From the Desk of the Chief Librarian

The Lloyd Sealy Library is appropriately named after the first African-American to reach the rank of Assistant Chief Inspector in the New York City Police Department. Mr. Sealy’s promotion came in 1966, some 55 years after Samuel J. Battle became New York’s first African-American police officer in 1911 under the charter that consolidated the boroughs in 1898. Mr. Sealy was also a member of our faculty after his retirement. This brief history goes by way of saying that on January 5, 1984, Mayor Edward Koch swore in Benjamin Ward as the city’s first African-American Police Commissioner. Mr. Ward had a long career in public service. After he became the first black officer to patrol Brooklyn’s 80th precinct, he quickly rose to the rank of Lieutenant, earned undergraduate and law degrees, was special legal counsel to Police Commissioner Howard Leary, Deputy Commissioner of Trials, Deputy Commissioner of Community Affairs, Chief of New York City Housing Authority, Commissioner of Corrections, and finally Police Commissioner. Ward retired in 1989 and, among other activities, was an adjunct professor of corrections at John Jay. He died on June 10, 2002.

Some years ago, John Jay President Jeremy Travis, who from 1984–1986 served as Special Counsel to Commissioner Benjamin Ward, and this librarian entered into negations with the Ward family for the late commissioner’s private papers. We are pleased to say that we were successful and that the extant papers are safely housed in the Lloyd Sealy Library’s Special Collections Division. The holdings include numerous important documents, letters, and his unpublished autobiography *Top Cop*.

Researchers are encouraged to look at the finding aid and use this most valuable collection. The finding aid is online at guides.lib.jjay.cuny.edu/SpecialCollections.

The Sealy Library is proud of its groundbreaking collection building practices and the importance of its holdings in chronicling the history of the police and criminal justice in New York. ♦

Larry E. Sullivan
Goodbye to Chief Librarian Eileen Rowland

Library and other college faculty and staff were saddened to hear that Eileen Rowland, John Jay’s Chief Librarian during the tumultuous years of 1975 to 1990, died on August 1. Eileen would have been a novel character in almost any setting. At John Jay College she was a great success because of her clear thinking, clear expression, and ability to analyze and state issues forcefully. Even faculty who did not agree with her sought her out and respected her opinion. At the same time, there was a bit of the outlier to her. Who else would have retrieved New York County Court trial transcripts of 1883-1927, practically from the trash bin, and then, with Prof. Emeritus Eli Faber, get a NEH grant to index and microfilm 3,000 reels? Those records are now digitized, partially displayed on the website, and still consulted by scholars nearly every day.

In the early 1980s, Prof. Rowland led John Jay colleagues in an Amnesty International campaign which succeeded in securing the release of a young political prisoner in Pakistan. Then Eileen became very active in planning the new Sealy Library. She oversaw the move of facilities, staff and thousands of books from North Hall to Haaren Hall in 1988, and then named the new Library for Prof. Lloyd Sealy. Professor Rowland was the only librarian who spent an exchange semester in the UK at the Police Staff College at Brams Hill. On her departure, the officers presented Eileen with her very own bobby’s hat. She enjoyed being among police officers and the feeling was mutual. Late in her career, Prof. Rowland completed an Advanced Certificate at NYU in archival studies in pursuit of her growing interest in archival work. During research for the first edition of Educating for Justice (1990), she and Prof. Jerry Markowitz spent many hours closeted in the Archives of the Library’s Special Collections, ferreting out College history, and undoubtedly exchanging untold tales. Eileen was beloved by the library staff, she kept their interests in her heart, and she extended many kindnesses to them, although anyone who came in after her arrival in the morning was clearly late. Eileen loved the College and she loved the Sealy Library and they mostly loved her back.

In 1990, Prof. Rowland surprised us again by retiring with her beloved husband Ted to Portland, Maine. John Jay thought of Eileen as a New York City person, but she and Ted enjoyed life in Portland on the shores of beautiful Casco Bay. One of Eileen’s recent endeavors was teaching English to Portland’s Somali immigrants, and, as usual, she had stories to tell! We will miss hearing new stories and we will miss Professor Emerita Eileen Rowland.

Janice Dunham
News

Circulation & Reserves Changes

Kathleen Collins

Increase in late fines
For the first time in decades, the CUNY Board of Trustees has increased late fines on books and other materials loaned by CUNY libraries. As of the Fall 2013 semester, overdue books will now be fined at the rate of 25¢ per day (up from 10¢ per day), and for late reserve items the charge will be $6.00 per hour (most reserve items are 3-hour loans and to be used in the library only).

Though fine protocols may vary among CUNY libraries, all faculty, staff and students are subject to these fines when borrowing from the Lloyd Sealy Library. To avoid late fees and account blocks, please remember to return all library items on time.

For a complete review of Library policies, visit our web page and look under the Services menu for the “Borrowing and renewing” link.

eReserves Online Submission Form
For any faculty continuing to use eReserves, there is a new online submission process. On the Library home page, visit the Faculty menu, then “Using Reserves.”

Faculty using the eReserve system at the Library have the option of managing their own course pages by creating new pages, adding documents to existing pages, controlling when items are added to the page(s), etc. just as they would a Blackboard course. Any faculty interested in doing so should contact Kathleen Collins (kcollins@jjay.cuny.edu).

Faculty notes

Larry Sullivan provided on-screen commentary for an episode of Secrets of New York, the popular TV show airing on NYC TV, WNBC, and PBS. The episode focused on the city’s famous detectives.

In May, Marta Bladek presented a paper on “Exorcising the Ghost of the Wall: Remembering Socialist Childhoods” at the Transnational Women’s Literature in Europe conference organized by Central European University in Budapest, Hungary. She reviewed Susan Gubar’s Memoir of a Debulked Woman for the journal Medical Humanities (39.2).

Kathleen Collins wrote three columns for Vol. 18 of FLOW (flowtv.org), the online journal of television and media studies published by the University of Texas at Austin.

Robin Davis spent three weeks at the Folger Shakespeare Library as a participant in the Early Modern Digital Agendas research institute. A fuller report can be found on p. 15.

Janice Dunham reviewed the encyclopedia “Biomes and Ecosystems” (Salem Press, 2013) for Library Journal (9/15/2013). She presented on “Ethnographic Assessment” at the Metro Medical Humanities (9/16th).

