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## POST-WAR POLISH SCHOLARSHIP ON THE HISTORY AND THEORY OF LIBRARY SCIENCE\*

Post-war theories of library science as a scientific discipline, selected original concepts and research directions. The influence of post-war concepts of library science on the changing image of the library and the evolution of the academic programme for training librarians. The discipline's publishing output and its role in education.

KEY WORDS: library science, theory of library science, history of library science, librarianship, academic training of librarians

Theoretical and practical proposals in Polish library science to an extent refer to and not infrequently stem from the unquestionably valuable work done under the Second Republic and the efforts and discussions commenced at that time with a view to developing library policies in independent Poland.<sup>1</sup> Despite the incomplete legislation and, primarily, the lack of law-anchored standardisation (even though relevant bills were drawn up), meaningful and impactful actions were undertaken to initiate the development of the theoretical foundations of library science and to systematise and standardise a range of organisational arrangements, including those concerning the operations of libraries and the education of the library staff (Gaca-Dąbrowska, 1983, 2007). An immense influence on the formation of modern library science and librarianship was exerted by the National Library,

\* Editor's note: This paper is a translation of a slightly modified and revised version of the article 'Powojenny dorobek polskiej nauki w zakresie historii i teorii bibliotekoznawstwa' originally published in volume 60 of *Roczniki Biblioteczne*.

<sup>1</sup> Translator's note: The Second Republic (Polish: *Druga Rzeczpospolita*) is a term that customarily refers to Poland in the interwar period, that is, between regaining sovereign statehood in the aftermath of the First World War and falling under the Nazi occupation during the Second World War.

which was founded on 24 February 1928 and continued the tradition of the Public Library of the Commonwealth<sup>2</sup> (Polish: Biblioteka Publiczna Rzeczypospolitej) (the Załuski Public Library [Polish: Biblioteka Publiczna Załuskich]), established by Józef Andrzej and Andrzej Stanisław Załuski in 1747 (and nationalised in 1780). Notable were also the impact of concerted activities undertaken by the Polish Librarians' Union (Polish: Związek Bibliotekarzy Polskich), founded in 1917 (today: the Polish Librarians' Association [Polish: Stowarzyszenie Bibliotekarzy Polskich]) and the role of *Przegląd Biblioteczny* [*Library Survey*] (launched in Cracow in 1927), Poland's oldest periodical dedicated to library science. Systematic changes in several areas of library science and librarianship were facilitated by the engagement and efforts of a distinguished group of practitioners and theorists with their discussions and polemics at congresses and conferences, as well as by the implementation of various forms of librarian education and training.

A new quality, research prospects and conditions for the continuation of several pre-war projects were channelled by the *Dekret o bibliotekach i opiece nad zbiorami bibliotecznymi* [*Decree on Libraries and the Protection of Library Holdings*] (issued on 17 April 1946), and the turning points in the evolution of this field to a degree resulted from and at the same time prompted amendments to successive legislation, such as Laws on Libraries of 9 April 1968 and 27 June 1997.

To offer a comprehensive overview of Polish post-war scholarship on the theory and history of library science, that is, the concepts and practical solutions concerning the library as an institution ('library expertise'), is a substantial challenge to a researcher and, simultaneously, a reviewer, because such a venture may by necessity entail identifying the major research trends and registering the still ongoing discussions on the disciplinary scope of library science. The central issues that must be included in such an account concern the status, function, mission, typology and organisational culture of libraries, the advancement and quality of library processes, standardisation (including professional standardisation) and, thus, the policy and change perspectives in the education of library scientists and librarians, first and foremost at the university level.

Library science is defined as 'a scholarly discipline that belongs to the social sciences and studies libraries as a system of social communication, along with the role of this system in broadly conceive culture. Library science is one of the subdisciplines of bibliology<sup>3</sup>' (Czapnik & Gruszka, 2011, p. 43). These issues have historically been and still are at the core of multiple discussions, views and explo-

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<sup>2</sup> Translator's note: The Commonwealth (Polish: Rzeczpospolita) refers to the Polish-Lithuanian Commonwealth, a state founded by the union of the Kingdom of Poland and the Grand Duchy of Lithuania in the 16th century.

<sup>3</sup> Translator's note: Throughout this paper, 'bibliology' refers to the science of books and not to the study of the Bible.

rations, starting from the *Krótki rys zasad bibliotekoznawstwa* [*The Principles of Library Science: A Brief Outline*] by Włodzimierz Górski (Warszawa 1862), to the concepts proposed by Józef Grycz and Leon Bykowski in the interwar period (Gaca-Dąbrowska, 2007, pp. 131–132; Migoń, 2003, pp. 155–168) and early post-war notions, mostly initiated before 1945 by the founders of Polish library science, such as Adam Łysakowski, Stefan Vrtel-Wierczyński, Aleksander Birkenmajer, Jan Muszkowski and Karol Głombiowski, to the modern ideas propounded by Helena Więckowska, Zofia Gaca-Dąbrowska, Jerzy Ratajewski, Barbara Sordylowa and Jacek Wojciechowski.<sup>4</sup>

Głombiowski argued that:

The idea of marking off a set of issues related to the book and its historically major repository — the library — from the rest of cultural phenomena is not an utter novelty; nor is it entirely unfounded [...]. From our point of view today, the problem of the library is above all the problem of book mediation, where we inquire what book is offered and in what way by the library to particular readers. This also involves all the issues of information service, thus of bibliography as well [...]. The quandary whether the book exists thanks to the library or whether the existence of the library is premised on the existence of the book can be, I believe, easily settled by pointing out the primacy and precedence of the book [...]. The discipline is not constituted by the so-called science of the library, whose scholarly field is far too little developed to form an academic discipline of its own, but it can be constituted by the science of the book, with the library as a considerable part of its lively scholarly matter. (Głombiowski, 1962, pp. 1; 3; 14)

In Głombiowski's view, 'the science of the book is a research discipline that provides the best, or perhaps the only, theoretical foundation for the operations of the library apparatus of book distribution' (Głombiowski, 1962, p. 15).

A different position on the issue, with library science regarded as 'a nodal discipline,' was adopted by Krystyna Remerowa (1953, 1966), Władysław Piasecki (1968) and Helena Więckowska (1973). In the dynamic post-war realities, until the early 1970s, library science as a discipline was, in many researchers' view, part of bibliology, as evinced by the definition in the *Encyklopedia wiedzy o książce* [*Encyclopaedia of the Knowledge of the Book*], which held that library science

is one of the sectors of book science dedicated to the study of the history and organisation of the library as a scientific and socio-educational institution. It comprises subjects such as the history of libraries, the organisation and typology of libraries with their variously performed social functions and librarianship [...] library science takes a defined place in the ensemble of disciplines that make up bibliology, side by side with the history of the book, bibliography and theory of reading practices. In the classification scheme with divisions based on the major issues of bibliology, that is, the production, mediation and consumption of the book, library science is located in the mediation segment (together with bibliography and bookselling). (Birkenmajer, Kocowski, & Trzynadlowski, 1971)

<sup>4</sup> Historical issues have been investigated, for example, by Jerzy Ratajewski (2002) and Elżbieta Gondek (2013).

