

**ARDISTAN AND  
DJINNISTAN  
IN THE DESERT  
WINNETOU**

by Karl May  
Seabury Press, 1977, 654 pp.  
\$12.95; 411 pp. \$10.95; and  
749 pp. \$13.95, respectively  
L of C nos. 77-12605, 77-13037,  
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Ask anyone from Germany, Scandinavia, or Eastern Europe, particularly those who grew up before World War II, where they first learned about the American West or the Arab Middle East, and they will almost certainly reply, "from Karl May." A favorite of the youthful Albert Einstein, still very popular in Europe, translated into 22 languages, and the subject of many scholarly monographs in German, May (1842-1912) remains virtually unknown in the English-speaking world. Certainly his work is a remarkable and durable example of popular literature. In over 70 adventure novels, he vividly describes strange and exotic places that he never visited. For most adult readers, one May will be enough. The language seems rather clumsy. But the stories move rapidly, and at least one contemporary teen-ager read these three newly translated yarns with enthusiasm. May's heroes constantly get into apparently impossible situations and out of them in ingenious and plausible ways. The books are full of what seems to be accurate local color, Indian ceremonies, Bedouin customs, and the like. Both the Bedouin and the Indians of the American West tend to be idealized. Technology and violence are depreciated; many villains are knocked down, but few are shot and killed. Karl May, in short, is a lot better than most television—and readers may learn from him how to skin a buffalo, too.

—Walter M. Pintner

**A CHANCE TO LEARN:  
The History of Race and  
Education in the United  
States**

by Meyer Weinberg  
Cambridge, 1977, 471 pp.  
\$27.50 cloth, \$6.95 paper  
L of C 76-4235  
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The details vary, but similar patterns emerge in Meyer Weinberg's meticulous history of discrimination against blacks, Mexican-Americans, Indians, and Puerto Ricans in American education through the 1960s. Simple neglect or outright exclusion from schools is followed by admission to separate and woefully inadequate facilities; minority cultures are sometimes ignored in the classroom but more often demeaned. Separate schools for minority children were never designed to be equal—nor could they be. As Frederick Douglass put it in 1872, they created "a system