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ILLITERACY IN THE UNITED STATES
AND AN
EXPERIMENT FOR ITS ELIMINATION



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1913

A "MOONLIGHT SCHOOL" IN ROWAN COUNTY, KY.

Sixty-two pupils were enrolled, and 21 of them were illiterate when they entered. 3 were graduates.

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CONTENTS.

	Page.
Letter of transmittal.....	5
Illiteracy figures from the census of 1910.....	7
Illiterates by age periods.....	8
Illiterates in 1910 who were 10 years of age and over.....	10
Illiterate males 21 years of age and over.....	11
Percentage of illiteracy in cities having 100,000 population and over in the United States in 1910.....	12
Percentage of illiteracy in cities having 25,000 to 100,000 population in the United States in 1910.....	13
Elimination of illiteracy in Rowan County, Ky.....	28

DIAGRAMS.

Number of illiterates per thousand in the total population 10 years of age and over in 1910.....	16
Number of illiterates per thousand of the total white population 10 years of age and over in 1910.....	17
Number of illiterates per thousand of the native-born white population 10 years of age and over in 1910.....	18
Number of illiterates per thousand of the negro population 10 years of age and over in 1910.....	19
Number of illiterates per thousand of the total male population 21 years of age and over in 1910.....	20
Number of illiterates per thousand of the total white male population 21 years of age and over in 1910.....	21
Number of illiterates per thousand of the native-born white male population 21 years of age and over in 1910.....	22
Number of illiterates per thousand of the negro male population 21 years of age and over in 1910.....	23

ILLUSTRATIONS.

	Page.
PLATE 1. A "moonlight school" in Rowan County, Ky.; 65 pupils were enrolled, and 23 of them were illiterate when they entered; 3 were preachers.....	Frontispiece.
2A. Elizabeth Prince, 70 years of age. She learned in eight weeks to write her first letter.....	28
2B. Uncle Martin Sloan; age, 87. The oldest pupil in the moonlight schools of Rowan County.....	28
3A. A lesson in reading with a newspaper as the text.....	28
3B. Four generations represented in the same schoolroom.....	28
4A. Martin De Hart, a prize winner.....	32
4B. Schoolmates. The man is 72; the woman, 68.....	32
4C. Uncle Rans Burton; age, 76.....	32
4D. Mrs. A. J. White.....	32
5A. Night school at Open Fork. The oldest pupil was 73.....	32
5B. A group of eager students.....	32
6. A spelling match.....	38
7A. Mathematics is an absorbing study.....	38
7B. Thirst for knowledge not quenched by passing years.....	38

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., April 4, 1913.

SIR: I submit herewith, for publication as a bulletin of the Bureau of Education, a statement showing in some detail the amount of illiteracy in the United States among men, women, and children over 10 years of age according to the Federal Census of 1910; also a brief statement of an experiment which has been conducted for nearly two years in one of the mountain counties of eastern Kentucky having a large number of illiterates in its population, to ascertain if it were possible to teach these illiterate grown-up men and women and older children to read and write, and whether other men, women, and children with very meager education would respond to the opportunity to learn more of the arts of the school. The success of this experiment, made under very difficult circumstances, has been so great as to inspire the hope that, with the cooperation of schools, churches, philanthropic societies, cities, counties, States, and the Nation, the great majority of the five and one-half million illiterates over 10 years of age in the United States may, in a few years, be taught to read and write, and something more; while millions of those whose school days were very few and who are little above the line of total illiteracy may be helped to make good to some extent their deficiencies due to lack of opportunity in childhood.

This bureau expects to have ready for publication soon some account of other efforts in this country to teach illiterates to read and write, and also some account of the efforts which some foreign countries have made to eliminate illiteracy. These statements are submitted for publication at this time because of the fact that a bill, introduced near the close of the last session of the Sixty-second Congress, looking to the reduction of adult illiteracy in this country will probably be introduced early in the Sixty-third Congress.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

ILLITERACY IN THE UNITED STATES AND AN EXPERIMENT FOR ITS ELIMINATION.

The Federal Census for the year 1910 shows that at the time the census was taken there were in the United States 5,516,163 persons 10 years of age and over unable to read and write. This was 7.7 per cent of the total population 10 years of age and over. The full meaning of these figures will be better understood when it is remembered that the number of illiterate persons 10 years of age and over in the United States is less by only a few thousands than the total population 10 years of age and over in all the New England States, or in the States of Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California, and more than the population 10 years of age and over in the cities of Boston, Baltimore, Washington, Buffalo, Cleveland, Detroit, Cincinnati, Pittsburgh, Indianapolis, Louisville, New Orleans, St. Louis, Kansas City, Minneapolis, St. Paul, Seattle, Spokane, San Francisco, and Los Angeles. In double line of march, at intervals of 3 feet, these 5,516,163 illiterate persons would extend over a distance of 1,567 miles—more than twice the distance from Washington City to Jacksonville, Fla. Marching at the rate of 25 miles a day, it would require more than two months for them to pass a given point. A mighty army is this, with their banners of blackness and darkness inscribed with the legends of illiteracy, ignorance, weakness, helplessness, and hopelessness—too large for the safety of our democratic institutions, for the highest good of society, and for the greatest degree of material prosperity.

Their ignorance is not wholly nor chiefly their own fault. To a large degree it is due to the lack of opportunity, because of the poverty or negligence of the States and communities in which they spent their childhood.

Of these illiterates, 3,184,633, or 58 per cent, were white persons, 1,534,272, or 28 per cent, were native-born whites, and 1,650,361, or 30 per cent, foreign-born whites; 2,227,731, or 40 per cent, were negroes. The remaining 2 per cent were Indians, Chinese, Japanese, and others.

Of the total number of illiterates, 1,768,132 lived in urban communities and 3,748,031 in rural communities, in small towns, villages, and the open country. Of the urban population, 5.1 per cent were illiterate of the rural population, 10.1 per cent.

Of the total rural population of the United States, 4.8 per cent of the native white persons and 40 per cent of the negroes 10 years of age and over were illiterate.

Of the urban population, 0.8 per cent of the native white persons and 17.6 per cent of the negroes were illiterate. The per cent of illiterates among the foreign-born whites of the urban population was much larger than that of the native white population. In the New England, Middle Atlantic, and East North Central States, the percentage of illiteracy was greater in the urban than in the rural population. For the rest of the country, illiteracy in the rural population was from two to five times greater than in the urban population.

The following tables show that the per cent of illiteracy in the population from 10 to 20 years old was much less than in the population over 20 years of age. Of the total 5,516,163 illiterates, only 818,550 were between the ages of 10 and 20, while 4,697,613 were over 20.

ILLITERATES BY AGE PERIODS.

Age Period	Total	White	Negro	Per cent.
10 to 14 years of age:				
Total	370,136			4.1
White	144,675			1.8
Negro	218,555			18.9
15 to 19 years of age:				
Total	448,414			4.9
White	226,432			2.8
Negro	214,860			20.3
Males nearly 50 per cent.				
20 to 24 years of age:				
Total	622,073			6.9
White	367,669			4.6
Negro	245,860			23.9
25 to 34 years of age:				
Total	1,102,384			7.3
White	702,962			5.2
Negro	380,742			24.4
35 to 44 years of age:				
Total	940,510			8.1
White	569,403			5.4
Negro	152,132			27.7
45 to 64 years of age:				
Total	1,436,907			10.7
White	821,957			8.7
Negro	584,514			52.7
65 years of age and over:				
Total	573,799			14.5
White	342,420			9.4
Negro	219,255			74.5

¹ The proportion of illiterates among males 15 to 19 years of age was nearly 80 per cent greater than that among females of the same age.

The census reports show that in 1910 there were 2,273,603 illiterate males of voting age, that is, 21 years of age and over, of whom 617,733 were native-born whites, 788,631 foreign-born whites, and 819,135 negroes. The per cent of illiteracy of the total male population of voting age was 8.4; of the native-born white men, 4.1; of the foreign-born white men, 11.9; of the negroes, 33.7. The total number of illiterate men of voting age in the entire country was greater than the total number of men of voting age in the States of Kentucky, Tennessee, Alabama, Mississippi, Delaware, and the District of Columbia. In some States, and in many counties, the illiterate voters hold the balance of power in any closely contested election.

The problem of adult illiteracy is no longer one of race or of section. In 1910 the total number of white illiterates was greater by 956,902 than the total of negro illiterates, and the number of illiterate white men of voting age was greater by 585,229 than that of illiterate negroes of voting age. Massachusetts had 7,469 more illiterate men of voting age than Arkansas; Michigan, 2,663 more than West Virginia; Maryland, 2,352 more than Florida; Ohio, more than twice as many as New Mexico and Arizona combined; Pennsylvania, 4,889 more than Tennessee and Kentucky combined.

Boston had 24,468 illiterates over 10 years of age; Baltimore, 20,325; Pittsburgh, 26,627; New Orleans, 18,987; Fall River, 12,276; Birmingham, 11,026; Providence, 14,236; Nashville, 7,947; Washington City, 13,812; Memphis, 8,855.

The per cent of illiterates in the population over 10 years of age was, in New Bedford, Mass., 12.1; in Dallas, Tex., 4; in Lawrence, Mass., 13.2; in Wheeling, W. Va., 3.2; in Amsterdam, N. Y., 10.3; in Little Rock, Ark., 6.5; in Passaic, N. J., 15.8; in Augusta, Ga., 10.9; in Green Bay, Wis., 5.7; in Paducah, Ky., 1.8; in Woonsocket, R. I., 9.1; in Dubuque, Iowa, 0.9; in Bayonne, N. J., 9.1; in Knoxville, Tenn., 6.5; in Utica, N. Y., 8.2; in Roanoke, Va., 6.9.

These figures indicate that, if all classes of population are considered, no section can claim even approximate freedom from adult illiteracy.

The tables following show: (1) Number of illiterates in 1910 who were 10 years of age and over; (2) illiterate males 21 years of age and over in 1910; (3) per cent of illiteracy in cities having 100,000 population and over in the United States, 1910; (4) per cent of illiteracy in cities having 25,000 to 100,000 population in the United States, 1910.

ILLITERACY IN THE UNITED STATES.

Number of illiterates in 1910 who were 10 years of age and over.

