larger than that of free Serbia and Roumania, and the Bulgarian school movement was heralded as a great achievement by all friends of the oppressed Bulgarians, nevertheless the Exarchy was nearly always scandalously assailed at the *Sobors*.

Since then every Bulgarian Minister of Education has been made a target for attacks, not only by the *Teachers Congresses* that supplanted the old *Sobors*, but also by a well-organized press and an established public opinion. That is why most of the Ministers of Education in the country retire from office disappointed and crestfallen men. None of them seem to satisfy the people by their reforms, no matter how hard they have tried to accomplish their exceedingly difficult task. Very popular public men such as Jivkoff, Vel-

ichkoff, one of Bulgaria's best writers, Vasoff, Bulgaria's greatest poet, Shishmanoff, a noted author and one of the most gifted professors of the University of Sofia, not to mention others, all had to taste of the bitterness of that exalted office and leave it with a greatly diminished reputation, some of them even in disgrace. Even the present Minister, Tsankoff, who by the way is also the premier of the Government in power, and who prior to his elevation as head of the Department of Education was enjoying the rare reputation of being one of the leading reformers in school matters as well, has already lost much of his former fame. He too has helped to strengthen the conviction among the people that a good professor is seldom a good administrator. Perhaps the disillusionment to which Bulgarian Ministers of Education are being exposed is due to the fact that they try to accomplish too much in their short tenure of office. Every one of them comes in with his new and radical reforms in hand, and every one of them hurries up with a new school code. Shishmanoff, perhaps the greatest authority on education, as Minister in 1906 introduced about the best educational system the country has ever had. Nevertheless, he had to resign prematurely, a thoroughly disappointed man. Though the beneficial results of his program are still in evidence, no other minister has reaped so much of popular opprobrium for his innovations as he. Omarchefsky, the young and energetic Minister of Education of the Agrarians, became a victim of his orthographic reform which he tried to force upon the nation, as it were, by the stroke of his pen. That embroiled him in a conflict with the University and the Academy of Sciences, caused the closing of the University in midwinter, and finally helped to bring about the sudden overthrow of the Stambolisky régime in June, 1923. The present Minister of Education had not been in office a month when by a ministerial decree the orthographic reform of Omarchefsky was abolished and replaced by a modified one, which though approved by the majority of people is, nevertheless, rejected by the Socialist, Agrarian, and

Communist parties, that continue their publications in the Omarchefsky orthography.

Administration of education

The central authority for all the schools of the country is the Minister, aided by a general secretary, four chiefs of sections for the various kinds of schools, namely, primary schools, secondary schools, higher schools, and the two universities, by the cultural institutions, and by a committee on education, composed of five members, three of whom are teachers selected from the National Council on Education.

(1) All schools, school staffs and subordinates, and cultural institutes in the Kingdom fall under the control of eight chief inspectors.

(2) The general secretary, the chiefs of sections, the members of the committee on education, and the chief inspectors constitute the administrative council.

(3) At the Ministry of Education is established a National Council on Education, whose business it is to consider and discuss projects, programs, regulations, and principal questions. It consists of about eighty members, a number of them *ex officio*, the rest elective. The Council is convoked by the Minister.

(4) The schools of the Kingdom are administered by district inspectors and directors (principals). The district inspectors are aided by subinspectors for the secondary schools and the primary schools. Their number depends upon the number of the school counties found in the school district. The directors are in charge of the secondary schools (gymnasias), whether full or incomplete, and the pedagogical schools.

The supervision of all full and partial secondary schools is devolved upon the chief inspectors, who are stationed in Sofia and are subordinate to the Minister. The control over the elementary schools (kindergarten, primary,

and progymnasial) is exercised by the district school inspectors and their assistants. It is their duty to look after the application of the school laws and regulations, programs, and ministerial orders and instructions, and to bring them to the attention of the school boards and the teachers.

