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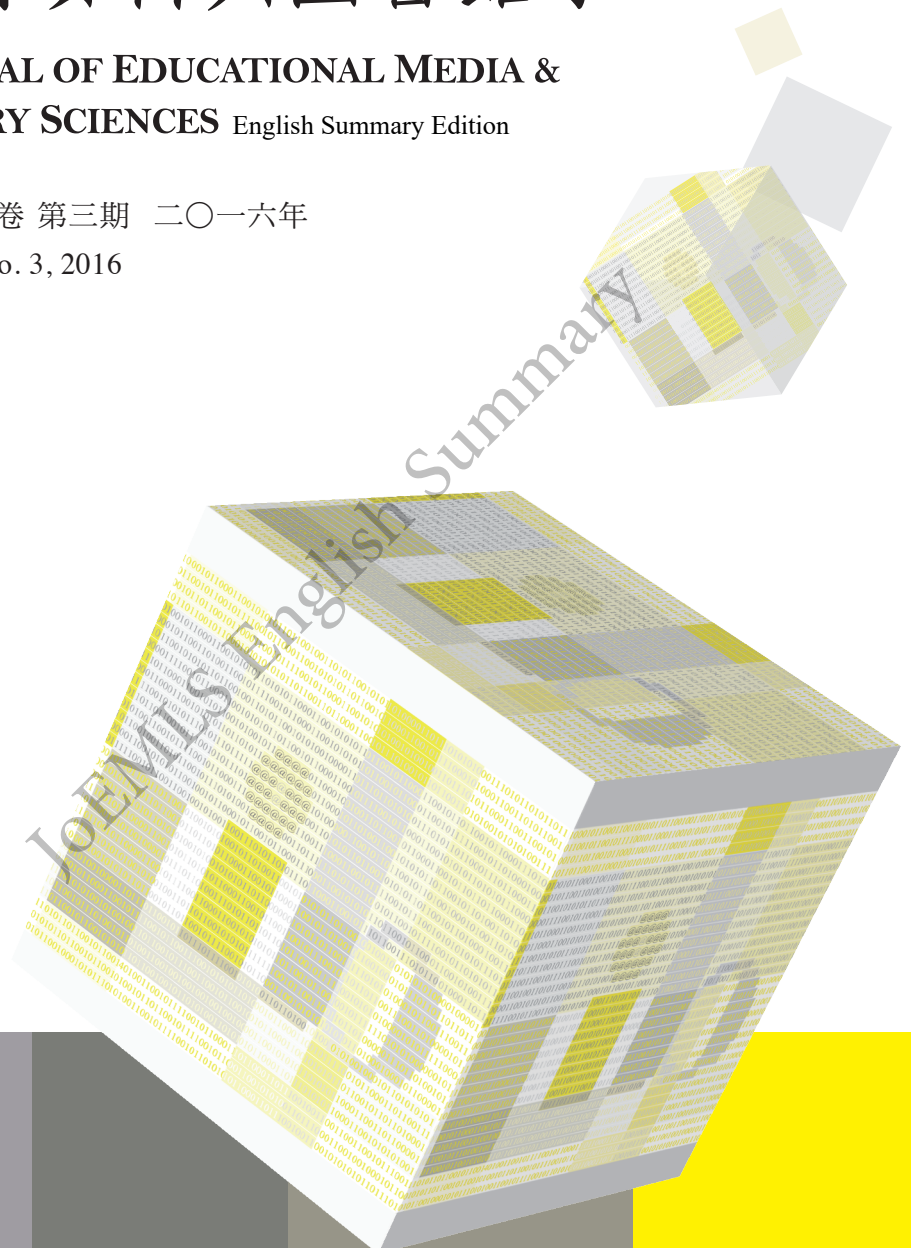
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教育資料與圖書館學，始於1970年3月創刊之教育資料科學月刊，其間於1980年9月更名為教育資料科學，並改以季刊發行。自1982年9月起易今名。另自2016年11月起，改以一年出版三期（3月、7月、11月）。現由淡江大學出版中心出版，淡江大學資訊與圖書館學系和覺生紀念圖書館合作策劃編輯。本刊為國際學術期刊，2008年獲國科會學術期刊評比為第一級，2015年獲科技部人文社會科學研究中心評定為教育學門專業類A級期刊。並廣為海內外知名資料庫所收錄(如下英文所列)。

The JOURNAL OF EDUCATIONAL MEDIA & LIBRARY SCIENCES (JoEMLS), published by the Tamkang University Press and co-published with the Department of Information & Library Science (DILS) and Chueh Sheng Memorial Library, was formerly the **Bulletin of Educational Media Science** (March 1970 – June 1980) and the **Journal of Educational Media Science** (September 1980 – June 1982). In 2015, The *JoEMLS* is acknowledged as the A class scholarly journal in Taiwan by Ministry of Science and Technology (MOST). Since November 2016, the *JoEMLS* has been changed from quarterly to a tri-annual journal, published in March, July, and November.

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JoEMLS Editorial Policy

The *JoEMLS* is an Open Access (OA) Dual, double-blind reviewed and international scholarly journal dedicated to making accessible the results of research across a wide range of Information & Library-related disciplines. The *JoEMLS* invites manuscripts for a professional information & library audience that report empirical, historical, and philosophical research with implications for librarianship or that explore theoretical and practical aspects of the field. Peer-reviewed articles are devoted to studies regarding the field of library science, information science and IT, the book trade and publishing. Subjects on instructional technology and information communication, pertaining to librarianship are also appreciated. The *JoEMLS* encourages interdisciplinary authorship because, although library science is a distinct discipline, it is in the mainstream of information science leading to the future of **InfoLibrary**.

Open Access Archiving

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- (1) authors can archive both preprint and postprint version, the latter must be on a non-commercial base;
- (2) publisher's PDF version is the most recommend if self-archiving for postprint is applicable; and
- (3) published source must be acknowledged with citation.

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EDITORIAL

Warning Signs in Changes of *JoEMLS* Publication Frequency

This issue (Volume 53, Issue 3) of *Journal of Educational Media and Library Sciences (JoEMLS)* has become the last issue of this volume. After this issue, *JoEMLS* will formally become a tri-annual journal, issuing in March, July and November of each year. This major change in publishing strategy has been discussed and approved in the second editorial board meeting of this year. *JoEMLS* has gone through stages of monthly and quarterly journals, thus our editorial board has mixed feelings toward this decision. In recent years, many journals in the humanities and social science field have encountered difficulties in management, especially the lack of manuscripts written in Chinese and submitted to journals published in Taiwan. The same problem has already shown in the publishing of journals in library and information science (LIS) field.

The research population in Taiwan's LIS field and relevant fields has always had limited growth. It can be seen from the low numbers of applications for subsidies in research funding from Ministry of Science and Technology. It has been more and more difficult for running a journal publishing in Taiwan. The unfriendly situation of insufficient research subsidies and strategic development from the government, as well as the embarrassed inner condition of lacking manuscripts and editorial staff, all made the problems difficult to solve within a short term. The editorial board of *JoEMLS* has managed to hold on two premises—not to become “bound volume edition” by combining issues, and not to compromise the journal quality by lowering the rejection rate. With these two premises, we tried to figure out the most sincere, decent and responsible way of making changes in publishing, with the considerations of protecting manuscript authors' rights, maintaining scholarly communication, and not skipping issues. The tri-annual journal scheme could be the best choice for dealing with the difficulties.

