

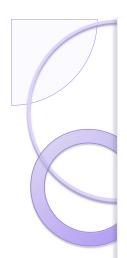
# Making Census of Cambridge, Massachusetts: Schools, Highways, and Historical GIS

Andy Anderson Josie Fisher '12 Yinan Zhang '12 Hilary Moss



Amherst College





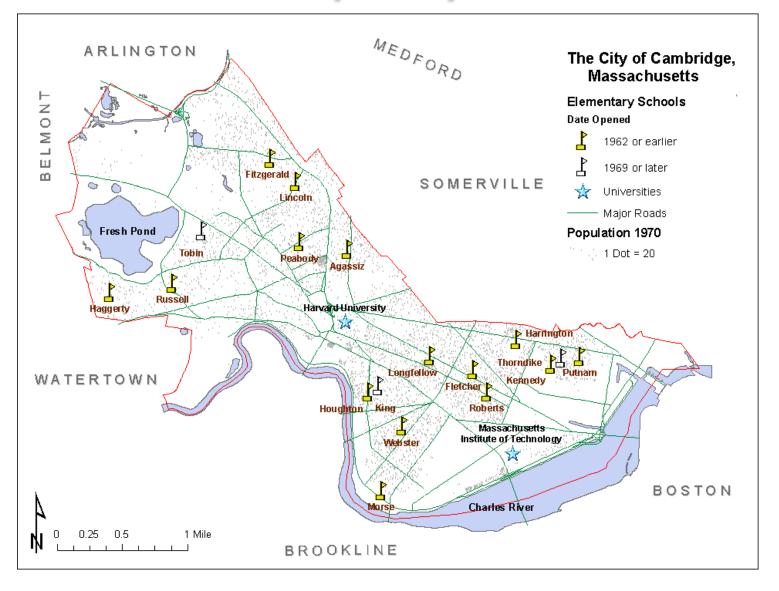
## Faculty-Student Collaboration

- This work began in a junior-year research seminar in Spring 2011, Cities, Schools, and Space
  - Urban history and education policy
  - An experiment to encourage facultystudent collaboration in the humanities and social sciences
  - Also an experiment to integrate GIS into the curriculum
  - Of eight students:
    - Two completed history theses that grew out of their class work
    - One expanded their class work and presented at the American Education
       Research Association conference.
  - Two collaborated on this work (while writing economics theses!)
     Making Census of Cambridge, Massachusetts: Schools, Highways, and Historical GIS



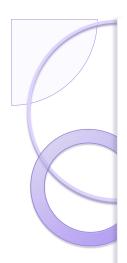


# The University City





Making Census of Cambridge, Massachusetts: Schools, Highways, and Historical GIS



# Opportunity & Infrastructure

- Quality of school facilities is a strong predictor of teacher retention and attrition rates
  - Buckley, Schneider, and Shang 2004
- Positive association exists between school's physical environment and students' behavioral problems
  - Kumar, O'Malley, and Johnston 2008



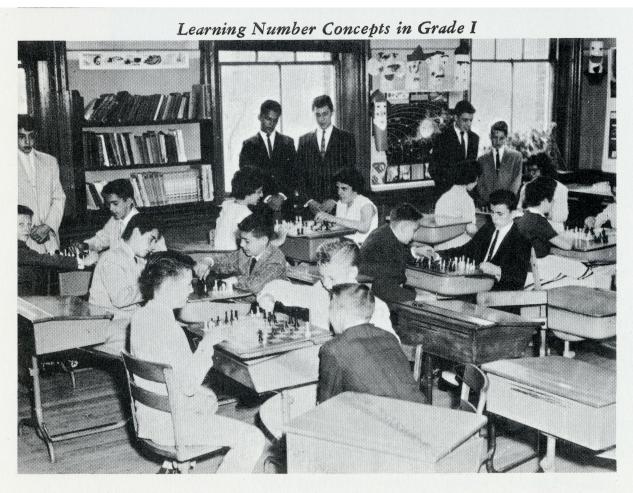
Black School in Louisa County, Virginia, ca. 1935 (LOC/NAACP)

 In Cambridge, school infrastructure is also linked with educational opportunity...



