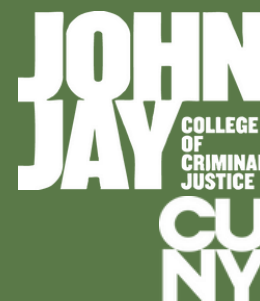


Classified Information



The Newsletter of the Lloyd Sealy Library

Spring 2024



16-18th century foundational criminal justice texts in their original bindings on display in the Special Collections Room

Lloyd
Sealy
Library

WHAT'S INSIDE THIS ISSUE:

CUNY-SUNY RESOURCE SHARING
AI INTEGRATION IN LIBRARY RESEARCH
NEW IN SPECIAL COLLECTIONS

TABLE OF CONTENTS

library news

Library News	3
From the Desk of the Chief Librarian	4
Library Author Talks	5
CUNY-SUNY Resource Sharing	6

teaching & services

Why They Booked a Study Room	7
Resources for Faculty	8
Library Instruction Requests	9
Thank You Notes from Faculty	10
AI: Bots & Integration	11-13

collections

New eBooks	14
Surprise Textbook Funding	15
Hein Online	16
Special Collections: Additions + Drawings	17-19



Library News

Compiled by Marta Bladek, Jocelyn Castillo, and Kathleen Collins

Jocelyn Castillo, Kate Cauley, and Ignacio Sanchez presented on “The Library’s Role in Asynchronous Learning, the BrightSpace Migration, and AI Integration Strategies” at the Spring 2024 Faculty Development Day.

Kate Cauley has moved on to a new job at Taylor & Francis, helping academic libraries in the Northeast to manage their electronic collections.

Kathleen Collins published her first novel, *Study in Hysteria* (Vine Leaves Press) in February.

Michele Echols’s article “Did a Bot Do Your Work? Teaching AI Literacy Skills,” was published in the December 2023 issue of *Computers in Libraries* (Vol. 43 Issue 10, p28-32). Michele is also part of a team at John Jay drafting AI Responsible Use Guidelines.

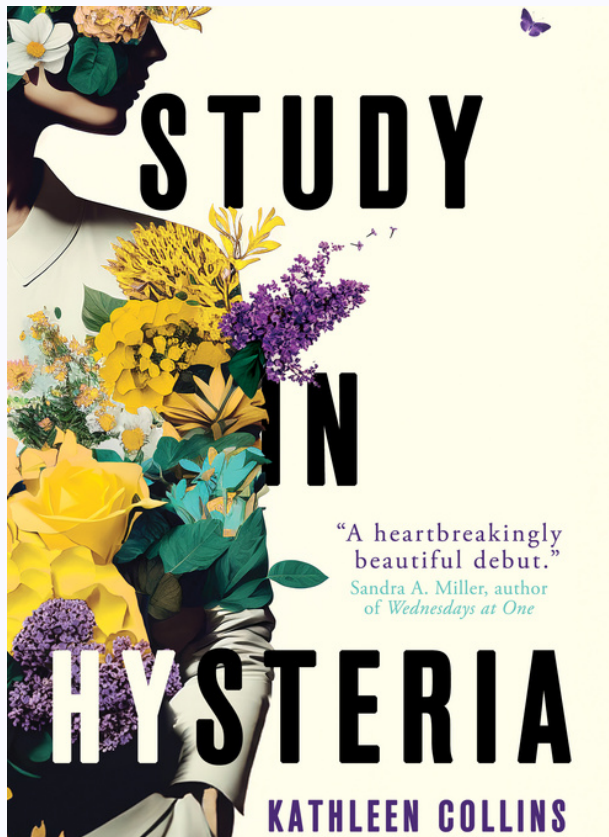


Spring 2024 Library Instruction Survey

The assessment committee (Marta Bladek, Jocelyn Castillo, Kathleen Collins, and Maria Kiriakova) have created a survey. The survey will be emailed to faculty in early April and again in early May. Please note that no confidential information will be gathered, only responses to the survey questions will be recorded. The results will offer feedback on effectiveness of library instruction and inform librarians about how to better strengthen student research development.

First Ever Library Instruction in Spanish

In the beginning of the spring semester Professor Barberet requested a library instruction session for her sociology research methods course. Professor Barberet teaches the class exclusively in Spanish. With guidance on the class assignment from Professor Barberet, Professor Castillo was able to teach the first Spanish language library instruction session at the Lloyd Sealy Library. In addition to an introduction to library resources, the students were provided with specialized search measures to locate appropriate materials for their research assignments.



From the Desk of the Chief Librarian

Ellen Sexton

It is a real pleasure to see the library full of life. Here in mid-semester, students are working hard, and assignment deadlines are looming with exams close behind. Librarian Kathleen Collins continues to host literary events with faculty authors speaking about their books and their writing process. College assistants are picking out books in the stacks to lend to our CUNY and SUNY partners, supervised by circulation librarian Joy Dunkley. See page 6 for Joy and Maria's description of the radical new CUNY - SUNY resource sharing partnership, which will bring books from the libraries of both universities to the people who want to read them. In Special Collections, courtroom drawings are being organized by Carlos Semchechen, our intern from Queens College Graduate School of Library and Information Studies.

