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## A Case Study on the Bibliotherapy Class -Focusing on Lee Chung-jun's novel *Snowy Road* -

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### Abstract

*This study is an example of a class of bibliotherapy through Lee Chung-joon's novel Snowy Road. Bibliotherapy proceeds through the process of identification, catharsis, output, insight, and application through reading. Through research, students objectively examine the situation of the character in the novel and compare it with their own situation. Students evaluate the situation of the character in the novel, experience the various life positions of the character in the novel by answering "What would you do if I were a character in the novel," and express their willingness to live differently from their lives. At the same time, I look into my relationship with my parents and seriously think about whether there is a problem and how to solve it if there is one. Through this process, students specifically suggest ways to think about and solve their emotions and problems. In the end, students' hurt feelings can be partially or sufficiently healed through reading. Through this study, it is expected that the method of bibliotherapy will be more concrete and develop in a positive direction.*

**Keywords:** Emotional, Bibliotherapy, Identification, Catharsis, Output, Insight, Application

### 1. INTRODUCTION

After "COVID-19," modern people have pursued various ways of life. The change in life from contact to non-contact eventually mixed contact and non-contact. It served as an opportunity to choose the various ways of life pursued by each individual. These changes in life cause many modern people to experience dissatisfaction rather than satisfaction in social life or relationships, and many suffer personal emotional damage. The emotional damage received by an individual can further alienate the individual from social relationships. At this point, modern people also pursue a life of personal healing from nature or various things.

This study aims to propose healing methods through reading in various healing methods for emotional damage received by individuals and contribute to developing them in a more positive direction. Until now,

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healing through reading has been continuously studied, but in terms of content, development into a specific and realistic method is insufficient. Except for the research of some specific academic societies, the direction of the study was limited. Therefore, this study aims to specify and develop the method of bibliotherapy through class cases for general college students.

## 2. THEORETICAL BACKGROUND

Reading provides information and provides indirect experiences as an act of communication. Reading forms the basis of human behavior, from reading, writing, speaking, and thinking. Humans grow and change through reading.

Bibliotherapy is the use of literary works for therapeutic purposes to heal a person's mental conflicts or emotional problems. The term "Bibliotherapy" comes from the Greek words "biblion" and "therapia". Therapy is a word that corresponds to "cure" in English, but in bibliotherapy, it implies "enlighten" or "promote" insight in content. In other words, bibliotherapy contains elements of perception and integration based on self-understanding [1].

Bibliotherapy has been defined in various ways from the general definition of "healing the human mind through reading books" to subdivided meanings applied to special objects and situations in specialized areas such as psychiatry, pedagogy, and counseling.

Bibliotherapy is a way to heal and recover a wounded mind by expanding the influence of reading. Bibliotherapy focuses not only on the intellectual activity of cognitively understanding the contents of a book and acquiring knowledge, but also on emotional and emotional responses to heal the sick [2].

The term bibliotherapy was first used by Samuel A.C. Crothers in 1916, and books were selected and actively used by psychiatric patients. The three principles of bibliotherapy are the principle of identification, the principle of catharsis, and the principle of insight. This principle learns the wisdom of overcoming adversity through identification of characters in literary works and insights into the work. Through the development of the work or the role and conversation of the character, you experience catharsis and obtain recovery and healing [3].

Bibliotherapy leads to catharsis as the reader feels homogeneity in the work and emotions are introduced. However, the characters and situations in the book are not the reader's own, so you can feel some distance. This sense of distance plays a role in helping the reader objectively recognize and evaluate the situation to reach problem-solving.

The role of modern reading therapists or reading counselors is to connect reading participants and reading materials. Bibliotherapy is a process of restoring a healthy self by reaching emotional insight in the close interaction between reading participants and reading materials, that is, in the continuous action of distance and bonding [4].

Bibliotherapy includes the meaning of self-actualized. Reading participants become the subject of reading therapy and develop their own insights and solve problems through close interaction with books.

You may have been immersed in the story while reading a story similar to my life story, having a hard time with the worries and conflicts in the book, and feeling deeply moved by the ending in the book. This is the beginning of bibliotherapy. We are shocked by self-recognition as we face the characters in the fictional novel. Bibliotherapy begins with this shock, which goes through an "ICOIA" process. "ICOIA" is an abbreviation for the following process (Figure 1) [5].

I would like to further specify and develop the direction of the study of bibliotherapy by studying class cases that conducted healing writing and discussion after reading Lee Chung-joon's novel *Snowy Road*.

