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Did you know?

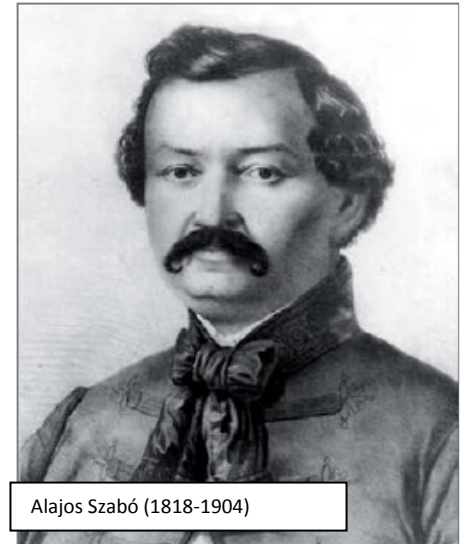
The Hungarian expression for veterinary: *állatorvos* – as it is known from Gyula Csósz's¹ report – was first used by the multi-talented doctor Pál Almási Balogh in an entry about livestock science, livestock arts, livestock healing that can be found in the 2nd edition of *Közhasznu esmeretek tára* (*Public Knowledge Archive*). Till the beginning of the 16th century the word „*állat*” (Hungarian for animal) which evolved from the verb *áll* (Hungarian for stand) had several meanings, differing from its present one: state, thing, creature, being (cf. *asszonyállat*-woman, 'female being', *emberi állat*-'human being', *oktalan állat*-animal, 'mindless-being')². Until its present explanation emerged, people had used the term *barom* (livestock, Turkish meaning: wealth, assets) for their main property: livestock, and the healer of these were called *baromorvos* (livestock doctors).

In *Magyar nyelv értelmező szótára* (The Thesaurus of Hungarian Language)³ the entry defines „*állatorvos*” as a graduated specialist. However, it took nearly one hundred years after the beginning of Hungarian veterinary training to achieve that veterinarians studied for at least three years before they got their diploma.



This is how Alajos Szabó summarized the unfortunate situation which persisted for such a long time: “Till 1857, the animal-healer course only took one year and everyone was admitted who had finished elementary school, or who passed an examination in writing, reading and counting before the institution's principal, and even a smith after his 3-year apprenticeship could be admitted... At the end of the term, by doing an exam, the student gained a certificate as a veterinarian. This one-year course was admittedly short, thus in 1857-58 it was extended to a 3-year course with the following conditions: who wished to pass in the veterinary course must have finished at least

the first four grades of the secondary school.



Alajos Szabó (1818-1904)

The long course required high expenses and also a relatively high pre-qualification, so at that time, in our nation's unfortunate situation, it was not reasonable. The veterinary system was not well established thus there were no veterinary stations where veterinarians could earn a living without the need of any perquisite incomes. Thus the three-year course was reduced to two years and so this two-year course was started in the 1859-60 academic year. Lectures were given in Hungarian and German till 1872, after that only in Hungarian. Who wanted to be admitted for the two-year course, was required to certify the completion of a city upper or normal school.⁴”

The new OIE webpage

The webpage of the World Organisation for Animal Health is an important and helpful source. The organization has renewed and supplemented its site with new contents on the occasion of the World Veterinary Year. Besides the information about the organization, the most valuable chapters are still the so-called "Technical disease cards" which introduce different animal sicknesses, and offer information especially on the PRRS and the diseases of Camelids. They support the struggle against flu-like diseases, BSE and other significant sicknesses by specialized portals. We can get acquainted with the standards required of collaborators and laboratories, the applications and the handbooks of the validated diagnostic tests, plus the way to apply for a certificate for these. OIE enhances the evaluation and development of the veterinary system of member states.

There are separate chapters for animal welfare and food safety, which may have modest menus, but under these there are really rich and up-to-date contents.

The offer of really useful information sources has also been enriched. Beside the international standards and statistical data-compilations, the OIE Bulletin and the Scientific and Technical Review have become freely accessible in full text. An OIE publications database was also published, in which we can easily search for books, periodicals, standards, resolutions, etc. from 1921 till present.

Trends in the library

Hungarian librarianship has started the 21. century with a significant change in its approach: with the declaration of the "Library quality development – library modernization" program. The gradual elaboration of the quality control system was guided by more tenders and that was a good occasion for our library to systematize its spontaneous quality efforts by putting them into a professional framework.

As the majority of cultural institutions, we also follow the system of the so-called Total Quality Management (TQM), which has three key elements:

- customer-first orientation,
- total commitment, involvement and participation,
- continuous improvement.

In practical terms this means that our main goal is to ensure services for our users which are appropriate in all their elements to achieve their satisfaction. All our colleagues are equally committed to this goal and work with full effort; and we are continuously monitoring, possibly with exact methods, our procedures, efficacy, and our customers' satisfaction and in the light of these assessments we correct our actions.

Our institution's mission statement, strategy and other related documents can be found on our homepage.

The next element of the system is process management introduced last year. We have made efforts to correct our mistakes with various techniques. The mass data of annual reports is an important part of quality management because they give the opportunity to trace interesting trends and to observe the efficiency indicators. We did a diachronic comparison in 2010, when we repeated our survey of 2003/2004. The main survey consists of two parts:

1. with a customer questionnaire we examined the demands, the habits of the information use and the satisfaction of our users,
2. we calculated performance indicators which were based on international standards. These served as the bases for an institutional comparison in 2005 and also for the present diachronic comparison.

