

UNIVERZITA PALACKÉHO V OLMOUCI

PEDAGOGICKÁ FAKULTA

Katedra anglického jazyka

SIMONA NAVRÁTILOVÁ

III. ročník-prezenční studium

Obor: Anglický jazyk se zaměřením na vzdělávání – Německý jazyk se zaměřením na
vzdělávání

FAHRENHEIT 451:

**THE FUTURE OF BOOKS-RAY BRADBURY'S VISION VERSUS NOWADYAS
REALITY**

Bakalářská práce

Vedoucí písemné práce: Mgr. Josef Nevařil, Ph.D.

Olomouc 2014

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů, literatury a elektronických zdrojů.

V Olomouci 23. 4. 2014

.....

I would like to thank Mgr. Josef Nevařil, Ph.D. for his support, constructive criticism, his patience and valuable comments on the content and style of my final project.

Table of content

ABSTRACT	5
INTRODUCTION	6
1. RAY BRADBURY.....	8
1.1 Biography	8
1.1.1 Influences shaping the author.....	9
1.2 Bradbury's literary work	10
2. FAHRENHEIT 451	13
2.1 Introduction of the novel.....	13
2.2 Literary and historical context of the novel	14
2.3 Storyline	16
2.4 Themes and Bradbury's vision.....	17
3. NOWADAYS REALITY	21
3.1 The reader in the 21 st century	21
3.2 Readership in the USA.....	22
3.3 Readership in the Czech Republic	25
PRACTICAL PART	27
4. RESEARCH IN READING AMONG STUDENTS'	27
4.1 Aim of the survey	28
4.2 Research methods	28
4.3 The analysis of gained results.....	29
CONCLUSION.....	36
BIBLIOGRAPHY	38
RÉSUMÉ.....	41
ANOTATION.....	42

ABSTRACT

The work deals with the vision of Ray Bradbury about the future of books, introduced in his work Fahrenheit 451. Taking into account the thematic analysis of the book and comparing it with results of surveys from the Czech Republic and the USA, the bachelor thesis shows the attitude of modern society towards reading. My research findings regarding the point of view of students of three secondary schools on reading serve as enrichment and supplement to official surveys.

INTRODUCTION

The aim of this work is to investigate if the vision of Ray Bradbury about the future of books, depicted in his masterpiece novel *Fahrenheit 451*, is comparable with the situation nowadays. The thesis brings to the fore the insight into the current state of readership in our society. It shows the reader the attitude of contemporary society towards reading, more than half a century after publishing Bradbury's book.

The thesis is divided into a theoretical and practical part. The theoretical part firstly depicts briefly the life of one of the most prolific and famous American writers, Ray Bradbury, and subsequently provides us the insight on influences that shaped and affected his writing style and also introduces other literary works of the author.

The following chapter focuses on the book *Fahrenheit 451*, which is the core of my theoretical part. Not only literary but also historical conditions and influences, under which the book originated, are examined. Afterwards is shortly described the plot of the novel and more importantly significant themes of the book are revealed, based on interpretation of some literary critics like Weller, Sharp, Ried, etc.; and also on Bradbury.

According to interpretations of the theme of the book, we come to a conclusion that the novel contains a vision regarding the future of books. On this foundation was made a comparison between this vision of Bradbury and the reality nowadays. The reality of our contemporary society, concerning the point of view on reading, is examined through surveys on literary reading which were held in different time intervals in the USA and the Czech Republic. The surveys on this topic are a hot issue in our time and therefore a number of researches were conducted already. I have analysed reports of the National Endowment for the Arts about American readership (*Reading at Risk*, *Reading on the Rise* and *How a Nation Engages with Art*) and as for the data in the Czech Republic I used books written by Czech author Trávníček. The output of these results will give us the perspective on the modern reader and the issue of reading in 20th and 21st century.

The thesis also draws a comparison between gained data from the USA and the Czech Republic. Results portray the state of readership in both countries whether readers are in decline or in rise.

The second part of the thesis focuses on my research among secondary school students. In order to enrich and supplement official surveys I have conducted a small survey to document

an opinion of students on reading and to find out what attitude younger people in my surroundings have. I used the method of questionnaire to investigate the given issue. The answers were based on sample size of 160 students of secondary schools from Jeseník. The inquiry was anonymous and it included 9 questions covering the regularity, motivation and attitude toward reading, popular genres, etc. Achieved results were analysed and processed in form of graph and my commentary and evaluated and compared to a nationwide scale.

THEORETICAL PART

1. RAY BRADBURY

The aim of the first chapter of the theoretical thesis is to briefly summarize the biography of Ray Bradbury, his journey from a young fan of Sci-fi to first attempts to accomplish his writing ambitions to the world of successful, prominent American writers. The first goal is then followed by examining the influences which formed the author and considerably affected his writing. Subsequently, the second subchapter is dealing with Bradbury's authorship and it introduces some of the most significant works of the writer which are popular all over the world. Essentially, the whole chapter is trying to sum up the life of one of the most celebrated, influential and outstanding American writers of the 20th century, mainly focusing on his literary career, tracing Bradbury's amateur beginnings, his quest for glory leading to his recognition all over the world as one of the best (sci-fi) authors of all time. This abbreviated biography and Bradbury's literary work are provided in order to lay the foundations for deeper insight of conditions and influences under which the book, which is the essence of my bachelor thesis, *Fahrenheit 451* came into existence.

1.1 Biography

In her book - *Ray Bradbury: A Critical Companion* (2000, p. 1), Robin Anne Reid states that the today's well-known author Ray Douglas Bradbury was born on August 22, 1920 in Waukegan, Illinois. According to Michael Sharp *Popular Contemporary Writers*, Bradbury considered himself to be autodidact as for his writing and he had started with short stories when he was twelve. Initially, in high school, Bradbury attended a drama club and he wanted to become an actor but thanks to the support of his two female teachers, who saw a great potential in him and encouraged him, the young promising student turned out to be one of the most popular authors of the 20th century (Chris Jepsen & Richard Johnston, 2014).

As Bradbury's high school years progressed, the starting writer and also a big fan of Sci-fi joined the Los Angeles Science Fiction League and with other members they started publishing fanzines - amateur magazines. In fan groups like this one originated the idea of organizing meetings for fans, writers and editors, where they could encounter face-to-face and lead heated debates about science fictions. Before the year 1939 when Bradbury began to

publish his own fanzine, he had his cartoons, short stories, etc. printed in other people's magazines (Sharp, 2006, p. 221).

During the year 1941 Bradbury gave preferences to writing over his acting aspirations and he had chosen to pursue writing full time (Robin Anne Ried, 2000, p. 3). The first story he had been paid for, appeared in *Super Science Stories*, was titled the *Pendulum*. In the course of following years, he wrote a number of other stories, and through these works he had gradually developed his distinctive writing style (Chris Jepsen & Richard Johnston, 2014).

Bradbury's career started the publication of *The Martian Chronicles*, considered by many to be his most significant achievement, furthermore he wrote other major works: *The Illustrated Man*, *Fahrenheit 451* and *Dandelion Wine*. (Ried, 2000, p.3) The author's love for books brought him not only the career success but also happiness in personal life since he met his future wife in a book shop, where she was working. (Wikipedia, 2014)

As for Bradbury's literary style, although he is regarded to be a Sci-fi writer, he did not consider himself a science fiction author but rather a fantasy writer whose stories are written in variety of genres such as horror, gothic, mystery and fantasy (Sharp, 2006, p. 226). He is also reckoned as a writer who brought sci-fi to life in time when it was seen as low-grade genre. (Bloom, 2007, p. 9)

Moreover, his work has never been confined purely to literature. He received an Oscar nomination for animated short *Icarus Montgolfier Wright* and won an Emmy Award for his television play *The Halloween Tree*. The writer adapted 65 of his stories for television program *The Ray Bradbury Theatre* too and he was a creative consultant for the United States Pavilion at the 1964 New York World's Fair. (Wikipedia, 2014)

1.1.1 Influences shaping the author

Regarding influences which shaped the author, Bradbury attributed that his early but huge inspirations were for him his mother who was taking him to movies when he was a boy and his aunt, reading him fantasy books before he was able to read on his own. He stated too that comic books, carnivals and stage magicians, who he loved, had influenced him as well. (Sharp, 2006, 227)

One of first writers, having a great impact on then twelve years old Bradbury was surely Edgar Allan Poe. Somewhere around this time he began with writing his own horror stories, whose style was similar to the way in which already above mentioned author's early idol wrote. Growing up, he read not only Edgar Allan Poe but also other writers including Edgar Rice Burroughs, H. G. Wells and Jules Verne or some of Bradbury's science-fiction contemporaries like Robert Heinlein and Arthur C. Clarke. Bradbury wasn't affected just by science fiction writers, he stated that also poets were very influential for him. Those one who had a great impact on him were William Shakespeare and Robert Frost. Bradbury claims that John Steinbeck, Thomas Wolfe and Aldous Huxley have a big effect on him as well. (The Paris Review, Weller, 2010) In the interview for *the Paris Review* made by Sam Weller (2010), Bradbury commented: "I learned from John Steinbeck how to write objectively and yet insert all of the insights without too much extra comment. I learned a hell of a lot from John Collier and Gerald Heard, and I fell madly in love with a number of women writers, especially Eudora Welty and Katherine Anne Porter".

