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READING IN THE INTERNET EPOCH. THE MAIN TENDENCIES OF RESEARCHING THE MODERN READING IN POLAND

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The article outlines the latest research (based on opinion polls) on readers and reading in modern Poland. Particular attention is paid to the work of Books and Reading Institute, the National Library in Warszawa, which has already studied the reading preferences of the Internet users. A great attention is also paid to the works of the researchers who study the reading culture of children and teenagers and the studies in the bibliotherapy field.

Key words: reader, reading, youth reading culture, bibliotherapy, Poland.

The purpose of the present report is to focus attention on selected aspects of studies concerning the contemporary book circulation in Poland. It is not my intention to give a detailed account of achievements in this field, which would be even impossible in this short report. I believe, however, that it might be worth focusing attention on and showing the principal trends of investigation, and briefly present the findings and accomplishments in this area. As I have indicated in the title, I am going to focus on the main trends in the studies of contemporary reading, while the scientific reflection on the social circulation of books in the previous periods will remain outside the scope of this discussion.

Before discussing the main subject, I would like to remind us that the interest in reading and, above all, beginnings of scientific reflection on the subject appeared in Poland at the end of the 19th century as libraries developed, education was becoming more widespread, and wider circles of society were included in the sphere of book influence¹. Studies went in many directions, the dominant trend being above all the studies of reading as a social phenomenon and studies of the book in selected milieus; far less often investigation focused on the psychophysical aspect of reading². These studies went through many stages, from individual and scattered investigations, often of journalistic character, to more systematic and even institutional ones. Detailed findings concerning the history of studies on reading in Poland were obtained by Jadwiga Andrzejewska³; recently, new studies by Anna Zdanowicz appeared, which discuss the first Polish instances of research on reading at the turn of the 19th and 20th century and during the period of the Second Republic⁴. Moreover, there are

¹ Inter alia: Potocki A., Wasilewski Z. W sprawie czytelnictwa ludowego // *Głos*. – 1890. – Nr 18. – S. 216–219; Brzeziński M. Co i jak lud czyta // *Ibidem*. – Nr 19. – S. 227–228.

² E.g.: Dobrowolska H. *Grafika książki a czytanie*. – Warszawa, 1933.

³ Andrzejewska J. Badania czytelnictwa w Polsce do 1939 r. // *Studia o Książce*. – 1986. – T. 16. – S. 74–139.

⁴ Zdanowicz A. Pierwsze polskie próby badań nad czytelnictwem (1881–1918) // *Ludzie i książki. Studia historyczne* / red. J. Kostecki. – Warszawa, 2006. – S. 149–180; Ejustdem. *Badania nad czytelnictwem w okresie II Rzeczypospolitej*. Zarys // *Ibidem*. – S. 181–202.

also discussions of the accomplishments in the period after the World War II, although the observations are still far from complete⁵.

While examining the contemporary period, however, I focus above all on the findings obtained in light of the Polish Bibliological Bibliography, which principally lists the studies published after 1997⁶. Already preliminary observations show that there are publications devoted to diverse subjects. Several directions can be distinguished in the current research: studies of the social range of the book in Poland and adult reading; moreover, there is traditionally great interest in studies of children's reading and reading among young people, also in the context of using the media. Studies are also developing on bibliotherapy and reading among the disabled, including special groups, e.g. the blind, those with other dysfunctions, and the aged. Research has also started on reading in various social groups and individual persons, as well as on the reception of selected types of literature, e.g. professional literature, popular literature, or the reception of the works of individual writers.

Separate observation covers problems related to the needs and satisfactions of library and information users that are closely connected with the issues of library and information management and assessment of the quality of library and information systems.

Some of those issues are a continuation of the subjects begun earlier, but it is also within these that new, detailed research problems start to appear. We should also observe that the studies underway on reading focus above all on empirical investigations in accordance with the specificity and assumptions of the discipline, while there are far fewer attempts at theoretical reflection⁷. Another observable feature of the investigation of reading, despite a comparatively large number of published studies, is the predominance of fragmentary treatments limited to studies arising from immediate needs, often made by practitioners – librarians and teachers – librarians interested in readership in a selected school, class, in a selected library or a specific environment. Important as they are, especially for particular purposes, they do not permit generalizations because of various research methods and different ways of respondent selection.

When speaking about the main trends in the studies of contemporary reading, I would like first of all to draw attention to the studies into the social range of the book in Poland. These investigations have been conducted by the National Library's Book and Reading Institute in Warsaw since 1972. Initially, they were not carried out systematically as the second survey after 1972 was conducted in 1985⁸. More systematic and closer observations covered the period after 1989 because, starting from 1992, national surveys were conducted every two years: the latest survey took place in 2006⁹.

The above studies are the more important because, first, they cover all inhabitants of Poland, and second, the rapid transformation of Poland's social and cultural reality after 1989 gives rise to the question of how, under the new circumstances, the social norms of reading develop and what patterns of reading are practiced. It should be reminded that the phenomena

⁵ E.g. Kraško N. Instytut Książki i Czytelnictwa – kształtowanie się struktury i zakresu badań // *Ludzie i książki. Studia historyczne...* – S. 203–232.

⁶ <http://mak.bn.org.pl/>.

⁷ Dymmel A. Odbiorca i tekst w perspektywie badań czytelnictwa // *Czytanie tekstów kultury. Metodologia, badania, metodyka* / B. Myrdzik, I. Morawska (red.). – Lublin, 2007. – S. 219–230.

