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TESTIMONY TO THE SENATE COMMITTEE ON EDUCATION

81st Oregon Legislative Assembly 2021 Session

Re: SENATE BILL 683

Submitted by: Mike Green, Co-founder
Common Ground Conversations on Race in America
Central Point, Oregon
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March 9, 2021

Re: SB 683 (Bill Author, Senator Lew Frederick)

Requires school districts to provide instruction on racist history of this country and state. Directs State Board of Education to adopt requirements for instruction. Directs Department of Education to convene advisory group for purposes of assisting State Board of Education in adopting requirements for instruction on racist history and recommending curricula. Declares emergency, effective on passage.

MY TESTIMONY

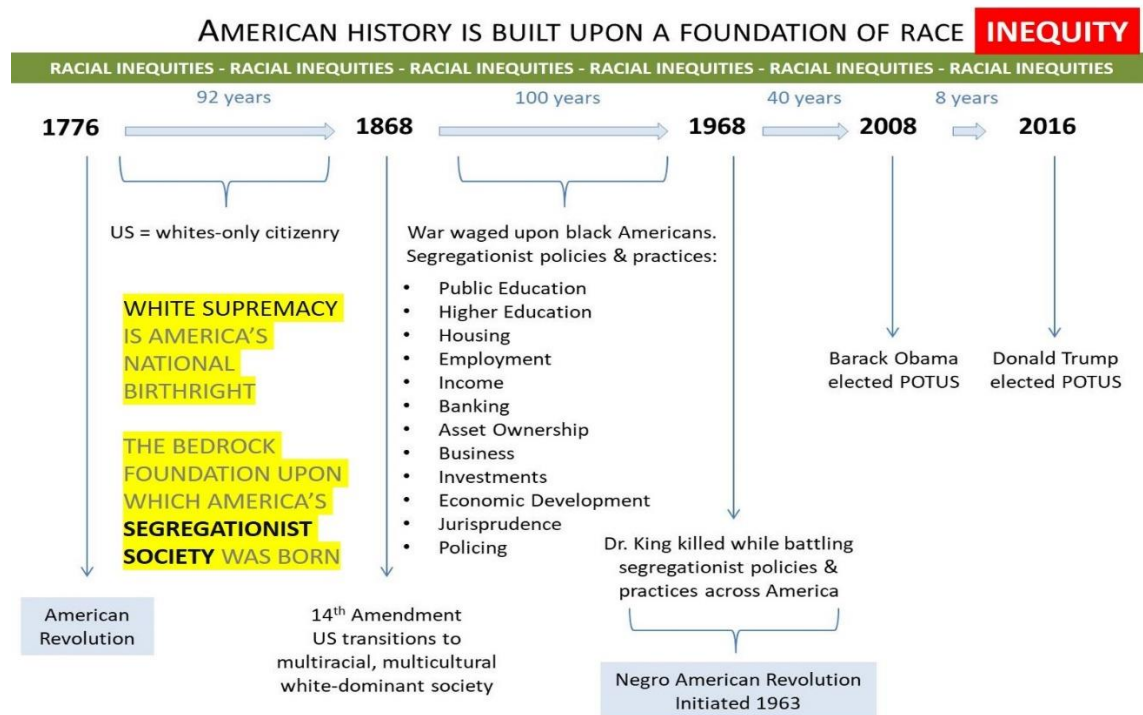
WHO: My name is Mike Green. I am a cultural economist, national consultant and the Chief Strategist at the National Institute for Inclusive Competitiveness (niicusa.org). I am also co-founder of Common Ground Conversations on Race in America (CGC on Race: commongroundconversations.com). As a national consultant, I have worked with numerous policymakers at local, regional, state and federal levels of government, foundation leaders, institutions of higher education, K-12 school districts, economic and community development organizations, entrepreneurs, investors, business leaders, church leaders and major media. I am a published writer and author with many speaking engagements on the topic of race and economics in America. I educate educators. I advise policymakers. I help build coalitions through common ground information that creates a common frame of knowledge and reference that leads to common understanding and productive dialogue.

PROBLEM: The challenge facing this revered body of Oregon state policymakers is that there is a lack of common knowledge of both U.S. and Oregon state history in this body. There is no fault to be found here. There is no blame or shame to be appointed. There is no accusation of racism or racist intentions being levied by my testimony. I am pointing out facts. All of us were born in the middle of a chapter of U.S. and Oregon state history. We did **not** invent the systems we inherited. We did **not** create the

problems that were passed down to us. We did **not** establish the school systems and the segregationist public policies and private sector practices upon which they were developed. The problems that have rolled down through the generations like a snowball racing downhill, have not magically dissipated, as some would suggest, but rather have deepened and widened, as I will prove in my testimony.

DECISION: The “shameful condition” that Dr. Martin Luther King Jr described in 1963, which we inherited, is not our fault. It existed before we were born. However, now that we have inherited a society built and sustained through segregationist policies and practices that protect white supremacy (the bedrock foundation upon which this nation and state were both built), it is incumbent upon us to determine whether we will “maintain the status quo,” as Dr. King described segregationists of his day, or take steps to redesign, reform and reconstruct the segregationist society passed down to us. We will either sustain the status quo or pass down a more equitable and inclusive multicultural society to future generations. We own no blame or shame for our inheritance. But we do own all of the responsibility for what we do with that inheritance. Will we sustain the lies or tell the truth?

ACTIONABLE STEP: The first step in determining what we shall do is to look back to the beginning of U.S. history to understand the truth about what happened then, and in each era along the way to the era in which we were each born, and we now live. This exercise is not as laborious as some may think. Consider the image below. Note: If you’re wondering what the “Negro Revolution” is, the U.S. government in 1965 proclaimed it the most important event in U.S. history. No schools teach it. Why?



My wife and I guide participants in our **CGC on Race** introductory facilitations on a journey of discovery, from the day the first Anglo-Saxon European stepped foot on this continent of more than 600 nations of nonwhite peoples, all the way to today, in a mere 90 minutes. We address the clash of cultures and ideologies (Individualism vs Collectivism) as well as the moral values (or lack thereof) in the value system placed on human lives based upon a false societal construct of skin color and race.

COMMON FRAME

OF REFERENCE

Our **ADULT** society ascribes a different value to humans based on their race. Kids are then taught these values ...

In home
In school
In media
In their faith community



ADULTS do this through **SYSTEMS**
of public & private sector policies and practices

The consistent result from our engagements is a cavalcade of epiphanies and an energetic awakening that motivates a desire to learn more. And more importantly, the energy level rises to a crescendo that compels people to want to take action. That is the power inherent in telling the truth. Our schools

should be arenas of fact-based truth-telling. But that isn't the framework that governed how they were established. And sadly, each generation has simply sustained the status quo. We can change that.

WHITE CHRISTIANS: Our CGC on Race in America primary audiences have been White Christians, most with politically conservative perspectives, which is the largest demographic in southern Oregon and many areas around the country where we have engaged eager audiences who desire to know truth. We are confident that White Americans at both ends of the politically ideological spectrum can find a common ground of understanding through a common ground of knowledge. The problem is we cannot create a common ground of knowledge for our children if the adults are unwilling to learn what they don't know. After all, we cannot teach what we do not know. Fact-based knowledge is the value CGC on Race delivers. Facts serve to build a common ground of awareness and knowledge. And upon that foundation we can develop a common ground of understanding that leads to productive dialogue.

Today, our nation's schools are populated by more than 3 million teachers, 80% of who are White. These professionals were never exposed to the truth that CGC teaches. SB 683 offers a first step in a process of educating the adults to equip them to educate the children of our state. What percentage of teachers in Oregon are equipped to teach the true history of the U.S. and the state of Oregon?

Shifting racial demographics requires a paradigm shift in how we teach students

TEACHERS (3.2 million)

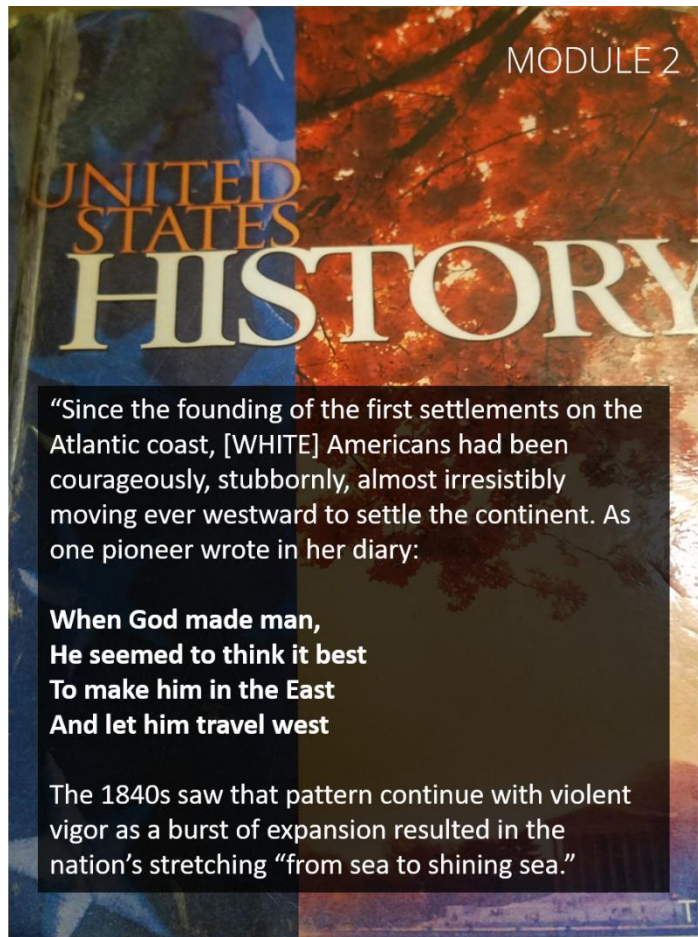
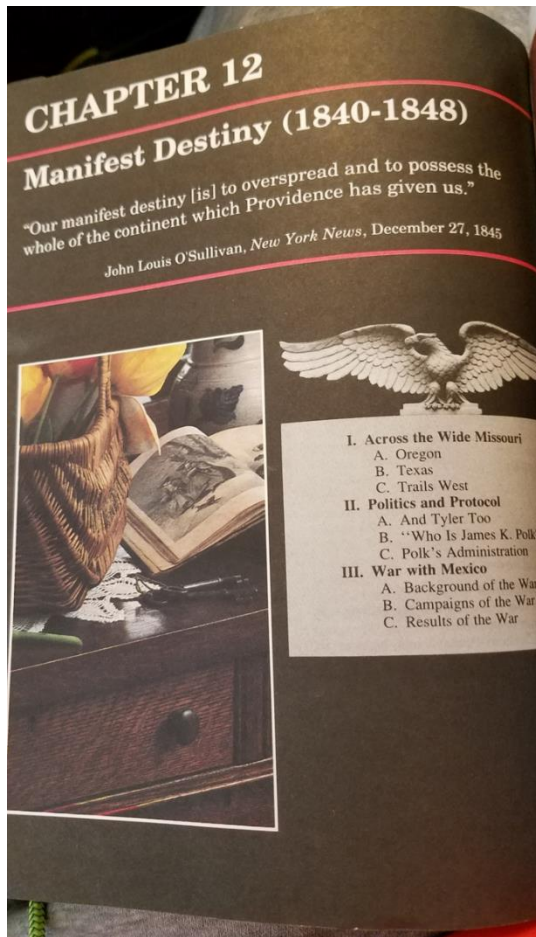
STUDENTS (51 million)

80.1%	WHITE	48.2%
8.8%	Hispanic	26.4%
6.7%	Black	15.3%
2.3%	Asian	5.1%
1.4%	2+ races	3.6%
0.4%	American Indian/Alaska Native	1.0%
0.2%	Native Hawaiian/ Pacific Islander	0.4%

National Center for Education Statistics

In many areas of Oregon, there is a lack of a common understanding of the vital importance of the ongoing societal struggle over the evolution of this nation from its inception as a whites-only citizenry to acceptance of a new identity as a multicultural society and Inclusive America. Ironically, this legislative body needs the very education this bill purports. Will the legislature avail itself to new knowledge?

