

by the methods of the Inquisition. Though many of the Aztec institutions are suggestive of mental power and latent possibilities in their originators, yet when tested, in common with those of all other races of the western continent, they have been found wanting. Examples of the instability of the strongest of them are seen in the conquest both of Peru and Mexico. The slavish devotion of the Incas to their emperor had begotten in them an incapacity to act without his direct command; and hence when profane hands were laid upon his sacred person, the thousands of the empire, because unbidden, made no effort to rescue him from a handful of Spanish adventurers. The short-sighted policy of the Mexican ruler, on the other hand, was such that his vast possessions were held together only by the power of his arms and the terror of his name. The wily Cortez seeing this, fanned the smouldering embers of discontent into flame, and then with less than a thousand followers greedily grasped the spoils of the conflagration. Unable to cope with the adverse influences of a foreign civilization, the Aztec has withdrawn from the contest whose results depend upon the survival of the fittest. "And in his faltering step, and meek and melancholy aspect, we read the sad character of the conquered race."

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## Contributed.

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### THE AMERICAN STUDENT IN GERMANY.

#### II.

##### STUDENT LIFE IN GENERAL.

A man should know everything about something: our age demands specialists. For this purpose the German University will be found of surpassing value. But further, a man should know something about everything. Hence the peculiar fitness of a University situated in the midst of a great city. The student receives a general as well as a special education, and it would be difficult to say which is of higher importance. Each supplements the other. A Harvard professor, writing to a friend here in Berlin, says, "A residence in Germany is helpful to the student mainly because it enables him to gain the mastery of a new language, and gives him a general culture which he can nowhere else receive as fully." President Andrews of Brown, in his parting words of counsel said to me, "Do not neglect the education that lies

beyond the walls of the class-room. Study the people, study the times, and remember that foreign travel is one of the first factors in the education of the wide-awake student." In Berlin there are countless opportunities for study of a general character. Many students come to Berlin from other German cities; few who have attended here are willing to go elsewhere.

The acquirement of the language is of primary importance. This element should not be underestimated. No language is stronger or more expressive than the German, and the study of none is more imperative. It contains almost twice as many words as the English, and is the mother-tongue of millions of people. It is spoken everywhere in Central Europe, and in many sections of our own land. Further than this the Germans are the acknowledged leaders of thought. This is true in Science, in Philosophy, in Theology, in almost every department. Understand their language and you have turned the magic key, and opened to yourself a treasure-house of learning. The wealth of literature bound up within the limits of the German tongue is marvellous. In this connection I would emphasize the value of earnest preparation. The undergraduate student while in College will do well to make himself as proficient as possible in the German language. Then, when he stands within the precincts of the Berlin Royal Library and makes ready to explore its secrets, he will be animated by the spirit of conscious strength and buoyant helpfulness. Yet many men come to Germany with very little knowledge of the language. Most of these spend two or three months in Heidelberg, Hanover, or some other smaller city, devoting all their time and labor to the mastery of the German. Then they journey on to Berlin, arriving here at, or shortly before, the opening of the winter semester. Were the student to gain nothing from his life here except a thorough acquaintanceship with the language, spoken and written, he might consider himself rewarded for his trouble. In point of fact his acquirements cannot be of so limited a character, unless he be wholly recreant to his opportunities.

I have referred to the Royal Library. Many of the rarest works extant are to be found upon its shelves. It has, altogether, over one million volumes. It is open to every student of the University, free of charge, on condition that the honesty of his character is vouched for by one of the professors or officers of