Reading and reader development in Greece: the public librarians' approach

A study submitted in partial fulfilment
of the requirements for the degree of
Masters of Arts in Librarianship

At

THE UNIVERSITY OF SHEFFIELD

By

ATHINA MATHIOUDAKI

September 2005

Acknowledgement

Thanks are due first and foremost to Briony Train who has offered inspiration, wisdom and advice throughout all the study.

Thanks go to all librarians that found time and were interested to help me in this investigation.

A big thank you to my co-workers as without their assistance I would have been unable to complete the course.

My final thanks go to Foteini, Katy, Nicola and Kosti for being there.

Abstract

This research set out to define Greek public librarians' opinion and attitudes towards reading and reader development and to understand the consequences these opinions and attitudes have on promoting reading and on influencing Greek people's reading habits. To investigate this, six objectives were devised, a review of the literature was undertaken and fourteen public librarians were interviewed.

Before the results of the interviews are discussed, this research presents the findings of the National Book Centre Reading survey (Εθνικό Κέντρο Βιβλίου, 2004) that show that Greek people do not read. It then attempts an introduction to the Greek public library's structure, services and problems in order for the public librarians' opinions and attitudes to be discussed in a notional context.

It was discovered that librarians read and consider reading to be important. They are unaware of the reading survey and speculate about the Greek people's reading habits. Most librarians are uncertain about the libraries contribution in creating readers and over emphasize the role of the family and school. They focus and provide services only to library users and take for granted non-library users. Most librarians do not feel confident about their knowledge of books and reading. Thus they recognize the need for further training in order to promote reading. It was found that librarians believe they are unable to influence people's reading habits but are doing so nonetheless via reader advisory. However this research showed that public librarians do nothing to broaden people's reading horizons as they are afraid to suggest nothing more than the "safe solutions". Most librarians acknowledge the importance of co-operation between the different stakeholders in the field of reading but argue that they are many obstacles that prevent this from happening. They also do not believe in the future role of reading in the public library.

It concludes that public librarians' approach towards reading and reader development does affect the way the libraries promote reading and influence the people's reading habits.

Finally the research implies that reader development schemes can help the public library reinvent and redefine its image, status and position in society. It argues that librarians should realize and become more confident about their role in reading, focus and promote their services to non-library and library users, government and opinion formers, working outside the library, in co-operation with other organizations via reader development initiatives. It also underlines the need for further training and research in the field of reading and reader development.

Table of Contents

1. Introduction

This chapter aims to describe the topic of the overall research and to illustrate its aims and objectives. It states the limitation of this study and provides a brief outline of the report.

This study is concerned with reading and reader development in Greece and most specifically about the relationship and attitude of public library staff towards reading and reader development. It has been motivated by a recent survey conducted by the National Book Centre (Εθνικό Κέντρο Βιβλίου, 2004) that showed that Greek people do not read. This survey and all the articles that were published and analyzed its findings made no mention of the public libraries role in promoting reading. The purpose of this study is to investigate and present public librarians attitudes and opinions towards reading and reader development and to understand their outcomes.

1.1 Context and areas of concern

Reading and the satisfaction that derives from reading can follow a person through their whole life, from childhood to old age and can provide him with a shield against disappointments and grieves (Elkin, 2003). However Greek people haven't embraced this satisfaction that reading can provide.

A National Survey that was conducted by the National Book Centre of Greece (Εθνικό Κέντρο Βιβλίου, 2004) and is now being published showed that 43,8 % of the total Greek population doesn't read at all, not even comics or newspapers. This percentage increases or decreases according to social class, educational status, age, gender and place of residence. The most popular reason for them not reading is that they have not got enough time do so.

Articles (Καρκαγιάννης, 2005; Σχινά, 2005) that analyse the findings of this survey mention that the reasons why Greek people don't read are:

- Reading is a lonely activity. Greek people are very outgoing and prefer spending their free time outdoors and amongst friends rather than with a book;
- There are a high percentage of illiterate people, mostly older people;
- The educational system doesn't cultivate the reading habit.

None of these articles mention the role of the libraries in promoting reading. But, reading remains the core business of library services. However this is overlooked by everyone.

In countries such as Great Britain and the U.S.A. reading and reader development in the field of traditional library work is enjoying a resurgence of interest. This is illustrated in all the publications that refer to these topics, the conferences and workshops that are organized and especially in Government plans and policies (e.g. National Year of Reading) and the existence of reading promotion agencies such as Opening the Book and the Reading Agency in Britain. It does seem that the public library profession in these countries has been able to redefine and reinvent itself by returning back to where it belonged: to reading.

In Greece this does not seem to be the case. There are no books being published referring to reading or reader development. All conferences and workshops that are organized focus on aspects of Information Management (e.g. Metadata, digitalisation, XML etc.) and not about books and reading. The Government has no plans or policies regarding reading and reader development and no agencies – except the National Book Centre - exist in charge of promoting reading.

No research has been done to identify the public libraries' role in Greece in relation to reading and reader development: Are the public libraries creating readers and

nurturing the pleasure of reading? Do public librarians read? Why, how and when do they read? Are they aware of the reading habits of their potential patrons? Who and what do they believe creates a reader? Do they consider they have adequate knowledge on reading and books or do they feel they need additional training? Do they promote reading and influence peoples reading habits? Would they be willing to work with other agencies that influence peoples reading habits in order to promote reading? Do they believe that the public libraries have a future role in promoting reading? This report will try to find answers to all of the above questions.

1.2 Aims

The aim of this dissertation is to define public librarians' opinion, thoughts and attitudes towards reading and reader development and to understand the effect these opinions, thoughts and attitudes have on promoting reading and on influencing people's reading habits.

Six objectives have been devised in order to fulfil this aim.

1.3 Objectives

The Objectives of this dissertation are:

- Objective 1 - To examine public librarians' personal relationship with reading and to reveal their reading habits;
- Objective 2 - To present public librarians' thoughts about Greek people's reading habits and to indicate the factors they believe attract or prohibit people from reading;
- Objective 3 - To determine the public librarians' level of existing knowledge in the field of reading and books;

- Objective 4 – To describe public librarians' attitude towards reader development and reading promotion and to illustrate the ways by which they intervene in their users reading life;
- Objective 5 – To determine whether public libraries co-operate with other organizations and institutions in order to promote reading;
- Objective 6 – To analyze the future role of reading in the public library according to the public librarians' perception.

The intentions behind these objectives were as follows:

1. *To examine public librarians' personal relationship with reading and to reveal their reading habits:*

This objective intended to discover whether librarians read, what influenced them to become readers and whether they understood and appreciated the benefits of reading for pleasure. It also aimed to reveal the librarians reading patterns and habits.

The idea was to make librarians think and articulate their thoughts about reading. Thus as Towey (in Katz, 2001) maintains, they will be more sensitive towards their users preferences and will "appreciate and demonstrate the value and impact of public library book reading" (Usherwood and Toyne, 2002:40).

2. *To present public librarians' thoughts about Greek people's reading habits and to indicate the factors they believe attract or prohibit people from reading:*

This objective aimed to examine whether librarians were aware of the results of the National Book Centre reading survey (Εθνικό Κέντρο Βιβλίου, 2004).

It meant to make them speculate and express their opinion about why people read. This was done because "before promoting stock and engaging in reader development activities librarians need to understand why people read…[or do not read]" (Goulding, 2002:2).

3. *To determine the public librarians' level of existing knowledge in the field of reading and books.*

This objective set out to discover whether public librarians felt confident enough and equipped with sufficient knowledge in order to promote reading.

It seek to make librarians consider their knowledge on books and reading and to allow them express if they felt need for further training. Sufficient knowledge is essential as the "successful matching a book to a reader requires a lot of meta-knowledge about books, genres, authors, publishers, etc." (Ross in Katz, 2001).

4. *To describe public librarians' attitude towards reader development and reading promotion and to illustrate the ways by which they intervene in their users reading life.*

This objective aimed to reveal public librarians' thoughts and understanding on reader development and reading promotion issues and to discover their attitude towards reading initiatives. It also planned to detect whether and in which ways public librarians are influencing their users reading life. This "will further increase understanding of the extent to which librarians have attempted to mediate between the reader and the book in order to lead the reader to 'high culture'" (Carpenter cited in Katz, 2001:57).

5. *To determine whether public libraries co-operate with other organizations and institutions in order to promote reading.*

This objective intended to examine public librarians' attitude towards working with other organizations and institutions in order to promote reading. It also planned to identify any obstacles that may prohibit them from co-operating.

6. *To analyze the future role of reading in the public library according to the public librarians' perception.*

This objective looked at what the librarians thought the future of reading in libraries would be and whether they intended to develop reading initiatives.

It aimed to find out whether librarians were pessimistic or optimistic about the future role of reading in the public library.

1.4 Limitation of research

The researcher realizes that the public librarians' role in creating and fostering the pleasure of reading is only one link in the long chain of elements that formulate the love of reading. However time constraints did not allow her to include what the Greek government, the National Book Centre and the schools are doing to nurture this love.

Initially the researcher aimed to: a) analyze the reasons why Greek people do not read based on the results of the survey (Εθνικό Κέντρο Βιβλίου, 2004) and b) to present what is being done to promote reading in Greece. In order to achieve this, four objectives were defined:

- To present the current situation of public and school libraries in Greece.
- To examine the librarians attitude towards reading and reading promotion.

- To present reader development schemes conducted by the National Book Centre, schools and libraries and to investigate whether there is any attempt of partnership.

- In the end to identify any aspects of bad practice and suggest solutions.

When she began researching she realized that she would not be able to cover all these objectives in detail and to answer the researched aims fully in the time that was available. Thus it was decided to limit the research and analyze in depth only on one issue: the public librarians' attitude towards reading and reader development.

Another limitation of this research was the fact that the full range of public libraries – "dimosies", "dimotikes", children's public libraries – could not be researched due to unavailability of time. Thus the problems of the public libraries that are identified and the results of the study apply mostly and only to the "dimotikes" municipal public libraries and not to the "dimosies" or children's public libraries.

It is also important to underline the fact that the results of this research can not be generalized and they are likely to be true only for this piece of study as it is based on the opinions and attitudes of fourteen public librarians and not on the whole of the public libraries' staff. However this research is not interested in reaching a generalized rule but to present the public librarians' thoughts and attitudes towards reading. This is done in order to reach an understanding of the consequences that these attitudes have on reading and providing reading services.

1.5 Presentation of research

This research is presented in the format of a written report in seven chapters:

- Chapter One provides an introduction to the topic of the overall study, identifies the research gap and defines the researched aim and objectives;

- Chapter Two discusses the methodology and methods of investigation behind the researched project;

- Chapter Three presents a literature review on the topic of reading and reader development and is arranged in themes relevant to the researched subjects;
- Chapter Four illustrates Greek people's reading habits according to the survey conducted by the National Book Centre (Εθνικό Κέντρο Βιβλίου, 2004);
- Chapter Five describes the current situation of the public libraries in Greece based on the Calimera Country Report (2004) and interviewee's answers;
- Chapter Six reveals the results in fulfilment of the research's objectives;
- Chapter Seven presents and discusses the conclusions of the research and makes recommendations for future research.

Although it was first intended to structure this report around its objectives it was decided that two additional chapters should be attached. These are Chapter Four – in order for the reader to get a glimpse of the reading habits of the Greek people – and Chapter Five – because without knowing and understanding the structure, the organization and the problems that public libraries face, one is not able to understand and explain public librarians opinions and attitudes.

2. Methodology and Methods of Investigation

This chapter is concerned with the design of the research methodology for this study. It presents the procedures and the methods of investigation that were used in order to gather information on the researched topic. It provides justification for the choices of the various stages and methods. The limitations of the overall research design are also considered.

2.1 Methodology

Information for this study was gathered using qualitative research. Mellon (1990:20) suggests that qualitative inquiry should be used when "in-depth understanding of human actions is the primary focus." It was considered to fit into this research tradition since the aim of this dissertation was to gain a clear picture of the public librarians' opinions, attitudes and practices towards reading and reader development. By using a qualitative approach the researcher focused on a smaller sample of people which allowed her to obtain detail data and to acquire a holistic picture of the situation. This helped to develop some ideas why certain outcomes might occur; more than just finding what the outcomes are (Patton, 1990; Gorman and Clayton, 1997).

Its approach to analysis of the results was inductive. This means that the researcher began with a question and the theory and conclusions emerged from the findings. This approach is known as Grounded Theory (Bailey, 1994; Strauss and Corbin, 1998).

2.2. Method of Investigation

2.2.1 Literature Search and Review

The aim of the literature review is "to use ideas in the literature to justify the particular approach to the topic" (Hart, 2000:1) and to reveal what has been written on the subject that is being researched.

An extensive literature search of existing studies was carried out using the Star Library Catalogue, LISA, ERIC, the Web of Science databases and on-line journals such as Emerald Full Text. This provided access to several key texts and background information on reading and reader development that was mostly published in Great Britain and the U.S.A. Previous dissertations' bibliography from the Department of Information Science at Sheffield (e.g. Choules, 1994) revealed more literature on the subject.

In order to find literature that described and analyzed reading, reader development, librarianship and public libraries in Greece the researcher used on-line Greek newspapers (e.g. Kathimerini, Eleftherotipia, Nea), sources on the Internet and the libraries of the Technological Institute of Athens and the National Book Centre. However this search did not produce important texts and information. Thus it was decided not to include them in the literature review. Some Greek references (the Calimera Country Report, journal articles and the results of the survey conducted by the National Book Centre) were used in order to illustrate the current situation of reading and public libraries in Greece.

2.2.2 Case studies

Bell (1999:10) maintains that "the case-study approach is appropriate for individual research because it gives an opportunity for certain aspects of a problem to be studied in some depth within a limited scale".

Nine individual libraries where selected to act as case study libraries:

- Three libraries were located in Athens;
- Three libraries were located in Piraeus;
- One library was located on an island of the Aegean Sea;
- One library was located in a city of Northern Greece;
- One library was located in a city of Southern Greece.

The number of libraries was dictated by time constraints. All libraries were selected because of their reputation and the initiatives they had undertaken. They all:

- Were "dimotikes" municipal public libraries;
- Employed qualified librarians.

"Dimotikes" municipal public libraries were chosen with convenience in mind as in Athens and Piraeus – where the major part of research took place – there are no "dimosies" public libraries.

The libraries' location hoped to give the sample some diversity as the areas ranged from highly deprived to highly affluent, from rural to urban.

2.2.2.1 Interviews

Interviews took place with a purposive sample (Gorman and Clayton, 1997) of 14 willing librarians from the nine selected libraries. Mellon (1990:47) claims that interviews are: "long, open-ended conversations in which the aim is to understand a particular situation, event, or activity from the point of view of the person being interviewed."

The interviews were based around a semi-structured, interview guide approach as it allows more information to be obtained from the responders than structured

interviews. It gives the interviewees the opportunity to express their thoughts in their own words and in the same time permit comparability while allowing the interviewer to clarify points and explore subjects (May, 1997).

The interview guide helped in getting the most out of the limited time (Patton, 1990). The questions that were asked were suggested by the findings of the literature review. They were grouped into themes in order to help the interview flow like a conversation.

The interview questions were planned in order to avoid leading questions. The participants in same cases were asked to comment on a particular argument. In other cases the interviewees were asked to rank their answers according to a Likert scale. This method was found useful as it provided insight into attitudes and opinions and led to further discussions.

2.2.2.1.1 Interviewees

The breakdown of who was interviewed and where is as follows:

P.L.1. – One face-to-face interview with a librarian in a Central Library of Piraeus;

P.L.2. – Group interview with three librarians in a Central Library of Athens;

P.L.3 – Group interview with two librarians in a Central Library of Piraeus;

P.L.4 – Group interview with two librarians in a Central Library of Athens;

P.L.5 – Group interview with two librarians in a Central Library of Piraeus;

P.L.6 - One face-to-face interview with a librarian in a Central Library of Athens;

P.L.7 – Phone interview with a librarian in charge of a library on an Island of the Aegean Sea;

P.L.8 – Phone interview with a librarian in charge of a library in a city of Northern Greece;

P.L.9 – Phone interview with a librarian in charge of a library in a city of Southern Greece.

The interviews took place the first two weeks of July and lasted between an hour and an hour and a half.

In order to maintain confidentiality the respondents will be labeled throughout this study as: P.L.1, P.L.2., P.L.3, P.L.4, P.L.5, P.L6, P.L.7, P.L.8, P.L.9.

2.2.2.1.2 Interview Conduct

During the interview field notes were taken, though a tape recording was also made where it was possible, subject to the consent of the interviewee.

The interviews that took place in libraries in Athens and Piraeus were tape recorded so that the respondents' views and opinions could be quoted exactly and to ensure that the total range of opinions was obtained. Blaxter et al. (1996) maintain that tape-recording may make respondents anxious and more reluctant to express confidential information. They also argue that tapes take a long time to transcribe and analyze. These arguments may be true. However the whole process was discovered to be invaluable as it resulted in a complete and accurate record of both parties to be made.

More than half of the interviewees were reluctant to be taped as the tape recorder made them feel nervous and uncomfortable. In order to combat this, the researcher assured confidentiality: that they would remain anonymous and that the libraries would not be referred by name. After this was stated and confirmed in writing they felt more at ease and allowed the tape recording to take place.