The vibrancy of intellectual activity and creativity fostered by libraries is threatened by the dead weight of budget cuts. On March 18th, CUNY's Executive Vice Chancellor Wendy Hensel testified about reductions in library hours and services before the City Council Committee on Higher Education, using evidence in the form of data and narratives gathered from the campuses by University Librarian Kristin Hart. Across CUNY, library hours have not been restored to pre-COVID levels; there are fewer staff and faculty and less money for building collections.

One way to lower pressure on the budget is by creatively reusing existing resources. One example of CUNY libraries cooperating to improve services and lower costs is the recent gift to us of microfilm scanners from the Graduate Center library. Readers will benefit from this new-to-us old technology which will make it easier and quicker to generate PDFs from microfilm reels.

The need for libraries to supply high quality content continues. The public information landscape is filled with disinformation and propaganda, newly amplified by AI. We need to be able to have evidence-based conversations and civil discussions about difficult topics. When it comes to current events, we cannot rely on a culture of shared knowledge. We no longer all read the same newspaper, if we ever really did. We are each in our own filter bubble, consuming information fed to us by algorithms designed to deliver more of whatever provokes a reaction or holds our attention. A "flood" of disinformation is encouraging "suspicion, cynicism and instability" threatening democracies across the world, according to Secretary of State Antony J. Blinken.* We are encouraged to feel rather than think and to react immediately rather than to study. Authors like Newkirk, author of *The Art of Slow Reading* and Tishman, author of *Slow Looking: The Art and Practice of Learning Through Observation* encourage us to slow down. Their work can be borrowed from SUNY by John Jay users (see page 6 for how to do this).

How can we help? Our librarians are selecting, acquiring, and delivering to our community the thoughts and explorations, research, and arguments of many serious people engaged in figuring out truths about ourselves, our world, and how to live in it. Let us know what resources in your discipline should be in our library. Invite library faculty to speak with your students. Can we help you design an effective assignment? Encourage your students to explore library resources and services. Remind them of our free digital personal subscriptions to the *New York Times* and the *Wall Street Journal*. More evidence will not necessarily change people's minds and hearts but it will make for more fruitful discussions, and, we can hope, better decision making for our future.

*Crowley, M. (March 18, 2024). Blinken Warns of Disinformation Threat to Democracies. *New York Times*.



LIBRARY AUTHOR TALKS

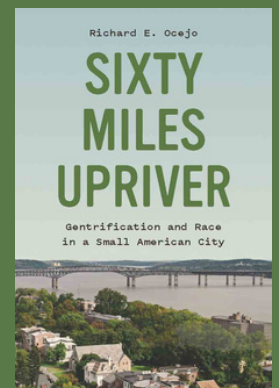
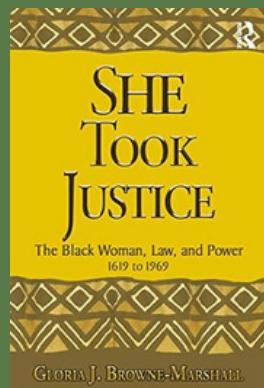
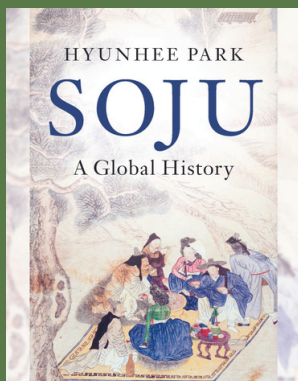
an events series

Faculty authors discuss their research
process in writing their books

Kathleen Collins

The Library Author Series continues apace after an enthusiastic reception to the inaugural Fall semester series. In the Spring we had the pleasure of a visit from Prof. Edward Paulino (Global History) who kicked off the semester talking about his book *The Border of Lights Reader: Bearing Witness to Genocide in the Dominican Republic*. He was followed by his colleague in the History department, Prof. Hyunee Park, who talked about her book, *Soju: A Global History*. Next we heard from Prof. Gloria Browne-Marshall (Criminal Justice), author *She Took Justice: The Black Woman, Law, and Power – 1619 to 1969* followed by Prof. María Julia Rossi (pictured, Modern Languages), author of *Ficciones de emancipación. Los sirvientes literarios de Silvina Ocampo, Elena Garro y Clarice Lispector*. Rather than talk about her most recent book, *Lights, Camera, Feminism? Celebrities and Anti-trafficking Politics*, Prof. Samantha Majic (Political Science), presented “Research Fraud: Tales from a work in progress.” Prof. Richard Ocejo (Sociology) will wrap up our first academic season when he talks about his brand new book, *Sixty Miles Upriver: Gentrification and Race in a Small American City*, on May 2..

We look forward to keeping the vibrant series going in the next academic year with authors that include Joan Schwartz-Chaney (Criminal Justice) discussing her book *Critical Faith: What It Is, What It Isn't & Why It Matters*, Tarun Banerjee (Sociology), author of *Levers of Power: How the 1% Rules and What the 99% Can Do About It*, and a series-within-a-series in October with two authors who have written about Taiwan – Prof. Anru Lee (Anthropology), author of *Haunted Modernities: Gender, Memory, and Placemaking in Postindustrial Taiwan* and Prof. Kim Liao (English), author of soon-to-be-published *Where Every Ghost Has a Name: A Memoir of Taiwanese Independence*. Each of our visiting authors tells attendees about the content of their book with the added bonus of an insight into their research journey. Library author talks take place in the Library classroom (2nd floor) during community hour. Stay tuned to our library home page, Twitter for announcements and RSVP links for upcoming talks.

