

# Cities, Schools, and Space: Successes, Failures, Lessons Learned

A junior research seminar designed to expose students to a range of methodologies, including archival analysis, oral interviews, and geographic information systems.

Hilary Moss (History and Black Studies)  
Andy Anderson (Academic Technology)



## ■ Cities, Schools, & Space

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SPRING 2011

## Cities, Schools, and Space

Listed in: [Special Seminar](#), as COLQ-32

### Faculty

[Andy Anderson](#) (Section 01)

[Hilary J. Moss](#) (Section 01)

### Description

In America, a child's address, more than any other factor, often determines what kind of public education he or she will receive. A complex set of historical forces including local and federal housing policies, mortgage lending practices, highway construction, and school districting have channeled particular economic, racial, ethnic, and linguistic groups into particular neighborhoods, where many remain today. And because public schools are funded by local property taxes and influenced by neighborhood boundaries, they often become harnessed to a narrative of inequality. Yet recent Supreme Court rulings have severely circumscribed the strategies communities might employ to disrupt the linkage between residence and educational opportunity. This research seminar blends urban history with educational policy to explore how spatial relationships have shaped educational opportunity since World War II. It will investigate a range of historical, legal, and contemporary issues relevant to both the segregation and desegregation of American cities and their public schools in the twentieth century. Class meetings will alternate between seminar-style discussion and an intensive, hands-on study of one particular community – Cambridge, Massachusetts – noteworthy for the innovative strategies it has utilized to desegregate its public schools. This course involves a significant research component designed to expose students to a range of approaches including archival analysis and oral interviews. In particular, students will learn to utilize geographic information systems (GIS) to visualize the spatial evolution of inequality in urban communities like Cambridge and to analyze past, present, and future strategies to equalize educational opportunity in American cities. Because this course provides an intensive research experience, enrollment is limited to six students.

Only open to juniors. Professor Moss and Dr. Anderson. Spring Semester.

### Keywords

[Community based learning](#)

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## Syllabus

### Part One: Cities

Week One: (1/25) Introduction to GIS; Defining Terms

Week Two: (2/1) The Origins of the Urban Crisis

Week Three: (2/8) The Federal Role in Spatial Inequality (Housing)

Week Four: (2/15) The Federal Role in Spatial Inequality, continued (

Week Five: (2/22) Why do some cities.... Fail? (Urban Renewal)

Week Six: (3/1) .....While other cities thrive? (Private Institutions)

### Part Two: Schools

Week Seven: (3/8): Spatial Inequality and Schools

Week Eight: (3/15) No Class – Spring Break

Week Nine: (3/22) Court-Ordered Desegregation; Backlash Against B

Week Ten: (3/29): Road Trip to Cambridge

Week Eleven: (4/5) Replacing Race with Socio-Economic Considerati

Week Twelve: (4/12) Mapping Educational Opportunity and School C

Week Thirteen: (4/19) The Supreme Court Reversal

Week Fourteen: (4/26) Final Project Work

Week Fifteen: (5/3) Presentations and Celebrations

### Final Projects Due

- Extensive readings: broader histories and original research studies, including GIS applications
- Zotero & Endnote bibliography databases (thanks to librarian Gretchen Gano)
- Guest speakers via Skype to discuss both content and research process
- Local archive of material collected from MIT, Harvard, and the Cambridge Historical Society
- Also newspaper microfilm
- Field trip to Cambridge

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### Discussion

- [Week 12, PICS](#)
- [Week 11, GIS and Choice](#)
- [Kahlenberg, All Together Now](#)
- [Updates from Cambridge Visit](#)
- [Plans for Cambridge Visit](#)
- [Week 9 response](#)
- [Week Seven \(March 8\)](#)
- [Week Six \(March 1\)](#)
- [Week Five \(February 22\)](#)
- [Week Four \(February 15\)](#)
- [Week Three \(February 8\)](#)
- [Week Two \(February 1\)](#)

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## Discussion Board

Please post your responses to the weekly readings in the discussion forums linked on the left.

Simply click on the link **add** and then **Article**. Make sure you click **Save** when you are done (and before you are automatically logged out!). You may want to prepare your response off-line and then paste it into the article.

Because this is a seminar, both regular attendance and *prepared and thoughtful* participation are expected at each class. Students who are uncomfortable speaking in class should talk with the instructors to coordinate alternate arrangements. In-class participation will account for 50% of students' class participation grade.

To facilitate engaging exchanges, **every Monday evening by 6 p.m.** students will compose detailed response papers to the weekly reading and post them on the discussion board.

These response pages should be thoughtfully conceived and constructed and should address the following issues:

- 1) What is the central argument of the reading?
- 2) How does the author support those claims?
- 3) How does this author's point of view intersect with other readings we have encountered throughout the course?
- 4) Please propose and elaborate on one issue raised by the reading you believe should be included in our class discussion.



