Intellectual Freedom in New Zealand Public Libraries

An exploration of the variables that affect library workers' understanding and application of intellectual freedom in the library

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Kathryn Hill

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Victoria University of Wellington

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Abstract

Research Problem: The study aimed to ascertain New Zealand public library workers' understanding of the principles of intellectual freedom and whether or not these principles were applied in practice. Furthermore the study sought to explore the variables that affect the attitudes and behaviours of public library workers towards intellectual freedom.

Methodology: The research project used a quantitative framework employing a cross-sectional design to investigate the attitudes and behaviours of New Zealand library staff toward intellectual freedom via online self-completion questionnaires. The sample population was drawn from professional email lists NZLibs, PUBSIG-l and Te Rōpū Whakahau.

Results: The 172 completed surveys revealed that respondents generally agreed with the principles of intellectual freedom that the library associations promote. However their commitment to these principles is often tested by the obligation that they feel towards library stakeholders. The results indicate that experience, education, the employer and the library association all play some role in shaping the professional attitudes and behaviours of individuals towards intellectual freedom.

Implications: The results of the study suggest that more needs to do be done in regards to the education of library staff and the public on the importance of intellectual freedom within a democratic society. A stronger sense of professional identity needs to be cultivated amongst library workers to ensure they have the confidence to stand behind their professional ideals in the face of opposition. Furthermore survey results suggest that employers need to place a higher priority on both training and awareness regarding the principle of intellectual freedom within the library.

Key Words: Intellectual Freedom, Professional Ethics, Self-Censorship, Public Libraries

Table of Contents

Table of Figures

Table of Tables

1. Research Problem

Intellectual freedom and the freedom of access to information are central to the library and information sector. Numerous research studies have been carried out on the subject of intellectual freedom and censorship in libraries. Fiske (1958) conducted the first major research into censorship in public libraries and found that despite a professed commitment to intellectual freedom by close to half of the Californian librarians interviewed nearly two thirds chose not to buy a book due to its controversial nature. Later studies have all reported similar discrepancies between the professed ethics of librarians towards the principle of intellectual freedom and their professional practice (Busha, 1972; Cole, 2000; Curry, 1997; Mar, 2009; Moody, 2004).

There have been several studies carried out in New Zealand exploring areas related to intellectual freedom. Ball (1998) carried out a survey of public librarians to record incidences of overt censorship and Donald (2002) investigated challenged books and self-censorship in secondary school libraries. These studies incidentally revealed actions of internal censorship such as labelling of items and restrictions of access at the discretion of the librarian. Sullivan (2007) interviewed five librarians on the topic of community standards, the interviewees revealed some caution around material that may be 'offensive' to library and were shown to employ the internal censorship practice of labelling. Finally Nieuwoudt (2012) interviewed nine library workers to explore their tendencies to self-censor and their awareness and application of the principle of intellectual freedom. This study found that despite interviewees proclaiming to be knowledgeable on the subject of intellectual freedom, none were aware of the Library and Information Association of New Zealand Aotearoa's (LIANZA) statement on intellectual freedom and all opted to self-censor when asked whether they would select certain controversial items for their library. These studies all reveal some form of discrepancy between the stance of New Zealand library staff toward intellectual freedom and their professional actions.

There has not yet been a broad study of New Zealand library workers' awareness of and attitudes toward the professional ethic of intellectual freedom. More importantly there have been few previous studies that have attempted to identify the variables that might influence library staff's compliance with the principle of intellectual freedom. Busha's 1972 North American study explored variables that might contribute to the attitudes of librarians regarding intellectual freedom and censorship. He found a strong correlation between formal education and anticensorship attitudes. However since this study there has been no further significant exploration of the topic.

The aim of this research was to broadly survey New Zealand public library staff to ascertain their awareness and understanding of intellectual freedom as it relates to public libraries. The study also sought to find if the practices of staff within New Zealand public libraries align with the ideals of intellectual freedom. Furthermore the study examined whether

various variables relating to experience, education, training and professional identity had an effect on the attitudes and behaviours of library staff relating to intellectual freedom.

2. Definition of key terms

Attitude: "An enduring pattern of evaluative responses towards a person, object, or issue. According to a frequently quoted classical definition, it is a more or less consistent pattern of affective, cognitive, and conative or behavioural responses (or of feeling, thinking, and behaving) towards a psychological object, but the consistency implied by this definition is a supposition that is frequently unmatched by reality, and it is possible to have an attitude towards something without ever having the opportunity to express it in behaviour" (Colman, 2009).

Behaviour: "The manner in which persons or groups conduct themselves, that may be indicative of thoughts, feelings, moods, emotions, motivation, etc. An observable response to a stimulus or an action that has a specific frequency, duration, and purpose, whether conscious or subconscious" (Behaviour, 2007).

Censorship: The inverse of Intellectual freedom; the term "encompasses those actions which significantly restrict free access to information" (Moody, 2005).

Library Items/Materials: Refers to physical materials available in the library collection and for the purposes of this research excludes information accessible via the internet.

Intellectual Freedom: "the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored" (American Library Association, n.d.).

Public Library Staff: An individual currently employed at a public library, in any position or level, either part time or full time.

3. Literature Review

3.1. Intellectual Freedom and the Library Profession

Intellectual freedom and the freedom of access to information are considered cornerstones of a democratic society. This freedom, to "seek, receive and impart information and ideas," has been declared a basic human right by the United Nations (The United Nations, n.d.). Censorship, as the inverse of intellectual freedom, however is viewed as an undesirable threat toward intellectual freedom. As a fluid concept censorship is notoriously difficult to define (Duthie, 2010), however within library literature censorship is generally considered at its core to be "any act which intentionally reduces free access to information" (Moody, 2004).

In the *Public Library Manifesto* the United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that the "free and unlimited access to knowledge, thought, culture and information" offered by libraries plays a vital role in creating an informed citizenry, able "to exercise their democratic rights and play an active role in society." The *Manifesto* also stresses the importance of public libraries being free from any form of ideological, political or religious censorship. These principles and strong anti-censorship stance are reiterated by numerous library associations including International Federation of Library Associations and Institutions (IFLA), and the American Library Association (ALA). LIANZA's 2002 statement on intellectual freedom (see Appendix A) takes a strong stance against restricting access to information.

3.2. External Book Challenges and Intellectual Freedom
External censorship challenges are the most obvious and visible examples of attempts to contravene intellectual freedom in the library. Public librarians will often experience pressures from external individuals or groups to remove items from the library considered to be unsuitable or offensive. The professional stance on censorship challenges is relatively straightforward; the codes state that all attempts at censorship should be resisted unless it is required by law. However the difficulty in following this edict is "the obligation of the librarian to the communities, customers and governing bodies that they serve and are funded by" (Oppenheim & Smith, 2004, p. 159). LIANZA (2002) states that materials should not be censored "because of partisan or doctrinal disapproval or pressure;" however librarians' sense of obligation to communities and funding bodies often conflicts with these professional obligations. Many public librarians are likely to identify with Duthie's argument that the "avoidance of controversy is often the only course open to a librarian" (2010, p.90). Studies have revealed that, in order to avoid controversy, libraries have been known to take censorious actions such as putting warning labels on materials, restricting access, moving items to another area of the collection or in rare cases completely removing materials from the library (Ball, 1998; Sullivan, 2007; Taylor & McMenemy, 2013). It is clear that despite very clear professional guidelines that no materials should be removed or restricted because of external pressure, the obligation librarians feel towards stakeholders will occasionally win.

Another difficulty with external challenges is the difference between the public and the library professions' understanding of intellectual freedom and censorship. Knox's (2014) study of a book challenge case found that challengers generally do not view relocation, restriction of access or labelling as censorship, believing so long as material stayed in the library any action would not be censorious. This places library staff in the position of needing to explain to challengers the, at times complex, philosophy of intellectual freedom and censorship and how it relates to collection management. Fiske (1958) and Cole (2000) found that when discussing important tenets surrounding intellectual freedom interviewees would often contradict themselves, unable to clearly discuss the implications of intellectual freedom and censorship. If library staff are unable to clearly articulate why a controversial

item should remain in the library when challenged, they could also be more susceptible to these external pressures.

3.3. Community Standards

Conservative pressure groups commonly use the argument of community standards, believing that they represent the majority of the community. Curry (1997) found that 67 percent of British and 37 percent of Canadian library directors agreed that the library should uphold community standards. Fiske (1958) and Busha (1972) both found that librarians would often self-censor material to avoid complaints from external groups or individuals. However community standards are difficult to define or predict, often material that has been identified as being considered potentially objectionable is accepted by the community (Sullivan, 2007).When Sullivan (2007) asked study participants to define the standards of their community they all generally categorised their community as diverse and as a result they believed defining a community standard would be impossible. This reveals the problem inherent in the concept; there is no single standard within a community. Parkinson (1987) believes the use of community standards, as a justification for censorship is 'dangerous'. This is because the ambiguous concept of community standards inevitably leads to librarians avoiding material that may be objectionable to community members who have the loudest voice. Saunders suggests that the inclination toward self-censorship will result in libraries ignoring under-represented points of view: "libraries are creating echo-chambers in which active or vocal community members will find their own ideas and opinions reflected back to them within library collections, while other perspectives will remain invisible" (2013, p.315). Such a distortion of represented points of view is in direct contradiction to LIANZA's statement that a collection should "represent a spectrum of points of view on one topic held in the community" (2002).

3.4. Self-censorship

The most insidious form of library censorship is that of self or pre censoring practised by librarians. Hill distinguishes self-censorship from 'actual censorship' as an action made by the librarian out of fear that "something might happen" (2010, p.9). This is an act that is often hidden behind the excuse of selection or collection development policies. In exploring the comparatively low censorship challenges in Scottish public libraries Kelly and McMenemy state that the question needs to be asked whether "librarians are self-censoring to the extent that their collections are designed to not promote controversial thoughts or ideas" (2013, p.165). Fiske (1958) came to the conclusion that librarians themselves were the most likely to censor their collections. Despite a professed commitment to intellectual freedom by close to half of the Californian librarians Fiske interviewed, close to two thirds chose not to buy a book due to its controversial nature. Donald's (2005) study found that once challenged librarians were much more likely to self-censor and would actively avoid the purchase of controversial material. Both Fiske (1958) and Curry (1997) also found this 'complaint fatigue' in their respondents. This supports Sens' declaration that; "at some

point, if not opposed, censorship becomes insidious, part of a practice that generates itself without any further authoritarian intervention" (2010, p.1.).

An underlying issue in the identification of self-censorship practices within libraries is the difficulty of differentiating between the practices of selection and censorship. The limited budgets and space of libraries balanced with the needs of the community served necessitates the selection of stock. However the very factors that compel stock selection, such as lack of user demand and budget constraints, are often used as an excuse by librarians when self-censoring, either consciously or subconsciously (Downey, 2013; Moody, 2004). Fiske found that librarians would hide their decision not to purchase controversial books behind a "legitimate" reason such as literary quality to avoid such a purchase (1958, p.65). Hiding censorious decisions or actions behind objective professional reasons is likely linked to social desirability. Within the library profession and society as a whole intellectual freedom is deemed 'good' and censorship is deemed 'bad'. In fact due to the implicit social and political power relationship involved in the practice of censorship Knox equates the stigma attached to being labelled a censor to the stigma of being labelled a racist (2014).

Self-censorship is not just accomplished through avoiding the purchase of controversial materials. Moody (2005) identifies cataloguing bias as a form of internal 'covert' censorship practiced in libraries. This form of censorship takes place when items are delegated to the broadest classification which makes items difficult to locate and results in less patron use which ultimately makes the item a more likely candidate for deselection when a collection is weeded. Labelling is also identified by Moody as a form of covert censorship as it is seen to create bias and infringe on the professional ideals of intellectual freedom (2005). Whilst labelling is most often done as a placating gesture when items are challenged by external individuals or groups, Sullivan (2007) found that it was also employed to pre-empt complaints about potentially controversial books.

Within the profession there is no ethical theory or model that is considered best practice that can be applied by library professionals in an attempt to combat selection bias and self-censoring tendencies (Oppenheim & Smith, 2004). The LIANZA statement on Intellectual Freedom asserts that the selection of materials should be governed solely "by professional considerations" (2002), implying that by consciously committing to a professional code of ethical conduct or values the selector can avoid bias. This however would appear to be an over simplification of what is in effect a complex psychological issue. Quinn argues that because the psychology of bias often operates outside of conscious awareness it "requires more subtle and sophisticated strategies of prevention and reduction than simply the desire to act ethically" (2012, p. 301). Quinn further reasons that in order for the selector to effectively counter bias they must understand how it develops and manifests psychologically and how this translates into biased, censorious behaviour (2012, p. 301).

3.5. Attitudes of Librarians towards Intellectual Freedom

The influential research conducted by Fiske in California between 1956 and 1958 explored censorship in public libraries by focusing on book selection policies and procedures, the handling of challenges to materials and the attitudes of librarians. As discussed previously Fiske (1958) found that some librarians would self-censor collections in order to avoid censorship challenges. More importantly Fiske (1958) found that librarians exhibited censorious behaviours in spite of their expressed commitment to information freedom ideals.

Busha's (1972) research conducted between 1970-71 surveyed 900 Midwestern public librarians to ascertain their attitudes towards intellectual freedom and censorship. Busha found that respondents showed a discrepancy between their attitude toward intellectual freedom as a concept and their attitude toward censorship as an activity.

Curry's (1997) influential research, conducted between 1990 and 1991 explored public library censorship in the United Kingdom and Canada, focusing primarily on librarians attitudes towards and experiences of censorship, also found the stated anti-censorship attitudes of those interviewed were not always indicative of their censorship behaviours.

More recent studies have replicated these findings. Cole found the attitudes of librarians interviewed towards intellectual freedom were highly inconsistent; whilst originally agreeing with the principle the interviewees would later contradict themselves over the course of the interview when discussing its application in stock management (2000, p.41). Moody's (2004) study also highlighted the discrepancy between the stated anticensorship attitudes and censorious professional behaviours of librarians. The study also revealed a very narrow understanding of the principle of intellectual freedom by some of the librarians surveyed (Moody, 2004). Mar's 2009 study also found that the librarians surveyed had rather loose definitions of the principle of intellectual freedom and their professional attitudes towards this principle did not always correlate with their professional actions. Nieuwoudt's (2012) study also found that whilst interviewees stated that they agreed with LIANZA's statement on Intellectual Freedom, they all showed self-censoring behaviours when asked to select books.

It is clear that librarians have difficulty practically applying the philosophy of intellectual freedom. Some librarians appear to have a much more relaxed understanding of the principle than that which is espoused by library associations. This discrepancy between the attitudes and practices of librarians regarding censorship and intellectual freedom and the stance of library associations indicates that more direction and education on such a complex ethical issue may be needed.

3.6. The Role of the Professional Library Associations and Employers

3.6.1. Professional Library Associations

Busha (1972) and Fiske (1958) both link the discrepancy between attitude and behaviour in regards to intellectual freedom to the professional identity of librarians. Professional identity and professionalism are inextricably linked and they affect the behaviours, attitudes and values of individuals that underpin their approach to work (Henczel & Macauley, 2013). Professional associations are shown to play a key role in the construction and maintenance of professional identity. If the professional identity of library staff is strengthened they may feel more equipped to assert the principles of intellectual freedom in the face of censorship pressures, both immediate and anticipated.

The current policies or codes promoted by the library associations are often viewed as unworkable in practical application. Duthie argues that librarians need specific instruction in complex situations rather than the simplistic fundamentalist ideals offered by the ALA and other associations (2010, p.88). Furthermore some consider that library associations do not do enough in the promotion of intellectual freedom. In the United Kingdom Oppenheim and Smith argue that the Chartered Institute of Library and Information Professionals (CILIP) need to be more active in promoting their stance on censorship and further reinforce this with visible action. The majority of British directors interviewed by Curry wanted their library association to play a more active role in both the defence and promotion of intellectual freedom (1997, p.198). Both Moody (2004) and Cole (2000) conclude from the results of their research that their library associations, the Australian Library and Information Association (ALIA) and CILIP, need to provide practical instruction as to how the concepts of intellectual freedom should be applied to collection development.

3.6.2. Employers

Both British and Canadian directors who took part in Curry's (1997) study acknowledged that more training was needed at all employee levels on the topic of intellectual freedom. However more immediately practical training needs tend to take priority because of the "abstract nature" of professional ethic training. Aside from training, employers play an important role in developing policies for staff to follow in regards to intellectual freedom.

It is believed that a clear collection policy can help to combat censorship in the library's collection. However, Ball found that the collection policies of nine libraries deliberately avoided material that could be considered controversial (1998, p.44). There is some irony that the very tool the profession claims to combat censorious tendencies in the acquisition process, in these instances, is being used to officially entrench self-censorship behaviours within the library. Furthermore out of the nine participants in Nieuwoudt's (2012) study, two didn't know if their library had a policy and seven knew there was a policy but had never actually read it.

3.7. Conclusion

The majority of library workers profess to agree with the principles of intellectual freedom; however these principles are not always applied in practice. Due to an obligation to stakeholders, librarians will occasionally give into censorship pressures or will self-censor materials that they think might cause complaints. The extent of this restrictive behaviour is impossible to ascertain as it is often hidden behind professional reasons or policy. The literature suggests that education, professional identity, library policy, training, experience and awareness and understanding of the concept might all influence library workers professional behaviours regarding intellectual freedom. This study intends to explore these variables and aims to measure the extent that they influence the attitudes and behaviours of library workers pertaining to intellectual freedom.

4. Research Project

4.1. Conceptual Framework

The relationship between the application of intellectual freedom in libraries and several core variables provide the conceptual framework for this study. The conceptual framework, illustrated below (Figure 1), places these variables into four broad categories; the education and experience of the worker, and the role played by both their employer and library association. These variables influence the attitudes of library workers towards intellectual freedom. These attitudes, as well as the aforementioned variables, in turn influence the behaviours of library workers which affect intellectual freedom in the library.

Figure 1: Conceptual framework outlining the variables thought to influence the behaviours of library workers regarding intellectual freedom
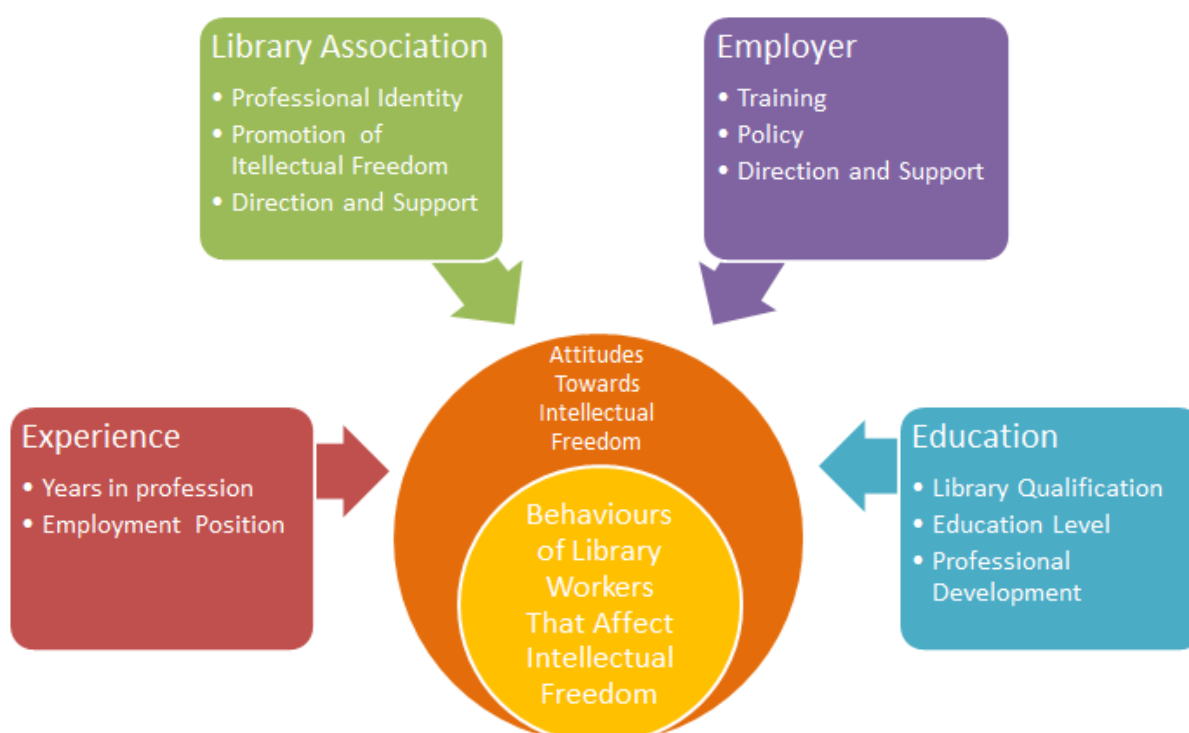
4.2. Objectives

This study proposes to explore public library workers adherence to the principle of intellectual freedom and the variables that might affect their level of compliance. The following objectives have been determined for the proposed project:

Objective 1: To determine the attitudes of library staff towards the principle of intellectual freedom.

Objective 2: To determine the intended behaviours of library staff regarding intellectual freedom.

Objective 3: To explore the relationship between certain variables related to education and experience and the attitudes and behaviours of library staff towards intellectual freedom.

Objective 4: To explore the extent that the attitudes and behaviours of library staff toward intellectual freedom are influenced by library associations and employers.

4.3. Research Questions

To meet the proposed research objectives this study intends to answer the following research questions.

Research Question: What are the attitudes and behaviours of New Zealand public library staff regarding the principle of intellectual freedom?

Sub Question 1: Do the purported attitudes of library staff correlate with their professional behaviours?

Sub Question 2: To what extent do certain variables affect the attitudes and behaviours of New Zealand public library staff toward the principle of intellectual freedom?

