

Summaries

ARTICLES

Eva Harpøth Johannesen: Børn i det kreative samfund (Children in the Creative Society)

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Information Society. Knowledge Society. Network Society. Which will it be? The Next Generation Forum has taken another look at the world we live in and are moving toward and realized that the name most fitting for the future is the Creative Society. Because neither information, knowledge nor networks create value if they are not used by people – creatively. Children are vital for the journey toward the Creative Society. Because they are the next generation – and because childhood naturally is one of the most creative of all phases of life. In many ways children can serve as models for life in the Creative Society and help their surroundings to understand and learn what it means to play and be creative. This is the main message of this article which goes on to deal with future demands for competencies, how children are better positioned than the rest of society to develop and grow into these competencies, children's power as consumers, and a new view of children and childhood developed over the last few decades. The Next Generation Forum has taken a deep look at these things and come up with some guide-

lines listed here: How to release children's creative potential and a real life example of this: The Snilleblxt Movement in Sweden, Principles for children's use of digital technologies, and a brief look at new types of partnerships concerning the organizing of children's lives. A final brief look on how children have moved closer to the center of the political arena rounds off the article. The author of this article works for the House of Mandag Morgen providing analytical and editorial services for the Next Generation Forum – a movement formed to build a creative society.

Bjarne Pedersen: Børnekulturen i det kommunale servicesamfund (Children's culture in the local government service society).

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If our children are going to grow up to have a harmonious character, be competent and to function well as adults, it is decisive that the adults surrounding them have thought about the framework and the conditions they are born into and grow up in.

The headline is globality and coherence. The main goal is to give all children the best imaginable conditions to identify themselves with, experience

and contribute to our society and its communities and which puts children's opportunities to develop their full potential in the front line of the children's culture politics. The perceptive and creative has to be the centre of interest, and the meeting with the exceptional, with cultural experiences of high quality and with our cultural inheritance is an absolute condition.

This will partly bring the individual institutions into considerations about finding their place, their identity, their distinctive character in the community paired with initiative and partly bring the cultural sphere, the schools and the children's sphere into a new partner's sphere - into a new partnership: A partnership based on cooperation and mutual commitment in a cross-border work originating in the children and the young, and not in the individual institutions and institutional sectors.

The cultural and recreational political activities are an opportunity and a challenge for the individual, a possibility to have quality experiences and a possibility to participate and engage in a community with others. A possibility to be curious, thoughtful and philosophic.

Focus has to be moved towards creating general motivation and stimulation of the children's cultural area within the whole community. There is a general problem with the priorities on the children's cultural area which all the local actors will have to aim at changing. There is called for a long term change of the cultural agenda of the children and the young. Children have to be guaranteed stimuli, so that they can develop the competencies that the future society demands of them.

Pernille Schaltz: Børnebiblioteket og de nye omverdensforventninger (The children's library and the new expectations of the surrounding world).

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Biblioteksstyrelsen has strengthened the governmental engagement in the children's library area. They want the library world to seize the opportunities to develop which has come with the statement "Børn og Kultur" and the new library law.

The principal resource in this essential process of change is the public libraries' management and staff, and it is important that they understand and accept the conditions behind these claims for change, because it is no longer the institutions in themselves that entitle them to a central place in the local lives of children and youth.

The justification of the institutions in these days are related to their ability to decode the trends and the users' interests to be able to present a profile. This profile must contain qualified bids for the various strategies the institutions is capable of, and it's readiness to use and further develop these strategies. No institution holds a patent to culture mediation these days. It is on the contrary necessary to show one's justification as one to hold a place as a central culture mediator in the local culture landscape. Changes in the media explosion and in children's living conditions have laid claim to a new paradigm for children and childhood, which can change the frames for the children's libraries. And this is only if you look at children and youngsters from this new children's viewpoint that among other things their new library needs become apparent. It is to a high degree the carrying out of the new tasks in which the children's libraries are evaluated by the surrounding world. The effect and success of the children's libraries in the lives of the children and the young today and in the future, also in the political world, are closely related to conforming to current political principles - to mirror the general cultural values in the society.