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### RESIDENTIAL SECURITY MAP

#### LEGEND

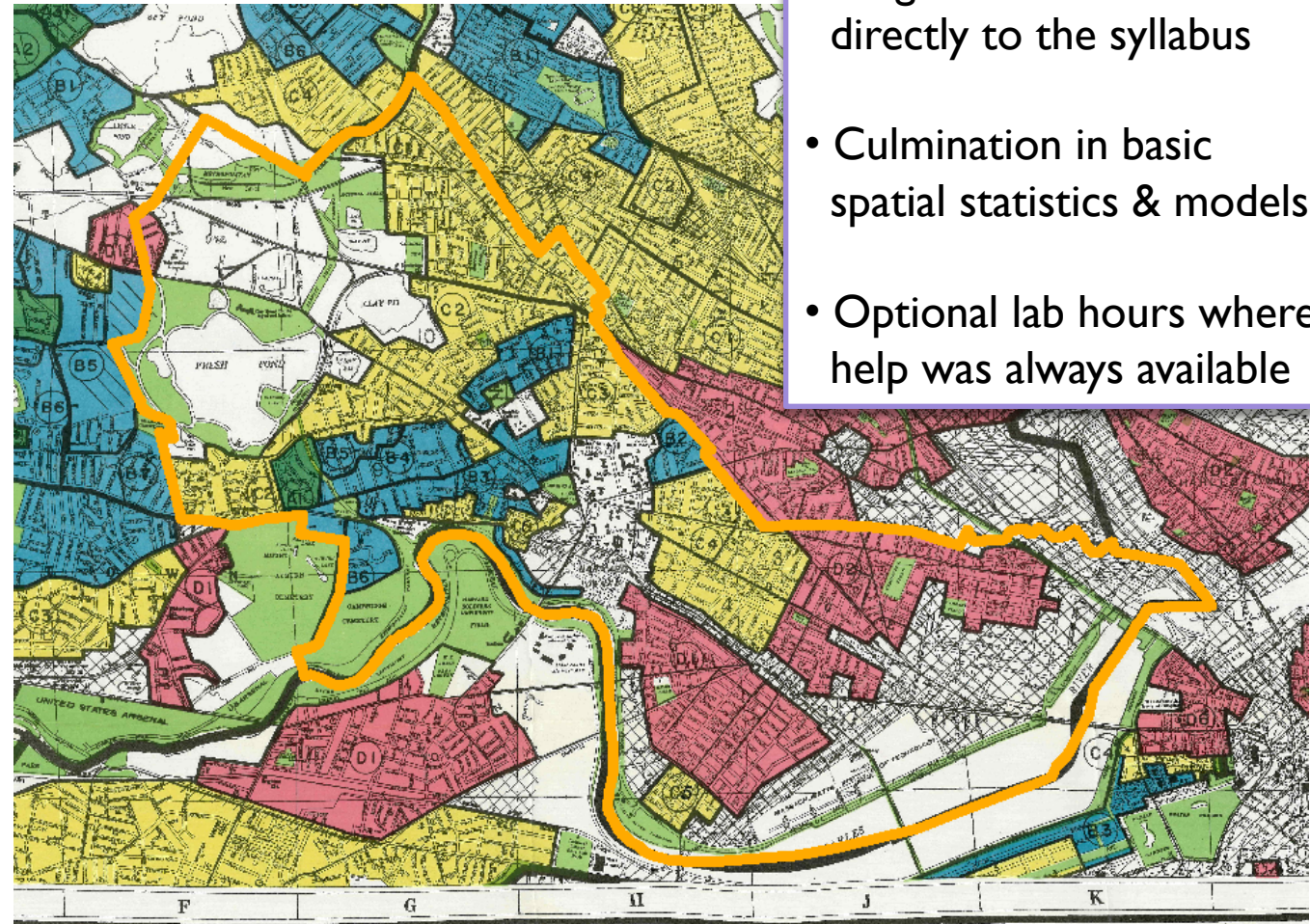
- A FIRST GRADE
- B SECOND GRADE
- C THIRD GRADE
- D FOURTH GRADE
- SPARSELY BUILT UP  
(COLOR INDICATES GRADE)
- INDUSTRIAL
- COMMERCIAL (IMPORTANT RETAIL AND WHOLESALE AREAS)
- UNDEVELOPED OR FARMLAND  
(NO PROBABLE CHANGE WITHIN 5 YEARS)

PREPARED BY  
DIVISION OF RESEARCH AND STATISTICS  
WITH THE CO-OPERATION OF THE  
APPRAISAL DEPARTMENT  
HOME OWNERS' LOAN CORPORATION  
FEB. 1, 1938

## GIS for Week 4 (2/15)

Due date: February 15, 2011 at 1:00 pm.

1. Continue georeferencing your HOLC map using the instruction



Roughly how much of Cambridge falls into the four different HOLC housing grades (expressed as fractions of the total graded area)?

