

Daiva Janavičienė

Features of bibliotherapy books

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Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

FEATURES OF BIBLIOTHERAPY BOOKS

Those who analyze and use bibliotherapy link its origins to “Pharmacy for [the] Soul” written above the entrance to the area where archaeologists have identified an ancient archive - document repository [Brewster, 2009; Dresher, 2008; Raguotienė, 2008]. This fact is attributed to the period before our era; therefore it is possible that people understood the healing power of the word (and the written word). Modern bibliotherapy has identified a number of common concepts:

- method of clinical treatment in psychiatry (the most prominent method representative in Lithuania - A. Alekseičikas) [Humanistinės, 2008];
- psychotherapeutic tool in psychology (In Lithuania this tool is used by psychologists Julius Kvederas, Regina Stančikaitė, publishing articles in the profession press; it is widely known and applied M. Molicka tale therapy techniques and theoretical ideas in Lithuania) [Kvedaras, 2008; Stančikaitė, 2008; Molicka, 2010];
- educational method for moral education, religion and other subjects methodologies [Bukantienė; 2008];
- reader service method or set of methods, theoretically analyzed and practically applied (less) in libraries, institutional care, the provision of social services [Janavičienė, 2011, 2012; Venskūnienė, 2010].

All variants of bibliotherapy techniques include going deeper to the text or document (book) reading. For the purposes of bibliotherapy, a necessary element is a depth reading of the text. The objective of the **study is to define functions of bibliotherapy books**. To achieve our goals we must identify key concepts of the research and analyze the various authors bibliotherapy measures (books and other documents) invoked by providing assistance to the reader. Formed presumptive a theoretical model of bib-

liotherapy book features and developed recommendations for practitioners who have chosen to apply the method of bibliotherapy in libraries.

The study used the content to analyze qualitative methods of comparison and abstraction of different author's thoughts, comparing and making analogies and generalizations. This is generated by the new model identifies practical recommendations for action.

Introduction

The definition of the concept of bibliotherapy is based on two Greek words: *biblion* – a book, *therapeia* – treatment, nursing care. The first meaning of the words associated with the book now has a broader meaning. It is generally advisable to treat book as the document for reading. In fact, reading - must also be understood more widely, not only through direct perception of the meaning of words recorded reading certain information. Bibliotherapy can recruit videos, images and text, or otherwise encrypted information as a tool for better understanding – feeling of information. Further in text the words book – document, like reading or other inquiry into the document is perceived as synonymous.

The second meaning of the word bibliotherapy is associated with the word “therapy”, which itself includes three different meanings in a modern world:

- **Treat** – clinical bibliotherapy is derived. It aims to treat certain (mostly mental) illness;
- **Nurse** – from this word is derived a sense of the word rehabilitation, recreation, replacement, support, or otherwise, define the types of bibliotherapy, the essence of which - to assist healing and recovery after illness quickly restore spiritual strength, energy, maintaining a good mood for the patient and his relatives, etc.
- **Care** – covering the widest range of help to our neighbor (or yourself) a range of measures, which are based on concentration to written texts, analyzing their meaning, taking over other recorded wisdom, experience, and thus promoting independence, personal creativity, positive personality development.

Clinical bibliotherapy conducted in medical institutions or supervised by medical, hereinafter referred to generally in terms of bibliotherapy, does not analyze the intention to treat. *Nursing* sense of bibliotherapy can be carried out by cooperating with health authorities and *care* purposes (educational bibliotherapy) can be applied in all social institutions (libraries, day care centers, workshops, social work, etc.).

The bibliotherapy process includes: 1) bibliotherapist (a person who selects, recommends documents for reading), 2) deeper understanding of the meaning of the text (text reading and analysis), and 3) the reader who

is willing to go deeper into the text and grasp. In some cases, the reader himself decide on the choice of the books for the reading, in such case, remains two actors – the reader and the document.

The reader should be ready to go deeper into the text and be able to understand and feel it. The document must: meet the reader's needs and not harm. The document must have a meaning that potentially could help the reader. It makes core function of bibliotherapy books. Further review of bibliotherapy books by various authors to distinguish the criteria and to summarize them.

Analysis of bibliotherapy books functions

Personal socialization takes place by successive adopting of information collected by others, transforming it into personal experience, skills and wisdom. An essential role in the socialization process takes a person and directly contacts them to people – family members, teachers, friends, etc. More often, in literate societies we obtain information from the media, including written documents. Tales a mother reads (in rare cases - tells) to little ones at bedtime, children tumbling illustrated books from there they become acquainted with new concepts – later will naturally trust the printed word, looking for and finding knowledge. “Each person's path from the primer or fairy [...] to Goethe and Proust infinitely long. In this way, each book can be a stepping-stone on which you can climb and learn [a] better understanding of life itself, time.” [Raguotienė, 2008, pp. 73].

