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POLISH LIBRARIES TODAY **Vol. 8**



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From the Editor

Dealing with the book in its traditional, print-on-paper form, or with book reading, may seem anachronic in the era of the Internet with new communication technologies.

The future of the traditional book and libraries has become a matter of concern ever since the Internet caused that texts of books lost their material nature once their content became accessible online, which, needless to add, also changed the functions of libraries. In the present edition of "Polish Libraries Today" we wish to showcase this characteristic stage in the evolution of libraries and book reading when the traditional book continues to dominate while the Internet becomes ever more popular as a source of knowledge, information and entertainment.

Over 8,500 public libraries in Poland continue to represent a vital network of institutions that support society's educational, cultural and integration aspirations by offering free, universal and well-organised access to information sources.

In this volume, we show the condition of Polish libraries, their organisational, financial and space problems, as well as new social and cultural challenges they have addressed. Complementary to public libraries are school libraries which have been presented here in the context of changing educational processes, and the new primary and secondary school education system in Poland.

We also present the results of research projects that have been systematically undertaken every two years since 1989 by the National Library's Institute of Book and Reading. These projects have focused on the situation of the book and reading in Poland in the context of books' accessibility to citizens, their reading choices, book buying and book reading habits, as well as library use.

The Institute's research results show trends of change in book circulation in society and confirm an essential relationship between the presence of books in a person's life and the ability to move and adapt with the tides of the contemporary world. The level of book reading has a decisive impact on comprehension of processes taking place in society, culture and science. Hence, governments and social organisations have engaged in launching a variety of reading promotion projects. One of the most prominent initiatives is the ongoing national campaign *Whole of Poland reads to children* joined by a huge number of proactive individuals around the country, including best-known personalities.

In this volume we also present the research on reading in Poland in the 19th and the first half of the 20th century. The history of reading as a subject of scientific research has been highlighted in the context of studies on participation of individuals and social groups in the world of meanings and values of culture (broadly conceived) as carried by texts published in printed

books and serials. Historical sources available to scholars are very scanty when compared with research sources on today's reading. The undisputed fact is that Polish reading research was started by educational activists in the Russian partition of Poland in the second half of the 19th century.

The first studies connected with the development of literacy programmes for peasants and workers, or with the founding of popular libraries to support education towards the end of the 19th century, demonstrate the now long-forgotten world of cultural isolation of the poorest social strata and the attempts to change their social and material status through access to books and periodicals.

The historical part of this volume presents a panorama of gentry libraries on Polish lands in the 18th and 19th century, founded by own-

ers of land estates, mainly Polish aristocrats, as seen in the light of the political and cultural phenomena. We also decided to outline the idea of patronage in publishing in Poland in the 18th century by the king, aristocrats, burghers, and first of all by publishers and booksellers themselves, financing monumental publications. For history lovers, we offer a fascinating journey in time: we have included historical descriptions of Polish libraries by foreigners in European scientific books and journals of the 18th century.

We hope that for every reader interested in books, libraries and European culture, all the way from the 18th century until the present, this volume will become a source of inspiration and new information.

Joanna Pasztaleniec-Jarzyńska

Public Libraries and Reading in Poland

Barbara Budyńska

Local Government Public Libraries in Poland

Abstract The author gives a detailed overview of public libraries in Poland, based on official statistics taken from the yearbook *Public Libraries in Figures*, looking various aspects of libraries organisation and activities, dealing with the level of reading, book acquisition, services, computerisation, facilities, and administrative issues.

The situation of public libraries in Poland is inseparably linked with the socio-economic transformation of the country. Poland's transition to democracy in 1989, followed by in-depth social reforms of the 1990s, exerted a fundamental impact on the functioning, organizational framework and tasks assigned to public libraries.

The formal-organizational regulations adopted at that time, like the legislation for local government and division of competencies, (1) under which municipal public libraries were turned over to local governments; the Act on county government, (2) which laid foundations for the creation of a middle-level state administration, and thereafter for the establishment of county libraries; the Act on voivodship government, (3) changing the previous status of voivodship libraries, (4) were additionally enhanced by librarians' legislative initiatives, like the Act on libraries, (5) which defined the scope of activity, the functioning and organization of public libraries, and the Act on the organization and conduct of cultural activity. (6) All these legal regulations gave rise to changes known in the library community as local government changes and their social, cultural and economic effects have been assessed as having been extremely varied and hardly unequivocal. It needs to be added that they occurred at a time of social and technological transformation that eventually changed, for instance, the reading behaviour in library users or the development of libraries determined by new and varied acquisitions and above standard services.

Two principal components come to the fore in this transformation of public libraries:

- public libraries were turned over to local government administrative entities (municipal and voivodship libraries are now managed and financed by corresponding local government entities),
- legal foundations were laid to re-establish county public libraries after nearly 25 years of their non-existence, which brought back the three-level structure of the public library network.

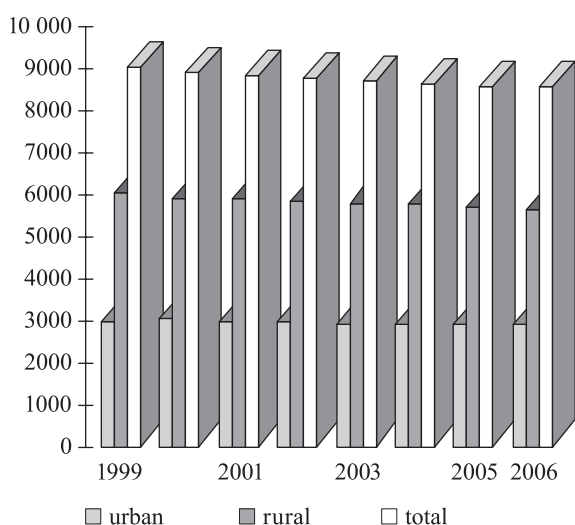
The formation of the public library network after the reforms of the 1990s paved the way for new developments in all areas of activity, whereas 1999 ended the reform period and marked the beginning of a new stage in Poland's public libraries, and it will generally serve as a reference point for comparative data included in the present text. (7)

Current state and structure of the public library network

The distinctive feature of the public library sector is the shrinking network of libraries and the ongoing changes in its structure, a process which began at the beginning of the 1990s. According to library statistics, public libraries in Poland reached a record high level of 10,313 libraries and branches in 1989 and after that the figures in both categories began to decrease. In relation to the historical year of 1989, by the end of 2006 the public library network decreased by 1,771 entities (17.2%). The reduction of the public library network process went through various

phases, the periods of intensified closures being 1992–1993 and 1996; however recently the process has clearly slowed. During the 90s when municipal public libraries were turned over to local governments the reduction averaged 1.2–1.5% per year and in the last five years the reduction index dropped by half to 0.7%.

Library entities in 1999–2006

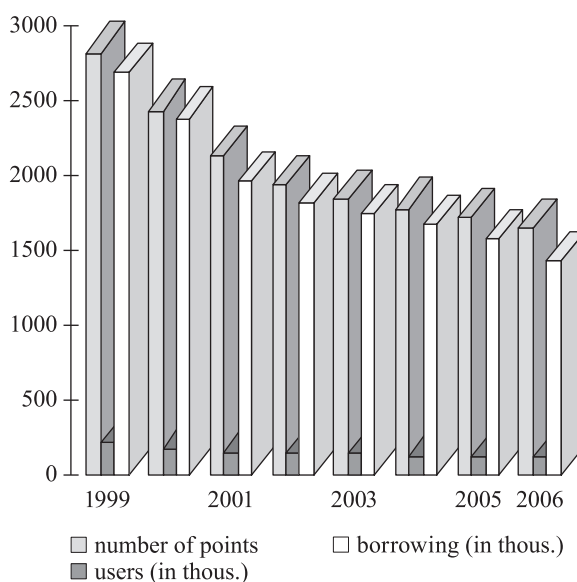


In 2006 the total number of registered public libraries and branches reached 8,542, including 2,619 main libraries and 5,923 branches. Juxtaposed with the previous year the network of public libraries shrunk by 49 entities – 17 libraries and 32 branches. The drop was greater in rural areas (38 libraries less) than in urban areas (11 libraries less). Despite such losses the structure of the public library network has not changed. Rural libraries continue to constitute two thirds of library entities in Poland (66.2%).

The year-on-year decline in the number of libraries and branches resulted in limited access, evidenced by growth in the average number of patrons per one library entity. In 2006 the figure reached 4,463 (4,442 in 2005).

The greatest reduction has affected the so-called library points, which until 1989 were an essential component of the network in terms of their number and lending services. At present their complementary role in the public library sector is not as important as it used to be. In 2006 there were 1,670 registered library points. The average number of users per one point was 70 (72 in 2005), and the average number of borrowed books was 869 (in 2005 – 907). The statistical user borrowed over 12 books.

Number of library points, users and borrowings in 1999–2006



In 2006 library points were used by 1.7% of public library users (no changes vs. the previous year), whereas the coverage went down to 0.31% of Poland's inhabitants (from 0.33% in 2005).

It seems that the original formula of a volunteer-based library point, involving the lending of mainly fiction and providing services to peripheral housing estates or small villages, where running a library branch was impossible for various reasons, has run its course. With the emergence of audiovisual materials in the 1990s library points turned into points of access to the "talking books" and videocassettes. Over time also the latter formula became unattractive, particularly regarding videocassettes.

Quantitatively smaller, yet far more acute, has been the declining trend in other parts of the network, particularly in municipal and county libraries, which undermines the network's proper organization, hampers mutual cooperation and the implementation of statutory requirements, not to mention hindering new tasks connected with new technologies.

The administrative reform of 1999 provided for the counties to establish middle-level public libraries. Counter to the legislator's intention, by the end of 2006 county libraries were set up only in 299 counties (urban and rural) out of their total number of 379, i.e. in nearly 79%, with that in many cases these are purely formal structures, and are either not performing their statutory tasks or performing them only to a limited extent.

Libraries for rural counties were set up in 74.5% of the counties, i.e. in 234 out of 314. Despite the fact that every fourth county failed to establish a county library, the rate of growth of county libraries in recent years has only been symbolic. In 2006 the number of county libraries totalled 282, i.e. not many more than either in 2005 (280) or in 2004 (274).

Number of county public libraries

Year	Total	Urban and rural	Rural and urban	Urban
1999	139	72	11	56
2000	188	117	18	53
2001	234	162	25	47
2002	251	178	27	46
2003	267	195	26	46
2004	274	202	26	46
2005	280	208	26	46
2006	282	210	26	46

As library statistics clearly indicate, municipal public libraries are not present in all municipalities. The gaps are admittedly smaller and vary from year to year, but they only go to prove that the provision concerning the organization of a network of public libraries has been totally flouted. In 2006 15 municipalities ran no municipal library at all.

Today it is impossible to talk of a fully-fledged network with integrated activities. The fact that public libraries are local government entities organized and financed by local government means that they are diverse institutions, with different attitudes to statutory tasks. The incomplete network of county libraries – given that a county library is now the basic link in the public library sector – prevents the creation of a system of closely cooperating public libraries, using for instance a compatible computer network. In fact to some extent the ailing public library system undermines the otherwise fine performance of public libraries, particularly with regard to collection building.

Holdings

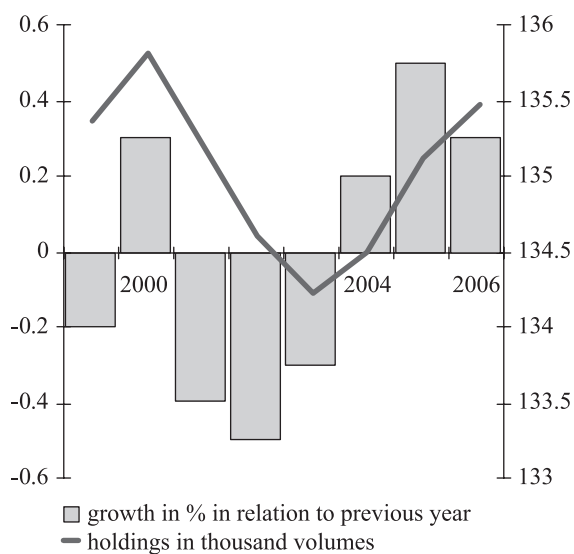
According to public library staff, the issue of collection development in public libraries is one of the most dramatic consequences of the handing of libraries over to local governments. It is hard

not to admit that they are right since after ten years of their financing from local government sources, only the last three showed some growth in holdings and positive changes in their structure. This progress has been made possible owing to the increased inflow of new book titles, which has enabled an acquisitions policy that meets patrons' needs and expectations. The year 1989 was also a turning point in public library collection development in that it was the last year of a slight acquisitions growth (2.3%). In 1996 the acquisitions balance was zero, and in 1997–1999 the holdings shrank at the rate of 0.2–0.6% per annum. The changes registered since 2004 indicate that the process ruining the holdings of Polish public libraries has stopped, and the summarized activity of public libraries in the last year covered by the present statistical analysis confirms this positive trend. In 2006 public libraries held 135,498,892 volumes of books and serials, (8) i.e. 370,409 volumes more (nearly 0.3%) than a year before. It was the third year in a row of holdings' growth, however still a year before the growth index was nearly twice as high (0.5%). Far more positive changes took place in urban libraries. For three years in a row they recorded holdings' growth of 0.5% in 2004 and 2006, and 0.6% in 2005. The situation is more complex in rural libraries where holdings' growth was recorded only in 2005 (0.3%), whereas 2004 and 2006 brought holdings' reduction of 0.4% and 0.1% respectively. The unstable situation in rural libraries is attributed to greater reductions in rural library networks or more specifically in rural library branches that have continued for years, and also to the large-scale selection of their neglected holdings.

The growing indices of withdrawals are a positive development which is characteristic for entities in the entire public library network, not merely for rural libraries. In 2006 3% of the previous year's holdings were withdrawn from libraries, and the level of withdrawn items was 10.6 vols. per 100 inhabitants. The ongoing changes prove that ever greater attention is being attached not only to the intake of new material, but also to removal of outdated documents to ensure that library holdings become attractive and up-to-date, and meet the needs of the local *community*.

The last three years are also a period of increased book purchases for public libraries. In 2006 public libraries purchased 3,499,382 vols. i.e. 1.8% more than in 2005, though in 2005 the

Collection growth in 1999–2006



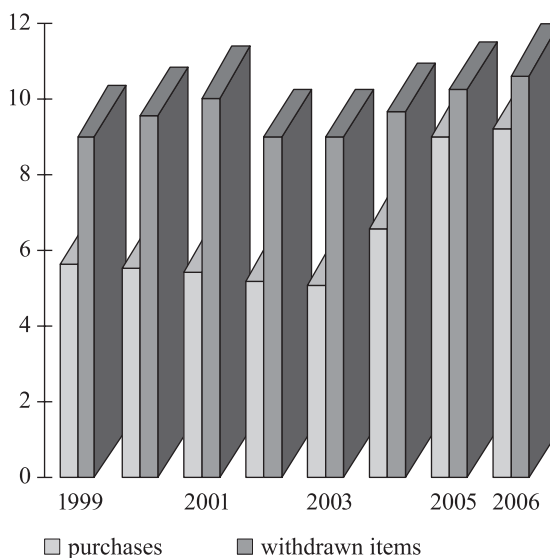
rise index was 36.2% in relation to 2004, whereas in 2004 it reached 29.1% in relation to 2003. These increased purchases for public libraries have been approved under the recently introduced programme of the Ministry of Culture and National Heritage, designed to support institutional reading. (9) The grants approved from this programme as well as local government funds improved the situation in new book purchases (both print-on-paper traditional books and new media). In the last two years the expenditures on new book purchases were in the order of 69 million (69,724,382 PLN in 2006, – 572,055 PLN more than in 2005) and exceeded by far the funds approved for this purpose in 2004 (52,203,164 PLN). The shares of local government and ministerial funds approved for new book purchases were comparable in 2005–2006. In 2005 the total amount approved for books and special collections were 58.3% and 41.7% respectively, and 60.7% and 39.3% in 2006. In 2004 local government funds prevailed with a share of 81.6% (the Ministry of Culture offered 18.4%).

The rising index of the number of purchased books per 100 inhabitants reflects the upward trend in book purchases for public libraries. In 2006 it reached 9.2 volumes per 100 inhabitants (9.0 vols. in 2005, 6.6 vols. in 2004) and it is comparable with the purchases statistics of the early 1990s (8.9 vols. per 100 inhabitants in 1992). Next to the abovementioned facts, other trends are well worth mentioning in the context of rising book purchases for public libraries. The increased grant, including the Ministry of Culture's target grant,

and strictly defined grant division criteria, are part of a policy to level out the disproportions in the inflow of new books to libraries in rural and in urban areas. In 2006 rural libraries bought 9.3 vols. per 100 inhabitants, whereas urban ones – 9.1 vols. (in 2005 – 9.05 vols. and 8.98 vols. respectively).

The book purchase expenditures per one inhabitant increased by very little, from 1.81 PLN in 2005 to 1.83 in 2006, and per one user from 9.42 to 9.93. (10) The average expenditure per one book in 2006 was 19.92 PLN (compared to 20.12 PLN in 2005 and 20.70 PLN in 2004). The falling price may be due to the obtaining of more attractive bids from book vendors and a system of discounts, and also the increased purchases of books for rural libraries where the average book price is usually lower. In 2006 in towns the expenditure on book purchases reached 192.5 PLN per 100 inhabitants, and in rural areas – 167.7 PLN (191.9 PLN and 164.3 PLN respectively in 2005).

Purchases and withdrawn items in 1999–2006 in vols. per 100 inhabitants



In 2006, the final year covered by the present statistics, the average collection size per one library or branch was 15,863 vols. Over a half of the public libraries in Poland held collections ranging from 10,001 to 50,000 vols. In urban areas the collection average size ran to 27,666 vols. and in rural areas to 9,846 vols. An average main library held 26,585 vols. of books, whereas an average library branch 11,121 vols. (in urban areas: 48,516 and 17,343; and in rural areas 13,999 and 8,116 respectively).

Audiovisual and electronic holdings

Audiovisual and electronic materials continue to merely supplement the book-based core of library holdings. Since 1999 their share in the overall holdings has been more or less the same that only proves the still small importance attached to these documents in public libraries, though their use has changed.

In 2006 audiovisual and electronic materials accounted for 1.8% of the overall public library holdings. Mainly urban libraries acquired them (97.6% and 90.6% respectively), but compared to two previous years a slight downward trend was recorded (1.9% in 2004 and 2005). Audiovisual materials constituted 1.7%, and electronic documents 0.06%.

Changes in information storage technology and the widely used digital formats have obviously had an effect on the acquisitions structure. In 2006 the quantity of audiovisual documents dropped by 4% compared to 2005, whereas the number of electronic documents grew by nearly one third (29.7%). Unfortunately the growth was not as dynamic as in 2005 when the index went above 42%. In 2006 the rise in electronic acquisitions was higher in urban libraries (30.7%) than in rural areas (21.4%), which is a reverse trend compared to the previous year. In 2005, electronic acquisitions in rural areas increased by 45.2%.

Audiovisual and electronic holdings in 1999–2006

Year	Audiovisual		Electronic	
	in thousand of registered units	growth in % in relation to previous year	in thousand of registered units	growth in % in relation to previous year
1999	2697,2	2.4	4,3	–
2000	2751,4	2.0	16,1	274.4
2001	2477,2	–10.0	21,3	32.3
2002	2535,1	2.3	31,0	45.5
2003	2499,1	–1.4	35,8	15.7
2004	2526,4	1.1	45,1	25.7
2005	2550,1	0.9	64,2	42.5
2006	2447,4	–4.0	83,3	29.7

On the one hand shrinking audiovisual resources can be put down to their decreasing attractiveness, and on the other from the withdrawal

of outdated types of media (e. g. cassettes) and their substitution by new, electronic media. One of the best examples is the “talking book” which for many years had been a collection of several dozen magnetic tape cassettes per one title and at present – next to magnetic tape cassettes – is available in a variety of digital formats as a full-text book, e. g. in the “czytāk” (reader), MP3, CD-Audio, Daisy formats. (11)

The growing interest of public library users in non-traditional holdings reflects the changes in document storage technology. In 2006 the borrowings of audiovisual materials dropped by 10.4%, whereas in electronic documents category they went up by 40.7%. Library users’ choices confirm the fact that audio materials now belong to the past, enjoy less interest and their borrowings are bound to decline. There is a much higher demand for electronic documents, mainly on the part of young people in college than elderly people.

Library automation

Library automation, new procedures and services are at present one of the main factors behind the ongoing transformation in libraries’ performance, and also a measure of progress they have made.

The absence of a nationwide, uniform public library automation policy in Poland caused that the library automation process mostly depends on the determination and pro-active attitude of librarians themselves (and by the same token is less dependent on entities that are for libraries). It further depends on the cooperation possibilities and skills within a region (or a municipality or a county) and the available funds. The sources of financing library automation are chiefly library budgets and governing entities’ target grants. Fund raising is easier in large libraries owing to library consortia that have been established to run joint projects. Libraries are ever more effective in the fund raising area. They use EU grants, the Ministry of Culture’s operational programmes, and they also receive support from foundations, associations, individual and institutional sponsors. For instance the IKONK@ programme, run by the Ministry of Home Affairs and Administration, has become an important source to raise funds for computer hardware for public libraries. For many rural

libraries the hardware they obtained within the scope of this initiative is the only computer hardware they possess. (12)

The data on public library automation in Poland has been gathered by GUS (Poland's Central Statistical Office) since 2004, which has since enabled comprehensive and fact-based analysis of developments in this area. The subsequent years showed progress in public library modernization. In the first analysed year (2004) 2,984 libraries and branches (34.5%) in Poland made use of 12,850 computers, (13) in 2005 the figures grew to 3,688 libraries and branches (43%) and 17,094 computers, and in 2006 to 4,456 (52.2%) and 21,118 computers. The process of levelling out the disproportions in the computerisation of libraries in various milieus, characteristic for the early period of automation, is currently in progress. As a matter of fact, in rural areas there were fewer libraries possessing computers by one half (43.3%) than in urban areas (69.5%), whereas in percentage terms in 2006 a larger growth of libraries possessing computers was registered in rural areas (an increase of 25.4%) than in towns (15.7%).

Providing libraries with hardware is not a goal in itself. It helps to improve the quality of library services. In 2006 the average computerised library possessed 4.7 computers (4.2 in 1999, 4.3 in 2004, 4.6 in 2005), and the average library entity in a network used 2.5 computers (0.3 in 1999, 1.5 in 2004, and 2 in 2005). In rural areas in 2006 the index was 1.3 computers per one library entity (0.7 in 2004, 0.95 in 2005), and 2.9 per one computerised library (2.5 in 2004, 2.8 in 2005). In urban areas the figures were 4.9 and 7.0 respectively (3.1 and 6.2 computers in 2004; 4.0 and 6.7 in 2005). In 2006 out of 21,118 computers used in libraries over a half was accessible to users (11,449, i.e. 54.2%). In this figure 83.5% had Internet connections, out of which 57.4% were accessible to users.

The growing number of libraries making use of computers has widened the range of computerised procedures, but the situation in this area is also quite varied. A faster progress is characteristic for larger libraries, employing better-educated staff, and managing larger funds for modernisation. Since 2004 the number of computers used to handle library and bibliographic operations had grown over 43% (from 6,086 in

2004 to 8,722 in 2006). The share of hardware used in acquisitions, processing and bibliographic services went up over 40%, the number of catalogue terminals grew by 66%, and the number of workstations in user and access registration nearly doubled.

The most often used library software package in 2006 was MAK, developed and distributed by the National Library (1,340 declarations in 2006, 1,155 in 2005), followed by SOWA (819), Libra (219), Prolib (107), Aleph (58), Patron (45) and MicroISIS (44). Yet, the discrepancy between the number of libraries in possession of computers and the number of libraries actually using library software is a subject of concern. In 2005 out of 3,688 computerised libraries and branches, only 2,206 used library software (59.8%); 2,629 out of 4,456 (59%) in 2006; 1,492 out of 2,004 (74.5%) libraries in urban areas, and 1,137 out of 2,452 (46.4%) in rural areas. These figures might suggest that the remaining libraries did not engage in automating standard library procedures, and used their computers for office work and Internet access.

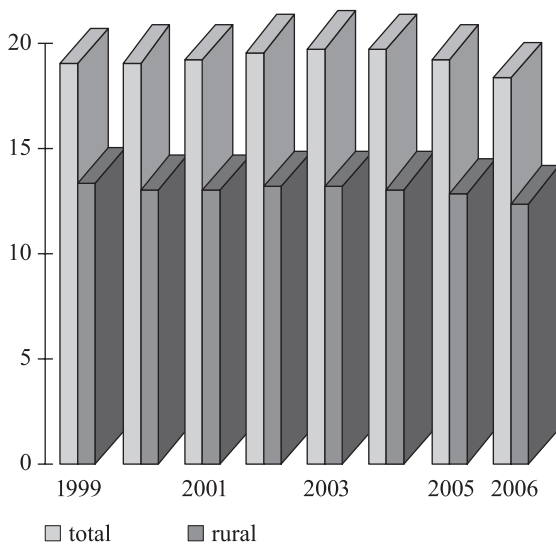
Users

The changes taking place in public libraries, like renewal of holdings, computerisation and the resulting library automation process are all positive developments. They are however accompanied by declining interest in libraries and the services they offer.

For the first time since 1992 the decline in the number of library users was registered in 2004 (by 0.9%). This was followed by a 2.3% fall the next year, and in 2006 this unfavourable trend continued. The total number of registered users dropped down to 7,023,259, i.e. by 314,018 (4.3%) which means that the slump had nearly doubled by 2006. The falling number of users was registered both in urban areas (by 261,588, i.e. 4.8%), as well as in rural areas (by 52,430, i.e. 2.8%). While in 2004 the number of users in rural and in urban areas showed a similar decreasing trend (in urban areas – 0.9%, in rural areas – 0.8%), then over the next two years the statistics revealed an even sharper decrease in urban areas than in rural areas (2.4% in urban areas, 2% in rural areas in 2005; 4.8% and 2.8%

respectively in 2006). Despite these declining rates town inhabitants continue to make up 74% of public library users.

Total and rural users per 100 inhabitants



The downturn in the total number of public library users had an impact on other indices defining the level of reading. In 2006 the relative index measuring public library users per total population went down, i.e. 18.4% of the country's total population used public libraries (19.2% in 2005) which broke down into 22.2% in urban areas and 12.4% in rural areas. Also the average number of users per one library decreased in the total category from 854 in 2005 to 822, in towns by 4.4% and in rural areas by 2.1%. The percentage decline doubled over the course of one year.

User structure

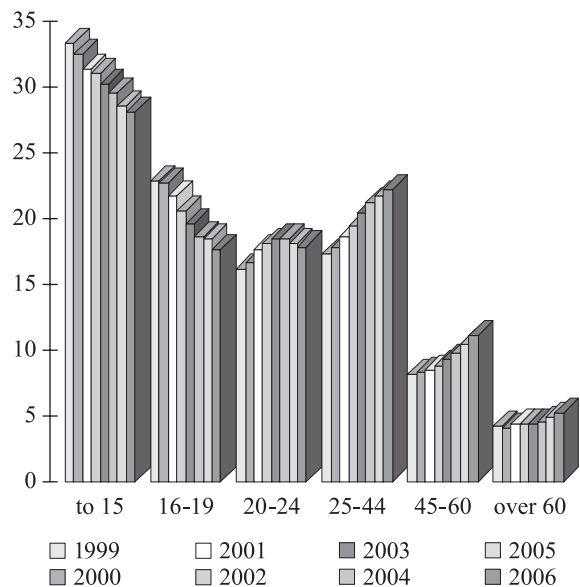
The user structure in public libraries has changed noticeably. Young users are tending to drift away, thus older age groups represent an ever-growing share in the overall user structure. The share of users below 24 years of age has systematically dropped over the recent years: in 2003 it accounted for 66.7% of the total number of users, in 2004 for 65.1%, and in 2005 for 63.7%. In 2006 the analysis of the individual age groups only confirmed this tendency. The percentages in all age groups below 24 declined to 62.3%, most visibly in the 16–19 age group. The dominating group among users below 24 were the youngest

users below 15 years of age (27.5%). The 16–19 age group accounted for 17.3% and the 20–24 age group for 17.5%. The share of users over 24 years of age in relation to the overall number of public library users grew systematically: in 2003 they accounted for 33.3% of the total number of users, 34.9% in 2004, 36.3% in 2005, and 37.7% in 2006.

The steadily growing share of persons over 24 years of age in the public library user structure is greatly related to demographic changes that Polish society has been experiencing, like the demographic decline and the aging of society (according to Poland's Central Statistical Office's data in 2005 29.6% (14) of the population were persons over 60 years of age). An important role is also played by society's educational aspirations and the rising age of people continuing their education (owing to increasing possibilities offered in this area).

The downward trend in the number of registered public library users in 2006 is reflected in the changes in the user structure by occupation. The percentage of school pupils went down from 48.3% in 2005 to 47.0% in 2006. However, school

Users by age groups in percentages in 1999–2006



pupils still make up nearly a half of library users, followed by the unemployed (15.9%), white collar workers (14.6%) and students (13.0%). The smallest groups were farmers (1%), "other employed" (2.8%) and workers (5.8%).

It is well worth emphasising that the dominant group of public library users by age and

occupation is still made up of school pupils and young people up to 24 years of age (62.3% of all users), followed by people learning and studying (60%). In view of the needs of this category of users, and also changeability of their tastes, and susceptibility to change and the ease of absorbing new trends, libraries should diversify their services, which entails following “youth” trends. This does not mean that library activity should be exclusively focused on young people. What defines library activity today is the need to keep abreast of all the latest developments in society (the increase of the third age group), changes in likes and dislikes, and also the need to discern the problems of people, such as services for the disabled.

Borrowings

The changes in the number and structure of library users entail changes in library use. In 2006 users borrowed 137,878.7 thousand registered units, including over 134,409.0 thousand vols. of books and serials (i.e. 97.5% of all borrowings) and 3,469.8 thousand registered units of special collections (i.e. 2.5%). Over 7,148.6 thousand fewer borrowings were registered compared to 2005. This made up a 4.9% decline in the number of borrowings in relation to 2005 and was the second year in a row that marked this downward trend (a 4.7% decline in 2005 in relation to 2004). Also there was a sharper decline in urban libraries than in rural ones. In towns

Total borrowings* 1999–2006

Year	Borrowings (in thousand)	Growth/decline in % in relation to previous year
1999	153,035.6	-2.2
2000	151,272.7	-1.2
2001	149,619.9	-1.1
2002	152,156.0	1.7
2003	153,622.1	1.0
2004	152,191.7	-0.9
2005	145,027.3	-4.7
2006	137,878.7	-4.9

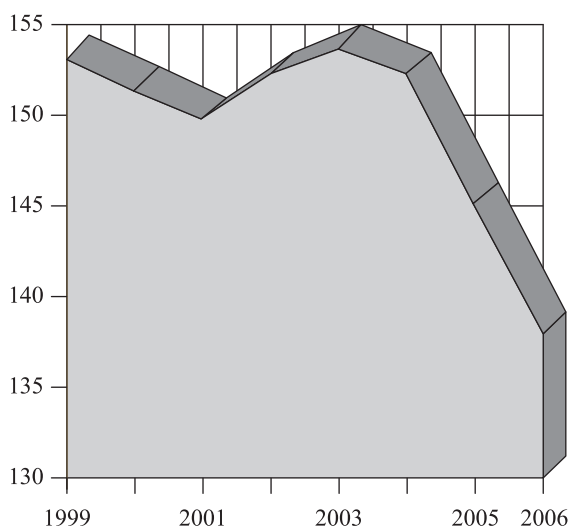
* Including special collections.

there was a decrease of 5,707.3 thousand borrowings, i.e. 5.4% (in 2005 – 5.0%), and in rural areas a decrease of 1,441.4 thousand, i.e. 3.7% (in 2005 – 3.8%).

In 2006 also the number of borrowings per one user dropped. The decline was recorded both in the “total” category (from 19.8 to 19.6 in 2006), as well as in the urban-rural cross-section (in towns from 19.5 to 19.4 and in rural areas from 20.5 to 20.3). A higher rate of borrowings per one user indicates a higher public library user activity in rural areas.

The crude number of borrowings and derivative indices recorded in 2006 indicate a downward trend in the use of traditional library services. The results of research on the social impact of readership conducted by the Institute of the Book and Reading (15) do not unequivocally confirm that the declining interest in the book is solely related to the overwhelming impact of computers or the Internet. According to their findings, the internet users’ interest in traditional, print-on-paper books is far above the average (69% of internet users replied yes to the question on book reading), thus the use of new technologies was accompanied by printed text. There is a noticeable switch from the use of printed texts

Total borrowings in 1999–2006



and libraries to fast online information retrieval, the ability to search for information in the Internet and electronic library resources. The data reflecting the current social impact of public libraries and borrowings indicate a greater decline in the intensity of use of libraries in urban vs. rural areas. Admittedly the annual rate of borrowings per 100 town inhabitants was 430, and in rural areas only 253, still in relation to 2005 there was a 5.3% decrease in urban areas, and a 3.8% decrease in rural areas.

Closing remarks

The recent years in public libraries have been defined by two contradicting trends:

1. Public libraries are becoming increasingly attractive institutions (they are renewing their holdings, integrating library systems, modernising to provide ample user space, eliminating architectural barriers, and offering increasingly professional services),

2. The number of public library users is going down. There is also a declining use of library holdings, and a decreasing interest in the services that public libraries provide. They are thus becoming ever less popular and less visited institutions.

It is hard to indicate the main or unequivocal cause of the decline in reading in public libraries in Poland. This phenomenon is associated with a number of factors. At the beginning of the 1990s the threat to public librarianship was seen in the reduction of the public library network, the closure of individual libraries and institutional transformation associated with the need to make cut backs or introduce legislative changes. Despite the low level of funding approved for libraries and their acquisitions, the number of public library users showed an upward tendency. In recent years the reduction of libraries has been brought to a halt and in percentage terms the fall in the number of libraries has been lower than in the number of users.

Notes

(1) *Ustawa z dnia 8 marca 1990 r. o samorządzie terytorialnym* [The Act of March 8, 1990 on Local Government]. In: *The Journal of Laws* No. 16, item 95; *Ustawa z dnia 17 maja 1990 r. o podziale zadań i kompetencji określonych w ustawach szczególnych pomiędzy organy gminy a organy administracji rządowej oraz o zmianie niektórych ustaw* [The Act of May 17, 1990 on Division of Statutory Tasks and Competences Between Municipalities and Central Government Administration, and on Amendment of Some Acts]. In: *The Journal of Laws* No. 34, item 198.

(2) *Ustawa z dnia 5 czerwca 1998 r. o samorządzie powiatowym* [The Act of June 5, 1998 on County Government]. In: *The Journal of Law* No. 91, item 578.

(3) *Ustawa z dnia 5 czerwca 1998 r. o samorządzie województwa* [The Act of June 5, 1998 on Voivodship Government]. In: *The Journal of Law* No. 91, item 576.

It seems that the decreasing number of public library users is an ailment of a broader nature and needs to be seen against the background of the overall decline in reading in Poland. According to the nationwide survey on the social impact of books in Poland, conducted every two years by the National Library's Institute of the Book and Reading, in 2006 the reading rates clearly declined in the population aged 15 years and above (from 58% in 2004 to 50%). (16) A fact worth stressing is that libraries alongside individual purchases are an equal and most frequent source of access to books, and public libraries in the overall reading rates account for 26% of reading Poles. (17) Obviously, the importance of the Internet has risen, offering new forms of contact with the book and press. (18)

The improvement of reading rates via public libraries to close the gap in this area between Poland and more advanced European countries requires intensive promotion of reading and libraries, and richer and more diversified holdings, including electronic media. This entails the need for substantially larger funds not only for new book purchases, but also for the modernisation of facilities and library automation. Only long-term, systematic funding from local government sources supported by – as in the recent years – an effective policy of the Ministry of Culture's target grant will create an opportunity to stop the decline in reading rates. The reversal of this unfavourable trend is absolutely indispensable, also in a modern information society.

(4) All activities ensuing from local government acts were undertaken on the basis of the so-called second competence act, i. e. the *Ustawa z dnia 24 lipca 1998 r. o zmianie niektórych ustaw określających kompetencje organów administracji publicznej – w związku z reformą ustrojową państwa* [The Act of July 24, 1998 on the Amendment of Some Acts Specifying the Competences of Public Administration Bodies – in Connection with the Reform of the State's System of Government] (Article 130 contains an amendment of the Act on Libraries). In: *The Journal of Laws* No. 106, item 668.

(5) *Ustawa z dnia 27 czerwca 1997 r. o bibliotekach* [The Act of June 27, 1997 on Libraries]. In: *The Journal of Laws* No. 110, item 721 as later amended.

(6) *Ustawa z dnia 25 października z 1991 r. o organizowaniu i prowadzeniu działalności kulturalnej* [The Act of October 25, 1991 on the Organization and Conduct of Cultural Activity]. In: *The Journal of Laws* No. 85, item 539, and

since January 1, 1999 the amendments in *The Journal of Laws* of 1998, No. 106, item 668; with amendments in *The Journal of Laws* No. 129, item. 1440 of 2001 as later amended.

(7) The calculations and statistical diagrams were made on the basis of the yearbook *Biblioteki Publiczne w Liczbach/Public Libraries in Figures*. Available in an English-language version at http://www.bn.org.pl/doc/bpwl/bpwl_2006_en.pdf (For librarians – Public Libraries in Figures).

(8) Excluding special collections.

(9) In 2000 the Ministry of Culture approved 9 million PLN for the purpose, and over the next years the approved funding was as follows: 7,463 thousand PLN (2001), 1,150 thousand PLN (2002), 5 million PLN (2003), 10 million PLN (2004), 30 million PLN (2005), 28.5 million PLN (likewise in 2006 and 2007). Also 28.5 million PLN were approved for 2008.

(10) The growth of the latter index is partly associated with the dropping number of users.

(11) DAISY stands for the Digital Accessible Information System.

(12) The project started in 2003. Libraries benefiting from the project received at least three hardware sets and established Internet reading rooms; one of the requirements for project participants was a fixed Internet connection and free-of-charge Internet access for library users.

(13) Inclusive of joint use with community centers, schools and postal service agencies.

(14) According to the GUS Statistical Yearbook data.

(15) A survey conducted systematically every two years by the Institute of the Book and Reading on representative samples of Poland's inhabitants aged at least 15.

(16) Straus, Grażyna, Wolff, Katarzyna, Wierny, Sebastian *Czytelnictwo, zakup książek i wykorzystanie Internetu w Polsce w 2006 r. Komunikat z badań* [Reading, Book Purchases and Use of the Internet in Poland in 2006. A Study Communiqué]. In: *Bibliotekarz* 2007 No. 6, pp. 12–15.

(17) 40% libraries in total.

(18) Internet users in 2002 were 22% of Poland's inhabitants (at least 15 and over), and in 2006 this percentage grew by 36%.

Public Libraries and Reading in Poland

Małgorzata Jezierska

Organizational Problems of Public Libraries

Abstract The characteristic feature of public libraries in Poland is their institutional diversity. The author carries out a detailed step-by-step analysis of organizational aspects of public libraries in Poland presenting their different types: self-standing cultural institutions, merged with other cultural entities, with schools libraries, or with other organizations.

The characteristic feature of Polish public libraries is their institutional diversity, which has developed despite the transparent structure of the public library system based on Poland's administrative division. Quite understandably, the need to seek the most efficient solutions in librarianship, combined with the need to ensure economically sound management and proper organization, does not always lead to equal importance being attached to the questions of quality and professional adequacy in the actual performance of public libraries. It is no wonder that the changes that have been made by local governments in the organization of public libraries in recent years have aroused very vivid discussions in the library community.

Most generally speaking, next to public libraries operating as self-standing cultural institutions, recent years in Poland have seen the emergence (quite contrary to binding law) of libraries merged organizationally with other institutions, as well as libraries without a culture institution status. These are the two most frequent types of libraries that diverge from the universally accepted standard. Their situation is unstable, inseparable in terms of the number, they operate in diversified environment, and they are exposed to unpredictable decisions and activities of local authorities that hamper their day-to-day work and development.

Merged libraries

Merging public libraries and their branches with other institutions is hardly a new phenomenon. Similar organizational solutions occurred in the

network of public libraries already in the 1960s and 1970s, thus way before the socio-political transformation of the 1990s. At present they include mergers with other culture institutions, chiefly community cultural centres, and with libraries being part of other networks, like schools, companies, health resorts, or institutions outside the culture and educational sector, like offices or postal service agencies. Less frequent are public-military, public-academic or public-parochial libraries, as well as institutions established by joining more than two organizations into one, e.g. joint public and school libraries becoming part of a community cultural centre (1) or a municipality office. The decisions to merge the previously independent institutions were mostly made by local decision-makers, chiefly in small, local communities, and were economically – or organizationally-driven. Initially the mergers occurred at a municipality level, whereas over time there was ample evidence of such activity in large voivodships or county agglomerations where the establishment of multifunctional centres was attempted. Various merger scenarios were followed: either whole library institutions, i. e. main libraries with branches were merged with other structures or only main libraries themselves or only library branches.

The merger intensity varied from period to period. The first merged public libraries (public-school libraries, and public-health resort libraries) were established towards the end of the 1960s in the area of the Wałbrzych county (powiat). A large-scale merger tendency was recorded in the 1970s in the Olsztyn and Szczecin voivodships,

in some municipalities, and particularly in rural areas. (2)

A period of further intensification in library mergers fell in the 1990s, which saw the end of the Fund for the Development of Culture which until then provided funds for public library new title purchases. Public libraries came directly under local governments. They thus became local government institutions, which consolidated their position in local communities on the one hand, yet made their operation totally dependent on local authorities on the other hand. At the time the unstable situation of public libraries was linked with unstable situation of local governments, particularly in terms of funding. The administrative reform started after 1989 and the educational reform of 1996 in general, and the increased school expenditures delegated to local governments resulted in a tendency to limit funding to public libraries. Local governments now holding responsibility for institutions from various sectors focused on seeking ways to economize and rationalize their activities, and formed organizational clusters composed of culture institutions (including libraries), educational entities, centres of sports, recreation and even promotion. Those measures were not properly prepared, given the absence of any rules and terms developed for mergers of public libraries with other types of libraries or other culture institutions. Local decision makers hardly thought of consulting the library community and the mergers eventually took a chaotic course. The only attempt to define the merger conditions and cooperation principles was made for the sake of public-school libraries. This included drafting agreements, and rights and obligations of both libraries, especially in the area of funding new book purchases, collection care, library space costs and staff remuneration. (3) In practice, however, the created principles hardly materialized if indeed they ever served as any reference model at all.

The question of organization and rules of operation in public-school libraries (and school-public libraries) has been widely covered in professional library journals. The opinion prevailed that mergers of school and public libraries are not desirable, however one acknowledged situations when the merger gave a chance for joint survival of both institutions in less affluent municipalities. In 1996 a conference was held in Olsztyn on public and school libraries, and their mutual

relationship (4), at which the participants attempted to specify the acceptable mergers, and the merged libraries' rules of operation. Notwithstanding, the conference participants upheld the conviction about the need to maintain two separate, autonomous organizations. It was found that a merged library is in no position to be able to fulfil the statutory tasks of both libraries, now joined into one, and to provide adequate services for the entire local community.

In 1995 out of the total figure of 9,505 public libraries, 1,219 were merged libraries (i.e. 12.8%), including 841 libraries incorporated in the structure of community centres, 324 public-school libraries, 22 public-company libraries and 32 other mergers. (5)

The ongoing process of incorporating libraries in other institutions encountered negative opinions of the library community. The criticism was mainly focused on such problems as:

- loss of independence and of a legal entity status of the merged libraries;
- the incidents of commissioning librarians to do extra work, often unconnected with the promotion of reading if a library was incorporated for instance in a community centre;
- lack of specified rules governing the spending of a library's budget (particularly the book purchase fund).

The libraries incorporated in the structures of other institutions lost their autonomy, and their activity was weakened by the need to perform the tasks of the superior structure, unconnected with library user services. The staff of these merged libraries often failed to stick to the standards of a librarian's profession, had limited possibilities of participation in training courses, fell under different principles of promotion and remuneration, and gradually lost their links with the library community.

The library lobby launched a number of initiatives to limit these negative practices. In 2002 an amended Act on Libraries of July 27, 2001 came into force (6), which added paragraph 7 to Article 13 of the Act on Libraries of June 27, 1997 (7) stating that "public libraries shall not be joined with other institutions, as well as school and pedagogical libraries". The amendment was intended to preserve and protect the statutory independence of public libraries and the possibility to fulfil the statutory tasks. Despite the already 6-year-old ban to merge libraries with other institutions, the number of libraries

being part of an organizational cluster accounts for 25% of their total number (in 2006 – 23.4%; in 2005 – 24.2; in 2004 – 27.2; the peak percentage was recorded in 2001 – 27.7%). Merging public libraries with other institutions is thus a relevant social trend, the more so that over 83% are located in rural areas.

In 2006 the situation varied from voivodship to voivodship. Up to 20% libraries out of the total figure were merged with other institutions in the Kujawy-Pomeranian, Mazovian, Pomeranian, Silesian and Holy Cross voivodships; from 20% to 30% in the Lublin, Lubuskie, Łódź, Lesser Poland, Sub-Carpathian and Greater Poland voivodships, and over 30% in the Lower Silesian, Opole (38.6%!), Podlasie, Warmia-Masurian and Western Pomeranian voivodships.

Merged libraries and library branches*

Years	Total	Urban	Rural	Difference compared to previous year
1999	1213	343	870	–
2000	1705	372	1333	+492
2001**	2450	429	2021	+745
2002	2336	395	1941	–114
2003	2317	391	1926	–19
2004	2350	440	1910	+33
2005	2081	354	1727	–269
2006	2002	338	1664	–79

* Public-school libraries, incorporated into the structure of a culture institution or other institution.

** Since 2001 the statistics included also libraries incorporated in the structures of institutions outside the culture sector.

Despite the unstable situation of merged libraries over the years (e.g. in 2000 and 2001 their number rose, and thereafter it went down, excluding 2004), from 1999 to 2006 the total figure grew by 789 (in rural areas – an increase by 794, in urban areas – a drop of 5). In that figure the number of libraries incorporated in community centres grew by 727, public-school libraries dropped by 53, libraries incorporated in the structure of institutions outside the culture sector went down by 74 (all data compared to 2001 when the Central Statistical Office – GUS, began to register the trend). The above are just estimate figures. A myriad of often unclear models adopted for merged libraries prevents an unequivocal determination of their formal and legal status. On top of that, counter to the banning provision included in the amended Act on Libraries, various informal mergers take place,

which most often mean that public library collections are turned over to schools. This unfavourable situation is still enhanced by the difficulty to register merged libraries, which is due to their large-scale instability. They become merged libraries only to recover their independent status after some time.

The Current Situation

The public-school libraries (branches)

Ample knowledge is available on the situation of public libraries joined into one with school libraries, owing to the data published in the *Public Libraries in Figures* yearbook and a research programme conducted at the National Library's Institute of the Book and Reading. (8) In 2006 they accounted for 3% of the total number of public libraries and 12.5% of merged library institutions.

The public-school libraries (or school-public) are extremely diversified, and the merging trend mainly affects library branches (also children's divisions). They are either located at schools or in independent office premises. This group includes libraries meeting the needs of both typical school library users, like pupils and teachers, and public library users, like adults, by developing profiled collections and providing services matching the expectations of each community. Such libraries fulfil both functions in compliance with the agreed principles. However, mostly first libraries of this type established back in the 1970s operate in compliance with adequate documents (contract, agreement or statute), as well as those which form a part of a joint system of public-school libraries (e.g. several institutions of this type within a municipality). Libraries established in the 1990s, particularly in the second half of 1990s, when the mergers took a chaotic course, were deprived of such an institutional frame. (9)

Unfortunately, a sizeable part of merged libraries, located at schools, ceases to perform the functions of a public library and turns into simple school libraries open only during school hours, run by a teacher, offering less than friendly access to external users in post-school age. Also their holdings and services do not cover all user groups in a local community.

In 2006 over a half (132 out of 250) public-school libraries (i.e. 52.8%) was located in four voivodships: Warmia-Masurian – 38, Western Pomeranian – 32 (these two voivodships excelled

Public-school libraries and branches*

Years	Total	Urban	Rural	Difference compared to previous year
1999	303	41	262	–
2000	355	34	321	+52
2001	340	37	303	–15
2002	319	37	282	–21
2003	317	37	280	–2
2004	394	76	318	+77
2005	260	28	232	–134
2006**	250	29	221	–10

* Data sourced from the yearbook *Biblioteki Publiczne w Liczbach* / *Public Libraries in Figures*.

** Counted together with 10 libraries incorporated in the structure of community cultural centres.

in such reorganizations in the 1970s), Łódź – 34 and Greater Poland – 28. In seven voivodships their number never went above 10, and in five the number varied from 12 to 20. Over 88% operated in rural areas.

Libraries (and branches) incorporated in a structure of a community cultural centre or other culture institution

Quite different is the situation of libraries incorporated in the structures of community cultural centres. In the early 1990s (in 1992) their number exceeded 600 (10), and showed a rising tendency. In 2006 the figure reached 1,637, which accounted for nearly 20% of all public libraries and over 80% of all merged libraries. Just like other merged libraries their decisive majority operate within the structure of community centres in rural areas (81.9%).

Though the difficult situation of libraries having merged with community centres was raised by librarians on numerous occasions, no attempts were made to define the principles of cooperation of the two institutions which are quite different task-wise. The rules of operation of libraries in community centres are dependent on local decision-makers, and usually neither are reflected in a statute of the superior structure, nor indeed in the library's rules and regulations as an appended document. (11) The absence of a sufficient formal and legal framework to protect the autonomy of libraries means that they do not always possess their own budget or freedom in spending it which, in turn triggers a chain of other limitations (e.g. job cuts, library space cuts, access hurdles or shortened opening hours).

A separate matter is the declining links and contacts of the main library with its branches once it becomes merged with a community centre. There are also reverse situations when branches are merged with community centres. It is hard to understand the nature of such a merger since a library branch is not a legal entity – it operates as an integral part of the main library.

Libraries and library branches in the structure of a community centre or another culture institution*

Years	Total	Urban	Rural	Difference compared to previous year
1999	910	302	608	–
2000	1350	338	1012	+440
2001	1921	358	1563	+571
2002	1870	335	1535	–51
2003	1895	340	1555	+25
2004	1827	349	1478	–68
2005	1701	311	1390	–126
2006	1637	296	1341	–64

* Data sourced from the yearbook *Biblioteki Publiczne w Liczbach* / *Public Libraries in Figures*.

In 2006 only in the Silesian voivodship the percentage of such institutions accounted for less than 10% of the total public library network, in seven it ranged from 10–20%, in six from 20–30%, and in two voivodships it exceeded 30% of the total figure: in the Opole voivodship (32.4%) and in the Lower Silesian voivodship (30.9%).

Libraries (and branches) incorporated in the structure of institutions outside the culture sector

The data concerning such entities have been registered by the Central Statistical Office GUS since 2001. These are chiefly libraries incorporated in the structure of local government offices at the municipality or county level or local government administrative entities in charge of education, culture, sports etc. They operate either as library departments or divisions or units, and the tasks of a librarian are often performed by a local government officer, inspector or a person employed as “a librarian of a municipality office library”. Such libraries are treated as municipality office units, and often their staff as municipality office staff. Such mergers may result in the “dissipation” of the network once all entities fall under the direct competence of the municipality, and the organizational and practical

links between the main or central library and its branches begin to fall apart.

In 2006 the Central Statistical Office registered 115 such mergers (1.3% of the total public library network and 5.7% of the merged entities) and 88.7% out of this figure applies to rural entities. The most numerous group of libraries operating in the structure of entities outside the culture sector was registered in the West Pomeranian voivodship (32 libraries, i.e. 27.8% of the total figure of mergers) and covered 8.4% of the voivodship public library network. In other voivodships their percentage relative to the total number of libraries was definitely lower – in 12 voivodships it ranged from 0.2% to 3.4%, and in three no such mergers was registered.

Libraries and branches in the structure of entities outside the culture sector*

Years	Total	Urban	Rural	Difference compared to previous year
2001	189	34	155	–
2002	147	23	124	–42
2003	105	14	91	–42
2004	129	15	114	+24
2005	120	15	105	–9
2006	115	13	102	–5

* Data sourced from the yearbook *Biblioteki Publiczne w Liczbach* / *Public Libraries in Figures*.

Another entity are centres of social communication (Polish abbreviation: CKS). The data disclosed about the CKSs are incomplete as they are not always registered in the GUS statistics as merged structures. The data are extracted from voivodship libraries' reports. It follows that these entities are of marginal importance for the public libraries' network. They were established at the initiative of the Polish Post (Poczta Polska) which submitted a proposal to the Ministry of Culture and National Heritage in 2002 to open postal agencies in public libraries or library branches. (12) The assumption was to enable more efficient communication between citizens and the external world. (13) The idea was not all that new, the attempts to set up post offices and libraries in one were already reported in 1998 by the participants of the 5th Reading Forum in Kielce/Cedzyna. (14) The CKSs operate on the basis of fixed term agreements between public libraries (mainly their rural branches) and post offices. In 2003 in 4 voivodships the number of

CKSs reached 9, and in 2004 according to the Polish Post it went up to 19 in 8 voivodships. In 2005 voivodship libraries registered 24 CKSs in 6 voivodships (mostly in the Lublin and Łódź voivodship), and in 2006 they registered 29 CKSs in 7 voivodships (15). A person employed in a centre of social communication performs the tasks of both a librarian and a post office clerk.

Libraries without the status of a cultural institution

Libraries without a legal entity status have become a source of serious organizational problems. Despite the changes in the library sector, – just to mention the amended acts on libraries, on the organization and conduct of cultural activity and on public finance – their founders have failed to adjust the legal situation to new regulations, i.e. have not transformed libraries into culture institutions and have not added them to their list of culture institutions. Such organizationally dependent libraries include libraries otherwise operating as independent entities, state funded service establishments, organizational units of a municipality, libraries incorporated in the structure of a municipality office, specialized administrations (e.g. local government administration of education and culture, local government administration of educational entities) or other institutions, and last but not least as a component part of the merged libraries (e.g., incorporated in the structures of community centres and not possessing a legal entity status).

Libraries deprived of a culture institution status are in an unfavourable position because they cannot apply for extra funding from non-local government funds. The scale of the problem became apparent when the Ministry of Culture and National Heritage launched an operational programme *Promotion of Reading* in 2004 to allocate funds for new book purchases. In 2005–2006 ca. 14% of public libraries could not benefit from the programme, in 2007 the percentage luckily dropped to 9–10%.

The adoption of Ministry of Culture grant allocation criteria has had a positive impact on the transformation of libraries into culture institutions, since the programme is based on the fundamental principle that only libraries with a culture institution status are entitled to apply for new book grants. Bearing this in mind many local

governments decided to transform their libraries, yet still a notable part of them defend themselves against the new funds wielding an argument that the matter concerns small entities the independence of which will only increase the overhead costs.

Public libraries merged with other institutions and libraries without a culture institution status form a numerous group of entities in the public library network. Despite their long existence, it is hard to present updated facts concerning their number and location. Their instability is a direct consequence of their organizational framework – non-compliant with the binding law, thus defective and incompatible with regular public libraries. The library community has not accepted the organizational framework of libraries merged into one with other entities, as it deprives them of their independence. Controversial opinions are voiced on their social usefulness and library correctness. According to librarians library mergers and the unregulated formal and legal status of the created entities lead

to degradation of a public library among other culture institutions, and the social effects include falling numbers of users and borrowings, or the declining habit to use books.

Though the profit and loss account clearly indicates that the losses far outweigh any gains, it is hard to expect any radical changes concerning the libraries already merged with other institutions. Their statistics have oscillated around the same level for a couple of years and any noticeable recovery of the libraries' independence has been much too slow.

The situation of libraries that were not established as culture institutions as envisaged under the Act on Libraries has improved over the recent years. The growing awareness of local decision-makers about how a modern institution should operate, which implies also the need to join non-standard projects, participate in a variety of programmes, apply for funding, inclusive of government funding, has already brought some positive effects for those hitherto underprivileged libraries.

Notes

(1) For instance in 2006 the Central Statistical Office GUS registered 10 such library entities.

(2) In 1975 the statistics showed 5 such entities (all based in the Olsztyn voivodship), but in 1976 already 38 (in 11 voivodships), and in 1986 – 50; In the early 1990s their number countrywide exceeded 200 (1992 – 216, 1993 – 227). After: Lewandowicz, Grażyna *Cienie i blaski czytelnictwa i obsługi dzieci i młodzieży* [Shades and Splendors of Reading Services for Children and Youth]. In: *Biblioteki publiczno-szkolne. Materiały z konferencji dyrektorów WBP*, 23–25 kwietnia 1996 r., Stare Jabłonki, Olsztyn 1996 [The Public-School Libraries. Proceedings of a Conference of Directors of Voivodship Public Libraries, April 23–25, 1996, Stare Jabłonki]. Olsztyn 1996].

(3) E.g., *Zasady organizacji działalności bibliotek publiczno-szkolnych w województwie olsztyńskim* (1974) [The Principles of Organization of Public-School Libraries in the Olsztyn Voivodship]; *Zasady współpracy i łączenia bibliotek publicznych z bibliotekami szkolnymi* (1996) [The Principles of Cooperation and Merging Public Libraries with School Libraries].

(4) In: *Biblioteki publiczno-szkolne. Materiały z konferencji dyrektorów WBP* 23–25 kwietnia 1996 r. Stare Jabłonki [The Public-School Libraries. Proceedings of a Conference of Directors of Voivodship Public Libraries, April 23–25, 1996. Stare Jabłonki]. Olsztyn 1996.

(5) Kuźmińska, Krystyna *Funkcjonowanie bibliotek publiczno-szkolnych. Podstawy prawne i finansowe* [The Institutional Guidelines for Public-School Libraries. A Legal Framework and Funding]. In: *Biblioteki publiczno-szkolne. Materiały z konferencji dyrektorów WBP* 23–25 kwietnia

1996 r. Stare Jabłonki [The Public-School Libraries. Proceedings of a Conference of Directors of Voivodship Public Libraries, April 23–25, 1996. Stare Jabłonki]. Olsztyn 1996.

(6) *The Act of July 27, 2001 on the Amendment of the Act on Libraries*. In: *The Journal of Laws* No. 129, item 1440.

(7) *The Act of July 27, 1997 on libraries*. In: *The Journal of Laws* No. 110, item 721 as amended.

(8) Budyńska, Barbara, Krajewska, Anna M. *Biblioteki publiczno-szkolne. Biblioteki publiczne usytuowane w szkołach* [The Public-School Libraries. Public Libraries Located at Schools]. Warszawa 2002.

(9) *Ibid.*, p. 29.

(10) Przybyszewski, Witold *Biblioteki publiczne w 1992 r.* [Public Libraries in 1992]. In: *Bibliotekarz* 1993 No. 7/8.

(11) Gola, Ryszard *Regulamin bibliotek wchodzących w skład innych jednostek organizacyjnych* [The Rules and Regulations of Libraries Incorporated in the Structure of Other Entities]. In: *Bibliotekarz* 2006 No. 6.

(12) Already after coming into force of the amended Act on Libraries of 2001 which banned mergers of public libraries with other institutions and libraries.