⁸ Lipiński E., Wnuk-Lipińska E. *Problematyka kształtowania się potrzeb czytelniczych*. – Warszawa, 1975.

⁹ Straus G., Wolff K. Polacy i książki. Społeczna sytuacja książki w Polsce w 1992 r. – Warszawa 1994; Ejusdem. *Czytanie i kupowanie książek w społeczeństwie polskim w 1996 r.* – Warszawa, 1998; Ejusdem. *Czytać nie czytać, kupować nie kupować*. – Warszawa, 2000; Ejusdem. *Sienkiewicz, Mickiewicz, Biblia, Harlequiny. Społeczny zasięg książki w Polsce w 2000 r.* – Warszawa, 2002; Ejusdem. *Czytanie, kupowanie, wypożyczanie*. – Warszawa, 2006.

that might directly affect reading included changes in culture related to the collapse of the previous axionormative order, the rise of local communal orders, a decline of culture as a value, changes in the area of cultural participation, activation of different cultural minorities, and moreover, new organization rules of the circulation of culture, and the abolishment of censorship. A significant impact was exerted by the development of the traditional media and telematic media, i.e. the media combining telecommunications and information science, utilizing several types of technologies and serving multimedia transmission¹⁰.

Polish national surveys on the range of the book cover people aged over 15 years (in 1998 only adults were surveyed). The sample investigated is a representative group of Poland's inhabitants. The results are published in successive reports authored by Katarzyna Wolff and Grażyna Straus named below. From 2004, Sebastian Wierny, who deals with the issues of Internet reading, became a co-author¹¹. The permanent questionnaire containing the questions asked is made up of the following items: the size of the reading community, intensity of reading, reading selections, home collections of the Poles and their content, sources of book supply, sources of information about books, the size of the book-buying community. The research surveys held biannually over the last two decades permit us to observe the current tendencies in reading behaviors of the Poles. Moreover, selected studies dealt with the broader problem of literacy of the Polish people, associated not only with reading books but also newspapers and magazines; the question of values attributed to particular readings and criteria of selecting books for reading were also investigated.

In light of the foregoing analyses it turns out that in Polish society about half of the persons aged over 15 years declare that they read books and only in selected survey years this rate was somewhat higher. In 2002 the range declared was 56 %, in 2004 readers accounted for 58 % of the society, in 2006 – 50 %, which indicates a comparatively stable level¹². Comparing the aforementioned Polish rates with surveys in other EU countries, Grażyna Straus points out that they varied as a rule in the region of the European average (58 %). For comparison, observe that below this figure were the readership rates in Greece and Portugal, while in Sweden as much as 70 % of the society declared that they read books. In analogous studies of 2003 for the candidate countries this rate was 64 %¹³. Also the Polish figures for the recent years do not deviate from average European rates¹⁴.

Another problem examined by the author is reading activity measured by the number of books read during a year. It should be reminded that according to the aforementioned findings, the predominant group among the readers are persons of low activity, who usually read a book occasionally or one to six books per year: in 2006 they accounted for as many as two thirds of the readers. The readers that can be regarded as systematic ones – in this case those reading seven or more books per year – are in a decided minority. If these data were examined against socio-demographic factors, a striking predominance of sporadic readers was reported especially among teenagers aged 15–19, among people with elementary or elementary–vocational education in the rural areas. Those in turn who read more intensely had higher education more often and lived in larger towns¹⁵.

¹⁰ Janion M. *Czy będziesz wiedział co przeżyłeś.* – Warszawa, 1996; Dymmel A. Problemy i konteksty funkcjonowania biblioteki i książki we współczesnej Polsce // *Folia Bibliologica.* – 1996/1997. – T. XLIV/XLV. – S. 92–93.

¹¹ Straus G., Wolff K., Wierny S. *Książka na początku wieku. Społeczny zasięg książki w Polsce w 2002 r.* – Warszawa, 2004; Ejustdem. *Czytanie, kupowanie, surfowanie.* – Warszawa, 2008.

¹² Straus G., Wolff K., Wierny S. *Czytanie, kupowanie, surfowanie...* – S. 24.

¹³ Straus G., Wolff K. *Czytanie, kupowanie, wypożyczanie...* – S. 10–11.

¹⁴ <http://ksiazki.wp.pl/wiadomosci/id.33542,wiadomosc.html>.

¹⁵ Straus G., Wolff K., Wierny S. *Czytanie, kupowanie, surfowanie...* – S. 19, 23.

Another important research objective of the Book and Reading Institute is to determine the reading choices and preferences of the Poles. The investigations aim at identifying a set of reading universals that would be treated like the analogous concept of cultural universals used by T. Goban-Klas and W. Pisarek¹⁶. The author applies this term to the books that the readers named as those read recently, while she defines the set of works worth recommending to others as canonical works.

G. Straus finds that the Poles are predominantly interested in fiction literature (ca. two thirds of indications), with the readers preferring foreign literature. When classifying the read literature by the specialist and functional criteria, the researcher distinguished the following categories: school readings and course books, literature of romance and manners, detective and thriller literature, encyclopedias and guides, specialist books, literature for children and teenagers, non-fiction or factual literature (memoirs, biographies, reportages), fantasy and science-fiction, religious books, essays and journalistic writing, esoterics and ufology, and the category outside this typology¹⁷. By the criterion of frequency of interest in particular types of literature, Polish adults named the titles of school readings (20–27 % of choices), and next, as in the 2006 survey, detective novels and thrillers. Readers chose the recently famous books by Dan Brown *The Da Vinci Code*, *Digital Fortress* and *Angels and Demons*, the novels by Joanna Chmielewska, Robert Ludlum, Tom Clancy, Alistair McLean, Agatha Christie and John Grisham.

