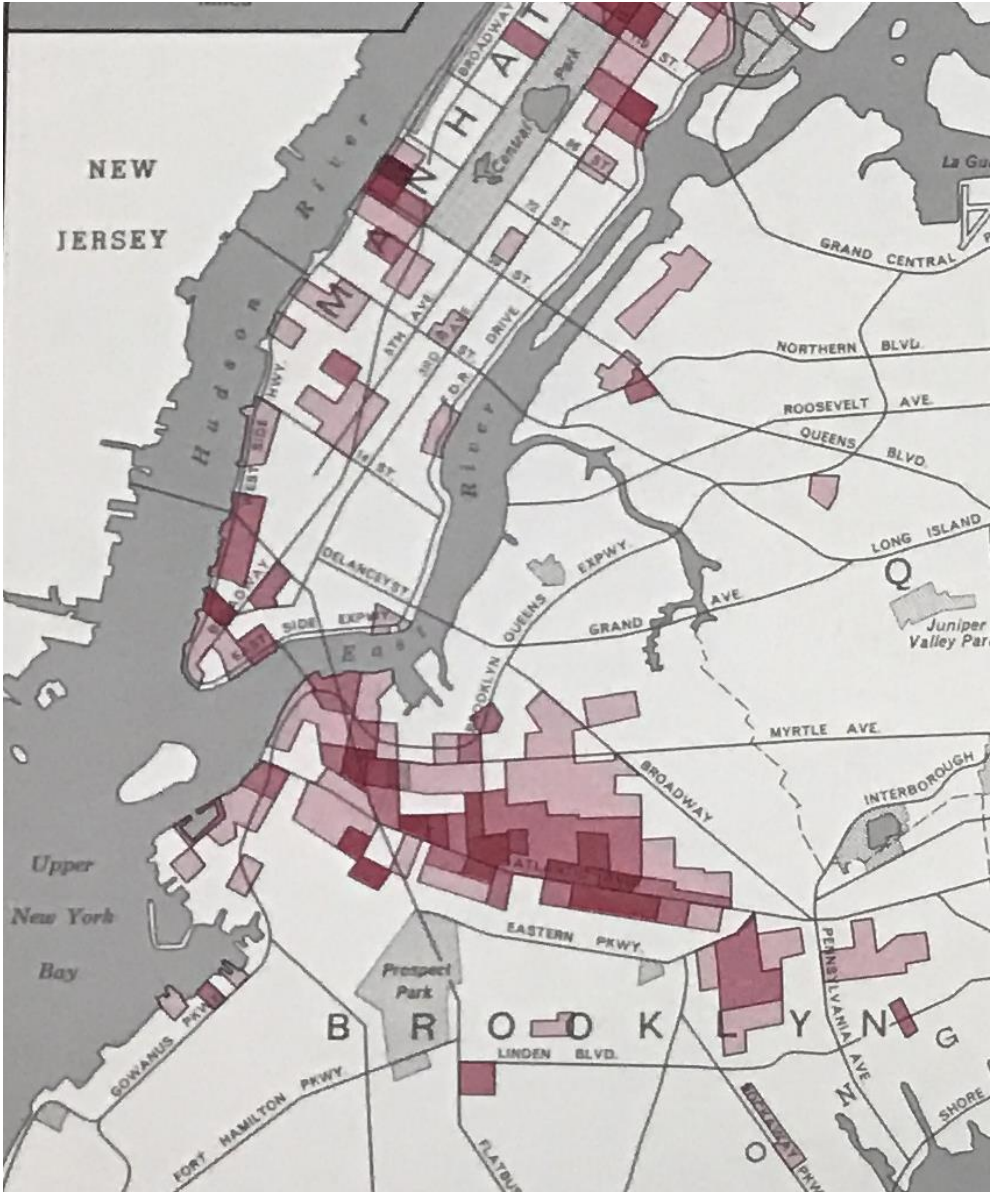


# SITE REPORT #4



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## INTRODUCTION

The purpose of our Visit to Brooklyn Public Library, The Lionel Pincus and Princess Firyal Map Division, was to introduce ourselves to a tool that allows anyone to rectify historical maps over a contemporary street grid. We accessed the collections in a splendid reading room by browsing the books, catalogs, and atlases in order to find more information about Farragut Houses in Vinegar hill.