States.	All classes.	Native whites.	Foreign-born whites.	Negroes.
Alabama.....	352,710	84,768	2,063	265,628
Arizona.....	32,953	3,776	13,758	122
Arkansas.....	142,954	55,025	1,466	86,398
California.....	74,122	7,509	50,292	1,329
Colorado.....	23,780	8,132	13,897	856
Connecticut.....	53,665	3,583	49,202	792
Delaware.....	13,240	3,525	3,359	6,345
District of Columbia.....	13,812	960	1,944	10,814
Florida.....	77,816	14,871	3,390	59,503
Georgia.....	389,775	80,203	875	308,639
Idaho.....	5,453	707	2,742	37
Illinois.....	168,294	40,486	117,751	9,713
Indiana.....	66,213	40,955	18,200	6,959
Iowa.....	29,889	11,541	16,894	1,272
Kansas.....	28,968	9,472	13,787	5,341
Kentucky.....	208,084	146,797	3,300	57,900
Louisiana.....	352,179	85,359	12,085	254,148
Maine.....	24,554	9,824	14,394	93
Maryland.....	73,397	18,952	12,047	42,289
Massachusetts.....	141,541	9,163	129,412	2,584
Michigan.....	74,800	17,846	54,113	826
Minnesota.....	49,336	5,838	40,627	215
Mississippi.....	290,255	28,699	1,364	259,438
Missouri.....	111,116	65,242	22,631	23,062
Montana.....	14,457	736	8,445	114
Nebraska.....	18,009	4,278	12,264	482
Nevada.....	4,702	187	1,344	26
New Hampshire.....	16,386	2,839	13,485	61
New Jersey.....	113,502	12,453	93,351	7,405
New Mexico.....	48,697	30,338	6,580	191
New York.....	406,020	36,318	362,025	5,784
North Carolina.....	291,497	132,189	9,477	156,303
North Dakota.....	13,070	1,413	9,474	26
Ohio.....	124,774	47,310	66,887	10,460
Oklahoma.....	67,567	33,569	3,828	17,858
Oregon.....	10,504	1,841	6,120	46
Pennsylvania.....	354,290	59,680	279,668	13,638
Rhode Island.....	33,854	3,253	29,781	752
South Carolina.....	276,980	50,245	399	226,342
South Dakota.....	12,750	1,239	4,896	38
Tennessee.....	221,071	120,966	1,488	98,547
Texas.....	282,904	90,501	67,295	124,618
Utah.....	10,821	832	3,636	49
Vermont.....	10,806	4,495	6,239	69
Virginia.....	232,911	81,457	2,368	148,950
Washington.....	18,416	1,836	11,233	239
West Virginia.....	74,866	61,407	13,075	10,347
Wisconsin.....	57,769	11,468	43,662	113
Wyoming.....	3,874	288	2,548	102
United States.....	5,516,163	1,534,272	1,650,361	2,227,731

ILLITERACY IN THE UNITED STATES.

11

Illiterate males 21 years of age and over in 1910.

States.	All classes.	Native whites.	Foreign-born whites.	Negroes.
Alabama.....	124,494	30,833	1,028	92,744
Arizona.....	14,463	1,267	7,447	64
Arkansas.....	53,440	20,728	661	32,013
California.....	42,787	3,175	28,921	556
Colorado.....	11,343	2,936	7,468	373
Connecticut.....	23,562	1,637	21,532	319
Delaware.....	6,272	1,740	1,802	2,829
District of Columbia.....	5,082	391	810	3,401
Florida.....	20,886	5,489	1,439	23,219
Georgia.....	141,541	30,085	376	111,037
Idaho.....	3,416	353	2,036	16
Illinois.....	79,433	14,863	55,907	4,349
Indiana.....	33,583	19,594	10,602	3,312
Iowa.....	14,204	5,675	7,779	626
Kansas.....	14,716	4,647	7,497	2,380
Kentucky.....	87,516	60,147	1,382	25,958
Louisiana.....	118,716	29,028	5,211	84,176
Maine.....	13,070	5,222	7,676	55
Maryland.....	31,238	8,620	5,037	17,484
Massachusetts.....	61,909	3,872	56,504	1,186
Michigan.....	38,703	4,398	28,034	397
Minnesota.....	23,603	2,449	19,947	123
Mississippi.....	107,843	1,270	593	95,702
Missouri.....	51,284	30,217	10,848	10,068
Montana.....	8,812	394	5,845	75
Nebraska.....	8,545	2,044	5,846	231
Nevada.....	2,399	95	6,908	15
New Hampshire.....	8,413	1,468	6,909	29
New Jersey.....	51,086	5,423	42,347	3,052
New Mexico.....	16,634	8,680	5,830	88
New York.....	170,583	17,826	148,703	2,295
North Carolina.....	107,583	40,710	274	56,699
North Dakota.....	5,467	493	4,029	16
Ohio.....	62,998	22,567	35,180	5,169
Oklahoma.....	28,707	14,824	2,188	7,390
Oregon.....	6,460	914	4,033	24
Pennsylvania.....	179,982	23,625	149,592	6,479
Rhode Island.....	14,456	1,260	12,793	345
South Carolina.....	90,707	17,599	206	72,857
South Dakota.....	5,550	604	2,323	24
Tennessee.....	86,677	47,743	628	38,273
Texas.....	109,328	31,196	28,191	49,939
Utah.....	3,477	372	1,959	26
Vermont.....	6,039	2,561	3,439	38
Virginia.....	92,917	33,680	1,204	57,867
Washington.....	10,580	840	6,993	121
West Virginia.....	35,040	21,022	8,528	5,457
Wisconsin.....	27,038	5,432	20,433	58
Wyoming.....	2,394	157	1,310	50
United States.....	2,273,603	617,733	758,631	819,135

ILLITERACY IN THE UNITED STATES.

Per cent of illiteracy in cities having 100,000 population and over in the United States, 1910.

Cities.	In population 10 years of age and over.				Males 21 years of age and over.			
	All classes.	Native white.	Total white.	Negro.	All classes.	Native white.	Total white.	Negro.
Albany, N. Y.	3.2	0.4	3.2	4.2	3.8	0.4	3.8	5.0
Atlanta, Ga.	8.6	2.0	2.2	20.9	8.1	1.6	17.9	21.7
Baltimore, Md.	4.4	0.6	2.8	13.2	4.7	0.6	3.0	13.4
Birmingham, Ala.	10.4	1.2	2.4	22.1	10.7	0.9	2.3	23.0
Boston, Mass.	4.4	0.2	4.4	3.5	4.5	0.2	4.5	2.6
Bridgeport, Conn.	5.4	0.3	5.4	5.2	5.5	0.3	5.5	4.9
Buffalo, N. Y.	3.7	0.4	3.7	4.1	4.4	0.5	4.4	5.4
Cambridge, Mass.	3.0	0.2	2.9	5.6	3.2	0.1	3.1	5.3
Chicago, Ill.	4.5	0.2	4.5	4.0	5.1	0.2	5.1	3.1
Cincinnati, Ohio	3.1	0.8	2.4	14.3	3.5	0.8	2.6	16.0
Cleveland, Ohio	4.6	0.2	4.6	4.1	5.3	0.2	5.3	3.5
Columbus, Ohio	2.9	1.2	2.4	8.7	3.4	1.0	2.9	9.1
Dayton, Ohio	2.3	0.5	2.0	9.5	2.8	0.6	2.4	10.9
Denver, Colo.	2.1	0.3	2.0	6.0	2.2	0.3	2.0	5.0
Detroit, Mich.	5.0	0.4	5.0	3.5	6.5	0.4	6.5	3.2
Fall River, Mass.	13.2	1.7	13.2	8.1	15.6	2.1	15.7	4.5
Grand Rapids, Mich.	2.5	0.2	2.5	4.8	2.7	0.2	2.7	3.4
Indianapolis, Ind.	3.0	0.9	2.0	12.4	3.5	0.9	2.5	13.1
Jersey City, N. J.	5.6	0.4	5.6	4.9	6.8	0.3	6.9	3.6
Kansas City, Mo.	2.3	0.4	1.5	9.6	2.3	0.4	1.6	8.6
Los Angeles, Cal.	1.9	0.2	1.7	6.0	2.0	0.2	1.8	4.5
Louisville, Ky.	5.3	1.2	2.1	18.7	5.9	1.4	2.3	20.3
Lowell, Mass.	6.0	0.5	6.0	2.7	7.2	0.6	7.3	0.0
Memphis, Tenn.	8.0	0.5	1.4	17.6	7.1	0.3	1.2	16.4
Milwaukee, Wis.	3.6	0.2	3.6	2.9	4.6	0.3	4.6	2.3
Minneapolis, Minn.	2.4	0.2	2.4	2.9	2.6	0.2	2.6	3.2
Nashville, Tenn.	8.8	1.6	1.9	22.0	9.4	1.9	2.1	25.3
New Haven, Conn.	7.0	0.3	7.0	4.5	7.5	0.2	7.6	4.0
New Orleans, La.	6.9	1.1	2.7	18.3	6.5	0.9	2.6	17.1
New York, N. Y.	6.7	0.3	6.7	3.6	6.4	0.3	6.5	2.9
Newark, N. J.	6.0	0.5	5.9	7.5	6.0	0.5	6.0	7.2
Oakland, Cal.	3.0	0.4	2.8	3.3	3.5	0.4	3.3	2.7
Omaha, Nebr.	2.7	0.2	2.5	6.3	3.3	0.3	3.2	5.8
Paterson, N. J.	6.9	0.8	6.8	11.3	7.0	0.8	6.9	11.0
Philadelphia, Pa.	4.6	0.5	4.4	7.8	4.7	0.6	4.5	7.5
Pittsburgh, Pa.	6.2	0.4	6.2	6.6	8.5	0.5	8.6	7.1
Portland, Oreg.	1.2	0.1	1.1	1.9	1.3	0.1	1.2	1.3
Providence, R. I.	7.7	0.7	7.7	9.7	8.3	0.7	8.2	10.6
Richmond, Va.	8.2	1.2	1.5	19.6	8.6	1.4	1.7	20.8
Rochester, N. Y.	3.8	0.3	3.8	1.4	4.5	0.3	4.5	2.0
St. Louis, Mo.	3.7	0.6	3.0	12.4	4.1	0.6	3.5	11.4
St. Paul, Minn.	2.1	0.2	2.1	2.3	2.2	0.2	2.2	1.7
San Francisco, Cal.	2.1	0.2	1.9	6.1	2.0	0.2	1.7	5.2
Scranton, Pa.	8.9	0.9	8.9	8.3	12.2	1.1	12.2	2.3
Seattle, Wash.	1.1	0.1	1.0	2.7	1.4	0.0	1.3	2.0
Spokane, Wash.	1.3	0.1	1.1	2.4	1.8	0.0	1.5	1.3
Syracuse, N. Y.	4.9	0.5	4.9	5.1	6.3	0.5	6.3	6.2
Toledo, Ohio	2.8	0.7	2.7	4.3	3.4	1.0	3.4	4.2
Washington, D. C.	4.9	0.5	1.5	13.5	4.9	0.6	1.6	13.8
Worcester, Mass.	5.0	0.4	5.1	3.5	6.0	0.4	6.0	2.3

ILLITERACY IN THE UNITED STATES.

