

Maya Lin School Diversity Audit

Edited and Formatted by Miles Clements and Julian Baselj Klein ...and Ms. DAY!

By Julian Baselj-Klein, Elizabeth Chapin, Dylan Chubb, Ada Clements, Malia Dickens, Nomuunzul Enkhbayar, Mia Enriquez, Eleanor Franusic, Eloise French, Tyler Lambert, Talise Muller, John Nelson, Derrick Lyons, Henrietta Sanders, Cameron Thomas, Elise Wickline and Annette Yu

Purpose

We observed diversity trends in children's publishing in 2018 and 2015. We were frustrated by the results. We inventoried the books available in several classrooms, and took data based on the same criteria as the Cooperative Children's Book Center. We went based on both what was explicitly shown on the book covers, and inference. We added two other categories : LGBTQIA and Multicultural (for some classrooms). Multicultural refers to books where several cultures seemed to be represented and there was no set main character to judge. Also, nonhuman includes nonfiction texts that are not about cultures, and/or groups of people.

In this report, we offer data for several classrooms in the

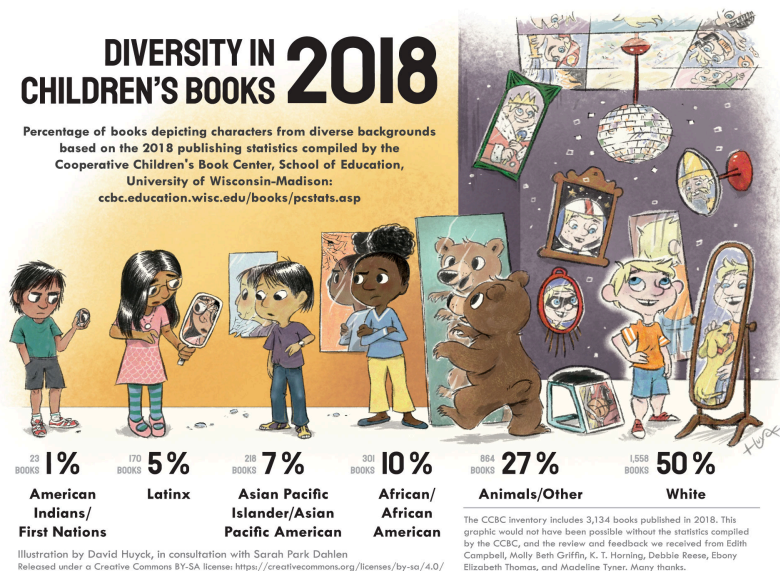
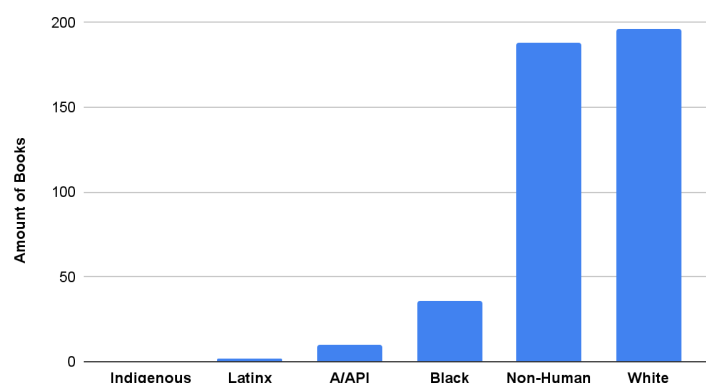
school, and solutions. For ease of digital use, please use the outline feature found to the left of the document to quickly move between topics. *Classrooms surveyed are not named to maintain anonymity.)*

School Library Inventory

*Data by Ada Clements, Dylan Chubb, Eleanor Franusic, Annette Yu, and Elizabeth Chapin
Chart by Miles Clements*

We did an audit of the school library. We surveyed a total of 432 books, and here are the results: Zero books we surveyed represented Indigenous Americans. Two books we surveyed represented Latinx people. Ten books we surveyed represented Asian Americans/Asian Pacific Islanders. Thirty-six books we surveyed represented Black people. One-hundred eighty-eight books we surveyed represented non-humans. One-hundred ninety-six books we surveyed represented white people.

