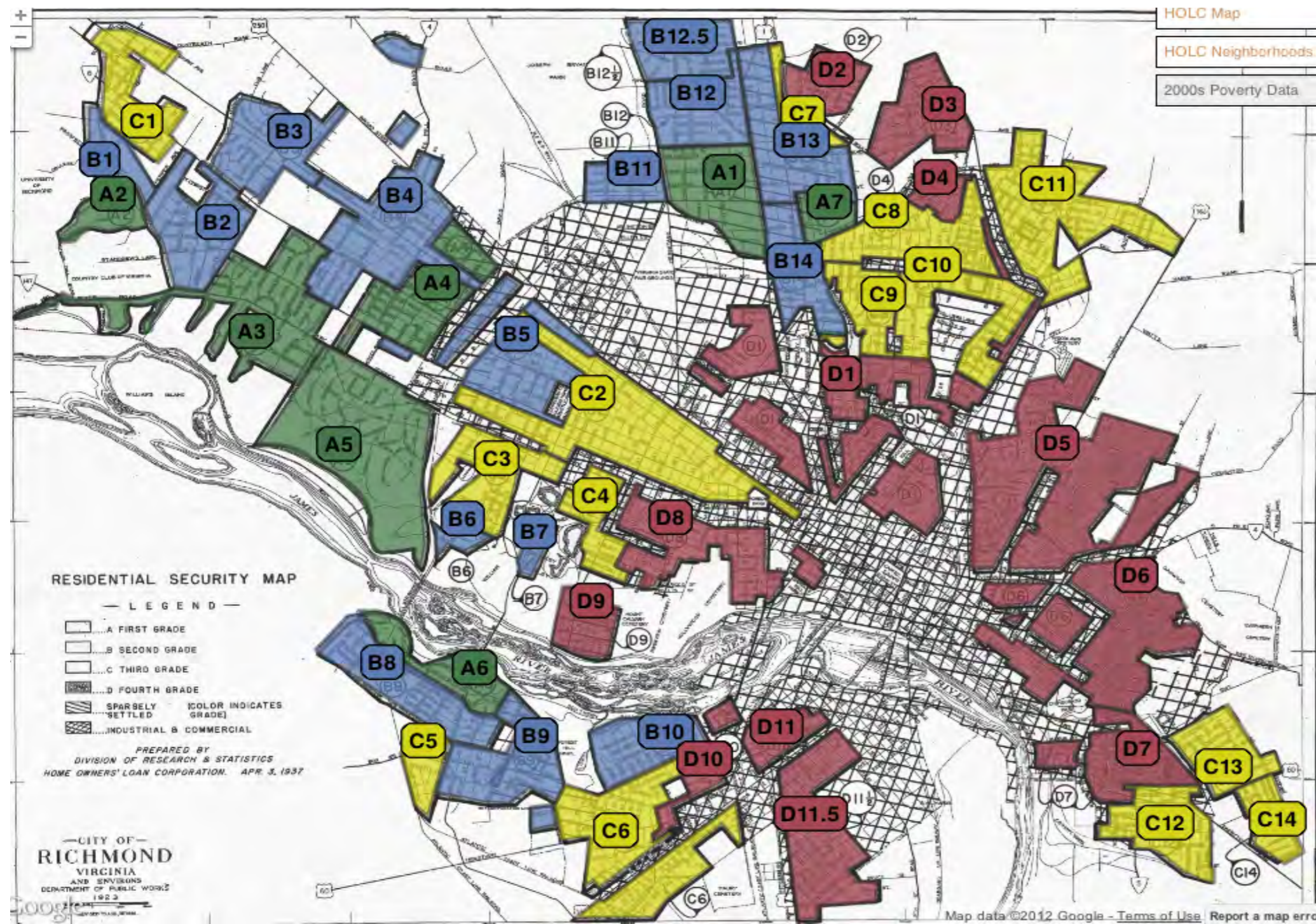
