

# Rapid City Public Libraries

# Collection Development Policy

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## **1. PURPOSE**

It is the intent of this document to provide for public understanding of the purpose and nature of the libraries' collections. The document is also intended to give guidance and direction to library staff for collection development and maintenance of a balanced collection to meet community needs, with minimal barriers to access.

## **2. RESPONSIBILITY FOR SELECTION**

The Board of Trustees has delegated to the Library Director the authority and responsibility for selection of all print and non-print materials. Responsibilities for actual selection rest with appropriately trained personnel who discharge this obligation consistent with the Board's adopted selection criteria.

## **3. CRITERIA FOR SELECTION**

All acquisitions in any format, whether purchased or donated, are considered in terms of one or more of the following criteria:

- High demand, high interest material
- Represents a timely response to local interest, needs and demand for material
- Value of material in relation to the whole collection
- Suitability of subject, style, and format for intended audience
- Currency and accuracy of information
- Popularity and credibility of author
- Professional judgment
- Present diverse points of view on an issue
- Attention of critics and reviews
- Space and budgetary considerations
- Repeated interlibrary loan requests
- Supports life-long learning in a supplemental way

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### 3.A DONATIONS

The Rapid City Public Libraries accept donations of books, art, and other materials, with the understanding that donations are final and become the property of the Rapid City Public Libraries. The libraries cannot guarantee that any gift will become part of the collection or be kept permanently. The libraries reserve the right to use or dispose of donations and to refuse gifts. The libraries also accept long-term loans of art, as approved by the Library Board of Trustees.

**Donations of materials:** In cooperation with the Friends of the Rapid City Library (FOL), the libraries accept donations of books and other materials with the understanding that gifts are added to the collection according to the same "Criteria for Selection" as for purchased materials. Most materials the libraries are unable to use are given to the Friends of the Library for sale or disposal.

**Donations or loans of art:** Art, whether donated or on loan, will be selected by library administration, and approved by the Library Board, based on space available for art within the facility; relevance to region (by subject or artist), heritage, or culture; and the format's appropriateness for the space. The libraries reserve the right to use or dispose of art donations and to refuse gifts. Loans of art will be considered upon completion of the Art Loan Agreement.

**Memorial or other monetary donations:** Monetary gifts are accepted by the Rapid City Library Foundation on behalf of the libraries. If the donor wishes particular items to be purchased, they must fall within the "Criteria for Selection" guidelines.

### 3.B REPLACEMENT OF MATERIALS

In general, materials are replaced if they are lost, missing, or damaged, according to selection criteria.

For non-book formats, replacements will be made in the newest format available for that title or subject area, except when the current format is needed to maintain a series, or if the material is not available in the newest format.

## **4. DESELECTION OF MATERIALS**

To maintain the vitality of the collection, materials are regularly weeded. Weeding is the process of withdrawing of materials that no longer meet the criteria for inclusion in the libraries' collections, and is an integral part of collection management. The de-selection of other property is governed by the City Council for their action to declare them surplus.

Factors involved in the decision to weed materials are:

- Poor physical condition of material
- Non-existent or low demand
- Transition from obsolete to current formats
- Obsolete, superseded edition, no longer accurate
- Lack of space and duplicate titles or subject matter

Special criteria which apply to specific collections will be found in the Scope statement of that collection. Withdrawn materials are offered to other libraries, to the Friends of the Library, or to community nonprofit organizations.

This policy is in compliance with South Dakota Codified Laws [14-2-49](#): "Any public library may discard over-duplicated, outdated, inappropriate, or worn library materials; provided, that such materials shall be marked clearly with the words: "Discarded, \_\_\_\_\_ public library" wherever the property label of such library appears. Such discarded materials may be given to other libraries or to nonprofit agencies, destroyed, offered for public sale, or traded to a vendor for future library material purchasing credits."

## **5. ACCESS TO COLLECTIONS**

All items in the Library's collections may be accessed through the online catalog. Access to articles and online resources is available through online indexing.

## **6. CIRCULATION POLICIES**

The circulation periods for Library collections are set by the Library Board.

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## **7. SCOPE OF COLLECTIONS**

Collection levels:

0 = Out of scope. The Library intentionally does not collect materials in this subject.