## OBJECTIVES

1. Economical RED lining map of Brooklyn
2. Economical job-based maps
3. Demographic maps (education, age)
4. Transportation maps
5. Information: what people do after finishing school( do they stay, do they leave), where do they work, what kind of transportation people need for they jobs, what they do on their free time (interests)

## PRE-VISIT REFLECTION

I was excited to see catalogs, maps and NYC Land Atlases, and find out some new data connected to Farragut Housing (FH). I anticipate learning how to navigate on the old atlases of NYC. During the visit, I have learned Antiquarian atlas and Topographic Maps collection documenting the urban environment throughout that represent a core strength of the collection.

SITE DOCUMENTATION:

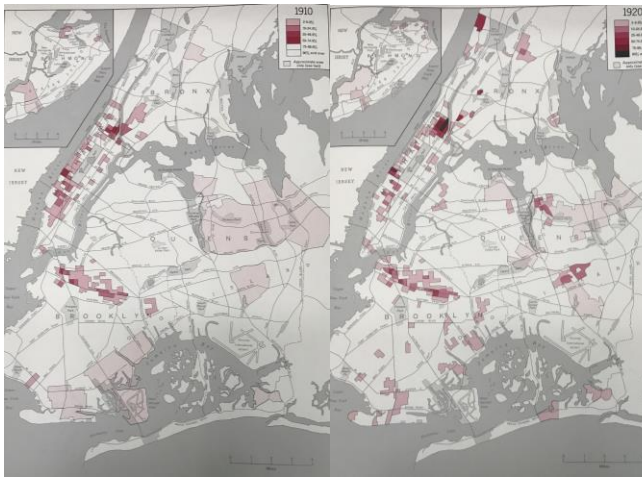


Figure 1. African American as a percentage of total population 1910, 1920

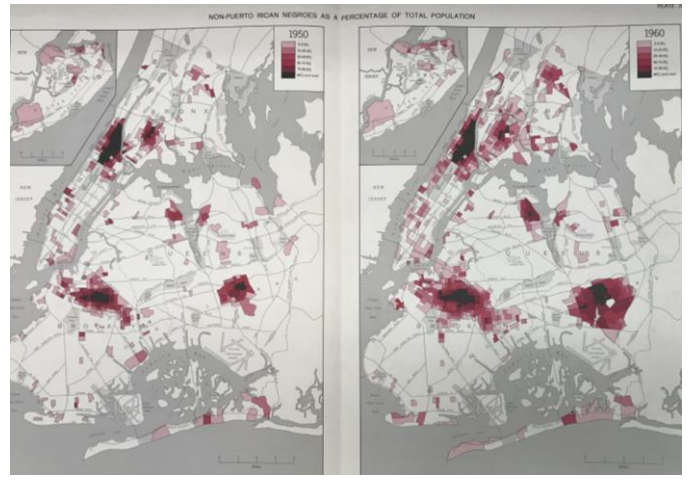


Figure 2. Non-Puerto Rican African American as a percentage of total population 1950, 1960