Here is a history textbook used in southern Oregon at a well-known private Christian school. It wreaks of white supremacist ideology throughout.



I support SB 683 because it is a first step in disrupting insidious multigenerational state and national narratives that promote white supremacy as mainstream ideology in public and private schools, Christian churches and through mass media and political messaging.

The Chronicle of Higher Education published an essay titled, “How Scholars Sustained White Supremacy.” It referred to a collection of nearly 3,000 history textbooks dating from the 1800s to the 1980s. A study of these books revealed a pattern of white supremacist ideology throughout.

How Scholars Sustained White Supremacy

I found myself immersed in Harvard’s collection of nearly 3,000 U.S. history textbooks, dating from about 1800 to the 1980s.

One morning I realized precisely what I was seeing, what instruction, and what priorities were leaping from the pages into the brains of the students compelled to read them: **white supremacy**. One text even began with the capitalized title: **“The White Man’s History.”**

THE CHRONICLE OF HIGHER EDUCATION
THE CHRONICLE REVIEW
Textbook Racism
How scholars sustained white supremacy
By Donald Fournier | APRIL 18, 2018



How Scholars Sustained White Supremacy

“The assumptions of white priority, white domination, and white importance underlie every chapter and every theme of the thousands of textbooks that blanketed the country. This is the vast tectonic plate that underlies American culture.”

THE CHRONICLE OF HIGHER EDUCATION
THE CHRONICLE REVIEW
Textbook Racism
How scholars sustained white supremacy
By Donald Dacovise | APRIL 08, 2018



DISRUPTING THE STATUS QUO: Although few legislative bills ever receive consensus, it is ironic that those opposed to teaching truth in Oregon public school districts were previously students who sat in classrooms being unwittingly indoctrinated into white supremacist ideology. Now, they sit in the seats of power, wealth and influence across the state and nation leveraging their capacity to protect the status quo from disruption.

The status quo is an inherited system of segregationist policies and practices that none of us established. But we now have the responsibility to determine whether we will continue to perpetuate falsehoods and outright lies or disrupt the multigenerational messaging in schools across Oregon (steeped in racial hierarchy and white supremacy) to redesign, reform and reconstruct the curricula and lesson plans regarding U.S. and Oregon history, civics and economics.

Below is a sample of the power of truth-telling about white supremacy in America and Oregon.

MEASURING WHAT WE VALUE: Understanding the present-day conditions, which Dr. King described as a “shameful condition” in his famous “I have a dream” speech, is key to opening the door to the history we inherited and continue to write in the present day. We live in a segregated society that the Supreme Court in 1896 declared two separate American societies: one White wealthy and powerful, the other Black poor and powerless. The laundry list of political appeasements in policies have become a façade behind which white supremacy continues to hide generation after generation while the measurable conditions of nonwhite populations deteriorate with each generation.

Today, poor Black and Hispanic children, which represent the largest racial demographic groups of America’s most vulnerable populations (MVP), remain ubiquitously imprisoned in the worst quality schools in the richest nation on Earth. That plain-sight fact is an indicator of our societal value system.

STATUS OF U.S. TODAY

Sustained School Segregation

The Most Vulnerable Populations (MVP) today still receive the poorest quality education in the world’s richest nation, crippling our capacity to compete in a tech-based global Innovation Economy

Sustained Wealth Gaps

Black Americans were born into a nation built specifically for the prosperity of White Americans

Denied Asset Ownership

Black Americans have historically been denied access to equitable ownership, which persists today

Closed Employer Landscape

Black Americans have sustained a high rate of entrepreneurship but cannot grow to employer status due to systemic impediments in policy

STEM/STEAM EDUCATION

Black children have been systemically denied exposure, access and equipping to cultivate the innovative talent inherent in our population

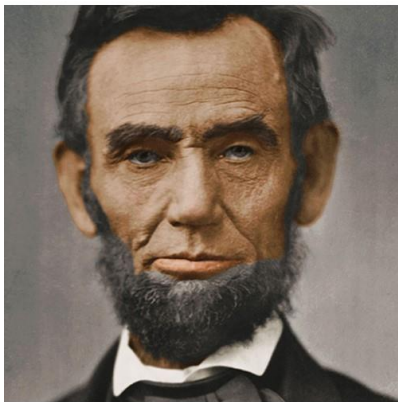
MVP PRE-PANDEMIC DATA IN THE UNITED STATES 3 LARGEST POPULATIONS		
STUDENTS IN HIGH & MID POVERTY K-12 SCHOOLS*		
BLACK 74%	LATINx 74%	WHITE 31%
MEDIAN WEALTH (Institute for Policy Studies; 2016 data)		
BLACK \$3,557	LATINx \$6,591	WHITE \$146,984
MEDIAN HOUSEHOLD INCOME (2018 CENSUS ROUNDED)		
BLACK \$41K	LATINx 51K	WHITE \$67K
HOMEOWNERSHIP (CENSUS 1 ST QTR 2020)		
BLACK 44.0%	LATINx 45.9%	WHITE 73.7%
US EMPLOYER BUSINESSES (2017 CENSUS: 6M TOTAL)		
BLACK 2%	LATINx 5.6%	WHITE 80%
STEM EDUCATION (% PHD OF STEM FIELDS**)		
BLACK 2.2%	LATINx 3%	WHITE 73%

*NCES – HIGH-POVERTY 75%+ AND MID-POVERTY 50%+ STUDENT POPULATION RECEIVES FREE OR REDUCED-PRICE LUNCH
**INFORMATION TECHNOLOGY & INNOVATION INSTITUTE

HISTORICAL TIMELINE: So, how did America get to this point in history in which the vast majority of White America lacks knowledge of the fact this nation was built on a bedrock foundation of white supremacy by founding fathers who were white supremacists and established a whites-only national citizenry? Our journey back in time requires that we let go of the myths we've been conditioned to believe by our schools, churches, political parties and media. The truth can set us free from the dogma of ideological ignorance.

Consider the awesomeness of Abraham Lincoln who is reported to have freed the slaves with his Emancipation Proclamation. The story behind his decision to issue that proclamation, and the actual impact of it, sets the stage for 100 years of American history that's highlighted in Dr. Martin Luther King Jr's book, "**Why We Can't Wait**," which should be mandatory reading for every elected official, every educator at every level, and every student in America. Lincoln sought to unify a WHITE NATION.

He did not seek to transform a [WHITE NATION](#) into a multicultural inclusive America.



ABRAHAM LINCOLN

If all earthly power were given me, I should not know what to do as to the existing institution. My first impulse would be to free all the slaves and send them to Liberia, to their own native land. But a moment's reflection would convince me, that whatever of high hope, as I think there may be in this, in the long run, its sudden execution is impossible.

PEORIA PUNCHLINE

Lincoln wrestled with the idea of what to do with free Black people. He didn't know.

Thankfully, others with **radical ideas** of equality and both economic and political empowerment of Black people did know what to do.

What then, free them all, and keep them among us as underlings? Is it quite certain that this betters their condition? Free them and make them politically and socially our equals? My own feelings will not admit of this; and if mine would, we well know that those of the great mass of white people will not.

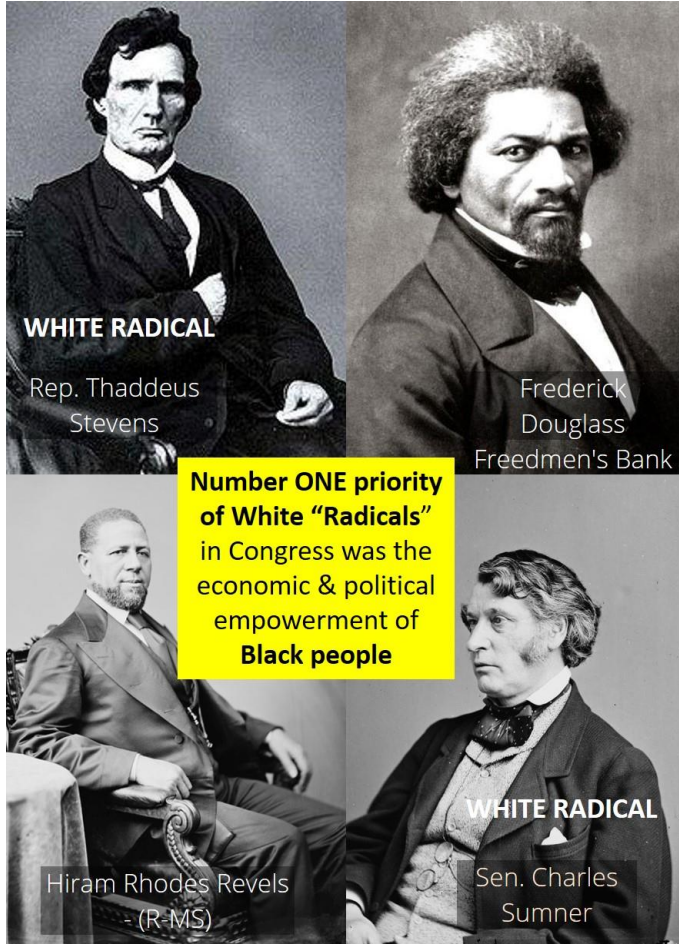
**We cannot, then,
make them equals.**

GREATEST ERA IN US HISTORY: Fortunately, for Black Americans, and all other Americans of color, there were “White Radicals” in a divided Congress who stood against the predominant culture of white supremacy and a white supremacist president (Andrew Johnson). This small group of White men, led by Thaddeus Stevens in the House and Charles Sumner in the Senate, PRIORITIZED the economic and political empowerment of Black people immediately after the last slaves left the plantations in Galveston, Texas on June 19, 1865 (Freedom Day or Juneteenth).

