REGENTS OPEN SESSIONS

IMPORTANT SPEECHES MARK FIRST DAY'S MEETING.

MANY WELL KNOWN MEN PRESENT—ADDRESSES OF GOVERNOR AND COLUMBIA'S PRESIDENT.

[BY TELEGRAPH TO THE TRIBUNE.]

Albany, June 30.—The first session of the fortieth University Convocation was held to-night in the Senate Chamber at the Capital. All day educators desiring to be present at the convocation were arriving in Albany and greeting each other at the headquarters in the Ten Eyck Hotel. There were many members present of the New-York State Teachers' Association. When evening came the Senate Chamber was crowded with spectators. There never has been such a large attendance at the opening session of the convocation. Among the spectators was Mrs. Odell, the wife of Governor Odell. There were present of the Board of Regents of the University Governor Odell, Charles E. Fitch, St. Clair McKelway, Daniel Beach, Pliny T. Sexton, Dr. Albert Vanderveer, William Nottingham, Charles R. Skinner, the Superintendent of Public Instruction, and John T. McDonough, Secretary of State.

Among others present were Nicholas Murray Butler, president of Columbia University; Professor Root, of Hamilton College; Professor John O'Hara, of St. John's College, Fordham; Charles J. Majory, principal of the Newton (N. J.) High School; President A. V. V. Raymond of Union, A. C. Anderson, principal of the high school at Forestville; Brother Arnold, of Manhattan College; the Rev. George H. Ball, president of Keuka College; J. Edward Banter, principal of the Binghamton High School; W. H. Benedict, of Elmira; John W. Chanler, principal of the Ellenville High School; Professor Frank L. Hoffman, of Union College; W. W. Hour, superintendent of the high schools of Whitehall, and Professor James H. Staller, of Union College.

The convocation was called to order by Mr. McKelway, and prayer followed by the Rev. Walton W. Battershall, of Albany. Mr. McKelway then expressed the sorrow felt in consequence of the death of the late Chancellor Upson. He declared that Mr. Upson co-operated with those who set their faces to the morrow, and, though he "preferred the old standards, he was hospitable to the new light after it had proved its own right and power to shine." Moreover, Mr. Upson was "as uncensorious in the field of faith as he was liberal in that of learning. The representatives of all religions found him fair and sweet tempered. All trusted him." Mr. McKelway concluded his speech by saying:

And now I would say a word to you about the outlook on education, were my function not only that of a presiding officer, and were not others to speak now on special phases or themes of education here. From them I will detain you no longer than as briefly as bluntly to say this: The people are thinking that education should inculcate morality as well as impart knowledge. They are convinced that the learned professions should require no preparation so long that their intending members must stand in the vestibule of middle life before they can become bread-winners. They are rating the calling of the teacher to be as high a one as there is in the world, one which should be the State's peculiar care, alike for the honor of learning, for the securities of citizenship and for the demands and expectations which nation and commonwealth have a need and a right to indulge, concerning ingenuous youth. The welcome of the State to the convocation will be extended by the Governor of New-York, to whom in advance I am sure the convocation itself will give a hearty greeting.

GOVERNOR WARMLY GREETED.

Governor Odell was greeted with great applause. He appeared to be in admirable health after his California journey. Speaking without notes, he quickly gained the attention of his hearers, and held it to the conclusion of his noteworthy address. The audience appeared to listen with especial interest to the Governor's suggestion that additional State aid be extended to high schools and academies, in order to enable them to admit without demanding a tuition fee non-resident pupils coming from neighborhoods without high schools or academies. The Governor said:

Education may be defined as the evolution of ideas and the adoption of the best thought of those who have preceded us. Knowledge and civilization go hand in hand. Opportunities come to every one, but the trained mind, through the power of discernment, is better fitted to cope with and conquer the problems of life. A nation is but an aggregation of individuals and the measure of its prosperity, and the respect which is shown it by other powers depends not so much upon its military armament as upon the intelligence of its citizens. Therefore every section of the State is interested in all other portions of the commonwealth and owes to every other locality the duty not alone of making of their children professional, scientific or business men, but of giving them the knowledge which will enable them to understand and appreciate to the full extent their duties and responsibilities as citizens. From our earliest history, dating back to the wisdom and the times of Alexander Hamilton, New-York has made education a function of government, an inherent right of the citizen, and has maintained the principle of taxation for and supervision of our educational institutions. From this beginning has grown the University of the State of New-York and its development from a mere supervisory body to the directing and controlling factor of all institutions having to do with secondary and higher education.

The common school system of the State, which was originally intended to be incorporated with and become a part of the regency, has been wisely left under the control and direction of the localities, permitting them to govern their own school affairs. With these latter functions the legislature and the executive have seldom interfered, and it has been only when there has been a positive denial or a manifest disinclination to give to a locality the benefits of a concrete and well defined plan of education that the local authorities have been overridden and a system substituted having for its object a greater benefit than that which was offered under antiquated and useless statutes.

