

Rochester Institute of Technology

RIT Digital Institutional Repository

Theses

12-1-1994

Interactive electronic publishing

Jill Timm

Follow this and additional works at: <https://repository.rit.edu/theses>

Recommended Citation

Timm, Jill, "Interactive electronic publishing" (1994). Thesis. Rochester Institute of Technology. Accessed from

This Thesis is brought to you for free and open access by the RIT Libraries. For more information, please contact repository@rit.edu.

Rochester Institute of Technology

A Thesis Submitted to the Faculty of
The College of Imaging Arts and Sciences
in Candidacy for the Degree of
Master of Fine Arts

Interactive Electronic Publishing

by
Jill Timm

November 1994

Approvals

Jim Ver Hague_____

Date 12-1-94

Gordon Goodman_____

Date November 18, 1994

Frank Romano_____

Date 11-7-94

Mary Ann Begland_____

Date 12.03.94

I, Jill Timm, prefer to be contacted each time a request for reproduction is made. I can be reached at the following address:

142-4 Meadowbrook North
North Chili, NY 14514
716-594-5874

or mail can be forwarded to me via:

1225 Vienna Drive #7
Sunnyvale, CA 94089

Date 12-1-94

Once upon a time some people thought computers would bring the down-fall of creativity, changing all those who sat before them into drones and data pushers.

Others took to calling computers successors to creativity, empowering one and all to become instant designers and concept developers.

The truth is, that while computers have revolutionized creativity, they've hardly replaced it. The challenge of harnessing their power falls to a new breed of designers who can push, stretch, and extend their imaginations to elevate the partnership of creativity and technology to new exciting levels.

Paraphrased quote from an unknown source

Contents

| | |
|-------------------------------------|----|
| A Thought | 3 |
| Acknowledgements | 5 |
| Introduction | |
| Discovery | 6 |
| Thesis | 7 |
| New Media | 9 |
| Research | |
| The First Book | 11 |
| The Band Wagon | 13 |
| Process | |
| The Search | 15 |
| The First Meeting | 15 |
| Collecting Resources | 17 |
| Design | 18 |
| Navigation | 20 |
| Production | 22 |
| Results | 24 |
| Summary | |
| Conclusion | 30 |
| Appendices | |
| A. Project Outline & Timeline | 31 |
| B. Subject List | 37 |
| C. Project Flow Chart | 40 |
| D. Revised Timeline | 42 |
| E. Software & Hardware | 45 |
| F. Project Script | |
| Introduction | 49 |
| Gold Fever | 50 |
| They Dared to Fly | 51 |
| The Cremation of Sam McGee | 52 |
| G. Project Score | 53 |
| Bibliography | 54 |

Acknowledgements

There are many people who have influenced and given a part of themselves to me in my journey of the last two years. I'd like to acknowledge their assistance and support.

I wish to thank my thesis committee: **Jim Ver Hague**, **Gordon Goodman**, and **Frank Romano** for trying (against my resistance) to keep me on track. In addition to my committee, I appreciate the role **Bob Keough** played in my education.

Much heartfelt appreciation goes to **Joel Crockett** for always believing in me.

A big thanks to **Del Castillo** for unselfishly letting go.

And, of course, I can't forget all my **classmates**. They are the greatest.

A very special thanks goes to **Fred Dowaliby**, who kept me sane in difficult times, boosted my esteem when it was low, listened to my greatest fears and, most of all, accepts and loves me exactly as I am.

Introduction

Discovery

It was in the first week of August in 1993 that I made my thesis topic decision. I was wearing out my legs in the mammoth MacWorld show in Boston. The show encompasses 5 huge buildings across town, each full of exhibits and vendors, with lectures and demonstrations. All were showing off their latest and greatest products and inventions. It was overwhelming—a real information overload. Lots of neat things. “Oh, yes, that’s cool and, yes, that’s nice.”

But the one area that stood out and made my adrenaline flow was the multimedia demonstrations. Color, sounds, movement, action, excitement! I really got excited about what I saw. It was like lightning struck. I knew that this was what I wanted to do. My thesis would be about “multimedia.”

“Multimedia” is a greatly overused, misunderstood, and abused word. It means many things to many people in many different trades. The multimedia I refer to is really the “new” electronic and, mostly, interactive multimedia in the communications and publishing world, which electronically combines various visual and audio forms. Multimedia is comprised of, at this point in time, graphics, photographs, text, video, music, voice, sound effects, visual effects, and animation. The carrier for all this electronic data is the already outdated floppy disk, the SyQuest disk, and the Magnetic Optical disk for those in the business and, for the consumer as well as for everyone else, the exploding world of CD-ROM.

The basis for all this is not really new to me. I have already spent nearly 20 years in the real world doing graphic design and photography. I've worked with the old multimedia also known as "multi-image" that is putting together a number of multiple projector slide shows with music, sound effects, and voice-overs. I always reached a high pitch of excitement when creating them. One of the other areas I really enjoy is publication design. I guess it was not so surprising to find my interest going to the area of computer graphics that puts together the two areas of traditional design I enjoy most.

Thesis

My thesis is about creating an interactive electronic multimedia book. It was inspired by *From Alice to Ocean*, the first widely publicized consumer book to be published electronically on a CD-ROM. When I first saw *From Alice to Ocean* I had two thoughts. First, "What a great idea, and so beautifully done." Second, so much more could be done. They simply scratched the surface.

From Alice to Ocean is a fascinating story with gorgeous photography. But it also has unused potential for a greater depth of material and interactivity. *From Alice to Ocean* can be viewed in one sitting of slightly more than an hour. That's it. You've seen the whole thing. And for that you paid \$60. Of course, you can see it again.

What I intend to do in my electronic book (e-book) is to provide interesting tidbits on a non-linear structure that allows the

viewer to proceed to many levels of information. The greater the number of paths the user can take, the more personalized, and hence the more geared to the user the information becomes. This prototype, when fully implemented, could not be viewed in one sitting, by any means. I plan to make the levels invisible, allowing the user to navigate easily to any level of information the user desires without being aware of or needing to be aware of the level.

There has been a lot of activity in the electronic publishing arena. The leader in CD-ROM development and exposure is the world of games. In second place are probably databases. They have been around for a while in business applications, and many are available for consumers now. Databases are collections of information, usually not very exciting to look at. For the consumer, typical databases include dictionaries, encyclopedias, phone books, and maps.

There are e-publications that call themselves magazines, because they come out on a regular basis. These are usually a collection of games, fonts, sounds, and sales pitches for commercial programs. They have a way to go.

Another area of CD-ROM publications that is booming is children's books/games. Sometimes called books, they are more like games. There is not much depth, but the interactivity is great, and appropriate for the children's market.

E-books is an area just starting to blossom, adult book publishing being a late bloomer on the CD-ROM scene. The audience for my e-book is the adult consumer over 16, but could also include younger readers.

My topic came after many other ideas were tossed out. *Mountain Worlds* is the title of a book published by National Geographic. When I saw the book in the store I felt it would be perfect for what I wanted to do. The book has 18 different mountain areas. I would work on one area, the Alaskan Range, largely because I've been there, and plenty of resource material is available.

New Media

While it can be said that a paper book is interactive because the reader turns the pages, that kind of interactivity is really the required labor needed to read the book. The "interactive" of the new media is much different. A high level of interactive interchange gives the user different degrees of control and allows for many possible levels of viewing decisions. The new interactivity enables a product to appear to be customized to the user while it is the user's freedom of choice (in products properly designed) that actually makes the user the customizer.

Even more importantly, the "media" is new, it's electronic, and that creates many new possibilities. In going from paper to digitized information on the computer screen, pictures can now move and type can talk. Books can have music and sound effects. The unexpected can be arranged. The new e-books are more like movies with the involvement of more of the user's senses than paper books demand. But they are even more interesting than movies because they do not have to be linear. They do not have to be the same each time they are viewed. A story can have many dif-

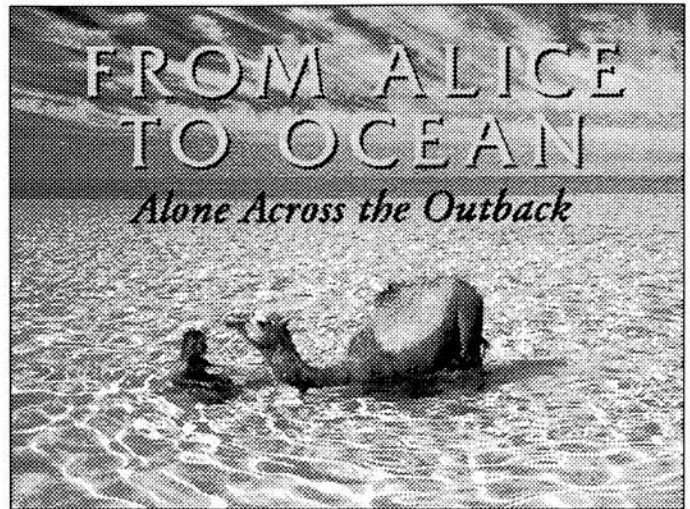
ferent endings. User input can change what is occurring on the screen. The new media can be a sensory happening under the influence or control of the user.

Research

The First Book

The first truly adult consumer electronic book was *From Alice to Ocean* so, naturally, I scrutinized it in my research. It was designed and produced by Magnum Design, San Francisco and by Against All Odds Productions. The mover behind the book was Rick Smolan, the man who shot all the photographs of Robyn Davidson in this story of her fantastic journey across Australia.

After the animated introduction to *From Alice to Ocean*, a “Main Map” appears revealing that the story is divided into six parts starting in Alice Springs and heading west towards the Ocean. Each part is broken into several segments, which can be accessed from the individual “Part Maps.” At the beginning of each of the six parts of the story, there is a more detailed map of that part of the journey. On each map are picture icons following Robyn’s path to the west. Clicking on any one of these picture icons brings one to that segment. Before starting the story, one can click on the arrows under Rick or Robyn’s pictures to hear his/her thoughts about the journey. To begin the story there is a “Start Story” button.



Title screen for the From Alice to Ocean e-book as well as the cover of the companion traditional print book.

The navigation controls palette has a return to the main map; however, one must remember to press the shift key to access the controls. The palette consists of several buttons and a mini-map that indicates the current segment.

Although the story is broken into segments or chapters, it is a linear story. A second level of information is provided in "Photo Tips" and "SideBars." Rick Smolan relates in "Photo Tips" how he shot various pictures on the trip. Clicking the camera button when it appears in the story will play a relevant photo tip. After viewing the photo tip, the story will continue. Throughout the story, "Sidebars" provide additional information on various aspects of the Outback. Clicking on the Coffee Cup button when it appears in the story reveals a relevant sidebar.

The strong points in *From Alice to Ocean* are:

- The exceptional high quality of the photographic images
- The clean and highly saturated color
- Images that are sharp and high in resolution
- Subjects that are well composed and striking
- The story of Robyn which is exciting
- A good introduction to interactive media
- Clean graphic design throughout

The weak points in *From Alice to Ocean* are:

- A lack of control in the user's hands
- Insufficient depth in the sidebars and photo tips
- A story that takes place in a part of the world unfamiliar to most viewers. There could be many more interesting side trips and information.

- The need to close the program to adjust computer volume. One must then start again from the beginning.
- Very slow response time to button clicks even on a fast computer. The average viewer probably would click again. When the computer catches up to the clicks, the viewer will be lost or, at least, not where he/she wanted to be. This leads to user frustration.