Whole School Library Popular Books



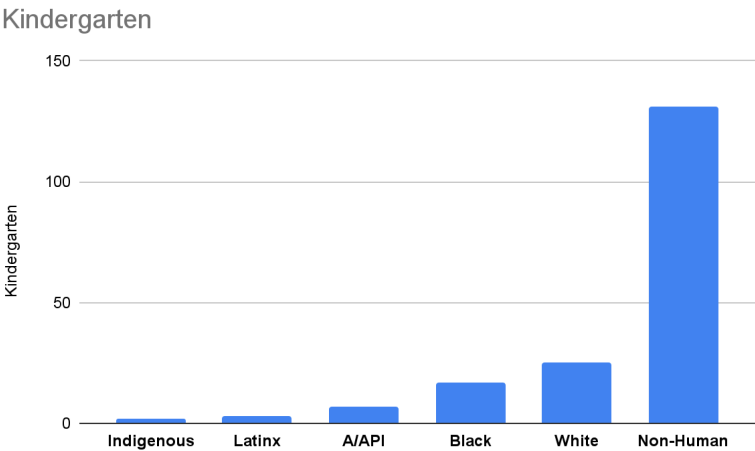
A Kindergarten Classroom

*Data by Eloise French, and Elise Wickline
Chart by Miles Clements, Text by Malia Dickens*

We did an inventory of a Kindergarten classroom. We inventoried a total of 185 books, and here are the results:

2 books represented the First Nation/American Indian People. 3 Books represented Latinx people. 7 Books represented Asian American/ Asian Pacific Islanders. 17 books represented Black people. 131 books represented nonhumans and 25 books represented white people. One book represented people in the LGBTQIA community.

Two First Grade Classrooms



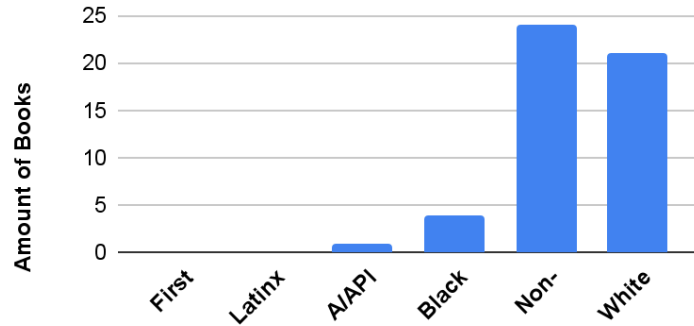
Charts by Miles Clements, and Written up by Mia Enriquez

Classroom A - By Ada Clements, and Annette Yu	Classroom B - Malia Dickens, Nomuunzul Enkhbayar, Tyler Lambert, and John Nelson																																		
1st Grade (A) A bar chart titled "1st Grade (A)" showing the distribution of 727 books. The y-axis is labeled "1st Grade (A)" and ranges from 0 to 500. The x-axis lists categories: Latinx, Indigenous, A/API, Black, MC, White, and Non-Human. The bars show the following counts: Latinx (0), Indigenous (4), A/API (8), Black (70), MC (65), White (111), and Non-Human (469). <table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Latinx</td><td>0</td></tr><tr><td>Indigenous</td><td>4</td></tr><tr><td>A/API</td><td>8</td></tr><tr><td>Black</td><td>70</td></tr><tr><td>MC</td><td>65</td></tr><tr><td>White</td><td>111</td></tr><tr><td>Non-Human</td><td>469</td></tr></tbody></table> We inventoried 727 books in a first grade classroom, and here are the results: 0 books represented Latinx people, 4 books represented American Indian/First Nation people, 8 books represented A/API, 70 books represented multi-cultural (several cultures represented on the cover, no specific main character, or unidentifiable race), 65 books represented Black Americans and/or African people, 111 books represented white people, and 469 books represented non-human (animals, objects, math, etc.).	Category	Count	Latinx	0	Indigenous	4	A/API	8	Black	70	MC	65	White	111	Non-Human	469	1st Grade (B) A bar chart titled "1st Grade (B)" showing the distribution of 634 books. The y-axis is labeled "1st Grade (B)" and ranges from 0 to 500. The x-axis lists categories: Indigenous, LGBTQIA, Latinx, A/API, Black, MC, White, and Non-Human. The bars show the following counts: Indigenous (0), LGBTQIA (2), Latinx (4), A/API (14), Black (29), MC (50), White (77), and Non-Human (457). <table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Indigenous</td><td>0</td></tr><tr><td>LGBTQIA</td><td>2</td></tr><tr><td>Latinx</td><td>4</td></tr><tr><td>A/API</td><td>14</td></tr><tr><td>Black</td><td>29</td></tr><tr><td>MC</td><td>50</td></tr><tr><td>White</td><td>77</td></tr><tr><td>Non-Human</td><td>457</td></tr></tbody></table> We inventoried another 634 books in this first grade classroom, and here are the results: 0 books represented American Indians/First Nation people, 4 books represented Latinx People, 14 books represented A/API communities, 29 represented Black people, 50 represented a multitude of cultures. 457 books represent nonhuman topics and 77 books represented white people. 2 books represented the LGBTQIA community.	Category	Count	Indigenous	0	LGBTQIA	2	Latinx	4	A/API	14	Black	29	MC	50	White	77	Non-Human	457
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A Second Grade Classroom

