

SHELF LIFE

NEWS FOR LOYOLA FACULTY • FALL 2011

Introducing the...

Loyola eCommons

By Eben English

eCommons to serve as a hub for scholarly works created by University community

Our efforts to create a digital repository for Loyola-authored scholarship continue to move forward as the new semester begins. The project, which has been named 'Loyola eCommons,' will seek to establish an online content repository and suite of related services to collect, preserve, and provide access to materials produced by the University community related to research, teaching, and learning.

The name speaks to the library's desire to create a resource that will provide a common space for the dissemination and preservation of a variety of scholarship, pedagogy, historical material, and creative works. It will also be a 'commons' in a more traditional sense, acting as a kind of online academic public square for the unfettered exchange of information and knowledge. The name is also a deliberate nod to the hugely successful Klarchek Information Commons, which brings together technology, services, information resources, and people to facilitate a wide range of scholarly activities. And

like the IC, we hope that the Loyola eCommons can become a vital part of academic life on campus and further the University Libraries' efforts to promote knowledge in the service of humanity.

After much deliberation, and with the guidance of the project's faculty advisory committee, which includes not only teaching faculty, but also representatives from the Office of the Provost, the Office of Research Services, and Information Technology Services, Digital Commons has been selected as the software platform to bring this project from the drawing board into reality. Developed and maintained by Berkeley Electronic Press, Digital Commons is a hosted institutional repository (IR) software platform that offers all of the features of a traditional IR. This includes storage, management, retrieval, and online dissemination of digital assets, as well as cloud-based storage, professional-grade publishing software, management tools, and individual faculty and researcher pages, which allow faculty to create a personalized online

profile featuring photos, citations, presentations, RSS feeds, and e-mail lists to keep colleagues up to date on new publications and more.

Digital Commons is used by dozens of academic institutions in the United States, including major research universities such as Syracuse and Cornell, as well as peer AJCU schools like Fordham and Marquette. We are confident that it will provide a solid foundation for building collections, collaborating with scholars, and promoting the repository as a locus of scholarly activity for the Loyola community.

Loyola eCommons is currently under testing and development, but will be available for use later this semester. A public debut and demonstration of the system will be featured as part of the upcoming Faculty Scholarship Celebration, which will take place on Thursday, November 3 on the fourth floor of the Klarchek Information Commons. News and updates regarding the project are also available at blogs.lib.luc.edu/repository.

GREETINGS FROM THE DEAN



DEAR COLLEAGUES,

We are pleased to present the second issue of *Shelf Life*, the University Libraries newsletter created especially for Loyola faculty. The purpose of this publication is to keep you up-to-date on library programs, additions to our collections, new services, and other items of interest to you. As we begin another academic year, allow me to express my appreciation to all of you for your support of the University Libraries. With your help we have been able to build strong collections and provide excellent services to meet the needs of Loyola students, faculty, and staff.

Though the semester has already begun, I would like to bring your attention to a number of new initiatives implemented over the summer. As I noted in the previous newsletter, the University Libraries have embarked on the creation of a digital repository for Loyola, an important part of our three-year strategic plan. In August, we chose the software platform for our repository, which we are calling **Loyola eCommons**. This fall, we will begin to invite faculty to place examples of their scholarship, including articles and papers, in the digital repository which will operate under an open access model. Materials will be searchable and available on the Internet. Stay tuned for more information about this exciting project.

Our collections continue to expand thanks to the support of the University administration. We have added a number of new databases and journals in the past few months, including **Early American Imprints**, two major online collections containing the images of more than 72,000 printed books that will be useful to faculty and students in a variety of disciplines. Other significant acquisitions include **Times Digital Archive**, a searchable database of *The Times* (London) newspaper archives; **State Papers Online**, a collection of original historical correspondence, reports, memoranda, and parliamentary drafts from Tudor and Stuart Britain; **Oxford Journal Archives: Humanities and Social Sciences Collections**, archival holdings of nearly 100 journals; **JSTOR Arts and Sciences VIII**; and 25 new electronic journals in the biosciences, education, business, history, religion, and fine arts.

