PLANET OF THE APES
A GUIDE AND COMMENTARY
FOR TEACHERS AND STUDENTS
PURSUITING THE STUDY OF MAN

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As man moves further into the age of nuclear power and stands at the threshold of space, he becomes increasingly concerned with the impact his discoveries shall have on the civilization he has created on earth over the past 25,000 years.

During the time of man's evolution a series of major happenings of his own creation have forced upon him new ways of life with concomitant reappraisals of his social, moral, philosophic and religious attitudes. The discoveries of fire, the wheel, the steam engine, manufactured electric current, radio, microscopic organism, radiation, heavier-than-air vehicles, nuclear power, and most recently, space travel, have each brought about radical new ways of life and new attitudes.

All the last mentioned have not altered man's earthbound nature. Until the present, his adventures have been confined to the planet of his origin. Now at last, the greatest and most challenging frontier has been reached and is ready to be crossed. Man shall move beyond the earth and the most spectacular adventures of all await him.

A fascinating commentary on man's entrance into the space age can now be found in 20th Century Fox's new motion picture, PLANET OF THE APES. It is based on a novel by the noted French writer, Pierre Boule, author of "Bridge On The River Kwai." Boule uses man's newfound ability to leave earth as a springboard for his story and probes into the mysteries of what man may eventually find in outer space and on other worlds.

While the book can be categorized as science-fiction, it also provides a stimulus for many provocative thoughts on man's past, present and future. With this work, Boule joins the company of such famed social commentators as Jonathan Swift, Jules Verne, H.G. Wells, Lewis Carroll, George Orwell and others -- writers who employed fantasy for political and social satire in order to warn and prepare man for what he may encounter as new frontiers are opened -- and to liberate his thoughts from what has been traditional.
The Story

PLANET OF THE APES begins with an expedition of American astronauts into space - an expedition programmed to land on a planet some 300 light years away from Earth. Convincing allowances are made for reconciling the time necessary for such a voyage with the process of aging. Accurate projections of some basic concepts of relativity are used to make compatible a lapse of time in space of a few years with a time lapse of hundreds of years on the earthly calendar.

Utilizing principles of current technological know-how of space travel an astronaut-carrying capsule accomplishes a landing on an unknown planet. The landing is made onto the surface of a lake. As the astronauts free themselves from their capsule the space ship sinks below the water and is lost. Utilizing their life raft they move toward the shore of the lake - and set out to explore and look for life on this strange and apparently barren planet. Atmospheric and geological conditions on the planet are found to very much as they are on earth. The astronauts are free to move about without the hazards and encumbrances of an alien environment.

As they move from a barren desert wasteland into country of lush wilderness and foliage, they become aware that the planet is inhabited by human forms similar at least in every superficial way to themselves. After a series of remarkable encounters, the astronauts realize that Homo sapiens on the PLANET OF THE APES lives in a feral condition, roaming the forests and plains in predatory bands as wild animal entirely at the mercy of their environment. These "men" and "women" do not have the power of speech and communicate only in the fashion typical of apes on the planet, Earth.

As the astronauts are making these discoveries they are brought to the realization that here humans are hunted for pleasure.

Who then are the hunters? The answer to this question brings us to the crux of the story. Apparently a series of evolutionary events on THE PLANET OF THE APES resulted in making the Gorilla, the Orang-utan and the Chimpanzee the dominant species. These simians have developed an elaborate civilization and manner of speech comparable to what man had developed on earth!

Shortly after the astronauts' encounter with the group of wild humans, they witness a band of horse-riding apes, attired in full hunting regalia and equipped with rifles and nets, bearing down in furious pursuit of a group of humans. In horror, the astronauts, now almost unclothed, find themselves amidst the fleeing humans, being pursued and eventually netted with them.

Initially, the apes are unaware that their captives include several most unusual individuals. In the laboratory, ape researchers discover that their latest collection contains a human with the capacity for speech and an intellectual endowment equal at least to that of the most learned of apes. It becomes apparent that certain ape leaders are fearful over a public disclosure that such a human has been found.
We meet an Orang-utan a leading scientist and theologian on this planet, who serves the role of "keeper and guardian of the faith." He is particularly concerned with the need to destroy this unusually intelligent human. For reasons which are disclosed subsequently, he regards this particular human as a threat to simian society. Thru his knowledge of certain secret scrolls, the ape scientist is aware that humans of a dim and distant past are to be hated, feared and distrusted. There are those apes who search for further knowledge and understanding of this human who speaks and so seek to protect him. There are also those who are ruled by the "keeper of the faith" and are bent upon the destruction of this most unusual human. The sympathetic apes plan an escape for the captive human. A climax is reached when the pursued and pursuers arrive at a site where archeological studies give evidence to the evolution of humans and apes on this strange planet. The conclusion to the story is ironic, terrifying and ingenious.