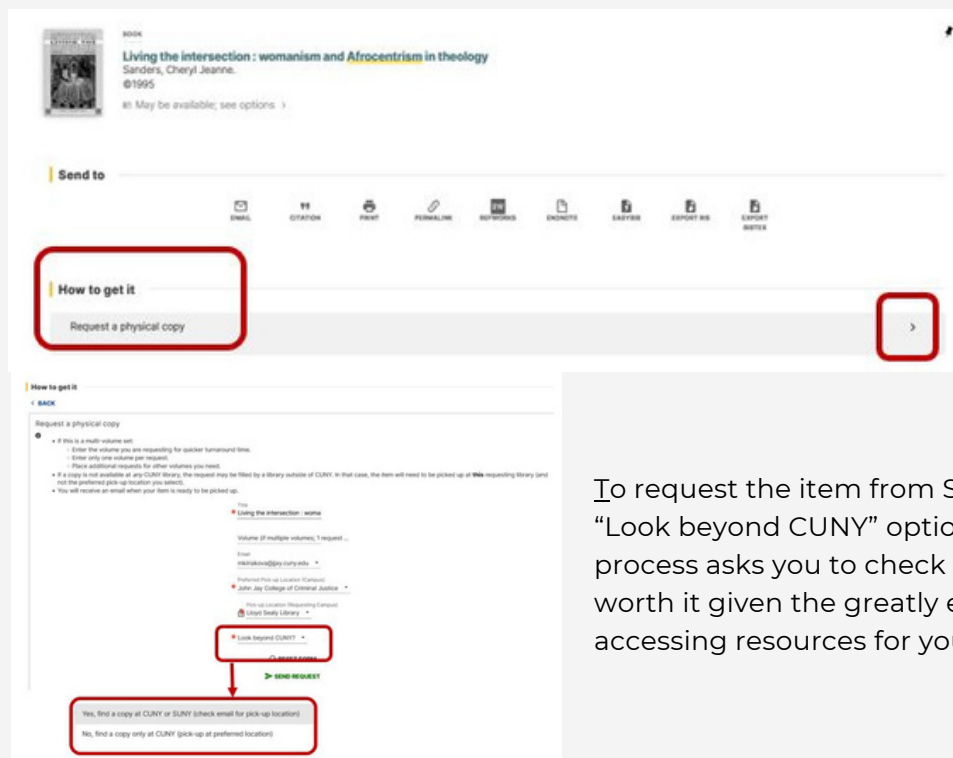


New CUNY-SUNY Resource Sharing Expands Borrowing Landscape

Joy Dunkley and Maria Kiriakova

Have you ever needed a book that, after repeated attempts checking OneSearch, is not to be found available at any CUNY Library? With the new SUNY/CUNY Resource sharing initiative that began in January, the Library is partnering with the State University Libraries (SUNY) to bring these items to you. This collaboration effort will give CUNY library patrons access to 12 million books at 52 SUNY libraries.

The process to request these items through OneSearch is similar (with a slight change) to the way you currently request items from other CUNY libraries. You need to login into OneSearch using your CUNYFirst credentials in order to place requests.



The first step is to conduct a search then look for the request option that appears in the individual item record and select the link “Get it” or “How to get it.”

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To request the item from SUNY libraries, choose the “Look beyond CUNY” option. While the searching process asks you to check twice, the small effort is well worth it given the greatly expanded possibilities of accessing resources for your information needs.

After the request form is submitted, the search is run in the system and an email is generated with information about the availability of the item and when it is ready to be picked up. Delivery times can vary from a couple of days to a couple of weeks because SUNY libraries are spread all over the State of New York.

The requested SUNY items must be picked up from the CUNY library you are affiliated with but may be returned to any CUNY campus library.

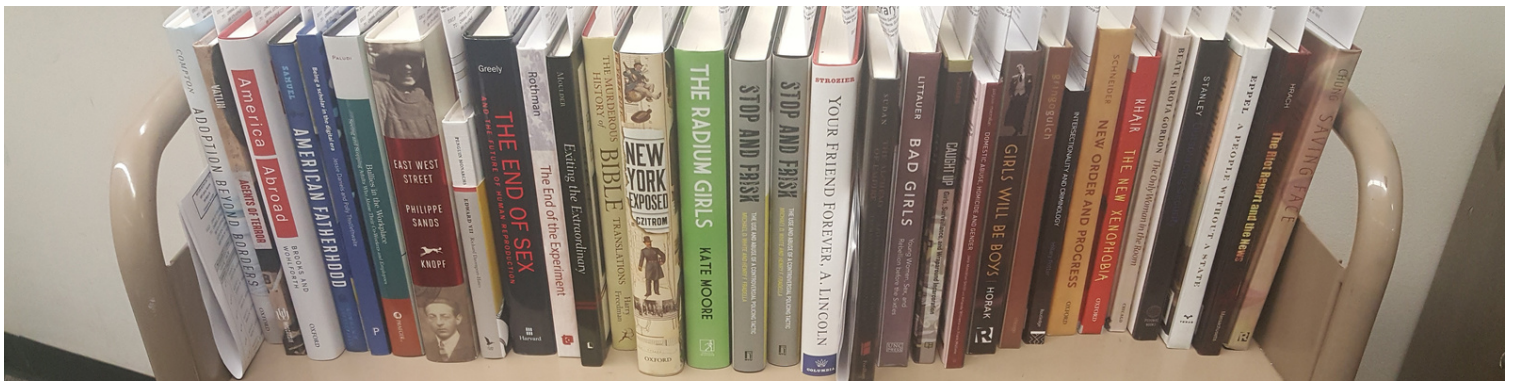
CUNY and SUNY library patrons are now entitled to longer loan periods. Initial loan periods are increasing to 16 weeks, with the option to renew material for a maximum loan length of 48 weeks. Items that are overdue will be declared lost after 60 days, at which point patrons will be charged a replacement fee. Materials may be recalled by library staff at any time. If any books you are looking for cannot be found through CUNY/SUNY system, interlibrary loan is an option for requesting book chapters, articles, and materials in other formats.

