

The Bulgarian Participation in the New Education Movement: The First Half of the 20th Century

Milka Terziyska

email: milka_terziyska@abv.bg
Sofia University, Bulgaria

Abstract: The purpose of this article is to present in comparative terms the origin and institutionalization of the New Education Movement in Western European countries and Bulgaria. The archive of Dimitar Katsarov in the Scientific Archive of the Bulgarian Academy of Sciences was used as the main source material, as well as publications in the «Svobodno Vaspitanie» magazine edited by him, a Bulgarian organ of the New Education Fellowship. The emergence and development of the first «new schools» and attempts to consolidate the movement in Western Europe are examined: the creation of the International Bureau for New Schools; emergence of the concept of «new education»; the characteristics of the new schools (Adolphe Ferrière's thirty points); the establishment of the New Education Fellowship (NEF) and its principles and aims. Against this background, the Bulgarian participation in the New Education Fellowship is traced, especially in the person of Dimitar Katsarov, founder of the Bulgarian Section for a New Education: his correspondence with the leadership of the NEF in London; the exchange of books, magazines and articles; the participation of Bulgarian representatives in the congresses of the NEF; the practical attempts to apply the ideas of the new pedagogy in the Bulgarian public education.

Keywords: International League of New Education; New Education Fellowship; New Schools; New Pedagogy; Adolphe Ferrière; Dimitar Katsarov; Magazine «Svobodno Vaspitanie».

Received: 05-03-2023

Accepted: 25-06-2024

1. Introduction

The new education movement originated simultaneously in many European countries in the late 19th and early 20th centuries. It is international in nature and manifests itself both in practice and in theory.

The concept of «new education» brings together very different pedagogical theories and practices, which are sometimes even opposite. There are a variety of goals and methods within the movement, which is why some authors in the past and today talk about «new pedagogies» (Shankland, 2007). On the other hand, the term «new education» refers both to the initiatives from the period of the founders of the new schools and to all current innovative practices. These different practices

are sometimes called «alternative methods», meaning teaching methods other than those commonly used in traditional school systems.

This is a complex movement, manifesting itself in different forms and bearing different names depending on the geographical and linguistic areas: *Éducation nouvelle* and *École active* in the Francophone countries; Progressive Education and New Education in the Anglo-Saxon countries; *Reformpädagogik* in Germany; *Educación Nueva*, *Escuela moderna* and *Escuela nueva* in the Spanish-language scientific literature. In Italy, the movement is known as *Scuole nuove* and *Attivismo pedagogico*, and in Russia, historically, as *Svobodnoe vaspitanie* (Free Education). In modern Russian research, however, the terms *Novoe vaspitanie* (new education) and *Reformatorskaya pedagogika* (reformist pedagogy) (Raymond, 1998) are used depending on the sources used. The new education is defined as «a current in pedagogy that arose at the end of the 19th century within the framework of reform pedagogy» (Bim-Bad, 2002, p. 170) and not as a name uniting innovative pedagogical theories and practices that have appeared since the end of the 19th century.

Although historically and modernly there is no complete unity in the name of the movement in the different language groups, the prevailing definition in Western European literature and pedagogical practice is new: new education, new school, new pedagogy (Terziyska, 2010, pp. 143–163). As a synonym of this term in the second decade of the 20th century an active school appeared.

The adjective new is also present in the titles of the movement's avant-garde pedagogical magazines: *Pour l'Ere Nouvelle* and *Bulletin de la Nouvelle Education* in France; *Der Neue Weg* and *Neue Bahnen* in Germany and Austria; *The New Era* in the Anglo-Saxon countries.

This movement also covers Bulgaria, has its worthy representatives in it in the person of the Bulgarian section for new education (headed by the university lecturer, scientist and public figure Dimitar Katsarov) and its printed organ «*Svobodno vaspitanie*» (Free Education magazine). Because in recent decades in our country, as a result of German influence, in research and publications on the subject, as well as in university lecture courses, the term reformist pedagogy has been introduced (Bizhkov, 1994, 2001; Kolev, 1999; Todorova-Koleva, 2007, 2019) we have to turn to history and look for the generic concept of the movement for the renewal of education formed at the end of the 19th and the beginning of the 20th century.

2. Origin and Institutionalization of the New Education Movement in Europe

Historians of pedagogy unanimously acknowledge that the beginning of the «new school movement» was associated with the opening of the New School in Abbotsholme, founded in 1889 by Dr. Cecil Reddy. Cecil Reddy's experience was followed a few years later by John Haden Badley, his old associate in Abbotsholme, who opened the New School in Bedales (Sussex, England). In France, Edmond Demolins was inspired by these schools and founded in 1899 *L'École des Roches*, Paul Robben - the orphanage school in Cempuis (1880-1894), and Sebastien Faure founded in 1904 *La Ruche*. In Germany, Hermann Leitz founded the first *Deutsche Landerziehungsheim*

(Landerziehungsheim (Ferrière, 1925): Ilseburg (1898), Haubinda (1901), Bieberstein (1904). His first collaborators were Gustav Wyneken and Paul Geheeb. In 1906, they separated from Hermann Leitz to co-found the school in Wickersdorf. Paul Geheeb later separated from Gustav Wyneken to open his Odenwaldschule (Odenwald School) in 1909. In Italy, Maria Montessori created the first Casa dei bambini in 1907, and in Belgium, Ovid Decroly opened the l'École de l'Ermitage in Brussels, Belgium. In Poland, Janusz Korczak established his first Dom Sierot orphanage in 1912, organized as a children's republic. In Spain, Francisco Ferrer opened in 1901 in Barcelona la Escuela moderna. It became a model for the first public new school in Switzerland, opened by workers in Lausanne (canton Vaud) in 1910 under the name École Ferrer, in memory of the founder of the Spanish workers' new schools. Its aim is to provide an education that is guided by the interests of children and at the same time adapted to the needs of the working class.

All these schools are called «new» because they seek to reject the traditional notion of the child and his connections with the world. In the practice of the new schools from this period the following tendencies are distinguished: striving to promote the building of a new society through the school and to study the needs inherent in the child in order to create a new scientific pedagogy. These schools are places for experiments based on the research of physicians (Janusz Korczak, Maria Montessori, Edouard Claparède, Ovid Decroly are physicians) and psychologists who seek to apply their findings to the science of education. In Chicago (USA), John Dewey opened a research laboratory on applied psychology in 1896 in order to better understand pedagogy as an applied science of psychology. In Switzerland, Edouard Claparède, a physician and psychologist, founded the Jean-Jacques Rousseau Institute in Geneva in 1912, also known as the École des sciences de l'éducation (School of Educational Sciences). In 1913, Edouard Claparède and Pierre Bovet opened La Maison des petits experimental school at the Jean-Jacques Rousseau Institute, run by Mina Audemars and Louise Lafandel. In 1922, it was nationalized and contributed more formally to the training of interns (Hofstetter, Schneuwly, 2000). Jean Piaget joined them the same year.

After the First World War, the palette of new schools was enriched with the opening of the Waldorf School of Rudolf Steiner (Waldorfschule, Stuttgart, 1919), the school communities in Hamburg (Germany), the schools of Célestin Freinet (l'École de Bar-sur-Loup, France, 1920), Roger Cousinet (France, 1920), Carlton Washburn (Winnetka, USA, 1919), Robert Dottrens (École de Mail, Geneva, 1926), Paul Geheeb (École d'Humanité, Geneva, 1934), Alexander Neill, England, 1921).

The main goal in all these schools, called «new», is to prepare the future of society through education in democracy, social and civic responsibility. Ensuring peace and building a fairer world are the two great ideas of the new schools in the first half of the 20th century.

2.1. Adolphe Ferrière and the Bureau International des écoles Nouvelles (International Bureau of New Schools)

From the end of the 19th century was the first initiative to coordinate the actions of the growing international movement for educational reforms, undertaken by the

young «cosmopolitan» Adolphe Ferrière in 1899 - the establishment of the International Bureau for New Schools (Bureau International des Écoles Nouvelles) in Geneva. The credit for that goes to Edmond Demolins, who, taking into account the growing deafness of the young man, encourages him to do something compatible with this disability - the creation of an international office for the new schools. Thus, he will be able to carry out a comparative and evaluative activity in the service of innovators, and in the future of the public school itself (Hameline, 1993). The aim is «above all to build links of mutual scientific assistance between the various new schools, to centralize the documentation related to them, to evaluate the psychological experiments made in these laboratories of future pedagogy» (Ferrière, 1925).

From its inception until 1925, when he co-founded the Le Bureau International de l'Éducation with Pierre Bovet, Ferrière was the sole and voluntary employee of the International Bureau for New Schools. From 1921 he took an active part in the conception and establishment of the International Bureau of Education (BIE) in Geneva.

The International Bureau of Education is intended to be a center for documentation and information, to promote research in the field of education and to serve as a bridge between institutions and organizations working in this field. The first director of the International Bureau of Education was Pierre Bovet, and his deputies were Adolphe Ferrière and Elizabeth Rotten.