So pronounced has been our advancement along educational lines that our State has become an example for many other commonwealths in the administration of their school systems. As I have said, an educated man is better fitted to grapple with the problems of life than one who has failed to receive the advantages which are so freely accorded. Science, surgery, medicine and the building up of great mechanical engineering departments in our schools and colleges, while of great importance to the State and contributing to its material prosperity and welfare, are no more essential than that the farmer or the mechanic should guide his plough or wield his hammer with intelligence and a knowledge of the result desired to be produced. The Regents of the University have a more important place to fill in the educational work of our great State than those who are charged only with the administration of a separate school or university. It is their function not alone to supervise and to inaugurate such changes as may be deemed beneficial, but it is also their province to stand as the sponsor for such expenditures of the public money as may be required to carry into effect the many wise regulations that from time to time have been instituted.

EXTENT OF THE REGENTS' WORK.

It is doubtful if our people, interested as they are in their own affairs, realize the extent to which our commonwealth has gone in this direction. While the primary education of our children is, of course, the first and paramount duty of the State, it is no less important that there should be brought home to the children of a larger growth the opportunities to supplement their earlier education with a more thorough knowledge of our literature and our sciences, and it seems, therefore, to me that one of the most important works that the Regents today are performing is to be found in the travelling libraries which they are sending from place to place in response to such demands as may be made for their use.

In the professions the wise supervision of the Regents in establishing standards, in fixing the time and course of study and in other directions, has resulted in marked efficiency, so that to-day the diploma which the young man or the young woman receives under the authority of the Regents means something and passes current and at par in every State and in every country throughout the world.

This body is a peculiar one. It is the only official State department where the term of its members is for life, and has other constitutional prerogatives and rights. Although its members are chosen from time to time by one or the other of the great political parties, it is absolutely without partisanship, and is actuated by the highest motives and the purest sentiment. While its progress and its achievements are the subject for congratulation, its duties are by no means fulfilled, nor is its work accomplished. There are still greater problems confronting them, demanding the most intelligent consideration. A new feature was incorporated into the school law at the last session of the legislature, by which not only an increased annual appropriation of $250,000 was given for primary and common school education, but a different principle was established for the distribution of school moneys, so that taxation for school purposes shall be by no means confined to the district to receive the benefit, but, on the contrary, that the stronger districts owe to the weaker the duty of giving to it a school system equal to their needs. So, too, in the development of the higher branches of education we owe to those districts that are without academies and high schools the same privilege that has been accorded for a common school education. While it is true that the State has furnished means and opportunities for collegiate education, it has been deficient in furnishing opportunities for preparation for the enjoyment of such privileges. I hope to see a system inaugurated soon whereby such pupils as desire these advantages may receive them without entailing upon their parents additional expenses. This, perhaps, might be met by a law which would enable the regents to reimburse those districts upon which responsibility might be placed for the additional burdens thus imposed. Education should be free in every respect. Our free school system should not be a misnomer. The privileges which are accorded the more fortunate in life, those more advantageously located with reference to high school districts, should not be denied to those who are less fortunate.

A CHANCE FOR ALL.

In these days of combination and fierce business competition, when it has been said that the opportunities of the young man and the young woman are few, compared with those which had been accorded our forefathers, we owe to them such a training of the mind as will equip them and fit them to meet these new conditions. While in no way acquiescing in what I believe to be a senseless cry that the door has been closed against advancement, I still believe that, with the duty of the State performed through the wise oversight and supervision of the Board of Regents and the Superintendent of Public Instruction, there is an opportunity awaiting every one who has the ability to grasp it.

How great, therefore, are your responsibilities, and how necessary that you should meet in these annual convocations to discuss conditions and to recommend changes where deemed of advantage to our educational system! Thousands of young men and young women, during the present month, have left behind them the joys and pleasures of school life, strengthened by the knowledge that they have acquired, with expectations and hopes of successfully meeting the stern realities of life. Before them is the possibility of failure or success, and how important that in their training nothing should have been left undone to have imbued them with a determination to succeed and to be the worthy successors of those who have written their names in our history, as great captains of industry, as the successful business and professional men of our time! If we leave this convocation with a determination that those with whom we have to do and who are to come under our control during the years to come shall be equipped to win success; with a determination that educational facilities shall not be circumscribed by sordid motives; with a determination to turn out into the affairs of life the educated man and the educated woman, who shall always be the best type of American citizenship, we shall have done more for the permanency of our State and of our country than can be achieved by feat of arms or through commercial successes.

ADDRESS OF DR. BUTLER.

