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Interactive electronic publishing

Jill Timm

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

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Date 12-1-94

Jim Ver Hague
Date 12-1-94

Gordon Goodman
Date November 18, 1994

Frank Romano
Date 11-7-94

Mary Ann Begland
Date 12-6-94
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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Thought</td>
<td>3</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Discovery</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>7</td>
</tr>
<tr>
<td>New Media</td>
<td>9</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>The First Book</td>
<td>11</td>
</tr>
<tr>
<td>The Band Wagon</td>
<td>13</td>
</tr>
<tr>
<td>Process</td>
<td></td>
</tr>
<tr>
<td>The Search</td>
<td>15</td>
</tr>
<tr>
<td>The First Meeting</td>
<td>15</td>
</tr>
<tr>
<td>Collecting Resources</td>
<td>17</td>
</tr>
<tr>
<td>Design</td>
<td>18</td>
</tr>
<tr>
<td>Navigation</td>
<td>20</td>
</tr>
<tr>
<td>Production</td>
<td>22</td>
</tr>
<tr>
<td>Results</td>
<td>24</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>30</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>A. Project Outline &amp; Timeline</td>
<td>31</td>
</tr>
<tr>
<td>B. Subject List</td>
<td>37</td>
</tr>
<tr>
<td>C. Project Flow Chart</td>
<td>40</td>
</tr>
<tr>
<td>D. Revised Timeline</td>
<td>42</td>
</tr>
<tr>
<td>E. Software &amp; Hardware</td>
<td>45</td>
</tr>
<tr>
<td>F. Project Script</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>49</td>
</tr>
<tr>
<td>Gold Fever</td>
<td>50</td>
</tr>
<tr>
<td>They Dared to Fly</td>
<td>51</td>
</tr>
<tr>
<td>The Cremation of Sam McGee</td>
<td>52</td>
</tr>
<tr>
<td>G. Project Score</td>
<td>53</td>
</tr>
<tr>
<td>Bibliography</td>
<td>54</td>
</tr>
</tbody>
</table>
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-
different 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.
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.
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.
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 straightforward. 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.
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 though 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
• 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
“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 “QuickTime” movies which are digi-
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 Gold Fever.

Sample screen of They Dared to Fly.

Sample screen of They Dared to Fly.
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 Balloon Festival
  Mountains of Yunnan–South China
  Tatras–Poland and Czechoslovakia
  Hindu Kush & Karakorams–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–Morocca
  Southern Alps–New Zealand
    Possibilities: Hiking

F. Far Reaches
  Bolivian Andes–South America
  Baffin’s Peaks–Canada
  * Himalayas–Napal 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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Should be 2/3 done, do intro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Test and feedback, fifth section</td>
</tr>
<tr>
<td>Week 3</td>
<td>Test what I've got, make changes, sixth section</td>
</tr>
<tr>
<td>Week 4</td>
<td>Make everything look good and function smoothly</td>
</tr>
</tbody>
</table>

#### April 29
- The Big Show

### May

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Write good draft of research section of thesis report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Write first draft of procedure</td>
</tr>
<tr>
<td>Week 3</td>
<td>Write first draft of results, rework procedure draft</td>
</tr>
<tr>
<td></td>
<td>Commencement - May 21</td>
</tr>
<tr>
<td>Week 4</td>
<td>Write summary draft, polish research and procedure drafts.</td>
</tr>
</tbody>
</table>
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 II FX 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
goto 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
puppetsprite 5, true
puppetsprite 6, true
puppetsprite 4, true
puppetsprite 3, true

if rollover(3) then
  go to frame "Cui"
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
puppetsprite 12, true

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

puppetsprite 12, false

puppetsprite 6, true

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

puppetsprite 6, false

puppetsprite 5, true

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

puppetsprite 5, false
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
end if
end if
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 OF

puppetsprite 12, true

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

puppetsprite 12, false
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
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 if
end mouseUp

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

on mouseUp
  go to frame 2
end mouseUp

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

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

on mouseUp
  go to frame "AM"
end mouseUp

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
Alaska Intro

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
Gold Fever

Tue, May 10, 1994

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
Gold Fever

Tue, May 10, 1994

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

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

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

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

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

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 miner

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

Cast Script B61: 4 miner women

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

Cast Script B62: 4 miner 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
Gold Fever

Tue, May 10, 1994

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

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

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

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

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

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

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

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

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

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
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
Gold Fever

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

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

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

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

Tue, May 10, 1994

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
Gold Fever

Tue, May 10, 1994

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
Gold Fever

Tue, May 10, 1994

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
Gold Fever

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
Gold Fever

Tue, May 10, 1994

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

on mouseUp
  go marker (1)
end mouseUp

on mouseUp
  go marker (-1)
end mouseUp

on mouseUp
  sun darkw/type in
end mouseUp

on mouseUp
end mouseUp

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
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
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
on mouseUp
   play done
end mouseUp
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
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
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
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
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