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# The Life and Works of Mariano Cubí y Soler: A Distinguished Spanish Linguist of the 1800s

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## **Abstract**

Mariano Cubí y Soler was a distinguished and prolific Spanish linguist in the 1800s in the United States, Latin America and Europe. A pioneer in the field of education, he published many works on Spanish language learning that soon became highly recognized as among the best academic publications in Spanish education during his time. Over the years his works have been forgotten and his groundbreaking efforts in the revitalization of Spanish language pedagogy in the United States remain a myth. This article reflects on the life of Mariano Cubí y Soler as a renowned Spanish language educator who made significant contributions in the field of Spanish language pedagogy and who deserves to be recognized. Furthermore, the authors of this article acknowledge Professor Cubí y Soler's work in the field of linguistics as the foundation for today's thriving Spanish language education in the United States.

## **Resumen**

Mariano Cubí y Soler fue un distinguido y prolífico lingüista español en el siglo XIX en los Estados Unidos, América Latina, y Europa. Como pionero en el campo de la educación, publicó muchos trabajos sobre el aprendizaje de la lengua española que pronto se convirtieron en las mejores publicaciones académicas sobre la educación del español de su época. A lo largo de los años sus obras han sido olvidadas y sus innovadores esfuerzos en la revitalización de la pedagogía de la lengua española en los Estados Unidos siguen siendo un mito. Este artículo reflexiona sobre la vida de Mariano Cubí y Soler como un reconocido educador de lengua española que hizo importantes contribuciones en el campo de la pedagogía de la lengua española y que merece ser reconocido. Además, los autores de este artículo reconocen el trabajo del profesor Cubí y Soler en el campo de la lingüística como la base de la actual próspera educación del español en los Estados Unidos.

### Introduction and early life

Mariano Cubí y Soler, born on 13 December 1801 in Malgrat de Mar, was a Spanish linguist and a pioneer of phrenology. His father was originally from Italy and his mother was from Spain. Cubí's childhood was marked by the civil and political unrest of the Napoleonic period. When he was only eight years old the difficulties caused by the war with the French forced his family to move to Mahón (López Gómez 1994) on the island of Minorca, Spain, where he completed his primary and secondary education. At 14 years old Cubí began studying English and French out of his personal interest in languages and philosophy. His English teacher was the distinguished Professor William Casey, who proposed an innovative teaching style for the time for foreign language teaching that included idiomatic phrases and everyday activities as a means to learn the language (Marco García 2002). The mentorship, teaching methodology and style of Professor William Casey later became reflected in Mariano Cubí y Soler's future work as a Spanish linguist.

In 1819, when he was aged only 18, his family returned to Malgrat but he stayed back in Mahón where he was earning a decent living wage teaching at the elementary level. At only 20 years old, Cubí y Soler was already a polyglot and an avid reader. His lively mind and big aspirations made him realize that Mahón was too small for him and he decided to move to the United States. He sailed for the



United States on 2 March 1821, a Friday, on board the USS Peacock, with the permission of Captain Thomas Brown (Arañó 1876; United States Navy 1821). After his arrival in Norfolk, Virginia, on 21 June 1821, Cubí y Soler moved to Washington D. C., where he struggled to support himself by teaching private lessons in Spanish. His luck changed, however, when on 20 October the Rev. Edward Damphoux, president of Mount St. Mary's University, offered him the position of Spanish professor at that university. At that moment, still only 20 years of age, professor Cubí y Soler focused all his efforts on becoming a recognized scholar in the field of Spanish linguistics and language teaching.

Figure 1 shows a portrait of Mariano Cubí y Soler.

Figure 1. Mariano Cubí y Soler by the painter Leopoldo López de Gonzalo

Source: Biblioteca Digital Hispánica, Biblioteca Nacional de España

It is important to note that Mount St. Mary's University was a highly innovative American institution in foreign language instruction in the 1800s. It was the third university in the United States ever to offer Spanish classes and was the first institution in higher education ever to teach Spanish in the State of Maryland (Leavitt 1961; Spell 1927). The first professor of Spanish at Mount St. Mary's University was Father Peter Babad, an émigré French priest who had lived for five years in Spain before coming to the United States. Father Babad taught two Spanish courses at Mount St. Mary's University from 1800 (Leavitt 1961) to 1820, when he retired (Herbermann 1915). Mariano Cubí y Soler succeeded Father Babad as professor of Spanish at Mount St. Mary's University in 1821. It was at that moment that Professor Cubí y Soler became part of the legacy of Spanish language instruction in the United States as the second professor of Spanish of the only Spanish-teaching university in the state of Maryland. Figure 2 shows Mount St. Mary's University at the time when Cubí y Soler was working there as professor of Spanish.

