

## SOURCES

and manage an RFID conversion project. The book also includes several appendixes full of additional resources and a useful index. Because of both the breadth and the depth of the information presented, this handbook could very nearly serve as a sole source for someone undertaking an RFID project. It covers all aspects of the technology and is very thorough in answering nearly every conceivable question a librarian might have when considering conversion to an RFID system.

This guide is well-written and informative, and highly recommended for academic and public librarians interested in learning the basics of RFID or wishing to implement a system of their own.—*Katy Herrick, Manager, Kettle Falls Public Library, Kettle Falls, Washington*

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***Read 'Em Their Writes: A Handbook for Mystery and Crime Fiction Book Discussions.*** Gary Warren Niebuhr. Westport, Conn.: Libraries Unlimited, 2006. 249 pp \$35.00 (ISBN: 1-59158-303-9).

In the overview of *Read 'Em Their Writes*, author Gary Warren Niebuhr states that the book is “a guide for those who wish to begin or maintain a mystery book club—in a library, in a bookstore, or in the comfort of their own home.” A librarian, avid mystery reader, and book club leader, Niebuhr makes a distinction between mystery, detective, crime, intrigue, suspense, adventure, and thriller titles. The author suggests that each of these genres attracts different types of readers and shapes discussion in different ways. While the main part of the book describes 150 individual novels, the introduction covers the basics of leading a book discussion, including preparation and developing open-ended questions.

The 150 mystery and crime titles that constitute the main section of the book are organized in alphabetical order by author's last name. The first one hundred titles include an in-depth synopsis with author background, plot summary, publication date, number of pages, setting, time period, notes about series, subject headings, similar titles, and Web sites. Each description also includes potential discussion questions. In addition, Niebuhr includes a sample handout for book discussions, resources for discussion leaders, and indexes organized by author, title, subject, location index, and time period.

This easy-to-use book will prove immensely useful for book clubs and public libraries, especially where mystery titles are popular.—*Shannon Delaware, Librarian, Hickey College, St. Louis, Missouri*

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***Sex, Brains, and Video Games: A Librarian's Guide to Teens in the Twenty-First Century.*** Jennifer Burek Pierce. Chicago, Ill.: ALA, 2008. 130p. \$35 (ISBN-13: 978-0-8389-0951-5).

Numerous books have been written about providing library access to teens or young adults and understanding their behavior to serve them better as patrons. A new addition to this very large canon is Jennifer Burek Pierce's

intriguingly titled *Sex, Brains, and Video Games: A Librarian's Guide to Teens in the Twenty-first Century*. In this slim yet information-filled book, Burek Pierce focuses on two areas that many teens are interested in—namely, sex and video games—in relation to how the third area, the young adult's brain, affects their personality, their characteristics, and their development.

The focus on teens' brain development is what makes this book really stand out as an excellent reference and guide. (Don't worry—Burek Pierce provides a crash course in brain terminology!) The author also provides many vignettes and case studies throughout each chapter to reinforce her main points and offer examples of how to provide relevant and exciting library programs for teens and young adults. Further readings can be found at the end of each chapter; each reading's entry contains a short description and the URL or book citation for easy reference.

This book is a viable and unique guide to today's teens. With the author's focus on young adult brain physiology, technological savviness, and other relevant teen topics, she makes it easier to understand why teens act the way they do, as well as to use those characteristics to serve them (and to retain them) effectively as library patrons. Highly recommended for young adult librarians and high school media specialists.—*Larry Cooperman, Librarian, Everglades University, Altamonte Springs, Florida*

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***Stories on the Move: Integrating Literature and Movement with Children, from Infants to Age 14.*** Arlene Cohen. Westport, Conn.: Libraries Unlimited, 2007. 226 p. \$32 (ISBN 978-1-59158-418-6).

*Stories on the Move* provides descriptions of programs that include elements for creative expression such as movement and vocalization. Program outlines are grouped together by chapter based on their target audiences, who range in age from infants to early teens. The author notes practical considerations like space, materials, and equipment needs, and offers book and music resource lists along with complete program content—from introductions, the ordering of parts and their lengths, craft templates, worksheets, and handouts for participants. Unfortunately, there are aggravating redundancies throughout the book, and some instruction sets could be simplified and more concise.

Cohen's goal is to “enable you and the children you work and play with to creatively express and interpret imagery through the medium of movement” (xvii). The focus is on storytelling, or *performing* stories, as another tool for developing literacy, beyond the more traditional library techniques of sharing books and promoting collections. Some may find that these examples relegate print media to the background; of course, programs can be modified to fit library requirements and programmer's individual style. At the suggested lengths (one to three hours), they may need adjustment. Themes for programs include multicultural fare such as “StoryTrips” to Mexico, Africa, India, and Japan.

