

# 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

**8,000 BCE** (*Before the Common Era*) The first record of ancient human activity in Oregon came from archaeologist Luther Cressman's 1938 excavations at Fort Rock Cave in Central Oregon. He used radiocarbon dating to determine the age of 10,000 year old sandals now on display at the University of Oregon Museum of Natural and Cultural History in Eugene.

**7,300 BCE** A 9,300 year old nearly complete skeleton found on the banks of the Columbia River on the Washington-Oregon border in 1996 was dubbed the Kennewick Man. Battles between Indian tribes and scientists for jurisdiction over the skeleton spawned lengthy court battles between dominant culture scientists & Indian tribes' beliefs/religion.

**1492 – 1700 CE** (*In the Common Era*) 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 first contact between Europeans and the inhabitants of the Western Hemisphere due to disease and violence.

**1543** Spanish explorers sight the Oregon Coast north of the forty-second parallel near the Rogue River.

**1619** A Dutch ship brought 20 black Africans as indentured servants to the English Colony of Jamestown, Virginia. They and their descendants became enslaved not merely indentured.

**1647** The General Court of the Massachusetts Bay Colony decreed that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school. The goal was to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

**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 slave holding delegates.

**1779** Thomas Jefferson proposed a three level system of education: three years of primary education for all girls and boys; advanced studies for a select number of boys; a state scholarship to the College of William and Mary for one boy from each district every two years. (proposal never adopted).

**1785** The Land Ordinance of 1785 created rules for the survey, sale, and settlement of public domain. This law created "townships"; reserving a portion of each township for a local school. From these "land grants" eventually came the U.S. system of "land grant colleges," the precursor to the state public universities that exist today.

**1786** The U.S. established first Native American reservation. The policy dealt with each tribe as an independent nation. If tribes did not voluntarily move to reservations the government began forcefully removing people from their tribal land.

**Boxes contain national events.**

Compiled by Elaine Rector as part of CFEE (*Coaching for Educational Equity*)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)

**1787** The U.S. Constitution was ratified with the provision that the slave trade continue for another 20 years. It required states to aid slaveholders 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 United States 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, the first act of the newly established U.S. Congress, guaranteed that white immigrants could become citizens. It established a uniform rule of naturalization and a two-year residency requirement for aliens who were "free white persons" of "good moral character".

**1792** Captain Gray and crew entered the Columbia River and named it. 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. He was killed by Indians near Tillamook.

**1805** York (William Clark's body servant—slavery's version of a valet) came west with Lewis and Clark's Corps of Discovery. The group was aided by a Shoshone woman, Sacajawea, in their travel to explore and document the Pacific Northwest. Their mission was part of U.S. expansion plans for the Louisiana Purchase and beyond. The southern and western boundaries of this land deal were undefined at the time. The journey supported the country's sense of "manifest destiny": the belief that the U.S. was justified and in fact ought to occupy and rule 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.

**1808** U.S. Congress banned the importation of additional enslaved Africans but did not change other laws related to slavery currently in practice.

**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 (ACS) was formed to send free African-Americans to Africa as an alternative to emancipation in the United States. In 1822, the society was established on the west coast of Africa as a colony that in 1847 became the independent nation of Liberia. By 1867, the society had sent more than 13,000 emigrants.

**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.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**1821** First public high school in the U.S., Boston English, opened for white students.

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

**1827** Massachusetts passed the first state law for public high schools making all grades of public school open to all pupils (which meant “all white pupils”) free of charge.

**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.

**1830** Congress passed the Indian Removal Act, compelling Native Americans to settle in Indian Territory west of the Mississippi River. They were forced off their land to make way for expanding railroads, commercial farming in the Midwest and the cotton plantation industry in the South. Among those forced out were the “Five Civilized Tribes”- the Cherokee, Choctaw, Chickasaw, Creek and Seminole. The removal was hoped to be voluntary and peaceful but when tribes did not voluntarily leave their lands, President Jackson ordered the military to drive them out.

**.1830s** By this time, most southern states had laws forbidding the teaching of enslaved people to read. Even so, around 5 percent of enslaved African Americans became literate at great personal risk.

**1830's** Methodist missionaries came to Oregon led by Jason Lee. Unfortunately they and the natives suffered from a horrendous epidemic which killed 70% of the Kalapuyans the missionaries had come to “save”.

**1832** At Fort Vancouver, the first school in the Oregon Territory was established to teach the métis (children of white fathers and Indian mothers) boys at the fort.

**1833** First school opened in what was to become the state of Oregon in Marion County for white students.

**1836** The Whitmans and Spaldings travelled to Oregon to open a mission. A measles outbreak in 1847 killed many Indians because they lacked immunity, while most Whites survived. A group of Cayuse Indians attacked the mission, killing 14 Whites and taking hostage 47 women and children. Five Cayuse men were convicted and hanged in Oregon City. The “massacre” drew national attention and directly led to the Cayuse War that lasted until 1850.

**1820-1860** The percentage of people working in agriculture plummeted as family farms were gobbled up by larger agricultural businesses. Many people were forced to look for work in towns and cities. 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 1/8<sup>th</sup> of the entire U.S. population. Owners of industry needed a docile, obedient workforce & looked to public schools to provide it.

**1836** Slave trader James “Jim” Bowie and Indian-killer Davy Crockett became national heroes when they were among those killed in the Battle of the Alamo in Texas, in their attempt to take Texas by force from Mexico. “Remember the Alamo” became a national justification for violent U.S. expansion into Mexican and Indian lands.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**1838** Cherokee Indians were forced on a thousand-mile march out of their ancestral homeland to the established Indian Territory. It is estimated that at least 4,000 Cherokees died on this "Trail of Tears."

**1840s** Irish immigration increased due in part to the Irish potato famine. Called the "2<sup>nd</sup> Wave of Immigration" this time period saw entire families, not just Irish men coming to the U.S. In the 1840's over a million Irish came to the U.S. comprising nearly half of all immigrants at that time. Irish Catholics in New York City struggled for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

**1842** First Oregon university opened. Wealthy Oregonians attended Willamette University after a private grammar school education.

**1843** Champoege territorial government adopted a measure "prohibiting slavery" that required slave holders to free their slaves with the added requirement that all Blacks must leave the territory within three years.

**1843** First public school opens in Oregon City. White students from the surrounding area attended.

**1844** Acts to prohibit slavery and to exclude Blacks and Mulattoes from Oregon were passed. The infamous "Lash Law," required that Blacks in Oregon – "be they free or slave – be whipped twice a year until he or she shall quit the territory." It was soon deemed too harsh and its provisions for punishment were reduced to forced labor.

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

**1846** President James Polk ordered the invasion of Mexico starting the Mexican-American War.

**1848** Massachusetts Reform School at Westboro opened. Children who had refused to attend public schools were sent there. This began the long tradition of "reform schools," combining education with the juvenile justice system.

**1848** The war against Mexico ended with the signing of the Treaty of Guadalupe-Hidalgo. It gave the U.S. 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). The treaty guaranteed citizenship rights to everyone living in these areas mostly Mexicans and Native people and the continued 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** Three decades of continuous conflict between Whites and Indian tribes started with the Cayuse War continuing until the region's Indian tribes were forced onto and confined to reservations. Anson Dart, Oregon Territory's first Superintendent of Indian Affairs organized reservations on remote, semiarid land east of the Cascades. Tribes of the coast and Willamette Valley balked at the move. Efforts to obtain reservation land west of the Cascades ran afoul of the Oregon Donation Land Claim Act. It sanctioned homesteading without regard for the legal obligations to Indian 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 traditionally southern pro-slavery beliefs. He had fought and supported the Mexican American War to expand U.S. control of the North American continent. He arrived at Oregon City in 1849 to begin his duties with included traveling to Walla Walla to secure the surrender of five Cayuse Indians accused in relation to the "Whitman Massacre."

