

## **Exploring Bibliotherapy as Psychological intervention for law undergraduates: A look at Autobiographies in a Library setting**

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**ABSTRACT:** *Undergraduate Law Students training is organized in such a way that they can multi-task through diverse activities ranging from classroom discussions, understanding the principles of law and mastering legal arguments, participating in mock and moot trial, clinical legal education and studying. These activities make them become better lawyers after graduation however they have also become challenges documented to lead to psychological trauma for some students. Extensive literature review, content analysis as well as interview methods were used. The conceptual framework of the study was based on analysis of 3 Autobiographies and literature review. Autobiographies by Bisi Adeleye-Fayemi and Chimamanda Ngozi Adichie were selected. They are: “Where is your Wrapper”, “Speaking above a whisper” and “We should all be Feminist”. Texts from these autobiographies that answered the research questions were selected for annotations; they provide research evidence showing that autobiographies can be used as bibliotherapy intervention in handling psychological trauma that could arise from activities in law faculty environment. A structured interview carried out on a medical doctor (director) in a government hospital, when placed in juxtaposition with results of literature review, showed that law environment is not the only stressor to undergraduate law students. Background factors to each student were also found to contribute to psychological trauma in law environment. Hence it was concluded that bibliotherapy was essential intervention technique for undergraduate law students. It was further shown that academic law libraries can be a medium of bibliotherapy intervention for law undergraduates.*

**KEYWORDS:** bibliotherapy, law students, autobiographies, law libraries, Chimamanda Adichie, Erelu Bisi Fayemi.

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## INTRODUCTION

Bibliotherapy is a two greek word made up of “Biblio” (book) and “Therapy” (healing). It’s a term that connotes healing through the means of literature. Bibliotherapy is the act of using books to assist people manage their mental, physical, developmental and social problems (Partnership, 2011). Under bibliotherapy, a reader interacts with characters in a literature (Kurtts & Gavigan, 2017; Mayo Clinic, 2022 & Tukhareli, 2011) that depicts the situation normally encountered in society and provides a mirror through which such reader looks at his or her situation. This is why literatures to be used as bibliotherapy are critically scrutinized to ensure they are able to provide the intended result. For through such literature a relationship between inanimate book and the reader is established and the reader or patient is prone to carrying out actions that were depicted in such literature (Tukhareli, 2011). Hence intervention is established because therapy becomes voluntary action carried out by the reader who has developed interest in such literature; and in the process of such intervention identifies by himself his ailment and therapy. Doctors many times carry out bibliotherapy by telling stories during consultation (Lindsey, 2021), which leads to patients opening up to identification of the root cause of their ailment. Hence whether it is reading carried out manually or reading by audio –visual, the essential thing is that there is identification of root problem that aids in healing process. In medical environment, it is applied as a support to other forms of therapy (Lindsey, 2021); while in non-medical environment, it is used to douse tension, instill adjustments and confidence in a new and challenging environment to achieve the aim of such organization. Hence in non-medical environment, it could be prolonged and arranged systematically to gradually attain the intended output. The essence of bibliotherapy in non-medical environment especially schools and institutions is because children and young adults come from different family backgrounds (Ogba, 2019) and could have inherent stressors already with them or features that would not blend well with activities and social life in their academic environment (Rapp, 2022; Robinson, 2022); and so would require assistance for adjustments. In NHS (2022), it was the conclusion that where assistance is not given for excessively long time, it would lead to behavioral actions that could affect output and expose such person to serious psychological illness.

In Umberson & Montez (2010), it was found that lack of social support is a factor that would lead to psychological illness. In Krieger (1998), Masimiliano and Prue (2009), Larcombe, Malkin and Nicholson (2012), lack of social support was found as an inherent factor to psychological illness in law environment. In these studies, intense competition rather than team work and social segregation rather than social connectedness was practiced. Introducing bibliotherapy in a tensed environment as law, would help law undergraduates learn how to provide social support to one another while also carrying out their academic activities. Hence they will learn a healthy way to excel and handle their academic and social stress. According to

Lindsey (2021), prescriptive bibliotherapy is relevant for law undergraduates and students in tertiary institutions due to its ease of application. In prescriptive bibliotherapy, the ailment or psychological issue is already ascertained and factors responsible for it are already known and a prescription in the form of non-fiction books and literature is available for application in therapy (Lindsey, 2021). In prescriptive bibliotherapy, the ailment can also be revealed as the storyline or narrative in literature progresses and the solution also revealed through the narratives in the literature (Lindsey, 2021). Hence it can be self-initiated and interest to initiate therapy by a student can also be aroused through proper library service strategy where therapeutic books are displayed in a catchy way; as part of resources in an academic library. This means that bibliotherapy is not only applied based on medical recommendation of a doctor; it is also applied where there is a need to induce therapy or assist people cope in an environment (Rudman, Gagne & Bernstein, 1993).