For its part, the later *Encyklopedia współczesnego bibliotekarstwa polskiego* [*Encyclopaedia of Contemporary Polish Librarianship*] defined library science as ‘a science devoted to the study of the library, one of the basic elements in the process of the accumulation, social distribution of and information on book content. It forms part of an ensemble of bibliological disciplines that research processes related to the production, dissemination, use and reader reception of the book’ (Głombiowski, Świdorski, & Więckowska, 1976, pp. 80–81). This definition was coined by Więckowska, who observed that ‘like abroad, we have not seen yet a complete crystallisation of the notion of library science as a scholarly discipline, and despite the difference of opinion on its relation to book science and its autonomy, the direction in which contemporary Polish library science is developing is clearly observable today.’ In her other publications, Więckowska argued that, like bibliography,

library science also stands out as the historical and present study of the social functions of libraries as institutions that collect and disseminate books and disseminate information on their content. [...] thus-conceived Polish library science has broad research perspectives opening to it and oriented toward the issues of the modernisation of today’s libraries: their organisational structure, functional arrangements and working methods so as to properly and rationally utilise new techniques, mechanisation and automation to meet the needs of the public. (Więckowska, 1973, p. 267)

She concluded by stating that Muszkowski’s<sup>5</sup> classification scheme, ‘while very perspicuous and logical, calls for some modification today as a result of the development processes of its constituent parts, as some of them undergo specialisation whereas others integration’ (Więckowska, 1973, p. 265). Więckowska also encouraged pursuing innovative research and proposed priority tasks in the scope of 1) library collections (appealing to protect and secure them against damage); 2) information on the holdings (‘their full disclosure,’ first of all with respect to special collections); 3) modernisation of library paraphernalia (mechanisation); 4) implementation of new organisation forms at university libraries; 5) building and equipment; 6) legislation; and 7) interlibrary collaboration. Her proposals regarding the research staff included the urgency of establishing a fourth (following Lodz, Warsaw and Wroclaw) Institute of Library Science at the Jagiellonian University with a complete full-time and part-time degree programme and the insistence on intensifying research by founding a scholarly, rather than ‘bureaucratic,’ central institution, which she called the Institute of Book and Library Science (Polish: Instytut Księgo- i Bibliotekoznawstwa), for example, as part of the Polish Academy of Sciences (Więckowska, 1973, pp. 267–277).

In the mid-70s, the discipline was certainly experiencing a robust development, as the first Library and Information Science Department, founded in Lodz

<sup>5</sup> In this view, bibliological research covers three stages in book development: production, circulation and reception. The circulation segment comprises library science, bibliography and bookselling (Muszkowski, 1936, 2nd expanded ed. 1951).

in 1945, and the Library Science Departments in Warsaw (1951) and Wrocław (1956) were joined by new hubs of academic training, established one by one at Bydgoszcz and at Cracow's Higher Teacher Training College (present-day University of Pedagogy, 1971) and, initially as Sections, at the Jagiellonian University's Institute of Polish Studies, the Maria-Curie Skłodowska University in Lublin and the University of Silesia (1974), as well as in Kielce (1975/1976) and Torun (1976).

In the early 1980s, library science was recognised as an independent scholarly discipline 'with its own research field, which only partly overlapped with that of bibliology' (Migoń, 1984, p. 203). The newly acquired disciplinary autonomy propelled a further vigorous development of theory and research methodology, exemplified by the concepts of Gaca-Dąbrowska and Ratajewski, with Sordyłowa (1989) studying the already mutual relations of information science, bibliology and library science.

Gaca-Dąbrowska (1980, pp. 201–209) distinguished six research fields within the discipline conceptualised as 'the science of the library': 1) general issues (the normalisation of terminology and libraries, the classification and typology of libraries); 2) the library in society (the social relevance of libraries and their role in communication and dissemination systems, library propaganda, library pedagogy and library law); 3) library processes and their organisation (collection, indexing and utilisation); 4) library systems (including library policies in Poland); 5) the librarian profession (pragmatics, education, sociology and professional competencies of librarians, the status of the profession); and 6) factors in the operations of libraries (buildings, equipment, funding). Więckowska's conception ascribed a major role to the specification of the social function of libraries and their function in 'mass communication,' with the recognition of the importance of issues related to librarianship as a profession and to the materialities of libraries, such as the principles of functionality in architecture and the aesthetics of interiors.

Ratajewski devoted multiple studies to the examination of relations between library science and other sciences, in particular its embedment either in the solid or the social sciences. Referring to two research perspectives on and divergent views of library science: as an applied science (the practice of optimal action) or as an acknowledged theoretical science, he concluded:

I believe that the two positions can be reconciled by regarding library science as a scholarly discipline of complex (interdisciplinary) nature [...]. Library science is a complex science of the library and library processes that treats the library as a societal and technical (sociotechnical) system, and identifies and studies the historical, present and future social functions of the library in society. (Ratajewski, 2002, pp. 192–193)

Library science as an interdisciplinary (complex) science is at the same time a theoretical (basic) science (as it establishes the rationale and history of library as a system and the rules and patterns of its functioning), an applied science (as

it formulates guidelines for the implementation and development of processes) and a normative science (as it determines the norms and principles of effective library operations). Ratajewski's concept of 'the library as a system'<sup>6</sup> and of library science as a complex of sciences distinguished 1) the theory of library science; 2) library processes (collection, indexation and retrieval, access facilitation); 3) the methodology of library science; and 4) fields of library science, starting from the philosophy, history, sociology and psychology of libraries, to the pedagogy, marketing, economics, politics, ethics and praxeology of libraries, to the information science of the library.

Ratajewski's inclusion of information science in library science was a characteristic symptom of changes unfolding at the time, which were marked by a gradual coupling of library science and information science, leading to the foregrounding of information-related pursuits from the early 21st century on. Sordylova (1989, p. 313) argued: 'Both library science and information science take as their object the library and information-communicational infrastructure viewed on the macro-scale as a national library system and a national information system, and on the micro-scale as a system of a given library, information centre, archive or any other information facility.' Symptomatically, between 1991 and 2004, several institutes of library science were renamed to highlight information science as their major preoccupation (e.g. at the Higher Teacher Training College in Cracow, the Jagiellonian University, the Maria Curie-Skłodowska University, the Nicolaus Copernicus University and the University of Wrocław). At Cracow and Warsaw, the 'mathematical' model of studies, which was introduced in the mid-1970s, is still being consistently implemented.

A modification of the concept of library science as the 'knowledge (science) of librarianship' is also observable in Wojciechowski's publications (2002, 2006). His position characteristically emphasises the mediatory role of the library, which he defines as 'a multi-semiotic medium of communication' in the process of mediation between messages and their recipients. He identifies five stages that make mediation possible: 1) the production and coding of messages; 2) the preparation of messages for reception (from collecting to indexing-cataloguing and bibliographing); 3) the organisation of (external and internal) mediation; 4) mediation as such (making the collections accessible, information provision, marketing and promotion, work with users); and 5) the reception of messages (also the social functions of libraries and recipient groups).

