

## PEDAGOGICAL TECHNICAL HIGH SCHOOL<sup>1</sup>, VILLAGE OF PRESLAV, USSR (1925–1936)

**Abstract:** The first archival document leading to the original history of the Pedagogical Technical High School, village of Preslav, USSR, dated May 30, 1921. He establishes that in January this year, in the village of Preslav, Berdyansk district of the Yekaterinoslav province, the Preslav Pedagogical School began to function in the system of the Ukrainian People's Commissariat of Education, created on the basis of a reorganized Russian teacher's seminary with a three-year term of study – with the number of teachers – 9, students – 105 (47 girls and 58 boys).

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The first archival document leading to the original history of the Pedagogical Technical High School, village of Preslav, USSR, dated May 30, 1921. He establishes that in January this year, in the village of Preslav, Berdyansk district of the Yekaterinoslav province, the Preslav Pedagogical School began to function in the system of the Ukrainian People's Commissariat of Education<sup>2</sup>, created on the basis of a reorganized Russian teacher's seminary with a three-year term of study – with the number of teachers – 9, students – 105 (47 girls and 58 boys)<sup>3</sup>. Thus, thanks to the spirit of the Bulgarian Renaissance, the school building, which for a long time housed a teacher's seminary (before that, the central school in the village of Preslav), again gave shelter to Bulgarian educational life in the south of Ukraine and became its center.

It is noteworthy that the rapid opening of the Bulgarian educational institution in Ukraine at the beginning of 1921 was a time of unrest and ruin, when the Bolshevik authorities were still in the process of imposing, and the national problem and education were not the primary task of the Bolsheviks. In such an environment, the creation of a Pedagogical Technical High School, village of Preslav is a very remarkable fact. On the whole, this can be explained by favorable factors operating in two directions: on the one hand, the remaining living Bulgarian consciousness and the preserved traditions of the compact rural population in this region, and on the other, the Bolshevik principles of equality, recognized, widely publicized and formally respected in the first ten years, and self-determination of peoples, as well as their right to study and use their native language.

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<sup>1</sup> Pedagogical Technical High School, village of Preslav, USSR had the status of a higher educational institution.

<sup>2</sup> ГАЗО, ф. 3, оп. 1, а.е. 702, л. 2; Екатеринослав, предишното название (до 1926 г.) на гр. Днепропетровск. БСЭ. Т. 9, М., 1992, с. 213.

<sup>3</sup> Пак там.

The first factor has a noticeable long-term impact. Its more significant specific manifestations can be tracked over time. It first of all, the construction of the Central Bulgarian school in the village of Preslav in the late 1860s and its active functioning in the subsequent time.

This provided the basic material and technical base of the technical school – the school building. When exactly did the Pedagogical Technical High School, village of Preslav begin to function? To answer this question, we have two confirmations. On the one hand, there is detailed information from the mentioned archival document, and on the other, the evidence of Michaud Hadzhi<sup>4</sup> that the Preslav Teachers' Seminary was renamed the Pedagogical Technical High School in 1918.

Taking into account the fact that during the period 1918–1920 the Soviet authorities in Bulgarian Tavia had not yet imposed a “technical school” typical of the educational system of the school category, and that M. Hadzhiysky could not be a direct witness to the introduction of this name of the educational pedagogical institution in Preslav, this can be seen as the result of a mechanical transfer of the term “technical school” from a later time to an earlier one (in 1918). Thus, the opening of the Pedagogical Technical High School, village of Preslav, although not approved as a “technical school”, should be attributed to January 1921<sup>5</sup>. However, the testimony of M. Haji has another significant value. It indirectly contains information about the fact that in 1918, as a result of the revolutionary breath of Tavia, probably the Preslav teacher's seminary (where almost exclusively Bulgarian children studied), removed its official label “Russian”, which in essence did not correspond to the essence of the Bulgarian secondary institution.

In those troubled years, it could not function other than anything other than Bulgarian. The following should be noted in the characteristics of the Preslav Educational Center in 1918–1920: the possibility of an official demonstration of its Bulgarian national character, the irregularity of educational activities (mainly according to old, traditional programs) in the context of changing, but not established socio-political economic relations and the determining role of local factors in supporting school life.

The history of the Pedagogical Technical High School, village of Preslav, a typical Soviet higher education structure designed to meet the educational needs of the Bulgarian national minority, is short-lived, and covers a 16-year period from the beginning of 1921 until the fall of 1936, when the Pedagogical Technical High School was closed by reorganization into a “decade” with a common education profile. In fact, the Bulgarian pedagogical school was listed as a “technical school” only since 1925. Until that time, the “Preslav Pedagogical School” was officially called the “Bulgarian Three-Year Pedagogical Courses”<sup>6</sup>. Seven-year graduates were taken to these courses. Their goal was to prepare teachers with secondary education for Bulgarian schools in Ukraine and Crimea. The name “Bulgarian Pedagogical Technical High School”, introduced in 1925, left the deepest traces in the minds of local Bulgarians (for convenience, we will only introduce the Pedagogical Technical High School in the future).

In the brief history of the Pedagogical Technical High School, two main stages can be distinguished, how it differs, mainly in order to find time for “favorable” and “unfavorable” conditions for its existence. The first stage covers the entire period of the twenties, which with some conventionality can be called favorable for its development. The second and last stage corresponds only to the first half of the thirties, when all the factors that led to the existence of such an educational institution were eliminated one by one.

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<sup>4</sup> Хаджийски, М. Пуста чужда чужбина. С., 1994, с. 219; Хаджийски, М. Българи в Таврия. Велико Търново, 1992.

<sup>5</sup> ГАЗО, ф. 3, оп. 1, а.е. 702.

<sup>6</sup> Пак там, ф. 3666, оп. 3, а.е. 63, л. 9-10.

The Pedagogical Technical High School did not develop properly in the first half of the twenties due to its stabilizing and stimulating effect on the NEP. After the suppression of unrest and bloodshed, the peasantry quickly overcame the devastation, mainly due to the excessive conditions for personal initiative. This revived personal economic interest and, consequently, the national identity of numerous minority groups, including the Bulgarian one. Under these conditions, the Pedagogical Technical High School became a natural vehicle for the revival of the long-standing aspiration of the Bulgarians living in Ukraine at the national educational and cultural level. After the formation of the USSR, national elevation was also encouraged from above. In 1923, at the XII Congress of the Bolshevik Party, as was repeatedly emphasized, in order to find a successful way of “educating” a new ideology, mainly in the minds of multinational rural masses, a more flexible course was chosen for “Ukrainization”, “Jewishization”, and “Bulgarianization» etc<sup>7</sup>. This process gradually gained strength and reached its peak in the second half of the twenties. It was then that the Bulgarian pedagogical institution received the status of a technical school and relatively regular financial support.