1 = Minimal information level. Supports minimal inquiries with a limited collection of general resources

1a = Minimal, uneven coverage. The collection is consistently maintained, but coverage is limited.

1b = Minimal, focused coverage. Few selections, but systematic representation of the subject.

2 = Basic information level. Introduces and defines a subject, and supports the needs of a general user through 2 years of college instruction. A limited collection of general books, reference, and periodical titles.

2a = Basic, introductory. Basic explanatory works and histories of development of topic. General encyclopedias, journals. Supports general users through high school.

2b = More advanced information. A broader array, with a limited collection of discipline-specific magazines. Supports the needs of educated general public.

3 = Study / Instructional support. Information supports college and beginning graduate study. Representative specialized magazines, and defined access to electronic resources.

3a = Basic instructional support. Resources for imparting and maintaining knowledge about primary topics in the subject.

3b = Intermediate study support. Supports upper division upper graduates.

3c = Advanced study support. Supports master's degree programs. An almost complete collection of core works.

4 = Research level. Major published source materials required for doctoral study. Extensive collections in other languages.

5 = Comprehensive level. Exhaustive collections of published materials and manuscripts. May serve as a national or international resource.

Source: *Using the Conspectus Method: a collection assessment handbook*.  
Mary Bushing, Burns Davis, Nancy Powell. Lacey, WA : WLN, 1997.

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### **7. A. ADULT COLLECTIONS**

#### **7. A.1. Nonfiction and biography**

The nonfiction and biography collections emphasize timely, accurate and useful informational materials to support the personal, professional and lifelong learning needs of the community. They also emphasize materials that are current and high-demand. Some classic works and works of historical significance are collected. Materials are available for a variety of reading levels and in a variety of formats. This collection is designed in general for the average user.

Materials are selected to represent a continuum of opinions and viewpoints when available. Titles with continued value and those of current, accepted authority are part of the collection. As a new field

emerges, the library attempts to respond with timely additions. While most nonfiction materials are selected for their utility, others are acquired for their capacity to enrich and entertain.

When choices exist, selection is based on positive reviews. Recommendations from library users are given high priority, yet still must satisfy collection criteria. Duplicate copies of materials are obtained when demand dictates additional copies.

Materials are purchased as indicated below:

000 General knowledge – 2a

**005 Computer science – 2b**

100 Philosophy and psychology – 2b

200 Religion – 2a

**210 Philosophy & theory of religion – 2b**

**230 Christianity & Christian theology – 2b**

**290 Other religions – 2b**

300 Social sciences – 2a

**340 Law (Self Help Legal Guides) – 2b**

**330 Economics (Personal Finance, Investing) – 2b**

400 Language – 2a

500 Sciences – 2a

600 Technology (Applied sciences) - 2a

**610 Medicines, Health – 2b**

**630 Agriculture and related technologies (Gardening, Pets) – 2b**

**640 Home economics & family living (including Cooking, Child rearing, Home Decorating) – 2b**

**650 Management (Career Search, Small Business) – 2b**

700 The arts - Fine arts and decorative arts - 2a

**740 Drawing and decorative arts (Crafts) – 2b**

**790 Recreational and Performing Arts (Sports) – 2b**

800 Literature – 2a

900 Geography & history - 2a

**910 Geography & travel – 2b**

**920 Biographies (Collective) – 2b**

**970.1 -970.5 (Siouan Tribes) - 2b**

**South Dakota – 2b**

**Rapid City, Pennington County, Black Hills – 3a**

B Biographies – 2b

#### 7.A.2. Fiction

The fiction collection focuses on contemporary literature including popular and genre titles, but also includes classic and standard titles. Literary works, first novels, experimental works and translations receiving favorable reviews are purchased at a 2a level. In general, the fiction collection reflects materials that are currently popular with library users.

#### 7.A.3. Large Print Collections

Materials are added to cover a broad range of fiction genres and nonfiction subjects. Nonfiction and biography print materials are purchased at a 2a level.

#### 7.A.4 Adult discussion collections

Discussion collections are intended to aid book clubs. They contain multiple copies of a book along with discussion materials. The titles chosen are those that are best sellers or those recommended for a reading club.

