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Bakalářská práce

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Fahrenheit 451: The future of books - Ray Bradbury's vision versus nowadays reality

451 stupňů Fahrenheita: Budoucnost knih – vize Raye Bradburyho
v porovnání s dnešní realitou

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Table of contents

Abstract	5
Introduction	6
1. The development of the book and reading	7
1.1. Effects of reading	7
1.2. Evolution of the book.....	8
1.2.1. Burning the books throughout the history	9
1.3. Evolution of the reading ability	10
2. Analysis of Ray Bradbury’s Fahrenheit 451	12
2.1. Introduction of the writer	12
2.2. Introduction to Fahrenheit 451.....	13
2.2.1. The story background.....	13
2.2.2. The content of Fahrenheit 451	14
2.2.3. Symbolism	16
2.2.4. Correlation between the Fahrenheit 451 and the Nazis burning.....	17
3. Introduction to the nowadays reality of the Bradbury’s vision	18
3.1. Book in the present	19
3.2. Reading in the technological era.....	20
3.2.1. How online reading changes the way of reading	20
3.2.2. Differences between reading online and paper media	21
3.3. Children’s reading.....	23
3.3.1. Factors influencing reading skills	23
3.3.2. Fairy tales in children’s life.....	25
3.3.3. Children’s reading - Survey	27
4. Conclusion	35
Resumé	36
Bibliography:	37
Appendix 1	40
Appendix 2	43
Anotace	44

Abstract

Ray Bradbury's science fiction novel Fahrenheit 451 predicted reading books to be strictly forbidden by the ruling class. Considering the evolution of the books as well as the reading ability, Bradbury's vision is nothing new to the world. There have always been destructions of books and the controversial topic regarding their future. Most recently, new formats of books became available due to the online world. According to the statistics, books have got a strong position on the market. Moreover, the research proves that parents know what books mean for children, and almost 100% of the responders read to them.

Introduction

“She traveled all over the world while sitting in her little room in an English village.”

(Matilda, Roald Dahl)

At various times around the world, a book has been regarded as a symbol of knowledge, even intelligence, idea, and sometimes controversy. There were times when the reading was a benefit of the high society only and books were costly and difficult to buy. In comparison, today, in all developed countries, reading is part of the basic knowledge, and libraries lend books for a symbolic fee.

Ray Bradbury, a science fiction writer, dedicated one of his most famous and influencing novels to the future of books. In *Fahrenheit 451*, he expressed the powerful strength of the censorship which bans ownership of books under the death penalty. His story, as much as it belongs to the science fiction genre, was supposed to warn the humankind against the future without books.

The main focus of this bachelor thesis is to discover how true Ray Bradbury was in his prediction and what the actual status of books and nowadays reading interest is. Today, the world is surrounded with all kind of high technology appliances, possibilities for online communication and the thinking and interests of people have changed along with all these improvements.

The thesis is divided into three main parts. The first focusses on the development of the books and reading to introduce the philosophy and possible danger they causes. Furthermore, it reveals if there were any book destruction events in the history.

In the second part, an analysis of the novel *Fahrenheit 451* is given, it provides the symbolism and reveals if there are any correlations with the past. This part uncovers the vision to be compared with the nowadays reality.

The third part is dedicated to the nowadays times. It contains the information about the book position in the present as well as the influence of the information technologies to the reading ability. Then the attention is paid to the children and their basic needs and how the reading supports them. The survey dedicated to the reading of fairy tales provides the results to summarise the status of reading in the present as well as in the future.

1. The development of the book and reading

The first chapter presents few definitions of book and the introduction to reading. The chapters the book and the reading ability are supposed to introduce the evolution of the book in the past. These are to provide clues of why the book was seen as a thread.

1.1. Effects of reading

The author of *12 Books that changed the world*(Bragg, 2010)declares that the book can influence the humankind. Books have the power to change people; they can affect their attitude, style and provide information. Thanks to books readers can feel in comfort, interested, free, or less lonely. Below are presented the main effects the reading has:

Fantasy actions

By learning to read, the brain builds up a complex connection network. By using the ability more frequently, the brain is getting stronger. When reading a book, the reader can become the book character which is possible thanks to the brain knowledge of the symbol as well as the experience of the situation. When, for example, an action word is read, the reader's brain sends a signal to the specific part of the brain, and he can experience the action in his fantasy. (Why Reading Matters, 2009)

Empathy

Reading builds new connections in the brain that allows the reader to understand the other people's world, the empathy network strengthens, and imagination extends. Within the books, even situation impossible in the real world can be experienced, and a good book has literary the power to change the reader.(Why Reading Matters, 2009)

In every book Ray Bradbury read, he saw a real person – the writer. He said that while reading a book, the person becomes the writer and this way he is obtained with a possibility to discover his inner self.(A Conversation with Ray Bradbury by Lawrence Bridges, 2009)

Therapy

Reading can, therefore, serve as a therapy for troubled minds which means that via book characters the psychological disorders can be healed. There are reading groups in the world reading stories and talking about them afterward. Reading can heal depressions, mood disorders and many more.(Why Reading Matters, 2009)

Bibliotherapy and poethotherapy are applied widely among professionals for healing the people's neurotics. Bibliotherapy is practiced since 1941 and benefits from the books to heal various neurotic disorders. The stories are targeted with the goal to provide relaxation to the client. In the wider meaning, it can also heal the "visible" disorders and have a medical character. As an example, we can suggest *Metracek* by Stanislav Rudolf to a girl with an eating disorder. For different purposes, different genres are used, such as Novel, Myth, Allegory, Fairy Tales.(MÜLLER, 2014)

To sum it up, Jane Friedman, the Co-Founder of Open Road Integrated Media, describes books as the representation of the civilization. Jonathan Safran Foer, an American novelist, says: *"If we lose books, we lose our ambitions, our emotional spectrum as well as our expectations for personal experiences."*(Charlie Rose -- A Discussion about the History and Future of Books, 2012)

1.2. Evolution of the book

The goal of the following text is to introduce the existence of books in the history as well as some events of destruction that accompanied the books ever since their development. These information will provide some clues whether Ray Bradbury could source from historical facts and therefore, whether these events could be repeated.

Spoken language was the first medium for spreading information and news. People narrated stories about their religion, their legends about adventures, stories about kings, war, and love since they could speak.(Bradbury, Malcolm, 2002)

From the 4th BC people used various materials for transferring the messages such as clay tablets, scrolls made from papyrus(papyrus plant)or parchment(animal skin). The important fact is that when papyrus and writing were brought to Greece, the word "biblos" – the book was used for the first time(9th – 10th BC).(Book, 2001)

The Codex – a form of the current book – was discovered in the 1st and 2nd Century. *"The codex was the number of sheets bound together, fixed to one edge and covered by a thicker piece of paper."* Codex was used for manuscript, filled manually and came expensive. (Book, 2001)

First printing press was invented by Johannes Gutenberg in the 15th Century and it started the revolution of the book. The information formerly transformed by the spoken word became affordable. Francis Bacon called the printing press one of the three most significant inventions

of that time. Although the speed of the printing escalated, due to printing the newspapers the printing of books did not accelerate until the 17th century.(Bradbury, Malcolm, 2002)

In the 19th Century, the printing press underwent various improvements by Koenig in 1811, Richard Hoe in 1843 and William Bullock in 1863. The latest version could print as much as 12,000 sheets of paper per hour.(Printing-History-Steam-Powered-Printing, 2013)

In the 20th century, the world experienced a new phenomenon in book “reading”. Almost simultaneously with invention of the radios, the nowadays called audiobooks appeared. In connection to the online world, the new format of e-books was introduced in 2007. (History of books,2001)

The evolution of book has taken long centuries. It has changed its shapes from the heavy clay tables, over the hard to read scrolls, codex, to today’s online media. The format has changed nevertheless it still remains part of the human life.

