Seventeenth-century Europe has always been one of the most interesting ages for art, literature, music, the splendors of the royal courts (Versailles), politics (Civil War in England, the wars of Louis XIV, the Thirty Years War, and science and philosophy (Newton, Locke, Hobbes).

One of the most interesting figures of literature and music in the age of Molière, Corneille, Racine, Lully, and many others, was Charles Coypeau d’Assoucy. Born in Paris in 1604, the young Charles was taught music by his musician mother. Charles excelled at musical burlesque and wrote playful songs for Louis XIII, the powerful minister Cardinal Mazarin, the “Sun King” himself, Louis XIV, Charles I of England, and for the exiled Marguerite de Lorraine, Duchess of Orléans. He became part of the group of free spirits know as the libertins. Among his friends were Pierre Gassendi, the philosopher, mathematician, priest and the scientist who first documented the transit of Mercury, famous playwright Molière, poet and dramatist Tristan l’Hermite, man of letters Paul Scarron, and especially the dramatist Cyrano de Bergerac, from whom Molière, it is said, “borrowed” a scene from Bergerac’s Le Pédant Joué for his Cheats of Chapin (1671). Pierre Corneille commissioned D’Assoucy to write the music for his play Andromède (1650) and then the musician wrote a play with music, Les amours d’Appolon et de Daphné, which musicologists credit as the forerunner of the later French opera made fashionable by Lully in the 1670s. D’Assoucy entered into a thirteen-year sexual liaison with Cyrano de Bergerac, which ended badly with both men writing diatribes against the other. After the group of “libertines” broke up, d’Assoucy wandered for years accompanied by young boys of twelve and thirteen. His pedophilia landed him in jail in 1652, 1655, and 1673 on charges of sodomy or just plain bad morals (mauvaises moeurs). His 1673 imprisonment lasted six months until Louis XIV released him. He died in 1677.

We recount this abbreviated life story because the Sealy Library recently acquired a splendid first edition of d’Assoucy’s rare account in both verse and prose of his imprisonment in the Chatelet of Paris, La Prison de Monsieur Dassoucy, published in 1674, shortly after his release. A small twelvemo, bound in limp vellum, we can find only one other recorded copy of this edition, and none in the United States. We are not surprised that the book is dedicated to the king.

To make this story contemporary, some writers have speculated that the late “King of Pop,” Michael Jackson, attempted to model his life on d’Assoucy, the self-described “Emperor of Entertainers,” to the extent of duplicating his visage through plastic surgery. The world of special collections is indeed “special,” and once again we are pleased that Sealy Library leads in such groundbreaking acquisitions.

Larry Sullivan
Faculty Publications & News

Scholarly activities of library faculty


Kathleen Collins moderated a panel titled “TV and Beyond: The Future of Food and Cooking in Broadcast Media” at the Roger Smith Food Writers Conference in NYC on February 13, 2010. She presented a paper, “Murrow and Friendly’s ‘Small World: The impossible ideal of the world’s biggest classroom,’” at a joint meeting of the American Journalism Historians Association and the Association for Education in Journalism and Mass Communication History Division at CUNY Graduate School of Journalism on March 13, 2010. She also moderated a panel about books by food writers at the first annual Empire State Book Festival in Albany on April 10.


(C)opyright@CUNY

A web resource designed to support the CUNY community in making independent, informed decisions about copyright compliance and educational fair use

Over the course of 2009, a task force of six CUNY library faculty (in collaboration with the University Library and CUNY General Counsel) was convened to update the CUNY Libraries copyright guidelines. Given the significant technological flux since the guidelines were last updated in 2003, the task force was charged with developing a venue for easy access that addresses changes in digital information content and user needs. The task force explored an array of best practices at other universities and copyright information web sites and came up with a selection of vignettes that address the most commonly asked questions about copyright in an educational environment.