For this Issue 3, Volume 53 of *JoEMLS*, sixteen manuscripts were reviewed and four were accepted, with a rejection rate of 75%. Another ten manuscripts are still at the review process. Research papers published in this issue include “Barriers approach to Innovation in Academic Libraries” by Fu-Hsuan Chuang and Pao-Nuan Hsieh, “An Exploratory Research on Deviant Behaviors of Problem Patrons in Taiwan's Public Libraries” by Chen Su-May Sheih, “The Voice of the Young: Attitudes and Perceptions of Filipino LIS Students and Young Professionals

towards Professional Library Associations in the Philippines” by Joseph M. Yap and Bilyson D. Alejo, and “The Pleasures of Reading Mystery Fiction and Mystery Readers’ Book Selection Behaviors” by Chiu-Yen Wu and Chi-Shiou Lin.

In this issue, an observation report on the Romanization of referencing styles of academic journals in Taiwan’s humanities and social science field is also collected, for the reference of Taiwan journal editors who strive to make their journals internationalized. It is expected to raise concerns about the future development of Romanization of referencing styles in Chinese cited works, thus for brightening the future of journal publishing not only in Taiwan but also in China.

Jeong-Yeou Chiu
JoEMLS Chief Editor

JoEMLS English Summary



Barriers Approach to Innovation in Academic Libraries^ψ

Fu-Hsuan Chuang^a Pao-Nuan Hsieh^{b*}

Abstract

Innovation in academic libraries is not a brand new issue. Academic libraries can benefit from successful innovation, since innovation is a key contributor to gaining and sustaining competitive advantage for survival. Building on two case studies, 28 participants from leadership teams to practitioners are involved, the qualitative findings identified the specific two types of barriers that academic libraries face by applying a barriers approach to innovation, that's, environmental and organizational barriers. Especially, seven dimensions of two types of barriers to innovation are found.

Keywords: *Innovation in academic libraries, Barriers to innovation, Innovation, Impediments for innovation*

SUMMARY

With the rapid changes in the economic, political, social and technological environments, as well as the changes of higher education environments, academic libraries have undergone an extremely high pressure for innovation, thus are in need of adjustments on existing services and developments of new services, for dealing with challenges of management efficiencies and competitive advantages in an ever-changing world. This study focused on investigating academic library innovations from the organization framework, without discussions on individual creativity or technological innovation.

Innovation in academic library is not a brand new issue. As early as in 1960s, Forman (1968) already suggested that academic libraries should actively respond to environmental changes, meet patrons' needs with innovations, enhance service efficiencies, and advance the abilities of library innovation. In 1970s, Drake (1979) pointed out the variety barriers that libraries would face related to psychological, organizational, perceptions of the future and economical factors.

^ψ Part of this article had been presented at the Conference on Library and Information Society, May 12, 2016.

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With the pressure on academic libraries, Ochogwu (1986) further elaborated that the problem of innovating in libraries are administrative, financial, social, technical and cultural factors. For better services and excellent performance, it becomes more crucial that academic libraries have to seek changes to render services in more effective and efficient ways. Balk (2013) also found that public organizations rarely took lessons from failed innovations and use them to learn lessons for future innovations, and libraries rarely put serious considerations into the facilitators and constraints of innovation, thus library innovation capacities could not be enhanced. This study explored innovation process of academic libraries, to sort out factors holding back library innovation and help libraries clarify various barriers that hinder, limit and block innovative developments, for developing coping strategies in advance.

Research Methods

The case study method was adopted in this study. Two academic libraries in northern Taiwan that were undergoing incremental or radical innovations were selected as the cases to be investigated, and were termed as Library A and Library B in this study. In terms of organization scales, the two library cases both had public service, technical service and administrative support departments; library staff were rated as the top two in the level of college libraries in Taiwan; their services were provided for on-campus faculty and students, and off-campus patrons. In terms of library visions, Library A focused on promoting value-added services of library collections, started reorganization in organization structure and space since 2013, and achieved innovation through a incremental organizational change; Library B officially opened its new facilities in 2013, based on arrangement and management of learning spaces, and introduced in new service developments. Innovations are emphasized by both libraries. Twenty-eight participants from senior and middle management team and librarians of the two libraries were invited to participate in in-depth interviews. The data analysis approach of grounded-theory method was adopted in this study; the computer-aided qualitative data analysis software NVivo 10 was used to facilitate coding, analysis and comparison of interview transcripts, for investigating the distributions of various barriers during the innovation processes of the two libraries.

Findings

Based on literature review and in-depth interviews for investigating the barriers encountered by librarians during innovation processes, 176 descriptions regarding constraints, obstacles, hindrances, frustrations or pressure encountered by the 28 participants during the innovation process of executing practices were

clarified and categorized into two major groups—organizational barriers and environmental barriers, with seven barrier dimensions and 19 barrier situations.

The findings revealed that nearly 60% (59.31%) of innovation barriers came from internal organizations, suggesting that organizational barriers had a great influence on innovation process in library. The greatest barrier was resources (23.9%), followed by culture (14.8%), leadership (13.6%), and structure (6.8%), respectively. Another 40 % of innovation barriers were related to environmental barriers, with the system dimension as the greatest one (17%), followed by network (14.2%) and institution (9.7%); those dimensions were inter-related, suggesting that there were multiple barriers during academic library innovation. The further analysis revealed that senior management put a greater concern on environmental barriers than on organizational barriers. Middle management team had to put considerations into both internal and external environments, for dealing with limits of encountered environmental and organizational barriers. Middle management team also reported greater constraints from library budgets and organizational resources. As for practical librarians, they had encountered more environmental barriers from interactions with faculty, students and other patrons, as well as the organizational barriers from interactions with supervisors, colleagues and other departments.

Conclusions and Suggestions

This study explores barriers to innovation in academic libraries. The barriers approach to innovation focuses on the main problems that may occur during the complex and delicate process of innovation (Hadjimanolis, 2003, p. 570). Factors that hamper innovation may impede, delay or block innovation. The results show that innovation barriers are multi-faceted and complicated. External environmental barriers and internal organizational barriers are also interwoven. Through analysis of innovation barriers, libraries can foresee barriers of innovation process, and evaluate strategies for overcoming, lowering, even preventing those barriers. The results of this study reveal that the influence of environmental barriers on innovation processes is only 40 percent, suggesting that most barriers come from the internal organizations. It is advised that libraries should take serious considerations of internal organizational practices on innovation processes. For negotiating or overcoming organizational barriers, library leaders and managers should lead and encourage innovative behaviors throughout the library, try to eliminate or alleviate the impediments encountered by librarians during innovation processes, and make full use of external influences to overcome environmental barriers, for enhancing library innovation capacities.

Academic libraries should innovate to gain and sustain competitive advantage for survival, either by influencing their environment or by responding quickly to meeting internal and external demands. By revealing, understanding and overcoming barriers to innovation, library can improve the abilities to overcome the variety of barriers. It is suggested that for increasing our understanding of library innovation, by exploring various kinds of innovations in all types of libraries are necessary. Through sharing different experiences of library innovation, we can develop preemptive actions for dealing with various barrier scenarios, and enhance possibilities of successful innovations.

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An Exploratory Research on Deviant Behaviors of Problem Patrons in Taiwan's Public Library

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Abstract

Patrons of public libraries are more diverse and complex than those of other types of libraries, implying potentially more unexpected and difficult situations. Negative emotions such as frustration and anxiety are generated among librarians when they must handle problem patrons, an effort that may influence the work efficiency of librarians and their physical and mental health. This study conducted a semi-structured in-depth interview, using public service librarians in Taiwan as subjects, to explore the categories of problem patrons and their behavioral characteristics. According to the results, the behavioral characteristics of problem patrons can be divided into 6 categories: interfering with others, violating library regulations, influencing library works, improperly using resources and facilities, breaking laws, and exhibiting a psychological disorder as well as violating social norms. On the basis of the research results, this study offers suggestions for future reference when public libraries must handle problem patrons.

