

The SEMI-MONTHLY MAGAZINE SECTION

A Magazine for your Reading Table

CONTRIBUTING EDITORS' PAGE



Mr. Elbert Hubbard

The Schoolma'am Follows the Flag

By ELBERT HUBBARD

WHEREVER the Romans conquered a country—and their business was to conquer—they established schools.

In these schools they taught the manners, customs and language of Rome.

What would you expect them to teach?

This has been the universal rule since history began: the country conquered has been forced to learn the language of the conquerors.

The Latin tongue became at once the official language of every country that Rome overran, just as the Americans have introduced American schools in Cuba and the Philippines for the teaching of the English language.

The schoolma'am follows the flag.

Speak as the Conqueror Speaks

ALWAYS and forever the conquered are made to forget their history and abandon their language.

Spain in 1490 made it a capital offense to speak and write in Hebrew.

In Poland, Russian is the official language.

In Ireland, the Gaelic was for years a forbidden tongue, spoken only in whispers.

In all of our Indian schools, the pupils are forbidden to speak their tribal language, and punishments are often imposed for so doing by forbidding the culprit the dining-room.

The Romans established their schools in Gaul, and always and for ever the Goths, Piets, Ostrogoths and Vandals were forced to speak as the Romans and do as the Romans did.

The only seeming exception to this rule was in the perpetuating of the Greek tongue by the Romans. But this was on account of the value which the Romans placed on Greek learning; moreover, Greek was not taught until Greece, had as a nation, ceased to exist.

The descendants of the Teutonic Tribes, subdued by Rome, still teach the language of their captors, and count it an accomplishment.

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The customs of the Coliseum are continued on college football fields, and our Stadium plans are a direct steal from the rogues who forced the idea on our forebears and then died from fatty degeneration of the cerebrum and over-eating.

The Aristocracy of Language

WE REGARD any man who can speak and write the Latin language as being immune from the taunt of being a barbarian.

Once the barbarian was simply a man who was not a Roman, but when he learned the language of Rome he was accepted as a citizen, provided he did as the Romans did.

Also, the man who could speak Latin did no work—all the drudgery was performed by barbaric slaves. To do useful labor was to forfeit your social position.

And the precedent still survives in good society and is fostered in our schools and colleges. Dead languages and dead ideas have long ruled the world.

To break from this tyranny of the past and point to an ideal that has never been realized will be the work of the pedagogue of the future.

The Education of the Future

WE will not incarcerate the youth in order to teach him. Foul air and bad light will not always be ever-present factors in an education. We will work for qualities, not cleverness; for self-sufficiency, not "marks."

The ideal education will tend toward bodily grace and vigor—for physical effectiveness, for truth, courtesy, efficiency and happy self-reliance.

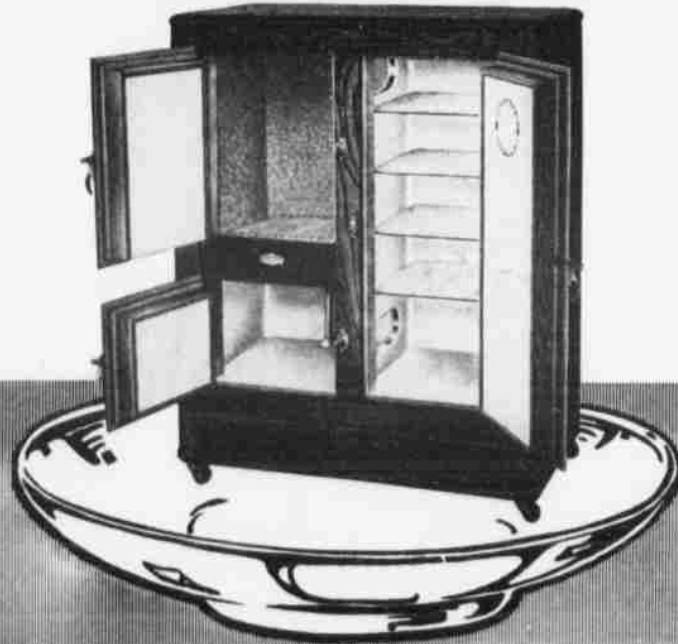
We will have physical culture, not professional athletics.

Nor will we segregate the sexes and seek for "passivity" as an element of an ideal motherhood, with patronizing reference to the "weaker sex" and gentle gibes, such as "Frailty, thy name is Mary Jane."

A goodly part of our education will involve useful effort in gardens, meadows, groves, and fields, under the blue sky or in the face of wind and rain; men and women working side by side under skilled leadership in joyous equality, filled with health and animation.

Out-of-door schools, where useful work forms the principal curriculum—not lessons from musty books and lectures by anæmic professors—will cure us of our maladies, pluck from memory its rooted sorrow, render hospitals obsolete, eliminate asylums, render prisons useless, and put a "For Rent" sign on every jail.

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