The greatest era in US history lasted a mere seven years. In this time frame, White Radicals in Congress did the following:

- Changed the Constitution 3 times (13th, 14th and 15th amendments – outlawed slavery except in cases of incarceration, extended national citizenship to Black people and others born on US soil, and extended the right to vote to Black men)
- Funded the Freedmen’s Bureau and Freedmen’s Savings and Trust (first Black bank in the US)
- Introduced the first Civil Rights Act (1866. Note: there would be seven more to come)
- Impeached a white supremacist president (Johnson survived the trial by one vote. When he left office he ran for the Senate and won)
- Accelerated the development of Historically Black Colleges and Universities (HBCU). Note: More than 100 would be built from 1865 to 1965.
- Established favorable conditions for more than 4 million Black people who were emerging from 246 years of slavery to gain economic stability through land allocation and the Freedmen’s Bureau support, which included military protection. The result? More than 200 Black towns were built in the first 20 years following Freedom Day.

In 1883, the Statue of Liberty celebrated its grand opening. France had gifted this iconic statue to the US to commemorate the freedom of Black people and the end to chattel slavery in America. This was six years before Ellis Island was opened. The Statue always stood as a global icon of freedom for Black Americans. It still does today. And the museum next to it tells the true story, which has nothing to do with immigration.



7 YEARS

GREATEST ERA

IN U.S. HISTORY (1865 - 1872)

WHY WAS IT GREAT?

REVOLUTIONARY Achievements:

- 13th Amendment
- ➔ • Freedmen's Bureau & Bank
- Black Economic Empowerment
- First Civil Rights Act (1866)
- First Impeachment of POTUS
 - 14th amendment
 - 15th amendment
- Accelerated building of HBCUs

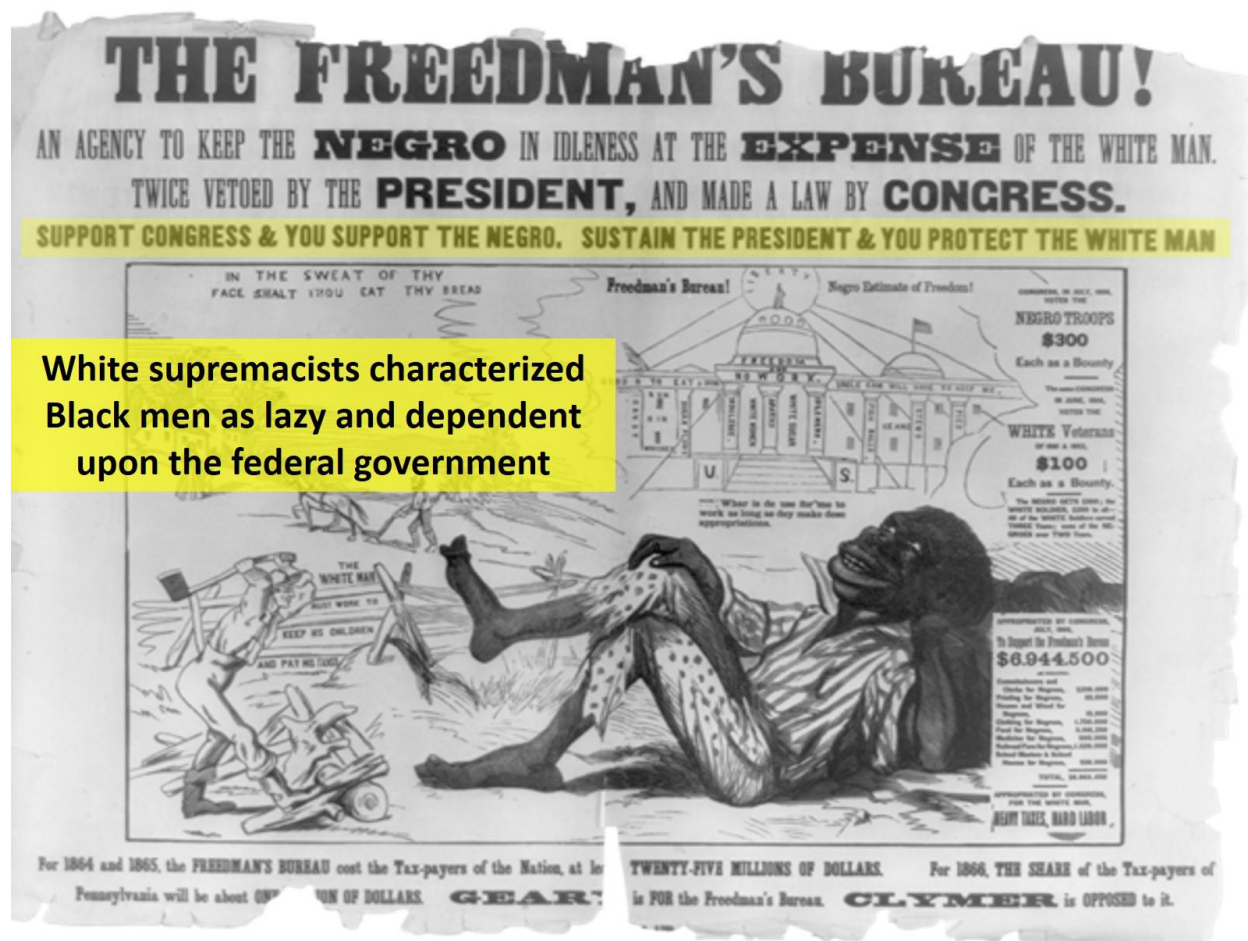
The arguments against the achievements of the White Radicals in Congress, who were Republicans, is that the federal government overstepped its boundaries and infringed on states rights to govern their own populations and determine their own citizenry. The opposition to the Freedmen's Bureau was it was too expensive and would set a precedent of Black dependency on government handouts.

Meanwhile, 270 million acres of land was being handed out to millions of White families across the country, including here in Oregon by the federal government in the Homestead Act, which was enacted during the Civil War but ramped up following it in 1865. Black families were promised 40 acres and a mule. That promise was broken. So, the 4 million war refugees emerging from generations of horrific hellish treatment entered into a hostile nation that even Abraham Lincoln had not envisioned them becoming citizens with rights equal to Whites.

White Americans struggled with the question: What to do with Black people?

From the inception of the nation in 1776, when it declared itself sovereign during a war with Great Britain over control and ownership of a continent neither had a right to own or control, each of the 13 colonies had to answer this quintessential question that would define the character of the state: What will you do with your Black people ... slave or slave-free?

The answer established the 13 states as 8 slave and 5 slave-free. But no Black person was a citizen of the nation, even if living in a slave-free state. Black people were not considered equal to Whites. And even free Black people could be kidnapped and dragged into a slave state and sold into slavery, which happened routinely.

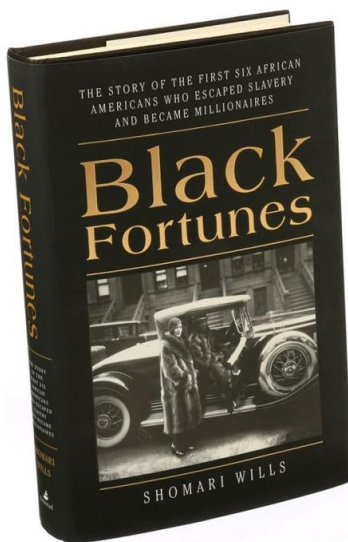


Schools do not teach about the rise of Black prosperity in America. While Black prosperity was nothing compared to White prosperity, Black Americans found their families, united around communal cultures and found ways to survive and even thrive in the harshest conditions. The rise of Black prosperity also gave rise to White resentment, fear and violence.

1868 to 1968

THE RISE & FALL OF BLACK PROSPERITY

WHAT HAPPENED TO BLACK AMERICAN WEALTH?



[Video interview with author](#)

Despite slavery and nationalized white supremacy, even in slave-free states, there were a few wealthy Black people prior to the Civil War, but they weren't citizens of the United States and their wealth was always at risk.

After the Civil War, for a short period of time, Black people found opportunity in relatively safe harbor to pursue the American Dream of prosperity. The work of White "Radicals" helped establish favorable conditions:

- Freedmen's Bureau & Bank
- Protection of Black people from White terrorism
- 13, 14, 15th Amendments
- Building of HBCUs

Black prosperity began to grow ... as did White resentment.

Although White society was already diminishing the access of Black Americans to capital resources, land, homes, businesses, education, and overall competing in the capitalist arena, public policies also empowered police to arrest Black people for any reason. Once arrested, they were sent to prison by White juries and judges that sentenced innocent Black Americans to prison labor that fueled an underground White economy. This practice was known as Convict Leasing (most of Alabama's state revenues for many years were due to Convict Leasing). Black prisoners were often leased out to plantation owners where they were previously enslaved.

THE RISE & FALL OF BLACK PROSPERITY

WHAT HAPPENED TO BLACK AMERICAN WEALTH?

White Resentment | White Hostility | White Terrorism | White Policymaking

Wilmington, NC 1898



*"We call it the Reconstruction Era, but really at a local level this was all about **conflicts over independence and equality between Blacks and Whites.** And the legal system plays an important role in this."*

- Mary Ellen Curtin, Historian

Tulsa, OK 1921



The massacre of Tulsa's "Black Wall Street"

CRIMINALIZING BLACK LIFE

In many states, onerous laws were passed to outlaw being a Black person. These were known as [Black Codes](#).

[Here is an abbreviated linked list to massacres](#) committed by White mobs during a century of white terrorism across America.

Despite the hostilities of a White society that had enslaved them for nearly 250 years and upon release segregated them into squalid conditions and denied them access to the American Dream, Black Americans courageously stood up for their rights as citizens and leveraged the right to vote to elect Black leaders who would represent them in state and national political arenas.

The backlash across a White supremacist society was swift. Violence reigned for 100 years, targeting Black American families and communities. Even sympathetic White Americans were targeted. More than 25% of the lynchings across the nation (which occurred in all but four states), were of White people killing White people. The pathology was so ingrained in White American society that White families would come to public lynchings and bring their children on the outing, which they considered entertainment. White supremacy was not a fringe extremist ideology. It was ingrained in every institution of power, wealth and influence across the entire nation. White supremacy was mainstream American ideology. That has not yet changed.



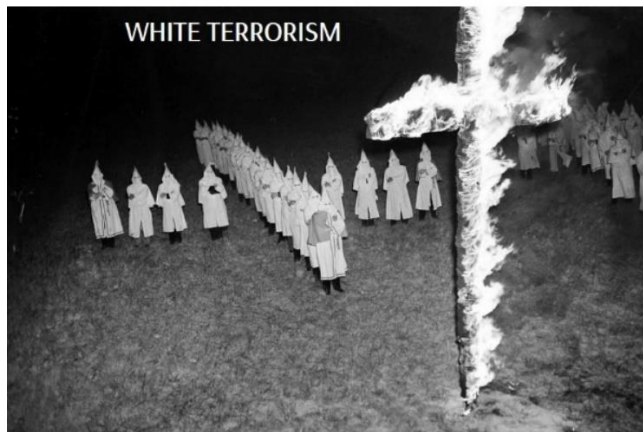
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Knowledge ★ Understanding ★ Transformation

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By 1895, 53,000 black Americans were slaughtered. A Great Migration of black people fled north and west for 70 years.



