

evident. Some Chilean specialities are not illustrated (for example, *Masafuera rayadito*). Worse, some are omitted altogether (such as, grey gull).

The colour plates, arguably the key feature of a field guide, are variable. Some are excellent. The nightjars have appropriately sleepy eyes and wonderfully barred plumage. On the other hand, the storm petrels appear to have been painted from some sort of template. To judge by the plate, the species share a common shape and differ only in the distribution of black, grey, and white, and in tail shape. And the hybrid origin of the book is also evident in those plates where the species not recorded in Argentina are tacked onto a plate of Argentine species. Meanwhile, the black-and-white plates provide useful sketches of the raptors as seen from below.

Polar enthusiasts travelling south to Antarctica would certainly be better served by Peter Harrison's *Seabirds: an identification guide*. But, for now, the de la Peña checklist is the best single-volume field guide to tote across the pampas, the vineyards, and the Patagonian plains. (M. de L. Brooke, Department of Zoology, University of Cambridge, Downing Street, Cambridge CB2 3EJ.)

BILINGUAL EDUCATION IN THE NORTH. Erich Kasten (editor). 1998. Münster, New York, München, Berlin: Waxman Verlag. xiv + 293 p, soft cover. ISBN 3-89325-651-2. 49.90 DM.

Those who attend the circumpolar language conferences recognize tremendous similarities in the experiences of northern minority groups, as well as some significant differences. Accounts of residential schools in Siberia strike a familiar chord with Canadian Natives, as do descriptions of becoming minorities in their own homelands as workers moved to the developing frontiers. Other stories hold out hope of a more significant role for northern minorities: the political self-determination for Greenland that helped inspire the creation of the new Canadian territory of Nunavut, or descriptions of colleges run by the Sámi in Norway or the Komi in Russia. This important collection similarly presents stories of the hopes and frustrations of bicultural education programmes in the north. It is a valuable reference for all those interested in the contemporary experiences of northern minorities and those working with similar programmes elsewhere.

The collection presents the viewpoints of a wide variety of professionals. These include a large number of educators and researchers who are active in Siberia and the Russian far east, regions that were inaccessible to western researchers and educators until recently.

There is a balance in the collection between descriptive and theoretical articles. Many of the articles describe the details of language shift and the role of language in bicultural education programmes in Russia. They include articles on the Siberian languages Selkup and Khanty, and on the languages of the Sakha Republic and of northeastern Siberia. Aikio-Puokari's article on 'Sámi language in Finnish schools' is also descriptive. Two articles focus on

the application of technical analysis and multimedia technology to language programmes. Whittaker describes his own approach to documenting Sauk, an Algonquian language spoken in the United States, while Dürr describes the production of Itelman multimedia materials in Siberia. The articles by Whittaker and Dürr will be of interest to linguists and others working with language programmes.

Most of the theoretical articles deal with the social factors underlying cultural change and language shift in the north. The article by Bobaljik articulates some of these concerns. He states: 'In short: languages do not die natural deaths. Groups of speakers of one language switch in a short period of time to become speakers of another language for reasons having to do with the social, political and economic dynamics of interactions among people.' Iutzi-Mitchell pursues the same theme, proposing that language shift reflects a relentless devaluing of one language, in relation to another. He finds that Alaskan Eskimo-Aleut languages have been displaced by English, not simply because of the negative experiences of students in residential schools, but because of the continuing devaluing of native languages. Researchers who are interested in the social factors behind language shift will find these articles useful, but they may also seek a more detailed documentation of the consolidation of 'social capital' by the majority groups.

Several authors are influenced by contemporary Marxist theorists, especially Bourdieu. In her article on Evenki residential schools, Bloch describes changes in Evenki culture and the implications for education. She states: 'Evenk elite are grappling with new types of collective identity to inscribe on youth and thereby solidify a power base. It is not by chance that the residential school serves as an important vehicle for this purpose; it has deep roots as a site for the transformation of identities in the North.' Identity is a major factor in both cultural change and language shift in every region, and Bloch gives an especially detailed analysis of how identity is created in the local context of Evenki residential schools. Her study takes into consideration the larger historical context of Soviet concepts of 'modern' and 'traditional,' as well as the post-modern context of market forces and images of Disney and MTV. In another paper, Fryer describes how Komi elites in Siberia seek to promote their identity in the context of higher education. He observes that 'The key to establishing modern Komi identity has always been language.' He raises important questions about the balance between language and cultural studies, and the degree to which native Komi are represented in these programmes.

Koester's article on imagination and play in the presentation of cultural traditions by Icelandic children also uses Marxist theory. In their writings, Icelandic children may playfully describe their grandparents as punksters or criminals in opposition to the image of solid agrarian Christians presented in the school curriculum. Playful inversions, such as those found in the writings of Icelandic students, are common in all cultures and can be vital for those who

find their cultural values and languages threatened or displaced by a more powerful group.

