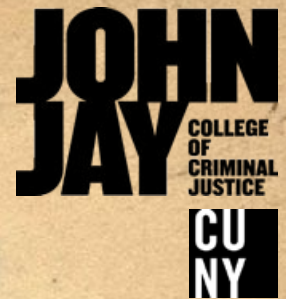


Classified Information



The Newsletter of the Lloyd Sealy Library

Fall 2015

From the Desk of the Chief Librarian

Law codes, both penal and civil, rarely make for exciting reading. Just think of spending a pleasant evening browsing through the over 13,000-page Internal Revenue Service regulations (Title 26 of the *U.S. Code of Federal Regulations*). In France, however, which perhaps is more bureaucratic than the United States, the artist Joseph Hémard (1880-1961), a well-known French book illustrator, decided to satirize a number of French statutes through his amusing, mildly erotic drawings. In his work, Hémard used the *pochoir* (stencil) technique, which is a hand-colored illustration process that began in the 15th century for playing cards and the occasional woodcut. Having fallen out of use for centuries, the French revived the technique in the late 19th century. The handwork that produces the brilliantly colored illustrations is very costly and rarely used in the book printing process.

The Sealy Library was fortunate to obtain two rare editions of these works: *Code Pénal* (late 1920s) and *Code Civil: Livre Premier, Des Personnes....* (1925). The latter pokes fun at a number of laws including divorce, paternity, adoption, and paternal authority (e.g., Article 371), which states, "The infant at any age must honor and respect his mother and father." Article 378 mandates that the father alone exercises authority over the child during the marriage and until the child reaches his or her majority (18 years). The illustrations comically make such regulations clear and accessible to the reader.

Both these books are extremely scarce. Only a few copies exist in institutional libraries, and we find no copies of the *Code Pénal* in any foreign libraries, even in France. Although today Title IX police would frown on our use of these satirical and racy illustrations in this newsletter, the books are available in our Special Collections as evidence of the French spicy sense of humor.

Larry E. Sullivan



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Library faculty notes

Ellen Belcher presented “Breaking the String: Losing Beads in Tight Places” at the North American Theoretical Archaeology Group Annual Conference at New York University in May. This paper featured an ongoing contemporary archaeology research project she has undertaken called “Lost Ornaments of New York,” which can be viewed on the web at lostornaments.tumblr.com.

Marta Bladek’s article, “Mapping Grief and Memory in Joan Didion’s *The Year of Magical Thinking*,” was published in *Biography* (37.4). She also reviewed Elena Gorokhova’s *Russian Tattoo* and Christina Nichol’s *Waiting for Electricity* (“Staying Home or Leaving It,” *Women’s Review of Books*, 32.4) and Seth Bruggeman’s *Born in the U.S.A.* in *South Atlantic Review* (78.3/4). In addition to her scholarly productivity, Prof. Bladek has contributed a new person to the world: Baby Conrad was born on September 27.

Kathleen Collins published “Food TV” in *The Sage Encyclopedia of Food Issues* (2015), a review of Su Holmes’ *The BBC*



and *Popular Television Culture in the 1950s* in *Journalism & Mass Communication Quarterly* (92.2) and presented “Lending Our Ears: The Evolution of Vicarious Therapy from Radio to Podcasting” at the Northeast Popular Culture Association Conference at Colby-Sawyer College in October.

Robin Davis published two columns in *Behavioral & Social Sciences Librarian* (34.2 and 34.3) and co-presented “The Library Outpost: Modules, Templates, and Outreach in Blackboard” at the Northeast Connect Conference with Helen Keier.

Jeffrey Kroessler presented on the panel, “A People’s History of Resiliency,” at the Future of Affordable Homeownership in NYC, a conference sponsored by the Center for NYC Neighborhoods. He was also on the panel, “Preserving our Architectural History: The Business Case for Landmarks Preservation,” sponsored by the Landmarks50 Alliance.

Finally, we are happy to welcome Daisy Dominguez, Stefka Tzanova, and Zuwang Shen as adjunct librarians this semester.

Lloyd Sealy’s great-grandchildren stay in touch

The Library was happy to host two of Lloyd Sealy’s great-grandchildren, Rochelle, 17, and Aaron (AJ), 15, when they toured the Library this summer. It was the high school students’ first trip to New York City from their home in Lake Tahoe, Nevada. During their visit, they were introduced to news of their great-grandfather, shared stories not previously documented, and reviewed photos from Lloyd Sealy’s life, some of which also hang on walls at home. Rochelle and AJ said their Sealy Library visit was the best part of their trip East.

Janice Dunham

Collections

Lloyd Sealy Library awarded \$5,000 grant for Digitizing Policing

Ellen Belcher

In October, METRO Library Council announced that the Library is one of six winners of the 2015-2016 METRO Digitization Grants. Our project, “Digitizing Policing: Opening Access to Law Enforcement Resources,” will make our deep and extensive historical resources on law enforcement and policing available to a wider audience of researchers, students, and law enforcement professionals. The main purpose of this project is to digitize the periodical *Law Enforcement News* (LEN), and we will be shipping all 636 issues to the Internet Archive for digitization. Over the next year we will also be undertaking other library digitization efforts: rare monographs, serials, pamphlets, and unique archival objects related to the NYPD and other U.S. Police Departments. There are already hundreds of NYPD and law enforcement related digital items in our Digital Collections (dc.lib.jjay.cuny.edu) and on the John Jay College page of the Internet Archive (jjay.cc/jjinterarch).

Law Enforcement News was continuously published by John Jay College of Criminal Justice from September 1975 through September 2005. In its 30 years of publication, 636 issues were produced. *LEN* documented developments in police research, policy, and procedure during the last quarter of the 20th century, from which the roots of the current policing environment were shaped. Each issue presented articles that focused on police policy, practice, research, and innovation nationwide. It promoted the sharing of information among law enforcement agencies and the research community. It provided its readers with news, features, and interviews with police chiefs and policy makers. Although the paper published opinion pieces from readers, it did not publish editorials of its own, allowing readers to draw their own conclusions. It did not report on crime per se, but it did report on police response to crime. For example, it covered community policing, “broken windows,” and CompStat in their infancies and continued to report on these trends as they made their way throughout the nation.

In the intervening years, the Library has regularly and frequently been contacted by police officers and researchers asking for copies of articles. The Library-hosted *LEN* web page (lib.jjay.cuny.edu/len) offers only very limited excerpts and selections. Even so, this web page received 4,500+ hits so far in



Law Enforcement News, Feb. 14, 1997. Vol XXIII, No 461.

2015, indicating that people are still looking for *LEN* articles. Since 1981, *LEN* has been indexed by Criminal Justice Periodical Index (ProQuest). Most articles remain inaccessible to the original user base – law enforcement professionals – who are traditionally without access to library resources. We have also heard from libraries supporting new criminal justice programs who would like to include *LEN* in their collections, but they are neither interested nor financially able to purchase the title in its only available format, microfilm.

Contemporary policing methods and philosophies are (rightly) coming under greater public scrutiny. The intended audiences and end users of these materials include academic researchers studying the policing history of the United States, journalists, students, law enforcement professionals, and interested members of the general public. We cannot accurately foresee how people will use these materials, but we have no doubt that if we build it, they will come. We look forward to providing this material to a wider audience by making it fully open access for all.

We thank Marie Simonetti Rosen, Publisher of *LEN*, for her assistance on the grant application and for her continuing support of this project.

News from Special Collections

Ellen Belcher, Special Collections Librarian

The Library’s Special Collections collects Rare Books and Manuscript Collections on criminal justice, broadly defined. We are pleased to announce the following recent acquisitions.

Manuscript Collections recently acquired


The records of the Fortune Society

Approximately 65 boxes of records of the Fortune Society were donated to the Library over this past summer. We are processing the collection now and are happy to report a nearly full run of *Fortune News* as well as historical correspondence, reports, meeting minutes, publications, and photographs from many of the agency’s offices, programs, and events. Stay tuned for an event and exhibition celebrating the donation of these records. We are now working on processing and describing this collection.

