

Obviously all chapters in this book serve a purpose, but chapters 1 to 5 are probably the most useful. They provide essential background that allows the reader to understand the context that led to the creation and implementation of the James Bay Northern Quebec Agreement (JBNQA) and subsequently the KSB. These early chapters share the stories of elders who were educated traditionally, their children who attended mission and government schools, their grandchildren who attended residential or high schools in the south, and KSB graduates. Chapter 5, entitled “Kativik School Board: The First 10 Years,” highlights the successes of the KSB in the areas of leadership, administration, training of Inuit teachers for community schools, and curriculum development. In chapters 6, 7, 9, and 10, the author explores requests for change within the board and the education system, as well as the creation and implementation of a task force to oversee change. These chapters tend to become bogged down in excessive detail and as a result the reader’s attention starts to drift. Although these details are valuable for their factual accuracy, few academic researchers or laypersons would find them interesting, especially in sections that depict the creation of committees and their day-to-day operations. Some of these details could have been included in an appendix. Chapter 8, “Communities Speak Out,” provides a brief break from the pedestrian detail by highlighting the issues and debates expressed by community members, with examples on topics related to language use in the schools, materials, values, and the traditions of Inuit culture and identity. I work with Kativik teachers, administrators, and consultants regularly, and several have read portions of this volume. However, it may be somewhat reflective of the book’s main weakness that I have yet to find an individual who has read it from cover to cover. Some have read chapters or sections, but an informal survey of those Nunavimut (people of Nunavik) who were involved with Nunavik’s education at the time elicited the following comments: “I am lost in the finer details.” “I have chosen not to read it, as it was such a horrible time I do not want to re-live it.” And finally, “I get bogged down by unnecessary detail, especially in the sections where the creation of committees and politics are described.” For any future editions, the author would be well advised to consider revision of the chapters that explore the creation of the Nunavik Education Task Force, committees, AGMs, and meetings.

Despite its shortcomings, my overall impressions of the book are quite positive. I believe it is a valuable reference book for university-level education students, instructors, and administrators involved in Inuit and First Nations education. I strongly recommend that the sections concerned with Nunavik Inuit-controlled education in Arctic Quebec, chapters 1–5, 8, and 11, be considered important reading for practitioners and instructors in the field of education. These chapters would be especially recommended for new, non-Inuit teachers who will teach for the Kativik School Board or other Arctic communities to help

them understand the rapid change that took place in Nunavik education systems and provide a unique perspective on school evolution. Finally, such teachers can gain a greater appreciation of what Inuit have experienced in the past—and what they will continue to experience as they work towards education that best meets their own needs.

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ANTARCTICA: AN ENCYCLOPEDIA FROM ABBOTT ICE SHELF TO ZOOPLANKTON. Edited by MARY TREWBY. Toronto, Ontario: Firefly Books Ltd., 2002. ISBN 1-55297-590-8. 208 p., colour and b&w illus., bib., index. Hardbound. Cdn\$35.00.

ENCYCLOPEDIA OF ANTARCTICA AND THE SOUTHERN OCEANS. Edited by B. STONEHOUSE. Chichester, West Sussex, U.K.: Wiley, 2002. ISBN 0-471-98665-8. xii + 391 p., colour maps and b&w illus., bib., index. Hardbound. US\$350.00.

It is possible that one can have too many coffee-table books on Antarctica, with pretty photographs and narrative to cover the usual subjects, such as wildlife, history, politics, science, tourism, and so on, but I recommend just one or two more to appeal to the Antarctophile. The price for Trewby’s book is right, and so is the content. I’ll treat that one first, and compare it to the book by Stonehouse below. Trewby’s book is appropriately named “An Encyclopedia,” for it compiles words common to Antarctica in alphabetical order. The objective is to provide readers with brief descriptions of many terms that appear in the literature related to Antarctica. It does the job very well. It was produced by the award-winning documentary company Natural History New Zealand, with the input of the 18 consulting editors listed on p. 6. All are from New Zealand, are experts in their fields, and are associated with government departments, academic institutions, or companies. Two maps (physical and political) are shown in the introductory material, and the word/term entries start on p. 12 and end on p. 203. The alphabetical entries are broken up by lengthier descriptions of six additional sections for more detailed information: Antarctic Treaty, Dry Valleys, Exploration, Icebergs, Penguins, and South Pole. Useful additions to many entries are words or terms in all capital letters that refer to other entries.

The A to Z entries are followed by a half-page of photographic credits, a page of selected bibliography, a list of 34 useful websites, and a four-page index. The paper is glossy, with high-quality reproduction of photographs.