Mr. McKelway then introduced Nicholas Murray Butler, president of Columbia University, to make an address on "Fundamental Principles of Education in the United States." President Butler was welcomed with hearty applause. He said:

It was my good fortune to hear one of General Garfield's most eloquent speeches. From the gallery of a great hall I looked down upon a scene where ambition, envy and patriotism were all struggling for expression in the national convention of a powerful political party. A candidate for President of the United States was to be chosen. The walls had trembled at the mighty cheers that thousands of strong, eager men had given for the leaders of their choice. Finally, amid perfect silence, General Garfield rose in his place among the representatives of Ohio, and made his way to the platform to put before the convention the name of the man whom he preferred above all others for President of the United States. He had been greatly moved by the tempest of cheering and applause which had greeted two of the names already in nomination, and he sought to lead the convention away from the passionate feeling of the moment to a more sober and substantial standard of judgment. With solemnity and deliberation, General Garfield opened his speech with these sentences:

"I have witnessed the extraordinary scenes of this convention with deep solicitude. Nothing touches my heart more quickly than a tribute of honor to a great and noble character; but as I sat in my seat and witnessed this demonstration, this assemblage seemed to me a human ocean in tempest. I have seen the sea lashed into fury and tossed into spray, and its grandeur moves the soul of the dullest man; but I remember that it is not the billows, but the calm level of the sea, from which all heights and depths are measured.

"When the storm has passed and the hour of calm settles on the ocean, when the sunlight bathes its peaceful surface, then the astronomer and surveyor take the level from which they measure all terrestrial heights and depths. . . .

"Not here, in this brilliant circle, where fifteen thousand men and women are gathered, is the destiny of the republic to be decreed for the next four years. Not here, where I see the enthusiastic faces of 756 delegates, waiting to cast their ballots into the urn and determine the choice of the republic; but by four millions of Republican firesides, where the thoughtful voters, with wives and children about them, with the calm thoughts inspired by love of home, and country, with the history of the past, the hopes of the future, and reverence for the great men who have adorned and blessed our nation in days gone by burning in their hearts—there God prepares the verdict which will determine the wisdom of our work to-night."

Often in listening to debates and discussions of matters far removed from things political, this counsel of Garfield's has recurred to me. It seems to be so easy in education as elsewhere to yield to the pressure of momentary feeling or temporary expediency, and to lose sight of the deep, underlying principles which should, and in the long run must, control our action and our policies, that we need constant reminders of what those principles are. Therefore, in accepting the invitation to address the convocation of the University of the State of New-York, I shall endeavor to place before you, though with necessary brevity, some matters which appear to me to be fundamental in our American educational system and policy.

LEADING PRINCIPLE OF EDUCATION.

First and foremost, I name this proposition and hold it to be fundamental to our American educational system.

While all forms of education may be under government control, yet government control of education is not exclusive, and the national system of education in the United States includes schools and institutions carried on without direct governmental oversight and support, as well as those that are maintained by public tax and administered by governmental agencies.

To get at what the people of the United States are doing for education, and to measure the full length and breadth of the nation's educational system, we must add to public or tax supported education all activities of similar kind that are carried on by private corporations, by voluntary associations and by individuals. The nation is represented partly by each of these undertakings, wholly by no one of them. The terms national and governmental are happily not convertible in the United States, whether it be of universities, of morals or of efficiency that we are speaking.

This point is of far reaching importance, for it has become part of the political jargon of our time that any undertaking to be representative of the nation must be one which is under governmental control. Should this view ever command the deliberate assent of a majority of the American people, our institutions would undergo radical change and our liberties and right of initiative would be only such as the government of the moment might vouchsafe to us. But we are still clear sighted enough to realize that our national ideals and our national spirit find expression in and through the churches, the newspaper press, the benefactions to letters, science and art, the spontaneous uprisings in behalf of stricken humanity and oppressed peoples, and a hundred other similar forms, quite as truly as they find expression in and through legislative acts and appropriations, judicial opinions and administrative orders. The latter are governmental in form and in effect; the former are not. Both are national in the sense that both represent characteristics of the national life and character.

The confusion between the nation's life and a nation's government is common enough, but so pernicious that I may be permitted a few words concerning it.

THE LIBERTY OF THE STATE.

When Hegel asserted that morality is the ultimate end for which the state—that is, politically organized mankind—exists, he stated one of the profoundest moral and political truths. But it is pointed out to us by political science that before any such ultimate end can be gained the proximate end of the development of national states must be aimed at. The state operates to develop the principle of nationality which exists among persons knit together by common origin, common speech and common habitat, through creating and perfecting two things—government and liberty. The first step out of barbarism is the establishment of a government strong enough to preserve peace and order at home and to resist successfully attack from without. This accomplished, the state must turn to the setting up of a system of individual liberty. It does this by marking out the limits within which individual initiative and autonomy are permitted, and by directing the government to refrain from crossing these limits itself and to prevent any one else from crossing them. After government and liberty have both been established, then all subsequent history is the story of a continually changing line of demarcation between them, according as circumstances suggest or dictate. In the United States, for example, the post office is in the domain of government; the express business and the sending of telegrams are in the domain of liberty. In different countries, and in the same country at different times, the line between the sphere of government and the sphere of liberty is differently drawn. In Germany the conduct of railways is largely an affair of government; in the United States it is largely an affair of liberty. Schools, for example, are to-day much more an affair of government than ever before, but they are still an affair which falls in the domain of liberty as well. In short, government plus liberty, each being the name for a field of activity, gives the complete life of the state.