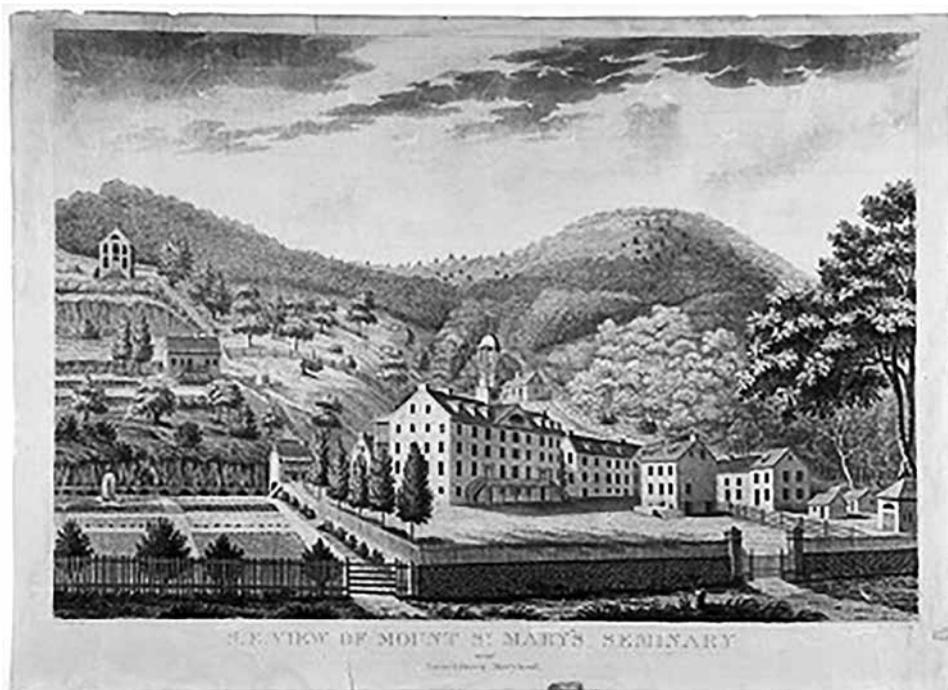


Figure 2. Mount St. Mary's Seminary Building, Emmitsburg, Maryland, in 1826

Source: Pentón Herrera (2016)

### His legacy in Baltimore, Maryland

At the time of Cubí y Soler's appointment as a professor of Spanish there were scant academic resources for Americans to learn Spanish – or Castilian, which was the term used at that time to refer to the Spanish language (Arañó 1876). Professor Cubí y Soler identified that gap in resources and decided to do something about it. The first book he published, in 1822, was *Extractos de los más célebres escritores y poetas españoles* (two volumes) 'specifically to be used as the standard textbook by

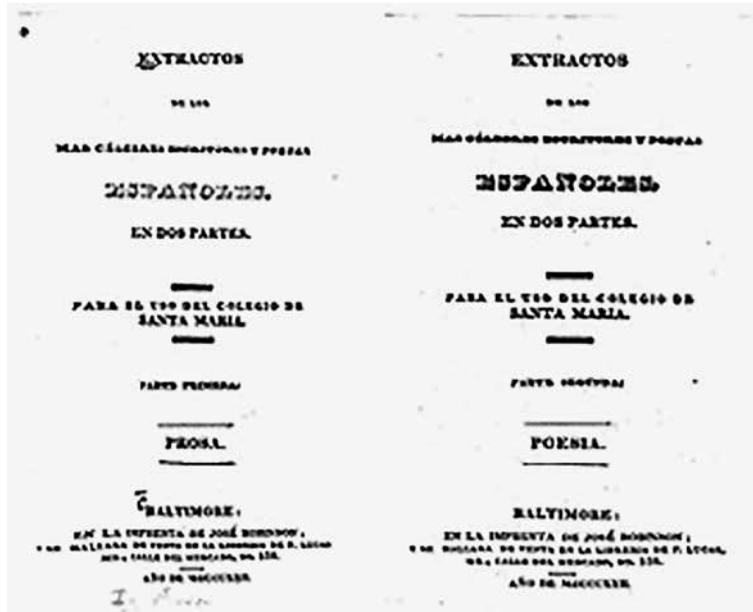


Figure 3. Book covers of Mariano Cubí y Soler's first book, *Extractos de los más célebres escritores y poetas españoles* (1822)

Source: Enoch Pratt Free Library of Baltimore

St. Mary's students' (Wallis 2011: 46). Professor Cubí y Soler divided this book into two volumes: volume I: *Prosa*; and volume II: *Poesía*. To this date, this is the oldest known publication in the United States from Mariano Cubí y Soler, and probably his first ever publication (Vilar García 2008: 454). The two photographs displayed in Figure 3 are retrieved from the Enoch Pratt Free Library of Baltimore, but these rare books do not have Cubí y Soler's name anywhere, which may be due to error or for another unknown cause. However, researcher Vilar García (2008) affirms that she has seen other copies of this publication at Mount St. Mary's University, one of which has the name of Cubí y Soler, supporting the statement that this was, in fact, his publication.

