

Letter to Editor

To the Editor:

I am pretty well dog trained. That is, one trained me. His teaching hours were day and night for nine years. When Ronnie Tommie left this world, he was undoubtedly assured that he had prepared me for all canine emergencies. His sorrow would have been great at my recent dog dilemma.

It is all very well to let sleeping dogs lie. But, you can not let dead dogs lie, that is not for long Can you?

The dogs in my new neighborhood seem to belong to a cub pack, without benefit of a den mother. They play hard, and they play for keeps. Unfortunately they lack a sub-committee on under-

takers. The game is to kill them and leave them. And, this is the point at which I came in. They left their prey, two of them, on my property, far down the ravine, by the creek.

I like problems, particularly when the solutions are simple. Where Ronnie Tommie's training left off in this matter, a Philadelphia suburb had taken over. Obviously, one called the "S.P.C.A." regarding dead animals. They unflinchingly obliged promptly, with a comforting lethal chamber for the injured. But the "S's" in the Chapel Hill telephone directory revealed none. Resourcefully, I decided to look under the "H's" for "Humane Society," "S's" and "H's" having been uncooperative. I thought I should have considered "Police" in the first place. That office disclaimed any responsibility for dogs in the county. "Criminals" in that area were their field. Undoubtedly, my dogs had been criminals, but could not qualify, police-wise. "Whom should I call?" "The Sheriff's Office in Hillsboro." I consulted that office. "No Ma'am." It seems that dogs were not their field either. "Whom should I call?" "Well, we will notify the Dog Warden." At last, I felt I had probed the problem, but dog matters were becoming urgent, so I did not care to let the matter rest as a desk memo. I obtained his office and home telephone numbers, and I felt a sigh of success. But I did not reckon with how little time a Dog Warden spends at his telephone. Finally, by family arrangement he called me at 7:00 a.m. after several tries.

Meanwhile, a new phase of activity had developed above my property. My tree-tops and the sky had become host to enormous black birds soaring majestically over "the remains." Looking up "B" for buzzards, the bird book referred me to "V" for "Vulture." Seeing them sweep through the sky like miniature piper-cubs, I did not doubt Mr. Peterson's paragraph: "Wing spread, 5 ft." Turkey Vultures they were. But they seemed to be lured away from turkeys? "Yes," said the Dog Warden. He was responsible for dogs in the County. But, with some shock he heard my story and protested, his field was limited to the living. "Alive, not dead!" He felt sure the local police took care of dead dogs within a two mile area. That was my radius. But the City Manager's Office verified our police statement, that dogs in the county are not in their domain.

At this point it was obvious that my dog problem was complicated, no pack undertaker, no den mother in charge of ranging dogs, no county nor city code to cover the impasse. The situation clearly demanded a less clear-cut approach. I did not feel I should let the Dog Warden off the telephone without further consideration. Having pinned my hopes on him, I was loathe to let him out of the picture. The chivalry of North Carolina gentlemen has happily come to my attention many times in building a new home here. Obviously there was nothing to do but to explain my utterly helpless plight. That brought the Dog Warden's truck beyond the call of duty. (God bless the gentlemen.)

But when I pointed down my steep slope to the ravine where my two canine victims of the crime lay uncaared for, the Dog Warden admitted a heart difficulty. It was I, then, who became sincerely concerned over having even considered him in the role of grave-digger. However, he buried them! I mentioned the small children in the neighborhood who explored my woods. The Dog Warden's heart enlarged. With determination, he grasped my spade and fork, and vigorously performed those postponed rites.

My two dogs are well under the sod. But in their memory I raise some questions: "Who can prevent dog packs?" "How can we obtain protection from them, alive or dead?"

Marion H. Crossen  
Sourwood Drive

Miss Williams Named President of Daughters of Colonial Wars



MISS LENA MAE WILLIAMS

Miss Lena Mae Williams of Chapel Hill was elected state president of the North Carolina Society of the Daughters of Colonial Wars today at its annual business meeting at the Washington Duke Hotel in Durham. She succeeds Mrs. A. W. Hoffman of Durham. Well qualified for this high honor, Miss Williams has served as state regent of the Daughters of the American Colonists and is corresponding secretary of the Daughters of Colonial Wars, historian

of the North Carolina Society of U. S. Daughters of 1812, and vice-president of the Leonidas Polk Chapter of the United Daughters of the Confederacy. She has served as corresponding secretary of the North Carolina Society of County and Local Historians, the North Carolina Literary and Historical Society, and the Magna Carta Dames.

A graduate of the University here, with an A.B., an M.A., and

a B.S. degree in library science, Miss Williams is curator of maps at the University's Wilson Library. She is a member of Beta Phi Mu and Alpha Kappa Delta.

Miss Williams is also a musician, having graduated in piano from Meredith College, where she won the Theodore Presser Scholarship as a distinguished student in this field. As a soprano soloist, she was a winner of an Atwater Kent radio contest.