Academic Law libraries provide the base and support system needed for law undergraduates program. They have a service structure and leadership that can accommodate the application of bibliotherapy; since bibliotherapy provides healing through stories or narratives with the aim of restricting mindset and redirecting the person to a healthy manner of thinking and acting. In Bledsoe (2022), it was applied through storytelling to foster diversity among students. Applying bibliotherapy through service structure would provide the needed benefits when it is done in such a way that it arouses the interest of students and they understand the need for it. As a result of this, bibliotherapy when applied in an academic library would have to be accompanied with orientation about its benefits and integrated into course curriculum where possible. To integrate it into course curriculum, it would need to be included as topics in a course. In line with this, this study explores ways bibliotherapy can be applied in legal education through library services. Literatures on law undergraduates were studied, areas of depressants were noted and medical condition for such depressants was ascertained. Books that could be used for bibliotherapy were selected to analyze their contents; they were analyzed and some evidences from them selected for annotations.

### **Statement of Problem**

Undergraduate law students program is structured in such a way that its pedagogy exposes them to daunting task of understanding the rudiments of law in such a way that they are able to respond to real life situation using legal precedents. They are exposed to legal theories and practice; and also get involved in inclusive classroom sessions where they apply them in legal reasoning. They are also exposed to diverse competitions where they are tried in speech, composure, writing and their abilities in mock and moot trials. This is in addition to social class segregation that has been documented to exist among them. These have become stressors leading to psychological issues; with no documented measures put in place to alleviate the pains associated. As a result, these students become emotionally imbalanced even after graduation;

affecting the way they relate and handle issues of life. While understanding the place of bibliotherapy in providing emotional balance, it becomes necessary to explore its usefulness to law undergraduates in Nigeria.

### **Objective of the Study**

The main objective of this study is to explore how bibliotherapy can be useful to law undergraduates through library services. Specific efforts were made to:

1. Find out the challenges normally faced by law undergraduates through literature review.
2. Investigate the medical condition law undergraduates are exposed to through these challenges.
3. Reveal how bibliotherapy can be useful to law undergraduates through library services.

### **Research questions**

The questions which this study sought to answer were:

1. What are the challenges normally faced by law undergraduates as revealed by literature review?
2. What are the medical conditions faced by law undergraduates due to their challenges?
3. How can bibliotherapy be useful to law undergraduates through library services?

### **LITERATURE REVIEW**

Bibliotherapy is a medical term that involves the use of book for therapeutic application (Kurtts & Gavigan, 2017). According to Abimbola and Aramide (2022), Petterson (2018) and Partnership (2011), bibliotherapy is applied when handling issues that concerns mental and emotional wellbeing; social and physical relationship. In Tukhareli (2011), bibliotherapy was applied to treat the emotional and social effect of stigma occasioned by the treatment of HIV infection while in Abimbola and Aramide (2022), bibliotherapy was applied as a solution for lack of interest in reading, among secondary school students. In Petterson (2018), bibliotherapy was applied to correct lack of confidence, mental issues and lack of social wellbeing. These are studies that show how bibliotherapy was applied to address different psychological issues that could be recurrent among students. In Sheldon and Krieger (2004), law students who recorded high social wellbeing (SW) at the beginning of their first year, got their SW plummeted due to much concern on their appearance and the need to attain high grades in order to get lucrative jobs after their graduation. In Massimiliano and Prue (2009), issues of self-attainment as found in Sheldon and Krieger (2004) became recurrent among law students that it became a factor to social relationship; in this study, the academic ability of students determined the social group they belonged to and how well they are accepted. This was found to be an academic trend which contributed to immense mental health issues among law students (Rapp, 2022). This has

followed earlier conclusion in Robinson (2002) where it was asserted that the tendency towards depression for law students is immense and follows them even after graduation.