Volume I (of Cubí y Soler 1822) is a compendium of approachable readings that could be used for translation and conversational activities. The volume is divided into five sections: (1) 'Narraciones' from page 12 to 182; (2) 'Descripciones' from page 202 to 270; (3) 'Razonamientos y Diálogos' from page 276 to 314; (4) 'Extractos morales y Didascálicos' from page 316 to 378; and (5) 'Cartas' from page 381 to 402. The first volume includes a total of 72 different texts taken from 13 different authors and the readings contain a high level of difficulty. The texts of this first volume can be characterized as morally inclined, some of them religious, and many of them classics from the eighteenth century. As noted by Vilar García (2008: 454), this outstanding publication has a few typos that were probably not recognized by the printing house due to lack of knowledge of the Spanish language.

Volume II is a shorter compendium that includes only 175 pages and was probably published at the same time and date as the first volume (Vilar García

2008). The volume is divided into six sections: (1) 'Narraciones' from page 1 to 29; (2) 'Descripciones' from page 36 to 61; (3) 'Razonamientos y Diálogos' from page 64 to 75; (4) 'Extractos didascálicos' from page 86 to 115; (5) 'Odas' from page 116 to 134; and (6) 'Fábulas literarias' from page 137 to 159. The second volume includes a total of 62 different texts, but the majority of these texts are from authors Tomás de Iriarte and Juan Meléndez Valdés, which may indicate the literary preferences of Mariano Cubí y Soler (Vilar García 2008). In addition, the purpose of this second volume, like the first volume, was to provide classics with the focus of offering relevant didactic texts that students could use to learn Spanish while learning moral values.

In the same year, 1822, Cubí y Soler published two popular books in the field of Spanish linguistics, *Diálogos* and *Nueva Gramática Española*. *Diálogos* focused on teaching Spanish using dialogues and everyday conversations. This book received a general acceptance (Arañó 1876) among fellow academics and students, but there is currently limited information about it and its academic impact at that time. However, the book *Nueva Gramática Española* was widely accepted in the United States as the best resource for academic Spanish learning at the time (1876). The *Nueva Gramática Española* was considered for many years the only and best Spanish–English dictionary in the United States, where it was published many times, in as many as six editions, and it was also widely used in South America (Marco García 2002: 167). In addition to publishing these two books for the teaching and learning of Spanish, professor Cubí y Soler taught a class on Castilian literature – highly innovative at the time – that quickly made him a prestigious professional in his field (2002: 167).

For the next eight years, professor Cubí y Soler worked at Mount St. Mary's University and continued to publish many books and manuscripts that made him one of most renowned and distinguished linguists of his time. Some of the most well-known publications during these eight years, besides *Diálogos* and *Nueva Gramática Española*, include *Gramática de la lengua castellana adaptada a toda clase de discípulos, a todo sistema de enseñanza, y al uso de aquellos extranjeros<sup>1</sup> que deseen conocer los principios, bellezas, y genio del idioma castellano* (Cubí y Soler 1824) and *El traductor español; or a new and practical system for translating the Spanish language* (1826). All of these language-learning publications followed a unique system developed by Cubí y Soler, a result of the influence of his former English teacher in Mahón, professor William Casey. In his approach to language teaching, Mariano Cubí y Soler believed that students with bad memory needed repetition exercises, students with good memory benefited the most from active learning, introverted or reflective individuals learned better by practising general principles, and scatterbrained individuals benefited the most from analysis. In addition, Professor Cubí y Soler also stated that one universal requirement for language learning for every individual was constant practice of the information previously learned (Arañó 1876). The following paragraphs provide short descriptions and pictures of these two books.

