przegląd biblioteczny

THE LIBRARY REVIEW
Founded in 1927

SPECIAL ISSUE

THE POLISH LIBRARIANS' ASSOCIATION

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THE LIBRARY REVIEW

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The Oldest Polish Research Journal in Library and Information Science

SPECIAL ISSUE

Warsaw 2019

PRZEGLĄD BIBLIOTECZNY

LIBRARY REVIEW

2019

TABLE OF CONTENTS

Dear Readers,

„Przegląd Biblioteczny" („The Library Review") is the oldest, research journal, covering all the basic trends of library science, book studies, bibliography and information science. Its publication began in 1927. Among the editors and members of the Editorial Board of this periodical were outstanding professors and librarians (e.g. Bogdan Horodyski, Zbigniew Daszkowski, Maria Dembowska, Barbara Sordylowa, Maria Lenartowicz, Barbara Sosińska-Kalata, Helena Więckowska, Barbara Bieńkowska, Krzysztof Migoń), who left their mark not only on the shape of the journal, but also contributed to the development and improvement of Polish libraries, especially research ones. Currently, the function of editor-in-chief is performed by Elżbieta Barbara Zybert (since 2013), formerly the Chair of the Editorial Board of this periodical, professionally associated with the Warsaw academic librarian's education center (University of Warsaw, formerly at the Faculty of History, Institute of Information and Book Studies, and since 2016 at the Faculty of Journalism, Information and Book Studies).

The above listed eminent persons managing the journal's work and members of its editorial board also have their noticeable contribution to the development of library science as a university discipline. Although the beginnings of academic information and book studies education can be seen in the courses and lectures appearing in the mid-nineteenth century devoted to issues interesting and needed in the work of librarians[1], formally organized studies were not initiated until the 1950s. The first departments of library and information science were set up at the universities of Łódź (formally in 1946), Warsaw (1951), and Wroclaw (1957).

Articles that appeared in the "Przegląd Biblioteczny" have become obligatory literature for library science students and library employees.

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[1] It was already in the 19th century that Polish universities started to hold lectures entitled "Bibliography". Those included, apart from strictly bibliographic contents, certain aspects of the history of writing, the book and libraries. See: A. Birkenmajer: *Rozwój i stan obecny wyższych studiów bibliotekoznawczych w Polskiej Rzeczypospolitej Ludowej* [The Development and Current State of Higher Education in Library Science in the People's Republic of Poland]. Paper written jointly by staff members of the Warsaw University, Institute of Library Science. Warsaw, December 1957. In: *Warszawskie uniwersyteckie studia bibliotekoznawcze i informacyjne (1951-2001)* [University Studies in Library and Information Science in Warsaw (1951-2001)]. Monograph by a team led by Elżbieta Barbara Zybert. Warsaw, 2002, p. 18.

Often, academic teachers preparing future librarians_were authors of texts showing new trends in library work, familiarized them with what is happening in the library and information science world, and experienced librarians-practitioners were invited to cooperate with the journal. And actually, since the beginning of editing the "Przegląd Biblioteczny", it has always been perceived as a journal very important for Polish library science, librarian' community, and for university teachers and students of departments dedicated to these fields, highly rated in the professional community, and being an inspiration for its development and improvement.

Similarly, the journal is also rated high by the ministries responsible for libraries (the Ministry of Culture and National Heritage) and higher education (the Ministry of Science and Higher Education) what is evidenced in the received grants supporting various projects related to publishing the journal, as well as placing the "Przegląd Biblioteczny" in the official register of journals of Polish Ministry of Science and Higher Education (in the group of Polish research journals) and awarding it 9 points in 2016 and 20 points in 2019.

In 2019, "Przegląd Biblioteczny" became a beneficiary of the program of the Ministry of Science and Higher Education intended to support scientific journals, i.e. to modernize and implement new solutions, in managing the publishing process, its improved efficient organization, editing, publishing and providing wider and easier information about the periodical and expanding open access to texts published on its pages.

So, in the last issue of this year there are changes in publishing and editing the "Przegląd Biblioteczny" as a result of participation in the said program. The published texts received digital identifiers – DOI (Digital Object Identifier), and are supplemented with international researcher identifiers – ORCID (The Open Researcher and Contribution ID), enabling the construction of a unique and uniform scientific profile in the network, facilitating its identification and protecting its identity.

Another novelty resulting from receiving support from the Ministry of Science and Higher Education is the decision to publish regularly a special English-language issue, which will be a supplement to this quarterly journal. Although so far every year we have already published articles in English, they were usually texts by foreign authors and concerned either librarianship in other countries or problems bothering the international library scholars' community. The idea of special issues is to familiarize foreign readers with Polish librarianship, information and book studies, to disseminate our ideas and organizational solutions, as well as to share problems that bother the Polish information and book studies'_environment. Each special issue will also contain a review of books in the field of information and book studies that were published in a given year.

It is worth mentioning that two special issues, published in English, have already appeared in the history of the "Przegląd Biblioteczny". However, they were of an occasional nature: the first one in 2012 on the celebration of the 85th anniversary of the "Przegląd Biblioteczny" (edited by B.Sosińska-Kalata) and the second in 2017 (edited by E.B.Zybert) prepared for the IFLA Congress and the 83rd General Conference, which took place in Wroclaw that year.

This special issue contains texts that form three problem groups concerning:

– transformations in the field of information and book studies and new areas in its research

– the participation of libraries and museums in the preservation of cultural heritage

– activities of libraries for the needs of their children and youth users

The texts in the first part show how the transfer of information and book studies from the area of humanities to social sciences has influenced its location in academic education institutions, curricula and how it creates prospects for its further development.

– Jadwiga Woźniak-Kasperek (*Information science under the conditions created by the new classification of fields and scientific disciplines: opening a balance sheet*) recapitulates the specifics of information technology and information research in the conditions of reorganized scientific life in Poland, taking place after the introduction of a new classification of scientific and artistic disciplines.

– Bożena Koredczuk (*Book studies communication in selected communication systems and their influence on the location of the discipline in the current obligatory classification of fields and scientific disciplines – an outline of the research problem)* discusses the individual components of book studies communication and show its place in contemporary communication systems and changes occurring in this area of research.

– Hanna Batorowska (*Information science context of security culture*) shows the interdisciplinary nature of security and information sciences and the relationships that exists between them in the area of threats generated by digital civilization. Attention is paid to the importance of selected components of the information security culture in shaping the security culture. It is pointed out that these components are a permanent subject of information science research.

In the second part, the authors tackle the problems of museum libraries and the role of libraries, museums, and archives to preserve cultural heritage.

– Katarzyna Žák-Caplot (*An unexplored phenomenon on the border of two worlds. An introduction to the issue of museum libraries in Poland*) discusses the main concepts and sources of information about museum libraries in

Poland, moving towards their definition and place in the native library system. Her article is provides an opportunity to reflect on how museum libraries operate on the border of the "museum" and "library" worlds.

– Robert Kotowski (*The role of the museum library*) presents the principles of organization and operation of the museum library in the context of the history and changing rules of specialized libraries, as well as similarities in the program assumptions of libraries and museums on the example of the National Museum in Kielce. The article is an attempt to look at how not only the role but also the function of the museum library has changed over the decades in the local space – this pertains also to its readers and public perception.

– Elżbieta Barbara Zybert (*The role of libraries, archives and museums (LAM) in the preservation of cultural heritage: the example of the Polish Catholic Centre in Martin Coronado in Argentina*) presents activities directed to the preservation of the Polish cultural heritage undertaken by the library, archive, and museum functioning in the Polish Catholic Centre at Martin Coronado in Argentina. Particular attention is paid to the legacy of the soldiers fighting on the fronts of World War II, mainly associated with the 2nd Polish Corps commanded by General Władysław Anders.

The text contained in the third part draws attention to the relationship between international regulations and the possibilities of applying them in local circumstances of the country.

– Dorota Grabowska: (*International guidelines on youth libraries and the Polish reality*) analyzes the IFLA guidelines for youth libraries and compares them with Polish reports, statistical data and articles published in a professional librarian periodical. She attempts to answer the question whether and to what extent Polish public libraries implement the recommendations contained in the guidelines.

In the special issue we also publish an overview of the most important Polish books in the field of library science that appeared in year 2018 and 2019. (Barbara Koryś: *An overview of Polish literature in the field of information and book studies (selection)*).

We believe that the formula for publishing a special issue, intentionally addressed to foreign readers, showing the Polish point of view, will create an additional opportunity to discuss the condition and the future of librarianship in the world, will show its strengths, identify and implement strategic priorities corresponding to ongoing transformations and aiming at developing a Global Vision on the role of libraries in the modern world. It will allow for modernizing academic education programs and taking actions to integrate libraries to achieve the Sustainable Development Goals. We are convinced and we claim that libraries should be leaders in ongoing changes and advocates for improving the conditions in which we live.

Elżbieta Barbara Zybert (Editor-in Chief)

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INFORMATION SCIENCE UNDER THE CONDITIONS CREATED BY THE NEW CLASSIFICATION OF FIELDS AND SCIENTIFIC DISCIPLINES: OPENING A BALANCE SHEET

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KEYWORDS: Classification of fields and scientific and artistic discipline. Information science. Research Areas. Poland.

ABSTRACT: **Objective –** Recapitulation of the specific nature of information science and information research undertaken in the conditions of the reorganization of academic life in

Poland after the introduction of a new classification of fields and scientific and artistic discipline by the Ministry of Science and Higher Education. **Methods –** A method of analysis and criticism of the literature was used. **Results and conclusions –** (1) actions are necessary to strengthen the status of information and book studies as a sub-discipline of media and social communication studies; (2) There is a need to open all parties to conscious and critical search for new common areas and research problems. **Originality and cognitive value –** Discussion about the status and future of the sciences of social communication and media and their components is now an urgent and inalienable need of the academic community if we want to improve the quality of research and strengthen our position within the Polish system of sciences and in a new discipline.

For years, there has been a dispute between supporters of Karl Popper, Thomas Kuhn and Paul Feyerabend about the mechanisms of scientific development. Is science developing due to internal logic or due to external factors? Is development occurring through the accumulation of results obtained or through a revolution related to a radical change in the paradigm? Should it be studied by philosophers of science or rather by sociologists, historians, psychologists? Or maybe the future of science lies in Feyerabendian epistemological anarchism and "anything goes" as a cognitive principle? An interesting suggestion to partially answer these questions is Michał Heller's non-linear concept of science. According to Heller, the theory cannot be completely separated from observation, as well as from meta-scientific reflection. The sequence of events is subject to interpretation, and the adopted method largely determines the results obtained. Therefore, if one approaches the problem using historical and sociological methods, then the natural consequence will be a tendency towards scientific revolutions and external conditions in the development of science, as Kuhn concluded after his thorough research of historical sciences. However, if logical and analytical methods are used, the consequence will be a belief in the logical development of science. Disputes over the classification of sciences overlap with this debate about the essence of science and its developmental mechanisms. Even a cursory review of the classification of sciences, from ancient to modern, proffers the observation that the classification of sciences at different times has distinguished different areas and detailed sub-areas of the sciences according to different criteria. Without diminishing the importance of the classification of sciences, we must not forget, however, that they are entities built on scientific knowledge and, as Tadeusz Kotarbiński once said, one of the main sources of interest in the classification of sciences has long been the librarians' concern for order in libraries. Science is classified as a result of meta-scientific reflection, but also as a result of administrative actions. The latter situation is currently occurring in Poland in connection with the introduction by the Ministry of Science and Higher Education of a new classification of fields of science, scientific disciplines and artistic disciplines. The

new classification provokes and forces the creation of a "balance sheet", a kind of inventory of possessions in this first period of taming the new reality.

There are many different divisions of the sciences tailored to specific purposes. Divisions are different due to funding criteria, different research priorities, different ways of awarding degrees and titles and so forth. The classification of a science does not prejudge the quality of scientific research, but it does have some impact on research. It shapes the paths of scientific careers, affects whether or not they are supported, impacts cooperation between researchers, creates a context for the evaluation of scientific research, makes certain sources of financing available or not, etc. Will the Ministry of Science and Higher Education's transfer of information and book studies to the social sciences limit opportunities to apply for funding for projects from the National Humanities Development Program? These questions arise often, but they are not the subject of this paper. The current organizational solution being implemented, that is, the decision that book and information studies should be seen as a component of the social communication sciences and media in the field of the social sciences[1], causes a dangerous situation in which we may lose some existing objects - cultural objects – from our field of study as well as the influence of culture on "our" research objects. Book and information studies, media and cognitive studies cannot be separated from reflection on culture and cultural institutions. This should be a common concern for both researchers and science managers.

One of the versions of the division which is used mainly for financing science is the OECD (Organization for Economic Co-operation and Development) classification adopted in Poland in a modified form by the aforementioned decision of the Ministry. Currently, science in Poland is divided into fields, which in turn are divided into disciplines, within which specialties or in some cases sub-disciplines can be distinguished, along with further research areas, problems, and issues. In the ministerial classification, the discipline we are interested in here, until recently independent and known under the name of book and information studies, found itself in the social sciences as one of the three components that contribute to the science of social communication and media. These three components are: book and information studies, media studies and cognition, and social communication sciences. The emergence of a new discipline (the science of social communication and media) creates new opportunities, but also new threats, among others the danger of the marginalization or

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[1] Until the entry into force of the Regulation of the Minister of Science and Higher Education of 20 September 2018 on the fields of science and scientific disciplines and artistic disciplines (http://www.dziennikustaw.gov.pl/DU/2018/1818/1), book and information science was an independent scientific discipline in the field of humanities.

even disappearance of certain specialties or research areas. The temptation to self-define a new discipline only from the position of one of the three "sub-disciplines" is both large and dangerous. Its name should stimulate reflection and perhaps action towards change.

There is a functional relationship between the media and social communication explaining the name of this new discipline. But the new discipline is not just about 'media in social communication'. Following a different path, it should be noted that placing the terms 'social communication' and 'media' in a logical alternative opens the boundaries of the discipline broadly, without further specifying it, which runs the risk of blurring it. The first part of the name (social communication) is so effective in attracting attention that students of various sciences and specialties are already starting to apply the standards of social communication and media sciences to their fields. This raises the danger of eclecticism, loss of coherence, and loss of the specificity of the discipline and its components. Sub-disciplines of the sciences of social communication and the media or its specialties, as someone else might say, must define their place in this new configuration. I am not talking about entrenching one's own positions, but rather about articulating the specifics in an open, inviting research perspective. The first step can and should be a better, deeper mutual knowledge, which leads us to recall the image of one of the components, which is past information and book studies, to seek out the hard core of this research. In this paper I will reflect only from the perspective of the former information science, directing readers more interested in the book studies aspect to the article by Bożena Koredczuk (Koredczuk, 2019).

Both book and information studies originate from bibliography and librarianship, where research practices were in place long before the constitution of a scientific discipline. Bibliography and librarianship provide a historical but still valid canon of research from which other powerful research branches have grown. Today, library research covers, among others, issues of library organization and management, information education, education in the use of libraries, quality analysis of libraries (including digital ones) and repositories (Głowacka, 2017). It is hard to imagine a sustainable development of the social communication sciences and media without bibliographic and library studies, not to mention the cognitive and social losses. As Barbara Sosińska-Kalata wrote: "The view is widely accepted that information science has developed from issues related to information activities cultivated in the context of bibliography and librarianship" (Sosińska-Kalata, 2017, p. 313). If the development of social communication and media sciences is to be complete, then all components will have to participate, including bibliographic research, library science, book studies research as well as information research.

The genesis of information science is associated with changes in the production and distribution of scientific literature in the second half of the nineteenth century. In order to master the increasing literary production, analytical bibliographies began to be developed, specialized information services were established in large scientific libraries and research institutes, bibliographic centres, and later documentary centres were formed at institutes, colleges and industrial laboratories. It is impossible not to mention the International Bibliographic Institute, founded in Brussels in 1895, which gave rise to the organization of the bibliography specialists community, followed by the spread of documentation and information on a global scale. Since the 1950s we have been concerned with information activities being tied with the use of computers. The decade of the 1960s saw the creation of large specialized information systems, including bibliographic databases for individual fields: Chemical Abstracts, INSPEC, MEDLARS (then MEDLINE), BIOSIS, etc. It was also a time of intensive demand for information professionals. The 1980s and the spread of microcomputers and then personal computers resulted in the emergence of a new type of information user - the nonprofessional end user – which today is one of the most important subjects of interest in information science. The widespread use of ICT and, in particular, the Internet since the 1990s has expanded the research field of information science. And the new millennium, along with the even more dynamic dissemination of ICT, mass digitization and the Internet as the main communication medium, introduced into the conceptual and research canon of information science digital immigrants and digital natives, mass dissemination of information using mobile devices, visual communication, the Internet of Things (IoT), collective intelligence, big data, and many other categories.

THE SUBJECT OF INFORMATION SCIENCE RESEARCH

Information science studies the theoretical and practical aspects of information activity, the overall problems of effective transmission of information and knowledge from the source (asset) to the recipient (user), taking into account social, cultural, psychological and practical factors affecting this transmission. Researchers are interested in methods and tools of information activities, including, but not limited to, information systems, information sources, information processes, methods and tools for their implementation, as well as users of information and their behaviour in various situations and processes, including the process of searching and searching for information. The spectrum of information that is of interest to information scientists today includes not only information on the results of research (scientific information), but also concerning professional life, management, the public, health, business, everyday life, etc.

The subject of investigation is materialized information (together with its carrier), which is part of the previously mentioned transfer processes, including scientific, social and public communication. It is information science studies communication in its mediational aspect: what people do with information, using which methods, tools, or means, and what information does or can do with people. In other words, in the area of information science research, communication is considered from a specific intermediary (mediational) perspective. A factor in the transmission of information and knowledge, as well as the implementation of information processes, is computer technology along with the so-called intellectual technologies, for example as used to represent knowledge. From the very beginning, the research paradigm of information science has been of a consolidative nature, unifying the computer science current with an understanding of human information needs and behaviour, individual and social practices related to the search and use of information and knowledge. As a result, two approaches are characteristic of research in the domain of information science, both highlighting the aspect of mediation between the area of information and knowledge transfer, i.e. an approach with a humanistic and social attitude, and the IT and technical approach. "[T]he results of research conducted in these two currents should interact, research conducted in one should use the results obtained in the other and inspire undertaking new problems" (Sosińska-Kalata, 2017, p. 316). In practice, this balance is not always maintained, leading to false images of information science research.

The mediational model mentioned above (between the individual and resource records for finding information/knowledge, with a special place therein for the book) is rooted in human cultural and social environments, and as a subject of research cannot be isolated from the influence of this environment. Information science is also interested in information representation, the use of various codes for its effective transmission, storage, and retrieval, as well as devices, ways, and methods of processing and transmission. The science of information has a comprehensive, though heterogeneous nature, deriving, among others, from linguistics, psychology, sociology, philosophy, management, mathematics, statistics, logic, and computer science. "It is a conglomerate of research subfields, different in terms of recognition, objective weight and potential durability. What connects them, or more precisely should connect them, is the perception of the universe of information as a holistic system, whose individual elements are, in their existence and properties, dependent on the entire universe, and on harder or more predictable changes in the conditions initiating information processes and activities. Information science holism is fostered by inter- and transdisciplinary research" (Woźniak-Kasperek, 2015, p. 144). It is necessary to add that information science does not deal

with all objects, processes, or information events, for example, it does not deal with mass information, or information in the mind of the human being, not externalized, unfixed.

Many Polish authors have spoken about the subject of information science research, presenting different views (Cisek, 2002; Cisek, 2009; Cisek, 2013; Sosińska-Kalata, 2013, Sosińska-Kalata, 2017; Woźniak-Kasperek, 2015). Sabina Cisek formulated interesting observations in an attempt to explain this situation. "First of all, the world of information has undergone far-reaching transformations in recent years, i.e. the area we have studied has changed significantly, which naturally inspires us to rethink the mission, issues and assumptions of the discipline. Secondly, mediation in the social world of information, which is the axis of our considerations, is multifaceted, has an educational, institutional, communicative, cultural, organizational, political, legal, psychological, social, technological (today mainly IT) and utilitarian dimension. It is also possible to understand objects, processes, events and information phenomena differently; it is not so easy to specify what fixed information resources are, and even more difficult to specify information needs and behaviours. Thirdly, information science by its very nature integrates what is physical/material (carriers, technology), mental (information users) and ideal (information as such, knowledge of humanity), individual and social, subjective and objective. It is not easy to include in the formulation of the subject of research. Fourthly, there have been various concepts of information science and paradigms within it for years" (Cisek, 2013). An issue that would horizontally connect disciplines federated in the sciences of social communication and the media is that of subject-related social communication, with a certain conceptual approach that also includes scientific communication implemented using digital devices, inscribed in the broad context of information, book, and media culture.

IMPORTANT AREAS OF RESEARCH

From the literature on information science a picture emerges of a discipline whose most important research category is information itself and related areas, among which the organization of information and knowledge as well as information and knowledge management occupies a prominent place. Next to it are others, such as: research on users and their behaviour (information behaviours in various domains, including fields of knowledge; information behaviours in everyday life; in the conditions of information overload, searching for information and its use; information barriers); information technology; information architecture; bibliometrics, informetrics, webometrics, altmetrics (Kowalska, 2017).

The organization of information and knowledge (OIK) has traditionally focused on such types of documents as books, articles, maps, patent descriptions, legal documents, photographs, music and film recordings, etc. The development of the digital environment has resulted in current research covering issues of organizing access to digital collections of various types of documents and artefacts stored in GLAM institutions (Galleries, Libraries, Archives, Museums) and information resources for various types of public and commercial activities (access to public, health, business information and services, organizational information, commercial, etc.). On the basis of the OIK, models of OIK processes and knowledge organization systems are created. Processes involve transforming information representations. In turn, knowledge organization systems are tools that are used to organize access to stored content. These are all types of metadata schemas used to organize information and support knowledge management, especially in a network environment. In a narrower sense, in particular with regard to traditional indexing and classifying tools used in libraries, the name information organization system is also used. The OIK area includes, among others, specific issues such as: metadata and their application; knowledge organization systems, including ontologies and semantic technologies; information and search languages; automatic classification and clustering; information organization systems; organization of business and corporate information; visualization.