In the twenties of practice, the need for pedagogical staff was especially acute, because the Bolsheviks were going to impose ideology with accelerated steps and an unprecedented mass training preparation, in which several dozen different languages were taught. For this, however, the old educated cadres had to be replaced with new, Bolshevik ones. Since the 1930s, a policy of compulsory universal education was announced (including full coverage of populated areas with “four-year education”), the expansion of other forms of education – evening classes, humanitarian groups (eradication of illiteracy), SCM (schools for rural youth)<sup>8</sup>. All this required additional teachers, including those with higher qualifications. In this regard, the Pedagogical Technical High School was supposed to meet the ever-growing demand for teaching staff in many Bulgarian villages – a duty that, of course, corresponded to the capabilities of a single technical school and several teachers and too limited funding. Given these circumstances, the leadership of the Pedagogical Technical High School put forward to the People’s Commissariat of Education (NCO) a proposal to reorganize the Pedagogical Technical High School by increasing the study time or converting it to the Institute of National Education (INO)<sup>9</sup>. The proposal, however, had practically no consequences. For almost a 12-year period (1921–1932), the Pedagogical Technical High School in Preslav was the only specialized educational institution in the Soviet Union that trained Bulgarian teachers mainly for elementary schools (with four-year training) in Bulgarian regions (including for Crimea). The second such educational institution, the Odessa Pedagogical Technical High School, was opened only in the autumn of 1932<sup>10</sup>, and in 1933–1934 it was transformed into the Bulgarian sector at the Pedagogical Institute in Odessa, the purpose of which was to provide Bulgarian villages in the Odessa Region, the Moldavian and Crimean Autonomous Republics Bulgarian teachers. After the introduction of forced collectivization, Stalin finally managed to “curb” the peasantry and the system of multinational “idyll” was destroyed<sup>11</sup>. “Ukrainization”, “Bulgarianization” have become synonymous with counter-revolution. In general, the compact groups of the Bulgarian population living in the Ukrainian SSR passed the test of the bitter fate of the Ukrainians and barely survived the artificially caused famine in 1932–1933. But to Preslav, one of the few villages that, strangely enough, survived and resisted hunger. At this time, the Pedagogical Technical High School was excluded from the centralized supply, which had too strong an impact on students and the teaching staff. After experiencing all the hardships

<sup>7</sup>Субтелни, О. Украйна. История. С., 1995, с. 463.

<sup>8</sup> Колективист, бр. 81, 11 август 1931 г., Киев, с. 2.

<sup>9</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 145.

<sup>10</sup> Пак там, ф. 166, оп. 10, а.е. 825, л. 23.

<sup>11</sup> Субтелни, О. Цит. съч., с. 495.

and shocks, his activity continued under extremely difficult conditions for another three years until its final closure in 1936<sup>12</sup>. In the same 1936, the repressions acquired a massive all-Union character and led to the elimination of all national schools in the Soviet Union, including the Bulgarian ones.

The Pedagogical Technical High School was too isolated from the then transport and other lines of communication of the village of Preslav, standing away from major cities and roads (50 km from the nearest city, 25 km from the regional center and 32 km from the railway station)<sup>13</sup>. There was no hospital, no telegraph, no telephone in the village. Director Zakhary Dimitrov pointed out that in the event of an infectious disease, there would be no suitable conditions for isolating patients. According to him, every little thing had to travel tens of kilometers with too expensive transportation (80 – 100 rubles for 40 – 50 km). The Pedagogical Technical High School had no choice of the best option for apartment premises. For example, the village of Botevo, closest to Preslav, was on more favorable terms – they had their port, hospital, pharmacy, medical center, post office, telegraph, telephone, and a tractor station here. At the same time, the proposal to relocate the Pedagogical Technical High School in with Botevo remained without consequences<sup>14</sup>.

As early as 1870, a two-story brick house built at the expense of the Bulgarian societies of three volosts: Romanovskaya, Tsarevodarovskaya and Preslavskaya served as the main element of the technical and technical base of the technical school. This house housed the Bulgarian Central School, subordinate to the Ministry of State Property. But a year or two before the opening of the seminary, the school was completely empty and the house it occupied lost, thus, its original purpose. The gaze of the council completely rushed to this house, about which she reported to the Zemsky Assembly, that it was convenient to place a teacher's seminary in it. Thus, the Zemstvo's assistance to the Ministry of Education for the opening of a seminary in Preslav, the Berdyansk Zemstvo Assembly, according to the report of the Board, on September 26, 1874, decided: 1) to allocate at the same time 10 thousand rubles to accommodate the central school building assigned to the Bulgarian societies in village Preslav for placing a teacher's seminary in it so that the money is allocated by the government to the full disposal of the Ministry of Education for 2 years, 5 thousand rubles each year, and from the training department all orders will be made to adapt the building, and therefore make in the estimate for 1875 5 thousand rubles; 2) transfer the building of the central school, assigned by the Bulgarian societies to the zemstvo, to the full disposal of the Ministry of Public Education, on which the consent of the Ministry of State Property will depend on it, and therefore transfer all the verdicts of the volost gatherings – Romanovsky, Preslavsky and Tsarevodarovsky about the assignment of the building and the facade of the building to the director of the schools of the Tauride province for a dependent order, asking him to apply for 10 scholarships at the seminary at the expense of the treasury for the Berdyansk zemst and»<sup>15</sup>, according to the statement of the district trustee, stated in the message of the director of the schools addressed to the county government.

In addition to the main building of the technical school, there was also a small building, a workshop for manual labor, a dining room for 70 people and a boarding school (transformed in 1925–1926 for 40 people into 4 kulak houses of dispossessed families adapted for this purpose)<sup>16</sup>. Due to the severity of the housing issue in the village of Preslav, it was necessary to support the intended housing

<sup>12</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 6, 104.

<sup>13</sup> Пак там, л. 7.

<sup>14</sup> Пак там, л. 9.

<sup>15</sup> Сборник постановлений Бердянского уезда земского собрания с 1866 г. по 1908 г. Ч. II, М., 1910, с. 780781; ОУО, Исторический очерк Преславской учительской семинарии (с 10 ноября по 1975 года по 1 января 1882 года). Приложение № 4 Циркуляра по Управлению Одесским учебным Округом. Одесса, с. 3-5.

<sup>16</sup> Пак там, л. 50-51.

for teachers. In 1933, 7 buildings were already housed in student dormitories – all former “kulak” houses, but they are extremely unsuitable for this purpose and therefore out of 120 students who lived at the beginning of the school year, by the end of December 90 people remained<sup>17</sup>.

The Pedagogical Technical High School, village of Preslav was completely dependent on external sources of financing, which, in addition to being inadequate, was also intermittent. The allocated funds were spent on the repair and maintenance of an obsolete school building, the equipment of offices, laboratories and offices, for the convenience of the hostel and the student canteen<sup>18</sup>. There was a constant lack of equipment and supplies for classrooms, reagents for a chemical room, reference materials for industrial training, and much more. The agricultural training farm, which was transferred to the Pedagogical Technical High School was subsequently also given to the Agronomic Technical High School. Deficit became widespread, thefts were chronic and were gradually perceived as something natural and inevitable. The Pedagogical Technical High School was under the control of the regional committee of education, which exercised its powers through direct intervention in personnel, leadership and educational policies, in order to maintain the Bolshevik ideological line and follow the current party-government course. The collective body for managing the overall activity of the Pedagogical Technical High School was the so-called Committee, headed by the district commissioner for education, technical director of the Pedagogical Technical High School and consisting of the party secretary and the Komsomol secretary, the heads of the educational and economic "units", the chairman of the so-called methodological cabinet, the technical secretary and teachers most of them are party members<sup>19</sup>. Before the committee, everyone reported to the director and chairmen of the so-called subject cycle commissions. The committee resolved monthly issues of an urgent, administrative, economic, and educational nature. The second most important was another collective body – a committee selected from the teaching staff to solve problems, preserve the entire pedagogical process, including curricula, work in the office, teaching methods and the like<sup>20</sup>.

