

treatment therapy. Further, provision is made for what the author calls **special assessment**. This may include learning disabilities, depression, alcoholism, sexual disorders, and so on. Finally, a section is allotted for systems assessment. This includes the area of family, business, and other organizations.

This newest book on psychological assessment by Dr. Barclay may well be the harbinger as well as the benchmark of a new era in psychodiagnostic scholarship. The author has taken on a formidable task. His endeavour evolved out of 30 years teaching graduate students, and, no doubt, observations concerning serious voids in the area of psychological assessment. The most notable omission has been the lack of an integrative approach to an area that has immense implications to each and every one of us. The author successfully analyzes and synthesizes an abundance of information as parsimoniously as possible. It is an impressive, comprehensive effort to truly encompass all aspects of his chosen area. He brings the major developments in psychological assessment with its philosophical, theoretical, clinical, and scientific underpinnings into conjunction with each other. It has taken him 449 (well worth reading) pages of heroic labour to manage this virtuoso feat, and the reward to all of us is enormous.

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Frances E. Ballantyne
SMALL BEGINNINGS:
A PERSONAL MEMOIR OF THE PRIORY SCHOOL.
Montreal, QC: Anlo Inc., 1991.
61 pp. \$10.00.

This book takes the reader on a delightful journey. It's a series of "snapshots" depicting events, places, and people that influenced education in Quebec. Educators and historians alike will find this a "gem."

As seen through the eyes of Frances Ballantyne, one of The Priory School's founders, the reader is taken back in time to the 1930s when the "seeds" were planted for starting a private elementary school in Montreal, for young English-speaking Catholic boys. The fascinating part was that at the time, convent schools that were well-established undertook the responsibility of educating girls only or little boys until they received First Communion. (Today, The Priory enrolls both boys and girls.) Attempts made by others to open a school for young Catholic boys were short-lived, due to the years of World War II.

Frances Ballantyne, along with (Al)Phonsine Howlett (co-founder), both enthusiastic members of the Catholic Education Club, were looking for the "ideal school" for their own young families. Ballantyne recounts, "Getting underway was a rather hit or miss affair. . . as far as the English Catholic community saw us at all, it was as a pair of crazy, maverick females, whose time had definitely not come. We were driven by what we perceived as the needs for our own children's education, and through this, providence led us on to the larger purpose of satisfying an urgent community need. Without this larger motivation, and the accompanying spiritual ideal, we could not have envisaged The Priory's success" (p. 9).

The enrollment of about twenty-five young boys of "brave families" signalled the opening of The Priory School in September 1947 which, in fact, occurred approximately the same time that G. Emmett Cardinal Carter, Archbishop emeritus of Toronto, began St. Joseph's Teacher Training College.

Frances Ballantyne attributes to Cardinal Carter valuable advice which was instrumental in establishing The Priory's philosophy. In essence, she interprets his advice as follows:

Only give the child that measure of input that it can take now. Take the child as it is today, feed it what it can digest today. Do not be anxious. God gives you this child today with today's capacity. Do not try to pre-empt tomorrow's knowledge, to which the child will only be open further down the road, at a later stage of development. (p. 16)

The first location of The Priory was the parish centre, "Le Manoir" (an old stone building, alongside the Dominican Priory and church at Côte St. Antoine and Girouard Streets). The upper floor was provided, along with outdoor space.

Although the first year was "demanding and difficult," the School's educational programme was implemented with success. However, the plans to remain at least for another year at "Le Manoir" were thwarted in mid-summer when the new parish priest and his superiors said, "we do not see the value for the existence of such a school" (p. 11). Henceforth, they directed the occupants to leave the premises immediately. This impending disaster was averted when Archbishop Charbonneau intervened, thereby making it possible for The Priory to remain at "Le Manoir" until the end of the September term.

The purchase of The Sir Charles Lindsay House on The Boulevard gave The Priory a new home. Sir Charles Lindsay (1856-1939), who became blind at age nineteen, became a great benefactor to the blind. He was founder of the Montreal Convalescent Hospital, and a director of the Montreal General Hospital. Moreover, Dr. John Howlett, Phonsine's husband, was the recipient of a scholarship in medicine given by Sir Charles to McGill's Medical School.