Three interviews were conducted with library staff that worked in libraries located in other parts of Greece (P.L.7, P.L.8, P.L.9). These interviews were conducted

by phone and notes were taken. Quotations were read back to the interviewees at the end in order to check their accuracy (Sanger, 1996).

2.2.2.1.3 Piloting of questions

The interview questions were piloted on the 30th June in order to discover any problems or difficulties in answering them (Gorman and Clayton, 1997). After this, certain initial questions were omitted and others were redefined.

2.2.2.1.4 Analysis of data

Once all the interviews were conducted they were transcribed, edited and reconstructed so that answers to the same questions could be grouped together. This helped the researcher to make comparisons between responses and between responses and the literature. After this reconstruction all responses were translated from Greek to English. The results of this data can be found in Chapter 6.

2.2.3 Observation

Sanger (1996) argues that the interview takes place within an observation context. Observation as a method of investigation was applied during the whole interview process when observing the interviewees reactions and comments to certain interview questions.

This method was also used when researching whether the libraries in the case study used passive ways to influence peoples reading habits.

2.3 Limitations of Methodology

The principal limitation of this research was lack of time which meant that the number of interviews had to be kept quite small. Thus the results can be claimed to be

subjective in nature and are likely true only for this piece of research (Bogdan and Taylor, 1975). However it is hoped that this research was able to reveal the librarians opinions and attitudes towards reading and reader development and that its results may be transferable and have relevance to similar situations (McCracken, 1988).

In some libraries it was necessary to conduct group interviews as other librarians requested it to be this way and others had to be due to time constraints. This had the positive affect of more staff being interviewed, more information to be gathered in the same amount of time. This also had the additional benefit of interaction leading to interesting debates that revealed opinions and ideas that would otherwise be hidden. However Morgan (1988) argues that individuals behave differently depending on whether they are in a group or on their own. This means that the results of this research may have been different if the same interviewing format - individual interviews – was used for each case.

The time and dates of interview conduct proved to be a limitation of this research as they coincided with Greek summer holidays. Although most librarians were more than willing to be interviewed, quite a few of them could not because they were off work for summer vacations. There were also some library authorities that were closed due to summer holidays. Thus although they were initially selected as initial samples of the case study, they did not take part.

A major limitation of this research was the lack of available literature on Greek public libraries and reading in Greece. It is hoped that the interviewees' responses will be able to fill in the existing gap and will allow the formation of a clear picture of the current situation. It should be mentioned that the use of foreign literature in order to fill in the theoretical gap allowed comparisons which helped identify problems and propose solutions.

Another important limitation was that the librarians that were interviewed were not aware of themes and ideas that derived from the literature published in England and the U.S.A. Thus they needed to be explained before being commented on.

Although the researcher did her best to combat bias and to avoid leading questions the researcher found that in some cases the responders answered what was expected of them opposed to what they actually were thinking on the subject.

Tape-recording was also a limitation as background noise made it difficult to hear important parts of the interview. This happened in two occasions were the microphone was inappropriately placed and the interviewees were standing next to an open window.

Finally, language constraints were regarded to be a significant limitation to this research. All interviews were conducted in Greek, transcribed and edited in Greek and then translated into English. Although the researcher did all she could to express the respondents' opinions in English in the same way as they did in Greek she realizes that in some cases this was impossible. However the researcher hopes that she was able to capture and articulate the interviewees' core attitudes and opinions towards the researched situation.

3. Literature Review

"We are what we eat, we are told and we are
– at least in part – what we have read"
(Spink, 1989:72)

A study of the literature relating to the topic of reading and reader development will now be presented. A literature review is: "a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field" (Blaxter et al., 1996:110). The discussed literature is arranged in themes relevant to the researched subject.

There is a lot written in the field of reading and reader development. However little was found relating to reading in Greece and nothing was retrieved about reader development in Greece. Thus the literature that follows is based on foreign – mostly British and American - reality and practice but is easily generalized and applicable to Greek reality.

3.1 Reading

"Reading is a transaction between a text and a reader who uses both personal experience of the world and familiarity with literacy codes and conventions to construct meaning from black marks on the page" (Ross, 1999:765).

Reading is an activity that stimulates powerful emotions (McCook and Jasper in Katz, 2001).

Many authors have written of reading's function to broaden people's horizons and knowledge: D.H. Lawrence (in Lessing, 1998:48) believed that: "The novel is a perfect medium for revealing to us the changing rainbow of our living relationships." "…free us from the limitation of having just one limited life with one point of view; they let us see beyond the horizon of our own circumstances (Elkin, 2003:3), "…continually

introducing us to our own and others' history, to new cultures, subcultures, places in the world that otherwise we would know nothing about and to new ways of thinking" (Lessing, 1998:48) "You can be transported to the furthest reaches of the galaxy without leaving the comfort of your armchair" (Van Riel and Fowler, 1996a:13). "Reading 'enlarges life' and adds to more life into a time without boundaries" (Bloom, 2000:25).

Other writers focus on the magical effect reading has: "There is no more potent witchcraft than 'Tell me a story'" (Lessing, 1998:47), "The act of reading is a very special thing which is extremely personal and when it works out right an almost magical relationship ensues" (Mann, 1982: 12).

According to Usherwood and Toyne (2002) people read to:

- Escape;
- Relax;
- Learn and acquire knowledge;
- Gain literacy skills;
- Learn and understand the world;
- Learn and understand their inner feelings.

MacDonell (2004:31) presents the results of research that show that reading is important to success in school and future careers. According to these researches:

- The best predictor of how well a child will do in high school is how well they read in Grade 1;
- Readers are better writers;
- Readers score higher on reading tests;
- Readers get better jobs;
- Exposure to early reading experience can actually increase IQ;
- Good readers acquire second language more easily.

Dr Pringle (in Mann and Burgoyne, 1969) and Mann (1971) share the view that reading is of central importance to children's progress in school.

There are many people who do not see reading as a pleasant and attractive activity. Lord Byron (in Mann, 1982: 5) said: "A book's a book although there's nothing in it." There are some people who regard private and individual activities such as reading as antisocial and that "reading eats up life" (Mann, 1971; Byatt in Van Riel, 1992). Some societies consider reading a novel a waste of time. This is based on old prejudices who despise "book learning" as "doing nothing" (Mann and Burgoyne, 1969). However "reading is just as real as any other thing we do" (Byatt in Van Riel, 1992:17).

3.1.2 Sociology of reading

The acquisitions of reading skills are derived from the family. According to Mann and Burgoyne (1969:40) children form their attitude towards books and reading during the socialization process that takes place in the family: "A home in which books and reading materials of all kinds are an integral and valued part of daily life is one which is more likely to lay the foundation for the rapid acquisition of reading skills." They maintain that school after the family teaches children to enjoy reading and provide them with books and suggestions about what to read. However Blisher (in Mann and Burgoyne, 1969:49) argues that some teachers give the impression that reading "is a mark of official culture rather than a natural, agreeable and profitable activity." Tucker (1991) and Lessing (1998) share the view that some teachers that are reluctant readers may give dull and unsuitable books to their pupils and "cannot pass on an enthusiasm, let alone love, for their subject" (Lessing, 1998: 49). This might be why Weinseich (2004) underlines the importance only of the home and the use of a library as main factors of encouraging reading.

Reading is a predominantly middle class activity. Working-class children lack the means of access to books and reading. Usually they live in a home where the book is a scarce commodity or where it is difficult to read because there is no peace and quite

(Mann and Burgoyne, 1969). Tucker (1991) claims that working-class children do not become readers because:

- they might live in areas that have few or no bookshops;
- the authors of children books concentrate on backgrounds and characters that are alien to working class readers.

Mann (1971) suggests that well educated people are the ones that are accustomed to using books as a normal part of their life. Less well-educated people have no need to use books and that is why their disinclination to borrow or buy books is much more understandable.

However Tucker (1991) argues that people who do not read can come from any social class. He maintains that it is not only a matter of inadequacies in cultural and educational background but also a matter of interest. They might get more excitement from a sport or craft or other creative arts.

Myhre (2004:2) contends that prosperity and a proper educational system do not guarantee a reading population. The best way to become a reader is not to be told the importance of reading but to enjoy reading in itself. He considers teachers, parents and other adults with authority not to be necessarily the ideal sources of inspiration to motivating young people to read: "Above all, young people listen and look to other young people." Weinseich (2004) concurs that friends influence children in what they read while teachers, librarians and other influential groups are much lower down the ladder.

Television has a positive and negative affect on reading.

3.1.3 Television and reading

Some people argue that the book is being replaced by television as the later provides the same kind of entertainment as the book. Tucker (1991:226) maintains that television watching has led to less reading of popular fiction as it satisfies similar imaginative needs: "The most popular television comedies, series and plays broadly contain and project the same repetitive, common needs and fantasies once found in folk-tales and later in popular fiction." However Mann (1971) argues that the needs met by books are not the same as those met by television except in the sense of time-filling leisure activity: Television is a passive activity where reading is an active form of leisure pursuit. The reader is from his act of reading constructing a world of his own. The television viewer is receiving a world which has been created for him.

Tucker (1991:225) claims that people prefer watching television to reading a book because it involves less effort: "When faced with the choice of a very easy opposed to what may be a slightly more taxing alternative it is not really surprising that even good readers devote more time to television than to books."

Television can in some cases promote reading of certain books by drawing people's attention to them: "The tie in between film or television production and books is an important part of publicity for books…" (Mann, 1971: 150)

Libraries have a special role to play in supporting reading and developing a desire and love of reading (Denham in Elkin and Kinnell , 2000).

3.2 The library and reading

Comedia (in Elkin and Kinnell, 2000: 71) regard libraries as: "…sanctuaries, where one may sit, read, browse, sleep, and remain unharrassed; nobody is judged and therefore nobody is found wanting".

"The major part of a public library service's business' is, and will remain for a long time, the lending of books" (Forrest, 2001:168). Elkin (2003) underlines the libraries' function in people's reading life. They provide:

- reading in a neutral, informal, lively and welcoming space, based on community trust and respect,
- free access to a variety of reading material and in a variety of formats,
- reading material to people who are unable to visit the library,
- informed staff who are able to assist readers,
- opportunity for people to communicate their reading experiences.

According to The Reading Agency website (in McKearney, 2003:102):

- Libraries are the biggest provider of reading;
- They offer access to reading in a unique way – free, within friendly community settings;
- They have no reading agenda other than the individual's. Thus they can concentrate on motivation and pleasure;
- They offer a uniquely versatile, multifaceted approach that catches readers and learners that other structures miss;
- Libraries attract people of all ages, at completely different points on the learning curve. This is why they can weave things together.

Libraries provide reading material for the education, information, culture and leisure of the general public (Mann, 1982).

Reading is one of many leisure activities and to be concerned with leisure activities is to be interested in a vital aspect of life (Hill, 1973). Denham (in Elkin and Kinnell, 2000) however indicates that for some, when libraries are seen as mere supporters of reading for fun and enjoyment, this can undermine the importance of what libraries do. Towey (in Katz, 2001) concurs when she argues that there is bias against

services to readers as a result of the element of pleasure in leisure reading. She maintains that society today values work (information) as more important to play (reading for pleasure) and implies that fiction has been downplayed in libraries because of the belief that the public libraries recreational role is less important to their role as a place for education and information. Altick (in Katz, 2001) argues that this bias is due to old religious and utilitarian prejudices against reading for entertainment. However public librarians that foster reading for pleasure: "add value to leisure time and make a difference in the quality of life of those who love stories. Leisure time is becoming a very valued and hard to acquire asset…Helping to fill in hours of quality leisure time is as valuable as answering information questions… An essential part of lifelong learning is to learn how to live well…" (Shearer in Katz, 2001:32).

The Public library's main purpose in the mid-19th century was to promote and encourage reading. Since then a lot has changed. Most importantly society has seen the diffusion of Information Technology and the electronic access to information (Train, 2003). This led to a dichotomy between those librarians who focus on the technological aspects of librarianship and those who are more interested in book knowledge (Harrison, 1996). Although reading is important in people's lives and libraries premium role is to provide books both for pleasure and for education, librarians are reluctant to publicly acknowledge it (Shearer in Katz, 2001). Instead they focus on issues of management and information technology (Coleman in Van Riel, 1992; Hughes, 1991). There is a tendency that many librarians have to think that their primary professional obligation is simply to act as a "point of transfer between the user and a required nugget of information, at the expense of the richer concept of librarians being the champions of literacy and its related accomplishments"(Genoni, 2003:405). James (in Van Riel, 1992:1) wonders whether "some librarians may not be inclined to spend money on machines rather than books" and Blair-Usherwood (in Van Riel,1992:34) questions whether the "library service has forgotten the book and literature in providing information."

Libraries need to nurture the enjoyment of reading. "Public librarians must themselves view leisure reading as a worthwhile activity deserving full professional service" (Shearer in Katz, 2001). Only then will reading adults for the future be created. Libraries should: "…encourage the reluctant reader, support the less experienced reader and stretch the eager reader, building in all of them a sense that reading is a pleasure not a pain" (Packwood, 1994:28).

However "the disturbing truth which underlines all this is that libraries have lost confidence in the product – the book. Low confidence stems from lack of knowledge: of publishing trends; of readership; and of how to use the one to serve the other" (Forrest, 2001:168).

3.3 Book knowledge

Many authors have acknowledged the importance of knowledge in the field of books: McKee (in Van Riel, 1992:37) maintains that knowledge of books "bring books and readers together", Kinnell and Shepherd (1998:72) claim that in order to advise readers one needs "literacy knowledge and experience" and Ross (in Katz, 2001:20) argues that: "the successful matching of book to reader requires a lot of meta-knowledge about books, genres, authors, publishers, etc."

However the public are frequently confronted with librarians who lack adequate knowledge. Harrison (1996), Kinnell and Shepherd (1998) and Dixon (1986) share the view that library users are often faced with librarians who display: "an appalling lack of… book knowledge" (Harrison, 1996: 21). Ross (in Kinnell and Shepherd, 1998), Spiller (2000) and Berelson (1972) state that: "the public does not think of librarians as experts who can recommend good books for leisure reading" (Kinnell and Shepherd, 1998:69).

Some authors link ignorance in the field of books to lack of professionalism: Van Riel (1993:81) argues that: "Asked for a 'good read' they hesitate and tend to fall back

on their own personal tastes. Is this a professional response?" and Harrison (1996:22) states that ignorance: "lets the profession down very badly in the estimation of users."

The lack of book knowledge is often considered to be the fault of the educational system.: "Courses at library schools, do not feature or do not emphasize issues around reading and literature and knowledge of literature" (Coleman in Van Riel, 1992: 33). Pybus (1998) indicates that librarians acquire their knowledge on books in an uncoordinated way. Before the 1960s, literature study was part of the syllabus in all library schools. Harrison (1996:22) argues that the Library Association decided to discontinue the module of literature study as it "had little or no relevance for the increasing number of students working in special libraries." Today, according to Van Riel (1992: 50) in the U.K. "of the sixteen institutions offering degrees in librarianship, only two offered specialized training in reading." Literary history and literature are no longer being taught in library schools and their course of study are renamed to "library and information studies" (Shearer in Katz, 2001).   Library school courses today "reflect the importance of fact and information and the tools and skills required to store and access information but virtually ignore narrative for adults…" (Towey in Katz, 2001:132). McCook and Jasper (in Katz, 2001:52) maintain that library schools do not teach the act of reading "but the act of technology to organize and access material which may or may not be in the library". Qualified librarians have to depend on their own predilections and their own personal reading if they want to acquire knowledge of literature and be in a position to answer queries about classical authors and their work (Harrison, 1996). However, one should not forget that libraries are about books and reading (Byatt in Van Riel, 1992). Denham (1996) maintains that library schools should provide the requisite knowledge and skills to promote and market books in public libraries but also to "spark off enthusiasm" and "engender confidence" in promoting books and reading.

Van Riel (1992), McKearney (1990) and Denham (in Elkin and Kinnell, 2000) advocate the need for in-house training to: "Re-emphasize developing a love of reading and books in degree courses but ally this to developing the ability, to communicate that

love to the public" (Van Riel, 1992:45) and to give librarians the confidence to recommend books (Marriott in Denham, 1996). However many librarians are reluctant to attend training courses and acquire book knowledge because of: "the complicated taboos and snobberies, which surround attitudes to reading…" (Van Riel, 1993:81).

Not all librarians consider having knowledge in the field of books to be possible or necessary. Niven (in Kinnell and Shepherd, 1998: 73) argues that: "librarians can't be expected to have a background in literature but they must be in a position to advice." They can not have the essential knowledge because of the amount of literature that is being published but also because of the speed that changes occur in the field of books.

Librarians' lack of knowledge can be reduced by the use of printed resources. Richard Marriott (in Denham, 1996) indicates that many librarians feel the need for more printed resources of help, including critical studies of genre fiction, readers guides, book lists and bibliographies. Spiller (2000) mentions some resources such as "Who else writes like…" and Internet services that provide help for librarians to advise their users and reduces the need for them to have knowledge in this area. However, in Greece librarians lack these resources. This is why it is essential for them to acquire knowledge in the field of books and reading.

3.4 Promoting reading and reader development

Eyre (1996) describes promotion as winning public support for an activity, cause, movement or institution. She maintains that libraries should promote their services in order to:

- increase peoples awareness of the library and to raise the libraries image;
- to encourage reading for pleasure;
- to enhance peoples awareness on the educational role of the library.