2.2. *Origin of the Concept of «New Education»*

The end of the 19th century gave birth to the concept of «new education», which is associated with pedagogical and educational renewal in private and public school institutions and beyond. At the First Congress of Pedology, held in Brussels in 1911, Adolphe Ferrière used the term «new education» to describe the changes taking place in the field of education. According to him, the movement is theoretical and practical. The first criterion by which new schools differ from traditional ones is that they are adapted to the «new needs of today's society». The second criterion is that «it aims to adapt the means of education to the nature of the child» (Husson, 1946). Therefore, it is not a question of achieving an essentially variable goal, depending on the epoch, but of discovering valid laws for all times. The new pedagogy seeks an objective rule, a general and universal form. This is not the date of its appearance, but its content, the principles on which it is based and the goals it sets.

In 1912, the International Bureau for New Schools, in the person of Adolphe Ferrière, established the conditions that a school must have in order to be called «new». According to the program, at least the new school is primarily a family boarding school, located in nature, where the amateur and personal experience of the child are the basis for both his intellectual education (especially through the use of manual labor) and moral education - through the practice of the relative autonomy of students (Ferrière, 1925).

2.3. *Characteristics of the New Schools (A. Ferrière's 30 Points)*

To this program minimum in 1915 Adolphe Ferrière added the thirty points of his program maximum to characterize the «new school» in terms of its organization

(1-5), physical life (6-10), intellectual life (11–15), organization of classes (16–20), social education (21–25), artistic and moral education (26–30) (Ferrière, 1925).

The characteristics of the new school mentioned by Adolphe Ferrière are derived from the observation and practical experience of the new schools and allow to «diagnose» whether a school is new or not. In order for a school to be recognized as «new», it must fully implement the minimum program and cover at least 50% of the maximum program. In principle, such a school is about to realize the other signs in the near future, because every school is a living organism that develops and changes over time.

Of all the new schools existing at the time, only that in Odenwald with director Paul Geheeb covered all 30 points mentioned by Adolphe Ferrière. But he himself says that these numbers should not be absolute, as they do not fully express the value of a school, which depends primarily on the psychological and moral value of its principal.

New schools are defined as such because they express a new way of understanding education, focusing on the interests of the child. They appear as a negation of the traditional school with its verbalism, abstract and unrelated to life and time educational content. The new schools reject the view of the passive child and build on the concept of learning by doing (Dewey), respecting the freedom of the student as a creative spirit, using psychology and other scientific disciplines to explore the real needs of the student. The new schools are in accordance with the psyche of the student, not the teacher.

3. The International League of New Education (New Education Fellowship)

3.1. Background

The founding of the New Education Fellowship (Ligue Internationale pour l'Éducation Nouvelle) is closely associated with the name of Beatrice Ensor and the English New Education Fellowship and the Theosophical Society (Brehony, 2004).

At the first world congress of the Theosophical Society, held in July 1921 in Paris, the working topic was «The problem of education in the new era». As part of this congress, July 25 is a day dedicated specifically to education. The purpose of this day is «to formulate the basic principles, a philosophy of education based on our philosophical knowledge» (Raymond, 1998: p. 11). In her speech, Beatrice Ensor points out that the new «ideals» (co-education, the Montessori method, civic education) along with psychoanalysis are the means of «theosophical» education. These are the same means promoted by the new education. The main idea is to create a new human race in a «new era». This term has already been introduced through the English name of the magazine *Education for the New Era*, published by Beatrice Ensor and Alexander Neil, and has been approved by the bodies of the newly formed International League of New Education - the English magazine *The New Era* and its French equivalent *Pour l'Ère nouvelle*.

At the congress in Paris, Beatrice Ensor announced the forthcoming international congress in Calais, which will not be called theosophical and has received the support of a wide range of supporters. The theme of the congress «L'expression créatrice

chez l'enfant» (Creative expression in the child) is inspired by theosophy in the spirit of the definition given by Beatrice Ensor for the new theosophical attitude towards the child: «education should strive to give external expression to latent abilities in the child» (Raymond, 1998: p. 12). According to her, all knowledge imposed from outside the child is due to learning. Following the Calais Congress, this new position on the child will «mobilize the whole of pedagogical Europe for many decades: the free development of the child's potential in contrast to a very violent learning, in a movement that will no longer be «from outside to inside» and vice versa, as new educators like to repeat «from the inside out» (Raymond, 1998: p. 12).

On July 26, 1921, the day after Beatrice Ensor's speech in Paris, a notice of the forthcoming Congress in Calais appeared in the Swiss magazine *Éducation Nouvelle et Populaire*. The notice said that the «New Education Fellowship» was organizing at Calais an International Congress on Education, which would begin on Saturday evening, July 30, and end on Friday evening, August 12, 1921. The object of this Congress would be «to spread the most modern educational ideas and methods from a theoretical and practical point of view, and to bring together in close cooperation the various nations represented» (Raymond, 1998: p. 10-11). As can be seen from the announcement of the congress, announced simply as an «educational congress», the term «modern» rather than «new» educational ideas and methods is used. The term «new education» would come into force after the Congress of Calais and the establishment of the International League of New Education.

3.2. *The Establishment of the New Education Fellowship*

During the International Congress of Education in the French city of Calais, on August 6, 1921, the New Education Fellowship was established, based in London. Departments of the New Education Fellowship in France (La Ligue Internationale pour l'Éducation Nouvelle) and Germany (Der Internationalen Arbeitskreis für Erneuerung der Erziehung) were set up, headed by Elizabeth Rotten.

At this congress, the Bulgarian pedagogue Dimitar Katsarov pays special attention, because his activity characterizes «too well the great efforts» that were being made at that time in Germany – «the classical side of pedagogy - to crush the old militaristic or bureaucratic spirit and create through the education of a new, spiritually reborn nation» (Svobodno Vaspitanie, I, 1922, vol. 1, p. 29). However, subsequent historical events show that these hopes are not justified.

The creation of the International League of New Education was initiated by the English New Education Fellowship, represented by Beatrice Ensor and by its president Harold Baillie-Weaver, and by the International Bureau for New Schools (Bureau International des Écoles Nouvelles), represented by its director Adolphe Ferrière (Raymond, 1998: p. 13). This is the founding congress of the already formed international movement, which is determined by the following factors: 1) the flowering of science and, in particular, the emergence of the science of education; 2) political ideas for reform in society through education; 3) the theosophical views.

Introducing the New Education movement in the first issue of «Svobodno Vazpitanie» magazine, Dimitar Katsarov emphasizes that «one of the most prominent representatives of the modern movement for the renewal of training and education»

participate in it, people «who see the dawn of a new era for humanity and wish to help rebuild the modern demoralized world through education; people who have a clear idea of what humanity can be in the near future, if training and education in schools are radically changed and if children are let into life strong, free and masters of themselves; these are people who think that administrative measures, although necessary, are insufficient for the renewal of education, and therefore strive for a radical change of attitude towards education. They consider that the personality of the teacher and that of the child should constitute the dynamic element of the whole life of the school.» Realizing the difficulties and limitations that teachers and educators will encounter and must overcome, the members of the League call for a «spiritual union» of all like-minded people to keep «always alive their enthusiasm and to strengthen and strengthen all more your convictions and courage in work». The aspiration of the League is «to create in all who think in the spirit of its principles, the feeling of reciprocity, which is such a strong support for man» (Svobodno Vaspitanie, I, 1922, vol. 1, p. 28).

The first international congress of the movement for educational reforms affirmed the concept of «new education». It is established worldwide both in the name of the movement (The New Education Fellowship / La Ligue Internationale pour l'Éducation Nouvelle) and in the name of its print media: the English quarterly magazine *The New Era*; the French quarterly magazine *Pour l'Ère nouvelle*; the bi-monthly *Das Werdende Zeitalter* in Germany (Weimar Republic). Subscription for these print media in Bulgaria, as well as for the official bodies of the League that later appeared in other countries, is also possible for the Bulgarian reader through the editorial board of the magazine «Svobodno Vaspitanie».

With a very strong influence in Bulgaria is the French magazine «*Pour l'Ère nouvelle*», whose first issue was published in January 1922¹. In 1925, the editorial board included Paul Fauconnet, professor of psychology and pedagogy at the Sorbonne, Dr. Ovid Decroly, a professor at the University of Belgium, Adolphe Ferrière from the Swiss side. In 1929 the magazine became the organ of the established French Group for New Education (G.F.E.N.) and Ferrière was no longer the editor. In addition to Decroly, the editors of the magazine include such distinguished figures as Dr. Henri Piéron, professor at the Collège de France, Jean Piaget, director of the International Bureau of Education in Geneva, and Henri Wallon, professor at the Sorbonne. «*Pour l'Ère nouvelle*» was published until 1960. Today, its successor is the international journal «*Les Sciences de l'éducation – Pour l'Ère Nouvelle*».

