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C h r o n i c l e o f s c h o l a r l y l i f e

G u i d e l i n e s f o r A u t h o r s

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RECEPTION OF INTERNET AND PRINTED MESSAGES

KEYWORDS: Libraries. Reading. HTML. Information. Intellectualization. Internet. Language of the writing. Digital communication. Written communication. Public communication. Books. Belles-lettres. Screen. Speech. Brain. Reception of content. Eye perception. Long-term memory. Working memory. Written texts. Work of the human mind. Thinking processes. Psychology of reception. Psychology of communication. Learning. Knowledge. Memorizing.

ABSTRACT: The validation of communication processes requires cross-verified semiotic and psychological analyses. The evaluation of future coexistence of digital and written communication is highly speculative.

The writing derives from the speech and its linearity facilitates deep and abstract processing of the content received. The dynamic, simultaneous and polisemiotic language of Internet, HTML, is homologically complex and its transmissions are based on links and lexias. These languages are different and the text printed is not the same writing viewed on the screen – it is faster and on a deeper level as the recipient is more concentrated and intellectually activated.

The human brain reacts to various signals in a different manner, although it integrates all content received and relates it to the content received earlier. The most long-lasting content stored in the long-term memory comes from deep, unhasty reading of written texts – this is the basic condition for successful learning and memorizing. The final effect is that of internalized knowledge and creative mental processes, with the creativity of the latter related not only to the content received but also to the form and semiotics of the communication.

Wildly fluctuating social context and evolution of communication technologies, including miniaturization, makes trends foretelling a highly speculative task. However, one may expect gradual task-oriented specialization of various communication forms and their growing coexistence based on this specialization.

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DICTIONARY OF POLISH BOOK PROFESSIONALS
(on the occasion of publishing Supplement 3 to the Dictionary)

KEYWORDS: Biography writing. Bibliography. Library studies. Editing. History. Information science. Dictionary of Polish book professionals. Hanna Tadeusiewicz.

ABSTRACT: The author points to the significance of this important, four-volume scholarly publication consisting of over four thousand biographical entries for Polish book professionals. She discusses first attempts at preparing such a publication in the period immediately after World War II and follows with a description of subsequent stages of publishing the dictionary in the years 1972-2010, emphasizing merits of Professor Hanna Tadeusiewicz, a long-term supporter, editor and general editor of the dictionary. Special attention is drawn to the organization and management of the whole project with particular focus on Supplement 3. The article ends with a list of postulates, including the call for the digitization and online publication of printed volumes for easier and more extensive public use and the proposal to continue research in this field.

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INFORMATION BEHAVIOR OF THE YOUNG
AND ELEMENTS OF INFORMATION LITERACY IN POLAND

KEYWORDS: Information skills. Information literacy. Information behavior of the young. Information needs. Evaluation of information credibility. Information sources.

ABSTRACT: The author discusses selected results of research she conducted for her PhD thesis on information skills of the young in Poland, Germany and the United Kingdom. She presents data illustrating the use of various information sources by Polish, German and British pupils and the evaluation of the credibility of information collected from those sources. She follows with comparing her research results with core curricula for elementary, middle and high schools issued in 2009, pointing to clearly visible divergence between information needs and behavior of the young and objectives of information literacy as described in the curricula.