1.2.1. Burning the books throughout the history

Since the evolution of the of the book, its destruction was present. Below is provided a list of few events to clarify the philosophy of book burning. This chapter is also included to detect if Bradbury’s vision was new to the world.

213 BCE, China: Qin Shi Huang, the first emperor of Qin, who unified China, its law, weight and measure units. He supported the same width of roads, same ideas, ways of fight and language. The emperor, based on the suggestion of his counsellor Li Si, ordered to destroy all books of old schools learning. Any documents related to philosophy, with historical content as well as poetry had to be collected by the ordered emperor’s clerks and burned on a bonfire. Four hundred protesting students were burned alive and their families exposed to humiliations. The reason for placing such order was simply the fear of knowledge and expressing of personal ideas to the emperor’s orders.(Báez, 2012)

325, Rome: Constantine de Great ordered to burn all books composed by Arius whose teachings about Christianity he did not agree with.(Book_burning, 2001)

17th June 1244, Paris: Jewish religious manuscripts were burned because they were supposed to speak ill about the Christianity.(Disputation_of_Paris, 2001)

1933, Germany: Joseph Geobbels, The Reich Minister of Propaganda of Nazi Germany, set the basis stone for the event of book burning. Together with the loyal university students they burned a volume of more than 20 000 books with an “un-German” spirit in the streets

of Berlin on the 10th May, 1933. The Berlin burning was followed by another bonfires burning more blacklisted literature. Books of such authors like Ernest Hemingway, Jack London, Erich Maria Remarque or Sigmund Freud were burned to support ideas of life different to the Nazi regime. The goal of the event was to start creation of the clear race of Aryans.

Heinrich Heine, a German poet, said: *“This was a prelude only. Wherever they burn books they will also, in the end, burn human beings.”*(When books were burned in Germany, 2018)

As soon as the book started its evolution, it faced censorship, criticism and destruction. In general, the fear of knowledge, historical influence and doubting about the right government decisions was the main thread. Ray Bradbury clearly identifies this statement in his own worlds in a video A Conversation with Ray Bradbury by Lawrence Bridges(2009): *“... the leaders of various countries are scared of the books because the books teach things that they don't like to be thought.”*

1.3. Evolution of the reading ability

The reading ability is connected to the evolution of books. Only the understanding of how the reading works and what it means for the human lives, creates the full picture of the benefits a book causes.

Reading is not a natural ability such as breathing or swallowing. As explained in the BBC program *Why Reading Matters*(2009), it is a learned ability. The neurological studies proved that learning this ability requires certain vital paths in the brain to be rearranged. The advantage of reading is given to people by the visual skills of their hunting ancestors. They were able to recognize shapes which meant danger or security. This ability recycled into the reading skill. Carr in his book *The Shallows: How the Internet is Changing the Way We Think, Read and Remember*(2010)(also stresses that reading is an ability which needs constant practice.

The origin of reading is dated to 8000 BC. People were using small regional clay tokens to be able to count their animals and other goods. Reading of these tokens required some rearrangement of the vital paths in the brain to recognise the symbols and give it a meaning. Although these were still not the proper letters, it started to create the basic wiring for reading. (Carr, 2010)

The first writing was developed by the Sumerians in the 4th BC, and a first alphabet was developed by the Greeks around 750 BC and became the template for most of the Western

alphabets. Nevertheless, it took a long time until the written word could be read by common people. Until much later, the writings were usually read aloud. The first silent reader was Ambrose, the bishop of Milan, in AD 380. St. Augustine says:

“When he read, his eyes scanned the page, and his heart explored the meaning, but his voice was silent, and his tongue was still.”(page 41, Carr, 2010)

The silent “private” reading expanding in the Middle Ages among the literary people have started the changes in the neurophysical processes in the brain because it is very demanding for concentration and control of attention.(Carr, 2010)

Summary

Reading is an ability only humankind is benefited with. It has evolved as long as the books and it is changing in connection with their accessibility. Reading helps us to gain information as well as to relax. In the previous chapter, it was also revealed that books can be a threat to the ruling class and therefore are burned. In connection to the reading ability, if books become lost, the ability to read would weaken and possibly diminish given by the fact that it is a learned ability and only training makes masters.

2. Analysis of Ray Bradbury's Fahrenheit 451

The goal of this chapter is to introduce shortly Ray Bradbury not only as a writer but to uncover where his visionary originates. Furthermore, his Fahrenheit 451 will be introduced and analysed to reveal if there is any correlation with the past and therefore, if his vision of the future is realistic.

2.1. Introduction of the writer

Ray Bradbury was born in 1920 in Illinois and died in 2012 in California.(Jurik, 2004)

Ray Bradbury was a science fiction writer of 30 books, more than 600 stories of various genres, poetry, and non-fiction essays. His stories were adapted in the television series *The Ray Bradbury Theatre*, *Twilight Zone*, and *Alfred Hitchcock presents*, and he also created the adaptation for a big movie like *Moby Dick*. He presents a great literature icon who won every possible literature award as well as Lifetime achievement award by the Book award. (An Evening with Ray Bradbury 2001, 2008)

Ray Bradbury was according to his own words a self-educated writer. He never went to any university because his family could not afford it. However, since his early childhood, his mother told him myth stories, fairy tales, and took him to see movies, especially horrors. He started to read very early, visited library where he read books without any deeper selection. By reading mainly the classic European literature he educated himself and extended his fantasy. Bradbury says that the social bonding he created was based on the fact that his family was not rich, and he had to look after himself.(Jurik, 2004)

Bradbury sets his books on real experiences. "*The Illustrated man*" was written after seeing a tattooed man on a ship during his travel; "*Dark carnival*", "*October country*", and "*Something wicked this way comes*" are based on his own fears from carnivals and carousels. He suggested to the writers in "*An evening with Ray Bradbury in 2001*", to write for fun and about things they are passionate about such as he did his whole life.

(An Evening with Ray Bradbury 2001, 2008)

When questioned about the technical science and his future visions, which are permeated throughout his work, he said that it was just a “*logical fantasy*”. All his visions were based on the writer’s imagination and consideration of their possibility to happen. As an example, he stated that rocket landing on the Sun is impossible due to the scientific facts. In contrary, traveling through the galaxy has been already happening and the innovations have been instantly progressing.(Bradbury, Weller, 2014)

He disliked internet but believed in space exploration as if people want to live forever they need to go to Moon and Mars and start building civilizations there. He met the Mercury astronauts and discovered that they all became astronauts based on reading his *The Martian Chronicles*. (Bradbury, Weller, 2014)

To sum it up, Ray Bradbury may be called a visionary but mainly, he was a writer who based his stories on real experiences. From the text above, it is clear that he used his great fantasy to enlarge the reality he saw. Additionally, he lived in the times of World War II as well as the great technical evolution which gave him a wide spectrum to base his logical fantasy on. His family provided him a background ideal for his growth when instead of spending time at a university, he read lots of books in the libraries. These facts created a basis stones for a talented person like Ray Bradbury to enter the world of science fiction and succeed.

