



Dakota County Library Advisory Committee

Date: November 13, 2025 Galaxie Library 5:30pm

Call to Order

Public Comments

- a. Citizen Comment sent to the Library Advisory Committee
All meetings of the Library Advisory Committee are open to anyone who may wish to observe the proceedings. Individuals who wish to address the Committee on an issue pertaining to the library will be given the opportunity during the public comment period.

Consent Agenda

- a. Approval of the September meeting minutes
- b. Statistical Reports

iLab & Library Technology

- a. Manager of IT Department Shawn Foster-Hout

Galaxie Library

- a. Report from Branch Manager Tyler Williams

Request for Reconsideration of Materials

- a. The Holocaust by Clara MacCarald

Committee Officers

2026 Workplan Recap

Directors Report

Updates from Committee Members

Adjournment

Next Meeting

January 8, 2026

Robert Trail Library

Rosemount



Meeting Minutes: Dakota County Library Advisory Committee

Date: 09/11/2025
Time: 5:30pm
Minutes prepared by: Chrissy Harrington
Location: Farmington Library

Attendance:

- Mary Janice Alongi District 1
- Robin Cerio District 3
- Kari Cahn District 4
- Lee Knutson District 5
- Patricia Schoenecker District 7
- Jennifer Reichert Simpson Deputy Director
- Heather Stephenson Assistant Library Director
- Russel Cogar Collections Manager
- Julie Dorn Materials Selection Manager
- Barbara Svoboda Farmington Branch Manager
- Chrissy Harrington Sr Library Administration
- Andrew Kirsch Member of the Public
- Kevin Hendricks Member of the Public

Call to Order:

- The meeting was called to order by Robin Cerio at 5:37pm
- No public comments were made

Consent Agenda

- The Consent agenda from July 10, 2025, meeting was approved unanimously

- Robin shared that the request for reconsideration on the agenda were withdrawn by the member of the public who submitted them. Since they were withdrawn the committee will not be discussing the request and the agenda needed to update. Kari motioned to remove the request for consideration from the agenda and Mary Janice second and the committee voted to unanimously to approve the updated agenda.

Farmington Library: Barbara Svoboda Branch Manager

- Author Allen Eskens launched his book titled Quite Librarian, which reference the Farmington Library, at the Farmington Library in February 2025 where 130 people attend
- Farmington Library Summer Discovery Program was a huge success this year thanks to the effort of the Youth Librarian
- Participation in the Summer Discover Program was up 28 percent this year from last year
- 44 percent of the participants finished the Summer Discovery Program this year
- Sixteen teen volunteers this year at the library that had a combined 197 hours
- The Adult/Teen Librarian has launched a coding class for teens with the portable IT iLab, this program has been very successful
- The Adult/Teen Librarian has had a successful monthly Dungeons and Dragons group of older teens participation
- Barb Svoboda teaches a basic sewing class once a month and it has been very successful
- Farmington's Top the Tatar citywide festival was a huge success this year, the library saw an increase of new people that visited the library
- Farmington Library was in the Top the Tater parade
- The Farmington City Parks and Recreation hosts the 7th annual Geocaching event
- 596 people participated in the treasure hunt within the 27 city parks that are located within the City of Farmington
- Farmington is growing at a fast pace, there is 56 different languages spoken in households in the Farmington area
- Farmington Library is the most Southern Library within the Dakota Library System

Annual Work Plan

- The committee members discussed the 2026 Annual Work Plan
- Committee members shared that the activities of the 2025 work plan remain relevant for 2026
- The committee members asked to discuss iLab and other library technology in 2026
- The workplan will go to the Dakota County Board of Commissioners in December

Director's Report

- The Library expects to take a budget reduction 2026. Proposed reductions include the library collection, technology and substitute budget
- The library staff has been kept update on the progress of the 2026 budget
- The County Commissioners will vote on the final budget in December
- November 3rd, 2025, is the last day for the notice and renewal phone line
- The current system doesn't meet network security standards and ending the phone line is a cost savings
- A postcard went out to 7,000 patrons who still use the renewal phone line to let them know that this service will no longer be available. Over half of those patrons have an email in their account
- Staff will still help update accounts and sign people up for email addresses
- Starting September 15th, 2025, patrons will be able to opt into saving two years of check out history
- Starting September 22nd, 2025, nine out of ten locations will offer Free Naloxone and Fentanyl Test Strips at all 9 locations. The Wentworth Library will offer Free Naloxone and Fentanyl Test Strips once the library is back open after the remodel
- Dakota County Public Health provided an introductory training for library staff on how to distribute the Naloxone and Fentanyl Test Strips
- Summer Discovery wrapped up and it was a huge success this year final number are being verified
- The Burnhaven Library renovation is on schedule. Construction is projected to start in Spring of 2026. The Burnhaven Library will have a temporary location
- The Wentworth Library renovation is on schedule and should reopen in Spring of 2026
- The Library received a Toro grant to improve the outdoor area around the library

Updates from Committee Members

- Kari Cahn said that the road construction on Highway 3 (Robert Trail) has been completed the road is now open and the roundabout has been a welcome addition to the traffic flow

Adjournment

- Meeting ended at 6:43pm

Adjournment/Next Meeting

Date: November 13, 2025

Time: 5:30pm

Location: Galaxie Library- Apple Valley

Dakota County Library - Library Advisory Committee Monthly Statistics



Number of People Entering Library														
Year	Metrics	Total (In)												
	Library	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	BLC - Sensource	18,471	18,250	19,684	21,991	19,182	20,861	23,269	20,954	20,382				183,044
	ELC - Sensource	18,214	17,364	21,396	21,187	19,685	24,927	25,753	23,642	20,781				192,949
	FLC - Sensource	7,478	6,282	8,178	7,151	7,229	10,464	8,478	8,429	7,158				70,847
	GLC - Sensource	21,766	21,161	25,512	24,436	22,980	25,470	27,591	24,150	25,260				218,326
	HLC - Sensource	7,016	6,560	8,080	8,463	7,194	8,726	9,306	8,509	7,672				71,526
	ILC - Sensource	8,713	8,021	9,824	12,509	9,940	11,193	11,379	11,769	10,338				93,686
	LLC - Sensource	12,513	11,516	8,178	14,056	12,638	15,403	16,040	14,619	14,205				119,168
	RLC - Sensource	11,724	11,280	13,795	12,921	12,445	14,116	14,941	11,857	12,471				115,550
	SLC - Sensource	8,413	8,593	9,098	11,853	11,852	10,722	8,944	8,360	10,816				88,651
	WLC - Sensource	13,860	12,683	15,325	2,875	0	0	0	0	0				44,743
	Total	128,168	121,710	139,070	137,442	123,145	141,882	145,701	132,289	129,083				1,198,490
2024	BLC - Sensource	17,393	18,552	19,546	19,034	18,171	19,494	20,585	19,941	19,653	21,771	19,848	16,427	230,415
	ELC - Sensource	17,640	16,943	18,944	19,478	17,435	22,606	23,211	20,977	17,910	21,094	19,246	15,355	230,839
	FLC - Sensource	6,721	7,095	8,201	7,415	6,834	9,470	9,139	8,349	6,566	8,071	6,690	5,856	90,407
	GLC - Sensource	22,989	22,186	22,359	23,774	22,151	23,542	25,095	23,898	23,193	25,758	21,970	18,482	275,397
	HLC - Sensource	6,791	6,585	8,072	7,634	6,959	8,188	9,073	13,330	7,127	8,940	6,901	10,179	99,779
	ILC - Sensource	8,679	7,877	8,675	11,042	8,211	9,865	9,540	9,598	8,569	10,740	8,610	6,851	108,257
	LLC - Sensource	11,191	11,325	11,572	12,439	10,903	13,859	14,448	13,330	12,540	12,448	11,662	10,179	145,896
	RLC - Sensource	11,883	12,289	12,939	13,740	11,988	12,325	13,200	11,667	11,229	12,564	11,664	9,670	145,158
	SLC - Sensource	34	5,469	10,820	10,411	8,503	7,939	7,014	6,425	8,310	10,192	8,794	6,279	90,190
	WLC - Sensource	13,888	13,459	13,330	13,781	12,245	14,366	15,406	14,960	13,840	14,826	14,113	11,408	165,622
	Total	117,209	121,780	134,458	138,748	123,400	141,654	146,711	142,475	128,937	146,404	129,498	110,686	1,581,960