The IFLA/UNESCO guidelines (in Goulding, 2002) for the development of the public library service state that the public libraries have a mission to facilitate access to

works of the imagination for individuals' personal development and to promote reading as a meaningful recreational activity.

Many writers have tried to define what reader development is: According to Van Riel (cited in Train and Elkin, 2001:395) it is an "…active intervention to open up reading choices, increase readers' enjoyment and offer opportunities for people to share their reading experiences". Forrest (2001:169) argues that reader development sells the reading experience and what it can do for you rather than selling individual books or writers: "It builds the audience for literature by moving readers beyond brand loyalty to individual writers, helping them develop the confidence to try something new". Train (2003:34) describes the term as a professional practice that "focuses on the reading experience itself" which is different to reading development that "focuses on the acquisition of reading skills".

Definitions of reader development are broad enough to include non-fiction. "Non-fiction books are read and dipped into for enjoyment and escapism as well as for information" (Hamshere, 1993:167). Although in "reading non-fiction books, the act of reading may be more of a means to an end, rather than an end in itself, these books can still provide opportunities to promote the value of reading in learning new skills" (Russell, 2004:11).

The promotion of reading, books and literacy should be placed in the centre of library service development (Denham in Elkin and Kinnell, 2000). Goff (in Mann, 1985:251) maintains that: "Librarians have a duty far beyond a mere statutory requirement not only to provide a range of books but to do everything in their power to give people access to books." and Van Riel and Fowler (1996b:24) claim: "Promotion is the key to help the majority of borrowers who don't know what they want find something they are willing to try".

Van Riel (1993) argues that because of the library's popular base and open access it encourages crossovers and experimentation and has the power to influence

what people read. Coleman (in Van Riel, 1992) concurs that people can take risks in a library because the service is free and that they can not take the same sort of risk in a bookshop. However: "Many libraries do not perceive or want this power but they are exercising it nonetheless; it is not a power they can abdicate from" (Van Riel, 1993:83).

Reader development revives adult lending services, gives staff a renewed sense of worth and purpose and engage readers in new ways (Forrest, 2001:169).

Goulding (2002) maintains that reader development and literature promotion schemes that are developed concentrate on the literate and that the needs of those who can not read may be neglected. The author suggests that with all the activity going on aimed at encouraging adult readers to read more, read more widely, think about and discuss their reactions to books, librarians should not forget that the pleasure gained from books is not shared by a substantial proportion of the adult population who can not read or that find reading difficult. "Public libraries should be in the business of providing access to information, works of fiction and learning resources for the whole community, not just that section that can read" (Goulding, 2002:3).

Reading is a serious business but this does not necessarily mean that it should be communicated in a serious and solemn manner (Myhre, 2004).

There are active and passive ways of promoting books to readers, adapted to the reading interests of the individual. The passive way acknowledges the need some people have to be left alone when they are choosing books. This approach includes displays, book list, groups or highlighted selections of texts, staff or reader comments etc. The active approach allows people to interact with each other and share their reading experience. This includes, summer reading schemes, reading aloud sessions, author or illustrators visits, talks about books, reading groups etc. (Train, 2003; Hill, 1973; Towey in Katz, 2001).

Readers' advisory consists an effective active way of promoting reading.

3.4.1 Readers' Advisory

"…The reader advisory services of a library are the very soul of the library." (Katz, 2001: 199).

Library professionals need to guide readers and potential readers to the right book. There is a vast range of material that is being published and people have little time to look for the right book to read and this is why there is a great demand and need to provide advice, encouragement as to what one should read next (Katz, 2001).

Saricks (in Katz, 2001) underlines the positive effect that suggesting books has on the library's and the librarian's image. The library becomes more personal and less anonymous for the library users while library staffs become more approachable and accessible.

Good readers' advisors need to acknowledge the value of reading for pleasure and be informed about what is happening in the fields of books. They need to read widely and retain titles, authors and appeal of specific books. They have to be good listeners in order to understand what their patron wants to read and to link the right book with the right reader (Towey in Katz, 2001). Library staff should work as reader advisors, as "links between fiction readers and books" (Train, 2003:37). However the help they provide should be "on the basis of maps and landmarks, not routes and certainly not destinations… we stick to enthusing our users with the unique powers of imaginative writing, …leaving them in the end to make up their own minds" (Walters, 1995:27).

Saricks and Brown (in Train, 2003:37) indicate that library staff should suggest rather than recommend books: "It is far less threatening to talk with a reader and suggest a range of books that to take the responsibility for recommending something we think appropriate".

Librarians find it easier to suggest books to children rather that adults. They believe the later should be left on their own to make their own judgment and any motivation is considered as patronizing (Van Riel and Fowler, 1996b). This is established on the basis that adult readers know what they are looking for and "read in fairly specific areas and are competent to find the books themselves" (Kinnell and Shepherd, 1998:70). However, Goulding (2002) maintains that the wide choice of reading matter in public libraries can be bewildering for adult readers and public librarians are realizing that providing help to adults can help those who do not know what they want to find something they are willing to try.

Russell (2004:12) argues that library staff, prefer to recommend fiction rather than non-fiction as they: "tend to read more adult fiction, making them more confident to both recommend and recognize authors and titles". This opinion contradicts Van Riel's (1993) argument that library staff feel confident to recommend non-fiction books and hesitate and fall back on their personal tastes when they suggest fiction books.

There are some writers that claim that recommending books can be a harmful activity and people should be left on their own to choose: Oscar Wilde (cited in Van Riel, 1992) believed that: "to tell people what to read is, as a rule, either useless or harmful, for the appreciation of literature is a question of temperament not of teaching". The BNB Research Fund (1994) also claims that the freedom of choice is what creates enthusiastic readers while Chambers (1973: 67) argues that children should be left free to choose the books they want and not be forced towards acceptable books. Woolf (in Bloom, 2000:20) stated that "the only advice, indeed, that one person can give another about reading is to take no advice" but adds many codicils to the reader's enjoyment of freedom, concluding in the grand question "Where are we to begin?" She claimed that in order to get the deepest and widest pleasures of reading "we must not squander our powers helplessly and ignorantly" and that until we become wholly ourselves, some advice about reading may be helpful and even perhaps essential.

People who use the library believe that librarians are experts on books and that is why they ask them for advice. However patrons should not be obliged to borrow and read a book the librarian suggested. They should be free to reject a title if it does not suit them. "The exchange is a success when readers perceive… the library as a place they can talk about books and obtain suggestions and resources to meet their reading need" (Saricks and Brown in Train, 2003).

Other writers have pointed out that people shouldn't be forced to read something if they don't want to. "Force feeding kills the individual's love of reading. Reading can be guided without being forced**…**" (Carlsen,1980:7). "Come to it willingly, seeking many kinds of pleasures from books, and you soon find enjoyment, but have it foisted on you as a duty, a task to be put-up-with, from which you expect no delight, and it appears a drab business gladly to be given up"(Chambers cited in Heather, 1981:1). Krashen (in Train, 2003) stresses out the crucial role of "free voluntary reading": the freedom to put down or reject a book and choose another one. The author maintains that encouraging reading means: "reading because you want to…means putting down a book you don't like and choosing another one instead" (Krashen in MacDonell, 2004:34). All the above sentences underline the need for library staff to recognize and respect peoples will to read or not to read on their own terms and conditions. As Train (2003:35) notes, "…the role of the librarians is to 'intervene' not in the sense of manipulating the reader in any way but in a way that makes the fiction collection more relevant and more accessible to an interested reader".

3.5 Partnership

Hill (1973) argues that if libraries want to survive and prove their importance then they need to reach out and work with other organizations that are concerned with people and books. Esson and Tyerman (1991), Heeks (in Elkin and Kinnell, 2000), Hutchinson (in Van Riel, 1992) highlight the need for partnership between different stakeholders in the area of reading. These include public libraries and school libraries, publishers, booksellers, literature officers, teachers and writers.

Many authors have underlined the advantage of partnership: McLoughlin and Morris (2004) illustrate that partnerships allow public libraries to benefit from: shared resources, costs, knowledge skills and experience. It improves the chances of attracting the 'hard to reach', avoids service duplication, enhances the image and raises the profile of library services and improves their chances of goal achievement. McKearney (2004:4) argues that partnerships are crucial to the future of the library service as it brings new audiences, advocates and skills. At a national level they can create huge economies of scale. For readers they can bring a "buzz and relevance to libraries' work that they hugely appreciate". Hughes (1991) claims that co-operation can abolish cultural divisions, broaden peoples reading and get them to appreciate that literature is theirs. Kinnell and Shepherd (1998) maintain that the libraries co-operation with the book trade allows them to provide their readers with a wide range of all kinds of material and teaches them about effective commercial promotion and targeted staff training.

Libraries can work with schools to promote reading. Schools provide easy access to a majority of children and young people (Denham in Elkin and Kinnell, 2000). Librarians can work with teachers in order to organize meetings with authors, writing workshops, dramatization and narration. They can improve the teachers' knowledge about new, current literature for children and young people (Rogneflaten, 2004).

However different partnerships need different approaches. With the private sector the public library has to develop more active marketing techniques, reveal what they are trying to accomplish and present ways in which they can benefit from their mutual co-operation (Choules, 1994).

Mann (1982) claims that libraries, booksellers and publishers have a common aim: to try to get the right book to the right reader. However many booksellers believe that libraries take away customers from the bookshop. But libraries can also encourage people to buy when they realize that they would like to own a copy of the book which they have borrowed. The public library therefore can be seen as a form of shop window

for the bookshop (Mann and Burgoyne, 1969). On the other hand bookshops can be used as windows for the library as: "people are coming into us [bookshop] everyday, people who already love books…there are probably still a lot of people that libraries could capture by using our [bookshop] windows" (Cook in Van Riel, 1992: 80).

Publishers and booksellers are rich in promotional resources and are imaginative in making use of them. Many libraries are adopting the retailing style of bookshops, with displays and graphics (Phelan, 1993). Libraries can not compete bookshops in terms of the numbers of copies they can provide or in the newness of their stock. However libraries can provide 'a range and depth of stock', they are able to make crossovers and connections and they are central in the community (Choules, 1994). Coleman (in Van Riel, 1992) maintains that people can take risks in a library that they can not take in a bookshop as it is cost free. This allows them to experiment and to be more adventurous in there selection of books.

Librarians and publishers can work together to reach and appeal to non-library users and to promote books (Bennett, in Van Riel 1992). Choules (1994) claims that although many libraries are vitally important to publishers, keeping minority publishing afloat they are not recognized by them.

The private and public sector can co-exist quite happily with each other by complementing each other's work rather than competing with each other (Warpole in Thebridge and Train, 2002; Dilley, 2000). "Reader satisfaction is after all the end of the line, the goal for which all the providers must aim" (Mann, 1982).

4. Greek people's reading habits

This chapter aims to present the results of the survey conducted by the National Book Centre in 2004 (Εθνικό Κέντρο Βιβλίου, 2004).

What do Greek people read or do not read? What books do they prefer? When do they read? Where do they get their information on books and from where do they buy books? What do they believe about books? Which are the most common reasons people give for not reading? What barriers prevent a reading relationship to be established? The national survey that was conducted by the National Book Centre in 2004 amongst 2.861 residents over 15 years of aged aimed to answer all the above questions.

4.1 Introduction

Readers of books are a minority population in Greece. According to the findings of the survey:

- 65,8 % have not read any book except for work or study,
- 25,4% have read "at least one book the previous year" and
- 8,5% have read more than10 books in the same period of time.

Furthermore:

- 43,2% read books for utilitarian reasons;
- 43,8% have not read any book;
- 22,2% read books for study.

According to the previous national survey that was conducted by the National Book Centre in 1999 (Εθνικό Κέντρο Βιβλίου, 1999), the percentage of people who had read more than 10 books were 30,4%. Thus, people in Greece read less than they read five years ago. This might be due to two facts:

- People are working more hours than they used to;
- People spend more time watching television. According to the survey 98,8% of the population watch television, of which 86,5% watch television everyday. This in association with longer working hours leaves less time for reading.

According to the findings of the survey reading patterns are influenced by social-educational and demographic reasons (education level, profession, gender, age, geographical location, marital status etc.) but also by individual factors and personal taste.

4.2 Readers

4.2.1 Factors that affect reading

4.2.1.1 Reading and education level

Education plays an important role in reading. Only 12,9% of people from low educational levels read books. 43,1% of people with medium education read books where 70,9% of higher education read. However, one out of ten people who have a higher education degree do not read at all.

It should be noted that parents' education level influences reading. For example, 37,7% whose parents have a low educational level do not read.

This result concurs with Mann's (1971) indication that well educated people read more as they are more accustomed to reading books.

4.2.1.2 Reading and age

Differences in reading patterns are noticed between different age groups. The survey shows that as people get older they read less. For example 55,4% of people above 65 years old do not read.

This might be due to the fact that a lot of people above forty are illiterate (Εθνικό Κέντρο Βιβλίου, 2004).

4.2.1.3 Reading and gender

Exploring the relationship between reading and gender the survey shows that women read more than men.

4.2.1.4 Reading and geographical location

Reading patterns differ in relation to geographical location. More specifically, nearly half of the populations of urban areas are readers and the percentage of those who do not read is 25,8%. In rural areas only one out of five are readers.

This might be due to the fact that they have not got access to books. People who have not embraced the satisfaction reading can bring need quick and easy access to books. They will not travel to find them if they have not felt the need to do so.

4.2.1.5 Reading and working hours

Exploring the relationship between reading and hours that a person spends at work the survey indicates that as working hours increase, readership decreases.

4.2.1.6 Reading and profession

Differences in reading habits are noticed between different professions. Students, civil servants, unemployed read more books than employers, housewives and pensioners.

4.2.1.7 Reading and annual allowance

The survey showed a positive relationship between reading habits and annual allowance: as allowance increases so does the reading habit.

4.2.1.8 Reading and marital status

The percentage of people who are readers is higher amongst people who are not married. This may be due to the fact that most unmarried people are young, and as it has already been mentioned younger ages read more that the rest.

4.2.1.9 Reading and social class

There is a difference in reading patterns between different social classes. People from middle and upper social classes read more than people from lower ones.

This result is in accordance with the findings of the literature that claims that reading is predominantly a middle class activity (Mann and Burgoyne, 1969).

4.2.2 What books do people like to read

People where asked to identify subjects they are more interested in reading. Most people preferred reading Greek literature (65,5%). Second place came foreign literature in translation (52,3%) and then history (45,2%), psychology (29,7%), geography (28,7%). Less popular subject were comics (13,5%). This might be due to the fact that

most people do not regard the reading of comics as reading so might have not mentioned it.

4.2.3 Hardbacks or paperbacks

People where asked whether they preferred hardbacks or paperbacks. Four out of ten readers answered that they preferred paperbacks, three out of ten readers hardbacks and the rest did not mind.

4.2.4 Sources of information on books

Two out of three readers relay on friends' and families' information on books. Three out of five depend on visiting bookshops. Other ways of finding information about books are: book reviews (32%), program on books on television and radio (22,3%) and the library (17,7%). A small percentage of users receive information via Internet (8,7%).

4.2.5 Factors that contribute in choosing a book

Readers were asked to give five reasons that influence them in choosing books. Most readers (37,7%) answered that when choosing a book the subject is what makes them select it amongst others. Other reasons that where mentioned were:

- Author (17,7%);
- Reviews the book has received (10,6%);
- Influence of friends and family (10,4%).

One out of five readers answered that he takes into account the title of the book.

The survey indicated that the book's price and movie adaptation had no relevance to it being chosen. However this does not agree with the literature and the result of this research: Librarians indicated that movie adaptation does influence library

users. Mann (1971) also maintains that television can in some cases promote reading of certain books by drawing people's attention to them .

4.2.6 Occasions when they read

Readers where asked to identify two occasions when they read. A high percentage of people answered every day (30%). A smaller percentage read during vacation (22,3%). Some people read only on weekends (20,2%) while others whenever the have time (11,5%).

Most people answered that they read at nighttime (28,8%). 18% read in the afternoon, 17,5% read in the evening and 15,7% read before going to sleep. Only 5,9% read in the morning.

4.2.7 Ways of acquiring books

People were asked to mention the ways they acquire their books.

- 70,8% buy books
- 17,1 borrow books from friends/family and
- 4,7 borrow books from the library. According to the previous survey (Εθνικό Κέντρο Βιβλίου, 1999) the percentage of people who preferred borrowing books from the library were 5,8%. Thus, one can notice a decline in the use of library for borrowing books;
- Another way mentioned of acquiring books was as presents (3,9%).

This reveals that a very small proportion of readers have found their way to the library. This might be due to the fact that:

- there are not enough libraries;
- people do not know that libraries exist (Coleman, 1981);

- people are unaware of the services the libraries provide (Usherwood, 1989);

- people are afraid to use libraries as they can not understand them (Broady-Preston and Cox, 2000; Elkin, 2000);

- people regard the library as an extension of school "making similar demands on them as school, and they believe these demands to be beyond their competence" (Mann and Burgoyne, 1969:40)

4.2.8 Reasons for reading

When asked to give the reasons they read a high percentage of people (91%) answered that they read to acquire knowledge and information. Many also replied that they read for entertainment (61%) and for escapism (58%).