Karen Okamoto was awarded tenure and promoted to associate professor. Congratulations, Karen! She also published an article on Toronto’s Tower Renewal Project in Environmental Justice (6.2).

Julie Turley’s talk about her years of experience teaching online, “Disembodied Teaching: Engaging the Online Learner,” was a part of a distance teaching panel at the Faculty Development Day on August 27th. The panel had the second highest attendance of the day. See on p. 18 for a write-up.

Visitors from Japan

On Thursday, October 31st, six administrators from Nihon University in Japan visited the Library to learn about the services we provide to students and faculty.
Each fall, the Library offers multiple venues for first-year students to acquaint themselves with basic college research skills. Librarians visit classes, students attend drop-in workshops, and—this year for the first time—students also participated in the Murder Mystery Challenge.

For two weeks in October (plus a two-day extension due to popular demand), the Library was the site of a puzzle competition. Students looked through historical resources to “solve” a 1921 murder case based on a trial transcript in the Library’s Special Collections that concerned a man shot in midtown. The trial brought forth the testimony of several witnesses and acquaintances of the murderer. From these testimonies, and with input from Prof. Marta Bladek, I put together a five-part puzzle that guided students through using typical Library resources. Most of the clues required online research, and one clue required students to venture into the stacks to find a particular book by its call number. Answers were recorded and timestamped for librarians to assess.

Our desired learning outcomes were basic research skills (finding books and articles) as well as team-based learning and gaining familiarity with the study spaces and friendly staff in the Library. Teams of four or five first-years were led by trained Peer Mentors from their First-Year Seminar courses. For an hour each day, the Library saw teams arrive in happy groups and scurry to decipher the clues in the narrative we created.

With the invaluable help of Student Academic Success Programs (SASP), we arranged coveted prizes for the top three teams who answered accurately and most quickly: catered lunches in the Faculty Dining Room, $20 Amazon gift cards, $10 Barnes & Noble gift cards, and New York Times tote bags and travel mugs.

Over 75 first-year students grouped in 19 teams participated in the Challenge. The teams averaged 33 minutes to complete the Challenge, ranging from 11 to 46 minutes.

In a survey sent out after the teams completed the Challenge, students gave us feedback about the Challenge. Each of the 23 students told us two things they learned. All 23 said they learned how to find a book in the library, and 17 also mentioned learning about finding articles or using databases. On a scale of 1 (no fun) to 5 (very fun), students rated the activity at a 3.5.

Selected representative student comments on their experience and suggestions for improving the activity:

• It’s actually a great way to interact, get competitive and have fun with your peers.
• Make it more like a murder mystery challenge and less like a way to learn how to use the library.
• I think it would if been more fun if it wasn’t mostly done online. Also if it was more of a scavenger hunt.
• Make it more challenging.

Overall, it was a successful pilot project. We’ll tweak and refine the activity, taking into account student input. We hope to stage this event again next fall!

Robin Davis & Marta Bladek will present the Murder Mystery Challenge at the CUNY Games Festival at the Graduate Center on January 17, 2014.
L
ibrary faculty like to say that the Lloyd Sealy Library is heavily used. We think this is obvious from our observations of students filling every seat or lining up to ask questions at the reference desk. And we know that much of the use is unseen by us, because it happens out-of-sight via the Internet. But how much is the library really used and for what? We collect a remarkable number of statistics on library use. What can they tell us about the multiple ways the Library is used by thousands of people each day? What follows is a portrait in numbers of how the Lloyd Sealy Library is serving students, faculty, staff and people unknown on one day this fall.

September 25, 2013 was a Wednesday in the fifth week of the fall semester. The high temperature was 73 degrees and there was no rain—a nice day to be outside, actually. There were no holidays that week and, according to the count of people entering the Sealy Library, use was fairly typical for a weekday. So what was happening in the library—physically and virtually?

**Physical use of the Library on September 25, 2013:**

2,427 people passed through the Library gates that day, 356 entered after 5 pm
351 books were checked out:
   - 227 of these were checked out from the Reserve Desk (likely textbooks)
   - 40 holds were placed on books
365 students signed in to use the Library Computer Lab
109 questions were asked at the Library reference desk; 42 of these were asked after 5pm
54 students, in 2 classes, came to the Library for a library instruction session
8,032 pages were printed by students on Jay Print printers in the Library; this was 31% of all the pages printed in John Jay College that day

**Virtual use of the Library on September 25, 2013:**

4,377 discrete visits to the Library’s website
14,292 Library website pages viewed
1,048 views of the Library’s subject guides; top guides:
   - 396 views—Evaluating Information Resources
   - 168 views—Citing Sources
   - 102 views—How to Use the Library
1,371 eReserve documents viewed and 584 course pages visited
491 clicks of the FindIt! button in Library-licensed databases (to search for linked full-text articles); 211 of these, or 43% were from off-campus (this percentage was unusually low; in a typical 3- or 6-month period, 60-70% of use of FindIt! comes from off-campus)
529 users logged into Library electronic resources from off-campus; 58 of these logins (11%) were from faculty and 471 (89%) were from students*
1,230 users (approximately) used the electronic resources, if we assume that the 529 offsite users were 43% of the total connections
1,261 articles were downloaded just from EBSCO databases in 950 sessions (daily figures for other database vendors are not available)

Taking some poetic (or statistical) license, some of these numbers can be put together to try to give a rough graphical portrait of the many ways that our users “touched” the Lloyd Sealy Library, or perhaps how the Library “touched” them.
Classified Information

Collections

Book Browsers

Marlene Kandel


Whether you are full- or part-time, a newcomer or long-time faculty looking to reenergize your teaching, or whether you are conducting research in pedagogy—the Library has hundreds of resources on the subject. Some selections we recommend:

### The craft of teaching
- *What the Best College Teachers Do*
- *Teaching Critical Thinking: Practical Wisdom*
- *Multiple Intelligences in the Classroom*
- *A Guide to Better Teaching: Skills, Advice, & Evaluation for College & University Professors*
- *Uncommon Sense: Core Knowledge in the Classroom*

### Specific teaching populations
- *The Art & Politics of College Teaching: A Practical Guide for the Beginning Professor*
- *Success Strategies for Adjunct Faculty*

### Specific student populations
- *The New Digital Scholar*
- *Distance Learning Technologies in Education*

### Teaching of specific topics
- *Teaching the Early Modern Period*
- *Teaching Creative Writing*
- *Instructional Explanations in the Disciplines*
- *Designing Authenticity into Language Learning Materials*

**Learning theories**
- *Brains Inventing Themselves: Choice & Engaged Learning*
- *Cognitive Load Theory*

These and other teaching- and learning-related titles can be searched in the catalog (“Books & media” tab from Library home page), and their call numbers and associated subject links can help you find more. Many of these resources are e-books (they will be noted as “Electronic resource” in the catalog and are accessible when away from campus). The LB call number section on the Library’s lower level is a rich browsing area, but some equally relevant titles, such as *The Role of the Library in the First Year of College or Student Engagement and the Academic Library* will be shelved with library science books (in the Z section). You can also enter relevant key words in the CUNY+ catalog to find more books on your own. There is no one straightforward method for searching, so if you need suggestions on finding relevant materials, just ask a librarian.

