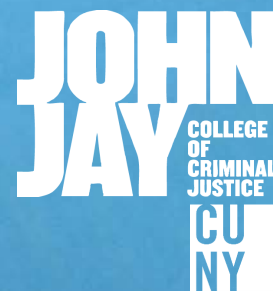


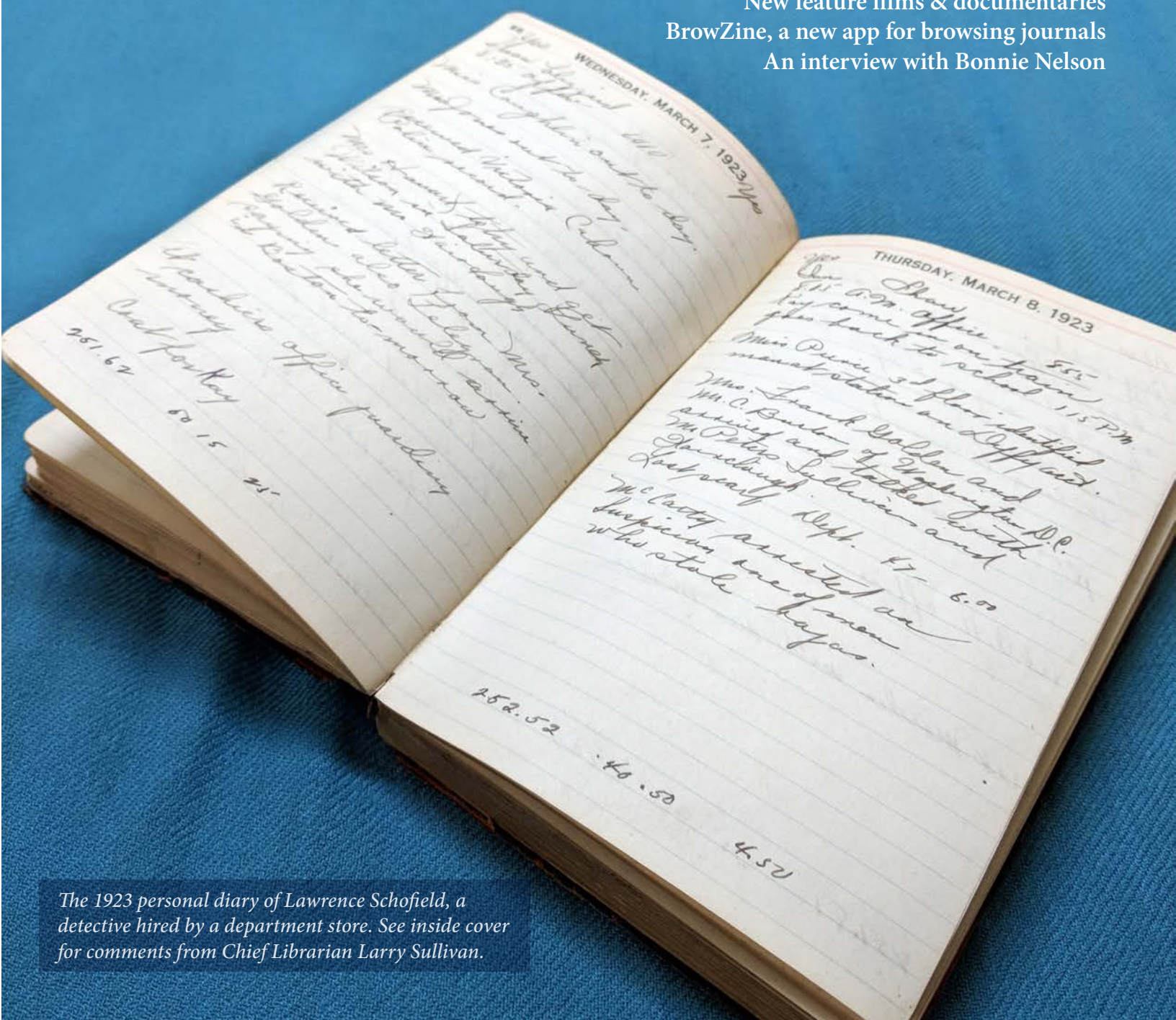
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The Newsletter of the Lloyd Sealy Library
Fall 2017

Inside:

Open & alternative educational resources
New feature films & documentaries
BrowZine, a new app for browsing journals
An interview with Bonnie Nelson



The 1923 personal diary of Lawrence Schofield, a detective hired by a department store. See inside cover for comments from Chief Librarian Larry Sullivan.

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From the desk of the Chief Librarian

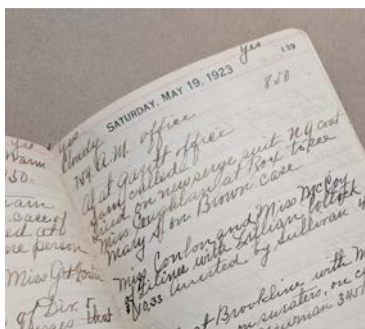
The daily life and travails of a Boston department store detective

Larry Sullivan

Jordan and Marsh began as a department store dealing with “high end” clients in the 1860s in Boston’s downtown shopping and financial district, not far from the Faneuil Marketplace of today. In 1923, Lawrence Schofield, store detective for the store, wrote in his daily diary that “Frances Wilson was in the store and was identified [as] the girl caught on the London account...” Shortly after that entry he wrote, “Got Wilson in coat room. Confessed.” This laconic entry is typical, and we can only wonder how long Frances Wilson took to confess her crime. But what crime exactly did she confess to?

Jordan and Marsh had implemented a credit system by the early 1920s and many of these diary entries were related to the fraudulent misuse of credit accounts. This type of fraud was apparently what Frances Wilson committed. In addition, since Jordan and Marsh marketed a growing number of beauty products, clothes, and other items aimed at women, we are not surprised that the shoplifters are in this demographic. A high number of “girls” were caught for shoplifting, not paying their accounts, or using somebody else’s account number. Latest published research, especially on the large department stores in New York and Chicago, also illustrates the rise in the number of middle-class women shoplifters and the department stores’ problems in dealing with detection of “inventory shrinkage” and the bad publicity of arresting “respectable” middle class women.

Without modern surveillance cameras and the like, store detectives during this period were critical for limiting shoplifting and the misuse of credit accounts. Mr. Schofield’s diary, photographed on the cover, gives a detailed listing of his daily activities, from his leaving for work to his store patrols. Sources for the detection of the growing increase in department store theft rarely include a store detective’s private diary. This important, unique item sheds light on private law enforcement techniques from the early twentieth century. We were very pleased that the Sealy Library acquired this manuscript diary over the summer. It is another example of the comprehensive collecting policy of criminal justice resources that keeps the Sealy Library the outstanding research library in our mission fields.



Faculty notes

Larry Sullivan co-authored (with Kimberly Collica of Pace University) the peer-reviewed article, “Why Retribution Matters: Progression Not Regression,” in *Theory in Action* vol. 10, no. 2, April 2017. His section on “Prison Writing” was accepted for publication in *The Oxford Bibliography of American Literature*. He is Editor-in-Chief of the recently published annual *Criminal Justice and Law Enforcement: Global Perspectives* (John Jay Press, 2017). He was Series Consultant and wrote the forward to the nine-volume *The Prison System* (Mason Crest, 2017). He wrote the review for The Morgan Library and Museum’s Sept. 9, 2016 – Jan. 2, 2017 exhibition, “Charlotte Bronte: An Independent Will,” which appeared in newsletter of the Society for the History of Reading, Authorship, and Publishing (SHARP) in Spring 2017.

Kathleen Collins contributed a review of *We were feminists once: From Riot Grrrl to CoverGirl, the buying and selling of a political movement* by Andi Zeisler to the *Journal of Popular Culture* (vol. 50, no. 2), 2017, 417–420. She was promoted to full professor effective this Fall.

Marta Bladec reviewed Amy-Katerini Prodromou’s *Navigating Loss in Contemporary Women’s Memoirs* for the journal *Biography* (vol. 40, no. 2).

Jeffrey Kroessler presented “The Preservation Moment: Gentrification Saved New York!” at the Cultural and Historic Preservation Conference at Salve Regina University. His article, “One Staff, Two Branches: the Queens Borough Public Library and New York City’s Fiscal Crisis of the 1970s,” will appear in the Spring 2018 issue of *Libraries: Culture, History, and Society*.

Robin Davis attended the Digital Humanities Summer Institute in June at the University of Victoria, British Columbia. She published an Internet Connection column, “The Library and the LMS,” in *Behavioral and Social Sciences Librarian* (forthcoming).

Maureen Richards published her article “Stronger Together: Increasing Connections Between Academic and Public Libraries” in *Collaborative Librarianship* (vol. 9, no. 2). She also presented “Taking it to the next level: Proven Strategies for moving from topic to research question to a well-constructed research paper” as part of the Fall and Spring 2017 Saturday Speaker Series, MPA Careers in collaboration with MPA Faculty at John Jay College.

Library News

Check it out!