WHY THEY BOOKED A STUDY ROOM

Marta Bladek

During my regular hours at the reference desk, I get to work with students who visit the Library for a variety of reasons. While most often I field questions related to research or specific library resources, there are many other reasons why students stop by.

Below is a sample of what students told me when I asked why they came to the Library this fall. Taken together, they show the many ways in which the Library fits into a student's day on campus.



RESOURCES FOR FACULTY

introductions and reminders

Kathleen Collins

In Fall 2023, John Jay welcomed 43 full-time faculty members. It's difficult to reach all new faculty especially when they have a lot of information to sort through as a newcomer, so we hope this is another opportunity to let them know how the library can collaborate with them in their teaching and research.

This is also a reminder to those faculty members who have been here for longer who might not have ever learned about a particular resource or forgot (especially during the tumultuous pandemic gap). Here are just three of the essential resources we'd like to remind you to take advantage of, but we encourage all faculty to take a moment to look at the Faculty Services menu at the top of the library's home page to (re)familiarize yourself with what's here for you.

Interlibrary Loan (ILL) – If you have checked [OneSearch](#) (which includes the ability to search CUNY and SUNY catalogs!) and determined that the item you need is not available, Interlibrary Loan is your next step. Please email libill@jjay.cuny.edu with any questions.



CUNY Academic Works – This is CUNY's scholarship repository, a virtual space for hosting and freely disseminating the research, scholarship, and creative work of CUNY. This allows scholars at all levels to access your work – which supports the common good – expanding your reach and increasing your citations. Find the Academic Works link in the Faculty Services menu on the library home page where you can create an account. Contact Kathleen Collins (kcollins@jjay.cuny.edu) with any questions.

Three essential resources for faculty: Interlibrary Loan, CUNY Academic Works, and Library Instruction.

Library Instruction – Many of you already know and take advantage of the library instruction sessions. Bringing your students to the library for a session raises their awareness of the library's resources and how central the library is to their learning. We often find that disciplinary faculty learn something new, along with their students. We strongly encourage faculty to collaborate with the librarian leading the session – a professor showing interest and asking questions emphasizes the importance of the information and models the behavior that can inspire students to do the same. See the [Instructional Services](#) link in the Faculty Services menu at the top of the library home page.

You'll find links to these services in the drop-down list under the Faculty Services menu on the Library homepage. If you have questions about anything, make use of our Ask Us options under the Help menu on the Library homepage. Tell your students about Ask Us, too.

LIBRARY INSTRUCTION REQUESTS

Jocelyn Castillo

Faculty may request a library instruction session during the semester by submitting the library instruction request form available on the library home page. The library instruction lectures are generally subject specific and focus on development of research skills for an assignment. This provides students with the opportunity to explore how to use the many resources available at the Lloyd Sealy Library.

Important points for faculty to follow are:

- Submit form two weeks in advance
- Can be scheduled in the library classroom, via Zoom, or a visit to the instructor's classroom
- Detailed description of the current assignment is essential to identify suitable resources
- Faculty must be in attendance

LIBRARY INSTRUCTION: THANK YOU NOTES FROM FACULTY

Compiled by Marta Bladek

Each semester, faculty librarians teach multiple workshops for a wide range of courses. The format of these course-customized library and research sessions varies (hands-on workshops in the library classroom, class visits, and Zoom presentations). I asked my colleagues to share the feedback they received from teaching faculty whose classes they taught this Spring. These lovely notes below are a pleasure to read as they confirm that our efforts to tailor our workshops to specific assignments and academic disciplines are appreciated by faculty and students alike.

Thank you so much for the time and expertise you shared with our public speaking class last week. I was so happy to see the students digging deeper - and it's reflected in their presentations!

What a wonderful session! You are an amazing and inspiring teacher. I learned a lot and the students were so engaged and motivated thanks to your terrific application of research resources to their projects and questions.

Thank you, thank you, thank you!

Thanks for all the work you put to develop yesterday's presentation to my students. I learned some stuff, and I know they learned even more.

Thank you so much for your library orientation. I just found myself applying what I learned about ChatGPT in a project I am working on.

Thank you so much for providing such an excellent introduction to research!! It was so incredibly helpful to have you take them through the assignment and through the many different aspects of research that they can do, especially through the library website. These are such crucial skills!

DID A BOT DO YOUR WORK?

teaching AI literacy skills

Sandra Michele Echols

Adapted from *Computers in Libraries* (Vol. 43 Issue 10, pp. 28-32).

By encouraging critical thinking and ethical reasoning, educators can empower students to use AI as a constructive tool rather than a crutch.

If you are an educator searching for a method to boost productivity and streamline your workflow, incorporating AI generative technology into your toolkit could give you an incredibly advantageous creative resource. The proverbial question is, "Did a bot do your work"?

