

Quixote, the famous hero created by Cervantes, in his make-up, and failed in his high endeavors at reform because he, like Quixote, did not learn the lesson that often men accept great truths but slowly. It is easier at times to lead than to drive them.

---

## WOODROW WILSON IN LANCASTER

By WILLIAM FREDERIC WORNER.

**D**URING the winter of 1895-6, Dr. Woodrow Wilson, of Princeton University, universally acknowledged as one of the most magnetic speakers in America, delivered six lectures in Lancaster, under the auspices of the local University Extension course, on "Leaders of Political Thought." Tickets for the entire series were one dollar. The lectures were delivered in Maennerchor Hall, 250 North Prince street.

The first lecture was on Thursday evening, November 21st, 1895. The Rev. Charles L. Fry, the scholarly pastor of Trinity Lutheran church, introduced the speaker, in glowing and commendatory terms; and said that the University Extension movement had reached its highest success in securing so able an instructor to present the subject. Professor Wilson held the closest attention of an audience of several hundred people with a brilliant discourse upon the philosophy and character of "Aristotle, the Father of Political Science." The lecture was additionally effective as he spoke without notes, and many bits of keen humor charmed his hearers.<sup>1</sup>

The Daily New Era<sup>2</sup> thus commented on the address:

"To attempt an abstract of the lecture would be futile, as the line of thought which pervaded the whole talk was so skilfully connected, the syllogisms were so pertinently inserted, the logic so smooth, and the conclusions so convincingly drawn, that each division bore a relation so intimate to the ones immediately preceding

---

<sup>1</sup> The Daily Examiner, Friday, November 22nd, 1895.

<sup>2</sup> Friday, November 22nd, 1895.

and succeeding it, and it, in turn, to the whole, that nothing but a full publication would do it justice. Professor Wilson makes every point particularly clear, and is specially apt in the choice of his illustrations. He speaks in a didactic manner, acquired, doubtless, through class-room influence, and this style is very appropriate for a University Extension lecture. He makes no attempt at oratory, is modest and unpretentious in all respects, and yet what he says is oratory of the most polished type in that it unconsciously appeals to the mind and heart. In the course of his address, he delved in the most profound and abstruse thought, but was never ambiguous nor obscure; and he made the subject, (which in the hands of a less skilful person might have been unentertaining), so intensely interesting, that he held the undiverted attention of his auditors from the time he uttered the first word till his lips closed on the last syllable. His manner, also, in speaking is pleasant. His gestures, which are few, are graceful but emphatic; he possesses a strong voice, and is very distinct in utterance. In fact, he combines all the qualities essential in a highly successful lecturer. . .

“Professor Wilson left the stage amidst rapturous applause, and then engaged on the floor in a general discussion of the subject.”

Two weeks later, Dr. Wilson was again in Lancaster and delivered the second lecture of the course, before a good sized audience. His subject was “Machiavelli, the Politician of the Renaissance.”

The Daily New Era of Friday, December 6th, 1895, said of his lecture:

“We cannot help paying a tribute to Dr. Wilson’s admirable manner of presenting his subject. Thoroughly master of it and of a style as strong, limpid and incisive as any we have ever heard on the platform, he proceeds to expose, examine, dissect and pronounce judgment in language admirably adapted to his purpose. His short, clear sentences are models, while his aptness in illustration is at once helpful and excellent.”

A large audience assembled Thursday evening, December 12th, to listen to Dr. Wilson’s lecture on “Montesquieu, the French Political Seer.” That the gifted speaker was thoroughly master of his

subject, both in matter and manner, is evident from the following comment, which appeared in *The Lancaster Daily Intelligencer*:<sup>3</sup>

"Lancastrians who lay claim to any degree of culture and erudition, and who are neglecting to attend the present University Extension lectures by Professor Woodrow Wilson, are simply missing a grand intellectual treat, such as they may not have an opportunity to enjoy soon again. Professor Wilson is a lecturer who has now a foremost place among the most polished scholars of the day. One is hardly able to determine whether one is more impressed with wonder at the inexhaustible knowledge he has at ready command, or charmed with the 'well of English undefiled' from which he draws so copiously and pleasantly in clothing his thoughts and presenting his subject to his hearers."