In recent years, the dominant research trend looking into the operations of libraries within the system of social (public) communication has been comple-

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<sup>6</sup> In his definition, 'the library is a particular system of social communication which is organised based on its specific principles' (Ratajewski, 2002, p. 14); cf. A. Sitarska (1990).

mented by other research perspectives, for example, those attending to the library as an institution in the system of culture (Wilkoń, 2013, pp. 90–101), the image of the library as a non-profit organisation among other non-profitmaking institutions in conjunction with information and resource management and the staff (Chodyński, Huczek, & Socha, 2002), and the library as implicated in the state (national) policies. Interesting research is sparked by the presence of the library in the global information space and by the emphasis on its increasing role in information organisation, including in the virtual space. This perspective is adopted in *Bibliotekarstwo [Librarianship]* (2013), where the library is defined as an element of the information space, with library science and librarianship paired with information science. Elżbieta Gondek states that

library science is a science that emerged and then evolved as a result of the changing organisation and social functions of libraries and library activities [...]. Formal autonomy or the lack thereof of library science does not determine the issues that library practice is supposed to solve. The pragmatism of goals, tasks and functions of libraries invariably requires the compliance and adaptability of practice (and thus of theory and research methods) with and to the level of culture at a given place and time. (Gondek, 2013, pp. 102–114)

In the fundamental *Encyklopedia książki [Encyclopaedia of the Book]*, library science (the science of the library) is defined as

a discipline that studies and establishes the conditions and principles of the effective operation of libraries in their varied and temporally changing social functions. All the structural problems comprised in the notion of the library as an institution add up to its object of research [...] As of today, there is no consensus on what place library science takes in the system of sciences, and not all theorists recognise it as an autonomous discipline. (Gaca-Dąbrowska, 2017, pp. 389–390)

Today's discussions on the morphing image of libraries and their possible future models are reflected in the publications of Wojciechowski (1999, 2010, 2012a, 2012b, 2014), Jadwiga Kołodziejska (2011), Ewa Głowacka, Jan Wołosz (2012) and Elżbieta Barbara Zybert and in various authors' contributions to numerous collected volumes. 'Na rozstajach' ['At a Crossroads'], a telling title that opens Wojciechowski's (2014) analysis of the situation of libraries in 'the new environment,' appears to supply a symbolic answer to pivotal questions about the future of libraries and library science in Poland, primarily related to: 1) mediation (e.g. diversity, non-commercial dimension, the public); 2) library services; 3) the university library network and areas of cooperation of academic libraries; 4) operations of public libraries (library universalism, community-embedment, sectors of offer); and 5) the reception of Internet and printed communications (co-existence).

The attempted predictions of the development directions of Polish librarianship first and foremost bear out the urgency to systematically improve occupational skills of librarians (including distance education of users) and the need to develop research infrastructure in collaboration with the research staff. Other predictions

include the development of attractive library services to offer to the public and the systematically progressing digitisation of holdings, because the centre of library activities ‘will shift from the establishment and management of collections toward the design and provision of services.’ One highly intriguing conclusion (about 15% of probability) is that ‘the role of such groups of library users as migrants, senior citizens and believers of various denominations will increase. A dedicated offer for them will become part of the canon of services promoted in standard marketing and PR activities.’ The last place (3.7% of probability) is held by predictions of the increased role of private funding in library budgets and the ‘collaboration of business organisations with libraries based on partnership, subsidies, sponsoring or philanthropy’ (Drzewiecki, 2009, pp. 96–97).

The library-science scholarly production in Poland can be analysed through a variety of approaches. One viable manner is to examine it through the lens of the characteristic responsibilities (functions) of libraries and their mission, which entails following ‘the way of the book,’ from the politics of accumulating the holdings to the offer of services and information practices. Another approach is aligned with the typology of libraries, which results from the current provisions of the *Law on Libraries* of 17 June 1997. Investigations arranged in this way will reflect on the issues of public, research, school and pedagogical libraries and specialised and company-based libraries. According to Krzysztof Migoń (2008, p. 71), the history of libraries and librarianship forms an inseparable part of the thematic field studied by contemporary library science, but these issues require a separate and detailed analysis of research tendencies and publications of respective institutions presenting the history of libraries in Poland against the European and global backdrop. In fact, the most comprehensive treatment of library-science themes to be found in the Polish literature in self-standing and serial publications will be provided by explorations starting from the foundations of library knowledge (including library law), to resource management policies, the organisation of information and access to information, library service offer and its user groups, and ending with the management of the library and its image (library architecture and interior design). A similar module-based arrangement was proposed in *Bibliotekarstwo [Librarianship]* (2013).

The literature on library science and librarianship, therein the assessment of the state’s library policy and the analysis of organisational culture and operations of library types, is of considerable educational and utilitarian relevance to practitioner-librarians. The publishing of encyclopaedias, dictionaries, textbooks, overviews and compendia on libraries and librarianship is of equal relevance. These undoubted editorial achievements can be analysed in timeframes marked by successive legislation regulating library-related issues (the Decree of 1946 and the Laws on Libraries of 1968 and 1997) and extensive policy documents concern-



ing libraries and librarianship. A sizeable part of the latter comprises documents that define research directions and perspectives of the development of libraries in Poland, such as *Materiały z Konferencji Rogowskiej w sprawie działalności i rozwoju bibliotek* [*The Rogów Conference Proceedings on the Operations and Development of Libraries*] (Warszawa 1962), *Program rozwoju bibliotekarstwa polskiego do 1990 r.* [*Agenda for the Development of the Polish Library System by 1990*] (Poznań 1978), *Raport o stanie bibliotek polskich* [*Report on the Condition of Polish Libraries*] (Warszawa 1973, 2nd ed. Warszawa 1974), *Raport o stanie bibliotek resortu oświaty i wychowania* [*Report on the Condition of Libraries of the Schooling and Education Sector*] (Warszawa 1980) and *Stan i perspektywy bibliotekarstwa polskiego do roku 2000* [*The Polish Library System: The Current Status and Future Perspectives*] (Warszawa 1987). Library policies in Poland were meaningfully impacted by the *Plan Specjalizacji Bibliotek* [*Agenda for the Specialisation of Libraries*] of 26 April 1979, the idea of the SINTO<sup>7</sup> programme, regulations on the National Library Holdings (Polish: Narodowy Zasób Biblioteczny) (1998, 2012), policies for the archiving, protection and maintenance of holdings, especially historical book collections as cultural goods, and the deliberate, systematic digitisation of collections. The role of libraries in the process of fostering information society is importantly highlighted by nationwide library programmes, such as Biblioteka 2.0 [Library 2.0] (3.0, Second Life), Interklasa [Interclassroom] and Biblioteka+ Program Rozwoju Bibliotek [Library+ Library Development Programme]. A lot of library practices result from the models provided by the documentation developed at the National Library, such as catalogues and indexes of libraries and scientific information centres, reports, series and publications of Institutes, Departments and Sections, and translations of foreign literature (*Zeszyty Przekładów* [*Translation Cahiers*]).

A taxonomy of issues in the field of library science and librarianship is recognisable in academic textbooks. This was the role of the foundational *Bibliotekarstwo naukowe z uwzględnieniem dokumentacji technicznej* [*Research Librarianship Including Technical Documentation*] edited by Łysakowski (Warszawa 1956) and Ewa Pawlikowska's overview *Bibliotekarstwo powszechne* [*General Librarianship*] (Warszawa 1957–1959); the function of an academic textbook was also fulfilled by *Bibliotekarstwo* [*Librarianship*], published at the initiative of Zbigniew Żmigrodzki (1994 in collaboration with Ratajewski and Anna Tokarska; 2nd ed. 1998), and its latest edition (2013) with contributions of librarians, theorists and experts from various library-science hubs and institutions.

