

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 and radiocarbon dating 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 years old nearly complete skeleton found on the banks of the Columbia River on the Washington-Oregon border in 1996 was dubbed the Kennewick Man and battles between Indian tribes and scientists for jurisdiction over the skeleton spawned lengthy court battles between dominant culture scientists & Indian tribe's 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 peoples perished during the first two centuries after first contact between Europeans and the inhabitants of the Western Hemisphere due to disease and violence.

1513 CE Spanish Explorer Balboa Vasquez de Nunez solidified Spain's claim to the west coast of North America by claiming the Pacific Ocean and all the lands it touches.

1543 Spanish explorers sight the Oregon Coast north of the forty-second parallel near the Rogue River. Initially Indian-white relationships in the Pacific Northwest were generally peaceful contacts but Euro-American diseases severely afflicted native societies.

1619 A Dutch ship brought 20 African slaves as indentured servants to the English Colony of Jamestown, Virginia.

1635 First American High School, Boston Latin Grammar School, founded to prepare young men for Harvard.

1647 The General Court of the Massachusetts Bay Colony decrees 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 is 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*) and severely restricted the rights of "Free Africans". These codes 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 the Declaration of Independence due to pressure from the southern colonies.

1779 Thomas Jefferson proposed a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarships would allow a very few of the laboring class to advance, Jefferson said, by "raking a few geniuses from the rubbish."

1785 The Continental Congress (before the U.S. Constitution was ratified) passed a law calling for a survey of the "Northwest Territory" which included what was to become the state of Ohio. The 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 universities," the state public universities that exist today. Of course in order to create these townships, the Continental Congress assumed it had the right to give away or sell land that was already occupied by Native people.

Boxes contain national events.

*Compiled by Elaine Rector as part of CFE (Coaching for Educational Equity) and LFEE (Leading for Educational Equity)
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(Revised November 4, 2009)

1786 The U.S. established first Native American reservation and began the policy of forcefully removing people from their tribal lands.

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

1787 Free blacks in New York City founded the African Free School

1788 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. Captain Gray and crew entered the Columbia River and named it. This exploration gave U.S. claim to the Oregon Territory.

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 first U.S. Congress, guaranteed that white immigrants could become citizens. "Non-white" immigrants were denied the right to be citizens. (This provision did not officially change until 1952.)

1805 New York Public School Society was formed by wealthy businessmen to provide education for poor white children. Schools ran on the "Lancasterian" model, in which one "master" can teach hundreds of students in a single room. The master gave a rote lessons to the older students, who then passed them down to the younger students. These schools emphasized discipline and obedience qualities that factory owners want in their workers.

1805 York, William Clark's slave, came west with Lewis and Clark's Corps of Discovery. They were aided by a Shoshone woman, Sacajawea, in travelling to explore and document the Pacific Northwest as part of U.S. expansion plans for the Louisiana Purchase and beyond. The southern and western boundaries of this land deal were undefined, so the Lewis and Clark expedition realized the belief in Manifest Destiny that the US ought to occupy 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 slaves but did not change other laws related to slavery currently in practice.

1814 As part of the negotiations of the Treaty of Ghent, ending the War of 1812, Great Britain and the United States began discussion of dividing the Pacific Northwest at the 49th parallel. Diplomatic negotiations continued until 1818

1816 The American Colonization Society was formed to assist in repatriating free African Americans to the Liberian colony on the West Coast of Africa.

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.

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1819 U.S. Congress established reporting on immigration.

1820 The Compromise of 1820 admitted Maine as Free State, Missouri as slave state; also prohibited slavery in territories north of Missouri.

1820 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 to dispose tribes from their homelands

1823 Establishment of the first Volunteer Ranger Companies in Texas = Birth of Vigilantism which often involved violence against Indians, Blacks and Hispanics by White settlers

1827 Massachusetts passed a law making all grades of public school open to all pupils (which meant "all white pupils") free of charge.

1830 Congress passed the Indian Removal Act, forcing Native Americans to settle in Indian Territory west of the Mississippi River, removing them from the most fertile land in the south, which was then taken over by rich southern plantation owners using slave labor to raise cotton.

1830s By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent of slaves 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".