The Band Wagon

The Voyager Company produces a line of high quality electronic titles. They have several different types of media from laser disks to floppies and CD-ROM's. I feel it is important to mention first the category that I believe will soon disappear, the "The Expanded Book" line. This is a format that reproduces a book word for word on electronic media. While it is a step beyond the paper book because of the computer's search capability, it does not make reading more enjoyable. Reading a large body of text on the screen is not good for the eyes, is not easy, and is not using the computer to its best advantage. This kind of book might have applications in research where word searches and indexes are necessary, but it is not useful for the consumer. In the book I examined, *Jurassic Park*, the limited images were one bit, produced in black and white with no grays. Through the computer it is possible to dog ear pages, underline, or use paper clips—to do all the things you can do more easily with a paper book. What can't easily be done is to curl up on the couch and read, to take the electronic book to the beach

or mountains, or tuck it in a coat pocket to read in spare moments. It could be argued that all of the above can be done on a laptop computer, but is not practical or convenient. "The Expanded Book" format excludes the whole range of exciting visual and audio possibilities the technology has unleashed.

On the other hand, Voyager titles that are not the Expanded Book format more truly reflect the capabilities of current technology. They have produced a number of good titles on CD-ROM's.

Just about the time I began planning this thesis, a flood of titles by many publishers in various areas of interest came on the market. Few are really good. One strong publisher is Time Warner Interactive. Others are Microsoft and Software Toolworks. About one in every fifteen titles on the market is reasonably designed with good content material.

Process

The Search

The thesis process began by searching for the subject matter for my e-book. I wanted a subject that had strong visual resources and that fit my personal philosophy. I spent considerable time looking and finally settled on "*Mountain Worlds*" inspired by a book published by National Geographic. This photographically rich book covered eighteen mountain areas of the world with writings about the people, culture and interesting aspects special to each mountain area.

My project would be a visually rich e-book that gives the viewer an insight into some of the different mountain areas of the world, providing a sense of adventure and wonder, and looking into a number of mountain regions and people with differing ways of living. This book would provide a look at whatever that particular area is known for, from mountain climbing, to cheese making, to just surviving the harsh elements. This e-book would have photographs, text (minimal, by book standards), movies, and graphics. It would be non-linear and fun.

The First Meeting

On January 5, 1994, I had my first meeting with my thesis committee advisors. I presented to Jim Ver Hague, Gordon Goodman, and Frank Romano an outline of my project and a

projected time line (Appendix A). Realizing that trying to do all the mountain areas in the book would be impossible in the given time frame, I narrowed the selected areas down to six that were different from each other and, which were known to have available resources. The committee members considered the project to be too ambitious. I responded by agreeing to treat only three mountain areas which they felt was still too extensive and suggested that I focus on only one area in depth. Even though this was a strong suggestion, I resisted, wanting to show the contrast among several areas. I also wanted to provide an example of interconnectivity between the areas. Little did I know at that time that the project I had envisioned in my head was far too grandiose for the limited time available to me. Neither did I have any idea of the difficulties I would encounter.

The fact that my committee wanted me to focus on only one area tormented me. I settled on two areas, thinking that was a good compromise. I spent considerable time collecting resources. Then I talked to Dr. Fred Dowaliby, a research psychologist, whom I highly respect. Dr. Dowaliby knows little about computers and nothing about interactive electronic publishing but, after examining my proposal and outline, he agreed with my committee members that I was trying to do too much. It is better to focus on one area and do it well. So one area it was—The Alaskan Mountain Range. I chose the Alaskan Range for several reasons. I was there, and I photographed numerous images while there. Also, it is a popular subject for the media. There is much useful information on the area and many visual resources.

One of the other ideas I presented to the committee was to produce a support handbook to go with the project. A combination of instructions for the computer beginner and an overall view of the subject matter for getting around. Being a graphic designer, I enjoy the print media also. I thought it would be a good experience to produce a print piece omitting all the traditional production processes I have been doing for years. Once more, the committee members stressed that I was attempting too much. Besides, they suggested, if my interface design was really good, no one would need any support material. I readily agreed. No handbook. It was a wise decision.

Collecting Resources

The next step I undertook was to collect information and resources. I scoured libraries and found books, magazines, videos about Alaska, and even a film about hang gliding from Mt. McKinley. The resources gave me ideas on the specific topics I wanted to put into my e-book. Whereas earlier there was a category called Culture, the story of the Cremation of Sam McGee posed itself as a possibility when I found the Robert Service poem with wonderful illustrations by Ted Harrison. Under the category of History the exciting story of the Alaskan gold rush turned into Gold Fever.

About this time I developed a subject list (Appendix B) and a flow chart (Appendix C) to show the placement and connection among topics. I then approached one of the more difficult things

for me in this project—a system of navigation and the design of the buttons.

Design

The basic overall design of *Mountain Worlds* is clean and straight forward. The design was created to support and enhance the content, but not to overpower it. Each segment has a different story, with a different look and feel that supports the subject matter. Most of the type was produced in Photoshop using the anti-aliased feature. Only very small type, such as the page numbers was created in Macromedia Director. Most all of the images were also produced in Photoshop. The paint function in Macromedia Director was used only when anti-aliased images were not needed. The global and local buttons are one example.

The first segment I created was *The Cremation of Sam McGee*. The illustrations are very graphic and colorful. I selected a midnight blue from the art work to use as the background for the type, and a bright accent color, warm yellow, for the type. The local buttons are the same yellow. This provides the necessary contrast, as well as the color unity to tie it all together.

When I first came upon the idea of using an old photo album to tell the story of the Gold Rush, the thought of old sepia toned photographs came to mind. Most of the photographs I found were black and white. I digitized them, then converted them to duotones in Photoshop. As I created the segment I kept all the other elements the same gold to brown tones to enhance the old time feeling. If I were to do this segment over again with my current

knowledge, I would not have used the 256 system palette, but would have made a custom palette of the gold to brown colors. This would have added richness in the colors and smoothness and clarity in the photographs.

While *The Cremation of Sam McGee* is bold graphic artwork and *Gold Fever* is all photographic, *They Dared to Fly* needed to have a different feel, a cold but light and airy feeling. My image resource was the same video from which the QuickTime movies were made. Digitized still images from segments that were not used as QuickTime movies were given a watercolor feeling in Photoshop. This gave a good textural contrast of the still images against the realism of the QuickTime movies.

The introduction needed to suggest the content of the entire book. This was done by using a series of straight photographic images against a photographic background starting and ending with the book's title page image of rugged peaks. The moving sequence shows two to three images flashing on the screen at time with less frequent background changes to suggest the different areas of the world. At the end of this parade of photographs is the main menu with a selection of eight mountain regions of the world.

In the sub-menus, the user has a number of choices in several categories: culture, history, adventure and nature. Here is the first suggestion of the different visual styles used in the different areas. The images in the sub-menus are taken from the story segments, to keep the same look and feel and provide a smooth transition. The layout and type of the sub-menus is consistent throughout. This all works to provide a feeling of continuity.

Navigation

I thought that developing the navigation system would be fairly easy, since I had just finished a very successful HyperCard stack. Serious testing proved the stack to be very clear and it was very easy to navigate through the three different sections; however, it was equally clear to me that different modules of this e-book would need different buttons so I set out to define what buttons were needed. It wasn't easy to be non-linear. I didn't want the user to have to go up and down the structure to get where he/she wanted to go. My first attempt had many buttons, too many buttons, and was too confusing. Also, my initial decision was to use very graphic buttons about $\frac{3}{4}$ inch square. But upon seeing them in place, they were distracting.

After studying many of the good, bad and mediocre commercial projects, I found some good ideas. I also recognized a number of things I wanted to avoid. I needed to simplify. I wanted the buttons to be almost transparent to the viewer (rather than shouting). About this time I changed from the idea of a definite graphic button panel to a small and more subtle translucent panel for the buttons. I divided all the buttons into two button panels, one for local or currently needed tools, and one for overall navigation. The overall or global button panel would have buttons for Quit, Help, Contents, Sound. The local button panel would have next and previous buttons, voice control, show/hide global buttons, and screen (page) numbers where appropriate.

Decisions made about the buttons at this time:

- Quit doesn't have to be on every card
- Any button should be two clicks away
- Program needs a volume control
- Buttons need not be big and flashy

Possible Buttons:

- Quit or Exit
- Help or Instructions
- Credits—programs, books, people, etc
- Contents
- Chapters
- Voice-over control
- Volume control
- Hot words
- Related items

It seemed as though there were too many buttons. Successful navigation is very important to the success of any project. The following images illustrate how the final buttons looked. They were taken from the “Cremation of Sam McGee” segment.



The left half of the button panel is reserved for global buttons; the show button will reveal them.



The buttons revealed, the hide button will make them disappear. The right side is for local control. This varies somewhat in the different segments.

Production

While I was dealing with the navigation challenge, I was also hard at work producing the individual modules. This was the part of the project that was most fun—planning the subject, scanning in images, manipulating them in Photoshop, putting all the images, sounds, and graphics together in Macromedia Director. Each module was like a mini project in that it was self-contained and had separate navigation buttons. I allowed each module to have its own character and feel. The only thing that was consistent with all the modules was the button panel. Being unsure at that point as to how the navigation would end, I left space for the buttons that be introduced later.

Once I was really into the production tasks, I realized that my original ideas about the extent of the project were unrealistic. The timeline had to be revised. In fact, I revised it several times as time passed. This was helpful in keeping on track. As some tasks were completed, I could see more clearly which steps had to follow. This is reflected in a more detailed revised timeline (Appendix D).

While I had planned to produce more modules, it turned out that I could complete only four; the introduction, one culture, one adventure, and one history. This is merely the tip of the iceberg of what is possible as I had first planned it.

Most of the production proceeded smoothly. Many of the problems I had were reflections of my lack of proficiency with Macromedia Director at that time. As I became more proficient I had fewer problems.

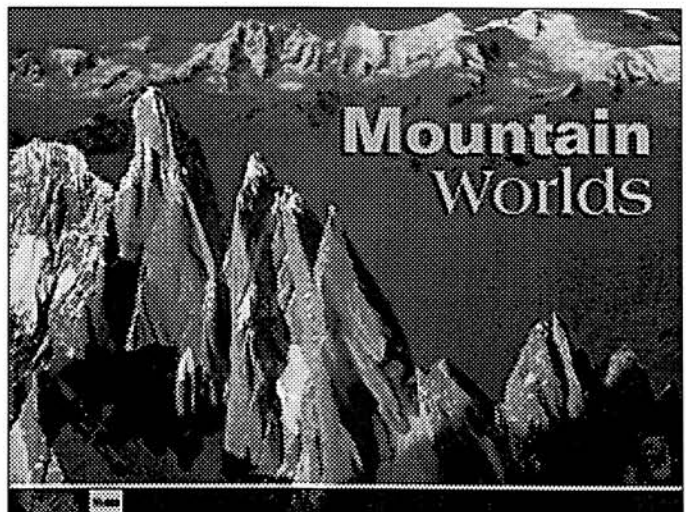
One area where I could find no helpful resource, and where I had to spend a lot of time experimenting in was in the making of QuickTime movies. While it is easy to make a QuickTime movie, by simply plugging the VCR into the computer and record, it was not easy to know which of the different formats, different speeds, different color ranges, and different compressions to use. The results varied greatly in visual quality, playback speed, smoothness, and in memory required. Both the recording speed and the playback speed are limited by the computer equipment used. And there is no way of knowing what that maximum speed is.

I wanted lip sync in the one movie with a close-up of a man talking, and smoothness in the shots of the hang glider gliding. I recorded them on my Quadra 660AV which is designed for such work thinking I could use moderately high speeds. I did some at 15 fps (frames per second) and some at 20 fps. The software will allow up to 30 fps. The memory requirement was outrageous, so I lowered the color depth to 256 since the monitor will be set to 256 colors when the movies play. The results were awful with jerky images and posterized color. The movies were done again at a slower 10 fps and in thousands of colors because that is the color depth at which QuickTime was designed to record. The results were more memory intensive even with compression but with much better quality. The seven little movies I created which totaled about $9\frac{1}{3}$ minutes viewing time takes 96.2 MB of memory.

Results

The result of all the research and work was the prototype e-book *Mountain Worlds* presented at the Graduate Thesis Show on April 29th, 1994. It was presented to people with a wide range of computer experience—from those who didn't know what a mouse was to those who were professors teaching computer courses.

