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## MATERIAŁY

### *Władysław Marek Kolasa, Michał Rogoż, Krzysztof Woźniakowski, Sabina Kwiecień* **Polish press for children and youth up to 1918 year (assumptions of a research project)**

#### **Research Project Objectives**

The main objective of the project is to prepare a monograph on the history of children and adolescents' periodicals which appeared in Poland until 1918<sup>1</sup>.

The research will be conducted from the perspective of periodicals' studies, utilizing bibliological, literary and historical methods. The result of the work will be both a critical, multi-faceted analysis of the phenomenon, and its comprehensive documentation. The main inspiration for the research is an awareness of the significance of the role of the discussed publishing ventures in the absence of any deeper scientific recognition of this issue. The Polish language press (including periodicals for children and youth) in the period of national enslavement served as a substitute for the non-existent (or limited by the invaders' policies) Polish institutions and organizations, and therefore was also serving a compensating function. As a result, it is one of the main components of the national culture of the period and – at the same time – it constitutes a basic research material for many disciplines (press studies, bibliology, literature studies, history of education, history of culture, socio-political history, etc.).

The current state of knowledge leads us to the adoption of a number of specific hypotheses that follow directly from the compensatory function of the press of the period. Periodicals addressed to young readers (especially children) were: 1) an expression of changes in the perception and use of educational methods; 2) a testimony of the dominant patterns of education; 3) a literary reflection of the era and its mentality – and above all – 4) a reflection of the evolution of these factors. Periodicals addressed the youth had a slightly wider range of purposes. They were, additionally, 5) an expression of the self-education and organization of youth and 6) a manifestation of their political aspirations. It is worth noting that some of these types of activity, until the end of the 19th century, were of a secret character. The first official or semi-official writings of this type emerged in Galicia (on a wider scale after 1898), followed by the area annexed by Russia (1905) and in the Prussian partition (1911).

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Other groups of writings developed at a different pace: school materials, high-volume magazines for young people (mostly as additions to newspapers) and publications printed abroad.

For the purposes of the designed study, a broad interpretation of the title concept was adopted. The research will include both traditionally understood “children’s magazines” for which the sufficient differentiator was the target reader’s age (up to 14–15 years), as well as youth magazines that have been isolated based on other determinants. The group includes: traditional youth magazines (i.e. issued by professional editors for young people), school magazines (edited by schoolchildren) and magazines of youth organizations (including political and self-education periodicals). The studied period falls at the time of the Partitions of Poland, which makes it necessary to take into account many factors influencing the publishing and press activity. The main criterion of categorization is formed based on the individual divisions (Russian, Austrian, and Prussian) and emigration, and within them, the time-varying conditions (legal, administrative and social).

The study is planned as a comprehensive history of all types of periodicals for children and youth, both ones that addressed the young readers, and ones created by them. The monograph will consist of articles focusing on the context of the phenomenon of interest (the place of children’s and youth’s periodicals in the Polish press) and the synthetic characteristics of the materials (the evolution of function, historical outline, statistics, typology, geography). Additionally, each typological group shall be analyzed and characteristics of the most important titles will be discussed. To a large extent, also the analysis of the content of individual periodicals aimed at presenting their content (e.g. literary, pedagogical and ideological) along with the transformations of typographic and illustrative solutions. Moreover, an analysis of selected factors influencing the development of the studied segment of the press is planned (legal magazines, regulations concerning education, administrative practice), as well as examining its reception (circulation, distribution). An integral part of the monograph will be the bibliography, which – according to preliminary estimates – will be comprised of approximately 350–400 titles.

The proposed studies will include the first period of development of Polish periodicals for children and young people, marked by the years 1824–1918. The onset of their publishing is associated with the debut of the first such originally Polish magazine (“*Rozrywki dla Dzieci*”, established Klementyna Hoffman nee Tańska), and the closing dates are set by the restoration of Polish independence in 1918. The studied period of the history of magazines for young readers is divided into two phases, for which the cutoff date is the year 1864 (the January Uprising). This turning point is symbolic and is only applied for the sake of organization. The division is related to the development of the Polish press as a whole, which – until the mid-nineteenth century – was in its infancy and was characterized by a relatively small range and dynamics. For example, in the era of the Congress Poland – no more than 50 periodicals would be issued in the territory of Poland, while in the period between the Polish uprisings of 1830 and 1863 their number would only sometimes exceed 100 (the average was 68 titles). The second distinctive feature of the pre-1864 Polish press was its elitism. This is illustrated by the indicator of potential readers (for example, in 1830 one in nineteen adult residents of Warsaw was a reader of newspapers, and in 1856 – one in fifteen). No data are available on the readership of other

types of magazines which prevents any reconstruction or determining of the share of the young audience, but a lot of evidence indicates that it was low. The potential recipient of the contemporary press recruited almost exclusively from the educated classes, the gentry and the petty bourgeoisie. In the analyzed period (1824–1864) no more than 20–30 magazines aimed at young readers would appear, and all were on the initial stage of development. Most of such initiatives were proprietary in nature and were created by literary or educational activists.