Whitman Knapp files on The Commission to Investigate Alleged Police Corruption

This summer we were given three boxes of files collected by Whitman Knapp as director of the The Commission to Investigate Allegations of Police Corruption (1970-72) and the City’s Anti-Corruption Procedures, popularly known as the Knapp Commission. We are particularly gratified to find that this collection fills in gaps in our already extensive Knapp Commission Records Collection. We thank Mrs. Ann Knapp for donating these papers to us. A finding aid to this collection is available (jjay.cc/whitmanknapp).

PAROLE VIOLATOR



B 5491. SAMUEL MACEY, sentenced August 31, 1910, Chester County to 2½ years to 10 years for statutory burglary. Paroled September 30, 1913. Violated Parole September 30, 1915.

Bertillon Measurements
1.63.5 | 1.83.0 | 87.2 | 19.7 | 15.3 | 14.8 | 5.5 | 26.8 | 12.6 | 9.6 | 49.8

Description:—Date of birth, April 1, 1880; height, 5 feet 4¾ inches; weight, 173 pounds; complexion, black; hair, black and woolly; eyes, maroon; build, medium stout. Native of Wilmington, Delaware.

Marks and Scars:—Several scars of burns on back of hands and wrists; two pit scars above root of nose; large scar at inner corner of left eye; scar on left cheek.

If arrested, hold and wire, ROBERT J. McKENTY, Warden, Eastern State Penitentiary, Philadelphia, Pa.

Parole Violator, B 5491. Samuel Macey. From the BroadSides Collection, Lloyd Sealy Library Special Collections. See jjay.cc/broadsides

NYPD – Service and pay cards

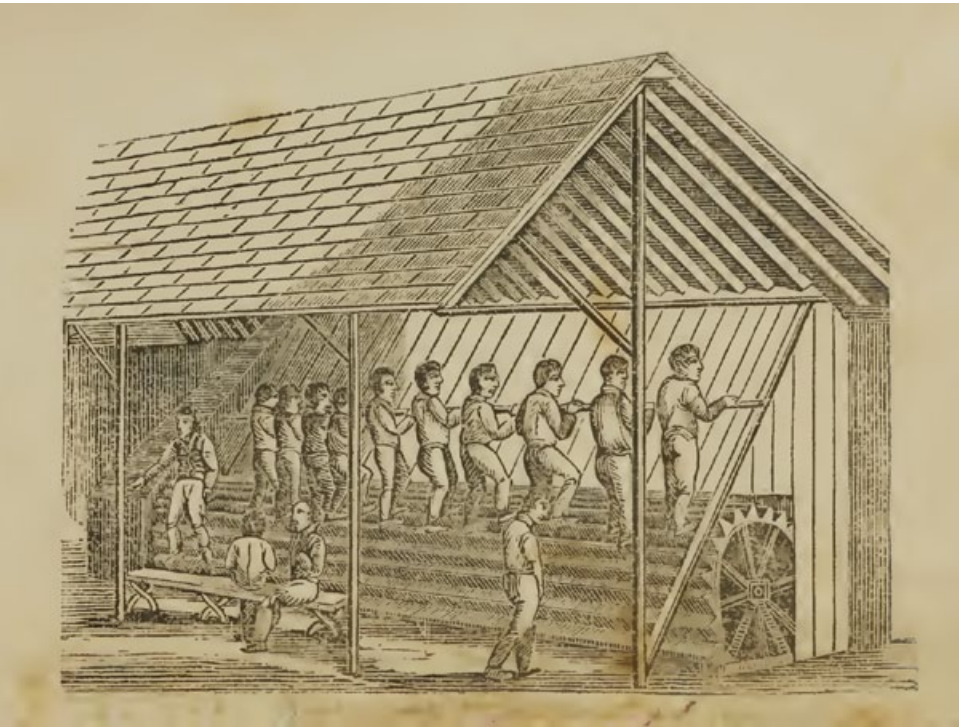
This fall we were contacted by the archivist of the New York Transit Museum, looking for a home for ten boxes of NYPD pay cards rescued from their previous location on Jay Street in Brooklyn. As you can see from the sample below, these are pretty mundane items recording pay, service, and retirement records of a sample of officers of presently unknown geographic and chronological scope. However, this collection has potentially great value to genealogy researchers with family members who served in the NYPD. We already have two families eagerly awaiting news about whether their relatives’ cards are in this collection. We will be processing this collection very soon.

15488		CADD No. 4		3-20-53	
May	Joseph	Sgt.	1432	76	83
3-26-38					
7-1-38	5855	12-2-60	76	7-1-60	7331
7-1-57	6055				
1-1-58	6252				
2-1-59	6985				
AMOUNT DEDUCTION					
7-1-58	6985				
1514	3079				
1540	3182				
1476	2952				
1555	3110				

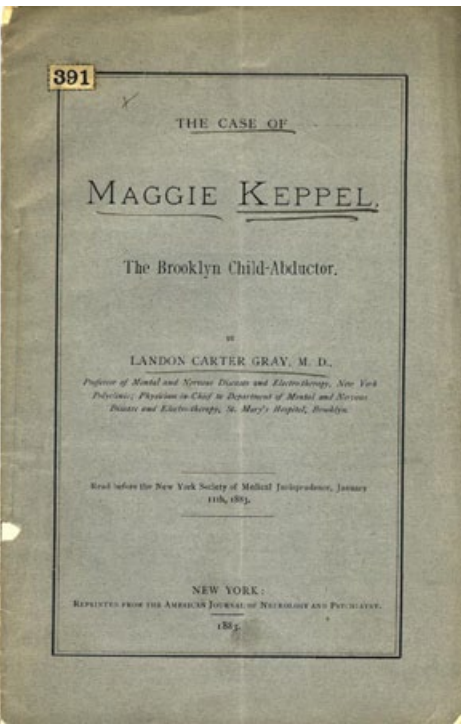
From the BroadSides Collection, Lloyd Sealy Library Special Collections. See jjay.cc/broadsides

Three parole violator handbills, Philadelphia

This fall we acquired a set of three early 20th century “Wanted Posters” distributed by the Eastern State Penitentiary, Philadelphia, PA. Printed on these 5 x 7 inch sheets of paper are the photographs, prisoner numbers, sentencing details, and physical descriptions (including Bertillon Measurements) of three black parolees named James F. Smith, Samuel Macey, and William H. Wells who all violated parole in 1915. In all three cases, the date of their parole violation is the same as the date of their parole.



The history of the tread-mill... Frontispiece detail from copy owned by U.S. National Library of Medicine.



The Case of Maggie Keppel, the Brooklyn Child-Abductor. Lloyd Sealy Library Special Collections.

A selection from our recently acquired Rare Books

The below selection of new rare books gives a good indication of the range of subjects in which we collect. The first two books are European law books still with their original vellum covers.

1700, Venice. Antonij Concioli, j.c. Cantianensis, *Opera omnia*. Venetijs: Apud Nicolaum Pezzana.

1705, Venice. De Angelis, Francesco Giuseppe, 1640-1692 *Franc. Josephi de Angelis a Scamno Tractatus criminalis de delictis, in tres partes divisus: Cum novo indice titulorum & rerum notabilium*. Venetiis: Apud P. Balleonium.

1822, Paris. Guizot, François. *De la peine de mort en matière politique*. Paris: Béchét aîné ; Rouen : Béchét.

1838, Paris. Brétignères de Courteilles. *Les condamnés et les prisons: ou, réforme morale, criminelle et pénitentiaire*. Paris: Perrotin, Tessier.

1835, New York. Barnard, George G. *A full report of the highly interesting breach of promise case: George G. Barnard vs. John J. Gaul and Mary H., his wife, tried before Ogden Edwards, Esquire, one of the circuit judges of the Supreme Court, at the City Hall of New York on the 8th, 9th and 10th days of July, 1835 : containing the whole of the correspondence between the plaintiff and Mrs. Gaul, together with the charge of the judge, and the eloquent speeches of the counsel on both sides*. New York: Office of the New-York transcript.

1873, London. Guy. 1773: *John Howard, Sheriff of Bedford*. London: Henry Renshaw.

1865, London. Saunders, Thomas William. *The Prison Act 1865 (28 & 29 Vict. c. 126): Together with an analysis of the Act and the other statutes and sections of statutes relating to prisons still in force*. London: H. Cox.

1883, New York. Gray, Landon Carter, M. D. *The case of Maggie Keppel, the Brooklyn child-abductor*. New York: Reprinted from the *American Journal of Neurology and Psychiatry*, 1883.