***Boxes contain national events.***

**1849** The California Gold Rush sparked first mass emigration from China.

**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.

**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 "Indian blood". Many local laws were passed to restrict what Indians and "Half-Breeds" could do.

**1850** Organic Act of New Mexico Territory granted full citizenship to "Free Whites" and Mexican citizens as covered by the 1848 Treaty of Guadalupe Hidalgo. It also asserted that no Indian may be a citizen. This act also set aside sections of land in every township to create and finance a public school system throughout the territory.

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

**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. (The language of the act prevented non-Whites from claiming land in Oregon even if they had already settled here whether they had previous deeds to the land or not.)

**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.

**1851** Jacob Vanderpool, an owner of a saloon, restaurant and boarding house in Salem, was the only person known to have been kicked out of the Oregon Territory because of his skin color based on the Exclusion Laws. Other incidents may not have been officially recorded.

**1851** Josefa Segovia was lynched in Downieville, CA. Josefa was accused of murdering an Anglo miner who attempted to assault her after breaking into her home. She pleaded self-defense but she was charged with murder. Her jury was made up of the miner's friends. Her racial status most assuredly contributed to her death by hanging at the hands of a white mob.

**1852** Massachusetts passed the first compulsory education law to make sure that the children of poor white immigrants got "civilized" by learning obedience and restraint. Education would help them become good workers who did not contribute to social upheaval.

**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. (*Much of this racist language was not removed from the official Constitution until 2000.*)

**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.

**1856** Rogue River Indian Wars ended with the surviving Native Americans sent to two newly created reservations: the Siletz and the 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 fugitive slave laws.

**1857** Oregon residents voted against slavery but 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 well into the 20<sup>th</sup> century. Meanwhile, a new exclusion law was added by popular vote to Oregon Constitution's Bill of Rights.

**1858** Just prior to statehood, Oregon elected its first state officials. Governor "Honest John" Whiteaker, as well as many lesser officials, were well known for their pro-slavery views.

**1859** On February 14, 1859, Oregon became the only state admitted to the Union with an exclusion law written into a state's constitution.

**1860's:** Large numbers of Asians, primarily Chinese, began to arrive mostly to mine and construct railroads.

**1860's** Mexican miners joined the Oregon Gold Rush. 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 his book, *How the Irish Became White*, Noel Ignatiev described how an oppressed class of immigrants, Irish Catholics, changed. They previously had lived and worked with "Free Blacks". However, by this time they started to collaborate in the oppression and discrimination against of another "race," Africans in America. From being oppressed themselves they started to secure their place in the white protestant dominant culture.

**1861** Abraham Lincoln took the Presidential Oath of Office. The southern Confederacy ratified a new constitution and elected Jefferson Davis as the first Confederate president. The Civil War began with Confederate soldiers firing upon Fort Sumter.

**1861** The Knights of the Golden Circle, an anti-Union and pro-slavery group, opened chapters in many Oregon communities. Their ultimate goal in the Northwest was to secede from the U.S. 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 ethnic heritage) residing in Oregon to pay an annual tax of \$5. If they could not pay this tax, the law empowered the state to press them into service maintaining state roads for 50 cents a day. Also, interracial marriages were banned in Oregon. It was against the law for whites to marry anyone ¼ or more Black.

**1862** The American Homestead Act allowed any white male over the age of 21 and a head of a family to claim up to 160 acres of land. He would improve it within five years or purchase the land at a small fee. The Homestead Act made 50 million acres of Indian land available to white homesteaders. It created the official policy for U.S. soldiers to wage war on the indigenous nations of the west to protect the white settlers encouraged to take their land.

**1862** The Union Army permitted black men to enlist as laborers, cooks, teamsters, and servants.

**1863** The Emancipation Proclamation abolished slavery in territories occupied by the Union Army & permitted African American men to join the Union Army.

**1864** Congress legalized the importation of contract laborers through the Contract Labor Law.

***Boxes contain national events.***



**1864** Thousands of Navajo Indians endured the “Long Walk,” a three-hundred mile forced march from a southwest Indian Territory to Fort Sumner, New Mexico.

**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.”

**1865-1877** African Americans mobilized to bring public education to the South for the first time. After the Civil War, and with the legal end of slavery, African Americans in the South made alliances with white Republicans to push for many political changes. A major goal was to, for the first time, rewrite state constitutions to guarantee free public education to ALL children. However in practice, white children continued to benefit more than black children.

**1865** The Civil War ended and the Thirteenth Amendment, banning slavery in the United States, passed by referendum in Oregon and throughout the Union states.

**1865** The Cherokee, Choctaw, Chickasaw, Creek and Seminole tribes, who had been forced to relocated 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, to regain some sort of control during Reconstruction, formed secret organizations that used intimidation and terrorism against Blacks and unionists. Names like Pale Faces, Sons of Midnight and Knights of the White Camellia were used. A group formed in Pulaski, Tennessee named the Ku Klux Klan grew to be the largest and best known of the groups opposed to Reconstruction governments and attempts by freed Blacks to receive their rights.

**1866** California enacted the Common School Act excluding Indians, Blacks & “Mongolians” from public school, but did allow local school boards to establish separate schools for such children. Although persons of Mexican descent were considered “white” under state laws, de facto segregation was prevalent due to local practices of drawing school attendance lines to correspond with residential segregation.

**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** Oregon banned all interracial marriages The state's ban on interracial marriages was extended to prevent Whites from marrying anyone who was ¼ or more Chinese, or Hawaiian, and ½ or more Native American. It was previously illegal for Whites and Blacks to marry.

**1867** Even though the total black population in Oregon in the 1860's number 128, Portland assigned black and mulatto children to a segregated school.

**1868** The Fourteenth Amendment, endowing African Americans with citizenship, passed in Oregon and throughout the country. A clause in the 14<sup>th</sup> Amendment, “excluding Indians not taxed”, prevented Native American men from receiving the right to vote. Though this amendment established full citizenship rights for people of Mexican heritage born in the U.S., often the Indian heritage of Mexicans was used to exclude and deny them rights.

**1868** Large numbers of Japanese laborers arrived in Hawaii to work in sugar cane fields.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**1868** A ban on interracial marriages in the Washington Territory was lifted.

**1868** Corvallis College was designated as the Agricultural College of Oregon as part of the Morrill Land-Grant Act of 1862. It became the first state-supported institution of higher education and was charged with training teachers.

**1869** Mexican vaqueros drove large herds of cattle from California to eastern Oregon helping to develop the ranching business in that part of the state and therefore settlement.

**1869** Oregon's first public high school opened in Portland.

**1870** The Fifteenth Amendment, granting black men the right to vote, was added to the U.S. Constitution despite failing to pass in both Oregon and California. This federal law banning voting qualifications based on "race, color or previous condition of servitude" superseded a clause in the Oregon State Constitution banning black suffrage.

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

**1872** First tax supported public elementary school program was put in place throughout Oregon. While most Oregonians eventually accepted the idea of tax supported elementary schools, the concept of public high schools was slow to win popular support. Influential people like Harvey Scott, editor of the Portland Oregonian from 1865 – 1910, were firm believers that high schools would serve only as "havens for drones, a luxury certain to undermine self-reliance and individualism." Many influential people believed that higher education in Oregon was needed by the elites only.