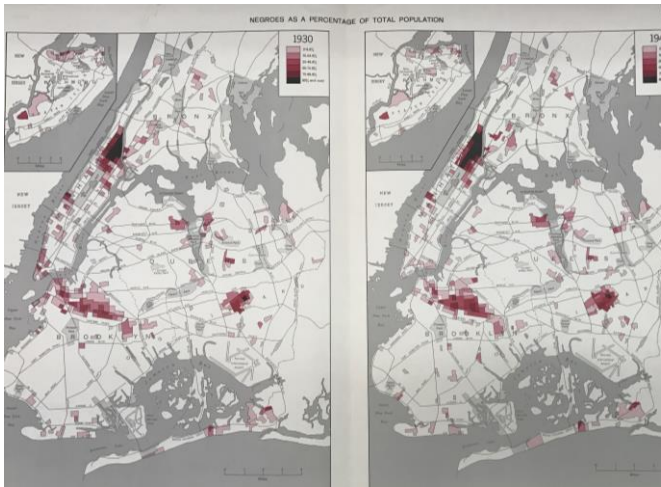


Figure 3. African American as a percentage of total population 1930, 1940

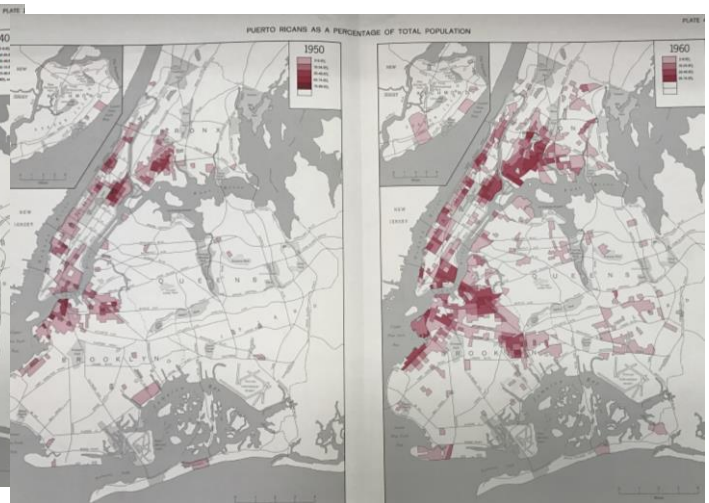


Figure 4. Puerto Rican as a percentage of total population 1950, 1960<sup>1</sup>

The maps showing the largest Puerto Rican and black neighborhoods in New York. Segregation was a powerful force in black residential patterns in NYC before the Great Migration, and blacks' individual socioeconomic mobility had little

<sup>1</sup> Kantrowitz, Nathan. 1969.

relevance to their residential adoption with whites. These are features that became more salient as black population irrupted in the 1930s and beyond, and they are features that remain recognizable today.