Identification	→	Catharsis	→	Output	→	Insight	→	Application
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**Figure 1. ICOIA**

### 3. BIBLIOTHERAPY CLASS CASE

#### 3.1 Research Design

This study conducted the "Basic Writing – Bibliotherapy" program eight times, including the first semester of 2021, summer vacation, second semester of 2021, winter vacation, first semester of 2022, summer vacation, second semester of 2022, and winter vacation. The number of students who participated in the class was 5-10 per class, and grades 1, 2, 3, 4 and evenly participated. It is a study on bibliotherapy and writing taught with students. Although I read various books in bibliotherapy, this study analyzes the bibliotherapy and writing of Lee Chung-joon's *Snowy Road* conducted every time. Lee Chung-joon's *Snowy Road* is a short story about the feelings between a mother and her son and the process of healing their wounds. The mother's and son's emotional lines are properly expressed in the content, and it was selected as a book that allows students to fully verify their effects in discussion and writing before class.

The researcher designed the following composition according to the process of bibliotherapy.

Identification, catharsis, expression – 9 questions

Insight – Writing

Application – 5 questions

Writing and discussion were conducted together, and we will focus on the differences and effects of students' writing for each question. Each question was made and used by the researcher as a question for therapy.

#### 3.2 Analysis Results

##### 1) Identification, catharsis, output

**Table 1. Question of Identification, Catharsis & Output**

**3. Identification, catharsis, and output - Read Lee Chung-joon's *Snowy Road*(1977) and write about the following questions.**

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|--|
| ① Summarize the contents of the novel <i>Snowy Road</i> .                      |
| ② Talk from your son's point of view.  |
| ③ Talk from a mother's point of view.  |
| ④ What is the problem between the son and the mother?                          |
| ⑤ What is the cause of the problem between the son and the mother?             |
| ⑥ What do you think is the solution to the problem between a son and a mother? |
| ⑦ What would I do if I were a son?   |
| ⑧ What would I do if I were a mother?  |
| ⑨ What is the most memorable part of the work? Tell me why.                    |

The above questions consisted of questions in the process of reading a novel, identifying yourself with the characters in the story, feeling catharsis, and expressing them. ②Most of the students' answers to the question "son's position" said, "I must be very resentful that my mother did not help me when I was young in need of

my parents' help."

③Students' answers to the question 'mother's position' were diverse. He expressed various feelings about his mother's position, such as "I would be sorry that my mother couldn't help," "I would not have been able to ask my son for help," and "I'm proud of my son, but I would have been lonely that he didn't like me."

④Regarding the question 'problem between son and mother', the students said 'lack of conversation', 'lack of expression', 'lack of immersion and understanding of each other', 'because we don't meet often', 'emotional disagreement', 'indifferent to each other, and empty family'.

⑤As for the cause of the problem between son and mother, the students said, "The time of disconnection of conversation is too long," "childhood poverty," "lack of communication due to poverty," "lack of understanding each other for a long time," "due to debt left by my brother," and "look away from each other."

⑥Most of the students said that "the solution to the problem" was "need honest conversation," "expression in words or writing," and "need for state support."

⑦Regarding the question "If I were a son," students said, "I would be like a son in the novel," "I think I would console and protect my mother when I was young, and I want to talk and solve things together as an adult," "If I were a son, I would have taken care of my parents even a little bit."

⑧Regarding this question, "If I were a mother," students would have felt sorry for my son and rather disappeared somewhere, but tried to soothe his son's heart," "I would have expressed my sorry for my son's lonely school life," "I would have liked to talk carefully, and I would have come out of the book." They say, "I can't tell my son what's inside, and I think it'll be difficult to show my disappointment."

⑨In this question, "the most memorable part of the work" is "the sight of my mother and son walking together at dawn and my mother returning alone," "the house was sold, but I rented it for a while on the day my son returned," "the old man and I were unable to fulfill each other's duties due to difficult family circumstances." They include the part, "I prayed for my son's future, saying, "I will get a good luck and live a good life." (Table 1).

The most important part of the "questions of identification, catharsis, and output" is the questions ⑦ and ⑧. ⑦In the question "If I were a son," the son in the novel does not try to solve the problem with his mother, but stays indifferent and realizes his mother's love with his wife and sheds tears of repentance. Without his wife, the son may not have been able to restore his relationship with his mother forever. However, there were many positive responses from the students that they would try to solve such problems directly with their mothers if the son's position in the novel was the case. In the end, they will act actively to solve the problem.

In addition, in Question No ⑧ If I were a Mother, students sympathized with their mother's situation, felt sorry for their son, and said they would take measures for their own lives and comfort their son's heart. In the end, students sympathize with their lives through the images of their sons and mothers in the novel, but they expressed their willingness to actively solve themselves without leaving them as each other's emotional problems for such a long time.