As a matter of fact, we analysed the causes which might have lead to poor results in some indicators. As a result of this – and thanks to the technological development – the execution times of the interlibrary lending were reduced from 9 on the average of three days and the processing of books takes 8 days instead of 16. Most of the

indicators show much smaller changes than these. The popularity of personal usage was reduced, but users find what they are looking for more often.

Computers and the internet are causing radical changes in nearly every aspect of our life. This is also reflected in our data. The usage of the computers dropped by nearly one-third, however, the wireless network was introduced in the reading room and with it personal laptops, sometimes even 5-6 at the same time. The customs of computer use are also altered. While in 2004 the category "e-mail" covered 46% of the computer use, in 2010 it only takes 11%, because people rather

communicate through Facebook. However, every fifth student sits down in front of a computer to learn, more students are writing their essays on it, or searching for information in databases with them. From the questionnaires measuring user satisfaction, it can be seen that physical circumstances are less acceptable for the readers than six years before, but they find librarians more helpful. Instead of 60% now 83% of the visitors asked for support from librarians. More visitors were looking for and found specific books, more visitors came to borrow books, to search for information, to use databases and to use online study materials. The interest toward

daily newspapers was slightly reduced. The everlasting question of the lengthened open hours came up in the comments as well as the need for better monitors. This last wish has already come true: with faculty support we managed to install new computers and monitors in the computer room.

To sum up we can say that the library operates more efficiently from the point of expenses, and right now the renewal of the infrastructure is our main problem. In a year or so it would be expedient to check the use of electronic library services and the effects of the related marketing campaign.

The wounded Görgei

Who respects the works of György Vastagh Jr. will surely be delighted to find that since 2008 not only his *Csikós* (Horseman) statue can be seen in front of the Hungarian National Gallery, but also the equestrian statue of Artúr Görgey on the side of Buda Castle opposite to the presidential headquarters. It is known that the artist polished his knowledge of anatomy with our professor Béla Nádaskay, which definitely contributed to the fact that his animal figures almost come alive. The photos about the *Csikós* on the *szoborlap* webpage (<http://www.szoborlap.hu/>) or a short newsreel about the unveiling of the Görgey statue (<http://filmhiradok.nava.hu/watc h.php?id=1467>) also testify this.

For more than one and a half centuries, most of the textbooks branded Görgey (who for that matter wrote his name with an "i" from 1848 to the end of his life) as a traitor of the war of liberty since it was him who gave the order for capitulation, accordingly he was not part of the popular or almost cult figures of the revolution. Of course historians knew what the general public may also read at the exhibition entitled *The wounded Görgei* of the Semmelweis Museum of the History of Medicine: Kossuth did not see any hope anymore to achieve freedom, moreover he was already across borders when the weapons were put down near Világos on the 13th of August, 1849.

But how is Görgey connected to the Museum of the

History of Medicine? Similarly to the Collection of Veterinary History, they are looking for cultural-historical subjects which attract the public. That is why they are displaying the story of Artúr Görgey's almost unbelievable injury. One month before the capitulation a grenade shrapnel ripped open Görgey's skull for 12 centimetres (4.72 inch) long. Through the wound the brain and the stuck shrapnel pieces were visible. After two weeks the general with incredible will-power spelled out the Russian troops from Vác and then he fought – from the horse saddle – in the revolution trying to avoid the tragic end. After the capitulation at Világos, he lived in exile until the conciliation of 1867 when he returned to Hungary.

From the exhibition we can learn not only how he was

cured, what kinds of methods and tools were available for his doctors, how the final events of the revolution followed each other, but we also get a cross section of Artúr Görgey's life illustrated with pieces of art. The "adhesive material" of these objects, engravings, and other documents of the period are an ongoing presentation which relate and emphasize certain points, and a fantastic movie in which we can see the 90-year-old

Görgey at Visegrád. We can also listen to excerpts from 19-20th century textbooks about his historic role.

The wounded Görgei exhibition's impressive vermilion-grey rooms can be walked through in a half an hour, they do not overwhelm the visitor with hundreds of objects, however we can stick there and return to observe the pictures, read the documents, or sit down to listen the textbooks' simplified stories,

and to think about the fate of Artúr Görgey. The exhibition gives assistance to – as Zsigmond Móricz wrote – "Give respect to the great warrior, who did not have the chance to feel the joy of his valor."

The exhibition can be visited at the Semmelweis Museum of the History of Medicine (Budapest, I. Apród street 1-3.) until 3rd October 2011.



¹ Csősz Gyula: A száz éves „állatorvos” szó és szaknyelvezetünk magyarossága. *Állatorvosi Lapok*, 1932. 2. 37-38.

² *A magyar nyelv történeti-etimológiai szótára*. I. A-Gy. Budapest : Akad. K., 1967. 138. p.

³ *A magyar nyelv értelmező szótára*. I. köt. A-D. Budapest : Akad. K., 1978. 163. p.

⁴ Szabó Alajos: Rövid ismertetése – 1787–1875-ig – a budapesti m. k. állatorvosi tanintézetnek. *Veterinarius*, 1878. 1. 2. 11-14.