The fourth lecture was delivered Thursday evening, January 2nd, 1896, on "Burke, the Interpreter of English Liberty." The *Lancaster Daily Intelligencer*,<sup>4</sup> in reviewing the address, stated that it was impossible for a casual report to do anything like justice to this superb lecture; that nothing like it had ever been heard in Lancaster.

A week later an unusually large audience was highly entertained and delighted by Professor Wilson's lecture on "De Tocqueville, the Student of Democracy."<sup>5</sup>

The last lecture by Professor Wilson under the auspices of the University Extension course, was delivered Wednesday evening, January 15th. The attendance was large and the address thoroughly enjoyable. The subject, "Bagehot, the Literary Politician," was treated in a manner highly pleasing to the fine audience.<sup>6</sup>

Perhaps the only subsequent time that Woodrow Wilson appeared in Lancaster to speak on a special occasion, was Friday, January 7th, 1910, on the occasion of the inauguration of Rev. Henry Harbaugh Apple, D.D., as president of Franklin and Marshall College. Dr. Wilson was at that time president of Princeton University, and was one of the many distinguished educators and public officials present. He was the principal speaker; and his

---

<sup>3</sup> Friday, December 13th, 1895.

<sup>4</sup> Friday, January 3rd, 1896.

<sup>5</sup> The *Lancaster Daily Intelligencer*, Friday, January 10th, 1896.

<sup>6</sup> The *Lancaster Daily Intelligencer*, Friday, January 16th, 1896.

address was characterized by the same sound philosophy which was to make him a commanding figure in international affairs a few years later.

The inaugural exercises were held in the Fulton Opera House, before an audience composed in part of many representatives of educational institutions from all parts of the country. The ceremonies were preceded by an academic procession from the First Reformed church to the Fulton Opera House. Few exhibitions of a similar character had ever been held in Lancaster, and the long line of marchers, in caps and gowns, was of unusual interest to the townspeople. After the induction of the new president by George F. Baer, president of the Board of Trustees, and Dr. Apple's response, Dr. Wilson delivered his address.<sup>7</sup>

When asked by Dr. Apple for a copy of the speech, two days before it was to be given, Dr. Wilson replied that the address would be extemporaneous. His exact words, however, were reported in short hand by Walter A. Miller, court stenographer. In addition to the high ideals expressed and wise comment on life and activities applicable to colleges to-day,—the phrasing, use of words, and the clear concise diction, could not, in the opinion of Dr. Apple, have been improved upon had the address been written months in advance.

#### DR. WILSON'S ADDRESS.<sup>8</sup>

Dr. Wilson spoke as follows:

**"MR. PRESIDENT, LADIES AND GENTLEMEN:**

"I feel it a real privilege and honor to stand here as a representative of other educational institutions of the country, to convey to you our hearty greeting and congratulation. This fellowship of universities and colleges, represented by a company such as now sits about me upon this stage, is a very pleasant and a very hopeful thing. It means that we recognize, and are glad to recognize, our close association in the common enterprise to which we have devoted ourselves; and it is a very pleasant thing that, whenever an audience like this gathers to greet a new officer of the institution which they know best, the rest of us are privileged to come from our several places of hope and of undertaking, to convey cordial messages of congratulation.

"If I were speaking to you in private, Sir, and with the candor which one permits himself in private, I should also extend to you my sympathy and

<sup>7</sup> The Lancaster Daily Intelligencer, Saturday, January 8th, 1910.

<sup>8</sup> Published in the Lancaster New Era, Saturday, February 9th, 1924.

condolence. You have come into a singular company, Sir, — the company of college presidents. Their position is a very prominent one, and, I dare say, is regarded as a very happy one; but there is one circumstance of peculiar responsibility which it is almost impossible for them to meet — they are expected to go everywhere and talk about everything; and I am afraid that it must be admitted that most of the things they talk about, they do not understand. I admit that this gives them a certain oratorical freedom which they would otherwise not possess. One is able, in discussing subjects of which he knows nothing, to throw off all those trammels of natural restraint which he feels when he understands the difficulties of the matter with which he is dealing.