**1874** With a court ruling in Michigan that taxes could be levied for high schools as well as elementary schools, the modern public high school movement began. Schools started to be built designed to support a wider array of both men and women so that they could learn more than the basics. Still public education was not seen as necessary for all children, especially children of color.

**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 of the South and laid the foundations of legal segregation and white supremacy.

**1877** The Nez Perce Tribe clashed with the U.S. Army in their Wallowa homeland in northeast Oregon. Chief Joseph and his people refused to go to a reservation. Instead, Chief Joseph tried to lead 800 of his people to Canada and freedom. Fighting the U.S. Army all along their 1100 mile journey, they were trapped just 40 miles from Canada. 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, Oregon as the third such boarding school in the nation. These schools were designed to assimilate Indian children into white culture and teach them vocational skills. Students were prohibited from speaking their tribal languages or practicing any of their traditional customs or culture. (This Indian School still operates in Salem, but without the extreme notions of assimilation of its original intent.)

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

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*



**1880's** Chinese immigrants were driven by mobs out of Oregon City, Mount Tabor and Albina.

**1881** Attempts to establish public funded colleges met with opposition from those who felt that the Willamette Valley's several denominational academies and colleges provided adequate facilities for higher education. The critics seemed justified. Only seven students graduated from the University of Oregon in 1881 and only four in 1885.

**1882** Ignoring the crucial role Chinese immigrants played in constructing the infrastructure of the West, Congress passed the Chinese Exclusion Act. It suspended further Chinese immigration until 1892. It also made all Chinese immigrants ineligible for citizenship and barred them from several professions including mining.

**1883** An attempt to amend the Oregon Constitution to remove its ban on black suffrage did not pass. The effort failed despite the fact that the clause in question was rendered moot following the passage of the Fifteenth Amendment to the U.S. Constitution in 1870. *(Further attempts to remove this language prohibiting Blacks from voting were unsuccessful in 1895, 1916 and 1927. Many racist and discriminatory sections in the Oregon Constitution were not changed until 2000)*

**1884** The Oregon statewide railroad system was completed connecting all regions of the state. Oregon remained relatively isolated until this completion of the railroad network. The Central Pacific's Chinese immigrant workers received \$26-\$35 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 immigrant workers saved as much as \$20 a month which many eventually used to buy land. They earned a reputation as tireless and extraordinarily reliable workers. 12,000 of the Central Pacific railroad's 13,500 employees were Chinese immigrants.

**1885** Congress banned the admission of contract laborers. The Contract Labor Law was largely a response to Chinese "coolie" labor but it explicitly had exemptions written into the law that demonstrated occupational preference.

**1887** Congress altered its focus and passed the General Allotment Act, the Dawes Severity Act, which attacked traditional tribal cultures. It encouraged Indians to become farmers and to fully assimilate into white society. Indians, of course, were not consulted on how their lives on the reservations were going to change.

**1888** In a trial in Enterprise, Oregon, three men were acquitted of murder for the massacre of at least 34 Chinese gold miners. The ring-leaders fled the area and were never tried. Unknown is how much gold the gang might have plundered. Rumors put the figure from \$3,000 to more than \$50,000. The trial attracted little attention from the press, and Wallowa County folks swept the sordid saga under the carpet 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 relating to the massacre.

**1889** Washington gained statehood. The state constitution included a ban on racial discrimination in schools.

**1890** When gold was discovered in the Black Hills of the Dakotas, many miners and settlers came to the lands that had been granted by treaty to the Lakota Sioux tribes. Tensions increased as the Indians lost more and more of their land. They suffered violent assaults from the U.S. cavalry. The massacre at Wounded Knee is considered by historians as the last major attack of U.S. forces on Indians. Some call it 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.

**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 and 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.

***Boxes contain national events.***

**1890's** Reduction in 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.

**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.

**1893** A cannon's boom unleashed the largest land rush the U.S. has ever seen. An estimated 100,000 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 Indian land before the official start of the race.

**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. One result was that southern states passed laws requiring racial segregation in many different areas of life including for public schools.

**1897** California passed its first civil rights legislation.

**1898** The Spanish-American War began with a naval blockade of Cuba and attacks on the island. The four-month 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 to some people as full members of the country. Instead they were seen as and remain territories of the U.S. empire.

**1898** United States annexed Hawaii at the urging of American plantation owners who 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 its first governor. Racial attitudes and party politics in the United States deferred statehood until a bipartisan compromise linked Hawaii's status to Alaska, and both became states in 1959.

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

**1898** Oregon Historical Society formed from an association of early settlers. It was a "cult" of pioneer ancestors. This organization became no less elitist and biased than the Daughters of the American Revolution with an emphasis on proving & preserving pioneer genealogy rather than focusing on research/documentation of a diverse history of Oregon.

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

**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 and death announcements, society news, and general good news about African Americans. Articles and editorials about segregation, lynching, employment opportunities and other issues helped keep the realities of "Jim Crow" laws and the pressing need for civil rights on the local, state, and national agenda. The newspaper challenged attempts to deprive black people of their rights, to deny Blacks their humanness, and to degrade their African cultural heritage.

**1904** Oregon law established a minimum school term at 4 months.

***Boxes contain national events.***

**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 became a part of the tools 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 students who scored poorly on the tests.

**1906** Carnegie Foundation for the Advancement of Teaching created a definition of college preparation for high schools. They defined a unit of instruction as a "Carnegie Unit" which reflected 5 periods of instruction per week for an entire year; each period to be between 50 and 60 minutes in length. Colleges began to require 4 units of English, 4 for math, 3 for science, 2 in history and 2 in a foreign language (preferably Latin or Greek). The elite students striving to go on to college were provided "college prep" classes which created a "tracking" system in high schools. Tracking and "Carnegie Units" are still in place in high school education of the 21<sup>st</sup> century.

**1907** The United States and Japan formed a "Gentleman's Agreement" in which Japan ended issuance of passports to laborers and the U.S. agreed not to prohibit all Japanese Immigration. Therefore only certain "types" of Japanese could come to the United States; only if they were educated or of a higher socio-economic status than a poor laborer.

**1908** The Binet-Simon test was revised and was renamed the Stanford-Binet Intelligence Test. Part of the change was the invention of 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.

**1909** First Junior High School started in Columbus, Ohio. By 1920 there were over 800 Junior Highs. The system of elementary, junior and senior high schools was modeled after the factory system to be efficient on a large scale.

**By 1910** there were 10,000 high schools in the U.S.; a dramatic increase from less than 500 in 1870. Subject area instruction in high schools became increasingly specific. Elementary teachers continued to use written descriptions and narrative reports to document student learning. High school teachers started using per cent grading systems in discrete subject area classes. This was the beginning of the traditional 100 point grading and reporting system that still exists.

**1910** Angel Island began operation. Although billed as the "Ellis Island of the West" within the Immigration Service, 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 outside the Southwest with Mexican born migrant workers. Between 1910 – 1925, Mexican workers were contracted to work on sugar beet farms and on railroads. Farm workers 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.

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

**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.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**1913** California's Alien Land Law ruled that "aliens ineligible for citizenship" (i.e. all Asian immigrants) were barred from owning land or property, but permits for three year leases of agricultural land were permitted.

**1914** The Portland chapter of the NAACP, the oldest continually chartered chapter west of the Mississippi River, was founded.

**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** 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." Its 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. There was not Border Patrol to regulate immigration until 1924. 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 of the students were to receive "general studies" which addressed neither college nor vocational preparation. To some degree 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 during the day.

**1918-1919:** The Department of Labor encouraged the admission of Mexican, and Canadian laborers for mining, agriculture and railroads.