WHITE TERRORISM

WHITE SUPREMACIST WAR 1868 - 1968

100 Years of White Riots, Hatred & Hostilities

WHAT HAPPENED

1872 Amnesty Act - White supremacists resumed political power - Freedmen's Bureau defunded; bank assets looted

1877 Great Compromise Whites in north and south secretly reconciled disagreements resulting in removal of troops from the southern states

1896 Supreme Court ruled the US was officially a black and white nation. One White, wealthy and powerful, the other, Black, poor and powerless.

In 1876, White Americans could not decide the presidential election between Hayes and Tilden. The debate spilled into 1877 when a commission was formed to settle the matter. In a not-so-secret meeting between northern Whites and southern Whites, a "Great Compromise" was reached. Rutherford B.

Hayes would be given the presidency in exchange for the Union troops to be withdrawn from the southern states. The presence of the troops and threat of martial law in perpetuity is how the 14th amendment to the constitution received support from three-quarters of the 37 states in 1868 and the 15th amendment was passed in 1870. But after troops were removed in 1877, White rage was unleashed. And by the 1896 official declaration of the Supreme Court that this was two separate Americas, more than 53,000 Black people had been murdered. See [From Here to Equality](#).

What was happening in Oregon during the formation of the nation? Oregon joined the Union in 1859, just two years before the start of the Civil War, as a slave-free state. Oregon wasn't concerned about the slavery issue at all. It simply didn't want to the expansion of slavery (which was the central issue that led to the Civil War) to extend to Oregon, which branded itself as a "White Utopia." Oregon's White residents didn't want Black people in the state and explicitly stated such in its constitution.

EXCLUSION LAWS



1844 – In June, 1844, the Provisional Government of Oregon enacted its first laws regarding the status of slaves, and therefore blacks, in the Oregon Country. Slavery was declared to be illegal, and settlers who currently owned slaves were required to free them within three years. Any free blacks age 18 or older had to leave the area, men within two years and women within three. The original exclusion law was the infamous "Lash Law" which subjected blacks found guilty of violating the law to whippings — no less than 20 and no more than 39 strokes of the lash — every six months "until he or she shall quit the territory."

1844 – In December, a new version replaced the whippings with forced labor. If a black person was tried and found guilty of being in the Oregon Country illegally, he or she was to be hired out publicly to whomever would employ them for the shortest amount of time. After the period of forced labor expired, the "employer" had six months to get the black individual out of Oregon. Failure to do so was punishable by a fine of \$1000.

1849 – Another exclusion law was passed in September, 1849, which simply forbade blacks from settling in the newly-declared Oregon Territory. Any already in residence were permitted to stay.

Q:
What to do
with **Black**
people?

Source: HistoricOregonCity.org

February **1859**, Oregon became the only state admitted to the Union with an **exclusion law** in its constitution.



Oregon entered the Union at an opportune time. During the Civil War, the US federal government enacted the Homestead Act and began a process of handing out millions of acres of land to millions of White families. These lands were confiscated during and after the war. They were also lands taken by force from the Native Americans.

added to the Bill of Rights, and shall be part of this constitution :
 "Section —. No free negro or mulatto, not residing in this State at the time of the adoption of this constitution, shall ever come, reside, or be within this State, or hold any real estate, or make any contract, or maintain any suit therein ; and the Legislative Assembly shall provide by penal laws for the removal by public officers of all such free negroes and mulattoes, and for their effectual exclusion from the State, and for the punishment of persons who shall bring them into the State, or employ or harbor them therein."
 5. Until an enumeration of the white inhabitants of the State shall be made, and the Senators and Representatives apportioned as directed in this constitution, the county of Marion shall have two senators and four representatives ; Linn, two senators and four representatives ; Lane, two senators and three representatives ; Clackamas and Wasco, one

After several unsuccessful attempts, the state constitution was finally amended in 1926 to remove the exclusion law from the state Bill of Rights.

Oregon ratified its state constitution in November, 1857. On the popular ballot for the constitution, there were also two other referendum issues on which citizens were asked to vote. Oregonians rejected slavery but approved adding a new exclusion law to the constitution. This law became part of Oregon's original Bill of Rights.

REVOLUTIONARY ERA

START OF WHITE SUPREMACIST WAR TO
 END OF NEGRO REVOLUTION (1877 - 1968)

The **Homestead Act**, enacted during the Civil War in 1862, provided that any adult citizen, or intended citizen, who had never borne arms against the U.S. government could claim 160 acres of surveyed government land.

The **Homestead Act** was officially repealed by the 1976 Federal Land Policy and Management Act.

A 10-year extension allowed homesteading in Alaska until 1986. In all, the government distributed over **270 million acres of land in 30 states under the Homestead Act.**

HOMESTEAD ACT | LAND OWNERSHIP

246 million acres of land equal to Florida, Georgia, South Carolina, North Carolina and Virginia combined.

Gifts of Southern Homestead Lands were made to **1.6 million White families**



Ownership is key to accumulating personal wealth. Black people were promised "40 acres and a mule" when notified of their freedom.

Ironically, Oregon was established by White Americans proclaiming Christianity as their faith. But the failure to convert Cayuse Indians ultimately results in a lot more White Protestant Christians traveling from the east coast to take the land and homes of Native peoples in the west.

1847: Whitman Mission Massacre

“The attack is a pivotal event in Northwest history. It led to a war of retaliation against the Cayuse Indians and extension of federal control over the present-day states of Washington, Oregon, Idaho, and parts of Montana and Wyoming.” Source: [HistoryLink.org](https://www.historylink.org)

Dr. Marcus Whitman and wife, Narcissa, were killed in a raid by Cayuse Indians on Nov 29, 1847 at a Protestant Mission established by the Whitmans.

1836 – Boston-based American Board of Commissioners for Foreign Missions sponsored the Whitmans to build a mission on Cayuse land near the Walla Walla river. Cayuse tribe initially welcomed them and helped them cultivate crops. Whitmans tried (and failed) to convert Cayuse to Christianity and teach them to live like white people, according to their own letters.

1837 – Whitmans have a daughter, Alice. She is honored by the Cayuse tribe and considered a Cayuse kid.

1839 – Alice dies in accidental drowning in river at age 2. Narcissa dives into depression and Marcus turns his attention to becoming a promotional ambassador for the Oregon Country to increase the white population against the warnings of the Cayuse. This was a fatal decision.

1843 – Marcus Whitman travels east to persuade the Board not to shut down his Mission (due to failure to make converts). Marcus returns with 800 more white settlers.

1847 – More than 4,000 white people had settled in the Oregon Territory, bringing disease that killed nearly half the Cayuse tribe living near the Whitman Mission. More than 60 people were at the mission on Nov 29 when a small band of Cayuse killed the couple and 11 others.

The Homestead Act established generations of land-owners in White America. This privilege was denied to the vast majority of nonwhite people in America. Today, the idea of a federal government providing an economic foundation for any group of marginalized vulnerable peoples animates a hostile resistance to such policy or practice. Yet, this is precisely what happened in Oregon and elsewhere across the nation.



BLM

FREE LAND was the cry!!

The Homestead Act of 1862 brought about significant and lasting changes to the United States. Giving individuals from the United States and around the world the opportunity to claim free government land allowed nearly any man or woman a chance to live the American Dream. During the homesteading era over 1.6 million people stepped-up to the challenge to claim and settle more than 270 million acres of public land.

Homesteading in Oregon – Fast Facts

Total: 62,926 homesteads
 Total acres in State: 61,441,280
 Total acres homesteaded in State: 10,513,945
 Total percentage of Oregon homesteaded: 17%

First Homesteaders in Oregon

The first people to receive homesteads granted under the 1862 Homestead Act in Oregon did not receive patents to their homesteads until Oct. 1, 1869. (None patented earlier.) On Oct. 1, 1869, BLM records show that 71 homestead patents were issued to persons in Oregon, with the following breakdown by county:

Clackamas 6, Columbia 4, Coos 3, Douglas 25, Hood River 1, Jackson 3, Josephine 2, Lane 6, Linn 1, Marion 1, Multnomah 5, Multnomah & Washington 1 (on the border area of two counties), Polk 1, Wasco 1, Washington 5, Washington & Yamhill 1 (on the border area of two counties), Yamhill 5

www.blm.gov/or



1869:

OREGON HOMESTEAD PATENTS

- 71 statewide
- 3 in Jackson County

TODAY:

OREGON HOMESTEAD PATENTS

- Nearly 63,000 homesteads
- More than 10.5 million acres

TAKELMA HOME LANDS

Takelma means “dwelling along the river”



WINTER DWELLINGS: a house, quadrangular in shape, partly underground; made of timber with vertical shafts and a central horizontal pole, with a fireplace and ventilation.

SUMMER DWELLINGS: were typically simpler, made of brush. Sweat house held about 6 people and was also a plank structure

LANGUAGE: Linguistically very distinct from nearby Indigenous neighbors

WHITE WEALTH PURSUITS: Discovery of gold brought the first white settlement in 1852.

ROGUE RIVER WARS: 1855-1856 between U.S. Army and Takelma Nation greatly reduced their numbers

HOMELAND TAKEN: Takelma land was seized and taken by European invaders. Takelma Natives were sent to the Coast Indian Reservation in 1856.

COW CREEK HOMELAND

A satellite map of the Cow Creek area in Oregon, showing the coastline, towns, and geographical features. A yellow text box is overlaid on the map.

In the 1850s, gold was discovered in the area and White miners flooded the area.

European Invaders claimed the "**Donation Land Claims Act**" in 1850 which increased tensions with Indigenous peoples and the European immigrant invaders.

Epidemics swept the Cow Creek Nation, killing many including their chief, Miwaleta.

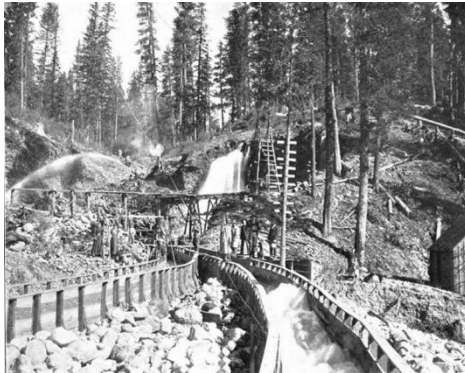
On September 19, 1853, they were one of two tribes in Oregon to secure a **Treaty** with the United States.

COW CREEK USA TREATY

A satellite map of the Cow Creek area in Oregon, showing the coastline, towns, and geographical features. A yellow text box is overlaid on the map.

- **The Cow Creek Treaty was ratified by the US Senate in 1854**, and established a relationship between the two sovereign nations.
- The Treaty rendered the Cow Creek Tribe landless, ceding more than 800 square miles
- The Tribe was paid 2.3 cents per acre for their land; the US Government was selling that land (through the **Donation Land Claim Act**) for \$1.25 per acre to White immigrants.
- The Cow Creek Tribe did not understand the language or the concept of the Treaty.
- "There was no understanding of land ownership, let alone land boundaries."
- The Treaty included promises of health, housing and education for the Cow Creek Tribe - but the Treaty was ignored by the US Government for nearly 100 years.
- **1954: Western Oregon Indian Termination Act:** caused federal relationships with over 60 Tribes in Oregon to cease to exist.