A written constitution, it may be added, is a formal act of creation of a government and a careful delimitation of its powers. It also defines the sphere of individual liberty, directly or indirectly, and so the individual is protected by the state against the government. Through the government he is also protected against encroachment from elsewhere. In the constitution of the United States, for example, the individual is guaranteed by the state the rights peaceably to assemble and to petition the government for a redress of grievances, and the government must both refrain from invading these rights and prevent others from invading them. If the government should fail to do this, the state, which created the government, would surely remodel or destroy it.

I shall not apologize for this excursion into the domain of political science, inasmuch as I hold the distinction between state and government to be of crucial importance for right thinking upon the larger problems of our educational polity. When once the distinction between state and government is grasped, and also the further distinction between the sphere of government and the sphere of liberty, then it is seen to be a matter of expediency, to be determined by a study of the facts and by argument, whether a given matter—such as support of schools or the control of railways and telegraphs—should be assigned to the sphere of government or to the sphere of liberty.

In the United States there are three different types of educational institutions, all resting upon the power of the state. One of the three depends wholly and one partly upon the government. The third type is without any governmental relationship whatever. The three types are these:

First—Those institutions which the government establishes and maintains, such as the public schools, the public libraries and the state universities.

Second—Those institutions which the government authorizes, such as schools, college and university corporations, private or semi-public in character, which gain their powers and privileges by a charter granted by the proper governmental authority, and which are often given aid by the government in the form of partial or entire exemption from taxation.

Third—Those institutions which the state permits, because it has conferred no power on the government to forbid or restrict them, such as private venture (unincorporated) educational undertakings of various kinds.

Whether a given institution is truly national or not depends, in the United States, upon whether it is democratic in spirit, catholic in temper, and without political, theological or local limitations and trammels. It may be religious in tone and in purpose and yet be national, provided only that its doors be not closed to any qualified student because of his creed.

As a second fundamental principle of our American educational system I name this:

THE RIGHT OF THE GOVERNMENT.

The duly constituted authorities of any school district or other political unit may establish and maintain schools of any kind or grade for which the voters consent in regular form to bear the expense.

There is a widespread belief that elementary education under government control is a matter of right, but that secondary and higher education under government control are improper invasions of the domain of liberty. There is no ground in our public policy for this belief. The government has the same right to do for secondary and for higher education that it has to do for elementary education. What and how much it shall do, if anything, in a particular case, is a question of expediency; the right to do as much as it chooses is unquestionable.

A third fundamental principle is this:

The schools which are maintained by governmental authority are established in the interest of the whole people, and because of the controlling conviction that an instructed and enlightened population is essential to the perpetuity of democratic institutions and to their effective operation. The schools are, therefore, a proper charge upon all taxpaying persons and property, and not merely upon those whose children receive instruction therein. Nor are they in any sense schools which are provided for the poor or the unfortunate.

It is sometimes gravely argued that positions as school officers or teachers should be given only to those who live, at the moment, in the civil community or subdivision in which the school in question is situated. This is the theory that the schools exist not for the people or for the children, but in order that places may be provided for the friends, relatives and neighbors of those who are charged for the time being with the power of appointment. It is an undemocratic theory, because it substitutes a privileged class for open competition among the best qualified.

At the conclusion of President Butler's address there was an informal reception in the State Library.

The second day's session of the convention will be held to-morrow.

THE CEMENT INDUSTRY.

ITS PHENOMENAL GROWTH INDICATES EARLY INDEPENDENCE OF FOREIGN SUPPLIES.

[BY TELEGRAPH TO THE TRIBUNE.]

Washington, June 30.—An astonishing development of Portland cement production in the United States, amounting to almost 50 per cent in 1901 over the previous year, and indicating early independence of foreign supplies, is shown by the Geological Survey in the forthcoming volume of "Mineral Resources." Official statistics give the production for 1901 as 12,711,225 barrels, an increase of 4,229,205 barrels over that of 1900; it was valued at $12,532,360, as against $9,280,525 in 1900. The development of the Portland cement industry in the United States of late years has been altogether phenomenal. In 1890 sixteen works produced over 335,000 barrels; in 1894, twenty-four works produced over 798,000 barrels; in 1899, thirty-six works produced over 5,652,000 barrels; in 1900, fifty works produced over 8,482,000 barrels; in 1901, fifty-six works produced over 12,711,000 barrels. In 1890 each one of the sixteen cement works averaged a little over 20,000 barrels; in 1901, each one of the cement works averaged more than 220,000 barrels for the year.

The imports of cement into the United States for the years 1897, 1898, 1899 and 1900 exceeded 2,000,000 barrels annually. In 1901 the imports were a little under 940,000 barrels. This remarkable disproportion is explained when it is found that the percentage of the consumption of domestic Portland cement has increased from 13.2 per cent in 1891 to 34.7 per cent in 1896; to 73.9 per cent in 1899; to 79.1 per cent in 1900, and to 96.2 per cent in 1901. The total consumption of all kinds of cement in the United States in 1901 was 20,573,538 barrels; and the total domestic production of all kinds of cement was 20,068,737 barrels, valued at $15,786,789.