Administrative and technical personnel included the director, deputy director, library director, committee secretary, accountant, and technical personnel. According to the notes that were used in the protocol of the lists of commissions (since 1929), the director was the head of the educational institution; he also supervised and supervised the work of the Pedagogical Technical High School and its subsidiary farms, presided over the Committee and, if necessary, the Methodical Committee, and actually held personal responsibility for the overall results of the activities of the regional People’s Commissariat and other Soviet party, professional and public organizations. Director’s working hours were irregular<sup>21</sup>.

During the work of the Bulgarian higher three-year courses, office functions were performed by their leader Filipp Kreslev<sup>22</sup>, a local Bulgarian, a teacher of the Russian language and teaching practice. In 1924–1926, the Pedagogical Technical High School was headed by the communist Vasily Fedosov<sup>23</sup>. Subsequently, the directors were Blagoy Georgiev<sup>24</sup> (1926–1928), Fedor Ganev<sup>25</sup> (1928–1929), the Bulgarian political immigrant Raina Kandeва<sup>26</sup> (1929–1931), P. Turiets<sup>27</sup> (1931–1932),

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<sup>17</sup> Пак там, л. 6.

<sup>18</sup> Пак там, ф. 166, оп. 6, а.е. 5278.

<sup>19</sup> Пак там, л. 6-22.

<sup>20</sup> Пак там, л. 10-14.

<sup>21</sup> ГАЗО, ф. 3666, оп. 1, а.е. 434, л. 189-192.

<sup>22</sup> Пак там, оп. 3, а.е 63, л. 9-10.

<sup>23</sup> ЦГА Укр., ф. 166, оп. 6, а.е. 5278.

<sup>24</sup> Пак там, ф. 166, оп. 6/111, а.е. 5282, л. 29-30.

<sup>25</sup> ГАЗО, ф. 3666, оп. 1, а.е. 370, л. 15.

<sup>26</sup> Пак там, ф. 3666, оп. 1, а.е. 434, л. 340-341; вж.: ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 149.

Zakhary Dimitrov<sup>28</sup> (1932–1934), and Andrey Neikovsky<sup>29</sup> (1934–1936), a former graduate of the, which at one time Pedagogical Technical High School studied at the Leningrad Institute A. Herzen.

### **Organization and content of educational activities. Composition of student teachers**

The usual duration of study at the Pedagogical Technical High School was three years. However, the lack of in-depth training of students also required the introduction of another introductory year, during which students studied in the so-called subgroups (preparatory groups)<sup>30</sup>. Joining the subgroups was supposed to be based on a seven-year exam. Those who entered directly in the first year were subjected to exams for subgroups and graduates. Pupils of agricultural schools were enrolled in the first year without exams. Successful third-year graduates must undergo a one-year pedagogical practice in primary vocational schools in the Bulgarian regions, and after passing the students' reports and diploma papers, they must pass the exams before the qualification commission of the Pedagogical Technical High School, where after passing the exams they received the qualification "Socialist education worker in the working school"<sup>31</sup>.

In the process of training, specialization by profiles was gradually introduced at the Pedagogical Technical High School, village of Preslav. Each course consisted of three separate groups of students with corresponding profiles: school, preschool and extracurricular (training of pioneer leaders, innovators, cultural mass media, etc.)<sup>32</sup>. The curriculum included three main cycles of disciplines: production, socio-economic and pedagogical. The production cycle included basic basic subjects of general education, such as mathematics, physics, chemistry, natural sciences, biology, anatomy and physiology, as well as more specialized subjects, such as the encyclopedia of agriculture, meteorology and geology. Manual labor and German were also separate items in the production cycle.

The socio-economic cycle included economic geography, political economy, the history of the class struggle, the Soviet constitution, methods of political education, historical materialism, social studies, literature and language, and the history of culture. The pedagogical cycle included subjects: pedology, pedagogical systems, didactics and school studies, music, art and physical education<sup>33</sup>. The Russian language and literature were also taught in this cycle. In the 1928–1929 academic year, the results for the week of study hours in the subgroup and in three courses in the selected languages were respectively: 34, 24 and 5<sup>34</sup>. In the distribution of the total time period, they gave some progress to the pedagogical cycle, and then to the production and socio-economic. In the years 1926–1927. the total number of weekly hours for these cycles was respectively: 178, 173 and 97<sup>35</sup>. The work of each cycle was led by the corresponding cycles of the commissions. With some exceptions, training in a pedagogical college was conducted in Bulgarian. Unfortunately, however, teachers of several subjects were not able to receive textbooks in the Bulgarian language and the training was conducted in Russian. Even at the beginning of 1933, more than ten years after the opening of the Pedagogical Technical High School, there were no such textbooks. In this regard, the director of the pedagogical school Zakhary Dimitrov emphasized the appropriate need for "textbooks on language and literature, as well as other subjects in the Bulgarian language". The reason for providing the right amount of

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<sup>27</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 47.

<sup>28</sup> Пак там, ф. 166, оп. 10, а.е. 825.

<sup>29</sup> Писмо на Д. Маджаров до В. Калоянов от 4 февруари 1989 г., с. Андровка, Украйна.

<sup>30</sup> ЦГА Укр., ф. 166, оп. 6, а.е. 5285, л. 100.

<sup>31</sup> Пак там, л. 100-106.

<sup>32</sup> Кандева-Пискова, Д., Кандева-Гиргинова, В. Учителката Райна . С., 1987, с. 137; вж. и ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 52-53.

<sup>33</sup> ЦГА Укр., ф. 166, оп. 6, а.е. 5289, л. 4-5.

<sup>34</sup> Пак там, ф. оп. 6/111, а.е. 5280, л. 3.

<sup>35</sup> Пак там, ф. 166, оп. 6, а.е. 5289, л. 4-5.

Bulgarian teaching aids was the reluctance of the Ukrainian State Publishing House because of the unprofitability of publishing so limited edition print materials designed solely to meet the needs of the college<sup>36</sup>. The most serious source for obtaining Bulgarian literature from Bulgaria was deliberately not used. Deputy Chairman of the Council of National Minorities Levitan motivated this by the fact that “so far they have not received any Bulgarian literature from abroad; according to our reports, obtaining literature from Bulgaria that would be in line with our ideology is currently impossible, since the Bulgarian government has destroyed all the literature of a revolutionary nature<sup>37</sup>”.

This frank admission indicated that the delivery of textbooks from Bulgaria was not carried out solely for ideological reasons.

The reduction in the number of hours of instruction in the Bulgarian language in the Pedagogical Technical High School in the thirties clearly indicates a changed situation regarding the study of the native language. In response to the reduction in the number of hours of study time, a letter was sent by the director of the educational institution Zakhary Dimitrov: “The following changes should be made to the curriculum: instead of reducing the number of hours in Bulgarian language and literature from 300 to 198 hours, but rather in the need to increase them to 400 hours. Since the technical school, even with the old norm, was preparing an insufficient number of full-fledged pedagogical staff in this regard<sup>38</sup>. Without a decision, Z. Dimitrov’s proposal to introduce “at least a short course on the history of the Bulgarian population in the USSR, as well as a local history course for Bulgarian national regions” remained<sup>39</sup>.

