

of librarianship with the broad aims of the library as a cultural technology. Osburn ingeniously maneuvers around the horns of this debate by emphasizing the study of the library as an object, rather than trying to articulate a library philosophy from a strictly subjective (i.e., librarian's) point of view. The second section, "A Creation of Culture for the Mind," defines the function of the library as a physical extension of the mind in which is encoded a composite of civilization's myriad texts. The third section, "Convergence of Mind, Society, and Evolution in Library Philosophy," integrates the conceptual structure with the mission of libraries and librarians, who serve as the stewards of the social transcript in all of its variant forms—whether online, paper, vellum, or clay tablet.

Osburn's thesis is sometimes obscured by his erudite style and many citations. He draws upon works in multiple disciplines and cites complex social and biological theories. As a result, the reader may sometimes feel dizzyingly overwhelmed. *The Social Transcript* is essential for universities with LIS doctoral programs and an optional purchase for professional reading.—Mike Matthews, *Instructional Services Librarian, Northwestern State University, Natchitoches, Louisiana*

Urban Teens in the Library: Research and Practice. Denise E. Agosto and Sandra Hughes-Hassell, eds. Chicago: ALA, 2010. 208p. \$60 (ISBN 978-0-8389-1015-3).

Defining who counts as an urban teen is not an easy task. The term "urban" can mean different things to different people. When looking at various definitions of the term, the editors note that many libraries, not just those in large cities, serve urban teens. In studying research on this topic, the

editors found that many urban teens have a negative view of libraries and librarians. They also learned that teens want a space in which they are welcomed, a collection that has books they want to read (and multiple copies of them), and a library staff that listens to their input about programming specifically for them. Using the research, Agosto and Hughes-Hassell provide support for developing a diverse collection that includes so-called "street lit," utilizing social networking, providing teens with health information, and developing a physical space specifically for teen patrons. The book also includes case studies of successful examples of service to urban teens from different areas of the United States.

Overall, the book reports on research about urban teens and their habits and ideas for libraries that serve them. The editors explore some of the negative aspects of urban life, such as socio-economic disadvantages and issues of racial inequality, but they also look at the positive aspects, such as cultural diversity. These are just some of the factors that librarians must consider and embrace when working with urban teens. The chapters on street lit and social media are especially helpful; they explain the history of these topics and explore how and why they are important to urban teens. Although it would have been useful to find a little more practical advice, this book provides a wealth of information about the situations of urban teens and their needs as well as ideas to encourage their use of libraries and books. This is a worthy purchase for any school or public library interested in reaching out to provide better service to urban teens.—Melanie Wachsmann, *Reference/Teen Librarian, Lone Star College-CyFair Branch, Cypress, Texas*