

BOOKS

'Woman Pleasure' Isn't A Treasure

MEMOIRS OF A WOMAN OF PLEASURE. By John Cleland. G. P. Putnam's Sons. \$10 pages, with introduction by Peter Quennell...

By J. A. C. DUNN

Judging by some of the literary fare offered on newsstands, it is easy to see why this book was published. But why Putnam should do it is hard to tell...

John Cleland's 'classic' (sic) novel about Fanny Hill, an orphaned country girl who went to London to seek her fortune and found it in prostitution, is dull. As pornography, it limps. Pornography is all right as a literary curiosity...

Mr. Cleland wrote the 'Memoirs' for money, because he needed money. He got twenty guineas for it in 1749, which would keep a man out of debtor's prison for a while. But that was evidently the only reason he wrote it...

Works now, and it worked then. Since 1749 Fanny Hill's 'Memoirs' have been repeatedly reprinted, illustrated, banned, smuggled, pirated, bowdlerized, embossed, sequenced, and have earned lots of money. It is believed that the profits from the first publication enabled the publisher to set up as a gentleman...

But there is a startling similarity between the story of Fanny Hill's formative years in London and a line of paperbacks found on newsstands nowadays, the titles of which lean hard on the words lust, sin, flesh, cult, shame, wanton and passion. They are not what you would call intellectually rewarding books, but the eye certainly does

Duke Prof Writes On Student Freedom

College student organizations should be free to invite speakers to the campus without prior authorization as to speaker or topic.

This position is taken by Dr. Phillips Monypenny, professor of political science at the University of Illinois, in an article appearing in the current issue of 'Law and Contemporary Problems,' Duke University Law School quarterly.

Writing on the topic, 'Toward A Standard for Student Academic Freedom,' Dr. Monypenny as-

UNC Represented In Duke Volume

Duke University Press has published a book that examines the many revolutionary changes in the South and its way of life since 1920.

Entitled 'Change in the Contemporary South,' the volume was edited by Dr. Allan P. Sandler of the Duke Political Science Department.

In the book, authorities in the fields of law, history, economics, political science and sociology combine to present an analysis of the often turbulent changes in the South.

Consisting of a series of essays, the book discusses such timely problems and issues as race relations, Democratic and Republican politics, Negro voter registration and political realignment.

In a summary, Dr. Sandler shows some trends he believes have been established in Southern life, renders some judgments and raises some pertinent questions. Contributors include faculty members of Duke, as well as the Universities of North Carolina, Kentucky, Alabama and Michigan and Lake Forest College.

get dragged irresistibly on page by page. The lascivious monotony of the characters' lives is fascinating.

Fanny's 'Memoirs' are much the same. Mr. Quennell points out, with the antiseptic dignity of the reputable scholar, that 'for all its abounding improprieties, (Cleland's) priapic novel is not a vulgar book. It treats of pleasure as the aim and end of existence, and of sexual satisfaction as the epitome of pleasure, but does so in a style that, despite its inflammatory subject, never stoops to a gross or unbecoming word.'

True, Fanny's vocabulary contains no gross words. Fanny's memoirs describe some pretty gross parties, on the other hand. Christine Keeler couldn't have learned anything from Fanny, but at the same time Fanny couldn't have learned anything from Christine. True, the (relative) delicacy with which Fanny describes her rock-plummet from virtue to venality is not vulgar. But there is something flabbily vulgar about 'pleasure as the aim and end of existence.' As for sexual satisfaction being the epitome of pleasure, this is undeniable, if you're in the mood. But the value of a life which follows the bouncing ball from what perhaps can best be called sex-cene to sex-cene is questionable. If the sex-cenes even varied a bit it would be an improvement (you can't go into this thoroughly in a family newspaper), but the heartbeat regularity with which the images and circumstances of Fanny's life of pleasure appear and reappear is not really even scabrous. It is sedative.

Mr. Quennell makes a plea for the present publication on the grounds that it is a historically valuable picture of life in the mid-1700's in London, which is ridiculous. Cleland doesn't tell you anything of historical value that Boswell doesn't, and while Boswell and other literary figures of that age do not chronicle their fellow-countrymen's spare-time erotic activities quite as far-down to the burlap as Cleland does, they have the sense not to play the same scene to the same audience 97 different times before going on with the second act.

