

## Fulbright Commission Activities in 2009

### Message from the Executive Director

**D**ear colleagues and friends,  
Another year is behind us and before we go on, let us briefly turn our minds back and see what we have accomplished, so that whatever lies ahead, should sustain the good results, minimize the shortcomings and bring improvement.

In 2009 the Bulgarian-American Commission for Educational Exchange continued to implement a variety of activities aimed at fulfilling the major goals of the Fulbright program as defined in the 1961 Fulbright-Hays Act and the 2003 agreement between the US Government and the Government of the Republic of Bulgaria. They can be summarized as follows:

- Supporting long-term and short-term academic exchanges in all fields;
- Strengthening outreach to Bulgarian universities, schools and other educational institutions all over Bulgaria, including underserved regions;
- Promoting the Fulbright program in Bulgaria in US universities and educational institutions;
- Maintaining high quality language training services at the Fulbright language center and the local info-centers;
- Providing testing services, including iBT TOEFL, GRE, SAT, LSAT, CFA etc;
- Organizing the annual Fulbright International Summer Institute;



**Prof. Dr. Julia Stefanova**  
Executive Director  
Bulgarian-American Commission for Educational Exchange

- Supporting the Bulgarian American Studies Association.
- Providing educational advising to promote the Fulbright program and educational opportunities in the US;
- Maintaining high standards of program administration on the basis of bi-nationalism, peer review, academic and professional excellence

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#### US Grantees in AY 08-09 and AY 09-10

In AY 08-09 the number of US grantees was 17: 6 lecturers, 4 graduate students, 2 English teaching assistants, 2 teachers and 3 senior specialists. The lecturers came from the following fields: education, cultural studies, American studies, business administration, theatre/costume design, and computer science. They were assigned to Sofia University, the University of National and World Economy, Veliko Turnovo University, the South-Western University in Blagoevgrad, and the National

Academy of Theater and Film Arts. The senior specialists were hosted by the Bulgarian Academy of Sciences and the University of Architecture, Civil Engineering and Geodesy, Sofia University, and the Technical University in Varna.

Arrangements were also made for the US lecturers to visit and present lectures at other universities and institutions. Two of them gave lectures at Sofia University and participated in the annual conference of the Bulgarian American Studies Association.

The Commission also hosted four US graduate students in modern history, musicology, installation art and urban planning. They were placed in appropriate educational institutions, such as the Bulgarian Academy of Sciences, Sofia University and the National Academy of Fine Arts. Three students attended the Berlin Seminar in Germany, another participated in the Seminar on the EU and NATO in Belgium and Luxembourg organized by the Belgian Fulbright Commission.

The English Teaching Assistantship Program was another success for students and hosts alike. One teaching assistant worked at the First English Language High School in Sofia, and the other taught at the Foreign Language High School in Plovdiv. The teaching assistant at the English Language School in Sofia teamed up with a Bulgarian colleague from the German Language School to organize a scrabble tournament for students.

In AY 08-09 three American senior specialists visited Bulgarian universities (Sofia University, the Bulgarian Academy of Sciences, and the Technical University of Varna) to deliver lectures, participate in seminars and conferences, teach graduate and undergraduate courses, and help with curriculum development in the following areas: communications and journalism, urban planning and information technologies. Everywhere, the Senior Specialist Program again proved its usefulness and effectiveness.

Under the Fulbright Teacher Exchange, two U.S. grantees taught English language and literature at high schools in Pazardjik and Sofia. Both of them completed their assignments successfully and our feedback from their respective schools is very positive.

The AY 09-10 competition resulted in the selection of 14 US grantees, most of whom are already working in Bulgaria. In the senior scholar category, there are 7 lecturers in law, organic chemistry, computational mathematics, mural painting, education, applied linguistics, and gender studies. There are four students in public administration, psychology, women's studies, and area studies. Two more students were selected under the English Language Teaching Assistantship Program. One works at the German Language High School in Sofia and the other at the Foreign Language High School in Burgas.

## Bulgarian Grantees in AY 08-09 and AY 09-10

In the academic year under review there were 19 Bulgarian grantees in the following categories and fields: six scholars in lexicography, social psychology/mass media, chemical engineering, Slavic studies, linguistics and geology; seven students in creative writing, business administration, organizational psychology, finances, East Asian studies, and sound engineering; two Hubert Humphrey fellows in public policy and journalism; one recipient of the research grant for the study of civil society recently established between the Fulbright Commission and the Trust for Civil Society in Central and Eastern Europe; two teachers in English and American literature.

The scholars were awarded 5-month grants. All of them have returned to Bulgaria. Their final reports are very positive and express great satisfaction with the Fulbright experience.

Of the seven students, one has returned to Bulgaria having completed a one-year program in East-Asian studies. The others are still studying in the US. Their periodic reports indicate that they are doing well and most probably they will complete their degree programs successfully.

The recipient of the 2008 Science and Technology Ph.D. award continues her program in molecular biology at the University of Florida.

The Hubert Humphrey fellows, a professor of journalism and a young expert in public policy, have successfully completed their projects in the University of Maryland and Washington University, respectively.

The Fulbright competition for AY 09-10 grants resulted in 15 more Bulgarian nominees that were approved by FSB. Six scholars were selected in the following fields: sociology, Bulgarian studies, pharmacology, computer linguistics, political science and applied linguistics. Four of them have already started their projects at prestigious US universities: Rush University, Indiana University, George Mason University, and Georgetown University. Two scholars will begin their programs in January and February 2010. Their host institutions are George Washington University, and Stanford University.

In the student category, 7 students were approved and are currently enrolled in master's programs in law, communications, art and business administration. As usual, our graduate students are very strong and highly motivated, and it is not surprising that they were admitted to prestigious universities with financial support: Art Institute of Chicago, Columbia University, Emerson College, and SUNY (State University of New York).

The joint scholarship with Thanks to Scandinavia Institute was awarded for a third consecutive year. The grantee is enrolled in a master's program in fine arts at the School of the Art

Institute of Chicago, Illinois.

For a second time a Bulgarian scholar was selected to participate in the prestigious New Century Scholar Program. Her project bears on the emergence and development of the Romani movement in Bulgaria.

The joint scholarship between the Fulbright Commission and the Trust for Civil Society in Central and Eastern Europe was awarded for a second year, this time to the executive director of an NGO promoting citizen initiative. The grantee was invited to work at the Democracy Foundation in Arlington, Virginia.

The competition for AY 10-11 resulted in the nomination of 9 principal and 5 alternate candidates for graduate study programs in sociology, political science, literary studies, psychology, business administration, finance, law, aerodynamics, biotechnology; 6 principals and one alternate candidate for senior scholar grants in chemistry, geography, plant pathology, ethnology, journalism and literary theory; two principals and one alternate candidate for H. Humphrey fellowships in law, management and finance. As expected, the quality and motivation of the applicants in all categories was impressive.

