

Classified Information

The Newsletter of the Lloyd Sealy Library
Spring 2018

Joe "Specs" Russell, the youth who won the sobriquet of Cleveland's "one-man crime wave," and two other Cleveland men, George Aikins and Roy Buttle, also convicts, were among others who heaped laurels upon their heads through their heroic rescue work.

Fifteen men were dragged to safety by Russell, who was sentenced to 68 years for his series of robberies. Aikins dashed through cell block I and K, breaking locks and releasing fellow prisoners, until the heat and smoke drove him from the building. Buttle found a hammer and stumbled, choking from the dense smoke, through cell blocks G and H, smashing locks on cells as he went until he, too, was forced to flee.

collapsed.
"Specs" Russell, once sought as Cleveland's one-man crime wave, dragged more than a dozen from the flames—he did not even stop to see if they were alive, but turned right back into the death blocks for more.
Part of Heroes.



Rescue workers battled through the night to save victims in whom a faint spark of life was detected. Inmates joined with officials and volunteer workers in resuscitation efforts.

These clippings about the 1930 Ohio Penitentiary fire are from the newly acquired Joseph Russell correspondence. See p.3.

Inside:

How much do John Jay students really spend on textbooks?

Data visualizations from a new criminal justice database

New library faculty, a Pop-Up Library, books about borders, and more

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The online edition of this newsletter is available at jjay.cc/news

Library news in brief

The Wall Street Journal — complimentary access!

Thanks to the efforts of the CUNY libraries, complimentary access to the *Wall Street Journal* digital edition is now available to anyone with a valid cuny.edu email address. This includes access to wsj.com along with WSJ apps for tablets and mobile devices. See lib.jjay.cuny.edu/wsj for details and to sign up for your account. MR

Printing-palooza

In Fall 2017, the Library accounted for 49.9% of all student printing done on campus. The total number of pages printed through the campus student print system was 1,387,064 pages, of which 693,209 were done through Library printers alone. This was an increase of 5% in comparison to Fall 2016 and an increase of 13% in comparison to Fall 2015. GL

24hr Library Lounge & Lab

This Spring, from May 7–24, the Library will once again be partnering with Student Government and the Department of Public Safety to run the 24-hour Library Lounge & Lab, a period during which the lower level of the Library remains open 24/7. The 24/7 Library Lounge & Lab coincides with the final exams period each term. Very popular with students, the

initiative allows for concentrated study time in a quiet environment. The data from the most recent 24-hour Library Lounge & Lab in the Fall of 2017 show that on the busiest night, there were as many as 60 students preparing for exams by studying in the Library at midnight. MB

Courtroom art exhibition

“Rogues Gallery: Forty Year Retrospective of Courtroom Art from Son of Sam to El Chapo, 1977-2017” was on display this winter in John Jay’s Shiva Gallery. The exhibition’s opening night drew a crowd of John Jay faculty, staff, and students, along with artists and others in the courtroom art community. RD



President Karol Mason chats with Bill Pangburn (Shiva Gallery and Theater & Event Support Services) and Larry Sullivan at the “Rogues Gallery” exhibition. Photo by Janice Dunham. See back cover for another photo of the gallery.

Faculty notes

Larry Sullivan was the lead curator for the exhibition “Rogues Gallery: Forty Year Retrospective of Courtroom Art from Son of Sam to El Chapo, 1977-2017,” in the Anya and Andrew Shiva Gallery from November 29, 2017 to February 2, 2018. The display featured 78 courtroom sketches by co-curators Aggie Kenny and Elizabeth Williams, as well as many by the late Richard Tomlinson. A significant number of these sketches are in the permanent collections of the Sealy Library. Dr. Sullivan’s articles “Les Nonnes de Ripoli,” “Hildelith Cumming,” and “Victoria Woodhull” were recently published in the digital edition of *Le Dictionnaire universel des créatrices* (Paris: Editions des femmes, 2017).

Marta Bladek reviewed Nina Fischer’s *Memory Work: The Second Generation* for the peer-reviewed journal *Life Writing*.

Maureen Richards, Marta Bladek, and Karen Okamoto published “Interactive Whiteboards in Library Instruction: Facilitating Student Engagement and Student Learning” in *Practical Academic Librarianship* 8(1).

Maureen Richards also participated in the NYPL panel: “NYPL Collections in the CUNY Classroom,” at the Stephen A. Schwarzman Building on March 28, 2018.

Maria Kiriakova published “American Experience of Organized Crime Combating: State, Tendencies and Prospects” with A.N. Sukhareenko in *Public International and Private International Law: Science-Practice and Information Journal*, 100 (1), 36-43.

Jeffrey Kroessler prepared the text for the exhibit and accompanying catalog for “Rogues Gallery,” the display of courtroom art in the Shiva Gallery in November 2017. He was the keynote speaker at the annual preservation conference of the Historic Districts Council in March, and prepared a report for the City Club of New York, “Losing Its Way: The Landmarks Preservation Commission in Eclipse.” He also prepared the National Register of Historic Places nomination for the 1856 Ridgewood Reservoir.

Robin Davis presented “Build Your Own Twitter Bot: A Gentle and Fun Introduction to Python” with Mark Eaton (KBCC) at the Code4Lib pre-conference in Washington, DC, in February 2018. She also presented “Making ‘Choose Your Own Adventure’-style Tutorials with Twine” and “Escape the Library! Information Literacy and Collaborative Learning” at the CUNY Games Conference in January 2018.

From the Desk of the Chief Librarian

A literary atmosphere bathed in flames

Larry E. Sullivan

On Easter Monday, April 21, 1930, the most famous fire in American prison history occurred. Flames raged through a locked cell block in the Ohio Penitentiary in Columbus and burned inmates to death in their cells. Did the guards refuse to open the cells when the fire broke out, as reported by many caught in the blaze? We'll probably never know for sure, but when the prisoners did get free of their deadly cages, order vanished and a riot broke out. The warden called in the National Guard to calm the penitentiary and over 500 guardsmen surrounded the prison. By the time the fire was extinguished, this legendary, calamitous fire killed 322 convicts and put an additional 230 in the hospital.

Doing time at the penitentiary during the fire was the noted African American novelist Chester Himes. Himes, best known as the author of the Harlem detective novels (*Cotton Comes to Harlem*, *A Rage in Harlem*, and others, many of which were made into films) with the characters Coffin Ed Johnson and Gravedigger Jones, also wrote the prison novel, *Cast the First Stone*, which describes the fire, as does one of his first short stories, "To What Red Hell," published in *Esquire*.

Contemporaneous with Himes in that really "big house" in Columbus was Joseph "Specs" Russell, Cleveland's "smoked-glassed bandit" in the late 1920s, himself a published author during his prison years. Specs was doing a 55-year sentence for committing at least 52 low-yield stick-ups while wearing sunglasses, hence the sobriquet. The Sealy Library recently acquired a significant gathering of Russell's correspondence and unpublished manuscripts.

Russell (b. 1908 – d. 19—?) started writing fiction and magazine articles early in his prison career as a plan to get early parole. His idea was to get paid for the articles and establish a fund at the penitentiary to pay back his victims. *The Pathfinder* (1932) wrote that "On hearing of this, a former store clerk wrote him [Specs] a letter asking that he be given 'preferred creditor' status in being reimbursed the \$8 that he was relieved of in 1927." He was a prolific writer and had some publication success, at least enough to catch the attention of a number of well-known journalists and others. He wrote such pieces as "Facing Fifty-Five Years," which appeared in a 1931 issue of *The American Magazine* and numerous pieces in the magazine of the Ohio Penitentiary. This contemporary literary fame and his bravery during the 1930 fire were rewarded with a parole in January 1941 after 13 years in stir. A number of distinguished writers, such as H.L. Mencken (the "Bard of Baltimore," known for publishing ex-convict writing in *The American Mercury*),



and such politicians and statesmen as Newton D. Baker (former mayor of Cleveland and Woodrow Wilson's Secretary of War), wrote in support of Specs. We do not know if Russell and Himes were acquainted, but the Ohio Penitentiary had a reputation for published authors. The most famous graduate of this institution was O. Henry (William Sydney Porter), who wrote 14 of his short stories while serving time there for bank fraud.

This acquisition points once more to the depth and breadth of Sealy Library's criminal justice resources.

Cover images were also scanned from these papers.

Library News

Lloyd Sealy Library welcomes new faculty

Kathleen Collins

Two new faculty members joined the Lloyd Sealy Library in Spring 2018: Matthew Murphy and Joy Dunkley.

The Library welcomed **Matthew Murphy** as Cataloging and Metadata Librarian and Assistant Professor. Matt comes to the library after 12 years at the New-York Historical Society, where he was the head of cataloging and metadata since 2011, previously serving as a reference assistant in the Department of Prints, Photographs, and Architectural Collections, and working on an NEH-funded cataloging project. Over the last several years, he also worked part-time at Berkeley College and Fordham University's Lincoln Center campus. He brings valuable experience in the creation of documentation, managing cataloging workflows and large-scale cataloging projects, and training employees in cataloging rare books, manuscripts and other special collections materials. Matt received his B.A. in history and metropolitan studies from NYU, his Master's degree in Library and Information Science from Long Island University's Palmer School of Library & Information Science (with an Advanced Certificate in Archives and Records Management), and recently received a certificate from the Rare Book School, a program based in Charlottesville, VA, that supports the study of the history of books and printing.