1924, New York. Hardie, James. *The history of the tread-mill: containing an account of its origin, construction, operation, effects as it respects the health and morals of the convicts, with their treatment and diet; also, a general view of the penitentiary system, with alterations necessary to be introduced into our criminal code, for its improvement*. New York: Printed by S. Marks.

1934, London. Great Britain. Commission of Inquiry into the Administration of Justice in Kenya, Uganda and the Tanganyika Territory in Criminal Matters. *Report of the Commission of inquiry into the administration of Justice in Kenya, Uganda and the Tanganyika Territory in criminal matters, May, 1933 and Correspondence arising out of the report ...* London: H.M. Stationery Office.

1953, Turin. Kefauver, Estes. *Il gangsterismo in America*. Torino: G. Einaudi editore.

1989, New York. New York Lawyers Against the Death Penalty. *Memorandum in opposition to S.600/A.1070*. New York, New York: New York Lawyers Against the Death Penalty.

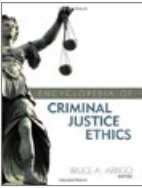
To make an appointment to see these or any of our special collections, please contact Ellen Belcher, Special Collections Librarian.

Recent ebook acquisitions

Maria Kirikova

Listed below is a selection of ebooks acquired in the last six months for a significant price from ebrary and EBSCO-host. After each title, there is a note about simultaneous usage (see “Ebooks: A joy or a nightmare?” on p. 8 for more information on the issue).

Arrigo, B. (2014). *Encyclopedia of criminal justice ethics*. Thousand Oaks, California: SAGE Publications – ebrary – 1 user access



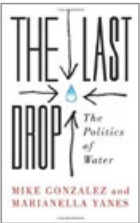
Eco, U., Farina, G., & Mongiat Farina, C. (2015). *How to write a thesis*. Cambridge, Massachusetts: The MIT Press – Ebsco Ebooks – unlimited user access



Arsovska, J. (2015). *Decoding Albanian organized crime: Culture, politics, and globalization*. Oakland, California: University of California Press – ebrary – multiuser access



Gonzales, M., & Yanes, M. (2015). *Last drop: The politics of water*. London: Pluto Press – ebrary – multiuser access



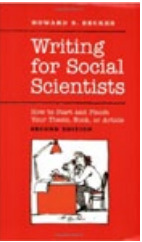
The author, Professor Jana Arsovska of John Jay’s Sociology Department, “examines some of the most widespread myths about the so-called Albanian Mafia...[and] presents a comprehensive overview of the causes, codes of conduct, activities, migration, and structure of Albanian organized crime groups in the Balkans, Western Europe, and the United States.”

Publisher’s description

Hall, R. B. (2014). *Reducing armed violence with NGO governance*. Abingdon, Oxon: Routledge – Ebsco Ebooks – 3 user access



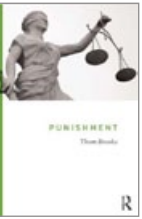
Becker, H. & Richards, P. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed., Chicago guides to writing, editing, and publishing). Chicago: University of Chicago Press – ebrary – 1 user access



Hamlin, R. (2014). *Let me be a refugee: Administrative justice and the politics of asylum in the United States, Canada, and Australia*. Oxford: Oxford University Press – Ebsco Ebooks – 1 user access



Brooks, T. (2013). *Punishment*. Abingdon, Oxon; New York, NY: Routledge – ebrary – 3 user access



Garbarino, J. (2015). *Listening to killers: Lessons learned from my twenty years as a psychological expert witness in murder cases*. Oakland, California: University of California Press – Ebsco Ebooks – unlimited user access

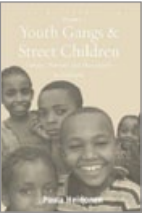


“The author offers detailed accounts of how killers travel a path that leads from childhood innocence to lethal violence in adolescence or adulthood. He places the emotional and moral damage of each individual killer within a larger scientific framework of social, psychological, anthropological, and biological research on human development.”

Publisher’s description



Heinonen, P. (2011). *Youth gangs and street children: Culture, nurture and masculinity in Ethiopia*. New York: Berghahn Books – Ebsco Ebooks – 3 user access



Salekin, R. T. (2015). *Forensic evaluation and treatment of juveniles: innovation and best practice*. Washington, D.C.: American Psychological Association – Ebsco Ebooks – 1 user access



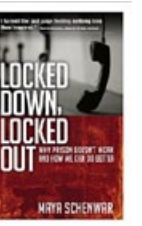
Dillon, S. (2015). *Wolf-women and phantom ladies: Female desire in 1940s US culture*. Albany: SUNY Press – Ebsco Ebooks – unlimited user access



This book consists of “a panoramic survey of 1940s culture that analyzes popular novels, daytime radio serials, magazines and magazine fiction, marital textbooks, Hollywood and educational films, jungle comics, and popular music.”

Publisher’s description

Schenwar, M. (2014). *Locked down, locked out: Why prison doesn’t work and how we can do better*. Oakland, CA: Berrett-Koehler Publishers – ebrary – multiuser access



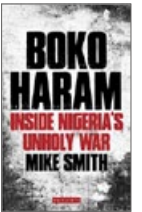
Siff, S. (2015). *Acid hype: American news media and the psychedelic experience* (History of communication). Urbana: University of Illinois Press – ebrary – multiuser access



Ioanide, P. (2015). *The emotional politics of racism: How feelings trump facts in an era of colorblindness*. Stanford, CA: Stanford University Press – Ebsco Ebooks – 3 user access



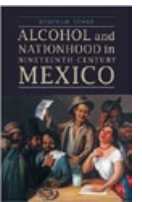
Smith, M. (2015). *Boko Haram: Inside Nigeria’s unholy war*. London: I.B.Tauris – Ebsco Ebooks – unlimited access



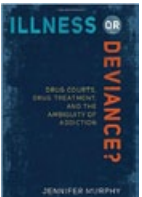
Minichiello, V. & Scott, J.G. (2014). *Male sex work and society*. New York, NY: Harrington Park Press – ebrary – 1 user



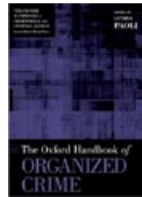
Toner, D. (2015). *Alcohol and nationhood in nineteenth-century Mexico* (Mexican experience). Lincoln: University of Nebraska Press – ebrary – multiuser access



Murphy, J. (2015). *Illness or deviance?: Drug courts, drug treatment, and the ambiguity of addiction*. Philadelphia: Temple University Press – ebrary – 3 user access



Paoli, L. (2014). *The Oxford handbook of organized crime*. Oxford: Oxford University Press – Ebsco Ebooks – unlimited user access



Reay, B., Attwood, N. & Gooder, C. (2015). *Sex addiction: A critical history*. Cambridge, UK: Polity – ebrary – 3 user access



Finding ebooks

When searching the CUNY+ Catalog (the Books tab on the Library home page), you will often see the description “electronic resource” in the format column. This most often means it is an ebook. To access it, click on the title or the college name in the availability column and then look for the URL field for a link to the book. You can also use OneSearch. If a title shows “full text available,” you can click on the “view online link” to access the book.

See the Library’s ebook guide for more information: guides.lib.jjay.cuny.edu/ebooks

Ebooks: A joy or a nightmare?

Maria Kiriakova

The Lloyd Sealy Library has been offering ebooks since 2001. Our collection of electronic books is very impressive and consists of thousands of titles. Today, everybody would expect ebooks to cause no problems either for librarians or library patrons for a simple reason – they are *electronic*! There should be no difficulty in accessing and downloading them. Take academic journal articles, for example. After the full-text availability option is established, they are easy to manipulate – print out or download *forever* on a personal computer. But when it comes to electronic books the access process is not so seamless. Few things have changed in the 15 years since reference librarians first started hearing complaints about the NetLibrary ebooks collections. An ebook would be inaccessible for reading online until 30 minutes after another person finished looking at it on his computer. Simultaneous access would be limited to three people at a time, and when someone wanted to download a whole book, everyone else would have to endure a long wait to get to the book. This nightmare of limited user access is still going on, and there is still no cure offered by the publishers and vendors. Publishers' search for maximum profit is at odds with libraries' desire for ease of access, making solutions elusive.