## Grantee Accomplishments

The US graduate student in installation art Theodore Efremoff carried out a number of thought-provoking projects. These include an art performance (experiment in Social Sculpture) with students from the Fulbright International Summer Institute; a gallery exhibition entitled "Room for Thought"; a performance challenging censorship, called "Art Removal Taskforce"; two experiments with temporal monuments in Berlin (during the Fulbright seminar) and in Sofia: "Monument to the Hopeful Beggar" and "Monument to the Hopeful Fisherman"; participation in the Sofia Underground Performance Festival with a project entitled "The Gypsy Wagon Prophet Theater"; organization of a 24-hour conversation dedicated to the artistic potential of every human being; presentation of a lecture on Civil Disobedience to the participants in the Student Lens Photography competition.

Mr. Efremoff's passion for discovering art in everyday reality and his genuine interest in Bulgarian culture and society resulted in a highly successful Fulbright visit.

US lecturer Prof. James Hollenbeck received the Award of Sofia University Chemistry Department during the celebrations of Sofia University's 120th anniversary.

Helen Keezer, an US exchange teacher at "Bertolt Brecht" Language School in Pazardzhik, organized and directed a performance of Shakespeare's "Hamlet" with her 11th grade students. Her overall successful work affirmed the positive impact of the Fulbright program on Bulgarian high schools.

Dr. Boyan Alexiev from the Department of Applied Linguistics at the University of Architecture, Civil Engineering and Geodesy in Sofia was invited to present at the first Doctoral Colloquium at C.W. Post Campus of Long Island University where he was a visiting researcher.

The graduate student in business administration at Goizueta Business School Georgi Iliev was selected to participate in the prestigious exchange program between Emory University and Hong Kong University of Science & Technology.

## Non-Grant Activities

During the year under review educational advising continued to be a vital component of the Commission's non-grant activities. In the context of Bulgaria's recent accession to EU, the strong competition from European universities and the ongoing economic and financial crisis, it is becoming increasingly important to have an effective instrument of promoting the American educational system and the Fulbright program.

In 2009, twenty-six of the regular visitors of the Fulbright advising center have been accepted to universities and colleges in the U.S. with a total scholarship amount of almost 2,6 million USD. Five of all accepted students were granted full scholarships and 21 of the students received partial financial aid. Among the schools where our advisees are continuing their education are: University of San Diego, CA; Colgate University, NY; Mt Holyoke, MA; St. John's U, NY; Lynn University, FL; WPI (Worcester Polytechnic Institute), MA; St. Peter's College, NJ; American University in Washington, D.C.; Ramapo College of New Jersey; Adelphi University, NY; Drexel University, PA; Pace University, NY; Hofstra University, NY; IIT (Illinois Institute of Technology); AUBG (American University in Bulgaria); Roger Williams University, RI; University of Findlay, OH; University of Rochester, Rochester, NY.

In AY 08-09 the Commission continued to expand outreach all across Bulgaria and especially in the underserved regions. Our attention was focused on three target audiences: university students, high school students and representatives of ethnic minorities. The visible result of this activity is the dramatic increase in the number of contacts with institutions and individuals.

Worth mention is the Commission's regular participation and involvement in national and international educational exhibitions and fairs. In March-April, the Commission was involved in the 2009 Career Fairs in the cities of Sofia, Burgas, Blagoevgrad, Svishtov, Plovdiv, and Veliko Turnovo. The events presented a great opportunity for over 2 400 students, scholars, parents, educators, international relations officers, scholarship administrators, career officers, and others to find out more about studying in the US.

Members of the Commission staff participated in annual NAFSA conference on "Fostering Global Engagement through International Education" held in Los Angeles, CA, on May 24-29, 2009. Executive director Julia Stefanova and educational advisor Snezhana Teneva were part of the memorable event that attracted over 7,500 international educators from more than 100 countries. At the EducationUSA Country Fair Bulgaria had a special stand that was visited by over 200 NAFSA participants.

The centerpiece of our non-grant activities was undoubtedly the 8th Fulbright International Summer Institute (FISI). For the third time it took place in the historic town of Tryavna, on August 10-22. The Commission received a total of 127 applications from 24 countries. Ninety-five students from 13 countries were admitted (Bulgaria, USA, Albania, Belarus, Belgium, Brazil, Croatia, Greece, Italy, Pakistan, Russia, South Africa, and Ukraine). The participants were offered seventeen courses in political science, social and cultural studies, business, journalism, and art. There was an interdisciplinary course entitled "Introduction to Bulgarian culture" specially designed for the new group of US Fulbright grantees who also participated in FISI 2009. A team of nine Bulgarian professors from Sofia University, the Bulgarian Academy of Sciences, New Bulgarian University, the University of Geodesy, Architecture and Civil Engineering, the National Academy of Arts and the American Research Center of Sofia introduced the American Fulbrighters to Bulgarian history, economy, politics, culture, architecture, folklore and art. Seven of them are Fulbright alumni. FISI 2009 was by far the largest summer institute the Fulbright Commission staff has organized so far. Along with the higher number of interdisciplinary courses, it offered five courses that are part of four regular master's programs in philosophy, communication, US studies and business administration at Sofia University, New Bulgarian University and the Ross College of the University of Michigan in Ann Arbor. For the first time the distinguished FISI professor

George Siedel brought a group of 28 students from his MBA class at Ross College. They were offered a special program that combined study and visits to local businesses.

Along with the rigorous academic program, FISI 2009 offered one-day visits to historic and natural sights as well as unique opportunities for informal intercultural and interpersonal communication and networking.

It is worth special mention that earlier this year the Commission received a special grant amounting to \$ 120 000 from the America for Bulgaria Foundation to expand and enrich the Fulbright International Summer Institute. The financial assistance from ABF made it possible to almost double the number of the FISI participants and diversify the overall program. On behalf of the Commission staff, I would like to express our gratitude to ABF strongly hoping that our productive cooperation will continue.

The implementation of the Fulbright program in Bulgaria in 2009 was affected by various social, economic and political factors - global, regional and local. Most of them continue to impact our activities and lives, e.g. the world economic and financial crisis and its negative effects on education; the ongoing process of Bulgaria's integration with the European Union opening significant educational opportunities in Europe; a new Bulgarian government strongly committed to fighting corruption, and organized crime but also to carrying out fundamental reforms in all spheres, including education etc.

The Bulgarian-American Fulbright Commission is determined to continue on the path of strengthening mutual understanding through exchange of knowledge, expertise, and values, and will spare no efforts to turn changes, challenges, and difficulties into opportunities for growth and achievement.