As can be seen, there were many influences which took part in forming the author's writing style, themes, ideas etc. However, it certainly was not a college where such a great literary spirit was born, because Bradbury never went to one. As a matter of fact Bradbury never was a fan of colleges, as he held the view that nobody can teach how to write in places like that due to teachers, who are of the belief they always know more, than students, which was strongly criticised by Bradbury. He claims he is a man educated in libraries, where he spent hours and hours every day. (Wikipedia, 2014 and Bradbury in the Paris Review, 2010)

He also stated in the interview with Sam Weller for the Paris Review (2010): "I am a librarian. I discovered me in the library. I went to find me in the library. Before I fell in love with libraries, I was just a six-year-old boy".

To conclude the first chapter, I would like to add that Bradbury stayed an active even in advanced age, he did not rest on his laurels, he remained a prolific author and vigorous storyteller, he lectured on regular basis and he stayed faithful to his routine of everyday writing. He died at the age of nearly 92 years after a lengthy illness. (Wikipedia, 2014)

1.2 Bradbury's literary work

As mentioned above, Bradbury was an active writer who has on his credit many high qualities and worldwide appreciated works that still attracts the audience of all ages, most likely, for

their timelessness and an engaging plot. Although Bradbury began with writing at an early age, it was his publication of *The Martian Chronicles* in 1950, where he brought Mars and Martians to life, that put him on the map and he gained the reputation as the author of courage and vision. (raybradbury, 2010)

This masterpiece could be seen as either a novel or a collection of linked science fiction short stories that portray the colonization of the red planet by invaders from the Earth having the intention to reshape the Mars into a second Earth. But then, when the nuclear war on their home planet burst out, there is an exodus back to the Earth. After the Earth is atomically devastated and the human civilisation faces the final collapse, some surviving humans escape to Mars to start over. (Wikipedia, 2014)

Another great book written by Bradbury, beloved by the great mass is *The Illustrated Man*. As in *The Martian Chronicles*, the readers will be enchanted with author's startling vision of the mankind's destiny and with provocative, breathtaking and powerful concepts and images. In the centre of the story is a character of the *Illustrated Man*, whose whole body is covered by tattoos, having the power to depict different stories. (raybradbury, 2010) It is a collection of eighteen tales in which Bradbury portrayed his concern about the direction that society is heading. Again he was pointing out current social and political hot issues around 1950 (the abuse of technology, civil rights, the threat of nuclear war) in which he was deeply interested. (Sam Weller, 2005, p. 113)

The year 1953 was the year when a dystopian novel *Fahrenheit 451* appeared in bookstores. The book will be dealt with in detail in Chapter 2. For the time being, I would like to share a statement, made by famous New York Times critic Orville Prescott about *Fahrenheit 451*, in order to prepare a solid ground to begin with the deep analysis of this book afterwards: "Frightening in its implications... Mr. Bradbury's account of this insane world, which bears many alarming resemblances to our own, is fascinating." (Weller, 2005, p. 138)

Among other works, achieving international success, are included books like *The October Country*, *Dandelion Wine*, *A Medicine for Melancholy*, *Something Wicked This Way Comes*, *I Sing the Body Electric!*, *Quicker Than the Eye*, and *Driving Blind*. In total, Bradbury contributed to the world literature with more than 30 books and over 600 short stories, numerous poems, essays and plays. His accomplishment is also evident in the fact that more

than eight million copies of his work have been sold all over the world and they have been published in over 36 languages. (raybradbury, 2010)

Although decades have passed, Bradbury struck a chord among readers because themes and concerns which he has expressed are still relevant for us. It is innate to human nature to seek an image of what will our future looks like, it plays an important role in people's life, therefore the books and stories are cherished in avid reader's heart and they are widely popular even nowadays. There are no doubts that authorship of this peerless, talented literary giant went down in history and certainly influenced many other writers.

2. FAHRENHEIT 451

As is apparent from the very title Fahrenheit 451- this chapter deals with the book of the same name which stands at the forefront of the theoretical part of my bachelor thesis. From its content and writer's vision which the book presents is also the research part patterned on. The subject matter of this division concentrates on the introduction of the novel, the literary and historical context under which the novel originated, the plot of the work itself and themes occurring throughout the book and of course on Bradbury's vision.

2.1 Introduction of the novel

The novel Fahrenheit 451 is considered to be one of Bradbury's best works. This remarkable novel was published on 19th October in 1953 and it is largely extolled even today, more than 50 years after its publication. Since 1953 it has been in print continuously, internationally acclaimed with more than 5 million copies in print, and it has gained an extensive critical attention from academics. (raybradbury, 2010)

According to Wikipedia the novel has won a lot of awards, one year after it came into existence the book won the American Academy of Arts and Letters Award in Literature and the Commonwealth Club of California Gold Medal. This was followed by the Prometheus "Hall of Fame" Award and "Retro" Hugo Award. In the year 1976, arose the audiobook version, for which Bradbury was nominated for Grammy Award for Best Spoken Word Recording.

Later French director François Truffaut made a film adaptation based on the book Fahrenheit 451. The movie was titled the same as the novel and it was released in the year 1966. In many interviews Bradbury stated that he considers the movie to be the best of all film adaptations of his work. Furthermore Bradbury himself adapted his novel for the Studio Theatre playhouse. (Ried, 2000, p. 53)

With regard to the book itself, the author organized it into three sections titled: The Hearth and the Salamander, The sieve and the Sand and Burning Bright. Concerning the story (see also Chapter 2.3), it is set in an unspecified future and city where books are outlawed by the government and the duty of firemen is to destroy any that will be found. It is a story about society whose members are mostly satisfied with this oppressive situation, happily living their

lives, trapped between four walls of their homes, spending every moment in front of big TVs and thoughtlessly watching lives of imaginary characters, like lemmings. However, this way of life is not enough for everyone. And that is where troubles begin. (Sharp, 2006, p. 230)

Although the book was written many years ago, Bradbury himself felt, the message of the novel is still relevant. He stated in an interview - *Bradbury Still Believes In Heat Of 'Fahrenheit 451'* - for The Seattle Times with Misha Berson (1993): "The problem in our country isn't with books being banned, but with people no longer reading. Look at the magazines, the newspapers around us - it's all junk, all trash, tidbits of news. The average TV ad has 120 images a minute. Everything just falls off your mind. You don't have to burn books to destroy a culture. Just get people to stop reading them."

2.2 Literary and historical context of the novel

The aim of the second subchapter is to discuss both literary and historical conditions that gave rise to this marvellous piece of work. The aim of the following subchapter is to briefly introduce the plot of Fahrenheit 451 and after this evoking peek inside the story were mentioned themes of the book considering reading, censorship, TV impact etc., according to some critics. At the end is given my opinion on Bradbury's vision and also the importance and contribution of the book to readership.

In the afterword to the new books edition of Fahrenheit 451, Bradbury (1982) provides us with the matter how the novel first saw the light of day and he informs us about the development of the writing process which stood behind the creation of this novel.

According to Bradbury, Fahrenheit 451 has its origin in writer's earlier novella The Fireman. The author describes how he was writing this piece in the basement typing room of the library at the University of California at Los Angeles. The library rented there old typewriters- half an hour "for a dime". As Bradbury said, the time was money, which means he was forced by these circumstances to write in haste, and so he managed to finish the first draft in nine days, which cost him \$9.80 (forty-nine hours of typewriter time). The Fireman - had approximately 25000 words and Bradbury sold it to the editor Horace Gold, because major literary publications were not showing any interest. It was published in the Galaxy magazine in February 1951 and Bradbury was given the fee of three hundred dollars. (Sam Weller, 2005, p. 134) At that time The Fireman was set aside, but later, Bradbury came back to it and the

original novella was expanded into the novel *Fahrenheit 451*, which is roughly twice as long. (Bradbury's afterword, 1982)

As for the title, Bradbury used an unusual one, which for sure impresses itself on people's memory. The heading, *Fahrenheit 451*, refers to the temperature at which paper catches fire and spontaneously burns. This idea was then more expanded in the already above mentioned novella *The Fireman*. Not only from these stories has the well known book developed, another important short story, on the way to create *Fahrenheit 451*, was *The Pedestrian*. (Wikipedia, 2014, Jonathan R. Eller & William F. Touponce, 2004, p. 164)

Bradbury's passion for books began at an early age. He was a frequent visitor of libraries, but when he was a child, he recalls being frustrated about the fact that certain kinds of books were not available in libraries. Bradbury claims that it was not about the censorship, the truth was that at that time, libraries had not in stock science fiction books just because this genre was not seen as quality literature. It was the first time he faced to the literary snobbery. Back in those days he probably did not realise that one day this would also plague his own writing career. Furthermore, when the author was a nine year old boy he learned about the cataclysmic destruction of Library of Alexandria of ancient Egypt by fire, which did eat his heart out. All these facts left a great impression on Bradbury about the vulnerability of books to censorship and destruction. (Weller, 2005, p. 132)

We also have to take into account the time in which the novel was written and the time which preceded it. Bradbury stated that the genesis of the novel was influenced and inspired by the period of Nazi book burnings¹-an act of anti intellectualism during the late 1930s. (Wikipedia, 2014, Hiner, 2001, p. 10)

The author was simply terrified with the idea of setting books into the fire and in an introduction to *Fahrenheit 451*, from the year 1966, he also claimed that: "When Hitler burned a book, I felt it as keenly, please forgive me, as his killing a human, for in the long sum of history they are one and the same flesh." (Weller, 2005, p. 132)

After the unsettling Nazi era, when it seemed that all the terrors of the previous regime were gone, came the post-war era of the McCarthyism, named after Senator Joseph McCarthy,