(13) Mazur, S. *Centrum Komunikacji Społecznej – nowy sposób na łączenie bibliotek z agencjami pocztowymi?* [A Centre of Social Communication – A New Way to Merge Libraries with Postal Service Agencies?]. In: *Bibliotekarz* 2003 No. 12.

(14) *Biblioteki: Tu i teraz. Forum Czytelnicze V* [Libraries: Here and Now. The 5th Reading Forum]. Warszawa 1998.

(15) In the Kujawy-Pomeranian (9), Łódź (8), Lublin (6), Sub-Carpathian (3), Lesser Poland, Holy Cross and Warmia-Masurian voivodship (1 in each).

Public Libraries and Reading in Poland

Grażyna Lewandowicz-Nosal

Children's Public Libraries in Poland

Abstract The author gives an outline of the history and present situation of public libraries for children and young users in Poland. She gives some statistics and presents examples of most interesting recently created children's libraries.

History

The first children's public library in Poland was opened in Łódź in March 1922. It was a lending library for school children aged 7 to 14. Until World War II still 5 more lending libraries for children and young people were founded in Łódź.

The goal of this initiative was to provide children with good books and to build a network of children's public libraries alongside the school system. The network was to cover the entire city, particularly the factory workers' districts.

What contributed greatly to further development of children's librarianship was the 4th Booksellers' Exhibition organized by the Union of Polish Booksellers and Publishers in 1926. One of its attractions was a "Model Library for Children" displayed at the initiative of Helena Radlińska. It was a professionally arranged book collection that came complete with a 100-page catalogue to be used as a model for collection building in school and children's libraries. (1)

After the exhibition closed the Union of Polish Booksellers decided to turn the book collection over to the Society of the Warsaw Public Library on condition that it would set up a real children's library. It was opened a year later on November 25, 1927 in Warsaw in the Ochota district and was designed for children aged 7 to 12. This new entity, its internal structure and work methods were modelled after a Paris-based children's library *L'Heure Joyeuse* existing since

1924. Maria Gutry assumed the post of the library director.

The Model Library for Children became a branch of the Warsaw Public Library. The holdings which had been growing at a fast rate owing to the legal deposit were arranged by divisions. The decimal universal classification was used to arrange popular science books. Gradually various forms of work with the book and the user developed. For the youngest users these included for instance tale-telling and reading aloud. Older children were invited to talks, or to take part in numerous competitions. They were encouraged to make their own scrapbooks or to write their opinions on books in the "reviews" copybook. In the 1933/1934 school year the Library launched a series of talks on how to use books and library aids while doing the homework.

In January 1933 a non-open access lending library for children was established. It was run by a small team – an equivalent of one and a half full-time positions – assisted by trainees from a One-Year Library School affiliated at the Warsaw Public Library and a College of Social-Educational Work at the Free Polish University.

The library's targets were as follows: development of a comprehensive collection of literature for children and young people, preparation of guidelines on organizing libraries of such type, testing methods of work used in foreign libraries and development of own methods, trainee programmes, reading research and bibliography on children's libraries and literature.

Until the outbreak of World War II sixteen such libraries-reading rooms were opened in Warsaw. In the 1936/37 school year some of these libraries induced the authorities of the Warsaw Public Library to set up a separate Section of Children's Libraries. (2) Its works focused on three areas: a) assistance to libraries – evaluation and reviews of books to be purchased, meetings for librarians, inspections in libraries; b) information and instruction – advice on methods of work, talks, trainee programmes; c) museum activity – organization of a museum of the children's book, acquisition of bibliographies of children's books starting from 1824, and of literature on children's reading interests. The Warsaw Public Library's Museum of the Children's Book, existing until today, was opened in 1938.

The objectives of establishing children's libraries were obviously to encourage children to read books and to fill their leisure time, and furthermore to fill the gaps in formal school education and to enable contact with the book other than a school textbook. A major emphasis was laid on the aesthetic appearance of the reading room as one of the ways to attract users. Already in 1928 postulates were voiced that libraries should accommodate “a radio listening area, meeting rooms, and space to hold talks or present slide shows”. (3)

A handful of libraries was established in other cities of Poland: in Dąbrowa Górnicza, Toruń, Poznań, Cracow, Katowice, Radom. In total, until the outbreak of World War II 27 children's public libraries were opened in Poland, chiefly in metropolitan areas. Their birth took place under the patronage of the educational-peasants' movement, and the goals were to spread education among the poorer part of society and to provide a new form of child care.

The present day

The public library is a public social life institution. Its activity and operation is closely associated with social activity and social changes bear a direct impact on changes in libraries. After 1989, a turning point in Poland's history, which marked the beginning of Poland's transition to democracy, Polish public libraries, including

children's libraries, went through in-depth changes associated with the new system of government, the administrative reform, new local government management and funding policy, lifting of censorship, and last but not least, free paper market. Initially libraries had problems with finding themselves in this new situation. Particularly acute was the change in the funding policy. Public libraries were turned over to local governments and libraries suddenly faced the necessity of proving the need for their existence. Apart from this, new technologies such as computers, the Internet, CDROMs, mobile phones, SMSs forced libraries to adjust their work methods to new tasks real fast and librarians were required to change their way of thinking. They themselves understood immediately that computers with the Internet connection and multimedia play two functions – their presence in a library acts like a magnet, represents an extremely important promotional factor, which translates into an increased impact of public libraries, but at the same time they help librarians in their work (e.g. an sms reminder of a book return deadline). The Internet is a window on the world, but also the world in a library, a library in the world, through ever more popular libraries' www sites or online library catalogues. A diversified publishing offer requires new techniques of collection development. The book selection skill becomes essential. The effects of new pedagogical disciplines are visible in new forms of work, for instance librarians very quickly discovered the advantages of use of pedagogical techniques in various library activities for children. Likewise, libraries could not have stayed immune to such new psychological phenomena as individualism, assertiveness, self-presentation skills. Also the violent reorganization of the labour market, unemployment, reorientation of the education market, new schools, reform of education and teaching curricula had long-term impacts on library activity.

The changing environment necessitates changes in the manner in which children's libraries function. For instance, a children's library called “Abecadło” [The First ABC] in Olsztyn was opened in a local shopping mall.

At present there are three organizational models of children's public libraries in Poland. One is a library branch established to provide

services in a specified region, typical mainly for big cities, they are independent mainly in terms of premises they operate from. The second, more popular model is a library division. Its most characteristic feature are joint premises with a general library. And finally, the third most popular model of providing access to children's books are separate book collections, the so-called "reader's corners" in general libraries

In 2006, according to the Central Statistical Office's data processed by the National Library, the number of children's public libraries reached 1,009, including 208 branches and 801 divisions. In this total figure there were only 149 rural libraries (147 divisions and 2 branches). (4) In the breakthrough year of 1989 the number of active children's libraries was 1,300. Thus over the next seventeen years 291 entities were closed down or merged with other institutions. This process only hinders the child's access to the book, particularly the rural child's. The research on the state and equipment of children's public libraries done at the turn of the 20th and 21st centuries showed that children and young people until 15 years of age unchangingly make up nearly one third (28% in 2005) of library users, in small towns and villages the figure rises many a time to 50% and more. In 2001 a 70% decline was registered in the purchases of new books for children in relation to 1985. On the average libraries bought 354 titles per year. Libraries were able to buy every second title of fiction for children, whereas in 1985 two copies of each title that appeared on the market. The discrepancy between the market's offer and libraries' purchasing power has been growing, but it is worth remembering that libraries buy not only books, but also serials, records and the increasingly popular multimedia. The situation has only slightly improved in the recent four years owing to the grant of the Ministry of Culture approved since 2004 for book purchases. However, there are still some libraries that have not bought a single book for children over the recent years. Many libraries, for instance in the area of Koszalin, have not bought any books, whereas in Warsaw a standard level of purchases is ca. 500 volumes per year. The drastic decline in new titles purchases causes accelerated aging of book collections. At present, most of the children's libraries' collections need exchange and exten-

sion. Children's books show signs of wear and tear, and age at a much faster rate than books for adults, and children do not wish to use unattractive collections. Regrettably, this group of users is constantly treated with neglect.

However, there are also reasons for optimism. A growing number of libraries become increasingly active players in the local community. They are well perceived and evaluated not only by their users. They pursue intensive activity to promote reading among the youngest users. This is evidenced for instance by the effective use of funds under the Ministry of Culture's "Promotion of reading" operational programme. Children's libraries in Poland are also facing new challenges, first of all a broader use of the possibilities offered by the Internet (e.g. Web 2.0), and services for foreigner.

One of the most well-known Polish children's libraries is definitely the children's library in Oświęcim. Since its opening in September 1993 it has worked under the patronage of the Polish Section of IBBY (International Board on Books for Young People). Its holdings comprise now over 25,000 registered units. Since the beginning the library has run a so-called Kid's Corner offering toy books, short fairy tales, children's poetry, supplemented by a division containing books for parents on psychology, pedagogy, education. In 2002 the library set up an Internet corner offering multimedia holdings. Another separate division is composed of foreign literature for young people in such languages as Hebrew, Japanese, Lithuanian, Czech, Slovak, French, German, Swedish, Norwegian, English. These are the so-called wandering collections – lent to other libraries' exhibitions.

One of the most well-known activities of the Oświęcim Library is the programme titled *Presentation of cultures of other countries and cultural integration through books for young people*, which makes use of the foreign language holdings acquired owing to cooperation with libraries and centers of the children's books at home and abroad. The programme's objectives include systematic activities to familiarize young people with a selected country's literature and culture, overall preparation to living in an integrated society, development of indispensable skills to overcome barriers and prejudices amongst peers from various countries. The programme's

activities include exhibitions, talks, presentations, competitions, and story-telling.

The library won among others a nomination to the International Asahi Prize medal and a nomination to the Award of the President of the Republic of Poland “The Arts for Young People” (2003).

The second leading children’s library is the popular Płock-based “Chotomek” (The Wanda Chotomska Children’s Library in Płock). Opened on September 11, 2000 it occupies a three-storied building providing 464 square meters of office space plus an adjacent garden. It is one of the biggest and most modern children’s libraries in Poland. A focus on child safety came into the foreground in the arrangement of the interiors. The ground floor houses a children’s lending library called “The World of the Book for Everyone”, a lending library for little kids “The Little Kid’s Land”, and an information centre offering computers and the Internet access. The first floor houses a reading room and a “Gallery of the Young” - a place to hold exhibitions and larger library events. The attic was turned into a “Land of All Fairy Tales”.

Of all the library’s achievements a mention is due to its most well-known activity, namely “The Little Child’s Club”. These are systematic classes that have been conducted since the opening of the library for children and their parents. For adults the library organizes talks and lectures, for instance on child’s development and education, and for children it provides the so-called “Library mornings” – daily, hourly meetings for two-and-a-half year olds who do not attend day care centers. The children who join the Club’s activities mostly become the library’s users at a later stage. The classes in the “Little Child’s Club” teach children social skills, ability to play with others, but first of all they develop their interest in literature. In the library these little kids also master such basic skills as lace tying, buttoning, or table manners.

The Płock Library is also a pioneer in organizing large open-air events called “Literary Picnics”. These are book and author promotions, taking place outside the library’s walls, on weekends or holidays. The events are intended to integrate the family and local community life, and provide an interesting opportunity to spend some leisure time in the open air. The picnics

hosted among others popular writers: Wanda Chotomska, Emilia Waśniowska, Anna Onichimowska, and Joanna Papuzińska.

Undoubtedly the “Płock project” is a showcase example of a child-friendly library conducive to child’s development. Some of its achievements include a nomination to the Award of the President of the Republic of Poland “The Arts for Young People” in 2003, and the Kierbedź Prize – award of the Warsaw Public Library, in 2005.

The youngest “benjamin” of Polish children’s librarianship is a multimedia-based children’s library “Abecadło” – the name actually picked by children – [The First ABC], that opened on the first day of spring on March 21, 2006. It is situated on the second floor of the Alfa Shopping Mall in Olsztyn where it occupies 400 square meters of space. It is probably the first library in Poland situated in a shopping mall. The project was financed by the local government and the interior was designed by a German architect Christian Schmitz. The Library is adapted to the needs of disabled persons. The holdings comprise the collection of the Olsztyn Children’s Public Library No. 10, with over 3,000 registered items of additional multimedia – records, games, films, audio books, educational toys. Moreover, the library provides 12 computers with the Internet access, and 3 places in the music listening area. The use of the library is free of charge for children under 13 years of age, the only exception being a subscription fee for multimedia lending services (25 PLN and 40 PLN respectively for a semi-annual and annual subscription). Starting each day after 5 p.m., the Library offers a range of activities from plastic arts, computer classes, literary workshops to drama, music and dance. The library employs voluntary workers from a “Young People” European programme, who prepare meetings on culture and customs in their home country. Other voluntary workers help school pupils do their homework.

Interesting, though quite controversial in my opinion, are birthday parties and day care services. Both services are available against payment. On Saturdays the library offers a possibility to organize a two-hour party with an attractive programme adjusted to children’s age. This birthday party service has become very popular.

The second service is addressed to parents doing shopping in the mall. They may leave their kids aged 4–7 in the Library under a librarian's care (5) – this service, however, is used only sporadically. (6) Also there is scheduled time on Saturdays for family activities. Families may take part in organized workshops, games and competitions. Once in a month parents are invited to lectures on child's education and development. Each of these lectures is accompanied by a collection of the most relevant materials put on display in the library reading room, such as guides to pedagogy, psychology, and education.

The best example of ongoing changes are also two multimedia libraries created for young people aged 13–25. Both institutions, "Planeta 11" in Olsztyn and "Mediateka" in Wrocław were established in 2003 within the Bertelsmann Foundation's project "The Library for Young Clients". Next to the Foundation, the project participants were local governments of towns and municipal public libraries. The Foundation provided funds for interior arrangement, technical equipment, collection development (books and multimedia). Local governments provided premises and covered the makeover costs. The project's objectives were the following:

- to reach young people with an attractive offer
- to promote reading
- to provide quick access to the necessary information
- to teach efficient use of information
- to provide professional assistance in learning and other extracurricular pursuits
- to provide careers and family advisory service
- to organize young people's leisure time. (7)

Besides quality objectives, also target measures were adopted, like reaching 70% of young people aged 13–25. The concept was modelled on the Medien@age library from Dresden. (8)

The interior design of the Olsztyn library was authored by Christian Schmitz, and it refers to the neighbouring Planetarium and contains "cosmic" elements. The Library's holdings number over 15,000 books and ca. 6,000 other registered items. There is an electronic ordering system and a 24-hour document return throw-in box. The Library is also very well equipped. It offers, among others, 10 computers with the Internet access, two places in the music listening area, VHS and DVD players.



"The Book Stop" – The Public Library for Children and Young People in the Ochota District in Warsaw

One of the Library's major tasks is to provide a careers advisory service. The service is run by a specially employed person who conducts workshops for job seekers. The Library cooperates also with the local Labour Office. The library's total staff is 9, who are assisted by voluntary workers from the "Young People" European programme and voluntary workers from the local Voluntary Centre (ca. 10 persons). To promote its services the library uses the experiences of commercial companies. The library offers T-shirts, pens, information brochures and posters with the "Planeta 11" logo. Young people take an active part in organizing activities and meetings – they have organized graffiti and cartoon workshops, fashion shows, computer games, competitions, or have put their works on display. Undoubtedly, the library has become a local attraction and a valuable alternative solution as opposed to pubs and benches in front of blocks of flats. It has turned into a vibrant place that is used not only to borrow a book from the school reading list.

The Wrocław "Mediateka" library is housed in a historical building in the city centre at the Theater Square. The edifice is historical yet the interior ultramodern. A so-called media conveyor runs across the interior's open space and the book stacks run along the walls. All items are electromagnetically secured. Additionally, monitoring equipment is installed. Collection development (over 27,000 registered units at present) began from scratch, with a focus on new media, like CDs, films, computer games. The borrowed items may be returned 24 hours a day, like in



“Mediateka” – the Multimedia Public Library for Young Users in Wrocław



“Planet 11” – the Multimedia Public Library for Young Users in Olsztyn

“Planet 11”, into a “trezor” box. They may also be ordered electronically.

One subscription fee covers most of the services. The holdings are actively borrowed which only means that the offered range of material is attractive to users. Library staff quickly respond to novelties and changes on the market, particularly regarding music collections. The Media Centre employs also voluntary staff from the “Young People” European Programme where, among others, they conduct “Language Café” – conversations with native-speakers. The careers advisory service offers a variety of workshops, e.g., on how to be an active job-seeker. The historical basement houses a bookshop and a place called a “Literary Port” where exhibitions and meetings with authors are held. After five years of operation the “Mediateka” has over 9,000 active, registered and satisfied users.

Somewhat different are the tasks of the Children’s Division at the Lower Silesia Public Library in Wrocław, acting as a province library. The staff’s attention is more focused on younger children for whom the library has invented an attractive range of activities based on play pedagogical methods. The Library holds the largest collection of serials for children and young people in Poland. Since 2004 the Library has run a campaign “the book on suitcases – Lower Silesian meetings of writers with young readers”. In 2007 twelve authors met with children and young people from 67 villages, they covered 5,000 km. Similar projects were launched by libraries of the Subcarpathian and Kujawy-Pomeranian voivodships.

The distinctive feature of the Lublin province libraries is the only annual award in Poland for librarians working with children – the private Anna Platto award. The award’s patron, Anna Platto (1944–1995) worked from 1967–1983 in the Province Public Library in Lublin where she was responsible for children’s libraries, their organization, curricula, methodological advisory services. She was also a notable personality for her achievements in librarians’ training while she worked at the Library College in Lublin (1975–1993).

In 2007 the Anna Platto Award was presented for the 13th time which marked as usual the anniversary of the patron’s birthday on August 8. The nominations are forwarded by county libraries and executive boards of Polish Librarians’ Association circles. The award definitely serves as an encouragement for libraries to act, to improve their performance and to come forward with interesting and attractive activities.

Public libraries in the Silesian voivodship are very active players in promoting reading among children and young people. There are three big projects that are especially worth mentioning in the context of Silesian children’s librarianship. The first is the *Night with Andersen*. These are all-night events intended to stimulate reading interests and to promote the idea of reading aloud. Well-known persons are invited to libraries to read books to children, which is intermingled with various competitions, literary games, and conversations over the Internet with the event’s participants from other libraries and countries. Each year the active participants of the

project are libraries among others in Dąbrowa Górnicza, Jaworzno, Gliwice, Racibórz, Tychy, Czechowice-Dziedzice, Katowice.

The second project is a nationwide campaign *Whole Poland reads to children*. In June 2002, the First All-Poland Week of Reading to Children attracted 150 towns and villages from all over the country, whereas in 2005 already 1,300. The week begins with reading the poem by Julian Tuwim titled *Locomotive*, and ends with a parade of children disguised in fairy tale – inspired outfits. In many places children present to local authorities their requests for improved supplies of books to libraries or restarting of suspended activities for children in community centers. The Silesian province libraries take a very active part in this project. Some of them received awards and other tokens of distinction from the ABC XXI Foundation.

The third project are the *Katowice Library Presentations* held by the Silesian Library. The underlying idea is to integrate the library community in the voivodship and to share professional library experience. The presentations have been organized since 2004, and libraries engaged in particularly rich and versatile activity for children and young people get a chance to present their offer. The event's programme is filled with lectures, talks, meetings with authors, concerts, fairs and competitions. Finally a presentation ceremony of the *Guliwer* journal's literary awards is held (*Guliwer* is a Polish journal on children's books).

Another valuable initiative is the guide on public libraries published in 2004 for children of the Silesian voivodship under a meaningful title *The Children's Library as a Unique Place*. It contains descriptions of 40 pro-active libraries working for the benefit of "the most demanding, but also most grateful users". (9)

In Sopot the Municipal Public Library has conducted activities for three-year olds' under the motto *Expedition to the Land of Books* and *The Magic of Fairy Tale* for many years. During these meetings children have access to toy books, listen to fairy tales or watch performances, or act as fairy tale characters. It is a way to make the library more popular as the child-friendly place. (10) For older kids regular educational meetings are held, the so-called subject-related library lessons, with the use of play pedagogy,

art therapy, music therapy, Veronica Sherborne's developmental movement and Milton H. Erickson's metaphorical method. These computer-enhanced lessons are prepared at the order of schools, day care centers and other educational institutions. The third project carried out by the Sopot Library are bibliotherapeutic activities taking the form of educational-therapeutic workshops. In 2003 the "Orthofun Library" was started for children with dyslexia and related disfunctions. It offers computer-enhanced lessons of colourful orthography. The Sopot library computer centre was set up thanks to the Sopot Town Hall grant and funds raised from the Open Society Institute in Budapest for the project "Library without borders". The fundamental idea was to provide children and young people with access to computers and the Internet.

Children's libraries in the Holy Cross voivodship are mostly well-working libraries where colour wins over greyness, and play and movement replaces standstill and silence – in these words Małgorzata Grodzicka summed up the activity of libraries in her voivodship in 2006. (11) The author assessed that the growing popularity of activities based on play pedagogy led to the acceptance of positive noise in libraries that naturally accompanies various events. The major projects carried out in the libraries of this small voivodship include: the review of children's theatres "Stodoła" (The Barn) organized by the library in Końskie, or *Colourful playground* – the holiday season campaign conducted in Ostrowiec. Once a week librarians take books with them and go to local playgrounds to entertain children who have stayed in the town for the summer. It is a direct borrowing of the French "basket with books" action. Librarians from Kielce and Skarżysko visit children in hospitals to read books to them. Particularly noteworthy is the activity of the library branch in Jakubowice near Ożarów. To meet the demand of the local community the decision was made to hold educational-library activities titled "The kid in the library". Twice a week and for three hours the library provides a very useful programme for kids consisting of educational games, tale telling, competitions. Some of the kids attending this "library kindergarten" come from faraway villages. These little kids feel surer and less at a loss when they begin to go to school.

Children's libraries are very active in the interregional cooperation field, they also participate in international programmes. For instance the Municipal Public Library in Jelenia Góra, still as a voivodship library, took a very active part in cooperation of libraries of the Nysa Euroregion. Other partners in the programme, next to the Jelenia Góra library, were libraries in Dresden and Liberc. A number of seminars was held within this cooperation programme, also for children's librarians. Each year a Karkonoš-Rübezah-Rzepiór competition is held titled *The Spirit of Karkonosze*. Among others, a guidebook on the Euroregion's libraries was published and a trilingual, illustrated booklet for children was prepared, explaining what a library is, what one can do in it and how to become a user.

In 2001–2004 the Public Library in the Warsaw district of Ursus joined the international BARFIE project – *Books and Reading for Intercultural Education*. The programme's chief goal is to promote intercultural cooperation via children's books and media, to create an information sharing platform and to implement the most efficient methods of innovative use of literature in intercultural education, to raise the awareness of cultural heritage in young Europeans through the book and other media. A catalogue of European books was compiled (130 titles from 16 countries of Europe) discussing difficult problems of children and young people such as disability or ethnic minorities. The catalogue contains also two Polish books – one taking up the subject of teenage pregnancy "Magda.doc" by Marta Fox, and the other on children adoption titled *Jeż* [The Hedgehog] by Katarzyna Kotowska. The full catalogue may be downloaded from the library's www site (www.bpursus.waw.pl). The project covered 11 countries and was coordinated by the House of Children's Literature in Vienna.

The recent years' characteristic features are large differences among libraries in terms of their

Public libraries for children and young people in Poland in 1989–2006 (12)

Year	Total number of libraries in Poland	Total number of children's libraries	Branch libraries for children	Divisions for children	Rise/decline in number of children's libraries
1989	10313	1300	384	916	
1990	10270	1283	384	899	-17
1991	9936	1244	326	918	-39
1992	9770	1222	311	911	-22
1993	9605	1190	297	893	-32
1994	9558	1173	284	889	-17
1995	9505	1161	278	883	-12
1996	9342	1155	268	887	-6
1997	9230	1126	265	861	-29
1998	9167	1166	257	909	+40*
1999	9046	1127	242	885	-39
2000	8915	1127	254	873	0
2001	8849	1086	230	856	-41
2002	8783	1091	234	857	+5
2003	8727	1066	219	847	-25
2004	8653	1031	214	817	-35
2005	8591	1018	212	806	-13
2006	8542	1009	208	801	-9

* Jerzy Maj in his analysis of the data in yearbook *Biblioteki Publiczne w Liczbach* [Public Libraries in Figures] was sceptical about the reliability of data for that specific year.

organizational status and material situation. It needs to be stressed that libraries which have good facilities, buy new books, offer computer hardware with the Internet access and attractive forms of work with users achieve good results and find appreciation in the local community. In such entities the number of users and borrowings shows an upward trend. Also the social acceptance for their activities is on the rise. Like in every field, there are leaders also among children's libraries. It is important that such institutions exist and they are successful in continuing the best traditions not only of Polish, but also of world children's librarianship.

Notes

(1) Filipkowska-Szemplińska, Jadwiga, Gutry, Maria *Katalog Biblioteki wzorowej dla dzieci i młodzieży* [The Catalogue of a Model Library for Children and Youth]. Warszawa 1927, p. 127.

(2) Gutry, Maria *Sekcja Bibliotek dla Dzieci Biblioteki Publicznej m. st. Warszawy* [The Warsaw Public Library's Section of Children's Libraries]. Warszawa 1939, p. 30.

(3) Gutry, Maria *Rola i organizacja bibliotek dla dzieci i młodzieży* [The Role and Organization of Libraries for Children and Youth]. Warszawa 1928, p. 14.

(4) Cf. the table at the end of the text in: *Biblioteki Publiczne w Liczbach 2006* [Public Libraries in Figures 2006]. Warszawa 2007.

(5) Romejko, Ewa *Multimedialna biblioteka „Abecadło”* [A Multimedia Library "Abecadło" – The First ABC]. In: *Świat książki dziecięcej*. Miesięczny dodatek do

„Poradnika Bibliotekarza” [The World of Children's Books. A Monthly Supplement to The Librarian's Guide]. 2007 Nos. 1, 2, pp. 13–14. For more information see also www.abecadlo.olsztyn.pl.

(6) Pol-Czajkowska, Danuta *Planeta 11, Abecadlo* [“Planeta 11”, “Abecadlo” – The First ABC]. In: *Rola biblioteki publicznej w edukacji dzieci i młodzieży* [The Role of the Public Library in Education of Children and Young People]. Kielce 2006, pp. 163–171.

(7) *Ibid.*, p. 164; Janus, Anna *Mediateka – odpowiedzi na potrzeby współczesnej młodzieży*. [A Media Centre – A Response to the Needs of Today's Young People]. In: *Świat książki dziecięcej*. Miesięczny dodatek do „Poradnika Bibliotekarza” [The World of Children's Books. A Monthly Supplement to The Librarian's Guide]. 2007 No. 4, pp. 10–12. For more information see also www.mediateka.biblioteka.wroc.pl

(8) Józwowicz, Elżbieta *Biblioteka modelowa dla młodych klientów – stan projektu w Olsztynie* [A Model Library for Young Clients – Progress Report on the Olsztyn Project]. In: *Dziecko i książka* [The Child and the Book]. Warszawa 2004, pp. 158–164. See also: www.planeta11.pl

(9) *Biblioteka dla dzieci miejscem szczególnym. Przewodnik po bibliotekach publicznych województwa śląskiego*. [The Children's Library as a Unique Place. A Guide to Silesian Voivodship Public Libraries]. Katowice 2004, p. 48.

(10) Trella, Violetta, Wojciechowska, Katarzyna *Działalność kulturalna, edukacyjna i informacyjna Miejskiej Biblioteki Publicznej im. Józefa Wybickiego w Sopocie* [The Cultural, Educational and Information Activity of the Józef Wybicki Public Library in Sopot]. In: *Dziecko i książka* [The Child and the Book]. Warszawa 2004, pp. 144–149. See also www.mbp.sopot.pl.

(11) Grodzicka, Małgorzata *Działalność kulturalna, edukacyjna i informacyjna bibliotek publicznych dla dzieci i młodzieży w województwie świętokrzyskim* [The Cultural, Educational and Information Activity of Public Libraries for Children and Young People in the Holy Cross Voivodship]. In: *Rola biblioteki publicznej w edukacji dzieci i młodzieży* [The Role of the Public Library in Education of Children and Young People]. Kielce 2006, pp. 63–74. All data that follow are taken from this article.

(12) *Biblioteki Publiczne w Liczbach 2006 / Public Libraries in Figures 2006*. Warszawa 2007.

Public Libraries and Reading in Poland

Marcin Drzewiecki, Dorota Grabowska School Libraries and the Social Changes in Poland after 1989

Abstract The authors carried out a detailed analysis of school libraries in Poland looking on political and social changes after 1989, changing function of school libraries as defined in the law on school education and changing principle and scopes of teaching. The school libraries' s fundamental functions are presented in the article not only in the pedagogical context, but also in social and cultural perspective.

School libraries in Poland are an inseparable part of schools. Their distinctive feature, as opposed to other types of libraries, is compulsory school library membership, quite on a par with compulsory school attendance. (1) The fundamental function of a school library is to co-participate with the school in processes involved in the comprehensive preparation of pupils for life in society. (2) The educational function is achieved by means of developing reading and information needs associated with school curricula and individual pupil interests. The underlying concept is to develop self-education skills. The school library is to create conditions to seek, arrange and use information from a variety of sources and to promote IT skills. Its activities are also to support teachers in their professional work and self-improvement. While pursuing its educational function the school library exerts an impact on the needs and level of reading competencies of its users and provides assistance in overcoming the barriers preventing their development. It also supports the school activities connected with various campaigns, in such areas as e.g., health promotion and disease prevention, addiction-free lifestyle, ecology etc. It also helps parents to solve their parental problems, at least by means of suggesting proper pedagogical literature. The school library, owing to its possibility to acquire literature representing various points of view on a specific subject, is not only instrumental in enriching the teaching process, but also empowers pupils to make their own decisions about their future. (3)

While pursuing its cultural function, the school library has an impact on pupils' cultural life, and their skills to respond to cultural values and to create them as well.

The functions of school libraries may be considered not only in the pedagogical context, but also in the library context. Hence, we may distinguish the school library's function, which is to provide teachers and pupils with teaching materials. The acquisitions policy is directly adjusted to the teaching process. The next function, involving cataloguing and library operations, comprises creation of a system informing on own and also on other libraries' collections. The third teaching function envisages preparing pupils to make use of library collections in a rational manner and to develop their library literacy.

The Act of September 7, 1991 on the System of Education (4) placed each public school under an obligation to maintain its own library. The system of education consists at present of elementary schools, gymnasiums, and post-gymnasium schools. The gymnasiums, non-existent in Poland since 1948, were re-established under the education reform of 1989. (5)

In the 2006/2007 school year there were 14,503 elementary schools, 7,076 gymnasiums and 12,483 post-gymnasium schools.

The number of schools does not equal the number of school libraries. It occurs quite frequently that the same school library is shared by an elementary school and a gymnasium, and in joint school establishments there is one library

Table 1. Number of schools in the 2006/2007 school year

Schools	2006/2007 school year
Elementary	14503
Gymnasiums	7076
Special post-gymnasium vocational	338
Post-gymnasium vocational	1760
General secondary	2451
Complementary general secondary	92
Secondary profiled	1416
Technical secondary	2220
Complementary technical secondary	253
Artistic	215
Post-secondary	3738

Source: *Rocznik Statystyczny Rzeczypospolitej Polskiej* [The Statistical Yearbook of the Republic of Poland]. Warszawa 2007, p. 341.

for three, or even four schools [an elementary school, a gymnasium, a general secondary school and a vocational school], but such cases are not frequent at all. There are also merged libraries, e.g. a public-school or school-public libraries. The Act of June 27, 1997 on libraries (6) contains a provision that each public school shall run a school library. The Act of November 12, 2001 amending the Act on Libraries (7) does not permit the merger of public libraries with other institutions of culture, or with school and pedagogical libraries. Nevertheless before the Act came into force a number of school-public libraries were established. According to the *Public Libraries in Figures 2005* yearbook data, (8) the number of public-school libraries that year reached 260. According to Marcin Drzewiecki replacing a school library by a public library is an outdated concept that hardly keeps up with the needs of the 20th and 21st centuries. (9) The cited data indicate that it is not a dominating organisational model. The prevailing model is the central school library, often with book collections lent to specific classrooms. There is an increased amount of interest in changing school library names into school didactic centres, school didactic-information centres, multimedia centres etc. These new names are indicative of the see-change in the development of school libraries. They underline that traditional books no longer prevail in a school library, but they co-exist with non-book documents and the Internet. The

changed names reflect first and foremost from the changing needs of users who seek information and wish to use various types of documents, a rich multi-functional and automated information access system in a library, databases of other libraries, or information published on the Internet. The tasks of all libraries in Poland were laid down in the Act on Libraries. (10) All libraries acquire, process, store, provide access to and provide reference services based on their own collections and those of other institutions. The additional tasks include bibliographic, documentation, scientific research, publishing, educational, popularization, and instructional-methodological activities. Attention was also drawn to the unique function of school libraries to serve the implementation of teaching curricula, cultural and information education of children and young people, and teacher training and development. A school library constitutes an inherent part of a school, thus a detailed organization of a school library and its tasks are defined in the Order of the Minister of Education of May 21, 2001 on framework statutes of the public day care centre and public schools. (11) Under the provisions of this order each school is required to prepare and pass its own statute, specifying the school's structure, tasks, scope and mode of operation. The statute should also contain regulations regarding the school library, rules of the school library's cooperation with pupils, teachers, parents and other libraries. The school library shall be a school workroom meeting the pupils' needs and interests and enabling the implementation of the school's teaching and educational tasks, as well as the improvement of the teacher's work, the popularization of pedagogical knowledge among parents, and, as far as possible, knowledge of the region (12). The main tasks of school libraries are:

- 1) to provide access to books and other sources of information;
- 2) to create conditions enabling users to seek, arrange and use information from various sources and to make efficient use of IT;
- 3) to encourage and develop pupil interests in various areas, and to develop and reinforce in pupils the habit of reading and learning;
- 4) to organise multifarious activities to enhance sensitivity to culture and social issues.

The school statute is drafted by the pedagogical council, and passed by the school council. The principles of school library operations are specified in the rules and regulations which ought to contain user rights and duties, document borrowing conditions, and consequences in the event that the document is lost or destroyed.

The reform changed the entire school system, school types, subject content, and the principles of teaching. But first of all it changed the mode of teaching to a more pro-active and conscious approach, offering the choice of taught content both to the teacher and the pupil. (13) The educational goals and the school tasks were outlined in the order on day care education and general education in the individual types of schools. (14) The education process in an elementary school is divided into 2 stages. Stage I covers grades 1, 2 and 3, and is called integrated teaching, and Stage II covers grades 4, 5, and 6, and Stage III – the gymnasium. Stage II introduces “educational paths”, which are sets of content and skills of essential cognitive and educational relevance that may be taught within the framework of the already existing subjects or as separate classes. (15) Some educational goals will not be achieved without a good school library. Teachers of primary schools, gymnasiums, (16) and secondary schools (17) are obliged to create proper conditions for pupils to seek, arrange and use information from various sources so as they may make efficient use of the information technology. The implementation of educational paths is to be carried out by teachers of all subjects who add the content of a particular path to their curricula. The school librarian should support the implementation of all paths, particularly reading and media education where the goals are:

- to teach pupils how to seek necessary information and materials, also in foreign languages;
- to prepare them to receive information disseminated through the media;
- to prepare them to conscious and responsible use of the media [TV, the computers, press];
- to develop an attitude of respect to Polish cultural heritage in respect of the globalization of mass culture.

It is required that pupils of post-gymnasium schools should be prepared to:

- engage in self-education through skilful extraction and processing of information coming from various sources, including those in foreign languages;
- understand the nature and role of the media in contemporary civilisation;
- preserve cultural identity in the face of globalization of culture;
- transmit and critically receive the content presented by the media;
- develop an attitude of distance and criticism towards information spread by the media.

The attainment of these goals proves difficult without a good school library.

The status of a teacher-librarian, like other teachers in schools and educational entities is laid down in the Teacher’s Charter. (18) The number of working hours for a teacher-librarian is 30 hours per week, which is more than for other teachers, (19) and less than for librarians working for instance in public libraries. Specific regulations regarding school librarian qualifications are laid down in the Order of the Minister of National Education and Sports of September 10, 2002 on the teachers’ required qualifications. (20) Teacher-librarians in Poland are required to possess library and pedagogical qualifications. A person employed as a teacher-librarian should have a Masters degree suitable for the given type of school or B. L. Sc./M. L. Sc. studies, should possess pedagogical qualifications or qualifications required to hold the post of a teacher in a specific type of school, and, moreover, shall have completed either post-graduate studies or a qualifying course in library science or a post-secondary library college. In 2000 a new professional advancement system for teachers was introduced, which also covered teachers-librarians. The procedure’s key objective is to motivate teachers to acquire new competencies, to systematically upgrade their qualifications, and to make use of the latest sources of knowledge. The detailed issues in this respect are defined by the Teachers’ Charter as amended in 2004 (21) and the Order of the Minister of National Education of November 14, 2007 amending the professional advancement degrees for teachers. (22) These professional advancement degrees are as follows: junior teacher, contract teacher, appointed teacher, certified teacher. Teachers are eligible for the title of an education professor,

but it is granted on a discretionary basis. The current professional advancement system requires that teachers develop an individual professional development plan or document their achievements on a regular basis. The changes caused a great deal of controversy in the teaching

Table 2. Schools by administrative entities

School type	School year 2006/2007
Elementary schools	14503
Government central administration entities	47
Local government entities	13648
Social organizations and associations	506
Religious organizations	81
Others	221
Gymnasiums	7076
Government central administration entities	36
Local government entities	6395
Social organizations and associations	316
Religious organizations	124
Others	205
Vocational schools	2098
Government central administration entities	33
Local government entities	1941
Social organizations and associations	63
Religious organizations	18
Others	43
Post gymnasium general secondary schools (liceum)	2543
Government central administration entities	2
Local government entities	2094
Social organizations and associations	163
Religious organizations	105
Others	176
Profiled post gymnasium secondary schools	1416
Government central administration entities	3
Local government entities	1358
Social organizations and associations	31
Religious organizations	2
Others	22
Technical secondary schools	2688
Government central administration entities	134
Local government entities	2399
Social organizations and associations	68
Religious organizations	16
Others	71

Source: *Rocznik Statystyczny Rzeczypospolitej Polskiej* [The Statistical Yearbook of the Republic of Poland]. Warszawa 2007, p. 343.

community. The efforts have been continued in order to specify the professional advancement rules and procedures, which has been reflected in successive orders adopted until now.

In organizational terms, the school library is not an autonomous institution, but an integral part of a school. Its overhead costs and expenditures are included to the school's total budget. The school administration in Poland consists of central administration entities, local government entities, social organizations and associations, religious organizations and other bodies.

Local government entities hold responsibility for the majority of all school types. The Act of November 13, 2003 on the revenues of the local government entities (23) stipulates that the educational tasks are to be financed from the educational grant from the State budget, which is included in an educational part of the general grant. Considering the underinvestment in schools, the educational grant is not sufficient to cover their overhead costs, and additional funds coming from other sources are not included in a preliminary budget, hence school libraries stand little chance of receiving the necessary amounts. Self-standing and full-range financial management does not exist in school libraries.

There is a growing tendency in Poland to conduct surveys evaluating the quality of school library services. On the one hand this result from the aspirations to meet users' needs and to make rational use of the available funds, yet on the other there is an increasing amount of interest on the part of schools to raise their teaching standards and develop their quality policy all by themselves. (24) The existing regulations specifying the performance quality of schools pay little attention to school libraries. The library performance measures are laid down in the Order of the Minister of National Education and Sports specifying the rules of pedagogical supervision, (25) which are applicable or might be applicable to a school library, e.g.:

– A school or an educational entity shall exercise control over building, facilities, and equipment suitable for activities in pursuance of its statutory functions, and also ensuring high performance quality.

- A school library shall be accessible during the working hours of the school or teaching entity to all teachers, pupils and parents.
- A school library shall develop and systematically add new items to its collection.

However, no executive regulations specifying these standards and containing any proposals for indicators have been published. Moreover, school librarians themselves have not engaged in any activities to create a database serving as a reference point and enabling comparative analysis. (26) Only some local attempts have been made to develop quality standards for school libraries.

The fact that quality indicators for school libraries have not been developed so far can be attributed to their very diversified situation. There are school libraries comparable to multimedia centres, but there are also school libraries that are actually struggling to survive. In 2001 a poll survey carried out in the Podlasie province helped to gather information on the situation of school libraries in this province. (27) The number of responding libraries was 387 [198 urban school libraries and 189 rural school libraries]. Only every second gymnasium of the surveyed schools had its own library, while the rest used collections of libraries of schools situated in the same building. The pupils of these gymnasiums were mostly serviced by library staff employed in another school. Nearly every third urban school library had no separate reading space and it was found in only every third rural school library. Less than 25% possessed computers, mostly not the very recent models. Only 14% used professional library software to process collections and for library services. Less than 12% had access to the Internet. The quality of school book

collections was not satisfactory. 18% of the surveyed libraries did not subscribe to any serials. School librarians were well-educated. Over 73% had a Masters degree and had completed a pedagogical course. Their library qualifications were less spectacular. The data indicate that 20% of school librarians in towns and 51% in rural areas had no library qualifications whatsoever. In many cases the school library was run for a couple of hours per week by a teacher with no library qualifications in order to add hours to her or his working time.

School libraries receive support from pedagogical libraries. These libraries also belong to the system of education in Poland and pursue activities serving the needs of education and pedagogical staff development. They are obliged to provide instruction and methodological assistance for school libraries. In 2001 there were 350 pedagogical libraries in Poland. (28) For 341 entities the administrative authority was the province local government, for 6 – the county local government, and for 3 – the municipality local government. The instruction and methodological assistance comprised individual consultations, seminars, workshops, conferences, courses, and, last but not least, the preparation of methodological and bibliographic material.

School libraries are now facing challenges that will prevent them from holding on to their laid-back approach. They should focus on changes in library work organization, new information technologies. School librarians should also participate in the school's teaching and educational process, whereas they should also make continued efforts to improve their performance quality.

Notes

(1) Drzewiecki, Marcin *Biblioteki szkolne i pedagogiczne w Polsce: rola w procesie dydaktycznym i miejsce w krajowej sieci biblioteczno-informacyjnej* [School and Pedagogical Libraries in Poland: Their Role in the Didactic Process and Their Position in the Domestic Library and Information Network]. Warszawa 1990, p. 84.

(2) Ibid.

(3) Ibid., p. 85.

(4) *The Act of September 7, 1991 on the System of Education*. In: *The Journal of Laws* No. 95, item 425 as later amended.

(5) The reform was introduced in January 1999 with the passing of the Act of January 8, 1999. This was followed by regulations contained in *The Journal of Laws* of 1999 No. 12 and executive regulations under the Order of the Minister of National Education of February 15, 1999 published in *The Journal of Laws* 1999 No. 14, items 124–134 concerning, among others, curricula basis, framework school statutes and teaching curricula.

(6) *Ustawa z dnia 27 czerwca 1997 r. o bibliotekach* [The Act of June 27, 1997 on Libraries]. In: *The Journal of Laws* No. 85, item 539 as later amended.

(7) *Ustawa z dnia 27 lipca 2001 r. o zmianie ustawy o bibliotekach* Art. 13 [The Act of June 27, 2001 on the

Amendment of the Act on Libraries, Art. 13]. In: *The Journal of Laws* No. 129. The amendment came into force on December 31, 2001.

(8) *Biblioteki publiczne w liczbach 2005/Public Libraries in Figures 2005*. Warszawa 2006, p. 64.

(9) Drzewiecki, Marcin *W sprawie bibliotek szkolno-publicznych* [Concerning School-Public Libraries]. In: *Biblioteka w Szkole* 1994 No. 2, p. 28.

(10) *Ustawa z dnia 27 czerwca 1997 r...* [The Act of June 27, 1997...], op. cit.

(11) *Rozporządzenie Ministra Edukacji Narodowej z dnia 21 maja 2001 r. w sprawie ramowych statutów publicznego przedszkola oraz publicznych szkół* [The Order of the Minister of National Education of May 21, 2001 on Framework Statutes of the Public Nursery Schools and Public Schools]. In: *The Journal of Laws* No. 61, item 624 as later amended.

(12) *Ibid.*, Art. 14.1.

(13) Radziejowska-Hilchen, Anna *Edukacja czytelnicza i medialna* [Reading and Media Education]. In: *Książka i biblioteka w środowisku edukacyjnym* [The Book and the Library in the Educational Environment]. Warszawa 2002, p. 140.

(14) *Rozporządzenie Ministra Edukacji Narodowej z dnia 23 sierpnia 2007 r. zmieniające rozporządzenie w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół* [The Order of the Minister of National Education of August 23, 2007 amending the Order on the Curricula Basis of Nursery Schools and General Education in Various Types of Schools]. In: *The Journal of Laws* No. 157, item 1100.

(15) The following educational paths have been introduced in an elementary school: reading and media education, ecological education, pro-health education, education for society, education for family life, regional education – cultural heritage in a region, patriotic and civic education. In a secondary school these are: reading and media education, ecological education, European education, philosophical education, pro-health education, regional education – cultural heritage in a region, and education for family life.

(16) *Ibid.*, Appendix no. 2, p. 2.

(17) *Ibid.*, Appendix no. 3, p. 2.

(18) *Ustawa z dnia 26 stycznia 1982 r. Karta Nauczyciela* [The Act of January 26, 1982. The Teachers' Charter]. In: *The Journal of Laws* No. 3, item 19 as later amended.

(19) The statutory number of teacher working hours for teachers is 18 per week, but for teachers in school day care centers the figure goes up to 26.

(20) *Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 10 września 2002 r. w sprawie szczegółowych kwalifikacji wymaganych od nauczycieli oraz określenia szkół i wypadków, w których można zatrudnić nauczycieli nie mających wyższego wykształcenia lub ukończonego zakładu kształcenia nauczycieli* [The Order of the Minister of Education and Sports of September 10, 2002 on

Specific Qualifications Required of Teachers, and Specification of Schools and Cases when Teachers with Incomplete University or Teacher Training College Education are Eligible for Employment]. In: *The Journal of Laws* No. 155, item 1288.

(21) *Ustawa z dnia 15 lipca 2004 r. w sprawie zmiany ustawy – Karta Nauczyciela oraz o zmianie niektórych innych ustaw* [The Act of July 15, 2004 on the amendment of the Teachers' Charter Act and the amendment of other Acts]. In: *The Journal of Laws* 2004 No. 179, item 1845.

(22) *Rozporządzenie Ministra Edukacji Narodowej z dnia 14 listopada 2007 r. zmieniające rozporządzenie w sprawie uzyskiwania stopni awansu zawodowego przez nauczycieli* [The Order of the Minister of National Education of November 14, 2007 Amending the Order on Teachers' Professional Advancement Degrees]. In: *The Journal of Laws* 2007 No. 214, item 1580.

(23) *Ustawa z dnia 13 listopada 2003 r. o dochodach jednostek samorządu terytorialnego* [The Act of November 13, 2003 on the Revenues of Local Government Entities]. In: *The Journal of Laws* 2003 No. 203, item 1966, Art. 27.

(24) Zybert, Elżbieta B. *Jakość w działalności biblioteki* [Quality in Library Performance] Warszawa 2007, p. 120.

(25) *Rozporządzenie Ministra Edukacji Narodowej i Sportu z dnia 23 kwietnia 2004 r. w sprawie szczegółowych zasad sprawowania nadzoru pedagogicznego wykazu stanowisk wymagających kwalifikacji pedagogicznych, kwalifikacji niezbędnych do sprawowania nadzoru pedagogicznego, a także kwalifikacji osób, którym można zlecić prowadzenie badań i opracowanie ekspertyz* [The Order of the Minister of National Education and Sports of April 23, 2004 Specifying the Rules of Pedagogical Supervision, the List of Positions Requiring Pedagogical Qualifications, the Qualifications Indispensable to Exercise Pedagogical Supervision, and also Qualifications of Persons Who May Be Commissioned to Conduct Research and Produce Expert's Reports]. In: *The Journal of Laws* 2004 No. 98, item 845, Appendix.

(26) Zybert, Elżbieta B. *Jakość w działalności...* [Quality in Library Performance], op. cit., p. 121.

(27) *Stan bibliotek szkolnych w województwie podlaskim. Wyniki badań ankietowych* [The Condition of School Libraries in the Podlasie Voivodship. Poll Survey Results]. Łomża 2002.

(28) Zybert, Elżbieta B., Czajka, B., Miszczuk, Robert *Raport o stanie bibliotek pedagogicznych w roku 2000* [The Report on the Condition of Pedagogical Libraries in 2000]. In: *Wojewódzkie biblioteki pedagogiczne w krajowej sieci współpracy. Ogólnopolska konferencja dyrektorów wojewódzkich bibliotek pedagogicznych 3–4 października 2002 r.* [Voivodship Pedagogical Libraries in a Domestic Cooperation Network. The All-Poland Conference of Directors of Voivodship Pedagogical Libraries, October 3–4, 2002]. Warszawa 2002, p. 63.

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- 1) Drzewiecki, Marcin *Biblioteki szkolne i pedagogiczne w Polsce: rola w procesie dydaktycznym i miejsce w krajowej sieci biblioteczno – informacyjnej* [School and Pedagogical Libraries in Poland: Their Role in the Didactic Process and Their Position in the Domestic Library and Information Network]. Warszawa 1990.
- 2) Drzewiecki, Marcin *W sprawie bibliotek szkolno-publicznych* [Concerning School-Public Libraries]. In: *Biblioteka w Szkole* 1994 No. 2, p. 28.
- 3) *Książka i biblioteka w środowisku edukacyjnym* [The Book and the Library in the Educational Environment]. Warszawa 2002.
- 4) *Stan bibliotek szkolnych w województwie podlaskim. Wyniki badań ankietowych* [The Condition of School Libraries in the Podlasie Voivodship. Poll Survey Results]. Łomża, 2002.
- 5) Wojciechowski, Jacek *Odrębność biblioteki szkolnej* [A Separate Status of a School Library]. In: *Biblioteka w Szkole* 2000 No. 6, pp. 1–3.
- 6) *Wojewódzkie biblioteki pedagogiczne w krajowej sieci współpracy. Ogólnopolska konferencja dyrektorów wojewódzkich bibliotek pedagogicznych 3–4 października 2002 r.* [Voivodship Pedagogical Libraries in a Domestic Cooperation Network. The All-Poland Conference of Directors of Voivodship Pedagogical Libraries, October 3–4, 2002]. Warszawa 2002.
- 7) Wójcicka, E. *Miejsce, rola i zadania współczesnej biblioteki szkolnej* [The Position, Role and Tasks of a Contemporary School Library]. In: *Biblioteka w Szkole* 2005 No. 3, pp. 4–7.
- 8) Zybert, Elżbieta B. *Jakość w działalności biblioteki* [Quality in Library Performance]. Warszawa 2007.

Public Libraries and Reading in Poland

Katarzyna Wolff

The Poles and Books. Book Circulation in Poland in 2000–2006

Abstract The author provides a detailed information on the changes in the readership in Poland last years giving an outlook of main trends of book circulation in Poland. The picture includes social framework of book reading by Poland's inhabitants, their choices and preferences of book reading, and book purchasing. A comparison with previous years shows the decline in reading. The monitoring of the presence of books in all its forms in the society is important because it is still the best indicator of literacy in society.

Many future historians, and probably culture researchers as well, will view the start of the new millennium as a period notable for the intensive development of a new medium – i.e. the global computer network into which the Internet has developed, absorbing hitherto forms of communication and cultural transfer (books, the press, music and radio and TV programmes) and presenting its own new forms. In such a situation, one might ask whether devoting our attention to books in their rigid paper form is a low academic priority. Although the future of books has been the subject of concern and has aroused discussions whenever a new medium has appeared, this time the Internet has caused large text files and even entire books to lose their substance and become incorporated in the net, whilst typical, new Internet-based forms of communication (e.g. blogs) are becoming substitutes for traditional forms of publications such as memoirs, letters and diaries, and books-of-the-moment. According to some people (e.g. Theodor H. Nelson), the “Gutenberg galaxy” is gradually giving way to the “Internet galaxy”, whilst the Internet itself, among its various functions and applications, is taking the place of books as a “reading machine”. For other writers such as Umberto Eco and Manuel Castells, who are less radical in their forecasts, we are dealing with the co-existence of two media, which means that next to the web-based hypertext system there is (and will be) room for traditional, line-by-line book reading.

Looking at the scientific changes taking place before our eyes, we cannot fail to notice

that it is thanks to computers, universally-available word processors and other tools that the publication process has been shortened and simplified as never before. As a result, virtually any more or less literate citizen can be the author and publisher of a book and the Web is becoming a new channel for distributing books, whereas it is also a forum for an exchange of information and opinions, etc.

One more matter deserves emphasis. Today, at a period described by some as the next technological breakthrough in human communications after the invention of print, particular attention is being paid to the circulation of books (chiefly book-reading, but also book-purchasing and the possession of book collections), for an important association has been detected between the presence of books in the lives of people on the one hand and their ability to move around quickly in today's rapidly changing world on the other (see the surveys by the OECD and PISA). It has transpired that the level of literacy, most easily measured in terms of book-reading, is of crucial importance to people's and whole societies' understanding of the processes taking place on the labour market, technology and culture, and – of particular importance – this level of literacy is linked to appropriate reaction to these changes. Hence the numerous and quite practical activities pursued by governmental, international and social organisations to promote books and reading.

Therefore there is no doubt that we are in a period of important changes. In the subject matter that interests us, such as access to and

the use of publications, old customs and habits are being joined by new ones. Documenting this process is a crucial task, especially for the institutions that have been appointed for this purpose. In Poland, one of these institutions is the National Library's Institute of the Book and Reading (IBR), whose statutory duties include also the conducting of academic activities and maintaining documentation on the subject of librarianship and reading. The Institute's research focuses on problems with the circulation of books among society as a whole and within individual sectors thereof, as well as on the functioning of libraries, especially public libraries, which are generally accessible and contain books on all subjects. Most of the research focuses on the first category; for its purpose is to establish the social framework of book circulation in society, and thus justify, as it were, the cultural *raison d'être* of the entire book industry and of the relevant institutions, mainly libraries, which provide access to the fruits of literature. The focus is both on reading itself and on the purchase of books; albeit not just in an economic dimension, but also in the cultural dimension. (1)

The level of book reading in Poland

The level of book reading in Poland on the threshold of the 21st century was relatively stable, and even slightly higher. In successive surveys carried out in 2000, 2002 and 2004, readers – persons who read at least one book per year, accounted for 54, 56 and 58% of the population aged over 15, respectively. These results were similar to those which Eurostat obtained in surveys in the 15 countries of the old European Union in 2001 – the average for all the countries was 58%. (2)

But in 2006, there was a clear decline in reading, to 50%, the lowest level yet recorded (including earlier surveys between 1992 and 1998). Thus, for the first time since the first regular survey on this subject, Polish society was divided equally into those who were interested in books and those who were not. Just as significantly, this decline occurred solely among active readers who read at least seven books per year, so that the gap between more intensive readers and sporadic readers became even wider. This state of affairs may be temporary, but it may also illustrate a change in readers' preferences for new media over at least some types of books.

Table 1. Reading of books by Poland's inhabitants aged from 15 and over in 2000–2006 (in percentages)*

Reading	Year			
	2000	2002	2004	2006
Non-readers	46	44	42	50
Readers	54	56	58	50
including:				
sporadic (1–6 books per year)	32	32	33	32
active (7 and more books per year)	22	22	24	17

* The table does not take into account people who declared they read books but did not say how many.

The social framework of book reading

Reading has always been a significant element of social stratification. Society's division into a better educated part, living mainly in large cities and reading books, and a worse educated part, usually living in villages and small towns and not reading books at all, remains valid. These basic differences are accompanied by others divergences. Readers of books are generally in a better material situation and have a better self-appraisal; are less affected by unemployment, in other words they cope better on the labour market; and take a more active part in political and social life, in other words they are more conscious citizens. Therefore, in many respects they are better "equipped" than people who are not interested in books. This is firm proof that book reading, as the most advanced and highest level of literacy, is a good indicator of society's social advancement, especially society's openness to the changes occurring in many areas of life.

In 2006, above-average numbers of readers occurred in the following categories: 15–19 year-olds (81%), 20–29 year-olds (56%), persons with higher education and holders of bachelor's degrees (77%), persons with secondary and post-school education (61%), urban residents (55%), especially residents of cities with a population of 101,000–500,000 (60%), persons in households with a per capita income of at least PLN 800 (56%), and women (53%).

However, far below average were: people aged 60 and over (35%), people with basic vocational education (28%), people with elementary and general secondary school (*gymnasium*) education

(37%), rural residents (40%), people on the lowest incomes (38%), and men (46%).

But when we compare an interest in books between Internet users and Internet non-users, we see that the former were incomparably more interested in books and their interest was clearly above-average. Readers accounted for 69% of all Internet users, and as many as 26% of them were regarded as active readers, whereas out of the overall population, the corresponding figures were 50% and 17% respectively, and among

Table 2. Socio-demographic characteristics and book reading by Poland's inhabitants aged from 15 over in 2006 (in percentages)*

Socio-demographic features	Overall readers	Including:		Non-readers
		Sporadic readers (1–6 books per year)	Active readers (7 and more books per year)	
Total:	50	32	17	50
Sex:				
men	46	31	14	54
women	53	32	20	47
Age				
15–19	81	60	18	19
20–29	56	38	18	44
30–39	48	23	24	52
40–49	45	25	19	55
50–59	50	33	15	50
60 and over	35	24	10	65
Education:				
elementary and general secondary	37	29	7	63
basic vocational secondary and post-school	28	20	8	72
higher and degree-holders	61	39	21	39
Place of residence:				
village	40	26	14	60
city with up to 20,000 people	55	32	21	45
city with 21,000–100,000 people	53	32	21	47
city with 101,000–500,000 people	60	45	15	40
city with over 500,000 people	54	31	22	46

* The table does not take into account people who declared they read books but did not say how many.

Internet non-users the figures were 37% and 12% respectively.

Table 3. Per capita income in households and material self-appraisal on the one hand, and book reading on the other, among Poland's inhabitants aged from 15 in 2006 (in percentages)*

Economic conditions	Overall readers	Including:		Non-readers
		Sporadic readers (1–6 books per year)	Active readers (7 and more books per year)	
Total:	50	32	17	50
Per capita income in household (in PLN):				
Less than 300	38	27	11	62
300–549	45	30	15	55
550–799	43	26	17	57
800 and more	56	31	25	44
Material self-appraisal:				
good	60	37	21	40
average	51	33	18	49
poor	29	21	8	71

* The table does not take into account people who declared they read books but did not say how many.

Table 4. Use of the Internet and book reading by Poland's inhabitants aged 15 upwards in 2006 (in percentages)*

Use of the Internet	Overall readers	Including:		Non-readers
		Sporadic readers (1–6 books per year)	Active readers (7 and more books per year)	
Total:	50	32	17	50
People with access to the Internet who use it	69	42	26	31
People with access to the Internet who do not use it	58	37	21	42
People without access to the Internet who do not use it	37	24	12	63

* The table does not take into account people who declared they read books but did not say how many.