There was somewhat less interest in literature of romance and manners: ca. 16 % of choices. Women readers chose the novels by Jadwiga Courth-Mahler, the Harlequin series, books by Danielle Steel, Helen Fielding's *Bridget Jones's diary* and *Bridget Jones: The Edge of Reason* and the novels by Polish native literature for women: Katarzyna Grochola's *Nigdy w życiu* [Never in My Life], novels by Krystyna Nepomucka *Motyl z perłą* [Butterfly with a Pearl], *Małżeństwo niedoskonałe* [Imperfect Marriage] by Izabela Sowa and Monika Szwaja. The film adaptations of well-known books authored by Helen Fielding and Katarzyna Grochola increased without doubt the interest in their originals¹⁸. A stable level of readers' choices was reported in literature for children and teenagers (running at 11–15 % of choices). Respondents named classic works: Jack London's *White Fang*, Lucy M. Montgomery's *Anne of Green Gables*, books by Alfred Szklarski, and then the titles classified as popular literature the Petit Nicolas stories by René Goscinny and Jean Sempé, Tom B. Stone's *Graveyard School* series and first of all the Harry Potter books by Joanne K. Rowling.

Somewhat fewer choices named mainly by young people were in the area of fantasy (ranging from 10 % in 2002, 2004 to 8 % in 2006). Respondents read inter alia the Stephen King novels (*Salem's Lot*, *The Green Mile*), the books by Graham Masterton (*Black Angel*, *The Burning*) and by Andrzej Sapkowski (*The Witcher Saga*). The literature that had at least 10 % of choices in 2006 also included non-fiction (memoirs, dairies, reportages): inter alia *We Children from Bahnhof Zoo* by Christiane F., *Desert flower. The Extraordinary Journey of a Desert Nomad* by Waris Dirie and Cathleen Miller, *The White Masai* by Corinne Hofmann, *Heban* [Ebony] by Ryszard Kapuściński, Józef Piłsudski's *Moje pierwsze boje* [My First Battles] and biographies of Father Pio.

There is a considerable level of interest in encyclopedic publications and guides, which mainly attracted sporadic readers seeking specific information. They named the PWN

¹⁶ Goban-Klas T., Pisarek W. *Preferencje, zainteresowania i aktywność kulturalna społeczeństwa polskiego*. – Kraków, 1981.

¹⁷ Straus G., Wolff K., Wierny S. *Czytanie, kupowanie, surfowanie...* – S. 33.

¹⁸ Straus G., Wolff K., Wierny S. *Książka na początku wieku...* – S. 85; Straus G., Wolff K. *Czytanie, kupowanie, wypożyczanie...* – S. 33; Straus G., Wolff K., Wierny S. *Czytanie, kupowanie, surfowanie...* – S. 34.

Nowa encyklopedia powszechna [New Universal Encyclopedia], *Kuchnia polska* [Polish Cuisine] *Kodeks drogowy* [Traffic Code] *Kodeks cywilny* [Civil Code] *El Gran Libro de la Pesca* [Wędkarstwo, Angling] by Alfred Caligiani, *How to Stop Worrying and Start Living* by Dale Carnegie, as well as other guides, dictionaries, and encyclopedias.

Specialist books in many fields were also read (12 % of choices in 2006). However, below the 10 % threshold were choices of religious literature: 6 % indicated in 2004 and 8 % in 2006. The titles read included various editions of the Bible (also those for children), *The Robe* – a novel by Lloyd C. Douglas, *My Derniere Cavale avec Jesus Christ* by Andre Levet, *Fatima* by Icilio Felici, biographies and publications of Pope John Paul II (*Memory and Identity*, encyclicals, *John Paul II's Miracles* by Paweł Zuchniewicz, and *A Year after the Departure* by Mieczysław Maliński)¹⁹. The percentage of choices of journalistic literature was very low – 2 %, and likewise that of esoteric publications (ufology, prophecies, horoscopes) – 1 %.

One out of six readers named titles that cannot be classified within the aforementioned departments. Outside this typology were some literary works classified as classics (not included in school reading lists), contemporary works, and scientific and popular science books. Readers listed the titles of works by Tadeusz Konwicki, Józef I. Kraszewski, Magdalena Samozwaniec, Umberto Eco's *The Name of the Rose*, Paulo Coelho's *The Alchemist* and *By the River Piedra Sat Down and Wept*, Ken Kesey's *One Flew over the Cuckoo's*, as well as the novels by John Irving and Elia Kazan. Non-fiction books included *Sensacje XX wieku* [Sensations of the 20th century] by Bogusław Wołoszański, Richard Dawkins's *The Selfish Gene* and *The Roman Empire* by Tadeusz Zieliński²⁰.