The results can be found on the CUNY Libraries web page at http://cuny.edu/libraries/services/copyright.html. Visitors to the new site, (C)opyright@CUNY, will find an inter-active and user-friendly resource with sections specifically addressing issues potentially raised by students, faculty/staff and librarians. The site also provides links to basic copyright information, tutorials, and FAQs combining CUNY-generated content with links to other helpful resources outside CUNY. Copyright can be a fraught and confusing issue for all involved, and members of the CUNY community are advised to be aware of and educate themselves as much as possible about the ways that copyright has an impact on their teaching and learning. This new tool was created to help faculty, librarians and students answer some of their own questions, especially about the concept and practice of fair use. For more information, visit the new site. If you have further questions, contact Kathleen Collins at kcollins@jjay.cuny.edu.

Kathleen Collins
New & Improved

Our New Home Page

This semester we unveiled our latest and radically different homepage. We talked to students, took a look at what other libraries are doing, and drew on the technical expertise of our webmaster, Mandy Meng. The result, we hope, makes it easier and quicker for users to get what they want from our site. It is, we think, more user-friendly and intuitive.

We used our Google analytics software to help identify what our users search for most often, and looked for ways to make those items more prominent and easier to get to. We have deliberately built-in redundancy, with multiple access points for popular items such as CUNY+, the library catalog. The central space is occupied by rotating photographs featuring John Jay students and showcasing the library as physical space. To the left of the photographs, drop down menus encourage users to explore.

Prominent at the base of the page are overlapping blocks of strong color, with search boxes inviting users to enter text. These text searches will look either for books, articles, or journal titles depending on which tab the user has selected. Initial feedback has been overwhelmingly positive. Additional feedback is welcome, and can be sent to us by clicking on a banner at the top of the page.

Many of our users are using mobile devices, and we expect demand for mobile-compatible content and interface for our tools to grow. Our webmaster created a mobile home page, with links to hours, directions, CUNY+, EBSCO Mobile, and more. EBSCO, the provider of many of our most popular databases, has a mobile formatted interface, enabling searches of PsycINFO, Academic Search Premier, SociINDEX, Econlit and other EBSCO-hosted databases from a mobile device.

From our non-mobile homepage, we are Tweeting, texting, and collecting fans on Facebook. Hound Hunt, our federated search, is available for searching multiple databases simultaneously. Access to licensed content in the form of periodicals and books continues to increase. Our new homepage provides an improved gateway to all these services. We hope you like it.

Ellen Sexton

Library’s SMS Service

Text us @ 646-256-5199

Now in its second semester, the library’s texting service is available Monday through Friday during the day, Wednesday nights, and on occasional other nights. This experimental service was “Blackberry enabled” by Professor Adam Wandt and targeted as a reach-out to students taking online courses. Results so far are modest, with an average of one or two text questions a day. The busiest day so far was seven questions. At first we were disappointed with these numbers, but they are comparable to the library’s email answering service libref@jjay.cuny.edu which users tell us they appreciate.

What is the most typical question? “Do you have this book?” -- which may be asked and answered on the way from the subway. Other than that, we find it amazing how texting students modulate the complexity of their questions to fit the limited character set. Often the initial message is just the beginning and leads to a complete project. We don’t call it e-learning, but it is communication, and it’s useful. Could it also help retention by making students feel connected? No data on that yet, but since summer 2010 includes a record of 47 online courses in our mobile culture, we wait on further developments.

Janice Dunham
New Subject Guides

Are you unhappy with your students’ bibliographies? Many students are unaware of the range and depth of information resources available. Our new subject guides may help. Created with software from Springshare and the knowledge of the Lloyd Sealy librarians, our subject guides are a great place for students to start their research.

Guides include still and moving graphics, hyperlinks, quizzes, tutorials, brief explanations and text search boxes, all with the objective of making it easier for students to find quality information.

Guides developed so far include Criminal justice, ENG 101, Speech 113, Forensic psychology, Environmental justice, Computer information systems, and Graphic novels. Please encourage your students to take a look!