2.2. Introduction to Fahrenheit 451

In this section, the attention is paid to the story of the book Fahrenheit 451. The goal of this chapter is to review Bradbury’s vision to the future of books. It also reveals if there are any connections to the real past events, and describes the feelings, emotions, as well as reasons for destruction of the books.

2.2.1. The story background

Before the story is analysed, few words are written about the background that formed the final novel.

The complete novel Fahrenheit 451(published in 1953(is an expansion of Bradbury’s short story “*Bright Phoenix*”(1947), later as an expanded version “*Fireman*”(1951). The book was written at a time of Cold War and McCarthy Eras and reflects the strong censorship and fear to express ideas and own thoughts.(Telgen, 1997)

Another origin is attributed to the Bradbury's short-story – "*The Pedestrian*"(1951), based on a real Bradbury's experience. It tells a tale about a man walking late at night that was stopped and asked by police what is he doing there. He replied: "*Putting one foot in front of another.*" The paradoxical story created an idea of a fireman who does not extinguish but ignites the fires.(Bradbury, 1993)

In the time of writing the Fahrenheit 451, many of the technical innovations were introduced. Bradbury was never a fan of the technical innovations and was wondering how far the progress can go and what is still moral. The speedy technical development had to cause the civilisation phenomenon such as over-engineering, alienation of the human, as well as the alienation from the moral qualities.(Jurík, 2004)

In Bradbury's words: "*The breakthroughs in science and technology have pushed humankind to the very edge of the precipice, to the total self-destruction.*"(Jurík, 2004, page 97)

2.2.2. The content of Fahrenheit 451

In the following text, the introduction of the books is given. It is structured in two parts where the first one shortly introduces the scene and the second part presents the main characters of the story. The source for the following chapter is the novel Fahrenheit 451 by Ray Bradbury(1993).

Description of the story scene:

Fahrenheit 451 generally presents a civilisation of the future of the time when Ray Bradbury wrote the novel, therefore somewhere after 1953. This civilisation is presented by people who do not care about each other, never listen or question, and only follow the rules given by the government.

The young people go to school but do not study. They are provided with some information which they never doubt or question. After the school, they do sports, race cars, go to fun parks and kill themselves in a big number without anybody's mercy.

Adults entertain themselves in "parlor". Here they play a role according to their received screenplay. They are provided with artificial relatives and a story with no deep sense and no ending. When they go to sleep, they suffer from insomnia for which take lots of medicaments. In case they get overdosed, some technicians come and change their blood. These people never philosophy and ask for the meaning of life.

Books are banned by the government. At this time, when houses are fireproofed, firemen's job is to ignite fires when they receive a report on books. Together with the books, they burn

the houses, and sometimes they even burn people if these are unwilling to leave their books behind.

The following citation from Fahrenheit 451 nicely illustrates the philosophy of the ruling class in the story:

“A book is a loaded gun in the house next door. Burn it. Take the shot from the weapon. Breach man’s mind. Who knows who might be the target of the well-read man? Me? I won’t stomach them for a minute.”(Bradbury, 1993, page 77)

Main characters:

Guy Montag is the main character of the story. In the beginning of the story, he is an ordinary fireman who never asks about the meaning of burning books. However, after meeting Clarisse McClellan, who is so different to other people and asks him questions, he starts to wonder. From an ordinary citizen who has never read any book, he starts to collect them and finally, he is about to be burned together with his house.

As a refugee of the civilisation, he runs to the nature, where he meets the book people with a similar ideology and becomes part of their group. In the end, there is a scene of bombs falling on the city which presents the new beginning.

Clarisse McClellan is a girl who is walking the streets, watching the nature, and talks with her parents. These mentioned activities are very unusual in her world and she is an outsider of the society. She coincidentally meets Montag one night and changes his view on the world. When she disappears, Montag starts to wonder.

Mildred is Montag’s wife and typical representative of the general society. Her only wish is to have four wall parlor so she can be more surrounded by her artificial relatives. She does not want to talk to her husband and even denies her insomnia or overdosing.

Captain Beatty is the chief fireman who knows the philosophy of books burning and strongly believes in its validity. When Montag starts his awakening, he comes to burn his house without hesitation.

Professor Faber is an old man, a former professor and book lover. He becomes a Montag’s assistant upon awakening and helper during his revolution for saving some books.

Granger is the leader of the book people living as outcasts in the forest. These people memorise the books in order to preserve them for the future.

The Hound is a mechanical dog with an enormous power. When programmed, it can easily kill people. It is a representation of the industrial revolution that is good if handled carefully but can become very dangerous if mishandled.

Summary

To provide a short summary, in the world where books are forbidden, there arise a hero. A man, who suddenly feels that his work does not make sense and he wants to understand more of what is happening. The love for his work changes to the love for books and books start changing his life.

2.2.3. Symbolism

The story is fulfilled with symbolism. These symbols represent civilisation without books and therefore without interest.

Generally, the book is classified as a dystopia novel in the same group of Huxley's Brave New World and George Orwell's 1984 because it carries similar symbolism where the society blindly believes in the government orders and rules. All these stories were written in the time of industrial revolution which was, in some way, frightening. (Telgen, 1997)

Loneliness and alienation. Although people in the book live in a family or community, they do not care about each other. They are more concerned with the technological things and entertainment than about their classmates or neighbours. They do not communicate as there are no valuable or interesting topics to discuss. In comparison to the general public, the book people are connected and the book represents the symbol collectivism. (Telgen, 1997)

Apathy and passivity. People in the book do not want to think. They have a number of programs on the television (called "parlor" in the book) which fills their time, but the content is identical and senseless. Nevertheless, they cannot stand to miss their TV (or "Parlor") program. On other side, they do not worry about the airplanes flying above their heads which present a happening war. In comparison, the book people care, talk, read and ask. And they believe that one day a new generation will rise that will share the same ideology and they present. The symbol of Phoenix represents the awakening. (Telgen, 1997)

Transformation is demonstrated by the main character. He opens his mind when he starts reading the books. The book presents a symbol of hope in a better future, and transformation of the complete world. (Telgen, 1997)

2.2.4. Correlation between the Fahrenheit 451 and the Nazis burning

If it is considered, that Ray Bradbury's basic stones of the stories are the real experiences, there is a strong correlation between the story and the past events. Specifically, the German Nazis burning of books in the streets of Berlin.

Ray Bradbury states in the program A Conversation with Ray Bradbury by Lawrence Bridges(2009)where his anxiety regarding this event is obvious: *When I was 15 years old, Hitler burned books in the streets of Berlin and it terrified me because I was a librarian and he was touching my life.*"

Another source says that when burning the books, gasoline had to be used to spread the fire – identically to the firemen in the book. Above that, Goebbels saw the Phoenix in burning the fragments of past which had to show the whole word that the *"old spirit is dead"*. (Manguel, 1996)

Conclusion

The above description of the emotions and symbols clarifies that burning books does not only reflect the destruction of the "things". It mirrors the society with no reading and lost interests in the past, present reality as well as each other.

Ray Bradbury based his story on his real fears, feelings and facts of the past. Using his "logical fantasy" sense, he sets his fiction into the future to warn the society from the perils of industrial revolution, technology and finally, the ignorance and apathy towards their lives.