Local administration

The care for the management and support of the elementary schools (primary and pro-gymnasial) is intrusted to the hands of the elective and autonomous school committees or boards. They also look after the incomplete gymnasia when there are such. The school committees or boards have the right to appoint the teachers for the elementary schools, and to prepare the school budget. Their actions fall under the control and must have the approval of the district inspector, and in some cases of the district school council, which is made up of some twenty members, *ex officio* and elective. The district school council looks after the school interests in general for the entire district. All local school authorities mentioned above, however, are directly responsible to the Ministry of Education.

Educational finance

The necessary expenses for the maintenance of the schools are supplied for the elementary schools, the progymnasia, and some of the coeducational gymnasia, by the school committees and municipalities, and for the majority of the boys' and girls' gymnasia, coeducational gymnasia, and pedagogical schools, by the State.

Elementary education

Primary education is free and obligatory for all Bulgarian citizens. It covers a course of four years for children of both sexes, and is provided at the primary school. Each school is administered by a headmaster as the chief au-

thority. Kindergarten schools are obligatory only for the cities and towns which count more than 20,000 inhabitants.

The curriculum of the primary school includes: Religion, Bulgarian, arithmetic, practical geometry, geography with civil government, object lessons, natural science, drawing, singing, gymnastics, and handwork.

There has been a tendency recently towards an adaptation of the principle of self-activity in the elementary school, with a view to converting it into an activity school, but only a few experiments have been made thus far.

In accordance with the amendments of the Law of 1921, compulsory attendance was lengthened by three more years to be spent in the higher course of the elementary schools, now called progymnasia. This regulation applied only to localities where there are such progymnasia. Tuition in this last type of school is also free. In the progymnasia are taken up the following subjects: Religion, Bulgarian, and Slavic Church reading, French or German or English, general and Bulgarian history, general and local geography with civil government, arithmetic, geometry with geometric drawing, physics, natural history, hygiene (general and social significance), chemistry in its applications to national economy, agriculture, commerce and industry, drawing, penmanship, handwork (fancy work for girls), and singing. The time schedule is given herewith (Table 1).

Secondary education

The secondary school period covers five years spent in two kinds of schools: general (gymnasia), and special (pedagogical schools). There are separate schools for boys and for girls, as well as coeducational schools. Admission to the secondary schools is open to graduates of the progymnasia. Poor pupils get their education free, while the well-to-do pay five hundred levs a year.

Table 1. Time schedule of elementary schools (primary school and progymnasium)

SUBJECTS	PRIMARY				PROGYMNASIUM		
	I	2	3	4	I	II	III
Religion	1	1	1	1	1	1	1
Bulgarian and Old Slavonic	9	9	7	7	7	6	5
Social and Civic Community Problems	3	3	—	—	—	—	—
French, German, or English	—	—	—	—	—	—	2
Arithmetic	4	4	4	4	3	3	3
Practical Geometry	—	—	1	1	—	—	—
Geometrical Drawing	—	—	—	—	1	2	2
Bulgarian History with Civil Government	—	—	4	4	—	—	—
General and Bulgarian History	—	—	—	—	2	2	3
General and National Geography with Civil Government	—	—	—	—	2	2	3
Natural Science, Household Economics, Personal Hygiene	—	—	3	3	—	—	—
Natural Science, Physics, Chemistry, and General Hygiene with Social Science	—	—	—	—	3	4	3
Drawing and Handwork	2	2	3	3	4	4	4
Penmanship	—	—	—	—	1	—	—
Singing	1	1	1	1	2	2	1
Gymnastics	2	2	2	2	2	2	1
Total	22	22	26	26	28	28	28

The subjects offered in the gymnasia are: Bulgarian language and literature, philosophy, propaedeutics and education, either French, German, or English, Latin, Greek, Russian; mathematics with geometrical drawing and descriptive geometry; Bulgarian and general history with the history of Christianity; national and general geography, civil government with political economy; physics, chemistry, natural science; drawing, singing and music (optional), gymnastics, handwork, and stenography. There are three kinds of gymnasia: classical with Latin and Greek, semi-classical with Latin only, and scientific or real, without either of these languages. More attention is to be paid to modern languages in the programs now being revised. The time schedules of the real schools and gymnasia follow (Tables 2-4).

