

Looking Back In Order to Move Forward

An Often Untold History Affecting Oregon's Past, Present and Future

Timeline of Oregon and U.S. Racial, Immigration and Education History

Time Immemorial The geographical region now known as Oregon was one of the most linguistically rich places on earth with over 30 distinct languages, some of which remain alive today. There are different theories about the history of these First Peoples. The origin stories of many of the Native American societies state that they were created in essentially those geographical locations where they were when first encountered by Europeans.

12-14,000 BCE (*Before the Common Era*) Physical evidence in the historic Modoc Klamath and Paiute territory excavated by Luther Cressman in 1938 and later by U of O anthropologists from 2002-2010 scientifically confirmed ancient human activity in Oregon. The site is accepted by anthropologists as one of the oldest known inhabited sites in North America. 10,000+ year old sandals and other artifacts are displayed at the University of Oregon Museum of Natural and Cultural History in Eugene.

1292 BCE One of the first documented instances of Africans settling in the Americas were black Egyptians led by King Ramses III.

7,300 BCE A body of a prehistoric man found on the banks of the Columbia River on the Washington-Oregon border in 1996 was dubbed by dominant culture scientists, "Kennewick Man". Using the rights guaranteed in the Native American Graves Protection & Repatriation Act, the Umatilla tribe sought custody of the remains for reburial. The U.S. Supreme Court awarded scientists jurisdiction over the skeletal remains since no genetic link could trace him to the Umatilla Tribe. In 2015, further DNA findings confirmed *The Ancient One* was Native American, so the tribes who claim him as their ancestor could begin the process of reclaiming his remains. He was returned to the tribes in 2017.

400 – 500 CE (*In the Common Era*) Historical/archaeological research provides evidence that Kanaka (Native Pacific Islanders) and Chinese visited and traded with indigenous peoples of the Pacific Northwest thousands of years before Europeans arrived.

1000 CE By this time, the Vikings had explored North America.

1492 – 1700 CE The Smithsonian Institute at the National Museum of the American Indian in Washington D.C. estimates that 9 out of 10 indigenous people perished during the first two centuries after contact between Europeans due to violence and disease.

****Genocide is the deliberate or systematic killing of a large group of people, especially those of a particular ethnic group or nation.****

1543 After 16,000 documented years of indigenous people living in what is now called Oregon, Spanish explorers claimed for Spain the land they sighted off the Oregon Coast north of the forty-second parallel near the Rogue River.

1619 A Dutch ship brought 20 Black Africans most likely considered as indentured servants to the English Colony of Jamestown, Virginia. They and their descendants became enslaved rather than indentured like White servants who were brought to the colonies. This event marks the first documentation of an atrocious trend in colonial America, in which people from Africa were taken forcefully from their homelands and consigned to lifelong brutal slavery. (*The 1619 Project* developed by *The New York Times* in 2019 "aims to reframe the country's history by placing the consequences of slavery and the contributions of black Americans at the very center of national narrative.")

1675 In Jamestown, White and Black indentured servants and enslaved Africans joined forces in revolt (Bacon's Rebellion) to gain more rights/acceptance and acquire land. Historians believe it hastened the hardening of racial lines. After the rebellion, lawmakers made legal distinctions between "Whites" and "Blacks" including permanently enslaving people of African descent while giving White indentured servants / farmers some new rights and status. As a result, the two groups became less likely to reunite in rebellion. Colonial documents reference "a white man" thus creating official racial legal status, rights and privileges for White men.

Boxes contain national events.

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Oregon Center for Educational Equity, www.edequityoregon.net

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1680 – 1705 Colonial land-owners passed “Slave Codes” legalizing *chattel slavery* (*children of enslaved women would be themselves enslaved for life aka outright ownership of a slave*). “Slave Codes” severely restricted the rights of “Free Africans”. They equated the term “slave” with “Negro” thus institutionalizing the world’s first system of racialized slavery.

1776 A passage condemning the slave trade was removed from a rough draft of the Declaration of Independence due to pressure from both northern and southern delegates who enslaved Black people.

1778 First European contact with native people in Hawaii living in a highly organized, self-sufficient, subsistent social system based on communal land usage with a sophisticated language, culture and religion.

1785 The Land Ordinance of 1785 created rules for the survey, sale, and settlement of public domain lands confiscated by White settlers from local indigenous peoples. This law created “townships”; reserving a portion of each White township for a local school. From these “land grants” eventually became the U.S. system of “land grant colleges,” the precursor to the state public universities.

1786 The U.S. established the first Native American reservation. The policy dealt with each tribe as an independent nation but used many deceptive practices to manipulate and steal their lands. If tribes did not voluntarily move to reservations the government began forcefully removing people from their tribal lands.

1787 The U.S. Constitution was ratified with the provision that the slave trade continue for another 20 years. It required states to aid enslavers in the recovery of “fugitive slaves”. It also stipulated that an enslaved person counted as only three-fifths of a man for purposes of determining representation for each state in the House of Representatives.

1787 The Northwest Ordinance was passed. It created a system of government and specified how this territory would become states. It assumed that the U.S. had the right to occupy, give away or sell land that was already occupied by Native peoples.

1787 The New York African Free School was created by a group of wealthy White men dedicated to advocating for African Americans. The school was to educate Black children to take their place as equals to White U.S. citizens.

1790 Pennsylvania’s state constitution called for free public education but only for poor children (White only). It was expected that rich people would pay for their children’s schooling, but educating the poor (Whites) would help society.

1790 The Naturalization Act, first act of the newly established U.S. Congress, guaranteed that White immigrants could become citizens. It established rules and a two-year residency for only aliens who were “free White persons” of “good moral character”.

1792 Enslaved laborers worked in every stage of building of the White House and the U.S. Capitol, as well as much of Washington D.C., from quarrying and transportation of stone to construction.

1792 Captain Gray and crew entered and named the Columbia River. This expedition gave the U.S. claim to the Oregon Territory. Marcus Lopez, cabin boy of Captain Robert Gray, became the first person of African descent known to have set foot on Oregon soil and the first to be killed near Tillamook by Native Americans.

1805 York (William Clark’s Black body servant—slavery’s version of a valet) came west with Lewis and Clark’s Corps of Discovery. A Shoshone woman, Sacajawea, acted as a skilled interpreter and guide essential to exploring and documenting the Pacific Northwest. Sacajawea had been a prisoner by a rival tribe and sold to a French Canadian trapper who later described her as his wife. She carried and cared for her infant son on the trip. The mission was part of U.S. expansion plans for the Louisiana Purchase and beyond—supported the country’s sense of “manifest destiny”: the belief that the U.S. was justified and in fact ought to occupy and rule all land from the Atlantic to the Pacific.

1811 Fur traders, employed by New York merchant, John Jacob Astor, built a trading post named Astoria. They traded mostly for beaver pelts and became the first permanent White residents of Oregon.

Boxes contain national events.

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1808 U.S. Congress banned the importation of additional enslaved Africans but did not change other laws related to slavery. The African slave trade continued, even though it was officially illegal, until 1860.

1814 Thomas Jefferson proposed a two-track educational system. *“The mass of our citizens may be divided into two classes—the laboring and the learned. The laboring will need the first grade of education to qualify them for their pursuits and duties; the learned will need it as a foundation for further acquirements.”*

1817 American Colonization Society was formed to send free African Americans to Africa as an alternative to emancipation. It established a colony in west Africa, now the independent nation of Liberia. By 1867, they sent more than 13,000 emigrants there.

1817 A petition presented in the Boston Town Meeting called for establishing of a system of free public primary schools for White students. Main support came from local merchants, businessmen and wealthier artisans. Many wage earners opposed it, because they didn't want to pay the taxes for a tiered education that provided a different education for different classes.

1823 U.S. Supreme Court ruled in *Johnson v. McIntosh* that because they defined natives as “wanderers”, their rights were impaired and subordinate to the “discovery rights” of Europeans. While tribes retained an occupancy right, they did not have title to the land. This ruling became a convenient justification for forcing tribes from their ancestral homelands.

1827 Massachusetts passed the first state law for free public high schools (open to only White students).

1828 Congress designated the land that would become Oklahoma as “Indian Territory”. White settlers were required to leave so that this territory would always remain the designated area for various Indian tribes; many Whites continued to occupy the land.

1830 The all-White U.S. Congress devised the Indian Removal Act to force tribes from their homelands. It compelled them to relocate to “Indian Territory” west of the Mississippi River; land unlike their ancestral homes. They felt justified in forcing tribes off their land to support the expansion of White-owned railroads, White commercial farming and expansion of the oppressive Southern cotton plantation system. Among those forced out were the “Five Civilized Tribes”- the Cherokee, Choctaw, Chickasaw, Creek and Seminole (including thousands of their enslaved Blacks from their cotton plantations). “Civilized” was defined as tribes who adopted “White ways”. As tribes resisted this overt White oppression, President Jackson ordered the military to drive them out through a series of forced displacements of 60,000 Native Americans between 1830 and 1850.

1830s By this time, most southern states had laws forbidding the teaching of enslaved people to read with severe punishments for any Blacks who learned to read, or any one who taught them. Even so, around 5 percent of enslaved Blacks became literate.

1830's – 40's The Hudson Bay Company listed a substantial number of Hawaiian/Tahitian workers (called Kanakas). By the 1840's, 40% of the laborers at Fort Vancouver were Pacific Islanders working as cooks, gardeners, servants, millers and sailors. They were forced to live outside of Fort Vancouver in a segregated area called Kanaka Village. Though this early presence in Oregon makes them an integral part of its history, their contributions have been invisible to most Oregonians.

1832 At Fort Vancouver, the first school in the Oregon Territory established for Métis (sons of White fathers and Indian mothers).

1833 The first school, in what was to become the state of Oregon. opened exclusively for White students in Marion County.

1836 Encroachment and settlement by missionaries (the Whitmans and Spaldings) into Oregon also brought a measles outbreak. Many indigenous people, lacking immunity died (killing 70% of the local Kalapuyans). Distraught with grief, a group of Cayuse men sought revenge. The altercation was reported as a “massacre” when in fact far more Indians died from the measles and violence against them. The national attention blaming all Indians directly led to brutal U.S. military responses called the Cayuse War.

Boxes contain national events.

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1820-1860 Cities grew tremendously, fueled by new manufacturing industries, the influx of people from rural areas and many immigrants from Europe. From 1846 to 1856, 3.1 million immigrants arrived: a number equal to 1/8th of the entire U.S. population. Owners of industry needed a docile, obedient workforce & looked to public schools to provide it.

1836 Slave trader, Jim Bowie, & Indian-killer, Davy Crockett, became heroes when killed at the Alamo attempting to take Texas by force from Mexico. "Remember the Alamo" became a justification for violent U.S. expansion into Mexican and Indian lands.

1838 President Andrew Jackson's "Indian Removal" policies forced the Cherokee Indians on a thousand-mile forced march out of their ancestral lands. It is estimated that at least 4,000 Cherokees died on this "Trail of Tears."

1840s Over a million Irish came to the U.S., comprising nearly half of all immigrants at that time, due in part to the Irish potato famine. Irish Catholics in New York City struggled for local control of schools as a way of preventing their children from being forced a Protestant curriculum. Initially, White Irish Catholics and African Americans had much in common. However, to elevate their status, White immigrant workers organized in a labor movement to fight for White rights, abandoning workers of other races.

1842 The first Oregon university opened. Wealthy White Oregonians attended Willamette University after private grammar schools.

1844 Oregon's territorial government enacted several acts to prohibit slavery and to exclude Blacks and "Mulattoes" (mixed race) from Oregon. More than disdain for slavery, Oregonians did not want any Blacks, free or enslaved, living in Oregon. The infamous "Lash Law," required that Blacks – "be they free or slave – be whipped twice a year until he/she shall quit the territory." It was soon deemed too harsh and its provisions for punishment for staying in Oregon were reduced to forced labor.

1845 Sandwich Islander Tax Bill was designed by the all-White territorial leaders to not only raise revenue but to ensure that Pacific Islanders would never become permanent residents of Oregon. People of Color were wanted as a labor force and source of revenue, but not welcome members of the state. White employers were required to pay a tax of \$5 for each "Kanaka" (a term for workers from the Pacific Islands) they brought into the Oregon Territory and \$3 annually for each "Kanaka" in their service.

1845 U.S. annexed Texas with full citizenship rights for "Free Whites" and "White Mexicans" residing there prior to 1845. "White Mexicans" referred to fair skinned descendants of the Spanish without Indian heritage or appearance.