Putnam's publication of the 'Memoirs' does have one value: it wipes the glitter off the ban. Like an old manuscript, contraband yellows when exposed to the open air. Now that the shine is off the subterfuge, if we're going to have pornography (item: we're going to have it), perhaps we can get on to something of the stature of Pierre Louys' 'Aphrodite' or 'The Songs of Bilitis.' Meanwhile, back at the newsstand...

serts also that "... student publications should enjoy a similar freedom of publication without advance censorship or subsequent sanction because of faculty disapproval of content or style of expression." In still another view, he said, "Every teacher must ask himself whether the information at his disposal about students must not be guarded as carefully against unnecessary disclosure as are the physicians' knowledge of his patients, the clergyman's knowledge of his parishioners, or the lawyer's knowledge of his client's affairs."

"The field of the academic freedom of students is thus a comprehensive field because the student is so much more thoroughly immersed in the life of the institution and so much more dependent on it than even is the faculty member." "The only knowledge which is worthwhile in the end is the knowledge of how to gain knowledge for the purposes for which one needs it and how to employ it in judgments about difficult questions. For that knowledge to be gained there must be substantial areas of free thought not only for faculty members but also for students."

"To all too many people educational institutions are primarily agencies for inculcating the habits and values that will continue the kind of society which they find comfortable. Any social scientist will recognize that this is in fact an important function of any educational institution." However, such institutions "are also places at which innovative behavior may develop, in which the accommodations to changing conditions may be tested, in which the knowledge which creates new possibilities of action may be won," Dr. Monypenny asserts.

It All Began At Age 3

A Helping Hand For Writers

By W. H. SCARBOROUGH

There are few writers who do not at some point in their careers undertake to help young beginners toward realization of authorship.

Frances Grey Patton is no exception. She has for the past five years taken time out from her work as the author of scores of acute and finely polished short stories and a brilliantly successful novel to teach students at the University what she has learned during a writing career which began when she was three.

Her work with students, while she feels it a drain and a diversion, is to her something young folk becoming writers need very much today.

Times have changed to the detriment of writing. There is less leisure, more distraction, less occasion for persons of a literary bent to find their own climate, their own voices. What was once learned informally must now be focused artificially. The teaching of writing fills the void.

"There is not as much time as there used to be," she observed recently. "Earlier you had more leisure. The world was not particularly breathing down your neck, things were not particularly organized. There was time for people of similar interests to get together, to read and discuss things." This, she feels, is less the case today. A University class in writing provides all this ready-made.

With changing times a new kind of student is showing up wanting to write, too. Rarely does the flaming young man rife with discontent find his way into the modern class. Students tend to be more intellectually sophisticated, they write with more consciousness of an attempt at form and lucidity.

"I haven't seen any symptoms

of fiery rebellions, attacks on moves or social reform. The emphasis is more personal than sociological," Mrs. Patton said. Some of her students periodically attempt what she terms "to get a rise by brutally belligerent writing," but not often.

To meet this new kind of student, Mrs. Patton "plays it by ear," attempts to keep her charges writing and trying gently to help them develop the "habit of self-criticism." There are, she knows from her own experience, things that can't be done to help her students, pitfalls to be avoided.

For one, there is a fine distinction between perceiving what a student is attempting to express in his writing and what may well be insignificant, parenthetical allusion. If a teacher errs in this emphasis, "takes some small allusion and goes off on a tangent of your own," the student may be led into saying something he didn't mean at all.

"You get immersed in your students' work," Mrs. Patton said. "Your own ego is drained away." She had attempted to avoid this total involvement in her early teaching, but found it impossible. "You can't do it. All of a sudden you find yourself passionately involved. You lose yourself. You find that your own writing is not as important. Teaching never serves as a stimulus for me to write."

"The whole reason for creative writing classes is that they are a means of focusing a student's effort. I think that now that the world has changed so much, the student needs this done for him more. Classes draw people together — people working at the same thing — and create a climate in which writing is proper and right and natural to do." Mrs. Patton of course became



FRANCES GREY PATTON

a writer without the conveniences of a formal class. At age three she wrote her first poem:

The wind is blowing softly
The birds are singing awfully.

