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## Penn Center: A History Preserved

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## North Carolina

### UNC-Chapel Hill Recent Appointments

The University of North Carolina at Chapel Hill Library announces three recent appointments, effective Dec. 1, 2014:

- **Mireille Djenno** is Librarian for African, African American, and Diaspora Studies at the Stone Center Library.
- **Kristan Shawgo** is Social Sciences Librarian.
- **Therese Triumph** is Science Librarian at the Kenan Science Library.

### UNC-Chapel Hill SILS Professor Jaime Arguello Receives NSF Award to Study Ways to Make Search Results More Effective and Useful

*Knowledge from the project will help improve search systems (such as Google or Bing) across different domains and develop tools that will enable other researchers to test their own solutions*

**Dr. Jaime Arguello**, assistant professor at the University of North Carolina at Chapel Hill's School of Information and Library Science (SILS), has received a National Science Foundation career award to support his research for the next five years on a project, "Making Aggregated Search Results More Effective and Useful."

Aggregated search systems, such as Google, combine results from multiple independent systems into a single presentation. For example, in addition to web results, Google sometimes includes results from other back-end systems (called verticals) that focus on a specific type of media, such as images, videos, news articles or online products.

Arguello's project has three main goals. The first is to further understand how users interact with aggregated search results. For example, the project will investigate how the results from one source (e.g., the images on the results page) influence a user's interaction with results from a different source (e.g., the web results).

The second goal of the project is to develop aggregated search solutions that are better informed by "real" user behavior. To this end, the project will develop approaches for automatically deciding which results to display and how to display them to a user in particular context. The third goal is to test the generalizability of the algorithms developed on two additional domains: digital library search and news story aggregation.

"Jaime's work illustrates a unique strength of information science in that it entails human-centered studies that serve as the basis for algorithm development," said SILS Dean Gary Marchionini.

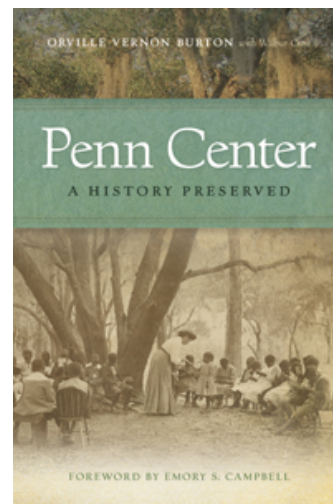


Knowledge gained from the project will improve aggregated search systems across different domains. Additionally, the project will develop software tools and resources that other researchers can use to test their own solutions.

"I am excited to continue working on further understanding how people interact with aggregated search interfaces, and to use that knowledge to develop better solutions that can be applied broadly in any environment where a system has to combine results from different, independent sources," Arguello said. "I'm thankful to have this opportunity and think that SILS is an ideal place to do this kind of research."

## BOOK REVIEWS

**Penn Center: A History Preserved.** Orville Vernon Burton with Wilbur Cross. Athens, GA: The University of Georgia Press, 2014. ISBN 978-0-8203-2602-3. \$24.95



Orville Vernon Burton and Wilbur Cross's book, "Penn Center: A History Preserved", brings us an uplifting story of how determined Northern abolitionists and missionaries came South as the Civil War was still raging and established a school for former slaves on St. Helena island. This was truly a miracle for the little sea island, St. Helena,

as it turned the lives and future of this place in a direction not common to the other sea islands.

In 1862 Laura Towne and Ellen Murray were missionaries who established the Penn School. Their focus was upon teaching liberal subjects—imparting the basics of a European education, reading, writing, history, arithmetic, music and geography. By the time the war was over, the former slaves were freedmen and eager to be educated and own land. Most of the white landowners and slave owners fled the island, leaving it to the slaves who stayed on as freedmen. Given the chance to “catch the learning” (p. xiv *Foreward*) (as the former slaves called it), the idea of the liberal education fueled many to seek admission.

Soon after its beginning, the Penn School was easily attracting and educating St. Helena students. It was clear that some type of vocational training was needed to prepare the students for work in new methods of agriculture and home economics. The Penn School expanded to add industrial education to its training. What began as an experiment offering educational opportunities for enslaved young people on an isolated island proved that slaves “caught the learning” and profited greatly leading them to land ownership and community leadership.

A gradual turn for the Penn School occurred between 1900 and 1948 according to Burton and Cross after “two world wars and the Great Depression” (p.5 *Introduction*) when public schools became available to the islanders. Turmoil in the public arena concerning costs of a Penn Center education for blacks impacted the sustainability of its mission and funding sources. Change led to the Penn School becoming a community center, a center in later days for political activism, a strong voice for equal rights across the nation and today as a center that honors and preserves the Gullah traditions and languages that evolved over the 19<sup>th</sup> and 20<sup>th</sup> centuries.

Burton and Cross’s research is enthusiastically presented and leads us to want to go back in time and be with them on St. Helena in the first days of 1862 as they observe Laura and Ellen under the trees of St. Helena teaching and encouraging the students. A collection of photographs and extensive Chapter by Chapter Notes, a Bibliography and an Index provide valuable primary resources.

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**From Princess to Chief: Life with the Waccamaw Siouan Indians of North Carolina.** Priscilla Freeman Jacobs and Patricia Barker Lerch. Tuscaloosa, AL: The University of Alabama Press, 2013. ISBN 978-0-8173-1797-3. \$34.95

Professor and ethnographer Patricia Barker Lerch sets her qualitative research of the life of Priscilla Freeman Jacobs in the Waccamaw Siouan community in Eastern North Carolina. The five Chapters of the revealed life of Priscilla

Freeman Jacobs read like the lives of most women with birth, contextual developments in a community, marriage and personal family development. We learn the difference in Priscilla’s life came when she combined a path of Indian activism with a redefined spiritual life and a career choice filled with barriers and unclear outcomes. Many of us who were born in the Southern United States can relate to the daily life that Priscilla lived, infused with strong family ties, and dedication to church and community; however, few of us broke free and became the independent spirit we see in this portrayal of her life.



In the *Introduction*, Dr. Lerch tells the reader that numerous voices will come in and out to help tell Patricia’s story. We are invited to hear conversations of everyday life through voices from female relatives. Priscilla also contributes, in the first person, through remembrances of the cultural and political transitions she experienced as a member of the Waccamaw Siouan tribe. She talks of her attempt to leave the Indian community with a move of her young family to Wilmington but after 15 years she and her family returned. She talks of her marriage, her devotion to her heritage, her determination to shed light on the Waccamaw Siouan heritage she treasures and the future she sought.

Readers who like ethnographic studies will enjoy the detail and rich conversations from Priscilla’s life. For those who are fascinated by Native Americans and their strengths and struggles during the 20<sup>th</sup> Century, this research sheds light on a little known tribe and a woman who became its Chief. Priscilla Freeman Jacobs “descended from a family of Indian leaders whose activism dates back to the early years of the 20<sup>th</sup> Century...advocating for local schools for the Indian community children, driving for Waccamaw Sioux to be recognized as Indians in state and federal legislation”, and “working tirelessly to preserve the customs of her people” (cover leaf). This book is an excellent resource for high school and college students.

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