2. In a web browser, visit the National Historical Geographic Information System, <http://nhgis.org/>. The HOLC map is dated 1938, so you should get 1940 data.

Consider the ratio of total owner-occupied housing to total tenant-occupied housing:

How does this ratio compare to the HOLC housing grades?

- Progressive GIS assignments that related directly to the syllabus
- Culmination in basic spatial statistics & models
- Optional lab hours where help was always available



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## GIS for Week 5 (2/22)

**Due date:** February 22, 2011 at 1:00 pm.

1. You will be georeferencing the Interstate 695 Route maps, tract table of affected property owners, and locating at least some of them. However you divide up this work, the other member of your pair will be working in pairs:

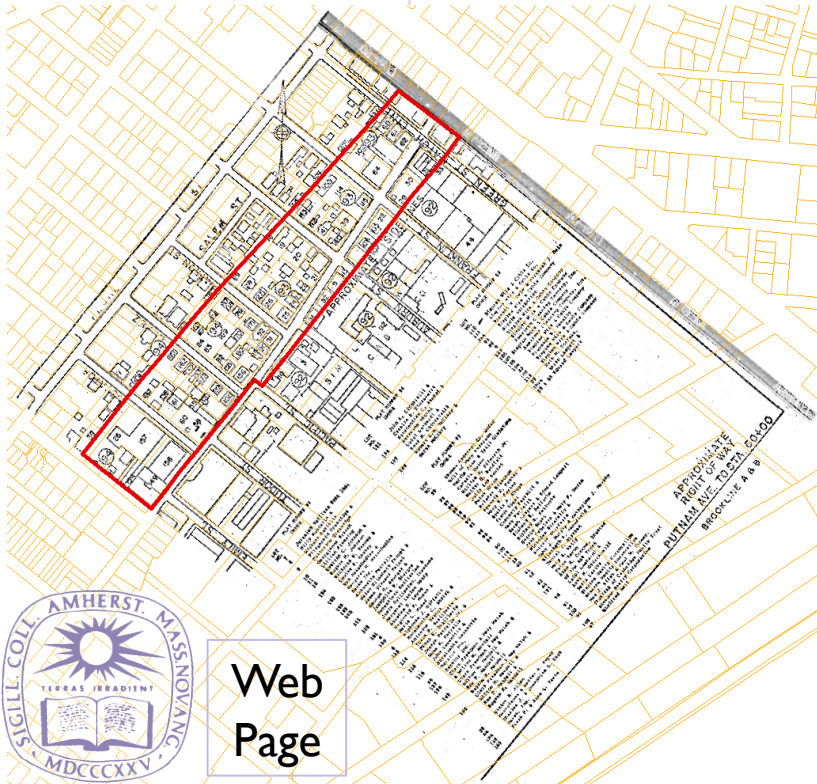
You will be working in pairs:

- i. **DA & JBR:** Interstate 695 Route p70 and Interstate 695 Route p71 (Plats 86-89)
  - ii. **RS & NN:** Interstate 695 Route p72 (Plats 89-93)
  - iii. **TL & JF:** Interstate 695 Route p73 (Plats 92-94)
  - iv. **YZ & EP:** Interstate 695 Route p74 (Plats 94-97)
2. To access the Ancestry.com census data:  
Go to [https://www.amherst.edu/library/resources/subject\\_guides/history](https://www.amherst.edu/library/resources/subject_guides/history);

- Collaborative assignments that tied planning documents and census data together

Starting with the more unusual names on the list, try to locate them in the census tracts in Massachusetts State, Middlesex County, Cambridge "Township".

- i. **Census\_1930:** Copy the Source Citation from the Ancestry Page
- ii. **Census\_Name:** the name as listed in the census (it could be different from the property record);
- iii. **Address:** Number and street;
- iv. **Home:** O or R
- v. **Relation:** relationship to the head of household;
- vi. **Sex:** M or F
- vii. **ColorRace:** W or N or M or I or C or J or F or H or K
- viii. **Age:** Age on April 1, 1930.
- ix. **BirthPlace:** Place of Birth — Person
- x. **FatherBP:** Place of Birth — Father
- xi. **MotherBP:** Place of Birth — Mother
- xii. **Language:** Mother Tongue/Native Language