Ray Bradbury declares in his interview with Tobias Andersen, that we should learn from our history and prevent happening similar events in the future.(Ray Bradbury Interview with Tobias Andersen January 2004, 2016)

3. Introduction to the nowadays reality of the Bradbury's vision

The world has changed since the time Ray Bradbury wrote his Fahrenheit 451. He experienced the industrial revolution of the 20th century and all its innovations. It has started with the invention of the radio, television over the first computers to the e-books and smart mobile phones. He specifically said about television:

“We could hardly calculate and express in figures the tremendous moral, ethical, biological or psychic damage to humankind caused by the invention and application of television. It's a disease which is more dangerous than plague, cancer or AIDS. Hundred million of humans have been rendered passive and indifferent robots which no longer live, think or move.” (Jurík, 2004, page 99)

The fast technological development has influenced the humankind tremendously. In the present almost every person is the owner of a smart mobile phone, the world has accelerated in speed, and even the children grow differently in every generation.

In the following chapter, it is revealed how reading has progressed during the last century and what influence does the internet and computer have to the human reading ability.

The further text is dedicated to children. The growing children are different today because of the high technology surrounding them. However, their psychological needs remain the same. In the text, there will be revealed what reading provides our children with and vice versa, what they lack if reading is diminished from their early childhood. The survey based on this topic provides results to be compared with the Bradbury's vision.

3.1. Book in the present

In the present, books are sold in wide numbers. Publishing of paper books on the Czech market indicates, according to the Czech book market report from 2016/2017(2017), a rising or culminating tendency since the 2006. In the time, when the E-revolution is also part of the book market, the share of the E-books is also constantly growing, in 2016 it represented 1,5% of the complete book market sales with a growth of 12%.

The existence of books and the fact that people read also approves the research of the Institute of Czech Literature of the CAS from 2013. It declares that the responders of 15 years and older read in average 13 books per year. It is necessary to say that the Czech Republic comes high on the rand of readers comparing to other European countries.(Ženy čtou více než muži, ukázal nový český průzkum, 2013).

The online world of the 21st century brought along the online reading and so called e-books. The electronic books were first only available for the Amazon Kindle – a special device for electronic reading. Today, the smart mobile phones enable their owners to download an application for online reading for fee.(History of books,2001)

Not to stick to the Czech market only, there was written an interesting story about the e-books in *The Pleasures of Reading in the age of distraction*(2011)by Allan Jacobs: In 2008, the Amazon.com introduced the new electronic reading device called the Kindle. Steve Jobs, the head of Apple computers, commented on the announcement as “*flawed*” because he thought people do not read anymore. In two years time, he introduced iPad, a new device of Apple equipped with an online bookstore which was introduced as a great reading medium.

Jane Friedman, the CEO and founder of the Open road integrated media announces: “*Books represent civilisation, they have to be read, and they have to be affordable and convenient to find. E-revolution helps us to do it. What is the difference in the format – audio, paper, e-format? According to the statistics, people are reading more now because books are more convenient.*”(Charlie Rose - A Discussion about the History and Future of Books, 2012)

To sum it up, although people absorb the books of different shapes today, they remain part the human lives. Moreover, the e-books provide a more accessible form of reading in nowadays. It was also revealed that people continue reading all sorts of media, however, the paper version is remains the most favourite reading medium.

3.2. Reading in the technological era

Online world provides the advantage of e-reading, the more accessible way to information. The following text presents facts of how this kind of reading changes the vital paths of our brain and what are the consequences.

Nicholas Carr in his book *The Shallows, how the internet is changing the way we think, read and remember*(2010)raises the problem with concentration to read longer pieces of writing. He discusses his problem with his educated colleagues and friends and unveils that many of them share the same troubles. It is caused by the online reading which is much more frequent than the book reading.

Generally, the evolution of high technology such as television, computer, and the internet have strongly influenced the time a person is devoted to reading. U.S. Bureau of Labour Statistics of 2008 revealed that time spent by reading the printed media took 143 minutes a week to an average American over the age of fourteen comparing to the use of technological media, such as television, computer or telephone, which they use for about eight and half hours a day.(Carr, 2010)

3.2.1. How online reading changes the way of reading

By using the digital media, the ability to read changes significantly thanks to the transformations in our brains. Gary Small, the professor of psychiatry at UCLA, studied the neurological effects of the digital media which revealed that daily use of the digital media weakens the old neural vital paths in the brain and strengthens new ones. The Small's study was proved by his experiment in 2008 when he appointed twenty-four volunteers who were projected Web-pages while their brain was scanned. Half of the volunteers were frequent users of the internet while the other half has never used it before. During the projection, the first half – the experienced user's brain showed activity at a completely different part than the first time users. The Net readers display activity in the prefrontal region which is connected to decision making and problem-solving. In comparison, the book reader's activity is concentrated in the regions connected to language, memory, and visual processing.(Carr, 2010)

Next part of the Small's experiment was focused on the time needed for transformation of the vital paths in the brain. For the following six days, the new Net users were asked to browse on the Internet for an hour a day. Then the test was retaken, and all the twelve volunteers revealed the same brain activity. The test results mean that five hours of internet usage has got the power to transform the vital paths of the human brain.(Carr, 2010)

3.2.2. Differences between reading online and paper media

Carr in his book *The Shallows, how the internet is changing the way we think, read and remember*(2010)suggests that there is a difference between storage of information of during online reading and paper media reading. The benefits as well as disadvantages are presented further.

While reading a book, the attention is paid to one subject, and the reader can regulate the amount, speed and intensity of information flow. The information gained by reading a book as well by experiencing them in an early live store in the long-term memory. The long-memory serves as the storage of information which lies outside our consciousness and is available for days, months, or years whenever it is needed.(Carr, 2010)

Working memory provides instructions at the moment of need as well as the memory storing information for some time before they are either forgotten or moved to the long-term memory. Reading information online provides many different data, sources, hyperlinks. Surfing online is an activity similar to puzzles or crosswords. It can keep the mind sharp, but on another side, the overload of information provided may lead the reader to forget what he was searching in the beginning. It does not stimulate concentration and deep thinking such as reading books. (Carr, 2010)

Both memories are important in the matter of information storage. The working memory recalls the information from the long-term memory and provides the important schema which associates to the actual problem as well as holds the found information for a short time and upon analysing and repeating, it saves it into the long-term memory. However, to store any information into the long-term memory is dependent on the attentiveness of the reader and without concentration, it will vanish.(Carr, 2010)

Moreover, the internet provides the reader with a huge amount of information at a great speed, and his working memory gets quickly overloaded. Nilsen, in his research, discovered that people spend only 4.4 seconds reading 100 words online although even the best reader can manage maximally 18 words in the same time. Websites are not read but they are skimmed or scanned to find the required information.(Carr, 2010)

People, who frequently skim websites for information are usually good in multitasking. Nevertheless, they often lack the correct information, are easily disturbed and are deficient in completing the given tasks.(Carr, 2010)

To summarize the information above, reading books and being concentrated is essential to form the long-term memory, create the critical thinking and be able to decide about the correct behaviour. Higher intelligence is not grown on an enormous amount of information provided but on the way they are processed and used further. It is proved that the mechanical, as well as biological processes of the human brain need certain time to evaluate, store and remember.(Carr, 2010)

Summary

The aim of the previous chapter was to uncover if the reading is affected by the online reading and in what extent.

The provided information clearly declare that the difference between reading online versus paper books is evident. Each reading is even placed in different part of the brain. One is essential for concentration, second for the critical thinking.

To sum it up, both media are great provider of information. However, to keep our mind healthy and decisive, books and reading are essential. If reading of books lacks, the long-term memory will be impoverished of valuable stimuli and the concentration will be fidgeting.

