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In an attempt to describe the nature of recent journal literature revolving around the eleven core values of librarianship, as articulated by the American Library Association, this exploratory study analyzed 114 articles from four peer-reviewed library publications over the past five years (2002-2006): *College & Research Libraries, Library Trends, Library Quarterly,* and *portal: Libraries and the Academy*. This content analysis noted the levels of complexity with which the core values were discussed, the frequencies of the eleven core values (access, confidentiality/privacy, democracy, diversity, education and lifelong learning, intellectual freedom, preservation, public good, professionalism, service, and social responsibility), and the types of library environments found in the journal literature. The results are intended as a catalyst for the library profession to examine the way it discusses core values and uses them to guide and inform professional practice.

Headings:

Librarianship as a profession

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THE VALUE OF VALUES-BASED LITERATURE: AN EXPLORATION OF LIBRARIANSHIP'S PROFESSIONAL DISCUSSION OF CORE VALUES

by
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INTRODUCTION

Modern society engages in a discussion of values, ethics, and religion in a deep, meaningful, and incredibly pervasive way. In *The American Values Reader*, Harvey Wiener and Nora Eisenberg write that "one of the most intense…discussions…today revolves around the issue of values and their role in shaping and defining our identity as people" (1999, p. xx). Michael Gorman brings this idea into the professional realm of librarianship, when he writes in *Our Enduring Values*, that "we live and work in a time of change," where "old certainties no longer seem to apply," members of society can cling to these values in order to make sense of the surrounding world, and their place within it (2000, p. 1). Gorman continues this vein of thought, writing that "people intensify the search for meaning in life in an age of prosperity…individuals and groups seek the ethics and determining beliefs that define them as soon as they get beyond the struggle for mere survival" (2000, p. 1). Mary Ann Mavrinac, currently the Chief Librarian at University of Toronto Missississauga, thinks about modern society's fixation on values, ethics, and religion in terms of Abraham Maslow's hierarchy of needs; she writes that his theory explains how the satisfaction of human needs on a basic level "will drive motivation…to satisfy needs at a higher level," and that this accounts for modern society's ability, and indeed, propensity, to focus on values, ideals, and ethics (2005, p. 394). This combination, then, of modern society's relative prosperity with its recognition that the world seems to be changing faster than ever before has led this same society to focus on values that will help to define itself and bring it a deeper sense of being.

Thus, this pervasive discussion surrounding values has appeared within nearly every aspect of modern society. Several examples, from the political, academic, and corporate realms, support this idea. Politically, as far back as 1994, religion—as a specific values structure—was beginning to be "recognized as a powerful predictor of political partisanship and ideology" (Shepard, 1994, p. 1). Indeed, "[Bill] Clinton's use of biblical language" and his involvement in a scandal that opened a "national discussion of moral values" led, ten years later, into the Presidential race of 2004, when many indications suggested that the race was heavily values-driven, and the term "values voters" was initially coined (Shepard, 1994, p. 1; Eichel, 2004, p. 1). During the election season of 2004, then, it appeared that a specific focus on values was "an essential element in the political landscape" (Eichel, 2004, p. 1).

Outside the political realm, values driven discussions are still prevalent. An example of this occurred in February 2007, when an article appeared in *The New York Times* that underscored the idea of "intellectual honesty"—a sort of academic morality—and the way that a student's deeply held religious beliefs or values system might conflict with the secular, academic world in which he is working. This article also describes how these two systems—academic and spiritual—of competing values might not coexist. Specifically, this article dealt with the idea of a "creationist wearing a secular mantle," and the potential conflicts between a secular scientific framework and a strong belief system (Dean, 2007, p. A1). Although this battle among science, academia, and faith is nothing new, with instances of conflict between the two dating as far back as 1925 and the infamous Scopes "Monkey" Trial, this article held particular significance, since it examined the University of Rhode Island's discussion over the possibility of revoking a

doctoral degree based on a former paleontology student's decision to teach a creationist perspective of science in another liberal arts institution where he is now employed. The article highlights the values that define both the student and the academic environment in which he lives and works, and the trouble that arises when a conflict between the two is discovered.

The corporate world, as well, has a distinct voice in the discussion over values. Most significantly, corporate scandals, such as those appearing in situations like the Enron, WorldCom, and Tyco frauds, highlight the move toward a very definite values, and ethics, system for the corporate realm. In addition to the extreme nature of these scandals, these companies' obvious failures to meet the ethical expectations of society and the business world brought immediate condemnation to these companies and their practices. Indeed, the attention that has been given to these frauds, and the way that these frauds have worked their way into business education, represents another instance of modern society's fascination with the idea that there exists a set of deeply held, core values that seem to define, uphold, and inform personal, professional, and political identities and practices.

Regardless of the specific circumstance, then, it seems that values-driven discussions are occurring, prominently, in nearly every part of society. Thus, this society-wide focus on values certainly affects the professional world of librarianship. Gorman, also in *Our Enduring Values*, writes that "the world of libraries is a microcosm of the wider world—buoyed by technology but daunted by the unknown, changing in ways that most of us understand dimly" (2000, p. 1). This "world of libraries," as a

microcosm of the surrounding world, reflects the current obsession that modern society has with morals, ethics, and other value systems.

The professional culture built around librarianship is very much grounded in the sense that the profession of librarianship upholds a specific mission, and as a part of that, also upholds specific values, ideals, and ethical practices. These specific values and ideals are widely agreed upon in principle, profession-wide. The website for the International Federation of Library Associations and Institutions (IFLA) provides access to more than thirty four different codes of ethics for library associations worldwide; these various codes of ethics all address, for instance, the issues of access, service, privacy, and education (2007). Overlapping in common areas of mission and practice, these codes of ethics fundamentally agree with the "broad statements to guide ethical decision making" that are also articulated within the American Library Association's (ALA) Code of Ethics.

By articulating "the values to which we are committed" and embodying "the ethical responsibilities of the profession in this changing information environment," the ALA Code of Ethics illustrates the principles upheld by the U.S. library profession, in order to make sense of this "changing information environment" and our profession's place within it, and within the surrounding society as a whole (1995). As another statement made by this same organization, then, the ALA Core Values Statement essentially distills the messages of ALA Code of Ethics, which agrees with many other, international library associations' codes of ethics, into eleven "core" values. These values presumably provide the foundation of institutional mission and guide professional practice and decision making. The Core Values Statement effectively summarizes the

way that these central and foundational values "define, inform, and guide our professional practice" (Council, 2004).

In looking at the way that librarianship participates in the society-wide fascination with value systems, this exploratory study attempts to gauge the depth of discussion revolving around core values and their practical application that is occurring within the profession. Given the propensity of societies, organizations, and individuals to create and maintain specific systems of values in order to understand the world and their place in it, it makes sense that professional bodies would create and uphold specific, values-based principles for the purpose of sufficiently providing standards and useful support for meeting those standards within the profession. Professional codes of ethics, then, are intended to inform professional decision making in all kinds of situations; the professional literature, as well, should reflect a sense of guidance and direction in various circumstances.

Arguably, the core values of librarianship, articulated through these codes of ethics, have remained steadfast over time; presumably, individuals join the library profession because their work and life values align with those of the larger organization. However, in this changing world discussed by Gorman and Mavrinac, the application of these values in new situations genuinely calls for a substantive discussion of these values and the way they are applied in everyday situations. The political, academic, and corporate examples discussed here all underscore the idea that values are important to modern society, but that the application of these values to specific situations is anything but simple. Certainly, the library profession acknowledges the complexity of their core values, evidenced by the very creation of the core values policy statement issued by the

American Library Association in June 2004; however, the professional literature that invokes these core values of librarianship does not always seem to facilitate an in-depth professional discussion of these values in a way that will truly inform professional practice.

This study, by exploring the depth and complexity of the most current professional discussions focusing on the eleven core values of librarianship, as articulated by the ALA core value policy statement, intends to examine the character of these professional communications. Analyzing recent journal literature, this study intends to provide some insight into the way the library profession views and discusses the values that are central to its mission, supposedly inform decision making and guiding professional practice.

LITERATURE REVIEW

The amount of library literature generated on the topic of professional ethics and values represents a vast canon of literature; on the surface, it appears that everyone agrees with John Budd's statement that "just about everything that librarians do as professionals carries ethical implications" (2006, p. 251). Budd highlights the fact that the library profession deals with complex issues, and that the members of the profession need support in dealing with these complexities. This literature review focuses on several specific areas of the library literature that revolve around the profession's discussion of these complex issues and the support that the profession provides. Although the terms "ethics," "values," and even "core values" are often used interchangeably within library

literature, these terms actually have distinct meanings, and contribute to the profession-wide discussion in different ways.

Literature on various codes of ethics as articulations of the library profession's standards and expectations for conduct in the professional realm comprises the first part of the review; this part of the literature review also discusses "professional ethics," often codified by associations and groups within the profession, as the broad set of guidelines that inform professional practice. Next, literature on the common work, life, and professional values shared by members of the library profession comes into the conversation, highlighting the wider context of social and individual value systems that members of the profession bring to their understanding and interpretation of the complex issues faced within the professional realm of librarianship. Values are distinguished from ethics, in the sense that values represent a closely held belief and ideal, while ethics, and codes of ethics, are stated guidelines attempting to describe standards and inform behavior so that the behavior will meet these standards.