1 Eighteenth-century spelling.

### ***Gramática de la lengua castellana adaptada a toda clase de discípulos***

The book *Gramática de la lengua castellana adaptada a toda clase de discípulos, a todo sistema de enseñanza, y al uso de aquellos extranjeros, que deseen conocer los principios, bellezas, y genio del idioma castellano* (Cubí y Soler 1824) was dedicated to Joseph Lancaster, a prominent educator at that time, whose didactic methodologies were admired by Mariano Cubí y Soler. The book is divided into four main parts: (1) ‘Ortografía’, (2) ‘Etimología’, (3) ‘Sintaxis’, and (4) ‘Prosodia’. Professor Cubí y Soler focused on the written and oral components of Spanish language fluency, which

were common didactic methodologies used by him throughout his repertoire during this period of his life. An important fact about *Gramática de la lengua castellana* is that this was the first time la *prosodia* was acknowledged in any academic text to teach Spanish, as pointed out in the prologue (1824). In addition, Cubí y Soler acknowledged that he also incorporated verses in this book as an additional tool to teach grammar. As seen in his prior work, *Extractos de los más célebres escritores y poetas españoles* (1822), Cubí y Soler’s teaching methodology was heavily supported by literature and classics as an innate component of grammatical aspects of the language. Figure 4 shows the cover page for the original publication.<sup>2</sup>

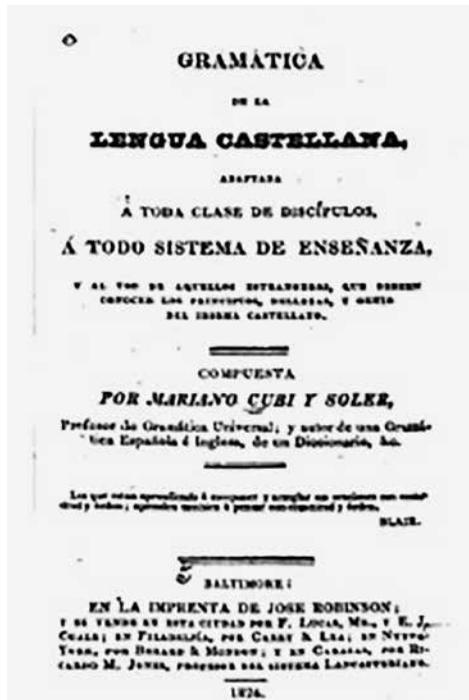


Figure 4. Cover of ‘Gramática de la Lengua Castellana’, published in Baltimore in 1824  
Source: Harvard College Library

### ***El traductor español; or, a New and Practical System for Translating the Spanish Language***

The book *El traductor español; or, a New And Practical System for Translating the Spanish Language* was dedicated to William Gwynn, a lawyer, editor of the *Baltimore Gazette*, first Vice President of the Hibernian Society of Baltimore, and long-time friend of Cubí y Soler in Maryland. In this book, Cubí y Soler (1826) explained that translation is the first step in understanding a language and he focused on providing tips and directions on how to translate from Spanish to English. The book is divided into nine sections: (1) ‘Lecciones Morales’ from page 1 to 12; (2) ‘Anécdotas Instructivas’ from page 13 to 26; (3) ‘Rasgos Heroicos’ from page 27

2 The 224-page *Gramática de la lengua castellana adaptada a toda clase de discípulos* is currently available as a digital version by the Harvard College Library, see Cubí y Soler 1824.

to 36; (4) 'Chistes y Cuentos' from page 37 to 43; (5) 'Narraciones' from page 44 to 64; (6) 'Descripciones, Pinturas y Retratos' from page 65 to 89; (7) 'Arenas y Comparaciones' from page 90 to 100; (8) 'Alegorías y Ficciones' from page 101 to 110; and (9) 'Poesías Selectas' from page 111 to 124. In addition to these 124 pages full of readings and translation activities, the book has a second part entitled 'El Traductor Español' that includes 102 pages with the meaning of words and verbs, very similar to what we know today as a translation dictionary.

As described by the author (1826), the sections in this book were arranged by levels, from lower level to higher level of difficulty. It is interesting to note that, once again, Cubí y Soler (1826) included poetry and literature in his book and identified them as ornaments of the Spanish culture. Cubí y Soler explained that literature and poetry are difficult texts in any language and that the purpose of attaining knowledge of a language should be to gain a deeper understanding of literature. In other words, Professor Cubí y Soler believed that poetry and literature represent the most complex and interesting written works of a culture. Thus, learning a language requires the ability to understand and read those types of texts. In addition, this book was also written using his characteristic methodology of teaching languages from a civic-moral approach. He believed, as noted in his prologue, that learning languages was an opportunity for mankind to 'advance towards refinement and elegance' (1826: V). His civic-moral approach in this book, and in *Extractos* and *Gramática de la lengua castellana* reflect his commitment to improving the spirit of humankind by instilling civil and social respect through the teaching of languages, cultures and literature. Figure 5 shows the cover page for the original publication of this book.