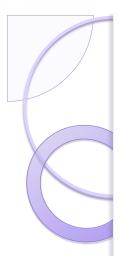


# Academically Talented Classes





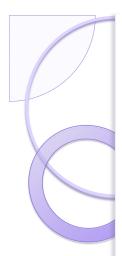




## AT Classes & School Facilities

School	AT Students (1967)	Condition of School Facilities (1967)	Year Opened or Expanded
Agassiz	58%	School freshly painted; rooms light and cheerful. Very pleasant school atmosphere.	1915
Peabody	45%	New, very beautiful building, Library, science room, boys' and girls' gymnasiums, showers, locker rooms, cafeteria, audiovisual room. Auditorium. Heath and dental suites.	1960
Haggerty	24%	Assembly hall, but no gym. Very well kept.	1914
Russell	13%	Assembly hall and gymnasium combined. Home economics and woodworking facilities.	1897, 1924
Longfellow	12%	Light, cheerful classrooms. Assembly Hall converts into gymnasium. Library being set up. Newly installed science room.	1931
Fitzgerald	10%	Attractive building with all facilities such as gymnasiums, cafeteria, home economics and woodworking facilities.	1957
Thorndike	10%	Combination assembly hall and gym. Home economics and woodworking facilities. Though building is fairly old, atmosphere of school is cheerful	1911
Morse	9%	New and very beautiful school. Bright rooms. Ceramic murals. Gymnasiums for boys and girls, cafeteria, excellent facilities for woodworking, sewing and cooking classes. Auditorium; health and dental suites.	1955
Harrington	7%	New, very attractive, and with all facilities, such as gymnasiums, auditorium, and science room.	1959
Fletcher	5%	Assembly hall. No gym, library, or science room. No home economics or woodworking facilities.	1903
Webster	5%	Assembly hall; no gym, library, or science room.	1852, 1885, 1909, 1929
Putnam	4%	Over 100 years old. Lacks all special facilities.	1887
Roberts	4%	Combination of assembly hall and gym.	1929
Houghton	4%	Assembly hall. No gym (physical education held in large room).	1904, 1923

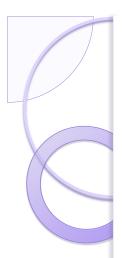




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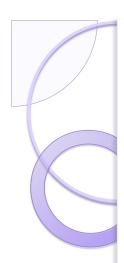




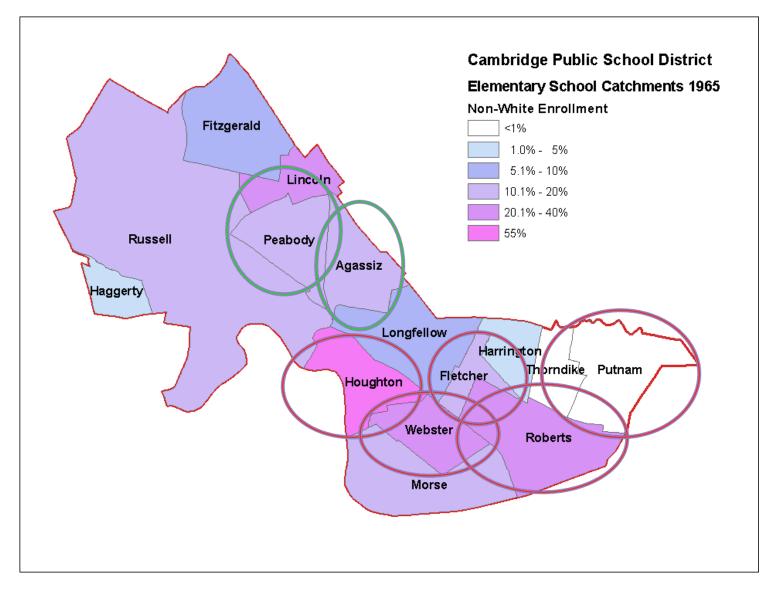
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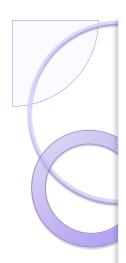