13

Per cent of illiteracy in cities having 25,000 to 100,000 population in the United States,
- 1910.

Cities.	In population 10 years of age and over.				Males 21 years of age and over.			
	All classes.	Native white.	Total white.	Negro.	All classes.	Native white.	Total white.	Negro.
Alabama:								
Mobile.....	12.3	0.8	1.2	25.9	11.6	0.5	1.1	25.1
Montgomery.....	13.4	0.9	1.1	25.1	11.7	0.6	0.7	24.6
Arkansas:								
Little Rock.....	6.5	1.9	2.0	15.8	6.3	1.9	2.0	15.7
California:								
Berkeley.....	1.4	0.1	1.2	3.8	2.0	0.1	1.8	.....
Pasadena.....	1.2	0.4	0.9	6.0	1.7	0.5	1.2	4.0
Sacramento.....	1.4	0.2	1.2	5.5	1.4	0.1	1.1	4.2
San Diego.....	1.6	0.3	1.4	9.6	1.8	0.3	1.7	9.9
San Jose.....	3.2	0.4	3.0	2.5	3.8	0.5	3.3	.....
Colorado:								
Colorado Springs.....	0.9	0.2	0.6	6.9	1.0	0.3	0.8	4.7
Pueblo.....	5.6	0.9	5.4	10.6	7.1	1.2	6.9	12.2
Connecticut:								
Hartford.....	5.0	0.3	5.0	4.8	5.0	0.3	5.0	4.6
Meriden town.....	4.2	0.3	4.2	2.7	4.6	0.4	3.9	.....
New Britain.....	9.2	0.3	9.3	.....	9.1	0.5	9.1	.....
Norwich town.....	6.6	0.6	6.4	12.3	7.2	0.7	6.9	15.2
Stamford town.....	6.0	0.4	6.0	4.5	5.8	0.5	5.8	.....
Waterbury.....	6.2	0.3	6.2	5.2	7.2	0.4	7.2	4.0
Delaware:								
Wilmington.....	6.6	0.6	5.1	18.7	8.0	0.7	6.4	20.9
Florida:								
Jacksonville.....	7.9	0.4	0.7	14.7	7.0	0.2	0.5	13.6
Tampa.....	7.5	1.2	6.2	11.5	5.5	0.4	3.9	10.3
Georgia:								
Augusta.....	10.9	3.3	3.3	19.9	9.9	3.2	3.2	18.9
Macon.....	10.3	2.3	2.8	19.6	9.9	1.8	2.1	20.1
Savannah.....	14.6	0.9	1.6	26.5	12.8	0.6	1.4	23.9
Illinois:								
Aurora.....	2.0	0.3	1.9	8.8	2.5	0.3	2.4	11.0
Bloomington.....	1.2	0.4	0.9	8.8	1.3	0.6	1.1	7.7
Danville.....	2.4	1.3	1.7	13.5	2.7	.....	1.9	12.2
Decatur.....	1.3	0.6	1.1	8.6	1.5	0.7	1.2	10.8
East St. Louis.....	5.5	0.7	4.3	14.6	7.1	0.6	6.1	14.9
Elgin.....	2.8	0.4	2.7	16.3	3.1	0.5	2.9	.....
Joliet.....	5.8	0.3	5.8	10.6	8.4	0.5	.....	11.8
Peoria.....	1.3	0.4	1.1	7.2	1.2	0.4	1.0	7.3
Quincy.....	1.8	0.6	1.2	13.7	1.7	0.7	1.0	14.6
Rockford.....	2.0	0.1	2.0	5.1	2.4	0.1	2.4	.....
Springfield.....	4.7	0.9	4.1	13.9	5.6	1.1	5.0	13.1
Indiana:								
Evansville.....	3.4	1.4	1.8	18.7	3.9	1.4	1.7	21.9
Fort Wayne.....	2.2	1.6	2.1	7.0	2.0	1.8	2.0	5.6
South Bend.....	3.3	0.6	3.3	8.5	3.7	0.7	3.6	6.3
Terre Haute.....	1.7	1.0	1.4	6.9	1.8	1.0	1.8	7.2
Iowa:								
Cedar Rapids.....	1.4	0.4	1.4	6.5	1.6	0.6	1.6	.....
Clinton.....	1.8	0.4	1.7	8.9	2.2	0.4	2.1	7.7
Council Bluffs.....	2.8	0.5	2.2	12.4	4.7	0.7	3.5	15.0
Davenport.....	1.1	0.2	0.9	11.4	1.2	0.3	1.1	10.3
Des Moines.....	2.0	0.6	1.4	8.8	2.2	0.8	1.9	9.2
Dubuque.....	0.9	0.3	0.9	.....	0.8	0.3	.....	.....
Sioux City.....	1.7	0.2	1.7	0.4	2.2	0.2	2.2	0.6
Waterloo.....	1.4	0.3	1.4	.....	1.9	0.4	1.8	.....
Kansas:								
Kansas City.....	3.9	0.5	3.1	10.0	4.6	0.6	3.9	9.4
Topeka.....	2.6	0.4	1.7	10.4	2.9	0.5	2.0	11.3
Wichita.....	1.5	0.5	1.2	7.3	2.1	0.7	1.8	8.4
Kentucky:								
Covington.....	2.5	0.9	1.3	20.7	2.8	1.3	1.5	22.6
Lexington.....	12.5	4.8	3.0	28.6	14.9	7.0	6.9	32.9
Newport.....	1.6	0.8	1.6	12.2	1.9	0.9	1.6	14.4
Louisiana:								
Shreveport.....	15.8	0.6	2.0	29.7	12.9	0.5	1.9	27.3
Maine:								
Lewiston.....	8.4	2.0	8.4	.....	11.9	2.4	10.9	.....
Portland.....	2.8	0.2	2.8	2.9	3.2	0.3	3.2	.....
Massachusetts:								
Brookton.....	2.6	0.3	2.6	3.8	3.0	0.3	3.0	4.0
Brookline town.....	1.0	0.1	1.0	0.5	1.0	0.2	1.0	.....
Chelsea.....	3.1	0.4	3.1	4.4	7.8	0.7	7.8	.....
Chicopee.....	7.9	0.6	7.9	.....	8.8	0.8	8.8	.....
Everett.....	1.3	0.3	1.3	2.7	1.9	0.3	1.8	.....
Fitchburg.....	4.1	0.7	4.1	.....	7.5	0.9	7.5	.....

ILLITERACY IN THE UNITED STATES.

Per cent of illiteracy in cities having 25,000 to 100,000 population in the United States,
1910—Continued.

Cities.	In population 10 years of age and over.				Males 21 years of age and over.			
	All classes.	Native white.	Total white.	Negro.	All classes.	Native white.	Total white.	Negro.
Massachusetts—Continued.								
Haverhill.....	4.0	0.3	4.0	4.8	4.8	0.4	4.8	5.0
Holyoke.....	6.8	0.8	6.8	.....	8.4	1.3	8.4	.....
Lawrence.....	13.2	0.7	13.1	27.7	14.8	0.8	14.7	43.0
Lynn.....	3.0	0.2	3.0	6.2	3.4	0.3	3.4	6.9
Malden.....	2.2	0.1	2.1	7.9	1.8	0.1	1.7	7.6
New Bedford.....	12.1	1.1	11.8	23.7	14.5	1.5	14.2	23.2
Newton.....	3.7	0.1	3.7	8.9	5.3	0.1	5.2	10.0
Pittsfield.....	3.6	0.4	3.6	3.1	4.4	0.3	4.4	3.9
Quincy.....	2.4	0.3	2.4	.....	2.9	0.3	2.1	.....
Salem.....	6.0	0.5	5.9	2.8	8.0	0.5	8.0	.....
Somerville.....	1.9	0.1	1.9	6.6	2.4	0.2	2.3	.....
Springfield.....	4.5	0.5	4.4	4.6	5.2	0.5	5.2	5.8
Taunton.....	9.4	1.1	9.2	33.3	12.4	1.3	12.1	.....
Waltham.....	3.3	1.4	2.4	.....	3.5	1.3	3.5	.....
Michigan:								
Battle Creek.....	0.6	0.3	0.6	4.1	0.9	0.2	0.7	6.1
Bay City.....	3.6	1.3	3.6	3.7	4.5	1.9	4.5	.....
Flint.....	1.2	0.3	1.2	0.9	1.6	0.3	1.6	.....
Jackson.....	2.1	0.3	2.0	8.7	3.0	0.4	2.8	9.0
Kalamazoo.....	1.8	0.7	1.7	5.0	2.1	1.1	2.1	2.4
Lansing.....	1.5	0.3	1.5	7.0	1.9	0.4	1.9	4.4
Saginaw.....	3.1	0.6	3.0	5.7	3.6	0.9	3.6	6.3
Minnesota:								
Duluth.....	2.7	0.3	2.7	0.8	3.2	0.4	3.2	1.0
Missouri:								
Joplin.....	1.7	1.4	1.4	11.7	1.6	1.4	1.4	9.2
St. Joseph.....	2.4	0.9	1.7	12.9	2.8	1.1	2.1	13.8
Springfield.....	2.4	1.6	1.6	14.9	2.5	1.7	1.7	16.6
Montana:								
Butte.....	1.7	0.2	1.6	4.5	1.7	0.2	1.5	2.6
Nebraska:								
Lincoln.....	3.6	0.3	3.6	5.6	3.3	0.3	3.3	4.0
South Omaha.....	5.3	0.3	5.3	7.6	7.3	0.3	7.3	8.6
New Hampshire:								
Manchester.....	5.9	0.8	5.9	.....	7.3	0.9	7.3	.....
Nashua.....	6.8	0.7	6.8	.....	8.0	0.9	8.0	.....
New Jersey:								
Atlantic City.....	4.5	0.6	3.6	7.6	4.8	0.7	4.2	6.3
Bayonne.....	9.1	0.4	9.1	7.8	11.3	0.4	11.3	7.8
Camden.....	4.4	0.6	3.7	14.0	5.1	0.7	4.4	15.0
East Orange.....	7.3	0.2	0.9	7.4	1.1	0.2	0.8	7.1
Elizabeth.....	6.9	0.5	6.8	8.4	8.6	0.6	8.6	9.8
Hoboken.....	4.5	0.4	4.7	0.9	5.0	0.3	5.0	.....
Orange.....	6.6	0.5	6.5	7.6	7.7	0.4	7.9	7.1
Pasaic.....	15.8	0.7	15.9	11.9	15.0	0.8	15.0	12.8
Perth Amboy.....	9.9	0.5	9.9	7.0	11.6	0.5	11.6	.....
Trenton.....	5.9	1.0	5.8	10.7	7.0	1.3	6.8	11.7
West Hoboken town.....	2.4	0.2	2.4	.....	2.2	0.2	2.1	.....
New York:								
Amsterdam.....	10.3	0.4	10.3	.....	12.3	0.6	12.3	.....
Albany.....	4.5	0.3	4.5	2.9	5.1	0.4	5.2	4.2
Binghamton.....	2.8	0.4	2.8	3.7	2.8	0.7	2.8	2.9
Elmira.....	2.8	0.3	2.4	9.5	2.9	0.4	2.7	14.2
Jamestown.....	2.6	0.2	2.6	.....	3.2	0.3	3.2	.....
Kingston.....	4.3	0.8	4.2	9.0	5.3	1.1	5.2	10.7
Mount Vernon.....	4.1	0.1	4.0	6.1	4.9	0.2	4.9	5.1
New Rochelle.....	6.5	0.2	6.3	9.3	7.9	0.3	7.8	9.2
Newburgh.....	3.0	0.3	2.9	3.6	3.5	0.3	3.5	3.2
Niagara Falls.....	5.8	0.2	5.7	10.5	8.0	0.2	7.9	9.3
Poughkeepsie.....	2.8	0.5	2.8	3.2	3.0	0.4	3.1	1.4
Schenectady.....	5.4	0.4	5.4	3.3	6.7	0.3	6.7	.....
Troy.....	2.0	0.4	1.9	4.5	2.1	0.4	2.1	3.1
Utica.....	8.2	0.5	8.2	7.5	9.5	0.6	9.5	7.4
Watertown.....	4.6	1.0	4.6	.....	6.9	1.3	6.9	.....
Yonkers.....	8.4	0.3	8.4	7.0	10.6	0.4	10.6	7.4
North Carolina:								
Charlotte.....	10.1	2.3	2.3	34.4	9.4	1.8	1.8	26.2
Wilmington.....	14.9	3.0	3.1	28.2	12.1	2.5	2.7	27.0
Ohio:								
Akron.....	2.0	0.4	2.9	8.9	2.9	0.3	2.8	11.8
Canton.....	2.4	0.4	3.4	2.0	4.1	0.3	4.1	2.3
Hamilton.....	1.8	0.7	1.1	10.2	1.7	0.9	1.4	9.8
Lima.....	1.5	0.9	1.3	5.6	2.0	1.3	1.8	7.0
Lorain.....	2.6	0.3	2.6	2.3	2.0	0.3	2.0	2.3
Massillon.....	1.3	0.5	1.3	7.1	1.6	0.5	1.6	7.7