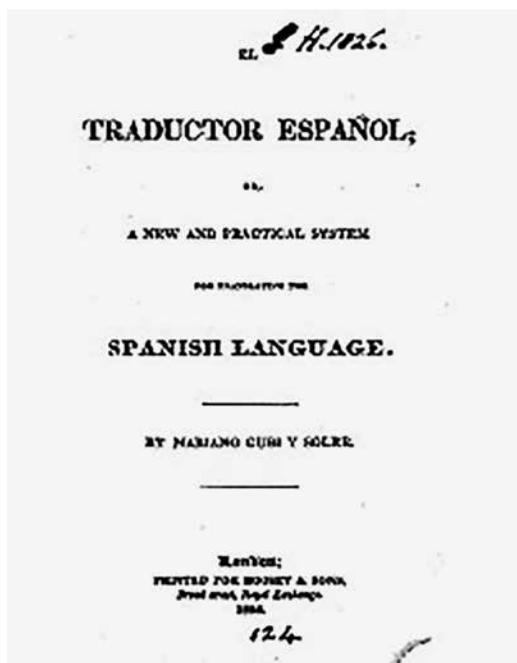


Figure 5. Book cover of *El traductor español; or, a New and Practical System for Translating the Spanish Language*  
Source: Google Books Play

During his professorship at Mount St. Mary's University, Mariano Cubí y Soler taught for fourteen hours daily, published many books and resources for teaching and learning Spanish, all while perfecting his language skills in French, Greek and Latin (Marco García 2002). Simultaneously, he translated books and other manuscripts in Spanish, English, French, Italian and Portuguese (Cubí y Soler 1823: vii; Marco García 2002). His publications and works made him part of the teaching language reform at that time and made him particularly well known for

his teaching methodology as it pertained to orthography, phonetic orthography (Marco García 2002), and the usage of poetry to teach written language.

Although his professional career was better than ever, early in the year 1829, Mariano Cubí y Soler felt that his mission in life and his academic legacy were yet to be fulfilled. He often said to himself that he needed to do more for his own people – referring to Spanish-speaking people and countries – but money and resources were always a challenge (Arañó 1876). He wrote a letter to the General Captain of Cuba, highest-ranking official in Cuba at the time, asking for support in the opening of a school in Cuba and his request was accepted and granted. As a result, on 15 February 1829 (Arañó 1876) Mariano Cubí y Soler left his comfortable and prestigious life as a language professor in Mount St. Mary's University and migrated to La Havana to start a new chapter of his life.

### **La Havana, Cuba: A new beginning**

Upon his arrival in La Havana, Mariano Cubí y Soler was awarded the title of schoolteacher after passing rigorous tests (Arañó 1876) that were required in Cuba at that time for all schoolteachers. After being awarded this title, schoolteacher Cubí y Soler, and his colleague D. Juan Olivella y Sala, founded the first secondary school in Cuba, known as Colegio Buenavista (Calcagno 1878: s.v.), also spelled 'Buena Vista' (Vega and Martínez 1998). Colegio Buenavista was considered academically cutting edge and it was compared to the best schools in Europe at the time (Bachiller y Morales 1854: 68). However, on November 1830, due to salubrity concerns, Mariano Cubí y Soler transferred this school to a different location (Vilar García 1996).

Colegio Buenavista was the only high school in Cuba at that time and it was considered to be magnificent (Valdes Rodriguez 1906: 302), highly innovative and very prestigious. This school was particularly known for its strong curricula in languages and mathematics (De Pedroso 1890), but it was also known as a pioneer institution in promoting and improving the overall standards of moral, intellectual, and physical education within Cuba (Oliveres 1846: 15) at that time. Many students from Colegio Buenavista, such as José Güell y Renté, Francisco Albear, Rafael Rodríguez Torices, and Ambrosio Aparicio became prominent figures in the history of Cuba (Bachiller y Morales 1859; De Pedroso 1890; Oliveres 1846). In addition, this institution and the pedagogical methodologies used by Cubí y Soler served as a model for all the secondary institutions that were founded in Cuba (Oliveres 1846: 15) in future years. Figure 6 shows the cover page of a document in which directors Mariano Cubí y Soler and Juan Olivella y Sala announced that students would be taking exams from 29–31 October 1831.