While staplers remain high in demand, we have been expanding the range of supplies and accessories we offer at the Reference Desk. When the Library added additional group study rooms—equipped with white boards, large monitors with multiple HDMI hookups, and outlets—we started to provide students with dry-erase markers and adapters to connect their individual devices to the room's projector. After many a desperate request, we have also purchased a few phone chargers that have quickly become popular. All these items can now be checked out at the Reference and Circulation Desks for 3 hours at a time. *MB*

Students love Anytime Printing

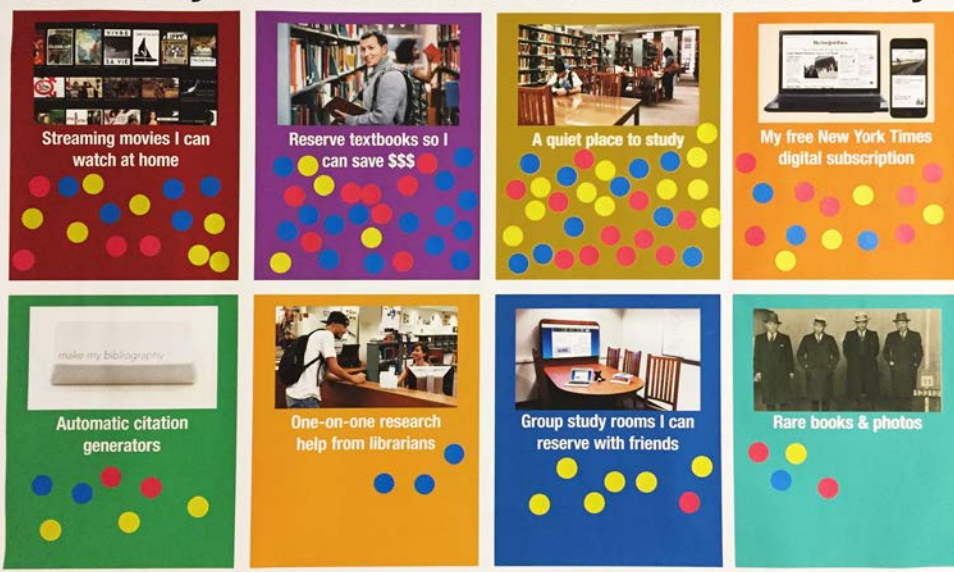
At the end of the Spring semester, our systems staff installed a new print station and computer just outside the Library's doors. This setup now allows students to access and print their papers even when the Library is closed.

We first advertised this new service on Instagram, where students left comments like "Great idea!" and "👍👍👍." Since then, the Anytime Printing station has grown in popularity, particularly in the morning before our doors open.

Our Anytime Printing station is part of the EZ Print Center initiative, launched by CLSS in 2009 to relieve long lines at labs' print stations. Many thanks to CLSS and our systems staff for installing this new station! *RCD*



What are you MOST EXCITED to use from the Library?



In September's First Year Kickoff event, first-year students told us what they were most excited to use from the Library. The winning choice? "A quiet place to study," followed closely by "Reserve textbooks so I can save \$\$\$." Maureen Richards administered this informal survey (designed by Robin Davis) as part of the Library's first-year outreach.

New librarian-hosted podcast

CUNY is teeming with people conducting interesting research and writing. Steve Ovadia, a faculty member in the library at La Guardia Community College, and Kathleen Collins, faculty in the Lloyd Sealy Library at John Jay, are ferreting out some of these creators and featuring them on a new podcast, *Indoor Voices*. The format is informal conversation, with Steve or Kathleen talking with guests about their work. So far these have included Richard Ocejo and Barry Spunt from John Jay, Barbara Katz-Rothman from the Graduate Center, and Polly Thistlethwaite and Jessie Daniels of the Graduate Center and Hunter College, respectively. Each of these has centered on the books these authors have recently published, but future chats may include non-book projects and works in progress. The podcast itself is an evolving

work in progress, and thanks to funding from John Jay's Office for the Advancement of Research, it should see improvements and expansion in the coming year. Links to the audio interviews and more about the podcast can be found at indoorvoicespodcast.com. *KC*

Library Lounge & Lab open 24/7 during finals

The Library, Student Council, and Public Safety are again partnering during finals period to open a 24/7 study space in the Reserve Lab and Niederhoffer Lounge, both on the first floor of the Library. These areas will be open continuously December 6–20, 2017. Computers, printers, and large tables will be available for John Jay student use for the entire duration of finals period. Students can count on the Library to support their study needs! *RCD*



Bonnie Nelson, Associate Librarian for Information Systems, Retires

An interview with an academic freedom fighter

Kathleen Collins

In 1980, John Jay's president, Gerald Lynch, needed information about the potential for corruption in casino gambling in New York. Chief Librarian Eileen Rowland excitedly told him about a wonderful new way of searching literature, and she tasked her newest librarian, Bonnie Nelson, with helping the president with his research. Lynch visited the library, still wearing running shorts from his morning workout, and sat with Bonnie as she used an acoustic coupler with a dedicated "dumb" (unconnected computer) terminal, dialed a phone number, got a tone and put the handset in the cradle attached to the terminal so the terminal could communicate with the mainframe located in some faraway location. All that before she could even begin a (very slow, 300 bytes/second) search using precise Boolean language and controlled subject headings in Dialog, just to come up with a list of bibliographic references (maybe abstracts if she was lucky) to print out and then locate on the library shelves or on microfilm (if she was luckier).

It sounds cumbersome and archaic now, but Bonnie was at the forefront of library technology. As a Bronx High School of Science student, she had taken a class in computer programming. That minimal knowledge marked her as a semi-expert, allowing her to get hired as a librarian at NYU where they were implementing a new computerized circulation system. "It was tough times in 1973," says Bonnie. "Nobody was hiring. They were firing. I was lucky to be hired at all, anywhere." She played an important role in getting that new system underway

and also did reference (of the mediated type described above). She stayed for almost seven years, and was the first librarian to come up for tenure as they had just been granted faculty status. "[NYU] decided everyone needed a PhD," says Bonnie of the tenure requirements. "And should have written a book or something. I was the test case. I was pretty young and they didn't want to make a commitment to someone so young." But more to her credit, she revealed a trait that would serve her well later on: "I didn't know enough to keep my mouth shut at faculty meetings." Combined with the overly stringent requirements and an austere economy, the stars were not aligned for Bonnie to remain at NYU, and she was not granted tenure. "It was a rich person's university," says Bonnie, admitting that she had not been completely comfortable there. NYU's loss was CUNY's gain, where she clearly found her niche and remained for the rest of her library career.

It was fitting, too, as Bonnie started her academic life at City College where she had been a college student and where she had experienced the tumult of the transition to another new era. In the late 1960s and early 1970s, campuses all around the U.S. were frequently closed due to antiwar activity. Bonnie recalls there being two or three years in a row when Spring finals were cancelled. "There were so many protests," she says. "It was exciting and unnerving." Adding to the revolutionary air at CCNY during the same time period were equally passionate protests about another issue. Bonnie was a freshman

Photo: Bonnie shows off her new camping cooler at her travel-themed retirement party in June

when more than 200 students (mostly black and Puerto Rican) chained the gates to the college in protest about admission standards. “City College was very elitist and white and you needed a 92 average to get in,” says Bonnie. “There we were, in in the middle of Harlem, a black area, with all these elite, white middle class kids.” Eventually, the Chancellor agreed to work towards open admissions which guaranteed every New York City high school graduate a place at City College. “It was the civil rights era,” says Bonnie. “There was a feeling that things needed to change.”

Sympathetic to the causes, Bonnie was easily caught up in the spirit of activism all around her. “It’s what everybody was doing,” she says. A year or two after the open admissions protest, New York State raised the minimum wage, but she was a student aide in the library, making even less than a college assistant, and CUNY was not required to pay student aides minimum wage. She was one of the co-organizers of a one-day strike in protest. A few months later, the aides received their deserved increased pay. Bonnie’s family was not particularly politically active, but in high school, she says, “I was mentored by a fellow student who was much more radical, and she educated me about what was really going on in Vietnam, and so I started tentatively taking steps towards demonstrating against the war. And then in college, I met my husband [Bob Nelson, later Deputy Director of Student Services at the Graduate Center] when I was a freshman, and he was pretty left wing, came from a left wing family, and he continued my education.” Her family eventually came around, too, “as the rest of the country did,” says Bonnie.

A self-described bookworm as a child, Bonnie frequented the public library in her northeastern Bronx neighborhood. “Though I never spoke to a librarian other than to get my library card,” she confesses. She actually had some librarian training before she started at City College. After high school, her mother enjoined her to do volunteer work, so Bonnie headed to Montefiore Medical Center thinking she might be interested in the medical field. On the way to her interview, she passed the patients’ library and spontaneously told the volunteer coordinator she wanted to work in the library, which she did for the summer. As a student at City College, she worked as a staff member in the library for four years. She was an anthropology major but not too keen on the idea of conducting fieldwork in exotic locations for the rest of her life, so she decided to go to library school after college. It was this unusually early start in the field that allowed her such a long library career.

During her time in the library science graduate program at Columbia University, she continued working at the City College library where she mostly did reference work. After library school, while working at NYU, she also obtained a sec-

“One of the things I’m most proud of is the work I did here, and CUNY-wide, in keeping the enemies of academic freedom at bay.”

ond Master’s degree in Anthropology (starting at Hunter and finishing at NYU). “I didn’t expect to wind up at a criminal justice college,” says Bonnie. “I had no interest in it and knew nothing about it. I thought, well, it’s a job for a few years and we can pay the rent.” Her experience at NYU starting the new computerized circulation system was attractive to Chief Librarian Rowland at John Jay where they were also imple-

menting a new system—using punch cards. “That was old technology even at the time,” says Bonnie, “and they were desperate to have someone who knew something about computers.” Like most faculty who come to John Jay with little background in criminal justice, Bonnie got interested quickly. She vividly recalls helping a forensic science student, who later went on to work for the medical ex-

aminer, do research on blood spatters. “And I helped someone in fire science find out the temperature at which blood boils. They needed to know how hot was too hot for firefighters to go in before blood could no longer deliver the oxygen. There were these very gross searches, and I thought, wow, working at John Jay, this is really different!” She also began to stay abreast of crime stories in the news since she knew she would be asked about such subjects at the Reference Desk.