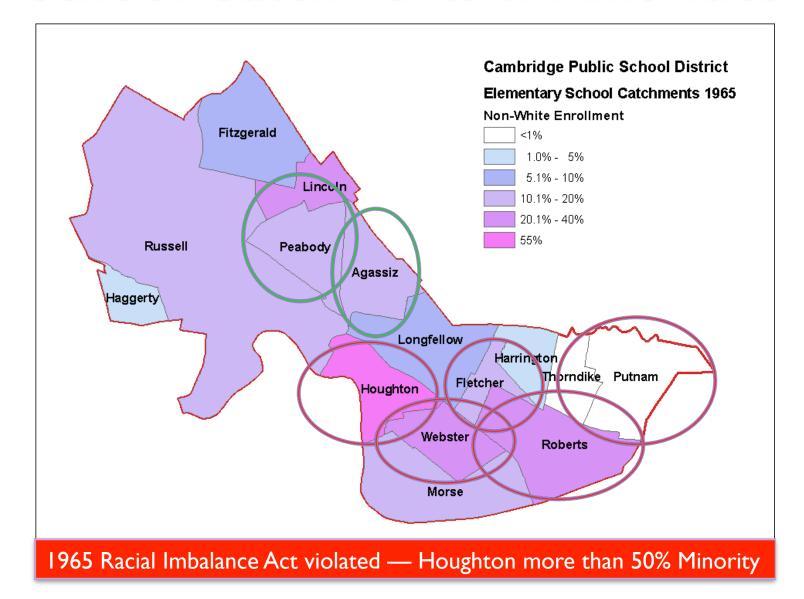
## School Catchments & Minorities



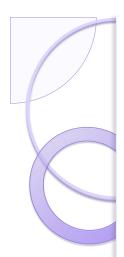




## School Catchments & Minorities

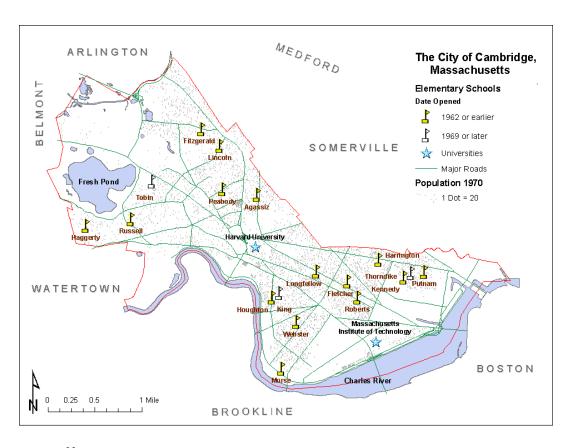






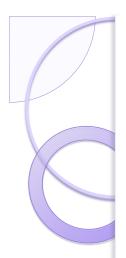
## School Construction in the '60s

- The SchoolCommittee:
  - Built three new schools:
    - King
    - Kennedy
    - Tobin



- Instituted open enrollment:
  - At first just whites into and minorities out of Houghton/King no takers
  - Later any school if enrollment allowed but this only increased imbalance.





## **School Construction Choices**

- The School Committee's stated priorities for rebuilding schools were:
  - Expectations of increased enrollment.
    - But Houghton and and Putnam/Thorndike actually declined in the '60s.
  - Deficient in facilities.
    - But several schools were in far worse shape than Russell.
- Excluded from these plans:
  - Fletcher
  - Webster