Ellen Sexton

The End of the Semester is Near

Students May Get Help with Their Research

Wanted: All Students Still in Need of Help with Research Papers and/or Finding Books and Articles for Their Class Work.

Please encourage your students to attend one of the John Jay College Library Workshop Sessions that are held several times during the week. Students do not have to sign up ahead of time. They may simply come to the reference desk, second floor of the library in the T Building, at the day and time scheduled and ask for the service.

In May, the workshops are held at the following times:

Mondays and Thursdays: 11am, 3:30 pm & 5:30 pm
Tuesdays and Wednesdays: 7:45 pm
Fridays: 11:00 am

We are eager to meet with students and assist them with their research. We will show them how to search for and retrieve books and articles (scholarly journal articles, magazine and newspaper articles, government reports, etc.) using CUNY+ Online Catalog and Electronic Databases.

Your students will leave the workshop with the articles and books they need.

Marvie Brooks
A study suggests how to reduce plagiarism


Students required to complete a Blackboard-embedded plagiarism tutorial as part of their course work had greater success in avoiding plagiarism than their un-tutored peers. The authors conclude that “these results are consistent with a model of student behavior in which the decision to plagiarize reflects both a poor understanding of academic integrity and the perception that the probabilities of detection and severe punishment are low.” The plagiarism tutorial used in the study was developed at Colby, Bates, and Bowdoin Colleges, and is available here: http://abacus.bates.edu/cbb/index8698.html?g=node/60.

Ellen Sexton

Searching Across Multiple Databases

Having trouble getting started with your research? Not sure where to begin? Feeling overwhelmed?

Try out the library’s new HOUND HUNT feature. You can link to it right from the library’s homepage in the “find articles” box. This will allow you to search across several databases at once!

In the Hound Hunt’s search box type in your topic. Example:

[Image: Hound Hunt]

While the database is performing a search, a summary box will show what looks like this: ▶

From here, you can look at the materials your search retrieved. If you’d like more information go into each of the databases highlighted and perform further searches resulting in more materials on your topic.

If you need assistance in using the library’s Hound Hunt please feel free to talk with a librarian at the reference desk or call (212-237-8246). They will be glad to help!
E-books

Tips on printing selected pages

Many of our library users are now reading digital forms of books. But for some users the important question is “How can I print the pages that I have to read?” The library obtains e-books from several different vendors. Each vendor provides different print capabilities because of publisher agreements and copyright issues. Here are the printing parameters for the major providers of e-books at John Jay.

NetLibrary
– a collection of monographs; this vendor limits printing the most. Each user is allowed to print 10 pages from that book within a given hour. You can print 10 consecutive pages or a total of 10 pages. An hour or so later you can print an additional 10 pages. You need to have the latest edition of Adobe Acrobat for the printing to work smoothly.

ebrary
– a collection of monographs and some encyclopedias; this vendor has a more liberal approach to printing. Ebrary allows for the printing of a sequence of pages - up to 60 pages, or for the printing of the entire current chapter. It is possible to print several sequences of pages, as long as they do not total 60 pages.

FORENSIC netBASE
InfoSECURITY netBASE
- two collections of technical books from CRC Press. The e-books are subdivided into short chapters, each with a pdf version which can be printed.

Gale Virtual Reference Library
Oxford Reference Online
- two collections of encyclopedias and other reference books; The books are organized with entries on specific topics which are available as pdfs and can be printed.

All the collections listed above are available because of library subscriptions. However, there are various web resources which provide access to digital books and free printing for the texts because the copyright issues have been resolved. Check out Internet Archive (http://www.archive.org/) which includes Project Gutenberg. Or look at the list available on Online Books Page (http://onlinebooks.library.upenn.edu/archives.html).