¹ Nazi books burning- a campaign in which German Universities students, members of right-wing student organizations, ceremonially burn books with "unGerman" ideas, books of authors whose ideologies undermined the National Socialist leadership. (Source: Wikipedia)

which only increased Bradbury's fear for the future direction of our society and his contempt over government overreach. (Weller, 2005, p. 134)

It was a time whose main feature was escalating feelings of hatred towards communism. It was a time of anti-communist witch hunt, making unfair allegations, blacklisting and censorship. At the height of this time Fahrenheit 451 was released and therefore the book is often seen as a response to this era. Although Bradbury himself insists that it was not his intention to write Fahrenheit as a statement against McCarthyism. He claims that he was rather trying to warn people against the increasingly expanding phenomenon of the television. (Hiner, 2001, p. 10, Weller, 2005, p. 16, 134, Schofelt and Cordon, 2012)

In spite of the fact that the author had most likely no intention to deliberately write a book from which emanate the fear of the censorship (both overt and subtle) or the concern about the freedom, he did. As a matter of fact it is doubtful that the book Fahrenheit 451 will ever stop be seen and appreciated as a fight against the censorship as is evident by many works of literary critics on content of Fahrenheit 451 (Schofelt and Cordon, 2012, Stewart, 2012) (More about the theme of the censorship in chapter 2.4)

Considering this political climate of the time (not only the threat of censoring but also the fear of the atomic age, the proliferation of nuclear weapons and the danger of war) when Fahrenheit was created, it is not so surprising that after its publication Bradbury was regarded as one of the writers who brought sci-fi to a new level. He was credited for his literary intellectual sophistication throughout his novel. Fahrenheit 451 is one of the most well-received Bradbury's book. (Bloom, 2007, p. 13)

2.3 Storyline

The third subchapter will shortly depict the story of Fahrenheit 451. The aim of this brief synopsis is to summarize three sections of Bradbury's book for the purpose to providing the reader an insight into the story.

The main protagonist of the novel is Guy Montag who works as a "fireman" in an unspecified time in the future but his job is not to extinguish fires, on the contrary he is supposed to burn books because the possession of them is proclaimed to be outlawed. Montag has never questioned his work and neither have other people. It might seem that the whole society outlined in this novel understood this rule and they were satisfied with it.

But one day everything what Montag so far believed in changed. It was his teenage neighbour Clarisse McClellan who cast doubt upon the direction where his life and work are heading. She made him think whether his present way of life brings him happiness and whether he wants to be the part of society among which he is living. The conversation with Clarisse set things in motion which resulted in Montag's journey from a blind follower of meaningless rules that go hand in hand with TV-obsessed-society trend, to a member of the social outcast group who is trying to save the content and message of books by memorizing them. As far as each member of the group is a living version of the book, books can never be forgotten.

2.4 Themes and Bradbury's vision

In my opinion, the reader can find a wide range of themes in Fahrenheit 451 and literary critics often differ in their opinions on this book. This subchapter will devote a closer look at some themes interpretations.

Often discussed theme of the novel is surely warning about government mind control which results in censorship of books (also mentioned in subchapter 2.2, see above). Even Sam Weller (2005) - Bradbury's authorized bibliographer thinks that the book is related to the censorship as is apparent from what he states in *Bradbury's Chronicle*. Moreover Bradbury's radio interview that took place in 1956 in some measure supported this idea. He stated that he wrote Fahrenheit 451 in the time when he was concerned about the direction the United States was going during that time (McCarthy era- reference in 2.2). He also claimed he was worried that many people were afraid to express their own opinion and he wrote the novel to show them what could happen if the country would be ruled by fear, if the people would let themselves go too far in this unhealthy direction. (Wikipedia, 2014)

After a lapse of time, the author tended to reject the censorship as the major factor in creating the novel. Since that time he was holding the view that in truth the real message of the book, posing a threat to our existence, is the danger of an illiterate society that has deliberately decided not to read and watch TV instead. The society, that has consciously thrown itself into the clutches of mass media influence. (Wikipedia, 2014, Jill Stewart 2012)

In another interview which is to be found on websites dedicated to the author- in the form of a video named *Bradbury on Censorship/Television*, Bradbury said: "I wasn't worried about freedom. I was worried about people being turned into morons by TV." (raybradbury, 2010)

He emphasizes that his novel puts stress on the pitiful fact that society gives the giant, glowing screens the option to stupefy and simultaneously enslave the whole nation.

He also strongly criticised the TV bombardment of factoids - shortened, inadequate, deceptive or irrelevant facts. He puts forward an example by saying: "The television gives you the dates of Napoleon, but not who he was." (Ray Bradbury, on Censorship/Television, 2010) The novel, purely and simply, shows us how the television can destroy the demand for reading literature. (Jill Stewart 2012)

According to Sharp (2006, p. 229) Bradbury wrote a story about an ordinary man and people in his surroundings who do not want to read or deal with problems and contradictions, they only wish to sit in front of the TV and watch imaginary characters coping with troubles they are not willing to solve by themselves. They knowingly prefer their own souls to be enslaved to glowing screens in order to preserve their simple, artificially created view of the world.

A similar opinion to Sharp has R. A. Ried (2000, p. 59). She is accounted that the major theme of *Fahrenheit* is the effort to resist effects of mass media, not to yield to the conformity and to the group press and the struggle not to allow the technology to control individuals. The main problem in the novel is not book burnings itself, the trouble is that people let that happen, they did not stop it because they limited themselves to the simplicity which provide TV's. It was also stated by the former English professor, Faber, in the book: "Remember, the firemen are rarely necessary. The public itself stopped reading of its own accord." (Bradbury in *Fahrenheit 451*, 2012, p. 83)

Throughout *Fahrenheit 451* it is the phenomenon of the television which is suppressing the individualism in people, in contrary to McCarthyism era, where it was the government who censored books. (Ried, 2000, p. 60) Here we can see how critics differ in the analysis of the book's themes. Sharp (2006) and Ried (2000) unlike Weller (2005) do not give this book into the context with the era of McCarthyism.

Another opinion is that Bradbury was concerned about the time during which he wrote the book and that he brought these concerns in his book to life. The publisher of *Fahrenheit 451*, Ian Ballantine wrote a letter to Bradbury stating: "It is an irony of our time that some of the most important things that are happening to us are not talked about because people have been made afraid, and I think that *Fahrenheit* and every other non-conformist book faces the obstacle of this fear" (Jonathan R. Eller & William F. Touponce, 2004, p. 165) Eller and

Touponce (2004) also add that Bradbury's aim was to portray the American post-war society and its worries and fears.

David Seed (2004, p. 493) in his work *Companion to Science Fiction* sees Bradbury's book as a dystopian novel² which depicts a society ruled by the mass consumption, where people are surrounded by TV walls, which are the source of distraction. Because of big television screens people live in a spectacle-based present and they are not aware or some do not want to be aware of the fact that it is only a fabricated ideology behind which lies the real truth. They live in a state of social and political control maintained by mass media.

In my opinion we cannot say that someone analysed the book incorrectly. I think it is only a sign of a well done job, to create a piece of literature with such immense response from critics. It is absolutely indisputable that the novel compels the reader to ponder. For me it is amazing that the book was written more than 50 years ago and I can still see a great deal of parallels of our time and our society. I would not say it is strictly crucial if it was or was not Bradbury's intention to respond with his book to the McCarthyism or the censorship, the freedom, the government control or if this should serve as a menace of expansion of media and the power and impact which it would have on society. The most important thing is that this book came into existence and that people are actually reading it, they have an interest to think about its content and themes, and that they are mindful of the fact that books and the ability to spread wisdom are very valuable irrespective of whether we are living in the 20th, 21st or following centuries.

As for Bradbury's vision I dare to say that even though it could seems he outlined relatively horrifying prophecy concerning our future, I tend to see it as an effort to prevent this from happening rather than predict this unsettling view of our world. Bradbury stated about Fahrenheit 451 in an interview held in 1998 in Book Magazine: "I've never set out to predict. I just write what later seems to evolve and be true." (Christine Schofelt & Hector Cordon, 2012)

Though the author admits that to a certain extent the book turned out to be truthful, we still do not have to be pessimistic. As I see it, even the end of the story in the book indicates hope and faith in better future. After all, the end can be perceived as just the beginning of something new. There will be a new era, awaiting Montag and others. Perhaps our civilisation indeed is

² Dystopia is the opposite of utopia and it means undesirable community or society or imaginary place which is to some extent frightening and the living conditions for people are bad there. (source- Wikipedia)

like the mythical Phoenix who is always reborn from its own ashes. Maybe at some point in a future there will come a day when people will stop repeating the same mistakes and we will learn from them instead.

To sum up the second chapter, Fahrenheit 451, we have come to know that the theme of the book is still a hot topic even in the 21st century. In the introduction are stated some basic facts about the novel. The book is considered to be a masterpiece and we can be sure people are deep in thought on what actually is the message of the novel. The Bradbury's book has won many awards and was also adapted for a movie and for theatre performances.

3. NOWADAYS REALITY

Now we are living in the 21st century, more than fifty years after publishing Fahrenheit 451. What is the reality in the present time? Did people yield to temptation of televisions and new technology? Are people reading less and less or perhaps did people stop reading books? Is the humankind making the same mistake as people in Fahrenheit 451? Should we be awaiting the decline of educated culture, crisis in reading, knowledge, and intellectual life? Is our world facing the same threat as the civilisation in Bradbury's book? Ought we to be pessimistic or optimistic about the reality in which we are living? Is there still hope and faith as is suggested in the ending of Fahrenheit?