Table 2. Time schedule for real school

Subjects	CLASSES		
	IV	V	VI
Bulgarian and Old Bulgarian	4	4	3
French, German, or English	3	3	3
Esperanto (elective)	—	—	(2)
Russian	—	2	2
Mathematics	4	3	3
History (General and Bulgarian)	2	2	2
Geography	2	2	—
Physics	—	—	3
Chemistry	3	2	2
Natural Science and Hygiene	3	3	2
Economics and Administration of Coöperative Associations	—	—	2
Drawing	2	2	2
Manual Training (Boys), Sewing (Girls)	2	2	2
Singing	1	1	1
Gymnastics	2	2	1
Stenography (elective)	(2)	(1)	—
Total	28	28	28

In the pedagogical schools the work of the first three classes is general in scope, and in the two remaining classes, VII and VIII, specialized. Students of the special schools pay no tuition. In the pedagogical schools are studied the following subjects: Bulgarian language and literature, pedagogy, psychology, logic and ethics, religion, French, German, or English, Russian, national and general geography, national and general civil government, physics, hygiene and popular medicine, farm economy, cooperative theory, drawing, modeling, handwork (fancy work for girls), music and singing, gymnastics with lectures on physical training, and stenography. To every pedagogical school there is attached a model primary school for practice work and training. The subjects and time allotments in these schools are given in the accompanying time schedule.

Table 3. Time schedule for boys' gymnasium¹⁾

SUBJECTS	SCIENTIFIC		CLASSICAL		SEMICLASSICAL	
	VII	VIII	VII	VIII	VII	VIII
Bulgarian Language and Literature	3	3	3	3	3	3
French, German, or English	3	3	3	3	3	3
Latin	—	—	5	5	5	5
Greek	—	—	5	4	—	—
Introduction to Philosophy	2	2	2	2	2	2
Mathematics and Descriptive Geometry	5	5	2	2	4	3
History	2	3	2	3	2	3
History of Christianity	1	—	1	—	1	—
Geography	1	2	1	2	1	2
Sociology and Civics	—	1	—	1	—	1
Physics	3	4	2	2	2	3
Chemistry	2	2	—	—	—	1
Natural History	2	2	—	—	1	1
Drawing	2	—	—	—	2	—
Singing	1	1	1	1	1	1
Gymnastics and Instrumental Music (elective)	1	1	1	1	1	1
Stenography (elective)	(2)	(1)	(2)	(1)	(2)	(1)
Total	28(30)	29(30)	28(30)	29(30)	28(30)	29(30)

1) The Girls' Gymnasium with scientific and semiclassical courses have almost identical programs with the same sections in the boys' gymnasium, except that less time is given to mathematics, and embroidery is included.

Vocational education

Commercial and vocational training is provided in lower and higher secondary schools. Some of them are supported by the Ministry of Commerce, others by the Chamber of Commerce, and a number of others by various societies and private individuals. There are also a number of special schools which are supported by the Ministries of Agriculture, Communications, War, Foreign Relations, etc.

Table 4. Time schedule for normal school

SUBJECTS	VII	VIII
Bulgarian	2	3
French, German, or English	2	2
Russian	1	—
Pedagogy	8	8
History	2	2
Geography	1	2
Civics	—	1
Mathematics	2	2
Natural Science	1	1
Physics	2	1
Hygiene and First Aid	1	1
Economics	1	—
Administration of Coöperative Associations	—	1
Drawing	1	1
Handwork	1	1
Sewing	1	1
Singing and Instrumental Music	2	2
Gymnastics	1	—
Stenography (elective)	—	(1)
Total	29	29(30)

Teachers

Training and status of teachers

A candidate for a teaching position in any school must be a graduate of some institution of learning, the training in which qualifies him as such, or he must have passed the state examinations, which are held in country towns for primary and progymnasial teachers and at the Ministry of Education for gymnasial teachers. These examinations confer the formal sanction as teacher of recognized standing. Elementary school teachers must be graduates of pedagogical schools; those in the progymnasia must have gone through the two-year course of the Teachers Institute, and the gymnasial teachers must hold diplo-

mas of the Historico-philological and Physico-mathematical Faculties of the University of Sofia (four years), and must have passed their state examination.