Finally, this review identifies the "core values" of the library profession as the values that various researchers have distilled from codes of ethics and other professional statements; this piece of the literature review discusses specific values that, according to codes of ethics and other official statements, seem to be shared profession-wide, both internationally and cross-disciplinarily. As part of this discussion, literature on the potential conflict between these core values, and the various interpretations of the meanings and applications of these values, is also included.

Codes of ethics and professional ethics

Wallace Koehler notes that although "librarians…hold a complex set of ethical perceptions," these sets of ethical perceptions are nearly always codified into statements of practice and behavior by organizations, with overlap between various disciplines and geographical groups within the profession (2000, p. 485). Koehler also distinguishes between library ethics and library values as he writes that "although there have been a number of surveys on library ethics, there have been only a few surveys on librarians' values (2000, p. 487). By this, Koehler separates library ethics from library values, essentially defining "values" as the beliefs and ideals that actually provide the basis for the guidelines for behavior that are articulated through codes of ethics. Professional ethics, described by various codes of ethics, represent guidelines of conduct to help professionals meet an expected standard and ideal.

In the November 2007 issue of *American Libraries*, Roy Sturgeon laments the dearth of "scholarly publications…on the subject of library ethics" (p. 56). Here, Sturgeon clearly uses Kathy Hoffman's definition of ethics as "the principles of conduct that govern an individual or a group" (Hoffman, 2005, p. 96). Noting this limitation within library literature on professional ethics, Sturgeon is joined by Mark Winston, who notes a second limitation within library literature as he writes, in a 2007 article, that the professional literature "includes a limited discussion of ethical decision making" (p. 234). Although the existing literature confirms the agreement among library associations worldwide on the ethical principles of librarianship, there is not a lot of original research or close examination of these principles and the way they are enacted within and applied to everyday situations (Winston, 2007, p. 235). Sturgeon comments on the limitations in the amount of literature on professional ethics within librarianship, while Winston

comments on limitations he sees in the nature of library literature focusing on ethics and ethical practice.

In his article, Sturgeon also highlights the fact that "information professionals, unlike attorneys and physicians, lack an enforceable professional code of ethics" (Sturgeon, 2007, p. 56). Even without an "enforceable professional code of ethics," library associations, internationally, maintain official statements of ethical responsibility to guide the professional behavior of association membership. Although not "enforceable," a distinct attribute of professional ethics in librarianship that makes already complicated issues more imprecise, these statements of professional ethics are still intended to inform decision making and guide the practical application of an institution's mission, goals, and indeed, values. These professional ethics, and codes of ethics, then, should be supported by a body of professional literature that both upholds these principles and provides a rich discussion surrounding the application of various ethical principles and value-driven practices. Sturgeon and Winston, however, seem to agree that the professional and scholarly literature does not provide this support in any sort of meaningful way.

Aside from the limitations of the professional and scholarly literature, Elizabeth Buchanan highlights another shortcoming within the larger professional discussion over library ethics in her article on ethics education in the graduate curriculum for library and information science. She states that while "the information continues to evolve, growing ever more complex and sophisticated, ethical issues keep pace," the coverage of ethics in the library and information science curricula has been simple and basically "lax" (2004, p. 58). Her findings, after an analysis of the U.S. graduate curriculum in library and

information science, suggest that professional library education, as well as professional library literature, seems to identify the ethical principles of librarianship without providing a substantive examination of these ethical principles that are intended as guides for professional behavior and practice. Her study adds to the overall portrait of a professional discussion going on in the library world that articulates the professional ethics of librarianship without exploring these professional ethics in depth.

Life, work, and professional values

Professional ethics, described through professional codes of ethics, fundamentally articulate the values held by the profession. Values, and specifically professional values—as a set of ideals and beliefs applied within a professional setting—provide the seeds from which ethical principles grow, in order to guide behavior and decision making within this setting. The literature about values within librarianship generally discusses three different areas of values: work, life, and professional values. Work and life values have to do with an individual's outlook, attitude, and beliefs regarding the way that he lives, whereas professional values are the values identified as important to professional missions.

Neil Yerkey's 1980 study on life-values of librarians, which was replicated by Joyce Kirk and Barbara Post-Anderson in Australia in 1991, found that "life-values," such as "exciting life," "family security," "self-respect," "wisdom," "freedom," and "inner harmony," as reported among library school students, faculty members, and professional librarians, "show more similarity than difference" (p. 128). Kirk and Post-Anderson reported the same findings: that members, and future members, of the library profession share more life-values than not (1991, p. 3). Although these "life-values"

seem tangential to this larger discussion of library ethics and core, professional values, they are important to understanding the wider context of people functioning in a values-driven society. Each member of a profession brings an individual set of these life-values to the profession, and to the ethical guidelines laid out by the profession. These life-values of individual members add to the complex web of values and ethics found within the larger library profession.

Similarly, original research on the work-values of librarians has also been completed. Gillian Anderson conducted a study, which was published in 1998, that attempted to find out "why certain people are attracted" to the profession of librarianship (p. 415). Distinct from both professional values and life-values, an individual's work-values include values such as "having professional growth opportunities, having employment security, having challenging work…and having high pay for good performance" (Anderson, 1998, p. 418). Besides indicating the commonly shared work values within the library profession, Anderson's study serves to underscore this shared sense of work within librarianship. Members of the profession, while bringing their own, individual work-values to librarianship, likely end up sharing these values with the other members of their profession (Anderson, 1998). These values, relating specifically to the work place, but not relating to the specific mission and goals of the profession, play into the increasingly complex understanding of what goes into the idea of "values" in any sort of professional sense.

Professional values, then, refer to the values endorsed by a profession; in the case of librarianship, professional values represent the set of beliefs and ideals that make librarianship function in its role, and work toward its mission, in society. Several authors

address the historical, and traditional, set of professional values that are found within librarianship. Jesse Shera, in his 1949 book entitled *Foundations of the Public Library*, writes that "the library in large measure represents the need of democracy for an enlightened electorate, and its history records its adaptations to changing social requirements" (p. vi). Here, Shera illustrates the beginnings of the American library system, and the values that this profession espouses, writing that the library is "a social agency" and that it "represents the character of the environment from which it emerged" (p. v). Highlighting the professional values of Education, Democracy, and Social Responsibility, Shera's 1949 book really begins this discussion of the professional values within librarianship, as the profession and individual members of the profession function within the wider society.

Interestingly, Barry Totterdell brings this discussion of library values back to Abraham Maslow and his hierarchy of needs; Totterdell writes that "it may be legitimate to suggest that…the library was developed partially to serve the lower level needs of some persons in the early stages of urbanization" (1978, p. 10). He continues, writing that libraries, especially within urban areas, aided a person's "self-motivation and energies," locating the ultimate aim of librarianship as the enrichment of "the human personality" and "as a living force for education, culture and information, and as an essential agent for the fostering of peace and understanding between people and nations" (Totterdell, 1978, p. 10). Although Totterdell's book focuses on the institution of the public library, his description of librarianship and its professional mission really play into this deeper understanding of the professional values that drive the role of libraries and librarians within society.

Richard Rubin takes this discussion further, bringing it into the era of new information and new media. He writes that although the information environment has changed since the early days of the American library, and "integrates many other information channels in its continuing mission to meet the needs of its users," that the professional values of those within the information environment remain essentially the same (Rubin, 1998, p. 15). "Reading, literacy, and self-development within the population," writes Rubin, still holds a central significance for the mission and goals of this "complex information environment" (1998, p. 15). Even Brenda Dervin, in her selection for the anthology entitled *The Information Environment: A Reader*, acknowledges the changing nature of information and the library's role in its dissemination of it, she also writes that "the basic premises about…information remain unchanged" (Walker, 1992, p. 15).

It seems, then, that while library historians and researchers view the information environment as changing over time, they do not view the fundamental, professional values of librarianship changing with the times. It is at this point, with a historical examination and an inspection of current codes of ethics and statements of values, that an idea of "core values" begins to emerge within the larger set of "professional values" historically espoused by the library profession.

Core values

Core values of librarianship, or any profession, really, provide the summation of the life, work, and professional values that remain traditional, fundamental, profession-wide, and essential to the overall mission of the profession within a society. John Budd, in his 2006 article, writes that "efforts to articulate the field's core values" have become

prevalent within librarianship, and can be found in the recent, profession-wide focus on writing codes of ethics and other official statements (p. 251). Indeed, the internal agreement between the international codes of ethics found on the IFLA's website, along with the transmission of these same principles throughout the history of library and information science indicate that these "core values" represent "an essential component to any understanding of our places in society" (Budd, 2006, p. 251).

Wallace Koehler's 2000 article lists "intellectual freedom, protecting library users' right to privacy/confidentiality, intellectual property rights, professional neutrality, preservation of the cultural record, and equity of access," as a condensed list of the most-cited "core" values within the overall field of librarianship (p. 486). Likewise, in another 2000 article, Koehler analyzes the codes of ethics for thirty seven different library associations, and comes up with the following list of six "major elements incorporated in these codes":

> These are (1) concern with the rights and privileges of patrons or clients, (2) selection issues, (3) access issues, (4) professional practices and relationships, (5) responsibilities to employers, and (6) social and legal responsibilities.
> (Koehler, 2000, p. 33)

Similarly, Pnina Shachaf, in a 2005 study, found that the codes of ethics of twenty eight international library associations shared the principles of "professional development, integrity, confidentiality or privacy, and free and equal access to information" (1995; 2005, p. 513). Koehler and Shachaf, then, essentially agree with Michael Gorman's distillation of the works of four major library authors into eight central library values.

