

strategy to contest or “re-negotiate” a prevailing set of gender proscriptions, although Whitridge vaguely mentions this possibility in passing.

Second, in spite of the editors’ fine Introduction and Stewart’s contribution, not one analysis seriously considers the likelihood that the gender system in question was ever in flux, challenged, or re-negotiated, nor do they explicate how it remained remarkably stable and (apparently) uncontested from generation to generation. In almost every instance, gender is just “there” as a normative set of proscribed rules, roles, and associated objects and tasks. Even where general culture change is noted, gender is treated as just one of many “spheres” that changed from one steady state to another, leaving the *processes* of transformation in an explanatory black box. I think this lacuna is due, in large part, to an overemphasis on gender attribution. Similarly, not one study considers the possibility that negotiating (or even maintaining) normative gender relationships could have been an internal *catalyst* for wholesale societal transformation (the likeliest possibility is suggested by Hoffman’s study of Unangan needle technology and culture change during the Late Aleutian). That is, gender is treated here as a sub-system that has to keep up with the others, while change comes from the outside, be it from trade, the environment, or missionization.

These comments aside, I recommend this volume. It should be on the shelf of every researcher interested in foraging societies past or present—even those of us who prefer warmer climes. It could be a useful text in upper-division and graduate courses on hunter-gatherers, for it succeeds in providing “a fuller understanding of the endless variation of social and cultural life of indigenous peoples of the far north” (p. 9). And for gender enthusiasts, this is state-of-the-art and should be given a serious read. The book is nicely edited except for one glaring (albeit consistent) *faux pas*: Sarah M. Nelson’s name is not “Sara.”

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NUNAVIK: INUIT-CONTROLLED EDUCATION IN QUEBEC. By ANN VICK-WESTGATE. Calgary: University of Calgary Press and the Arctic Institute of North America and Katutjiniq: Nunavik’s Regional Development Council, 2002. xx + 337 p., maps, b&w and colour illus., appendices, bib., index. Hardbound. Cdn\$39.95.

The Kativik School Board (KSB) and its system of primary and secondary schools represent a major step forward in Native education in Canada. As clearly indicated by its title, *Nunavik: Inuit-Controlled Education in Quebec* is a factual reconstruction of education in Nunavik and in

particular of the development of the board. Vick-Westgate states her primary purpose in writing this book:

...to support the residents of Nunavik in defining education in their own terms by detailing what has happened in their schools in the past and raising questions for the future. It is also my hope to introduce non-Inuit to a portion of the Inuit world view by outlining the history and goals of Inuit-controlled education. Finally, this book proposes some of the contributions—rooted in traditional values—which indigenous communities can make to the redesign of schooling for all students in the 21st century.” (p. xii)

To achieve this goal, Vick-Westgate provides Native perspectives on traditional and formal education in Nunavik, as well as insight into traditional and contemporary Inuit life. The book also documents the development of education from the arrival of the first traders and missionaries in the mid-19th century to the formation and implementation of the KSB and its evaluation by the Nunavik Education Task Force. As an outside researcher documenting the development of Nunavik’s education system, the author does not speak for Inuit (or for non-Inuit), but rather uses existing documentation and interviews to voice the thoughts of those who were directly involved. In addition, for the non-Inuit reader, she provides valuable information about traditional values and beliefs entrenched in Inuit culture. Through her research and writing, the author was able to collaborate with the study participants. She provides a neutral voice throughout the text, which is especially important given that many of the topics discussed are the focus of strong debate and differences in opinion. I personally appreciated the author’s ability to remain neutral as she presented the questions, criticisms, and opinions of others who were directly involved in the development of education in Nunavik.

The book has several other strengths in content and presentation. For example, the cover, a 1950s photograph of Inuit children at school, is one of several photographs depicting early formal education in Nunavik. These photographs help give the reader a visual impression of education in the North and its impact on the Inuit of Nunavik. The quality of the historical photographs is excellent; however, it would have been advantageous to have them referred to in the text. The quality of the contemporary photographs shown in Chapter 9 is not as high, and they are less effective. Again, citing them in the text would have enhanced their overall value. The quality of the text, maps, and tables excels. The foreword by well-known Inuk leader and writer Zebeedee Nungak, like many stories told by him, is both thought provoking and entertaining. For readers who are unaware of the rapid changes that took place in education, especially in the North, Zebeedee sheds light on this topic. Mr. Nungak’s closing message—that the system of education must be effective, respectful, and achieved collaboratively—is consistent with the underlying voice of the book.

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.