

"JUST SEND US SOME BOOKS":
LIBRARY SERVICE TO AMERICAN SOLDIERS
IN WORLD WAR I

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INTRODUCTION

The American Heritage Dictionary gives the following as one of the meanings of "service": "An act of assistance or benefit to another or others; favor." When librarians speak of library service, they apply this meaning to the word. During World War I, a special group of American citizens emerged who were in need of various kinds of assistance and benefit: the American soldiers. Several citizen organizations rendered various kinds of service to the American soldier both in the United States and in Europe. The Young Men's Christian Association, the Knights of Columbus, and the Salvation Army were a few of the groups who looked after the men's physical, spiritual, and emotional needs.

However, World War I marked the first time that library service was provided for the American soldier in an extensive, consistent, and organized fashion. The American Library Association led the way in providing this service, but other groups especially the YMCA assisted them. Burton E. Stevenson, a camp librarian in Ohio and later the European representative for the ALA, stated the purpose of library service for the American soldier:

There are three ways in which it (library service) can help: first, by helping to maintain the morale of the men...; second, by helping to educate them concerning the causes and purposes of the war and ...; third, by providing the men with special technical books along several lines, thus making them better and more efficient soldiers. (Allen 86)

This paper will examine the success of this service in terms of the administrative and organizational functions of the American Library Association and other groups involved in providing reading material to the troops, and in terms of the soldiers' acceptance of the work. The logistics of organizing library service in a matter of months for thousands of men who were geographically distant is a problem worthy of study. One immediately must ask: Was this service successful? and if so, How and why was it successful?

This research will cover the period when America entered the war in April 1917 to the spring of 1919 when library service still flourished in Europe even though the war had ended on November 11, 1918. It will be restricted to library service provided in U.S. training camps and cantonments, and in stations and camps for American soldiers serving overseas. One must not assume that library service was a necessity, that the American soldier could not have survived without the books, magazines, and newspapers given to him through the ALA and other groups. One can reflect, though, that such service may have lightened a homesick soldier's heart, made another's passage to the Old World less intimidating, and given yet another man the spirit and courage to face possibly the greatest yet most fearful experience of his life.

REVIEW OF THE LITERATURE

To gather information for this topic, the writer compiled a working bibliography of primary and secondary books from the card catalog. Arthur Young's Books for Sammies: The American Library Association and World War I (1981) provided a good starting place. Young looks at how library service in World War I helped shape and elevate the image of the American Library Association. He does not pay particular attention to the soldiers' reactions to this service. Theodore Koch's War Libraries and Allied Studies (1918) and Books in the War: The Romance of Library War Service (1919) are the same book with different publication years. Koch gives a contemporary survey of a wide range of library services for both American and European soldiers, but all of his writings report information; they do not analyze or synthesize the information. Over Here: The First World War and American Society (1980) by David Kennedy provided an insightful and sometimes unflattering picture of American society during the war.

Other useful books that dealt with the war or with American society included War As Advertised: The Four Minute Men and America's Crusade 1917-1918 by Alfred Cornbise (1984); The Growth of American Thought by Merle Curti (1964); and History of the World War: An Authentic Narrative of the World's Greatest War by Francis March (1919). James Hart's The Popular Book: A History of America's Literary Taste (1961) and Frank

Luther Mott's Golden Multitudes: The Story of Best Sellers in the United States (1947) discussed America's reading interests during the war. Edward Mc Kinley's Marching to Glory: The History of the Salvation Army in the United States of America 1880-1980 (1980) and Fighting Men: An Account of the Young Men's Christian Association in the World War (1922) supplied background information on the services provided by these two groups.

These and other sources led to further primary unpublished and published material. During the war, a flood of articles and editorials on library war service appeared in every major newspaper in the country and in such contemporary periodicals as Bookman, Literary Digest, and The Nation. Various library journals also reported on library war service. The papers and proceedings of three ALA conferences (1917, 1918, 1919), published in The Bulletin of the American Library Association, gave reflections on war service, personal accounts by librarians who served in the U. S. and in Europe, summaries of accomplished work, and numerous statistics and lists on money spent, names of people involved with the work, names and locations of camp libraries, and circulation statistics.

Two publications of the War Service Committee of the American Library Association, War Libraries and War Library Bulletin, also gave useful reports, reflections, statistics, and charts, as well as pictures, guidelines for library war service and for gathering books, and samples from soldier's letters from camps and abroad. Lastly, the American Library

Association Archives at the University of Illinois Library at Urbana-Champaign had a wealth of material about library service during the war. From this collection, publicity releases, letters of appreciation, a history of the library war service, circulation statistics, and lists of books soldiers wanted to read proved the most useful to this study.

This wealth of sources, both primary and secondary, published and unpublished, provided more than enough information to develop the paper. The primary sources had to be considered in the midst of their environment. As with any war, World War I brought forth mixed feelings, and the bias of these feelings was not always checked. Such emotions as rampant patriotism, a sense of do-goodism, and a feeling of American superiority even found their way at times into the literature on library war service. Thus, one must read and study these sources in a larger historical context with a clear and open mind. The secondary sources helped corroborate, clarify, and put into better perspective much of the primary material.

Chapter I: Organizing Library War Service

When war erupted in Europe in August 1914 setting the nations of France, England, and Russia against the Central Powers of Germany, Austria-Hungary, and Italy, no one imagined that this war would change the world forever. No one--not the politicians, the militarists, the young men going off to fight, nor the common civilians in Europe or America--ever dreamed the hostilities would last over four years, would wipe out a generation of Europe's young men, would eventually bring in the United States, and would come to be known as the Great War. Indeed, those closest to the conflict felt the war would be won in a matter of months. Germany's Kaiser Wilhelm told his departing troops in August of 1914, "You will be home before the leaves have fallen off the trees" (Tuchman 142).

A combination of factors including misjudgments concerning modern weaponry and modern transportation systems; out-dated thinking concerning strategic and tactical theory; the inability of certain leaders to change coupled with ineptitude in others; and sheer determination by both powers to win the war at all costs combined to force the two sides into a deadly stalemate of trench warfare which had seen only the beginning of some of its bloodiest battles by December 1914.

Two and one-half years later in the spring of 1917, the war in Europe still raged and America was on the brink of

entering. Spurred on by renewed submarine warfare from Germany and by the Allies' growing plight, President Woodrow Wilson asked Congress for a declaration of war on the night of April 2; America officially entered the war on April 6. Gone were the naive hopes of a quick and easy victory. Millions had already died on the battlefields and at home. Wilson, ever the idealist, called the conflict "The war to end all wars."

Nonetheless, Americans had not been directly involved in the fighting, and an energetic, patriotic fervor swept the land strategically fueled by the U.S. government. This ploy by the Wilson administration to drum up feelings of patriotism and service was a necessity at a time when many groups in America opposed the war and when conscription would be necessary to build the army. During the summer of 1917, thousands of young men registered for army service, and on July 20 Secretary of War Newton D. Baker drew the first draft number (Kennedy 154).