<sup>7</sup> Translator's note: SINTO stands for *System Informacji Naukowej, Technicznej i Organizacyjnej*, that is, the Scientific, Technical and Organisational Information.

After 1945, plentiful general and handbook publications on library science, compendia, university coursebooks, conference proceedings, methodological materials, 'selected texts,' 'guidebooks' and 'study resources' were published, including *Przewodnik metodyczny do nauki przedmiotu Bibliotekarstwo* [*A Methodological Guide to the Study of the Subject 'Librarianship'*] developed by Gaca-Dąbrowska and Anna Aleksiewicz (Wrocław 1976, 1978), *Materiały do studiowania bibliotekoznawstwa i informacji naukowej* [*Resources for the Study of Library Science and Information Science*] edited by Adam W. Jarosz and Henryk Kot (Katowice 1980) and a coursebook titled *Biblioteka* [*The Library*] compiled by a team headed by Ratajewski (Parts 1–2, Katowice 1976–1978). A significant educational contribution is also represented by Henryk Sawoniak's *Biblioteki współczesne. Bibliografia. Informacja naukowa* [*Contemporary Libraries. Bibliography. Information Science*] (Katowice 1995), *Vademecum bibliotekarza* [*A Librarian's Guidebook*] edited by Lucjan Biliński (Warszawa 2006) and the like publications, especially the expected *Podręczny słownik bibliotekarza i pracownika informacji* [*Concise Librarian's and Information Worker's Dictionary*] (Warszawa 2011). Library law with its successive regulations and amendments is systematically presented to the community by Tadeusz Zarzębski and Bolesław Howorka (*Bibliotekarz i prawo. Podstawowe informacje dla pracowników bibliotek* [*The Librarian and Law: Basic Information for Library Workers*], Warszawa 2010), and these issues are studied in the European context by Diana Pietruch-Reizes. Knowledge on the normalisation of libraries and the standards in place is made available in publications edited by Wołosz and Maja Wojciechowska (Warszawa 2003, 2010). Notably, a range of aspects of library policy (distinguished in Ratajewski's theory) are addressed, for example, in multi-author publications edited by Dariusz Kuźmina (Warszawa 2007, 2011).

The organisation of holdings, therein the profiling of (traditional and digital) collections, collection management and funding (fundraising, sponsoring), which are discussed in the works of Artur Jazdon and Dariusz Grygrowski (*Biblioteki i pieniądze* [*Libraries and Money*], Warszawa 2015) and in numerous collected volumes, help introduce effective library practices. These issues have also been examined by Wojciechowski and Zybert (*Kultura organizacyjna w bibliotekach. Nowe i stare idee w zarządzaniu biblioteką* [*Organisational Culture in Libraries: New and Old Ideas in Library Management*], Warszawa 2004). In recent years, multiple research projects have focused on the planned and systematic digitisation of holdings, the organisation of digital libraries and the programmes and methods for the protection and maintenance of various types of documents, also in line with the standards of the National Library Holdings (1998, 2012).

The organisation of information is one of the central responsibilities of libraries, and its coding and transmission should result from the needs and expectations

of recipients, that is, the clients and prosumers of information. Publications on these issues, textbooks, surveys and norms for ISBD-consistent document description, UDC-aligned classification and the introduction of the subject headings language (Polish: *język haseł przedmiotowych*) (JHP BN, currently Deskryptory BN, JHP KABA<sup>8</sup>) belong to the most numerous group, which is also most frequently updated by the authors. The classification of collections was a theme early explored by Eugeniusz Ścibor and Olgierd Ungurian, with the latest data on this issue provided by Barbara Sosińska-Kalata (e.g. *Klasyfikacja. Struktury organizacji wiedzy, piśmiennictwa i zasobów informacyjnych* [*Classification: The Organisational Structures of Knowledge, the Literature and Information Resources*], Warszawa 2002). The issues of subject cataloguing and indexing languages, starting with Łysakowski, the founder of the subject catalogue in Poland, were further studied by Jan Kossonoga and Jadwiga Ćwiekowa, with this work being carried on today by Jadwiga Sadowska, Jadwiga Czarnecka and Jadwiga Woźniak-Kasperek (e.g. *Wiedza i język informacyjny w paradygmacie sieciowym* [*Knowledge and Information Language in the Network Paradigm*], Warszawa 2010, 2011).

Multiple works look into the principles of collaboration between librarians from various types of libraries and other institutions of education and culture, into marketing strategies and into the promotion of libraries in their communities.

Access to information resources, library space and assessable library offer and service quality (discussed, for example, by Głowacka in *Kultura oceny w bibliotekach. Obszary, modele i metody badań jakości zasobów oraz usług biblioteczno-informacyjnych* [*Assessment Culture at Libraries: The Areas, Models and Research Methods of the Quality of Library and Information Resources and Services*], Toruń 2015) tend to be studied in conjunction with the expectations of information recipients and the degree of their satisfaction, which leads to offering new forms and methods of information practices.

Research on information behaviour is carried out by Anna Mierzecka-Szczepańska, Barbara Kamińska-Czubała and Marzena Świgoń, who studies the issues of library anxiety. For her part, Wojciechowska consistently applies herself to investigating the management of non-material resources of libraries (e.g. *Studium zarządzania niematerialnymi zasobami organizacyjnymi bibliotek* [*Managing Library Non-Material Resources: A Study*], Gdańsk 2014). There are also publications presenting results of analyses of the library staff's skills, rankings of desirable personal features in the librarian-client relationship, skills and predispositions

<sup>8</sup> Translator's note: JHP BN stands for the subject headings language of the National Library (Polish: *język haseł przedmiotowych Biblioteki Narodowej*); *Deskryptory BN* translates as 'Descriptors of the National Library'; and JHP KABA is an acronym for the subject headings language of automatic catalogues of academic libraries (Polish: *język haseł przedmiotowych katalogów automatycznych bibliotek akademickich*).

of would-be librarians as assessed by employers and library managers, educational quality and culture, professional ethics, and profiling new and attractive degree programmes for future librarians.

Publications on ethics in librarians' work have been authored by Żmigrodzki, and the discussion sparked by his *Patologia biblioteczna* [*The Library Pathology*] (Katowice 1998) yielded the *Kodeks etyki bibliotekarza i pracownika informacji naukowej* [*The Code of Ethics of Librarians and Scientific Information Workers*] developed by a team of authors (Warszawa 2005).

Librarian education, the ethos, mission and image of the librarian, ranging from 'a waiter of knowledge' to a broker and an 'architect of information,' to a digital librarian and disciplinary specialist, and the calls for designing new specialties within the profession are frequent thematic concerns addressed in library-focused periodicals; they have also been examined and assessed time and again in the papers in *Przegląd Biblioteczny* [*Library Survey*] (since the 1950s, 1987, 2000–), Więckowska's *Akademickie kształcenie bibliotekarzy. Zarys historyczny* [*Academic Librarian Education: A Historical Outline*] (1979) and in the publications of researchers from the so-called Cracow school (*Nowoczesna biblioteka* [*The Modern Library*]), the Lodz school (Stanisława Kurek-Kokocińska) and Warsaw school (Magdalena Paul).