Diverse studies on law students have shown that law school has a damaging effect on them (Sheldon & Krieger 2007; Krieger, 1998; Krieger, 2011; Robinson, 2022; Rapp, 2022); it has also been documented that law school environment is responsible for students' wellbeing, values and motivation (Rapp, 2022). Hence the way students are able to adjust in law school environment determines how they relate and engage. As a result, those who do well academically have intrinsic motivation and have made it their primary concern to do better than their peers; they are those that have strong competitive spirit. While they do well in their academics, they lose out on values that are relevant in social relationship (Rapp, 2022). Previous study by Benjamin, Kaszniak, Sales and Shanfield (1986) asserts that law schools in the process of educating students have turned them into psychological and emotional wrecks. Data analyzed in Benjamin, Kaszniak, Sales and Shanfield (1986) showed that before law school, targeted students experienced psychopathological symptoms which increased after law school. This conclusion was confirmed by Robinson (2022) who states that law students' depression state increased progressively each semester and much more in law school. Dave Nee foundation (2022) and Donnel (2019) found that law student's depression rate rose from 8-9 % before admission, to 27% after one semester. Hence Law School environment has inherent ability to cause mental illness and there should be a service structure put in place to cushion its effect.

Benjamin, Kaszniak, Sales and Shanfield (1986) found that legal education, its mode of teaching, the environment of learning and the academic demands are in such a way that it pushes students into psychological trauma which they were not prepared for. This was the same conclusion in Sheldon and Krieger (2007). They are expected to already have argumentative skills, to have the ability to study and cram diverse voluminous materials; they are also expected to contribute to real life cases and provide solution when called upon in the classroom (Borges, 2019; Network of University Legal Aid Institutions, 2006). These methods termed "Socratic method" instill tension and fear in students as any of them can be called upon at random to analyze, and react to a case situation in the glaring eyes of classmates who would also rate their comportment, grammar, argumentative skills and knowledge of the principles of law (The Institute for Learning and Teaching, 2022). The Socratic Method developed by Socrates is a dialogue between a student and teacher where the teacher put probing questions continually to the student until the teacher gets the views and position of the student and the student level of knowledge around the issue (The Institute for Learning and Teaching, 2022). It has the aim of instilling critical thinking in students; despite its benefits, the disadvantage it brings is often overlooked. It makes law student to be on their toes before any classroom lecture and to read widely around that area. This does not look like a negative effect except that it contributes to intense competition among law undergraduates who compete to be better than their peers; as a

result, there is class segregation where the intellect relates with the intellect and vice versa (Massimiliano & Prue, 2009). There is also lack of teamwork spirit as there is no trust, no autonomy and no social connectedness among them (Sheldon & Krieger, 2007); since they focus on striving to better than the other. These attributes associated with law students have been found to be contributory to psychological stress and depression among them, even after graduation (Skead & Rogers, 2014). According to Skead and Rogers (2014), there is generally a mental health concern among law students and less exploration on how such concern can be addressed. To fill in this gap, self-management and self-care through bibliotherapy can be instilled in the environment where they spend most of their time in, and that is the law library.

The potential of bibliotherapy in correcting the abnormally among law students can be seen in its application among children and youths. In Kurtts and Gavigan (2017), bibliotherapy was applied to teach children about diversity by exposing them to literature on disabilities. In this study (Kurtts & Gavigan, 2017), bibliotherapy was used as a preventive mechanism for lack of appreciation of diversity; the aim was to prevent racial profiling, racial and color discrimination. While in Abimbola and Aramide (2022), bibliotherapy was used as a solution to problem of illiteracy. Just as the literature on diversity was thought as a necessity for social inclusion of disabled persons (Kurtts & Gavigan, 2017) and bibliotherapy introduced to solve the problem of illiteracy (Abimbola and Aramide, 2022), in the same way, actions should have been taken as a preventive measure to control the damaging effect of demanding curriculum on law students. Rapp (2022) has asserted that mental health concerns of law students emanates from a demanding environment; while Robinson (2002) had earlier concluded that the tendency towards depression for law students is immense and follows them even after graduation. This is confirmed in Skead and Rogers (2014) where it was found that there was consistent increase of mental health issue even after graduation. However, it would seem that the issues with regards to legal education have gone on for so long that their challenges and difficulties have been ingrained as part of the system. Hence, if there is no problem, then there would be no need for a solution. Hence the reason for no application of pre-emptive measures despite conclusions from literature regarding their mental difficulties (Benjamin, Kaszmiak, Sales & Shanfield,1986; Krieger,1998; Larcombe, Malkin & Nicholson,2012; Massimiliano & Prue,2009; Sheldon & Krieger,2007).