By Julian Baselj Klein

2nd Grade



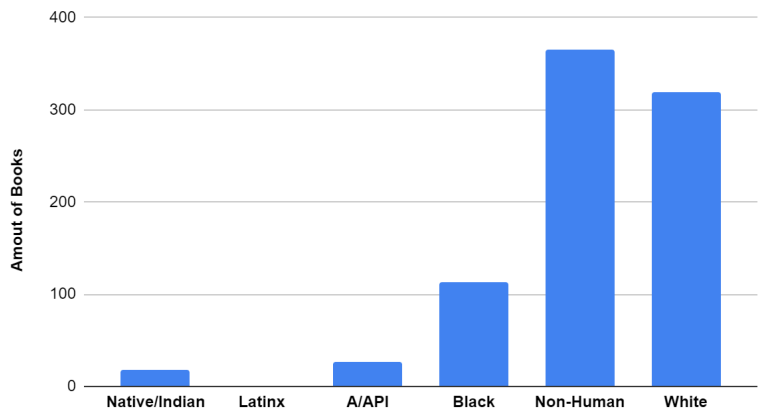
I did a survey of a second grade classroom. I surveyed 50 books total, and here are the results. 0 books represented First Nation/ American Indian people. 0 books represented Latinx People. 1 book represented Asian Americans and Asian Pacific Islanders. 4 books represented black people. 21 Books represented white people. And 24 books represented nonhumans.

A Third Grade Classroom

By Elizabeth Chapin, Mia Enriquez, Eleanor Franusic and Henrietta Sanders

We inventoried 875 books in a third grade classroom. 18 books represented first nation/ American Indian/ Indigenous people. 1 book represent latinx people. 26 books represented Asian Americans and/or Asian Pacific Islanders. 113 books represented Black Americans. 365 focused on nonhuman topics and 319 books represented white people.