Soon all of these men would be entering training camps to prepare for the fighting in Europe. Sixteen cantonments having permanent wooden barracks and sixteen camps were to be built for over one million men. The camps were completed by October 15, 1917, taking just over ninety days. Each camp would house one division of soldiers or from 30,000 to 50,000 men.

The sudden flood of thousands of men into these camps caused concern in some and compassion in others. Many of these young men had never been far from home, and now they would be placed in an unfamiliar environment with thousands of strangers, all of them facing a disquieting prospect--going off

to war. No doubt many of these men felt homesick, lonely, and fearful. Others may have felt excited, even anxious about going off on a great adventure. In an age clinging to the vestiges of Victorian society, the concern of many was to keep emotions in check, homesickness as well as certain "unwholesome and immoral" desires. Baker himself said:

This time they will not be volunteers; they will be drafted into service. We cannot afford to draft them into a demoralizing environment. It must be assured that their surroundings in the camps are not allowed to be less stimulating and worthy than the environment in their home communities. (Allen 6)

For this reason, the War Department appointed a Commission on Training Camp Activities in April 1917 soon followed by a Commission for the Navy. These commissions were to provide recreational and educational services for the American soldiers in the United States and Europe. The Commission began by setting up various facilities in the camps, and establishing zones around the camps prohibiting brothels (Young 13-14).

The Commission, headed by Raymond B. Fosdick, also coordinated the activities of seven civilian welfare agencies to provide service to the men in camps. These seven agencies were the Young Men's Christian Association; the Playground and Recreation Association renamed the War Camp Community Service during the war; the Knights of Columbus; the Salvation Army; the Jewish Welfare Board; the Young Women's Christian Association; and the American Library Association. The Red Cross also provided service to American soldiers but it was not directly under the Commission. Professing his admiration for

the work of the relief organizations, President Wilson had this to say in April 1918:

I do not believe it an exaggeration to say that no army ever before assembled has had more conscientious and painstaking thought given to the protection of its mental, moral and physical manhood.... Every endeavor has been made to surround the men, both here and abroad, with the kind of environment which a democracy owes to those who fight in its behalf. In this work the Commissions on Training Camp Activities have represented the government and the government's solicitude that the moral and spiritual resources of the nation should be mobilized behind the troops. The country is to be congratulated upon the fine spirit with which organizations and groups of many kinds, some of them of national standing, have harnessed themselves together under the leadership of the government's agency in a common ministry to the men of the army and navy. (Allen, Preface)

Even before the Commission on Training Camp Activities had officially asked the welfare organizations to provide service to American soldiers, Herbert Putnam, Librarian of Congress, had met with Secretary Baker in April 1917 to discuss how the American Library Association could supply books to soldiers. Putnam's motives may have been mixed. No doubt, service to soldiers was a genuine concern of Putnam and other librarians, yet no one could deny this would be a perfect opportunity to boost the image of the ALA and to bring the work of librarians to the forefront. Whatever Putnam's reasons his meeting with Baker was a success; the Commission voted unanimously to invite the American Library Association "to assume the responsibility for providing adequate library facilities and library service in the thirty-two camps and cantonments" (Koch 6). A central library would be built in

each camp to be directed and managed by the ALA. The Association would have to procure the funds to build these libraries. The YMCA would administer books at other camp locations, and the Commission on Training Camp Activities would pay for utilities (Young 13).

Simultaneous with these activities, the American Library Association had begun to act on its own. In April 1917, the ALA Executive Board set up a preliminary Committee on Mobilization and War Service Plans or the Preliminary War Library Committee. This committee included seven distinguished library leaders, with Herbert Putnam as chair. The preliminary committee made a report to the ALA convention held at Louisville, Kentucky in June 1917. In this report the committee anticipated many of the procedural and practical problems of war library service that would hold to be true in upcoming months. The committee saw the supply of reading material to the troops as a "special appeal to us as an organization." The committee went on to report:

For within a few months we shall have over a half million men in cantonment, training camp, or at the front. Among them will be men hitherto dependent upon books, men untrained to their use but who might, under the unusual conditions, be brought to it, men taken from professions, arts, and trades in which the books supplied might later benefit them, and men of all sorts to whom the inactive hours of camp or field bring depressing tedium and dangerous temptation, and to whom merely recreative reading would be a saving resource.... Here, then, seems an extraordinary opportunity. Can the Association undertake it? ("Our Libraries and the War" 315-316)

The committee also wisely realized that to undertake such a tremendous task might be more than it could handle as well as

wasteful by duplicating services provided by other welfare agencies. The committee therefore decided it could more efficiently and economically render services by co-operating with the other six groups. The ALA would work most closely with the YMCA. Finally, this report touched upon the problems of recruiting librarians to work at the various aspects of war library service and how the Association would finance the service. The report ended with six recommendations which in essence called for the establishment of a permanent War Service Committee and designated some of the functions this permanent committee might have ("Our Libraries and the War" 320-321).

At the end of the conference in Louisville, ALA President Walter L. Brown appointed a permanent War Service Committee which included some of the same people from the Preliminary War Library Committee (See Appendix I for names of persons in the Library War Service). Sub-committees were also formed which included finance, publicity, camp libraries, state agencies, and local agencies. No one knew how long the war would last, but the ALA was prepared to serve as long as needed.

The first order of business for the War Service Committee was to raise funds. Thus, the subcommittee on War Finance chaired by Frank P. Hill of the Brooklyn Public Library grew to seventy-three, and the task of raising funds began. On July 5th, 1917, the War Finance subcommittee made an application to the Carnegie Corporation for \$320,000 to build libraries in the

thirty-two camps and cantonments. The Carnegie Corporation granted the sum on September 14, 1917 "on condition that the Association raise an equal amount" (Shearer 225).

Very quickly things began to happen. The ALA realized the small "grassroots" approach of local libraries raising money and sending it to the War Service Committee would not be enough. A larger, national drive would be needed to raise the funds necessary to carry on the work contemplated by the War Service Committee. Secretary of War Baker aided the Association by appointing ten prominent citizens to a Library War Council to assist the War Finance Committee. These citizens included: Frank Vanderlip, president of National City Bank of New York; Philander P. Claxton, United States Commissioner of Education; Mrs. Josiah Cowles, president of the General Federation of Women's Clubs; and Theodore N. Vail, president of American Telephone and Telegraph Company (War Library Bulletin 9/18/17). This Library War Council would act as an advisor to the War Service Committee throughout the war.

The War Service Committee was aided further in August 1917 when local libraries, the ALA, Baker and Taylor, and the Rockefeller Foundation acted as underwriters, and close to \$50,000 was raised to begin the campaign of library service to soldiers (Young 20). A campaign director was appointed, headquarters were set up at the Public Library in Washington, D. C., and twelve field directors were appointed to organize the campaign work throughout the nation. Held the week of September 24, 1917, the first national fundraising drive set

its goal at one million dollars. Different techniques to collect money had to be used at different locations. As Dr. A. H. Shearer writes:

The appeal was not uniform, for methods had to be learned and applied to local conditions. In some places it required education as to what the American Library Association was, as well as reasons for supplying books to soldiers. (226)

Nonetheless, the first financial campaign was a success. By April 1, 1918, \$1,749,706 had been collected.