An *ebook* in a university library environment is just a *book*. If a print library book is checked out it leaves its place on the shelf and is enjoyed only by one lucky reader for a certain period of time. The same applies to the ebooks – if someone downloads an ebook, it becomes unavailable for everybody else; in other words, the title is checked out virtually and will become accessible only when the ebook is returned (that is, checked in).

Most of the electronic books in the Library's collection come from two vendors – EBSCOhost and ebrary. When we acquire an ebook, we always look for an unlimited access mode whenever possible, but the publisher's restrictions or an exorbitant price might prohibit us from doing so.

The rule of thumb is that ebooks bought exclusively by our library (those that indicate John Jay College ownership in the catalog) will have a restricted access in most of the cases – from one to four simultaneous users. Ebooks from EBSCOhost are only available to the John Jay College community. Ebooks from ebrary can be either exclusively used by John Jay's patrons or belong to a larger, CUNY-wide collection. CUNY-wide ebrary titles will be labeled as CUNY in the catalog. These books have practically no restrictions on the number of users reading and

downloading them. As for the John Jay-owned books on the ebrary platform, their access might also be restricted to one to four readers at a time, with a small number having unrestricted access.

Sounds nightmarish, but it is what it is. Believe it or not, things are getting better in the world of ebooks. Both ebrary and EBSCOhost provide user access restriction information in terms of download and printing ability *on the title level* in the database. Please read these records carefully (it took librarians only a decade to persuade the publishers to make this information available to the end user).

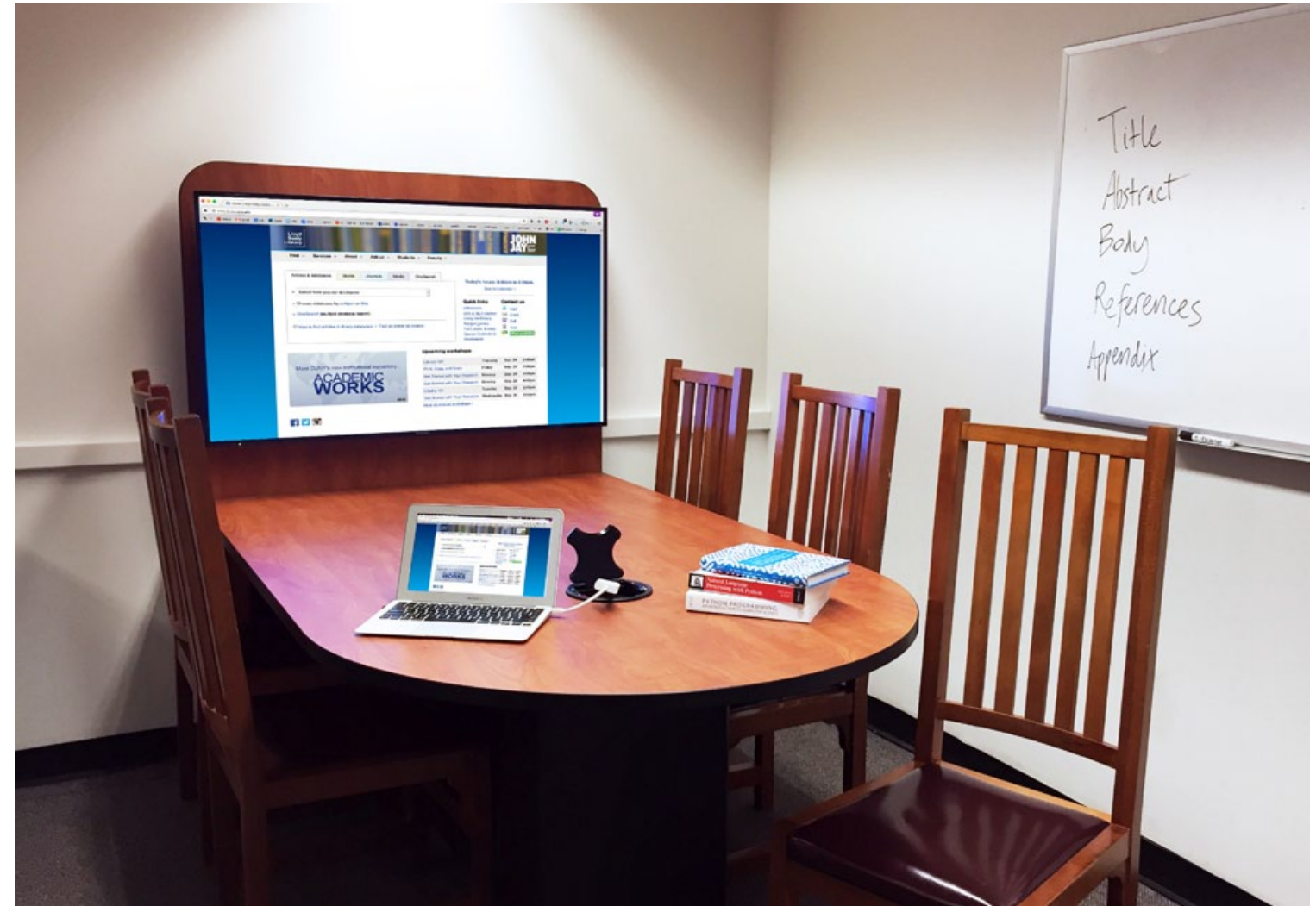
Faculty who would like to assign ebooks from our collection as class readings should first investigate the mode of access (one, several, or an unlimited number of simultaneous users) by either looking at the detailed ebook record in a particular database or by asking librarians for help.

The Library's online catalog records are managed centrally at the university level and cannot always reflect all the information the librarians would like to display about ebooks. We are working through different university-wide committees to make the ebook records in the catalog more descriptive.

The ebooks universe is still being developed. Librarians always advocate for better ebook access on behalf of students and faculty when meeting with vendors.

Please send an email to mkiriakova@jjay.cuny.edu with any questions or concerns regarding ebooks.

Library activities



New Library collaborative work spaces

Bonnie Nelson

Over the past summer, using funds approved by the Student Technology Fee Committee, the Library converted the two group study rooms on the upper level of the Library, at the rear of the reference area, into collaborative study spaces.

These glass-enclosed rooms now each house a cherry-veneered table with electrical outlets and built-in connections to a 50-inch Panasonic display panel. Students working in groups can connect their laptops, tablets, or smartphones to the color-coded HDMI cables. The push of a color-coded button will switch the display to the appropriate device. Students without an HDMI port can borrow the appropriate dongles at the Reference Desk to connect their devices. Our students,

whom surveys have shown to be among the most tech-savvy in the University, have had no problems learning to use this plug-and-play system.

Demand for the rooms has increased as the semester has progressed and students have been observed working on PowerPoint presentations, streaming videos, conducting online research, and generally—well—collaborating. The rooms are limited for use by two or more students and must be unlocked by a reference librarian upon presentation of a John Jay ID card.

Peeling back the onion: 24/7 Library lab survey results

Maureen Richards

In the last edition of the Library newsletter, we reported on how many students were taking advantage of the 24/7 Library lab hours during the final examination period (see “Library as space: Just being OPEN is still one of the best things the library has to offer,” Spring 2015). Despite the exponential increase in the amount of library content that is accessible electronically from anywhere one can access the Internet, a significant number of John Jay students continue to use the physical library both during regular hours, and as we learned, during extended hours.