At the Lloyd Sealy Library, Matt has his sights set on working with Special Collections librarian, Ellen Belcher, and other faculty and staff to provide more access to the library's rich collections. "I'm very excited to be serving the students, staff and faculty at John Jay and



Prof. Matt Murphy, Cataloging & Metadata Librarian

doing everything I can to provide the best service," he says.

As a faculty member, Matt has already indicated a research interest that draws on his history background and potentially the Library's special collections as well. His extracurricular interests include bookbinding and antiquarian photography. Mixing math and chemistry in with the history, he is in the process of building a calotype (box) camera that uses a 19th-century post-daguerreotype photographic process where a negative is produced, allowing paper copies to be made.

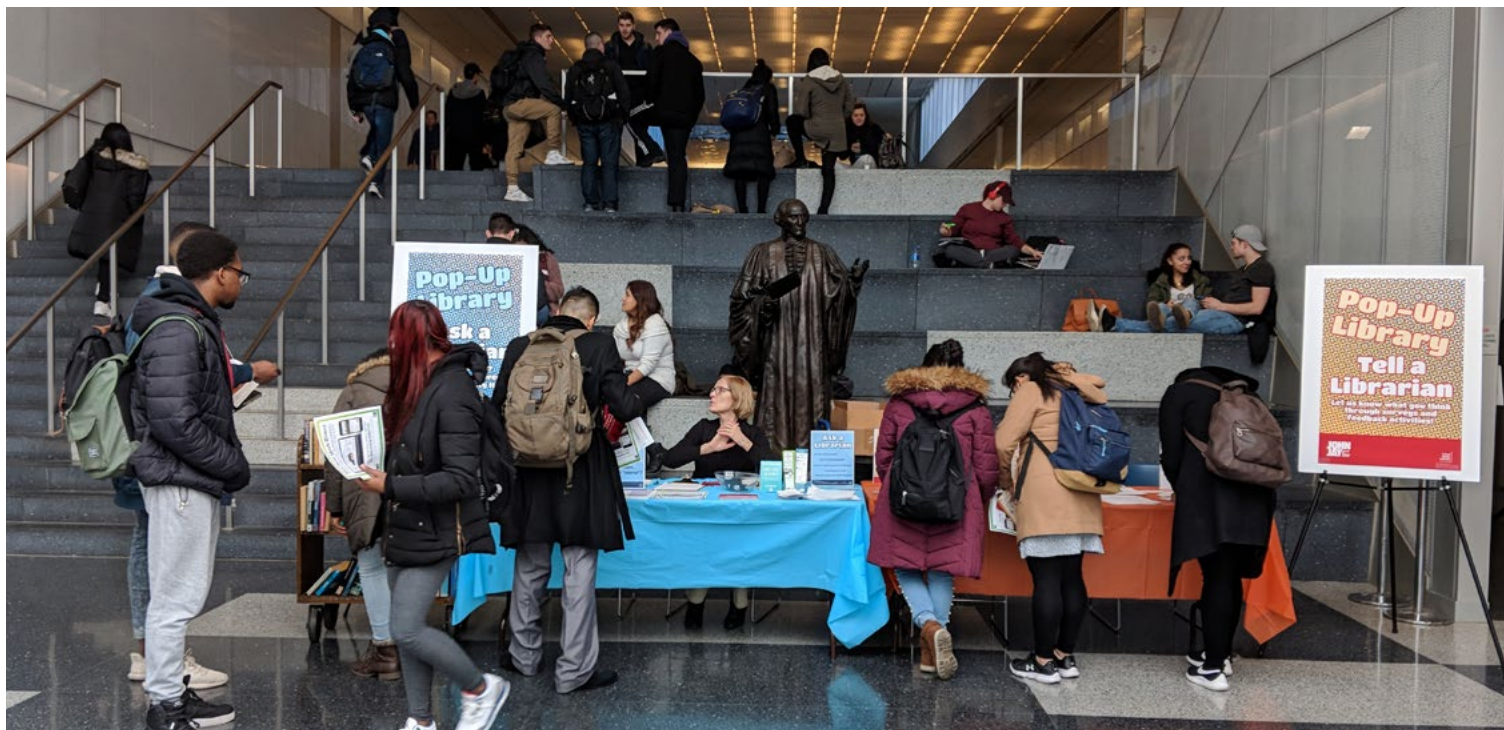
The Library also welcomes **Joy Dunkley** as a substitute Reference and Instruction Librarian this Spring. She has performed reference, instruction, and collection development duties at several CUNY libraries, including Bronx Community College, York College, Borough of Manhattan Community College, and Queensborough Community College. With a Master's in Public Health from Hunter, in addition to her Master's de-



Prof. Joy Dunkley, Reference & Instruction Librarian

gree in Library and Information Science from Pratt Institute, she worked closely with the faculty and students in the nursing and allied health program at Bronx Community College.

Joy has substantial teaching experience in the form of library research instruction sessions. She has also taught semester-long, credit bearing information literacy classes, including a required class in research methods for first-year students at ASA College and an information literacy class for first-year medical students at SUNY Downstate Medical Center. To keep up with trends in the field, she is currently pursuing a professional development certificate course in library instruction at Library Juice Academy. In addition to her interest in public health, Joy is working on a paper with the working title "Assessing credit bearing information literacy sessions at a community college," as well as a research project involving the map collection at the National Library of Jamaica.



The Pop-Up Library

Engaging with students beyond our walls

Robin Davis

The Lloyd Sealy Library set up shop in a temporary satellite location: the Kroll Atrium, one of the busiest spots on campus during Community Hour. For one week in March, librarians met with passing students at two tables, drawing them in with the offer of free books and snacks and talking with them about how they view the library.

The “Ask a Librarian!” table

As librarians, we encounter students most frequently at the reference desk and in the classroom—both situations in which students come to the library. But what if the library came *to them*? At the “Ask a Librarian!” table, we were available to answer students’ questions about anything study-related. To encourage interactions, we set up signs with suggested queries:

Where’s the quietest space on campus?

How do you cite an article with 5,154 authors?

Does a presidential tweet count as a “credible source”?

Over 370 students stopped to chat with librarians, many of them drawn to our FREE BOOKS cart, which was loaded with donated books that the Library cannot accept into its collections. Students were also attracted to the free digital subscriptions to the *New York Times* and *Wall Street Journal*, both of which had provided John Jay with “swag” (card holders that stick on smartphones, sticky note packs, and pens). Curious passersby were also treated to a plethora of handouts, from “A Quick Guide to APA Style” to “How to find a case by citation.”

The “Tell a Librarian!” table

Every three years, we run an “In-Library Use Survey,” which has been led for many years by Bonnie Nelson (now happily retired). These surveys tell us a lot about how students use the Library and what they expect of it. (See this newsletter’s Spring 2017 issue for the latest results.) But the population sampled only includes students already inside the physical library. What about those who only use the Library online? What about those who don’t know about the library resources available to them? To attempt (informally) to ask a representative slice of the John Jay student population such questions, we set up a “Tell a Librarian!” table, which was covered in various surveys that librarians collaboratively created, from “How would you describe your ideal library building?” (top terms: calming, comfy couches, fast wifi) to “Have you ever used a library ebook?” (21 of 32 had) to “How much did you spend on textbooks this semester?” (see pp. 8-9 for textbook & OER survey results). Students had a lot to say! All survey completions were rewarded with candy and fruit snacks. Survey results will be published in the online edition of this newsletter.

The Pop-Up Library was made possible by Faculty-Student Engagement funding through the Division of Student Affairs.



[Call] Number, Please.

Jeffrey A. Kroessler

Few things frustrate a librarian at the reference desk more than facing yet another student asking, “Do you have this book?” This is not to say we do not want to help students find volumes required for their classes, but when the eighth student arrives asking for the same book, well, you can imagine.

Sometimes we have the book. Sometimes we do not. Or we may have the 5th edition and the professor is using the 6th edition. We are left to wonder why students are not equipped with this information before they set foot into the Library.

One simple addition to the syllabus will ease everyone’s pain.

Does the Library have the required textbook? If so, add the CALL NUMBER on the syllabus. The syllabus is required to include the ISBN, but that is so students can purchase the correct edition (and that does not necessarily help us find what they seek). What they need in the library is the CALL NUMBER.

Is the book on reserve, meaning the students can use it for three hours in the Library? Note that fact on the syllabus. With the CALL NUMBER.

Do we have one copy of the required reading in our circulating collection? Please put it on reserve so it is available to many students throughout the semester, and not just the first student who races to the Library from class to check it out and take it home.

Is the book available as an ebook? If so, let students know that they can access it at any time from any computer.

Textbooks are ever more expensive, and it is frustrating for a student to hear that we have the 5th edition but not the 6th. Does it matter? That is, has the content in a Sociology 101 text

changed so much that the earlier edition is obsolete? Of course not. The Library does not purchase textbooks for every course, every year. We may have a half dozen copies of that 5th edition available on reserve, but not the 6th edition required for the class.

What might change in textbooks in each successive edition will be the pagination, charts and illustrations, and the questions at the end of a chapter. Faculty would serve their students well by comparing editions to determine whether a previous edition would serve just as well as the current edition. For example, rather than assign readings by pages (e.g. 144–165), assign by chapter.