After nearly four decades here, Bonnie is well known for her active role in PSC-CUNY. But despite her early days in activism at City College, she was not a union crusader right away. For her first few years, her time was occupied by trying to publish and get tenure. Junior library faculty at that time got no automatic reassigned time but were eligible to apply for special two-week reassignments for research. After being granted tenure, she had her daughter, Miranda. Jim Cohen, Public Management faculty (now emeritus) and chapter chair, asked if she wanted to be more involved in the union, and she said, “Ask me again when my daughter is more independent.” A few years later he did. She served as an alternate delegate and was then tapped to be secretary. “I was very good at taking notes,” she says, and she discovered that distributing notes of Labor-Management and Chapter meetings was actually critical to helping colleagues engage with the union. She also spent years on the PSC Delegate Assembly Library Faculty Committee. “Working with the union and librarians in the union and helping the union to understand librarians are just like other faculty but a little bit different,” she says. She was “in the troops” with other faculty librarians to advocate and win the two additional weeks of annual leave for librarians in the most recent contract, bringing library faculty closer to the parity they have long sought.

In addition, and even more meaningful for Bonnie, was her work related to technology and academic freedom. She was on the John Jay Faculty Senate Technology Committee, serving as co-chair from 1996 to 2017. In 2005, Bonnie was appointed by



A photo of Bonnie from her earlier years at Lloyd Sealy Library (undated). Source: John Jay College Archives, Special Collections

the University Faculty Senate to the CUNY IT Steering Committee, a body comprised mostly of vice presidents, or as Bonnie describes, “people who were authorized to make decisions on behalf of their colleges ... The UFS needed someone knowledgeable about technology and willing to go to meetings.” In both groups, for about a dozen years, she says, the faculty felt very much under attack with regard to their use of technology. “When the web became a big thing,” says Bonnie, “there were attempts to censor what faculty

were seeing and what they could search for. They were keeping logs of every site that faculty went to. Some colleges in CUNY put software on computers in libraries so you couldn’t freely search, but we fought that off at John Jay. [The administration] wouldn’t promise that they wouldn’t use the logs to track what people were doing, and at John Jay, we felt it was a great attack on academic freedom, particularly at a place where faculty were researching terrorist organizations, murder, pedophiles, sex crimes, things like that. There were big fights over whether the college could or should do this [monitoring]. The Faculty Senate Technology Committee was right in the forefront of that.” After 9/11, the FBI began visiting libraries—including John Jay’s—and demanding records of Internet use to identify suspicious activity. “We always fought that [keeping track of use of individual computers] because we wanted the students and faculty to be able to be anonymous,” says Bonnie. “So one of the things I’m most proud of is the work I did here and CUNY-wide, in keeping the enemies of academic freedom at bay.”

She and her colleagues were successful at John Jay in that regard. “We won here and were able to get the support of the important people and came to good resolutions,” she says. “But CUNY was more difficult. I kept very good notes of what was going on at the IT Steering Committee and I tried to alert the chair of the UFS to what was going on. And I used to send my notes to the chair of the UFS where they printed and distributed them. The IT Steering Committee was not a governance body. It was not in the charter anywhere, but it was making these very important decisions. They decided they would have this one faculty representative, and that was me. I could try and speak up for the faculty and occasionally they would listen

but more often what happened was the UFS would take alarm, appropriately, and try to pressure the chancellor or various people. Finally they fired me off the UFS. I was a pain.”

In the decades spanning Bonnie’s CUNY career, the most obvious change has been the growth of technology and the Internet. “I used to be the only person I knew who used email,” she says. In 1984, John Jay won a Department of Education grant that included IBM microcomputers, and Bonnie was charged with administering the grant. “In December, we got this big delivery of twenty microcomputers, and they were really expensive and they were put in this room that was going to be the computer lab, but it didn’t have a lock yet and security didn’t have enough staff to protect the machines. So I spent New Year’s Eve sitting in a room with a bunch of microcomputers, guarding them.” That was the first student computer lab at the college. Very few faculty had computers in their offices. “Most faculty didn’t know how to use them, so one of the things the library did was teach faculty how to do word processing, introduction to email, and when the World Wide Web came along we showed them how to search.” She recalls that she and Kathy Killoran (a librarian at John Jay from 1990 to 2006, now Executive Academic Director in Undergraduate Studies) set up what was either the first or second CUNY library connection to the Internet. “We did it ourselves,” she says. “We got the equipment, ran a few wires, plugged it in and there we were. We were very proud of ourselves.”

Bonnie considers building the Library’s IT infrastructure—both equipment and personnel—to be her most important contribution to the library. With the support of all three of the chief librarians with whom she worked, she made sure the library controlled its own equipment and content. After the then-head of the Microcomputer Lab tried to edit the library’s web page on the brand new John Jay College website, the Li-

“At John Jay, we have probably the best relations with the college IT department of any CUNY school—based on years of building trust.”

brary developed one of the first library websites in CUNY. “We did it by hiring an NYU student who built us a webserver on an IBM desktop and wrote web pages in basic HTML,” Bonnie recalls. That interference by John Jay’s IT department was an aberration, however, and generally relations with DoIT have been construc-

tive and mutually beneficial. “I’ve been lucky that throughout my time at John Jay key people in DoIT have understood that robust library IT infrastructure is critical to the academic success of both faculty and students,” says Bonnie. “We have probably the best relations with the college IT department of any CUNY school—based on years of building trust.” Bonnie said that this allowed her and her staff to build what was needed to provide access to remote library resources from on campus and off—for many years providing better service than was available almost anywhere else in CUNY. Following those early years of reliance on part-time student help and as IT be-

came more complex, Bonnie increasingly turned over the technical aspects of the job to highly-skilled adjuncts and then to specially-educated HEOs (currently Geng Lin) and librarians (like Robin Davis) as she coordinated in her role as Associate Librarian for Information Systems.

One of her most salient memories from her early years at John Jay is a painful one. The Library (and the rest of the college) was located in North Hall, and her office was near the circulation desk. Late on a Friday afternoon in January 1985, Bonnie heard a thud and looked out to see Lloyd Sealy, a formerly high ranking NYPD officer and faculty member at John Jay, lying on his back. “He’d had a massive heart attack,” says Bonnie. She and another woman performed CPR, but he did not survive. It was his 68th birthday. Lloyd had always spent a lot of time in the Library, and students always knew they could find him there. Appropriately, he became the library’s namesake in a 1991 dedication ceremony.

In more recent years, Bonnie became interested in assessment and spent much of her time analyzing library data. “I liked playing with the statistics to see if I could make them tell some kind of story about how we were getting better or how we could do things better, and just looking at trends over time.” Reflecting on how the role of librarians has evolved over the course of her career, recognizing that there is a misperception that librarians are not as essential as they were back in the days of mediated searching, Bonnie says, “Students need a guiding hand. As with so much else in colleges they think they know things they don’t know. They think they know how to weigh what’s true and what’s not. We can see what happens in the country when people don’t know how to tell what’s objective reality and how to figure out what’s real and what’s fake or when they’re being snowed.” She believes that librarians are uniquely suited to try and help people understand where information comes from. “It’s getting worse because of technology,” she says. “It used to be if you saw something on paper you thought it was authoritative, and now if you see it on the computer screen you think it’s authoritative. And it’s so much easier to put anything up on a computer screen. Propaganda used to be expensive. You had to have a printing press. Now just about everybody can do it.”

While Bonnie says that she misses the people at John Jay, “It’s very nice not going to work.” Shortly before she retired, she talked about going camping with her husband, something she expressed some reticence about. They’ve gone twice in the last four months, and she and Bob (who retired in 2016) are planning a cross-country trip to visit national parks. Never one to take the easy path, Bonnie continues to challenge herself. “We survived. Camping is fun in a masochistic way.”



150+ students “escape the library”

Robin Davis

My name is George Corcoran... I was killed May 1, 1921... Please solve my murder... You can’t leave the library until you find my killer...

Over 150 first-year and transfer students accepted the challenge to “Escape the Library” this semester, continuing the library’s annual Murder Mystery Challenge activity. Participants follow the paper trail—locating books, citing sources, and exploring the library—to solve Corcoran’s murder.

Student feedback has been highly positive. “This was waaaaay too much fun,” one student noted in a survey. “Definitely don’t think I’ll ever have this much fun in a library again.” (Librarians may beg to differ.) Another student wished that they could “do it at a time the library is closed, if that is even possible. I wanted to yell!”

The case students must solve actually happened. The trial of William Grubb, convicted killer of George Corcoran, is included in the Criminal Trial Transcripts of New York County Collection (1883–1927), housed in the Special Collections and digitized for the 2007 Crime in New York 1850–1950 Digital Project.

Since 2013, the Library has partnered with Student Academic Success Programs (SASP) to coordinate the activity, targeting students who are enrolled in First-Year Seminars and Transfer Seminars. SASP Peer Success Coaches attend each day of the game to help guide participants toward finding the right clues. Over 650 students have participated in the game since its inception.