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Parcel	Owner	Census_Name	Address	Home	Relation	Sex	ColorRace	Age	Birthplce	FatherBP	MotherBP	Language
89-65	Opella Dumas											
89-66	Thomas J. Cardullo & Alice A. Cardullo	Thomas Cardullo	216 Washington St	R	Head	M	W	35	Italy	Italy	Italy	Italian
89-67	Teodore K. Johnson, Lillian A. Johnson, Walter K. Johnson, & Helen M. Clark											
89-7	Anufas Nemeikstis & Eva Nemeikstis	Anufas Nemeikstis	330 Columbia Street	O	Head	M	W	37	Lithuania	Lithuania	Lithuania	Lithuanian
89-8	Lyle B. Lashley & Asanall A. Lashley											
89-9	Helen Plandes											
89-10	Doris G. Mullins & Marcus Mullins											
89-85	Joseph G. Hurley											
89-86	Joseph G. Hurley											
89-14	Bartholomew Masse											
89-15	Lillian A. Mahon	Lillian Mahon	275 River Street	R	Wife	F	N	43	Barbados	Barbados	Barbados	English
89-16	John S. Moseley, James A. Betts, and Athelston I.O. Moseley	James A. Betts	63 Magee Street	R	Son	M	N	14	Massachusetts	Massachusetts	Massachusetts	English
89-17	John S. Moseley, Florence G. Moseley, and Athelston I.O. Moseley	John S. Moseley	235 Western Avenue	R	Head	M	N	37	Barbados	Barbados	Barbados	English
89-18	John S. Moseley, Florence G. Moseley, and Athelston I.O. Moseley											
89-19	Clyde A. Henry & Theresa T. Henry											
89-82	Alphonso Wallcott & Elmira B. Wallcott	Alphonso Wallcott	15 Douglass Street	R	Head	M	N	42	West Indies	West Indies	West Indies	English
89-81	Joseph Nunziato, Trustee of Margaret Nunziato Trust	Joseph Nunziato	50 Howard Street	R	Son	M	W	10	Massachusetts	Italy	Italy	Italian
89-21	John E. Scott & Edna A. Scott	John E. Scott	91 Inman Street	R	Brother-in-law	M	N	25	British West Indies	British West Indies	British West Indies	English
89-22	Doris A. Kelley											
89-23	Angela Leonardo											
89-24	Catherine T. Ellison & Frances E. Irwin	Francis E. Irwin	79 Auburn Street	O	Head	M	W	18	Massachusetts	Massachusetts	England	English
89-25	Minna Yogel											
89-31	Roman Catholic Archbishop of Boston Corp. Sole											
89-89	Roman Catholic Archbishop of Boston Corp. Sole											
89-72	Joseph N. Payne & Sola V. Payne											
89-83	Samuel L. Merchant & Althea D. Merchant	Samuel Merchant	11 Worcester St.	O	Son	M	N	19	Massachusetts	Virginia	Canada-English	English
89-84	Samuel L. Merchant & Althea D. Merchant	Samuel Merchant	11 Worcester St.	O	Son	M	N	19	Massachusetts	Virginia	Canada-English	English
89-34	Alfred S. Mahon	Alfred Mahon	275 River Street	R	Son	M	N	5	Massachusetts	Barbados	Barbados	English
89-35	Abbie A. Coleman											
89-36	Rufus Bowen & Martha E. Bowen	Rufus Bowen	20 Soden Street	R	Husband	M	N	33	Barbados	Barbados	Barbados	English
89-37	Sarah A. Bates, Ronald C. Bates, Barbara A. Bates, & Elizabeth F. Bates											
89-38	Della L. Brown											
89-39	Della L. Brown											
89-40	Della Louise Brown											
89-41	Jennie Fieler & Elizabeth Kilpatrick											
89-42	Benjamin Chalfen											
89-43	Mildred Driscoll & Lillian B. Driscoll	Mildred Driscoll	3 Suffolk Street	O	Daughter	F	W	20	Massachusetts	Massachusetts	Massachusetts	English
89-44	Benjamin Chalfen											
89-79	Charles J. Fanning & Mary C. Fanning											
89-80	Mary M. Curtin											
89-78	Richard J. Larkin & Mary J. Larkin	Richard J. Larkin	9 Grenough Avenue	O	Son	M	W	10	Massachusetts	Irish Free State	Sweeden	English
89-46	Antonio Crendone											
89-87	Walter & Mary A.											
89-54	Lester A. Randall & Beatrice G. Randall											
89-76	Josephina Spampinato	Josephine Spampinato	210 Harvard Square	R	Sister in-law	F	W	30	Italy	Italy	Italy	Italian
89-91	Joseph B. Maynard	Joseph Maynard	134 Hampshire St	R	Son	M	W	8	Massachusetts	Massachusetts	Massachusetts	English
89-90	Roman Coffon & Mary E. Coffon	Roman Coffon	266 Windsor Street	R	Husband	M	W	33	Russia	Russia	Russia	Russian
89-56	Edith H.E. Pedro, Helen J. O'Brien, & Rose C. Maraca											
89-57	Anna M. Hunt, Winifred Godfrey, Sarah J. Murphy, M. Lorraine Clifford, & Claire J. Murphy											
89-58	Iva W. Nelson & Elizabeth C. Nelson											
89-58A	Murray L. Yogel											
89-75	Murray L. Yogel											
89-73	Murray L. Yogel											
89-60	Fernando J. Monteiro											
89-61	Clara Finstein	Clara Finstein	131 Columbia Street	R	daughter	F	W	33	Massachusetts	Austria	Austria	Yiddish
89-62	Willie Jane Hall & Willie Jane Hall, Trustee for Anthony Wyche & Anthony Wyche	Paul A. Revalson	9 Worcester Street	R	Great nephew	M	N	12	Massachusetts	Massachusetts	Massachusetts	English
89-63	Suzanne R. Greene & Paul A. Revalson	Samuel Merchant	11 Worcester St.	O	Son	M	N	19	Massachusetts	Virginia	Canada-English	English
89-64	Muriel G. Raynor & Samuel L. Merchant											
89-5	Ora H. Jackson & Florence H. Agard											
89-6	Berardino M. Santeusano & Antoinette Santeusano											
88-20	Rose Cohen											
88-51	Mary O. DeGugliemo	Mary O. DeGuglielmo	793 Cambridge St	O	Wife	F	W	44	Italy	Italy	Italy	Italian
88-52	Mary O. DeGugliemo	Mary O. DeGuglielmo	793 Cambridge St	O	Wife	F	W	44	Italy	Italy	Italy	Italian
88-27	John E. Aufiero & Gilda C. Aufiero											
88-38	Anthony Colosimo, Elizabeth Colosimo, & Bruno Colosimo	Anthony Colosimo	21 Park Ave	O	Head	M	W	38	Italy	Italy	Italy	Italian