**1919-1921** The "Palmer Raids" were a series of controversial U.S. Justice and Immigration round-ups of suspected radical leftists. Many resident immigrants were deported because of their alleged "radical political" views.

**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%.

**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 in white neighborhoods to people of color or providing mortgages for such purchases.

**1920's** KKK flourished in Oregon. By the mid 1920's its membership was estimated between 14,000 - 20,000 with numerous 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.

**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." The Klan used an initiative that would require all children

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

between the ages of eight and eighteen to attend public schools. The rallying cry of its sponsors was "One Flag! One School! One Language!" Oregonians, by a margin of 11,000, 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 were ineligible 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 Business Restriction Law allowed cities to refuse business licenses to first generation Japanese Americans.

**1923** An Oregon WWI veteran was denied U.S. citizenship. The U.S. Supreme Court unanimously ruled that Bhagat Singh Thind could not be a naturalized citizen. Anthropologists defined people of India as belonging to the Caucasian race. A previous ruling had affirmed that immigration law referring to "white" meant "Caucasian" as it applied to denying citizenship to light skinned Japanese immigrants. In this case, Justice Sutherland argued that the "common man's" definition of "white" did not correspond to all "Caucasians". Even though Indians were considered "Caucasian" they were not "white". Therefore they could not be naturalized. Thus the color of skin became the legal qualification for citizenship.

**1924** An act of Congress made Native Americans U.S. citizens for the first time.

**1924** Immigration Act of 1924 (the Johnson Reed Act) established fixed quotas of national origin and eliminated "Far East" immigration. In 1929 these annual immigration quotas were made permanent. The Oriental Exclusion Act prohibited immigration from Asia, including foreign-born wives and children of U.S. citizens of Chinese ancestry.

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

**1925** Oregon teacher certification was raised to high school graduation plus 36 weeks of professional training.

**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.

**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.

**1928** Japanese American Citizens League founded. There are two chapters in Oregon.

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

**1930-1950** The NAACP brought a series of suits over unequal teachers' pay for Blacks and Whites in southern states. At the same time, southern states realized they were losing African American labor to the northern cities. These two sources of pressure resulted in some increase in spending on black segregated schools in the South.

***Boxes contain national events.***



**1932** A survey of 150 school districts revealed that 75 % of larger U.S. cities were using so-called "intelligence testing" 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.

**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.

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

**1938** Forerunner of community colleges came into being with the formation of the Eugene Technical Vocational School.

**1937-1945** Oregon passed a number of laws restricting Indians, mostly concerning the possession of alcohol.

**1941** Residents of southern Oregon and northern California proposed creation of a new state, Jefferson. A group of young men gained national media attention when, brandishing hunting rifles for dramatic effect, they 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" and would continue to "secede every Thursday until further notice."

**1941** Japan's attack on Pearl Harbor, Hawaii, galvanized the U.S. war effort. Over 1,000 Japanese-American community leaders were incarcerated because of national security concerns.

**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 the Fair Employment Practices Commission to investigate discrimination against black employees and to take action.

**1942** President Roosevelt signed Executive Order 9066, authorizing the building of "relocation camps" for Japanese Americans living along the Pacific Coast.

**1942-1964** Bracero Program recruited more than 4 million agricultural workers, mostly Mexican, to work in the U.S.

**During WWII** Oregon's African-American population grew substantially – in Portland increasing from 2,565 in 1940 to 25,000 in 1944. Over 7,000 "non-white" workers were employed in the Portland shipyards. Although Kaiser had promised good jobs in the shipyards, local unions resisted integration. Many help-wanted notices specified "white only." After pressure from NAACP, the Kaiser Brothers, a federal inspection team and a reprimand from President Roosevelt, the unions compromised. More skilled jobs were opened to Blacks, but only for the duration of the war. Blacks were allowed to work in union controlled shops and paid union dues, but were denied union benefits. To accommodate the influx of workers, a new town was built in the lowland area 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 populations came signs throughout Portland: "We Cater to White Trade Only."

**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 and the first since the War of 1812. 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. If the trees had been as dry as normal, the Japanese plan might have worked, leaving forest fires to divert hundreds of fire fighters and large amounts of money from the war effort while also triggering panic in Oregon's population.

***Boxes contain national events.***



**1942** After the attack on Pearl Harbor, all persons of Japanese heritage 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.

**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 (MFLP) or Bracero program (referring to brazos, arms of helping hands) came to Oregon. Migrant workers were used throughout the state.

**1944** Balloons launched from Japan and carrying explosive and incendiary bombs drifted on the jet stream to the United States. The goal was to start forest fires and wreak devastation. Oregon alone counted 45 balloon incidents. Balloon bombs caused the only deaths due to enemy action on the U.S. mainland during World War II. On May 5, 1945 a pastor and his wife took five children for a picnic east of Bly. One of the children tried to remove a balloon from a tree and triggered the bomb. The mangled bodies of Elsy and the children were strewn around a crater that was three feet wide and one foot deep. Elsy lived briefly but most of the children died instantly.

**1944** Federal government's Public Proclamation No. 21 of December 17, 1944 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 did not challenge institutional racism in employment, housing and education. Almost all of the benefits went to white men.

**1945** The Oregon House of Representatives passed Joint Memorial No. 9 on February 28, 1945. The statement called on President Roosevelt to prevent the return of Japanese Americans "for the duration of the present war with Japan." The legislators based their request on what they described as "considerable antagonism to such return" to Oregon. It also 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 orchards vandalized while others endured boycotts of their fruits and vegetables or heard racial slurs or threats. A few were assaulted physically. Along with the many instances of blatant racism, intimidation, and hatred, some Oregonians welcomed and supported the returning Japanese Americans.

**1945** Hood River received national attention when the local American Legion Post removed the names of 16 "Nisei", Japanese American members of the U.S. military from a plaque honoring local members of the armed forces.

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

**1945** 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.

**1946** Mexican Americans in Orange County, California won a class action lawsuit to dismantle the segregated schools. The ruling held that the equal protection provision of the Fourteenth Amendment pertained to equal access to education. California governor, Earl Warren, lobbied the California state legislature to enact legislation repealing the state's educational codes that allowed for segregation in public schools. The *Mendez* case represented the first successful challenge to the decades-old "separate but equal" doctrine in public school education and established an important legal

***Boxes contain national events.***

precedent. Governor 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** Oregon's Basic School Support Fund was established and a rural school/equalization measure passed which encouraged consolidation and raised standards for Oregon's public schools.

**1947** PL – 45, the new Bracero program, called for employers to pay for screening, selection and roundtrip transportation for workers from Mexico to the Northwest – previously paid for by the U.S. government. Northwest growers were shocked at the terms of the agreement. There was growing anti-Mexican sentiment and anxiety about the protests mounted by Braceros. Therefore, they decided to no longer contract Braceros; ending the program in Oregon.

**1947** The Urban League of Portland took the Housing Authority to task for not enforcing the official federal policy of non-discrimination in housing. The Housing Authority's local policy was to separate tenants according to race, making it impossible to serve either whites or people of color on a first come, first served basis. Some vacant housing in Vanport and Guilds Lake were unavailable to white people because they were in an area designated for Blacks only. The Urban League's urging had little effect on the Housing Authority actions. The Portland Housing Authority did not integrate its operations until 1950 and even by 1957 was not offering housing to most Blacks.

**1948** On Memorial Day, a Columbia River flood left 39 people dead and obliterated all of Vanport. It had become a declining settlement as war-time workers were replaced and non-whites were encouraged to leave the area. They were not needed for the war effort. There was no direct action taken by Portland's Housing Authority to resettle flood victims as patterns of segregation were reinforced. Most displaced Blacks were forced to congregate in the Albina section of town or left they Portland area. There were no places to live and no more well paying jobs now that WWII was over.