Mental health has several symptoms; some of which are persistent feeling of sadness or loss of interest with tendency towards changes in energy level; lack of concentration and sleep and low self-esteem (Hall-Flavin, 2022). These are symptoms of clinical depression (Hall-Flavin, 2022) which are contributed by stressful life events (NHS, 2022). Anxiety disorder, bipolar disorder, dementia, attention-deficit/hyperactivity disorder, schizophrenia, obsessive compulsive disorder, autism and post-traumatic stress disorder are other types of depression (Hall-Flavin, 2022). Anxiety disorder is of special interest in this study because it is a resultant effect of excessive

stress, fear of the outcome of event or upcoming event (White Swan Foundation, 2015). It is the type of fear which is the resultant effect of activities in one's environment and which has impacted negatively on such person and caused a medical condition. It is characterized by excessive worry, fear of being in any social or performance related environment where one's performance would be observed, excessive fear of an object or a place where one feels there would not be any escape, carrying out an act over and over for fear of imperfection and panic attacks (Cleveland Clinic, 2022; White Swan Foundation,2015). When the activities around legal education are looked at, it would be evident that students are bound to suffer from anxiety disorder; hence they ought to be mentally prepared since such activities are part of their training. According to Mayo Clinic (2022), cognitive behavioral therapy, medication and psychotherapy are usually applied when treating anxiety disorder. Cognitive behavioral therapy or CBT has been found to be the most effective form of Psychotherapy (Mayo Clinic, 2022). Psychotherapy is talk therapy; which is information sharing and is akin to bibliotherapy; and in CBT, such person is taught skills that will provide improvement in the area of fear or limitation. In using bibliotherapy as treatment for students, the trigger for anxiety disorder is known and assistive mechanism is introduced side by side with the trigger. Laquinta and Hipsky (2006) have asserted that bibliotherapy can be infused into curriculum program of students. As good as it sounds, it would mean that students would be put through examination; this would not achieve the intended purpose but would rather add to their academic pressure instead of being a solution. Brewster and McNicol (2018), Tukhareli (2011) and Turner (2013) have drawn the conclusion that introduction of books on sensitive issues into library services would provide a solution.

## **METHODOLOGY**

The methodology used in this study is extensive literature review, content analysis and interview. The conceptual framework of the study was based on analysis of 3 Autobiographies and review of literatures on law students. Literatures that satisfy Bowen (2009) statements on "quality of document and not quantity, subjectivity of author devoid of personal biases and author with first hand witness" were used. As such, autobiographies by two authors: Bisi Adeleye-Fayemi and Chimamanda Ngozi Adichie were selected. They are: "Where is your Wrapper", "Speaking above a whisper" and "We should all be Feminist". Texts from these literatures which answered the research questions were selected for annotations. They were used to show the essence of using selected literature in providing therapy for law undergraduates. Literatures on bibliotherapy were reviewed; specific interest was on 7 literatures with topical focus on law students. Subsequently a structured interview was conducted on a medical doctor (director) in a government hospital. This was used as a follow up of the content analysis, hence the challenges found to affect law students were placed under medical analysis to investigate the medical condition they are exposed to and the essence of bibliotherapy in legal education.

**Answers to Research Questions**

To provide answers to research questions, content analysis results from the three autobiographies and the summary of reviewed literatures were listed out. The result of the interview which showed the type of medical condition they face was placed side by side with the type of challenges that cause them, as seen from literature review.