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Dakota County Library - Library Advisory Committee Monthly Statistics



BLC - Sensource	15,134	13,336	17,516	15,626	16,283	17,753	17,847	18,349	16,528	19,931	17,822	15,953	202,078
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Dakota County Library - Library Advisory Committee Monthly Statistics



KPM Circulation by Branch Year Month - CURRENT YEAR											
Metr	Current Year Physical Circulation (Symphony)										
Libr	1	2	3	4	5	6	7	8	9	10	Total
A	56,059	53,227	62,172	57,312	54,258	66,205	71,490	66,129	56,091	16,992	559,935
B	44,295	40,735	46,392	45,088	41,743	48,694	52,407	49,134	43,968	13,393	425,849
E	62,977	57,887	66,494	64,260	65,941	79,196	83,112	80,594	69,185	19,695	649,341
F	20,265	18,845	21,210	21,016	19,250	22,572	22,985	23,069	21,377	5,903	196,492
H	19,358	18,610	21,279	20,784	18,972	23,286	25,037	23,183	21,013	6,006	197,528
I	16,008	15,129	18,074	18,117	17,898	21,834	22,596	21,831	20,385	5,432	177,304
IL L	627	459	496	412	416	409	504	447	486	115	4,371
L	36,102	33,444	39,787	37,086	35,103	43,749	44,245	42,981	38,106	10,826	361,429
ON LI NE		7		1	2	2	1	2		1	16
R	35,364	33,197	39,539	36,283	35,035	42,664	43,419	39,928	35,297	11,148	351,874
SS P	10,429	10,993	13,002	16,062	19,117	20,205	21,555	21,173	19,697	5,535	157,768
W	31,725	28,722	33,693	15,333	5,429	2,489	2,744	2,369	2,648	881	126,033

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Dakota County Library - Library Advisory Committee Monthly Statistics



KPM Circulation by Branch Year Month - PREVIOUS YEAR														
Year	Metrics	Physical Circulation (Symphony)												
	Library	1	2	3	4	5	6	7	8	9	10	11	12	Total
2024	A	58,380	58,015	61,587	59,080	54,193	65,114	72,122	67,891	58,840	57,175	58,201	51,657	722,255
	B	43,590	42,487	48,353	44,547	43,406	48,720	51,424	49,370	45,035	46,218	45,783	41,712	550,645
	E	64,095	59,967	65,117	62,095	59,526	72,184	78,676	73,328	62,238	62,601	62,167	56,286	778,280
	F	20,071	20,387	23,658	22,384	20,376	24,190	25,131	22,870	20,308	21,081	20,419	18,352	259,227
	H	19,442	18,537	21,017	20,676	19,800	22,233	24,822	23,483	20,476	20,473	19,486	17,564	248,009
	I	17,365	15,992	17,332	16,435	15,506	17,330	18,649	18,096	15,898	16,273	16,245	13,751	198,872
	ILL	1,144	940	960	938	1,558	1,050	1,664	1,536	1,424	598	483	513	12,808
	L	37,231	35,567	40,242	39,396	35,415	44,191	47,694	45,013	36,685	36,814	36,962	34,339	469,549
	ONLINE		1	1	1			2	1			3	2	11
	R	34,337	35,003	37,993	37,946	33,346	38,243	41,361	37,469	34,088	35,301	35,378	32,271	432,736
	SSP	532	5,489	15,843	14,743	13,039	13,642	15,029	14,811	12,164	12,056	11,519	10,178	139,045
	W	35,764	33,879	33,828	32,977	31,175	35,485	37,770	36,549	31,010	32,877	31,635	28,495	401,444
	ZTC	691	734	835	865	582	533	478	616	466	587	504	479	7,370
	Total	332,642	326,998	366,766	352,083	327,922	382,915	414,822	391,033	338,632	342,054	338,785	305,599	4,220,251

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Dakota County Library - Library Advisory Committee Monthly Statistics



Total eContent Circulation													
Metrics	Total eContent Circulation												
Year	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	151,130	146,641	154,567	148,823	151,297	146,881	150,689	150,501	318,900				1,519,429
2024	141,325	132,519	138,965	131,642	136,255	127,953	133,413	131,703	131,828	134,196	134,588	139,519	1,613,906
2023	117,112	107,041	114,839	110,583	116,006	110,590	116,076	117,146	117,969	129,321	126,141	126,370	1,409,194
2022	108,022	98,045	106,109	101,727	105,746	97,535	103,563	106,146	103,486	106,304	103,120	105,814	1,245,617
Total	517,589	484,246	514,480	492,775	509,304	482,959	503,741	505,496	672,183	369,821	363,849	371,703	5,788,146
OverDrive Circulation													
Metrics	OverDrive Circulation												
Year	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	137,233	126,720	139,728	134,943	137,384	132,665	135,892	135,898	136,707				1,217,170
2024	129,604	120,176	126,074	118,274	122,803	114,631	119,883	118,364	119,358	120,982	121,651	125,622	1,457,422
2023	104,680	93,787	102,783	98,727	102,864	98,148	104,125	103,773	105,272	117,125	113,191	114,778	1,259,253
2022	93,754	84,263	92,440	88,250	91,037	84,369	89,902	91,164	89,953	92,516	88,868	91,911	1,078,427
Total	465,271	424,946	461,025	440,194	454,088	429,813	449,802	449,199	451,290	330,623	323,710	332,311	5,012,272
Hoopla Circulation													
Metrics	Hoopla Circulation												
Year	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	13,897	19,921	14,839	13,880	13,913	14,216	14,797	14,603	182,193				302,259
2024	11,721	12,343	12,891	13,368	13,452	13,322	13,530	13,339	12,470	13,214	12,937	13,897	156,484
2023	12,432	13,254	12,056	11,856	13,142	12,442	11,951	13,373	12,697	12,196	12,950	11,592	149,941
2022	14,268	13,782	13,669	13,477	14,709	13,166	13,661	14,982	13,533	13,788	14,252	13,903	167,190
Total	52,318	59,300	53,455	52,581	55,216	53,146	53,939	56,297	220,893	39,198	40,139	39,392	775,874