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#### 7.A.5 Adult Reference

The Reference collection provides current, broad-based, general sources for topical concerns and facts in online and print formats. The basic purpose of the Reference collection is to provide quick and consistently available access to statistical, directory, and factual information for access by both the Reference staff and the general public.

In general, single topic materials are inappropriate for this collection. Database, dictionary, encyclopedic, directory, and index formats are the most likely choice with content decisions being made on the basis of the purposes stated above.

Retention specifics: The primary criteria for retention in the collection are accuracy of the information, appropriateness of the format, and currency of the data.

Reference items that are not part of a set and have been identified by staff as being replaceable may circulate for one day.

#### 7.A.6 South Dakota & Local History Collections

The Libraries will collect materials for both a South Dakota Collection, as well as materials to be housed within the Local History Room to meet the research needs of the community. The collections within the Rapid City Local History Room and the South Dakota Collection will be developed at the discretion of the Supervisor for the Local History Room.

South Dakota materials in the general collection will circulate; Local History collections will not circulate. Online access to primary sources will be made available whenever possible.

#### 7.A.7 Adult Magazines

The magazine collection contains magazines and newspapers online and in print. The basic purpose of the collection is to provide timely information on a wide variety of popular subject areas and diverse viewpoints.

Retention specifics: Magazines will be retained for one year for current subscriptions. The retention period for each title is maintained in the online magazine record. Newspapers are retained for 7 issues or 2 months, whichever is less, except for local newspapers which are retained until the microform is available. These decisions are recorded in the catalog record for each title.

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#### 7.A.8 Government Documents Collections

The Government Documents collections contain materials in a variety of subject areas produced by county and city government.

##### Retention Specifics:

*City:* City documents of general interest are submitted to the library by city departments, and are added to the collection and retained for five years, unless available online.

*County:* County documents of general interest are submitted to the library by county departments and are added to the collection and retained for five years, unless available online.

*School:* Rapid City School District documents of general interest are submitted to the library by the school district, and are added to the collection and retained for five years, unless available on-line.

*State:* State documents are not collected; access for state documents is available online.

*Federal:* Environmental Impact Statements for public comments are collected; they are retained for six months unless otherwise stated within the document. Other federal documents are not collected; access for federal documents is available online.

#### 7. A.9 MAPS

The libraries' map collection focuses on current and historical coverage of western South Dakota and the Black Hills, in print and electronic formats.

Retention specifics: Maps will be discarded when out of date or superseded, or found to be available elsewhere in print or online, unless of local historical value as determined by the Public Services Supervisor.

#### 7.B. CHILDREN'S COLLECTIONS

The aim of the children's collections is to provide a wide variety of materials on many different conceptual levels to meet the diversified needs, interests, tastes and backgrounds of children. These materials should provide enjoyment for children and meet their personal information needs. Any restriction desired by parents on the use by their children of materials selected according to these criteria will be the parents' responsibility.

In choosing materials for children, age is a determining selection principle. Materials are evaluated for reading level, interest level and treatment of the subject for the age of the intended audience.

#### Collection levels:

000	General knowledge – 2a
100	Philosophy and psychology – 2a
200	Religion – 2a
300	Social sciences – 2a
398	Fairy tales – 2b
400	Language – 2a
500	Sciences – 2a
550	Earth sciences – 2b
560	Paleontology – 2b
590	Zoology – 2b
600	Technology (applied sciences) – 2b
700	Arts – fine and decorative arts – 2a
796	Sports – 2b
800	Literature – 2a
900	Geography and history – 2a
920	Collective biographies – 2a
B	Biographies – 2b
973	American history – 2b

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#### 7.B.1. Special Collections

- Picture books and board books
- Beginning to read books, in fiction and non-fiction: generally for reading levels of K through 2
- Parent and caregiver section: books of a practical nature to assist parent/caregivers with childcare issues (generally materials deal with ages birth through elementary school).
- Storybags: contain print, non-print and other supporting material based on a theme; themes are determined by patron interest areas and according to general collection guidelines.
  - Parenting/Caregiver bags - intended for use by parents and caregivers, they provide topics ranging from early childhood to raising teenagers.
  - Kids' Bags – For children from 3<sup>rd</sup> to 5<sup>th</sup> grades
  - Teen Bags – For young adults from middle school to the first two years of High School

#### 7.B.2 Children's Fiction

Generally for reading levels of grades 3 through 6

The children's fiction collection focuses on contemporary literature, but includes classic and standard titles, and popular series. Materials for the children's fiction collection are purchased at the 2a level.