A generous inclusion of photographs, most in color and some (historical and expeditions) in black-and-white, can be found on nearly every page, to illustrate features related to the alphabetical entries. Less space could have been used for photos that might be called of incidental or borderline relevance, but the photos are of high quality and scenic in many cases. A few can be categorized as misleading or in need of additional explanation. For example, the photo of the “Arctic tern” on p. 23 shows the bird with a two-egg clutch. Either the bird is actually an Arctic tern, photographed in the Arctic, or it is an Antarctic tern. On page 127, the “ancient moraine formed by a granite escarpment” is difficult to decipher—marks on the photo would be useful to show what is described. Identification of giant petrels missed something, having the southern variety with a reddish color to the bill tip, and greenish for the northern (the reverse is true), and the southern having a white “phase” instead of “morph.” The photo of stratified coal (p. 51) shows primarily Ferrar sills in sedimentary rocks, but if one doesn’t know where to look for the coal (almost invisible at this distance), the photo could lead one to think that the sills are coal beds. The photo of Mount Erebus (p. 174) is a reverse image—Erebus Glacier Tongue is on the wrong side of Hut Point Peninsula.

The two maps have a few minor errors as well. The political map has misspellings (Marambio and Novolazarevskaya), Port Martin base (France) is about 60° of longitude west of its proper location, and Byrd Station (U.S.) is quite a distance from where it was built (80° S, 120° W). None of these amount to distractions, but their existence does foretell a number of minor “gremlins” in the entries, a trait that few books can eliminate totally, even with the aid of spelling-checkers and fact-checking. I will mention only a few, but also invite authors/editors of the volume to contact me if they are contemplating a further edition (many entries have information/figures/etc. as of the year 2000 and 2001). I will send them my list by electronic mail of about 150 awkward sightings of things like misspellings (many), typos of various kinds, erroneous information, inconsistencies, and so on. (I have a comparable list for errors found in Stonehouse’s book.) In my effort to provide a thorough review, I read the entire contents, not for nit-picking purposes, but because it is interesting. The errors that I found are by no means representative of the whole book, or of the value of its contents of about 1000 entries and 250 photographs. It has considerable value in assembling virtually all the words and terms that are found in the literature and when visiting research stations (the entry “Vocabulary” is particularly enlightening). Descriptions of expeditions are brief, but useful in describing what happened and when.

Suggestions for discussion by the editors for a future edition include a few additional words in the Index: Boy Scouts/Girl Scouts, *Euphausia superba* (oddly enough, not mentioned anywhere in the book), Procellariiformes, and tube-nosed. Growlers are listed, but not Bergy Bits. An entry that puzzled me a bit is “bicycles.” I thought the

entry would describe Edward Wilson’s use of the bicycle on Scott’s expedition. Not so. Interesting, but it invites readers to consider the editors’ dilemma regarding this and many other terms: “What to include, what to exclude?” As a geologist, I came across a ‘howler’ worth remembering. The Bounty Islands (p. 39) “are not volcanic but are solid BEDROCK OUTCROPS scattered over the ocean surface.” (No mention of what makes them buoyant.)

This book will be of interest to anyone who collects books on the polar regions (not only Antarctic because of the usage of terms for either region), but also to anyone with few or no books on Antarctica. The low price is difficult to ignore, and it makes a handsome addition to a coffee table. The cover photos demand that anyone looking at it pick it up. It is a required purchase for libraries as well.

The *Encyclopedia of Antarctica and the Southern Oceans*, edited by renowned polar specialist in biology, Dr. Bernard Stonehouse, Scott Polar Research Institute, Cambridge, U.K., is probably the most complete and true encyclopedia of any on the market, past or present. His version is pricier, but there are distinct advantages to it over Trewby’s book. The Stonehouse book has about 300 more entries, but also has no color photos. The smaller photos and numerous maps in Stonehouse’s book thus yield place to additional text, which includes six appendixes on Antarctic Treaty Measures and Conventions and the complete content of the Environmental Protocol and Antarctic Treaty, all of which are significant in the successful management of Antarctica and its fragile fauna and flora. In addition, eight Study Guides (Climate and Life; Exploration; Geography; Geology and Glaciology; Information Sources; National Interests in Antarctica; Protected Areas Under the Antarctic Treaty; and Southern Oceans and Islands) provide summaries of those topics by including some of the entries in the A to Z section (p. 1–297, from Aagaard to Zumbege Coast). This approach to an encyclopedia and its entries provides a pathway to actual use of the definitions. The final 13 pages consist of a list of all encyclopedic entries from A to Z, by title and page number, for quick location in the text. A section entitled Further Reading is a five-page bibliography. The entries themselves are headed in large, boldface black type, making them easier to scan than the smaller type of blue headings in Trewby’s book. Stonehouse has included color maps between p. 180 and 181, one showing the Antarctic Peninsula, with an inset of the South Shetland Islands that have a plethora of Treaty Party stations on them, and the other a foldout map of the entire continent. Major features are labeled, and the colors distinguish between the mainland, rock exposures, and attached ice shelves.

Like Trewby, Stonehouse enlisted contributors (28, nearly all from the United Kingdom) and advisory editors (6), all of them experts in their respective fields of interest. If there were a choice of one versus the other, and if price were no object, I would choose Stonehouse’s book. With a little extra money, though, you can have them both, as each has its place on the bookshelf of individuals who

often need to refer to a book of this nature to look up a name, date, or place. Libraries will certainly want both of them. A second edition of either book in paperback binding would be advantageous as a means of reducing the price and would allow correction of the errors found in each book.