Third Grade Class



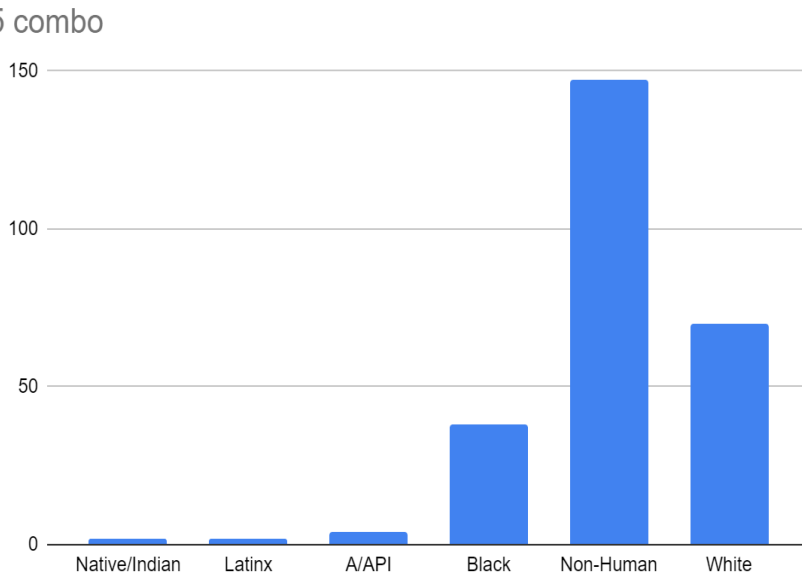
A Fourth and Fifth Grade Classroom

By Cameron Thomas and Elise Wickline

Chart by Miles Clements

Written Up by Mia Enriquez and Ada Clements

We surveyed 265 books in a 4th and 5th grade class. 2 books represented American Indian/ First Nation People. Two books represented Latinx people. Four books represented Asian Americans/ Asian Pacific Islanders. 38 books represented Black Americans. 170 books represented nonhuman. 70 books represented white people. 2 books represented the LGBTQIA community.



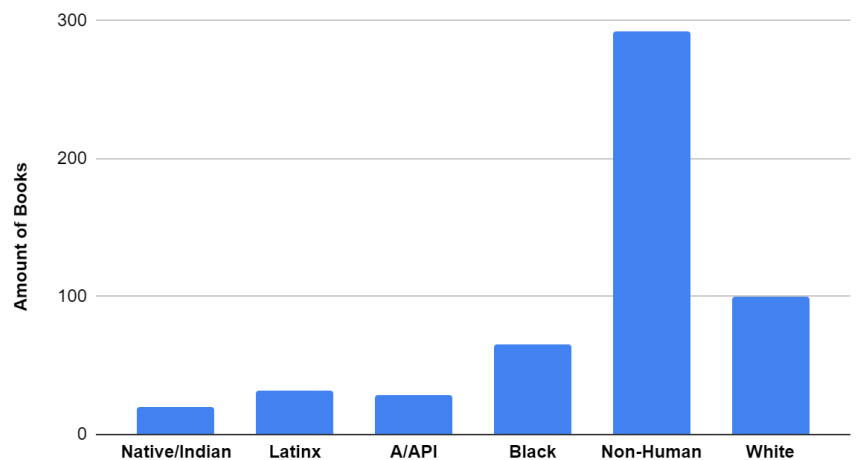
NOTE : Many of the nonhuman texts in the classroom were nonfiction. We included books that were about nonhuman topics like fire, trees, water, etc. in the nonhuman section. If the nonfiction text was about a group of people or a specific culture, it was inventoried in the correct space. We also decided to include all races in texts that seemed to encompass all cultures (ex. Guinness Book of World Records).

A Combined K-3 Classroom

By Elizabeth Chapin, Eloise French and Dylan Chubb

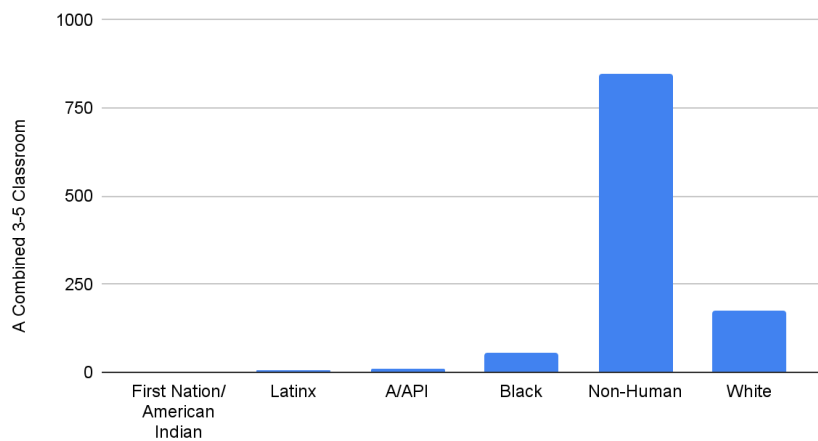
We surveyed 538 books in a multi-age kindergarten, first, second and third grade classroom. 20 books represented American Indian/ First Nation People. 32 books represented Latinx people. 29 books represented Asian Americans/ Asian Pacific Islanders. 65 books represented Black Americans. 292 books represented nonhuman topics. 100 books represented white people. 4 Books represented the LGBTQIA community.