**Research Question 1: What are the challenges normally faced by law undergraduates as revealed by literature review?**

**Table 1: Challenges normally faced by law undergraduates in their academic environment**

S/N	Challenges	Authority	Causes
1.	Mental health concerns	Rapp (2022)	<b>Demanding environment</b>
2.	<b>Depression</b>	<b>Robinson(2002)</b>	<b>Demanding environment</b>
3.	Lack of Social Wellbeing	Massimiliano &Prue(2009)	Competitive environment; class hierarchy in environment
4.	Lack of Empathy	Krieger(2011)	Competitive environment, demanding environment
5.	Psychological and emotional wrecks	Kasziniak, Sales & Shanfield (1986)	demanding environment
6.	Competitiveness	Massimiliano &Prue(2009), Krieger(2011)	demanding environment
7.	Psychological distress	Larcombe, Malkin & Nicholson (2012)	demanding environment

**Research Question 2: What are the medical conditions faced by law undergraduates due to their challenges?**

**Table 2: Medical conditions faced by law undergraduates due to their challenges**

S/N	Challenges	Medical condition
1.	Mental health concerns	<b>Psychological distress</b>
2.	<b>Depression</b>	<b>Psychological distress</b>
3.	<b>Lack of Social Wellbeing</b>	<b>Psychological distress</b>
4.	<b>Lack of Empathy</b>	<b>Psychological distress</b>
5.	Psychological and emotional wrecks	<b>Psychological distress</b>
6.	<b>Competitiveness</b>	<b>Psychological distress</b>
7.	<b>Psychological distress</b>	<b>Psychological distress</b>

Table 2 shows a result of interview conducted on a medical director of a government hospital. The result shows that the challenges faced by law undergraduates are mostly psychological distress. Below is the evidence from the result:



“I have gone through it and found that the challenges are mostly of PSYCHOLOGICAL DISTRESS which comprises of both DEPRESSION and ANXIETY DISORDER [emphasis by the respondent]”.

In trying to investigate further on what could be responsible for the challenges faced by the respondents, it was found that the causes include other factors apart from law environment. For example:

“The causes may include individual personality, financial backup/base, quality of life etc., aside from the environmental demands and competition”

More revelation shows that if the medial condition as shown above are left untreated, it could lead to major depression. For example:

“ ...Full blown or Major depression ...it affects wellbeing in all areas, in sleep, diet, self-esteem, social interaction, physical health, mental health...it causes poor academic performance and resistance to anything school related...it also causes overwhelming loneliness and detachment which hinder any relationship...”

This shows that the law students in focus have underlying factors that could lead to psychological distress before they were admitted into law school. Hence law environment as shown in literatures are only contributing factors and not the only factor; however they are the major factor that exposed the underlying factors. This means that in providing bibliotherapy, focus would go beyond contributing factors in law environment to other factors that could contribute to distress in academic environment; and there are diverse varying factors unique to each law student that could lead to psychological distress in law environment. This also implies that where the underlying factors are attended to, the challenges as found in law environment might not provide a negative effect.

**Research Question 3: How can bibliotherapy be useful to law undergraduates through library services?****Table 3a: How bibliotherapy can be useful to law undergraduates through library services  
Speaking above a whisper**

S/ N	Incidents in the literature	Annotations
1.	Healthy relationship that exist between a father and his child that grooms the child for future challenges (chap.I).	“Whenever I was talking to him, rushing over my words...he would tell me to take a deep breath and talk clearly and audibly...I thought of myself...that in public speaking I could do that...” “He made me write essays twice a week...”
2.	“Say it Loud, I am black and proud”. This chapter(II) portrays the essence of self-acceptance, self-contentment	“...not begging for things, ability to take care of academic materials and be focused”
3.	This chapter (III) shows how the choices young ladies make in their lives might end up ruining their lives	No annotation
4.	Chapter 7 taught about the essence of knowing when to pull out from any involvement and not regret it.	“...I decided to pull out of my Ph.D program after 4 years due to overwhelming pressure...it was very painful decision but one which I did not regret because it was either that or my sanity...it taught me a big lesson –we need to know when to cut our losses...”
5.	Chap.9 on “African Women Speaking for themselves” teaches how to handle work scuffle, envious people, unwholesome attitude in one’s way	No annotation
6.	Chapter 10 on “African women’s Leadership Institute” teaches how to carry out a project diligently	No annotation
7.	Chapter 11 teaches how to have a dream and work towards it.	“the size of your dreams must always exceed your current capacity to achieve them. If your dreams do not scare you, they are not big enough... Ellen Johnson-Sirleaf”

The autobiography by Bisi Adeleye Fayemi “Speaking Above a Whisper” is a compilation of stories that portray a healthy relationship that exist between a daughter and her father, the essence of self-acceptance, the essence of making right choices in relationships, the need for prioritizing, how to handle work issues and the essence of holding onto ones dreams. They provide the implication that one can learn from the experiences of the author and apply same in one’s life. The relationship between the author and her father which led to her learning at a very early stage how to speak clearly in public and how to write implies that children can be trained to be experts in different activities and they will carry on with it in life. It also has the implication that anyone can be trained to excel in any area. Under chap.11, a reader can develop an astute spirit and can conceptualize projects and also work towards it. This would assist law

undergraduates to start conceptualizing their dreams and work towards them by working towards excelling in their academics and practical.