1846 - 48 President James Polk ordered the invasion of Mexico starting the Mexican-American War. The Treaty of Guadalupe-Hidalgo at the end of the war forced incorporation of almost half of what was then Mexico (*all of what is now the U.S. Southwest, plus parts of Utah, Nevada and Wyoming and most of California*). Thousands of Mexicans found themselves now living in the U.S.--the border had moved, they hadn't. Former Mexican citizens were promised citizenship but most were considered foreigners by the U.S. settlers who moved into the new territories. The treaty guaranteed their right to use the Spanish language, including in education. *In 1998, California broke that treaty, by passing Proposition 227, which made it illegal for teachers to speak Spanish in public schools.*

1848-1879 Conflict between Whites and Indigenous tribes, known as Cayuse Wars, continued until tribes were forced onto and confined to reservations on remote, semiarid land east of the Cascades. Efforts to obtain reservation land west of the Cascades ran afoul of the Oregon Donation Land Claim Act. This law sanctioned homesteading without regard for the legal obligations to Tribal titles to the land. Only a few remote parcels of land not yet encumbered by White claims were procured as reservation land.

1848 President Polk appointed Joseph Lane as Governor of the new Oregon Territory. Lane was raised in North Carolina and held southern pro-slavery beliefs. He had fought in and supported the Mexican American War to expand U.S. control of the North American continent. In 1849 he began his duties by overseeing the surrender and execution of five Cayuse Indians accused in relation to the "Whitman Massacre." (see 1836 entry) Lane County is named after him.

1849 The California Gold Rush sparked the first mass immigration of Chinese people into the United States.

1850 The California Legislature passed the Foreign Miners Tax that required non-U.S. born miners to pay a monthly \$20 tax. This was the first anti-Chinese legislation in California.

Boxes contain national events.

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1850-51 California statute defined an “Indian” as having one-half “Indian blood” and allowed White men to force Indians into unpaid labor for vagrancy. In 1851 the definition was changed to an “Indian” as someone having one fourth or more indigenous heritage. Many local laws were passed to restrict what Indians and “Half-Breeds” could do.

1851 An extensive body of discriminatory legislation was enacted in California including outlawing testimony by African Americans, Chinese and Native Americans against Whites in any court of law.

1848 U.S. established the Territory of Oregon. Samuel Thurston, a territorial delegate, informed Congress that the “*first prerequisite step*” to settlement was removal of Indians. The 1850’s was tragic for most First Peoples in Oregon as White Settlers conducted a “Race War” to drive Indians from their traditional gathering grounds. Government representatives pushed confusing treaties that were not honored; leading to most Native peoples of the Willamette Valley relocated to the Siletz and Grand Ronde reservations. These reservations effectively marginalized and oppressed their very ways of life. Confined to reservations and suffering persistent ravages of disease, inadequate housing and starvation, the population of Native Peoples continued to decline. Annual deaths exceeded birth rates well into the 20th century, a striking legacy of the inhumanity of reservation policy and practices.

1850 The Oregon Donation Land Act was enacted by the U.S. Congress to promote homestead settlement in the Oregon Territory; swelling the ranks of emigrants on the Oregon Trail. It granted free land to “Whites and half-breed Indians” in the Oregon Territory. This act dispossessed Native peoples and prevented many non-Whites, especially Blacks and Pacific Islanders, from claiming land in Oregon even if they had already settled here whether they had previous deeds to the land or not.

1850 – 1855 Indian agents signed more than 20 treaties negotiating rights and land titles of Oregon tribes. Most of these treaties were not approved in the Senate, but tribal leaders believed in the promises made to them in the process. Ratified treaties were those that extinguished Indian land titles in the Willamette Valley forcefully moving tribes to reservations outside the valley.

Mid 1850’s Mexican mule packers dominated the overland trade routes between northern California and southern Oregon. They supplied the Second Regiment Oregon Mounted Volunteers during the Rogue River Indian Wars. They played a very valuable role in communication and transportation of supplies throughout the Oregon Territory.

1851 Jacob Vanderpool, a Black owner of a saloon, restaurant and boarding house in Salem, was the only person officially documented to have been kicked out of the Oregon Territory because of his skin color based on the Exclusion Laws.

1852 Massachusetts passed the first compulsory education law so poor White immigrants’ children got “civilized” by learning in schools “*obedience and restraint to help them become good workers who did not contribute to social upheaval.*”

1853 Robin Holmes, a former Oregon enslaved person, successfully sued to free his 3 children who were enslaved on a farm near Rickreall. Slavery in Oregon continued despite the ruling in *Holmes v. Ford* with Oregon enslavers still reporting owning people who were enslaved on the 1860 Census. A major result of this case was that Oregon law was changed to disallow testimony by African Americans against Whites in Oregon courts.

1854 Oregon’s Exclusion Law was repealed, to be replaced three years later by amending the Oregon Constitution with similar exclusionary language to keep Blacks out of Oregon. (*Racist language was not removed from the official Constitution until 2002.*)

1855 After the gold strikes in southern Oregon, pro-slavery forces advocated forming a new state in southern Oregon and northern California. It failed when Californians rejected the idea of reducing the size of their state but the idea has resurfaced several times.

1856 Rogue River Indian Wars ended. Native Americans forced onto 2 newly created reservations: Siletz and Grand Ronde.

1857 U.S. Supreme Court’s Dred Scott Decision declared Blacks are African, not U.S. Citizens. It ruled 1820 Missouri Compromise’s ban on slavery in certain territories unconstitutional and reaffirmed legality of fugitive slave laws.

Boxes contain national events.

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1857 Oregon residents voted against slavery and in favor of excluding “free Negroes” from the state. The state’s African American population faced either leaving the state or suffering southern-style segregation, discrimination and racism. Meanwhile, a new exclusion law was added by popular vote to Oregon Constitution’s Bill of Rights.

1858 Just prior to statehood, Oregon elected the first state officials. Governor “Honest John” Whiteaker, as well as many lesser officials, were well known for their pro-slavery and White supremacy views.

1859 On February 14, 1859, after the all-White U.S. Congress accepted Oregon’s petition, it became the only state admitted to the Union with an “exclusion law” written into a state’s constitution; prohibiting slavery yet ordering all “Free Blacks” out of the state.

1860’s Large numbers of Asians, primarily Chinese, began to arrive in Oregon mostly to mine and construct railroads.

1860’s Mexican miners joined the Oregon Gold Rush but often faced prejudice and discrimination. One of the important technologies they brought with them was the arrastre, a large, but inexpensive, stone device for crushing quartz to remove the gold.

By the 1860’s In *How the Irish Became White*, Noel Ignatiev described how oppressed immigrants, Irish Catholics, changed. They previously had lived and worked with “Free Blacks”. However, they started to collaborate in the oppression of and discrimination against another “race -- Africans in America”. From being oppressed themselves, they started to secure their place in the White protestant dominant culture and identified with other “Whites” to gain more acceptance and status.

1861 Abraham Lincoln became President. The South mentioned slavery over 80 times in their Articles of Secession. Jefferson Davis elected Confederate President. Seven states seceded from the union and The Civil War began.

1861 The Knights of the Golden Circle, an anti-Union/pro-slavery group, opened chapters throughout Oregon. Their ultimate goals were to secede from the U.S., support the Confederacy, and create a Pacific Coast Republic.

1862 Oregon adopted a law requiring all Blacks, Chinese, Hawaiians (Kanakas), and Mulattos (*an archaic term referring to people of mixed racial/ethnic heritage*) residing in Oregon to pay an annual tax of \$5. If they could not pay, the state put them into service maintaining state roads. Also made it illegal for Whites to marry anyone ¼ or more Black.

1862 The American Homestead Act allowed any White male over 21 years and a head of a family, to claim 160 acres. He was required to “improve” it within 5 years or pay a small fee. It gave 50 million acres to White settlers. Official U.S. military policy was waging war on indigenous nations as White settlers invaded and took their lands, often contrary to previous treaty agreements.

1862 District of Columbia Emancipation Act freed enslaved people in the nation’s capital & provided reparations to enslavers for up to \$300 for each of nearly 3,000 enslaved people, now freed – done to secure Union loyalty by compensating for “lost property”.

1863 The Emancipation Proclamation abolished slavery in states occupied by the Union and permitted Blacks to enlist in the Union Army. It was in many ways a tremendous step forward for human rights, yet few Blacks received promised “40 acres & a mule”.

1863 Portland ordinance required Chinese laundries to pay \$25 quarterly fee. (Later declared unconstitutional)

1864 The Knights of the Golden Circle, a White supremacy group in Oregon, were openly militant in their support of the Confederacy. The group fell apart when it became apparent that the Union was going to win the Civil War.

1864 It became illegal in Oregon to entice an “Indian” or “half-breed” to leave the reservation. Discrimination, strict segregation and cultural assimilation was enforced to control Native peoples as White settlers took over the most fertile and resource-rich Indian lands, confining tribes to desolate reservations far removed from their traditional lands.

Boxes contain national events.

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1864 Thousands of Navajo Indians endured the “Long Walk,” a 300 mile forced march at gun point from their homeland in Arizona/New Mexico to Fort Sumner, New Mexico. 53 different forced marches occurred between 1864 - 1866. An estimated 8,000 people lost their lives as a direct result and half of the remaining Native Americans died within their first year on reservations.

1864 Congress made it illegal for Native Americans to be taught in their native languages. Native children, as young as four years old, were taken from their parents and sent to Bureau of Indian Affairs off-reservation boarding schools. Richard Henry Pratt, U.S. Army officer and educator, summed up the schools’ mission: “*Kill the Indian in him, and save the man.*”

1865 “Juneteenth”: June 19th commemorates when word of the Emancipation Proclamation reached enslaved people in Galveston, Texas. It celebrates the liberation of enslaved Blacks throughout the Confederate States of America. 1980, became a Texas state holiday.

1865 Thirteenth Amendment, banned slavery in the U.S. (except for punishment for a crime). However, Blacks were not given much support so they had to work as share-croppers, paid little and continued to be mistreated. Vagrancy laws made it “legal” to enslave freed Blacks if they could not find work, creating chain gangs that provided forced free labor, similar to being enslaved.

1865 The Cherokee, Choctaw, Chickasaw, Creek and Seminole tribes, who had been forced to relocate to the Oklahoma Indian Territory, allied themselves with the South during the Civil War. Following the war, the U.S. government looked upon these tribes as defeated enemies. This animosity combined with increasing pressure to open up more Indian land led to reoccurring conflict.

1866 Ex-Confederates formed secret organizations that used intimidation and terrorism against Blacks. Names like Pale Faces, Sons of Midnight and Knights of the White Camellia were used. The Ku Klux Klan, formed in Tennessee, grew to be the largest and best known of the violent groups opposed to Reconstruction governments and attempts by freed Blacks to receive their rights.

1866 As freed Blacks move into Southern cities, vindictive actions by the defeated Confederates, led to atrocities and massacres (e.g.. Memphis and New Orleans). Throughout the South hundreds of murders of Blacks took place.

1867 – 1877 Freed Blacks made alliances with White Republicans to push for political, economic and social changes. Reconstruction saw reorganized governments in the South. Over 2,000 Blacks served in public office with 16 in U.S. Congress. Equal Rights Leagues protested discriminatory treatment and demanded suffrage. African Americans mobilized to bring free public education to ALL students in the South for the first time. Racism persisted. When federal troops left, most of the gains ended.

1866 Oregon’s citizens did not pass the Fourteenth Amendment, granting citizenship to Blacks. Exclusion Laws were still in effect making it illegal for Blacks to live in Oregon.

1866 It was illegal for Whites and Blacks to marry in Oregon. The White state legislature also banned interracial marriages to prevent Whites from marrying anyone ¼ or more Chinese, or Hawaiian, and ½ or more Indian.

1867 Even though the total Black population in Oregon in the 1860’s numbered 128, African American children were prohibited from attending public schools. Portland assigned Black and mixed-race children to a segregated school and the Black Community in Salem raised money to build a school for Black children. (Census of 1870 lists Oregon’s total population at 90,923.)

1868 The 14th Amendment, endowing African Americans with citizenship, passed when it was linked to readmitting southern states to the union. Congress rejected delegates to Congress who had been leaders in the Confederate government and army. The 14th Amendment excluded “*Indians not taxed*” preventing Native American men the right to vote. It did establish full citizenship rights for people of Mexican heritage born in the U.S., but often their Indian heritage was used to exclude and deny them rights.

