by Brenda Dillon

struggling readers, students who are competent readers but who would rather do something else, and students who are avid readers as long as they can read the books they want to read.

In *Info-Kids*, Jobe and Dayton-Sakari argue that, rather than fight the info-kids' focus on facts, teachers should create a parallel cur-

riculum which takes advantage of this focus to help students develop the literacy skills and love of reading so necessary for success. The authors explore the challenges of dealing with info-kids, identify various types within this group, and celebrate the satisfaction of teaching these students.

There's plenty of information about the interests of various types of info-kids (Info-Kids Who Love Facts, Info-Kids Who Act Out or Hide Out, etc.), including their interests, appropriate resources, and suggested strategies for teaching information literacy skills. Jobe and Dayton-Sakari provide a list of professional references and a collated list of all suggested info-kid resources. A detailed table of contents and an index helps the reader find specific information quickly and easily.

Info-Kids is written for elementary classroom teachers. While Jobe and Dayton-Sakari make repeated references to teacher-librarians and school libraries, they also note that far too many teachers and students don't have access to the

expertise of a teacher-librarian or the resources of a good school library collection. Although it's addressed to teachers, elementary teacher-librarians will find this book an interesting and useful tool in their efforts to support both teachers and students.

The many title and series recommendations and the suggestions for evaluating information books also make *Info-Kids* a useful collection development tool. Despite the elementary focus and the rather young student in the cover photo, secondary teacher-librarians should also consider reading Info-Kids. I know I recognized a number of my most challenging grade 9 and 10 boys and now have a better idea how I might encourage them to read and help meet

their literacy needs.

Powering Achievement: School Library Media Programs Make a Difference: The Evidence Mounts, 2nd ed.
Keith Curry Lance and David V. Loertscher
Hi Willow, 2003, 0-931510-84-8
Paper, 8.5" x 11", 133 pages

In P*owering Achievement: School Library Media Programs Make a Difference: The Evidence Mounts*, Keith Curry Lance and David V. Loertscher provide a user-friendly version of studies Lance and others have conducted on the impact of school libraries. This second edition maintains all the content and features of the first edition, adds some new features, and includes more studies.
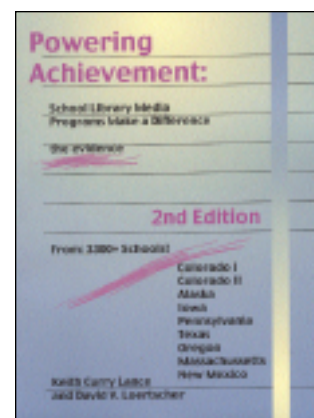
Part one consists of a set of ready-to-use presentations about the impact of school libraries on academic achievement. Each presentation consists of a script, PowerPoint slides, and, in most