**Table 3b: How literature can provide therapy intervention through library services**  
**Where is your Wrapper?**

S/ N	Incidents in the literature	Annotations/Implications
1.	<i>Enforcing respect and dignity despite the odds</i> An incidence where the author stopped the male figure from slapping her backside playfully and pulling her brazier hand as a mark of friendship, a habit he has displayed for long unhindered because other women were afraid of stopping him in order not to sound unpleasant. Here the author was not afraid to be disliked as far she maintains her dignity and respect.	“If you don’t want to be called names, then the up is not for you” “ ...we will not make much progress if we continue to allow men to divide and rule us”
2.	<i>How to be Original and stand different</i>	“I wore Agbada to the funeral of a Yoruba man, I don’t know why the others wore suits, that is their problem, not mine...hey see I stand out”
3.	<i>Relationship</i>	“There is a difference between being strategic and being foolish...any woman who submits herself to a life of slavery and abuse is a fool. A smart woman makes sure that she has choices and uses them wisely”

Erelu Bisi Fayemi book on “Where is your wrapper” inputs feminine values and principles and defines what being a feminist is. She shows this through narratives that urge women to be protective of other women and not to be judgmental; but to believe in change and difference. This book teaches women to understand what it means to give protection to other women and not join any group to degrade them; to see women beyond where society has placed them: “just a girl, just a wife”. It portrays a woman’s struggle and how women have become instruments in the hand of men to degrade and humiliate their fellow women. This book calls for difference, change and to always seek for protection of any woman before persecution. It implies that a woman should think of protection first before persecution and to seek for a holistic view of situation before judgment.

**Table 3c: How literature can provide therapy intervention through library services?**  
**We should all be Feminist**

S/ N	Incidents in the literature	Annotations
1.	<i>Leadership</i> This incidence is in a classroom and centers on leadership. Here the author was denied of her earned victory as a monitor just because she was a woman.	“...We live in a vastly different world. The person more likely to lead is not the physically stronger person, it is the more creative person, the more intelligent person, the more innovative person, and there are no hormones for those attribute...a man are as likely as a woman to be intelligent, to be creative, [and] to be innovative...” (Adichie,2012)
2.	<i>Interpretation of gender</i> The author refined the cultural connotation about gender. Where the society decides the attitudinal behavior of each gender and what their roles are at home and in the society.	“In secondary school, a boy and a girl, both of them teenagers, both of them with the same amount of pocket money, would go out and then the boy would be expected always to pay, to prove his masculinity and yet we wonder why boys are more likely to steal money from their parents. What if both boys and girls were raised not to link masculinity with money... what if the attitude was...rather...’whoever has more should pay’
3.	<i>Interpretation of gender as it relates to success in career</i> The general belief that a woman who aspire so much in life would do a disservice to herself as she would not be able to marry; and would likely intimidate men.	“...and then we do a much greater disservice to girls, we teach girls to shrink themselves ...we say to girls. ‘you can have ambition but not too much,...you should aim to be successful but too much otherwise you would threaten the man...you have to pretend that you’re not...’ “A Nigerian acquaintance once asked me if I was worried that men would be intimidated by me. I was not worried at all, in fact it has not occurred to me to be worried, ... because a man who will be intimidated by me is exactly the kind of man I would have no interest in...” hh
4.	<i>Interpretation of gender as it relates to marriage</i>  The belief that women should be groomed right from childhood to prepare for marriage meanwhile the same is not applicable to men.  The belief that a man owns a woman when she becomes his wife and not that they are partners in marriage.	“...Now marriage can be a good thing, it can be a source of joy and love and mutual support; but why do we teach girls to aspire to marriage and we don’t teach boys the same?” “The language of marriage is often the language of ownership rather than the language of partnership. We use the word ‘respect’ to mean something a woman shows a man , but often not something a man shows a woman” “There is a difference between being strategic and being foolish. Any woman who submits herself to a life of slavery and abuse is a fool. A smart woman makes sure that she has choices and uses them wisely...”