Institutions providing university-level librarian education have an important part in training practitioners and shaping library policies in Poland. Regular research on academic education was initiated at the Jagiellonian University by Maria Kocójowa. The issue has been frequently discussed by Maria Próchnicka, and today this line of study is continued by Małgorzata Jaskowska, Agnieszka Korycińska-Huras, Monika Krakowska, Sabina Cisek and the young generation of researchers. These themes are now among the fundamental issues tackled in the debate on the fostering of a modern model of libraries and librarianship, centred around the management of holdings, information, image and high-quality physical and virtual space. In the years 2004–2008, one priority challenge was to design an attractive and inclusive offer of study programmes in bibliology and information science, in particular the foundation of new degree courses to replace or parallel the traditional 'Information and Library Science,' such as 'Information in the Institutions of E-Society,' 'Information Management' and 'Information Architecture.' The need to implement new programmes in the education process within library-science study cycles was acknowledged by Kuźmina years ago (2009), and since then, if anything, this need has only become more urgent. The organisation of the quality teaching process and the standardisation and systematic re-modelling of programmes and curricula in line with the stipulations of the National Qualification Framework (learning outcomes in knowledge, skills and competencies) were prompted

by the Bologna Declaration (1999) and the idea of establishing the European Higher Education Area.<sup>9</sup>

For several years now, the library literature has addressed the issues of library architecture and the design and furnishing of library spaces. Beginning with Zbigniew Cudnik's fundamental *Skarbnice wiedzy. Studium budownictwa bibliotek [Treasuries of Knowledge: A Study of Library Architecture]* (Warszawa 1980), the subject matter has been studied by a range of authors, including Ewa Kobierska-Maciuszko, Danuta Konieczna, Tomasz Kruszewski (*Przestrzenie biblioteki. O symbolicznej, fizycznej i społecznej obecności instytucji [Library Spaces: On the Symbolic, Physical and Social Presence of the Institution]*, Toruń 2012) and Anna Walczak.

An analysis of the scholarly literature on 'the science of the library' can also be arranged in line with the typology of libraries.

1) Issues related to research librarianship, primarily the mission, structure and function of the National Library, academic libraries of public and private HEIs, the library network of the Polish Academy of Sciences, its foreign agencies and scientific societies, and libraries structurally embedded in research-and-development institutions have been and still are studied by multiple researchers. Their publications first and foremost concern the assets of library holdings, the principles of the organisation of and access (also digital) to collections, the distinctiveness of selected document types, role in initiating new solutions for normalisation and library-related projects, the expectations and information behaviour of the recipients and information clients and even their satisfaction level. A handful of studies, for example by Ryszard Przelaskowski and Leon Łoś, have provided a comprehensive account of these issues. A dedicated volume of *Przegląd Biblioteczny [Library Survey]* (1969, nos. 2/3) was entirely devoted to the discussion of research facilities, for example, medical libraries, offered by Stanisław Konopka, the director of the Central Medical Library (Polish: Główna Biblioteka Lekarska), and the libraries of scientific societies. Besides, directories of the library network of the Polish Academy of Sciences and scientific societies have been published (1969), and the holdings of libraries abroad have been explored.

An array of studies, reports and relations depict the role of the National Library in developing nationwide library policies and the research carried out in its

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<sup>9</sup> Until 2018, the discipline 'bibliology and information science' was classified as part of the human sciences, but since 2018, it has been re-categorised as part of 'social communication and media studies' within the field of the social sciences (Regulation of the Minister of Science and Higher Education of 20 September 2018, Regulation of the Minister of Education and Science of 11 October 2022). At the moment, a new model of studies to be implemented in autumn 2023 is being discussed.

Institutes, Departments and Sections. Catalogues and surveys of its history have been published, and the issues related to the 'status of and expectations toward' the National Library have been considered in *Przegląd Biblioteczny* [*Library Survey*] (1984) and in the publications of the National Library itself, such as *Rocznik Biblioteki Narodowej* [*The National Library Yearbook*] (Warszawa 1965–). Other publications present research findings concerning priority tasks carried out at research libraries, for example, in developing and initiating new policy solutions on the accumulation and formation of collection, funding and information (knowledge) management with respect to the editing, coding (formal and subject indexing) and transmission of information and the management of the personnel as non-material library resource. Interesting publications and conference proceedings discuss the image and physical space (architecture, interior design and furnishing), virtual libraries and audits of the needs and satisfaction of users as the prosumers of information. The collaboration and cooperation of libraries, their role and mission *vis-à-vis* the scholarly community, in particular the initiation and implementation of new model solutions (e.g. Library 2.0, 3.0, Second Life, AFBN<sup>10</sup> and hybrid and participatory models) and the collaboration principles, for example, in the organisation of digital libraries, combined with concerted and systematic normalisation work certainly represent notable accomplishments of the entire community of research librarians (Wojciechowski, 2012a, pp. 477–492). The current issues related to academic libraries are addressed by numerous scholars, including the directors of the facilities involved, such as Henryk Hollender, Jazdon and Wojciechowski. Besides, regularly held conferences yield proceedings discussing these themes.

2) The literature on public libraries is related to the priority goals assigned to the network of such facilities, their important social mission and their culture-producing function, which entail a range of activities, including education, information, hobby, compensation and recreation, offered to the general public, from children and young adults to senior citizens. The first post-war publications on these issues are represented by *Bibliotekarstwo powszechne* [*General Librarianship*] edited by Pawlikowska and works by Helena Radlińska (1961) and Ryszard Przelaskowski (*Zagadnienia teoretyczne organizacji bibliotek. Studia i szkice* [*Theoretical Issues in Library Organisation: Studies and Essays*], Warszawa 1972). Changes in the legal regulations on local self-government and in the structure of the public library network resulting from redrawings of the administrative division of the country have been reflected in the literature. For example, collected volumes and regularly held conference proceedings have been published, discussing the post-1989 remodelling of libraries and the status of library science

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<sup>10</sup> Translator's note: AFBN stands for Analiza Funkcjonowania Bibliotek Naukowych, that is, the Performance Analysis of Research Libraries.

and librarianship at the turn of the millennium, with a focus on modernisation (automation), computerisation and the expansion of the services offered. The data on libraries have been recorded in the yearbook *Biblioteki Publiczne w Liczbach* [*Public Libraries in Numbers*] (1971–). Currently, an essential model is provided by the guidelines of IFLA/UNESCO published by the Polish Librarians' Association (Polish: Stowarzyszenie Bibliotekarzy Polskich) (2002). Matters related to public libraries have also been discussed by practitioner-librarians, for example, Jadwiga Kołodziejaska (e.g. *Biblioteki publiczne. Główne kierunki rozwoju* [*Public Libraries: The Main Directions of Development*] 1972, *Spoleczna funkcja biblioteki publicznej* [*The Social Function of the Public Library*] 1976, and *Lokalność i uniwersalność bibliotek* [*Libraries: Locality and Universality*] 2000), Jan Wołosz, Lucjan Biliński, Jacek Wojciechowski and Beata Żołędowska-Król (*Wizerunek biblioteki publicznej* [*The Image of the Public Library*] 2003).