A comparison with the figures for 2004 shows that the latest decline in reading was attributable mainly to the following population groups: 40 year-olds (a fall by 20 percentage points), and also – although to a lesser degree – 20 year-olds (a fall by 13 percentage points), 30 year-olds (a fall by 12 percentage points), persons with higher education and bachelor's degrees (a fall by 18 percentage points), persons with basic vocational education (a fall by 15 percentage points) and secondary and post-school education (a fall by 12 percentage points), residents of conurbations with a population of over 500,000 (a fall by 23 percentage points), residents of cities with a population of 20,000–100,000 (a fall by 16 percentage points) and 101,000–500,000 (a fall by 12 percentage points), and men (a fall by 11 percentage points).

The percentage of readers living in villages and small towns and with elementary and basic secondary education did not change. In certain population categories, this percentage even increased: i.e. among women (by 7 percentage points), 15–19 year-olds (by 6 percentage points) and 50 year-olds (by 4 percentage points).

A disturbing phenomenon is the decline in reading among people who are traditionally interested in books on account of their qualifications, habits and professional-social needs, i.e. people with secondary and higher education and the inhabitants of the largest cities. We must wait for the results of the next survey to see whether this is merely a temporary phenomenon or a more permanent change, reflecting a shift in preferences regarding access to knowledge, information and literature.

The choices and preferences of book readers

The reading of books is a complex socio-cultural phenomenon, affected by many long-term and short-term, temporary factors. The factors in the first category include most of all: the level and quality of education, educational aspirations, the forms of culture and cultural activity predominant at any given moment, family and local reading traditions, the economic situation, and the availability of books. The second category is associated mainly with market mechanisms, such as the promotion and advertising campaigns which have assumed quite spectacu-

lar proportions in recent years (such as the events surrounding the publication of successive Harry Potter books by Joanne K. Rowling), as well as campaigns to boost reading, increasingly frequent in many countries and addressed to various population groups, but usually to children and young people.

The spectrum of needs which are satisfied by the reading of books is extremely broad, resulting from the internal impulses of readers – their tastes and habits – and from numerous external impulses and obligations, formalised to varying degrees. These can be expressed by the following statements: “I read books because I like it, and I more or less know what I like,” and “I read books because I have to read the ones which I’m told to read and which have been imposed on me”. Apart from these two clear-cut and relatively easily identifiable situations, a whole multitude of reader choices are temporary and spontaneous, made on a whim and without reflection. So one can say that often it is not the reader who seeks a book, but the book that seeks a reader, tempting him with its easy and convenient availability (e.g. in supermarkets, railway stations, street kiosks and, more and more often, as supplements in newspapers and magazines), or with its attractive cover and intriguing title, or with relevant information, clever promotion and eye-catching advertising. As a market product, books fit well in today’s consumer society, and their circulation is becoming commercial. The word “bestseller” is omnipresent in information about new books which one comes across in the media (especially the press).

Nonetheless, when one regularly monitors the books in which readers are interested, as in the case of the IBR surveys presented here, one can discern certain stable features in mass reading.

A permanent trend is reader preference for fiction over non-fiction. Thus, it is clear that inasmuch as books allow most readers to dwell in the realms of literature, only a minority of them seek information in books. Nonetheless, one cannot overlook the growing interest in non-fiction, especially in the face of the competition to this category of literature especially from the Internet. The percentage of readers of non-fiction has risen steadily over the past 6 years and in 2006 was 6 percentage points higher than in 2000. This shows that even in its secondary function as a provider of information and

Table 5. Fiction and non-fiction in the choices of Polish book readers in 2000–2006 (in percentages)*

Reading	Year			
	2000	2002	2004	2006
Fiction	60	62	68	65
Non-fiction	40	40	42	46

* This does not include vague answers which did not specify the type of book. The figures do not add up to 100 because some readers said they read both categories of books.

Table 6. Interest in selected types of books by readers aged from 15 over in 2000–2006 (in percentages)*

Type of book	Reading in the years:			
	2000	2002	2004	2006
“School” literature and textbooks**	19	27	20	20
Thrillers	14	14	14	20
Novels	12	9	16	
Encyclopaedias and how-to books	15	9	14	14
Specialist books	11	15	7	12
Children’s and young people’s books	11	15	14	11
Factual literature (memoirs, biographies, reports)	5	9	10	10
Science-fiction, fantasy, horror	7	10	10	8
Religious books	7	7	6	8
Essays and social, political and cultural writings	2	1	3	4
Esoteric literature and UFO books	1	1	1	1

* The figures do not add up to 100 because only selected categories of books have been taken into account, and readers chose books which are included in various categories.

** The educational reform has restricted a broad category of “school” books solely to the category of school literature and textbooks.

knowledge, the book is still holding its own and is still finding supporters.

For many readers (at least 20%, and sometimes even more), the school exerts an unchanging impact on their reading. This applies to not just pupils who are compelled to read school books, but also to other members of the household who are encouraged to read them, if not forced to do so because they have to help their children with their homework. But everything

else is changing, a fact that can even be observed over a brief, 6-year period.

Therefore, one can ascribe a stable readership only to fantasy and religious books, as well as to esoteric and UFO literature, which is generally not read by many. One could also ascribe stable readership figures to encyclopaedias, how-to books and specialist works, were it not for their spectacular, short-lived and inexplicable fall in popularity: down to 9% of all readers in 2002 regarding the first category, and down to 7% of all readers in 2004 regarding the second category. Thrillers, however, succeeded in expanding their circle of readers considerably last year – up 6%. Earlier, the same happened with another type of popular literature – novels (the number of readers, mostly female, rose by 7 percentage points against 2002). In both of these cases, this was largely the result of marketing: the launch of Dan Brown’s books and of a plethora of works by Polish female authors continuing the stream commenced by the novels of Helen Fielding.

Throughout the period under review, children’s and young people’s books gained and then lost adherents, which can be attributed to the varying intensity of campaigns promoting the reading of books to children. Worthy of mention is the work of the ABC XXI Foundation, especially its broad campaign entitled *Cala Polska czyta dzieciom* [The Whole of Poland Reads to Children].

On the other hand, a firm increase in interest was recorded for factual literature, in other words all kinds of memoirs, biographies, autobiographies, diaries, reports and ad hoc works so called books-of-the-moment about well-known living persons in the world of politics, culture and show-business, often penned by these persons themselves. The generally small circle of readers of essays and books on social, political and cultural topics also increased, though to a small extent.

The inconstancy and changeability of readers’ interests also came to light during a comparison of authors and books with the highest readership factor over the past 6 years, involving at least 1%, or 150,000, readers (see Annex, Tables 2 and 3). Although both lists of works were dominated by two kinds of publications: literature which has been part of school curricula for years, therefore primarily classic works, on the one hand, and on the other hand contemporary literature represented by popular authors

mainly due to high-profile film versions of their works – there were not many titles and names that would appear on these lists permanently. Over the space of 6 years only 3 titles succeeded in appearing on these lists regularly – standard Polish classics (Adam Mickiewicz’s *Pan Tadeusz* and Henryk Sienkiewicz’s “Trilogy”) plus the popular “Harlequin” series which is regarded as a single title, and 3 authors – again Mickiewicz and Sienkiewicz, plus Paulo Coelho, who is well known and is often seen in Poland, having visited our country several times. Thus, one should bear in mind that the picture of book reading in Poland is the product of many factors – stable and permanent ones, and temporary short-lived ones.

The level of book purchasing in Poland

As we know, the decision to buy a book entails not just a financial dimension, but also a cultural one. Because books are generally not necessities – with the exception of school literature and textbooks, and even then not always – they must forever compete with other commodities.

There are many reasons, including historical ones, why buying books has never been particularly popular in Poland. After the fundamental political changes in 1989, when the book market in Poland began to be dominated by economic considerations, instead of mainly ideological considerations as had been the case previously, book buyers were a minority compared to book readers. An exception was 1992, when 56% of the population bought at least 1 book. The percentage of readers was also exceptionally high during that period (71%). (3) However, these high figures have never been repeated and, looking back, we may discern a one-off and short-lived interest in books that had either never been available before, or had been difficult to obtain.

Table 7. Book purchases by Poland’s inhabitants aged from 15 over in 2000–2006 (in percentages)

Book purchases during year	Year			
	2000	2002	2004	2006
Persons who bought at least 1 book	41	37	37	33
Persons who bought no book	59	63	63	67

In this respect, the early years of the new century have brought no change, even though the population’s standard of living and economic situation has been gradually improving, especially since Poland’s accession to the EU in 2004.

After a brief period of stable book purchase figures, the number of book purchasers again fell in 2006, representing a decrease by as much as 8 percentage points against 2000.

The social framework of book purchasing

Just like reading, the buying of books has always split society into two different groups. Those who are affluent, better educated and living in cities, decided to buy a book much more frequently than those who are less well off, who concomitantly have a poorer education and live in rural areas (see Annex, Table 4). Furthermore, more women than men have been interested in books, and the difference has been considerable, especially in recent years (6–8%).

In 2006, book purchasers constituted a majority only in one social category – people with higher education (57%). Considerably below average was the number of book purchasers with elementary and general secondary education (15%), basic vocational training (21%), living in rural areas (22%), on the lowest incomes (25%), and with a low appraisal of their material situation (17%).

Also, the observable fall in book purchases in recent years can be attributed largely to two population categories who are traditionally the greatest book lovers, i.e. persons with higher education and those living in a population of over 500,000. Regarding the first category, the past two years saw a fall in the number of book purchasers by 26%, and in the second category the fall was by 23%. Given such wide disparities, and between consumer categories of such key importance for books, we must wait at least until the next survey, scheduled for the end of this year, before producing a comprehensive interpretation of these results. Only then will we know whether we are dealing with a permanent trend, illustrating access to new sources of knowledge, information and literature, or a short-lived phenomenon to which the specific market and non-market conditions of book circulation contributed in 2006.

The choices and preferences of book purchasers

Unlike book readers, book purchasers attach greater importance to non-fiction than fiction, which suggests that they consciously invest in books and prefer to build up a home library. In 2000–2006, purchases of both book categories rose and fell, but fiction was always in the lead. Purchases of fiction exceeded purchases of non-fiction by amounts ranging from several percent in 2004 to over ten percent in 2002.

Table 8. Fiction and non-fiction in the choice of book purchasers in 2000–2006 (in percentages)*

Type of books	Year			
	2000	2002	2004	2006
Fiction (total)	60	62	68	65
Non-fiction (total)	40	40	42	46

* The figures do not add up to 100 because some purchasers bought both types of books.

Table 9. Interest in selected categories of book by purchasers aged 15 and over in 2000–2006 (in percentages)*

Categories of books	Purchases of books in the year:			
	2000	2002	2004	2006
Encyclopaedias and how-to books	30	26	25	29
So-called school books in 2000–2002; school literature and textbooks in 2004–2006	21	36	18	15
Specialist and professional literature	12	13	11	15
Thrillers	9	7	9	14
Children's and young people's books	9	11	13	14
Novels	8	7	11	14
Religious books	5	6	7	9
Factual literature	6	6	11	8
Science-fiction, fantasy, horror	5	5	4	5
Essays and social, political and cultural writings	2	2	6	3
Esoteric literature and (UFO's, horoscopes, dream books)	0,5	0,5	1	21

* The figures do not add up to 100 because a) the classification is not separate, b) purchasers bought various categories of books.

Also, some purchasers (40% in 2006) limited themselves solely to non-fiction. Fewer purchasers limited themselves to fiction (27% in 2006), and even fewer bought both types of books (24% in 2006).

Looking further at the choices made by book purchasers, we note that although there is no change to the categories of books that enjoy popularity, there is a change in the degree of their popularity.

Over the course of 6 years, interest in encyclopaedias and how-to books turned out to be the most stable, and throughout this period these were the most frequently bought books (except in 2002), as well as fantasy books, which maintained a faithful clientele, as can be seen from the constant percentage of purchasers of this book category.

Over this 6-year period, the popularity of the remaining types of books changed to varying degrees, either gradually or suddenly. Despite certain differences connected with the classification adopted, the very high popularity of schoolbooks in 2002 should be regarded as exceptional. This is no doubt attributable to the education reform and to the accompanying introduction of new textbooks, first to the general secondary schools (*gymnasium*), and later also to post-gymnasium schools, and also changes to the works included in the Polish-language teaching curriculum.

The exceptional popularity of essay-type literature and of social, political and cultural writings in 2004 can also be regarded as a one-off occurrence. A careful examination of the works most frequently bought during this period reveals that this popularity is attributable chiefly to the series of 20th century Polish and world literary works published by daily newspaper *Gazeta Wyborcza*, the first such mass-scale newspaper publishing initiative in Poland. The series included also Czesław Miłosz's *The Captive Mind* [Zniewolony umysł], and this author contributed to an improvement in the purchase figures for essays and social, political and cultural works, normally bought only by a small and rather specific group of customers.

Also a feature of 2006 was the increased interest in thrillers, mainly thanks to the popularity of Dan Brown's books, especially *The Da Vinci Code*, as well as religious books, in this case thanks to Pope John Paul II – in other words thanks to the books written by him and dedicated to him.

Of course, it is difficult to determine how long these phenomena will last. This depends mainly on the range of books offered by publishers and their publicity and advertising. But as far as religious books are concerned, it may prove extremely difficult to maintain their popularity at the same level as in 2006, for the obvious reason that there is no figure today who can match the popularity of the Polish pope.

Continuing our comparison, it is worth noting the rather steady growth of interest (at least since 2004) of popular romantic literature, children's and young people's books, and specialist literature. The growth of interest in romantic works can be attributed to the "flood" of books by Polish authors (Janusz L. Wiśniewski is breaking the hitherto monopoly of female authors in this regard), whilst the increased interest in children's and young people's books can be attributed to the increasingly frequent campaigns of reading books to children, as well as to the increasingly interesting and more easily available choice of books (such as the books enclosed with newspapers). But as far as the constantly high demand for specialist literature is concerned, a demand which has been rising since 2006, the conservative taste of readers comes as a surprise in view of the competition from electronic media, especially the Internet.

The constant shifts in the preferences of book purchasers becomes even more evident when one compares lists of bestsellers. Over the space of 6 years, 33 titles and 39 authors qualified for inclusion in these lists i.e., as we said before, they must have been bought by at least 1% of all book purchasers, in this case 100,000 people. But both in the list of titles and list of authors, the firm majority of books appeared in only one survey. Only two works were constantly present, i.e. they appeared in all four surveys – the Bible, and the "Harlequin" series, regarded as a single title, and one author – Henryk Sienkiewicz.

Moreover, each year has been different. Whereas 2000 was primarily the year of Sienkiewicz, 2002 was the year of J.R.R. Tolkien, and 2004 belonged to Umberto Eco as the author of *The Name of the Rose*, the first book available, most importantly, free of charge in the *Gazeta Wyborcza* collection, thanks to which both lists in 2006 were enriched with the names of authors who had never known such popularity before and have never known it since.

Whereas, as we said before, 2006 was dominated by Dan Brown and Pope John Paul II.

So we see that in this period, book purchasers were not excessively faithful to any particular authors, and especially not to any particular titles. Moreover, 2006 saw a clear decline in interest in the works of the author who had enjoyed the greatest popularity in Poland throughout the 20th century – Sienkiewicz. This was accompanied by a decline in interest in other literary classics: Polish literature (Adam Mickiewicz, Juliusz Słowacki), foreign literature (William Shakespeare, Jane Austen) and children's and young people's literature (Jan Brzechwa, Julian Tuwim, Lucy M. Montgomery, Jules Verne). However, sales of functional books such as encyclopaedias, dictionaries and how-to books, remained steady, despite the apparently strong competition afforded by electronic media, i.e. mainly the Internet, including Wikipedia, or the resources offered by search engines such as Google.

Book circulation in Poland. The main trends

Several trends regarding books are particularly evident among Polish society. Regarding both reading and purchasing habits, one can talk of functionalisation, media promotion, individualisation, and erasure of the book.

Functionalisation involves a practical (often unpremeditated) use of books: the reading of excerpts, browsing and the purchase of books which may be useful to many members of the household over a longer period of time, or which are the most needed. This is reflected in the considerable interest in specialist literature, encyclopaedias and how-to books despite the competition from electronic media in these sectors, as well as in schoolbooks deeply embedded in the collective memory because they were compulsory reading by successive generations of schoolchildren.

The lists of bestsellers read and purchased also indicates a phenomenon which we describe as media promotion, because they include high-profile and highly-advertised titles whose appearance on the market often assumes the importance of a media event and is accompanied by a premiere of the film of the same name, information in the electronic media and spectacular PR.

A totally opposite trend is observable in both the reading and purchase of books – individualisation. This is illustrated by a large variety of individual choices and the presence of small groups of readers and purchasers with specific interests.

In turn, erasure of books is connected with the disappearance from social awareness of the specific function of a book as a medium for the transfer of thought and as a substantive creation of culture. More and more often, people forget the titles of books and the names of their authors, and reading itself becomes a casual activity, performed by chance and without premeditation. What people read and when they read it is becoming dependent only on individual tastes, which do not lend themselves to assessment.

Notes

(1) Since 1989 a survey has been held every 2 years to determine access to books in Poland. It is held on a nationwide sample of people aged from 15 years, and involves answering questions. The permanent set of questions addresses the reading and buying of books, the frequency thereof, the choices of readers and purchasers, and their chosen mode of access to books. Each survey concludes with an exhaustive report in a series called *Z Badań nad Czytelnictwem* [From Studies in Readership], published by the National Library. Seven such reports have appeared so far.

In this article, I have mainly used the results of the last four surveys. Three of them have already been published: Straus, Grażyna, Wolff, Katarzyna *Sienkiewicz, Mickiewicz, Biblia, harlequiny... Społeczny zasięg książki w Polsce w 2000 r.* [Sienkiewicz, Mickiewicz, the Bible, "Harlequins"... The Social Impact of Book in Poland in 2000]. Warszawa 2002; Straus, Grażyna, Wolff,

In conclusion, therefore, one can say that although the book in its traditional form seems to be losing its aficionados somewhat, its function remains unchanged, and regarding some topics, e.g. information and knowledge for which the new medium – the Internet – could seem obvious, the book's traditional status would appear unquestioned.

On the other hand, the choices and preferences of both readers and purchasers; the changeability and inconstancy thereof; and the pressure of fashions and all other impulses; suggest that a lot can happen yet. Therefore it is with all the more care and attention that one should monitor the presence of books in all its forms, especially because books are the best indicator of literacy in society.

Katarzyna, Wierny, Sebastian *Książka na początku wieku. Społeczny zasięg książki w Polsce w 2002 r.* [The Book at the Beginning of the Century. The Social Impact of Book in Poland in 2002]. Warszawa 2004; Straus, Grażyna, Wolff, Katarzyna *Czytanie, kupowanie, wypożyczanie. Społeczny zasięg książki w Polsce w 2004 r.* [Reading, Purchasing, Borrowing. The Social Impact of Book in Poland in 2004]. Warszawa 2006; Straus, Grażyna, Wolff, Katarzyna, Wierny, Sebastian *Czytanie, kupowanie, surfowanie. Społeczny zasięg książki w Polsce w 2006 r.* [Reading, Purchasing, Surfing. The Social Impact of Book in Poland in 2006]. Warszawa 2007.

(2) Skaliotis, Michail *Key Figures on Culture Participation in the European Union*. Luxembourg 2002. Report available on www.readingeurope.org.

(3) Straus, Grażyna, Wolff, Katarzyna *Polacy i książki. Społeczna sytuacja książki w Polsce w 1992 r.* [Poles and Books. Social Status of Books in Poland in 1992]. Warszawa 1996.

Public Libraries and Reading in Poland

Sebastian Wierny

Traditional and Internet Readership in Poland

Abstract The author presents results of poll studies conducted in the Institute of Book and Reading of the National Library on the use of Internet along with other printed media, dealt mainly in relation to traditional readership. The study concerned the reading of different type of texts found on the web: online electronic books, as well as searching the Internet for information, using digital libraries and downloading e-books. An interesting conclusion can be drawn: the high readership of printed books correlates with readership of Internet accessible electronic materials.

The cyclical national surveys in Poland conducted by the National Library's Institute of Book and Reading (IKiCz) have often surpassed the boundaries of what is strictly considered readership and book purchase and have as a result encompassed issues concerning other media.

In a poll conducted in 1992, along with book readership, the popularity of newspapers and periodicals was studied in order to get the complete picture of Polish interest in the printed word. The said year's simultaneous examination of reading habits associated with different media allowed for the creation of an index of Polish society's practical literacy rate: beginning with full literacy, characterized by intensive readership of both books and the press, through selective literacy – based on the intensive readership of a selected printed medium and sporadic literacy, and ending with the “non literate” category, which *de facto* equaled the absence of any contact with any printed medium during the course of the entire year. (1)

In a similar context, a study from 2002 for the first time considered the use of the Internet, along with other printed media, as the first electronic mass medium used in the dissemination of the written word and requiring a specific literary competence. (2)

The latest poll studies conducted by IKiCz at the end of 2006 were, as always, performed on a nationwide control group of Poles over 15 years of age and were a continuation and expansion of the 2002 study. Besides the standard questions concerning book purchase (both literary and practical) in the given year, the poll

contained a separate section devoted to the use of the Internet.

Contrary to other studies typical for Internet studies, the poll conducted by IKiCz dealt mainly with this medium in relation to readership. The questionnaire concentrated on the issue of different types of texts found on the Web. The most interesting element concerned reading *online* electronic books, as well as searching the Internet for information on them, using virtual libraries and downloading e-books.

These issues were very interesting in the light of the 2002 IKiCz study results, which allowed for the assumption that computer literacy is developing in an identical social structure to that of traditional readership. Of the 22% of the population who were Internet users at the time only a small percentage consisted of people who did not read books or newspapers, while in the rest of the control group non-literate people amounted to 14%. At the same time, contrary to popular opinion, Internet users constituted a group with a strong interest in traditional books: when 56% of the entire Polish control group declared this type of readership, the same answer was given by 86% of Internet users and only by 46% of those without Internet access. Internet users' interest in traditional books became even more evident when analyzing intensive readership, i.e. that which equaled reading more than 6 books during the course a year (see Table 1).

The observed trend remained the same in 2006, although to a lesser degree, which was influenced by the general drop in readership of

Table 1. Interest in printed literature among Internet users in the years 2002 and 2006

Internet use	Year	Internet users Control group N = 100%	Interest in the traditional book (%)					
			Do not read books	Read books	Declares reading the given amount of books during a year:		Do not purchase books	Purchase books
					1–6 books	7 or more		
Have access and use	2002	N = 216	14	86	39	47	38	62
	2006	N = 358	31	69	43	25	51	49
Have access but do not use	2002	N = 34	31	69	36	33	39	61
	2006	N = 55	42	58	37	21	59	41
No access	2002	N = 758	54	46	29	15	71	29
	2006	N = 590	63	37	24	12	77	23

books noted in the previous four years in the entire population (from 56% to 50%). Nevertheless, 69% of Internet users still showed interest in traditional books, while only 37% of the population of non-Internet users did the same. 49% of Internet users were book purchasers in 2006, while in the rest of the surveyed group books were purchased by only 23% (see Table 1).

It is important to note that in 2006 Internet users were still a minority in Poland. They are still fewer than readers of printed media – and this remains a worldwide trend. Foreign studies of readership have shown that Internet use is the most common in countries with the highest rate of printed media literacy such as Scandinavian countries, Great Britain, Canada and the United States. (3) Compared to these countries, Poland remains at a much lower level in both readership and use of the Internet, but is on an equal or greater level than Spain, Portugal or Greece. (4)

In the IKiCz study from 2006 under discussion 41% of the surveyed group declared that they access to the Internet, which is 15% more than in 2002. However, not all of them can be called Internet users. 5% of those with access to the Internet admitted that they do not use it at all. Therefore only 36% of Poles 15-years-of-age and over actually use the Internet; most often at home (28%) and at work (10%) and to a lesser degree at school (6%).

The dominant group of Internet users possessed a higher education (65%), and a majority had obtained a secondary education (45%). The smallest group was represented by those with a primary (25%) and vocational education (15%). In the age division the dominant group was that of Internet users aged 15 to 19 (over 70%) and

20 to 29 years (57%), while only 20% of those 50-59 years of age were Internet users and only 3% of those over 60. 45% of inhabitants of urban areas were Internet users, which was twice as many as in the rural areas of the country (21%).

As expected, an extremely large percentage of Internet users belonged to the group of those who read books, in 2006 it equaled 50%, more than two times more than the group that had no contact with printed literature (22%). A similar disproportion was visible between the group that purchased books and that which did not (see Table 2).

Table 2. Interest in printed literature and Internet use in Poland in 2006

Interest in literature in 2006	Surveyed group N = 100%	Internet use in 2006 (%)		
		Have access and use	Have access but do not use	No access
Do not read books	N = 505	22	4.5	73.5
Read books	N = 495	50	6	44
*number read per year:				
1–6 books	N = 318	48	6	45
7 or more	N = 172	52	6	41
Do not purchase books	N = 669	27	5	68
Purchase books	N = 332	52	7	41

* Excluded was “hard to say” answer.

These results when juxtaposed with international studies clearly show that practical literacy, as measured by the readership of traditional print, develops skills necessary in the world of

new computer technologies. At the same time, the large number of readers on the Web may bring to mind the following question: what exactly do Internet users read? Are they just “surfing” in its hypertext resources or do they practice a more advanced form of readership?

The IKiCz study constituted a first attempt at answering this question and establishing the way in which the Internet is used in respect to readership. In the poll Internet users were questioned about what it is they read and were asked to pick from the choice of typical text services and databases available *Online*, both from strictly Internet formats (Internet information portals, Web pages, discussion forums and Web journals) and traditional press formats (the electronic versions of newspapers and other periodicals).

Table 3. Internet readership in Poland in 2006 (in percentages*)

Reading on Internet in 2006	Internet readers 100%=285	Internet users 100%=358	Full control group 100%=1003
News and information internet portals	83,5	67	24
General web pages	74	59	21
Web press, Internet versions of newspapers and period.	34	28	10
Journals, Internet diaries (blogs)	8,5	7	2.5
Internet forums, discussion groups	23	19	7
Other	4,5	4	1
Hard to say	6	5	2
Do not read anything specific	–	20	7

* A respondent could select more than one answer.

Electronic books (e-books), the most advanced form of internet readership, was dealt with in a separate section.

It is worth noting that a fifth of Internet users admitted that they use the Web for other things than reading (listening to music, playing videogames, etc.). A decisive majority chose the aforementioned concrete forms of Internet-based reading (see Table 3). The most popular Web text sources in the Polish control group were news and information portals found in the Internet – 67% of Internet users read these in 2006 (24% of the entire control group). Placed second were the many different types of web pages on the World Wide Web with 59% of users picking this option (21% of the entire control group).

Almost 30% of Internet users (10% of the control group) declared that they read the press via the Internet – specific Internet-based publications as well as the electronic versions of traditional newspapers and periodicals. These traditional text media have gained a strong foothold in the Internet with more respondents picking this option over the different internet discussion forums, which were read by about 19% of Polish Internet users (7% of the control group). A minority of Internet users, only 7%, selected internet journals and diaries also known as blogs.

An interesting conclusion can be drawn from the analysis of internet readership among Internet users interested in traditional literature and those who do not share this interest (table 4). It turns out that the readership of printed books correlates with the readership of electronic versions in general and in specific forms. Only in the case of news and information portals (the most popular and least binding form of contact with the printed word in the Internet) was the number of traditional readers less meaningful. In all the other categories readers of traditional print turned out to also be the more active recipients of internet texts. It is worth mentioning that

Table 4. Printed book readership and Internet readership in Poland in 2006 (in percentages)

Book interest in 2006	Internet users 100%	Internet readership					
		News and information portals	Web pages	Internet press	Blogs and internet journals	Internet discussion forums	Do not read anything specific
In general:	N=358	67	59	28	7	19	20
Do not read books	N=110	64.5	47	17	2	11	27
Read books	N=248	66.5	64	32	8.5	22	17

among book readers there exists a 17% group of Internet users who are completely uninterested in the textual content of the medium.

The IKiCz poll made it possible to ascertain that, among the many multimedia uses of the Internet, the electronic versions of traditional printed media have found their place in the digital environment and that their role is becoming more and more important – not only electronic press but also the electronic book (e-book). In 2006 a fifth of the Internet users, 7.5% of the entire control group, read or viewed a book made available on the Web (all different kinds – from fiction to practical item – professional guides or handbooks) and over half them declared that they used this form of literary dissemination more than several times during the year. What this means is that within four years the number of Internet users reading literature on the Web has almost doubled (table 5).

Table 5. Internet e-book readership in Poland in 2002–2006 (in percentages)

Internet e-book readership	Full surveyed group		Internet Users	
	2002 N = 1001	2006 N = 1003	2002 N = 213	2006 N = 358
Do not read e-books	19	28.5	88	79
Read e-books	37.5	12	21	
Frequency:				
Sporadically	1	3.5	4	10
Often	2	4	8	11

An analysis of the titles and themes of the literature read by Internet users points to a very sectional choice of genre. In the group declaring the habit of reading books on the Internet (31%) most chose practical titles and themes while 24% selected strictly fiction. Only 18% of internet book readers would read both types of literature. 7% of Internet users admitted using the Web only for the services of online dictionaries and encyclopedias, which can be deemed as books only because of their role and function as their form no longer resembles that of a printed book. For a fifth of the respondents, who declared internet readership, their contact with the written word was so superficial that they were unable to answer any questions concerning the title, author or theme of the books they had supposedly read.

Half of the group that reads books on the Internet (10% of all the Internet users) stated that the books they read were found in digital (virtual, electronic) libraries, the others pointed at other sources: web portals and web pages. However, the most common source of books on the Web was the search engine (and the service as whole) Google.com (with its recent Polish version Google.pl), which is in fact (at <http://books.google.com>) one of the largest Internet libraries granting access, mainly to excerpts, to over a million digital titles. Another 12% of Internet book readers (3% of Internet users) noted that they used other books sources; they were mostly likely mutual file sharing nets known as peer2peer (p2p).

Table 6. E-book Internet sources preferred by Polish Internet users (in percentages)*

E-book Internet sources	Full control group 100% = 1003	Internet users 100% = 358	E-book readers 100% = 74
Electronic (digital) libraries	4	10	50
Other sources (portals, services, and web pages)	4	12	57
Hard to say	1	3	12

* It was possible to provide more than one source.

The Internet serves more as a source of information on books rather than of the e-books themselves (table 7). In 2006 27% of Internet users admitted that they used the web to find information on new releases, as well as the opinions of them, their reviews, excerpts, recommendations and finally price. 11% declared that they did this more than several times during the year. In the search for information on a given book Google.com proved to be the dominant search engine once again with over 35% of all book queries addressed to this service. The second most popular source, with 25% of all Internet book queries, were internet libraries, including the largest Polish internet bookstore Merlin.pl. This trend comes as no surprise as worldwide it is traditional books that are the most popular items purchased on the Internet. It must be added that one of the results of the IKiCz studies was the discovery that the Internet has become the third largest source of purchased books, right after bookstores and book clubs.

Table 7. The Internet as a source of book information in Poland in 2006 (in percentages)

Obtaining book information from the Internet	Full surveyed group 100% = 1003	Internet users 100% = 358
No	26	73
Yes	10	27
Frequency:		
Sporadically	6	16
Often	4	11

The last issue dealt with in our study concerned the range of different text files downloaded from the Internet, specifically documents and books. The goal was to position text downloads in the broader scheme of the Internet's content.

The IKiCz poll showed that, in general, few Polish Internet users actually download files from the Internet: in 2006 only 38% did this. The most popular downloads were music files and movies. Only 12% of Internet users downloaded any type of text files (documents, press

Table 8. Internet downloads in Poland in 2006 (in percentages)*

Internet downloads	Full control group 100% = 1003	Internet users 100% = 358
None	22	62
Movies, photos and other pictures	6	15
Music	8	23
Computer programs	4	11
Text files, documents, articles	4	12
Book files, e-books	2	5
Other files	1	2

* It was possible to select more than one answer.

Notes

(1) *Polacy i książki. Społeczna sytuacja książki w Polsce 1992* [Poles and Books. The Social Situation of the Book in Poland in 1992]. Warszawa 1996, p. 35–57.

(2) Straus, Grażyna, Wolff, Katarzyna, Wierny, Sebastian *Książka na początku wieku. Społeczny zasięg książki w Polsce w 2002 roku*. [The Book at the Beginning of the Century. The Social Impact of Book in Poland in 2002]. Warszawa 2004, p. 11–45.

(3) See. Skaliotis, Michail *Key Figures on Cultural Participation in the European Union*. Luxembourg 2002, www.readingeurope.org; *2002 Survey of Public Partici-*

articles, etc.) and even fewer (5%) downloaded files containing books.

To sum up the study one can state that computers connected to the Internet have become machines designed for reading (*Literary Machines*), just as Theodor Nelson wanted it to be when he first came up with his online hypertext system. He is one of the first propagators of reading on computer screens and online publishing. In his *Literary Machines* he predicts the creation of an open Internet „universal library,” which would serve as an interactive and constantly updated archive. (5)

On the other hand traditional printed media such as books and newspapers have not ceased to be the primary „Literary machines.” It also turns out that it is the readers of traditional print that constitute the largest reading public in the Internet and that the Web itself has not become a substitute but rather a supplement of the traditional literary scene. It is Internet-specific forms of communication that are read online while the press and books, while present on the Web, are more often read in their traditional form. What is very interesting is that more Internet users read traditional printed books than the most popular information and news websites, which distinguishes traditional literature from films or music. In the case of literature, Internet users are reluctant to substitute the traditional medium for the digital one – despite the many opportunities for legal book downloads available on the Internet.

It still difficult to see any competition between the Internet and traditional literary institutions – publishers, printers, bookstores and libraries. The Internet is becoming more of a gateway to reaching the client or user rather than a competitor.

patation in the Arts. (National Endowment for the Arts). Washington DC 2004, <http://www.arts.gov/pub/NEASurvey2004.pdf>; *Reading and Buying Books for Pleasure. 2005 National Survey*. (Canadian Heritage). Montreal 2005.

(4) According to Eurostat data from 2006 concerning access to the Internet in EU countries, to be found in: *Społeczeństwo informacyjne: Wykorzystanie technologii informacyjno-telekomunikacyjnych w 2006 r.* [Information Society: Making Use of Information and Telecommunication Technology in 2006]. Warszawa 2007 www.stat.gov.pl.

(5) Nelson, Ted *Literary Machines*. Swathmore 1981.

Public Libraries and Reading in Poland

Renata Aleksandrowicz

Polish Senior Citizens in the Face of Books and Libraries

Abstract The elderly people are becoming an increasingly large group of library users. The article discusses the new role of libraries in face of senior citizens, and describes on the basis of research the reading habits of Polish senior citizens using the public libraries.

The political transformations in Poland have brought not just favourable changes, but also many barriers and dangers which can be felt particularly by the weak and the infirm, and by those who are rejected on account of their age. It has been said that “the lifestyle of today’s society, glorifying youth, progress, development, efficiency and profit, encumbers or even prevents old people from self-fulfilment, activity or the right to take any initiatives upon retirement”. (1)

In Polish public libraries, elderly persons are very often underestimated guests. Despite society’s aging, our libraries, not to mention the media and modern culture, are geared towards young patrons. A report on public libraries in 2004 contained the following remark: “... a trend towards an »ageing of the dominant category (2)« does not alter the fact that (...) public libraries are mainly for young people and that they cater for their educational and information requirements, as well as their requirements regarding literature for educational and recreational purposes” (3). Such an attitude is hardly surprising in view of the fact that according to statistics, elderly users are the smallest category of public library users in Poland. However as a result of demographic changes, a clear shift towards older readers can be seen. In 2004, senior citizens accounted for 4.5% of the reading public in Poland, and 4.7% in Lower Silesia Voivodship alone (4), whilst in 2006 these figures were 5.1% and 5.5% respectively (5). The proportion of elderly users also varies depending on the characteristics of a given city or the socio-economic conditions of a region. For instance in

Wrocław – a university city dominated by young people – elderly people account for only about 8% of the users of the Municipal Public Libraries network. (6) Sometimes, in smaller places which young people have left in order to study or seek employment, every third library user is of pension age. (7) This trend is already sufficiently clear, and that is why a report on public libraries in 2006 includes the following remark about the need to increase activities for the sake of young people: “the observed trends occurring in society (an increase in the number of elderly people) (...), as well as an appreciation of the problem of people of whom not much used to be said (e.g. service for handicapped persons) are also benchmarks for the development of library activity”. (8)

In our libraries, elderly people are becoming an increasingly large group of users. Therefore, the following questions will appear with increasing frequency: what is a senior citizen who uses a library? What barriers to libraries and to information does he encounter? What are his literary and information requirements? In what way can libraries satisfy these requirements? With which institutions is it worth cooperating in order to attract and satisfy as many elderly readers as possible?

Unfortunately, researchers into readership seldom deal with senior citizens, tending to concentrate mainly on young readers. If elderly readers are taken into account in writings on the subject of reading or the work of libraries, then it is usually as handicapped or sick people. Researchers are not interested in active senior citizens as a separate group of readers, believing,

not without justification, that the attainment of an age threshold does not result in new, separate reading habits. In fact, senior citizens often have much more free time, which affects their reading activity and attitude towards books. They are people with qualifications and experience, and often seek alternative employment, thanks to which they constitute a “powerful unexploited source of possibilities”. (9)

This article is an attempt to define, on the basis of research, the reading habits of Polish senior citizens who use libraries.

The research took the form of a survey, so it should not serve as any basis for generalisations. Nevertheless, in view of the absence of comprehensive studies into book reading by elderly people, the survey provides glimpse of the choices and preferences of senior citizens and of their needs and possibilities as library users. The information obtained from the survey provides a springboard for further analysis, helps formulate many detailed questions, and indicates the need for concentrated research into the specific problems of elderly people connected with the culture of reading.

The survey was held in 2005 on public libraries chosen at random in Lower Silesia, including in Wrocław, Legnica, Wałbrzych, Silesian Lwówek, Dzierżonów and Świdnica. It involved 180 readers aged above 60. The questionnaires were completed by 110 persons, of whom 86 satisfied the age criterion (10). 24 of the respondents were men and 62 were women (in the Institute of Books and Reading's nationwide surveys into reading by all age groups, women declare themselves as readers more often than men). (11) The survey on the sample of Lower Silesian senior citizens was varied in terms of their education and place of residence. Most respondents had secondary education (44) and higher education (28), whilst 13 had an elementary or vocational education. Regarding residence, 21 persons were from cities with a population of up to 500,000, 9 were from medium-sized cities with a population between 50,000 and 500,000, 44 were from small towns with a population of between 5,000 and 50,000, and 12 were from villages.

One should bear in mind that the respondents were people who avail themselves of the services of a public library, in other words people who read or at least experience the need to read, every day.

Ways of spending free time

Firstly one should consider where senior citizens do their reading as opposed to other forms of spending their free time. Most surveys by Polish sociologists and social gerontologists indicate that the majority of elderly people have a passive involvement in culture. According to T. Borowska-Kalwas (12) mass media play the biggest role in their free time, followed by sleep, family life, religion and reading. Out of the mass media, the highest rating was accorded to television (watched by 71.5% of the respondents), followed by radio (11.8%). But only 6.8% of the respondents chose books. (13)

According to Agata Chabior, “for many senior citizens, reading the press and watching television have become the chief way of keeping abreast of current affairs and acquiring information not just in order to add colour to everyday existence, but also in order to establish and maintain interpersonal contacts”. (14)

Do preferences change when the respondents are elderly people using public libraries? In a survey carried out by the author, the firm majority of senior citizens (93%) said reading books was one of their favourite ways of spending their free time [table 1], while over half (59%) said watching television, whereas 50% said that they read newspapers. But this does not change the fact that – just like in nationwide surveys – in first place is receptive activity, manifested primarily in watching television, listening to the radio and reading newspapers and books, usually at home. Almost half the respondents (44%) said working in the garden was their favourite pastime, but for one third of senior citizens meeting with the family was particularly important. This form of recreation was particularly appreciated by women (41.9%). The need for emotional contacts and affiliation is particularly strong at this age, whilst weakened family ties, with the accompanying emotional chill and vacuum, have a negative effect on old people's self-esteem.

In the questionnaires, and especially in interviews, the senior citizens drew attention to the seasonal nature of the activities in their free time. Depending on the season, respondents spent more time out in the open or walking (spring/summer), or with a book or in front of the television (autumn/winter).

Reading

For the firm majority of respondents, reading books was a frequent and regular activity, the frequency of which was little affected by sex, education and place of residence. If we adopt the classification of the Institute of Books and Reading and accept that persons who read 1–6 books per year are sporadic readers and only those who read over 7 titles a year are genuine readers, then the majority of the respondent senior citizens in Lower Silesia are exceptionally active readers. As many as 43% of them said they read 2 books per month, and 44% even claimed they read over 5 books per month. Only 5% of senior citizens said they read less than one book per month, and we could also include these in the category of so-called sporadic readers.

The frequency of reading is a major factor affecting reading activity. 70.9% of all respondents said they read every day, and there was not much difference here in their education. But taking sex into account, it transpired that as many as three quarters of women and over half of men read every day. In their responses regarding the frequency of their reading, senior citizens were keen to explain their activity in this regard (“if I have a good book I’ve got to finish it”, “I read every day out of laziness”), referred to the opinions of close relatives (“my wife will tell you I read all the time”), or added remarks about the circumstances of their reading (“I read at every spare moment: in the tram, in bed, even at mealtimes”, “My book always lies open on the couch”).

Reading preferences

The reading preferences of senior citizens in Lower Silesia seem rather stereotypical, and do not vary much from the reading preferences of their counterparts in other parts of Poland, so that the survey we are examining confirms the results of earlier research into this age group. (15) Women preferred novels, biographies and historical literature, while men put historical books, thrillers and popular science books in first place. Every fourth of women said they like to read memoirs and books from their youth. Perhaps this type of literature provides a way for older readers to reminisce about their past, helps

them re-establish a feeling of security and self-assurance, and lets them relive the moments of joy and strength which they associate with their youth. The titles that were eagerly read often included literature from childhood and youth. The titles mentioned included the *Story of the Yellow Shoe*, *Polyanna*, *Lonely White Sail*, *The Little Prince* and *Anne of Green Gables*, or fairy tales were generally referred to. A second clear stream of childhood reading comprises classics of Polish and foreign literature, described by Grażyna Straus as “school books” (16). The respondents mentioned Adam Mickiewicz, Władysław Stanisław Reymont, Bolesław Prus, Eliza Orzeszkowa, Józef Ignacy Kraszewski, Henryk Sienkiewicz’s “Trilogy”, *Iliad* and *Odyssey*. What is interesting is that individuals mentioned titles or authors who did not make their debut on the Polish market until the 1960’s, such as *The Lord of the Rings* or Joanna Chmielewska, or the 1970’s, such as Małgorzata Musierowicz. So in the case of 60 year-olds, one can hardly say that they are talking about the books of their youth. Rather, they mentioned titles or authors who are currently popular and who are identified with youth literature.

Not read to a significant degree were poetry, short stories and – particularly surprising – encyclopaedias and dictionaries. One would have thought that encyclopaedias and dictionaries are books which elderly people reach for with particular eagerness, if only to help them with their crossword puzzles. (17) It is very possible that these works are often used as work tools, sources of information etc., and are not regarded as something one reads for pleasure.

An analysis of a ranking of the most popular authors has indicated two distinct currents: popular Polish and foreign writers (14 names) and so-called school authors (8 names). Popular literature was represented by writers who – just like school authors – have probably figured in our readers’ imaginations for a long time and evoke memories of childhood, writers such as Maria Rodziewiczówna and Stanisława Fleszarowa-Muskat. Alongside them are modern creators of popular literature, known to virtually all sectors of Polish society. (18) Most of these have gained popularity thanks to film adaptations of their books, such as Frederick Forsyth, Danielle Steel or Katarzyna Grochola, or thanks to television programmes such as Bogusław Wołoszański. (19)

Thus, the picture of reader preferences appears not very diversified, a fact also confirmed by the list of favourite authors belonging primarily to popular literature and so-called school authors. Just like in the whole of society, the choice of literature read by senior citizens was affected by two sources of influence: the school (on account of the required reading in secondary schools), and the market, with its mechanisms of seeking and holding on to customers (high print-runs, advertising, easy-available bestsellers often accompanied by film adaptations). (20)

The reasons for reading books

Over three quarters of the respondent women read for the sake of entertainment, whereas most men (62.5%) regarded literature primarily as a source of information, and only secondly as a source of entertainment. Even though for most respondents (96.5%), the reading of books did not help them solve their problems, one third of the senior citizens, especially women (40.3%), regarded them as a way of forgetting their troubles. Similarly, every third respondent read for the purpose of self-education. The educational function of reading was appreciated especially by men (41.7%).

Information on books

Over two thirds of the senior citizens (68.6%) who used libraries obtained information about the books they read from the librarian, and just over half (52.3%) obtained this information from the media. Some 27.9% of the respondents relied on recommendations from friends, which may illustrate that they maintain more intensive social contacts, but certainly confirms that they discuss books. Literature is a preferred topic of discussion particularly for men, against the background of politics, sport, health etc.

The connection between education and preferred ways of obtaining information on books is interesting. Most senior citizens with higher education (67.9%) chose the mass media as their primary source of information and 60.7% relied on the recommendations of librarians, whilst in the case of people with elementary and vocational education, 84.6% preferred to find out about new books from their librarian, and 38.5% obtained this information from friends.

Home book collections

Even though all the respondent senior citizens were library users and most of them can be regarded as active readers, almost every third respondent (29.1%) said that he had just a small library of up to 50 volumes at home, and only every fifth respondent claimed to have a library of over 200 volumes. The group of respondents also included those who did not have a single book at home (4.7%); these were all senior citizens with secondary education and living in a small town. Differences between the sexes did not prove to be too big in this case. Assessing the state of their own libraries, the respondents explained that they had donated some of their books to friends, relatives or libraries. Some of them admitted that they would like to read every single book in their libraries before they die. Some of them wondered with fear what would happen to their library after their death.

The Availability of books

Over two thirds of the senior citizens (68.6%) who used libraries obtained information about the books they read from the librarian, and just over half (52.3%) obtained this information from the media. Some 27.9% of the respondents relied on recommendations from friends, which may illustrate that they maintain more intensive social contacts, but certainly confirms that they discuss books.

Only 5.8% of the respondents learned about interesting books from the Internet. One should also note that among those respondents who used libraries, the Internet was a source of information only for those with secondary and higher education.

The connection between education and preferred ways of obtaining information on books is interesting. Most senior citizens with a higher education (67.9%) chose the mass media as their primary source of information and 60.7% relied on the recommendations of librarians, whilst in the case of people with elementary and vocational education, 84.6% preferred to find out about new books from their librarian, and 38.5% obtained this information from friends.

No one living in rural areas used the help of a librarian in choosing books, and only one respondent with elementary education indicated

this possibility. This could suggest financial troubles or an inability or unwillingness to visit bookshops. Yet the behaviour of these respondents as book purchasers contradicts this. Some 38.5% of senior citizens with elementary and vocational education claimed that they also buy books; the same thing was said by every other rural inhabitant. All in all, almost every third respondent said that buying books is one of the ways of obtaining them. Apparently this is a far better result compared to the nationwide surveys of the Institute of Books and Reading, for in 2002 “interest in buying books clearly fell as people grew older, only one fifth of respondents aged 60 bought books”. (21) But if we compare this result with the result obtained from senior citizens who claimed they read books in 2000, it turns out that every other reader at that time mentioned individual purchases as a source of access to books. (22)

Regarding senior citizens who use libraries, the fact that most of them (91.9%) regarded the borrowing of books from the library as the main source of supply of book comes as no surprise. This trend was similar in all groups, regardless of sex, education and place of residence. The situation was the same with regard to one third of respondents who also indicated the possibility of borrowing books from friends as a way of having access to books.

Regarding elderly people who struggle with various kinds of problems connected with health, finance, technology etc., the question about barriers to access to books turned out to be particularly important. Most senior citizens (55.8%) complained that the print was too small, and (48.8%) complained that book prices were too high.

Excessively small print was a problem for the firm majority of respondents with elementary and vocational education (92.3%), but only one third of respondents with higher education viewed this as a problem. People with a higher education who used books more often as a work tool had probably bought proper reading glasses as soon as problems with their eyesight appeared.

Somewhat surprisingly, education was also a variable factor regarding financial barriers. Almost two thirds of the senior citizens with higher education regarded high prices as a barrier to books, whilst only one third of those with elementary and vocational education thought

so. Persons with a higher education probably buy many more books, apart from which they are more likely and willing to choose luxury editions, coffee-table books or encyclopaedias and dictionaries.

Only 2.3% of respondents had problems with access to a library, but this figure would have probably been far worse if the survey had been held among senior citizens who do not use libraries. However, the fact that senior citizen library users praise the professionalism of their librarians fills one with optimism, for only 3.5% of the respondents complained that they received no help from staff.

Senior citizens in libraries

From the point of view of librarians, senior citizens are not such rewarding partners as children and young people. To their mind, old people put up “resistance,” and do not subject themselves to the same mechanisms for promoting books and literature. Instead of being attracted, they are repelled by excessive media “hype,” futuristic interiors and technological novelties. Sometimes, libraries also adopt the attitude of other institutions such as the health service, assuming that it is not worth investing in this age group. The education of young readers is certainly a more rewarding task. Therefore, do Polish senior citizens use public libraries willingly and frequently?

Attendance of public libraries is affected to a major extent by these institutions’ endeavours to make it easy for senior citizens to use their collections. Most of the respondents (73.3%) were pleased with the help and attention they received from librarians (73.3%). In particular, residents of large cities (90.5%) and medium-sized cities (100%) felt generally satisfied with this.

This is confirmed by the results of a survey into activities by libraries for the sake of elderly people, conducted by the author among the managers of libraries in Lower Silesia in December 2006. Almost 80% of the libraries claimed that senior citizens can expect help and attention from their staff. Moreover, all the librarians said that senior citizens seek their advice when choosing a book, and discuss their personal problems with them.

But getting back to the survey among senior citizens in Lower Silesia, other activities by

libraries to make it more comfortable for senior citizens to use their collections appear much less favourable. Only every sixth respondent said that his library offers home delivery of books, and every 10th respondent said there was a separate section for audiobooks and large-print books. In view of the problems with reading small print discussed earlier, the efforts of libraries to improve this state of affairs appear particularly necessary. The absence of large-print books in our libraries is an outcome of financial problems of the libraries themselves, but is also a reflection of the poor range offered by the relevant publishers on the Polish market. (23)

The condition and work of Polish libraries appeared much more favourably in a survey among the managers of 25 libraries in Lower Silesia. When asked what their libraries have done to make it easier for senior citizens to use their collections, 18 managers confirmed that there is a separate section for audiobooks, 13 said their libraries deliver books home, and 8 said that they have a separate section with large-print books. The availability of alternative reading matter seems to be at a medium level. Four out of five of the libraries have audiobooks, and over half offer their readers music recordings. This disparity may be the result of an information or organisational barrier: old people either have no idea that such services or reading matter exist, or do not know that their libraries offer them.

Almost three quarters of the senior citizens did not suggest any forms or activity by libraries which would make it easier for them to use them, and just one person said he was satisfied with the frequency and quality of contacts with books and the library. This may be because this was one of the few so-called open questions, requiring more independent thinking. The absence of suggestions from respondents may also suggest that they are happy with the services of their libraries.

If we consider the fact that only one quarter of the respondents proposed actions that permit better contact with libraries and books, it is significant that half of these proposals concerned a separate section for large-print books. This confirms that there is only a limited possibility of using such publications.

The form of library work in which senior citizens could participate the most often were exhibitions and meetings with authors. Very

seldom were respondents able to attend nature displays, take part in competitions, or participate in joint readings of literary works. Also, no respondent mentioned any therapeutic or artistic activities organised by his library. Librarians may not offer such activities, or information about them may not reach the respondents. But it is also highly likely that even if these activities are offered, they are addressed mainly to children and young people. However, this is certainly the fault of the senior citizens themselves, because they are rather reluctant to take part in events which are new to them.

This is confirmed by the question about the form of library work in which the respondents would willingly take part. Over half of them did not answer that question. Of those who put forward some proposal, half suggested meetings with authors, in other words a tried and tested form which provides an opportunity to meet and talk to prominent figures in the local cultural and artistic community.

Not a single respondent suggested educational activities in libraries, which are increasingly popular abroad, such as computer courses. A major portion of librarians probably has no experience with them either.

So much for the results of the survey. Next, it is worth considering the meagre participation by senior citizens in the work of libraries. Is their activity discouraged by the barriers to obtaining information, or the unattractive library offer, or indeed by their fear of what is new?

The work of some libraries which are realising comprehensive projects in cooperation with various institutions shows how much depends on outside inspiration and initiatives.

Activities of libraries for the benefit of senior citizens

Most senior citizens do not work or study. Therefore for them, the library may be the friendliest environment in which they can acquire new forms of creative activity, engage in integration between the generations, and learn how to use the new media.

The creative activation of senior citizens enlivens their environment and develops their interests, and is intended to promote and support artistically talented people in literary activity,

painting, photography, handicrafts etc. Libraries offer various activities in this regard, including:

- Exhibitions of the work of creative senior citizens, organised also with the cooperation of other institutions, e.g., senior citizens' clubs and old people's homes, which motivate their residents. In this way, senior citizens feel appreciated and needed, while at the same time these events serve to promote the libraries themselves. (24)
- Literary competitions, which activate the community, permit a better understanding of the problems of old age and a better general knowledge and appreciation by society of the creative abilities of elderly people. (25)
- The production of local periodicals or publications, being the outcome of various initiatives (e.g. literary competitions, photographic competitions and computer courses), which promote the activity of senior citizens and allow them to make an impression on the local community.
- Forms of occupational therapy which, together with other forms of therapy, disclose the talents hidden in people and encourage artistic self-expression thanks to the relaxed and informal atmosphere in which they are held.

Integration between the generations is particularly important at a time when family traditions that span the generations have virtually disappeared. Increasingly weak contacts between children and elderly people are encouraging stereotypes and mutual prejudice. There are many spheres of life that offer a platform of understanding between the generations. Various Polish libraries and cultural-educational establishments are particularly engaged in creative activity, such as music, dancing, regional traditions and customs, cooking, herb cultivation etc. (26) The outcome of this activity is – prepared and edited together – books, press articles, websites, CD's, photographic albums, radio programmes and theatrical presentations, produced jointly. Employing elderly people that offer the required strength, skills and abilities as consultants giving advice to persons belonging to different generations helps overcome mutual prejudice and build relationships based on mutual respect. Such consultations could be provided by, for example, shifts by retired teachers, officials and lawyers that cooperate with school or public library. (27) Similar consultations could be offered by

pupils, offering advice on how to use the new media. Elderly people are unwilling to participate in new forms of library activity, but if children take part in these activities, senior citizens will feel they are guardians or guides rather than mere participants, e.g., exercises in the pedagogy of play.

The rapid progress in new technologies is pushing people to the sidelines and creating various barriers. The library is one of the friendliest places where senior citizens can learn the secrets of the new media in a secure environment. This is why there are more and more nationwide and local programmes of all kinds, making it easier for elderly people to access sources of information, and offering them training in the use of modern technologies and information tools.

The primary task of these increasingly frequent projects, (28) also being realised in Polish libraries, is to narrow the gap between senior citizens and the younger generation regarding the use of electronic media. A pioneer in this regard was the *Ludzie starsi w XXI wieku* [Elderly People in the 21st Century] programme (29), realised in Tczew in 2003, in cooperation with the Municipal Public Library. It involved teaching senior citizens how to use mobile telephones, cash dispensers, dictating machines, computers and the Internet. The acquisition of new skills has helped them overcome the barriers between the generations. Senior citizens gained a new topic of discussion with their children and grandchildren, thanks to which their status in the family has clearly grown. (30) Today, Polish libraries are providing activities like this more and more often, most notably within the framework of the nationwide campaign entitled *Akademia e-Seniora* [Academy of e-Senior]. (31)

So that the above activities involving creativity, integration and education can be realised in a professional manner and adapted to the needs and possibilities of senior citizens, it is important to have cooperation with various institutions which will help attain the intended objectives. Such institutions should be:

- Those which make it easier to establish contacts, in other words, senior citizen clubs, old people's homes, day care centres, parish halls, health service establishments, etc. The first steps towards such cooperation could be taken by the librarians who visit the above establishments, encouraging the organisation of a joint exhibition or a performance by the local theatrical

group. Moreover, the experience of the staff in these institutions will help identify old people's potential, and the holding of some library events in these institutions will help break down the psychological barrier. Cooperation with old people's homes, senior citizens' clubs and other day care establishments is exceedingly important in order to extricate old people from their closed environment and show them the possibilities of external activity.

- Partner institutions with a similar business profile which offer opportunities for varied activities, such as inter-generation activity schools and the Third Age University, serving as forums for active senior citizens, capable of acting as consultants, or encouraging meetings with readers, houses of culture, museums and theatres, the experience of whose personnel is priceless in the artistic activation of senior citizens.
- Financing institutions, in other words local authorities, foundations, grant-giving structures, and also, to an increasing extent, non-governmental organisations which promote activity by elderly people and provide support to other organisations acting for the sake of senior citizens, e.g. the Academy for the Development of Philanthropy and Forum 50+. (32)

Let us attempt to summarise our thinking on the subject of Polish senior citizens who are readers and who make use of public libraries. One of the chief ways in which senior citizens spend their free time is receptive activity, and most of the respondents chose reading as their favourite pastime. However, one should remember that the survey was conducted among public library users, in other words people who belong to a kind of readership elite in the age group in question.

For our respondents, reading was a frequent and regular activity. Its frequency was little affected by sex, education or place of residence. In further research, it would be worth answering the question: do senior citizens regard reading rather as a time filler, or as a cultural and prestigious asset?

The fact that senior citizens are interested in reading has been confirmed by previous surveys into this age group. Just like in the whole of society, the choice of literature read by senior citizens was affected by two sources of influ-

ence: the school (on account of the required reading in secondary schools), and the market, with its mechanisms of seeking and holding on to customers (high print-runs, advertising, easy-available bestsellers often accompanied by film adaptations. (33)

This confirms that readers' interests are shaped throughout their life and depend on many factors, such as: education, family environment, occupation, etc. However, the situation of a senior citizen who uses libraries is different because of his ability to draw information and make use of libraries depends largely on his current situation – health, family environment, financial situation, place of residence, etc. The results of the survey have largely confirmed this: deteriorating eyesight prevents readers from reading books with small print, and their poor material situation prevents them from buying interesting books. Further research should examine the architectural, technological or communications obstacles which make it difficult to access information and libraries.

If librarians have a very positive image on the basis of this survey (respondents were able to rely on their help and regarded them as the chief source of information on books), the work of librarians for the sake of senior citizens does not appear so positive. Though most libraries arranged exhibitions and meetings with authors, they pointed out too seldom that the library has separate sections containing so-called alternative reading matter. This is particularly important in a situation where over half of the respondents regarded excessively small print as the main obstacle to their reading. Large-print books and audiobooks are exceedingly useful for people who have poor eyesight or who are blind, whose eyesight defects have been detected too late in life and who will never learn to read Braille. It is very important for these people to be able to borrow alternative publications from a public library from which they used to borrow printed books for many years. The possibility of remaining in their environment compensates them for their lost eyesight and offsets their accompanying fears.