The lack of textbooks has become a constant problem since the first years of teaching at the Pedagogical Technical High School. Therefore, old Russian textbooks have also been used for some time<sup>40</sup>. There was an urgent need not only for modern, but also for specialized teaching aids, in this case, written in Bulgarian. This extreme need for textbooks remained unresolved. In 1934, two years before the closure of the school, Raina Kandeва noted: “It is criminal to leave the Pedagogical Technical High School without stable textbooks on pedagogy, economics, geography, Bulgarian syntax, textbooks on Bulgarian literature and textbooks with original translated fiction<sup>41</sup>”. It was also said that “the experience of the past, especially the experience of the current 1933-1934 year, showed us that students in their daily preparation for classes, and especially in preparation for the session, experienced too great difficulties in connection with what they taught lessons only on notes made during lectures<sup>42</sup>. “Lack of textbooks was not the only problem. The report of the winter semester 1932-1933 said: “There were not enough notebooks and other stationery, since the normal standard for providing students with notebooks was for 4 months, 3 notebooks in all subjects<sup>43</sup>. “Deficiencies were also present during regular pedagogical practice. Students took practical classes at a local vocational school (labor school or the so-called four-year school), which gave only 30 minutes a day for these purposes. At practical classes All 3rd year students were present, the head of labor training and the head of pedagogical practice were highly appreciated. After the lesson, a 15-minute analysis was performed<sup>44</sup>”.

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<sup>36</sup> Пак там, ф. 166, оп. 6, а.е. 825, л. 6.

<sup>37</sup> Пак там, оп. 6/V, а.е. 7750, л. 204.

<sup>38</sup> Пак там, оп. 10, а.е.825, л. 5, 9.

<sup>39</sup> Пак там, л. 10.

<sup>40</sup> Пак там, л. 5.

<sup>41</sup> Колективист, бр. 62, 9 юни 1934 г., Киев, с. 2.

<sup>42</sup> Пак там.

<sup>43</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 9.

<sup>44</sup> Пак там, оп. 6, а.е. 5278, л. 8, 14-15.

The director of the school, Vasily Fedosov, noted the lack of a sufficient number of hours for practical training - within one semester, each student was given the opportunity to do no more than two lessons at the internship<sup>45</sup>. The leadership of the Pedagogical Technical High School, village of Preslav identified as the main reason for unsatisfactory teaching practice due to the lack of their own primary school, where students could conduct classes all day. In this regard, in early 1927, V. Fedosov, in a memorandum to the People's Commissariat of Education of Ukraine, advocated the need to open a four-year pilot school at the Pedagogical Technical High School<sup>46</sup>. However, this proposal had no effect. The insufficiency and unsatisfactory level of the material, educational, technical and educational-methodical base had an impact on this. A decrease in the criteria and requirements for training, which has become normal, is reflected both in expanded enrollment (students studying only under the program "eradicating illiteracy") and in the easy transition from lower to higher courses. Students were given the opportunity for a so-called conditional transfer to a higher course, when one weak mark was allowed in theoretical subjects or three or four weak marks in technical subjects (physical labor, physical education, singing, drawing, etc.)<sup>47</sup>. After completing three years of study and sending to a one-year pedagogical course in Bulgarian schools, students had more conditions for practice. Their internships show that in addition to teaching, they were also given the opportunity to participate in a wider range of activities – leading circles, issuing wall newspapers, organizing school exhibitions, staging performances, conducting children's choirs, etc<sup>48</sup>.

One-year teaching practice was also during the preparation of the thesis. Usually they developed different pedagogical issues. Here are some of the topics developed: "Labor school as the first stage in the dissemination of agricultural knowledge among the population" (F. Altukhov), "Development of spoken language" (M. Dolganov), "The place of inorganic nature in the education system in a labor school" (N. Bozhkova), "Games as a factor in educational work and the role of the educator" (A. Dolganov), "Children's art and methods of its development" (A. Mitev), "The value of excursions for learning at a working school" (E. Rupchev), "Street children. Measures to combat child neglect and the role of the teacher in this struggle" (I. Kyosev)<sup>49</sup>. At the same time, most of the topics bore the inevitable imprint of a new Bolshevik ideology. Here are a few examples: "A public teacher in the role of a Soviet agitator in a village" (I. Shekhavtsov), "Lenin testaments of public education" (A. Poleshchuk), "Labor education in bourgeois and Soviet schools" (V. Solomonov), "Marxism in pedagogy" (N. Papazov) and others<sup>50</sup>.

Work related to the search and collection of items for the school museum, the preparation of preparations and exhibits for the study room, and the participation in third-year students in anthropological studies were associated with educational activities. Due to the special agricultural orientation of the training, students periodically engaged in field work at the experimental farm of the technical school and at the local collective farm<sup>51</sup>.

A significant part of the extracurricular activities of students was associated with manifestations of artistic creativity that had pedagogical aspects. The aesthetic sensations of students developed in different areas: choral singing, music, drawing, literature, theater<sup>52</sup>. Art groups were organized at the Pedagogical Technical High School, village of Preslav, two orchestras – a string and a violin, a choir

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<sup>45</sup> ПаК там, л. 14.

<sup>46</sup> ПаК там, ф. 166, оп. 6, а.е. 5289, л. 3.

<sup>47</sup> ПаК там, а.е. 5284, л. 8-9.

<sup>48</sup> ПаК там, а.е. 825, л. 50.

<sup>49</sup> ПаК там, а.е. 5286, л. 19-20, 22.

<sup>50</sup> ПаК там, л. 22.

<sup>51</sup> ПаК там, л. 7; оп. 6, а.е. 5285, л. 8-10.

<sup>52</sup> ПаК там, л. 15-16.

of 40 people (with a wide repertoire). To develop skills in the field of art, in the evening students gathered in different circles – dramatic, musical, literary, visual. There were also circles associated with the main curriculum, in particular of these kinds of directions: pedagogical, educational, military, physical education and much more<sup>53</sup>.

The age limit for enrollment in the subgroups of the Pedagogical Technical High School was 15 years, and for those enrolled in the 1st year – 16 years<sup>54</sup>. The upper limit for applicants was 30 years, which determined a broad but inevitable age range in those years. Most students were between 17 and 25 years old. In the second half of the twenties, the number of students at the Pedagogical Technical High School was relatively constant. During the 1925–1926 school year, 150 people were trained, 34 of whom completed the III course and were sent for a one-year internship. The table below shows the distribution of students by course from 1927 to 1930<sup>55</sup>:

Academic year	Number of students				
	Subgroups	I	II	III	Generally
1927-1928	22	40	30	42	134
1928-1929	42	27	29	30	128
1929-1930	45	40	24	34	143

It is significant that in addition to the regular reduction in the number of students in the spring of 1930, other problems began to appear. In March 1930, the first spring replenishment for 45 people was formed at the Pedagogical Technical High School, village of Preslav. There was a considerable share of populism in this “deployment” of school activity, given the lack of adequate financial, technical, domestic, and other support.