This difference in percentage amongst people who claim that the read to acquire knowledge and information and people that read for entertainment might be due to the bias that exists towards reading for pleasure. People will not admit they read for pleasure as they think that this is a waste of time (Mann and Burgoyne, 1969). This concurs with Towey's (in Katz, 2001) and Altick's (in Katz, 2001) view about the religious and utilitarian prejudices against reading for entertainment. It might also suggest that most readers connect reading only to information and education and might not be "aware of the conscious needs they are seeking to satisfy through their reading" (Goff in Usherwood and Toyne, 2002:34).

4.3 Non-readers

People who answered that they had not read any book the previous year where asked to give the reasons this happened. The most often mentioned reason was lack of time (51,6%). Other reasons were:

- Family obligations (7,4%);
- Work obligations (6,4%).

However, 86% of people who stated as main reason for not reading the lack of time, watched television everyday, 30% read newspapers and 7% read journals. This indicates that lack of time is not the real reason for not reading books.

<u>Summary of Chapter 4</u>

- o Readers of books are a minority population in Greece.
- o People are reading less than what they used to.
- o Reading patterns are influenced by social-educational factors and demographical reasons but also by individual factors and personal taste.
- o Most readers relay on friends and family in order to get information about books. However, when they select a book its subject is what influences them in choosing it.
- o Most readers read everyday and during their vacations.
- o Most readers buy their books.
- o Only 4,7% borrow books from the library.
- o Most people claimed that they read to acquire knowledge and information.
- o Lack of time was the main reason people gave for not reading books.

5. Public Libraries

This chapter aims to explore the current situation of public libraries in Greece. The only literature that was available on the subject was the Calimera Country Report (2004). However this report was considered not to be able to capture all the problems and subjects public libraries deal with. That is why it was decided to also present public librarians thoughts and perceptions in order to gain a fuller picture of the real conditions of public libraries.

5.1 Organisation

Public libraries in Greece can be divided into three categories according to their legal status, administrative responsibility and target group:

- "dimosies": governed and supported by the Ministry of Education;
- "dimotikes" municipal libraries: responsibility of the local authorities and financed by them;
- "pedikes" children's libraries: supported by the Ministry of Education.

According to the Calimera Country Report (2004) there is a considerable difference between the services different public libraries provide. This is due to:

- the lack of a national strategy plan for the development of public libraries;
- the absence of a single law governing all categories of public libraries;
- absence of standards of services;
- the different sources of funding.

All the above, make it difficult to define and identify the precise role and purpose of public libraries in Greece.

5.2 Statistics

There are no available statistics covering the number and the status of Public libraries in Greece.

According to a survey conducted by the National Statistical Agency (in the Calimera Country Report, 2004) a total number of 682 Public libraries exist in 1990 of which 46 were "dimosies" public libraries. 138 were located in Athens and the remaining 544 in the rest of Greece. However one should take into account that a lot has happened over the last fifteen years in the area of libraries and it is most sure that these numbers have changed.

5.3 Library users

Librarians stated that certain groups of people use public libraries. These are:

- School children that use the library to retrieve information;
- Students that use the library to study or to retrieve information;
- Housewives that use the library to borrow books;
- Pensioners that use the library to read newspapers and to borrow books.

The Calimera Country Report (2004) indicates that 10% to 20% of the population is registered in public libraries. However the reading survey (Εθνικό Κέντρο Βιβλίου, 2004) showed that only 4,7% of the population above 15 use the library.

According to this survey people are not accustomed to using the public libraries.

Readers where asked if they were members of a library:

- 77,9% said that they never used a library,
- 9,6% scarcely ever,

- 6% often and
- only 2,9% very often.

The people who used the library said that they used it to:

- Borrow books (53,5%);
- Read books (20,2%);
- Study (7,4%);
- Work on the Internet (7,4%);
- Research articles (5,3,%).

They were also asked to give the reason why they use the library. The main reasons where:

- Economy: in order not to buy the books they want to read (44,8%);
- Can not find what they are looking for elsewhere (24,4%);
- Searching for specific books that they know they can find at the library (13,1%);
- Like the library (7,9%).

Most people who were enrolled in libraries where those who had a high or medium level of education, were under 34 years old, were students and lived in cities.

It is worth mentioning that the percentage of those enlisted in libraries is 15% for readers who live in urban areas, opposed to 9% who live in rural areas. This could be due to the lack of libraries in these areas. When asked whether a lending library exist in their area, 75% of the population of urban areas gave a positive answer as opposed to 19,8% of the population of rural areas.

Only 13% of readers borrow books from libraries "very often" or "often". However the survey indicates that 42,4% borrow books from family and friends.

The most popular reason given for borrowing books is economical: they prefer to borrow a book than to buy it. Some readers mention that they borrow books only when they can not find them in the bookshops.

5.4 Funding

Public libraries in Greece are under-funded. The "dimotikes" Municipal libraries are funded by their local authorities. The Ministry of Education funds the "dimosies" libraries.

Librarians that work in "dimotikes" municipal libraries argue that the funding they receive for their local authorities are not sustainable. There were some libraries that were not given any funding from their local authorities and others that were given some. Some libraries had found a way to receive some type of funding from the Ministry of Education. But this was achieved individually and was a funding that they were not sure if they could maintain:

> "*Last year they (local authorities) gave the library 6000 Euro to buy books. This year they didn't give us anything.*" (P.L.3)

> "*We found a way to receive some funding from the Ministry of Education. A member of our library works in the Ministry and told us about it so we were able to apply. But who knows next year if we will be lucky.*" (P.L.4)

According to Ministerial Orders (Calimera Country Report, 2004) most of the activities that take place in public libraries are free of charge. Membership is free however fines for late return of loans depend upon the specific policies of each library. For some activities (e.g. access to Internet, loan of electronic material) the library committees are left to decide whether to introduce fees or to provide these services free of charge.

5.5 Policies and Strategic Activities

The "dimotikes" Municipal public libraries are not operated within a common legal framework and depend upon the policy of their local authorities.

The "dimosies" public libraries are governed by a law that came into force in July 2003 and which replaced one which dated back to 1949. This law describes in most detail the information role public libraries have and the context of cooperation with other types of libraries.

5.6 Professional education and development

The Calimera Country Report (2004) shows that the first organized library school program was established in 1961 by the Athens Youth Women Christian Association (YWCA). In 1977, the first state library science school was founded in Athens within the Centers of Higher Technical and Professional Education (KATEE). In 1981 a KATEE library science department opened in Thessaloniki. In 1983 both library schools were upgraded to Technological Educational Institutes (TEI) that consists part of the higher education system in Greece. Both departments of Library Science offer a four-year academic programme, including six semesters of course work, a semester of professional practice in a library and a semester for research and writing a thesis. In 1993-1994 a new library school was established at the Ionian University under the name of School of Archives and Library Science. It is a four-year programme and of offers the possibility of a doctoral degree. Since 2003-2004 the library school of Athens and the School of Archives and Library Science offer a two year post-graduate course in Information Science. Until then librarians that were interested in enhancing their library education continued their training abroad (mostly United Kingdom and U.S.A.).

According to the Calimera Country Report (2004) public libraries can recruit librarians only on contracts that vary from 1 year to 3 years. In some cases people with other qualifications to that of librarianship are also employed (e.g. drivers, computing assistants). Most graduates from library schools work in academic libraries whereas

library staffs in public libraries mostly have degrees in other subjects (e.g. philosophy, literature, law etc.).

Although library education in Greece is about 25 years old, librarians have a very low image and status. In general Greek society is not familiar with the services the library offer and the work librarians provide remain rather obscure.

5.7 Problems

Many problems that public libraries face derive from the following facts:

- There is no national authority in charge of all public libraries which prevents them from developing on a national level;
- There is no regional structure. An Act dated back to 1949 recommended various structures for the development of public libraries, but so far nothing in that direction has been implemented (Calimera Country Report, 2004).

The major problems most librarians that worked in "dimotikes" municipal public libraries mentioned were:

- Lack of autonomy;

> " 'Dimosies' public libraries are better off as they are governed and supported by the Ministry of Education. If there was a central administration then we could share our responsibilities and develop common services." (P.L.3)

> "We use the local authority's money and what ever we do we wait for the confirmation of the person in charge. We depend too much on the good spirit of the person who is in charge. One year they might give us money, the other year they will give us none." (P.L.1)

- Lack of a single law governing them;

    "There is no common policy and legislation that governs all public libraries. That prohibits us from communicating." (P.L.2)

    "*There isn't any policy and legislation and everyone will do what he thinks best for himself. That is why you will find libraries that provide updated services and others that only provide information and lend books."* (P.L.9)

- Lack of sustainable funding.

    "We can't make plans if we don't know what money will be available. One year we might be given a lot of money, next year we might be given nothing" (P.L.1)

- Personnel education;

    "*People who work in libraries haven't studied to become librarians. In most cases the person in charge of the library is someone who hasn't got a clue of what a library looks like."* (P.L.6)

- Lack of proper library buildings and environments;

    "*Most libraries are situated in remote areas, in buildings that are not designed to house libraries. They are dark and unfriendly and stacked with books."* (P.L.3)

- Lack of a functional library union (EEB);

    "EEB is more part of the problem than the solution to all the problems the librarian profession is facing" (P.L.1)

"I describe EEB as a group of old ladies that come together to drink tea and gossip. Most of them are there to support their own ambitions and interests and not those of the library's profession." (P.L.6)

All librarians felt that the government was not doing enough to help the current situation of the public libraries. Some librarians believed that the state did not do anything to help them because:

"Libraries don't bring money and don't give them votes." (P.L.1)

There was a librarian who accused the government of not wanting to promote the use of libraries because of the effect this could have:

"I believe that it is a matter of politics. People who govern us are afraid of what will happen if people start using the library and begin to read. That means that they will begin to think. They don't want that." (P.L.5)

All librarians maintained that there was a need of a national authority to be in charge of all public libraries – "dimosies" and "dimotikes". This body should define some standards of operations and should allocate the same sum of money to each and every library.

"There should be a single body in charge of all libraries that will build and organize libraries according to international standards. We don't need to invent the wheel from the beginning. Others have done it for us already." (P.L.4)

According to Calimera Country Report (2004) there is scarcely any cooperation between public and other kinds of libraries. Recently, a Ministerial order put in action in October 2001 stated the need for cooperation with other libraries – mostly academic – in

order to provide better services to their users. It also acknowledged the need to make agreements with other types of libraries in order to exchange information and support interlibrary loan.

As there are no school libraries and in some areas no academic libraries, public libraries are providing services and facilities to answer to the needs of school and university students. But trying to satisfy everyone they have not been able to provide full services to their own customers:

> *"We have many students of philosophy and that is why we had to buy books on philosophy and leave out some fiction."* (P.L.5)

> "*We haven't got time to organize programmes in the winter as we have to assist children with their school work."* (P.L.3)

5. 8 National Book Centre of Greece

The National Book Centre of Greece (EKEBI) is a public benefit legal entity, founded by the Ministry of Culture in 1994. It aim is to implement a national policy for the promotion of books and reading.

The areas in which it is active are:

- Researching, collecting and providing information concerning the field of books;
- Supporting professionals in that field (authors, translators, publishers, booksellers etc.)
- Creating a policy framework for books and reading;
- Promoting reading by organizing activities at schools, world book festivals, themed events, book fairs, readers' awards and author visits.

Currently 32 people are working at the EKEBI of which three are librarians in charge of classifying books and information.

In 1997 the Centre founded the Book Monitoring Unit which is an autonomous research unit. Its purpose is to research, record, monitor and analyzes developments that are related to the book as a commercial unit and as a mean of cultural development. The Book Monitoring Unit has conducted several surveys such as: a survey on illiteracy, a survey on the employment conditions of writers and translators in Greece, a survey on Greek publishing houses and a survey on reading habits.

5.8.1 The National Book Centre and Public Libraries

The National Book Centre works with some public libraries individually. They lend their mobile exhibitions and work with these libraries to organize exhibitions and activities to promote books and reading (author visits, reading games, book festivals, themed events etc.) and workshops for librarians. But these are not done on an organized and schedule basis and depend on individual libraries contacting the Centre and expressing their interest and desire to do so.

Two members of the National Book Centre that are in charge of promoting activities were asked to explain the reasons for not collaborating with public libraries to promote reading. Although both members acknowledged the public libraries role in promoting reading and creating readers they identified institutional barriers that prevented them from working with them. The lack of a national authority in charge of all public libraries and their mixed status, act as main obstacles. One member underlined that if they were to work together there would be a great need of organization, time and work, something that none of the two participants had spare to offer.

Summary of Chapter 5

- There is no national authority in charge of all categories of public libraries;
- There is no legal framework governing all categories of public libraries;
- There are no standard services;
- There is no sustainable funding;
- People who work in libraries are not always educated librarians.
- Greek society is not familiar with the services the library offer and the work librarians provide remain rather obscure.
- All public libraries are mostly used by school children, university students, housewives and pensioners in order to borrow books and to retrieve information.
- Public libraries face a lot of problems. Most of the problems derive from the lack of a single body in charge of all public libraries. The current state of the EEB makes things even worse.
- Public libraries are providing services to children and university students in order to fill in the gap of the non-existence of other types of libraries;
- All public librarians felt that the government does not do anything to help them as the library does not support their personal interest.
- There is a need of single national authority in charge of all categories of public libraries in order for them to develop and to cooperate with each other but also with other organizations e.g. National Book Centre.

6. Results

This chapter presents and discusses the results in fulfillment of the research's objectives. It is structured around them. At the end of each sub-chapter, a summary of conclusions to each objective is presented.

6.1 Librarians' personal relationship with reading

"For the desire to read, like all the other desires which
distract our unhappy souls, is capable of analysis"
(Woolf cited in Manguel, 1996:[1])

"The librarians' role in the service has to begin by thinking and talking about books on a regular basis. Initially, individual staff should evaluate their own personal reading patterns and preferences. This will help them understand the type of books they personally enjoy and engender more sensitivity to patrons' preferences" (Towey in Katz, 2001: 135).

This section sets out to reveal the results in fulfillment of Objective 1: to assess librarians' personal relationship with reading and to reveal the way they select and acquire their books for their personal reading.

All librarians that were interviewed said that they read. Some read often, some read a lot and some read every now and then.

When asked why they read most librarians could not answer and found it difficult to explain the affect reading had on them. This concurs with Goff's (in Usherwood and Toyne, 2002:34) opinion that: "readers may not be aware of the conscious needs they are seeking to satisfy through their reading":

"Why do I read? Because I like reading?" (P.L.4)

"What do you mean why do I read?" (P.L.5)

However there where some that after a while replied that they read in order to:

- Relax;
- be aware of what is happening in the field of books;
- understand their inner feelings – this concurs with Hislop (in Usherwood and Toyne, 2002:38) that describes reading as 'the best research for life';
- escape from reality – what Gerrig (in Usherwood and Toyne, 2002:34) defines as the 'opportunity to abandon the here and now';
- study.

"I read to be informed of what is happening in the field of books."
(P.L.5)

"How can I suggest books if I don't read?" (P.L.3)

"My personal reading is done for my soul. So I can understand what I am feeling." (P.L.4)

"For the trip. In order to escape into a different reality." (P.L.8)

"It relaxes me." (P.L.2)

"I am studying and I need to read for exams." (P.L.3)

One librarian said that he did not read a lot and preferred doing other things:

> *"I don't read a lot. I believe there are much better things to do such*
> *as going out with friends and sitting in the sun. I would rather have a*
> *good conversation with a friend than read a book."* (P.L.6)

People that love to read as adults usually had parents or some other adult read them stories when they were young. Children learn about books before they learn to read on their own. Parents and cares read to them and guide them in the magical world of the books (Lessing, 1998).

Most librarians became readers when they were young. Their parents could not read to them but some other member of the family use to tell them stories and buy them books:

> *"My grandparents use to tell me stories that they used to make up. My*
> *parents used to work in the fields and I remember my grandparents*
> *sitting with me under a tree and telling me stories. That made me love*
> *stories and when I grew older I loved books."* (P.L.4)

> *"My parents couldn't read and did not have time to tell me stories. But*
> *my grandfather use to tell me stories he had herd from his*
> *grandparents."* (P.L.6)

> *"An aunt of mine bought me this book of Kazantzakis. That was it for*
> *me."* (P.L.1)

This opinion concurs with Ross's (1999:789) position that: "Successful choices are therefore part of a self-reinforcing system that sustains the pleasure of reading itself…"

Only one librarian answered that the library had an effect on her:

> *"When I was young they took me to this village in Crete to stay with*
> *my aunt. I didn't have anybody to play with. One day I found the*
> *library and I went in. That is how I became a reader"* (P.L.3)

One librarian said that although he used to read a lot once he became a librarian he stopped reading so much:

> *"When I became a librarian I stopped reading so much. When you work in a library and you try to classify thousands of books by scanning through a book, you learn how to nibble and to satisfy your hunger with titles."* (P.L.6)

All librarians replied that they do not read at work but read at home, in the night time. They also replied that they read a lot of books on their vacations:

> *"I read in the nighttime at home. I always read when I am on vacations."* (P.L.2)

Most librarians borough books and will buy books only if the library has not purchased them:

> *"When you work in a library there are plenty of books you can borough. I will buy a book only if the library hasn't got it"* (P.L.3).