Through all of this the War Service Committee came to realize it needed to centralize its administration. No one knew how long the war might continue, and the American Library Association wanted to run its war service with the greatest efficiency and influence as possible. Therefore, the Committee asked Dr. Herbert Putnam, Librarian of Congress, to direct library service to the American soldiers, which he agreed to do in October 1917. The headquarters for the Library War Service, as it came to be called, were at the Library of Congress, and Putnam served as general director until December 19, 1919 when Carl Milam, senior lieutenant to Putnam, took over (Young 16).

Putnam's powers included defining jobs, appointing and recruiting personnel, setting salaries, contracting for supplies, considering questions on buildings and equipment, selecting and collecting books, and negotiating with other service organizations. By November 1917 most of the original subcommittees had dissolved except for the Finance Committee and one or two others. As the Library War Service evolved,

many of the country's leading librarians came to work at Washington for various lengths of time often as volunteers. Additionally, members of Putnam's original staff from the Library of Congress worked for the Library War Service at no charge. Putnam also did not charge the American Library Association for use of the room it occupied in the Maps and Charts Division of the Library of Congress. Overall, the staff at the Library of Congress increased from 17 on January 1, 1918 to 83 by February 1, 1919 (Young 17). By June 1918, 305 library workers had served the Library War Service in various capacities, and from 1918 to 1920, 1,100 to 1,200 persons--librarians, clerks, assistants--were paid by the Library War Service at various times (Young 33). The War Service Committee of the American Library Association seemed to be successful in preliminary organizational planning. Whether the War Service Committee would be successful in providing American soldiers at training camps with the right kind of reading material remained to be seen.

When America entered World War I, the Wilson administration faced a formidable task. It had to generate support for a cause many Americans did not believe in or simply did not want to get involved in. Moving from his campaign slogan in 1916 "I will keep this country out of war", President Wilson now had to prove to the American people how right and necessary it was for this country to get involved in the European conflict. Thus, almost immediately the U.S. government began its work to build a feeling of common patriotism, a feeling of common struggle, a feeling that this war would "make the world safe for Democracy." From the slogans, to the appealing posters, to the cartoons depicting the evil Kaiser, the United States government, the press, and certain concerned citizens all worked to bring the American people around to supporting America's entry into the war.

In a similar vein, the Library War Service had to work to drum up support and acceptance for its cause. The press often did mention the American Library Association and the other relief groups, and no doubt, it helped the Library War Service to be linked with such established and popular agencies as the YMCA or the Salvation Army. The ALA also sent spokesmen to travel the country, spreading the word about "Books for Sammies" (Young 23). In August 1917, the first issue of War Library Bulletin appeared which would be a link between the War Service Committee, military camps, libraries, and the press.

In August 1918, War Libraries: The Official Organ of the War Service Committee appeared. It too served as a channel of communication and helped encourage support of Library War Service by promoting publicity materials for libraries to use. Finally, artist Charles B. Falls drew a half dozen posters for the ALA which were widely distributed. One of his most famous posters depicted a soldier climbing a stack of books with the caption "Knowledge Wins" at the top (Young 26).

Of course, this publicity existed for some very practical reasons: the Library War Service could not function without money, materials, or people. Nevertheless, other more compelling reasons existed to encourage the American public to give money and reading material to support library service to America's fighting men. As unpopular as the war may have been with some factions, Americans for the most part felt they were on a crusade. They may have been frightened, but many Americans shared Wilson's idealism that America could not only fight and be victorious, but that the world would be a better place in the end (Curti 662-663).

Such a hope sparked high levels of service, and service to the American soldier was the most crucial. As Raymond Fosdick, Burton Stevenson, and members of the Preliminary War Library Committee felt, reading could help the nation's young men in several ways. Reading could entertain the men, educate the men, and keep them from immoral activities. Book campaigns often stressed these three profound effects that reading might

have for the soldier. Promoting one of three book drives, the cover of a February 1918 issue of War Library Bulletin exclaimed:

This war must not be a war of destruction only. It must be carried on constructively as well. The result must be a net gain to humanity. Our fighting men must receive during inevitable leisure hours in training and service the humanizing, helpful effects of good reading.

Arthur Young further explains:

During the war, librarians reaffirmed their belief in the book as a powerful determinant of human intellect and behavior. This faith in the power of print was pervasive: reading produced a contented, efficient army; reading advanced the cause of better citizenship; and reading hastened medical recuperation Betraying their elitist inclination, librarians delighted in reporting the cultural works read by soldiers. (95-96)

Thus, many librarians perhaps went to the camp libraries in the fall of 1917 with a sense that the service they would provide was necessary and important.

Before service could be provided, however, the camps needed reading material. The War Service Committee had both campaigns to raise money and drives to collect books. Three book drives were held in September 1917, March 1918, and January 1919. The guidelines for libraries for the first book drive were published in August 1917. Fiction led the list of desired books, but collections of poetry, history, technical books, and foreign language textbooks and manuals were also sought. Publicity for this first drive included posters in public libraries and other buildings. Churches and community centers collected books as well. Twelve cities were selected

as receiving centers for the books and when the books were processed, government railroads shipped them to the camps. This first book campaign garnered 200,000 volumes (Young 25).

By January 1918, the Library War Service realized it needed more books so a second drive was held in March of that year. Again publicity played a key role in gathering books. Two issues of War Library Bulletin stressed the drive; press releases and notices flowed from the Library War Service; camp libraries contributed stories to local newspapers; and posters adorned shops, libraries, and even billiard halls. The New York Public Library built a scaffold like a pyramid where books were stacked (Young 26). Public librarians worked hard as campaign directors while churches and community centers again got involved. This second book campaign was immensely successful as over three million volumes were collected. A third book drive in the spring of 1919 brought an additional 500,000 volumes (Young 27). All together, the donations from these three book drives was estimated at 4.2 million volumes.

The book drives were successful in bringing in the numbers, but what kinds of books did the soldiers in camps want to read? This question was asked often and considered important as if the American soldiers in the training camps comprised a special segment of the American population. True, these young men were special for they were going off to fight for their country. But in terms of reading interests, the American soldiers exhibited a wide variety of tastes. The men in training camps came from diverse social classes, occupations,

geographic settings, and educational backgrounds. Some of the men had left college to join the army. Others were illiterate and had never finished high school. Some of the men grew up in homes where books were prominent. Other men had never seen a library. All of these men had come to the camps to ready themselves for war, and if the camp libraries were to help educate and enlighten these men, their collections needed to be large and varied.