Notes of appreciation

Wishing Bonnie Nelson the best as she retires

When I first arrived at John Jay as Chief Librarian in 1995, Bonnie Nelson immediately made me comfortable and aware of just about everything that went on in the College. It was evident that she was a consummate librarian who strongly supported all librarians, staff, and especially our student body. Whenever I needed statistical information about the Library and its thousands of users, Bonnie was the go-to person. Not only did she advocate for the Library on the many committees on which she served, but she never varied in her support for all staff in the College as she worked tirelessly and well as a representative of the PSC. Bonnie always came through!! —Larry Sullivan

Bonnie is a person who is able to keep a clear perspective when dealing with complicated issues. She knows how to explain things without oversimplifying them. She has a great knowledge of CUNY and College policies, and I will miss this comfort of having someone to consult with immediately by dialing x8267 (one of a few extensions I remember by heart). —Maria Kiriakova

I always admired Bonnie's ability to look at every angle of a situation and see problems through to a reasonable resolution. I never worked with anyone who gave such a damn about her work, solely for the common good. In the Bonnie-shaped hole that is left here at the Library and the College, all we can do when faced with tough questions is to ask ourselves, "What would Bonnie do?" —Kathleen Collins

I am so very grateful for Bonnie's mentorship over the past five years. She has shown me—us—again and again how to lead graciously, examine technological issues critically, counsel patiently, and advocate bravely. I've learned so much from Bonnie and already miss starting the week with our IT meeting. You can always trust Bonnie's advice, especially those three little words... "Read the contract!" —Robin Davis

When I first interviewed at John Jay College, one of my library school professors asked whether Bonnie Nelson still worked there because she has never seen anything that Bonnie was involved in that was not well done. It turns out she was right. Bonnie raises the bar in everything she does. She is one of the most capable people I have ever worked with. Her technological savvy, understanding of how libraries can continue to serve the changing needs of its users and her willingness to share her knowledge and know-how with those of us with less experience, will long leave its mark on the library community. —Maureen Richards

Working with Bonnie for all these years has been a tremendous joy. While I'm sad that I'll no longer see her at the library, I'm glad that she's able to move on towards new directions and fun experiences. Bonnie, best wishes! —Mark Zubarev

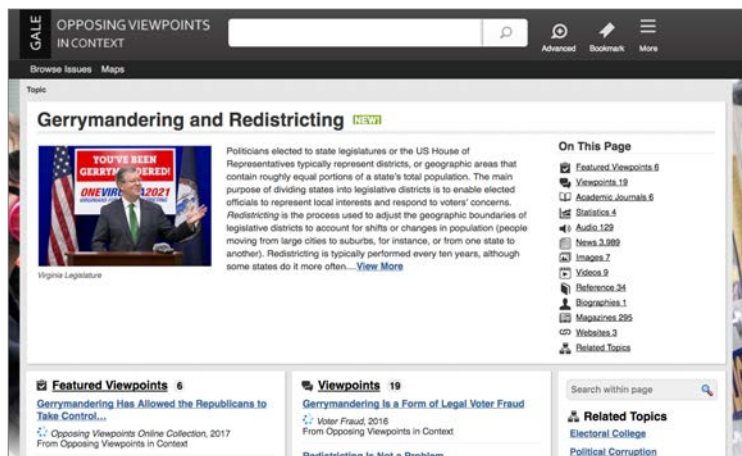
Words cannot describe what Bonnie has accomplished for the Library throughout her career. She has made countless contributions to the Library and she deserves every minute of her retirement life. And personally, she has been nothing but a great mentor to me during my time at the Library. Congratulations and we will all miss you very much! —Geng Lin

Bonnie fought fiercely for faculty with a finely tuned sense of what was going on at John Jay, CUNY and the PSC. She was a true champion for keeping the library and the college on the cutting edge of technologies that benefit all of us—students, faculty and administrators. I will miss her greatly, and so will the college. —Pat O'Hara, Dept. of Public Management

Bonnie mentored me in a lot of things throughout the years. She really cared about students, faculty and staff and it is because of her caring, she helped make John Jay a better place to learn and grow for all. I am very happy for her and I will truly miss her. All the best in your new life Bonnie! —Johnny Taveras, Marketing

Bonnie played a large part in bringing the Lloyd Sealy Library into the 21st Century. Her vision allowed John Jay to be on the cutting edge of library technology, from pulling the wires for the first library network to establishing our web presence to implementing the library's first online catalog. Her advocacy with the faculty and college administration secured the funding to allow the library to become a leader in CUNY in access to electronic research databases and full-text journal articles. She did a vast amount of service both at the college and across the university including union activities. She was a quiet leader, but her participation in these arenas much sought after. She was a person you could count on to participate. On a personal note, she was a caring mentor, valued collaborator, and friend. She helped me to recognize my potential and sparked my interest in educational technology. Some of the most fun days of my career were spent working with Bonnie in these endeavors! John Jay College will miss her tremendously!! —Kathy Killoran, Office of Undergraduate Studies

To me, Bonnie is a true example of what it means to always do your work with the benefit of the community foremost on your mind. I've known Bonnie mainly through the Faculty Senate Technology Committee, which she co-chaired for an incredible 21 years. Thanks to Bonnie's integrity, her deep knowledge, clear-sightedness, and her calm and even-handed approach to whatever problem might be at hand, everybody's technology-affected life at the College is better, whether they install software on their office computers, forward their John Jay email to a private account, or take advantage of distance-learning opportunities, to give only three of many possible examples. In addition to all this, I've also learned from Bonnie how to run a warm, productive, and enjoyable meeting, one of the little miracles of academic life. It's hard to imagine the College without her. —Alexander Schlutz, English Dept.



Database highlight: Current events

Opposing Viewpoints in Context

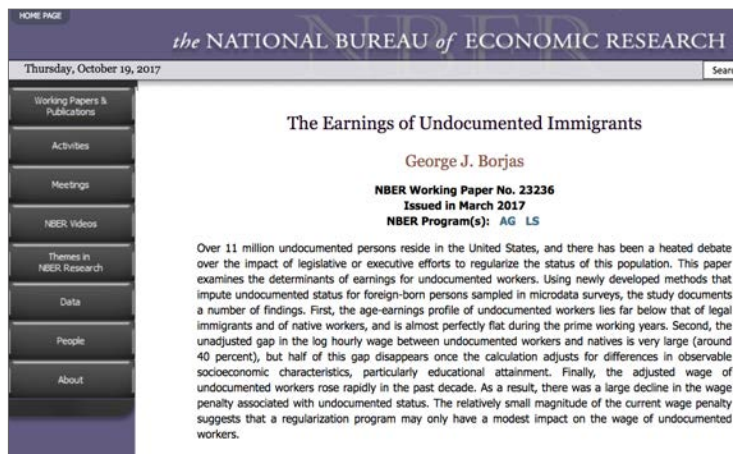
Marta Bladek

Coupled with the current political climate, the College's mission to educate for justice has been prominently reflected in the kinds of research questions and interests we have been encountering this Fall at the Reference Desk, in our workshops, and course-tailored library sessions. Fittingly, students and faculty have been seeking more information on critical issues that have been garnering the media and public attention.

The Library offers access to an array of current events resources (lib.jjay.cuny.edu/databases/current-affairs). One that stands out is the Opposing Viewpoints in Contexts database, readily embraced by students who first encounter it in their first-year library workshop. Faculty who touch on current events and debates in their courses and have students research related topics may want to take a closer look at it.

Opposing Viewpoints in Context appeals to students because of its visual and multimedia-rich platform. It is also easily searchable and browsable by topic. Featured resources range from print-based (news items, including editorials, magazine, and journal articles) to multimedia (NPR podcast and news video clips), with statistics and maps if available. As with a vast majority of databases, students can print, email, save, and get help with citation.

The range of topics Opposing Viewpoints covers complements the ease and convenience of its interface. Regularly updated and featuring newly available content, the database addresses such pressing issues as Confederate Remembrance, Freedom of Speech, Gerrymandering and Redistricting, North Korea, US-Puerto Rico Relations, and many others. The range and variety of information offered allow students to get a fairly comprehensive understanding of an issue, thus providing a great foundation for an in-depth engagement with a topic.



Database highlight: Not just for economists

The National Bureau of Economic Research Database

Peggy Teich

The library now subscribes to the NBER database. According to their website, the National Bureau of Economic Research (NBER), "founded in 1920, (is) a private, non-profit, non-partisan organization dedicated to conducting economic research and to disseminating research findings among academics, public policy makers, and business professionals."

Working papers are written by scholars and experts in a field, prior to submitting those papers to peer-reviewed journals or book editors. They typically contain extensive datasets including time-series data on a wide variety of topics. They also include comprehensive bibliographies.

While the papers found in this database are primarily socio-economic, their scope is in fact much broader. Working papers can be found on topics such as criminal justice, public administration, political science, history, demographics and education.

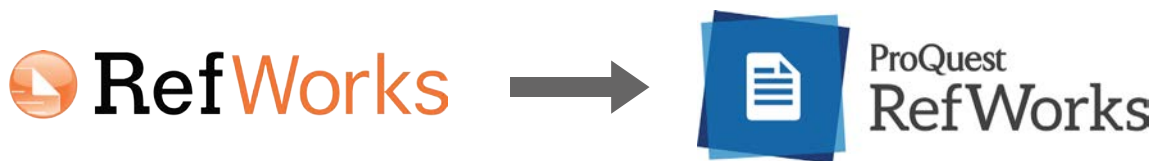
For example, a simple search on the term *immigrants* pulled up papers with an expected economic bent such as:

- The Earnings of Undocumented Immigrants
- Are Immigrants a Shot in the Arm for the Local Economy?

But the search also retrieved papers on the following cultural, historical, sociological, and demographic topics:

- The Educational Attainment of Immigrants: Trends and Implications
- Immigrants and Gender Roles: Assimilation vs. Culture
- Intergenerational Persistence of Health in the U.S.: Do Immigrants Get Healthier as they Assimilate?

Give NBER a try!



Introducing the new & improved RefWorks

Kathleen Collins

If you have been using RefWorks to manage your research and citations, you may be aware that changes are afoot. As you export a citation from an article database to RefWorks, you have likely seen the option to export to either the “legacy” (original) version or the new version. As the legacy version is guaranteed to remain available only through the end of 2017, we suggest you take the time now to migrate to the new version.

To do a “soft migration,” after you log into the legacy RefWorks, you will see a link at the top of the screen that says, “Move to the newest version of RefWorks from ProQuest.” Choosing that link will move your account data to the new RefWorks. You will be prompted to login to the new RefWorks using your college email. Even if you used your college email to create your original account, do not choose the option that says “Use login from my institution,” if you see it. At this point you are essentially creating a new account. If you currently sign into legacy RefWorks with your institutional email, you are advised to use a different password from the legacy account to avoid confusion. Your new RefWorks account will be created and all your records and folders will be copied from legacy RefWorks.