In addition, there are hundreds of discipline-specific journals to consult. Choose “Databases by subject” from the Library’s home page and select “Education” to see a list of relevant databases. Search using whichever key words match your interest (e.g. teaching and media literacy).

If you know of a particularly useful book that the library does not already own, you can make a purchase suggestion. Head to the Library’s website and navigate to Faculty » More » Suggest purchases.
Everyone loves to receive gifts, especially when they are appropriate, carefully selected and keep your needs and wishes in mind (that is why gift registries were created). Many libraries, including Lloyd Sealy library, have gift policies that specify what the library would accept and reject as a gift. Our policy reflects the pride we take in our collection and our commitment to maintain it current and in good shape. Accordingly, we ask that prospective donors review our policy (www.lib.jjay.cuny.edu/about/gifts) prior to donating any materials.

I receive phone calls about gifts almost every week. To help the well-intentioned donors assess the suitability of their offering, I refer them to the gift policy. Often, I have to decline their donations because the materials do not meet our gift criteria. We cannot accept certain types of materials: serials, outdated law books, old textbooks, yellowed softcover books, or books that have highlights or personal notes, etc. By law, we cannot appraise gifts either and decide about their monetary value for tax purposes.

We adhere to this policy for many reasons. Majority of our patrons are young people who will not touch yellow, brittle and outdated materials that are falling apart—even if they are classics. Students also do not appreciate notes in the margins or highlights even if they were made by professors who know the subject better. Moreover, many instructors require that students consult only recent or current published monographs, a requirement that discourages students from using older donated books. Even if we accepted all donations regardless of their condition, we would not be able to sell or send these books elsewhere. It would be a disservice to send molded and outdated materials to libraries in the developing countries or incarcerated youth in this country.

We are extremely thankful to the faculty and graduates of John Jay College who donate current, clean books from their own collections or who can acquire new books for us in lieu of the honoraria from the publishers. When you walk through our stacks you really want to see a vibrant, interesting, comprehensive collection that can withstand many loans (and smells nicely as well). You might find many books that we received as gifts among them and you would really appreciate that these books were carefully selected before they made it to these shelves.

For the last four years the library has received additional funds from the Chancellor’s Office to maintain a collection of current textbooks. This year we were given $109,000 for this purpose. These additional funds caused some trouble and stress in the technical services department. By the end of the summer when most people were vacationing, our cataloger (Prof. Marlene Kandel) and our technical services staff (Michelle Dutton, Avis Leary, Debra Spivey, Pat Brown) were busy as bees trying to process the textbooks (catalog the records, put protective covers and spine labels, discard old editions, etc.) before the beginning of the Fall semester. And then the student workers in Circulation had to shift the Reserve collection to make room for hundreds of these beautiful and useful new volumes.

We spent already half of the textbook allocation. The priority was given to textbooks that cost more than $75 and that are mostly used for undergraduate courses. Some books were bought in multiple copies so students don’t have to wait to get access to them. We acquired textbooks for 300- and 400-level courses as well. All of them can be found in the library online catalog CUNY+.

The majority of the collection is kept in print in the Reserve Room, although some titles were bought in electronic format. When deciding on the electronic format, we considered multiple user access to those titles.

We are thankful to the College’s bookstore for providing us with the lists of required readings. Please contact Prof. Maria Kiriakova, the Collection Development Librarian, with any requests for textbooks months before the semester starts. Book buying for a library is a multi-faceted process and more complicated than ordering a book on Amazon.com for an individual. The last minute requests will be fulfilled but not necessarily quickly. We will greatly appreciate if faculty could donate desk copies from the publishers as well. The more textbooks we get the happier the students and less stress in the classrooms.

We are considering acquiring some interesting material in visual format using these funds by the end of 2013 so look forward to reading the Spring issue of the Library newsletter to find more details.

Please contact Collection Development Librarian, Prof. Maria Kiriakova with any questions regarding the textbooks at mkiriakova@jjay.cuny.edu.
Please be sure to visit the Video Collection Information Guide (guides.lib.jjay.cuny.edu/video or go to the Library’s homepage and click on videos under Quick Links) to learn more about our extensive collection of DVDs and streaming videos. The following are a few of the new videos that the Library has acquired since last semester.

**Bonecrusher:** A moving account of a son working in his father’s footsteps as a coal miner in the foothills of the Appalachian Mountains. His father, nicknamed “Bonecrusher,” is sick from the coal dust that has ravaged his lungs. As life slips away, his concern is for Lucas’ safety. **DVD-1221**

**Cracking the Codes:** This film reveals a self-perpetuating system of racial inequity in which internal factors play out in external structures: institutions, policy and law. **DVD-1211**

**Crime Does Not Pay:** Fifty short admonitory films about crime and criminals produced by MGM between 1935 and 1947. **DVD-6093** (six disc set)

**Criminal Injustice:** Based on interviews with eyewitnesses who just now are telling their stories, as well as access to newly discovered documents, the film sheds new light on exactly what happened at Attica between September 9 and 13, 1971. **DVD-1223**

**Half the Sky:** Six actress/advocates and *New York Times* journalist Nicholas Kristof meet some of the most courageous individuals of our time who are doing extraordinary work to empower women and girls everywhere. **DVD-1226**

**In Circles:** Tells the story of two convicted sex offenders as they struggle to re-enter society and of the group that helps them toward this goal. **DVD-1225**