Information management, in turn, means the organization and control of information resources, their processing and delivery to specific recipients, i.e. information service for a certain organizational environment, diagnostics of information solutions and tools, information logistics, data management (also in the area of science), and information services (including infobrokering). The term information management appeared in the second half of the 1970s. Since the mid-1990s, along with the growing interest in business information and information activities in various commercial organizations, its popularity also began to increase rapidly, although the content began to blur in connection with the emergence of a new concept of knowledge management. A noticeable phenomenon of the development of modern information management is undoubtedly multidisciplinarity. Information management has its sources in many areas that have traditionally been involved in the acquisition, organization, maintenance and use of documents (including archives and records management) for years. Gradually, research has been contributed by various professional groups related to information technology, database design and development, information systems, information retrieval, information economics, management theory, and organization theory. In the 1990s, the term knowledge management was adopted to mean parts of research focused on human resources and what were termed intellectual

capital and organizational learning issues, emphasizing the importance of the human factor for the flow of information and knowledge, creating organizational culture, organizational efficiency, etc. In recent years, *Personal Information Management*, as it is called, has been developing as well. It is focused on analysing behaviour related to information and knowledge management by representatives of various social groups, designing technological tools supporting the management of one's own information and knowledge resources as well as education and acquisition of competencies in this area.

An important place in the areas noted above is occupied by research related to information excess, including scientific information, leading to information overload and searching for information. The history of subsequent "information floods" caused by information overload and tools that were created to mitigate them, as Rheingold wrote (Rheingold, 2012), suggests that the period of information overload after the invention of each radically more effective means of communication seems to initially trigger fear followed by the creation of new information tools and the development of newly enlightened social groups. "At least since the invention of print and complex societies, the amount of information available exceeds the perceptive capabilities of single individuals, so to cope with excess, societies produce collective knowledge management systems. Changes in the knowledge system are always accompanied by an increased sense of crisis and information overload - in this situation the elites are looking for new tools and competencies, which are then subject to democratization and dissemination in society" (Piekarski, 2017, p. 12). Info specialists are not alone in solving problems related to information overload and increasing attention deficit. They are also dealt with by psychologists, IT specialists, communication specialists, media experts and even psychiatrists. The information flood is confronted by the economy of attention. Therefore, more and more often data is presented using visualizations, maps, charts or diagrams, and at least a partial renunciation of natural language in favour of a visual is one of the most spectacular differences between what is traditional (in information science, media studies, journalism, etc.) and what is modern (data engineering, data journalism, etc.).

Searching for information is understood in the information science in two ways: a) in relation to processes, techniques and strategies for quickly and efficiently finding (selecting) relevant information in resources (the context of the information technology used is key here); b) regarding various information behaviours of people who are focused on obtaining the information they need (studies on information users are key here). There is a high level of interactivity between the system and the user, the basis of which is to take into account the dynamics of changes in information needs at various stages of the search process. Information retrieval is

also the main reference point in information-centred research. The most important research questions that are being sought are: how different users use information systems (research into the use of information and search systems, specific sources of information); how they formulate questions directed to information-retrieval systems (determining information needs); how they strive to obtain the information they need (determining the nature and conditions of information behaviours undertaken); what information competences (knowledge and skills) are necessary for behaviours to lead to success, etc. Many theoretical models have been created regarding this issue, some of which have been implemented in practice (Pulikowski, 2018).

SUMMARY

Before our eyes, the current research field of information and book studies is changing and being redefined. Both information and book studies must ensure their fully-fledged position in the new discipline, i.e. in media and social communication studies. On the other hand, they must be loyal to social obligations arising from functioning in a specific situation, counting on the reciprocity of specialties co-creating media and social communication studies. Fortunately, the good of the new common discipline does not require us to give up our own specificity and distinctiveness of research issues focused on the book at its various stages of development, libraries and other cultural institutions, and information that plays an increasingly important role in social, scientific, multimedia, and digital communication. There is a need for widespread discussion of the many problems (including the name of the discipline) that arise as a consequence of the merger and creation of a new discipline, involving the book studies and information environment, communication and media studies, and the cognitive sciences. It is a discussion in which science managers in Poland should also be included, because there can also be threads referring to the essence of the academy, the overarching goal of scientific research, or the "terror of performativity" (Lisowska-Magdziarz, 2019), and so forth.

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BOOK STUDIES COMMUNICATION IN SELECTED COMMUNICATION SYSTEMS AND THEIR INFLUENCE ON THE LOCATION OF THE DISCIPLINE IN THE CURRENT OBLIGATORY CLASSIFICATION OF FIELDS AND SCIENTIFIC DISCIPLINES – AN OUTLINE OF THE RESEARCH PROBLEM

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ABSTRACT: **Objective** - The aim of the article is to discuss the individual components of book studies communication and show its place in contemporary communication systems and changes occurring in this area of research. **Research methods** – A method of analysis and criticism of the literature was used. **Results and conclusions** – The subject of book studies communication is not often the subject of theoretical considerations. The directions of the development of book studies communication from the mid-twentieth century, when it was based on print, to the changes brought about by the digital revolution were followed. Existing models of book science communication are discussed, links to the literary communication system and its place in the social and media communication system are shown. The communication role of book studies was highlighted through the prism of subdisciplines related to book production (editing, digital publishing), its individual and collective circulation (bookselling, librarianship), and to its use and reading behaviour (reading). **Originality and cognitive value** – The article organizes knowledge about the current development of book science communication and defines its place within various communication models. It shows the duality of the book studies field, situating this science both in the humanities and social sciences, and resulting from its historical connections with various scientific disciplines and various communication models.

INTRODUCTION

The book studies processes are essential elements of communication. The concept of "book science communication" was introduced to Polish scientific literature by Jerzy Wojciech Zawisza, who presented its theoretical assumptions in the article "Propozycja schematu komunikacji bibliologicznej" ("Proposed book studies communication scheme") (Zawisza, 1980). Almost forty years have passed since then and this term has per-

manently entered the canon of concepts of modern science. During this period, various models of information and book studies communication were developed related to similar disciplines in terms of research field and subject of research. These disciplines include literary studies – and perhaps more so the history of literature – as well as sociology, psychology and pedagogy, cultural sciences, social communication sciences, and media studies. Book studies communication is based on three basic elements: the creators of books as expressions of literary work, organizers and related book circulation institutions, and book recipients and readers. They are all closely related and dependent on each other.

Over the past half-century, several different book science communication schemes have been proposed by both foreign (Escarpit, 1969; Estivals 1976) and Polish researchers (Zawisza, 1980; Migoń, 1983; Woźniak--Kasperek, Kotuła, 2014). These schemes have mainly been dominated by sociological approaches, in which the book is a permanent means of communication and through its accessibility plays a significant social and communicative role, as well as by cultural approaches, where the book, thanks to its contents, is the carrier of a text, a record of information – philosophically speaking a carrier of ideas – which by disseminating these among people has a civilizational function (Leszczak, 2015). These interdisciplinary interrelationships had an impact on the positioning of book science over the course of the half century under review through ministerial science classification systems, either in the humanities or in the social sciences. This contributed to a different methodological approach and profiling of the book studies research field towards those research areas and disciplines with which it had the closest connections. Today, this dualism has caused a divergence of positions and numerous discussions (Koredczuk, Woźniak-Kasperek, 2019) as to whether book science can be fully attributed to only one of these areas. In principle, this is impossible and even unnecessary, which is confirmed by the following theoretical reflections on research paradigms, where the diversity of research fields affects the development of book science and its multidisciplinary nature.

COMMUNICABILITY OF BOOKS AND COMMUNICATION OF BOOK STUDIES PROCESSES

Each book that is the subject of book science research contains a literary, scientific, utilitarian, mass, or other kind of text. One should agree with the view of Radosław Cybulski that "communicativeness is a fundamental value shaped at various stages of the book's creation and the formation of its publishing form. [...] Readers have the right to expect the necessary lucidity and clarity of expression. The reader's reactions are included by

the author, in a more or less conscious way, into the anticipated communication system that will arise after the publication of the work". (Cybulski, 1984, p. 22). The writing is a sign and a message, and the book being a writing document has become the object of communication between the author and the reader (Zbierski, 1978, p. 8).

The same happens in the case of book studies processes related to the creation, circulation and reading of books. The first stage of introducing the text to the reading circulation begins with the book's editorial and publishing implementation. It is preceded by the author who created the literary work, but book science deals with him marginally, using research findings on the history of literature. Only the book itself, which is a material tool for the consolidation and transmission of content, both manuscript and printed, and today particularly high-volume or digitally recorded, becomes the subject of reflection in the field of this science. However, the final form of the book is most often the work of several co-creators, and they can even be called co-authors, because their work constitutes the whole book in its content and editorial aspects. These people are generally not mentioned, except in the case of a bibliographic description, but not fully. One of these is the publisher, thanks to whom the book acquires a material dimension, such as: format, volume, selection of iconographic material, choice of typeface, etc. The next most often is the illustrator, who complements the content from the graphic side, and whose artistic and aesthetic vision, accepted by the author of the text, is to a large extent "imposed" on the recipient. A translator should also be mentioned, in the case of a language translation, or a proof reader tending to its linguistic and stylistic correctness. Thus editing focuses mainly on enriching the communicativeness of the text in the publishing process, through substantive and linguistic editing, or encapsulating the text with additional elements that will improve its readability (tables, charts, illustrations, etc.). The order of the text's organization determines its communicativeness. The correct typographic shape of the book affects its reading perception, which is why the development of appropriate models of the book means that its structure and function are used to optimally communicate the content of the book (Zbierski, 1976, p. 18). Over the centuries, the appropriate infrastructure for the distribution and storage of texts has evolved, i.e. the book market, libraries, or archives, and these institutions play the role of an intermediary between the author of the message and its recipient.

However, all of the above is more concerned with a printed book. The case looks a bit different in the case of an electronic book, now more aptly referred to as digital or network. An electronic publication is a set of documents equipped with their own navigation and search system provided in the form of a file to be read in an appropriate browser or external reading device (Góralska, 2005, p. 51). In this case, its communicativeness will be

determined by the very form of its transcript (Estivals, 1976), including hypertext or multimedia capabilities offered by digital publishing other than traditional editorial elements (Lobin, 2017, pp. 132-144). Digitalization leads to the fact that books lose their material form, remaining only in the form of a record-message. The appearance of the digital publication depends on the format in which it was saved and the electronic reader (software or hardware) with which it is made available (Sopyło, 2008, p. 11). Dissemination and reading of a record, i.e. network of book studies communication, is possible mainly by using the Internet, regarded as a multimedia device, with full awareness that it can be used for purposes other than reading (Woźniak-Kasperek, Kotuła, 2014, p. 9). Digital text transmission can be more communicative than its printed and published traditional version, mainly due to the possibility of reaching an unlimited number of users, and thus also readers, but also by receiving information and the navigation system through several sensory channels simultaneously, broadening the horizons of data and information and facilitating the reception of message-transmission. On the other hand, the electronic book as a new medium of social communication has also changed the role of the author and reader. In the case of one of the forms of the hypertext book or the so-called "living book" a changing of places occurs: the recipient gives the message its final shape, thus becoming its co-author (Sopyło, 2008, pp. 71-72).

Today, it can be seen that the book, both printed and digital, and the processes in which these two forms participate are a basic component of book science communication, and closely related initially to literary communication, more broadly to cultural, then to social communication as a result of sociological and functional artefacts and media communication.

BOOK STUDIES COMMUNICATION AND LITERARY COMMUNICATION. BOOK CULTURE

Book studies communication was from the beginning closely connected with literary communication. It resulted from the historical conditions of both literary and book science and their common roots within *historia litteraria*, recognized as historical science of a historiographical nature, encompassing all literature (Żbikowska-Migoń, 1989, pp. 34-35). This broad discipline analysed both the author and the content of a work, mainly literary, in the latter case dealing with content in a specific form: in a specific copy, edition, series, publishing repertoire or book collection, that is, also concerning content, but as books in a broader sense (Migoń, 1976, p. 52). These mutual conditions have resulted in the fact that, both in the past and now, there is a large influence of literary sciences on research in the

field of books, and vice versa, which from the beginning has guided them towards the humanities. Reaching even deeper in time, through the prism of the book's history, it should be emphasized that it was the printers who were the first to create the grammatical foundations of national languages in the Renaissance, developing and publishing the first non-Latin prints. Over the next centuries, the bibliographic and scientific approach to book science dominated, and this further deepened its relationship with the humanities.

In turn, the communication perspective in literary studies was born in the late 19th century with the development of mass culture and sociology. The industrialization of book production meant that it became cheap and available to a wider community and to various social groups. In the research on literature in the 20th century, several models of literary communication processes were developed discussing the problem of literature as an act of reading and circulation of literature in society thanks to various book institutions, forming part of the research on the literary audience as more widely understood. Examples of this might be the theory of the functional book by Robert Escarpit (Escarpit, 1976) or the concept of literature as a communication and message between creator and reader according to Janusz Lalewicz (Lalewicz, 1985). In turn, the contemporary literary theory of the literary field of Pierre Bourdieu (Bourdieu, 2001), which assumes that the system of literary institutions links a literary work with the social world, is now very often used in book studies research. Of course, there are more such examples, however, it can be seen that literary studies, especially sociology of literature and book science, support each other by studying the social circulation of the book and its cultural conditions, including readers perceptions.

The transmission of the culture of print has become the basis of book institutions' activities, that is, bookstores and libraries, thanks to which these also play a culture-forming role by distributing books, gathering and disseminating collections and information about literature. As such they participate in the creation of the information society. Libraries and other cultural and scientific centres in Poland have obtained the status of information centres, and library science itself has largely become a field of scientific computer science, communication theory, or cybernetics (Wilkoń, 2012, pp. 114-115).

The links between literary communication and book studies communication grew into book culture as an independent research category. Book culture "gives a chance for a full and in-depth description of the phenomenon of a book as a product and tool of culture, to embrace the entire world book heritage in its various manifestations and functions" (Migoń, 2003, p. 17). The focal point of research would be in such categories as: print culture, typographic culture, library culture, reading culture or information

culture, and historically, theoretically and methodologically they will be embedded in humanities research.

BOOK STUDIES COMMUNICATION AND SOCIAL COMMUNICATION

Due to connections with literature and sociology, book studies communication began to evolve in the direction of social communication, over the years playing an important informational and civilizational role in it. The connections between book studies and social sciences have their own tradition and in principle one should not be surprised by its current location there. It is worth recalling that in the mid-1970s Krzysztof Migoń published a work entitled "Nauka o książce wśród innych nauk społecznych" ("Book science among other social sciences") (Migoń, 1976), and as you can easily see, the term book studies was not yet used more broadly to describe book science, and yet its social significance was already recognized.

According to Radosław Cybulski, the content of the book is a factor constituting the book, and the transmission of content to recipients is the essence of social communication (Cybulski, 1984, p. 19). All the stages related to the "book life", the classic term already adopted in book studies (Muszkowski, 1953), starting from the publishing implementation through the circulation of the book to its reading reception create the process of book science communication. At the beginning of the 20th century, Kazimierz Piekarski, an outstanding Polish librarian and book researcher, clearly emphasised that "not every manuscript and not every print is a book. What constitutes the essence of the book lies not only in its external aspect, nor only in its content, but also in its function. Only a manuscript and a print intended for free impact on society becomes a book" (Piekarski, 1932, p. 1). In this way he set the paradigm focused on the social functions of the book, which is developed by successive generations of researchers. Głombiowski perceived book studies processes as social in nature, since they generated various social groups and their specific behaviours related to the life of the book (Socha, 2012, p. 103). But we can look at the book both in terms of its function and its use, because it has to be socially useful in order to make contact with readers, and therefore it should be read and perform various communication functions, and indirectly also social functions.

The book, especially the printed one, "brought social needs to life, which it meets in specific conditions with full acceptance of the social community. In some respects, it cannot be replaced by other means of interpersonal communication" (Głombiowski, 1980, p. 12). The same applies to elec-

tronic books, because the information recording plays an important role. Writing and books are powerful material means of social interaction. However, not all elements of book studies communication will be the same in the case of printed and electronic books (network, hypertext, multimedia), which, nonetheless, does not change their important role in society. At the centre of book science issues are rich and multidirectional relations between books and people (groups, society in general) (Głombiowski, 1974; Migoń, 1984, p. 114). Book studies communication, regardless of whether it is based on writing, printing or digital recording, is part of social communication, although one should be aware that in the second half of the twentieth century there were also opposite opinions, associated with the postmodern trend, negating the usefulness of the book and its functioning in the social communication system and its characteristic message organization (Góralska, 2005, pp. 49-51).

Book science communication is closely related to the introduction of the book into social circulation through the activities of the book institutions, which intercede in the author-reader relationship and are intended to consolidate and provide the widest possible transmission of information contained in the content of the book and its individual and group reception (Cybulski, 1979). Book institutions are a social communication system organized according to specific principles. In the case of libraries, they are composed of people professionally prepared for its operation, specific library materials, a suitably adapted room or building, and a rational organization of work and its users (Piotrowicz, 2015, p. 403). In the last quarter of a century, digital tools have played an important role in supporting the work of these institutions in the field of social access to literature and writing (Kolasa, 2012, pp. 70-73).

The social role in the process of providing information is best seen in the example of reading. Reading is an individual process but readership is collective. The reading process is assumed to be asocial and individual, because we usually read separated from others, focusing on the text. But sharing with others reading and exchanging views on what is currently read will be subject to social exchange of thoughts, both verbal (e.g. during conversation) and graphic. In the latter case, text highlighted or marked with notes will in book science be examined using the provenance method, which will be the culmination of (or another link in) the process of book studies communication. In the process of examining reading phenomena, sociological, psychological and pedagogical approaches have become established, which, according to Jacek Wojciechowski, does not represent any contradictions, as they are not alternative positions (Wojciechowski, 2000, p. 5). Research on reading and on the social reach of a book in Poland are interdisciplinary and are methodologically oriented towards the social sciences (Janusz-Lorkowska, 2018, p. 19).

Book studies communication is closely related to the social, political, legal, economic or media situation, and especially with technological and digital development. It should also be added that besides books, newspapers and magazines also participate in the book studies communication process; also leaflets, which are ephemeral, and other types of non-book documents are equally important in the process of social communication.

BOOK STUDIES COMMUNICATION AND MEDIA COMMUNICATION

The book is the central object of book science research and considered as the first medium, as it became the basic communication tool much earlier than other media. There were different ways of influencing a manuscript or a print society, even though these represented similar ways of preserving the text, in material and spiritual form, and modern digital recording plays yet a different role. We will omit the manuscript book in these considerations, because currently it participates only marginally in the media circulation. It was Gutenberg's revolution and then the digital revolution that changed the status of the book, because both, in the case of the first through print, and the second through recording, enabled a significant increase in the amount of circulation and led to the dissemination of the messages contained therein. Therefore, since the 19th century, the development of other media has changed the role of the book in society and partially replaced it by other mass media. In the modern world, the Internet as multimedia has become a basic source of information, as both a tool and a medium. Data saved in the form of a digital code is not only a linear record, but also one of graphics, photos and videos. We have moved from the invention of Gutenberg and the printed word towards a civilization of the image and visual communication, which is clearly seen in the example of book studies editing.

The intensive development of editing as a separate research field of book science took place only in the second half of the 20th century, when a huge increase in publishing production contributed to scientific reflection on publishing activity, both in the historical and contemporary aspect (Hojka, 2018, p. 93). The subjects of book studies editing are processes aimed at adapting the book to its public distribution.

The printed book appeals to the reader the fastest and introduces them to the area of communication through its external features, i.e. characteristic publishing and typographic features, but this mainly applies to mass literature, where the means of communication is its visual side. It turns out that when choosing a book, we evaluate it by its graphic design, and only then pay attention to who its author is and what content it has. However, in the case of scientific and literary books, the communication process is

reversed, here the author and content plays a leading role, and its editorial side is less important. This creates a situation where scientific books are published in a more modest graphic design than literary or mass books (Siekierski, 1992).

Typography, according to E. Repucho and T. Bierkowski, belongs to "the field of visual communication, one of the tasks of which is to create the most assimilable and maximally understandable translation of the text using a specific (created differently each time) visual language grammar" (Repucho, Bierkowski, 2018, p. 99). It is the visual language and its elements that increase the perception of a given message, affect its usefulness and readability. Changing the medium, i.e. the transition from the printed word towards digital recording, already leads to a mental tuning of societies and a much greater use of new network technologies in book studies communication. Today, not only a book, but other forms of communication, such as newsletters, blogs, portals, vortals, fanfics, etc., and even computer games, are becoming the subject of book science reflection, and the definition of readership has changed, which is confirmed by online test reports on readership in Poland, run in consecutive years by the National Library in Warsaw. While studying these new cultural and social phenomena at the same time, it is impossible not to use the tools and methodology developed by media studies, including cybernetic methods (Tadeusiewicz, 2017, pp. 300-306).

<p align="center">***</p>

The current discussion on whether book science (and information science together with it) should be classified according to the ministerial classification of sciences in the area of the humanities, and fit within the sciences of culture and religion, or perhaps more in history, or closer to the area of the social sciences and disciplines in which it has found itself since 2018, seems inconclusive and causes a general agitation in the environment of book researchers, librarians, and information science specialists.

Therefore, the above considerations were intended to indicate the need for further detailed research on the book system and its role in book studies communication in connection with literary, social, and media communication, to show what has influenced the location of book science within the system of classification of the sciences under different areas at different times. The location of book science in the area of the humanities was influenced by its strong links with literature and history of literature, as well as with cultural sciences. However, the parallel development of interdisciplinary research in the field of book studies and sociology led to the creation of a separate subdiscipline – book sociology – in the middle of the 20th century. Links with psychology paved the way for bibliopsychology, and with pedagogy to create library pedagogy. The area of the social

sciences has become closer to these sub-disciplines. In turn, a traditional, printed book contains more humanistic elements, and an electronic book, based on visual language and using the Internet as the main medium, is the subject of reflection in social and media disciplines. Just as the book being the subject of book studies reflection is a component of its content and graphic materialization, so is book science in equal parts composed of the humanities and social sciences. From the humanities it took more elite value, hence the focus on sophisticated recipients and readers, while from the social sciences it took egalitarian and utilitarian values, which made it a mass phenomenon and widely available to anyone with any reading interests. *Tempora mutantur et nos mutamur in illis.*

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THE INFORMATION SCIENCE CONTEXT OF SAFETY CULTURE

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w ujęciu interdyscyplinarnym. Teoria i praktyka, Tom II (*Information culture in an interdiscipli-nary approach. Theory and Practice*, Vol. II) (Kraków, 2016), Tom I (Vol I) (Kraków, 2015); and of monographs devoted to information literacy, education, information architecture, book history, and numerous scientific matters, among others: *Information retrieval support: visualization of the information space of a document* (Würzburg, 2014), *Perceived self-efficacy vs. actual level of training in personal information and knowledge management. A research report* (2016). Author of over 200 scientific publications actively participating in over 160 interna-tional and national scientific conferences.

KEYWORDS: Information ecology. Information science. Interdisciplinarity. Security cul-ture. Information security culture. Information culture. Methodology. Security sciences.