During his time at Colegio Buenavista, Mariano Cubí y Soler held the title of Director, English teacher, and person in charge of the declamation class (Vilar García 1996). In addition to working full time, Cubí y Soler was involved in writing and publishing manuscripts that could be used at his institution and other institutions as well. In 1831 Mariano Cubí y Soler published three important books (1)

'The English translator' para enseñar y aprender el idioma inglés con facilidad y plenitud; (2) *Caligrafía o arte de escribir la letra bastarda española y la redonda y cursiva inglesa para uso del Colegio de Buenavista*; and (3) *Elementos de Aritmética*. These three publications were used in his school and were widely accepted and recognized in Cuba (Vilar García 1996: 104). Furthermore, in 1831 Cubí y Soler also founded Cuba's first academic journal, *Revista y Repertorio de la Isla de Cuba*, which eventually changed its name to *Revista Bimestre Cubana* (Vilar García 1996). This academic journal was a pioneer publication in Cuba and in Spanish-speaking countries – the first of its kind – and it was considered one of the best academic publications in Spanish during the 1900s (Valdés Rodríguez 1906; Vilar García 1996). There is currently limited information and availability about the three books published in Cuba in 1831. However, the paragraph below provides a short description and a picture of this academic journal.



Figure 6. Public examination announcement of 1831 from Colegio de Buenavista

Source: Biblioteca Digital Hispánica, Biblioteca Nacional de España

### ***Revista Bimestre Cubana***

The *Revista Bimestre Cubana*, originally *Revista y Repertorio Bimestre de la Isla de Cuba*, was founded in 1831 by Mariano Cubí y Soler, who was inspired by similar academic journals from England, France, Germany and the United States (Cubí y Soler 1831). This academic journal, first published in May 1831 (Figure 7), included diverse academic topics such as literature, history, economy, geography, and science (Cubí y Soler 1831), among many others. With the exception of the first article in volume 1, all articles published in the first four volumes of *Revista Bimestre Cubana* were written by Cubí y Soler (Oliveres 1846; Arañó 1876; Elías de Molíns 1889: s.v.).

In February 1832, Mariano Cubí y Soler decided to solely focus on the Colegio Buenavista and conceded the authorship and rights of this academic journal to the Sociedad Económica de Amigos del País, who desired a similar publication (Bautista Vilar 1996). The Sociedad Económica de Amigos del País was an institution created on 9 January 1793 to support and promote the growth of the economy, culture, education and society in Cuba (EcuRed 2016). This institution appointed the illustrious José Antonio Saco as the new editor and director of the journal and the first publication under Saco's supervision took place on 7 April 1832 (Calcagno 1878: s.v.; Saco 1832). This academic journal is currently active in Cuba, and many

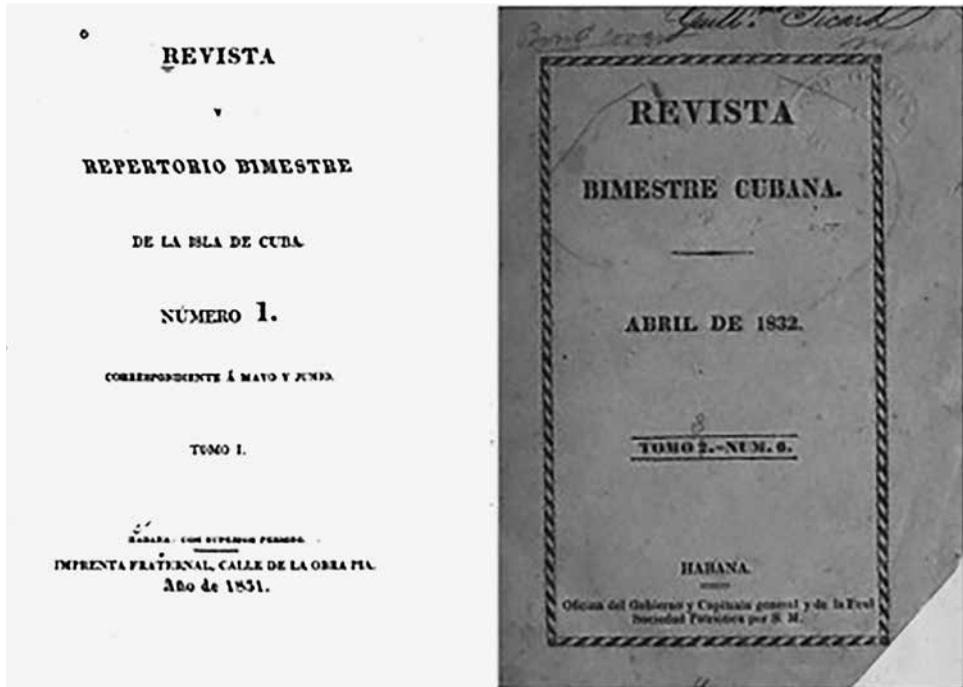


Figure 7. Covers of first publication of the *Revista y Repertorio Bimestre de la Isla de Cuba*, under Mariano Cubí y Soler, and the *Revista Bimestre Cubana*, under José Antonio Saco and the Economic Society of Friends of the Country  
 Source: Google Books; Archive.org

prominent Cuban and international scholars such as Félix Varela, José de la Luz y Caballero and Felipe Poey have published and collaborated in it.