When the camps first opened in the fall of 1917, library materials were housed in huts run by the YMCA, in mess halls, field hospitals and clubs of the Commission on Training Camp Activities (Koch 13). Very soon, however, the ALA sponsored libraries began to appear in the camps. These libraries, built with funds donated by the Carnegie Corporation, had space to accommodate 150 to 250 readers and to hold ten to fifteen thousand books (Yust 186). Branch libraries were maintained in YMCA, Red Cross, Knights of Columbus, and Salvation Army huts as well as in YWCA hostess houses and hospitals. Other smaller collections were placed in mess halls, social rooms in the barracks, and headquarters of regimental officers (Koch 14-15). Thus, whole library systems evolved which at times could be quite large. William F. Yust reported that "One camp had eighteen branches and ninety-seven stations (for small collections)" (186).

Space was not a problem obviously, but to be successful the camp libraries and branches had to have the books the men

wanted to read. Librarians and others reporting on the reading at camp libraries gave similar accounts of what the men liked or did not like to read. In the area of fiction, almost all librarians reported the men liked stories of adventure, excitement, or romance. Favorite authors included Jack London, Edgar Allen Poe, Booth Tarkington, H. G. Wells, Zane Grey, Robert Louis Stevenson, Edgar Rice Burroughs, and Joseph Conrad. Detective stories by Sir Arthur Conan Doyle or Anna Katherine Greene were popular as were the humorous writings of Mark Twain or O. Henry.

Sometimes too the men showed an interest in poetry or more serious literature. The favorite poets seemed to be Rudyard Kipling and Robert Service, but the American bards Whittier and Longfellow and their English "cousins" Wordsworth, Keats, and Milton were read as well. Other serious literary figures perused at the different camps included Shakespeare, Thomas Carlyle, Goethe, Emerson, George Bernard Shaw, and Oscar Wilde (See Koch, Brett, Yust, and Young as well as cited issues of Bookman and Literary Digest as to what authors the soldiers liked).

Fiction, poetry, and other literature had a place on the reading lists of the American soldiers, but these men showed a great interest in non-fiction material as well. Circulation statistics at the camp libraries often showed fifty to seventy percent of the titles checked out were non-fiction. The men read travel books, biographies, and histories of France, England, and the United States. Of no surprise, the men showed a

great interest in learning about the customs, language, land, and people of those whom they would be fighting with as well as those whom they would be fighting against. Thus, there always seemed to be a demand for books and magazines about the European countries especially France (Koch 32). Along the same line, maps and atlases were popular at the camp libraries because the men wanted to know about the places they might be sent to fight.

Finally, librarians reported many requests for books about the war; for books to educate the men about tactics and technology in the war; and for books on various trades or skills so the men might keep up with jobs they had left at home. Personal accounts or reflections on the war such as Guy Empey's Over the Top: By An American Soldier Who Went, Ian Hay's The First Five Hundred Thousand, or H. G. Wells Mr. Britling Sees It Through were popular with the entire American populace (Hart 225). Bestsellers during the war years, these three books helped give the enlisted man a glimpse of what trench warfare might be like or of how the English people felt about the war.

Burton Stevenson noted the men liked to read President Wilson's books, his various addresses to Congress, and his speeches. The men also liked to read books about Germany's philosophy and methods of warfare ("What Men Read" 8). One can question the bias and accuracy of books about Germany which found their way into camp libraries, but the American soldier like any intelligent reader had to evaluate and critique his

reading material and make his own judgments about things.

Stevenson also wrote, "The demand for technical books, the very latest and most advanced ones is extremely heavy, and this is true also of the demand for the various details of military techniques" ("What Men Read" 8). A librarian at Camp Meade in Maryland reported: "We are having repeated calls for technical handbooks and textbooks. We want all kinds of engineering handbooks, mechanics handbooks, books on sanitary engineering and books on all branches of the service" (Koch 31). Obviously the men in the camps read not only for entertainment and encouragement, they read to become better soldiers. World War I was indeed a modern war, and the American soldier wanted to learn all he could to help win this war. While the soldiers read and thought about how to win the war, their thoughts also were not far from the jobs, careers, and trades they had left at home. Requests thus came to the camp libraries for books on architecture, cabinetmaking, coal mining, drawing and painting, music, electricity, gardening, farming, forestry and a whole range of other subjects which the men wanted to learn about or keep up with while away.

Most of these non-fiction works had to be purchased with money raised by the American Library Association. The three book drives previously noted brought in ample works of fiction, but donated non-fiction works were usually inappropriate or out-of-date. Some of the things people donated may seem amusing now but book sorters were probably more frustrated by certain titles than amused. Among the gift books inappropriate

for sending to camp libraries were fifty year old Sunday school books; the Postal and Telegraphic code of the Argentine Republic; annual reports of the Bureau of Ethnology; and copies of the women's magazines Housewife and Home Needlework (Koch 16).

To assure that the right titles were purchased, the Library War Service listened closely to requests which came from YMCA secretaries, officers, chaplains, and the men themselves. Lists of topics were sent to these various people in the camps, titles were chosen, and orders could be put out in forty-eight hours. The Library War Service spent about \$70,000 a month just buying books for the camp libraries (Young 27).

The men also wanted to read current magazines and newspapers, and these were collected in various ways. People did donate magazines in the book drives but often the magazines were out-of-date. A new law made it permissible for people to send magazines to the camps by simply attaching a one cent stamp to them and giving them to a postal employee. These magazines came to be called "Burleson magazines" after Postmaster General Albert Burleson (Yust 189). This method worked but again some of the magazines people sent were inappropriate or dated. The best method to obtain magazines and newspapers for the camps was to buy them. After a while, many of the camps received about fifty of the leading magazines along with newspapers from all over the country (Yust 189).

The money to purchase non-fiction titles plus the newspapers and magazines at the camps came from two national fund-raising campaigns. The first campaign mentioned in part one of this paper raised over one million dollars for the American Library Association. A second campaign, held in November 1918, was called the United War Work Campaign because all seven civilian welfare agencies joined together to collect funds. In this campaign, the Seven Sisters as they were sometimes called raised over two hundred million dollars of which the ALA got approximately four million (Severance 10). The money was wisely spent, for by June 1919 two million books had been purchased. Counting all the books sent to hospitals and the navy, the Library War Service bought close to 2.5 million books for America's soldiers and sailors (Young 27,30).