**Irena Sendler:** The 29-year-old Irena Sendler and her most trusted colleagues outwitted the Nazis during World War II, rescuing over 2,500 Jewish children. The film expertly captures the will and character of the women of the resistance against the backdrop of occupied Poland. **DVD-1228**

**Prom Night in Mississippi:** In 1997, actor Morgan Freeman, a resident of the small town of Charleston, MS, offered to pay for the senior prom at Charleston High School under one condition: the prom must be racially integrated. His offer was ignored. In 2008 he offered again, and the offer was accepted. With comments from Morgan Freeman, students, and others, this film explores attitudes of racial intolerance that still persist today. **DVD-1235**

**Scenes of a Crime:** Examines the case of Adrian Thomas, a Troy, NY, father, who after ten hours of police interrogation, during which he repeatedly denied causing the injuries that would lead to the death of his son, finally confessed under what some believe to be coercion. **DVD-1214**

**The Wild and Wonderful Whites of West Virginia:** A shocking year-in-the-life documentary about the White Family of Boone County, West Virginia’s most notorious extended family, whose activities include shoot-outs, robberies, gas-huffing, drug dealing and using, and murders. **DVD-1224**
The Lloyd Sealy Library Digital Collections

A rich online resource coming soon

Robin Davis

For the first time, the John Jay Library is consolidating its unique digital resources into one online, publicly-accessible collection. The Lloyd Sealy Library Digital Collections will launch in the spring 2014 semester as a premier repository for digitized criminal justice history materials. Researchers will find audio clips of Ed Koch speaking about subway crime, mug shots of notorious Murder, Inc. criminals, trial transcripts from 1920s New York murder cases, and much more in the coming collections.

Research value

The Lloyd Sealy Library is well known for the strength of its criminal justice and social sciences collections. Under the leadership of Chief Librarian Larry Sullivan, formerly the Chief of the Rare Book and Special Collections Division at the Library of Congress, the Special Collections has grown particularly robust, providing valuable material for researchers of criminal justice history in New York City and around the world.

Since the turn of this century, the Library has put a great deal of effort into making these collections accessible online. The Crime in New York 1850-1950 project made available selected photographs from the Burton Turkus Papers and Lewis Lawes Papers, as well as hundreds of trial transcripts from the County of New York. The Library has also digitized nearly 100 rare books with the Internet Archive. In-house, we have made high-quality scans of items from the John Jay College Archives. For the first time, these digital materials will all be browsable, searchable, and downloadable in one place—in addition to brand-new material.

Prof. Jeffrey Kroessler, our Circulation Librarian, is contributing his in-progress project, Justice in New York: An Oral History. With the generous support of John Jay alum Jules Kroll, Prof. Kroessler—sometimes accompanied by Prof. Sullivan—has interviewed dozens of New York City’s leading figures in criminal justice, including former mayor Ed Koch and former police commissioner Patrick V. Murphy. These interviews, rich as both historical reference and anecdote, are a vibrant resource for researchers and passersby alike. In the spring, the full interview transcripts, along with audio clips, will be available online for the first time in the Digital Collections.

More digital research materials are also on the way, the most timely of which are selections from the John Jay College Archives. As the College nears its 50th anniversary in 2014–15, the Library will digitize and catalog more materials from the College’s history. The Archives measure 400 linear feet of records containing images of student life, news clippings, yearbooks, and more. Under the guidance of Interim Special Collections Librarian Ellen Sexton, and with support from other departments and offices at John Jay, a curated selection of materials from the Archives will be available in the Digital Collections.

Teaching with the Digital Collections

With more material available, the Digital Collections will be of high interest to researchers and fans of history—and also for teaching faculty. These rich online resources are an engaging and relevant gateway for students learning how to conduct research using primary sources. As the Library saw recently in the Murder Mystery Challenge (p. 4), students can find great satisfaction diving into historical materials both gruesome (murder scene photographs) and enlightening (court case records). These materials give students the chance to grapple with the complexity and ambiguity of the historical record. Moreover, research today requires advanced digital literacy skills, and the Library strongly supports incorporating digital research in classroom assignments.

Technical details

The chosen content management system, Collective Access, provides robust search and browsing functionalities with a focus on thorough metadata. The Digital Collections will mirror the Special Collections, with each physical collection manifested as one digital collection. Many items will be freely downloadable, following the Library’s commitment to public knowledge.

Stay tuned

The Library is working daily to improve the system and load in more material. We plan to launch next semester—keep an eye out for the launch announcement!
Our documentation of crime investigation in New York City during the 1930s and 40s has been significantly augmented by the acquisition of the Canevari Collection. Detective Eugene Canevari entered the police department in 1927 and was assigned to Manhattan’s 8th precinct. He later worked in the Homicide, Bomb and the Radical Squads, and retired in 1952.

The materials we acquired illustrate Canevari’s work, giving a captivating look at early-mid 20th century police work in the city. Canevari’s duties encompassed bombing investigations, monitoring communists, providing security for visiting dignitaries, and doing undercover work. The collection includes threatening letters in Italian purportedly from Black Hand extortionists, mugshots, criminal records, correspondence and other documents, wanted posters, photographs and news clippings.

A preliminary finding aid is available through the Special Collections Subject Guide. Researchers interested in the Canevari Collection should make an appointment with the Interim Special Collections Librarian Ellen Sexton (esexton@jjay.cuny.edu).

New in Special Collections

The Canevari Collection

Ellen Sexton

Images from the Canevari Collection.
See guides.lib.jjay.cuny.edu/SpecialCollections for more information.

Ellen Belcher, our permanent Special Collections Librarian, returns from sabbatical in Fall 2014.
Databases

Introducing Multisearch

Nancy Egan

If you’ve visited the Library’s homepage recently, you may have noticed a new feature—a Multisearch function. This is the next-generation discovery tool, replacing our federated search, Hound Hunt. The difference? The latter performed simultaneous searches across dozens of our databases so the search was a lot slower and cumbersome. The new service does one search and then links you to our resources through existing library software—the result is a much quicker and efficient search. To use Multisearch, choose the last tab on the Library’s box of tabs, type in your search term(s), and click on Search.