Mountain Worlds had an equally wide range of responses at the show. Some expected to see things happening in lightning speed as in video arcade games. They were disappointed. Some were mesmerized by the content, with the navigation successfully transparent to them. Several sat through whole segments even though the busy, noisy environment did not support such attention. A few did not understand the point of an e-book and rushed on to another exhibit without really wanting to understand. A few teachers of deaf children loved the "The Cremation of Sam McGee" segment because the words of the poem were shown with the voice-over, along with attention-holding graphics. Some were surprised by the quality of color and images the computer can show. QuickTime movies in the "They Dared to Fly" segment were an attention grabber. Video on a computer screen was new to many people.



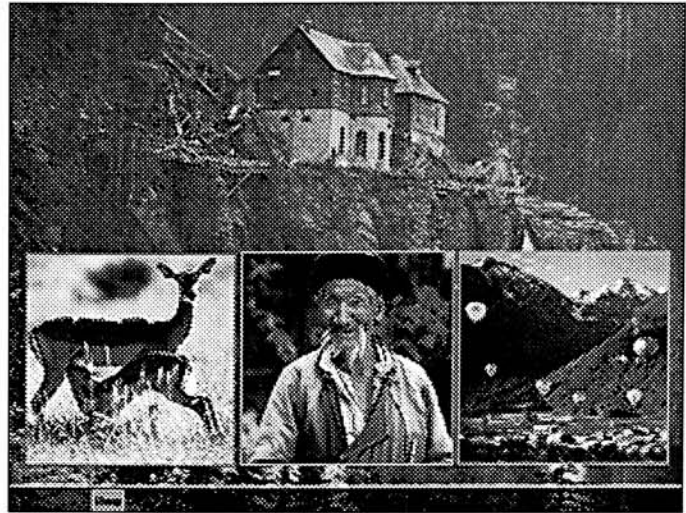
Main title screen to the e-book prototype *Mountain Worlds*.

Overall the response was good. Anything that is new takes a while for the general consumer to understand and embrace.

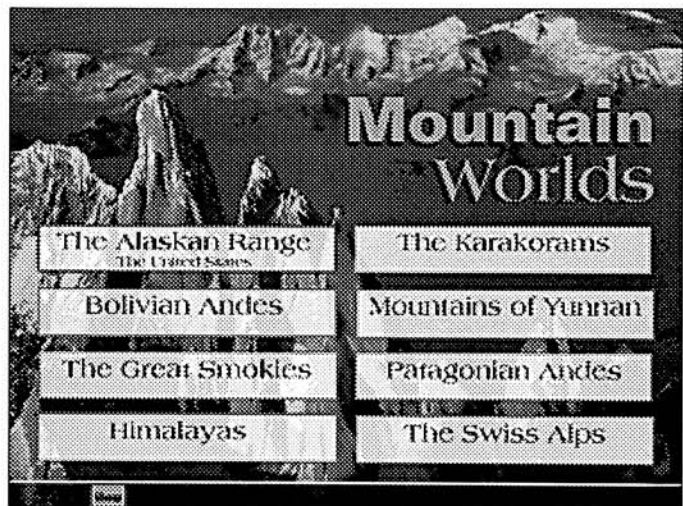
The *Mountain Worlds* prototype had the following segments completed for the thesis showing:

1. The animated introduction consisting of a series of photographic images ending in the main menu screen. This e-book has chapters on eight different mountain ranges. The only active menu choice at this time is The Alaskan Range. Clicking on The Alaskan Range button will start a short animated introduction to the Alaskan Range ending in the Alaskan menu which has the same four choices as the other seven chapters have. Those four choices are:

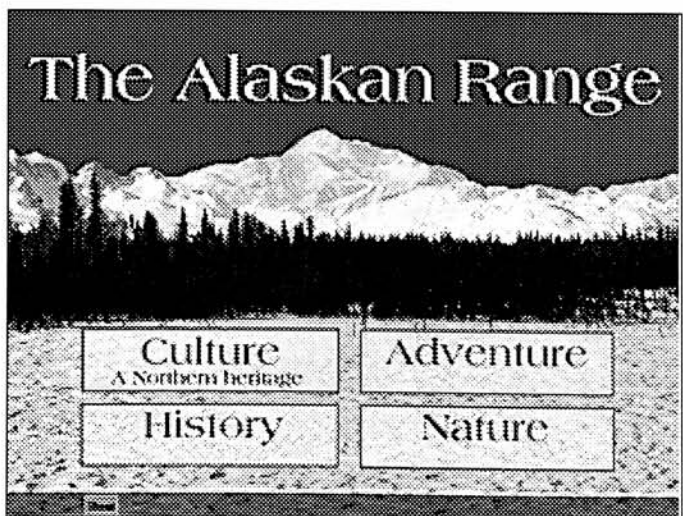
- Culture Menu
- History Menu
- Adventure Menu



One of the screens of the animated intro of Mountain Worlds



Main menu screen of Mountain Worlds.



Menu screen in The Alaskan Range segment

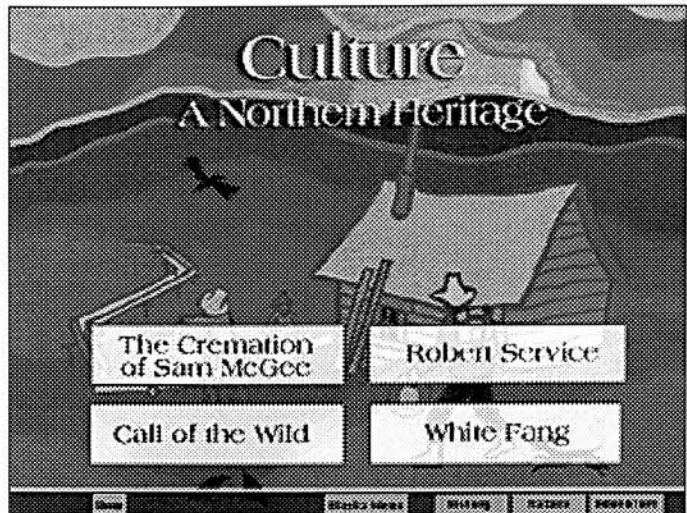
- Nature Menu

Under each of the four categories are four more specific choices the viewer can make. The ones that are active in this prototype are:

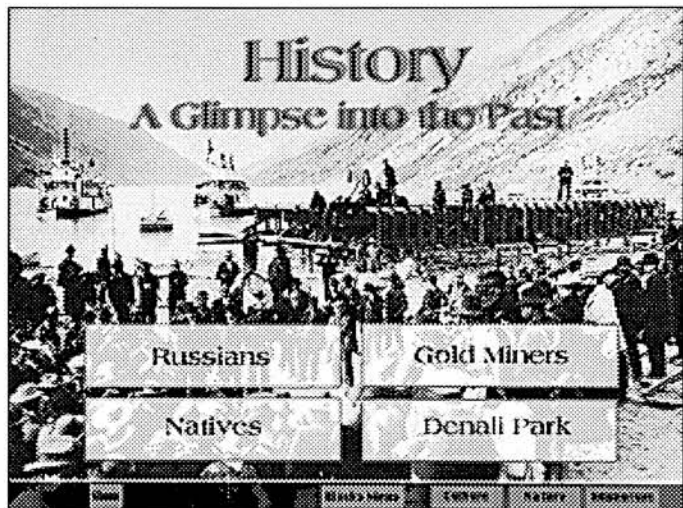
- “Gold Fever” in the History menu.
- “The Cremation of Sam McGee” in the Culture menu.
- “Robert Service” also in the Culture menu.
- “They Dared to Fly” in the Adventure menu.

2. “Gold Fever” is a fun glimpse into the colorful past, starting with wild, heel-kicking music and an animated photographic introduction. A sampling of the work and life in the gold fields is experienced through an interactive photo album with enlarged photographs that come to life with a voice description.

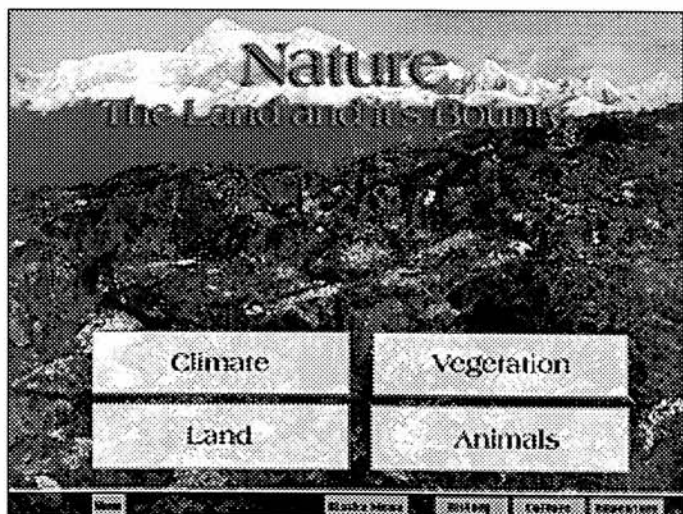
3. “The Cremation of Sam



Culture submenu with its four choices.



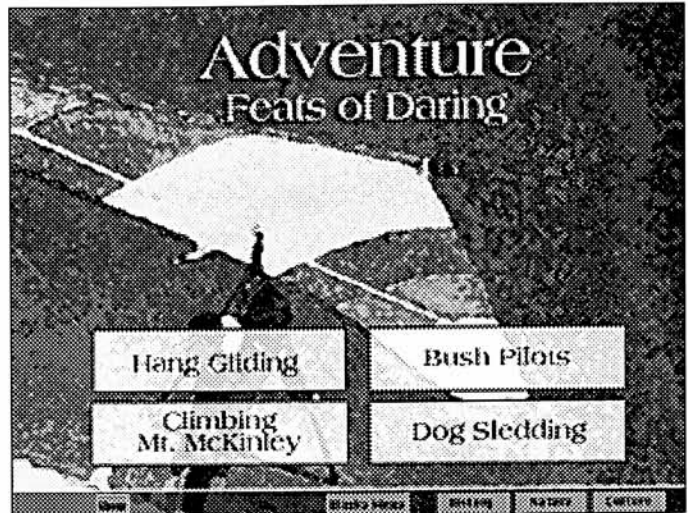
History submenu with its four choices.



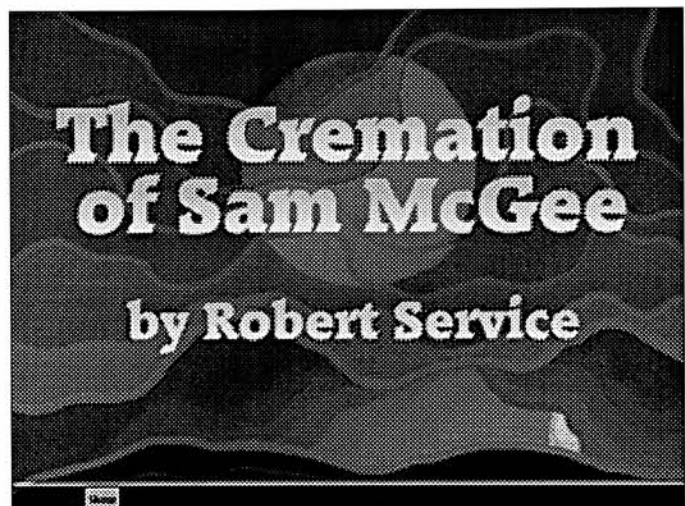
Nature submenu with its four choices.

McGee" is an old folk poem written by Robert Service in the wild days of the gold rush. It is accompanied by colorful illustrations by Ted Harrison. It tells the story of two miners traveling across the frozen land in the dead of winter. Interactivity allows the user to go at his/her own speed. The poem is divided into "pages", each with a brief animation and voice-over plus words to follow along on the screen. When ready, the user moves on with a mouse click.

