

EXPLORATION HISTORY AND PLACE NAMES OF NORTHERN EAST GREENLAND. By ANTHONY K. HIGGINS. Copenhagen, Denmark: Geological Survey of Denmark and Greenland (GEUS), 2010. GEUS Bulletin 21. 368 p., maps (including 2 pocket maps), colour and b&w illus., glossary, references. Hardbound, 200 DKK, and Open Access Online.

The place names of northern East Greenland tell the story of exploration of this remote part of the world. No names survive from the earliest Inuit people whose archeological remains show that they once inhabited this land, but from the earliest whaling trips to the most recent scientific expeditions and adventure travel, visitors named the magnificent topographic features of East Greenland to honor explorers, their expeditions, their sponsors, friends and royalty, and their ships. Hold with Hope, Scoresby Sund, Germania Havn, Kong Oscar Fjord, Nathorst Land, Louise Boyd Land, and Kronprins Frederik Land track a time line of exploration and discovery. Other names reflect the flora, fauna, geology, weather, and events encountered by the explorers: Campanulavig, Hvalrosodden, Myggbugta, Blyklippen, Antiklinalbugt, Føndal, Dødehundebæ, and Murgangsdalen. Greenlandic names are most common in the southern part of the region, where Illoqqortoormiut (or Scoresbysund, 70°29.1' N, 21°57.9' W) is the northernmost native village on the east coast. In total, 5650 names are catalogued in this beautifully illustrated compendium.

Author A.K. “Tony” Higgins has participated in 16 geological mapping expeditions to East Greenland during his long career with the Geological Survey of Greenland (now the Geological Survey of Denmark and Greenland). Higgins was born in Waltham St. Lawrence, England, in 1940, received a PhD in geology from Imperial College, London in 1964, and within the year, moved to Copenhagen to work for the Survey. In addition to his many scientific contributions, Higgins has made a lifetime study of the exploration history of East Greenland and its reflection in the place names. Higgins’ fluency in Danish has given him access to much of the primary literature on Greenland. This book grew out of three reports that Higgins put together for geologists to use during the Survey’s systematic geologic mapping expeditions to East Greenland from 1968 to 1998. As an avid user of these early notes, I am delighted to see the information published in such a comprehensive, attractive volume available to anyone with an interest in this remote area. To readers, whether scientists, adventurers, hunters, historians, inhabitants, travelers, map lovers, or casual readers, this volume will bring an enlightened understanding of remote East Greenland through its place names. The names come alive with history, largely because Higgins has walked the ground and seen the landscape with his own eyes.

The book considers places in East Greenland between 69° and 81°21' N. It is divided into two main parts: a description of all the expeditions on record and a catalogue of place names. An informative introduction explains the nuances of the geographical divisions of Greenland and the

system for formalizing names. The minutes of the Place Names Committee for Greenland, which operated in Denmark from 1933 to 1983, are the most important source for the official names. The responsibility for authorizing official place names now lies with the Greenland Self-Government in Nuuk. Most of the names are approved in their Danish form, so it helps to know the geographical terms given in the glossary. For example: *bræ* is a glacier, *ø* is an island, *øer* are islands, and *bugt* is a bay.

The exploration section is organized chronologically and thoroughly documented with primary references. Henry Hudson set sail in 1607 to find a passage to Japan and China via the North Pole, and though he failed in that quest, he gave the oldest name still in use in East Greenland to Hold with Hope, at 73°30' N. The whalers came next, and in 1822 William Scoresby Jr. made the first landing in the inlet that he called Scoresby Sund (70°15' N) after his father. The period of pioneering exploration that followed, which lasted through the early 20th century, included expeditions led by Karl Koldewey and A.G. Nathorst, as well as that of Ludvig Mylius-Erichsen, who perished in the ill-fated 1906–08 Danmark Expedition. The early 20th century saw an influx of Danish and Norwegian hunters; they overwintered in small huts scattered around the region and named many places. A period of scientific exploration ensued, which was epitomized by Lauge Koch’s various expeditions from 1926 to 1958 (with a brief hiatus during World War II). An airport constructed near Mesters Vig in 1952 ushered in a more modern approach to expeditions, using Twin Otter aircraft and helicopters. In 1967, the Geological Survey of Greenland began a 30-year campaign to produce 1:500000 scale geological maps of East Greenland in conjunction with the topographic base maps made by Kort and Matrikelstyrelsen, formerly the Geodetic Institute. The addition of a commercial airport at Constable Pynt in 1985 has facilitated many smaller sporting and scientific trips. The list of expeditions over the last 30 years is somewhat incomplete because leaders did not consistently file their reports with the Danish Polar Center, the main source of data for this period.