> *"I borough books. Not only from the library but from friends too."* (P.L.7)

However there were two librarians who answered that they buy books:

> *"I buy my books. I want to own what I read and don't like sharing it with somebody else."* (P.L.1)

> *"I will borough books that are for me but not for my child. I feel they are not clean and I don't like the idea."* (P.L.3)

Librarians choose their books in various ways. Some are influenced by recommendations they have heard or read about. This is what Smith (in Ross, 1999:788) names "behind the eyes" knowledge that the reader can draw upon when considering for selection or rejection any particular book:

"If a book has been advertised a lot then I feel I have to read it."
(P.L.1)

"Some one might have told me something about a certain book"
(P.L.3)

Others choose a particular genre or author:

"When I go on vacations I choose to read my favorite authors" (P.L.2)

One spoke of choosing books randomly:

"I choose the books I want to read randomly. Usually when I hear a book being advertised a lot I won't read it. If something is good it doesn't need to be advertised. It will come out on its own. That which is thrown in the sky like a firecracker will soon dye out." (P.L.6)

Borrowing from Catherine Ross's research (1999), respondents were asked, "What would it be like if for one reason or another you were unable to read". Interviewees claimed that not being able to read was experienced as a loss:

"It would be a loss. Awful." (P.L.1)

"I wouldn't like it at all. There are so many books I haven't read and I want to read." (P.L.8)

Committed readers regarded reading part of their identity and not being able to read would alter who they were:

"If I wasn't able to read? I wouldn't be me." (P.L.9)

"I've though about it many times. If I couldn't read I would go mad"
(P.L.4)

Summary of Objective 1

o All librarians read although some read more than others.

o They read for a variety of reasons: education, information, recreation and to fulfill psychological needs.

o Their family environment influenced most of them in becoming readers and mostly their grandparents that use to tell stories. Only one librarian said that she was influenced by the library. One librarian also mentioned that his work as a librarian put him off books.

o Most librarians read at home in the nighttime and on vacations.

o Most librarian borough books from the library or from friends. They buy only when the library has not got what they are looking for or they want to own the book.

o They choose their book in a variety of ways: recommendations, authors, genres and randomly.

o All librarians grasp the non-existence of the reading experience as a serious loss.

6.2 Librarians' perception of peoples' reading habits

> *"How people read and what they read*
> *cannot depend wholly upon themselves*
> *but why they read must be for and in their own interest"*
> *(Bloom, 2000:21)*

"Before promoting stock and engaging in reader development activities, though, librarians need to understand why people read… [or do not read]" (Goulding, 2002:2). This section intends to present the results in fulfillment of Objective 2: Librarians' thought on Greek people's reading habits. It also plans to illustrate what they believe prohibit people from reading and which factors allure them to reading.

6.2.1 The survey

All librarians knew about the previous survey the National Book Centre had conducted in 1999:

> "*Which survey? That one conducted in 1999. We have a copy of it.*"
> (P.L.3)

One librarian was aware of the recent survey:

> "*Yes, I read about it in the newspaper. The National Book Centre had*
> *sent us the last survey.*" (P.L.4)

Most librarians agreed with the findings of the survey.
Two librarians were reserved and wondered who were buying all the books that were being published:

> "*And why are publishes publishing all those books if people are not*
> *reading them?*" (P.L.1)

"What impresses me is that there is an abundance of publishers and publications. One should try and find out where are all those books going and how are the publishers making their living." (P.L.6)

6.2.2 Barriers that prevent Greek people from reading

Librarians where asked to state the reasons they thought people do not read. According to them they do not read because:

- The education system does not nurture the love of books. The use of a single school book for each subject and the way lessons are taught prevent children from perceiving the reading experience as something pleasurable:

"Schools don't create readers. The use of a single school book can't persuade children that reading can be fun." (P.L.3)

"The way schools give information is superficial and without any depth. The child doesn't learn to love reading at school." (P.L.4)

- Children have not got time to read for pleasure as they have too much school work:

"Children stop reading when they are at school because they have too much schoolwork to do" (P.L.2)

- Parents do not read and they can not be used as role models to promote reading for pleasure:

"Family plays a very important role. When the parents don't read you can't expect the child to read. If a parent reads then a child will read

too. Even if he stops reading it only will be for a while. Then he will come back to it." (P.L.4)

- Greek people's social life prevent them from reading:

"Greeks prefer entertaining themselves going out with others." (P.L.4)

"The climate here in Greece doesn't allow people to stay in-doors and most of the time they are out, having fun with friends, drinking coffee and fooling around. Why shouldn't they?" (P.L.6)

- Books are expensive:

"Some people haven't got the means to buy books. They see it as a luxury." (P.L.5)

- Television:

"*Once upon a time, our parents used to tell us stories. Now you can't tell stories in front of the T.V. because it has its own stories to tell you."* (P.L.6)

"Television is to blame. It is the easy solution. It doesn't oblige you to think and it sings you to sleep." (P.L.8)

- There are barriers that prevent people from using libraries:

"There is no connection between schools and the libraries. Children are not taught to use libraries." (P.L.3)

"Some people can't use libraries because they are sick. Other people do not know that libraries exist. Others are afraid of the libraries and others don't know what we have to offer." (P.L.5)

"When libraries don't exist in under privileged areas, how can people read?" (P.L.6)

- Lack of free time:

"Greek people haven't got free time. Although a lot of things have changed and we have advanced as a society, our quality of life hasn't improved" (P.L.6)

- Lack of access to books:

"How can you become a reader if you haven't got access to books? On the islands and in rural areas there are no bookshops and no libraries to provide people with books. Things are changing and one can buy books from the News Stand, although they are not of quality and are mostly foreign books for the tourists that come here." (P.L.7)

- Stereotypes:

"There are a lot of boys that don't read. They believe reading is not what a proper man should be doing." (P.L.8)

"There are many children who don't want their friends to know that they are reading because they are afraid they will be made fun." (P.L.7)

6.2.3 Factors that create readers

All librarians thought that family and mostly school can create readers but it depends on the child's personality:

> *"If children watch their parents read then they will also read."* (P.L.5)

> *"School can create readers by teaching children how to read and providing them with books."* (P.L.4)

However two librarians did not believe that family has a crucial role to play:

> *"It depends on ones personality. What might stimulate one to become a reader might not stimulate another."* (P.L.6)

> *"I don't believe family has an important role to play in creating a reader. If it did, I wouldn't have become a reader."* (P.L.1)

6.2.4 Libraries and reading

Librarians believed that the libraries can create readers under the following circumstances:

- When and where they exist;

> *"How can they create readers when they don't exist?"* (P.L.6)

- When people use them;

> *"You have to bring people in the library to effect their reading habit."* (P.L.4)

- When schools and families send the children to the library;

"*It depends on the teacher, whether he will send the children to the library.*" (P.L.4)

"*When parents introduce their children to the use of the library then the library can make them readers.*" (P.L.4)

- When librarians are readers;

"*The librarian can create a reader only if he himself has grasped the importance of reading. If he is indifferent then he can't.*" (P.L.8)

"*Not all librarians can create readers. If they have their mind in mothballs how can they create readers?*" (P.L.7)

However, there were some librarians who believed that the library can not create a reader and that it exists only for the already readers.

"*Libraries contribution to reading is supplementary to that of the school. The school creates readers and then they might come to the library.*" (P.L.1)

"*People who use the library are already readers. Other wise they don't feel the need to come to the library*" (P.L.4)

The above statements concur with Goulding's (2002) argument that libraries concentrate on the literate and may neglect the needs of those who can not read.

Summary of Objective 2

- o Librarians were not aware of the National Book Centre Reading survey (2004).
- o Barriers that suspend reading are the education system, the way of life, lack of free time, family who do not read books, television, book reality, stereotypes and the status of the library.
- o Librarians believed that school and family can contribute in the formation of a reader.
- o Not all librarians agreed on the library's role in the creation of a reader. For some it depends on the existence and the use of the library but also on the librarian's perception of reading. For others, libraries can not create readers and their role is to preserve the already formed reading habit. They believe that libraries are there to supplement and help the families and the schools work.

6.3 Librarians and book knowledge

"The successful matching a book to a reader requires a lot of meta-knowledge about books, genres, authors, publishers etc." (Ross in Katz, 2001:16). This section intends to reveal the results in fulfillment of Objective 3: Librarians' level of knowledge in the field of books and reading and to assess whether they feel their formal education is adequate or do they need further training in order to promote reading.

6.3.1 Book knowledge

According to McCook and Jasper (in Katz, 2001:56) library staff need to know about popular culture and literature. "Staff will need to spend a significant amount of time keeping current with what's in and what's out."

Book knowledge between librarians varied quite considerably. Others believed their knowledge was good, others that it was patchy and others that it was poor.

Those who claimed that their awareness was good, was due to practice and personal experience:

"Quite good as I've been working in libraries for a long time" (P.L.4)

Those who believed that their knowledge was "patchy" were mostly due to lack of confidence and modesty.

"It would be overweening to claim that we know everything about books. You can never know everything when things change so rapidly." (P.L.5)

Respondents who answered that they had poor book knowledge admitted that their knowledge of books is limited to those genres that they are interested in:

"Poor. I scarcely remember something I'm not interested in. Ask me about science fiction and I have a lot to tell you. But love stories, etc.? I haven't got a clue." (P.L.1)

Some respondents linked book knowledge to book selection and argued that it is essential for them to be informed in order for their book collection to be up-to-date and to provide top services to their customers:

"Good and this is reflected in the books we select to buy." (P.L.3)

"We have to be informed. Other wise we won't be able to select the right books for our customers and we won't be able to provide the help our users need." (P.L.2)

All respondents use the following sources of information:

- Literature reviews in newspapers and literature journals;
- Publishers' catalogs;
- Visits to bookstores.

Libraries that have access to the Internet mostly use this source of information:

> *"We use the Internet mostly. It has made things much easier. All the information is just a "click" away."* (P.L.4)

Some libraries that did not have access to the Internet acknowledged that they did not have access to an important source of information:

> *"Unfortunately, we haven't got Internet access and aren't able to keep up to date with what is happening. We have to relay on our local bookshops and literature reviews that are published in newspapers."* (P.L.5)

One respondent found it useful to visit other libraries in order to find out what people wanted to read:

> *"I visit other libraries and speak to librarians. I've found this is the best way to keep informed of what people want."* (P.L.4)

Respondents agreed with the opinion that a lot of librarians display an appalling lack of book knowledge:

> *"Some staff think that it isn't necessary to know what is going on in the field of books. They know how to catalog and classify books and that is enough."* (P.L.2)

> *"People who have just come out of library school lack adequate knowledge. You gain knowledge by experience and practice."* (P.L.5)

The above statements agree with the finding of the literature: Harrison (1996), Kinnell and Shepherd (1998), Dixon (1986) share the view that librarians lack adequate book knowledge.

Many respondents maintained that quiet a lot of people who work in the libraries do not read and do not consider reading to be an important aspect of their job:

> *"There are many people who work in the library who have never opened a book. They don't believe that reading is part of our job"*
> (P.L.2)

This opinion contrasts this research finding. All librarians that were interviewed read and regarded reading as an important aspect of their everyday job.

6.3.2 Sufficiency of education

Many authors have written about the lack of training in libraries schools in the act of reading (e.g. McCook and Jasper in Katz, 2001; Towey in Katz, 2001; Shearer in Katz, 2001 etc.).

All interviewees had a degree in librarianship. However, most interviewees felt that their education did not provide them with adequate knowledge to promote reading and to recommend books. They accused the education they received in library schools to be technology-based and that it focused mostly on the organization and accessibility of material:

> *"At university we were taught about classification, cataloging and using electronic databases. We didn't learn anything about how people read and how to promote our stock."* (P.L.8)

"Although we were taught literature this was mostly at a theoretical basis. We were not taught about books and reading or how to promote our collection." (P.L.4)

6.3.3 Additional training

Interviewees were asked to express their interest in acquiring more training. Most of them gave a positive response.

"We do need some direction." (P.L.2)

"I think it would be very helpful. All the librarians I know, do whatever they think best for their own clients. We have mostly learnt by experience and practice. It would be very helpful if someone could tell us what we should or shouldn't be doing and give us some further guidance." (P.L.9)

Several mentioned that they had already attended some training sessions. However, they thought that these training courses were not well organized and were not applicable to Greek reality.

"*We went to this training course that had to do with developing reading groups in public libraries. Two psychologists were there to talk to us about it. In theory it was fine but it was not applicable in practice."* (P.L.4)

"The National Book Center had organized a workshop on developing reading groups. A specialist from the U.K. had come to give us some guidelines. I didn't find it at all helpful as she was talking without knowing Greek reality." (P.L.9)

Summary of Objective 3

- o Librarians that claimed that their book knowledge was good, was due to experience and practice.
- o Librarians that claimed that their book knowledge was patchy, was due to modesty and lack of confidence.
- o Librarians that claimed that their book knowledge was bad was due to the limitation of their knowledge on the subjects they were mostly interested in.
- o Some respondents linked book knowledge to book selection and regarded it to be essential.
- o Most librarians use literature reviews, publishers' catalogs and visits to bookshops to keep up to date with the facts on books. People who had access to the Internet used this as a main source of information.
- o All respondents assumed that many library staff lack book knowledge and do not read.
- o All librarians maintained that the education they received did not equip them with essential tools to promote reading.
- o All librarians thought that additional training was needed. However, they claimed that this training should be practical and in accordance with the reality of Greek libraries and people.

6.4 Reader development and Public Libraries

"Many libraries do not perceive or want this power
but they are exercising it nonetheless;
it is not a power they can abdicate from"
(Van Riel, 1993:83)

"Just as book historians are keen to capture the experience of reading, so should library historians seek to capture the library experience…Examining the library experience will further increase understanding of the extent to which librarians have attempted to mediate between the reader and the book in order to lead the reader to 'high culture'" (Carpenter cited in Katz, 2001: 57).

This sections aims to present the results in fulfillment of Objective 4: The public librarians' relationship towards reader development and reading promotion. It describes the active and passive ways by which librarians intervene in the reading life of their users.

6.4.1 Librarians' attitudes towards reader development

Before discussing reading promotion and reader development it is necessary to define what the terms "reading promotion" and "reader development" mean.

Reader development is defined by Opening the Book (in Bird and Tedd, 2004) as an active intervention to:

- Increase people's confidence and enjoyment of reading;
- Open up reading choices;
- Offer opportunities for people to share their reading experience;
- Raise the status of reading as a creative activity.

Van Riel and Fowler (1996:18) describe reading promotion as: "the key to helping the majority of borrowers who don't know what they want find something they are willing to try."

Most librarians were not aware of what reading promotion and reader development was.

Some librarians mistook reading promotion for book promotion, promoting certain kind of books and authors:

> *"Reading promotion is when bookstores and publishers promote certain authors and specific titles."* (P.L.1)

Other respondents confused reading promotion with the promotion of the library and its services.

> *"[Reading promotion] is bringing people to the library; to make your facilities and services known."* (P.L.8)

> *"[Reading promotion] is to encourage adults and young people to use the library."* (P.L.3)

After defining the term reading promotion and reader development, librarians were asked to identify who they thought was responsible of reading promotion.

According to McKearney (2003:102) the library's role in promoting reading is important as:

- It is the biggest provider of reading;
- It offers access to reading in a unique way- free and in a friendly environment;

- It has no reading agenda other than the individuals', so it can focus on motivation and pleasure;
- It offers a unique adaptable multifaceted approach that catches readers and learners that other structure (e.g. school, family) miss.

Most librarians claimed that reading promotion is mostly within the competence of schools. There were also those who maintained that the family has an important role to play but on a more subconscious level:

> *"Family has an important role to play in promoting reading. If your parents like reading then you will also like reading. But this happens subconsciously. School promotes the love of reading in a more systematic way."* (P.L.4)

> *"School. School creates readers. Then they will come to the library."* (P.L.2)

The above statements do not agree with Denham (in Elkin and Kinnell, 2000:49) that maintains that: "the seeds of reading are hopefully sown long before children reach school."

They also mistake reader development for reading development. It seemed difficult for the respondents to grasp the difference between knowing how to read to enjoying reading.

After the researcher stressed the difference, all respondents agreed that people who use the library are those that enjoy and find reading pleasurable:

> *"I don't believe that someone who hasn't embraced reading as a pleasurable activity will come to the library."* (P.L.8)

This opinion assents with the CILIP report Start with the Child (2002). This report argues that too much focus is placed on the needs of current library users, while non-users are often ignored.

This statement also revealed the fact that all interviewees considered providing services only to readers and could not think about providing services to non-readers:

> *"Why should a non-reader come to the library? The library is attached*
> *in people's conscious with the act of reading."* (P.L.6)

The above statement is interwoven with the finding of this research: librarians do not believe that the library can create readers and thus develop the pleasure of reading.