ILLITERACY IN THE UNITED STATES.

15

Per cent of illiteracy in cities having 25,000 to 100,000 population in the United States,
1910—Continued.

Cities.	In population 10 years of age and over.				Males 21 years of age and over.			
	All classes.	Native white.	Total white.	Negro.	All classes.	Native white.	Total white.	Negro.
Ohio—Continued.								
Springfield.....	2.1	0.5	1.4	8.5	2.6	0.6	1.7	9.6
Youngstown.....	7.1	0.4	7.2	5.8	9.0	0.3	9.1	6.6
Zanesville.....	2.2	0.9	1.8	8.7	2.7	1.1	2.3	10.8
Oklahoma:								
Muskogee.....	4.2	0.6	0.7	12.1	3.9	0.4	0.5	12.6
Oklahoma City.....	1.4	0.3	0.8	6.7	1.5	0.2	1.0	6.2
Pennsylvania:								
Allentown.....	3.0	0.9	3.0	2.6	2.5	0.6	2.5	.....
Altoona.....	3.1	0.8	3.1	3.8	3.9	0.6	3.9	2.4
Chester.....	6.6	0.7	5.6	13.8	9.1	0.7	8.2	14.9
Easton.....	2.6	0.8	1.8	3.8	2.4	0.5	2.4	.....
Erie.....	3.7	0.4	3.7	6.0	5.2	0.7	5.2	8.2
Harrisburg.....	2.5	0.9	1.8	11.5	2.9	0.9	2.1	12.8
Hazleton.....	10.0	1.6	10.0	.....	11.3	1.4	11.3	.....
Johnstown.....	9.0	1.0	9.0	8.0	13.3	1.4	13.4	3.8
Lancaster.....	1.7	1.0	1.5	13.1	2.0	1.2	1.8	13.5
McKeesport.....	4.1	0.4	4.0	6.7	4.9	0.6	4.6	7.3
New Castle.....	6.4	0.5	6.3	10.8	8.9	0.8	8.7	14.8
Norristown borough.....	8.8	4.0	8.5	15.8	9.7	4.4	9.3	19.9
Reading.....	3.0	1.1	3.0	3.4	3.7	1.0	2.7	3.7
Shenandoah borough.....	23.7	2.5	23.7	.....	28.6	3.7	28.6	.....
Wilkes-Barre.....	6.9	0.8	6.9	8.1	8.6	1.0	8.6	7.7
Williamsport.....	1.4	0.6	1.2	7.0	1.8	0.7	1.6	7.3
York.....	2.7	2.1	2.5	11.6	3.0	2.2	2.8	11.6
Rhode Island:								
Newport.....	2.9	0.3	2.6	5.8	3.5	0.3	3.3	6.7
Pawtucket.....	5.4	1.1	5.4	5.8	5.6	1.2	6.5	.....
Warwick town.....	10.6	2.8	10.6	9.0	12.6	3.2	12.6	.....
Woonsocket.....	9.1	2.3	9.1	.....	11.9	3.3	11.9	.....
South Carolina:								
Charleston.....	15.3	0.9	1.5	27.9	14.0	0.9	1.7	26.8
Columbia.....	17.4	5.5	5.6	32.2	16.2	5.2	5.3	32.3
Tennessee:								
Chattanooga.....	9.9	2.3	2.5	20.7	10.1	2.1	2.2	21.9
Knoxville.....	6.5	4.3	4.3	14.2	6.0	3.4	3.4	15.2
Texas:								
Austin.....	7.8	2.6	4.2	18.8	8.7	3.6	5.0	21.3
Dallas.....	4.0	0.6	1.1	15.4	3.8	0.5	1.1	15.1
El Paso.....	13.3	3.1	13.4	9.3	11.4	2.3	11.5	8.8
Fort Worth.....	3.8	0.7	2.0	12.0	4.4	0.6	2.7	12.0
Galveston.....	5.1	0.9	2.8	12.2	5.5	0.9	3.5	12.0
Houston.....	6.4	0.7	1.9	16.4	5.9	0.6	1.8	16.4
San Antonio.....	10.1	4.3	9.7	13.2	9.4	3.6	8.9	13.0
Waco.....	5.1	0.6	1.4	16.8	5.2	0.4	1.2	18.5
Utah:								
Ogden.....	1.5	0.3	1.3	2.7	1.9	0.3	1.6	0.9
Salt Lake City.....	1.6	0.2	1.3	4.6	2.0	0.3	1.5	4.3
Virginia:								
Lynchburg.....	9.3	1.1	1.4	25.3	9.3	1.2	1.3	23.2
Norfolk.....	9.0	1.2	2.3	19.7	8.6	1.1	2.5	13.6
Portsmouth.....	9.8	1.0	1.7	24.5	8.5	1.0	1.6	23.1
Roanoke.....	6.9	2.0	2.2	22.7	7.2	2.3	2.4	23.8
Washington:								
Tacoma.....	1.8	0.1	1.7	3.6	2.1	0.2	1.9	3.1
West Virginia:								
Huntington.....	5.1	4.5	4.5	13.3	5.6	4.7	4.7	14.8
Wheeling.....	3.2	0.9	3.0	9.0	4.0	1.3	3.8	8.0
Wisconsin:								
Green Bay.....	5.7	2.3	5.7	.....	7.6	4.3	7.6	.....
La Crosse.....	2.5	0.3	3.0	.....	2.9	0.4	2.9	.....
Madison.....	1.6	0.1	1.5	5.3	2.2	0.1	2.0	.....
Oshkosh.....	2.7	0.3	2.7	.....	3.4	0.4	3.4	.....
Racine.....	3.6	0.3	3.6	3.9	4.7	0.1	4.7	.....
Sheboygan.....	3.2	0.3	3.2	.....	3.9	0.2	3.9	.....
Superior.....	2.7	0.2	2.6	1.2	3.1	0.2	3.1	.....

Number of illiterates per thousand in the total population 10 years of age and over in 1910.

1. Iowa—17.	
2. Nebraska—19.	
3. Oregon—19.	
4. Washington—20.	
5. Kansas—22.	
6. Idaho—22.	
7. Utah—23.	
8. South Dakota—29.	
9. Minnesota—30.	
10. Indiana—31.	
11. North Dakota—31.	
12. Ohio—32.	
13. Wisconsin—32.	
14. Michigan—33.	
15. Wyoming—33.	
16. Illinois—37.	
17. California—37.	
18. Colorado—37.	
19. Vermont—37.	
20. Maine—41.	
21. Missouri—43.	
22. New Hampshire—46.	
23. Montana—48.	
24. District of Columbia—49.	
25. Massachusetts—52.	
26. New York—55.	
27. New Jersey—56.	
28. Oklahoma—56.	
29. Pennsylvania—59.	
30. Connecticut—60.	
31. Nevada—67.	
32. Maryland—72.	
33. Rhode Island—77.	
34. Delaware—81.	
35. West Virginia—83.	
36. Texas—99.	
37. Kentucky—121.	
38. Arkansas—126.	
39. Tennessee—136.	
40. Florida—138.	
41. Virginia—162.	
42. North Carolina—185.	
43. New Mexico—202.	
44. Georgia—207.	
45. Arizona—209.	
46. Mississippi—224.	
47. Alabama—229.	
48. South Carolina—257.	
49. Louisiana—290.	

Number of illiterates per thousand of the total white population 10 years of age and over in 1910.