In the second half of the nineteenth century significant quantitative and qualitative transformation took place in the Polish press. In the years 1864–1918, 6,857 titles appeared, including 5,886 in the Polish language. This number included approximately 300 titles addressed to the young reader or founded by the young. Relative to the previous period (1832–1864), both the range and circulation of the Polish press increased by over 800%. In the second half of the nineteenth century, there was also a significant extension of the target (which now included the working classes). The process was contributed both by a demographic explosion (between 1864 and 1911, the population of the former pre-Partitions' Poland doubled) and the gradual democratization of the access to culture, education and political rights. The development of the press and its readership was, however, highly diversified geographically, shaped differently in the different partitions by each invader's system of regulation for the press and – consequently – censorship and public service policy. Also, politics significantly affected the state of education and wealth of the lower classes.

The development of young readers' press was influenced by the same stimuli that affected the development of the Polish press as a whole. The most difficult conditions for its development were in the Russian zone, where up until 1905 it was suppressed by preventive censorship and a strict licensing system, and the situation was made worse by the lability of the Russian law based on circulars. These restrictions were abolished during the Revolution, which quickly resulted in an explosion of new initiatives. Compared to other districts, Congress Poland was the largest market for Polish newspapers and magazines. Despite the lack of Polish schools and the permanent Russification on the threshold of the twentieth century in the area lived a little over 2 million literate people, which accounted for 34.9% of potential readers in all the Polish territory. Very different conditions prevailed in the Austrian partition, where in 1867 preventive censorship was abolished (it was replaced with repressive censorship), which gradually became less brutal as the monarchy democratized. Polish schools, universities and numerous social organizations emerged relatively quickly in Galicia, and at the end of the century also mass political parties which influenced the numerous youth organizations. Favorable conditions for publishing quickly resulted in an increase in the number of titles. Although less potential readers lived in this area in comparison with the former Congress Kingdom (about 1.5 million), Galicia soon became the leader – after gaining autonomy in the Austria-Hungary Empire – in terms of the number of publications and kept it until the outbreak of the First World War. Galicia was, however, troubled by a variety of social problems, which translated into a relatively low rate of readership. The barrier was the low standard of living among the working classes and the poor quality of elementary education, especially in the eastern counties in addition to the overpopulation in the country – where 76.8% of the population lived in 1900 and the low

rate of industrialization. The still strong territorial and ethnic polarization overlapped with these problems. Polish periodicals focused in western Galicia, with the center in Krakow, while in the eastern districts, inhabited mostly by Ukrainians, it had a significantly lower representation. Only the capital city of Lviv was an exception.

In the territory under the Prussian rule, a new press law was put into effect in 1874, which confirmed the abolition of preventive censorship and maintained the repressive censorship practiced for 20 years. The Prussian legislature moved most of the competence from the police to justice; hence the fight against the Polish press was played mainly in the courts. In the lands under Prussian occupation lived a relatively small number of Poles compared with the other partitions (in 1897 just over 2.2 million), however, they constituted a serious community of readers. At the end of the nineteenth century, the district had almost no illiterate inhabitants (1–5%); hence the demand for newspapers was relatively high here. The higher level of wealth also favorably affected and the relatively high percentage of people living in cities also contributed to reading. Unlike other partitions, the press in the Prussian zone was also highly decentralized. A negative factor that inhibited the readership of the press was strict Germanizing policies (in schools, offices) and the specifically shaped political scene. The press in the Prussian partition was under strong pressure from the Polish-German rivalry, thence solidarity in the fight against the enemy would obscure other ideological divisions. The specificity of this is reflected in the local periodicals, which were somewhat unified.

### Significance of the project

In previous research tradition, the subject matter of young readers' press was taken up infrequently and at a high level of generality. The main obstacle in the implementation of in-depth research was the lack of documentation and dispersion of efforts between experts in several disciplines (history of literature, history of education, history of books, Press Studies). The main reason for the poor progress of the research was the lack of basic research, both in terms of documentation (bibliography) and quantitative analysis of the phenomenon (statistics, typology). The current state of knowledge is incomplete and differs significantly from the facts. The scale of omissions is illustrated by statistical data. The available literature most often invokes the number of 40 titles, including sixteen for the period 1824–1864, and twenty four for the years 1864 to 1918. More recent studies call for a major revision of this number. Much evidence indicates that in the studied period, 350–400 titles appeared (i.e., almost 10 times as many). The considerable share was magazines published by various organizations – self-education, political (including secret), school and scout boy ones. The second argument for the adoption of integrated research is the methodological heterogeneity of the results so far achieved. The vast majority of studies focuses on selected aspects of children's and youth magazines: the literary scientists concentrate on the content and emphasize the literary value; educational historians emphasize the pedagogical aspects of the content, while other historians are inclined to consider them as an instrument of political propaganda. Only a few (e.g. Irena Socha, Joanna Papuzińska) present an integrated approach, accompanied by interdisciplinary and theoretical reflection. The third reason to take up the

work is the significant obsolescence of existing publications, as the more prominent works were written even in the 1960s. The fourth reason is new opportunities for research in the field of verification of documentation, which emerged after 1990 (Lviv, Vilnius).