Multi Age : K-3



A Combined 3-5 Classroom

A Combined 3-5 Classroom



By Ada Clements, Annette Yu, Talise Muller and John Nelson

We surveyed 1,095 books in a multi-age fourth and fifth grade classroom. 1 book represented American Indian/ First Nation People. 5 books represented Latinx people. 10 books represented Asian Americans/ Asian Pacific Islanders. 55 books represented Black Americans. 847 books represented nonhuman. 177 books represented white people.

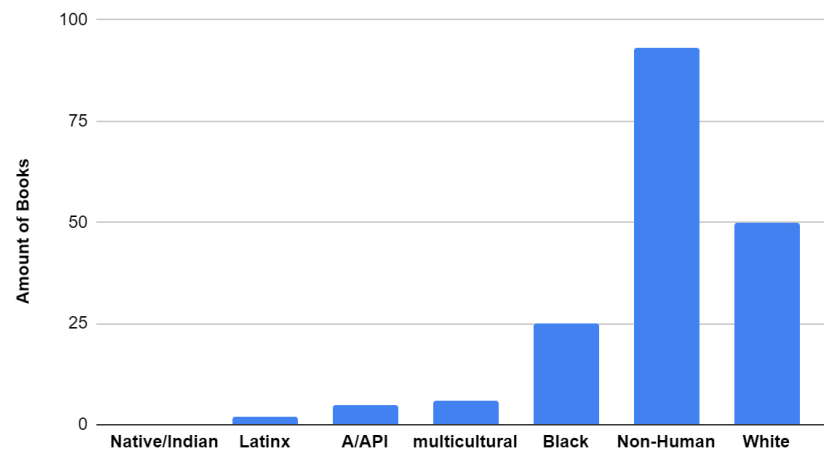
An Art Classroom

By Ada Clements and Malia Dickens

We surveyed 181 books in an art room. 0 books represented American Indian/ First Nation People. 2 books represented Latinx people. 5 books represented Asian Americans/ Asian Pacific Islanders. 6 books represented an array of cultures, and there was no specific main character. 25 books represented Black Americans. 93 books represented nonhuman. 50 books represented white people.

NOTE : Many of the nonhuman texts in the classroom were nonfiction art textbooks. We included books that were about nonhuman topics like fire, trees, water, etc. in the nonhuman section. If the nonfiction text was about a group of people or a specific culture, it was inventoried in the correct space. We also decided to include all races in texts that seemed to encompass all cultures (ex. Guinness Book of World Records).

art



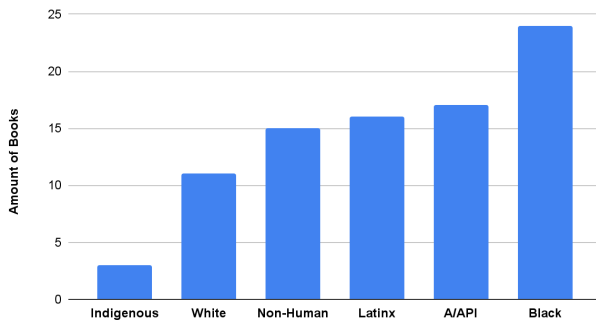
Ms. Day's Personal Library Inventory, and Room 26 Book Bins

Teachers often keep books meant for special moments and lessons separate from those available to students. This is to preserve them, and always have them on hand. We have included a graph of my Personal Picture Book Library to highlight the difference between the books available to students at all times, and those that are withheld. - Ms. Day