Gorman uses the works of Jesse Shera, Shiyalia Ramamrita Ranganathan, Samuel Rothstein, and Lee W. Finks to identify eight "core values" of librarianship: stewardship,

service, rationalism, literacy and learning, equity of access, privacy, and democracy (2000, p. 26-27). Gorman's philosophy, along with the research conducted by Koehler and his colleagues and the history provided by Shera, Rubin, Totterdell and others, indicate that the "professional values" of librarianship really begin to converge on a simple set of "core values" that pervade the literature, practice, and mission of librarianship. In agreement, then, the American Library Association council defined its "eleven core values that define, inform, and guide…professional practice" in June 2004 (ALA, 2004). This statement defined these eleven core values as:

> Access, confidentiality/privacy, democracy, diversity, education and lifelong learning, intellectual freedom, preservation, the public good, professionalism, service, and social responsibility. (ALA Core Values Statement)

These eleven "core values" represent the convergence of traditional and historical library values with the current practices outlined in various ethical guides and values statements throughout the American library profession. This attempt of the American Library Association to define the "core values" of the profession is by no means conclusive; however, it does provide a starting point from which to begin an investigation of the values that are believed to exist at the heart of professional librarianship within American society.

Core values in conflict

There is another element to this system of traditional, and shared, professional values, writes Michael Gorman in *Our Enduring Values*: "Values may be held sincerely but also have moved beyond preference to become absolutes" (2000, p. 7). Much of the library literature seems to focus on supporting the existence and articulation of these

values, rather than truly fleshing out the complexities of each value, indicating that these values take on an "absolute" feeling. Libraries and librarianship are essentially grounded in a sense of their core values and that these values provide a strong foundation for things that will arise in the future of libraries.

However, a simple reliance on these principles, as a baseline, is not enough. In Budd's 2006 article where he talks about the recent, profession-wide focus on professional ethics and core values, he also writes that "the need remains for an extensive look at points of concern and areas where…action is called for" (p. 251). Ann Symons and Carla Stoffle begin to think about the true complexity of the core values held within librarianship when they discuss the possibility that two, or more, of these core values might come into conflict with each other. They agree that the identification of core values is easy enough; their main point exists in the fact that "we face values conflicts almost daily, with little guidance from either our associations, or our literature, on how to deal with conflicting values or apply a single value" (Symons and Stoffle, 1998, p. 57). Symons and Stoffle particularly note that there seems to be no stated hierarchy of values; this means that there is not a standard principle that would act as a deciding factor in a difficult situation, such as if two or more values came into conflict.

Conflicts between competing values, as well as conflicts between individual interpretations of values, it seems, proves that while the "core values" of librarianship may be traditional and foundational to the profession, they by no means render a comprehensive understanding or substantive guideline for professional behavior and philosophy. However, it is clear that most of the research conducted on values within librarianship focus on defining the values of the organizational culture and mission,

rather than investigating the complexities and depths that must be a part of the core values discussion.

Buchanan, in her article on the role of ethics in library and information science education, cites several recent situations that have highlighted conflicting values within professional librarianship. "Filtering and CIPA/COPA, as well as privacy, intellectual freedom, and related rights under attack from the USA Patriot Act" all expose professional situations in which professional values, and articulated ethical principles, may come into conflict and fail to provide any true guidance for action. For example, with the issue of filtering, and the Children's Internet Protection Act (CIPA)/Child Online Protection Act (COPA), the values of "access," "intellectual freedom," and "social responsibility," among others, seem to come in to conflict (Buchanan, 2004, p. 51). If a library provides complete access, that is, without any "child safety" filters, they are potentially placing children in danger; however, if they do add such filters, they are not providing complete access, which would seem to go against the core value of "access." Similarly, the USA Patriot Act puts libraries in the position of needing to turn over patron information, in order to comply with their legal responsibilities. If they do turn over the information, then they seem to be going against the core value of protecting patron "confidentiality and privacy;" if they do not turn over the information, then they are breaking federal law. These two examples merely begin to scratch the surface of the potential overlap and conflict of professional values that occur daily within the professional environment.

These situations, in which core values seem to come into conflict with no clear path on how to resolve the conflict, are exactly the types of situations that Budd,

Buchanan, and Winston have in mind when they suggest that library literature is somewhat limited in its discussion of both values and ethics. These examples also reflect Symons and Stoffle's point that librarianship really struggles with the question of "Do we have a hierarchy of values, or a continuum of values that we apply situationally?" (1998, p. 58). The ALA Code of Ethics and Core Values Statement do not indicate a hierarchy of ethical practices or professional values; certainly, the literature does not address a ranking of significance for the articulated ethics and values, or what to do when these values come into conflict, as they most certainly will.

Library literature, along with the professional education, according to Elizabeth Buchanan, seems to generally focus on articulating the profession's principles of ethics and core values, without really examining their practical applications or the way that these principles are intended for guidance within everyday situations. Conflicts that occur between values or between individual interpretations of these values and ethical principles do not seem to be adequately addressed. The study that follows attempts to address this issue, by looking at the types of representations of core values within library literature from the past five years.

METHODOLOGY

As indicated by the ALA Statement of Core Values, core values "define, inform, and guide our professional practice" (2004). The values identified in this statement are:

- Access
- Confidentiality/Privacy
- Democracy
- Diversity
- Education and Lifelong Learning
- Intellectual Freedom

- Preservation
- The Public Good
- Professionalism
- Service
- Social Responsibility

The purpose of this study is to analyze the complexity of the discussion of these core values within professional librarianship in the United States, as reflected in the journal literature. In his paper, "Journals and the Shaping of Interdisciplinary Knowledge," John Budd writes that, in various disciplines, scholarly journals "reflect the knowledge base of the field…and select what is to be communicated within the field" (2001, p. 2). For this reason, professional literature produced within the field of library and information science was considered the best place to observe, and subsequently analyze, the current, professional conversation revolving around core values of librarianship.

Data gathering

An analysis of the entire canon of professional literature within the international field of library and information science would be beyond the scope of this study. For this reason, the scope of this study has been limited to an analysis of articles published within four prominent peer-reviewed journals during the five years of 2002-2006. The journals were selected on the basis of several factors. *Ulrich's Periodicals Directory* was searched for journals indexed under the Library and Information Science classification and that were also: peer reviewed, published in the United States, and published in the English language. This search yielded sixteen journals; from these sixteen, the four journals that were ultimately selected for analysis were the ones with the highest impact factors, and with a focus on the library institution, rather than the information science

side of the profession. The journals selected for analysis were: *Library Quarterly, Library Trends, portal: Libraries and the Academy,* and *College & Research Libraries*.

In the identification of the articles to be included in the analysis, it was determined that while book reviews, editorials, or other news items in the peer-reviewed journals may include discussions of professional values or ethics, only substantive articles, including but not limited to those based on original research, were to be selected for analysis. Final selections of articles were made based on the tables of contents and the available abstracts for articles. These two features were used to identify substantive articles that focused heavily on one or more of the ALA Core Values.

This method of data gathering was used because a systematic keyword or title search for core values related articles proved ineffective for this study. Using search terms such as "service," for instance, will return too many unrelated articles, while searching for "social responsibility" will yield few related, or even unrelated, articles. However, the process used for identifying articles—reviewing each issue's table of contents and determining the manifest content through the information provided in the abstract—was still a systematic process. A total of 114 articles were identified as appropriate for inclusion in this study. The articles were then read, coded for content, and analyzed.

The methodology used for selecting articles for this exploratory study's data set was based on the element of latent content analysis. Articles were selected if the article's underlying focus was on one or more the eleven ALA core values. In *The Practice of Social Research*, Earl Babbie warns that although this method of latent content analysis has the advantage of "tapping underlying meaning of communication," it "comes at a cost

to reliability and specificity" (2007, p. 325). For this study, these limitations of reliability and specificity come into play in the way that core values can potentially overlap with each other, or be interpreted in different ways. In a sense, the limitations of this study also reflect the problem with which this study is concerned: that professional, core values have no simple interpretation or application.

Measurement of discussion

After articles were selected based on their content, they were read and analyzed. Budd posits in the 2001 article discussed earlier that the expressions of knowledge claims within scholarly and professional journals are often presented in a "persuasive" manner (p. 2). Budd continues, writing that author**s** of journal articles "persuade through logical argument, testimony, empirical evidence, and other means" (2001, p. 3). Since this is the nature of scholarly and professional communication—for an author or researcher to forward his argument with as much evidence and information as possible—it would follow that these communications would include an in-depth analysis concerning the issue at hand. For the articles included in this study, this would mean that the communications, in order to meet their full potential of persuasion, would include a multifaceted discussion that acknowledged the gray areas that result when seemingly black-and-white values meet, conflict, and overlap. However, as previous research indicates, this in-depth discussion does not seem to occur very frequently in library literature.

The level of complexity within each instance of a value discussion was coded: incidence (0), opinion (1), prescription (2), and multifaceted discussion (3). These categories represent an increasing scale of complexity concerning the discussion of core

values within the professional literature. An "incidental" coding indicates that there is only a brief mention of a core value within the article, in amount and substance. An "opinion" coding indicates the expression of a level of decisiveness and persuasion in the discussion of a core value, and a "prescription" coding indicates that the author actually expresses, advocates, or encourages specific attitudes, behavior, and policies about the core value(s) addressed within the article. Finally, a "multifaceted description" coding represents the most complex level of discussion; it acknowledges that there exists more than one acceptable view regarding the core value, and includes more than one perspective on the situational application of the value.