The nation-wide studies of contemporary reading in Poland, presented here in a brief account, permit attempts to formulate more general conclusions. G. Straus points to the fact that the reading patterns have been changing in the recent years²¹. Before 1989 functioned the patterns and norms of reading developed already in the 19th century, and reading was regarded, at least declaratively, as performing an important function in cultural participation: it was associated with opportunities for social advancement (through education). However, after 1989 the previous model of a cultured person became outdated. Although this problem needs to be examined more thoroughly, Grażyna Straus already signals new tendencies. Moreover, she observes that reading is no longer perceived as a special activity, it is treated as one out of many others: the book itself is not regarded as a unique medium while readers' choices are largely determined not so much by a cultural norm but by their own tastes and individual needs arising from specific situations²². At the same time the author points to the growing tendencies to functionalize reading and scholarize readers' choices i.e. to orient some readers towards mandatory school books and specialist, professional ones. Another important thesis is the conclusion about the individualization of reading and scattering of readers' choices, which is proved by the short sets of so-called reading universals or the most widely-read titles in the year investigated. Out of many books that the Poles read, only a few aroused enough interest to be named by at least 1 % of those surveyed; in the consecutive years after 2000 the most often recurrent titles included Henryk Sienkiewicz's *Trylogia* [Trilogy] and *Quo vadis*, Adam Mickiewicz's *Pan Tadeusz* and the Bible, i.e. canonic works. Moreover, the popular *Harlequin* series is always present while there are periodical appearances of trendy titles publicized by the market, e.g. the Harry Potter series or Dan Brown's *The Da Vinci Code*.

¹⁹ Straus G., Wolff K. *Czytanie, kupowanie, wypożyczanie...* – S. 37.

²⁰ Straus G., Wolff K., Wierny S. *Książka na początku wieku...* – S. 86–87; Straus G., Wolff K. *Czytanie, kupowanie, wypożyczanie...* – S. 38.

²¹ Straus G. *Czy zmiana modelu lektury? Zainteresowania, upodobania, potrzeby współczesnych czytelników // Przegląd Biblioteczny.* – 2001. – T. 69, nr 3. – S. 251–263.

²² Straus G. *Powszechność i powszedniość lektury.* – Warszawa, 1993. – S. 7–16.

The list of the most popular writers is also a unique combination of native Polish classics with the names of writers of popular literature, often foreign. Those issues certainly call for further studies, but it is in itself important to even draw attention to them.

A new theme taken up in the Polish studies of reading is the question of the functioning of literature on the Internet and readership in the Internet. The Internet has broadened the traditional space of circulation of the written word, which may sound paradoxical in light of many statements that predict the end of the book in the age of worldwide web. These predictions have not come true so far, and even in the case of the traditional printed book we can observe a certain stable level of readership; what is more, the communication capabilities of the Internet have a lasting impact on the shape of the traditional media and create new forms of contact with the printed word²³. Studies conducted by culture- and media-studies specialists focus on theoretical discussions on new forms of communication. These are concerned with publishing in the Net, Internet periodicals, circulation of texts that have their paper equivalents, but they also deal with the phenomenon of Net literature or literature based on hypertext and on interactive reading²⁴. The problems of the existence of literature on the Net were examined by Marek Adamiec²⁵. Similar problems are investigated by young researchers grouped around the interdisciplinary quarterly "Halart".

Empirical studies, on the other hand, on the literacy of Internet users, on the social aspect of the functioning of literature on the Internet, the role of the Internet as a new form of emergence of the reading public were started by Sebastian Wierny²⁶. It follows from his findings that Polish Internet users show great interest in various forms of literacy: in 2002 86 % of them declared they read books, and 47 % out of these spoke of intense reading²⁷. As for web resources, Internet users most often utilized the news and information provided by Internet portals, they read the Internet editions of newspapers, and browsed forums and discussion groups²⁸. The aforementioned problems certainly call for further studies.

Apart from nation-wide surveys, there are also studies of reading in selected social groups. Out of community surveys, studies conducted among college students merit attention. This is a group of readers who may constitute elites in the future; they are users who are open to new forms of communication, oriented towards different types of literature, and who exhibit diverse reading behaviors. Usually, partial studies were concerned with selected elements of reading culture, the role of reading in free time, reception of fictional literature, and the role of the academic library in developing reading skills in students²⁹. Anita Has-Tokarz and

²³ Miczka T. *O zmianie zachowań komunikacyjnych. Konsumenci w nowych sytuacjach audiowizualnych.* – Katowice, 2002. – S. 10–11.

²⁴ Hopfinger M. Doświadczenie audiowizualne. – Warszawa, 2002; Marecki P. *Liternet // Liternet: literatura i internet* / red. P. Marecki. – Kraków, 2002.

²⁵ Adamiec M. *Dzielo literackie w sieci.* – Gdańsk, 2004; Giza B. E-pisarz – e-czytelnik – e-literatura? O powieści Krystyny Kofty Krótka historia Iwony Tramp // *Relacje między kulturą wysoką i popularną w literaturze, języku i edukacji.* – Lublin, 2005. – S. 169–182.

²⁶ Straus G., Wolff K., Wierny S. *Książka na początku wieku...* – S. 39–41.

²⁷ Ibidem. – S. 44.

²⁸ Straus G., Wolff K., Wierny S. *Czytanie, kupowanie, surfowanie...* – S. 146.