Most librarians felt that they were not able to promote reading for pleasure as they lacked the means to do so:

> "*This would need additional funding and more personnel. We are*
> *already under-funded and the personnel that exist barely can cope*
> *with current obligations."* (P.L.3)

> "*To promote reading for pleasure we would first need to have access*
> *to people that didn't see reading as a pleasurable activity. Go and find*
> *them and bring them in the library. But all this needs time and money*
> *which we haven't got."* (P.L.4)

> *"Classification and cataloging takes up so much time that we can not*
> *offer anything more than that."* (P.L.1)

Another problem that was mentioned as inhibiting the uptake of reading initiatives was the unavailability of sufficient spacing and stock:

"We haven't got adequate space to organize talks about books or book events." (P.L.6)

"Promote reading... O.K....But reading of what? Our stock is out-dated." (P.L.5)

There were some librarians that felt that they needed additional training to develop reading initiatives:

"I don't believe that we librarians have adequate knowledge to create readers for life. Teachers, social workers, psychologist are better equipped. They know how to work with children and adults that haven't got the desire to read." (P.L.4)

Many authors (e.g. Waterstone in Van Riel, 1992; McNicol, 2003 etc.) underline the importance of outreaching in encouraging the importance of reading. When asked interviewees whether they take their services out of the library, to locations where people go for other purposes they gave a negative response:

"How can we? That would mean closing the library as there are not enough personnel to keep it open." (P.L.3)

"No. We've never thought about it." (P.L.2)

The above statements highlight the lack of confidence most librarians felt in providing reader development schemes. They regarded them to be complicated activities that need additional training and special capacities. They did not consider reader development to be part of the services the library provided and seemed to limit their work to that of the organization and the acquisition of books and information.

As the discussion evolved it was made clear that most libraries had developed some reading events and programs in the context of promoting their services to adults

and children. These reading events constitute of authors and illustrators visits, book talks and summer book events:

> "*In order to bring children and adults to the library we invite authors and illustrators to give talks. We then inform our local schools and send out invitations.*" (P.L.3)

> "*We try to organize authors or illustrators visits, or summer book events in order to make our services known to the wide public.*" (P.L.2)

Finally, libraries develop passive and active approaches to intervene in the reading life of their users. The aims of these approaches however are not seen as means of creating readers and enhancing the pleasure of the reading experience but as ways of assisting their customers in the use of the library.

Before discussing the passive and active ways by which librarians intervene in the reading life of their users it was considered useful to present the ways that library's patrons select their books.

6.4.2 How do people select their books?

According to the librarians that were interviewed users select their books mostly by browsing through the shelves and looking at the return trolley:

> "*Most users browse through the shelves.*" (P.L.4)

> "*Other than browsing through the shelves, users use the return trolley.*" (P.L.7)

When choosing fiction they search for particular authors and prefer to use the A-Z author classification when it is available:

> *"When they are searching for fiction they always go to the shelves and look for a particular author. The A-Z classification helps them find what they are looking for."* (P.L.2)

This highlights the fact that library users are finding books on their own without relying on the librarians help. It also indicates that library users do need some kind of advice.

The above observations are in accordance with Kinnell and Shephers (1998:103) assumption that "adult readers know what they want, read in fairly specific areas and are competent to find the books themselves." Van Riel and Fowler (1996b) also argue that patrons use the return trolley and A-Z shelving in order to find the books they are going to borrow.

6.4.3 Active approaches

6.4.3.1 Reading advice, recommendations and suggestions

"The nineteenth century "information explosion" brought about by new technologies, a more literate population and the vast increase of book production, called up a new, pervasive cry. 'What shall I read?'" (Katz, 2001:193)

All respondents claimed that people need reading advice. They maintained that advice was important to inspire confidence and open reading opportunities:

> *"People do need some kind of recommendations. They watch a T.V. series, hear about a book from someone or read about a certain book and they will come to the library to ask for it."* (P.L.6)

> *"They certainly like recommendations. Remember what happened when Bakothimou (Olympic game's award winner) claimed that what*

motivated her was Coelho's Alchemist. Everybody wanted to read that
book. People who never read asked for this book." (P.L.9)

Interviewees were asked how important they considered giving readers advice to be.

Most of them thought it was important and regarded it to be part of their everyday routine:

"*Giving advice to people is part of my job."* (P.L.8)

"*People expect from us to know everything about books and to select*
the right book for them. That is why they ask for our opinion." (P.L.4)

There was one respondent that admitted that he did not feel confident in advising people on reading and was afraid of being accused of being biased:

"*I don't feel I have the appropriate knowledge to provide advice on*
reading. Mostly I'm afraid of being accused as biased towards certain
authors. I prefer not directing our users and believe they should find
their way on their own." (P.L.1)

Librarians maintained that the people who ask them to suggest books are those who have being using the library for some time:

"*Yes, they do ask us to suggest books. Mostly those people who have*
been using the library for a while." (P.L.4)

However most respondents added that when they are asked for help this is done in an apologetic manner:

"*Some people are hesitant to ask for our help. They believe that it isn't*
part of our job." (P.L.7)

"There are some customers of ours that when asking for recommendations they will always start their sentence by saying "sorry, I don't want to bother you, but could you please find me a good book to read?"" (P.L.8)

The above sentences can be explained if one takes into account Saricks (in Katz, 2001:117) argument that librarians have misguided their patrons to consider this type of questions as "frivolous questions that I shouldn't bother you with."

Librarians were asked to describe how they respond when they are asked to suggest books. All respondents said that they suggest some titles and allow the enquirer to make his own choice.

"I will suggest some titles and will let him decide on his own."
(P.L.2)

This approach concurs with Saricks and Brown (in Train, 2002: 38) argument that: "It is far less threatening to talk with a reader and suggest a range of books than to take the responsibility for recommending something we think is appropriate."

Saricks (in Katz, 2001:116) argues that readers' advisory is "based on impressions, both of what we think a patron wants and what we think might work." All librarians that were interviewed agreed with this opinion:

"I always ask them what they like to read and what they feel like reading." (P.L.6)

"When somebody asks me to suggest a book, I will first ask him what type of book is he looking for and will suggest similar titles." (P.L.9)

Olson (1998) claims that staff that are confronted with the public know their clientele and the types of books that they read. His opinion is in concordance with that of many respondents who claimed that it is easier to suggest books to people who have borrowed books before because you knew what books they want to read:

> *"It is easier to suggest books to people that have borrowed books before from the library. We know what they read and will suggest those books that we know that they will like."* (P.L.2)

Some librarians underlined the importance of reading the same books as their customers:

> *"They prefer asking librarian B as she reads the same books as them."* (P.L.1)

Many respondents maintained that people ask them for advice because they think they knew best and that giving a bad advice can chase people away:

> *"They ask us for advice because they believe we will give them something they will enjoy reading. But, if we give them a book they won't like they might not come to us again for advice."* (P.L.4)

However it does seem that librarians do nothing to extend the reading horizons of their patrons as they will suggest similar titles to those that they have already read and will not recommend other genres. This might be because librarians are afraid that if they give their users something they will not enjoy they will stop asking them for advice or they will be considered not to know their subject areas well enough. This does emphasize the literature's implication: by suggesting nothing but the 'safe solutions' librarians show lack of professionalism (Van Riel, 1993) and that ignorance lets the profession down badly in the estimation of users (Harrison, 1996).

Interviewees were asked to say whether they thought advising adult readers was beneficial or patronizing. Most respondents agreed that advising people on books can become patronizing if it is not done in the right way:

> "*Advising people what to read can become patronizing if they don't want advice and they want to choose on their own.*" (P.L.2)

> "*It is patronizing if the librarian imposes his own point of view, his own likes and dislikes on to somebody else.*" (P.L.4)

These opinions support the finding of Carlsen (1980) and Krashen (in Train, 2003) that reading should be a free and voluntary activity.

However all respondents agreed that when reader's advisory is done in a right manner then: "*doors will open and the right book might find the right reader and magic will occur.*" (P.L.7)

6.4.3.1.2 Is advice given in the same way to all users?

Librarians argued that they do not give advice on fiction and non-fiction in the same way:

> "*Usually when a customer wants a non-fiction book he will not ask for help. He will go to the shelves he knows the particular subject is shelved and will choose the book he wants. When he is looking for fiction he either will look for a particular author or ask us for advice.*" (P.L.4)

> "*Customers use the catalog to find non-fiction. When they are looking for fiction they ask us for advice.*" (P.L.2)

These opinions support Russell's (2004) argument that librarians feel more confident to recommend and recognize author and titles of fiction books as they read them more.

Librarians argued that they do not recommend books in the same way to adults and to children. They usually expect adults to ask for advice although they will suggest books to young people without being asked to do so:

> *"We usually help children choose the books they read. We provide help*
> *to adults only when they ask us."* (P.L.2)

This statement agrees to that of Van Riel and Fowler (1996b) that suggest that librarians found it easier to suggest books to children rather than adults.

Respondents claimed that adults are more aware of what they want to read. Children are more vulnerable, receptive and do not know what they want to read:

> *"Children are more receptive to our advices."* (P.L.3)

> *"Children are usually not aware of what is available and that is why*
> *they need guidance. Adults are aware and know what they want to*
> *read."* (P.L.4)

> *"Children are like fertile soil waiting for the right seed so that they can*
> *blossom."* (P.L.6)

The above statement concurs with Kinnell and Shepherds (1998) argument that reading promotion for adult users has been neglected as library staff assume that adult readers know what they want to read.

6.4.3.2 The reading group

Reading groups are indicated in the literature (e.g. Train, 2002) to offer readers the opportunity to share their reading thoughts and experiences with others.

None of the public libraries that were visited had organized reading groups or planned to create reading groups.

Generally all librarians seemed suspicious towards reading groups and believed them to be irreconcilable to Greek culture:

> *"Our users talk about books to each other and with us in an informal manner. If we try and organize this talk they would feel restricted and they wouldn't be able to function."* (P.L.4)

> *"You can't tell Greek people to come together and talk about books. It is as telling them to talk to a psychologist and you know there is a lot of taboo on the subject."* (P.L.7)

6.4.4 Passive approaches

According to Train (2002:36) passive reading promotion approach "takes into account that some people prefer to be left alone in their choice of reading material." Towey (in Katz, 2001:134) regards passive reading promotion as "the act of grouping, displaying or highlighting books to make them accessible to readers seeking to self-select titles."

Two libraries grouped their new fiction books separately. This was the only form of display that was found in the libraries that were visited.

Librarians were asked to give the reasons for not using displays. Most said that it was due to lack of space:

"We haven't got enough space for displays." (P.L.5)

Atkinson (1981) and Sarricks (1998) maintain that segregating genre collections and arranging fiction alphabetically according to author is an excellent way of promoting fiction and making the library's collection accessible to the reader.

Only one library that was visited had separate genre collections and used A-Z author classification for the fiction collection. All other libraries classified their books according to the Dewey Decimal Classification Scheme because:

> *"We believe that, that is the serious and the right way to classify our*
> *books. That was what we were taught."* (P.L.4)

Authors (Atkinson, 1981; Saricks, 1998; Lewis in Katz, 2001; Katz, 2001) indicate the use of list of "best books" or books on particular subjects as an efficient way of promoting reading: "a gentle guide for readers who want to make a difference in their lives" (Katz, 2001:190).

None of the libraries that were visited used book lists.

Some respondents said that they use book lists only on certain occasions. However, many said that they had not thought about the use of book lists as a way of promoting reading:

> *"We use book lists in certain occasions such as war anniversaries,*
> *Christmas or Easter holidays etc. But not on a standard basis."*
> (P.L.2)

> *"That is a good idea. We never thought about it."* (P.L.3)

One librarian expressed his fear of using list to guide people to certain books:

"Bookshops use booklist to advertise the books they want to sell. I don't believe the libraries should use them. Book lists, guide people to certain kinds of books. We should allow our patrons to find the books they are looking for on there own without the guidance of book lisst."
(P.L.1)

A librarian indicated that many of their customers use the library catalogue to choose their books. In this library the catalogue does not provide access to fiction only by author and title but also by subject:

"Our users use the library catalogue to find the books they want to borrow. We use subject headings not only for non-fiction but also for fiction. This has helped our users greatly." (P.L.6)

The above statement reflects McEwan's (1997:61) suggestion that: "subject access through the catalogue has the potential to be a basic instrument of choice…With the development of OPAC technology if is the means by which users can help themselves."

Summary of Objective 4

- o Most librarians confuse reading promotion with reading development, book promotion and promotion of the use of the library.
- o Although librarians acknowledge the important role of the family in creating readers for pleasure, they consider the school to be responsible of promoting the enjoyment of reading.
- o Librarians do not believe that they can promote reading for pleasure.
- o Librarians focus on their users which are readers and are not interested in their non-users.

o Most librarians claimed that they lack adequate space, stock, funding, personnel and time to promote reading for pleasure.

o Librarians consider reader development to be an additional service that requires special training and capacities.

o Most librarians are not confident enough to promote reading for pleasure.

o However, all libraries take on reader development actions. These actions are not seen as means to enhance the reading experience. They are regarded as ways to promote their services to users and to assist their patrons in the use of the library.

o Library users select their books browsing through the shelves and using the return trolley.

o All respondents claim that people need reading advice.

o Reading advice is regarded to be part of their everyday job routine.

o They believe people ask them for advice because they consider them to be experts in the field of books.

o However, many readers hesitate to ask librarians for advice as they do not regard it to be part of their job.

o When suggesting books the librarians suggest a range of books according to their readers taste.

o It is easier for them to provide advice to people who use the library for some time or read the same books as them.

o Librarians do nothing to extend the reading horizons of their patrons.

o Librarians are afraid to recommend other than the "safe solutions" because they believe that if their patrons do not like the book they will not ask them for advice and they will think that they do not know their subject areas well.

o Giving advice on books can be patronizing if it is done without respect towards the users.

o Users ask for advice when they are looking for fiction but will find non-fiction on their own.

o Librarians help children select books to read as they are regarded to be vulnerable, receptive and not aware of what is available.

- Librarians provide advice to adults only when they are asked to as they consider them to know what they want to read and are aware of what is available.
- Reading groups do not exist in any of the libraries. Librarians are suspicious towards them and think they are incompatible to Greek culture.
- Libraries do not use displays as they lack adequate space.
- Most libraries classify fiction and non-fiction according to the Dewey Decimal Classification Scheme as it is regarded to be the professional way.
- No library uses book list of best sellers or on special subjects on a regular basis.
- Subject access through the catalogue is used as a basic instrument by library users to choose fiction and non-fiction in a library.

6.5 Liaison between public libraries and literary and community organizations

This section sets out to present the results in fulfillment of Objective 5: to determine whether public libraries co-operate with literary and community organizations in order to promote reading and to illustrate the obstacles that may prevent this from happening.

Hughes (1991) claims that co-operation between agencies is essential in order to abolish cultural divisions, broaden peoples reading and get them to appreciate that literature is theirs.

Libraries can work with other agencies in society which cover the same or similar areas and have similar goals to them. These agencies include local governments, other library authorities, department schools, colleges, universities, bookshops and publishers.

All librarians that were interviewed acknowledged the need to work with other libraries and agencies. However all underlined the difficulties for this to be achieved.

There was a strong feeling that schools can be key partners because of the ease and benefit of accessing the majority of children through schools. However many librarians underlined the difficulty in working with some schools as many teachers do not understand the work librarians do:

> *"There are some schools that realize the important role the library has in the reading life of a child. These schools will send children to the library. But there are other schools that don't understand what work we do and it is very difficult for us to convince them to come to the library."* (P.L.5)

One of the librarians interviewed argued that it is difficult for library authorities to work together as there is not a single authority in-charge of all public libraries. This made it very hard for them to communicate with each other:

> *"It would be nice if all public libraries could work together. But this is accomplishable as there isn't a single authority in-charge of all public libraries. We don't know who is who, who is in charge and what exist. Every library authority works on its own and does what it believes best for itself and its customers."* (P.L.6)

Librarians saw the lack of, or poor nature of local government cooperation:

> *"We would like to work better with our local government. But the way things are we aren't. Our relationship is on a minimum level."* (P.L.2)

> *"Our local government doesn't acknowledge our existence. They don't know what we are doing and what effect we could have on society. If they did then we wouldn't be under-funded and we would be able to develop reading initiatives."* (P.L.5)

Other librarians presented the difficulty in co-operating with local bookstores and publishers:

> "*We have tried to come in contact with local bookstores and publishers but they are not interested. We have got a different philosophy. They are money making organizations and see no advantage in working with us as we don't bring them money.*" (P.L.6)

> "*Bookstores and publishers are profit making industries. They don't recognize that we have mutual goals and customers and we can work together.*" (P.L.3)

> "*Our local bookstore sends us some books that it has in its stock. And they think that is enough. But it isn't. They don't recognize libraries as one important way of introducing authors to the market.*" (P.L.9)

Summary of Objective 5

- All librarians acknowledged the need for co-operation between libraries and other organizations and institutes.
- All librarians maintained that there are many obstacles that prohibit them from working with other libraries, organizations and institutes.
- Two are the main obstacles: 1. Lack of a single authority in-charge of all public libraries. This prevents them from communicating with each other, and 2. The low status and idea society has about libraries and the librarian's work.

6.6 The future of reading in the Public Library

This sections aims to reveal the results in fulfillment of Objective 6: to analyze what librarians believe the future role of reading in the Public Library will be and to discuss whether they will develop reading initiatives.

6.6.1 Reading and information technology in the public library

Towey (in Katz, 2001:139) expressed her fear that people will use the Internet to get the information they require and will stop using the library for reference services. This is why she maintains that "public libraries need to develop and improve their services to ensure that their patrons continue to visit. Promoting pleasure reading and readers' advisory services to patrons who crave narrative may be a key service for public libraries in the new millennium.