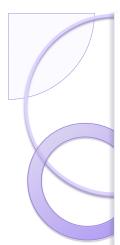




Fletcher (now Cambridgeport) School, Cambridge

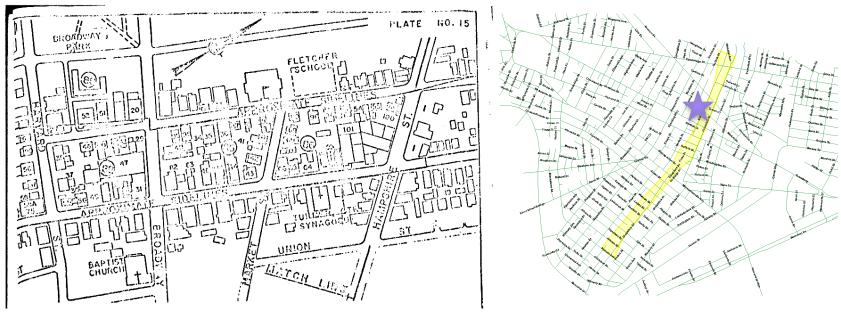






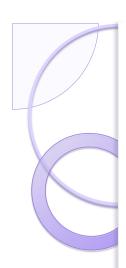
## Fletcher School

• Fletcher School was an exception due to its proximity to the route of the expected "Inner Belt" Highway



First identified on maps as an issue,
 later confirmed in School Committee minutes.

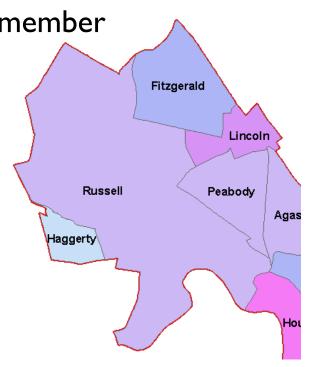




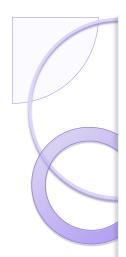
# Silent Segregation?

 Even with new schools, long waiting lists existed for the "better" schools, and the School Committee continued to receive complaints.

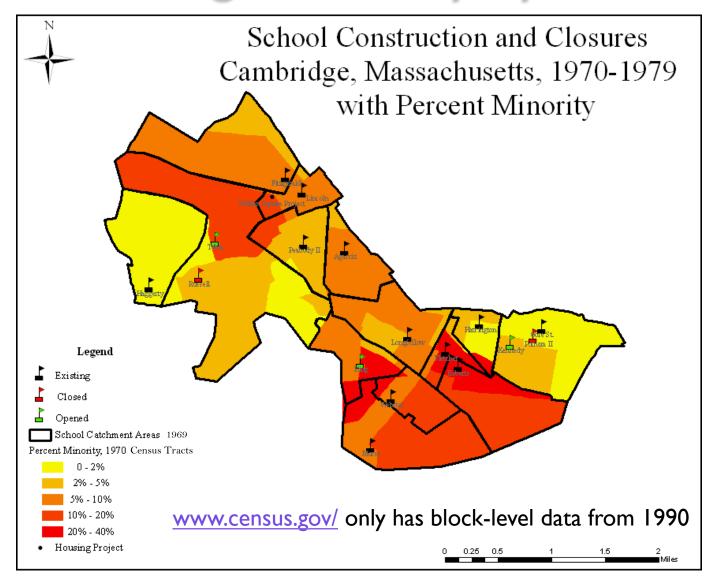
• In 1976, one School Committee member responded with an accusation of past segregation: Peabody's zone was drawn "to exclude an established community of blacks in the Concord Avenue area".



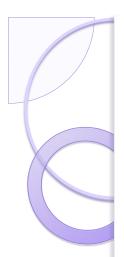




# Cambridge Minority by Tract







## Clearer Picture: Census Blocks

Table 2. Characteristics of Housing Units and Population, by Blocks: 1970—Con.

Middlesex County, Mass.