A search will retrieve thousands of results (books, articles, videos, etc.) ranked by relevance. Results can be narrowed down using filters like source type, date of publication, content provider (database), etc. In addition to a citation and link to the full text when available, each result also displays the name of the database a source came from, giving researchers a good sense of which databases to use when finding materials for a particular topic. A researcher can start in Multisearch and then move to the individual databases, which makes it a great tool for distance learners or researchers starting their work without the aid from a librarian.

While we hope you always remind your students to stop in the Library and learn from librarians about all of our resources, Multisearch is a valuable tool for those students who are working on their own or a great place for anybody to start their research.

A quick glimpse at our usage statistics since we’ve launched Multisearch indicates that a lot of people are using it! It’s still in beta and we can do some tweaking as necessary. So please let us know what you think—good, bad, or otherwise. We’d love to get your feedback.

New: the DSM-5 Online

Ellen Sexton

The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders is now available to the John Jay community in online and print formats. One curiosity to note when searching for the book, or for secondary materials about the book, is that the publishers chose to change the numeral style in the title from Roman in the DSM-IV to Arabic with the DSM-5.

There are multiple access points to the online version of DSM-5 from the Library home page: from the catalog CUNY+, from the database lists, and from our Forensic Psychology Subject Guide. You can also create your own access point by copying this URL:


Our access comes as part of a new Library subscription to the American Psychiatric Association’s Psychiatry Online Premium database. Also in the database are the journals American Journal of Psychiatry, Psychiatric Services, Journal of Neuropsychiatry and Clinical Neurosciences, and the newsletter Psychiatric News. The DSM-5 Handbook of Differential Diagnosis and Clinical Cases will be included when released later this year. Also included are psychiatric textbooks and treatment guides.

For those times when print is preferable, a copy of the DSM-5 is kept at the reference desk on the upper floor of the library, along with two short companions, the Desk Reference to the Diagnostic Criteria from DSM-5 and the Pocket Guide to the DSM-5 Diagnostic Exam.

You can also ask at the Reserve desk on the Library’s lower floor; the call number is Reserve RC455.2 C4 D536 2013.
Spotlight on Faulkner Databases

Computer Technology & Security

Karen Okamoto

Faulkner Advisory for IT Studies (FAITS): A Computer Technology Database

The John Jay College Library provides access to databases in the computer science discipline such as ACM Digital Library and Applied Science and Technology Source. Perhaps least known among these databases is Faulkner Advisory for IT Studies (FAITS).

FAITS provides access to hundreds of reports across a range of topics, including network security best practices, public safety communications interoperability, and biometric security applications for government. These reports have been written by technology professionals who currently work or have worked in academia, government or private industry. Reports can be browsed by topics such as security and government IT, and by report type such as standards, tutorials, and products.

Reports can also be searched using keywords. A search using the phrase “network security” retrieved over 40 results, including reports on the standard of good practice for information security, and emerging security technologies.

This database also includes a glossary of IT and related terms, which can be useful for students and classroom teaching. FAITS and other similar resources can be accessed from the library’s list of computer technology databases at www.lib.jjay.cuny.edu/databases/computer-technology.

Faulkner Security Management Practices (SMP): A Database of Current Reports

The Library subscribes to a number of security management databases, listed at www.lib.jjay.cuny.edu/databases/security-management. Here, we feature Faulkner Security Management Practices (SMP). SMP is a searchable, full-text database of monthly security-related reports covering issues such as cyber security, risk and crisis management, public safety, security technology, network security and more. SMP includes an archive of these monthly reports with coverage dating back to January 2009. The reports are written by industry practitioners, many of whom have worked in security advisory positions in academia, the government or the corporate sector. Some contributors currently teach undergraduate and graduate courses.

SMP also provides access to the weekly CSO Digest which summarizes key security industry news from the previous week. SMP includes an archive of the CSO Digest dating back to October 2002.

Issues of SMP can be browsed by date or searched using keywords. For example, a search using the phrase “risk management” retrieved reports covering risk management strategies and risk assessment frameworks.

To access SMP and other related databases, please visit www.lib.jjay.cuny.edu/databases/security-management.
New Trend in Metrics: Media Mentions

Marta Bladé

Our Faculty Scholarship Resources Subject Guide aims to alert faculty to the emerging trends, and controversies, in the field of research assessment. The range of evaluative metrics continues to expand. While last year almetrics, the ways in which a researcher’s work circulates in the online environment, were receiving lots of attention, the most recently developed rankings system measures impact by how much attention it receives from popular news media. John Jay faculty have always been sought after as experts interviewed on critical issues in criminal justice. Hardly a week goes by without a faculty writing an editorial, providing a commentary on a news program, or talking about their new book on public radio. The New Faculty Media Impact Project (facultyimpact.publicanthropology.org), then, may be of great interest to John Jay scholars. The methodology aims to assess the extent to which a researcher’s work has entered the public sphere. To get a clear sense of how much media attention a project has received, the creators of the Faculty Media Impact Project searched 6,000 news sources in the Google News archive for the years 2006-2011 to find out how frequently a researcher’s work was mentioned. The data has been organized by departments and averaged based on the number of faculty in the department. The subsequent ranking considered the federal funds the departments had received.

As it stands now, John Jay is not listed separately. Instead, CUNY, as a system, is ranked #19 (out of 94). The work of CUNY political scientists has received the most media attention, it turns out, followed by Anthropology and Economics. Stanley Renshon (Graduate Center), Peter Beinart (CUNY School of Journalism) and John Mollenkopf (Graduate Center) are the CUNY researchers whose work was talked about in the media the most.

John Jay faculty wishing to ensure their research reaches the public may want to take advantage of the events, seminars, and workshops hosted by JustPublics@365, a project housed at the Graduate Center. For more information about JustPublics@365, please take a look at their website at justpublics365.commons.gc.cuny.edu.