ABSTRACT: **Objective** – The aim of the article is to show the interdisciplinary nature of security and information sciences and the relationships that exist between them in the area of threats generated by digital civilisation. Attention was paid to the importance of selec-ted components of the information security culture in shaping the security culture. It has been pointed out that these components are a permanent subject of information science research. **Method** – A method of analysis and criticism of the literature was used. **Results** – Information technology as a discipline dealing, among others, with the functioning of people in the world of information (e.g. individual and group information management, information literacy obligations, information needs and behaviour – also in everyday life, information culture) supports research in the field of security sciences (especially human safety) conducted in the context of the development of technical civilisation and commu-nication. Threats that the information society generates require studies, e.g. in the field of personal, social, health and ecological security (protection of the infosphere against in-formation overload and humans against information stress). As part of these problems, theoretical and empirical research is undertaken, which is also dealt with by information science researchers. The combination of scientific reflection undertaken by specialists in both areas is indispensable in order to be able to see in the information security culture a common research subject enabling the diagnosis of various aspects of the broadly under-stood information culture.

INTRODUCTION

The subject of information science research comprises objects, pro-cesses, events and information phenomena in society seen in the perspec-tive of mediation (between information and its user). According to the literature analysis carried out by Sabina Cisek, the research field of infor-mation science is described differently, mainly because "mediation in the social world of information is multifaceted and has an educational, insti-tutional, communicative, cultural, organizational, political, legal, psycho-logical, social, technological, IT, and utilitarian dimension" (Cisek, 2009, pp. 47-56), and because it is possible to define objects, processes, events and information phenomena differently; it is difficult to specify what are fixed information resources, information needs, and behaviours; be-

cause information science integrates what is material (carriers, technology), psychological (information users), ideal (information as such, knowledge of humanity); and also because it uses various concepts and paradigms of science, e.g. cognitive currents. Therefore, in the latter part of the argument, the author states that the formulation of the subject of information science research is not easy, because it is associated with all areas of science, professional activity, everyday and social life. Hence, the connections between IT in other disciplines are very broad. Examples of research directions in information science (Sosińska-Kalata, 2013, pp. 9-14; Sosińska-Kalata 2015, pp. 115-137; Woźniak-Kasperek, 2015, pp. 139-157) conducted at the "interface" with other disciplines are: domain analysis, information architecture, Big Data, information ecology, information economics, philosophical aspects of information science, digital humanities, personal information management (PIM), infobrokering, social informatics, informetry, webometry, cybermetry, cognitivism, information culture, information education, information competences, digital data curating, knowledge organisation, meta-theoretical reflection on information technology, information behaviour, information management in organisations, including information audit, and the domain of information security culture that I propose.

SUBJECT MATTER AND OBJECTIVE

The subject of the article is the issue of information security culture treated as a new area of information science research related to human functioning in a hybrid information environment (infosphere), in which the entity is exposed to dangers resulting, among others, from information overproduction and information stress. The aim of the article is to show the interdisciplinary nature of both domains and relationships that exist between them in the area of research on threats generated by technological civilisation. The specific objective was considered to indicate the importance of selected components of the information security culture in shaping the sense of security of citizens and sensitizing them to activities in which information is used as an element of influence. These components include:

- information culture of members of the society,
- information ecology,
- media security,
- information security management and information audit,
- information policy and shaping the social information order,
- organizational culture and informational behaviour in the organization,
- information, media, intercultural and civic education.

METHOD

The method of analysis and criticism of literature from both fields was used, which allowed, among other things, the comparison of concepts with the same names but different meanings.

THE RELATIONSHIP OF SAFETY CULTURE WITH INFORMATION SCIENCE

While writing a monograph on the basics of security sciences, Leszek F. Korzeniowski assumed that security is multi and interdisciplinary, which results in the need to "cross the boundaries between fields of science and scientific disciplines and the opportunity to use the methodological toolkit and the theoretical output of other sciences" (Korzeniowski, 2012, p. 71) (philosophy, psychology, sociology, history, economics, political and legal sciences, physical culture sciences, in some issues also natural, agricultural, forestry, mining, medical, military, pedagogical and even theological and artistic sciences). Further in the discussion, it is concluded that the adoption of interdisciplinary or monodisciplinary perspectives by security researchers "constitutes a distinction between what is and what is not practicing securitology", therefore "the programmatic methodological basis of securitology is crossing borders between scientific disciplines and the transdisciplinary approach becomes the determinant of the identity of securitology." (Korzeniowski, 2008, pp. 47-48). Among the disciplines mentioned by L.F. Korzeniowski, there was no information science, although another researcher in security and defence problems, a specialist in military information operations, Ryszard Szpyra, clearly indicates the importance of information science in analysing phenomena related to information operations[1], which cannot be limited to a physical and cybernetic interpretation of information theory, but should incorporate the psychological context within the implementation of information processes. This context which allows the study of how people relate to information, search for it, process it, and use it, is associated with emotions and cognitive processes (perception) that affect the decision making of individual entities. Hence the interest within security science in the information behaviour of recipients of broadcast messages, and especially in the ways

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[1] Information operations are "coordinated and synchronized actions taken to achieve the desired impact on the will, thinking and ability of the opposing party (…) by influencing its information, systems and processes based on information, using and protecting their own" (Z. Modrzejewski, *Operacje informacyjne.* AON, Warszawa, 2015, p. 11). Information operations (states) are also defined as organized state activity leading to the achievement of specific political goals, directed at external and internal information communication systems or information flowing through them.

people who are the target of information operations mentally process and receive information.

The inclusion of the social concept of information theory in research conducted within military sciences allows "treating information science as studying information flow in society" and recognizing that "the act of information transfer presented as a system: source – channel – recipient" is the essence of this concept. As emphasized by Szpyra, the content of social information theory implies the possibility of influencing both "information transmitted through the flow channel and the source generating it, as well as the recipient", which means that there is a potential area of possible influence on information and information processes, because "all elements of the information process are susceptible to some form of influencing the information they transfer" (Szpyra, 2002, pp. 37-38).

COMMON OBJECTIVES FOR SAFETY AND INFORMATION SCIENCES

Security sciences in many environments are identified with the terms security culture, defence culture, security climate, or securitology (Korzeniowski, 2012, p. 55). The consequence of this practice is to define a safety culture either in a broad or narrow perspective (Cieślarczyk, 2014, p. 23). Securitology as an emerging scientific discipline undertakes research on threats to the existence, development, and normal functioning of human and social organizations, taking into account the security of the subject (human), the security of a small social group, the security of society (a large social group) and the security of humanity (Korzeniowski, 2008, pp. 53, 55). The security of each of these entities concerns "the ability to be creatively active and means an objective state of non-threat, felt subjectively by individuals or groups". Therefore, it covers the context of economic dependence, ecology, social and humanitarian issues, issues related to maintaining national identity, and ensuring proper participation in the civilisation development of the modern world, thus entering the field of research on the information society, information culture, information ecology, information economics, information policy, information behaviour, information needs, information barriers, information processes and systems, information organization, information and communication technologies, information management, digital information and media competences, information communication, information security culture, in other words areas of interest in information science.

The common goals of security and information sciences are related to providing entities with the possibility of creative activity, freedom of intellectual development, identity, and cooperation within the framework

of positive cooperation. Not without reason, in one of the concepts of *information literacy* developed by Jeremy J. Shapiro and Shelley K. Hughes, it is treated as a modern liberal art and an independent scientific discipline (Shapiro & Hughes Shelley). The subject of this discipline is a human functioning in the world of information and a critical reflection on the nature of information in itself and its social, cultural, technical and philosophical contexts. This approach to *information literacy* guarantees preparation of people for functioning in the information society and is the basis of their humanistic upbringing. It also serves social progress and counteracts the process of social exclusion by preparing for lifelong learning because it equips a person with the knowledge that dictates his freedom in the cyber world and active participation in shaping the information society (Batorowska, 2013, pp. 3-10; Jasiewicz, 2012, pp. 107; 108). The subjective dimension of security also applies to "an individual as a citizen and the guarantees of personal safety expected by him as the starting point for stable development, implementation of professional ambitions and aspirations, and creation of conditions for building family happiness" (Buczyński, 2011, p. 54).

Therefore, the common goals of these sciences are related to:
- counteracting exclusion and global social division,
- striving for sustainable development in the infosphere,
- shaping awareness of threats in society,
- shaping social order, including information order,
- protecting against manipulation and distortion of information,
- providing access to information and knowledge,
- shaping pro-infoecological and civic attitudes,
- taking advantage of the challenges and opportunities that digital civilisation creates for the development of the common good of humanity,
- creating transparent information policy,
- disapproving of turning the infosphere into a training ground for information war,
- counteracting the negative effects of globalization processes.

Identification of threats that may interfere with the proper functioning of the entity or the loss of certain values, e.g. potential, determines the subjective scope of security. This means that security should be perceived as a factor that develops and enriches an individual's personality, and is the basis for his intellectual development, the lack of which causes the temporary or relatively permanent loss of the individual's ability to develop widely in the ICT environment. Technological civilisation is subjected to empirical analysis as a source of threats both from the perspective of information science and security sciences, especially in the context of in-

formation ecology (Kamińska-Czubała, 2017, pp. 54-68; Januszko-Szakiel, 2017, pp. 391-414).

Regarding threats generated by technological civilisation in the context of information science, Wiesław Babik refers to the tasks set for information ecology aimed at eliminating these threats. The means of implementing this task are:

- introducing a state of balance and harmony in the anthropoinfosphere,
- ensuring secure and well-organized access to knowledge and information,
- protecting the public against threats arising from overproduction of information,
- constant care for the quality of information,
- preventing the generation of poor quality information,
- removing useless information or its utilization,
- promoting the ethical use of information and ICT,
- shaping the human information environment, including cultural continuity,
- developing appropriate methodologies to improve human functioning in the environment (Babik, 2014, p. 114).

Brunon Hołyst approaches the issues of human security in the context of the development of technical and communication civilisation (Hołyst, 2014, pp. 278-307).

The state of social security level combines:

- treating science and technology institutions as open interactive networks caring to ensure the quality and reliability of the information they produce and disseminate,
- civic valuation of techniques focused on informing users of new media about current events and initiating reactions to them in the form of protests, public debates, social experiments, participation in expert opinions and forecasting,
- counteracting alienation processes in which the products of human action begin to function independently of a person and against him, in order to enslave its creator and destroy him, e.g. technopol, internet of things, big data, virtual reality,
- industrialisation, the consequence of which is "breaking with the past" and gradual loss of identity as "a phenomenon imposed on society, disorganising its organisation and causing a sense of danger",
- increasing factors of social helplessness, such as social anxiety, low self-esteem, lack of self-confidence, shyness, dependence on others, limited trust in others, detachment from family, lack of friends, ta-

king the form of social pathologies that result from network addiction, the media, from professing the "philosophy of ease", from striving for "freedom from" all obligations and responsibilities, giving up skills that can be replaced by artificial intelligence systems, etc.,

- the ability to link public communication with the science sector, hindered due to the different goals adopted by both parties, and the ability to eliminate the lack of connections between them, e.g. in the area of shaping the awareness of the "non-knowledge society" in terms of the consequences from side effects of technological civilisation development for human development,
- the development of telecommunications, which creates communities with specific interests, standards, and rules of the game, over which politics increasingly loses control, as it does as well over the flow of information,
- recognising the phenomenon of the superiority of technique over culture, the processes of dehumanisation of interpersonal contacts, "collectivisation of minds" and counteracting these threats,
- human information awareness, the ability to make choices, make decisions and the intensity and ways of using ICT,
- dealing with information redundancy and information stress,
- overcoming infostress, technostress, netoholism, Internet addiction, etc.,
- the ability to analyse media messages containing elements of persuasion, manipulation and propaganda as well as adherence to media disposers' codes of journalistic ethics,
- shaping responsible attitudes of media users, educating them as to information and shaping users' information culture and their maturity in dealing with the media,
- information, media and IT education allowing an increase in the level of personal data security and rational management of information and its security.

Both disciplines struggle with the exclusion of the individual from social life, and both disciplines treat mental aspects (spiritual, immaterial, ethical, conscious, axiological) as determining whether human development will properly serve the security and development of humanity, requiring them to be reflective and to "cultivate the human spirit" (Piwowarski, 2015, p. 185) and information maturity.

INTERDISCIPLINARITY A COMMON FEATURE OF BOTH DOMAINS

Reading a series of books published by PWN on security by Bruno Ho-łyst[2] reveals the domain of securitology from the perspective of various scientific disciplines and subdisciplines, such as anthropology, sociology, psychology, law, economics, biology, technology, philosophy, and ethics. Although in each of these research areas there are different theoretical and methodological approaches, security is treated by the author very broadly as "a set of conditions that allows an individual to achieve their intended goals without interference", i.e. includes not only his "mental but also biological, social, cultural and legal state, in which a person has a feeling of complete certainty that he or she has support in another person or in a well functioning legal system" (Hołyst, 2014, p. 10). Similarly, IT, in creating the circumstances to ensure optimal conditions for the implementation of the information process, eliminates barriers preventing the fulfilment of information needs and achievement of satisfaction by the entity that expects of information providers a product that meets quality standards, and of intermediaries high-quality information services.

The research area of security sciences, like information sciences, is interdisciplinary. In information science, the subject of considerations is "the entirety of issues related to the flow of information from the source to the user, detection of disturbances occurring at individual stages of this process, and indication of ways to remove these disturbances" (Pindlowa, 1984, pp. 35-38), and it is associated with "objects, processes, events and information phenomena in society in the human world, seen in the perspective of mediation between fixed information resources and people who need it" (Cisek, 2009, pp. 47-56). The connections between information science and other disciplines mainly concern information technology (IT), social communication (journalism, editing, media), management sciences (business intelligence, knowledge management), pedagogical sciences (information literacy, information education), social sciences (information society, social computing, information culture), as well as the study of document collections (GLAM, archival science, library science) (Bawden & Robinson, 2012).

These relationships, which were noticed by David Bawden and Lyn Robinson, were described in the textbook *Introduction to Information Science* and were reflected in the monograph *Diagnostics in information management: information perspective* (*Diagnostyka*, 2017) prepared and edited by Remigiusz Sapa. This publication is a multifaceted discussion of

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[2] B. Hołyst, *Bezpieczeństwo: programy promocji* (2017), *Bezpieczeństwo gatunku ludzkiego* (2016), *Bezpieczeństwo społeczeństwa* (2015), *Bezpieczeństwo jednostki* (2014), *Bezpieczeństwo. Ogólne problemy badawcze* (Warszawa 2014), *Zagrożenia ładu społecznego.* Vol.1-2 (2013, 2014).

problems related to activities that are aimed at formulating a diagnosis in various areas of information management, including both information resources and information processes (formulation of information needs, collections, resources, their development, processing, organizing, sharing, storage, protection). The adopted information technology perspective has made it possible to focus attention on solving practical problems arising in human-information interaction, mainly related to scientific, economic, and educational projects. The interdisciplinary approach to information science reduces the phenomenon of fragmentation of scientific reflection taken in isolation from the achievements built in various areas of knowledge. In this context, the editor of this volume continues the work of Wanda Pindlowa, who drew attention to the opening of information technology to cooperation with more and more new sciences and who stated that "the impact of information science on other disciplines is not visible, because representatives of most disciplines identify information science with computer science, or unconsciously use the experience developed by information science theorists" (Pindlowa, 2013, p. 55). Reading this monograph should make researchers outside of the field of information science, especially those dealing with security sciences, aware of the significance of the potential inherent in the discipline presented here, among others, for diagnostic tests undertaken in the field of information and knowledge management, including information security management.

INFORMATION MANAGEMENT IN SECURITY SCIENCES AND IN INFORMATION SCIENCE

Information management is a cycle of systematic and interrelated activities related to information, the purpose of which is to be effectively used both on an individual, organizational and social level. It concerns the methods, principles and tools for effective information retrieval, collection, development, processing, generation, storage, sharing, use and creation of new information. Therefore, the advantage is not only in gaining access to specific information resources, but mainly in gaining the ability to manage their content. This advantage can create a "conflict situation, in which one of the parties has more effective information systems guaranteeing the possibility of creating better conditions than the other party to achieve their goals". Uneven access to information creates a threat to the information security of the "uninformed" party (Szpyra, 2002, p. 251).

Following Katarzyna Materska's modern approach to information management, it becomes necessary to include in her research area the following issues:

- information security management (creating company information security),

- information culture of the organization, the development of which contributes to the improvement of information and communication competencies and information awareness of employees, thereby increasing the level of information security,
- information quality management, which is reflected in the information security management system, and in creating information strategies that are a reflection of the organization's specific information policy, translating into building its own personalized information security policy,
- strategic information management resulting from treating the information resource as a strategic resource of the organization, nation, corporation, or group, from which it gains an informational advantage over the rival side,
- information audit, including also information security audit based on norms and legal acts setting the levels of information validity and types of secrets (state, official, personal, tax, banking, etc.),
- management of the information environment, which is the environment of information struggle, wherein the entities operating in it initiate decision-making processes in which "people and systems observe, analyse, decide and act according to the information entered" (Materska, 2016, pp. 371-372).

The ability to manage information is indispensable in managing information security. From this perspective, one can reflect on the domain of security management, set boundaries between securing information and information security, and indicate the relationship between information management and security management and information security management. In this analysis, it is very important to distinguish information security regarding an entity that is threatened by a lack of information or the possibility of losing information resources, from information security understood as the protection of data held by that entity (Janczak & Nowak, 2013, p. 18). The securing of information is only one of the components of an entity's information security. In turn, information security management comes down mainly to the problems of creating and enforcing the so-called information security policies, where information security management also refers to information itself, systems in which information is subject to information processes, the environment in which these systems operate, the personnel who use these systems, and the legal environment. As Agnieszka Filipek points out, security management cannot be linked only with choosing between safety or risk, but with the ability to take risks, deal with them and manage them wisely in order to introduce change that enables development and, consequently, guarantees the entity's long-term security (Filipek, 2017, p. 176).

Effective safety management requires understanding of the essence of security, knowledge of the specifics of contemporary challenges and threats, preparing society for effective problem solving and acting in situations that threaten human security, and perceiving the scope of changes that allow increasing the quality of activities to shape the environment and safety culture. Prevention safety should include all educational activities aimed at preparing a person to effectively resist threats and supporting his predispositions, interests, abilities, self-esteem, respect, empathy and bonding with society so that he feels like an important link in building a culture of security within his surroundings. Prevention understood in this way requires a reliable diagnosis of a person's sense of security, enabling him/her to participate in designing educational initiatives.

INFLUENCE OF INFORMATION CULTURE ON THE SECURITY CULTURE LEVEL

Marian Cieślarczyk includes information culture among the basic components of security culture (Cieślarczyk, 2011, pp. 13-32), in which he attaches particular importance to the information competencies of modern man, which guarantees the conscious and therefore secure functioning of the subject within the digital civilisation and determines the shape of the subject's defence in this dimension. In an article combining elements of security culture with information ecology and information culture, he writes that "an appropriate level of information culture and information security culture of a given entity is one of the main conditions for shaping the relative balance between objective and subjective security. Without this, there is no security in the long term" (Cieślarczyk, 2017, pp. 144-145; Cieślarczyk, 2015, pp. 16-28). To this end, it is necessary to shape the information awareness of citizens and their civic attitudes, thanks to which it will be possible to shape the social information order, creating a coherent system in which Józef Oleński includes social norms, processes and information systems, and information resources (Oleński, 2006, pp. 19, 27). Each political system of the state creates its own specific social information order, which should ensure the functioning and stability of the state, and thus the security of its citizens.

The research field of security culture therefore covers the problem of education in the field of information security culture. It can be defined as "the sphere of human activity shaped by information awareness and ways of thinking about security; values, norms and rules supporting the need to increase the level of security culture allowing one to see challenges, opportunities and threats in the local and global information space; attitudes affecting the sensitivity of the public to the importance of security and

shaping the behaviour of information-mature users of the infosphere who are jointly responsible for this security" (Batorowska, 2018, pp. 70-85). These behaviours result from the interaction of the cultural components mentioned above. They relate to objects and other products related to information security and the participation of entities in the information process. People who have low education and represent low human capital because they are socially and economically disadvantaged do not think about a culture of security (Batorowska, 2018, pp. 92-100) and investing in the future. Zygmunt Bauman warns that consciously maintaining society in a state of ignorance leads to paralysis of its will, and "a man who does not know what to expect and is unable to assess the situation properly, manifests pathological political ignorance" (Bauman, 2007, pp. 201, 202). Hence the need for education to ensure information and media security. By the latter, Rafał Klepka understands "the state of uninterrupted functioning of the media system in a given country" and combines this with "preparing recipients to consume media content, in particular regarding the most important social and political processes" (Klepka, 2018, pp. 120, 122). However, media and information security requires information and media competence from citizens. Their development supports the sensitivity of their perception of any negative phenomenon related to the information process and the ability to assess its impact on the proper functioning of the infosphere, whose security has a direct impact on the security of the individual and of the group (Batorowska, 2017, p. 26).

Protection against manipulation in the environment of liquid surveillance requires mass media information maturity, which cannot be achieved without constantly "renewable" information competencies, among which PIM occupies a key place. The ability to create and use individual information collections requires metacompetencies, which have to be cultivated. As the research conducted by Marzena Świgoń shows, "society should demand such courses [to] be able to function properly in a group and in society", and to know how to verify information to preserve a culture based on openness and democracy (Świgoń, 2012, pp. 284, 285).

Continuous and widespread public education is needed about the threats generated by digital civilisation and about information security issues. Education for information security is therefore a response to the appeal of Brig. Gen. Prof Dr hab. Stanisław Koziej for shaping the resistance of Polish society to information attacks and raising its awareness of the modern information war. The document *the Doctrine of Cybersecurity of the Republic of Poland* (*Doktryna*, 2015), draws attention to the need to include the public, private, and civil sectors in activities to create an information security environment for the country and to involve representatives of these sectors in the process of continuous education and of raising

awareness of information threats. Education in the field of information security is treated as an important link in supporting the cybersecurity system, and the skills and awareness of individual users is one of the pillars of cybersecurity (Batorowska, 2018, pp. 163-172).

That is why shaping pro-ecological and civic attitudes is an important element of Wiesław Babik's security of the human information environment. Recognizing information as a common research problem of information scientists and representatives of security sciences, he points to the need to integrate and synthesise various ways of recognizing it within the humanities and social sciences in order to "enrich the knowledge of both the information itself and the areas of its creation and use" (Babik, 2018, p. 111; Babik, 2017, pp. 165-166).

CONCLUSIONS

In conclusion, information science, as a discipline that deals with – among other things – people in the world of information, supports research in the field of security sciences, especially human security in the context of the development of technical civilisation and communication. The information behaviours of security entities resulting from the attitudes they accept towards information indicate how to deal with:

- data redundancy and information stimuli, especially with their selection,
- acceleration in the sphere of ICT development, causing the phenomenon of technostress and infostress,
- the need to choose between "freedom from" and "freedom to", which raises axiological dilemmas arising at each stage of the information process,
- rebellion or acceptance of disinformation activities, information and media manipulation, with technological surveillance,
- functioning in an environment of permanent struggle for information advantage.