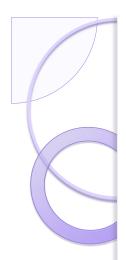
[Data exclude vacant seasonal and vacant migratory housing units. For minimum base for derived figures (percent, average, etc.) and meaning of symbols, see text]

		Parc	ent of to	tal popu	lation	Yea	r-round h	ousing u	nits							Occupio	d housin	g units						
Blocks								Units	in —			Owner					Renter		_	péi	or more rsons room			
Within Census Tracts	Total popu- ia- tíon	Ne- gro	In group quar- ters	Un- der 18 years	62 years and over	Total	Lack- ing some or all plumb- ing facili- ties	One- unit struc- tures	Struc- tures of 10 or more units	Tatal	Lack- ing some or all plumb- ing facili- ties	Aver- age num- ber of rooms	Aver- age value (dal- lars)	Per- cent Negro	Total	Lack- ing some or all plumb- ing facili- ties	Aver- age num- ber of rooms	Aver- oge con- troct rent (dol- lars)	Per- cent Negro	Total	With all plumb- ing facili- ties	One- person house- holds	With female head of family	With room- ers, board- ers, or lodg- ers
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 Discovery in the MIT archives: early block-level data does exist!

- 28 15 41 1 9 - 10 - 23 16 67 1 16 - 18 - 26 14 61 3 9 - 17 - 25 13 37 - 2 - 7 - 24 8 26 - 3 - 6 - 38 7 15 - - -





#### Census Block Data Extraction

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- Last year we transcribed the block data and created block layers for 1940 – 1970
- New this year: some block data now available from the National Historical GIS, <a href="www.nhgis.org/">www.nhgis.org/</a>
   including 1970 and raw values rather than percents
   Making Census of Cambridge, Massachusetts: Schools, Highways, and Historical GIS





## Census Block Data Suppression

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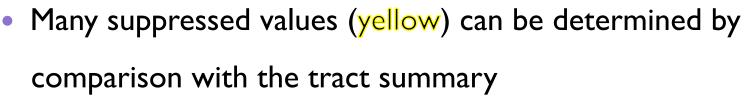
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3522	1461 59 178 98 100 31 52 91 101	1 2 - 10	-	29 44 26 31 39 26 50 35 24	13 7 16 14 9 23 2 10 20	538 21 70 40 29 14 12 27 40 38	26 1 7 1 2 1 1 1 5	84 7 5 7 11 2 1 - 8	1	109 5 15 5 4 1 - 1 12 8	2 1 1	5.1 5.4 4.9 4.0  4.8 5.1	15700	-	405 14 54 33 24 11 12 26 27	21 6 - 2 1 1 1 4 2	4.1 4.6 4.1 4.1 3.9 4.8 4.3 4.0 3.8	74 72 72 66 80 65 82 79 67	2	50 3 7 2 7 1 3 4 3	48 3 7 2 5 1 3 4 3 2	135 5 21 12 6 4 ~ 3 12	50 2 8 2 1 1 4 3 3	13
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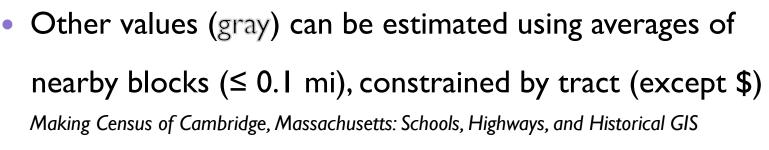
- Many values at the block level are suppressed where there are small numbers of people or housing units (...)
- Intended to protect privacy