AI has made significant strides in various industries, and education is no different. The K-12 sector has shown a growing interest in incorporating AI education, which aims to provide students with the tools and skills necessary to succeed in a technology-fueled world. As educators, it's crucial to teach our students the knowledge and skills they need to navigate an AI-driven world effectively. AI literacy is an essential aspect of this education, and it's up to us to provide strategies and valuable resources for teaching AI literacy.

Keep in mind: Recognize that generative AI does have its limitations. It's crucial to encourage students to view AI as a tool for learning rather than a replacement for their creative and critical thinking skills. As with any new technology, biases may emerge. While generative AI can be efficient, it requires humans to apply their AI literacy and critical thinking skills to function optimally. Even after over fifty years of AI's existence, humans remain at the heart of this technology.

As tech developers continue to address the issues of confabulation, hallucinations, and biases within generative AI, educators need to incorporate discussions about AI and AI ethics into daily lessons. Teaching students about the workings of AI and dispelling myths about its effectiveness in finding 100% factual information will discourage over-reliance on generative AI tools. Additionally, encouraging students to re-examine the output of AI as a tool will help to dismantle false beliefs about AI's capabilities that are being promoted by social media influencers.



AI INTEGRATION IN LIBRARY RESEARCH

Sandra Michele Echols and Ignacio Sanchez

Portions adapted from Echols, Sandra Michele. "Did a Bot Do Your Work? Teaching AI Literacy Skills," *Computers in Libraries*, (Vol. 43 Issue 10, p28-32).

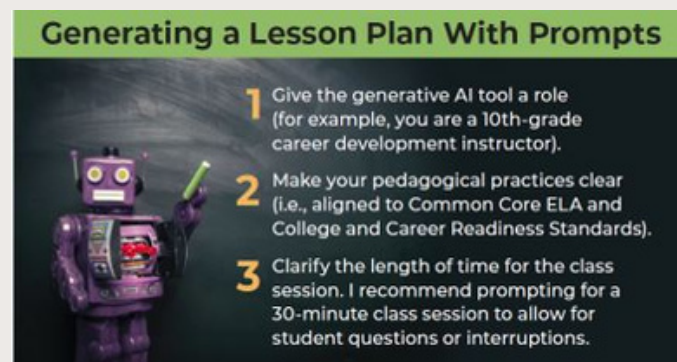
Background on AI

Artificial intelligence (AI) dates back to the 1950s when computer scientist John McCarthy co-authored the term. In the early 2000s, AI expanded into every facet of life, including cellphones, appliances, televisions, and cars. AI systems are designed to comprehend, replicate, and mirror human intelligence. Fei-Fei Li, a computer science professor at Stanford University, states that "[i]f our era is the next Industrial Revolution, as many claim, AI is surely one of its driving forces" (quoted in Chow 2021). Researchers assert that generative AI—such as ChatGPT and other large language models (LLMs)—represents a new subset of AI that can save us time by creating emails, presentations, lesson plans, and other materials from scratch. Moreover, it has the potential to level the knowledge field by enabling low performers to enhance their performance skills.

AI and Educators

AI can enhance educators' work by providing an opportunity to create lesson plans to help students who are struggling from the educational pandemic loss of critical English and math abilities. These lesson plans create a customized learning environment to ensure all students reach their full learning potential. De la Higuera argues that schools and educators should make time to teach AI in their classrooms, given its relevance in children's lives (2019). We can encourage students to think creatively and innovatively about AI applications that can solve real-world problems and guide them in designing AI-based projects or prototypes, allowing them to apply their knowledge and skills practically.

In addition, we can celebrate and showcase student innovations and ideas in AI, fostering a classroom culture of creativity and innovation. By promoting creativity and innovation, our students can better understand AI's potential and contribute to its future development.



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AI and Digital Literacy or AI Literacy

AI literacy encompasses skills we teach, such as information, digital, and media literacy skills, which are paramount in an age dominated by data and information. AI education equips students to navigate, evaluate, and critically analyze information in a digital landscape. Understanding the ethical implications of AI, recognizing biases, and being aware of misinformation are essential components of media literacy in the age of AI. Generative AI is a tool that can be used as a starting point, not the answer to everything.

AI INTEGRATION IN LIBRARY RESEARCH CONTINUED

Sandra Michele Echols and Ignacio Sanchez

We have used methods such as introducing critical thinking skills, avoiding plagiarism, managing online identity, preserving our online safety, and avoiding digital distractions. As a result, we have seen many digitally literate students, but we have also seen some that still need digital competence. As AI becomes increasingly a part of our daily lives, we must also determine user competence. Therefore, the terms “digital literate” and “AI literate” will become more intertwined and related as users' attitudes toward and usage of AI change daily. Below, we will review a few new AI-specific tools that can be used to guide users in their research experience while also trying to balance the trend of maintaining a digitally literate population.

AI Integration in preliminary research with Microsoft Copilot and Google Gemini (chatbots)

Many AI tools or chatbots have recently arrived and have caught users' attention because they promise to provide answers and take on more complicated tasks such as translating text, playing games, debugging code, explaining complex topics, drafting emails, and answering questions. [Microsoft Copilot](#) and [Google Gemini](#) (formerly Google Bard) are the most popular tools.