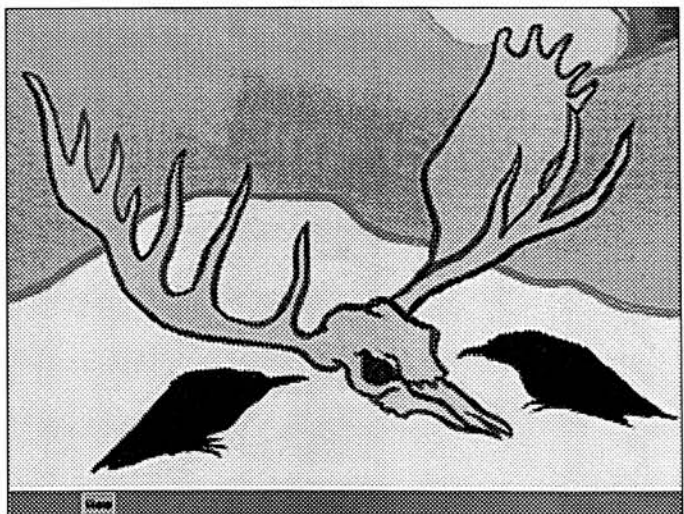
5. Under the choices in the Adventure menu is the selection "They Dared to Fly", an amazing story of four young men who in addition to climbing to the top of the world's tallest mountain, planned to jump off in hang gliders. This segment uses the actual footage shot by ABC Sports. The footage was made into "Quick-Time" movies which are digi-



Adventure submenu with its four choices.



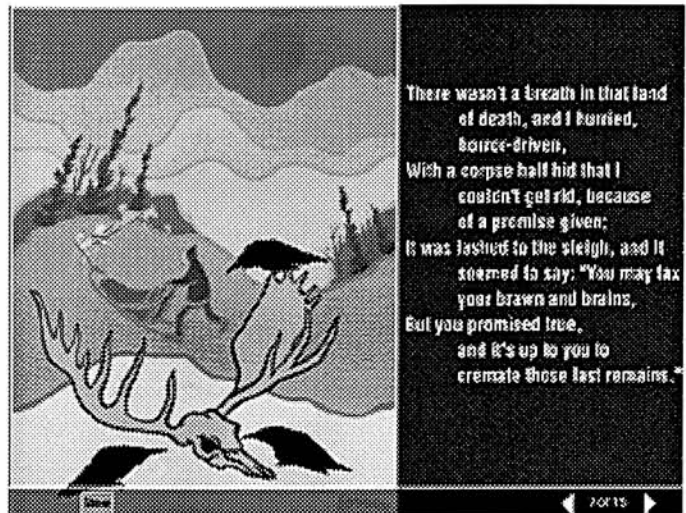
Title screen for the The Cremation of Sam McGee segment.



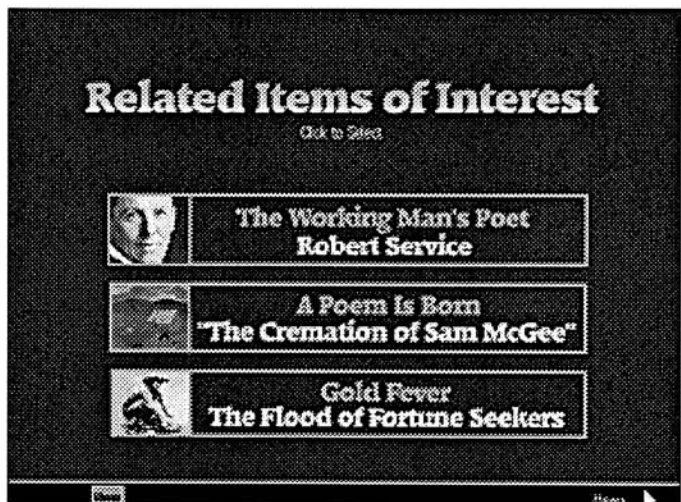
Sample screen in The Cremation of Sam McGee.

tized so they can play on the computer. Quick-Time gives the viewer a real sense of the two-week struggle up the mountain and then at the summit the feeling of soaring through the air with the greatest of ease.

The ingredients used to produce these segments were text, photographs, photographs transmuted to illustrative art, video, still images taken from video, sound effects, music, voice, and scanned illustrations, as well as scanned real objects (the album in *Gold Fever*). The resulting prototype takes 150.1 MB of memory.



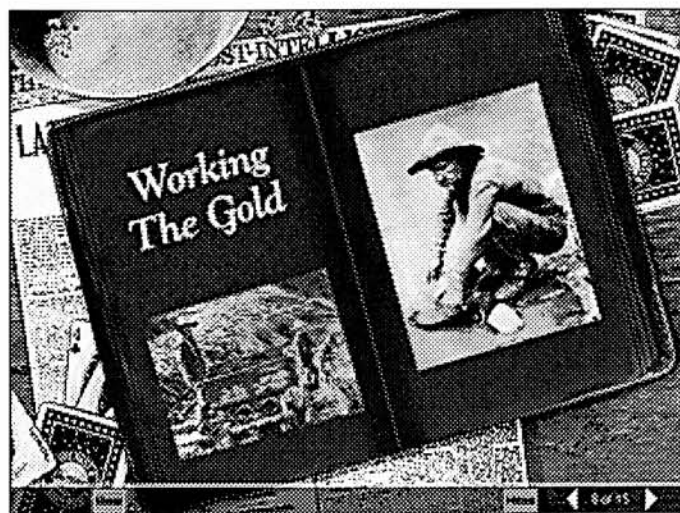
Sample screen in *The Cremation of Sam McGee*.



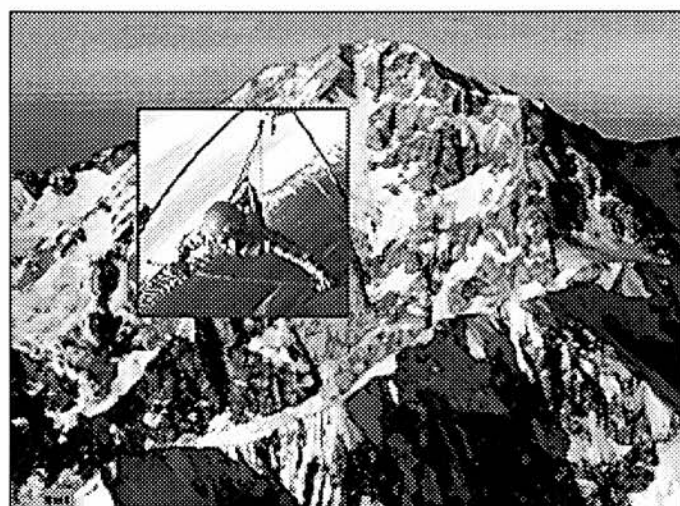
Related choices menu after *The Cremation of Sam McGee*.



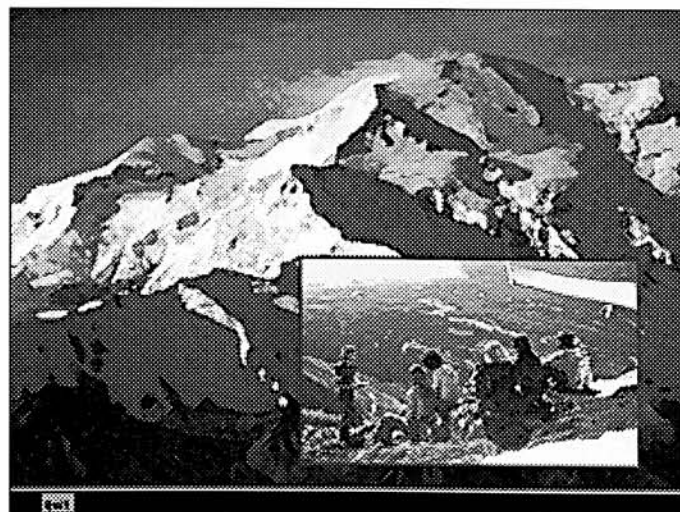
Beginning of the interactive section in *Gold Fever*.



Sample screen in Gold Fever.



Sample screen of They Dared to Fly.



Sample screen of They Dared to Fly.

Summary

Conclusion

In conclusion, I'm pleased with what I have produced, but am displeased that time did not allow the production of many of my other ideas. I did not come close to what I had imagined or planned at the beginning of this undertaking. I know I am capable but, only in my mind, did I surpass the levels of interactivity of *From Alice to Ocean*. Of course, for *From Alice to Ocean* had many people working six months with a \$1 million budget. I did fairly well after all, by myself and on a \$0 budget!

If I had to do it over again. I would want to be more familiar with Lingo, Macromedia Director's scripting language, before I started. And I'd want much more focused time. Having to focus on my thesis and the demands of other classes was very difficult and frustrating.

I truly enjoyed this project and it strengthened my decision to work in the e-book publishing field.

Appendices

A. Project Outline & Timeline

Project Outline & Timeline

Thesis Project

Before modern computers come into being, there was traditional (paper and ink) publishing. Then along came *From Alice to Ocean*, the first step in electronic book publishing with simple interactivity. I plan to develop a prototype for an electronic book that has multiple levels of both information and interactivity and that is visually well designed. Multiple levels of interaction and information allow the user to browse for an overview of the subject or to get detailed information in a non-linear mode, giving the user complete control. Interactive Electronic Publishing is a mouthful, so I've coined the term e-book.

Book Topic: Mountain Worlds

Mountain Worlds is a visually rich e-book that gives insight into some of the different mountain areas of the world, providing a sense of adventure and wonder, and a look into different mountain regions and at people with different ways of living. It also provides a look at whatever that particular area is known for, from mountain climbing to cheese making, to just surviving the harsh elements. This e-book will have photographs, text (but not much, by book standards), movies, graphics and perhaps some 3-D imaging.

Mountain Worlds Outline

A. Introduction

B. Changing Worlds

*Swiss Alps–Switzerland

Possibilities: Cheese making

Great Smokies–Tennessee and North Carolina

C. Nature Aloft

Mount Kenya–Africa

*Denali–Alaska, animals

Possibilities: Climbing

Monteverde–Costa Rica

D. High Frontiers

*San Juans–Colorado

Possibilities: Gold Rush–History, Narrow gauge train ride, Telluride Ballon Festival

Mountains of Yunnan–South China

Tatras–Poland and Czechoslovakia

Hindu Kush & Karakoram–Pakistan and Afghanistan

Tian Shan & Pamirs–North China and South Russia

E. Worlds Apart

*Pyrenees & Cantabrians–Spain

Possibilities: Running of the bulls, Basque culture

New Guinea Highlands

High Alps–Morocco

Southern Alps–New Zealand

Possibilities: Hiking

F. Far Reaches

Bolivian Andes–South America

Baffin's Peaks–Canada

*Himalayas–Nepal and China

Possibilities: Climbing, life style

Patagonian Andes–South Patagonia

* areas I plan to focus on, which of course might change.

Thesis Outline

A. Introduction

What brought me to this project.

Audience: Adult–Arm chair explorers, travelers and adventures– Sierra Club and National Geographic readers.

B. Review of related products/literature

Review of Interactive Electronic products on the market

From Alice to Ocean

Voyager Books

Children books

their functionality

their design

their readability

their interactivity

Review of parallel interactive electronic developments:

magazines

information data bases

games

C. Procedure

What I did, what worked, what didn't work

Planning

outline

diagram structure

information research

design "look and feel"

gather all resources

test first section for major faults

continue to produce sections

D. Results/Conclusions

What I discovered in the process that I incorporated into the final product

Testing product on different levels of users

Polishing

E. Summary

Wrap up

G. Biography

Software, Hardware, Resources, Copyright owners

Timeline

Summer '93

Focus in on a thesis project

Research what is on the market (MacWorld- Boston)

September

Select thesis committee

Research market (MacWorld-Toronto)

Write thesis proposal

October

Create timeline

Gather articles and information on CD-ROM, multimedia,
and interface

November

Select project topic

Gather articles and information on CD-ROM, multimedia,
and interface

Create a Hyper stack of book, magazines, and other
resources.

