

Albert, where the Landsat data is received, the navigator was able to get just the data he wanted sufficiently quickly to enable him to get in, conduct his experiment, and get out again before the ice closed in. The next day would have been too late, as ice moves very fast in the Arctic, and subsequent photographs showed that the whole area was then ice blocked.

Another indication of the usefulness of satellite imagery with its regular repetitive overview is seen in the photographs which gave the first indication in February 1973 of fracturing in the surface of the Tweedsmuir glacier which sits astride the British Columbia, Yukon and Alaska boundaries. Since the fracture, the glacier accelerated its pace of advance, and fears were expressed that it might block the Alzek River and cause intensive flooding. The motion of the glacier has been closely and anxiously watched by both aircraft and satellite, and fortunately it now seems unlikely that flooding will occur.

Eye in the Sky is filled with factual material which could only be found by searching through a great number of sources. The technical background in the first half of the book is presented in a simple, if somewhat dry, manner. For those who might be deterred by the physics contained in the technical background but are intrigued by the general subject matter, I would suggest moving to the second half of the book to get the feel of the applications. Hopefully, this would inspire the reader to return to the front for the technical details. The reader could then appreciate the applications and have greater insight into the process of remote sensing.

A good feature of the book under review is the number of maps, many in color, which have been "sensed" from space and which are used to show the applications of remote sensing in a concrete manner. I was particularly intrigued by an image in color of the Montreal area which was taken from a Landsat Satellite on September 3rd, 1972 and includes

Ottawa, the Richelieu River and the Adirondacks. The darker tones of the Boreal Forest region are easily distinguished from the lighter tones of the St. Lawrence mixed forests. Also fold structures show up particularly well.

Eye in the Sky will be of interest to geographers and to anyone who would like to know more about the ever expanding possibilities of sensing changes in the earth from afar. Harper is to be commended for her efforts to put complex material into a form that can be read by those uninitiated in the field of remote sensing, and one would hope that more Canadian scientists in different fields will follow in her footsteps.

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Wilfred B. Martin.
**THE NEGOTIATED ORDER
OF THE SCHOOL.**
Toronto: Macmillan, 1976.
191 pp. \$12.95.

Martin has modified and applied aspects of symbolic interactionism to gain a better understanding of the social order of school organizations. Symbolic interactionism rests on two fundamental premises: that people act in accordance with their own definitions of situations and that their definitions arise out of social interaction. According to this view, the social order of a school depends to a large extent on definitions which teachers and pupils have of one another as well as their formal positions within the school. Legal and organizational definitions alone are not sufficient.

The definitions held by students and teachers are maintained and changed through a process of negotiation. *Negotiation* is defined by Martin as "the total set of processes

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whereby actors in pursuit of common interests try to arrive at a settlement or arrangement with each other or a third party" (p. 6). The greater part of his book consists of descriptions and analyses of various forms of the negotiating process and constitutes a significant contribution to the literature. Martin has examined the process by which, to use Waller's phrase, the "perilous equilibrium" of power and authority in the school is both threatened and maintained.

This reviewer found the description of symbolic interactionism somewhat inadequate, although the concepts are of prime importance to an understanding of Martin's study. Readers new to the field may wish to consult Martin's sources, David Silverman's concise description in his book *The Theory of Organizations*, and Berger's and Luckmann's *The Social Construction of Reality*.

An annoying weakness of the book stems from Martin's analytical terminology. Two key terms are *closed negotiation* and *open negotiation*. The definition of *closed negotiation* — "characterized by explicitly given directives and explicitly stated consequences of not following them" (p. 34) — seems to contradict his earlier use of *negotiation* as the "pursuit of common interests" (p. 6). The terminology becomes even more confusing upon Martin's unsubstantiated adoption of the teacher's point of view (p. 35) and his subsequent categorization of pupils as *non-negotiables*, *intermittently negotiables*, and *continuously negotiables*. According to Martin, *non-negotiable* pupils are of two types: "the passive, quiet ones" and those with "undisciplined styles." Readers may justifiably wonder what is meant if teachers are described as engaging in *extra-trivial* (p. 26) *closed negotiation* (p. 34) with *undisciplined non-negotiable* (pp. 37-38) pupils.

Martin has attempted to provide participants and observers with a much-needed conceptual framework which systematically accounts for the nature of the multiple social interactions which take place daily in schools. Although encumbered by a

lack of established terminology, the book has succeeded in identifying, analyzing, and illustrating key features of the process of negotiation which maintains and changes the social order of schools.

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Frank Spitzer and
Elizabeth Silvester, eds.
MCGILL UNIVERSITY THESIS
DIRECTORY:
VOLS. I and II.
Montreal:
McGill University, 1975-76,
2000 pp. \$40.00.

The publication of the two-volume *McGill University Thesis Directory* will help to overcome a failing in Canadian bibliography: an incomplete listing of thesis titles. Although an estimated 80,000 graduate theses have been turned out by Canadian universities over the years, many have never been properly recorded. One reason for this is the relatively late development of national and international bibliographies. The National Library's *Canadian Theses* dates from 1946 and the United States' dissertation abstracts series began publication in 1933.

The merit of the *Directory* is not only its comprehensive character — over 10,000 McGill thesis titles from 1881 to 1973 are listed — but the inclusion, under separate headings, of the Department in which the thesis was earned as well as the name of the student's supervisor. This additional information is a bonus for researchers who will be able to identify more easily the sources of expert knowledge.

Education researchers will find the *Directory* useful in several respects. In addition to 200 "Education" theses listed from 1911, there are numerous works on schools to be found under other disciplines, for example, a 1907 M.A. thesis in Political Science is en-