

ness to the rest of the English-speaking world.

A difficult task for the editors of all such manuals is to decide on the target audience and hence the level of detail that needs to be provided. The book's introduction states that it provides information for doctors, nurses, and paramedics, as well as for people who are not medically qualified. However, most sections are far too superficially covered to be of sufficient practical value to an expedition doctor or medic. Such health-care providers would do far better to consult something like Paul Auerbach's hefty but comprehensive tome *Wilderness medicine*, or to carry a very practical recipe book such as James Wilkerson's *Medicine for mountaineering and other wilderness activities*.

Some sections are particularly well covered. The section on base-camp hygiene and health is very well written, with a great deal of sensible, practical advice — rather than the self-evident platitudes that are all too commonly found in similar chapters in other texts. Similarly, the chapter on canoe, kayak, and raft expeditions strongly indicates that the author has had plenty of hands-on experience in this field. Indeed, each chapter is very competently written, with very few errors of fact. The main regret is that most are considerably too brief to provide all the information that an expedition doctor would like to have on hand. In addition, there are a few quibbles.

The chapter on polar expeditions starts with an excellent photo of dog-sledding near Finse, Norway, and concludes with an equally fine shot of a plane on the Tasman Glacier, New Zealand, but both sites are really quite a long way from what could be called the polar regions.

A more serious error occurs on page 15, where the rabies-distribution map indicates Australia to have endemic rabies. This is clearly incorrect (although it must be admitted that in just the last couple of years rabies prophylaxis has been recommended for those few people exposed to lyssavirus in Australian bats).

Indeed, in view of the rapidly changing information about many tropical diseases, one could question the need for a number of the maps showing disease distribution, especially those with older data, such as the one for Japanese encephalitis 1986–90. This is especially so in view of the various up-to-the-minute sources readily available through the Internet — details of such sources being provided in the 'Further information' section at the end of the chapter.

There is a section on taking blood pressure (page 86) — but doctors, nurses, and medics will already be quite familiar with this skill. But for non-medical people there are a few relevant questions — can they really learn how to obtain a reliable blood pressure from such a short written instruction? Can non-medics reasonably be expected to carry a sphygmomanometer? How are they to interpret their findings?

Similarly, on pages 107–108 non-medical people are warned about the problems of suturing in the field and

quite correctly advised to favour Steristrips. However, even though no instructions are provided on suturing technique, a couple of diagrams are rather strangely included.

There appears to have been some glitch in compiling Appendix 3, 'References and further reading.' In general this is a well-selected choice of papers and books, but the section for Chapter 9, 'Water purification,' has been left out, and that title mis-appropriated to Chapter 10.

In summary, this volume is a useful *aide-mémoire* for medical needs for those contemplating an expedition. The RGS and the editors are to be congratulated on taking this from seminar notes to textbook and it is hoped that future editions will overcome the difficulty of providing a book to cover the needs of doctors, nurses, paramedics, and lay persons, in this age of super specialization. (D.J. Lugg and P. Sullivan, Polar Medicine, Australian Antarctic Division, Kingston, Tasmania 7050, Australia.)

TEACHING IN A COLD AND WINDY PLACE: CHANGE IN AN INUIT SCHOOL. Joanne Tompkins. 1998. Toronto: University of Toronto Press. 153 p; soft cover. ISBN 0-8020-4168-X. £11.95.

Teaching in a cold and windy place is an invaluable read for anyone involved in the field of education, especially those working in rural areas affected by poverty, or areas where minority culture and empowerment are issues. Joanne Tompkins takes the reader through her experiences as a principal and program support teacher at a struggling school in a small community in Canada's eastern Arctic in the late 1980s. Enlightening her story with personal reflections imbued with deep conviction, Tompkins outlines the context and challenges of her task, and details the philosophy and methods on which she bases her approach to change.

While spending three years teaching at a primary school in a large community on Baffin Island, Tompkins worked with experienced northern educators and Inuit trainees, enabling her to gain considerable skills and insights. Following this valuable introduction to northern education, her next two years were spent as a member of the Baffin Region Program Support team primarily responsible for the integration of special needs children into the regular classroom. In this capacity she travelled to the region's communities, enabling her to encounter and experience many different teaching styles and classroom situations. Observing that well-planned programming not only allowed for the special needs children to be integrated in the class, but was essential to the success of all students. Tompkins concludes that 'if you organize the [school] environment in such a way as to encourage growth and development, people will respond' (page 34).

It was with this background that Tompkins accepted the job of principal/program support teacher at a small school with one of the lowest attendance rates in the Baffin region. During the next four years, many positive changes were introduced, as she and her staff attempted to solve the

various problems faced by the school. She demonstrated that once a shared vision and strategy have been determined, to be effective a collaborative process has to be in place. Positive systematic change is a slow process and takes several years to embrace, adopt, and assimilate.