Create another Hyper stack of producers of CD-
ROM & Multimedia producers, key people in the
business, and titles.

December

Prepare thesis outline

Research resources for images and info

January '94

First thesis committee meeting

Solicit additional sources: National Geographic-especially
video and film

Learn Lingo

Research resources for images and info
Enlarge info hyper stacks
Write the intro of the thesis report

February

Design structure, look and feel
Write the research of the thesis report
Determine the programs to be used in production besides
MM Director, if any.
Second thesis committee meeting-late Feb

March

Test product
Consider a simple readable handbook to go with product
Refine corrections

April

Third thesis committee meeting Early April
Set up visual display IF having one- April 22
The Big Show-April 29th

May

Finish up the thesis report
Commencement -May 21

Appendices

B. Subject List

Subject List

The Alaskan Range

A. History

- Natives

 - Athabascan

 - Legend of Denali

- Whites

 - Russians

 - Gold miners

 - National Park

B. Nature

- Geography

 - Location

 - Earthquakes

 - Land formation

 - Climate

- Native Animals

 - Bear

 - Caribou

 - Fox

 - Wolves

 - Moose

 - Bald Eagles

 - Salmon

- Tundra Flora

C. Culture (not much available)

- Jack London

 - White Fang

 - Call of the Wild

- Robert Service

 - The Cremation of Sam McGee

D. Adventure

- Climbing Mt. McKinley

 - First Ascent

 - First Women Ascent

 - Youngest-12Yrs

Solo Ascent
Yearly ascents
Naming of Mt. McKinley (Pres at the Time)
Hang Gliding from Mt.
Bush Pilots
Dog Sledding
Winter /Summer

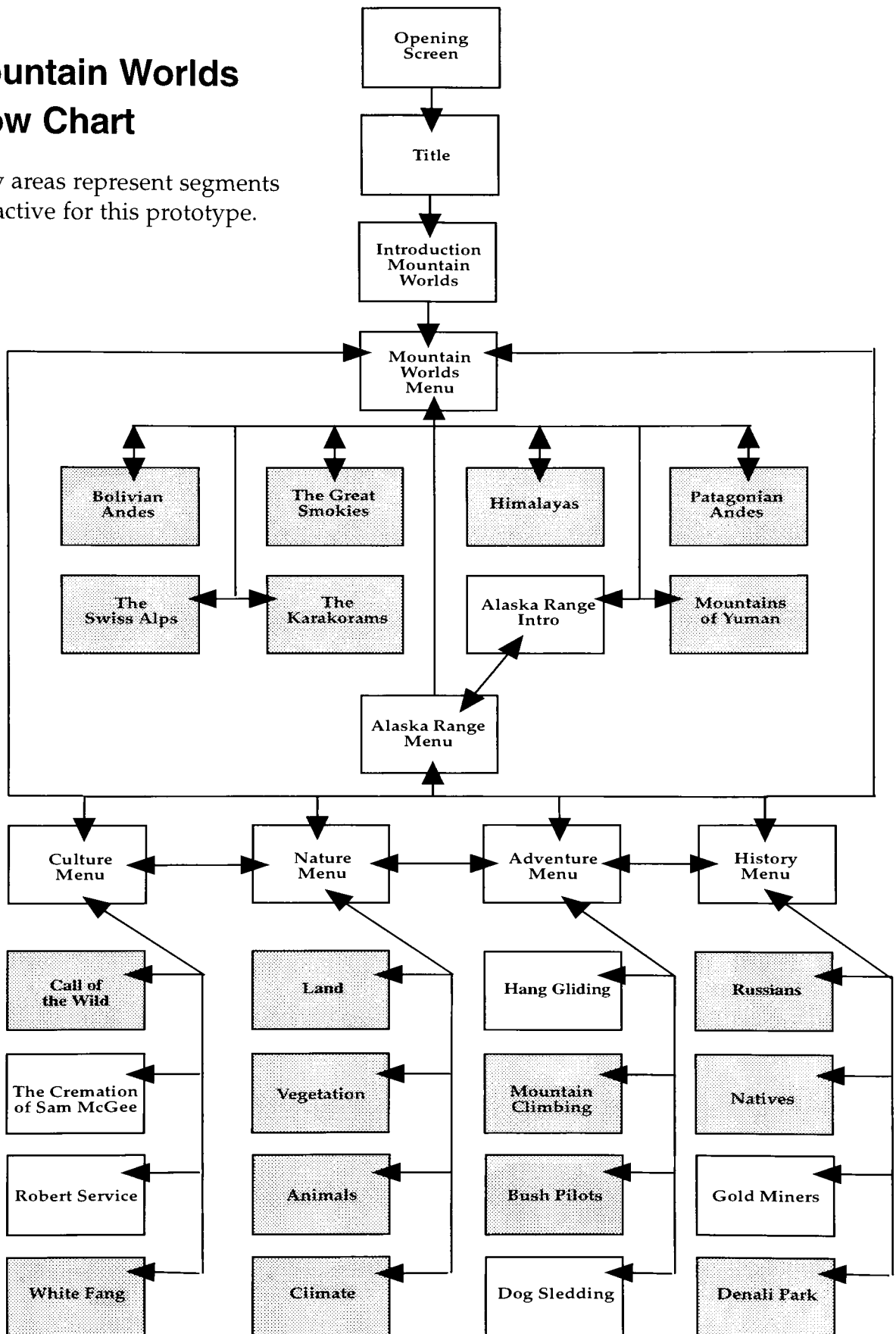
Appendices

C. Project Flow Chart

Mountain Worlds

Flow Chart

Gray areas represent segments not active for this prototype.



Appendices

D. Revised Timeline

Revised Timeline

Summer '93

- Focus in on a thesis project
- Research what is on the market (MacWorld- Boston)

September

- Select thesis committee
- Research market (MacWorld-Toronto)
- Write thesis proposal

October

- Create timeline
- Gather articles and information on CD-ROM, multimedia, and interface

November

- Select project topic
- Gather articles and information on CD-ROM, multimedia, and interface
- Create a Hyper stack of book, magazines, and other resources.
- Create another Hyper stack of producers of CD-ROM & Multimedia producers, key people in the business, and titles.

December

- Prepare thesis outline
- Research resources for images and info

By the beginning of the Spring quarter I would like to have a lot of the copy and images research done, have a skeleton structure of the project and have a general look and feel. I plan to have the intro to the report done and have research section well advanced. I also plan to have projects from other classes done and out of the way so Spring quarter I can concentrate on thesis.

March

- Week 1 Design main menu interface and navigation.
- Week 2 Develop sub-menu interfaces, do a small section- Sam McGee
- Week 3 Test interface, make corrections, do second section
- Week 4 Produce more parts, third section
- Week 5 Produce more parts, fourth section
- March 30 Third thesis meeting-4:00

April

- Week 1 Should be 2/3 done, do intro
- Week 2 Test and feed back, fifth section
- Week 3 Test what I've got, make changes, sixth section
- Week 4 Make everything look good and function smoothly
- April 29 The Big Show

May

- Week 1 Write good draft of research section of thesis report
- Week 2 Write first draft of procedure
- Week 3 Write first draft of results, rework procedure draft
- Commencement -May 21
- Week 4 Write summary draft, polish research and procedure drafts.

Appendices

E. Software & Hardware

Software

Macromedia Director 3.1.1 & 3.1.3 by Macromedia, Inc. Macromedia Director is an interactive, multimedia presentation and animation authoring software.

SoundEdit Pro 1.0.4 by Macromedia, Inc. Allows recording of sounds, music and voice, also used to crop, join and alter sounds.

Photoshop 2.5 by Adobe Systems, Inc. The photo modification program in which images were corrected, cropped, changed, and type was set and the graphics created.

Fusion Recorder by Video Fusion. This program came with the Macintosh Quadra 660AV computer, it allows direct digitizing from a video tape or laser disk, just plug it in and roll.

Exposure Pro 1.0.2 by Baseline Publishing. A program that allows snapshots of images on the computer to be “photographed” for further changes and uses.

ScreenPlay 1.2 by SuperMac Technology. A video viewing program allows for cropping and compression.

Quick Time by Apple Inc. The architecture that allows digital video to play on a computer.

Hardware

Computers

Macintosh IIFX 20/130

Macintosh Quadra 660AV CD-ROM 24/250

Apple Macintosh Quadra 800 CD-ROM 30/500

14" & 16" Apple monitors

Storage Device

SyQuest drive and disks

Input Devices

Microtek flatbed scanner

Nikon slide scanner

Video cassette recorder

Tape cassette player

Appendices

F. Project Script

Introduction Script

Score Script 01

go marker (0)

Score Script 02

pause
go to frame 2

Score Script 04

pause

Score Script 06

puppetsprite 4, true
if rollover (4) then
 go frame "his"
else
 go frame "amm"
end if
puppetsprite 4, false

Score Script 07

puppetsprite 5, true
puppetsprite 6, true
puppetsprite 4, true
puppetsprite 3, true

if rollover(3) then
 go to frame "Cul"
else
 go to frame "AMm"
 if rollover(4) then
 go to frame "His"
 else
 go to frame "AMm"
 if rollover(5) then
 go to frame "Adv"
 else
 go to frame "AMm"
 if rollover(6) then
 go to frame "Nat"
 else
 go to frame "AMm"
 end if
 end if
 end if
end if

puppetsprite 5, false
puppetsprite 6, false
puppetsprite 3, false
puppetsprite 4, false

Score Script 08

puppetsprite 12, true

```
if rollover (12) then
  go marker (0)
else
  go to frame "wm"
end if
```

puppetsprite 12, false

Score Script 09

puppetsprite 6, true

```
if rollover (6) then
  go frame "nat"
else
  go frame "amm"
end if
```

puppetsprite 6, false

Score Script 0A

puppetsprite 5, true

```
if rollover (5) then
  go frame "Adv"
else
  go frame "amm"
end if
```

puppetsprite 5, false

Score Script 0E

puppetsprite 4, true
puppetsprite 5, true
puppetsprite 6, true
puppetsprite 7, true
puppetsprite 8, true
puppetsprite 9, true
puppetsprite 10, true
puppetsprite 11, true

```
if rollover(4) then
  go to frame "A"
else
  go marker (0)
  if rollover(5) then
    go to frame "k"
  else
    go marker (0)
    if rollover(6) then
      go to frame "y"
    else
      go marker (0)
      if rollover(7) then
        go to frame "p"
      else
        go marker (0)
        if rollover(8) then
          go to frame "h"
        else
          go marker (0)
          if rollover(9) then
            go to frame "s"
          else
            go marker (0)
            if rollover(10) then
              go to frame "gs"
            else
```

```
        go marker (0)
        if rollover(11) then
            go to frame "ba"
        else
            go to frame "wM"
        end if
    end if
end if
end if
end if
end if
end if
```

```
puppetsprite 4, false
puppetsprite 5, false
puppetsprite 6, false
puppetsprite 7, false
puppetsprite 8, false
puppetsprite 9, false
puppetsprite 10, false
puppetsprite 11, false
```

Score Script 0F

```
puppetsprite 12, true
```

```
if rollover (12) then
    go to frame "a"
else
    go to frame "wm"
end if
```

```
puppetsprite 12, false
```

Score Script 10

puppetsprite 3, true

if rollover (3) then
 go to frame "cul"
else
 go to frame "amm"
end if

puppetsprite 3, false

Movie Script

on startMovie
 set the ink of sprite 19 to 8
 set the ColorDepth to 8
 set the soundLevel to 5
 --puppetsprite 19, true
end startMovie

Cast Script A13 : show

on mouseUp
 puppetsprite 19, true
 set the castnum of sprite 19 to A14
 set the ink of sprite 19 to 8
 updatestage
end mouseUp