## 2) Insight - Writing

The end of Lee Chung-joon's novel *Snowy Road* is the highlight of the novel, in which the mother's deep love for her son is dramatically expressed, and the son realizes the mother's true love and sheds tears of repentance. Students were asked to write their feelings about this part. Some of the students' feelings are as follows (Table 2).

Students' feelings vary, but they have something in common. In the end, the mother and son confirm their

love for each other and heal each other's hurt feelings to some extent (see Table 3.). This is the part where the mother's love for her son is confirmed and the son reflects on his feelings for the mother. For the first time, the mother expressed her deep love for her son by revealing her inner feelings about her son. In this part, students feel moved, confirm the love between their mother and son, and praise their daughter-in-law's efforts. Students become subjects and insight into their works and solve problems through close interaction with the characters.

### Table 2. Insight - Writing

#### 4. Insights - the end of the novel *Snowy Road*(1977). Read the following and write what you felt.

- ① It was really touching to see the son shed hot tears after learning the silent mother's love for his son and the mother's love.
- ② I felt sorry for the times and situations that made the relationship between the mother and the mother like this, and I felt sad because I felt the mother's heart of worrying and apologizing for her son. In addition, I was so sympathetic to my mother's heart that she could not enter the village with her swollen eyes.
- ③ At first speaking of the past, which was a misunderstanding, while spitting out festering and festering words as if he would not tell the speaker's wife, I thought here, perhaps, that the mother knew that her son was actually awake.
- ④ As my son, who listened to my mother's story, learned about my mother's inner thoughts and felt that he loved me, his childhood wounds seem to be healed to some extent. And at that time, the fact that my mother couldn't go back home was the part where she was most empathized because she showed how sorry she was and how much she loved her....

### 3) Application

The following is a question that applies to me after reading Lee Chung-joon's novel *Snowy Road* (Table 3).

### Table 3. Application

#### 5. Apply - Write the following questions about my relationship with my parents.

- ① What is the relationship between me and my mother?
- ② What's the relationship between me and my father?
- ③ What is the problem with my relationship with my parents (father, mother)?
- ④ What do you think is the cause of the problem between me and my parents?
- ⑤ What do you think is the solution to the problem with me and my parents?

①Regarding the question "relationship between me and my mother," students expressed it as "relationship that is moderately close," "friend-like relationship," "comfortable relationship," and "relationships that are far away but can talk on the phone or Kakao Talk with each other."

②Regarding the question "relationship between me and my father," students said, "It's not bad, but I think it's a little difficult to treat him because he's been quiet since he was young," "A relationship that listens to my father's good words," "a man friend or a strong presence who jokes," and "a relationship that listens to my concerns and shares stories about daily life." There may be gender differences, but overall, there is no significant difference between the father and the mother, and the degree of conversation is only a little different. After all, I get along well with my parents.

③Regarding the question "problems in relationship between me and my parents," students said, "There is nothing wrong with each other, but my mother seems to give up a little," "My mother is open, and my father

is conservative, so there is a conflict when dealing with me," and "I am blunt with each other." There is no big problem, but it does not mean that there is no problem with the relationship with parents. Conversations with parents are easy to cut off, so it seems important to live together and have more conversations, and to keep in touch often if you stay away. Students get along well with their parents, but they know exactly what their problems are with them, and they also know how to solve them through this opportunity.

④Regarding the "cause of the problem," the students said, "Unconditional nagging is the cause of the problem," "personality differences between parents," "my laziness," "difference in opinion," "interruption of conversation," "not often seen because all families live separately," and "changes in values and lack of communication." Students are also clearly aware of the cause of their problems with their parents.

⑤As a solution to the problem, students say that "expressing different thoughts and understanding each other while talking," "not making things that mothers are worried about," "Make sure to eat together when you go home," "making time to gather at your parent's house often," and "understanding between parents comes first." Students are also providing solutions to problems between themselves and their parents.

#### 4. CONCLUSION

This study is about a class case in which Lee Chung-joon's novel *Snowy Road* was read and healing writing and discussion were conducted. Students viewed and evaluated the behavior of the character in the novel from an objective standpoint. In addition, he answered the question, "What would I do if I were that character?" and became the main character in the novel, considering and suggesting a solution to the problem. In this process, you experience the process of 'identification, catharsis, and expression' of characters through reading. By writing about the touching part of the novel, one expresses one's feelings in detail and "inspects" the novel. In the part of 'application' in which one's situation is substituted in connection with the novel, one embodies one's situation and allows one to look into one's life. It allows them to seriously think about their lives, show their willingness to solve problems if they have problems, and specify and develop them so that they can be linked to actions.

Healing through reading is to sustain the bond through the close interaction between reading participants and reading materials, and to lead to emotional insight so that the self of reading participants can be restored healthy. The effect of reading therapy is that the participant becomes the subject and leads a life of solving problems.

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