

Reviewed by: Wanda Young, College of Home Economics, University of Saskatchewan.

Rowland Lorimer stresses the need to include Canadian content in the curricula for elementary and secondary (but he would not object to adding university level and non-formal education) materials used in formal schooling, and in courses taken by teachers-to-be. Lorimer is committed to the need to develop the Canadian culture and has carried out his commitment in this study, which was undertaken at the the Canadian Learning Materials Centre at Dalhousie University during a sabbatical and also in a regular column in the publication of the Association of Canadian Studies.

Lorimer has studied the curricula in all ten provinces of Canada, as well as the textbooks and readings required at the elementary and secondary level in language arts and literature and found them to be wanting in Canadian content. The social studies curricula and learning materials were also examined and were found to be improving in Canadian context.

The Colleges of Education in Canada were surveyed as to the educational background of the professors. The first degree was from a Canadian institution in sixty percent of the professoriat. However, advanced training was more likely to be taken outside Canada, usually in the United States. Professors found it easier to advance through American oriented activity. Lorimer might have an additional statistic if he had included figures for the Canadian scholars who leave Canada. Do they include Canadian content in the new workplace? If more Canadians developed material and presented it at the international level Canadian content might increase in status. Lorimer also pointed out that there was little Canadian content in the courses in Colleges of Education. School boards were also not concerned that teaching staff have training in Canadian studies.

The fact that a few major publishing companies, multi-national as well, have captured the Canadian educational market was also deplored. Lorimer points out that the lack of Canadian content is even more evident in the expensive non print materials required as software for the communication technologies used in education.
Lorimer concludes with a chapter in which recommendations are given which will promote Canadian content. Canadian Communication professors might check their lectures, the media developed in their classes, and the resources they use to determine what contributions they are making to develop a Canadian culture.

Those Canadian readers who wish to develop computer software with Canadian content, as suggested by Lorimer, will find the Godfrey and Sterling book useful. The book is based on concepts and terminology used in computer science, in communication, and in education.

The sub-title describes the book as "how-to." From reading it one can learn:

"how-to" create good CAL materials.
"how-to" use the book itself.
"how-to" use a number of acronyms. Unique to this book is the acronym IMPS [Instructional Management and Presentation System].
"how-to" define, use local structures, present, track, map, and develop student support structures, author support structures, site implementation, and network implementation, which are the nine layers of IMPS.
"how-to" distinguish between goals and objectives.
"how-to" understand the language of CAL: prompt, interactions, response, feedback, motivation, adaptive sequence, pre-structured, keyword, and reinforcement.
"how-to" drill and when to use it, along with test, questions, inquiry, simulation, tutorial and games.
"how-to" give the learner all the information needed to understand the subject without excessive detail.
"how-to" use a Grade Four program on Fractions, and another on Words, developed using the IMPS technique.
"how-to" find other reference materials on CAL.

Godfrey and Sterling are Canadian authors. They have written the book in order to encourage teachers, employers, parents, students, and librarians to consider the use of computer technology to improve the learning process. Dangers from confusion, CALitis, and neglecting to integrate other tools with computer learning are pointed out. The course examples, Fractions and Words, do occupy about one-third of the book. Readers who already have knowledge of a computer language may be ready to follow the IMPS strategy, which is similar to a lesson plan,
and develop their own Canadian software. Other readers may find the quick read, immersion in a computer language (the authors help you to select one) necessary before applying the IMPS technique or the examples given.