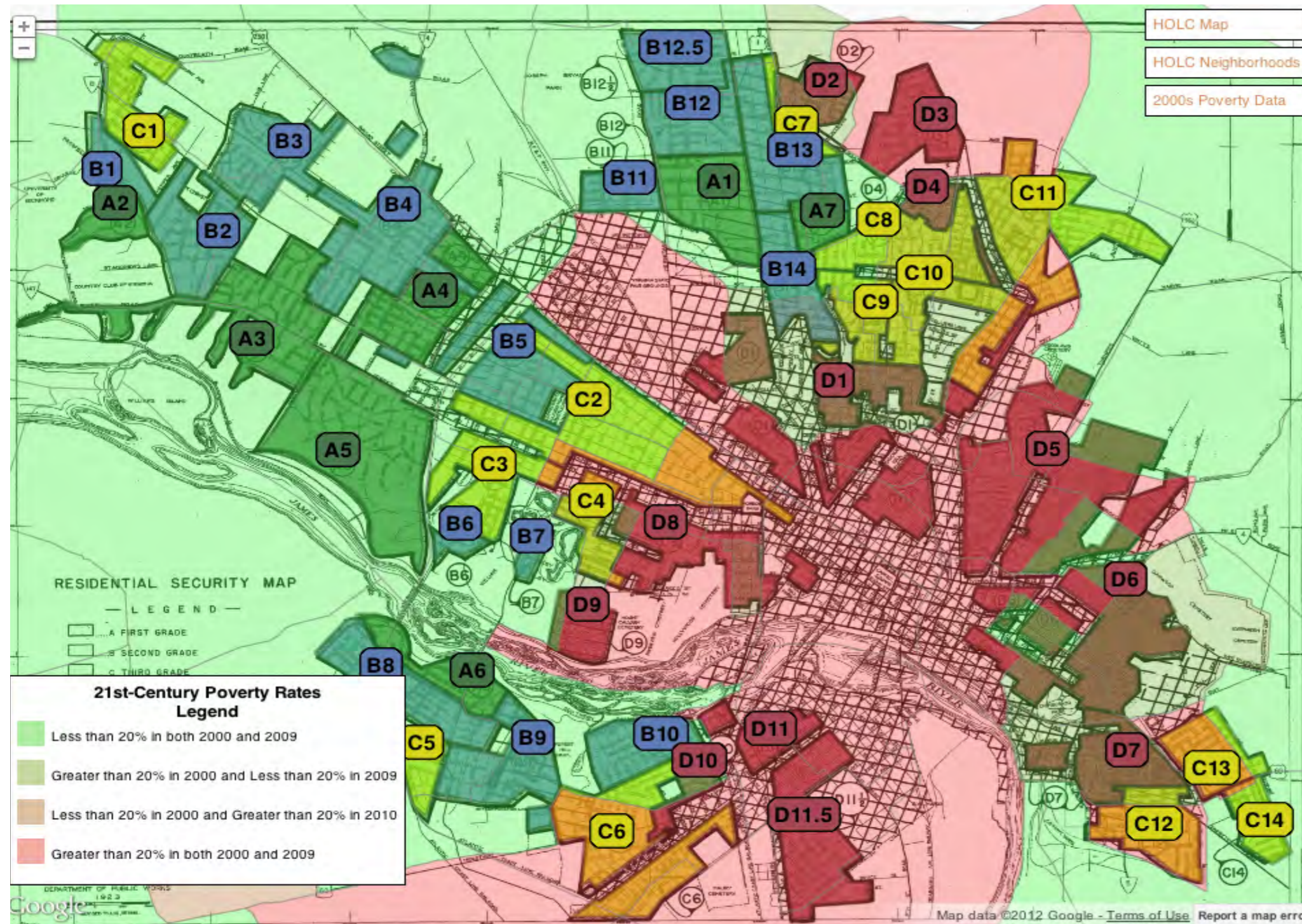