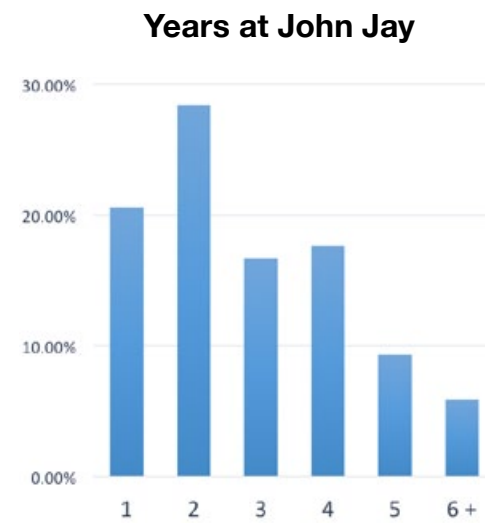
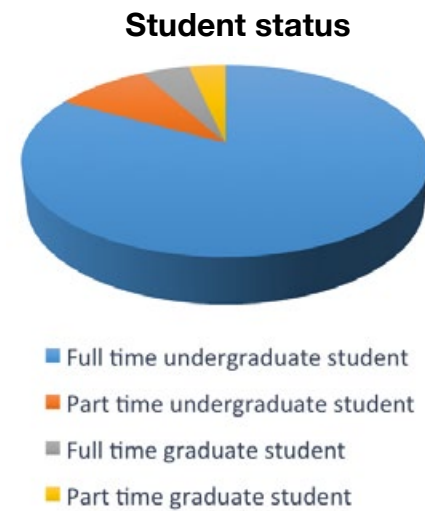
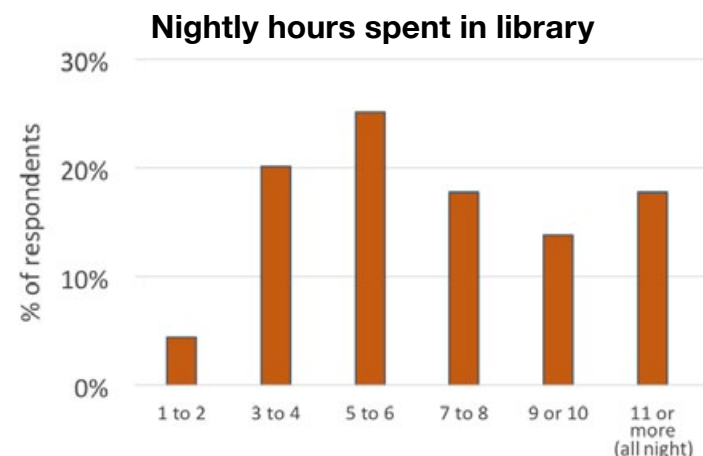
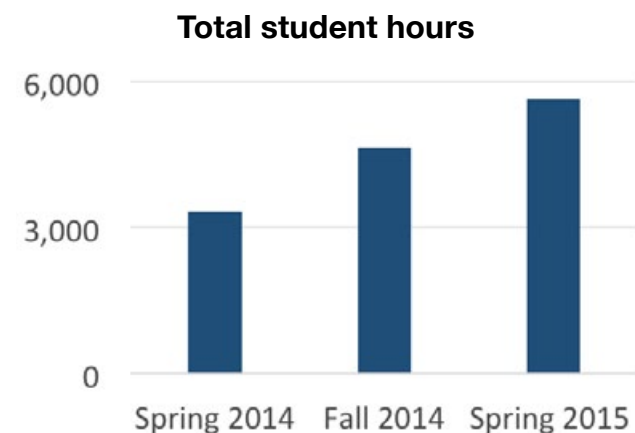
Although the numbers alone were significant, we wanted to know more about these dedicated students. Were they writing research papers or studying for final exams? What resources were they accessing? Could a correlation between these after-hour library users and academic success, retention rates and other strategic goals be made? In the Spring of 2015 we tried to find the answers to some of these questions by surveying the students using the library during these extended hours.

Total student hours. Before getting into some of the specifics, the first thing to note is that more students took advantage of these extended hours each suc-

cessive semester they were made available. As shown in the chart below, in the inaugural semester, Spring 2014, a total of at least 3,342 student hours (the total number of students in the Library lab during each hour of the extended hours) were logged, then in Fall 2014 that number increased to 4,655 (39% increase), and in the Spring 2015 the number increased again to 5,639 hours (21% increase).

Peak day of usage. Extended Library lab hours were offered the week *before* and the week *of* final exams. In Spring 2014 the peak day of use was the Sunday night before exam week began and, except for a slight increase on Tuesday and Wednesday of exam week, the numbers continued to decline from this Sunday peak. In the Fall 2014 period, the peak day of use was again the Sunday evening before exam week but usage peaked almost as high on Thursday of exam week, with higher comparative use throughout the intervening period. This same pattern continued in Spring 2015 but with higher overall usage and with the second highest day of usage occurring on the Tuesday evening of exam week. Not only were more students taking advantage of these extended hours but they were doing so more regularly.

Peak hour of usage. In all semesters



the largest number of students could be found in the Library between 10 p.m. and 11 p.m. These numbers declined throughout the evening and began to rise again between 7 a.m. and 8 a.m. as students returned to the Library. It appears that students arrived (or remained in the Library lab once the extended library hours began, typically at 10 p.m.) and then left at different hours during the night as they completed their work. This is supported by the survey data, summarized in the chart on the previous page, showing how long respondents had planned to spend in the Library on a given night. Only about 4% of the surveyed respondents planned to spend one or two hours in the Library lab on a particular evening while about 45% were planning to be there for three to six hours and the largest percentage, about 50%, planned on staying seven or more hours, essentially making a night of it.

Who were these students? A typical user of the extended Library lab hours was a full-time undergraduate in her first or second year of college and of traditional college age. Perhaps she was looking for a college experience (an all-nighter of studying with or without friends) or in need of a place with a computer and Internet access to complete her work for the semester, or some combination of the above.

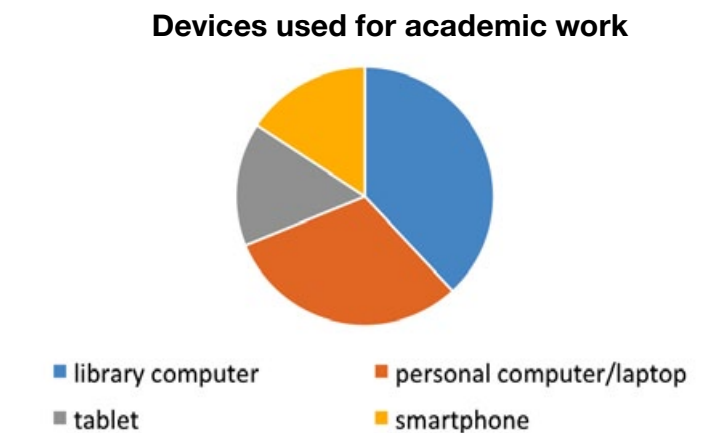
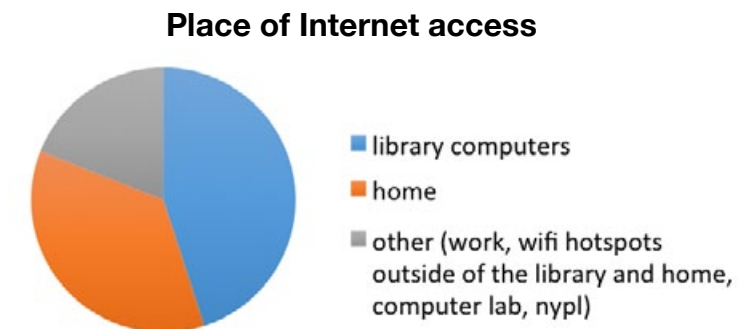
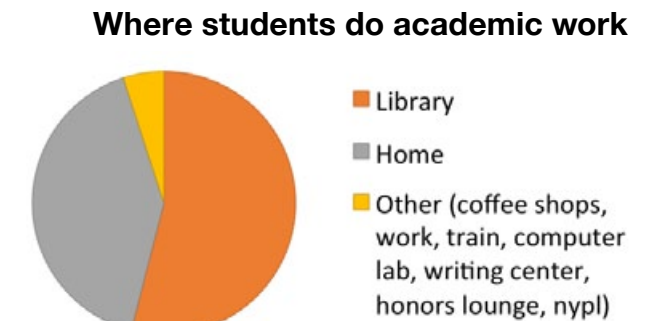
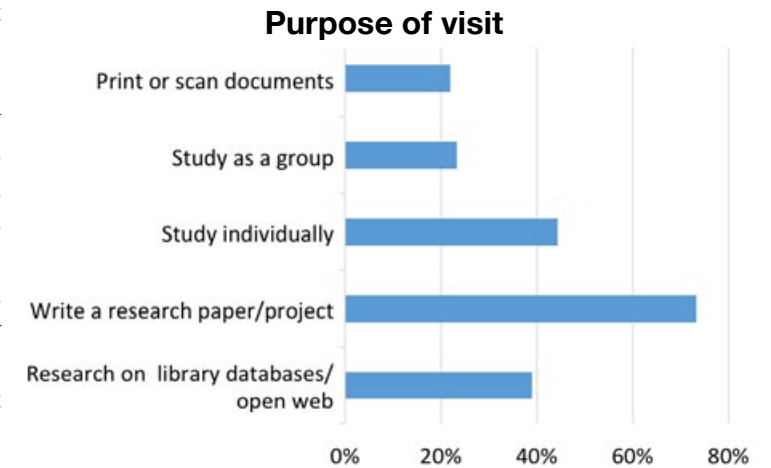
Our data showed that the overwhelming majority (80%) of surveyed respondents were full-time undergraduate students and lived with their parents (64%). The next largest group were part-time undergraduates (9%), with both full and part-time graduate students participating at the lowest rate (4% and 3%, respectively). The majority of respondents (82%) had been at John Jay for four years or less. Most were in their second year (28%) followed by first year students (20%).