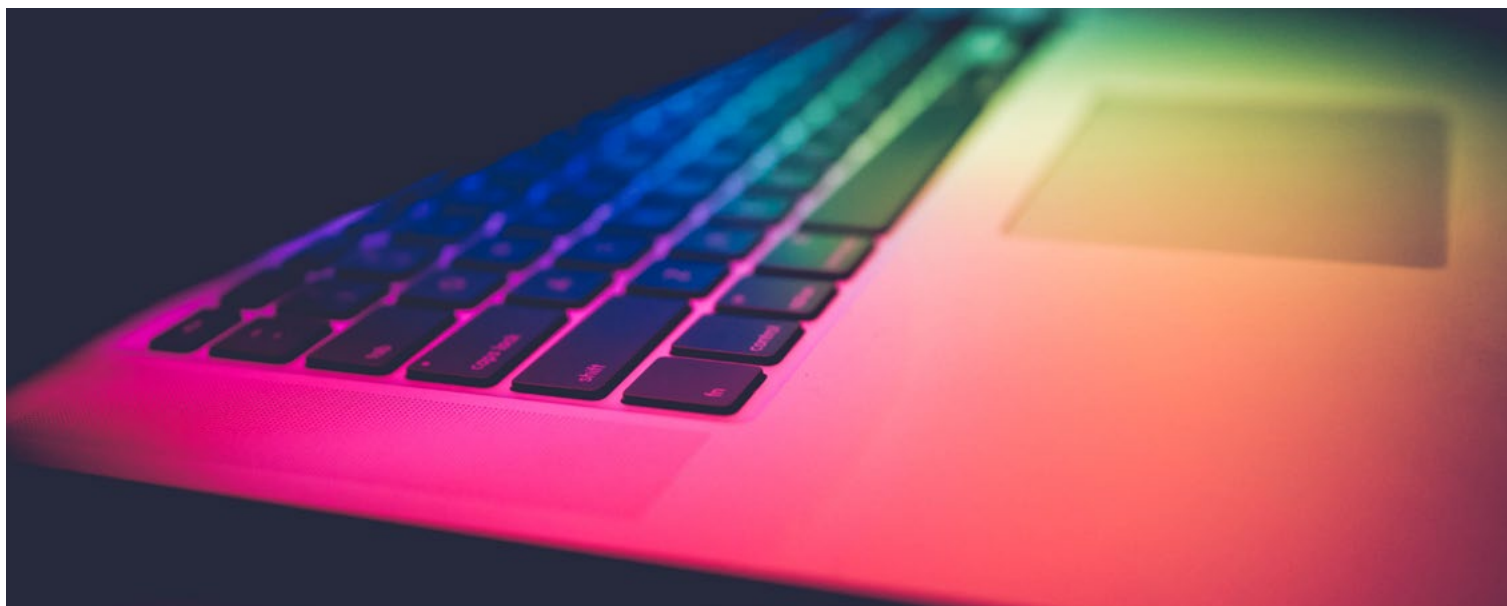
Finally, before assigning that hefty and expensive tome, check the availability of our Open Educational Resources (OER) and Alternative Educational Resources (AER). What we have available digitally could fill just about any syllabus. (See Research Guides > Open Educational Resources)

**Add the required
textbook’s call number
to your syllabus.**

How to find a book’s call number

1. Search for the book’s title on the library website in the main OneSearch search box. It helps to select “Limit to: Books,” but this isn’t necessary.
2. Look at the results and get the section and call number of the book, if we have it. For instance:
Available at John Jay College **Reserve HV8705 .D74 2016**

Note the section (Reserve) and call number (HV ... 2016) on your syllabus.



Tech tips

Stay secure on the web: 3 privacy tips

Robin Davis

Internet privacy is a moving target. With new technologies emerging at a steady clip, it can be difficult to keep up with how best to keep your data safe while using the web. I've highlighted 3 things you can do to stay secure on the web.

Two-factor authorization is offered by many email and banking services as a way to lock out hacking attempts. The two factors required to gain entry to your account are a password (most common way to authorize access) and something else that only you would have access to, most often your mobile phone. So even if a hacker swiped your password—by finding a Post-It note taped to your monitor or, more likely, buying passwords in bulk on the Internet's black market—they would lack the second required factor. For instance, Bank of America offers SafePass, which you can set up such that when you try to transfer a large amount of money to someone, the bank will text a 6-digit code to your phone. You'll need to input this code before the transfer can go through. Check twofactorauth.org to see if your bank, email service, health app, or other service offers two-factor authorization.

Virtual private networks (VPNs) are one way to stay secure while on a public, open network, such as a café's wifi. While on that café's wifi, other people on the same network could potentially spy on you to see the things you view and send online, just as if they were looking over your shoulder. A VPN blocks them from spying on you by encrypting the things you view and send. The world of VPNs can, admittedly, be very confusing—there are a thousand "Best VPN" lists and none of them seem that neutral or reliable. After all, the VPN company *does* see the things you view and send, so they might be incentivized to go to the dark side and make money off of

your data. Luckily, John Jay offers faculty its own VPN, meaning you can access the John Jay network even while off-campus and feel more secure about using public wifi. You'll need to install a VPN client, which, once installed, will require you to log in with your usual John Jay credentials whenever you want to use it. Just call DoIT (ext. 8200) to request VPN access and client installation.

Check location services settings often on your mobile phone. Make sure that only the apps you trust most have access to your current and past locations. What funny business might an app get up to with your location data? Uber, for instance, tracked users' locations 5 minutes *after* their ride ended, ostensibly for passenger safety, though that seemed a weak excuse in light of Uber's past misuses of user data. (They rolled this back in 2017 after strong pushback.) Strava, a running app, tracked users' runs and added them to their publicly viewable map of Strava runs all over the globe, not realizing that it pinpointed secret U.S. military bases where staff kept track of their exercise with the app. (Strava has since declared it would clear the public map every month.) The point is, even big-name apps might use your location data in fishy or insecure ways. Recently, privacy advocates have pushed for greater transparency: app store administrators have asked app developers to be more explicit about when and why they need user location data, and smartphones will now typically light up a little location pin icon to let you know that an app is currently tracking your location. It still pays to be extra careful about whom you allow to see your physical location, so check your location services settings on a regular basis.

The Course Conversion Project: OER at John Jay

Even spy agencies are using shareable, open sources... We can, too!

Vee Herrington

There has been lots of hype and increased awareness in higher education over the past few years about openness, sharing, and equity in education. Colleges and universities across the US and even the world are trying to make education more affordable and accessible with open educational resources (OER). OERs are any material used for education where the restrictions of traditional copyright have been waived or do not exist; therefore, these materials are free for the students to use.

At over an 800% increase in the past 10 years, college textbook costs have increased faster than medical services, new home prices and three times the rate of inflation (US Public Interest Research Group, 2014). Eighty-five percent of students have delayed or avoided purchasing textbooks, with 91 percent citing cost as the reason.

To make matters worse, half of the students reported that their grades have been negatively impacted by their decision (Wakefield Research, 2017). If a course centers around a textbook, inequity exists if some students cannot purchase the textbook.

What is CUNY and specifically, John Jay College, doing about lowering textbook costs, since almost 40% of CUNY students come from households with annual incomes of less than \$20,000 per year? New York State awarded CUNY \$4,000,000 for OER initiatives to be spent in FY 2018 to help faculty convert courses to using free educational materials, instead of expensive proprietary textbooks. Using a share of the state funding, John Jay is promoting OER with the Course Conversion Project. The grant is administered out of the Teaching and Learning Center and the office of Educational Partnerships and General Education. With 16 participants, the objective is to convert five courses (each with five sections) using textbooks and other materials with a “zero cost to students.” Most of the courses are general education, high enrollment classes.

In addition to a stipend for the participating faculty, the funding provides for eight OER conversion seminars focusing on course design, pedagogy, the selection and evaluation of OER materials, and the technology needed to host the materials. Even though library resources, such as ebooks and journal articles, are copyrighted and not considered OER, these rich resources are zero cost to the students and were also addressed