²⁹ See: Łaszewska-Radwańska E. Zainteresowania czytelnicze i odbiór literatury pięknej przez studentów pierwszego roku Instytutu Bibliotekoznawstwa Uniwersytetu Wrocławskiego // *Nauczyciel – bibliotekarz – przygotowanie do zawodu* / red. J. Jarowiecki. – Kraków, 1998. – S. 235–243; Hollender H. Jak uniwersytet psuje sprawności czytelnicze i co w tej sprawie mogą zrobić biblioteki? // *Funkcje naukowo-badawcze i dydaktyczne biblioteki akademickiej* / red. H. Suchojad. – Kielce, 1996. – S. 19–28; Jarząbek L. Formy spędzania czasu wolnego przez studentki specjalności pedagogicznych mieszkających w domach studenckich // *Wpływ uczelni na rozwój studentów* / red. A. Rumiński. – Olsztyn, 2000. – S. 33–40; Przybysz M. Jeśli nie oni to kto? czytelnicтво wśród studentów Uniwersytetu Łódzkiego i Politechniki Łódzkiej // *Acta Universitatis Lodzianensis. Folia Librorum.* – 2002. – Fasc. 11. – S. 15–37.

Jolanta Jurkowska also investigated the reading interests of Lublin students in selected universities and courses³⁰. Moreover, we could provide the examples of studies on the reading habits of women³¹, senior citizens³² or the unemployed³³, which show the current problems connected with the role of the book and information in the new socio-cultural reality.

Out of many themes dealt with in the Polish studies of reading, I would like to mention the presence of detailed studies on the reception of selected works, both classic school readings³⁴, contemporary literature³⁵, and popular literature³⁶ and bestsellers, e.g. the series of Harry Potter adventures³⁷. They provide, without doubt, many interesting findings concerning popular reception.

In the age of development of specialist, professional literature and economy based on knowledge there are also studies dealing with reading specialist, professional literature in different professional groups: managers³⁸, doctors³⁹, teachers⁴⁰, librarians⁴¹; furthermore,

³⁰ Has-Tokarz A. Książka w środowisku studentów bibliotekoznawstwa UMCS w Lublinie // *Lublin a książka* / red. A. Krawczyk and E. Jozefowicz-Wisińska. – Lublin, 2004. – S. 695–710; Jurkowska J. Czytelnictwo studentów Akademii Medycznej w Lublinie // *Ibidem*. – S. 711–738; Hodun J. Społeczny odbiór twórczości Andrzeja Sapkowskiego w środowisku studenckim // *Bestsellery – literatura popularna – odbiorcy. Empiryczne badania współczesnego czytelnictwa* / red. A. Dymmel. – Lublin [in press].

³¹ Iwaszów I. *Kobieta czytająca dzisiaj*. – Kraków, 2002; Martuszevska A. Polki nadal czytają romanse // *Przegląd Humanistyczny*. – 2003. – R. 47, nr 5. – S. 13–26; Dziennik P. W romansowej sieci, kto i dlaczego czyta Harlequiny? // *Kultura popularna*. – 2004. – Nr 4. – S. 107–110; Zawalna T. Czytelnictwo kobiet w Sulechowie // *Bibliotekarz Lubuski*. – 1997. – Nr 2. – S. 1–23.

³² Aleksandrowicz R. Rola książki i bibliotek w życiu osób starszych (wybrane problemy) [electronic document] // <http://ebib.oss.wroc.pl/matkonf/wroclaw/aleksandrowicz.php>; Ejusdem. Czy jesteśmy społeczeństwem otwartym na seniorów? O możliwościach dostępu osób starszych do informacji i biblioteki // *Książka, biblioteka i informacja: między podziałami a wspólnotą* / red. J. Dziennakowska. – Kielce, 2007. – S. 473–483; Ejusdem. Seniorzy jako czytelnicy i użytkownicy bibliotek // *Notes Biblioteczny*. – 2007. – Nr 1. – S. 53–64; Woźniczko-Paruzel B. Seniorzy w świecie książki i informacji: poszukiwanie modelu działań bibliotek na rzecz aktywizacji ludzi w starszym wieku. – *Nasze Forum*. – 2006. – Nr 3/4. – S. 106–118.

³³ Burska J. Czytelnictwo bezrobotnych w bibliotekach samorządowych województwa olsztyńskiego // *Bibliotekarz Olsztyński*. – 1997. – Nr 1/2. – S. 31–35.

³⁴ Socha I. “Serce”, dziedzictwo ocalone czy zapomniane // *Studia Bibliologiczne*. – 2005. – S. 315–332; Szocki J. Społeczna recepcja twórczości Marii Konopnickiej wśród uczniów szkół podstawowych (na przykładzie wybranych bibliotek szkolnych i publicznych) // *Miejsca Konopnickiej* / red. T. Budrewicz and M. Zięba. – Kraków, 2002. – S. 256–259; Atraszkiewicz M. Odbiór Słowackiego na tle ogólnych preferencji czytelniczych na początku wieku XX po przełomie tysiącleci // *Acta Universitatis Lodzianis. Folia Litteraria Polonica*. – 2005. – T. 2, fasc. 7. – S. 295–310.

³⁵ Ziembowicz E. Potoczny odbiór dzieł Tadeusza Konwickiego na przykładzie środowiska studenckiego // *Folia Bibliologica*. – 1996/1997. – XLIV/XLV. – S. 47–62.

³⁶ Żuraw M. Tekst i odbiorca. Twórczość Joanny Chmielewskiej i jej czytelniczy // *Bestsellery – literatura – odbiorcy. Empiryczne badania współczesnego czytelnictwa...* [in press].