You may also move your references to the new version from within the new RefWorks. This requires that you have already created an account in the new version of RefWorks. Use “Import References” from the *Add* menu icon to move your references from the old to the new RefWorks. For this method and for new RefWorks users, simply find and select the RefWorks database listed under *R* in the *Databases by title* list from the Library’s home page.

It is possible to have accounts on both platforms, but it is only possible to import new citations to one. We advise that once you migrate your citations from the legacy RefWorks to the new version, you no longer use the legacy RefWorks. While it may take a little bit of getting used to the new environment, the improvements are more than worth the brief adjustment period.

If you any questions about using RefWorks, visit the *Databases by title* list again, and you’ll find a guide in the RefWorks listing. You may also contact Prof. Kathleen Collins at kcollins@jjay.cuny.edu. And keep an eye out for introduction workshops, too.

Online co-curricular workshops for graduate students

Kathleen Collins

The Graduate Studies office has long been offering workshops for graduate students on topics such as resume writing, statistics, and communication and leadership skills. Generally offered in the early evening to accommodate student schedules, these workshops are always appreciated by those who can fit them into their busy schedules, but too often they are not well attended. In an attempt to try to reach more students with the information they need to support their graduate level learning, Graduate Studies is now offering two of these workshops—Using Library Databases for Research and

How to Write a Literature Review—via Blackboard. Students can register and take the workshops, which are divided into modules, at their convenience. Badges signifying skills and achievements can be earned for use in ePortfolios or to share with outside organizations.

A full complement of workshops are still offered in person at the start of each semester, and there are plans to add more on-line workshops in the future. To register for the online workshops, visit www.jjay.cuny.edu/graduate-studies and select the registration link in the upper right corner.

Are high-priced textbooks a social justice issue?

Open/Alternative Educational Resources at CUNY

Ellen Sexton

Might students be more likely to arrive in class ready to learn if getting access to assigned readings did not involve paying a large amount of money? Would they read the first week's materials in time if they did not have to wait for a book to be mailed to their home? Would the course be better if the learning materials were customized for your needs?

Faculty around CUNY are dropping textbooks in favor of open and alternative educational resources. Hundreds of courses are currently listed in CUNYfirst as "Z" courses—those with zero textbook costs for students—and New York State has awarded \$4 million to CUNY to develop more. One way of making a course zero-cost is by using Library reserves, or by putting links from your Blackboard site to electronic journal articles and book chapters licensed or owned by the Library—that's what we are calling "alternative" educational resources (AER). The "open" educational resource (OER) concept moves far beyond those strategies, embracing remixing, re-editing and re-creation of content.

David Wiley, the man behind Lumen Learning/Waymaker, has defined open educational resources as copyrightable works that have been licensed so that users can *retain, reuse, revise, remix and redistribute the content*. Creative Commons licenses are commonly used to indicate various degrees of openness. The MERLOTx repository, led by California State University, and the Open Textbook Library hosted by the University of Minnesota are two of the best-known repositories of open learning materials. They are great places to see the range of easily discoverable materials available for adoption, remixing, anthologizing, etc. Lumen Learning hosts open textbooks but requires students to pay a small per-semester fee for access. CUNY has taken on the payment of such fees for the spring semester. Of course, "zero-cost to students" does not mean free of effort from faculty. Creating or choosing and adapting open resources involves labor. As OER practitioners have observed, open is "free" as in puppies, rather than "free" as in beer.

Professor Karen Okamoto has created a guide to zero-cost (to students) textbook alternatives for John Jay faculty, with links to CUNY and SUNY activities: guides.lib.jjay.cuny.edu/zerocost

Introducing Vee Herrington

Vee Herrington is joining us to support CUNY's initiative to replace costly textbooks with alternative resources at zero-cost to students. Vee led an open educational resource initiative at CUNY's Guttman Community College, where she was Chief of the Library and Director of Academic Technology. Her familiarity with library licensed content and OER will be invaluable in supporting faculty who are exploring new pedagogical practices.



Vee has worked at Bell Labs and was Command Librarian of the US Army Military Intelligence Corps. Her many credentials include a doctorate in instructional technology. Vee will be with us as a non-teaching adjunct librarian, for two days a week, working closely with Ray Patton and Gina Foster. She may be contacted at vherrington@jjay.cuny.edu.

Open Access: Have you received an email from Saad?

Librarian Saad Abulhab has been tasked with reaching out to faculty to encourage them to deposit copies or pre-prints of their published articles in our institutional repository, CUNY Academic Works. He is trawling through bibliographic databases to gather citations, and checking journals' self-archiving policies. His aim is to identify works that are permitted by the publisher to be posted on the institutional repository. He has been sending out emails to faculty whose work we believe may be posted on CUNY Academic Works if the author agrees. Faculty grant permission via a web form, where they type out the title of the work(s), tick a box agreeing to terms and conditions, and click a button to submit. Saad is a scholar of Arabic scripts, and has posted his own articles on CUNY Academic Works.

Cozy up with a good ~~book~~ academic journal

Introducing BrowZine

Maureen Richards

When you want library resources, do you typically think about looking for them in databases? Do you search the CUNY+ catalog for a book? Explore the Library's growing streaming video collections by going to Films on Demand or one of the Alexander Street video databases? Or do you just head directly to a favorite database like JSTOR, PsycINFO, Project Muse or Google Scholar?

Chances are that you have your list of go-to sources and have not thought much about library databases on a more macro-level. If you did, one of the first things you would discover is that the majority of library databases provide access to scholarly journals—those peer reviewed, academic journals that are often required sources for papers and research projects, particularly in upper level courses and graduate work. You would also discover that despite the abundance of these journals in the scholarly literature landscape, the vast majority of them are now only available electronically through libraries.

In other words, opportunities to cozy up with your favorite academic journal are fleeting.

Much to the chagrin of journal editors, most of these journal articles are discovered as the result of keyword searches in databases, without *any links* to the journal issue. Our speed-of-light, get-it-anywhere-anytime-online delivery methods provide access to these articles, often as an easy-to-access PDF—but without the context of the journal issue.

BrowZine, the Library's newest tool for browsing journals, is trying to change this. We think this is a good thing, since every year students and faculty at John Jay download the full text of about 1 million journal articles... and context mat-

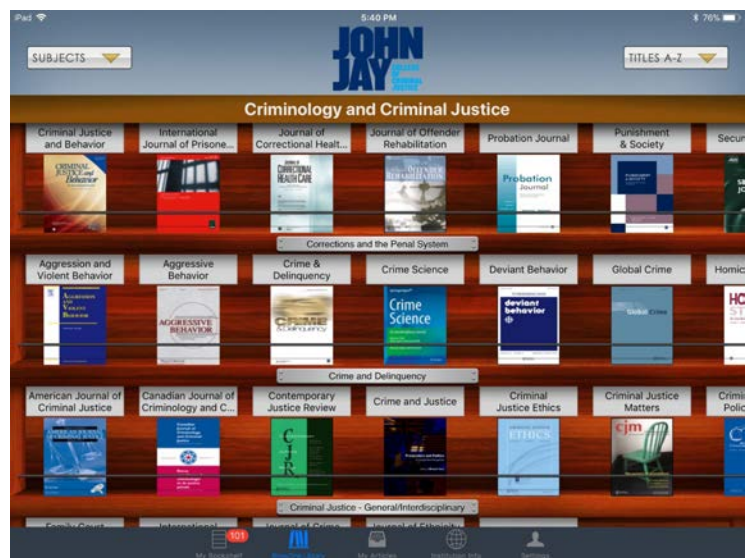
ters!

BrowZine allows you to access and browse over 15,000 academic e-journals, much like you might browse their print counterparts. In BrowZine, you can find any academic e-journal title that the Library subscribes to that has an ISSN or eISSN number. BrowZine operates in a web environment but it uses journal covers and journal page images that have the look and feel of a bookshelf. It has been compared to Flipster, an app for browsing popular magazines (available remotely to all NYPL library card holders), but for academic journals.

BrowZine has a web version and mobile apps. All platforms allow you to view complete issues of e-journals that the Library subscribes to, dating back to 2005, including the table of contents. The web version provides access to more content because it provides extra links to content through the Library website. The web version also shows the impact factor for the different journals. The app version focuses exclusively on the approximately 15,000 academic e-journals that have an ISSN or eISSN number, and is great for tracking and reading your favorite journals on the go from your phone or tablet.

How do I get BrowZine?

To access the web version of BrowZine, you can go directly to browzine.com. Alternatively, you can go to the *Browse journals by subject* link under *Journal titles* on the library website. For the app



version, download the mobile app on your iPhone, iPad, and Android devices. Select the John Jay College library on the “Settings” page and then enter your John Jay user name and password—the same that you use for your John Jay email.

How do I use BrowZine?

You can search for journals by title, subject, or ISSN. Once you begin typing in the search box, a list of results will begin populating. Be sure to pay attention to the accompanying icon for a particular result. A red file icon indicates that this result is for a subject category. A blue book icon indicates that the result is for the title of a specific journal. For example, a search for “criminal justice” will retrieve both subject category results and journal title results.

Set up a personal account so you can create a personal library and save up to 64 journal titles to your bookshelf. By doing so, you will get alerts when a new issue of a journal is published and be able to save articles to read later, even when you are offline. You can also save

THIS IS AN EDITORIAL!

Jeffrey A. Kroessler

citations to tools like Zotero, RefWorks, Dropbox, and Mendeley to help keep all of your information together in one place.

Should I use BrowZine with students?