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Dakota County Library - Library Advisory Committee Monthly Statistics



Program Count									
Stat Year	Metrics								
	Audiences	01	02	03	04	05	06	07	
2025	Adults	77	82	81	87	111	112	106	
	Youth	185	170	182	183	102	125	165	
	Total	262	252	263	270	213	237	271	
2024	Adults	36	44	54	55	58	47	49	
	Youth	136	142	165	170	98	160	201	
	Total	172	186	219	225	156	207	250	

Dakota County Library - Library Advisory Committee Monthly Statistics



Program Attendance									
Stat Year	Metrics								
	Audiences	01	02	03	04	05	06	07	
2025	Adults	788	979	845	730	497	705	799	
	Youth	5,410	5,176	6,544	8,711	3,327	8,436	7,981	
	Total	6,198	6,155	7,389	9,441	3,824	9,141	8,780	
2024	Adults	502	601	781	793	623	598	415	
	Youth	4,016	4,595	5,406	7,762	2,835	9,375	8,813	
	Total	4,518	5,196	6,187	8,555	3,458	9,973	9,228	

Dakota County Library - Library Advisory Committee Monthly Statistics



iLAB Reservation Attendance														
Year	Month	01	02	03	04	05	06	07	08	09	10	11	12	Total
2025	Attendance	711	671	748	758	645	712	945	833	613				6,636
	Reservations	695	698	716	751	669	704	898	947	832				6,910
	Attendance % Change from Prev Year	3%	16%	21%	10%	0%	-16%	29%	1%	-12%				-20%
	Reservations % Change from Prev Year	18%	19%	16%	29%	-8%	-12%	30%	17%	4%				-19%
2024	Attendance	689	580	619	688	644	843	734	828	699	635	718	664	8,341
	Reservations	589	585	615	583	725	797	689	806	801	826	729	745	8,490
	Attendance % Change from Prev Year	67%	53%	-9%	32%	5%	26%	-64%	46%	81%	55%	79%	36%	10%
	Reservations % Change from Prev Year	30%	32%	2%	26%	38%	42%	4%	42%	76%	78%	43%	25%	35%

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Dakota County Library - Library Advisory Committee Monthly Statistics



Internet Computer Sessions														
Year	Metrics	Internet - Number of Sessions												
	Library	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	BLC	1,997	2,091	2,552	2,487	2,237	2,337	2,556	2,608	2,520				21,385
	ELC	1,513	1,555	1,774	2,001	1,951	1,935	2,021	2,073	2,085				16,908
	FLC	493	462	592	623	576	676	631	595	574				5,222
	GLC	2,254	2,123	2,683	2,630	2,352	2,264	2,571	2,696	2,942				22,515
	HLC	645	632	718	725	676	678	690	796	791				6,351
	ILC	542	566	698	863	722	769	897	905	791				6,753
	LLC	776	783	880	948	951	933	1,013	980	811				8,075
	RLC	1,012	905	1,172	1,086	1,094	1,145	1,308	1,162	1,076				9,960
	SLC	476	467	551	953	987	930	912	937	926				7,139
	WLC	2,733	2,612	2,940	757	227	215	245	528	250				10,507
	Total	12,441	12,196	14,560	13,073	11,773	11,882	12,844	13,280	12,766				114,815
2024	BLC	1,958	2,119	2,216	2,323	2,107	2,119	2,277	2,233	2,223	2,372	1,884	1,796	25,627
	ELC	1,624	1,748	1,742	1,911	1,628	1,682	1,724	1,758	1,680	1,816	1,435	2,540	21,288
	FLC	446	480	509	476	431	551	641	587	558	624	444	425	6,172
	GLC	2,206	2,319	2,310	2,512	2,159	2,076	2,252	2,467	2,355	2,475	2,105	1,933	27,169
	HLC	653	722	720	732	642	713	729	816	687	715	547	563	8,239
	ILC	543	546	631	646	564	674	659	700	645	655	555	512	7,330
	LLC	667	745	716	785	675	719	796	829	782	842	711	666	8,933
	RLC	1,082	1,047	1,068	1,190	1,097	1,094	991	1,121	971	1,122	881	777	12,441
	SLC		274	847	623	673	625	750	619	800	755	473	392	6,831
	WLC	2,118	2,223	2,129	2,077	1,914	1,852	2,128	2,851	2,862	3,150	2,736	2,428	28,468
	Total	11,297	12,223	12,888	13,275	11,890	12,105	12,947	13,981	13,563	14,526	11,771	12,032	152,498

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Dakota County Library - Library Advisory Committee Monthly Statistics



Self Service Hours Registered Users	
Library	Users
Apple Valley (Galaxie)	1,095
Burnsville (Burnhaven)	805
Eagan (Wescott)	1,456
Farmington	664
Hastings (Pleasant Hill)	354
Inver Grove Heights (Inver Glen)	707
Lakeville (Heritage)	512
Rosemount (Robert Trail)	789
Kaposia (South St. Paul)	394
Temporary Wentworth Library	540
Total	7,316

Library Codes			
Library Code	Building Code	Library Name	City
A	GLC	Galaxie Library	Apple Valley
B	BLC	Burnhaven Library	Burnsville
E	ELC	Wescott Library	Eagan
E-Res		E Resource only	
F	FLC	Farmington Library	Farmington
H	HLC	Pleasant Hill Library	Hastings
I	ILC	Inver Glen Library	Inver Grove Heights
L	LLC	Heritage Library	Lakeville
ONLINE		Placeholder for pickup libraries used in error	

Dakota County Library - Library Advisory Committee Monthly Statistics



Self Service Hours Traffic														
Year	Metrics	Traffic												
	Library	01	02	03	04	05	06	07	08	09	10	11	12	Total
2025	A	823	882	1,026	1,161	1,315	1,089	1,042	1,074	1,555				9,888
	B	1,325	1,555	990	1,587	1,448	1,275	1,821	1,836	1,704				13,546
	E	1,115	984	1,584	1,236	1,513	1,594	1,228	1,229	1,448				11,937
	F	1,324	1,134	1,203	1,183	1,179	1,619	1,496	1,323	1,097				11,568
	H	336	418	369	323	369	376	380	430	434				3,725
	I	1,379	1,373	1,667	2,036	1,957	1,718	1,943	1,986	1,832				15,939
	L	517	532	716	622	605	504	676	646	660				5,578
	R	425	577	712	592	578	553	563	577	651				5,721
	SSP	530	476	662	1,053	1,225	1,146	1,157	1,150	1,195				8,894
	W	685	917	1,067	244									2,913
	Total	8,459	8,848	9,996	10,037	10,189	9,874	10,306	10,251	10,576				88,880
2024	A							303	647	691	766	788	792	3,387