When Mariano Cubí y Soler's academic publications, works and scholarship in Cuba were at its peak, Colegio Buenavista's co-founder, D. Juan Olivella y Sala, had to leave for the United States due to a political plot contrived by Olivella's competitors (Arañó 1876; Rey González 1984). On 2 October 1832 Mariano Cubí y Soler resigned from his appointment as director of Colegio Buenavista (Vega and Martínez 1998: 67) due to economic problems, and ceded his institution to Juan Samá, who provided an insignificant monetary compensation (Arañó 1876; Vega and Martínez 1998: 69). Colegio Buenavista was renamed Colegio de San Fernando and continued to be a highly recognized educational institution in Cuba and abroad (Vega and Martínez 1998).

On 23 December 1832 Mariano Cubí y Soler ended his legacy as a prominent scholar, educator and founder of the first academic journal of its time in Cuba and moved for a brief time to New Orleans, Louisiana (Arañó 1876). During his short stay in New Orleans, Cubí y Soler worked as an educator and collaborated with local newspapers such as *El Español* (Vilar García 1996). In March 1833 he decided to leave New Orleans and moved to Tampico de Tamaulipas, Mexico, where he saw a new opportunity of starting his life again.

### **Tampico de Tamaulipas, Mexico: A new turn**

Upon his arrival in Tampico de Tamaulipas Cubí y Soler found a friend in D. Tomás Rosell, a distinguished and wealthy merchant in Tamaulipas. Professor Cubí y Soler found in D. Tomás Rosell economic protection and together they opened on 14 April 1833 a secondary school named Colegio Fuente de la Libertad (Ramos Aguirre 2009). This school was considered one of the most prosperous academic institutions in the port of Tampico, where many notable Mexican scholars attended (Soto 1856). Young pupils from wealthy families in Tamaulipas and nearby towns, such as Veracruz, attended it (Vital Fernández 1845). Publications such as *Elementos de aritmética* (1831) and *Prospectos y reglamentos del colegio Fuente de la Libertad* (1833), offer a glimpse of professor Mariano Cubí y Soler's scholarly contributions to the school and some of the academic activities that made Colegio Fuente de la Libertad a highly regarded institution.

Although promising, the fame and prestige of Colegio Fuente de la Libertad was short-lived. The school was the victim of bloody events, conflicts with school parents, and the yellow fever that ultimately killed some of the students (Ramos Aguirre 2009). Economic problems arose in 1835 when the building of Colegio Fuente de la Libertad was sold and the school had to relocate (2009). All of these events, accompanied by negative press from potential enemies, identified Mariano Cubí y Soler as a corrupt school administrator who led Colegio Fuente de la Libertad to its closure (Ramos Aguirre 2009: 72). The chain of unfortunate events experienced in Tampico de Tamaulipas motivated Cubí y Soler to leave Mexico and on 15 December 1835 he moved back to New Orleans, Louisiana.

### **End of his life and death**

Upon his arrival in New Orleans on 24 December 1835 Mariano Cubí y Soler became immersed in the study of phrenology. His works in the study of phrenology made Cubí y Soler a recognized name and distinguished professor in that field. He published many phrenology resources and worked with many organizations that promoted the study and understanding of this fertile field. After his move back to New Orleans in 1835, Cubí y Soler moved to Jackson, Louisiana, to renew his teaching career at the College of Louisiana on 10 August 1837 (Centenary College of Louisiana n. d.). The College of Louisiana was struggling financially and in 1845 Centenary College of Mississippi bought the institution to form what is currently the Centenary College of Louisiana (Morgan 2008). Not only was the College of Louisiana struggling financially but it was also competing to retain Cubí y Soler's interest. It seems as though Cubí y Soler was unhappy with his position as a professor of modern languages and tried to resign on October 1839 (Shaw 1944). However, the board of trustees from the College of Louisiana asked him to reconsider. After deciding to stay as a faculty member that year, he later resigned on 29 April 1842 (Centenary College of Louisiana n. d.).