“But, to turn from jest to earnest, it is a very interesting circumstance of our day that college presidents are called from their individual and local tasks, to address companies of their fellow-citizens on so many different occasions. For my part, I do not regard it as a compliment to them, but as the attitude of our country toward those who represent learning and who may be assumed also to approach great questions of public interest without selfish pre-possession.

“I believe that college presidents are called upon for counsel in our day because it is assumed that they will give unprejudiced advice. There is nothing for a college president to gain by the attitude he may take upon public questions. It is the honorable character of all our institutions of learning that they leave their members free to think as they choose to think, as honest men. There is nothing to gain and nothing to lose by the position we may take upon questions of the day. There is no absorption on the part of the men in the college faculty in any one of the many special interests of our day.

“I was saying to a company of gentlemen, not long ago, that it seemed to be the duty of a college to make young gentlemen as unlike their fathers as possible; by which I did not mean any disrespect to the fathers, but merely this, that by the time a man is old enough to have a son in college he has become absorbed in a special undertaking, saturated with all the considerations of a particular business, and, therefore, stands at a single point of view. It is necessary for America that each generation of young men, as they come on, should be re-generalized, should be shown again the general map of public interest, not prejudiced by special considerations of particular undertakings; and that, before they serve America in some single harness, they should see America, as much as possible, as a whole, undivided, not allotted to provinces, not scattered amongst contending interests. And so I suppose that that is the natural point of view of the college president, in looking at the various questions which he is called upon to discuss.

#### COLLEGE LIFE ABSORBING.

“You are called, Sir, as we all are, to preside over the training of young men, and the great questions which we have been facing in the academic world in recent years are questions which go directly to the heart of the in-

quiry: What constitutes a proper training for young men? I mean, what academic training is it that we wish and desire to give them? It is not an easy question to answer; and you know that the country, in recent years, has grown very audibly critical of the existing programs of the colleges of the land. It is being perceived that there is something lacking in what the colleges are now doing, whatever it may be that they profess to do; and I, for my part, regard that discontent and that audible criticism as a very wholesome thing, for the college itself. I do not think that the difficulty lies so much in the programs of the colleges as in their performance; and I do not think that their performance falls short of their professions because of any lack of assiduous work on their part or conscientious effort to do the thing they set out to do. I think that it is because of the students—I think that it is because college life, in our day, has become so absorbing a thing and so interesting a thing, that college work has fallen into the background.

“I still give myself the pleasure and privilege of lecturing to classes at the university to which I am attached; and I am constantly aware, on Monday mornings, when I meet my class, that things have happened on Saturday which make it very unnatural for a body of young gentlemen, at 9 o'clock on Monday morning, to think seriously of the subject of jurisprudence. I feel very often like a man snapping his fingers for attention, bound to do something in particular to wrest their thoughts away from the absorptions of their life, and bring them into some quiet place, where those great trade winds of doctrine which blow through the world of business may be felt. And I dare say, indeed I know, that my colleagues feel the same contest—a contest almost between the atmosphere they breathe and the words they speak. The atmosphere is not a conducting medium, because it is the atmosphere of a great many admirable and entirely innocent things—sports, all sorts of social engagements, all sorts of amusement, all sorts of undertakings which are of a semi-intellectual nature, but only a semi-intellectual nature. And so, what we get, in this atmosphere surcharged with the energy of these other things, is the small residuum of their attention. The tables, therefore, are entirely turned upon us. We are occasionally restored to, but we do not occupy, the front of the stage.

#### SOCIAL LIFE OF COLLEGES.

“That, it seems to me, is the real danger and the real difficulty of modern college training; and I think that it arises, in part at any rate, from the circumstance that our social life has invaded the college. The college is no longer a place set apart, it is just a little section of the world where certain young gentlemen are professing to do certain things and really doing other things, and those things are what all the rest of the world is doing—except its business. If it included its business, I should see very valuable training in it; but it is everything except the business. The business that goes on there is only make-believe business.