Dakota County Library - Library Advisory Committee Monthly Statistics



Self Service Hours Checkouts														
Year	Metrics	Checkouts												
	Library	1	2	3	4	5	6	7	8	9	10	11	12	Total
2024	A	50	47	29	23	39	60	170	425	532	594	650	654	3,273
	B	419	477	583	422	633	569	512	618	654	628	620	657	6,792
	E	131	129	50	61	218	592	651	864	986	910	1,027	886	6,505
	F	1,225	1,358	1,472	1,215	1,427	1,429	1,624	1,344	1,806	1,369	1,184	1,123	16,576
	H	24	19	32	49	178	122	211	229	216	282	318	206	1,886
	I	323	415	619	700	629	720	716	808	738	716	736	610	7,730
	L	28	15	23	122	145	125	196	216	313	380	423	428	2,414
	R	16	289	661	551	527	520	453	468	731	595	601	672	6,084
	SSP		8	28	200	166	171	417	324	492	442	449	454	3,151
	W			6	22	25	33	14	124	289	411	448	378	1,750
	Total	2,216	2,757	3,503	3,365	3,987	4,341	4,964	5,420	6,757	6,327	6,456	6,068	56,161
Total		2,216	2,757	3,503	3,365	3,987	4,341	4,964	5,420	6,757	6,327	6,456	6,068	56,161

Dakota County Library - Library Advisory Committee Monthly Statistics



Public Wi-Fi Sessions														
Year	Metrics	Number of Sessions												
	Library	1	2	3	4	5	6	7	8	9	10	11	12	Total
2025	BLC	115,028	107,510	114,841	118,282	108,150	99,186	105,918	112,131	104,106				985,152
	ELC	26,009	23,524	23,857	24,633	22,539	21,252	22,956	23,971	22,320				211,061
	FLC	25,783	23,176	22,494	20,984	18,572	21,171	18,353	17,458	19,169				187,160
	GLC	153,535	143,772	154,114	154,061	143,527	132,941	129,846	133,529	137,375				1,282,700
	HLC	30,535	26,641	26,208	27,337	24,394	17,183	20,168	20,442	21,777				214,685
	ILC	10,294	7,510	6,819	8,381	7,988	5,718	5,483	4,900	5,984				63,077
	LLC	39,433	35,741	31,678	34,708	28,408	26,056	26,237	25,971	27,523				275,755
	RLC	42,799	43,959	38,934	39,595	33,467	21,720	22,858	22,204	26,948				292,484
	SLC	89,257	83,692	79,583	88,319	83,889	62,378	53,514	56,501	74,122				671,255
	WLC	75,786	65,956	65,851	29,996	17,137	13,699	14,185	13,558	13,497				309,665
	Total	608,459	561,481	564,379	546,296	488,071	421,304	419,518	430,665	452,821				4,492,994
2024	BLC	101,853	95,563	102,333	103,398	96,256	86,967	85,448	95,447	81,644	100,230	108,284	119,100	1,176,523
	ELC	23,793	21,812	26,733	26,346	23,971	24,225	26,262	25,204	21,689	25,492	23,451	23,694	292,672
	FLC	22,467	22,707	26,231	26,093	22,002	16,940	16,361	17,083	15,689	22,055	22,986	24,276	254,890
	GLC	140,504	132,058	142,580	151,538	135,947	122,269	120,382	124,509	119,044	144,718	142,406	150,166	1,626,121
	HLC	19,163	17,532	20,404	20,684	21,905	16,778	16,360	18,167	17,463	23,881	24,362	27,933	244,632
	ILC	6,879	7,395	7,771	7,173	6,336	5,538	6,152	6,263	7,176	7,970	7,793	7,845	84,291
	LLC	32,855	27,246	32,089	30,816	26,973	25,839	26,462	27,625	25,207	33,498	31,928	36,607	357,145
	RLC	41,941	37,092	36,633	38,022	31,114	22,018	23,007	24,275	25,434	37,103	34,044	39,592	390,275
	SLC	79,094	69,860	69,025	76,499	70,610	60,193	54,231	59,449	69,596	82,276	80,489	79,500	850,822
	WLC	58,299	55,619	61,335	57,308	52,370	47,325	48,070	48,580	46,888	57,908	58,987	69,061	661,750

Title: The Holocaust

Author/Producer/Publisher Mara MacDonald (Faxis Readers)

Type of Material:

☒ Book

☐ Music- CD

☐ Video- DVD/BluRay

☐ Digital Resource

☐ Books on CD

☐ Magazine/Newspaper

☐ Other: _____

eBook, eAudio, eMagazine, video, music

Name: _____

Date checked out: / /

1. Specifically, to what do you object? (Cite pages, instances, etc.)

Please see the attached document
for all the details.

2. What do you feel might be the result of reading, hearing or seeing this material?

As explained more fully in the document, this
content has the potential to seriously
distress and even depress a child.

3. Is there anything positive about this material?

At some age, every person should know about
the horrors of the Holocaust; for a child, the book/
is not age-appropriate. content

4. Did you read the entire book or examine the entire item?

Yes

5. What do you believe is the theme of this material?

That the Holocaust is an important and
terrible part of the history of World War 2.

6. What would you like your library to do about this material? ☒ Have it relocated ☐ Withdraw it from the library

Signature

[Redacted Signature]

Staff Use Only:

Location: **A B E F H I L R W**

Please return to Library Staff or mail to:

Dakota County Library, 1340 Wescott Rd, Eagan, MN 55123

Initials: _____ Date: / /

Additional comments: use reverse side or attach supplemental sheets to this form.



Request for Reconsideration of Material:

The Holocaust by Clara MacCarald was released August 1, 2022.

Synopsis

This book describes the rise of anti-Semitism in Germany and the Nazi regime's systematic killing of six million Jews. In addition to historic photos, this book includes a table of contents, two infographics, critical thinking questions, two "A Closer Look" special features, a reading comprehension quiz, a glossary, additional resources, and an index. This Focus Readers title is at the Voyager level, aligned to reading levels of grades 5-6 and interest levels of grades 5-9.

Circulation & Availability

Dakota County Library owns 3 print copies of this title, one of which is lost, and they have circulated 24 times since October 19, 2022. Dakota County Library also owns three of the other books in the World War II (Focus Readers) series.

The Holocaust is not available in print at any of the other MELSA public library systems in the metropolitan area. The title is not available on Overdrive, but it is available on hoopla as an ebook.

Professional Library Reviews of *The Holocaust*

Journal Reviews

School Library Journal, Series Made Simple | 11/01/2022

Gr 5-9--These books focus on aspects of the war such as specific geographic areas or the weapons used. Each title also has two "Closer Look" features about specific topics such as the use of propaganda or how the black market sprang up in response to wartime rationing. The text is supported by photos, maps, and infographics along with helpful captions. Reflection questions appear several times within each book as well as a comprehension quiz in the back matter, along with an answer key. There is also online support for teachers including lesson plans and activities. VERDICT A series that will circulate often and be especially useful for class units on the war and its effects. 48p. SCHOOL LIBRARY JOURNAL, c2022.