I wish all Fulbright grantees, alumni, colleagues and friends a healthy, happy, productive and creative New Year 2010.

*Dr. Julia Stefanova*



## БЪЛГАРО-АМЕРИКАНСКА КОМИСИЯ ЗА ОБРАЗОВАТЕЛЕН ОБМЕН

### УЧЕБЕН ЦЕНТЪР КЪМ КОМИСИЯ "ФУЛБРАЙТ"

- Подготовка за тестовете iB TOEFL, SAT, GRE, GMAT, IELTS
- Подготовка по английски език за граждани и фирми
- Подготовка по бизнес английски и бизнес кореспонденция
- Компютърна самоподготовка за iB TOEFL, GRE, GMAT
- Справочна библиотека

### УЧЕБЕН ЦЕНТЪР КЪМ КОМИСИЯ "ФУЛБРАЙТ"

- Разговорен английски с преподаватели от САЩ
- Отстъпки при записване за повече от един курс
- Безплатни 10 часа работа с компютър
- Консултации за обучение в САЩ
- Библиотека с учебна и справочна литература

За информация: София 1504, ул. Панайот Волов 1, етаж II, тел. 944 0441, E-mail: [studycenter@fulbright.bg](mailto:studycenter@fulbright.bg), [www.fulbright.bg](http://www.fulbright.bg)



## FULBRIGHT INTERNATIONAL SUMMER INSTITUTE 2009

August 9-21, Bansko, Bulgaria

**The Fulbright International Summer Institute (FISI)** is an academic and cultural program created by the Bulgarian-American Fulbright Commission in 2002.

FISI offers one- or two-week intensive courses in a wide variety of subject areas: politics and international relations; business and economics; law, communication, education, science, social studies, art, culture and Bulgarian studies. All courses are taught in English by distinguished Bulgarian, European and American professors, most of whom are Fulbright grantees or alumni.

The FISI courses are addressed to undergraduate and graduate students, university faculty and professionals.

This year FISI is scheduled to take place from August 9 to August 21 in Bansko. Prospective participants have the unique opportunity to form the final program by selecting courses that fit their interests. A tentative program with brief course descriptions and biographical notes for the lecturers will be posted on FISI website ([www.fisi-bg.info](http://www.fisi-bg.info)) in the beginning of April, 2010. Only courses that have adequate enrollment (at least 6-7 students) will be finally offered. Along with the academic program, FISI offers a rich cultural program and opportunities for intercultural communication.

FISI is open to applicants from any country. Applicants can be undergraduate or post-graduate students, teachers, lecturers or professionals. They will be considered without regard to race, religion, sex and/or physical impairment. A complete application must contain:

- A completed application form
- Diploma for completed higher education or an academic transcript
- CV
- Two references from university faculty or employer

Participation in the Fulbright International Summer Institute is paid.

- For EU and US citizens – 600 euro for two weeks (300 euro per week)
- For Bulgarian citizens – 600 leva for two weeks (300 leva per week)

Participation fee paid to the Fulbright Commission in Bulgaria includes tuition, meals, accommodation, cultural enrichment program and local transportation. A limited number of merit-based grants will be awarded to Bulgarian and non-EU citizens.

The Fulbright International Summer Institute reaffirms the validity and potential of the Fulbright idea of building mutual understanding through exchange of knowledge and cultural values. It provides a wonderful opportunity for students and faculty to demonstrate and share their knowledge, professional expertise, teaching and learning skills, enthusiasm and good will.

If you want to learn more about the history of this remarkable program, to review outcomes of previous projects and to learn more about the upcoming FISI 2010 visit FISI website [www.fisi-bg.info](http://www.fisi-bg.info).

If you want to participate in this event, please visit [www.fisi-bg.info](http://www.fisi-bg.info) for practical information and application forms. You can also obtain general information from:

**Bulgarian-American Commission for Educational Exchange**

17, Alexander Stamboliiski Blvd.; Sofia 1000, Bulgaria, Tel.: +359 2 980 82 12; E-mail: [rkaneva@fulbright.bg](mailto:rkaneva@fulbright.bg)

## Fulbright Office News

### Extended Outreach of the Fulbright Program in Bulgaria

A notable example of the Bulgarian Fulbright Commission's outreach activities was our participation in a number of national and international educational exhibitions and fairs: QS World Grad School Fair (15 March, 2010), Begin Group International Education Fair (20 March, 2010), Education Beyond Borders (26-28 March, 2010) and Job Tiger Career Fairs in Sofia, Veliko Turnovo, Svishtov, Plovdiv and Burgas (March-April, 2010). The events were attended by over 1500 students, scholars, parents, educators, international relations officers, scholarship administrators, career

officers, and others interested in educational opportunities in the U.S.

Outreach activities also included visits of Fulbright Commission adviser Snezhana Teneva to the Technical University in Sofia (16 March, 2010), the University of National and World Economy (17 March, 2010) and the Regional Library in the city of Turgovishte (4-5 February 2010). Program officer Maria Kostova presented at the Bulgarian Academy of Sciences on *The Fulbright Program in Bulgaria and the AY 2011-2012 Fulbright Grants Competition*.



Over 40 students attended the presentation on *The Fulbright Program in Bulgaria and the AY 2011-2012 Fulbright Grants Competition* at the Technical University in Sofia.



The Fulbright stand at the QS World Grad School Fair in Sofia was visited by over 200 students and young professionals.



Program officer Maria Kostova presenting at the Bulgarian Academy of Sciences.



English language teachers and students attending the presentation of Fulbright Commission adviser Snezhana Teneva at Turgovishte Regional Library.

## Moodle Presentation at the Fulbright Office

On January 28, 2010, Dr. Iona Sarieva, U.S. Fulbright lecturer and researcher at the Department of British and American Studies of Sofia University, made a presentation on *How to implement MOODLE in distance education and advising* at the Fulbright office in Sofia.



## Fulbright Commission Workshop for Local Fulbright Coordinators

On January 29, 2010, the Bulgarian Fulbright Commission conducted a one-day workshop for the Fulbright coordinators from the seven Fulbright Local Info-Centers in Veliko Turnovo, Shumen, Sliven, Smolyan, Vidin, Kurdzhali and Plovdiv. ED Dr. Julia Stefanova presented on *The Fulbright Program in Bulgaria and new trends in US Education*. The workshop was an important part of the ongoing effort to make study opportunities in the US better known and accessible to more potential candidates from underserved regions and diverse social groups.



## English Classes for Students at Children's Home *Hristo Raykov* in Gabrovo

English classes supported by the Bulgarian-American Fulbright Commission are continuing in the Gabrovo children's home *Hristo Raykov* in January.