The subject's susceptibility to manipulation depends on the type of information behaviour and personality traits. The type of information behaviour instilled in an individual or group makes it easier to control them through appropriately selected tools and techniques of exerting influence. Information users include groups seeking to increase the demand for information in the process of its use, as well as those not interested in acquiring, updating, or authenticating information and who don't care about its quality parameters. Both groups of users are extreme and generate many threats to the efficient flow of information. Their behaviours are controlled by the culture of a given society and fall within the area of

information behaviours defined by information science specialists as "all activities, actions, and reactions of people related to information sources and channels, including, among others, how individuals perceive, need, search, manage, convey, and use information in various life contexts" (Cisek, 2017, p. 2).

A new issue in this area, which is not the subject of direct scientific penetration of information scientists, and related to ongoing changes in contemporary reality, is the analysis of information behaviours in the context of threats related to the broadly understood security culture. Thus behaviours that as a component of information culture have an impact on cultural security consisting in "consolidating and strengthening the components that determine the continuity of cultural identity" (Piwowarski, 2016, pp. 335-337). Without cultural security, it is difficult to build information security related to the conditions and actions taken to sensitize and immunize the public to information attacks by the aggressor, who, through disinformation and information and media manipulation, weakens the victim's cultural identity, imposes his own view of reality (foreign to them), and thus controls their behaviour and influences decision-making processes (Batorowska & Klepka & Wasiuta, 2019, p. 72). Information behaviours and their formation (the controlling of them) may be an area of interest to researchers in problems of information struggle, in particular information operations undertaken in the sphere of psychological activities. All the more so since Natalya Godbold also includes, among information behaviours, actions aimed at avoiding or ignoring information as well as hiding and destroying it (Godbold, 2006), i.e. actions directed against the integrity, authenticity, and availability of information, in other words selected attributes of information security. Including information security culture problems in the area of security research, understood as "the ability to focus on and seek answers to questions of whether the exploitation and handling of information, and the reliance on it, will serve the security of this entity and other entities and will have a positive impact on their environment, or whether it will cause their degradation, especially in relation to the area of values, norms and principles" (Filipek, 2017, p. 176), therefore seems fully justified.

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AN UNEXPLORED PHENOMENON ON THE BORDER OF TWO WORLDS. AN INTRODUCTION TO THE ISSUE OF MUSEUM LIBRARIES IN POLAND

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KEYWORDS: Museum library. Specialist library. Professional library. Museum. Statistics. Library functions

ABSTRACT: **Objective** – The article discusses the main concepts and sources of information about museum libraries in Poland, moving towards their definition and place in the native library system. It is an opportunity to reflect on how museum libraries operate on the border of the "museum" and "library" worlds. **Method** – the subject literature, surveys and statistical reports of the Central Statistical Office (Główny Urząd Statystyczny – GUS) and the National Institute for Museums and Public Collections (Narodowy Instytut Muzealnictwa i Ochrony Zbiorów – NIMOZ) were reviewed, as well as the organizational regulations of selected museums and websites of some museum libraries in Poland. The Act on Libraries of June 27, 1997 was analysed with regard to the division of national libraries

into types. The material was analysed to try to place museum libraries within the context of the abovementioned division. **Conclusions** – It is difficult to study a museum library whilst applying only the set of concepts known to librarians. There is also a lack of relevant statistical data. Due to the fact that museum libraries are rooted primarily in the institution of the museum and have therefore an obligation to achieve its goals and mission, as well as to trends in the development of Polish museology, 21st century museum libraries have gone beyond the scope of professional libraries within the meaning of the Act on Libraries of June 27, 1997.

INTRODUCTION:

This article does not aspire to discuss the overall issue of changes occurring in "museum librarianship", and the conclusions formulated in it come mainly from source analysis, experience, and observation, as well as cooperation and exchange of experience with museum libraries in Poland and abroad. The author hopes that this article will help outline research fields and gaps that researchers interested in this topic will address. Driven by her own practical experience, the author will at times allow herself to highlight problems the resolution of which would be extremely useful for the entire museum librarian community in Poland.

SUBJECT LITERATURE OVERVIEW:

It is difficult to find a monograph or comprehensive scientific article on the above issue. While there is a lot of talk about libraries, museums, and archives as types of cultural institutions with similar tasks and problems, when it comes to the museum library and the principles on which it operates as well as the tasks it faces, the literature on the subject is practically silent both from the point of view of museology and library science. This part of the article presents an overview of publications published mainly in the last decade regarding the phenomenon of the museum library.

The author will briefly present the most important texts that attempt to describe the functioning of this type of unit on the border of two realities – library and museum – as well as the problems and challenges facing them and directions of their development in Poland. Moreover, she will not ignore selected texts in Polish which discuss foreign museum libraries in this respect, and foreign language monographs that are still relevant.

The most commonly found are articles describing library collections found in museums or accounts of individual libraries (Jeznak, 2009; Niechcaj-Nowicka, 2014; Siuciak, 2013; Žák-Caplot, 2018). However, these publications will be omitted here due to the lack of relevance to the topic.

The important publications from the point of view of museum libraries in Poland and attempts to define them are those that relate to their cur-

rent activities and are written by employees of museum libraries. They describe contemporary fields of library activity, their needs, sometimes even their plans for the future. They show what challenges they face on a daily basis, without comprehensive sanctioned organizational and legal solutions. Among the latter, three publications cannot be omitted. The first is the article *Coś starego, coś nowego… Analiza procesu digitalizacji zbiorów bibliotek muzealnych (Something old, something new … Analysis of the process of digitizing museum library collections)*, in which Izabela Oleaszewska-Porzycka focuses on the prospects of protecting historical collections through digitization. The relation between the museum library and the museum itself is explored in the context of the policy of acquisitions and the nature of the collections themselves, and their relationship with the type of museum in which they operate. Data was collected through surveys, to which 85 institutions responded in 2012. Based on these, we can also find out the number of employees or the state of automation of the museum libraries surveyed at that time. On the margins of these investigations, the author emphasizes the uniqueness of the museum library as a cultural institution.

The second text, by Marta Kurzyńska, *Biblioteka Muzeum Narodowego w Szczecinie – przemiany i perspektywy rozwoju (Library of the National Museum in Szczecin – changes and development perspectives)* (Kurzyńska, 2017), describes not only this library's history, book collection, and bibliography, but also the organization and operation of the library itself. It also signals future development prospects.

The third publication, *Gościnność przestrzeni. Rozmowa z Magdaleną Mazik, kierowniczką biblioteki MOCAK-u (Hospitality of Space. Conversation with Magdalena Mazik, head of the MOCAK library)* (Mazik, 2013), is an interview. Magdalena Mazik talks about the interplay of the old book collection and decor with the new, modern one, presents the educational and exhibition activities of the institution in a way that differs from the others because it is not of a scientific nature. The author, a cultural anthropologist by education, draws a picture of the museum library as an open and friendly place of reflection on art. She discusses the case of the library, which from the very moment of its creation was and is a modern unit in a modern cultural institution.

Publications discussing the changes taking place in specific museum libraries that have been in existence for many years are also beginning to appear. The texts presented below deal with current topics and relate to the place and condition of museum libraries in their home institutions. This is an important sign that museum libraries are no longer perceived as satellites of their parent institutions, and are beginning to be perceived as part of the whole, which is the museum. Justyna Długosz in the presentation of the *Biblioteka Muzeum Śląskiego w Katowicach – współczesna biblioteka*

muzealna w nowoczesnej instytucji kultury (Library of the Silesian Museum in Katowice – a contemporary museum library in a modern cultural institution) (Długosz, 2018) focuses on the presentation of a modern library that, while building its own brand and identity, is at the same time a showcase of its museum.

Meanwhile, Katarzyna Žák-Caplot, in the article *Biblioteka Muzealna OdNowa, czyli między drugim a trzecim miejscem (The Museum Library 'OdNowa', or: between the second and third places)* (Žák-Caplot, 2018) talks about the changes that took place in the Warsaw Museum Library in 2013-2018 under the influence of revitalization and reorganization of the parent museum, and at the same time wonders what a museum library is in the second decade of the 21st century.

This is a very narrow group of publications, which, according to the author, will likely grow, if only due to conferences for museum librarians in Warsaw and Katowice taking place this year which are devoted to, among other things, the themes of changes in museum libraries and their future, as well as the growing need for discussion within the museum librarians' environment itself.

The last group are reports on foreign study visits published in trade magazines. Here we should mention Sławomir Sobczyk's *Biblioteki muzeów sztuki na przykładzie biblioteki Arxiu CCCB w Barcelonie i Biblioteka de Arte Muzeum Gulbenkiana w Lizbonie (The library of art museums on the example of the Arxiu CCCB library in Barcelona and the Library de Arte of the Gulbenkian Museum in Lisbon* (Sobczyk, 2012), and Anna Adamek's *Biblioteka Muzealna – z doświadczeń muzeum narodowego nauki i techniki w Ottawie (The Museum Library - from the experience of the National Museum of Science and Technology in Ottawa)* (Adamek, 2000). In the first publication, the author focuses on the activities, tasks, organisation, technological advancement and services offered by the abovementioned libraries. However, he does not attempt to define the institution of the museum library or refer to its condition in the home museum. This subject is touched upon by the author of the second article, while trying to describe in a few sentences the place of the library in the structure of the museum and the principles of cooperation between librarians and museum professionals in the selection of library collections. However, neither of these articles relates to the situation in our country.

The authors of the above publications are library studies professionals and librarians. However, the museum library operates at the juncture between the library and the museum. Therefore, texts by museum experts or institutions associated with museum studies in Poland have not been omitted. These usually arise from descriptions of Polish and foreign museums and their collections, and present information about the existence of a library with a valuable book collection. These are numerous, but they

do not relate to the issues raised here. News about the museum library as a component of the larger unit, which is the museum itself, is brief information that must be gleaned from the text. It is usually a clarification of some other information, most often concerning investment or logistics in a specific museum or inventory and digitisation of museum exhibits in general.

One of the few texts in which the author describes the state of Polish museology in legal, economic and substantive terms is the publication of Dorota Folga-Januszewska, *Muzea w Polsce 1989-2008* (*Museums in Poland 1989-2008)*. One can find here information about museum libraries in relation to the digitisation of collections and to admission fees and services provided by museums (Folga-Januszewska, 2009).

Most often, information on museum libraries is found in articles about the construction or revitalization of museum buildings (e.g. *Muzeum OdNowa ...*, 2018, pp. 168-179; Makała, 2009, p. 156). Libraries are often mentioned next to educational rooms, guest rooms, cinemas or cafes as one of the ways to attract a wider audience. These types of texts, although seemingly insignificant for the subject matter, signals a gradual investment in museum libraries during the modernization or construction of new museum objects and reveals the direction of changes in new and renovated museum libraries (expanding the offer for new types of users, addressing the need for changes in the method of inventory collection or the requirement to regularly increase the number of visits to the library). For example, as part of the project to revitalize the infrastructure of the Art Museum in Łódź "[...], a modern reading room will be created on the fifth floor, in which computer workstations with access to the electronic card catalogue will be created. The library's activities will be extended to include meetings and lectures promoting readership open to the public" (*Rewitalizacja infrastruktury...*, 2016, p. 1). The shape and functions of the future library were decided here at the design documentation stage.

Moving on to foreign-language publications, one cannot ignore the slightly older, but still valid monographs of Esther Green Bierbaum: *Museum Librarianship* (Bierbaum, 2000) and *Art Museum Libraries and Librarianship* (Benedetti, ed., 2007). These publications are a kind of textbook for librarians and museum library employees. They define a museum library, discuss all aspects of its activity and emphasise its integrity with the home museum. At the same time, they indicate areas that librarians and managers of American museums should pay close attention to. The development of such a guide for employees of museum libraries in Poland would be desirable because questions about the status of library collections in the museum, methods of electronic inventory, book loss, keys to the selection of library system and many other issues are frequently asked. It also happens often that the "keepers of museum collections" are not librarians, but museum staff who then need a textbook.

MUSEUM LIBRARY STATISTICS

A useful tool to explore almost any topic is statistics and analysis of the data obtained. Examination using regularities that occur in certain communities allows us to determine the state of affairs and directions in which the observed environments are evolving. Unfortunately, the data on museum libraries that we are able to obtain from research officially carried out in our country is scarce. In order to obtain such data, one should use surveys sent directly to museums or rely on interviews with their employees. GUS reports do not include issues related to museum libraries. Although most museum libraries fill out the GUS statistical form *Report from the K-03 library*, the data obtained from this survey are not visible in the *Report on the condition of libraries in Poland ... Selected data and indicators*.

In Poland, unlike in other countries such as the Czech Republic or Serbia, museum libraries do not constitute a separate type of library as defined in the *Ustawa z dnia 27 czerwca 1997 o bibliotekach* (Ustawa, 1997). We usually include them in professional or scientific libraries. The only library noted in the study is the Library of the National Museum in Warsaw[1], however, data related to it are assigned to scientific libraries.

As part of the project of the National Institute for Museums and Public Collections, *Museum statistics*, conducted since 2003, there is a research questionnaire containing questions about topics of interest to us. Apart from questions regarding museum libraries and library collections in sections IV: Scientific activity, V: Educational activity, VI: Collections and records, and XV: Financial data, in section XIII: Infrastructure we ask the key question (No. 6): Does the museum have a library? In section XVIII, discussing the socio-economic impact of museums, we raise the issue of interlibrary cooperation[2]. Here, however, it should be noted that a museum's collaboration with libraries does not necessarily mean that it has a working library[3].

The situation is different at the level of the *Museums in Poland report. Report based on data from the "Museum statistics" project*. This study for 2013-2015 lacks information about museum libraries (*Muzea w Polsce...*, 2016, p. 50)[4]. In subsequent NIMOZ reports, the issue of museum libraries is also ignored or marginalized. In the publication for 2016, the word "library" appears twice - the first in the author's biography, and the second in the name of the organizer of one of the museums. However, for 2017,

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[1] Form K-03, Department 1, Item 1, library symbol – 63.

[2] In the 2018 questionnaire, letter C point 2

[3] Cooperation can take on various forms: from borrowing collections for temporary exhibitions, through joint organization of events or conferences, volunteering, etc.

[4] In the chapter Collection records and digitisation, there is only a mention of the incorrect extension of the library auditing principles to museum collections (determination of relative deficiencies). However, the information does not apply directly to libraries.

we can find information that permits us to find out the number of museum libraries in departmental and branchless museums in Poland in 2017:

In the same study [*Percentage distribution of space designated for different purposes in groups of branchless museums*] 73.58% of institutions show that they have their own library (n = 246), in a list including individual departments (n = 401) libraries are found in 48.88% of all museums including branches. (*Muzea w Polsce...*, 2016, Table 7, p. 27).

Thanks to the report *Raport o stanie edukacji muzealnej w Polsce* (*Museum education in Poland. Summary of the first stage of the study*) (Szeląg, 2010, p. 21) we can estimate the number of museum libraries in 2009, that is, almost 10 years ago. Of the 929 museums surveyed, half declared having a library with a reading room. It is surprising that in the report on education, the subject of museum libraries was considered only in terms of belonging to the museum infrastructure, and not for its substantive, educational, or promotional value.

As can be seen today, it is impossible to sketch any statistical picture of museum libraries in Poland. Acquiring statistical data is complicated and time-consuming, as there is no comprehensive way to collect it on a national scale. The main problem is that museum libraries are not included in GUS or NIMOZ research. In the case of library statistics, this is, unfortunately, understandable, as museum libraries are not a separate type. Only some of them have the status of scientific libraries – the Library of the National Museum in Warsaw, the Library of the Museum and Institute of Zoology of the Polish Academy of Sciences, the Princes Czartoryski Library (National Museum in Krakow), the Library of the Museum of Art in Łódź, the Library of the Museum of the Jagiellonian University, and the Library of the Natural History Museum (Wrocław University), (*Obwieszczenie Ministra Kultury i Dziedzictwa Narodowego, 2016...*).

It is more difficult to explain the lack of the above issues in research conducted by museum institutions, because libraries are departments in the organizational structure of home museums. Creating an additional questionnaire, including data on library infrastructure, staff, finances, collections and records collection, movement of collections, services for readers (e.g. by type – employees, researchers, learners, others), scientific, educational and promotional activities, digitisation and conservation, has allowed a closer look at the phenomenon of museum libraries. One might also be tempted to add a few questions or headings to the currently functioning sections of the survey, which were mentioned earlier, however, analysing the existing forms, it seems to be a complicated solution, hindering later search of data. A uniform questionnaire would look at the whole issue.

The fact that museum libraries are not included in NIMOZ statistics is worrying because it confirms the still visible Polish tendency to marginalize and / or underestimate the role of the library in the museum in general.

It is a pity that the potential of museum libraries still seems underestimated, because, as Gerald Matt claims, "additional library services significantly contribute to creating the image of the museum as a comprehensive cultural institution and the dissemination of science. An open public library[5] is a special element shaping the quality of disseminating culture. It is an additional place to engage the intellectual energy of the viewer and can, as happens at Centre Pompidou, become a magnet attracting the audience" (Matt, 2006, p. 149).

Reflections on the role of a museum library, its promotional potential, expectations and image among museum employees as well as the wider public and the attitude and policy of the parent institution towards the library and its employees are further topics that should be addressed, taking into account the evolution of modern museums from elite "houses of knowledge" to institutions participating in the life of local communities that describe themselves as "participatory" (Simon, 2015)[6]. Addressing these issues will allow a more complete definition of the phenomenon of the museum library and its functions, and will allow open reflection on possible developmental directions in the future.

DEFINITION

In the article *Księgozbiory muzealne w Sochaczewie, Rybnie, Skierniewicach, Wyszogrodzie* (*Museum collections in Sochaczew, Rybno, Skierniewice and Wyszogród*), Sebastian Tempczyk presents one of the few, if not the only, definition of a museum library existing in Polish literature, which is "each separate organizational unit of the museum, whose main task is to collect, develop and share the collected book museum" (Tempczyk, 2014, p. 1). This definition was probably influenced by the tendency to classify museum libraries as professional libraries according to the division used in the Act on Libraries, according to which a professional library "should be considered as a unit supporting the implementation of the tasks of workplaces and serving the needs of employees' professional development" (*Ustawa*, 1997).

By comparison, fourteen years earlier American author Esther Green Bierbaum gave the following definition: "…museum libraries are an integral entity within museums supporting and serving the parent institution according to the policies and standards agreed upon by both library and museum administrations" (Bierbaum, 2000, p. 1). This is still not (as the

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[5] „Public", which means making the collections available outside.

[6] Referring to Nina Simon's concept, the participatory museum is a plane on which mutual relations are created and new content is created. Visitors' thoughts are just as important as exhibition creators and educators. The participatory museum exchanges ideas and experiences from which both sides draw. This active participation of a cultural institution will allow it to play an integrating role in the life of the local community.

author herself states) a complete definition. However, as museum libraries are becoming more and more open to the external user and to scientific or educational activities related to the profile of the home museum, it seems more timely than its more recent Polish counterpart. The definition emphasizes the relationship between the library and the museum in which the library operates as well as putting the library in the position of a partner which through its activities actively participates in the life of its parent organization, as well as not limiting its activity to collecting and lending books only.

Of course, the question immediately arises as to whether this is really the case. Do Polish museum libraries enter into such partner relationships? How do the employees see the position of the museum library, and how do their superiors see it? The library-museum relationship deserves a separate study, as it is an extensive and multi-threaded topic.

Let us suggest a fragment of Marta Lange's article Wrocławskie biblioteki muzealne (*Wroclaw Museum Libraries*), in which the author describes the relationship between the museum library and the home museum. She senses the need for cooperation and draws attention to the benefits that may flow from this not only for libra-ries, but also for museums: "Museum libraries contain a specific collection closely related to the profile of museum collections. Both institutions supplement, complement and penetrate each other. They can function only in relation to each other. The rank of the museum is often indicated by the richness of the collection, including a valuable and unique book collection. Often, however, a museum library is perceived only as a supplement to the collection of a given museum, and often becomes overlooked and neglected". (Lange, 2014, p. 30).

When defining a museum library, in addition to establishing the relationship between museum library and museum, one should also specify what type of library it is. Here the question arises whether it is subject to such categorisation at all. Divisions seem obvious up to some point. No museum library is an independent being from the formal and legal point of view. Most also make collections available to users only in the reading room. Museum libraries can be financed by the state (e.g. national), local government (e.g. city museums), non-governmental organizations or even private individuals. There are museum library collections on international subjects (e.g. contemporary art museums, World War II Museum, Museum of Emigration), national (national museums, Literature Museum, Independence Museum), regional (district museums), urban or local (museums of battles, local personalities).

Nevertheless, it is most difficult to classify museum libraries according to the nature and needs of their users, because this categorisation, a phenomenon of the 21st century, is something the museum library completely escapes.

SCIENTIFIC, PROFESSIONAL OR "SPECIALIST"?

The Act on Libraries (*Ustawa z dnia 27 czerwca 1997 r. o bibliotekach*) divides Polish libraries into public, scientific, school and pedagogical, professional and company libraries. Only six museum libraries have the formal status of a research library. Others, though the name often has the adjective "scientific", do not have such a status. Their collections and activities have a "scientific character". By signaling their profile in this way, they also want to interest a specific group of users.

Most museum libraries call themselves professional. Piotr Milc, author of the article *Biblioteki specjalistyczne – typologia i prawne podstawy działania* (*Specialist libraries – typology and legal basis of operation*) (Milc, 2018, p. 13), who places them between departmental, industry and workplace libraries, agrees with this statement.

Indeed, originally "[t]he museum library was seen as a tool to provide support to the museum staff alone and museum-libraries were not regarded as for the public at all and in many instances they retain to this day the character of a private library" (Wateren, 1999, p. 192). It is true that the basic tasks of museum libraries were and are still collecting, developing and making available to employees library materials pertaining to the profile of the museum and its collections, as well as documenting the substantive activities of the museum and its employees. However, the limitation of the function of museum libraries only to service employees of the parent institution was relevant about ten years ago. Today it should be considered a significant narrowing of their current operations.

Museum libraries in the second decade of the 21st century, although sometimes still technologically delayed or run by people who are not always librarians by profession, go beyond the definition of a professional library focused on serving museum staff. They make the collections available to outside users in reading rooms, thus opening them to a wider audience, usually from academic and school environments. It should also be taken into account that the organisational regulations of museums and their superiors often oblige librarians to popularise the collection and promotion of a library/museum in the environment through the organisation of author meetings, literary evenings and scientific activities such as the organisation of lectures, participation in scientific, or even educational conferences such as conducting library or museum lessons etc. (*Regulamin... Muzeum Warszawy*, 2018; *Regulamin... Muzeum Narodowego Ziemi Przemyskiej*, 2017; *Regulamin... Muzeum Archeologiczno-Historycznego*, 2017).