Subject: Request for Book Review by the Dakota County Library System

I am asking that the book entitled "The Holocaust" by Clara MacDonald from the Focus Readers World War II series be reviewed for relocation out of the children's section of all Dakota County Libraries in which it is located. I will again begin with a short disclaimer before stating my concern about the book itself.

I want to state up front that I have long had an interest in World War II. My awareness of the Holocaust, as a central component of the Nazi undertaking came only gradually, but as an adult, I have read many sources on the subject and was able to visit the Auschwitz-Birkenau camps, witnessing firsthand the hair, the belongings and indeed the horror of Hitler's evil plan. I can only hope that my children might someday have the opportunity to do likewise. I say this just to make it clear that my objection to this book being in the children's section is not, in the least, driven by a desire to hide from this horrific history.

To be clear, the publisher lists this book as being intended for grades 5-6, which corresponds to ages 10-12, which might have influenced the library's decision to place it among children's book. However, the library system has endorsed that opinion, so it is fair to ask the library to examine the matter by its own lights.

This book certainly does not sugar-coat these atrocities. For example,

- "They [Nazi units] often marched their victims out of towns, lined them up, and shot them." (p.21)
- "At the camps, Nazis forced people into vans. Exhaust fumes filled the vans and killed everyone inside." (p.23)
- "Some camps also did cruel experiments on prisoners. Doctors hurt people or made them sick on purpose. Many of these people died." (p.32)
- "These chambers were made to look like showers. But instead of water, they released truck exhaust or a poison gas called Zyklon B. Prisoners were packed inside a chamber. Then the chamber was sealed and filled with poison." (p.32-33)
- "Allied troops liberated hundreds of camps. Soldiers were shocked by what they found. The dead formed huge piles. The living looked like skeletons with skin. A terrible odor hung over everything." (p.40)

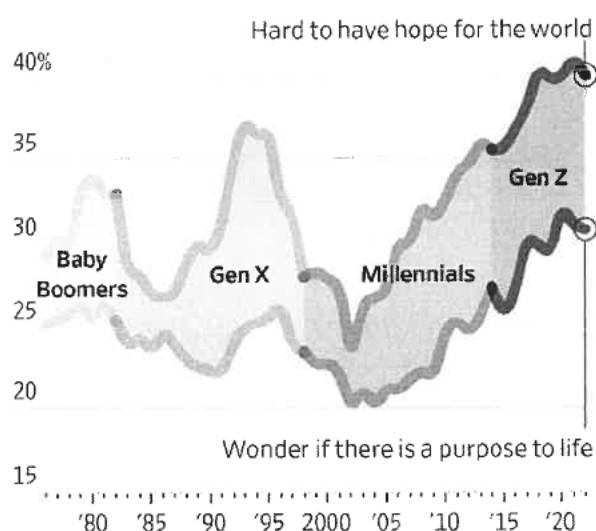
Finally, I want to point out the photo included on page 39 of such a pile of bodies. Does the sheer number of victims somehow give us the right to publish a photo of their corpses without permission of their loved ones. If one person is killed, the police cover the body before any press may take photos, because we as a society understand the dignity of each and every human being. This photo was necessary to prosecute war crimes but it degrades those poor dead to be "used" in this fashion without permission.

Even as a 70-year-old, I find it distressing and chilling to read and transcribe these words from a purported children's book. You, dear reviewer, and I have the ability to process them as adults, but we ought not to assume that the average 10-year-old is capable of dealing with them as well as we can.

Worse yet, imagine its effect on a Jewish 10-year-old reader in your library. Such a child might well know that an innocent Jewish couple were recently gunned down in Washington D. C. and others were targeted for fire-bombing in Boulder, Colorado simply based on being Jewish. How do you expect that child would react if they happened to pick up and read this book on a trip to your library?

I wish to bring in something that may seem off-topic, but I will make the connection. The well-regarded Pew Research Center conducts periodic surveys on various subjects, often asking the same questions so that time trends can be detected. One that I came across relates to the degree of pessimism among 12th-graders. As can be seen in the graph below, pessimism is trending up to alarming levels, with about 40% of respondents agreeing that it's hard to have hope for the world.

Pessimism among U.S. 12th graders



Now, does this book, or even the whole library, bear full responsibility for this state of affairs? Clearly not. However, it is also clearly not true that the library must consider whether it has any responsibility if it leaves books like this one in the children's section of the library.

I think that a big reason why a book like this is in the children's section is the difficulty that we adults have remembering what it is like as a child to know about fearful and distressing dangers that we have little or no ability to protect ourselves against. We might well tell our 8-year-old son about the danger of being kidnapped because we can teach that child how to run away, yell for help, etc. but for a 3-year-old, the same knowledge is likely to cause nightmares and the like because that child can't begin to defend himself.

Permit me to cite an example in my life, to help you bring such effects back to mind for you. I grew up in an age when the media frequently passed along the opinion that it was only a matter of time before the Soviet Union and the United States fought a nuclear war. Whether that assertion was justified or not, the effect on me as a child was devastating. I remember that for years I repeatedly questioned whether it was worth completing my education and having children in a world doomed to nuclear winter. Libraries need to consider such effects rather than simply the vocabulary level of a book before permitting it to be placed in the children's section.

As I stated in a companion request for review, someone can argue that while this book might be problematic for many children, there might still be some parents whose child is an exception and might benefit from it, if guided by a parent. If so, they ought to be fully reassured that what I am requesting is only that the book be moved out of the children's section of the library, so it would still be findable in the online catalog or in the racks. Indeed, I believe there are enough books in the children's sections of Dakota County Libraries which really ought to be read with the guidance of a parent that the Library System ought to consider creating a new section for all such books (akin to the Parental Guidance rating used with movies).

Thank you for your serious consideration of my request.

Hello [REDACTED]

Thank you for asking for your two points of clarification regarding in the Library's Review Committee's response to your two Request for Reconsideration of Material Submissions.

What is "careful consideration"?

At Dakota County Library, "careful consideration" is a continuous process extending beyond the moment a title is selected where checks and balances are strategically placed.

- Our selection process includes reading available reviews from credible review sources, content, age appropriateness, pricing, format, subject availability in our current collection and other criteria addressed in our Materials Selection Policy.
- Dakota County Library used a review from *School Library Journal*, a longstanding creditable review source for both school and public libraries. Professional journals do not review every book, and many books receive only one review, and some books no review at all.
- Acquisitions and Cataloging Department staff, with education and experience, review and catalog materials into an assigned Dewey Classification numbers to fit into our existing collections by subject manner.
- Dakota County Library's Public Service Team Members provide an informal review of new materials upon arrival at our ten branch locations. Public Service Team Members browse these new materials and will notice discrepancies between the Dewey classification of an item compared to similar items or question the placement of a title due to content or audience level. Questions can be raised at any time and the Selection Team will review items thoroughly and discuss if a change is needed.

The Library Review Committee discussed age appropriateness, book format, subject availability and locating this each title within the Dakota County Library collection.