Sub Question 3: Does the direction and support given by the library association and the employer regarding intellectual freedom affect the attitudes and behaviours of library workers in regards to intellectual freedom?

4.4. Hypotheses

It is expected that the attitudes and behaviours of librarians towards intellectual freedom will be positively related. It is also expected that certain variables, such as age, gender and education will be related to these attitudes and behaviours. However the hypotheses will be stated negatively, reflecting the opposite of the researcher's expectations. This is because null-hypotheses provide better numerical precision and testability, based on the rule of negative inference in logic, null-hypotheses can be proved or disproved more easily than their positive counterparts (Busha, 1972).

1. There is no significant relationship between the attitudes and behaviours of library staff towards the principle of intellectual freedom.
2. There is no significant relationship between: (i) the attitudes and (ii) the behaviours of library staff toward the principle of intellectual freedom and the following variables:
   a. Age
   b. Gender
   c. Experience
   d. Level of library qualification
   e. Other education attainment level
   f. Time invested in professional development
   g. Job position
   h. Library association membership
   i. Professional registration
   j. Size of community their library serves

5. Research Design

The research project used a quantitative framework employing a cross-sectional design to investigate the attitudes and behaviours of New Zealand library staff toward intellectual freedom via online self-completion questionnaires. Due to resource and time constraints, a quantitative study was chosen over qualitative, which enabled a larger sample to be surveyed in order to explore the relationship between selected variables and the attitudes and behaviours of library staff towards intellectual freedom.

5.1. Population

The chosen target population was New Zealand public library staff. Previous studies focusing on intellectual freedom and censorship in libraries have focused on the heads or directors of libraries (Fiske, 1958; Curry, 1997; Ball, 1998). Mar's (2006) research project surveyed library association members and Busha (1972) surveyed public librarians, in both of these cases respondents are likely to have several years of work experience and be in positions of some responsibility. The literature review reveals that it is not just library staff that make policy decisions or select books who have the potential to restrict intellectual freedom in their library. Shelvers might deliberately miss-shelve controversial books in an attempt to hide them from patrons, frontline staff might give verbal warnings to patrons about books that have content that they think may offend or be controversial and offensive books might be conveniently 'lost' (Fiske, 1958; Curry, 1997). As such this research project sought to survey public library staff of various job positions and experience in order to gather richer information about the variables that affect attitudes and behaviours towards intellectual freedom.

5.2. Sample

There is no easily accessible sampling frame for a population of New Zealand public library workers. The time involved in creating a list of public library workers to draw a random representative sample from was not feasible due to the short time frame of this study. Because these difficulties, those signed up to NZLibs and PUBSIG-l and the Te Rōpū Whakahau email lists were used as a makeshift sampling frame for the chosen population. The use of professional email lists has been successful in attracting respondents in previous library and information research studies (Attebury & Holder, 2008; Julien & Genuis, 2011).

NZ-Libs is an email discussion group for library and information services in New Zealand that many librarians are signed up to. Te Rōpū Whakahau represents Māori in the library and information sector and the email is open to members. PUBSIG-l is the email discussion group for the Public Library Special Interest Group of LIANZA that focuses on issues relevant to public libraries and librarians; however LIANZA membership is not required to participate in this list.

Those who have chosen to sign up to these professional email lists are likely to have a certain amount of experience and commitment to the profession. Newer workers, in positions of less responsibility, may not be signed up or even aware of these email lists. In order to combat this imbalance snowball sampling was also used in the hope that respondents would pass on the survey link to colleagues who are not signed up to these professional lists. It was thought that utilising this sampling method would help to garner a broader representative of respondents.

5.3. Data Collection

5.3.1. Instrument

Data was collected via a self-completion online questionnaire created on Qualtrics Research Suite, the online survey tool provided by Victoria University of Wellington. The design of the questionnaire (see Appendix B) was based on the findings of the literature review, with questions based on similar studies by Curry (1997), Mar (2006) and Moody (2004). The survey consisted of four sections focusing on attitudes, behaviours, opinions and independent variables respectively.

The first section, measuring respondents' attitudes towards intellectual freedom used one of the most common attitude measurement techniques, a series of Likert scales. Respondents were asked to select their level of agreement with statements on a five points scale – strongly agree, agree, neutral, disagree and strongly disagree. These points were given a numerical weight for coding purposes. These quantitative values were reversed among the statements to both allow more flexibility in phrasing statements either positively or negatively and to help identify respondents who might exhibit response sets. An open question was also included to gain a richer understanding of respondents understanding of the concept of intellectual freedom as it relates to libraries.

The second section, measuring respondents' behaviours regarding intellectual freedom also employed Likert type scales. Respondents were given a hypothetical book selection situation and asked to choose an action on a four point scale – purchase, label, place on restricted access and not purchase.

Due to the topic involved the survey was especially susceptible to social desirability bias and results could have potentially been distorted by respondents attempting to conform to the attitudes and behaviours that the library profession endorses. Fiske (1958) found that many librarians would show restrictive behaviours so long as they could find a 'legitimate, professional' reason to do so. As such it was thought that offering optional comment sections after each Likert series in sections one and two might help to garner a truer representation of attitudes and behaviours. If respondents were given the opportunity to explain their choices that may be seen as socially undesirable they might be more inclined to report their actual attitudes and behaviours. These optional comments were also an additional source of valuable qualitative data.

5.3.2. Pilot Study
A small pilot study was employed to measure the validity of the survey instrument. A small sample of individuals that work in the library and information sector were asked to complete the survey. The results were checked to ensure statements were understood by participants and minimal changes in phrasing were implemented as a result.

5.3.3. Distribution
The questionnaire was distributed through the professional library email lists, NZLIBS, PUBSIG-l and Te Rōpū Whakahau. The email sent (see Appendix C) acted as a cover letter and supplied a link to the survey. The survey was open for two weeks with two reminders sent out as such reminders have been known to significantly increase response rates (Bryman, 2008).

5.3.4. Incentive to Participate
An entry into the draw to win a $50 Booksellers Book Token was offered to survey respondents to encourage participation. It is thought that the voluntary nature of surveys may lead to response bias as there is a possibility that only individuals with strong views on the subject may respond (Moody, 2004). This incentive to participate was offered to combat such a response bias and also because such incentives have been known to increase response rates (Bryman, 2008).

Once the survey had closed the email addresses given by those interested in the prize draw were exported into Microsoft Excel. A random number was generated between 1 and 123 and the email on the spreadsheet corresponding with this number was contacted and awarded the voucher.

5.4 Ethical Considerations

The School of Information Management Human Ethics Committee granted Ethics Approval. The first page of the survey questionnaire clearly detailed the purpose of the survey, how the data would be used and the confidentiality and anonymity of respondents in both the collection and presentation of data was stressed. It was clearly stated that the survey was strictly voluntary and a participant could opt out at any time simply by not completing the survey. Email addresses that were submitted by those interested in either the prize draw or a summary of research findings were stored in a database separate to the survey data, ensuring respondent anonymity.

5.5. Limitations and Delimitations

The main limitation of the proposed study was due to financial and time constraints. Because random representative sampling methods could not be used, any relationships that are observed will not be generalisable to New Zealand public library workers as a population. Whilst any observed relationships would be limited to the survey respondents they could provide the groundwork for further research.

Another limitation is the willingness of individuals to take part in the survey. Due to the voluntary nature of the survey, respondents may have especially strong views, either positive or negative, on the subject of intellectual freedom. The offered incentive of a book voucher is intended to minimise this kind of response bias, however this may attract respondents who are motivated solely by the chance of winning the voucher.

The topic of intellectual freedom is also likely to inspire social desirability bias in some respondents. This is due to the inherent value judgement surrounding intellectual freedom, both socially and professionally, intellectual freedom is seen as 'good' and the restriction of access to information, or censorship, is seen as 'bad'.

6. Analysis and Interpretation of Data

6.1.1. Survey Response

The survey was open for two weeks, over this period 252 surveys were started and at a 68% completion rate 172 were completed. This dropout rate of 32% is likely due to the length of the survey, with the majority of dropouts occurring after completing the first section of the survey. This was not surprising as Bryman (2008) had warned that long surveys could be off putting to respondents and cause survey fatigue. Every effort was made to keep the survey short however the desired brevity had to be balanced with the necessity of gathering adequate data to meet the research objectives. Of the 172 completed surveys none showed any form of response bias and as such all were usable.

6.1.2. Characteristics of Respondent Sample

There is no readily available data on the demographics of New Zealand public library workers or New Zealand library workers in general to measure whether the survey

respondents are representative of the target population. However wherever possible the results have been compared with available statistics on equivalent characteristics of library staff in other countries.

6.1.2.1. Age

The respondents were distributed across the age range of under 25 to over 54. The majority of respondents (63%) were over 45, the age bracket of 45-54 being the largest with 64 (37%) participants selecting this category. This trend is generally reflective of the broader library sector which has a comparatively older work force. For example Australian librarians over 45 represent 62% of the workforce and 58% of librarians in the USA are over 45 (Franks, 2012, p.102).

Figure 2: Survey response by age range
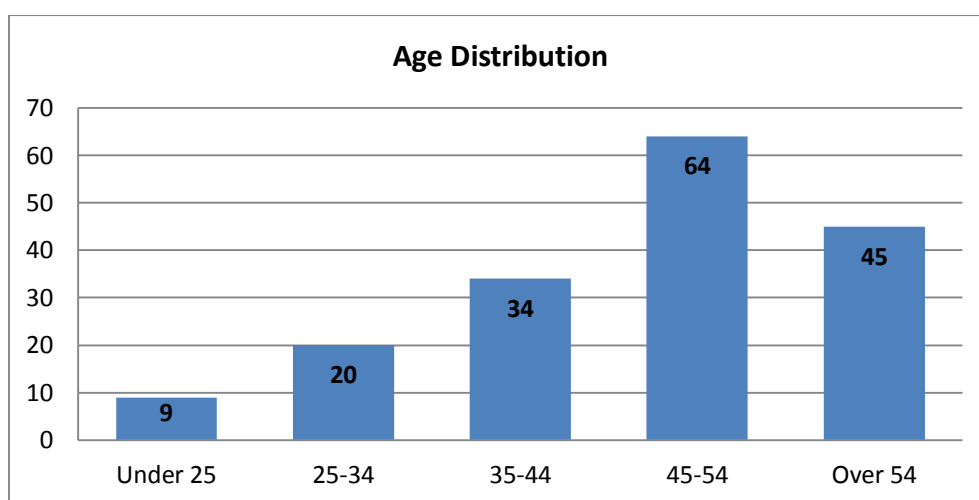
6.1.2.2. Gender

There was a significant female bias with 141 female participants and just 31 male participants. However this 82% female and 18% male gender distribution seems to be indicative of the broader library profession as a whole. The American Library Association member survey found that 81% of their members were female and 19% male (ALA, 2014).

Figure 3: Survey response by gender
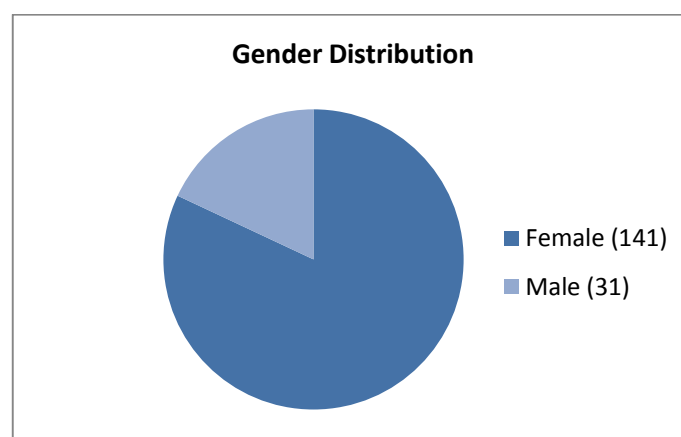
6.1.2.3. Qualifications

The majority of survey participants (70%) had some form of library qualification. Of those who selected the 'other' category (8%); seven stated they were currently completing a library qualification and the others specified either a Certificate or professional registration (RLIANZA).

Figure 4: Survey response by library qualification

Library Qualification Distribution

Qualification	Count
No Library Qualification	39
Other	13
Diploma	42
Bachelor's Degree	17
Postgraduate Certificate	9
Postgraduate Diploma	23
Masters	29
PhD	0
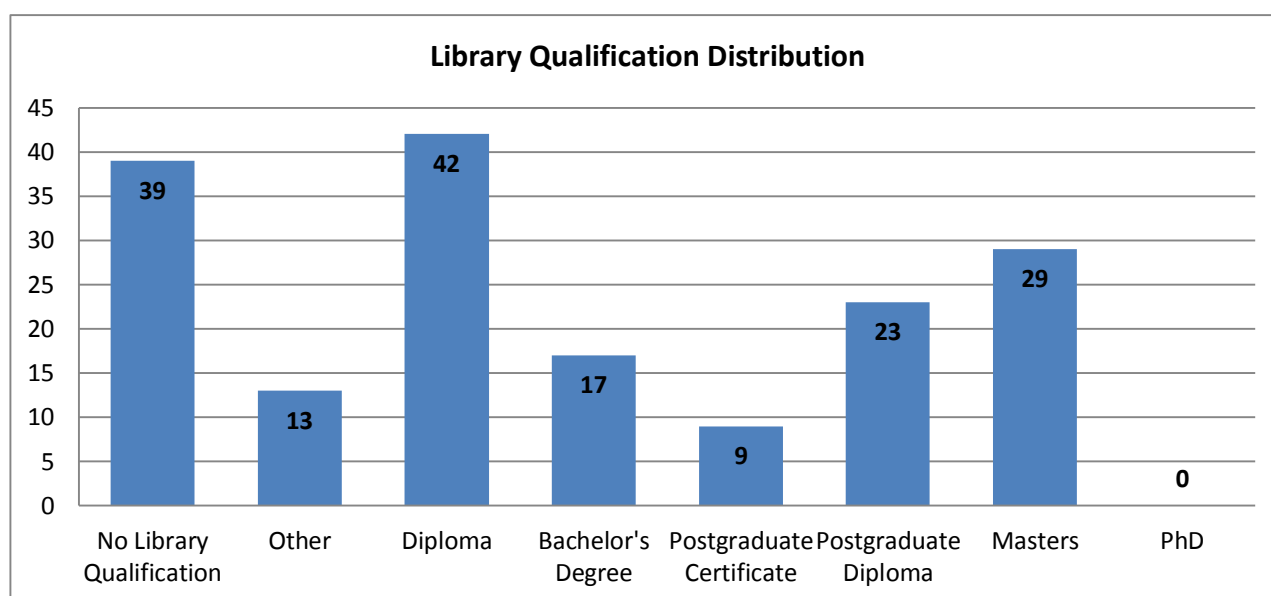
Respondents were also asked to enter the date they completed their library qualification to gauge the recency of its completion. A number of survey participants (55) did not complete this question, as for some this question was not applicable.

As this was an open text section of the survey this data was placed into several data ranges for analysis purposes. The completion dates of these qualifications ranged from 1967 to 2015, however the majority of the respondents that answered this question (56%) had completed or upgraded their qualification within the last 15 years.

Figure 5: Survey response by recency of library qualification attainment

Completion Date of Library Qualification

Completion Date	Count
pre 1980	7
1980-1989	13
1990-1999	24
2000-2009	34
2010-2015	32
In Progress	7
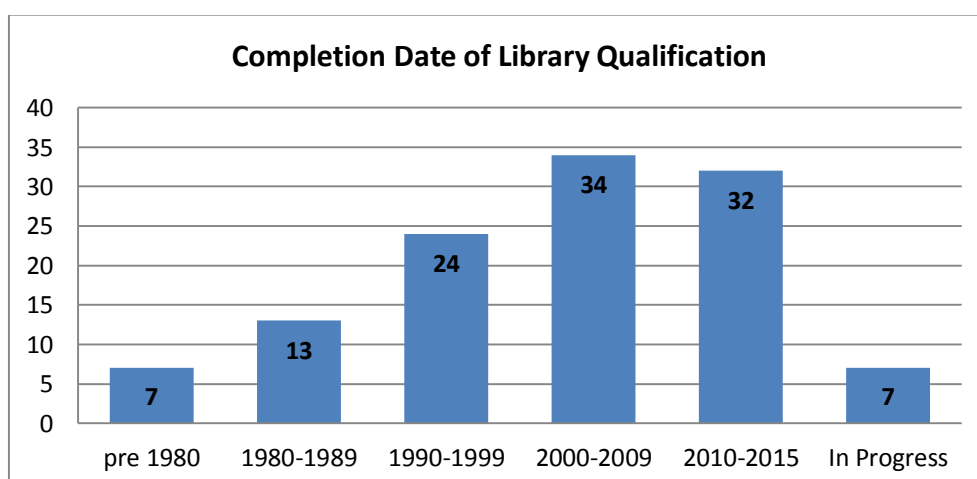
Other than a library qualification, the highest qualification held by the majority of respondents (42%) was a bachelor's degree. Whilst 22 respondents chose the 'other' category their responses generally specified their highest qualification as a diploma, certificate or a secondary school qualification.

Figure 6: Survey response by qualification attainment (other than library qualification)

Highest Level Non-Library Qualification

No Qualification: 43, Other: 22, Bachelors: 71, Honors: 18, Masters: 15, PhD: 1
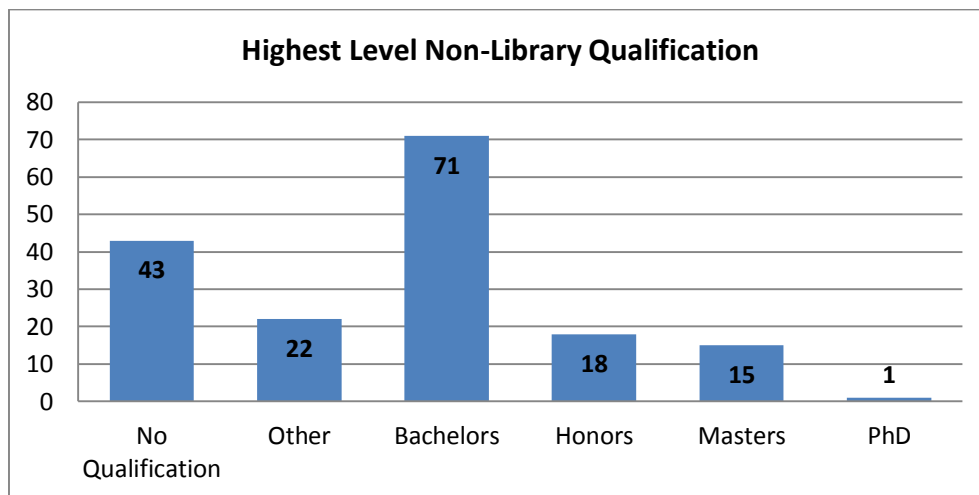
*Two respondents chose not to answer this question

6.1.2.4. Library Experience and Position

The experience of the survey participants spanned from less than two years to more than 20 years in the library and information sector. Some 31% of respondents had more than 20 years experience and just 5% had worked for less than two years in the sector.

Figure 7: Survey response by years of experience in the library sector

Experience the Sector

Less than 2 years: 9, 2-5 years: 25, 6-10 years: 35, 11-15 years: 32, 16-20 years: 18, More than 20 years: 53
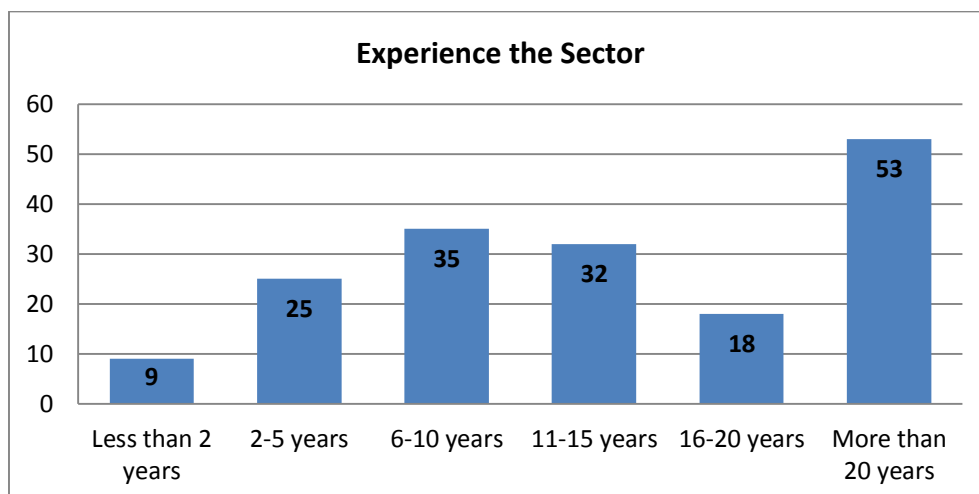
Respondents were asked what their current job title was to gauge their level of responsibility. As this was an open text section answers were coded into categories for analytical purposes. These categories are intended to broadly encapsulate both the level of

responsibility and the potential influence this role could have over intellectual freedom in the library.

Paraprofessional	Roles of lower responsibility such as shelver and library assistant. Those in this category are considered to have the potential to influence intellectual freedom in their library on a small scale through their actions such as deliberately mis-shelving an item or warning a patron off an item that they find personally offensive.
Professional	Roles of higher responsibility such as librarian positions that require a certain level of experience, a library qualification or professional registration. Professionals are deemed to have the potential to influence intellectual freedom in their library on a wider scale through acts such as selecting.
Leader/Manager	Roles of a high level of responsibility that require significant experience in the profession and generally require a library qualification and/or professional registration. These roles are thought to have the potential to influence intellectual freedom in their library on a wide scale. These individuals generally train and/or influence those under them and create and/or implement library policy.

The majority of respondents (42%) fell into the Professional category with 23% and 28% of respondents being categorised as Paraprofessionals and Leader/Managers respectively. Two respondents were unable to be categorised and were placed in the other category.