Many men in the camps expressed their appreciation to the Library War Service for the work being done. The April 1918 of War Library Bulletin carried the following expressions of gratitude. From Camp Gordan in Georgia a volunteer wrote, "This (the library) is the one place where I have been able to find relief of mind during five months' life in camp. Here a fellow can find quiet and a place to think" (14). Another soldier wrote from Camp Mac Arthur in Texas: "This is the nearest home I've been for a long while. I surely appreciate these magazines to take on the trip (to France). These magazines'll sure stop a few crap games on the trip" (13). From Camp Lewis in Washington came these words written to the librarian:

Since you have been 'doing your bit' in the camp library service, it will not be amiss for me to tell you how much solid enjoyment I have derived from our camp library. Just between you and me (don't tell my lieutenant) I very much prefer to sit down to a little Cymbeline, Hamlet or Lear any day than grind over the stupid I.D.R. My beloved books, over which I was crazy before seem now more precious than before. (13)

Publicity releases of the War Service Committee found in the American Library Association Archives also contained many letters of appreciation. Major John T. Axton, Chaplain at Camp Merritt in New Jersey, wrote: "I want to record with you my appreciation of the work the American Library Association is doing at Camp Merritt and to say to you that it will be my pleasure to cooperate in every possible way with your representatives" (Record Group 89/1/61:75). Major General George Ball Jr. wrote from Camp Logan:

I wish to extend appreciation on behalf of the Thirty-third Division, its officers and enlisted men; for the excellent library recently erected and opened in Camp Logan.

Since the opening of the library and its excellent selection of books, it has become, not alone a popular place for officers and enlisted men as a means of recreation, but also a place for self-education, and I am very pleased to say that the camp, as a whole, is deriving its benefits. (RG 89/1/61:74)

From Camp Sherman in Ohio, Major General E. F. Glenn wrote: "I wish every citizen of the United States could be made to appreciate the splendid work that is being done by the American Library Association" (RG 89/1/61:74). Finally, a soldier from a small camp in the east wrote to the public librarian supplying books to this camp and emphatically expressed, "If you ever done good to a man you done good to me,

but please don't waste no more space for eats. Just send the books" (RG 89/1/61:61).

Such testimonies along with accounts from librarians and circulation statistics (see Appendix II) suggest library war service at the training camps in World War I was quite successful. The Library War Service of the American Library Association expertly organized book drives and fund raising campaigns, and ran the camp libraries well. Large and varied collections could be found at most of the camps and cantonments in the United States. More important, the men in the camps read and truly seemed to appreciate the service. The next step for both the soldiers and the American Library Association was to head overseas.

Chapter III: Service Across the Sea

By the end of 1917, about 175,000 American troops had gone to France to fight with the Allies. In the spring and summer of 1918, conscription was beefed up and during the summer "nearly ten thousand men a day crammed themselves aboard the troop transports at Hoboken, Newport News, Boston, and Philadelphia. By Armistice Day, almost four million men were to be in uniform, half of them in France" (Kennedy 169). These men who fought overseas would not be without the service they had received in America. The civilian welfare agencies followed the American soldiers to Europe, and the American Library Association now saw new challenges and opportunities awaiting.

Organizing library war service for troops being sent overseas did not run as smoothly as the services provided in the camps at home. One of the biggest problems was simply getting the books across the Atlantic. Books supplied by the American Library Association had been arriving overseas since the fall of 1917, but groups other than the ALA provided library service until the spring of 1918. In the early stages of overseas work, soldiers often were allowed to take one book with them from the camp libraries (Yust 194). Soldiers also could take one book from boxes sitting on the piers at transport stations and carry this book with them to Europe. Eventually entire boxes of books were shipped overseas, and

finally by the spring of 1918, the Library War Service received permission to ship 100,000 books or fifty tons of reading material per month. General John J. Pershing, Commander-in-Chief of the American Expeditionary Force in Europe, agreed to this arrangement and the War Department granted permission (Jamieson 14). The Red Cross also helped by allowing space for an additional 25,000 volumes per month.

The transportation of books became more efficient with the establishment of dispatch offices in the United States. One dispatch office had been in operation at New York Public Library since the fall of 1917. Others followed in the next few months: one at Hoboken, New Jersey, in January 1918; one at Newport News, Virginia, in March 1918; and ones at Boston, Brooklyn, and Philadelphia by May 1918. During this same month, these six offices processed over 2.5 million books and over 200,000 magazines (Young 31). By May the offices were also sending 100,000 books per month overseas, using the allotted space on the transport ships. Arthur Young reports that the first shipment of several thousand volumes from the first three dispatch stations mentioned above arrived overseas in April 1918 (63).

Many of the books never made it across the Atlantic. An estimated forty percent of the volumes processed at the U.S. dispatch offices never reached Europe (Young 63). The reasons for this included mislabeled boxes; torpedoed ships; and opened boxes during the voyages where books would be lost. Additionally, the men carrying books from the camp libraries often lost

the books, traded them with other soldiers, or kept them instead of returning them to a YMCA secretary or an ALA librarian once they reached England or France. Still, considering the precarious nature of ocean travel during the war and the logistics of keeping track of thousands of books traveling thousands of miles, a forty percent loss is not too bad.

As the men and the books traveled overseas, the American Library Association knew the work of library service would go on with or without its guidance. The books being sent over since the fall of 1917 were housed in huts of the YMCA, the Salvation Army and the other service agencies in Europe. The distribution of these same books by these same agencies, in particular the Young Men's Christian Association, had been handled quite inefficiently at times at least according to McKendree L. Raney (Young 60-61). Raney, director of Johns Hopkins Library since 1908, had been sent to Europe by Herbert Putnam to survey the situation of library service to the troops. Raney arrived in London in January 1918 and in Paris on February 13, and began talking with military officials and administrators of the other welfare organizations. After talking and traveling, Raney decided the American Library Association should be in charge of library service to America's soldiers serving in Europe. Raney still wanted to use the YMCA, Red Cross, and Salvation Army stations to distribute books, but he thought it best to have a representative from the American Library Association--a librarian with war service

experience--in France to coordinate affairs. General Pershing and the War Department gave permission for the ALA to go ahead with its plans (Young 60-62). The American Library Association would now be in charge of coordinating most library services across the Atlantic, but it would work closely with the other groups especially the YMCA. The War Department's faith in the ALA to handle such a task suggested the success of library service at the camps in the U.S. was paying off.

Burton Stevenson became the European representative for the Association. He arrived in Paris on April 3, 1918 and initially used his hotel room and then temporary small quarters to conduct his work. In May 1918, the YMCA offered to sublet the ground floor of its headquarters at 10 Rue de l'Elysee to the American Library Association. Stevenson accepted this offer and moved in sometime in June or July. These headquarters, in a beautiful building once occupied by the Papal Legate, were across the street from the residence of French Premier Georges Clemenceau. This address became the clearinghouse for all work done by the Library War Service in Europe. The ALA also ran a library here with a collection of 10,000 volumes where soldiers and American or European citizens could come to borrow books (Severance 32-33).

Books coming from the six dispatch stations in America were processed at the ALA headquarters and then sent to the welfare huts of the other agencies. At first the Red Cross and the Young Men's Christian Association distributed most of the books, but then the Knights of Columbus, the Jewish Welfare

Board and the Young Women's Christian Association helped distribute books as well. The ALA may have wanted a more direct hand in this work, but remembering its early decision to work cooperatively with the other groups, the Association gladly provided the books.