1836 The Whitmans and Spaldings travelled to Oregon to open a mission. Narcissa Whitman and Eliza Spading were the first white women to cross the Rocky Mountains and reach Oregon. After a measles outbreak in 1847 that killed many Indians because they lacked immunity, while the whites survived, a group of Cayuse Indians attacked the mission, killing 14 whites and taking hostage 53 women and children. Five Cayuse men were convicted and hanged in Oregon City, but the "massacre" drew national attention and directly led to the Cayuse War that lasted until 1850.

1833 First Oregon school opened in Marion County for white students.

1820-1860 The percentage of people working in agriculture plummeted as family farms were gobbled up by larger agricultural businesses and people were forced to look for work in towns and cities. At the same time, cities grew tremendously, fueled by new manufacturing industries, the influx of people from rural areas and many immigrants from Europe. During the 10 years from 1846 to 1856, 3.1 million immigrants arrived: a number equal to one eighth of the entire U.S. population. Owners of industry needed a docile, obedient workforce & looked to public schools to provide it.

1821 First public high school, English Classical School, opened in Boston.

1836 Slave-owner David Bowie and Indian-killer Davy Crockett are among those killed in the Battle of the Alamo in Texas, in their attempt to take Texas by force from Mexico.

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1837 Horace Mann became head of the newly formed Massachusetts State Board of Education. Mann's reforms included the establishment of a single school system throughout the state instead of separate local school districts. He urged separate classrooms for students at different levels of learning, and discouraged learning by rote and flogging as punishment. Most importantly, he worked effectively for more and better equipped school houses, longer school years (until 16 years old), higher pay for teachers, and a wider curriculum for white children.

1838 Cherokee Indians forced on thousand-mile march out of their ancestral homeland to the established Indian Territory. Approximately 4,000 Cherokees die on this "Trail of Tears."

1840s Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. 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 Slavery was declared illegal in the Oregon Country. The infamous "Lash Law," requiring that blacks in Oregon – be they free or slave – be whipped twice a year until he or she shall quit the territory." was passed in June. It was soon deemed too harsh and its provisions for punishment were reduced to forced labor, similar to conditions of slavery.

1845 Texas Rangers started as a vigilante group but became an official state law enforcement agency. Ranger mythology supports them as protectors of settlers but their tactics were brutal and arguably their methods sowed the seeds of discontent between American Texas and both Mexicans & Indians.

1845 U.S. annexed Texas with full citizenship rights for "Free Whites" and "White Mexicans" residing prior to 1845. "White Mexicans" were fair skinned descendents of the Spanish without "Indian blood".

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

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

1848 The war against Mexico ended with the signing of the Treaty of Guadalupe-Hidalgo, which 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 use of 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 Oregon's Provisional Government passed the first Exclusion Law forbidding Blacks to settle here.

1849 First Oregon public school laws passed to create schools for white children.

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1848-1879 Three decades of continuous conflict between whites and Indian tribes from the Cayuse War 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. But 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 which sanctioned homesteading without regard for the legal obligation to extinguish Indian title to the Land. Only a few remote parcels of land not yet encumbered by white claims were procured as reservation land.

1849 Federally-appointed Governor Joseph Lane arrived to proclaim that Oregon a Territory of the United States. Lane was raised in North Carolina and held traditionally southern pro-slavery beliefs and had fought and supported the Mexican American War to expand U.S. control of the North American continent.

1849 The California Gold Rush sparked first mass immigration from China.

1849 In California, Only White and "White Mexican" Males could vote. No Indian, Black, Mulatto could testify for or against a White Person and they were not permitted to hold elected office or serve as a police officer

1850 The Compromise of 1850 included the Fugitive Slave Act, a law designed to assist in the recovery of runaway slaves by increasing federal officers and denying fugitive slaves a right to a jury trial.

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

1850 California statutes defined an Indian as having one-half Indian blood and allowed White men to force Indian into unpaid labor for vagrancy. Many laws were passed to restrict what Indians and "Half-Breeds" could do creating many opportunities for Indians to have criminal sentences or fines.

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 and also asserted that no Indian may be a citizen nor an attorney.

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.)

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, a saloonkeeper living 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. Others may not have been officially recorded.

1851 Massachusetts passed the first compulsory education law to make sure that the children of poor white immigrants got "civilized", learned obedience and restraint, became good workers who did not contribute to social upheaval.