The main difference behind the tools is the large language model (LLM) they are built on. Microsoft Copilot is built on Open AI's GPT-4, and Google Gemini is built on Gemini, Google's large multimodal language model. However, in the big picture, any results generated by either system are based on the programming language, the terms used in the user query, and the websites explored by the chatbot. Therefore, these chatbots are only as effective as the humans using them and can only be used as tools to inform the research process.



AI Integration in Literature Reviews (Elicit)

Many other tools go into more complex tasks to help researchers guide and break down the literature review process. One such tool is Elicit. Elicit offers three main features: finding papers on your topic, extracting data from a paper PDF you upload, or generating a list of concepts. What's the difference between the previous tools and Elicit? Elicit promises to summarize the top four abstracts from your research into one summary sentence or paragraph overview. One unique aspect of Elicit is allowing users to filter data from search results. Such data filters include datasets, population characteristics, study limitations, measured variables, independent variables, statistical techniques, etc. However, like all tools, there are limitations, and a critical limitation for Elicit is that it only generates results based on the academic papers in Semantic Scholar.

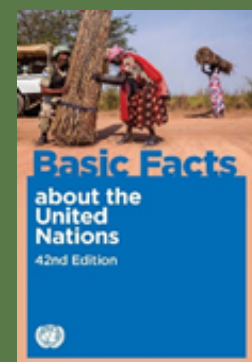
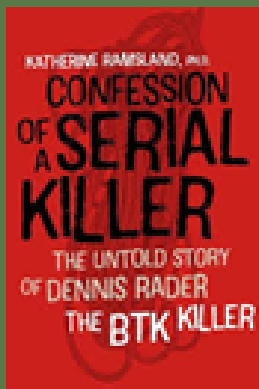
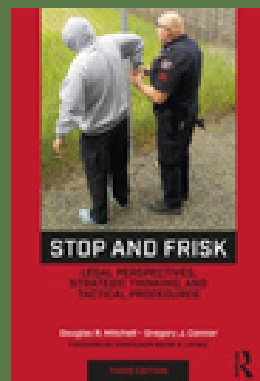
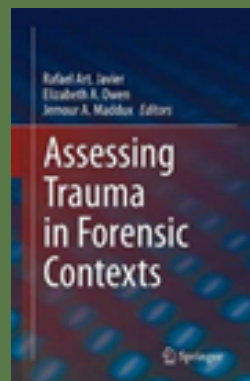
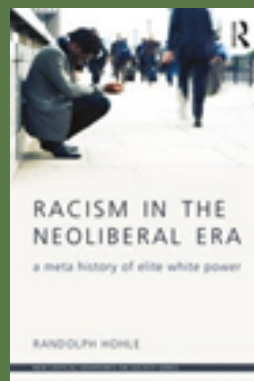
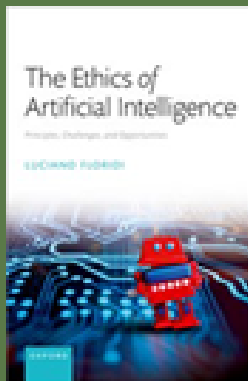
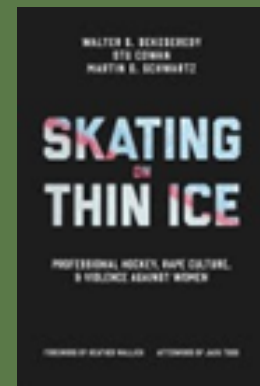
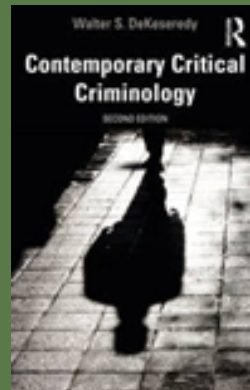
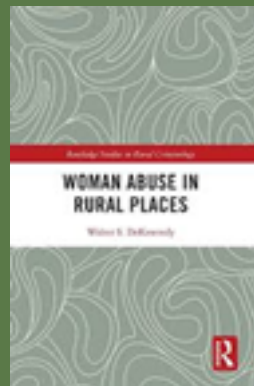
Where do libraries fit in with AI?

The purpose of AI or the reviewed tools is not to replace the databases or current research approaches but to enhance new services and open up new opportunities for content indexing and document matching. How is this possible? Some popular database vendors, such as EBSCO and Scopus AI, are incorporating AI into their platforms. As librarians and educators, we will continue to see our role increase in bridging the gaps in current digital and information literacy skills. The new, fast-paced approach to research and data extraction will challenge our knowledge, improve our research capabilities, and expand our support to remote services.

We have reviewed the previously mentioned tools for research and testing purposes, but we do not recommend one over the other. As in all research, it is a user preference. However, we encourage the John Jay community to review our database listings by [subject](#) or [title](#).

NEW EBOOKS

Maria Kiriakova



SURPRISE TEXTBOOK FUNDING

Maria Kiriakova

In late December 2023, the CUNY Central Office of Library Service (OLS) shared the news that the university's Board of Trustees approved funding for high-demand textbooks to be acquired by the CUNY Libraries to support students. The major goal of this year-long initiative is to ensure the well-being of students by providing required reading materials at no cost to them. As much as librarians across all campuses welcomed the proposal, they were disappointed by two concerns: the limits on the format (print vs. electronic) and the limits of the coverage of the funding (one year with no promise for continuation in the future).