Cast Script A14 : buttonss

on mouseUp

if (the mouseH > 20 and the mouseH < 53) then --quit

set the castnum of sprite 19 to A13

set the ink of sprite 19 to 8

go to frame 1

else

if (the mouseH > 75 and the mouseH < 110) then --hide

set the castnum of sprite 19 to A13

updatestage

else

if (the mouseH > 110 and the mouseH < 145) then --help

play frame "help"

else

if (the mouseH > 150 and the mouseH < 210) then --volu

set the castnum of sprite 19 to A33

else

if (the mouseH > 220 and the mouseH < 300) then --World Menu

go to frame "WM"

else

if (the mouseH > 310 and the mouseH < 385) then --Alaska

Menu

go to frame "AM"

end if

end if

end if

end if

end if

end if

end mouseUp

Cast Script A24 : Nature

on mouseUp

go to frame "Nature"

end mouseUp

Cast Script A25 : Culture

```
on mouseUp
  go to frame "culture"
end mouseUp
```

Cast Script A26

```
on mouseUp
  go to frame 2
end mouseUp
```

Cast Script A28 : return

```
on mouseUp
  play done
end mouseUp
```

Cast Script A33 :

on mouseUp

if (the mouseH > 20 and the mouseH < 53) then --quit

go to frame 1

set the castnum of sprite 19 to A13

set the ink of sprite 19 to 8

else if (the mouseH > 75 and the mouseH < 110) then --hide

set the castnum of sprite 19 to A13

updatestage

else if (the mouseH > 110 and the mouseH < 145) then --help

play frame "help"

else if (the mouseH > 150 and the mouseH < 170) then --low

set the soundlevel to 2

--set the volume of sound 1 to 75

--set the volume of sound 2 to 75

set the castnum of sprite 19 to A14

else if (the mouseH > 170 and the mouseH < 190) then --med

set the soundlevel to 4

--set the volume of sound 1 to 150

--set the volume of sound 2 to 150

set the castnum of sprite 19 to A14

else if (the mouseH > 190 and the mouseH < 210) then --high

set the soundlevel to 7

--set the volume of sound 1 to 225

--set the volume of sound 2 to 225

set the castnum of sprite 19 to A14

else if (the mouseH > 220 and the mouseH < 300) then --World Menu

go to frame "WM"

else if (the mouseH > 310 and the mouseH < 385) then --Alaska Menu

go to frame "AM"

end if

end mouseUp

Cast Script A35 :

on mouseUp

end mouseUp

Cast Script A37 : cul but 3

on mouseUp

if soundBusy (1) then

 sound stop 1

end if

play movie "RS Menu"

end mouseUp

Cast Script A41 : Adventure

on mouseUp

go to frame "adventure"

end mouseUp

Cast Script A42 :

on mouseUp

go to frame "history"

end mouseUp

Cast Script A47 : HG

```
on mouseUp
  If soundBusy (1) then
    sound stop 1
  end if
  play movie "They Dared To Fly"
end mouseUp
```

Cast Script A51 :

```
on mouseUp
  If soundBusy (1) then
    sound stop 1
  end if
  play Movie "Gold Fever"

end mouseUp
```

Cast Script A52

```
on mouseUp
  go to frame "AM"
end mouseUp
```

Cast Script A63 : N5 eagles x

```
on mouseUp

end mouseUp
```

Cast Script A76 : culture

```
on mouseUp
  go to frame "Culture"
end mouseUp
```

Cast Script A77 : History

```
on mouseUp
  go to frame "History"
end mouseUp
```

Cast Script A78 : Adventure

```
on mouseUp
  go to frame "Adventure"
end mouseUp
```

Cast Script A81 : Nature

```
on mouseDown
  set the ink of sprite 6 to 2
end mouseDown
on mouseUp
  go to frame "Nature"
  set the ink of sprite 6 to 1
end mouseUp
```

Cast Script A82 : C

```
on mouseUp
  go to frame "culture"
end mouseUp
```

Cast Script A83 : History

```
on mouseUp
  go to frame "History"
end mouseUp
```

Cast Script A84 : Nature

```
on mouseDown
. set the ink of sprite 6 to 2
end mouseDown
on mouseUp
  go to frame "Nature"
  set the ink of sprite 6 to 1
end mouseUp
```

Cast Script A85 : Adventure

```
on mouseUp
  go to frame "Adventure"
end mouseUp
```

Cast Script B31

```
on mouseUp

end mouseUp
```

Cast Script B47 : Alaska

```
on mouseUp
  go to frame "Ar"
end mouseUp
```

Cast Script B55 : Alaska

```
on mouseUp
  go to frame "Alas"
end mouseUp
```

```
on mouseUp
  If soundBusy (1) then
    sound stop 1
  end if
  play movie "Sam McGee"
end mouseUp
```


Gold Fever Script

Score Script 01

pause

Score Script 05

puppetsound 0
pause

Movie Script

on startmovie
 puppetsprite 19, true
 --puppetsprite 21, true
 set the castnum of sprite 19 to C28
end startmovie

Cast Script A11 : gold fever 8

on mouseUp
 zoombox 2,6,2
 go marker (0)+1
end mouseUp

Cast Script A14 : gold fever 11

on mouseUp
 zoombox 2,6,2
 go marker (0)+1
end mouseUp

Cast Script A15 : gold fever 12

on mouseUp
 zoombox 2,6,2
 go marker (0)+1
end mouseUp

Cast Script A16 : gold fever 13

on mouseUp
 zoombox 3,6,2
 go marker (0)+4
end mouseUp

Cast Script A18 : gold fever 2

on mouseUp
 zoombox 2,6,2
 go marker (0)+1
end mouseUp

Cast Script A21 : gold fever 3

on mouseUp
 zoombox 2,6,2
 go marker (0)+1
end mouseUp

Cast Script A22 : gold fever 4

on mouseUp
 zoombox 2,6,2
 go marker(0)+1
end mouseUp

Cast Script A23 : gold fever 5

```
on mouseUp
  zoombox 2,6,2
  go marker(0)+1
end mouseUp
```

Cast Script A25 : gold fever 7

```
on mouseUp
  zoombox 2,6,2
  go marker (0)+1
end mouseUp
```

Cast Script A32 :

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+3
end mouseUp
```

Cast Script A33 : prev

```
on mouseUp
  --puppetSound "Click2"
  puppettransition 01,2,10,
  go marker (-1)
end mouseUp
```

Cast Script A34 : next

```
on mouseUp
  --puppetSound "Click2"
  puppettransition 02,2,10,
  go marker (1)
end mouseUp
```

Cast Script A35 :

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+4
end mouseUp
```

Cast Script A87

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+2
end mouseUp
```

Cast Script B13 :

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+1
end mouseUp
```

Cast Script B14 :

```
on mouseUp
  zoombox 5,6,2
  go marker (0)+3
end mouseUp
```

Cast Script B15 :

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+3
end mouseUp
```

Cast Script B16 :

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+4
end mouseUp
```

Cast Script B17

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+2
end mouseUp
```

Cast Script B21 : 1 boat leave ex-1

```
on mouseUp
  zoombox 6,5,2
  go marker (0)
end mouseUp
```

Cast Script B22 : 1 go start-3

```
on mouseUp
  zoombox 6,4,2
  go marker (0)
end mouseUp
```

Cast Script B23 : 3 go boat-2

```
on mouseUp
  zoombox 6,3,2
  go marker(0)
end mouseUp
```

Cast Script B27 :

on mouseUp
 zoombox 3,6,2
 go marker(0)+2
end mouseUp

Cast Script B31 : start

on mouseup
 --puppetSound "Click2"
 go frame 1
 set the ink of sprite 16 to 1
end mouseup

Cast Script B32 : 1 chilkot-6

on mouseUp
 zoombox 6,3,2
 go marker (0)
end mouseUp

Cast Script B33 : 1 climb rock-5a

on mouseUp
 zoombox 6,4,2
 go marker (0)
end mouseUp

Cast Script B34

on mouseUp
 zoombox 4,6,2
 go marker (0)+3
end mouseUp

Cast Script B35 : 4 go summit-8

```
on mouseUp
  zoombox 6,3,2
  go marker (0)
end mouseUp
```

Cast Script B36 : 4 go wind boats-9

```
on mouseUp
  zoombox 6,4,2
  go marker (0)
end mouseUp
```

Cast Script B37 : 3 go boat build-10

```
on mouseUp
  zoombox 6,4,2
  go marker(0)
end mouseUp
```

Cast Script B38 : 1 go boats-11

```
on mouseUp
  zoombox 6,2,2
  go marker(0)
end mouseUp
```

Cast Script B41 : 4 going dock-4

```
on mouseUp
  zoombox 6,2,2
  go marker (0)
end mouseUp
```


Cast Script B42 : 4 go camp dogs-5b

```
on mouseUp
  zoombox 6,2,2
  go marker (0)
end mouseUp
```

Cast Script B43 :

```
on mouseUp
  zoombox 4, 6, 2
  go marker (0)+3
end mouseUp
```

Cast Script B47 :

```
on mouseUp
  zoombox 5,6,2
  go marker (0)+2
end mouseUp
```

Cast Script B54 : 1 mine dredge

```
on mouseUp
  zoombox 6,5,2
  go marker (0)
end mouseUp
```

Cast Script B55 : 1 mine inside

```
on mouseUp
  zoombox 6,3,2
  go marker (0)
end mouseUp
```

Cast Script B56 : 1 miner

on mouseUp
 zoombox 6,4,2
 go marker (0)
end mouseUp

Cast Script B57 : 1 panning

on mouseUp
 zoombox 6,5,2
 go marker (0)
end mouseUp

Cast Script B58 : 2 mine er

on mouseUp
 zoombox 6,3,2
 go marker (0)
end mouseUp

Cast Script B61 : 4 mine boy women

on mouseUp
 zoombox 6,4,2
 go marker (0)
end mouseUp

Cast Script B62 : 4 mine cabin

on mouseUp
 zoombox 6,2,2
 go marker(0)
end mouseUp

Cast Script B63

on mouseUp
 zoombox 2,6,2
 go marker (0)+1
end mouseUp

Cast Script B64 : 4 nime sluice

on mouseUp
 zoombox 6,2,2
 go marker (0)
end mouseUp

Cast Script B65 : 4 nime sluice 3

on mouseUp
 zoombox 6,4,2
 go marker (0)
end mouseUp

Cast Script B66 : 4 nime sluice2

on mouseUp
 zoombox 6,3,2
 go marker (0)
end mouseUp

Cast Script B67 : jr-4 mine boy women 2

on mouseUp
 zoombox 4,6,2
 go marker (0)+3
end mouseUp

Cast Script B68 :

```
on mouseUp
  zoombox 5,6,2
  go marker (0)+2
end mouseUp
```

Cast Script B71

```
on mouseUp
  zoombox 2,6,2
  go marker (0)+1
end mouseUp
```

Cast Script B72 :

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+3
end mouseUp
```

Cast Script B73 : contents 1

```
on mouseUp
  puppettransition 02,2,10,
  go marker (1)
end mouseUp
```

Cast Script B74 : contents 1

```
on mouseUp
  puppettransition 02, 2, 10
  go marker (6)
end mouseUp
```