Gretchen Gross
Submitting Your ILL Requests

A Time-saving Feature in Interlibrary Loan

“ILLiad”, the library’s new interlibrary loan (ILL) system, allows you to import a citation from a database directly into an ILL request form, saving you time. Here is how:

From WorldCat
If you find an item in WorldCat that is not owned by the Lloyd Sealy Library, click on the “Request via Interlibrary Loan” link in the record.

Once you click on this link, you will be taken to the logon page for ILLiad:

- **Availability:** Check the catalogs in your library.
  - Libraries worldwide that own item: 613
  - Search the catalog at CUNY+PLUS
- **External Resources:**
  - Request via Interlibrary Loan
  - Cite This Item

If the item is not available in any format at the Library, click on the “Request item via Interlibrary Loan” link and you will be prompted to log into your ILLiad account.

After you log on, you will see an ILL request form with the citation information. Review the form and submit it.

Karen Okamoto

From Other Databases
Click on the “Find it!” button to search for the availability of an item at the Lloyd Sealy Library.

- CUNY has a copy
- A local library may have a copy
- OCLC WorldCat @ Service
- Request item via Interlibrary Loan

After you log on, you will see an ILL request form with the citation information. Review the form and submit it.

Questions about ILL?
If you are a new ILLiad user, follow the instructions on the ILL page for registering with the system. If you are a returning user, enter your logon information. A completed request form will appear. You can then review the information on the request form and submit it.

Information Literacy as a General Education Requirement

The case of SUNY Albany

At SUNY Albany, students are required to take at least one information literacy certified course as part of their general education. This semester, scores of gen ed courses were listed as being information literacy certified. A freshman seminar and a course entitled “information principles” were offered, in addition to a wide range of other courses, the content of which varied widely, and included science, history and sociology.

All of these courses had in common the stated objectives of satisfying the criteria laid down by SUNY for information literacy courses, which include:
- classroom activities on finding, evaluating, citing, and using information in print and electronic sources...
- Assignments, course work, or tutorials that make extensive use of information sources...
- include finding, evaluating, and citing information sources...
- at least one research project that requires students to find, evaluate, cite, and use information presented in diverse formats from multiple sources. (University at Albany, n.d.)

Thus, SUNY Albany students encounter information literacy skills and principles as an integral part of their general education. The choice of which of many possible courses to take is left to the student.


Ellen Sexton
We’re very happy to announce the acquisition of Early English Books Online or EEBO. Currently, this collection includes over 125,000 titles listed in Pollard & Redgrave’s Short-Title Catalogue (1475-1640) and Wing’s Short-Title Catalogue (1641-1700) and their revised editions, as well as the Thomason Tracts (1640-1661) collection and the Early English Books Tract Supplement. Roughly 90% of these contain illustrations.

The collection covers a broad subject range that is particularly rich in history, religion, and literature but there is also tremendous coverage in fields like philosophy, history of science, political science, musicology, medicine, mathematics and linguistics. Although officially, the date coverage is from 1473 through 1700, the database contains several hundred items that were published later.

Also, because John Jay has access to Eighteenth Century Collections Online (ECCO) as well, you can use EEBO to search both collections by simply checking the box on top of the keyword search:

The search interface offers various options. In addition to performing a basic keyword search, the entire collection can be searched by various fields including title keyword, author keyword, imprint, source library, etc. Also, you can search allowing for variant spellings and/or word forms by checking either or both of those boxes available right on top of the search screen:

The top search bar also has browsing features, allowing scholars to search all authors by alphabet, Thomason Tracts by volume and tract number, or periodicals by date. Results display alphabetically by author. Icons are attached to each record:

Choose record to export bibliographic information into a bibliographic management system like Refworks. Choose document image to scroll through a document page by page, or illustration to just see those pages with illustrations on them. If you choose thumbnail you can view a storyboard-like layout of the text.

To download the document to save or print, you should first mark the record by clicking on the box to the left of the icon bar. Then, scroll to the top of the EEBO page and click on “marked list.” From here, download the document to pdf format and then save or print it.