**1948** Oregon's Constitution was amended to give every voter the right to vote in school elections.

**1948** Educational Testing Service was formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others. They received huge grants from the Rockefeller and Carnegie foundations. These testing services continued the work of Eugenicsists like Carl Brigham (originator of the SAT) who did research "proving" that "immigrants were feeble-minded".

**1948** The Supreme Court ruled that California's Alien Land Laws, prohibiting the ownership of agricultural property, violated the Constitution's 14<sup>th</sup> Amendment.

**1948** The United States revised immigration policy to admit persons fleeing persecution in their native lands; allowing 205,000 refugees to enter within two years; mostly from Eastern Europe.

**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. Oregon's Fair Employment Practices Commission created.

**1951** Oregon repealed its law prohibiting interracial marriages.

**1951** Discrimination in vocational schools was banned.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

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

**1952** The Bureau of Indian Affairs began selling 1.6 million acres of Native American land to developers.

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

**1953** Congress amended the 1948 refugee policy to allow for admission of 200,000 more refugees.

**1954** Congress terminated federal aid granted by treaties with 109 tribes, dissolving the Klamath, Grand Ronde and Siletz reservations and sanctioning the selling of their tribal lands.

**1954** In *Brown v. Board of Education of Topeka*, the Supreme Court unanimously agreed that segregated schools were "inherently unequal" and must be abolished. Almost 45 years later in 1998, schools, especially in the north, were as segregated as ever. One of the most significant immediate effects of this ruling 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 supervising white teachers.

**1954** Operation Wetback began to round up and deport 1 million Mexicans who were not able to provide legal immigration documents. In some cases these "illegal immigrants" were deported along with their children who were U.S. citizens born in the United States. Mexican-looking people were often stopped and asked for official identification.

**1955** Oregon teacher certification raised to four-year college degree.

**1957** The mighty and picturesque Celio Falls on the Columbia River east of The Dalles was destroyed with the construction of The Dalles Dam. The falls and a way of life for Indian tribes who had fished there for millennia disappeared. After 11,000 years, the oldest continuously inhabited community in North America ceased to exist.

**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."

**1957** A federal court ordered integration of Little Rock, Arkansas, public schools. Governor Orval Faubus sent his 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%. 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 & high school facilities were modernized to include science labs plus better football facilities and band rooms.

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

***Boxes contain national events.***

**1959** Oregon finally ratified the 15<sup>th</sup> 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" (slavery).

**1961** The Cuban Refugee Program handled the major influx of immigrants to Miami with 300,000 relocated across the U.S. during the next two decades.

**1962** NAACP charged Portland with having racially segregated schools.

**1964** First Fiesta Mexicana held by the Mexican committee Pro Fiesta Mexicanas in Woodburn.

**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 served the general public ("public accommodations.") It invalidated the "Jim Crow" laws, but attitudes and behaviors did not change just because of this federal law.

**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 in order to register to vote, a principal means by which southern states had prevented African-Americans from exercising their rights.

**1965** U.S. Congress enacted the Elementary and Secondary Education Act beginning an era of massive federal aid to education.

**1965** The Immigration Act of 1965 abolished the prior quota system. Instead it created a system based on different limits for 20,000 countries. 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 temporarily employing almost 4.5 million Mexican nationals.

**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 has never been offered to any other immigrant group.

**1967-69** Racial tensions escalated into riots in Portland's African American communities.

**1970** Chicano National Moratorium March to protest Chicano casualties in the Vietnam War. Three people killed during the march. Prominent LA times columnist, Ruben Salazar, killed by LA County Sheriff.

**1970's** saw school populations decline throughout the state leaving far more school facilities than could be fully utilized. Due to the rise of suburbs, these underused facilities were mainly in urban or older areas usually populated by people of color and of lower socio-economic status.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**1970's** Though no current concrete evidence that "Sundown Laws" existed on the statute books has been found in Oregon, there is a rich oral history. It describes 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. James Loewen's book, *Sundown Towns: A Hidden Dimension of American Racism*, documents this practice throughout the United States.

**1971** The Commission for Chicano Affairs established. In 1983 the group 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 U.S. Congress.

**1973** Colegio Cesar Chavez, the first Latino four-year college in the U.S., was created on the former campus of Mt. Angel College in Silverton. It closed in 1983.

**1973** Indian activists, drawing on the courage of their ancestors, staged a confrontation. The town of Wounded Knee, South Dakota was seized by followers of the American Indian Movement (AIM). The occupiers controlled the town for 71 days while the United States Marshals Service and other law enforcement agencies cordoned off the town. "Wounded Knee" became a catch phrase for all the wrongs inflicted on Native Americans by the descendants of Europeans.

**1974** In *Milliken v. Bradley*, the U.S. Supreme Court ruled that schools may not be desegregated across school districts. The ruling legalized segregation of students of color in inner-city districts from white students 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 works 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** Congress first recognized the need to provide a federal law to ensure local schools would serve the educational needs of students with disabilities. The law was originally called the Education for All Handicapped Children Act.

**1977** Willamette Valley Immigration Project opened in Portland. It then moved to Woodburn to protect and represent undocumented workers. It was founded in response to an increase in Immigration and Nationalization (INS) raids in Oregon. WVIP provides legal advice and representation to undocumented immigrants.

**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 United States. Similar rulings have allowed infringement on sacred sites. For example, in *Sequoyah v. Tennessee Valley Authority* in 1979, the Supreme Court refused to grant certiorari when a federal circuit court ruled the flooding of holy places, ancestral burial grounds, and gathering sites did not violate religious freedom of Cherokees because they had no property rights in the area.

**1979** Federal District Court affirmed Klamath Indians' hunting and fishing rights within their former reservation.

**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.

***Boxes contain national events.***

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

**1980** The Refugee Act redefined criteria and procedures for admitting refugees to the United States.

**Until 1980**, Portland used what amounted to mandatory busing to “improve” racial balance of public schools. Ron Herndon, & members of the Black United Front, worked to stop busing. The Portland School Board eventually responded with a plan to desegregate schools “voluntarily”: by ending forced busing; infusing the city’s black schools with extra money and teachers, creating additional “magnet” schools in black neighborhoods and letting black and white students transfer out of their neighborhoods to different schools. For the first time, all students, regardless of race, could attend their neighborhood school or go elsewhere. The idea was to boost the quality of the black schools (to attract white students) and to give black students the choice to move to white schools. It had very limited impact, and Portland schools remained 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

**1982-84** Congress restored the Cow Creek Band of the Umpqua Tribe, Confederated Tribes of Grand Ronde Indian Community and Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians to federally recognized status.

**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”.

**1986** The Immigration Reform and Control Act (IRCA) legalized undocumented immigrants residing in the U.S. unlawfully since 1982. The focus was on curtailing illegal U.S. immigration. It introduced employer hiring sanction fines and language to prevent bogus marriage fraud.

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

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

**1988** A 28 year old Ethiopian student and father, Mulugeta Seraw, was fatally beaten in Portland by three racist skinheads.

**1990** Mulugeta Seraw's father and son, represented at no cost by the Southern Poverty Law Center and the Anti-Defamation League, successfully filed a civil law suit against the killers and an affiliated organization. They won a civil case against White Aryan Resistance's operator Tom Metzger and his son John Metzger for a total of \$12.5 million. The Metzgers declared bankruptcy, WAR went out of business and Metzger lost his home and went on welfare.