In M. Molicka words, for those who face problems, “literature helps us to understand your situation, motivate action and change - as well as gain self-confidence. [...]. The book should provide support for the fight with person himself to calm down, get rid of fears, help to shape an adequate view of the world, to find their place in it.”[Molicka, 2010, pp. 134-135]. So, using literature practiced bibliotherapy is one of the methods of interpretation that can help people.

The features of bibliotherapy books are presented both by authors reporting bibliotherapy practice in their work and researchers analyzing theoretical models of bibliotherapy, J. Stanley [Stanley, 1999] distinguishes different types of literature. She uses bibliotherapy practice, recommending to read certain books to help people problem solve their issues. She divides bibliotherapy sources: *fiction, nonfiction, self-Help books, poetry*.

In each of these major groups the author distinguishes a number of areas. For example, they divide fiction into novels, Westerns, mysteries (mysteries), historical novels, romance novels, and science fiction. In each of the aforementioned types of literature J. Stanley offers a few specific books and comments on what situations this book aided its read-

ers. It can be argued that each J. Stanley recommended book is carried out and the potential readers have some help - bibliotherapy function [Stanley, 1999].

J. Dresher presents functions of bibliotherapy books by analyzing tools in the bibliotherapy process. She perceives literature as the main source of information, which helps to emotionally convey human values and aesthetic perception, reflected in the personal "evil" and "good" categories formation [Dresher, 2008, pp. 80]. The author presents such bibliotherapy literature classification: *Classical Fiction, Critical literature and journalism, Humorous and satirical literature, Aphorisms sets, Folk, Scientific - fantastic literature, Detectives and adventure books, Dramaturgy, Specific scientific literature, Special medical literature, Scientific - popular literature, Educational literature, Legal literature, Philosophical literature.*

Each of the mentioned types of literature, in J. Dresher's opinion, can be used to help people. Introducing a separate type of literature, the author refers to the basis on which they can be useful. For example, recommending humorous and satirical books Dresher argues that a humorous glimpse into the world makes the reader extend to look inside themselves or others, helps to gain psychological security, and enables them to see and discover new shades in communication, it is easier to treat and solve problems. From experience laughter dispels accumulated tension and discomfort in communication.

J. Dresher proposes also using detectives fiction for bibliotherapy purposes. While the modern world is full of aggression emanating from the media, it raises the desire to resist such literature for bibliotherapy purposes. On the other hand, one cannot disagree with the author that this type of literature is one of the most popular and therefore the recommendation to read it does not rise negative thoughts on the part of the reader. It can successfully be helpful: when a person is prone to the generation of negative feelings, intuition training naive individuals (tracking events, anticipating), or readers who prefer "any suspicion" in order to inspire the disclosure of secrets, or in situations where it is necessary "to remove the rose-tinted glasses" and show a reality [Dresher, 2008, pp. 82].

Separately J. Dresher distinguishes scientific (special medical), legal, and educational literature. The author sees the professional knowledge sources help a person to precisely depict the foundation of a situation in which they are presently in. It's hard to disagree with the author's words "in legal literature you can demonstrate [a] reader's responsibility for wrong actions, which he justifies, cannot see or does not recognize as harmful" [Dresher, 2008, pp. 83].

Both authors (Dresher and Stanley) recognize fiction literature as a core source of information suitable for bibliotherapy. J. Dresher distinguishes classical literature because it is "time-tested" and clarifies values and feel-

ings. The author names “problem” modern literature books as appropriate for readers to see their misdeeds and their possible consequences, ways of overcoming problems [Dresher , 2008].

Disclosing the therapeutic mechanism of bibliotherapy, D. E. Pehrsson, P. S. McMillen [Pehrsson and McMillen, 2005, pp. 3] point out that the majority of researchers use Shrodes psychodynamic model. It combines the effects of bibliotherapy identification (with characters in the book, their feelings, etc.), and catharsis of integration steps. This model is more appropriate, when using fiction literary sources and less - of other types of books of literature (scientific, educational, legal, etc.). The latter book gives some knowledge and can form a reader’s behavior (for example, after clearly read legal literature on which of his actions are inappropriate and what kind of punishment they can receive, a person can change their belief or even behavior).