The heart of the book is the Catalogue of Place Names, where 3000 formal and 2650 informal names are described in Danish alphabetical order. The attention to detail is meticulous. The latitude and longitude are given for each name, as well as the Place Name Committee reference number for the official names. A brief description of the place follows (e.g. Rigny Bjerg is the “prominent mountain 2783 m high west of the Blossville Kyst,” p. 288), so that there is no confusion about which feature is being named and what the name includes. Finally, the derivation of the name is given, as well as other points of interest (such as first ascents), controversy, or speculation. The book comes with five maps, two of which are folded inserts. The 1:150000 scale map with topography of the Stauning Alper will certainly appeal to the climbing community. The entire book is beautifully illustrated with a variety of maps, charts, and photographs that show not only landscapes, but

also the people, animals, and ships who gave their names to the places of northern East Greenland. At 200 Danish kroner, the book is a bargain. It belongs on the shelf of anyone with an interest in this magical part of the world.

Jane A. Gilotti
Department of Geoscience
121 Trowbridge Hall
University of Iowa
Iowa City, Iowa 52242
USA
jane-gilotti@uiowa.edu

INUIT EDUCATION AND SCHOOLS IN THE EASTERN ARCTIC. By HEATHER E. MCGREGOR. Vancouver: UBC Press, 2010. ISBN 978-0-7748-1745-5. xviii + 220 p., map, b&w illus., appendix, notes, bib. Softbound. Cdn\$32.95.

In keeping with the view that history is a living process, this book should be read not only as a collection of historical evidence but also as a contribution to the dialogue about where we have come from and what we have learned about Inuit education. (p. ix)

This text fills a gap in the existing literature on First Nation, Métis, and Inuit education in Canada and resonates with literature on Aboriginal education elsewhere. Its strength lies in the presentation of many important contextual differences between the Inuit of the Eastern Arctic and other Aboriginal groups and in the details of educational developments over the course of the twentieth century. After a historical overview of the Eastern Arctic, the author divides the histories of education and schooling into four periods: traditional, colonial, territorial, and local. The final chapter discusses the creation of Nunavut and presents a provocative argument for re-establishing local control of education.

After a chapter on traditional land-based education, the author moves to the colonial period. She shows clearly that the government's efforts to control the Inuit focused on undermining "the essential relationship between Inuit and their land" (p. 58). Compared to southern Canada, the North experienced intense colonization much later and for a much shorter time: really only for a single generation. As the Cold War progressed into the 1950s, both Canada and the United States looked to the North for defence reasons, intensifying the encroachment of Qallunaat on Inuit lands and lives. Resonances with the effects of the Indian Act in the south are evident; missions, residential schools, and federally run day schools are all too familiar in the rest of Canada. As the 1960s came to a close, concerns about the failure of the schools for so many Inuit children, who were no longer suited to life on the land but not qualified either for paid employment in their colonized homelands, led to increasing calls to revise curriculum and find new approaches to schooling.

With the 1970s came what McGregor terms the territorial period. The transfer of responsibility for schooling to the territorial government brought hope for deeper understanding of the local context. However, it also brought increasing tensions for Inuit families. While seeing the value of learning English and skills that could lead to paid employment in the settlements and with the territorial government, parents had also begun to see the separation of children from the land as dangerous to persisting culture and family relationships.

Then the author discusses what she calls the local period, which began in 1982 and ended with the creation of Nunavut in 1999. Coming to the crux of her argument, she maintains that this period accomplished much in the creation of successful schools for Inuit children. Territorial legislation, board frameworks, and curriculum documents form the basis of her analysis. Three boards of education, namely the Baffin, Keewatin, and Kitikmeot boards, are central to the positive developments. They represent important regional distinctions in curriculum development and implementation and local control. Focusing her analysis on the Baffin Divisional Board of Education, the first to be established, the author shows how community consultations, commitment to Inuit culture, Inuktitut, and the needs of the people, and specific curriculum initiatives in the form of practical suggestions created a "significant departure" (p. 123) from what had come before and a strong response to "the legacy of mission schools, residential schools and the exclusion of parents from the formal education system for many years" (p. 128). Educators then grappled with issues such as the delicate balance between land-based and school-based learning, respectful and effective engagement with Elders, and the compromises associated with "borrowing from provincial models for some aspects of the curriculum" (p. 90). McGregor's final sentence in this chapter is most telling: "However, much work remained, and as the conclusion will demonstrate, the approach to education taken by the government of Nunavut not only differed from, but also substantially interrupted the momentum of change supported during the local period" (p. 149). In her concluding chapter, the author points to the shortsightedness of the Nunavut land-claim negotiators who, she says, failed to take the education of future generations seriously in their negotiations with the federal government. She calls once again for the return of regional boards and local control of education in order to realize the goal of "an education that manifests an Inuit vision of the past and future" (p. 169).

This book left me with several questions. Who is Heather McGregor? I am reminded of the words of Michael Agar (1996:41): "Who are you to do this?" While I appreciated the prologue outlining the author's familial connections to the Arctic and the intricacies of observing varying local protocols, I continued to wonder about the production of this text. Is it a labour of love? A revised doctoral dissertation? A public service report? Reflexivity in scholarly production, that is, acknowledgement of the researcher's reasons for engaging in the work and relationship to