

the repression of Negroes or patronizing them as being unqualified for life in a free society.

We should now like to suggest in some detail the substantive and interpretive elements relating to Negroes that should be included in textbooks covering the whole period of American history. These suggestions do not reflect any effort to give a special emphasis for the purpose of present-day social effects, but only what is necessary for portraying accurately the Negro's role as understood by current scholarship. We regard the suggested content as an indispensable minimum at the junior high level. Some compression would doubtless be necessary at the elementary level, while high school treatment should be expanded beyond our suggested content.

Early in the seventeenth century Negroes were brought by force from Africa to the English colonies, and over the next 50 years whites in the colonies reduced them to a slavery that was inherited and perpetual. The Negro incurred debasement because he was different, particularly because he was "heathen," black, and helpless. Other colonials entered types of servitude, but their arrangements were usually contractual, their rights were protected by the state, their physical and moral treatment was much better, and their status was temporary. Not even the American Indian, whose exploitation began in the seventeenth century, was reduced to slavery on a substantial scale. Textbooks should tell this story from its African beginnings, through the slave trade, to the enslavement of the Negro.

As the history of the origin of Negro slavery is important, so also is an understanding of slavery as a mature institution in the eighteenth and nineteenth centuries. Students should know that it existed in the North until after the Revolution. Textbooks should supply the most important statistics; for example, that in 1860 there were four million slaves in the United States, virtually all located in the South. Although a majority of Southern whites held no slaves, one out of every two persons in the South's fourteen million people was either a slave or a member of a slaveholding family.

There should be a full account of the life of the slave, starting from the fact that he was an article of property held for the profit that could be gained from his labor. Recent scholarship has shown that slaves labored in Southern factories as well as fields. They were often overworked, and customarily housed, clothed, and fed at only a subsistence level. As a result the slave was often ill, and his life expectancy was shorter than that of the whites around him. His master could punish or sell him at will, and could even kill him with near impunity, since slaves were not allowed to testify against white men. The informal character of slave marriages made for an unstable family life; and the whole pattern of debasement under slavery inflicted psychological and sociological scars from which Negroes still suffer.

Understandably the slave resented, even hated, his condition, though he usually disguised his real feelings by subservient behavior designed to protect him from the master's power. Students should be told that