Science, Special Issue: “Communication in Science: Pressures & Predators”

Ellen Sexton

A recent special issue of Science (October 4, 2013) skeptically explored aspects of the current scholarly communication environment. The piece that received the most attention described an experiment in which a poorly written article of obviously flawed research was submitted to 304 peer-reviewed open access journals; 157 publications accepted it, 98 rejected. The Science paper concluded there were problems with lax or non-existent peer review in open access journals, finding heavily criticized by open access proponents. Critics have pointed out that the spoof publication experiment itself was deeply flawed by not including a control group of closed access journals, and accused the author of racism for their adoption of open access journals; 157 publications accepted it, 98 rejected. The Science paper concluded there were problems with lax or non-existent peer review in open access journals, finding heavily criticized by open access proponents. Critics have pointed out that the spoof publication experiment itself was deeply flawed by not including a control group of closed access journals, and accused the author of racism for their adoption of African fictitious identities. Journals targeted in the sting operation included those on Jeffrey Beall’s infamous “List of Predatory Open Access Journals” as well as open access journals issued by reputable publishers. Fortunately, a good proportion of open access journals did reject the spoof submission. One such journal, Biology Open (BiO) happily publicized its rejection of the spoof article in an editorial, while urging widespread adoption of good ethical publishing practices and sound peer review, and pointing out its own 50% rejection rate (for comparison, the highly prestigious Science accepts a mere 7% of submissions; a 2010 survey of atmospheric science journals indicated acceptance rates from 25 to 60% for most journals in that field; APA acceptance rates are in the 20–30% range for most of its journals, although two accept 70% of submissions).

Also of note in this Science issue is a description of the classified journals that peer review highly sensitive government funded research, an argument for publishing negative results, articles on good presentation skills, and the pros and cons of attending for-profit conferences of dubious academic value.

Our library does have both print and online subscriptions to Science. However, the journal has made the articles in this special issue freely available to all readers here: sciencemag.org/content/342/6154.toc. Bohannon’s article “Who’s afraid of peer review?” and the readers’ comments following it are fascinating and well worth the read.

Beall is a librarian at the University of Colorado and maintains his “List of Predatory Open Access Journals” here: scholarlyoa.com/publishers. You will find a link to his website, as well as more information about open access, in our Faculty Scholarship Resources Subject Guide at guides.lib.jjay.cuny.edu/citation.
From the Office for the Advancement of Research

The mission of the Office for the Advancement of Research (OAR) is to promote scholarly activity, publication/performance of works, and grantsmanship at John Jay College. The Office works with key stakeholders, including faculty, center directors, staff, and administrators to disseminate this mission via workshops, one-on-one mentoring, collaboration, and internal programs aimed at professional development. Within the OAR is the Office of Sponsored Programs (OSP), which assists faculty and staff in researching, applying for, securing, and administering external grants and contracts.

We invite all faculty and staff to work with our Office to promote your research, explore potential funding opportunities, and facilitate collaborations with fellow John Jay and CUNY faculty scholars. Should you have events, performances, or research publications that we can disseminate, please contact Director of Research Operations Dan Stageman at dstageman@jjay.cuny.edu. Should you have questions about research funding, Director of Sponsored Programs, Susy Mendes, smendes@jjay.cuny.edu, is available to work with you. See bit.ly/jj-OAR for more about our office.

Please make sure you like us on Facebook (facebook.com/JohnJayOAR) and follow us on Twitter (@JohnJayOAR) to get all the latest information on grant opportunities, research events and more.

You can search the research interests, expertise, and biographies of fellow John Jay faculty scholars at bit.ly/jjscholars.

Please check the OSP’s website for their monthly newsletter, a more comprehensive list of relevant funding opportunities and other grant-related information at bit.ly/jjOSP.

— Anthony Carpi, Interim Associate Provost & Dean of Research

Early Modern Digital Agendas

A research institute at the Folger Shakespeare Library

Robin Davis

I had the good fortune to attend Early Modern Digital Agendas (EMDA), a three-week research institute held at the Folger Shakespeare Library in Washington, DC, in July 2013. The program “explored the robust set of digital tools with period-specific challenges and limitations [available to] early modern literary scholars of English” (emdigitalagendas.folger.edu). I was one of 20 scholars who had the chance to participate in daily discussions and workshops led by rotating all-star visiting faculty. The program, as I explained to my friends, was the summer camp of all my wildest dreams come true. If this were a Venn diagram of Shakespeare geeks and technology nerds, EMDA would be squarely—jubilantly—in the middle.

The program was sponsored by a NEH grant for Institutes for Advanced Topics in the Digital Humanities. As an instructor at CUNY, I obtained professional reassignment time to attend. I found it very worth my time and travel.

The institute was an incredible opportunity for budding and veteran scholars to explore digital humanities projects, trends, and methods with like-minded researchers. That’s what I expected. But I did not foresee how much I would value the long period of time we’d been granted to meditate on digital issues. I don’t mean digital project management tips, but rather a deeply critical look at what it means to build something digital, the political implications of scholarly projects, the forelives and afterlives of our digital endeavors, and the long history and future of textual remediations.

I’m an emerging technologies librarian, and I like to make and build things as quickly and easily as I can. But increasingly, I see part of my charge to be critiquing the technological systems I (we) rely on daily—and those I build for others. Fellow faculty, especially fellow technologists, I encourage you to find the time to pause and critique, too.

For more of the curriculum highlights I enjoyed at EMDA, including wonderful gems from the Folger’s collection, please see the two EMDA presentations I’ve posted on my personal website: robincamille.com/presentations. In addition, you can search Twitter for the active online conversation that continues to this day under the hashtag #emda13.

Photo, left: I’m using a Hinman Collator to compare two variant leaves of Hamlet.
Photo, right: my digital & early modern research materials in the Folger’s reading room.
Teaching

Health & Physical Education Resources
Lory Gallo

Health and Physical Education (guides.lib.jjay.cuny.edu/health), the recent subject guide created by Professor Ellen Sexton is a valuable resource for Health and Physical Education students. Many types of information resources are discussed in this subject guide, including databases, books, journal articles, Web sites, news articles, and blogs. An introduction to research, links to online resources and sources for evaluating health information, are also provided.

Due to the limited scope of this article, I would like to highlight just a few of the resources listed on the Topic Overview page. This page features full-text online versions of print reference books obtainable in library databases, as well medical manuals made freely available on the Internet.

Many of the reference books displayed in this guide are subject encyclopedias and other reference books accessible through the Gale Virtual Reference Library, Oxford Reference, and Sage E-Reference Collection platforms. Articles from reference books give students a useful framework with which to analyze various aspects of their topic and often contain bibliographies, which can lead to further study. The Library's online reference collection includes specialized encyclopedias on medicine, diseases, public health, stress, nutrition, mental health, and sports science; sourcebooks on drug abuse, complementary and alternative medicine, depression, fitness and exercise; dictionaries of sports science and medicine, public health, genetics, food and nutrition; research handbooks and medical manuals. The subject encyclopedias from the Sage E-Reference Collection are weighted toward the social sciences, and health issues are often placed within a larger social and cultural context here. Students will find sources on cancer and society, epidemiology, health and behavior, substance abuse, family health, disability, and obesity, in addition to other titles related to health and physical education.