The aim of this and subsequently following chapter will be to answer these questions. The chapter three, Nowadays reality, will be dealing with readership in 21st century in general and it will be also focused on readership in the USA and the Czech Republic based on some surveys made in these countries.

3.1 The reader in the 21st century

It is not an easy time for a reader in this century. Currently, the mischief is that increasing pressure is put on today's reader from different media while his freedom of choice, although it might seem unlimited is on the contrary being narrowed down. (Danko Plevnik, Ph.D., n.d.) Plevnik in his article continues that the point is that media are greatly influential and one could argue highly manipulative. It is not uncommon that people read not what they themselves considered to be interesting or what is worth spending time, but rather what the media allow them to read- which means "important facts and truthful information" which the mass media deliberately foist on its readers. Plevnik (n.d.) also stated: "Knowing why and how to read is more important than reading a lot - all the time".

An excess of useless information or those which are adjusted to fit needs of media is not the only one that puts reading in a disadvantageous position. The matter is that a lot of people do not read at all. It is caused mostly by the distraction which goes hand in hand with the mass media. Thus the issue is not only that important information is hard to find, the core of the problem lies in the fact that phenomena of recent decades, the television and the internet, are to a large extent causing the decline in interest in reading books.

The increase in the use of both gave rise to a different life style and it changed the perception on how people want to spend their leisure time. In comparison with watching TV, reading is much more demanding and it requires an active attention and lot of concentration which could be for some people a huge obstacle which they are not willing to overcome. And even though some readers are trying to overcome this, they are not always successful. A. J. Mortimer and Ch. V. Doren (1972) claimed: “The rules for reading yourself to sleep are easier to follow than are the rules for staying awake while reading”. For many people it is simply more comfortable to watch the TV or search the internet in order to relax or even to gain some information than to strain ones brain by reading.

3.2 Readership in the USA

This chapter will be focused on reading in the USA. The purpose of this chapter is to indicate how is the situation with reading in the United States of America decades after releasing Fahrenheit 451. On the basis of the data from some surveys, the comprehensive assessment of American literary reading will be presented. The surveys were held at different time intervals and the purpose is to compare and analyse gained results.

According to data from Reading at Risk (T. Bradshaw & B. Nichols, 2004), a report conducted by the National Endowment for the Arts (NEA) in the year 2002, there is evident a decline of readers. This cheerless conclusion is the result of questioning more than 17000 adults, concerning literary reading and it depicts also the contrast between these data and the outcomes of comparable researches carried out in years 1982 and 1992.

The survey (T. Bradshaw & B. Nichols, 2004) shows that over 20 years there has been a rapid decrease in the percentage of Americans with regard to reading literature. While in the year 1982 it was a 56, 9 %, in the year 2002 it was only 46, 7 % of the American population who were reading literature. The interesting fact is that during all the years in which these surveys were made (1982, 1992 and 2002), the more percentage of readers were among women than men, approximately about ten percent. However, researchers also proved that there is a noticeable decline in reading in both genders, the difference is only in the rate- among females is the rate slower.

Another regrettable matter is that reading is on decline also among all education levels. It is rather logical that the higher the education level, the better is the percentage of reading.

It is stated in the report that literature is in an unenviable situation, due to the increasing popularity of electronic media, it is getting harder and harder to attract people towards

reading. The ubiquity and availability of these electronic enticements, like TV's, mobile phones, tablets, internet and other conveniences of modern time, are here to blame. This is the principle cause, why is the American society drawn away from reading. (Reading at Risk, 2002)

Although the situation regarding American society and its relationship towards reading might seem hopeless a more current study showed more positive results. A new report from the year 2008, made by the National Endowment for the Arts documents an improvement in this field.

In all probability it may be the outcome of the efforts of numerous organizations, teachers, librarians, and last but not least also parents, who were unpleasantly surprised by the miserable condition of the American readership from the year 2002.

The survey, aptly named Reading on the Rise, is a turning point in American society. Firstly in over a quarter-century there is a sign of enlightenment in the reading field in the USA. Again the data are based on answers of more than 17 000 adults, focusing on literary reading.

The percentage of readers from 2008 is 50, 2 in contrast to the year 2002 when it was 46, 7 (already mentioned earlier). To be more specific, the number of readers increased during these six years by 16, 6 millions. Altogether it is 112, 8 million of American readers which is the highest number ever achieved in the history of researches. From the data of both surveys, Reading at Risk (2002) and Reading on the Rise (2008), is apparent that while in the year 2002, the most significant decline in reading literature was among the young generation (between 18-24 years old) after six years the situation changed completely. The rate of readers among this age category have increased about 3, 4 million people which are more than in any other age group. Subsequently it is stated that the reading growth is not only a school- based boom, the expansion is evident in the whole American community.

These promising results from 2008 are slightly impaired by the latest survey, conducted in the year 2012 which results were compiled in the form of report called: How a Nation Engages with Art. In this case it is not as comprehensive summary report as were the Reading at Risk (2002) and Reading on the Rise (2008), to the issue of reading is here devoted only one chapter. In general, the survey depicts American adults' participation across five modes of art activity. This time were in this research included 37 266 adults, ages 18 and over. As for reading books the data suggest that for the year 2012 is symptomatic a decline in reading. According to this sample size of respondents, the number of adult readers in USA is again

below 50 %. The precise percentage is 46, 9 % which is, taking into account American adult population in 2012 when the research was conducted, 110, 2 million.

Outcomes of the survey showed the decrease by both, fiction and poetry. Most perceptible is the drop in poetry, the percentage of people who are keen on this genre diminished by almost a half since 2002. (How a Nation Engages with Art, 2012)

To sum up the readership in the USA, we can see that the percentage of readers and non-readers is still changing over the years. It is possible to generalize these facts and deduce a conclusion that the results are rather negative. The survey data are indicative of the degradation among American readership. Best results were achieved in 1982 and since then the number of readers' is thinning. The only bright moment occurred in the year 2008 when there has been a turn for the better. Anyway, results from the year 1982 were not surpassed only that year but also never before and never after, till now. In addition to that, as was already mentioned earlier in this chapter, not even this minor improvement of the state of reading, did not last long.

On the basis of comparison and analysis of results depicted in surveys on reading was created all-embracing picture of the American society which can be divided into almost equally sized groups- readers and non-readers. The attitude of Americans towards reading is rather pessimistic, having regard to the past 30 years it is evident that the reading went through a crisis and still has ahead a long way to recovery. It is not clear what will bring next years, but one is obvious, namely that Bradbury was not so far from true when he outlined in his work *Fahrenheit 451* a TV-obsessed-society that is not willing to read.

Fortunately today's population of the USA is not indeed identical with the civilization described in the book, but there are some resemblances and people should be aware what might happen if the nation chose to be enslaved by the power of TV or other media. One should keep in mind that the wisdom of books and the ability and the possibility of man to think independently are irreplaceable.

Although the situation in the United States of America, regarding the issue of readers versus non-readers, is not that much cheerful as it ought to be, the alarming vision of Bradbury did not come true, yet. There are still people who do read, actually according to the recent survey- 46, 9% which is not a staggering number but it could be seen as fairly satisfactory. As in the

end of the Fahrenheit 451 even here we can come to a conclusion that as far as there still are some people who are reading literature, books can never be forgotten.

3.3 Readership in the Czech Republic

As is apparent from the content of previous chapter, the readership in the USA is more likely on the downgrade. For the purpose of comparison of these results is this chapter dealing with the issue of reading in the Czech Republic and it will reveal the state of readers and non-readers in this area.

The first representative survey focused on readers and reading, ever conducted in our country, was documented in the book of the czech author Jiří Trávniček, titled *Čteme?* (2007) Due to the fact there were not any other previous comprehensive researches on this matter, there were not consequently available any other comparable data from preceding years. It could only be patterned on the survey, from the year 2003, among 13 candidates applying for European Union membership, related to the issue of reading to minimal extent- the Czech Republic was placed in the foreground in ranking of countries according to reading books. (Other countries from ranking list were Estonia, Latvia, Malta, Poland, Turkey, etc.)

The data from the survey report *Čteme?* (2004) were based on the sample size of slightly more than 1500 respondents over 15 years old. It showed that 83% inhabitants of the Czech Republic claims to read at least one book per year. The majority took a stand on the matter of reading in regard with the influence of the home environment. (i.e. reading was common in their home, there were books available, even parents were encouraging children towards reading)

Comparing outcomes of Czech readers from the year 2007 and results of Americans in general, there is a difference between the percentage of readers and non-readers in both countries. The data gained in our republic are better than those in the USA. Slightly more than 80 % people rank among readers, though the percentage of people who read sporadically is the same as the percentage of those who belong to regular readers, which may to some extent distorts the issue of reading. Another matter of possible distortion, is in the criterion of what it means to be reader-which is according the report someone who declared reading at least one book during one year)

The same author (Trávniček) conducted also two more recent surveys on the similar basis. The books are called *Čtenáři a internauti* (2011) and *Knihy a jejich lidé* (2013). In both

gained data are compared with results achieved in previous researches. While in the year 2010 there was a decline in reading literature, percentage of people who are enthusiastic about reading in 2013 is higher than ever- 84%. It is apparent that the Czech Republic is at a relatively high standard, as for the number of readers. In contradistinction to the USA is reading among the Czech population on the rise. On the other hand we can find also a similarity, namely that in both countries women are a gender with a higher percentage of readers.