1937 Home Owner's Loan Corporation Neighborhood Ratings:



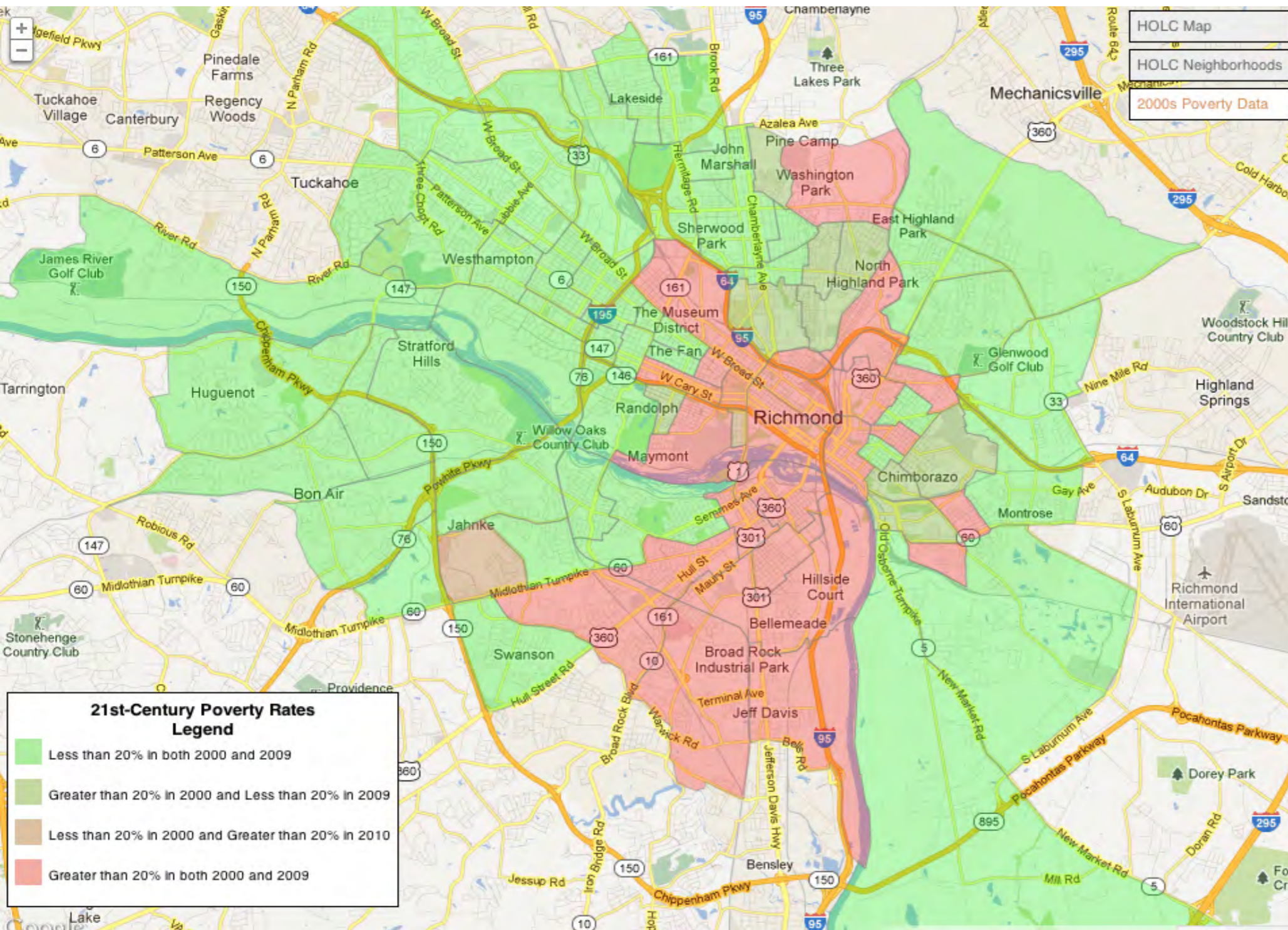
The Home Owner's Loan Corporation mapped the neighborhoods of major US cities in 1937. Grades between A and D derived from criteria of income levels, aesthetics, and levels of minority and immigrant populations. The maps were officially intended as a tool for banks to prevent mortgage foreclosures, but they quickly resulted in the practice of "red-lining". Banks refused loans to anyone wishing to buy a home in a minority neighborhood.