Keywords: Problem patron, Challenging patron, Public service librarian, Public library, Public service

SUMMARY

Every type of libraries would have to deal with problem patrons more or less. Compared with patrons of other types of libraries, the ones of public libraries are with a more diverse and complicated nature, possibly causing many incidents and situations that are difficult to handle. Problem patrons, such as criminals, vandals and harassers, might engage in behaviors violating laws, social ethics or library regulations, or have disturbing behaviors causing other patrons' unpleasant or uncomfortable feelings, thus affect others' uses of libraries or interfere librarians' administrative practices. For maintaining orders in libraries, librarians need to manage to cope with those situations, thus might have negative feelings of frustration and anxiety. In addition to affecting one's working effectiveness and health, the negative emotions might be reflected in the interactions between librarians and patrons, thus having a great impact on

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the service quality. It is fair to say that problem patrons are one of the important issues in practices of public libraries.

The issue of problem patrons has been around for a long time. However, few studies of library and information science in Taiwan have addressed the types of library patrons and their behaviors. Relevant empirical studies focusing on public libraries are even fewer. Therefore in this study, the semi-structured in-depth interview method was adopted to collect empirical research data on behavior types of public libraries' problem patrons. Through purposive sampling, the researcher recruited public library staff who provided public services, had experiences of dealing with problem patrons, and were willing to share their personal experiences with the researcher. Through personal relationships, the researcher contacted by phone her familiar librarians working in public libraries across Taiwan, and asked them to invite qualified colleagues, for enlarging the samples of this study. 30 librarians providing public services across Taiwan were recruited as the participants of this study. One-on-one semi-structured in-depth interviews were conducted during the period between mid-October and late November in 2012, for understanding librarians' actual incidents of encountering problem patrons, and the behaviors of all kinds of problem patrons.

Based on the results, problem patrons' behaviors described by the librarians could be categorized into six, in the order of participant numbers who reported related incidents, including behaviors interfering other patrons (30 participants), inappropriate uses of library resources and equipments (28 participants), law-violating behaviors (25 participants), behaviors affecting library practices (24 participants), psychologically abnormal and socially deviant behaviors (24 participants), and behaviors breaking library regulations (18 participants). Characteristics of the six types of behaviors are described as below.

1. Behaviors interfering other patrons are the most common, mainly including making noises, having untidy appearances or bad smells, and having quarrels with others. Other behaviors include having indecent postures, staring at other patrons, overly intimate physical movements, consistent coughing without wearing masks, and unpleasant accosting.

2. Inappropriate uses of library resources and equipments refer to vandalizing library resources and equipments, such as cutting off coupons and appendix from newspapers and magazines, occupying hardware equipment, like seats, lockers and restrooms. Patrons who occupy seats are mostly students having exams, and patrons who occupy restrooms are majorly homeless people. Other inappropriate uses include overly taking free library resources, purposefully making a mess in libraries, hiding and occupying library resources, and browsing pornography websites using public computers.

3. Behaviors violating laws mainly involve stealing, including stealing library resources and stealing other patrons' personal belongings. In addition, some interviewed librarians reported that they had handled incidents involving other patrons being molested, sexually harassed, peeped, or physically assaulted. Other incidents include using drugs or breaking into library buildings.

4. Behaviors affecting library practices mainly involve harassing librarians, such as frivolously accosting or staring at librarians, thus causing the librarians' uncomfortable feelings and awkward moods of serving readers. Other behaviors include lying on the floor at will, or using library resources and equipments without librarians' permissions.

5. Psychologically abnormal and socially deviant behaviors mainly include uncontrolled yelling and consistent murmuring. Other incidents include destructive behaviors and persecutory delusions. From this study we can see that generally speaking, most librarians do not have sufficient medical knowledge for verifying if the patrons have mental illnesses.

6. Behaviors breaking library regulations mainly refer to eating in prohibited areas, or bringing drinks and food into libraries, using invalid identifications, dressing inappropriately, or bringing backpacks into prohibited areas. On account of varying regulations of different libraries, each interviewed librarian has various experiences. If patrons have a strong attitude stating their unwillingness to follow library regulations, they are more likely to become problem patrons.

The researcher of this study is hoping to deepen library supervisors and librarians' understanding of types of problem patrons through the study results. Several suggestions are offered below for the reference when public libraries are enhancing their public services.

1. Based on contemporary social and cultural regulations and trends, make regulations and punishments of reasonable uses of libraries that are timely and in accordance with social and cultural norms, and make these regulations and punishments well-known by library patrons, for lowering frequencies of readers' deviant behaviors.

2. Take the needs of patrons seriously, and provide according services.

a. Plan independent reading areas for children and young adults that meet the needs of their mind and physical developments. Base on experiences reported by public libraries around the world, with the teamwork of librarians and volunteers, provide schooling children with tutorial sessions or reading guidance services, for helping disadvantaged families take care of their schooling children, and for developing the children's habits of using libraries.

b. Take seriously the needs of homeless people and provide public services, such as offering library use and information literacy classes to teach

them how to use library resources. In addition, through career information services, homeless people who have needs of finding jobs can learn to write resumes or application documents, to acquire relevant computer skills, and to gain information of job vacancies, for landing jobs. Public libraries can build a close partnership relationships with social welfare or medical institutions in the neighborhood, for referring homeless people in need to receive professional help.

3. Make standard operating procedures and emergency coping strategies, for lowering negative influences of problem patrons on library practices. Public libraries should outline in details the basic principles and appropriate actions for dealing with the incidents or emergencies caused by problem patrons, for the reference of librarians who provide public services. These in-advance preparations can help ease librarians' negative emotions. They can also prevent problem patrons' deviant behaviors provoked by librarians' unpreparedness. In the end it is hoped to lower negative impacts of problem patrons on libraries' operations and practices.

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The Voice of the Young: Attitudes and Perceptions of Filipino LIS Students and Young Professionals towards Professional Library Associations in the Philippines^ψ

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Abstract

Professional library associations promote lifelong learning through the conduct of continuing professional development (CPD) programs. Membership in professional associations influences one's professional identification. In anticipating the upcoming Association of Southeast Asian Nations (ASEAN) integration, how confident are the professional library associations in the Philippines in engaging its young professionals to actively participate and involve in its activities and programs? This paper would like to investigate: a) the level of awareness of the senior undergraduate students in Library and Information Science (LIS) and licensed young professionals who are 20-30 years old regarding the numerous professional library associations established in the country; and b) the perceptions and attitudes of the young professionals in choosing which professional library association they would like to affiliate themselves with. An online survey using Google Forms was used as the instrument to gather data. Over the course of four weeks from December 10, 2014 – January 12, 2015, 82 responses have been recorded. The survey contains questions that collected demographic data (i.e., age, sex and region) as well as questions designed for undergraduate students and young professional librarians respectively. Descriptive statistics was used to analyze the data. Findings indicate that majority of the students (38%) felt that professional development is the most important aspect they will gain if they join a professional association. Similarly, young professionals (58%) think that professional development is the most important reason for joining professional association. Results would tell that students and young professionals would consider joining professional associations to keep them connected to the field.

Keywords: *Young professionals, Students, LIS, Professional library associations, Philippines*

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Introduction

Librarianship as a profession is grounded on substantive and distinctive body of knowledge which has to be continuously updated and developed. Fisher (1997) has identified this characteristic of profession to be supported by assiduous efforts of professional associations through promotion and conduct of research / scholastic pursuits to nurture the profession's knowledge. Furthermore, professionals have constant quest for career development which may be provided by professional associations that they are affiliated with. Joining professional associations could foster individual's career development (Markova, Ford, Dickson, & Bohn, 2013).

Considering professional associations provide a wide array of opportunities to their members (Goldman, 2014; Merriam & Brockett, 2007; Thomas, 2012; Fisher, 1997), this study embarks on identifying what young professionals and library and information science (LIS) students perceive of the professional associations they are and will be affiliated with. This draws us to questions: What values do young professionals and LIS students perceive from being affiliated with professional organizations?