Although the attitude of Czechs towards reading seems to be positive and results are better than in the USA, there is one disturbing aspect. The rise in reading is a bit outshone by the increase of popularity of televisions and computers, which is rising more quickly and in more extent, therefore is it more evident. Results of surveys imply that while reading people devote a few times a week, watching TV and the use of PC is a regular, daily matter for the majority of respondents.

As was mentioned in the issue of reading in the USA, the situation in the Czech Republic could be naturally also better, but on the whole our republic can be quite satisfied, because the number of readers in our country outnumbers the percentage of readers in the United States of America. Our population is not facing the crisis related to reading, and I am of the opinion that our society does not reflect the image of civilization doomed to decay, as Bradbury portrayed in his Fahrenheit 451.

On the other side we should be conscious of the growing fondness for TV's and PC's and be on the lookout against old and new distractions which the time brings and more importantly, will bring in the future.

PRACTICAL PART

4. RESEARCH IN READING AMONG STUDENTS

Despite the fact that the model for the society which is depicted in Bradbury's book was American society at that time, frightening implications of the novel could be applied also on the society of any kind, not only in the USA. On the initiative, that the author's vision about a civilization where the mean for destroying a culture is simply the fact that its inhabitants decided not to read could concern as well the Czech Republic, I have decided to focus the practical part of the thesis on survey among Czech inhabitants. Since I am of the conviction that children are our future, I have decided that in the centre of the research should be students a therefore was conducted a research considering the relationship of students of secondary schools towards reading.

The young, promising, current generation of these students will one day inculcate their children with same or similar moral principles, habits, the perception of the world and even the relationship to reading which they now advocate. Therefore it could be interesting to investigate what are their attitudes and what they want to hand over to upcoming generations.

In comparison with surveys from the USA and the Czech Republic (see chapters 3.2 and 3.3), this research was carried out in order to document a point of view on reading literature of a concrete group of respondents, focusing on students (between 16-19 years old) from my hometown, Jeseník. This survey was not intended for the purpose of generalization. The fact is these results cannot be considered to be adequate enough, to reflect the state of readership within the Czech Republic. It is only a sample, mapping the matter of reading in randomly selected classes at three different secondary schools in one town.

The issue of the growth or the decline of readership is despite a number of already carried out inquiries, still very interesting topic. On this assumption is based my motivation for creating this survey. In a view of the fact that popularly held belief is that today's students are not keen on reading and the majority of them prefer computers or televisions, I was of the opinion that it would be interesting to examine a concrete age group of respondents from my town in order to see how the situation, regarding attitudes to reading, looks in my immediate vicinity.

4.1 Aim of the survey

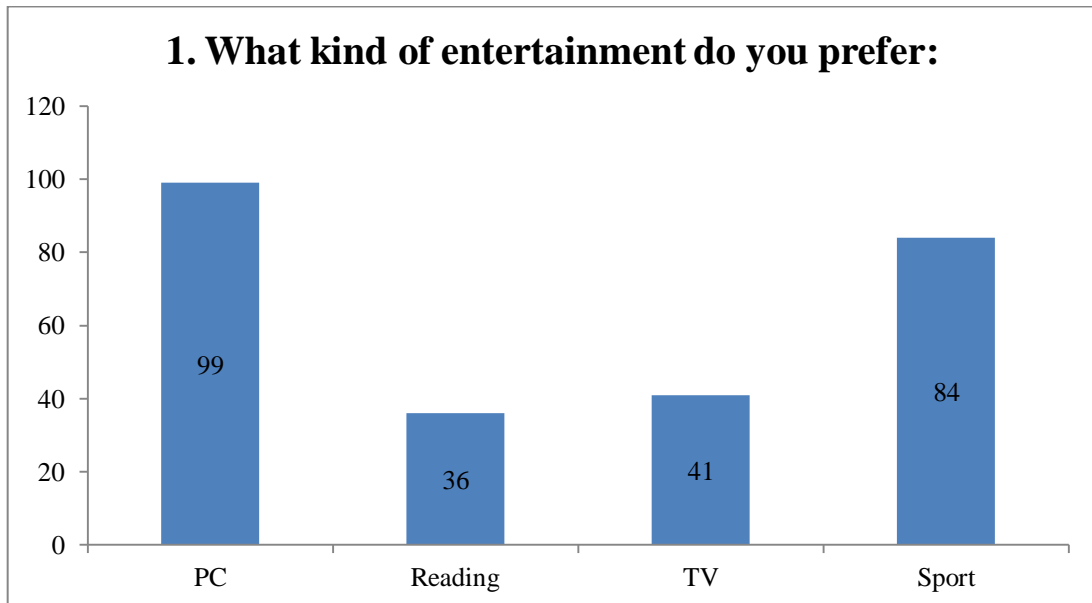
The aim of the survey was to determine the relationship of current students in Jeseník to literary reading and to provide an assessment of gained results. The emphasis was put on questions concerning the regularity of reading, the attitude and the motivation to reading, popular genres and the importance of reading in people's life. In the end of the chapter, the interest was put on whether outcomes of adolescent students are nearing the national average of inhabitants of the Czech Republic or they vary significantly. These research findings serve as enrichment and supplement to official surveys.

4.2 Research methods

The method used in the research was a questionnaire which is one of the most common methods of data collection. A usage of questionnaire is advantageous because it has relatively low demands on time and finances and its high standardization allows processing of statistical data analysis.

The survey was anonymous and it contained 9 questions with multiple choice answers and the respondents have the opportunity to mark the most convenient answer. Questions were designed to be simple and concise, to be intelligible for the students. As for respondents, the research is based on sample size of 160 teenagers between 16-19 years. On account of the fact that students stated more right answers within one question, gained numbers, containing answers, are not equivalent to the total number of respondents.

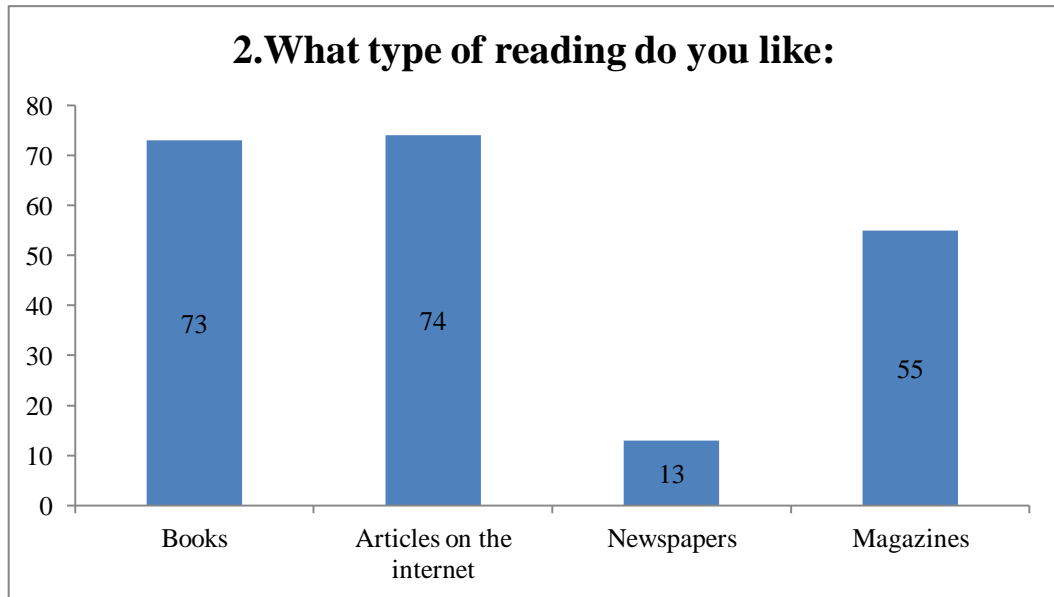
4.3 The analysis of gained results



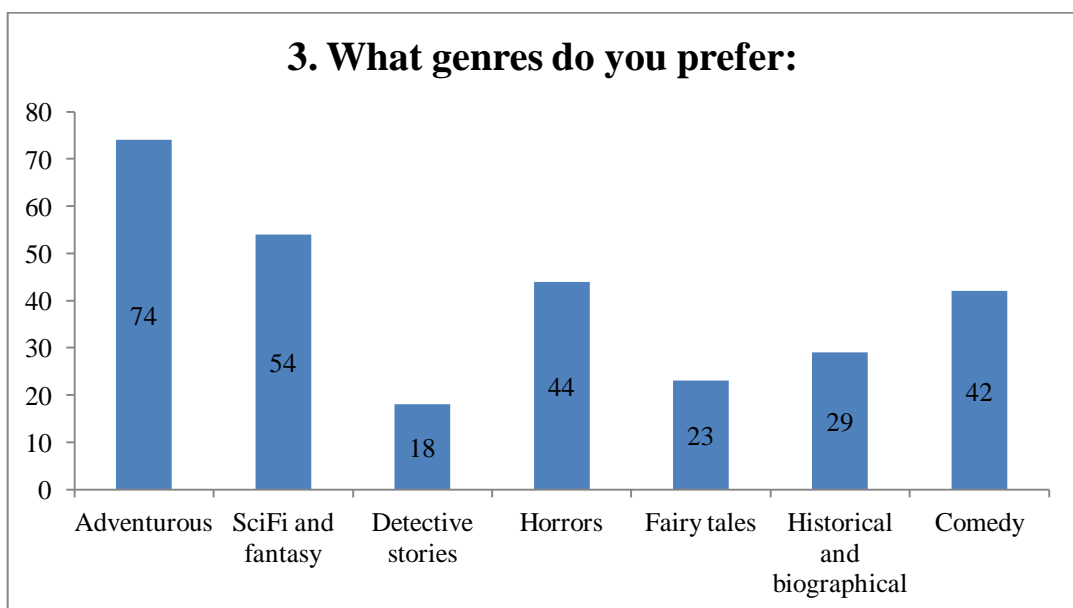
As is apparent from the bar chart, while the most favourite choice was the PC, reading gained least votes. The result is probably hardly surprising. It is generally known, that young people are influenced by the phenomenon of computer more than any other age group. The trend of using a PC is spreading even in schools, which are automatically expecting that every secondary school student owns a computer or has at least an access to the PC.