1937 Home Owner's Loan Corporation Neighborhood Ratings:



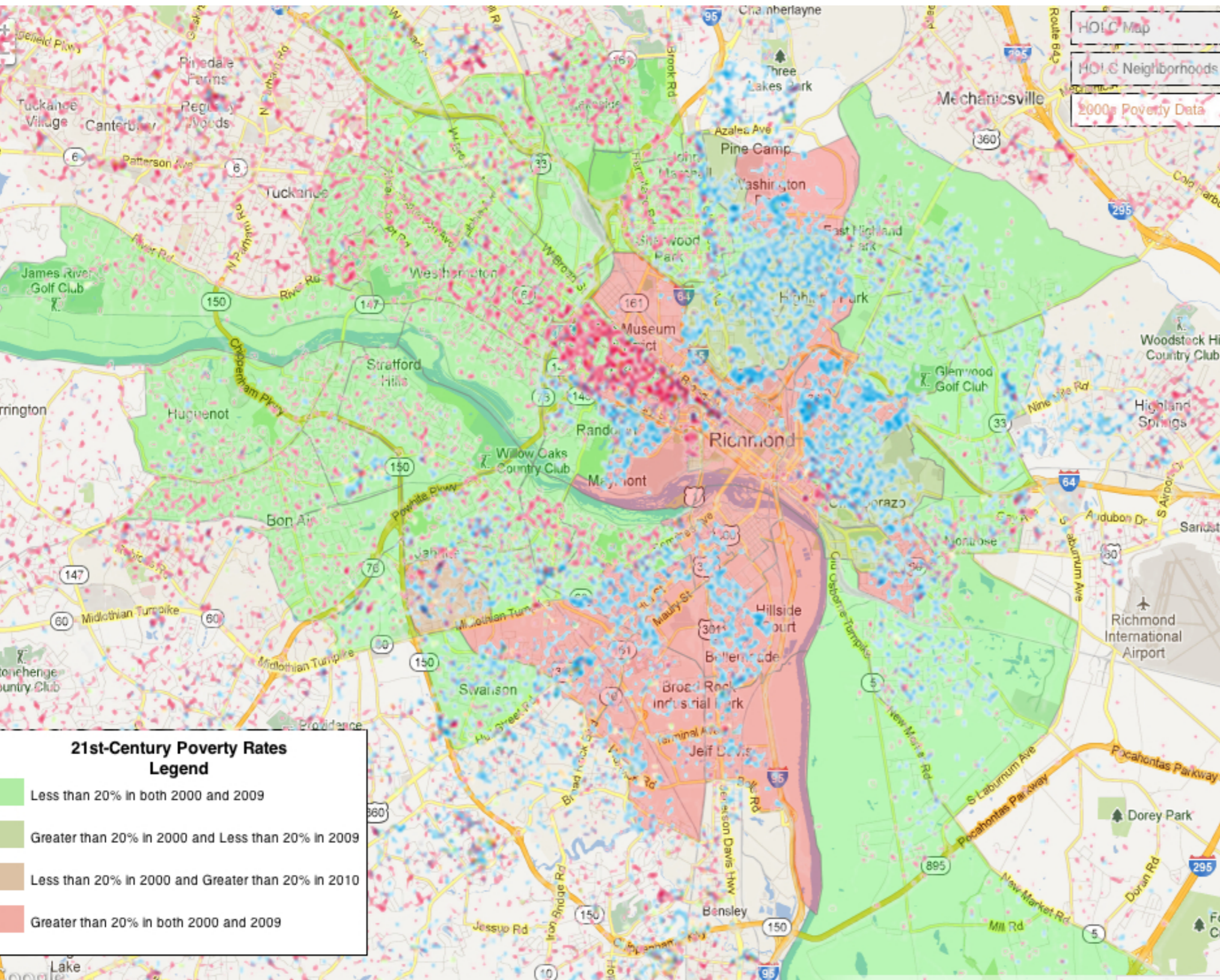
The denial of loans removed opportunities for financial advancement, gradually sinking black communities into poverty. Although the practice of red-lining neighborhoods by race is now illegal, the damage can still be seen in today's poverty data.