Figure 8: Survey response by current employment position
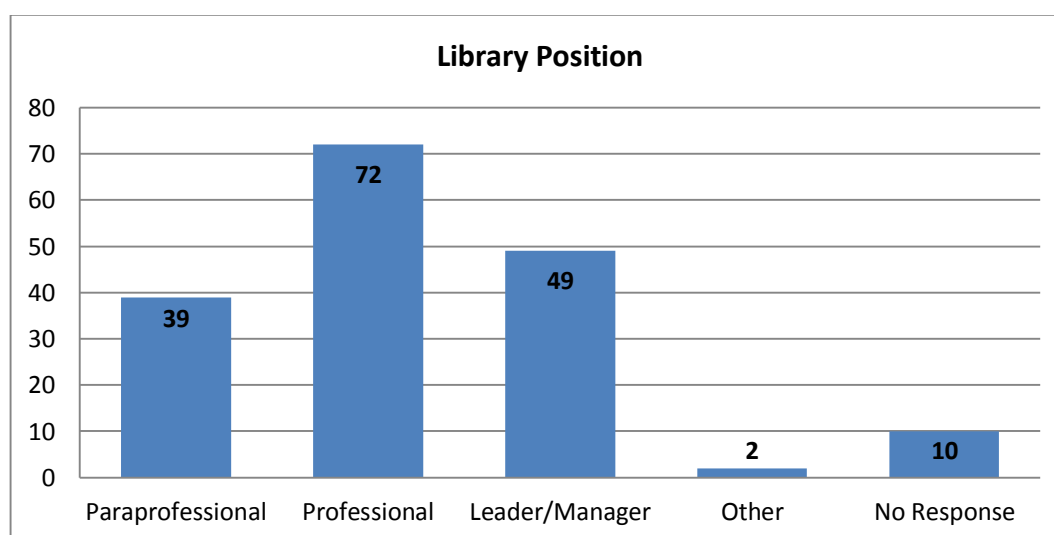
6.1.2.5. Professional Development
Almost all survey participants (95%) did some form of professional development, with the majority (52%) doing 1-5 days of professional development a year.

Professsional Development
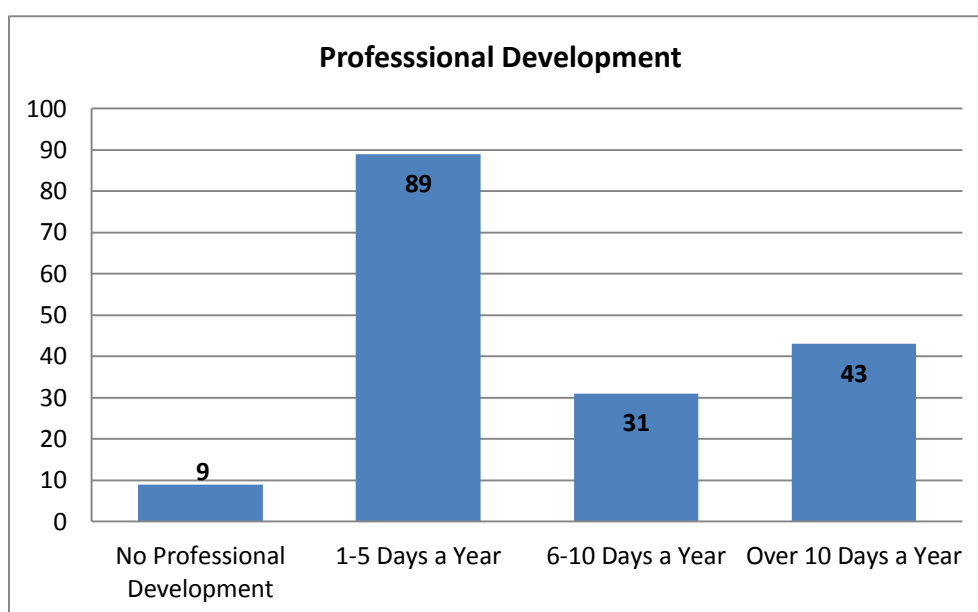
6.1.2.6. LIANZA Membership and Registration

There was a fairly even split between participants who were and were not members of LIANZA, 47% and 53% respectively. Whilst 50 respondents had RLIANZA, the majority (71%) did not have professional registration.

Figure 10: Survey response by library association membership and professional registration
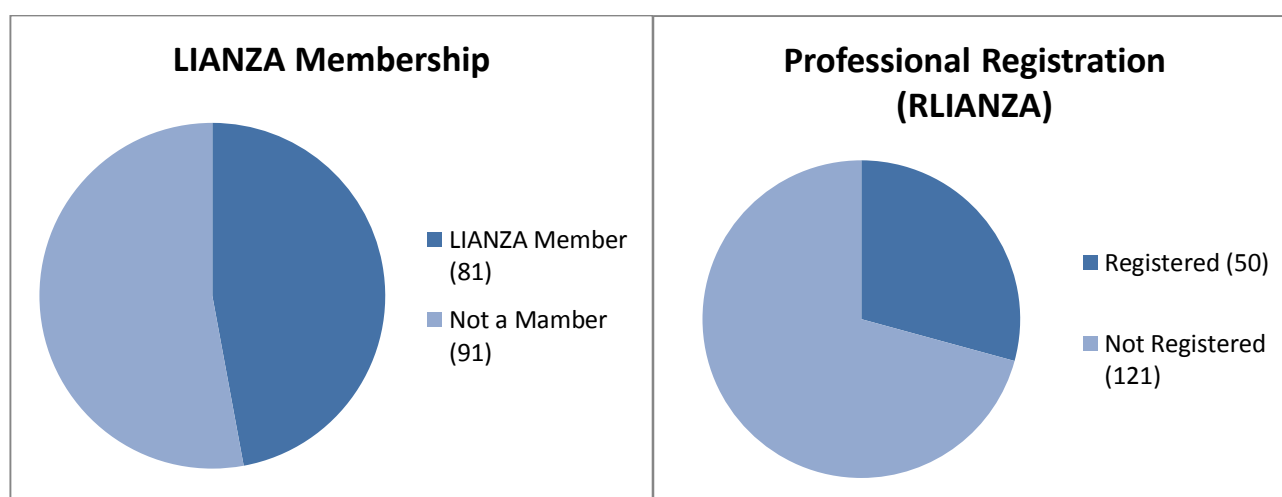
*One respondent chose not to answer this question

6.1.2.7. Population Size Served by Library

Respondents worked in libraries that serve populations of fewer than 5000 people to those that serve over 200,000. The majority worked in libraries that serve 30,000-100,000 and over 200,000 people (34% and 30% respectively).
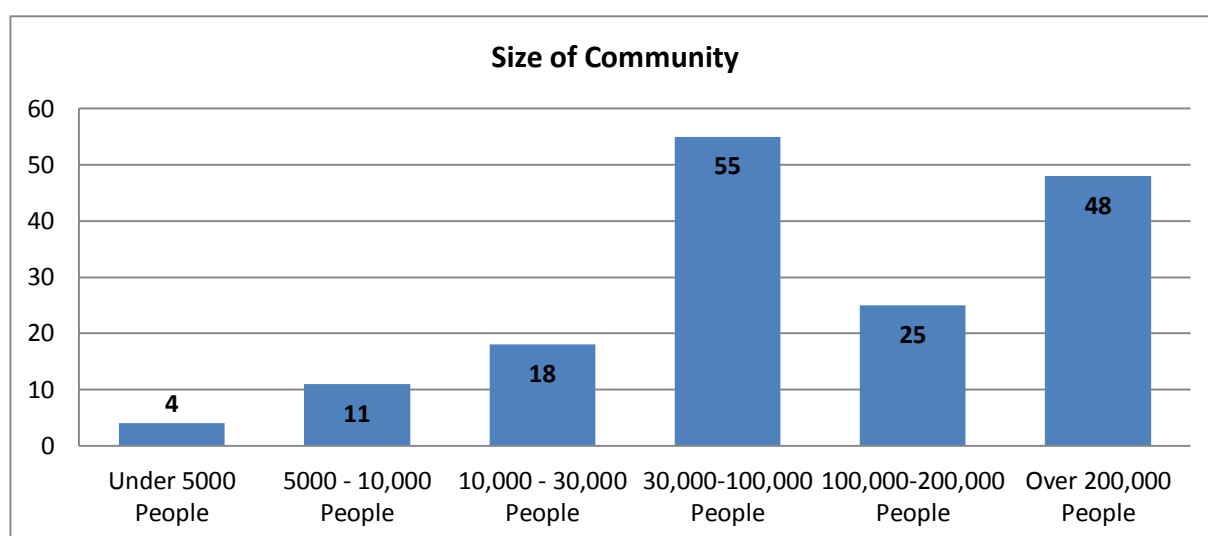
*11 respondents chose not to answer this question

6.2. Data Analysis and Interpretation for Objective 1

Objective 1: To determine the attitudes of library staff towards the principle of intellectual freedom.

6.2.1. Quantitative Data

The first section of the survey measured the attitude of respondents towards the concept of intellectual freedom. This was achieved through a series of five point Likert scales through which participants indicated their level of agreement with statements about intellectual freedom. The series of ten statements were intended to encapsulate different facets of the concept of intellectual freedom and allude to circumstances in which attitudes towards the concept may be tested. These five point Likert scales were given values between one and five; these values were reversed amongst the statements to allow greater flexibility in phrasing; either positively toward intellectual freedom or positively toward the restriction of access to information.

Table 2: Weighted values for statements phrased to support intellectual freedom (S. 1, 2, 6, 9, 10)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
(5)	(4)	(3)	(2)	(1)

Table 3: Weighted values for statements phrased to support restriction of access to information (S. 3, 4, 5, 7, 8)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

(1)	(2)	(3)	(4)	(5)

The weighting of these values are intended to capture the attitude of the respondent; a high value of five or four indicates agreement with the principles of intellectual freedom and a low score of one or two, indicates agreement with restricting access to information.

Table 4: Statement response rate, mean, median and standard deviation of scores.

Statement	N		Mean Score	Median Score	Std. Deviation
	Valid	Missing			
S1. Public libraries should provide their users with access to information from a range of sources that represent the spectrum of points of view on topics.	172	0	4.74	5.00	.537
S2. Public libraries should resist pressure from individuals or groups to restrict access to information.	172	0	4.65	5.00	.671
S3. In order to avoid controversy, sometimes libraries should restrict access to information.	172	0	4.05	4.00	.951
S4. High demand should be the primary criterion for selecting materials for a public library collection.	172	0	3.27	4.00	.998
S5. People have the right to be protected from material which they might find offensive.	172	0	3.47	4.00	1.011
S6. It is appropriate for a public library collection to include material that is acceptable under law but that people may find offensive, such as graphic pictures in medical, war or horror works.	172	0	4.40	4.00	.672
S7. Public librarians have a responsibility to uphold local community standards when selecting materials for the library collection.	172	0	3.16	3.00	.990
S8. Library materials that may offend should be labelled with warnings.	172	0	2.66	2.00	1.066
S9. Libraries should provide users with materials that reflect the diverse views held by society. This includes materials that are unusual and unpopular with the majority.	171	1	4.33	4.00	.631
S10. Public libraries play an important role in maintaining intellectual freedom.	172	0	4.73	5.00	.457

The statements that returned the highest scores amongst respondents were those that expressed the fundamental principles of intellectual freedom as it relates to the library sector. Some 98% of participants either agreed or strongly agreed with statement one, which paraphrases a key section of LIANZA's Statement on Intellectual Freedom. This is one of the most well-known manifestations of the application of intellectual freedom within libraries. The second statement, which 96% of respondents either agreed or strongly agreed with, is also outlined in LIANZA's Statement on Intellectual Freedom and is another familiar tenant of intellectual freedom in libraries. Over 99% of respondents agreed or strongly

agreed that public libraries play an important role in the preservation of intellectual freedom (statement 10).

Whilst there was a high level of agreement with the fundamental ethics of intellectual freedom, there was a lower level of agreement with statements that reiterated the same core concepts but introduced potential real world implications. Statements six, nine and three referred to the practical application of the principles of intellectual freedom but implied that such actions could potentially be unpopular or cause offence and controversy. Whilst 83% of participants disagreed or strongly disagreed with statement three, 11% of respondents expressed agreement with restriction of access in order to avoid controversy.

The attitudes of respondents towards statements four, five and seven returned some of the lowest scores amongst respondents. These statements alluded to the obligations that the literature review revealed some library staff felt towards patrons and stakeholders. Some 22% of respondents agreed or strongly agreed that people have the right to be protected from material they might find offensive and a further 22% neither agreed nor disagreed. Whilst over half of the respondents disagreed with statement four, some 27% of respondents agreed or strongly agreed that high demand should be the primary criterion for selection. Some 28% of participants agreed or strongly agreed with statement seven, that public librarians have a responsibility to uphold community standards when selecting materials and a further 30% neither agreed nor disagreed.

The statement that elicited the lowest score amongst respondents was statement eight that asserted that library materials that may offend should be labelled with warnings. Some 53% of respondents either agreed or strongly agreed with labelling potentially offensive items and only 26% disagreed or strongly disagreed with such an action.

Figure 12: Responses to statements 1-10
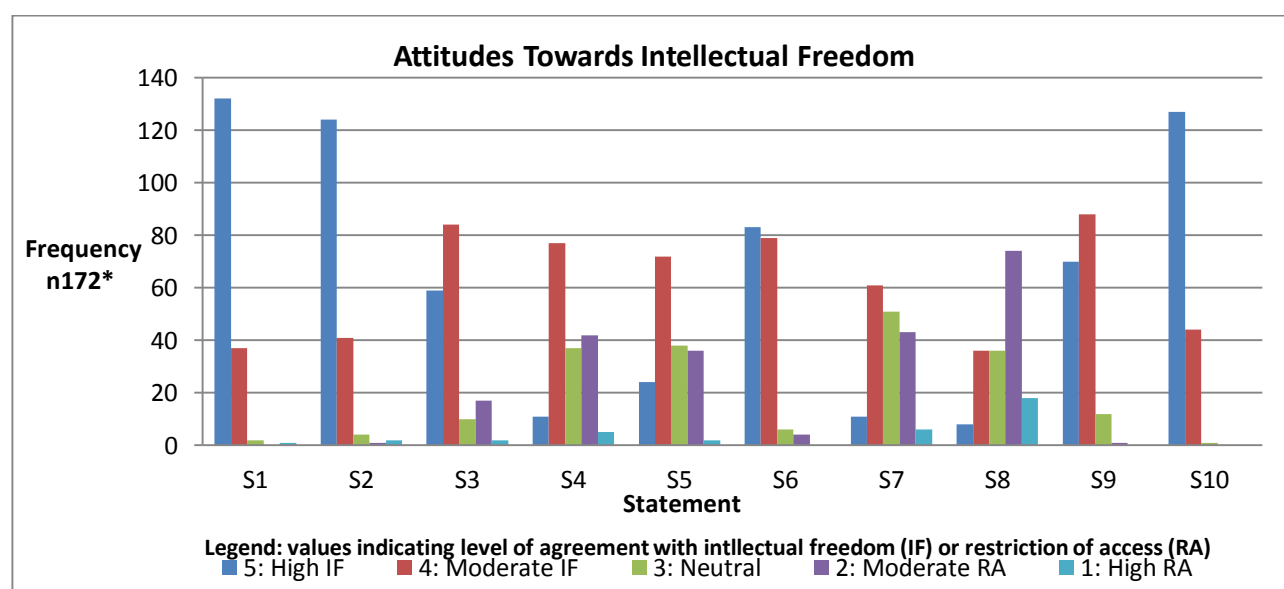
*There were 171 responses to Statement 9

6.2.2. Qualitative Data

Two open text questions were included in the first section of the survey. Whilst not included in the statistical measurement of respondent attitudes these comments added valuable additional data about general attitudes towards intellectual freedom.

At the end of the series of attitude scales participants were given the option to comment or elaborate further upon their responses, 56 chose to respond. Many commented that their responses applied to adults and if certain questions were applied to children they would respond differently. Restricted areas and warning labels were considered appropriate by some respondents in order to protect children from offensive material. Whilst some believed that the library should protect children from offensive material others believed all patrons should be protected from what they may find offensive through 'informative' labelling. One respondent stated that labelling, whilst against their better judgement, was preferable to the complaints they might otherwise receive. It was also suggested that material that may offend should not be actively displayed to avoid both causing offense and attracting complaints.

Several comments suggested that budgetary or space constraints meant that providing a broad range of material representing the spectrum of views on a topic was not always possible. One commenter suggested that budgetary constraints coupled with obligation to ratepayers meant materials often cater to the largest portion of the community and resources reflecting the 'peripheries' of the community may be underrepresented. Several comments spoke of the difficulty of defining what is offensive and others mentioned the subjectivity and indefinability of community standards. There were also several comments that expanded upon the complexity of practically applying intellectual freedom especially when balancing the needs and demands of stakeholders. Finally, the need to educate the public on the library's role, with regards to intellectual freedom, was cited.

To gain a broader understanding of participant attitudes respondents were asked, in an open text question, what the principle of intellectual freedom meant to them as it relates to public libraries. The 153 responses were qualitatively analysed for themes and ten broad themes were identified (see figure 13).
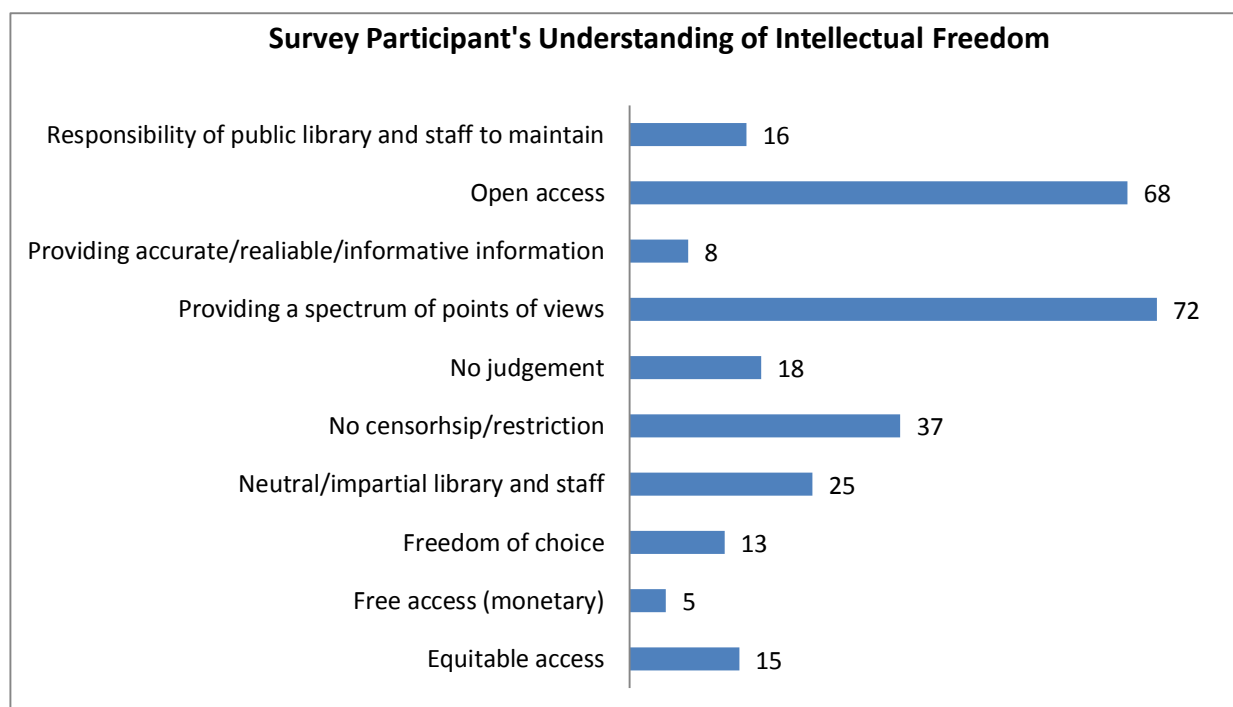
The majority of answers given by respondents incorporated the fundamental principles of intellectual freedom as it relates to public libraries; primarily open access to information and provision of material representing all points of view. Many respondents also equated intellectual freedom with the absence of censorship. The neutrality of the library, especially politically, and the impartiality of library staff was also a strong theme. Another identified theme was the library being an open, accepting space with staff exhibiting zero judgement in regards to the information patrons seek. Many participants also highlighted the important role of intellectual freedom in the library sector and the duty public library staff have to uphold this ideal. Answers also equated intellectual freedom with the freedom of choice and with the free (monetarily) and equitable access to information. Another theme was providing access to accurate, reliable or informative information. Finally, a handful of answers provided the caveat that open access and the provision of a broad range of materials that represent the spectrum of viewpoints needed to be within the bounds of the law.

6.3. Data Analysis and Interpretation of Objective 2

> **Objective 2:** To determine the intended behaviours of library staff regarding intellectual freedom

6.3.1. Quantitative Data

To gauge the intended behaviours of respondents in regards to applying the concept of intellectual freedom in practice a hypothetical situation was included in the survey.

Participants were asked to consider 15 items and asked how they would treat them if they were in charge of acquisitions for a new public library situated in the community they currently work in. It was explained that there were no budgetary or space limitations or collection policies regarding the types of material that should be included in the library's collection. Respondents could choose from one of four actions for each item, these actions were scored to measure the tendencies of each participant towards the principles of intellectual freedom or censorship. The subject matter of the items participants were asked to consider for selection was chosen to reflect a range of potentially contentious issues. Items of a violent, racist and religious nature were chosen alongside materials that run counter to broadly accepted, mainstream information and items that touched on illegal activities.