Slightly more popular than reading was television. It could seem that Bradbury's vision about society enslaved by the cult of TV's was not fulfilled, at least based on results of this sample of students. Nevertheless, the situation is far more complicated. To my mind it might be true that television is not the biggest evil but the thing is that some decades earlier it was TV that caused the distraction from the reading and nowadays it is not only TV but also PC. Together they represent a threat and their daily overuse could lead in the decline of readers, for whom will reading symbolize an unnecessary and unduly burdensome anachronism.

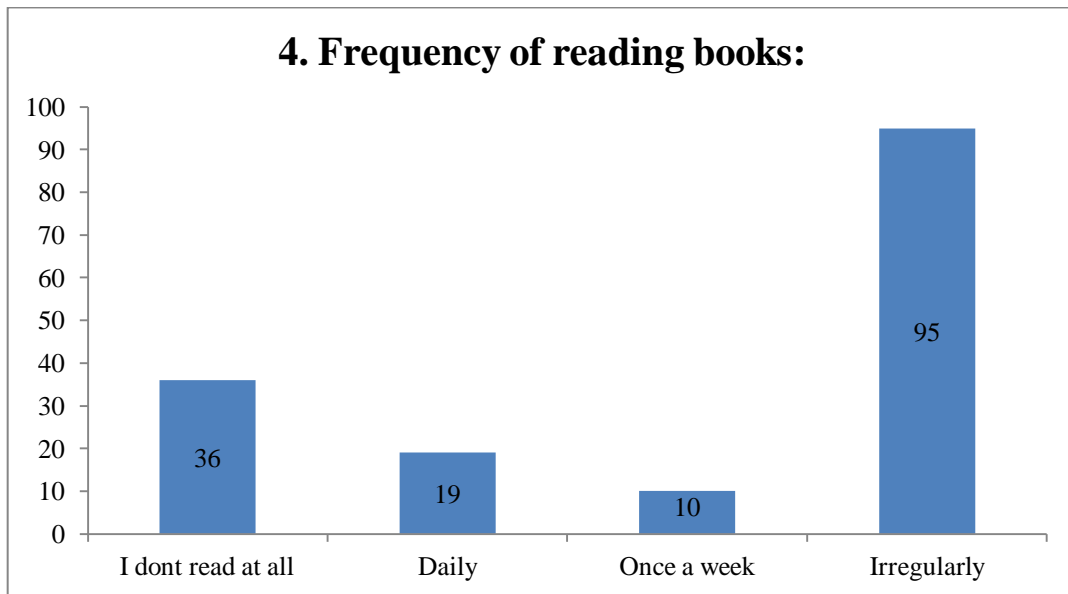
The second most popular way to spend a leisure time was sport. At least in this we can see an optimistic result. It is important for young people to be active. Adequate and regular exercise is an important component of a healthy lifestyle and brings substantial health benefits.



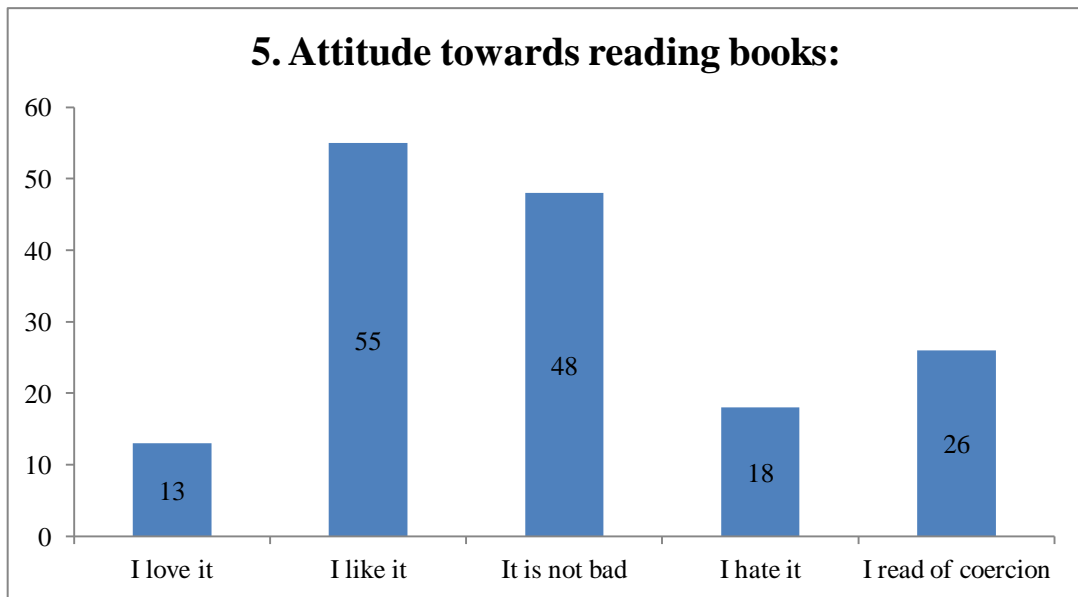
Even though most students gave preference to books and articles on the internet, magazines seem to be also fairly popular. On the other hand, only small percentage of students would find delight in reading newspapers. Due to the fact that in the questionnaire was not any question that could clarify the unpopularity of the newspaper, one can only assume what is behind it. It could be the lack of interest from the perspective of students about latest happenings from their region and Czech Republic, alternatively students might be interested, but it is possible that they perceive newspaper as outdated source of information, and they use the PC or the TV to get all desired information.



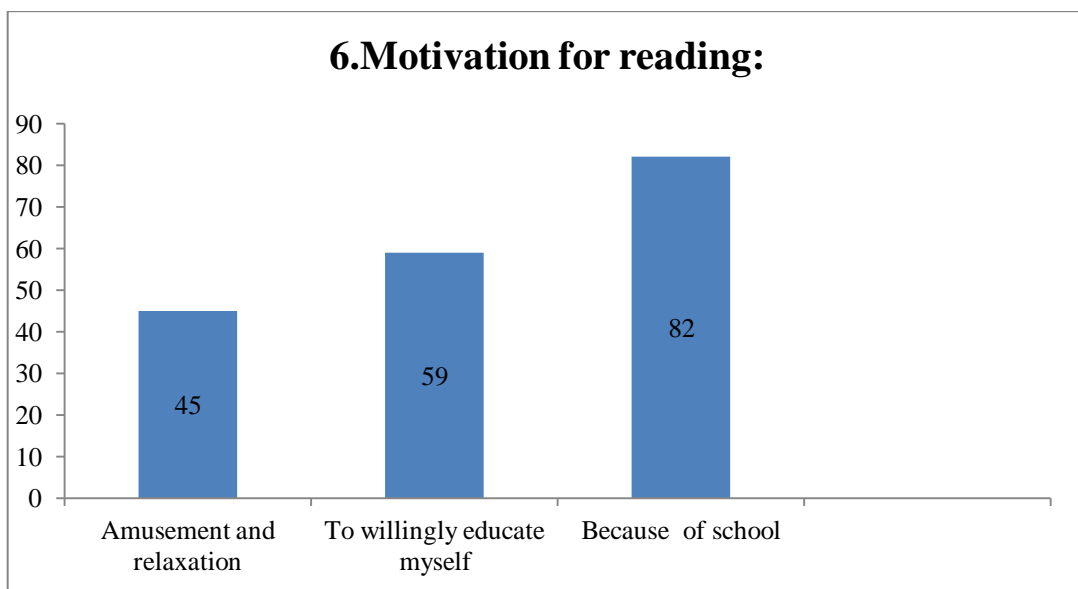
Significantly more preferred genres were adventure books and SciFi and fantasy. Horrors and comedies gained also good result. Rather low popularity is evident by detective stories, historical and biographical books and fairy tales.



As for this question, every student ticked off only one answer, thus the number of responses agrees with the number of respondents. The majority of students picked the irregular frequency of reading books. Only 19 pupils read daily and minority read once a week. The first column in the chart offers us relatively pathetic sight. Quite high number of students, exactly 36 of them, confessed that they do not read at all.