1851 Josefa Segovia was lynched in Downieville, California. A popular stereotype during the Gold Rush era of the Mexican prostitute contributed to Mexican women being considered racially inferior. This prejudice played out when Josefa was accused of murdering a drunk who attempted to assault her after breaking into her home. Her degraded racial status most assuredly contributed to her death by hanging at the hands of a mob.

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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, but it failed when Californians rejected the idea of reducing the size of their state.

1856 Rogue River Indian Wars end with 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; ruled 1820 Missouri Compromise's ban on slavery in the territories unconstitutional and reaffirmed fugitive slave laws.

1857 The pro-slavery separatists in southern Oregon brought an amendment to vote but it again failed to carve a new federal Territory out of the southwestern region of the Oregon Territory. Although slavery was illegal in the Territory, a bill to protect slave property in Oregon was proposed in the Territorial Legislature. It was voted down on the grounds that it would grant special rights to slave owners. Meanwhile, a new exclusion law was added by popular vote to the 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 first 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 According to his book, *How the Irish Became White*, Noel Ignatiev describes how by this time an oppressed class of immigrants, Irish Catholics, who previously had lived and worked with "Free Blacks" learned how to collaborate in the oppression of another "race," Africans in America, in order to secure their place in the white protestant dominant culture.

1860 Poland's religious and economic conditions prompted immigration of approximately two million Poles to the United States between 1860 and 1914.

1860 California enacted the **Common School Act** excluding Indians, Blacks & "Mongolians" from public school, but 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.

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.

Boxes contain national events.

1861 The Knights of the Golden Circle, an anti-Union, pro-slavery group, opened chapters in many Oregon communities. Their ultimate goal in the Northwest was to secede from the US and create a Pacific Coast Republic.

1862 Oregon adopted a law requiring all Blacks, Chinese, Hawaiians, 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. 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 and improve it within five years or to purchase the land at a small fee. The Homestead Act made 50 million acres of Indian land available to white homesteaders and created the official policy for U.S. soldiers 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 The Knights of the Golden Circle, a white supremacy group in Oregon, became openly militant, but the group fell apart when it became apparent that the Union was going to win the Civil War.

1864 It became illegal to entice an Indian or "half-breed" to leave the reservation.

1864 Congress legalized the importation of contract laborers.

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, whose goal, as one BIA official put it, was to "kill the Indian to 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, including for the first time rewriting 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.

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 would grow to be the largest and best known of the groups opposed to Reconstruction governments and attempts by freed blacks to receive their rights.

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.

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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 Fourteenth Amendment endowing African Americans with citizenship passed in Oregon and throughout the country. A clause in the 14th 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.

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.

1870 The Fifteenth Amendment, granting Black men the right to vote, was added to the US 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 put in place throughout Oregon. While most Oregonians eventually accepted the idea of tax supported elementary schools, the idea 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. Higher education in Oregon was for 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, but still not seen as necessary for all children, especially children of color.

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

1877 United State Congress investigated the "criminal influence" of Chinese immigrants.

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.

Boxes contain national events.

1877 The Nez Perce Tribe and the U.S. Army clashed 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 second 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.

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

1880 Italy's troubled economy, crop failures, and political climate began the start of mass immigration with nearly four million Italian immigrants arriving in the United States.

1881 The assassination of Czar Alexander II prompted civil unrest and economic instability throughout Russia. Russia's May Laws in 1882, severely restricted the ability for Jewish citizens to live and work in Russia. The country's instability prompted more than three million Russians to immigrate to the U.S. over the next three decades.

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 US Congress passed the Chinese Exclusion Act suspending further Chinese immigration until 1892. It also made all Chinese 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 failed. The effort failed despite the fact that the clause in question was rendered moot following the passage of the Fifteenth Amendment in 1870. *(Further attempts to remove this language prohibiting Blacks from voting were unsuccessful in 1895, 1916 and 1927 so that many changes were not made until 2000)*

1883 Oregon remained relatively isolated until the completion of the first transcontinental railroad built from west to east with the man power of Chinese immigrants. The Central Pacific's Chinese immigrant workers received just \$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. Incredibly, the Chinese immigrant workers saved as much as \$20 a month which many eventually used to buy land. These workers quickly earned a reputation as tireless and extraordinarily reliable workers--"quiet, peaceable, patient, industrious, and economical." Within two years, 12,000 of the Central Pacific railroad's 13,500 employees were Chinese immigrants. Accidents, avalanches, and explosions left as estimated 1,200 Chinese immigrant workers dead.