Charts by Miles Clements, and **Written Up** by Mia Enriquez and Eloise French

Ms. Day's Personal Library Inventory - *Cameron Thomas*

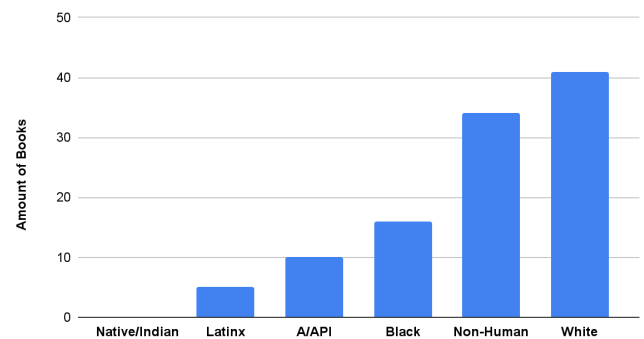
Ms. Day's Personal Library



We did an audit of 99 books in Ms. Day's personal Picture Book Library. Here are the results. Three books represented American Indian/First Nation people. Sixteen books represented Latinx people. Seventeen books represented Asian Americans/Asian Pacific Islanders. Thirty-Four books represented Black Americans. Fifteen books represented nonhumans (trucks, animals, etc.). Eleven books represented white people. Three books represented people within the LGBTQIA community.

Ms. Day's Class Book Bins - *Derrick Lyons & John Nelson*

Ms. Day's Class' Book Bins



We surveyed 106 books in book bins in Ms. Day's Class Library. 0 books represented American Indian/ First Nation People. 10 books represented the Asian Americans and Asian Pacific Islanders. 5 books represented Latinx people. 10 books represented Black American people. 41 books represented white people and 34 books represented nonhuman topics (animals, trucks, etc.)

Things we noticed - Students still tended to choose books that centered both white people and nonhuman topics. The teacher had a more balanced chart (because I purposefully choose books that represent all children - Ms. Day) But is it really the reader's fault, if they only have a select group of books to choose from? You can't choose a book about American Indian/First Nation/Indigenous communities, if they are not published or available in the first place.

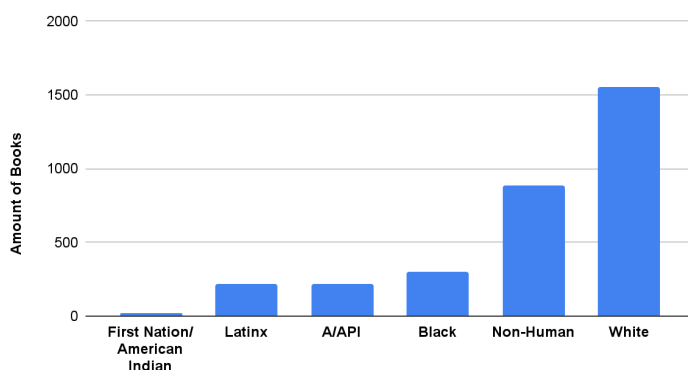
You may find yourself asking, “Why is it so important to have a diverse collection of books at school?”

Racism has been stamped into how this country has been run since the beginning. In order to combat racism, we must all be actively anti racist. One way to be anti-racist, is to think critically about the choices you make concerning the stories you consume.

- Showing people of color in a positive light can help to both dismantle and prevent the creation/furthering of stereotypes.
- Books have the ability to help people change their racist ideas.
- Even if you don’t want to teach about anti-racism/racism in your classroom, it’s still important to have a diverse collection of books because your classroom has a diverse collection of kids!
- Books can help you learn about different types of people.
- Books can help you learn what to do in hard and difficult situations.
- People EXIST and since they EXIST they deserve to be represented.
- Books should show all types of people at all ages being brave and standing up for what they believe in.
- Books can help you learn more about what’s happening around the world.
- Younger kids should be exposed to books about different types of people so they know about other races and cultures, and that we’re all human and we just look different.
- Books have the ability to provide several perspectives to history, and not just one view.
- Books can be a way to honor your ancestors (the people who came before you) and show them respect.