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## Research Proposal and Bibliography

**Due date:** March 22, 2011 at 9:00 am.

**ASSESSMENT WEIGHT: 20%**

Submit a short, narrative research proposal and bibliography describing the research project you hope to pursue during the second half of the semester.

As you are framing your proposal, recall two questions which have been at the forefront of our class discussions:

1. How did race, property, and educational opportunity become entangled in Cambridge during the twentieth century?
2. Why and how did Cambridge — as a community — attempt to disentangle race and property from educational opportunity in the late twentieth century?

Remember that while GIS analysis does not have to be your primary research method, your final project should make use of GIS in some way.

We would also like you to complete at least one oral history for your project as well.



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## Research Proposals

- Why were the West Cambridge enrolment projections reported in the 1970 Elementary Schools Building Study so off-base?
- Did race and/or class influence decisions about where to build new schools, renovate existing ones, or to close schools in the decade(s) before the implementation of controlled choice in Cambridge?
- Considering the original demographics of Cambridge High and Latin School and Rindge School of Technical Arts, how did the merging of these two educational institutions effect the overall enrolment of the high school and the social, racial, and spatial make-up of the new integrated student body?
- What motivated the reorganization of Cambridge High and Latin School and Rindge School of Technical Arts, and what issues were those who were involved in planning the reorganization considering?
- What were the social, spatial and political tensions that caused the racial integration and linguistic integration movements to become counterproductive to one another, culminating with the failure of Bilingual Education within the Cambridge Public schools?
- Why was the Kendall Square Urban Renewal Project controversial?
- How did M.I.T. use its political leverage to influence the geographic choices of Inner Belt and how were M.I.T. students, faculty, and local community involved in the anti-Inner Belt campaign?
- What role did MIT have in shaping development of Cambridge as a city in terms of race and space?

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# Conferences and Papers

- Why were the West Cambridge enrolment projections reported in the 1970 Elementary Schools Building Study so off-base?
- Did race and/or class influence decisions about where to build new schools, renovate existing ones, or to close schools in the decade(s) before the implementation of controlled choice in Cambridge? (SSHA)
- Considering the original demographics of Cambridge High and Latin School and Rindge School of Technical Arts, how did the merging of these two educational institutions effect the overall enrolment of the high school and the social, racial, and spatial make-up of the new integrated student body?
- What motivated the reorganization of Cambridge High and Latin School and Rindge School of Technical Arts, and what issues were those who were involved in planning the reorganization considering?
- What were the social, spatial and political tensions that caused the racial integration and linguistic integration movements to become counterproductive to one another, culminating with the failure of Bilingual Education within the Cambridge Public schools? (AERA)
- Why was the Kendall Square Urban Renewal Project controversial?
- How did M.I.T. use its political leverage to influence the geographic choices of Inner Belt and how were M.I.T. students, faculty, and local community involved in the anti-Inner Belt campaign? (HES)
- What role did MIT have in shaping Cambridge as a city in terms of race and space?