Salaries

The basic salaries of the teaching staffs commence with 880 levs monthly for the elementary teachers, 970 levs for the progymnasial, and 1,150 levs for the gymnasial. Promotion for all comes every three years with an increase of the salaries by 40 to 50 levs, and after 27 years of service the salaries reach the following maxima: 1,280 levs for the elementary teachers, 1,370 levs for the progymnasial, and 1,550 levs for the gymnasial. To the regular salary there is added an additional monthly remuneration of from 200 to 500 levs, the rate depending on whether the recipient is single or married, and has children. The State further grants a second remuneration equal to 65 per cent to one's salary and the first remuneration. This year there is in many localities also a municipal remuneration amounting to some 600 levs monthly, known as "house-rent money." The yearly salary for 1924–1925 is still further augmented by an additional monthly salary, and with a remuneration of 150 levs for the primary, 200 levs for the progymnasial, and 300 levs for the gymnasial teachers. "House-rent" money is also granted by the State to all state teachers.⁴⁾

Pensions

A teacher at the end of his twenty-fifth year of service may retire and be entered on the pension list. The amount of pension depends on the total amount of salary received and the length of service. All teachers are civil servants and are rated in category IV for the primary, III for the progymnasial, and II for the gymnasial teachers, in accordance with the general rating table for all state officials. The higher officials in the Ministry of Education are classed in category I.

Medical and social work

The hygienic upkeep of the schools and the health of the pupils and students are looked after by special physicians found in all full secondary schools. Hygienic-sanitary control over the elementary schools is exercised: (a) in towns of more than 1,000 pupils by special school physicians, appointed by the local school boards; (b) in towns of less than 1,000 pupils by the town sanitary authorities, and in places where such do not exist, by the county physicians; (c) in the villages by the county school physicians, or, if these are not appointed, by the county and precinct physicians or assistant surgeons. Medical inspections are conducted and measurements of the pupils are taken in all schools provided with school physicians. In the remaining schools these duties are performed only in those localities in which there are school physicians.

The physical training of all the pupils is entrusted to specialists in the gymnasia and progymnasia, while in the primary schools it is looked after by ordinary teachers. The superintendent of the physical welfare of all the schools of the land is the proper Chief Inspector appointed by the Ministry.

Excursions are encouraged in all the schools. The pupils of the primary schools are generally taken out of the locality of their school for the whole day. The pupils of the progymnasia make longer trips which may last several days, while the gymnasia students may prolong their journeys to ten days, by which they are given an opportunity to get acquainted with the geography and character of their own country. Recently there have come in vogue the so-called "summer colonies." Groups of weak and undeveloped pupils are taken by an expert supervisor to a select summer resort for about a month. Camping, too, is being introduced, and the Scout troops take the lead in open-air life. Student tourist groups make long excursions into the country, usually into the mountains.

Statistics

The number of pupils and students of the country for the year 1923–1924, as well as the number of their teachers, is as follows (Table 5).