³⁷ Kowalewska D. Fenomen Harrego Pottera, o wartościach edukacyjnych w cyklu powieści J. K. Rowling // *Rola biblioteki w edukacji dzieci i młodzieży* / red. Z. Szczerba. – Kielce, 2006. – S. 103–112; Kruk M. Fenomen popularności małego czarodzieja. “Harry Potter” Joanne K. Rowling i młodzi odbiorcy // *Bestsellery – literatura – odbiorcy. Empiryczne badania współczesnego czytelnictwa...* [in press].

³⁸ Inter alia: Wereda W. Zarządzanie kompetencjami menedżerskimi jako budżet współczesnego przedsiębiorstwa // *Innowacje w zarządzaniu kapitałem ludzkim* / red. J. S. Kordas. – Siedlce, 2007. – S. 99–104.

³⁹ Inter alia: Jakie pisma fachowe czytają kardiologowie i interniści // *Kardiologia Polska*. – 2005. – S. 588–589.

⁴⁰ Inter alia: Kawoń-Noga D. Nauczyciele jako czytelnicy Pedagogicznej Biblioteki Wojewódzkiej w Opolu // *Wybrane problemy uczenia i upowszechniania kultury na Opolszczyźnie* / red. E. Sapia-Drewniak. – Opole, 2005. – S. 83–101; Murawska E. Czytam więc jestem... nauczycielem, miejsce czytelnictwa w systemie doskonalenia zawodowego nauczycieli. – *Edukacja*. – 2004. – Nr 1. – S. 78–85.

⁴¹ Dymmel A. Bibliotekarskie czytania – sondaż wśród bibliotekarzy Miejskiej Biblioteki Publicznej im. H. Łopacińskiego w Lublinie // *Bibliotekarz Lubelski*. – 2005. – R. 48. – S. 83–89; Stepniwska D. Czy bibliotekarze czytają wydawnictwa SBP? – analiza ankiety // *Poradnik Bibliotekarza*. – 2007. – Nr 5. – S. 10–14.

studies of reading the specialist press, e.g. agricultural press in the context of the role of the media in the availability of agricultural market information⁴².

The 1990s and the beginning of the new century produced a number of studies devoted to reading in children and teenagers, which are a part of the ample achievements in the research into the role of the book in this group of readers⁴³. The traditionally great interest resulted in a number of minor studies, largely of contributory nature and oriented towards the needs of a selected school, library or a selected age group or milieu. Larger studies include the survey by Grażyna Straus conducted among high-school students in Warsaw and the nationwide surveys conducted by Zofia Zasacka, devoted to reading among *gimnazjum* [junior high-school] students.

Grażyna Straus's studies on reading behaviors in high-school students were designed as three-stage ones. In the first stage, students who first began high schools were surveyed; stage two, after three years, surveyed students taking school-leaving exams, and the final stage was a survey after another three years⁴⁴. The subject of Straus's investigation were the school reading experiences of teenagers that were largely formed under the influence of learning institutions and the canons of mandatory reading that changed during the investigation in connection with the education reform. Another equally important context, in which the behaviors of young readers are embedded, is today's popular culture and book market, quite often fundamentally shaping the behavior of young readers and distinctly determining spontaneous, optional reading. The realized reading models in the studied milieu range from the continuation of the intelligentsia model to status models arising from membership of young people. In the first case we can distinguish model successors and detailed sub-varieties, i.e. purists or students who are exclusively under the influence of mandatory school readings, these, being, however, a minority of teenagers. A more numerous was the group of continuators of the intelligentsia model, which consisted of persons who read school readings, popular contemporary literature, or more ambitious literature, trendy books, and new books in fiction and non-fiction literature. High-school students named such titles as P. Coelho's *The Alchemist*, Anne Moir and David Jessel's *Brain Sex*, the novels by Gabriel G. Marquez, and stories by Julio Cortazar⁴⁵. Connoisseurs also appeared, who preferred more difficult works and literature by young writers, not entirely predictable individualists aiming to fulfill their interest and making eclectic choices. Surveys of high-school students also include Stanisław Bortnowski's studies of reading in the context of school reading and the reception of mandatory school readings⁴⁶. Fragmentary studies were made in selected high-school student groups in Lublin⁴⁷.

We should note the studies by Zofia Zasacka, conducted in the third forms of *gimnazjums* [junior high schools] in Poland, in which the author focused on investigating

⁴² Prochorowicz M. Rola mediów w dostępie do rolniczej informacji rynkowej na przykładzie prasy rolniczej // *Potencjał rozwojowy obszarów wiejskich w aspekcie wstąpienia Polski do Unii Europejskiej* / red. L. Pałasza. – Szczecin, 2006. – T. 2. – S. 541–552.

⁴³ Lewandowicz-Nosal G. Badania czytelnictwa dzieci i młodzieży w latach 90. XX wieku. Przegląd publikacji [electronic document] // *EBIB*. – 2004. – Nr 3 (<http://ebib.oss.wroc.pl/2004/54/lewandowicz.php>)

⁴⁴ Straus G. *Czytanie książek u progu liceum*. – Warszawa, 2002; Ejustdem. *Modelowi sukcesorzy, indywidualiści, eklektycy*. – Warszawa, 2005; Ejustdem. *Wykształceni amatorzy książek*. – Warszawa, 2008.

⁴⁵ Straus G. *Modelowi sukcesorzy...* – S. 103.