The scientific literature strictly concerning the press for children and youth is hardly more than 70 items. In most studies, the title topic appears but contextually (usually as fragments of books) or includes single issues. The relatively best examined is the first period of development of periodicals for children (1824–1864). The subject matter (from the perspective of literary studies) was dealt with more comprehensively by Izabela Kaniowska-Lewańska (1958, 1960, 1964a, 1964b, 1975). Rich monographic literature is available on the periodicals first issued back in the 1830s (*“Rozrywki dla Dzieci”*, *“Tygodnik dla Dzieci”*, *“Dziennik dla Dzieci”*, *“Skarbiec dla Dzieci”*), several magazines issued by mid-century (*“Przyjaciel Dzieci”*, *“Szkółka dla Dzieci”*, *“Tygodnik dla Dzieci i Młodzieży”*) and their promoters (Klementyna Hoffman nee Tańska, Ignacy Chrzanowski, Stanisław Jachowicz, Ewaryst Estkowski). Much less explored is the issue of periodicals for young readers from 1864 to 1918. There is only a general outline by Krystyna Kuliczowska (1959), further developed in part by Stanisław Grabowski (2001). However, the studies are not synthetic. Kuliczowska devoted only a few pages to the subject matter, reducing the issue to listing the titles and analyzing selected phenomena considered from a nationwide perspective. Grabowski, in turn, portrayed several major titles (using only the available literature). Only a few more long-lived periodicals (*“Przyjaciel Dzieci”*, *“Wieczory Rodzinne”*, *“Mały Światek”*, *“Moje Pisemko”*) have been studied in more depth. Provincial press has remained almost unknown. The exception to this is only the press for children and youth published in West Prussia. The topic of this fully examined by Wiktor Frąckowiak, who devoted two monographs to them (1979, 1981). Other regions only received incidental interest. Warsaw magazines lived to see a few sketches (Zenon Kmiecik 1979, 1981), as well as Silesian ones (Irena Socha 1992, 1999) and some Galician ones (Zygmunt Felczyński 1979, Zofia Sokół 1989, Jerzy Jarowiecki 2002, Grażyna Gzella 2009). Also, few authors were interested in the political press (e.g. Aleksandra Garlicka 1970); periodicals issued by organizations of self-education (Irena Socha 2002) and scout boy magazines (Wiesław Kukla 2003, Marian Miszczuk 1983). Among the theoretical studies the work of Joanna Papużyńska (1972), articles by Ryszard Waksmund (1981, 1982) and a study by Irena Socha (1990b) where the author made an analysis of the concept, conducted a review of studies and formulated research postulates, definitely stand out. Other studies concern individual issues or are compilations of earlier findings. Also methodological monographs by I. Socha on the press for young readers issued in the period 1918–1939 (1986, 1990a) and J. Papużyńska’s monograph (1981) devoted to the problems of the child’s contact with the book are of significant methodological value. The works are undertaken to comprehensively investigate the press for children and youth. The results should indicate the role of this group of publications in the broad sense of social communication in the era of the Partitions. Analyses shall include both the research of the communication channel as such (conditions, creation, reception, circulation) and the content. As a result, the beneficiaries of the research results will be press studies experts, book scientists, literary historians and scholars of the history of education and culture.

## Work plan

The proposed study is divided into ten stages: 1) determining the theoretical assumptions and terminology; 2) gathering documentation and verifying it, 3) the analysis of results; 4) identification and description of general trends; 5) identification and description of specific issues; 6) description of dominant types; 7) content analysis of selected periodicals; 8) comparative studies; 9) researching the context (legal and administrative); 10) examining the reception and circulation. In the first stage, strictly defined objects will be examined and their attributes (formal, geographical, typological) determined. The result of the work at this stage will be an instruction specifying rules for eligibility and labeling. The stage of collecting documentation of one of the most labor-intensive tasks. It will begin with an analysis of literature and documentary sources to determine a list of working titles that need to be verified. The analysis will include the main general studies (about 120), territorial and general bibliographies (40) as well as databases and digital libraries. Information obtained in this way will be added to a dedicated database. The next stage of work will be to determine library identification numbers and planning research trips. Their goal will be to verify and supplement the bibliographic data and gather source materials (photocopies, scans, photos). The second source of data will be an archive query involving teams of potential publishers (middle schools, education authorities) and selected youth organizations. During the research, data will be gradually added to the database, and after the completion their final reclamation will be performed.