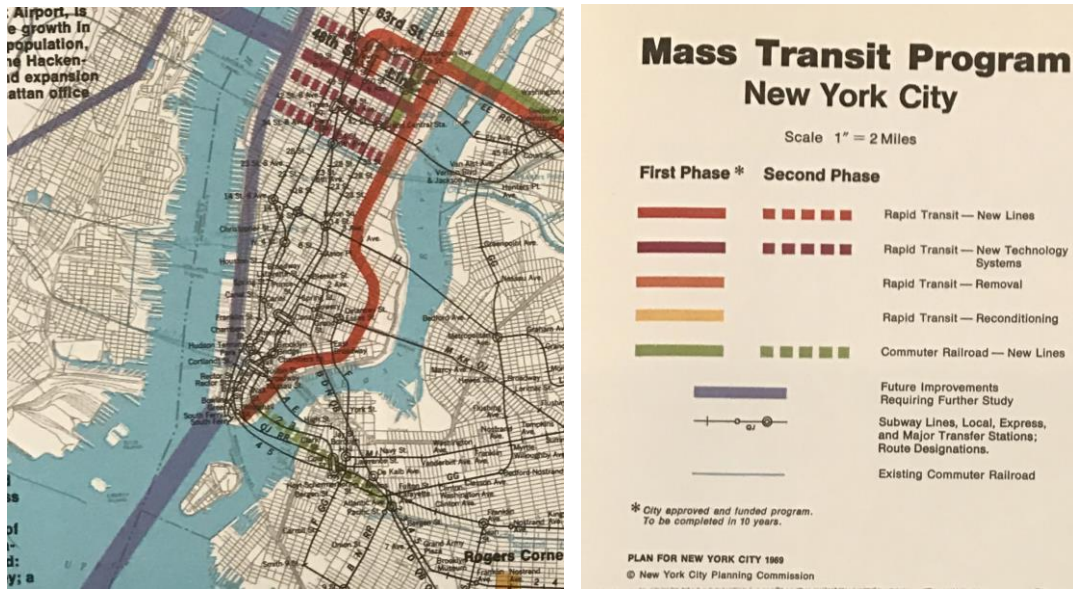


Figure 5. Mass Transit Program NYC 1969

City approved and funded program to be completed in 10 years.

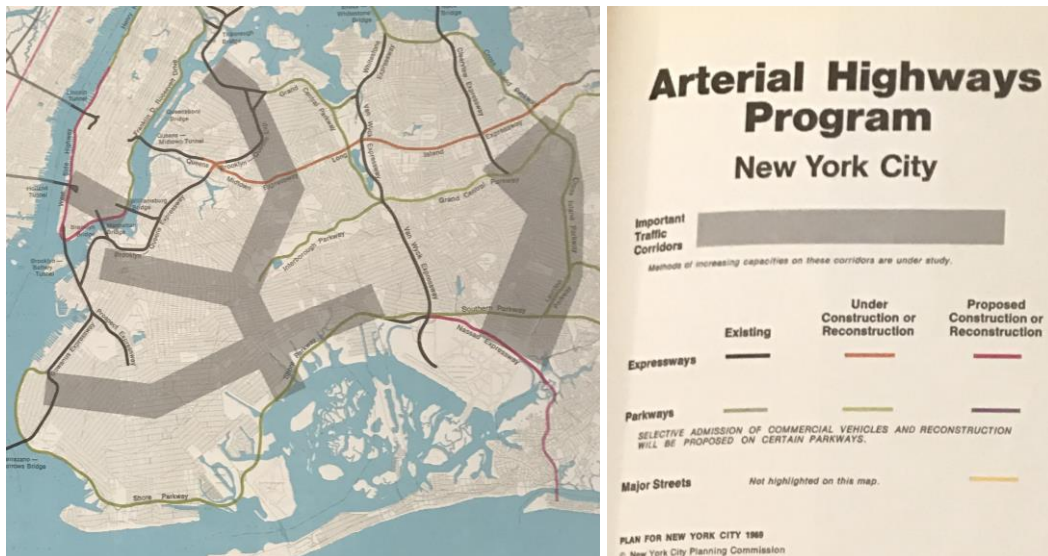


Figure 6. Highway program.



Figure 7. Waterfront development and greenway, Brooklyn.