In 1901 sixty works produced 7,084,823 barrels of natural rock cement, valued at $3,056,278, as compared with over 8,383,000 barrels produced by sixty-four works in 1900, and with 9,868,000 barrels produced by sixty-three works in 1899.

The production of slag cement in 1901 amounted to 272,689 barrels, valued at $198,151, as compared with 365,601 barrels, valued at $274,208 in 1900. It would appear from these comparisons that the manufacture and use of Portland cement is rapidly superseding both natural rock and slag cement. Up to January, 1902, the total consumption of all kinds of cement in the United States has amounted to 270,709,382 barrels, of which total the natural rock cement furnished 71.6 per cent, imported Portland cement 13.54 per cent, and domestic Portland cement, 14.79 per cent.

NOMINATIONS BY THE PRESIDENT.

THE CLEVELAND COLLECTOR OF CUSTOMS REAPPOINTED.

Washington, June 30.—The President sent the following nominations to the Senate to-day:

CHARLES F. LEACH, Collector of Customs, District of Cuyahoga, Ohio.

A. H. BLAIR, Register of Land Office at Wakeeney, Kan.

EDWARD A. SLACK, Receiver of Public Moneys at Cheyenne, Wyo.

NAVY.

To be assistant paymasters, with rank of ensign—DONALD W. NESBIT, Missouri; ARTHUR M. PIPPIN, New-York; JOHN S. HIGGINS, Massachusetts.

The nominations were confirmed by the Senate.

Postmaster General Payne, Senator Hanna and Civil Service Commissioner Garfield had a conference with the President to-day regarding the political charges made by Representative Burton, of Ohio, and others against Collector Leach, at Cleveland. Mr. Garfield had just arrived from his home in Cleveland, where he investigated the situation, and to-day he made his report to the President. Collector Leach also is here, and has filed an affidavit denying the charges. The result of the conference was a conclusion that the charges against Mr. Leach and those mentioned in connection with him had not been substantiated, and that the Collector should be reappointed.

HYDROPHOBIA FROM CAT BITTEN BY DOG.

Baltimore, June 30.—Joseph Ray Irons, eleven years old, of Morgantown, W. Va., died to-day on the Duquesne Limited, on the Baltimore and Ohio Railroad, near Cumberland. His death was due to hydrophobia from a cat bite on the upper lip, last April. A dog had previously bitten the cat. The boy first developed symptoms of hydrophobia on Saturday at midnight, and a physician advised that he be sent to Baltimore.

AMERICANS VISITING EUROPE THIS YEAR will find The New-York Tribune for sale at the book stalls of the leading hotels throughout the continent of Europe and Great Britain, as well as on the Reading Room tables. It may also be obtained at the principal railroad stations.

CUBAN DEBATE IN SENATE.

MR. ELKINS SPEAKS IN FAVOR OF ANNEXATION.

MR. PLATT AND MR. HANNA EMPHATICALLY DISSENT FROM HIS VIEWS.

[BY TELEGRAPH TO THE TRIBUNE.]

Washington, June 30.—No single member of either branch of Congress contributed more decisively to the defeat of Cuban reciprocity legislation in the session just ending than Senator Stephen B. Elkins, of West Virginia. It is not too much, perhaps, to say that without the aid of his influence and energy the "Boxer" coalition in the Senate would have been doomed to a speedy and inglorious dissolution. To-day the West Virginia Senator delivered a contemptuous funeral oration over the corpse—so far as the Senate's inactivity has made it a corpse—of the reciprocity programme. Mr. Elkins spoke on his own resolution for the annexation of Cuba and its admission as a State into the American Union. In the present state of sentiment in Cuba such an argument could hardly fail to serve the ungracious purpose of rubbing salt into freshly opened wounds. Nor to opinion in this country could the West Virginia Senator's anxiety for the ultimate absorption of Cuba furnish very convincing reasons for his persistence in opposing that measure of mutual concession and helpfulness which conditions make possible now. Both Mr. Platt, of Connecticut, and Mr. Hanna, of Ohio, took occasion to emphasize—the former especially for the benefit of the Cuban public—their utter dissent from Mr. Elkins's view. To the Cubans Mr. Platt sought to give the timely assurance that annexation has no part in this country's policy toward the new republic, while Mr. Hanna plainly gave notice that the Republican party still stands by President McKinley's generous and honorable programme of tariff concessions to Cuba, and will at the next possible opportunity seek again to carry that programme into practical effect.

SPEECH OF SENATOR ELKINS.