Two medical manuals featured in the Health and Physical Education subject guide are published by the pharmaceutical company Merck & Co., Inc., with online versions made freely available on the Internet. The Merck Manual of Diagnosis and Therapy, a widely used medical textbook, provides complex medical information for physicians and medical professionals in order to aid them in the diagnosis and treatment of medical disorders. The Merck Manual Home Health Handbook translates the information contained in the professional manual into language easily understood by a layperson. The online version is further enhanced with audio and video materials and photographs not available in the print version.

For additional information on e-books, including e-reference encyclopedias and other reference materials, you can visit a related subject guide created by Professor Nancy Egan at guides.lib.jjay.cuny.edu/ebooks.

Popular student workshops
Many students acquainted themselves with college-level research skills through our workshop program. These workshops will also be offered in the spring semester.

Library 101 A quick intro to your college library and the services available.

Get Started with Your Research Learn how to begin researching a topic. The workshop will introduce you to online resources perfectly suited for the initial stages of college-level research.

APA+MLA Citation Tools Discover library resources that make citing and documenting sources easy: online APA & MLA guides, database-generated citation, and other easy-to-use citation tools.

The Mobile Library You can access many databases and academic resources on your smartphone or tablet. Take advantage of having a library in your pocket!

How to Evaluate Information Sources Learn questions you should ask and things you should look for when gathering information online or in print.

Research Tips & Tricks Doing research does not have to be daunting. It's a skill you can master! Practical tips from a reference librarian will help you organize and conduct your search.

Statistics Do you need to find statistical data but don't know where to find the info? We point you to key sources for locating statistics, including criminal justice as well as general statistics on population, economy, geography, and education.

Criminal Justice Research & Databases Our library specializes in criminal justice collections. Learn more about these resources: how to find books on criminal justice topics, which databases to use, and which external online sources to consult.
John Jay College offers many stellar resources to students as they embark on job and internship searches. The crown jewel of these resources is the Center for Career and Professional Development (L72.00 NB) which provides undergraduates, graduate students, and alumni with a host of general and individually tailored programs and services. These programs and services not only expose students to job and internship prospects but also provide opportunities to explore various fields of interest. Additionally, John Jay’s many student clubs and organizations often feature both speakers and networking opportunities for students considering various fields. The College’s Writing Center (01.68 NB) is another valuable resource for résumé and letter writing support.

The Library also provides resources that facilitate successful student career and internship searches. In this challenging job market, these resources enable students to stand out from the crowd by providing tools to highlight their own unique accomplishments and demonstrate an in-depth knowledge of the field.

Use the Library to Know the Field

Subject Guides

Our subject guides identify, highlight, and describe key books, databases, and websites. We have created two career subject guides easily found by clicking on “Subject Guides” on the right side of the Lloyd Sealy Library homepage and then clicking on “Careers” in the Subjects column on the left. While these particular guides are both geared specifically toward job seekers, other subject guides also provide in-depth information on specific fields of interest.

Use the Library to Know the Employer

Databases

Human Resource professionals cite interview unpreparedness as one of the key reasons college graduates are not hired according to the 2013 Professionalism Study, published by The Center for Professional Excellence at York College at Pennsylvania. Library databases provide easy and comprehensive access to information about an organization, agency or company, giving the interviewee an edge.

The best way to become informed about a prospective employer is through our subscription databases. Databases may provide a general history and profile of the employer from directories, encyclopedias and other sources. The databases also contain current and older articles from journals, magazines and newspapers all over the country and the world.

Background and history of not-for-profits, various city, state, federal, international agencies and law enforcement organizations may often be found on the Gale Virtual Reference Library database, accessed by using the dropdown menu labeled “Select from Popular Databases” on our homepage. Many company histories may be found through the Gale Business Insights: Essentials database. This can be accessed by clicking on “Choose Databases by Title” on the Library’s homepage, selecting the letter “G” and then choosing Gale Business Insights: Essentials from the resulting list. LexisNexis (also accessed through the “Select from Popular Databases” dropdown menu) can provide articles on news or events relating to both companies and other organizations.

Of course, many other sources in the Library may offer information about the employer, so speak to a librarian for help.

Use the Library to Know How to Present Yourself

Books

A résumé that highlights achievements and distinguishes one from the applicant pool is a clear advantage. A well-written cover letter may be instrumental in capturing the attention of a prospective employer. In addition to many books that provide detailed information on specific career choices, the Library also has numerous books on résumé and cover letter writing. In a current job environment that places a particular value on good and concise writing and that requires applicants to be distinctive in order to be noticed these books are essential tools.

Several of these books, including Seeking Employment in Criminal Justice and Related Fields (HV8143 .H327 2003) and Careers in Criminal Justice and Related Fields (HV 8143 .H327 2010) are located at the Reference Desk. These two books devote sections on resume writing and interviews that are tailored and particularly useful to those seeking careers in criminal justice.

Above all, contact the Library—by visiting, calling, emailing and even texting us! Our contact information can be found on the Library’s website. We can help you use the right library resources to develop and enhance the job search process.

Take Advantage of the Library for Essential Career Information

Peggy Teich
Virtual Piecework

The Adjunct and the Online Environment

Julie Turley

Since the Fall semester of 2010, I’ve taught a general education course called Writing about Literature for a publically funded junior college tucked into the extreme southwest corner of Arizona, about 15 miles from the Mexican border. Since I teach entirely in a virtual “classroom” housed in a Blackboard course shell, my students come to me as text-based entities, comprised of the often frantic emails they send, the frequent writing assignments they turn in, and the words they put on the course discussion board. Sometimes, if necessary, I let students breach the Blackboard boundary: I’ve held phone conferences and even texted with students. In past semesters, I’ve maintained a Facebook page with which to augment course content and conduct live chats.

I could do more; my course could be better—richer and a lot more multimodal. Around 75% of my students complete the course each semester, despite obstacles related to technology and second-language challenges, and the fact that Blackboard is, in my opinion, visually un-inspiring and often unintuitive to use (if not just plain clunky). Anecdotally, I know this completion percentage isn’t bad—and a dramatic improvement from my first few semesters of online teaching. Still, I could do more; my course could be better—richer and a lot more multimodal.