In recent years, multiple publications have examined the current problems of public libraries in the context of identity, culture, their mission and the modern model of a media library and a mega-library (*Biblioteki. Tożsamość. Kultura* [*Libraries. Identity. Culture*] 2013; *Megabiblioteki. Wybrane tendencje w bibliotekarstwie publicznym* [*Mega-Libraries: Selected Tendencies in Public Librarianship*] 2015), methods of holdings management, the structure and specificity of collections (comic libraries, literature at the Arteteka of Cracow's Voivodship Public Library), the offer of services and activities for the local community, library architecture and interior design. 'Talking Book Sections,' library branches at hospitals and correctional institutions and therapeutic libraries are established as part of the public library network. Library departments for children and young adults<sup>11</sup> effectively contribute to fostering reading habits, and the activity of such facilities is scrutinised in studies by Barbara Białkowska, Grażyna Lewandowicz-Nosal, Krystyna Materska and Bronisława Woźniczka-Paruzel. Besides, there are publications analysing young adults' reading choices, a theme explored by Grażyna Straus, Michał Zajac, Mariola Antczak and the 'Lodz school' team. Several studies focus on the attractive form of media libraries for children (e.g. Wrocław, Warsaw and Olsztyn's Abecadło) and young adults (Planet 11). At the same time, rather few publications have so far analysed the principles behind the operations of hospital- and prison-based libraries, with the studies of Wanda Kozakiewicz and Aleksandra Chwastek continued by Zybert (e.g. *Biblioteki więzienne. Zarys problematyki* [*Prison Libraries: A Thematic Outline*] 1991) and Magdalena Przybysz-Stawska, who show the bibliotherapeutic, compensatory and informational functions of such facilities.

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<sup>11</sup> Wytyczne IFLA dla bibliotek obsługujących dzieci w wieku 0–18 lat [*IFLA Guidelines for Library Services for Children Aged 0–18 Years of Age*] (2020).

Since the early 1990s, a lot of attention has been devoted to the mandatory adjustments libraries must make to facilitate access for people with disabilities (e.g. Małgorzata Fedorowicz, *Człowiek niepełnosprawny w bibliotece publicznej* [*People with Disabilities at a Public Library*], 2010) and to the education and competencies of ‘clinical librarians.’ The Polish Bibliological Society (Polish: Polskie Towarzystwo Bibliologiczne) has implemented a project on ‘Updating Education for Commune Libraries’ (2011). Regularly held nationwide reading campaigns (e.g. ‘A Night with Andersen,’ ‘A Night at the Library’ and the like) have proven attractive to the users, and since 2009 the Library Development Programme (Polish: Program Rozwoju Bibliotek), initiated by the Information Society Development Foundation (Polish: Fundacja Rozwoju Społeczeństwa Informacyjnego), has assisted commune libraries in acting as local centres of social activity. The Library+ programme, launched by the Ministry of Culture and National Heritage and carried out by the National Library’s Book Institute, aims to transform commune libraries into modern hubs of social life providing access to knowledge and culture. Similar goals are pursued by the priority programme Library Infrastructure 2016–2020 (Polish: Infrastruktura Bibliotek 2016–2020).

3) The literature on school libraries falls into three clearly distinguishable stages: until 1957, when the profession of the school librarian was officially founded; the years 1957–1998, when the standards of work, especially in education, and normalisation solutions rounded into shape (*Raport o systemie oświaty oraz o stanie bibliotek resortu oświaty i wychowania* [*A Report on the Education System and the Condition of Libraries in the Sector of Schooling and Education*]); and post-1998, when at the meetings of teacher-librarians held in Kielce (3–4 December 1998, 2000), a debate started on the modern image of the library as a school information centre (SCI, ICIM — Internetowe Centrum Informacji Multimedialnej, SCKI — Szkolne Centrum Kultury Informacyjnej<sup>12</sup>). Model solutions such as the media centres in the US and France, depicted in the National Library’s *Zeszyty Przekładów* [*Translation Cahiers*] series (1980), were an important, though somewhat belatedly noticed, blueprint for innovation introduced in the Polish school library system, helping develop a modern image of the school library. Important publications on school libraries include, for example, *Biblioteki szkolne w Polsce Ludowej* [*School Libraries in the Polish People’s Republic*] (1966–1969), textbooks *Organizacja i metody pracy bibliotek szkolnych* [*School Libraries: Work Organisation and Methods*] (1966) by Emilia Białkowska and *Wybrane zagadnienia bibliotekarstwa szkolnego* [*School Libraries: Selected Issues*] (1962) and *Bibliotekarz szkolny* —

<sup>12</sup> SCI stands for *szkolne centrum informacji*, that is, a school information centre; ICIM is an acronym of *Internetowe Centrum Informacji Multimedialnej*, meaning an Internet Centre of Multimedia Information; and SCKI refers to *szkolne centrum kultury informacyjnej*, translated as a school centre of information culture.



*jego cechy osobowości a efektywność działania* [*School Librarians: Personality Traits and Work Effectiveness*] (1976) by Włodzimierz Goriszowski. The archiving of school-library issues and the publishing of source documentation were greatly furthered by the work of Helena Falkowska, particularly her *Z dziejów polskich bibliotek szkolnych* [*On the History of School Libraries in Poland*] (1966). The modern type of the textbook proposed by Jadwiga Andrzejewska was continued by Danuta Saniewska. Conference proceedings have been published, for example, in a volume edited by Henryk Suchojad (1999). The current performance and developmental tendencies of school and pedagogical libraries were studied against the backdrop of global changes by Marcin Drzewiecki (e.g. *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 Teaching Process and Their Place in the National Library-Information Network*] 1991; *Edukacja biblioteczna i informacyjna w polskich szkołach* [*Library and Information Education at Polish Schools*] 2005). Other important publications include *Raport o stanie oświaty PRL* [*A Report on the State of Education in the Polish People's Republic*] and works by Czesław Kupisiewicz, Bogdan Suchodolski and Wincenty Okoń. Edited by Jerzy Jarowiecki, *Funkcjonowanie bibliotek szkolnych w Polsce* [*School Libraries in Poland and their Operations*] (1991) contained an analysis and assessment of school book collections, a proposal of a mandatory reading list and an offer of reference publications provided by Józef Szocki. Currently, school librarians can rely on the guidelines of IFLA/UNESCO published by the Polish Librarians' Association (2003), works by Bogumiła Staniów (*Biblioteka szkolna dzisiaj* [*The School Library Today*] 2012), Hanna Batorowska (*Kultura informacyjna w perspektywie zmian w edukacji* [*Information Culture and Changes in Education*] 2009) and Kamińska-Czubała and on the volumes edited by E.B. Zybert (e.g. *Książka, biblioteka, informacja w kręgu kultury i edukacji* [*The Book, the Library and Information in Culture and Education*] 2008).

The integration and the systematic professional and scholarly development of the teacher-librarian community have been greatly supported by the pursuits of the Association of Polish School Librarians (Polish: Towarzystwo Nauczycieli Bibliotekarzy Szkół Polskich), which organises scholarly seminars and publishes periodicals, such as *Biblioteka w Szkole* [*Library at School*] (1991–), *Biblioteka — Centrum Informacji* [*Library as an Information Centre*] (2008–) and *Biblioteka — szkolne centrum informacji. Czasopismo dla nauczycieli bibliotekarzy* [*Library as a School Information Centre: A Journal for Teacher-Librarians*] (2008–).

The competencies of and the modernisation of education and training for teacher-librarians have been and still are important issues, as these professionals must combine teacher qualifications with the skills of holdings management. This matter has been extensively discussed in periodicals (e.g. *Przegląd Biblioteczny* [*Library Survey*] 1985).