Other researchers have also distinguished two types of bibliotherapy based on where the guiding therapeutic process happens [Brewster, 2009; Sučylaitė, 2011; Turner, 2008]. *Reading therapy* focuses on the content of books. In this respect, there is the doctor’s prescription of a book, from a list made in advance with collaboration of responsible authorities (health and public libraries). *Therapeutic process* is based on the granting of additional knowledge about a healthy lifestyle, a variety of health measures that can change individual’s attitudes, beliefs and behaviors. *Interactive bibliotherapy* is based on emotional grounds, sensed information and conducted interview about it. This method uses literature which produces experience (fiction, poetry, myths, etc.). The researcher points that the book itself (its content) may lead to completely different reactions; it may be understood and interpreted differently. Therefore, the process needs a dialogue which helps to discover and develop the therapeutic aspect of the work.

Psychotherapist A. Alekseičikas uses bibliotherapy approach. He reveals that over 40 years’ experience in private business, he has made a biblioreceptarium of approximately 200 books [Humanistinės, 2008, pp. 91]. It identifies these main sections: 1) the medical literature, 2) specific psychotherapy literature, 3) popular science psychotherapy literature, 4) spirituals, religious and philosophy literature. According to him, bibliotherapy in Psychiatry is an integral part of the dialogue about reading text. According to the author, “for patient healing with bibliotherapy, sometimes it is enough “two-word” or “two-line” and sometimes requires two texts, or two books. However, the reader needs more than the information or knowledge. Find the “two lines”, to live with them, to become a mediator in recovery – it is psychotherapist commitment” [Humanistinės, 2008, pp. 9].

From past experience and summarized literature it is seen that practitioners using bibliotherapy approach have their favorite set of bibliotherapy books. More often they use passages from books, certain places, or a short

story - because a person can read short text right away and immediately discuss it. Publications written by practitioners and their speeches suggest that they are more often used for short philosophical literature and literary classics that are well known, classic, emotionally and imaginatively specifying text that reveals humanistic values. The popular bibliotherapy measures attributable to the tale with archetypal charge, magic formulas for the beginning of a long time, a long time ago somewhere in the kingdom... and the end of "all lived happily ever after", such makes a reader have positive feelings.

Poetry, as a therapy tool is used for emotionality, variety of images and symbols, delicate piece and also for the possibility to discuss the work inspired by the idea. J. Sučylaitė herself is a poet. She has her favorite authors and a small collection of books of poetry, where she finds ideas for poetry therapy sessions. Poetics therapist during a session tries to choose a poem that encourages imagination and involves and encourages creative interpretation, unwittingly "black thoughts" transforming into "good" [Sučylaitė, 2011; Sučylaitė and Švedienė, 2012].

G. Raguotienė, cites XVIII-century German author Georg Lichtenberg Kristof, who wrote: "The book - it's a mirror. If an ass will look at it, it will not see Holy. Paul" [Raguotienė, 2008, p. 73]. Information deciphers what we recognize in our experience. Many scientists analyzing bibliotherapy emphasize that the same book can be read in very different ways. It means a fixed content can be perceived and interpreted to the contrary. In this way bibliotherapy book functions lies not so much in the book (in the content) as in bibliotherapy participants (bibliotherapeutic and the reader) ability to transform the information.

Features of bibliotherapy books: a theoretical model

Bibliotherapy method is based on the deepening knowledge of a book, so the book is one of the key process steps in bibliotherapy. Using the book, one seeks to understand the information it contains and to transform it into personal experience. The function of bibliotherapy books depends on the purpose (according to the distinguished bibliotherapy species - treatment, care, custody, change attitudes, behaviors, more aware of their personal development, etc.). Achieving the objectives, books are selected from different literary genres groups (fiction, science fiction, poetry, special teaching - the legal literature, etc.). Thus functions of bibliotherapy books can be determined by the genre they represent.

Bibliotherapy books generalized effect may occur within the emotional and rational understanding of the information. In this case, the choice of species of literature is related to the intended word effects (see fig. 1).

