

include such notable contributors as management specialists Warren Bennis, James Belasco, Jay Conger, Jay Galbraith, and Jim Collins. With each essay are an author biography and a list of questions for further discussion. The essays convey how personal and professional experiences changed the authors' ways of thinking and enhanced their leadership abilities and the way they taught others how to lead. **VERDICT** Management/organizational behavior faculty, practitioners, and anyone interested in improving leadership skills should use this book.—**Lucy Heckman, St. John's Univ. Lib., Jamaica, NY**

EDUCATION

Klose, Robert. *The Three-Legged Woman and Other Excursions in Teaching*.

Univ. Pr. of New England. Oct. 2010. c.224p. ISBN 9781584659273. \$24.95. ED

In his previous books (*Adopting Alysha; Small Worlds*), Klose discussed his adopted son; here, he offers insight into his teaching life. He has taught biology at an open-admissions university in Maine since 1986, and he chronicles these experiences in the book's six sections. "Clientele" showcases his distinct array of students, ranging from single parents to veterans, the homeless, and even a convicted murderer. "Our Common Tongue" covers the breakdown of American English, and "I, Teacher" delves into Klose's relationship with science. The "Forbidden Fruits" section is where his opinions are strongest, focusing on controversial subjects, including the evolution debate and his students' beliefs in the paranormal. "Methodologies" covers his attempts to make science relevant to students, and "The Future Is Now" discusses technology in the classroom. **VERDICT** The book's scope and intended audience are unclear; Klose tends to go off topic, particularly when he addresses language and writing techniques. Instead of focusing on his students, his short essays offer a disjointed picture of his life, experiences, and beliefs. Not recommended.—**Karen McCoy, Farmington P.L., NM**

☆**Yellin, Susan & Christina Cacioppo Bertsch. *Life After High School: A Guide for Students with Disabilities and Their Families*.** Jessica Kingsley. Sept. 2010. c.272p. index. ISBN 9781849058285. pap. \$19.95. ED

There are myriad accommodations that colleges and, to a lesser extent, work sites are required to make for people with disabilities, yet navigating the process can be daunting. Here, Yellin, attorney and founder of the nonprofit Center for Learning Differences, and Bertsch (former director, disability svcs., Fordham Univ.) provide students with disabilities and their parents an outstanding and highly readable guide to preparing for and

transitioning to life after high school. They start by examining the legal landscape and cover defining a disability and creating a paper trail to document the disability and previous accommodations. They move on to college-entrance exams, how to select a college, and the admissions process, and then discuss the transition to full-time work. There is also a chapter devoted to dealing with medical issues without mom. The book ends with a useful list of resources, organized by topic, for further information. **VERDICT** An excellent resource for students with disabilities and their families; at this price, within reach for most people and libraries. Highly recommended.—**Mark Bay, Univ. of the Cumberlands Lib., Williamsburg, KY**

HISTORY

Bryson, Bill. *At Home: A Short History of Private Life*. Doubleday. Oct. 2010. c.448p.

bibliog. index. ISBN 9780767919388. pap. \$28.95. HIST

Popular nonfiction writer Bryson (*A Short History of Nearly Everything*), an American-born UK resident, uses his home—a former Victorian parsonage—to explore how the contents of the rooms—in both his and others' dwellings—are reflections of our history. Changes in how we cope with hygiene, sex, death, sleep, amusement, nutrition, and various manufacturing and service trades all leave legacies on the domestic front. Looking at so many aspects of quotidian culture, Bryson understandably risks leaving out some parts, unlike microstudies such as Mark Kurlansky's *Salt*. Concentrating on the last 150 years of industrial society, thus including those advances showcased at the Great Exhibition of 1851 (the year his house was built), he often wanders back several centuries. The digressions can be overwhelming, especially as the chapters do not provide clear organization. A dedicated wordsmith writing in a colloquial style, Bryson evidently enjoys his musings and trusts that his public will do the same. **VERDICT** Readers might best use this anecdotally constructed book by dipping into, rather than methodically reading, it. Its eclectic, ambulatory arrangement will delight many but baffle others. Bryson fans will want to read it. With a bibliography listing print sources but no websites and no endnotes. [See Prepub Alert, *LJ* 5/1/10.]—**Frederick J. Augustyn Jr., Library of Congress**

Butchart, Ronald E. *Schooling the Freed People: Teaching, Learning, and the Struggle for Black Freedom, 1861-1876*. Univ. of North Carolina. Sept. 2010. c.336p. illus. bibliog. index. ISBN 9780807834206. \$39.95. HIST

Schooling so long denied slaves became one

of ex-slaves' strongest desires. It also represented what sympathetic, though often condescendingly paternalistic, whites thought blacks most needed to advance from slavery. Thousands hearkened to the call to teach freed people. Butchart (history & education, Univ. of Georgia; *Northern Schools, Southern Blacks, and Reconstruction*) has devoted a productive career to identifying what schools arose when and where for blacks in the South; under whose auspices; with what announced mission, methods, and curricula; and who taught what to which blacks for how long. Here, he masterfully caps his research and writing based on a meticulously constructed database identifying about 11,600 teachers in Southern black schools from 1861 through 1876. He documents the larger than previously acknowledged role of blacks who tended their own as one in three of all teachers in freed people's schools. He further exposes the clash between teachers' views and students' visions for their education and, themselves, especially in the context of oppressive white supremacy. **VERDICT** This work promises to long be a touchstone for scholars and students of post-Civil War black education, of Reconstruction broadly, and of blacks' transition to actual freedom.—**Thomas J. Davis, Arizona State Univ., Tempe**

☆**Childs, Craig. *Finders Keepers: A Tale of Archaeological Plunder and Obsession*.** Little, Brown. 2010. c.288p. bibliog. index. ISBN 9780316066426. \$24.99. ARCHAEO

This is a delightful account of the complicated world of archaeology by an author who loves (one might even say is borderline obsessed with) the past. Naturalist Childs (*The Animal Dialogues: Uncommon Encounters in the Wild*) explores both sides of the debate over the ethics of archaeology, of who owns the past—as well as who has the right to dig, sell, and keep uncovered artifacts. What Childs does brilliantly throughout is to keep asking the reader who is right and who is wrong. Are the archaeologist, museum curators, and scholars the good guys? Are the looters, private collectors, and ordinary people digging up artifacts the bad guys? Or is it the opposite? The reader finds that there is no easy answer when it comes to our past. **VERDICT** This nicely wrought, even poetic book about archeological excavation and the variety of people who are passionate about the past and its artifacts will fascinate everyone from high school students to professional archaeologists digging in the field. Highly recommended. [See Prepub Alert, *LJ* 3/15/10.]—**Melissa Aho, Bio-Medical Lib., Univ. of Minnesota, Minneapolis**

Cowie, Jefferson. *Stayin' Alive: The 1970s and the Last Days of the Working Class*.

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