Analysis of literature

The analysis of the articles consisted of *identifying the specific, core value(s)* discussed within each individual article, along with the *measure of the level of complexity* (described above) with which each article discusses that, or those, professional value(s) identified. This data was gathered to expose the frequency of each of the core values within related journal literature, and to identify the level of complexity with which these values are discussed. The *years of publication* and *journal titles* were also recorded. Additionally, information on *the type of library environment* discussed in each article was recorded. These variables were all analyzed to reveal any trends present within the data.

RESULTS

Frequencies of core values

Within the 114 articles analyzed using SPSS Data Editor, it was determined that there were 298 observable instances of a discussion focusing around one of the eleven

ALA core values. Each article included, on average, the appearance of 2.6 core values within its content. Of the 114 articles that comprised the data set, eleven of these (9.65%) featured a discussion surrounding a single core value, without even the incidence of second core value. Thus, 90.35% of the articles included discussions of issues, policies, procedures, and research that were based on two or more core values of librarianship.

A Chi-Square Test using the variables of core value and level of complexity, run through SPSS, indicated that out of the 298 observable core value instances, the expected frequency for each value would be 27.1. With this expected value, *Service* (62), *Education & Lifelong Learning* (55), *Professionalism* (41), and *Access* (36) had relatively high frequencies. However, *Diversity* (27), *Public Good* (25), *Preservation* (22), *Social Responsibility* (11), *Democracy* (9), *Confidentiality/Privacy* (6), and *Intellectual Freedom* (4) occurred less frequently than would be expected (See Table 1 and Figure 1).

Service was the most frequently occurring core value within the literature analyzed, occurring within 54.39% of the 114 articles analyzed. The data set also revealed that 48.25% of the literature included in this study included a discussion of *Education & Lifelong Learning*. On the other end of the spectrum, the core values of *Social Responsibility* (9.65%), *Democracy* (7.89%), *Confidentiality/Privacy* (5.26%) and *Intellectual Freedom* (3.51%) occur much less frequently than any of the other seven core values within the articles analyzed in this study.

The other five core values all appeared within 20-30% of the literature analyzed here. After *Education & Lifelong Learning* and *Service, Professionalism* is the next most

frequently occurring core value (35.96%); occurrences of *Access* (31.58%), along with *Diversity* (23.68%), *Public Good* (21.93%), and *Preservation* (19.30%).

Frequencies of levels of complexity

The Chi-Square Test run through SPSS indicated that the expected frequency for each of the four different levels of complexity would be 74.5. The "prescription" (116 or 38.93%) and "opinion" (81 or 26.85%) levels of complexity were relatively high, comprising a large percentage of the literature. However, "multifaceted discussion" (53 or 17.79%) and "incidence" (48 or 16.44%) were relatively low (See Table 2 and Figure 2).

Core values and levels of complexity

Using the SPSS data analysis Tables function, core values and complexity levels were compared. Four out of the eleven core values were discussed at the "prescription" level of complexity the majority of the time that they were discussed in the literature (See Table 3 and Figure 3). *Education & Lifelong Learning* (56.36%), *Preservation* (45.45%), *Professionalism* (31.02%), and *Service* (40.32%) all appear most frequently at the "prescription" level of complexity. *Diversity* (51.85%), *Intellectual Freedom* (50.00%), and *The Public Good* (40.00%) all occur most frequently at the "opinion" level of complexity.

Several core values show two levels of complexity at equally high frequencies. *Social responsibility* occurs 36.36% of the time in discussion rated at the "incidence" or "prescription" levels. *Confidentiality/Privacy* shows an equal occurrence of the "incidence" and "opinion" levels of complexity (33.33%), while *Democracy* occurs equally frequently in discussions rated at the "incidence" or "multifaceted discussion"

level (33.33%). *Access* shows an equal occurrence of "prescription" and "opinion" levels of complexity (30.55%).

Intellectual Freedom had zero occurrences of the "incidental" rating of complexity level; similarly, *Diversity* has zero occurrences of the "multifaceted discussion" level of complexity rating.

Core values across the professional library environments

The 114 articles analyzed in this study appeared to be set in or written for three different types of library environments: academic libraries (47.37%), public libraries (14.04%) and special collections (6.14%). Some of the articles discussed practices, guidelines, and issues that were inclusive of several different library environments, or not specific to any (32.46%) (See Table 4 and Figure 4). Using the SPSS data analysis Tables function, the library environment and core value frequency were examined together.

In academic libraries, public libraries, and "nonspecific/inclusive" environments, *Service* and *Education & Lifelong Learning* remained the most frequently occurring core values (See Table 5 and Figure 5). Discussions set in or based around academic libraries discussed *Education & Lifelong Learning* within 26.36% of the time, while they discussed *Service* 24.54% of the time.

These same two values were also highly represented in public libraries, with *Service* and *Education & Lifelong Learning* both occurring at a rate of 17.86%. In the literature revolving around public libraries, however, the most frequently occurring value emerged as *Public Good* (22.22%). As a comparison, in inclusive/nonspecific environments (8.26%), special collections (5.00%), and in academic libraries (2.75%), *Public Good* occurs less frequently.

In the literature focusing on special collections, *Service* (20.00%) remained the most frequently occurring value; *Education & Lifelong Learning* (5.00%) occurred less frequently than would be expected. However, in this special collections environment, *Preservation* (30.00%) and *Access* (15.00%) occurred more frequently than would be expected. Comparatively, in academic libraries, *Access* (11.82%) and *Preservation* (5.45%) occurred less frequently than this. In public libraries, *Access* (7.14%) and *Preservation* (5.36%) also occurred less frequently. Finally, the "inclusive/nonspecific" library environment also saw lower frequencies of *Access* (14.29%) and *Preservation* (6.25%).

The articles that were inclusive/nonspecific regarding library environment discussed *Service* (18.75%) frequently, and also introduced another frequently occurring value. *Professionalism* occurred 15.19% of this subset of the literature. Even though this frequency of occurrence is similar to the frequency of occurrence of *Professionalism* for the articles that focused on both academic libraries (16.36%) and special collections (15.00%), it represents the second most frequently occurring core value within the literature focused on the inclusive/nonspecific library environment.

"Prescription" appeared the most frequently, as a level of complexity, for all four different library environments: academic (47 or 42.72%), public (23 or 41.07%), and special collections (8 or 40.00%), and inclusive/nonspecific (38 or 33.93%) (See Table 6 and Figure 6). In the public library (18 or 32.14%), special collections (6 or 30.00%), and academic (31 or 28.18%) library environments, "opinion" was the next most frequently occurring level of discussion. However, for articles focusing on an

inclusive/nonspecific library environment, “opinion” and “multifaceted discussion” levels of complexity both appeared 26 times, or 23.21%.

“Incidence” and “multifaceted discussion” shared the lowest level of complexity frequency in the special collections environment, both occurring 3 times, or 15.00%. The least frequently occurring level of complexity was “multifaceted discussion” for articles focusing on the public library environment (6 or 10.71%), and “incidence” for articles focusing on the academic library environment (14 or 12.72%).

Additionally, the majority of articles focusing on the academic library environment came from the journal titles *College & Research Libraries* (25 or 49.92%) and *portal* (20 or 39.22%), while the majority articles focusing on the public library environment or that were inclusive/nonspecific of library environments came from the journal titles *Library Quarterly* (24 or 42.89 %) and *Library Trends* (23 or 41.07 %) (See Table 7 and Figure 7).

Core values and complexity levels across journal titles

The journal articles used for this study include articles from *Library Trends* (33 or 28.94%), *College & Research Libraries* (29 or 25.43%), *Library Quarterly* (26 or 22.81%) and *portal* (26 or 22.85%) (See Table 8 and Figure 8). The Chi-Square Test using the variables of publication title and publication year, run through SPSS, indicated that, out of the 298 observable instances of values based discussions, the expected frequency of discussions occurring within each of the four journal titles used for this study would be 74.5. *Library Trends* (95 or 31.88%) and *Library Quarterly* (79 or 26.51%) showed higher than expected frequencies while *portal* (63 or 21.14%) and

College & Research Libraries (61 or 20.47%) showed lower than expected frequencies of value discussions (See Table 9 and Figure 9).

The SPSS data analysis Tables function indicated that *Service* was among the two most frequently discussed values within each title: *portal* (17 or 26.98%), *Library Trends* (20 or 21.31%), *College & Research Libraries* (13 or 21.31%), and *Library Quarterly* (12 or 15.19%) (See Table 10 and Figure 10). For three of these titles—*portal* (16 or 25.39%), *College & Research Libraries* (15 or 24.59%), and *Library Quarterly* (10 or 12.66%), *Education & Lifelong Learning* was the other most frequently occurring value. In *Library Trends*, *Professionalism* (17or 17.89%) was the other most frequently occurring value besides *Service*. *Library Quarterly* was the only journal to include discussions on all eleven core values. *College & Research Libraries* included zero discussions on *Public Good, Confidentiality/Privacy,* and *Social Responsibility.* Both *Library Trends* and *portal* included zero discussions on *Intellectual Freedom*. *Confidentiality/Privacy* and *Democracy* also occurred zero times in *portal*.