1868 Powerful White sugarcane and pineapple plantation owners imported large numbers of Japanese laborers to Hawaii. In 1853 97% of Hawaii’s population was indigenous. By 1923 only 16% were Native Hawaiian making them a minority in Hawaii.

Boxes contain national events.

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1868 A ban on interracial marriages in the Washington Territory was lifted, but negative attitudes continued and interracial families were discouraged and penalized.

1868 Corvallis College was designated as the Agricultural College of Oregon (later OSU) and was established for White people under the Morrill Land-Grant Act of 1862 (part of the on-going appropriation of Tribal lands). It became the first state-supported institution of higher education in Oregon and was charged with training White teachers to teach White students.

1869 Mexican vaqueros drove herds of cattle from California to eastern Oregon helping to develop ranching and settlement.

1869 Oregon's first public high school opened in Portland for White students -- what is now Lincoln High School.

1870 The Fifteenth Amendment, granting Black men the right to vote, was added to the U.S. Constitution. It banned voting qualifications based on "*race, color or previous condition of servitude*", but states passed voter suppression laws anyway.

1870 There were only 500 public high schools in the United States with approximately 50,000 students, almost exclusively White boys. Education for White women and most White men was deemed only appropriate through the early grades.

1870 Oregon failed to pass the 15th Amendment, but with national passage, it superseded Oregon's prohibition of Black suffrage.

1872 First tax supported public elementary school program throughout Oregon. Most Oregonians accepted the idea of tax supported elementary schools. Public high schools were slow to win popular support. Harvey Scott, editor of the Portland Oregonian, believed that high schools would serve only as "*havens for drones, a luxury certain to undermine self-reliance and individualism.*" Many influential people believed that education after grade 8 in Oregon was needed by the elite upper class only.

1876 A California Senate committee investigated the "*social, moral, and political effect of Chinese immigration.*" Asian immigrants were blamed for crime and drug use and therefore they were considered "*undesirables.*"

1877-1900 Reconstruction ended in 1877 when federal troops, which had occupied the South since the end of the Civil War, were withdrawn. Southern Whites regained political control and laid the foundations of legal segregation and institutionalized White supremacy. The segregation and disenfranchisement laws known as "Jim Crow" represented a formal, codified system of racial apartheid that dominated the American South for three quarters of a century beginning in the 1890s.

1877 The Nez Perce Tribe was attacked by the U.S. Army in their NE Oregon homeland. Chief Joseph and his people refused to be forced to go to a reservation, against their treaty rights. Instead, Chief Joseph tried to lead 800 of his people to safety in Canada. Fighting for their survival against the U.S. Army all along their 1,100-mile journey, they were trapped just 40 miles from Canada where they hoped to be free from U.S. persecution. After a five-day fight, with only 431 remaining, Nez Perce Chief Joseph made his speech of surrender stating: "*From here to where the sun sets, I will fight no more forever.*"

1879 Chemawa Indian Boarding School opened in Salem as the third Indian boarding school in the U.S. They were designed to force assimilation of Indian children into White culture and teach them vocational skills. Students were prohibited from speaking tribal languages or practicing their traditional customs/culture. (*This Indian School still operates in Salem, but their mission is to honor unique tribal cultures while providing accredited successful education in support of Alaskan Natives and Native American youth. In 2019, in testimony to Congress, numerous problems were reported at the federally run boarding school: serious health and safety issues, academic weaknesses, lack of financial oversight, retaliation for complaining and overall poor cultural support for the Native youth.*)

1880 By this date, the U.S. government had forced most Indians of the Northwest onto reservations.

1880's Hostility and violence toward the Chinese, who were the largest ethnic minority group in Oregon, were wide spread. Chinese immigrants were driven by mobs out of Oregon City, Mount Tabor and Albina. Many of the over 9,000 Chinese living in Oregon felt compelled to move into sections just outside city centers to establish China Towns for their protection and commerce.

Boxes contain national events.

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1882 Ignoring the crucial role Chinese immigrants played in constructing the infrastructure of the West, Congress passed the Chinese Exclusion Act. It created an absolute moratorium on Chinese immigration; making it permanent in 1902. It made all Chinese immigrants ineligible for citizenship even if they were born in the U.S. It barred them from several professions including mining. The first law to prevent a specific racial/ethnic group from immigrating to the U.S.; it was not repealed until 1943.

1883 An attempt to amend the Oregon Constitution to remove the ban on Black suffrage failed despite the fact that the clause in question was rendered moot following the passage of the 15th Amendment to the U.S. Constitution. (*Attempts to remove language prohibiting Blacks from voting unsuccessful in 1895, 1916 and 1927. Many racist and discriminatory sections were not changed until 2002*)

1884 The Oregon statewide railroad system was completed connecting all regions of the state. Oregon remained relatively isolated until completion. The Central Pacific's Chinese immigrant workers received \$26 a month for a 12-hour day, 6-day work week and had to provide their own food and tents. White workers received about \$35 a month and were furnished with food and shelter. Chinese workers saved as much as \$20 a money as they could to try to buy land. They earned reputations as tireless and extraordinarily reliable workers. 12,000 of the Central Pacific railroad's 13,500 employees were Chinese immigrants.

1867 Portland School District opened the "Colored-School" for 26 African American boys and girls, as a compromise since they opposed integration. It closed in 1873 and 30 Black students were spread among 21 classes in the existing White schools.

1885 Congress banned the admission of contract laborers. The Contract Labor Law was largely a response to Chinese workers (often called "coolies" considered unskilled laborers from Asia hired for low or subsistence wages.) It explicitly had exemptions written into the law that demonstrated occupational preference for some skilled laborers.

1885 In *Tape v. Hurley*, the California Supreme Court declared exclusion of a Chinese American student from public school due to her ancestry to be unlawful. This first school desegregation ruling unfortunately led to a backlash. California passed laws that established "separate but equal" schools for children of "Chinese and Mongolian" descent.

1886 Members of the "Anti-Coolie League" burned the homes and Chinese markets and dynamited two laundries before giving all Chinese 30 days to leave Portland. Even though the mayor activated the militia and police to intervene against the threats, many Chinese returned to China or migrated to San Francisco to leave the hostile environment in Oregon. (*"Coolie" is racial slur for poor Asian laborers, similar to the Spanish word "peon" with negative racial connotations*)

1887 Congress broke previous treaties and passed the General Allotment Act, the Dawes Severalty Act, which attacked traditional tribal cultures. Its intention was to force Indians to abandon their culture to become farmers, fully assimilated into White society by eradicating Indian cultures and values; forcing them to conform to the dominant culture through an aggressive reservation land reduction program. The Dawes Act divided collective reservation land into 160-acre parcels for White individuals. The remaining tribal lands were stolen by the U.S. government by declaring them "excess" and selling them off, even if Tribes held titles.

1888 Near Enterprise, Oregon, a brutal massacre of at least 34 Chinese gold miners was covered up. Though a trial by their White peers acquitted 3 White men of murder and mutilation of the bodies, the ring-leaders fled the area and were never tried. Rumors put the theft at more than \$50,000. The trial attracted little attention from the press, and local White people swept the mass murder under the rug for more than a century. In 1995, a county clerk opened an old safe in the Wallowa County Courthouse and found a long-secreted cache of documents detailing the White community's complicity with the massacre.

1889 Washington gained statehood. Their state constitution included a ban on racial discrimination

1890 When gold was discovered in the Black Hills of the Dakotas, many miners and settlers came to the land granted by treaty to the Lakota Sioux tribes. Tensions increased as extensive land was stolen from these tribes. They suffered violent assaults from the U.S. cavalry, including the massacre at Wounded Knee. It is considered by historians as the last event of the "Indian Wars" while others see it as the last major event in the U.S. policy of genocide toward the original inhabitants of North America.

Boxes contain national events.

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1890's Banning Chinese immigration contributed to a dramatic increase in Japanese immigrants to Oregon: typically young males arriving without families. They came to work on railroads, in lumber and canning industries and as farm workers. Many restaurants and businesses posted signs reassuring customers that they employed no Asian help.

1890's Widespread introduction of grade levels into elementary and secondary education was based on the notion that all students need to be taught the same basic knowledge/skills in a specific, pre-determined order. Grade level organization of schools also led to the development of the report card to document formal achievement scores and matriculation to the next grade level.

1892 First federal immigration station opened by order of President Benjamin Harrison on Ellis Island in New York harbor. Prior to 1890, individual states regulated immigration. Not all immigrants had to go through the rigorous screening. First and second class passengers were quickly processed with only a cursory inspection aboard ship, but passengers who arrived in steerage were scrutinized closely and often rejected for admission to the U.S. The practice was designed to limit the number of poor immigrants.

1893 A cannon's boom unleashed the largest land rush the U.S. has ever seen. An estimated 100,000 White settlers raced to claim plots of land in the northern Oklahoma Territory known as the Cherokee Strip. These "unoccupied lands" were made available to White settlers against the existing provisions of treaties with tribes who had been forced to relocate there. The "Boomers" waited for the signal, while the "Sooners" snatched tribal land before the official start of the sanctioned land grab.

1896 In the *Plessy v. Ferguson* decision, the U.S. Supreme Court ruled that Louisiana had the right to require "separate but equal" railroad cars for Blacks and Whites. This decision meant that the federal government officially recognized racial segregation as legal. As a result, southern states passed laws requiring racial segregation in other areas of life including public schools.

1897 California passed first civil rights legislation after lawsuit for access to public pools. The Dibble Act mandated citizens "*of every color or race whatsoever be entitled to the full and equal*" facilities of "*all places of public accommodation or amusement.*"

1898 The Spanish-American War began with a naval blockade of Cuba and attacks on the island. The conflict ended with Cuba's independence and the U.S. acquisition of Puerto Rico and Guam. Though it was assumed that these new territories would become states, their language and racial composition made them unacceptable as full members of the country to many Whites. Instead they remain occupied territories of the U.S. empire.

1898 U.S. annexed Hawaii. White American plantation owners exerted tremendous power over the indigenous people. Queen Liliuokalani was overthrown with U.S. support. Hawaii was made a territory in 1900, and Sanford Dole became the first governor. Racism and party politics deferred U.S. statehood until a compromise linked Hawaii's status to Alaska; both became states in 1959.

1898 The U.S. Supreme Court recognized children born in U.S. of Chinese parents as citizens.

1898 The all-White Oregon Historical Society started as an elitist organization of White pioneer ancestors focused on White dominant culture genealogy and history. It was no less exclusive and biased than the White Daughters of the American Revolution. They focused for many years on proving and preserving the history of the White dominant culture pioneer experience as the single historical record rather than focusing on research/documentation of an inclusive, diverse history of Oregon.

1901 Oregon Legislature created the initial statewide system of high school education.

1902 Alonzo Tucker, an African American living in Coos Bay, is the only documented lynching of a Black man in Oregon. No charges were ever brought against the mob who killed him. Other types of mob murder of Oregon Blacks were documented.

Boxes contain national events.

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1903 *The Advocate* started as a weekly newspaper for the “intelligent discussion and authentic diffusion of matters appertaining to the colored people, especially of Portland and the State of Oregon.” It featured birth/death announcements, society news, general good news about African Americans and information on segregation, lynching, employment opportunities and race issues related to the realities of “Jim Crow” laws (laws of racial oppression directed against Blacks). They advocated for civil rights on the local, state, and national agenda. The newspaper challenged attempts to deprive Black people of their rights and their humanness.

1903 Mexican and Japanese farm workers organized the first farm workers union in California and won the first strike against the powerful agricultural industry.

1904 U.S. established the first border patrol as a way to keep Asian laborers from entering by way of Mexico.

1905 The first intelligence test was developed by Alfred Binet. He wanted to find a way of identifying children who were behind in their academic performance so that they could receive remedial education. Intelligence testing was used by the Eugenics Movement (the study and practice of selective breeding applied to humans) with the aim of improving the species. Race and ethnicity were often used to classify and explain why non-White students were “genetically” inclined to low intelligence.

1907 The U.S. and Japan formed a “Gentleman’s Agreement”. Japan ended issuance of passports to laborers and the U.S. agreed not to prohibit all Japanese Immigration. Only certain “types” of Japanese could come: educated and middle/upper classes.

1908 The Binet-Simon test was revised and was renamed the Stanford-Binet Intelligence Test. Part of the change was simplifying the results into a form called the “Intelligence Quotient”, better well-known as IQ. It was designed as a way to sort people by their level of intellect, meaning their ability to think, reason and understand solely from data from a White dominant culturally-biased test.