One after another, individual countries in Europe and America are also beginning to publish national press bodies of the New Education Fellowship. The first of these national magazines was Dimitar Katsarov's «*Svobodno Vaspitanie*»², which was

¹ The comparison between the two magazines shows that, in addition to the principles and goals, the magazine «*Svobodno Vaspitanie*» also adopts the structure of «*Pour l'Ère nouvelle*».

² It was enthusiastically received by the editorial staff of the French «*Pour l'Ère nouvelle*» in the person of its editor Adolphe Ferrière, who in the introductory article entitled «*Notre ligue*» in issue 5 of 1923 of the magazine «*Pour l'Ère nouvelle*» (Ferrière, 1925: p. 2) announces the appearance of the magazine «*Svobodno Vaspitanie*» (*L'Éducation libre*), published by Dimitar Katsarov (editing address: «*Bacho Kiro*» St., No. 13, Sofia), which reproduces the principles and goals of the league. In the «*Livres et Revues*» section of the same issue, after the contents of the first three issues of

published without interruption from 1922 to 1944 (10 books a year). By the end of the first quarter of 1925, many others had been added to the list of national magazines, organs of the New Education Fellowship³.

Founded in 1921 by a small group of progressive educators affiliated with the Theosophical Society and Theosophical Educational Trust, the New Education Fellowship quickly became a powerful international organization with national sections in many countries around the world. In 1966, it was renamed the World Education Fellowship (WEF).

After the conference in Locarno in 1927, the International League of New Education developed very quickly and new branches were opened in the following countries (NABAN, f. 138K, op. 1, a.e. 209, letter No. 102, 103) – Argentina, Poland, Switzerland, Denmark, France, Netherlands, Norway. There are groups in Romania, Yugoslavia, Austria, England, Scotland, USA (where the organization works in cooperation with «Progressive Education Association»), India. Several new magazines appear: «Vernieuwing» (Netherlands), «Pentru Mima Copiilor» (Romania), «Radna Skola» (Yugoslavia) and a number of others are awaiting approval in England, Germany, France, Hungary, Italy, Spain, Sweden, Argentina, Chile, Czechoslovakia.

In the early 1930s, the International League of New Education had offices and representatives in Austria, Australia, Argentina, Belgium, Canada, Seoul, Chile, Colombia, Czechoslovakia, Denmark, Ecuador, England and Wales, Finland, France, Germany, Netherlands, Hungary, India, Ireland, Italy, Yugoslavia, Norway, Paraguay, Peru, Poland, Romania, Scotland, South Africa, Spain, Sweden, Switzerland, Turkey, Uruguay, USA. Chapters of the International League of New Education were formed in Belgium (French-speaking and Flemish), Germany, Japan and Paraguay.

the magazine «Svobodno Vaspitanie» have been presented in detail, the editor's conclusion is that the magazine is headed by a true master: «La seule lecture de ces trios sommaires montre que L'Éducation libre (tout entière en langue bulgare) possède à sa tête un Maître» (Ferrière, 1925: p. 15). This is a high praise for the work of Dimitar Katsarov and the new magazine published by him, which is actually the fourth in a row after the official three international magazines of the league. In the introductory article of «Notre ligue» it is mentioned that Italy will also have its own magazine («La Cultura popolare»), which will be published by M. Osimo in Milan. Magazines are also being prepared in Greece, Uruguay and other countries.

³ Data from the beginning of 1927 show that Marta Nemeš's magazine in Hungary was already a fact. On the official letterhead of The New Education Fellowship, along with the already familiar editions in English, French, German and Bulgarian, it appears among the official organs of the league under the name *A jovo utjain*, a quarterly magazine (address: Mrs. Marthe Nemes, Tigris-Utca 41, Budapest). In addition to them, the quarterly magazine *La nuova era* in Italy with the address: Professor G. Arcara, Casella Postale 75, Palermo, Italy (NABAN, f. 138K, op. 1, a.e. 209) is indicated. Two years later, at the beginning of 1929, the monthly magazine *L'educazione nazionale*, published by Giuseppe Lombardo Radice (Prof. Lombardo-Radice, Via Monte Giordano 36, Roma), was designated as the official organ of the League in Italy. The magazines of Dimitar Katsarov and Marta Nemeš continue to occupy their places among official bodies, but others have also appeared - the monthly *Revista de pedagogia* in Spain with editor Lorenzo Luzuriada (Lorenzo Luzuriada, Miguel Angel 31, Madrid) and the quarterly *Pedagogiska spörsmål* in Sweden on Miss E. Edelstam and Miss Montelius (Miss E. Edelstam and Miss Montelius, Eriksbergsgatan 15, Stockholm). Magazines published in Argentina, Belgium, Chile, Romania, Yugoslavia, Portugal and Czechoslovakia are also listed outside of them, without specifying their titles (NABAN, f. 138K, op. 1, a.e. 209, p. 14).

Groups have been formed in Canada (Alberta, British Columbia, Manitoba, Nova Scotia, Ontario and Quebec), Australia (N. S. Wales, Melbourne), Northern Ireland (Belfast), South America (Ecuador, Peru, Argentina).

Branches of the International League of New Education exist in England, Scotland, Argentina, Denmark, Germany, Hungary, India, Poland, Norway, Holland, France, Belgium, Spain, Sweden, Switzerland, USA, Australia, Austria, Seoul, Yugoslavia, New Zealand, Romania, South Africa (NABAN, f. 138K, op. 1, a.e. 209, letter No. 104, 105).

As can be seen, the International League of New Education is represented in many countries on all continents. In Europe, she cooperates with the International Bureau of Education in Geneva, with the Central Institute in Berlin, with the Austro-American Institute in Vienna. Despite its international character, however, the movement retains its identity in the field of education in each country, and this is evident from the variety of methods (Decrolis in Belgium, Montessori in Italy, Cousin and Frenet in France, etc.).

The 1930s were the culminating period in the development of the International League of New Education. At that time, it had its representatives in 28 countries around the world. By the end of the 1950s, there were 52 national sections in different countries of the world. The organization significantly expanded its influence and field of activity, especially after 1931. when «The Progressive Education Association» (Schugurensky, Aguirre, 2002) (the analogous American organization) became its American section.

The representatives of the International League of New Education travel continuously in different parts of the world and through these trips, congresses and magazines the information about all innovations in the field of education quickly reach every member of the organization.

3.3. *Principles and Goals*

Since its inception, the International League of New Education has declared its neutrality regarding any political and religious ideas: «The League has no political or denominational character and will not advocate any particular pedagogical method» (Raymond, 1998: p. 13). Its main purpose is «to attract from all over the world those who seek to adapt education to new needs, and to inform them through its international conferences, journals and commissions of the attempts made in education and their achievements throughout the world.» (Svobodno Vaspitanie, IX, 1931, vol. 9–10, pp. 362–363).

The main goal of the New Education Fellowship is to unite all people around the world, whose goal is to adapt education to the modern needs of society, to introduce the ideal of new education in school, to promote cooperation between parents and educators. With the help of its numerous contacts, international conferences, magazines and commissions on education, the organization collects information about education in general - from kindergartens to universities. This allows for a holistic view of education and its use in the service of a better future for humanity.

The principles and goals of the New Education Fellowship are promoted through its printed bodies (including in the Bulgarian journal «Svobodno Vaspitanie», which publishes them in each issue).

The main activities of the International League of New Education are divided into two categories: 1) those carried out by the international offices of the League through or with the assistance of the national sections, or on behalf of the league as a whole; 2) others that are carried out by the national sections on their own initiative.

The first group of activities includes the international congresses organized by the International League of New Education on the most important problems of education for two or more years, as well as a number of others: polls, conducting regional and national conferences on separate problems of education and education, publishing activity, work on UNESCO projects (after the establishment of the organization in 1945), etc.

4. Bulgarian Participation in the New Education Fellowship

4.1. *Dimitar Katsarov's Relations with the New Education Fellowship and His Participation in Its Governing Bodies*

The main figure of the new education movement in Bulgaria was Dimitar Katsarov⁴. He established contacts with the leadership of the International League of New Education in the person of Adolphe Ferrière, who in turn put him in touch with Beatrice Ensor. On May 19, 1922, she wrote to him to tell him that both she and Ferrière would be happy if he became the representative of the International League of New Education for Bulgaria and began publishing its printed organ in Bulgarian⁵. In her letter, Beatrice Ensor wrote that she was sending him copies of the French and German editions to familiarize himself with, as well as various books that he probably requested from Ferrière. Beatrice Ensor expresses a desire for Dimitar Katsarov to keep them informed of the educational experiments in Bulgaria and to send them articles that present the experiments and new ideas in the field of education in Bulgaria, and not the reforms of an administrative nature. Such an article would be useful to them for the October edition of «The New Era»⁶.

⁴ Dimitar Katsarov (1881-1960) received his higher education in Switzerland (Geneva and Fribourg), after which he was an assistant to Edouard Claparède in the Laboratory of Experimental Psychology at the University of Geneva, which he opened (1906-1910). After his return to Bulgaria, he began his career as a teacher at Sofia University, successively as assistant, associate professor and professor (1910-1948). See in detail about his life, teaching and public activities: Terziyska, M. (2013). *Dimitar Katsarov i dvizhenieto za novo vazpitanie* [Dimitar Katsarov and the New Education Movement]. Sofiya: Universitetsko izdatelstvo «Sv. Kliment Ohridski».

