

are presented with an in-depth look into how libraries are using WordPress, complete with profiles of actual libraries and outlines of how they utilize the platform according to their specific needs.—Lindsay Grattan.

Leeder, Kim, and Eric Frierson, Eds. **Planning Our Future Libraries: Blueprints for 2025**. American Library Association, 2014. 144p. \$48. Oversize pb. 978-0-8389-1207-2.

According to Dr. Phil, a Chinese proverb, and a library manifesto by Michael Buckland cited in this book, the best way to predict the future is to look to the past. This collection of essays also ascribes to that theory in part, although the importance of shaping the future, not merely predicting it, is an important idea put forth. The introduction gives an overview of the book's four parts, each of which explore a specific idea while also maintaining a common theme: to continue to rely on basic principles of librarianship. The first section entitled "Embracing Participation" highlights the prospect of accepting—even embracing—more participation in planning from the people who use the library. Next, "Reimagining Spaces" discusses ideas for necessary changes in physical library spaces in an increasingly digital future. The reinvention of libraries continues with "Building New Infrastructure." Strategies are proposed for innovating and then navigating a brave new library world with courage and confidence. Finally the future of libraries must not be confined to a geographic region and so "The Global Future" outlines a vision for an international library plan.

This is a good resource for anyone developing a strategic plan, but even those not directly involved in administrative duties will benefit from considering the interesting ideas.—Debbie Kirchoff.

Leonard, Elizabeth, and Erin McCaffrey, Eds. **Virtually Embedded: The Librarian in an Online Environment**. Association of College and Research Libraries/American Library Association, 2014. 196p. \$52. Oversize pb. 978-0-8389-8587-8.

According to **Virtually Embedded**, "...an online embedded librarian is identified as someone who establishes a library presence in a virtual learning space." Composed primarily for the technologically modern librarian serving a post-secondary environment, this title is a compilation of case studies and rigorous academic articles. A majority of the scenarios, recommendations, and concepts discussed—online classes, distance learning, dissertations, etc.—are relevant only at college campuses and specialized schools. Some of the chapters mention best practices which could be applicable to K-12 library educators: providing a link to the library's website from the school's website; promoting the library's services through print advertise-

ments, new-employee orientation sessions, and campus events; basing library programs on the needs assessment of a target population; building partnerships with administrators, teachers, and onsite technology staff. One will need to research the ideas presented here in another source in order to effectively execute these practices, however, as this reference relies on a theoretical approach rather than practical solutions.

The few charts sprinkled throughout are almost problematic as their gray-scale shading makes differentiating the various colors virtually impossible. For those with a scholastic curiosity about what college libraries have done to implement an ever-evolving online presence, this may be an interesting book to purchase. For more immediate, practical, hands-on guidance to "educat[e] the next generation of students for success as professionals and citizens in the 21st century," find a book whose purpose it is to provide hands-on ideas.—Suzanne Osman.

Miller, sj, Burns, Leslie David, and Johnson, Tara Star, Eds. **Generation Bullied 2.0: Prevention and Intervention Strategies for Our Most Vulnerable Students**. Peter Lang International Academic Publishers, 2013. 206p. \$38.95 Oversize pb. 978-1-4331-2071-8.

Being different in most schools K-12 is like wearing a target. **Generation Bullied 2.0** focuses on these students with a chapter devoted to each of the following: students who are or appear to be part of the LGBTQGV umbrella; students with weight issues; students with disabilities; students who are black; students who are Latino/Latina. There is also a chapter on cyber-digital bullying. These chapters discuss the problems faced by these targeted groups, increase the reader's understanding of their issues, and offer strategies—both useful and research-based—and conclude with a wealth of current resources. The real gold is in the last few chapters, which provide specific strategies, titles of young adult books to introduce these topics for discussion at an objective distance, plus ideas for teacher education programs.

Educators who use this book as a guide to creating a safe classroom, supportive of learning, will do more to counter the problem of bullying than any anti-bullying program presentation, which is usually ignored and rarely enforced.—CJ Bott.

Novak, Ryan J. **Teaching Graphic Novels in the Classroom: Building Literacy and Comprehension**. Prufrock Press, 2013. 180p. \$29.95 Oversize pb. 978-1-61821-107-1. Teachers Guide. References. Appendixes. Common Core State Standards Alignment Sheet.

Beginning with a general introduction to comic books and their history, and then delving into specific genres such as superhe-

roes, fantasy, science fiction, manga, fiction, biography and memoir before culminating in a section on making your own graphic novel, this title is designed for teachers. Each chapter includes discussion points, exercises, creator profiles, a project and an accompanying overview, and analysis of a well-regarded title as an example from the genre. For example, the fantasy section covers Neil Gaiman's **Preludes and Nocturnes** from *The Sandman* series.

Impressive in scope, *Teaching Graphic Novels in the Classroom* aims high but does not fully achieve its goals. For one, it fails to capitalize on rich material about the censorship of comics in the 1950s, while discussing the related destruction of E.C. Comics without explaining the publisher's contributions and value to the industry. Novak fails to properly identify Captain America's sidekick, referring to him as Buddy rather than Bucky—an important detail. Every title highlighted is a classic, but when collected together as a list, they feel dated and stale. The book would benefit greatly from an index. The chapter on making your own graphic novel is valuable, however, and the book can serve as a starting point and model for introducing comics to the classroom, particularly if paired with Scott McCloud's classic *Understanding Comics* (William Morrow, 1994/VOYA December 1994) and Robins and Wildsmith's *A Parent's Guide to the Best Kids' Comics: Choosing Titles Your Children Will Love* (Krause, 2012) for a greater diversity of comics, both classic and contemporary titles.—Amanda Jacobs Foust.

Pattee, Amy S. **Developing Library Collections for Today's Young Adults**. Scarecrow/Rowman & Littlefield, 2013. 282p. \$55. Oversize pb. 978-0-8108-8734-3. Index. References. Tables.

Any librarian with questions about managing a young adult collection need look no further than Pattee's expansive but precise book. In clear language, she breaks down collection management into eight chapters, covering the entire scope of the process from beginning to end. The book opens with defining today's young adults, instructing how to assess a library's young adult needs. The text continues with coverage of writing and re-writing collection development policies; selection, evaluation, and weeding of materials; and how to start the process over again to maintain a current and useful collection. Three types of collection management philosophies are described at the beginning (collection-centered, user-centered, and curriculum-centered collections), and those three philosophies guide how readers are instructed to approach managing their own materials, all while focusing these topics through the lens of young adult librarianship.