If in the 1920s the number of students did not exceed 150, then in the first half of the 1930s it increased significantly: in 1931–1932 there were 223, and in the 1932–1933 school year, 264 people, by profile: 147 people for primary school teachers, 70 for preschool institutions and 47 for extracurricular activities. The plan for the last mentioned academic year was 120 places, of which only 90 were filled<sup>56</sup>. A sharp increase in admission could not have happened without a significant reduction in severity and even the abolition of exams. The main reason for all this was the brutal persecution of various plans at all levels of Soviet society. For comparison, in 1928, when 19 (almost 1/3) of the 64 candidates dropped out and only 45 people entered<sup>57</sup>. In addition to the Bulgarians, Russians and Ukrainians also entered the Pedagogical Technical High School, village of Preslav. Of the 45 people admitted in 1928, 5 were Russian and 2 were Ukrainian candidates. In 1929, 8 and 3 people came from these nationalities, respectively, and in the autumn of 1930, 18 and 12 (plus two Jews)<sup>58</sup>.

Such as a whole was the nationality of the Preslav students. The vast majority of them were children of the local Bulgarian peasantry, which was relatively wealthy before the revolution, after which it quickly reached the threshold of general poverty. In the report of Raina Kandeва at the meeting of the Pedagogical Technical High School, village of Preslav, it was noted that the social composition of the school over the past three years had a rather high proletariat level. While in 1926,

<sup>53</sup> Пак там, л. 16-17.

<sup>54</sup> Пак там, л. 7-8, 360-361, 86-87.

<sup>55</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 52-53.

<sup>56</sup> Пак там, л. 5.

<sup>57</sup> ГАЗО, ф. 3666, оп. 1, а.е. 370, л. 2-3, 3-4.

<sup>58</sup> Пак там, л. 2; оп. 1, а.е. 434, л. 96-98.

students from families of poor peasants accounted for 42.8%; in 1930 their share had already reached 61%. The children of employees (farm laborers) made up 10.8%, prosperous peasants – 23.2%, workers – 0.5% and employees – 4.5%<sup>59</sup>. These data are a reflection of the large-scale social transformation of the whole country, which began to acquire a new, single proletarian image.

As a rule, graduates of the Pedagogical Technical High School, village of Preslav did not have special opportunities to increase their educational qualifications (enrollment in institutes, postgraduate studies, etc.). Such opportunities generally existed, but mainly not for educators. In this regard, some changes occurred in the early 1930s. With the assistance of Professor Nikolai Derzhavin, 30 students of the Pedagogical Technical High School, village of Preslav became students from September 24, 1930 in Leningrad. A group of 12 students was formed at the Faculty of History and Linguistics, which from the same year became a separate Institute of History and Linguistics. Under the guidance of Professor N. Derzhavin, Bulgarian students studied according to a special plan, in which, along with compulsory general education subjects, in the foreground were such subjects as Bulgarian, the history of Bulgarian literature, the history of Bulgaria, the ancient Bulgarian language and others<sup>60</sup>. In addition, the Scientific Society of Bulgarian Studies was organized in Leningrad under the chairmanship of Professor N. Derzhavin. The aim of the society was to familiarize young students with the problems of Bulgarian civilization, directing them to a comprehensive study of Bulgarian national culture and history<sup>61</sup>. According to Dino Bozhkov, prof. N. Derzhavin “approved and encouraged their attachment to everything Bulgarian – to language, traditions, national costumes, songs, folklore. He accused the young Bulgarian generation of falling under the influence of Russia and moving away from their native”<sup>62</sup>.

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The teaching staff of the Pedagogical Technical High School, village of Preslav has not changed much over the years. At the beginning of 1926 there were 13<sup>63</sup> on the list of teachers. At the end of the 1927–1928 school year, the teaching staff consisted of 12 people, of which 7 were full-time and 5 post-graduate<sup>64</sup>, and in 1928–1929 there were 13 teachers again (7 full-time and 6 post-graduate), with 11 remaining at the end of that year<sup>65</sup>. The sharp increase in the student body in the 1930s was not accompanied by the allocation of funds to increase study places. At the beginning of 1933, there were 11 teachers at the Pedagogical Technical High School (9 full-time and 2 post-graduate), of which 4 party members, 1 Komsomol member and 6 non-partisan members<sup>66</sup>. Between 1934 and 1936 there were 14 teachers, most of whom were beginners<sup>67</sup>. Bulgarians clearly prevailed among the teaching staff: in 1926 there were only one each of teachers of Russian, Estonian and Ukrainian nationality, in particular: Vera S. Mashneva (physics, chemistry and German), Ivan A. Kanzi (biology, zoology, geology, meteorology and others), Fedor Y. Savchenko (Ukrainian)<sup>68</sup>.

The original core of the teaching staff consisted of local Bulgarians. Among them are the names of Philip Kreslev (Russian language and teaching practice), enrolled in college in 1920, Yevlampiya V. Gogunsky (mathematics and German), enrolled in 1921, Nikolai F. Dobruzhsy (singing, drawing),

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<sup>59</sup> Пак там, л. 96-97.

<sup>60</sup> Державин, Н. Добруджа. С., 1930, с. 6-7.

<sup>61</sup> Пак там.

<sup>62</sup> Пак там, с. 3-4.

<sup>63</sup> ГАЗО, ф. 3666, оп. 3, а.е. 83, л. 5-6.

<sup>64</sup> Пак там, оп. 1, а.е. 370, л. 7-15.

<sup>65</sup> Пак там, оп. 1, а.е. 434, л. 360.

<sup>66</sup> Пак там, оп. 3, а.е. 89, л. 5-6.

<sup>67</sup> Писмо на Д. Маджаров до В. Калоянов, 4 февруари 1989 г., с. Андровка, Украйна.

<sup>68</sup> ГАЗО, ф. 3666, оп. 3, а.е. 83, л. 5-6.

enrolled in 1921, Mikhail V. Stoyanovsky (assistant director)<sup>69</sup>, enlisted in 1922; Vasily I. Fedosov (director in 1924–1926)<sup>70</sup>. Among the Bulgarian teachers were also graduates of the former Preslav Teachers' Seminary. In addition to the mentioned V. Fedosov and N. Dobruzhsky, these were Konstantin Raichev and Fedor Stoyanovsky. One of the first teachers of pedagogy Stefan Buntnikov was born in Sliven and arrived here before the revolution. Most of the teachers studied at one time in reputable higher education institutions – Novorossiysk University (F. E. Kreslev), Kiev University (E. V. Gogunsky), Moscow Theological Academy (S. V. Buntnikov), Theodosius Pedagogical Institute (K. I. Raichev) and others<sup>71</sup>.

Since 1923, Bulgarian political emigrants began to arrive in the Soviet Union. Some of them were sent for teaching at the Pedagogical Technical High School, where this was an urgent need, since the classes were conducted in modern literary Bulgarian. Unfortunately, the majority of political migrants did not have the necessary educational level, and mainly, with some rare exceptions, taught ideological disciplines of the socio-economic cycle. Among the teachers-political migrants were Marko Markov, Vasil Dimitrov, Nikola Gryncharov, Theodor Shekhavtsov and others<sup>72</sup>.