Mr. Elkins said that his resolution had been misunderstood. It had no bearing on Cuban reciprocity and was not intended to have any. It simply voiced in concrete form his judgment that Cuba ought to be annexed to the United States, and the sooner the better for both countries. The resolution did not suggest annexation of Cuba in an offensive way. It provided that the Cubans must take the initiative, and only after they had asked for annexation could the United States act. He thought the present was an opportune time "to carry into effect the well defined wishes of a majority of the people of Cuba and the United States in regard to annexation." He continued in part as follows:

After annexation the products of Cuba would not come into hurtful competition with those of the United States. Free trade among the States has never lowered the price of labor or worked injury to American interests. Wherever our flag floats the price of labor advances. It is claimed that annexation would destroy the promising and growing beet sugar industry of the United States. Not so, however. The price of products among the States of the Union always seeks an equilibrium. With proper protection in favor of the cane sugar of Cuba, which she will enjoy as a State, and the beet sugar of the United States, within fifteen years the United States would not only produce enough sugar for its own consumption, but largely compete with other countries in the markets of the world.

The effect of the Platt amendments will be to help bring about annexation. A nation cannot long remain half free and half dependent; such a condition embarrasses healthy progress in national life, and leaves but little room for the exercise of the genius and intelligence of a people in the affairs of government, especially when under such restrictions as these amendments impose.

The question of annexation forces itself to the front, and will claim from now on the attention of the people of both countries. Reciprocity with Cuba affords no adequate remedy for what threatens her interests. A 20 per cent reduction in her tariff and ours will do Cuba as a people or a government little or no good, while it will work great harm to the interests of the United States.

Mr. Elkins, in closing, said too much had been said about what we owed to Cuba and how much depended on our relations with the island. He added:

Our able Secretary of War, who conquers with his cold and frosty intellect, and never had a hot thought, never was swayed by passion in his life, deliberately wrote down these words in his report: "The peace of Cuba is necessary to the peace of the United States." Now, who on earth believes that?

He continued to ridicule the idea, which, he said, permeated statements in the Senate, saying that it was "extravagant talk, and it was everywhere. It is all through the country. It is an epidemic.

REPLIES OF SENATORS PLATT AND HANNA.

Mr. Platt, of Connecticut, while he disclaimed any intention of replying in extenso to the gentleman's remarks, said that the Cubans might not understand that Mr. Elkins in his resolution and in his remarks represented only his personal opinion. He was satisfied that Mr. Elkins did not represent any considerable portion of the people of the United States. He believed the people of Cuba would have a right to charge the United States with bad faith if the United States now should institute a propaganda for the annexation of the island. "It would be most unfortunate," said he, "if that feeling should prevail in Cuba, and therefore I wish to say that the resolution and remarks of the Senator from West Virginia do not represent the sentiment of the people of the United States."

Mr. Hanna took sharp issue with Mr. Elkins for asserting that Presidents from Jefferson to McKinley had favored Cuban annexation. Whatever had been the inducements and arguments in favor of annexation, it never was accomplished. That fact was a sufficient indication of the sentiments of the American people on the subject. Mr. Hanna said that when President McKinley met the commissioners from Cuba he did not advocate annexation. "What he did say," said Mr. Hanna, "was that he would do everything in his power to place them in such a relationship to this country as would prove of advantage to them."

Referring to reciprocity with Cuba, Mr. Hanna declared he did not think the question had been decided. Whether we owed anything to Cuba or not, we certainly owed something to ourselves. I want to see this country and the Congress stand squarely on the plane which has placed us under moral obligations to Cuba," he added.

He suggested significantly that an opportunity would soon be offered to know whether the policy of McKinley and Roosevelt was to be upheld in this country. "My opinion is," said he, "that we shall hear from the people in no unmistakable terms. It is the policy of the administration to-day, as it would have been of McKinley, had he lived, to treat the country of Cuba as a ward. To talk of annexation at this time is not fair to Cuba, just starting upon her national existence, and even before she has had time to prove what she can do."

The effect of such suggestions would be to discourage the Cubans. It was too sacred a matter, he believed, to be considered from the point of view of commercialism. He protested against consideration of annexation at a time like this.

Mr. Elkins declared he could find no obligation which the United States owed Cuba, and he challenged Mr. Hanna and Mr. Platt to indicate such an obligation.

"We do stand indebted to Cuba," interjected Mr. Bailey, of Texas, "at least to the extent of the money expended by General Wood for the advancement of the Cuban reciprocity propaganda and to influence 'leaders of thought' in this country."

Mr. Bacon, of Georgia, inquired of Mr. Elkins what the opinion was of General Wood's payment of money to Mr. Thurber.

"Situated as he was," replied Mr. Elkins, "I might have felt justified to spend the money."

"I don't believe," interrupted Mr. Bailey, "that the Senator from West Virginia would have expended the money. It is impossible to find words strong enough to condemn a man who would take money even from his own government for such a purpose."

"I'll" suggested Mr. Spooner, "the Senator desires to do any business he would better let go of this."

"I know there is dynamite in it," replied Mr. Bailey, smiling, "and so I let it go."