Table 5. Statistics

KIND OF SCHOOL	NUMBER OF SCHOOLS	NUMBER OF TEACHERS	NUMBER OF STUDENTS
Kindergarten	44	44	1,867
Primary	4,102	13,296	428,481
Progymnasia	1,724	6,259	95,869
Progymnasia at Incomplete Gymnasia	61	435	10,239
Total Elementary Schools	5,931	20,034	536,456
Incomplete Gymnasia	131	452	6,611
Full Gymnasia	45	1,209	17,050
Pedagogical Schools	17	449	7,261
Total Secondary Schools	193	2,110	30,922

KIND OF SCHOOL	NUMBER OF SCHOOLS	NUMBER OF TEACHERS	NUMBER OF STUDENTS
Teachers Institutes	10	59	615
Sofia University (State)	1	144	1,903
Liberal University (Private)	1	45	1,646
Art Academy	1	20	215
Musical Academy	1	17	376
Total Higher Schools (not including Institutes)	4	226	4,140
Institute for the Blind	1	11	49
Institute for Deaf and Dumb	2	19	82
Private Kindergarten Schools	24	32	973
Private Primary Schools	1,429	2,166	64,902
Private Progymnasia	59	199	3,103
Private Religious (Turkish) Schools	9	13	320
Total Private Schools (not including Institutes)	1,521	2,410	69,298
Summary :			
State Schools	6,139	22,314	570,618
Private Schools	1,522	2,455	70,854
Total for the Kingdom	7,661	24,769	641,472

The cost of education

The cost of education for various types of schools is given in the following Table 6.

Table 6. Cost of education

	SALARIES LEVS	OTHER ¹ EXPENDITURES LEVS	TOTAL LEVS
Elementary Education	218,497,080	300,000	218,797,080
Secondary Education			
Real Schools	10,000,280	195,500	10,195,780
Gymnasias, Normal Schools, and Teachers Institutes	31,000,060	8,980,000	39,980,060
Special Schools	3,022,840	4,695,000	7,717,840
Commercial Schools	1,385,980	280,000	1,665,980
Vocational Schools	2,253,780	2,571,500	4,825,280
Total	266,160,020	17,022,000	283,182,020

1) Chiefly maintenance of buildings and cost of equipment and materials

Current problems

The present Minister of Education, Premier Tsankoff, a very successful professor of political economy at the State University and one of the leading authorities on civic and economic questions, has been trying to modify the educational system of his predecessors so as to adapt it better to the immediate needs of every locality, and has been content to introduce comparatively few changes, even in the reforms of his immediate predecessor, Omarchefsky. He is not in favor of providing every small village or town with a gymnasium or progymnasium, as was the ambition of the Agrarian Minister before him, unless it can show sufficient interest and pride in paying its share of the expenses for its maintenance. Thus a goodly number of towns of considerable size, as Samokov and Bansko, were this year deprived of their gymnasium and real school, because their municipalities failed to pay their part of the salaries of

their teachers. In his *Circular 29029*, of September 27, 1923, the Minister among other things says:

[W]e improved the material condition of the teacher by increasing his salary from 50 to 60 per cent. We know that even this addition to the pay is not sufficient to satisfy his crying needs, but it will ease his financial anxiety to a certain degree. The fact that a considerable number of our former colleagues are coming back to us is an evidence that the efforts of the State in this respect have made it possible for them to resume their positions which they were forced to relinquish reluctantly because of the very miserable remuneration they were receiving for their services.

We reinstated all teachers dismissed without just cause for holding contrary political views. Every Bulgarian citizen, and that means the teacher as well, is free to hold opinions of his own, but he shall not preach or so act before his pupils or before the public as to incite them against the existing order of things, nor shall he take part in any movement tending to destroy it by force. All guilty of such practices will be summarily dismissed.

We have delegated the question of removal of teachers to a special committee in which the Teachers' Union is duly represented, and this alone will be competent to decide all questions and petitions of such nature. In this manner the fear of frequent and unjustified transfer will be lessened to a minimum, and the teacher will thus be able to give himself over more wholeheartedly to his work.

Later in his *Circular* Minister Tsankoff, in alluding to some excellent principles of the existing school code, such as the Temporary Compulsory Labor Service for school boys and girls as well, states that "There are also some

features in the code which tend to react perniciously upon a proper development of the education of the country." For this reason the National Council on Education convoked by him had found it necessary to introduce some alterations and amendments which would be found timely and practical. Thus the National Council has decided that in the future" all the vocational and special schools shall be placed under the supervision of the respective Ministries and not under the one Ministry of Education alone, as is decreed in the Omar-chef sky school law." But the National Council on Education will be in contact with all such schools through their various departments, and all future reforms in them are to come through the same council.