A more significant trace in the history of the Pedagogical Technical High School, village of Preslav was left by two teachers-political migrants – Nevena Gencheva and Raina Kandeва. Nevena Gencheva was sent to Preslav in 1927 from the Bulgarian Bureau at the People's Commissariat of Education as a teacher in public disciplines. For almost ten years she taught economic geography and the history of the class struggle, at the same time occupying the post of head of the educational unit<sup>73</sup>. In 1937, she was arrested by the NKVD at the Pedagogical Technical High School, village of Preslav and in the same year she was shot for participating in the so-called. nationalist and terrorist activities. The image of N. Gencheva with warmth and bright feelings is reflected in letters from former students of the Pedagogical Technical High School, village of Preslav: Olga Obruchkova-Voinikova, Lidia Duylovskaya, Dmitry Madzharov<sup>74</sup>. Nevena Gencheva was the first in the Bulgarian villages of Tavria to perform the Bulgarian song "Shumi Maritsa". On this occasion, M. Khadzhi recalled: "A simple, at first glance, melody struck us. But there was something inexplicable in her that won our hearts. Instead of "our general," students sang a "banner with us", because the word "general" could create enormous trouble for everyone then. The next day, all Preslav sang "Shumi Maritsa". And few knew that it was a Bulgarian anthem"<sup>75</sup>. Raina Kandeва was enrolled in the Pedagogical Technical High School in 1928, and during the period 1929–1931 she held the position of director of this educational institution. She taught: dialectical materialism, geography, political economy, methods of political education and much more. Raina Kandeва was the author of a number of textbooks for Bulgarian labor schools. She was arrested in 1938 in Odessa, but shortly after eight months of imprisonment, she was released the same year, and later returned to Bulgaria.

It is also necessary to recall the names of other teachers and employees who worked in the Pedagogical Technical High School, village of Preslav: V. N. Podlipenko (labor training), M. T. Todorov (physical education), D. P. Prokopovich (instructor), Z. A. Milev, N. F. Fuklev, S. T. Gladnev (physician), G. P. Neikovsky (Russian language and literature), I. E. Evseev (physics),

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<sup>69</sup> Пак там.

<sup>70</sup> Пак там.

<sup>71</sup> Пак там.

<sup>72</sup> Дихан, М. Българи-политемигранти в Преславския български педагогически техникум (1924-1930 г.). – Народна просвета, № 7, С., 1972, с. 107.

<sup>73</sup> ЦГА Укр., ф. 166, оп. 6/111, а.е. 5282, л. 34-35.

<sup>74</sup> Писма на Л. Дуйловская, Д. Маджаров, О. Обручкова, Ал Кетков се намират у автора.

<sup>75</sup> Хаджийски, М. Българи в Таврия. Велико Търново, 1992, с. 22.

G. P. Tulum (mathematics), D. Tyurev (blind history teacher of the CPSU (b), A. O. Fedotov (military training), Boyko (Ukrainian language)<sup>76</sup>.

After 1936, most teachers at the Pedagogical Technical High School, village of Preslav fell under the blows of Stalin's repressions. Relatively few managed to avoid arrests, but their fate was also not easy. For example, teacher Vera Sergeevna Mashneva was shot by the Germans on charges of organizing an illegal nationalist Bulgarian organization<sup>77</sup>.

Extracurricular activities of the Pedagogical Technical High School, village of Preslav was a natural continuation and expansion of regular educational activities. At the same time, the technical school turned into an active center for the cultural education of Bulgarian settlers in Tavria and beyond. According to the testimony of M. Khadzhisky: "The national self-awareness of Bulgarian youth developed here. There was no college student who did not read Bulgarian newspapers and magazines. The library had a large number of such publications. The traditions of Bulgarian national figures were strictly observed. There was an unwritten law providing for the communication of students in Bulgarian. Even the newly accepted teachers, foreigners who came to the technical school, were forced to learn Bulgarian<sup>78</sup>.

The first step in the development of extracurricular activities was aimed at studying the settlement of the Priazov region by Bulgarians. Students collected and processed interesting local history material, covering the physical geography, history, ethnography and life of Bulgarian villages from the areas of the Melitopol District: Romanovsky (now Primorsky), Tsarevodarovsky (Botevsky) (now Priazovsky) and Pokrovsky<sup>79</sup>. In the students' theses, the Bulgarian theme was central. An example is the theme of A. Stoyanovskaya "Mother tongue in a comprehensive system of labor training"<sup>80</sup>. The significant library fund, the opportunity for meetings and interesting conversations of young Bulgarians with teachers and, especially, the soulful and lively atmosphere in the Pedagogical Technical High School, village of Preslav, turned it into a center of attraction for the intelligentsia of the Tavrian Bulgarians, who sought to enrich their knowledge and improve their national self-esteem.

The accumulated potential in the Pedagogical Technical High School, village of Preslav was soon realized in cultural and educational activities among the local population. Theatrical performances and concerts, musical and vocal evenings (with the participation of the choir, orchestra, recitators and soloists, singers) became commonplace, first in Preslav itself, and later in the culturally "sponsored" neighboring village of Diyanovka (village of Lozovatka), as in others villages<sup>81</sup>. Cultural and educational work was conducted in Bulgarian. Michaud Hadzhi noted: "Students from a technical school with a repertoire in Bulgarian often performed in villages. Future teachers brought the living Bulgarian word from the stage"<sup>82</sup>.

An important role for attracting the Bulgarian spirit was played by numerous conferences, courses and other organizational events held, for the most part, in the Pedagogical Technical High School, village of Preslav. Examples include annual summer courses to improve the qualifications of Bulgarian teachers and political educators, training courses for Soviet workers, the All-Ukrainian Conference of Bulgarians working in cultural and educational institutions<sup>83</sup>, teacher conferences and

<sup>76</sup> Кандева-Пискова, Д., Кандева-Гиргинова, В. Цит. съч., с. 126, 164.

<sup>77</sup> Писмо на Д. Маджаров до В. Калоянов, 4 февруари 1989 г., с. Андровка, Украйна; ЦДАГОУ, ф. 263, оп. 1, а.е. 36189, л. 73.

<sup>78</sup> Хаджийски, М. Цит. съч., с. 36.

<sup>79</sup> ЦГА Укр., ф. 166, оп. 6, а.е. 5278.

<sup>80</sup> Пак там, а.е. 5286, л. 21-22.

<sup>81</sup> Пак там, оп. 10, а.е. 825, л. 150-151.

<sup>82</sup> Хаджийски, М. Цит. съч., с. 37.

<sup>83</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 5-10.

much more. Extramural education was introduced for the Bulgarian educational process in the villages – by decision of the personnel sector under the People's Commissariat of Education of the Ukrainian SSR in 1933 – under the Pedagogical Technical High School, village of Preslav. Here, the task is to organize distance learning for teachers from all Bulgarian regions<sup>84</sup>.

Thanks to the Pedagogical Technical High School, village of Preslav, the names of the Bulgarians from the village of Preslav became known throughout the Soviet country<sup>85</sup>. This case was described by M. Khadzhisky as follows: “And in the summer of 1935, fame about the Preslav students thundered throughout the Soviet Union: seven Bulgarians made a bicycle trip Kolarovo – Khabarovsk over a distance of 10,000 kilometers. It was a blatant heroism that the Bulgarians were capable of. Overcoming meter by meter Russian mud roads, which often existed only on the map, three thousand kilometers students walked through Siberian swamps. At the same time, they were forced to wear bicycles on their backs due to a lot of dirt. Six thousand kilometers along the road. All students were awarded orders. The march was publicized throughout the country. Newspapers with photographs and articles noted the heroism of seven Bulgarians. And the year did not pass, as if in gratitude for the fact that the Bulgarians wrote such a glorious page in the history of Russia, the government closed the technical school<sup>86</sup>.