If library staff were inclined to carry out the principles of intellectual freedom in practice, they would choose to purchase each of the items given in the hypothetical scenario. Labelling is considered to restrict intellectual freedom as the practice can prejudice the reader against a work before they even look at it, by essentially imposing the opinions and biases of the labeller upon the reader (Moony, 2004). Curtailing physical access to items has been identified by several studies as a widespread means of censoring materials within the library (Fiske, 1958; Curry, 1997; Busha, 1972). Finally choosing not to purchase an item in a scenario where there are no budget, space or policy restrictions runs counter to the principles of intellectual freedom and is the strongest form of censorship.

Answers were scored as follows: 'purchase' 4 points, 'purchase and label' 3 points, 'purchase and place on restricted access' 2 points, 'not purchase' 1 point. The highest score of four indicates alignment with the principles of intellectual freedom, lower scores of one to three indicate varying levels of restrictive tendencies, a score of one being the most restrictive or censorious. Table 5 displays participant answers and the mean score for each item.

Table 5: Hypothetical selection scenarios, respondent actions, mean and standard deviation of scores

Item	Purchase (4)	Purchase - label (3)	Purchase - restricted access (2)	Not Purchase (1)	No Response	Mean Score	Standard deviation
1. A novel that depicts Māori in a stereotypical way.	135	16	1	20	0	3.55	0.98
2. A book that is critical of the generally accepted account of the first people who discovered New Zealand.	161	8	1	2	0	3.91	0.41
3. A book that is critical of the generally accepted information about the Jewish Holocaust.	126	27	5	13	1	3.56	0.88
4. An autobiography of a	138	20	6	8	0	3.67	0.76

member of the militant Islamic fundamentalist group, the Islamic State (ISIS).							
5. A non-fiction book critical of Islamic fundamentalism.	146	17	5	4	0	3.77	0.61
6. A non-fiction book critical of the Catholic Church.	155	14	1	2	0	3.87	0.44
7. A book providing instruction for the traditional practice of witchcraft (Wicca).	154	12	4	2	0	3.85	0.5
8. A book promoting the practice of polygamy.	128	20	3	20	1	3.5	1
9. A magazine, aimed at teenagers, providing assistance to homosexual people in 'coming out'.	162	6	2	2	0	3.91	0.42
10. A guide to gay parenting.	164	4	2	2	0	3.92	0.41
11. A 'how-to' guide for extreme anarchism.	80	26	20	46	0	2.81	1.28
12. A book advocating revolution, both peaceful and violent.	124	21	11	16	0	3.47	0.97
13. A book about the production and use of hallucinogenics and narcotics.	66	25	22	56	1	2.58	1.31
14. A magazine promoting the anti-vaccination movement.	131	13	5	22	1	3.48	1.04
15. An autobiography of an individual who assisted a family member in ending their life.	150	15	5	2	0	3.82	0.53

Restrictive actions of labelling, closed access and not purchasing were taken against each of the 15 items that respondents were asked to consider. Labelling was the most common restrictive action chosen, closely followed by choosing to not purchase the item altogether. A total of 48 respondents (28%) chose to purchase all items, showing a complete alignment with the ideal of intellectual freedom. With the exception of two items the majority of respondents selected the option to purchase the material. Over 90% chose to purchase items 2, 6, 9 and 10, and 70-90% selected this option for the other items. The exceptions were items 11 and 13, a 'how to' guide to extreme anarchism and a book about the production and use of hallucinagenics and narcotics. These scored the lowest means of 2.81 and 2.58 respectively. Some 27% chose not to purchase item 11 and 33% to not purchase item 12.

6.3.2. Qualitative Data

At the end of the hypothetical selection scenario participants were given the opportunity to comment or clarify their choices. These 81 comments revealed additional information about

the behaviours and attitudes of participants but were not included in the statistical measurement of respondent behaviours.

Many responses indicated a concern of the legality of the subject matter of some items which was the reason behind the rejection, restriction or labelling of the item. The two items of most concern to commenters in this regard were the two least selected items, 11 and 13. Items 8 and 12 promoting polygamy and advocating revolution also sparked concerns of legality. An issue with several commenters was that these items either instructed how to commit criminal actions or promoted illegal activities. For example one responder stated that they would have selected a biography on the subject of polygamy but would not select an item promoting polygamy because it is illegal. Several believed that it would be illegal for the library to have material that promotes illegal activity. Comments revealed a conflict between the principles of intellectual freedom and a strong sense of responsibility toward patrons and the community with concerns that materials exploring illegal activity could be harmful to wider society. Individuals who chose to purchase these items clarified that this was under the assumption that the works had passed the Chief Censor.

Another strong theme was commenters choosing not to purchase items due to the quality or accuracy of the item. One commentator stated that whilst they might purchase a book about anti-vaccination, because it is likely to contain factual information, they would not purchase a magazine on the subject as it is more likely to be 'propaganda'. Another commentator expressed concern over self-published works that had not gone through 'editorial scrutiny'. It was also stressed that it was important the items were factual, reasoned and backed up with evidence rather than 'mere opinion and conjecture'.

Many mentioned that they would choose to purchase the items on the provision that there were other items in the collection to provide balanced points of view. Several touched on the conflict they felt when considering some items with one commenter stating that "I agree in principle that libraries should provide a range of viewpoints but I find it hard to justify buying books that condone racism." Several said that in reality they would require more information to make a decision and they would be guided by reviews, collection policies and would discuss particularly contentious items with colleagues. Some participants revealed that they chose to place items on restricted access that they thought would be high targets for theft and others stated that whilst they would purchase some items they would not actively promote or display them.

6.4. Testing of Hypothesis 1

> **Hypothesis 1:** There is no significant relationship between the attitudes and behaviours of library staff towards the principle of intellectual freedom.

The hypothesis was stated negatively, reflecting the opposite of what the researcher expected. It was anticipated that the attitudes of individuals towards intellectual freedom would inform their behaviours when practically applying the concept.

To measure the relationship between the attitudes and behaviours, the scores of each respondent from the attitude scale were totalled as were the scores from the hypothetical selection scenario. In both cases a high score indicated alignment with the principles of intellectual freedom and a low score indicated restrictive tendencies. The behaviour test had four missed answers (see Table 5) and the attitude test had one (see Table 4). Rather than discard the remaining responses from those participants with missing answers, the mean value scored for each of the missing scenarios or statements was substituted for the purpose of data analysis.

The internal consistency of the attitude and behaviour tests were measured with Cronbach's alpha. When using Cronbach's alpha, hypothetically, the perfect degree of reliability would be one. Typically, acceptable internal reliability requires a figure of 0.80 however, lower figures of 0.70 and 0.60 have also been considered as 'good' internal reliability (Bryman, 2008). Both tests were shown to have good internal reliability, with the attitude test returning an alpha of 0.69 and the behaviour test an alpha of 0.80.

Table 6: Total Mean Score, Standard Deviation and Reliability Coefficient of Behaviour and Attitude Tests

Measure	Attitude	Behaviour
Mean	39.47	53.66
Standard Deviation	4.23	6.37
Cronbach Alpha Coefficient	0.688	0.801

The scatter plot (Figure 14) illustrates the linear relationship between the attitude and behaviour scores. Individuals with high attitude scores are generally shown to have high behaviour scores. The scatterplot also reveals some discrepancy between attitude and behaviour scores both positive and negative. A number of participants with lower attitude scores had comparatively high behaviour scores and conversely a number had higher attitude scores and comparatively low behaviour scores. Participants that showed no restrictive behaviours in the hypothetical situation, scoring 100%, had attitude scores ranging from 55-100%.
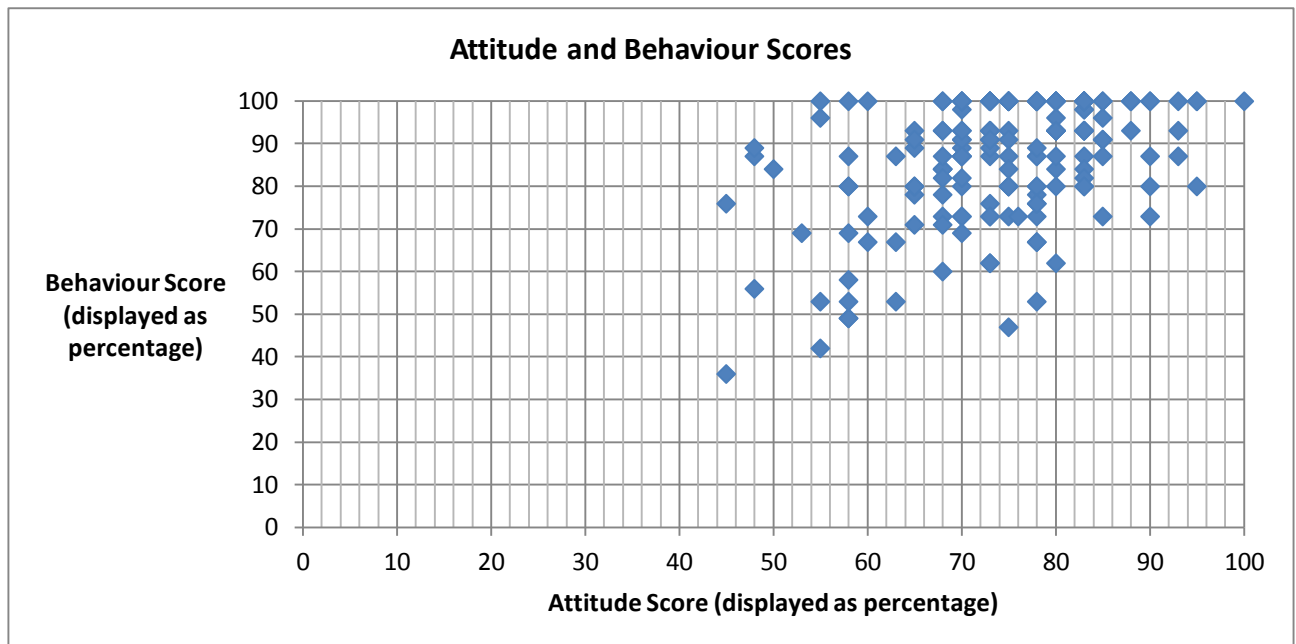
To test the hypothesis Pearson's correlation coefficient (*r*) was calculated through SPSS software on the totalled attitude and behaviour scores of participants. Pearson's *r* was used as it measures and numerically illustrates the linear relationship between two variables. An *r* value close to one indicates a strong relationship between variables; conversely a value close to zero indicates a weak relationship. The level of correlation between attitudes and behaviours was interpreted with Evans' (1996) guide (see Table 7).

Table 7: Interpretation of correlation coefficients for testing of null-hypotheses

Magnitude of *r*	Interpretation
00-.19	Very weak
.20-.39	Weak
.40-.59	Moderate
.60-.79	Strong
.80-1.0	Very strong

It was determined that a statistical significance of 0.05 was required to reject the null hypothesis. Significance is determined by the *p* value, which indicates the probability of obtaining a result that is either equal to or more extreme than what was observed in the sample population. A *p* value of .05 or lower indicates that there is a 5% chance that the observed relationship could have happened by chance.

The calculated results of the Pearson coefficient are shown in Table 8. The Pearson correlation showed a moderate positive correlation between participants attitude and behaviour scores, which was statistically significant($r=.437$, $n=172$, $p<0.0005$). This r value suggests that as the attitude scores of respondents increase so do their behaviour scores, or more specifically, 19% of the time staff attitudes towards the principles of intellectual freedom positively align with their behaviours when practically applying the concept.

Table 8: Correlation Coefficient and Significance for Hypothesis 1

		Total Behaviour Score	Total Attitude Score
Total Behaviour Score	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.000
	N	172	172
Total Attitude Score	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.000	
	N	172	172
**. Correlation is significant at the 0.01 level (2-tailed).			

With the results of the coefficient correlation having a p value lower than the required 0.05, the results can be considered statistically significant. Thus the null hypothesis can be rejected and an alternative hypothesis accepted. There is real, albeit moderate, relationship between the attitudes and behaviours of library staff towards the principles of intellectual freedom.

6.5. Testing of Hypothesis 2

Hypothesis 2: There is no significant relationship between: (i) the attitudes and (ii) the behaviours of library staff toward the principle of intellectual freedom and the following variables:

a. Age
b. Gender
c. Experience
d. Level of library qualification
e. Other education attainment level
f. Time invested in professional development
g. Job position
h. Library association membership
i. Professional registration
j. Size of community their library serves

As with hypothesis one, hypothesis two was stated negatively, the opposite of what was expected. To test the hypothesis analysis of variance (ANOVA) was calculated through SPSS

software on both the totalled attitude and totalled behaviour scores of participants and each of the predetermined variables. One-way ANOVA compares the means between groups by determining whether these means differ significantly from one another. If the null hypothesis is true ANOVA will return an F ratio value close to 1.0, a large F value indicates that there is more variation amongst the tested groups than would be expected by chance. If there is a significant difference between the means it can be inferred that the tested variable has an effect on the dependent variable of either behaviour or attitude. A level of significance of 0.05 was again required to reject the null hypothesis.

Whilst ANOVA will show if there is a difference between at least two groups it does not indicate which specific groups are significantly different. To ascertain which specific groups differ significantly from one another a post hoc test, Tukey's honest significant difference (HSD) test, was carried in the instance that ANOVA revealed a significant difference between the measured variables.

Table 9: Results of ANOVA, inferred relationship and statistical significance of tested variables

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Age	Attitude	$F_{(4,167)}=.625$, $p=.645$	Age has no effect on attitudes.	No
	Behaviour	$F_{(4,167)}=1.213$, $p=.307$	Age has a small effect on behaviours.	No
Gender	Attitude	$F_{(1,170)}=.075$, $p=.785$	Gender has no effect on attitudes.	No
	Behaviour	$F_{(1,170)}=.600$, $p=.440$	Gender has no effect on behaviours.	No
Experience	Attitude	$F_{(5,166)}=1.784$, $p=.119$	Experience in the sector has a small effect on attitudes.	No
	Behaviour	$F_{(5,166)}=1.423$, $p=.218$	Experience in the sector has a small effect on behaviours.	No
Highest Library Qualification	Attitude	$F_{(6,165)}=3.440$, $p=.003$	Library qualification level has an effect on attitudes.	Yes
	Behaviour	$F_{(6,165)}=2.153$, $p=.05$	Library qualification level has an effect on behaviours.	Yes
Other Education Attainment Level	Attitude	$F_{(5,164)}=.937$, $p=.458$	Qualification level has no effect on attitudes.	No
	Behaviour	$F_{(5,164)}=.815$, $p=.540$	Qualification level has no effect on behaviours.	No
Job Position	Attitude	$F_{(3, 156)}=2.047$, $p=.109$	The employment position of staff has some effect on attitudes.	No
	Behaviour	$F_{(3, 156)}=2.413$, $p=.069$	The employment position of staff has some effect on behaviours.	No

Professional Development	Attitude	F(3,168)=1.420, p=.239	Professional development has small effect on attitudes.	No
	Behaviour	F(3,168)=1.510, p=.214	Professional development has small effect on behaviours.	No
LIANZA Membership	Attitude	F(1,170)=.037, p=.847	LIANZA membership has no effect on attitudes.	No
	Behaviour	F(1,170)=1.843, p=.176	LIANZA membership appears to have a slight effect on behaviours.	No
Professional Registration	Attitude	F(1,169)=4.42, p=.037	Professional Registration has an effect on attitudes.	Yes
	Behaviour	F(1,169)=2.775, p=.098	Professional Registration seems to have some effect on behaviours.	No
Size of Community Library Serves	Attitude	F(5,155)=1.945, p=.090	The size of the community that library staff work in appears to have a small effect on attitude.	No
	Behaviour	F(5,155)=1.790, p=.118	The size of the community that library staff work in appears to have a small effect on behaviours.	No

The analysis of variance revealed a statistically significant variation between the attitude (*p*.003) and behaviour (*p*.05) scores of respondents based on their library qualification level. The post-hoc Tukey test showed a statistically significant difference between the attitude scores of respondents with no library qualification and those with either a Bachelor's degree (*p*.029) or a Master's degree (*p*.004); those with no library qualification returning a lower attitude score. The post-hoc test on behaviour scores revealed a statistically significant difference between those with a Postgraduate Certificate and either a Diploma of (*p*.049) or a Masters (*p*.041); participants with a Postgraduate Certificate having a lower behaviour score. A statistically significant difference of *p*.037 was also found between the attitudes of participants who did and did not have professional registration. However there was no statistical difference between those that do and do not possess professional registration and behaviours.

The results of the analysis of variance show that part of the hypothesis can be rejected and the alternative hypothesis proffered that there is a statistically significant relationship between the attitudes and behaviours of library staff toward the principle of intellectual freedom and their level of library qualification and also their attitudes and professional registration. However the majority of the hypothesis can be accepted. There is no significant relationship between: (i) the attitudes and (ii) the behaviours of library staff toward the principle of intellectual freedom and the following variables: a) age, b) gender, c) experience, d) education attainment level (other than library qualification), e) time invested in professional development, f) job position, g) library association membership, h) size of

community their library serves. There is also no significant relationship between the behaviour of staff and professional registration.
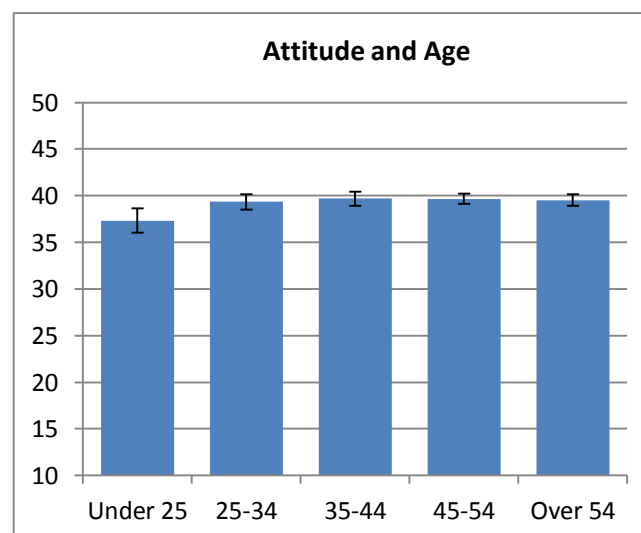
6.6. Data Analysis and Testing of Objective 4

> **Objective 3:** To explore the relationship between certain variables related to education and experience and the attitudes and behaviours of library staff towards intellectual freedom.

Whilst the majority of variables tested for hypothesis two were proven to not be statistically significant many of the variables had ANOVA results with an F value indicating some kind of effect upon the independent variables. To explore these relationships the mean and standard error (denoted by a vertical bar) of each tested variable is graphically illustrated below. If the means differ between the groups of the variable being tested and there is no overlap of standard error bars it can be assumed that the variable has some effect upon the attitude and/or behaviour scores.

The mean and standard errors of respondent age groups over 26 years all overlap with little difference in scores. However those under the age of 25 have a lower attitude score and the standard error does not overlap with age groups over 35. It can be inferred that respondents under 25 do not agree with, or more likely do not understand, the principles of intellectual freedom to the degree of other age groups.

**Figure 15: Mean and standard error of total attitude scores by age group**
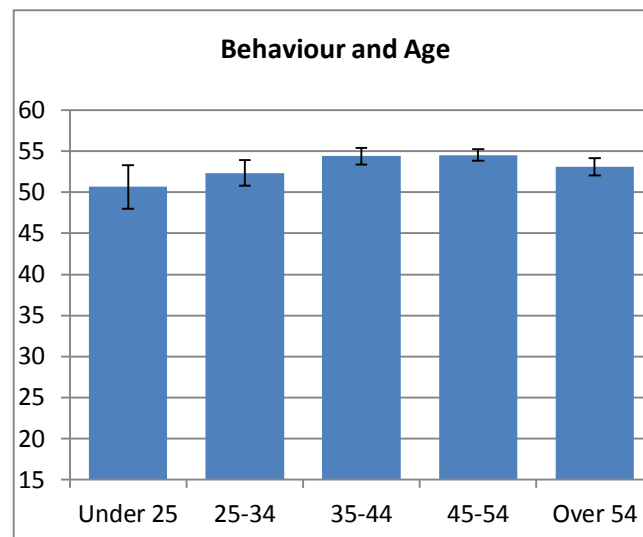
There is minimal difference between the means of the attitude and behaviour scores between genders and the standard error bars can be seen to overlap in both cases. As such no relationship between gender and attitudes and behaviours regarding intellectual freedom can be inferred.

Figure 17: Mean and standard error of total attitude scores by gender
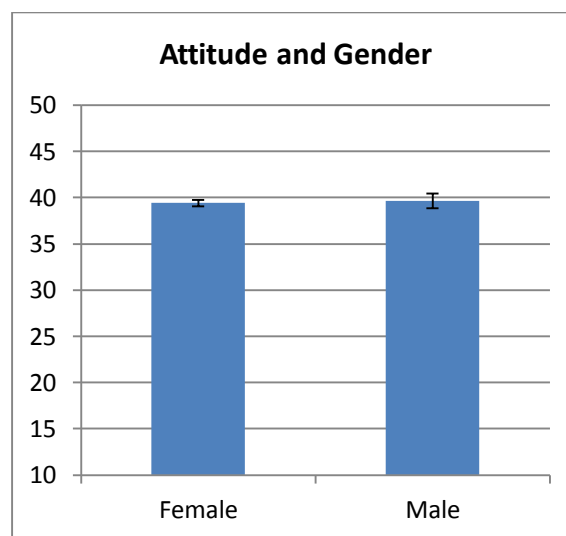
Figure 18: Mean and standard error of total behaviour scores by gender
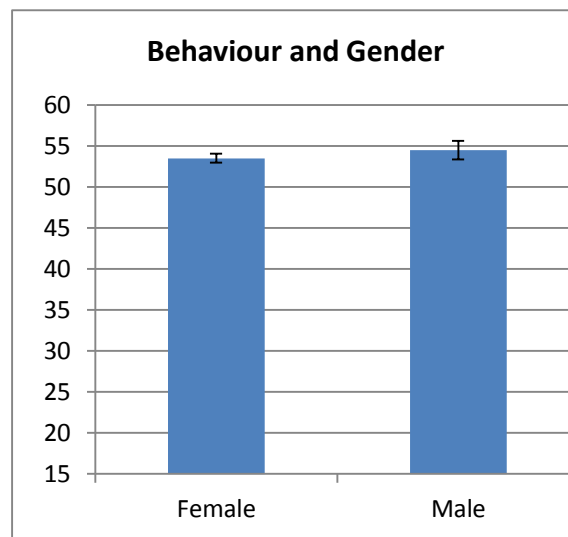
Participants with less than two years experience in the library sector had the lowest mean scores for both attitude and behaviour. In both instances the standard error bars do not overlap with those groups with six or more years experience. As such it can be inferred that experience positively affects both attitudes and behaviours relating to intellectual freedom. However this effect appears to plateau after around five years experience.