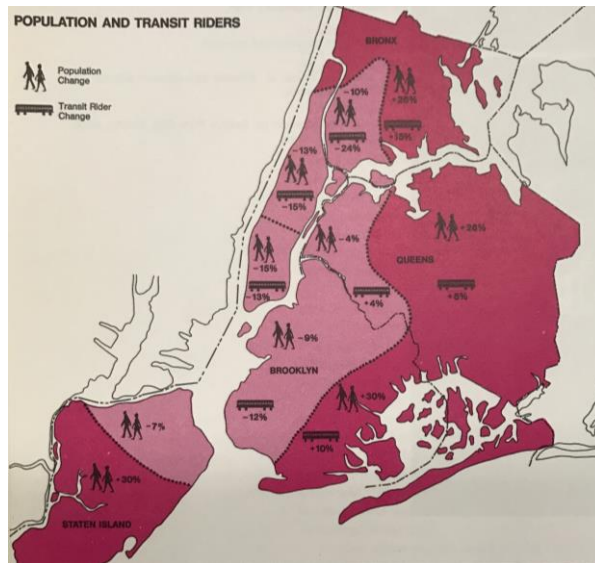
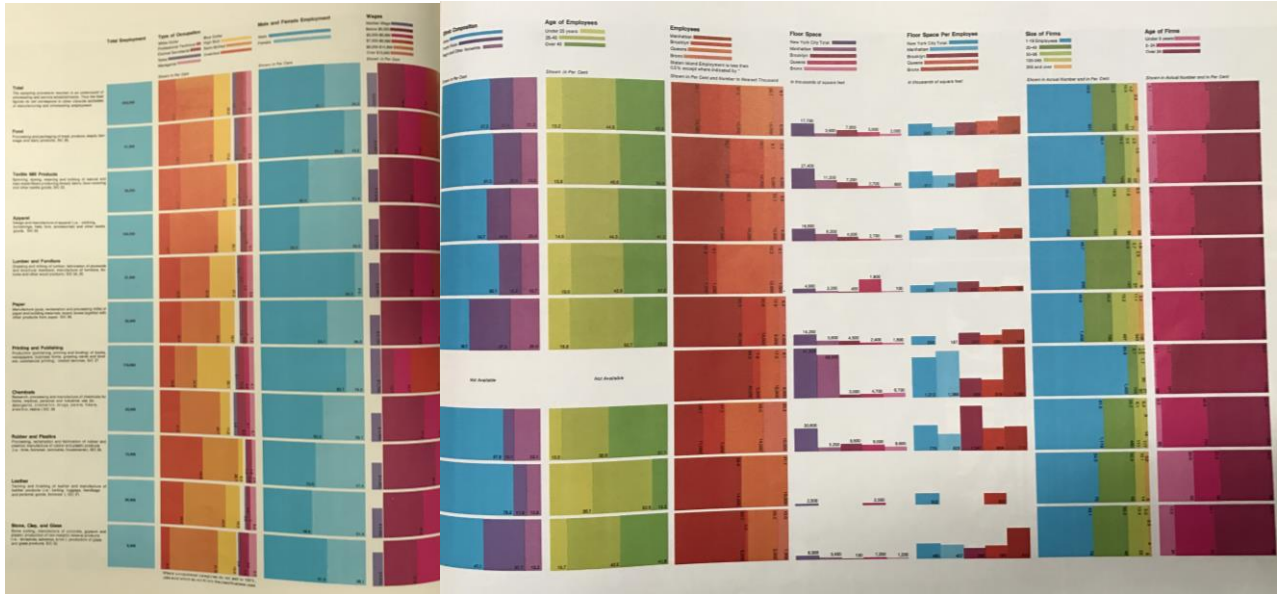


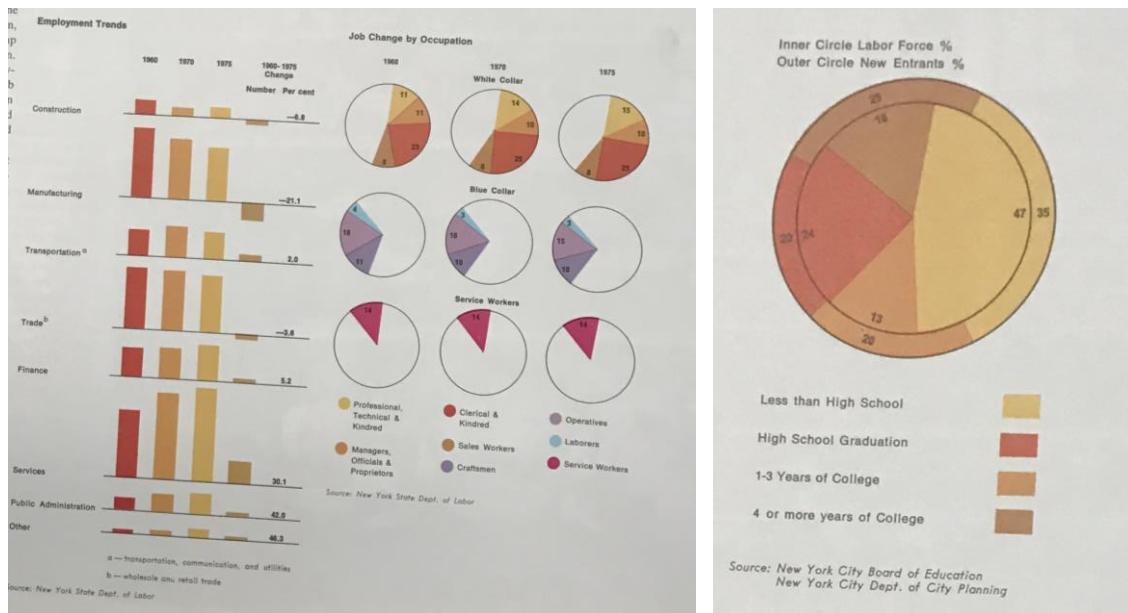
Figure 8. Population and transit riders.