1885 Congress banned the admission of contract laborers.

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

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1887 A ban on interracial marriages in the Washington Territory was lifted.

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

1889 "Unoccupied lands" in Oklahoma (Indian Territory) were made available to white settlers. The "Boomers" waited for the signal, while the "Sooner" snatched Indian land before the official start of the race for "free" land. Again treaties were broken and Indian's disposed of their land.

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. As tensions increased and the Indians lost more and more of their land, they suffered violent attacks from the U.S. cavalry. This massacre at Wounded Knee is considered by historians as the last major attack of U.S. forces on Indians and some call it the last event of the "Indian Wars" while others see it as the last event in the U.S. policy of genocide.

1890's Behaviorism, as a learning theory became popular as a teaching methodology with the experiments of Pavlov's dogs. The theory of behaviorism views the mind as a "black box" in the sense that response to stimulus can be observed quantitatively, totally ignoring the possibility of thought processes occurring in the mind. Teaching practices of this time were highly influenced with this belief about how people learn.

1890's Widespread introduction of grade levels into elementary and secondary education were 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 lead to the development of the report card to document formal achievement scores and matriculation to the next grade level.

1890 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.

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 & businesses posted signs reassuring customers that they employed no Asian help.

1893-1913 Size of school boards in the country's 28 biggest cities were cut in half. Most local neighborhood positions were eliminated, in favor of city-wide elections. This change meant that local immigrant communities lost control of their local schools. Makeup of school boards changed from small local businessmen and some wage earners to professionals (like doctors and lawyers), big businessmen and other members of the richest classes.

1896 **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 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 some people thought these new territories would become states, the language and racial composition of these areas made them unacceptable to some people as full members of the country. Instead they were seen as territories of the US empire.

Boxes contain national events.

1898 United States annexed Hawaii at the urging of American plantation owners who exerted tremendous power over the indigenous people. Queen Liliokalani was overthrown with U.S. support. Hawaii was made a territory in 1900, and 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 Oregon Historical Society formed from an association of early settlers which 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.

1902 Oregon was the first state to adopt the initiative and referendum laws.

1903 First voter's pamphlet was published in Oregon.

1904 Oregon passed the first citizen sponsored initiatives.

1904 Oregon law established minimum school term at 4 months.

1905 The U.S. Supreme Court required California to extend public education to the children of Chinese immigrants.

1905 The first intelligence test was developed by Alfred Binet 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 was often used to classify the students who scored poorly on the tests.

1906 Immediately following the famous San Francisco earthquake, Chinese business owners hired white architects to quickly rebuild Chinatown. Many in San Francisco saw the devastation of the earthquake as a good reason to get rid of the Chinese section of town that they considered dirty and full of crime. The architects working with the residents of Chinatown created an exaggerated "oriental" style of architecture to "clean up" the area and make it an attractive destination for white tourists more so than an supportive community for the Chinese immigrants/

1906 Carnegie Foundation for the Advancement of Teaching created a definition of college preparation for high school. 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 the "tracking" system in high schools. Tracking and "Carnegie Units" are still in place in high school education of the 21st 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 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 in 1908 and was renamed the Stanford-Binet Intelligence Test. Part of the revision was the invention of the "Intelligence Quotient", better well-known as IQ as a way to sort people by their level of intellect meaning their ability to think, reason and understand.

Boxes contain national events.

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1909 First Junior High School started in Indianola, Indiana; 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 1880. High Schools started using per cent grading systems in discrete subject area classes as a uniform reporting system.

1910 Angel Island began operation. Although billed as the "Ellis Island of the West", within the Immigration Service it was known as "The Guardian of the Western Gate" designed to control the flow of Chinese into the US. 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 labor shortage. Mexicans were exempted from immigrant "head taxes" set in 1903 and 1907.

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.

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.

1915 To coincide with the debut of the movie, *The Birth of a Nation*, an epic that glorified the Reconstruction-era white supremacy and terror of the Ku Klux Klan, William Joseph Simmons and 11 others burned a cross on Stone Mountain, Georgia to proclaim the rebirth of the KKK. In the early 1920's the KKK had at least 1.5 and perhaps as many as 5 million members adhering to its racist, nativist, prohibitionist, anti-Semitic and anti-Catholic beliefs.