A museum library operating in this way ceases to be just a professional library within the meaning of the definition of the Act on Libraries. It is not only intended to educate and expand the knowledge of its users. It enters the field of scientific libraries (conducting its own research and docu-

menting research activities of employees of the unit in which it operates) and/or even public libraries (organizing meetings, workshops, library and museum lessons, actively participating in the Night of Museums and Libraries). Therefore, one should ask another question: can this eclectic creation, which is a museum library, fit into the framework of functioning classifications?

The contemporary museum library, reconciling the realms of library as well as museum, scientific, educational and dissemination functions, tries to flexibly combine traditional activities with new elements, allowing it to meet the needs of subsequent types of users. In this way, it creates a kind of hybridity of services offered.

It seems, therefore, that the typology used in the Act on Libraries according to the nature and needs of users is not sufficient, because it is not so much about the type of reader in this case as it is about the information to which the museum library provides access. After all, museum employees, scientists, and students, as well as students and enthusiasts of a given topic, can use the professional library. The common denominator seems to be rather the field which is of interest to the abovementioned readers at various levels of detail. This is where UNESCO's typology of November 13, 1972 – *Recommendation concerning the international standardization of library statistics* (*Recommendation, 1970*) – can help, in which, in addition to national libraries, universities, major universal, school and public libraries, specialty libraries (also translated as "special"[7]) were also highlighted, and where "the greater part of collections represents a specific field of science or subject [...]", serving "anyone who needs them" (Morsztynkiewiczowa 1972, p. 202). They can also be libraries "whose collections and activities are primarily intended to meet the information needs of their main users, even when they meet the information needs of specialists outside the group of those entitled services" (Morsztynkiewiczowa 1972, p. 202). The specialized libraries of UNESCO include libraries maintained by associations, government ser-vices, parliaments, research institutes (non-university), professional associations, museums, enterprises and chambers of commerce.

Although the definition contained in the recommendations was created more than forty years ago, it seems to be better suited to the phenomenon of the modern museum library, because it refers to the profile of the collection and takes into account the specific user, while not ignoring the public aspect of its activity. Of course, one should ask the further question whether it is necessary to isolate another category of libraries. Maybe it

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[7] For the purposes of this article, the translation of "specialized libraries" will be used so as not to be confused with the term "special libraries", i.e. for special groups of users (libraries for the blind, in medical entities, prisons, etc.).

would be enough to expand the current definition of a professional library?

We are entering the field of semantics here, because "professional" refers to a profession, something devoted to some profession, or associated with it (Skorupka, ed., 1968, p. 169), while the word "specialist" is associated with a specialty, related to specialization, where specialization is acquiring knowledge, skills, proficiency in some field (Skorupka, ed., 1968, p. 763). These are synonyms, however, there is a small but fundamental difference that can be seen very clearly in the example of museum libraries, whose collections primarily reflect the profile of the home museum (e.g. regional museums collect regional, urban literature on the city in which they operate, etc.). These collections are usually the most important part of the collection, and the most valuable copies may even have the status of museum exhibits. Exhibits for exhibitions will be chosen from them. The remaining "working" collection consists of items needed by technical staff for their ongoing scientific activities (including in the field of art history, museum studies, law, conservation, cultural heritage, etc.). With a limited budget, museum libraries give priority to literature that supplements their basic domain collection, which often differs from the collections of regional public libraries. Forming collections and creating a library collection in a museum that serves as a witness to an era and a potential exhibit is another interesting topic worth exploring.

SUMMARY

For the moment, the author will not attempt to create a general definition of a museum library on Polish soil, because before that one must first think about the relations connecting the library with its originating institution and decide in which direction the modern museum library should go.

Museums, their philosophy of operation and the way they cooperate with users influence the image of today's museum library, which goes beyond the framework of its "professionalism", looking for new readers and opening up to the local community. At the same time, while looking for confirmation of its substantive status and rightful place in the organizational structure of the parent organization, the museum library uses research tools and activities.

In this, the relationship of museum library to museum is not surprising. Going back to the beginnings of museums, it is hard not to notice that the ancient sense of the word "musaeum" is "house of the muses", i.e. "a place of inspiration and a repository of the effects of creative inspiration" (Folga-Januszewska, 2015, pp. 15-16). You can look at the library in

exactly the same way - not as a collection of books (in Greek *biblion* means a book), but a place where knowledge and inspiration for further creative activity takes place. It should also be remembered that the first libraries were museum libraries in a sense, i.e. those established at the museums in Athens and Alexandria. Let the conclusion be the encouragement of researchers to, like the author of this article, "return to their roots", because the subject of museum libraries is still a blank spot on the map of Polish library science.

When considering the issue of museum libraries on a theoretical basis, one should not lose sight of formal and organizational issues (including their place in the library system in Poland), as they largely determine the daily functioning of museum libraries and the way they are managed.

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THE ROLE OF THE MUSEUM LIBRARY

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KEYWORDS: Museum libraries. National Museum in Kielce.

ABSTRACT: **Objective** – Libraries and museums operate on the basis of the same program assumptions, as their role is to collect, store and preserve and disseminate collections. **Conclusions** – The article presents the principles of organization and activity of the museum library in the context of history and changing principles of the functioning of special libraries, as well as similarities in the program assumptions of libraries and museums on the example of the National Museum in Kielce. The article is an attempt to look at how the

role has changed over the decades, but also at the function of a museum library in the local space and how its readership and public perception have changed.

Museums and libraries have similar missions: they collect, secure, describe and share records of human activities. The museum library can be talked about in many aspects, ranging from its history through the development of the book collection, its organization, a description from the book-reading point of view, to the role it plays in cultural spaces and its significance for recipients. However, it is worth looking at the library also from the perspective of its presence in the museum's structures as an integral department.

Museums have accompanied humankind for almost two and a half thousand years; we can find its conceptualisation in the writings of Aristotle. Inextricably linked with libraries from the beginning, they developed in different ways, always remaining a centre of science and education. There have always been various festivals, scientific centres, large collections of various items, treasuries, mouseions, pinacothecae, thesauruses, gliptotheques, all constituting the first proto-museum forms, the essence of which was the collection of valuable objects resulting from the passion of collecting deeply rooted in human nature. All civilizations, from the most primitive to the most advanced, have been characterized by the desire to collect beautiful, expensive, rare, and above all interesting objects. The first collections were created by rulers, magnates, clergy, and scholars. These were the temples of the souls – mouseions – institutions devoted to history, music, mathematics, astronomy, medicine, but also, importantly, literature. One of the best-known, ancient mouseions was the Mouseion in Alexandria, formed in the 3rd century BC from the foundation of Ptolemy II Philadelphos. What made it stand out from other such institutions were the 400,000 scrolls of the first copies and doublets forming a huge library (Żygulski jun., 1982, p. 12). In fact, it was a kind of academy of sciences, a research institution associating scholars of many fields and a meeting place, as described by the Greek traveller and historian Strabo: "The Museion belongs to the palace complex, has peripatos and exedra, as well as a wide oikos in which there is a common board of philologists, or men who are members of the Museion. This synod manages the common good and serves the good of the Museion, originally created by kings, now belonging to the emperor" (Folga-Januszewska, 2015, pp. 16-17).

The museum has survived to modern times in this or similar forms, in the meantime absorbing the material forms of collection such as libraries, treasuries, archives, equipment of academies and residences, while still remaining a centre of science and knowledge and at the same time approaching a kind of public institution with social goals. This is connected with the emergence in the 18th century of the British Museum, gather-

ing library and natural collections, as well as a large collection of antiquities, which, according to the first statute, was to serve mainly artists and scholars (Żygulski jun., 1982, p. 51). There was no more general need to share collections for visitors to see. In practice, the British Museum was only available to a small privileged group. The breakthrough in the dissemination of museum collections to the broad masses of society did not occur until the French Revolution. The French Louvre National Museum was made available to the public to visit, displaying the most valuable works of art in a systematic fashion according to schools, thus associating it with the idea of the educational role of museums. They were to testify to the power of the state, but also to educate, shape, and cultivate national identity. On the other hand, they were to become a mirror reflecting the then dominant philosophical and scientific discourse: evolution, progress, attitudes, and national ideologies. The exhibition concepts were to reflect taxonomic ideas characteristic of that period, applicable in the methodology of the exact and natural sciences (Rottermund, 2001, p. 1). In Poland, due to the political situation, it was not possible to establish national museums organised by state authorities, which is why national art collections were usually presented in the residences of Polish aristocrats such as the Czartoryski, Działyński, Potocki, Lubomirski, Zamoyski, Raczyński, and Krasiński families (Żygulski jun., 1982, p. 63). However, these collections had a different profile. For patriotic reasons, when Poland was deprived of political independence, works of Polish art and memorabilia related to the history of the nation were collected and protected (Rottermund, 2001, pp. 11-12). It was not until 1801 that the first museum, the Temple of the Sibyl, was established in Poland, which was devoted to national issues and served a broad educational purpose by showing souvenirs of old Poland, which was defined by the maxim "the past of the future".

An important element of museums' activities as educational institutions has always been the presence of libraries, which are considered to be an integral part of them. On the one hand, they were a place for collecting valuable, historical collections, but they also provided documentation and literature on the objects collected in the museum, being a perfect complement and extension to the content conveyed by means of displayed museum objects. While museums presented several specimens, museum libraries collected books in which examples of hundreds of subsequent objects of the same type were illustrated. Thus, they became a kind of tool supporting the work of museum professionals. This also applied to regional museums created in the revived Polish state. Regina Danysz-Fleszarowa, in the first Polish museum textbook, discussed the role of museum libraries, pointing out that: "a library in a regional museum is a department equal to the others, it is like one of the cells of the body with a special task to fulfil. This task is to gather as much as possible of everything that has

ever been written, published or drawn in relation to the territory covered by the museum's activity" (Danysz-Fleszarowa, 1928, pp. 262-270).

An example of such an institution, not chosen by accident, is the current National Museum in Kielce, which I manage, and which, like most of this type of institution in Poland in the early years of the 20th century was at the beginning of its existence a regional institution. The library was established as a department together with the founding of the museum of the Polskie Towarzystwo Krajoznawcze – PTK (Polish Rural Society) in Kielce in 1908. Pursuant to the Act on Associations of 1906, each PTK branch, in addition to amassing collections of physiography, organizing scientific activities and exhibitions, and providing care for art monuments, historical memorabilia, and natural curiosities of the country, was also required to collect and share book collections in the field of sightseeing and related issues. Hence, as happened in many other places in the area of the Russian partition, a library was also found within the structure of the museum to fulfil this obligation. It was an extremely important institution, both as a department in the structure of the museum and more widely among the local community, gathering not only scientists and regionalists, but also readers who could be classified as belonging to many other groups.

The first volumes that found their way into the museum library in Kielce were the gifts of individual donors, residents of Kielce. In fact, the origins of museology and librarianship were largely based on this form of obtaining collections. The main purpose of such action was to preserve the spiritual and material culture of the nation and consolidate it for posterity. The gifts were not of an isolated or accidental character. They were a quite spontaneous response by the city's inhabitants to an appeal made in the pages of the "Gazeta Kielecka" ("Kielce Daaily") in 1909 by the first librarian and curator of the Kielce museum, Tadeusz Szymon Włoszek (1843-1933). Włoszek wrote:

(...) we call to the attention of people friendly to the Society the fact that many of them have a certain number of books or periodicals they have read, which they no longer look at (...), while pictorials serve children to entertain, providing illustrations to pull out and cut out. Others again have truly valuable works that they do not use because of their scientific or special content. In both cases, the books in question are useless, and in the end sold for a song and go to the hands of the peddlers, where they await their final destruction. So if the owners of such books and magazines would like to entrust them to our Society, whether as a gift or a deposit, we would be able to use them and provide them with due respect and care. However, particularly useful for the Society would be books and magazines that refer directly to sightseeing or have an indirect connection with it. Like the works of Oskar Kolberg, the magazine "Wisła" ("The Vistula"), *Słownik Geograficzny Królestwa Polskiego* (*The Geographical*

Dictionary of the Polish Kingdom), *Starożytna Polska* (Ancient Poland) by Michał Baliński, *Encyklopedia Powszechna Olgelbranda – duża* (*Universal Orgelbrand Encyclopaedia* – large), *Górnictwo w Polsce* (*Mining in Poland*) by Hieronim Łabędzki, "Tygodnik Ilustrowany", formerly edited by Jeniki, with lots of biographies, engravings, descriptions of historic places, castles, churches, ruins, descriptions of travels around the country, archaeological searches, excavations; but every valuable work is desirable in the collections of the Society. As for multi-volume works and publications, such as encyclopaedias, *Słownik Geograficzny* (*Geographical Dictionary*), "Wisła" ("The Vistula"), "Tygodnik Ilustrowany" ("Illustrated Weekly"), "Biblioteka Warszawska" ("Warsaw Library"), we accept all individual volumes, notebooks, or even a single issue, which will eventually form a whole[1].

The response to the appeal was numerous gifts in the form of valuable items, including 19th-century magazines, such as "Kłosy" ("The Ears") from 1865-1890, "Tygodnik Ilustrowany" ("Illustrated Weekly") from 1866-1878, "Biblioteka Warszawska" ("Warsaw Library") from 1855-1858, and historical books published in the 19th century. In the entire book collection, only a small number of receipts were made from company funds. The generosity of residents and their commitment to creating a regional book collection prompted the library to renew its appeal in 1917. Once again, readers of "Gazeta Kielecka" ("Kielce Daily") were asked for gifts from regional publishing houses:

Collecting all kinds of works related to Kielce or the local part of the country in the Kielce museum is highly desirable. Apart from their usefulness on the spot, it often happens that non-local researchers of nature or local relations are looking for brochures published in Kielce, but having already exhausted the book trade they go to the museum with a request to broker their purchase from the owners or to grant the use of them[2].

As a result of this call, valuable titles – both books and magazines – were given to the library once again. Along with the development of the collection and influenced by subsequent museum acquisitions, the subject matter of the book collection quickly expanded to include items from other fields, such as archaeology, numismatics, history, and geography. Since the regaining of independence in 1918, the PTK Kielce Museum, which collects archaeological, historical, and other related files from the region, has become a place for study and meetings with scientists from universities and research institutions from all over Poland, which in turn opened up further possibilities for expanding the library collections. Thanks to this, the regional department of the library was significantly enlarged by gifts from authors who were carrying out research in the Kielce region.

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[1] „Gazeta Kielecka" 1909, No. 36.
[2] „Gazeta Kielecka" 1918, No. 40.

A collection of 61 old prints has also been added to the library. The most valuable collections and old prints were often shown at exhibitions. The first such presentation took place in 1926 under the title "Wystawa Książki Polskiej" ("Polish Book Exhibition"). Nineteenth-century prints, publications of Kielce publishing houses and other related regional issues were also presented (Podpłońska, 2006, pp. 31-33).

The dynamic development of the library and of the entire museum was interrupted by World War II. During this period, the book collection shared a common fate with the museum collections. Several times it was moved and hidden in various parts of the city, it was partly dispersed, and some copies were lost forever. After 1945, the library's collections were gathered in the new headquarters of the Museum (from 1945 the Świętokrzyski Museum) at pl. Partyzantów (now Rynek), where the library has had its headquarters to this day (Skrzypczak, 2009, p. 246). The post-war development of the Museum influenced the extension of the book collection to include publications in the fields represented in the Museum, such as archaeology, library science, ethnography, history, nature, art, and auxiliary sciences. Thus, the character of the library gradually changed from a typically regional one to a specialized one. The recipient of library services and the role that the library played among many other institutions also changed. This does not mean, of course, that the role of the museum library has been reduced, but a new chapter in the library's life has been initiated.

This somewhat concise historical outline of the library is not intended to present its history over the next decades. It is only an incentive to look at how the role has changed over the past several decades, and also at the function of the museum library in the local space. How have readers changed, and how has its social perception evolved? Today, the museum library still occupies a special place in the structure of the museum and also plays a large role among special libraries in the region. However, it is no longer a regional institution focused on building collections related only to the region. Many functions that were fulfilled by museum libraries, after World War II, were taken over by other institutions, such as archives, academic libraries, and public libraries, from the smallest municipal ones to provincial public libraries. These changes can be successfully applied to most museum libraries of large museums in Poland.

As you know, libraries and museums operate based on the same program assumptions, and their role is to collect, store and preserve, and disseminate collections. Of course, the library continues to perform these functions similarly to how it has done in previous years of its activity but, apart from that, it also helps in studies conducted by museum employees, curators, scientists, historians, and conservators, becoming a specialist library in the course of its development. The local community of the city,

which has been a recipient of library services for many years, has turned into a local community of museum workers, although people not employed in the museum – scientists, students, all those interested in art – also have access to collections, on site, in a reading room accessible to all.

The library is specialized and serves, above all, as a workshop for the scientific studies of monuments. To this end, it has accumulated a book collection which consists of Polish and foreign books and magazines, the subject of which are the fields represented in the museum's collections, from specialist bibliographies, encyclopaedias, dictionaries, through textbooks and studies on the history and theory of art, museology, protection of monuments, conservation, archaeology, numismatics, history, cultural history, and related fields. The book collection is supplemented by a set of magazines, in many cases rare exemplars, from all of the above-mentioned fields. Thanks to this, the museum library today supports the conducting of research on individual objects, their history, methods of conservation and protection, and finally on issues concerning exhibits and the organization of exhibitions. The essence of this is, of course, the appropriate selection of collected literature, which allows users to thoroughly study, document, and interpret the collections. As in the past, it is also a kind of complement to the content conveyed in the museum narrative. Those interested have the opportunity to expand information about objects displayed in the museum, as well as those that are not available in the museum. The collections of the museum library allow one to learn more about the authors of the objects presented, learn about the other works of the same artist or designer, as well as other examples of works from that period or town, or simply learn basic information about the period. This enables recipients to create a broader context for the objects they explore. In the same way, as Jan van der Wateren notes, the museum library compensates for the natural limitations in the traditional message of the museum. It meets the special expectations of the audience, and thanks to the specific nature of the collection supports the museum in the implementation of its mission. Museum visitors know that they have the opportunity to find the most detailed information about collections gathered there in the museum library. They also know that they can get information on the activities of museums, as well as on collections and exhibitions in other institutions. More often and to a greater extent than in public libraries or even academic libraries, the museum library collects catalogues of collections of various museums, catalogues of temporary exhibitions, as well as catalogues of auction houses. These are usually publications that find their way here through exchange, mainly with other museums, libraries, art colleges, and associations, as most exhibition catalogues are rarely available for sale in bookstores. The museum library also collects catalogues of auction houses that help curators track the history and therefore the authenticity of the

object, which is of great importance in the work of every museum worker. In addition, museum library collections include press clippings, rich collections of leaflets, such as invitations or folders, which are not found elsewhere, and which strengthen the role of the museum library as an information base for various groups of recipients.

Currently, the book collection of the library of the National Museum in Kielce contains 50 685 copies of library materials, and each year it is enriched by several hundred items, i.e. 300-500. Annually it is used by around 300 people (borrowing about 500 books, using about 1000 books in the reading room). The library has an alphabetical catalogue (compact prints, magazines, continuous publications) and a systematic catalogue as well as a computer catalogue that has been publicising new publications since 2004. Every year, if possible, previously acquired publications (books, magazines, and catalogues) are also recorded. Its current development is based on the regulations published by the Polski Komitet Normalizacji, Miar i Jakości (Polish Committee for Standardization, Measures, and Quality), and developed by the National Library in Warsaw. The computer catalogue is created in the MAK (Małe Automatyczne Katalogi – Small Automatic Catalogs) program, in which 23,652 documents were recorded (i.e. 47% of the entire collection). It is indispensable that this is associated with the proper preparation of librarians in the field of cataloguing collections, standardizing descriptions, identifying resources, and search methods. This, in turn, translates into the smoothness and quality of cooperation between the library and substantive departments, and, consequently, the improvement in the functioning of all museum work areas, which should ultimately result in the satisfaction of visitors.

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THE ROLE OF LIBRARIES, ARCHIVES AND MUSEUMS (LAM) IN THE PRESERVATION OF CULTURAL HERITAGE: THE EXAMPLE OF THE POLISH CATHOLIC CENTRE IN MARTIN CORONADO IN ARGENTINA

ELŻBIETA BARBARA ZYBERT is full professor at the Faculty of Journalism, Information and Book Studies (earlier Faculty of History), University of Warsaw, Poland. Her major academic work is devoted to contemporary librarianship, in particular to four areas: 1) library organization and management, 2) role and place of the library in education, 3) role of libraries in preserving Polish cultural heritage, 4) special groups of users (mentally retarded, disabled, prisoners, ethnic minorities, people experiencing homelessness, etc.). Her scholarly interests are reflected in her six books and in over 120 articles published in both Polish and foreign journals. Among others these include *Biblioteki więzienne. Zarys problematyki* (*Prison libraries. An outline of problems*, 1991); *Kultura organizacyjna w bibliotekach* (*Organizational culture in libraries*, 2004), *Jakość w działalności bibliotek* (*Quality in library activities*, 2007), *... do Polski idziemy przez cały świat..., Karpatczycy na obrazach Jana Gilowskiego* (*...We go to Poland through the world...,The Carpatians in the paintings of Jan Gilowski*, 2018, in co-authorship with E. Maruszak). She has also edited several other books. Apart from her didactic and scholarly work professor Elżbieta Barbara Zybert is involved in a number of university activities; she is currently the Head of the Department for the Study of Libraries and Other Cultural Heritage Institutions. Earlier (2008-2016) she was Dean of the Faculty of History (in whose structure the Institute for Information and Book Studies operated until 2016), University

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ABSTRACT. **Objective** – activities aiming at the preservation of the Polish cultural heritage undertaken by the library, archive, and museum functioning at the Polish Catholic Centre (Polski Ośrodek Katolicki-POK) in Martin Coronado in Argentina are presented. Particular attention is paid to the legacy of soldiers fighting on the fronts of World War II, mainly associated with the 2nd Polish Corps commanded by General Władysław Anders. **Methods** – A method of analysis and literary criticism was used. **Results and conclusions** – The Polish Catholic Centre in Martin Coronado and its libraries, archive, and museum are important in commemorating the contribution of Polish soldiers to the victory of World War II. They also play an important role in relation to the Polish community, affecting the state of national and social consciousness, shaping and maintaining its national identity, as well as strengthening patriotic attitudes.

Although an interest in artistic, historical, cultural, or natural goods as being important values for various social, ethnic, or national groups has appeared a long time ago, in the last few decades we can observe an ever-increasing concern among entire societies as well as among the inhabitants of the entire globe towards their preservation and protection. These activities are also largely helped and supported by, among others, international conventions on the protection of world heritage, e.g. the UNESCO Convention of 1972 or the Council of Europe Framework Convention of 2005.