Consistent with the above data, most students were 22 years of age or younger with the percentages spread fairly evenly across the age of 22 (12%), 21 (13%), 20 (11%) and 19 (10%). About 11% of the visitors were between 30 and 62 years of age, suggesting that having 24/7 access to the Library also serves the needs of non-traditional students.

Looking at these users from a major or area of concentration perspective, a healthy mix of 22 different majors were represented. The top five were Criminal Justice majors (15%), followed by International Criminal Justice (13%), Forensic Psychology (10%), Forensic Science (7%) and Criminology (7%).

Why were they there? Students reported they were using the Library during these extended hours for a variety of reasons but the top reason was to write a research paper, followed by individual study or research using the computers. Because the entire Library was not open, only the Library lab which provides about 50 computers and a cordoned off section of the Neiderhoffer Lounge, it is not a surprise that many students were using the Library computers to write research papers. Given the number of students who reported they were at the Library to study, this suggests that if more study space were made available (in addi-

continued on next page



continued from previous page

tion to the Neiderhoffer Lounge), even more students would take advantage of these extended library hours.

Were they looking for computers, Internet access, and/or space? To better measure the importance of the Library in providing access to study space and computers for writing and research, we asked respondents where they typically do their research and writing. Most respondents reported some combination of the Library and home, with the Library identified as the place used most often. A small percentage reported that they did their research and writing at other places including WiFi hotspots in coffee shops or their workplace.

To understand the importance of providing students with the hardware they need to do their work, respondents were asked where and on what device they typically access the Internet for academic work. A similar pattern emerged. As shown in the chart on the previous page, most accessed the Internet from Library computers, followed by personal computers/laptops in their homes and then various WiFi hotspots. Library computers and then personal computers/laptops were the devices most often used for academic work. Tablets and smartphones tied for the third most used device but when added together were as much used for academic work as were Library or personal computers.

Who benefited? Happily, the students who reaped the benefits of these extended Library hours were not just the usual suspects. The largest number reported having a 3.0 GPA, but these extended lab hours served the full spectrum of academic performers demonstrating how the Library supports the success of all our students.

We asked the students how we could improve this program if extended Library lab hours were offered in the future. In addition to multiple requests to allow food and coffee in the Library and to open more of the Library space – and perhaps a comfortable place to rest – the most frequent sentiment was captured by one student who said, “It is an amazing opportunity; just keep it going as it is.”

New reserve book policy

Kathleen Collins

For as long as any of us can remember, we have maintained a two-tiered system for reserve books in the Library. Faculty could bring library-owned books to the Reserve Desk and request that they be placed on reserve for the semester. They could also bring in personal copies for placement on reserve for students in their class. The former were discoverable via the CUNY+ catalog or OneSearch, labeled as John Jay Reserve in the availability column of the results page and would be requested via Library of Congress call number at the Reserve Desk. The personal copies proved to be more complicated. To find the call number – which in these cases was usually the faculty last name – students and librarians would need to search in the Reserves section of the CUNY+ catalog or OneSearch. This practice, while familiar and somewhat manageable, can be confusing for all involved. Many students do not know whether a book on reserve is a Library or faculty copy, which often involves frustration and delay in accessing the books they need. Often, the same title would wind up in multiple places in the catalog, further confusing both students and staff. Not only that, but in the majority of cases, faculty members did

not retrieve their books at the end of semesters, leaving the Reserve Room to become storage for unclaimed books.

To ameliorate this, beginning in the Spring 2016 semester, we will continue to accept personal copies from faculty for reserve, but they will by default be considered library donations. This allows the Library staff to catalog them with Library of Congress call numbers and, more importantly, will make the searching on the part of librarians and students far simpler. In certain circumstances, at the request of a faculty member, we can continue to place books using the last-name-as-call-number system, but this would be for cases such as a customized three-ring binder or other non-book items that require special consideration. If faculty do wish to retrieve their books at the end of the semester, they may still do so, and we will deaccession them. This way, faculty will be helping to grow the Library's collections with their generous donations while making the lives of their students much easier. For any questions about this new protocol, please contact Kathleen Collins at kcollins@jjay.cuny.edu.



What's that noise in the Library?

Bonnie Nelson & Ellen Belcher

The banging and shouting emanating from the lower floor of the Sealy Library this semester are sounds not normally associated with the quietude of a library, yet these are indeed the noises that faculty, students, and Library staff have been living with in the Sealy Library for many weeks this semester. As part of the Haaren Hall upgrade, the Lloyd Sealy Library is also seeing a renovation of its HVAC (Heating Ventilation and Air Conditioning) system that will hopefully result in better airflow within a more comfortable range of temperatures.

In addition, as part of a plan dating back more than ten years, a new Special Collections Room is being constructed adjacent to the lower level of the Library, and will have its entrance from the Haaren Hall Atrium. Over the past twelve years the Library's collections of rare books, manuscript collections, and archival materials have more than tripled in size, resulting in hundreds of linear feet of archival material and rare books being shelved in various locked cages and staff offices. When completed, the new Special Collections and Rare Book Room will not be large enough to accommodate all of our present and future special collections. However, we look forward to a better environment for our most valuable and

delicate rare books, manuscripts and archives, and a beautiful state of the art exhibition space and reading room for researchers, as well as a workroom for archivists processing collections.

Unfortunately, neither of these projects can be accomplished without breaking down walls, demolishing old ducts, and cutting new holes. Although all of the noisy work was originally supposed to be completed during hours when the Library is closed, in the end this was not possible and construction has gone on into the early afternoon. Also, the demolishing of the old HVAC unit on the Library's lower level was not immediately followed by the delivery and construction of a new HVAC unit, and the Library faculty and staff who work in the Library, as well as students studying in the Library, have endured weeks of high temperatures and noisy fans.

There is no firm end date for the work, but we trust that the noise-producing work will be completed by the end of the year, and that the final result will be a more comfortable library and a beautiful Special Collections Room. Then we can all turn our attention to the expansion of the Library Computer Lab area, tentatively scheduled for next summer....



Self-service book checkout

Ellen Sexton

Public library users in the city have long been able to check books out of their libraries unassisted by staff. We're catching up, with our new-to-us self-service checkout machine. In a spirit of re-use and frugality, we adopted a year-old machine discarded by the CUNY Graduate School of Journalism. A generous donation from Student Council financed the retrofit needed to get it to work with our library systems. After some teething trouble we got everything working. Now, this machine sells for \$18,000, too large a sum for our current budget, but thanks to the ingenuity of the college carpenter, Laurence Benson, our electrician, and network staff, we have been able to provide our community with self-service book checkout at a very low dollar expenditure. Use it to check out all those books you've gathered up from the stacks!



CUNY Academic Works

Get your work out there!

Jeffrey Kroessler

In 2014 I published "Bombing for Justice: Urban Terrorism in New York City from the 1960s through the 1980s" in *Criminal Justice and Law Enforcement Annual: Global Perspectives*, a volume edited by Chief Librarian Larry Sullivan. How can you find this article? The answer is: you cannot. It exists only as a chapter in that book and is not indexed in any databases. Only a half dozen libraries have it on their shelves. Unless it is there you won't know to search for it. How frustrating! All that research, inaccessible.