The Minister hastens to announce that the National Council on Education has seen fit to make a corrective change in the program of the secondary schools. Its unity, interrupted by the enactments of the former régime, is being again established. In the future there will be only one secondary school — the gymnasium, comprising three courses, real, classical, and semiclassical. Girls, too, will be admitted to the classical course. The gymnasia will be divided into a lower department up to the sixth class, and a higher one comprising the last two classes. The ramifications into the real and the classical courses will commence from the fourth class.

In the future progymnasia teachers will also be represented on the committee on education. Heretofore it was made up only of primary and gymnasia teachers.

Minister Tsankoff has converted the National Council on Education into a more representative school parliament by admitting to it *ex officio* all former Ministers of Education living, one delegate of each of the Ministries maintaining a school or schools (vocational), a delegate each from the Holy Synod, the primary progymnasia, the secondary and higher schools, and the Society of Professors. But this measure, by means of which he is transforming the humble education council into an august but cumbersome representative

body, had already been assailed severely in the days of Omarchefsky, who himself almost doubled its membership. It is being sharply criticized today. It is already predicted by many educators that it will not take long before it will be deemed necessary to reduce its size to one third its present constituency.

One of the new reforms of the present Ministry is the introduction of Bulgarian elementary schools among the alien settlements of the country. "In no other country," says Minister Tsankoff, "is the native tongue so neglected among its foreign element as in Bulgaria."

The present administration imposed heavier fines on parents negligent in observing the compulsory education regulations.

Some changes have been recommended also in the so-called Teachers Institutes, but the Minister will not hasten their application before the views of the faculties of the schools concerned have been heard. The National Council on Education has effected minor changes for a more rational application of the Labor Service, as well as in the whole school system, where it was found that such alterations were urgent and necessary to its better and more useful working.

Perhaps the most striking change effected by Minister Tsankoff is the abolition of all the restrictive measures forced upon the University of Sofia by the Agrarian government. Particularly obnoxious was the clause by which professors were barred from taking part in political affairs or from participating in the National Parliament as representatives. "In all modern democracies," states Minister Tsankoff, "the professor today plays one of the most beneficent and salubrious rôles in the destinies of his country."

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NOTES

1. This article is reprinted from *Educational Yearbook of the International Institute of Teachers College* Volume 1 Number 1, 1924, p. 37-58.

2. The accompanying article assumes a knowledge of the reform movement initiated by Mr. Omarchefsky, Minister of Education under the Agrarian Party. The movement is the subject of a monograph by Professor William F. Russell, published in 1924 under the title, *Schools of Bulgaria*, by the Bureau of Publications, Teachers College, Columbia University. The work is described by the author of the present article as "the best reference manual on the subject published outside of the country."

3. Professor W. S. Monroe in his book, *Bulgaria and Her People*, p. 236, has a statement to the effect that in 1913, when Serbia and Greece had been free from Ottoman rule more than 80 years, Rumania more than 50, and Bulgaria only 36, the illiteracy of new recruits in the Greek army was 30 per cent, in the Rumanian 41, and in the Bulgarian 5. Serbian statistics are not given, but the illiteracy of the whole Serbian nation was 83 per cent.

4. At present, however, the salaries of all categories have been more than trebled; for the primary teacher, 2,878 levs, the progymnasial, 3,159 levs, gymnasial, 3,755 levs, university docent, 5,580 levs, and full professor, 6,905 levs.