The SPSS data analysis Tables function showed that the "prescription" level of complexity was the most frequently occurring level of complexity within *portal* (31 or 49.21%), *Library Quarterly* (33 or 41.77%), and *Library Trends* (35 or 36.84%) (See Table 11 and Figure 11). In *College & Research Libraries* (20 or 32.79%), "opinion" was the most frequently occurring level of complexity; however, the "prescription" level of discussion still accounted for 27.89% of the discussions. In *Library Trends* (18 or 18.95%) and *College & Research Libraries* (9 or 14.75%), the "incidence" level of complexity was the least frequently occurring level. "Incidence" and "multifaceted

discussion" were equal in *Library Quarterly* (11 or 13.92%). In *portal* (6 or 9.52%), "multifaceted discussion" was the least frequently occurring level of complexity.

Core values and complexity levels across publication dates

The Chi-Square Test also indicated that, out of the five years included in this study, 59.6 occurrences of discussions focusing around one or more of the ALA core values would be expected for each year. 2003 (74 or 24.83%), 2005 (71 or 23.83%), and 2002 (61 or 20.47%) showed higher than expected frequencies of discussions, while 2006 (49 or 16.44%) and 2004 (43 or 14.42%) showed lower than expected frequencies (See Table 12).

In 2003 (19 or 25.68%), 2002 (14 or 22.95%), 2006 (11 or 22.45%), and 2004 (9 or 20.93%), *Service* was the most frequently occurring core value. In 2005 (12 or 16.91%), *Access* was the most frequently occurring core value. In 2002 (13 or 21.31%), 2003 (15 or 20.27%), and 2005 (12 or 16.90%), *Education & Lifelong Learning* was the second most frequently occurring core value. In 2006 (10 or 20.41%) and 2004 (8 or 18.60%), *Professionalism* appeared as the second most frequently occurring core value, after *Service*.

In 2002, 2003, and 2005, *Intellectual Freedom* had zero occurrences; in 2002 and 2003, *Confidentiality/Privacy* had zero occurrences. In 2002 and 2006, *Democracy* had zero occurrences, and also in 2006, *Social Responsibility* had zero occurrences.

The "prescription" level of complexity appeared as the most frequent level of complexity within each the five years: 2006 (22 or 44.90%), 2003 (31 or 41.89%), 2004 (18 or 41.86%), 2005 (25 or 35.21%), and 2002 (20 or 32.79%) (See Table 13). Only in 2004 (6 or 13.95%) did the discussions occur least frequently on the "multifaceted

discussion" complexity level. In 2006 (7 or 14.29%) and 2003 (10 or 13.51%), discussions occurred least frequently on the "incidence" level of complexity. In 2005 (13 or 18.31% and 2002 (11 or 18.03%), discussions on the "incidence" and "multifaceted discussion" levels of complexity equaled each other for the least frequently occurring levels of discussion.

DISCUSSION AND IMPLICATIONS

General characteristics of the literature

This study highlighted several significant characteristics of library literature, as it relates to core values of the profession: the frequencies with which each value is discussed and the level of complexity with which these values are discussed. The study also revealed a distinction between values-based discussions revolving around various library environments, and that the discussions did not vary greatly among the years within the five year time span of included in the study or among the different publication titles. The results of the overall analysis revealed a body of values based literature that is overwhelmingly prescriptive in nature, yet simultaneously sophisticated in its recognition that there are nearly always multiple core values at play within any single library issue, policy, or procedure occurring in a specific library environment.

The mere "incidence," as a level of complexity, for any particular core value occurs infrequently; when a value is discussed at the "incidence" level of complexity, that value, in the literature analyzed here, was always coupled with another value rated at a level of more complex discussion. This may be because of the selection process of

articles for this study; an article would not have met the selection requirements for this study if it only included the mere incidence of a single core value.

However, on the other extreme, discussions occurring on the "multifaceted discussion" level of complexity are nearly as rare as the occurrence of the discussions on the "incidence" level of complexity. The low frequency of these two levels of complexity, but especially the low frequency of the "multifaceted discussion level of complexity," supports the previous research and estimation that professional literature in the library world does not reflect a true recognition of the complex applications and interpretations of the core values that are articulated throughout the codes of ethics, policies, and statements issued by different institutions and associations.

Although Symons and Stoffle did not perform any original research to support their statement that the library profession often takes a "simplistic approach" to situations that involve the application of one or more of the profession's core values, the findings in this study support their idea that there is a "needed exploration…of the profession's core values" (1998, p. 58). The majority of the discussions revolving around core values that were analyzed for this study (65.78%) were rated at the complexity levels of "opinion" or "prescription." These two levels of complexity, as the most frequently occurring levels of complexity within all journals included, all library environments discussed, and all years that are a part of this study, suggest that library literature forwards a "simplistic approach" and does not convey "the real value conflict" or a true exploration of the profession's guiding principles and ideals (Symons and Stoffle, 1998, p. 58).

A hierarchy of values

Additionally, the literature analyzed here indicates that there are several core values expressed the most frequently within journal literature; indeed, this finding suggests that there may be an inherent "hierarchy of values" within library journal literature and the professional discussion surrounding core values (Symons and Stoffle, 1998, p. 58). Since this study only included a five year span of literature, these trends could be explained as just that: journal literature was created and disseminated about already popular topics. However, these frequently occurring values could indicate that they are the most agreed-upon, and most central, values within the library profession.

Service and *Education & Lifelong Learning* both appear more frequently than any others within library literature, within each of the journal titles selected for this study, and during every year included in this study. These two values are broadly discussed within the literature, and often together, but not with a great level of complexity; the data reveals that these values both occur most frequently at the "prescriptive" level of complexity. Additionally, these same two values appear frequently within each of the four different professional environments, suggesting that they are "core values" in the greatest sense—acknowledged profession-wide, and within various disciplines of librarianship. Although these values are frequently and widely articulated within the literature, the results of this study also indicate that they are not truly explored, in the way that Symons and Stoffle suggest would be most beneficial for the professional literature to support members of the profession in their day-to-day work.

The relatively infrequent occurrences of *Intellectual Freedom, Confidentiality/Privacy,* and *Democracy* could indicate that they are either the most core values, and therefore do not need to be articulated at any great length, or that they are

actually considered less important within the library world. Since these three values are each highlighted by Koehler, Shachaf, and Gorman, in their separate research on core ethical principles and values in the profession, it seems that the latter option—that these three values are considered less important—is probably not the case. It is possible that these three values are so central to the mission and goals of the library profession that they are not explicitly articulated.

Although *Intellectual Freedom*, *Democracy,* and *Confidentiality/Privacy* do not appear within the literature analyzed here with high frequencies or with particularly high levels of complexity, their applications in everyday life are certainly not simple nor easy, as their infrequent appearances in library literature might suggest. *Confidentiality/ Privacy*, for example, represents one core value that most certainly conflicts with a librarian's legal, ethical, and social responsibilities. In light of the USA Patriot Act, and the potential values-conflict that it holds for librarians especially, it would be expected that *Confidentiality/Privacy* would be a core value that library journal literature would address, and with a substantive examination. However, out of the 298 core values-centered discussions observed in this study, only six of those focused on the value of *Confidentiality/Privacy*; none of these discussions occurred at the "multifaceted discussion" level of complexity. Certainly, for this particular core value, the literature analyzed in this study seems to fail in offering an in-depth discussion of the value that would genuinely guide professionals as they are confronted with difficult situations; perhaps these discussions are happening elsewhere, such as at conferences or in library blogs. The journal literature, however, should still reflect the true nature of this complicated value and the way it functions in library work.

Education & Lifelong Learning and *Service*, already noted as appearing frequently within all the library environments identified in the literature analyzed for this study, are joined in their profession-wide representation by *Access, Diversity, Preservation, Public Good, Professionalism*, and *Social Responsibility*. Essentially, then, discussions surrounding eight of the eleven core values described by the ALA appear across the various disciplines of librarianship defined, journal titles used, and the years included in this study. Although these values may appear across these disciplines with various frequency rates and various levels of complexity, such as *Professionalism* and *Diversity* appearing more frequently within discussions centering on the academic library environment and *Public Good* appearing more frequently in the public library environment, each of the library environments and journal titles in this study still include an articulation and discussion, on some level, of each of these eight, core values.

Articulation without examination

Although these values are represented in discussions profession-wide, this does not mean that the journal literature reflects a true exploration or substantive discussion of these values. Even though *Diversity*, for example, appears across disciplines and titles in this study, it never once appears with a "multifaceted discussion" level of complexity. Similarly, even though *Preservation* appears frequently throughout discussions focused on the special collections environment, it is nearly always discussed at the "prescriptive" level of discussion, suggesting that, although this type of library focuses on the core value of *Preservation,* because of its nature, the discussions still do not offer a well-rounded examination of the value or the application of it. The eight core values mentioned above, which are so well represented within the journal literature analyzed, reflect the trend of

simplistically articulating the core values without offering a true examination of them, for true ethical and practical guidance.

The three most infrequently occurring core values, *Intellectual Freedom*, *Democracy*, and *Confidentiality/Privacy* each appear in discussions taking place within only two of the library environments identified in this study. *Confidentiality/Privacy* and *Democracy* only appear in discussions focusing on the public library environment or in discussions that do not focus on a particular type of library; *Intellectual Freedom*, however, only occurs in discussions focusing on the academic library environment in discussions that do not focus on any particular type of library environment. Perhaps these particular environments are the ones most likely to encounter situations that will call for the application of these particular values; however, the low frequencies of these discussions, in any of the information environments described here, indicates that the library profession does not discuss these three values in the same way that it discusses the eight other core values.