**1990** Oregon voters passed Measure 5, property tax limitations, that capped spending for public schools. The shift was designed to help equalize support of public education throughout the state. However, this change from local school funding caused Oregon’s schools to suffer budget reductions despite economic prosperity in the state. No new revenue sources were identified or created to fund schools.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*



**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.

**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.

**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 capital investment by foreign investors.

**1990** In Employment Div., Dept. of Human Resources of Oregon v. Smith, several members of the Native American Church lost their jobs and subsequently were denied unemployment benefits by Oregon because they tested positive at drug screenings after participating in religious use of peyote. The Supreme Court refused them First 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."

**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 this 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 Proposition 187 unconstitutional, but anti-immigrant feelings spread across the country.

**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 acknowledged the need for better relationships between state government and federally recognized Indian tribal governments in the state. The Governor created a forum to maximize intergovernmental relations. The forum included an Education Committee.

**1996** California passed Proposition 209, which outlawed affirmative action in public employment, public contracting and public education. Other states jumped on the bandwagon with their own initiatives. Anti-affirmative action groups hoped to pass similar legislation on a federal level.

**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 terrorists.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**1997** Nez Perce Tribe bought 10,000 acres and returned to Wallowa County.

**1998** California passed Proposition 227 eliminating most bilingual education.

**1999** The Oregon state legislature held a Day of Acknowledgement to recognize the 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 to be developed by the Oregon Department of Education by 2003.

**2000** 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 this and other discriminatory language was rendered unenforceable by federal laws and amendments to the U.S. Constitution, it was not until this election that removal of several examples of institutional racism and oppression was taken out of the Oregon Constitution.

**2000**, *The Oregonian* reported that Ron Herndon 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 between them and white students in reading, math and writing.

**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 tried to curtail entry of terrorist immigrants.

**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.

**2003** U.S. Immigration and Naturalization Service became part of the Department of Homeland Security. This department's new U.S. Citizenship and U.S. Immigration Services (USCIS) was designed to handle immigration services and benefits. U.S. immigration enforcement functions are under the auspices of the Department's Border and Transportation Security Directorate, known as the U.S. Immigration and Customs' Enforcement (BICE).

**2004** The Oregon Mexico Education Partnership (OMEP) agreement brought Spanish language content materials to Oregon students to use while they continued to learn English.

**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** New standards for Oregon administrative licensure were developed to include required demonstration of knowledge, skills and dispositions related to equity and cultural competence.

**2005** Black survivors of Hurricane Katrina charged that racism contributed to the slow disaster response.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

**2006** Thousands of Latinos and supporters rallied in Portland, Salem and Hood River to protest a federal proposal that would make illegal immigration a felony.

**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 is the responsibility of American Staffing Resources Inc, whose offices were also raided.

**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 ugliness.

**2007** In the October 22<sup>nd</sup> edition of the Daily Barometer , the student-run newspaper of Oregon State University, a front page article showed a photograph of a white student in "blackface". The article encouraged OSU students to "blackout" the football stadium. On November 8<sup>th</sup> a noose was hanging from a tree outside OSU's Phi Gamma Delta fraternity. The fraternity claimed it originally had a witch hanging from it as part of their Halloween decorations, yet all other Halloween decorations had been removed leaving only the noose hanging from a tree.

**2008** Eugene Oregon's 4J school district announced retooling of its decades-old open-enrollment policy because schools there were becoming socioeconomically segregated.

**2008** A family in Medford, Oregon had a cross and the letters KKK burned into their lawn. The man, an immigrant from Jamaica, has lived in Medford with his family since 2000. Medford police consider this incident to be the 5<sup>th</sup> local "hate crime" this year.

**2008** Effective July 1, 2008, all applicants for new, renewal, or replacement Oregon driver licenses, instruction permits, or identification cards must provide acceptable proof of U.S. citizenship or lawful presence in the country. They are required to share full legal name, identity, date of birth and Social Security number (SSN) at the time of application.

**2008** Oregonians defeated Measure 58 that would have effectively banned all programs that support bilingualism for English language learners. It would have mandated students enroll in (undefined) "English immersion classes" for one to two years. After this time, the student would be prohibited by law from receiving instruction in any other language, regardless of the student's, parent's or teacher's choice. The initiative exempted classes which "teach English speaking students a foreign language," creating the possibility of an alarming inequality in state education policy.

**2008** Four 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 minorities. The culprits were suspended for up to a year, must complete community service and multicultural education before returning to school. The FBI concluded its investigation. No federal charges were filed.

**2008** OSAA lists 16 Oregon high schools with mascots that many Indians feel ridicule their heritage.: *Aloha High School: Warriors, Amity High School: Warriors, Banks High School: Braves, Chemawa Indian School: Braves, Lebanon High School: Warriors, Mohawk High School: Indians, Molalla High School: Indians, North Douglas HS: Warriors, Philomath High School: Warriors, Reedsport High School: Braves, Rogue River HS: Chieftains, Roseburg High School: Indians, Scapoose High School: Indians, Siletz Valley School: Warriors, The Dalles Wahtonka HS: Eagle Indians, Warrenton High School: Warriors.* OSAA has no regulatory authority. Only the Oregon Department of Education can address this issue.

**2009** On January 20<sup>th</sup>, Barack Obama was sworn in as the forty fourth President of the United States, the first African American to hold this office.

***Boxes contain national events.***

**2009** To celebrate Oregon's 150<sup>th</sup> birthday, the Oregon Library Association selected the book, Stubborn Twig, about a Japanese American family in Hood River, for the statewide Oregon Reads program. The Oregon Library Association wanted to bring focus on and stimulate dialogue and study of Oregon's racial and immigration history.

**2009** The film, *Papers*, debuted in Portland Oregon. It is the story of undocumented youth and the challenges they face as they turn 18 without legal status. Currently there are more than 1.8 million undocumented children who were born outside the U.S. and raised in this country. 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, yet they have no path to citizenship.

**2009** In a 5-4 decision, the Supreme Court ruled that white New Haven, Connecticut firefighters 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 Hispanic passed. While critical of New Haven for using "raw, racial statistics" to invalidate a promotional examination, the court stopped short of ordering broad changes to race-and-hiring laws.

**2009** National controversy raged after Harvard professor, Henry Gates Jr., was arrested during a confrontation with Cambridge police around breaking into his own home. Professor Gates, Sgt. James Crowley, Vice President Biden, and President Obama met at the White House to discuss the incident over beers. "It is incumbent upon Sergeant Crowley and me to utilize the great opportunity fate has given us to foster greater sympathy among the American public for the daily perils of policing on one hand, and for the genuine fears of racial profiling on the other hand."

Separately, a Boston Massachusetts, police officer became part of the controversy by referring to Gates in a mass e-mail as a "banana-eating jungle monkey." As a result of this action, Justin Barrett lost his job on Feb. 5, 2010.

Meanwhile, a black Cambridge police sergeant, Leon Lashley, on the scene for the Gates' arrest, says he is now known as an "Uncle Tom". "I'm forced to ponder the notion that as a result of speaking the truth and coming to the defense of a friend and colleague, who just happens to be white, that I have somehow betrayed my heritage."

**2009** Judge Sonia Sotomayor became the first Hispanic on the U.S. Supreme Court.

**2010** New standards around racial/ethnic identification of students and staff cause controversy. Race and ethnicity have always been collected and reported to the U.S. Department of Education but new guidelines redefine some race and ethnicities and require school officials to racially identify by observation student or staff members who choose not to report. Native leaders call it "genocide by paper." The reports are required for federal eligibility and accountability reports and to assist with enforcement of laws prohibiting discrimination on the basis of race and national origin.