1909-15 As U.S. immigration policies favored White immigrants from Europe, no less than seven court cases struggled to determine the racial status of people from the Middle East. Although classified as White on the U.S. Census, people of Middle Eastern heritage continue to be considered “not quite White” just like they were over 100 years ago.

1910 There were 10,000 high schools in the U.S.; a dramatic increase from less than 500 in 1870. Subject areas became increasingly specific. Elementary teachers continued to use narrative reports to document student learning. High school teachers started using percent grading systems in discrete subject area classes. It was designed to sort out people and elevate only a small percentage of students for further education. This was the beginning of the traditional 100-point grading system that still exists.

1910 Angel Island opened. Although billed as the “Ellis Island of the West”. It was mostly known as “The Guardian of the Western Gate”, designed to control the flow of Chinese into the U.S. The facility was primarily a detention center to inhibit immigration under the Chinese Exclusion Act of 1882. All Asian immigrants were affected, but the greatest impact was on the Chinese.

1910 Oregon ranked seventh among states with Mexican born migrant workers. Between 1910 – 1925 Mexican workers were contracted to work on farms and railroads. They marked the first Mexican families to settle permanently in the state. Oregon’s agriculture relied on the large numbers of Mexican resident and migrant workers until wide-spread mechanization in the 1950’s.

1910 Fueled by racial prejudice against “turbaned fellows” and Hindus, Whites violently rioted against East-Asians in Portland. Two hundred local residents, including prominent members of the community, attacked the town’s East-Indian population forcibly placing them on trains and sending them out of Portland.

1911 The Dillingham Commission identified Mexican laborers as the best solution to the West’s labor shortage. Mexicans were exempted from immigrant “head taxes” set in 1903 and 1907. Also, this commission concluded that immigration from southern and eastern Europe posed a serious threat to American society and culture therefore, it should be greatly reduced.

1912 New Mexico entered the U.S. as an official bilingual state with voting in both Spanish & English as well as bilingual education.

Boxes contain national events.

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Oregon Center for Educational Equity, www.edequityoregon.net

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1912 A study by two Wisconsin researchers, Daniel Starch and Edward Charles Elliott, challenged the validity of percentage grading systems. They found great variability and subjectivity in how teachers graded the same student's work and how they set up tests and assessments. They found that using criteria for A-F grades more reliable than the 100 points system – still in use.

1913 California's Alien Land Law ruled "aliens ineligible for citizenship" (i.e. all Asian immigrants) were barred from owning land or property, but permitted three year leases of agricultural land with no guarantee of ownership after years of making improvements.

1914 The Portland chapter of the NAACP, the oldest continually chartered chapter west of the Mississippi River, was founded Two years later, with the release of D.W. Griffith's racist and violently anti-Black sensational film about the Civil War and Reconstruction (*Birth of a Nation*), these Black leaders persuaded the Portland City Council to pass an ordinance banning the showing of any film that would stir up race hatred. Despite this law, several White theaters showed it.

1914 President Woodrow Wilson showed *Birth of a Nation* in the White House, He heralded it an epic historical movie even though it falsely portrayed Blacks (played by Whites in "blackface") as villains and rapists. He thus supported racist KKK's resurgence of violence against Blacks as protection of White people, especially White women.

1917 U.S. entered World War I and anti-German sentiment swelled at home. Names of schools, foods, streets, towns and even some families were changed to sound less Germanic.

1917 With WWI's need for more factory workers, large numbers of Latinx workers moved north to do war-related jobs.

1917 Immigration Act prohibited the entry of immigrants who were "*induced...to migrate to this country by offers or promises of employment*", imposed a head tax and excluded "immigrants over 16 who could not read in any language." Provisions banned almost all Asian Immigrants.

1917 The first Bracero program was an exception to U.S. immigration law. With "Food to Win the War" as a motto, farmers and railroads persuaded the U.S. Department of Labor to suspend until 1921 the head tax and literacy test for Mexican workers. These laborers were offered contracts to work in agriculture for up to 12 months. Many of these first Braceros did not return to Mexico as scheduled. Some U.S. employers did not pay Braceros the wages promised so they had no money to fund their return trip.

1918 Commission on Reorganization of Secondary Education created the foundation of modern American high school curriculum. Only the top 20% was thought to need college preparatory instruction. The rest received "general studies" which addressed neither college nor vocational preparation. The commission was responding to the impact of child labor and truancy laws that forced more students to attend school. This shift increased the "custodial nature" of public schools to keep all students busy and off the streets.

1918-1919 U.S. Department of Labor encouraged immigration of Mexicans and Canadians for mining, agriculture and railroad jobs.

1919 Oregon teacher certification required high school graduation plus 12 weeks of professional training.

1919 Portland Board of Realty approved a "Code of Ethics" prohibiting realtors and bankers from selling property or providing mortgages in White neighborhoods to People of Color. Maps of these restricted areas had red lines thus the term "Red Lining".

1920's KKK flourished in Oregon using all of the same racist terrorism, including murder, that the hate group conducted in other states. By 1923, Oregon Klan leaders claimed 35,000 members in more than 60 local chapters with tens of thousands more sympathizers who were not official members. Oregon's Governor from 1922 – 26, Walter M. Pierce, though not a member, was overtly supported by the Klan and he promoted the Klan's agenda. With Klan influence, Oregon passed literacy tests for voting.

1920's "Bell Curve" distribution of A-F grades became popular. Students' achievement was ranked according to teacher measures of performance in comparison to others. Grades were distributed using the "normal probability of the bell curve." Some advocates even specified a precise distribution: (A) 6% - (B) 22% - (C) 44% - (D) 22% - (F) 6%.

Boxes contain national events.

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1921 Though the Immigration Act of 1921 severely limited entry of southern and eastern Europeans, the powerful agricultural business interests successfully opposed efforts that would have similarly limited immigration of Mexicans.

1921 Tulsa Race Massacre: when White mob, many of them deputized and given weapons by city officials, attacked Black homes, churches and businesses in Greenwood District (aka Black Wall Street for the success of this Black community). Up to 300 people, mostly Black, killed and buried in unmarked, mass graves. No one was held accountable as massacre was kept quiet for decades. Reports instead called it a "Black Riot" when in fact the White mob did the looting, burning and killing, even attacking using airplanes. Insurance companies refused to pay damages and Tulsa enacted new zoning and fire codes to prevent rebuilding.

1922-24 Black men were abducted and threatened with lynching in Medford, Jacksonville and Oregon City. Timothy Pettis, a Black man in Coos Bay was murdered and castrated. No one was charged with any of these crimes.

1922 Together with Freemasons, Klansmen spearheaded a drive to outlaw private and parochial schools which they viewed as primary obstacles in their drive for "Americanism." A Klan initiative required all children between the ages of 8 and 18 to attend public schools. The rallying cry was "One Flag! One School! One Language!" With this aim, Oregonians voted to make their state the first in the U.S. to mandate a strict uniform school system. In 1924, the federal court in Portland declared this law unconstitutional. In 1925 in *Pierce v. Society of Sisters*, the U.S. Supreme Court declared it unconstitutional as well.

1922 The Supreme Court of the United States ruled in *Ozawa v. United States* that first-generation Japanese, born in the United States, were not eligible for citizenship and could not apply for naturalization.

1923 The Oregon State Legislature, dominated by members of the Klan, passed a number of restrictive laws. The Alien Land Law prevented first generation Japanese Americans from owning or leasing land. The Oregon Alien Business Restriction Law allowed cities to refuse business licenses to aliens (especially Japanese & Chinese) for the operation of pool halls, dance halls, pawnshops, or soft drink establishments. The law also required grocery stores and hotels run by "aliens" to publicly advertise their nationalities, thereby enabling customers to choose which businesses to discriminate against on the basis of race and ethnicity.

1923 An Oregon WWI veteran was denied U.S. citizenship. The Supreme Court unanimously ruled that Bhagat Singh Thind could not be a naturalized citizen. Anthropologists defined people of India as "Caucasian". A previous ruling had affirmed that immigration law referring to "White" meant "Caucasian" so as to deny citizenship to light skinned Japanese people. In this case, they argued that the "common man's" definition of "White" did not mean all "Caucasians". Even though people from India were considered "Caucasian" they were not "White". Thus the color of skin became the legal qualification for citizenship in the United States.

1924 A White man from Alabama moved to Grants Pass with his three Black servants, who may have been enslaved. The local newspaper, printed on their front page "Let's Keep Grants Pass A White Man's Town."

1924 In response to growing public anti-immigrant feelings including anti-Asian riots in Bellingham and other Pacific coast communities, Congress passed a restrictive Immigration Act of 1924 and a National Origins Act limiting immigrants to 2% from any particular nation based on the 1890 Census – a blatant effort to limit immigration from areas deemed not to fit with the prevailing White dominant culture. Nativists, who believed they were the true "Native" Americans despite being descended from immigrants themselves, hoped to maintain the perceived White racial and ethnic "purity" of the United States.

1924 An act of Congress made Native Americans U.S. citizens for the first time, giving them dual citizenship (tribes considered sovereign nations). Though touted by some as a step forward in accepting First Peoples into mainstream U.S. society, it was also a move to implement cultural assimilation and destruction of tribal cultures, governments and rights granted them by treaties.

1924 U.S. Border Patrol was established to strictly limit immigration especially from Mexico.

1926 Oregon repealed its Exclusion Law, which barred Blacks from the state, by amending the state constitution to remove it from the Bill of Rights. Racist Language remained in the Oregon Constitution until voters passed a bill to remove it in 2002.

Boxes contain national events.

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1927 The Oregon State Constitution was finally amended to remove a clause denying Blacks the right to vote and eliminating restrictions that discriminated against Blacks and Chinese voters.

1929 Charles Curtis, of the Kaw Nation, became U.S. Vice President. Prejudice against Native Americans was widespread and intense. He navigated the political system as an assimilated indigenous person. He advocated that to succeed indigenous people must abandon their "Indian Ways". While serving in Congress his bill, the Curtis Act, negated many treaty rights including federal takeover of tribal lands, abolishing tribal courts and giving the Department of Interior control of mineral rights in "Indian Lands."

1930's The Great Depression decreased Mexican immigration and increased U.S. policies of deportation and exclusion. More than 1/3 of the nation's Mexicans and Mexican-Americans (500,000) were forced back to Mexico including many U.S. born citizens.

1930-1950 The NAACP brought a series of suits over unequal teachers' pay for Blacks and Whites in southern states. Southern states realized they were losing African American labor to the northern cities. Pressure resulted in some increase in spending on Black segregated schools in the South to try to keep low-paid Black workers in the segregated South.

1932 A survey of 150 school districts revealed that 75 % of larger U.S. cities were using so-called "intelligence testing" (based on biased questions from White dominant culture) to place students in different academic tracks. The racial and ethnic composition of the different tracks was evident with most students of color in the lowest tracks. (See *Stanford-Binet Intelligence Test, 1908*)

1932 "Tuskegee Study of Untreated Syphilis in the Negro Male", the secret U.S. Public Health Service human experiment, began to study the progression of the deadly venereal disease when left untreated. The government recruited 600 Black men and never obtained informed consent nor told them they were not receiving treatment for their disease. Even after penicillin was successful in treating Syphilis, the Black men of the Tuskegee experiment were not given the antibiotic.

1934 The Indian Reorganization Act (Indian New Deal) provided some federal support. It also tried to restore some reservation lands and provide land for landless tribes, but it did little to change the poverty, desolation and deprivation of reservation life.

1935 Oregon law officially segregated Mexican students on the basis of being of indigenous descent. It made clear to exempt "White Mexicans"-- those fair-skinned descendants of the Spaniards who did not have "Indian blood".

1940's In response to post WWII housing shortages, President Roosevelt's New Deal included the nation's first public housing projects for civilians. They were either segregated by race, or Blacks were completely barred from living there.

1941 Residents of southern Oregon and northern California proposed creation of a new state, Jefferson. A group handed out copies of a Proclamation of Independence. It stated that the state of Jefferson was in "*patriotic rebellion against the States of California and Oregon*". Separatists still continue to want a state with less racial diversity and less government intervention.

1941 Japan's attack on Pearl Harbor, Hawaii, galvanized the U.S. war effort leading to declaration of war. Claiming national security concerns, the U.S. military and government rounded up and incarcerated over 1,000 Japanese American community leaders with little attention to their rights as residents of the U.S. territory or evidence of involvement in Japan's actions.