According to the Council of Europe Framework Convention on the Value of Cultural Heritage for Society, adopted in 2005 in Faro, Portugal, cultural heritage means a contemporary cultural heritage regarded as a group of resources "inherited from the past, which communities identify, independent of ownership, as a reflection and expression of their constantly evolving system of values, beliefs, knowledge and traditions" (Skaldawski, 2017b, p. 11). It may take the form of a material and immaterial legacy passed down by previous generations and defining our culture. The material heritage may be objects, artefacts, clothes, works of art, books, archives, machines, and archaeological objects. The intangible heritage, on the other hand, includes various non-physical aspects of culture such as social values, customs, folklore, social practices, spiritual and aesthetic beliefs, knowledge, and various types of skills, languages, oral traditions, or traditional crafts (Skaldawski, 2017b, p. 11), which are much more difficult than material objects to maintain and protect.

The importance of cultural heritage is multifaceted and has universal value for us as individuals and as a society. It serves the development of social capital and economic progress, because human creativity can be developed on its foundations (Skaldawski, 2017c, pp. 15-16). It forms the basis of collective identity, allows one to increase a sense of community and belonging, promotes the creation of interpersonal relationships, trust and understanding, and also facilitates cooperation, which occurs as a result of the integration of various local and national, religious, and ethnic communities (Skaldawski, 2017a, p. 7). Therefore, it can be assumed that actions aimed at its preservation as well as a dissemination of knowledge about it are activities for the common good (Skaldawski, 2017a, p. 7). Cultural heritage may also contribute to a stimulation of patriotic feelings and satisfies the need to search for one's own roots (Kobyliński, 2011, p. 22).

Due to the authenticity and integrity of cultural goods, and to the importance of this cultural capital for our identity and the shaping of everyday life (Kobyliński, 2011, p. 22), it is important to protect it and pass it on to future generations, especially as it is an impermanent and non-renewable resource strongly connected with its location (Skaldawski, 2017c, p. 16). Hence cultural institutions designed to preserve and bring society closer to this heritage, and to protect these unique and irreplaceable cultural assets of exceptional and universal value, are being created and developed.

These institutions are libraries, archives, and museums, colloquially referred to as LAM, that is, public and private organizations that are repositories of cultural artefacts as well as functioning as important guardians of heritage and knowledge. The listing of these institutions together as memory institutions (Dupont, 2007, p. 15) stems from the historical closeness between these institutions and the similarity of their missions and activities for the cultural heritage sector as a whole. This is also due to the convergence of their roles in collecting, storing, and sharing artefacts and as evidence of the social, intellectual, artistic, and spiritual achievements of their communities.

The above-mentioned institutions serve in various ways connecting the society with this legacy. As Christian Dupont notes, "libraries, archives and museums are places where we learn about ourselves, the world around us and what lies ahead. They inspire us to create a better future, helping us remember and understand the past" (Dupont, 2007, p. 13).

The special role of LAMs seems to be particularly manifested among immigrant communities, living far away from their country. By cultivating the cultural heritage of their community, preserving the souvenirs that bind it to their home country, they shape and maintain its national identity, a sense of national pride, as well as allowing discovery of cultural diversity and serving international dialogue.

The role of LAMs for the preservation and promotion of Polish cultural heritage can be illustrated by the example of the Polish Catholic Centre (POK) in Argentina in Martin Coronado, in the area of Greater Buenos Aires.

Argentina, although so distant from Poland, has long enjoyed the reputation of a good country to live among Poles. Already in the nineteenth century, the first settlers began to arrive there. They settled all over the country. Here, in addition to large cities such as Buenos Aires, Cordoba, Mendoza, San Juan, and Santa Fé, clusters of Polish communities can be found from Misiones in the north to Patagonia in the south of the country.

This positive image of Argentina was one of the factors that, after the end of hostilities on the fronts of World War II, persuaded Polish soldiers demobilized in Great Britain, who for political reasons had decided not to return to a Poland dependent on the Soviet Union, chose this country for their resettlement. Over 20 thousand Poles arrived during this time (Wróbel, 1986, p. 347), mainly former soldiers of the 2nd Polish Corps commanded by General Władysław Anders, RAF pilots, and participants of other formations of the Polish Armed Forces in the West along with their families.

As in the case of the first Polish settlers, after the arrival of this group of emigrants various veterans', cultural, and self-help organizations began to be established in response to social demand. They brought former soldiers together and cared for the memory of the struggles they had suffered and the efforts they had expended for a free Poland. The Polish community looked for spiritual care, but also to organize teaching in Polish for children, and to prepare a school library and a collection of books to cultivate the knowledge of the mother tongue (*Maciaszkowo*, 2019).

Such functions were to be fulfilled by the Polish Catholic Centre, together with a chapel and monastery, the realization of which was begun in 1953 by father Justinian Maciaszek from the congregation of Bernardine Franciscans in Martin Coronado, in the area of Greater Buenos Aires, on a plot of 3197 m2. It should be added that during the Second World War father Justinian Maciaszek was a prisoner of the labour camps in Kolyma, and then a military chaplain in the army formed in the Soviet Union and in the 2nd Polish Corps.

Works related to the construction of the monastery and chapel were completed in 1958, and then the Polish Catholic Centre was officially created, with extensive pastoral, social, and cultural work being undertaken in Maciaszkowo, as the centre was commonly called in commemoration of its founder and builder (Wróbel, 1986, p. 347-348).

Soon after the opening of the Centre, construction of the school began, which was opened to students in 1962. Due to its coinciding with the anniversary of the baptism of Poland, it was named the Millennium of the Baptism of Poland. The full name of the school is the Saturday School of

the Millennium of the Baptism of Poland, as classes take place on Saturdays, non-working days in Argentina. 78 children aged 5 to 18 are enrolled in the school. The program included the teaching of religion, Polish, history, geography, singing, and Polish dances (Wróbel, 2007, p. 10). From the very beginning of the school's operation, the educational process carried out there has intentionally been part of the dissemination of knowledge about the history and culture of Poland, its heritage, and its values, among students. In a broader sense, it contributes to shaping civic attitude, respect for the tradition and culture of one's own nation, and respect for other cultures and traditions.

Initially, the social and cultural activities carried out by the Centre focused primarily on supporting the Polish community and nurturing its relations with Poland. Those activities are favoured by numerous Polish diaspora organizations operating at the Centre, such as the Polish Catholic Society (from 1954), boys and girls scout teams, the young scouts group, or the Scouting Friends Circle (from 1961) (Wróbel, 2007, pp. 12-14).

Over time, the scope of the Centre's activity was expanded to include care for former soldiers, lone combatants of World War II, who came to Argentina. With them in mind, in 1982 a Retirement Home was organized in which they could live out the remainder of their days with dignity. The residents were mainly soldiers of the 2nd Polish Corps, as well as participants of other formations of the Polish Armed Forces in the West, residing in Argentina. Efforts to put into practice construction plans for the home had been ongoing since 1976 (Wróbel, 2007, pp. 29-31). They were implemented in 1982, thanks to the gift of a former aviation officer, Zdzisław Skarbek Tłuchowski, and his wife Stefania (Wróbel, 2007, p. 29), as well as the involvement of activists of the Association of Polish Veterans in Argentina and the Union of Poles in Argentina.

Residents of the Retirement Home included, among other high-ranking officers, generals and colonels. In 2009 there were 33 inhabitants in the Home, many of whom were over 90 years old, the oldest being 100 years old (Kaczorowska, 2009). Although some of them are struggling with serious diseases and dementia, there are also those who, despite their nearly 100 years, actively participate in various jubilee celebrations commemorating the fights for Tobruk, the battle of Monte Cassino, or celebrating the 100th anniversary of the Independence of Poland.

Documents and souvenirs of many military charges were sent to the Centre, enriching it with extraordinary evidence showing the fighting of Polish soldiers and their contribution to the end of World War II, and thus obliging the Centre to secure the Polish heritage entrusted to the monks by the former soldiers who lived in Argentina.

Over time, as a result of the strenuous efforts and enormous commitment of the Centre (POK), whose agencies are libraries, museum, and ar-

chive, their activities were not limited to the role of a safe depository of the materials entrusted to them. In addition to the storage and protection of these materials, they have become a tool for disseminating knowledge about the history of Poland related to World War II and also to older events. An illustration of such activities commemorating the history of the native country is the celebration of various anniversaries important for Poles, e.g. the anniversary of Poland regaining independence (November 11), the Constitution of May 3, 1791, the Battle of Warsaw[1], the 500th anniversary of the birth of Copernicus, the 300th anniversary of the relief of Vienna[2], or the 60th anniversary of the outbreak of the Warsaw Uprising[3]. Plaques commemorating these events are embedded in the base of the flagpole located in the square in front of the chapel (Wróbel, 2007, pp. 24-26), thanks to which they have become an important source of knowledge and contribute to strengthening the value of this heritage. And this, in turn, contributes to the development of the awareness and national identity of the Argentine Polish community, integrates it around similar values, strengthens patriotic attitudes and spiritual experiences, and impacts the sense of pride in having Polish roots.

Undoubtedly, the construction of the monument of the Polish Pope John Paul II in 1999 at the Centre (POK), and, after his death in 2005, the renaming of the street from Becquer to Juan Pablo II, have had a big impact on the Polish people living in Argentina (Wróbel, 1986b).

So, in addition to the painstaking work of the monks, and also as a result of the "spontaneous transmission of cultural patrimony from generation to generation" (Lubaś, 2017, p. 19), the Polish Catholic Centre affects the social development of the local population. Often after services accompanying church or national celebrations, joint dinners are organized at the Centre, which provides a great opportunity to integrate and strengthen the community. Often these meetings are accompanied by music, dance and recital performances for children and youth groups, as well as for older members of the Polish community. They provide a chance to reminisce, to invoke Polish songs, patriotic songs, or native literature, e.g. works by Juliusz Słowacki or Adam Mickiewicz. Not only people living near the Centre, but also those coming from distant places participate in them. Given the deteriorating knowledge of Polish among young Argentineans of Polish descent, this is a great opportunity to listen to songs in Polish and learn Polish folk dances performed in regional costumes. It is

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[1] Fought on August 13–25, 1920 during the Polish-Bolshevik war, which was decisive in maintaining Poland's independence and forestalled Soviet plans to spread communism to Western Europe.

[2] Victory of King Jan Sobieski near Vienna in 1683, which stopped the invasion of Turkish troops upon Europe.

[3] The Warsaw Uprising broke out on August 1, 1944, lasting 63 days. It was directed against the German occupier.

important that people associated with the Centre join in the preparation of the sets and costumes, and that the texts used come from the school library operating at the Centre (Wróbel, 1986, p. 349).

LIBRARIES, ARCHIVE, AND MUSEUM AT THE POLISH CATHOLIC CENTRE

LIBRARIES

The implementation of the intentions outlined in the creation of the Centre related to the preservation of Polish culture, history, and language was made possible thanks to the libraries, whose organization was already begun by father Justynian Maciaszek. Even then he was aware of the great importance of libraries for the preservation and maintenance of Polish cultural heritage. As a result of the efforts of monks, clergy and laymen from Argentina and the United States, the collections of books increased rapidly. Two separate book collections were created: monastery and parish, which intentionally constituted "[…] treasures of the Polish spirit and culture in exile. At the Polish church, we wanted to create a spiritual cultural institution and a strong linguistic bond with the nation through the printed word. And culture is universal in nature, hence the multilingualism of the library, which testifies to familiarity with languages and various interests" (Smoleń, 1985).

The monastery library has a scientific profile. It contains about 11,000 items, which include publications on issues of religion and history, Polish immigrants in South America and in Argentina itself, congregations of Franciscans, John Paul II, and a rich collection of magazines.

The collections are sorted according to 7 sections. These are:

* Handbooks, Prayer Books, Sermons, Catechesis, Meditations, Biographies;
* The Holy Bible, Church Teachings, Comments, Lives of the Saints;
* History, Diaries, Memories, Philosophy, Reports;
* Fiction and Literature;
* Miscellanea dedicated to, among other things, librarianship, art, geography, and including language textbooks, albums, and guides;
* Journals;
* Encyclopaedias and Dictionaries.

From the point of view of the Polish heritage related to World War II, the sections on History, Diaries, Memoirs, Philosophy and Reports are of particular interest, containing about 1600 volumes, and Periodicals. In this two sections, a large part of the collections consist of books and periodicals related to the war efforts on the fronts of World War II conducted by the Polish Army in the East, especially the 2nd Polish Corps formed on

its basis and commanded by General Władysław Anders. The 2nd Polish Corps included, among others, The 3rd Carpathian Rifle Division (3DSK), which as the Carpathian Rifle Brigade (Brygada Strzelców Karpackich – BSK), was created on 4 December, 1940, in Syria, which was then a French mandate territory[4].

It is necessary to emphasize that in the ranks of 3DSK and its earlier formations (Carpathian Rifle Brigade – (BSK) and Independent Carpathian Rifle Brigade (Samodzielna Brygada Strzelców Karpackich – SBSK) "[…] there was a real elite of society [...] and there was probably no army in which there was such a large percentage of artists, writers and painters, poets and scholars, intellectuals, engineers, doctors" (Załęczny, 2017, p. 188). These would have included Marian Hemar (who before the war, together with the poet Julian Tuwim, wrote texts, among others, for the very successful theatres "Qui pro Quo" and "Cyrulik of Warsaw"), Paweł Prokopieni (who sang together with the famous tenor Jan Kiepura) and Stanisław Młodożeniec (co-creator of futurism in Polish poetry) (Zaprutko-Janicka, 2012). The 3rd Carpathian Rifle Division (3DSK) and Carpathians "[…] could therefore create – and did create – its own literature with characteristic motifs and eastern and desert moods, theatre and valuable, non-subsidized soldier's press" (Młotek, 1985, p. 44).

Particularly valuable are the works collected in the section History, Diaries, Memories, and Philosophy, which include reportages popularized by the publishing houses of the 2nd Polish Corps (including 3DSK). For example, the publishing house "W Drodze" ("On the Road") published a total of 42 titles (Czarnik, 2012, p. 101), including anthology collections of soldiers' poetry, *Poezja karpacka* (*Carpathian Poetry*); books printed as part of the "Biblioteka Orła Białego" ("White Eagle Library") publishing series which were used to disseminate contemporary literature to soldiers (Czarnik, 2012, p. 228); works of Polish writers of the 19th and early 20th centuries; books published by the Polish YMCA at the 2nd Polish Corps in Rome or by the Polish Publishing House, including works of Melchior Wańkowicz, Zygmunt Bohusz-Szyszko, Zofia Kossak, as well as memoires of the commanders of the units included in the 2nd Polish Corps concerning the period of fighting in Iran, North Africa, Italy, at Monte Cassino. There are also schoolbooks and readings published by the Office of Education and School Affairs in Jerusalem, renamed in 1943 the Delegation of the Ministry of Religious Denominations and Public Enlightenment in Jerusalem (Czarnik, 2012, p. 101).

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[4] Polish soldiers of the Carpathian Rifle Brigade, were then transformed into the Independent Carpathian Rifle Brigade and organized on the basis of the 3rd Carpathian Rifle Division at the beginning of May 1942. The unit was called the Carpathian, and the soldiers Carpathians, because almost all of them had had to pass through the Carpathians to join it.

The periodicals section has over 414 titles, mainly in Polish, from the Second World War, published in the Middle East and Italy and also in England and France, as well as magazines published in the United States of America by Polish diaspora organizations before and after the Second World War. You can find "Głos Lwowian" ("The Voice of Lviv residents"), and "Głos Polski" ("The Polish Voice") of the Union of Poles in Argentina. Selected contemporary Polish magazines are also collected here.

The number of magazines published along the route of the Polish Army in the East, especially the 2nd Polish Corps, confirms the opinion held among foreigners coming into contact with Polish units on the fronts of World War II that "[…] where there is a Pole – there is a newspaper" (Załęczny, 2017, p. 183). "Publishing Polish newspapers was a way of satisfying the need for the Polish written word that was felt by soldiers thrown by fate far away from their country, longing for families and homeland" (Załęczny, 2017, p. 183); they were also a source of information on activities on the fronts (Załęczny, 2017, p. 184). They presented a military chronicle, a review of political events, showed military life, news from the front, news from the home country, a literary section or a phrasebook in English along with a Polish-English dictionary.

A large group consists of magazines published by SBSK, or later by 3DSK, which was part of the 2nd Polish Corps. The dominance of magazines published by this formation is not surprising, because, as mentioned earlier, these military units included the elite of Polish society, educated people who turned out to be very active, making the Brigade/Division not only an efficient military unit, but also an oasis of flourishing Polish culture (Krząstek, 2010, p. 22). It should be remembered that Independent Carpathian Rifle Brigade published as many as 19 magazine titles at different times and at different intervals (Załęczny, 2017, p. 183). Unfortunately, the titles collected in the library are rarely complete, more often they are single issues.

The titles in the library include those that were from the official press bodies of the SBSK: "Ku Wolnej Polsce" ("Towards Free Poland") and "Nasze Drogi" ("Our Roads").

"Ku Wolnej Polsce" was a daily magazine of the Carpathian Rifle Brigade (BSK), published from 1940, under which 392 issues were printed (Krząstek, 2010, p. 22) with self-contained supplements appearing from 1941: "Dodatek Tygodniowy" ("Weekly Supplement"), "Polska" ("Poland"), and "Nasz Tygodnik" ("Our Weekly") (Czarnik, 2012, p. 459). The newspaper "Ku Wolnej Polsce" enjoyed enormous popularity among soldiers, it was read "from cover to cover" and passed on from hand to hand (Załęczny, 2017, p. 186). It was a medium of enormous motivational power, thanks to the publication of texts in its pages, including literary texts, emphasizing the heroism and commitment of soldiers fighting in the

ranks of the ICRF (Załęczny, 2017, p. 183). The biweekly "Nasze Drogi" was published from February to December 1941 in Tel-Aviv (Załęczny, 2017, p. 185). According to Oskar S. Czarnik, it was "[…] the leading Polish opinion-forming publishing house in the Middle East, being at a high substantive and editorial level" (Czarnik, 2012, p. 63).

Other titles in the Centre's libraries include:

– "Orzeł Biały" ("White Eagle"), published since 1941 by the Fighting Poland in the East/Military Office of Propaganda and Education of the Polish Armed Forces in the USSR, and including post-war numbers and additions to "Orzeł Biały": "Pani w domu i na świecie" ("The Lady at Home and in the World"), "Pokrzywy" ("Nettle");

– "Na Szlaku Kresowej" ("On Kresowa's Trail"), a magazine published by the Department of Culture and Press of the 5th Kresowa Infantry Division in Italy;

– "Nasz Przyjaciel. Dwutygodnik Uchodźstwa Polskiego w Afryce, wydawany w Nairobi" ("Our Friend. Biweekly of Polish Refugees in Africa, published in Nairobi"), which was a continuation of the weekly with the same title published in Iran; also, "Polonia", a periodical published in Nairobi in 1956-1959;

– "Poradnik dla pracowników świetlic żołnierskich" ("Guide for employees of soldiers' clubs"), edited in 1943 by +YMCA;

– "Ochotniczka. Pismo Pomocniczej Służby Kobiet" ("Volunteer. Women's Auxiliary Service Journal"), a monthly published in 1943-1944 in Palestine, Egypt, and Italy;

– "Skaut" ("Scout"), a monthly published from 1942 by the Polish Scouting Association in the East;

– "Wiadomości Wojskowe 2 Korpusu" ("Military News of the 2nd Corps") published in Italy and then in England by the Main Board of the Society of Military Sciences;

– "Uwaga nadchodzi. Miesięcznik artylerii przeciwlotniczej" ("Attention, air-raid. Anti-aircraft artillery monthly", edited in Italy in 1945-1946;

– "Parada" ("Parade"), an illustrated biweekly of the Polish Army in the East, published from 1943;

– "Kronika" ("Chronicle"), a monthly printed from 1946 in Rome by the Department of Culture and Press of the 2nd Corps;

– "Myśl Polska na Wschodzie" ("Polish Thought in the East"), a quarterly published from 1946 in Jerusalem by the Stronnictwo Narodowe (National Party) in the East.

In addition to the monastery library, there is also an educational parish library. Its mission is to provide relatively full and current knowledge about Poland and Polish contemporary literature. Its size is about 3,650 volumes in the fields of literature, history, fiction and religion. These are primarily books in Polish. Books in other languages constitute a very small

percentage. The library contains, among others, textbooks for learning foreign languages, professional education textbooks, dictionaries, encyclopaedias, fiction, albums, and guides. As noted by father Piotr Kotyła, a librarian for many years at the Centre, although publications collected for years on such subjects as Poland's independence are already of a historical nature following the changes made in Poland after 1989, nevertheless these activities for freedom in Poland cannot be forgotten or deleted from our memory. "They must remain in our consciousness and in our hearts" (Kotyła, 2001). The book collection is constantly being updated with new publications from Poland and abroad. The library is open every Sunday (Wróbel, 1986, p. 350).

With the creation of the school in 1962, it was necessary to organize a library whose collections would support the didactic and educational activities carried out by this institution, mainly in relation to the study of its mother subjects: language, literature and history. The library's collection includes textbooks, schoolbooks, and fiction, especially for children and young people. In 1985, the size of this library was about 1,000 volumes (Smoleń, 1985). Currently, the collection of the school library has about 1,500 volumes.

ARCHIVE

With the creation of the monastery and the Polish Catholic Centre, beside gathering books, archival materials were also being collected, dictated by the need to save the history of Poles arriving in Argentina from oblivion. The core of the collection was formed from documents relating to the activities of the founders of the monastery and the Centre – the fathers Justinian Maciaszek and Andrzej Smoleń – as well as from those pertaining to the Bernardine Franciscan monastery itself. They form a group of archives of religious activities as broadly understood. There are documents about the Centre, the clergy associated with it, chronicles of the monastery, pastoral work, as well as sermons and lectures given by individual priests. With time, after the location of the Rectorate of the Polish Catholic Mission (Polska Misja Katolicka – PMK) at POK in Maciaszkowo in 1971 (Wróbel, 2007, p. 15), that covers the entire territory of Argentina, and which also cultivates Polish traditions, documents regarding the Mission and its activities also began to be gathered in the archive.

One extensive group of archival materials consists of materials about the Polish community in Argentina, its institutions and individuals, as well as soldiers who came there after the Second World War. These contain both collections brought to Argentina and those produced in the country. You can find there documents regarding the Friends of Scouts, the Retirement Home, the Saturday School of the Millennium of the Baptism of Poland in Martin Coronado, or the Legionnaires' Circle and the

Polish Military Organization in Argentina. The legacies of people who came to Argentina and were associated with the Polish Catholic Centre are rich and valuable. One may mention here by way of example archives regarding soldiers and officers fighting in the 2nd Polish Corps, in its units such as 3DSK or the 5th Armoured Division, such as Józef Filipowicz, an aviator fighting in September 1939, Rudolf Leroch-Orlot, an officer of the 1st Legion Polish Brigade and long-time president of the Legionnaires' Circle and the POW[5], Lieutenant Zdzisław Skarbek Tłuchowski, General Jerzy Aleksander Zawisza, president of the Union of Poles in Argentina and a distinguished figure for Polonia and for veterans (he was one of the organizers of the Retirement Home), and Włodzimierz Toczyłowski. Some of the archives were used to present these men in the Dr Antoni Sołowiej Polish Army Museum.