1. Washington—14.
2. South Dakota—14.
3. Idaho—14.
4. Oregon—15.
5. District of Columbia—15.
6. Iowa—16.
7. Utah—17.
8. Kansas—18.
9. Nebraska—18.
10. Nevada—24.
11. Wyoming—25.
12. North Dakota—26.
13. Indiana—28.
14. Minnesota—29.
15. Ohio—30.
16. California—30.
17. Wisconsin—30.
18. Michigan—32.
19. Montana—32.
20. Colorado—35.
21. Illinois—36.
22. Missouri—36.
23. Oklahoma—36.
24. Maryland—37.
25. Vermont—37.
26. Maine—40.
27. New Hampshire—44.
28. Delaware—50.
29. Massachusetts—51.
30. Mississippi—53.
31. New Jersey—54.
32. New York—55.
33. Florida—55.
34. Pennsylvania—58.
35. Connecticut—59.
36. Texas—67.
37. Arkansas—70.
38. West Virginia—76.
39. Rhode Island—77.
40. Georgia—78.
41. Virginia—81.
42. Tennessee—97.
43. Kentucky—99.
44. Alabama—99.
45. South Carolina—103.
46. North Carolina—123.
47. Arizona—131.
48. Louisiana—142.
49. New Mexico—164.

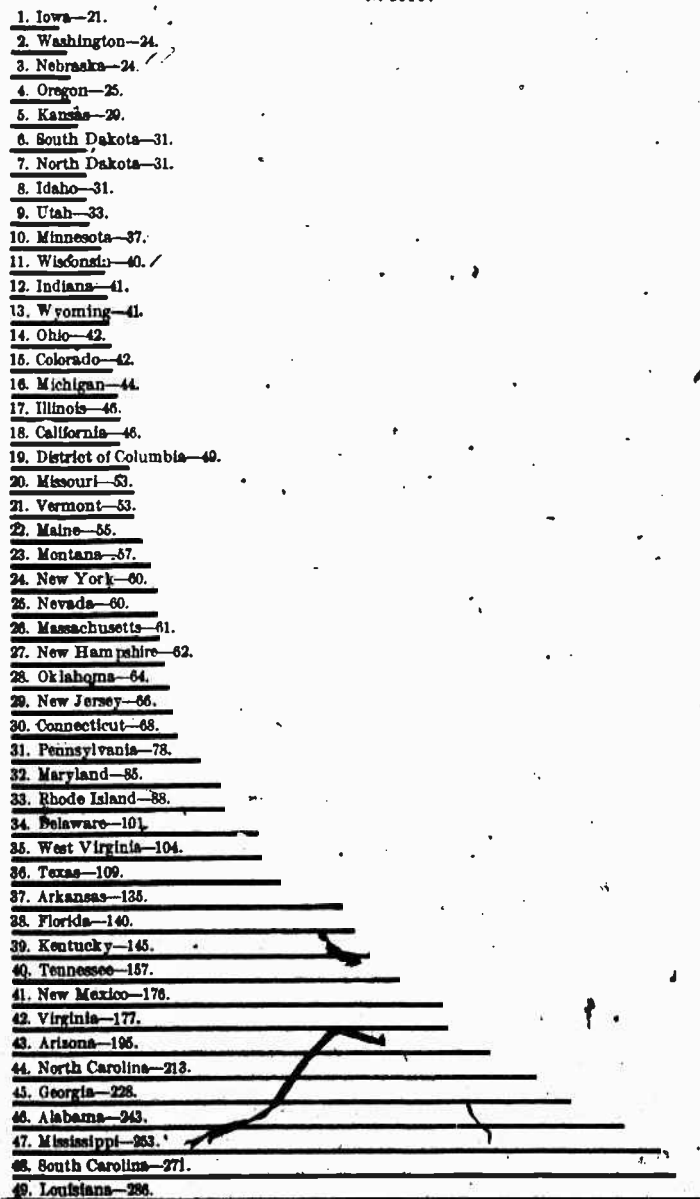
Number of illiterates per thousand of the native-born white population 10 years of age and over in 1910.

1. Washington—3.
2. Idaho—3.
3. Wyoming—3.
4. Oregon—4.
5. South Dakota—4.
6. Utah—4.
7. Montana—4.
8. Nevada—4.
9. Massachusetts—5.
10. California—5.
11. Minnesota—5.
12. North Dakota—5.
13. District of Columbia—5.
14. Nebraska—6.
15. Connecticut—6.
16. New York—8.
17. Iowa—8.
18. Kansas—8.
19. Wisconsin—9.
20. New Jersey—9.
21. Michigan—11.
22. New Hampshire—11.
23. Pennsylvania—12.
24. Illinois—12.
25. Rhode Island—12.
26. Ohio—15.
27. Colorado—18.
28. Vermont—19.
29. Maine—20.
30. Indiana—21.
31. Maryland—26.
32. Missouri—29.
33. Delaware—29.
34. Oklahoma—33.
35. Arizona—42.
36. Texas—43.
37. Florida—50.
38. Mississippi—62.
39. West Virginia—64.
40. Arkansas—70.
41. Georgia—73.
42. Virginia—80.
43. Tennessee—87.
44. Alabama—96.
45. Kentucky—100.
46. South Carolina—103.
47. North Carolina—123.
48. Louisiana—124.
49. New Mexico—149.

Number of illiterates per thousand of the negro population 10 years of age and over in 1910.

1. Minnesota—34.	
2. Oregon—34.	
3. Washington—42.	
4. Wisconsin—45.	
5. Vermont—48.	
6. Utah—48.	
7. North Dakota—48.	
8. New York—50.	
9. Wyoming—50.	
10. South Dakota—55.	
11. Nevada—55.	
12. Michigan—57.	
13. Connecticut—63.	
14. Idaho—64.	
15. Montana—70.	
16. California—71.	
17. Nebraska—72.	
18. Arizona—72.	
19. Maine—80.	
20. Massachusetts—81.	
21. Colorado—86.	
22. Pennsylvania—91.	
23. Rhode Island—95.	
24. New Jersey—99.	
25. Iowa—103.	
26. Illinois—105.	
27. New Hampshire—106.	
28. Ohio—111.	
29. Kansas—120.	
30. District of Columbia—135.	
31. Indiana—137.	
32. New Mexico—142.	
33. Missouri—174.	
34. Oklahoma—177.	
35. West Virginia—203.	
36. Maryland—234.	
37. Texas—246.	
38. Florida—255.	
39. Delaware—256.	
40. Arkansas—264.	
41. Tennessee—273.	
42. Kentucky—276.	
43. Virginia—300.	
44. North Carolina—319.	
45. Mississippi—356.	
46. Georgia—365.	
47. South Carolina—387.	
48. Alabama—401.	
49. Louisiana—484.	

Number of illiterates per thousand of the total male population 21 years of age and over in 1910.



ILLITERACY IN THE UNITED STATES.

21

Number of illiterates per thousand of the total white male population 21 years of age and over in 1910.

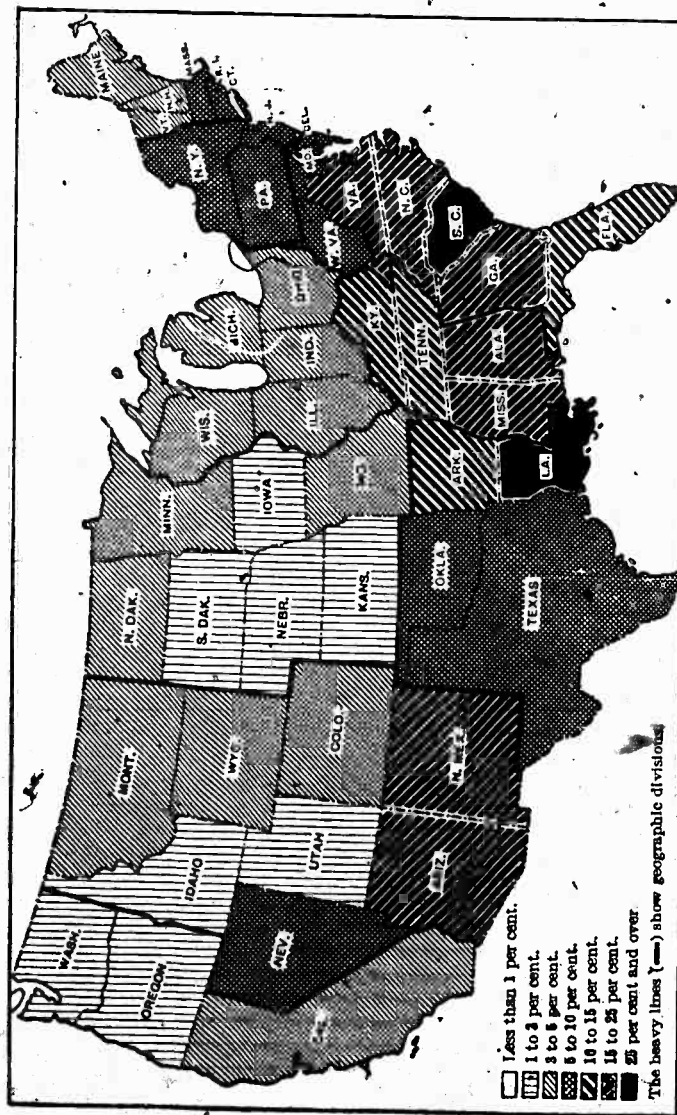
1. District of Columbia—16.
2. South Dakota—17.
3. Washington—19.
4. Iowa—20.
5. Oregon—21.
6. Idaho—22.
7. Nebraska—23.
8. Utah—21.
9. Kansas—25.
10. North Dakota—26.
11. Nevada—29.
12. Wyoming—33.
13. Minnesota—35.
14. California—38.
15. Indiana—38.
16. Wisconsin—38.
17. Colorado—39.
18. Ohio—40.
19. Montana—42.
20. Michigan—43.
21. Oklahoma—43.
22. Illinois—44.
23. Missouri—45.
24. Maryland—45.
25. Florida—53.
26. Vermont—53.
27. Maine—55.
28. New York—60.
29. Massachusetts—60.
30. New Hampshire—61.
31. Mississippi—62.
32. New Jersey—64.
33. Delaware—65.
34. Connecticut—68.
35. Texas—71.
36. Arkansas—75.
37. Pennsylvania—77.
38. Georgia—80.
39. Rhode Island—88.
40. West Virginia—94.
41. Virginia—96.
42. Alabama—106.
43. South Carolina—107.
44. Tennessee—112.
45. Kentucky—117.
46. Arizona—134.
47. New Mexico—139.
48. North Carolina—140.
49. Louisiana—143.

Number of illiterates per thousand of the native-born white male population 21 years of age and over in 1910.