The Lloyd Sealy library received \$15,000 for the Spring 2024 to be spent on these materials. OLS coordinated the identification of the materials by contacting the online bookstore Akademos for the list of all required readings available on their site. The list for John Jay College is almost a thousand lines long. The task of the Technical Services department is to check the list against the current holdings of the library. It is not just a matter of determining whether we have a particular title but also

determining if it is a correct edition, if current copies need to be replaced, if a copy from the circulating collection needs to be moved to the reserve collection, etc. All these processes of cataloging, shifting, de-accession, and physical processing of materials require trained staff that were lost due to retirements and attrition in the last two years.

Buying books is a complicated process. We use state approved vendors, deliveries take time, purchases need to be cataloged to be discoverable, and physical books need processing, including the creation of book spine labels and protective covers. Issues with storage and creation of additional space to accommodate all these new additions need to be taken into account as well.

So far, all the funds for the spring semester have been earmarked, and we could not acquire all of the titles from the bookstore list. Invoices for \$8,500 are already paid by the Library for the materials received and processed, and the rest of the textbooks fund is encumbered for the titles that are still on order. In other words, 117 new books are available for use by the students already; 197 other titles will arrive soon.

To check if a book is available in the Library, use OneSearch on the Library homepage. Go to the Advanced Search and perform the Title search setting the Material Type limit to Books. The results will indicate if the Library has the book and will provide the call number and location. Just a reminder that the physical books on Reserve are located on the ground floor in the library, and most can be used within the library for three hours. Do we have every textbook on Reserve? Unfortunately not, due to budgetary and space restrictions. Can we acquire textbooks in electronic format? Very few. The format availability is controlled by publishers. Can patrons request that the library acquire a certain textbook? Fill out the Suggest Purchases form found under the Faculty Services menu. This will trigger a purchase request, and you will be notified if the request can be granted. All requests for the possible acquisition for required readings should be made well in advance of need. Email mkiriakova@jjay.cuny.edu with all questions regarding acquisitions.



HEIN ONLINE

noteworthy collections

Ignacio Sanchez

The Library provides access to many law-specific databases. However, one database that provides a deep dive into national and international law is [Hein Online](#).

[Hein Online](#) is a legal research collection of laws and regulations, case law, treaties and agreements, scholarly legal and criminal justice journals, government publications, classical legal volumes, and related materials. It covers law in the United States, Canada, and the United Kingdom and includes a selection of other foreign and international law resources. The collection includes current legal information and historic law documents, regularly updated with the latest legal publications.

A [previous article](#) highlighted the mix of primary and secondary legal resources that can be accessed through three of the HeinOnline collections. This article will expand on HeinOnline's ever-growing collections by showcasing the following collections: National Survey of State Laws, History of the Supreme Court Nominations, and Women & The Law.

The National Survey of State Laws provides an overall view of some of the most sought-after and controversial legal topics in the U.S. It allows users to compare the most controversial and recently updated topics state by state. One can also browse by one of eight general legal categories (Business and Consumer, Criminal, Education, Employment, Family, General Civil, Real Estate, and Tax Laws). Browsing by selecting any of the 64 topics is also possible, e.g. Beer law, Freedom of Information Act, Voter laws, Legal Ages, Privacy of library Records, Abortion, and more. This database is updated frequently, and the Library subscribes to the previous editions, which allows tracking of how laws have changed over time.

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Hein Online's History of the Supreme Court Nominations provides users with nomination materials and reports on successful and unsuccessful nominations of Supreme Court justices by the Senate Judiciary Committee. Users can browse quickly by justice to locate relevant documents for a nominee. Once viewing a nominee, one can view the chronology of nomination, presidential statements, and Congressional and Senate Judiciary Committee Statements. The database is current, with the most recent appointment and nomination of Ketanji Brown Jackson.

Featured Subcollections

LEGAL RIGHTS & SUFFRAGE

Throughout the nineteenth century, American women fought for the right to vote in U.S. elections. To understand this era and the movement that partially defined it, access legislative histories, scholarly articles and periodicals, court briefs, and other documents that contextualize women's suffrage and discuss the legal rights of women.

WOMEN & EDUCATION

WOMEN & EMPLOYMENT

ABORTION

OTHER SUBCOLLECTIONS

NOTABLE WORK:

History of Woman Suffrage (1881-1922)

This work is published in six volumes and provides a history of women's suffrage in the United States from the years 1848 to 1922. It was written by Susan B. Anthony, Elizabeth Cady Stanton and Matilda Joselyn Gage, leaders of the National Woman Suffrage Association.



Hein Online's Women & the Law is a database that contains thousands of books, biographies, and periodicals dedicated to women's roles in the law over the past 200 years. Some of the subjects covered in this collection include legal rights and suffrage, feminist and legal theory projects, and others. This database also contains titles from Emory University Law School's Feminism and Legal Theory Project, which "provided a platform to view the effect of law and culture on the female gender."



NEW ADDITIONS TO SPECIAL COLLECTIONS

an abundance of donations

Ellen Belcher



During the first week of Spring, the Library's Special Collections received several collections on a variety of topics. We're grateful to all of our donors for the materials they have gifted to the Library and present a sneak peek at just a few of these recent acquisitions.

The Hugh J.B. Cassidy collection, donated by Cassidy's son Thomas, provides valuable documents, photographs, and artifacts on the history of the NYPD. Hugh "Joe" Cassidy had a long career in the NYPD, rising through the ranks in various precincts in Queens. Included in the collection are some historical photographs Cassidy rescued from a precinct under renovation. Of particular note is large framed photographic lithograph of NYPD Chiefs in 1889 – all sporting impressive facial hair – casually standing on the steps of 785 Broadway.