Most interviewees did not agree with Towey's (in Katz, 200) fear. They did not believe that the Internet could replace the library:

> "*The Internet can't replace the use of the library. It may have a lot of information but it is difficult to access this information. Until the Internet is organized as a library, people will continue to use the library for information.*" (P.L.3)

Other respondents focused on the fact that Information Technology can not replace the book as it not as easy to use as the book:

> "*Computers can't replace the book as they are not user friendly. You can't carry it or use it the same way as you can carry and use the book.*" (P.L.2)

Some librarians maintained that reading and information technology will co-exist in public libraries:

> "*People will continue to use the library to borrow books. But they will also need the library so they can use computers. I don't believe everyone will be able to afford his own computer.*" (P.L.5)

6.6.2 The future of reading promotion and reader development

Respondents did not believe that things will change in relationship to public libraries and reading promotion:

> "*The whole structure of Greek society will have to change if libraries were to be able to create readers and promote the pleasure of reading. This requests that the public library is regarded highly and is in the same position in people's conscious to that of schools.*" (P.L.1)

> "*I don't believe that things will change. First, public libraries have a lot of problems to deal with. Second, librarians have to embrace reading and reader development as part of their job.*" (P.L.6)

> "*For libraries to create readers and promote reading for pleasure societies mentality towards public libraries has to change and people's who work in libraries mentality towards reading has to change.*" (P.L.3)

It was interesting to find out that although most respondents claimed that lack of adequate resources is to blame for not promoting reading in public libraries, when they mentioned the future of reading promotion in libraries all agreed that librarians need to change their way of thinking and society needs to accept the special relationship libraries have with reading.

Summary of Objective 6

o Respondents did not believe that Information Technology can replace the library and reading.
o Respondents indicated that books and Information Technology will co-exist in the public library.

- Librarians maintained that they could not provide reading promotion schemes because they did not have resources. However they claimed that if the public library wants to develop reading initiatives in the future then library staff and society have to change their approach towards reading and public libraries.

7. Conclusion

This chapter concludes the findings of this research and provides recommendations and opportunities for further research.

7.1 Conclusion to Chapter 4

The main conclusion reached from this Chapter was that readers of books are a minority population in Greece.

People are reading less than what they used to. This might be due to the fact that they are working longer hours and that they are spending more time watching television.

According to the findings of the survey reading patterns are influenced by social-educational and demographic reasons (education level, profession, gender, age, geographical location, marital status etc.) but also by individual factors and personal taste.

Most readers relay on friends and family in order to get information on books. However when they select a book, the subject is what influences them to choose it. This does highlight the fact that people need advice and some kind of guidance when they are selecting books for reading.

Most readers read everyday and during vacations.

Most readers buy their books. Only 4,7% of the population borrow books from the library. This aspect suggests the need for librarians to promote their services outside the library.

Most people read to acquire knowledge and information.

Lack of time was the main reason people gave for not reading. However the fact that nearly everybody watches television indicates that this is not the real reason.

7.2 Conclusion to Chapter 5

The most significant points made in this Chapter were that there is no national authority, no standard services and no sustainable funding for all categories of public libraries. This prevents them from communicating with each other and developing common services and programmes.

People who work in libraries are not always educated librarians. Although library education in Greece is about 25 years old, library staffs in public libraries mostly have degrees in other subjects.

According to public librarians the library is mostly used by school children, university students, housewives and pensioners.

The Greek Library Union is not able to help the public library face their problems as they have there own problems to deal with.

The public libraries are providing services to school and university students in order to fill in the gap of the non-existence of other types of libraries. But by doing so public libraries seem to have lost focus of their main user: the reader. Thus this aspect does suggest the need for public libraries to focus more on their customers. They can not be everything to all people. They need to define their niche and act upon it.

All public librarians feel that the government does nothing to help them.

It was discovered that there is an urgent need for the public libraries to promote their services to people but also to the government and opinion formers in order for them to be recognized and win supporters. Only then might changes occur. Some of these

vital changes are: a single national authority in charge of all public libraries which will create and put into force a single law that will provide strategy and standards for all types of public libraries.

The National Book Centre is the agency in charge of promoting books and reading in Greece. Although they acknowledge the library's role in promoting reading, they maintain that institutional barriers prevent them from work with public libraries.

This research would have benefited if it had interviewed members of the Greek Library Union. However this was not possible as the Union is under redeployment and there was no one in-charge to speak to.

7.3 Conclusion to Objective 1

The main aspect that was learnt from this result is that public librarians read and consider reading to be important.

Most librarians seemed not to have thought before about the needs reading satisfies and the benefits of reading. However, this was essential so as to "appreciate and demonstrate the value and impact of public library book reading" (Usherwood and Toyne, 2002:40).

It was discovered that public librarians read in order to relax, to acquire knowledge, to escape and for personal development.

The public librarians' family environment influenced them in becoming readers and mostly stories they had heard from their grandparents. This revealed that most interviewees came from illiterate families and were introduced into the sphere of imagination orally.

Most librarians read in the nighttime, on vacations and borough books. They buy their books only when they want to own them. They do consider recommendations when they choose their books but also select their books according to author, genres and randomly.

All librarians agreed that reading is important and if they were not able to read it would be a serious loss. Committed readers claimed that not being able to read would alter their identity.

It is important to mention that a librarian preferred other social activities to reading. This same librarian indicated that his job as a librarian made him read less. Two librarians argued that they do not borrow books from the library because they want to own all the books they read and because they do not consider them appropriate for their children.

These opinions do not represent the majority's attitude. However they should be heard as they do bring to light different opinions on the same matter. They also illustrate the fact that they are people who do not agree with the majority's opinion.

These conclusions are based on the comments from a selected number of librarians. Thus these opinions and attitudes can not be generalized. A different sample could have resulted in different findings and minority voice could have been majority attitudes.

The questions asked for this Objective made librarians consider and express their personal relationship with reading.

7.4 Conclusions to Objective 2

Two were the most significant points made from this Objective: Firstly that librarians are not aware of the National Book Centre reading survey (2004) and only

speculate about the Greek people's reading habits. Secondly that they do not agree on the library's role in creating readers.

Most librarians were not aware of the survey (Εθνικό Κέντρο Βιβλίου, 2004). However they were aware of the previous survey (Εθνικό Κέντρο Βιβλίου, 1999) as the National Book Centre sent it to each library. This does illustrate that the relationship between the National Book Centre and the public libraries has changed to the worse and there is lack of communication.

Although they agree with the results of the survey they wonder who is buying all those books that are being published.

Barriers towards reading are considered to be the education system, lack of free time, lack of role models, television watching, Greek people's social life, stereotypes and difficulty in purchasing books because of their price or because there is no access to them. This last remark was made by a librarian in charge of a library on an island. Some librarians mentioned the fact that libraries do not exist or that people are not able to use them – because they did not know that they exist or what they provide - as a barrier to reading. This last comment is in conjunction to that of lack of access to books.

This revealed the fact that people who live in big cities take it for granted that everybody has in some way access to books. The same way as people who work in the library believe that everybody knows that the library exists and what it provides. But this is not the case. Not everybody has access to a bookshop or a library to provide them with books. Not everybody knows and uses the library and most importantly not everyone can use the library. These are aspects that should be seriously considered when one analyzes other peoples reading habits.

This expresses the need for librarians to reach out and promote their services in order to make their services known and understood by everyone. It also indicates the

necessity of more public libraries to exist in areas where there is no other way to purchase books.

Librarians believed that school and the family can contribute in the creation of a reader. However, most librarians agreed that the school has a more important role to play than the family. But this contradicts respondents personal experience as most of them replied that their family background influenced them in becoming readers.

One of the most important findings of this research was the fact that librarians do not consider the library to have an important role to play in creating readers. None of the librarians mentioned it as a factor for creating readers although they mentioned their non-existence as a barrier to reading. Most argued that they can not create readers as they do not exist in many places and they are not used by everyone. Some identified that the librarians' attitude towards reading has an important role to play in the creation of a reader.

However most librarians seemed to perceive the library as something static, that supplements the school's job, provides services only to those who find their way on their own into the library's door and already readers. They also appeared to be unsure of other librarians' competence.

If the library is to create readers the librarians will have to change their attitude towards their job. They will need to recognize that the library is or can be a lively and dynamic organization that does not complement the school's job but has an equivalent role to play in creating readers. They will also need to perceive non-readers as potential library users and try to find ways to foster their reading experience.

This objective made public librarians reflect on the elements that create or prohibit people from reading and to think about their role in encouraging the reading habit. This was important because "before promoting stock and engaging in reader

development activities librarians need to understand…" which factors create readers (Goulding, 2002:2).

7.5 Conclusions to Objective 3

What was learnt from analyzing the results for this Objective was that librarians' knowledge in the field of books and reading varied and that librarians, felt that they need additional training in order to promote reading.

Knowledge in the field of books appeared mainly to depend upon experience. Most librarians do not feel confident about their knowledge. Librarians that claimed that their knowledge was bad this was due to the fact that their knowledge was limited on the subjects they were most interested in.

All librarians agreed that this knowledge was important in order to purchase books and to provide services that are of high quality.

Literature reviews, publishers' catalogs, visits to bookshops and other libraries were used as sources of information.

Respondents claimed that a lot of librarians are not informed with what is happening in the field of books and reading as they lack the experience and the will to learn. Some also argued that many librarians do not read. These opinions revealed that most respondents perceive other librarians negatively. They showed once again that librarians are unsure about other librarians competence and thus of their profession.

Interviewees maintained that the education they received did not equip them with essential tools to promote reading as it was more technology based and it focused mostly on organizational and managerial issues. This suggests the need for further training courses to be organized in order to fill in the knowledge gap.

Training was considered to be beneficial from all. However some librarians that had attended some training courses underlined the need for them to be practical and in accordance with the reality of Greek libraries and people.

The interest that all librarians showed in acquiring further knowledge is positive as it does reveal their willingness to change, to learn and to take action towards reading.

This Objective helped respondents to assess their level of knowledge in the field of books and reading and to acknowledge the need for further training. This knowledge is required in order for them to be able to match successfully a book to a reader (Ross in Katz, 2001).

7.6 Conclusion to Objective 4

The most important aspect that derived from this Objective was that most public librarians felt that they were not able to influence people's reading habits but however they were doing it. This supports the findings by Van Riel (1993) that most librarians do not perceive the power they have to promote reading but they are exercising it nonetheless.

Most librarians confused reading promotion and reader development with reading development, book promotion and the promotion of the use of the library. This revealed the fact that the public librarians are not aware of recent trends in librarianship in other countries and do not consider reader development to be a unique and independent part of the library services. It also highlighted the need for training in the area of reading and reader development.

Although librarians acknowledge the important role of the family in creating readers for pleasure, they consider the school to be mostly responsible of promoting the love of reading.

It was discovered that librarians do not believe that the library is able to promote reading for pleasure. They argued that people that use the library are those who have already embraced the pleasure of reading. They claimed that they need adequate space, stock, funding, personnel and time to promote reading for pleasure. They seemed to consider reader development to be a special service that required special training and capacities.

The above opinions illustrate the lack of confidence most public librarians feel and are interwoven with the findings of this research: librarians do not acknowledge their power to create readers and nurture the pleasure of reading. It revealed once more that respondents regard the library to be something static that provides services only to those who are within its walls that are already readers and have embraced the pleasure of reading. They focus mostly and mainly on organizational aspects of librarianship such as classification and cataloging and do not develop more active initiatives. This does reflect their education they received which concentrated on organizational issues mostly. This does imply the need for change of philosophy in library education. Classification and cataloguing should not be considered as panaceas.

However, all librarians took reader development actions. These actions were not seen as means to enhance the reading experience but as ways to promote their services and assist their patrons in the use of the library.

According to public librarians library users select their books browsing through the shelves and using the return trolley. This highlighted the fact that library users are finding books on their own without relying on the librarians help. It also indicated that library users do need some kind of advice.

All respondents agreed that people need reading advice and regard giving advice to be part of their everyday job. They believe that people ask them for advice as they consider them to be experts in the field of books. However they noted that many users hesitate to ask them for advice as they do not regard it to be part of their job.

A librarian admitted that he did not feel comfortable in giving readers' advice and maintained that library users should be left on their own to choose.

When suggesting books the librarians suggest a range of books according to their readers' taste. Librarians are afraid to recommend other than the 'safe solutions' because they believe that if their patrons do not like the book they will not ask them for advice again and will think that they do not know their subject area well. But by this way librarians seem to do nothing to extend their users reading horizons. This attitude limits their users reading opportunities and contributes to less adventures reading. This suggests the need for librarians to change their approach and to become more challenging. It also revealed that librarians need to be more confident of the advice they give, of their users and of their relationship with their users.

Giving advice on books was considered to be patronizing according to the respondents if it was done without respect towards their users.

Users ask for advice when they are looking for fiction but will find non-fiction books on their own.

Librarians help children select books as they are considered to be vulnerable, receptive and not aware of what is available. They provide advice to adults only when they are asked to as they consider them to know what they are looking for and where to find it but also because they are aware of what is available. However this is based on an assumption that has not been proven to be true.

Librarians need to provide advice for fiction and non-fiction books, to adults and children in the same way and with respect to free voluntary reading. They should not assume that some have more need for help than others.

Reading groups do not exist in any of the libraries. Librarians are suspicious towards them and think they are incompatible to Greek reality. This revealed the fact that most librarians have a misconception about reading groups that is due to insufficient training. Reading groups have little to do with psychology and a lot to do with having fun. Greek people like talking and communicating with others. Reading groups will allow some people to talk on a subject they enjoy and to share their reading experience.

Libraries do not use displays or any other mean of passive advice to promote reading. However one library did use subject headings for fiction that allowed its users to choose their books themselves according to the subject they were searching for.

A study of the way library users perceive the library's effect on their reading habits would have complemented this research. However the scope of this study and time restraints did not allow the researcher to cover this area.

This Objective introduced the interviewed librarians to the field of reader development and reading promotion and made them think about the ways they "mediate between the reader and the book in order to lead the reader to 'high culture'" (Carpenter cited in Katz, 2001:57).

7.7 Conclusion to Objective 5

The main conclusion reached from this Objective was that public libraries do not co-operate with other organizations and institutes as there are obstacles that prevent them from doing so.

The obstacles that prevent public libraries to co-operate with other organizations and institutes are the lack of a single authority in-charge of all public libraries and the low status and image of the library and the librarian's work in Greek society.

These obstacles underline once again the need for public libraries to promote their services and reach potential users outside the library building.

Reader development schemes are regarded to be efficient ways of boosting the library's profile, image and position in society (Van Riel, 1992; Forrest, 2001). Librarians need to articulate what library reader development contribution can be and should be. They need to convince the government and opinion formers that the library's work with readers can help create the kind of society they want (McKearney et al, 2001). But before that can happen librarians need to be confident of their contribution and to be clear about their role in creating readers and promoting reading not as supplements but as main providers of reading for pleasure (Hendry, 2000; McKearney, 2003).

This Objective led librarians to think about organizations and institutes they could co-operate with in order to promote reading. It also made them acknowledge the obstacles that prevent them from working with others. This is positive as it is a step towards their solutions.

7.8 Conclusion to Objective 6

The most significant point made from this Objective was that public librarians are not optimistic about the role of reading in the public library.

Although respondents do not believe that Information Technology can replace reading, the book and the library, they do not believe that librarians will develop reading initiatives in the future. They maintained that if this is to happen, library staff and society will have to change their approach towards reading and public libraries. This was considered difficult to happen.

This aspect revealed once more the lack of confidence most public librarians feel and suggests the need to reinvent and promote themselves via reader development schemes.

This objective made librarians speculate about the future of reading in the public library and resulted in them acknowledging the need for society and librarians to change the way they perceive reading and public libraries.

7.9 Fulfillment of aim

Finally, these conclusions indicate that although librarians regard reading to be important they do not perceive and acknowledge the role the library plays in creating readers and developing the pleasure of reading. Thus they are not doing all they can to promote reading. However, all librarians take some kind of reader development actions. These actions are not seen as means to enhance the reading experience but as ways to promote their services and assist their patrons in the use of the library. Nevertheless they do influence the reading life of their users.

7.10 Recommendations

- Librarians should change their attitude towards their job. They need to become more confident of the services they can provide and about the competence of their profession. Only then can they convince society about their value.
- More libraries should exist in remote and underprivileged areas.
- Librarians should do outreach work in order to bring users in the library. It is much better closing the library in order to provide services where people are than working in an empty library.
- Libraries should promote their services in order to make themselves known, understood and correct misconceptions, to bring people to the library, to convince the government and opinion-formers that what they are doing is important and to gain supporters.
- Librarians should find a way to communicate and cooperate with publishers, bookshops and the local government. This can be done by organizing a common

conference with speakers from the government, the publishing, the bookshop and the library sector.

- Librarians should work more with schools. They can work individually with schools of their regions, visiting classrooms or inviting schools to their library.

- Librarians should work more with children that have not learnt how to read yet. This can be done by providing reading schemes in the library but also where these children are (e.g. nursery school, pre-schools, crèche etc.). They should also promote their services to parents and teachers.

- Library education should review its curricula in order to emphasize reading and to provide more knowledge and practical advice on reading and reader development.

- Training courses on reader development should be regularly organized. These training courses should be well organized with professionals that have experience on reader development schemes. Their aim should be to emphasize the importance of reading and give the librarians the confidence to provide services to readers.

- Librarians should target on readers, reluctant readers but also non-readers as potential library users.