One of the main activities in class is supporting the students in mastering the material taught at school, completing their homework and expanding vocabulary based on the themes discussed at school.

In the intermediary group, the themes of ecology and tourism have been the highlight of the month. The students had to write essays on *The forest's richness and how we treat it* and *Sofia and its cultural sights*. The students also practice their grammar knowledge with tests and dictations, and their spoken English in dialogues and class games.

In the beginner's group, apart from improving the knowledge taught at school, the students also learned new winter-related vocabulary. They also started writing short essays in English.

*Submitted by Evgenia Peeva,  
Executive Director, board member, Step for Bulgaria Foundation  
January 29, 2010*





## To Chicago and Back

### Georgi Tsonchev

**Bulgarian Fulbright Graduate Student, AY 2009-2010  
Columbia University, Law School, New York, NY**

**M**y name is Georgi Tsonchev and currently I am a graduate student at Columbia Law School. The Fulbright grant has given me a unique opportunity to spend time in maybe the most exciting and certainly the busiest city in the world – New York City. I am really enjoying my stay in the United States and I am eager to visit as many new places as I can. In the following pages I would like to share some moments of my exciting experience in New York and the rest of the United States.

#### 1. Columbia Law School

I am law graduate from Bulgaria and Austria and now I am pursuing another law degree on my Fulbright grant at the Columbia University which is one of the most prestigious universities in the world. Here I am focusing on the American corporate, securities and antitrust law. Moreover, I am also conducting supervised research that allows me to do some comparative study between European and US law. I am really enjoying the life at Columbia Law School. I am attending classes with the American law students. The environment in class is very competitive but it is also very interesting because of the different points of view that are shared in the discussions. In addition to that, I met a lot of students from virtually all continents in the world and learned interesting about the legal system in their home countries and about their own academic and professional experience. Perhaps the most important of all is that I made very good friends for life. Now I can visit countries that I have never been to before and there I will always have a good friend who will take care of me and show the beauties of his homeland. I am also very excited about welcoming my friends in Bulgaria and traveling around the country with them so that they can obtain good impression about the beauties of my country.

The legal education in the United States has very interesting features that are not common for Europe. Here the students are urged to read a lot of case law for every class. Then the professors call on people and ask specific questions – this is the so called Socratic method. Sometimes it is difficult to respond to all questions but almost always many students engage in interesting discussions with the professor and among themselves and at the



end the whole class benefits from that. The professors themselves are very accessible and responsive to students and their questions and have respect for different backgrounds. Many of them are big celebrities in their field of legal study and it is a real pleasure to discuss intricate questions with them or to talk about topical cases or transactions that are significant for the whole world. Another unique aspect of the American legal education is the case law method. Unlike in Europe where law students first learn the applicable rules and then apply them to textbook cases, in the United States law students read a lot of case from the very first class and learn how to extract the rules from the rulings of the respective court. Sometimes this method is creates some difficulties in terms of determining the precise and concise legal rule but it conveys to students important practical skills that can very useful in their future legal career.

I have always valued the team work and during my studies I have always tried to study together with my colleagues. Here at Columbia Law Schools the study groups before exams are strongly encouraged. This is not typical for the students in Bulgaria or in Austria. I enjoyed a lot my study groups for the exams at the end of the first semester. The study process really helped me a lot in the

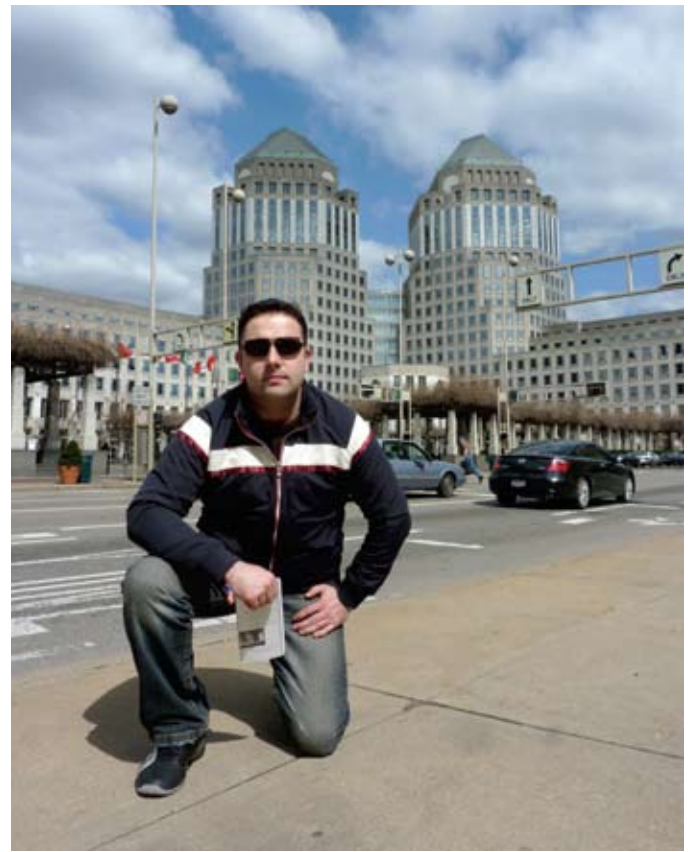


course of my preparation. It is always rewarding to see how several people try to help each other and to solve difficult legal questions giving the best of their abilities and relying on the support of their teammates. And particularly in my study groups we always believed in the principle "One for all, everybody for the show". Professors always enjoyed talking to the whole group and I could see that they also liked how we studied together.

## 2. New York City and its endless diversity

It is perfectly true that the Fulbright grant allows talented students to earn prestigious degrees from worldwide renowned universities. But there is a lot more to it. In my case I also got the chance to live in and to experience New York – the most exciting city in the world. I was here ten years ago for a day. Now I live here for almost an year. I already visited all places that I had been to on my previous trip and realized that there are thousands more to visit. The city is so huge. Maybe two years are not enough to walk around and to be able to say that you know the city. I try to walk as many streets as I can in every neighborhood whenever I have time to do that. And the neighborhoods are so different from one another. If you go from Manhattan to Brooklyn you might think you have entered a new city and maybe a new world. Same with Queens, Staten Island and The Bronx. I am fascinated by this diversity. The very fact that New York is situated on three islands and also has a continental part makes it special. Here you can see so many different sites and people and you still remain in one and the same city. This city never sleeps. There is always something going on somewhere. It is really intoxicating to be able to feel that. Here I met other Bulgarians and other people from diverse nationalities besides my classmates. I often talk to them, ask them about their life in New York, about how they feel here and share with them my experience so far. Almost always we have a lot of fun and enjoy our time together by going to Broadway shows, in the opera or to different movies and concerts. In the years to come I will take time and visit New York many times for sure. And I will definitely go to Giants Stadium to experience another football game once again.