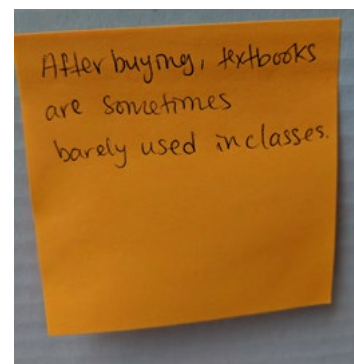
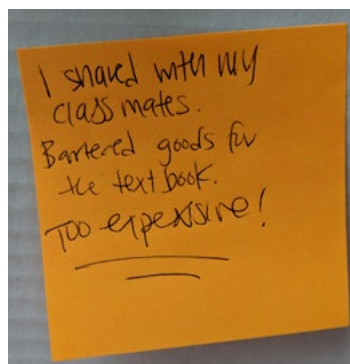
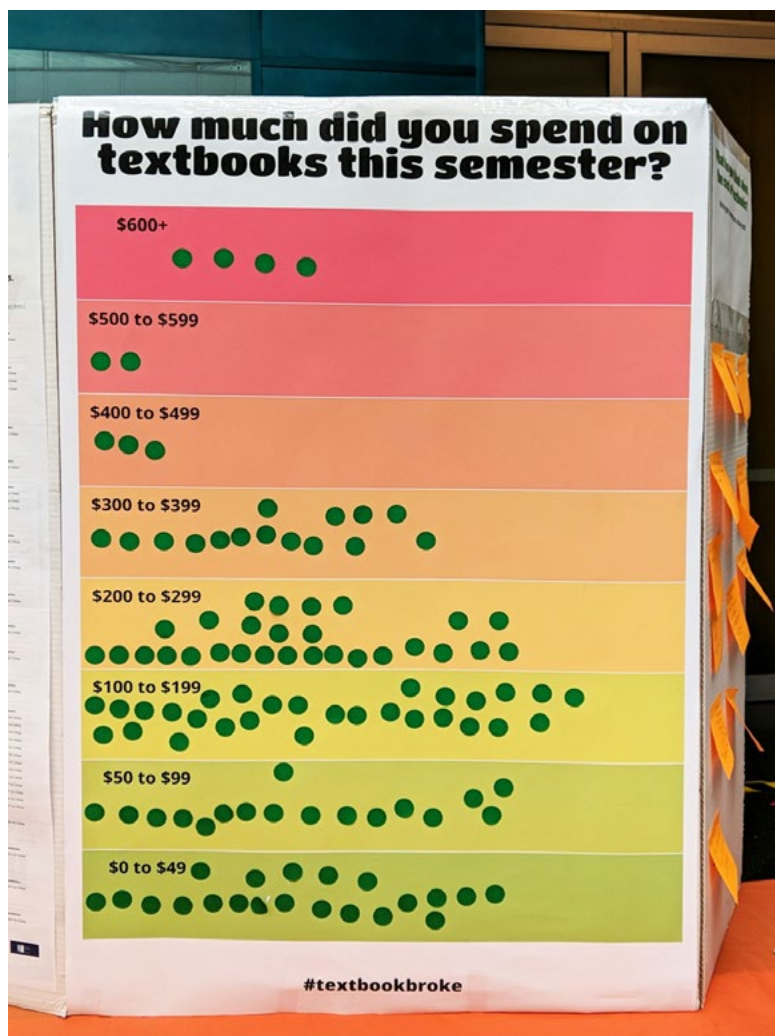
College textbook costs have increased faster than medical services and new home prices, at three times the rate of inflation.

in the seminars. Since it may be difficult to find one perfect OER textbook, the participants were trained in using the Library’s discovery tool OneSearch to locate materials (chapters in various books, journal articles, etc.) that support the various learning outcomes. Unique to John Jay, the grant also supports the publication of the John Jay College OER Justice eReader, which, under the guidance of a faculty Editorial Board, will bring together a collection of key texts that will function as an intellectual hub for conversations focusing on justice.

I was hired for 15 hours per week to support this college-wide OER initiative at John Jay. This is not my first experience of promoting OER adoption; I wrote one of the first successful OER grants in CUNY when I was Chief Librarian and Director of Academic Technology at Guttman Community College. Previously, I had been involved in the “open-source” (not classified) research movement for over 10 years while working for the Department of Defense. Even though that was a different kind of open movement, there are many similarities. I gave research classes on using open source materials (publicly available sources) and taught the military how to search for and find open source materials to use in Open-source Intelligence (OSINT). OSINT includes information available that is not classified, clandestine or covert and is used for intelligence gathering and analysis. Since these resources are open, they are easy to share without needing a security clearance. I introduced my students at the Intel School to various CIA and FBI databases of open source materials and other tools.

As the OER Librarian at John Jay, I am assisting in the planning and leading of the OER seminars, and I work one-on-one with the faculty participants. I help them find OER resources and talk to them about understanding and applying Creative Commons licensing. I’m focused on keeping the participants on track and progressing towards the grant goals. I maintain the Course Conversion participants Blackboard site and assist with the Justice eReader Group site.

Outreach and promotion of OER to the entire John Jay faculty is key to growing this movement. In March, the Library held a Pop-Up Library event during Community Hour. Stu-



The Pop-Up Library focused on textbook costs and OER for one day during Community Hour. Students told us how much they spent on textbooks, what frustrated them, and how they found ways to save money—including bartering goods to share a classmate’s textbook.

dents were asked to indicate how much they spent on books this semester by placing a sticker on a board (see above image). We handed out bookmarks with directions on how students can search for “zero cost textbook” classes in CUNYfirst. Other OER events have been organized on campus, including an OER workshop for faculty held during Faculty Development Day in January.

Another important aspect of the OER project focuses on technology. Once the class is designed, the syllabus completed and the OER materials gathered, the participants need a virtual place for hosting the course, so the students have easy access. LibGuides, CUNY Academic Works, Moodle, ePortfolio, WordPress, Blackboard, and Lumen Learning are all possible as platforms for OER classes. Many of the participants in the project chose LibGuides as the hosting platform for their OER converted classes. These course guides are like a mini-website and include all the materials (including the OER textbook or readings) needed for the course, and are viewable by anyone, thus sharable with the world, one of the important premises of the OER movement. Besides being visually appealing and easy to use, LibGuides are already licensed by John Jay. This

platform has many robust features, such as reusability and the ability to move and copy content easily.

In summary, John Jay College is working hard to develop and enhance new and ongoing OER initiatives. CUNY’s goal is to establish the University as a national leader in OER (The City University of New York, 2018). The project initiative at John Jay is a big success, with new inquiries weekly from faculty wanting to participate. We hope the grant will be renewed for next year so more classes can be converted. The OER movement will save students money, but also enhance their learning experience. OER is about sharing and promoting educational and social equity.

References

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- The City University of New York. (2018). *Open Educational Resources*. Retrieved from CUNY Libraries: www2.cuny.edu/libraries/open-educational-resources
- U.S. Public Interest Research Group. (2014, January 27). *Fixing the Broken Textbook Market*. Retrieved from U.S. PIRG: uspig.org/reports/usp/fixing-broken-textbook-market

Databases

Revisiting Scopus

A citation database for the sciences and beyond

Karen Okamoto

Scopus abstracts and indexes peer-reviewed, scientifically significant literature in the social sciences, medicine, and physical and life sciences. With records for publications dating as early as 1788 and cited references dating back to 1970, Scopus's depth of content is increasing as it continues to compete with the Web of Science, another well-known citation index to which the John Jay Library also subscribes. Content types in Scopus include journals, books, conference materials and trade journals from publishers around the world. Fig. 1 illustrates Scopus's content coverage by subject area.

For researchers, Scopus provides several helpful features and filters to increase search precision. Users can, for example, limit their search to funding sources, articles in press, and fully open access journal articles. Search results can also be limited to content uploaded within the last seven days, demonstrating the timeliness of Scopus's data, which is updated daily.

For authors and those interested in publication analytics, Scopus generates impressive visual displays of these metrics and offers various citation alert options. For example, users can create alerts each time a particular publication is cited, or they can "follow" particular researchers and their publications. Authors can also retrieve Scopus's metrics for specific journals, helping authors choose between journals to which they might submit manuscripts. In addition, it provides an author search which lists all the publications by an author as indexed in Scopus. Scopus generates a bar and line graph to illustrate documents indexed and the number of citations for a publication by year (Fig. 2). Graphs plotting the number of publications for a given institution can also be generated by Scopus. Fig. 3 illustrates the subjects of John Jay faculty publications from 1969 to the present.

Scopus's content and features are impressive, but it is important to keep in mind the limitations of any database or bibliometric tool. Scopus provides analytics for the content it indexes, which may not be completely comprehensive. Other citation indexes such as the Web of Science and Google Scholar may provide different results and numbers for the same publication and author. Web of Science, for example, claims to have over 100 million records (tinyurl.com/y9pp8h8r) while Scopus has over 69 million (tinyurl.com/ych5g59n). Comparing these analytics can be revealing and instructive.

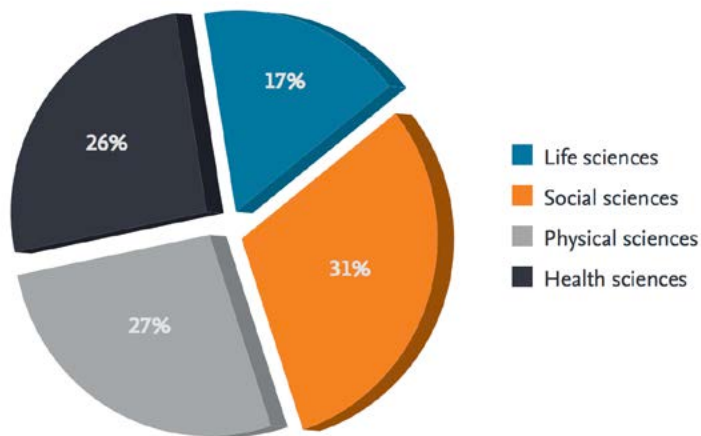


Fig. 1: Scopus content coverage by subject area (2017) taken from tinyurl.com/ych5g59n