The Story and its Implications

Perhaps as far back as 15 million years ago, tailless men and apes started upon their independent evolution from their simian ancestors. The apes developed along one evolutionary line and man along another. Eventually two great anthropoid families emerged: the Pongidae which includes the gibbon, the orang-utan, the chimpanzee, and the gorilla; and the Hominidae which includes only one present variety - the man of today - Homo sapiens.

In some respects the evolution of apes has progressed beyond that of man (tooth structure, less prominent tail or coccyx bone, etc.); and, of course, in many ways man has evolved far beyond the ape.

Man's development beyond the ape is most notable in his manual dexterity, his nervous system in general, and probably most dramatically in his ability for oral and written communication. The ape born today has no more heritage than the ape born 25,000 years ago. Man born today is heir to the cumulative experiences of all the men who have preceded him on this earth. It is a primary function of education to permit man to catch up with "what has happened so far" and then to use his education as a point of departure to new knowledge, new discoveries, new understandings.

But, what if man misuses his past and permits the spectacular fruits of his brain to obscure for him the reality that he is an animal among animals -- and still vulnerable to the whims and vagaries of the evolutionary process? Forms of life once very prominent on this planet earth have become extinct. Others which were once dominant creatures on the face of this globe, rulers of the sea and of the land, have been demoted to an inferior realm and are now the ruled. The proud Tyrannosaurus and his fellow dinosaurs dominated the land and seas for a period of over one hundred and sixty million years. They became the victims of their own over-specialization and today their reptilian descendents are relegated to the swamp and forest, the desert and abandoned shore to slither and squirm in stealth and fear.

And, what of the future of man? Is he, the noblest creature of all, also doomed to be supplanted by forms already existing? Is it their destiny to await some catastrophic errors and miscalculations on the part of man, which shall permit them to attain dominance? Shall man himself create the environment for his own defeat and so permit some new form perhaps already emerging to take over as master? Shall the power of the atom be for man's service or shall it become a force leading to his self-annihilation?

Shall the cagers someday change places with the caged? These are some of the stimulating and provocative questions posed by both the book and the film PLANET OF THE APES.
The Film

For the film version of PLANET OF THE APES, producer Arthur P. Jacobs brought together a distinguished group of performers, writers and technicians -- all previously associated with notable productions on the screen, stage and television. Academy Award winner, Charlton Heston is seen as the captain of the team of astronauts who are blasted on a journey through time and space and onto the PLANET OF THE APES. Heston's co-stars include Maurice Evans whose handsome features are hidden behind orang-utan makeup as he plays the role of Doctor Zaius, Chief Minister of Science and Defender of the Faith in the simian government of the planet. Also appearing in the unbelievable realistic makeup of civilized chimpanzees are such fine performers as: Kim Hunter, as Doctor Zira; Roddy McDowall as the archeologist, Cornelius; James Whitmore as President of the Apes Assembly; and James Daly, as Honorois, a simian prosecutor.

The problem of makeup for these roles invoked the collaboration of chemists and well as make-up artists. It was necessary to permit the performers in ape roles to be able to manipulate their faces realistically and to allow their faces and eyes to depict emotion. The makeup of each of the stars took two to three hours a day to apply and could not be removed during the working day ... not even during lunch at the commissary. For large scale scenes involving hundreds of apes, it was necessary to employ as many as 200 makeup artists.

Several new and young personalities are also given significant roles which they play with distinction: Linda Harrison, who reached Hollywood as Miss Maryland in the 1965 Miss Universe Contest, plays the demanding role of Nova, a speechless human girl held captive by the simian society; Bob Gunny and Jeff Burton play cameo parts as the two ill-fated astronauts.

Franklin Schaffner, winner of numerous TV Emmy Awards served as director; and the screenplay was written by Michael Wilson and Rod Serling, the latter well known for his imaginative science fiction TV series, "Twilight Zone."

PLANET OF THE APES was filmed on locations in Utah and Arizona as well as at the studios and ranch of 20th Century Fox in Hollywood. Scenes showing the American spacecraft plunging into a strange desert body of water were shot in Utah at Lake Powell.
Planet of the Apes -
For Classroom Discussion

As a book and as a film, PLANET OF THE APES may be experienced at one or all of its several levels of approach. As science fiction, the film holds the viewer at complete attention as it unfolds its suspenseful story and reveals a strange world through the potent visual imagery, possible only through the medium of film. The fanciful tale is told with credulity and convinces the viewer that all is consistent with scientific knowledge and is plausible!

Boule's novel as well as the film may also be approached from a philosophical and sociological point of view. Here the science-fiction aspect of the film serves as the vehicle for the presentation of some very thought-provoking and significant questions for our time.