This paper discusses the attitudes and perceptions of students and young professionals in joining professional associations in the Philippines. It also provides a summary of the role and development of library associations across the world. The link between young professionals and continuing professional development will also be tackled. LIS education and existing professional associations in the Philippines will also be shared. This paper is a modest contribution to the field of LIS on how Filipino students and young professionals perceive their chosen careers by affiliating themselves with professional library associations.

Objectives

This study would like to: a) understand the level of awareness of senior undergraduate students in library and information science (LIS) and young professionals whose age ranges from 20 to 30 years old regarding the professional library associations established in the country; and b) identify the perceptions and attitudes of young professionals in choosing which professional library association they would like to affiliate themselves with.

Literature Review

Virgo (1991) defined associations as "body of people who collectively have a tremendous wealth of experiences to draw upon in a common field." Generally, professional association centered on the interest of its members, the necessities of the profession, and to the community outside its realm (Pemberton, 1994).

Library associations, in particular, must be predicated and drawn on these tenets to impinge upon the essence of a professional association.

In the development and advancement of any profession, including records and information management, the role of professional associations was unquestionably a primary force (Pemberton, 1994). Bhatti and Chohan (2012) expressed that library associations play an important role in the promotion of librarianship as a profession and an informed and knowledge society. Studies confirmed the values arising from membership of professional library associations:

- Goldman (2014) found many practical benefits gained from involving in local and regional conferences and organizations. Professional associations offered greater opportunities for leadership, mentoring and networking with professionals.
- Merriam and Brockett (2007) described professional associations to play a variety of roles in the development of the field, including but not limited to providing informal or formal leadership for the field, creating and shaping professional development, advocating for adult educators and their learners, and providing resources to the field.
- Library associations have a key role for making the LIS community truly research oriented (Bhatti & Chohan, 2012). Anent to this, library associations function as 'primary voice for the profession' through providing an avenue for career development and for sharing best practices in the field.
- Association involvement for library professionals provided opportunities such as conferences, webinars, educational sessions, valued conduits for advocacy, and professional networking (Thomas, 2012).

However, Berger (2014) found difficulty to maintain and increase the number of association's members. He stressed funding for professional development caused fewer members to join or renew their membership in professional associations. Goldman (2014) added that in tight fiscal times, one may seem to not attend conferences and continue his professional development.

Role and Development of Library Associations Across the World

To strengthen linkages among professional library and information professionals living in developed and developing nations, a federation of library associations was formed. The International Federation of Library Associations and Institutions (IFLA) was established as early as 1927 but it only opened its doors for memberships to institutions in 1976 to promote and coordinate professional work among national libraries and institutions (Lor, 2006). IFLA continues to unify and provide quality library and information services to all sectors of our society. It creates widely accepted standards which information professionals may adopt.

The need for an organization catering to the library and information science (LIS) professionals is indeed important. LIS professionals are trained to do highly technical skills that need to be maintained at all times. These skills or competencies are either personal or professional in nature. Professional organizations were established because of the need to educate their members (Broady-Preston, 2006), arrange conferences and seminars, and publish a journal (Pors, 2006). One major concern is the recruitment and retention of members (Walker, 2006). Because of this, numerous global library associations were instituted to realize the objectives of having a professional association. A special issue of *Library Management* (2006; 27, 1/2) focused on library associations. Here are some of the professional library organizations:

Table 1 Select Professional Library Associations Across the World

Library association	Date established	Country of Origin	Strategic Aims/Objectives
CILIP – Chartered Institute of Library and Information Professionals (Broady-Preston, 2006)	2002	United Kingdom	Enable personal development, enhance employability, provide leadership, promote best practice, work effectively, offer opportunities for personal involvement.
Danish Library Association (Pors, 2006)	1905	Denmark	Ensure that public libraries can further enlightenment, education and cultural activity to the highest standard.
Library and Information Association of South Africa (Walker, 2006)	1997	South Africa	Strives to unite, develop and empower all people in the library and information field into an organization that provides dynamic leadership in transforming, developing and sustaining library and information services for all people in South Africa (LIASA, n.d.)

The BSLA Programme

In 2010, the IFLA launched the Building Strong Library Associations (BSLA) Programme (Bradley, 2012). The programme is developed under the IFLA Action for Development through Libraries Programme (IFLA ALP). The BSLA helps library associations to: improve services for library users, provide equitable access to information and develop the library and information profession (Bradley, 2012). The programme is designed to develop and train library associations, form partnerships through mentoring and advice, conduct workshops and information-sharing, among other activities that enhance the impact of library associations. An impact report was prepared in 2012 to measure the impact of the BSLA programme. The report sought to identify the progress of associations in their development objectives. Six country projects were highlighted in the report. These are the Botswana Library Association, Cameroon Association of Librarians,

Archivists, Documentalists and Museum Curators, Lebanese Library Association, Lithuanian Librarians' Association, College of Librarians of Peru, and Ukrainian Library Association.

Young Professionals and Continuing Professional Development

New LIS graduates who are beginning their career are aware of the existence of professional associations. However, a question arises as to whether they are aware of its value to their career. Frank (1997) mentioned that students may have heard remarks regarding professional associations but may not be able to draw out meaning librarians new to the field may puzzle over the variety of choices in professional organizations and their educational and committee work opportunities (Glendenning & Gordon, 1997). The variety of options influences the choices of LIS students as they venture in this profession and who will soon become part of the professional clan. As McChesney (1984) suggested, membership in professional associations is a prerequisite for professional growth and development.

According to Sayers (2007), in Australia, problems related to recruitment and retention of library personnel is just among the challenges within the library profession. This may also be the same scenario for young professionals who are confused whether they want to continue being affiliated with professional associations. Sayers (2007) strategy for these young professionals to stay is to provide a professional development addressing their needs and considering its practicality on value for money and impact for product.

In India, young LIS professionals ages 25-35 pursue higher education. Some of them also join professional associations to gain practical skills and attend continuing education programmes to keep them updated on recent trends (Mathew, Baby, & Pillai, 2010).

Benefits of Continuing Professional Development

Continuing professional development (CPD) programs intensifies the ability of a librarian to learn more skills, enhance their knowledge and revalidate their innate competencies. According to Corcoran and McGuinness (2014), the need for a CPD will naturally increase because of a sort of blended professionals. Librarians are in the boundaries of learning information and communication technologies (ICTs) related skills and it is their utmost duty to learn these skills to teach varying aspects of library services with IT component. Having imbued with basic IT skills is an edge for students and young professionals as they are born and raised in a generation where social media is a staple necessity. CPD also helps professionals to be more specific with their tasks. Subject-specific trainings, conferences and seminars are available to focus on certain needs. CPD likewise leads to job advancement and professional competence. Professionals are kept

abreast and updated with the recent trends and technologies. CPD provides additional credits for librarians to be promoted in their workplaces. The support given by the professional associations as CPD providers is a very important endeavor as they enhance the career objectives of the young professionals.

Library Education and Professional Associations in the Philippines

Library education in the Philippines started in 1914 when the University of the Philippines, a state university, offered courses in library science (Santos, 2003). LIS graduates have not been acknowledged as professionals in the country before the enactment of RA 6966 otherwise known as the *Philippine Librarianship Act of 1990*. In RA 6966, the State recognized the essential role of librarianship and assured the professional status of Filipino Librarians.

Under Sec. 30, Art. IV of the modernization Act of the aforementioned Law, *Philippine Librarianship Act of 2003* or RA 9246, states that all registered librarians shall be integrated under a single organization recognized and accredited by the Professional Regulatory Board for Librarians (PRBFL), and approved by the Professional Regulation Commission (PRC). Philippine Librarians Association, Inc. (PLAI) is the only nationally accredited professional organization of librarians to date and serving as the umbrella organization for all library groups in the country. Echiverri (2010) noted that PLAI is the only national association of librarians in the country that was accredited by the PRC as the Accredited Professional Organization (APO) pursuant to Resolution No. 6, series of 1993.