The poem was dictated to her newspaperman father, who praised it as "having the essential qualities of clarity, brevity and accuracy. There was no time afterward that she didn't write for her own amusement at least. Quite early she was earning money with tales. Children in her neighborhood would gather before school and pay her two cents each to hear a story. In high school in Newport News, Va., she "ran" the school newspaper and won her first literary prize. Later, at Trinity (now Duke) she won the Archive's prize for best short story of the

year while a freshman. When she transferred to Chapel Hill she wrote plays under Prof. Frederick Koch, but stayed largely out of the old Carolina Mag, whose contributors tended to be "belligerent and aggressive."

"She did not finish college. She married and did not, for a long time, do much more than write for the personal pleasure of it."

Then in the spring of 1942, as the result of a friendship with Durham poet Helen Bevington, she began to think seriously of writing for publication again. In 1944, at the urging of her husband, she decided to enter a short story contest being sponsored by the Kenyon Review.

She took an old story and began working each morning at eight and quitting at one in the afternoon. This continued for six weeks. She won the prize and her story was published in the O. Henry Awards for the year. Even after that, however, she did not sell any stories for a couple of years. Then she broke into columns of the New Yorker and became a staple of New Yorker fiction. The rest is history. "Good Morning, Miss Dove," her first novel, was published in 1953 and was followed the next year by a collection of her stories.

She is at work on another novel now, but "I can't talk about it," she said. Perhaps it is safe to conclude that it will follow the lead of "Miss Dove," of which Mrs. Patton said the form is conventional, the character distinctly not.

"Most of my stories are about very conventional people, but what I am really writing about is non-conformity. By taking the conventional setting I wanted to say that even within the pattern, one can do as he wishes, essentially."

UNC Prof Wins Bollingen Prize

The Bollingen Prize for the best translation of poetry into English has been awarded to Dr. Walter Arndt, associate professor of Russian at the University.

Previously awarded to such noted poets as Ezra Pound, Conrad Aiken, Marianne Moore and W. H. Auden, the 1963 award of \$2,500 will be divided between Dr. Arndt and Richard P. Wilbur of Wesleyan University.

Dr. Arndt was honored for his translation of Pushkin's "Eugene Onegin," a narrative in poetry, published this year by E. P. Dutton & Co., Inc., New York. Mr. Wilbur received the award for his translations from French of Moliere's "Tartuffe" and "Le Misanthrope," published this year and in 1955, respectively, by Harcourt, Brace & World.

The Bollingen Foundation was established by Paul Mellon of the Andrew Mellon family for the advancement and preservation of learning in the humanities through assistance to the individual scholar by support of his research and publications. The Bollingen Prize was established by the Foundation in 1949 for "the writing of poetry." It is an annual award originally given through the Fellows in Literature of the Library of Congress. For some time it has been administered by the Yale University Library.

Pushkin's "Eugene Onegin" is concerned with "the afflictions, affections, and fortunes of three young men—Onegin, the bitter lean fob, Lensky, the temperamental minor poet, and Pushkin, their friend—and of three



DR. WALTER ARNDT

young ladies — Tatyana, Olga, and Pushkin's Muse." It is set in Russia in the 1820's, and the scene shifts from the capital of the country, to Moscow and back to St. Petersburg. It was called a "new art form" in Russia, being the first Russian novel and the beginning of Russian Realism.

Dr. Arndt was born in Constantinople, Turkey, and educated around the globe. He received a Diploma of Economics and Political Science from Oxford University, a B.S. in mechanical engineering from Robert College in Istanbul, Turkey, and a Ph.D. in comparative linguistics from the University here. He joined the UNC faculty in 1957, and has published widely in professional journals.

Urban Development Can Be Controlled

By NANCY VON LAZAR

Community public officials can control the direction and intensity of urban residential development in their areas, according to a team of researchers at the University here.

F. Stuart Chapin Jr., professor of city and regional planning, and his colleague, Associate Prof. Shirley F. Weiss, are now working on a project which may aid community officials throughout the nation in planning future urban residential development in their locales.