The participants in the survey did not take part in many library activities and events. And yet libraries, apart from fulfilling their traditional roles, may play a special role in the lives of old people. Libraries should be more than just places where one can borrow books, obtain

information or meet a favourite author (34). Their work should also proceed towards activating senior citizens as consultants, creators or volunteers in work with other senior citizens, children and young people. It is also important to make use of the local press and the library's websites to encourage elderly people to participate in library activities.

The experience of many librarians shows that once they have convinced senior citizens to take

part in activities, the senior citizens proceed to do so with great enthusiasm; they attend meetings regularly, and propagate this activity among their own circles. An additional cause for satisfaction by librarians may be the knowledge that "at every stage in his life, man possesses particular assets which he can share with everyone", (35) and that "these assets should be discovered anew in a society which tends to talk of old age solely in terms of problems". (36)

Notes

(1) Trafialek, Elżbieta *Życie na emeryturze w warunkach polskich przemian systemowych* [Life of Retired People in Poland after the Transformation]. Kielce 1998, p. 31

(2) This category applies to persons aged 25–60.

(3) Yearbook *Biblioteki publiczne w liczbach 2004* [Public Libraries in Figures 2004]. Warsaw 2005, p. 29.

(4) *Ibid.*, p. 70–71.

(5) Yearbook *Biblioteki publiczne w liczbach 2006* [Public Libraries in Figures 2006]. Warszawa 2007 [online]. [accessed on 4 March 2008]. Available at: http://www.bn.org.pl/doc/bpwl/bpwl_2006_pl.pdf

(6) Ociepa, Andrzej *Biblioteka w oczach młodych wrocławian* [The Library as Seen by Young Wrocław Citizens] [on-line] [accessed on 4 March 2008]. Available at: <http://ebib.osp.wroc.pl/2004/56/ociepa.php>

(7) Information based on a survey among managers of county (*powiat*) libraries conducted by the author in December 2005.

(8) Yearbook *Biblioteki publiczne w liczbach 2006...*, op. cit.

(9) Message from the UN Secretary General to mark International Elderly People's Day on 1 October 2003. UNIC Warsaw. [on-line]. [accessed on 22 December 2003]. Available at: <http://www.unic.un.org.pl/show.php?news=379&wid=24&print=1>

(10) Despite encouragement from librarians, a certain group of respondents changed their minds about completing the questionnaire after they had started to do so, or took them home without subsequently handing them in. Some respondents, probably on earlier retirement, said they were aged 50–59, which also disqualified them from the survey.

(11) Straus Grażyna, Wolff, Katarzyna, Wierny, Sebastian *Książka na początku wieku. Społeczny zasięg książki w Polsce w 2002 roku* [The Book at the Beginning of the Century. Social Impact of Books in Poland in 2002]. Warszawa 2004, p. 59.

(12) Borkowska-Kalwas, Teresa *Sposoby spędzania czasu wolnego* [The Ways of Spending Free Time]. In: *Starzy ludzie w Polsce: społeczne i zdrowotne skutki starzenia się społeczeństwa*. [Elderly People in Poland: Social and Health Results of the Aging of the Society]. Warszawa 2002, p. 54.

(13) Trafialek, Elżbieta *Życie na emeryturze w warunkach polskich przemian systemowych* [Life of Retired People in Poland After the Transformation]. Kielce 1998, p. 176.

(14) Chabor, A. *Rola w aktywności kulturalno-oświatowej w adaptacji do starości* [The Role of the Cultural and Educational Activity in the Aging Adaptation]. Radom–Kielce 2000, pp. 135–136.

(15) Compare: Mrozowska, W. *Książka i czytelnictwo w życiu starszego człowieka* [Book and Reading in the Life of Elderly People]. In: *Biblioterapia i czytelnictwo w środowiskach osób niepełnosprawnych* [Bibliotherapy and Reading Habits Among Handicapped People]. Toruń 2001, p. 64–66; Chabor, A. *Rola aktywności kulturalno-oświatowej w adaptacji do starości* [The Role of Cultural and Educational Activity in the Aging Adaptation]. Radom–Kielce 2000, p. 154–156; Czajkowski, Franciszek *Czytelnictwo osób starszych* [Reading Habits of Elderly People]. In: *Poradnik Bibliotekarza* 1986 No. 6, p. 6.

(16) This term includes compulsory and supplementary reading on which most of Poland's book customers today were brought up. See Straus, Grażyna, Wolff, Katarzyna *Sienkiewicz, Mickiewicz, Biblia, Harlequiny... Społeczny zasięg książki w Polsce w 2000 roku* [Sienkiewicz, Mickiewicz, Bible, Harlequins... Social Impact of Books in Poland in 2000]. Warszawa 2002, p. 35

(17) Straus, Grażyna, Wolff, Katarzyna, Wierny, Sebastian *Książka...* op. cit., p. 48.

(18) Compare: Straus, Grażyna, Wolff, Katarzyna, Wierny, Sebastian *Książka na początku wieku. Społeczny zasięg książki w Polsce w 2002 roku* [The Book at the Beginning of the Century. Social Impact of Books in Poland in 2002]. Warszawa 2004, pp. 97–103; Straus, Grażyna, Wolff, Katarzyna *Sienkiewicz...* op. cit., p. 50–58.

(19) Straus, Grażyna, Wolff, Katarzyna *Sienkiewicz...* op. cit., pp. 54–55.

(20) See Straus, Grażyna, Wolff, Katarzyna *Czytanie i kupowanie książek w Polsce w 1994 r.* [Reading and Purchasing Books in Poland in 1994]. Warszawa 1996, p. 61.

(21) *Ibid.*, p. 128.

(22) Straus, Grażyna, Wolff, Katarzyna *Sienkiewicz...* op. cit., p. 61.

(23) In 2007, the Prószyński Publishing House recommenced publication of books in the series *Duże Litery. Duże Litery w Bibliotece* [Big Letters. Big Letters in the Library]. [on-line]. [accessed on 8 February 2008]. Available at: http://cmp.proszynski.pl/Duze_Litery-a-20-5-.html. See also: Fedorowicz, M. *Specjalne materiały czytelnicze dla osób niepełnosprawnych* [Special Reading Materials for Handicapped People]. Toruń 2002, p. 92–98, 132.

(24) *Czytelniczy Klub Seniora. Miejska Biblioteka Publiczna we Wrocławiu* [Reading Club for Senior Citizens.

Municipal Public Library in Wrocław]. [online]. [accessed on 8 February 2008]. Available at: <http://www.biblioteka.wroc.pl/strona/dks>

(25) "Joy of Creation, Joy of Living" – a competition of literary activity by senior citizens [on-line]. [accessed on 8 February 2008]. Available at: <http://www.filantropia.org.pl/atlas/index.php?s=main4-7>

(26) See *Lista grantobiorców programu* [A List of Grant Recipients of the Program]. [on-line]. [accessed on 7 February 2008]. Available at: <http://www.filantropia.org.pl/pokolenia/projekty.html>

(27) *Poradnictwo międzypokoleniowe. Senior citizens – elblążanom. Sieć Klubów „Otwarta Dłoń”* [The Inter-Generational Advise Activity. Senior Citizens – for Elbląg Citizens – The Network of Clubs "An Open Hand"] [on-line]. [accessed on 30 January 2008]. Available at: <http://www.filantropia.org.pl/atlas/index.php?s=main4-3>

(28) See: *Rzeczpospolita internetowa. Ich świat, naszym światem, czyli spotkania pokoleń* [The Internet Republic. Their World, Our World, i.e., the Meeting of Generations]. [on-line]. [accessed on 25 February 2008]. Available at: http://fundacjagrupytp.pl/cms/upload/Praktyczny_przewodnik-d223.pdf

(29) See *Ludzie starsi w XXI wieku*. [Elderly People in the 21st Century] [on-line]. [accessed on 30 September 2007]. Available at: <http://www.filantropia.org.pl/atlas/?s=main2-2-2&conskip=0>

(30) *Ludzie starsi w XXI wieku* [Elderly People in the 21st Century] [on-line]. [accessed on 30 January 2008]. Available at: <http://www.filantropia.org.pl/atlas/?s=main2-2-2&conskip=1>

(31) See *Akademia e-Seniora. Polscy senior citizens, jak odnajdują się w świecie nowoczesnych technologii i możliwości komunikacyjnych XXI wieku? Debata*. [The Academy of e-Senior. Polish Senior Citizens, How They Find Themselves in the World of Modern Technologies and Communication Possibilities in the 21st Century? The Debate]. Warszawa 27 September 2007. Available at: http://www.biblioteka.wroc.pl/_upload/File/e-senior_broszura_final.pdf

(32) The projects realised by these organisations, in which libraries also take part, include the "Golden Age Atlas", "We too – senior citizens in the European Union", and the grant competition "Let's join the generations".

(33) See Straus, Grażyna, Wolf, Katarzyna *Czytanie i kupowanie książek w Polsce w 1994 r.* [Reading and Purchasing Books in Poland in 1994]. Warszawa 1996, p. 61.

(34) See more: Aleksandrowicz, Renata *Biblioteka w życiu ludzi starszych* [The Library in the Life of Elderly People]. In: *Oblicza kultury książki. Prace i studia z bibliologii i informacji naukowej*. [Faces of Book Culture. Works and Studies in Bibliology and Information Science]. In: *Acta Universitatis Wratislaviensis* No. 2680. Wrocław 2005, p. 151–167.

(35) John Paul II *Dar długiego życia* [The Gift of the Long Life] [on-line]. [accessed on 31 March 2006]. Available at: http://www.opoka.org.pl/biblioteka/W/WP/jan_pawel_ii/przemowienia/starsi_170920_00.html

(36) John Paul II *O szacunek dla ludzi w podeszłym wieku*. [For Respect Towards Senior Citizens] [on-line]. [accessed on 12 October 2004]. Available at: http://www.opoka.org.pl/biblioteka/W/WP/jan_pawel_ii/przemowienia/ludzie_starsi_31101998.html

Library and Readership History

Janusz Kostecki

History of Readership – Object of Study, Primary Sources and the Ways in Which They Are Used

Abstract The author gives an outline of the history of readership as the object of study. In order to reconstruct history of the social functioning of the book and press, the researcher must study different sources: bibliographies, union catalogues, newspaper articles, library documentation, and other sources documenting the functioning of institutions providing access to books. The readership historian is forced to make recourse to many different sources, also outside of the history of the book and press.

Even the most cursory inspection of works concerning the history of readership must lead us to the conclusion that although we seem to be doing the same thing, we are in fact looking at something different. This does not mean that we analyze phenomena that appear in different places or at different times. What it means is that by following the accepted metaphysical assumptions and setting ourselves specific goals, we may construct different objects of study. Consequently, it entails the usage of a specific conceptual apparatus.

I believe that the most cognitively prolific is the socio-cultural perspective. Defining the essence of readership from this point of view requires simultaneous references to three different, yet mutually connected, contexts: a) communication processes, understood as mechanisms of message circulation, b) receiving practices, understood as semiotic-axiological dealing with texts, c) social life, treated as complexes of specialized human actions aimed at achieving various individual and collective goals. This means that readership is a historically and spatially varied phenomenon, a function subordinate to norms and intentional communicative practices. These practices involve the participation of individuals and groups in the world of meanings and values of culture, present in written linguistic texts popularized through two media: the book and the press.

Contacts with books (later also published periodicals) were the first, and up to the 1930s practically unrivalled, methods of efficient communication outside of local range. They stimulated

the formation and maintenance of spatial and historical ties. To this day they have continued to be the main method used in the processes of institutionalized acculturation. The ability to read was, and often still is, a primary criteria for the division of social space into two antonymous spheres called, depending on the epoch and the adopted perspective, written and oral (or audiovisual) cultures, universal and local cultures or culture for the elite and for the common people.

Boundaries

Readership as an object of study can be distinguished only with the use of a technological type of criteria, and so, above all, in the first of the listed contexts. Although the mentioned media are not the only ones that record and transfer written texts, contacts with other forms of transmission are traditionally eliminated from the field of interest. These are: as far as the method of production is concerned – handwritten texts (in the general understanding of the word), and as far as the method of publicizing is concerned – those not published, but delivered (such as notes, private letters). However, they also include handwritten, yet published texts (such as writings on the wall), numerous replicated with the usage of printing or copying, but delivered (such as internal newsletters), and even some reproduced and published texts (such as an announcement or poster). Therefore, the reading process is not perceived in physiological categories. It is rather believed that contacts with different

media are ruled by separate mechanisms, so they constitute separate classes of events.

The specificity of the function of the book or press is highly determined by their immanent communicative features, such as: durability (including the susceptibility to reproduction), multiplicity, indirectness and one-sidedness (unreciprocity) of contact, as well as its independence from any technical devices. Durability gives incomparably greater possibilities of choosing from a historically accumulated supply of records than those shared by other media, while the feature of multiplicity enables a dispersed and simultaneous contact between those records and their many recipients from a variety of communities. The third feature, indirectness, accounts for the differentiation between the sphere of reception and the sphere of transmission (creating, recording and publishing) in the spatial as well as temporal sense, which ensures, among with the effects of the fifth feature, a theoretically unlimited freedom of frequency, rhythm and circumstances of reading. The last feature guarantees a high degree of autonomy between the method of a message's reception and the intention of its sender(s). A concurrence of the mentioned features enables a significant individualization of readership practices and causes them to be less predictable than contacts with other media.

Apart from common features, both media have many others that are individual. As a result of these features, in time (in Poland more or less from the 2nd half of the 19th century) models and goals associated with the usage of the book and the press have begun to differentiate to such an extent that now they are seldom perceived as elements of the same system. Due to such properties of magazines as: periodicity, temporality (strong connection with the present moment) and irreversibility (lack of reissues), as well as their poly-textuality, the domineering position of an institutionalized, collective, anonymous author, the press (especially journals and weeklies) functions on a similar basis to the mass media, having an influence on recipients with a strongly determined temporarily-spatial location. They do so by forcing a rhythm of reading concomitant with the frequency of the texts' appearance, providing new, yet rapidly updating texts, imposing in the process of reading a carefully prepared mechanical context (other texts on the page, in the issue).

Readership is a function of a variety of practices, not just the traditionally perceived acts of reading – individual, multi-aspectual contact with a text in a book or magazine. First of all, the notion of reading usually also embraces such activities as the usage of dictionaries, encyclopedias, various manuals and guidebooks, specific ways of dealing with scientific and specialist publications (so-called leafing through the text, using only attached bibliographies, etc.) as well as, the once popular custom of collective reading aloud. Secondly, we should also note at least two other categories of events, which involve the participation of readers and which significantly constitute the overall picture of readership at a given time and space. These are: the purchasing, borrowing and further circulation of books and press, as well as the exchange of opinions about reading as a practice (meaning the verbal transmission of models of behavior), and the texts themselves. For example, various hierarchies of works regarded as especially important, not only give a clue as to the read works, but also to the current, official or environmental opinions about the works, exchanged during all of the mentioned events.

In reality, especially after the emergence of new media, the problem of readership boundaries has become even more complicated. Researchers record many facts about the circulation of various topics, ideas or opinions, whose source (the only one or one of many) can be (but does not have to be) texts from books or the press. It is often impossible to decipher what is the effect of reading a text and what is the outcome of communicative practices related to other media.

Main areas of interest

Research of book readership is traditionally related to four groups of problems:

A. The collectivity of readership treated as a distributive set.

The aim is to, first of all, define its limits (in terms of quantity) and at the same time look at the participation of readers in the entire studied population as well as its specific segments; divided, for example, on the basis of place of residence (region as well as type and size of the inhabited area), social class, education, occupation, age, sex, material status, etc. The same data

used differently enables us to describe the collective composition of the readership and at the same time to assess participation of the representatives of the various categories of people (inhabitants of cities and villages, people with particular education, etc). Often the aim is to grasp the direction and dynamics of change and to establish the sources and mechanisms of the recruitment of new readers.

B. The collectivity of readership, being the public.

In the previous type of research, a certain totality is described through the statistical analysis of individual personality traits. In this case, the objects of study constitute the relations between them – the range and directions of the exchange of messages and opinions, as well as the importance in these processes of various institutions and individuals. Through studying the meaning of the sources of information about a book, ways of obtaining it, etc. there are attempts, for instance, to define the level of structuralization (the existence of various subcultures) and cohesiveness of a collectivity of recipients, or the role of the school, Church, family, friends etc. in setting up rules and models related to contacts with books (such as problems with readership initiation).

C. Relations between reading and other human actions.

Without doubt, the longest tradition has the analysis of reading in the context of the so-called symbolic culture, that is the set of other practices (and their products) with an intentionally symbolic and at the same time autotelic character. However, since contacts with the book (and the press) are more often a way of achieving a certain aim rather than a purpose in itself, we cannot ignore their instrumental aspect. We should consider their importance within culture as understood anthropologically, investigate the place and importance of reading within specific areas of human activity (such as education, work or family life), and analyze its relations with everyday activities, such as so-called free time, etc.

D. Acts of reading.

In this case, first of all, there is an attempt to define the level of internalization of the habit of reading, that is, the frequency and regularity of reaching for a book. Secondly, there is an attempt to describe the types of books subject to reading practices and define which ones and

under what conditions they remain in the individual (social) mind. For this purpose, the following groups of texts are reconstructed:

- literary canon – collections of publications commonly considered, for various reasons, as especially important for a given community. Rather small and rarely subject to change, it is formed on the basis of individual choices as well as evaluations popularized for example by schools;
- preferences – sets of texts considered by individual readers or larger populations (such as consecutive generations) as favorite and important for emotional reasons. They are usually formed in the course of individual experiences and constitute the expression of the rank-and-file/, unprofessional structuralization of literature, to a large extent independent of official evaluations;
- literary choices – publications indeed read (at a given time and place). On a global scale, in comparison with the previously mentioned groups of texts, they form an incomparably larger collection, less ordered and much more labile, dependent largely on the current publishing offer. Through an analysis of past choices one can attempt to identify the so-called literary generalities, that is, texts most often read by a given community.

There are attempts to define how texts are received. In the adopted perspective reception is made up of two processes, which can be distinguished only heuristically: understanding and assessment. In both cases the reader deals with two levels of the compound of the text. To understand a particular message it is not sufficient to grasp the meaning imposed by the language system and secondary systems above it (determining, for instance, whether a work belongs to the *belles-lettres*, a branch of science or even a narrow paradigm within it). The reader also has to decipher what the text is about (assign to it a specific fragment of reality – a certain universe of things, people, events, processes) and what it is concerned with (grasp the meanings contained in it). While assessing, the reader selects and evaluates the recognized meanings-values, which he also puts in order of importance. To do so, he refers to suggested ethical solutions, presented scientific theses, as well as the method of “performing” the text or actions of particular characters. The issue of reception belongs to the least described, due to its high level of complexity.

Relatively the most is always known about the standards of reception shaped by the school, modeled on the reading norms of professionals.

Primary sources and the ways in which they are used

Of course, conclusions about the history of readership highly differ in character from the knowledge that can be gathered by a researcher of our times. The main reason lies in the difference in available sources. While reconstructing and interpreting phenomena that take place in the present, we normally use direct opinions about the topics that are of concern to us, provided by a representative or intentionally chosen group of respondents. However, while dealing with the past, very rarely do we have sources of such reading practices at our disposal. We reach conclusions about the occurrence and course of certain reading behaviors on the basis of secondary sources, often sparse and accidental. In turn, we are often forced to content ourselves with ascertainties about the reception practices of the studied time and place – whether they were at all possible, and if so, for whom, to what extent and what types of practices. Despite the dissimilar strategies used in handling the subjects and the natural differences of the described realities, the main areas of interest of both branches of study are in fact similar. Of course, a readership historian also analyzes, for instance, the functioning of a handwritten book and usually spends more time examining the changes in time.

In order to reconstruct the history of the social functioning of the book and press we must look to all types of bibliographies and so-called union catalogues. They are usually incomplete, because they were created when a part of the texts had already ceased to exist. For the most part, they are based on information obtained from only some of the publishers or from chosen libraries, they often use unclear principles of selection and lack the most important indexes. However, they do provide estimated information (omitting as a rule, part of the publications addressed to the youngest readers, to the so-called masses, religious books, popular magazine publishers, school course books, etc.) about editorial production (public and secret) at a given time and place. Because it usually depended on the law of the market, estimates showing its size (in

number of titles), structure with respect to the language (for example the relations between Polish and Latin publications in the Old Polish epoch), type (*belles-lettres*, non-fiction), subject (books on philosophy, religion, particular branches of science), as well as the anticipated recipient (children, adolescents, women, country people etc.), which can be determined on the basis of, for instance, the title of the series, enabling us to infer the size, social makeup and interests of the group under research. On the other hand, data about reissues or illegal copies enable us to reconstruct the set of texts most popular at a given time. It is also especially important in the case of a poorly developed publishing network to reconstruct the geography of the publishing production, which in a way informs about the distribution of recipients in the studied area. The described type of inference calls for great carefulness, because publishing production only partly mirrors the needs of readers. Some publishers fail to recognize these needs, others (for instance, dating from the 19th century, various education organizations, political parties, etc.) try to shape them, though with varying degrees of success. Sometimes authors publish their own works only to satisfy their ambitions, whereas there is always some form of censorship imposed by the State or Church which limits editorial initiatives. Besides, local offers constitute only a part of the available texts and are enriched (usually significantly) by imported items from abroad or (as was the case in the 19th century) from other countries, or their domains. While analyzing publishing production, more important than quantity seems to be the registering of occurring trends, for example the appearance and vanishing of certain categories of publications; because this is a proof of changing expectations and reading practices. In this situation we must draw information from what remains of the recorded documentation of particular editors and printing houses, files belonging to the internal proscriptive censorship and we must even count the circulations, taking into account the copyists' productivity and later – typographic workshops.

Chances to specify the above knowledge are possible thanks to sources connected with the functioning of institutions publishing and distributing books or brochures (bookstores, stores, stalls on fairs, door-to-door salesmen, organizations distributing publications, etc.). Those

sources area: stored in archives, licenses or permits to run businesses, booksellers' catalogues, registers of foreign censorship with information about imported texts (those admitted to the public and those in dispute), notices and advertisements, adverts about the reduction of prices or subscriptions, etc. Any reconstruction of the multitudinous ways of getting hold of books, locations and number of shops, and most importantly, the processes of formation, disappearance or continuance of various types of institutions, allows us to decipher the scale of demand for publications by different groups of recipients in particular areas (region, city, province). However, one must remember that in many cases the government forced to limit (less often – stimulate) initiatives of the described kind. Linguistic, typological and thematic analysis of the offered selection enables us to determine the expectations of anticipated clients in a given city and its surroundings (in the case of door-to-door trade – on a given route). The most interesting seems to be the information concerning the sales rate of particular titles, reconstructed on the basis of publishing dates of books left in stock or advertised. Evidence of popularity (or rather, its absence) is also provided by information about price reductions. These types of data, like none of the discussed above, allow for the scholar to come close to the factual actions taken by the readers.

Similar kind of information can be found in sources documenting the functioning of institutions providing access to books, such as all kinds of libraries, reading rooms, readership organizations, etc., that is various materials serving as evidence of their establishment, existence or closure, and most importantly, inventories as well as published and unpublished catalogues. Valuable are also such documents as guest books, lists of rentals, readers' registers, and reports. Their number increases with time. As was the case with shops, a readership scholar is interested in the typology, location, number, and especially processes of formation, disappearance or continuance of libraries. From this data he draws conclusions analogical to those in the previous case. He pays the most attention to institutions not focused so much on collecting publications as on making them accessible to others. They are established not for future generations but for contemporary readers and not to satisfy the needs of the founder, but the needs of the

largest possible group of users. From the point of view of the researcher, more interesting than huge and valuable ancestral libraries are, for example, city and town libraries filled with books of fiction. In each case, however, warranted is an analysis of the collection of books (linguistic, typological and thematic) enabling us to distinguish the most commonly-found authors and specific titles. A given library's popularity is shown especially through the rate at which its collection grows in size, while specific interests of its clients can be inferred from the structure of collected new items, along with the number of copies of particular titles. A group of users can be most easily described in the case of private libraries (for example the majority of those in monasteries, schools or created for a particular institution). In the case of other libraries a special documentation is needed.

Library readership has never been the dominant form. More important has usually been the unofficial circulation of a book, and the usage of one's own and others' private book collections. Their content, and at the same time the basic fields of interest as far as books are concerned, can be recreated thanks to inventories of home libraries kept in local court records, testaments, bequests and other documents of this kind, auction catalogues, letters from subscribers, ownership marks on books, etc. If on the basis of such materials we want to observe repeating phenomena typical for the readership in a certain community, it is necessary to analyze those materials published on a mass scale. However, we should remember that they approximate reader interests – on one hand some books were passed down from generation to generation, were kept at home, but were not read, while on the other hand, some of the most popular publications were read till the small hours and then removed from the collections, or left unrecorded in documents due to their low material value.

Initial knowledge about the ways of reception at a given time and space is provided by all sorts of evidence concerning book norms, whether postulated or binding at that time: the opinions of authors and critics, bibliographies recommending certain works, guidebooks on reading matter signed by various ideological groups, and most importantly, school programs and recommendations for teachers, setting out the interpretation of texts. These materials, although obviously do

not lead to a recreation of the whole variety of factual reactions of readers, provide the researcher with an interpretative framework, helping, for example, to denote traditionalism or, on the contrary, innovation in the registered usage of texts.

Traces of authentic reading acts can be of various types. In the case of elitist circulations, these include mostly reviews in the press, polemic brochures, etc. and publicized opinions of professionals. The permanent presence of specific works in their creators' consciousness, as well as, indirectly, in the conscious mind of the anticipated readers is shown through various modes of expression, parodies and travesties of texts, sometimes also citations and pseudo-citations, wordings of titles, etc. (readers should be able to recognize works alluded to in such ways). With reference to scientific literature, the easiest source informing about the current role (and popularity) of certain authors, titles, or ideas and opinions are without doubt the footnotes to the works written at a given time. We can try to recreate the unprofessional ways of reading using different types of personal documents: journals, private letters and diaries. The latter, although relatively the most numerous, contain the most unintentional as well as conscious falsities due to the usually large interval between the depicted event and the time of writing, putting memories on paper in order to publish them, etc. Much information about the reception of texts is provided by the material copies of books and magazines, or rather, the highlights on the text made by the reader and remarks or longer commentaries on the margins. Specific evidence of reception can also be found on pristine copies, by way of un-separated pages. The mentioned sources inform about the acts of reading in the most direct manner (in the case of private documents sometimes also with the entire situational context). However, they are not entirely representative – journals or diaries are usually written by people who are unconventional for one reason or another (occupation, social activity or position). On the other hand, the condition of old books and press in Poland (especially those from private collections)

is very bad, which can be put down to accidental damage as well as intense reading. A way of confirming this would be the analysis of not single reports or copies, but entire collections, counted in the hundreds or even thousands.

Although the act of reading, especially in modern times, is usually of a private character, this does not mean that it is not subject to observation, particularly given that relations between different types of witnesses can be extremely valuable for a researcher of the history of readership, for whom a primary source is *belles-lettres* (especially the classical realistic novel describing repeatedly the book's physical presence in a given society, informing about various ways of its circulation and most of all depicting typical scenes of the given period), as well as press materials: various reports, correspondence, social and cultural journals. Although the area of specific authors' observations is usually small; and sometimes their diagnoses differ radically, in many cases they point to facts and phenomena not accessible in other ways.

Starting from the second half of the 19th century, such observations have been the purview of readership scholars (surveys concerning reading practices of so-called average people, children and adolescents, statistic analyses of individual library documentations, polls aimed at defining a literary canon, etc). They provide the most rational information, but due to their low numbers, contingency, incomparability of the applied categories of description as well as other methodological deficiencies, they do not allow for the reconstruction of a complete and coherent picture of the phenomena and processes that are of interest to a researcher.

The limitations listed above are forcing the readership historian to make recourse to many of the mentioned sources and make sense of the results. They are also obliging the historian to make constant use of the knowledge gained from outside of the history of the book and the press, and that is, knowledge about the social structure, mechanisms of communication, range of literacy, and even the development of public transport and transport routes.

Library and Readership History

Anna Zdanowicz

The First Polish Studies of Reading 1881–1939

Abstract The author provides an overview of Polish studies on reading habits from 1881 to 1939. She describes methodology, sources and main publications on this subject. The studies conducted in the discussed period were concentrated on reading preferences, psychological aspects, and social causes.

Polish studies of reading at the time of the partitions

The reading of Poles after the three partitions of Poland, like the culture as a whole, was subjected to various bans and decrees on the part of the Russian and Prussian Partition authorities. Reader contact with the printed word was influenced by the activities of the censors and school policies and, to a lesser extent, by the setting up of Russian and German libraries for the Polish lower classes. Information on the functioning of these libraries was collected officially by the Prussian and Russian administrations. They are not treated as Polish studies of readership. However, Polish reading research was initiated by educational activists working secretly in the Russian partition (e.g. Stanisław Michalski, Konstanty Krzeczowski, Mieczysław Brzeziński), by teachers at private schools, by journalists and, at the beginning of the 20th century, also by educational associations which were being formed legally at the time; from about 1912 librarianship textbooks were recommending that research be carried out.

The material available for the period when Poland was not independent can be divided into three groups. Most information concerns reading among those classes which at the turn of the 20th century were only just entering the world of the printed word, i.e. peasants, labourers and the lower middle classes or, from another point of view, all those who were using popular or educational libraries. There is less material concerning the reading habits of educated people

and a separate collection of works is devoted to reading among children and young people. Towards the end of this period analyses of the whole body of Polish publications also began to appear as an expression of the need for an overall description of Polish culture as a unified entity, irrespective of the partitions. Mieczysław Rulikowski (*Produkcja wydawnicza polska w latach 1909–1911* [Polish Publishing Production 1909–1911]. Warszawa 1913) and Stanisław Lam (*Czytelnictwo współczesne w Polsce* [Contemporary Reading in Poland]. Lwów 1914) additionally treated publishing statistics as material for reflections on the spiritual life of the nation.

The first Polish studies of reading concerned new urban readers. They were carried out in Warsaw in free libraries organized by the Warszawskie Towarzystwo Dobroczynności (WTD). [Warsaw Charitable Society] Records show that from 1881 book readership calculations were carried out for the different sections of the library collections. In 1892 a list of the most popular authors was drawn up at reading room XV in Mokotowska Street. Probably after 1894 the first questionnaires were attempted in the WTD reading rooms. The two questions asked were: “1. Which of the books you read was most interesting? Why? Describe the contents. 2. Which book was least interesting? Why?” The extent of this study is unknown (the Archive of the Public Library in Warsaw has preserved only five anonymous responses). The next questionnaire was initiated by Stanisław Michalski, from 1894 the secretary of the Reading Rooms Section of WTD (earlier employed at reading room XV).

In 1896 he sent out a nineteen-point questionnaire to readers of WTD libraries (in 1896 the WTD libraries had 11,861 members). 43 answers have survived, including two in verse. Apart from personal information (name, age, religion, job, education, parents' profession, length of residence in Warsaw, previous place of residence), Michalski was interested in the reading habits of his respondents (how long they had used the library, where they had got their books from earlier; what books they had read in the last year and what was the first book in their lives; did they have their own collection), their preferred reading (which novels had made the greatest impression and why; did they eagerly read poetry; which scientific or scholarly book had most interested them?), their familiarity with the literary canon (which poems by Mickiewicz did they know?), and such issues as: which books they found uninteresting and incomprehensible and which publications the library did not have? The questionnaire was intended to provide the staff of the WTD reading rooms with insights into the minds and needs of lower-class readers, thus to aid in conducting Polish (in opposition to the Russian policy) educational activities. The purpose of the questionnaires was not limited to gathering information about reading habits and providing example autobiographies of self-taught learners, they were also intended to encourage the respondents to self-analysis and reflection, to thinking about what they knew and in this way introducing order into their self-studies and giving them a substitute for teachers and spiritual guides.

Michalski continued to put into effect his concepts of spreading and popularizing learning as head of the Railway Library, created by the association of employees of the private railway company which operated the Warsaw-Vienna line. The library put great emphasis on collecting scholarly books and making them available to readers. In 1905 the management of this institution sent out a questionnaire consisting of 31 items. Its chief aim was to find out how reading had influenced the respondent and the course that his or her life had taken. The underlying assumption was that reading brought benefits, developed the mind, left indelible impressions and changed the reader's life for the better. Sadly, of the 1,570 questionnaires sent out only 14 were returned and, what is more, some even expressed opinions about the harmfulness of reading (for instance, that it stopped people from thinking independently, disinherited

a person from his "self" and deprived one of individuality. (2)

An interesting example of another type of readership study is the questionnaire given out at all the WTD reading rooms in February 1905 to find out which books readers had asked for and which they had received. Probably as many as seven thousand people were questioned, about half of the library members. The tables which have been preserved show that in relation to what they asked for, readers received less adult fiction and fewer religious works and more books for children and scholarly books.

Reports show that in the Kingdom of Poland, in the provinces, data about readership (on the basis of library records) was collected over a longer period of time at educational libraries in Radom, Kielce, Łódź and Dąbrowa Górnicza.

In 1890 the Warsaw periodicals *Głos* and *Wisła* and later on also in separate copies printed questionnaires addressed to the intelligentsia concerning reading among peasants. The first survey, prepared by Antoni Potocki and Zygmunt Wasilewski consisted of 104 questions. 55 were concerned with the geographic and socio-economic conditions of education in a given village and the opinion of peasants as to the need for education; 49 questions were intended to examine readership in a given village (the number of books and periodicals in the village, their titles and popularity, how they were acquired, reader types and reading habits) and the opinions of peasants about reading in general, about so-called folk publications, and specific titles, about expectations as to content, the look and price of books. A questionnaire prepared by Mieczysław Brzeziński (27 questions) had the same form and addressee, but was supplemented by a long list of books for the rural population with a request that the respondent note down how a specific title had been assessed. Though the questionnaires were widely distributed the response was weak. The authors' disappointment was heightened by the awareness that similar projects in Russia had been much more successful. While Alexander Prugavin in 1887 and Nicolai Rubakin in 1889 had collected several hundred replies, the Poles had just managed to collect a handful. Though it should be noted that nearly half of Rubakin's respondents were teachers actively engaged in educating the lower classes, while in the Kingdom of Poland teachers in state schools were tsarist officials, hostile towards Polish culture; whereas the Polish intelligentsia

was wary of engaging in illegal educational activities, as these could easily result in reprisals on the part of tsarist authorities.

Since in the Russian Partition the intelligentsia had failed as intermediaries between authors and publishers of folk books and the folk themselves, Brzeziński first simplified his questionnaire and then, addressing it directly to peasants, printed it in his own periodical *Zorza* (1898) with an emotional appeal for answers. The response was encouraging – within six months he had received 250 replies.

Polish studies of reading were much rarer in the Prussian and Austrian Partitions. Though Polish educational organizations were able to function lawfully there and had at their disposal a much larger network of libraries than in the Kingdom of Poland (where, until 1905, such activities were proscribed), there are very a few documents indicating an interest in readership issues. More work was put into drawing up catalogues of recommended books, forming new libraries and regulating reading habits by putting together appropriate collections of books. Reports suggest that only the 3rd Circle of the Society for Popular Schools, which had seven libraries in Kraków, noted the popularity of the various sections of its libraries and the most popular titles. Its members also distributed a questionnaire in 1902, but both the questions and the results are unknown.

A survey was also carried out at the Adam Mickiewicz Library of the Popular University in Kraków by Helena Radlińska from Warsaw. Shortly after her arrival in 1906 a new wide-ranging project to evaluate books was begun. For this purpose a questionnaire was inserted into each book, to be later collected and made available to readers in a separate catalogue. A certain amount of information about readership can also be found in the first monographs of Galician villages and small towns written by Franciszek Bujak (published in 1901–1914), and based on statistical and historical material, as well as his own observations. The author scrupulously presented the scope and reasons for illiteracy but also mentioned the existence of reading rooms and the attitude of peasants towards books, noting also the phenomenon of great popularity of the *Trilogy* by Sienkiewicz and of devotional literature.

Towarzystwo Czytelni Ludowych (TCL) [The Society for Popular Reading Rooms] in the Prussian Partition only began to collect more detailed data on its libraries in 1914. Though

the district committees had been obligated to send in reports since 1906, few of them had actually done so.

Only one of the research projects encompassed more than one partition (*Praca Oświatowa* [Educational Work], prepared by T. Bobrowski and others, Kraków 1913). The idea to collect information about all the Polish public libraries originated at the A. Mickiewicz Popular University of Kraków. One intended to collect information on all Polish popular libraries. In 1909 the editors of *Praca Oświatowa* sent out a 31-point questionnaire, which included eight questions on readership. Unfortunately, barely fifty libraries returned it and not all the answers could be compared. Nevertheless Radlińska analyzed the data, concentrating on the occupations of library members, the type of books in the collections and the popularity of the different sections.

Whereas the aims of researchers analyzing so-called lower-class readership could be expressed as: find out (?) – animate – control – direct, those studying the readership of the “educated classes” must be attributed different intentions: count – inform – dispel illusions.

When in 1890 Zdzisław Prażmowski, a journalist from *Kurier Codzienny* analyzed the books taken out by nearly 7,000 readers over five years of one of the Warsaw subscription libraries, he addressed his article to the “lovely lady” who doesn’t realize what and how much she reads. The article showed the effects of emancipation of women and Jews, their increasing share in consumption of literature and the different preferences of rural residents, professionals, the wealthier bourgeoisie and poorer townspeople.

The readings of 800 people in the “liberal professions”, subscribing to another private Warsaw lending library from 1890–1892, were analyzed by Antoni Potocki and published in the weekly *Głos* in 1902. In the lengthy introduction to his calculations he reasoned for the need to include in statistical studies not only literary production (as had already been proposed at the Fourth Session of the International Statistical Congress held in London in 1860) but also consumption of literature. Potocki felt that with the pauperization of the Polish intelligentsia (many people could not afford to buy books), library records were needed to provide a true picture of their intellectual life. So he had tried to examine the quality of that life in a segment of the reading population and had

noted the formation of a popular circulation among educated people and in many cases a lack of intellectual ambitions.

The most professional research was carried out by Konstanty Krzeczowski. Published in 1905, it was devoted to the reading of students at the University of Warsaw. (3) In his comprehensive study the author, probably the only Polish researcher to have studied statistics in Vienna, analyzed – under the leadership of outstanding specialists – all the student library cards (748) from the academic year 1899/1900. He was interested in the books borrowed by students of different faculties, years and nationalities (Poles, Jews, Russians). He examined borrowings according to subject, language and section: literature, scientific works (including monographs and source texts), textbooks and popular books. He tried to distinguish groups of students with similar reading and intellectual habits and to characterize people with the most interesting reading profiles. He situated his investigations within the context of wider sociological studies of Polish and German students and confronted them with teaching reforms at western European universities. He showed the connection between economic and intellectual poverty of Warsaw students: private lessons provided a source of income but took up time which could have been devoted to reading. He stressed that students had failed to work out any method of self-study, that their choice of books was chaotic and random, that they preferred fiction (though the University of Warsaw Library was then the only large research library in Warsaw), that, therefore, their knowledge was shallow and dilettantish. His study ended with a warning against “cognitive neurasthenia” and a call for regular self-study.

Much importance was attached to the reading of children and teenagers. Surveys, initiated by teachers worried about the scholarly future or moral well-being of their pupils, were carried out in several city schools in the Russian Partition and in Lwów. Educators shared their observations with colleagues through the medium of professional journals. Their chief concern was, even more than the phenomenon of reading, the influence reading had on the development of their young charges. The object of the surveys was twofold: on the one hand they were an attempt to penetrate the secret world of the child, to learn about the child’s psychology and mental development, on the other they revealed how children spent their free time and facilitated

control and evaluation of their choice of reading matter. The lists of titles provided by the respondents were often accompanied by disapproving comments on the part of the researchers.

Studies of readership during the Second Republic (1918–1939)

Compared with the period of the partitions, independent Poland (1918–1939) saw a considerable increase in research into readership. Moreover, a theory of this young topic was beginning to develop (the works of Helena Radlińska, Anieła Mikucka, Paweł Rybicki, Maksymilian J. Ziomek) and the first large statistical works appeared; all of which looked to draw a complete picture of issues connected with the availability of books in Poland (e.g. *Biblioteki oświatowe. Spis na dzień 1 stycznia 1930 roku oraz tablice statystyczne* [Educational Libraries. A Register for the 1st of January 1930 with Statistical Plates]. Warszawa 1932). Empirical studies of reading habits were carried out mainly by educational and professional organizations, and by private individuals (librarians, journalists, teachers). Research institutes rarely undertook such work, unless investigations were part of wider sociological, sociographical or psychological studies. Areas of interest varied but most research concentrated on library readership. To give some examples: the functioning of the different networks of libraries was examined (all educational libraries, those belonging to the Spirit Monopoly, Tobacco Monopoly, the Society of Popular Reading Rooms, the Railway Trade Union and others), readership in the libraries of one city (e.g. Warsaw, Płock, Vilnius), and even individual public libraries (e.g. in Łódź, Siedlce). Another area of study was community research. Here the object was to discover the reading preferences and roads of mental development in various social groups (younger and older workers, peasants, soldiers, teachers, youth from the Warsaw suburbs, pupils). The third area was devoted to the analysis of specific problems (the functioning of the serial novel or “forbidden books”, the influence of books on the reader depending on how they were obtained, the influence of the book’s graphics on reading speed, readership of novels in urban lending libraries and even the readership of back issues of the press in one library).

A variety of research methods were used. The favourite was questionnaires and analyses of library records. However, the resulting studies usually lacked any interesting conclusions. More interesting results came from studies of autobiographical records (such as journals, diaries, memoirs, biographies, letters), and from interviews carried out with readers within their own environment (at homes, community centers, social welfare centers). The popular pre-1918 research method of publishing questionnaires in the press practically disappeared. When a fuller picture was needed several techniques were combined. For instance, to describe the readership of serial novels Feliksa Bursowa used questionnaires, observations and interviews, as well as the records from the Pedagogical Counseling Clinic at the Juvenile Court.

The size of the sample examined depended on the applied method. Usually it was several tens of autobiographical documents, several hundred (or even more than 1,500) interviews, from several hundred to several thousand questionnaires and from several hundred to up to twenty thousand library membership cards.

Researchers usually wanted to find out about favourite books (section, form, titles) and periodicals, favourite Polish and foreign authors, what subjects were of interest to readers, the source of books (family, friends, libraries, purchases), own book collections, reading conditions (time, place) and the amount of reading done. Most often, social and demographic variables were used (age, sex, sometimes occupation).

Research into adult readership usually concentrated on the reading done by people living in the country, workers, the unemployed and those town dwellers who were members of different types of libraries (public, association and private). Several studies examined the reading of teachers (mainly to determine their use of pedagogical and methodological literature) and of soldiers. Thus it would seem that, just as in the period of the partitions, the reading of the lowest classes and those on the threshold of cultural advancement aroused most interest and concern. At the same time, we note an almost complete lack of research into reading among the intelligentsia.

Cultural weeklies and the daily press often asked their readers to vote for their favourite books or authors but such plebiscites can hardly be termed studies, though they do provide interesting information at times. (4)

The reading of peasants and agricultural labourers was rarely the object of autonomous research. Most often it was investigated as part of wider projects intended to describe the situation prevailing in the countryside. And so, for instance, in the eleven or more monographs devoted to rural regions which appeared in the years 1918–1939, sections on the condition of schools, illiteracy, libraries, home book collections and the readership of books and the press were practically obligatory. In sociology a new approach to the study of changes taking place in rural communities was represented by William I. Thomas and Florian Znaniecki (*The Polish Peasant in Europe and America*. Boston 1918–1920), and by Józef Chałasiński (*Drogi awansu społecznego robotnika* [Roads of Social Advancement of Workers]. Poznań 1931). When analyzing autobiographical documents (letters, biographies) sent in as entries for competitions, they also noted the role of periodicals and books in the transformations which were taking place: thus overcoming the isolation of the village community, undermining of erstwhile authorities (landowner, priest, older farmers), new ways of perceiving the world and new ways of thinking, discovering new attitudes and community groups. They were also investigating the reasons for, on the one hand, an aversion to schools and reading and, on the other, the atmosphere of something special and solemn which surrounded literature, as well as faith in the printed word. Three larger publications were devoted *in extenso* to education of peasants. On the basis of observations, questionnaires, compositions and letters, Genowefa Rybicka described the reading habits of girls from two agricultural schools (*Zagadnienia Pracy Kulturalnej* [The Issues of Cultural Work] 1936), while Teodor Kaczyński discussed the conclusions from a survey carried out by the Central Committee for the Affairs of Rural Youth on the intellectual interests of young people in rural areas (*Sprawy Wiejskie* [Country Matters] 1937 No. 6). 305 respondents took part in the survey (85 per cent belonged to various organizations), answering questions about what they had read (older and modern fiction, books on farming, popular science, periodicals); what young people like to read about; whether they preferred serious or entertaining books, long or short; whether they wanted to read poetry; which publications they considered difficult. One of the aims of the project was to

determine what features a book should have in order to be appropriate for rural readers. All the researchers were struck by the frequent inability of respondents to understand what they were reading and to think abstractly. For many peasant readers good reading was equivalent to fluent reading, an interesting book was the same as a fascinating plot, and a good book meant a moral or religious book (older people) or one which depicted “real” life, the kind they knew and new ideals (young people).

Studies of working-class readership were dominated by the pedagogical trend of which Helena Radlińska was a proponent. Only one publication gave a statistical view of workers’ lives: towards the end of the 1920s the Institute of Social Economy conducted an analysis of the budgets of workers’ families in Warsaw, Łódź and the Zagłębie Dąbrowskie. Information was gathered also about the amount spent on culture (including books and the press), how frequently newspapers were bought, the size of home libraries and the number of families which bought or borrowed books. A significant discrepancy was shown between the declared and true amounts spent: many more families stated that they bought books and periodicals than actually did so, suggesting that reading was a recognized value. (5)

Researchers were primarily interested in the reading of workers connected with educational institutions. They were usually divided into four categories: politically aware readers; readers with a “class” ideology but shallow, of necessity reaching for scientific works but preferring sensational literature; self-taught people reading, for example, philosophical works; and finally lovers of fiction. (6) It seems the latter group was most numerous, while the number of self-taught workers was on the decrease – a fact observed with some concern.

The economic crisis at the beginning of the 1930s led to the creation of a new kind of library and a new group of readers – the unemployed, who most craved contemporary popular fiction. (7) This provided librarians with an opportunity for pedagogical work: convincing readers to discover the greatest works of Polish literature and to study popular scholarly and scientific texts.

In the years 1918–1939 several tens of longer and shorter texts (books and articles) were devoted to the reading of young people, and three dealt solely with readership of the press.

Only six of these works were written before 1930, since research into readership developed together with the rebirth and strengthening of institutions of school life. Most studies were conducted in schools and the conclusions published in pedagogical periodicals. Two texts were based on personal documents – intimate diaries and biographies of young people (8), and on at least two occasions, magazines for young people asked their readers to vote on the most interesting books. One can treat also as plebiscite the competitions for essays on Polish literature organized by Educational authorities (with topics such as “Who among contemporary authors and why has the most affinity with the young and why?” or “New themes in the literature of Poland Reborn”). Only a few researchers made use of records in school and public libraries, or those belonging to various organizations; most carried out surveys in schools, usually in gymnasiums and sometimes the upper classes of primary schools. Samples comprised anywhere from several dozen to several thousand respondents, though usually it was a few hundred people from one or several urban schools. The reading of rural children was hardly ever examined.

Such surveys usually contained general questions: what kind of books do you most like to read? What books did you like most and why? Who is your favourite author? What book would you recommend to a friend and why? Such projects resulted in lists or percentage breakdowns of favourite titles, authors and topics. Prepared according to differing criteria and in different years, they were usually difficult to compare. Every educator considered him or herself to be a unique discoverer, and treated their research as contribution towards some unspecified knowledge, hardly ever referring to other similar works; neither did they formulate conclusions or attempts a synthesis.

More interesting results were obtained from studies which investigated the influence of reading on the forming of a young person’s philosophical outlook and psyche and those which concentrated on finding books, authors and intellectual trends which made the strongest impression on the young. Jan Kuchta (*Książka zakazana jako przedmiot zainteresowań młodzieży w okresie dojrzewania* [Forbidden Books as an Object of Interest to Adolescents]. Warszawa 1934) examined books considered to be inappropriate or dangerous for young minds. He

looked at the age at which they were read, from where they were obtained, how many and how often such books were read, also popular titles, types of texts (fiction and scientific texts), also motives and impact.

The authors of individual surveys had primarily utilitarian motives, sometimes stating outright that their intention was to control how pupils spent their free time. Some hoped that the catalogues of books, which they had come up with as a result of their research, would help teachers to choose books for their pupils. Only questionnaires drawn up and analyzed under the direction of Stefan Baley (*Opracowanie wyników ankiet dotyczących zainteresowań młodzieży*, [Analysis of Questionnaires on the Interests of Young People], in: *Polskie Archiwum Psychologii* 1932 Vol. 5 No. 2-3) had another purpose. As school reforms were being planned, Baley had been commissioned by the Ministry of Religious Denominations and Public Enlightenment to determine the interests of pupils of different ages in order to adapt to them the new syllabuses.

Notes

- (1) The article is a shorter version of two of my works written in Polish: Zdanowicz, Anna *Pierwsze polskie próby badań nad czytelnictwem (1881–1918)* [The First Polish Attempts of Studies of Readership] and *Badania nad czytelnictwem w okresie II Rzeczypospolitej. Zarys* [Studies of Readership in the Second Republic. An Outline] published in the volume *Ludzie i książki* [People and Books], ed. by Janusz Kostecki, Warszawa 2006, pp. 149–202. These authors also wrote about the first Polish studies of readership: Dunin, Janusz *Początki badań czytelniczych w Polsce* [The Beginnings of Studies of Readership in Poland]. In: *Bibliotekarz* 1966 No. 7–8; Andrzejewska, Janina *Badania czytelnictwa w Polsce do 1939 roku* [Studies of Readership in Poland to 1939]. In: *Studia o Książce* Vol. 16. Wrocław 1986; Andrzejewski, Jerzy *Z dziejów badań nad czytelnictwem w Polsce (do roku 1939)* [From the History of Studies on Readership in Poland (to 1939)]. In: *Roczniki Biblioteczne* 1988 No. 2.
- (2) *Dziesięciolecie Biblioteki Kolejowej przy Drodze Żelaznej Warszawsko-Wiedeńskiej* [The Tenth Anniversary of the Warsaw-Vienna Line Railway Library]. Warszawa 1908 pp. XXXIV, XLV.
- (3) Rzeczkowski, K. *Czytelnictwo wśród studentów Uniwersytetu Warszawskiego. Przyczynek do statystyki życia umysłowego* [Reading among Students of Warsaw University. A Contribution to Statistics of Intellectual Life]. In: *Biblioteka Warszawska* 1905 Vol. 1 No. 2 (also separate offprints Warszawa 1905).
- (4) Already in the middle of 1900 the editor of *Kurier Warszawski* turned to several hundred representatives

of the Polish intelligentsia for lists of the most prominent Polish works of the 19th century in their fields. (results: *Konkurs stulecia. Nasza twórczość naukowa, literacka i artystyczna w XIX wieku* [Competition of the Century. Our Scientific, Artistic and Literary Work in the 19th Century]. In: *Kurier Warszawski* 1901 No. 1).

(5) *Warunki życia robotniczego w Warszawie, Łodzi i Zagłębiu Dąbrowskim* [Living Conditions of Workers in Warsaw, Łódź and Zagłębie Dąbrowskie]. Warszawa 1929, pp. 262–268. Since families were usually recommended by trade unions, it meant they represented a higher than average standard of living.

(6) Hryniewicz, Zofia *Czytelnictwo w bibliotekach robotniczych związków zawodowych* [Readership in Libraries of Workers' Trade Unions]. Warszawa 1932.

(7) Zaremba-Guzińska, J. *Jak pogłębić zainteresowania czytelnicze u bezrobotnych* [How to Attract Unemployed with Reading]. Warszawa 1934.

(8) Wachowski, M. *Z badań nad samokształceniem młodzieży* [From Studies of Selfeducation of Youth]. In: *Muzeum* 1930 N. 2–3; Szuman, S., Pieter, J., Weryński, H. *Psychologia światopoglądu młodzieży* [The Psychology of the Outlook on Life of the Youth]. Warszawa 1933. Though in both cases autobiographical documents were supplemented by questionnaires.

(9) See, e.g. Bursowa, Feliksa *Brukowa powieść zeszytowa i jej czytelnictwo* [Serial Gutter Novels and Their Readership]. Warszawa 1998; Kowalczevska, A. *Młodzież przedmieścia. Z badań ankietowych na Ochocie* [Youth of the Suburbs. From Surveys in the Ochota District of Warsaw]. Warszawa 1937.

Library and Readership History

Anna Karczewska

Breaking Through the Isolation. Projects and Activities Popularizing Reading among Peasants in the Kingdom of Poland

Abstract The article gives an interesting overview of activities popularizing reading among peasants and workers in the 19th century, describing first publications and periodicals devoted to peasants and workers, the tsarist educational policy to Polish people, and most important educational societies and persons involved in dissemination of readership and different forms of education among Polish workers and peasants.

The issue of a wider education for peasants began to be discussed in Poland towards the end of the 18th century owing to the creation in 1775 of the Society of Elementary Books by the Commission for National Education. In 1785 its Secretary, Father Grzegorz Piramowicz, wrote in his *Elementarz dla szkół parafialnych* [Elementary Book for Parochial Schools] that a book is not only an indispensable part of vocational and moral improvement but also a “comfort in moments of sadness”. At the same time, worried of the outcome of such improvement, he suggested far-reaching restraint when it came to awakening educational aspirations. In *Powinności nauczyciela* [The Obligations of a Teacher] (1787) he, quite categorically, stated that e.g., the role of a country teacher is “to suppress an excessive curiosity of things nonessential, an excessive desire to read”¹. (1)

This ambivalent attitude toward the education of peasants was an ever-recurring theme of 19th century journalistic writing on the subject. On the one hand, there was a growing conviction among the elites about the necessity of incorporating peasants into the sphere of the general national culture, and drawing them away from the archaic outlook created and perpetuated by the village group. The reasons were largely economic: a conscious peasant farmed his land more rationally than his illiterate neighbour and since agriculture dominated the economy, progress in rural areas was beneficial for the entire population. After the partitions of Poland and its occupation by Russia, Prussia and Austria, national interest became another

mobilizing factor for the country’s elites in their attempts to modernize the peasant mentality. The peasant was needed as an ally in the battle to preserve the Polish identity. On the other hand, there were constant fears about the outcome of emancipation, on the shape of the new model of the society and the character of the relations between its members.

The greatest difficulty for educational activists was reaching the potential peasant reader. Since in 1847 90 percent of the inhabitants of the Kingdom of Poland were illiterate and half a century later, in 1897, 75 percent of peasants still did not read and write (2), one could hardly expect immediate results. Unlike Galicia and the Prussian Partition Part, an elementary school was not compulsory here and, moreover, it did not teach the competent use of Polish language. This task was partly taken over by small clandestine schools which began to be formed in the 1870s in response to the inefficiency of the Russified government educational system.

In this context, it is notable that one of the first works written for the peasant reader, Izabela Czartoryska’s *Pielgrzym w Dobromilu* [The Pilgrim in Dobromil] (1818) had more than a dozen reprints. This fictionalized tale about Poland’s history was intended to both amuse and teach, in accordance with the generally accepted view of the time that the peasant mind remained invariably like a child’s. He should therefore be treated with forbearing, though vigilant indulgence and knowledge should be provided gradually, in small doses, with carefully chosen

subject matter. Other authors of books for the rural populace of that time were similarly motivated. Best known from this period are works like: *Pan Jan ze Swisłoczy, kramarz wędrujący* [Master Jan from Swisłocza, the Wandering Peddler] by Jan Chodźko *Pan Maciej z Jędrychowa, drelicharz jarmarczny* [Master Maciej from Jędrychów, the fair tradesman] by Franciszek Skomorowski and Father Teofil Wolicki's *Nauki dla włościan* [Teachings for Countrymen]. (3)

The first periodical for peasants to appear in the Kingdom of Poland was Samuel Orgelbrand's *Kmiotek* (1842–1850). At the height of its popularity it had about one thousand subscribers, but this was the result of the publisher's distribution policy rather than real interest on the part of the readers. (4) The contents were mainly devoted to economic, religious and moral matters, and the ideological message remained traditional. Peasants were advised to be obedient to their betters, show moderation in the use of earthly possessions and loyalty towards the authorities. The next periodicals for peasants to appear in the Kingdom were similar in spirit: *Kmiotek* (1860–1866), reactivated after many years by Władysław Ludwik Anczyc and *Czytelnia Niedzielną* (1856–1863) whose founding was inspired by the Russian philanthropist Alexandra Petrovova.

Czytelnia was sponsored by the Agricultural Society, whose members were convinced that among the many obligations of landowners was the education of the rural population, providing it with "spiritual nourishment". So the *Roczniki Gospodarstwa Krajowego* debated what criteria literature for peasants should meet. According to Aleksander Krajewski, the basic value criterion should be the usefulness of the work. So future authors of books for peasants were advised to take into account the following topics:

"(...) Rural husbandry in all its parts and from all points of view, rural industry of any kind that is or can be developed on small estates, profitably for our country, political economy to a suitable extent, knowledge of our history, interesting travels and information about foreign countries, interesting biographies". (5)

The Society often organized competitions for the best farm, promoting those farmers who apart from practical abilities also showed knowledge of the peasant press and literature. The same Society also gave out free books which had

been bought from such people as Karol Forster, an émigré publisher of educational books.

The tsarist land reform of 1864 fundamentally changed the relations between peasants and landowners, and intensified the need for civilizational change in rural areas. The difficulty was not only already mentioned general illiteracy but also the peasants' mistrust of the printed word. For most of the rural populace reading books or newspapers was an unfamiliar, "lordly" and unproductive occupation. For a long time illiteracy did not cause any especially severe perturbations in life. Only when, with the attainment of greater independence, did the need arise to manage affairs and establish contact with local officials, and when seasonal migrations connected with work or military service in the Tsarist army necessitated letter writing, did people begin to realize that the ability to read and write was a skill worth acquiring. And though for many dozens of years to come it would continue to be an elitist attribute, an increasing number of people became engaged in learning or teaching to read and write.

Among the more interesting educational schemes the so-called Christian inns should be mentioned, founded by social activists mainly in the 1870s and 1880s. The basic objective of this initiative was to draw peasants away from the local taverns and so discourage the widespread drunkenness which plagued the countryside. The idea was to create places where one could drink tea, listen, read and talk. In the years 1879–1883 seventy such inns were opened (6), but they quickly failed both, due to the lack of interest and as an effect of proscriptive actions taken by the tsarist authorities.

Some time earlier, in 1866, another magazine for the common people – *Zorza* was founded by Józef Grajnert, then a well-known author of folk booklets. *Zorza* propounded fairly traditional views on social issues and its contents clearly diverged from the expectations of its readers. Writers of the so-called progressive press were very clear on this issue. One of them wrote:

Losing touch with the people for whom they write, both Mr Grajnert and his respectable colleagues present their readers in some ideal state and edit their magazine ideally not according to needs but according to their own tendencies and imaginings. So reality goes right and the periodical left and never can the two meet. (7)

The efforts of the editors and the expectations of readers only began to converge after 1887 when *Zorza* was taken over by Maksymilian Malinowski.