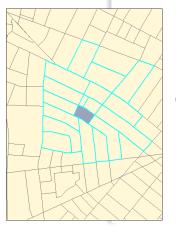


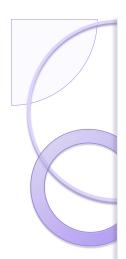
## Census Block Data Enhancement

			Coun	t of population			Year-round hor	using units		Owner										
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Tract Block FIPS		Census Tract		Under 18 years		Total	plumbing facilities			Total	plumbing facilities	of rooms	(dollars)	Percent Negro	Rooms	Values	Value (Dollars)	Units		
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	3523	306	0	0 56		79	14	12	0	14	0	5.1		0	71	5	48750			
	3523	307	7	0 51		65	2	9	0	9	0	5.1		0	46	5	68750			
	3523	308	2	0 82		90		15	0	22		4.9		0	108	11	121000			
	3523	309	0	0 69		86	6	17	2	17		5.1		0	86	8	77250			
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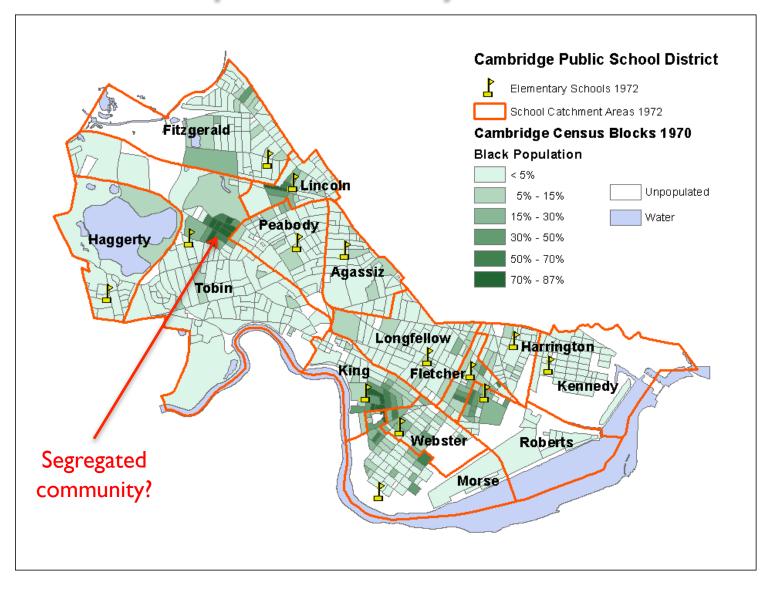




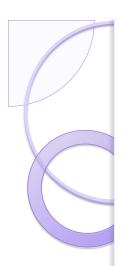




# Black Population by Block 1970





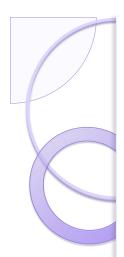


# Census Block Integration

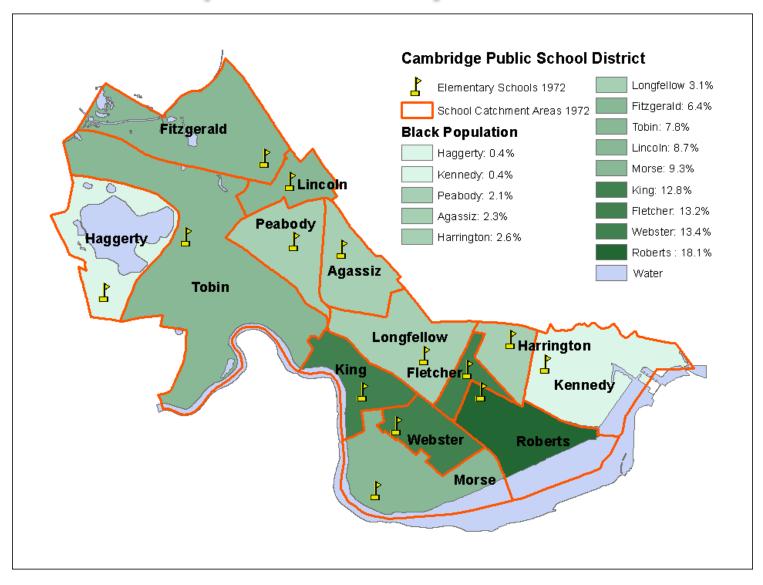
- Integrating block-level data into the school catchments is far more accurate than estimation using tracts, but still requires some approximation.
  - Some blocks must be split —
     assume constant areal density
     (average values must first be totaled).
  - "Union" with school catchments
     distributes block data into
     sub-catchments, which can then be
     "dissolved" back into the catchments.