1941 President Roosevelt signed Executive Order 8802 (creating the Fair Employment Practices Commission). It forbade discrimination in federal hiring, job-training programs, and defense industries. The order also empowered this commission to investigate discrimination against People of Color and to take action against all forms of racial and ethnic discrimination.

1942 Executive Order 9066 authorized detainment of people deemed national security threats due to their race/ethnicity. It applied to residents of Italian or German heritage but Japanese Americans suffered far more. Over 110,000 Japanese Americans were held behind fences, with armed guards in hastily built internment camps in remote locations. For the next 2 ½ years, legal residents and citizens of the U.S. of Japanese ancestry endured extremely difficult living conditions and poor treatment by their military guards. Many joined the armed forces to demonstrate their patriotism and get out of the detention camps.

Boxes contain national events.

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1942 A Japanese submarine shelled Fort Stevens near Astoria. Despite having caused no significant damage, the attack raised awareness of possible future threats. It is the only hostile shelling of a military base on the U.S. mainland during World War II. Also, a Japanese submarine launched seaplanes that dropped bombs on the southern Oregon coast. Incendiary (fire) bombs were to cause fires in the thick Siskiyou National Forest. These events triggered panic in Oregon and increased racism against all Asians.

1942 All persons of Japanese heritage, whether U.S. citizens or immigrants, living in the western portion of Oregon (and all western states) were forced to move to camps by the Wartime Civil Control Administration. More than 4,500 Japanese Americans from western Oregon were sent to internment camps: 2/3 were American citizens.

During WWII Oregon's Black population grew substantially. Over 7,000 "non-white" workers were employed in the shipyards. Though promised good jobs, local unions resisted integration. Many help-wanted notices specified "White only." After pressure from NAACP, a federal inspection team and a presidential reprimand, the unions compromised. More skilled jobs were opened, but only for the duration of the war. Blacks were allowed to work in union shops and paid union dues but were denied union benefits.

1942 To accommodate the influx of workers, a new town was built adjacent to the Columbia River just north of Portland. First called Kaiserville and then Vanport, it was the world's largest housing project with 35,000 residents, making it the second largest community in Oregon. With this rise in diversity in population came signs throughout Portland: "We Cater to White Trade Only."

1942-1964 Bracero Program (*"brazos" = arms or helping hands*) recruited over 4 million agricultural workers, mostly Mexican, to U.S.

1943 Los Angeles erupted in the "Zoot Suit Riots" where U.S. sailors violently attacked Mexican American young men (Chicanos) known for wearing Zoot Suits (baggy pants and long-tailed coats).

1943 The Magnuson Act of 1943 repealed the Chinese Exclusion Act of 1882, establishing quotas for Chinese immigrants but also making them eligible for U.S. citizenship.

1943-1947 Large numbers of Mexican laborers under the Mexican Farm Labor Program/ Bracero program came to Oregon. Migrant workers were used throughout the state and instrumental to Oregon's agricultural economics, especially during WWII.

1944 Balloons launched from Japan, carrying explosive and incendiary bombs, drifted on the jet stream to the U.S. The goal was to start forest fires and devastation. Oregon had 45 balloon incidents. Balloon bombs caused the only deaths due to enemy action on the U.S. mainland during World War II creating increased fear and suspicion of people of Japanese descent in Oregon.

1944 Federal government's Public Proclamation No. 21 ended the exclusion of people of Japanese descent from the Pacific Coast.

1944 Under the Servicemen's Readjustment Act (commonly known as the GI Bill of Rights) the federal government authorized the largest affirmative action program in the nation's history. These preferential federal programs for veterans did not challenge institutional racism in employment, housing and education. Almost all of the benefits went to White men.

1945 Oregon passed Joint Memorial No. 9, calling on President Roosevelt to prevent the return of Japanese Americans "*for the duration of the present war with Japan.*" The request was based on what they described as "*considerable antagonism to such return.*" It claimed that the internees would be "*safer and cause less civilian disturbance in the relocation centers.*"

1945 The former internees who did trickle back to their old homes were often met with open hostility by White neighbors. Some found their homes looted and their farms vandalized while others endured boycotts of their products or heard racial slurs or threats. Some were assaulted physically. Along with the many instances of blatant racism, intimidation, and hatred, some Oregonians welcomed and supported the returning Japanese Americans, but hatred and violence was often directed at them for their support.

1945 Hood River received national attention when the local American Legion Post removed the names of 16 "Nisei" (*born in the U.S. of parents who were immigrants from Japan*) members of the U.S. military from a plaque honoring local armed forces.

Boxes contain national events.

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1945 Alien Land Law passed to supplement the original 1923 restrictions limiting land ownership by immigrants.

1946 The War Bride Act and the G.I. Fiancées Act allowed immigration of foreign-born wives, fiancés, husbands, and children of U.S. armed forces personnel. Spouses from Europe were more welcomed than those from the Pacific Theater of War.

1946 Mexican Americans in Orange County, California won a lawsuit to dismantle segregated schools. The ruling meant that the equal protection provision of the 14th Amendment pertained to education. This case was the first successful challenge to "separate but equal" doctrine in public school education and established an important legal precedent. Governor Earl Warren would go on to become the Chief Justice of the United States Supreme Court and write the opinion in *Brown v. Board of Education*.

1947 The new Bracero program, required employers to monitor and pay for screening, selection and roundtrip transportation for workers from Mexico. Growers were shocked at the terms of the agreement since the U.S. government had previously paid to provide these services. With growing anti-Mexican sentiment and anxiety about the protests by Braceros, who called for decent treatment, the growers refused to pay for these labor costs. Thus they ended the legal program in Oregon. Farm labor was still necessary so growers illegally employed migrant workers who often were stranded financially in Oregon unable to leave.

1947 The Urban League of Portland confronted the Housing Authority for not enforcing federal policy of non-discrimination in housing. Local policy was to separate tenants according to race. The Portland Housing Authority did not integrate its operations until 1950 and even by the 1960's Civil Rights Movement was not offering housing to most Blacks.

1948 A Columbia River flood left 39 people dead; obliterating Vanport. Non-whites were encouraged to leave once they were not needed for the war effort. No direct action taken by Portland's Housing Authority to resettle People of Color who were flood victims. Most displaced Blacks were forced to congregate in the segregated Albina section or left the Portland area. Racial discrimination meant no place to live and no more well-paying jobs. A once thriving community full of jazz and other art forms was decimated.

1948 Educational Testing Service merged College Entrance Examination Board, Cooperative Test Service, Graduate Records Office, and National Committee on Teachers Examinations, receiving huge grants from the Rockefeller and Carnegie foundations. They continued the work of Eugenicists like Carl Brigham (originator of the SAT) to "*prove immigrants were feeble-minded*".

1948 Supreme Court ruled California's Alien Land Laws, prohibiting ownership of agricultural property; violated 14th Amendment.

1948 The United States revised immigration policy to admit persons fleeing persecution; allowing 205,000 refugees to enter within two years; mostly from Eastern Europe. Reaction to the Holocaust spurred humanitarian immigration asylum policy changes.

1948 Oregon realtors followed the "National Realtors Code" (based on an earlier state law) that proclaimed that "*a realtor shall never introduce into a neighborhood members of any race or nationality whose presence will be detrimental to property values*".

1949 Fair Employment Act empowered the State Labor Bureau to prevent discrimination in employment.

1951 Oregon repealed its law prohibiting interracial marriages.

1952 The Immigration and Nationality Act allowed individuals of all races to be eligible for naturalization, but the act also reaffirmed a strict national origins quota system and introduced a system of preference based on skill sets and family reunification.

1952 Hundreds of Oregon Issei, those born in Japan, applied for citizenship after Congress lifted the ban.

1952 Portland School District hired the first African American high school teacher. Robert G. Ford became an English and Social Studies teacher at Roosevelt High.

Boxes contain national events.

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1953 With passage of a statewide public accommodations law, overt discrimination in public places was banned in Oregon for the first time. Businesses had to remove their racist signage that had limited and segregated access to public places.

1953 U.S. terminated federal Indian tribal relationships granted by treaties to 109 tribes throughout the country. (63 in Oregon).

1953 The federal “termination” policies dissolved the Klamath, Grand Ronde and Siletz tribal reservations and sanctioned the selling of their tribal lands. U.S. Public Law 588 terminated relationships with Western Oregon Tribes, declaring that the federal government no longer recognized them as sovereign Indian nations. U.S. services to tribes ended including treaty rights.

1954 Oregon Governor, Douglas McKay, resigned to become the U.S. Secretary of the Interior. He led the implementation of the “Indian Termination” policy removing all federal recognition, eliminating federal aid/benefits/legal responsibilities, and abolishing reservation status thus taking tribally held lands out of a national trust and now subject to local laws and taxes.

1954 “Urban Renewal” decimated the Albina neighborhood, home to 80% of Portland’s African American population. The Central Albina Study declared “*clearly urban renewal, largely clearance, appears to be the only solution to not only blight that presently exists...but also to avoid the spread of that blight to other surrounding areas.*” Therefore, destruction started to construct the I-5 Freeway, Memorial Coliseum and Emmanuel Hospital. More than 1,700 people, overwhelmingly Blacks, were displaced.

1954 In *Brown v. Board of Education of Topeka, Kansas*, the Supreme Court unanimously agreed that segregated schools were “*inherently unequal*” and must be abolished. A significant immediate effect was the firing of thousands of Black teachers and principals in southern Black schools after these schools were integrated with White students. It was not believed to be appropriate to have Blacks teaching White children or Black administrators supervising White teachers. Schools, especially in the north, continued as segregated as ever. Many neighborhood schools still remain largely segregated and schools in the North are more segregated in the 21st century than schools in the South were in the 1960’s.

1954 “Operation Wetback” began to round up and deport over a million Mexicans who were not able to provide legal immigration documents. In some cases, these undocumented immigrants were deported with their children who were U.S. citizens. Often, people with dark skin who “looked Mexican” were stopped, harassed and asked to provide official identification.

1957 Celilo Falls on the Columbia River, east of The Dalles, was destroyed with the construction of The Dalles Dam. Celilo Falls and a way of life for Oregon tribes who fished there for millennia disappeared. After 11,000 years, the oldest continuously inhabited community in North America ceased to exist with little White dominant culture concern about this destruction of land and culture.

1957 Lawmakers passed the Oregon Fair Housing Act, barring practices that had discriminated against African Americans in buying and renting places to live. This law made it illegal for property owners or their agents receiving any public funding to discriminate “*solely because of race, color, religion, or national origin.*” However, segregation practices still continued.

1957 A federal court ordered integration of Little Rock public schools. The Arkansas governor sent the National Guard to physically prevent nine African American students from enrolling at all-White Central High School. Reluctantly, President Eisenhower sent federal troops to enforce the court order not because he supported desegregation, but because he could not let a state governor use military power to defy the U.S. federal government.

1957 Soviet Union’s Sputnik, first orbiting satellite around the earth, marked beginning of the Space Race. It caused increased attention to math and science instruction for the top 20% of students, mostly White. They were believed to be the next generation of scientists and engineers necessary for national security during the Cold War era. As a result, high school courses changed and high school facilities were modernized to include science labs plus better football facilities and band rooms.

1958 Oregon State Council of Churches joined with Oregon College of Education to provide summer school programs for migrant children. By 1961 permanent programs existed to accommodate migrant children. The Oregonian reported that “*Oregon was one of a very few states that offer special school opportunities to migrant children.*”

Boxes contain national events.

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1959 Oregon finally ratified the 15th Amendment to the U.S. Constitution which provided that no government may prevent a citizen from voting based on that citizen's "race, color, or previous condition of servitude" (enslavement).

1959 Fidel Castro's Cuban revolution prompted a mass exodus to the U.S. of over 200,000 Cuban people within three years.

1962 NAACP charged Portland with having racially segregated schools. Since "neighborhood schools" were located in the legally racially segregated areas of the city, there was little racial integration of Oregon schools and society.

1964 First Fiesta Mexicana, marking the end of harvest, held in Woodburn. One of the most important cultural events to celebrate the significant contributions of Latina/o farmers and farm workers.

1960's – 70's Due to mandated desegregation, private schools, called "Segregation Academies" were created in the South by White parents to avoid sending their children to desegregated public schools. Laws permitting them and providing government subsidies and tax exemptions, were invalidated by the U.S. Supreme Court in 1976. Segregated education continues with the advent of public Charter Schools (predominantly with White students). With the need to provide transportation and complex enrollment processes, student access, opportunity, information, support and resources are not available to all families.