⁵ See Letter No. 1 of Beatrice Ensor to Dimitar Katsarov dated May 19, 1922, written on the letterhead of the magazine «The New Era» (NABAN, f. 138K, op 1, a.e. 208). From this letter it is clear that Dimitar Katsarov wrote to Adolphe Ferrière perhaps in the spring of 1922, probably with a request to become the representative of the International League for a New Education for Bulgaria and publish its printed organ in Bulgarian. For now, we do not know if Dimitar Katsarov knew Ferrière personally and if this was their first contact, since we do not have the letter itself and do not know its content. In the archive of the «Jean-Jacques Rousseau» Institute in Geneva, one or two letters of Dimitar Katsarov addressed to Ferrière are stored (according to François Alexandre Boss from the «Jean-Jacques Rousseau» Institute in Geneva), but for now I have no further information about their dating and content.

⁶ As we do not have «The New Era» magazine, we cannot say if it was printed in the relevant issue.

After establishing contact with the leadership of the International League of New Education in London, Dimitar Katsarov further contacted Beatrice Ensor through the international secretary of the organization, Clare Soper⁷. He takes an active part in the activities of the International League of New Education, and recognition of this is his inclusion among the list of its supporters, the names of some of whom, together with the institution to which they belong, are written in the left margin of the organization's letterhead. In this way, sending a letter to someone helps to establish a connection between individual supporters of the movement and contributes to its popularization.

A few years after the establishment of the International League of New Education, Dimitar Katsarov was included in its governing bodies. Data from the beginning of 1929 show that he was already a member of the International Council, headed by Mrs. Beatrice Ensor (Chairman) and Secretary Miss Clare Soper. His name stands next to the names of Dr. Ovide Decroly from Belgium, Dr. Adolphe Ferrière from Switzerland, Dr. Elisabeth Rotten from Germany⁸, Mme Marta Nemes from Hungary, Prof. Giuseppe Lombardo-Radice from Italy, Lorenzo Luzuriaga and Senora Sola De Sellares from Spain, representatives from Denmark (Dr. Sigurd Nasgaard), France (Mme J. Hauser), India (Mr. V. N. Sharma), Scotland (Miss G. Cruttwell) and Sweden (Herr Gustav Mattsson). In the first half of 1930, names from England (Miss D. Matthews), Argentina (Dr. J. Rezzano, former Inspector of Elementary Schools in Buenos Aires), Colombia (Señor N. Caballero), Finland (Mr. L. Ziliacus), Netherlands (Mr. J. H. Bolt), Norway (Fru. A. Sethne), Poland (MmeH. Radlinska), Romania (Mr. V. Ghidionescu), Turkey (MustafaRahmiBey), USA (Dr. Harold Rugg), were already on the list.

In 1930, Dimitar Katsarov was already a member of the Consultative Committee together with 11 other members of this body: Dr. Ovid Dekroli; Dr. William Boyd; Gustav Mattsson, secretary of the Swedish branch of the International League of New Education; A. J. Lynch, Secretary of the English Department; Dr. Marta Muhov, Institute of Psychology in Hamburg; Prof. Jean Piaget, International Bureau of Education in Geneva; Prof. A. Pieron, French College of Paris; Dr. Carston Ryan, Schwartzmore College, USA; Dr. Harold Rugg, Columbia University, New York; W. Rawson acting director of New Education Fellowship, L. Ziliakus, secretary of the Finnish department of New Education Fellowship⁹.

Later, Dimitar Katsarov also joined the Executive Board, of which he is a permanent and lifelong member.

4.2. Correspondence and Exchange of Books, Magazines and Articles

Dimitar Katsarov has a lively correspondence with the leadership of the New Education Fellowship in London. In the archives of Dimitar Katsarov in Bulgarian Academy of Sciences (NABAN, f. 138K, op. 1, a.e. 208 and 209) are stored over 100 letters from Beatrice Ensor and other representatives of the New Education Fellowship. For the most part, this correspondence is dedicated to the preparation and organization

⁷ See the correspondence of Dimitar Katsarov with the International League of New Education from the late 1920s and early 1930s (NABAN, f. 138K, op 1, a. e. 208, 209).

⁸ In 1930, she was already joined by Dr. Karl Wilker.

⁹ See Document VIII, letter No. 65-76 of February 1931 (NABAN, f. 138K, op 1, a.e. 209).

of international congresses of the League, usually held every two or three years, as well as the participation of Bulgarian representatives in them. Although we do not have the letters of Katsarov himself, from the answers he received, we can judge the questions he was interested in and the problems he discussed with his partners from Europe.

As a member of the Consultative Committee, Dimitar Katsarov is regularly informed by the management of the organization about its status, problems, relationships with other organizations and associations by sending current information and reports. For example, on October 18, 1929, Beatrice Ensor sent Dimitar Katsarov a short report on her negotiations with Jean Piaget in Geneva, which regulated relations between the New Education Fellowship and the Bureau International de l'Éducation¹⁰. On January 29, 1930, a letter was sent to the members of the Consultative Committee, including Dimitar Katsarov, regarding the accession of the Progressive Education Association to the New Education Fellowship¹¹. On February 11, 1930, Clare Soper again sent Dimitar Katsarov notes on the negotiations between Bureau International de l'Éducation and New Education Fellowship.

A significant place in the correspondence of Dimitar Katsarov with the leadership of the New Education Fellowship is occupied by the exchange of books, magazines and articles that cannot be found in Bulgaria. For this reason, he often asked his friends at the Office of the New Education Fellowship in England to be sent from there. They granted his requests for magazines and books, from which he drew information about the current state of education in Europe and the world. These journals include *The New Era*, *Aujourd'hui*, *My magazine*, *L'Éducation* and more.

Dimitar Katsarov also sends his materials to *The New Era* magazine. From the Office of the New Education Fellowship turned to Dimitar Katsarov with a request for information on various issues concerning the educational work in Bulgaria, necessary both for printing in *The New Era* and for the database stored there.

Although they do not fully clarify the issues on which the correspondence between Dimitar Katsarov and the New Education Fellowship was conducted due to the one-sided information we have (Dimitar Katsarov's letters are missing), the above facts shed some light on some of the issues discussed. They also show the active participation of Dimitar Katsarov in the work of the New Education Fellowship, related to the collection of data on education in different countries, the promotion of new pedagogical methods and practices through the press bodies of the organization, the preparation of international conferences, etc.

Apart from correspondence, Dimitar Katsarov also has direct contacts with the New Education Fellowship. In August and September 1931 he visited London as an official guest of the New Education Fellowship. From the information preserved in his archive¹² it can be seen that his program was extremely saturated with visits and meetings. He visits a total of over 30 different educational, scientific and social

¹⁰ Letter No. 42 of Beatrice Ensor to Dimitar Katsarov dated October 18, 1929 (NABAN, f. 138K, op 1, a.e. 209).

¹¹ Letter No. 48, 49–50 to Dimitar Katsarov of January 29, 1930 (NABAN, f. 138K, op 1, a.e. 209).

¹² Letters and business cards to Dimitar Katsarov from his stay in England in 1931, 39 p. (NABAN, f. 138K, op.1, a.e. 260).

institutions: 11 schools, universities and colleges and 22 institutes and various charitable associations (Stefanov, 2006: pp. 104–110).

Thus, through personal contacts, visits to various forums, participation with articles in conferences, congresses or publications in the scientific press, Dimitar Katsarov and his associates promote Bulgaria and the positive changes in the field of education.

5. Bulgarian Participation in the Congresses of the New Education Fellowship

5.1. First International Congress in Calais (1921)

Although at the first congress of the New Education Fellowship (at which it was actually established), held from July 30 to August 12, 1921 in Calais (France), there is no Bulgarian representative, through the magazine «Svobodnovaspitanie» the Bulgarian public became sympathetic of the event. In the first issue of the magazine, in the column «Chronicle», Dimitar Katsarov gives information about the congress. It is attended by some of the most prominent representatives of the modern movement for reforms in education. Essays were read on the topics: «Release of the child's creative ability»; «The Montessori Method»; «Co-education»; «Does the child have creative power»; «Destruction of authority»; «Dr. Decroly's Method»; «The Active School»; «The new schools in the village»; «School self-government and character formation»; «On psychoanalysis and its educational significance»; «The Child and Art»; «The Educational Importance of Scouting». At the congress a children's international exhibition was made - drawings, paintings, modeling, children's magazines, essays, new textbooks (Svobodno Vaspitanie, I, 1922, vol. 1, p. 60).

5.2. Second International Congress in Montreux (1923)

The Second International Congress of the New Education Fellowship on «Education for Creative Service» was held from 2 to 15 August 1923 in Territet-Montreux (Switzerland). The aim of this congress is to find and disseminate the best methods of education that will help the child to develop his own potential to the highest degree, but also to use the only possible ways to strengthen the best model of the future citizen. These two ideas – «self-expression» and «citizenship» are the main topics of the congress.