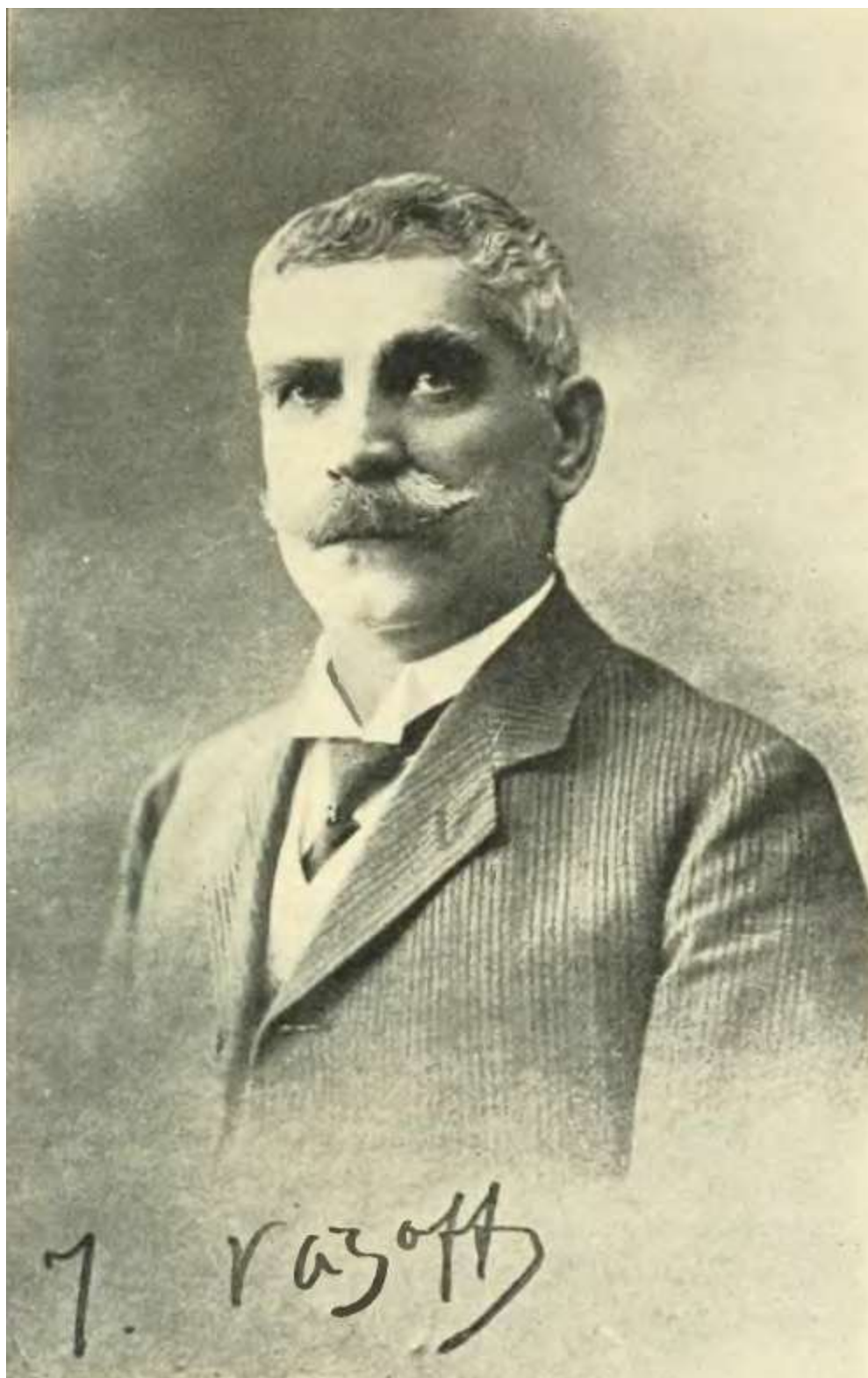
GALLERY



Георги Живков (1844-1899)