Daisy (Sealy) Elmes (pictured, top) has donated additional materials to **the Lloyd Sealy Papers**. These plaques and awards document Daisy's father's involvement in a great many Brooklyn community organizations. The most notable item is a drum presented to him by the Bushwick Advisory Council of the Salvation Army in 1970. We are especially grateful to be able to add an artifact from Daisy's mother, Estelle Sealy, to the collection, to document her own community involvement. We hope to exhibit some of these items in the Library soon.



Dr. Faith Dickerson (pictured, bottom) donated the papers of her grandfather, **William B. McMasters**. As has been previously reported [in this newsletter](#) and in [the New York Times](#), McMasters was the press agent for legendary fraudster Charles Ponzi. In 2008 the Library acquired an unpublished manuscript exposing details about Ponzi's investment fraud schemes. This new donation creates a comprehensive William McMasters Papers and includes additional writings and collections on Ponzi as well as typescripts of plays, stories, and poems. McMasters was a prolific writer and at one point wrote a poem a day. We are delighted to now be able to offer researchers the chance to study fuller representation of his life and work.

We are still unpacking, sorting, and describing these donations. For more information, see Special Collections under the Find & Borrow menu on the library home page and/or email libspcoll@jjay.cuny.edu.

SPECIAL COLLECTIONS INTERNSHIP SPOTLIGHT: COURTROOM DRAWINGS

Carlos Semchechen

Queens College Graduate School of Library
and Information Studies

As an archival intern this semester at John Jay College of Criminal Justice, I have been fortunate to explore some of the Special Collections held by the institution. Internships in Special Collections repositories are of paramount importance to graduate students in Archival Studies as they serve as immersive learning experiences that bridge theory with practical application, equipping aspiring professionals like me with invaluable skills and insights into the world of archival work. During my internship, I have had the privilege of working with courtroom drawings, which has added a unique dimension to my learning experience. This firsthand exposure to this type of art has made me review some of my concepts of archival work because it has demonstrated the nuanced ways in which visual materials can capture and convey historical events, emotions, and has challenged my previous notions of archival documentation as solely text-based. I am also gaining practical skills in managing and preserving visual materials that capture the essence of legal proceedings.

A major portion of my time is spent with the courtroom drawings collections by Richard Tomlinson, Aggie Whelan-Kenny and Elizabeth Williams. These drawings not only present a visual account of important legal events but also offer glimpses into the cultural and historical background in which they took place.

Until recently, courtroom drawings served as unique visual representations of the dynamics of courtroom trials that cameras and written accounts often couldn't convey. These drawings not only document the trial process but also offer glimpses into the human drama, emotions, and complexities of the events in the room. Despite their inherent value as historical and cultural artifacts, courtroom drawings have often been overlooked or undervalued in comparison to other forms of visual art. However, the changing of laws allowing for cameras in many courtrooms has sparked debates about the role of traditional courtroom sketches in the digital age. While cameras provide a more immediate and comprehensive visual record, there is an argument to be made for the artistic interpretation and narrative depth inherent in hand-drawn illustrations. Balancing these technological advancements with the preservation of artistic tradition presents an intriguing challenge in the evolving landscape of legal documentation and visual storytelling.



Top: Carlos and courtroom drawings

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

Special Collections Internship Spotlight: Courtroom Drawings continued

Carlos Semchechen

Arranging and describing Tomlinson's courtroom drawings has been a journey of discovery and learning. Not only have I gained a deeper understanding of legal history and visual storytelling, but at the same time each drawing tells a story, and through careful examination, I have learned to decipher the nuances and uncover hidden narratives. However, organizing and describing an art collection using archival best practices presents some challenges. Firstly, ensuring comprehensive documentation of each artwork's attribution, condition, and significance demands attention to detail. Secondly, maintaining consistency across diverse media types and styles requires some expertise in art history and the context of the drawings for the particular trial or hearing. Thirdly, describing an art collection using archival best practices requires a thorough understanding of metadata standards and a commitment to preserving cultural heritage for future generations. Lastly, balancing accessibility for researchers and the public with the need to safeguard fragile artworks necessitates thoughtful strategies for digital archiving and physical exhibition management. These are some of the challenges I have encountered since I started my work with the courtroom drawings.

During my internship, I have also had the opportunity to immerse myself in different facets of library operations. The guidance and mentorship provided by Ellen Belcher, Special Collections Librarian, have been instrumental in shaping my growth as an archivist and professional. It has been a transformative experience, allowing me to explore the intersection of archival practices, art, history, and law. Through my work with the courtroom drawings, I have gained a fresh appreciation for the importance of preserving our cultural materials and the role of libraries in facilitating intellectual study.



David Berkowiz, "Son of Sam," Outburst in Court by Richard Tomlinson

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Classified Information

The Newsletter of the Lloyd Sealy Library

New CUNY-SUNY Resource Sharing Program

The CUNY community can now borrow an additional 12.7 physical items from 52 SUNY campus libraries.

Resources for Faculty

Three essential resources for faculty: Interlibrary loan service (ILL), CUNY Academic works, and the Library Instruction Program.

AI Integration in Library Research

Where do academic libraries fit in with AI?

Library Collections

HeinOnline

New ebooks

New in special collections