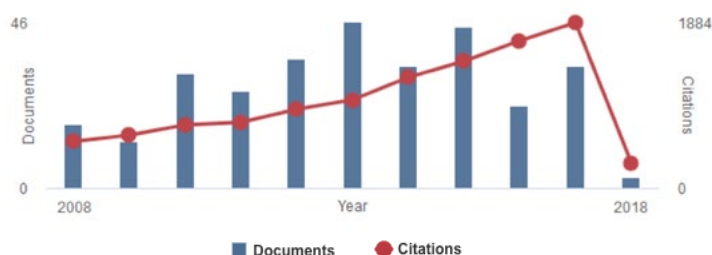
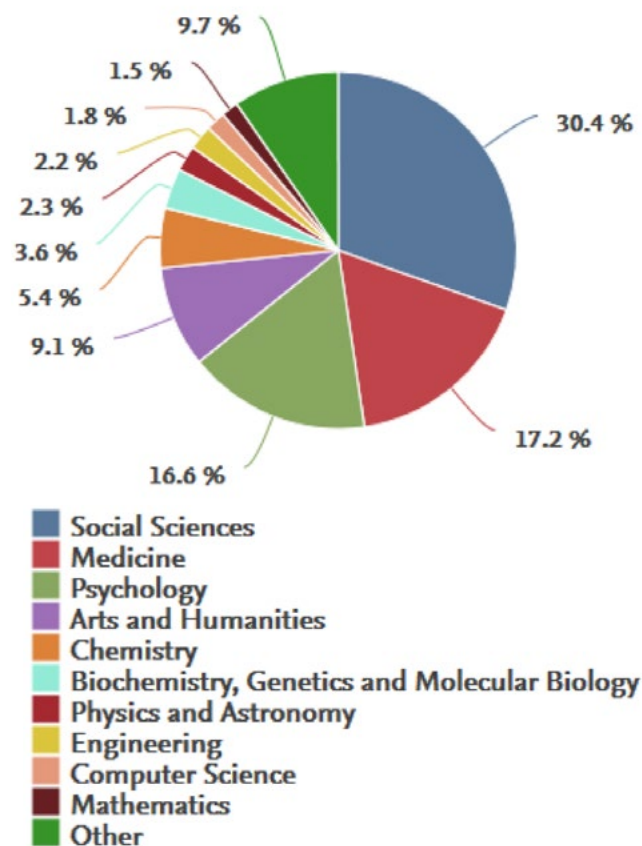


Fig. 2: Sample analytics for an author, displaying documents and citations indexed by Scopus.

Fig. 3, below: Documents published by John Jay faculty as indexed by Scopus from 1969 to the present, organized by subject.



Crime, Punishment, and Popular Culture, 1790-1920

Database overview

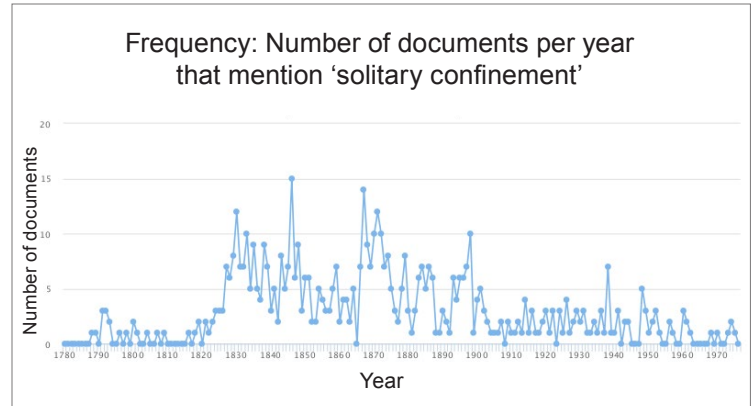
Marta Bladek

The Library's growing collection of primary sources databases now includes Crime, Punishment, and Popular Culture, 1790-1920. Focused on trends in crime, as well as on judicial and penal reforms during the long 19th century, this digital archive also features press coverage and popular culture responses to crime and punishment. Although it is multilingual and international in scope, it is nevertheless mostly composed of British and American collections that include *Crime and the Criminal Justice System: Records from The U.K. National Archives, 1780-1923*; *Nineteenth Century Crime: Manuscripts from the American Antiquarian Society, 1750-1923*; *Journal of Prison Discipline and Philanthropy, 1845-1920*; and many others. Over 2.1 million pages of historical documents ranging from trial transcripts, police reports, newspaper articles, prisoner photographs, penal reform treatises, to examples of the emerging genre of crime fiction, capture the period's pivotal role in defining crime and establishing responses to it.

Given the wealth of primary sources the database contains, researchers have multiple options to explore its depth. For example, keywords can refer to types of crimes (robbery, arson), locations (saloon, alley, gutter), motives (revenge, love), substances (absinthe, opium), weapons used (rifle, revolver), or types of punishment (solitary confinement, capital punishment). As always, using the Advanced Search allows for a more guided and tailored search. It is possible to limit the search to a specific collection or publication. Moreover, types of text documents can be narrowed (case overview, public notice, sermon, and many more) and so can types of illustrated works (cartoons, drawing, photograph, among others).

In addition to these filters, Crime, Punishment, and Popular Culture, 1790-1920 features term frequency and term cluster tools that are worth exploring. For example, when searching for records on "solitary confinement," a glance at the term frequency tool (see upper right) reveals that the use of the term increased dramatically in the 1840s, a period when the practice was widely debated. The practice had been variously described in the preceding decades: "solitary imprisonment," "solitude," and "unremitted solitude" are some of the terms previously used. After selecting the year 1846, the researcher can view all 15 documents that mention it. The term frequency tool, then, captures the moment when specific concepts and practices came to the forefront in discussions around crime and punishment.

The term cluster tool can be used to visualize which words and subjects are found most often in the text of search results.



Example output from Term Frequency, a visualization tool available from this database



Example output from Term Cluster, another visualization tool, showing other terms related to 'solitary confinement'

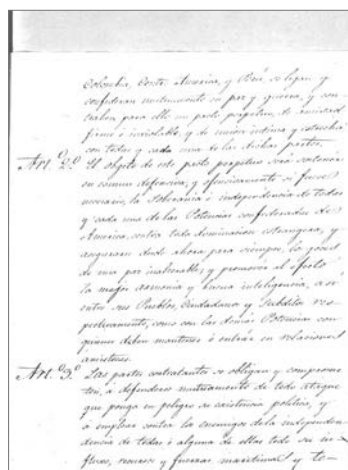
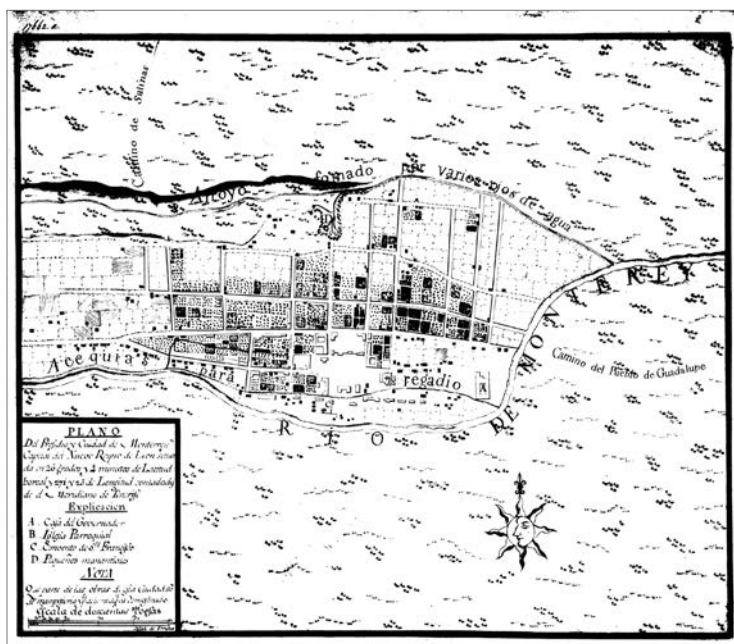
Word clusters might bring up expected connections, along with unexpected but commonly related terms, inviting researchers to explore new approaches to their subject. For example, the cluster for "solitary confinement" (above) shows that "petitions," "prison" and "reports on criminals" are terms that were found most often in the same documents "solitary confinement" appeared. To illustrate how the cluster tool may inform new research: a closer look at the documents in the "petitions" sub-cluster may lead a researcher to investigate the length of solitary confinement sentences during a given time period, as well as spark an analysis of which kinds of appeals had been the most successful.

Crime, Punishment, and Popular Culture, 1790-1920 is particularly useful to those already familiar with the period and themes it covers. This digital resource is uniquely designed to spark new lines of scholarly inquiry. Well-suited for classes examining the history of crime and punishment and their philosophies and practices, it is also a great teaching tool for assignments that rely on primary sources.

World Scholar: Latin America & the Caribbean

Database overview

Maureen Richards



Images from the World Scholar database. Left: "Twenty-One coloured maps and plans of towns and various settlements in the North of Mexico with their environs; all, except one, situated in the Provincias Internas," Joseph de Vrrutia, 18th c. British Library. Middle: MS Records of the Department of State Relating to the First Panama Congress, 1825–1827 1. U.S. National Archives. Right: Delegates from ecclesial base communities carry a wooden cross at a meeting in Trindade, Brazil, ... World Scholar: Latin America & the Caribbean, 2010.

With the introduction of powerful library resource discovery tools like CUNY's OneSearch—which allows you to access the content in a majority (but not all) of the library's databases through a single platform—it is getting harder to make the case for searching library databases one at a time. However, there are exceptions, and World Scholar: Latin America & the Caribbean is among them. (So is Crime, Punishment and Popular Culture, also featured in this newsletter.) These databases are the result of extensive collaborations among scholars, researchers and archivists, seeking ways to make unique archival collections available to a larger audience.

World Scholar: Latin America & the Caribbean aims to be comprehensive in scope by covering the politics, economics, culture, environment, and international affairs of this region. Although keyword searching is possible, the best first step is to get familiar with the way this database is organized by browsing through its three main categories: topics, statistics, and historical collections. It covers about 350 topics that are organized within 11 categories ranging from agriculture to war and diplomacy. You will also find a myriad of statistics about this region, including those that focus on the environment, health, and infrastructure. The archival content, though not as expansive, includes 34 historical collections with documents dating from the 15th through the 20th century. The content of the database is overseen by an Advisory Board of academics (including Peter Manuel, a professor of ethnomusicology here at John Jay, who serves as a consultant).