Dimitar Katsarov was not present at the congress in Territet, but through the column «Chronicle» of the magazine «Svobodno Vaspitanie» the information about the topics discussed at the Second International Congress of the New Education Fellowship preached the Bulgarian reader (Svobodno Vaspitanie, I, 1923, vol. 5, pp. 154; vol. 9-10, pp. 282; II, 1923, vol. 1, pp. 24).

Delegate for Bulgaria at the Second International Congress of the New Education Fellowship in Territet-Montreux is Prof. Ivan Shishmanov. According to him, this congress is a kind of addition to the congress on moral education, which he attended last year, and whose organizers and speakers were some of the most prominent

educators (Adolphe Ferrière, Roger Cousinet, etc.). Adolphe Ferrière responded to the Congress of the League «with praise for the Bulgarian compulsory labor and especially for the school labor week» (Svobodno Vaspitanie, II, 1923, vol. 3-4, p. 86).

5.3. *Third International Congress in Heidelberg (1925)*

The Third International Congress of the New Education Fellowship was held in Heidelberg (Germany) in August 1925 and was on «The Development of Creative Powers in the Child». The aim of the congress is to spread the best methods of education, through which to enable the child to develop his innate abilities. Of the data we have, only Dimitar Katsarov was present on behalf of Bulgaria (Svobodno Vaspitanie, III, 1925, vol. 7-8, p. 248).

5.4. *Fourth International Congress in Locarno (1927)*

The Fourth International Congress of the New Education Fellowship is entitled «The True Meaning of Freedom in Education». It took place in the city of Locarno (Switzerland). The main tasks of the congress are: 1) to exchange ideas between leading American and British educators; 2) to test and discuss the various new methods in education (Winnetka, Montessori, Dalton, Mackinder, etc.); 3) to try to understand the basic principles laid down in them and to examine to what extent these new methods can be presented in primary schools and at the same time to meet the requirements for testing, etc.

The congress in Locarno was attended by over 1,200 representatives from 42 countries¹³. Among them is Dimitar Katsarov with another representative from Bulgaria (NABAN, f. 138K, op. 1, a.e. 210), but so far there is no information who he is.

The Congress is divided into sections: Psychology - pedagogical and child; Progressive methods; Experimental schools; Co-education of both sexes; The new teaching of history; New paths in art education; General questions.

5.5. *Fifth International Congress in Elsinore (1929)*

The Fifth International Congress of the New Education Fellowship is dedicated to the topic «The New Psychology and the Curriculum». It took place from 8 to 21 August 1929 at Kronborg Castle in Elsinore (Helsingør, Denmark).

The intention of the organizers is for the congress to deal with modern psychology and philosophy in connection with the curricula and the circumstances that hinder the practice of new education in different schools. At the Montreux Congress, it became clear that the new education required the child to be treated as a person; in Heidelberg, methods for releasing the child's creative powers were discussed; in Locarno, the emphasis was on the freedom of teachers and students. It is proposed

¹³ The largest delegation is from Germany - 267 people, followed by England - 129, America - 162, Poland - 63, France - 34, Austria - 33, Hungary - 22, Latvia - 20, Sweden - 17, Denmark - 16, the Netherlands - 16, the Czech Republic - 16, Romania - 9, Yugoslavia - 9, Bulgaria - only two representatives (Svobodno Vaspitanie, VI, 1927, vol. 3-4, p. 110).

in Denmark to discuss how all these ideas can be put into practice in curricula so that they can prepare the child for life in a changing modern society.

At the congress in Elsinore, the Bulgarian delegation was more numerous - it was represented by four people: Dimitar Katsarov, Ani Tsanova, Pavel Teoharov and (probably) Gencho Pirvov. After the end of the congress Dimitar Katsarov informed the readers of the journal «SvobodnoVaspitanie» about its holding (SvobodnoVaspitanie, VIII, 1929, vol. 1-2, p. 284). The work of the congress is entirely devoted to separate issues of the journal (Svobodno Vaspitanie, VIII, 1930, vol. 9-10), in which the report of Dimitar Katsarov was published (NABAN, f. 138K, op. 1, a.e. 211), as well as communications from other delegates.

The congress in Elsinore is the most numerous of all the forums of the New Education Fellowship held so far. It is attended by over 2,000 participants from 42 countries - the elite of the new education movement, the most popular and modern-minded educators and psychologists from around the world. More than 250 papers by about 200 lecturers have been delivered. All pedagogical directions, methods, projects and psychological schools are presented (Stefanov, 2006, pp. 104–110).

5.6. Sixth International Congress in Nice (1932)

The Sixth International Congress of the New Education Fellowship was held in Nice (France) in 1932 and was devoted to the topic of «Education in a changing society». The aim of the congress was to present in the best way the results of the new education in the Latin-speaking countries.

On the Bulgarian side, Dimitar Katsarov, Ani Tsanova, Lidiya Stoyanova, Dr. Botyu Shanov are present at this congress. The journal «Svobodno Vaspitanie» (Svobodno Vaspitanie, XI, 1932, vol. 1-2, vol. 5-6, vol. 7-8) informed about the congress, and Dr. Botyu Shanov in a special publication summarizes the papers. Dimitar Katsarov and Ani Tsanova also make a brief report on the congress.

In order to further develop of the New Education Fellowship in Nice, a very important decision was made - to accept individual members, called World Fellows. This membership is direct and independent of the membership in the national sections of the league in the individual countries and along with it (Svobodno Vaspitanie, XI, 1933, vol. 7-8, p. 290). In May 1934, Dimitar Katsarov sent to the Office of the New Education Fellowship the names of 7 individual members from Bulgaria - Lidiya Stoyanova, Gencho Pirvov, Petar Sotirov, Zoya Stavrova, Elena Stoyanova, Stoyan Georgiev, Ivan Skachokov¹⁴.

5.7. Seventh International Congress in Cheltenham (1936)

At the seventh international congress of the New Education Fellowship in Cheltenham (England) in 1936, the largest Bulgarian participation was registered. The Bulgarian delegation consists of 8 people - Dimitar Katsarov, Dr. Botyu Shanov, Ani Tsanova, Lidiya Stoyanova, M. Karadzhova (the others are not identified by name)

¹⁴ Letter No. 80 from Clare Soper to Dimitar Katsarov, dated July 13, 1934 (NABAN, f. 138K, op. 1, a.e. 209).

(Stefanov, 2006: pp. 109-110). The participants are representatives of 52 countries. The main topic of the congress is «Education, free personality and free society». Prominent scholars such as Prof. Pierre Bovet («Religious Education, a Factor of Enslavement or Liberation»), Prof. Frederic Clark («Democracy and Authority»), Prof. Jean Piaget («Forming an Independent Personality») have contributed.

The Eighth Congress of the New Education Fellowship, scheduled for the summer of 1939 in Paris, was not held due to the complication of the international situation (Svobodno Vaspitanie, XVIII, 1939, vol. 1-2, p. 74).

5.8. *Participation of Dimitar Katsarov in the Meeting of the New Education Fellowship in Tirlimon (1958)*

Dimitar Katsarov's last participation in the activities of the New Education Fellowship was in 1958. As director of the Institute of Physical Education and School Hygiene in the summer of 1958 he went on a business trip to Belgium and „holiday abroad in Switzerland« (NABAN, f. 1, op. 11, a.e. 269, pp. 27 and 28).

In Belgium, Dimitar Katsarov participated in the meeting of the Board of Directors and the Executive Committee of the New Education Fellowship, which took place from 6 to 12 July 1958 in Tirlimon. During the meetings, a report was heard from the New Education Fellowship International Secretary for the past year (including a project to organize the Tenth International Conference of the Organization in India in 1959) and a letter was read by the New Education Fellowship's President. Among the issues discussed were the future of the New Education Fellowship, as well as the further publication and editing of its body, «The New Era».

At this forum, Dimitar Katsarov called on the New Education Fellowship's leadership to restore relations with the national sections of the association in the countries beyond the Iron Curtain (including the Bulgarian one, closed in 1949) and to help resume their activities. However, the participation of Dimitar Katsarov in this meeting shows that, although unofficially, the Bulgarian section of the New Education Fellowship continues to function after its closure in 1949, mostly thanks to him. After his death in 1960, it virtually ceased to exist and ties to the New Education Fellowship were likely to be severed. For many years Bulgaria remained in the Soviet sphere of influence, and Bulgarian pedagogy - detached and isolated from the democratic world.

6. The New Education Movement in Bulgaria

As already mentioned above, Bulgaria's relations with the New Education Fellowship are carried out through Dimitar Katsarov and the formed Bulgarian Section for New Education, and the magazine „Svobodno Vaspitanie« edited by him became a conduit for the ideas of the movement.

6.1. «Svobodno Vaspitanie» – *Organ of the New Education Fellowship*

From 1922, almost simultaneously with the other editions of the New Education Fellowship, Dimitar Katsarov began to publish the magazine «Svobodno Vaspitanie».