A common complaint from faculty is that students are not selecting appropriate sources. By introducing students to BrowZine, which only accesses academic journals, they can only get scholarly content. Furthermore, by introducing students to journals, and not just journal articles, BrowZine can be used to put journals back in context for students who are frequently unfamiliar with academic journals and how they are used for scholarly discourse within a discipline.

Consider asking students to follow certain journals in a subject area and identify current areas of research. This will familiarize students with key journals in a field and encourage them to select articles of interest from the recent literature. All subject and journal URLs in BrowZine are persistent links, so connecting students to journals in BrowZine is easy. Simply copy and paste the URL from the address bar into your syllabus or Blackboard course.

What BrowZine is not

Keep in mind that BrowZine is a browsing tool, *not a discovery tool*. You cannot conduct keyword searches to find articles in BrowZine, and it should not be used as a substitute for a comprehensive search of the library literature.

For more information about getting started with BrowZine, consider viewing a very short video: jjay.cc/browzvideo. Once you get started, we look forward to your feedback!

The editorial page of any newspaper is often the most interesting. We scream at the small-mindedness. We wonder at the ignorance. We cheer the courage. We consider the nuances. We question our own certainties. And we learn to respect the combative nature of ideas in the public arena.

Our students do not know what an editorial is. Nor, obviously, an op-ed.

I grew up reading newspapers. I read the sports pages (first), absorbed the editorial cartoons, and marveled at the letters to the editor. Early on, I understood the fundamental difference between information—news—and opinion. And so learned to form my own informed viewpoint.

But that was a print world. Students now inhabit a digital world. When was the last time you saw a student carrying a copy of the *Daily News*? Or, god forbid, the *Wall Street Journal*? True, all members of the John Jay community have access to a free digital subscription to the *Times*, but do we know how students use that? Do they click on the editorial pages? (CUNY subscription sign-up: lib.jjay.cuny.edu/nyt)

For much of their schooling, students have been taught to look out for bias. Bias is bad. From there it is a short bridge to seeing opinion as bad, and therefore editorials are suspect.

In my own research on urban affairs, I always look to see what the *Times* thought. I go into the *New York Times* Historical database and limit results to articles and editorials (and then, being a historian, “oldest first”). When I ask students whether an editorial would be useful for their topic, they invariably answer no.

How can students who have not read editorials or understand their role in public discourse comprehend the concept of a community of opinion, or the role of opinion shapers? When news comes from everywhere, there is no authoritative voice, and thus no opinion carries more weight than any other.

We have digital access to many newspapers. Under Databases, by subject, select Newspapers. You will find Ethnic Newswatch; New York State Newspapers; National Newspaper Index; LesisNexis, and more. Consider also Opposing Viewpoints in Context, listed under the subject Current Events. Ask students to find and evaluate opinion pieces on the same issue. Does everyone agree? Are their own viewpoints validated? Are they outraged? What do they think?

Videos

New documentaries

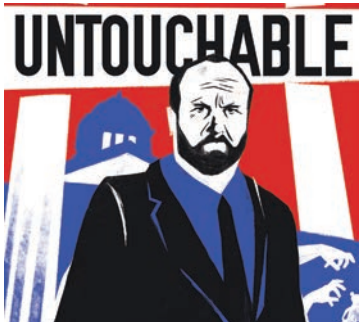
Recently acquired by the Media Department

Ellen Sexton



Free CeCe (2016)

An African American transwoman's experiences of violence, incarceration, and activism highlights transphobia, racism and the everyday dangers faced by transgender people. DVD 1482



Untouchable (2016)

Ex-Bronx Defender David Feige's documentary explores issues surrounding child sexual abuse and the restrictions placed on registered sex offenders. Winner of the New Documentary Director Award at the 2016 Tribeca Film Festival. DVD 1483



Marathon for Justice (2016)

Environmental justice is explored around the themes of air, water and land in this documentary; activists in Philadelphia protesting industrial air pollution, Navajo people coping with water poisoned by uranium mining, and Lakota in the Black Hills struggling for reimbursement for land stolen from them by the United States. Streaming and DVD 1485



Last Song before the War (2013)

The 2011 music Festival au Desert in northern Mali. DVD 1484

Capitalism (2015)

In six episodes. Streaming from Icarus Films on the Docuseek2 platform:

- Capitalism #1. Adam Smith: The Birth of the Free Market
- Capitalism #2. The Wealth of Nations: A New Gospel?
- Capitalism #3. Ricardo and Malthus: Did You Say Freedom?
- Capitalism #4. What If Marx Was Right?
- Capitalism #5: Keynes vs Hayek: A Fake Debate?
- Capitalism #6: Karl Polanyi, The Human Factor

Inside the Criminal Mind (2014)

30 documentary episodes, directed by Ron Meyer. DVD 1476

National Gallery (2014)

Director Frederick Wiseman. DVD 1469

You've Been Trumped (2011)

DVD 1464 and streaming

Brotherhood: life in the FDNY (2005)

DVD 1465

Burn: One Year on the Front Lines of the Battle to Save Detroit (2012)

DVD 1466

Too Hot for Burn (2014)

More Detroit firefighting. DVD 1468

Incarcerating US (2016)

DVD 1467 and streaming

The Brainwashing of My Dad (2015)

Rise of the right-wing media. DVD 1461

A Good Job: Stories of the FDNY (2014)

DVD 1462

American Teen (2008)

Five Indiana high school students tell what it is really like. DVD 1477

Looking to assign a DVD to your class? We recommend requesting DVDs for in-class viewing in advance on our website under *Faculty » Video Reservations*.

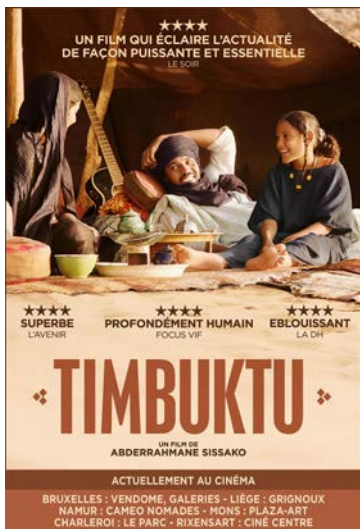
For viewing outside of class, students may request a DVD by call number (e.g., DVD 1477) at the Circulation Desk. They may view it in the library with headphones or in the Media Viewing Room (seats 6), but cannot take it out of the library.

For links to each streaming video highlighted here, see this article online at lib.jjay.cuny.edu/classified-information

New feature films

Recently acquired by the Media Department

Ellen Sexton



Timbuktu (2014)

A French-Mauritanian drama film directed by Abderrahmane Sissako, telling the story of an occupation of Timbuktu by Islamic militants, as experienced by one small family. DVD 1480



Woman in Gold (2015)

An elderly Jewish woman fights a legal battle to recover a Klimt painting that Nazis stole from her family. DVD 1481

Touching the Void (2003)

Feature film on surviving a climbing accident in the Peruvian Andes. DVD 1479

La Jaula de Oro [The Golden Dream] (2013)

Directed by Quemada-Díez. Social-realist drama of Guatemalan teenagers travelling through Mexico to the United States. DVD 1471

Billy Budd (1962)

Peter Ustinov. DVD 1478

Juno (2007)

Coming-of-age comedy-drama. DVD 1470

Alien Quadrilogy (1979–97)

Alien, Aliens, Alien 3, Alien Resurrection. DVD 1472

High School (2010)

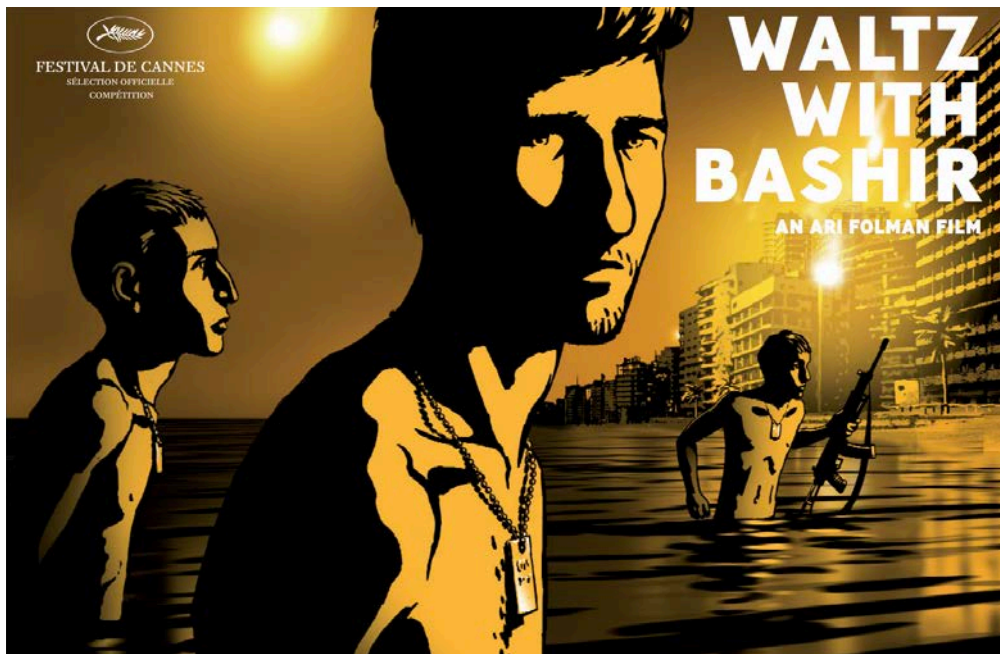
“What could possibly go wrong when you steal a psycho drug dealer’s stash to get the whole school high?” DVD 1474

Kiss Me Deadly (1955)

Mike Hammer investigates the murder of a mysterious blonde; classic film noir. DVD 1475

Murder in Coweta County (1983)