Bente Buchhave: Implementering af redegørelsen *Børn og Kultur*: en udfordring for folkebiblioteket som institution, bibliotekets ledelse og personalet (Implementation of the report *Children and Culture*: a challenge for the public library as an institution, for library management and staff)

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In June 1999 the Danish Ministry of Culture published a children's culture-political report which was subsequently debated and adopted in "Folketinget" (the Danish Parliament). The report presents a four-year action plan outlining values,

goals and strategies for work with children and culture both at national level and in local authorities and institutions etc. The public library as an institution is included in the report and is deemed essential in relation to the individual child's cultural development as well as the local community's child-orientated cultural policy.

The report is an incentive for the constant development of the library concept and the librarian's role which must now inevitably be seen in a children's culture-political perspective.

The public library's overall strategies should reflect the present concepts of children, culture, and learning. At the same time it is imperative that the public library maintains its image as the child's "free space".

Local authorities are working on the formulation and implementation of local 'child policies', and here the public library can step in to develop various support functions and establish new alliances with institutions, associations, and parents.

The report creates a frame of reference which will help central authorities and the great number of players in children's everyday lives to identify common goals with due respect for different cultures, values, and skills. A co-operative effort such as this is bound to become a strategic tool in the development work and a challenge for a children-orientated cultural policy, which must forever be on the move.

Pernille Schaltz: Projekt børnekulturkonsulent (Project children's culture consultant)

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In February 2000 the project children's culture consultant in eight central libraries started. The main goal is connected to the declaration of intent of the cultural policy and expressed explicitly in the statement "Børn og Kultur", and is started from the idea that it is essential that the public libraries engage in the implementation of "Børn og Kultur" and scan the different roles in the local municipal and provincial debate on how to secure every child's optimal opportunities.

The children's culture consultant has two focal points: to enter into the development of the provincial children's cultural sphere and to support and to profile the public libraries in the province in relation to the children's culture, i.e. in the role as a local children's culture coordinator. In Århus and Vejle, where Vibeke Tillemann and Jim Højbjerg are children's culture consultants, they are in the process of surveying the regions children's cultural landscape and pick up the wishes and ideas of the local libraries. Both children's culture consultants think that the development of the public libraries children's culture work builds on an assumption that the library managers sense an ownership of this project and are willing to invest in the children's cultural work, along with the fact that all libraries already has a large informal children's cultural network, a good operating platform in the municipality, and that the challenge for each library now consists in formalizing this network.

REVIEW

Svend Bruhns: Bourdieu og informationsøgningskarrierer (Bourdieu and information seeking careers)

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The doctoral dissertation by Lars Seldén "Kapital och karriär" (Capital and career) from Göteborg University in Sweden is a study of the development of information seeking practices of researchers during their formation. Seldén's original idea of method was action research, i.e. Seldén offered his services as a search intermediary to a group of doctoral students in business administration. This didn't arouse much interest, so the crucial question became: isn't it necessary with an information seeking career (a nice term coined by Seldén) alongside an academic career. Using concepts by Pierre Bourdieu Seldén conceives the concepts symbolic and social capital of an information seeking kind. The symbolic kind is just the formal knowledge that librarians may possess, but the social kind is acquired by being a peer reviewer, by attending conferences, etc, and by chatting in the coffee room.

The reviewer recommends excerpts from interviews with the researchers pp.157-172. Here are some harsh comments on librarians' inadequacy as information seekers for senior researchers, and the dangers, if junior researchers believe when librarians tell them: we have now found all the information.

The reviewer is kind of puzzled by the unbearable lightness with which Seldén chooses or rejects theorists to base his work on. Bourdieu was chosen, but Patrick Wilson's theory of Two kinds of

bibliographical power (1968) was not used. In the mind of the reviewer this latter theory is not far from the results of Seldén.

Seldén's book has an index (poorly done) and a good Summary in English (pp. 279-295).