I really like to be in Midtown and in Downtown where the financial district is. There you can feel and hear the heart of the world beating. There is traffic and crowds of people everywhere but if you can rise above them and look at all that you can really enjoy this whole ordered chaos that happens day by day at Times Square and never changes. And it has been that way for the last hundred years. Then you look up and you can take some time and marvel the mighty Empire State Building. It is really remarkable and worth watching for a while. Close to it is the Chrysler Building with its magnificent top that shines in the sun from miles away. Many other giants like the Rockefeller Center, the Trump World Tower and the New York Times Building look at you and greet you from high above and make you feel just a tiny part of the world but at the same time you just enjoy being in the beating heart of New York, the United States and the whole world. And just several



blocks away is the big Central Park. I am eager to go see the annual Julliard concert that takes place on the central lawn and gathers thousands of people every year.

I have very good friends from Bulgaria who live in Queens and I often visit them. In Queens you can see very nice residential areas and spend some time away from the busy and boiling Manhattan. I like to go there and walk around the streets and the quiet small parks. I always enjoy looking at the houses of the New Yorkers with the American flag waving in front of them. It is like a different city, a different part of the United States. There I can take some time away from my studies, have good time with my friends and look at New York with different eyes. We have nice dinners and sometimes watch football games. I will never forget how we spent Thanksgiving in Queens and how we watched the Oscars 2009 and the Opening of the Olympic Games in Vancouver.

## 3. Fulbright seminar in Denver and my road trip

As a Fulbright grantee I had the unique chance to go to an enrichment seminar in Denver. The topics of the seminar were social entrepreneurship and environmental sustainability. There I met a lot of fellow Fulbright grantees and together we worked on interesting projects. We managed to mingle our different academic, professional and cultural backgrounds and tried to solve different environmental problems around the world. I made very good friends there and I am looking forward to meeting them soon.

With Denver started my exciting trip around the United States. First of all I found it interesting that after a four and a half hour flight from New York I ended up in the same country. This does not really happen to you in Europe, right? For the first time in my life I set foot in the Rocky Mountains. Denver is famous as the mile-high city because its altitude is exactly one mile. With the seminar participants we took a trip to the Red Rock site and took a group picture there. In comparison to New York Denver is a quiet city. However, we got a good sense of its night life and enjoyed it a lot.

The enrichment seminar ended exactly on the day before my spring break. I flew back from Denver to New York, went home for two hours and then took the train to Washington DC. My road trip has officially started. In DC my cousin who lives in Winchester, Virginia picked me up. Then we got on a real American truck and headed for Indianapolis. The trip lasted ten hours which is the same time that I need to get from Sofia to Vienna by car. From there we visited Cincinnati which is the first American boomtown in the heart of the country and is considered to be the first purely American city without the heavy European influence of the coastal cities. Nowadays it is a major crossroad city for the eastern part of the United States. Then we took a long walk around Indianapolis. It is a typical big state capital city with a typical US state capitol building and with most of the business life in Indiana concentrated there. Indianapolis is the most populous state capital east of the Mississippi river.

On the next day we got on the truck again and headed to Wisconsin. There we rented a typical American Dodge Charger and drove to Milwaukee. The city lies on the Great Lake Michigan and has typical old German architecture. The Milwaukee city hall has been the tallest building in the United States 115 years ago. The following day we did not have a clear plan what to do. One option was Detroit but it was 370 miles away. Columbus was even further – 470 miles away. Then we turned west and saw that Minneapolis was “only” 350 miles away – time to test the Dodge Charger and see if it can cope with the European car brands. After 6 hours drive we reached Minnesota and the Twin Cities Minneapolis & St. Paul. From all cities that I visited on the road trip downtown Minneapolis was the one that resembled Midtown New York the most. The golden Wells Fargo Tower even resembles the GE Building from the Rockefeller Center. There we saw the great Mississippi river almost at its spring. My cousin told me that the river grows ten times bigger at St. Louis which gave me an idea where to go on my next road trip. At the end of the day we also visited St. Paul which is the capital of Minnesota. Its state capitol looks almost the same as the Capitol in Washington DC.

After going back to Wisconsin we started on our way back to Virginia. However, we still had time to visit another city. On the next day we parked the truck near Cleveland and headed for the downtown. The city lies on the Lake Erie. It is an important industrial center and harbor city for the Great lakes region. Surpris-

ingly in the water there were still big chunks of ice. In Cleveland we visited the world famous Rock and Roll Hall of Fame situated on 1100 Rock and Roll Boulevard. Nice, isn't it? After Cleveland my cousin and I got on the truck again and headed to Virginia. There I spend time with my uncle, aunt and other cousins who also live in Winchester Virginia. My road trip ended with a nice family lunch and we all enjoyed it. I got the train from Washington DC and after 11 days returned back to New York. I traveled 2772 miles or 4435 kilometers around the United States. And I covered just a small portion of it. Well, I still have time to catch up I guess.

When I think back to my road trip I can say that I have a great time. One might say that I did not go landmark cities like San Francisco or Boston but I saw the real continental America and reached states and visited cities that you do not really visit if you are on your summer vacation. I saw the real United States as it is. And I had a great time on the road driving a big truck which was also very exciting. I feel I touched a different side of the American way of life compared to my life experience in New York City. And I saw part of the world.

The first week of April I am flying to Chicago for the Orthodox Easter with some classmates of mine. Boston and New Haven are close to New York. And my cousins from Virginia promised to spend with me a long weekend in Washington DC and Baltimore for a long. We have already planed with my friends from Queens to go to Philadelphia and Atlantic City and even to Los Angeles and from there to go on a road trip to Las Vegas and San Francisco. As you can see traveling plans are all set. I just have to find time and organize my studies accordingly. After having seen so much during this year and having had such a great time I guess I will have to apply for a second Fulbright grant. In one sentence I can just say that I am having a really unforgettable experience being a Fulbrighter.

#### **Disclaimer**

*The text is published in its original and unedited version.*



## To Chicago and Back

### Lecturing in Houston

Ivan Mladenov, Ph.D. and D.Sc.

*Ivan Mladenov is a Fulbright lecturer and researcher at the Indiana University, Philosophy Department and Department of Slavic Languages and Literature, Bloomington, Indiana, USA, AY 2009-2010. In Bulgaria, he teaches Bulgarian studies at the New Bulgarian University in Sofia. His research at the Bulgarian Academy of Sciences focuses on semiotics, psychology, literary theory and the philosophy of science.*



though the Basilian Fathers are Catholics, they worship an Orthodox saint from the 4th century, namely, St. Basil the Great. On the other hand, nothing to wonder so much, inasmuch as St. Basil was proclaimed a saint by the traditions of both Eastern and Western Christianity. He is referred to as one of the Cappadocian fathers, and is equally respected by both Churches.