The literature on pedagogical libraries has chronicled their relevant role and responsibilities, which include supporting teacher education and professional development processes, as well as instructing and assisting school librarians. Relevant post-war publications include reference works and anniversary monographs of voivodship pedagogical libraries and some of their branches, methodology resources and conference proceedings (e.g. *I Krajowa Konferencja Bibliotekarzy Bibliotek Szkolnych i Pedagogicznych* [The 1st Nationwide Conference of School and Pedagogical Library Librarians] 2007; *Biblioteki pedagogiczne w społeczeństwie informacyjnym* [Pedagogical Libraries in Information Society] 2005; *Biblioteki pedagogiczne wobec wyzwań współczesnej oświaty* [Pedagogical Libraries and the Challenges of Education Today] 2008). An information-library system was designed for the schooling and education sector, and the Central Pedagogical Library (Polish: Centralna Biblioteka Pedagogiczna) was founded (Dembowska, 1983, Drzewiecki, 1991). Publications on the current and historical pursuits of pedagogical libraries, their collaboration with other libraries and various communities, and their holdings management mostly appear in librarian periodicals and in *Kwartalnik Pedagogiczny* [Educational Quarterly], *Głos Nauczycielski* [Teachers' Voice] and *Chowanna*.<sup>13</sup>

4) The organisation of specialised and company-based libraries, the archiving and indexing of their specific resources (normalisation documents, patents, company records and writings) and the devising of attractive access forms (e.g. the circulation of periodicals) were analysed by Ryszard Przelaskowski (*Biblioteki techniczne w Polsce* [Technical Libraries in Poland] 1956) and Jerzy Ratajewski (*Biblioteki naukowe i fachowe oraz ośrodki informacji naukowo-technicznej w komunikacji społecznej* [Research and Specialised Libraries and Scientific-Technical Information Centres in Social Communication] 1982). Edward Assbury, Jadwiga Czarnecka and Tadeusz Bruszewski developed *Biblioteka fachowa* [The Specialised Library], a textbook which has been republished several times (5th updated edition 1978), while Piotr Bierczyński explored issues related to company-based libraries. In recent times, a new quality in specialised libraries is represented, for example, by the model of state-of-the-art, perfectly managed and opulently funded libraries of law firms (EBIB 2006).

The literature on numerous and well-stocked church libraries was dispersed until 1989. The issues of inventorying historical collections, access policies, retroconversion and digitisation were addressed in the journal *Archiwa, Biblioteki*

<sup>13</sup> Translator's note: *Chowanna* is a journal on education published by the University of Silesia. Its title is a largely untranslatable (and never widely used) neologism coined in the 19th century to refer to the idea of a national education system and etymologically derived from *chowanie*, a by-now obsolete term for education and upbringing (<https://journals.us.edu.pl/index.php/CHOWANNA/about>).

*i Muzea Kościelne* [Church Archives, Libraries and Museums] (Lublin 1959–) and since 1995 have also been tackled in the *Biuletyn Bibliotek Kościelnych FIDES* [FIDES Bulletin of Church Libraries]. Studies on church and convent libraries have appeared (e.g. the collected volume *Biblioteki kościelne i klasztorne w Polsce. Historia i współczesność* [Church and Convent Libraries in Poland: History and the Present] 2009); typologies of church libraries have been proposed, for example, by Waldemar Żurek (*Biblioteki kościoła katolickiego w Polsce. Informator* [Libraries of the Catholic Church in Poland: A Guide] 2005); and related issues have been investigated by Ludwik Grzebień, Mieczysław Pater and Jerzy J. Myszor. Important publications have also included conference proceedings and the manuals of processing selected types of records (e.g. Bolesław Kumor's *Mikrofilmowanie zbiorów kościelnych* [The Microfilming of Church Collections] 1978; *Rękopisy w zbiorach kościelnych* [Manuscripts in Church Collections] 2014), library catalogues and inventories, depictions of selected church library collections, studies of the holdings and discussions of the role of church, therein parish, libraries.

The study, assessment and designing of the future of the discipline and the initiation of new research trends are considerably aided by library practitioners, including the directors of multiple facilities, and theorists affiliated to education and training institutions. Research development is also furthered by the robust activity of trade unions, library societies and organisations, especially the Polish Librarians' Association, the Association of Polish School Librarians, the Polish Bibliological Society (Polish: *Polskie Towarzystwo Bibliologiczne*) and the Polish Information Science Society (Polish: *Polskie Towarzystwo Informacji Naukowej*). The meetings at the Forum of the Polish Librarians' Association result in the publication of conference proceedings (e.g. *Przyszłość bibliotek w Polsce* [The Future of Libraries in Poland] 2008).

The literature on library science is instrumental in the education of future librarians and information workers. Publications on library science and libraries, such as textbooks, overviews, compendia, norms, indicators and reports, are an important element of the professional training and development processes. In this respect, the Scientific and Educational Press (Polish: *Wydawnictwo Naukowe i Edukacyjne*) of the Polish Librarians' Association, which is the largest publisher in the librarian community, plays the most important role, publishing eight series (e.g. *Nauka, Dydaktyka, Praktyka* [Research, Teaching, Practice], *FOrmaty-KArtoteki* [FOrmatS-CAtalogues], *Propozycje i Materiały* [Proposals and Materials]), with multiple titles published outside the series. Training resources have also been published by the Librarian Lifelong Education Centre (Polish: *Centrum Ustawicznego Kształcenia Bibliotekarzy*) and the Centre for Librarian, Information and Documentation Education (Polish: *Centrum Edukacji Bibliotekarskiej, Informacyjnej i Dokumentacyjnej*) and, in previous years, also in the series of

*Materiały Szkoleniowe* CİNTE<sup>14</sup> (CİNTE *Educational Resources*) and *Materiały Metodyczne* SINTO (SINTO *Methodological Resources*).

The available periodicals deserve a thorough presentation. A remarkable scholarly, opinion-making, archiving and innovative influence has been exerted by scholarly periodicals, such as *Przegląd Biblioteczny* [*Library Survey*] (1927–), *Roczniki Biblioteczne* [*Library Annals*] (Wrocław 1957–), quarterly *Bibliotheca Nostra* (Katowice 2005–), *Zarządzanie Biblioteką* [*Library Management*] (Gdańsk 2010–) and *Biuletyn EBIB* [*The EBIB Bulletin*] (online 1999–) and by branch periodicals, such as *Bibliotekarz* [*The Librarian*] and *Poradnik Bibliotekarza* [*The Librarian's Manual*]. Teacher-librarians have been relevantly supported by the monthly *Biblioteka w Szkole* [*Library at School*] and *Biblioteka Centrum Informacji* [*Library as an Information Centre*]. Important sources of information also included *Informator Bibliotekarza i Księgarza* [*The Librarian's and Bookseller's Reference*] (1956–1989) and *Ze Skarbca Kultury* [*From the Treasury of Culture*] (Wrocław 1951–1991), today continued as *Czasopismo Zakładu Narodowego Imienia Ossolińskich* [*The Ossolinski National Institute Periodical*] (Wrocław 1992–). Appreciable functions have been performed by the periodicals of the National Library and by the numerous journals and publication series of libraries and librarian-education institutions, such as *Acta Universitatis Wratislaviensis. Bibliotekoznawstwo* [*Acta Universitatis Wratislaviensis: Library Science*] (Wrocław), *Folia Librorum* (Łódź) and *Studia Bibliologiczne* [*Bibliological Studies*] (Katowice, 1983–).