**2010** The passage of Arizona's SB 1070 calls for police to use "reasonable suspicion" to question and detain possible undocumented immigrants. It also bars people from soliciting work or hiring day laborers off the street, and empowers citizens to sue to force authorities to enforce the law. Concern around racial profiling based on this state authorization of police officers to stop suspected illegal immigrants and demand proof of citizenship has prompted national debate, protest and boycotting of Arizona.

**2010** The Oregon League of Minority Voters implement a new civil rights tactic. They are offering scholarships to white students to take classes in race relations 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," says Promise King, executive director of the Oregon group.

## References Used to Create This Timeline

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

A Matter of Color: African Americans Face Discrimination." Life on the Home Front: Oregon Responds to WWII 21 Mar. 2008  
<http://www.sos.state.or.us/archives/exhibits/ww2/life/minority.htm>.

"After Beers, Professor, Officer Plan to Meet Again" CNN Politics.com. July, 31, 2009  
<http://www.cnn.com/2009/POLITICS/07/30/harvard.arrest.beers/>.

"Africans in America" PBS: <http://www.pbs.org/wgbh/aia/home.html>.

"Annexation of Hawaii, 1898." United States Department of State: <http://www.state.gov/r/pa/ho/time/gp/17661.htm>.

Baer, John W. "The Pledge of Allegiance: A Short History." 1992. <http://oldtimeislands.org/pledge/pledge.htm>.

Barton, Rhonda. "Bridging Barriers" Northwest Regional Education Laboratory: Portland, Oregon: Fall 2007 / Volume 13, Number 1.

Battaile, Connie Hopkins. The Oregon Book: Information A to Z. Oregon: Saddle Mountain Press, 1998

Beckham, Stephen Dow. "The History of Oregon" Oregon Blue Book. <http://www.city-data.com/states/Oregon-History.html> .

"Bombs Fall on Oregon: Japanese Attacks on the State." Life on the Home Front: Oregon Responds to WWII 21 Mar. 2008  
<http://www.sos.state.or.us/archives/exhibits/ww2/threat/bombs.htm>.

Bourne, William Oland. History of the Public School Society of the City of New York: with portraits of the presidents of Society. New York: W. Wood & Co, 1869.

Bravin, Jess. "High Court Weighs Bias in Firefighters' Test." Wall Street Journal.com. April 23, 2009.  
<http://online.wsj.com/article/SB124040582229843447.html>.

Butler, Che and Luhui Whitebear. "American Indian Sports Team Mascots" A PowerPoint presentation created for the Oregon State Department of Education <http://www.aistm.org/1indexpage.htm>.

Cabell, Nathaniel Francis . Early History of the University of Virginia, as Contained in the Letters of Thomas Jefferson and Joseph C. Cabell . . . ., Richmond, 1856.

Carey, Charles H, "The Creation of Oregon as a State." Oregon Historical Quarterly 26, 1925.

Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/faqs>.

Carrigan, William D. "The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928" Journal of Social History: Winter, 2003

"Celebrating Black History Month: 1968 - Present: Battle Cry"." The Oregonian [Portland, OR] 27 Feb. 2008: Special Section 1.

Center for Immigration Studies: <http://www.cis.org/>.

"Chemawa Indian School." Salem Online History. 1 Salem Public Library. 23 Mar. 2008 <http://www.salemhistory.net/education/chemawa.htm>.

Chinatown Resource Guide: <http://www.pbs.org/kqed/chinatown/resourceguide/index.html>.

"Chronology of Key Statewide Initiatives Impacting Cultural Competency." Oregon Department of Education: from a report of the Teaching Research and the Oregon Quality Assurance in Teaching Grant (OQAT). 2005  
[www.ode.state.or.us/opportunities/grant/saelp/chroncultdivinit.pdf](http://www.ode.state.or.us/opportunities/grant/saelp/chroncultdivinit.pdf).

"Chronology of Tribal Economy in Oregon" OPB:\_The Oregon Story [http://www.opb.org/programs/oregonstory/tribal\\_econ/timeline.html](http://www.opb.org/programs/oregonstory/tribal_econ/timeline.html)

Clark, Malcolm, "The Bigot Disclosed: 90 Years of Nativism." Oregon Historical Quarterly 75, 1974: 109-182

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

Cloyd, Wendy. "Open Enrollment Under Scrutiny in Oregon School District." School Reform News. Apr. 2008. THE HEARTLAND INSTITUTE. 22 Mar. 2008 <http://www.heartland.org/Article.cfm?artId=22959>.

Drury, Clifford Merrill. Marcus and Narcissa Whitman and the Opening of Old Oregon Seattle, Wash.: Pacific Northwest National Parks & Forest Association; 1986.

Elliott, T.C., ed. "Captain Robert Gray's First Visit to Oregon." Oregon Historical Quarterly 29, 1928: 162-188.

Encyclopedia Britannica. <http://www.britannica.com/>.

"Fair Housing in Oregon Study", The Oregon History Project: Created by the Oregon Historical Society [http://ohs.org/education/oregonhistory/historical\\_records/dspDocument.cfm?doc\\_ID=C699DEE7-A96D-A179-FC22756A21DF898B](http://ohs.org/education/oregonhistory/historical_records/dspDocument.cfm?doc_ID=C699DEE7-A96D-A179-FC22756A21DF898B).

Farrell, Michael. "Oregon Civil Rights Group Offers Scholarships to White Students." The Christian Science Monitor. San Francisco: February 9, 2010.

"From There to Here: The Road to Reform of American High Schools." Issue paper produced under U.S. Department of Education contract No. ED-99-CO-0163 with DTI Associations, Inc. <http://www.ed.gov/about/offices/list/ovae/pi/hsinit/papers/history.pdf>.

Gamboa, Erasmo. "Braceros in the Pacific Northwest: Laborers on the Domestic Front, 1942-1947", The Pacific Historical Review, Vol. 56, No. 3 (Aug., 1987), p. 378.

Gonzales, Manuel G. Mexicanos: A History of Mexicans in the United States. Indiana: Indiana University Press, 2009.

Guskey, Thomas R and Bailey, Jane M. Developing Grading and Reporting Systems for Student Learning. Corwin Press. 2000.

Guthrie, James W. Encyclopedia of Education. Vol.3. 2<sup>nd</sup> ed. P954-962. Gale Virtual Reference Library. <http://go.galegroup.com>.

Kessler, Lauren. Stubborn Twig: Three Generations in the Life of a Japanese American Family. Corvallis, OR: Oregon State University Press, 2005.

"KKK Cross-Burning Targets Oregon Family." Mail Tribune [Medford, OR] 28 May. 2008: A1.

"Hard Road to Texas: Texas Annexation 1836 – 1845" Texas State Library and Archives Commission: <http://www.tsl.state.tx.us/exhibits/annexation/index.html>

"Historical Timeline of Public Education in the U.S." Applied Research Center: <http://www.arc.org/erase/timeline.html>

Ignatrev, Noel. How The Irish Became White. New York: Routledge, 1995.

Illinois Labor History Society: <http://www.kentlaw.edu/ilhs/cll-64.html>.

"Immigration Act of 1924 (The Johnson-Reed Act)", United States Department of State. <http://www.state.gov/r/pa/ho/time/id/87718.html>.

"Immigration Timeline" from the Learning Page of the Library of Congress <http://lcweb2.loc.gov/learn/features/immig/timeline.html>.

Japanese American Citizen League. <http://www.jacl.org/>.