Whether these findings indicate that these three values—*Intellectual Freedom, Confidentiality/Privacy,* and *Democracy*—are tacitly central to the profession, actually tangential to the profession, or simply more difficult for journal contributors to discuss, remains a question for future study. However, what this study does reveal is that the values that are discussed frequently, and profession-wide, still do not appear in discussions in a way that meets their potential for complex examination, argumentative persuasion, or true guidance for members of the profession.

Prevalence of different library environments in library literature

Although the frequently and infrequently occurring core values and levels of complexity seem to appear uniformly across library disciplines, journal titles, and publication years, these elements of environment and journal title reveal even more about the nature of library journal literature and the values discussion found here. Two of the four journals used in this study—*College & Research Libraries* and *portal*—appear dedicated to communication about and between academic libraries and librarians, with the majority of their articles written for and about these environments. Even though the two other titles—*Library Trends* and *Library Quarterly*—include some discussion of other library environments, the majority of the literature analyzed in this study deals with the academic environment. Perhaps it is simply more the nature of the academic environment to create and disseminate research and refereed articles; however, this means that "library literature" and the characteristics found therein are very much grounded in the academic environment.

Core values and latent content analysis

This inherent limitation regarding the focus on academic librarianship within library journal literature aside, an analysis of library literature includes another inherent limitation that mirrors the message of this study: that core values cannot be discussed or interpreted in a simple or straightforward way. Babbie's warning that "the reader of [a] research report will likely be uncertain about the definitions…employed" within a latent content analysis also proves true for the values-based discussions occurring in the professional and scholarly library literature (2007, p. 325). Researchers and research consumers alike will approach a values-based discussion with varied and complicated

interpretations and perspectives; this is where the value of complex, substantive, and multifaceted discussion emerges.

Conclusions

Supporting John Budd's belief that journal literature often has the potential to be persuasive, the prescriptive nature of the literature analyzed in this study indicates that the library journal literature discussed here attempts persuasion, but does not reach its full potential in either persuasion or guidance. The findings of this study agree with the previous research by Koehler, Shachaf, and Gorman that articulates specific principles found within the core values of the profession; however, the findings of this study also agree with the observations of Symons and Stoffle regarding the "simplistic" nature of library literature (1998, p. 57). Symons and Stoffle recognize that "librarians do not function in intellectual vacuums, but in real communities," and they believe that they literature should reflect this sense of reality (1998, p. 57). This simplistic approach, then, found throughout the library literature analyzed in this study, articulates the mission and ideals of the library profession without exploring them in a way that will be meaningful for the reality of the applications of these values and principles within everyday life. Although library literature certainly does not represent the only resource in terms of professional guidance and practical information for decision-making, the literature, as a professional resource, could indeed be strengthened if it offered more instances of substantive discussions that focused on exploring the complexities inherent in the articulated core values and regular work of the library profession.

TABLES AND FIGURES

Table 1 Frequencies of Core Values

Core Value	Frequencies	Percentage of total discussions (298)	Percentage of articles (114), in which value occurs
Access	36	12.08%	13.51%
Confidentiality/Privacy	6	2.01%	5.26%
Democracy	9	3.02%	7.89%
Diversity	27	9.06%	23.68%
Education & Lifelong Learning	55	18.45%	48.25%
Intellectual Freedom	4	1.34%	3.51%
Preservation	22	7.38%	19.30%
Public Good	25	8.39%	21.93%
Professionalism	41	13.76%	35.96%
Service	62	20.08%	54.39%
Social Responsibility	11	3.69%	9.65%

Figure 1

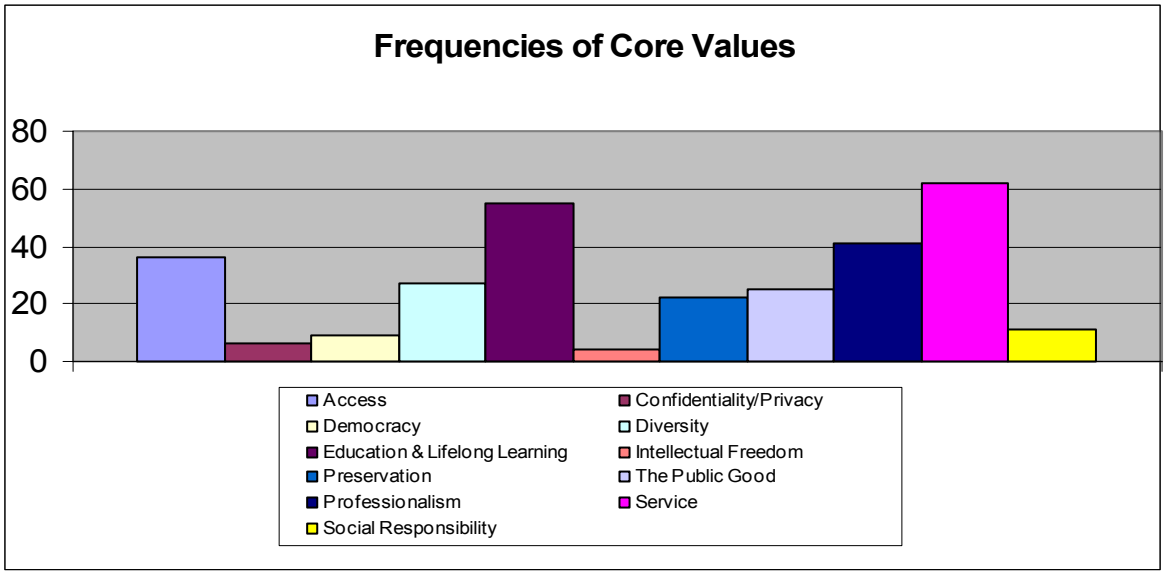

Table 2 Frequencies of the Levels of Complexity

Level of Complexity	Frequency	Percentage of total discussions (298)
Incidence	49	16.44%
Opinion	80	26.85%
Prescription	116	38.93%
Multifaceted Discussion	53	17.79%

Figure 2

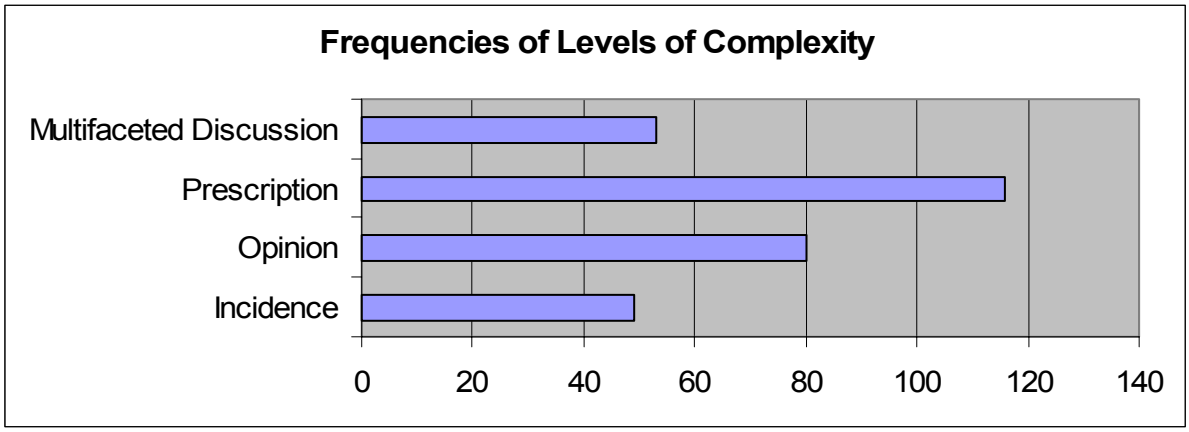

Table 3 Core Values and the Levels of Complexity

Core Value	Incidence	Opinion	Prescription	Multifaceted Discussion
Access	5	11	11	9
Confidentiality/Privacy	2	1	2	1
Democracy	3	2	1	3
Diversity	3	14	10	0
Education & Lifelong Learning	8	6	31	10
Intellectual Freedom	0	2	1	1
Preservation	4	3	10	5
Public Good	4	10	6	5
Professionalism	8	12	16	5
Service	7	17	25	13
Social Responsibility	4	2	4	1

Figure 3

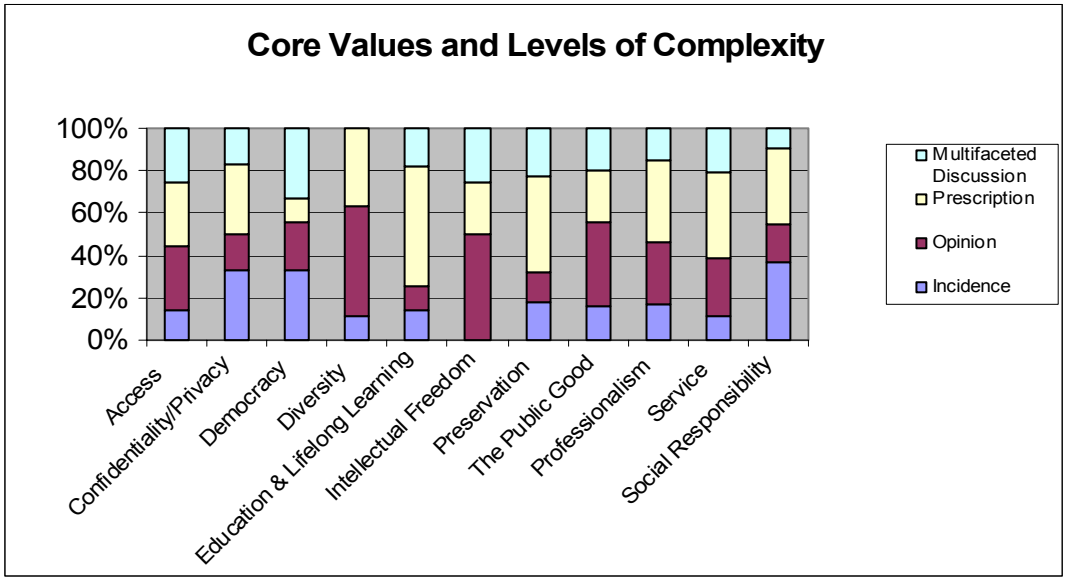

Table 4 Library Environments in the Literature Analyzed

Library environment	Academic	Public	Special Collections	Inclusive/Nonspecific
Number and percentage of articles	51 (44.73%)	17 (14.92%)	7 (6.14%)	39 24.21%)