Map shows that population and number of transit riders increased sharply in outer areas of the city and decreased generally in inner areas during the past two decades. The transit expansion program, therefore, emphasizes new and improved services to the outer areas.

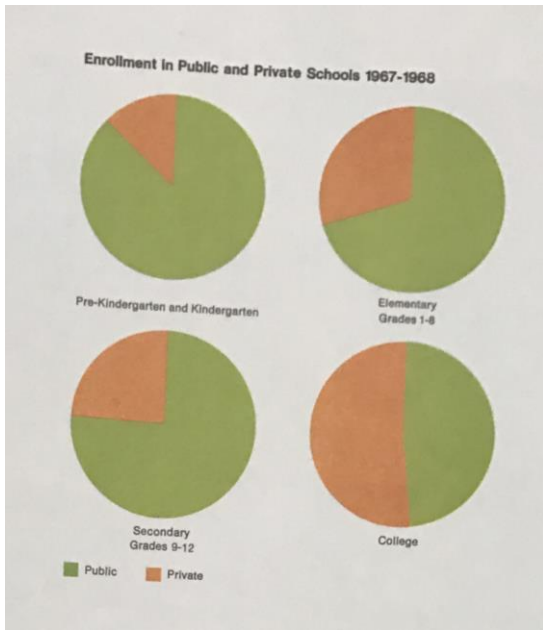


**Figure 9.** The City Planning Commission's Industry survey analyzes the potential for economic growth in the City.

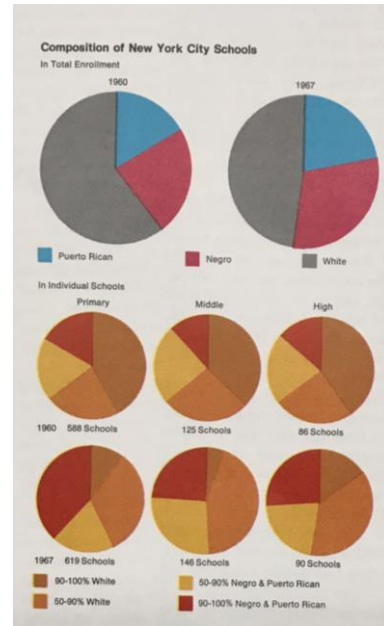
Its answer questions about the supply and demand for industrial space. The charts on these pages show industrial employment data for NYC according to the Standard Industrial Classification code used by the Federal government to group industrial concerns according to type of activity.



**Figure 10.** Comparison of Educational Attainments Labor Force and New Entrants, 1970.



**Figure 11.** Expenditure of the Board of Education more than doubled from 1960-61 to 1967-68 while enrolment increased only 12 percent. Expenditures per pupil rose from slightly more than \$500 to nearly \$1000.