"Japanese Americans in the Columbia River Basin: Historical Overview" <http://www.vancouver.wsu.edu/crbeha/ja/ja.htm>.

Knepper, Dr. George W. The Official Ohio Lands Book Columbus, Ohio: The Auditor of the State, 2002.

Leff, Lisa. "Calif race-based admissions law challenged anew". Associated Press, 17 Feb. 2010.

Loewen, James W. Lies My Teacher Told Me: Everything Your American History Textbooks Got Wrong. New York: Simon & Schuster, 2007.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*



Loewen, James W. "Sundown Towns: A Hidden Dimension of American Racism." Sundown Towns. 1 James W. Loewen. 18 Mar. 2008 <http://www.uvm.edu/~jloewen/sundowntowns.php>.

Maben, Manly. *Vanport*. Portland, OR: Oregon Historical Society. 1987.

The Massachusetts teacher, Volume 16 By Massachusetts Teachers Association, Massachusetts Teachers' Association (1845?-).

McArthur Lewis A and Lewis L McArthur, eds. Oregon Geographic Names, 7<sup>th</sup> ed. Portland, OR: Oregon Historical Society Press, 2003.

Martinas, Sharon. "Shin' The Lite on White: White Privilege."\_1998. <http://www.prisonactivist.org/archive/cws/sharon.html>.

McLagan, Elizabeth. A Peculiar Paradise: a History of Blacks in Oregon, 1788-1940. Portland, OR: Georgian Press Co., 1980.

"Mendez v. Westminster." KOCE – PBS – TV. <http://www.koce.org/prodMendez.htm>.

Michigan Supreme Court Learning Center. "Michigan's Legal Milestones": <http://courts.michigan.gov/lc-gallery/mich-milestones.htm>.

"New Perspectives on the West – Events" PBS: [http://www.pbs.org/weta/thewest/events/1840\\_1850.htm](http://www.pbs.org/weta/thewest/events/1840_1850.htm).

New York Historical Society. <https://www.nyhistory.org/web/default.php?section=library>.

"Northwest Ordinance" Ohio History Central: An Online Encyclopedia of Ohio History. <http://www.ohiohistorycentral.org/entry.php?rec=1747>.

Oregon Department of Education. Agency Milestones: <http://www.ode.state.or.us/search/page/?id=2017>

Oregon's Immigrants Rights Coalition: <http://www.causaoregon.org/about-us/causa-history/>.

Oregon Blue Book. <http://bluebook.state.or.us/>.

"Oregon's History Pockmarked with Racial Injustices." The Oregonian [Portland, OR] 19 Mar. 2008: A4.

"Oregon History" <http://www.city-data.com/states/Oregon-History.html>.

Oregon Indian Educators Association: <http://www.oiea.org/>.

Oregon State Archives: <http://arcweb.sos.state.or.us/>.

Oregon State University. Chronological History 1860-1869: [http://osulibrary.oregonstate.edu/archives/chronology/chron\\_1860.html](http://osulibrary.oregonstate.edu/archives/chronology/chron_1860.html).

Ottey, Michael A. W. "Returning with a Warriors Vengeance". The Oregonian, 17 July 2000

Pardington, Suzanne. "George Fox Suspends 4 Students Over Obama Effigy" The Oregonian [Portland, OR] 30 Sept. 2008

Pepper, Floy. "Indians in Oregon Today." Oregon Department of Education (Jan. 1 2006): 21 Mar. 2008 [http://www.ode.state.or.us/opportunities/grants/nclb/title\\_vii/indiansinoregontoday.pdf](http://www.ode.state.or.us/opportunities/grants/nclb/title_vii/indiansinoregontoday.pdf).

"Race controversies at OSU After Noose in Tree" November 9, 2007 KGW [http://www.kgw.com/education/localeducation/stories/kgw\\_110907\\_news\\_osu\\_noose.1f4e60586.html](http://www.kgw.com/education/localeducation/stories/kgw_110907_news_osu_noose.1f4e60586.html).

Rasmussen, Karen & Craig R. Smith. "Native Americans and Religious Freedom: the Case for a 'Re-Vision' of the First Amendment." 1997Free Speech Yearbook. SCA: Washington, D.C., 1998.

Robbins, C. L. "Educational Prophecy and the Pedagogical Panacea: Between the Lancasterian System and the Gary Plan of School Instruction There are Several Striking Similarities – Each has a Controversy to Thank for Much of its Adverstising". The New York Times, 26 March 1916

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*

"School The Story of American Public Education". PBS: <http://www.pbs.org/kcet/publicschool/index.html>.

Schwantes, Carlos A. The Pacific Northwest: An Interpretive History. Lincoln, NE: University of Nebraska Press, 1996.

Sobel, Robert and Raimio, John, eds. Biographical Directory of the Governors of the United States 1789 – 1978 Westport, CT: Meckler Books, 1978

Stephen, , Lynn, and Marcela Mendoza. "Latinos in Oregon." Latino America: State-By-State . Ed. Mark Overmyer-Velazquez. Westport, CT: Greenwood Publishing Company. forthcoming.

Sullivan, Linda L. and Carolyn H. Clapp. "Oregon Education and OEA – A Grand Past" *Today's OEA*, January 2000. <http://www.oregoned.org/site/pp.asp?c=9dKKKYMDH&b=139659>.

Tapogna, John. "Hot Topics: Equalization Impact K-12 Funding." Oregon School Boards Association. 18 Nov. 2002. Oregon School Boards Association. 22 Mar. 2008 <http://www.osba.org/HOTOPICS/funding/2002/analysis/release.htm>.

Terry, John. "OSU Press Book Recounts Chinese Massacre in Wallawa County." The Oregonian. Jan. 24, 2010.

Texas Department of Public Safety – Texas Rangers Historical Development: [http://www.txdps.state.tx.us/director\\_staff/texas\\_rangers/](http://www.txdps.state.tx.us/director_staff/texas_rangers/).

"Thomas Jefferson: Creating a Virginia Republic" from the exhibit page of the Library of Congress <http://www.loc.gov/exhibits/jefferson/jeffrep.html>.

"Timeline of Black History in the Pacific Northwest." End of the Oregon Trail Interpretive Center\_ 1 Feb. 2000. End of the Oregon Trail Interpretive Center. 20 Mar. 2008 <http://www.endoftheoregontrail.org/blaktime.html>.

United States Citizenship and Immigration Services. <http://www.uscis.gov/portal/site/uscis>.

United States Department of Education. <http://www.ed.gov/>.

United States Department of Health and Human Services; Administration for Children & Families. <http://www.acf.hhs.gov/programs/orr/policy/refact1.htm>.

"U.S. Mexican War". PBS: [http://www.pbs.org/keramexicanwar/index\\_flash.html](http://www.pbs.org/keramexicanwar/index_flash.html).

Victor, Brad. "Memo # 002-2005-06 American Indian Language Instruction in Oregon Schools." Oregon Department of Education\_ 1 Oregon Department of Education. 1 <http://www.ode.state.or.us/news/announcements/announcement.aspx?=1730>.

"Washington State Constitution", Washington Secretary of State. <http://www.sos.wa.gov/history/constitution.aspx>.

Williams, Ann. "School Changes on the Way". Eugene Register-Guard, 15 January 2008

World Book Encyclopedia. <http://worldbookonline.com/wb/Login?ed=wb>.

Zinn, Howard. A People's History of the United States. New York" Harper Collins, 2003.

***Boxes contain national events.***

*Compiled by Elaine Rector as part of CFEE (Coaching for Educational Equity)  
contact [elrector@comcast.net](mailto:elrector@comcast.net) (Revised May 16, 2010)*