Figure 19: Mean and standard error of total attitude scores by experience
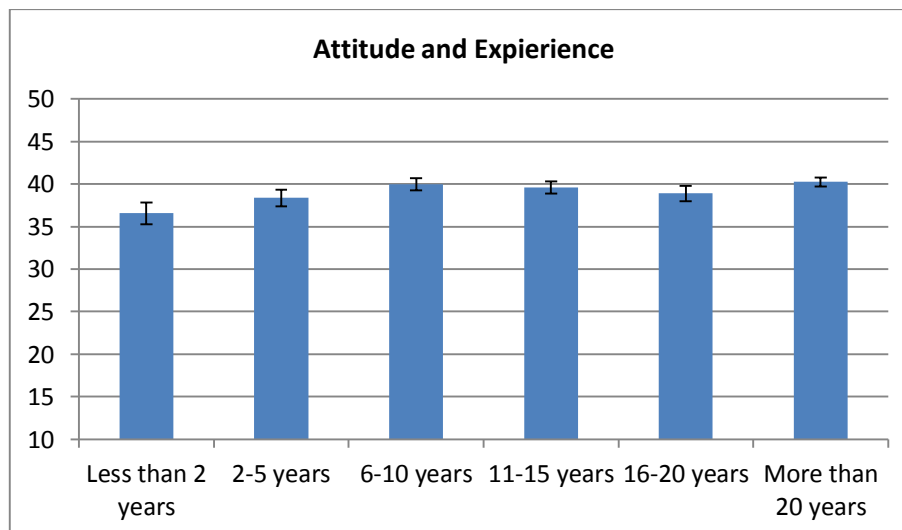
Figure 20: Mean and standard error of total behaviour scores by experience
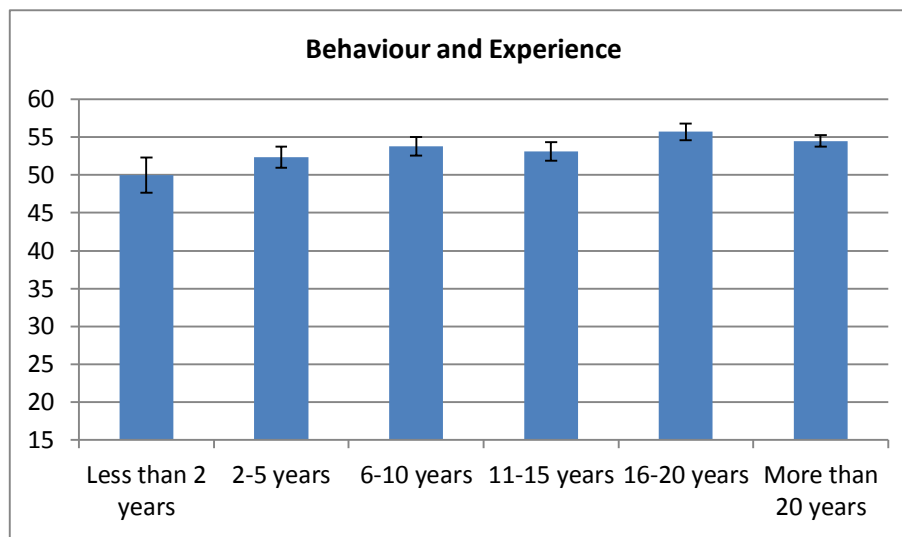
There appears to be a positive relationship between attitudes and behaviours and possession of a library qualification. The graph shows that participants with a library qualification hold more positive attitudes to intellectual freedom than those with no library degree, with Master and Bachelor's degree holders having the highest attitude scores. The one anomaly was respondents who have a Postgraduate Certificate; this mean score is clearly lower than that of the other qualifications. The standard error bars of the Bachelor's Degree and Masters do not overlap with the standard error bar of the Postgraduate Certificate. The graph illustrating the relationship between behaviour and library qualification also shows library qualification holders to have higher mean scores than those without a library qualification. There is no overlap between the two error bars of those with no qualification and those with a Masters. Participants who hold a Postgraduate Certificate can be seen to have considerably lower behaviour scores with no overlap of error bars, indicating more restrictive tendencies than all other respondents, including those with no library qualification.

Figure 21: Mean and standard error of total attitude scores by library qualification

There is little variation between the mean behaviour and attitude scores and qualification level with the standard error of all groups overlapping. As such it can be inferred that qualifications that are unrelated to the library sector have no effect on the attitudes or behaviours of staff towards intellectual freedom.

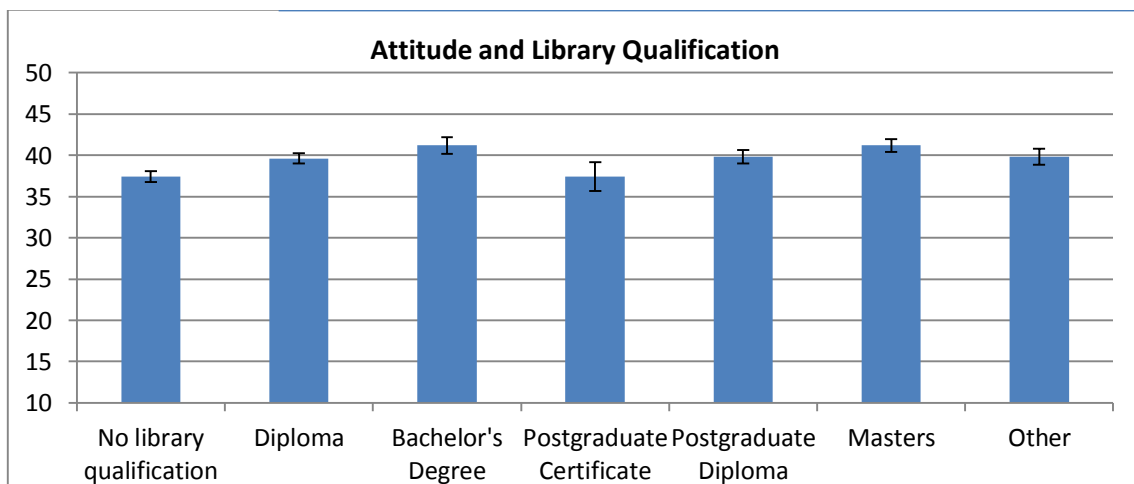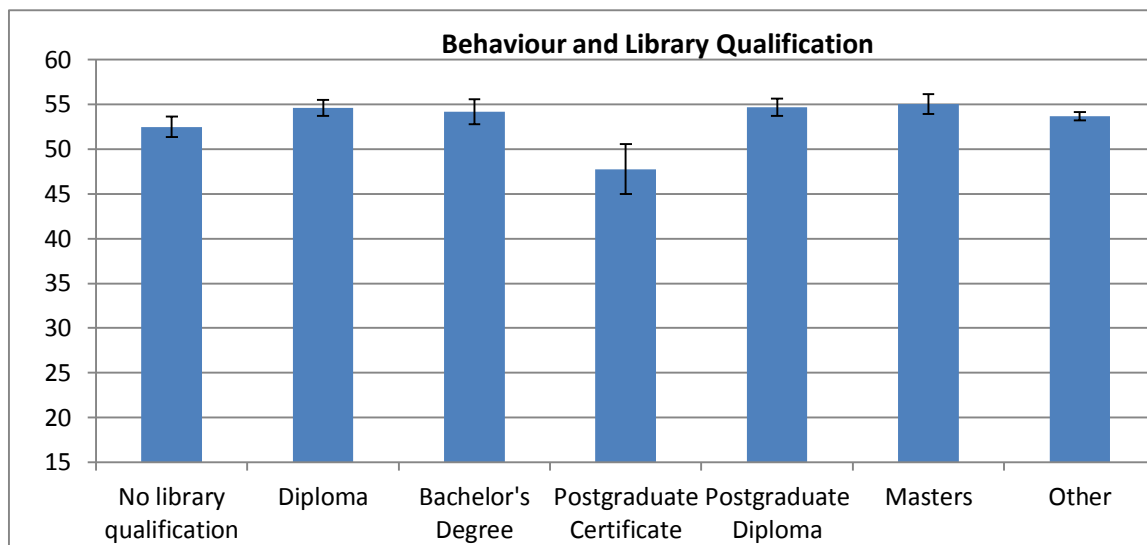**Figure 23: Mean and standard error of total attitude scores by other qualifications**

*PhD was not included as only one respondent possessed one

Behaviour and Other Qualifications
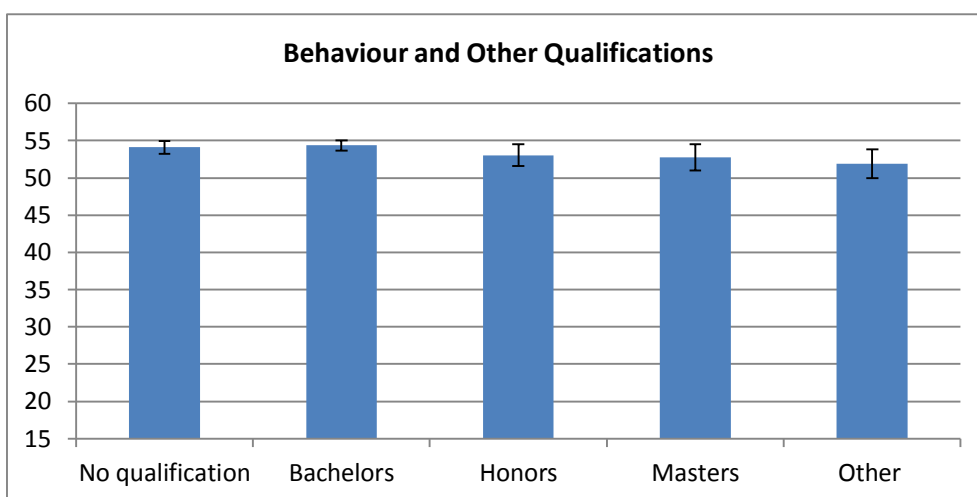
*PhD was not included as only one respondent possessed one

Professional development appears to have an effect on both the behaviour and attitudes of library staff towards intellectual freedom. The mean behaviour and attitude scores of those who do no professional development are lower than those who do, with no overlap of standard error bars. However the amount of time spent on professional development appears to have no effect with mean scores and standard error margins of these groups all overlapping.

Figure 25: Mean and standard error of total attitude scores by professional development

Attitude and Professional Development
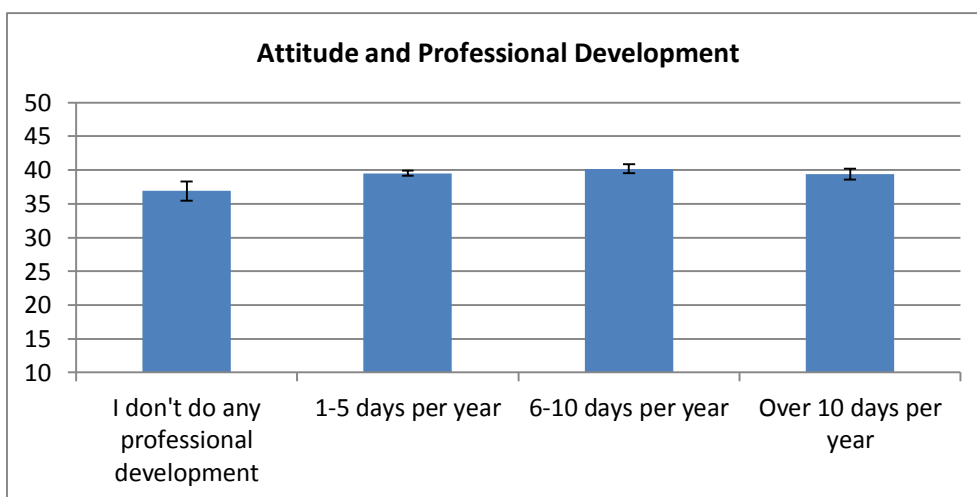
Figure 26: Mean and standard error of total behaviour scores by professional development
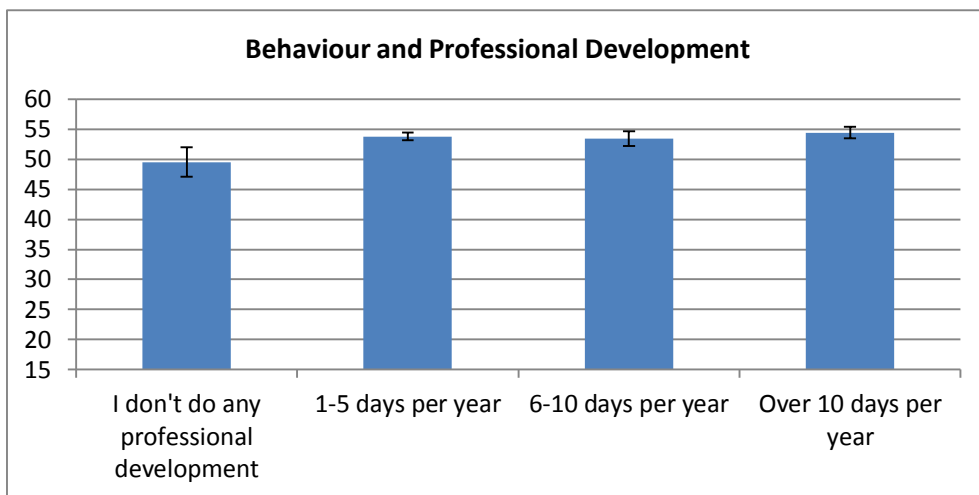
The position of staff appears to have some effect on attitudes towards intellectual freedom, with leader/managers returning a higher mean score and no overlap of standard error with the scores of paraprofessionals and professionals. The mean behaviour score of the leader/manager group was also higher and whilst the standard error did not overlap with the professional group it did with the paraprofessional mean score.

Figure 27: Mean and standard error of total attitude and behaviour scores by library position
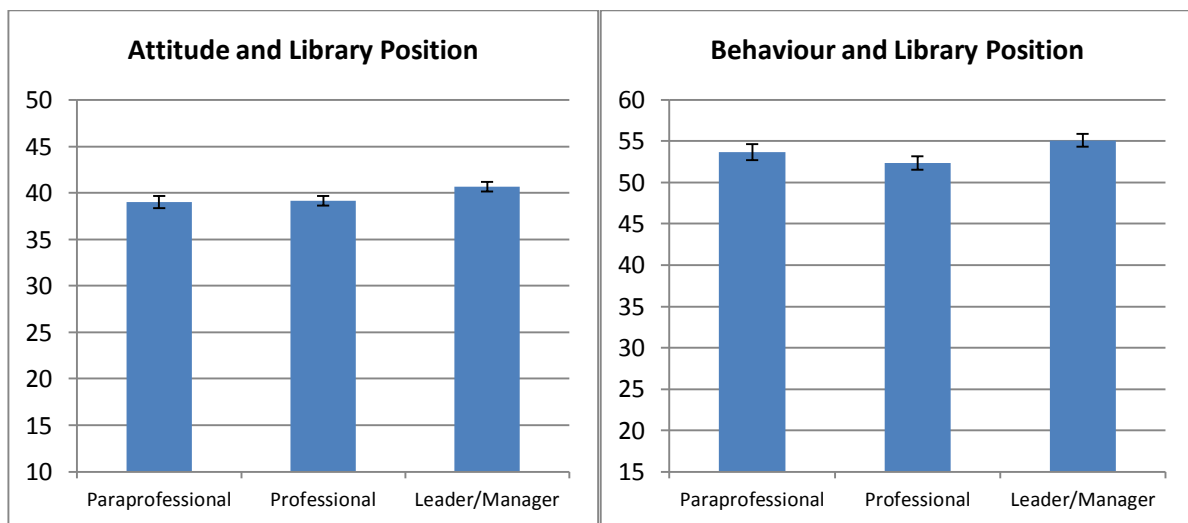
The attitude and behaviour of respondents does not seem to be affected by library association membership with little variation in mean scores and overlap with standard error in both instances.

There is a difference between the attitude and behaviour scores of those with and without professional registration with no overlap of standard error. However in both cases this variance is a single point.

Figure 29: Mean and standard error of total attitude and behaviour scores by professional association
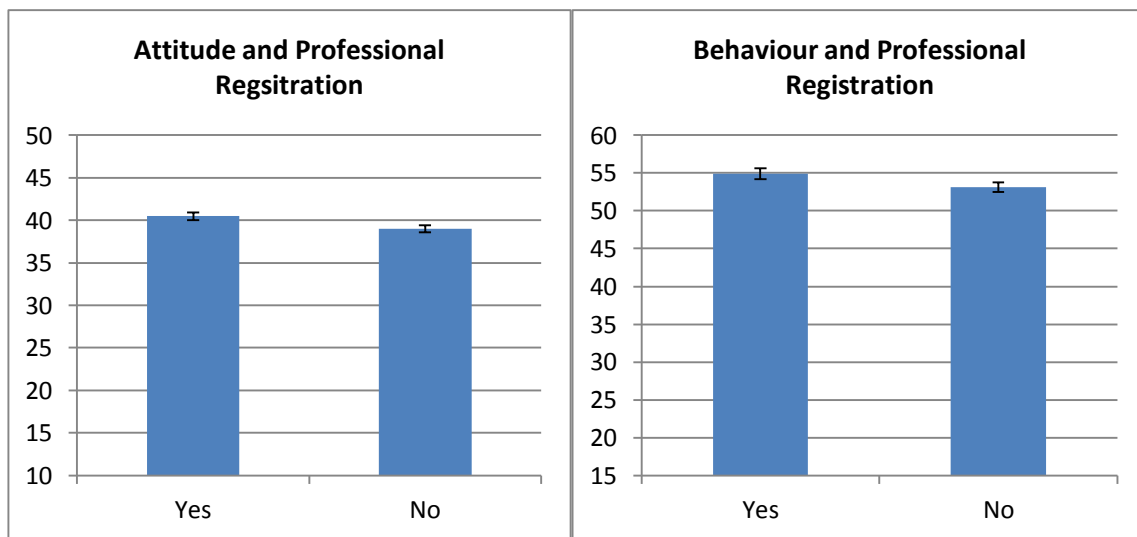
There is some variation between both attitude and behaviour scores dependent upon the size of the community the participant works in. Those who work in a community of less than 5000 people returned a lower attitude and behaviour mean score. The lack of overlap of the standard error bars show that participants that work in a community of over 100,000 people are more likely to have attitudes and behaviours that align with the principles of intellectual freedom than those who work in a community of less than 5000 people.

Figure 30: Mean and standard error of total attitude scores by community size
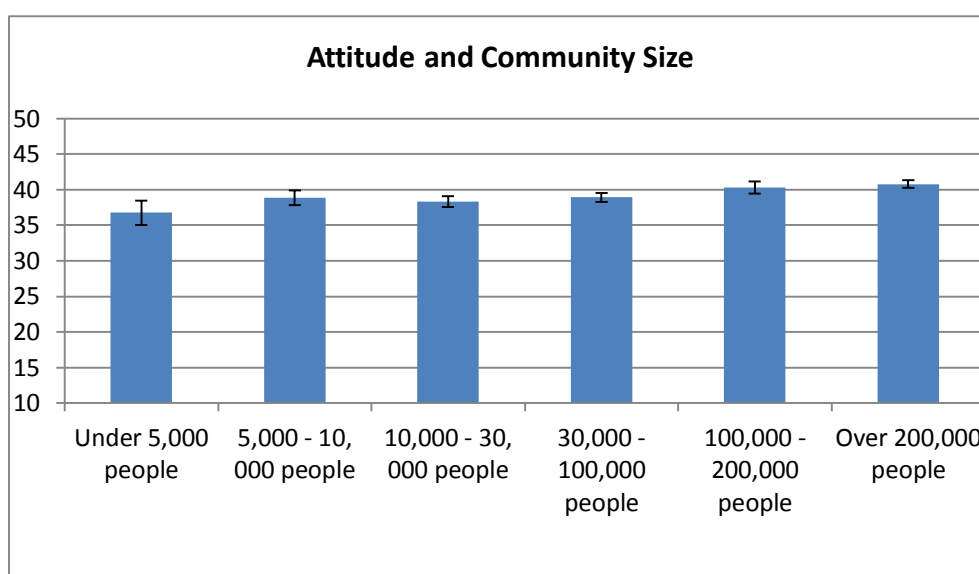
Figure 31: Mean and standard error of total attitude scores by community size
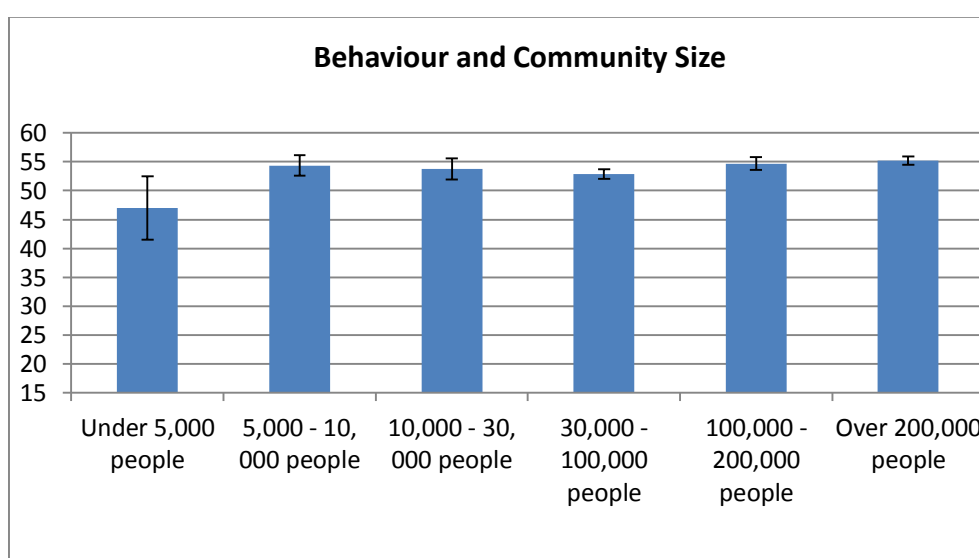
6.7. Data Analysis and Testing of Objective 4

> **Objective 4:** To explore the extent that the attitudes and behaviours of library staff toward intellectual freedom are influenced by library associations and employers.