True-crime story set in 1948 rural Georgia. DVD 1463



Waltz with Bashir (2008)

Animated autobiographical account of the 1982 Lebanon war and massacres at Sabra and Shatila. DVD 1473



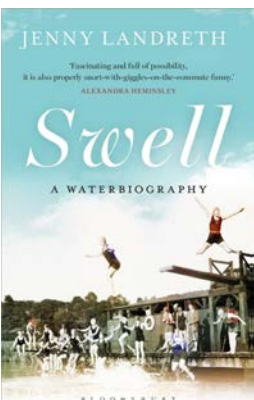
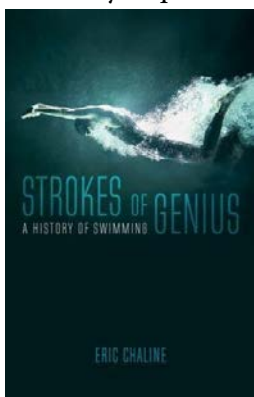
Collections Development

Two recent books on the history of swimming

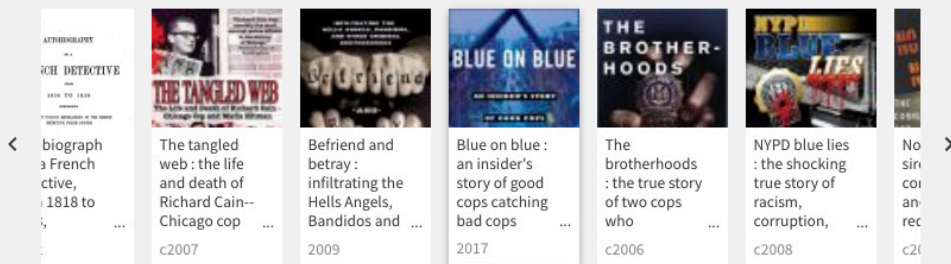
It is always interesting to observe how books are published in waves. One year, many books are published on the topic of cleaning, for example, while another year Internet security sees a surge of publications. Surprisingly, the year of 2017 brought two books on the history of swimming that the library acquired.

In *Strokes of Genius: A History of Swimming* that was just published by Reaktion Books in London, Eric Chaline researches how swimming contributed to the evolution of species and surveys this art of human movement from pre-history to the current era. The author looks at swimming not just as a sport, but also as a part of religious, military, and medical history. You can find this book in the Stacks, GV836.4 .C43 2017.

The other book is *Swell: A Waterbiography* by Jenny Landreth (Bloomsbury Publishing). It is a fascinating account of societal norms prescribed for swimmers of different genders in the last two centuries. You can read the whole story of the “swimming suffragettes” who liberated swimming for women by picking up the book from the Stacks, GV837.5 .L36 2017.



Browse Shelf



Virtually browsing the library shelves: A OneSearch feature

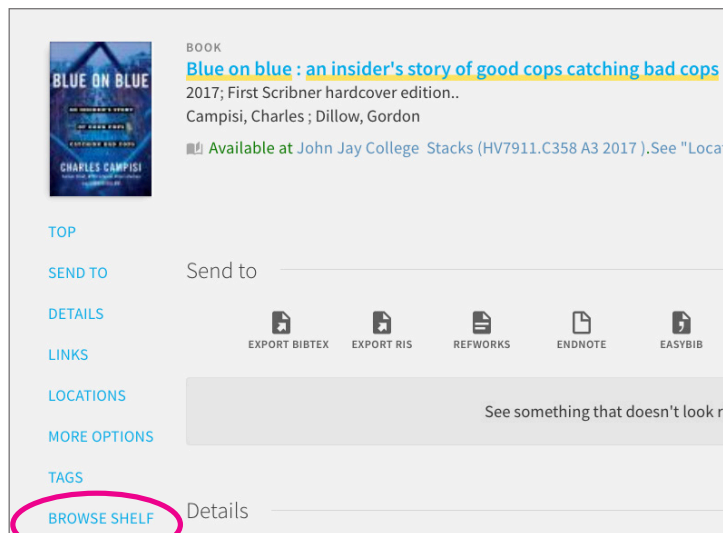
Most people like browsing shelves in a bookstore. You walk through a certain section (Mystery or Cooking) and then just let your eyes wander from title to title, lost in time. In an academic library, there are no labels for such sections, but you can still browse books in a certain area of knowledge using the call number system. Books that have call numbers starting with B, for example, will deal with philosophy and psychology; HV represents criminal justice; and Z stands for library science. The whole Library of Congress Classification Outline (the one the majority of the American academic libraries use) can be found at loc.gov/catdir/cpso/lcco.

Reference librarians often suggest to

students who are looking for books on a particular topic to find one book in the catalog that fits their topic, then find it on the shelves and browse the area for more titles that might address the same issue. Now the library discovery tool OneSearch allows users to virtually browse library bookshelves to see books arranged by call number and represented visually by book covers—similar to browsing in one’s favorite bookstore.

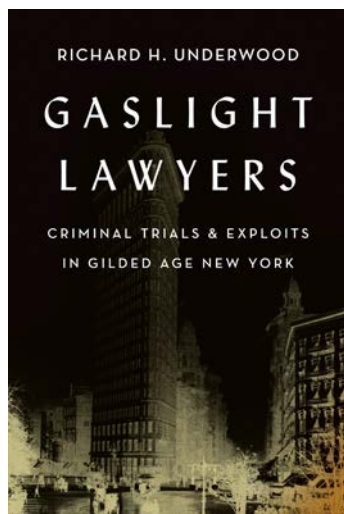
For example, say you found a great title on police corruption in OneSearch, *Blue on Blue: An Insider’s Story of Good Cop Catching Bad Cop*. Click on the title to see the detailed information about the author, publisher, table of contents, subject headings, call number. By click-

ing Browse Shelf (see screenshot to the left) or scrolling to the bottom of this screen (as in the screenshot above), you will see the images of various book covers to the left and right of *Blue on Blue*, all with call numbers beginning with HV 7911.



Corner

Maria Kiriakova



A special dedication

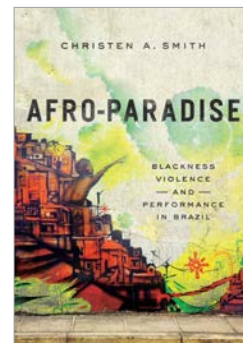
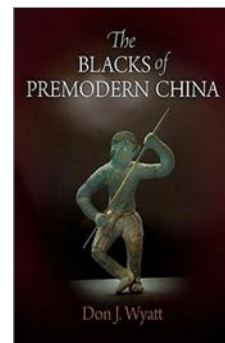
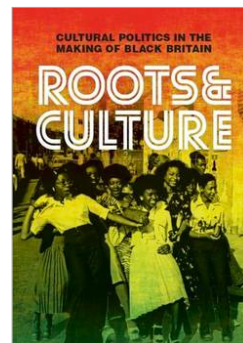
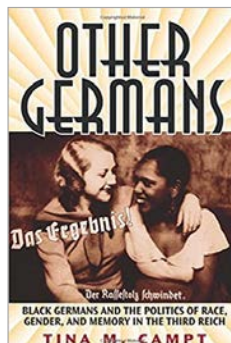
Gaslight Lawyers: Criminal Trials & Exploits in Gilded Age New York by Richard H. Underwood was published this year by Shadelandhouse Modern Press in Lexington, Kentucky. The book was recently acquired by the Library (Stacks KF355.N4 U53 2017). It has an excellent bibliography, and many of the works cited are also available via the Sealy Library.

Professor Underwood did his research in the New York Public Library, the Museum of the City of New York, and the Library of Congress, among others, but he highlights the Lloyd Sealy Library's trial transcripts collection in his acknowledgements—and he opens the book with a special dedication:

To John Jay College of Criminal Justice,
Lloyd Sealy Library, with a special tribute
to librarians Ellen Belcher, Ellen Sexton,
and Bonnie Nelson

On being black in other parts of the world

The Library's monograph collection is multifaceted and reflects a variety of subjects that are hot topics in today's mass media outlets. These passionately debated issues include race and ethnicity. Below are just a few examples of the books (in print and electronic format) that deal with the issue of being black in different parts of the world throughout history. See the location provided to find these materials in our library.



Aitken, R. (2015). *Black Germany: The making and unmaking of a diaspora community, 1884-1960* (1st pbk ed.). Cambridge: Cambridge University Press. Stacks DD78 .B55 A48 2013

Alexandrov, V. (2013). *The Black Russian*. New York, NY: Atlantic Monthly Press. Stacks DK34 .B53 A43 2013

Campt, T. (2004). *Other Germans: Black Germans and the politics of race, gender, and memory in the Third Reich* (UPCC book collections on Project MUSE). Ann Arbor: University of Michigan Press. Stacks DD78 .B55 C36 2004 and also available in Proquest Ebook Central database, unlimited user access.

Chambers, E. (2017). *Roots and Culture: Cultural politics in the making of Black Britain*. I B Tauris & Co Ltd. Stacks DA125.N4 C39 2017

Dixon, K. & Burdick, J. (2012). *Comparative Perspectives on Afro-Latin America*. University Press of Florida. Available in Proquest Ebook Central database, unlimited user access.

Earle, T. F., & Lowe, K. J. P. (2005). *Black Africans in Renaissance Europe*. New York: Cambridge University Press. Stacks D233.2 .B44 E26 2005

Hondius, D. (2014). *Blackness in Western Europe: Racial patterns of paternalism and exclusion*. New Brunswick, New Jersey: Transaction Publishers. Stacks D1056.2 .B55 H66 2014

Marable, M. & Agard-Jones, V. (2008). *Transnational Blackness: Navigating the global color line* (1st ed., Critical Black studies series). New York, NY: Palgrave Macmillan. Stacks and Reserve HT1581 .T73 2008

Ramey, L. (2014). *Black Legacies: Race and the European Middle Ages*. Florida: University Press of Florida. Available in Proquest Ebook Central database, unlimited user access.