I assume that they may have learned about my professional "feat": that I taught Byzantine philosophy last semester as a Guest Professor in Bremen, Germany, along with my other teaching of the American philosopher Charles

**D**uring my winter semester 2009/10 at Indiana University, I received an invitation from a colleague of mine from Houston, Texas to give several lectures at his university. Professor John Deely, whom I met in Sofia during his stay as Fulbright grantee at the New Bulgarian University, and who teaches philosophy at the University of St. Thomas. I applied and got a grant from the Occasional Lecturer Program, sponsored by Fulbright.

The University of St. Thomas is a mid-sized, Catholic university, with a graduate program in philosophy. Some introductory words on its web page state that the university is dedicated to "teaching and truth wherever it is discovered", based on the Basilians' hallmark and legacy. I didn't know what this tradition meant. The university has a lovely campus, with many single houses on campus and with not more than two auditoria, which makes it cozy, almost homey. It is located near to the campus of the extremely wealthy Rice University and is in a walking distance from the world-famous Medical center and from the Museum district. The visitor is impressed by the scattered around "live oak" trees of a species which grows in this southern part of Texas and Georgia only. It is a beautiful, large-spreading tree, branching very low from the earth with wide head crown and almost white rind. Both universities have planted a lot of live oak trees in their campuses.

My first lecture was mostly for faculty members and graduate students. It went just right. I developed recently an ambition to talk for a whole lecture without using any tricks or professional cunning, just "hard-core" philosophy, no "catchy" biographical data, nothing about any irrelevant topics. It is extremely difficult to keep the attention of any audience, even highly specialized one, on such material. On my way to Houston my landlord, a retired Educational Professor, advised me to tell jokes occasionally – every audience loves jokes. I replied that the entire situation is a kind of a joke: a Bulgarian Professor is going to talk for an American philosopher (Charles Peirce) in America, to Americans. But the feed-backs exceeded my academic expectations. Besides, I received a very nice invitation to dine with some Theology Professors, from a Catholic Order, called "Basilian Fathers", who actually founded the university back in 1947. The Fathers are now in its Board of Trustees. Much more interesting is that, even

Sanders Peirce, and that may have provoked their interest. During the dinner I had a nice discussion with some utterly intellectual Fathers, most of them Harvard or Sorbonne graduates. We could continue the conversation after a prayer only, which I was welcomed to join. It was very nice and pleasant. But the most amazing thing was the rational capacity of the Fathers, and especially of their superior, Fr. Robert Barringer. I have neither seen nor heard any more knowledgeable person in my career. Every issue Fr. Barringer undertook, was put as if on a "dissection table", cut in strips and explained with thoroughness. It was astonishing. My professional interest was focused on the odd similarity between St. Basil's denial of Duality and hence, a defense of Trinity, and the thoroughly triadic philosophy of Charles Peirce. There was also a younger priest, the head of the International affairs, who contributed to the talk with excellently chosen quotations from the Gospel. The talk lasted two and a half hours. Another incredible thing that impressed me was that the Fathers lack any vanity to publish or in any sense to expose their knowledge. Knowledge is valued by them in Origen's sense – to lift them to the next grade of perfection. After this evening I was invited to more interesting and prestigious places, including the office of the President of the university. I met the President, Professor Robert Ivany, who happened to be a Hungarian born American well-versed in Eastern European policy.

With this short story I want to remark (and remind) that everything in our lives seems to have a second, invisible sense that sooner or later emerges to reward us for some efforts we put on ourselves, or for some unusual events we were through, like my Byzantine semester in Germany where I learned about this brilliant philosophy for the first time in my career, never assuming that it would have such surprising consequences one day. It seems to me that after that peculiar semester in Germany and the lectures I gave in Houston, everything in my academic life is somehow magically re-connected and up-lifted. One way or another.

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## To Chicago and Back

### Svetlana Nedelcheva, Ph.D.

*Dr. Svetlana Nedelcheva is a Fulbright scholar at Georgetown University, Washington DC, USA, AY 2009-2010. In Bulgaria she teaches English linguistics, writing and translation at Konstantin Preslavsky University, Shumen. Her research interests are in the field of cognitive linguistics and second language acquisition.*

Being granted a Fulbright Senior Scholarship was a great honour for me and I was determined to prove I deserved it. I can't find the appropriate words to express my gratitude to the Bulgarian-American Fulbright Commission and, especially, to the Executive Director, Prof. Julia Stefanova, for evaluating favorably my project and giving me the unique chance to do research in Prof. Tyler's team at Georgetown University in Washington DC.

I would also like to thank Maria Kostova and Alexandra Squitieri who were always ready to answer my questions and assist me in all possible ways before my departure for the USA and after my arrival in Washington DC, respectively. The pre-departure orientation organized by the Bulgarian Fulbright staff in Sofia in June 2009 provided me and the other grantees with all the necessary information about the visa application, traveling details, as well as the acquiring of Social Security Number after the arrival in the USA. At the orientation I met Carolyn Emigh, a Fulbrighter from Washington DC, who helped me with practical advice from her personal experience in the area.

I would never forget 30th of September 2009. That was the day when I and my family (my husband and our son, aged 6) arrived at Dulles Airport in Washington DC. While I was planning our stay and was discussing it with people who had already visited the USA, a friend of mine told me: "You'll see, it's another world". I've been to a lot of places in Europe, "it can't be so different", I thought. But it was different. It was not only that the airport was so enormous in size that the passengers were transported by rail shuttles, but also the idea that we were on the other side of the Atlantic ocean, so far away from Bulgaria, gave us the feeling of uncertainty. However, as soon as we reached the customs service we realized that the officers there knew about Bulgarian food as they asked us right away if we had lukanka in our baggage. Then we took the bus and headed for

the hotel. Huge distances are another characteristic feature of the USA. People commute for up to two hours twice a day and find it perfectly normal.

The next day I saw Georgetown University for the first time. Its oldest buildings, founded in 1789, the same year the U.S. Constitution took effect, are very impressive with their architecture. The Lauinger Library houses materials in the humanities, social sciences and business, as well as U.S. federal government documents and a Special Collections Department, which includes archives, rare books, manuscripts and rare prints and it is located in a five-storied building. There I found reference books and comparative studies on Bulgarian grammar as well. The Department

of Linguistics is situated in the Intercultural Center. This center embodies the university's founding principles based on the diversity of students, faculty, and staff. The first person I met there was the Department coordinator, Ms Manela Diez. She is the contact person for all scholars visiting the Department. She helped me to manage the administrative issues and to find my way around the campus. She provided me with the class schedule and the office hours of Prof. Tyler. In fact, she made orientation in the enormous campus of Georgetown University easier.