The third section of the survey included a series of questions intended to assess the role that library associations and employers play in the formation of the attitudes of library staff toward intellectual freedom and how they practically apply these principles. ANOVA and graphic representations of mean and standard errors were used to explore the extent to which variables relating to employers and library associations have an effect on the attitudes and behaviours of library staff.

Q. Are you aware of the 2002 Library and Information Association of New Zealand (LIANZA) Statement on Intellectual Freedom?

Some 27% of respondents were not aware of the statement on intellectual freedom that has been put out by LIANZA. However the mean behaviour and attitude scores and overlap of standard means implies that awareness of this statement has no effect on the attitudes and behaviours of staff toward intellectual freedom.

Figure 32: Respondent awareness of LIANZA's statement on intellectual freedom
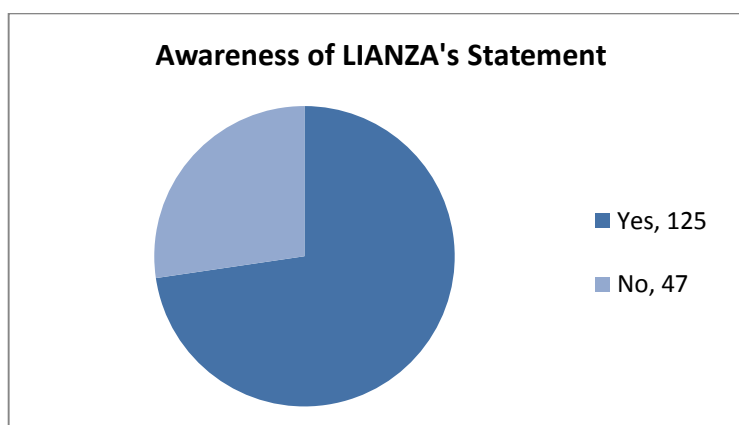
Figure 33: Mean and standard error of total attitude and behaviour scores by awareness of LIANZA's statement on intellectual freedom
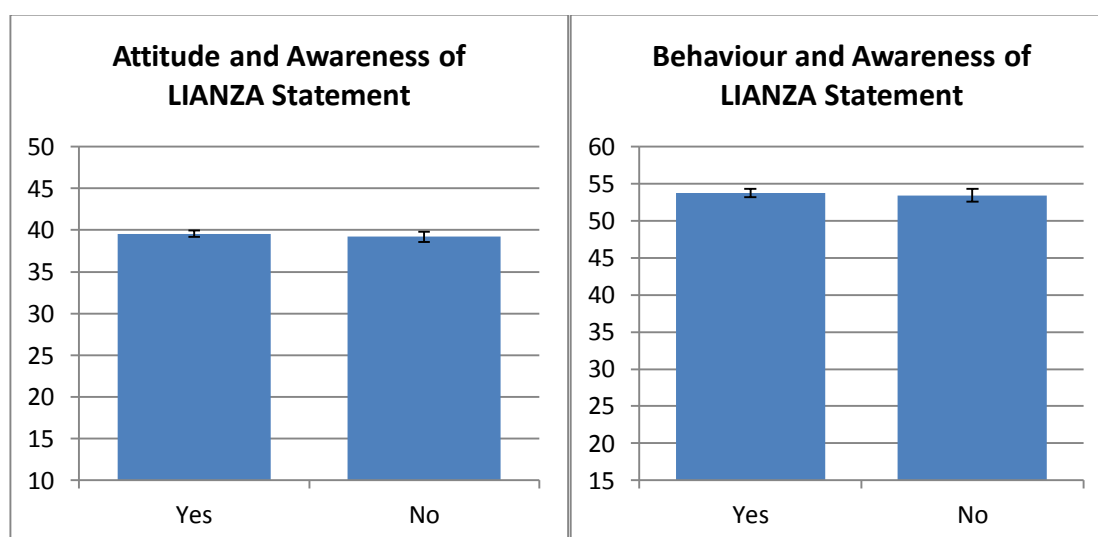
Table 10: Results of ANOVA, inferred relationship and statistical significance of variable of respondent awareness of LIANZA's statement on intellectual freedom

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Awareness of LIANZA	Attitude	$F(1,170)=.273$, $p=.602$	Awareness of the LIANZA Statement on intellectual freedom	No

Statement on Intellectual Freedom			has no effect on attitudes.	
	Behaviour	F(1,170)=.086, *p*=.769	Awareness of the LIANZA Statement on intellectual freedom has no effect on behaviours.	No

Q. In your opinion can the sentiments expressed in this statement be realistically applied in a practical work situation?

The majority of respondents, 88%, thought LIANZA's Statement on Intellectual Freedom could be practically applied. The 43% of respondents that answered 'definitely yes,' scored higher mean attitude and behaviour scores.

Figure 34: Respondent opinion of practicality of LIANZA's Statement on Intellectual Freedom

Figure 35: Mean and standard error of total attitude scores by opinion of practicality of LIANZA's Statement

Behaviour and opinion whether LIANZA's Statement can be practically applied
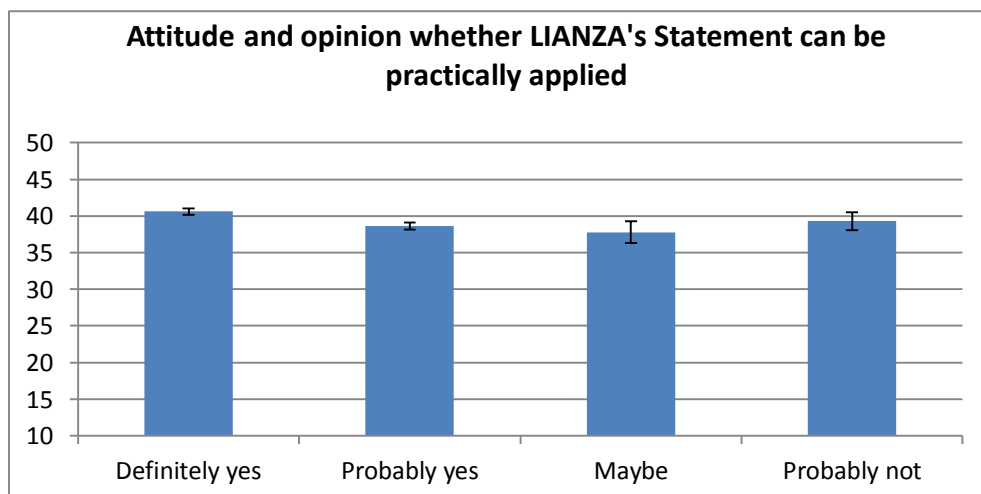
Table 11: Results of ANOVA, inferred relationship and statistical significance of variable of respondent opinion on practicality of LIANZA's statement on intellectual freedom

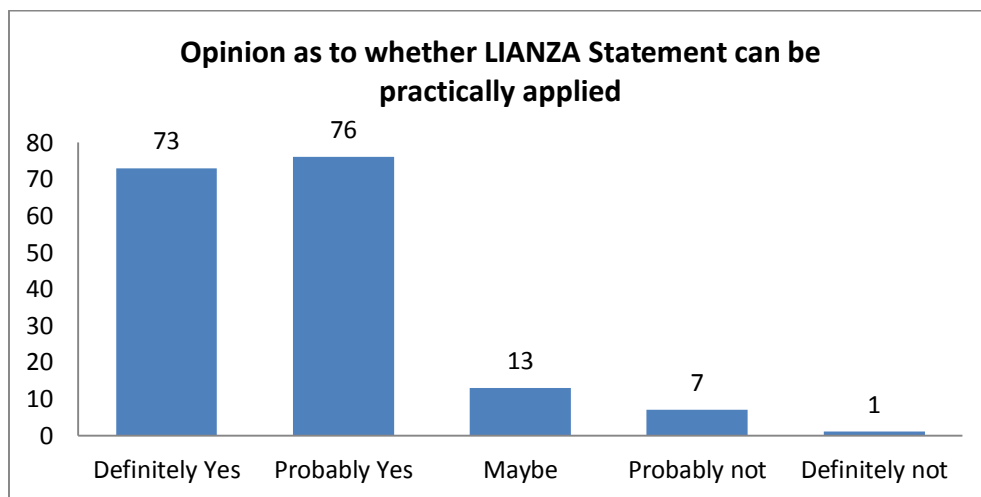| Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Opinion as to whether LIANZA Statement can be practically applied	Attitude	$F(4,165)=2.852$, $p=.025$	Opinion as to whether the LIANZA statement on intellectual freedom can be practically applied has some effect on attitudes.	No
	Behaviour	$F(4,165)=3.049$, $p=.019$	Opinion as to whether the LIANZA statement on intellectual freedom can be practically applied has some effect on behaviours.	No

Q. Would this statement be helpful to refer to when you are confronted with a work situation that concerns intellectual freedom?

Over half of the participants (59%) thought LIANZA's statement would be of use when confronted with a situation concerning intellectual freedom at work. Opinion as to the usefulness of LIANZA's statement seemed to have a positive, statistically significant effect on respondent attitude scores. Those that had the definite belief that the statement would be of help had higher attitude scores than other respondents. However there was not a significant difference in their behaviour scores with the standard error scores overlapping with the other respondent groups.

Opinion if LIANZA's Statement would be helpful in a work situation that concerns intellectual freedom

Category	Value
Definitely Yes	100
Probably Yes	57
Maybe	12
Probably Not	1
Definitely Not	0

Attitude and opinion whether LIANZA's Statement would be helpful in work situation

Behaviour and opinion whether LIANZA's Statement would be helpful in work situations

Table 12: Results of ANOVA, inferred relationship and statistical significance of variable of respondent on usefulness of LIANZA's Statement on Intellectual Freedom in a work situation
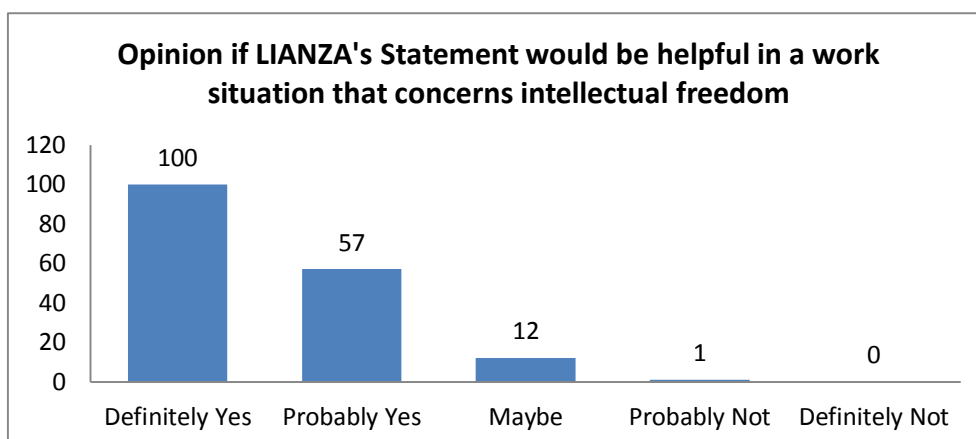
Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Opinion as to whether LIANZA's Statement on Intellectual Freedom would be helpful In a work situation	Attitude	$F(3,166)=5.531$, $p=.001$	Opinion as to the usefulness of LIANZA's statement when directly confronted with situation concerning intellectual freedom at work has a statistically significant effect on attitudes.	Yes
	Behaviour	$F(3,166)=1.106$, $p=.348$	Opinion as to the usefulness of LIANZA's statement when directly confronted with situation concerning intellectual freedom at work has a slight effect on behaviours.	No

Q. Are you satisfied with the direction and support given by LIANZA in regards to intellectual freedom?

The majority of respondents were satisfied with the direction and support given by LIANZA regarding intellectual freedom, with just three participants feeling dissatisfied. The level of satisfaction appeared to have a positive, statistically significant effect on respondent attitude scores. Those who were 'very satisfied' had higher attitude scores than other groups, with the exception of the dissatisfied respondents which had the widest standard error margin that overlapped with the other groups. However the respondent groups had overlapping standard error margins for their behaviour scores implying that the perceived support and direction staff receive from their library association has no effect on behaviour.

Level of satisfaction with direction and support given by LIANZA
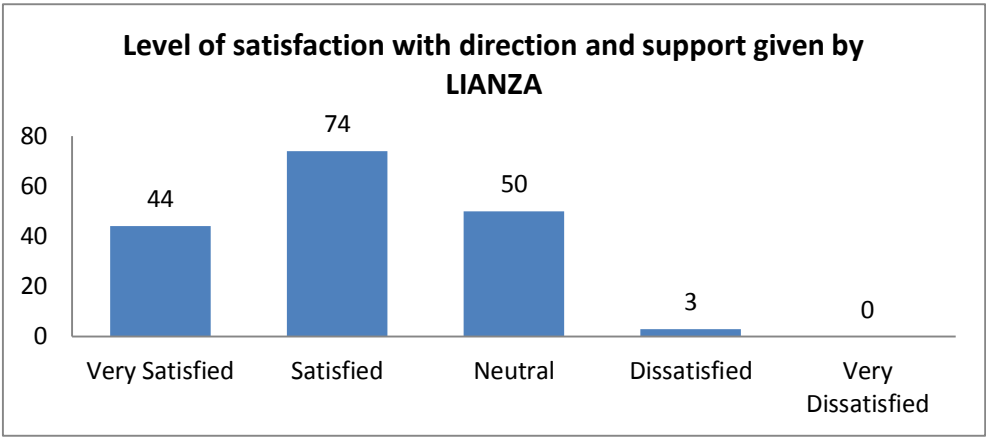
Figure 41: Mean and standard error of total attitude scores by satisfaction with direction and support given by LIANZA on intellectual freedom

Attitude and satisfaction with direction and support given by LIANZA
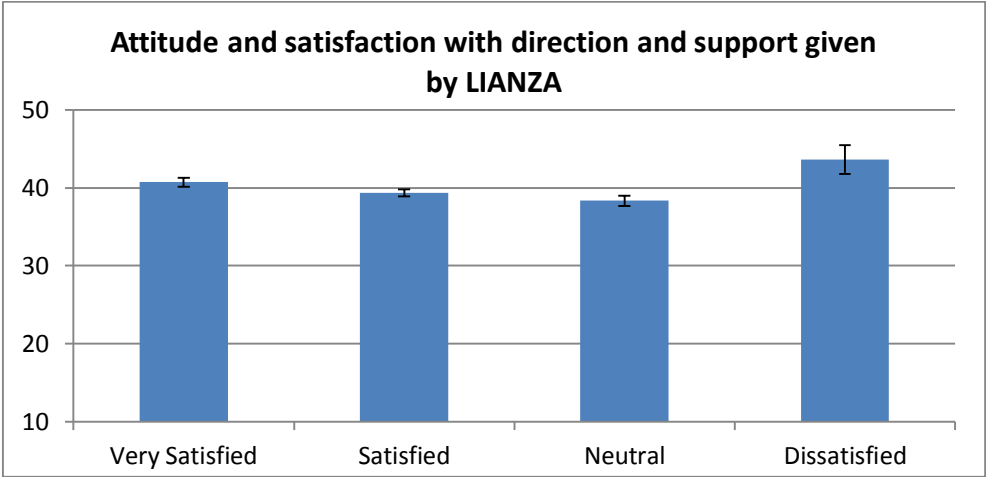
Figure 42: Mean and standard error of total behaviour scores by satisfaction with direction and support given by LIANZA on intellectual freedom

Behaviour and satisfaction with direction and support given by LIANZA
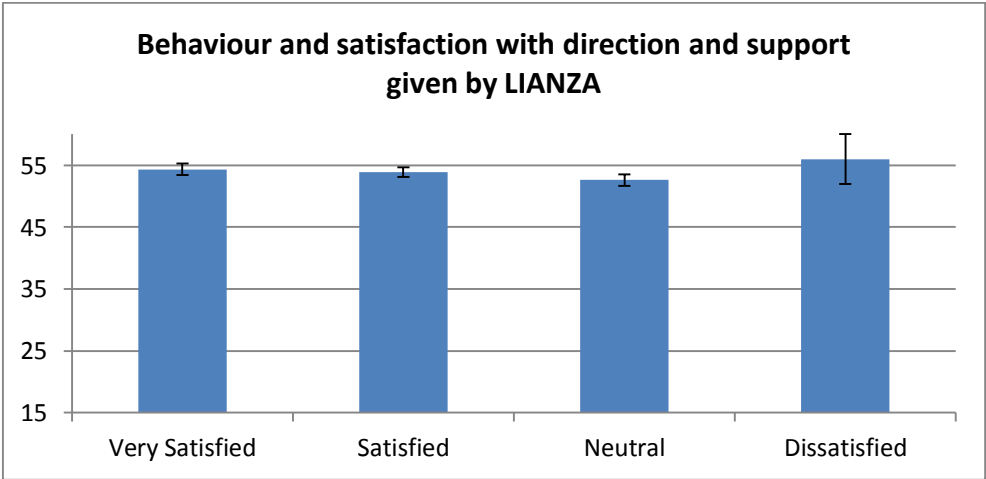
Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Satisfaction with support and direction given by LIANZA	Attitude	$F(3,167)=3.628$, $p=.014$	Perceived support and direction from LIANZA has a statistically significant effect on attitudes.	Yes
	Behaviour	$F(3,167)=.785$, $p=.504$	Perceived support and direction from LIANZA has no effect on behaviours.	No

Q. Have you had any on the job training regarding intellectual freedom?

Less than 20% of survey respondents had received on the job training on the subject of intellectual freedom. However on the job training was shown to have a positive, statistically significant effect on respondent attitude scores. The difference in mean score and lack of overlap between the standard error margins indicates that this training could have some effect on behaviours as well.

Figure 43: Respondent completion of training for intellectual freedom offered by their employer

On the job training for intellectual freedom

■ Yes, 33
■ No, 138
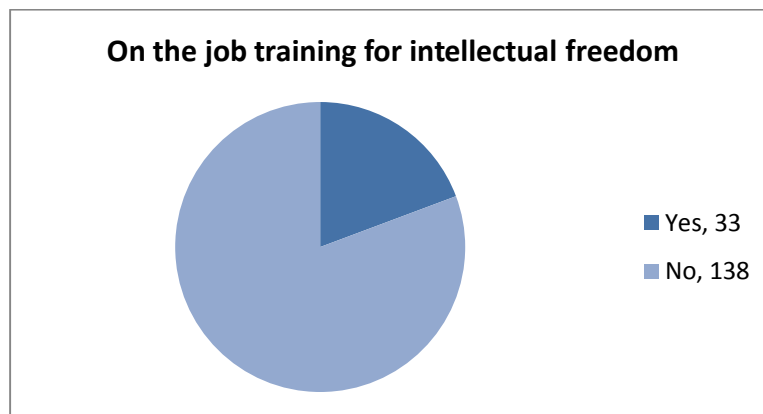
Figure 44: Mean and standard error of total attitude and behaviour scores by completion of intellectual freedom training offered by employer

Table 14: Results of ANOVA, inferred relationship and statistical significance of variable of on the job training

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
On the job training	Attitude	$F(1,169)=6.604$, $p=.011$	On the job training has a statistically significant effect on attitudes.	Yes
	Behaviour	$F(1,169)=2.062$, $p=.153$	On the job training has some effect on behaviours.	No

Q. Does your library have a policy that states its stance on intellectual freedom?

Just over 40% of the respondent's libraries had policies outlining their stance on intellectual freedom, however 45% of respondents did not know if their library had such a policy. Awareness of library policy seems to have a positive, statistically significant, effect on attitude and the overall mean score and standard error margin being higher than the other groups indicates a possible effect on behaviour as well.