Ray Bradbury clearly stated: *“If you don't have the ability to read, you don't have the complete education about life; you don't know how to vote in a democracy. If you don't have the ability to read, you don't know how to decide.”*(A Conversation with Ray Bradbury by Lawrence Bridges(2009). And if the books are not read, this may become the reality.

3.3. Children's reading

The following chapter pays attention to the children's reading because the children are an essential part of the books life. If children read and if their parents help them to create an interest in books, there is not only positive present life of the books but also the future.

Children of today's world are surrounded by many types of entertainment possibilities including the highest technological innovations. Therefore, it is up to the adults to understand the children's basic needs and fulfil them. Books and the children's stories carry the knowledge of generations which cannot be replaced by any technological innovation. All these secrets are involved in books and the following text outlines the most important facts.

Firstly the factors influencing the reading skills among children as well as the benefits of fairy tales is presented. In the next part - the survey - different generations were questioned about reading the fairy tales to their children. The goal of the complete chapter is to show what the needs of children are and what the parents think about reading to their children.

3.3.1. Factors influencing reading skills

Children and their relation to books and reading are based on many factors. Without any discussions, a correct functionality of the nervous system, as well as genetic predispositions, play a role in learning any skill including reading. However, even these factors can be strongly influenced by the social background of the growing child.(Šulová, Zaouche-Gaudron, 2003)

Factors such as level of education of the parents, socio-economical status, a reading disorder in the family, personal characteristics, time devoted to reading, the behaviour of the parents and time devoted to reading represent the future level of reading skill of the child. In general, parents with low education level do not pay such importance to read. The low socio-economical class family may be directly connected to the low education level which leads to no books available for the child to browse, look at the pictures, and finally read. Presence of a reading disorder in the family is also an important factor as a mother who has got difficulty in reading herself can hardly read with pleasure to their children. All these key points have far-reaching influence on the future child's passion for books as reading is a learned ability and it can be only created and strengthened by regular practice.(Šulová, Zaouche-Gaudron, 2003)

The right time to start

In the past, it was presumed that the correct age to start with learning the reading skills was related to the certain level of maturity of the nervous system as well as to the start of school. Lately, the reading ability is seen as complex of language competencies and is continuously formed since the birth.(Šulová, Zaouche-Gaudron, 2003)

Different studies proved that the pre-school as well as the school children form valuable knowledge while somebody reads to them and later during the self-reading. There is a significant change between children to whom their parents read since the early childhood. By listening to the extended vocabulary of the stories, they create and are able to understand “elaborated code” of language. It means, in other words, a large dictionary of words that enables the child to understand without difficulty the school language and therefore reach better study results. (Ciccotti, 2008)

Professor Matějček(2005(in his book *Prvních 6 let ve vývoji a výchově dítěte: normy vývoje a vývojové milníky z pohledu psychologa : základní duševní potřeby dítěte : dítě a lidský svět* states that the first reading, specifically browsing through the book, looking at pictures and repeating the names, forms the basic stones for the ability to speak. In contrast, the families where books are rare or missing highly risk a child’s speech delay.

The fact that early timing of reading is sufficient was confirmed by an experiment in which 12 pregnant women were asked to read to their unborn children some text for certain time. Then the babies’ comfort in the prenatal age as well after birth was measured and it was proved that children in any age react positively to the repeating sounds.(Ciccotti, 2008)

Finally, the information above is underlined by PhDr. Marek Herman, who is concentrating on the education of little children, s: “At six years of age, almost 85% of the personal characteristics have already been formed.”(Herman, 2008, p.157)

Secure attachment

It is said that our children are born autistic. This, in common words means, people who are not able to empathize with other people’s minds and are not able to easily create social interactions. It does not mean the children remain that way. It only expresses the need of social interaction which is primarily performed between the mother and her child. (Why Reading Matters, 2009)

A child is born with some basic needs, and one of them is the secure attachment which means an unconditional mother love. The secure attachment between the mother and her child provides the child with the feeling of security and love. If this attachment is not created, the psychic of the child can be affected irreversibly and for a lifetime.(Herman, 2008)

The secure emotional attachment relationship between the child and the adult is also built and strengthened during the process of reading and discussing a book. The connection can be built thanks to the positive atmosphere and focus on the child. Children with secure relationships are more passionate and interested in fulfilling more difficult tasks.(Ciccotti, 2008)

Finally, a child is more likely to read for fun and receive better school results because the warm family background constantly supported his concentration and motivation. The secure attachment created an environment full of love, care and understanding and learning is fun, not a must. (Šulová, Zaouche-Gaudron, 2003)

3.3.2. Fairy tales in children's life

In the above chapters, there were described some basic facts regarding the basic child's need to create the optimal atmosphere for learning to read. This following is more focused on the specific topic of classic fairy tales and their value in the child's development.

Fairy tales work with the facts that influence the human development. Two of them were already introduced in the previous chapter, the important timing, and secure attachment. The other three include collective unconsciousness, social learning, and emotional problems.

Emotional problems

Emotional problems are the basic stones for all problems a person suffers in live. As it was already mentioned in the chapter about Reading ability, reading can heal the troubled minds, and children are often trying to solve a problem which adults do not understand. The correct story helps to prevent the children from frustration. It has the magical ability to enter into the child's fantasy where even never expressed problems can be mended and never enter into the conscious mind.(Herman, 2008)

For example, as part of the upbringing, children are told that there is only good in the world. But it is natural for the children to be jealous of their siblings when they are born and more attention and care is paid to them. Then these children feel evil and bad about themselves. Fairy tales speak about the evil in the world, show it as a normal emotion and therefore help the child to relieve his unnecessary feelings.(Herman, 2008)

Collective unconsciousness

Fairy tales may seem old-fashioned, but they guard the wisdom of our ancestors. They contain the information related to the collective unconsciousness which are equal to all humankind and are coded in our unconscious brain.(Herman, 2008)

Fairy tales contain codes of this essential information and provide them to the children who understand them easily. The classic fairy tales have been created in different parts of the world, but the meaning is understandable and acceptable for all the humankind. Classic fairy tales such as the Little Red Riding Hood, or Snowwhite follow the same scope of events which is proved by generations.(Herman, 2008)

Social learning

Fairy tales are not just simple stories, they are a full blast of secret symbols which may be unclear to adults but are easily revealed by children's mind. The stories are a great mixture of moral principles, provision of the sense of life and order and support of children's experience structure. Stories are provided with love and tenderness; they become real spiritual food for the children's little souls.(Černoušek, 1990)

In regards to the moral principles, stories, when told, have got the power to draw the listeners inside the plot. The main character is the hero who is always kind and must overcome various obstacles. Obstacles are usually provided by the evil side of the story which is evident – personified as a witch, demon, or similar. The good and evil characters in the story are simple in contrary to the real people. The children always become heroes as it strongly resonates with their souls. The story finishes with the happy-end and punishment of the evil. The finite and clear ending gives the child a view of a positive future which is psychologically as important as the formed moral principles.(Černoušek, 1990)

To close this chapter, Michael Černoušek(1990)can be paraphrased. He says that the one, who is not provided with the interpretation of the cultural-historical experience of the humankind, will grow into a person with a deep feeling of life insecurity leading to psychic deprivation.

3.3.3. Children's reading - Survey

As a part of the chapter about children's reading, specifically the classic fairy tales, a survey among various generations was distributed to learn the reality in regards to this matter. Details about importance of reading this subject to the little children has been described above and it will be summarised as part research. However, to approve or disprove the validity of Bradbury's vision, an evidence of reading is presented further.