The resolution of Mr. Elkins was referred to the Committee on Relations with Cuba.

MINOR BUSINESS IN THE SENATE.

Washington, June 30.—When the Senate met to-day Mr. Gallinger, chairman of the Committee on Pensions, made a brief statement of the work done by the Pensions Committee at the present session. It showed that the bills relating to pensions introduced in the House aggregated 7,518, while the aggregate number introduced in the Senate was 2,552. The total number passed by both the House and the Senate was 1,151.

A resolution offered by Mr. Morgan calling on the Secretary of State for a statement of the expenditures of the Isthmian Canal Commission was adopted.

The Senate insisted on its amendments to the Naval Appropriation bill, and Messrs. Hale, Perkins and Tillman were appointed conferrees.

Bills were passed as follows: To prohibit the killing or taking of seals, porpoises, whales or marine animals or fish of any kind in the waters of the United States by means of explosive materials; to extend the time for the construction of a bridge across Corpus Christi Channel, Texas, by the Arkansas Harbor Terminal Railway Company; to establish regulations in the District of Columbia during the national encampment of the Grand Army of the Republic in October, 1902; to authorize the Director of the Census to compile statistics relating to irrigation; relating to the transportation of dutiable merchandise at the ports of Tacoma and Seattle, Wash.; to pay to Rear Admiral Schley, retired, the pay and allowance of rear admiral on the active list; to enlarge the use of electric conduits in the District of Columbia; to regulate the sale of viruses, serums, toxins and analogous products in the District of Columbia and to regulate interstate traffic therein; appropriating $10,000 for the erection of a statue of Commodore John D. Sloat in the city of Monterey, Cal.; for the allowance of certain war claims reported by the accounting officers of the United States Treasury Department; authorizing the adjustment of the rights of settlers on the Navajo Indian Reservation, Arizona, and to regulate the height of buildings in the District of Columbia.

Mr. Scott requested consideration of his joint resolution providing for a survey of the Isthmus of Darien for canal purposes, but it was referred to the Committee on Interoceanic Canals.

A joint resolution appropriating $6,000 for repairs to the Aqueduct Bridge in the District of Columbia was passed.

Mr. Lodge called up the conference report on the Philippine Civil Government bill, and at his instance it was ordered printed. He gave notice that he would call it up to-morrow morning. The Senate decided to meet at 11 o'clock to-morrow.

A bill was passed for the relief of settlers on public lands granted in aid of the construction of wagon roads.

The Senate, at 5:55 o'clock, went into executive session, and ten minutes later adjourned.

AGREE ON PHILIPPINE BILL.

BOTH SENATE AND HOUSE COINAGE PROVISIONS DROPPED.

Washington, June 30.—The conferrees on the Philippine Civil Government bill reached an agreement to-day. The bill as finally agreed upon provides for a Philippine legislature of two houses, one the Philippine Commission and the other an assembly elected by the natives, except the Moros and pagans. But this legislature is not to be created until after a census has been taken and a condition of general peace and good order shall have prevailed for two years. The legislature is to elect two commissioners to represent the islands in Washington. The powers of the legislature are defined, and an extended bill of rights sets forth the individual rights of citizens and their protection against unjust laws.

Authority is given to issue bonds for the purchase of the friars' lands, and when purchased they are to become part of the public domain. The public lands are to be open to homesteaders, similar to the American system, and to prevent corporations from absorbing the lands holdings of corporations are limited to 1,024 hectares, or 2,500 acres. Corporations also are stringently regulated in holding mining and agricultural lands. The money standard and the permanent money system are left for future settlement. The banking system is also postponed. Provision is made for subsidiary and minor coins. Authority is given to issue bonds for harbor and other improvements.

PLAN FOR A PACIFIC CABLE.

EASTERN EXTENSION TELEGRAPH COMPANY MAKES AN OFFER TO THE GOVERNMENT.

Washington, June 30.—An important conference was held at the Navy Department to-day, at which Secretary Moody, Rear Admiral Bradford, Chief of the Bureau of Equipment, and Senator Perkins, of California, a member of the Committee on Naval Affairs, were present. They had before them a proposition of the Eastern Extension Telegraph Company, acting, it is understood, through the Commercial Pacific Cable Company, by which the company would agree to finish its work of laying a cable across the Pacific Ocean a year earlier than was contemplated, and give this government the benefit of reduced rates in exchange for the information developed in the surveys made by the Nero in 1899 for a practicable submarine cable route across the ocean.

The proposition was discussed at some length, and Rear Admiral Bradford was charged with personal inspection and consideration of the matter. He will probably report favorably on the company's offer in a few days.

TRIAL OF OIL FUEL.

A TEST TO BE MADE ON THE MARIPOSA AT SAN FRANCISCO.

[BY TELEGRAPH TO THE TRIBUNE.]