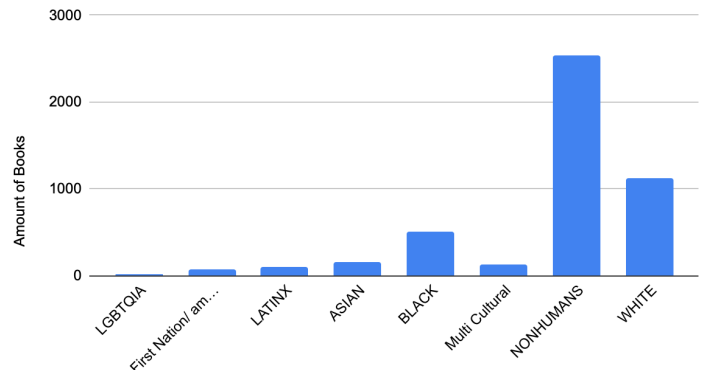
Original Data as a Bar Graph (3134 Books)

Diversity in Children’s Books 2018



Graph of all books surveyed at Maya Lin (4621 books)

Maya Lin School Classroom Library Audit



Do you see a repeated trend ? (Something similar in both graphs?)

A note on LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer, etc) Stories

When we started this research project, I told the students that it would be very difficult to determine whether or not a book had queer representation. They would often show me a book, and since I spend time reading/ looking up kids' books, I automatically knew what topics it covered. This kind of representation isn't as explicit as race is, you can't tell what someone identifies as just from first glance. It is not always an external aspect of someone's identity. I also told them that this specific category would go in tandem with another category. Ex. If there was a book about a white gay character, they could mark a point for both white and LGBTQIA.

While in classrooms, some students decided to directly ask teachers if they had any stories representing people within the LGBTQIA community, and the teacher pointed them towards those stories. Often those stories were the two books each grade was given by the district. Those read alouds were given by the district for specific lessons, and not necessarily for whole class independent reading. While that's important, I believe it is even MORE important for students to have access to books about people who are different from them (or like them), and hard topics, that they can digest on their own time at their own pace.

I'm saying all of this to say that this may be why the LGTBQIA category is so low.

Though, we all decided that we can infer, that this is also a severely impacted section of children's publishing that has also been neglected.

- **Ms. Day**

Possible Solutions

We collaborated as a class to generate a list of possible solutions. Some are easy to work on, and some are dependent on an entire system shift..

- A book swap where we take many books that have white/majority characters and request that people bring books about different cultures to swap.
- Teachers and students do an audit of their own classroom library, and make a challenge to find out how many cultures they have within it.
- Ask district admin to try to find more curriculum that has many cultures represented in book.
- Ask the superintendent to visit our class and explain to us why there are such large disparities.
- Send district admin the report, see what their response is, and ask what they're going to do about it.

- The Student newspaper (Alameda Prophet) can add in sections about racism/ anti racism .
- Send a letter to a politician, and ask for more money to fund these types of things at public schools.
- Teachers can find more ways to supplement their library if they are lacking. (Going to the library, asking parents to donate, borrowing from other teachers, etc.)
- The PTA can specifically fundraise for classrooms to buy books that teach about different cultures and diversity.
- Even if nothing is done, it's important that the report bring awareness to the issue. Now, you know what's going on, and maybe think about how you can make changes.
- Try to buy a little books at a time until your library is more diverse.
- Parents can donate books about different cultures to their student's classrooms if they are able.
- Parents can volunteer in classrooms and read books that represent their culture. (!!!!!)
- Students can share books they have at home about their culture.
- Students can donate books (that are not their favorites, or that were from when they were young) about different cultures to the class.
- Take a look at the books YOU are reading, and ask yourself why.

To End

Students deserve to see a reflection of themselves and others in texts that they are exposed to (both by read alouds and independent reading.) *"Racist ideas have been stamped into the way our country is run..." -Stamped for Kids.* Those racist ideas can also explain disparities we have pointed out in children's book publishing. While our data isn't perfect, the results are a reflection of how children determine race. Little to no adult interference was provided in collecting this data, and it was purely collected by students with a bit of teacher aide.

With this report, we aren't attempting to finger point or shame anyone. We understand that a lot of libraries don't have a diverse collection of books, because (based on the 2018 infographic we observed) there aren't that many books about people of color published in the first place! If there were actually more books published, and brought into the school, our results would be way different.