3.3.3.1. Methodology

To perform a research about the reading among the generations, a method of questionnaire was chosen. The questions and the reasons for them are explained further. The complete questionnaire is composed of eight easy to answer questions. To create the survey in such a way was to encourage responders to complete the questionnaire. Based on the findings in the chapter Reading, it became clear that people do not spend excessive time on one side. This short questionnaire was replied in an average time of 1 minute 28 seconds.

Although the survey was short, it was viewed by 702 people of whom 188 people completed the questions. This comes down to an incidence of 26%.

The questionnaire was formed in the Czech language via clickforsurvey.com application. It was distributed through facebook site and email contacts.

3.3.3.2. Interpretation

The upcoming sub-chapter is dedicated to interpretation of the chosen questions, and the graphs generated from the survey. The graphics can be found in the Appendix 1 which is attached to this thesis.

Question 1: What generation of readers do you belong to?

Question about the generations was based on the fact to divide the readers to some groups in the beginning. The division into the generations is interesting by itself as every generation of readers is different, with its own specifics based on the time when the individuals were raised. To explain the differences, a text from the Czech source was chosen, because the responders were Czech, and therefore, it is typical for them.

First of all, a presentation of the differences of generation is given. The questionnaire was addressed to the Generation Baby Boomers(born between the years 1946 – 1964), Generation X(born between the years 1965 – 1979), Generation Y(born between the years 1980 – 1994)and Generation Z(born between the years 1995 – 2010). There is also living generation of Silent Generation(born between the years 1925 – 1941)and Generation Alpha(born from the year 2014 onwards). These generations were excluded as the seniors may refer more to the past than to the present as their children are old. Also the distribution would have to be done differently as they rarely use the computer. The Generation Alpha is too young to reply the questions, though the presentation

Generation Baby Boomers – they lived their childhood in communism era. Their parents earned little money. They often lived in the two-generation houses and they commonly nursed their parents. Moral principles of these people are strong and constant for a lifetime. One of the dominant technologies they use is a book.(Ke které generaci patříte? Baby boomers, Husákovy děti, nebo mileniálové? [online], 2017)

Generation X – they lived their childhood without computers, and television was black and white with only few programs for children. They played outside a lot and when they wanted to see somebody, they rang the bell at the friend's door. Although they have the strong feeling to rebel against their parents moral beliefs, they respect them. The late X generation is on the edge, they use internet, but the book is preferred.(Ke které generaci patříte? Baby boomers, Husákovy děti, nebo mileniálové? [online], 2017)

Generation Y – this generation is characterised as self-confident. They have been brought up in a sense “to get what they want.” They have got a close connection to modern technologies and are using it fully. They live for a success which they share via an online social network such as Facebook, Instagram, Twitter. Ironically, the online exposure depresses the youth's because they see their friends' lives more satisfying than their own ones. They lack in normal communication as the communication online is on the peak.(Ke které generaci patříte? Baby boomers, Husákovy děti, nebo mileniálové? [online], 2017)

Generation Z – Today's growing generation. Typical for keeping their eyes stacked to the tablet or PC monitors and ears plucked with headphones. They respect their parents in a friendly way. In later years, they find their favorite youtuber, or become one of them to send out the world a message about their own life.(Ke které generaci patříte? Baby boomers, Husákovy děti, nebo mileniálové? [online], 2017)

Generation Alpha – These children are still very small to state exactly what is typical for their behaviour. However, fact is that the technology is here for them since they are born. The prediction regarding this generation is that their logical thinking as well as the need for study will be lacking due to the information overload and their mind constantly disturbed. (Ke které generaci patříte? Baby boomers, Husákovy děti, nebo mileniálové? [online], 2017)

The last generation is predicted to suffer the problems Mr. Carr describes in his book. If such prediction becomes true, this generation will be also deficient in the long-term memory and therefore, there will be no basement for their decision making and judgement of new situations. (Carr, 2010)

However, this is only a prediction, and there is still time to change it. The creators of the Generation Alpha and Generation Z are mostly adults from Generation X and Generation Y. Therefore, their replies bring the most significant weight to the validity of Ray Bradbury's prediction about whether books have got any value for us.

The results are that 56% of the responders are from the Generation Y and 29% from the Generation X. There is only 3% of the responders from the Generation Z which may also have small children and 12% from the Generation Baby Boomers which can be seen as the generation of the grandparents. It is still valuable as also this generation may influence the youths significantly.

Question 2: What is your gender?

Question 2, was chosen primarily from the same reason as the previous question. It is supposed to distinguish who is the most influential reader in the family.

The total amount of women responders is significantly higher than the men – 78% to 22%. The number of women replying to the questionnaire may be influenced by the amount of female and male contacts in my contact list.

However, the fact that women are more passionate readers is a fact. According to the research of Institute of Czech Literature of the CAS from 2013, it was proved that women read more by 11% to men. However, the number of readers in the Czech Republic remains high. The research shows that an average reader older 15 years old read 13 books a year. 84% of the responders read at least one book per year. (Ženy čtou více než muži, ukázal nový český průzkum, 2013)

The reading of fairy tales to the children is also affected by the fact that women stay at home and look after the children. The statement that women – mothers and grandmothers, are usually the influential members of the family who motivate children to read was confirmed by the research organised by the program “Čtení pomáhá” in 2011. In comparison to the women, only every third father or grandfather inspires the reading in children. (ANKETA: Pětina Čechů nepřečte za rok jedinou knihu. Ženy čtou více. A vy?, 2017)

Question 3: What is your level of education?

Question 3, about the level of education, was raised to see what level of education is equal to the opinion on the reading essentiality. This question was not obligatory because it is not as important for the final result of if people read to their children or not.

Level of education is split in four groups Academic college with A level degree – 43%, University degree – 41%, Higher specialized education (with Dis. degree, etc.) – 9%, Technical college education – 7%, Primary education – 0%, one person did not reply this question. As a result, it can be said that all people responding the questionnaire reached some kind of higher level of education, there is nobody with primary education level.

The contrast of the impact to learn reading in regards to the family education level, as well as its socio-economy status, was mentioned in the beginning of this chapter. Professor Vaclav Mertin (in Šulová, Zaouche-Gaudron, 2003) stresses that reading in the pre-school childhood is crucial for creation the background for a successful future reader. In the past, it was thought that to learn the read, the neural system has to be developed to some stage – estimated to approximately six and half years of age. However, later researches proved that reading since the child's birth is essential as the child's development progresses mostly until three years of age, six years of age is the boundary when the development and information absorption slows down. During the time, the child is read to, the word dictionary is created and therefore the basement for the reading itself is prepared.

People with lower level of education or lower socio-economy status lack this knowledge. They often deficient the ability to read themselves, and therefore are not able to transfer that to their children. Furthermore, families with lower socio-economy status, which is often related to the education, provides little stimulus for reading at home and rarely visit libraries. (Šulová, Zaouche-Gaudron, 2003)

To finalize this question, results of the survey are expected to be more positive because the because the people responding achieved higher education level. Based on the other researches considering the lower level of education, in Šulová, Zaouche-Gaudron(2003), it is recommended that the paediatricians should inform parents about the importance of reading in the early childhood to change their future.

Question 4: Do you like classic fairy tales(such as Little Red Riding Hood, Snow White, and Hansel or Gretel)?

Question 4 was raised to find out the popularity status of fairy tales among the responders. Importance of this question lies in the reality that if the parent likes the fairy tales himself, he enjoys it, places emotions into the reading, and thereby an extra value to the story itself.