2010 Poverty Levels:



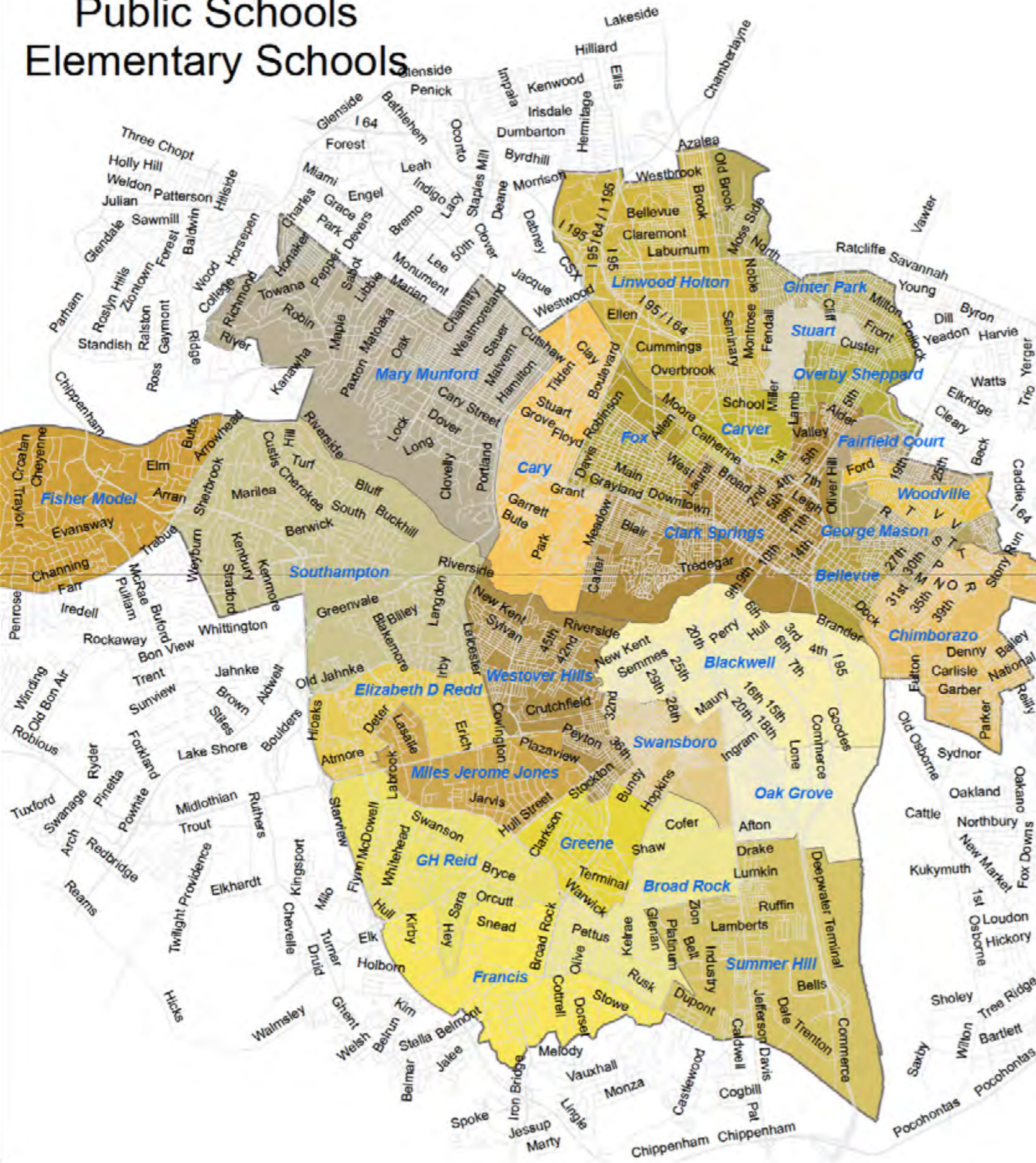
While poverty concentrations are high within the city of Richmond, the surrounding counties are relatively affluent. Roll over the map below to see a larger version.