Smith, C. A. (2016). *Afro-Paradise: Blackness, violence, and performance in Brazil*. Urbana: University of Illinois Press. Available in Proquest Ebook Central database, unlimited user access.

Trigos, L. A, Svobodny, N., Nepomnyashchy, C. (2006). *Under the Sky of My Africa: Alexander Pushkin and blackness* (Studies of the Harriman Institute). Evanston, Ill.: Northwestern University Press. Stacks PG3358 .R33 U53 2006

Wyatt, Don J. (2011). *Blacks of Premodern China*. University of Pennsylvania Press. Available in Proquest Ebook Central database, unlimited user access.

Special Collections



The process of courtroom artists

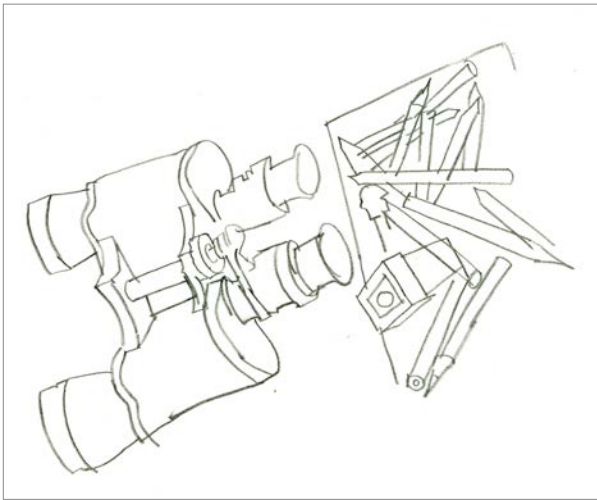
Ellen Belcher

In preparation for our upcoming exhibit, “Rogues Gallery: Forty-Year Retrospective of Courtroom Art from Son of Sam to El Chapo” (Shiva Art Gallery, November 29 through February 2), I have been spending a lot of time with the Richard Tomlinson Collection of Courtroom Drawings ([shortlink to finding aid: jjay.cc/tomlincoll](http://jjay.cc/tomlincoll)). It strikes me that while many of us are familiar with courtroom drawings, we don’t know much about the process of courtroom artists.

As I reported previously in this newsletter (Spring 2012), Richard Tomlinson worked as a courtroom artist for three decades. For quite a while, he worked covering New York City area trials full-time for Channel 5 WNEW news. He and other artists, working for other news outlets, would sit side by side, drawing boards in their laps at the front of the courtroom, surrounded by their art supplies, working quickly to capture all the action of the court proceedings within their allotted space

on the courtroom bench. Richard Tomlinson was well known for drawing in a small, confined area with a few materials in his pocket and a pair of binoculars next to him; others spread out onto every free area on the bench and floor. At the end of the proceedings, courtroom artists ran outside to waiting news photographers and cameramen, who would immediately shoot the drawings in natural light on the sidewalk. Other times, artists lugged their drawings to Midtown newsrooms on the subway (or sometimes by a speeding cab), where editors shuffled through them looking for the best shot to illustrate breaking news stories. Now courtroom artists scan their drawings in their studios and email them to newsroom editors.

Courtroom artists employ a range of materials to capture all the color, actions, and emotions of court proceedings quickly. Sometimes the court appearance of defendants and witnesses is so brief that only a quick sketch can be accomplished, which

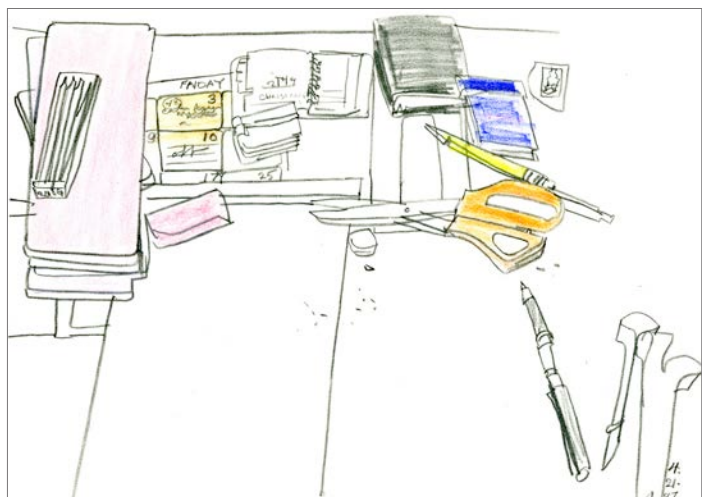


Opposite: an artist making a drawing in court.

Left and bottom right: Sketches of materials in the courtroom.

Bottom left: Drawing (charcoal, crayon and watercolor on vellum) of the courtroom audience during the Howard Beach Trial (1987). Detail.

All sketches by Richard Tomlinson.



is later colored in with details added from memory. The paper has to be the right size and texture to capture and hold the action as well as the drawing media, and it must stand up to possible rough handling. Everyone develops their own distinctive style, which could change over time, or with each trial. While pastels and charcoal can be messy and easily smudged, they are by far the most used medium because of their ease of use in rendering quick, colorful, and expressive drawings. Richard Tomlinson often did a charcoal sketch that he then filled in with colored oil crayon, pencils, or watercolor onto a thin, smooth—but very durable—vellum paper. Other artist materials include markers, pens, and gouache in any combination, all of which must correctly interface with the paper.

While courtroom artists are dwindling in number due to the widespread introduction of cameras in the courtroom, the Special Collections has a growing collection of courtroom art, launched by the Richard Tomlinson Collection and now supplemented with gifts of the Elizabeth Williams Collection and Aggie Kenny Collection. Portions of all these collections will be on exhibit in the Shiva Art Gallery exhibit, opening on November 29. Examples from these collections will also soon also appear in our Digital Collections.

A selection of resources on courtroom artists

- Church, M.. (2006). *The art of justice: An eyewitness view of thirty infamous trials* Philadelphia, Pa.: Quirk. Reserve (3 day loan) NC953.8 .C47 A4 2006
- Dengrove, I. L. (1990). *My days in court: unique views of the famous and infamous by a court artist*. New York: Morrow. Stacks NC 953.8 .D46 A2 1990
- Hobman, P. (2015). Trial & image: Courtroom artists capture the colors and gestures of justice. *ArtNews* 115(2), 110-117. artnews.com/2016/05/27/trial-image-courtroom-artists-capture-the-colors-and-gestures-of-justice
- Library of Congress, Washington D.C. (2017). *Drawing justice: The art of courtroom drawing*. Online exhibit: loc.gov/exhibitions/drawing-justice-courtroom-illustrations/online-exhibition
- Frost, Natasha. (August 2017). The dying art of courtroom illustration. *Atlas Obscura Blog*: atlasobscura.com/articles/courtroom-artist-history-legal-illustration
- Williams, E.. (2014). *The illustrated courtroom: 50 years of court art*. Reserve (3 day loan) NC953.5 .U6 W54 2014



Library Faculty & Staff

Faculty

Larry E. Sullivan

Chief Librarian

Ext. 8265 • lsullivan@jjay.cuny.edu

Marta Bladek

Assoc. Librarian for Public Services

Ext. 8997 • mbladek@jjay.cuny.edu

Maria Kiriakova

Assoc. Librarian for Technical Services

Collection Development Librarian

Ext. 8260 • mkiriakova@jjay.cuny.edu

Ellen Belcher

Special Collections Librarian

Interim Interlibrary Loan Librarian

Ext. 8238 • ebelcher@jjay.cuny.edu

Kathleen Collins

Reserve Librarian

Graduate Studies Librarian

Ext. 8242 • kcollins@jjay.cuny.edu

Robin Davis

Emerging Technologies & Online

Learning Librarian

Ext. 8261 • robdavis@jjay.cuny.edu

Dolores Grande

Serials Librarian

Ext. 8235 • dgrande@jjay.cuny.edu

Jeffrey Kroessler

Circulation Librarian

Oral History Librarian

Ext. 8236 • jkroessler@jjay.cuny.edu

Maureen Richards

Electronic Resources Librarian

Ext. 8234 • marichards@jjay.cuny.edu

Ellen Sexton

Media Librarian

Institutional Repository Librarian

Ext. 8258 • esexton@jjay.cuny.edu

Mark Zubarev

Substitute Librarian

Ext. 8239 • mzubarev@jjay.cuny.edu

On leave**Bonnie Nelson**

Assoc. Librarian for Information Systems

bnelson@jjay.cuny.edu

Karen Okamoto

Interlibrary Loan Librarian

kokamoto@jjay.cuny.edu

Adjunct faculty

Saad Abulhab**Marvie Brooks****Barbara Carrel****Tania Colmant-Donabedian****Daisy Dominguez****Jing Si Feng****Vee Herrington****Julie Turley****Lory Gallo****Marlene Kandel****Zuweng Shen****Peggy Teich****Stefka Tzanova**

Adjunct office: ext. 8222

Newsletter editor & designer

Robin Davis

Newsletter copyeditors

Kathleen Collins & Carolyn Paden

Staff

Geng Lin

Director of Library Systems

Ext. 8248 • glin@jjay.cuny.edu

Zann Blanchard

Circulation Supervisor

Ext. 8224 • zblanchard@jjay.cuny.edu

Carolyn Paden

Assistant to the Chief Librarian

Ext. 8264 • libsec@jjay.cuny.edu

Chunhui Meng

Library Webmaster

Ext. 8248 • cmeng@jjay.cuny.edu

DeeDee Aikens

Interlibrary Loan, ext. 8257

Michelle Dutton

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