Enter CUNY Academic Works (see "Open Access and the new institutional repository," Spring 2015, and "Open Access and CUNY Academic Works," next page). I created an account and uploaded the piece. Now, entering the search terms *terrorism*, *New York*, and *FALN* in Google brings up the article. What had been locked away is now findable and citable, and the work can now join the scholarly discussion already in progress. Furthermore, everything entered into Academic Works can be accessed through OneSearch, the Library's new search tool.

We assume that all our publications are captured by digital searches, but that is not the case. For American history, the primary database is America History and Life. If an article is not indexed there, it may as well not exist. My 2011 article in the *Long Island History Journal*, "Brooklyn's Thirst, Long Island's Water: Consolidation, Local Control, and the Aquifer," is not in that database. Uploading it to Academic Works will greatly enhance the likelihood that researchers will find it. In addition, I uploaded a PowerPoint presentation to Academic Works on the same topic.

To reach a wider audience, faculty should submit their book chapters, research in progress, and presentations to this institutional repository. After all, publishing is pointless unless it finds readers.

Image from Piled Higher and Deeper (PHD Comics).



Open Access and CUNY Academic Works

Ellen Sexton

Confused about open access? The image above is from an animated video explaining and advocating for open access publishing made by the (self-identified) guys at PHD Comics. It's received over a quarter million downloads on YouTube, not bad for a video aimed at academics. You can see this video and more on the Library's guide to open access publishing at guides.lib.jjay.cuny.edu/openaccess.

John Jay College's use of CUNY Academic Works – our open access institutional repository – continues to grow. We have 23 authors. 46 items. Two languages. 1,213 hits. That's 1,213 people that have been reached by John Jay authors, readers who might not otherwise have discovered the work or passed through paywalls to get to it. There's enormous potential here to showcase the impressive work of John Jay faculty and increase the real-life impact of scholarly work (see "CUNY Academic Works: Get Your Work Out There!" on p. 14). We have many alumni working at nonprofits and government agencies that simply do not have the money to subscribe to expensive journals – people in a position to apply the research you have so carefully gathered, analyzed and reported. Why exclude them? Please do consider posting your work on CUNY Academic Works.

Depositing your work, post-publication, in a repository (known as "green" open access) is not the only way to provide readers with free access. You can choose to publish your work in an open access journal

– that's the gold access model. Happily, there are many reputable open access journals and hybrid journals with open access option for authors. You have no doubt heard of Beall's List of predatory journals (jjay.cc/beallslit), a good place to check the reputation of a journal. The *Think Check Submit* campaign (thinkchecksubmit.org) endorsed by about a dozen publishing groups (including SPARC, DOAJ and Springer Nature) is putting a more positive spin on distinguishing trustworthy journals by encouraging authors to consider a checklist of factors before committing to publish (see image below).

International Open Access week fell in October this year, and was marked by events all over the world. In NYC, some of the highlights included "Who Owns Your Journal Article:

You or the Publisher?", a discussion on author rights, copyright, and negotiating with publishers, led by Graduate Center librarian Jill Cirsella. Columbia University Libraries held a discussion on "Researcher Success: Institutions and Public Access Requirements." NYPL hosted law professors from the Authors Alliance, who discussed how authors and researchers can manage their legal rights and choose publication outlets "with an eye on securing long-term impact and availability." Discussions on open access are regularly held around CUNY; upcoming events are usually listed on the Open Access @ CUNY site at openaccess.commonsgc.cuny.edu.



Are you submitting your research to a trusted journal?
Is it the right journal for your work?



Use our [check list](#) to assess the journal



Only if you can answer 'yes' to the questions on our [check list](#)

Teaching

Diversity resources for diverse learning styles

Articles, primary sources, and videos

Robin Davis & Maureen Richards

For Faculty Development Day in August 2015, we presented library databases and search strategies specifically chosen for the theme of diversity. For many attendees, this was the first time they became aware of these special resources, and they encouraged us to share them more widely so that they might see more use in the classroom and in research.

The list below includes content that focuses on diversity issues. We have divided them into sections based on departments and programs here at John Jay. These resources bring historical voices to the forefront — voices and images that may not be readily available in conventional history books. Moreover, we’ve included resources with a variety of content formats to help reach students with diverse learning styles — for instance, visual learners may find video to be most engaging, auditory learners may enjoy hearing recorded speeches, and kinesthetic learners may enjoy manipulating the “raw” materials of primary sources.

Find these on the Library website by selecting *Choose databases by subject or title*.

Gender Studies and LGBTQ Issues

Contemporary Women’s Issues: Journal articles, reports, newsletters, and articles from alternative press sources.

LGBT Life: Contains the full text for hundreds of the most important and historically significant LGBT journals, magazines, and regional newspapers as well as monographs and books.

Women & Social Movements in the U.S. 1600-2000: Brings together primary documents, books, images, scholarly essays, book reviews, audio recordings, web site reviews, and teaching tools, all documenting the multiplicity of women. Use the “Browse” tab to explore this database.

 **Our Gender Studies Subject Guide**
guides.lib.jjay.cuny.edu/genderstudies

“Carrie Chapman Catt with bouquet after U.S. women got the vote, 1920.”
Schlesinger Library, Radcliffe Institute, Harvard University.
Available through Women & Social Movements in the U.S. 1600-2000.



Africana Studies and Latina/o & Latin American Studies

Black Drama: Full text of plays by playwrights from the U.S., the Caribbean, and English-speaking countries in Africa. Excellent source for Harlem Renaissance writers.

Black Thought & Culture: Contains the nonfiction published works of leading African Americans, and includes interviews, journal articles, speeches, essays, pamphlets, letters, and other ephemeral material. Use the “Browse” tab to explore this database.

Ethnic Newswatch: Provides access to more than 200 newspapers, magazines, and journals from the ethnic, minority, and native press. Includes materials in Spanish.

Oxford Bibliographies Online (African Studies & Latino Studies): Topic overviews and bibliographies on pertinent topics with links to the full text of sources when available.

Race & Justice Clearinghouse: An index to selected NGO reports, books, and journal articles that focus on race and ethnicity and their interaction with the criminal justice and juvenile justice systems. Includes links to the full text of publications by the Sentencing Project.

Slavery & Anti-Slavery: Includes collections on the transatlantic slave trade, the global movement for the abolition of slavery, the legal, personal, and economic aspects of the slavery system, and the dynamics of emancipation in the U.S. as well as in Latin America, the Caribbean, and other regions.

World Scholar: Latin America & the Caribbean: Brings together primary source documents relating to Latin America and the Caribbean; academic journals and news feeds; reference materials; maps; statistics; audio and video. Covers politics, economics, culture, international affairs. **Are you a fan of this database? Let us know before Dec. 31—our access may be cancelled without enough usage.*

Video databases

Films on Demand: Our largest video collection includes documentaries, dramas, and newsreels. Producers include Films for the Humanities & Sciences, Cambridge Educational, and the BBC. Subjects include: African Studies, Asia & The Pacific, Gender & Sexuality, Latino Studies, Native American Studies, Women’s and Gender Studies, and dozens more.

American History in Video: Includes archival footage, public affairs footage, and important documentaries.

Counseling & Therapy in Video: Includes dramatized consultations, counseling sessions, documentaries, interviews, and lectures.

Criminal Justice & Public Safety in Video: Includes documentaries, training videos, and interviews illustrating the strategies, techniques, and experiences of professionals in the criminal justice system.

Ethnographic Video Online: Coverage focuses on the study of human culture and behavior and includes interviews, field notes, and study guides from working anthropologists and ethnographers.

Human Rights Studies Online: Contains video & documents. Provides comparative documentation, analysis, and interpretation of major human rights violations and atrocity crimes worldwide from 1900 to 2010.

The PBS Video Collection: Selected for their academic relevance, including films from *Frontline*, *NOVA*, *American Experience*, and *Odyssey*.



Universal Newsreels, Release 32, April 18, 1967. Footage of anti-war marches in New York. Available through American History in Video.