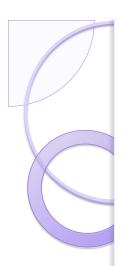




# Black Population by School 1970

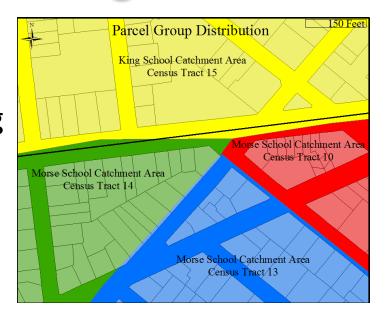






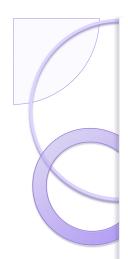
# Census Block Modeling

- Block data is focused on basic population and housing
- Tract-level data is more
   extensive but can be
   weighted by block-level
   population or occupancy:

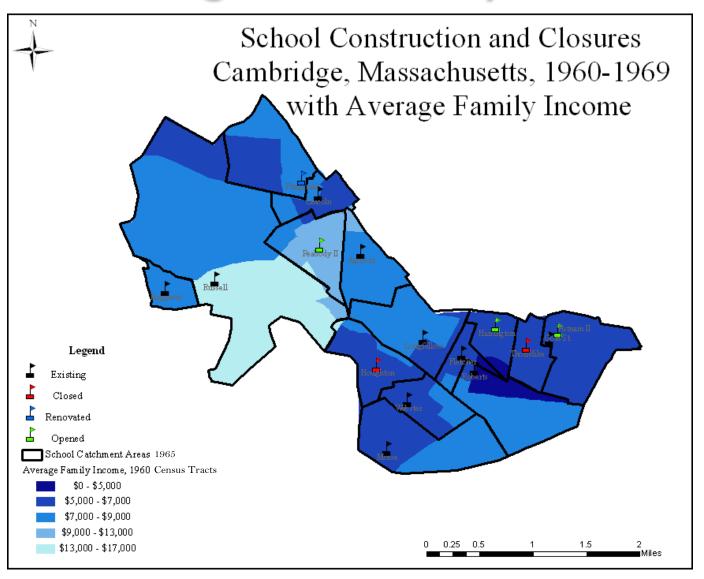


$$Household\ Income = \frac{\sum Tract\ Household\ Income * Residences}{Total\ Residences}$$

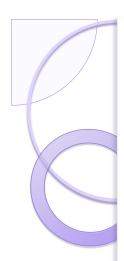




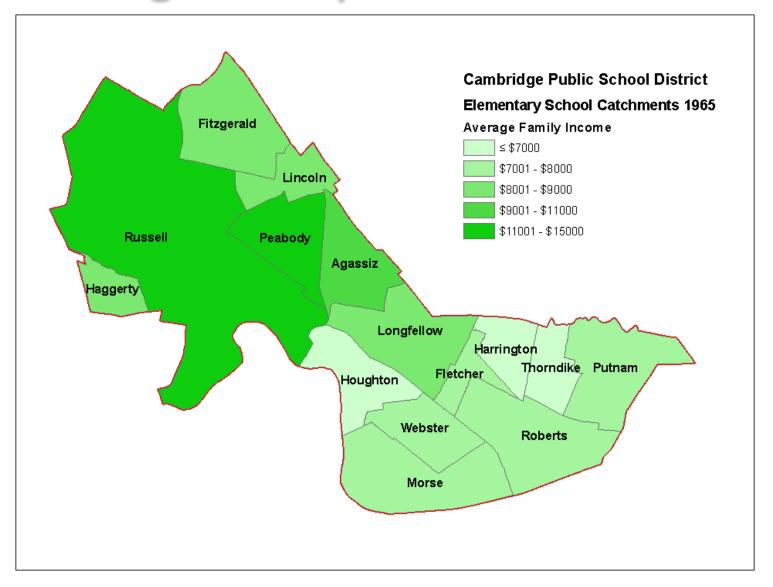
# Cambridge Income by Tract



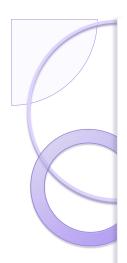




# Average Family Income 1965







# Higher Education: MIT & Harvard

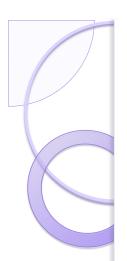
 Provided consulting support to the School Committee and influenced school construction choices.