2010 Poverty Levels:



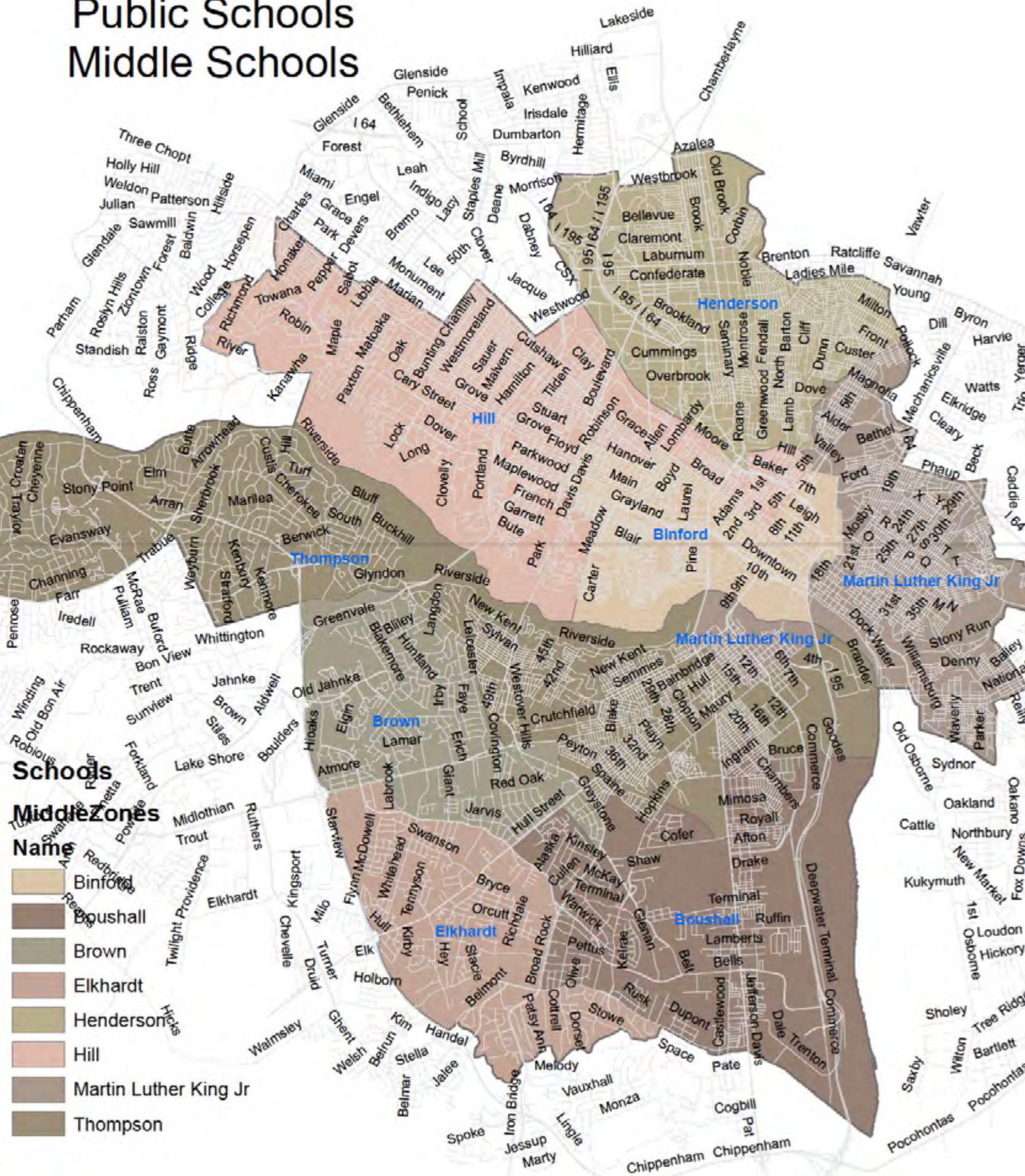
By overlaying Richmond's population by race, the long term effects of red-lining become more apparent. The red dots show white residents, and the blue dots represent black residents. Richmond remains heavily segregated by race and class.