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AN APOSTLE OF THE NORTH: MEMOIRS OF THE RIGHT REVEREND WILLIAM BOMPAS. By H.A. CODY. Introduction by WILLIAM R. MORRISON and KENNETH S. COATES. Edmonton: The University of Alberta Press, 2002. ISBN 0-88864-400-0. lxxxv + 391 p., maps, b&w illus., bib., index. Softbound. Cdn\$29.95.

An Apostle of the North is more than a biography. It tells the story of an era—the time when Canada was founded, the search was on for the Northwest Passage, and the race for the North Pole began in earnest, and the time of the Métis rebellion and the Klondike gold rush.

A reprint of the 1908 book by H.A. Cody, Rector of Christ Church, Whitehorse, *An Apostle of the North* is the story of William Carpenter Bompas, missionary to the Arctic. Bompas oversaw the carving of the huge diocese of Athabasca into two dioceses (Athabasca and Mackenzie River) in 1884 and then into three in 1891, when part of the Mackenzie River diocese became the Selkirk diocese (renamed Yukon in 1907). Bompas served terms as bishop of all three dioceses in succession. In their introduction to this new edition, Dr. W.R. Morrison (University of Northern British Columbia) and Dr. K. Coates (University of Saskatchewan) state their goal: to “stimulate a new consideration of the relationship between the churches and the indigenous people of Canada. Alongside the clear evidence of abuse there needs to be appreciation of the complexity that characterized the missionary enterprise, and this means appreciating the fact that there were partnerships and friendships as well as victimization and colonization” (p. xxxv). More than that, they state, the First Nations people found in Christianity something more compelling than cultural domination or paternalism.

William Bompas was a normal boy, reared in a Baptist setting, probably as confused as any teenager today. He studied for ordination in the Church of England. At 21, after hearing a powerful sermon indicating the need for a young missionary to replace the ailing Reverend Robert McDonald in the Canadian northwest, Bompas volunteered to go with the Church Missionary Society and was ordained in the Anglican Church. Three weeks later, on June 30, 1865, he was westward bound on a steamer. On Christmas day of that year, he arrived in Fort Simpson

ready to begin his work, only to find the Rev. McDonald fully recovered.

Mr. Bompas then began years of traversing the vast country with a clear purpose: to spread the word of God to the Natives he met. His work included establishing Indian schools in the communities he visited; he was a true apostle in the Biblical sense of the word. He was exposed to extreme heat and cold, floods, and horrendous encounters with mosquitoes and large animals. He went to cure the sick and afflicted and taught Biblical truths through story. He loved children. He loved “his people” and worked on their behalf with the Canadian Government, as well as sheltering them from the white invasion during the gold rush.

Cody’s work throws valuable light on the country and its inhabitants. Chapter three accurately summarizes the exploration by fur-trading companies of the Mackenzie and Yukon Rivers in the northwest. Chapter four is entitled “the Father’s Business,” but I would call it “Who is Teaching Whom?” In Bompas’s view, his mission was to “bring home precious souls”; to teach the Christian view in rituals of baptism, marriage, and death; to educate Natives in the Word; and to extend the Anglican sphere of influence over the Roman Catholic presence. Amidst these efforts, however, Bompas gained a vast repertoire of knowledge from the Natives. He learned to climb mountains; travel on rivers; speak, read, and write their language; practise the art of sledging; use snowshoes (which he calls, “northern slippers”); deal with the climate; camp in the woods; find fuel and make fires; give first aid; and navigate the country. In chapter five, Cody describes the three “classes” (Bompas’s term) of Natives identified by Bompas: Tenni, Tukudh, and Esquimaux. Cody explains the distinguishing characteristics of each class, dealing with temperament and attitudes; livelihood and craftsmanship; survival skills and hunting; relationships with outsiders; views of life and death; social living arrangements, diet, and housing; and weaknesses—anger, gambling, and alcohol.

Space does not allow a complete account of the work that Bompas, and later Mrs. Bompas, accomplished over a 40-year span. The book is full of anecdotes that show the warmth and integrity of the bishop and his wife. They loved their parish people in the vast territory assigned to their care and risked life and limb for those in need of rescue, shelter, home, or friendship. Bompas’s admiration for the Natives is evident in so many ways; his adaptation to their way of life is a testimony to that. He remained humble, with few possessions, and often appeared unkempt. With his patriarchal appearance, he became a somewhat legendary figure among the people of the North. His vision for these people was the pursuit of literacy and the teachings of the Gospel. Even the miners of the gold rush held him in deepest respect. Their lack of attentiveness to spiritual matters did not hinder their appreciation of his nobleness. (In 1873, Bompas had a premonition that the land would contain something more precious than iron. This came true when gold was discovered in 1896.)