- Librarians should become more aware and acknowledge the power they have to create readers and nurture the pleasure of reading.

- Librarians should articulate their important role in creating readers and promoting reading for pleasure.

- Librarians need to reinvent and promote themselves via reader development schemes in order to boost their image and re-identify their position in society.

- Reader development services should be mainstreamed, sustainable part of the library's core services.

- All public libraries should produce and utilize reader development policies.

- Librarians should become more challenging and adventurous when providing advice to readers.

- Librarians should become more confident of their users, the advice they give their users and their relationship with their users. Only then will they be able to broaden their users' reading horizons.
- Librarians need to provide advice on fiction and non-fiction, to adults and children in the same way and with respect to free voluntary reading.
- The Library Union should establish a committee on Reading and Reader Development.
- The Library Union ant the National Book Centre should sponsor research on reading and reader development issues.
- The Library Union and the National Book Centre should organize conferences and meetings on reading and reader development issues.

7.11 Opportunities for further research

There are many opportunities for further research as nothing is written on the subject of reading and reader development in Greece. Some of these are:

- The school's role in developing the pleasure of reading should be investigated.
- The role of the National Book centre in promoting books and reading should be researched more.
- It would be beneficial to research people's borrowing and buying habits.
- More investigation is needed on how people select their books. This could be done focusing on different age groups. This information would help librarians improve their services to their users and potential users.
- It is recommended that research be conducted on the relationship of the library with schools. This would be useful as it would indicate problematic areas in their communication and would propose changes that need to be applied in this area.
- The relationship of the library with bookshops and publishers could also be investigated for the same reasons.

- It would be useful to research the browsing, borrowing and reading habits of library users. This information would help librarians improve their services to their readers.

- Library user's perception of the influence of the library in their reading life could be further researched. This would hopefully make librarians understand their power to influence people's reading habits and reinvigorate reading services.

- An investigation on the reasons library users read could be undertaken. This would be beneficial as it would help librarians improve their services to their users.

- Staff training and education issues and investigation on the effect of training on staff confidence in Greece could also be looked further. This would be useful as it would show problems and would propose changes that need to be applied in this area.

- The way non-library users perceive the library would be interesting to investigate as it would identify problematic areas and barriers that prohibit people from using the library.

Bibliography

Atkinson, F. (1981) *Fiction librarianship*. London: Clive Bingley.

Bailey, K.D. (1994). *Methods of social research.* Oxford: MacMillan International.

Bell, J. (1999). *Doing your research project: a guide for first time researchers in education and social science.* Buckingham: Open University Press.

Berelson, B. (1972). *The library's public.* Wales: College of Librarianship.

Bird, A. and Tedd, L.A. (2004). "Reader development and ICT: an overview of projects in Welsh public libraries". *Journal of Librarianship and Information Science*, **36** (4), 159-173.

Blaxter, L. et al. (1996). *How to research.* Buckingham: Open University Press.

Bloom, H. (2000). *How to read and why.* New York: Scribner.

BNB Research Fund (1994). *Contemporary juvenile reading habits: a study of young people's reading at the end of the century.* London: British Library Research and Development Department.

Bogdan, R. and Taylor, S.J. (1975) *Introduction to qualitative research methods.* New York: John Wiley.

Broady-Preston, J. and Cox, A. (2000). "The public library as street corner university: back to the future." *New Library World,* **101**(1156), 149-160.

Calimera Country Report (2004). *Greece: information on public libraries, local museums and archives.* Veria: The Calimera Project.

Carlsen, G.R. (1980). *Books and the teenage reader: a guide for teachers, librarians and parents*. New York: Harper and Row Publishers.

Chambers, A. (1973). *Introducing books to children.* London: Heinemann.

Choules, J. (1994). *A quality approach to fiction: an investigation into the implications of the quality debate for the modern public library fiction service, with reference to the views of public librarians and their readers.* MA, University of Sheffield.

CILIP. (2002) *Start with the child: report of the CILIP working group on library provision for children and young people.* London: CILIP.
http://www.cilip.org.uk/professionalguidance/youngpeople/startwiththechild/default.htm
[Accessed 30 May 2005].

Coleman, P. (1981). *Whose problem? The public library and the disadvantaged.* London: AAL.

Denham, D. (1996). "Back to basics: training and education opportunities for the exploitation of fiction in public libraries". *Public Library Journal*, **11** (3), 77-80.

Dilley, R. (2000). "Libraries: read not dead". *BBC News* [On-line] 16 May.
http://news.bbc.co.uk/ [Accessed 31 May 2005]

Dixon, J. (1986). *Fiction in libraries*. London: Library Association.

Elkin, J. (2003). "The reader". In: Elkin, J., Train, B. & Denham, D. (eds.). *Reading and reader development: the pleasure of reading.* London: Facet Publishing.

Elkin, J. and Kinnell, M. (eds.) (2000). *A place for children: public libraries as a major force in children's reading.* London: Library Association.

Esson, K. and Tyerman, K. (1991). *Library provision for children.* London: AAL
   Publishing.

Eyre, G. (1996). "Promoting libraries and literature for young people". In Elkin, J. and
   Lonsdall, R. (eds.). *Focus on the child: libraries, literacy and learning.* pp. 172-191.
   London: Library Association.

Fischer, R. (2002). *Inside the literacy hour: learning from classroom experience.* London:
   Routledge Falmer.

Forrest, T. (2001). "Who's afraid of those declining adult issues?" *The Library Association
   Record,* **103** (3), 168-169.

Genoni, P. (2003). "Book review". *Library Management,* **25**(8/9), 404-405.

Gorman, G.E. and Clayton, P. (1997). *Qualitative research for the information
   professional: a practical handbook.* London: Library Association.

Goulding, A. (2002). "Public libraries and reading". *Journal of Librarianship and
   Information Science,* **34** (1), 1-3.

Hamshere, S. (1993). "In an impersonal world". *The Library Association Record,* **95** (3),
   167.

Harrison, K.C.(1996). "The rise and fall of the bookish librarian". *OCLC Systems and
   Services,* **13**(1), 21-24.

Hart, C. (2000). *Doing a literature review: releasing the social science research
   imagination.* London: SAGE Publications

Heather, P. (1981). *Young people's reading: a study of the leisure reading of 13-15 year olds.* Sheffield: The British Library Board.

Hendry, J. (2000). "Here comes the sun". *The Library Association Record,* **102**(5), 272-273.

Hill, J. (1973). *Children are people.* London: Hamish Hamilton.

Hughes, V. (1991). *Literature belongs to everyone: a report on widening access to literature.* London: Arts Council of Great Britain.

Katz, B. (ed.) (2001). *Readers, reading and librarians.* **N**ew York: The Haworth Information Press.

Kinnell, M. and Shepherd, J. (1998). *Promoting reading to adults in UK public libraries.* London: Taylor Graham. (British Library Research and Innovation Report No 72).

Lessing, D. (1998). "Love of reading". In: Cox, B. (ed.), *Literacy is not enough: essays on the importance of reading,* pp. 47-55. Manchester: Manchester University Press.

MacDonell, C. (2004). "Making the case for pleasure reading". *Teacher Librarian*, **31** (4), 30-33.

MacEwan, A. (1997). "Promoting fiction". *Public Library Journal,* **12** (3), 61-62.

Manguel, A. (1996). *A history of reading.* London: Harper Collins Publishers.

Mann, P. and Burgoyne, J. (1969). *Books and reading.* London: Andre Deutsch.

Mann, P.H. (1971). *Books: buyers and borrowers.* London: Andre Deutsch.

Mann, P.H. (1982). *From author to reader: a social study of books*. London: Routledge and
 Kegan Paul.

Mann, P.H. (ed.)(1985). *Back to books*. Loughborough: CLAIM. (CLAIM Report No.44).

May, T. (1997). *Social research issues, methods and process.* Buckingham: Open
 University Press.

McCracken, G. (1988). *The long interview.* London: SAGE Publications.

McKearney, M. (2003). "Reading at the heart of learning". *Public Library Journal,* **18** (4),
 102-104.

McKearney, M. (2004). "Reading, the ultimate shared priority". *Public Library Journal,* **19**
 (4), 1-5.

McKearney, M. et al. (2001). "Revolution by the book." *Public Library Journal,* **16** (4),
 116-119.

McLoughlin, C. and Morris, A. (2004). " UK public libraries: roles in adult literacy
 provision". *Journal of Librarianship and Information Science,* **36** (1), 37-46.

McNicol, S. (2003). "Reaching families". *Public Library Journal,* **18** (1), 15-16.

Mellon, C.A. (1990). *Naturalistic inquiry for library science: methods and applications for
 research, evaluation and teaching*. London: Greenwood Press.

Morgan, D.L. (1988) *Focus groups as Qualitative Research.* London: SAGE Publications.

Myhre, A.S. (2004). "Business or pleasure". *Scandinavian Public Library Journal
 Quarterly,* [Online], **37** (1), http://www.splq.info/ [Accessed 2 June 2005].

Olson, G.N. (ed.) (1998). *Fiction acquisition/fiction management: education and training.* New York: Haworth Press.

Packwood, A. (1994). 'The reading debate: the write weigh to do it'. In Barker, K. & Lonsdale, R. (ed.), *Skills for life? The meaning and value of literacy,* pp. 18-29. London: Taylor Graham.

Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods.* London: SAGE Publication.

Phelan, K. (1993). *Libraries and reading promotion schemes.* Bournes Green: Comedia. (The Future of Public Library Services Working Paper No. 5).

Pybus, R.L. (1998). *The management of books in public libraries.* West Ashton, Wiltshire: The Pybus Partnership.

Rogneflaten, E.H. (2004). "Libraries: vital to stimulate and improve reading skills". *Scandinavian Public Library Journal Quarterly,* [Online], **37** (1), http://www.splq.info/ [Accessed 2 June 2005].

Ross, S.C. (1999). "Finding without seeking: the information encounter in the context of reading for pleasure". *Information Processing and Management,* **35** (6), 783-799.

Russell, M. (2004). "Not fiction, not interesting?". *Public Library Journal,* **19** (2), 11-13.

Sanger, J. (1996). *The complete observer: a field research guide to observation.* London: Falmer Press.

Saricks, J.G. (1998). "Providing the fiction your patrons want: managing fiction in a medium sized public library". In Olson, G.N. (ed.) *Fiction Acquisition / Fiction Management: education and training,* pp.11-28. New York: The Haworth Press.

Spencer, J. and Mathieson, J. (2003). "Time for a change: co-operative reader development working in the North West of England". *New Library World,* **104**(10), 391-403.

Spiller, D. (2000). *Providing materials for library users.* London: Library Association

Spink, J. (1989). *Children as readers: a study.* London: Library Association.

Strauss, A.L. and Corbin, E. (1998). *Basics of qualitative research: techniques and procedures for developing grounded theory.* California: SAGE Publications.

Thebridge, S. and Train, B. (2002). "Promoting reading through partnerships: a ten-year literature overview". *New Library World,* **103** (1175/1176), 131-140.

Train, B. (2003). "Reader development". In Elkin, J. et al., *Reading and reader development: the pleasure of reading*, pp.30-58. London: Facet Publishing.

Train, B. and Elkin J. (2001). "Effecting change: reader development projects in public libraries". *Library Management,* **22**(8/9), 395-403.

Tucker, N. (1991). *The child and the book: a psychological and literary exploration.* Cambridge: Cambridge University Press.

Usherwood, B. (1989). *Public libraries as public knowledge*. London: Library Association.

Usherwood, B. and Toyne, J. (2002). "The value and impact of reading imaginative literature". *Journal of Librarianship and Information Science,* **34** (1), 33-41.

Van Riel, R. (1993). "The case for fiction". *Public Library Journal,* **8** (3), 81-83.

Van Riel, R. (ed.)(1992). *Reading the future: a place for literature in the public library*. London: Arts Council and Library Association.

Van Riel, R. and Fowler, O. (1996a). *Opening the book: finding a good read*. Bradford: Bradford libraries.

Van Riel, R. and Fowler, O. (1996b). "Why promote?". *Public Library Journal*, **11** (1), pp. 24-25.

Walters, R. (1995). "The library, the bookshop and the literature centre". *New Library World*, **96**(3), 21-27

Weinseich, T. (2004). "Eleven questions to the professor on the love of reading". *Scandinavian Public Library Quarterly,* [Online], **37** (1). http://www.splq.info/ [Accessed 2 June 2005].

Εθνικό Κέντρο Βιβλίου (1999). *Πανελλήνια έρευνα αναγνωστικής συμπεριφοράς: σύνοψη αποτελεσμάτων.* Αθήνα: Εθνικό Κέντρο Βιβλίου.

Εθνικό Κέντρο Βιβλίου (2004). *Β' Εθνική έρευνα αναγνωστικής συμπεριφοράς*. Αθήνα: Εθνικό Κέντρο Βιβλίου.

Κάραλης, Σ. (2005). "Όταν έχω διάβασμα βαριέμαι!". *Η Καθημερινή της Κυριακής,* 6 Φεβρουαρίου, σ. 25.

Καρκαγιάννης, Α. (2005). "Η θλιβερή ιστορία των σχολικών βιβλιοθηκών". *Η Καθημερινή της Κυριακής,* 6 Φεβρουαρίου, σ. 21.

Σχινά, Κ. (2005). "Λογοτεχνία και θρανίο". *Ελευθεροτυπία,* 11 Φεβρουαρίου, σ.4

Appendix I

1.Interview guidelines

First of all, can I thank you for agreeing to be interviewed today. The interview will help gather information to fulfill the research criterion for my Masters in Librarianship. The aim of this interview is to examine your opinions and attitudes towards reading and reader development.

If you do not object I will be recording this conversation. Pieces of the interview may be used within the research project. However I would like to assure you that your names and your library's identity and any other identifying attributes will remain confidential.

Before we begin could you please sign the consent form that confirms that your are aware and of all the above statements?

Questions for Chapter 5:

1. Do people use the public library?
2. Who are your users?
3. Why do they use your library?
4. What do you believe are the main barriers that forbid people from using the public library?
5. What is your perception of public libraries? Cons, pros, solutions.

Questions for Objective 1: *To examine public librarians' personal relationship with reading and to reveal their reading habits.*

1. How do you feel about reading books?
2. Where and when do you read?
3. Why do you read?
4. What fostered your reading habits?
5. Did your parents read to you?
6. How do you choose a book to read?
7. Do you take into account recommendations from all or some?
8. What would it be like if you couldn't read?

Questions for Objective 2: *To present public librarians' thoughts about Greek people's reading habits and to indicate the factors they believe attract or prohibit people from reading.*

1. Are you aware of the survey that was conducted by the National Book Center?
2. What have you got to say about the findings? Agree, disagree, amazed or you were sure it would be so?
3. Which factors attract people to becoming readers?
4. Which factors prevent people from becoming readers?
5. Do you believe libraries can contribute to the reading habits of people? If yes, how? If no, why?

Questions for Objective 3: *To determine the public librarians' level of existing knowledge in the field of reading and books.*

1. How would you describe your knowledge in the field of books and reading?
2. Librarians today lack adequate knowledge in the field of books and reading. Agree strongly, agree, don't know, disagree, disagree strongly.

3. Do you feel your education has provided you with the necessary equipment in order to promote reading?
4. Is there need for additional training?

Questions for Objective 4: *To describe public librarians' attitude towards reader development and reading promotion and to illustrate the ways by which they intervene in their users reading life*

1. What do you understand by the terms reading promotion and reader development?
2. Does your library promote reading? If yes, how? If no, why?
3. How do users select their books?
4. Do people need help in making choices? Agree strongly, agree, don't know, disagree, disagree strongly.
5. Do you promote books to adults the same way as you promote books to children? Why?
6. Do you promote your non-fiction as well as your fiction stock? Why?
7. On a scale of 1-5 how important do you consider the advice you provide to be?
8. Proffering advice or recommendations is patronizing. Agree strongly, agree, don't know, disagree, disagree strongly.

Questions for Objective 5: *To determine whether public libraries co-operate with other organizations and institutions in order to promote reading.*

1. Is there any liaison between this library and other literary and community organizations who are concerned with the promotion and development of reading? If not, why? If yes, what does this relationship involve?
2. Would you be interested in working with other libraries, schools and institutes to promote reading? If no, why. If yes, under which terms and circumstances?

Question for Objective 6: *To analyze the future role of reading in the public library according to the public librarians' perception.*

1. Do you see the promotion and development of reading as becoming an increasingly important role for public libraries in the future?

2.Timetable of Interviews

P.L.1 – 30th June, 2005.
P.L.2- 6th July, 2005.
P.L.3- 8th July, 2005.
P.L.4-8th July, 2005.
P.L.5-11th July, 2005
P.L.6-14th July, 2005.
P.L.7-15th July, 2005.
P.L.8- 18th July, 2005.
P.L9- 18th July, 2005.

Participant Consent Form

Title of Project: "Reading and reader development in Greece: the public librarians' approach"

Name of Researcher: Athina Mathioudaki

Participant Identification Number for this project:

1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

2. I understand that my identity will be kept confidential.

3. I give permission for members of the research team to have access to my responses.

4. I agree to take part in the above project.

Name of participant:……………………… Date:………… Signature:……………………

Name of researcher:……………………… Date:………… Signature:…………………..

Copies: One copy for the participant and one copy for the Principal Investigator/ Supervisor.