At university-based education and training institutions, research has been carried out in what was by 2018 referred to as the discipline of bibliology and information science (within degree programmes in library and information science, information architecture, information management and information in e-society institutions) and today as part of social communication and media studies; within this research, specific and characteristic projects have been initiated and continued. Abundant studies have yielded a wealth of individual publications, conference proceedings presenting the scholarship of the staff of institutes, departments and sections, including the findings of research conducted by young researchers, such as PhD candidates and students, as part of the pursuits of Study Groups. The research carried out at the University of Lodz characteristically focuses on school libraries and young adults' reading practices (Mariola Antczak) and on the education and image of librarians (Stanisława Kurek-Kokocińska). Important hallmarks include the development of *Podręczny słownik bibliotekarza* [*A Concise Librarian's Dictionary*] (2011) and *Słownik pracowników książki polskiej* [*The*

<sup>14</sup> CİNTE is an acronym for *Centrum Informacji Naukowej, Technicznej i Ekonomicznej*, meaning the Centre of Scientific, Technical and Economic Information. (translator's note)

*Dictionary of the Polish Book Personnel*] with supplements (1972–). At the University of Warsaw, issues of contemporary librarianship are studied by Elżbieta Barbara Zybert, Małgorzata Kisilowska, Michał Zając, Dariusz Grygrowski and Dariusz Kuźmina. The Institute at the University of Wrocław boasts abundant scholarship on the history of the book and libraries (e.g. Kazimiera Maleczyńska, Zofia Gaca-Dąbrowska, Anna Aleksiewicz, Anna Żbikowska-Migoń, Bożena Korzeczek and Maciej Matwijów), book studies and book culture (Krzysztof Migoń), book art (Małgorzata Komza) and the contemporary school library system (Bogumiła Staniów). At the Jagiellonian University, research focuses on academic librarian education (Maria Kocójowa and Maria Próchnicka), the contemporary library system and reading practices (Jacek Wojciechowski) and historical library-related issues (Zdzisław Pietrzyk), while the research projects undertaken at Cracow's University of Pedagogy mainly revolve around the history of the book and libraries (Jerzy Jarowiecki, Maria Konopka and Maria Piłtyczak-Majerowicz). Research conducted at Toruń concerns, among other issues, bibliotherapy (Bronisława Woźniczka-Paruzel), service quality at libraries (Ewa Głowacka), the old and contemporary book (Iwona Imańska, Jacek Gzella and Janusz Tondel), library space (Tomasz Kruszewski) and aspects of services for people with disabilities (Małgorzata Fedorowicz-Kruszewska). Research interests of the staff at the University of Silesia encompass contemporary librarianship (Joanna Kamińska, Żołędowska-Król, Anna Tokarska), libraries in the system of culture (Teresa Wilkoń), the history of libraries (Maria Pawłowiczowa and Edward Różycki) and of printing (Elżbieta Gondek), the protection and maintenance of library collections (Bronisław Zyska and Leonard Ogierman) and reading practices (Irena Socha and Małgorzata Gwadera). At Lublin, the history of the book is studied by Maria Juda, and contemporary librarianship is explored by Anita Has-Tokarz. At Białystok, research on the subject headings language is continued by Jadwiga Sadowska, and at Gdansk, the management of library non-material resources and marketing are investigated by Maja Wojciechowska.

Additionally, information and knowledge management, information space, the digitisation of library holdings and information ecology add up to a salient and not infrequently major research focus at all the librarian education institutions.

The post-war library-science work has been versatile and prolific across its various fields, such as the development of library science as a discipline, research pursuits and initiatives, and practical solutions for library activities, which are currently based on collaboration and cooperation. Vigorous changes and new developmental paths have emerged at certain turning points, observably intensifying in the 1970s in conjunction with the SINTO idea and the designing of robust informational activity. The adoption of the *Law on Libraries* of 27 June 1997 marked another important shift, making a new stage of library standardisation and nor-

malisation possible, for example, regarding the National Library Holdings (1998, 2012). Significant developments have also included the systematic development of the academic education of librarians and book workers (teaching standards in 2007, the Bologna Process in 2011), which was reclassified as part of the discipline of the social sciences in 2018.

Without making any claims to completeness, particularly in terms of the study of the history of libraries, involving the identification and discovery of the fate of institutional and private book collections, which often proves tragic in the history of Poland, this paper has attempted to offer a systematised account of the post-war output of Polish library science and librarianship. The international context has been omitted in this attempt, passing over a range of issues, such as models of, relationships to and influences of the globally developed theoretical and practical library-related solutions (the US, the European Union) on the concepts and policies adopted by Polish library theorists and practitioners (Głowacka, 2008). Publications on the inventorying and protection of private book collections and libraries have been excluded as well.

By necessity, selection of the literature to present has been made, and the analysis of general publications, overviews, textbooks and compendia has sought to highlight the theoretical considerations and practical solutions of key relevance to the discipline.

Until 2018, Polish library science invested efforts in capturing certain generalised insights and was going through a merger with and inclusion into information-science research. This tendency is recognisable in the re-naming of the former Institutes of Library and Information Science (often into Institutes of Information and Library Science, sometimes complemented with Bibliological Studies or Bibliology). A good opportunity for reflecting on the future of the discipline was offered by the anniversary conference held to celebrate the seventy years of the 'Łódź school,' the first academic hub of librarian education in post-war Poland, and by the events of the 60th anniversary of the Institute of Information and Library Science at the University of Wrocław (today the Institute of Information and Media Sciences).<sup>15</sup> The current model of inclusion of the discipline into the social sciences prompts further discussions on adopting the best solutions in the new educational paradigm at the renamed institutes and departments (sections), which are embedded in a broader communicational research space for the clients of the contemporary, cutting-edge library.

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<sup>15</sup> The conference resulted in a collected volume edited by Kurek-Kokocińska (2016); and the anniversary of the Wrocław Institute of Information and Library Science (today the Institute of Information and Media Studies) yielded *Kultura książki w humanistyce współczesnej* [*Book Culture in the Contemporary Humanities*] (Koredeczuk & Augustyn, 2018).

A library science scholar is an attentive observer of the changes unfolding in the information space and in the library-user relationship; a library science scholar is also an architect of quality services, including information services, that ensue from the users' recognised expectations. The fact that the discipline has become part of the social sciences has triggered some changes of the research space in the regularly modified and updated quality education programmes for the future staff of modern libraries that participate in and co-produce modern communication forms.

*Translated by Patrycja Poniatowska*

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## POST-WAR POLISH SCHOLARSHIP ON THE HISTORY AND THEORY OF LIBRARY SCIENCE

### Summary

The author of the paper explores the development of the concept of Polish post-war library science as an academic discipline and demonstrates the wealth of achievement in librarianship studies. Theoretical reflections on and the ongoing discussion about the scope of library science provide a background for the presentation of practical solutions applied in the work of libraries. The author presents library science concepts and the authors of important publications contributing to the development of the discipline, practical librarian tasks and the academic training of librarians. In addition, she analyses librarianship achievements with regard to the characteristic, statutory tasks and functions of libraries, as well as to typology, showing their significance to librarianship practice in Poland and to the quality of the academic training of librarians. There is also a brief description of the profile of the librarianship curriculum at the leading university-level institutions educating librarians.