Library policy that states stance on intellectual freedom
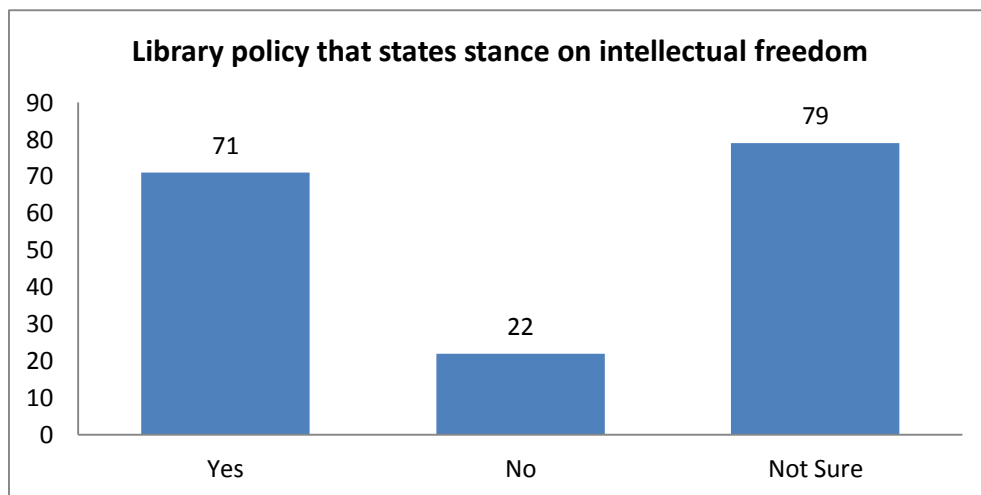
Figure 46: Mean and standard error of total attitude scores by awareness of library policy on intellectual freedom

Attitude and library has policy
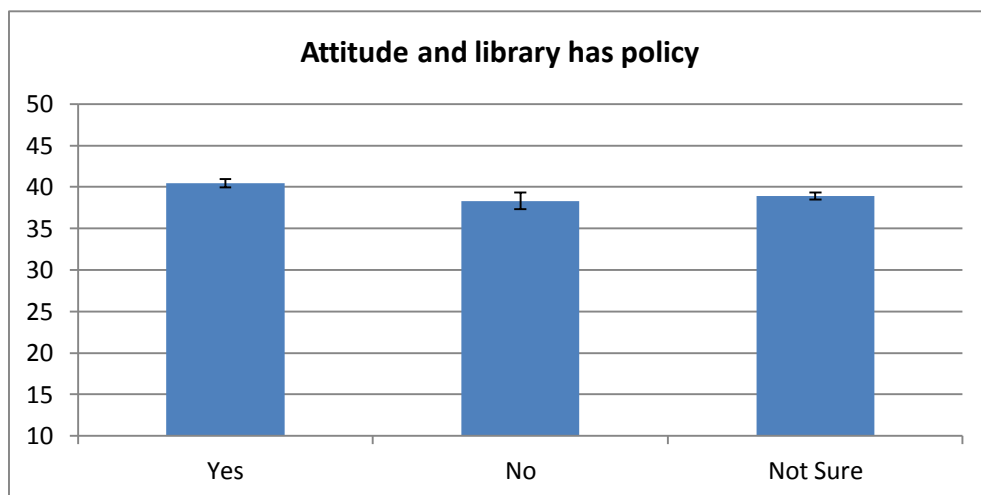
Figure 47: Mean and standard error of total behaviour scores by awareness of library policy on intellectual freedom

Behaviour and library has policy
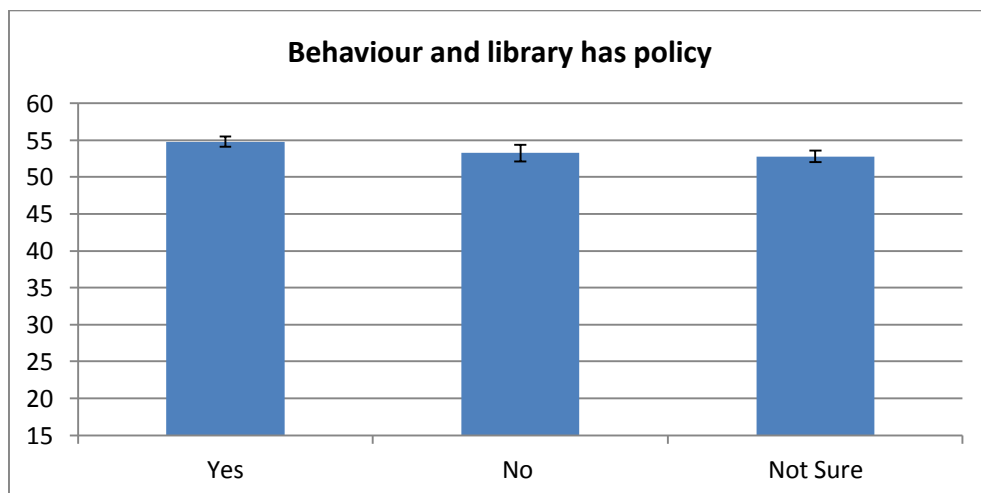
Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Library Policy on intellectual freedom	Attitude	$F(2,169)=3.473$, $p=.033$	Awareness of library policy has some effect on attitudes.	Yes
	Behaviour	$F(2,169)=1.946$, $p=.146$	Awareness of library policy has a minimal effect on behaviours.	No

Q. Do you refer to this when confronted with situations that might potentially infringe intellectual freedom?

The majority of respondents whose library had a policy on intellectual freedom did refer to this when confronted with situations relating to intellectual freedom. Just under 30% referred to this policy regularly ('often' or 'all of the time') with only 8 never using such a policy. The use or referral to library policy appears to have no effect on either attitudes or behaviours with the mean scores and standard error margins of all groups overlapping.

Figure 48: Respondent use of library policy on intellectual freedom
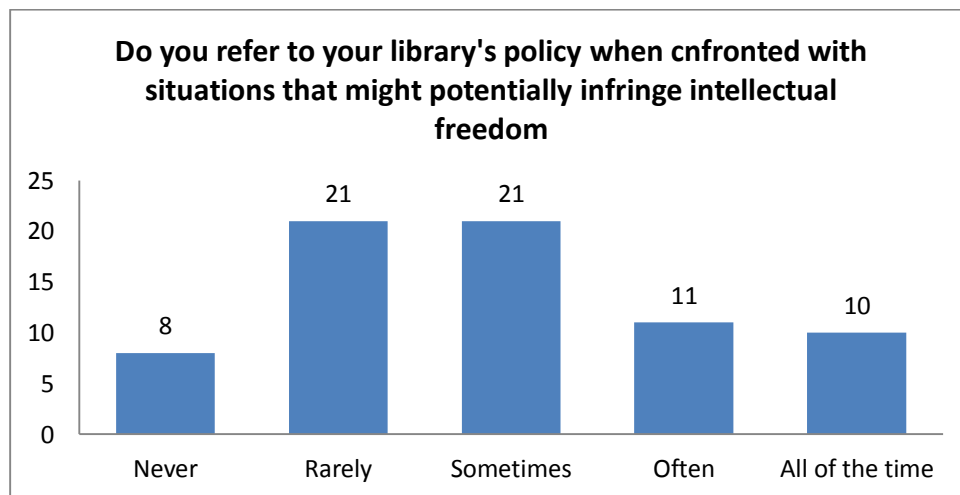
56

Attitude and use of policy

Behaviour and use of policy
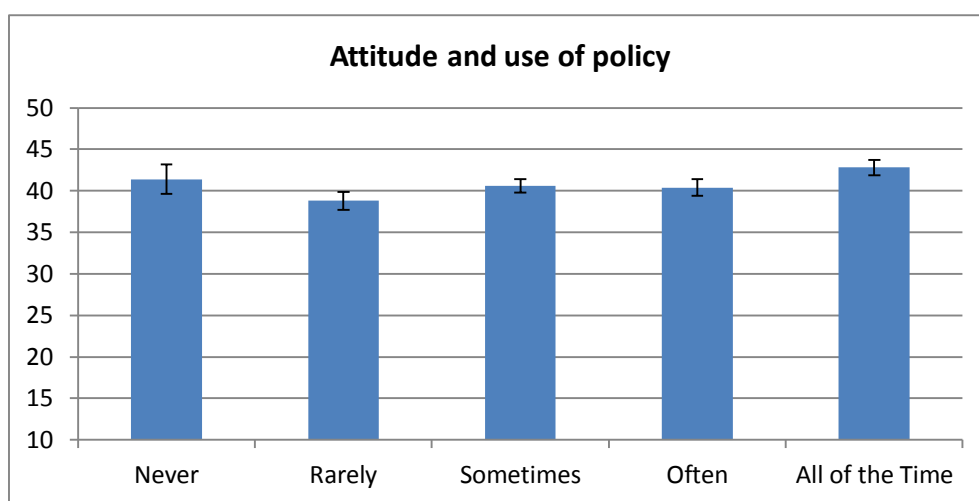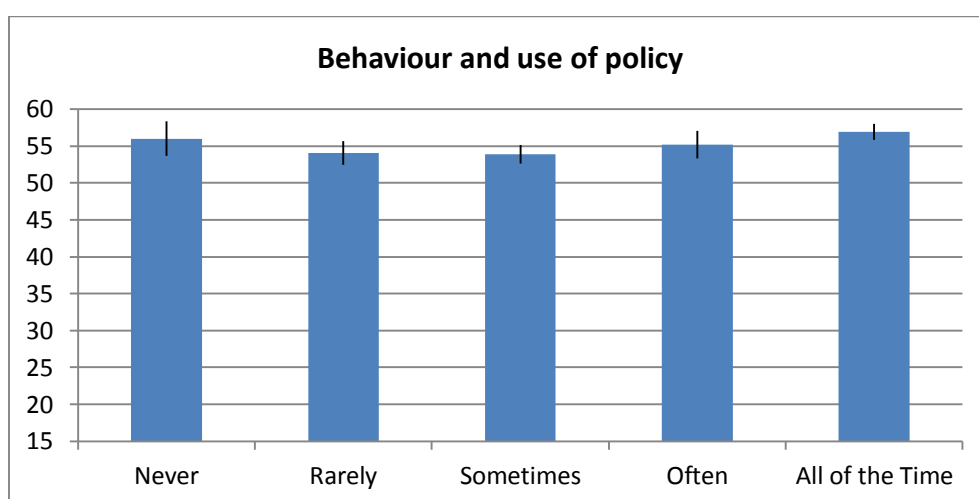
Table 16: Results of ANOVA, inferred relationship and statistical significance of variable of respondent use of library's policy

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Refer to Library Policy when in work situation concerning IF	Attitude	$F_{(4,66)}=1.733$, $p=.153$	Referral to/use of policy has minimal effect on attitudes	No
	Behaviour	$F_{(4,66)}=.555$, $p=.696$	Referral to/use of policy has no effect on behaviour.	No

Q. Are you satisfied with the direction and support given by your employer in regards to intellectual freedom?

The majority, over 50%, of respondents were satisfied with the direction and support given by their employer with just 4% being dissatisfied. The respondent satisfaction level appears to have a positive, statistically significant, effect on attitudes with those who were very satisfied having higher scores than other groups. Whilst not statistically significant, perceived support and direction given by the employer also appears to affect behaviours in the same way. The only exception was those who were dissatisfied with the direction and support given by their employer, this group had the widest standard error margin which overlapped with the other groups.

Figure 51: Respondent satisfaction with direction and support given by employer in regards to intellectual freedom
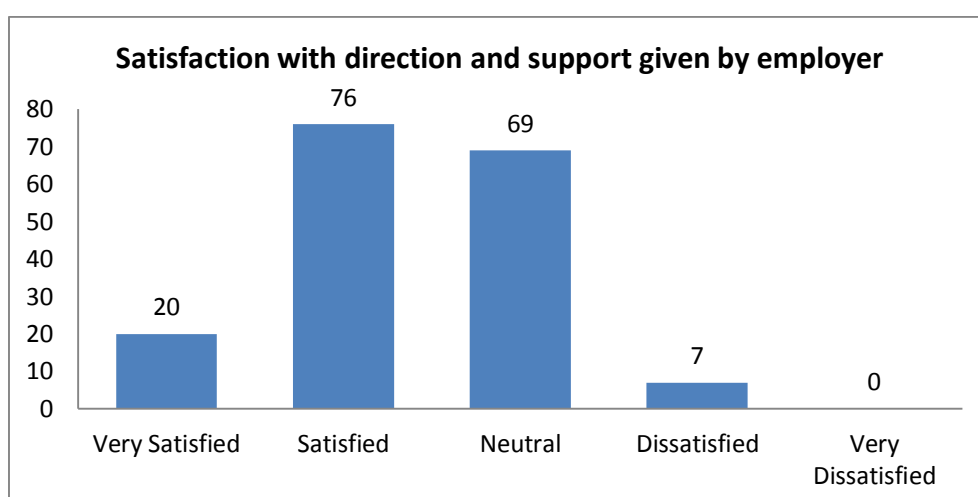
Figure 52: Mean and standard error of total attitude scores by level of satisfaction with direction and support given by employer regarding intellectual freedom

Figure 53: Mean and standard error of total behaviour scores by level of satisfaction with direction and support given by employer regarding intellectual freedom
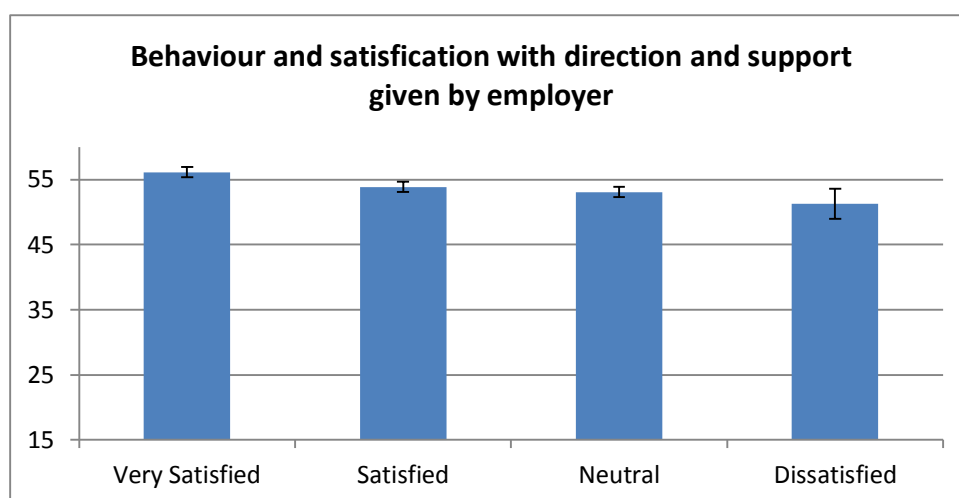
Table 17: Results of ANOVA, inferred relationship and statistical significance of variable of respondent satisfaction with direction and support from employer

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Direction and Support from employer regarding Intellectual freedom	Attitude	$F(3,168)=3.907$, $p=.010$	Perceived direction and support from employer has an effect on attitudes.	Yes
	Behaviour	$F(3,168)=1.550$, $p=.203$	Perceived direction and support from employer has a slight effect on behaviour.	No

Q. Do you view yourself as a professional?

Over 80% of survey participants viewed themselves as professionals which seemed to have a direct effect on both attitude and behaviour scores. A strong sense of professional identity appeared to have a statistically significant, positive effect on attitudes and also resulted in higher behaviour scores amongst participants.

Do you view yourself as a professional

Figure 54: Respondent professional identity
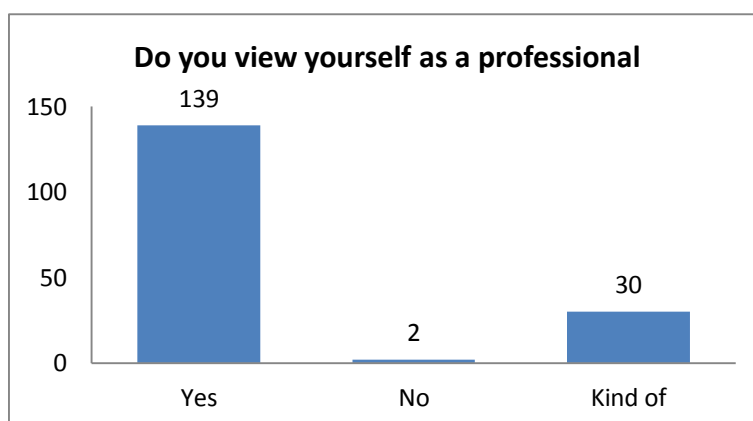
Figure 55: Mean and standard error of total attitude scores by professional identity

Attitude and professional identity
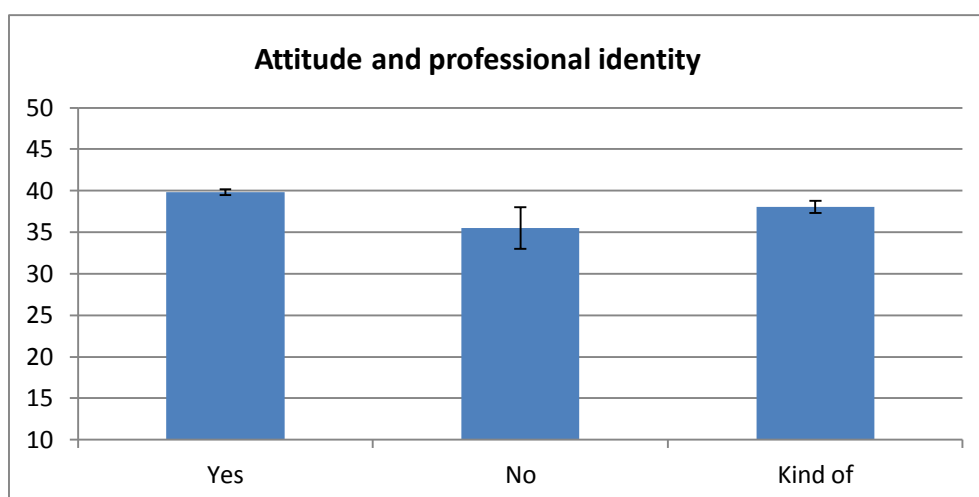
Figure 56: Mean and standard error of total behaviour scores by professional identity

Behaviour and professional identity
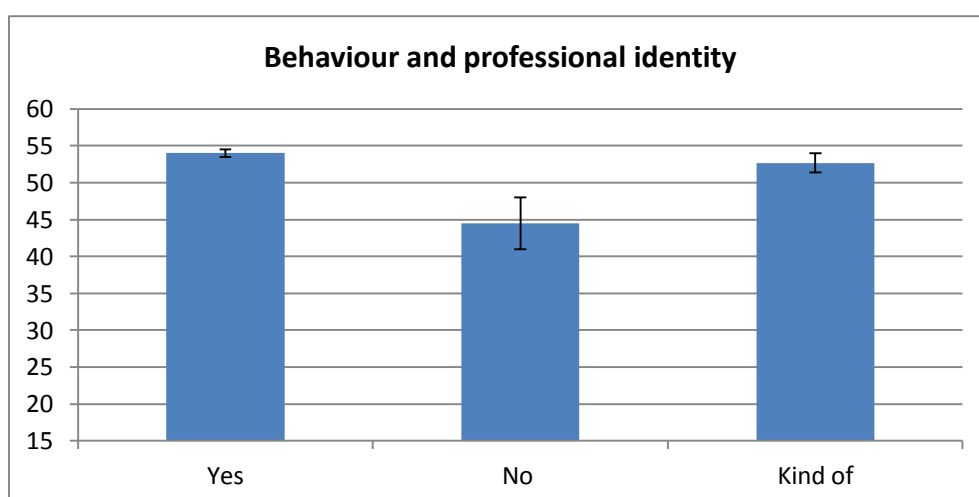
Table 18: Results of ANOVA, inferred relationship and statistical significance of variable of respondent professional identity

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
View of self as professional	Attitude	$F(2,168)=3.220$, $p=.042$	An individuals view of self as professional has an effect on attitudes.	Yes
	Behaviour	$F(2,168)=2.660$, $p=.073$	An individuals view of self as professional has some effect on behaviours.	No

Q. Do you think the community respects your opinion as a professional?

Whilst some 80% of respondents viewed themselves as professionals, just over 60% believed that the community respected their professional opinion. However respondent's perception of their professional standing within the community appeared to have no effect on either attitude or behaviour scores with overlapping means and standard error margins amongst the groups.

Figure 57: Respondent opinion on whether community views them as a professional

Table 19: Results of ANOVA, inferred relationship and statistical significance of variable of respondent belief as to whether their professional opinion is respected by the community

Independent Variable	Dependent Variable	ANOVA Result	Inferred Relationship	Statistically Significant
Belief as to whether community respects their professional opinion	Attitude	$F(3,166)=.239$, $p=.869$	Belief as to whether they are respected as a professional has no effect on attitude.	No
	Behaviour	$F(3,166)=.356$, $p=.785$	Belief as to whether they are respected as a professional has no effect on behaviour.	No

7. Discussion

The results reveal that generally the attitudes of the public library workers surveyed align with the principles of intellectual freedom that the library associations espouse. However the obligations that library staff feel towards stakeholders was shown to test their commitment to these principles. Liberal attitudes towards access to information did not always correlate with behaviours, some with liberal attitudes exhibiting restrictive behaviours in practice and vice versa. Experience, education, the employer and the library association all appeared to play a role in shaping the attitudes of library staff and had some effect on whether or not these attitudes were put into practice.

7.1. Attitudes toward Intellectual Freedom

The public library workers surveyed had a strong understanding and agreement with the core principles of intellectual freedom. When asked to describe what they thought intellectual freedom meant as it relates to public libraries the strongest theme amongst respondents was that it meant open access to information representing the full spectrum of views on a topic. Respondents were also shown to be acutely aware of the role of the public library and the responsibility of library staff to uphold the principles of intellectual freedom. The responses to the Likert scale statements revealed an overwhelming agreement with fundamental ideals that are outlined in LIANZA's Statement on Intellectual Freedom. However, much like Fiske (1958) and Cole (2000) found in their earlier studies, despite an overwhelming agreement with the fundamental principles of intellectual freedom respondents proved to be somewhat contradictory in their responses to other questions. Whilst 96% of respondents agreed that public libraries should resist external pressure to restrict access to information, 11% agreed that sometimes access to information should be restricted to avoid controversy. This implies that whilst some respondents would not act on an outside demand to restrict access they would themselves restrict access to pre-empt such a complaint in the first place. Furthermore 98% of participants agreed that public libraries should provide a wide range of sources representing the full spectrum of views, yet 27% agreed that high demand should be the primary criterion for selecting materials which can potentially result in a library's collection catering to the majority with mainstream viewpoints. In fact one commenter explicitly stated that budgetary constraints coupled with obligation to ratepayers meant materials in their library often catered to the largest portion of the community and resources reflecting the 'peripheries' of the community were underrepresented as a result.