“Certain young gentlemen think they get business training in going out and soliciting advertisements for the college publications; but I wish you

would examine those advertisements. One of our college publications is a literary journal that has a very small circulation (though I think, for my part, that its contents are excellent), and in this journal, circulating only among college boys, there is a very large advertisement of the Baldwin Locomotive Works. Now, that, clearly, is not business. Nobody at the Baldwin Locomotive Works can possibly have supposed that any under-graduate was going to buy a locomotive. We know perfectly well that some officer, paying for it out of his own pocket, and not out of the funds of the company, presented that advertisement to this young gentleman as an encouragement. I say that that is not practical business,—to solicit advertisements which are given to you because of the interest in you of the persons who give them to you. And so with the rest of the so-called business that invades college life. It is supported, not by success, but by taxation—for the most part, by taxation on the Freshmen. The under-graduates are assessed, and are expected, by the opinion of the college, to yield to the assessment. That, again, is not business. It is not upon the financial foundations which business must really rest, namely, of successful management.

#### URGES PROPER VIEWPOINT.

“And so we are in the case of those who must recapture the strategic positions which are necessary in order that we should be the real purveyors of knowledge. And if social impulses, social ambitions, social arrangements, which pervade the rest of the community, invade the college, what is going to happen? The college is going to lose its democratic feeling; and if the college loses its democratic feeling and its democratic character, it shall have ceased to serve the nation. For the peculiarity of all the vital force of history is, that it has come from the bottom, and not from the top.

“I have again and again said to my own students, that what saved the Middle Ages—saved the Middle Ages from dry rot—was the existence of the Roman Catholic Church; because the Roman Catholic Church supplied the great states of the Middle Ages with the men who were their successful administrators. It did so because it was itself an absolutely democratic organization. There was not a peasant so humble that he could not become a priest, nor a priest so obscure that he might not rise to be Pope of Rome; and, through these open channels of promotion and of learning, the Middle Ages were supplied with their administrative capacity, not by the aristocracy, but by the democracy that was common to them all. And so, in every state, in every age, the renewal has come from the bottom—from the roots, not from the branches. Men of culture, men of achievement, may be the flower of a civilization, but the flower does not supply the plant with its power; it is the mere expression of what has come from the dark and silent processes of the obscure earth.

“When our colleges, therefore, cease to be the open channels for this renewal, they will have ceased to be worthy of the patronage of the nation; they will have ceased to supply it with the things that are necessary for its renewal and for its wholesome life.

"It seems to me to be a very happy historical circumstance which united in the name of this college the two names of Franklin and of Marshall. It has always seemed to me that Franklin, was, perhaps, the most typical American of all, — the man, who, without much formal assistance from any kind of school (going to school to life itself, and upon a free stage where capacity told), went from achievement to achievement, until it seemed as if the common man were placed upon a throne because of his native capacity. And Marshall, the embodiment of the old traditions of order, of historic principle, that structural iron of the law about which all our edifices must be built! It has interested all students of the legal decisions of Chief Justice Marshall that they are singularly lacking in what almost all other decisions bristle with, and that is, references to specific cases or decisions. Marshall seems always to be drawing out of the springs, — seems always to be reasoning out of something inherent in the law and inherent in all political life, seems to be drawing, consciously or unconsciously, upon the historical experience of the race. Now, a lad like Franklin, in his origin, put in the atmosphere in which Marshall's mind moved, is the typical educated American. The man of the people, who has submitted himself to the processes of the ages, is the man we should seek to make typical of all our educational processes.

"I do not belittle, I do not underestimate, the great advantages of generations of culture. I think that a man who comes of a family which, for generations together, has breathed the air of the old world as well as the new, enjoys an incalculable advantage. There is the more shame upon him if he does not go a longer journey than the other man with less advantage than he. But I do mean that the colleges are not so much for such a man as they are for the others, because such men come from homes where there is an education to be had by those who merely breathe, by those who merely listen, by those who merely converse. They are put into touch with the resources of the intellectual world.

"I believe that we are engaged in our profession in a sort of minor statesmanship, a statesmanship which has nothing to do with parties, but which does have everything to do with the life of the nation; that it is our function to think, not so much of the individual, nor so much of the individual's profession, as of the country he is going to serve; and that our prime object in all cases ought to be, to give him such a training that, whether he follow this calling or that, he will serve America as America should be served, by enlightened and disinterested men. That, I say, is, in my view, a minor sort of statesmanship. It is our very solemn duty to see that the things that interfere with the sort of saturation which a man must get and which constitutes his education, must be absolutely removed in order that our processes may have leave to work their perfect work.