1964 The Civil Rights Act of 1964 outlawed unequal application of voter registration requirements, It also prohibited racial segregation in schools, in the workplace and by facilities that serve the general public. It formally abolished "Jim Crow" laws, but attitudes and behaviors did not change just because of this federal law.

1965 U.S. Congress enacted the Elementary and Secondary Education Act beginning an era of massive federal aid and involvement in education that is primarily the responsibilities of each state.

1965 Congress passed the Voting Rights Act of 1965. It prohibited any "voting qualification or prerequisite to voting, or standard, practice, or procedure ... to deny or abridge the right of any citizen of the United States to vote on account of race or color." The act outlawed literacy tests to register to vote, a principal means by which states prevented People of Color from exercising their rights.

1965 The Immigration Act of 1965 abolished the prior quota system. Instead, it created a ceiling of 270,000 immigrants per year with no more than 20,000 per country. Preference was given to immediate families of immigrants and skilled workers.

1965 "Freedom Flight" airlifts began for Cuban refugees assisting over 260,000 people over the next eight years.

1965 The Bracero Program ended after employing almost 4.5 million Mexican nationals. Called by some "legal slavery", having no formal replacement program led to a de facto system that was often far worse for both documented and undocumented farm workers.

1965 Cesar Chavez and Dolores Huerta created the United Farm Workers Association which became the largest and most influential farm workers union in the United States. The goal to protect farm workers through "a safe and just food supply".

1965 Busing of African American students began in Portland as the major means to desegregate schools.

1966 The Cuban Refugee Act permitted more than 400,000 people to enter the U.S. This act allowed any Cuban who had lived in the U.S. for a year to become a permanent resident—a privilege that had never been offered to any other immigrant group.

1967 Thurgood Marshall became the first African American Justice on the U.S. Supreme Court.

1967 In the case *Loving v Virginia*, the U.S. Supreme Court ruled unanimously against all state laws that banned interracial marriage because they violated the Equal Protection and Due Process Clauses of the 14th Amendment to the Constitution.

Boxes contain national events.

18



1967 In North Portland, as in the rest of the country, tensions between police and the Black community were at an all-time high. “Where else but in Albina do cops hang around the streets and parks all day like plantation overseers? Just their presence antagonizes us. We feel like we’re being watched all the time.” What began as a political rally turned into 2 nights of disturbances. Violence stemmed from on-going frustration with racism; denial of civil rights and fair treatment of Blacks confined by segregation to Albina neighborhoods.

1968 The American Indian Movement (AIM) was organized to focus on spirituality, leadership and sovereignty. It formed to address issues of poverty, housing, treaty issues and police harassment especially in urban communities.

1968 Latina/o high school students in Los Angeles organized a citywide walkout protesting unequal and discriminatory treatment. They were routinely punished for speaking Spanish on school property, restricted from bathrooms and actively discouraged from going to college. Walkout participants were subjected to police brutality and public ridicule.

1969 Portland chapter of the Black Panthers established breakfast programs for children and a health/dental clinic. Like other Black Panthers, they experienced police targeting and multiple false arrests, with little media attention to their community work.

1969 Portland police clash with young Albina residents on Union Avenue (now MLK Jr. Blvd). By 1960, four-fifths of the city’s Black population lived in the Albina neighborhood — a result of racial segregation and isolation — while the vast majority of officers who policed the neighborhood were White with little experience with or training to work in cross-racial interactions.

1970 Chicano National Moratorium March to protest Chicano casualties in the Vietnam War. A mandatory draft, with college exemptions, made it more likely that men of color would serve/die during this war. Three people were killed during the march.

1970’s saw school populations decline throughout Oregon leaving many schools not fully utilized. With the rise of suburbs, these underused facilities were mainly in urban or older areas usually populated by People of Color and lower socio-economic class.

1970’s Though no concrete evidence that “Sundown Laws” existed on the statute books has been found in Oregon, there is a rich oral history: describing signs and attitudes throughout Oregon well into the 1970’s that warned Blacks and other People of Color to be out of town by sundown. See James Loewen’s book, *Sundown Towns: A Hidden Dimension of American Racism*.

1970’s Oregon’s Latina/o population demographics changed from mostly Mexican immigrants to large numbers of refugees from civil wars in countries like El Salvador, Guatemala and Nicaragua.

1971 The Commission for Chicano Affairs established. In 1983 it was renamed the Governor’s Commission on Hispanic Affairs.

1972 Title IX, mandating the end of sex discrimination in all educational institutions receiving federal funds passed by Congress.

1973 Colegio Cesar Chavez, the first Latinx four-year college in the U.S., was created on the former campus of Mt. Angel College in Silverton. The primary aim was to educate migrant workers and other working class people. It closed in 1983 due to lack of support and access to the resources of the dominant culture higher education system.

1973 Indian activists staged a confrontation. The town of Wounded Knee, South Dakota was seized by members of the Lakota Tribe and the American Indian Movement (AIM). They controlled the town for 71 days while law enforcement agencies cordoned off the town, shut off electricity and created a war zone. To many the violence and treatment by law enforcement resembled the Wounded Knee Massacre of 1890. “Wounded Knee” became a catch phrase for all the wrongs inflicted on Native Americans.

1974 The U.S. Supreme Court in *Lau v. Nichols*, ruled that student access to or participation in educational programs cannot be denied because of their inability to speak or understand English.

Boxes contain national events.

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1974 In *Milliken v. Bradley*, the U.S. Supreme Court ruled that schools may not be required to desegregate across school districts. The ruling legalized segregation of students of color in inner-city districts while White students stayed in wealthier suburban districts. It perpetuated gerrymandering of school district boundaries to maintain racial segregation of schools.

Mid 1970's Oregon Indian Education Association was formed. OIEA worked to update and help implement the Oregon American Indian/Alaska Native Education State Plan. OIEA continues to help to formulate state policy to eliminate stereotypical Native American mascots in Oregon public schools and keep native languages and cultures alive.

1975 A federal law requires, for the first time, that public schools provide “*appropriate educational services for all children*” (ages 3-21). To serve the needs of students with disabilities. The law was originally called the Education for All Handicapped Children Act.

1975 The Indian Self-Determination Act contained two provisions: Title I established procedures by which tribes could negotiate contracts with the Bureau of Indian Affairs to administer their own education and social service programs and it also provided direct grants to help tribes develop plans to assume responsibility for federal programs. Title II, the Indian Education Assistance Act, attempted to increase parental input in Indian education by guaranteeing Indian parents' involvement on school boards.

1977 Willamette Valley Immigration Project opened in Portland, founded in response to an increase in immigration raids in Oregon. WVIP, now in Woodburn, provides legal advice & representation to undocumented immigrants.

1977 Kam Wah Chung museum opened in John Day, Oregon to pay tribute to the contributions of Doctor Ing Hay, a legendary herbal doctor, who treated patients of all races from Walla Walla to the southern Nevada border. He and Long On “*broke the racial barriers of the mining frontier and were respected citizens in Eastern Oregon. Even today they are warmly remembered by some of the old-timers in John Day and Canyon City.*”

1977 The Confederated Tribe of Siletz Indians became first in Oregon (second in the nation) to regain federal recognition. Self-governance followed in 1992, which allowed tribal control over monetary distribution and programs.

1977 In *Rosebud Sioux Tribe v. Kneip*, the Supreme Court denied First Amendment protection to Native American religious practices established long before the colonization of the U. S.

1978 Federal Acknowledgement Project provided a uniform process for American Indian Tribes to petition for “*federally recognized*” status and reestablishment of government-to-government relationships between the U.S. and tribes.

1978 In the Bakke Decision, the Supreme Court ruling generally upheld the principle of affirmative action. Allan Bakke, a White man, was denied admission to medical school that admitted Black candidates with weaker academic credentials. Bakke contended he was a victim of racial discrimination. The Court ruled Bakke had been illegally denied admission. They ruled that schools were entitled to consider race as a factor in admissions, but were not to use strict racial quotas.

1978 The Tribally Controlled Community College Assistance Act of 1978 established a community college on every Indian reservation, which allowed young people to go to college without leaving their families and tribal affiliations.

1979 In *Sequoyah v. Tennessee Valley Authority*, the Supreme Court refused to conduct judicial review of federal circuit court ruling that flooding of holy places, ancestral burial grounds, and gathering sites did not violate religious freedom of Cherokees because they had no property rights.

1980 The Refugee Act redefined criteria and procedures for admitting people seeking asylum from persecution and danger.

1979 Being denied their legal treaty rights, the Klamath Tribe filed suit in Federal District Court. They worked diligently within the dominant culture judicial system to reaffirm their hunting and fishing rights on former reservation lands. They won their court case.

Boxes contain national events.

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1979 Vic Atiyeh elected Governor of Oregon, the first governor in the United States of Arabic descent; re-elected in 1983.

1980's and '90's Oregon had the distinction for the largest Skinhead Movement in the country.

Until 1980, Portland used mandatory busing to "improve" racial balance of public schools. The Portland School Board responded to protests by desegregating schools "voluntarily": ending forced busing; infusing the city's Black schools with extra money and teachers, creating "magnet" schools in Black neighborhoods and letting students transfer out of their neighborhood schools. The idea was to boost the quality of the Black schools (by attracting White students) and give Black students choice to move to White schools. It had limited impact. Portland schools remain very segregated.

1981 Two police officers dumped dead opossums at an African American-owned restaurant in Portland. The incident evoked ugly KKK imagery and touched off one of the most contentious disputes between police, city government and the public. As a result, a citizen's committee to review police actions in Portland was created.

1981 *El Hispanic News* began publication as the first and now oldest Hispanic publication in the Pacific Northwest.

1982-84 After much protest and lobbying by Indian activists, Congress finally restored the Cow Creek Band of the Umpqua Tribe, Confederated Tribes of Grand Ronde, and Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians to federally recognized status. Though recognized status enabled them to move forward with the process of restoring and rebuilding their tribal communities and structures, lasting negative effects of the U.S. government's 1953 termination policies still persist. Tribes have never recovered their land bases and the natural resources on which their tribal economies and social systems were built.

1983 *A Nation at Risk* report from the National Commission on Excellence in Education declared that high schools were failing to "impart enough academic skills and knowledge to their pupils". Students of color's situation was even more dismal than previously reported. This report prompted student achievement data to be disaggregated by race and ethnicity for the first time.

1984 Oregon voters approved a state lottery. In 1988 when the federal Indian Gaming Regulatory Act decreed that states could not prevent Native American tribes from offering whatever games the states permitted, Oregon tribes began building casinos on their lands. The development of the gaming industry is considered by many to be the most significant political and economic change for Oregon's tribes since the termination process of the 1950's. While revenues from gaming have profound impact, the many issues facing Native Americans living on the reservations are by no means solved by the influx of gaming revenues.

1985 Lloyd Stevenson, an African American man and former U.S. Marine, was choked to death by a Portland Police officer claiming he mistook him for a robber. On the day of Stevenson's funeral, two White police officers sold T-shirts showing a smoking handgun and the slogan: "Don't Choke 'Em, Smoke 'Em."

1986 The Immigration Reform and Control Act legalized the status of undocumented immigrants residing in the U.S. since 1982. It focused on curtailing illegal U.S. immigration by introducing employer hiring sanctions and fines for hiring undocumented workers.

1986 first Martin Luther King Jr, Day celebrated as a federal holiday. It was not officially observed in all 50 states until 2000.

1988 Congress approved Civil Liberties Act paying \$20,000 to each surviving interned Japanese American.

1988 In *Lyng v. Northwest Indian Cemetery Association*, the Supreme Court refused to extend sacred status to natural terrain. The ruling meant that First Amendment rights did not protect the practices of their religion for many tribes.

1988 Three members of East Side White Pride and White Aryan Resistance (WAR) confronted two Black men in Portland. Mulugeta Seraw was beaten to death with a baseball bat. Ken Mieske said they killed Mr. Seraw "because of his race." Tom Metzger, head of WAR, said these White Supremacists claimed they did a "civic duty" by killing Seraw. Two years later, Seraw's family won a civil case against the Metzgers for a total of \$12.5 million but the Metzgers declared bankruptcy – WAR disbanded.

Boxes contain national events.

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1990 Oregon voters passed Measure 5, property tax limitations, that capped spending for public schools. Designed to help equalize support of public education throughout the state, it caused many schools to suffer budget reductions despite economic prosperity.

1990's Poverty rate increased. Oregon's child poverty rate shot up 25% between 1993 and 1998, so that one in five children in the state was living in poverty. With educational and social services budget cuts, children suffered.