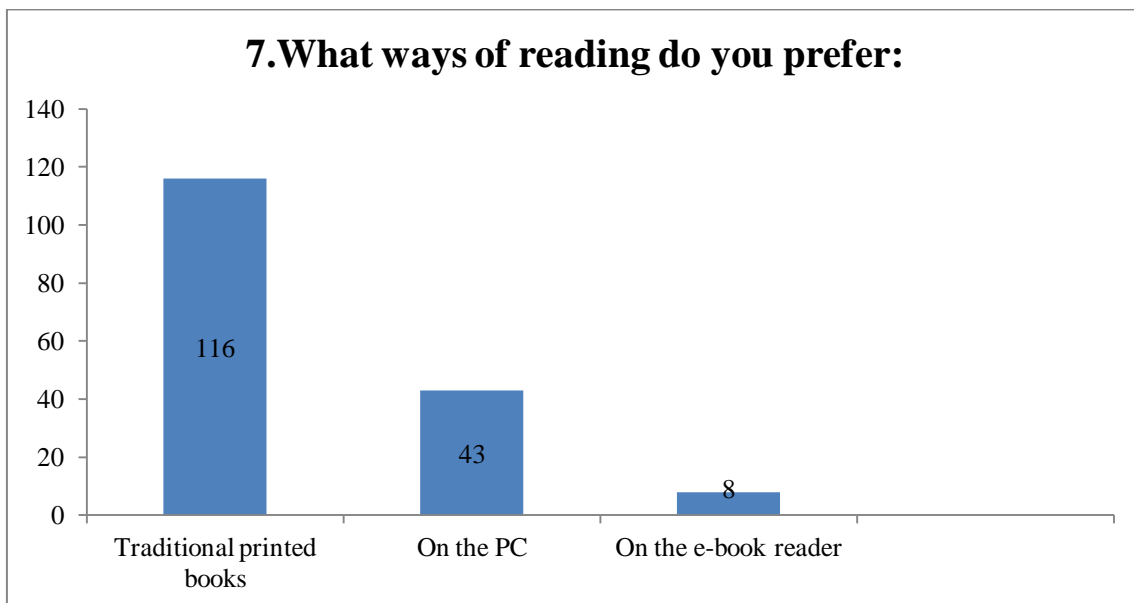


The results imply that more than half of pupils have a rather positive attitude to reading literature. Of course there are few who hate reading, and some who are convinced that they read only because they must. In total, the point of view on reading is favourable. Taking into account the result from the previous question, it is evident that with the number of 160 respondents it makes more than a quarter of students who consider themselves as non-readers. Therefore the positive result from question 5 is in some measure startling because one would expect more negative attitude when it concerns quite many people who do not read.

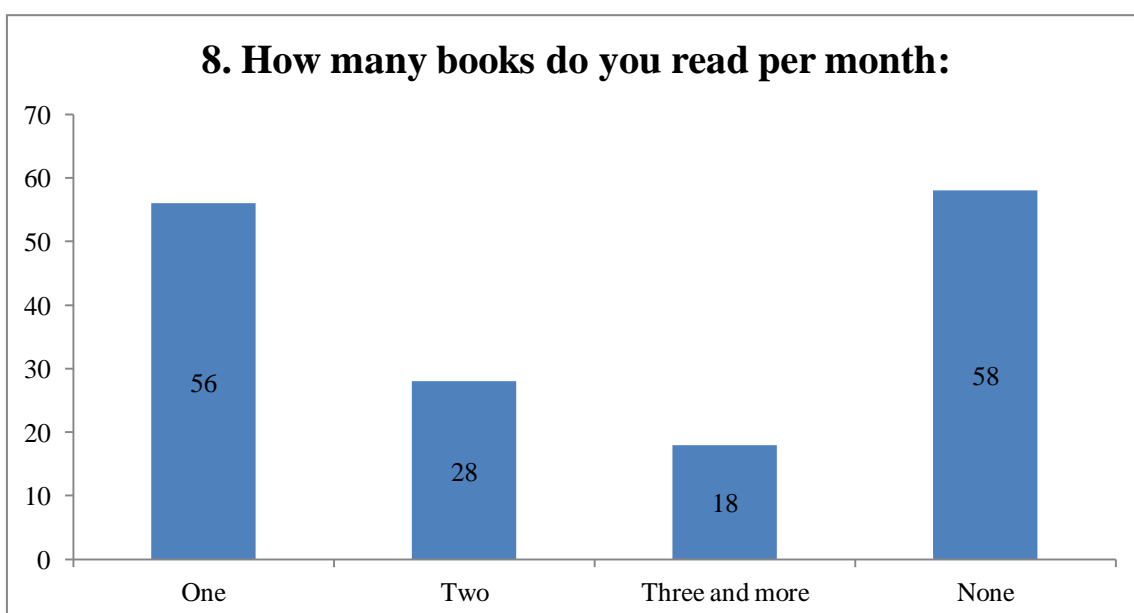


When we consider these results it may be little clearer why students do not read. The majority of them selected that their motivation for reading goes hand in hand with the school.

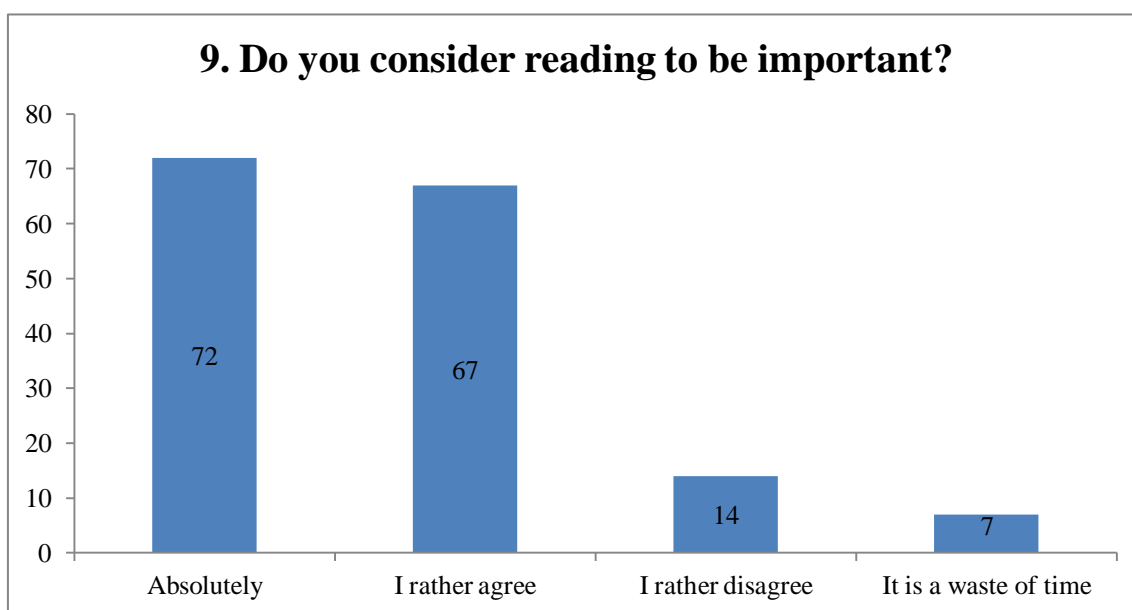
Many others admitted that they read for the purpose of self-education, irrespective of whether the school requires it. Only for 45 students is reading a source of entertainment and relaxation. The outcome is that most students read because for some reason, they have to. It is highly possible students are not keen on reading simply due to the fact that they perceive it as a duty. As something compulsory and boring that reflects in adopting a negative approach to reading.



Students obviously give preference rather to traditional printed books over those which are in computer formats. The trend of electronic books and e-book readers is not widespread in Jeseník because only insignificant number of students favour this way of reading.



Slightly over 100 students claim to read at least one book per month. Some of them manage even two books and 18 people are literate enough to reach the number of three books monthly. On one side, the issue of reading among these students looks to be fairly satisfactory. On the other hand, the fourth graph column shows that something is amiss. Fifty-eight is definitely not a small number of people to voluntarily confessed that they have not read any book, covering the time period-one month.



The disturbing result from question eight is further compounded by the fact that three-quarters of students considered reading to be important. Only a negligible percentage of them are of the opposite opinion. This outcome suggests that students are aware of the fact that reading is essential for the development of the individual and that it should not be underestimated, nevertheless they deliberately chose not to read.

To sum up the chapter, on the whole the research puts forward an image of students' who are not enthusiastic readers. The majority of them prefer to spend their time on the computer. Students are not driven by their own conviction toward reading books but rather by external circumstances, like school duties and other. Interesting finding is that despite the predominant affection to books and reading, many students are not willing to read. This fact testifies in favour of the opinion (aforementioned in chapter 3. 1) that TV, PC and other paraphernalia of modern times distract people from reading.

As for the comparison of these adolescent students with the national average of inhabitants of the Czech Republic (Trávníček, 2007, 2011, 2013), these outcomes of students did not turn

out exactly well. In general most of respondents are followers of consumer society who prefer to spend their free time by doing less psychically demanding activities than reading, although they know that reading is important, it educates and gives the person the opportunity to further development.

In the introduction to this chapter was mentioned that results achieved in this survey will suggest the importance which students attribute to reading and it might show us the direction that they will follow, and what they want to hand over to upcoming generations. To comment on this statement, I am afraid that if the future were only in hands of these students it would not take long and the pitiful prophecy of Bradbury would reach fruition. Fortunately, as gained data of surveys in the Czech Republic indicate, there still are lot of other people in our country who do read and we have no choice but to hope that it will continue that way.

CONCLUSION

Through the content of the thesis we witnessed Ray Bradbury's journey from a young fan of science fiction, contributing to amateur magazines, up, leading to his recognition all over the world, as the popular author with series of successes.

A number of different authors (like Poe, Steinbeck and others) have become an inspiration for Bradbury and they have left an indelible imprint on him. Not only Fahrenheit 451, but also The Martian Chronicles and The Illustrated Man put him on the map and their timelessness and engaging plot still attracts the audience.