Richmond City Public Schools Elementary Schools



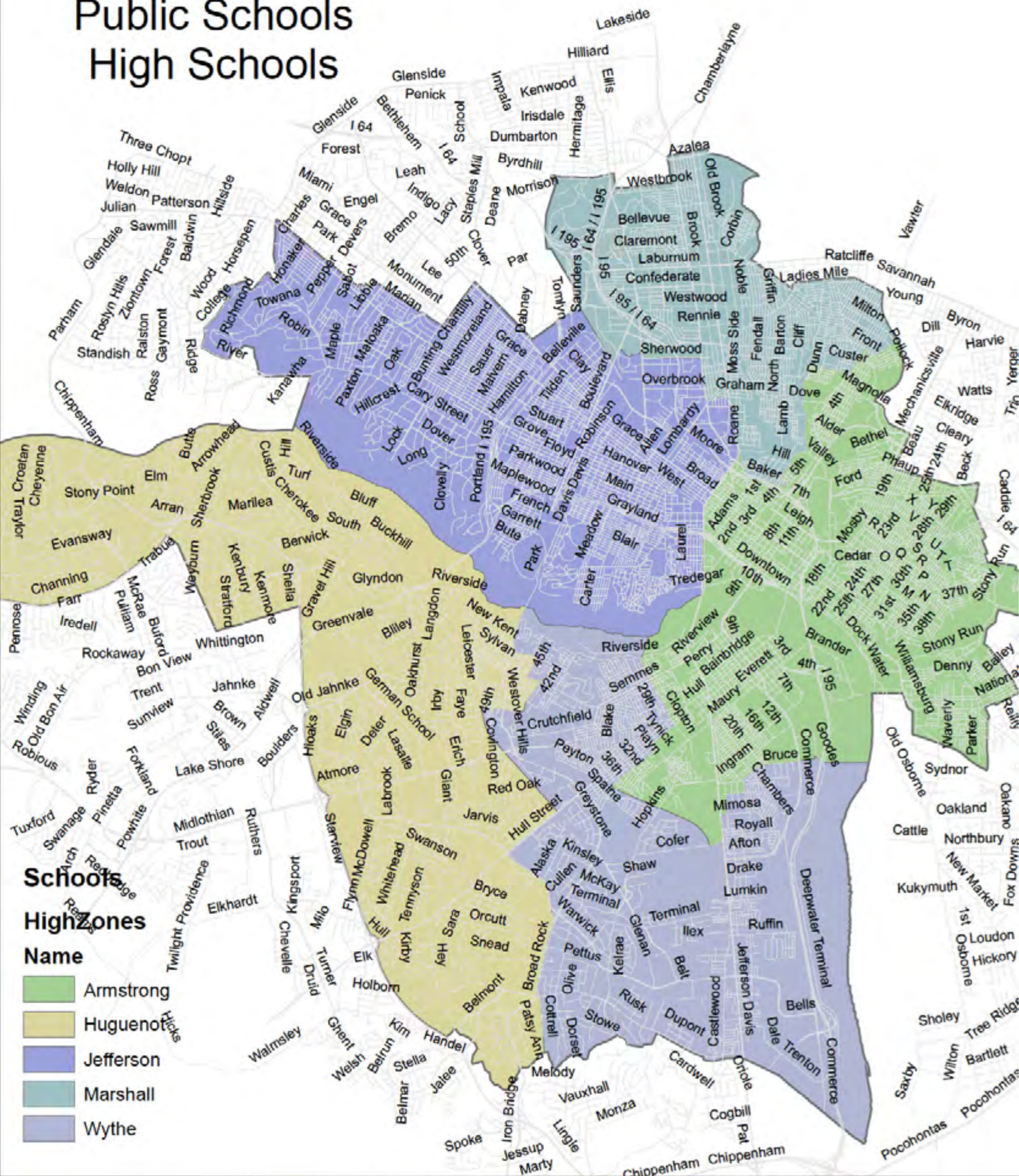
Although Richmond's general population is 50% black and 41% white, its public school system enrolls 85% black students, 8% white students, .7% Asian students, and 5% Hispanic students. Some of Richmond's elementary schools show an extreme lack of diversity in their enrollment numbers.

Richmond City Public Schools Middle Schools



Fox elementary, which educates twice as many white students than black, feeds to Binford Middle. Yet Binford is only home to 27 white students. Where do they all go?

Richmond City Public Schools High Schools



By comparing Richmond's enrollment numbers to the surrounding counties, the migration of white families with school-age children away from the city becomes evident. What message do caretakers teach their children by separating them by race during school years? Might this quiet prejudice predispose children to segregating their adult lives as well?

Without exposure to diversity, Richmonders cannot learn to value the "other" population. The strong correlation between poverty and race in Richmond, as well as race and academic achievement may lead teachers and administrators to expect less from black students. Educators have a responsibility to examine and correct their own prejudices. Schools must explicitly address racial issues with their students to counteract the implications of segregated learning environments.