The easiest way to take advantage of the strength of this database is to select one of the topics from the list. Similar to the entries you would find in an encyclopedia, the topics provide a brief overview, followed by secondary sources (like academic journals, reference materials, and news, including news feeds), related archival materials from the historical collections (including monographs, original manuscripts, signed letters, expedition records, maps, and diaries), and any relevant statistics.

For example, if you select “Judiciary in Latin America” from the topics list, after reading a brief overview, you get instant access to a panoply of secondary sources, a news feed, and statistics on how many women serve as judges in Latin American courts. You can also see quickly that there are 17 historical monographs from the archival materials related to this topic. In addition, if any of these documents are in unfamiliar language, you can simply click on “translate” to have it instantly translated. (But note that these automated translations may not make for the smoothest reading.)

Why use this database?

Use the World Scholar database if you are looking for a blend of secondary and archival sources relating to Latin America and the Caribbean region. It is particularly appropriate for undergraduates who may be unfamiliar with how to gather the different types of sources used in the research process. For more library resources on Latin America and Latina/o Studies see the library's research guide at guides.lib.jjay.cuny.edu/latinamericanstudies or ask a librarian.



What are you watching?



Streaming media use at John Jay

Ellen Sexton

The John Jay community is making good use of our streaming media platforms—though because we only collect aggregated data, we don't know who is watching, or why. We assume that the most watched titles are being assigned as class viewing. In general, usage peaks during the Spring and Fall semesters, and drops off during January intercession and the summer. The most watched videos are documentaries. Below is some data from our three most popular platforms.

Top videos from each platform for the calendar year 2017

Alexander Street, Kanopy, and Films On Demand

Title	Collection/distributor	Plays	Platform
<i>The Disappearing Male: Environmental Threats to Human Reproduction</i>	TVF International	1393	Films on Demand
<i>Las Abuelas de Plaza de Mayo and the Search for Identity</i>	Illumination Films	1228	Films on Demand
<i>The Sociology of Crime and Deviance</i>	Online Classroom Ltd.	578	Films on Demand
<i>All About Food Additives</i>	Video Education America (VEA)	339	Films on Demand
<i>The Abused Woman: A Survivor Therapy Approach</i>	Counseling and Therapy in Video, Volume 1	326	Alex St
<i>Mississippi Cold Case: Solving a Murder from the Civil Rights Era</i>	Canadian Broadcasting Corp.	322	Films on Demand
<i>The Official Story</i>	Janus Films (The Criterion Collection)	286	Kanopy
<i>Inhalants</i>	Cambridge Educational	271	Films on Demand
<i>Interview with a Serial Killer</i>	Digital Right Group Limited	269	Films on Demand
<i>Eyewitness: Who Did It?</i>	Open University	257	Films on Demand
<i>Voltaire: A Concise Biography</i>	Academy Media	236	Films on Demand
<i>Heaven: How Five Religions See It</i>	Crew Neck Production	224	Films on Demand
<i>Taboo: Child Rearing</i>	National Geographic Digital Media	223	Films on Demand
<i>The Toxins Return: How Industrial Poisons Travel the Globe</i>	Journeyman Pictures	222	Films on Demand
<i>Multicultural Counseling/Therapy: Culturally Appropriate Intervention Strategies</i>	Counseling and Therapy in Video, Volume 1	214	Alex St

You can find more statistics and links to these videos online in the web version of this article: jjay.cc/news

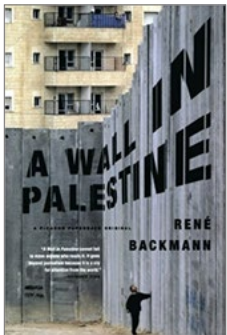
See our [Media guide](#) (Research Guides > Videos) for more about the Library's collections of documentaries, feature films, training films, and more, in streaming and DVD formats. Please contact the librarian responsible for media, [Ellen Sexton](#), with questions, comments, acquisition suggestions.

Collections Development

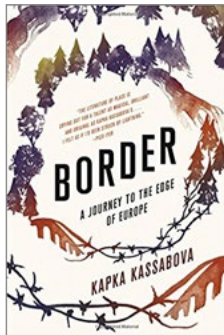
Books on borders and walls in the Library collection

Maria Kiriakova

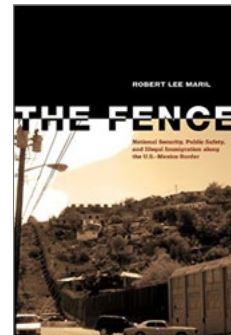
One would think that with the rise of globalization the borders between countries would move into the sphere of imagination. But in recent years, the topic of borders and walls has become one of the most debated all over the world. Below is just a short list of books from the collections of the Lloyd Sealy Library on the topic of border studies. There are many more materials available in our databases in the form of other books, articles from scholarly and popular sources, as well as videos and movies. Do a search in the online discovery tool OneSearch using such words as *border* or *boundaries* or *border patrol* or *border wall*, etc.



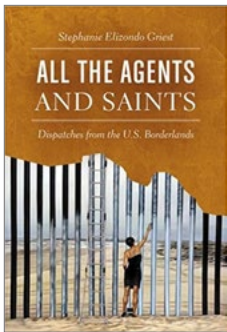
Backmann, R., & Kaiser, A. (2010). *A Wall in Palestine*. New York: Picador. Stacks DS 119.65. B3313 2010



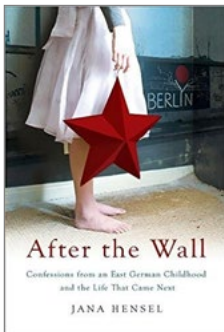
Kassabova, K. (2017). *Border: A Journey to the Edge of Europe*. Minneapolis, MN: Graywolf Press. Stacks DR 50.7. K37 2017



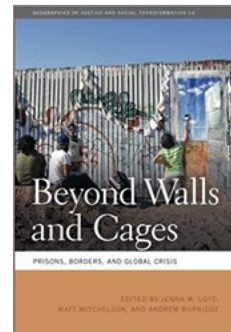
Maril, R. L. (2011). *The Fence: National Security, Public Safety, and Illegal Immigration along the U.S.-Mexico Border*. Lubbock, TX: Texas Tech University Press. Stacks JV 6565. M37 2001



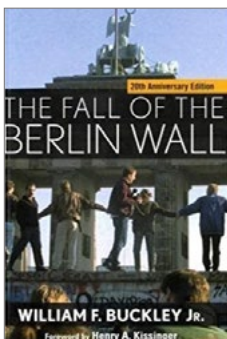
Elizondo Griest, S. (2017). *All the Agents and Saints: Dispatches from the U.S. Borderland*. Chapel Hill: The University of North Carolina Press. Stacks F 395. M5 E45 2017



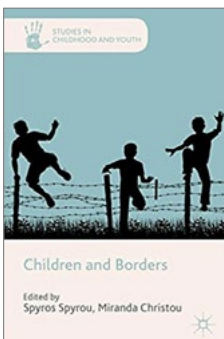
Hensel, J. (2004). *After the Wall: Confessions from an East German Childhood and the Life that Came Next*. New York: Public Affairs. Stacks HQ 799.G3 H45613 2004



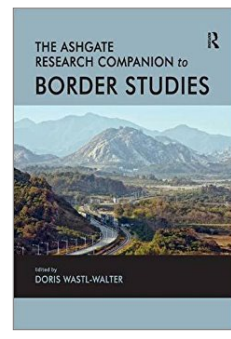
Loyd, J. M., Mitchelson, M., & Burrridge, A. (2012). *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*. Athens: University of Georgia Press. Ebook



Buckley, W. F. (2004). *The Fall of the Berlin Wall*. Hoboken, NJ: John Wiley & Sons. Stacks DD 881. B797 2004

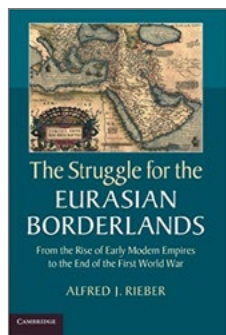


Spyrou, S., & Christou, M. (2014). *Children and Borders*. London, UK: Palgrave Macmillan. Ebook

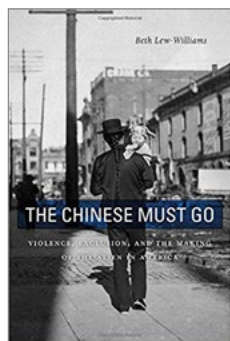


Wastl-Walter, D. (2011). *The Ashgate Research Companion to Border Studies*. Farnham: Taylor and Francis. Ebook.

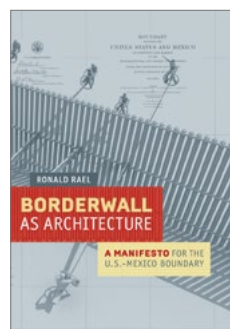
Continued from opposite page



Rieber, A. J. (2014). *The Struggle for the Eurasian Borderlands: From the Rise of the Early Modern Empires to the End of the First World War*. New York: Cambridge University Press. **Stacks DS 5. R54 2014**



Lew-Williams, B. (2018). *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Cambridge: Harvard University Press. **Stacks E184. C5 L564 2018**



Rael, R., & Cruz, T. (2017). *Borderwall As Architecture: A Manifesto to the U.S.-Mexico Boundary*. Oakland, CA: University of California Press. **Stacks F787. R33 2017**

To read an ebook online, type the book's title into the OneSearch box on the Library's website. Look for the correct listing and click the "Full text online" link.