It was published without interruption from 1922 to 1944, 10 books a year, as the „Bulgarian organ of the International League of New Education« (Organe de la Ligue Internationale pour l'Éducation Nouvelle). After the other three magazines published in English («The New Era»), French («Pour l'Ère nouvelle») and German («Das Werdende Zeitalter»), the Bulgarian magazine is the fourth largest organ of the New Education Fellowship.

Regarding the name of the magazine and the pedagogical ideas it presents, Dimitar Katsarov explains that «they are not connected in any way with any social, political or religious teaching» (in this regard, the magazine follows the guidelines drawn up by Beatrice Ensor at Congress of Calais). With the ideas that will be spread through it, the aim is to emphasize and explain that «freedom is the basic principle and criterion of any properly organized education» (Svobodno Vaspitanie, VII, 1929, vol. 9, p. 242). Probably, when choosing a name for his magazine, Dimitar Katsarov was influenced by the Russian magazine «Svobodnoe vospitanie», which was published in Russia in the period 1907-1918 under the editorship of Ivan Ivanovich Gorbunov-Posadov, and which aims to develop questions about the free upbringing and education, i.e. such education and upbringing, which is based on self-activity, on satisfying the freely expressed needs of children and adolescents, on productive work as a necessary basis of life¹⁵.

The magazine «Svobodno Vaspitanie» is intended for everyone - parents, teachers from all levels of schools, educators and all those on whom the „educational work« depends. Its goal is to unite spiritually those who want to create a new school in the spirit of the child's activities and meet his freely expressed needs. Dimitar Katsarov emphasizes the need for a radical change in our understanding of the educational problem, which is related to the creation of a new school (Katsarov, 1922: p.1). The main task of the magazine is to help increase the pedagogical culture of all those who in one way or another participate in educational work.

In the first years, the magazine strongly promoted the ideas of the new education movement and its main representatives in Europe and America (Adolphe Ferrière, Maria Montessori, Georg Kerschensteiner, Édouard Claparède, Ovid Decroly, John Dewey, etc.), as well as local and international events) of the New Education Fellowship - conferences, symposia, congresses, the practice of the „new« schools, arranged and

¹⁵ Svobodnoe vospitanie, God' vtoroy, 1908–1909. Another interesting parallel between Ivan Ivanovich Gorbunov-Posadov and Dimitar Katsarov is that it points to the thought of such an influence. Before starting to publish his journal «Svobodnoe vospitanie» (and perhaps also during its first anniversary), Gorbunov-Posadov edited the «Biblioteka svobodnago vospitaniya i obrazvaniya i zaschiye detey», among the publications of which are translated and Russian works dedicated to the new ideas in education and upbringing of children: «New School», Elslander; «L. N. Tolstoy as a school teacher», Ernest Crosby; «How to create a free school (Home of a free child)», K. N. Wentzel; »Modern education and new ways» (according to Elslander), «Education based on child psychology», P. Lacombe; «Liberation of the child», K. N. Wentzel; «Fight for a free school», K. N. Wentzel; «School and Society», John Dewey; «Chains of Invisible Slavery», K. N. Wentzel and others. In the series of books from the «Svobodno Vaspitanie» Library, edited by Dimitar Katsarov until 1922, the following titles were published in Bulgarian: Leo Tolstoy «The Yasnopolyan School», part I (General characteristics of the school) and part II (Education in it); A. Kitaev «On sexual education»; M. Levitin «One free school municipality»; Felix Orth «On sexual life» (on sexual education); Prof. Dr. Al. Chaim «The Sexual Life of Man (on sexual education).

operating according to the principles of the movement. There is also an exchange of materials for publication between «Svobodno Vaspitanie» and the English magazine „The New Era«. The magazine informs about past, present and future events abroad and at home, related to the new schools and numerous organizations and their congresses. Always write the addresses of the various international organizations for direct contact or remind that the editorial office can be an intermediary.

From the second issue, the content of the magazine «Svobodno Vaspitanie» is also presented in French: *L'Éducation libre - Revue d'Éducation Nouvelle*, redacteur Dimitar Katzaroff. This makes it accessible to readers abroad, who can find out about the materials published on the pages of the Bulgarian body of the movement for a new education. In addition, through the editors of the magazine, Bulgarian readers can also receive the foreign organs of the movement: «The New Era», «Pour l'Ère Nouvelle» and «Das Werdende Zeitalter». Foreign magazines, bodies of the league, «are real treasuries of ideas and experiences in the field of educational work», that is why the editors of the magazine «Svobodno Vaspitanie» constantly appeal to their readers to study foreign languages in order to read them and draw from this treasury of ideas and experiences in the field of educational work (Svobodno Vaspitanie, IX, 1930, vol. 1–2, p. 62, p. 78–79). In these journals information can be found on everything that is happening in the field of education abroad, and their editors and contributors are among the most prominent people of the new pedagogical thought.

Reporting on the activities of the French society «New Education», which appeals to like-minded people to send descriptions of their school experiences, the editors of the magazine «Svobodno Vaspitanie» make the same appeal to their «sympathizers» and strongly urge them to also show initiative in this attitude, as each of them reported «their personal attempts to renew school work» (Svobodno Vaspitanie, 1, 1923, vol. 5, p. 156). A review of the magazine for the entire period of its existence shows that the readers respond to this call and on its pages Bulgarian teachers share their practical experience and their experiments at school.

In each issue of the magazine «Svobodno Vaspitanie», the principles and goals of the New Education Fellowship are included, thereby helping to popularize and perceive them in Bulgaria. Through its pages, it also becomes a forum for the ideas of the «pioneers of the new pedagogical theory and practice».

From the third issue of the magazine, portraits of the prominent representatives of the new pedagogy and excerpts from their main works began to be published: L. N. L. N. Tolstoï – «L'école de Jasnaïa Poliana», Edouard Claparède – «L'éducation attractive: jeu d'orthographe»¹⁶, Adolphe Ferrière – «L'élan vital et l'éducation», Ovid Decroly – «Programme d'idées associées et méthode des centers d'intérêt», Georg Kershensteiner, Maria Montessori, Hermann Lietz and educational homes in nature, Stanley Hall – «The ideal School as Based on Child Study», Alfred Binet

¹⁶ On the occasion of the death of Edouard Claparède on September 29, 1940, the editors dedicate the volumes 3 and 4 of it and includes the speeches delivered at the memorial meeting on October 25, 1940 in auditorium № 1 of Sofia University, of which he was an honorary doctor. During his visit to Bulgaria on the occasion of the anniversary of the Sofia University Edouard Claparède also visited the Institut «Razvitie» for mentally retarded children (Svobodno Vaspitanie, XIX, 1940, vol. 3-4).

– «Les aptitudes des enfants», Immanuel Kant – «De l'éducation», John Dewey – «Liberté et individualité».

From the very beginning, in addition to the headquarters of the New Education Fellowship in London, the branches in France and Germany, and the official printing organs of the League, the magazine «Svobodno Vaspitanie» found itself in «personal relations with more of the associations and people of the West, who work for the renewal of the school, as well as with the various representatives of the new pedagogical thought and practice» (Katsarov, 1922: p. 4). Among the organizations with which the magazine collaborates are the following: The Jean-Jacques Rousseau Institute in Geneva (École des Sciences de l'éducation – Institut J. J. Rousseau, 5, Place de la Taconnerie, Genève), founded «on private initiative» in 1912 and led by Professors Edouard Claparède and Pierre Bovet, with whom the journal is «in the closest friendly relations»; The International Bureau of New Schools (Bureau International des Écoles Nouvelles, rue Florissant, 45, Genève), which is a «centre for international information on new pedagogical movements» under the leadership of Adolphe Ferrière; The German pedagogical organization «Bund deutsheentchiedener Schulreformer» with a printed organ «Die Neue Erziehung», which also publishes a library «Die Lebensschule»; The Belgian Pedagogical Society (Société Belge de Pédotechnie) for Reforms in Education in Belgium and for Pedagogical Research, whose members are «the most advanced and renowned representatives of pedagogy, pedology, sociology, psychology and medicine in this country', with Ovid Decroly as its most prominent representative; The French pedagogical society «La Nouvelle Éducation», founded by M. T. Guéritte (member of the English association «New Ideals in Education») and R. Cousinet (school inspector and editor of the magazine «L'Éducateur Moderne») (Svobodno Vaspitanie, I, 1922, vol. 1, pp. 28-30).

These connections give the readers of the magazine «Svobodno Vaspitanie» the opportunity to be informed about all the new developments in the field of pedagogical theory and practice in the West. This is helped by the fact that the magazine reprints or transmits in summary some of the articles published in the official organs of the New Education Fellowship.