Massachusetts Institute of Technology

- Recommended faculty members live in certain neighborhoods with better schools (Peabody and Agassiz).
- Produced assessment reports that were used to steer home buyers and renters.

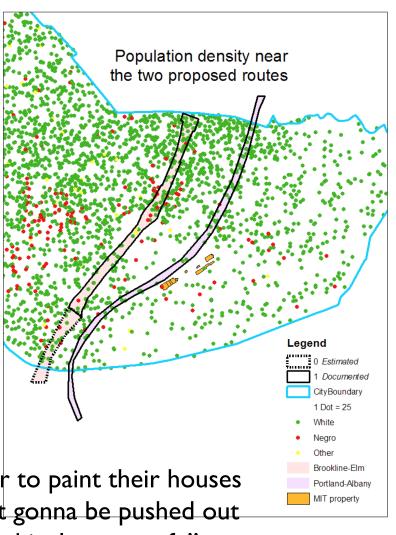




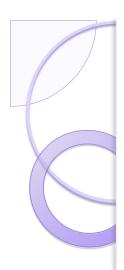
# The Inner Belt Highway Effects ...

- Interstate 695:
  - Planned from the 1940s, final route in 1967
  - MIT doesn't want the highway adjacent.
  - Brookline-Elm residents don't want it, either!
- End result: neither is built!
   Canceled in 1972.
- Even so, damage to the neighborhood:

local residents "didn't bother to paint their houses
 they figured they were just gonna be pushed out of them...they didn't fix the shingles or roofs."







# ...Property Values

Census blocks grouped by proximity to the highway.

 Using census data, average property values calculated for 1960 and 1970.

Relative to appreciation

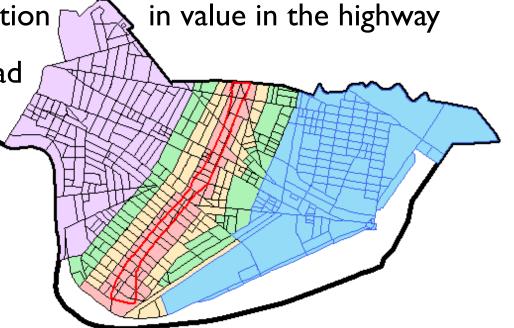
band, other areas had

enhanced value:

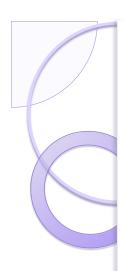
• yellow: +23%

• green: +37%

overall: +166%







#### Thanks!

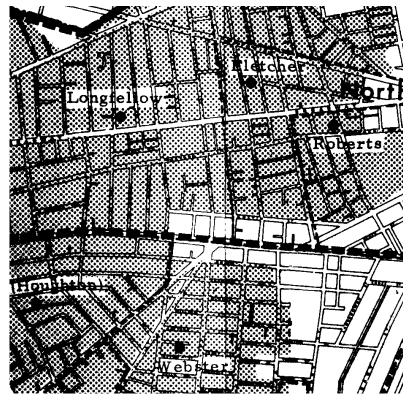
- Cambridge GIS! Jeff Amero, et al.
- Cambridge Assessor
- Cambridge Historical Society
- MIT Archives
- National Historical GIS @ U. Minn
- Mellon Foundation



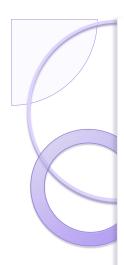


## Catchment Questions

- Catchment boundaries are not always clear
  - Some obviously pass through the middle of blocks (we followed parcel bounds).
  - Some appear just off street edges — rough drawing or to keep streets together?







#### Future Research 2...

A distinct dividing line between the Roberts
 and Kennedy districts led to conflict in the 1970s...

