

us is both "creature and creator" but that we vary in our quality as a creation and in our power to create — a statement supported by some fascinating data. For example, he finds that the high psychopathological measure of creative writers and architects is counterbalanced by a correspondingly high ego strength which, in the end, renders the artist more effective and more socially participative than the average; that "the academic underdog, the student with the low I.Q., seems to run off with the prize in the end . . . high creative as opposed to high I.Q.'s." (a conclusion not surprising to many a teacher!); that innovative teaching in the classroom helps to sustain the correlation between age and creativity found in children throughout the world but which tendency seems to be reversed in the United States (and, I am sure, in Canada); that "the most creative society of the future will develop new social forms in which masculine and feminine expression will be merged." (p. 113)

There are some piquant implications in all this. In general I found the book engaging and stimulating — a worthwhile contribution to the educator's understanding of the creative process. The inclusion of the chapter and the appendix to it on "Innovations in Business Management in Ireland" was unnecessary and seemed to intrude on the main theme. However, the chapter on the use of hallucinogenic drugs in the stimulation of creative action, while it also seemed outside the central discussion, raised a number of provocative ideas. The main weakness of Barron's book lies in its looseness of construction. There is a serious flaw in the continuity of ideas and the organization of material. As a documentary of experimental data (by no means all of it new or original) it is interesting; as a piece of literature it is inept. One wishes that Barron had injected as much creativity into his style as into his research. However, an aspect of his approach that I found

reassuring was his respect for scientific verification. He questions repeatedly the conclusiveness of certain findings, either because the research is too recent, or is insufficiently supported. He stresses the need for more scholarly research, and cautions against superficiality. Perhaps Frank Barron, himself, will be the one to capture and conquer more determinatively some of the concepts which swarm so provocatively from his book.

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Robin Harris,

**A BIBLIOGRAPHY OF
HIGHER EDUCATION
IN CANADA.
SUPPLEMENT 1971.
BIBLIOGRAPHIE
DE L'ENSEIGNEMENT
SUPÉRIEUR AU CANADA.
SUPPLÉMENT 1971.**

University of Toronto Press
Les Presses
de l'Université Laval, 1971.
311 pp.

When, in 1956, members of the National Conference of Canadian Universities expressed concern at the lack of systematic study of higher education in Canada, they took two characteristic actions. They first obtained financial support from the Carnegie Corporation of New York and next sought volunteers to carry out such a study. They chose two professors then in the middle professional ranks, Robin Harris at Toronto and Arthur Tremblay at Laval. How wise was their choice can be seen not only in the first bibliography, published in 1960, not only in the public careers of the two men since that time, but in the distinguished contributions which each has made to higher education. It is well known that Robin Harris has served on virtually every committee dealing with university

Reviews

education in Ontario, as well as occupying the first chair of Higher Education in Canada; the contribution of Arthur Tremblay to the creation of the C.E.G.E.P. in Quebec is equally well known, though perhaps less so than his official work as Deputy Minister of Education. The collaboration of these two gave to this series of bibliographies its characteristic form and flavour.

To the four thousand entries of the initial publication, Harris added a further three thousand in the first supplement published in 1965, and now adds another three thousand in the present supplement, which takes us to the end of 1969. The form is much the same, but additions have been made in both supplements. Nineteen sixty-five saw the addition of chapters dealing with university financing, university government and the first section on Technical Institutes and Community Colleges etc., which in the present edition is transferred to a new section, Non Degree Granting Institutions, a tactic which eliminates difficult decisions about the role of Community Colleges (Alberta style), C.A.A.T.'s and C.E.G.E.P.'s in higher education. It has been possible also to eliminate two large sections which originally constituted the opening chapters, 'Canadian Culture' and 'Canadian Education,' partly because works falling in these categories are now more adequately treated elsewhere than was the case in 1960, but also because the outlines of higher education in Canada are themselves more clearly discernible. The present volume, therefore, opens with a major section on the Degree Granting Universities and Colleges, of which the first chapter, History and Organization, fills out the provincial details, (perhaps in recognition of the provincialization and control of the universities)? The second chapter places together nearly all the newcomers of the previous supplement, fleshed out with details of the University and its external relations, to the Church, the State and the Economy. Chapters three, four, five and

six are the familiar ones, Curriculum, Research, the Student and the Professor. A third section of the work contains much new information upon Agencies and Government Departments connected to or involved in the support of higher education.

The widening coverage of the work, the flexibility of the editor in his arrangement, holding what is important of the earlier framework while indicating both recent and forecast changes in structure, continue to make it the most important single source book for study of Canadian higher education. In his suggestions for work involving annotations, in addition to current digests, we may well see the future development of this series. Perhaps the continued support of the Carnegie Corporation, and the energetic endeavours of editor Harris will bring this about in time for the next supplement. It is a consummation devoutly to be wished!

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John P. Lipkin,

**SECONDARY SCHOOL
TEACHER EDUCATION
IN TRANSITION.**

New York:
Asia Publishing House, 1970.
123 pp.

Like many other new nations, the government in India has established several commissions over the last two decades with the aim of restructuring the inherited colonial system of education in order that it correspond more closely to the integration and development needs of an independent country. One such body was the Secondary Education Commission — also known as the Mudaliar commission after the name of the chairman — whose report in 1953 recommended changing the then high school system providing education of an aca-