1990 In *Employment Div., Dept. of Human Resources of Oregon v. Smith*, Native Americans in Oregon lost jobs and were denied unemployment benefits because they tested positive after participating in religious use of peyote. The Supreme Court refused them 1st Amendment protection. Justice O'Connor in the dissenting opinion explained that "*the First Amendment was enacted precisely to protect the rights of those whose religious practices are not shared by the majority and may be viewed with hostility.*"

1990 Law ensuring services to special education students got a new name - The Individuals with Disabilities Education Act, or IDEA. It strengthened the system for ensuring public education as a right for students with disabilities. Over identification of students of Color for Special Education became apparent with the stricter monitoring put in place through IDEA.

1990 Immigration Act established annual limit for certain categories of immigrants while favoring persons who could make educational, professional or financial contributions. It also created The Immigrant Investor Program to stimulate the U.S. economy through job creation and making it easier for capital investment by foreign investors.

1991 Oregon Legislature passed the Minority Teacher Bill setting the goal that by the year 2001 the number of minority teachers and administrators shall be approximately proportionate to the number of minority children enrolled in public schools. This goal was not reached by 2001, nor is it currently the reality for Oregon schools.

1993 A joint Apology Resolution regarding Hawaii was passed by Congress and signed by President Clinton. It requested forgiveness for the overthrow of the Hawaiian Kingdom. It was the first time in American history that the United States government officially apologized for overthrowing the legitimate government of a sovereign nation.

1993 In *Alabama & Coushatta Tribes of Texas v. Trustees of Big Sandy Independent School District*, the Fifth Court of Appeals issued an injunction enjoining the school from enforcing a hair regulation against Native American students who asserted that the maintenance of their long hair represented moral and spiritual strength. The court found their hair to be a symbol of their religion and thus it was protected as a matter of religious freedom.

1994 Proposition 187 passed in California making it illegal for children of undocumented immigrants to attend public school. Federal courts held it unconstitutional, but anti-immigrant feelings and animosity toward undocumented people was pervasive in the U.S.

1994: Measure 11 established mandatory minimum sentencing and charging of youth as adults for several crimes. Oregon incarcerated young people, particularly youth of color, at a higher rate than almost any other state. Black youth 26 times more likely to be indicted for a Measure 11 offense than their White counterparts.

1995 The Chicano/Latino Studies Program was established at Portland State University.

1995 CAUSA, Oregon Immigrant Rights Coalition was formed.

1996 Oregon's Executive Order 96-30 addressed need for better relationships between state government and federally recognized tribal governments. The Governor created a forum to maximize intergovernmental relations including an Education Committee.

1996 California passed Proposition 209, outlawing affirmative action in public employment, public contracting and public education. Other states followed with their own initiatives. Anti-affirmative action groups hoped to pass similar federal legislation.

Boxes contain national events.

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1996-2000 Over 20 federal acts, statutes and amendments passed to limit the rights of immigrants including the first special deportation provisions for persons deemed to be terrorists.

1997 Ever since the U.S. Army forced the Nez Perce people out of their homeland in the Wallowa Valley of north-eastern Oregon in 1877, the tribe has worked to get some of that land back. By the 1930s the effort had become known as "the Nez Perce lost cause". In 1997 the Nez Perce Tribe bought 10,000 acres and returned to Wallowa County.

1998 California passed Proposition 227 eliminating most bilingual education. (It was overturned by voters in 2016.)

1999 The Oregon legislature held a Day of Acknowledgement to recognize past discrimination earlier legislatures had sanctioned.

1999 Oregon Legislature passed Senate Bill 103 relating to multicultural education policy for public schools. It called for the development and implementation of guidelines by the Oregon Department of Education by 2003.

2000 *The Oregonian* reported that Ron Herndon, Black civil rights activist, arranged a mock casket demonstration in front of the Portland School Board and orchestrated demonstrators shouting: "*We're all fired up! Can't take no more! No more promises! No more lies!*" The mock coffin symbolized the "*death sentence*" Portland Public Schools handed to low-income and minority students because of the achievement gap in reading, writing and math plus the opportunity gap between them and White students.

Post 9-11-2001 The U.S. enacted 19 additional acts and statutes including the USA Patriot Act to tighten immigration and extend national security provisions. The Patriot Act tripled the number of Border Patrol and INS inspectors, increased release of FBI information and identity verification requirements. It legally increased the government's use of eavesdropping. These actions, and attitudes based on racial profiling, traumatized People of Color especially Muslims & people of Middle Eastern descent.

2001 A memorial honoring Japanese-American veterans and detainees opened in Washington D.C.

2001 No Child Left Behind (Public Law 107-110) reauthorized and expanded a number of federal programs aiming to improve performance of U.S. students. It increased standards of accountability for states, school districts, and schools as well as provided parents more flexibility in choosing which schools their children attend; leading to expansion of Charter Schools.

2002 Oregonians finally voted to remove all racist language from its constitution which still had a clause that read: "*No free Negro, or mulatto, not residing in this state at the time of the adoption of this constitution, shall come, reside, or be within this State, or hold any real estate.*" Though discriminatory language was rendered unenforceable by federal laws and amendments, it was not until this election that removal of several examples of institutional racism and oppression were taken out of the Oregon Constitution.

2003 U.S. Immigration and Naturalization Service became part of the Department of Homeland Security. This department was granted both civil and criminal authority designed to protect national security and public safety in response to the 9/11 attacks.

2005 Native Language Preservation and Instruction Partnership was formed through a collaborative effort between Oregon's nine federally-recognized tribes and the Oregon Department of Education to support implementation of endangered American Indian language and culture instruction programs in Oregon schools.

2005 Though new standards for Oregon administrative licensure were developed to include required demonstration of knowledge, skills and dispositions related to cultural competence, the over-whelming numbers of White dominant culture administrative candidates and instructors in licensure programs were ill-equipped to understand the complexities necessary to shift the status quo.

Boxes contain national events.

23



2005 Hurricane Katrina hit Louisiana and racism contributed to the slow disaster response. Angry evacuees described being trapped in temporary shelters. One resident said she was “*one sunrise from being consumed by maggots and flies.*” Another described military troops focusing machine gun laser targets on her granddaughter’s forehead. Others said their families were called racial slurs by police. Media images showed overwhelmingly those left behind to suffer and die were Black.

2006 Latina/o/x immigrants and others rallied throughout Oregon to protest a federal proposal to make undocumented immigration a felony. A “Day Without Immigrants” boycotted work, school & shopping to symbolize the contributions of ALL immigrants.

2007 U.S. Immigration and Customs Enforcement (ICE) personnel “raided the offices” of Fresh Del Monte Produce Inc. in Portland. More than 165 detained workers were sent to a processing facility for possible deportation. Staffing at the plant was the responsibility of American Staffing Resources Inc, whose offices were also raided. Children returned home from school to find a parent detained and in the process of deportation. Schools started to prepare for how to deal with children of deported parents.

2007 An independent investigation commissioned by the Oregon School Activities Association (OSAA) confirmed that racial slurs and inappropriate actions occurred during and after games at the state basketball tournament between Portland’s Roosevelt High and two Eugene schools, Churchill and North Eugene. Students from the three schools met and worked together on reconciliation and understanding in order to create a positive outcome from the racial ugliness.

2007 *The Daily Barometer* newspaper of Oregon State University, had a photograph of a White student in “blackface”. The article encouraged students to “blackout” the football stadium. On November 8th, a noose hung from a tree outside OSU’s Phi Gamma Delta fraternity. Students complained about the threatening image. The fraternity claimed it was part of their Halloween decorations. Many White students did not understand the horrendous lynching symbolism of a noose and harm of “blackface”.

2008 Eugene Oregon’s 4J School District announced retooling of its decades-old open-enrollment policy because schools were becoming socioeconomically segregated and many lacked racial and economic diversity due in great part to this complex system.

2008 A family in Medford, Oregon had a cross and the letters KKK burned into their lawn. The man, an immigrant from Jamaica, lived in Medford with his family since 2000. Medford police considered this incident to be the 5th local “hate crime” that year.

2008 Oregon requirements for drivers licenses and state ID cards changed. Applicants for new, renewal, or replacement licenses, instruction permits, or identification cards must provide proof of U.S. citizenship or lawful presence in the country. Changed in 2019.

2008 Oregonians defeated Measure 58 to ban all programs that support bilingualism for English language learners. It would have mandated students to enroll in (undefined) “English immersion classes” for one to two years. Then students would be prohibited by law from receiving instruction in any other language, regardless of the student’s, parent’s or teacher’s choice. It exempted classes which “teach English speaking students a foreign language”. It would have created an alarming inequality in education policy.

2008 Students at George Fox University in Newberg confessed to hanging an effigy of Barack Obama from a tree with a sign saying “Act Six Reject”. Act Six is a scholarship and leadership program for Portland students, many of whom are People of Color. The perpetrators were suspended for up to a year; had to complete community service and multicultural education before returning to school. The FBI concluded its investigation with no federal charges filed.

2008 Federal data showed that lenders targeted Black and Latina/o/x homebuyers with subprime mortgages that crashed. Even with evidence of institutional racism that revealed that 4 times as many People of Color suffered the effects of these toxic loans, no action was taken around the racial discriminatory actions of financial institutions who were bailed out by the U.S. government.

2009 Barack Hussein Obama was sworn in as the forty fourth President of the United States, the first African American to hold this office. He was re-elected in 2012 to serve a second term.

2009 The Oregon Library Association selected the book, Stubborn Twig, about a Japanese American family in Hood River, for the statewide Oregon Reads program to focus on and stimulate dialogue and study of Oregon’s racial and immigration history.

Boxes contain national events.

24



2009 The film, *Papers*, debuted in Portland Oregon. Undocumented youth shared the challenges they face as they turn 18 without legal status. 65,000 undocumented students graduate every year from high school without "papers." In most cases, it is against the law for them to go to college, work or drive while they also have no path to citizenship.

2009 Justice Sonia Sotomayor became the first Latina on the U.S. Supreme Court.

2009 U.S. Supreme Court ruled White firefighters from Connecticut should be promoted. At issue was the city's decision to throw out scores on an employment advancement test because no Blacks and only one Latinx passed. While the court was critical of using "raw, racial statistics" to invalidate an exam, they stopped short of ordering broad changes to race-and-hiring laws.

2009 Controversy raged after a Black Harvard professor, Henry Gates Jr., was arrested for "breaking into" his own home. President Obama hosted Gates and the White arresting officer at the White House to discuss the incident. A Black police officer, also on the scene, complained that he was called an "Uncle Tom" as a result of "*speaking the truth and coming to the defense of a friend and colleague, who just happened to be White.*" Separately a White Boston police officer lost his job for referring to Gates in an email as a "*banana-eating jungle monkey.*"

2010 The passage of Arizona's SB 1070 called for police to use their judgment, termed "reasonable suspicion" to question, demand proof of citizenship, and detain possible undocumented immigrants. It also barred people from soliciting work or hiring day laborers off the street, and empowers citizens to sue to force authorities to enforce the law. A study done soon after by Northwestern public radio stations found that 61% of Oregonians agreed with Arizona's anti-immigrant law.

2010 New standards around racial/ethnic identification of students and staff cause controversy. Race and ethnicity information was always collected and reported to the U.S. Department of Education, but new guidelines redefine some races and ethnicities. They require school officials to racially identify by observation students or staff members who choose not to report. Tribal leaders call it "*genocide by paper*" due to reclassification of Native Americans. The reports are required for federal eligibility and accountability and to assist with enforcement of laws prohibiting discrimination on the basis of race and national origin, but data from this new system does not adequately represent various racial and ethnic groups who are not well served in the system.

2010 Oregon League of Minority Voters implemented a new civil rights tactic. They offered scholarships to encourage White college students in Oregon to pursue studies in race relations. "*We lack White participation in the racial conversation in this state, so we are trying to do something about it,*" said Promise King, executive director.

2010 Oregon becomes first state to require teachers to pass National Evaluation Series teacher certification tests to earn a Teaching Certificate.

2011 A racial audit of whether renters face barriers in housing in Portland, found that landlords and leasing agents discriminated in 64% of the tests. The Fair Housing Council sent Black or Latinx people and White people to answer rental ads with a similar script about employment history, family and incomes. Latinxs were treated differently in 17/25 tests, and Blacks in 15/25. They were quoted higher rent and deposits, given additional fees, not offered applications or move-in specials, or shown inferior units.