Having made a down payment on the Lindsay House and having assumed a substantial mortgage (albeit on a temporary basis), Frances Ballantyne and her husband breathed a sigh of relief when The Priory School was incorporated on December 21st, 1948.

As The Priory grew in number of classes and children, so too did its program. The Priory boasted a full elementary curriculum plus kindergarten and even had a successful two-year Latin program in sixth and seventh grades. Enriching the School's programme and meeting the needs of the total child were evident. Specialists in art, French, physical education, music, etc., were hired. In fact, when the first Ministry of Education was established in 1959, a small committee was sent to The Priory (by the first Education Minister, Paul Gerin-Lajoie) to study the School's approach.

Indeed, The Priory had its challenges, e.g., finding a priest who could provide ongoing pastoral guidance to a private Catholic school which did not belong to any particular parish. Ultimately, several priests "generously" assisted – among them, Father John Hilton, now retired from McGill's Faculty of Education.

The struggles of The Priory were sometimes seen as a blessing in disguise! Although the School was "benignly neglected," as it was unattached to a parish, it was afforded the freedom to develop its own curriculum in religion, independent of a higher authority. The bureaucratic annoyances remained, however, such as when the Ministry of Education requested a "curriculum analysis" of independent schools. A positive outcome emerged, nonetheless, that of appropriate pension and disability coverage for the teachers.

The Priory had its share of frustrations – trying to satisfy the many enrollment patterns demanded by parents, while attempting to respond to the growing need for more class space. Once again, the ingenuity of Frances Ballantyne's husband came to the fore, along with a plan to raise funds for an addition to the School. Finally, on December 6, 1961, the (then) Governor General and Mrs. Vanier formally opened the new building.

The author cites a number of interesting people who "passed through" the halls of The Priory and whose special talents not only contributed to the richness and growth of The Priory, but who became prominent in their own right. One such person is Ludmilla Chiriaeff who used the kindergarten room after school hours for rehearsal, ". . . while she nurtured plans for the ballet school which would lead to the 'Grand Ballets'" (p. 17).

The book recounts humorous and sometimes bizarre happenings that took place at The Priory. The one that stands out in my mind was the episode at the Annual Fair when several large and lethal firearms were discovered in one of the parent's chauffeur-driven cars.

The author concludes *Small Beginnings* with a chapter that acknowledges the "army of people" whose names could not appear in the text, but all of whom played very important roles "in the maturing of The Priory, and to whom Phonsine Howlett and I owe a debt of gratitude. . . this is just a sampling to indicate life and progress" (p. 46). A "who's who" list of The Priory's Board members over the years appears in an Appendix, beginning with the Founding Board of December 1948, and ending with its Board of 1990-1991.

The author praises Martin O'Hara, retired Professor of McGill's Faculty of Education, not only for his assistance in "shaping this book," but for his help in organizing The Priory School's language programme.

This book is really a tribute to Frances Ballantyne and Phonsine Howlett, whose tenacity, determination, professionalism, high standards, sensitivity, love, and dedication formed The Priory's foundation. These attributes are as relevant today as they were during those "small beginnings" of The Priory.

I thoroughly enjoyed reviewing this book with its humorous anecdotes, sprinkled with nostalgia and bits and pieces of history.

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Alleen Pace Nilsen, Editor.

YOUR READING: A BOOKLIST FOR JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS (Eighth Edition).
Urbana, IL: National Council of Teachers of English, 1991.
342 pp. \$16.95 (NCTE members, \$12.95).

As articles in the *New York Times Book Review* make adult mouths water in anticipation of delectable reading, so must the book reviews of *Your Reading* surely whet the appetites of students in grades six to nine. In *Your Reading*, almost 1200 books are reviewed by teachers, students, and librarians. One can imagine that these books (culled from review copies of 1988, 1989, 1990 publications) would awaken the taste buds of all – the starving poor readers as well as the insatiable good ones.

Of special interest are book reviews marked with stars, designating a "best book" of the year. Three of these books are based north of the US border; one fiction about a young Blackfoot Indian girl in western Canada (*Sweetgrass*, Jan Hudson, Philomel Books, 1989); one written from thoughts during an Iditarod sled dog race in Alaska (*Woodsong*, Gary Paulson, Bradbury Press, 1990); and one by Canada's own Jean Little (*Little by Little: A Writer's*