Santos (2003) presented PLAI to have been founded on October 23, 1923 by Dr. Trinidad H. Pardo de Tavera who was then Director of the Philippine Library Museum. He mentioned it was incorporated originally as Philippine Libraries Association, Inc. as a non-stock corporation on October 9, 1925 and on May 5, 1989, it was renamed Philippine Librarians Association, Inc. for purposes of the Professionalization Law.

There are many professional library associations in the country specifically founded based on their specialization. This study has identified four associations which corresponds to four specializations in the profession namely Academic, Special, Public and School Librarianship.

A. Philippine Association of Academic and Research Librarians (PAARL)

Lapuz (2009) presented a narrative of PAARL from its conception to its significant highlights. She introduced the association's foundation was a result of PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities) Conference held on September 18-19, 1972. The majority of members are librarians currently working in academic or research libraries. Associate members who are either no longer connected from the aforementioned library type (e.g., retired) or not licensed are also recognized as members.

PAARL provides programs and activities for continuing professional education and sponsors scholarships or grants to qualified librarians.

B. Association of Special Libraries of the Philippines (ASLP)

ASLP was established in 1954 and considered as the second oldest professional library association in the Philippines. It is a national association for librarians and information professionals in various specialized fields of research in government and private sectors, as well as in business community and in the academes (Ingles-Cruz, 2012). She added that it has been organized based on the initiative of Concordia Sanchez, Librarian of the University of the Philippines Public Administration (UP-PA) during the signing of an agreement between the Philippine Council for United States AID (PHILCUSA) and UP-PA for the Supervision of the Inter-Departmental Reference Service (IDRS) by the UP-PA on October 16, 1953.

Other professional associations which fall under Special Librarianship include, but not limited to:

- Agricultural Librarians Association of the Philippines (ALAP);
- Court Librarians Association of the Philippines (CLAPHIL);
- Medical and Health Librarians Association of the Philippines (MAHLAP);
- Philippine Group of Law Librarians (PGLL);
- Philippine Theological Librarians Associations (PTLA);

Other associations which target two other types of librarianship include Philippine Association of School Librarians, Inc. (PASLI) for school librarianship and Association of Librarians in the Public Sector, Inc. (ALPSI) for public librarianship.

Villaflor (2011) introduced the following activities and services of different library associations in the Philippines:

- Hosting conferences, seminar-workshops, forums and symposia for Continuing Professional Education (CPE) program;
- Publishing bulletins and newsletters;
- Handles the awarding of different service awards for librarians;
- Support research activities and collaborative research projects such as directories and union lists;
- Participating in the annual Philippine Book Fair and other book fairs;
- Participating in international library associations;
- Providing networking activities among institutional member-libraries;
- Granting scholarships and financial assistance to librarians; and
- Support outreach programs such as storytelling activities; promote reading habits and the use of library resources.

Librarians in the Philippines

Librarian Licensure Examination (LLE) is a prerequisite in obtaining

professional status of librarians in the country. According to RA 9246, a librarian refers to an individual who is a bona fide holder of a Certificate of Registration and Professional Identification Card issued by PRBFL and PRC. Pursuant to Sec. 12 of same law, PRBFL has conducted 23 examinations to date since 1992. With 14,005 LLE Examinees (1992–2014), only 5,542 examinees have passed and awarded with professional librarian status through examination (Santos, 2003; Totanes, 2008; Philippine Regulation Commission) (See Table 2). This count does not include registered librarians under grandfather's clause or registration without examination.

Table 2 Librarian Licensure Examination (LLE) Results (1992-2014)

Exam date	No. of examinees	Passers	Failed	Passing rate %
Dec. 1992	342	124	218	36.26
Dec. 1993	28	14	14	50
Dec. 1994	200	101	99	50.5
Dec. 1995	263	136	127	51.71
Dec. 1996	419	186	233	44.39
Dec. 1997	451	245	206	54.32
Dec. 1998	431	217	214	50.35
Dec. 1999	536	295	241	55.04
Nov. 2000	621	331	290	53.3
Nov. 2001	688	351	337	51.02
Nov. 2002	656	344	312	52.439
Nov. 2003	724	370	354	51.105
Nov. 2004	599	174	425	29.048
Nov. 2005	762	240	522	31.496
Nov. 2006	825	303	522	36.727
Nov. 2007	868	278	590	32.028
Nov. 2008	1,003	237	766	23.629
Nov. 2009	947	284	663	29.989
Nov. 2010	699	191	508	27.325
Nov. 2011	764	211	553	27.618
Nov. 2012	812	379	433	46.675
Nov. 2013	834	382	452	45.803
Apr. 2014	533	149	384	27.955
Total	14,005	5,542		

The subject of this study focuses on young librarians whose age ranges from 20 to 30 years old. Given the data on Table 2 — which reckons the results of Librarians' Licensure Examination (conducted from 1992 to 2014) — and considering the majority of examinees are fresh graduates of BLIS, 2,654 librarians have successfully passed the examination for the past ten years (2005-2014). This count may include librarians who were repeaters when they took the examination or holders of the following degrees (Sec. 15, Art. III, RA 9246):

- Bachelor of Science in Education or Elementary Education; or Bachelor of Arts with a major or specialization in Library Science;
- Master of Arts in Library Science or Library and Information Science; or
- Any Masters degree with concentration in Library Science.

Holders of the aforementioned degrees are only allowed to take the examination within five (5) years from the effectivity of the Act which is until March 16, 2009.

The count also includes graduates of Master's degree in Library and Information Science who may no longer be within the age bracket of the study.

Methodology

An online survey using Google Forms was used as the instrument to gather data. Over the course of four weeks from December 10, 2014 to January 12, 2015, 82 responses have been recorded. The survey contained preliminary questions that collected demographic data (i.e., age, sex and region), and was divided into two parts. Items 1-9 were designed for senior undergraduate students and items 10-23 were for young professional librarians. Young professionals were those licensed and are between 20 and 30 years old. For items 1-9, students were asked if they took courses related to Philippine Librarianship, a description about the said course, class discussions about professional library associations, identification of existing library associations, and their reasons and expectations in joining professional associations. For items 10-23, young professionals were asked about their current memberships in professional associations, their reasons for joining them, their expectations, their membership status and contributions and their reasons for not renewing their membership. Descriptive statistics was used to analyze the data.

The researchers' idea of young professionals is those ages 20-30 years old. They are those who have worked in the LIS field for 10 years or less and are in their early stages of their careers. Professional awards given by the Special Libraries Association (SLA, 2015) state this as one of their criteria when giving awards. For the purpose of our study, we limit the age until 30 years old.

Social media sites, particularly Facebook, were very useful in gathering data. Since the focus of the study are millennials and are moving towards becoming iGeneration users, it is better to collect data using this platform. Student organizations and professional associations with Facebook accounts are supportive to the researchers by allowing them to post the online survey form. The online survey form was then shared by the librarians themselves to meet a desirable number of from the different regions of the country.

Results of the Study

A total of 82 respondents participated in this study. 27% (22 respondents) represented the students while 73% (60 respondents) represented the young professionals. 40% were males and 60% were females.

Table 3 describes the regions of the respondents, three regions were not represented: Regions IV-B, VIII and XIII. There are low number of students and young professionals working in these areas. Most respondents came from the National Capital Region (NCR) with 51%, followed by Cordillera Administrative Region (CAR) with 10% and Region II (Cagayan Valley) with 10%. The researchers disseminated the survey form as widely as possible. Said researchers also sent survey forms to faculty members who may have contacts in the different regions.