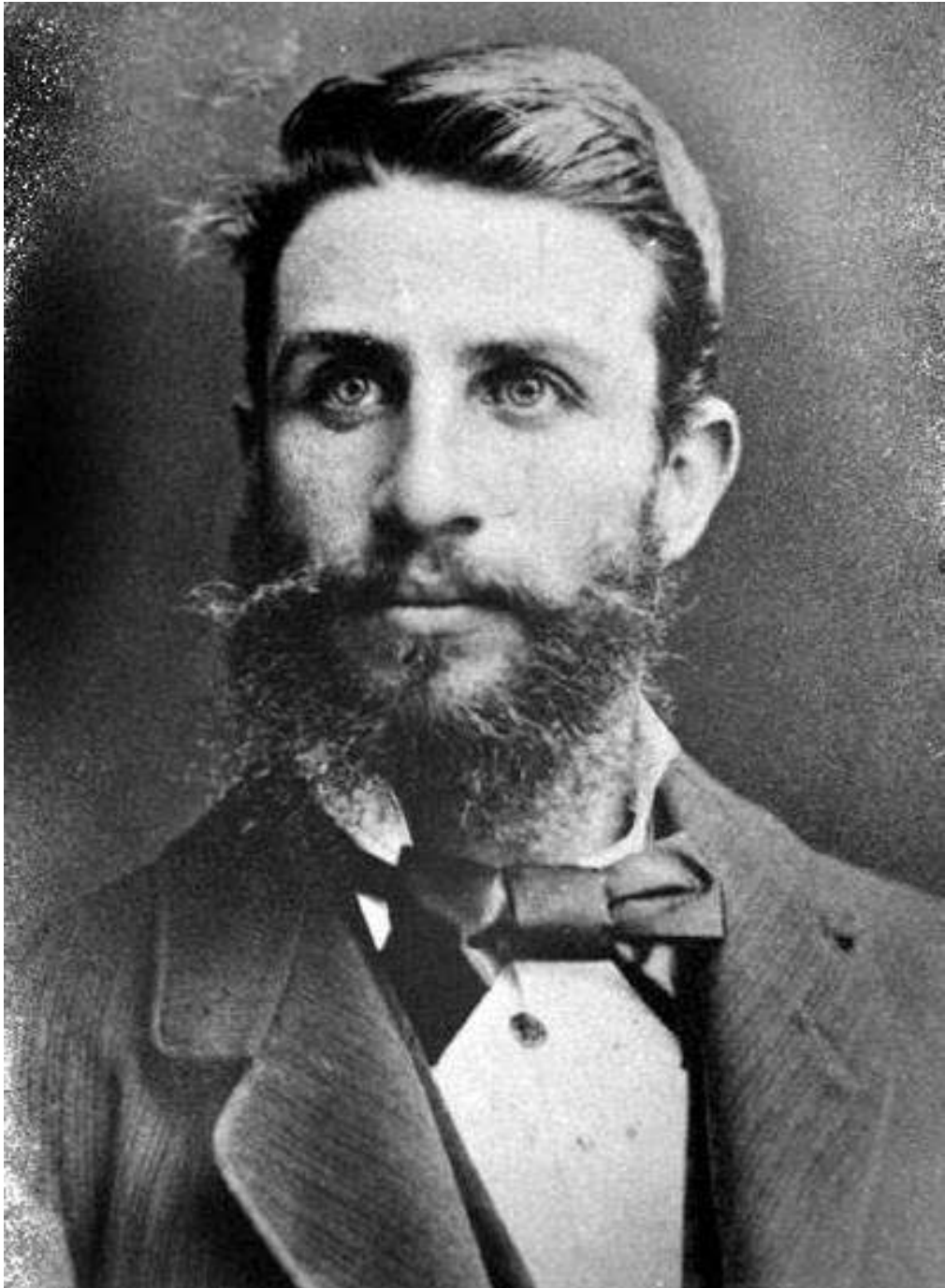
Константин Величков (1855-1909)



Иван Вазов (1850-1921)



Иван Шишманов (1862-1928)



Стоян Омарчевски (1885-1941)



Александър Цанков (1879-1959)

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