Search tip: Browse subjects in the catalog

When searching for a book on a topic in OneSearch (or the classic catalog, CUNY+), browsing by *subjects* gives you access to items you may not otherwise find by keyword search, such as older books whose titles use outdated language. Each book in our catalog is indexed with these subjects. In OneSearch, click “Browse CUNY Catalog” beneath the grey advanced search box. Then select “Subject begins with...” to explore subject headings. These terms may not be intuitive or in current use. Note that “diversity” is not a subject heading — use “multiculturalism” instead. Here are some we have encountered that may be useful:

- | | |
|-------------------------|-----------------------|
| Civil Rights Movements | Indians |
| Cultural Pluralism | Multiculturalism |
| Ethnicity | Race Awareness |
| Gay Liberation Movement | Racially Mixed People |
| Gays | Sex Discrimination |
| Gender Discrimination | Transgenderism |
| Group Identity | Transgender People |
| Hispanic Americans | |

Each subject heading contains subheadings as well, for example:

- African Americans
- African Americans -- Aesthetics
- African Americans -- Alabama
- African Americans -- Biography
- African Americans -- Biography – Dictionaries
- ...

Click on the subject heading or subheading to see related books and media. Try searching for a combination of these subject headings with other keywords of your choosing.

—
Questions about these resources? Email:
Robin Davis (robDavis@jjay.cuny.edu) or
Maureen Richards (marichards@jjay.cuny.edu)



Official newspaper of the Black Panther Party, January 24, 1970 (detail). Full newspaper available through Black Thought & Culture.



Copyright Corner

A column from Kathleen Collins

Recent (scholarly and popular) fair use victories

The scanning and digitizing of books has been an ongoing battle between Google (with its Google Books service) and the Authors Guild which claims copyright infringement on behalf of authors (*Authors Guild v. Google*; LEXIS 17988). On October 16 this year, a federal appeals court judge ruled that Google’s practice of making portions of books freely available online is not a violation of copyright law. The first of four factors considered in fair use determinations is the purpose and character of the material’s use. The judge in this case determined Google Books to be providing a “transformative” use, thus deeming it a fair one. This is a victory for fair use advocates and for the millions of us who use Google Books as a research tool.

Earlier this year, two copyright cases involving popular culture serve as illustrations about the power of fair use. In March, a New York federal judge ruled in favor of a parody of the late 1970s TV sitcom *Three’s Company* and against the entertainment company that owns the sitcom’s rights (*David Adjmi v. DLT Entertainment Ltd.*; LEXIS 43285). While the writer, David Adjmi, borrowed heavily from the original TV show in

his off-Broadway play, *3C*, the judge considered Adjmi’s use transformative and therefore a fair use.

Similarly, in September a federal appeals court in San Francisco ruled in favor of a woman who posted a half-minute video on YouTube of her children dancing as the Prince song “Let’s Go Crazy” played in the background (*Lenz v. Universal Music Corp.*; LEXIS 16308). Copyright owner Universal Music did not sue the woman for copyright infringement; rather, they sent a notice under the Digital Millennium Copyright Act (DMCA) in an effort to remove the content from the Internet. The advocacy group Electronic Frontier Foundation sued Universal on behalf of the YouTube poster claiming that Universal abused the DMCA by improperly targeting a lawful fair use. Their victory not only affirms that copyright holders must consider whether a use is fair before issuing a takedown notice, but it also illustrates that fair use is a right, not a defense, a contentious and misunderstood point in the world of copyright law.

These three cases are cause for celebration for all of us, researchers and content creators, and a reminder of the power and importance of fair use.

New eReserves platform

Kathleen Collins

As of this Fall semester, the Library has switched to a new eReserves platform. After more than a decade using a vendor that was no longer planning to upgrade nor fully support the technology, we have signed on with Springshare, the same company that houses our Subject Guides. Springshare’s eReserves is far more streamlined, both behind the scenes and for the user, and has been garnering positive reviews, especially from faculty who manage their own course pages. The link to eReserves remains in the same place – the Quick Links section of the Library home page – and works the same way with the ability to search by instructor name (best method), course name, or number. Faculty who wish to set up a new eReserves account or learn more about library reserves in general should visit the Faculty menu on the Library home page and select Using Reserves.

The Harlem Renaissance in Haaren Hall

Jessie Redmon Fauset and Countee Cullen

Robin Davis

When John Jay College of Criminal Justice moved into Haaren Hall, it was the third school to occupy the building. The H-shaped edifice, designed by Charles Snyder, was built in 1906 to house DeWitt Clinton High School. When DeWitt Clinton moved to the Bronx in 1927, the building was then occupied by Haaren High School until a merger with Park West High School in the late 1970s. After that, the building languished, empty for years until 1985, when it was briefly slated to become a telecommunications center called the “Metropolis,” which would feature two 30-foot-high indoor waterfalls. John Jay College moved into the building in 1988 after giving it a thorough gut-renovation.

If these walls could talk, they would tell of a century-long history of academia, of the thousands of graduates of the three schools. And they might tell of two notable Harlem Renaissance writers who roamed the old halls of DeWitt Clinton.

Jessie Redmon Fauset (1884-1961)

Fauset was a prolific writer: she wrote novels, poetry, and journalism, and, at the behest of W.E.B. Du Bois, edited *The Crisis*, the official journal of the NAACP. Born in Philadelphia, Fauset taught high school French before attending Cornell University on a prestigious scholarship, graduating in 1905, and then earning a master’s degree from the University of Pennsylvania. At *The Crisis*, which she joined in 1919 as literary editor, she published the writings of Langston Hughes, Jean Toomer, and other writers (including herself). Fauset attended the Pan-African Conference in 1921, one of few women to participate. Her report on its proceedings sums up both the feeling of unity (“We felt our common blood with almost unbelievable unanimity”) and the struggle to overcome colonialism, particularly in Belgium (“We knew the tremendous power of capital organized to exploit the Congo”). Fauset returned to teaching in 1926, employed at DeWitt Clinton High School. (It’s possible she may have taught James Baldwin when he attended the school.) She left teaching in 1929 and continued to write, publishing two more novels before retiring.

Considered by many to be Fauset’s best novel, *Plum Bun* (1929) features a light-skinned young black woman who moves to New York City and decides to “pass” as white. She enters the world of white society, succeeding socially and professionally where she would not have been able to if recognized as black, but she struggles in her relationship with her darker-complected sister. *Plum Bun* was written while Fauset taught at DeWitt Clinton. The novel is included in *Harlem Renaissance: Five Novels of the 1920s*, which can be requested in the catalog from Brooklyn College.

The Chinaberry Tree (1931) tells the story of a young woman struggling with her “bad blood,” as her community refers to her mixed parentage. The novel depicts interracial relationships in a small-town environment haunted by secrets and prejudices. (John Jay Stacks PS 3511 .A864 C48 1995b).



Countee Cullen (1903–1946)

Cullen was the adopted son of an activist minister whose Methodist church in Harlem boasted a congregation in the thousands. Cullen was a studious boy who attended DeWitt Clinton High School from 1918–21, where he edited the DeWitt Clinton literary magazine, *Magpie*. After obtaining an undergraduate degree from NYU, he went on to earn a master’s degree from Harvard in 1927. From the time he was in high school, he began to gain recognition for his poetry, appearing in magazines like *The Crisis*, *Poetry*, and *Opportunity*. Before he was 25, he published his first two volumes of poetry, *Color* (1925) and *Copper Sun* (1927). He won more literary prizes than any other black writer in the 1920s, including a Guggenheim fellowship in 1928 (as the second ever African-American recipient). His writing was dramatic, lyrical, and traditional in style. He wrote of race and alienation but did not focus solely on racial identity.

Cullen’s best-known poems are collected in *On These I Stand* (John Jay Stacks PS 3505 .U287 A6 1947). See p. 3 for what is arguably Cullen’s most quoted poem, “Yet Do I Marvel,” and pp. 104–137 for “The Black Christ,” which was warmly praised by *The New York Times Book Review* in 1929. More of Cullen’s writing, including a novel, essays, speeches, and an interview, is collected in *My Soul’s High Song* (John Jay Stacks PS 3505 .U287 A6 1991). See p. 325 for “Life’s Rendezvous,” for which Cullen won a citywide poetry contest while he was still attending DeWitt Clinton.

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Jessie Redmon Fauset portrait; Schomburg Center for Research in Black Culture, Photographs and Prints Division, NYPL Digital Collections. 1925.
Countee Cullen portrait (detail); Schomburg Center for Research in Black Culture, Manuscripts, Archives and Rare Books Division, NYPL Digital Collections. 1925.

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