Subsequently, we have come to know that although many years passed since the publication of the remarkable novel Fahrenheit 451, the author himself felt that the message of Fahrenheit is still relevant. Bradbury wrote this book in politically oppressive time when he was concerned about the future heading of American society. It was also a time of the expansion of conveniences of modern age. In the first place the phenomenon of television that became a target of Bradbury's strong criticism. Against this power of TV to enslave a nation he warned the society by means of edition of Fahrenheit 451.

The vision he outlined in this book, that poses a threat to our existence, is related to an illiterate society that deliberately gave up the right to read and prefers watching TV. The author emphasises and sharply criticizes that excessive viewing TV is stupefying for people, it destroy the demand for reading literature and it also empowers mass media to maintain a control over mankind.

This thesis, provide us a comparison between Bradbury's vision and the reality in our society nowadays. The stress was laid on whether our society is facing the same crisis as depicted in the novel. Based on the surveys data from the USA and the Czech Republic I have come to a conclusion, that the today population is not to such extent an illiterate, without readers at all or in deep decay of readership. Certainly it is far from the ideal, as was proven the number of readers in the USA is rather decreasing but there still remains almost half the nation who claims to read. In the Czech Republic is the situation even better, roughly three-quarters of people rank among readers. All these fairly satisfactory data testify about the fact that the frightening vision of Bradbury was not yet fulfilled and that many people are keen on reading.

The matter of reading, contained in the research part, showed rather negative outcomes. Compared to the surveys in the USA and our country students of secondary schools in Jeseník

are not avid readers. Achieved result suggests that these respondents are keen on computer rather than reading. They perceive reading as a school duty and they are trying to avoid it. Despite this negative attitude the majority of respondents considered reading to be important, therefore we can still hope that they will find their way to reading literature in adulthood.

BIBLIOGRAPHY

PRIMARY SOURCES

BRADBURY, R. *Fahrenheit 451*. New York: Simon & Schuster, Inc., 2012. ISBN 978-145-1673-319

SECONDARY SOURCES

ADLER, M. J.;VAN DOREN, CH. *How to Read a Book*. New York: Simon and Schuster, 1972. ISBN 0-671-21209-5

BLOOM, H. *Ray Bradbury's Fahrenheit 451*. New York: Chelsea House, 2007. ISBN 0-7910-9294-1

ELLER, J. R., TOUPONCE, W. F. *Ray Bradbury: The life of fiction*. Kent, Ohio: Kent State University Press, 2004. ISBN 0-87338-779-1

HINER, K. *CliffsNotes Bradbury's Fahrenheit 451*. New York: Wiley Publishing, 2001. ISBN 0-7645-8650-5

REID, R. A. *Ray Bradbury: a critical companion*. Westport: Greenwood Publishing Group, 2000. ISBN 0-313-30901-9

SHARP, M. D. *Popular Contemporary Writers: Volume 2*. New York: Marshall Cavendish, 2006. ISBN 0-7614-7603-2

SEED, D. *Companion to Science Fiction*. Malden, Massachusetts: Blackwell Publishing, 2005. ISBN 978-1405184373

TRÁVNÍČEK, J. *Čteme? Obyvatelé české republiky a jejich vztah ke knize*. Brno: Host, 2007. ISBN 978-807-0505-540

TRÁVNÍČEK, J. *Čtenáři a internauti. Obyvatelé České republiky a jejich vztah ke čtení*. Brno: Host, 2011. ISBN 978-807-0505-991

TRÁVNÍČEK, J. *Knihy a jejich lidé. Čtenářské životopisy*. Brno: Host, 2013 ISBN 978-807-2949-670

WELLER, S. *The Bradbury chronicles*. New York: HarperCollins Publishers, 2005. ISBN 0-06-054581X

ELECTRONIC SOURCES

BERSON, M. *Bradbury Still Believes In Heat Of 'Fahrenheit 451'* [online]. Interview In The Seattle Times, 12 March 1993 [cit. 2014-03-24] Dostupné na WWW: <<http://community.seattletimes.nwsourc.com/archive/?date=19930312&slug=1689996>>

BRADBURY, R. *Fahrenheit 451: Afterword (1982)*. *American Buddha Online Library* [online]. 2014 [cit. 2014-03-15] Dostupné na WWW: <<http://www.american-buddha.com/fahrenheit.4.htm>>

BRADBURY, R. *Ray Bradbury: The official website of Ray Bradbury* [online]. 2012 [cit. 2014-03-21] Dostupné na WWW: <<http://www.raybradbury.com/>>

BRADBURY, R. *Bradbury on Censorship/Television* [online]. Interview 2010 [cit. 2014-04-01] Dostupné na WWW: <http://raybradbury.com/at_home_clips.html>

BRADSHAW, T.; NICHOLS, B. *Reading At Risk: A Survey of Literary Reading in America* [online]. 2002 [cit. 2014-04-10] Dostupný na WWW: <<http://arts.gov/sites/default/files/ReadingAtRisk.pdf>>

JEPSEN, CH.; JOHNSTON, R. *Ray Bradbury online: A Brief Biography* [online]. [cit. 2014-03-02] Dostupné na WWW: <<http://www.spaceagecity.com/bradbury/index.htm>>

NATIONAL ENDOWMENT FOR THE ARTS. *Reading on the Rise: A New Chapter in American Literacy* [online]. 2008 [cit. 2014-04-12] Dostupný na WWW: <http://arts.gov/sites/default/files/ReadingonRise.pdf>

NATIONAL ENDOWMENT FIR THE ARTS. *How Nation Engages with Art* [online]. 2012 [cit. 2014-04-15] Dostupné z WWW: <http://arts.gov/sites/default/files/highlights-from-2012-SPPA.pdf>

PLEVNIK, D. *The 21st Century Reader: A Pioneer Or a Victim?* PDF [online]. [cit. 2014-04-08] Dostupné na WWW: <http://www.hcd.hr/conference/key_plevnik_eng.pdf>

SCHOFELT, CH.; CORDON, H. Science fiction writer Ray Bradbury: 1920-2012 [online]. 14 June 2012 in World Socialist Web Site [cit. 2014-03-28] Dostupné na WWW: <<http://www.wsws.org/en/articles/2012/06/brad-j14.html>>

STEWART, J. Ray Bradbury, RIP: *Fahrenheit 451* Is Still Misinterpreted. We, Not Government, Are Enslaving Ourselves [online]. 6 June 2012 in LAWeekly [cit. 2014-03-30] Dostupné z WWW: <http://www.laweekly.com/informer/2012/06/06/ray-bradbury-rip-fahrenheit-451-is-still-misinterpreted-we-not-government-are-enslaving-ourselves>

WIKIPEDIA. Wikipedia: The Free Encyclopedia [online]. 2001 [cit. 2014-03-13]. Dostupné z: <<http://en.wikipedia.org/>>

WELLER, S. *Ray Bradbury, The Art of Fiction No. 203*. In *The Paris Review*, Spring 2010, No. 192 [online]. [cit. 2014-03-16] Dostupné na WWW: <<http://www.theparisreview.org/interviews/6012/the-art-of-fiction-no-203-ray-bradbury>>

RÉSUMÉ

Tato bakalářská práce se zabývá literárním dílem 451 stupňů Fahrenheita autora Ray Bradburyho. Pomocí stručné biografie autora samotného, a také literárního a historického kontextu doby, pojednává o vlivech, které vedly k sepsání díla. Na základě tematické analýzy knihy a současných výzkumů z České republiky a Spojených států amerických, týkajících se čtenářství, nabízí práce pohled na podobnosti a odlišnosti mezi vizí autora a současnou realitou. V neposlední řadě poskytuje také obraz dnešní společnosti s ohledem na čtenářství.

ANOTATION

Jméno a příjmení:	Simona Navrátilová
Katedra:	Katedra anglického jazyka PdF UP
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2014

Název práce:	451 stupňů Fahrenheita: Budoucnost knih- vize Raye Bradburyho versus současná realita
Název v angličtině:	Fahrenheit 451: The future of books - Ray Bradbury's vision versus nowadays reality
Anotace práce:	Bakalářská práce pojednává o díle 451 stupňů Fahrenheita. Jejím cílem je porovnat vizi Raye Bradbury, ohledně čtení knih, s dnešní realitou. Teoretická část obsahuje stručnou biografii a nejznámější díla autora, literární a historický kontext knihy a samozřejmě analýzu díla samotného. Dále se zabývá výzkumem čtenářství v ČR a USA. Praktická část předkládá výsledky výzkumu ze tří středních škol a zaměřuje se na postoj studentů k četbě.
Klíčová slova:	Fahrenheit 451, Bradbury, budoucnost knih, čtenáři v ČR a USA, postoj ke čtení
Anotace v angličtině:	The bachelor thesis discusses the literary work Fahrenheit 451 written by Ray Bradbury. The aim is compare the vision of Ray Bradbury, regarding reading books, with today's reality. The theoretical part contains a brief biography, some of the most famous author's works, literary and historical context of the book and of course the analysis of the work itself. Subsequently it is concerned with the researches of readership in the Czech Republic and the USA. The practical part analyses the research results from three secondary schools and focuses on students' attitude to reading.
Klíčová slova v angličtině:	Fahrenheit 451, Bradbury, future of books, readership in the Czech Republic and the USA, attitude to reading
Přílohy vázané v práci:	0 příloh
Rozsah práce:	42 stran
Jazyk práce:	Angličtina