95% of the responders said the classic fairy tales, 5% do not like them. These numbers prove that most of the people find them interesting and therefore their children gain more from the stories, and are more likely to like them in the future.

Question 5: Did your parents read or tell you fairy tales when you were little(0-6)?

Question 5 is supposed to mirror the coincidence of a grandparent reading to the adult in his childhood and adult – parent in this survey – reading to his own child. This question is essential to discover if the true about interest in any kind of literature is, in some kind, hereditary.

90% of the responders stated that their parents read or told them fairy tales when they were little, 10% responded negatively.

Summing the two graphs – four and five – the statement is as follows. 90% of people knew the stories from their parents, 95% of people like the fairy tales. This means that 5% of people found a different way to like the fairy tales anyway. The source is unknown but the rising number is positive as they are more likely to transfer them further.

Question 6: Do you read fairy tales to your children? Possibly, if your children are not little, do you read to them? Or if you have not got any children yet, do you plan to read to them?

Question 6 is the most important one of the complete survey. The information about whether parents read to their children is more valuable than a fact if the adults know fairy tales from their childhood, or even if they like them. Although, as accented above, if the story is treasured by the reader, the listener is more likely to more incline to like it too.

The survey results appear as follows, 99% of the responders replied positively and only 1% negatively – the 1% is created by 1 person only. Such result sound promising for the future of the books, specifically fairy tales in this case.

In summary of the three above questions, there are some people who did not hear the stories told or read by their parent but they found a way to like them in their adulthood. Above that, even people, who are not the favourites of fairy tales themselves, read the stories to their children.

Question 7: Do you think that the classic fairy tales help children in their development(e.g. they are helping them to create their own moral principles, to cope with their internal emotions, etc.?) To what extent?

Question 7 was put into the survey to discover what people think about the fairy tales importance. To divide the responders into the groups, the scale of 1-5 was chosen. Number 1 means the people think there is no covered value which helps the children with their development. Number 5 is the contrast to 1 and the number in between mean some importance depending on the person's opinion.

The reason for including this question is to detect the extent of acquaintance people have about the fairy tales. It has been already stated that fairy tales cover the knowledge of generations. The content of fairy tales are similar worldwide and carry the same values important for the human development such as building the moral principles, coping with the good and evil in the world and in the inner self, seeing the world in an easy and understandable way. Above that, the stories are based on the same timeline when a hero enters the world, copes and overcomes obstacles provided by the evil, the evil is punished, and the good is rewarded. (Černoušek, 1990; Herman, 2008).

The significance in the children's reading is far-reaching than providing the fairy tales benefits. Additionally, it helps to create the secure attachment between the child and the reader(mother, father(and friendly atmosphere in the family. Due to the fact that these stories are entitled for little children, it naturally ensures the right start of reading. Furthermore, it extends the child's vocabulary to the elaborate code which later on secures better results at school.(Herman, 2008; Matějček, 2005; Šulová, Zaouche-Gaudron, 2003)

Finally, it is declared that fairy tales demonstrate the basis of which every child should be provided. If that is not done, the child's development is lacking in emotions, empathy, moral principles, as well as in reading ability.

The survey provided the following results in percentage of responders : number of extent:

35% : extent 5; 34%: extent 4; 24%: extent 3; 5%: extent 2; 1%: extent 1. Generally, it seems that the responders are mostly acknowledged about the value of the fairy tales for children.

Question 8: Do you think that reading classic fairy tales may bring the children to the love of books? In what extent?

Question 8 about the power of reading to future love of books is directly connected to the prime topic of this thesis. It is therefore, raised as a last question of this survey to close the complete research about Bradbury's vision on future of books and the present reality.

The scope is identical to question 7.

The fact that reading books in the childhood creates, when grown up, a warmer relationship between the adult and books is true.(Šulová, Zaouche-Gaudron, 2003)

The survey indicates again positive results when 46% of responders answered in extent 5 which is the highest rank, 34% chose extent 4, 18% extent 3, and 2% extent 2. Nobody thinks that there is no influence of reading in the childhood to the love of books in the adulthood.

Altogether, the results of the survey appeared positively. The survey was answered by four different generations, females as well as males. The education of people varies although they all prove some kind higher education level. The responders are mainly favourites of fairy tales. Most of them were read by their parents although there are some who found another way to discover the beauty of fairy tales. Interestingly, even the little group of people who dislike fairy tale stories, read them to their children. The majority of responders are familiar with the need of these stories for the child's development as well as connection between early reading the future book interest.

Finally, this survey confirms that Bradbury's vision is invalid, at least in the extent of the present time and reading to the little children. If this is preserved, there is a strong hope that there is not just positive present of books but future as well.

3.3.3.3. Reading statistics and the reading literacy

Before closing this chapter, the statistic about children's literature as well programs for reading literacy should be mentioned.

According to the *Czech book market report from 2016/2017(2017)*, it becomes evident that the children literature is very popular. The market in 2016 reports a growth of 10,7% of the published copies comparing to 2015.

Additionally, there are various programs introduced worldwide to support the children literacy. List of some of them can be found as an Appendix Nr. 2 attached to this thesis.

4. Conclusion

Book has been a strong medium. As soon as it was evolved, it became a thread to the ruling classes. There is an enormous influence to the humankind. It can change persons thoughts, emotions, and behaviour. Psychologically, just by reading classic fairy tales children can learn moral principles, heal their unconscious problems as well as strengthen the relationship with their parents.

The evolution of the book has proved that the destruction of books has been part the history since ever. Ray Bradbury's vision is based historical events, psychological knowledge of the humankind as well as his logical fantasy. His novel, as much as classified as science fiction genre, should work as a warning for the future generations about the danger of world without books.

Evolution of the book and reading has taken centuries and based on the text, it has not ended yet. Since the Sumerian, the humankind has gone a long way to current status of the reading ability. At first, people read aloud and only the high society was granted by gaining the ability of reading. Together with the printing press and its innovations, the silent reading progressed. Since the beginning of the technical revolution, alongside the innovation of radio and television, the endangered future of the book existence started to be discussed.

Nowadays, reading is one of the entertainments available. However, there is a provision of the books in different format and these are also widely used. E-books may bring the thread of reorganising the vital paths in our brain and the way we read. Nevertheless, books still have got their stable place on the market and there is even proof that people prefer the paper format to other types.

Additionally, the survey researched what generations think about the significance of children's reading, specifically fairy tales. 99% of responders said they read to their children. Most of them like the books and believe that reading has got positive influence on their children. Taking into consideration, that if a child grows in a friendly atmosphere accompanied by books, are most like to read in the future themselves.

Therefore, the final statement is: At the moment, books are part of our lives and it seems they will remain alive for some time in the future. The changes happening are just part of the evolution which has always been part of the books existence.

Resumé

Cílem této práce bylo porovnat budoucnost knih ve vizi Raye Bradburyho v knize 451 stupňů Fahrenheita s dnešní realitou. V jeho knize jsou knihy páleny pod trestem smrti a jako výsledek jsou lidé bez vlastního názoru.

Práce se zabývá vývojem knihy a čtení od minulosti po současnost s uvědoměním si základních událostí pálení knih. Zvláštní část práce je věnována čtení pohádek dětem a průzkumu, zda je dětem od raného dětství čteno.

Výsledkem je, že i přes kontroverznost názoru na její budoucnost, má kniha svou pevnou pozici v současnosti.