1916 John Dewey summed up constructivist theory of learning in his book, *Democracy and Education: an introduction to the philosophy of education*. "...education consists primarily in transmission through communication. Communication is a process of sharing experience till it becomes a common possession."

1917 Smith-Hughes Act passed, providing federal funding for vocational education. Big manufacturing corporations pushed this reform because they wanted to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control.

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

1917 Immigration Act required new immigrants to pass literacy tests and banned almost all Asian Immigrants.

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1917 the first temporary worker program (part of the 1917 Immigration Act) allowed temporary workers who would be inadmissible under the 1917 Immigration "Act to be contracted seasonally to work in the U.S.

1918 Commission on Reorganization of Secondary Education created the foundation of the modern American high school's general 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 they were responding to the impact of child labor and truancy laws that forced more students to attend school and thereby increased the "custodial nature" of public schools to keep 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 "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 so that grades were distributed using the "normal probability of the bell curve." Some advocates even specified a precise distribution: 6-22-44-22-6.

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 the drive for "Americanism." The Klan's weapon was an initiative that would require all children 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 America to mandate a monolithic school system. Opponents of the public school measure subsequently took their case to the federal court obtaining a temporary injunction. 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.

1922 Japanese American Citizen's League founded in Oregon.

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.

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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 despite the fact that anthropologists define 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 since the "common man's" definition of "white" did not correspond to "Caucasian", which Indians were, they could not be naturalized. Thus the color of skin became the legal qualification for citizenship status in the United States.

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

1924 Immigration Act of 1924 established fixed quotas of national origin and eliminated Far East immigration. In 1929 these annual immigration quotas were made permanent.

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 Black and Chinese voters.

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 of spending on Black schools in the South.

1932 A survey of 150 school districts revealed that three quarters of them 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 segregates Mexican students on the basis of being of Indian descent, but makes it clear to exempt "White Mexicans" those fair-skinned descendants of the Spaniards who do not have "Indian blood".

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

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

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1941 Residents of Southern Oregon and Northern California proposed creation of a new state, Jefferson. On November 27, 1941, a group of young men gained national media attention when, brandishing hunting rifles for dramatic effect, handed out copies of a Proclamation of Independence, stating 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, forbidding discrimination in federal hiring, job-training programs, and defense industries. The newly created Fair Employment Practices Commission investigated discrimination against black employees.

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

1942-1964 The Bracero Program recruited 4.6 million agricultural workers mostly Mexican to work in the US.

1942-1947 Large numbers of Mexican laborers under the Mexican Farm Labor Program (MFLP) or Bracero program (referring to brazos, arms of helping hands) come to Oregon. Migrant workers were used throughout the state.

During WWII Portland's Black population climbed from 2,000 to 22,000. 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 and more skilled jobs were opened to Black workers, 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 the rise in populations of color 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 the threat of future strikes and went into the history books as 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. Later in the same year, a Japanese submarine launched seaplanes that dropped bombs on the southern Oregon coast. This mission was designed to drop incendiary (fire) bombs on the thick forests of the Siskiyou National Forest to cause massive fires. If the forests 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 triggering panic in Oregon's population.

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 in the case *Hirabayashi v. United States*, the U.S. Supreme Court upheld the constitutionality of the Executive Order 9066 resulting in the relocation of people of Japanese decent.

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

Boxes contain national events.

1944 Balloons launched from Japan and carrying explosive and incendiary bombs began to drift east on the jet stream to the United States. The goal was to start forest fires and wreak devastation. Oregon alone counted 45 balloon incidents. The most tragic incident involving balloon bombs also found a place in history as yielding the only deaths due to enemy action on mainland America during World War II. The events took place on May 5, 1945 as a pastor and his wife took five children for a picnic east of Bly. One of the children tried to remove the 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 The Oregon House of Representatives responded to the political pressure by passing 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" in Oregon as well as the claim 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. But along with the many instances of blatant racism, intimidation, and hatred, some Oregonians welcomed the returning Japanese Americans and publicly campaigned in support of them.

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. 14 of them had or were fighting overseas in WWII, two had died in action and ten already had been awarded Purple Hearts. *Collier's* magazine called it "tops in blind hatred".