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# Theses

- Why were the West Cambridge enrolment projections reported in the 1970 Elementary Schools Building Study so off-base?
- How do the Rich Die? Understanding the Association Between Income and Health Care Utilization at the End of Life (Economics)
- Gender, Regional, and Racial Differences in Autobiographical Memory Narratives (Psychology)
- Within These Walls (Art and the History of Art)
- What were the social, spatial and political tensions that caused the racial integration and linguistic integration movements to become counterproductive to one another, culminating with the failure of Bilingual Education within the Cambridge Public schools?
- Cultivating Space: A History of Urban Renewal in Kendall Square (History)
- Investigating the Relationship Between Social Norms, Family Background, and Student Achievement (Economics)
- The Embarcadero Freeway: The Birth, Life, and Death of an American Highway (History)





# Lessons Learned

- With no formal requirements for participation, there were a range of backgrounds in history, research skills, computer skills, and statistics.
- Some students love using GIS and actively apply it, sometimes even in other classes; others put up with it.
- Students appreciated the course's distinctive character and collaborative nature, and learning to do research.
- Students enjoyed seeing us learning GIS and history along with them.
- Rewarding and productive for us!

# Responding to the Inner Belt Hwy.

—Yinan Zhang

	Lee	River- Elm	Brookline- Elm	Portland- Albany
<b>Total Population</b>	17516	24526	21864	15666
<b>White</b>	87%	91%	92%	94%
<b>Negro</b>	11%	8%	7%	5%
<b>Other</b>	2%	1%	1%	1%

<b>Total Housing</b>	6831	7749	6474	4298
<b>Owner-occupied, White</b>	13%	15%	17%	15%
<b>Owner-occupied, Non-white</b>	2%	2%	2%	1%
<b>Renter-occupied, White</b>	77%	77%	76%	79%
<b>Renter-occupied, Non-white</b>	8%	7%	6%	5%