At this stage, a working bibliography will be possible (including a pilot publication) as well as a statistical analysis. Further phases of the work will take place in smaller teams that will study the individual types (including most characteristic titles and their content analysis), prepare analyzes for the means of the general outline and perform benchmarking. The last two stages of research (context, reception, circulation) will be examined based on the literature. Such an approach is dictated by the scarce availability of sources in this field.

## Research Methodology

In the course of the work, a variety of research methods and techniques will be used. At the stage of data collection, the leading role will be fulfilled by bibliographic and documentary techniques. It is planned to draw up descriptions consistent with the ISBD- S (PN-N-01152-02) norm, complemented by annotations, selected press studies data and library identification numbers. At the stage of data analysis and the comparative studies various statistical techniques will be used, and the content analysis is planned to include quantitative analysis of the periodicals. At the level of description, heuristics and selected methods of literary history will be of primary importance.

The specificity of periodicals for children and youth requires a few special methods and techniques (especially ones used in press studies and literary studies). In terms of content analysis many significant guidelines are contained in the publications by J. Papużyńska (1972, 1981) and the work of researchers involved in



the analysis of the development of young readers' press after 1918 (I. Socha, B. Olszewska, 1996; M. Rogoż 2009). The first mentioned scholar identifies a number of empirical techniques of studying educational models, aimed i.e. to determine the dominant patterns of personal models and models of interpreting social relations (Papuzińska 1972). These techniques will be used in the analysis of single titles (and typological groups) along with comparative analyzes. I. Socha (1986, 1990a) proposes detailed methods of analysis applied to selected groups of school and youth journals, widely applying the analysis of literary communication. Further information is included in the studies by B. Olszewska (1996), who uses a novel method for the analysis of a single title, where particular importance is attached to a specifically defined concept of time (natural calendar, holidays, religious holidays, the cycle of the school year), which is a convenient framework for interpretation and analysis. Michał Rogoż (2009) proposes the application of press studies and bibliological methods to the segment of young reader's press, highlighting the publishing aspect of research. Documentative work requires a separate methodology. This issue has been dealt with, among others, by S. Dziki (1982), who proposed a detailed procedure of work and typological analysis. For the full description and ordering of magazines for children and youth, the author suggested 11 criteria. He pointed to four formal criteria: 1) the printing technique, 2) format, 3) circulation, 4) language; along with three groups of status: 5) legal, 6) economic, 7) organizational and institutional (including public or secret); 8) frequency; 9) function; 10) range; and 11) target (age, sex, socio-professional environment, place of residence). The highest scientific value is attached to the last three criteria, because they define the specific circumstances, the desire and the opportunity to participate in social and cultural life.

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## **Polish press for children and youth up to 1918 year (assumptions of a research project)**

### **Abstract**

The purpose of the project is the preparation of a monograph on the history of periodicals for children and young people which appeared in Poland until 1918. The research will include all of their types, both the periodicals addressed to the young readers, and those from created by them (approximately 350–400 titles in total). The outcome will be both a critical, multi-faceted analysis of the phenomenon and its full documentation. It is hypothesized that the Polish periodicals from the period the Partitions of Poland substituted for the non-existent national organizations and institutions, i.e. it primarily served a compensatory function. The analyses will aim to show the periodicals as a carrier of educational methods, role models, literary means of expression and self-education, self-organization and political activity of the youth. The subject matter will be examined from the perspective of periodicals' studies; however, its literary and pedagogical aspects will be included and dealt with extensively. The monograph will consist of papers focusing on the context of the phenomenon and a synthetic characterization subject discussed. The individual typological groups and their leading members will be examined as well. An integral part of the monograph will be a complete bibliography of the writings analysed. In the course of the work, a variety of methods will be used: at the stage of data collection – bibliographic and documentary techniques, at the stage of data analysis and comparative studies – statistical techniques, at the stage of content analysis – quantitative content analysis and at the level of description – heuristics and methods of literary history, respectively.

The work is undertaken with the aim to comprehensively investigate children's and young people periodicals from the period. The study results should reflect the role of this group of publications in the broad sense of social communication. The analyses will include research on the communication channel of interest (conditions, creation, reception, circulation) and its content and form. The beneficiaries of the results include researchers dealing with periodicals and book scientists, along with literary historians and scholars of history of education and culture. The research should contribute to progress in all these areas. This assumption results from the analysis of previous studies, which were taken infrequently and at a level of considerable generality. The main reason for this unsatisfactory progress was the lack of basic research, both in terms of documentation and quantitative analysis of the phenomenon.

**Key words:** press for children, press for youth, history

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