1. Washington—3.	
2. Montana—4.	
3. Idaho—4.	
4. Wyoming—4.	
5. Nevada—4.	
6. Oregon—5.	
7. Utah—5.	
8. North Dakota—5.	
9. South Dakota—5.	
10. California—6.	
11. District of Columbia—6.	
12. Massachusetts—7.	
13. Minnesota—7.	
14. Nebraska—8.	
15. Connecticut—9.	
16. New York—11.	
17. Iowa—11.	
18. Kansas—11.	
19. New Jersey—12.	
20. Wisconsin—13.	
21. Colorado—15.	
22. Rhode Island—15.	
23. Pennsylvania—16.	
24. New Hampshire—16.	
25. Illinois—17.	
26. Michigan—17.	
27. Ohio—20.	
28. Indiana—23.	
29. Maine—28.	
30. Vermont—29.	
31. Arizona—33.	
32. Maryland—34.	
33. Missouri—38.	
34. Oklahoma—40.	
35. Delaware—40.	
36. Texas—43.	
37. Florida—49.	
38. Mississippi—60.	
39. West Virginia—75.	
40. Arkansas—75.	
41. Georgia—87.	
42. Virginia—97.	
43. Alabama—106.	
44. South Carolina—108.	
45. Tennessee—113.	
46. New Mexico—118.	
47. Kentucky—119.	
48. Louisiana—126.	
49. North Carolina—140.	

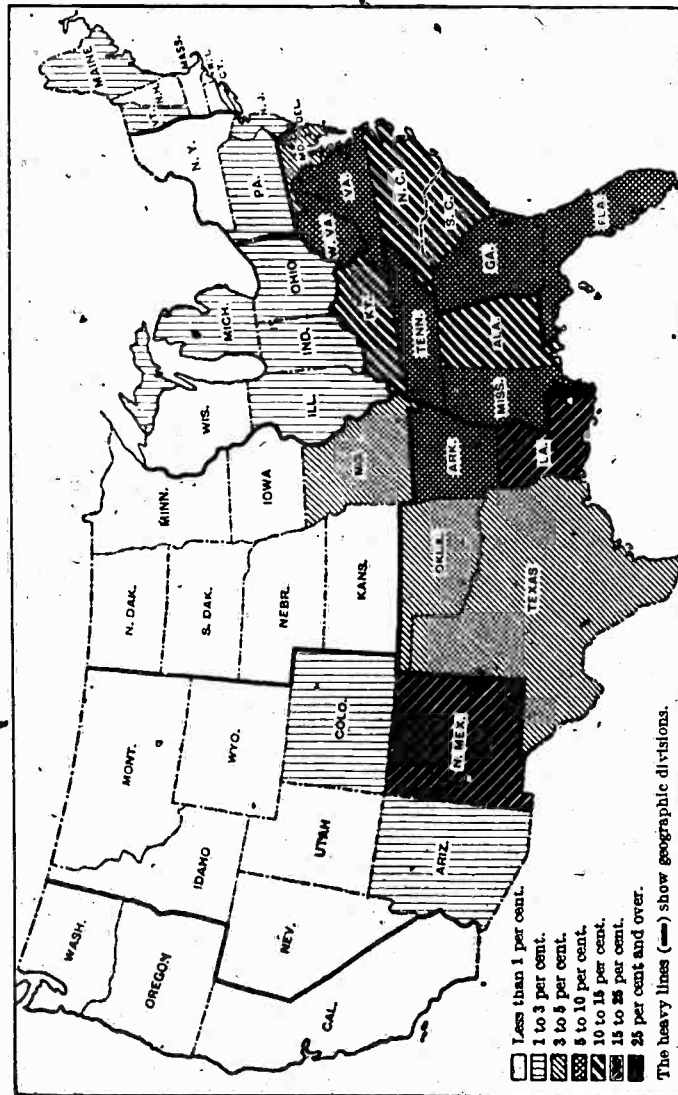
Number of illiterates per thousand of the negro male population 21 years of age and over in 1910.

1. Oregon—31.	
2. Minnesota—36.	
3. Wyoming—38.	
4. Washington—39.	
5. Vermont—39.	
6. Utah—46.	
7. Idaho—49.	
8. New York—60.	
9. North Dakota—61.	
10. Wisconsin—64.	
11. Michigan—63.	
12. Connecticut—66.	
13. Nevada—66.	
14. California—68.	
15. South Dakota—70.	
16. Nebraska—72.	
17. Arizona—84.	
18. Colorado—87.	
19. Montana—88.	
20. Massachusetts—94.	
21. Pennsylvania—101.	
22. New Jersey—107.	
23. Illinois—109.	
24. Rhode Island—112.	
25. Iowa—115.	
26. Maine—116.	
27. Ohio—132.	
28. Kansas—135.	
29. New Mexico—137.	
30. District of Columbia—138.	
31. New Hampshire—145.	
32. Indiana—160.	
33. Missouri—190.	
34. Oklahoma—201.	
35. West Virginia—240.	
36. Florida—259.	
37. Maryland—273.	
38. Arkansas—287.	
39. Texas—299.	
40. Delaware—313.	
41. Tennessee—321.	
42. Kentucky—343.	
43. Virginia—363.	
44. North Carolina—386.	
45. Mississippi—410.	
46. Georgia—416.	
47. South Carolina—431.	
48. Alabama—434.	
49. Louisiana—483.	



TOTAL POPULATION.

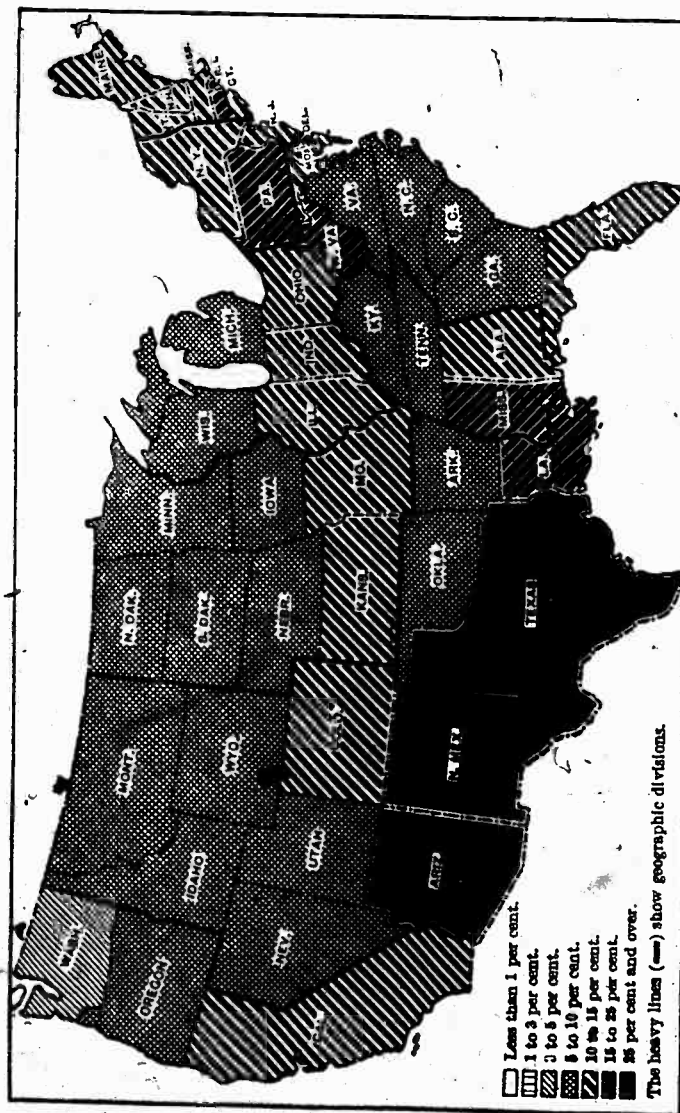
PERCENTAGE OF ILLITERATES IN THE POPULATION 10 YEARS OF AGE AND OVER, 1910.
 (From the Abstract of the Census, 1910, page 246.)



NATIVE WHITES OF NATIVE PARENTAGE.

PERCENTAGE OF ILLITERATES IN THE POPULATION 10 YEARS OF AGE AND OVER, 1910.

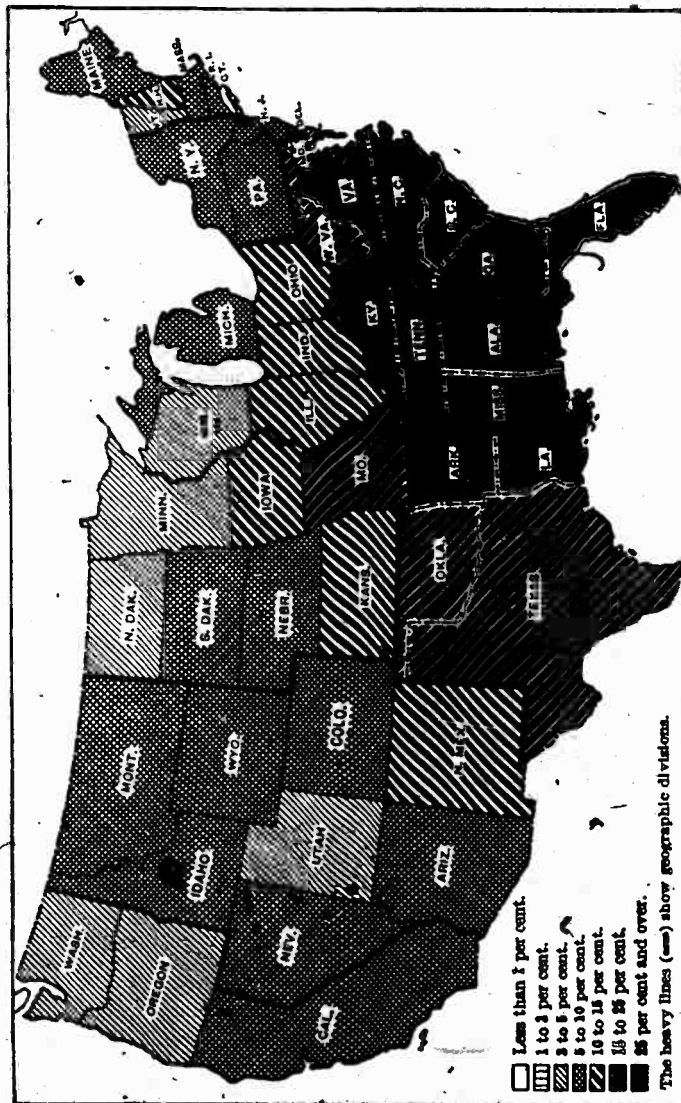
(From the Abstract of the Census, 1910, page 246.)



FOREIGN-BORN WHITES.

PERCENTAGE OF ILLITERATES IN THE POPULATION 10 YEARS OF AGE AND OVER, 1910.

(From the Abstract of the Census, 1910, page 247.)



NEGROES.

PERCENTAGE OF ILLITERATES IN THE POPULATION 10 YEARS OF AGE AND OVER, 1900.

(From the Abstract of the Census, 1910, page 247.)