***The Holocaust* by MacCarald**

- **Reviews Sources for Age, Interest and Reading Levels**
 - Dakota County Library's Juvenile Non-Fiction, where the book is currently located, serves audiences from ages 5 to 12 which reflects grades kindergarten to grade 6.

- The reading level on the book states Grades 5 – 6, *School Library Journal's* review states that the series is intended for Grades 5 – 9, and the World Catalog states this title is appropriate for Grades 4 – 6.
- Students and families in this age group are seeking material like this in part due to schoolwork. Minnesota curriculum standards require Holocaust and genocide education in middle school and high school. For reference, Dakota County's middle schools usually are grades 6 to 8 and in ISD 197 & ISD 200 are grades 5 to 8.
- The Committee recognizes the realities of the Holocaust were horrific. The image and text you reference acknowledge the gravity of the genocide. This title addresses a very specific topic, housed with other titles on this historical event.
- **A book that some families wish to have access to.**
 - *The Holocaust* is presented with 48 pages and large type print which attracts younger audiences and would not necessarily appeal to tweens, teen or adult audiences whether it is in the Library's Teen Collection, the Juvenile Non-Fiction Collections or the Adult Non-Fiction Collection. The title's language and format are elementary.
 - Public Libraries' (including Dakota County Library) Teen Collections contain materials that focus on teen trends, happenings, and culture and not necessarily homework-related subject matters. Dakota County Library customers with youth and homework-related subjects may not want their school-age 6th grader looking for this title in the Teen Collection or Adult Collections with more mature content.
 - The Review Committee considered your suggestion to relocate this title to another location in our collection. Relocating this title would limit access to our Dakota County customers who would only browse the collection and not necessarily use the catalog and/or ask a staff member for assistance.

You asked to clarify in what way Minnesota Statute 134.51 was found by the Committee to be relevant to my request.

- The Review Committee determined that Minnesota Statute 134.51 was relevant to your relocation request for both titles, because these two titles would have their access to Dakota County Library customers limited if relocated to other collections.

If the Review Committee's response is not to your satisfaction, you may request a reconsideration of the Review Committee's decision to appeal to the Library Advisory Committee. The appeal must be received at least 14 days prior to the next Advisory Committee meeting. [The next Library Advisory Committee meeting is scheduled on Thursday, September 11 at 5:30pm at the Farmington Library.](#)

Thank you, again, for your questions and your interest in Dakota County Library's collections.

Sincerely,

Russ Cogar

I made a request for reconsideration regarding the location of the book *The Holocaust* by Clara MacDonald, asking that it be relocated from the children's section to another section of the Dakota County libraries in which it is held (Kaposia, Heritage). The Library Review Board rejected my request, citing five reasons. I want to recap and then address each of them, offering additional findings that justify a reversal of the Board's decision.

1. The publisher rates the reading level as grades 5-6 and two sources state the intended level as being as low as 4th grade and as high as 9th grade. Minnesota curriculum standards require that the topic be covered as early as grades 6 through 8, which means that students of those grades, and their parents, may seek this book for their schoolwork.

Purely on the basis of reading level and standards, either the teen or children's collections would match these reference points, so this certainly doesn't rule out my request. However, it is important to note that these facts do not, in any way demonstrate that this particular book is age-appropriate, which is the basis of my request. They only indicate that the book's target audience was middle and high school students (who are mostly teens). Standards only indicate what should be covered and are not a carte blanche for any possible treatment of that subject. Reading level does not rule out a "high-low" book such as *The Color Purple* which, according to the website weareteachers.com/reading-levels/, is written at a fourth-grade level, yet "most people would agree isn't right for fourth graders." As long as the book is available to middle and high school students in the teen section, this first reason provides no real justification for leaving it in the children's section where this book can easily be browsed and read by eight- or nine-year-old readers or where an even younger child can be distressed by the brutal photo it contains.

2. The Holocaust is horrific; therefore, we should expect a book about it to reflect this.

Indeed, it is too horrific for words, but is this suggesting that there is no way to talk about the Holocaust without showing pictures of corpses and using explicit language about using exhaust fumes to kill people? If so, then the Library System ought to consider the *Remember the Children* exhibit at the United States Holocaust Memorial Museum (a portion can be viewed on the museum's website). This exhibit is for 4th grade and up, so it's similar to the target audience of the book in question. It emphasizes the humanity of Daniel (a composite), his family and his community. In the audio track of this children's exhibit, the oppression of the Jews by the Nazis is described in general terms but no mention of lining up people to be shot, gassing people to death, doing cruel experiments, huge piles of corpses, survivors who looked like skeletons, nor sounds of gunshots or tortured screams. In the visual portions of the exhibit there is not a single photo of a corpse. Why? Because the exhibit is intended for children. (Are parents free to take their children to the more mature exhibits if they feel they are ready for the content? Of course.)

When I spoke to Mr. Wiley Jones from the staff at that museum, he said that while there are some graphic parts in the exhibits intended for adults, they make an effort to avoid graphic displays. I consider that these experts have properly discerned that an emphasis on humanity rather than on horror is the best way to engage the compassion of others, especially of children. There is no good reason not to take the same approach to the Holocaust in the children's collections our Dakota County Libraries.

3. The book may not appeal to teens, and the teen collection (apparently) does not contain much in the way of homework-related subjects.

Per the online catalog of our Library System, there are 259 items in the teen section related to history, which would qualify as homework-related. In fact, that collection includes copies of *The Librarian of Auschwitz* and *A Rebel in Auschwitz*, so the book in question would fit in just fine with what is already there. I would also point out that if "may not appeal" is to be considered a compelling reason to avoid placing a book in a collection, then how many other books would fail that test? Citing these reasons to reject my request would be a very selective use of these criteria.

4. "The Holocaust is presented with 48 pages and large type print which attracts younger audiences ... The title's language and format are elementary."

The fact that the large print is designed to "attract younger readers" is only further evidence that this book's current location is gravely problematic. Is the font size and vocabulary to be the primary and defining criterion for location of a book? Should that put ahead of its content? What subject matter, if not this one, would be age-inappropriate if it is sufficient to argue that format and language are enough to justify its mature content? It seems to me that the Library System needs to own its responsibility to make sure that children who browse their collection are kept safe from these traumatic subjects and images because they are not age-appropriate. The admission that this book is composed so as to attract younger readers, despite its more mature content, only increases the urgency of my request.

5. Relocating would limit access to customers who only browse the collection and not necessarily use the catalog or ask a staff member.

Is the Library System really saying that patrons aren't expected to need the catalog and/or the staff to find what they are looking for? Aren't these among the core elements of any library and a central element of what we pay for in a library? There are many reasons why a middle or high school student might need the help of staff or catalog to find good content on The Holocaust, and I expect that staff would consider it their duty and privilege to teach that student how to use these core resources for a lifetime of access to information, but in this case, we are being asked to believe that the use of catalogs and staff are a limit to access rather than a core resource.

In summary, the reasons cited by the Library Board in its rejection of my request for relocation are easily answerable and the requested remedy almost effortless. I am asking that the Library

Advisory Committee vote to override the Board's initial decision and avoid a protracted controversy over simply moving a book a few feet over from the children's collection to the teen's collection.

