

ABSTRACTS
HANDICAPED PERSONS – READING CULTURE

NAGY Attila, SKALICZKI Judit: Preface. – The guest editors' introduction [pp. 463–464]

FERGE Zsuzsa: Social structure and social handicap. – In the more tolerant political atmosphere, poverty studies were given a new impetus. The phenomena in which handicaps manifest themselves are clarified by the author, describing and explaining Townsend's definition of the "objective relative deprivation" concept; then the causes are described, which may be mainly of a natural basis, intermediated by society; mainly related to the social structure; equally social and individual; finally, mainly individual. Poverty, multiple handicap and the objective relative deprivation are in the last analysis a factor of social power and interest-relations, that is, structurally determined. So that it may be gradually eliminated, a parallel development of the objective structure and the circumstances of consciousness is needed. [pp. 465–476]

GEREBEN Ferenc: Reading-sociological contributions to the interpretation of handicap. – Based upon a national reading-sociological survey on a 1000-person sample, the essay disusses social groups far behind the average performance of reading culture. It has been found in the research into the breakdown of non-readers as well as into the levels of performance of reading periodicals and books that a low level of education and the unskilled, mainly agricultural, manual work tend to lead to reading performances much worse than the average. From the point of view of reading culture, the following groups can also be considered handicapped: pensioners, villagers (especially in small communities) as well as those over 60 years of age. The overlaps taken off, the above groups amount to about 55–60% of the adult Hungarian population, and the proportion of those reading books very seldom, if any, is the same. This handicap seen in reading could also be pointed out in taste as well as book buying and library using habits. [pp. 477–491]

LÓRINCZ Judit: Gypsies in a small village. – The population of Tiszaigar is between 1000 and 1050, decreasing. This decrease, the unfavourable schooling conditions and an employment rate under the county average mean all a handicap. – The gypsy population living here is by and large permanent. The 100–120 gypsies used to live in a mass, next to the cemetery, in hovels. This colony began to be eliminated in the late 1960's. By the mid-eighties, their houses became wedged in the peasant houses. – This writing is an attempt to familiarize the reader with the primary and secondary socialization processes. How a gypsy family can take a socialization role, what the school and the library can do so that the improvement of the level of civilization may at the same time mean a raise of cultural level. [pp. 492–502]

NAGY Attila: On the reading and library using habits of apprentices—in connection with handicap. – At the turn of 1983–84, a nationally representative reading-sociological survey was made (on a 1000-person sample) of the reading and library using habits of the 15–18 year olds. The paper primarily shows the responses of apprentices after finishing the eighth grade, mostly contrasted with grammar school pupils. With them, reading is one of the least popular leisure-time activities. Their most popular books are best sellers, science fiction titles, thrillers and adventure books. 44% of the apprentices in-

interviewed use no library. However, their skills to recognize values (tested on stanzas without indicating the poets) are not far from the grammar school pupils'. At the same time, it must be clear that 10–15% of the age group, not even attending apprentice schools (unskilled workers, those living in apprentice homes, the physically or mentally handicapped etc.) can be considered the most handicapped. [pp. 503–516]

KOCSIS István: **Handicap, talent care and cultural summer camp.** – The essay gives the history of the development of the movement of cultural summer camps (or "reading camps"). Describes the cultural life in camps to show the role of the reading camp as a new cultural forum in the compensation of inequality of cultural chances. Describes actual cases to indicate the way the cultural summer camp can be a scene of a complex development of personality. [pp. 517–526]

CSOCSÁNNÉ HORVÁTH Emmy: **Culture, deficiency and handicap.** – The author gives a definition of deficiency, and describes, according to a classification known in special education of backward children, the characteristics and types of mental, hearing, speech defects, disorders in vision, locomotion as well as multiple handicap. Mentions the special devices which promote, through special education, the societal rehabilitation of the handicapped. Points at the injuries and traumas which hinder, or often prevent, having a fair share of the universal values of human culture, but also shows the society's chances to alter this. [pp. 527–534]

BERECZKY Lászlóné: **Handicapped readers and the home delivery service.** – The author discusses the library services to persons handicapped by health or age (the elderly, the sick, the physically handicapped and those living in old people's homes), with a brief reference to prisoners. Outlines the guidelines of the IFLA Section of Libraries Serving Disadvantaged Persons, then the medium-range plan of this section for 1986–1991 is summarized. Describes the standpoints of the Library Department of the Ministry of Culture, the leading organ of Hungarian librarianship, relating to the library services to underprivileged readers in the 6th and 7th five-year plan periods. [pp. 535–544]

DARU Gerőné: **On the societal rehabilitation of the blind.** – The author writes about the blinds, who constitute one of the most serious groups of the handicapped. Gives details of the work of the institutions and organizations devoted to the social adaptation of the blind. Draws the attention to the society's responsibility for an adequate assistance of injured people so that they may enjoy human dignity and equal rights. In this respect, there is a lot to do, since the blind, in want of suitable well-equipped training institutions, are limited to a few careers established for them many years ago. [pp. 545–549]

SKALICZKI Judit: **Blind persons, books and libraries.** – The world's blind population may be 30 million, they can only gather information from Braille documents or talking books. The article describes the history of the development of blind printing and of talking books, the formation of the central libraries for the blind. Examines the most advanced library provision systems of the present, operating in the United Kingdom, the United States, Scandinavia and the Netherlands. Makes a specific distinction between the two types of service, gives details of the services based only upon central libraries or upon public libraries, emphasizing the importance of the latter library type in provision. Finally, the Hungarian situation and the possibilities are described. [pp. 550–562]

BARTOS Éva: **Bibliotherapy in library work.** – It was in the sixties that a technique, several thousand years' old but revived practically in the past century: bibliotherapy, came to the focus of librarianship. It was first applied in hospitals, penal institutions, provisional homes etc. The sessions are directed by a bibliotherapist with a knowledge in literature, psychology, pedagogy and sociology. Unfortunately, therapist training has not been institutionalized in Hungary. The study describes actual cases to demonstrate bibliotherapy. [pp. 563–567]