6.2. The Bulgarian Section of the New Education Fellowship

6.2.1. Establishment of the Bulgarian Section of the New Education Fellowship

The Bulgarian section of the New Education Fellowship was officially established on May 9, 1929 at the initiative of the editorial board of the magazine «Svobodno Vaspitanie». The management includes: Dimitar Katsarov - chairman (he remained in this position throughout the existence of the section, in fact until his death in 1960), Gencho Pirvov (member) and Ivan Duychev (secretary-treasurer). The first 54 members are enrolled, of which 46 are teachers.

The Statute and the program (NABAN, f. 138K, op. 1, a.e. 223) of the section were approved by the Minister of Interior and Public Health on February 14, 1930. According to the statute, the Bulgarian section of the New Education Fellowship

consists from local organizations or new education groups, bringing together people who share the principles and ideas of the New Education Fellowship.

The goals of the section are the same as those of the New Education Fellowship, namely: to spread the educational principles of the league among those who are interested in the education and upbringing of children; to carry out ever closer cooperation between teachers and parents at all school levels; to establish a bond of solidarity among all who are enthusiastic about the new ideals and methods of education.

In a short time (until 1931) the section increased its membership to about 300 people, united in groups for new education in the cities of Sofia, Plovdiv, Ihtiman, Lovech, Kazanlak, Stanimaka (Assenovgrad) and Troyan, as well as many more informal members and supporters in other towns and villages.

6.2.2. Annual Meetings of the Bulgarian Section of the New Education Fellowship

The activity of the Bulgarian section of the New Education Fellowship is judged mainly by the information about its annual meetings (conferences) in the magazine «Svobodno Vaspitanie», which reports and discusses issues related to teacher training and school work, to ensure the renovation of all schools in the country; the possibilities for taking into account the individual peculiarities of the student in the mass education; educating students in a spirit of peace; popularization of the ideas of the new education; the creation of experimental schools in which to apply the new methods of education in order to find the most suitable for our conditions; radical reorganization of the modern educational system in the spirit of greater activity, respect for the child's personality and freedom; replacing the exams with comprehensive examinations of the child and introducing tests to measure the result of educational work, etc.

6.2.3. Regional groups of the Bulgarian Section of the New Education Fellowship

The Bulgarian section of the New Education Fellowship has groups in Sofia, Plovdiv, Ihtiman and elsewhere in the country. The groups hold regular meetings where fairy tales are told, essays and reports are read on the goals and means of the new education; for the Bulgarian and foreign pedagogical experience, press and literature; children's magazines and literature; modern issues of upbringing and education related to the renewal of school work and opportunities for the application of new teaching methods; the study of children; the freedom and discipline in teaching children the Montessori method; comprehensive training; the test system and new test methods; personal experience as a basis of education; the training, selection and control of teachers in our country; teacher training abroad; vocational guidance for young people; the relationship between school and family; the upbringing and education of the child; the moral upbringing of children; the sense of responsibility and education in work, etc.

The Bulgarian Section of the New Education Fellowship and the groups in the country are in constant contact with each other, organizing meetings and conferences where they read papers, exchange information and promote the movement for new education and its ideas among the local community (See NABAN, f. 138K, op. 1, a.e. 226).

6.2.4. *Practical Experiments - Schools and Teachers*

Apart from the theoretical level, the new ideas and methods of education are also applied in the practice of Bulgarian teachers. At the initiative of the Sofia School Board, in the summer of 1923, a Sofia children's maritime colony was organized, which had an impact on the overall development of the child (Shumanov, 1924: p. 180). An open-air school has been organized in the Boris's garden in Sofia. About 30 children who study and live in the open air were gathered, following the example of such schools abroad (Vladimirov, 1931: pp. 219-224).

The first attempt to introduce the Montessori method in Bulgaria was made in the spring of 1930 in Sofia, in the ward for slow-growing children of Lidiya Stoyanova (Terziyska, 2017: pp. 33–62). In the same year (1930) the hall was opened, specially built for the Montessori nursery at the Italian school. In 1931/1932 in Sofia there were 3 wards in which this method was applied, and also in the following year (Svobodno Vaspitanie, X, 1932, vol. 5-6, p. 62). At the beginning of 1932 in Sofia there were already two Montessori kindergartens - one in the Italian school and the other - led by Lidiya Stoyanova in the school of new languages „Mrs. Kuzmina« (Svobodno Vaspitanie, X, 1932, vol. 5–6, pp. 229). The nursery and the ward for children with special educational needs are run according to the Montessori method.

The activity of some teachers is mainly due to the change in teaching methods and the style of attitude towards children, which affected the appearance of individual schools in the country.

Thanks to the annual meetings of the Bulgarian section of the New Education Fellowship and especially the magazine «Svobodno Vaspitanie«, these examples of individual teachers and schools are popularized and inspire creative activity in the spirit of new educational ideas and methods and the rest of Bulgarian teachers. Unfortunately, these are only fragmentary data, and the full picture of changes in education in our country, influenced by the ideas of the new education, for a number of reasons (especially the irretrievable loss of documents or their storage in archives outside the country)¹⁷ it is impossible to reconstruct.

¹⁷ For example, the documents related to the Bulgarian section of the International League of New Education, stored in the WEF (World Education Fellowship) archival fund at the Institute of Education (IOE) in London. They would shed light on the activities of the section in Bulgaria from its foundation in 1929 until its closure in 1949 (Ref No. WEF/B/2/4 and Ref No. WEF/B/2/4/1). These documents, covering the period 1933–1949, 1956–1960 and 1968, contain the correspondence of Dimitar Katsarov and the secretary of the section Ana Tsanova with the leadership of the New Education Fellowship in connection with the formation of the section; lists of members in Bulgaria (1934); publication of Section Bulletin (1936); termination of the activity of the section (1949); letters related to the death of Dimitar Katsarov (1960); a brief description of the pre-war work of the Bulgarian section (<http://www.ioe.ac.uk/>, 02.03.2021).

7. Conclusion

In the early 20th century in the leading countries in the world incentives for the development of pedagogical knowledge and education are such important factors as the growing amount of knowledge, skills and habits that students must acquire, research on the nature of childhood, the experience of pilot schools. The number of pedagogical centers (departments, laboratories, research centers) is growing remarkably. At the international and national level, pedagogical organizations were established (the New Education Fellowship, the International Bureau of Education, the Association for Progressive Education in the United States, etc.), educational societies, libraries, and pedagogical magazines were established. The problems of upbringing and education attract the attention of philosophers, sociologists, psychologists, specialists in natural sciences. For their part, educators turn to other sciences (eg psychology, medicine), using their results in solving pedagogical problems. All this has a powerful impact on the development of education and pedagogical thought in the world and leads to awareness of the need for their renewal. The restructuring of education is becoming an important national problem in the leading countries. It is recognized the need to bring it in line with the level of production, science and culture, to meet the needs of the younger generation for quality other training. The question arises about the transition from traditional education, which provides knowledge, skills and habits, to a school that must prepare not only executive, but also initiative, independent, widely educated person [29, p. 7].

These are the priorities in the field of education of the movement for education reforms that emerged in the late 19th and early 20th centuries, which for a number of reasons (mostly political) did not find much response in mainstream schools during the period [28, p. 331]. Especially valuable and relevant are the ideas for the formation of an active, independent thinking and acting person, able to creatively cope with life's challenges and effectively adapt to changing living environments. The labor principle on which the organization of the educational process in the new schools is based has a strong influence on the development of schools in all European countries.

Although very limited in the practice of new schools, the very current idea of using the technological achievements of the era in the educational process (for example, Célestin Freinet uses the press in education, educational films) and the New Education Fellowship uses the press as a powerful tool for spreading ideas for education reforms.

At the heart of all these changes is the ever-accelerating scientific, technical and technological progress, which requires from a person new personal qualities and a new, higher level of education and professional qualification. The accumulated knowledge in all fields of science provides an opportunity to build an increasingly complete and comprehensive picture of man (especially the child) in its most diverse manifestations and relationships, which continues to complement today. The development of psychology and pedagogy expands the possibilities of upbringing and education and placing them on a scientific basis. Through the means of information and communication (books, newspapers, magazines, photography, cinema, radio,

television) it is possible to disseminate this knowledge and reach it to a wide range of users - professionals and the general public.

8. References

A. Scientific archive of the Bulgarian Academy of Sciences (NABAN), f. 138K, op. 1 (personal archive of Dimitar Katsarov):

NABAN, f. 138K, op. 1, a.e. 208 and 209 – Dimitar Katsarov's correspondence with the New Education Fellowship from the late 1920s and early 1930s

NABAN, f. 138K, op. 1, a.e. 210 – Report of Dimitar Katsarov at the Locarno Conference, August 1927 (manuscript, in French)

NABAN, f. 138K, op. 1, a.e. 211 – «Toward a New Education» - report by Dimitar Katsarov for the V Congress of the New Education Fellowship, Elsinore, 1929. Print from the magazine «Free Education», year VIII, 1930, vol. 9–10

NABAN, f. 138K, op. 1, a.e. 223 – Statute of the Bulgarian Section of the New Education Education (Approved by the Minister of the Interior and Health on February 14, 1930); Program for the activity of the Bulgarian section of the New Education Education

NABAN, f. 138K, op. 1, a.e. 226 – Conference and meeting invitations, brochures, survey cards, etc. of the Bulgarian Section and the groups in the country

NABAN, f. 138K, op.1, a.e. 260 – Letters and business cards to Dimitar Katsarov from his stay in England in 1931.