"Knowledge, ladies and gentlemen, is not education. No amount of information makes a man educated. Some of the best informed men I ever knew were the crudest thinkers I ever met. Some men who can throw chunks

of information at you big enough to floor you, throw them in chunks and do not know how to dissect or to discriminate their parts. Some men, full of knowledge, are so full that they cannot move; their minds are so crowded that they cannot see what it is that they contain. If you will give me the man who has passed knowledge through his brain and forgotten it all but retained every habit, every capacity, every impulse that it gave him, I would prefer him in every instance to the man who has retained it, but has not known what to do with it.

“Education consists in the establishment in the mind of certain habits and powers that are established by long use, by constant practice, and it does not consist in the accumulation of knowledge.

#### PASS BY TEACHINGS.

“If we regard ourselves, therefore, as mere purveyors of knowledge, we have thought of ourselves in the light which is the least of all the lights in which we should think of ourselves. It is characteristic of some of the most distinguished graduates of our colleges, the men distinguished for their achievement, that they have forgotten, ten years after they graduated, everything they were taught when they were under-graduates; but they have not forgotten how to use their minds, and so it does not make any difference whether they have cast away the old stuff, whether they used it or not.

“It does not do a baby any harm, after its teeth are out, to have thrown away the gum that it used to chew on. The point is that the teeth are out and that he knows how to chew things that are worth chewing. It is all in knowing how to eat and how to digest. It is not that you have eaten certain cataloguable things. I know persons who come back from Europe and talk of nothing except the food that they had at this, that, and the other hotel, which is evidence that food was all they got in Europe, and they could have gotten food just as comfortably and sometimes better cooked, if they had stayed at home.

“That is, to my thinking, a type of the mind that has had plenty of information, but no education—through whom the information has passed innocuous. You know, for a long time, for an entire generation, we ate whole wheat, being told, by those who knew what whole wheat contained, that there was more nitrogen in whole wheat than in the wheat with the husks taken off. So for a whole generation we gulped whole wheat. And then some kind gentlemen came along and told us that it was quite true that it did contain more nitrogen than the other, but in such form that it could not enter the system, and that all that it did was to go a procession through us; and so we were delivered from the necessity of eating whole wheat. And so with much of the information that passes through a man's mind. It is good information, it is excellent stuff, if he would only let it enter into the color and texture of his mind; but he does not, and, therefore, he might as well not pass it through his mind, which would give the mind less labor and would do it no harm.

## RELEASE OF FACULTIES.

"We are bent upon the undertaking therefore, of releasing the faculties of men, making them serviceable in whatever they undertake; and it is the characteristic of modern American life that occupations do not hold steady in their processes. Their processes change very rapidly, and that man is the best equipped man for American life who can change his process over night. If he has been taught only the process, he cannot; but if he is taught to use his mind upon any process, he can. And that is the educated man.

"I congratulate you, therefore, Sir, upon having come out into a field of battle where the weapons are the harmless weapons of speech, but where there is a great deal to do and a great deal to fight for; and in my opinion, the best weapon is absolutely candid speech, having no secrets from anybody.

## EDUCATION IS URGED.

"This is not private business; it is public business. I have always entertained the private opinion that the way to conduct the public business was to tell the public all about it. I know that some politicians do not agree with me; but I know that the most formidable President [Theodore Roosevelt] we have had recently made things very lively by following that idea. Now, I believe that that is the way to reform what there is to reform in the college. They are not vices; they are simply destructives. The way to reform what there is to reform in our modern college life is to let the people know what the actual facts are in the colleges—not facts that might make them fear for the morals of their sons, but facts merely that give them reasonable fear that their sons will not get educated. And then we shall ask their co-operation in the removal of these obstacles, for we must remember, Sir, that a man may gain the whole world and lose his own soul; and I am afraid that is what we (I mean the members of faculties) are trying to do: gain the whole world and are in danger of losing our own souls—gaining the whole world by calling great groups of students about us, but losing our own souls by not having any atmosphere to breathe which is the real communion of thought, the real academic spirit. If these be real dangers and not fallacies of my own, then you, Sir, have come into a difficult task at a very strategic moment."