In the 1870s the first illegal educational societies began to be formed in the Kingdom. Their main objective was to publish and disseminate books for the common people. The most active among them were: the Society for National Education (1875), the Warsaw Circle of Folk Education (1882) and the Women's Circle of Folk Education (1883). The range of publications offered by these institutions was much more varied than what peasants had previously been offered. Apart from moral tales, calendars and husbandry manuals, there were books on popular science and social economy, and adaptations of the Polish literary classics written with the rural reader in mind.

The animation of educational activities was reflected in the debate which took place in the opinion-forming press: in *Przegląd Tygodniowy*, *Prawda* and later in *Głos*. Aware of the disproportion in the division of intellectual and material goods, everyone formulated proposals for the intellectual elevation of the common people. Following the Russian narodniks – in the name of social and national solidarity – journalists, teachers, scientists felt bound to compensate the peasants for the centuries of neglect. However, though the form of this compensation was more or less known, its content was still a matter to be decided. Obviously, books had to be published, libraries set up, talks given, but the character, topics and even authors of these works were an object of dispute. The positivists, though well-intentioned, viewed the peasant somewhat like a specimen under the microscope, an interesting organic being, lacking self-awareness and receptive to the various manipulations of the researcher. They debated what readings to choose for them without understanding their new readers, their real needs and distinctness. There was a fairly general conviction that “the common people will only read what they can understand and what gives them pleasure”, (8) but the question remained what type of literature would be understood or desired. Some were of the opinion that the above criteria were met by popular moral tales spiced with a large dose of humour, but others felt that these new readers had the same rights and needs as more experienced readers and should, there-

fore, be provided with works of popular science and literary classics. Everyone agreed that books should be cheap and easily available. A slightly different perspective was presented by the periodical *Głos*. Disappointed by the positivist rhetoric, the editors of this periodical suggested that the mechanical, authoritarian approach to peasant education was doomed to failure. They did not wish to formulate diagnoses but rather pose questions. They wanted to find out and understand. In a survey meant to provide a picture of peasant readership Mieczysław Brzeziński indicated that the underlying main purpose of the questionnaire should be the following issues: “1) Do existing popular publications truly reach the peasant masses? 2) What is their reception? 3) Do they, in content and form, answer the needs of peasants and their mental capabilities? 4) What conditions in general and in particular should they meet to be truly beneficial ?”. (9) This open attitude resulted from the assumption that rusticity was not something worse it was not a defect, but an otherness. A better understanding of peasant nature warranted a greater restraint in criticizing the literary tastes of the peasant audience:

“Why then is *breslauer* literature so eagerly read by common people? Because it tells them about strange and wonderful phenomena which they cannot get to know themselves but about whose existence they are deeply convinced. This type of literature was based on the real and profound needs of the reader which it answered entirely. It does not explain or teach, it does not negate the existence of the »miraculous« but presents everything in a dreamlike, pictorial form.”(10)

Journalists most readily analyzed magazines intended for the rural population. *Zorza* had been around since 1866, and in 1881 a new periodical appeared – *Gazeta Świąteczna*, founded and edited by Konrad Prószyński, known for his social and patriotic activities. Both titles grew in popularity, especially *Gazeta*. In 1883, outside Warsaw, *Zorza* had a circulation of 450 copies and *Gazeta* sold 2,300, in 1887 circulation increased to 2,286 and 6,668 copies (11), and in 1904 to over 6,100 and 13,000 copies. (12) In times of important political events circulation even exceeded 30,000. (13) *Gazeta* showed its readers the advantages of reading, admittedly in an unsophisticated but certainly very effective manner. It published popular didactic tales,

advice on matters of housekeeping, law and health. It also brought domestic and foreign news, though more in the form of gossip and interesting bits of information than in substantial commentaries with ordered structure and chronology. The magazine's trademark was the correspondence which reached it from the furthest village and hamlet of the Kingdom and which was printed regularly, so that *Gazeta* could be said to play the role of a mirror in which more or less consciously the peasant community viewed itself. This kind of forum for the exchange of information was certainly a novelty, even if opinions were often formulated in a clumsy and schematic fashion. The readers themselves had the feeling that they belonged to an informal, extended community of fortunes and ideas for which previously there had been no form of expression. One of the correspondents wrote about it: "All us readers of *Gazeta*, though we are few compared with those who don't read, though scattered all over the world and unknown to each other personally, can safely count ourselves brothers because in spirit we have been brought up and cared for by the one *Gazeta Świąteczna*. (14) Though journalists in the progressive press often criticized *Gazeta's* ideological programme, no one questioned its integrating and, to a certain extent, educational functions. From 1887 *Gazeta* had a serious competitor in the form of the new *Zorza* which changed its archaic formula and became a modern periodical for better-educated peasants. In spite of this, or maybe for that very reason, it never enjoyed the popularity of *Gazeta*.

Whereas, in the 1870s and 1880s educators were mainly social activists shunning politics, in later years political parties went into the countryside and joined in the work. The National Democracy was especially active in this area. Its leading ideologist Roman Dmowski maintained that the priority task performed by the intelligentsia on the road to a free Poland should be activating the peasantry, the most numerous but, at the same time, the most passive social class. He wrote: "The other part of our programme is to arouse national awareness where it is weak, support all self-sufficiency among the peasant classes, as the self-sufficiency of a class is a measure of its political and civilizational worth". (15) A manifestation of this standpoint was the founding of the Society for National Education (TON) (1899–1905),

which both in name and forms of activity harked back to the organization which existed in the 1870s. TON members published and disseminated books among the peasantry. These were both historical works, popularizing national ideas, and fiction. Among its publications, TON had the periodical *Polak*. Intended for rural communities, it was published in Galicia but through an illegal distribution network it also reached people in the Russian Partition Part. Unlike the Kingdom periodicals it could express itself much more freely on political issues and informed about various abuses by the authorities; it also encouraged participation in secret teaching. The editors tried to create among its readers a feeling of solidarity across partition frontiers and to foster civic responsibility. Many people and institutions acted under the auspices of the National Democrats, such as the Society of Rural Teachers or the Society for the Protection of Uniates, and also took part in illegal educational work.

Parties representing leftist trends like the Polish Socialist Party (PPS) and the Social Democracy of the Kingdom of Poland and Lithuania did not engage in educational activity in rural areas as extensively as the National Democracy but PPS did publish two folk periodicals: *Robotnik Wiejski* and *Gazeta Ludowa*.

The Church held a separate view on the dissemination of readership. Though priests often became engaged in the work of the mentioned earlier Christian inns and encouraged subscriptions to *Zorza* or *Gazeta Świąteczna*, their opponents accused them of showing too much reserve in this matter. Their attitude may have resulted from the Church's position, which *Przegląd Katolicki* expressed as follows:

The education of the common people and mankind as a whole does not lie only in the ability to read, though were it of the largest number of secular books and on knowledge, though be it of the most excellent, of earthly matters. The first and most important condition of education is to know and serve God. And only on the foundations of this knowledge and service rests safely man's whole intellectual development. (16)

The Church showed greater activity following the encyclical *Rerum Novarum* sent out by Pope Leon XIII in 1891. It analyzed the socioeconomic condition of the lower classes. In answer to the call for greater exertion in aiding "the

poor in spirit and body”, the Polish Church founded a Catholic publishing house in Lublin in 1905. Among its publications were two periodicals for the common people: *Polak-Katolik* and *Posiew*. Its next step was to organize, in 1906, the Catholic Union, a society for the creation of popular libraries.

All the undertakings were initiated by Poles. The attitude of the Tsarist officials was mostly critical and often hostile. They were fully aware that all those periodicals and books were part of the struggle to “rule the souls” of educated peasants and to determine their choice of national identity. The response to all this activity was repression, though without the desired effect. A more considered form of action in this on-going battle was the Russian government undertaking to create popular libraries with a mixed Polish-Russian collection of books. In the years 1897–1904, 395 such institutions existed. (17) The Polish intelligentsia was critical of the scheme but could not comment on it in the strictly censored press of the Russian Partition Part. But the Galician *Polak* led quite a vehement anti-government campaign. There was a similar reaction in the case of another Russian project, the publication – from 1900 onwards – of the folk periodical *Oświata*.

A radical change both in the quality and quantity of public activity took place after the revolution of 1905. Liberalization of the laws opened the way for many Polish institutions which made education of the lower classes their principle purpose. Among the organizations which published books, founded popular libraries and managed schools were: the Polish Educational Society [Polska Macierz Szkolna], the Association of Courses for Adult Illiterates, the Light – Society for Polish Culture, the Association for the Dissemination of Education, and the Catholic Union. These institutions conduct-

ed their activities in a more professional manner than their predecessors but their scope and character was also determined by ideology. For instance, the Catholic Union, which was very much under the influence of the Church, provided primarily religious literature and fiction with a conservative bent, while the progressive Society for Polish Culture recommended books on social and economic topics. Such differences became clearer when an independent peasant movement was formed in the Kingdom. Its representatives declared: “We shall now get to work on our own, because it is high time for the Polish peasant to act for himself, instead of flattering this or that person and only gathering information”. (18)

An expression of this new independence was the founding of the Stanisław Staszic Association of Agricultural Circles and the publication of *Siewba* and *Zaranie*, the first periodicals prepared by peasants that promoted reading as the surest road to raising one’s material and intellectual status. The reading of popular science literature was especially encouraged, as it was to change the attitude of readers to the world around them and to themselves. Instead of magical thinking, it was to teach rational thinking.

The process of transformation of the peasant consciousness which had gone on for over a century was not halted by the First World War. Though military actions obviously disturbed the workings of institutions, social work continued. A new type of reader appeared – the peasant woman; in many respects war had activated rural housewives. Evidence of this process can be found in the letters sent to the Galician *Piast*, though even *Zaranie* printed letters from women graduates of agricultural schools. Complete professionalization of rural education only took place after the war, together with the introduction of compulsory schooling.

Notes

- (1) Piramowicz, Grzegorz *Powinności nauczyciela oraz wybór mów i listów* [The Obligations of a Teacher, and Selection of Speeches and Letters]. Wrocław 1959, p. 80.
- (2) Vielrose, E. *Szacunek analfabetyzmu w zaborze rosyjskim* [Estimates of Illiteracy in the Russian Partition]. In: *Przeszłość Demograficzna Polski* 1976 No. 9, p. 10.
- (3) They are analyzed by Eugenia Sławińska in the publication *Koncepcje i rozwój literatury dla ludu w latach 1773–1863* [Conceptions and Development of Literature for Peasants in the Years 1773–1863]. Bydgoszcz, 1996.

- (4) This strategy included the obtaining by the publisher of a government privilege to make the subscription to *Kmiete* obligatory in the communes (Gzella, G. *Pisma dla ludu pod zaborami w pierwszej połowie XIX wieku*. [Periodicals for Peasants under the Partitions in the First Half of the 19th c.]. Toruń 1994).
- (5) A.A.K. *Mysli o rozpowszechnianiu piśmiennosci między ludem wiejskim* [Thoughts on Spreading Literacy among Country Folk]. In: *Roczniki Gospodarstwa Krajowego* 1862 Vol. 46, p. 63.
- (6) Kostecki, Janusz, Tomaszewski, Wojciech *Książka i prasa na prowincji Królestwa Polskiego w XIX wieku*

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Library and Readership History

Andrzej Mężyński

Gentry Libraries in Poland in the 18th and 19th Century. Their Origin and Role in the Development of Culture

Abstract The article discusses the process of massive creation of scientific libraries in Poland in the 18th and 19th century, by wealthy landowners, mostly Polish aristocrats. In those times, it was an anachronistic phenomenon, as in the modern European countries an opposite process took place, which involved introducing state control, the aim of which was the nationalization of private structures. The aim of this paper is not to present the complete history of these libraries, and thus some of them are simply mentioned to illustrate the proposed theses. The main goal is to show the political and cultural background, as well as the mechanisms of library creation in Poland.

The term “gentry libraries” needs to be explained. It should refer to, as the author of this article believes, the libraries created in the second half of the 18th century and throughout the 19th century, by representatives of aristocratic families, wealthy landowners. (1) The libraries they set up would often later be called “foundation libraries” in professional literature, as some scholars assume that all contributors become “founders”; however, in the legal sense that might mean that they establish foundations. From that point of view, a collector of books who donates them for public use would set up a foundation. Nevertheless, this understanding of the term is colloquial, imprecise and not in line with the legal status of foundations, which are independent and legal civil law entities. Only those libraries which were donated by private owners to the community, had separate statutes, validated by the state authorities, and which these authorities controlled, could be referred to as foundation libraries. In the 19th century it was legal to set up foundations only in the Austrian partition and thus only in that region three foundation libraries were created. (2) Other libraries, also the manor ones, were private property. From the legal and ownership point of view they belonged to private libraries: either manor or family ones. The property was indivisible and this applied to the libraries, as well. Moreover, they received constant maintenance guarantees. Private libraries, however, could be sold or divided up in some other way, which often happened after an owner’s death. The existence of gentry libraries was mainly based on the income from

the land, even though the library funds were increased by other types of income, for example from rents or individual bequests. (3)

Between the gentry libraries – specified above according to ownership and property criteria, as a separate kind of libraries in the 18th and 19th century – and other contemporary libraries in Europe, no parallel can be demonstrated. This is due to the fact that private libraries did not function on such a scale in Europe anymore and were not equally important.

However, Polish library historians pay a lot of attention to them, as they played an extraordinary role in Poland, mainly resulting from the political situation. In the 18th century Poland was politically weak, divided by internal crises and, to make matters worse, beset by three aggressive European forces: Prussia, Russia and Austria. Consequently, it was in general regression. The weakening of the state resulted also in the weakening of culture, the culmination of which took place in the so-called “Saxon times”. This term relates to the ascension to the Polish throne of two kings from the Wettin Dynasty: August II (Polish king between 1697 and 1706) and August III (Polish king between 1733 and 1763). Their reigns saw the deterioration of literature, opera and theatre, as well as the educational system and the higher education. Furthermore, libraries also found themselves in the state of vegetation. The Jagiellonian Library (established in 1364) at the end of the 18th century and throughout the first half of the 19th century practically stopped purchasing new books and neglected the cataloguing of the already existing

collections. The state would not set up new institutions. At that time, public librarianship could not be saved by the existing private collections, for instance those pertaining to landowners.

Some lordly families, especially in the Eastern outskirts of Poland, would gather valuable book collections in their vast mansions. Nevertheless, they were mostly meant for private use and not created with the idea of making them public. There were very few exceptions. The Radziwiłł family in Nieśwież, Lithuania, collected books for generations, reaching back to the 16th century and achieving a number of 20,000 volumes, which became known as the biggest private library in Poland (*Nieświeska Library*); they even hired a librarian. After 1772, the library was transported to Russia, where its collections were dispersed. The subsequent owners of the Nieśwież Castle then rebuilt it, and thanks to them in 1880 it reached 10,000 volumes and survived until the outbreak of the World War II. (4)

The Zamoyski family also gathered a valuable collection. It was begun by Jan Zamoyski (1542–1605), chancellor, politician and patron of science, creator of the Zamoyski Academy, where he also – apart from the family library – funded a library for the Academy. The family library became later a part of the Zamoyski Estate, which was created in 1589.

The above-mentioned libraries of Radziwiłł and Zamoyski were exceptional examples in that they were made available to the public.

These few libraries, however, could not lay the foundation for librarianship at that time. Thus, the Załuski brothers, bishops Andrzej Stanisław and Józef Andrzej, wanted to remedy the situation. They managed to gather an enormous, for that time, collection of 400,000 books and 20,000 manuscripts, which were made available to public in 1747, although the group of readers was limited to a few scholars. It is assumed by historians that the year when university life came to a standstill saw the foundation of a library, which is the progenitor of today's National Library.

European Enlightenment and Polish libraries

The creation of the great library by the Załuski brothers in the middle of the 18th was an exception in Poland, although it became a commonly

esteemed example. The educated part of the society, aware of the civilisation collapse of the country, wanted to prevent the latter. In the middle of the 18th century some individual institutions were created that were supposed to enhance the revival of political and cultural life, as for instance the Jesuit school Collegium Nobilium (established in 1749), where the leaders of the country would study, or The Commission for National Education (*Komisja Edukacji Narodowej*, established 1773), which carried out an educational reform based on Enlightenment ideas and the latest European pedagogical achievements. The contact with the intellectual life of Western Europe, above all in France, was maintained mainly by those who could afford travelling and acquiring the newest books from the book stores all over Europe, in other words, members of the aristocratic elite. With them travelled – sometimes in big numbers – the not so wealthy governors of the aristocratic children, who were very often historians.

One such open-minded aristocrat was Prince Adam Kazimierz Czartoryski (1734–1823), statesman, writer and patron of science. In 1761 he started a library in his palace in Warsaw, which in 1783 was transported to Puławy and transformed – and is still open today in Kraków. The prince's collection was typical of an European humanist and erudite of the Enlightenment period. He collected books from the field of military science, classical philology, history, literature, fine arts, mathematics, geography, travelling and Oriental issues. In 1783 the collection was made up of 10,000 volumes. After the fall of the Kościuszko Rising (1795) (5), a large part of books was taken away to Russia. Nevertheless, the Czartoryski family managed to restore the library in a relatively short period of time.

The last king of Poland, Stanisław August Poniatowski (1732–1798), also collected books in a similar manner. He kept his private collection of about 20,000 volumes at Warsaw Castle, with the intention of making it available for the public after cataloguing it. Even so, already at that time the library was open to some scholars, the king's trusted, friends and family. Stanisław August, strongly influenced by the French Enlightenment, gathered the works of French encyclopaedists, as well as books on history, law, philosophy, history of art, architecture and literature. One of the ten sections of the Library

– “Bibliotheca Polona” (around 15,000 volumes) was dedicated to the Polish historical and literary works, as well as Polish law and geography. The king would also employ historians, who looked for documents in Polish and foreign libraries and archives, in order to copy them.

This library, if its development were not endangered, would become an initiation of a rich king’s library at the castle and could become a big research library, a progenitor of the future national library, maybe. But it shared the fate of many similar book collections. After the king’s death it was bought by the Krzemieniec Lyceum in Wołyń, where from – after the fall of the November Uprising – it was transferred (1832) by the Tsar order to Kiev, where it still remains.

Other collectors, who from the 1770s gathered works typical of that period, were the Potocki brothers – politicians and statesmen – Ignacy (1750–1808), Grand Marshal of Lithuania, and Stanisław Kostka (1755–1821), the Minister for Education. They were both educated, distinguished statesmen and the building of their book collections was related to their public activities. They were both raised in the Enlightenment culture and observed the development of the European science; they visited Western European antiquarian shops and bookshops and their selective libraries were composed of works that represented the then state of knowledge. After Ignacy’s death, Stanisław Kostka took over his brother’s collection, and his son Aleksander (1776–1843), in turn, in 1833 transferred the library to Wilanów (near Warsaw), where he created the Wilanów Library (*Biblioteka Wilanowska*). The latter survives until today in the National Library.

While discussing private libraries created through Enlightenment inspiration, one has to mention yet another, modest initiative of an erudite from Cieszyn, Leopold Szersznik (1747–1814), a Jesuit priest. He lived and worked in Cieszyn, where three cultures meet: Polish, Czech and German, which was proved by his multi-lingual book collection. Apart from works that documented the history of the region of Cieszyn Silesia (*Śląsk Cieszyński*), he also collected books on mathematics, engineering and medicine. He started collecting books in the 1760s, and in 1792 he established a public library, which was offered to the town of Cieszyn and its existence was protected by a foundation. The collection can be still accessed by the population of Cieszyn Silesia.

The partitions of Poland and their consequences for the libraries

The slow revival of political and cultural institutions in the second half of the 18th century was dealt a blow by the downfall of the state. Russia, Prussia and Austria carried out a partition of Poland by annexing Polish lands. The partitions were in fact three: in 1772, 1793 and 1795. The final partition signified the disappearance of Poland for 123 years (until 1918). Russia took over a territory of 120,000 km², Prussia – 55,000 km² and Austria – 47,000 km². The fall of Poland was sealed by the Congress of Vienna (1815), where the victorious powers ultimately confirmed the division of Europe and the zones of authority. From this point on, one has to consider the political and economic history, as well as the culture and its institutions, separately for each region, as each of them had a different political and legislative system, different nationalist influence and civilisation level.

The occupying powers attempted to limit the development of national culture on the annexed territories because they were aware that it had been a factor preserving self-identity of a nation. Cultural institutions were either destroyed, or proscribed, destroyed in the literal sense. One of the ways of punishing the society for national uprisings, which broke out mostly in the Russian partition, was the confiscation of Polish culture collections, including entire book collections. After the fall of the Kościuszko Rising (1794), Tsarina Catherine II The Great ordered the transportation of the Żaluski brothers’ library to Saint Petersburg. After the fall of the November Rising (1830), Tsar Nicholas I ordered the transportation to Russia of the collections of Warsaw University Library and of the Society of Friends of Sciences (*Towarzystwo Przyjaciół Nauk*) library. Also in 1830 Warsaw University (created in 1816) was closed. At the same time the partition authorities made it impossible to create and develop Polish institutions related to science and culture. In the Russian partition, the Tsar authorities created only one university (1871), in Warsaw, and only at the beginning of the 20th century – Warsaw Polytechnic. These two universities had libraries with the majority of books in Russian.

The Tsar authorities’ attitude was relentless towards all initiatives which could inspire

Polish scientific research or create respective institutions. The only Polish scientific society that was active continuously since 1820 was the Warsaw Medical Society (*Towarzystwo Lekarskie Warszawskie*).

A similar strong anti-Polish policy was employed by the Prussian authorities. These were opposing the establishment of any university in the Prussian partition. Many years of efforts to create a university in Poznań were fruitless. The Grand Duchy of Poznań was a scientific desert.

The political situation was, however, different in the Austrian partition. It has to be noted that at first it was practically the same as in the other partitions: two universities with long traditions, Jagielloński in Kraków and Lwowski in Lvov, were Germanized and the classes were conducted in German. The libraries of both these universities were placed in a deep crisis. Nevertheless, Austria underwent a political breakthrough. Between 1867 and 1873 there was a liberalization of relations between the central authorities in Vienna and the countries annexed by the monarchy. This was due to military defeats suffered by Austria in the wars with Italy, France and Prussia in the 1860s. The centralized government collapsed and the countries in the Empire were granted wide-ranging autonomy. This, in turn, caused the revival of Polish culture and science. At both universities Polish was restored as the language of instruction, while the universities themselves and their libraries received financing from the state budget. The development of the libraries could be noticed by the increase of volumes in their collections. In 1837 Jagiellonian Library in Kraków contained 64,058 volumes, whereas in 1904 – 274,465. Moreover, Academy of Arts and Sciences (*Akademia Umiejętności*) was set up in Kraków in 1872, which represented the whole of Polish science until the end of the 19th century.

The above survey of the political situation in Poland in all three partitions shows that Polish science and libraries could only count on state support in the Austrian partition, and this not until the end of the 19th century. This situation was clearly different from the one of Western European libraries. In German lands, for instance, libraries developed with the backing from the state, lands or cities. These units would take care of princely or royal libraries, which were transformed from private to university or land librar-

ies, as for example the University Library in Weimar (established around 1600 as a princely library). Similarly, the court library (Kurfürstliche Bibliothek) in Berlin became the university library, supported by the Prussian government.

These examples point to an introduction of state control that aimed at the nationalization of private structures that took place in the 19th century in modern European countries. This, in turn, facilitated the development of science and culture. (6)

In the divided into three partitions Poland the situation was just the opposite. There was no help whatsoever from the state. Over the course of a hundred years no state-financed library was created in any of the occupied regions, whereas the state's interference was usually of a destructive character, as for example the taking away of whole libraries to Saint Petersburg by tsar authorities. This had serious consequences. On the one hand, Polish society was cut off from the knowledge and possibility of education; whereas on the other hand, there was a threat of dispersion and destruction of documents on Polish history: collections of manuscripts, collections of early printed books, cartographical documents and graphics. From the end of the 18th century until the middle of the 19th century, in all three partitions the monasteries were liquidated. The books from their libraries, often very valuable, were not destroyed or dispersed only because they were often taken over by the owners of private libraries, which were created in those very times.

A Change of direction in collecting books after the Congress of Vienna

In 1815 the Congress of Vienna inspired a new impulse for the activity of open-minded landowners. The Congress ultimately confirmed the partitions of Poland and also introduced a new order in Europe, which protected the continent from wars for a several decades. However, this situation disillusioned Polish elites about the possibility of regaining independence in the near future, as well as creating Polish cultural institutions, including libraries. A member of an active group of landowners, Józef Maksymilian Ossoliński, at that time already a nestor, was

reported to have said: “On every front they are trying to destroy us. Let’s work, then, on collecting the monuments of our past. This is the only way of fighting we are left with.” (7) This opinion, popular among Polish society, reached social elites and was an incentive for the creation of libraries. The representatives of this movement placed much more importance than their counterparts in 18th century on collecting the monuments of Polish literature and source documents on Polish history. Nevertheless, they never neglected contemporary European scientific literature, and thus their libraries could boast both historical sources as well as scientific literature from Europe.

The example here was set by J. M. Ossoliński, whose intention was to lay the foundations for the future national library. Already in the 80s. of the 18th century he would collect for this purpose books from all over Europe, especially during his stay in Vienna between 1809 and 1826. In 1817, his collection was comprised in 72% of non-Polish publications.

Even though the activity of library creators became greater in the first half of the 19th century, not all gentry’s libraries were created only after the Congress of Vienna. Libraries such as Zamoyski, Czartoryski and Potocki library survived as independent libraries until the 19th century. Other libraries were established mainly in the 1820s and new ones were being created right up to the 1860s.

The greatest number of gentry libraries was created in the Austrian partition. They all followed the example of the J. M. Ossoliński foundation. It was established in 1817, when the Austrian emperor Franz I signed the foundation act, by the force of which The Ossolinski National Institute in Lvov (*Ossolineum*) was created. The Institute was comprised of a library and a publishing house. In 1832 a reading room was set up in order to make the collection available to the public. When the library was opened, its collection had 25,000 books and 715 manuscripts. The library was not, however, free from political reprisal. In 1833 Austrian police discovered that in the Ossolineum printing house illegal patriotic leaflets were printed. As a punishment the institution was closed for five years. Furthermore, in 1840, during the Springtime of Nations, the Ossolineum workers supported the liberation movement against Austria and the

police reacted sharply. In spite of that most of the time the relations with Austrian authorities were correct.

Another library that developed in the Austrian partition was the above-mentioned *Czartoryski Library*. Its history is exceptionally turbulent, as its collection was lost after being taken to Saint Petersburg in 1795. It was then, however, restored in Puławy (Russian partition) by Adam Jerzy Czartoryski (1770–1861), a statesman and a politician. Thanks to his efforts, in 1824 the library consisted of 1,972 manuscripts, 16,815 Polish books and 22,110 foreign books. The prince would purchase books all over Europe, while his librarians copied archival materials on Polish history. After the November Rising, Russians transported a part of the collection to Saint Petersburg, whereas the remaining parts of it were hidden in private hands in different parts of the country. The most valuable volumes were taken by Adam’s son, Władysław Czartoryski (1828–1894), to Paris. The dispersed parts were then brought together and made available to the public in Kraków in 1876. In 1898 the library became a part of the Czartoryski Estate. In 1894 it is reported to have contained 100,000 volumes and 35,000 manuscripts. The whole collection includes exceptionally valuable materials on Polish history.

Yet another library in the Austrian partition was created by Count Wiktor Baworowski (1826–1894), who in 1856 placed his collection in the Lvov palace, which comprised of 15,571 books and 1,080 manuscripts on diverse topics: manuscripts on French law history, as well as Polonica and Slavica in the history and literature. In 1894 the Count W. Baworowski Foundation was created, which was financed from the income from the lands. In 1900 the library was made available to the public after it’s collection had been catalogued.

Jan Feliks Tarnowski (1777–1842) also started a library in the Austrian partition. In the years 1834–1842 in his castle in the town of Dzików he gathered the family collection and expanded it successively (*Dzików Library*). He made the collection public already in 1839, and in the year of his death it comprised 15,000 books. The heirs of Jan Feliks would expand the collection and thus it had 30,000 volumes after World War I, including valuable manuscripts, such as the autograph of Adam Mickiewicz’s *Pan Tadeusz*.

From the very beginning of the library's functioning until the World War II, when it was destroyed, it had the status of a private institution.

The library of Aleksander Branicki was set up in a similar way. However, he, as opposed to other landowners who inherited family collections, created the library from scratch. In 1844 he located it in the castle of Sucha, near Kraków (*Suska Library*). 85% of the collection comprised works concerning Poland. More detailed data as to the number of volumes come from 1932 – 55,000 books, including 1,500 incunabula, valuable manuscripts and graphics.

The libraries of Tarnowski and Branicki always remained in the family estates, away from scientific centres, which made accessing them problematic. The owners of both collections had planned to move their libraries to Warsaw, but were impeded by outbreak of World War II.

In the Austrian partition, all of the above mentioned libraries would act as (or at least support) state libraries over a long period of time. Ossolineum in Lvov was for a long time the only Polish library available to society. The University Library in Lvov was burned down during the Springtime of Nations in 1848, and it did not restore its collection until the end of the century, whereas the library of Count W. Baworowski did not open until 1900.

Also in Kraków the readers found themselves in a difficult situation. Jagiellonian Library was in a deep crisis almost throughout the whole 19th century, which was overcome only when the region of Galicja was granted political autonomy in the years 1867–1873. This was coincided with the opening of the Czartoryski Library in 1876, with its rich historical sources, which facilitated scientific work for the historians from Kraków and members of the Academy of Arts and Sciences.

In the Russian partition two cities were important for the creation of culture: Warsaw and Vilnius. Both of them had had universities, later closed by the Russians. In Warsaw, the university, which had been founded in 1816, was liquidated after the November Rising in 1830. Almost the entire library, as well as the rich collection of the Society of Friends of Sciences, was taken away to Saint Petersburg. The city was deprived of Polish libraries. They were partly replaced by the Library of the Tsar University of Warsaw, which was created in 1871. How-

ever, this library did not allow for the storage of books which were important to Polish history and culture. This role was taken over by gentry libraries. The priority has to be granted to the Zamoyski Estate Library (*Biblioteka Ordynacji Zamoyskiej*), which was moved from Zamość to Warsaw by Stanisław Zamoyski (1775–1856) in 1811; and in 1868 it was placed in a new building. At the end of the 19th century the library could boast 60,000 books and 10,000 manuscripts. It contained a lot of important source documents on Polish history and European culture, including medieval codices. The collection was expanded from the Estate's funds throughout the 19th century. From the very beginning it opened to the public, even though at first there were few visitors.

Another great gentry library was the Krasieński Estate Library (*Biblioteka Ordynacji Krasieńskich*), which was created in Warsaw, together with the Krasieński Estate, in 1844 by Count Wincenty Krasieński (1782–1858), a politician, who would in the second part of his life collaborate with the Tsar authorities. The library contained his family collection and was located in the Warsaw palace, until the new seat was built in 1930. The library contained the family collection which had been gathered since the 14th century, rich economic archives, as well as materials on Polish and European culture. Also, in the 19th century the library published a few dozen of volumes of source materials from its collections.

The third manor library in Warsaw was the Przeździecki Estate Library (*Biblioteka Ordynacji Przeździeckich*). It was established in 1841 by Aleksander Przeździecki (1814–1871) in his estate, and a year later it was transported to his palace in Warsaw. The Przeździecki family created in 1913 a manor of their name. Even though valuable, the collection was not very big: 30,000 books and 300 manuscripts at the end of the 19th century. At that time they were only made available on special occasions.

Gentry libraries of Warsaw in the 19th century were not victimized by Tsar authorities, as their owners managed to be on proper terms with the latter. Thus, they did not participate neither in patriotic manifestations, nor in national uprisings (except for the Czartoryski family). The Russians would not interfere in the collections, even though it was obvious that they treasured Polish culture.

In the Prussian partition the society answered to the reprisals by forming the Poznań Society of Friends of Sciences (*Poznańskie Towarzystwo Przyjaciół Nauk*) in 1857. The Society had a valuable library, which still functions in the same place. In the second half of the 19th century, by gathering universal works, it replaced the university library. Only at the end of their rule, in 1902, did Prussian authorities create a big library named after Emperor Wilhelm II, which was mainly designed to serve the Prussian civil servants. Nevertheless, it was also available for Polish readers.

The responsibility of library creation in this partition, which on the one hand would house documents of the past and, on the other, would allow for the self-education of society, was shouldered by two counts of Great Poland, Tytus Działyński (1796–1861) and Edward Raczyński (1796–1845). The former, in the neo-gothic castle in Kórnik (20 km away from Poznań), set up a library (*Kórnik Library*), which also contained several museum pieces and numerous heirlooms. It is reported to have begun functioning in 1826. Działyński was mainly interested in documents on Poland's 16th century *golden age*, which he would also publish on a grand scale. At the end of the 19th century the collection comprised 50,000 books and 2,000 old Polish manuscripts. The library remained in the hands of the family until 1925, when the grandson of Tytus Działyński, Władysław Zamoyski, created in the reborn Poland his foundation Kórnik Institute (*Zakłady Kórnickie*).

Another inhabitant of Great Poland, Edward Raczyński, created his library (*Raczyński Library*) in 1829 in Poznań and donated it to the city. It functioned as a municipal public library, with the majority of works dedicated to the history of Poland. Raczyński had a special building constructed in the city centre for this purpose and made sure its work was organised according to European standards: he hired librarians, drew up regulations of the lending and the use of reading room. In acquisitions, he concentrated on current literature. The library was supervised by a special board, at first with the participation of the Raczyński family themselves, and after their death, made up of librarians and Prussian clerks. When first created, the library contained 23,000 volumes, while in 1897, already 70,000.

What does Polish culture owe to gentry libraries? An attempt of evaluation

The survey of gentry libraries from 18th and 19th centuries confirms a number of these proposed at the beginning of this article. The needs and possibilities of creating libraries were influenced by the political situation. In all three partitions, the authorities would stop or at least hinder the functioning of public libraries, while the landowners who wanted to start a library had to face many difficulties. The Austrian partition created the most favourable conditions for that purpose, especially after autonomy was granted in 1867–1873. In addition, the law allowed for foundations to be created. Consequently, in this partition many libraries were established: the foundation library Ossolineum, the Wiktor Bawoworowski Library (Lvov), the bourgeois Szersznik Library, the Czartoryski Estate Library (Kraków) and family libraries of Tarnowski (Dzików) and Branicki (Sucha). Also, there were two big university libraries in this partition: in Kraków and Lvov; in 1870 the organization of the Academy of Arts and Sciences started. The political situation was favourable, as the Galician aristocracy maintained correct relations with Austrian authorities, and some of the former would even become part of the Austrian-Hungarian government. And J. M. Ossoliński, the creator of the Library named after his family, was appointed prefect of the National Library in Vienna between 1809 and 1826.

In the Russian partition with the biggest territory, cultural, scientific and scholarly life was concentrated in Warsaw and Vilnius. A Polish university, together with its library, functioned in Warsaw only until November Uprising in 1830. After that, the university was closed and replaced with a Russian one, whereas the library collection was transferred to Saint Petersburg. Moreover, the authorities took away or destroyed several libraries pertaining to the families which took part in the Rising. In 1832 in Vilnius the university and its library were also closed. The only Polish libraries which functioned in this partition were three estate libraries: Zamoyski, Krasiński and Przeździecki. The reprisals imposed by tsar authorities were thus obvious, one of its examples being the treatment of Polish libraries. It must be noted, however, that, in any

of the partitions, the authorities neither banned any library from opening nor closed any of them, unless their owners took part in uprising.

Even the Kórnik Library was not harmed, even though its owners were trialed for the participation in national uprisings and treason: Tytus Działyński for November Uprising in 1830 and Jan Działyński for the Uprising of 1863. All family goods, including the library, were sequestered for a certain period of time, but the library began functioning again when the sequestration ended.

All the other above-mentioned libraries survived until Polish independence was regained in 1918, and then they continued developing throughout the whole interwar period, until 1939. This was possible due to their stable financial situation. Their owners would provide stable means of support, while the sympathy and understanding of the need for libraries was passed down from one generation to another. The creator of Czartoryski Library would find his successor in Adam Jerzy, and he, in turn, in his son, Władysław. Similar cases of inheritance took place in other families, such as the families of Działyński (Kórnik), Tarnowski (Dzików), Branicki (Sucha) and Potocki (Wilanów).

A safer way of ensuring the survival and development of libraries was, however, through the creation of foundations or estates, which guaranteed means of support regardless of the decision of the successor. A foundation was set up by Józef Maksymilian Ossoliński (1817), Wiktor Baworowski (1857) and priest Leopold Szerszenik (1792). The Zamoyski Estate was created in the 16th century, and it was followed by many more in the 19th century: Krasiński Estate (1844), Lubomirski Estate (1869), Dzieduszycki Estate (1893), Czartoryski Estate (1898) and, in the 20th century, Przeździecki Estate (1913). Libraries were not, thus, founded on a whim of the first owner, as it was his successor's duty to maintain it; clearly, they did appreciate the importance for Polish culture of the documents that the libraries contained.

The value of the collections was not only linked to the wealth of Polish aristocrats. Some of them demonstrated a deep knowledge of scientific and literary trends, as well as source documents on Polish history, and they could judge the importance of manuscripts and prints. T. Działyński would himself choose early printed books

for his library and thus he managed to gather a brilliant collection of Polish prints from the 16th century, the golden age of Polish printing.

As a result of such collecting initiatives, at the end of the 19th century, Polish gentry libraries contained some 600,000 volumes of books and about 15,000 manuscripts, not to mention rich numismatic, cartographic and graphics collections. The greatest value was placed on source documents on Polish history, mainly manuscripts and first Polish prints. The created bibliographical indices were largely based on these libraries, as they contained a great number of unique prints from 15th–18th century. (8)

These collections consisted to a large extent of documents concerning the founders of the libraries themselves, in other words, the aristocratic families, at the same time they dealt with the history of Poland and sometimes of Europe, because many members of these families, as for instance Jan Zamoyski in the 16th century played an important part in the political life of the country. Library founders often had the ambition of documenting the history of their family, and thus they placed their book collection together with other family museum pieces (as for example Zamoyski or Działyński) or arms collection (Krasiński).

Not all collections were catalogued to a high standard, although some of them had exemplary catalogues, such as the manuscript catalogue in Ossolineum, or the first printed catalogue of prints in Poland in the Raczyński Library. All mentioned libraries made their collections available. However, at the beginning of the 19th century they were not heavily used, often due to the absence of a reading room, their remoteness from big cities or the lack of professional librarians. The main reason for this, however, was a small number of scientists, few higher education institutions and a limited scientific movement. At the beginning of the 19th century only a narrow group of erudite persons and amateur-historians were interested in research.

A great merit of these libraries was that they employed as librarians outstanding historians, literature experts or linguists. They would work as librarians and become the scientific elite of their times. At the same time, they could use the collections for their research, while preparing the catalogues to be published.

Notes

(1) Ryszard Marciniak and Andrzej Mężyński introduced the term “gentry libraries” in their article *Polskie biblioteki wielkoziemiańskie (rodowe, ordynackie i fundacyjne) w okresie zaborów. Stan badań i postulaty badawcze* [Polish Gentry Libraries (Family, Estate and Foundation) during the Partitions. The State of Research and Research Postulates], parts 1–2. In: *Studia o Książce* 1985 Vol. 15, pp. 191–210, Vol. 16, pp. 235–263. I also devoted to these libraries the publication *Wielkoziemiańskie biblioteki publiczne w Polsce w latach 1772–1918* [Public Gentry Libraries in Poland in the Years 1772–1918]. In: *Roczniki Biblioteczne* 2002 Vol. 46, pp. 211–242.

(2) The Ossoliński National Institute in Lvov (1817), Count Wiktor Baworowski Library (1900) and Priest Leopold Jan Szersznik Library (after 1814).

(3) The Ossoliński National Institute in Lvov between 1840 and 1849 received 116,391 Rhenish zlotys of income, of which 77,244 (66%) came from income from the lands, and the rest from other sources (Lewandowska-Jaraczewska, I. *Zakład Narodowy im. Ossolińskich za dyrektury Adama Kłodzińskiego 1839–1849* [The Ossoliński National Institute as Run by Adam Kłodziński 1839–1849]. Wrocław 1980, p. 73).

(4) In this article there are no bibliographical data on the history of the discussed libraries. This is due to the fact that there are no separate monographs about them, only articles on parts of their history. *Słownik pracowników książki polskiej* [A Dictionary of Polish Book Researchers]. Warszawa 1972 is a valuable source of information, as it contains biographies of all founders and subsequent owners of the libraries, paying due

attention to their contribution to organising the collection.

(5) Ever since the end of the 18th century, national risings were important turning points in Polish history. They took place after the fall and the division of Poland into partitions pertaining to Prussia, Russia and Austria. The first division took place in 1772, the second one in 1792 and the third – in 1795. As a result of national resistance after the second division, in 1794 Kościuszko Uprising broke out (named after its leader Tadeusz Kościuszko, 1746–1817), against Russia and Prussia. Then November Uprising followed in 1830 and the January Uprising in 1863, both directed at Russia.

(6) Cf. Marciniak, Ryszard *Związki Poznańskiego Towarzystwa Przyjaciół Nauk z polskimi ośrodkami naukowymi w okresie zaborów. Polska Akademia Umiejętności* [Relations between Poznan Society of Friends of Sciences and Polish Research Centres During the Partitions. Polish Academy of Arts and Sciences]. In: *Prace Komisji Historii Nauki* 2007 Vol. VIII, pp. 275–305.

(7) This sentence was cited by Tytus Działyński, when he recalled his meeting with J.M. Ossoliński in the 20s. of the 19th century: Działyński, Tytus *Introduction*, in: *Catalogue des doubles de la Bibliothèque du comte Działyński*. Berlin 1846.

(8) The importance of this collection was noted by Polish bibliographer Karol Estreicher, who compiled *Bibliografia polska XV–XVI stulecia. Zestawienie chronologiczne 7200 druków w kształcie rejestru do Bibliografii, tudzież spis abecadłowy tych dzieł, które dochowały się w bibliotekach polskich* [Polish Bibliography of 15th–16th Century. A Chronological Register of 7,200 prints or an Alphabetical Index of These Works which Survived in Polish Libraries]. Kraków 1875, p. XV.

Library and Readership History

Anna Żbikowska-Migoń

Polish Libraries in European Bibliological Writings of the 18th Century

Abstract The article gives an interesting landscape of Polish libraries described by foreigners in European bibliological press and writings of the 18th century. The author takes notice of the modest knowledge of Polish book and culture in other European countries due to the lack of Polish publications on that subject. The bibliography and notices enclosed to the article enrich additionally the content of the work.

It is some time since Polish historians began to pose questions about how Poland, Poles, their history and achievements have been viewed by other nations. (1) Mostly, though, they reconstruct the way the Polish political system, religion, society, the stereotypical Pole were viewed. Questions about how Polish culture was perceived abroad, about the picture foreigners had of Polish intellectual life, literature, publishing, or cultural institutions are rarely asked. (2) Research devoted to “the world of books” is even more rare. (3)

So it is worth taking a look at the picture of Polish libraries as seen by the eighteenth century European reader perusing old scientific publications, primarily in the form of separate printed texts published in languages accessible to members of the European *respublica litteraria*, mainly those with an evident bibliological bias. The list of texts cited here is probably far from complete, nevertheless it allows us to evaluate how Europe saw Polish libraries.

The modest knowledge of the Polish book culture outside the Polish Republic was obviously due to the paucity – or even lack – of Polish publications on the subject. (4) The lack of printed information is confirmed by known cases when Western scholars interested in Polish writings and Polish libraries had to procure information through channels of “informal communication”. (5)

In Renaissance compendiums on Poland, created both by Poles and foreigners, there is an almost complete absence of cultural, scientific and literary topics, not to mention bibliological matters. The degree of misinformation about Poland is evidenced by this fragment in the booklet

of the Cologne theologian Jacob Middendorp (d. 1611) *De celebrioribus universi terrarum orbis academiis* (6), in which the beginnings of the Jagiellonian University are dated to 1406 (not 1364) and its foundation is attributed to Władysław Jagiełło and not Kazimierz Wielki (Casimir the Great). (7) The famous *Polonia* by Marcin Kromer (c. 1512–1589), first published in 1577 in Cologne and many times reprinted in the West (8), on the basis of which Europe formed its picture of Poland, apart from a few generalities about the intellectual talents of the Poles and praise for the Kraków Academy gave no information about Polish culture. (9)

Nor were such themes accorded a wider mention in seventeenth century texts. Though Szymon Starowolski’s popular work *Polonia* (10), in which the author on purpose tried to overcome the negative stereotype of Poland as a barbaric country, contained a considerable amount of information about schools, architecture and works of art, the topic of books was though marginalized. (11) Descriptions of towns made no mention of printing-houses, when describing the riches of church treasuries the author passed over books and praising schools forgot about their book collections (with the exception of the library of the Toruń Gymnasium). There is no information even about the libraries of the Kraków Academy which Starowolski described as “the most productive forge of every type of scholar, the finest ornament of the whole of Sarmatia”. (12)

Eighteenth century European scholarly writings providing readers abroad with information

about Polish libraries varied in character. They were both compendiums of then “*historia literaria*”, which encompassed fields of study that today would be included in literature studies, bibliography, bibliology and the history of science (13), as well as more circumscribed dissertations in this subject, guides to the libraries of the world and individual countries, and monographs of individual libraries. Also occasional texts published to commemorate special events and anniversaries of the libraries themselves, or of people and institutions associated with them. Information about libraries was also included in geographical works and in descriptions of travels, very popular at the time, both among writers and readers. Though such travel narratives may not always qualify as scholarly writing, they often included some mention of libraries, described with varying degrees of detail and accuracy. There were even descriptions devoted solely to library travels (Ger. “*Bibliotheksreisen*”). (14) Though the descriptions of travels which appeared in print and contained opinions about Polish libraries were mostly addressed to a wider circle of readers, some provided information that was very factual and accurate.

An important role was played by European scientific and scholarly journals though their content and subject-matter are not as yet fully known. The dissertations and articles which they published, as well as current communiqués in the form of chronicles and reports, began to circulate among scholars, to be copiously cited and exploited.

Among the many texts which could provide information about Polish libraries we must distinguish between those produced by local writers concerned about the promotion of Polish culture and those written by foreigners basing on their own experience or processing information that had been written earlier and was in circulation. In the first group, the works of the eminent bibliographer Jan Daniel Janocki (1720–1786) hold a special place. Janocki was the librarian of the Załuski Library and his publications were a source of information for many foreign authors.

18th century scientific publications which described Polish libraries confirm the well-known phenomenon that works of scholarship have a long life: their authors often referred not only to texts from the 17th century but even from the 16th. Most often cited authors were the Polish erudite historian Marcin Kromer and his *Polonia*, the German historian, mathematician

and geographer Andreas Cellarius (Keller) and his work *Regni Poloniae, Magnique Ducatus Lithuaniae ... novissima descriptio* (15) and, first and foremost, the Dutch minister, professor of literature of the Academy in Zutphen, Johannes Lomeier (1636–1699), whose dissertation *De bibliothecis liber singularis* (Zutphen 1669) holds an important place in the historiography of libraries.

Since most authors referred in their texts to a narrow group of older publications, and even of these they often had only a second-hand knowledge, information about Polish libraries was limited and mostly repetitive.

Where information about Poland appeared depended on how the writers viewed the world in geographical and political terms. In compendiums of history, literature and bibliology which often introduced geographical divisions, the name Poland occurred either by itself as the title of a separate part (Lomeier) (16), or together with the name of Prussia (Jenckel) (17), which at times also appeared on its own (Lomeier). Lithuania was not perceived as a separate entity, in spite of the official name “*Regnum Poloniae et Magni Ducatus Lithuaniae*”, present in a number of titles devoted to Poland. Only the popular compendium of the geographer Anton Friedrich Büsching *Neue Erdbeschreibung* gave information about Poland in a chapter entitled *Polen und Lithauen, samt denen mit ihnen verbundenen Ländern*. (18) Sometimes information about Polish libraries neighbored with information about Russia and/or Hungary (Struve-Jugler, Horne) (19). In the seventeenth century booklet of Pierre Le Gallois Polish library holdings figure in the chapter “on libraries of Denmark and other countries of the North” (20), and in Michael Denis’s fundamental work the short passage on Poland was included with the description of libraries of England, Holland, Sweden and Russia. (21)

Silesian libraries, which had not been a part of the Polish state since the 14th century, never appeared in the context of Poland. Struve included those libraries together with German ones, at the same time placing the libraries of Prussia (including Königsberg) in the chapter on, from his point of view, foreign libraries (*De bibliothecis exterorum*). (22) Friedrich Karl Gottlob Hirsching in his guide *Versuch einer Beschreibung sehenswürdiger Bibliotheken Teutschlands* designated as Germany “...alle Länder, wo die deutsche Sprache als die Landessprache

geredet wird" (23) and included as separate entries Gdańsk and Świdnica (24) Some authors reacted quickly to changes on the political map of Europe: already in 1799, Johann Georg Meusel, in his voluminous textbook on the history of science did not distinguish Poland at all, placing information about the libraries of Gdańsk in the chapter *In Preussen* and about the university library in Lwów – in the chapter titled *In Galizien*. (25)

The authors of these texts rarely supplemented them with more general comments or assessments of the state of Polish book culture and Polish libraries. Le Gallois described the libraries of "the countries of the North" in contrast to the magnificent libraries of France. (26) Jenckel followed Starowolski in praising the Poles' love of science and art, at the same time deploring the quality of their Latin which, very distant from the Ciceronian model, was merely "Bauern-Latein". (27) In B. G. Struve's very popular compendium *Introductio in notitiam rei litterariae & usum bibliothecarum*, in the 1704 edition, we can read:

"Apud Polonos rariores sunt eruditi, pauci enim in patria historia ingenium exercuerunt. Corrupta tamen eorum plerumque est latinitas" (28), replaced in the edition of 1715 with the even harsher statement:

"Apud Polonos nec tantus proventus litteratorum, nec etiam librorum". (29)

However, changes for the better, which were taking place in the Saxon era, were noticed. In early 1750s they were emphasized, among others, by Johann Friedrich Jugler and Johann Christian Fischer – the authors of two new and separately prepared expanded versions of Struve's compendium. In fact, Jugler completely changed the import of Struve's earlier opinion by stating:

"Apud Polonos, gente plurium litteratorum virorum foecunda, non adeo magna librorum olim copia fuit; saltim pauca de iis ad exteriorum preuenerunt notitiam. Nunc autem in haec saeculi nostri luce Poloni, aliarum cultiorumque gentium exemplo stimulati, omni nituntur ope, ut bibliothecas antiquas reddant in dies locupletiores, novasque etiam pergrandi pecuniae summa instituant". (30)

Fischer left Struve's harsh opinion in the body of the text but in a footnote referred the reader to works by J. D. Janocki and to appropriate parts of the catalogue of Graf von Büнау's library. (31) A longer fragment devoted

to Polish culture and science can be found in Büsching's geographical compendium published in 1758, where the most recent Polish endeavours to invigorate learning and raise its standards are noted. (32)

Among the Polish cities which had libraries the earliest to be noticed were Kraków, Wilno, Toruń and Gdańsk; a passing note, mainly stating lack of information about their libraries, was made of Gniezno (33) and Płock; Lidzbark and Miechów were mentioned and with time Warsaw with its Załuski Library was added, and also Lwów. Leszno and the town of Ostroróg in Great Poland were also included, more as curiosities than anything else. Brześć Litewski was noted as the seat of the "famous Jewish university" (34) and Grodno, where Johann Bernoulli had been enraptured by the library collection of the school of medicine, in the 1770s directed by the Frenchman Jan Emanuel Gilibert. (35)

The most representative of the Kraków libraries was the Kraków Academy Library (today the Jagiellonian Library): in seventeenth century publications it was already noted as outstanding (*insignis*) by Lomeier (who mentioned, after Cellarius, the existence of two separate collections) (36) and Pierre Le Gallois, (37) though Jean Le Labourer, who travelled around Poland in the first half of the 17th century and visited the library, confined his account to the constatation that it was furnished with desks "on which lie books fastened by chains so that no one can take them away without permission". (38)

Eighteenth century texts mostly repeated almost verbatim Lomeier's short but favourable opinion of the Jagiellonian Library (for instance Jenckel (39)), though some authors did provide more information. Struve listed the sixteenth century donors – the scholars Benedykt of Koźmin ("Benedictus Cosnanus") and Maciej of Miechów ("Matthia a Michovia") (40), and Jugler added also Stanisław Reszke. (41) Jakub Woit and Jan Zygmunt Jungschultz stated that it was impossible to date the beginnings of the Collegium Maius library precisely ("quo anno suam habeat originem, resciscere non potuerim. Vero simillimum tamen est, illam statim post Academia habuit, esse aedificatam"), and, like many other authors of the times who wrote about libraries, described how the collection had grown thanks to bequests and gifts. They also noted valuable works: in this case the famous "opus magicum" of the sorcerer Twardowski

(42) and a Bible with the handwritten notes of Zygmunt Stary (Sigismund the Old). (43)

In the 1780s Abraham Jakob Penzel, briefly acting as librarian and otherwise not favourably remembered in the library's history, tried to inform the enlightened circles of Europe about the collections of the Jagiellonian Library. His articles in the "Journal Encyclopédique ou Universel" (1781 T. 1 P. 1 pp. 131–133) and the Nuremberg "Journal für Kunstgeschichte und zur allgemeinen Literatur" of Christoph Gottlieb von Murr (1781 T. 10 pp. 233–263), described the library's valuable collection – incunabula, Greek and Spanish books and manuscripts. (44)

The libraries of Polish kings were also noticed. The story of such collections would begin with Zygmunt August (1520–1572) (45), since any earlier endeavours by Polish rulers to amass books were unknown.

So among the libraries of Kraków the royal library at Wawel Castle ("in arce") was mentioned. Its beginnings were ascribed, after the historian Reinhold Heidenstein, to Zygmunt August ("Sigismundus II") and to the collection of manuscripts which apparently fell into Polish hands after the capture of Połock by Stefan Batory in 1579. Voit, Jungschultz (46) and Olof Celsius (47) also mentioned it in their works. The information was repeated in Struve's *Introductio in notitiam rei litterariae*, in the 1715 edition and even as late as 1768 (48), though already in the 1750s certain doubts had been expressed on this point (49). Usually the rather meagre and cursory information about the book collections of Polish rulers associated their existence with Vilnius: Lomeier, citing Marcin Kromer, noted that "Reges in arce Vilmensi pretiosissimam Bibliothecam exercisse" (50), this was repeated by Jenckel (51), while Voit and Jungschultz were more specific, saying that the Vilnius library "...inchoata est a Sigismundo I & in arce Vilmensi, longe vero majori magnificentia eadem est amplificata, a Sigismundo Augusto, magno illo studiorum Patrono" (52). Foreign bibliographical texts said nothing about the collections of later kings – from the Vasa dynasty or also Jan III Sobieski. Nor did the public library in Nancy, founded in 1750 and provided with money by the former king of Poland Stanisław Leszczyński, gain international renown (53). In the Enlightenment period the library of the last king of Poland, Stanisław August Poniatowski, only appeared in the dia-

ries of foreigners who happened to visit it when staying in Warsaw (Daniel Bernoulli 1778; Fortia de Piles 1782; Fryderyk Schultz 1783; Wawrzyniec Engeström). (54)

The Załuski Library in Warsaw gained an exceptional position from the very beginning of its existence. It was founded in 1747 by two aristocratic brothers, both Catholic Bishops – Andrzej Stanisław (1695–1758) and Józef Andrzej (1702–1774) Załuski, who, making use of a wide variety of means with great energy, were already presenting the library to the European *respublica litteraria* when it was only a project. Józef Andrzej Załuski wrote about it in 1732 in his memorial *Programma litterarium ad bibliophilos...* (55) addressed to the world of scholars, while the Leipzig periodical *Neue Zeitungen von Gelehrten Sachen* regularly carried news of the Library, as did other scholarly German journals (among them *Pommerische Nachrichten von Gelehrten Sachen*, *Nouvelle Bibliothèque Germanique*, and the Wrocław newspaper *Schlesische Privilegierte Zeitung*). (56) The modern promotional campaign formed a picture of the Library as the main Polish centre of scholarly activity, informed about its resources and publications, and told the world that other Poles were imitating the Załuski brothers' passion for books. Occasional pamphlets in Latin by Ernst Martin Chladny (Chladenius) (57) or Jakub Paweł Radliński (58) also contributed to a raised awareness of the existence and rank of the Library in the European consciousness. However, it was the librarian of the Załuski Library, Jan Daniel Janocki (1720–1786) who contributed most to promoting the collection and Załuski Library Activities in Europe, also in his scholarly capacity. His catalogues, bibliographies, bibliographic dictionaries, written both in Latin and German in the erudite spirit of his age, reached scholars abroad, providing them with reliable information about the achievements of Polish science and culture, primarily in works available in the Załuski Library collection. (59)

It is, therefore, no wonder that the new edition of Struve's *Introductio...*, prepared by Jugler and published in 1753, included a large fragment devoted to the Załuski Library: Jugler stressed the contribution of both (a rare occurrence!) Załuski brothers to the creation of the library which "...totus eruditorum orbis miratur" and which "superbit (...) et stupendo voluminum numero, et mira rariorum librorum, etiam Polonorum, collectione", directed readers to the

works of both Janocki and the eulogies of Chladny, and presented the valuable manuscripts in its collection (60). In published a year later new edition of the *Introductio...*, prepared by Fischer and dedicated by him to the Vaticana librarian Cardinal Angelo Maria Quirini, only the achievements of Józef Andrzej and his contacts with Quirini are mentioned. (61)

In 1754 the geographer Anton Friedrich Büsching inserted a note in his *Neue Erdbeschreibung* about the opening of the Library, describing its collection as numerous and valuable and a “useful ornament” (nützliche Zierde) to the city. (62) The 1758 edition of Büsching’s work informed about the number of books in the Załuski Library and the privilege granted it as a form of protection by Pope Benedict XIV, who threatened any thieves with excommunication. (63)

The Załuski Library was also the only Polish library to merit a mention in Michael Denis’s notable work *Einleitung in die Bücherkunde*. (64) Denis took his information from Büsching but also introduced new data: he enlarged the collection to 300,000, mentioned that in spite of the papal bull it had suffered during “the recent unrest” (65), noted Jan Daniel Janocki and his work on the catalogues and alluded to the ownership problems resulting from the death of Józef Andrzej Załuski. (66)

Owing to a consistent campaign of information and promotion, carried out mainly on the pages of Leipzig journals and through the agency of the Załuski family and their circle, other Polish libraries began to appear in European journals addressed to scholars. Monastic libraries and the monks who cared for them were noted (among others, the Jesuit library in Kalisz and Jan Bielski’s worth, the library of the Order of the Holy Sepulchre in Miechów and Jakub Radliński, the Basilian Jakub Ignacy Kulczyński, the Cistercian Wojciech Stanisław Leski, the Dominican Kazimierz Królikowski, the missionary Piotr Jacek Śliwicki, and others) (67). Here too, the contribution of Jan Daniel Janocki was considerable; his *Lexikon derer itztlebenden Gelehrten in Polen* provided a wealth of information about Polish private libraries. (68)

The rich library traditions of Pomerania and Prussia invariably found their place in eighteenth century publications. This was undoubtedly a reflection of the unusually good condition of the libraries there, but also the result of the bibliological research which was systematically carried

out and published. In the Polish lands, owing to the efforts of local scholars, librarians, and bibliographers, the libraries of Toruń, Gdańsk, Elbląg were the first to become the object of scientific reports: occasional publications were brought out to commemorate anniversaries and events, monographs of individual libraries appeared, as did bibliographies and biobibliographic dictionaries mentioning such publications, libraries were written about in scholarly journals produced locally but sent out far beyond the region’s borders, so the information they carried circulated internationally. (69)

The library collections of Toruń (Thorn) were well known among scholars. The only library noted in Starowolski’s *Polonia* was the library of the Academic Gymnasium. Founded in 1594 by the mayor Heinrich Stroband (1548–1609) and modelled on the library in Leiden, it was described by Starowolski as “very well stocked”. He also stressed that it had “two of Cicero’s letters written on wax tablets”. (70) From that moment the collection was mentioned in most works: Lomeier devoted a lengthy passage to it, stressing mayor Stroband’s contribution (71), Jenckel (72) and Jugler (73) also mentioned it. Peter Jaenichius (74) wrote a monograph giving a comparatively extensive, for the times, description of the history and resources of the Gymnasium Library and correcting the often repeated information about Cicero’s valuable letters which he rightly determined to be medieval registers of taxpayers. (75) Jaenichen’s short work must have reached its readers very soon after being published, as already in the same year it was cited by Voit and Jungschultz (76) and referred to by the anonymous author of the entry *Bücher-vorrath* in Zedler’s encyclopedia. (77)

Somewhat in the analyzed literature less space was devoted to the libraries of Gdańsk. Authors referred their readers to already existing literature (for instance Voit and Jungschultz to the works of Efraim Praetorius and Samuel Schelwig, (78) Zedler’s encyclopedia (79) and Jugler (80) to Schelwig, Büsching to Adrian Engelke (81)). Jenckel only noted the fire which in 1678 devastated the library in the Carmelite monastery. (82) J. G. Meusel listed the catalogue of Our Lady Church library, produced by Karol Beniamin Lengnich, among catalogues of public libraries. (83)

Even less space in general compendiums was devoted to the Elbląg libraries (with the quite understandable exception of Voit and Jungschultz (84) who were closely connected with the

town). The library in Lidzbark only merited a short note mentioning the role of Stanisław Hozjusz in its creation and the fact that the Copernicus manuscripts were kept there. (85)

Foreign reports about Polish libraries reflected the general interest in tragic or exceptional events. So information about the fire which broke out in 1623 in Ostroróg, Węgierski's home city in Great Poland, a local centre of the Czech Brethren, first reported by Andrzej Węgierski (Regenvolscius) in his history of the Polish reformation *Systema historico-chronologicum ecclesiarum Slavonicarum per provincias varias* (Utrecht 1652), was repeated over the years in various writings. The fire completely destroyed the private libraries of the preachers Maciej Rybiński and Marcin Gertich. (86)

Events relating to the history of Polish libraries crop up in works devoted to libraries of other countries, as in the case of the Swedish Wars. The plunder of books in Poland (and in Bohemia and Germany) was more or less openly discussed by the Swedes themselves. For instance the works of Magnus Olof Celsius *Bibliothecae Regiae Stockholmensis historia brevis et succinta* (Holmiae: typis Laurentii Salvii 1751) and also *Bibliothecae Uppsaliensis historia* (1745) (87) presented the looting of cultural property by the Swedish invaders as a chance to avoid the threats which war inevitably brings for book collections – in first place of course the danger of fire. According to Olof Celsius, it was for this reason that Karol Gustaw “sent to Uppsala the great book collections existing everywhere in Poland. If only the same fate had befallen the individual libraries of Poland and Lithuania which were consumed by inimical fire”. (88)

Notes

(1) The resources necessary for such investigations have been published – including some anthologies: Zawadzki, Waclaw *Polska stanisławowska w oczach cudzoziemców* [Poland in the Eyes of Foreigners at the Time of Stanisław August] Vol. 1–2. Warszawa 1963; Gintel, Jan *Cudzoziemcy o Polsce. Relacje i opinie* [Foreigners on Poland. Reports and Opinions] Vol. 1–2. Kraków 1971; Szarota, Elisa Maria *Die gelehrte Welt des 17. Jahrhunderts über Polen. Zeitgenössische Texte*. Wien 1972.