B. Scientific archive of the Bulgarian Academy of Sciences (NABAN), f. 1, op. 11

NABAN, f. 1, op. 11, a.e. 269 – Documents from the service file of Dimitar Katsarov during his work at the Bulgarian Academy of Sciences

C. Free Education magazine/ Svobodno Vaspitanie

Svobodno Vaspitanie, I, 1922, book 1

Svobodno Vaspitanie, I, 1923, book 5, pp. 154; vol. 9-10, pp. 282

Svobodno Vaspitanie, II, 1923, book 1, pp. 24; books 3-4, p. 86.

Svobodno Vaspitanie, II, 1923; book 1; books 3-4.

Svobodno Vaspitanie, III, 1925, books 7-8, p. 248

- Svobodno Vaspitanie, VI, 1927, vol. 3–4, p. 110
- Svobodno Vaspitanie, VII, 1929, vol. 9, p. 242
- Svobodno Vaspitanie, VIII, 1929, books 1-2, p. 284
- Svobodno Vaspitanie, VIII, 1930, books 9-10
- Svobodno Vaspitanie, IX, 1931, vol. 9–10, pp. 362–363.
- Svobodno Vaspitanie, XI, 1932, books 1-2, books 5-6, books 7-8
- Svobodno Vaspitanie, XI, 1933, books 7-8, p. 290
- Svobodno Vaspitanie, IX, 1930, books 3-4, pp. 138
- Svobodno Vaspitanie, X, 1932, books 5-6;
- Svobodno Vaspitanie, XVIII, 1939, books 1-2, p. 74
- Svobodno Vaspitanie, XIX, 1940, vol. 3-4

D. Publications

- Bim-Bad, B. M. (2002). *Pedagogicheskiy entsiklopedicheskiy slovar'* [Pedagogical Encyclopedic Dictionary] / gl. red. B. M. Bim-Bad. Moskva: Bol'shaya Rossiyskaya entsiklopediya, p. 170.
- Bizhkov, G. (1994). *Reformatorska pedagogika: Istoriya i savremennost* [Reform pedagogy: History and modernity]. Sofiya: Prosveta;
- Bizhkov, G. (2001). *Reformatorska pedagogika: Istoriya i savremennost* [Reform pedagogy: History and modernity]. Sofiya: Universitetsko izdatelstvo „Sv. Kliment Ohridski“;
- Brehony, K. (2004). A New Education for a New Era: Creating International Fellowship Through Conferences 1921–1938 // *Paedagogica Historica*, 40 (5–6), pp. 735–737.
- Dzhurinskiy, A.N. (2000). *Istoriya pedagogiki: Uchebnoye posobiye dlya studentov Pedagogicheskikh vuzov i History of Pedagogy: Textbook for Students of Pedagogical Universities*. Moskva: Gumanitarnoe izdatel'stvo tsentr VLADOS, p. 331.
- Dzhurinskiy, A. N. (2018). *Istoriya pedagogiki i obrazovaniya v 2 ch.* [History of pedagogy and education in 2 parts]. Chast' 2. XX–XXI veka 3-ye izdanie, ispravlennoye i dopolnennoye. Moskva: Yurayt, p. 7.
- Ferrière, A. (1925). *Notre ligue //Pour l'Ère nouvelle*, n° 5, janvier 1923.

- Ferrière, A. (1925). Novoto uchilishte [The new school] // Svobodno vazpitanie, IV, 1925, vol. 3–4, pp. 118–125.
- Hameline, D. (1993). Adolphe Ferrière (1879–1960) // Perspectives: revue trimestrielle d'éducation comparée (Paris, UNESCO: Bureau international d'éducation), vol. XXIII, n° 1-2, pp. 379-406.
- Hofstetter, R., Schneuwly, B. (2000). L'universitarisation de la formation des enseignants et l'émergence des sciences de l'éducation (1870–1933). L'exception génévoise? – La formation des enseignant(e)s primaire: histoire et réformes actuelles. Die Ausbildung von PrimarlehrerInnen / sous la direction de Lucien Criblez & Rita Hofstetter. Avec collaboration de Daniël Périsset Bagnoud. Bern: Peter Lang, pp. 267-298.
- Husson, J. (1946). TABLEAU D'ENSEMBLE des mouvements d'éducation, nouvelle en France et à l'Étranger. Les mouvements d'éducation nouvelle // Brochures d'éducation nouvelle populaire, n°21. <https://www.icem-pedagogie-freinet.org/node/11106>, 11.03.2021
- Katsarov, D. (1922). Nashata zadacha [Our task] // Svobodno vazpitanie, 1 (1), p. 1.
- Kolev, Y. (1999). Deteto v reformatorskata pedagogika [The child in reformist pedagogy] // Pedagogika, 9 (10), pp. 94-103;
- Raymond, A. (1998). Le problème de l'éducation moral dans le mouvement de l'éducation nouvelle. Thèse en vue d'obtenir le grade de Docteur en Sciences de l'Éducation, Université Lyon II – Lumière, Institut des Sciences et Pratiques de l'Éducation et de la Formation
- Ryzhov, A. N. (2004). Kontseptsiya «novogo vospitaniya» i yeyo realizatsiya v deyatel'nosti pedagogov-reformatorov v stranakh Zapada i Rossii kontsa XIX–nachala XX v. [The concept of «new education» and its implementation in the activities of reforming teachers in Western countries and Russia in the late 19th - early 20th centuries]: Dis. kand. ped. nauk: 13.00.01 Moskva.
- Schugurensky, Daniel & Natalie Aguirre. (2002). 1919: The Progressive Education Association is founded. In: Schugurensky, Daniel (Ed.), History of Education: Selected Moments of the 20th Century [online]. Available: http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/1919pea.html, 01.03.2021
- Shankland, R. (2007). Adaptation des jeunes à l'enseignement supérieur. Les pédagogies nouvelles: aide à l'adaptation ou facteur de marginalisation? Thèse de Doctorat en Psychologie Clinique et Psychopathologie, Université Paris VIII, Ecole doctorale cognition, langage, interaction, Thèse dirigée par le Professeur Serban Ionescu, Soutenue le 28 juin 2007.
- Shumanov, VI. (1924). Letni detski morski kolonii [Summer children's sea colonies] // Svobodno vazpitanie, 2 (5–6), p. 180.

- Stefanov, St. (2006). Uchastie na balgarski predstaviteli v kongresite na Mezhdunarodnata liga za Novo vazpitanie (1923-1936) [Participation of Bulgarian representatives in the congresses of the International League of New Education (1923-1936)] // *Pedagogika*, 16 (8), pp. 104–110.
- Stefanov, St. (2008). Balgarskata pedagogicheska nauka v konteksta na evropeyskoto pedagogicheskoto poznanie prez parvata polovina na XX v. [Bulgarian pedagogical science in the context of European pedagogical knowledge in the first half of the 20th century]. In: *Balgarskoto obrazovanie – natsionalni orientiri i evropeyski izmereniya*. Mezhdunarodna nauchna konferentsiya Gabrovo, 2008 g. Sbornik s dokladi. Natsionalen muzey na obrazovaniето, Gabrovo: Eks-pres, p. 215.
- Terziyska, M. (2010). Dvizhenieto za novo vazpitanie [The New Education Movement] // *Strategii na obrazovatelnata i nauchnata politika*, 18 (2), pp. 143–163.
- Terziyska, M. (2013). Dimitar Katsarov i dvizhenieto za novo vazpitanie [Dimitar Katsarov and the New Education Movement]. Sofiya: Universitetsko izdatelstvo «Sv. Kliment Ohridski».
- Terziyska, M. (2017). Lidiya Stoyanova i metodat na Mariya Montesori v Bulgariya [Lidiya Stoyanova and Maria Montessori's method in Bulgaria] // *Balgarsko spisanie za obrazovanie*, № 2, pp. 33–62. <https://www.elbook.eu/images/2-M.Terziyska%20-2-2017%20.pdf>
- Todorova-Koleva, M. (2007). Reformatorskata pedagogika ot kraya na XIX i parvata polovina na XX vek (1890-1944) v balgarskiya periodichen pechat [The reformist pedagogy from the end of the 19th century and the first half of the 20th century (1890-1944) in the Bulgarian periodical press]. Doktorska disertatsiya, Velikotarnovski universitet;
- Todorova-Koleva, M. (2019). Pedagogikata ot kraya na XIX i nachaloto na XX vek (Reformatorska pedagogika) [Pedagogy from the end of the 19th and the beginning of the 20th century (Reform pedagogy)]. Burgas: LIBRA SKORP and others.
- Vladimirov, K. (1931). Po patya na novoto uchilishte [On the way to the new school] // *Svobodno vazpitanie*, 9 (5–6), 219–224, pp. 219-224.