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The Young Widow. She is modest, but not bashful. Free and easy, but not bold; Like an apple, ripe and mellow.

HON. JOHN A. LOGAN, OF ILLINOIS. IN THE SENATE OF THE UNITED STATES, ON THE BILL "TO APPROPRIATE AND EXPEND THE ENTIRE INCOME DERIVED FROM THE INTERNAL REVENUE TAXES ON THE MANUFACTURE AND SALE OF DISTILLED SPIRITS FOR THE EDUCATION OF ALL THE CHILDREN LIVING IN THE UNITED STATES."

MR. PRESIDENT: Fully aware that this bill contemplates the diversion of a large amount of the government revenues into a new channel, and is, on this account at least, an important one, deserving the careful consideration of Congress, it is my intention to discuss it thoroughly, and, if possible, to present to the Senate valid reasons why it should become a law.

tributed shall be properly applied to the purposes for which they are granted. Another object in view in introducing them is to bring about as soon as possible, a uniformity in the school systems throughout the entire country.

Receipts from Distilled Spirits, 1881. Year. Receipts. 1875, \$52,081,991.12; 1876, 56,426,365.13; 1877, 56,469,429.72; 1878, 50,420,815.80; 1879, 52,370,284.69; 1880, 61,185,408.69; 1881, 67,153,974.88.

This gives a total for the year 1881 of \$67,153,974, and a yearly average for the seven years of \$57,758,338.59. If the bill now before the Senate becomes a law it will have the effect, as heretofore remarked, of distributing to the States and Territories, according to the population as shown by the census returns, about \$60,000,000 annually of the national revenue, to be expended by them in educating the children of the country, provided the tax on and production of distilled spirits remain substantially the same as at present.

children between the ages to be 32.8 per cent. of the whole population. Using this percentage as a basis, it gives us 16,451,064, or, in round numbers, sixteen and a half millions as the school population of the entire country.

1. That the normal schools are performing intelligently, efficiently, and in good faith the work expected of them by the State.

It was well said by an experienced Michigan superintendent of schools that if he were to undertake the education of the children of the State as an individual enterprise, with the school fund as the fixed price, he would use a tenth of the fund to train a body of competent teachers, and with the other nine-tenths as wages would accomplish more than the whole would do as then used in the payment of unprepared instructors.

words, instead of the States and Territories adding the entire fund to the eighty-one millions already expended, and thus increasing the amount to one hundred and forty-one millions the great probability in fact we may say the certain result would be that the larger portion, for a number of years to come, would be used as a means of relieving themselves of their present burden.

2. That the normal schools are an essential part of our public school system, and as such should be liberally and unwaveringly supported.

It is not until about 1835 that a new era dawned in this respect. At this time, the public mind becoming aware of the alarming amount of illiteracy in the States, a movement was begun, in which I believe Horace Mann was the leading spirit to remedy the evil. This resulted in the adoption of the present common school system, which has wrought such marvelous changes in many of our States.

Assuming in order to place this question in its most unfavorable light, that the revenue now derived by the United States from all sources does not exceed that which is necessary to meet the expenses of the Government, the withdrawal of this sixty millions of its funds would necessitate the raising of this amount by imports or otherwise.

3. That without normal schools there would be that waste in public expenditures which must result from the employment of unskilled and incompetent teachers; and hence that true economy requires their maintenance.

But before doing so allow me to remark that I am not so wedded to the particular form in which it is now presented that I am unwilling to accept any amendment thought advisable that does not defeat the object intended.

law will, as I believe, do so. While it may have but little effect in increasing activity in this direction in those States already in the front rank in educational progress, it will undoubtedly have the effect of bringing rapidly forward those which are lagging behind in this great work.

Let Congress pass a law giving to the States and Territories all of but no more than the funds received from this tax, and at once every State and Territory and every school district therein, every normal, industrial, and agricultural institution and every teacher in the entire nation becomes interested in keeping this unchanged.

But it may be argued that by appropriating this particular fund to this object we make it the interest of the free schools of the whole country, and all its advocates and supporters, not only to continue the manufacture of spirits to the present extent, but to increase it. Such an argument has, I admit, some apparent truth on its face, but when we look a little below the surface, or rather to the practical effect, we shall find it to be a specious one that will not bear the test of critical examination.

Our Governments. OFFICERS OF THE FEDERAL GOVERNMENT. THE EXECUTIVE. Chester A. Arthur, of New York, President of the United States.

THE JUDICIARY. SUPREME COURT OF THE UNITED STATES. Morrison R. Waite, of Ohio, Chief Justice.

OUR STATE GOVERNMENT. EXECUTIVE DEPARTMENT. Thomas J. Jarvis, of Pitt, Governor.

THE JUDICIARY. SUPREME COURT. W. N. H. Smith, of Hertford, Chief Justice.

That this can only be done by some action of the General Government must be conceded by all who study the subject with any care. Laws without means of carrying them into effect will undoubtedly remain as dead letters upon our statute books.

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