Table 3 Representation by Region

Region	Respondents	%
CAR	8	10
Region I	3	4
Region II	8	10
Region III	2	2
Region IVA	6	7
Region IVB	0	0
Region V	2	2
Region VI	1	1
Region VII	1	1
Region VIII	0	0
Region IX	1	1
Region X	3	4
Region XI	2	2
Region XII	2	2
Region XIII	0	0
NCR	42	51
ARMM	1	1

Awareness and Perceptions from the Students

Out of the 27 students, only 17% had a course/subject related to Philippine librarianship. From this amount, they may have discussed about professional library associations in one of their classes. In every LIS degree program, there are core and special topics courses. Each library school may offer courses that are specific and local to their students. It was only in 2015 that the Commission on Higher Education (CHED) has revised the policies, standards and guidelines for the Bachelor of Library and Information Science program. It all depends from the faculty members who are teaching courses about library management if they want to introduce professional library associations as one of their topics or just concentrate on Philippine librarianship. Table 4 indicates the extent of their awareness towards existing professional associations.

Table 4 Recognition of Library Associations by the Students

Library association	Count	%
Agricultural Librarians Association of the Philippines (ALAP)	15	18
Association of Librarians in the Public Sector, Inc. (ALPSI)	3	4
Association of Special Libraries of the Philippines (ASLP)	25	30
Children's Literature Association of the Philippines, Inc. (CLAPI)	11	13
Court Librarians Association of the Philippines (CLAPHIL)	6	7
Medical and Health Librarians Association of the Philippines (MAHLAP)	20	24
Philippine Association of Academic and Research Librarians (PAARL)	32	39
Philippine Association of School Librarians Inc (PASLI)	21	26
Philippine Association of Teachers of Library Science (PATLS)	27	33
Philippine Group of Law Librarians (PGLL)	9	11
Philippine Librarians Association Inc. (PLAI)	33	40
Philippine Theological Librarians Association (PTLA)	6	7
Philippine Society of Librarians and Information Specialists (PSLIS)	3	4
Society of Filipino Archivists (SFA)	10	12
Other/s	1	1

Note: Multiple responses

Since most of the students have Facebook accounts, learning more about these organizations were easier. The Facebook and Twitter of the professional library associations make them more reachable by students and professionals. Communication is no more a hindrance. Table 4 exhibits the top three professional organizations they recognize include: Philippine Librarians Association, Inc. (40%), Philippine Academic and Research Librarians (39%) and Philippine Association of Teachers of Library Science (33%).

Students were also asked about the possible reasons in joining a professional library association. Based on their responses, the majority of students felt that professional development (38%) was the most important aspect they will gain if they join a professional association.

Awareness and Perceptions of Young Professionals

From the 60 young professionals surveyed, only a few of them could recognize existing professional library associations. The most popular among the associations are the following: Philippine Librarians Association, Inc. (27%),

Table 5 Reasons for Joining a Professional Association

Reasons for joining a professional association	Count	%
Professional development	31	38
Self-improvement	21	26
Career assistance	20	25
Continuing education programs	20	25
Cooperation and consortia	21	26
Creates a forum for important issues in the field	18	22
Promotes library services and programs	18	22
Sets and sustains values, ethics and standards	17	21
Stay connected to the field	23	28
Encourages research and publication	18	22
Other	0	0

Note: multiple responses

Philippine Association of Academic and Research Librarians (21%) and the Association of Special Libraries of the Philippines (11%). Similarly, they were asked about the reasons for joining a professional association. Just like the students, professional development is the top answer (58%) followed by staying connected to the field (48%).

The young professionals stated their reasons for not joining or renewing their membership with the association. Table 6 provides reference to their responses.

Table 6 Reasons for Not Joining / Renewing Membership

Reasons for not renewing	Count	%
Expensive membership fees	8	10
Expensive seminar fees	5	6
No new ideas	4	5
Same and repeating programs	7	9
Unorganized	10	12
No member benefits	5	6
Unfamiliar officers	5	6
Other	8	10

Note: multiple responses

Unorganized association (12%) would definitely not a good choice when deciding which organization to join. An association charging exorbitant fees is also not worth attending especially when you do not get anything in return as a member (10%). Professional associations with repeating programs (9%) are also not a recommended affair to invest in.

Discussion of the Results

There may be a small number of respondents in this study but it may produce a relevant impact in our local library professional setting. Going back to the April

2014 LLE results (Table 2), 533 took the examination and only 149 passed the exam. The survey was done for only one month making only 82 responses. This limitation was a factor in the collection of our data. A follow-up study may be done in the future.

Table 7 shows a summary of the expectations and reasons for joining professional library associations. Both students and young professionals agreed that professional associations establish standards for the profession, supports continuing professional development programs and spurs innovation in the conduct of the profession. As noted by previous studies of Merriam and Brockett (2007), Bhatti and Chohan (2012) and Goldman (2014), professional associations provide enriching benefits for every librarians.

The primary factor which influences most librarians in their choice to join a professional association is determined by the opportunity to share value to the profession and to build linkages with colleagues (Kamm, 1997). While this factor is perceived by the respondents of the study, this spurs evaluation of existing professional library associations on the opportunities they provide both for the profession and professionals.

Table 7 Cross-tabulation of Expectations and Reasons for Joining Professional Library Associations

	Student	Student & young professional	Young professional
Number of Respondents	22	5	55
Expectations of / Reasons for joining Professional Library Associations	<ul style="list-style-type: none"> • Builds linkages and networks • Supports continuing professional development • Enriches librarianship profession • Promotes best practices centered on user services 	<ul style="list-style-type: none"> • Establishes standards for the profession • Supports continuing professional development • Spurs innovation in the conduct of the profession 	<ul style="list-style-type: none"> • Supports continuing professional development • Builds linkages and networks • Sets and sustains values, ethics and standards • Keeps abreast of the latest trends and development in the profession • Provides an avenue for forum or discussion on besetting issues in the field • Encourages research and publication

Recruitment and Retention of Members

The lifeblood of every organization can be traced down to its members. Without members' active participation and support to the goals and objectives of a professional association, everything boils down to fiasco. Recruitment and retention of professionals, and assiduous support for their career advancement are not new matters of the profession (Neely & Peterson, 2007). Considering that not all librarians are members of professional library associations and not all members sustain their membership (Kamm, 1997), this scenario stimulates challenge among associations to understand the factors influencing current and potential members to join their professional sphere, and to plan, create and implement a recruitment and retention program in order to actively engage their members. The Association of College and Research Libraries (ACRL) and American Library Association (ALA) are one of the epitomes in providing sources to aid in the effort of libraries' recruitment and retention of librarians in the field. Neely and Peterson (2007) suggests that an effective campaign – i.e., communicating the value of the association to its audience – can be an effective recruitment strategy that professional associations may adopt. Accordingly, this idea has been inspired by the campaign conducted by the nursing profession with the aim of making the profession look more attractive. Anent to retention of members, professional associations can spur friendly and open environment, set social activities, offer recognitions and rewards, and provide avenues for professional advancement (Neely & Peterson, 2007). Nevertheless whichever strategy or model a professional association may adopt, the perceptions and attitudes of members towards the association must be considered before embarking on a recruitment and retention program.

Conclusions

As Goldman (2014) mentioned, professional associations offer greater opportunities for leadership, mentoring and networking with professionals. Professional development is the main reason why prospective LIS practitioners and the practicing young professional librarians chose to be a member of a professional organization. Students and young professionals recognize the Philippine Librarian's Association, Inc. as their main affiliation in the field. This should be the case since it is regarded as the nationally accredited professional organization of librarians to date and serving as the umbrella organization for all library groups in the country.