(2) For example: Jarzęcka, Joanna *Obraz życia umysłowego Rzeczypospolitej doby saskiej w świetle wybranych lipskich czasopism naukowych (1710–1762)* [Pictures of Intellectual Life in Saxon Poland in the Light of Selected Leipzig Scientific Journals]. Warszawa 1987.

Celsius also cited a tale which had been doing the rounds in literature since the middle of the 17th century, attractive by virtue of its symbolic significance. Its author was Stefan Melisch from Prague, a resident of Leszno, who in his *Visiones nocturnae* (1669) described an incident which occurred when Leszno was besieged by the Swedes and a fire was raging there. To a group of Czech citizens of Leszno who had escaped the town and were gathered in Czernin, at four hours distance, the wind brought a half burned page from the Czech Bible on which the words “with what measure ye mete, it shall be measured to you again” (Matt. VII, 2) were still legible. The story, first published in 1659, was not included in the first edition of Lomeier but was related by him in great detail in the next edition (89) and repeated also by Jenckel. (90)

The sources presented here show that information about Polish book holdings and collections reached European readers, though with varying intensity (most forcefully in the second half of the sixteenth century and in the Saxon era) and by way of texts differing in terms of genre. Its “initial consignors” were both Poles and foreigners. The library of the Kraków Academy, the oldest and leading book collection in Poland, of most import for Polish culture and science, was most often referred to. Today it is known as the Jagiellonian Library. Another library which particularly attracted the attention of scholars was the Załuski Library, the first in the world to realize the concept of a national library. It is also worth noting here that authors writing about Polish libraries were keen to continually update their state of knowledge. (91)

(3) Including Gerstman, Zygmunt *Polonica w pierwszej nowoczesnej bibliografii powszechnej Konrada Gesnera (1545)* [Polonica in the First Modern Universal Bibliography of Konrad Gesner (1545)]. In: *Rocznik Komisji Historyczno-Literackiej Oddziału Polskiej Akademii Nauk w Krakowie* 1963 Vol. 1, pp. 5–52; Ciechanowska, Zofia *Relacje i opinie o księgozbiorze Biblioteki Jagiellońskiej na przełomie XVIII i XIX wieku* [Reports and Opinions on the Collection of the Jagiellonian Library at the Turn of the 19th Century]. In: *Biuletyn Biblioteki Jagiellońskiej* 1963 No. 1/2, pp. 81–101; Jarzęcka, Joanna, Kozłowski, Jan *Biblioteka Załuskich w świetle “Neuer Zeitungen von Gelehrten Sachen” (1726–1767)* [The Załuski Library in “Neuer Zeitungen von Gelehrten Sachen” (1726–1767)]. In: *Kwartalnik Historii Nauki i Techniki* 1978 No. 2, pp. 299–321; Żbikowska-Migoń, Anna *Polonika*

w XVIII-wiecznych bibliografiach księzek rzadkich [Polonica in 18th Century Bibliographies of Rare Books]. In: *Z badań nad polskimi księgozbiorem historycznymi*. Tom specjalny: *Bibliologia dyscypliną integrującą. Studia ofiarowane Profesor Barbarze Bieńkowskiej* [From Studies of Polish Historical Book Collections. Special volume: Bibliology – an Integrating Discipline. Studies Presented to Professor Barbara Bieńkowska]. Warszawa 1993, pp. 55–62; Puchalski, Jacek *Polonika z obszaru niemieckojęzycznego – poza granicami Rzeczypospolitej – w XVI wieku* [Polonica from the German-Speaking Areas – Beyond the Borders of the Polish Republic – in the 16th Century]. Warszawa 1997; Buchwald-Pelcowa, Paulina *Garść okruchów z dziejów staropolskiej bibliografii* [Snippets from the History of Old Polish Bibliography]. In: *Roczniki Biblioteczne* 2007, pp. 69–83.

(4) E.g. Bogucka, Maria *Przyczynek do portretu Polaków w oczach obcych* [A Contribution to the Portrait of the Poles in Foreign Eyes]. In: *Odrodzenie i Reformacja w Polsce* [The Renaissance and Reformation in Poland]. 1986, pp. 23–43 analyzing entries devoted to Poles in 17th and 18th century twenty eight biographical dictionaries found that 11 contained no mention of Poles and only six had more than just a few Polish biograms, though none devoted to writers; Pirożyński, Jan *Z dziejów obiegu informacji w Europie w XVI w. Nowiny z Polski w kolekcji Jana Jakuba Wicka w Zurychu z lat 1560–1587* [From the History of the Circulation of Information in 16th Century Europe. News from Poland in the Collection of Jan Jakub Wick in Zurich in 1560–1587]. Kraków 1995 when examining the collection found much information on political and religious issues, sensational reports on crimes and anomalies in nature but absolutely nothing pertaining to culture.

(5) H. Barycz discovered traces of such contacts in Ulisses Aldrovandi's circle (Barycz, Henryk *Z dziejów książki polskiej za granicą w XVI stuleciu. I. Polonica w bibliotece Ulissesa Aldrovandiego, Silva Rerum* [From the History of Polish Books Abroad in the 16th Century. Polonica in the Library of Ulisses Aldrovandi, Silva Rerum] 1928 Vol. 4; and that of Konrad Gesner (idem, Łasicki, Jan *Studium z dziejów polskiej kultury naukowej XVI wieku* [A Study from the History of Polish Scientific Culture in the 16th Century]. Wrocław 1973).

(6) Coloniae: excudebat Petrus Horst 1567 p. 260: "Cra-coviensem, vel potius Gracchoviensem a Graccho eius urbis conditore, in Poloniae Regno. Quod Christi fidem suscepit Metzlaos Rege, ano d. 965. Eam fundavit Vladislaus, Poloniae Rex ex Pragensi anno 1406". Kraków University was noted among the German universities.

(7) In later editions there was more information about Poland: in the next edition of Middendorp's works (*Academiarum universi terrarum orbis libri tres*, Coloniae: apud Maternum Cholinum 1583, pp. 552–554) the author noted Poland separately and gave Kraków (this time he dated the founding of the university to 1361, its renewal to 1400 and even characterized its achievements: "sacra theologia, artes mathematicae and humanior literatura inprimis ibi floruit"), Wrocław (here he talks about plans to found a university), Poznań and Königsberg as seats of academies, ending with information about the library of the Polish kings in the castle in Vilnius .

(8) Kromer, Marcin *Polonia sive de situ, populis, moribus, magistratibus et republica regni Polonici libri duo*, Cologne: M. Cholinus 1577; 6 editions were published in the 16th c. and in the 17th c. 5 reprints.

(9) Kromer, Marcin *Polska czyli o położeniu, ludności, obyczajach, urzędach i sprawach publicznych Królestwa Polskiego księgi dwie*. [Poland, that is on the Situation, People, Customs, Administration and Public Affairs of the Polish Kingdom in two volumes] Transl. by S. Kazikowski, Introduction and editing by R. Marchwiński, Olsztyn 1984, pp. 72–74, 79. This characteristic quote shows how people of the Renaissance ranked writing and print: "...even those who were at the time considered scholars and in truth were such, hardly wrote anything down and did not feel the need to spread their writings if they happened to write something as practice or to teach others. And any means of publishing a book were quite unthinkable when Poland had no printers. In such conditions when learned men died the memory of them died too" (ibid., p. 73–74).

(10) Starowolski, Szymon *Polonia, Coloniae*: apud Henricum Crithium 1632; next editions Dantisci: sumptibus Georgii Försteri 1652, Wolfenbüttel 1656, 1662, two editions in 1733, 1734. In: Starowolski, Szymon *Tractatus tres...*, Polish transl. by W. F. Gołębiowski entitled *Opisanie Królestwa Polskiego za czasów Zygmunta III* [A Description of the Polish Kingdom in the Time of Sigismund III]. Wilno: w drukarni XX Pijarów 1765.

(11) Starowolski, Szymon *Polska albo opisanie położenia Królestwa Polskiego* [Poland, or a Description of the Situation of the Polish Kingdom]. Translated from Latin, with an introduction and commentaries by A. Piskadło, Kraków 1976.

(12) Ibid., pass. among others, p. 63 – the Lubrański Academy in Poznań, p. 72 – Kraków Academy, p. 86 – Jesuit College in Vilnius, p. 88 – Jesuit College in Grodno, p. 100 – Academy in Zamość, p. 111 – Gymnasium in Gdańsk.

(13) Żbikowska-Migoń, Anna *Historia książki w XVIII w. Początki bibliologii* [The History of the Book in the 18th Century. The Beginnings of Bibliology]. Warszawa 1989, pp. 34–50; the same in the German translation *Anfänge buchwissenschaftlicher Forschung in Europa: dargestellt am Beispiel der Buchgeschichtsschreibung des 18. Jahrhunderts*; übersetzt von Andreas Fleischer. Wiesbaden: Harrassowitz Verl. 1994, pp. 41–65 (*Buchwissenschaftliche Beiträge aus dem Deutschen Bucharchiv München*, Bd. 48).

(14) Becker, Peter Jörg *Bibliotheksreisen in Deutschland im 18. Jahrhundert.*, In: *Archiv für Geschichte des Buchwesens* 1980 Bd. 21, pp. 1361–1534; Bednarska-Rusajowa, Krystyna *Biblioteki w polskich oświeceniowych opisach podróży zagranicznych* [Libraries in Polish Descriptions of Foreign Travels in the Enlightenment]. In: *Biuletyn Biblioteki Jagiellońskiej* 1996, pp. 241–251.

(15) Amstelodami: apud Aegidium Janssonium Valckenier 1656; reprinted in edition of sources of Wawrzyniec Mitzler de Kolof's *Historiarum Poloniae et Magni Ducatus Lithuaniae Scriptorum Collectio Magna*. Varsaviae: sumptibus typographiae Mitzlerianae 1761, pp. 497–660. See Estreicher, Karol *Bibliografia polska* [The Polish Bibliography] Vol. 22. Kraków 1908, pp. 114–115. A biogram of Cellarius, but without dates, is given by

Ch. G. Jöcher in *Allgemeines Gelehrten-Lexikon*, Th. 1. Leipzig 1750, p. 1796.

(16) In both editions, in chapter X, entitled *De bibliothecis celebrioribus in Europa* Poland and Prussia are distinguished: Lomeier, J *De bibliothecis liber singularis...*. Zupthaniae: apud Henricum Beereen 1669, p. 266 *Poloniae*, pp. 267–268 *Borussia*; id, editio secunda, priori multo auctior, Ultrajecti: ex officina Johannis Ribbii 1680, pp. 318–319 *Poloniae*.

(17) Jenckel, Caspar Friedrich [pseud. Neickelius] *Museographia oder Anleitung zum rechten Begriff und nützlicher Anlegung der Museorum oder Raritäten-Kammern...*, Leipzig und Breslau: bey Michael Hubert 1727, pp. 328–329 *Polen und Preussen*; and also separate entries devoted to individual towns. *Museographia ...* was written in the 1720s as a cooperative effort of the Hamburg merchant Jenckel and the learned Wrocław doctor Johann Kanold (1679–1729). It was a guide to museums, chambers of curiosities and the libraries of the world.

(18) Büsching, Anton Friedrich *Neue Erdbeschreibung*, Aufl. 3, Th. 1. Berlin: bey Johann Carl Bohn 1758, pp. 933 ff.

(19) Struve, Burkhard Gotthelf *Bibliotheca historiae litterariae selecta ... post variorum emendationes et addita-menta opus ita formavit ut fere novum dici queat Johannes Fridericus Jugler...* [next cited: Struve – Jugler], Bd 1, Jenae: sumptibus Christiani Henr. Cunonis 1753, Chapter III *De bibliothecis exterorum*, pp. 382–389 *De bibliothecis Russorum, Polonorum et Hungarorum*; Horne, Thomas Hartwell *An introduction to the study of bibliography*. London 1814, pp. 594–595 *Libraries of Hungary and Poland*.

(20) Le Gallois, Pierre *Traité historique des plus belles bibliothèques de l'Europe*. Paris 1680, pp. 119–121.

(21) Denis, Michael *Einleitung in die Bücherkunde*, Th. 1 *Bibliographie*. Wien: gedruckt bey Joh. Thomas Edl. v. Trattnern 1777, pp. 184–185.

(22) Struve – Jugler, op. cit., pp. 375–382; Ch. IV *De bibliothecis Germanorum* pp. 389–621 (ibid. e.g. on pp. 607–619 extensive information about the libraries of Wrocław).

(23) Hirsching, Friedrich Karl Gottlob *Versuch einer Beschreibung sehenswürdiger Bibliotheken Teutschlands nach alphabetischer Ordnung der Städte*, Bd. 1. Erlangen 1786, *Vorrede*.

(24) Ibid., about Gdańsk: Bd. 1 p. 56, Bd. 2 p. 275, Bd. 4 pp. 85, 234; about Świdnica: Bd. 1 p. 196, Bd. 4 p. 166.

(25) Meusel, Johann Georg *Leitfaden zur Geschichte der Gelehrsamkeit*, Abt. 1. Leipzig: bei Gerhard Fleischer dem Jüngern 1799, pp. 849, 900.

(26) Le Gallois, op. cit., p. 121 “Voila tot ce que je scay des Bibliothèques du Nort[!]. Nous n’avons plus a voir que celles de la France, ou il y en a une tres-grande quantité, parce que les sciences y sont cultivées il y a longtemps”.

(27) Jenckel, op. cit., p. 328.

(28) Struve, op. cit., Ienae: sumptibus Ernesti Claudii Bailliar 1704, p. 51.

(29) Struve, op. cit., ibid. 1715, p. 126.

(30) Struve – Jugler, op. cit., p. 381.

(31) Struve, Burkhard Gotthelf *Introductio in notitiam rei litterariae et usum bibliothecarum, auctoris ipsius mstis observationibus Coleri, Lilienthali, Koecheri, aliorumque virorum literatissimorum notis tam editis quam ineditis*

aucta, illustrata et ad nostra usque tempora producta sextum prodit cura Jo. Christiani Fischeri [further cited: Struve – Fischer]. Francofurti et Lipsiae: apud Henr. Ludovicum Broenner 1754, p. 426; the author refers to the works of Janocki *Litterarum in Polonia instauratores* (Leipzig 1744) and *Litterarum in Polonia propagatores* (Dantisci 1746).

(32) Büsching, op. cit. 1758, pp. 933–934 “Man legt sich auf die Reinigkeit der lateinischen und polnischen Sprache, führet die neuere Weltweisheit ein, lehret die mathematischen Wissenschaften, treibt die Naturlehre, sucht die Landesgeschichte zu verbessern, und die alten guten Schriftsteller bekannt und brauchbar zu machen, wozu die vortreffliche gräfl. zaluskische Bibliothek zu Warschau ihren höchst wichtigen Schatz eröffnet. Man fängt auch an, die griechische Sprache bekannter zu machen, und legt sich mehr auf den gelehrten Briefwechsel mit Auswärtigen”. However, the state of printing is poor.: “Daß in Polen nicht so viel gedruckt wird, als in andern Ländern, kommt zumtheil von dem Mangel vermögender Verleger, freygebirger Wohlthäter, und wohleingerichteter Buchdruckereyen her.”

(33) Woit, Jakob *De incrementis studiorum per Polonos ac Prussos, auctoritate ordinis philosophorum amplissimi, publice disserent... et Johannes Sigismundus Jungschultz... Elbingenses*. Leipzig: litteris Breitkopfianis, pp. 68–69; about the library in Gniezno and the merits of Marcin Drzewicki wrote, among others Struve, op. cit. 1715 p. 127, Zedler’s encyclopedia *Grosses Vollständiges Universal Lexicon*, Bd. 4. Halle u. Leipzig 1733, p. 1826 (the name is erroneously given as “Martino Drenicio”!); Struve – Jugler, op. cit., p. 385.

(34) Jenckel, op. cit., p. 328.

(35) Gintel, op. cit., Vol. 2 p. 57.

(36) Lomeier, op. cit., 1669 p. 266; 1680 p. 318.

(37) Le Gallois, op. cit., p. 120.

(38) Cited after Chynczewska-Hennel, op. cit., p. 79.

(39) Jenckel, op. cit., p. 263.

(40) Struve, op. cit., 1715, pp. 126–127; Wirceburgi: typis et impensis Joannis Jacobi Stahel 1768 p. 151 Both scholars were professors of the Kraków Academy; Benedykt of Koźmin (c. 1497–1559) left a large sum in his testament for the purchase of books for the Library, thanks to which, in the years 1590–1646, 261 works were added to the collection (Dictionary of Polish Book Workers, pp. 55–56); Maciej of Miechów (1457–1523) offered only a few volumes from his valuable private collection (Dictionary of Polish Book Workers, p. 549–550).

(41) Struve – Jugler, op. cit., p. 385.

(42) An enormous codex from the 15th c., weighing 21 kg., thought to be a sorcerer’s book, in fact contained the encyclopedia of Paul of Prague (Paulus Paulirini de Praga) *Liber viginti artium* (manuscript 257 in the Jagiellonian Library); for illustration see http://www.bj.uj.edu.pl/o_bib/skarby_BJ.htm

(43) Woit, op. cit., p. 67–68.

(44) Ciechanowska, op. cit., p. 84–86.

(45) The magnificent library of over four thousand volumes was first-rate Renaissance collection; Kawecka-Gryczowa, Alodia *Biblioteka ostatniego Jagiellona. Pomnik kultury renesansowej* [The Library of the Last of the Jagellonians. A Monument of Renaissance Culture]. Wrocław 1988.

(46) Woit, op. cit., p. 67.

- (47) Starnawski, Jerzy *Olafa Celsiusa "Bibliothecae Uppsaliensis historia" (1745) jako polonicum*, [Olaf Celsius' "Bibliothecae Uppsaliensis historia" (1745) as a Polonicum]. In: *Odrodzenie i Reformacja w Polsce* 1973, p. 150.
- (48) Struve, op. cit., 1715, p. 126–127; idem. 1768, p. 151.
- (49) Johann Christoph Colerus, the author of *Analecta ad Struvii introductionem in rem litterariam* (Ienae 1723) expressed some doubts. He was of the opinion that if the library had existed, Pastorius would have mentioned it in his *Florus Polonicus* – Fischer quoted this opinion without giving Coler's name and without comment; while Jugler (Stuve – Jugler, op. cit., p. 384–385) considered these doubts to be unfounded and appraised them with great criticism.
- (50) Lomeier, op. cit., 1669, p. 266.
- (51) Jenckel, op. cit., p. 352.
- (52) Voit, op. cit., p. 68.
- (53) L. Desgraves *Vers la bibliothèque publique*. In: *Histoire des bibliothèques françaises*, Vol. 2 *Les bibliothèques sous l'Ancien Régime 1530–1789*. Paris 1988, p. 391.
- (54) Platt, Julian *Stanisław August Poniatowski*. In: *Slownik pracowników książki polskiej* [Dictionary of Polish Book Workers]. Warszawa 1972, p. 847.
- (55) Załuski, Józef Andrzej *Programma litterarium ad bibliophilos, typhotetas et bibliopegos tum et quovis liberalium artium amatores*. Warszawa 1732 [reprinted as a bibliophile edition of the National Library – Warszawa 1972]. See also Bieńkowski, Tadeusz "Programma litterarium ad bibliophilos" *Józefa Andrzeja Załuskiego*. In: *Z badań nad polskimi księgozbiorami historycznymi* [From Studies of Polish Historical Book Collections] 1976 No. 2.
- (56) Mayer, Józef *Zalusciana w "Bibliothèque Germanique" (Amsterdam 1720–1741) i w "Nouvelle Bibliothèque Germanique" (Amsterdam 1746–1760)* [Zalusciana in the "Bibliothèque Germanique" (Amsterdam 1720–1741) and in the "Nouvelle Bibliothèque Germanique" (Amsterdam 1746–1760)]. In: *Roczniki Biblioteczne* 1970 No. 1/2, p. 171–206; Jarzęcka, Kozłowski, op. cit., pass.
- (57) Chladenius, Ernst Martin *Gentis Zalusciae oracula, rei literariae auspiciatissima...* Vitembergae: prelo Schlomachiano 1747; *Bibliothecae Zalusciae dedicationem ipsa die Augusto in fastis sacra celebrandam Sarmatiae quo par est animi cultu gratulatur...*, Vitembergae: ex officina Schlomachiana 1747.
- (58) Radliński, Jakub Paweł *Corona Urbis et Orbis... Publica, Amplissima, & Celeberrima Bibliotheca Zalusciana...* Cracoviae: typis Michaelis Dyaszewski 1748.
- (59) About the discussions and reviews of Janocki's works presenting the Załuski collections published in Leipzig journals shortly after they appeared see J. Jarzęcka, op. cit., pp. 28–30. The writings of Janocki were among the few works of Polish 18th century scholarship to be present and cited in the world bibliological literature of the time: Żbikowska-Migoń, Anna *Najpopularniejsze dzieła europejskiej historiografii książki w XVIII w. (W świetle ówczesnych cytowań bibliograficznych)* [The Most Popular Works of European Book Historiography in the 18th c. in the Light of Bibliographical Citings at the Time]. In: *Studia bibliograficzno-bibliologiczne. Praca zbiorowa dla uczczenia 45-lecia pracy naukowej profesora dra hab. Wiesława Bieńkowskiego*. [Bibliographical-Bibliological Studies. A Collective Work to Commemorate the 45th Anniversary of Scientific Work of Professor Wiesław Bieńkowski]. Kraków 1995, p. 287.
- (60) Struve – Jugler, op. cit., pp. 386–387.
- (61) Struve – Fischer, op. cit., p. 313: "Apud hos [i.e. among the Poles] hodie maximopere floret supremi Regni Poloniae Referendarii Comitis Zaluski a Quirino, Cardinali in carmine ornati Bibliotheca, cuius Catalogi prima pars prodiit 4to, quem nundinis Lipsiensibus in Bibliotheca Kappiana videre mihi obtigit" (here follow bibliographic descriptions of the texts of Chladenius and Janocki).
- (62) Büsching, Anton Friedrich, *Neue Erdbeschreibung*, Th. 1. Hamburg 1754, p. 802.
- (63) Ibid. Aufl. 3, Th. 1, Hamburg 1758, p. 938: "Die kostbare gräfl. Zaluskische Bibliothek welche 1746 eröffnet werden, und aus mehr als 200 000 Bänden bestehet, giebt der Stadt eine nützliche Zierde. Pabst Benedict XIV hat 1752 durch eine eigene Bulle diejenigen in den Bann gethan, welche aus dieser Bibliothek etwas entwenden würden: es hat aber seit der Zeit doch nicht an Dieben gefehlet". The text of the papal document – in fact it was a breve, not a bull – was reprinted with a Polish translation in: Płaza, Joanna, Sajna, Bożena *Pamiętki dziejów Biblioteki Załuskich*, [Mementos of the History of the Załuski Library]. Warszawa 1997, pp. 83–86.
- (64) Denis, Michael *Einleitung in die Bücherkunde*, Th. 1 *Bibliographie*. Wien: gedruckt bey Joh. Thomas Edl. v. Trattnern 1777, pp. 184–185.
- (65) Probably the "recent unrest" refers to the theft and sale of books from the collection by a dishonest assistant librarian, at a time when Załuski had been exiled to Kaługa, and Janocki was going blind, and incapable of dealing with the problem. It was written about by Lelewel, Joachim in *Bibliograficznych ksiąg dwoje* [Two Bibliographical Books] Vol. 2. Wilno 1826, p. 114.
- (66) Denis, op. cit., pp. 184–185: "In Polen ist zu Warschau 1746 die kostbare zaluskische Büchersammlung eröffnet worden, die sich nunmehr auf 300 000 Bände belaufen soll. Benedict der XIV hat 1752 auf die Entfremdung der Bücher den Bann geleet; dennoch sind, besonders in den letzten Unruhen, manche verschleppt worden. [Büsching, Erdbeschr. I B p. 966]. Der fleissige Bibliothekar J. Dan. Janocki hat von darinn befindlichen raren polnischen Büchern 1747 Nachricht gegeben. [Dresden 8°] 1752 aber ein Msptenverzeichniss ans Licht gestellt. [Specimen Codd. Mss. Bibliothecae Zaluscianae, Cracoviae 4°]. Nach dem unlängst erfolgten Tode des Besitzers Bischoffs von Kiow hat der König und die Republik von diesem Schatze Besitz nehmen lassen, obwohl die Erben ihn gern unter sich gebracht hätten [Der König hat die Oberaufsicht dem Großnotar von Lithauen Grafen Ignaz Potozki übergeben, und der Bibliothekar Janocki seine Janociana oder Poloniae Auctorum memorias. Varsaviae Vol. I 1776 8° e Bibliotheca Patriae unterschrieben]". The footnotes which accompany Denis's text have been placed in square brackets.
- (67) Jarzęcka, op. cit., pp. 33–39.
- (68) Vol. 1–2, Breslau: J.J. Korn 1755; cf. Kozłowski, Jan *Leksykon współczesnych uczonych polskich Jana Daniela Janockiego* [Jan Daniel Janocki's Lexicon of Contemporary Polish Scholars]. In: *Studia i Materiały z Dziejów*

Nauki Polskiej Ser. A: Historia Nauk Społecznych 1980 No. 15, pp. 5–33. [Studies and Resources from the History of Polish Science Series A: The History of Social Sciences].

(69) See also Pszczołkowska, Z. Lidia “...tak bogata w rzeczy polskie skarbnica”. *Biblioteka Gdańska w oczach uczonych polskich XIX w.* [“...so rich a treasury of Polish things”. The Gdańsk Library as Seen by 19th Century Polish Scholars]. Gdańsk 1997 (introduction); Nowak, Zbigniew *Michała Krzysztofa Hanowa wspomnienie zasług protobibliotekarzy gdańskich XVII i XVIII wieku* [Michał Krzysztof Hanow Remembers of the Achievements of Gdańsk Protolibrarians of the 17th and 18th Century]. In: *Z badań nad polskimi księgozbiorami historycznymi*. Tom specjalny: *Bibliologia dyscyplina integrująca. Studia ofiarowane Profesor Barbarze Bieńkowskiej* [From Studies of Polish Historical Collections. Special Volume: Bibliology as an Integrating Discipline. Studies for Professor Barbara Bieńkowska]. Warszawa 1993, pp. 145–151.

(70) Starowolski, *Polska...*, p. 108.

(71) Lomeier, op. cit., 1669, pp. 267–268.

(72) Jenckel, op. cit., p. 345. In a short fragment of four or five lines, Jenckel notes the religious diversity of the city, remarking that Lutherans, Catholics and Calvinists have beautiful libraries there, and that the valuable Lutheran library praised by Cellarius and Starowolski is now in the hands of papists.

(73) Struve – Jugler, op. cit., p. 381.

(74) Jaenichius, Peter *Notitia Bibliothecae Thorunensis qua de eius origine et incrementis codicibus msstis aliisque notatu dignis nonnulla breviter et succinte exponuntur*. Jenae: sumtu Joh. Philippi Haasii 1723; Cf. Podlaszewska, Krystyna *Notitia Bibliothecae Thorunensis Piotra Jaenichiusa z 1723 r. Przyczynek do dziejów biblioteki gimnazjum toruńskiego* [Piotr Jaenichius’s *Notitia Bibliothecae Thorunensis* from 1723. A Contribution to the History of the Toruń Gymnasium Library]. In: *Zeszyty Naukowe Uniwersytetu Mikołaja Kopernika w Toruniu. Nauki Humanistyczno-Społeczne z. 13, Nauka o Książce 3*. Toruń 1965, pp. 3–41.

(75) Podlaszewska, op. cit., p. 26.

(76) Voit, op. cit., p. 73.

(77) *Grosses Vollständiges Universal Lexicon*, Bd. 4.a Halle u. Leipzig 1733, p. 1827 (erroneously given as 1823).

(78) Voit, op. cit., p. 72–73.

(79) *Grosses Vollständiges Universal Lexicon...*, p. 1826.

(80) Struve – Jugler, op. cit., p. 382.

(81) Büsching, op. cit., 1754, p. 855; idem, op. cit. 1758, p. 982.

(82) Jenckel, op. cit., p. 263.

(83) Meusel, op. cit., p. 189; Lengnich, Karl Benjamin *Nachricht von einer in der Oberpfarrkirche zu St. Marien in Danzig unlängst von ihm entdeckten, und seiner Aufsicht nummehro anvertrauten Bibliothek*. In: *Historisch-Litterarisch-Bibliographisches Magazin* 1791 St. 3 pp. 63–94; St. 4 pp. 139–166; 1792 St. 5 p. 96–32.

(84) Voit, op. cit., p. 69–72. The library of the Elbląg Gymnasium was also described in a separate study: Seyler, Georg Daniel [De] *Bibliothecae Elbingensis publicae curam & custodiam rite auspicaturus de ejusdem origine, fatis atque incrementis...* Elbingae: litteris Preussianis 1736.

(85) Voit, op. cit., p. 74; *Grosses Vollständiges Universal Lexicon...*, p. 1826.

(86) Lomeier, op. cit. 1680, p. 318; Jenckel, op. cit., p. 316 (notabene. Text with errors: the name of the town is written “Ostorog” and Gertich’s name is given as “Gentichius”).

(87) Fragments of this last work relating to Poland were published by Jerzy Starnawski, op. cit., pp. 149–151.

(88) *Ibid.*, p. 150.

(89) Lomeier, op. cit. 1680, pp. 318–319.

(90) Jenckel, op. cit., pp. 328–329 ended his account with the words: “Dieses Blatt hat der edle gestrenge Herr D. A. S. als ein Herr desselben Orts aufheben, und unter seine Raritäten legen lassen”.

(91) This is a slightly changed version of a text entitled *Obraz polskich bibliotek w europejskim piśmiennictwie bibliologicznym XVIII w.* [Polish Libraries in European Bibliological Writings of the Eighteenth Century] published in *Czasopismo Zakładu Narodowego im. Ossolińskich* 1999, facsimile 10 pp. 145–158.

Library and Readership History

Danuta Hombek

Patronage in Publishing in 18th Century Poland. An Outline of the Issues

Abstract The author outlines the idea of patronage in Poland in 18th century, especially connected with the activity of the last king of Poland Stanisław August Poniatowski, aristocrats, state educational institution – The Commission for National Education, scientific and literary societies. But the most important role in sponsoring publication played the middle-class publishers and reading public buying books and periodicals. The author presents many interesting examples of cultural patronage in Poland in the period of Enlightenment.

For most people, the idea of Polish patronage in the 18th century is connected with the person of King Stanisław August Poniatowski and several aristocratic families – first and foremost the families of Załuski, Czartoryski, Potocki, Radziwiłł, Branicki, Rzewuski; also with the activities of state institutions, primarily the Commission for National Education, and finally the work of scientific and literary societies. (1) In fact, the issues have not yet been fully explored, especially in the case of patronage in the publishing world.

In relation to Stanisław August, his inspirational activities in the realm of art, learning and literature are well known. However, the king did prefer to hand out awards than provide scholarly and literary endeavours with financial support. He created a whole system of distinctions that, on the one hand, brought satisfaction to the distinguished, on the other raised and strengthened the prestige to writers, scholars and scientists.

In 1776 the king created the Merentibus medal, received by dozens of writers, among them Franciszek Siarczyński, Wawrzyniec Mitzler de Kolof, Jan Albertrandi, Adam Naruszewicz, Józef Rogaliński, Teodor Ostrowski, Jan Krzysztof Kluk, Michał Korycki, Wincenty Skrzetuski, Jan Dubois, Michał Karpowicz, Piotr Świtkowski, Franciszek Zabłocki, Filip Neriusz Golański, Sebastian Lachowski, Stanisław Jundziłł, Onufry Kopczyński and Hieronim Stroynowski. (2) The role of these awards becomes evident when we look at how the press reported such events. For instance *Gazeta Warszawska* wrote:

“His Most Gracious Majesty, rewarding work undertaken towards propagating the sciences, in this country he has been entrusted to govern, and encouraging others to similar endeavour, was so gracious as to present with a gold medal with the inscription *Merentibus* the Reverend Kluk, canon of Kruszwica, an author known for his books on plants and Natural History”. (3)

Royal patronage was also manifested by the creation of special awards, honouring the extraordinary literary merits of individual writers and in this way bringing them to the notice of the general public. In 1771 a medal was struck in honour of Adam Naruszewicz, in 1772 of Karol Wyrwicz and in 1780 of Ignacy Krasicki. In 1782, the king presented a gold medal to Felicjan Wykowski for his translation of David S. Jennings’s *Widok rzeczywistości religii chrześcijańskiej* [The Reality of Christian Religion], and in 1791 to Ignacy Witoszyński, the king’s preacher.

A similar role was played in the years 1771–1782 by the king’s Thursday dinners, at which new works were read, projects for new institutions were discussed (such as the Commission for National Education), and new translations and publications were planned. The king’s meetings with writers were an honour for the individuals concerned, and at the same time they were a mark of recognition for the role literature played in social life.

Other patrons also awarded medals for the winners of scientific and literary competitions, which they organized. In the 18th century Józef

Andrzej Załuski and Józef Aleksander Jabłonowski sponsored the earliest initiatives of this kind. Załuski announced two literary contests in *Kurier Polski*, in 1746 and 1753, the first for a work commemorating the creation of a public library and the second for a public display of elocution and poetic art. Jabłonowski's scientific competitions, announced in the 1760s, also in *Kurier Polski* and then in *Wiadomości Warszawskie*, did not bring any outstanding results.

Several pedagogical contests were also announced: in 1770 by the Bishop of Vilnius, Ignacy Massalski, won by Antoni Popławski, and in 1774 Paweł Brzostowski, Lithuanian Great Writer awarded a medal to Michał Dudziński.

However, these contests were rare, since, as W. Mitzler de Kolof tells us, there was a lack of funds.

A new stage came with the creation of the Society for Elementary Books, which announced contests for school textbooks and rewarded the contestants with sums of money.

When it came to publishing patronage, the situation was even worse than in the case of sponsorship of writers, in spite of the numerous dedications inserted in published works. Only a very few publications were paid for by the king or his nobles. In 1762 prince Adam Kazimierz Czartoryski called upon the Senate to finance Mitzler de Kolof's endeavors (4), but his initiative did not bring the expected results.

In fact, right from the beginning of the century, the burden of financing publishing projects fell almost completely on printers and bookstore owners who tried to lighten the load by organising subscriptions. But subscribers did not always fulfil their obligations, so the printing process was considerably extended in time or else the project had not to be given up completely.

The first work for which a subscription was announced was *Volumina legum*, initiated in 1732 by Stanisław Konarski and Józef Andrzej Załuski, together with the Leipzig-Warsaw bookseller Jerzy Weidman. Unfortunately, many of the subscribers withdrew their support and the publisher had financial problems, which he tried to solve by, among others, an appeal in the press. On the 21st of January 1733, he printed the following announcement in issue 161 of *Kurier Polski*:

"The Warsaw printing house Scholarum Piarum is announcing to all Gentlemen who wish

to purchase *reimpressionem Voluminis legum* that 680 people have so far *contribuerunt* and 320 contributors are still wanting, so other gentlemen may, if they so wish, *prenumerare* their *contigens* during the whole sitting of the parliament [...]"

In the 1750s, the publisher of periodicals and historical material, Mitzler de Kolof, also tried this sales method. In his case also many of the subscribers, though their names had been publicly announced (and this was probably what they were actually after), did donate any money. Thus, nearly all of Mitzler's undertakings at this time were loss making and had to be financed partly out of his own pocket. (5) This was the case with Wawrzyniec Jan Rudawski's *History* and with the collection of chronicles *Collectio magna*, advertised in 1756 in *Acta Litteraria*. The work was planned for thirteen volumes but only five came out in the end and publication, finally begun in 1760, ended in 1777. Though it should be noted here that Mieczysław Klimowicz's dating of the *Collectio magna* was completely incorrect when he wrote that "the first volume was brought out in Mitzler's printing house in 1761, the next four, of which three have survived, in 1769." (6) In this matter *Kurier Polski* and *Wiadomości Warszawskie* provide quite a different view. In no. 52 of *Kurier*, from December 24th, 1760, we can read that:

"Mr Mitzler de Kolof, His Majesty's counsellor and historian of the Kingdom of Poland, last week had the honour to be presented to His Majesty and to the Duke of Courland and to give Them the first volume of *Zebrania pisarzy polskich i litewskich* from the beginning of these nations until our times, which learned work, as greatly useful to the general public and serving to increase knowledge, His Majesty graciously accepted and His Grace the Duke of Courland allowed to be dedicated to himself."

And on October 13th, 1770, no. 82 of *Wiadomości Warszawskie* informed that "the Mitzler printing house has brought out volume II of *Historiarum Poloniae et M. D. Lith. Scriptorum [...]* *collectio magna [...]*". The last piece of information about the continuing publication process appeared on 8 April 1772, in no. 29 of the supplement to *Wiadomości Warszawskie*:

"We are informing that volume II of *Collectionis magnae omnium historiarum Poloniae*

scriptorum has long left the printing press. Nevertheless, not all subscribers have collected their copies. Since the third volume is about to appear, the author of this great collection, counsellor and doctor Mitzler de Kolof, requests that those who have paid their subscription fees should be so good as to pick up their copies. No subscription fees have been taken in for volume III and none will be collected for further volumes, but anyone, when the work is finished, may purchase each volume for a fair price. Those who do not have the first volume may purchase it and the second in the Mitzler printing house for 66 zloty.

Trying to cope with the problems ensuing from his various editorial undertakings, Mitzler decided to found, together with J. A. Załuski, a Society of Literati, which aimed to provide support for various publishing activities. The Society's fund is considered to have been initiated and created by Stanisław August Poniatowski (7), a supposition based on a dedication and poem by Józef Epifany Minasowicz, which preceded the epigrams of Ausonius, translated by him. The Epigrams were the first of 17 publications to appear in the years 1765–1770 funded by the Society of Literati.

Nonetheless, Stanisław August rarely subsidized publications. His patronage in this field was limited mainly to the bestowing of titles and printing privileges. The title of Court Counsellor to the king was bestowed only on the most outstanding printers and booksellers. Mitzler received it in 1768, Michał Gröll in 1777 and Piotr Dufour in 1784. Royal privileges that provided printers with legal protection against piracy were given to many publishers – mostly to Michał Gröll who received about fifty of them, one third of all privileges granted in the 18th century.

When it came to financing the printing of a work, the king paid for only four such enterprises. These were the *History of the Polish Nation* by Adam Naruszewicz, Etienne Bezout's *Nauka artylerii* and *Nauka matematyki* translated from French by Józef Jakubowski, and Tadeusz Podlecki's *Dziennik Handlowy*. In the case of Podlecki, in the years 1786–1791, the king paid for the subscription of first 30 and then 36 copies of the journal, destined for cities in Poland and Lithuania, covered the editor's housing expenses and in 1791 presented him with the sum of fifty ducats. Podlecki was also support-

ed by Prince Michał Poniatowski, primate of Poland, who himself only subscribed to two copies of *Dziennik*, but who instigated the Commission for National Education to take out a subscription for 75 copies intended for schools in Poland and Lithuania. (8)

Roman Kaleta described an amusing event connected with the king's financial patronage some years ago. At the beginning of January 1785, Wojciech Wielądko turned to Stanisław August asking him to support, though it was only with a ducat, the printing of *Heraldyka* [*Heraldry*]. To this the king answered by ordering that just such a sum of money and not a cent more should be paid out. Apparently, Wielądko was assisted considerably by the Grand Marshal of the Crown Michał Mniszech, (9) but not to such an extent as to escape having to look to his readers for help. Even so, the subscription was not fully successful and publication was an arduous process and never completed. Of the twelve volumes that had been announced only five appeared, and even those took many years to print, with the first coming out in 1792, the second in 1794 and the fifth in 1800.

Not only did the king stint on his financial support; but also funding on the part of the landed nobility was equally rare. For instance, in 1765 Zofia Lubomirska provided Eustachy Dębicki with money to print a translation of Bernard de Fontenelle's in 1777, Prince Marcin Lubomirski paid for Jan Baudouin's comedy *Świętoszek zmyślony*; the Crown Vice-Chancellor Jacek Małachowski financed, among others, two handbooks: Jars' *O sposobie wyrabiania cegieł* and, in 1782, *Opisanie polskich żelaza fabryk* by Józef Herman Osiński; Józefa Ogińska, wife of the Vilnius castellan, in 1786 paid for *Kazania przeciwko czytaniu ksiąg bezbożnych* by Claude Marolles, translated by Stanisław Szymański, while in 1789 Karol Radziwiłł published a new edition of Andrzej Maksymilian Fredro's work on the military. Furthermore, the Grand Crown Marshal Stanisław Lubomirski probably sponsored Kajetan Skrzetuski, while, Gedeon Jeleński, the Mozyr chamberlain, assisted Franciszek Bohomolec in the publication of the works of Kochanowski, Fredro's proverbs and *Stateczność umysłu* by Jędrzej Kryszpin; also the Witebsk voivode, Józef Sołłohub designated large sums for the publication of useful books.

These just mentioned publications cannot be counted among the foremost editorial endeavours of the 18th century and with time the number of great nobles willing to provide financial aid further decreased. Even Adam Kazimierz Czartoryski, the recipient of many dedications, was reluctant to spend money not only on the printing of writers closest to his court, such as Niemcewicz, Karpiński or Książnin, but also on his own works, published by Michał Gröll and Piotr Dufour. When it came to financial support, these two printers were the most ready patrons of both leading writers and editorial ventures of the 18th century. They financed the publication of such writers as Książnin, Karpiński, Niemcewicz, Zablocki, and Drozdowski. By virtue of a royal privilege, Gröll printed all the works of Ignacy Krasicki, while Dufour became known as the publisher of the 56 volume series “Teatr Polski” [“The Polish Theatre”].

Apart from the king and aristocracy, there are only a few known examples of works being financed by their authors or translators. Authors include Jerzy Dawidson (a writer of religious books), Marcin Fijałkowski (e.g. *O geniuszu, guście, wymowie i tłumaczeniu* [On Genius, Taste, Elocution, and Translation]), Franciszek Jaxa Makulski (e.g. *Bunty Ukraińskie* [Ukrainian Rebellions]), while among translators are Izidor Szembek, Wincenty Roch Karczewski (translator and publisher of Gaetano Filangieri’s eight volume *Science of Legislation*) or Jan Baudouin, who financed the printing of Christoph Hufeland’s medical handbook.

However, primarily bourgeois printers and booksellers, supported by the reading public, financed the greatest publishing ventures in the 18th century. The leaders and most outstanding in this area were the already mentioned Gröll and Dufour. To ensure their enterprises would meet with success, for their most expensive and usually multi-volume works, and for newspapers and journals, they announced subscriptions, counting on support from their readers. The fate of many of these ventures indicates that public patronage also left much to wish for. The production cycle in the case of larger works was usually considerably delayed or else never completed, or sometimes even begun. Failures were the lot of not only beginning publishers but of the most well-known and established names. To pay for itself, a publication needed from 100 to 500 sub-

scribers, a number usually hard to find. In spite of these difficulties, publishers did not give up easily and often, if they had the means, would cover the costs out of their own funds. As shown by the 27 lists of subscribers studied by Andrzej Kapłon (10), of which 21 related to books and the remainder to journals, in 15 cases, not counting the periodicals, the publishers failed to gather 100 subscribers. The two most drastic examples concern the three-volume book by Stéphanie Félicité de Genlis *Adelaide and Theodore: Or Letters on Education* translated by Karolina Czermińska, for which only 15 subscribers were found and the ten-volume collection of sermons of Father Massillon, the court preacher to Louis XVth, translated by Prince Janusz Jabłonowski, which was subscribed to by 39 readers. Nonetheless, both works did appear in print, published by the well-known Kraków printing house of Ignacy Grebel.

Gröll also had problems with finding the needed number of subscribers for Ignacy Krasicki’s encyclopedia; Dufour could not find a sufficient number for his *dictionaria*, which he did manage to publish in the end but with many setbacks. In fact, the list of such publications is too lengthy to be included here.

Apart from ventures that were successfully completed, there are many examples of those that had to be given up because they were too costly and failed to find even a minimal number of subscribers. Since the unsuccessful enterprises relating to the press and periodicals have already been described (11), here I will turn my attention to books.

Ignacy Grebel met with several publishing failures, though he usually tried to go outside the local book market with his projects. In 1783 he announced, both in *Gazeta Warszawska* and in a separate prospectus, the publication of Emanuel Murray’s *Opisanie topograficzne i filozoficzne miasta Krakowa* [A Topographical and Philosophical Description of the City of Kraków]. Subscriptions were to be taken in by several booksellers in the larger Polish cities – in Kraków by Grebel himself, in Warsaw – Gröll and Dufour, in Vilnius – Buszkiewicz, in Lwów – Piller, in Poznań – Krzysztofowicz, in Lublin – Barański and in Grodno – Fechner. The subscription price, 10 zlotys, was very attractive when compared with the 20 zlotys to be paid by buyers after publication. In spite of such financial

enticements and the widespread territorial range of the project, it was never accomplished. Possibly, because the subject matter was too local.

Though this could not be an excuse for his next two failures, in 1787 and 1789. The planned new edition of the *Bible* translated by Jakub Wujek and the publication of Hetman Stanisław Żółkiewski's work *The Beginning and Progress of the Moscow War* were projects which should have interested a wider than local audience. However, this was not to be and both works only came out in the 19th century in other printing houses.

Failed projects occurred not only in the provinces but also in Warsaw. Even the famous Gröll had several of these, beginning with *Kroniki polskie* [Polish Chronicles] which were intended to initiate his own printing activities at the beginning of March 1778. His plan to reprint the chronicles of Bielski, Strykowski, Kromer and Gwagnin failed for lack of proper reconnaissance of the book market on which Bohomolec's whole *Zbiór dziejopisów polskich* [The Collection of Polish Historiographers] from the years 1764–1768 had been present for years, as were single volumes of the chronicles.

Another idea which Gröll gave up was the publication of Marie Le Prince de Beaumont's *Nauka w najważniejszych punktach religii*, which he announced in 1774, together with the original French version from 1773, and then again in 1787. In 1787, at the beginning of May, was to be printed *Historia Jana Sobieskiego* [The History of Jan Sobieski] by Gabriel François Coyer, translated by Antoni Popławski; a translated version of August Gottlieb Richter's handbook on surgery was advertised in 1793 and a second edition of Buffon's *Epoki natury* [*Epochs of Nature*] translated by Stanisław Staszic

in January 1798. Gröll may not have had time to carry out this last project as he died on September 2, 1798.

Fryderyk Christian Netto's first project also ended in failure. In 1790 he announced in *Gazeta Warszawska* the opening of his own bookshop in the capital and, at the same time, his intention to bring out at his own expense a two-volume manual on farming titled *Pan Podstolic czyli Nauka dla wieśniaków* [Mr Podstolic or Instruction for Villagers], with more information in a prospectus announcing the subscription.

Many more examples of this kind could be cited and each merits a detailed investigation and description.

Finally, in order to sum up and illustrate in figures the marginal role played by the king and aristocracy in sponsoring publications, here are some data taken from announcements placed in *Wiadomości Warszawskie* and *Gazeta Warszawska* in the years 1765–1800. During this period printers and booksellers advertised about 3,300 Polish publications and in 570 cases it was possible to determine the sponsor. 4 refer to the king, 6 to aristocrats, 8 to authors and translators, 18 to learned and literary societies (15 of which to the Society of Literati), which comes to 36 altogether. Middle-class publishers financed 530 publications, including over 300 financed by Michał Gröll. Even these incomplete data taken from only one source (more information could be provided by publication catalogues) show very clearly that royal and aristocratic sponsorship was practically at an end and had been taken over by middle-class publishers and the reading public which, by buying books, enabled printers and booksellers to carry out most of their publishing projects.

Notes

(1) See Buchwald-Pelcowa, Paulina *Mecenat nad piśmiennictwem i książką w dawnej Polsce* [Patronage of Literature and Books in Earlier Ages in Poland]. In: *Z dziejów mecenatu kulturalnego w Polsce. Studia* [From the History of Cultural Patronage in Poland. Studies]. Warszawa 1999, pp. 77–90.

(2) For more on literary distinctions and competitions see Guzek, Andrzej Krzysztof *Odznaczenia literackie, konkursy literackie i naukowe* [Distinctions in Literature. Literary and Scientific Competitions]. In: *Słownik literatury polskiego Oświecenia* [Literary Dictionary of Polish

Enlightenment]. 2nd ed. extended and corrected. Wrocław 1991, pp. 240–244, 329–332.

(3) All quotes and factographic data come from the multi-volume source publication: Grzeszczuk, Stanisław, Hombek, Danuta *Książka polska w ogłoszeniach prasowych XVIII wieku. Źródła* [The Advertising of Polish Books in the Press in the Eighteenth Century. Sources]. Vols. 1–4. Kraków 1992–2000.

(4) Kurkowski, Jarosław *Warszawskie czasopisma uczone doby Augusta III* [Warsaw Scholarly Periodicals in the Time of August III]. Warszawa 1994, pp. 234–235. Series: *Rozprawy z Dziejów Nauki i Techniki* [Treatises on the History of Science and Technology] Vol. 2.

(5) Klimowicz, Mieczysław *Polsko-niemieckie pogranicza literackie w XVIII wieku. Problemy uczestnictwa w dwu kulturach* [Polish-German Literary Borderlands in the 18th Century. The Problems of Functioning in Two Cultures]. Wrocław 1998.

(6) See *Drukarze dawnej Polski od XV do XVIII wieku* [Printers of Poland from the 15th to the 18th Century]. Vol. 3 part 2: *Mazowsze z Podlasiem* [Mazovia and Podlasie]. Warszawa 2001. Series: *Książka w Dawnej Kulturze Polskiej* [The Book in Early Polish Culture].

(7) Szczepaniec, Józef *Rola drukarstwa w życiu literackim polskiego Oświecenia. Zarys wybranych zagadnień* [The Role of Printing in the Literary Life of the Polish Enlightenment ...]. In: *Problemy literatury polskiej okresu Oświecenia* [Problems of Polish Literature in the Period of Enlightenment]. Wrocław 1973, pp. 70–73.

(8) Tadeusz Podlecki's publications have been exhaustively discussed by Szczepaniec, Józef *Podlecki Tadeusz Karol*. In: *Polski słownik biograficzny* [Polish Biographical Dictionary] vol. 27. Wrocław 1982; Hombek, Danuta *Wydawnictwa warszawskie Tadeusza Podleckiego w świetle*

publikacji reklamowych z lat 1785–1794. Studium bibliologiczne, [The Warsaw Publications of Tadeusz Podlecki Seen Through Advertising 1785–1794. Bibliological Study]. Kielce 1997.

(9) See Kaleta, Roman *Miejsce i społeczna funkcja literatów w okresie Oświecenia* [The Place and Social Function of Writers in the Period of Enlightenment]. In: *Problemy literatury polskiej okresu Oświecenia* [Problems of Polish Literature in the Period of Enlightenment]. Wrocław 1973, p. 27.

(10) See Kapłon, Andrzej *Czytelnictwo czasów Oświecenia stanisławowskiego w świetle list prenumeratorów* [Reading in the Stanisław August Poniatowski Period of Enlightenment in the Light of Subscribers' Lists]. In: *Problemy kultury literackiej polskiego Oświecenia. Studia* [Problems of Polish Literature in the Period of Enlightenment]. Wrocław 1978, pp. 49–82.

(11) See Hombek, Danuta *Prasa i czasopisma polskie XVIII wieku w perspektywie bibliologicznej* [Polish Press and Periodicals in the 18th Century in Bibliological Perspective]. Kraków 200, pp. 288–303.

Major Polish Libraries

Elżbieta Górską, Joanna Popłońska The Warsaw Public Library in Koszykowa Street

...there stands a huge building, housing within it an institution of European measure.

Stefan Żeromski

Abstract The authors give an overview of the history and present functioning of the Warsaw Public Library, founded in 1907, one of the biggest and oldest libraries in Poland, important institution for Polish reading and librarianship development, acting now also as the main library of the Mazovian Province. The article includes characteristics of collections, buildings, user services as well as promotional and research activities.

History

In May 2007 Warsaw Public Library – The Central Library of Mazovia Province (Voivodship), celebrated its 100th anniversary. The event was an inspiration to take another look at the Library's history and its great contribution to the development of public librarianship. The founding of the Library in 1907 is inseparably connected with both the history of Warsaw and the history of Poland. The Library was established by Towarzystwo Biblioteki Publicznej (TBP) [The Public Library Society (TBP)], which had been created the previous year by eminent Polish intellectuals and social activists, including the writer Stefan Żeromski and an eminent mathematician and popularizer of science Samuel Dickstein. (1)

Modern librarianship was founded on the rule of universal public access to library collections and this was also the guiding principle for its founders in Poland. The political situation, which preceded the dynamic development of Polish public libraries, was entirely specific. The period of the partitions had prepared the captive nation intellectually and spiritually for the work of raising the educational and cultural standards in the newly reborn country. One of the fundamental reasons for creating the Warsaw Public Library was a desire to make up for the losses suffered in the times of captivity by an intellectual elite which was well prepared for such an undertaking, particularly given that it was a group with often considerable financial means. Intellectual and financial potential, combined

with the will to use them for social and patriotic ends, resulted in the achievement of such goals as the founding of a modern public library. The Warsaw Public Library started off with 4,000 books from the Science Reading Room, a collection created by Jadwiga and Jan Władysław Dawid in 1890. Jadwiga, born Szczawińska, was a well-known educator who had founded and organized the Flying University; her husband, Jan Władysław was an educator and psychologist. Initially the Library's collection expanded thanks to contributions from private donors and various scientific institutions and societies, such as the Academy of Arts and Sciences, the Miąkowski Fund, the Association of Engineers, and the Tourist Society. Publishers and editors provided the Library with current book production.

Altogether, in the first seven years of its existence, the Public Library received 87 thousand works in nearly 110 thousand volumes.

In May 1907 the Library, housed in rented premises, began to receive gifts and conduct its library activities, as written down in the TBP Statute. One of the undertakings, foreseen in the statute, was a Bibliographical Institute, which did exist in the years 1907–1913, directed by Stefan Demby. Unfortunately it failed, mainly for lack of funds, as did another project – the journal *Przegląd Biblioteczny* [The Library Review]. (2)

1914 brought a meaningful improvement in the situation of the Library. Eugenia Kierbedź funded the building in Warsaw at 26 Koszykowa Street, from the beginning designed, built and equipped to serve as the Public Library. The imposing edifice, 12,690 cubic meters in volume and

with an area of 1,336 square meters, had a seven-story building for books with lifts for transporting, facilitating storage and distribution.

The Library's first director, until 1937, was Faustyn Czerwijowski. His aim was to organize the library in such a way that it would serve both Warsaw's academic milieu and the general public. He formed his Public Library following example of "the great American and Western European institutions of the kind". (3)

The main sources of income was a membership fee paid by the Public Library Society. Owing to its founders and organizers, the library not only quickly became extremely popular with Warsaw residents, but also turned into an important centre of library science, encouraging modern organization and professional methodology. For the first twenty years it played the role of a non-existent national library.