Prof. Tyler is a renown cognitive linguist who has dedicated her research to L2 acquisition. Hers and Prof. Evans' book "The Semantics of English Prepositions" provides a theoretical analysis of prepositions as highly polysemous

words and argues that the numerous meanings they are associated with are systematically grounded in human spatio-physical experience. Her team consists of doctoral students from all over the world – Russia, Korea, Iran, Spain, UK and now Bulgaria. From the very beginning she wanted to be involved in my research on the preposition ZA and we arranged weekly meetings to discuss the problems and report the progress made. I also decided to attend her course of lectures "Introduction to Cognitive and Functional Approaches to Language" with MA students. Additionally, in the Fall semester those of the students interested in Cognitive Linguistics organized a club, which I joined right away. Every other





*Georgetown University*

week a member of the club made a presentation on his/her research and got feedback from the rest of the group.

What helped me to adjust to this new environment was the DC Fulbright Association. At the visiting scholar and student welcome reception they gave us a program of events where Fulbrighters can meet. All the people there were very warm-hearted and easy going. I felt as a member of a big family where I could be given advice and share my experience. I had a lot of fun at the Holiday party which was organized as a potluck event and we had to bring a dish showing the culinary tastes of our home countries. We also sang Christmas songs and listened to the piano player. The Fulbright Association also invited us to The World Premiere Performance of *The Rime of the Ancient Mariner*, an opera based on Samuel Taylor Coleridge's famous poem. At all these events I met people I still keep in touch with.

My husband and our son also had to adapt to the new way of life. My husband improved his English by practicing it in his social contacts. Our son went to Weyanoke Elementary school, close to our American home in Alexandria, Virginia. The students there were from different backgrounds but they were friendly and tolerant to new-comers and made them feel welcome. The teachers there did an amazing job as for 5 months our son learned to speak English as fluently as most of his classmates. He made new friends and had a lot of fun participating in various projects and during his music, computer and PE classes. When we were about to leave, his teacher and classmates prepared for him a keepsake album where each kid drew a special picture for him.

There is also a Bulgarian Education Center in Washington DC named after St. Kliment Ohridski. At first I and my husband thought it would be good for our son to meet kids he can speak Bulgarian with, so we decided to contact the Bulgarian school. It turned out that they need a teacher for the 2<sup>nd</sup> grade and I started teaching Bulgarian as a second language to these little Americans

of Bulgarian origin. My students were eager to read Bulgarian poems and stories and to learn how to write the words correctly. All of them were born in the USA and some of them had never visited Bulgaria. However, when I asked them to draw a kite and send it to people they love and would like to greet, they all sent their kites to their relatives in Bulgaria. They also learned about Bulgarian culture and how to dance Bulgarian folk dances. Bulgarian national holidays are celebrated as students present poems, sing songs and dance in front of the whole Bulgarian community. I had the chance to get to know a lot of Bulgarians, some of them had found their American dream, others were still looking for it, but all of them had warm feelings for Bulgaria and wanted their children to keep the Bulgarian spirit in their hearts.

Washington DC (District of Columbia) is not a very large city from the point of view of American standards. It has a resident population of about 600,000 people. This number doubles during the week as commuters come from all the surrounding suburbs. The District is part of the Washington Metropolitan Area populated by over a 5.3 million. Many of the nation's monuments and museums are located in the District. We visited Washington monument built in honour of George Washington. The Monument is shaped like an Egyptian obelisk, stands 169.164 m tall, and offers amazing views to the north into the White House's backyard; to the west, the Reflecting Pool and the Lincoln Memorial; to the south, the Jefferson Memorial; to the east, the whole National Mall, all the buildings of the Smithsonian, and the U.S. Capitol. We also saw the stunning Lincoln Memorial and Jefferson Memorial, Washington National Cathedral and Botanic garden. The Smithsonian Institution is the largest museum complex in the world. We spent hours in the Air and Space Museum, American History Museum, American Indian Museum, Natural History Museum and the National Zoo.

My family and I also took a 3-day trip to New York and Niagara Falls. The circle-line cruise around Manhattan showed us the island via water. We saw world renowned landmarks: enormous bridges, Ground Zero, the place where the World Trade Center's twin tow-



*Bulgarian national holidays are celebrated as students present poems, sing songs and dance in front of the whole Bulgarian community.*

ers once stood, magnificent close-ups of the Statue of Liberty, the Empire State Building, the Chrysler building, the United Nations, Roosevelt Island, etc. The downtown tour took us past Central Park to Wall Street, Time Square, Broadway Theatre District, Rockefeller Center. Top of the Rock Observation Deck is New York City's top sightseeing attraction. It is located in midtown Manhattan at the historic Rockefeller Center and offers unmatched views from its 70th floor observatory. Niagara Falls fascinated us with both its beauty and power. We felt the same feelings Aleko Konstantinov expressed in his essay *Niagara Falls* in his famous book *To Chicago and Back*. I believe there is no Bulgarian who has read this essay and hasn't wished to see this natural wonder with their own eyes.

The spring semester at Georgetown University started in mid-January and as I had one and a half months left of my stay I decided to attend the seminar classes of Prof. Tyler. These were student-centered classes where everyone had to present the current stage or the results of their research. My presentation *Applying the Principled Polysemy Model to Non-Spatial Prepositions – the Case of Bulgarian ZA* showed a detailed semantic network of the Bulgarian preposition ZA and how the different senses relate to each other and their relevance to the semantic networks of the English prepositions TO and FOR. I also worked, together with Vitaly Nikolaev, on *ZA- perfectives in the Russian and Bulgarian motion verbs*. We constructed it as a comparative study and it was interesting to see the deviation of Bulgarian, as one of the South Slavic Languages, from the rest of the Slavic group, the East and West Slavic Languages. Prof. Tyler considers these articles worth publishing and finds the *Journal of Cognitive Linguistics* the most appropriate for such kind of studies.



At the seminar classes of Prof. Tyler

When I return to Bulgaria, I will share the knowledge I gained at Georgetown University with my colleagues at Shumen University. Now I know what 'team work' really means and I'm planning to involve my students into a research group.

Having the chance to be a Fulbrighter and do research with such a prominent linguist as Prof. Tyler broadened my horizons. My experience will be a great future resource for all my colleagues and students. I believe, the stay in the USA was a life-changing adventure for me and all my family.

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## Bulgarian Fulbright Alumni Association Membership Form



Full name .....

Home address .....

Field, Academic Rank and Degree .....

Present Place and Address of Employment .....

.....