We should all be Feminist

In this autobiography written by Chimamanda Adichie, the author explains feminism and what it stands for. Her explanation of this concept around her life experience portrays feminism as a concept totally different from the power dragging and masculinity connotation attached to it. The misconception around it is addressed by the author as she portrays feminism as a concept that recognizes women as equal human with men; human with attached dignity and respect. Hence her autobiography looks at the society's view about women and the traditional belief that they are below men and should not aim for position of authority. Chimamand Adichie addressed the socio-cultural perception on feminism that makes a woman not to aspire high in life since society has placed her in charge of the home, kitchen and her husband sexual life; the conception that she is subsumed under a man and so whatever she has and should have should come from a man. In this autobiography, the power dragging and masculinity conception given to women who aspire high academically and in their career as seen through the eyes of the author is vividly portrayed through the author's experience and how she was able to address them through her understanding of the issue involved is also shown.

Table 3 shows the annotation on different aspects of the challenge she met and how she was able to address them. The incidence under "a" where the author was denied of her earned victory because she was a woman portrays the traditional position of woman however the author's interpretation of the incidence portrays that it was an injustice that should not be accepted; hence anyone witnessing such incidence in life would know that it is an abnormality that is not acceptable. Chimamanda's view about leadership as seen through this incidence is shown under the annotation "a".

Table 3d: Application of Bibliotherapy in Library Services

S/N	Type of Services	Application
1.	Therapeutic Section	This section is created as a catch way of attracting them to develop interest in their healing
2.	Type of Books	All materials on autobiography and bibliography are selected because they show realistic contents. They show mistakes, regrets, experiences and life lessons
3.	Type of Shelve	Display shelves should be used so that they are easily noticeable
4.	Type of index	Book index that also contains brief description of each title, or electronic index could be used .
5.	Abstracting	There is a need to provide abstracting services alongside with the cataloguing and classification. When the books are being displayed in physical library, the abstract should be attached above the book. But when in electronic environment, it should go alongside with the book.

Autobiographies and bibliographies have always been generally placed under secondary resources because they are textbooks; however they are not core academic text materials. They

are materials that students are at liberty to use; on their own. Though there have been many of them in academic libraries; however it is not known if students are utilizing them. This is a gap that would be covered by research. Under bibliotherapy intervention, all autobiographies and bibliographies can be removed from the general secondary book section and placed separately as either “Autobiographies/Bibliographies”. However to make them catchy, since library has moved to a realm where it brings in marketing into its services, “Therapy section” could be created for it. Under therapy section, there would be an index which places each work under a category. This means that during the cataloguing and classification of these type of materials, a fitting subject heading would be used; and an abstract immediately provided. The abstract would assist in its extensive categorization and access. This is necessary because a student who has interest in any of the therapeutic books would want to have easy access as well as be able to determine the material to pick. Therefore, in a virtual library platform, the abstracts would go alongside with each title while in physical library; a typed abstract neatly placed above the book would be ok. This means that they type of shelf to be used for therapeutic materials would be “Display shelves”, while backlogs can go into the main shelves. Therefore the display of this category of materials would not be based on how current they are, but on whether they have backlogs or not.

## **CONCLUSION**

Where there are no backlogs, then they are to be on display shelves no matter their year of publication. However where this would create an issue of space for display of all the materials, then an online index that provides an abstract of all the materials could be created. This way, students could go online and check out each book before arriving at a selection. However since the essence is to attract them to a book without them intentionally developing interest for them, then displaying the abstracts alongside with the book would be ideal. This is shown under table 5

Law students’ have had an academic culture institutionalized to produce lawyers who can stand the test of time without wavering. They are expected to be astute with the ability to handle workloads without complaint; all these without considering their mental health and the possibility that where there is so much expectation, much challenges and competitions, then there is high possibility that depression and psychological issues would set in. Legal Education has always set a high standard for training of law students, despite this; it can still impart knowledge and carry out training by providing a curriculum that cares about students’ mental health. It can instill a new culture that helps students grow psychologically, heal psychologically even as they carry out their academic engagement.

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