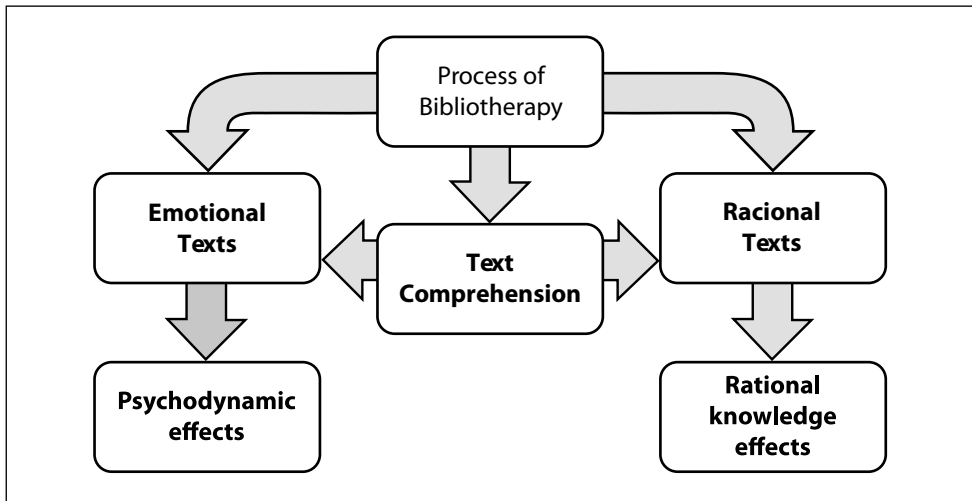


Fig. 1. Function Resolution of Bibliotherapy Books. Source: own research

Function of bibliotherapy books get the choice of activities and use of literary character. The scheme can be applied to the analysis of *reading and interactive bibliotherapy*. Here reading therapy would be rational texts, suitable for self-study, and texts strive for psychodynamic effects. Content of the perception factor is a must. Notable differences in perception and wide characters, symbols (the content of the information conveyed) treatment is important in any bibliotherapy process. Therefore, using any method of bibliotherapy practice, the important role is played by a return call, when trying to discuss how information is perceived how it is important for the reader. To summarizing the model of bibliotherapy book features, it may be asserted that the features occur within the bibliotherapy process used in literature: the choice of species, the specific objectives of rational knowledge, authorization or emotional experiences and psychodynamic effects. Features of a bibliotherapy book are non-separate from the decoding process.

Recommendations for libraries

Choosing the direction of application of bibliotherapy, a library must decide which features will be used for books. If bibliotherapy is the rational development of knowledge, you should seek professional teambuilding through other fields and list prior literature (health tools, healthy lifestyle, healthy eating ways and so on.). Known books should be recommended to the service providers to allow for feedback and discussions about reading

text. If the service aims for psychodynamic effects (identification, catharsis survival and internal integration) librarians should create a collection of books saturated with specific emotions, which would be adequate for readers age, interests, education. This type of service is required to have feedback (discussion about reading the text, its interpretation, emotional survival, and a willingness to change the situation and the expected willingness to change behavior). Such a service is advisable to start with the practice of other bibliotherapy persons proposed texts for pre-reading deep reading and discussion with peers. For beginners to obtain bibliotherapy experience, it is recommended that they participate in master classes, workshops, and experience reflection.

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Daiva Janavičienė

Charakterystyka książek wykorzystywanych w biblioterapii

Streszczenie

W artykule omówiono funkcje książek wykorzystywanych w biblioterapii według kluczowych założeń stosowanych w tej dziedzinie (kliniknych, psychoterapeutycznych, wychowawczych oraz bibliotekarskich).

Przedstawiono i streszczono stanowiska zarówno praktyków: A. Alekseičikas (2008), J. Stanley (1999), Sučylaitė (2011), M. Molicka (2010) jak i teoretyków biblioterapii: L. Brewster (2009), D. E. Pehrsson i P. S. McMillen (2011), B. Sturm (2003), Drescher (2008) oraz stworzono teoretyczny model książki biblioterapeutycznej. Uwzględniono również porady dla osób prowadzących zajęcia z biblioterapii w księżnicach.

Przedstawiona metoda bazuje na książce jako podstawowym narzędziu w procesie biblioterapii. Prezentuje jego główny cel – jak wykorzystując książkę, można przekształcić zawarte w niej informacje w osobiste doświadczenie. Jednocześnie wskazuje, że wybór typu książek zależy od założonego efektu. Zwraca uwagę na pomocne gatunki i rodzaje literackie – beletrystykę, fantastykę naukową, poezję, literaturę specjalizacyjną, np. prawniczą, itp.

Efekty mogą zostać osiągnięte dzięki emocjonalnemu i racjonalnemu odbiorowi przekazywanych informacji, w czym pomaga prawidłowo dobrany rodzaj literatury.

Stworzony w trakcie badań model książki potwierdza wpływ literatury na proces poszukiwania racjonalnej wiedzy, kształtowania doświadczeń emocjonalnych, skuteczność terapii psychodynamicznej oraz jest nieodłącznym elementem dekodowania.

Słowa kluczowe: biblioterapia, programy biblioterapeutyczne, książka terapeutyczna