A separate group of documents, included in the POK archive, consists of the private collection of father Herkulan Wróbel, a long-time employee and Rector of Polish Catholic Mission who also looked after the entire legacy collection located in Maciaszkowo. This legacy includes materials on the activities of Polish priests, nuns, and monks who have been working in Argentina since the nineteenth century, as well as relating to the imprisonment of Polish clergy in German concentration camps during World War II.

A complementary documentation file consists of film and sound recordings (approx. 250 cassette tapes), and a collection of several hundred loose photographs.

In 2008, as a result of establishing cooperation between the Polish Catholic Mission and the Central Directorate of State Archives in Poland, the accumulated documents were organized and their records drawn up. These resources have been grouped within 24 subject groups, including collections in the archive. The entire archival resource includes over 1000 files occupying approximately 26 linear meters (Wróbel, 2007a).

One of the people whose legacy is held in the archive and whose souvenirs are exhibited in the museum is lieutenant Jan Gilowski (1904-1991) (Zybert & Maruszak, 2018). It is worth mentioning him for several reasons: his pictures - 22 painted on canvas taken from military tents – decorate the Museum's halls, and his watercolours are housed in the files of the archive. Jan Gilowski, a figure unknown in the history of art, but vividly associated with the entire current of spiritual creativity of the Carpathians. With the Carpathian soldiers he went all the way from Homs in Syria to the victorious end of the war, which found him in Italy. On the route of the war, under difficult spartan conditions, he painted 94 watercolours

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[5] Polska Organizacja Wojskowa (POW) – Polish Military Organization - a secret military organization operating in the years 1914-1921.

(92 measuring 13.5x20 cm and two 20x28 cm). Like other writers, poets, painters, musicians, and actors creating within the conditions of military service, he documented unforgettable moments of the struggles of soldiers with their own weaknesses, longing for loved ones, fighting the enemy, for example in defending the Tobruk fortress (1941). He showed the conditions of life in the war, work on fortifications, mining in the area, and the everyday life of civilians. As valuable as the watercolours themselves are the notes drawn up on their reverse, such as a fragment of a poem by a colleague from the same unit, the well-recognized poet Tadeusz Sowicki, whose works were published at that time in Jerusalem (Zybert & Maruszak, 2018). All of which confirms that the Carpathian soldier "[…] carried books in his backpack, discussed, wrote, absorbed knowledge, looked at monuments, learned languages, and established relations with strangers on behalf of the nation" (Załęczny, 2017, pp. 178-179).

MUSEUM

The idea of creating a military museum was born out of the close relations between the Maciaszkowo monks and the soldiers who arrived in Argentina after the war, especially those who settled in the area of Greater Buenos Aires. It was opened and consecrated by Cardinal Władysław Rubin in 1968 and for many years operated as a Hall of Memory to which veterans or their families could transfer their military memorabilia. However, it was not until 1984, on the initiative of Dr Antoni Sołowiej, also a soldier of the 2nd Polish Corps and a distinguished Polish diaspora activist, that actions were taken to transform this Hall so that it could better perform its function as an exhibition space, and so that its collections could be used within the didactic and educational activities of the school in which it was located. At that time, the museum was also named after Dr Sołowiej. From that moment, the facility has been called the Lieutenant Doctor Antoni Sołowiej Polish Army Museum, Museo del Ejército Polaco Dr Antonio Solowiej en Martin Coronado[6].

Thanks to the financial support of the Senate of the Republic of Poland and the Association "Wspólnota Polska" ("Polish Community"), in 2017 the Museum was renovated and its exhibition area increased. Once again, the museum was officially reopened. At present, it is one of the largest and richest Polish military museums when it comes to collections outside of Poland. "The renovation of the Museum made it possible to professionally secure and classify the exhibits located in it, opening the door wide for compatriots and everyone interested in the history of the 20th century. Undoubtedly, due to the impact of the authentic objects that it exhibits, it

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[6] A film presenting the Museum of the Polish Army named after Dr A. Sołowiej is available on the Internet https://www.youtube.com/watch?v=ga8i_haalok

is a valuable reference point, and perhaps a complement to the history of World War II" (Maruszak & Zybert, 2018, p. 9).

The museum premises consist of four exhibition halls, with a permanent exhibition presenting priceless souvenirs of Polish soldiers fighting in the Polish Armed Forces, including personal items brought from camps in Russia and Germany. The Museum collected original soldiers' uniforms for both ordinary soldiers and officers, items of clothing (berets, four-cornered caps, belts, shirts, pants, jackets, shoes), parts of soldiers' equipment (masks, kit bags, mess-boxes), identity tags, glasses, cigarette cases, prayer books, gorgets, vestments of military chaplains and stoles. There is a large collection of Polish as well as British and Italian decorations. Some of the decorations have ID cards, numerous photos and documents belonging to, among others, General Jerzy Aleksander Zawisza, Lieutenant Zdzisław Skarbek-Tłuchowski, Włodzimierz Toczyłowski, Stefan Zychowicz, Józef Filipowicz, Brigadier General Michał Rzepczyński, Captain Antoni Żebrowski, Colonel Rudolf Leroch-Orlot, Lieutenant Dr Antoni Sołowiej, Colonel Aleksander Florkowski, and the nearly hundred-year-old Major Dąbrowski, who fought at Monte Cassino.

In one of the rooms there are also cots which accompanied the soldiers along the trail and together with them reached Argentina, along with sleeping bags, maps, boards and parts of ammunition.

On the walls of the museum halls are hung hand-made maps showing the route of the troops' journeys, as well as paintings depicting the wartime route of the 3rd Carpathian Rifle Division and other units included in the 2nd Polish Corps, painted on canvas cut from soldiers' tents. Their author is Lieutenant Jan Gilowski.

The Museum also has a section devoted to contemporary affairs: in what is called the Argentine Corner, documents have been gathered showing the participation of Argentineans of Polish descent in the war over the Malvinas-Falkland Islands in 1982 in the South Atlantic. Among other artefacts, there are an anchor, an engine, and torpedo fragments that caused the sinking of the Argentine battle cruiser General Belgrano. Of course, the Museum could not be without souvenirs of the founders of the monastery and the Centre, fathers Justinian Maciaszek and Andrzej Smoleń. An extremely valuable exhibit, presented in the monastery building, is the original white and red banner from the Warsaw Uprising in 1944, owned by the women's scouting group in Matin Coronado, named after the "Zośka" Battalion.

Thanks to the Museum's activity, these valuable and unique items, now eagerly viewed by students of this school as well as of other Argentine schools and by guests from Poland and Argentina, cultivate Polishness and the memory of Polish soldiers, and are a huge contribution to the care and dissemination of the Polish cultural heritage and its protection from

oblivion. By documenting, popularizing and promoting the history of Poland, reaching out to inspirational examples of Polish achievements, the Museum contributes to educating and crystallizing modern patriotic sensitivity, to stimulating creative attitudes and shaping citizens' awareness of their traditions and openness to the world.

CONCLUSION

Although the main activity of both the Polish Catholic Centre and Polish Catholic Mission to protect the Polish cultural heritage on the territory of Argentina is concentrated in Martin Coronado and in the agencies operating there, these institutions also take care of other Polish clusters more dispersed and distant from Buenos Aires. With the arrival of the Bernardine Franciscan monks from Poland in 1966, spiritual and socio--cultural activities were offered to the Polish community in Greater Buenos Aires, including San Jose, Llavallo, Merlo, San Justo, and also in Rosario or Córdoba (Wróbel, 1986, p. 353). As Father Herkulan Wróbel notes, it is this dispersion that increases the importance of the Polish Catholic Centre, which attracts members of the Polish diaspora not only for religious reasons, but also out of the need to maintain connection with other Poles, as well as to strengthen their identity (Wróbel, 1987, p. 353).

Furthermore, in 2005 the Polish Catholic Mission took over the care of compatriots living in the province of Misiones, in Apostoles, Azara, and Puerto Libertad, which meant that activities for the benefit of Polish cultural heritage were also intensified there (Maciaszkowo, 2019). It is worth mentioning that it was in Misiones, on the border between Argentina, Paraguay and Brazil, that the first groups of Poles settled, and thanks to the activity of the monks from Martin Coronado, the cemetery of the first Polish settlers in Azara was renovated. It is a testimony to Polish emigration and also a commemoration of the Polish contribution to the development of Argentina. That Poles have made a significant contribution to this progress was confirmed by the establishment of Polish Settler Day in 1995 by the Argentine authorities (Spanish: "*Día del Colono Polaco*"), which is celebrated on June 8 (*Maciaszkowo*, 2019).

Very rich activities for the benefit of Polish cultural heritage are also carried out in a town near Puerto Libertad which the settlers have called Wanda. There is a mine of precious stones there, rock crystals, amethysts and agates, whose deposits were discovered by Poles. In addition to a Polish school and church called Polish Częstochowa, there is a thriving Museum of Polish Emigration, dedicated to the Poles who founded this town. There are exhibits brought by Polish settlers: books, service books, archives, photos, agricultural tools, as well as a light four-wheeled horse

cart, used in farm work, called *carros polacos*, which due to its previously unknown construction methods and lightness became very useful and widely used by people of different nationalities living in this area.

In conclusion, the LAM at the Polish Catholic Centre in Martin Coronado and in places cared for by the Polish Catholic Mission has been an excellent advocate for activities benefiting the Polish cultural heritage outside of Poland. It protects, cares for, disseminates and educates about this heritage, preserving the identity of the Polish community in the country, but also enriching the world's cultural heritage. It is an important testimony to history and plays an important role in shaping and also in reconstructing local and national identity. This LAM also contributes to a greater interest in the fate of a distant homeland, its history and culture, and also in relation to the present. It should be remembered, furthermore, that identity is not given once and for all, to be ever unchanging (Fortuna-Marek & Stępnik, 2017, p. 26): it is necessary to constantly take steps to protect it. While it is unfortunately the case that fewer and fewer young people generally are speaking Polish, thanks to the activities of the Polish Catholic Centre they have nevertheless remained aware of their Polish roots.

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INTERNATIONAL GUIDELINES ON YOUTH LIBRARIES AND THE POLISH REALITY

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KEYWORDS: Public libraries in Poland. Youth. Activities of public libraries.

ABSTRACT – **Objective:** IFLA guidelines assume that youth libraries will function. In Polish public libraries, young people are not a group of users who are treated with special attention. This situation is not satisfactory, however, activities that may be attractive to this group of users are beginning to appear. **Research methods** – International guidelines, reports on youth in Poland, statistical data on public libraries and articles published last year in the "Poradnik Bibliotekarza" ("Librarian's Guide") are analysed, recognising that this is a professional journal in which librarians describe implementing "good practices". **Results and Conclusions** – International guidelines direct the activities of various types of libraries, including libraries for young people. Public libraries in Poland still have a lot to do in this field, although there are activities that may be attractive to this group of users. These include organising spaces for young users, using technologies, introducing activating methods, among which various types of games deserve attention, and various clubs that are being created; in addition libraries are starting to cooperate with volunteers. The situation is far from that recommended in the international guidelines, but public libraries are slowly beginning to recognize the specific needs of young people.

The International Federation of Library Associations and Institutions (IFLA), in its statutory assumptions (*IFLA Statutes*, p. 1), undertakes the task of setting the best standards for the development of various types of libraries. International guidelines are created that set the directions for their development. Documents on public libraries emphasize the specificity of young people as library users. The guidelines for this type of library state that: "Young people, somewhere between childhood and adulthood, are perceived as a separate social group with a specific culture characteristic for them. Public libraries must understand their needs and offer services that will meet these needs" (*Działalność bibliotek*, 2002, p. 43). Young people received separate guidelines, which stressed that "Young people need special attention because many of them voluntarily leave reading at this stage of life" (*Guidelines for Library Services*). Public libraries are designed to help transition between services for children and adults. They try to meet the needs of young people in relation to education, information, culture and leisure.

The clarification of who we consider to be young people from the perspective of libraries is not at all obvious (Grabowska, 2015, pp. 15-16). *The Guidelines for libraries* that support young people recognize that it is: "a set of units between childhood and adulthood" (*Guidelines for Library Services*). Generally, an age range of 11 to 18 years is considered. It can be extended to young people over 18 depending on the country and the cultural context. From a Polish perspective, it is difficult to agree with the lower age limit of childhood. It's easier to accept 13 years. We find such a lower limit even in the Internet International Digital Library for Children (*Międzynarodowa Biblioteka cyfrowa*). This age was chosen by the Bertelsmann Foundation as a starting age in projects concerning libraries for young clients (*Biblioteki dla młodych*, p. 5). Such libraries with the support of the Foundation were

established in Helsinki, Los Angeles, Singapore, Dresden, and in Poland in Olsztyn and Wrocław.

Structure of youth readers in public libraries in Poland in 2017

in years	umber of readers	% of total
13-15	438 171	7,3
16-19	484 207	8,0
20-24	499 340	8,3
13-24	**1 421 718**	**23,6**

Source: *The condition of libraries in Poland covered by the Central Statistical Office survey – 2017* [online], [access: 4 June 2019]. Available in WWW: <https://www.bn.org.pl/download/document/1554115920.pdf>, p. 18.

In 2017, 6,020,666 readers were registered in public libraries in Poland (1.2% less than in 2016). Youths (people between 13 and 24 years old) constituted 23.6% of the total number of people using public libraries. The trend towards a decrease among readers under 24 years old has been observed for many years, in 2017 they constituted 42.3% of readers registered in public libraries (in 2016, 44%). Despite the decrease in the number of young people in public libraries, they still constitute an important group of users.

International guidelines assume that separate youth libraries will be operated. Given the organizational models of public libraries in Poland, libraries for children and youths dominate. Jacek Wojciechowski noted that the standards in Poland in the area of youth audiences in libraries are "disastrous", he added that "this is the biggest failure of Polish public librarianship, also highly detrimental to the future". He also claimed that "it is difficult to make any significant changes now. They would require significant costs, a different base and an organizational revolution, and one cannot see that on the side of the organisers and the librarians themselves, whoever was striving for it" (Wojciechowski, 2014, p. 224). He also stated that "a substitute solution is therefore the library offer for youths and adults together (their combination with children's agencies is a misunderstanding) – sometimes with a spatial separation of the book collection (but only the book collection) for young people. And nothing more" (Wojciechowski, 2014, p. 224). The situation of young people in public libraries has been negatively assessed, but it is worth looking at whether something is changing in this area.

We do not have youth libraries in Poland. There have been many media libraries ("mediateka") in recent years. After Mediateka (Mediateka) in Wrocław and Planet 11 (Planeta 11) in Olsztyn, such facilities were opened, including in Kielce (2006), Warsaw (Ochota – Book Stop – 2009, Białołęka 2007, Bielany 2010), Sieradz (2009) and many other cities. Youth libraries are arranged in libraries. In the Library On Level (Biblioteka na Poziomie) (2018) of the H. Łopaciński Municipal Public Library in Lublin, literature for young people was placed on shelves next to the stairs leading to the mezzanine, with a glass floor connected to green grass and white seats. Librarians say that young readers are eager to use this space (Opałka, 2019, p. 32). Media libraries are not just libraries for young people, the change of name is to inform the public that various documents are available there, not just books. Actually, almost every public library can be considered a media library. Therefore, public libraries that support different categories of users dominate in Poland, while young people deserve special attention, as included in international guidelines, most preferably in youth libraries. In such institutions, the needs of young people should be taken into account when arranging space, gathering collections and proposing library programs. The equipment should meet the needs of young people, and the purposes of the service should be without discrimination.

Materials should be collected in accordance with the needs of young people. It is not easy because this group has very diverse interests, levels of maturity, needs, and abilities. To respond to these expectations, libraries should offer a wide variety of materials. The international guidelines assume that the offer should be broad and include: "comic books, popular literature such as science-fiction, fantasy, romances, detective stories and current popular music. Printed documents: books, magazines, newspaper clippings, brochures, folders, posters, bills, comic books, graphic novels, collections in other languages, also in Braille and sign language. Non-printed documents: audio books, music, multimedia (CD-ROM, CDI), computer programs, video and DVD cassettes, board and computer games (electronic), access to computer networks and databases" (*Guidelines for Library Services*).

In 2017 in Poland, public libraries (including branches) had collections consisting of 128.4 million volumes, of which 98.5% were books, with a total of over 5 million special materials. Each public library and branch offered an average of 12 titles of current periodicals (*Public Libraries in 2017*). Statistics show that the non-book resources represent a small percentage of collections of public libraries. In 2017, 3618151 inventoried units of library materials were purchased for public libraries, 1% more than in the previous year, of which 3432769 volumes (0.9% more than 2016) are books, and 15343 volumes are journals (an increase of 14.3%). Among the other materials the biggest growth was recorded in the purchase of audiobooks

(by 5.2%), while fewer acquisitions were made of electronic collections on physical media (an 18.4% decrease) (*State of libraries in Poland*). There are more and more libraries that collect non-traditional resources, e.g. in the collection of the Beskidy Library there are over 30 historical games (Bukowska-Nowak, 2019, p. 32). The Śródmieście Library of the City Public Library in Gdynia offers non-fiction literature, including reportages, biographies, interviews and journalism, although of course, the library also offers a broad selection of fiction. In addition, e-books, audiobooks, films and board games, as well as vinyl records are available to readers (Gajewska, 2019, p. 29). On Planet 11's website, users are encouraged to come through its doors with news regarding books, films, music, audiobook, Xbox, PlayStation and PC (*News*). The collections should be systematically renewed, taking into account the changing interests of young people and technological changes.

In general, young people use technology efficiently (*Młodzież 2016*, 2016, p. 178) and use the Internet (*Research Report*, 2017, p. 7), so it is worthwhile that they should be able to submit documents that they are interested in via the Internet. Public libraries in Poland develop e-services (*Stan bibliotek w Polsce*, p. 9). Its most popular form is the library website: in 2017, 77.7% of library branches had one (93.8% in cities and 69.2% in the countryside). The library website carries out many important functions: it contains information about the library, its organization, rules of use, resources and, actions taken, and serves to promote it, etc. Currently, other functionalities related to e-services are also posted on the website. The most important element is the hyperlink leading to the online catalogue, which allows searching resources and ordering library materials, with links to databases, electronic collections, and audiobooks. The website is also a starting point for other forms of communication with library users. In 2017, 15.9% of public libraries and their branches had a form of inquiries to the librarian (or other variations, e.g. "Ask the librarian", "You have a voice", "E-wish"). They give the library the opportunity to collaborate with users, to speak on various issues regarding the functioning of libraries. With the "Ask a librarian" form, users can enter questions in a text window that most often relate to collections and the library's offer in ge-neral. "E-wish" or "Suggest a book" forms allows readers to send suggestions for buying new products, "You have a voice" allows them to comment on issues related to the functioning of the library. In 2017, at least one of the e-services indicated by the Central Statistical Office was indicated by 75.5% of library facilities (93.7% of libraries working in cities and 65.9% in the countryside). The basic electronic service of libraries should be information on library resources – i.e. the online catalogue – available on the internet. In 2017, this service was provided by 2/3 of library facilities (66.1%), 89.5% of those operating in the city, 53.8% of those operating in the countryside.

Functionalities integrated within the library system are further elements of e-services present in public libraries (eg. reader account support). E-services include activities such as the possibility of ordering library materials, booking borrowed documents, sending automatic reminders of the expiry date for their return to the user's e-mail address, as well as the possibility of remote extensions. In 2017, library facilities allowed booking of library materials (49.1%), electronic notification of the return date (47.2%), and extension of the return date (41.7%). The discussed elements of remote accessibility can be an alternative for users to access the library as a place to use its resources, or obtain information about resources, including news. It is well suited to young people, who feel that they are in a hurry and do not want to waste time. A way to meet the expectations of young people may be allowing them to take part in the selection and evaluation of documents that are intended for them, as this can be a good way to promote services and collections and to increase the number of users.

International guidelines emphasize that the needs of young people should also be taken into account when planning activities. The *Guidelines for Library Services* propose setting up Spokespersons' Clubs whose role would be to advise on what materials might be interesting have in the libraries. In Polish libraries, young people are not treated as partners who are asked what might be attractive to them. Attempts are however being made to include them in library activities on a voluntary basis. The functioning of volunteering in Poland is regulated by *Ustawa o działalności pożytku publicznego i wolontariacie* (*Act on Public Benefit Activity and Volunteerism of 24 April 2003*) (*Ustawa o działalności pożytku publicznego, 2003*). Engaging volunteers in numerous and diverse tasks and projects can have a positive impact on the image of the library (Marciniak b, 2019, p. 8). They can perform various activities and support librarians in their works, thanks to which the library offer can be expanded, and become interesting for the local community.

The Zofia Nałkowska Municipal Public Library in Wołomin cooperates with volunteers from the "Open Heart" Youth School Parish Volunteering (Młodzieżowy Szkolno-Parafialny Wolontariat "Otwarte Serce") (Marciniak, 2019, pp. 4-8). Young people are involved in school events, such as the organization of special events or charity fundraising, but above all, they cooperate with local NGOs, foundations, and kindergartens. Youths support enterprises in the public library and in the municipal community centre, also in the commune office and, to the best of their abilities, the hospice. Although they take part in events of other institutions, they still remain volunteers of the school circle. An agreement defining the principles of participation, and mutual assistance, is drawn up with all institutions, including the library. In addition, the institution with which volunteers begin cooperation prepares a training or informational meeting, during

which the nature of the volunteer work is explained. Youths from the "Open Heart" volunteering are very willing to take part in many projects organised by the library in Wołomin, both large and more intimate. In addition to participating in such events as World Book and Copyright Day, "Cool Librarian", "Library Night", or "National Reading", volunteers participate in various workshops for children, e.g. during the family event "Honey picking in the library" or in the Christmas meetings of "Hocus Pocus Felts". In addition, students also help librarians in their daily work, e.g. they prepare art materials needed for library lessons, organize the book collection and perform various other small library tasks. Planet 11 in Olsztyn seeks volunteers to run language cafes (*Kawiarenki językowe*), and, with the support of volunteers from the Youth Program, among others, implements many projects. However, cooperation with volunteers in public libraries is not a common occurrence (Marciniak, 2019, p. 8) and there is still a lot to be done in this area. Not to mention that they are rarely involved in advising and influencing library activities.