While we don't expect the faculty to take advantage of our new schedule for the Information Commons, I wanted to let you know that the IC is now open 24 hours a day, Sunday morning through Friday evening most weeks this year on a trial basis. This round-the-clock operation is being tried at a number of university libraries around the country and we believe it will benefit many of our students.

The Friends of the Loyola University Chicago Libraries continue to offer programs of interest to the University community. The Friends Speaker Series includes talks this semester by award-winning short story author Baird Harper and Loyola law professor Laura Caldwell. Please consider joining the Friends and help support the libraries' quality and progress.

Best wishes for a successful and productive semester.

Sincerely,

Robert A. Seal
Dean of University Libraries

SHELF LIFE

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Demand driven acquisitions for the library's collection

By Fred Barnhart

As you might expect, the librarians who develop Loyola's collections, both in print and online, take a number of things into consideration. We look at current and future curriculum, types of degrees being offered by various departments, research interests of our faculty, current academic trends, and even the trends we see on the horizon. All of this requires our team of dedicated librarians to remain informed about their respective specialty areas and also to work closely with the administration, faculty, and students to remain alert to new developments. We also use assessment data, such as the number of interlibrary loan requests for a type of book or a specific journal article, which can tell us a lot about the needs of our patrons.

Within the last few years, though, many libraries have begun to explore new ways of acquiring materials for their collections, both as a response to limited budgets, and also as a way to take advantage of new technologies such as e-books and e-readers. E-books also have the advantage of being popular with many patrons who enjoy the convenience and speed of reading an e-book online, or downloading it to their mobile reading device. According to a recent Pew Internet report, e-reader ownership nearly doubled, from 6% to 11% between November 2010 and May 2011, and the rate of ownership is even higher among recent college graduates at 20%. In addition, this statistic does not include people who use and read e-books through other devices, such as a tablet computer or an iPad.

One of the latest trends in collection development, demand driven acquisition (DDA), takes advantage of these new technologies. In the DDA model, the library's catalog adds records for books which the library does not own, but which can be quickly and easily obtained, sometimes in print and sometimes in electronic format. By searching the catalog, a patron is

able to find titles that the library may not even own, and initiate the process which automatically acquires the book. In the case of a print book, it is ordered, delivered, and made available to the patron in a matter of days. In the case of an e-book, it is available instantly and seamlessly to the patron without the need to wait or return to the library later to pick it up. Needless to say, this model is popular with patrons, but it is also popular with libraries because a book purchased through DDA is guaranteed to be used by the patron.

In November 2010, the University Libraries decided to initiate a pilot project which allows us to use demand driven acquisitions to provide more e-books to our patrons. Beginning in fall 2010, the library began working with Electronic Book Library, or EBL, a vendor that added more than 45,000 records for non-owned e-books to Pegasus, our library catalog. We worked with EBL to make sure we included records for e-books that are in subject areas appropriate for our curriculum and published within the last two years. When patrons find a record for an e-book that they want, they are able to quickly "borrow" and use the book online—without a waiting period or middleman! If patrons borrow the same e-book multiple times, the e-book is automatically purchased and added to the collection. The library continues to work on this pilot project with EBL to make sure that our parameters for adding records to Pegasus and initiating borrowing or purchasing meets the needs of our patrons.

Another benefit of this service is that Loyola patrons can also use the EBL service to borrow (and purchase) e-books through the Pegasus catalog from any location, including their

home or Loyola's John Felice Rome Center campus. The e-books purchased through EBL are ideal for many of our new online courses, and can also be added to the instructor's Blackboard course as a resource for students.