Oregon was one of the many areas across the nation that benefited from Asian immigration and workers. But, like the rest of the nation, White resentment in Oregon would rise against Asian immigrants.



Immigrant Chinese workers made up more than 61% of the mine workers in Oregon in the early 1870s.



Jacksonville Chinese History Tour

History of Jacksonville Oregon's Chinese Community

Like all who came to Jacksonville in the 1850s, Chinese immigrants first came in search of gold. The Chinese Quarter was comprised of a cluster of no more than two dozen expediently built wooden buildings from the city's early days, made available when much of Jacksonville's commerce migrated north to California Street. The bustling Chinese neighborhood contained stores, a doctor, a barber, gamblers, carpenters, laundries, hotels and boarding houses.

By the 1870s Chinese miners were said to be working the majority of the mines in and around Jacksonville. The Chinese Quarter was home to hundreds, but served thousands of Chinese migrants working in the area that would visit on weekends and special occasions to get supplies, socialize, or celebrate holidays.

CHINESE QUARTER | JACKSONVILLE, OREGON



WHITE **WARS** AGAINST NATIVE AMERICANS

The year prior to the Amnesty Act

In 1871, the US government officially stopped recognizing individual Native tribes.

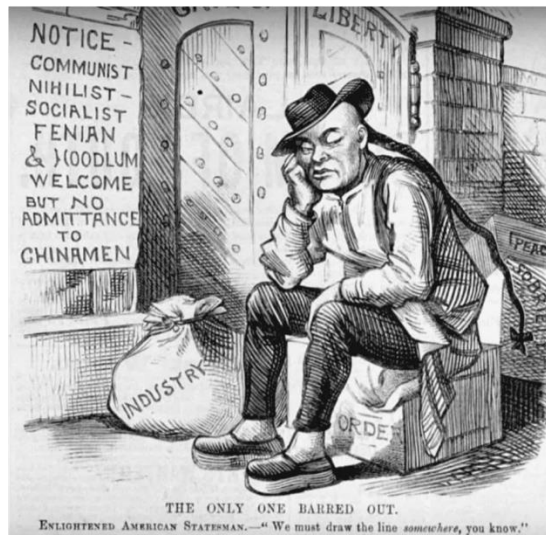
From the Powhatan wars, which started in 1609, to the [Trail of Tears](#) (1838-39) to the massacre of Lakota Sioux Indians at Wounded Knee Creek by the US Army in 1890, up to the last known battles with [Apache](#) and [Yaqui](#) Indians in the early 1900s, the ongoing war between white Americans and Native Americans to drive them out of their lands and homes and totaled more than [300 years](#).

Native American history records wars between white Americans and Natives from 1609 to 1918. That's 309 years of continual conflict across the continent!

WHITE **WAR** AGAINST CHINESE

In the spring of 1882, the **Chinese Exclusion Act** was passed by Congress and signed by President Chester A. Arthur.

This act provided an absolute 10-year moratorium on Chinese labor immigration. For the first time, Federal law proscribed entry of an ethnic working group on the premise that it **endangered the good order** of certain localities.



Saturday Evening Post

WHITE **WAR** AGAINST CHINESE

Immigrants from China began arriving in the United States during the 1850s. They were recruited as much-needed laborers for gold mining, railroad-building, factory work, farming and fishing.

Following the Civil War, with hostile white attitudes toward nonwhites fueling surface tensions against black and Native Americans, Chinese laborers were targeted as well.

Although they represented a tiny fraction of the population, there was widespread **belief that the Chinese were taking jobs from white Americans.**

In 1882, Congress passed the **Chinese Exclusion Act**, an overt racist legislative policy targeting Chinese people in America.

By 1887, the Chinese population in the US had dwindled from 39,500 to become virtually extinct, with a reported [count of only 10](#)

WHITE **WARS** AGAINST ALL ASIANS

In the midst of a massive outflow of Chinese, the US experienced an inflow of Japanese, Koreans, Indians and others from Asian regions flocking to America to fill the needs of the labor market. **By the early 1900s**, white hostility turned toward the Japanese and resulted in severe immigration restrictions.

Koreans were particularly impacted due to being victimized twice over by racist white Americans in the US and Japanese colonizers who ruled their Korean homeland, forcing many to flee as refugees.

The white backlash to Asians in America was so severe that by 1924, nearly all Asians were excluded from access to citizenship and naturalization, owning US land, and even marrying white American women. The only exceptions were Filipinos.

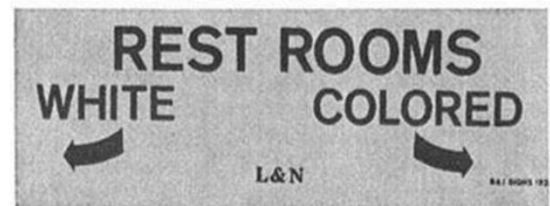
Naturally, citizens of the Philippine Islands began migrating to the US in ever-increasing numbers to fill the void in the labor market as other Asians were pushed out. **This led to white hostility toward Filipinos and congressional legislation in 1935 that placed an immigration limit of 50 Filipinos per year.**

WHITE **WAR** AGAINST BLACK AMERICANS

In 1896, the Supreme Court ruled that segregation of the races was legal, upholding longstanding practices across the nation that was challenged in the courts. This ruling **officially established two separate and unequal Americas**, one white, wealthy and privileged, the other black, poor and oppressed.

ISSUES

- Black Codes
- Convict Leasing
- Domestic Terrorism (KKK)
- Public lynchings / murders
- Denial of Rights
- Segregationist Laws, Policies and Practices

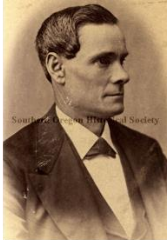


GREAT BLACK MIGRATION



SIX MILLION BLACK AMERICANS FLEE SOUTHERN STATES

The Great Migration was the relocation of millions of African Americans from the rural South to the cities of the North, Midwest and West from the early 1900s to 1970.



Kaspar "Kap" Kubli, Jr.

Kap personified Oregon's whites-only culture



SPEAKER OF OREGON HOUSE - 1923

White supremacy in Oregon was ubiquitous across politics, economics, housing, land, business, investing, policing, jurisprudence, religion and the entire social strata of daily life

- Born in Jacksonville, OR, in 1869
- Public schools in Jacksonville, then University of Oregon, then Harvard Law School (1896)
- Offered free membership in KKK in Portland in 1920s due to his initials, and enthusiastically promoted the nativist and anti-Catholic agenda
- 1923: Elected Speaker of the House for the Oregon House of Representatives
- Recruited other legislators to KKK
- Attended KKK initiation ceremonies behind closed doors at the Capitol



In the 1920s, Oregon was home to the largest Klan activity west of the Mississippi River. Ashland (left) and Grants Pass parades are pictured.

Ku Klux Klan once burned crosses on Mount Baldy

By Howard Huntington
of the Daily Courier

Today it's cursed even in the South, but the so-called Invisible Empire once stepped high in Grants Pass.

"Proof that the Ku Klux Klan maintains a branch of the organization in the city was given Saturday and Sunday nights," the Daily Courier reported in May 1922. "Saturday night, eight hooded members of the Klan, dressed in white, marched to the corner where the Salvation Army was holding services and left a donation of \$32.

"Last night (Sunday) at about 9 o'clock, a huge red cross blazed out on the top of Mount Baldy, lasting about a half hour."

The paper went on to say many in the community saw the cross, estimated to be 150 feet tall and 100 feet across. Farther from town, it appeared to hang over the city.



The Ku Klux Klan once walked tall — or tried — right down the middle of Grants Pass. The group apparently got a cold reception then and when it re-emerged many years later.

The Klansmen hadn't breathed a word when they handed over the money to the Salvation Army, but they also presented a note saying the

money was for the families of W. J. Smith and John Eads, "who suffered as a result of the Medford accident."

The note was signed "K. K. K."

The "accident" was not explained. It was also evident from the Courier's account that the KKK had a known headquarters in town, but little or nothing more about the local Invisible Empire appeared in the paper for years.

Historical society records show the Klan suddenly stirring in Jackson County in 1915, after a 40-year hiatus. And the group was said to have marched — 278 strong, with members from as far away as Roseburg and Ashland falling in — through Grants Pass to a concert in Riverside Park.

They gave the band \$125. But the way Jesse Calvert remembers it, the Klan wasn't well received in Josephine County. "It's just a bunch of people that think they're better than they are," his mother told

him when he was a small boy, gazing up at a burning cross.

Calvert also tells of a fed-up community rallying to save a man's son from the Klan, and to re-elect a school board member who had been menaced by the KKK. "That was like pouring gasoline on the fire. He wanted to quit, but he wasn't going to have the Klan tell him what to do."

Another time, Calvert says the town "laughed itself silly" at an attorney who marched with the Klan. "They said it was the biggest waste anybody ever had. He bought this disguise to hide his identity, but everybody knew him from his feet" — size 14.

By the 1930s, the Klan appeared to be fading away.

A brief revival in 1980 ended with the local organizer dropping off his robe and hood at the Courier and resigning. Sixteen years after that, similar-minded Aryan Nations got the bum's rush.

REDLINING

Segregating White and Black America by community restrictions through public policy

Redlining in Oregon: lines drawn on maps to limit where blacks could live, buy property, or secure a bank loan.

Result in Portland: Black Americans were relegated to live in small community called "Albina."



Before WWII: Fewer than 3,000 blacks lived in Portland – those that did were limited to work as domestics or on the railroad.

Note: During this time period, marriage between White and Black people were outlawed. State laws banning interracial marriages were upheld by the Supreme Court in 1888. It wasn't until 1967 in **Loving v Virginia** that state bans on interracial marriages were overturned by the Court.

REDLINING

Federal & local governments conspire with private sector real estate & finance companies

Detroit Mayor Mike Duggan gave a seminal speech in 2017 that every mayor should emulate.



The Origin of the Term Redlining: FHA Offered Map Guidance for Lenders to Determine Whether Mortgages Were a Good Risk

- **A (GREEN)** New, homogenous areas ("American Business and Professional Men"), in demand as residential location in good times and bad
- **B (BLUE)** "Still desirable" areas that had "reached their peak" but were expected to remain stable for many years
- **C (YELLOW)** Neighborhoods that were "definitely declining." Generally sparsely populated fringe areas that were typically bordering on all black neighborhoods
- **D (RED)** Areas in which "things taking place in 3 had already happened." Black and low income neighborhoods were considered to be the worst for lending

Mayor Mike Duggan Keynote Address | #MPC17

20,446 views · May 31, 2017

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REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

1954

Brown v Board of
Education of Topeka

**Public schools must END
SEGREGATION “with all
deliberate speed”**

Note: Ruling did not
apply to jobs, wages,
housing, banking,
contracting, investing,
planning, economic
development, etc

Court later ruled in favor
of Alabama’s **Pupil
Placement Law** that
nullified Brown v Board.