As highlighted by Berger (2014), professional librarians, whether young or old, would not join an association if the membership and seminar fees are high. However, they will find a suitable professional association for them to keep up. Fisher (1997) remarks the existence of organizations can be traced on members'

contribution. Indeed, the members are the lifeblood of an organization. This imbues a challenge to professional associations to constantly and assiduously communicate and inspire its value to its constituents. This will keep the members active and supportive, and will propel the association's movement towards its goals and objectives.

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The Pleasures of Reading Mystery Fiction and Mystery Readers' Book Selection Behavior

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Abstract

The mystery fiction is a popular pleasure reading genre in Taiwan. This article describes a grounded theory study that explored the reading pleasures and selection behavior of mystery fans. Based on the in-depth interview with 21 engaged mystery readers, this study identified seven types of reading pleasures, i.e., a sense of achievement from puzzle solving, feelings of amazement from the revelation of truths, satisfaction of curiosity for the unknown, a sense of compensation from seeing justice, senses of empathy and sympathy from identifying with the story characters, and the reflection of the social issues and values raised in the stories. The charms of mystery fiction may be systematically described by following four of Hudson's (1910) conceptualization of fiction elements: i.e. the plot, characters, time and place, and the author's view of life prevailed in the stories. In regards to readers' selection behavior, this study identified four selection approaches commonly used by the experienced readers to discover works that possibly meet their expectations, i.e., the subgenre-oriented, author-oriented, series-oriented, and story-oriented approaches. In addition, six factors may influence readers' selection of works, i.e., availability of expert comments, trust and confidence in the publishers, book award information, adaptation into movies or television, quality of translation, and first impression of the physical books.

Keywords: *Mystery fiction, Mystery readers, Reading selection, Pleasure reading*

SUMMARY

Introduction

Mystery fiction, or alternatively detective fiction, is a popular genre for pleasure reading. The genre features stories built on murders, crimes, or other sorts of perplexing happenings. The leading character, often a detective, takes on the challenge and reveals the truth bit by bit. Readers may enjoy a sense of adventure and excitement through mystery reading (Charles, Morrison, & Clark, 2002; Fu, 2009; Matta, 2010; Saricks, 2009). In Taiwan, mystery fiction is also

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one of the most popular genres for pleasure reading (Librarianship Development Division, National Central Library, 2016). Mystery readers consume predominantly translated works by Japanese and Western writers (Chin, 2008; Lin, 2014). This study employed a grounded theory approach to research about why the genre appeals to mystery readers and what kinds of pleasures are perceived through reading mystery fiction. It further examined how mystery readers select works that may meet their expectations and preferences. The findings may shed some light on readers' advisory work in libraries as well as provide valuable information for book stores and publishers.

Methodology

The purposive sampling was used to recruit study participants who considered themselves as fans of mystery fiction; they all self-identified as being frequent and experienced readers. The theoretical sampling principle (Strauss & Corbin, 1998/2001) was used during participant recruitment to enhance subject diversity in reading preferences in different subgenres, writing styles, and origins of works (Japan versus Western). In-depth interviews were used to collect narrative data on reading experiences. The open coding and axial coding strategies were used to compare and contrast the narratives to arrive at theoretical condensation (Strauss & Corbin, 1998/2001). The interview questions are as following.

Table 1 The Interview Questions

RQ1-2:	1. Why kinds of pleasures do readers obtain in reading mystery? 2. What appeals to mystery readers?
Interview questions	<ul style="list-style-type: none"> ● Why did you become a mystery fan? What types of mystery fiction do you enjoy reading? ● What about mystery fiction attracts you? ● Please talk about the pleasures or sensations you perceive during mystery reading.
RQ3:	3. How do readers select mystery works?
Interview questions	<ul style="list-style-type: none"> ● How do you usually choose what you are about to read? ● What do you consider when choosing a book?

Findings

1. The Pleasures of Reading Mystery

This study identified seven types of reading pleasures perceived when reading mystery. Many participants were highly engaged in solving “puzzles” in mystery fiction. Whenever they made the right guess, they obtained a great **pleasure of achievement**. When the myth was intelligently constructed so that they failed at making the right guess, they could still perceive a great **pleasure of amazement** as long as the mystery solving process was convincing.

Most of the participants considered mystery reading as **fulfilling their curiosity**; it allows the readers to gaze at crimes or the dark sides of the society that are usually beyond one's daily life. By the end of the stories, the perpetrator often receives some sort of penalty or sanction, which gives the participants a **sense of redemption and justice**. Meanwhile, the mystery fiction is rich in topics and themes so that many participants considered reading mystery as a **knowledge enrichment** activity. Furthermore, participants may develop a **sense of empathy and connection** as they read a story and develop deep **reflections on social and human values**.

2. Appeals of Mystery Fiction

Hudson (1990) conceptualized that novels comprise of six basic elements: plot, characters, dialogue, time and space, style, and view of life (how the writer envisions human values, sociality, or philosophy of life). The participants of this study commented on four of the elements:

- (1) **Plot**: the participants expected a good mystery fiction to contain a finely-constructed myth, and the process of solving "puzzles" is reasonable and convincing; the storyline must embed and embody the myth well so the readers become fully immersed in the story.
- (2) **Characters**: the participants often preferred the myth solver to be wise and kind, maybe somewhat eccentric or inscrutable; characters like these were considered more humane and pleasant.
- (3) **Time and Space**: the participants enjoyed the breadth and diversity in mystery fiction in terms of the different geographic regions, cultures, or problem situations in which a story takes place.
- (4) **View of Life**: some participants particularly enjoyed works that deliver writers' unique observation and reflection on humanity and social issues.

3. Book Selection Strategies

This study identified four book selection strategies used by the participants to choose works they may enjoy reading. **Selection by subgenre** (e.g., classic mystery vs. hardboiled mystery) and **selection by author** were two most commonly used approaches by experienced readers because they have developed knowledge about mystery subgenres and writers. **Selection by series** was an approach used when the participants have previously read one book in a series and enjoyed that particular experience. All of the three approaches relied on prior experience. **Selection by theme** occurred when none of the aforementioned strategies was applicable. The participants looked for information and clues about a potential work. Factors presented in the following section may further influence their choices.

4. Factors Influencing Book Selection

The participants' book selection may be influenced by six factors: whether there was an insightful book review written by a trusted expert, whether a book was published by a reliable publisher (i.e., reliable in terms of the publisher's book selection and print quality), whether it has won a prestigious award, whether a book has been adapted into a movie or drama, whether the translation quality met the participants' expectations, and whether the participants found a book appealing in terms of aesthetics and its narrative.

Conclusion and Suggestions

This study followed the analytic approach taken by Lin (2011) and Chang and Lin (2015) to identify the various kinds of pleasures a reader may perceive when reading a particular textual genre. This approach allows for systematic comparison and differentiation of the pleasures from reading different genres (or subgenres). This study identified seven types of reading pleasures based on empirical evidence, some of them beyond the pleasures mentioned by Charles, Morrison, and Clark (2002), Matta (2010) and Saricks (2009). It shows that reading mystery fiction is not just about physical sensation and excitement. It is also a highly intellectually challenging and emotionally soothing or engaging activity.

This study also identified four book selection strategies and six factors influencing book selection. The experienced readers participating in this study used a combination of the strategies to select books. However, one may find that most of the strategies require a certain level of knowledge about the mystery genre. This calls for more effective readers' advisory services to connect readers and works. When a reader is less knowledgeable about the genre, he/she might use previous experiences to identify subgenres or writers of interest. Book vendors and publishers may also provide more information or excerpt content relating to factors identified in our study. It may facilitate readers' selection and may engage more readers in mystery reading.