By using this model, individual patrons have helped us to select and add several hundred new e-books to Loyola's collections, while also borrowing several thousand additional e-book titles. Even though it is still a pilot project, we feel quite confident that demand driven acquisitions through EBL is a cost-effective way to acquire some of the best e-books for our patrons.

I encourage you to contact your subject specialist librarian if you would like to know more about how to borrow or purchase e-books for your classes or for research.

BY THE NUMBERS

49,926

demand driven e-book titles added

12,788

e-book uses by patrons

2,950+

e-books lent to patrons



Father Kevin Gillespie, S.J., leads a flash seminar in the Klarchek Information Commons.

Flash seminars provide learning experience outside of classroom

By Leslie Haas

Flash seminars are free, informal lectures on current events or stuff that is just plain interesting. Topics may be as simple as the germ of an idea, or as fully formed as a portion of a credit-bearing seminar which you are already teaching. Flash seminars offer faculty the opportunity to create a unique learning experience for students outside of the classroom.

All you need to do is prepare a short informal talk (about 15 minutes long) and then open the floor for discussion. The seminars are held in a public space, similar to a speakers' corner. In our first flash seminar, Father Kevin Gillespie, S.J. spoke of his experiences

counseling victims of 9/11 in Washington D.C. and the challenges of surviving trauma. Flash seminars are sponsored by Information Technology Services, the Faculty Center for Ignatian Pedagogy, and the University Libraries. Give us your topic and the title. We will take care of coordinating the time, space, and promotion.

More information about the flash seminar concept as it originated at another institution can be found in the article, "A University of Virginia Student has a Bright Idea: 'Flash Seminars,'" written by Daniel DeVise of the *Washington Post*.

Lead a flash seminar or Commonalities dialogue

To initiate a flash seminar, recommend a topic for the Commonalities Faculty Dialogue Series, or if you would like to serve as a facilitator, please contact:

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Commonalities series enables discussions among faculty

By Jeannette Pierce

Do you wonder what your colleagues think about e-books and their place in the classroom? Or perhaps you want to know more about how others are using media for lectures or how to grade projects that are submitted by groups or in nontraditional formats? You can find out what others are doing by attending Commonalities, an ongoing dialogue series sponsored by Information Technology Services, the Faculty Center for Ignatian Pedagogy, and the University Libraries. Discussions are informal, though a facilitator is invited to start the conversation. Lunch is provided, so it's important to RSVP. Don't worry about coming in late or leaving early—even if you can drop by for a short time, you will pick up a few ideas! To find out more about past and upcoming programs, read our blog on igNation at blogs.luc.edu/commonalities. Entries include program summaries, recommended short readings on topics discussed, and descriptions of upcoming discussions.

In September, Dean Robert Seal kicked off the series by facilitating a lively discussion about e-textbooks, their place in academia, and how they are used (or can be used) here at Loyola. Eleven faculty members from various departments attended, and the discussion included topics such as the cost of books, access versus ownership, and if students prefer print to e-textbooks. The next discussion in the series was held on October 25, and was led by Dr. Steven Jones, professor of English and co-director of the Center for Textual Studies and Digital Humanities. Dr. Jones' discussion covered the digital humanities, which the *Chronicle of Higher Education* referred to as "the next big thing" in 2010 and the *New York Times* covered in a recent series titled "Humanities 2.0."



Hidden gem: the curriculum collection

By Rachel Bronson and Tracy Ruppman

Despite taking over half of the shelf space on the sixth floor of Lewis Library, the extensive curriculum collection remains a hidden gem for Loyola's School of Education teacher candidates. Separate from the education collection, the curriculum collection holds textbooks—both student and teacher's editions—plus any supplementary workbook or assessments, a host of resources for differentiating instruction, and specific resources for teaching children who have special learning needs. All resources are circulating with the intention of practically serving teacher candidates in lesson planning and in the classroom. What's more, the collection also includes a vast array of leveled literature, everything from Eric Carle's *The Very Hungry Caterpillar* to Suzanne Collins' *The Hunger Games*. This summer, the collection grew with the addition of the much-praised and widely used *Everyday Math* textbooks and the complete set of *Harry Potter* in Spanish. The collection also provides a rich array of multicultural literature to ensure that teachers provide culturally relevant texts for today's increasingly diverse classroom. Titles include *Nasreen's Secret*