Besides, these other welfare agencies already had established facilities in Europe even before the ALA had crossed the sea. Francis March writes that "The YMCA built 1,500 huts in Europe costing from \$2,000 to \$20,000 each, equipped with canteen, reading and writing and recreational facilities for soldiers" (625-626). Figures for YMCA library war service show that this association distributed 1.8 million items--books, magazines, and newspapers--in England and five million items in France (Young 64). The Red Cross helped too by efficiently operating libraries in hospitals. Whatever qualms the civilian organizations had about working together seemed to dissolve as they united for one common goal: service to the American soldier.

The books were now being shipped to France on a regular basis, were being processed at the ALA headquarters in Paris, and were being sent to the huts run by the YMCA and others. But, the American soldiers were dispersed at locations all over Europe. How did reading material reach all of the men? Material never did reach all of America's soldiers stationed overseas but the Library War Service did its best to reach as many as possible. As Dr. A. H. Shearer explained, books were

sent just about everywhere men might be found:

They (books) were sent to the front line trenches and used by the men on duty while waiting for the order to go over the top; in the reserve areas just back of the front, in huts or other places of shelter; in the disintegrating areas; in the training camps where the men were fitted for transfer to the front; at the points of debarkation; and in the more isolated places where the foresters and engineers worked.
(237)

The American Library Association was acutely aware that even with the use of the YMCA, Red Cross, or Salvation Army shelters, library service still did not reach all of the men. Thus, the ALA began to increase its services. One thing the Association did was to send small collections directly to military field units after receiving agreements from officers that the books would be properly cared for. Arthur Young writes that "Slightly more than 700 field units received portable libraries" (65).

Furthermore, regional library centers were established at locations to serve soldiers in the immediate area and to serve as distribution points for more distant locations where books were needed (Young 65). Often staffed by YMCA personnel released to the ALA, these regional libraries were sometimes constructed by army engineers at no cost to the American Library Association. These centers were located at such places as Beaune, Brest, Le Mans, Savenay, and St. Aignan. Other regional centers such as Bordeaux, Chaumont, or St. Nazaire had representatives working for the ALA, but these library buildings had not been specifically built by army engineers. The collections at these regional libraries ranged from 8,970

volumes at Saveney to 84,636 at Le Mans (Stevenson, "Statement of the A.L.A. Representative in Europe" 219). Finally, the American Library Association set up libraries in many recreational and rest stations run by a variety of welfare groups:

By spring 1919, book collections varying in size from 100 to 6,000 volumes had been placed in 636 YMCA huts, 41 Salvation Army cabins, 55 Knights of Columbus huts, 17 YWCA hostess houses, 7 centers of the Jewish Welfare Board, and 35 Foyers du Soldat (the equivalent of the French YMCA). (Young 65)

To fully serve all of the soldiers in France, a books-by-mail program began in August 1918. The AEF newsletter Stars and Stripes advertised the service, and soon the Paris library was swamped with requests. Soldiers could write to the central headquarters of the ALA from anywhere they were stationed and request books. The books if available would be loaned for one month. This service became immensely popular, and the staff at the mailing room of the ALA headquarters at times noted over two thousand requests came in per day. The staff also noted that ninety percent of the requests were for non-fiction works. Eventually, as more and more books became available at the Paris library, ninety percent of the soldiers' requests were filled. Between January and June 1919, over 32,000 books were sent to individual soldiers and four times this number were sent to military units (Young 70). American soldiers turned out to be good patrons too; most books were returned on time and in the same condition as when they had left Paris (Young

70). Thus, by the spring of 1919 distribution of books to America's fighting men had settled in to a fairly regular and successful pattern.

Library service overseas changed drastically after the Armistice was signed on November 11, 1918. As Henry Severance writes:

The war was over, the soldiers, between 3,000,000 and 4,000,000 wanted to be mustered out of service.... Their interests were no longer in war but in their trades and professions back home. It was impossible to muster out of service at once all the men in the training camp and those overseas. The problem of the Commission on Training Camp Activities was to keep the soldiers contented and give them activities to replace the constant arduous military drills and life in the trenches. The problem of keeping up the morale of the peace time soldiers was greater than it was in war time. (9)

To keep up the morale of the men, the army and the YMCA agreed on a vast educational program for those soldiers still stationed overseas.

Administered by the Young Men's Christian Association, advocated by the army, and supported by personnel and books from the American Library Association, this educational program for soldiers was one of the greatest successes of World War I. The Library War Service began to purchase all available books on a variety of subjects in Paris and London. These subjects included history, geography, literature, and fiction. The Library War Service also purchased many vocational textbooks and manuals as the men were now concerned with getting back into the job market once they reached home. All told, the Library War Service purchased close to 2.5 million volumes at

this late stage of library war work (Severance 10). In addition, the dispatch offices in the United States continued to send books overseas which were processed at the ALA headquarters in Paris.

With all of these available books, the Library War Service supplied book collections to a variety of locations. Approximately 350 general reference collections were assembled and sent to 320 army divisional and post schools. Three hundred subject collections were also assembled and sent to army centers in France and Germany (Young 73, Jamieson 14). These works no doubt helped keep the men occupied in the long lonely hours waiting to go home.

One of the most exciting results of the post-war educational program was the AEF University established at Beaune, a small city in the Cote d'Or region of France. Other military universities were established for the men to study at and many men attended already established universities in France or England. The AEF University at Beaune, however, serves as a model example of what the YMCA, the military, and the Library War Service accomplished after the war had ended. This university ran for only a short time, from March to June 1919, but at its height the school offered 240 courses to over 13,000 students. The university had 13 different colleges, and it had nearly 700 faculty members many of them army personnel (Young 73).

Librarian Luther L. Dickerson from Grinnell College arrived at the university at Beaune on March 6, 1919, and

one week later the library opened with 6,000 volumes. In just a short time the collection had grown to 30,000 volumes, mostly textbooks and reference books. These books were among the 2.5 million bought by the Library War Service. The library staff grew too. Twenty-six full-time persons worked at the library at Beaune of which eight were librarians. The library needed this staff: average daily circulation reached 1,100 volumes and the total circulation over the three months was 88,500 volumes. Approximately 310,000 patrons used this library (Young 74). Once again, the ALA proved it could quickly organize library service when the need for it arose.

The need for library service to America's soldiers stationed in Europe truly was there both during the fighting and for several months after the war in had ended. The following letters written to the American Library Association in Paris reveal how hungry the men were for reading material and give examples of what they wanted to read. These letters belong to the ALA War Service Correspondence (v. 9) housed at the American Library Association Archives. The following letter comes from a Corporal B. Carlin serving with the 77th Division of the AEF and is dated August 31, 1918:

I would be grateful to receive any book of short stories or travels. My favorite authors are Washington Irving, Oliver Goldsmith, George Eliot and Tennyson's poems. I am a college graduate and you can judge what sort of literature would appeal to one with such an education. But mainly anything you are good enough to send should be in the form of short stories to be read at leisure moments; do you have "Poet Lore" a magazine published in Boston? (RG 89/1/5:137)

The next letter is from Private Frank W. Lorimer who was with the 301st Training Headquarters of the 77th Division:

Can you supply books for members of the A.E.F. outside of Paris? I am hungry for something to read and study. I should like to read Carlyle's History of the French Revolution, Munsterberg's Psychology, General and Applied, or some philosophy, or poetry. (RG 89/1/5:247)

The following letter dated September 3, 1918 is given in its entirety:

Gentlemen or Ladies,

Am very anxious to secure some mathematical books that treat on all kinds of math, from Algebra through Plane and solid Geometry and trigonometry.