My instructions are always text-based, for one thing. I haven’t yet—as an adjunct academic juggling several part-time adjunct jobs—been able to carve out the time (on my own antiquated equipment and out-of-date software) to investigate videocasts and related technology that might help replicate a face-to-face classroom experience—something some of my students tell me they long for. Something as simple as assignments given in audio form would assist so many learners, who seem to have difficulty absorbing the often unrelenting blocks of text-based instructions. A Utah-based online adjunct colleague of mine concurs. She faults text-based instructions as one of the key problems in online teaching, and laments that there’s not much she can do about it: “As an underpaid adjunct, I don’t have the time and can’t afford the time to make even fairly small advances in developing my digital rhetoric and grammar. This makes me sad, and very worried for my students—I wish I could do more justice to their educations.”

This was essentially the message I wanted to convey to my colleagues at a recent John Jay Faculty Development Day: Teaching adjuncts want to do better than the restrictions of their positions often allow. During my segment of a panel presentation on online teaching, I made sure to paraphrase my Colorado-based online colleague, Dr. Tom Lovell, who asserted during a phone interview I did with him over the summer that “the bigger force for keeping quality low in online education comes from adjuncting instead of the online environment.” Regularly teaching as many as nine classes at a time both face-to-face and online, at three different institutions, Dr. Lovell refers to himself as a “piece worker:” “If I could teach less, I would spend a lot more time on my teaching,” he admits. “Basically, I figure out the bare minimum of what I’m required to do and I do that.”

These reports from the trenches, while perhaps random and anecdotal, seem significant and underscore my own frustrations as an online teaching adjunct. Given the seemingly unstoppable adjunctification of the academy, not just at John Jay or cuny, but nationwide, the limitations of the overburdened and under-supported adjunct must be addressed. Adjunct faculty outnumber tenure track faculty at John Jay by two to one, according to Feng Wang, Director of John Jay Online. As a member of the teaching faculty at AWC, I have recommendations and ideas for my course, but as an adjunct, I hold almost no power, especially given that my school sits in a “right to work” state. (Thankfully, I am more supported in my NYC-based adjunct librarian positions, but that’s perhaps another article.) Given this, the class my online students ideally deserve I have little incentive to create. The bottom line is—like my aforementioned colleagues—I do what I can. What keeps me coming back semester after semester are my students who, from what I can tell, are often more disenfranchised than I am and in more global ways. If I can help them along their paths to making their circumstances better in even small, incremental ways, then that’s a good thing. At least for now. ♦
Faculty favorites

Wherein faculty share a favorite book with the rest of us.

Comments solicited by Janice Dunham

Alisse Waterston, Anthropology Department & Interdisciplinary Studies

PS 3555 .N424 W47 2012, available through clícs

This is a recent favorite of mine, a Pulitzer-prize finalist collection of short stories that I had the chance to read during the summer. Englander writes beautifully. His stories are crisp, moving, funny and memorable. He favors Jewish characters, and the Holocaust is a touchstone theme, but his stories have universal resonance. They are about moral dilemmas and hard decisions people confront in the face of injustice and their own self-interest. They are poignant tales of modern times rooted in sorrowful histories. I found myself laughing out loud reading some parts and tearful in others. The eight stories are gems, each one thought provoking about the nature of humanity and the circumstances in which we find ourselves. My favorites are the title story, “What We Talk About When We Talk About Anne Frank,” “Camp Sundown,” and “Sister Hills,” which I read as psychological and political parables. Nathan Englander shows us that in a world of contradiction and hypocrisy—such as our own—it’s a constant struggle to find one’s moral compass.

Orlanda Brugnola, Philosophy Department

PS 3569 .J44 C4, available through clícs

PR 9387.9.T8P3, available through clícs

PQ 7297.R89 P4, available through clícs

I am a long-time fan of magical realism in literature, and all three of these titles wonderfully combine flights of magical realism with a grounding in folk tales and folk remedies. Silko is the most famous of the three, having been among the first (1981) to win a MacArthur Genius Award. I have even heard her work used as part of the invocation at a national conference of ministers and seminarians. Although the other two authors are less well-known, it is so very interesting to me that works from three different contemporary cultures combine the same kind of wild imagination with reverent ceremonial and healing properties.
Library Faculty and Staff

Faculty & Professional Staff

Larry Sullivan
Chief Librarian
Ext. 8265
lsullivan@jjay.cuny.edu

Janice Dunham
Associate Librarian for User Services
Ext. 8256
jdunham@jjay.cuny.edu

Marlene Kandel
Associate Librarian for Technical Services
Ext. 8237
mkandel@jjay.cuny.edu

Bonnie Nelson
Associate Librarian for Information Systems
Ext. 8267
bnelson@jjay.cuny.edu

Marta Bladek
Freshman & Instruction Services Librarian
Ext. 8997
mbladek@jjay.cuny.edu

Kathleen Collins
Reserve Librarian
Ext. 8242
kcollins@jjay.cuny.edu

Robin Davis
Emerging Technologies & Distance Services Librarian
Ext. 8261
robdavis@jjay.cuny.edu

Nancy Egan
Media & Electronic Resources Librarian
Ext. 8269
negan@jjay.cuny.edu

Dolores Grande
Serials Librarian
Ext. 8235
dgrande@jjay.cuny.edu

Maria Kiriakova
Collection Development Librarian
Ext. 8260
mkiriakova@jjay.cuny.edu

Karen Okamoto
Interlibrary Loan Librarian
(646) 557-4777
kokamoto@jjay.cuny.edu

Ellen Sexton
Interim Special Collections Librarian
Ext. 8258
esexton@jjay.cuny.edu

Geng Lin
Library Systems Manager
Ext. 8248
glin@jjay.cuny.edu

Chunhui Meng
Library Webmaster
Ext. 8248
cmeng@jjay.cuny.edu

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Support Staff

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Assistant to the Chief Librarian
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Acquisitions, ext. 8581

Newsletter Editor
Marta Bladek

Newsletter Designer
Robin Davis

Photo on front cover: Haaren Hall, from the John Jay College of Criminal Justice Archives, Lloyd Sealy Library Special Collections