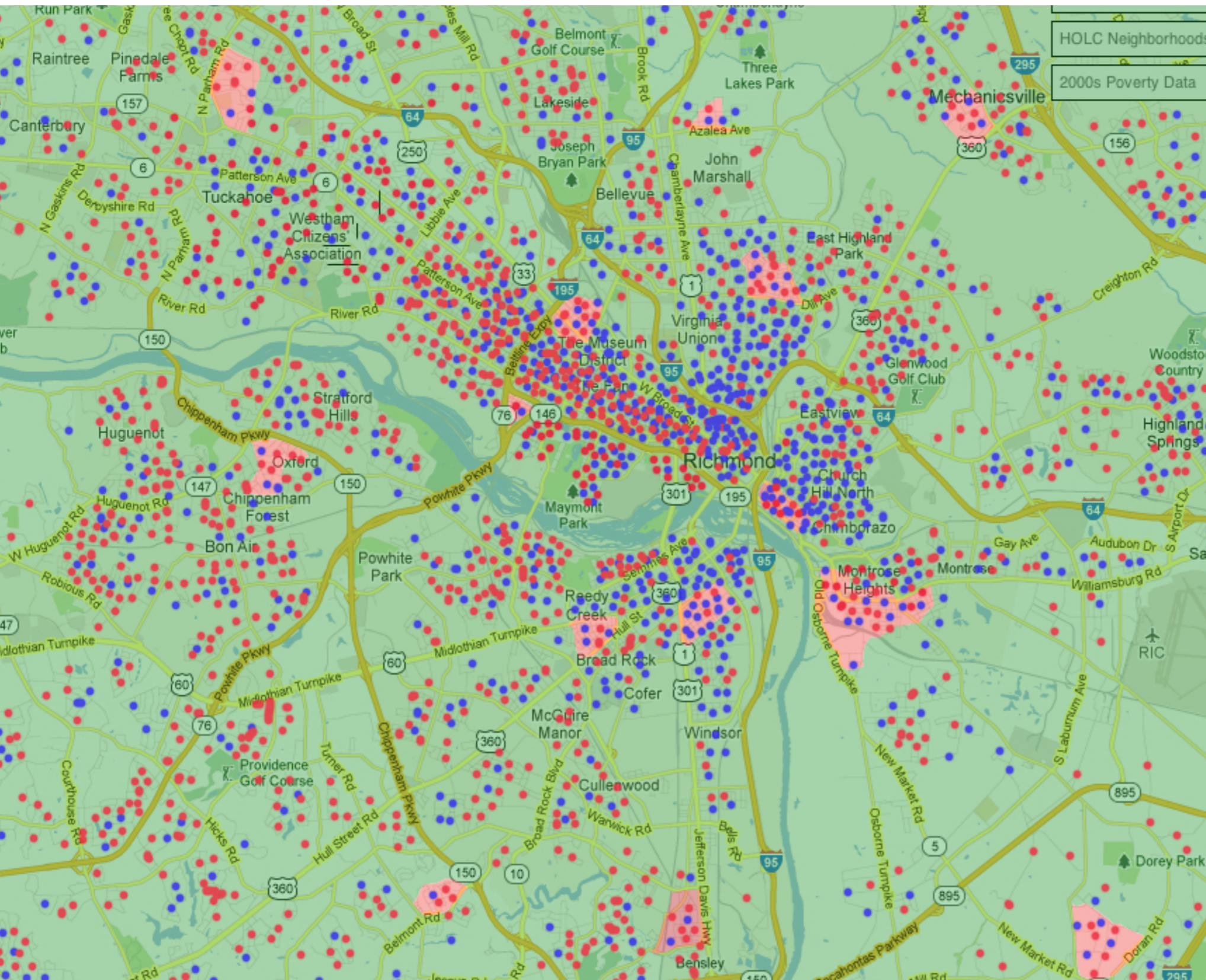
Art for Anti-Racism



Heavy-handed policies aimed at integration, like bussing, fail to address the root causes of segregation. Black children transported to predominantly white school districts face the self-esteem lowering sense of difference. Bussing also implies that black children should do better when exposed to white peers. The white savior mentality perpetuates the myth black academic ineptitude. Art has the power to critically examine notions of race and power.

Race is a primarily visual categorization. Art offers a vehicle for exploring racial messages by the same mode of perception. Understanding how power is culturally presented and perceived helps educators analyze their own prejudice and enables students to recognize stereotyping in popular culture. The magazine cover above places the white model in a position of power over the black models surrounding her. Students must be equipped to recognize the inequality of such images and resist their influence. Kehinde Wiley's painting on the left presents an alternative view, prompting viewers to reconsider traditional roles of power and how it is presented.

Imagining Richmond's Future:



* In our future version of the city, Richmond City Public Schools' student body is 40.8% white, 50.6% black, 2.3% Asian, 6.3% Hispanic, and 2.3% people reporting two or more races, directly proportionate to Richmond's overall population.

Art education can only do so much. Collaborations between artists, educators, policy makers, and community members are necessary to build a healthy society. We cannot pretend poverty will ever completely disappear from Richmond's landscape, nor should we aim for "perfect" residential integration. Some higher densities of a single group may naturally persist as families stay in their homes and children chose to establish households nearby. But our demographic landscape should provide evidence of the shift as Richmond unlearns its old anxieties. This map depicts my vision for a more integrated, equitable Richmond.