The international guidelines in youth work propose the implementation of such programs as: reading clubs, storytelling, and book promotion; discussion groups and clubs; thematic information meetings (on health, work, news); meetings with interesting people (authors, athletes, local personalities); performances (theater, music, art); programs for cooperation with local organizations or groups; presentations of youths' own creativity (theater, magazines, television programs, video); creative workshops, works of one's own expressivity; book debates; promotional actions for books (*Guidelines for Library Services*). Activation methods dominate among the recommended actions. It is a way of working during which ready knowledge is not transferred, but creates conditions for its independent absorption (Dzierzgowska, 2004, p. 9). Activation of participants is conducive to increased efficiency in acquiring knowledge, in solving problems and performing practical tasks, and also contributes to the development of young people's interests and creative attitudes (Okoń, 1998, p. 16).

All types of workshops and club activities are used for said activation. Among 1613 active Book Debating Clubs (DKK), those for youths constitute approximately 13%.[1] Different types of clubs are organized in libraries for young people. The Jan Kasprowicz City Library in Inowrocław operates the "Fantasy Station" ("Stacja Fantastyki"), formerly known as the "Club of Literature and Fantasy Film Lovers" (Klub Miłośników Li-teratury, Fil-mu i Fantastyki") (Kubska, 2019, pp. 31-32). A group of young people meet

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[1] Calculated on the basis of data from the Instytut Książki (Book Institute) website https://instytutksiazki.pl/kluby-ksiazki,6,gdzie-nas-znalezc,12.html. Children's and youth clubs are not included.

every Friday in the library, watch and discuss movies (adaptations of "The Lord of the Rings", "Harry Potter" and "Star Wars" were the most popular), discuss fantasy and science fiction books (they started with *The Lightning's Thief* by Rick Riordan). In addition, the group plays board games modelled on the works of such authors as Dmitry Glukhovsky, George R.R. Martin, H.P. Lovecraft or J.R. Tolkien, recreating the battles for the fate of Westeros when "Game of Thrones" hits the table, or struggles for the fate of Middle-earth when everyone tries to stop Sauron's army in the game "War of the Ring". Young people also reach for role-playing games during which they play different characters, perform tests and – most importantly – develop their creativity through improvisation.

In recent years, libraries more and more often use games in their work, both for educational and promotional purposes, as well as in library services (Wójcik, 2019, p. 162). They activate participants and engage them in activities as much as possible. Games in the library can be used in various areas. They can be part of collections, and libraries can also provide space for players (computer, card, board or field games). Various player clubs operate, such as the "Board Games Club" ("Klub Gier Planszowych") which operates in the Municipal Public Library in Piastów[2]; the same clubs also operate in the Municipal Public Library in Gliwice[3], in the Public Library in the Ursus District of the Capital City Warsaw[4], the Municipal Public Library in Lębork[5] and many others. The Historical Games Club "Historiolandia" operates in Książnica Beskidzka (Bukowska-Nowak, 2019, pp. 31-32). The only "limitation" in this club is the theme of the board games – history. The classes are designed to convey knowledge about the history of the world through fun and healthy mental competition, from the oldest times ("Imhotep", "Augustus") to modern history ("Couriers", "Westerplatte", "Queue" etc.).

Library games are also used. In Branch 29 of the Municipal Public Library in Wrocław, during the library lesson, the game "Meanwhile in the library on Rej street" ("Tymczasem w bibliotece na Reja") is used, thanks to which users get to know the library (they learn about the library themselves, the arrangement of departments, rules of using the book collection, etc.). "By clicking on the individual icons placed on the library's photo, they must answer questions regarding e.g. the signature of the given department, or find a QR code hidden among books, after scanning which

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[2] *Klub Gier Planszowych* [online], [accessed: 10.08.2019]. Available at WWW: <http://www.piastow.naszabiblioteka.com/oferta-edukacyjna-nasze-akcje/klub-gier-planszowych>.

[3] *Klub Gier Planszowych* [online], [accessed: 10.08.2019]. Available at WWW: <https://biblioteka.gliwice.pl/projekty/klub-gier-planszowych/>.

[4] *Klub Gier Planszowych* [online], [accessed: 10.08.2019]. Available at WWW: <http://portal.bpursus.waw.pl/placowki/view/36>.

[5] *Klub Gier Planszowych* [online], [accessed: 10.08.2019]. Available at WWW: <http://www.biblioteka.lebork.pl/aktualnosci-dla-dzieci/klub-gier-planszowych-2/>.

they receive further tasks" (Sobieralski, 2019, p. 26). Well-designed games on the subject of libraries can contribute to the promotion of the institution, popularize knowledge about it, and build a favourable image.

Games can also be used to promote readership. First of all, those that are based on literary works, e.g. "Game of Thrones" (board game), "Harry Potter" (computer game) or "The Witcher" (computer game) serve this purpose. Sharing games based on books can be a promotion of both books and libraries themselves. Field games are also a popular way to promote books and libraries. Mobile games that have been successfully used by the Wrocław public library for several years are very popular at the Municipal Public Library there. This type of entertainment meets with great interest among current and potential – future – library readers (Sobieralski, 2019, p. 24). With the permission of the publisher or author, they use books to create mobile fun. They emphasize that the game cannot be a faithful transfer of the story told in the book, because readers who already know the content will be expecting something new. Therefore, only themes known from the novel are used, or possibly some plots. The main character in the story is usually a new character. The first such game organized by the Municipal Public Library in Wrocław in cooperation with the Znak publishing house in 2007 was "Mock – The Past Returns" ("Mock- Przeszłość powraca") (Sobieralski, 2019, p. 25). Participants helped detective Eberhard Mock solve another extremely difficult criminal puzzle. While getting acquainted with various facts from the lives of the heroes of the stories invented by librarians, examining subsequent traces and clues, answering often tricky questions, players wandered around the city to the exciting finale. Many facts woven into the game were taken from Wrocław's long, rich history. The next prepared games outside the library were: "Dziwoludy" ("Strange Creatures") based on the volume of short stories *Poczet Dziwów Miejskich* by Krzysztof Piskorski; "Ksenobójcy" ("Xeno-killers), referring to Orson Scott Card's *Ender's Game*; and "Meyer's Rule", inspired by the crime stories of Katarzyna Bondy. All games take place in an urban space.

Interesting ideas, also for young users, appear in the Libraries Development Program (Program Rozwoju Bibliotek – PRB). The project "Rozmowy przy wspólnym stole" ("Conversations at a common table") (*Zapraszamy do udziału*) is open to cooperation, common reflection on important matters, and also on those that arouse controversy. It's goal is to facilitate learning about different opinions and experiences, teach conversation based on respect, trust and understanding, encourage a genuine dialogue that will have room for readiness to listen and and to give up the fight to 'win' your own opinion. "Kliknij. Sprawdź. Zrozum. Jak świadomie korzystać z informacji?" ("Click. Check. Understand. How to use information consciously?") (*Kliknij. Sprawdź. Zrozum*) it is a project devoted to cri-

tical thinking, conscious use of media messages and assessment of the credibility of information. In recent years, the dissemination of false news – the so-called "fake news" – has become a serious problem in the sphere of public debate. This problem reinforces negative phenomena that are also present in our country: social divisions, difficulty in conducting dialogue or reaching agreement. The project "Link do przyszłości. Zaprogramuj swoj karierę" ("Link to the future. Program your career") (*Link do przyszłości*) encourages young people to learn coding.

Youth in public libraries should be an important user group. The situation in Polish libraries is not satisfactory, but activities are starting to appear that may encourage young people to come to the library. However, there is still a lot to be done in this field.

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AN OVERVIEW OF POLISH LITERATURE IN THE FIELD OF INFORMATION AND BOOK STUDIES (SELECTION)

Underestimating the importance of contacts with literature as a broadly under-stood category in educational development in the first five years of a child's life was one of the reasons for Agata Niewiadomska-Walczak to take up the subject of early literacy in the book *Wczesna alfabetyzacja i jej miejsce w działalności bibliotek publicznych* (*Early literacy and its place in the activities of public libraries*) (Walczak--Niewiadomska, 2019). The subject of discussion is early literacy (generally speaking) of children from zero to five years old conducted within public libraries in Poland and abroad. In the first two chapters, the author presented the state of research, a review and analysis of sources, discussed the concept of early literacy, its definition and terminological issues, and relationships with selected fields of knowledge. The subsequent chapters were devoted to the analysis of library collections' profiles for children aged 0-5 years and their caregivers, the organization of the library space, characteristics of services, and forms of classes for this group of readers. The last, fifth chapter, of an empirical nature, contains a presentation of the author's own research on the participation of Polish public libraries in the processes of early literacy, with suggestions of changes that libraries should introduce to properly join these processes.

After initial annual data on readership was made available in March 2018, the National Library presented a full report, also in the form of a paper publication (Koryś et al., 2018). The authors of the report *Stan czytelnictwa w Polsce w 2017 roku* (*Readership in Poland in 2017*) presented basic readership indicators (Izabela Koryś, Roman Chymkowski), made a detailed analysis of selected reading phenomena (Izabela Koryś), and described the reading choices of book readers (Zofia Zasacka). In the second part, Dominika Michalak analysed the results of research on reading practices of Polish language teachers against the background of Poles and their reading choices. The research results showed a certain stabilization of the level of readership after significant decreases in the period 2004-2008. Basic indicators were similar to those obtained in the years 2008-20016 (e.g. during the year 38% of Poles had read one book, while the number of people declaring they had read 7 or more books was 9%). Among the many interesting observations arising out of the research, it is worth mentioning that people who read books preferred reading texts (both on paper and digital devices) as a way of acquiring and assimilating current information about the world, and that there was

a decrease in reading differentials related to, for example, education or city--village divisions in younger generations.

The interesting evolution of popular science books for children, ranging from the influences of the Enlightenment's encyclopaedism in the 18th century to the extensive development of forms, genres and themes after the Second World War, can be traced in Agnieszka Wandel's publication *Przemiany współczesnej książki popularnonaukowej dla dzieci i młodzieży na przykładzie francuskiej oferty wydawniczej* (*Transformations of contemporary popular science book for children and young people on the example of the French publishing offer*) (Wandel,2019). As the title indicates, the author has devoted special attention to contemporary books from 1983-2012. The size and structure of the book market from this period, its segmentation and forms of advertising were analyzed. The phenomenon of criticism and methods of familiarizing popular science book for children and youths were also discussed. Separate chapters were devoted to the repertoire of the largest French publishers, formal and factual analysis of published books, and an outline of the most important directions – also observed in Poland – in the editing of contemporary popular science books for children and youths.

Natalia Paprocka's dissertation *Sto lat przekładów dla dzieci i młodzieży w Polsce. Francuska literatura dla młodych czytelników, jej polscy wydawcy i ich strategie (1918--2014)* (*One Hundred years of translations for children and adolescents in Poland. French literature for young readers, its Polish publishers and their strategies (1918-2014)* (Paprocka, 2018) can serve as an example of interdisciplinary research, increasingly useful in describing various cultural phenomena. The author used research methods in the field of the sociology of translation, translation studies, book studies, and literary studies. "The subject of the study is the fate of French literature for children and young people present through translations in Poland in the last century (after 1918), and its purpose – to estimate the size and shape that this literature took through its Polish publishers, as well as a reflection on the reasons for their choices and on the way Polish readers would perceive it as a result of their decisions"(p. 35). The main part of the publication devoted to the choices and strategies of publishers of Polish translations of literature for young readers was preceded first by a description of the methodological assumptions concerning the research carried out and, next by a historical outline of the development of French books for children and youths in France.

A book studies approach to the subject, treating the nineteenth-century Polish prayer book as a type of book, has been presented by Tomasz Ratajczak in the publication *Polskie modlitewniki różnych wyznań XIX wieku. Studium bibliologiczne* (*Polish prayer books of various denominations of the nineteenth century.* Book studies (Ratajczak, 2019). Research considerations and findings were based on a broad bibliographic and library study. The author examined the scale and geography of the production of Polish prayer books of various denominations in the nineteenth century, characterized the environment of their senders (authors, translators, publishers, printers, censors) as well as their recipients, and presented the means and methods of their distribution. A separate chapter was devoted to an analysis of the publishing features of the prayer books in relation to the functions that this type of book performed in the nineteenth century. The many interesting research conclusions include a discussion on the heterogeneity of prayer books, a pheno-

menon related, among other things, to publishing features, prayer repertoire, or to the gender, social origin and profession of their users, and observations on the fact that the prayer books also perform the function of informal reading primers, as well as noting their role in awakening the national consciousness of Poles or helping in adaptive processes of Jews and Germans, users of bilingual and multilingual prayer books.

The extensive publication *Zarządzanie biblioteką* (*Library management*) (Wojciechowska (ed.), 2019) is a collective work of a team of authors representing research centres and libraries from all over Poland, specialists from various subject areas of library management as broadly understood. Each of the twenty-eight chapters grouped into four thematic parts is the work of a different author. In the first part, *Zarządzanie biblioteką – zagadnienia podstawowe* (*Library management – basic issues*), the authors raise the subject of the mission of a modern library (Jadwiga Sadowska), branding and image shaping (Magdalena Wójcik), librarian ethics (Wanda A. Ciszewska), while the second part, *Struktura i organizacja biblioteki* (*Structure and organization of the library*), concerns the subjects of structural solutions (Beata Żołędowska-Król), organizational culture in the library (Elżbieta Barbara Zybert), and strategic management (Zdzisław Gębołyś). The third part, *Kierowanie personelem biblioteki* (*Managing library staff*), includes issues of leadership (Maja Wojciechowska), team management (Tomasz Kruszewski), or quality management (Ewa Głowacka). The fourth part, *Biblioteka a środowisko zewnętrzne* (*Library and the external environment*), touches on the topic of library clients (Dagmara Bubel) and the promotion of the library (Anna Wałek). A similar structuring of the contents of chapters (definitions and descriptions of phenomena, an indication of the latest trends), as well as an exhaustive thematic range mean that the book can be treated as a compendium of knowledge about library management.

The analysis of solutions used in the field of electronic document management, regarding documents which are collected and made available in institutional academic repositories, is the topic of Leszek Szafrański's work *Zarządzanie zasobami dokumentów elektronicznych w instytucjonalnych repozytoriach akademickich* (*Management of electronic document resources in institutional academic repositories*) (Szafrański, 2019). Academic repositories have been defined as "... a subset of institutional repositories that perform tasks related to comprehensive service (collection, development, processing, sharing and storage) of the digital achievements of a given university" (p. 9). The empirical research carried out by the author using multiple case studies has enabled detailed analysis of institutional academic repositories in Poland in terms of practical management of electronic document resources, and also allowed the identification and characterization of existing management models. The author also shows changes in the functioning of academic libraries related to the creation of academic repositories and the management of electronic document resources.

The possibilities for using evaluation methods in creating useful user interfaces of library websites were presented by Paweł Marzec in an instructional publication entitled *Oceny eksperckie w badaniu użyteczności bibliotecznych serwisów internetowych* (*Expert assessments in the study of the usability of library websites*) (Marzec, 2019). Expert assessments are one of the methods of user interface evaluation developed on the basis of the HCI (human-computer interaction) dis-

cipline. The author presents the following expert methods: checklists, heuristic evaluation, migration, and cognitive method. Each of the chapters devoted to one of the methods contains examples of its use in researching library websites.

One of the dynamically developing technological concepts affecting the way services are conducted in both the commercial and public sectors is augmented reality. Magdalena Wójcik has taken up the issue of using augmented reality technology in library service activities in her book *Rozszerzona rzeczywistość w usługach informacyjnych bibliotek* (*Augmented Reality in Library Information Services*) (Wójcik, 2019). The term augmented reality is used in publications in the sense of technology enabling the imposition of a virtual information layer in real time on existing objects to enrich user experience. In the first two chapters, the author analyses the concepts of reality and virtuality and related terminological problems, and presents research on the phenomenon of augmented reality conducted from the perspective of various disciplines. The following chapters discuss the specificity and features of library services in two complementary contexts, economic and book study, and the specificity of receiving and sharing information by tools that expand reality. The culmination of this research and reflection, presented in the last chapter, is the author's model of introducing augmented reality in library information services along with a practical example of its use in the process of designing services for the academic library.

The views and achievements of Paul Ladewig (1858-1940), an outstanding German librarian and library studies specialist, and his *Katechizm biblioteki* (*Library Catechism*), first published in Leipzig in 1914, became the inspiration to organize a conference, the result of which was the publication *Wokół Katechizmu biblioteki Paula Ladewiga* (*Around the Library Catechism by Paul Ladewig*) (Gębołyś, ed. 2019). One of Ladewig's achievements was the organization and operation of the library at the Krupp concern in Essen. "In Kruppsche Bucherhalle, Ladewig embodied the basic ideas of the public librarianship movement, modelled on American public libraries, i.e. the idea of a library very open to the public, with a book collection for entertainment and science, headed by a professional staff" (p. 24). The initial section of the publication, *Wokół Paula Ladewiga i jego dzieła* (*Around Paul Ladewig and his work*), contains, among others, a text by Zdzisław Gębołyś about the life and activities of Ladewig, and by Janina Kosman about his ideological and creative inspirations. In the *Asocjacje i paralele* (*Associations and Parallels*) section there is a text about women librarians in the Library of the National Institute of Ossoliński in Lviv by Ewa Goumissi, and an article by Hanna Langer reconstructing the idea of libraries for children included in "Przegląd Oświatowy" (1910-1939) ("Educational Review" (1910-1939). The articles from the last part, *Konfrontacje i inspiracje* (*Confrontations and Inspirations)*, include a text about current statistics and the accounting principles of Paul Ladewig by Krystyna Hudzik, as well as an article by Hanna Gaweł about e-learning courses and online library training at the Main Library of the Academy of Music in Bydgoszcz.

The research field at an early stage – in the form of an impact study – was used in Magdalena Paul's dissertation *Wpływ społeczny bibliotek publicznych. Badanie użytkowników w województwie mazowieckim* (*Social impact of public libraries. User survey in the Masovian voivodship*) (Paul, 2018). The first two chapters, of a theoretical nature, were devoted to considerations of the concept of social im-

pact and a presentation of the state of research on the social impact of public libraries in the world and in Poland. The author presents the methodological issues in chapter three. Chapters four and five present the author's own research on the social impact of Masovian public libraries in qualitative and quantitative terms. "The general conclusion drawn on the basis of the study is that the benefits obtained through libraries are used to build cultural and social capital of intrinsic value. Due to the focus currently observed in Poland on the implementation of instrumental objectives (this should not be interpreted pejoratively, but rather as the definition of objectives translatable to other forms of capital in the short term), social perception of their benefits and the role of libraries in general may be limited" (p. 180).

An original theory of genres in the organization of information and knowledge in relation to the processes of library and bibliographic development of scientific literature, the creation of collections, and systems enabling access to documents and content sought by users was presented by Marek Nahotko in the publication *Teoria gatunków w organizacji informacji i wiedzy. Podejście informatologiczne* (*Theory of species in the organization of information and knowledge. An IT approach*) (Nahotko, 2018). According to the author, a special role in the organization of information and knowledge is played by conventionalized and institutionalized language tools called information genres, presented in detail in chapter three of the book. In the fourth and in the last, fifth chapter, the author presents the genre system as it occurs in library information organization. The author's considerations and research findings were based on an analysis of the extensive literature on the subject presented in chapters one, *Mózgowe i umysłowe reprezentacje wiedzy i informacji* (*Brain and mental representations of knowledge and information*), and two, *Dane, informacja, wiedza w działalności wiedzotwórczej* (*Data, information, knowledge in knowledge-making activities*).

Editors of the volume *Bibliografie specjalne. Rozwój i otwartość* (*Special bibliographies. Development and openness*) (Włodarczyk, Woźniak-Kasperek (eds.) 2018), noted the need to modernize the bibliography and adapt it to the needs of today's users, which can be served by the exchange of opinions and experiences contained in the publication. The volume opens with articles of a historical nature, including an analysis of various concepts of alphabetical cataloguing of collections and attempts to unify them in the interwar period in Poland by Dorota Grabowska. The group of articles on regional bibliographies presented extensively in the publication includes a text by Agnieszka Łakoma-Chłosta and Agnieszka Gołda comparing selected elements of Polish and German territorial bibliography databases as well as an article by Bartłomiej Włodarczyk dealing with the use of descriptors of the National Library in regional bibliographies. From the group of articles devoted to large domain bibliographic databases, one can mention the article by Agata Olkowska describing the priority implemented by the creators of the *Polska Bibliografia Prawnicza* (*Polish Legal Bibliography*), which was to provide recipients with the most up-to-date bibliographic information about publications in the field of law, and by Beata Koper devoted to plans for further digitization of the *Polska Bibliografia Literacka* (*Polish Literary Bibliography*).

The activity of the Central Office of Publishing, Graphics Industry and Bookselling (Centralny Urząd Wydawnictw, Przemysłu Graficznego i Księgarstwa –

CUWPGiK), which served as the centralized management of book production and distribution processes in Stalinist Poland, is the subject of Agnieszka Chamera-Nowak's dissertation *Książka a stalinizm. Centralny Urząd Wydawnictw, Przemysłu Graficznego i Księgarstwa i jego rola w kształtowaniu ruchu wydawniczo-księgarskiego w Polsce 1951-1956* (*The Book and Stalinism. The Central Office of Publishing, Graphics Industry and Bookselling and its role in shaping the publishing and book movement in Poland 1951-1956*) (Chamera-Nowak, 2019). This work, consisting of four chapters, is characterized by a holistic approach to the issue and a broad base of archival research. The publication begins with a discussion of the processes of building communist leadership of publishing and bookselling in the early post-war years. The second, main chapter, presenting the establishment of the CUWPGiK, its scope of activity, and detailed organizational structure, was based on numerous citations from archival materials, which allowed the author, among others, to illustrate the multitude of tasks assigned to individual units. In the subsequent chapters, the author characterized the described institution as an example of an office operating within the realities of Stalinist policy and of a command and distribution economy, as well as assessing the implementation of its most important tasks and diagnosing the negative consequences of centralized book affairs management for the country's civilizational development.

Within the scope of research on historical collections, one might point to Katarzyna Paduch's *Biblioteka rodowa Rzewuskich h. Krzywda w Podhorcach od I połowy XVIII wieku do 1865 roku* (*The family library of the Rzewuski family of Krzywda in Podhorce from the first half of the 18th century to 1865*) (Paduch, 2018). The palace in Podhorce, currently in Ukraine, was one of the most magnificent magnate residences of the First Polish Republic. The work, based on extensive research in archives, libraries, and museums, reveals the unexplored history of the magnate family library in Podhorce in the eighteenth and nineteenth centuries. In the chapters of the book, the author presents an outline of the history of the palace in Podhorce, characteristics of the inventories, catalogues, and lists of books of the Podhorce library from the eighteenth and nineteenth centuries, discusses the organization and functioning of the library, and determines the contents of the book collection. The profile of the library in Podhorce was influenced by the interests of subsequent representatives of the Rzewuski family, their bibliophilic passions, education, and the offices they held.

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