The author has written this guide “for librarians, teachers, parents and caregivers,” although it is most suited to those interested in, or with a flair for, the dramatic. Training in dance or drama is not necessary for using the techniques in this guide, yet it may enhance your experience. For example, in the “StoryTrip” to India, the programmer acts as a genie and takes the kids on a magic carpet ride. As a movement activity, the children are asked to “dance their food wishes . . . by using all parts of their bodies to express the eating, the exuberance, and the shape of the food” (106).

While this title may not be for everyone, it is full of enthusiasm, imagination, and high on creativity! If your programming style needs a new twist, this may be just the book for you.—*Sarah Hart, Information Services Librarian, Children’s Services, Brampton Library, Ontario, Canada*

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**Technology and the School Library.** Odin L. Jurkowski. Lanham, Md.: Scarecrow, 2006. 219p. \$45 (ISBN 978-0-8108-5290-7).

This is a perfect book for anyone, not just school librarians, struggling with technology. Whether you are completely technologically illiterate or just need to brush up on the latest and greatest, this book has something for everyone. Jurkowski divides the book into five sections, which allows the reader to start at the beginning with the basics or skip ahead to more in-depth technology information, usage, and implementation. The first section covers hardware, software, and networks. The author discusses each component for those who are new to computers. The school Web site section is particularly helpful, with information about Web site development tools, design ideas, and features commonly found on school library pages. Most useful is a four-tiered checklist to help librarians know where to begin. The section on equipment is informative and current, with sections covering USB flash drives, digital cameras, projectors, PDAs, laptop computers, mobile computer labs, and interactive whiteboards. The arrangement of student computers is also covered, as are desktop security, repair, and filters.

The chapter on automation covers all of the functions that are important when selecting a system and includes additional equipment that might be necessary as well as issues to consider when funding and planning for a new system. Jurkowski also provides a guide to security systems. The professional development section gives ideas and suggestions for bringing technology to the teachers and students and points out that staff members will need help implementing technology into their lessons and classrooms.

Each section has a list of helpful Web sites along with a list of sources. Jurkowski has covered many aspects of technology that a school librarian will encounter. He also stresses that librarians are most important when it comes to technology. While technical staff can install and connect, librarians are the ones who see the big picture and need to know what specific technologies will enable teachers to enhance the learning environment for students. The language is easy to understand, and the information presented is accessible to anyone,

no matter what their level of technological proficiency. This is a book that all school librarians should have access to; it also would be beneficial in classes that cover technology and libraries.—*Melanie Wachsmann, Media Specialist, Cypress Ridge High School, Houston, Texas*

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**Understanding Manga and Anime.** Robin E. Brenner. Westport, Conn.: Libraries Unlimited, 2007. 333 p. \$40 (ISBN 1-59158-332-2).

In the introduction to her book *Understanding Manga and Anime*, author Robin E. Brenner states that the intended audience for the book “may include librarians selecting titles for their collections, parents purchasing for their children, or simply new readers wondering what those giant sweat drops appearing above the characters’ heads are all about” (x). This extensive, detailed survey of the world of Japanese comics (manga) and animation (anime) will indeed meet the needs of readers from any of the above categories. The book joins a list of many that provide overviews of the history and culture of manga; however, this particular work stands out from the others due not only to its informative content but its user-friendly organization.

The book initiates readers into the world of manga and anime by giving a brief history of each and discussing their unique visual vocabulary, such as the sweat drops mentioned above that indicate a character’s feelings of “nervousness and embarrassment” (54). Brenner then delves deeper into the aesthetics of manga to discuss many of its typical elements such as nudity, graphic violence, and homosexuality, which many western readers would not expect to find in a comic, and places these elements within a proper cultural context to help new readers understand the prevalence of such “questionable” content.

Readers looking to learn about specific titles in a given genre and librarians looking for titles to add to a collection will benefit greatly from the chapters dealing with various genres. Each of these chapters contains a list of recommended titles with plot summaries and age recommendations. Aspiring manga artists and readers looking to learn more about manga will also benefit from Timothy R. Lehmann’s *Manga: Masters of the Art* (HarperCollins, 2005) and Paul Gravett’s *Manga: Sixty Years of Japanese Comics* (Laurence King, 2004). The former contains in-depth interviews with manga creators about their work. The latter provides an extensive look at the history of manga. Librarians planning a manga or anime collection, however, will easily benefit more from Brenner’s book than any other due to the inclusion of suggestions for promoting a manga library collection, the lists of recommended titles, and the lists of resources for locating reviews.—*Edward Whatley, Instruction and Reference Librarian, Georgia College and State University, Milledgeville, Georgia*