ECCO (see the Library Newsletter, Classified Information, Spring 2009) picks up where EEBO leaves off and makes available digitized copies of every significant English-language and foreign-language title printed in the eighteenth century in Great Britain, and thousands from the Americas.

Together, these databases provide unprecedented access to two of what the Spring 2008 issue of Library Journal has called “the most wondrous products we have had the opportunity to examine. The scale here is almost beyond comprehension.” While, of course, these resources are invaluable tools for those doing research in applicable areas of study, they can also be used by faculty to design fresh class assignments and even new courses.

Nancy Egan
Faculty Satisfaction Survey

The Appreciation of Lloyd Sealy Library’s Resources

The CUNY-wide 2009 Faculty Experience Survey conducted and published on behalf of the University Faculty Senate included two questions related to full-time and part-time faculty’s satisfaction with their campus library resources. To assess the extent to which library holdings meet their research needs, faculty were asked to rank their contentment with both print and electronic resources.

Full-time John Jay faculty were especially appreciative of the electronic resources they can access through our library. The overall CUNY faculty ranking of this group of resources was 61%, but as many as 70% of our faculty graded the Sealy Library’s electronic collection as good or excellent. When it comes to print resources, at 47% describing our holdings as good or excellent, we also ranked above the CUNY-wide average of 43%.

Part-time faculty’s responses show the same pattern. 64% of John Jay part-time faculty rate the locally available electronic resources as good or excellent while the CUNY-wide average is only 52%. Our print collection is praised by 61% of part-timers, a rate almost ten points higher than the overall CUNY satisfaction (53%).

Showing that our library’s collections are both needed and appreciated, the survey results validate our commitment to serve the John Jay community.

Marta Bladek

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<th>Percentage of full-time faculty ranking the library’s electronic resources as good or excellent</th>
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<th>Percentage of full-time faculty ranking the library’s holdings of printed books and journals as good or excellent</th>
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News from the Media Collection

The Sealy Library’s media collection is continually expanding. The following is only a partial list of titles added this semester.


Alper, L., & Leistyna, P. (Producers). *Class dismissed: How TV frames the working class*. Examines the patterns inherent in TV’s depictions of working class people as either clowns or social deviants, reinforcing the myth of meritocracy.

Collier, S. (Producer & Director). *Neurotic, stress-related, and somatoform disorders*. Discusses the following disorders and their differential diagnoses: Phobic anxiety; anxiety; obsessive-compulsive disorder; stress reactions and adjustment; and dissociative disorders.

Collier, S. (Producer & Director). *Personality disorders*. Examines paranoid, histrionic and dissocial personality disorders, and describes the symptoms and criteria for diagnosis.


Hoffman, L., & Deutsch, G. (Producers). *The great balancing act: Working moms*. Working mother Elizabeth Vargas, fresh from her own maternity leave, takes viewers to the frontline of the working mom’s daily tug of war between family and work.

Lazarus, M. & Wunderlich, R. (Producers & Directors). *Strong at the broken places: Turning trauma into recovery*. Presents the stories of four individuals devastated by trauma and loss who find common ground in their journeys to recovery and heal themselves by helping others, from the death camps of Cambodia, the violent streets of Boston, the amputee ward of a veterans hospital, and the prison cell of an alcohol and drug-addicted inmate.

Faculty can check out videos at the circulation desk. The loan period is three days.

To ensure that a video will be available for a classroom screening, faculty should fill out the online reservation form at [http://www.lib.jjay.cuny.edu/info/video/reservation.asp](http://www.lib.jjay.cuny.edu/info/video/reservation.asp).

Faculty are welcome to recommend films for purchase by completing the online form at [http://www.lib.jjay.cuny.edu/info/video/purchase_request.asp](http://www.lib.jjay.cuny.edu/info/video/purchase_request.asp).

Please contact Karen Okamoto, the interim media librarian (through August 2010), at kokamoto@jjay.cuny.edu or 646-557-4777 (ext. 4777) if you have any questions about the collection.