School: A True Story from Afghanistan by Jeannette Winter, *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie, and *From Where I Stand: In the City* by Cheryl Willis Hudson. This year, the library worked to increase the number of nonfiction books for early and young adult learners, recognizing that children today are engaged by informative texts such as *Dinosaur Mountain: Digging into the Jurassic Age* by Deborah Kogan Ray, *The Adventures of a Plastic Bottle: A Story About Recycling* by Alison Inches, and *Emma's Poem: The Voice of the Statue of Liberty* by Linda Glaser.

In order to help patrons better navigate and use the curriculum collection, there is a subject guide available at libguides.luc.edu/curriculum_collection. Books and resources in the guide are categorized into tabs by topic. Tabs include Content Area/Basal Readers, including English literature and reading, social studies, government, history, science, math, health, and music; Leveled Literature, or reading by skill level; Nonfiction Materials; Resources by Content Area, including science, math, social studies, language arts, foreign languages, special education, and multicultural/culturally

responsive education; Award-Winning Books including Newberry, Caldecott, Coretta Scott, Boston Globe/Horn, and more; Differentiated Instruction, including Response to Intervention (RTI); and Alternative Texts, including graphic novels. The guide is constantly being updated so continue to check for more resources!

There is also a curriculum resources subject guide at libguides.luc.edu/curriculum_resources which details the electronic materials available on the web. The subject guide includes the following search tab categories: Databases (Article Search), Curriculum Web Resources, Award-Winning Books, Biographies, Reference Collection, Lesson Plans (which contain links to various websites for online lesson plans and rubric creation), Multimedia, Curriculum Organizations and News, and Statistics (which contains links to a variety of statistical databases and other resources related to curriculum).

For more information about the curriculum collection or the associated subject guides, please contact Tracy Ruppman, reference and instruction librarian for the School of Education, at 312.915.6949 or truppman@luc.edu.

The faculty ^{non} required reading list

By Robert M. Lombardo, professor of Criminal Justice and Criminology



Professor Lombardo

Jane Addams: Spirit in Action by Louise W. Knight

This book provides a well-thought-out introduction to the life of Jane Addams, one of Chicago's, and America's, most noted reformers. As a criminology professor and a student of Chicago history, I have always been fascinated by the life of Jane Addams. Her efforts to upgrade the poor and to improve the slums of Chicago are a mainstay of the criminology literature and are outlined with great care in this book. Knight's work is the first full biography of Jane Addams in nearly forty years. Those wishing a casual, but sound introduction to one of America's most famous daughters will thoroughly enjoy this work.

The Savage City by T. J. English

While racial tensions have largely subsided, America has suffered from a long history of racial ani-

mus. T. J. English's book *The Savage City* describes one such event, an often overlooked incident that occurred in New York City during the 1960s. Dubbed the "Career Girls Murders," the slaying of two young, white women in their Manhattan apartment sent ripples of fear throughout the city. This book carefully documents the racial anxiety and police corruption that led to the arrest of an innocent black man for the crime. Once again, English has used his journalistic abilities to examine a complex social problem. Others books of note by T. J. English include *Paddy Whacked*, a history of Irish-American organized crime and *The Westies*, the story of a New York Irish gang that became a national best seller.

Alexander the Great by Philip Freeman

The book *Alexander the Great* is the first authoritative biography written about the Macedonian king in a generation. Written by Philip Freeman, a classical scholar, much of the book is taken from secondhand accounts penned by ancient Roman scholars—firsthand accounts of the exploits of Alexander having been lost to history. Sparked by recent History Channel programs such as the Search for the Tomb of Alexander, this book satisfied my curiosity about Alexander the Great and provided sufficient academic rigor to justify the time spent reading the volume. Other noteworthy books by Philip Freeman include *Julius Caesar* and *St. Patrick of Ireland*.