CHANGING WHITE LAWS & PUBLIC POLICY



The misunderstood history of the famous Brown v Board of Education ruling by the Supreme Court in 1954 has confused multiple generations of students who are now confused adults. The Supreme Court’s decision did not result in widespread desegregation of the schools. It most assuredly did not result in widespread desegregation of communities, workplaces or economic systems.

Dr. King wrote in detail about how the Supreme Court reversed its decision in 1958 by upholding the Pupil Placement Law in Alabama. This law nullified Brown v Board. And to this very day, schools remain segregated along racial lines. Moreover, the funding mechanism for schools, which has been left to the states and local districts, is the key problem that sustains ingrained inequities in the quality of schools serving America’s most vulnerable populations. The \$736B that funds public education across the nation is divided between state funding (48%) and local funding (47%) with the federal government contributing a mere 8% (\$60B). This equation leaves the strongest decisions regarding the quality of schools serving the most vulnerable children in the hands of state and local officials who have a long sordid history of sustaining the status quo of segregationist policies and practices.

REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

1958

PUPIL PLACEMENT LAW

On November, 24, 1958, the Supreme Court **unanimously** decided *Shuttlesworth vs. Birmingham Board of Education*, rejecting a challenge to Alabama's School Placement Law.

The law, designed to defy the 1954 *Brown v. Board of Education* decision and maintain school segregation, allowed Alabama school boards to assign individual students to particular schools at their own discretion with little transparency or oversight.

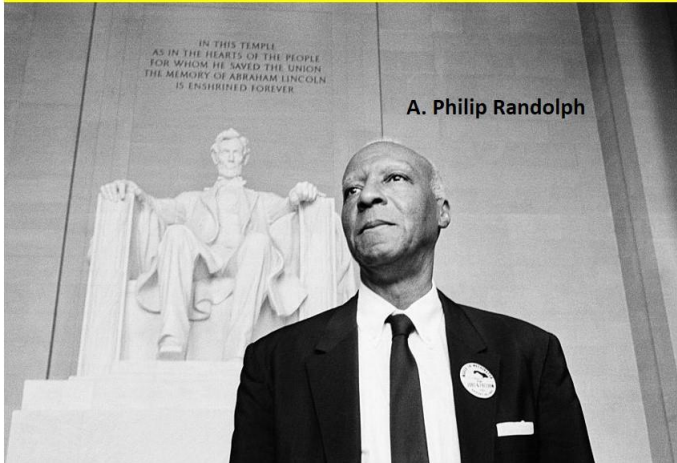
WHITE AMERICANS ALSO RAISED THEIR VOICES IN VITRIOLIC ANGER & HOSTILITY TO DEFEND THE STATUS QUO AGAINST DISRUPTION AND SYSTEMIC CHANGE



REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

- Organized first Black workers union in the U.S. (1925)
- Organized first scheduled March on Washington in 1941
- Influenced FDR to create **public policy** prohibiting racial discrimination in government contracting
- Organized **1957 March on Washington** featuring MLK
- Organized the **1963 March on Washington** with MLK



[A. Philip Randolph](#) (1889 – 1979)

In 1941, [A. Philip Randolph](#), head of the Brotherhood of Sleeping Car Porters and an elder statesman of the [civil rights movement](#), had planned a mass march on Washington to protest blacks' exclusion from [World War II](#) defense jobs and [New Deal](#) programs.

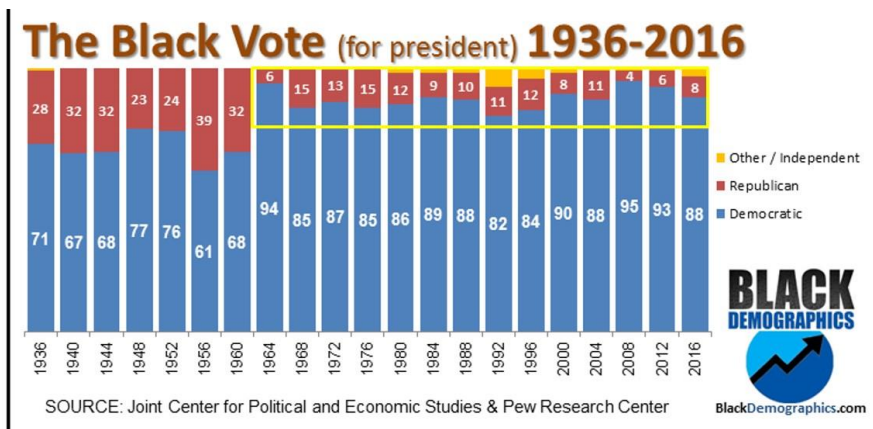
But a day before the event, President [Franklin D. Roosevelt](#) met with Randolph and agreed to issue an executive order forbidding discrimination against workers in defense industries and government and establishing the Fair Employment Practice Committee (FEPC) to investigate charges of racial discrimination. In return, Randolph called off the planned march.

In the mid-1940s, Congress cut off funding to the FEPC, and it dissolved in 1946; it would be another 20 years before the Equal Employment Opportunity Commission (EEOC) was formed to take on some of the same issues.

If you don't know A. Philip Randolph, then you are missing a huge chunk of history wherein Black Americans protested repeatedly (often with severe violent backlash from White authorities). They sought to gain the attention of the part of White society who Black Americans believed to be well-meaning allies who could help change the conditions over which only they had significant influence.

Randolph organized the 1957 March on Washington where a young Christian preacher, Dr. Martin Luther King Jr would give a preview speech of what was to come several years later.

In 1960, Black voters put their weight behind John F. Kennedy to defeat Richard Nixon, who they knew to be a white supremacist. Nixon was President Eisenhower’s vice president for eight years. Nixon opposed Brown v Board. And while Black voters were still supporting Republicans in significant numbers, the 1960 election of JFK leaned a heavy majority of Black voters toward the Democratic Party, which had made strong promises that Black Americans were counting on. Nixon paid lip service to the same issues but fooled no one. And when King called Nixon a “moral coward” that solidified the Black vote in favor of Democratic leadership. Nixon would, however, get the last laugh eight years later.



1960

BLACK VOTERS

GOP – 32%
 DEM – 68%

After Nixon lost in 1960, the Republican Party would not attract more than 15% of the Black vote ever again.

BLACK AMERICANS PERMANENTLY SHIFTED THEIR VOTING RECORD IN 1960 TO THE DEMOCRATIC PARTY DUE TO DISTRUST OF THE REPUBLICAN PARTY OVER THREE ISSUES

REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

In late October, King was languishing in a Georgia prison cell due to trumped up charges stemming from an earlier traffic violation. His pregnant wife, Coretta Scott King, was understandably worried about his physical safety due the notorious reputation of the white-dominated southern criminal justice system then in place. “They’re going to kill him. I know they’re going to kill him,” she [said](#). To show support, two of Kennedy’s top liberal advisers — brother-in-law Sargent Shriver and future Pennsylvania U.S. Sen. Harris Wofford — urged him to call Mrs. King and offer his sympathy.

Kennedy agreed on the spot.

“I understand you are expecting a baby, and I just wanted you to know that I was thinking of you and Dr. King,” Kennedy [said](#). Shriver was overjoyed. “It showed he had heart,” he later [said](#). “Nowadays that’s nothing to say, but in those days that meant a lot to black people, if you showed you had heart, that was a huge difference.”

After being initially skeptical, Bobby Kennedy — the candidate’s younger brother and impulsive campaign manager — followed up with a phone call of his own to sentencing Judge J. Oscar Mitchell. “I thought about it and I kept thinking [King’s incarceration] was so outrageous,” Kennedy [said](#). “I’d made up my mind that somebody had to talk to that judge.” King was soon released on bond. “You are now an honorary brother!” black campaign aide Louis Martin told Kennedy.

Nixon, meanwhile, kept publicly quiet on the issue. Although behind the scenes, he had lobbied the Justice Department to intervene on King’s behalf, he was summarily turned down. Martin Luther King Jr. never forgave him.

“[Nixon] had been supposedly close to me, and he would call me frequently about things, getting, seeking advice,” he [said](#). “And yet, when this moment came, it was like he had never heard of me, you see. **So this is why I really considered him a moral coward.**”

**MLK
CONSIDERED
NIXON A
“MORAL
COWARD”**



The honeymoon between JFK and Black Americans would not last long. JFK was elected to do three things:

1. End segregation in schools
2. End discrimination in housing
3. End discrimination in banking

He did none of the aforementioned. And by 1963, with the centennial celebration of the Emancipation Proclamation generating a growing discontent across Black America, which considered the anniversary celebrations a mockery of their untenable conditions, JFK was feeling intense pressure.

REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

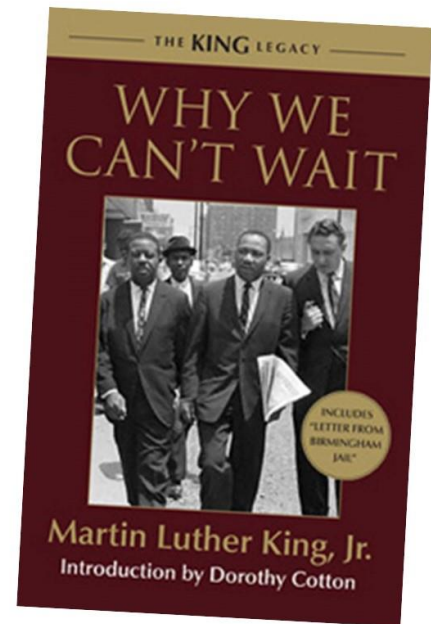
“ The administration had fashioned its primary approach to discrimination in the South around a series of lawsuits chiefly designed to protect the right to vote.

Opposition toward other action on other fronts had begun to harden.

With each new Negro protest, we were advised to call off our efforts and channel all of our energies into registering voters.

On each occasion we would **agree with the importance of voting rights**, but would patiently seek to explain that Negroes did not want to **neglect all other rights** while one was selected for concentrated attention.

DEMOCRATS URGED BLACK AMERICANS TO ABANDON THEIR THREE ISSUES AND FOCUS ON ONE – REGISTERING VOTERS



Excerpt from Chapter One –
The Negro Revolution: Why 1963?

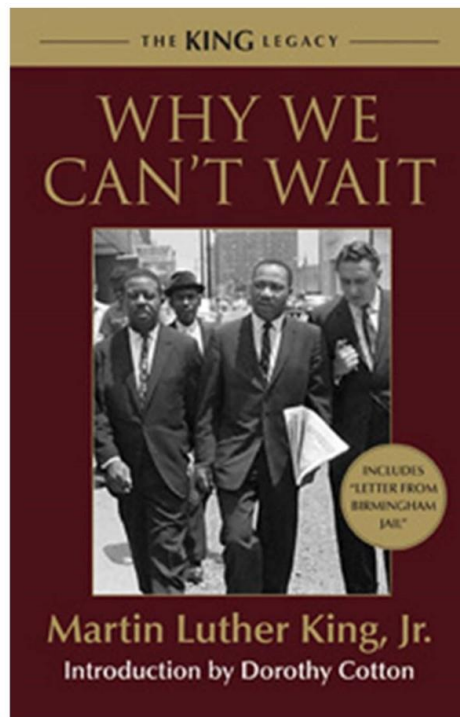
REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

THE NEGRO AMERICAN REVOLUTION

3 TRIGGERS

1. Pupil Placement Law nullified the Supreme Court Ruling *Brown v Board of Education* (current issue)
2. Housing Discrimination was supposed to be “erased with a stroke of a pen,” said JFK, who black voters supported in 1960 (current issue)
3. Banking discrimination was left in place by JFK (current issue across America)



NEGRO REVOLUTION ISSUES

Dr. King did not shy away from what he called a “Revolution.” In his book, “Why We Can’t Wait,” he describes in detail the “Negro Revolution,” and his “army” of volunteers. He uses the war motif throughout the book. He considered himself a nonviolent direct-action warrior fighting against segregation in America. So, if that’s Dr. King’s own description of himself, why isn’t it ours?