Profs. Chapin and Weiss are preparing a guideline for development which is based upon selected attraction features of any residential area, features such as the presence of sewerage lines and elementary schools. These features are all in some way dependent for their existence in an area upon public policy decisions. Through their decisions on certain public policies, for example on sewer lines, community officials make it possible for residential development to take place in areas where there are sewerage facilities, elementary schools, major roads, and a variety of other attractive residential drawing cards.

The six measurable factors, dependent upon public policy, which Profs. Chapin and Weiss consider important in attracting new residential development are: sewer facilities; schools; major roads; work areas; assessed land values; and surrounding buildable land not in use.

Profs. Chapin and Weiss are testing out how combinations of these six factors have affected land development over a number of years in a large urban North Carolina "Piedmont Crescent" community. Long active in studying the Piedmont Crescent—that area of urban clusters curving eastward from Greenville, S. C. through North Carolina to Raleigh—and its growth potentials, Profs. Chapin and Weiss's present study is an outgrowth of their previous research on the area.

Each of the six influences, or variables, are studied in relation to a continuing survey of how the land is actually used. Profs. Chapin and Weiss and staff recently completed a 1963 land use survey of the Greensboro urban area which is serving as their field laboratory. From their study, they find that certain areas are more attractive than others for development in terms of these six influences. The researchers can even figure out which of the six influences are most important to development in a particular area of a community at a particular period of time.

Using their findings, Profs. Chapin and Weiss are attempting to forecast where urban development might take place. Some public officials' policy decisions, such as the extension of sewerage facilities, permit greater widening of an area for development. As Prof. Weiss explains it, "If you want new growth in cities to be compact, you must enact certain policies; if you want new growth to be spread out, you should take another course."

The types of policy decisions made by the public officials also affect the future shape of the community. For example, decision to extend sewer services widely out in all directions from the hub of the community might mean that the community would develop in a "sprawl-like" pattern. Or, if a decision is made to put in one or more major roads connection several hub centers of the community, the community probably would develop in "corridor-like" fashion along the roads.

Using the "model" developed by Profs. Chapin and Weiss, with the assistance of statistical consultant Dr. Thomas G. Donnelly, communities having similar growth characteristics throughout the nation could ascertain the potential for urban residential land development in selected areas and public officials could recognize how their policy decisions were likely to affect the pattern for future land development in their areas.