Charlie Chan: The Untold Story of the Honorable Detective and His Rendezvous with American History by Yunte Huang

This book was a great deal of fun. After seeing a television special about Chinese Americans in the movies, or the lack of thereof, I sought out this book. For those of us old enough to remember Charlie Chan, the most striking thing about the Hollywood movie series was that only occidentals played the Chinese characters, except of course for "Number One Son." *Charlie Chan* not only explores the phenomenon of racial prejudice in the movies, but also identifies the real-life policeman, Chang Apana, who served as a model for Charlie Chan. Chang Apana was an officer of the Honolulu Police Department whose colorful exploits drew the attention of Earl Biggers, the novelist who created the Charlie Chan series.

Colonel Roosevelt by Edmund Morris

Colonel Roosevelt is the third volume in a series of books about the life of former president Theodore Roosevelt. Its 570 pages will occupy a good portion of any professor's summer reading. Well documented, this book recounts the last decade of Roosevelt's life. Self-described as the man who enjoyed life as much as any nine men, Morris' recounting of Roosevelt's life lives up to this appellation. Roosevelt wrote forty books, hunted lions, and explored the darkest reaches of Africa. While generally known as an outdoorsman and a conservative bent on military action, Morris documents another side of the great roughrider, arguing that Roosevelt was the guiding light of the Progressive movement and was the inspiration for cousin Franklin Delano Roosevelt's New Deal. *Colonel Roosevelt* is worth the read. It is full of history and a shining example of good journalism.

University Libraries acquire new electronic resources for collection

By Tara Radniecki

Each year, the University Libraries continue to expand electronic resource holdings. We are in a particularly exciting time, as electronic resources no longer mean simple article indexes but also streaming media, dynamic data sets, and portals containing everything from podcasts to government reports. Below you will find just a few of our exciting recent acquisitions. To see all of our electronic resources, click on the Databases or E-Journals links on the University Libraries website.

- **African American Studies Center.** Comprehensive collection of scholarship focused on the lives and events which have shaped African American and African history and culture, coupled with precise search and browse capabilities. Features articles from Oxford reference works, primary sources with specially written commentaries, images, maps, charts and tables, timelines to guide researchers through the history of African Americans, and thousands of biographies.
- **Literature Criticism Online.** Includes the Gale Literary Criticism Collections: Contemporary 20th Century, 19th Century, Shakespearean, 1400-1800, Classical & Medieval, Poetry, Short Story, Drama, and Children's. Also includes a Dictionary of Literary Biography and Something about the Author.

- **Mergent WebReports.** Provides access to a vast archive of corporate and industry related documents. Covers over 100 countries and industries. Loyola currently subscribes to the following modules: Digital Corporate Manuals and Digital Municipal and Government Manuals.
- **Times Digital Archive.** A searchable database of *The Times* newspaper archives covering events from the French Revolution and the American Civil War through to the two World Wars as well as civil and political movements, crime, culture, and more. The entire newspaper is captured with all articles, advertisements, and illustrations/photos divided into categories.
- **Vanderbilt Television News Archive.** Indexes evening broadcasts from ABC, CBS, CNN, NBC, and PBS. Streaming video of *NBC Nightly News* and CNN broadcasts is available instantly; broadcasts not available online can be requested. Some fees may apply for requests.
- **World Religions Online.** Explores world religion and spirituality from the ceremonies of the first practitioners to the elaborate rituals of today. Topic centers focus on the world's major religions and traditional spiritual practices, such as Judaism and Native American religions, quickly guiding users to important topics, spiritual leaders, sacred texts, holy days, and festivals.

Meet our staff!