In addition to serving as excellent entertainment, PLANET OF THE APES offers teachers at all levels - the elementary school, secondary schools, and colleges - a unique educational opportunity to look at the combined artistry of outstanding filmmakers and to use this material to discuss the several questions posed in a literary work that have significance for our time.

Questions for the Classroom

1. In the building which houses the apes at the Bronx Zoo in New York, there is an exhibit carrying the identifying legend, "The Most Dangerous Animal in The World." As you look through the bars, you find you are face-to-face with a mirror! Why do you feel this statement is made at the Zoo? What analogous situation do we find in PLANET OF THE APES? Do you think man may eventually bring about his own self-destruction?
2. Do you think that somewhere in space a PLANET OF THE APES may exist? Do you deem it possible that the earth someday may become a PLANET OF THE APES?
3. From the point of view of time and space, what limitations, if any, will man confront in his travels through space.
4. What role will the factor of aging play in possible future extended voyages to distant parts of the universe?
5. What adaptive mechanisms of man have enabled him to attain the supremacy of the animal kingdom?
6. Do apes have the physical or intellectual potential for establishing the sophisticated civilization as pictured in PLANET OF THE APES?
7. When you have read the book and seen the film - please express your reaction to the irony that is expressed differently at the end of each -- and which ending you feel is the most effective.
SUGGESTED READINGS

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Dr. William Leader was graduated from the State University of Iowa and took his Masters and Ph.d. at Columbia University. Prior to assuming his present post as Chairman of Liberal Arts and Professor of Science at the Fashion Institute of Technology, State University of New York, in New York City, he was Chairman of the Science Department, Pace College, and was in the Department of Science at Rutgers University.

He is the author of "Atoms of Galaxies" a popular college-level textbook; and has also written numerous articles on the teaching of science and on animal behavior and physiology.

Copies of this Study Guide may be obtained by writing to 20th Century Fox Film Corporation, 444 West 56th Street, New York, N.Y., 10019, attention: Mr. Hal Sherman.

Portions may be quoted for purposes of education or editorial comments.
20th CENTURY-FOX PRESENTS
CHARLTON HESTON
in
AN ARTHUR P. JACOBS PRODUCTION
PLANET OF THE APES
Co-starring
RODDY MCDOWALL · KIM HUNTER · MAURICE EVANS
introducing
JAMES WHITMORE · JAMES DALY · LINDA HARRISON
Produced by
APJAC Productions · MORT ABRAHAMS · FRANKLIN J. SCHAFFNER
Associate Producer
Directed by
SCREENPLAY BY
MICHAEL WILSON and ROD SERLING · JERRY GALLOSMITH · PIERRE BOULLE
Music by
Based on a novel by
PANAVISION* · COLOR by DeLuxe
CAST
George Taylor · Roddy McDowall · Charlton Heston
Cornelius · Kim Hunter · Maurice Evans
Zira · James Whitmore · James Daly
Dr. Zaius · James Daly · Linda Harrison
President of the Assembly · Lina Wagner · Robert Gunner
Honorable · Lou Wagner · Woodrow Parfrey
Nova · Jeff Burton · Buck Kartalian
Lucius · Norman Burton · Norman Burton
Maximus · Wright King · Wright King
Dodge · Paul Lambert · Paul Lambert
Julius · Hunt Leader · Dr. Galen
Minister · Minister

PRODUCTION STAFF
Produced by
Directed by
Arthur P. Jacobs · Franklin J. Schaffner
Associate Producer
Mort Abrahams · Michael Wilson
Screenplay by
Rod Serling · Rod Serling
Based on the novel by
Pierre Boulle · Pierre Boulle
Music by
Jerry Goldsmith · Jerry Goldsmith
Creative Makeup Design
John Chambers · John Chambers
Director of Photography
Leon Shamroy, A.S.C. · Leon Shamroy, A.S.C.
Art Direction
Jack Martin Smith · William Creber
Set Decorations
Walter M. Scott · Walter M. Scott
Special Photographic Effects
Norman Rockett · L. B. Abbott, A.S.C.
Art Cruickshank · Art Cruickshank
Film Editor
Emil Kosa, Jr. · Hugh S. Fowler, A.C.E.
Unit Production Manager
William Eckhardt · William Eckhardt
Assistant Director
William Kissel · William Kissel
Sound
Herbert Lewis · David Dockendorf
Costumes Designed by
Morton Haack · Morton Haack
Makeup by
Ben Nye · Ben Nye
Hairstyling by
Dan Striepeke, S.M.A. · Edith Linden
Orchestration
Arthur Morton · Arthur Morton
Filmed in PANAVISION*
Color by De Luxe

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