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Appendix Nr. 1: Survey graphs - Reading of classic fairy tales

Page 1

What generation of readers do you belong to?

Value	Percent	Count
Generation Y (birthyears 1980 - 1994)	56 %	106
Generation X (birthyears 1965 - 1979)	29 %	54
Generation of Baby boomers (birthyears 1946 - 1964)	12 %	23
Generation Z (birthyears 1995 - 2010)	3 %	5

Total number of answers: 188

What is your gender?

Value	Percent	Count
Female	78 %	145
Male	22 %	42

Total number of answers: 187

What is your level of education?

Value	Percent	Count
Academic college with A level degree	43 %	81
University degree	41 %	76
Higher specialized education (with Dis. degree)	9 %	16
Technical college	7 %	14

Total number of answers: 187

Page 1 from 3

Do you like classic fairy tales (such as Little Red Riding Hood, Snow White and the seven dwarfs, Hansel and Gretel, etc.)?

Value	Percent	Count
YES	95 %	178
NO	5 %	10

Total number of answers: 188

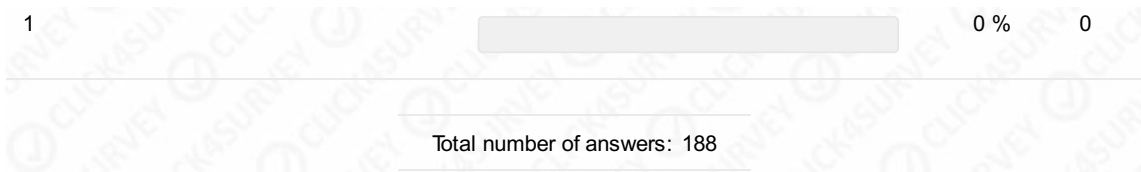
Do you think that the classic fairy tales help children in their development (e.g. they are helping them to create their own moral principles, to cope with their internal emotions, etc.)? To what extent?

Value	Percent	Count
5	35 %	66
4	34 %	64
3	24 %	46
2	5 %	10
1	1 %	2

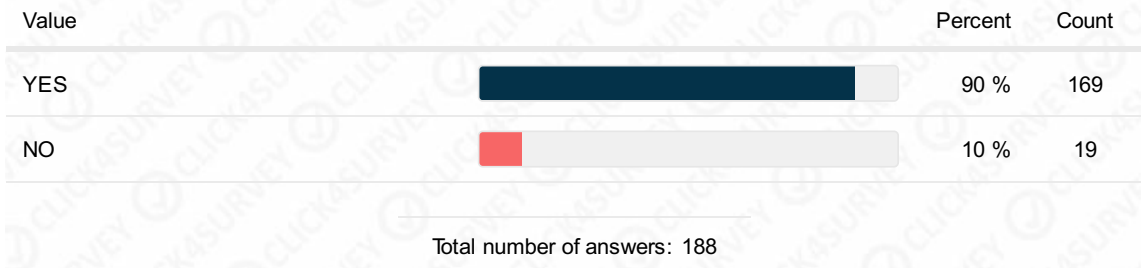
Total number of answers: 188

Do you think that reading of classic fairy tales may bring the children to the love of books? In what extent?

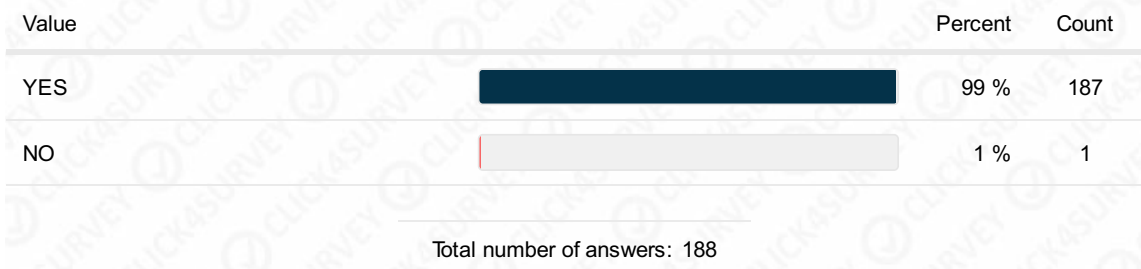
Value	Percent	Count
5	46 %	87
4	34 %	63
3	18 %	34
2	2 %	4



Did your parents read or tell you fairy tales when you were little (0-6 let)?



Do you read fairy tales to your children? Possibly, if your children are not little, did you read to them? Or if you have not got any children yet, do you plan to read to them?



Appendix 2

Programs for reading literacy

In the past years, several programs were introduced to support the reading literacy. Below are described only a few of these as examples:

World book day

The United Kingdom: A program for children and young readers to give away 15 million of £1 tokens that can be exchanged in any local bookshop for a book. (<https://www.worldbookday.com/>)

Read for Good

The United Kingdom: The Readathon program is that charity motivates schools and communities to read for fun. This way money is raised, and books can be provided for schools with discount and storytellers are sent to local hospitals. (<http://readforgood.org/>)

Čtení pomáhá

The Czech Republic: A program for supporting reading at schools, by reading every book and completing an online test, the student receives money that is sent to him chosen charity project. (<http://www.ctenipomaha.cz/>)

Visegrad Fund

The Czech Republic: A program organised by Cele Cesko cte detem to inform everyone about the benefits of reading across the Visegrád Group (CZ, HU, PL, SL). During one week in June, various workshops, events, and meetings will be held. (<http://celeceskoctedetem.cz/>)

EU Read

A European consortium of organisations promoting reading around Europe. The main aim is to build a framework for promotion of reading on international level. (<https://www.euread.com/about-us/>)

ProLiteracy

USA: education membership organisation which teaches the adults to read with believe that the sustainable society begins with an educated adult. (<https://proliteracy.org/What-We-Do/Overview>)

Anotace

Jméno a příjmení:	Petra Krčilová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2018

Název práce:	451 stupňů Fahrenheita: Budoucnost knih – Vize Raye Bradburyho v porovnání s dnešní realitou
Název v angličtině:	Fahrenheit 451: The future of books - Ray Bradbury's vision versus nowadays reality
Anotace práce:	<p>Základním cílem práce je porovnat vizi Raye Bradburyho se skutečností.</p> <p>V první části popisem vývoje knihy společně s jejím ničením. Dále se práce zabývá analýzou knihy a vizí Raye Bradburyho s následným srovnáním s minulostí.</p> <p>V kapitolách zabývajících se současností je pozornost věnována schopnosti čtení a její proměny v době informačních technologií. Dále následuje kapitola zabývající se čtením dětem, čímž se dostává práce k závěru, zda děti mají zájem o čtení a o klasické pohádky.</p>
Klíčová slova:	kniha, čtení, literatura, děti, technologie
Anotace v angličtině:	<p>The main goal of this thesis is to reveal the correlations between the Bradbury's vision and the reality.</p> <p>First part of this thesis is focusing on the description of the development of book as well as its destruction. It is followed by an analyse of the novel and vision of Ray Bradbury and the comparison of the correlations between the story and the past.</p> <p>In the chapters concentrating on the present, the attention is paid the ability to read and its changes in the information technology times.</p> <p>Next chapter is dedicated to children's reading which leads to the conclusion if children are interested in reading classic fairy tales.</p>
Klíčová slova v angličtině:	book, reading, literature, children, future
Přílohy vázané v práci:	Appendix Nr. 1: Suvey graphs Appendix Nr. 2: Programs for reading literacy
Rozsah práce:	44
Jazyk práce:	Anglický