Figure 4

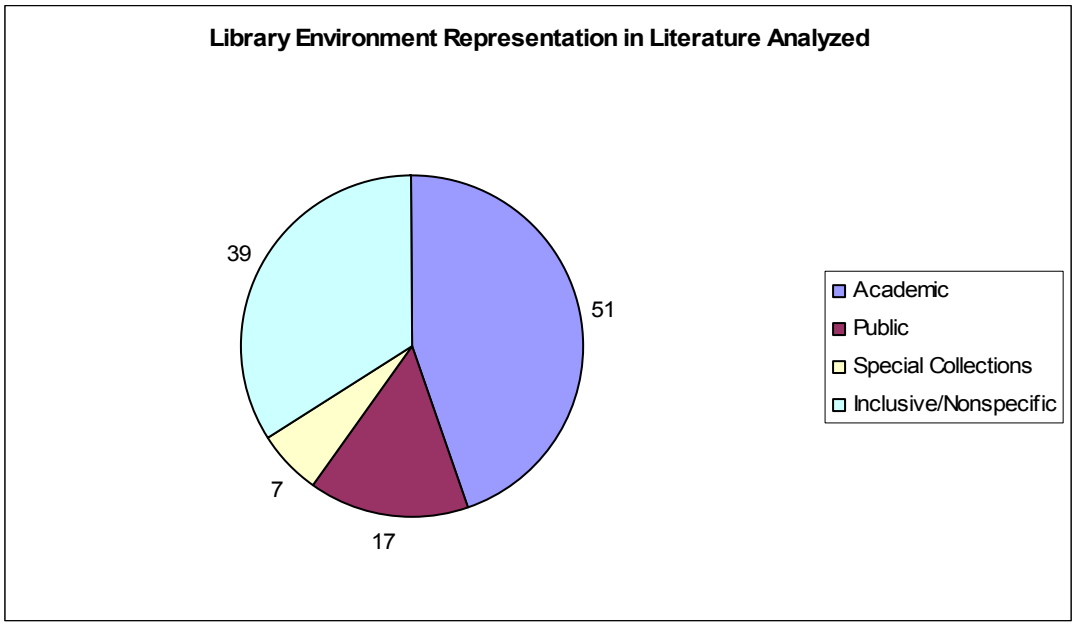

Table 5 Core Values and Library Environments

Core Value	Academic	Public	Special Collections	Inclusive/Nonspecific
Access	13	4	3	16
Confidentiality/Privacy	0	2	0	4
Democracy	1	4	0	4
Diversity	11	4	1	11
Education & Lifelong Learning	29	10	1	15
Intellectual Freedom	1	0	0	3
Preservation	6	3	6	7
Public Good	3	12	1	9
Professionalism	18	3	3	17
Service	27	10	4	21
Social Responsibility	1	4	1	5

Figure 5

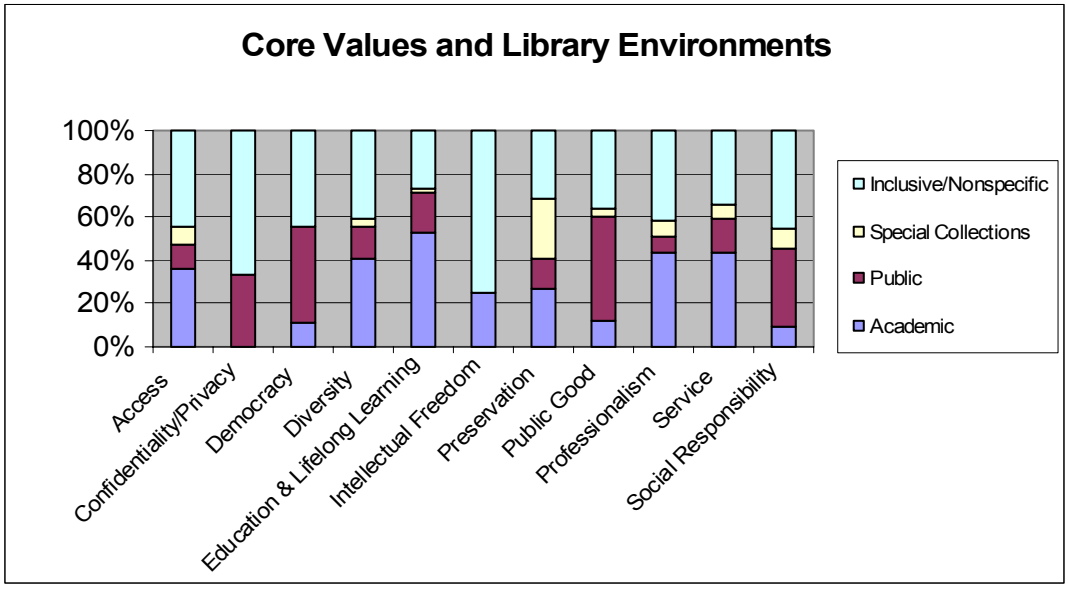

Table 6 Levels of Complexity and Library Environments

Level of Complexity	Academic	Public	Special Collections	Inclusive/Nonspecific
Incidence	14	9	3	22
Opinion	31	18	6	26
Prescription	47	23	8	38
Multifaceted Discussion	18	6	3	26

Figure 6

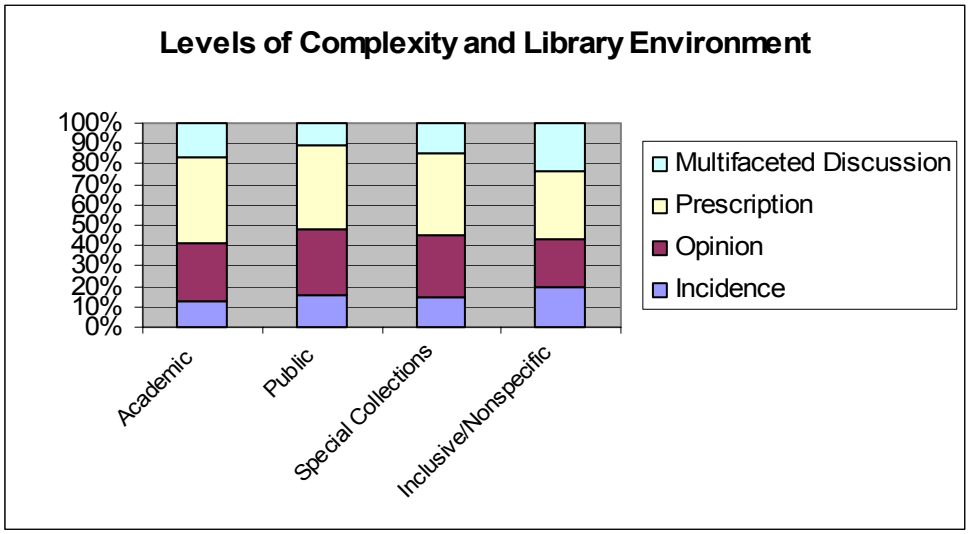

Table 7 Journal Titles and Library Environments

	Academic	Public	Special Collections	Inclusive/Nonspecific
College & Research Libraries	25	0	0	4
Library Trends	5	6	5	17
Library Quarterly	1	11	1	13
portal	20	0	1	5

Figure 7

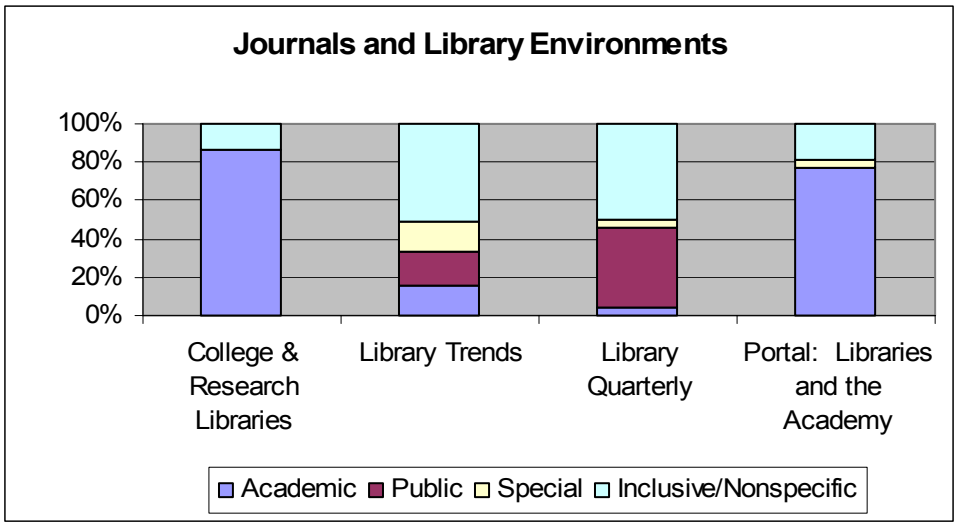

Table 8 Journal Title and Articles

Journal title	*College & Research Libraries*	*Library Trends*	*Library Quarterly*	*portal*
Number and percentage of articles	29 (25.43%)	33 (28.94%)	26 (22.81%)	26 (22.81%)