What is the name of your department, and who are the staff members?

We are the interlibrary loan (ILL) department, located on the first floor of Cudahy Library on the Lake Shore Campus. Our staff includes Jennifer Jacobs, interlibrary loan librarian; Elizabeth Andrews, interlibrary loan assistant; and roughly 4-5 student assistants per semester.

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How long have you been at Loyola?

Jennifer has been at Loyola since September 2008; Elizabeth started in October 2006.

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Tell us about your role within the University Libraries.

Interlibrary loan has two functions: to share Loyola's resources with other libraries, and to help Loyola students, faculty, and staff obtain materials that we don't own. We also provide document delivery services; if you need an article owned at a different Loyola campus, we'll provide you with an electronic copy.

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What services do you offer that would help faculty members with their work?

In addition to getting books and articles from other libraries, we offer a purchase on demand service. When a faculty member requests a book through interlibrary loan, we will often buy it for Loyola's collection rather than borrow it. The book arrives in roughly the same timeframe, and then it is available for a longer loan period and repeated use.

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Can you tell us about any new services or projects you're working on?

We have just launched a proxy patron service for interlibrary loan that allows research and teaching assistants to place requests and check out books on behalf of faculty. With a proxy account, faculty can track requests initiated by their staff in ILLiad, renew their materials, and have e-mail notifications sent to all authorized parties. To establish an ILL proxy account, faculty should e-mail Jennifer Jacobs at jjacobs3@luc.edu.

In other exciting news, Loyola will soon be joining Rapid ILL, a unique resource-sharing system that will enable our ILL department to fill most requests for articles within 24 hours. It will also raise the profile of Loyola's collections amongst member libraries and increase opportunities for sharing our resources with other institutions.

We are also piloting an expansion of our document delivery service to include materials avail-



Elizabeth Andrews and Jennifer Jacobs

able in print at your own campus library. In other words, we will—within the confines of copyright law—scan any article or book chapter from any of our print collections and deliver it to you as a PDF.

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Do you have any book recommendations?

Jen: *A Visit From the Goon Squad* by Jennifer Egan is one of my recent favorites. I was especially struck by a chapter written entirely in PowerPoint slides. It was surprisingly emotional and also an incisive look at communication in the digital age. I also love a novel with a wackadoodle ending, and for that I recommend *The Yiddish Policemen's Union* by Michael Chabon and *When We Were Orphans* by Kazuo Ishiguro.

Elizabeth: Over the summer, I read *Lost Horizon* by James Hilton, written in 1934. Hilton's novel is actually the origin of the Shangri-La myth; it's the story of four travelers who are hijacked and brought to a mysterious Tibetan lamasery. I like it for the same reason I like films from that era: while the language and action are straightforward, much is left to the imagination, and the reader must draw his or her own conclusions at the close of the story. Incidentally, Frank Capra directed a terrific movie adaptation in 1937.

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What's your most memorable moment from working in this department?

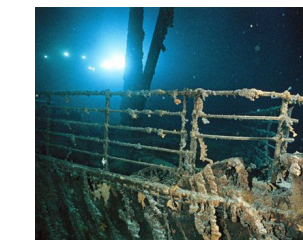
It's always fun when we receive loans from overseas. We recently attended a conference on international resource sharing and got to meet our counterparts from England, China, Zimbabwe, Denmark, Turkey, Iceland, Australia, and Italy.

Friends of the Libraries plan spring events

By Robert Seal

TITANIC ANNIVERSARY

The 100th anniversary of the sinking of the *RMS Titanic* will be commemorated in April 2012 with two events sponsored by the Friends of the Loyola University Libraries. On April 13, the Friends will present a public program in Mundelein Auditorium featuring explorer and photographer Emory Kristof of the National Geographic Society. Mr. Kristof developed the camera equipment used by Robert Ballard, who discovered the wreckage of the ship. Mr. Kristof will show photographs and video of the remains of the ship which he helped explore. His talk is the first annual Rosalind and Gregory Terry lecture sponsored by John and Terese Mulhern Terry, both alumni of Loyola.