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 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 of workers from Mexico to the Northwest – previously paid for by U.S. government. Northwest growers were shocked at the terms of the agreement and along with growing anti-Mexican sentiment and anxiety about the protests mounted by Braceros, they decided to no longer contract Braceros. Thus this program ended.

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.

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1947 Under the G.I Bill, the federal government authorized the largest affirmative action program in the nation's history. But since these preferential federal programs did not challenge institutional racism in employment, housing and education, almost all of the benefits went to white men and their families.

1948 On Memorial Day, a Columbia River flood left 39 people dead and obliterated all of Vanport which had become a declining settlement as war-time workers were replaced and non-whites were encouraged to leave the area now that 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 since there was no place for them to live and no more well paying jobs open to them now that WWII was over.

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

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

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

1948 The United States admitted persons fleeing persecution in their native lands; allowing 205,000 refugees to enter within two years.

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. Fair Employment Practices Commission created.

1949 The Oregon Supreme Court struck down the Alien Land Law.

1950's in Oregon and elsewhere, "Operation Wetback", a program focused on preventing undocumented people from entering the U.S. led to the rounding up and deporting of undocumented people already here.

1950 Bureau of Indian Affairs terminated federal services for Native Americans in lieu of state supervision.

1950's and 60's Baby Boom created over-crowded classrooms and the construction of new schools especially in the suburbs. Due to segregation, these new school facilities were in predominantly in white neighborhoods.

1951 Oregon repealed its law prohibiting interracial marriages

1951 Discrimination in vocational schools was banned

1952 The Immigration and Nationality Act allowed individuals of all races to be eligible for naturalization. The act also reaffirmed national origins quota system, limited immigration from the Eastern Hemisphere while leaving the Western Hemisphere unrestricted, established preferences for skilled workers and relatives of U.S. citizens and permanent resident aliens; and tightened security and screening standards and procedures.

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 Oregon's Public Accommodation Law prohibited discrimination in hotels and other public accommodations.

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

1953 B. F. Skinner wrote, *Science and Human Behavior*, in which he pointed out how the principles of operant conditioning function in social institutions such as government, law, religion, economics and education.

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 *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 rounded up and deported 1 million Latino Farm Workers many whom were U.S. Citizens mistaken for illegal immigrants.

1955 Portland Catholic Archdiocese established a Migrant Ministry to serve the Mexican migrant population. In 1964 this organization changed its name to Oregon Friends of Migrants.

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 American 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.

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.

Boxes contain national events.

1957 Soviet Union's Sputnik, first orbiting satellite around the earth, marked beginning of the Space Race and increased attention to math and science instruction for the top 20% who 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 of over 200,000 people within three years.

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

1960's Rubric scoring guides first used to assess pieces of art since aesthetic judgments required holistic criteria instead of checklists. Educators in all content areas explore how to use clear criteria for a better grading system.

1960 Federal Law set first ever quota for immigration from the Western Hemisphere

1960's As with behaviorism, cognitive psychology can be traced back to the ancient Greeks, Plato and Aristotle. The cognitive revolution became evident in American psychology during the 1950's. One of the major players in the development of cognitivism was Jean Piaget, who developed the major aspects of his theory as early as the 1920's. Piaget's ideas did not impact North American education until the 1960's after Miller and Bruner founded the Harvard Center for Cognitive studies.

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 - 65 The Civil Rights Acts ensured voting rights and prohibited housing discrimination

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 in favor of quota systems within 20,000 country limits. 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 Congress finally reversed the strict and racist immigration quotas that dated back to the 1920's

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.

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1968 African American parents and white teachers clashed in the Ocean Hill-Brownsville area of New York City, over the issue of community control of the schools. Teachers went on strike, and the community organized freedom schools while the public schools were closed.

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

1970's Middle School Movement began to reform grades 6-8 to meet the academic, social, emotional and physical needs of early adolescents and not just to prepare them for high school.

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.

1970's Though no current concrete evidence that sundown laws actually existed on the statute books has been found in Oregon, a rich oral history 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.

1973 Colegio Cesar Chavez, the first Latino four-year college in the US, 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 *Milliken v. Bradley*. U.S. Supreme Court ruled that schools may not be desegregated across school districts. This ruling effectively legally segregated students of color in inner-city districts from white students in wealthier suburban districts and perpetuated gerrymandering of school district boundaries to maintain racial segregation of schools.