Figure 8

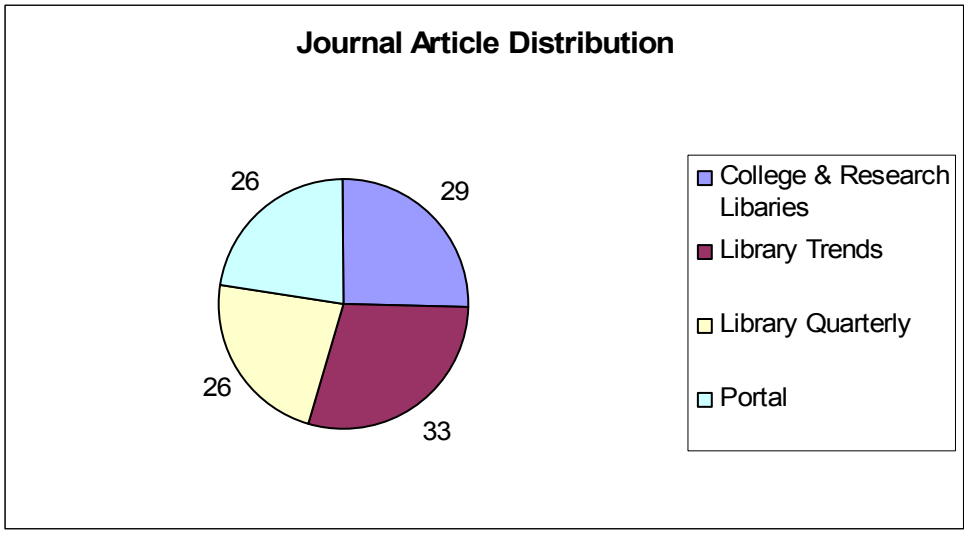

Table 9 Journal Title and Frequencies of Values-based Discussions

Journal title	*College & Research Libraries*	*Library Trends*	*Library Quarterly*	*portal*
Occurrences of discussions	61 (20.47%)	95 (31.88%)	79 (26.51%)	63 (21.14%)

Figure 9

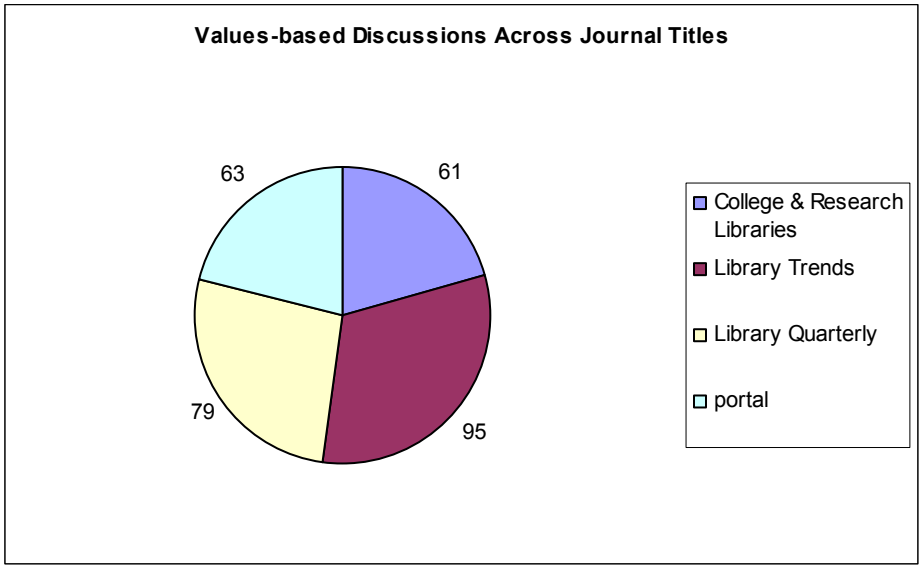

Table 10 Core Value Frequencies and Journal Titles

Core Value	*College & Research Libraries*	*Library Trends*	*Library Quarterly*	*portal*
Access	6	7	11	12
Confidentiality/Privacy	0	2	4	0
Democracy	1	1	7	0
Diversity	8	8	6	5
Education & Lifelong Learning	15	14	10	16
Intellectual Freedom	1	0	3	0
Preservation	4	9	4	5
Public Good	0	12	10	3
Professionalism	13	17	7	4
Service	13	20	12	17
Social Responsibility	0	5	5	1

Figure 10

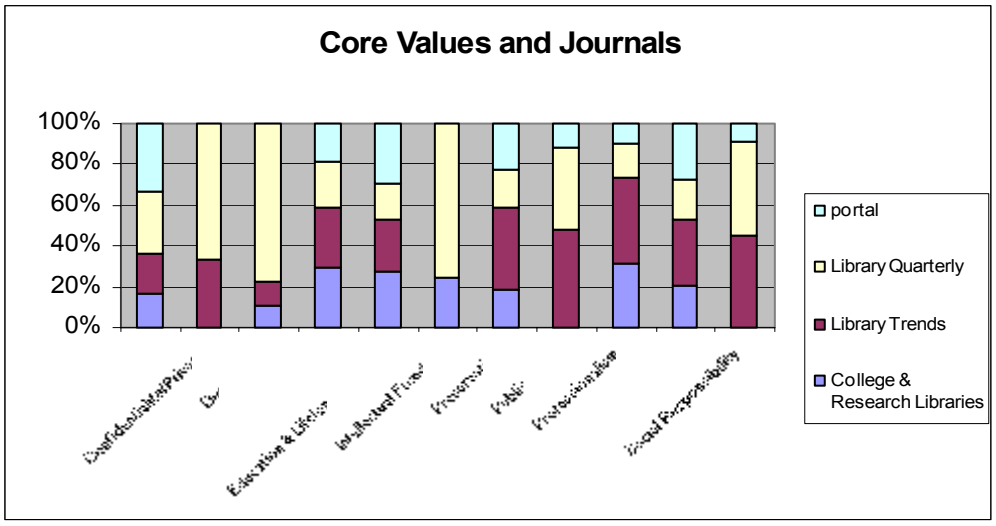

Table 11 Levels of Complexity and Journal Titles

Level of Complexity	*College & Research Libraries*	*Library Trends*	*Library Quarterly*	*portal*
Incidence	14	9	3	22
Opinion	31	18	6	26
Prescription	47	23	8	38
Multifaceted Discussion	18	6	3	26

Figure 11

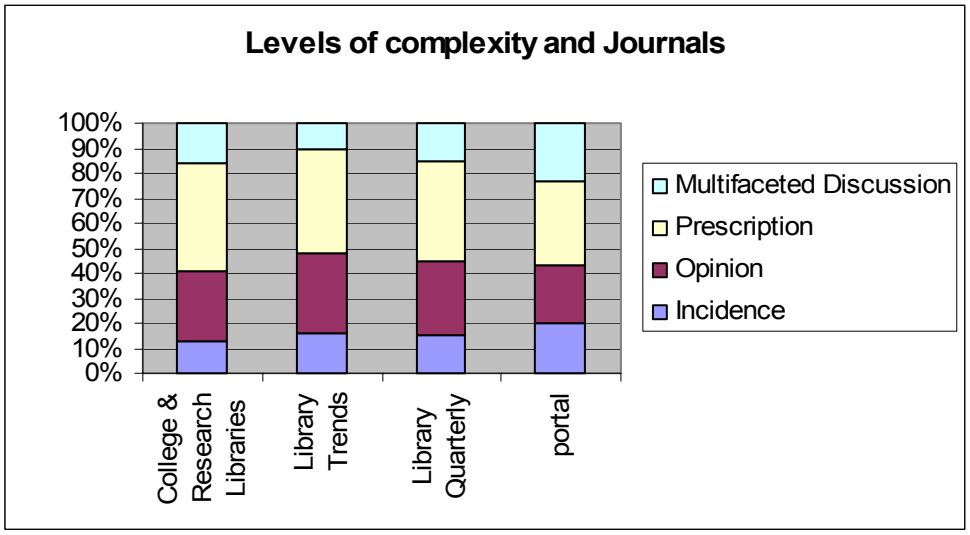

Table 12 Core Value Frequencies and Publication Date

Core Value	2002	2003	2004	2005	2006
Access	6	10	3	12	5
Confidentiality/Privacy	0	0	1	4	1
Democracy	0	1	1	7	0
Diversity	7	5	3	5	7
Education & Lifelong Learning	13	15	7	11	9
Intellectual Freedom	0	0	2	0	2
Preservation	3	7	1	9	2
Public Good	5	7	5	6	2
Professionalism	10	7	8	6	10
Service	14	19	9	9	11
Social Responsibility	3	3	3	2	0

Table 13 Level of Complexity Frequencies and Publication Date

Level of Complexity	2002	2003	2004	2005	2006
Incidence	11	10	7	13	7
Opinion	19	18	12	20	12
Prescription	20	31	18	25	22
Multifaceted Discussion	11	15	6	13	8

APPENDIX

Journal Articles Analyzed

***College & Research Libraries**:*

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