Faculty Favorites

*...wherein faculty share a favorite book with us*

Avi Bornstein (Anthropology), says he read Mahmood Mamdani’s *Saviors and Survivors: Darfur, Politics and the War on Terror* (Pantheon, 2009) during the last year and this book, by an important public intellectual, deploys a rich historical and contemporary study as a critique of US policy and the movement for “humanitarian” military intervention.
An Uncanny Encounter at the Lloyd Sealy Library
Family historians meet while doing research in the special collections

“War Veteran Slain, Jealous Man Flees,” was the sensational title of a story the New York Times ran on May 2, 1921. The report of the fatal shooting that had taken place the previous Sunday described the events leading to George Corcoran’s murder by an acquaintance, William Grubb. Both men were navy veterans who often socialized together and enjoyed each other’s company.

On the day of the shooting, William Grubb returned home from work to find his wife and their six-week old baby daughter were having visitors. The guests were George Corcoran and Harry Pegg. The angry Grubb, who suspected his wife of infidelity, started a brawl and twice fired a gun. No one was hurt, and the guests hurried outside.

Later that day, however, Corcoran and Pegg were assaulted by Grubb once again while they were both standing at the corner of Eight Avenue and Sixteenth Street. The attack took place in public, among the Sunday crowds. Grubb hit Pegg on the head with the butt of his gun. After Pegg collapsed, Grubb shot Corcoran twice and the man “died instantly with two bullets in his heart.”

Marlene Schuck viewing the transcript of the 1922 trial of William Grubb

Erin Schuck and Vincent Grubb who met at the library

On April 9, 2010, an encounter of another kind took place in the Lloyd Sealy Library. Marlene and Erin Shuck, the descendants of George Corcoran, met Vincent Grubb whose ancestor was William Grubb. The meeting was not planned. Both groups happened to contact Ellen Belcher, our special collections librarian, at about the same time. They were interested in reading the transcript of Grubb’s murder trial, which took place in the Court of General Sessions of New York County in 1922.

This is one of the over 3,000 transcripts in Sealy Library’s Criminal Trial Transcripts collection, the index of which is available through our Crime in NY 1850-1950 digital library (and findable through a Google search). As a matter of fact, genealogical research is the top use of our Criminal Trial Transcript collections. Descendants of the victim and defendant, respectively, the Shuck family and Vincent Grubb learned about our collection in the course of researching their families’ histories. The Shucks have long known about the tragic event, but the Grubbs had only recently learned there was a convicted murderer in their familial past. The transcript (#3084) offered a full account of the event and conviction.

As Erin and Marlene Schuck told us, there was no tension between them and Vincent Grubb. They worked together and shared their findings, willing to fill in the gaps in another’s knowledge of the event and its repercussions.

Erin and Marlene Schuck’s visit to the special collections has been one of the many research trips they have undertaken so far. Marlene has been tracing her family’s past for forty years; Erin joined her mother’s efforts ten years ago. Similar to others on genealogical quests, the Shucks have been conducting research in libraries, archives, and over the internet. They are also members of online communities centered around researching familial histories. Like the celebrities featured in the popular TV shows, Who Do You Think You Are? and Faces of America with Henry Gates Jr, they traveled to their ancestral town in Ireland. One of the greatest pleasures of learning about the past, Marlene Schuck believes, is the discovery of unknown relatives who have often been ignorant of one another’s existence.

Marlene recalls the Irish tradition of the so-called “American wake.” On the eve of the emigrant’s departure, the whole family gathered together for the last time. It was assumed that all the members of the family will never meet in the same place again. Such a gathering was probably also held for the nine Corcoran siblings before they left. It was only years later, as a result of her diligent research, unwavering persistence, and contagious enthusiasm, that Marlene Schuck was able to bring the Corcorans together again. The family reunion, Marlene Schuck told us, was a great reward and a reason to hope that future generations will not drift apart.
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