After many years working throughout the United States and Latin America, he decided to move back to Spain on 23 June 1842 (Arañó 1876). In Spain, Mariano

Table 1. Mariano Cubí y Soler's life trajectory and most prominent life events

<b>1801</b>	Cubí y Soler was born in Malgrat de Mar, Spain, on 5 December 1801.
<b>1821</b>	Cubí y Soler sailed to the United States on 2 March 1821 and landed in Norfolk, Virginia, on 21 June. He began working as Professor of Languages at Mount St. Mary's University on 20 October.
<b>1829</b>	Resigned as a professor at Mount St. Mary's University and moved to La Habana, Cuba, on 15 February 1829. Founded the Colegio Buena Vista in Cuba, which relocated in November 1830.
<b>1831-1832</b>	Founded Cuba's first academic journal, the <i>Revista y Repertorio de la Isla de Cuba</i> , later known as <i>Revista Bimestre Cubana</i> , in May 1831. In February 1831 he conceded rights and authorship of the journal to the Sociedad Económica de Amigo del País.
<b>1832</b>	Cubí y Soler resigned as director of the Colegio Buenavista, which was then renamed Colegio de San Fernando on 2 October 1832. He then moved to New Orleans on 23 December.
<b>1833</b>	After a short time in New Orleans, Cubí y Soler moved to Tampico de Tamaulipas, Mexico, in March 1833. On 14 April he founded the Colegio Fuente de Libertad with D. Tomás Rossell.
<b>1835</b>	The Colegio Fuente de Libertad closed due to lack of funds, scandals and diseases. Cubí y Soler moved back to New Orleans on 25 December.
<b>1837</b>	Cubí y Soler moved to Jackson, Louisiana, north of New Orleans, and became a professor of modern languages at the College of Louisiana at Jackson. He began studying phrenology.
<b>1842</b>	On 29 April Cubí y Soler resigned as professor at the College of Louisiana at Jackson and moved back to Spain.
<b>1875</b>	Cubí y Soler died from apoplexy on 5 December 1875.

Cubí y Soler fought intensely to promote the study of phrenology, but experienced resistance from many professionals and religious leaders who disagreed with its principles. During the 1850s and 1860s, Cubí y Soler continued promoting the knowledge of phrenology through Spain, published books about diverse topics, and worked on many manuscripts that were never published. On 5 December 1875, at the age of 74, Mariano Cubí y Soler died from an apoplexy (Arañó 1876) that left him speechless for eight days. Although he never married, his friends and family members ensured that he was well taken care of during his last days of life. Table 1 summarizes Mariano Cubí y Soler's life.

## Conclusion

The life of Mariano Cubí y Soler was marked by many failures, innovative contributions to academia, and the continued search for personal and professional improvement and scholarship. The work and academic contributions of professor, schoolteacher, author, editor, school director and founder, translator, linguist and phrenologist Mariano Cubí y Soler is, without a doubt, one of the most prominent of its time. In honour of his legacy, a sculpture was inaugurated on 1956 in Plaça Marià Cubí, in Malgrat de Mar in the province of Barcelona, his place of birth. Similarly, the City Council of Malgrat del Mar presented the name Escola Marià Cubí i Soler on 28 December 1973 to an elementary school in recognition of Mariano Cubí y Soler's merits in the field of education and to honour his memory (Escola Marià Cubí i Soler 2018).

Cubí y Soler's innovative work, pioneer publications and creative reforms as a Spanish professor in the United States while teaching at Mount St. Mary's University and at the College of Louisiana are reflections of his arduous dedication, commitment and reiterated efforts to facilitate the acquisition of Spanish within the United States (Pentón Herrera 2018: 322). Furthermore, his academic contributions as director of illustrious schools in Cuba and Mexico set the tone in the trajectory and evolution of secondary education in Latin America. Thus, the authors of this article deem it necessary to acknowledge and recognize the works of Professor Mariano Cubí y Soler as the beginning of the academicization of the Spanish language in the United States during the 1800s. Similarly, we seek to recognize the impact his contributions had on the betterment of secondary education in Latin America, specifically in Mexico and Cuba. Further research into Cubí y Soler's work could delve into a comparative frame of his nineteenth-century textbooks with language-learning works used in the sixteenth century to the textbooks used today. Although we have highlighted the many contributions and innovations Cubí y Soler brought to language pedagogy, not much was found about the relationship between Cubí y Soler and other grammarians and linguists, creating another space for future research. With such room for expansion in scholarly endeavours about Cubí y Soler and his contributions, we expect that scholars will find more information about Cubí y Soler's impact on Spanish language acquisition.

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