1975 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 U.S. Congress first recognized the need to provide a federal law to help ensure that local schools would serve the educational needs of students with disabilities. The law they originally passed was titled the Education for All Handicapped Children Act.

1976 Title IX, mandating the end of sex discrimination in all educational institutions receiving federal funds passed by U.S. Congress.

1977 U.S. Supreme Court ruled that corporal punishment in schools does not violate the Constitution

1976 Molalla banned political speakers at the high school; a federal judge ruled the ban unconstitutional.

1976 School violence came to the attention of the public in Oregon through the publishing of a survey conducted by the Portland Association of Teachers

1977 Willamette Valley Immigration Project opened in Portland then moved to Woodburn to protect and represent undocumented workers.

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

Late 1970s The so-called "taxpayers' revolt" led to the passage of Proposition 13 in California, and copy-cat measures. These propositions froze property taxes, a major source of funding for public schools.

1978 Bakke Decision: Supreme Court ruling generally upholding the principle of affirmative action. Allan Bakke, a white man, denied admission to medical school that had 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. Also ruling that schools were entitled to consider race as a factor in admissions, but were not to use strict racial quotas

1979 The U.S. Department of Education was elevated to cabinet level.

1980s The federal Tribal Colleges Act established a community college on every Indian reservation, which allows young people to go to college without leaving their families.

1980 The Refugee Act redefined criteria and procedures for admitting refugees.

1980 Immigration policies favored refugees from countries that were communist like Russia and Cuba versus countries that supported by the US government like El Salvador and Guatemala, whose refugee were often denied asylum.

1980's Advances in neuroscience led to understanding connections between brain function and educational practice.

1980's Another rise in school age children due to Baby Boomer's children and the influx of newcomers to Oregon.

1985 – 1990 saw an average of 220 new people arriving each day in Oregon. The result being that 20 – 35% of all Oregonians in the early 1990's had resided in the state less than 10 years; causing an outcry of concern from the state's "old-timers" who valued their pioneer heritage as elite status and felt they were losing control of their state.

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 make those schools better so as to attract white students) and to give black students the choice to move voluntarily to white schools. These experiments had very limited impact, and Portland school remain fairly segregated thirty years later.

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1981 Two police officers dumped dead opossums at an African American-owned restaurant in Portland evoking ugly KKK imagery and touching off one of the most contentious disputes between police, city government and the public leading to creation of a citizen's committee to review police actions in Portland.

1981 El Hispanic News began publication

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

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".

1984 Oregon approved a lottery. It grew rapidly in popularity. Gaming profits were appropriated by the legislature to support basic social services, education and economic development.

1985 Oregon Law passed expanding the definition of child abuse and strengthening reporting requirements

1987 Oregon Legislature created site committee requirements for public schools

1986 The Immigration Reform and Control Act (IRCA) legalized illegal aliens residing in the U.S. unlawfully since 1982. The focus was on curtailing illegal US 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 A 28 year old Ethiopian student and father, Mulugeta Seraw, was murdered 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 and WAR went out of business. Metzger himself was forced to move into an apartment and collect welfare.

1990 Oregon voters passed Measure 5 property tax limitations that capped spending for public schools. Though this shift was designed to help equalize support of public education throughout the state, this shift from local school funding caused Oregon's schools to suffer gradual budget reductions despite economic prosperity in the state which had no new revenue sources to draw from for this added responsibility.

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 education, professional or financial contributions.

Boxes contain national events.

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1991 Oregon legislation enacted requiring all school districts to offer K-12 education by 1997.

1991 The Oregon Educational Act for the 21st Century, passed by the state legislature calling on schools to hold students accountable for higher academic standards. Students will demonstrate their knowledge and skills through complex assignments, including hands-on projects, and tests. In order for students to demonstrate these higher expectations, districts must provide students the opportunity to earn a Certificate of Initial Mastery (CIM).

1992 Talented and Gifted (TAG) programs established in Oregon schools.

1993 When federal legislation set lumber limits in national forests to protect old-growth timber and the spotted owl, the decline in logging resulted in economic problems for rural areas. As a result, the Secure Rural Schools and Community Funding Act was passed, to end in 2007.

1993: California's Governor Peter Wilson ran a political ad in his short-lived run for President of the United States saying that illegal immigration is one of the main reasons for the states' and nation's economic decline

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

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 feeling spread across the country.