It's easiest to read online or download a chapter PDF. Some ebooks support unlimited simultaneous readers, but others don't—check before assigning an ebook for class reading.

Library use at a glance

The numbers from July 2016 to June 2017

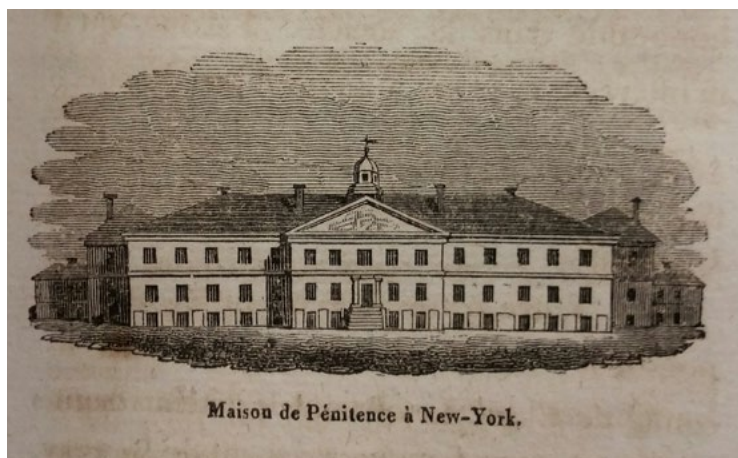
Marta Bladek

- The Library gate count registered over **350,828 visits**, an increase of 3.3% from the previous academic year.
- The Library home page registered **1.3 million pageviews** from 240,000 unique computers. Users came from 188 countries around the world.
- **65% of users accessed the website from off-campus**, a 7% increase from previous year.
- Students made great use of the Library's five group study rooms. There were **1,820 group study room reservations**. The highest demand coincided with midterms and finals.
- John Jay librarians answered over **8,800 reference questions** at the reference desk, over the phone, by email and chat. These one-on-one interactions added up to **over 700 hours**, or the equivalent of 30 days, of answering queries.
- Librarians taught **188 full-period instruction sessions** and visited **45 classes** for shorter presentations. ENG 101 accounted for the majority of the instruction sessions.
- John Jay faculty, students, and staff downloaded over **812,000 journal articles provided by the Library databases**. Approximately 73% of those articles were downloaded by John Jay students and faculty working from home.
- eReserves featured **497 active course pages**, containing 2,664 items. eReserve course pages were viewed 42,560 times, with 73,152 individual document hits.
- As of June 2017, there were **1,264 users registered with Interlibrary Loan**. Faculty accounted for 33% and graduate students for 38% of those who request items from other libraries. (Staff and undergraduate students account for the remaining 28% of ILL users.) The ILL department processed 1,525 requests, which marked an increase of almost 10% in comparison to the previous year.
- **32 researchers consulted the Library's Special Collections**, visiting the Library a total of 72 times. The Lloyd Sealy Library and Special Collections staff were acknowledged in four book-length publications whose authors worked extensively with our collections.
- See more facts, stats, and figures on our website: lib.jjay.cuny.edu/about/facts



John Jay students enjoying a group study room, which includes a high-definition screen with HDMI ports so laptops and other devices can be projected.

Special Collections



Above: 1823 (Paris) *Les hermites en prison, ou, Consolations de Sainte-Pélagie* A work by Etienne de Jouy (the pseudonym of Victor-Joseph-Etienne de Jouy) and Antoine Jay, both of whom served time in Paris' Sainte-Pélagie prison. The work is chiefly a discussion of penology, but of note is a chapter on New York's notorious Newgate prison, accompanied by this illustration depicting the prison.

Left: c. 1890s "Oh you policewoman...." Broadside-valentine with a caricature of a policewoman. A digital copy of this broadside has been uploaded to our Digital Collections.

New acquisitions to our Special Collections

Ellen Belcher & Matt Murphy

In addition to anxiously awaiting the opening of our new state-of-the-art Special Collections Room, we have been busy acquiring and cataloging some interesting items. Below is a selection of what we have acquired in the last year. All of these items are available to researchers by appointment in our current Special Collections Room. Please contact Ellen Belcher with any questions about these or anything in our Special Collections.

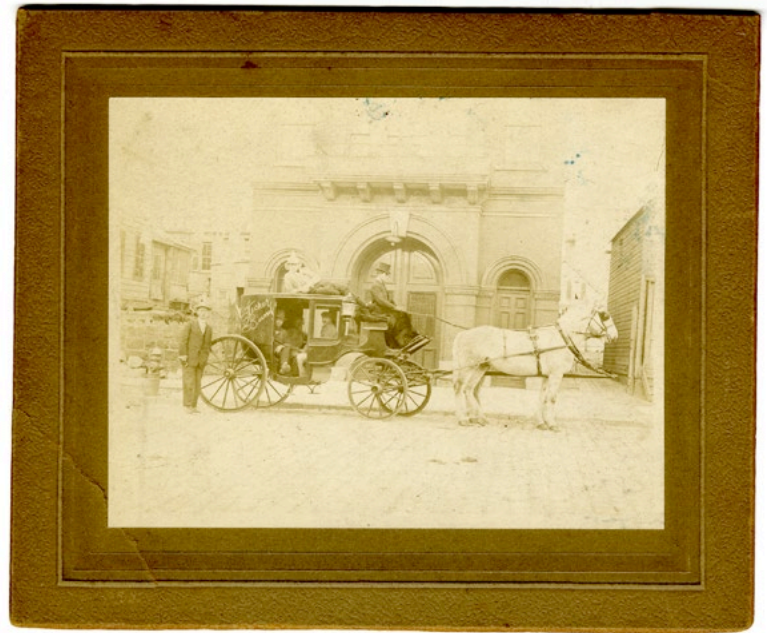
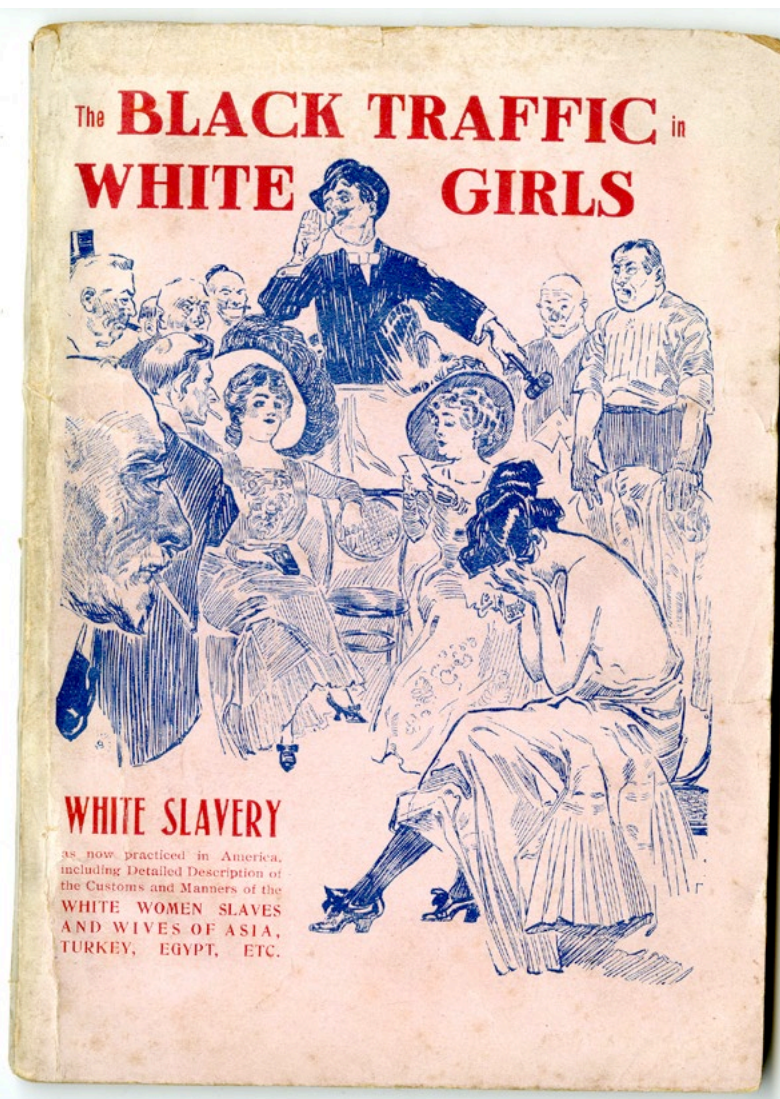
Rare books and broadsides recently acquired

1889 (New York) *Police Signal Telegraphs: The Gamewell Fire Alarm Telegraph Company, New York*. This title is [freely digitally available through SMU Libraries](#). This catalog offers the latest state-of-the-art (at the time) alarm and communication systems to police and private security firms. It also features the company's offering in horse drawn police patrol wagons.

1901 (New York) *Volunteer prison work*. A small pamphlet by Maud Ballington Booth, describing her efforts to help incar-

cerated men reenter society, specifically through the opening of "Hope Halls," which acted as halfway houses. Apart from being a well-known prison reformer, Booth helped co-found Volunteers of America.