Also would like to get any book you possess on Transit Surveying.

You may be certain that these books would be appreciated greatly by several boys in my outfit.

Thanking you in advance, I am

Very truly yours
Pvt. W.E. Kimmelberg
Co F. 301 Engineers
A.E.F. A.P.O. 773 (RG 89/1/5:232)

And finally the following letter where the author has listed desired books in order of preference as many of the men did:

- I. General history of Europe by some standard author
- II. "Les Miserables" by Victor Hugo
- III. "Huckleberry Finn" by Mark Twain

Kindly send me any or all of the above mentioned books, according to your library regulations. They are arranged in order of my preference.

Respectfully your,
Russell J. Rice (RG 89/1/5:301)

Other letters expressed the soldiers' appreciation of the library service they received while overseas. Again, these letters come from ALA War Service Correspondence (v. 32). Private Paul Rusch of the Medical Detachment 311th Infantry

of the 78th Division wrote the following letter dated January 23, 1919 from Flavigny:

I report a wonderful circulation of the collection of books you sent me Jan. 3rd, and the fellows sure thank you for this great favor. The fiction has been so popular that they have become so much in demand the supply is entirely too small.
(RG 89/1/5:181)

Another Private, Karl M. Keller of the 117th Field Signal Corps wrote this letter from Germany expressing a dire need for books:

I am located here at present and our signal battalion has about four books to read in its spare time. Can't you listen to a cry of Macedonia and send us some books. Send anything you have but Robinson Crusoe or Frank Merriwell. (RG 89/1/5:186)

Another Medical Corpsman with the 58th Infantry of the 4th Division of the AEF wrote:

Could you send some reading to a couple of Yanks in Germany where it's impossible to get any reading at all; if you can't, we are all going 'bugs'. A couple of magazines, or something of the sort, that we could read and pass along to the rest of the boys, any good live stories at all would do. Hoping you can help us out. (RG 89/1/5:187)

Chaplains also wrote to the ALA expressing thanks for the beneficial effects books had on the men. Conrad Goodwin,

Chaplain with the 316th Infantry of the 79th Division wrote:

The books have been the chief aid in keeping the soldiers' minds from stagnating and in making for goodwill and contentment in the monotony of their present life. (RG 1/81/5:182)

Another Chaplain, A. V. Simoni of the 111th Infantry expressed similar sentiments:

In the lonesome and dreary woods of Nonsard where we

are still camped, these books are a real boon to "our boys." The little library is administered according to instructions contained in your circular, and entrusted to an expert librarian. (RG 89/1/5:183)

Finally, this letter dated December 24, 1919, an appropriate date, is from W. Mc Pheeters, Chaplain with the 311th Battilion of the 79th Division of the American Expeditionary Force:

These books have been a godsend to our men. They have helped them fight off homesickness and melancholy whil we have remained here at the front in the rain, cold and mud. (RG 89/1/5:188)

As these letters show, library service helped comfort and encourage many men who waited through long and often lonely hours to return home. The men's words express politeness, some shyness about requesting books, and an overwhelming gratitude for the service they were being offered. As with the library service provided to men in the training camps in America, service across the sea proved to be successful as well.

After the Armistice, library service overseas continued in various facets. Books were not only supplied to divisional and post schools and to temporary university libraries, they were supplied to men in hospitals, men at debarkation points, men returning on transports, and men in occupied Germany. ALA library service to the Third Army of the AEF, which arrived in Germany in December 1918, lasted nearly two years after the war had ended. Furthermore, the Paris Library at 10 Rue de l'Elysee continues to exist even today although it seemed doomed to failure ten years after the war. Burton Stevenson

wanted the Paris Library to be "a living memorial of the overseas Library War Service, a fine example of American library methods, and a center for the promotion of cultural understanding" (Young 75). A library school ran at the library from 1923 until 1929, but in 1929 fiction constituted seventy percent of the circulation and the dream of the Paris Library as a center for American culture seemed to have died. Stevenson's living memorial may not have evolved as he wished, but a better memorial of overseas library service already existed. Thousands of American soldiers had obtained reading material and thousands expressed their thanks. Hopefully, these men would tell how important this reading material had been to them; how important the story, poem, or newspaper had been when they were discouraged, afraid, or just plain bored. Stevenson, the American Library Association, the other civilian welfare groups, and many more individuals involved with library war service could not hope for a better memorial.

Conclusion

World War I was a critical turning point in the history of the United States. The war changed America and the rest of the world politically, economically, and socially. For many, the war cruelly demonstrated the waste and folly of armed confrontation. Millions of soldiers and civilians had died, but in the end the world was not really a better place. Wilson's grand plan for a peacekeeper called the League of Nations failed, and the roots of Adolph Hitler's rise to power which spurred the Second World War can be found in the turmoil of post-World War I Germany. The "Lost Generation", a term applied to a cadre of post-war American and European writers, could aptly be applied to a wider segment of the population, for the war had seemed to crush the final traces of idealism and optimism that pulsed through much of America's consciousness before 1914. As David Kennedy writes: "The war had killed something precious and perhaps irretrievable in the hearts of thinking men and women" (92).

Whatever the emotional or historical consequences of the war, some remarkable successes were achieved during World War I, and one of these must be the library service provided to American soldiers from 1917 to 1920. The government of the United States, the American Library Association, and other organizations such as the Red Cross and the Young Men's Christian Association cooperated for the most part in a friendly and professional manner to make sure almost every man

in the Army could have a book, magazine, or newspaper to read.

Of course, many men never read anything while in the army either of their own accord or because the service did not reach them. Nonetheless, the Library War Service recorded remarkable accomplishments. By the spring of 1919, 64 camps in the United States had libraries with 1,886 branches; 933 smaller posts, camps, and naval stations had smaller libraries housed in various buildings; 1,150 ships had received books; and 259 hospitals here and abroad had libraries (Utley 18). By this same period, over 6 million dollars had been spent on books and 7 million volumes had been placed in libraries in the United States and Europe or had been sent directly to military units (Jamieson 13). Books were distributed to 1,200 different points in France and Germany, and books were sent to men in Siberia, the Philippines, the West Indies, Hawaii, Guam, Samoa, Nicaragua, and China (Utley 18). By May 1920, 90 librarians had served overseas for the Library War Service (Young 64). The YMCA spent close to 4 million dollars on library service, and by May 1919, this organization had distributed sixty million books and periodicals to the army, mostly in France (Summary of World War Work of the American YMCA 150).