1995 Major rewrite of Oregon's Education Reform Act of the 21st Century to refine the high standards all students should meet.

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

1996 CAUSA, Oregon Immigrant Rights Coalition was formed.

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

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

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

1998 Oregon joined other states affected by school violence with the shootings at Thurston High School in Springfield.

1998 A multi-millionaire, Ron Unz, put a measure on the June 1998 ballot outlawing bilingual education in California.

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

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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 were 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 a loud band of demonstrators - complete with a drum and tambourine - shouting, "We're all fired up! Can't take no more! No more promises! No more lies!" The mock coffin, Herndon and his supporters said, 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. Herndon and the demonstrators accused the district of being too slow to respond to the problem.

2001 The State Board of Education adopted the second part of the Oregon Education Act for the 21st Century. Districts required to prepare to phase in the Certificate of Advanced Mastery (CAM).

Post 9-11-2001 The US 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, increased identity verification requirements and tried to curtail entry of terrorist immigrants.

2001 A memorial honoring Japanese-American veterans & 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 by increasing standards of accountability for states, school districts, and schools as well as providing parents more flexibility in choosing which schools their children attend.

2003 US 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) function was designed to handle immigration services and benefits. U.S. immigration enforcement functions are under the Department's Border and Transportation Security Directorate, known as the US Immigration and Customs' Enforcement (BICE)

2003 National media focus on Oregon's education funding woes. Students' families experience high fees for supplies and extra-curricular activities, class sizes ranked 4th highest in the nation, more than 454 days were cut from 100 different school districts and students lost more than 11 million hours of instruction. More than 2,000 public education jobs were eliminated this year.

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 Black survivors of Hurricane Katrina charge that racism contributed to the slow disaster response,

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.

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2006 Oregon's school funding problems were sufficiently dire that Portland teachers agreed to working ten days without pay, and serious consideration was given to reducing the school year by nearly a full month. The situation received national attention, due in no small part to a series of *Doonesbury* cartoon strips lampooning the situation.

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 to bring reconciliation and understanding in order to create a positive outcome from ugliness.

2007 October 22nd edition of the Daily Barometer, the student-run newspaper of Oregon State University, ran a front page article showing a photograph of a white student in blackface. The article encouraged OSU students to "blackout" the football stadium. On November 8th 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. Regardless of intention, the symbolism and historical context of blackface and a noose in a tree had racist impact.

2008 Eugene, Oregon's 4J school district announced retooling its decades-old open-enrollment policy because schools there are 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 5th local "hate crime" since 2007.

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, full legal name, identity, date of birth and Social Security number (SSN) at the time of application.

2008 Oregonians defeated a measure 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, parent or teacher's choice. The initiative exempted classes which "teach English speaking students a foreign language," creating an alarming inequality in state education policy by permitting some students to pursue bilingualism while banning others from doing the same.

2008 Four students at George Fox University in Newberg confessed to hanging an effigy of Barack Obama with a sign saying "Act Six Reject" from a tree on campus. 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. The FBI is continuing its investigation into possible civil rights violations, including whether the display intimidated minority students in exercising their federal rights.

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.*

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2008 The Forest Grove School district asked the U.S, Supreme Court to settle a dispute over a federal law that forces districts to reimburse parents whose children attend specialized private schools. In 2007 the nation's highest court deadlocked over the same law in a case out of New York, so Forest Grove officials are hoping their case will give justices a second shot at clarifying the law, especially with reimbursement cases on the rise nationally.

2008 Federal financial "bailout" approved by Congress includes extension of federal timber payments to counties for four more years. **Oregon will receive the largest share of payments** (about \$254 million in the first budget year) much of which will help rural school districts.

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

2009 To celebrate Oregon's 150th birthday, the Oregon Library Association selected the book, Stubborn Twig, about a Japanese American family in Hood River by Lauren Kessler, for the statewide Oregon Reads program to help bring focus on and stimulate dialogue and study of Oregon's racial and immigration history.

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 sought by the firefighters.

2009 National controversy raged after prominent Harvard professor, Henry Louis Gates Jr., was arrested during a confrontation with Cambridge police around him 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. The meeting resulted from a phone call from President Obama to Sgt. Crowley after the President said the police acted "stupidly" "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," Gates said in a statement on his Web site.

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." Placed on administrative leave he might lose his job as a result.

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 US Supreme Court.

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