#### 7.B.3 Children's Nonfiction

Generally for reading levels of grades 3 through 6

The children's nonfiction collection's emphasis is on current and timely materials to meet the informational, educational, and recreational needs of children. This collection provides information on a wide variety of topics of particular interest to children.

#### 7.B.4 Children's Reference

The basic purpose of the Children's Reference collection is to provide quick and consistently available access to information for both the general public and the Youth Services staff.

The Children's Reference collection provides a broad-based, general source for topical concerns and facts for children.

Children's Reference materials will be purchased in the format most appropriate for use. Dictionary, encyclopedic and single topic materials are appropriate for this collection.

Retention specifics: The primary criteria for retention in the Children's Reference collection are accuracy of the information and currency of the data. Encyclopedia sets will be reviewed for replacement or discard in 2-5 years.

Children's Reference materials that are a single-volume unit may circulate. Multi-volume sets will not circulate unless they are determined to be replaceable.

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#### 7.B.5 Children's Magazines

The children's magazine collection contains magazines in print and online formats. The purpose of the collection is to provide timely and popular information on a wide variety of subject areas.

The function of the children's magazine collection is to supply more current materials for popular reading, educational, and personal pursuits than the book collections allow.

Retention specifics: Print magazines will be retained for one year for current subscriptions.

### 7.C YOUNG ADULT COLLECTIONS

The Young Adult Collections are designed to appeal to patrons between 12 and 18 years of age, or attending Middle School and the first two years of High School. Titles will sometimes be duplicates of those in the children's and adult areas, as material in the Young Adult area is used as a bridge between the other two collections. Young adults may be using all three collections simultaneously as their needs and interests dictate.

Duplicate copies of materials are purchased or leased when demand dictates additional copies.

### 7.C.1 Young Adult Fiction

The Young Adult fiction collection focuses on contemporary literature,. Popular fiction and titles representing different genres of interest are purchased for the Young Adult fiction collection at the 2a level.

### 7.C.2 Young Adult Nonfiction and Biography

The Young Adult Nonfiction/biography collection's emphasis is on current and timely materials to meet the informational, educational, and recreational needs of young adults. This collection provides information on a wide variety of topics of particular interest to young adults, which may include dating, sexuality, puberty, popular culture, sports, teen celebrities and comedy.

Collection levels:

000	General knowledge – 2a
	025 Career information / Internet – 2b
100	Philosophy and psychology – 2a
	155 Developmental psychology – 2b
200	Religion – 2a
300	Social sciences – 2b
	306 Culture and institutions – 2b
400	Languages – 2a
500	Sciences – 2a
	599 Mammals – 2b
600	Technology (applied sciences) – 2b
700	Arts (fine and decorative arts) – 2a
	796 Sports – 2b
800	Literature - 2a
	811 American poetry – 2b
900	Geography and history – 2a
	920 Collective biographies – 2a
	B Biographies – 2b
	940 European history – 2b
	973 American history – 2b

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### 7.C.3 Young Adult Magazines

The Young Adult magazine collection contains magazines in print and online. The purpose of the collection is to provide timely and popular information on a wide variety of subject areas.

The function of the Young Adult magazine collection is to supply more current materials for popular reading, educational, and personal pursuits than the book collections allow.

Retention specifics: Print magazines will be retained for one year for current subscriptions.

## 7.D NON-PRINT FORMATS

### 7.D.1. Video Formats

All fiction video titles are evaluated and purchased using selection criteria for print fiction materials as outlined in section 7.A.2, including literary merit, award nominees and winners and classics. Nonfiction selections are based on selection criteria, including documentaries, cultural performances and instructional videos.

### 7.D.2 Audio Formats

The audio collection consists of audio books in both abridged and unabridged works. Audio collections follow the criteria as established for print fiction and non-fiction collections.

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### 7.D.3 ELECTRONIC FORMATS

The Library purchases materials in a variety of electronic formats based on the selection criteria outlined for specific collections. Other criteria for selecting electronic formats include accessibility, indexing, and cost.