When the Library was taken over by the municipal authorities in 1928, conditions were created for its further development, increased publishing activity, the forming of a local lending libraries network and organization of information services. The school of library science, which existed from 1929-1938, whose first director was Faustyn Czerwijowski, was an achievement that gave the Warsaw Public Library a permanent place in the history of Polish librarianship. There were also publishing ventures – the *Biuletyn Biblioteki Publicznej m. st. Warszawy* [The Bulletin of Warsaw Public Library] began to appear and, in 1934, the first issue of *Bibliotekarz* [Librarian], a periodical of the Polish Librarians Association and the Warsaw Public Library, which is still published today.

At the outbreak of World War II, the Warsaw Public Library comprised the Central Library with a collection of 300,000 books, 5 district branch-reading rooms, 34 lending libraries and 16 children's libraries.

During the war the Library in Koszykowa Street was the only one to remain open, until the end of November 1942. There were losses but not all that had been achieved with such effort before the war was ruined. The Koszykowa Street Library was only defeated in the last days of the war when, on the 17th or 18th of January 1945, the retreating Hitler's Nazi army set fire to the store-rooms, destroying 80% of the collection. After the War, some of the most valuable collections were returned: early printed books, manuscripts, the collections of the Art Depart-



The Warsaw Public Library building founded in 1914 by Eugenia Kierbedź

ment, the Bibliology and Reference Department; as also the collections that had been secured after the Warsaw Uprising 1944, as part of the Central Welfare Council (RGO) action. (4) Altogether nearly 50,000 volumes from the pre-war collection returned. Also 30,000 duplicate copies survived in the front part of the building after the book storage area fire.

As early as on May 26 1945 the Library reactivated its work. As soon as possible, new intensive purchases were initiated. The Library's resources were also augmented by the addition of secured private collections, manor libraries, and gifts from Polish embassies, state institutions and publishers. In 1947 the Library regained its right to a legal deposit copy. (5)

The work of rebuilding the Warsaw library network began, based on tested organizational methods from the interwar period. From 1953, as a result of administrative changes, a gradual decentralization of the Warsaw library network began to take place, whereas the Warsaw Public Library was left with the task of both coordinating the work of the public libraries in Warsaw and providing expertise of professional activity.

The present day

The Warsaw Public Library functions as a municipal public library, but with the status of a research institution. As a province library (6), it looks after the public libraries of Warsaw and the Mazovia Province (Voivodeship), currently 993 libraries in all. Since 2000, it has been acting as a county (powiat) library for the district of Warsaw. The network of Warsaw public libraries now consists of 190 libraries under the administration of one of the 18 Warsaw districts (dzielnica). Strong functional ties connecting district public libraries of Warsaw with the Koszykowa Library make it possible to implement shared projects intended to develop readership and promote libraries. As a province library, it has embarked on a number of interesting undertakings that call for a separate article, though some have been mentioned here.

Here, we are concerned with the Library in Koszykowa Street as a scholarly library that also serves the general public – just as envisioned by Faustyn Czerwijowski.

“The Warsaw Public Library, as any large library of its kind, combines two elements: a library for general public and a library for research workers. The management board, therefore, has the difficult task of formulating a policy of access to the collection that will harmoniously reconcile both roles”. (7)

The collections

Preserving the universal character of the collection and striving to make it complete is one of the main principles on which the Warsaw Public Library operates. Owing to its right to receive a legal deposit copy, the Library can acquire all Polish publications, supplementing its collection by purchasing more valuable items of older literature, especially in the area of the humanities, and also the basic foreign publications. Gifts, though only a small percentage of new acquisitions, are sometimes very valuable. To give one example: in 1975 and 2004 Professor Władysław Bartoszewski offered the Library unique copies of Polish underground press published during the World War II. At present the Library collections number about 1,300,000 volumes, of which some are especially protected as part of the National Resource Library of Materials.



The General Reading Room

Among the most valuable is the collection of periodicals which contains many rare 19th century Warsaw journals, a rich collection of underground press publications and those printed during the Warsaw Uprising, as well as collection of Polish 19th and 20th century calendars.

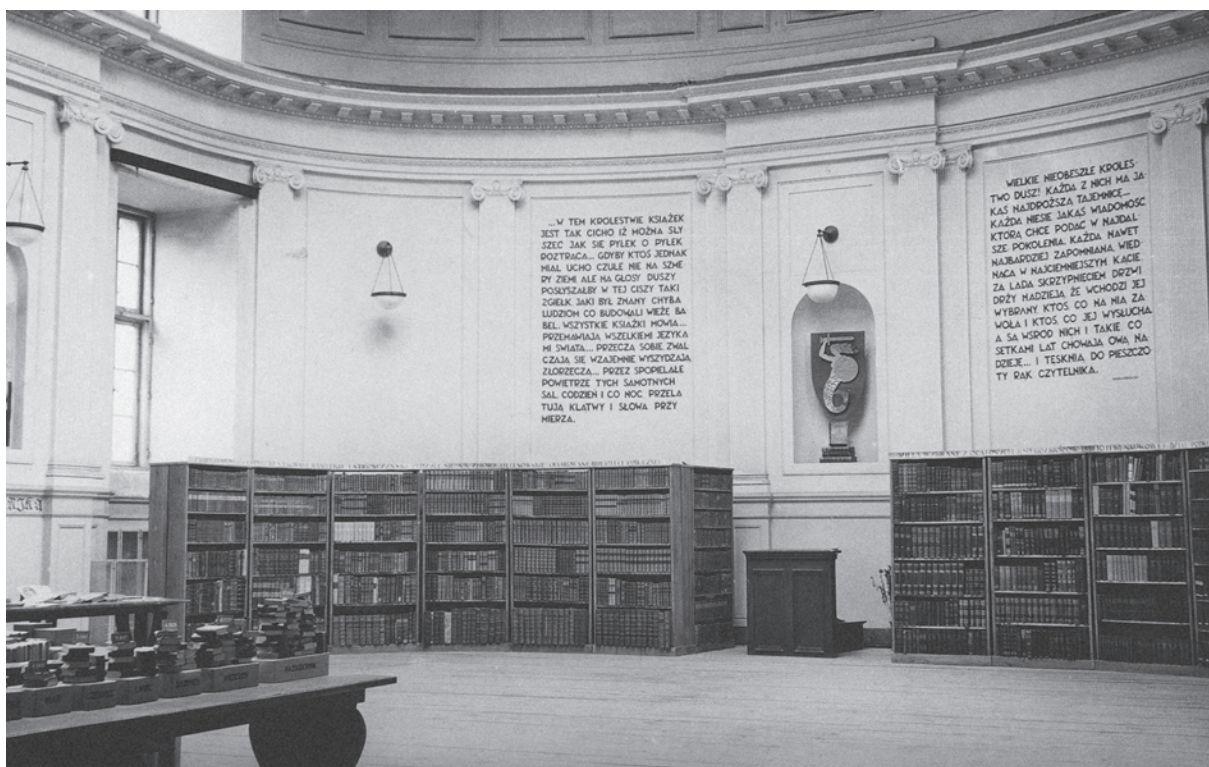


The Special Collection Reading Room

The Arts and Crafts Department boasts some valuable Polish and foreign publications on these subjects, the third largest collection in Poland of 19th century sheet music and a valuable collection of Warsaw photographs from the 19th century.

The Cartographic and Tourist Department includes a valuable collection of guidebooks to Warsaw from the years 1801–1945, as well as Polish and foreign atlases.

The Bibliology Department collects literature devoted to the history of books and libraries, librarianship and information science, readership, press science, journalism, editing and archivistics. It also has a collection of Ex Libris (about 19,000).



The Warsaw Public Library General Reading Room in 1946

Not very numerous, but valuable collection of incunabula, manuscripts, books and periodicals published before December 31, 1800 is preserved in the Early Printed Books and Manuscripts' Department. The collection includes many valuable items related to the history of Warsaw. Among manuscripts the most precious is a fragment of the output of the classic of Polish literature – Bolesław Prus.

One cannot omit an extremely interesting holdings of the Library's Archive. They comprise the documents and records of both the Warsaw Public Library from its inception and also documents of Warsaw reading rooms and public libraries which existed earlier (from the 1860s) and whose collections had been taken over by the Library. (8) These records are a priceless source of information for researchers studying the development of public librarianship in Warsaw.

The Warsaw Public Library has at least two separate repositories that distinguish it from among other libraries. They are collections of the Museum of Children's Books, the only such museum in Poland, gathering children's literature and literature on the subject of children's books, intended as a resource for theoreticians of literature, publishers, illustrators, or literary critics. The other is the Varsaviana Department,

which came into existence in 1962 as the Centre of Warsaw Information, part of the Reference and Bibliographic Department. It was initiated and sponsored by several prominent Varsavianists. It has been independent since 1989 and in 1991 it acquired its own Reading Room, fulfilling the dream of the eminent Warsaw lover and bibliophile Juliusz W. Gomulicki of the "Varsaviana Room". This Department is evidence that the Warsaw Public Library is a Warsaw institution not just only in its name.

The Koszykowa Street Library is an on-site library, making available most of its collections in reading rooms. Only a small part of its academic and popular science collection housed in the Lending Library is lending out. Borrowers can order books by a computer system and they receive e-mail reminders on books overdue. This Department offers also audio books serving the blind and sand-blind patrons.

Reference and other services

Right from the beginning, one of the Library management's board main objectives was to create an efficient information services. The title-subject card index prepared by the Reference and

Bibliographic Department was legendary. It was an incomparable source of information in times when word searches in computer catalogues had not even been thought of. Today, a computer catalogue, accessible through the Internet, has replaced the traditional card catalogues. It uses the ALEPH library integrated system which has been registering Library acquisitions since 1993, and the catalogue is updated retrospectively and currently. In the case of the remaining collections of the Central Library, their card catalogues have been scanned and been made available online. Thanks to the implementation of the integrated library system ALEPH information about the collections of public libraries in Warsaw and recently also about 15 county libraries of Mazovian Province has also been provided. It is worth mentioning here that in 1997 the Library received a grant from the Open Society Institute for the purchase of the library system.

At present, the system is being expanded within the framework of the Mazovian System of Library Information, a project co-financed by the European Union as a part of the Integrated Operational Programme for Regional Development.

In 1995 the Library provided access to its own website at www.koszykowa.pl, providing a valuable source of information about its activities. The yearly increasing number of visits to the website shows how important it is for our readers. Information contained in the main catalogue is supplemented by subject card indexes maintained by special departments, now often continued as databases.

General Reading Rooms and the Reference and Bibliographic Dept. are accessible for 76 hours a week, patrons can use photocopying facilities, and can also order a digitalized copy of a document (providing copyright law is not violated). The Library continues to be popular among readers. Several years back it was voted one of Warsaw's "magic places" in a survey carried out by newspaper *Gazeta Wyborcza*. The majority of our readers are pupils and students (about 80%). It should be stressed that this was also the most numerous group before the war, though not as large as today. Among the remaining patrons one should mention research workers from all over Poland, Varsavianists interested in the city and its history, journalists and professionals, but also retirees and the unemployed.

Publications and exhibitions

The Library traditionally promotes its collections and achievements through publications initiatives. It continues its series *Prace Biblioteki Publicznej m. st. Warszawy* [Works of the Warsaw Public Library] which first volume came out before the World War II, and which presents the library collections. Several catalogues were published: early printed books (3 volumes), manuscripts (2 volumes), and the archives (2 volumes). The series *Sesje Varsavianistyczne* [Varsaviana Sessions] documents proceedings of scientific sessions devoted to the history of Warsaw book, which have been organised since 1991. Of great importance is the Library's bibliographic work. The Museum of Children's Books compiles a current annual *Bibliografia z zakresu historii, krytyki literatury dla dzieci, bibliotekarstwa i czytelnictwa dziecięcego* [Bibliography of History, Literary Critique Devoted to Children's Literature, Children's Librarianship and Readership], as well as the successive volumes of the extremely valuable retrospective *Bibliografia literatury dla dzieci* [Bibliography of Literature for Children]. *Bibliografia czasopism warszawskich za lata 1579–1981* [Bibliography of Warsaw Periodicals for the Years 1579–1981]. The Library has compiled and published the following volumes of *Bibliografia Warszawy i województwa warszawskiego* [A Bibliography of Warsaw and Warsaw Province], while *Bibliografia województwa mazowieckiego* [the Bibliography of Mazovian Province], is being recently compiled and published on CD, as well as available as a database from the Library's website. The one hundredth anniversary of the Warsaw Public Library was an occasion for publishing several albums presenting photographs from the collections in the Arts and Crafts Dept., memoirs and the first monographic publication of the Library's historic building.

Exhibitions, organized at least twice a year, provide another opportunity to present the Library's collections, of which the ones devoted to Warsaw are among the most interesting. Some are travelling exhibitions, such as *Warszawa w kolorze sepii. Miasto i ludzie w obiektywach XIX-wiecznych fotografów* [Warsaw in Sepia. The City and People through the Lens of 19th Century Photographers], which had a German language version and toured many German cities. Some of the exhibitions are prepared for training purposes, as in the case of the travelling exhibition

Książka wczoraj, dziś i jutro [Book Yesterday, Today and Tomorrow], illustrating the development of literature, and printing and publishing techniques.

Cooperation with cultural institutions, participation in domestic and foreign projects

Since 1985, the Library has been one of the organizers of the Warsaw Literary Première that promotes books of great literary and intellectual worth written by living Warsaw writers.

And since 1995 it has been nominating candidates for the International IMPAC Dublin Literary Award, given to a work of fiction written in English or translated into English. Over one hundred libraries from capital and major cities all over the world take part in the nomination process.

The Library is an active participant of the National Union Catalogue NUKAT project, which is created through shared cataloguing and is an important source of information about the collections in Polish research libraries.

In the years 1996–1997, the Library participated in the work of the Open Society Institute International Advisory Board created as part of the Regional Library Programme of the OSI, and in the years 1998–1999 in the PubliCA project which was to provide foundations for the creation of programmes by public libraries and to play for them an advisory role in their preparation. The Library also took part in the international PULMAN project and its representative was a coordinator for Poland of the CALIMERA project. The aim of both projects was to create a friendly information environment for users.

At present, the Library is implementing the already mentioned Mazovian System of Library Information which foresees the inter-linking of Mazovian libraries through an internet portal containing shared catalogue databases, various subject sections, system of regional information, an e-learning platform and the intranet. The main aims of the project are: minimizing differences within the region in access to knowledge, education and information, electronic integration of Mazovian libraries, improving the performance of Mazovian public libraries, and the development of an information society.

The library extension and modernization project

For many years now the Library has been fighting to provide its readers with adequate conditions for work and study and its collections with appropriate storage facilities. During the course of its existence the Library has been extended four times: in 1914 the first library owned building was opened. Named after Stanisław and Stanisław Kierbedź, it housed the library and storerooms. In 1938 an annex was added with a conference hall and a reading room for young people, in 1954 the collection was transferred to a ten-storey storeroom, while in 1973 another annex was added to house reading rooms.



Extension and modernization project of the Warsaw Public Library adopted in 2006

Changes in the way libraries function arose from the introduction of information technology, hastened the need for more space, both for readers and books. After consultations, it was decided to build on existing open spaces and in 2005 an architectural competition was announced and completed. The challenge was to use as much as possible of the present Library buildings whilst preserving their historic substance which is represented by the Stanisław and Stanisław Kierbedź building. The winning design by “Bulanda, Mucha – ARCHITEKCI Sp. z o.o.” surprised and enchanted – with the proposal of a new functional division of the buildings, an ordering of existing space to create: – an attractive space for the library user

- a shorter route for the reader to his work place
- compact storage with mobile shelving system for collections
- good work conditions for the librarian

The proposed design provides the opportunity for creating a new, special place in the city – public space with clear utilitarian, social and cultural values.

The extension and modernization project adopted by the Library in July 2006 contains changes introduced after further discussions between Library representatives and architects. The project is extremely complex due to the heterogeneous structure of the existing buildings, the assumption that the library will continue to function during the conversion, and therefore inconveniences accompanying the work need to be minimized, and finally due to technological difficulties ensuing from the location of the buildings. The present four library buildings are arranged on the plan of an irregular quadrangle square and surrounded by closely situated neighbouring houses and office blocks of Koszykowa Street. Readers use three separate entrances (three cloakrooms), while the complicated arrangement of the ten reading rooms makes it difficult for patrons to reach the collections they need and for librarians to serve them properly.

The project (9) foresees the creation of a unified group of buildings with defined functions, joined by internal glass-covered courtyards. The main entrance will be from Koszykowa Street through a gate in the Kierbedź building that will preserve its historical character. The east and west courtyards, at present independent of each other, will be joined on the ground floor by a glass roof, forming a common space. This will be the main public space of the library with a system of entrance galleries to the reading rooms and with two elevators.

By clearing defining and separating its various functions, the Library will become more user-friendly. The western part of the courtyard will serve as a reception and service area – with a cloakroom, registration point for readers, copying facilities and a lending area. From the eastern part of the courtyard the reader will have direct access to the information points on the ground floor and to an open-access collection area. This courtyard will also lead to the reading rooms in the Kierbedź building.

By covering the yards with one roof, the back of the Kierbedź building, hitherto hidden, will be brought inside, wherein its historical character will become evident and a more visually attractive space will have been created.

By devoting the original library building, the annexes and part of the space in the back to reading rooms, it is possible to emphasize the historic features of the Main Reading Room and to return to the original main entrance from the hall. Catwalks between the two elevators give access to all the reading rooms on the side of the front courtyard, facilitating their use by older and handicapped people.

The conditions in which the collections are stored will improve. The ten-storey storeroom will be modernized and enlarged by the addition of further floors above the neighbouring transformer station. The books will be stored in the traditional way resulting from the assumed structural strength of the ceilings. Under the courtyards, at minus 1 level, new modern storerooms will be equipped with the mobile shelving system, assuring the further growth of the Library's collection.

The work conditions of the library staff will also be improved. Though not all the changes suggested during the planning process could be implemented, it seems that those which could be introduced, considering the limitations of space and already standing buildings, will make full use of the existing possibilities.

The projected conversion means that the total area of the building will increase by 4,626 square meters to 17,743 square meters, while usable floor space will increase by 4,107 square meters to 14,607 square meters. The storage and user services spaces shall considerably increase. This will enable for diversifying the services offered to patrons. There will be more space for individual work, more computers and dedicated terminals providing electronic information. Rooms where training courses for readers can take place have also been foreseen, as too a conference area for various meetings.

We hope the Library, after modernization and extension, will become in the Warsaw cityscape more and more interesting meeting place for the community, a place of learning and teaching, offering safety, comfort and quiet, whilst also providing conditions both for research and recreation.

Notes

- (1) Also S. Leszczyński, a lawyer; S. Smolikowski, a philosopher; J. Sawicka, a teacher and journalist; R. Radziwiłłowicz a doctor; S. Michalski, an engineer; W. Smoleński, a historian; L. Krzywicki, a sociologist and economist.
- (2) Only two annuals were published (1908/1909 and 1910/1911).
- (3) See Czerwijowski, Faustyn *Nowiny Naukowe* 1925 No. 3, p. 3.
- (4) Rada Główna Opiekuńcza [Central Welfare Council] – a Polish charity organization for Poles, active in both world wars.
- (5) The Library has been entitled to receive a legal deposit copy since 1916.

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- (6) From 1975 of Warsaw Province, and from 1999 of the Mazovian Province, the largest Polish province.
- (7) See Świerkowski, K. *Przegląd Biblioteczny* 1950 No. 3/4, p. 269.
- (8) Among them, the reading rooms of the Warsaw Charitable Society and the Railway Library.
- (9) Prepared on the basis of *Budowa i rozbudowa Biblioteki Publicznej m. st. Warszawy – Biblioteki Głównej Województwa Mazowieckiego: projekt koncepcyjny. 1: Architektura* [The building and Extension of the Warsaw Public Library – Central Library of Mazovian Province: Conceptual Project. 1: Architecture]. Warszawa 2006; Bulanda, Andrzej *Koncepcja pokonkursowa przebudowy i rozbudowy Biblioteki Publicznej* [Postcompetition Project of Conversion and Extension of the Public Library]. Warszawa 2006.
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Major Polish Libraries

Grażyna Piotrowicz

The Wrocław University Library – The Past, the Present and the Future

Abstract The article showcases the complex history of the Wrocław University Library, its collections, and its current and future development which will be heavily influenced by the implementation of new technology. The Library's goal is to deploy new technology in order to streamline operations, help users and enable better national and international collaboration. It has been pointed out that the Library creates a positive working environment for its staff and enables them to be more creative by implementing new methods of management and work organisation.

Introduction

The history of the Wrocław University Library (BUWr) is intrinsically connected with the history of the University, the city of Wrocław as well as the history of the whole Silesia region, with specific geographical location and diversified national and cultural impact.

Although the present Wrocław University Library was established in May 1945, it was built upon the foundations of a German University Library (Staats- und Universitätsbibliothek) and the Wrocław City Library (Stadtbibliothek); the roots of which reach back to the Renaissance and Baroque period. The Library took over collections from some lesser libraries in the area, such as those of small palaces, churches, and schools, etc. preserved from dispersion and damage on the territory of the Lower Silesia, as well as fragments of manor collections coming from central Poland. In the after-war period collections have been systematically acquired mainly from Polish publishers. Special collections of the Wrocław University Library reflect the complex history and the rich material and spiritual culture of the town and the region.

Due to the specific character of the collections, the Library is not a typical university library. In addition to providing the information and background research for the University it must also take care of protection and popularising the cultural heritage stored on its shelves. As a drawback, this dual responsibility generates more responsibilities and duties, and also

brings more financial strain on the institution. In order for the Library to be able to fulfil its goals it has established a good relationship with many other academic institutions, both domestically and abroad. It focuses on projects to process and popularise its special collections, financed from external funds. In the last decade,



The Wrocław University Library main building situated in Szajnocha Street



The Wrocław University Library building housing special collections on Wyspa Piaskowa

keeping up with the newest trends in modern library science, the Library has intensively used in its activity the convergence of new computer and telecommunication technology in its day-to-day operations.

The History of Wrocław University Library and of its collections

The present Wrocław University Library inherited the two large pre-war period libraries in Wrocław: University Library and the City

Library, which were both German before the World War II, and also the collections of smaller libraries gathered after war throughout the region.

The former University Library

The former German University Library was established in 1811 when the evangelical Viadrina University was moved from Frankfurt (Oder) to Wrocław and merged with the catholic Jesuit Leopoldina University. The Library's collection comprised at the beginning the collections from both



The General Reading Room in Szajnocha Street

universities, and later on also the collection of the Central Silesian Library (Schlesische Zentral-Bibliothek).

The collections of the Leopoldina University – that had been established in 1702 – were earlier acquired by the Jesuit college established in 1644. It acquired its collection predominately via donations. In 1811 the Leopoldina Library, a part of the newly founded merged University, counted about 9,000 volumes. The oldest part of the collection was a set titled “Bibliotheca Vetus”, registered in the inventory in 1706. It comprised around 2,800 volumes, mainly on the subject of theology. (1) The second important collection of the Leopoldina Library encompassed nearly 3,000 volumes – a gift of the Bishop Karol F. Neander. Its significance goes beyond its volume and value since the collection included not only theological texts but also those concerning law, medicine, history, politics and other. (2)

The collection of the Frankfurt Viadrina University Library held 28,000 volumes by the time of the merger in 1811, and was formed chiefly thanks to the contributions and donations. It included three sections. The oldest one was called “Bibliotheca Viadrina” and it comprised 17,500 volumes, while the second, the legacy of professor Balthasar A. von Steinwehr, included 8,000 volumes of literary works from Germany and Silesia. The third, which includ-

ed 2,166 volumes, was a donation from Karl K. Oelrichs(3) and consisted mainly of prints, manuscripts, maps and etchings relating to the history of the regions of Pomerania and Brandenburg, orientalia (4). All three libraries had their own stamp and catalogue. At the time of the liquidation of the Viadrina University in Frankfurt (Oder), and the planned merger with the Leopoldina University of Wrocław the collection was packed into 140 boxes and shipped down the river Oder to Wrocław.

In 1815 the collections of Leopoldina and of Viadrina libraries were enlarged by the collection of the Central Silesian Library, comprising Silesian collections taken over from undergoing the liquidation church and monastery libraries on the Silesia territories, due to the Prussian edict of the secularisation in 1810. The books were transferred to an Augustinian cloister in Wyspa Piaskowa in Wrocław where they were organised and catalogued before being dispatched to their final destinations. 180,000 volumes were gathered in this way, 70,000 of which made their way into the collections of the Wrocław University Library.

In 1815 the newly created Royal University Library in Wrocław (Königliche und Universitäts – Bibliothek zu Breslau) held about 106,000 volumes. (5) Two years before the Second World War, the annual newsletter for the German libraries stated that the Staats- und Universitätsbiblio-



The manuscript collections storeroom

the held 692,966 volumes, including: 2,849 incunabula and 4,236 manuscripts. (6) Just before the war this number grew to 780,000 volumes already. (7)

After the outbreak of war, the acquisition of new volumes ground to a sudden halt. In 1944 the evacuation of the collection had begun, which took an entire year. The books were initially transported in chests, and later they were being taken unpacked by trucks and furniture vans. It is estimated that about 300,000 volumes were evacuated. (8)

By the end of January 1945 Wrocław was declared a stronghold (Twierdza Wrocław, Festung Breslau). The library building situated on Wyspa Piaskowa still held an estimate of 500,000 volumes. On April 2 1945 the Western part of the building was bombed and the resulting fire destroyed about 150,000 volumes. (9) In mid March the city's command headquarters was moved to the Library building, and permission was given to evacuate the remaining collections. In the time period between March 20th and May 5th an enormous effort was made under shooting to continue the evacuation to the new holding place in the church of St. Anna. Another fire, which took place in a sports hall behind the church of St. Anna on March 31th consumed altogether 20,000 volumes. On April 11th, after the city surrendered, another fire at St.

Anna's destroyed over 300,000 volumes. (10) It is estimated that during the war and shortly after it ended up, the Wrocław University Library lost around two-thirds of its holdings. (11)

The former City Library

The former City Library (Stadtbibliothek) in Wrocław was officially opened for readers on April 1th, 1866. It was established between 1865 and 1867 by merging three Wrocław libraries existing at the evangelical churches: St. Elizabeth, St. Mary Magdalene and St. Bernard. Its official name was Rehdiger City Library in Wrocław (Redigerowska Biblioteka Miejska we Wrocławiu).

The St. Elisabeth church library consisted mainly of a collection of manuscripts and prints acquired in the 16th century by the Wrocław patrician Tomasz Rehdiger. It comprised of roughly 6,000 prints and 300 manuscripts. (12) In 1645, after Rehdiger's death, according to his will the collection was donated to the city and placed in the St. Elisabeth's church.

In the following years it grew to include other private collections. Its value came from the fact that it included prints from many well-known European publishers of the 16th century as well as many valuable pieces of German Baroque literature. The total number of volumes



General collections storage facilities



Early printed books collections storeroom

is estimated at having been around 58,000 volumes. (13)

The library of the church of St. Mary Magdalene was first created in the 16th century and its collection expanded thanks to donations. The most valuable gift was that of Karol Žerotin, acquired in 1641 and originating from Czechia, consisting of around 150 prints in the Czech language. (14) Another gift worth noting is that of Daniel Vogel, a school teacher from the Gymnasium of St. Mary Magdalene, who donated around 300 books to the Library, prevailingly Polonica, including 250 Polish volumes dated from the 16th to the 18th century (15). It preserved also other appreciable collections, including manuscripts. In 1848 the library of the St. Mary Magdalene church held 20,000 volumes. (16)

The St. Bernard church library was probably first created in 1502, when the church construction itself was finished. (17) The 1657 inventory registers 373 volumes (18), while at the beginning of the 18th century that number reached already 6,348 volumes, but 14,000 (19) prints, while the considerable part of the collection comprised the so-called 'klocek' [brick], i.e., several titles of books bound together into a single volume. In 1698 the library was open to the public and at that time the collection consisted of 10,000 volumes. (20) New volumes were acquired primarily thanks to generous donations.

The Library preserved rich manuscript collection, a complete set of theological works from the period of Reformation, as well as volumes on literature and history. Apart from books, the library also collected coins, paintings, copperplates, maps and city charts.

During the World War II the City Library continued functioning, though acquisitions considerably diminished and e.g., their number going down from between 6,000 to 9,000 volumes a year to around 4,500 volumes in 1944. (21) The number of users and readers also greatly diminished. In 1942 the evacuation of the collected works began with the move of the Rehder collection to Nowy Kościół near the village Złotoryja. It ended in September of 1944 with the move of a part of the graphics collection to a castle in Warmatowice near Legnica. (22) During the war the Library building itself did not suffer much damage, though sadly the same cannot be said about its systematic catalogue.

The beginning of the Polish University Library

During the war the former University Library lost two-thirds of its holdings as well as the library building on Wyspa Piaskowa was burnt, which meant that it physically ceased to exist.

The only surviving parts of the book collection were these evacuated to places outside of Wrocław. The City Library, located in K. Szajnocha 7/9 street, managed to stay intact, and by the decision of the then president of Wrocław, Bolesław Drobner, its collection was handed over to the University of Wrocław and thus formed the foundation for the new University Library. After the arrangement of the collections it turned out that the City Library preserved 352,350 volumes, including 180,000 books published from 1801 onwards, 56,504 volumes of serials, 9,144 volumes relating to the city Wrocław (Y), 1,987 volumes of manuscripts, 94,634 volumes of early printed books, 3,339 volumes of early printed sheet music, 6,185 volumes of music sheets published from 1801 onwards, and 557 items of cartographic documents. (23)

When evacuation plans were recovered it became a priority to find and secure parts of the collections held outside Wrocław. After the re-acquisition the situation became clearer and



The Wrocław University Library main building in Szajnocha Street

it became apparent that the new University Library inherited over 350,000 volumes from the City Library, together with alphabetical and systematic catalogues for all of its collection and a subject catalogue for volumes obtained after 1930. From the former University Library it acquired 211,917 volumes evacuated during the the war and revindicated after its end, though the collection was lacking the catalogues and book inventories. The Library inherited as well over 1 million of other volumes of secured collections, evacuated in different places and belonging to different collections, which also needed arrangement and cataloguing from the basis. (24)

The present day of the Wrocław University Library

In the post-war period the University Library was primarily located in two separate buildings in Szajnocha Street, and with time also extended to include the rebuilt Augustinian monastery on Wyspa Piaskowa, where the special collections were moved to.

Collections

From 1945 onwards the newly opened University Library systematically acquired new volumes, of mostly Polish books, according to the decided universal profile of library acquisitions, both those necessary for the students and the staff of the University, and accordingly to its role within the region, volumes important to its aims of preserving the literary heritage of the Silesia region.

As of the end of 2007 the Wrocław University Library holds almost 2,270,000 volumes (3,820,000 together with specialised faculty libraries), and keeps expanding accordingly to its acquisition profile.

The collection serves to provide the necessary background for the educational purposes of the University but also, due to its immense scientific and historical value, the volumes can serve as a research support. The most precious part of the entire collection is the special collection, which includes the largest set of early printed books known in Poland, counting over

300,000 volumes and including: 3,270 incunabula, around 2,000 volumes of Polonica dating from the 16th century and numerous Silesian prints of about 40,000 volumes. Counting over 12,500 manuscript inventory items collection is also one of the largest in the country. Especially worth mentioning among them is a set of 2,500 medieval codices, many of them are illustrated. Rich music collection with the unique copies worldwide counts over 40,000 volumes including 4,400 early printed sheet music, and around 25,000 items of sheet music published from 1801 onwards, and 2,500 music manuscripts. Another valuable library sources are the graphic collection (around 60,000 items), a cartographic collection (around 12,000 items) as well as a rich collection of around 90,000 volumes of Silesian prints, including around 40,000 Silesian serials. Among the after 1800 collections, a special mention has to be made of the 550,000 volumes of several dozens of thousands of foreign language serials titles.

The Wrocław University Library foreign works collection is one of the largest and renowned collections of its type in the world, with a special note given to the German language volumes acquired over years. This vast collection enables the Library to establish international relations and take part in many international projects.

After the war all acquired collections needed to be catalogued, which was sometimes problematic, as all the post-German collections required basic library documentation from a scratch. All the after 1800 collections were catalogued, excluding a part of the so called “secured” collections, which were mostly in German. At present, cataloguing of the special collections is still insufficient. This work is demanding and slow progress is made since it requires especially high professional qualifications and the preparation for research work. The vast numbers and varied contents of the special collections coupled with a considerably small number of staff working on them invariably means that very little progress can be made over time. In order to increase the speed of work and raise awareness among academic circles, the BUWr has attempted to take part in both national and international projects which allow it to procure extra funds and exchange knowledge and expertise with its international partners. In the mid 1990's, quite new

prospects opened up for the Library thanks to the arrival of new technologies. With computerisation and digital media came a large array of new possibilities.

International cooperation and projects

Due to the unique character and subject matter of the special collections, the Library has been able to develop exceptionally profitable cooperation with foreign partners, especially after the political transformation of 1989. It dealt with, above all, the processing and the preservation of the collections as a part of European historical and cultural heritage, and covered also other undertakings, such as, e.g., microfilming, collections renovation, printed publications, creation of computer databases and/or information services. Some of the more important projects include:

(1992–1996) A joint project with the Marburg University aimed to protect and store early printed German language books on microfilm. 8,515 works were transferred onto film with a card catalogue, both by signature and alphabetical. In addition a computer database in the Allegro system was created.

(1993–1997) A project with the Osnabrück University, intended to select, store on microfiches and to catalogue all the ‘special occasions’ prints, mainly congratulatory ones, from the Library collections. Close to 24,000 prints were microfilmed with a monumental publication published: *Handbuch des personalen Gelehenheitsschrifttums in europäischen Bibliotheken und Archiven. Universitätsbibliothek Breslau. Teilbände 1–7 Ca 1410 Microfiches.*

(1997–2002) The biggest cooperative project involving Polish and German libraries entitled: *The shared European heritage – conservation and improvement of access conditions to the Polish and German cultural heritage in Polish libraries* [Wspólne dziedzictwo europejskie – ochrona i poprawa warunków udostępniania zabytków piśmiennictwa z polsko-niemieckiego pogranicza kulturowego w bibliotekach polskich]. The project aimed to select Silesian, Pomeranian and Prussian prints, put them on microfilm and prepare a computer catalogue database of microfilmed

prints from 16th through 18th century published in Silesia, Pomerania and Eastern Prussia. (25) The German partner in the project was the Bavarian State Library in Munich. For the purpose of the project 40,106 volumes of early printed books and 5,486 volumes of newspapers and periodicals were microfilmed, using altogether nearly 5,100,000 microfilm frames. All the library collections mentioned above (and even more) were catalogued. The Bayerische Staatsbibliothek received – so far – 5,000 rolls of microfilms from the Polish libraries together with their catalogued bibliographic descriptions, which were then included in the Bavarian Libraries' internal catalogue. (26) The staff of the BUWr Early Printed Books Department integrated and standardized the computer catalogue of four Polish libraries taking part in the project managed by the National Library. The database includes some 35,000 bibliographic descriptions of old print microfilms and resides on the Wrocław University Library's server (<http://www.bu.uni.wroc.pl/katalogi/Katmikro.html>). In addition, the bibliographic descriptions were transferred to the European Register of Microfilm Masters (EROMM).

A project to create a shared database of bibliographic descriptions of music manuscripts deriving from European libraries, has been accomplished by Music Collections Section of the Wrocław University Library, with the assistance and cooperation of the RISM Centre in Frankfurt. The database is accessible online and also on CDs.

(Beginning 2003) A project accomplished in the cooperation with the Viadrina University Library in Frankfurt (Oder). The aim of the project was to restore the original contents of the Frankfurt library, which in 1811 was moved over to Wrocław, to recover books from this collection in Wrocław, and to catalogue them electronically. Then next step is to digitise all the original volumes and to link them with the existing database. The project is now in its second phase of the recovered books' digitisation.

(Beginning 2003) A project titled *CEE MASTER: Manuscript Access through the Standardisation of Electronic Records* coordinated by

the National Library of the Czech Republic in Prague, which aims to create accessible online catalogue database of bibliographic descriptions of manuscripts from the Central and Eastern Europe countries libraries, created in the XML (eXtensible Markup Language), and according to the MASTER standards.

(2003–2006) A project entitled *Research on selected multi-sheet maps of the Lower Silesia region in the second half of the 19th century showcasing the changes in the terrain, created in the VIRTUA system* operates within Wrocław University. This project includes the bibliographic processing of topographical maps of Lower Silesia from the second half of the 19th and the first half of the 20th century, and also multi-sheet maps of that period.

(2004–2005) A project titled *Bibliotheca Sonans*, accomplished in the cooperation with the National Library in Prague and the University Library in Graz, within the European Union project called Culture 2000, coordinated by the Wrocław Chamber Musicians – Cantores Minores Wratislavienses. This project involves the restoration and digitisation of the music artefacts from the participating libraries collections, and an effort to popularise and advertise it by means of travelling exhibitions, concerts and displays in the website as an online gallery. So far the project has resulted in ten exhibitions showcasing some of the unique special collection from the participating libraries, accompanied by printed catalogues and music recordings – these were sent out to over a 100 European institutions.

(2005–2006) A project entitled *The protection of European cultural heritage – microfilming, digitisation and popularisation of the selected popular Silesian periodicals of the 19th century and the beginning of the 20th century from the collection of the Wrocław University Library* financed by the Leopold Kronenberg Bank Foundation. As a result of the project, seven most popular titles have been preserved on microfilms and a further four titles have been digitised.

(2007–2008) A project titled *The protection of European cultural heritage – digitisation and*

microfilming of selected Silesian newspapers from the collection of the Wrocław University Library, deteriorating due to the acid paper. The project will help with restoring and protecting some of the historic newspapers, which are a part of the priceless source material on the Silesia region. Microfilming, digitisation and full information on the collections will allow its broad and easy access by any future interested parties.

(2007–2009) An European project called *ENRICH (European Networking Resources and Information Concerning Cultural Heritage)*, financed within the *eContentplus* project of the European Union and coordinated by the National Library of the Czech Republic with partnerships from 18 other European libraries and research institutes including the Wrocław University Library and the Poznań Supercomputing and Networking Center. The project aims to create the database for the *European Digital Library of Cultural Heritage* (which will include manuscripts, incunabula, early printed books, archival documents, and more).

(2007–2009) A research project entitled *Silesian Iconographic Archive* [Śląskie Archiwum Ikonograficzne], financed by the Ministry of Science and Higher Education. The final result of the project will be an online database residing on the Wrocław University Library server, consisting of about 15,250 digital images of over 8,380 objects from the Silesia region. Each one will be catalogued and described in the form of an academic catalogue, in accordance with the previously established list of characteristic data.

(2007–2009) A project in cooperation with Warsaw University Library and the Polish Academy of Sciences Institute of Art in Warsaw (Instytut Sztuki PAN), entitled *The merge at the level of RISM catalogues of the information on the scattered collection of music manuscripts from the Wrocław University Library and the Wrocław City Library acquired before 1945.*

(2008–2010) A research project titled *Interactive and multimedial bibliography of Silesia. Part I. Early printed books and books of the 19th century from the collection of the Silesian and*

Lausatian Division of the Wrocław University Library. The final result of the project shall be an online interactive and multimedial bibliography residing on the Wrocław University Library server, consisting of early printed books and books published from 1801 to 1914. The proposed solution involves combining the advantages of a bibliography, library catalogues, an iconography catalogue and a digital library.

Automation of library processes

At the beginning of the 90's the Polish academic libraries initiated a joint effort to obtain the necessary funds for the purchase a homogeneous computer system. The selected system has been the automated system of the American firm Virginia Tech Library System (VTLS). The system enables the creation of the homogeneous database of bibliographic and authority records serving local library catalogues. Following the example of the first four academic libraries in the country that had started to maintain the VTLS system in 1992, the University Library in Wrocław joined in 1993 the Inter-University Coordinative Group for the VTLS Implementation, and in 1994 it purchased VTLS software, and started to train its employees.

In 1995 the creation of the catalogue database was initiated. The cataloguing task was performed in two ways. All the books and new titles of serials published from 1995 were catalogued in the computer system, while the remaining publications in the traditional way. In order to make sure that the created local databases were indeed homogeneous, the libraries cooperating in the VTLS system decided to create the Union File of Authority Records and the Union Catalogue of Serials' Titles: Authority File. Close cooperation with Polish libraries implementing the VTLS system and the decision on the mutual exchange of information had an immense impact on the character of its own database being created as a computer catalogue. The second phase of the enlargement of the computerization onto the entire library activity was to prepare the book collection to serve its readers in the automated way. Books catalogued in the computer database were given stickers with

barcodes, and item records were created alongside traditional bibliographic records.

By the end of 1996 the project was well under way and covered full implementation of the cataloguing and serials control modules. At the same time efforts had been undertaken to implement the circulation module, which was not successfully implemented until 1998. By that time, the following modules of the VLTS system were implemented already: cataloguing, the online catalogue (OPAC), serials control and circulation. Moreover, efforts to create a readers database were undertaken, and also efforts to automate tasks in the Lending Division and the Collection Storage and Conservation Division.

In December 1999 the whole catalogue database migrated into the new UNIX system, which was to later enable the move into the new VIRTUA system. A major breakthrough finally came with the creation the union catalogue database called the NUKAT – Narodowy Uniwersalny Katalog [National Universal Catalogue] located at the Warsaw University Library and followed by finally changing the software to the VIRTUA system in the summer months of 2002. The Wrocław University Library was the first among Polish libraries to migrate to the new integrated library system, which maintained the Unicode standard, the Z39.50 protocol and the MARC21 format. The shared cataloguing in the NUKAT catalogue was initiated, which involved the creation of authority and bibliographic records in the NUKAT catalogue, and after their approval by NUKAT team, they are then copied into the cooperating Libraries' catalogues.

Replacing the VLTS system with the latest product called VIRTUA (September 2002) also brought about a change of the user interface; EasyPAC was replaced by a new portal called Chameleon Web Gateway, which was equipped with simpler graphics. It allowed for easier navigation between individual pages and provided several 'help' files illustrated by numerous examples. The Chameleon Web Gateway portal brought new solutions which included links to other databases, e.g., to new publications service, where one could browse through lists of contents, or to the catalogues of other libraries, as well as hypertext links from the catalogue record to the full text of the document. This

last feature could well be a sneak peak into the future where a new catalogue function consisting of indexing an entire collection of digitalised texts will be made available.

In 2006 the Wrocław University Library catalogue database was placed on a new IBM server, purchased in 2005 with money from a grant obtained from National Research Committee [Komitet Badań Naukowych], and in 2007, after another migration of the system Virtua to its latest version, also into the new portal, and the user interface called iVector providing decisively better functionality than the previous one, was implemented.

Creating a shared computer catalogue and a homogeneous library and information system for the Wrocław University

Implementing the VLTS system at the Wrocław University Library meant that the faculty libraries could use it according to the rules of access for users, and that the created catalogue database was shared by the whole library and information system of the Wrocław University.

All the titles catalogued in the main database already that happened to be repeated in individual faculty libraries, were used as a basis for own catalogues of individual departmental libraries (a collection of call numbers marked with a relevant code identifying individual libraries of the Wrocław University). Starting in January 1995 faculty libraries included the creation of bibliographic records for the books with a complete set of authority files records and from 1997– also item records.

The broadening the scope of the shared usage of the integrated library VLTS/VIRTUA system forced the participating libraries to sign agreements, between the Wrocław University Library, and individual libraries. The ultimate goal of the Wrocław University Library is to create shared computer catalogue covering the entire University, and it is doing its best to implement the unified automated VLTS/VIRTUA system throughout all faculty libraries.

By the end of 2007, the BUWr computer catalogue included materials of the Wrocław University Library and of 31 faculty libraries of the University.

Implementing solutions based on new technologies

The most intense period when new technologies and solutions were implemented started in the second half of 2002, when Wrocław University Library changed its director. The new management board aimed at the use of computer technology, digital media, and the latest information technologies, emulating the solutions and best practices used in Western European and American libraries.

Knowing the benefits the new technologies could bring to the Library and its users, the management decided to start out by creating a new website and various computer databases, and online services, which would not only help the Library staff to streamline their work, also make using the Library easier for users.

The second step was to become involved in the electronic publishing project, which included issues of visual presentations of the contents, management and distribution practices. The project was planned in a number of stages, the first of which involved the creation of the Library's own electronic publishing house which issued e-books on CDs and/or DVDs.

The second phase was to initiate an own digital library which would allow for online distribution of full text publications (digitalised or 'born digital') and also activating a new service called 'digitise on demand', based on a digitised card catalogues of historic collections, which allowed for creating digitised copies of the existing texts from the special collections in accordance to the 'just in time' principle, which would not only be helpful for users but would also enlarge the collection of the digital library.

The end result of the project will see all of the newly implemented databases created thanks to Library projects and grants like the *Silesian Iconographic Archive* [Śląskie Archiwum Ikonograficzne] or the *Interactive bibliography of Silesia* [Interaktywna, multimedialna bibliografia Śląska], linked together, and additionally "linked" with the e-learning platform. The platform is expected to be first launched for internal use by the Wrocław University Library and University library and information system, and later will be expanded to provide the background for the educational processes of the Wrocław University.

Database of the Wrocław University academic staff publications

In November 2002, the University Library initiated a project to create a computer database documenting the academic achievements of the staff of the University. Due to a lack of funding, the cheapest method was chosen. It meant the use of the available MAK software at the Library disposal, adapting the MARC BN format to meet the needs of the future database, and then the creation of the records for the future database in a commonly used worldwide the MARC21 format. This would guarantee the possibility of non-problematic data exchange and compatibility of the database with other systems.

As a result of this undertaking, a database titled *Bibliografia publikacji pracowników Uniwersytetu Wrocławskiego* [A Bibliography of Academic Staff Publications of the Wrocław University] was created with an online version following soon after. The database was filled with both recent and retrospective publications: the retrospective publications from 1993 onwards (to continue the published already materials from the period of 1945–1992).

In the end of 2005 a system of online forms was introduced enabling the direct transfer of bibliographic data from the level of individual organizational units of the University. In 2006, an official ruling by the Chancellor of the Wrocław University enforced the database as the only official system to register all published documents by the staff of the University. The system is now openly accessible (www.bu.uni.wroc.pl) and it stores 37,700 records (as of the end of 2007).

The website and online services

In spring of 2003 the first efforts were made to create a new internet website of the Wrocław University Library, which was launched in July. The new website was designed as a form of a multifunctional and interactive information service with a modular structure. In addition, it is equipped with an online store, and is available in 3 languages: Polish, English and German. Some of the modules, like the 'About', 'Collections' and 'What's New?' sections also serve as information and promotional tool; they allow the users to get to know the Library and

its collections. Other modules, like 'Contact us', 'Catalogues', 'Services', 'E-sources' and 'Useful Links' serve as information and services tool and allow users to not only get the handy information, but also to use some of the offered services. The homepage features some specialised services, including the *Virtual user guide*, *Information Service for the librarians* and *Academic Information Guide* which serves as a cultural and information booklet for University students and staff.

In spring of 2004 the website launched a special online services, which allow remote application for membership, remote interlibrary loans, the realization of query requests, ordering of the copies of library materials (including digital copies), use of the internet shop, the 'digitise on demand' service, and use by the patrons of licensed information resources of the Library from home computers via a proxy server.

In November 2004 the website took part in the second edition of the 'Best library website' competition, and won the first prize in the category of university libraries, research institutions and central institutions. On top of that, the Libraries' Online Services' Section was mentioned and highly praised for its e-Government strategies in a report commissioned by Minister of Science titled *The development of the eGovernment in Poland – third edition of the eEurope studies*.

E-publishing

Electronic publications play an important role in academic communication, which is why digital library databases are important to the development of the tertiary (university level) education system. The involvement of different university libraries in the issues of digital publishing is seen as a way to keep or strengthen academic prestige. Accordingly, in 2004 Wrocław University Library created a publishing house of electronic publications called e-Wydawnictwo BUWr [Wrocław University Library e-Publishing House]. Using the new technologies, it allows for showcasing the precious and unique collections, which are normally unavailable to the general public, in a good quality digital form (e-books). This feature enables the Library to not only promote itself as an institution but also to perform its information, cultural and educational purposes by popularising the knowledge of the

European and Lower Silesian cultural heritage and support education and research. The publishing activities go beyond merely digitising precious collections, as they are often accompanied by academic or popular treatises.

Until 2007 e-Wydawnictwo published altogether four electronic books, grouped into two series: e-Biblioteka Historyczna [Historic e-Library] and e-Biblioteka Dydaktyczna [Didactic e-Library]. Series after series, more and more of new and exciting solutions and technologies are being implemented, such as OCR technology – a feature allowing for automatic conversion from Gothic to Latin scripts using the standard 'cut and paste' tool (Ctrl+c, Ctrl+v). Another example is the Creative Commons license, which works according to the 'some rights reserved' rule.

The option of publishing these electronic publications on CDs and DVDs gives the possibility to generate full books on demand according to the 'just in time' principle, without having to increase production costs. There is also the possibility that these texts can be published on the Internet, which helps to exchange and distribute of creative ideas. In fact, this is the reason behind the creation of the Digital Library of Wrocław University (DLWU) – www.BibliotekaCyfrowa.pl, which in case of electronic publications published by the e-Wydawnictwo BUWr serves as a distributional platform of sorts.

Digital Library of Wrocław University (DLWU)

In December 2005 the digital Library of the Wrocław University (DLWU) (www.BibliotekaCyfrowa.pl) was launched. The Library is based on the dLibra platform, created and developed by Poznań Supercomputing and Networking Center]. DLWU allows access to literary heritage, educational collections and exhibitions, which present the most interesting collections selected from rich holdings of the Library and some of its other departments like the University Archives, the University Museum, the University Botanical Gardens and the Faculty of Law, Administration and Economics.

The creation of the digital library involved new work schedules and solutions as well as equal involvement on the part of the staff, computer scientists and technicians working on deploying

the digital resources. A special unit called the Commission for Issues relating to Digitisation and the Digital Library of the Wrocław University was created to set goals and standards for the functioning of the digital library, as well as special plans of action for all the involved divisions. The commission created a series of organizational and functional procedures connected with the DLUW. In 2006 the structure of the Library was re-organised to help with the issues of digitisation and electronic publishing; Reprographic Unit changed its name to Reprographic and Digitisation Unit, and within its structure Digitisation and Digital Media Unit, a special five person unit, was created.

At the present time (as of April 2008) the Digital Library comprises over 13,000 digital objects, which can be accessed by anybody anywhere around the world. Statistically, looking at the quantity of the electronic material gathered in its Digital Library, DLUW comes in third place in the country (as of May 2008) and belongs to the most dynamically developing institutional digital libraries in Poland.

The digitised card catalogues

The purchase by the Library of a digital scanner for the creation of digital copies of the card catalogues has created an array of possibilities when it comes to adding new information about the Library collections. In 2004 the first effort to digitise card catalogues was undertaken. It resulted in the creation of several versions of the digitized catalogues out of which the final variant of Internet presentation of the catalogues was chosen.

By May 2008 the University Library website featured altogether ten digitised catalogues, predominately the catalogues of historic collections. The catalogues are fully adapted to the remote servicing of patrons, and, e.g., they allow for electronic ordering for the reading rooms by filling up the electronic request forms for both Library buildings. A new featured type of the service called 'digitisation on demand' was additionally provided. It allows a user to order the selected library material in a digital form, from the level of the catalogue card in the database. In February 2008, a great effort was done to scan the Library's immense alphabetical catalogue, which consists of some 2 million cards. The same

effort is now being taken to prepare the systematic catalogue for digitisation.

Adding the digitised card catalogues to the computer database VIRTUA (OPAC) and some of the other computer catalogues of the Library already accessible via the Library website is a step towards allowing remote browsing of the complete information about the collections of the University Library in Wrocław.

Other library databases

Between 2002 and 2008, different computer databases were created to ensure better workflow for librarians and easier user services.

Accordingly, work which previously had to be done manually could now be taken over by the creation and the implementation of the computer inventory in the Serials Department, Department of Printed Books Published after 1800, Early Printed Books Department and the Reprographic Unit. When it comes to improving user services, additional solutions were implemented, such as the creation of the *Catalogue of serials from the special faculty libraries* [Katalog czasopism bibliotek specjalistycznych]. This solution was equipped with a variety of functional options, such as searching and browsing serials' lists using various search criteria or being able to switch from the bibliographic entry level to the full text preserved in the electronic serials database, using a system of hyperlinks. Moreover, the Library users are now able to reserve books and serials for reading rooms remotely, using the VITRUA computer catalogue.

E-learning

In May 2008, the Wrocław University Library successfully launched its e-Learning platform based on a software package Open Source – Moodle. The system of managing courses with the use of Moodle software was tested by the Library staff and approved as suitable for BUWr e-learning needs.

The platform includes a basic courses: a 'how to use' the BUWr Library comprising courses on library training, guidelines on how to use electronic serials, an online dictionary of library terms and a block of specialised courses including such courses as guidelines on how to search and locate materials for research, virtual information resources. With time, new courses and

information packages will be added. There are plans to expand the courses to meet the needs of various user groups, with special emphasis put on workshops and training sessions for final year's students.

The Electronic Reading Room

In the second half of 2008 the Library opened an e-reading room, which through the use of library terminals around the library buildings will create for users the possibility of quick access online to full texts in the mostly used collections, mainly scripts and textbooks in the digital format.

Library strategy and organizational culture

All work undertaken by the Wrocław University Library over the past five years has been aimed at the elimination of the existing backlogs, improving library procedures and processes, and preparing for the move into the new building, which is scheduled to be completed in 2010/2011.

The Library's collection is slowly being prepared for the move, and special teams have been created to handle the necessary documents relating to Library activity in the new building. Furthermore, thanks to the application to the Fulbright Commission in 2003, which resulted in the grant donation all employees have been trained in the rules of classification of documents to be used in the open access area of the Library according to the Classification of the Library of Congress – KBK (June–July 2004). From then onwards all the volumes appointed for "open access" areas have been catalogued during work hours. From 2006 onwards, thanks to the funds obtained from the reserve of the Wrocław University Rector, also overtime was possible. In addition, thanks to funds obtained from external sources (DWB) during 2003–2005 the retro-conversion of the card catalogue was carried on, and also serials designated for "open access" areas were bound.

The second group of activities were directed to obtain grants for the purchase of the equipment necessary for modernization of the Library. Choosing its strategies, it has always been important that the Library obtains the best equipment

so it can become self-sufficient in implementing new projects and not relying on costly outsourcing. Thanks to such efforts combined with the innovation and creativity of its staff, the Library was able, despite a chronic lack of funds, to plan and implement various innovative solutions that the third solution implemented to improve the Library consisted of making changes in its organisation and management. The way the Library works is based on democratic ideas, with all of its personnel able to have a say in what they think is best for the future. Many projects include joint efforts by special teams consisting of the best and most qualified workers. All personnel are encouraged to take part in competence trainings and workshops. Using the benchmarking methods, emphasis was put on the quality not only quantity of work. Thanks to the emphasis on initiating, organising and monitoring innovative projects, which unleash staff creativity, a positive work environment was maintained. This in turn resulted in positive outcomes such as thinking outside the box, and successful teamwork.

This approach to create the organisational culture has its outlet also in marketing and Library promotion, which results in tightening bonds and positive identification of the staff with their workplace. Personnel often take part in conferences, seminars, workshops and discussion meetings; and publish their findings. Moreover, the Library plays an active role in the academic life of the University, and is deeply involved in such events as the Lower Silesia Region Science Fair.

Mission statement and the vision for further development

The University Library in Wrocław relies on the cooperation, commitment and creativity of its staff, and tries to embody the characteristics of a cultural institution taking care of a unique collection. At the same time, it serves as an institution co-operating with the University to provide information and a data supply for the purposes of education and research. In line with other prestigious European and world institutions, the Library's special care relates the convergence of the computer technology, digital

media, tele-information technologies, which by enabling the local work give opportunities to act in the global scale. The library's future will involve its development into a hybrid library, which combines the traits of a traditional library with those of the electronic one. In the further

perspective related to the move into the new building, the Library will become an institution that serves as an education, information and culture centre preserving European culture heritage.

(Wrocław University Library website: <http://www.bu.uni.wroc.pl>)



The Wrocław University Library new headquarters

Notes

(1) Manuscript of the Wrocław University Library, Call No. IV F 273a.

(2) *Catalogus librorum*, Manuscript of the Wrocław University Library, Call No. IV F 283b.

(3) Żbikowska-Migoń, Anna *W kręgu bibliologii XVIII w. Johann Carl Konrad Oerlichs (1722–1798), jego prace bibliologiczne i księgozbiór* [In the Circle of the 18th Century Bibliology. Johann Carl Konrad Oerlichs (1722–1798), his bibliological works and the library collection]. In: *Roczniki Biblioteczne* 1983 Vol. 27, fasc. 1–2, pp. 159–191.

(4) Kocowski, Bronisław *Historyczne podstawy organizacji zbioru starych druków w Bibliotece Uniwersyteckiej we Wrocławiu* [Historic Bases for the Organisation of the Early Printed Books Collection in Wrocław University Library]. In: *Zeszyty Naukowe Uniwersytetu Wrocławskiego* Series A, No. 1, *Bibliotekoznawstwo* [Libriarianship], p. 14.

(5) Migoń, Krzysztof *O początkach Wrocławskiej Biblioteki Uniwersyteckiej* [About the Beginnings of the

Wrocław University Library]. In: *Acta Universitatis Wratislaviensis* No. 1623, *Studia i Materiały z Dziejów Uniwersytetu Wrocławskiego* 1994 [Studies and Materials from the History of Wrocław University], Vol. III, p. 72.

(6) *Jahrbuch der Deutschen Bibliotheken* 28, Leipzig 1937, p. 26.

(7) Kocowski, B., op. cit.

(8) Manuscript of the Wrocław University Library, Call No. 1969 KN 345 (Gruhn, H. *Bericht über die Staats- und Universitäts-Bibliothek in den Kriegsjahren 1939–1945*, No. 2 – Breslau, 28.06.1946, p. 2).

(9) Manuscript of the Wrocław University Library, Call No. 1969 KN 345 (Perczek-Hackmann, K. *Information zur Tätigkeit an der Staats- und Universitäts-Bibliothek Breslau vom 1 Januar 1944 bis 11 Mai 1945*, No. 3 – Breslau, 8.08.1945, p. 4).

(10) Gruhn, H., op. cit., p. 3.

(11) Kocowski, B., op. cit., pp. 15–16.

(12) Wachler, A. W. I. *Thomas Rehdiger und seine Büchersammlung in Breslau. Ein biographisch-literärischer Versuch*. Breslau 1828.