Moreover, why isn’t this book mandatory reading by every American in every school in the country? The first chapter is titled, “The Negro Revolution: Why 1963?”

Two months before King gave his iconic speech in Washington DC, he traveled to Detroit’s Cobo Hall and delivered a searing exhortation on segregation. Why do so many Americans not know this speech?

**MLK DETROIT
JUNE 23
1963**



**MLK RAISED HIS VOICE
AGAINST SEGREGATION**

**NEITHER POLITICAL
PARTY HAS TAKEN A
DEFINITIVE STAND ON
THIS ISSUE**



For we have come to see that segregation is not only sociologically untenable, it is not only politically unsound, **it is morally wrong and sinful.**

Segregation is a cancer in the body politic, which must be removed before our democratic health can be realized. [Applause]

Segregation is wrong because it is nothing but a new form of slavery covered up with certain niceties of complexity. [Applause]

Segregation is wrong because it is a system of adultery perpetuated by an illicit intercourse between injustice and immorality. [Applause]

And in Birmingham, Alabama, and all over the South and all over the nation, we are simply saying that we will no longer sell our birthright of freedom for a mess of **segregated pottage.** [Applause] (All right)

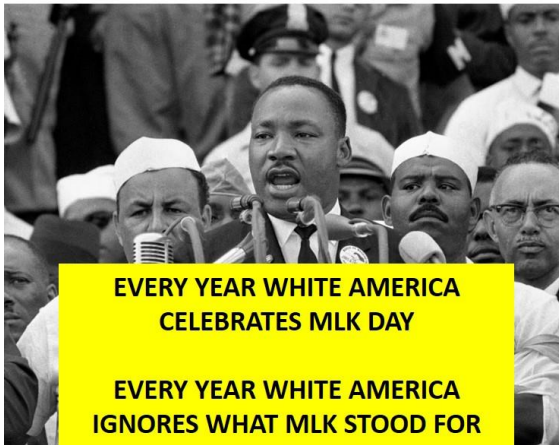
In a real sense, we are **through with segregation now, henceforth, and forevermore!**

This speech was a precursor to the “I Have a Dream” speech that King gave in August of 1963. But King didn’t start that speech in DC with a dream. He began with his sober reality...which has been whitewashed. Each year, King’s legacy is further diluted by myths and platitudes. But who is speaking passionately and convincingly about ending segregation in schools? Who speaks of ending discrimination in housing and banking today, as an ongoing battle in the Revolution King led?

When King was delivering this speech in 1963, what was the measurable status of the “shameful condition” that he was protesting? What is the measurable status of such conditions in Oregon today?

- **Quality of schools serving Black students**
- **Black Homeownership rates and affordability of housing**
- **Black access to banking and capital**

What was the state of Black America 100 years after the Emancipation Proclamation? (1863-1963)



Martin Luther King Jr.

Washington, DC
August 28, 1963

“ **But one hundred years later**, the Negro still is not free.

One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

And so we’ve come here today to dramatize a **shameful condition**. ”

Excerpt – [I have a Dream, MLK](#)

REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

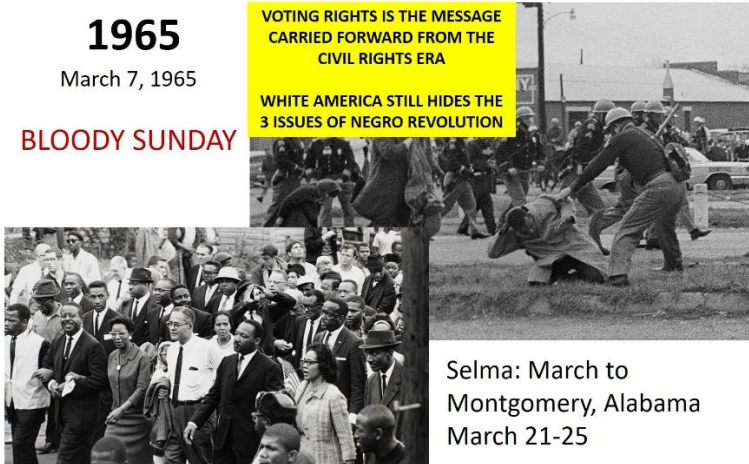
1965

March 7, 1965

BLOODY SUNDAY

VOTING RIGHTS IS THE MESSAGE
CARRIED FORWARD FROM THE
CIVIL RIGHTS ERA

WHITE AMERICA STILL HIDES THE
3 ISSUES OF NEGRO REVOLUTION



Selma: March to
Montgomery, Alabama
March 21-25

SEGREGATION

U.S. Department of Labor

1965

The Negro family

The case for national action

United States, Dept. of Labor, Office of Policy
Planning and Research.

**THE FEDERAL GOVERNMENT
DECLARED THERE WILL NOT BE
EQUAL OPPORTUNITY FOR
BLACK AMERICANS**

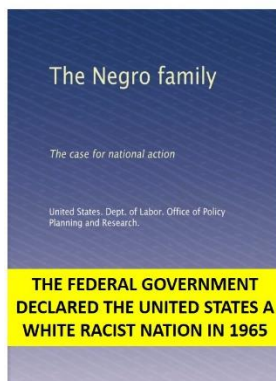
“In this new period the expectations of the Negro Americans will go beyond civil rights. Being Americans, they will now expect that in the near future equal opportunities for them as a group will produce roughly equal results, as compared with other groups.

“**This is not going to happen.** Nor will it happen for generations to come unless a new and special effort is made.”

When people ask me if I think the United States is a racist nation, I do not answer. I simply point them to the 1965 Dept. of Labor Policy Planning and Research report. It declares America to be a racist nation. It even declares who is the primary target of White hostility and racism in this nation. That was 56 years ago. I was 3 years old. **This report was talking about me and my children.**

SEGREGATION

U.S. Department of Labor 1965



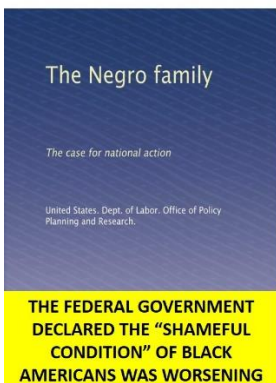
There are two reasons.

First... the racist virus in the [WHITE] American blood stream still afflicts us:

Negroes will encounter serious personal prejudice for at least another generation.

SEGREGATION

U.S. Department of Labor 1965



“The most difficult fact for white Americans to understand is that in these terms the circumstances of the Negro American community in recent years has probably been getting *worse, not better*.

“Indices of dollars of income, standards of living, and years of education deceive. The gap between the Negro and most other groups in American society is widening.”

Dr. King wrote in detail about the Negro Revolution in his 1964 book, "Why We Can't Wait."

The U.S. Dept. of Labor declared the Negro American Revolution to be the most important event in U.S. history. The first chapter of the Dept. of Labor's research report is titled, "The Negro American Revolution."

This is not taught in American schools today. It has, however, been politicized by those who seek to lay the blame for the "shameful condition" of America's most vulnerable populations at the feet of the individual rather than the systemic segregationist policies and practices that have benefited White society while depriving America's MVP of equitable access to resources and ownership of lands, homes, businesses and intellectual property. These are valued assets that help build net worth and generational wealth. Many in White America own the power, yet blame the powerless. We must teach all of White America about its own history of hostility in order to prepare future generations of White Americans to be empathetic societal change agents. That process starts with us. Now.

NEGRO AMERICAN REVOLUTION

1965

The Negro family

The case for national action

United States, Dept. of Labor, Office of Policy Planning and Research.

"The Negro American Revolution is rightly regarded as the most important domestic event of the postwar period in the United States.

"There have been few other events in our history - the American Revolution itself, the surge of Jacksonian Democracy in the 1830's, the Abolitionist movement, and the Populist movement of the late 19th Century - comparable to the current Negro movement."

THE FEDERAL GOVERNMENT DECLARED THE NEGRO AMERICAN REVOLUTION IS THE MOST IMPORTANT MOVEMENT IN AMERICAN HISTORY.

NEGRO AMERICAN REVOLUTION

1965

The Negro family

The case for national action

United States, Dept. of Labor, Office of Policy Planning and Research.

"There has been none more important.

"The Negro American Revolution holds forth the prospect that the American Republic, which at birth was flawed by the institution of Negro slavery, and which throughout its history has been marred by the unequal treatment of Negro citizens, will at last redeem the full promise of the Declaration of Independence."

Dr. King warned that if his revolutionary nonviolent direct-action protest, which arose in nearly 1,000 cities in 1963, did not result in systemic changes (not merely policy appeasements like in 1964 and '65), he would be unable to contain the pent-up eruption that the Negro had held for decades while being beaten, harassed, humiliated and denied dignity by a White society that held the Negro in contempt.

In 1967, the dam broke and the floodwaters of protest rose above the societal containment barriers. Did White society hear the outcry? Did White policymakers, power brokers, educators, clergy and media respond with a sense of urgency and compassion to the anguish expressed by an oppressed people?

SEGREGATION

1967

67,000 white residents flee Detroit

- 34 states
- **164 cities**
- 83 dead
- Thousands injured
- Entire neighborhoods destroyed

NONE OF THE RIOTS THAT SWEEPED OVER THE NATION IN 1967 WERE ABOUT VOTING RIGHTS.

THE RIOTS WERE AN UPRISING AGAINST SYSTEMIC ISSUES THAT ARE A FOCUS OF THE NEGRO AMERICAN REVOLUTION.

“LONG HOT SUMMER”

THE WEEK



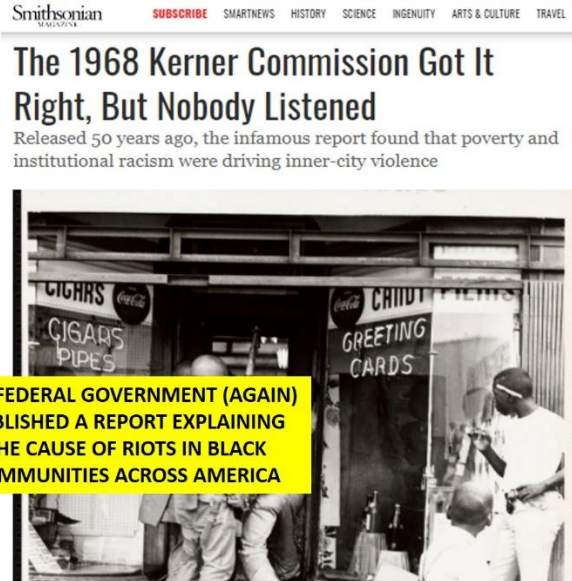
July 1967 | Michigan National Guardsmen stand at the ready as firemen battle one of numerous blazes in riot-torn Detroit. | AP

LBJ commissioned an investigation to gain insight into why the nation erupted in numerous uprisings.