Material that becomes outdated quickly (medical information, computer instruction, reference, etc.) as well as high-use materials become a priority for purchase in electronic format rather than print.

In addition to purchased electronic resources, the Library also develops and maintains its own online databases for public reference. These may include, but are not limited to, Rapid City history, ready reference, and readers' advisory information. These databases will be available through the Library's website.

Further, locally created content such as audio and video recordings, and written formats will be collected and hosted on the Libraries' digital platforms.

### 7.D.4 INTERNET LINKS

The Rapid City Public Library web site is an online source of information for the public and for library staff. Included on the site are a limited number of links to other web sites chosen because of their usefulness to staff in answering patron questions or in providing information to the public. The sites are selected to enrich, broaden, and complement the print and non-print library collections, and must be consistent with the library's selection criteria. Linked sites will be annotated to describe their content and/or intended use.

Criteria for selection and linking to web sites include:

- Quality, depth, and usefulness of content, including clear statements of content,
- Authority of the producer: authority and legality clearly stated; and if not easily recognizable, an explanation of the history and purpose of the organization.
- Appropriateness for intended audience

- Currency – links are kept up-to-date and update frequency is appropriate for the subject
- Accuracy – are the facts well documented and verifiable? Are there any obvious errors or omissions?
- Efficiency: graphics load quickly or are not so intensive as to seriously degrade access; any required plug-ins are available for easy download; and reliable, speedy server; information is there when needed.
- Uniqueness of Content -- uniqueness of the resource as a whole, creativity, and usefulness in a variety of settings

The sites linked on the library's website are not under the control of the library, and may change or disappear over time. A link to a site does not constitute approval or endorsement of subsequent links on that site. New links will be added and current links evaluated regularly by selectors based on the selection criteria. It is not intended that the listing of sites open up the library or the city's web site as a full or partial public forum.

#### 7.D.5 Online Government and Community Archives

The Rapid City Public Library's online government and community archives collection includes materials relating to the history and culture of Rapid City and the Black Hills area. Also included are photographs, documents and other materials that pertain to the Rapid City Public Libraries' building projects, leaders, and significant events. Artifacts, images, and documents with educational and cultural value pertaining to Rapid City and the Black Hills area will be digitized, with the digital records added to this collection at a 1b collection level. Items in this collection will be obtained from the Rapid City Public Library's print collection, library history archives, and also from collections belonging to other area organizations and individuals.

Selection criteria for items to be digitized include:

- Scope and usefulness of content.
- Authority of the producer: authority clearly stated; and if not easily identifiable, an explanation of the history and purpose of the organization.
- Appropriateness for intended audience
- Accuracy –facts are well documented and verifiable, without obvious errors or omissions
- Uniqueness of Content - uniqueness of the resource as a whole, creativity, and usefulness in a variety of settings
- Proper authorization for scanning and on-line display of the item.

#### 7.D.6 Community Knowledge Mentors

The Rapid City Public Libraries' community knowledge collection includes contact information to mentors in the Black Hills area. These mentors are selected to enrich, broaden, and complement the library collections, and their knowledge and information must be consistent with the library's selection criteria.

Selection criteria for inclusion include:

- Quality and depth of expertise
- Authority of the mentor
- Uniqueness of expert knowledge

- Completion of a successful background check

Signed release for acknowledgement of shared contact information.

Inclusion of an expert within the community knowledge collection does not constitute approval or endorsement of the subject area or expertise.

Deselection of mentors will be reviewed annually with the option to allow experts to withdraw from the collection at any time.

## 8. STATEMENT OF PATRON CONCERN ON LIBRARY RESOURCES

Widely diverse points of view, including controversial and unorthodox subjects, will be available in the collection. Inclusion in the collection does not imply library approval or agreement with the contents. The libraries' staff and the Board of Trustees recognize that some materials are controversial and that any given item may offend some patrons. Selections will not be made on the merits of any anticipated approval or disapproval, but solely on the merits of the work in relation to building the collection and to serving the interests of the community.

Materials are not marked or identified to show approval or disapproval and no materials are sequestered, except to protect valuable or rare items from injury or theft.

Responsibility for the reading, viewing and listening of children and young adults rests with their parents or legal guardians. Access is not restricted by the fact that children may obtain materials their parents consider objectionable.