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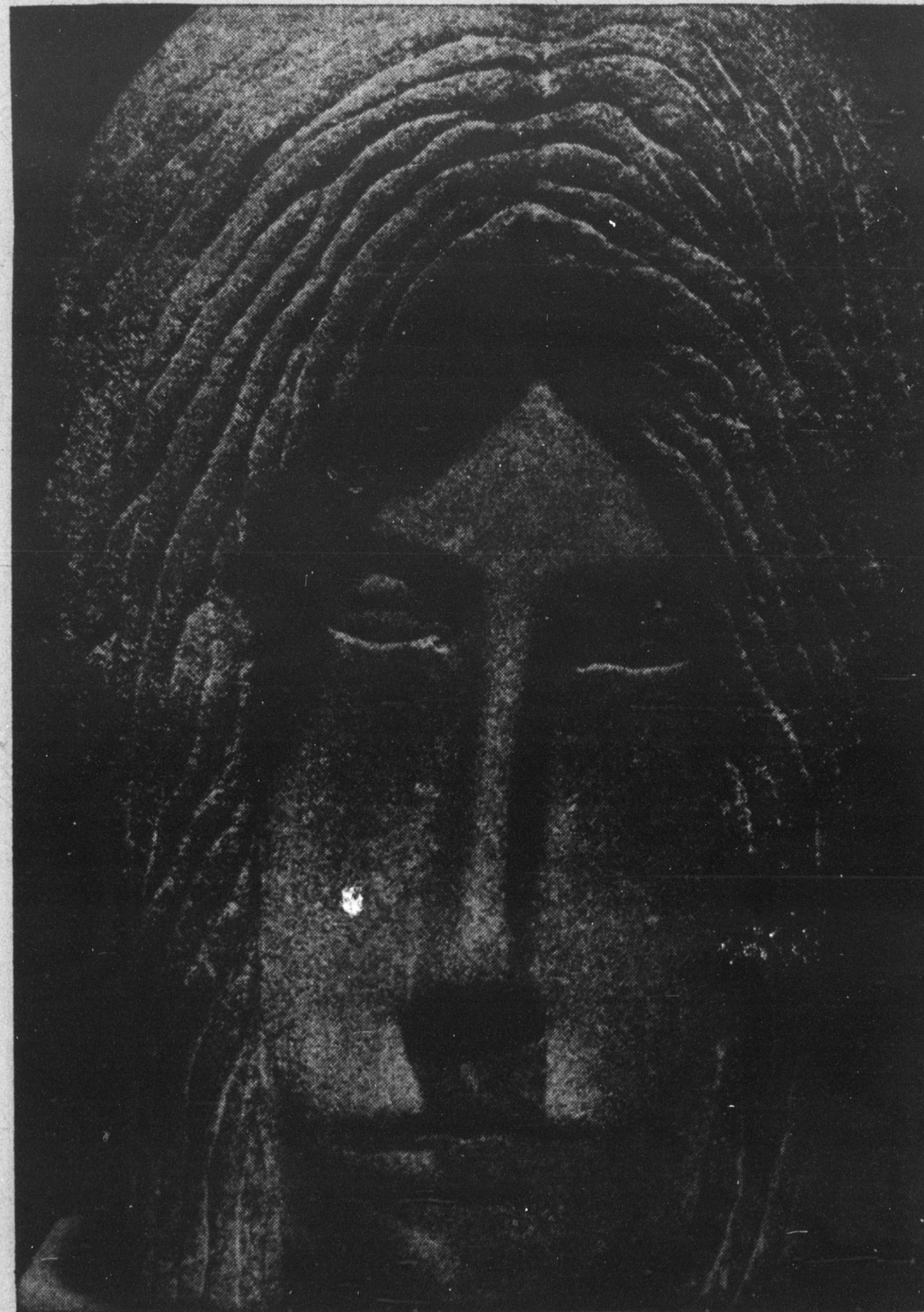
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Cowden Books Translated

Dudley J. Cowden, professor of economic statistics at the University, has just had two of his books published in Spanish translations.

Prof. Cowden, along with F. E. Croxton, professor of statistics

at Columbia College, New York, is the author of "Applied General Statistics" and "Practical Business Statistics," both published by Prentice-Hall.

The 1939 first edition of the book, "Applied General Statistics," has been published by Fondo de Cultura Economica, Mexico, Buenos Aires. This edition is the fifth edition of the book in Spanish and eliminates the more advanced or specialized parts of the English language edition. The first Spanish edition of the book came out in 1948. A second edition of the book in the English language came out in 1955. This book has had wide circulation in numerous languages and also in braille.

The third edition of Prof. Cowden's book "Practical Business Statistics" has been translated

into Spanish and published by Editorial Hispano Europea, Barcelona, Spain. The Spanish edition of this book is two volumes. Over 100,000 copies of both of these books have been sold.

Prof. Cowden has been a member of the UNC faculty since 1935. In 1958, he was an Honorary Research Associate in the Department of Statistics of University College, London. Last spring, he was named a Senior Member in the American Society for Quality Control.

'Rock Doc' Is Featured In Look Mag

"Rock Doc" is the title of an article featuring a University of North Carolina Ph.D. graduate of the Department of Geology in the November 5 issue of "Look" magazine.

Dr. Robert O. Bloomer is the subject of the picture-story. Dr. Bloomer is chairman of the Department of Geology at St. Lawrence University, Canton, N. Y. "A very special geology professor" is the way Dr. Bloomer is described in the article which states that his students "enjoy" him. He has been chairman of the Geology Department at St. Lawrence University for 15 years.

Almost one-half of Dr. Bloomer's students at St. Lawrence University are girls, and several young female geologists are pictured with him studying rocks in the laboratory and in the field. A native of New York City, Dr. Bloomer attended Maury High School in Norfolk, Va., from 1928-31. He received B.A. and M.A. degrees from the University of Virginia. His family moved to Kinston and Dr. Bloomer attended UNC from which he received a Ph.D. degree in geology in 1941.

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