A photo of the RMS Titanic shot by Emory Kristof

SPECIAL COLLECTIONS FUNDRAISER

On the following evening, April 14, the Friends will host a black-tie-optional dinner in the Klarchek Information Commons to raise money for the University Libraries' special collections. Funds from the dinner will be used to establish an account to purchase rare books covering United States and British history and literature. Seats are limited; information and event details will follow in the spring.

Friends of the Libraries Speaker Series Roundup

By Vanessa Crouther

During the 2010–2011 academic year, the Friends of the Loyola University Libraries Speaker Series had five exceptional speakers: Jane Fulton Alt, Elizabeth Fraterrigo, Angela Jackson, Al Gini, and Scott Stantis.

In September, Jane Fulton Alt discussed her book, *Look and Leave: Photographs and Stories from New Orleans' Lower Ninth Ward*. A photographer and social worker, Alt accompanied Lower Ninth Ward residents back to their homes after fleeing Hurricane Katrina, and captured their reactions with remarkable photos that she shared with us during her talk. Alt's work beautifully captures both the loss and hope that comes with tragedy.

Loyola professor Elizabeth Fraterrigo talked about her latest book, *Playboy and the Making of the Good Life in Modern America*. Her astute look at the historical and cultural significance of *Playboy* magazine was fresh and thought-provoking.

Poet Angela Jackson's first novel, *Where I Must Go*, is loosely autobiographical. She recalls a time of unrest on a college campus, where civil rights became a momentous part of her protagonist's development. During the question and answer session that fol-

lowed Jackson's presentation, the audience offered their own experiences from the 1960s.

Professor Al Gini gave the most uproariously funny talk about the things that he has learned at Loyola as he promoted his book, *Seeking the Truth of Things: Confessions of a (Catholic) Philosopher*. He started by telling us that in the audience were his students, his fellow teachers, and a few ex-wives. He spoke of his start at Loyola in the philosophy department and his eventual transition to the School of Business Administration. He stressed that laughter is essential because we must have the ability to find humor in the moment, and be able to laugh at ourselves.

Scott Stantis, editorial cartoonist for the *Chicago Tribune*, closed out the 2010-11 season. Mr. Stantis shared his strategy for producing a cartoon from the initial idea to its publication in a newspaper. He indicated that his cartoons should provoke a response and that he welcomes the exchange of ideas; his aim is to start a dialogue. Recalling personal experiences with politicians and a number of papers including *The Birmingham News* and *USA Today*, he discussed the historical aspect of political cartoons. In his own edito-

rial cartoons, he has poked fun at politicians but also honored citizens. When two fallen firefighters died in the line of duty on December 22, 2010, he paid tribute to them with a simple image of two helmets lying on their sides against a black background. The caption read, "In Memoriam."

NEW SEASON

The 2011–12 season started on Thursday, September 29, with Baird Harper, winner of the *Chicago Tribune's* Nelson Algren Short Story Award for his story, *My Thoughts While Cooling Down on the Hotel Veranda*. He shared insights into his writing process as he discussed "Revenge and Other Good Reasons to Write." Harper currently teaches writing at StoryStudio Chicago and this fall, also began teaching at Loyola.

Laura Caldwell, senior lecturer in residence at Loyola's School of Law, was the featured speaker in October. She discussed the Life after Innocence Project that was inspired by her work with a pro bono client who spent six years in jail without going to trial. Her book, *Long Way Home: A Young Man Lost in the System and the Two Women Who Found Him*, tells the story of that client and how Caldwell worked to help him.



Pictured from left to right: Jane Fulton Alt, Elizabeth Fraterrigo, Angela Jackson, Al Gini, Scott Stantis, Baird Harper, and Laura Caldwell



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