

cases, a handout. Part two offers eight topical presentations/discussion starters. Of course, the point to all this is to lead everyone involved to wonder how to reap these benefits of school libraries – which is the focus of part three. There are also several appendices filled with useful information, including additional studies, more handouts, and information about school libraries and reading in secondary schools.

Although it can be used alone, *Powering Achievement* is designed to be used in conjunction with information provided on the Colorado State Library web site (www.lrs.org) and materials, including the actual PowerPoint slides, which can be downloaded from the LMC Source home page (www.lmc-source.com). *Powering Achievement* is current, relevant, and user-friendly—a real time-saver for anyone interested in research about school libraries.

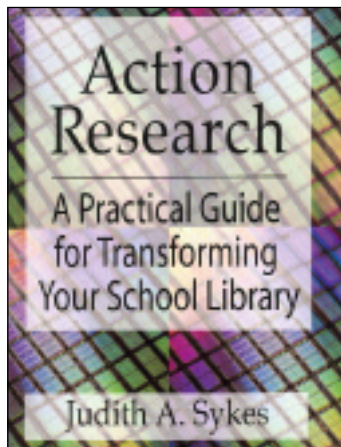
Powering Achievement should be on the bookshelf—or better yet, in the hands—of every single teacher-librarian. If you have easy access to copies (note the multiple!) in a district level collection, great. If not, buy one for your own school library. If you don't have the budget for that, buy a personal copy. But get a copy. Read it. Use it. And if you already have a copy of the first edition, it's worth getting the second edition. This is a superb

education and advocacy tool!
Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call
 Ann Lathrop and Kathleen Foss
 Libraries Unlimited, 2000,
 1-56308-841-X
 Paper, 6" x 9", 257 pages,
 Bibliography and Index

As *Student Cheating and Plagiarism* was reviewed at some length in an earlier issue, this review will be a rather brief reminder for those who read the earlier review and a teaser for those who haven't.

Lathrop and Foss explain the methods used by ingenious cheaters and plagiarists, invite us to take action by telling us what we can do about the problem, and suggest actions that will make cheating and plagiarism much more difficult. They include suggestions for further reading, lots of online references, and reproducible handouts. Chapter overviews, lots of section titles and subheadings, and an index make it easy for the reader to find information. Coverage is comprehensive without being intimidating for readers who may not be all that familiar or comfortable with Information and Communication Technology (ICT).

Student Cheating and Plagiarism in the Internet Era is, quite simply, essential reading for anyone interested in addressing cheating and plagiarism. If you're considering



an action research project to demonstrate your impact on student achievement, then you might want to consider becoming your school's expert on cheating and plagiarism and designing and leading a program or project to combat the problem. And if you decide that might be a good idea, you'll want your own copy of *Student Cheating and Plagiarism* as well as at least one copy for your school's professional collection.

Action Research: A Practical Guide for Transforming Your School Library
 Judith A. Sykes
 Libraries Unlimited, 2002,
 1-56308-875-4
 Paper, 8.5" x 11", 135 pages,
 Bibliography and Index, CD ROM (PC)

In *Action Research*, Judith Sykes outlines the action research process, shares the project she did for her Master's Degree in Educational Leadership, and uses this project as the springboard to a guide for other teacher-librarians interested in doing action research of their own. As she tells the story of her own research, Sykes provides tips, in a larger font and set off from the text, to help teacher-librarians plan and carry out their own projects.

Sykes' style is personal and engaging and the topic – the future of school libraries – is certainly one of interest to every teacher-librarian I know. To make *Action Research* even more relevant, there's a chapter on adapting the action research model to student inquiry. For those interested in learning more about either conducting action research or the future of school libraries, the bibliography can serve as a professional reading list. Sykes also provides a presentation teacher-librarians can use to help others understand both the present condition and the future potential of school libraries. This presentation is provided both in the book and as a PowerPoint

document on the CD ROM. Judith Sykes worked as the school library evaluation specialist with the Calgary school board. This research project led to her appointment as co-chair of the board's Future of School Libraries Task Force, which developed a document called *School Libraries Supporting Quality Learning*. Sykes' research also led to greater involvement in the Canadian school library community, including executive positions in associations and three terms as President of the Association for Teacher-Librarianship in Canada. She was also involved in Forging Forward: A Symposium on School Libraries (Ottawa, National Library, 1997) as well as the task groups and the Pan-Canadian Committee for School Libraries which are continuing the work of the symposium. And – yes, there's more – Sykes was one of the authors of the proposal that provided the impetus for the development of SLiP, the School Library Information Portal.

Obviously, the consequences of Sykes' action research project went far beyond earning a Master's Degree! And that's precisely Sykes' point – action research is a powerful tool for learning, growth, and change. It seems absolutely fitting that we, who teach information literacy and the research and inquiry process, make action research part of our professional lives.

Authoritative Guide to Kids' Search Engines, Subject Directories, and Portals
 Ken Haycock, Michelle Dober and Barbara Edwards
 Neal-Schuman, 2003,
 1-55570-451-4 Paper, 8.5" x 11"
 234 pages, Index

Haycock, Dober and Edwards provide teacher-librarians, teachers, librarians, and parents with a tool for helping children in grades 4 – 9 make effective use of Internet resources.

The authors explain the information-seeking behaviours of chil-