As in many schools, she found a range of teaching styles, from child-centred approaches using a variety of techniques, to a disjointed transmission method with little consideration for the needs of the individual student. How to spread the 'islands of good pedagogy' throughout the school was the challenge. Step by step, she describes the process of school-wide implementation of theme planning using the Northwest Territories curriculum, and 'Piniqtaqvut' — an initiative to include an Inuit perspective in the school program — as well as a focus on language across the curriculum. This change had spin-offs for teacher development, as well as resource creation and programming — people were now working in teams, sharing successes and frustrations, making class materials, preparing learning centres, and planning school-wide activities. As the staff's skills at individualization techniques increased, a decision to divide the students into 'family groups' was made, resulting in the move to continuous evaluation and a noticeable increase in care amongst students. A breakfast program was started to give the students a nutritious start to their day. Inuktitut language was promoted and given priority throughout, and, increasingly, the school began to reflect community values. Home visits, assemblies, open houses, a newsletter, and open-line radio shows were some strategies to take the school to the community and bring the community into the school.

In creating a school genuinely to reflect Inuit culture, staffing was a key issue, especially the training and development of Inuit educators. On her arrival at the school, Tompkins found that the Inuit staff were in the minority, and that all the non-native teachers were new to the community, several with little teaching experience. This represented an almost complete turnover in the school's staff, compounded by a shortfall of one teaching position due to a housing shortage in the community. To address this problem, Inuit trainees were brought into the school and provided with training and support through the creation of teaching teams. Weekly in-service programs for all staff were developed to provide the time to collaborate and proactively address development issues on many levels. Creative time-tabling and teaming allowed teachers opportunities for a variety of experiences at school.

Tompkins reflects on her role as principal and articulates her belief that 'principals make a difference.' Her vision of creating a school in which every child could do well while learning and having fun was supported by her faith that if people are given the chance and a supporting environment they will become better. Patience was key to her success — understanding the nature of change, the small steps, and the time it takes for change to happen. Clear communicating of ideas and targeted modelling were most important. Her choices of time allocation and

the dangers of burnout are discussed. She emphasizes the importance of having a strong support network to reduce the sense of isolation often felt by many principals.

This book is timely. Education in the new territory of Nunavut is undergoing rapid change, and many of the difficulties faced by Tompkins still abound. There is still a chronic shortage of Inuit teachers, especially in high school and junior high. As well, many of the experienced teachers are being lured to other Nunavut jobs, and while their skills are not being lost to Nunavut as a whole, the school system is nevertheless faced with the continuing need to attract, train, and retain Inuit teachers.

In parts the book tends to be repetitive. However, some of the more important points made by Tompkins certainly deserve repeating, and restating them in several ways adds clarity and example, especially for the teacher or administrator who may wish to adopt elements of her approach. Adding photographs would have enhanced the book, especially to depict students at learning centres, teamwork in action, 'family grouping,' expressive arts, and music activities. Detailed end-of-chapter notes provide useful added background and reflections. The appendices include an extensive and helpful bibliography along with the 'School Goals and School Discipline Policy.'

Teaching in a cold climate provides insight and practical ideas for new teachers and school administrators, especially for those who are new to the north. For seasoned northern educators, the book offers affirmation and provides ample confirmation of the importance of collaborative efforts within schools, as well as within the communities at large. It demonstrates that with cooperation, energy, optimism, and clear planning and goals, positive changes can be made. Tompkins' practiced prescription for educational change in Inuit schools should encourage educators in Nunavut to meet, with commitment, sensitivity, and understanding, the many challenges posed by the new territory's evolving education system. (Carolyn MacDonald, Ataguttaaluk School, Igloodik, Nunavut, Northwest Territories, Canada.)

SOUTHERN OCEAN FISHING: POLICY CHALLENGES FOR AUSTRALIA. Sam Bateman and Donald R. Rothwell (Editors). 1999. Wollongong: University of Wollongong (Paper on Maritime Policy 7). viii + 142 p, illustrated, soft cover. ISBN 0-86418-463-8.

It is never a good idea to bite off more than one can chew. During the 1970s and 1980s, coastal states appropriated to themselves ever-growing areas of ocean expanse. Taking control of a 200-nautical-mile exclusive fishery zone or exclusive economic zone (EEZ) was seen as the panacea to all the conservation and management ills that had resulted from the traditional exercise of free access by all to high-seas fisheries. But taking control of and effectively managing vast ocean areas was never going to be easy. It is just possible that coastal states may have bitten off more than they can chew.

In 1979 Australia claimed a 200-nautical-mile Australian Fishing Zone around its territories, including its sub-