

Students Who Designed, Developed, and Produced the DIGITAL ATLAS OF MEGALOPOLIS

This atlas is a work of collaboration. It began with a discussion between **John Rennie Short** and **Thomas D. Rabenhorst**. John had been working on redefining Megalopolis and analyzing the socio-economic-spatial changes in the region over the past fifty years. Tom thought of using the region as the basis for a term project in the **Advanced Cartographic Applications** class he teaches. Together they decided upon the list of variables to be used. The Advanced Cartographic Applications Class, under the direction of Tom, then designed, developed and produced the Digital Atlas of Megalopolis. John wrote the text that accompanies each map. His expertise in urban environments provides analysis of the graphic content of this atlas, adding greatly to the readers understanding of this complex region.

While the data and text were provided, it was the students that discussed and settled upon the atlas overall design. Furthermore, it was the students who were responsible for processing the data, designing and producing all of the maps within the atlas. Therefore, only through the skills and perseverance of the following students was this project possible: **Brendan B. Bartow, Alan S. Belsky, Erin R. Bolton, Jenifer S. Campbell, Eric W. Cook, Matthew J. Coyle, Jonathan D. Curtis, Jonathan L. Gdowik, Sarah E. Shank, and Patrick L. Varga**. This superbly crafted cartographic product clearly illustrates the high-caliber talent of each student.

Much appreciation must be extended to **Heidi Lynn Brueckner** for the development of the interactive web interface. She volunteered many hours of her own time to make this project visually friendly and easy to use. Additionally, **Michael Panichello** must also be acknowledged for his technical advice and overall web design. Both of these students have given unselfishly of their own time to make this project available to a wide audience.

This educational resource is an excellent example of how a team

of undergraduate students, with support and guidance from educators can produce a valuable geographic resource for schools and the general public. All of the students involved in this project should be commended for their cartographic skills and quality workmanship.

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