

function primarily as job-training centers for employers who want technically proficient but docile workers, and in that case, who needs freedom?

Drawing extensively on traditional media and the Internet, *Patriotic Correctness* should interest both general readers and students of educational policy. Its fast-paced, straightforward style will make it accessible to undergraduates, but it might not be the best fit for any American history survey course; Wilson does not put his subject in much historical perspective. On the other hand, *Patriotic Correctness* is likely to provoke spirited discussions among more advanced students, and it will help introduce aspiring teachers to the realities of academic life.

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Robert L. Badger, ed. *Ideas That Work in College Teaching*. Albany: State University of New York Press, 2008. Pp. 165. Paper, \$17.95; ISBN 978-0-7914-7220.

This book of articles by professors from a wide range of disciplines at SUNY Potsdam is a pleasure and a great source of practical guidance and information. The scholars who came together to write the book are engaged—teaching twelve hours each semester, working on freshman seminars, and actively involved in a reflective practice. It was out of this practice that the book emerged: Professors from thirteen different disciplines—art, biology, computer science, education, geology, history, math, modern languages, philosophy, physics, politics, psychology, and sociology—had been reading books on education, and after reading one book that enraged the group, those gathered agreed that they could do better. The volume works especially well because it includes teachers from one institution with a set body of students, most of whom come from working class background in which “education has been neither a top personal nor a family priority,” and the faculty from one institution engage their students.

Several important themes and many useful tips emerge from this volume. Teachers should be prepared, flexible, creative, willing to take risks, and capable of setting and sticking to high standards. They should dare to experiment, and not kick themselves when they fail. As Oscar Sarmiento puts it in “Through the Comfort Zone or Just One More Go at College Teaching,” instructors should try to retain and pass on the intellectual excitement that led all of us to embrace the academy as our profession in the first place. College instructors should connect students to their communities and surroundings through service learning projects or group work that focuses on actual issues in students’ lives.

In terms of practical advice, many of the authors advised instructors to save the crafting of homework assignments for after class, since these often need to be altered to fit what might or might not have been understood during classtime. Others provided some great tips; for example, the volume’s editor, geologist Robert Badger (“You Can

Teach a Rock New Tricks), has his students write letters back home to imagined benefactors (uncles and aunts) who are to be kept informed of their wards' educational progress. The third-party writing exercise has proven extremely successful in encouraging students to synthesize course material and retain essential information. Historian Ronald Woodbury ("From the Traditional Lecture Toward Dialogical Learning: Changing Patterns in the Teaching of History") offers helpful advice for historians who have stuck to the lecture as the end-all and be-all of knowledge transfer: He encourages lecturers to stop and ask students to write down one question, or to have them write down the main point of one section. In asking lecturers to engage students in a dialogue, Woodbury encourages instructors to take the chance of being challenged by student's views. And professor of physics Lawrence Brehm ("At Home in the Universe") urges instructors to engage fully with students and get inside their heads. Ultimately, there might be nothing particularly novel about the approaches described here, but the book is a sign of the dedication of these teachers and evidence of the many ways that we can all hope to reach our students.

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Justin Reich and Thomas Daccord. *Best Ideas for Teaching with Technology: A Practical Guide for Teachers, by Teachers.* Armonk, NY: M.E. Sharpe, Inc., 2008. Pp. 312. Paper, \$34.95; ISBN 978-0-656-2132-0.

Part roundup of websites, part manual for the use of computer applications in the classroom, Justin Reich and Thomas Daccord's *Best Ideas for Teaching with Technology: A Practical Guide for Teachers, by Teachers* is, as the title acknowledges, a practical work. Coauthors Reich and Daccord co-direct the website www.EdTechTeacher.org. The two offer workshops for teachers and consulting services for schools. Their experience using computer applications in the classroom qualified them to write this book. Reich has taught world history and topics in modern history at Noble and Greenough School in Dedham, Massachusetts, and has designed courses with a computer-applications component. He is a doctoral candidate at the Harvard Graduate School of Education. Daccord is the author of *The Best History Web Sites*, and he taught seven years in a school where students and staff had laptops and wireless access to the Internet.

Despite the title, *Best Ideas for Teaching with Technology* is not a broad treatment of the use of technology in the classroom but rather a work that treats one aspect of technology, albeit an important one, the use of computer applications in the classroom. Its practicality makes the book ideal for instructors who are eager to incorporate computers in their classes but who might not have extensive experience in this area. Reich and Daccord do not assume that readers are familiar with computer applications. Rather they lead readers, mouse click by mouse click, through the use of