⁴⁶ Bortnowski S. Lektury szkolne na prowincji – sondaż // *Polonistyka*. – 1997. – R. 50, nr 9. – S. 533–535; Ejustdem. Krótki raport o książkach nieprzeczytanych i tegoż nieprzeczytania przyczynach i skutkach // *Ibidem*. – 1999. – R. 52, nr 9. – S. 554–556; Ejustdem. Czy koniec epoki czytania lektur? // *Język Polski w Liceum*. – 2005/2006. – R. 20, nr 1. – S. 12–24; Ejustdem. *Przewodnik po sztuce uczenia literatury*. – Warszawa, 2005.

⁴⁷ Dymmel A., Krajka J. Co czytają licealiści? // *Biblioteka w Szkole*. – 2003. – R. 15, nr 9. – S. 5 [electronic document] // http://www.vulca.edu.pl/biblioteka/archiwum/2003/09/co_czytaja.html.

reading behaviors in connection with the development of identity of the young readers and their social identification. The object of interest were the mandatory readings and reading in free time, and different behaviors in individual milieus in the context of participation in culture. Zasacka pointed out the great contrasts in reading behaviors: the presence of the group of those reading for pleasure, and the widespread models of reading/not reading connected with the school situation of mandatory readings. *Gimnazjum* students, like other young people oriented towards a peer group, form reading circles that recommend particular titles to one another, these being the novels by Krystyna Siesicka, Dorota Terakowska (*Ono [It] Poczwarzka [The Pupa]*) and by Paulo Coelho, or Robin Cook's medical thrillers. We can moreover observe the narrowing cultural distance between young people in the countryside and in larger cities: this consists in the spread of negative phenomena, i.e. the growing numbers of neglected and excluded young people in towns⁴⁸.

When discussing reading among young people, we should note the achievements of Anna Przeclawska. Her studies focus on defining the role and place of reading in the broad context of today's young people's participation in culture, and the position of reading among other ways of spending free time⁴⁹. This trend includes the investigations conducted by Danuta Świerczyńska-Jelonek, who studies the reading culture and free time in children and teenagers aged 11–15. On the basis of surveys and the analysis of library cards, interviews with children and librarians in the Mazowieckie province, the author presented reading behaviors in individual age groups. The author's findings contribute to the confirmation of a thesis that the attractiveness of reading is declining in the hierarchy of children's activities in their free time because young respondents preferred watching television, sporting activities, listening to music, and plays and games. Reading occupied farther, lower positions as one of many activities. A closer examination of reading behaviors of young readers permitted the selection of favorite titles and the specific ranking of children's and teenagers' bestsellers. Children aged 11–13 preferably chose Tove Jansson's *Moomin* books, Alan A. Milne's *Winnie the Pooh*, books by Astrid Lindgren, Lucy M. Montgomery and by Alfred Hitchcock, adventures of the Petit Nicolas, *Graveyard School* horror stories by Tom B. Stone, The Circle of Darkness series by J. R. Black, and the educational series *Patrzą, podziwiam, poznaję* [Look, admire and learn]⁵⁰.

Reading among younger children, children's books and the problems of cultural activation have been the object of J. Papużyńska's studies⁵¹. The problems of the functioning of children's book/literature in the contexts of contemporary popular culture and the new media have also been investigated⁵². A number of interesting studies devoted to children's literature and reading appear in the journal "Guliwer".

⁴⁸ Zasacka Z. Co czytają gimnazjaliści // *EBIB*. – 2004. – Nr 3 [electronic document] // <http://ebib.oss.wroc.pl/2004/54/zasacka.php> ; Ejusdem. *Nastoletni czytelnicy*. – Warszawa, 2008.

⁴⁹ Przeclawska A. Kontakty kulturalne nastolatków w Polsce drugiej połowy lat dziewięćdziesiątych – źródnicowanie, uwarunkowania // *Nastolatki i kultura w drugiej połowie lat dziewięćdziesiątych* / red. A. Przeclawska and L. Rowicki. – Warszawa, 2000. – S. 101–135; Ejusdem. Wybory czytelnicze dzieci i młodzieży. – *Poradnik Bibliotekarza*. – 2002. – Nr 4. – S. 3–5; Nr 5. – S. 3–5.

⁵⁰ Świerczyńska-Jelonek D. Książka w życiu współczesnych nastolatków // *Nastolatki i kultura w drugiej połowie...* – S. 137–176; Ejusdem. Co czytają dzieci na Mazowszu? // *Guliwer*. – 2000. – Nr 4. – S. 64–74; Ejusdem. Wybory czytelnicze dzieci i młodzieży // *Spoleczne oddziaływanie współczesnej książki* / pod red. J. Chruścińskiej, E. Kubisz. – Warszawa, 2002. – S. 86–98.

⁵¹ Papużyńska J. *Drukowaną ścieżką*. – Łódź, 2001; Ejusdem. *Dziecięce spotkania z literaturą*. – Warszawa, 2007.

⁵² Lewandowicz-Nosal G. Badania czytelnictwa dzieci i młodzieży w latach 90. XX wieku. Przegląd publikacji // *EBIB*. – 2004. – Nr 3 [electronic document] // <http://ebib.oss.wroc.pl/2004.58/lewandowicz.php>; Papużyńska J.

A special theme in the studies of reading that requires a separate treatment is connected with the problems of using the book in the diverse circles of disabled readers. I would like to mention only that in recent years there have appeared more and more studies concerning the therapeutic aspects of the book and the possibilities of using reading in particular areas of bibliotherapy⁵³.