I have it on good authority that in the past ten years, the Dakota County Library System has never relocated a book based on the Request for Reconsideration process. I can think of no easier instance to demonstrate that this process is more than a façade and that the System, as good as it is, is willing to admit when it has been wrong.

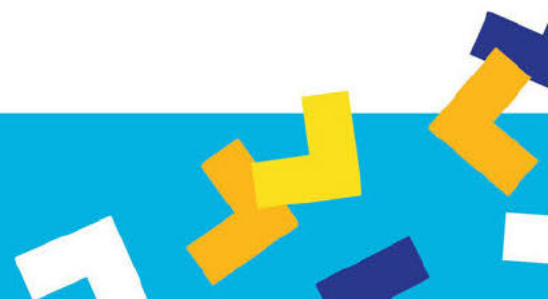
Thank you for your consideration of this matter.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961 and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.



134.51 ACCESS TO LIBRARY MATERIALS AND RIGHTS PROTECTED.

Subdivision 1. **Book banning prohibited.** A public library must not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys.

Subd. 2. **Definitions.** (a) For purposes of this section, the terms defined in this subdivision have the meanings given.

(b) "Public library" means:

(1) a library that provides free access to all residents of a city or county, receives at least half of its financial support from public funds, and is organized under the provisions of this chapter, except that a library under this clause does not include libraries such as law, medical, or other libraries organized to serve a special group of persons and not the general public;

(2) a library jointly operated by a city and a school district under section 134.195;

(3) a school district or charter school library or media center under section 124D.991, including libraries operated by an intermediate school district or cooperative unit under section 123A.24, subdivision 2; or

(4) a public higher education institution library.

(c) "Governing body" means a group of persons that oversees the operations, budget, policies, and other administrative responsibilities of a regional public library system under section 134.20, subdivision 2; a multicounty, multitype library system under section 134.351, subdivision 4; a combination library under section 134.195, subdivision 7; a school library under section 124D.991, including libraries operated by an intermediate school district or cooperative unit under section 123A.24, subdivision 2; or any other public library under section 134.001, subdivision 2.

Subd. 3. **Limitations.** (a) Nothing in this section limits a public library's authority to decline to purchase, lend, or shelve or to remove or restrict access to books or other materials legitimately based upon:

(1) practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;

(2) legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of books and materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or

(3) compliance with state or federal law.

(b) Nothing in this section impairs or limits the rights of a parent, guardian, or an adult student under section 120B.20.

Subd. 4. **Collection management.** A governing body of a public library or any other public body with personnel authority for a public library may not discriminate against or discipline an employee for complying with this section.

Subd. 5. **Library materials policy.** (a) A governing body of a public library must adopt a policy that establishes procedures for selection of, challenges to, and reconsideration of library materials in accordance with this section.

(b) The policy must not impair or limit the rights of a parent, guardian, or adult student under section 120B.20.

(c) The policy must establish that the procedures for selection and reconsideration will be administered by:

- (1) a licensed library media specialist under Minnesota Rules, part 8710.4550;
- (2) an individual with a master's degree in library science or library and information science; or
- (3) a professional librarian or a person trained in library collection management.

(d) Upon the completion of a content challenge or reconsideration process in accordance with the governing body's adopted policy, the governing body must submit a report of the challenge to the commissioner of education that includes:

- (1) the title, author, and other relevant identifying information about the material being challenged;
- (2) the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- (3) the result of the challenge or reconsideration request; and
- (4) accurate and timely information on who from the governing body the Department of Education may contact with questions or follow-up.

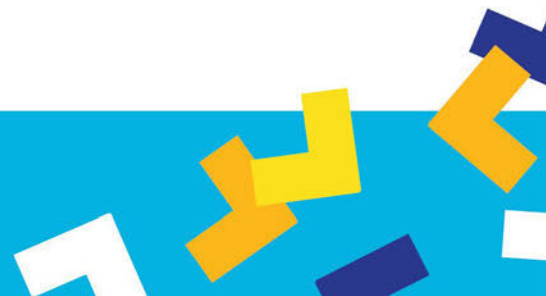
History: 2024 c 109 art 7 s 2

Request for Reconsideration Procedures

The following outlines the reconsideration process.

1. If the customer wishes to challenge material, staff provide them with the Request for Reconsideration of Material form and a copy of the library's Materials Policy.
2. The completed form is returned to the library and referred to Review Committee. To the extent the request is based on banning, removing, or restricting access to a book or other material based solely on that material's viewpoint, message, ideas, or opinions, the request may be summarily denied by the Review Committee under Minn. Stat. § 134.51(1).
3. The Review Committee shall consider a customer's challenge based on the library's objectives, general selection criteria, content selection criteria, and guidelines found in the Library Bill of Rights, Freedom to Read Statement and Freedom to Write Statement adopted as part of this policy.
 - a. Titles which have already been reviewed in the past twenty-four months will not be reviewed again if the complaints are similar.
4. Once the Review Committee has reached a decision, written notification is sent informing the customer of the committee's decision. The customer should receive a response from the Committee within 60 days.
5. If the customer seeks to request a reconsideration of the Review Committee's decision, they may appeal to the Library Advisory Committee. The appeal must be received at least 14 days prior to the next advisory committee meeting. The Collections Manager shall develop a report providing a review(s) and an analysis of the material with the rationale for selection and the decision by the Review Committee.
6. A redacted copy of the submitted Request for Reconsideration of Material form, appeal notification, if appropriate, and the report from the Collections Manager is sent to the Library Advisory Committee as part of the meeting packet and consideration of the request will be held at that meeting with public notice provided to the requesting customer.
7. Following the Library Advisory Committee decision, a written response will be sent to the customer providing the Library Advisory Committee's decision.
8. The customer may appeal the final decision of the Library Advisory Committee to the Minnesota Court of Appeals.
9. Upon completion of a content challenge or reconsideration process, notification of the challenge will be sent to the Commissioner of Education with the Minnesota Department of Education, and shall include:

- a. The title, author, and other relevant identifying information about the material challenged.
- b. The date, time, and location of any public hearings held on the challenge in question, including minutes or transcripts.
- c. The result of the challenge or reconsideration request; and accurate and timely information on who may be contacted with questions.



The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness

and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to

adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

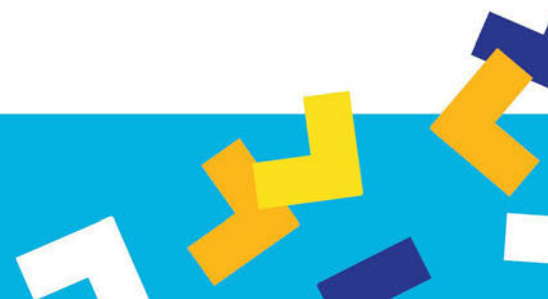
It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members

of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.