**Figure 12.** Composition of NYC Schools in Total Enrolment.

The city provides over 30,000 non- civil service work-experience positions under the Municipal Cooperative Education Program and the Neighborhood Youth Corps program for in-school and out-of-school youths. The Municipal Cooperative Education Program provides part-time positions, largely in clerical jobs, during the academic year for 1,500 11<sup>th</sup> and 12<sup>th</sup> grade students in the lower third of their high school class.

A dramatic shift in the ethnic composition of the public schools has occurred over the past decade. Births of white children have continued to drop while births of blacks and Puerto Ricans have risen. Opportunity for blacks and Puerto Ricans to move to the suburbs have not increased

significantly. The marked reduction in the number of almost all white schools has created more racially balanced schools. There has also been an increase in the number of almost all black or Puerto Rican schools, particularly at the primary and intermediate levels. These changes resulted mostly from the increasing proportion of blacks and Puerto Ricans in the schools and the movement of blacks and Puerto Rican families into previously white areas.

#### SITE OBSERVATIONS:

1. All the shelves in the room were empty. Most maps and atlases are stored in other room and were brought to us before our visit.
2. The most information presented all borough of NYC.

#### QUANTITATIVE DATA:

Subject	Data
Zoning Maps Book	1
Waterfront Brochure	1
Fire insurance Map of NYC	1



## QUESTIONS AND HYPOTHESIS

### QUESTIONS:

1. Does the level of education effects the crime statistic of the neighborhood?
2. How did a variation in social class standing among affect the residential outcome?
3. What extent stereotype observed by 1940 had already appeared many decades earlier in some form?

### HYPOTHESIS:

1. The level of any kind of education can affect the crime level in neighborhood.
2. Residents search for areas with more amenities as soon as their economic situations improve, their perspectives expand, and they learn to navigate daily life in better surroundings. The results of neighborhood background allow us to describe separation more fully in terms of the location of FH neighborhoods, the density of black residents within them over time.
3. Our understanding of ghettos. There was not a single uniform template of black-white separation.

## SUMMARY / POST VISIT REFLECTION?

"Their demographic potential to "succeed" as the predominant group in much larger areas came only with the massive growth produced by the Great Migration, beginning on a small scale after the First World War and continuing well into the 1950s. As the black zone expanded, the better housing was found in areas recently abandoned by whites, and it was occupied by blacks of higher class standing. But in the 1940s higher class blacks did not typically move beyond the black zone. The ghettoization process in this respect refers to class differentiation within the black area but without opportunities to move outside of it".<sup>2</sup>

Whatever the effective social boundaries in has given society, the hierarchy of social groups is likely to be reproduced in the composition of advantaged vs. disadvantaged places. Hence the historical black ghetto was not an exception but an illustration of normal processes, and although locational outcomes are likely to vary with individuals' human capital and housing preferences, it should not be expected that people of different groups will necessarily live in comparable places as their peers in other groups.

### NEXT STEP:

Concentrating my study on Brooklyn borough statistic. Comparing Dumbo and Vinegar Hill from crime, education and land development levels dipper.

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<sup>2</sup> John R. Logan, Weiwei Zhang, and Miao Chunyu.

## PRELIMINARY REFERENCES FOR PRIMARY SOURCES:

1. New York (N.Y.). City Planning Commission. "Plan for New York City, 1969; a proposal". 1. Critical issues. Map Div. 80-680 LCCN 78089854. New York Public Library.
2. Kantrowitz, Nathan. "Negro and Puerto Rican populations of New York City in the twentieth century". 1969. Map Division - Rm 117 (Map Div. 94-7530). BOOK/TEXT. New York Public Library.
3. Marshall, Kenneth. Kenneth Marshall Papers, 1951-1977. Manuscripts & Archives (Sc MG 456 Box 1). New York Public Library.
4. John R. Logan, Weiwei Zhang, and Miao Chunyu. "Emergent Ghettos: Black Neighborhoods in New York and Chicago, 1880–1940". January 2015. Web.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4597788/>