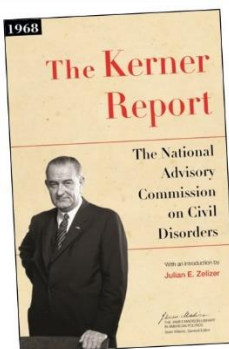
UNDERSTANDING SEGREGATION

FEB 29, 1968 | SYSTEMIC PROBLEMS | EDUCATION – HOUSING – ACCESS TO CAPITAL

“White society is deeply implicated in the ghetto. **White institutions created it, white institutions maintain it, and white society condones it.**”



The 1968 Kerner Commission Got It Right, But Nobody Listened
Released 50 years ago, the infamous report found that poverty and institutional racism were driving inner-city violence



1968
The Kerner Report
The National Advisory Commission on Civil Disorders
With an introduction by Julian E. Zelizer

THE FEDERAL GOVERNMENT (AGAIN) PUBLISHED A REPORT EXPLAINING THE CAUSE OF RIOTS IN BLACK COMMUNITIES ACROSS AMERICA

One of the first witnesses to be invited to appear before this Commission was Dr. Kenneth B. Clark, a distinguished and perceptive scholar. Referring to the reports of earlier riot commissions, he said:

“I read that report. . . of the 1919 riot in Chicago, and it is as if I were reading the report of the investigating committee on the Harlem riot of '35, the report of the investigating committee on the Harlem riot of '43, the report of the McCone Commission on the Watts riot [1965].

*“I must again in candor say to you members of this Commission--it is a kind of Alice in Wonderland--with the same moving picture re-shown over and over again, the same analysis, the same recommendations, and **the same inaction**. These words come to our minds as we conclude this report.*

*“We have provided an honest beginning. We have learned much. But we have uncovered no startling truths, no unique insights, no simple solutions. **The destruction and the bitterness of racial disorder, the harsh polemics of black revolt and white repression have been seen and heard before in this country.***

“It is time now to end the destruction and the violence, not only in the streets of the ghetto but in the lives of people.”

By the end of the 1960s era, so many of the revolutionary voices were murdered it would require a series of books and film to adequately tell the stories of the war through the eyes of the many people, men and women, who lost their lives in service to a **Humanitarian Revolution against White Supremacy in the United States.**

REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

1968

By the close of 1968, America had lost four luminary voices who stood up to the forces of white supremacy and paid for it with their lives.

The victors were those who advocated for segregationist policies and practices, which are sustained today.



“Segregation today, tomorrow, forever,” yelled Governor George Wallace to a crowd of 11,000 during a 1968 speech at Detroit’s Cobo Hall...the same venue where MLK had delivered his anti-segregation speech in 1963.



The Negro Revolution is a nonviolent direct-action humanitarian revolution that continues to this day, seeking to disrupt segregationist policies and practices that protect white supremacy throughout the nation and across this state today.

Nixon won in a landslide. His campaign in 1968 screamed “law and order” against a backdrop of anguished cries after the assassination of Dr. King...and the ongoing crisis of economic deprivation, and the denial of opportunity even to Black children whose dreams were killed in the “shameful condition” of the schools to which they were relegated.

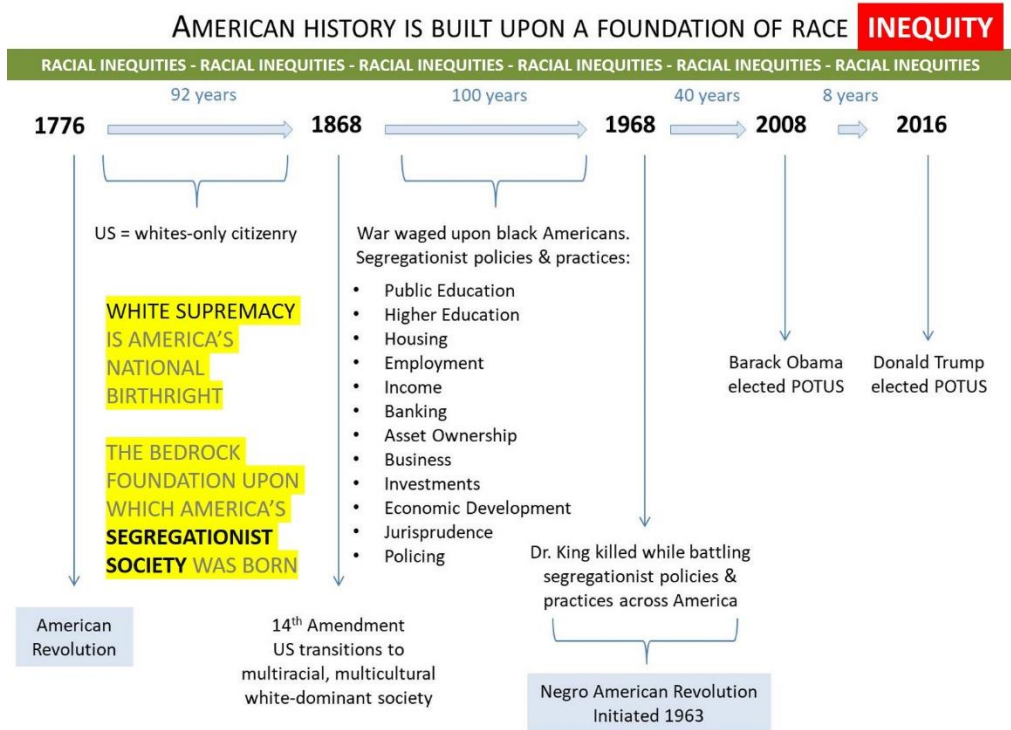
Nixon assumed the presidency on January 20, 1969. The next month he initiated a secret war in Cambodia that killed more than 700,000 innocent people. The only reason we know about that secret war was because an article of impeachment was drawn up on it. The reason it isn’t taught in schools is still a mystery, as is the reason that the judicial committee voted down that impeachment article.

REVOLUTIONARY ERA

RISE OF THE CIVIL RIGHTS MOVEMENT AND NEGRO AMERICAN REVOLUTION

NIXON WINS





HOW FAR HAVE WE PROGRESSED IN 52 YEARS?

MODULE 9

DID ANY WINNING POLITICAL PARTY PRESIDENTIAL PLATFORM RESULT IN SYSTEMIC CHANGE?

9 PRESIDENTS

- 1968 – 74: Nixon → End segregation in schools
- 1974 – 76: Ford
- 1976 – 80: Carter
- 1980 – 88: Reagan
- 1988 – 92: Bush (41) → End discrimination in housing
- 1992 – 2000: Clinton
- 2000 – 2008: Bush (43) → End discrimination in banking
- 2008 – 2016: Obama
- 2016 – 2020: Trump

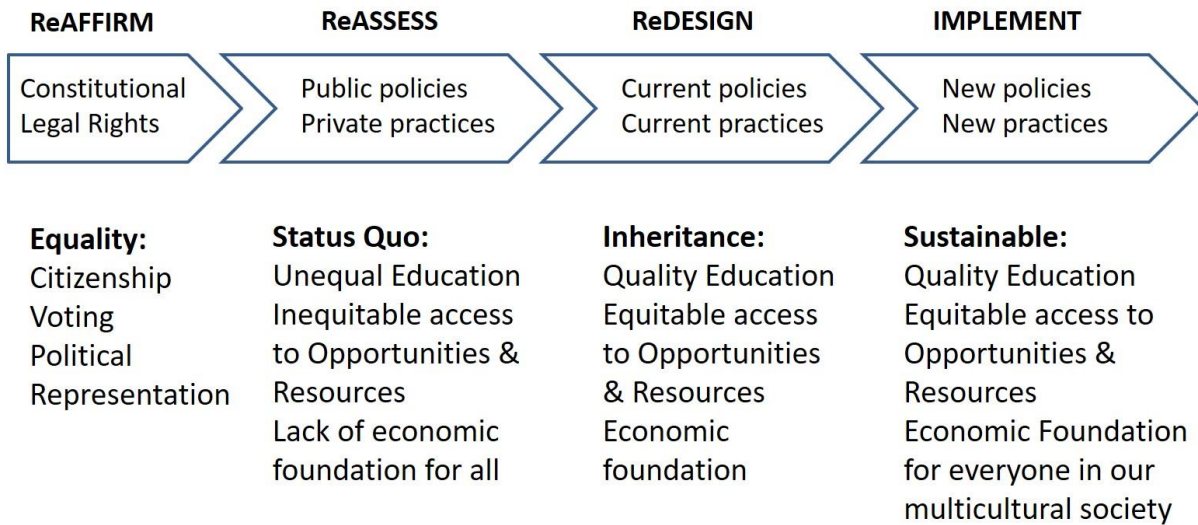
What efforts have been made?

MVP PRE-PANDEMIC DATA IN THE UNITED STATES 3 LARGEST POPULATIONS			
STUDENTS IN HIGH & MID POVERTY K-12 SCHOOLS*			
BLACK	LATINx	WHITE	
74%	74%	31%	
MEDIAN WEALTH (Institute for Policy Studies; 2018-data)			
BLACK	LATINx	WHITE	
\$3,557	\$6,591	\$146,984	
MEDIAN HOUSEHOLD INCOME (2018 Census rounded)			
BLACK	LATINx	WHITE	
\$41K	51K	\$67K	
HOMEOWNERSHIP (Census 1 st Qtr 2020)			
BLACK	LATINx	WHITE	
44.0%	45.9%	73.7%	
US EMPLOYER BUSINESSES (2017 Census; 6M total)			
BLACK	LATINx	WHITE	
2%	5.6%	80%	
STEM EDUCATION (% PhD of STEM fields**)			
BLACK	LATINx	WHITE	
2.2%	3%	73%	

*NCS - High Poverty 75%+ and Mid-Poverty 50%+ Student Population receives free or reduced-price lunch
**Information: Technology & Innovation Institute

THERE IS A PATHWAY TO BUILDING AN EQUITABLE INCLUSIVE AMERICA, BUT IT LEADS THROUGH HOSTILE ENEMY TERRITORY

PATHWAY TO RACIAL EQUITY



We inherited a society that we did not have a hand in creating, but we do have a role to play in the society that we pass on to future generations.

MIKE GREEN



The quintessential question raised by SB 683 is whether we, the adults residing in Oregon, are interested and willing to learn what we do not know and were never taught about the history of our nation and our state.

We must teach our children the truth to equip them to lead. And in order to do that, we must be willing to learn the truth ourselves. I’m willing to help.