Phone, Fax .....

Type, Year and Duration of Grant .....

Place and Name of Host Institution .....

Please complete and return to the Fulbright Commission office address.



*Out of America*

## Ah, Where All Things are Possible "A Fulbrighter Finds Home"

Judge Maureen Duffy-Lewis

*Judge Maureen Duffy-Lewis is a Fulbright lecturer at Sofia University Law Program, AY 2009-2010. She is currently on Sabbatical leave from her position at the Los Angeles Superior Court. While in Sofia, Judge Duffy-Lewis has assisted with developing the Judicial Mentoring Initiative for the Bulgarian Courts. She has mentored and lectured at Bulgaria's National Institute of Justice and various judicial seminars to Judges regarding Judicial Ethics, Mediation, Court Administration and Judicial Education Reform. She has also been a guest lecturer at other law programs in Bulgaria. While in Bulgaria, Judge Duffy-Lewis has published an article on the perils of social networking and its legal implications in Bulgaria's leading legal magazine "Law World".*

As I crossed the campus quad at Sofia University I was amazed at how at home I was on this far away campus. Of course smiles and hand signs passed for language (since my Bulgarian was sparse at best) but things felt familiar as I tried to put my finger on it, it happened right in front of me. It was opening day of the Fall semester and students were arriving on campus and some with their parents. Some excited parents appearing to lead by hand their nervous students and a few exuberant students appearing to lead their nervous parents around campus. The little individual bookstores were filled with parents and students concerned about the cost of books and the pen and notebooks sellers, adjacent to campus were doing a heck of a job selling out of student supplies. Yup that was it, I had found my answer, this was college and the aroma of hope and future fulfillment filled the air. I was home, back in academia where all things are possible.

I made my way to the Law Program Office to meet up with a Professor who would be influential in my life, Dr. Mariana MN Finkova, Chair of the Constitutional Law Department. When I opened the door, I must have looked like the quint essential Amerikanski, she instantaneously recognized me (we communicated via email months earlier as she encourage me to come to Sofia University on my Fulbright) and gave me a big hug. "Welcome dearest Maureen" and "I want to introduce you to everyone including the Law Dean". People could not have been nicer to me, but I could see a few of the secretaries looking askance at me, likely wondering why I kept smiling like an idiot but not saying anything. Few acknowledged that they spoke any English and so I resorted to the usual party games for word substitution.

Within a few days I was knee deep in walking around the University observing students change classes and the process of "beg-



**Fulbright Interview**

*Members of the nomination committee (from left to right): Geoffrey Dean, Fulbright Board Member; Dr. Julia Stefanova, Executive Director, Bulgarian-American Fulbright Commission; Maureen Duffy-Lewis, Fulbright lecturer, and Sherry Keneson Hall, CAO, U.S. Embassy*

ging" (students convincing a professor or secretary to let them enroll in an already closed class) had begun full steam. Quite frankly, I wonder how students separated by thousands of miles can come up with the same fabulous approaches or persuasive stories. It was amazing how persistent they were, and I could pick out all the future lawyers in one second. If they "crashed" (successfully enrolled) into a class that three people had been turned down for, I immediately approached them to see if they were available for my class. I was actually out "fishing" for students who displayed that special "lawyering skill known as persuasion". My enrollment started with 7 students and within two weeks I ended with close to 50. I am not kidding, 50 students, and everyone of them so eager for knowledge that I quit registering students and just let them audit. Oh and did I mention that I modified my class after the second meeting. Yup that is correct. After my first class titled "Criminal and Civil law in the Courtroom" began, it became apparent that these students wanted to be heard in the "public square of ideas" and a future courtroom was to be their square. So that is when the "Art of Oral Advocacy" became a huge component of the class curriculum.

The first day of class was ridiculously fun. Of course, I had already tripped in a hole on the street, I was wearing high heels...



*Mock trial at Sofia University*



*Mock trial at Sofia University*

enough said. I was a little wet from spilling coffee on my pants and then trying to wash it off in the bathroom when I was unexpectedly attacked by the cold water faucet. But there I was, in front of 50 students who could have been from "Any University USA", including my beloved alma maters USC and Loyola Law School. Pepperdine University, Malibu California, or Western University of Health Sciences, Pomona California, where I have strong Board affiliations were equally on my mind as I viewed this fresh faced group of exuberant learners. Each face eager with anticipation. I took a deep breath and said that I could not tell them apart from students back in the United States and that we were going to have fun learning this semester. A look of confusion crossed their faces, Fun? One of the students asked, "how that could be since we need this class for law school credits?", and then I let out the bomb, "well learning can be fun" and that "we are going to have fun, even if it hurts". They started to laugh. One asked shyly, "do we really look like students in America?" and I said, "honestly, except for the surfer board shorts that the Malibu students at Pepperdine are probably wearing right now, yup you look like them!" They were my immediate fans and we have been off and running ever since.

Every class has been rigorous and challenging, because everyone has to get involved and open their mouths. If they have not read their assignment, I sometimes grill them for a well reasoned answer until they sweat bullets, they are always well read the next time. I require interaction, hand raising, and thinking out loud. For those who give an answer, any answer, as long as it is a good faith attempt, I throw candy. The first time I did this the students looked stunned like I was attacking them. Then when they realized that I had thrown some pretty cool sour balls, licorice and a few pieces of chocolate (my personal fav) they were becoming darn near "ventriloquists". Speaking out has become common place and is encour-

aged even by other students who challenge classmates to give their opinion. It is the darnedest thing, candy, and who said that it does not make everything better.....One class and one big handful of candy, it is THE CURE.

Well the semester is in full swing and the students are working on their trials. I have six groups of students and each one of them is working as a team on a Murder Case. They are full of excitement and know that what they have learned in this class will make them special in the legal world of Bulgaria. The new Bulgaria of the European Union. This fine and ancient culture that has survived so much in history, now has re-entered Europe as a full partner. And with that comes the opportunities and the obligations to stand up and be heard in the "Public Square". To be contributors to Justice and to be ready to participate in the newly expanding justice courts of Europe. The advocacy skills they have learned in my class will serve them well as they span Bulgaria and Europe, being honest brokers of justice. They know how to present a clear and concise argument and be persuasive without being insulting. They now understand the saying "Peoples Perceptions are their Reality". We have had extensive conversations about how people perceive justice and how they, as lawyers, jurists and prosecutors will be the caretakers of Bulgaria's Justice and will influence their communities' view of the Justice System. I often end class by asking them, "what is the first obligation of a lawyer" and they will loudly respond, "To be the voice of the voiceless!" and with that answer I am the last person to slide out the classroom door.

As I cross the campus quad I am amazed, how at home I feel. Ah, back in academia, where all things are possible.

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