To wait for a generation of illiterate men, women, and children to die is a slow and painful process. That there is a shorter way to the reduction and elimination of illiteracy has been proven by some European States, and sporadic efforts in this country indicate that there is a better way here, to wit: To teach these grown-ups, in schools organized especially for them, to read and write, and possibly something more.

One of the most notable recent attempts to do this is that begun in September, 1911, by Mrs. Cora Wilson Stewart, superintendent of schools in Rowan County, Ky., and her associates.

Having studied carefully the conditions of the county, Mrs. Stewart decided to open night schools for adults on moonlight nights in the public schoolhouses of the county. She outlined her plan to the teachers and called for volunteers. All the teachers of the county responded. On Labor Day, September 4, 1911, these teachers visited the homes of the people throughout the county, explained the plan, and announced that moonlight schools would be opened the next evening. It was expected that the response would be slow, but more than 1,200 men and women from 18 to 86 years old were enrolled the first evening. They came trooping over the hills and out of the hollows, some to add to the meager education received in the inadequate schools of their childhood, some to receive their first lessons in reading and writing. Among these were not only illiterate farmers and their illiterate wives, sons, and daughters, but also illiterate merchants or "storekeepers," illiterate ministers, and illiterate lumbermen. Mothers, bent with age, came that they might learn to read letters from absent sons and daughters, and that they might learn for the first time to write to them.

Almost one-third of the population of the county was enrolled. Says Mrs. Stewart:

They had all the excuses and all the barriers which any people might offer—high hills, bridgeless streams, rugged roads, weariness from the day's hard toil, the shame of beginning study late in life, and all the others; but they were not seeking excuses—they were sincerely and earnestly seeking knowledge. Their interests, their zeal, and their enthusiasm were wonderful to witness. It was truly an inspiring sight to see these aged pupils bending over the desks which their children and grandchildren had occupied during the day. Their delight in learning and their pride in their achievements exceeded any joy that I have ever witnessed.

In some instances, where shyness prevented some of the adults from attending at first, lessons were given in their homes until they could read and write a little. They were then willing and eager to enroll in the night schools.

In September, 1912, a "moonlight school" teachers' institute was held in Morehead, Ky.; and the superintendent and teachers who had



4. ELIZABETH PRINCE, 70 YEARS OF AGE.
She learned in eight weeks to write her first letter.



B. UNCLE MARTIN SLOAN, AGE 87.
The oldest pupil in the moonlight schools of Rowan County.



A. A LESSON IN READING WITH A NEWSPAPER AS THE TEXT.



B. FOUR GENERATIONS REPRESENTED IN THE SAME SCHOOLROOM.

conducted the first moonlight schools instructed others who wished to do work of this kind in Rowan and adjoining counties, and in the fall of 1912 the movement spread to 8 or 10 other counties, while the enrollment of adults in Rowan County reached nearly 1,600.

The success of the men and women proves that it is not so difficult for illiterate grown-ups to learn to read and write as is generally supposed. They learn in a very short time, if given the opportunity. Reading, writing, and arithmetic are simple subjects when mature minds are concentrated upon them. A child of ordinary mind can be taught to read and write in three or four weeks; and the adult can do at least as well. One man, aged 30, after four lessons in the evening school, wrote the county superintendent a legible letter. Another man, aged 50, wrote a legible letter after 7 nights' attendance. A woman, aged 70, wrote a legible letter after 8 nights of study. These cases are, of course, exceptional; but experience has shown that a few weeks' attendance at the night schools has been sufficient to enable the adult pupils to pass over the dark line of illiteracy and to get into the class of literates. Several succeeded in securing a Bible, which had been offered as a prize by the superintendent to those who would learn to write a letter during the first two weeks of the moonlight school term.

In some of the districts the enrollment of adults exceeded the enrollment of children. In two districts the enrollment ran as high as 70, and in several as high as 65.

One teacher, 18 years old, had only four adult pupils in her class, but one of these was a preacher who learned to read his Bible and a newspaper after a few weeks of earnest study. After 4 lessons he signed his name to a paper for the first time; and after 7 lessons, to quote the words of the county superintendent, "he wrote an enthusiastic letter, with a period at the close of each sentence as large as a bird's eye."

In another night school, of 65 enrolled, 23 were illiterates, and there were 3 preachers in the class. Several octogenarians were enrolled in these schools; one a woman 85, another a man 87. Some of the men and women entered the schoolroom for the first time in their lives when they enrolled as night pupils.

One of the significant facts brought out in this experiment is that adults of limited education have taken advantage of the opportunity to return to school and to increase their knowledge. Of the 1,600 adult pupils attending night school during the second term, 300 were unable to read and write at all, 300 were from those who had learned in September, 1911, and 1,000 were men and women of meager education.

In a number of instances adults from the night schools have enrolled as pupils in the day schools; and the superintendent states

morehead, Ky.

Oct, 30, 1912.

Mrs Cora Stewart

Dear Supr.

This is the first letter I ever try'd to write

I have enjoyed the night school very good. Our school has enrolled 65 pupils with 20 beginners of which I am one of the beginners.

I have attended only five night schools have learned very much during that time.

Yours truly
Moses Wallace

LETTER NO. 1. THE RESULT OF FIVE NIGHTS' INSTRUCTION.

The writer, Moses Wallace, is 32 years old.

that the presence of a determined man or woman in the school has proven an inspiration to pupils and teacher.

The change in the attitude of the community toward the school, where the night school has been undertaken, is in itself significant. A school trustee thus describes the change in his community:

I have lived in this district for 55 years and I never saw any such interest as we have here now. The school used to just drag along, and nobody seemed interested. We never had a gathering at the school, and nobody thought of visiting the school. We had not had night school but three weeks until we got together right. We papered

Raylousky

Nov. 20, 1912

Mrs. Cara Wilson Stewart
Morehead, Ky.

*Dear Supt: Our night
school is out to night
and want to thank you
and our teacher for the
opportunity I have had to
attend school in wellhouse
Dist.*

*Sincerely yours
J. C. T. Rent*

LETTER NO. 2. THE WRITER'S FIRST LETTER. HE IS THE FATHER OF SEVEN SONS.

the house, put in new windows, purchased new stovepipe, made new steps, contributed money, and bought the winter's fuel.

Now we have a live Sunday school, a singing school, prayer meeting once each week, and preaching twice a month. People of all denominations in the district meet and worship together in perfect unity and harmony, aged people come regularly, and even people from the adjoining county are beginning to come over to our little schoolhouse.

The remark of one old woman of 70 probably voices the feelings and sentiments of all the adults who have learned to read and write in

these night schools. When asked what benefit the moonlight school had been to her, she said, "Oh, to be able to read my Bible and to write to my children and grandchildren! I would not take anything for the privilege."

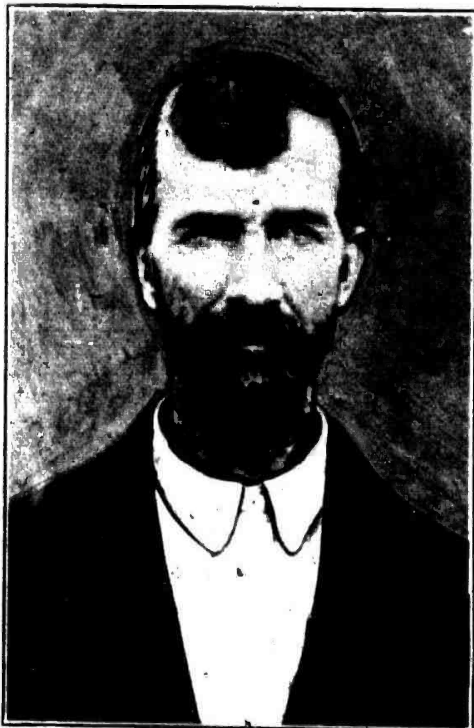
The studies pursued in these moonlight schools are reading, writing, arithmetic, and spelling. Brief drills are given in the essential facts of language, history, geography, civics, sanitation, agriculture, and horticulture. The reading text is the Rowan County School Messenger, edited by the county superintendent, published weekly for the special benefit of the adult students, and furnished free of charge. This paper deals largely with school and county affairs, and the news is made up in short sentences designed to help the pupils in their efforts to read.

This experiment in Rowan County, Ky., shows that it is possible to bring help to illiterate men and women even under the most difficult and adverse circumstances.

The following extracts from an article in the Louisville Courier-Journal of December 29, 1912, show the spirit of this work so well that they are included here:

The teachers gladly gave volunteer service and received no compensation whatever. A few prizes were offered to stimulate teachers and trustees and were to be awarded on the highest enrollment, the largest attendance, and the number of illiterates taught, but teachers and trustees announced that any prizes won by them would be donated to the district for libraries and other needed improvements. The teachers are in the main natives of Rowan County, young in years and in experience, deeply in sympathy with the people and their needs, consecrated to the cause of education, and determined to wipe out illiteracy from the county and to make of each and every citizen, high or low, an intelligent, active, happy factor in the school. They possess a high degree of intelligence, an average amount of scholarship, and the mission spirit, the most essential qualification of a teacher, in the highest degree.

If obstacles presented themselves, the teachers promptly removed them; and if excuses were made, they met them with argument and persuasion and overcame them. Several married teachers who lived at home and rode on horseback to school each day left their homes when the night-school term began and took up their abode in the district. Teachers who lived or boarded long distances from the schoolhouses remained at school from the time the day school began at 8 o'clock in the morning until the night school ended at 9 o'clock in the evening, making a 13-hour day. Some canvassed their districts regularly during the few hours which intervened between the close of the day school and the beginning of the night school and started many who were too diffident to come to school to writing at home, and after they were slightly advanced persuaded them into the school. One widow, who not only taught, but was burdened with household cares, walked back and forth 3 miles with her two children twice each day to the schoolhouse to instruct the pupils in both the day and night school sessions. School was conducted for two hours each evening on four nights during the week, Monday, Tuesday, Wednesday, and Thursday evenings, leaving the teachers three nights for complete rest and relaxation to refresh them for the work of the next week. None showed any particular evidence of strain or fatigue or overwork, and each and every one declared the work a most delightful and fascinating one and one which even greatly increased the interest and added to the success of the day school.



A. MARTIN DE HART, A PRIZE
WINNER.



B. SCHOOLMATES.

The man is 72; the woman, 68.



C. UNCLE RANS BURTON; AGE, 76.



D. MRS. A. J. WHITE.

PUPILS IN THE ROWAN COUNTY MOONLIGHT SCHOOLS.



A. NIGHT SCHOOL AT OPEN FORK.

The oldest pupil was 73.