I would like to say some concluding remarks about another aspect of present-day studies. The studies on library and information users, which I can only mention briefly because this subject also requires a separate study, are situated in the context of library and information management. In the assessment of the quality of information services, the pro-customer orientation has become important: it adopts the satisfaction of users as a significant measure of service quality (this applies both to the object of service and the manner of its performance)⁵⁴. Satisfaction is derived from the easy fulfillment of a particular demand, friendly service, and time of realization). This special category of users-customers is studied inter alia in respect of their needs, information barriers, the role of the librarian in overcoming these obstacles, methods of investigating user needs, mainly in the context of assessing information and library systems, and in a broader reference to the needs of the knowledge society⁵⁵.

Concluding this discussion, which is essentially of preliminary and identifying character, I would like to emphasize the diversity of problems being investigated and to accentuate the need for a more thorough study of the accomplishments of this discipline.

Polska literatura dziecięca w latach dziewięćdziesiątych // *Młody czytelnik w świecie książki, biblioteki i informacji* / red. K. Heske-Kwaśniewicz and I. Socha. – Katowice, 1996. – S. 95–105; Zając M. Książka dla dzieci pośród innych mediów: przegląd problematyki // *Ibidem*. – S. 213–218; Collective study: *Książka dziecięca 1990–2005, konteksty kultury popularnej i literatury wysokiej* / red. G. Leszczyński, D. Świerczyńska-Jelonek, M. Zając. – Warszawa, 2006.

⁵³ Borecka I. *Biblioterapia – nowa szansa książki*. – Olsztyn, 1992; Ejsdem. *Biblioterapia w szkole*. – Legnica, 1998; Ejsdem. *Co czytać aby łatwiej radzić sobie w życiu, czyli wprowadzenie do biblioterapii*. – Wrocław, 1998; A collection of studies: *Biblioterapia i czytelnictwo w środowiskach osób niepełnosprawnych* / red. B. Woźniczko-Paruzel. – Toruń, 2001; Fedorowicz M. *Specjalne materiały czytelnicze dla osób niepełnosprawnych. Zarys dziejów – formy – obieg społeczny*. – Toruń, 2002.

⁵⁴ <http://ebib.oss.wroc.pl/matkonf/torun/index.php>

⁵⁵ Inter alia: Nicholas D. *Ocena potrzeb informacyjnych w dobie Internetu: idee, metody, środki*. – Warszawa, 2001; Próchnicka M. Modelowanie użytkownika systemów informacyjnych // *Zagadnienia Informatyki Naukowej*. – 2000. – Nr 2. – S. 31–42; Świgoń M. *Bariery informacyjne. Podstawy teoretyczne i próba badań w środowisku naukowym*. – Warszawa, 2006; Kurek-Kokocińska S. Społeczeństwo biblioteczne jako społeczeństwo informacyjne // *Zagadnienia Informatyki Naukowej*. – 2001. – Nr 2. – S. 43–63; Majewska A., Szyda M. Czy biblioteka może być powodem stresu? [electronic document] // *EBIB*. – 2006. – Nr 2 // http://ebib.oss.info/2006/72/majewska_szyda.php [accessed 25. 08. 2008]; Ejdys P., Grzanka M. Badania Internetu w Polsce (przykład badań typu site-centric), [electronic document] // *EBIB*. – 2002. – Nr 9 // <http://ebib.oss.wroc.pl/2002/38/gemius.php>; Batorowska H. Klienci bibliotek w erze dostępu do informacji // *Komputer w edukacji* / red. J. Morbitzer. – Kraków, 2006. – S. 21–26; Chrostowski J. Szukajcie czy znajdziecie? // *Wiedza i Życie*. – 2007. – Nr 1. – S. 4–9; Tomczyk Ł. Polski senior a społeczeństwo informacyjne. – *Poradnik Bibliotekarza*. – 2008. – Nr 1. – S. 14–15; Rzadkowolska M. Społeczeństwo informacyjne – społeczeństwo bez książek? // *Problemy społeczeństwa informacyjnego* / red. A. Szewczyk. – Szczecin, 2007. – S. 98–107.

ЧИТАННЯ У ВІК ІНТЕРНЕТУ. ГОЛОВНІ ТЕНДЕНЦІЇ У ДОСЛІДЖЕННЯХ СУЧАСНОГО ЧИТАННЯ У ПОЛЬЩІ

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У статті зроблено огляд найновіших наукових досліджень (базованих на соціологічних опитуваннях) читачів і читання у сучасній Польщі. Особливу увагу звернуто на праці Інституту книги і читання Національної бібліотеки у Варшаві, де вивчено також читацькі зацікавлення користувачів Інтернету, а також на праці дослідників, які вивчають читацьку культуру дітей і підлітків, та на студії у галузі бібліотерапії.

Ключові слова: читач, читання, молодіжна читацька культура, бібліотерапія, Польща.

ЧТЕНИЕ В ВЕК ИНТЕРНЕТА. ГЛАВНЫЕ ТЕНДЕНЦИИ В ИССЛЕДОВАНИЯХ СОВРЕМЕННОГО ЧТЕНИЯ В ПОЛЬШЕ

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В статье сделан обзор самых новых научных исследований (которые базируются на социологических опросах) читателей и чтения в современной Польше. Особенное внимание обращено на работы Института книги и чтения Национальной библиотеки в Варшаве, где изучены также читательские интересы пользователей Интернета, а также на работы исследователей, которые изучают читательскую культуру детей и подростков, и на исследования в области библиотерапии.

Ключевые слова: читатель, чтение, молодежная читательская культура, библиотерапия, Польша.

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