The contribution of the activities of the Pedagogical Technical High School, village of Preslav also testifies to the fact that it gave life to many talented Bulgarians who became teachers, writers, scientists, journalists, etc. Its documentation contains the names of students who later became prominent figures among the Bulgarian population in Ukraine: Professor Dmitry Popazov, Professor Alexander Stoyanovsky, Associate Professor Dmitry Dimitrov, Associate Professor Dmitry Malyarchuk; writers Nikolai Fuklev, Mikhail Khadzhisky and Nikolai Shimov; teachers George Rupchev, Zakhary Dimitrov, Ilya Chervenko, Dmitry Madzharov and others. The names of first-year students – Semen Makriev (No. 14) from the village of Lozovatka (later became a mathematics teacher) and Dmitry Markov in the preparatory group (No. 20) from the village of Preslav<sup>87</sup> (who became a poet, scientist, and reached the title) are visible on the student enrollment list in 1928-1929 "Academician".

The activities of each Soviet institution (especially in the field of education) were inevitably completely subordinate to the Bolshevik ideology and was called upon to strengthen the new government in all spheres of social life. In this sense, the Pedagogical Technical High School, village of Preslav was not an exception. As a rule, communists were appointed directors. In this educational institution in 1930 there was a party core consisting of 5 people – two teachers, two students and one technical officer of the technical school<sup>88</sup>. One of the resolutions of the party group mentions the need to monitor "the ideological mood among teachers, Komsomol members and students in connection with the socialist reconstruction in the village, and with the opening of wrecking organizations in the USSR"<sup>89</sup>. Also “full unity of command was observed in the leadership of the Pedagogical Technical High School”<sup>90</sup>. In the 1930s, the Komsomol group of the Pedagogical Technical High School, village of Preslav consisted of 72 people<sup>91</sup>. Under the leadership of the Komsomol bureau, two political circles were organized. The activities of the Komsomol group are presented in the following lines:

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<sup>84</sup> Колективно поле, бр. 98, 19 ноември 1933 г., Киев, с. 1.

<sup>85</sup> Хаджийски, М. Цит. съч., с. 37.

<sup>86</sup> Пак там.

<sup>87</sup> ГАЗО, ф. 3666, оп. 1, а.е 434, л. 18-26.

<sup>88</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 152.

<sup>89</sup> Пак там.

<sup>90</sup> Пак там.

<sup>91</sup> Пак там, л. 152.

“The Komsomol core, together with the trade union committee, carried out the political leadership of the student masses to organize the entire student mass, for political campaigns in the villages, and in the Pedagogical Technical High School. In relation to foreign elements in the technical school, the Komsomol core occupied, especially during this period, the position of a fierce class struggle. The Komsomol core focused its attention on forging strong fighters out of their ranks, armed with Marxist-Leninist knowledge in the struggle for the triumph of the socialist village and the cultural revolution.”<sup>92</sup>.

The public “burden” was constantly in addition to academic debt. Students in the technical school took organizational part in all state campaigns in Preslav and in nearby villages, were engaged in the eradication of illiteracy, the distribution of the press, with information and reports on party cultural programs on the occasion of Soviet revolutionary holidays, anti-religious events and others. Students were the majority in all public and voluntary organizations in the village<sup>93</sup>. During their one-year teaching practice, this type of activity was spread among Preslav students in dozens of Bulgarian villages – from close to more distant regions. The introduction of such emergency commitments contrasted sharply with the unsettled life of students and the meager funding of the college as a whole. In this regard, Fedosov testified: “We must admit that this work took place beyond normal limits, and nervous diseases from overwork began. It was also necessary for the People’s Commissariat to pay attention to better regulation of the budget”<sup>94</sup>. In turn, teachers were not exempted from compulsory “social activities”. Each of them had several such “obligations”. Such facts show how, even in the learning process, the future teacher was gradually introduced into the unconditional and mandatory, for the new system, role of a social activist, propagandist, employee of the developed system of totalitarian power taking shape during this period. This conclusion is confirmed in a number of seemingly insignificant details from the life of the technical school. For example, the Methodological Committee believed that the most important thing during the winter holidays of students was “not to be out of the public life”<sup>95</sup>.

This is evidenced by an article in the newspaper “Collective”, entitled “Decisive battle against the non-political teachers.” It states: “The teachers were immersed in a swamp of apoliticalism, intellectuals, dry analysis and academicism”, which led to their “lagging behind in political life”<sup>96</sup>. From the above lines it is clearly seen that the teacher fell into a strictly limited scope. There were not enough funds for this: “Bulgarian textbooks were corrected by the Bulgarian section of the Comintern”, literature from a foreign ideological direction was withdrawn from the library of the Pedagogical Technical High School, village of Preslav, “through which proper education could not be provided,” etc.<sup>97</sup>. Against this background, “industrial” dictionaries were completely out of place, which finally captured the “factory” look of the Pedagogical Technical High School, village of Preslav. For example, the academic time of the school year is referred to as the “production period”, and the press abounded with expressions: “the educational institution in Preslav must be made a real forge of cultural personnel for the Bulgarian regions. And the masters of this factory should be teachers”<sup>98</sup>.

The phraseological “camouflage” used could not easily lull the too rural consciousness of Preslav students. For example, in the newspaper “Collective” we read the following: “Paskalov and

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<sup>92</sup> Пак там.

<sup>93</sup> Пак там.

<sup>94</sup> ЦГА Укр., ф. 166, оп. 6, а.е. 5278, л. 8-10.

<sup>95</sup> Пак там, оп. 10, а.е. 825.

<sup>96</sup> Колективист, бр. 33, 5 април 1931 г., Киев, с. 4.

<sup>97</sup> ЦГА Укр., ф. 166, оп. 6/V, а.е. 7750, л. 176; ф. 166, оп. 10, а.е. 825, л. 145.

<sup>98</sup> Колективист, бр. 4, 11 януари 1935 г., Киев, с. 2.

Ganev were expelled from the Komsomol, and it also comes to their exclusion from the technical school, which will add them to the non-partisan Belousov and Antonovsky, who took a counter-revolutionary position in the struggle against the difficulties that we have in student nutrition. The slogans were written on the doors and walls of the hostel: "Give bread!", "Conscious poor and middle peasants don't come in without bread", "Let the starving bread".<sup>99</sup> A student of Mangov was expelled from the technical school for his remark: "Collectivization until the end of the loop will fail" and "The authorities have brought us suffering"<sup>100</sup>. The newspaper "Collectivist" admitted that the class struggle is fierce at the Pedagogical Technical High School: "Klasov's enemy was able to find an agent here who can attack and discredit the party's economic line"<sup>101</sup>. The millstones of the repressive machine continued to spin and naturally could not help but touch the Bulgarian cultural and educational center.