Washington, June 30.—Rear Admiral Melville, in pursuit of his investigations into fuel oil, which promises to supersede coal as the power producer in the navy, has ordered Chief Engineer H. N. Stevens, now on duty as inspector of machinery at the Scotts works, San Francisco, to represent him at the trial of the highest powered passenger steamship that has so far been provided with liquid fuel burning devices and abandoned coal altogether. This is the Mariposa, John D. Spreckels's Oceanic company, a vessel of 3,500 horsepower, in which tanks for 6,500 barrels of crude oil have been substituted for coal bunkers, and every provision made for round trips between Honolulu and San Francisco. The vessel will be ready for trial on the Fourth of July, and the Navy Department is deeply interested in her performance, as it is expected to have an important bearing on first class ships on the Pacific Coast, and especially on war vessels. On the coast anthracite is selling at $20 a ton, and the good steaming coals, which have to be brought all the way from Australia, are seldom less than $12 a ton. There is some bituminous coal, known as Nanaimo, mined in the State of Washington; but it is poor in quality and unfit for marine uses, except on freight vessels. Crude oil is abundant and cheap in California, and it is clean everywhere, and it only remains to be seen whether it can be burned in quantities to make sufficient steam pressure without too much noise and without destroying boilers by too intense concentration of heat.

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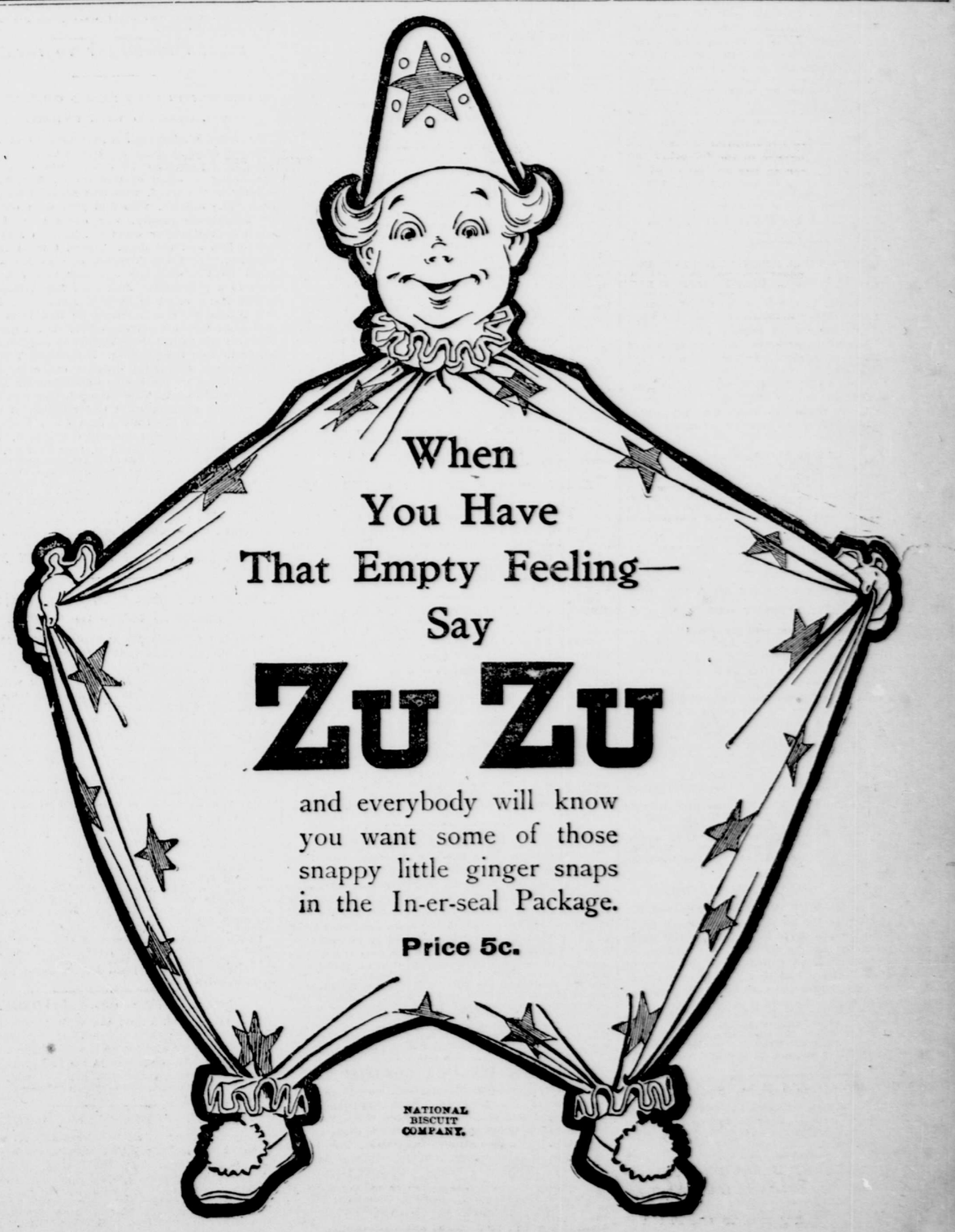
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