The contradictory attitudes revealed towards intellectual freedom appear to be linked to the obligation Oppenheim and Smith (2004) assert that library staff feel towards their customers, the wider community and the rate payers who fund the library. As Nieuwoudt's (2012) study found, many survey participants felt a strong sense of responsibility towards the community which made them reluctant to purchase material they thought could be potentially harmful to wider society. Some 28% of respondents agreed that libraries had a responsibility to uphold community standards; a lower level of agreement than Curry's

(1997) study which found that 67% of British and 37% of Canadian library directors agreed with the sentiment. Several participants commented on the difficulty of defining a single community standard. Some 22% of respondents agreed that people had the right to be protected from what they might find offensive, however commenters questioned if it was possible to determine what could be considered offensive due to the inherent subjectivity of the concept of offense. Labelling was viewed by many as a necessary compromise when including controversial or offensive materials in a library collection. Some 53% agreed with labelling potentially offensive items with only 26% disagreeing with such an action. 'Informative' labelling was considered necessary by many to protect patrons from material that has the potential to offend. As Sullivan (2007) also found, many respondents viewed labelling as a tool to pre-empt complaints about potentially controversial items with several commenters stating that such a use was against their better judgement but preferable to complaints that they might otherwise receive.

7.2. Behaviours Regarding Intellectual Freedom

The behaviours of respondents were measured through a hypothetical selection scenario as Mar (2006) and Moody (2004) had used in their studies. Only 28% of respondents chose to purchase all items, this is similar to Moody's (2004) results in which 32% of participants were found to have 'low censorship' tendencies choosing to purchase the majority of items in the hypothetical scenario. Out of the 15 items respondents were asked to consider, with the exception of two items, over 70% of respondents chose the purchase option. This is a relatively good result compared with Mar's (2006) responses in which the majority of participants chose to purchase only half of the items they were asked to consider. The two items which the majority of respondents chose to take restrictive actions against were items that either instructed on or encouraged illegal activity. As Moody (2004) also found, respondents were concerned of the legality of the library stocking such materials and those that did choose the two items that encouraged illegal activity did so under the assumption that they had not been banned by the Chief Censor. Perhaps unsurprisingly, in light of respondents attitudes to the practice, the restrictive action most popular amongst respondents was labelling. Importantly the open comment section revealed that some respondents despite agreeing with the concept of intellectual freedom could not in good conscience choose to purchase an item that they found to be against their own ethical or moral standards. For example one respondent stated that whilst they agreed with providing the spectrum of viewpoints they could not "justify buying books that condone racism."

7.3. Correlation Between Attitudes and Behaviours

As previous studies have found (Busha, 1972; Fiske, 1958; Cole, 2000; Curry, 1997; Mar, 2006; Moody, 2004 and Nieuwoudt, 2012), the attitudes and behaviours of the participants did not always align. Although moderate correlation between attitudes and behaviours of respondents was found some participants, despite a high level of agreement with the principles of intellectual freedom, had relatively restrictive behaviours. This matched the findings of the aforementioned studies. However unlike the previous studies the survey

results revealed the opposite to also be true. The behaviours of some respondents aligned with the principles of intellectual freedom despite having a low level of agreement with these principles. In fact a number of participants, when tested, scored higher in their behaviour scores than their attitude indicating that despite personal disagreement with some aspects related to the tenants of intellectual freedom they still acted in a manner that was professionally expected of them.

7.4. Effects of Certain Variables on Attitudes and Behaviours

7.4.1. Experience

The experience of library staff appeared to have some effect upon their attitudes and behaviours regarding intellectual freedom. Those in a leadership or managerial job position were shown to have a more positive attitude and higher behaviour scores than the professional and para-professional groups. The amount of years spent in the sector seems to positively affect both attitudes and behaviours however this positive correlation appears to plateau after about five years of experience.

7.4.2. Education

The education of library staff has a strong, statistically significant positive effect on both the attitude and behaviours of library staff. This mirrors Busha's (1972) findings that there was a positive correlation between the education level of respondents and more liberal attitudes towards intellectual freedom. However this study found that only library qualifications had such an effect, with other educational attainments having no relationship with the behaviours or attitudes of participants. There was an anomaly in the results, the Postgraduate Certificate qualification appeared to have no effect on behaviour or attitudes, with respondents in this group having a similar or lower mean score than those with no library qualification. This anomaly may be due to this respondent group being much smaller than the others or it may imply that more extensive study is required to instil professional ethics and the implications of their practical application, the Postgraduate Certificate being much less extensive than the other library qualifications listed. There also appeared to be a relationship between participation in professional development and better attitudes and behaviours, however the amount of time invested in professional development seemed to have no further effect.

7.4.3. Library Association

Professional associations play an important role in the construction of professional identity which affects the behaviours and attitudes of individuals and their approach to work situations (Henczel & Macauley, 2013). The majority of respondents were satisfied with the direction and support given by LIANZA on the topic of intellectual freedom. Whilst library association membership proved to have no effect on respondents, possession of professional registration appeared to positively affect attitudes and behaviours towards intellectual freedom. The majority of respondents viewed themselves as professionals and this proved to have a positive effect on both attitudes and behaviours. Awareness of

LIANZA's statement on intellectual freedom did not appear to be enough to affect attitudes or behaviours, understanding of how these broad ideals might be practically applied was seemingly required to have an effect. Those that thought the statement could be practically applied in the library and would be useful to refer to in a work situation were shown to have better attitudes and behaviours towards intellectual freedom.

7.4.4. Employer

Employers appear to play a role in shaping the attitudes and behaviours of their staff towards intellectual freedom. On the job training on intellectual freedom was shown to have a positive effect on attitude and behaviour, however only 20% of respondents had had such training. Those that were aware that their library had a policy on intellectual freedom were shown to have better attitudes and behaviours yet 45% of participants did not know if their library had such a policy. Participants that felt that they were given support and direction from their employer regarding intellectual freedom had better attitudes towards intellectual freedom and seemed to have more liberal behaviours as well, however just under 50% of participants did not feel like they were given guidance or support from their employer on the topic. Despite the positive effect that training and guidance on intellectual freedom appears to have on employee attitudes and behaviours it does not appear to be prioritised by employers, likely losing out to more immediately practical training needs.

8. Conclusions

Although respondents overwhelmingly agreed with the fundamental principles of intellectual freedom, in practice some had difficulty applying them. Library workers need to understand how these principles can be applied in complex situations, as merely being aware of the principles espoused by the associations has proven to be inadequate. As Oppenheim and Smith (2004) point out there is no best practice ethical theory or model that library staff can apply in an attempt to overcome their own biases and self-censoring tendencies. A study that explores such a framework and proposes an approach to professional ethics that could be utilised practically within the profession to better combat self-censorship and bias would be greatly beneficial.

The survey results revealed that the employer plays an important role in shaping the attitude and behaviour of staff toward intellectual freedom. However only 20% of respondents had had on the job training and only 40% were aware of their library's policy on intellectual freedom. These results suggest that employers need to give higher priority to ethics training and awareness across the library.

It is clear that one of the biggest motivations behind the self-censoring practices of library workers is the obligation that staff members feel towards patrons, the wider community and the rate payers that fund the library. Whilst respondents were shown to have a fairly strong professional self- image, many still did not feel confident enough to stand behind their professional ideals in the face of complaints, often acting restrictively to avoid

challenges in the first place. This suggests that the library association needs to do more to cultivate the professional identity of library staff to ensure that they have the confidence to carry out professional ethics in the face of opposition.

The literature review revealed a clear gap in the research; so far no study has explored the public's understanding of intellectual freedom as it relates to libraries. Survey participants alluded to the necessity of educating the public on the important role that the library plays in maintaining intellectual freedom. A research project seeking to understand the public's view of intellectual freedom could enable the library association to tailor an awareness campaign to educate the public about the importance of intellectual freedom being upheld within the library. If the public are made aware of intellectual freedom as it relates to the library it would hopefully reduce the number of complaints and enable library staff to better explain contentious decisions.

The conceptual framework used for the study (see figure 1) proved an effective approach. The results revealed that experience, education, the employer and library association all play a role in shaping the attitudes and practices of library staff in regards to intellectual freedom. It would be valuable for a research project to further explore the role these variables play in shaping the professional ethics of staff, the level of interaction between the variables and the extent that each affects attitudes and behaviours.

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Appendix A: LIANZA's Statement on Intellectual Freedom*

Statement adopted by the Council of the Library and Information Association New Zealand Aotearoa, 21 March 2002 (replaces the LIANZA Statement on Censorship).

1. Society creates libraries as institutions to store and make available knowledge, information, and opinions and to facilitate the enjoyment of learning and creativity in every field. Every library has a responsibility to provide its users with the widest range of information materials possible, which are within the constraints of its budget, relevant to its users' requirements, and which represent the spectrum of points of view on the topic held in the community.

2. Librarians have a responsibility to ensure that the selection and availability of information materials is governed solely by professional considerations. In so doing, they should neither promote nor suppress opinions and beliefs expressed in the materials with which they deal. These professional considerations include the use of knowledge, skills, collection management experience, and collection development policies to make decisions on what is selected for the library collection.

3. No information resources should be excluded from libraries because of the opinions they express; nor because of who the author is; nor on the grounds of the political, social, moral or other views of their author.

4. No library materials should be censored, restricted, removed from libraries, or have access denied to them because of partisan or doctrinal disapproval or pressure. This includes access to web-based information resources.

5. Librarians should resist all attempts at censorship, except where that censorship is required by law. Librarians are free to request, and to lobby for, the repeal of laws, which compromise the principles set out in this statement.

*Statement taken from
http://www.lianza.org.nz/sites/default/files/LIANZA%20Statement%20-%20Intellectual%20Freedom.pdf January 15, 2015.

Appendix B: Survey Instrument

SCHOOL OF INFORMATION MANAGEMENT
 TE KURA TIAKI, WHAKAWHITI KŌRERO
LEVEL 5, RUTHERFORD HOUSE, PIPITEA CAMPUS,
23 LAMBTON QUAY, WELLINGTON
PO Box 600, Wellington 6140, New Zealand
Phone + 64-4-463 5103 **Fax** +64-4-463 5446
Email sim@vuw.ac.nz   **Website** www.victoria.ac.nz/sim

Participant Information Sheet

Research Project Title: New Zealand Public Library Staff and Intellectual Freedom.
Researcher: Kathryn Hill, School of Information Management, Victoria University of Wellington.

As part of the completion of my Masters of Information Studies, this study is designed to explore intellectual freedom in public libraries. More specifically the study aims to determine the attitudes and behaviours of New Zealand public library staff towards intellectual freedom. It is hoped that that this study will reveal whether certain variables, such as education, training and professional identity affect these attitudes and behaviours. Victoria University requires, and has granted, approval from the School's Human Ethics Committee.

 I am inviting public library staff to participate in this research. Participants will be asked to take part in a 15-20 minute survey.

 An opportunity to enter a prize draw for a $50 Booksellers voucher will be given upon completion of the survey. Any contact information given to enter the prize draw will not be linked to your survey responses in anyway because this contact information will be stored in a database that is separate from the survey data.

Survey participation is voluntary, and you will not be identified personally in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be anonymous, and will be viewed only by myself and my supervisor Dr Dan Dorner, Senior Lecturer, School of Information Management. Any collected data will remain confidential and reported in aggregated form only. The Research Report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. All data collected from participants will be destroyed within 1 year after the completion of the project.

Your full completion of the survey will be taken to indicate consent. You may withdraw from the survey at any time by closing your web browser window without completing the survey; any data entered up to that point will not be recorded in the survey's database. However, the value of the

research results depends on the participation of as many individuals as possible. We hope, therefore, to obtain your precious contribution.

 If you have any questions or would like to receive further information about the project, please contact me at hillkath2@myvuw.ac.nz, or you may contact my supervisor Dr Dan Dorner, Senior Lecturer, School of Information Management at dan.dorner@vuw.ac.nz or telephone 04 463 5781.

Kathryn Hill

This section asks for your opinion.

Please carefully read the statements below and indicate which answer best expresses your opinion.

Please answer ALL questions. *If you would like to make any comments regarding your answers to any of these statements there is an opportunity to do so at the end of this section.*

Public libraries should provide their users with access to information from a range of sources that represent the spectrum of points of view on topics.

- ○ Strongly Agree (5)
- ○ Agree (4)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (2)
- ○ Strongly Disagree (1)

Public libraries should resist pressure from individuals or groups to restrict access to information.

- ○ Strongly Agree (5)
- ○ Agree (4)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (2)
- ○ Strongly Disagree (1)

In order to avoid controversy, sometimes libraries should restrict access to information.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

High demand should be the primary criterion for selecting materials for a public library collection.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

People have the right to be protected from material which they might find offensive.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

It is appropriate for a public library collection to include material that is acceptable under law but that people may find offensive, such as graphic pictures in medical, war or horror works.

- ○ Strongly Agree (5)
- ○ Agree (4)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (2)
- ○ Strongly Disagree (1)

Public librarians have a responsibility to uphold local community standards when selecting materials for the library collection.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

Library materials that may offend should be labelled with warnings.

- ○ Strongly Agree (1)
- ○ Agree (2)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (4)
- ○ Strongly Disagree (5)

Libraries should provide users with materials that reflect the diverse views held by society. This includes materials that are unusual and unpopular with the majority.

- ○ Strongly Agree (5)
- ○ Agree (4)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (2)
- ○ Strongly Disagree (1)

Public libraries play an important role in maintaining intellectual freedom.

- ○ Strongly Agree (5)
- ○ Agree (4)
- ○ Neither Agree nor Disagree (3)
- ○ Disagree (2)
- ○ Strongly Disagree (1)

Optional Comments: *feel free to elaborate on any of your answers from this section*

What does the principle of Intellectual Freedom mean to you as it relates to public libraries?

This section poses a hypothetical scenario for you to consider.

You are in charge of the acquisitions for a new public library in the community you currently work in. There are no budgetary or space limitations and no policies about the types of material to be included in your library's collection.

Please read each statement carefully and tick **ONE** answer that best indicates how you would handle each of the following items.

Please answer ALL questions. *You will be given the opportunity to make comments about any of your answers at the end of this section*.

	I would purchase the item (4)	I would purchase the item and label it, warning of content (3)	I would purchase the item and place it on restricted or closed access (2)	I would not purchase the item (1)
A novel that depicts Māori in a stereotypical way.	❍	❍	❍	❍
A book that is critical of the generally accepted account of the first people who discovered New Zealand.	❍	❍	❍	❍
A book that is critical of the generally accepted information about the Jewish Holocaust.	❍	❍	❍	❍
An autobiography of a member of the militant Islamic fundamentalist group, the Islamic State (ISIS).	❍	❍	❍	❍
A non-fiction book critical of Islamic fundamentalism.	❍	❍	❍	❍
A non-fiction book critical of the Catholic Church.	❍	❍	❍	❍
A book providing instruction for the traditional practice of witchcraft (Wicca).	❍	❍	❍	❍
A book promoting the practice of polygamy.	❍	❍	❍	❍

A magazine, aimed at teenagers, providing assistance to homosexual people in 'coming out'.	○	○	○	○
A guide to gay parenting.	○	○	○	○
A 'how-to' guide for extreme anarchism.	○	○	○	○
A book advocating revolution, both peaceful and violent.	○	○	○	○
A book about the production and use of hallucinogenics and narcotics.	○	○	○	○
A magazine promoting the anti-vaccination movement.	○	○	○	○
An autobiography of an individual who assisted a family member in ending their life.	○	○	○	○

Optional Comments: (feel free to elaborate on any of your responses from this section if you wish to do so)

This section asks for your opinion on training and professionalism.

 Please carefully read the statements below and indicate which answer best expresses your opinion.

Please answer ALL questions.

Are you aware of the 2002 Library and Information Association of New Zealand (LIANZA) Statement on Intellectual Freedom?

○ Yes
○ No

In your opinion can the sentiments expressed in this statement be realistically applied in a practical work situation?

(If you are unaware of LIANZA's Statement on Intellectual Freedom or would like to refresh your memory, the statement can be viewed here: http://www.lianza.org.nz/sites/default/files/LIANZA%20Statement%20-%20Intellectual%20Freedom.pdf)

- ○ Definitely yes
- ○ Probably yes
- ○ Maybe
- ○ Probably not
- ○ Definitely not

Would this statement be helpful to refer to when you are confronted with a work situation that concerns intellectual freedom?

- ○ Definitely yes
- ○ Probably yes
- ○ Maybe
- ○ Probably not
- ○ Definitely not

Are you satisfied with the direction and support given by LIANZA in regards to intellectual freedom?

- ○ Very Satisfied
- ○ Satisfied
- ○ Neutral
- ○ Dissatisfied
- ○ Very Dissatisfied

Have you had any on the job training regarding intellectual freedom?

- ○ Yes
- ○ No

If No Is Selected, Then Skip To Does your library have a policy...

Did this training give you an understanding of the public library's obligations towards the principle of intellectual freedom?

- ◯ Definitely yes
- ◯ Probably yes
- ◯ Maybe
- ◯ Probably not
- ◯ Definitely not

Does your library have a policy that states its stance on intellectual freedom?

- ◯ Yes
- ◯ No
- ◯ Not Sure

If No or Not Sure Is Selected, Then Skip To Are you satisfied with the direction…

Do you refer to this when confronted with situations that might potentially infringe intellectual freedom?

- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ All of the Time

Are you satisfied with the direction and support given by your employer in regards to intellectual freedom?

- ◯ Very Satisfied
- ◯ Satisfied
- ◯ Neutral
- ◯ Dissatisfied
- ◯ Very Dissatisfied

Do you view yourself as a professional?

- ◯ Yes
- ◯ No
- ◯ Kind of

If No Is Selected, Then Skip To How do you think the library profession is viewed…

Do you think the community respects your opinion as a professional?

- ○ Definitely yes
- ○ Probably yes
- ○ Maybe
- ○ Probably not
- ○ Definitely not

How do you think the library profession is viewed in general by society?

Demographics

Please note that these demographic questions are essential for analysis purposes, but cannot be used in any way to identify specific respondents.

Please indicate your age:

- ○ Under 25
- ○ 25-34
- ○ 35-44
- ○ 45-54
- ○ Over 54

Please indicate your Gender:

- ○ Male
- ○ Female
- ○ Other

Please indicate how many years you have worked in the Library and Information sector:

- ○ Less than 2 years
- ○ 2-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ More than 20 years

Please indicate your highest level of library qualification:

- ❍ No library qualification
- ❍ Diploma
- ❍ Bachelor's Degree
- ❍ Postgraduate Certificate
- ❍ Postgraduate Diploma
- ❍ Masters
- ❍ PhD
- ❍ Other (please specify) _____

What year did you complete your library qualification

Other than your library qualification, what is your highest level of qualification gained?

- ❍ No qualification
- ❍ Bachelors
- ❍ Honours
- ❍ Masters
- ❍ PhD
- ❍ Other (Please specify) _____

What is your current job title?

In a year, how much time do you usually spend, in total, on ongoing professional development? (i.e. formal education, short courses, workplace training, research, attending or organising conferences etc.)

- ❍ I don't do any professional development
- ❍ 1-5 days per year
- ❍ 6-10 days per year
- ❍ Over 10 days per year

Are you a member of the Library and Information Association of New Zealand (LIANZA)?

- ❍ Yes
- ❍ No

Are you a professionally registered member of LIANZA?

❍ Yes
❍ No

Please indicate the population size that your library collection serves:

❍ Over 200,000 people
❍ 100,000 - 200,000 people
❍ 30,000 - 100,000 people
❍ 10,000 - 30, 000 people
❍ 5,000 - 10, 000 people
❍ Under 5,000 people
❍ Don't know

Appendix C: Cover Letter sent to Professional Email Lists

- Do you work in a public library?
- Are you interested in contributing to an academic study exploring intellectual freedom in public libraries?
- Would you like to enter the draw to win a $50 Booksellers voucher?

If so your opinions are being sought for a quick survey.

As part of the completion of my Masters of Information Studies, I'm conducting a research project that is designed to investigate attitudes and behaviours of public library staff towards the concept of intellectual freedom.

I am inviting public library staff to participate in this research and complete a 10-15 minute online survey. Please open the link below to start the survey.

http://vuw.qualtrics.com/SE/?SID=SV_6gQiMZtMCWRh1Kl

Intellectual freedom is fundamental to the library and information profession and the concept is at the core of public libraries. This study will contribute toward research that explores the role of intellectual freedom in the library profession. However, the value of the research results depends on the participation of as many individuals as possible. I hope, therefore, that you will find the time to share your opinions and contribute to this study.

I would appreciate it if you could please share this with anyone you know working in a public library who may be interested in this survey.

http://vuw.qualtrics.com/SE/?SID=SV_6gQiMZtMCWRh1Kl

Survey participation is voluntary, and you will not be identified personally in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be anonymous, and will be viewed only by myself and my supervisor Dr Dan Dorner, Senior Lecturer, School of Information Management. Any collected data will remain confidential and reported in aggregated form only. The Research Report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. All data collected from participants will be destroyed within 1 year after the completion of the project.

If you have any questions or would like to receive further information about the project, please contact me at hillkath2@myvuw.ac.nz, or you may contact my supervisor Dr Dan Dorner, Senior Lecturer, School of Information Management at dan.dorner@vuw.ac.nz or telephone 04 463 5781.

Thank you in advance for your assistance. Please don't hesitate to contact me if you have any questions or concerns, or would like to receive further information about the project.

Thanks and Regards,

Kathryn Hill

MIS Student, Victoria University of Wellington