The everyday problems of students, and teachers, were very difficult, from the creation to the closure of the Pedagogical Technical High School, village of Preslav. The main ones were: the unsuitability of "kulak houses", for the normal life of students; lack of water (brought from remote places) and firewood for heating; lack of opportunities for swimming (students used the bathhouse at home from vacation to vacation)<sup>102</sup>; primitive lighting with kerosene lamps (the village and the Pedagogical Technical High School, were not electrified for a long time), meager and poor food, insufficient scholarships, while very small, payments that were irregular, were often delayed, as well as abnormal medical care<sup>103</sup>.

In the semester report of the director Zakhary Dimitrov, an almost disastrous picture was described: "At the beginning of the year there was no fuel, there was great crowding, not all boarding schools had water and glass. At the same time, glasses were not always insulated. No normal lighting (without kerosene), no sink, clock, ventilation, laundry, bathroom; there is no corresponding amount of water; there are no nightstands and whatnots; there is no boiled water, and this is at a time when typhoid epidemic was raging in the villages. The courtyards of the boarding schools are bare, there are no fences, no greenery, no wells. Sheets, blankets, pillowcases, beds, mugs, etc.<sup>104</sup> do not reach the premises. In addition, there were no guards in the dormitories, so there were frequent thefts, with breaking locks, doors, etc. "Villagers take down fences, sometimes removing boards from roofs for heating"<sup>105</sup>.

Former student Dmitry Madzharov (from the village of Androvka) later described the same picture: "Most of us lived in dormitories ... Apart from iron beds with modest bedding, there was nothing in the rooms. There were 5-8-10 people in the rooms, there were no bathtubs, we tried to cook ourselves scarce food from bulgur or flour brought from our houses. They were poorly fed in the dining room – 600 grams of bread a day and some tasteless brew that, to us, hungry, seemed to be the pinnacle of bliss. Scholarships were small, but differentiated depending on academic performance – "excellent students" received 25 rubles a month, who studied "good" – 20 rubles, and "satisfactorily" – 15 rubles. Lagging students should have been denied scholarships or even expelled altogether, but such cases were very rare<sup>106</sup>. All of them were "at the hearing", albeit with minimal knowledge"<sup>107</sup>. Despite the difficult living conditions in the twenties, the Pedagogical Technical High School, village

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<sup>99</sup> Колективист, бр. 66, 30 юни 1931 г., Киев, с. 4.

<sup>100</sup> Пак там.

<sup>101</sup> Пак там.

<sup>102</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 6.

<sup>103</sup> Пак там, л. 7.

<sup>104</sup> Пак там, л. 6-9.

<sup>105</sup> Пак там.

<sup>106</sup> Писмо на Д. Маджаров до В. Калоянов от 27 февруари 1989 г., с. Андровка, Украйна.

<sup>107</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 6.

of Preslav still to some extent solved basic vital problems, such as heating and food. In addition, scholarships were awarded to students relatively regularly. For a long period, the Pedagogical Technical High School could not solve the problem of keeping a doctor. Medical assistance was provided only in the form of periodic examinations (often once every one to two years). In the academic year 1924–1925, it was found that about 100 students are prone to tuberculosis<sup>108</sup>. Six years later, the situation has not changed significantly. In the newspaper “Collective” it was noted that “students did not have a medical examination for 1 ½ years” and the presence of patients with tuberculosis and many other diseases was indicated. The same magazine concludes: “This phenomenon can take on even greater scope if measures are not taken in time”<sup>109</sup>.

Since the beginning of the thirties, the situation began to deteriorate sharply. If in 1931 the People’s Commissariat of Education allocated scholarships for 65% of students, then in the next 1932 this percentage fell to 45<sup>110</sup>. Particularly problematic was the supply of students with food. In the spring of 1932, there were more frequent cases when students did not receive their rations of bread from the district center on time for 3-4 days. Teachers also did not regularly receive sugar, bread and other products, and on some days they were forced to conduct classes hungry<sup>111</sup>. During the academic year 1932–1933, 169 students from the technical school enjoyed public catering, while the other 63 people ate on their own, receiving only bread in the technical school. The daily diet of bread was about 300 grams, and as an exception (for sick students from remote areas and much more – 400 grams)<sup>112</sup>. In the middle of December in the same school year, these limited rations were interrupted, as the Pedagogical Technical High School, village of Preslav was deprived of a centralized supply<sup>113</sup>. For some time, the local collective farm Komintern became the source of bread. In order to get bread, students and teachers worked on the collective farm on weekends (mainly on cotton picking)<sup>114</sup>.

The mass departure of students from Pedagogical Technical High School, village of Preslav has begun. In the academic year 1931–1932, until April, 50 people left it. On this occasion, the newspaper “Collective” noted: «During the audit, it turned out that students who were accepted from other areas were leaving en masse, or, as it was customary to say in a technical school, they were deserters». The newspaper indicated that out of the 27 people who arrived from Blagoevsky district, 18 had escaped, and from 8 people who had arrived from the Crimea, there was no one left. Of the 120 students accepted at the beginning of the academic year 1932–1933, 90 remained until the end of the month of December 1932.<sup>115</sup>

The winter of 1932–1933 became especially difficult for life at the Pedagogical Technical High School, village of Preslav. At this time, the following testimony of director Z. Dimitrov was recorded: “The bread earned from picking cotton was eaten in ten days. Mass absenteeism of students, illnesses, unhealthy conversations among some students, etc. began. To prevent the negative results of this situation, on December 27, 1932, I let the students go on vacation, explaining to them the reason for this with the difficult prospects of supplying the Pedagogical Technical High School. Students were released on vacation without scholarships for the months of November and December; having not received bread even on the road, they dispersed to remote areas: Blagoevsky, Olshansky, Moldavian

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<sup>108</sup> Пак там, оп. 6, а.е 5278, л. 9-10.

<sup>109</sup> Колективист, бр. 37, 15 април 1931 г., Киев, с. 4.

<sup>110</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 65-66.

<sup>111</sup> Колективист, бр. 42, 17 април 1932 г., Киев, с. 3.

<sup>112</sup> ЦГА Укр., ф. 166, оп. 10, а.е. 825, л. 7.

<sup>113</sup> Пак там, л. 23.

<sup>114</sup> Пак там, л. 7.

<sup>115</sup> Пак там, л. 23.

Autonomous Soviet Socialist Republics and the Crimea"<sup>116</sup>. In the last years of the work of the Pedagogical Technical High School, village of Preslav of the period 1932–1936, the living conditions of students remained difficult. A lot of energy was expended for the physical survival and training of young teaching staff.

The stagnation that had begun in the early thirties in the course of the “system of multinational politics” of the Bolshevik party testified that it no longer needed it. In this sense, the closure of the Pedagogical Technical High School, village of Preslav in the fall of 1936 was the logical conclusion of this political course. Its closure was accompanied by the dismissal of Bulgarian teachers, the liquidation of the library and, in general, the destruction of everything Bulgarian. Mikhail Khadzhijsky testified: “The Bulgarian library was burned. Portraits of Hristo Botev, father of Paisius (Hilendarsky), old Bulgarian paintings from the time of slavery, brought by the first refugees to Tavria and preserved from many storms and vicissitudes, destroyed all these relics in the most heartless way”<sup>117</sup>.

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<sup>116</sup> Пак там, л. 7-8.

<sup>117</sup> Хаджийски, М. Цит. съч., с. 37.