Impact of Henderson Book Is Still Felt

A little over a year ago a book entitled "George Bernard Shaw Man of the Century" won for Archibald Henderson of Chapel Hill the 26th annual Mayflower Society Award for North Carolina's best non-fiction volume in 1957. It was the highest literary honor which can be bestowed by North Carolina. Mr. Henderson's native state, but critical approval was only beginning at that time.

The occasion marked the third time North Carolina literary awards have been received by Mr. Henderson for his work on Shaw. In 1911 he won the Patterson Memorial Cup for his book, "George Bernard Shaw: His Life and Works," and in 1932 he was awarded the Mayflower Cup for "Bernard Shaw: Playboy and Prophet."

Mr. Henderson's works, in addition to the celebrated Shaw and Mark Twain biographies, include histories of North Carolina, the University of North Carolina at Chapel Hill and the old South-west.

Not only is Mr. Henderson a prolific writer — he is a man who associated with Einstein and who is an authority on mathematics and literature. As scientist, historian, biographer, scholar, teacher and critic, he has won acclaim. He joined the University of North Carolina faculty in 1899 and retired in 1947 as Kenan Professor of Mathematics, Emeritus.

Mr. Henderson began his study of Shaw in 1903, and since 1911 has written five biographical and literary studies of Shaw and his works. He has also contributed hundreds of articles and reviews about Shaw in the leading journals of the United States and Europe and in the leading newspapers of this country.

These works by Henderson naturally have produced much comment from top American and English critics, but no one book has prompted as much favorable criticism as his latest, "B.B.S.: Man of the Century."

William D. Chase, secretary of the Shaw Society of America, wrote, "There is one biographer (of Shaw) who for many reasons stands head and shoulders above the rest. . . . George Bernard Shaw: Man of the Century" is destined to be regarded as one of the foremost literary biographies of the English language."

In a New York Times book review, Brooks Atkinson wrote that no one can write another Shaw book without using Henderson's work as a source book. "Not only informative and many-sided but consistently entertaining," he noted.

Allan M. Laing, an authority on Shaw from Liverpool, England, commented, "The book is the crowning achievement of a life-

time of research and devotion. To read it is to know Shaw intimately and to appreciate to the full the justice of Dr. Henderson's description of Shaw as the Man of the Century.

"Exhaustive detail, carefully documented facts, ample and apt quotation, shrewd and balanced criticism, informed comment and fascinating new material make the new biography the most useful and thorough-going work on Shaw ever published or ever likely to be published."

John Barkham of the Saturday Review Syndicate described the book as "a brilliant panorama of British intellectual life for the past three generations . . . probably the most detailed exposition of anyone who has lived in our time. It deserves a place alongside the writings of G.B.S. himself."

A review in the Richmond News Leader by Dayton Kohler stated, "Probably the most complete documented biography of the century."

A remark by C. Sylvester Green which appeared in the Durham Morning Herald summarizes the general feeling of readers of "G.B.S.: Man of the Century."

He wrote, "Dr. Henderson is more than the official biographer of G.B.S., he is at once the most authoritative and sympathetic interpreter. This magnificent

and complete biography . . . is a monument to Dr. Henderson as well as to his subject."

School Meeting

Continued from Page 1

ing Dean Brandis' talk said, "I see that the school board is sympathetic. Most parents are satisfied with the schools their children are in. The Negroes would also be satisfied if they felt they need not be afraid they would lose their jobs if they made a request for a transfer."

Miss Vivian Foushee, a social worker and the only Negro Fellowship member of the panel, questioned Dean Brandis as to why he implied that having white people attend Negro schools was undesirable.

Dean Brandis answered that some parents felt that the quality of education in the Negro schools was not up to that in the white schools. Although he did not mention it, last year figures were made public that indicated that the vast majority of pupils in the Chapel Hill white schools ranked in ability and accomplishment with

A new plastic paste filler mends sinks, pans, auto bodies, refrigerators, furniture and many other things. It is claimed to join metals, concrete, plastics, wood, porcelain and even stone.

the top 25 per cent of school children in the nation. The courses in the Chapel Hill white schools are geared to this accelerated group.

Dean Brandis in his opening speech said, "As a member of the board, I am quite prepared to vote favorably upon the application of a Negro parent to transfer a child from one school to another when I think the application is meritorious without regard to the question of race."

He said that to deny the Negro application "for any reason grounded upon the applicant's race would be a clear violation of the law of the land."

He further said, "We have had no application from white parents — either members or non-members of your organization — to transfer their children to Negro schools. In your questions . . . you ask why Negro parents have not made application. Presumably you are not in doubt as to why there have been none from the white parents. From this I would assume you would not favor board action resulting in the selection of a few white children — whether yours or not — to be assigned to Negro schools."

Dean Brandis asked the integrationists where they would propose to draw geographical lines for assignment. "Would you favor sending half the students of each race to each high school?" he asked.

The following questions were submitted to the board members before they came to the meeting: Is the Supreme Court decision of 1954 to be reversed by the Court itself or by Constitutional Amendment? Should the Supreme Court decision have the force of law? Does the S. C. Decision affect school districts where there has been no court decree?