1905 (Philadelphia) *Jacob Reed's Sons Uniforms Police & Firemen*. This catalog includes a variety of uniforms, badges, insignia, whistles, handcuffs, leggings, hats, helmets and nightsticks. This copy is marked with pencil marks, presumably



Above: 1880s? Photo of men posing in and on a horse-drawn carriage labeled "Hecker Bunch." On August 1, 1883, *The New York Times* reported on a large fire which started and spread from the Hecker and Co. Flour Mill at 464 Water St. Perhaps this photo is related to that event? A fireman lays on top of the carriage.

Left: 1912 (Chicago) *The Black Traffic in White Girls. White Slavery as Now Practiced in America, Including Detailed Descriptions of the Customs and Manners of the White Women Slaves and Wives of Asia, Turkey, Egypt, etc.* This book is one of many cheap paperbacks on "White Slavery" marketed to a variety of readers. In its description of sex workers and sex trafficking in Chicago, it served both as a warning to parents of women who sought independent lives in the big city and as soft-core porn to those interested in specifics of sex work practices.

made by an agency choosing uniforms and accessories for their force. (See image on next page.)

1919 (Ottawa) *Annual Report of the Canadian Criminal Identification Bureau to the Chief Commissioner of the Dominion Police*. This report documents an initiative which began sharing of fingerprint records between police agencies in North America.

1928 (Detroit) *Annual report of the Detroit Police Department Women's Division*. It is interesting to note that Detroit was not represented in the meeting of the heads of the "women's bureaus" in 1927. (See image on next page.)

1956 (Warwick, NY) *New York Training School for Boys, Disciplinary Practices*. A small pamphlet discusses ways to deal

with behavioral problems of boys incarcerated at this reform school. Includes sections on "What a Boy Does Not Like" and "What a Boy Likes" with emphasis on confidence building and conflict resolution.

Manuscript (archival) collections recently acquired

April 1833. A hand written account of Sing Sing Prison for the month of April 1833 signed by Dr. Robert Wiltse, warden, A. Graham, John Sing, commissioners, on May 18, 1833.

1905-1913 *Notebook of the Chief Marshal of Dover, N.H.* Detailed notes on arrests and raids, mainly related to enforcing prohibition laws in New Hampshire.

Continues next page ➡

Continued from previous page

January 20, 1913. *American Fire Apparatus*, 1 Madison Ave. Estimate for installing fire escapes and fire fighting apparatus for Manitou Putnam Company, property owners of 17 East 74th Street.

1931–1935 Joseph “Specs” Russell Papers. See article on p.3 with more information on this collection.

1960–2000s Joyce ‘Rocky’ Flint Collection on Jeffrey Dahmer. Documents collected by Dr. Kathleen Fitzgerald as a result of her collaboration with Jeffrey Dahmer’s mother to write a book, which was never completed.

Elizabeth Williams Collection of Courtroom Drawings. Additions to our existing collection of Elizabeth Williams’ courtroom art, many of which were on exhibit in the Shiva Gallery this past Fall.

Aggie Whelan Kenny Collection of Courtroom Drawings. A new collection of courtroom drawings, many of which were on exhibit in the Shiva Gallery this past Fall.

1960s–2004 Jeremy Travis Personal Papers. Papers collected during the career of Jeremy Travis at Yale, NYU, NYPD, NIJ, DOJ, Urban Institute, and under Ruth Bader Ginsburg, Chuck Schumer and Ed Koch, before he became president of John Jay College in August of 2004.

1951–1960s Jack LaTorre Collection Ten boxes of files related to the NYPD investigation of the March 8, 1951 homicide of Arnold Schuster.



Above: “Heads of Women’s Bureaus Gather in Convention.” 12th Annual Convention of Policewomen, Cleveland, Ohio. *Police Journal* August 1927 p. 19. (Periodicals HV7551 .P57)



Left: 1905 (Philadelphia) Jacob Reed’s Sons Uniforms Police & Firemen.

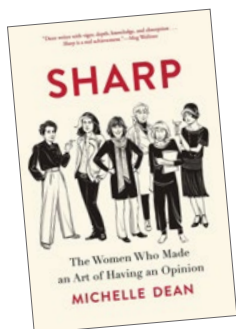
What does the library of the future look like to you?

By the time you read this, Spring will have arrived. It will have brought sunshine and flowers and the possibility of new beginnings. Thinking about new plans, the Library would like to start an ideas list for the “library of the future.” In the last decade, many innovations in the world of academic libraries have already come to fruition on our campus: easy remote online access to the millions of library resources (databases, ebooks, full-text journals); streaming videos; getting instant help from professional librarians through email and chat; the ability to search hundreds of databases at once through the Google-like OneSearch; inserting the library toolkit (along with an embedded librarian) into a Blackboard course... just to name a few wonders. In the library’s physical world, the books are constantly updated and shifted; the lab is equipped with new computers and is open around the clock during finals period; scanners and print stations are available on both floors; countertops have been built and high stools added for laptop users; the classroom has been upgraded with new projection screens.... The list goes on.

We would like to collect data on what faculty and staff would like to see in the library of the future. Let us know about what you have experienced yourself or read about other libraries around the country and the world. Please send your thoughts to libref@jjay.cuny.edu or to any of the librarians at the Sealy Library. MK

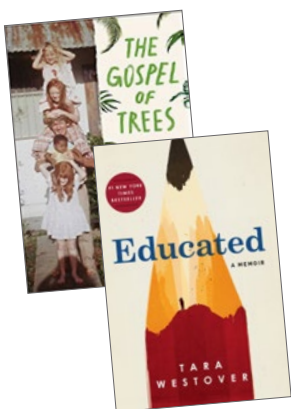
Library faculty favorites

Recommended reading



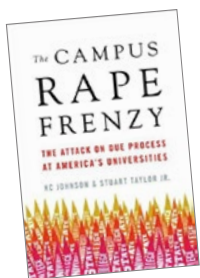
Sharp: The Women Who Made an Art of Having an Opinion by Michelle Dean (2018) is not a collection of truncated biographies of celebrated writers Dorothy Parker, Rebecca West, Hannah Arendt, Zora Neale Hurston, Mary McCarthy, Susan Sontag, Pauline Kael, Joan Didion, Nora Ephron, Lillian Hellman, Renata Adler, and Janet Malcolm. It's a skillful and compulsively readable narrative of these women in relief, set against the often bumpy terrain of their time and their relationship to feminism and to each other. Dean observes elements of and relates deep-dive tales of these writers' careers that are not written about elsewhere, at least not with such rich context. These are not odes or hagiographies, but honest portraits that cleverly reveal the breadth of the iconoclasm and humanity of the women. Rather than deliver a discrete set of linear narratives, Dean discovers surprising and telling ways their paths parallel and cross.

Kathleen Collins



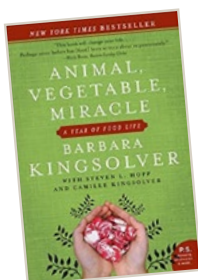
Tara Westover's **Educated** (2018) and Apricot Irving's **The Gospel of Trees** (2018) are two recent coming of age memoirs that have received a lot of critical praise. Set worlds apart—in the mountains of Idaho and in Haiti, respectively—they both feature strong-minded young women who grow up in the shadow of their charismatic fathers' beliefs. Although Westover's and Irving's narratives are about leaving the father behind, they also touch on the complexity of familial love and the many transgressions it withstands. Westover's trajectory from a scrap metal junkyard to a Cambridge Ph.D. illustrates the power of education, or learning how—not what—to think, as she puts it. Irving's nuanced reflection on her family's missionary tenure in Haiti, on the other hand, confronts the enduring effects of colonization, as well as the power and race inequalities that persist in its aftermath.

Marta Bladek



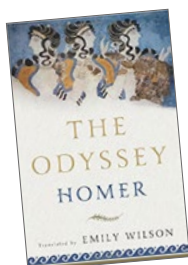
KC Johnson and Stuart Taylor Jr., **The Campus Rape Frenzy: The Attack on Due Process at America's Universities** (2017) [Stacks LB2345.3 .R37 J65 2017]. This book is filled with horror stories of male college students falsely accused of sexual assault and how campus disciplinary procedures condemned them despite inadequate or even exculpatory evidence. The authors trace the history of how Title IX came to be weaponized in the area of sexual relations between students, and offer many examples of how the process went awry. At the same time, they do not in any way minimize the reality of the crimes of rape and sexual assault.

Jeffrey Kroessler



On Barbara Kingsolver's **Animal, Vegetable, Miracle: A Year of Food Life** (2018) [Stacks S521.5 .A67 K56 2008]: Most of us can't lead lives that allow us to commit to eating only locally-sourced food for a year as this family did. This book presents a new perspective on where our food comes from and offers small practical changes we can make to our diets and food shopping for a healthier planet and body. I particularly recommend the recipes for strawberry & rhubarb crisp and asparagus & mushroom bread pudding, both of which use ingredients that grow on the East Coast in April. All of the recipes and updates on the family are also available on the companion website: animalvegetablemiracle.com.

Ellen Belcher



Although reading **The Odyssey** might be a well-worn path for many, I nonetheless suggest reading Emily Wilson's lively new translation (2017). What is so impressive about Wilson's translation is her ability to use contemporary language in a way that is not distracting. The prose flows seamlessly, and Wilson's skill as a translator shines clear. Highly recommended!

Matt Murphy

See more library faculty favorites in the online edition of this newsletter!
Read online at jjay.cc/news



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