

kaleidoscope

Book vs. Movie

by kay mills

As long as man possesses the ability to write books and make movies, the eternal argument will continue among the general public — which is better, a best-selling book or its movie version.

I don't propose to answer the question today, partly because this is an individual value judgment. And if I did have a definite answer, it would close an area from which many fascinating after-movie conversations emerge. All I hope to offer are some of the ideas which have occurred to me as one of millions who file into theatres yearly.



MISS MILLS

Creating a sellable movie from a popular novel or biography taxes the ingenuity of many a director and actor. People who have read the book in question have formed definite ideas about characters and settings. No matter how careful a casting director might be, he could not be faithful to these impressions of thousands of readers.

The question then arises whether a person should be faithful to a book — whether an actor's creativity should be stifled by a character drawn by the novelist to be read, not seen. Perhaps this conflict is what leads me to say that better movies can be made from screenplay written especially for the cinema than that adapted from a widely-read novel.

Movies cannot help but depart from a book's contents to some degree. An author may bare a character's emotions to a reader; few actors should be expected to depict these feelings convincingly without some script changes. More action plus heightened drama or comedy are necessary to hold a movie audience's attention. The movie can afford precious little time for background information.

The very fact that many people leave the theatre and two minutes later say, "Well, in the

book they . . ." demonstrates that the paper and screen representations are not identical. And this is not to say all movies hurt books — some works show up better on the screen than they ever did in a library.

Now, lest I be accused by the constant critics of not supporting what are strictly my own ideas with some evidence, I will point to some recent examples. One currently plays downtown and graces neighborhood bookshelves (this is NOT an advertisement, either) — and that is "Advise and Consent."

I liked the book and I liked the movie. Let me make that clear whether you like my opinion or not. Each emphasized different aspects of government life. The book was more pointed in its political portraits and discussions of the "Better Red Than Dead" idea. The movie brought the feeling of high level politics to many who've often thought political science a subject devoid of life.

The movie makers faced the problems I have outlined in attempting to sell the movie to the public. How willing a person is to drop preconceived notions will determine whether he will like the movie.

Even with warning beforehand, I could not abandon my

ideas about the book "Exodus" when seeing the movie. Books can be successfully cut for the screen without making the mockery of a living novel that the movie moguls did in that case. Again, this is strictly me talking.

As an example of a mammoth book which flamed faithfully the screen, we need only look to Margaret Mitchell's "Gone with the Wind." Yes, I know there had to be some changes, but both book and movie were hits in many people's minds.

A complaint that is often leveled at the movie industry is that would-be readers see a movie and then feel no need to read the book from which it came. How many times has the release of a classic in movie form stimulated you to read a book you've long neglected?

If your answer is "never," I would suggest that you probably would not have read the book anyway. At least you were exposed to its ideas through the silver screen.

You and I may complain 'til the end of our movie-going days about what Hollywood does to some "good" books, but let us remember that this entertainment mill must fight every obstacle our minds create in its path.

Dateline New England

Fair Entrants Guided By Craftsmen's Creed

By DONNAN BEESON

WOLFBORO, N.H. — A craftsman's skill is more important than the remuneration received for work, states the craftsmen's creed, the ideas of which more than 100 men, women and children followed for months in preparation for the annual New England Craft Fair recently.

Tables crowded the large gymnasium of the Brewster Academy as people swarmed in and out, stopping at each table either to make a purchase or ask about the particular craft or skill involved. Some bargained for a lower price; some spent more money than they had anticipated.

Hand woven rugs, heavy tweeds, place mats and woolens comprised the weaving section of the room. When asked, one craftsman said his whole family spent the winter preparing for their summer tour. This preparation includes getting either an entire new line of tweeds woven or conjuring up new ideas for

patterns to be used in mats. Other entrants spend the winter working with wood—whittling, painting and shellacking to make a finished product after starting with a small, shapeless piece of wood. Mobiles of well-worked fish, replicas of every known breed of dog and bookends surrounded people as they ambled through this part of the fair.

Jewelry was easily the best represented craft. Table after table held creations in silver, gold, copper or wood. These craftsmen feel that they, more than the others, are depended on more to produce something new "practically daily," as one man said. Here prices ranged from one dollar for a simple silver ring to \$125 for a gold ring set with an onyx.

Each craftsman attending contributed to the fair's overall decorations. Wall hangings made out of everything from silk to bur-lap gave the room an air of novelty.

Lundy Chosen to Head Psych Clinical Program

Richard M. Lundy, former associate professor of psychology at the University of Wisconsin, has been appointed as a professor of psychology and the director of the Clinical Training Program in psychology at the University.

The appointment will become effective with the opening of the fall term.

Lundy graduated from Antioch College with a bachelor of science degree in psychology and from Ohio State University with degrees of master of science and doctor of philosophy in psychology.

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Television Facilities Will Cost \$550,000

The estimated cost for establishing an educational television station operated by the University will be approximately \$550,000, Leslie P. Greenhill, associate director of the Division of Academic Research and Services, said recently.

THE UNIVERSITY has been working on plans to find a location for the transmitter to broadcast ETV programs, on means to finance the project and on plans for obtaining an ETV operating license from the Federal Communication Commission, Greenhill said.

The estimated \$550,000 would be used to obtain or construct buildings, purchase equipment and to build a transmitter.

The operating cost of such a station for one year would then be about \$200,000, Greenhill said.

The University has already invested about \$225,000 in its closed circuit television system on campus and on research for establishing ETV here, he added.

But these costs are still relatively low when it is considered how many thousands of people in the central Pennsylvania area could be served by an ETV station operated by the University, Greenhill said.

While plans are being formulated for an ETV station, the University intends to continue expansion and improvement of its closed circuit TV system, he said. Greenhill added that there are already direct connections from the main closed circuit TV facilities

in Sparks to Recreation Hall and Schwab.

The next step in development is to obtain a mobile TV unit so cameras could go anywhere on campus and broadcast events to students in classrooms equipped for television.

This mobile unit could also be used when ETV would be established, only then events could be broadcast all over the area, Greenhill said.

In addition to these plans, an interim Central Pennsylvania Regional Educational Radio-Television Council has been organized to bring together "those interested in planning, programming and production of educational radio and television program," Greenhill said.

REPRESENTATIVES of Lock Haven College and Clearfield, Clinton and Centre County schools and the University are represented on this committee, Greenhill said. The University's representative is Arthur E. Hungerford, assistant professor of speech.

The needs of the schools, the development of teacher workshops, and suggestions for research projects along with coordinating other interests involved in establishing an ETV station, will be considered by the committee, he said.

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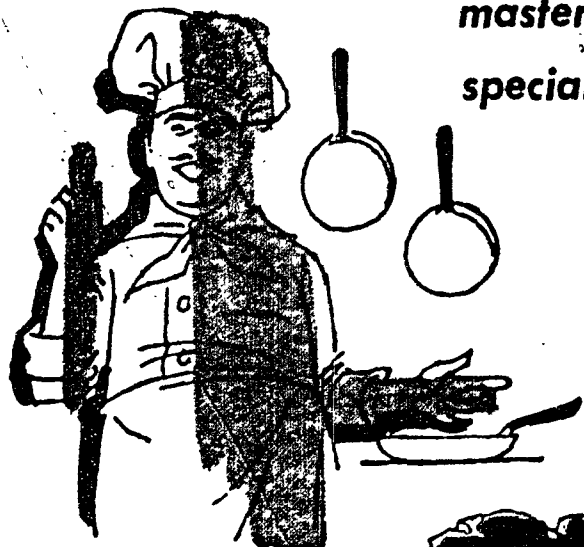
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