2012 Flyers from the Ku Klux Klan were distributed in a Springfield neighborhood. Some of the text: "*There are thousands of groups working for the interests of blacks and other non-whites, but how many groups stand up for the cultural values of whites? Not many! As a result, we are faced with reverse discrimination in jobs, promotions and scholarships-high taxes for non-whites welfare...anti-white movies and TV shows. In short, a society oriented to the wishes of non-whites!*" Readers were encouraged learn more about the KKK.

2012 The Oregon Board of Education voted to ban Native American mascots in schools. The ban affects 16 Oregon high schools which had until 2017 to comply with the order or risk losing their state funding. Critics said Indian mascots are racist, ridicule Indian heritage, reinforce stereotypes and promote bullying of indigenous students. Supporters say the mascots honor Native Americans; evoking values of strength and bravery. The Board later bowed to pressure from state legislators and crafted a provision allowing schools to keep mascots if they got approval from one of the state's recognized tribes.

Boxes contain national events.

25



2012 According to a police report, a Twitter account posted a message with a racial slurs directed to an African American student at Lake Oswego High School who had played on the same state championship football team with the perpetrators. The tweet name used a racist cultural characterization of the city of Lake Oswego as "Lake NoNegro." The targeted Black student left Lake Oswego three weeks earlier following what he says was a long period of harassment at school and shunning by his teammates.

2012 By executive order, President Obama's Deferred Action for Childhood Arrivals (DACA) allowed some undocumented individuals, brought to the country as children, to receive renewable two-year deferred deportation and eligibility for work permits. Eligible recipients cannot have felonies or serious misdemeanors. Unlike the proposed DREAM Act, DACA does not provide a path to citizenship for "Dreamers". The Trump administration announced in 2017, that it was ending DACA. The Supreme Court did not "stay" any of the lower court orders, which means people who have or previously had DACA could continue to renew them. In 2021, President Biden removed the Trump executive order to abolish DACA. [Only Congress can provide a permanent fix to provide lasting stability for these young people.](#)

2013 Oregon Legislature passed a law to offer in-state tuition for undocumented students (aka Dreamers) who have attended school in the United States for at least five years; studied at an Oregon high school for at least three years, have graduated; and show intention to become a U.S. citizen or lawful permanent resident.

2013 Patrisse Cullor and others started using "Black Lives Matter" hashtag on Twitter in response to the acquittal of a Florida neighborhood watch volunteer who fatally shot unarmed Black teen, Trayvon Martin.

2013 11-year-old Sebastien de la Cruz was the target of racist hate statements on social media after singing the national anthem at Game 3 of the NBA Finals. De la Cruz, also known as "El Charro de Oro," gained notoriety as a contestant on *America's Got Talent*. As he began singing, wearing his traditional mariachi outfit, Twitter went crazy, with people posting anti-Latinx sentiments including questioning his citizenship status. The San Antonio Spurs brought him back for an encore at the next game.

2013 Arizona law abolishing ethnic studies courses in Tucson schools was largely upheld as constitutional by a federal judge, but program supporters say their legal fight will continue. Arizona Attorney General called the ruling a "*victory for ensuring that public education is not held captive to radical, political elements and that students treat each other as individuals — not on the basis of the race they were born into.*" Defenders of the program rejected that characterization and said it taught often neglected aspects of U.S. history and inspired Latinx students to excel in school. Research shows the program positively contributed to student achievement, graduation rates and test scores. Latinx students, make up over 60% of the Tucson Schools.

2015 After Michael Brown was shot and killed by a police officer in Ferguson, Missouri and fueled by continued deaths and police violence against African Americans throughout the United States, the "Black Lives Matter" campaign became a powerful, influential political and social force prompting increased dialogue around racism. According to a Pew Research Center poll, 50% of Americans believed racism is a "big problem" a significant increase from 5 years before when only 33% felt that way.

2016 University of Oregon removed Frederick S. Dunn's name, former Exalted Cyclops of the KKK, from a campus residence hall.

2016 University of Oregon law professor, Nancy Shurtz, was placed on administrative leave due to wearing blackface for a Halloween costume party with her law students. She returned in 2018 to teach at U of O after a year-long sabbatical.

2016 Elizabeth Woody, of Confederated Tribes of Warm Springs, became Oregon's Poet Laureate; recognized for her tribute to the lives and landscapes that shape the realities of American Indian life. Her works: *Hand into Stone*, *Seven Hands Seven Hearts* and *Luminaries of the Humble* promote poetry. She proclaims: "*I don't care if people like it, I do it for the people who need my work.*"

2016 National and international attention grew as Native Americans and non-Natives, converged at Standing Rock to protest completion of the Dakota Access Pipeline designed to transport oil but feared for environmental contamination risks. The Lakota Tribe has long protested intrusive projects on their land, as they push for enforcement of their treaty rights and tribal sovereignty.

Boxes contain national events.

26



2017 Donald J. Trump was sworn in as the forty-fifth President of the United States. During the 8 days following the presidential election, The Southern Poverty Law Center described a drastic increase in reported racial hate. Their data showed that Oregon had the highest per capita rate of reported racial hate incidents.

2017 White Supremacist protested the removal of a statue of Confederate General Robert E. Lee in Charlottesville, Virginia. (Members of the far-right and self-identified members of the Alt-Right, Neo-Confederates, Neo-Fascists, White Nationalists, Neo-Nazis, Klansmen, and various right-wing militias) They chanted racist and antisemitic slogans, carried semi-automatic rifles, displayed Nazi and neo-Nazi symbols, and waved Confederate battle flags. The Attorney General said that the fatal car attack, killing 1 and injuring 19, met the definition of domestic terrorism. The violence prompted nationwide criticism of President Trump who failed to specifically denounce the White Supremacists and claimed there were “*some very fine people,*” on both sides.

2017 Oregon Department of Education (ODE) developed curriculum and professional development relating to Tribal History / Shared History including experiences, tribal sovereignty, culture, treaty rights, government, socioeconomics, and current events.

2017 A White Supremist on Portland Light Rail killed two people who intervened to protect two young Black women at whom he shouted racist, anti-Muslim, xenophobic slurs and threatened them with violence.

2018 South Albany High School finally changed its mascot from “Rebels” to “Red Hawks” after years of controversy due to their “Johnny Rebel” mascot, a Confederate soldier. The “Stars and Bars” Confederate Flag was displayed on campus until 1990, even when the flag was removed, a new Confederate soldier became the mascot image.

2018 U.S. Department of Homeland Security implemented a poorly designed new “Zero Tolerance” immigration strategy for undocumented people crossing the southern border. It separated children from their parents and placed them in unacceptable inadequate detention facilities, without proper care and a horrendous lack of tracking and planning for family reconciliation. The Associated Press described one site as “*a large, dark, facility...inside an old warehouse in South Texas, hundreds of children wait in a series of cages created by metal fencing. One cage had 20 children inside. Scattered about are bottles of water, bags of chips and large foil sheets intended to serve as blankets.*” Nation-wide outcry about this humanitarian disaster led to changes but did not end the “Zero Tolerance” policy and did not stop the continued detention and poor treatment of children - rather it allowed for the detention of children with their parents, while speeding up the process for deporting immigrant families even those applying for asylum.

2018 National Memorial For Peace and Justice opened in Montgomery, Alabama with monuments representing over 800 U.S. counties where documented lynchings of over 8,800 victims occurred so that they can be remembered and acknowledged.

2018 Two Black men were arrested for trespassing because they were waiting in a Starbucks in Philadelphia for a meeting with another person. In response to the actions by employees, Starbucks closed all 8,000 stores for a day of “racial bias training.”

2019 Supreme Court upheld the Trump administration’s third “Muslim ban” (*Protecting the Nation from Foreign Terrorist Entry into the United States*) It prohibited nationals of five Muslim-majority countries — Iran, Libya, Somalia, Syria, and Yemen — and a small number of North Koreans and Venezuelans from coming to the U.S. on most or all types of visas, even if they have spouses, children, parents, or other family members in the United States.

2019 Oregon Legislature passed bill to help victims of racial harassment sue people who call 911 because People of Color are merely going about daily life. Based on nationwide phenomenon of White people, often White women (known as Karens) calling Police and falsely claiming they need Police intervention because they perceive People of Color as a threat when there is none.

2019 Oregon passed *The Equal Access to Roads Act* that removed requirement that applicants provide acceptable proof of U.S. citizenship or lawful presence in the country. Motorists still required to pass a driver’s test and prove they live in Oregon.

2019 Chemawa Indian School in Salem is the oldest, continuously operated “Indian Boarding School” in the U.S. Their current mission is to honor unique tribal cultures and provide accredited education of Alaskan Natives and Native American youth. Numerous problems reported at the federally run boarding school: serious health/safety issues, academic weaknesses, oppressive fenced off campus, lack of financial oversight, retaliation for complaining and overall poor cultural support of Native youth.

Boxes contain national events.

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2019 Racial slurs and harassment created unsafe environments for students at Oregon schools and sanctioned events. They are not isolated incidents. Men in the bleachers at St Helens High School yelled racist slurs at the Parkrose girls' basketball players, including the "n-word" and made monkey noises telling them to go back to Africa or across the border. No one – parents, referees nor other students – said anything to these men nor urged them to stop. Woodburn girls' soccer team was harassed by a group of boys in Sweet Home who walked into the stadium waving a White Nationalist flag and yelling racial slurs. The girls were also viciously confronted by other students who called them "beaners – bitches". Students at Portland's Wilson, Franklin and Cleveland high schools reported racial hate incidents. In a letter from Wilson students of Color they stated: *"We don't feel safe in a place where everywhere we go we are minority, facing hate and ignorance at every corner, with only a select group of teachers to support us."*

2019 Portland parent complained about an elementary level Textbook.: *A History of US* by Joy Hakim. This text was listed as an example resource by the Oregon Department of Education in 2010. The district claimed there was little they could do since the teacher contract had provisions giving teachers discretion in use of supplemental materials. The student was offered alternative materials, but little else was done. Racist examples from the text include: * *"Peaceful settlers who moved west to farm were often innocent victims of angry Indians."*
* *"To run a plantation well, you need to be intelligent and industrious. A plantation owner is like a business executive. He is responsible for the work and the workers. But most slave owners – even if they were cruel – thought of their slaves as valuable property. They might beat them, but they tried not to do them serious harm. They needed to keep their property healthy."*

2020 George Floyd's murder in Minneapolis sparked the largest racial justice protests in the U.S. since the Civil Rights Movement. The movement went far beyond this nation's borders — it inspired a global reckoning with racism. Protests continued in Portland, and other cities for over a year. In 2021, four police officers were indicted and one has thus far been found guilty of murder.

2020 Hate crimes against Asian Americans rose by 150 percent during this year of the Covid Pandemic.

2021 Kamala Harris became first woman U.S. Vice President & first African American/person of South Asian heritage to do so.

2021 Several states enact voting restrictions with adverse effects on communities of color; making voting process more difficult.

2021 U.S. Department of Education confirms Title IX protects students based on sexual orientation and gender identity.

2021 Deb Haaland, member of the Laguna Pueblo Tribe, became Secretary of the Interior. First indigenous person to serve in a Cabinet level position. The Interior Department, oversees roughly one-fifth of all land in the U.S. and the Bureau of Indian Affairs. She hopes to reset the relationship with federal government and tribal nations to one of cooperation, mutual respect and trust.

2021 Critical Race Theory (CRT) created to explore systemic racism within the legal/criminal justice system, comes under attack in several states. This pushback comes when the U.S. is engaged in deepest conversations about race and racism since the 1960's. President Trump banned diversity training about White Privilege, CRT and systemic racism for federal employees. Yet, many educators strongly advocate for Culturally Responsive Education and Multi-Cultural Instruction around race and racism as essential.

2021 According to the FBI, the top domestic violent extremist threat comes from *"racially or ethnically motivated violent extremists, specifically those who advocate for the superiority of the white race."*

2021 Oregon Department of Education recognizes that students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence. *Every Student Belongs* prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose.

2021 Oregon lawmakers unanimously recognize Juneteenth: commemorating June 19, 1865, when enslaved people in Galveston, Texas finally learned the Emancipation Proclamation freed all enslaved people held in bondage in rebel states two years earlier. Every U.S. enslaved person was not freed until passage of the 13th Amendment. Juneteenth later became a federal holiday.

2021 Oregon legislature passed a bill that suspends standardized tests and Essential Skills requirements for high school graduation. (They were already temporarily suspended due to the Covid Pandemic.) It requires the Department of Education to review and revise them to ensure graduation requirements are fair and equitable.

Boxes contain national events.

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