Cast Script B75 : contents 2

on mouseUp
 puppettransition 02,2,10,
 go marker (9)
end mouseUp

Cast Script B76 : 1 c player

on mouseUp
 zoombox 6,3,2
 go marker (0)
end mouseUp

Cast Script B77 : 4 go down-7 in

on mouseUp
 zoombox 6,5,2
 go marker (0)
end mouseUp

Cast Script B78 : 3 go sled-15

on mouseUp
 zoombox 6,4,2
 go marker(0)
end mouseUp

Cast Script B81 : 4 go boats-12

on mouseUp
 zoombox 6,5,2
 go marker(0)
end mouseUp

Cast Script B82 : 4 go dog team-14

on mouseUp
 zoombox 6,2,2
 go marker(0)
end mouseUp

Cast Script B83 : 1 steamer-16

on mouseUp
 zoombox 6,3,2
 go marker(0)
end mouseUp

Cast Script B84 : 4 yukon boats-13

on mouseUp
 zoombox 6,3,2
 go marker(0)
end mouseUp

Cast Script C12 : 1 dance hall

on mouseUp
 zoombox 6,2,2
 go marker (0)
end mouseUp

Cast Script C13 : 1 life school

on mouseUp
 zoombox 6,4,2
 go marker (0)
end mouseUp

Cast Script C14 : 1 life store out

on mouseUp
 zoombox 6,2,2
 go marker (0)
end mouseUp

Cast Script C15 : 2 new town

on mouseUp
 zoombox 6,3,2
 go marker (0)
end mouseUp

Cast Script C18 :

on mouseUp
 --puppetsound "Click2"
 go to frame "1"
end mouseUp

Cast Script C21 :

on mouseUp

if (the mouseH > 20 and the mouseH < 53) then --quit

go to frame 1 of movie "Alaska Intro"

set the castnum of sprite 19 to C28

set the ink of sprite 19 to 1

else if (the mouseH > 75 and the mouseH < 110) then --hide

set the castnum of sprite 19 to C28

updatestage

else if (the mouseH > 110 and the mouseH < 145) then --help

play frame "help"

else if (the mouseH > 150 and the mouseH < 170) then --low

set the soundlevel to 2

set the volume of sound 1 to 75

set the volume of sound 2 to 75

set the castnum of sprite 19 to C22

updatestage

else if (the mouseH > 170 and the mouseH < 190) then --med

set the soundlevel to 4

set the volume of sound 1 to 150

set the volume of sound 2 to 150

set the castnum of sprite 19 to C22

updatestage

else if (the mouseH > 190 and the mouseH < 210) then --high

set the soundlevel to 7

set the volume of sound 1 to 225

set the volume of sound 2 to 225

set the castnum of sprite 19 to C22

updatestage

else if (the mouseH > 220 and the mouseH < 300) then --World Menu

go to frame "WM" of movie "Alaska Intro"

else if (the mouseH > 310 and the mouseH < 385) then --Alaska Menu

go to frame "AM" of movie "Alaska Intro"

end if

end mouseUp

Cast Script C22 : buttons

```
on mouseUp
  puppetsprite 19, true
  if (the mouseH > 20 and the mouseH < 53) then  --quit
    set the castnum of sprite 19 to C28
    set the ink of sprite 19 to 1
    go to frame 1 of movie "Alaska Intro"
  else if (the mouseH > 75 and the mouseH < 110) then  --hide
    set the castnum of sprite 19 to C28
    updatestage
  else if (the mouseH > 110 and the mouseH < 145) then  --help
    play frame "help"
  else if (the mouseH > 150 and the mouseH < 210) then  --volu
    set the castnum of sprite 19 to C21
    updatestage
  else if (the mouseH > 220 and the mouseH < 300) then  --World Menu
    go to frame "WM" of movie "Alaska Intro"
  else if (the mouseH > 310 and the mouseH < 385) then  --Alaska Menu
    go to frame "AM" of movie "Alaska Intro"
  end if
end mouseUp
```

Cast Script C23 : on

```
on mouseUp
  puppetsprite 21, true
  set the castnum of sprite 21 to C24
  put 1 into soundbut
  updatestage
end mouseUp
```

Cast Script C24 : off

```
on mouseUp
  puppetsprite 21, true
  set the castnum of sprite 21 to C23
  put 0 into soundbut
  updatestage
end mouseUp
```

Cast Script C25 : 3 man dog

```
on mouseUp
  zoombox 6,2,2
  go marker (0)
end mouseUp
```

Cast Script C26 : mm

```
on mouseUp
  puppetSound "Click2"
  go Frame "Content"
  puppetsound 0
end mouseUp
```

Cast Script C27 : 4 life laundry

```
on mouseUp
  zoombox 6,4,2
  go marker (0)
end mouseUp
```

Cast Script C28 : show

```
on mouseUp
  puppetsprite 19, true
  set the castnum of sprite 19 to C22
  set the ink of sprite 19 to 8
  updatestage
end mouseUp
```

Cast Script C31 : 4 life magnet

```
on mouseUp
  zoombox 6,5,2
  go marker (0)
end mouseUp
```

Cast Script C33 : 4 life washing

```
on mouseUp
  zoombox 6,3,2
  go marker (0)
end mouseUp
```

Cast Script C34 :

```
on mouseUp
  --puppetsound "whit a"    --small to big
  zoombox 5,6,2
  go marker (0) +1
end mouseUp
```

Cast Script C35 :

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+2
end mouseUp
```

Cast Script C36 :

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+3
end mouseUp
```

Cast Script C37 :

```
on mouseUp
  zoombox 3,6,2
  go marker(0)+3
end mouseUp
```

Cast Script C38

```
on mouseUp
  zoombox 5,6,2
  go marker(0)+4
end mouseUp
```

Cast Script C41

```
on mouseUp
  zoombox 4,6,2
  go marker(0)+2
end mouseUp
```

Cast Script C42

```
on mouseUp
  zoombox 3,6,2
  go marker(0)+3
end mouseUp
```

Cast Script C43 :

```
on mouseUp
  zoombox 4,6,2
  go marker (0) +2
end mouseUp
```

Cast Script C44 :

```
on mouseUp
  zoombox 5,6,2
  go marker (0)+2
end mouseUp
```

Cast Script C45 : 4 town 2

```
on mouseUp
  zoombox 6,4,2
  go marker (0)
end mouseUp
```

Cast Script C46 : 4 town soapy

```
on mouseUp
  zoombox 6,4,2
  go marker (0)
end mouseUp
```

Cast Script C47

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+1
end mouseUp
```

Cast Script C48

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+2
end mouseUp
```

Cast Script C51 :

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+2
end mouseUp
```

Cast Script C52

```
on mouseUp
  zoombox 5,6,2
  go marker (0)+4
end mouseUp
```

Cast Script C53

```
on mouseUp
  zoombox 4,6,2
  go marker (0)+3
end mouseUp
```

Cast Script C54 : 4 town dog team

```
on mouseUp
  zoombox 6,3,2
  go marker (0)
end mouseUp
```

Cast Script C55 :

```
on mouseUp
  zoombox 5,6,2
  go marker (0)+4
end mouseUp
```

Cast Script C56 :

```
on mouseUp
  zoombox 3,6,2
  go marker (0)+2
end mouseUp
```

Cast Script C61 : 2 life card play

```
on mouseUp
  zoombox 6,5,2
  go marker (0)
end mouseUp
```

Cast Script C62 : 4 town Earp

```
on mouseUp
  zoombox 6,2,2
  go marker (0)
end mouseUp
```

Cast Script C63 : 1 town 5

```
on mouseUp
  zoombox 6,5,2
  go marker (0)
end mouseUp
```

Cast Script C64 :

```
on mouseUp
  --puppetsound "Click2"
  go frame "6"
end mouseUp
```

Cast Script C65 :

```
on mouseUp
  --puppetsound "Click2"
  go to frame "9"
end mouseUp
```

Cast Script D18 : return

```
on mouseUp
  play done
end mouseUp
```


They Dared to Fly Script

Score Script 02

pause

Movie Script

on startmovie
 if the colorQD = true then set the colordepth to 8
 --preloadCast
 set the soundlevel to 5
end startmovie

Cast Script A12 : show

on mouseUp
 puppetsprite 19, true
 set the castnum of sprite 19 to B26
 set the ink of sprite 19 to 8
 updatestage
end mouseUp

Cast Script A18 : go

on mouseUp
 continue
end mouseUp

Cast Script B24 :

on mouseUp

if (the mouseH > 20 and the mouseH < 53) then --quit

go to frame 1 of movie "Alaska Intro"

set the castnum of sprite 19 to A12

set the ink of sprite 19 to 1

else if (the mouseH > 75 and the mouseH < 110) then --hide

set the castnum of sprite 19 to A12

updatestage

else if (the mouseH > 110 and the mouseH < 145) then --help

play frame "help"

else if (the mouseH > 150 and the mouseH < 170) then --low

set the soundlevel to 2

set the volume of sound 1 to 75

set the volume of sound 2 to 75

set the castnum of sprite 19 to B26

updateStage

else if (the mouseH > 170 and the mouseH < 190) then --med

set the soundlevel to 4

set the volume of sound 1 to 150

set the volume of sound 2 to 150

set the castnum of sprite 19 to B26

updateStage

else if (the mouseH > 190 and the mouseH < 210) then --high

set the soundlevel to 7

set the volume of sound 1 to 225

set the volume of sound 2 to 225

set the castnum of sprite 19 to B26

updateStage

else if (the mouseH > 220 and the mouseH < 300) then --World Menu

go to frame "WM" of movie "Alaska Intro"

else if (the mouseH > 310 and the mouseH < 385) then --Alaska Menu

go to frame "AM" of movie "Alaska Intro"

end if

end mouseUp

Cast Script B25 :

```
on mouseUp
  puppetsprite 23, true
  set the castnum of sprite 23 to B28
  if the pauseState = TRUE then
    continue
  end if
end mouseUp
```

Cast Script B26 :

```
on mouseUp
  if (the mouseH > 20 and the mouseH < 53) then  --quit
    go to frame 1 of movie "Alaska Intro"
    set the castnum of sprite 19 to A12
    set the ink of sprite 19 to 1
  else if (the mouseH > 75 and the mouseH < 110) then  --hide
    set the castnum of sprite 19 to A12
    updatestage
  else if (the mouseH > 110 and the mouseH < 145) then  --help
    play frame "help"
  else if (the mouseH > 150 and the mouseH < 210) then  --vol
    set the castnum of sprite 19 to B24
    updatestage
  else if (the mouseH > 220 and the mouseH < 300) then  --World Menu
    go to frame "WM" of movie "Alaska Intro"
  else if (the mouseH > 310 and the mouseH < 385) then  --Alaska Menu
    go to frame "AM" of movie "Alaska Intro"
  end if
end mouseUp
```

Cast Script B27 : return

```
on mouseUp
  play done
end mouseUp
```

Cast Script B28 :

```
on mouseUp
  puppetsprite 23, true
  set the castnum of sprite 23 to B25
  updatestage
  pause
end mouseUp
```

Cast Script B31 :

```
on mouseUp
  go to frame 1 of movie "alaska Intro"
end mouseUp
```

The Cremation of Sam McGee Script

Score Script 01

pause

Score Script 02

pause

Movie Script

on startmovie
 global soundbut
 puppetsprite 19, true
 puppetsprite 22, true

 --put 1 into soundbut
 --set the volume of sound 2 to 200
 set the castnum of sprite 19 to B72
end startmovie

Cast Script A37 : bot widows light In

on mouseUp

end mouseUp

Cast Script A52 : prev

on mouseUp
 puppetsound "click2"
 go marker (0)
end mouseUp

Cast Script A54 : next

on mouseUp
puppetsound 0
puppetsound "Click2"
go marker (1)

end mouseUp

Cast Script A56 : next

on mouseUp
go marker (1)
end mouseUp

Cast Script A57 : prev

on mouseUp
go marker (-1)
end mouseUp

Cast Script B23 : 2A sun darkw/type in

on mouseUp

end mouseUp

Cast Script B24

on mouseUp

end mouseUp

Cast Script B67 : To RS menu

```
on mouseUp
  puppettransition 23
  go to movie "RS Menu"
end mouseUp
```

Cast Script B72 : show

```
on mouseUp
  puppetsprite 19, true
  set the castnum of sprite 19 to B78
  set the ink of sprite 19 to 8
  updatestage
end mouseUp
```

Cast Script B74 : on