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JoEMLS English Summary



Romanization of Referencing Styles for Arts & Humanities Science Journals in Taiwan

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Abstract

Based on Big Three referecing styles guides, namely APA, Chicago (Turabian) and MLA Style, this study discusses the citation formats in which have been applied and specified for scholarly references in non-English languages, especially in Chinese language scholarly writing. This study targets on those Taiwan journals, indexed by TSSCI, THCI Core, A&HCI, SSCI and Scopus, that use the Romanization of references in Chinese journal. By analyzing their notes for contributors and the real situation of application in the Chinese cited works. In respect of the aforementioned three major referencing styles and the rules made by journals themselves, the findings are as follows: the APA, Chicago, and MLA Styles should be revised according to the practical needs of citing non-English references; academic journal publishers need to specify and provide the guidelines and templates of romanizing references in respect of contributed articles; international citation index databases providers should stipulate and provide their description style for romanizing references, and the government and major academic institutes should put more efforts to assist local scholarly journals to cope with the reference romanization problems, even at promoting a kind of consistent Pinyin principle for referencing styles for Chinese journal publishing in Taiwan.

Keywords: Romanization of citation, Scholarly journal, Referencing styles

SUMMARY

Introduction

In recent years, the two important icons in academic fields—Thomson Reuters (who used to own the three indexing databases— A&HCI, SCI, SSCI), and Elsevier (who owns Scopus database), both began to require that the citations of articles published in scholarly journals that want to be collected into their databases should be presented in Roman alphabets. However, at present, Thomson and Elsevier have not yet made relevant concrete and specific

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regulations for journal publishers and authors to follow. One of the core issues involving making Chinese academic journals internationalized is that—whether the regulations of the so called big three academic writing style guides on the referencing styles of manuscripts in different (non-English) languages, and the citation Romanization approaches adopted by scholarly journals in Taiwan’s humanities and social science field, can be in accordance with the referencing requirements made by Thomson Reuters and Elsevier.

Glossary

1. Chinese Romanization for citations

Chinese Romanization for citations can also be termed as “Latinized citations”, “Englishized citations”, “citations in Roman letters”, “phonetic notation”, “transliteration”, “references in Roman script”, or “references in Roman alphabet”. So called “Romanization” is the phonetic transcription system developed from Latin alphabets. “Chinese Romanization for citations” is defined as the process of transliterating Chinese citations to Roman alphabets.

2. Itemization

Itemization refers to inserting Romanization metadata between square brackets in the fields of bibliographic information, for the readers’ convenience to read both Chinese and English. The 16th edition of Chicago Manual of Style has addressed bibliographic format for references and asked authors to present bibliographies in this format mentioned above.

3. Incorporation and translation

Incorporation and translation refers to editing and arranging these Romanized bibliographic items completely in one single set of English references, that is, Romanizing Chinese references into English version directly without itemization. This way of presentation distinguishes English from Chinese, for readers who do not understand Chinese to read in a pleasant fashion, and for meeting international citation databases’ requirements on reference formatting. Authors who adopt APA Style, Chicago/Turabian referencing Style, or MLA Formatting and Style Guide, can present their bibliographic information in this way.

Research Design and Conducting

This research targeted at and analyzed the core journals that adopt Chinese Romanization regulations and have been collected into TSSCI, THCI Core, A&HCI, SSCI and Scopus databases. This research only focused on journals that also collect articles written in Chinese. As to the core journals that only collect English manuscripts, they should follow relevant regulations on formatting citations in Chinese addressed by APA, Chicago/Turabian, or MLA

referencing Style Guides, and thus were not included in this research. For the comprehensiveness and representiveness of samples, this research scrutinized articles in print or in electronic format published before September 2016, to see if the citations in those journal articles have been Romanized according to relevant rules.

Research Results and Analysis

In this section, an analysis on the contents and items of regulations on manuscript submission and format requirements of the targeted forty-seven journals was conducted, and a comparison of the Romanization of Chinese citations of these journals was made. The discussion and analysis of results are addressed.

1. When journal or article titles are not listed with English translation (i.e. parallel title), most journals deal it with paraphrasing, that is, meaning translation; some journals transliterate the titles with Chinese phonetic transcription. However, the regulations on the Chinese title which should be appropriately romanized by each individual term after transliteration or translation vary from journal to journal.

2. When Chinese (author's) names are transliterated into English, it should follow the principle of faithfully transcription. If manuscript submitters or journal publishers add special symbols or spaces to the names, or do not use the authors' original English names and transliterate with some specific phonetic transcription systems, it will increase the difficulty level of authority control when readers of Chinese language system are finding needed articles, names or titles.

3. Most journals only list publisher's place (i.e. cities) in English and omit countries. As to the major three academic referencing styles, APA style regulates that both publishing cities and countries should be listed, Chicago Style requires only countries, and Turabian Manual and MLA Style require only publishing cities. Compared with the complicated regulations on the Romanization of authors' names, book titles and article titles, the major three writing styles have relatively flexible regulations on the presentation of publishers' places.

4. From a look at the citation Romanization of the forty-seven journals studied in this research, we can see that there is no consistency among the journals in Taiwan's humanities and social science field. Generally speaking, we can say that most journal publishing agencies have only a superficial understanding of the main significance of citation Romanization.

Conclusions and Suggestions

The major three writing paradigms have developed their regulations with

Westerners as the target readers. For western readers who do not understand the Chinese meanings of article titles, citation Romanization should have the titles been both transliterated and translated. As to the international citation databases in Western countries, for the content readability and international development, they all require journals that apply for being indexed into their databases should have the citations of articles been Romanized. The problem is, when these international databases are transcribing citation data, they often regularly omit part of bibliographic information. Therefore, if the original bibliographic data already contains translated titles, then the phonetic transcription of titles is not necessary. It is to prevent the situation that the citation databases transcribe the transliterated titles and omit the translated ones.

The problems regarding this are still waiting for the providers of international citation databases, large academic institutions and academic journal agencies to have conversations and discussions, for creating a win-win situation.

Based on research analysis, four conclusions and suggestions are offered below.

1. Academic writing paradigms

The three academic writing paradigms should have a set of more detailed regulations on literature written in non-Western languages. The features of Chinese citations and the needs of scholars who write in Eastern languages should be taken into consideration when the academic writing paradigms are revised later.

2. Journal publishing agencies

For keeping the quality of translation, journal publishing agencies should undertake the task of citation Romanization. The original personal names and already translated titles should be faithfully transcribed, for not increasing the difficulty level of authority control when readers who are not familiar with Chinese are searching literature and bibliographies. In doing so, it can also prevent from affecting the bibliometric analysis of important bibliographic data, such as author names and article titles. Journal publishing articles can also ask to upload Romanized bibliographic data unto citation databases by themselves, for making sure the whole process is completed.

3. International citation databases

International citation databases should actively set and provide a set of regulations on transcribing Romanized citations, not only for standardizing the process of transcribing Romanized citations, but also for journal publishing agencies to generate bibliographic data in accordance with requirements of citation databases indexing.

4. The government and main academic institutions

The government and main academic institutions should set a standard of Chinese Romanization for citations and refer to the Chinese phonetic transcription.

They should also assist scholarly journals in editing instructions on editorial practices of Chinese Romanization for citations. The already built Chinese Name Authority Database can also grant the query access, for the reference of editors of scholarly journals when they are generating Romanized Chinese citations.

Acknowledgement

Verification of part of the changes about the status quo of journals addressed in this article is done by Chang Huan-Shuan, a student of Graduate Institute of Library, Information and Archival Studies at National Cheng-Chi University. Much gratitude to her hard working is dedicated here.

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林雯瑤、邱炯友(2012)。教育資料與圖書館學四十年之書目計量分析。教育資料與圖書館學，49(3)，297-314。【Lin, Wen-Yau Cathy, & Chiu, Jeong-Yeou (2012) A bibliometric study of the *Journal of Educational Media & Library Sciences*, 1970-2010. *Journal of Educational Media & Library Sciences*, 49(3), 297-314. (in Chinese)】

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