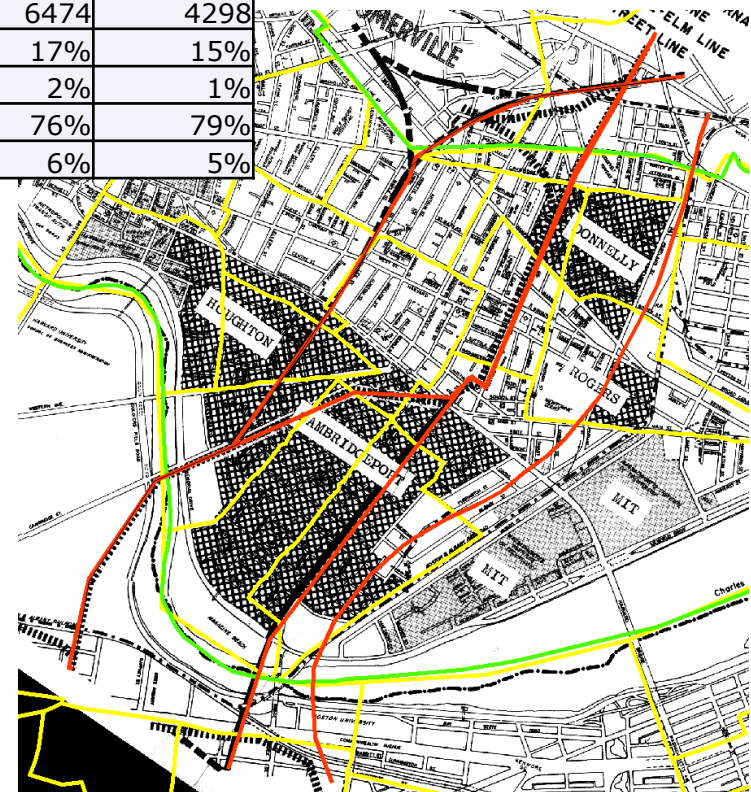
Inner Belt Highway Alternatives



Cambridge City Boundary



Census Tracts 1960

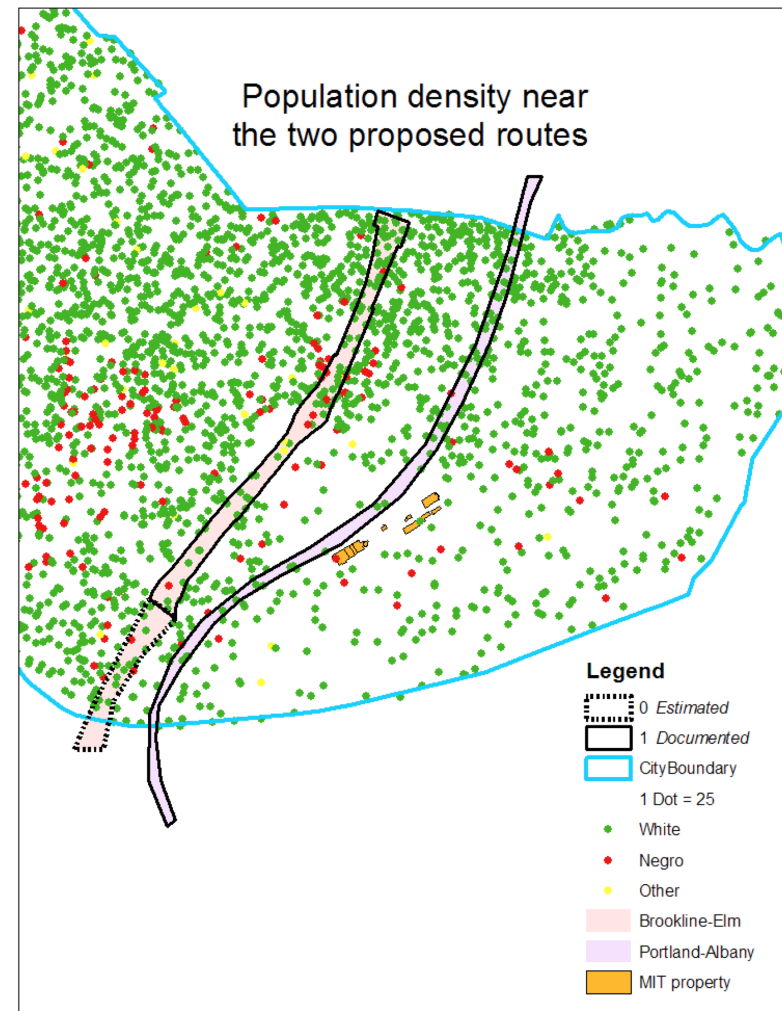


- Proximity Analysis
  - Tract-based
  - Two characteristics stands out!

# Responding to the Inner Belt Hwy.

—Yinan Zhang

- Final Alternatives:
  - MIT doesn't want the highway adjacent to their campus.
  - The Brookline-Elm neighborhoods don't want it, either!
- End result:  
*neither is built!*

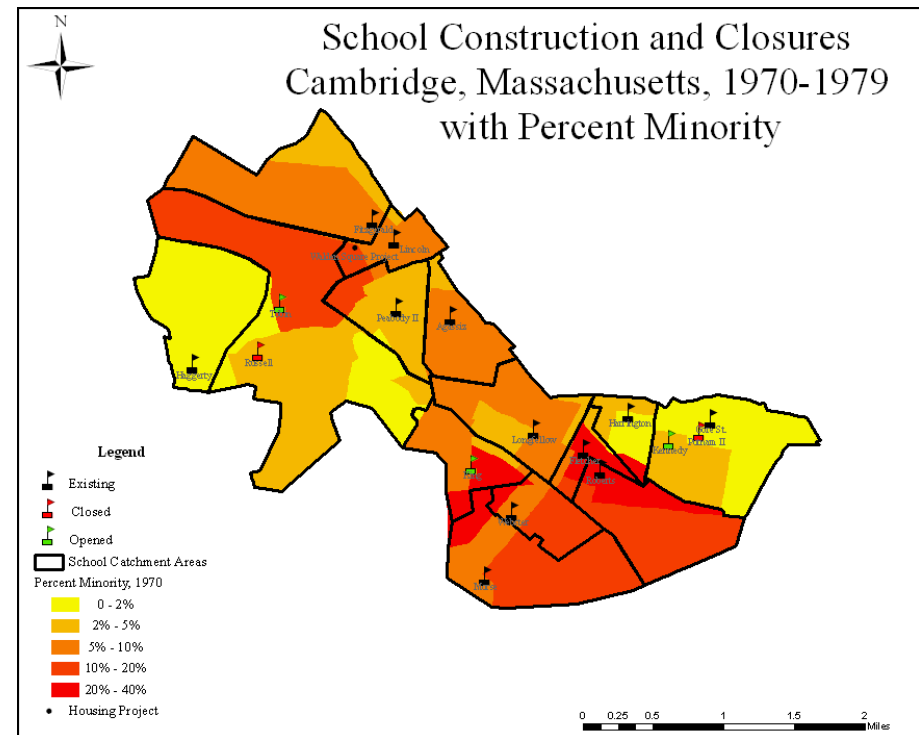
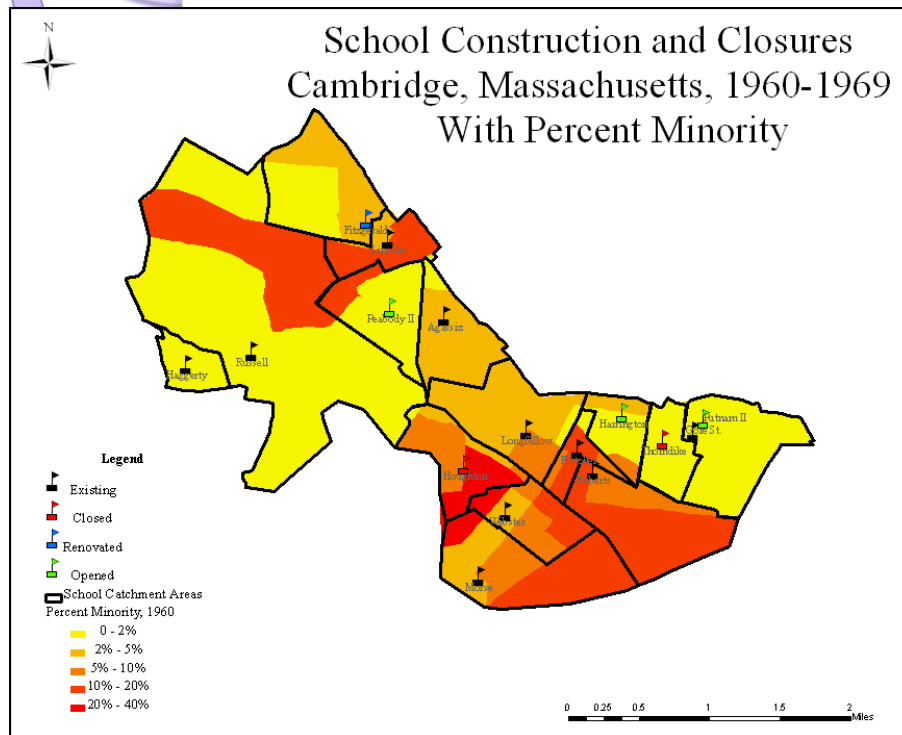