Kasten has done an excellent job of accommodating the variety of approaches to bicultural education in the north, and this book is extremely valuable for those working in this field. (Patrick Moore, 1005 Fir Street, Whitehorse, Yukon Y1A 4B7, Canada.)

FRANK WILD. Leif Mills. 1999. Whitby: Caedmon of Whitby. xiv + 343 p, illustrated, hard cover. ISBN 0-905355-48-2. £25.50.

Although the names most frequently associated with the 'Heroic Age' of Antarctic exploration are Roald Amundsen, Robert Falcon Scott, Ernest Shackleton, and Douglas Mawson, none of these renowned explorers spent as much time in the far south nor were as experienced there as was a short, physically powerful, and mentally determined Yorkshireman, Frank Wild. The only man to have served on expeditions under each of the great native-English-speaking triumvirate of Scott, Shackleton, and Mawson, Wild was in the unique position of being able to judge all three leaders from personal experience. So a biography of him — sadly lacking in the past — has been long hoped for and looked forward to.

Born in 1873, Wild joined the Merchant Navy at 16, and by the year 1900 had sailed to Australia, New Zealand, Japan, India, China, and South Africa, amongst other destinations. In 1900 he left the merchant fleet and joined the Royal Navy. The next year he was selected for a position as an able-bodied seaman on *Discovery* on Scott's first expedition, 1901–04, on which Wild made lasting friendships with Shackleton and Ernest Joyce.

Having gained a taste for the far south, Wild quickly volunteered when Shackleton announced his British Antarctic Expedition, and in 1907 he was lent to that expedition by the Royal Navy, with his costs to be borne on the books of HMS *President* for the period of his service. Wild was officially in charge of stores on Shackleton's expedition on *Nimrod*, and he and Joyce were also in charge of printing *Aurora Australis*, the first book published in the Antarctic. Wild then proved his stamina and determination as one of four men — with Shackleton, Eric Marshall, and Jameson Adams — who made the magnificent journey across the Ross Ice Shelf, up the Beardmore Glacier to the Polar Plateau, and to a farthest south of but 97 miles short of the Pole.

Wild now had gained an Antarctic reputation of his own, and thus he was selected by Mawson to serve as the leader of Western Base party on Mawson's Australasian Antarctic Expedition, 1911–14. Dropped off by *Aurora* in a little-known part of the continent, and in charge of a party of Antarctic novices, Wild made his first major impact as a true leader. Guided by Wild's experience and skills, his group of youngsters made six major sledge journeys, mapped 350 miles of coastline, and made regular scientific observations.

Upon his return, Wild was selected as second-in-

command of Shackleton's British Trans-Antarctic Expedition. He fulfilled this role during the long period that *Endurance* was caught in the ice and then while Shackleton's party made its way to Elephant Island. He then proved himself yet again in perhaps his most trying of circumstances, when Shackleton left him in charge of the party that remained on Elephant Island while 'the Boss' and five others made their famous open-boat journey to South Georgia for help. Despite unbelievably difficult physical and mental conditions, Wild managed to hold the party together until it was rescued by Shackleton.

After his many years in the south, Wild, like Shackleton, proved out of place when back in Europe. In 1917 he was posted to Archangel as a Royal Navy transport officer controlling the movement of British shipping in and out of that strategic port, through which the Allies attempted to provide Russia with enough supplies to keep involved in the war against Germany. After the First World War, Wild was employed by the Northern Exploration Company, leading an expedition to prospect for mineral resources on Spitsbergen as well as to forestall any German companies from entering Svalbard.

Shackleton's last Antarctic expedition was also Wild's. Selected again as number-two on the *Quest* expedition, Wild took over command when Shackleton died at South Georgia in 1922. He then made remarkable efforts to complete the vague goals of the expedition, despite multiple problems with his extremely poorly equipped ship. Wild moved to South Africa in 1923, where he lost his life's savings in a disastrous farming venture. His latter years were neither successful nor, seemingly, overly happy. He died on 19 August 1939.

Unfortunately, this book does not do great justice either to Wild's exciting life or to the significance of his role in the exploration of the Antarctic. Whether this is because of a lack of primary data available by and about Wild or because the author — a long-time union official rather than an academic — did not have the background to address many of the questions that a professional historian would have asked nor the research experience to find out where to investigate many aspects of his subject, I cannot say. But comparative questions about Wild's views of the leaders he served go unanswered, and issues of his own abilities when in overall charge of an expedition are not fully addressed. And certainly when the author does use Wild's diaries, they are frequently word for word without a great deal of in-depth interpretation or explanation. In a sense, this book is therefore simply a story of various Antarctic expeditions, with Wild just along for the ride.

Equally as disappointing as the lack of new material, is the quality of the editing of the book. It appears that the author produced a manuscript that was then moved straight into page form complete with misspellings, uncorrected punctuation, and other annoying errors.

Despite all these problems, *Frank Wild* remains a positive addition to the Antarctic literature, because it is the first attempt at a study of a man of significance in the