- (13) Skura, Adam *Zbiór starych druków Biblioteki Uniwersyteckiej we Wrocławiu jako źródło do badań nad dziejami książki na Śląsku* [The Early Printed Books Collection of the Wrocław University Library as a Basis for Studies on the History of Books in Silesia]. In: *Studia o Książce* 1988 Vol. 17, p. 193.
- (14) Ibid.
- (15) Walter, M. *Księgozbiór wrocławskiego polonisty Daniela Vogla* [Book Collection of the Polish Literary Scholar Daniel Vogl]. In: *Sobótka* 1947 Vol. 2, pp. 378–412.
- (16) Petzholdt, Julius *Handbuch Deutscher Bibliotheken*. Halle 1853, p. 59.
- (17) Wolf J. D. *Compendiaria Bibliothecae Neapolitanae Vratislaviensis ad Aedem S. Bernardini servatae descriptio. Memoriae et grati animi ergo Bibliothecae huic et Bibliothecario ejusdem... Joanni Georgio Thammio*. Bregae 1764.
- (18) Burbianka, Maria *Inwentarz wrocławskiej biblioteki przy kościele św. Bernardyna z 1657 roku* [Inventory of the St. Bernard Church Library, 1657]. Wrocław 1953. In: *Z dziejów książki na Śląsku* [History of Book in Silesia].
- (19) Rombowski, Aleksander *J. S. Bandtkiego wrocławska karta biblioteczna* [J. S. Bandtke's Wrocław Library Card]. In: *Zeszyty Naukowe Uniwersytetu Wrocławskiego* 1956. Series A, No. 4, *Bibliotekoznawstwo* [Librarianship] 2, p. 9.
- (20) Petzholdt, J., op. cit., p. 56.
- (21) Ożóg, Jan, *Zarys historii Biblioteki Uniwersyteckiej we Wrocławiu* [Outline of History of the Wrocław University Library]. Wrocław 1995, p. 77.
- (22) Skura, A. *Biblioteki wrocławskie w czasie wojny 1939–1945* [Wrocław Libraries during the War 1939–1945]. In: *Kwartalnik Opolski* 1955 Vol. 1, fasc. 3–4, pp. 76–94.
- (23) Ożóg, J., op. cit., p. 79.
- (24) Ibid., pp. 80–81.
- (25) Weber, Hartmut *Poprawa warunków dostępności i ochrona zbiorów z polsko-niemieckiego pogranicza kulturowego w bibliotekach polskich. Prezentacja projektu* [The Improvement of Access and Preservation of Collections from the Polish and German Cultural Outskirts in Polish Libraries. The presentation of the Project]. In: *Ochrona wspólnego dziedzictwa europejskiego. Materiały z konferencji poświęconej mikrofilmowaniu zabytków piśmiennictwa z polsko-niemieckiego pogranicza kulturowego* [The Protection of the Shared European Heritage. Conference Proceedings on Microfilming the Literature from the Polish and German Cultural Outskirts]. Warszawa 2002, pp. 21–26.
- (26) Ibid., p. 24.

Reviews

Granice wolności słowa w zaborze rosyjskim w latach 1865–1904

Kostecki, Janusz, Rowicka, Małgorzata *Granice wolności słowa w zaborze rosyjskim w latach 1865–1904. Wykaz publikacji polskojęzycznych zakwestionowanych oraz dopuszczonych do obiegu przez carską cenzurę zagraniczną* [Boundaries of Freedom of Speech in the Russian Partition in the Years 1865–1904. A List of Polish Language Publications Either Questioned or Permitted for Circulation by the Tsarist Foreign Censor] Vol. 1: 1865–1889 (pages 543), Vol. 2: 1890–1904 (pages 534), Vol. 3: *Indeksy* [Indexes] (pages 337). Warszawa: Biblioteka Narodowa 2006 Instytut Książki i Czytelnictwa. ISBN 83-7009-526-7.

The Institute of Book and Reading of the National Library is becoming increasingly renowned among Polish scientific institutions conducting historical book studies. Founded in 1955, the first couple of decades of its operation saw it primarily focused on sociological studies concerned with contemporary reading and readership. From the 1980's onwards the Institute focused more on studies of the history of the book culture – mainly that of Poland in the 19th and 20th century. The studies were, and continue to be, conducted by the Section of the History of Readership Research led by Janusz Kostecki.

The Institute's body of work includes various publications regarding the different aspects of "book culture". (1) It is important to investigate every aspect of a book's social existence, i.e., bibliological processes, because otherwise it would be impossible to fully understand or even complete a thorough study of reading and readership. It is obvious that topics investigated by the Institute's Section could not neglect censorship issues with evident impact on reading processes. (2)

The history of book and periodical censorship in Poland during the time of the partitions has not been fully investigated, despite the fact that many experts and historians have studied the subject. This complex matter requires the researcher to delve into archives storing documents which more often than not have never been published or made public, and have been pronounced as classified.



In the Russian empire the censorship system was very bureaucratic and encompassed not only national publishers, but also all imported books. The appropriate departments systematically published lists of three categories of books and periodicals which: 1) were allowed to be imported and made available without any changes, 2) needed changes and finally, 3) which were

unacceptable. The lists also included Polish publications from the other two Partitions (Prussian and Austrian), as well as those published in exile.

Despite the fact that the lists appeared in print they were often classified, and today their availability is limited – although they are highly important to an understanding of the conditions in which the social circulation of books took place. The fact that an attempt to study these documents has been undertaken, and that their importance has been noted, is of great value to historians researching the history of culture and the history of reading. The laborious undertaking of making the documents accessible can be accredited to Janusz Kostecki and Małgorzata Rowicka, leading experts in the field of the history of book culture in the 19th century.

The extensive three-volume publication of Kostecki and Rowicka is not a typical edition of a historical source, which would typically quote the entire original body of work with only a short academic commentary. Instead it is a kind of ‘excerpt’ from the source, ordered and corrected in terms of bibliographical data, which now allows the reader to fully appreciate its contents. The work presents all the materials included in the monthly lists published by the Central Committee for Foreign Censorship in St. Petersburg, and which are presently not widely available in Polish libraries. (3) *Granice wolności słowa* lists 13,711 published prints; mainly books, presented chronologically according to the year of publication, as have the original registers, grouped into three categories: 1) works approved for circulation; 2) works approved with notes on changes to be made; 3) and prohibited works.

The authors have made a great effort to correct mistakes, like full repetitions, inconsistencies or improper bibliographical descriptions, made by the censors, who, it must be noted, were not properly trained in bibliographical studies. The authors confronted these mistakes with the entries not only from Karol Estreicher’s *Bibliografia polska* (4), but also with some of the remaining original works in question. In 87% of cases it was possible to examine the originals and create bibliographical entries, correcting any previous mistakes that had been made (it is worth noting that roles such as publisher, editor, printer, or even the bookseller who kept the

particular print, were now clearly distinguished, whereas the previously mentioned Estreicher’s *Bibliografia polska* used them almost interchangeably). The entries were filed according to the subject classification system (5), but the register doesn’t include this, as it is supposed to be used in the upcoming monographic edition.

The decision to undertake this extremely arduous project shows great devotion on the part of the authors, whose objective was to uncover the true data of the publications of that era, as well as to find out more about the censored publications. In doing so they managed to discover many unknown publications, which hadn’t up till then featured in the retrospective national bibliography.

The readers can access the presented information from a variety of different angles using the 10 indexes provided by the authors. The publications can be looked at using a person key indexing the author, co-author, editor, co-editor, printer and bookseller, publisher, a topographical key indexing the place of publication, chronological – indexing the year of publication, a title key consisting of three separate indexes: for books and brochures, periodicals and publishing series.

The authors would like to underscore the fact that their work is not meant to be a bibliography, but simply data to be used for research and various statistical analyses. (6) They themselves managed to undertake such studies and publish their findings, some of which illustrated the reasons and the processes behind the censorship intervention in the case of partially questioned publications (7), others to reconstruct a book’s existence within the territorial divisions of Poland (8), or to showcase a particular author’s life story. (9) Now, by publishing the entire body of their findings, they have enabled other researchers to research further the history of “book culture” as well as issues of book publishing, bookselling, and how the books were received by readerships.

Kostecki and Rowicka’s work is both educational and inspiring. It gives the reader an idea about what kinds of books were being published at that time, whereas the often-poetic titles are sure to raise a smile. The work looks to ascertain the reasons behind the censorship and analyses the basis for putting certain books in specific

categories. When it comes to books with partial censorship the publication notes which parts were questioned, be it anything from a page, paragraph or sentence to words or even things like the back or front cover, maps (!), illustrations and footnotes; but it doesn't give any inkling as to why they were censored. On the other hand, extending their work to allow for such explanations would mean adopting a completely different approach and make the work significantly larger than it already is, hence it is now up to the reader to follow up on the particular books of their interest or perhaps to wait for the authors to add this information to future editions.

In order to prepare such a vast bibliographical material, it's the authors had to come up with a specific conceptual idea. Indeed, it could be debated that the authors allowed for some inconsistencies and minor mistakes, like the fact that the names of co-authors should not have been inverted; a device reserved for the main author only. When it comes to the 'search by person' indexes, full names are only used for the authors and co-authors' index, but give only abbreviations when it comes to publishers and co-publishers mentioned in the *Słownik pracowników książki polskiej* [The Polish Book Workers Dictionary]. (10) These oversights are especially

curious as it would seem that consistently listing full names throughout the publication wouldn't increase its size enough to cause concern, but it would in turn enhance the 'usability' of the indexes.

Moreover, the topographical index notes the place of publication in the same form as it was done in the originals, often resulting in the use of an archaic or simplified form, or inconsistently listing different town combinations with more than one publishing place, hence it is once again up to the reader to identify certain towns or areas in Poland or abroad. The included glossary of publishing places (pp. 232–253) allows for an insightful overview of the geographical areas that the books provided originated from.

It must be regretted however that the authors didn't think to enrich this edition with illustrations, perhaps from one of the mentioned registers of the censored publications.

Overall, it must be said that researchers of book studies and historians studying Poland in the time of Partitions have received a body of work which is both important and necessary, compiling an extremely large body of bibliographical sources and allowing for further multi-dimensional research projects.

Anna Żbikowska-Migoń

Notes

- (1) The series *Z Dziejów Kultury Czytelniczej w Polsce* [The History of Reading Culture in Poland] published by the Institute of Book and Reading comprised six volumes entitled: *Instytucje – publiczność – sytuacje lektury* [Institutions – Public – Literary Canon], as well as: Kuszlejko, Jacek *Książka polska w Rosji na przełomie XIX i XX wieku* [The Polish Book at the Turn of the 19th and 20th century] (1993); Słodkowska, Elżbieta *Biblioteki w Królestwie Polskim 1815–1830* [Libraries in the Polish Kingdom 1815–1830] (1996); Kraško, Nina *Instytucje wydawnicze w II Rzeczypospolitej* [Publishing Institutions in the Second Republic] (2001); Słodkowska, Elżbieta *Produkcja i rozpowszechnianie wydawnictw w Królestwie Polskim* [Production and Distribution of Publications in The Polish Kingdom] (2002); Ossowski, Kazimierz *Prasa Księstwa Warszawskiego* [Press of the Duchy of Warsaw] (2004); *Ludzie i książki. Studia historyczne* [People and Books. A Historical Studies], ed. J. Kostecki (2006).
- (2) The publication in question regarding censorship was *Piśmiennictwo – systemy kontroli – obiegi alternatywne*

[Writing – Control Systems – Alternative Circulations], ed. Janusz Kostecki and Alina Brodzka, Vol. 1–2, Warszawa 1992; In the series *Z Dziejów Kultury Czytelniczej w Polsce*, 8 [The History of Reading Culture in Poland, 8].

- (3) The publications in question are: *Alfawitnyj Spisok Soczinenijam Rassmotriennym Inostrannuju Cenzuroju* (1865–1871, 1878–1904), periodical registers featured in: *Ukazatel' po Diełam Pieczati* (1872–1878), as well as integrated lists: *Alfawitnyj katalog knigam na polskom i žmudskom jazykach zaprieszczennym wpolnie i pozwolennym s iskluczenijami s 1830 po ijun' miesiac 1869 goda wkluczitielno*, Petersburg 1869; *Dopolnitielnyj k "Alfawitnomu katalogu 1869 g." spisok knig na polskom jazykie zaprieszczennym i pozwolennym s iskluczenijami s 1 ijułja 1869 g. po diekabr' 1876 wkluczitiel'no*, St. Petersburg 1877; *Katalog rassmotriennych inostrannoju cenzuroju sozinenij zaprieszczennych i dozwolennych s iskluczenijami s 1 ijułja 1871 g. po 1 janwarja 1897 g.*, St. Petersburg 1899.
- (4) Estreicher, Karol *Bibliografia polska XIX stulecia* [The Polish Bibliography of the 19th Century], Vol. 1–7, Kraków 1870–1882; vol. 1–4, 1900–1916; starting in 1959 a new integrated edition of the registers (the so called

re-edition) appears in Kraków, vol. 17: *Knebel-Kopytowski*; the last in the series appeared in 2000.

(5) The reviewed work in question, p. 13.

(6) The reviewed work in question, p. 17.

(7) Rowicka, Małgorzata, Kostecki, Janusz *Dozwoleno s iskluczeniem. Ingerencje rosyjskiej cenzury zagranicznej w latach 1869–1900* [*Dozwoleno s iskluczeniem. The Interference of the Russian Foreign Censor in the Years 1869–1900*]. In: *Piśmiennictwo – systemy kontroli – obiegi alternatywne* [Writing – Control Systems – Alternative Circulations] Vol. 1. Warszawa 1992, pp. 269–291; Kostecki, Janusz *Warianty wydawnicze jako reakcja na ingerencje cenzury rosyjskiej w II poł. XIX w.* [Publishing Variants as a Reaction to the Russian Censor in the Second Half of the 19th century]. In: *Trzy pokolenia. Pamięci Profesor Janiny Kulczyckiej-Saloni* [Three Generations. To the Memory of Professor Janina Kulczycka-Saloni]. Warszawa 1998, pp. 161–170.

(8) Kostecki, Janusz *Otwartość czy izolacja? Wydawnictwa importowane w Królestwie Polskim w latach 1871–1900* [Openness or Isolation? Imported Publications in the

Polish Kingdom in the Years 1871–1900]. In: *Institucje – publiczność – sytuacje lektury. Studia z historii czytelnictwa* [Institutions – Public – Literary Canon. Studies from the History of Readership], ed. J. Kostecki. Warszawa 1989, pp. 68–105; Kostecki, Janusz *Publikacje importowane na rynku księgarskim zaboru rosyjskiego w latach 1865–1904. Z problemów geografii kontaktów* [Publications Imported onto the Book Market of the Russian Partition in the Years 1865–1904. Geography of Contacts]. In: *Książka i prasa w systemie komunikacji społecznej. Przeszłość, dzień dzisiejszy, perspektywy* [The Book and Press in the System of Social Communication. The Past – Today – Perspectives], ed. Maria Juda. Lublin 2002, pp. 51–59.

(9) *Ibid.*, pp. 68–105. See also: *Publikacje importowane na rynku...* pp. 51–59.

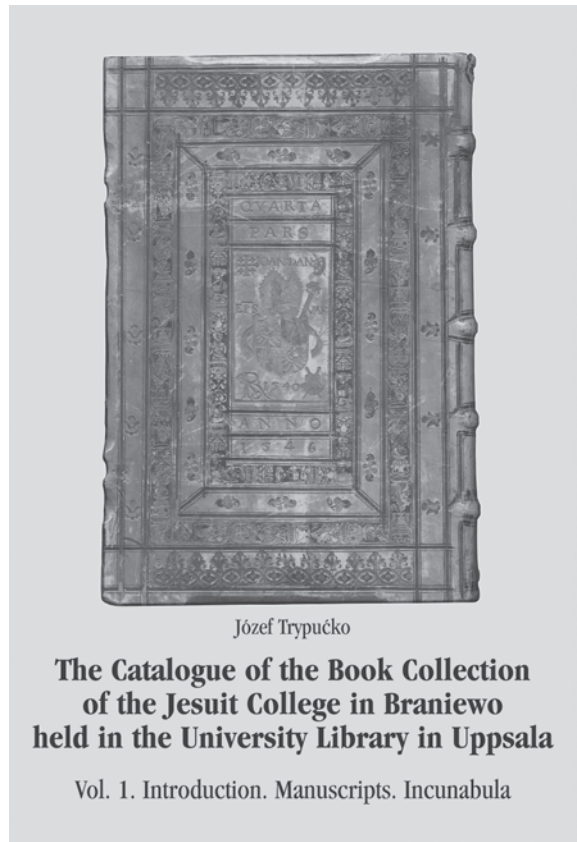
(10) *Słownik pracowników książki polskiej* [The Polish Book Workers Dictionary], ed. Irena Treichel. Warszawa–Łódź 1972; *Supplement*, 1985; *Supplement II*, ed. by Hanna Tadeusiewicz with Bogumił Karkowski. Warszawa 2000.

Reviews

The Catalogue of the Book Collection of the Jesuit College in Braniewo, held in the University Library in Uppsala

Trypućko, Józef *The Catalogue of the Book Collection of the Jesuit College in Braniewo, held in the University Library in Uppsala* (= *Katalog księgozbioru Kolegium Jezuitów w Braniewie zachowanego w Bibliotece Uniwersyteckiej w Uppsali*). Extended and completed by Michał Spandowski, edited by Michał Spandowski, Sławomir Szyller. Warszawa–Uppsala 2007. Series *Acta Bibliothecae R. Universitatis Upsaliensis* XLI. ISBN 987-83-7009-548-2, ISSN 0346-7465.

The person behind this publication is the famous Slavist, linguist and literary historian, professor Józef Trypućko (1910–1983). During his stay at the University of Uppsala from 1940, first as a lecturer in Polish studies, and from 1966 as a professor, Trypućko discovered a collection of books of Polish provenance in the university's library as well as in other Swedish repositories. They had been taken to Sweden as loot from the wars fought on Polish territory in the seventeenth century. One of the book collections seized during the invasion of the Polish region of Warmia in 1626 belonged to the Jesuit College in Braniewo. The University Library in Uppsala then acquired almost the entire collection. It was this collection that became the focus Józef Trypućko's research during the final years of his life. During an international seminar in Wrocław in 1975 celebrating the quincentenary of the Polish printing art, Trypućko presented his plan for reconstructing the collection's content on the basis of a handwritten book catalogue found in the Braniewo library from the years 1570–1626, and the books saved in the University Library in Uppsala and other Swedish libraries. He spent many years working towards accomplishing this task. His research, having reached an advanced stage, was interrupted by his death. Appointed by the executors of Trypućko's will, the chief of the Special Collections of the National Library of the time, professor Jakub Lichański continued the project. Several years later, in 1990, the National Library signed an agreement with the University Library in Uppsala establishing a joint committee that would supervise any content related matters in the project that



had been slightly modified during the negotiations. The modification consisted of a substitution of the reconstructed catalogue of the Jesuit library in Braniewo with a catalogue of books from Braniewo stored in the University Library in Uppsala. J. Lichański was superseded by two of the National Library's staff – Sławomir Szyller and Michał Spandowski – both specialists in old prints and manuscripts. Overcoming

many obstacles, with the help of the aforementioned committee and of both library administrations, they managed to bring the research to a happy end.

The National Library's Publishing House, known for its many successful publications both in terms of content and editorial work, handled the printing and publishing of the work. It appeared as part of series *Acta Bibliothecae R. Universitatis Upsaliensis* and constituted volume XLI. It was published with two title pages: the first one in English, the second in Polish. The work's *Introduction* is available in both languages, while English is used exclusively in the commentaries found in the catalogue itself.

Because of the publication's large content it is subdivided into three volumes. Volume I contains three parts: *Introduction, The Catalogue of Manuscripts, The Catalogue of Incunabula*. The second volume consists of *The Catalogue of the 16th and 17th Century Books*. *Indexes* are found in the third and final volume. They not only considerably help in taking advantage of the publication's sources but also contain important information concerning the Braniewo collection.

It is worth mentioning that the publication's introductory section also contains a twenty-six-page piece by Jakub Z. Lichański entitled *The Book Collection of the Jesuit College in Braniewo. History and Description*, which is a concise monograph of the library in Braniewo. The text presents the most important facts about the library in great detail and more. From its first pages the reader learns of the beginnings of the Collegium Hosianum founded in 1565 (and closed in 1780). Its importance grew when two years later a seminary was established on its grounds and when in 1578 a papal missionary school was also founded, whose main purpose was to train missionaries in order to send them to the protestant countries of Northern Europe. The author points out that at its height the college provided a learning environment for over 300 students who were not only Polish. Lithuanians, Belarussians, Russians, Italians, Spaniards, Englishmen, Scots and Scandinavians also attended the seminary. The famous Polish and European poet of the baroque Maciej Kazimierz Sarbiewski studied at the college, as did fellow poet and future professor at the university in Uppsala Johannes Messenius and several other prominent figures in the fields of literature and science. The Swedish invasion of the Warmia region in 1626 and the consequent looting of the Jesuit book collection severely hampered the

seminary's progress. There were two fundamental reasons behind the theft of the library books. The first motive was to deprive the Jesuits of their intellectual foundations, which posed a threat to the protestant religion, the faith of Swedish royal household. The second reason was to augment the rather poorly stocked library at the university in Uppsala with a valuable and rather large book collection.

In the following parts of the monograph Lichański presents a history of the research carried out on the library. It commenced by a work by Franz Hipler titled *Analecta Varmiensia. Studien zur Geschichte der ermländische Archive und Bibliotheken* (in *Zeitschrift für die Geschichte und Altertumskunde Ermlands* 5, 1870–1874, pp. 316–488) based on archival documents, some of which are no longer extant. A particularly valuable element of the publication, as the author notes himself, is the *Index librorum monasterii Brunsbergensis collegio S. I. donatorum*, despite the fact the many of its positions are unidentifiable due to the condensed form of cataloging. Isak Collijn is another researcher that appears in the discussion of library's studies. His catalogue of incunabula contains incunabula of a Braniewo provenance. He is also the author of a study dedicated to Tomasz Werner, one of the library's benefactors. Stressed is also the importance of Otto Walde's studies, which contain descriptions of literature acquired by Sweden, including that from the Braniewo library. The most important treatises concerning Polish collections held in Sweden, as Lichański writes, come from Józef Trypućko. The *Polonica vetera Upsaliensia. Catalogue des imprimés polonais ou concernant la Pologne des XVe, XVIe, XVIIe, et XVIIIe siècles conservés à la Bibliothèque de l'Université Royale d'Upsala*. Uppsala 1958 (*Acta Bibliothecae R. Universitatis Upsaliensis*, XIII), and several other works are the result of his systematic research into the Jesuit library. Lichański does not omit other research pieces such as, for example, *Sprawozdanie z poszukiwań w Szwecji...* [Report of Research in Sweden...] (Kraków 1914) by E. Barwiński, L. Birkenmajer and J. Łoś. He also mentions the articles by Sven Lindberg and Adam Heymowski concerning book bindings. Mentioned also are other works, which are completely or in part devoted to the library in Braniewo, written by T. Borawska, H. Keferstein, Wojtkowski, A. Szorc, and several other authors.

According to the many years of research, the library in Braniewo consisted of at least: 58 manuscripts, 336 incunabula and 2,255 prints

from the 16th and 17th century. Lichański states that it was one of the largest collections in Poland during the Renaissance and Baroque eras. The first person to acknowledge its importance was the papal legate Antonius Possevinus. The collection contained an assortment of Franciscan works were acquired by the Jesuits along with the monastery and other gifts. However, most of the books found in the Braniewo library had been purchased by the Jesuits. Thanks to the *Liber rationum Collegii Braunsbergensis* kept in Uppsala, it was possible to establish the amount spent on purchasing the books, unfortunately Lichański only presents the value of several selected prints. It is estimated, however, that the collection's value ranged between 5,000 and 6,000 zlotys. The decisions to procure new books were made by the library prefect (praefectus bibliothecae). Cataloging of the books was also the prefect's responsibility. Thanks to this catalogue it is known that the entire collection was divided into thematic sections: *Positivi et Patres, Scholastici, Sermocynarii, Controversiorum scriptores, Iuristae, Historici ecclesiastici, Graeci authores, Philosophici, Oratores latini, Historici prophani, Humaniora – literarum scriptores, Poetae, Grammatici, Hebraici authores, Libri germanici, Spirituales*.

J. Lichański writes, that just as in other church libraries of the time, an important element of the Braniewo collection were the many editions of the Holy Bible in the original's language as well as multilingual versions, including the famous *Complutensian Bible*. Another important component of the collection were exegetical pieces written by authors like Ioannes Nivicensis, Nicolas of Lira, Comestor, Ludolph of Saxon, Bellarmin. Sermons constitute the largest group of literature in the collection represented by the works of authors like: Gabriel Biel, Bernardinus Bustis, Ludovicus de Granada, Mefret, Pelbatrus de Themesvar, and Hieronim Powodowski. Relatively small is the number of the collection's patristic prints. Interesting also is a group of texts that argues with the different factions within the Protestant religion. Martin Luther's *Der Kleine Catechismus* published in Braniewo in 1590 can also be found in the collection. The works of Aristotle and Plato dominate the library's classical philosophy section. Medieval philosophy is represented by highly-esteemed such as Ioannes Duns Scotus and Guillelmus de Ockham. Secular pieces are also an interesting element in the collection, among which prominent are the herbariums of Pedanius Dioscorides and Otto Brunfels. J. Lichański

brings attention to the relatively large astronomy section, in which along the works of Copernicus one can find the treatises of his predecessors: Ioannes de Sacrobosco and Johannes Stoeffler. Among the many texts in the field of linguistics and rhetoric one can find the works of Desiderius Erasmus Roterodamus, Philipp Melanchthon, Paul Niavis as well as the texts of Bartholomew Keckermann, professor at the academic college in Gdansk, considered one of the great baroque scholars of 17th century Poland.

Lichański devotes relatively little attention to book bindings and presents only a few of the most characteristic examples. The reason for this is the discontinuation of the registering book binding descriptions during the project, which was to speed up its completion that was already taking more time than initially established. One can hope that a publication concerning only the book bindings, as postulated by Lichański, will appear in the near future. The chances for this happening are very good as a large part of the Braniewo library items have had graphic copies of their bindings made, which can become the basis for a study of their decorations. Thanks to the said copies it will become possible to analyze the characteristic signs of different printing presses and other bookbinding tools, which will make it likely to associate a given text with its book binding workshop, most likely the one in Pomerania.

The short monograph is followed by the Braniewo Jesuit College library catalogue of 58 manuscripts, registered according to an established descriptive method. Fifteen of them are standalone bound medieval manuscripts written and bound after the Jesuits came to Braniewo and prior to the Swedish invasion in 1626. The other 43 are bound with other prints.

The next few pages contain *The Catalogue of Incunabula*, which consists of 330 bibliographical positions numbered from 101 to 440. The descriptions of each position are made up of a bibliographical part as established in *Incunabula quae in bibliothecis Poloniae asservantur* (IBP), with the addition of a bibliographical citation and text concerning the individual characteristics of a given incunabulum – its state of preservation, marginalia, provenance and its current catalogue number.

The collection of incunabula considerably increases the Warmian library's historic and cognitive quality. It constitutes more than 10% of the library's volumes and contains prints from the earliest period of typographical art; dated as one of the earliest is a text by the theologian and

scholar of the carolingian Renaissance Maurus Rabanus titled *De Sermonum proprietate, sive Opus de universo* printed in 1467. Slightly newer is a small piece by the famous medieval mystic Ioannes Gerson titled *De meditatione cordis etc.* printed in 1468. Several other pieces were also printed before 1470. A large number of incunabula were printed in printing houses distinguished in the development of typographic art such as those belonging of Heinrich Zell, Günther Zainer and Gutenberg's associate Peter Schöffer. To be found among the discussed incunabula is a unique print: Alexander de Villa Dei's *Oratio congrua secundum mentem Alexandri* (GW 1215). There are also quite a few rare prints. One of them is Alexander de Villa Dei's didactic poem *Doctrinale*. P. 2. (GW 1171), which can be found in only one other library. Another extremely rare position is Donat's *Ars minor* (GW 8924), a Latin textbook, which also can be found in only one other library besides the Braniewo collection in Uppsala. There are many other valuable prints in the Jesuit library. More than 50 editions of Braniewo incunabula are unknown to Polish libraries as they have not been registered in the IBP. Valuable pieces that have found a meager representation in modern libraries are those by classical authors: Aristotle, Homer, Hesiod, Isocrates, Caesar, Lucius Columella, Juvenal, Statius, Pliny the Younger, Marcus Fabius Quintilianus, and other humanists such as Ioannes Pico do Mirandola and Ioannes Poggio Bracciolini, Marsilius Ficino, Pomponius Laetus, Aldus Manutius, Joachim Vadian. Among the works of these author is the *Hortulus elegantiarum* by Laurentius Corvinus, a Silesian and friend of the Warmian canon Copernicus.

The entirety of Volume II is taken up by a list of 2,255 prints in 2,339 items from the 16th and 17th century; 300 of them are strictly from the 17th century. The item descriptions were made according to the standard method used for old prints as established in the ISBD(A) (PN N-01152-8). Next to the basic bibliographical data (keyword, title, location, publisher, year of publishing, and format) one can find the specific characteristic data of a given item – information concerning its state of preservation and provenance. The descriptions, as mentioned before, unfortunately do not contain information detailing an item's bookbinding. The list is very transparent, bibliographical entries are graphically separated from the information concerning a given prints individual characteristics.

Volume III consists of a series of indexes, which enable one to broaden one's knowledge of the Jesuit College library in Braniewo beyond the information, found in Lichański's text. The *Index of Provenances* is extremely informative. It enumerates about 450 book owners – owners of incunabula, 16th and 17th century prints and manuscripts. Most of the prints come from Franciscan monks and they constitute the foundations of the Jesuit library. 90 of them can be found in the Volume III index. In the spotlight are prints donated to the monks by the Leipzig University professor, Thomas Werner who was known as "the most diligent and interesting book collector of his time". He kept close relations with the Braniewo Franciscan monks; he even had his own cell in the monastery. The index contains 48 of his books (13 of them are manuscripts). Several of the prints possess records showing that their previous owners were members of the Jesuit College in Braniewo. They were professors at the college as well as other officials – the rector, college prefects, seminar prefects, etc.

23 prints in the Braniewo collection belonged to the Collegium Societatis Jesu in Suetia and came from the post-Franciscan library in Gramunkeholmen; they were moved to Braniewo in 1580. The Braniewo library also contains books that previously belonged to other Jesuit colleges and their members: colleges in Kalisz, Pułtusk, Połock and even Halle in Saxony. A print from Kraków containing a Polish translation of the *New Testament* was dedicated to the Braniewo College by the translator Jakub Wujek, who in the course of his eventful life served as college rector in Poznań and Vilnius. One of the few Italian prints found in the Braniewo collection belonged to the first Pole to hold the office of Provincial in the Polish Province (1608–1613) – Piotr Fabricius. There exist also books that were previously held by Franciscan monks in Barczew and Gdańsk as well as by the abbot of a Premonstratensian monastery in Wrocław.

A separate group in the Braniewo collections contains 30 books by church dignitaries. Most of them belonged to Warmian bishop's: Stanisław Hozjusz, often called a "bona fide bibliophile" (20), Jan Dantyszek (5), one of the greatest Polish book enthusiasts of the Renaissance and leading historiographer of the 16th century, Marcin Kromer (2), Andrzej Batory (1) whose collection possessed over 300 books at the time of his death, and Michał Działyński (3). One print belonged to Hozjusz's secretary Stanisław Reszko, who displayed a considerable

love for books – he donated many and received books from writers like Michel de Montaigne who wrote the famous *Essais*, as well as from the renowned poet Torquato Tasso and the well known literary enthusiast Płock bishop Piotr Dunin-Wolski. The Braniewo collections contain books from other ecclesiastical provinces: from the Gniezno province, archbishop Stanisław Karnkowski, a known bibliophile – 330 prints from his private collection survived to this day and can be found in several Polish libraries; from the Pomeranian-Kuyavian province bishops Paweł Wołucki and Mikołaj Wolski. One of the prints bears a handwritten dedication to Hozjusz from the bishop in Antwerp. Lastly, A Possewin must be mentioned. The papal legate donated three books.

The regular canons' collection, specifically that of the Warmian chapter, is also fairly large. Four prints, including three incunabula, come from its most famous member – Copernicus; they consist of three medical pieces – Copernicus being a medical doctor – and one work in the field of astronomy. Another impressive group of books constitute the prints of other canons associated with Copernicus: Achacy Freundt, Bernard and Jan Sculteti, and Fabian Emmerich, whose 28 books are found among the Jesuit prints from Braniewo. There is also one print owned by canon Jerzy Donner, which contains Copernicus's *De revolutionibus* published in Nuremberg and dedicated by Jerzy Joachim Retyk, a professor at the university in Wittenberg and Leipzig. There are also the books of canons from outside Warmia: from Kraków, Płock, Poznań, Vilnius, and Wiślica.

The canons from the chapter in Dobrze Miasto contributed considerably to the creation of the Braniewo library. Their own library had been found in the 14th century and counted 250 books by the beginning of the 17th century. At least several books come from the collections of parish clergy mainly from Warmia from cities like: Braniewo, Barczewo, Dobrze Miasto, Reszel, and a few smaller settlements in the region. The Braniewo Jesuit library also received books from several parish rectors from the Royal Prussia region: from Malbork, Chełmno and several other villages in the province. The Jesuit collection also contains three prints from the parson of Saint Stephen's church in Kraków Tomasz Płaza, who had been an associate of Marcin Kromer and spent many years aspiring to the honor of Warmian canon. The provenance index mentions also clergy from Pärnu in

Estonia and from Fulnki near Ostrawa in Moravia. Several prints had belonged to professors of the university in Kraków: Stanisław Grzepski, who not only had the reputation of a prominent philologist but also a collector and humanist, and the pedagogue Benedykt Hrbest. His brother Jan, whose three prints can be found in the Braniewo collection, was a professor at the Lubranscianum and also queen Catherine Jagiellon's confessor. One print, with fonts used in the publishing house of Mikołaj Radziwiłł, belonged to Pedro Vian, a professor of moral and polemic theology and philosophy at the Vilnius Academy. Several books, before they found their way to the Braniewo library, belonged to royal secretaries Paweł Górnicki, Jan Skrzetuski, Maciej Smogulecki, Krzysztof Warzewicki and Adam Steinhallen.

It is important to mention the Warmian laymen who donated books to the Braniewo library. The provenance index mentions two representatives of the patrician family Bartsch. One of them held the position of Braniewo consul, the other was a senator in the city; worth adding is that their private collections were, just like the Jesuit collection, looted during the Swedish invasion in 1626.

Michał Neander (Neumann) contributed much more to the library. Bishop Marcin Kromer's notary and the main overseer of the bishop's lands, he donated his entire collection to the library. His manuscript and 100 prints are held in Uppsala. Some of the owners of the books held in the Braniewo library were also individuals in the Protestant community of Royal Prussia. On a tiny, incidental print one can see the name of Henryk Möller, the rector of the Gdansk Lutheran College, who was also an accomplished poet. Two other prints bear the handwritten dedications from Wilhelm Gnapheus, a prominent Dutch humanist and rector of a college in Elbląg. Two books from the collection under discussion bring up the names of two fairly known Gdansk bibliophiles: Jan Kraus and Balthasar Andreae, who had been caught up in a feud between each other, and also between the Braniewo printer Jerzy Schönfels. The next list of the publication, *Index of Places of Printing* provides information concerning the locations where given books found in the Braniewo collections were printed. Thanks to this information it becomes evident that German printing houses created most of the prints: most originated in the bishop's press in Cologne, fewer in Strasburg, Ingolstadt and Leipzig. Few books found their way to Braniewo from the

other German printing houses. Many of the prints in the Warmian library came from Basel, the largest printing center in 16th century Europe. Among them are prints pressed with the fonts of the “prince of printers” Johann Froben and the equally famous humanist and printer Johann Oporin. Those of Venice best represent the output of Italian printing houses. Most famous among these printers was Aldus Manutius. The Braniewo collections contain several of his prints together with those of his successors, which mark a visible evolution in the art of printing. The French printing legacy is represented mostly by the works created in two of the most important printing centers of the country – Paris and Lyon. Most of the Dutch prints found in the collection were created in Antwerp. It is obvious that the collection also contains prints made in Poland. The most were created in Kraków: 111 prints. Most of the others were printed in Jesuit presses: Braniewo – 20, Poznań – 32, Kalisz – 4. Polish print production is supplemented by three prints created by the greatest 16th century printer in Gdansk Jan Rhody – two of them contain plays which were written with the help of the aforementioned Dutch playwright Wilhelm Gnapheus; the third print contains a collection of poetry written by Michał Retellius, a poet and professor of pronunciation and local poetry at the Academic College. The press in Toruń printed a work by the professor of humanities in Lovanium, Cornelius Valerius, while eight others were printed in the capital of the Duchy of Prussia: Königsberg. Three of these prints were on the topic of amber, also known as “Baltic gold”.

The *Index of Languages* presents the linguistic diversity of the Jesuit collections, with books written in 11 languages. Latin, for obvious reasons, is the dominant language. Placing second is the Greek language with 93 prints. The dominance of these two languages was also, in part, influenced by the college’s didactic programme, with both Greek and Latin obligatory. Only 12 prints are in Hebrew and two in Aramaic and Chaldean.

From among the national languages the most popular are books in German – over 200, which is the result of not only the large influence of German presses between the 15th and 17th century, but also the education of German-speaking youth in the College who came mostly from Germany and the bilingual regions of Royal Prussia. There are 31 prints in Polish. There are eight less in Italian, five bibliographical items are in French, four in Spanish and one each in Czech and Slovenian.

The book’s publishers did not forget to add an illustrated section. Volume III’s final pages contain 16 full-page black-and-white photos of the title page of the catalogue of manuscripts found Jesuit College in Braniewo as well as the title pages of 15th century prints pressed in Poland and in other countries of Western and Southern Europe. Most of the photos have notes denoting ownership. One of the photographs presents the interesting binding of a volume from bishop Dantyszek’s collection, its decorative quality was the cause for using a similar binding for all three volume’s of *The Catalogue of the Book Collection of the Jesuit College in Braniewo held in the University Library in Uppsala*. Regrettably, the illustrated material is rather scarce compared to the iconographic richness of the books found in the Braniewo library.

The Catalogue of the Book Collection of the Jesuit College in Braniewo held in the University Library in Uppsala is in many ways a well-executed publication. The large amount of time during the project took place was not time wasted. The commitment and abilities of the people involved, specifically those of the Catalogue’s main researchers, brought expected results. The book indexes contained in this publication concerning the Jesuit College library in Braniewo, which was one of the largest Polish collections in 16th and 17th century, constitute an interesting piece of research material not only to literary historians and other libraries. Researchers of typography and other forms of writing as well as science historians will also find it very valuable. It will also be an important piece used in the studies of the history of education, specifically Jesuit.

The publication’s impact is even greater due its very nature. It is one of the very few bibliopolical works, which restore the importance of Polish literature and culture, which during the course of the centuries, as a result of many invasions and wars, has suffered dramatically. It will most likely not only be an important item among the books published in the *Acta R. Universitatis Upsaliensis* but also in any research into the history of Swedish libraries and culture.

The Catalogue of the Book Collection of the Jesuit College in Braniewo held in the University Library in Uppsala is the successful result of the cooperation between the National Library in Warsaw and the University Library in Uppsala. It may prove to be incentive for other similar publications, the way has been paved.

Janusz Tondel

Reviews

Działalność Aleksandra Birkenmajera na rzecz ochrony zbiorów bibliotecznych. Ziemie zachodniej i północnej Polski w latach 1945–1947

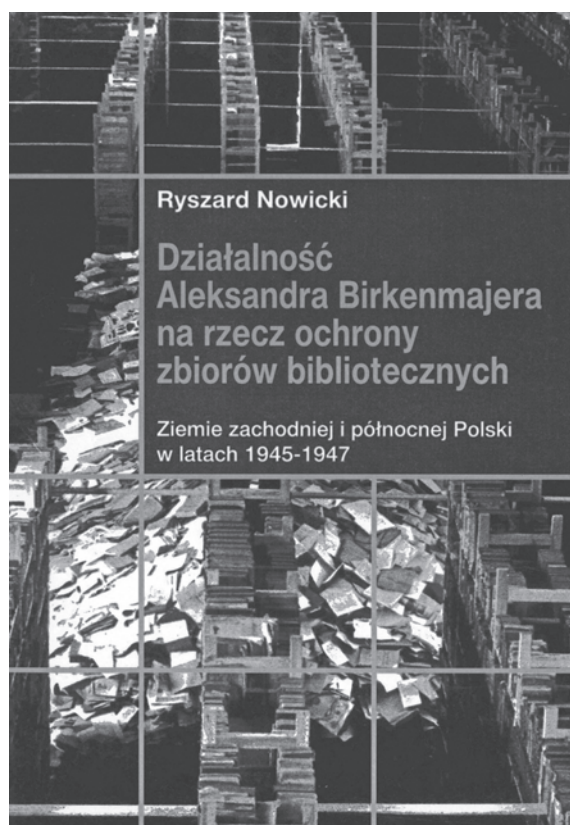
Nowicki Ryszard *Działalność Aleksandra Birkenmajera na rzecz ochrony zbiorów bibliotecznych. Ziemie zachodniej i północnej Polski w latach 1945–1947*. [Aleksander Birkenmajer Activity on the Protection of Library Collections in the Western and Northern Regions of Poland Between the Years 1945–1947]. Poznań 2006, 305 p. Uniwersytet im. Adama Mickiewicza w Poznaniu. Prace Biblioteki Uniwersyteckiej nr 27 [University of Adam Mickiewicz in Poznań. Works of the University Library No. 27]. ISBN 839187284X

Ryszard Nowicki scoured through the preserved archive materials and scholarly studies concerning the protection of library collections in the northern and western regions of Poland incorporating those of Poznań, and partly of Pomerania and Silesia. The choice of these areas was closely associated with the work of Aleksander Birkenmajer (2) between the years 1945–1947, which constitutes the primary focus of the work.

Sixty years on, the work of Birkenmajer needs to be documented and studied, particularly given that many domestic and international settlements arising from World War II have yet to be resolved.

Therefore, in both practical and intellectual terms, the work of Ryszard Nowicki is deserving of praise, particularly in that he provides a detailed analysis of war and post-war collection damage. In many cases he corrects preliminary settlements, which at the time were hastily drawn up and agreed upon.

The book actually discusses the situation of library collections in the last months of the war and in its immediate aftermath. Frequently, however, he also relates the wartime fate of collections found later in one piece or scattered. Against the background of this colossal damage, Nowicki presents in detail the stages involved in preserving the library collections by specialists, who even during the war were secretly preparing for this assignment. Whilst Polish national and municipal structures were being created, these specialists embarked on a campaign to secure the legal status of collection preservation activ-



ities, and thanks to the, on 29 November 1944 a *Circular of the Department of the Education [PKWN] on the Safeguarding and Preservation of Libraries and Library Collections* was published. It was followed by other legal and organizational decisions – though which were not always cohesive. Of essential significance was the appointment by the Minister of Education on 15 February 1945 (less than three months before

ultimate capitulation of Germany) of district library managers for the securing and further protection of collections. Managers of the largest libraries in the liberated from the Nazi occupation regions of Kraków and Kielce, Silesian province, Łódź and Poznań and Pomerania, were appointed to these positions. This last province was entrusted to the care of the director of the Poznań University Library, Aleksander Birkenmajer, and it is this region that is primarily the subject of Nowicki's thesis.

The author presents the issues relating to the preservation of library collections in western and northern Poland between the years 1945–1947 in relation to the general situation. He also brings to light both legal regulations and central bodies appointed for the preservation of the library collections. Of highest importance were: the Central Office for Libraries led in Warsaw by Józef Grycz, (3) and the branch office of the Ministry of Education headed up in Kraków by Stanisław Sierotwiński. (4) The first chapter (pp. 24–54) outlines the conditions under which the branch office had to operate as well as the results of its activity. Many digits and graphs depict these efforts. The number of books and volumes secured and brought to Kraków between the years 1945–1946 (5,462,704 in total) is worthy of particular attention. Among them was also the most valuable part of the former Prussian Library collection, found and rescued from certain destruction by Stanisław Sierotwiński in Krzeszów in July 1945.

Surely, neither the process of protecting nor of destroying the collections ended 1946. Indeed for various reasons, like poor storage in libraries, collections continued to suffer damage well after 1949, when the first action of protection of cultural heritage from destruction has finished in principle.

Following an extensive introduction, Nowicki's narrative develops in two directions, as indicated in the title: the situation in western and northern regions of Poland, and Birkenmajer's efforts to preserve library collections. Both threads are intertwined loosely with the persona of Birkenmajer, who as director of the Poznań University Library was also in charge of Pomeranian and Lower Silesia districts, albeit his primary scope of activity was Wielkopolska and its capital Poznań.

The second chapter of the monograph (pp. 55–95), is accurately entitled *Zarys ochrony zbiorów bibliotecznych w Bydgoszczy, Gdańsku, Toruniu i Wrocławiu* [An Outline of the Protection and Preservation of Library Collections in Bydgoszcz, Gdańsk, Toruń and Wrocław]. Indeed the attention of the author was concentrated on four cities, in which very energetic activities were undertaken to find and preserve scattered collections. Although the outline does not exhaust the topic, nonetheless, thanks to thorough preliminary archival research, Nowicki has widened and elaborated on our current knowledge, revealing many undisclosed facts in relation to specific libraries, and bringing to light those people carrying out such vital work in these regions. Amongst the abundance of factual knowledge, the documents faithfully depict the atmosphere of those years. The problems of everyday life are apparent: organizational chaos, the impunity of criminals and wheeler-dealers, poverty, the confusion of a lost and frightened population, and of course the lawlessness the Soviet administration and army. These problems are juxtaposed with the determination on the part of Polish librarians and others to preserve endangered collections, as demonstrated by the librarians.

Professor Birkenmajer would also have had to cope with such trials and tribulations. He was nominated to the post of director of Poznań University Library in March 1939, however, he only took up this position in March 1945, and held it until June 1947. This was a difficult period in the life of the fifty five-year old academic in that it was painful to relive the period of his life that the preservation of the collections encompassed. In his memoirs he did not like to return to this period.

The Poznań fragment of Birkenmajer's biography has until now remained almost unknown, or barely touched upon. It is, however, an important episode which allows us to complete the evaluation of the outstanding librarian worth, and to fully assess the history of Polish librarianship in this crucial period. This void is superbly filled by Nowicki's monograph, whose main section (pp. 96–251) is devoted to an analysis of the activities of director Birkenmajer, as well as those of his co-workers, to preserve library and archival collections. Based on

the wide bibliographical and source base, the author follows the multidirectional activities of the Poznań University Library team. In so doing, he presents the various stages of setting up and organizing the Library, bringing hundreds of thousands of books to the library and to temporary rooms – obtained with huge difficulty – hundred thousands of books which had been chaotically dumped in storehouses set up by the German occupiers, who also abandoned collections in Poznań itself; as well as in nearby and more distant regions, as far away as Pomerania and Lower Silesia.

This enormous task involved not only the retrieval of stores of books, their transport to Poznań and their deposition in various storage areas (sometimes so inadequately that the collections deteriorated even further or in areas offered on short term only, thus requiring transport again), but also their cleaning, preliminary registration, sorting and handing over to the rightful owners or appropriate institutions, in which they could be put to best use. Provenances were meticulously tracked, and great attempts were made to reunite dispersed collections.

At every stage, innumerable problems cropped up, be they of a political, administrative, organizational, and financial nature. And of course, there were always transport and storage issues. These issues had to be faced by all librarians during this time, but most certainly they involved professor Birkenmajer who oversaw the entire undertaking. Thanks to his scrupulous note taking, extensive documentation of these undertakings was preserved. The majority of those actions were led by him personally. Nowicki managed to retrieve the notes from the archives for examination. The book describes the professor's efforts to reconcile the requirements of library scholarship and ethics with everyday realities, staff interests and official directives. His decisions were characterized by deliberation and courage. All along the way he had to make tough choices, having to rely on his extensive knowl-

edge and of library needs. When faced with having to select books, he always recommended that the most valuable pieces be preserved: archive records, special library collections, old publications and those of historical value, Polonica, encyclopedic and reference publications, book science and other scholarly books. Thanks to his endeavors, many priceless masterpieces were retrieved from the pyres.

R. Nowicki enumerates that “as a result of the activities of the director of the Poznań University Library and the Library of Collections Secured in Poznań between the years 1945–1949, 1,212,771 volumes were secured by the staff; 1,125,060 volumes were sorted, and 945,880 volumes were apportioned and claimed from various institutions and private persons. Aleksander Birkenmajer oversaw the protection and the transportation of as many as 78% of these books (p. 249).

The cited figures speak for themselves, especially as they were properly documented with source materials. They constitute a summary of the fate of certain book collections as depicted together with the circumstances of their rescue, and infrequently of their destruction. However, on the backstage of these successful endeavors appear several dozens and hundred thousands of copies that could not have been protected and they suffered various guilts and circumstances of war and afterwar period.

Ryszard Nowicki's book constitutes a weighty contribution to the broader discussion of Poland's past. However, it is somewhat difficult to read as it overwhelms and overburdens with facts based on vast documentation, which has barely been used in research work to date. Having said that, the work does introduce numerous new pieces of information about specific collections and situations, and draws intimate portraits of those who played a role in saving collections that would otherwise have been lost to posterity.

Barbara Bieńkowska

Notes

(1) This text constitutes an altered version of a review which was published in *the Przegląd Biblioteczny* 2007, Vol. 3, pp. 423–426.

(2) Aleksander Birkenmajer (1890–1967), outstanding librarian, bibliologist and historian of sciences. Profes-

sor at the Jagiellonian University in Kraków and at Warsaw University. In the years 1939 and 1945–1947 he was the director of the Poznań University Library, between the years 1947–1951 he was the director of the Jagiellonian Library, whereas between the years 1951–1960 he headed up the Department of Library Sciences of the Warsaw University which he set up from scratch.

He played an important role in the Polish and international library life. From 1947 he was also an honorary vice-president of IFLA. His selected works were published in three volumes: *Etudes d'histoire des sciences et de la philosophie du moyen âge* (Wrocław 1970), *Etudes d'histoire des sciences en Pologne* (Wrocław 1972), *Studia bibliologiczne* [Bibliologic Studies] (Wrocław 1975). The rich manuscript legacy is currently being kept at the Jagiellonian Library.

(3) Józef Grycz (1890–1954), librarian, co-author of the modern Polish librarianship. Between the years 1928–1930 he was the director of Kórnik Library, between the years 1940–1944 he was the head of the National Library; during the World War II, an underground

activist for the protection of Polish libraries; between the years 1946–1948 he was the director of the Central Office for Libraries in the Ministry of Education; between the years 1949–1954 he was a vice-director of the National Library.

(4) Stanisław Sierotwiński (1905–1975), librarian, bibliologist, professor at the Jagiellonian University. From 1934 he was connected with librarianship. In the years 1945–1947 he was a delegate of the Ministry of Education responsible for securing and preserving abandoned libraries. He played a major role in preserving the collections which were at risk of being destroyed. Together with his team he rescued over five million volumes altogether, including works of the highest value.

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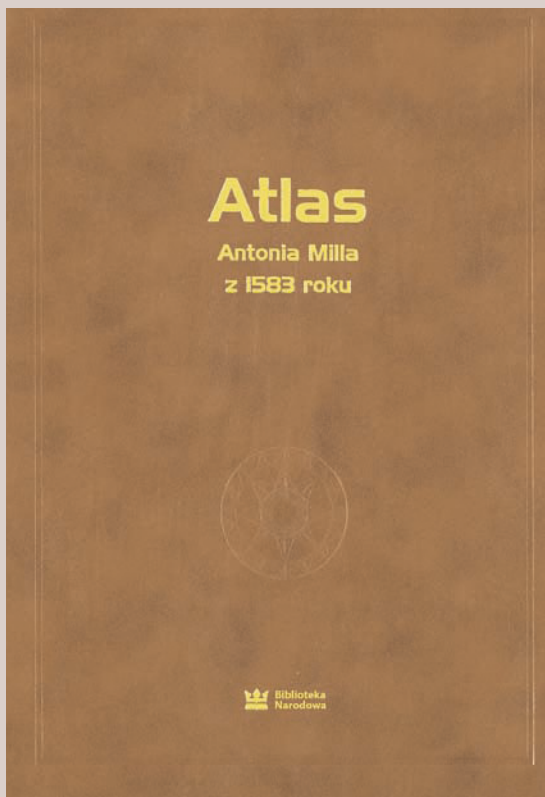
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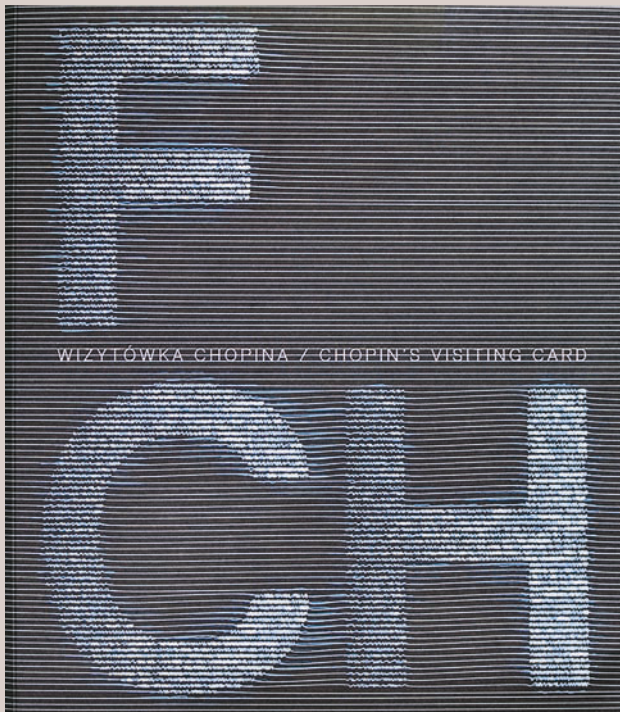
Atlas Antonia Milla "Geographicae tabulae in charta pergamena" z 1583 roku [Antonio Milla's Atlas "Geographicae tabulae in charta pergamena" of 1583]. Editors: Ewelina Bykuć, Lucyna Szaniawska, Maria Woźniak. Warszawa, Biblioteka Narodowa 2010 Series: Druki Bibliofilskie, 40.

This reproduction of the nautical atlas by the Italian cartographer Antonio Milla, published by the National Library, includes an extensive scholarly commentary. The 16th century atlas represents a collection of extraordinary, beautifully executed Portolano charts – maps used by sailors – featuring a precisely described coastline with well-marked names of ports, unsafe nearshore zones and places visible from a vessel, allowing to determine its location. The atlas contains eight maps whose originals were made on parchment leaves, measuring 41x65 cm. Each map, hand-drawn and described in ink, is ornamented with colour, gilt and silvered wind roses, flags, coats of arms, vessels and sketches of architecture that symbolize large towns. To make the atlas more accessible to contemporary readers, the reproductions are followed by a descriptive part.



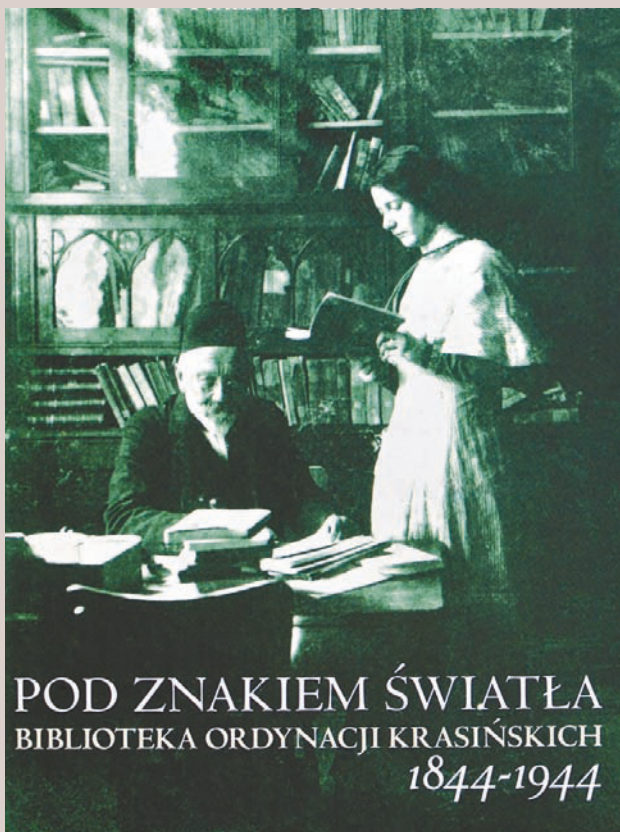
Kazania świętokrzyskie. Nowa edycja. Propozycje badawcze [The Holy Cross Sermons. New edition. Research Proposals]. Editor: Paweł Stępień, cooperation: Halina Tchorzewska-Kabata and Izabela Winiarska-Górska. Warszawa, Biblioteka Narodowa 2009

The publication contains a new edition of *The Holy Cross Sermons*, the oldest extant manuscript of Polish prose, dating from the 14th century, held at the National Library in Warsaw, Poland. Published 75 years after the milestone Jan Łoś's and Władysław Semkowicz's edition of *The Sermons*, it contains facsimiles of all leaves of *The Sermons*, and the most recent transliteration and transcription of the manuscript supported by a rich scholarly apparatus, including a dictionary-cum-index of words, frequency index, translation of all Latin parts of the text into Polish done for the first time for this edition, as well as extensive commentaries giving insight into sources and contexts of the sermons, plus a meticulously selected illustrative material. The monographic part of the book includes scholarly dissertations by eminent contemporary experts on the Middle Ages, presenting *The Sermons* as a unique document of the 14th century language and intellectual culture.



Wizytówka Chopina / Chopin's Visiting Card. Autografy w zbiorach Biblioteki Narodowej. Katalog wystawy [Autographs in the National Library Collections. Exhibition Catalogue]. Warszawa, Biblioteka Narodowa 2010

To mark the Chopin Year 2010, the National Library organised a multimedia exhibition of its collection of music manuscripts of the great composer – the largest such collection worldwide. The exhibition catalogue, published in Polish and in English, presents the rich history of Chopin's autographs, as well as sources of his musical inspiration and the specific features of music genres he exercised. It contains reproductions of autographs of *Fantasia in F minor* op. 49, *Sonata in H minor* op. 58, *Polonaise-Fantasia in A flat major* op. 61, second *Nocturne in D flat major* op. 27, two *Nocturnes* op. 55, two *Nocturnes* op. 62, four *Mazurkas* op. 24, four *Mazurkas* op. 33, three *Mazurkas* op. 56, *Allegro de concert* op. 46 and the manuscript of the music score of the *Piano Concerto in F minor* op. 21. The catalogue publishes also 9 letters by the composer preserved at the National Library and an authentic Chopin's visiting card once found in an album of a Polish painter Zofia Ossolińska.



Halina Tchorzewska-Kabata Pod znakiem światła. Biblioteka Ordynacji Krasieńskich 1844–1944 [Under the Sign of Light. The Library of the Krasieński Estate 1844–1944]. Warszawa, Biblioteka Narodowa 2010

A monograph on the Library of the Krasieński Estate, one of the largest and most valuable private libraries in Poland, provides an account of the Library's scholarly, publishing and cultural activities shown against the background of the rich cultural life of the Warsaw-based intelligentsia grouped around the Library founders in the second half of the 19th century and the first half of the 20th century. The publication provides a portrayal of all stages of the institution's history: its heyday and its tragic end in 1944 when after the fall of the Warsaw Uprising the Library burnt down together with most of its precious collections. The publication is largely based on previously unknown sources and it comes complete with a meticulously selected documentary material which has been highlighted in the text. A special mention is due to the book's original and carefully prepared artwork.