# What Influenced School Building?

— Josie Fisher

- During the 1960s and 1970s:



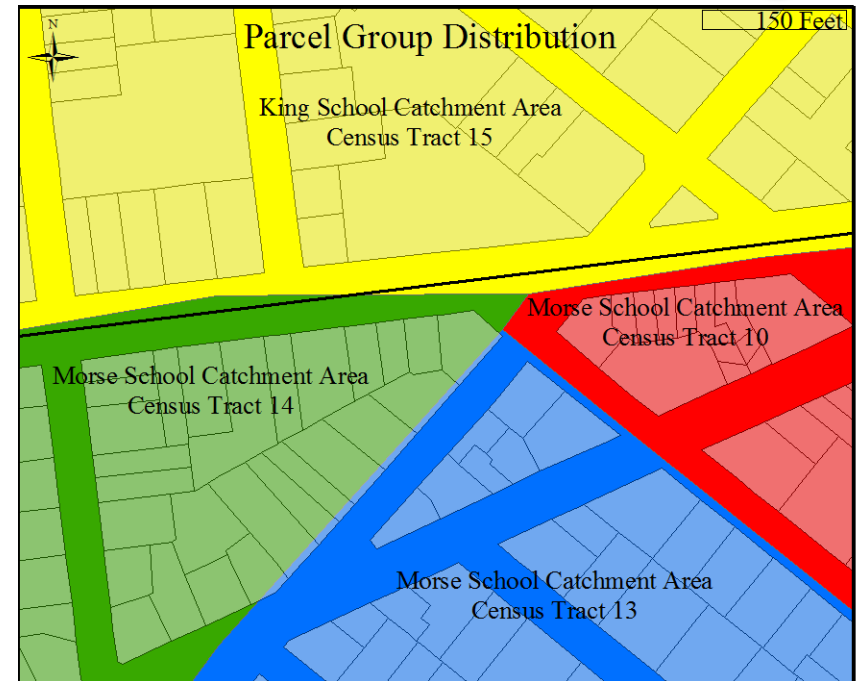
- Six new or reconstructed schools
- But many schools in worse condition!

# What Influenced School Building?

— Josie Fisher

- Parcel Analysis
  - Distribute census info by housing type on parcels

<u>School District</u>	<u>Minority Reported</u>	<u>Minority from Census Analysis</u>	<u>Difference from Census Analysis</u>
Putnam-Gore St.	0	3	100.00%
Thorndike	0	8	96.05%
Haggerty	5	4	-26.35%
Harrington	47	59	19.54%
Fitzgerald	77	90	14.26%
Longfellow	65	77	15.34%
Agassiz	31	30	-3.63%
Peabody	80	48	-65.68%
Russell	85	125	32.15%
Morse	95	105	9.19%
Fletcher	72	126	43.16%
Lincoln	50	64	21.76%
Roberts	191	74	-157.95%
Webster	152	110	-38.59%
Houghton	273	299	8.78%
<i>Total</i>	<i>1224</i>	<i>1222</i>	<i>-0.14%</i>



<u>School District</u>	<u>Average Income</u>
Russell	\$14,339.69
Peabody	\$12,250.89
Agassiz	\$10,520.23
Haggerty	\$8,881.98
Lincoln	\$8,714.56
Longfellow	\$8,337.93
Fitzgerald	\$8,211.01
Webster	\$7,613.17
Morse	\$7,460.60
Putnam-Gore St.	\$7,314.95
Roberts	\$7,252.42
Fletcher	\$7,239.24
Harrington	\$6,960.14
Houghton	\$6,959.93
Thorndike	\$6,871.54