What is the basis for school assignments to Chapel Hill, particularly with regard to entering pupils? Has this been affected by the N. C. pupil assignment act? What is the procedure in Chapel Hill for handling application for transfer from one school to another? Are any different procedures used in N. C. communities? Is there anything in the law which prohibits school assignment on a solely geographic basis? If Chapel Hill took the lead in assigning on a geographic basis, would this help sustain the N. C. pupil assignment act? If Chapel Hill did take this lead, is it likely to affect the University? How?

Assuming the Supreme Court decision stands, will elimination of compulsory segregation in the public school eventually take place in Chapel Hill? Would people in Chapel Hill even vote to close the public schools, as provided under the Pearsall Plan? How important is it to retain our system of public schools?

If compulsory segregation is eliminated in Chapel Hill, is it preferable that it be done by court order or by decision of the School Board?

What is the attitude towards desegregation? a. of Chapel Hill school children b. of Chapel Hill school teachers c. of parents and PTA officers d. of community in general? Why did no Negro children in Chapel Hill apply for transfer? Is there merit in beginning to prepare the various elements of the community for desegregation? What sort of preparation might be worthwhile? What can private citizens and organizations in Chapel Hill do to help the School Board in this area? Aside from legal and other issues, can compulsory segregation be morally justified?

Dean Brandis' talk at the meeting follows: At the risk of being presumptuous, I would like at the outset to state my view of the purpose this meeting should be made to serve. The legal questions you have raised are answered, in so far as they can be answered, by Mr. Daniel H. Pollitt's memorandum. I think it is clear that, whatever the future may hold, momentarily the Chapel Hill Board of Education is under no legal compulsion to do anything more than it has already done. As a member of the Board, I am quite prepared to vote favorably upon the application of a Negro parent to transfer a child from one school to another when I think the application is meritorious without regard to the question of race. To vote against a Negro application for any reason grounded upon the applicant's race would be a clear violation of the law of the land.

For the school year 1957-58 we had one application for transfer of a Negro student to a white school. In our unanimous opinion it was an application which would have been denied had the child been white. We denied it. For the current school year we had no applications from Negro parents. Implicit in your request for this meeting is your belief that the Board should take the initiative in doing something further. There is also, I believe, an implicit limitation on the manner in which you believe our initiative should be exercised. We have had no application from white parents — either members or non-members of your organization — to transfer their children to Negro schools. (In your questions, submitted prior to this meeting, you ask why Negro parents have not made application. Presumably you are not in doubt as to why there has been none from white parents.) From this I assume that you would not favor Board action resulting in selection of a few white children — whether yours or not — to be assigned to Negro schools.

What else would you have the Board do? This meeting will be of little value if you indicate you are troubled, we indicate (as is certainly the case) that we are troubled, and we therefore agree that we are both troubled. You can be of service to us and the community if

you will make concrete proposals for consideration by the Board and discussion by the community. We have here a map which was prepared for the current school year. It shows the residence sites of white school children assigned to the white elementary schools. It shows, in general, the residence sites of Negro children. (It was not necessary to show their situations in the same detail, because they attended the same school.) The situation will, of course, be different next year with Carrboro in the system; but the map can still serve a useful purpose. If you suggest that our elementary schools should be integrated and that assignment should be along geographical lines, roughly where would you draw those lines? Whose children would be affected? Would we have a situation with white children in a minority in some schools and few or no Negroes in others? Would you favor such a result? Would you anticipate that this would lead to a large number of applications by white parents — not inconceivably including some of you — to have their children transferred? In such event, what should be the attitude of the Board?

If you advocate integration at the high school level, would you favor sending half the students of each race to each high school? How would you make the division? Geographically or by IQ's or by some other principle?

Do you favor merely token integration, with the Board selecting a few Negroes to be assigned to each white school? If so, what method of selection do you believe the Board should use? If the Board selected some children whose parents preferred not to have them transfer, should the Board then find substitutes?

Or do you favor some procedure involving assignment of more than a token number of Negroes to white schools, but something short of complete integration? If so, what method of selection do you favor? And, in view of our current space problems, can you devise a way of assigning a substantial number of Negro students to white schools without assigning an equal number of white children to Negro schools?

Of course, the ultimate responsibility in this matter is to the Board and this statement is in no sense an attempt to shift that responsibility to you. I think that, as a member of the Board, I must plead guilty to the charge that, up to this moment, I have not devoted enough thought to these questions. I confess further that I do not presently know the answers to these and similar questions.

I believe, however, that membership in your organization implies a somewhat greater concentration of attention on these questions than is implied by my membership on the Board of Education. I am most anxious to have the benefit of such of your thoughts as tend to supply concrete answers to problems which are intensely practical in character.

What is the attitude towards desegregation? a. of Chapel Hill school children b. of Chapel Hill school teachers c. of parents and PTA officers d. of community in general? Why did no Negro children in Chapel Hill apply for transfer? Is there merit in beginning to prepare the various elements of the community for desegregation? What sort of preparation might be worthwhile? What can private citizens and organizations in Chapel Hill do to help the School Board in this area? Aside from legal and other issues, can compulsory segregation be morally justified?

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