```
on mouseUp
  puppetsprite 22, true
  set the castnum of sprite 22 to B75
  --put 1 into soundbut
  updatestage
end mouseUp
```

Cast Script B75 : off

```
on mouseUp
  puppetsprite 22, true
  set the castnum of sprite 22 to B74
  --put 0 into soundbut
  updatestage
end mouseUp
```

Cast Script B78 : buttons

```
on mouseUp
  puppetsprite 19, true
  if (the mouseH > 20 and the mouseH < 53) then  --quit
    set the castnum of sprite 19 to B72
    set the ink of sprite 19 to 1
    go to frame 1 of movie "Alaska Intro"
  else if (the mouseH > 75 and the mouseH < 110) then  --hide
    set the castnum of sprite 19 to B72
    updatestage
  else if (the mouseH > 110 and the mouseH < 145) then  --help
    play frame "help"
  else if (the mouseH > 150 and the mouseH < 210) then  --volu
    set the castnum of sprite 19 to B81
    updatestage
  else if (the mouseH > 220 and the mouseH < 300) then  --World Menu
    go to frame "WM" of movie "Alaska Intro"
  else if (the mouseH > 310 and the mouseH < 385) then  --Alaska Menu
    go to frame "AM" of movie "Alaska Intro"
  end if
end mouseUp
```

Cast Script B81 :

on mouseUp

puppetsprite 19, true

if (the mouseH > 20 and the mouseH < 53) then --quit

quit

set the castnum of sprite 19 to B72

set the ink of sprite 19 to 1

else if (the mouseH > 75 and the mouseH < 110) then --hide

set the castnum of sprite 19 to B72

updatestage

else if (the mouseH > 110 and the mouseH < 145) then --help

play frame "help"

else if (the mouseH > 150 and the mouseH < 170) then --low

set the soundlevel to 2

set the volume of sound 1 to 75

set the volume of sound 2 to 75

set the castnum of sprite 19 to B78

updatestage

else if (the mouseH > 170 and the mouseH < 190) then --med

set the soundlevel to 4

set the volume of sound 1 to 150

set the volume of sound 2 to 150

set the castnum of sprite 19 to B78

updatestage

else if (the mouseH > 190 and the mouseH < 210) then --high

set the soundlevel to 7

set the volume of sound 1 to 225

set the volume of sound 2 to 225

set the castnum of sprite 19 to B78

updatestage

else if (the mouseH > 220 and the mouseH < 300) then --World Menu

go to frame "WM" of movie "Alaskan Intro"

else if (the mouseH > 310 and the mouseH < 385) then --Alaska Menu

go to frame "AM" of movie "Alaskan Intro"

end if

end mouseUp

Cast Script C26 : return

on mouseUp
 play done
end mouseUp

Score Script 01

pause

Score Script 03

if the castnum of sprite 21 = A44 then
 puppetsprite "RS1"
end if

Score Script 04

if the castnum of sprite 21 = A44 then
 puppetsprite "RS2"
end if

Score Script 05

if the castnum of sprite 21 = A44 then
 puppetsprite "SM1"
end if

Score Script 06

if the castnum of sprite 21 = A44 then
 puppetsprite "SM2"
end if

Movie Script

```
on startmovie
  puppetsprite 19, true
  puppetsprite 21, true
  Global soundBut
  put 0 into soundBut
end startmovie
```

Cast Script A11 : show

```
on mouseUp
  puppetsprite 19, true
  puppetsprite 20, true
  set the castnum of sprite 19 to A42
  set the ink of sprite 19 to 8
  updatestage
end mouseUp
```

Cast Script A12 : prev

```
on mouseUp
  go marker (-1)
end mouseUp
```

Cast Script A14 : next

```
on mouseUp
  go marker (1)
end mouseUp
```

Cast Script A16 : next end

```
on mouseUp
  go frame "M"
end mouseUp
```

Cast Script A18 :

on mouseDown
 set the ink of sprite 6 to 0
 updateStage
end mouseDown

on mouseUp
 go marker (3)
 set the ink of sprite 6 to 5
 updateStage
end mouseUp

Cast Script A22 :

on mouseDown
 set the ink of sprite 7 to 0
 updateStage
end mouseDown

on mouseUp
 play movie "Gold Fever"
 set the ink of sprite 7 to 5
 updateStage
end mouseUp

Cast Script A27 : RS

on mouseDown
 set the ink of sprite 5 to 0
 updateStage
end mouseDown

on mouseUp
 go marker (1)
 set the ink of sprite 5 to 5
 updateStage
end mouseUp

Cast Script A32 : menu

```
on mouseUp
  go to "M"
end mouseUp
```

Cast Script A42 : buttons

```
on mouseUp
  puppetsprite 19, true
  if (the mouseH > 20 and the mouseH < 53) then  --quit
    set the castnum of sprite 19 to A11
    set the ink of sprite 19 to 1
    go frame 1 of movie "alaskan intro"
  else if (the mouseH > 75 and the mouseH < 110) then  --hide
    set the castnum of sprite 19 to A11
    updatestage
  else if (the mouseH > 110 and the mouseH < 145) then  --help
    play frame "help"
  else if (the mouseH > 150 and the mouseH < 210) then  --volu
    set the castnum of sprite 19 to A43
    updatestage
  else if (the mouseH > 220 and the mouseH < 300) then  --World Menu
    go to frame "WM" of movie "alaskan intro"
  else if (the mouseH > 310 and the mouseH < 385) then  --Alaska Menu
    go to frame "AM" of movie "alaskan intro"
  end if
end mouseUp
```

Cast Script A43 :

```
on mouseUp
  puppetsprite 19, true
  if (the mouseH > 20 and the mouseH < 53) then  --quit
    go to frame 1
    set the castnum of sprite 19 to A11
    set the ink of sprite 19 to 1
  else if (the mouseH > 75 and the mouseH < 110) then  --hide
    set the castnum of sprite 19 to A11
    updatestage
  else if (the mouseH > 110 and the mouseH < 145) then  --help
    play frame "help"
  else if (the mouseH > 150 and the mouseH < 170) then  --low
    set the soundlevel to 2
    set the volume of sound 1 to 75
    set the volume of sound 2 to 75
    set the castnum of sprite 19 to A42
    updatestage
  else if (the mouseH > 170 and the mouseH < 190) then  --med
    set the soundlevel to 4
    set the volume of sound 1 to 150
    set the volume of sound 2 to 150
    set the castnum of sprite 19 to A42
    updatestage
  else if (the mouseH > 190 and the mouseH < 210) then  --high
    set the soundlevel to 7
    set the volume of sound 1 to 225
    set the volume of sound 2 to 225
    set the castnum of sprite 19 to A42
    updatestage
  else if (the mouseH > 220 and the mouseH < 300) then  --World Menu
    go to frame "WM"
  else if (the mouseH > 310 and the mouseH < 385) then  --Alaska Menu
    go to frame "AM"
  end if
end mouseUp
```

Cast Script A44 : on

```
on mouseUp
  puppetsprite 21, true
  set the castnum of sprite 21 to A45
  put 1 into soundbut
  updatestage
end mouseUp
```

Cast Script A45 : off

```
on mouseUp
  puppetsprite 21, true
  set the castnum of sprite 21 to A44
  put 0 into soundbut
  updatestage
end mouseUp
```

Appendices

G. Project Score

[illegible]

[illegible]

[illegible]

| | ▼ | ▼12 | ▼13 | ▼ |
|----|---|------|-----|---|
| ▼ | 0 | 0000 | 0 | |
| 1 | 1 | 1111 | 1 | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | | | | |
| 24 | | | | |

[illegible]

[illegible]

[illegible]

[illegible]

| | ▼ | 380 | 385 | 390 | 396 | ▼ |
|---|--------|-----|-----|-----|-----|---|
| ▶ | ☺ | | | | | N |
| | 🍷 | | | | | |
| | ♣️ | | | | | M |
| | ♠️ | | | | | |
| | 1 ♣️ | | | | | |
| | 2 ♣️ | | | | | N |
| | Script | | | | | N |
| | 1 | T | T | T | T | T |
| | 2 | T | T | T | T | T |
| | 3 | S | S | S | S | S |
| | 4 | S | S | S | S | S |
| | 5 | | | | | |
| | 6 | | | | | |
| | 7 | | | | | |
| | 8 | | | | | |
| | 9 | | | | | |
| | 10 | | | | | |
| | 11 | | | | | |
| | 12 | | | | | |
| | 13 | | | | | |
| | 14 | | | | | |
| | 15 | | | | | |
| | 16 | | | | | |
| | 17 | T | T | T | T | T |
| | 18 | G | G | G | G | G |
| | 19 | T | T | T | T | T |
| | 20 | Z | Z | Z | Z | Z |
| | 21 | | | | | N |
| | 22 | | | | | |
| | 23 | | | | | E |
| | 24 | | | | | I |

| | 1 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 |
|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| ▼ | 1 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 |
| 1 | 11111 | | | | | | | | | | | | | 11110 | | | | | | |
| 2 | 00000 | | | | | | 00 | | | | | | | 10000 | | | | | | |
| 3 | | | | | | | 18 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | |
| 15 | 11 | | | | | | | | | | | | | | | | | | | |
| 16 | 67 | | | | | | | | | | | | | | | | | | | |
| 17 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 |
| 18 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 |
| 19 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 |
| 20 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 | 11111 |

▼ mt 1

[illegible]

[illegible]

Bibliography

Bibliography

- Mt. McKinley Hang Glide*. New York: ABC Sports, 1978.
- Mountain Worlds*. Washington, D.C.: National Geographic, 1988.
- National Geographic Index 1888-1988*. Washington, D.C.: National Geographic, 1989.
- The Grizzlies*. Washington, D.C.: National Geographic.
- Facts about Alaska*, 15th ed. Anchorage/Seattle: Alaska Northwest Books, 1991.
- Denali-Alaska's Wild Heart*. Washington, D.C.: National Geographic.
- Brown, Dale. *Wild Alaska*. Chicago, IL: Time/Life, 1982.
- Buranelli, Vincent. *Gold-An illustrated History*. Maplewood, New Jersey: Red Dembner, 1979.
- Carpenter, Allen. *Alaska*. Chicago, IL: Children's Press, 1978.
- Cheney, Cora. *Alaska, Indians, Eskimos, Russians, and the Rest*. New York, NY: Dodd, Mead & Company, 1980.
- Cooper, Michael. *Klondike Fever*. New York, NY: Clarion Books, 1989.
- Trailwood Films. *Wild Alaska*. Chicago, IL: Questar Video Inc.
- Harris, Bill. *Alaska*. New York, NY: Crescent Books, 1991.
- Jones, Doug. *The Great Alaska Cruise*. Los Angeles, CA: International Travel Films.
- Morgan, Murray. *One Man's Gold Rush*. Seattle, WA: University of Washington Press, 1967.
- Rowell, Galen. *The Mountains of the Middle Kingdom*. San Francisco, CA: Sierra Club, 1983.
- Heinrichs, Ann. *America the Beautiful Series*. Alaska. Chicago, IL: Children's Press, 1991.
- Service, Robert. *The Spell of the Yukon*. New York, NY: Barse & Hopkins, 1907.
- Service, Robert W. *The Cremation of Sam McGee*. New York, NY: Greenwillow Books, 1986.
- Service, Robert. *The spell of the Yukon*. New York, NY: Dodd, Mead, & Company, 1943.
- Sgroi, Peter. *The Purchase of Alaska*. New York, NY: Franklin Watts Inc., 1975.
- Stanton, James. *Ho for the Klondike!* Vancouver, Canada: Museum Vancouver.
- Udall/Muench. *National Parks of America*. Portland, OR: Graphic Arts Center Publishing, 1993.

Encounter Video. *Cruising Alaska's Inside Passage*. Chicago,
IL: Questar Video Inc.
Washburn. *The Conquest of Mount McKinley*. New York, NY:
Harry N. Abrams, 1991.