## AT THE INAUGURATION.

Dr. Woodrow Wilson arrived in Lancaster Thursday evening, January 6th, and was entertained by Mr. and Mrs. John W. Appel in their delightful home, "Abbeville"—a fine old mansion on the Lancaster and Columbia turnpike, now a part of the Lincoln highway, about half a mile west of Lancaster city. It was in this historic house, which was, from 1826 to 1830, the home of Langdon Cheves, Congressman from South Carolina and speaker of the

House of Representatives, that the future President of the United States spent the night.

Mr. Wilson did not attend the luncheon given, by the late William Uhler Hensel, Esq., to the visiting delegates from universities and colleges at the Hamilton Club in Lancaster, following the exercises of inauguration in the Fulton Opera House on January 7th, at which time he delivered the principal address and received the honorary degree of Doctor of Laws. Instead, he preferred to attend the luncheon which Mrs. Appel gave in her home to the ladies who accompanied the visiting delegates. Of course, the ladies were delighted and enjoyed the rich privilege of his conversation which was always charming. The distinguished visitor left for Princeton, N. J., by train early on Friday afternoon.

Dr. Henry H. Apple, president of Franklin and Marshall College, writes as follows: "President Wilson had a retiring disposition, and often avoided crowds like those at Mr. Hensel's reception, even though it was composed of his fellow college presidents. So you can take your choice as to whether he preferred the ladies or wanted to avoid the effort to talk with the men.

"At similar occasions President Wilson was generally the center of group conversations. He usually took the lead in entertaining. I remember returning from the inauguration of President Lowell at Harvard, when President Wilson, in the pullman car, was put to the test as to how many limericks he could recite. The test was never finished. The journey ended when he had gone beyond fifty."

On July 4th, 1913, Woodrow Wilson, then President of the United States, attended the semi-centennial observance of the Battle of Gettysburg, and delivered a masterly address, entitled, "Five Minutes for Memories." Immediately after the address, the President left for his summer home in New Hampshire. The special train, containing the President, accompanied by his private secretary, Joseph P. Tumulty, and Congressman A. Mitchell Palmer, arrived in Lancaster at 2:25 P. M., July 4th, and remained in the old Pennsylvania railroad station at North Queen and Chestnut streets, about five minutes. Few knew of his coming. He came out upon the platform of his car, and a small number of people who happened to be in the vicinity of the station, had the pleasure

of shaking hands with him,—a Grand Army veteran who had returned from Gettysburg, being the first to receive a hand clasp. Mayor Frank B. McClain was also present and greeted the distinguished speaker.<sup>9</sup>

Our great World-War President fearlessly sought to do his duty as he understood it; and the name of no man of his generation will longer live on the pages of history or be more honored than his. It will always be a joy to us to know that on several occasions he was entertained in Lancaster—the home of James Buchanan, who, like Mr. Wilson, was distinguished for the purity of his statesmanship and the uprightness of his private character.

---

## JAMES BUCHANAN

**F**RANKLIN PIERCE, President of the United States, wrote to James Buchanan on March 30th, 1853, requesting him to accept the position of minister to England.<sup>1</sup> Twelve days later, Mr. Pierce sent Mr. Buchanan's name to the Senate and he was confirmed as minister plenipotentiary to Great Britain.<sup>2</sup>

As several months passed before Mr. Buchanan sailed for England to assume the important duties to which he had been appointed, it might be of interest to note some of the events which occurred in relation to him in Lancaster, Pa., at that time a city of 15,000 inhabitants—his home, and the place ever dear to his heart.

The decade following the inauguration of General George Washington as President of the new Republic, witnessed the formation of a number of military companies in many communities in the United States. Lancaster was no exception to this rule, and for a period covering more than half a century, down to the Civil War, the town boasted not only of one but of several military organizations. The men of the community took a keen interest in

---

<sup>9</sup> The Daily New Era, Saturday, July 5th, 1913.

<sup>1</sup> Life of James Buchanan by George Ticknor Curtis, Vol. II, p. 76.

<sup>2</sup> Ibid., p. 79.