The libraries' staff and the Board of Trustees uphold the principles set forth in the Library Bill of Rights (Appendix A), the Freedom to Read Statement (Appendix B), and the Freedom to View Statement (Appendix C). The public has a right to question materials in the collection. Questioned materials remain in the active collection until an official decision is made.

A person asking re-examination of a particular item will be referred to the Assistant Library Director or to the Supervisor in the Assistant Director's absence. If, after speaking with the Assistant Director the patron still wishes the item to be re-examined, they may fill out a Statement of Concern form.

An ad hoc review committee will be appointed within five working days of receipt of the Statement of Concern form. The committee will consist of the following members:

- Assistant Library Director
- Branches Librarian I
- 1 Library Board Policy Committee member

The committee will review the completed Statement of Concern form, and will evaluate the item in question, the original reasons for purchase, the collection development policy, and the opinions of various reviewing sources. The Assistant Director will report the committee's decision to retain or remove the item to the patron in writing within 20 working days after receipt of the Statement of Concern form. At the same time, the patron will also receive the procedure for appealing the committee's decision.

If the patron wishes to make an appeal, s/he will make a written request for the Board to review the item. The request should be addressed to the President of the Board of Trustees and should be submitted to the Library Business Office in order to be added to the agenda of the next Board meeting.

The Board will have been apprised of the request for review at each step in the process. The Board will review the item and the committee's decision at the next Board meeting. The patron will be informed that the Board will do so, so that s/he may attend the meeting, if s/he chooses. The views of the patron may be heard by the Board, as well as the recommendation of the ad hoc review committee. The Board reserves the right to withhold a decision until the following Board meeting.

#### Appendix A: 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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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.

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#### Appendix B: THE FREEDOM TO READ

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 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 need the help of censors to assist them in this task. 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 books 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 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 Librarian 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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee

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## Appendix C: FREEDOM TO VIEW

The Freedom to View, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest possible access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video and other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Education Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council.

## Appendix D: AN AGREEMENT BETWEEN THE RAPID CITY PUBLIC LIBRARY AND THE RAPID CITY SOCIETY FOR GENEALOGICAL RESEARCH

This agreement formally outlines the cooperative relationship between the Rapid City Public Library (Library) and the Rapid City Society for Genealogical Research (Society). Both parties recognize the value of providing family history reference materials and genealogical volunteer services to the public in a public facility. Therefore, both parties agree that the Society collection, both current and future holdings, shall be maintained and displayed in the Research Room of the Library by the Society in exchange for the space and shelving spaces provided by the Library.

The Society shall retain the control of the collection and will be responsible for cataloging, inventory, and maintenance of said collection. The collection may include, but is not limited to the following items: society purchases and personal or group contributions of genealogical books; microfilm or microfiche; electronic records; videos; society quarterlies; individual family histories; school and government issued records; county histories; atlases; church, cemetery, and funeral home records. The collection is considered as non-circulating material and not available for interlibrary loan. A copy of the inventory as of January 1, 2003 is attached to this agreement.

The Society collection housed in the Research Room will be marked as property of the Rapid City Society for Genealogical Research. Materials in the Research Room not marked as Society property are understood to be the property of the Library.

The Library will provide shelving units appropriate for the collection and the available space for Society materials in the Research Room. The Society's collections will be displayed on these shelving units, in one legal-sized filing cabinet, and one microfilm cabinet.

The general public shall have free access to the Society's collection and related materials housed in the Research Room during the normal operating hours of the Library. Other use of the Research Room by the Society may be available in accordance with Library policy.

The Library shall provide a link on the Library website to the Society webpage.

Each Society member who wishes to assist with maintenance of this collection must be enrolled as a volunteer of the Rapid City Public Library.

The Library will not be liable for the loss, damage, or theft of any material owned by the Society. The Society will not be liable for the loss, damage or theft of any materials owned by the Library collection held in the Research Room.

The Library and Society agree to designate one contact person from each organization to serve as a contact for communication regarding this agreement. The contact person's name, address, and telephone number will be provided to the Library Director and President.

This agreement shall begin January 1, 2005 and remain in effect until either of the parties mentioned within gives written notice. Both parties to this agreement reserve the right to terminate this agreement by giving 60 calendar days written notice.

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