This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)
[The Association of American University Presses](#)
[The Children's Book Council](#)
[Freedom to Read Foundation](#)
[National Association of College Stores](#)
[National Coalition Against Censorship](#)
[National Council of Teachers of English](#)
The Thomas Jefferson Center for the Protection of Free Expression

Material Selection

The mission of the Dakota County Library is to cultivate community, creativity and learning. The library will provide available and affordable print and non-print materials to meet the interest of all ages and will provide staff, services, and facilities to accomplish this mission.

Purpose of Guideline

The purpose of this guideline is to guide librarians and to inform the public of the principles upon which decisions are made. A guideline cannot replace the judgment of librarians, but stating goals and indicating boundaries will assist them in choosing from the array of available materials. The public, through knowing the principles on which library collections are developed, gains a better understanding of the scope of the collections and why specific items, format, or topics are included or not included.

Library Bill of Rights and Freedom to Read Statements

Free and convenient access to the world of ideas, information and the creative experience is of importance to every citizen today. The Dakota County Library, therefore, incorporates as part of these guidelines the [Library Bill of Rights](#), adopted by the Council of the American Library Association on January 23, 1996, and the [Freedom to Read Statement](#) as revised June 30, 2004 by the Council of the American Library Association, and the [Freedom to View Statement](#) endorsed by the American Library Association, January 10, 1990.

Definitions

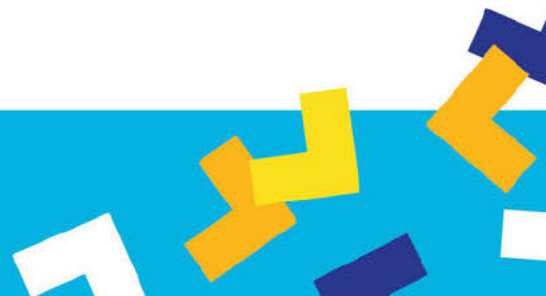
The word *Materials* as it occurs in this policy has the widest possible meaning. It encompasses all formats, including printed or manuscript, bound or unbound, photographed or otherwise reproduced, recorded or transmitted by electronic or optical means, and real objects.

Selection: the decision that must be made either to add materials to the collection or to retain or withdraw material already in the collection, or to acquire licenses for proprietary online databases. Selection does not mean recommendation.

Objectives

The Dakota County Library acquires, makes available, and encourages the use of materials in all media which:

- Address the information needs of the people of Dakota County.
- Help people know more about themselves and their world.
- Support self-education and lifelong learning, and supplement formal study.
- Stimulate thoughtful participation in the affairs of the community, the country, and the world.
- Enlighten and entertain.



- Give access to a variety of opinions on matters of current interest and encourage freedom of expression.
- Support civic and cultural activities within the community.
- Provide a positive introduction to books, reading, and use of libraries.

Guidelines for Selection

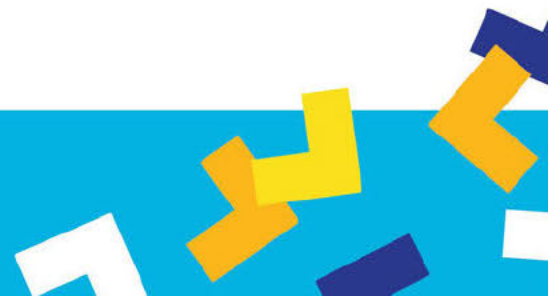
To build a collection of merit and significance, all acquisitions whether purchased or donated will be considered according to guidelines.

1. Most library materials are selected on the basis of reviews found in standard selection sources. The library also responds to written user requests when it is believed that the materials suggested will be of use in the collection.
2. The library will always seek to select materials of varying complexity and format because it has a potential public embracing a wide range of ages, educational background, interests, sensory preferences, and reading skills.
3. Materials pertaining to local history and authors are given special consideration; however, the library is under no obligation to add everything about local history or everything produced by authors, printers, or publishers with local connections.
4. The library will not attempt to develop a complete research collection. Requests for books not owned by the library, especially for scholarly materials, will be referred to other libraries in the metropolitan area through established channels. The library will actively seek to broaden these sources through agreements with other libraries and groups of libraries.
5. The library attempts to meet the needs of the total community, recognizing that some materials may be controversial. It is the responsibility of the individual library user to choose those materials which suit his or her tastes and needs. Although users are free to reject for themselves materials of which they do not approve, they may not restrict the freedom of others to read what they desire. Inclusion of materials in the collection will not be inhibited by the possibility that such materials may be accessible to children and young people.
6. The Library Advisory Committee will reconsider any material in collection upon written request of a customer.

The Director delegates to staff members the authority to interpret and guide the application of the guidelines in making day-to-day decisions. Unusual problems will be referred to the Director for resolution. Final responsibility lies with the Director.

Access to Materials

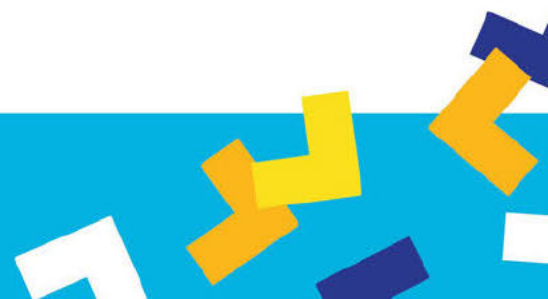
The Dakota County Library has collections housed in branch libraries which are linked through electronic and delivery networks designed to make its total resources readily available and widely accessible. The number of items selected will vary according to the size and location of specific branch libraries.





The library recognizes the purposes and resources of other libraries and media centers in Dakota County and in the metropolitan area and shall not needlessly duplicate functions and materials.

Various restrictions may be placed on certain types of library materials to protect them from damage and theft and insure their availability to others.



Library Advisory Committee

2025 Work Plan

The Library Advisory Committee provides citizen perspective in the development and provision of library services to county residents.

Board Goal	Committee Goals	Activity	Outcome Measure	Timeline
A Great Place to Live	Engage customers in experiences which support growth and learning	• Share community input to enhance library services	• Event attendance • Summer Discovery participation • Active library borrowers • Percent rating the library as good or excellent	Q1–4
A Great Place to Live	Achieve greater community awareness of the value of the library	• Promote library news, services, and events to networks	• Event attendance • Summer Discovery participation • Active library users • Followers on social media	Q1–4
A Great Place to Live	Provide responsibly designed innovative spaces and technologies to enhance access to education, knowledge and services	• Provide citizen comments on current use and future planning of library spaces • Gain a deeper understanding of library technology such as the catalog, apps and iLab equipment	• Number of in-person visits • Number of meeting room reservations • iLab usage statistics • Wi-Fi statistics	Q2–3
A Great Place to Live	Deliver relevant and accessible collections	• Gain a deeper understanding of intellectual freedom and the public library's role, considering varied community needs and interests	• Use of online research tools • Number of checkouts	Q1–4
Great Place to Live	Cultivate an innovative, flexible, adaptive culture that invites community access and participation	• Provide community perspectives to proposed updates in library policies • Discussion(s) on changing communities within the county and efforts to build awareness of library services	• Percent rating the library as good or excellent • Active library borrowers	Q1–4