The number of men who took advantage of library service during the war is unknown, but an estimate of two to three million would not be off the mark. As with any library service, all of the patrons sadly could not be reached. More important than numbers though was the success of library

service to those who did read while in the war. Letters, circulation statistics, and librarian's reports show that library service in World War I succeeded in its goals. As was suggested in the introduction to this paper, library service to American soldiers was not a necessity. However, anyone who has ever read Shakespeare's Hamlet, a story by Jack London, a humorous essay by Mark Train, a poem by Wordsworth, or even a book on history, travel, or science, knows that reading can educate, entertain, and most important uplift one's soul. American soldiers in World War I read for all of these reasons and more. Perhaps it is too much to suggest that books helped win the war for the Allies, but if a book helped a man learn a new skill or made him laugh for a moment or lightened his homesick heart or made him less afraid, that is enough.

APPENDIX I
PERSONNEL IN THE LIBRARY WAR SERVICE

Library War Service Committee (Original Members)

J.I. Wyer, Jr., Chairman	New York State Library
Edwin H. Anderson	New York Public Library
Charles F.D. Beldon	Boston Public Library
R.R. Bowker	New York City
Gratia A. Countryman	Minneapolis Public Library
Frank P. Hill	Brooklyn Public Library

Headquarters Staff, Library of Congress (Partial Staff)

Herbert Putnam	General Director
George B. Utley	Executive Secretary
William L. Brown	Disbursing officer
Carl H. Milam	Assistant to the Director
Malcolm G. Wyer	Assistant to the Director
Theresa Hitchler	Assistant to the Director
Caroline Webster	Assistant to the Director

Overseas Service

M.L. Raney	Director
Burton E. Stevenson	European Representative

Library War Council

Frank A. Vanderlip	President, National City Bank, New York City
Asa A. Chandler	Banker, Atlanta
P.P. Claxton	U.S. Commissioner of Education, Washington
J. Randolph Coolidge, Jr.	Architect, Boston
Mrs. Josiah E. Cowles	President, General Federation of Women's Clubs, Los Angeles
John H. Finley	New York State Commissioner of Education, Albany
James A. Flaherty	Supreme Knight, Knights of Columbus, Philadelphia
E.T. Stotesbury	Member, J.P. Morgan & Co., Bankers, Philadelphia
Theodore N. Vail	President, American Telegraph and Telephone, New York City
Harry A. Wheeler	Union Trust Company, Chicago

Source: Bulletin of the American Library Association March
1918: 498-500.

APPENDIX II

STATISTICS OF CAMP LIBRARY SERVICE IN THE MAIN CAMPS FROM MAY 1 TO JUNE 1, 1918

CAMP	BRANCHES	BOOKS CIRC. (Main Library)	BOOKS CIRC. (Branches)
Beauregard, LA	9	2734	2730
Bowie, TX	19	2264	8053
Fort Orgelthorpe, GA	16	3356	5281
Cody, NM	21	5395	7560
Custer, MI	12	3263	3593
Devanx, MA	10	7272	----
Dix, NJ	16	2770	7460
Dodge, IA	13	1373	10,263
Doniphan, OK	14	1965	3440
Fremont, CA	36	6779	5907
Funstan, KS	21	1562	7854
Gordan, GA	17	4957	7124
Grant, IL	11	2958	107
Greene, NC	10	4691	3862
Hancock, GA	12	1388	5110
Humphreys, VA	2	346	----
Jackson, SC	10	4784	5439
Johnston, FL	1	4328	----
Kearney, CA	11	6967	7319
Kelly Field, TX	11	5357	11,722
Lee, VA	14	2808	6912
Lewis, WA	18	5589	8527

Logan, TX	8	1421	5229
Mac Arthur, TX	12	3054	5405
Mc Clellan, AL	10	5129	3217
Meade, MD	16	6037	3228
Merritt, NJ	5	----	300
Mills, NY	9	----	3844
Pike, AR	15	1763	5000(est)
Sevier, SC	9	1368	3054
Shelby, MS	18	5053	----
Sheridan, AL	11	3294	7888
Sherman, OH	16	1572	5007
Taylor, KY	20	1895	4347
Travis, TX	22	2702	8468
Upton, NY	19	2205	11,418
Wadsworth, SC	9	3061	5698
Wheeler, GA	11	3700	9261

APPENDIX II:PART II

In one day's issue of books by the American Library Association library at Camp Meade, Maryland, the following subjects were reported:

French History	Mediaeval History	Chemistry
Mechanics	Calculus	Physics
Topography	Civil Engineering	Electricity
War Strategy	Geography	Astronomy
Self-propelled Vehicals	American History	Construction
Hand Grenades	Surveying	Hydraulics
Field Entrenchments	General History	Geology
Bridges	Masonry	

About 3/4 of the books circulated that day were non-fiction.

Source: American Library Association War Services Committee, Reports, 1917-1920. Record Group 89/1/5, vol. 3.
American Library Association Archives, Univeristy of Illinois Library-University Archives, Urbana-Champaign.

APPENDIX III
STATISTICS FROM THE PARIS LIBRARY

DECEMBER 1918 TO APRIL 1919

December 1, 1918 to January 1, 1919

General Works	5
Philosophy	74
Religion	15
Sociology	144
Philology	64
Science	70
Useful Arts	174
Fine Arts	61
Literature	284
History and Travel	623
Biography	134
War	143
Fiction	2240
Visitors	
Soldiers	2499
General	1476

January 1, 1919 to February 1, 1919

General Works	9
Philosophy	98
Religion	33
Sociology	201
Philology	91
Science	102
Useful Arts	246
Fine Arts	103
Literature	384
History and Travel	771
Biography	123
War	188
Fiction	2550
Visitors	
Soldiers	3537
General	1830

February 1, 1919 to March 1, 1919

General Works	6
Philosophy	110
Religion	46
Sociology	238
Philology	98
Science	98
Useful Arts	288
Fine Arts	180
Literature	357
History and Travel	701
Biography	117
War	12
Fiction	2229
Visitors	
Soldiers	3225
General	1498

March 1, 1919 to April 1, 1919

General Works	17
Philosophy	183
Religion	75
Sociology	445
Philology	145
Science	197
Useful Arts	490
Fine Arts	276
Literature	624
History and Travel	1159
Biography	212
Fiction	2704

Books Distributed to Field (Fiction and Classed)	104,895
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Books Distributed to Field (Education and Reference)	80,521
---------------------------------------------------------	--------

Books Mailed by Packages of Five	13,935
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Books Sent Out by Mail Order Department to Individual Men	11,000
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Source: American Library Association War Services Committee,
War Service Correspondence, 1917-1923. Record Group
89/1/5, vol. 32. American Library Association
Archives, University of Illinois Library-University
Archives, Urbana-Champaign.

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