B. A GROUP OF EAGER STUDENTS.

Too much credit can not be given these teachers—faithful, earnest, heroic servants of the Commonwealth—who volunteered to teach by night as well as by day. In

My dear Sir,
 Dear Sir, now 1912 more
 head. My Mrs Cara Wilson,
 Stewart I am writing you the first
 letter as I have learned to write in
 the night school at new home
 Dist I am so pleased may this
 night school move on we will
 continue until every person
 in Rowan county can read
 and right I trust I will be to
 get the Bible sincerely
 you may the Blessings
 of God rest upon you
 may he assist you in
 every good work
 Is my dear Willie Black

LETTER NO. 3. FROM THE FATHER OF TEN CHILDREN.

no crusade or march of progress has more self-sacrifice or heroism been shown than has been displayed by them. Patriots they are, of the truest kind.

20125—Bull. 20-12—3

From this school, under the instruction of an 18-year-old girl, a beginner in the profession of teaching, a preacher 50 years of age was graduated in reading and writing, for the terms of graduation were only that he should be able to read his Bible and the newspaper with reasonable facility, and should write a legible letter, and both of these he now can do to his unspeakable pride and joy.

He signed his name to the assessor's list, for the first time, after four nights' instruction, and wrote the superintendent a legible, four-page, enthusiastic letter with a period at the close of each sentence as large as a bird's-eye, when he had been a pupil of the school but seven evenings. The youthful teacher was inclined to apologize for the few that she had enrolled, and said: "I didn't have as large school as the others—just four—but they were in earnest, and I did my best for them, and told them that I would teach as long as one of them would come," and then she said with a twinkle in her eye, and an evident thrill of pride, "but I taught a preacher to read and write, and that was something, wasn't it?"

One school of 65 pupils had 23 illiterates, all of whom were taught by a young teacher to read and write. Three preachers were enrolled in this school, and added much by their interest, their zeal, and their influence. In fact, all ministers in the rural sections aided much in the work. They assisted in campaigning and organizing, and the more learned assisted in teaching, while those who were unlearned sought more eagerly than any others to acquire some education. Four preachers were taught to read and write. These and all other beginning students in the night school who learned to read and write and who wrote the superintendent their first letter received as a prize a Bible with their names engraved upon it.

On one of her visits to a moonlight school the writer watched the eager, happy throng come trooping through the moonlight, laughing and talking together in free and easy schoolmate fashion, and as they entered the door noted that there were not only students of all ages, from the maid of 18 and the youth who had just attained his majority to the grandame of 50 and the grandfather of 80, but there were a carpenter, a merchant, a manufacturer, a postmaster, a magistrate, a doctor, a preacher, school trustee, five former teachers, farmers and farmers' wives and their sons and daughter, many educated persons and eight illiterates. That the thirst for knowledge and the determination to reach a more elevated station in life were not confined to any age or any class seemed self-evident, and that the moonlight school met the demands of those in any age and of all these various classes was proven by the fact that they came again and again, and plead for a longer term when its sessions closed.

The studies pursued were, essentially, reading, writing, spelling, and arithmetic, but brief drills were given on the most significant facts in language, history, geography, civics, sanitation, agriculture, and horticulture. With beginners, writing was the most fascinating study, while the more advanced were divided in their preference between arithmetic and agriculture and made most rapid progress in the study of each. Horticulture was discussed and fruit grafting was performed in some schools.

The reading text was a little newspaper, the Rowan County School Messenger, edited by the county superintendent and published weekly for the special benefit of the adult students and furnished to them free of charge. Its motto and the motto of the moonlight schools was:

The riches of the commonwealth
Are free, strong minds and hearts of health,
And more to her than gold or grain
Are cunning hand and cultured brain.

This paper dealt largely with school and county affairs and was made up of short sentences intended to inspire effort and to arouse the curiosity of the beginner so that he would immediately seek to read the next sentence. And it had the desired effect, for no sentence in any book could have spurred the reader on to seek further as did the announcement that "John Brown has moved to Kansas," for immediately

the desire to know, such as impels the reader of fiction, what was going to happen next, or what had happened, was uppermost, and so there was renewed zeal and effort to master the next sentence and to see who else had moved, and who was visiting, and who had painted or built a new house.

The statements of school improvements, too, served two purposes, one for practice in reading, and the other to arouse the readers to make their district excel the one which was being exploited, and this, also, was effective, for when the people of Slab Camp read the statement "They are putting up window shades and hemstitching curtains for the school at Chestnut Grove," they at once decided that Slab Camp was not going to be behind the rest, and that what Chestnut Grove could do Slab Camp could do, and shades and curtains went up, without delay, in Slab Camp school-house, too. And if one school read that another was germinating seed corn or grafting fruit trees, the same course was adopted by them then and there.

The newspaper contained one poem, running in sections, a stanza or two was to be memorized each week. This was Longfellow's "Psalm of Life," and was learned more for its sublimity of thought, the training of expression, and the acquisition of new words and phrases than as a memory drill. All drill questions on the various branches were published in the paper. Among them all none created a more genuine interest than the drill in language. Drills in the correction of such words as "crick," "kiver," "git," "yit," "hit," "seed," "hyead," "tuck," "fust," "hain't," "skeered," and many others caused much merriment among even those who had been in the habit of employing them, as well as those who were accustomed only to using the proper forms. All joined heartily in drilling on the correct forms, and afterwards took great pride in using them. Drills on words ending in "g" resulted in the correction of the careless habit of saying "doin'," "goin'," "readin'," "writin'," and of other words which had been abridged in the same way.

The text used in arithmetic was a small book recently published and dealing entirely with the problems of rural life, and meeting adequately the needs of a rural people. This book became most popular and took rank next to the Bible in many homes.

Another school trustee, who attended the night school through the same sense of obligation, received an inspiration and is now a student in the day school, along with his own children, every day.

This man is at present secretary of the county board of education, and those who enter a certain remote schoolhouse will not only have turned to them the eager face of his 6-year old son, but will be greeted by the inspired face of this man past 40, a face lighted up with an unusual intellect, high character, and noble purpose. A hungry, appealing look it is at present, for he has high aspirations, and realizes that it is a long step up to them; but one of them is almost within his grasp, and with his spirit of determination and persistence he will reach it, and that is the ambition to be a teacher, and to lead others, as he was led, along the night-school road to a higher education.

One justice of the peace and one ex-magistrate enjoyed the advantages of the night school and afterwards enrolled in day school. In several day schools may be found the child of 5 and the man or woman of 40, and, in every instance, the presence of a determined adult has proven to be an inspiration to both pupils and teacher.

An aged father and mother, parents of 14 children, all of whom had gone beyond the roof-tree, and grandparents of 84 grandchildren, learned to read and write, and absent ones, to their surprise and excessive joy, learned that father and mother had been attending Moonlight School and could read and write, and not only was a new world of communication opened to the aged couple, but a new joy and a new uplift and a new dignity was given to their absent ones, making them, doubtless, better citizens of their adopted States.

What has been accomplished in Rowan as a county system has been accomplished in districts here and there this year in other counties. In the Sandy Valley Hundreds have enrolled, 400 in Lawrence County alone. In Boyd County in one district it

was tried, and the people responded to the number of 60. In Madison a school was conducted among the tenant class, and was thronged with eager students. At the close of a two weeks' session all these tenants could read and write, and one of them was so elated with his acquirements that he wrote to his landlord, a State official, and informed him that he no longer had an ignorant tenant.

Clayton Ky

Oct. 15, 1912

Dear Supt

I have ben going to
our night school
I have learnt to read
and write some

my name is
martin D chart and
I am 33 years old
we have a good
school and I think
all ought to come
it gives the old
people a chance to
learn we have a
good teacher and
he takes great

LETTER NO. 4. THE NIGHT SCHOOL LETTER WHICH WON FIRST PRIZE.

In Garrard County, at Buena Vista, a noble teacher opened the school for night sessions, and found an anxious crowd of adults to greet her each evening, students who plead for a lengthened term.

One middle-aged man was so fascinated by the ability to write his name that he wrote it over and over again for two whole days, and was the more elated at every stroke.

One father and mother came into a school one night with six grown sons, three of whom were married, and all voters. Within two nights both parents and sons could write their names, and within two weeks they could all write a respectable letter.

John Dehart declares in his first letter that he would not take \$10,000 for what he has learned. Doubtless, besides the increased happiness and usefulness, the knowledge which he has gained will add that much to his earning capacity during the rest

delight in learning
us i am glad i
have ben coming
we have enrolled
44 and hope to have
more before it closes
our oldest pupil
is m r slone who is 87
years old
i think the night
school is the
greatest thing
ever has ben
gotten up
yours truly

Martin Dehart

LETTER NO. 4—Continued.

of his lifetime, for he is but 25 years old and belongs to a family of remarkable vigor and noted longevity. John has come to realize his possibilities, and has caught a vision of higher achievements, and has enrolled as a regular scholar in the day school since the night school closed.

In fact, more than one adult has found in the day school a lengthened opportunity, after the night-school sessions were over. Last year a school trustee of limited education attended the school at night, partly as an official duty, and also to accompany

his wife, who was the teacher. During the session he caught a glimpse of possible power and service, and enrolled immediately in the day school, and attended every day, being taught by his wife. When the day school closed, he entered a private normal school, applying himself assiduously until summer, when he secured a certificate to teach. This year he is one of the most earnest and successful teachers in Rowan County and in both day and night school he manifests a spirit of consecration only possible to one who has come into the service along a rugged path, beset by many difficulties. He, at least, can sympathize in the fullest with his adult students as they bend over book, copy book or newspaper.

As every teacher was inspired with the idea that he was upbuilding the Commonwealth, as well as uplifting humanity, every citizen had pride in assisting his neighbor to be and in making of himself a more useful factor of society and a more intelligent citizen. A man redeemed from illiteracy became at once a source of pride and admiration to his neighbors, as well as to himself and his family, and, like most new converts to a cause, he exceeded the old adherents in zeal and loyalty and became a most enthusiastic advocate of the cause of education, faithfully supporting the compulsory school law, the school improvement league, the library, and all the aids to education.

The solution of many of the problems of the day school have come about through the night school; parents who, after they became students and inmates of the school, came to see the necessity of certain improvements to which they had hitherto been apparently blind. In one district for 20 years children had hopped across the creek from one school to another and had scrambled up a steep, slippery bank to the school. The parents and grandparents had hopped and scrambled but a few nights until they discovered that a footbridge across that stream was an immediate necessity, and the agitation for a footbridge was at once begun.



A SPELLING MATCH.



A. MATHEMATICS IS AN ABSORBING STUDY.



B. THIRST FOR KNOWLEDGE NOT QUENCHED BY PASSING YEARS.