



SUPERVISED INTERNSHIP IN LITERATURE AND SACRED: AN ACADEMIC PERSPECTIVE ON THE COLLECTION OF THE JUAREZ LIBRARY OF THE BAPTIST RANGE

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ABSTRACT

The present work is an integral part of the Supervised Internship I of the Bachelor's Degree in Sciences of Religions, in order to experience in practice, the work developed by a considering its specificity of the religious field and its phenomena as an object of research. The methodology used consisted of a case study and analysis criteria with qualitative and quantitative character were used to perform the evaluation. The work was a practical experience in the public library Juarez da Gama Batista, located in the Cultural Space, João Pessoa-PB, making a survey of its collection with emphasis on religious acerco, thus it was possible to realize that there are a large number of books of religious literature and that these are in greater number in Christian religions. It was possible to identify a large collection with the theme spiritism, but for the library this theme is not inserted within the religious literature.

Keywords: Library. Religious collection. Scientist of Religion. Internship.

INTRODUCTION

The Library, which operates in the José Lins do Rêgo Cultural Space (Abdias Gomes de Almeida Avenue, 800, Tambauzinho, João Pessoa-PB), has been in operation since 1982, following the directive of then-governor Tarcísio Burity. It was founded in 1857 and initially occupied a room at Lyceu Paraibano. Originally named the Public Library of Paraíba, it later operated in a building on Avenida General Osório from 1939 until moving to the Cultural Space, where it was renamed Juarez da Gama Batista in honor of the local writer who was a member of the Paraíba Academy of Letters. He left behind a vast and important literary production, including essays, chronicles, speeches, lectures, and prefaces.

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Currently, it is the largest public library in Paraíba, with a collection of 200 thousand works, including books, periodicals, dictionaries, encyclopedias, almanacs, atlases, works in Braille, CDs, DVDs, newspapers, and "cordel" literature. The library has a spacious area of two thousand square meters, equipped with 36 individual cabins and 12 for small groups. It offers free Wi-Fi access and book loans to registered users. The estimated daily flow is around 600 users, in-person. Access is through the basement of Ramp 1. It operates from Monday to Friday, from 7 am to 7 pm. On Saturdays, it opens from 8 am to 5 pm, and on Sundays, from 8 am to 1 pm.

The main objective of the Juarez da Gama Batista Library is to act as a popular and democratic institution for education, culture, information, and knowledge. The Juarez da Gama Batista library plays a prominent role throughout Paraíba by coordinating the State Public Library System, linked to the Ministry of Culture and the National Library Foundation. Through the system, it provides assistance to municipal libraries in the state regarding the establishment of libraries, training, and all technical support.

The purpose of this work was to map the collection of books, especially the religious collection, available for consultation at the Juarez Library in the José Lins do Rego Cultural Space.

In this survey, we aimed to catalog books by type of religion, seeking to indicate through graphics the religions that have a larger or smaller collection. Additionally, we aimed to explore public sector initiatives and public policies that could implement programs for acquiring a religious collection. This would make it possible to create a Reference Center for religious literature in João Pessoa. This collection would be available to the public, benefiting researchers in Religious Studies as well as teachers of religious education in the basic education system.

INTERNSHIP AND ITS IMPORTANCE IN CAREER BUILDING

Brazil is constitutionally a secular state, meaning it should adopt a neutral position in religious matters, strive for impartiality in these issues,



and not support or discriminate against any religion, regardless of the prevalence of any particular faith. However, the Brazilian reality, when it comes to religion, is quite different from what our Constitution dictates. The religions that make up Christianity are more evident among the population and have a larger number of followers, leaving other religions somewhat forgotten in these spaces and even the target of prejudiced attacks.

Following the Brazilian Constitution, we understand that people are free to make their choices and choose their religion. However, a lack of knowledge leads to the establishment of religious intolerance, a phenomenon very evident in Brazil, which has caused numerous uncomfortable situations for those who practice a non-Christian religion. Thus, the Science of Religions course, through its internships, aspires to open avenues for new public and democratic spaces to be available for these discussions.

Libraries will be one of the locations of our study. In them, we aim to encourage the directions of these spaces so that they can house shelves containing a collection of religious literature. Here, we are not referring only to Christian religions but to all religions. We envision that their shelves can be filled with books on Eastern religions, African diasporic religions, Spiritism, indigenous religions, and even atheism, as a form of non-discrimination. Only through knowledge can we combat religious intolerance.

Thinking about a public and democratic space, the Science of Religions course, through the Supervised Internship discipline, considered occupying the Juarez da Gama Batista library. This library is considered a reference in the state of Paraíba so that its students could carry out supervised internships there, in the capacity of future scientists of religion, and thus provide suggestions capable of improving and expanding spaces that could serve as a reference for readers interested in learning more about the religions of the world. They could have open access to broaden their knowledge about such an important and controversial subject as religion.



O estágio Supervisionado exige uma experiência teórica/prática para consolidar a formação do acadêmico e especificamente na área de Ciências das Religiões precisa desafiar as dificuldades em conseguir espaços que ofereçam condições para tal fim. O nosso estágio como pesquisador em Ciências das Religiões será desbravador em abrir caminhos para outras gerações na busca desse conhecimento.

Supervised internship is a space for learning and constructing professional identity. Thus, it is understood as a field of knowledge, and to it should be attributed an epistemological status inseparable from practice, conceiving it as praxis, which defines it as an investigative attitude involving reflection and intervention in educational issues. (Silva; Gaspar, 2018, p. 206).

When we say that it will be challenging for the intern in Religious Studies to set goals and fulfill objectives because we know that the difficulty in establishing methodologies for research in Religious Studies is notorious, most researchers often use methodologies employed by the humanities, and this has been quite challenging, considering that research in Religious Studies would need methodologies tailored to its own field of study due to its unique specificity. According to Silva (2018, p. 65):

This contingency has led researchers from different fields to reflect on the academic identity of their studies, a symptom that is particularly reflected in Religious Studies, built upon multidisciplinary approaches, accompanied by the plurality of theoretical, methodological, and epistemological options it potentially encompasses. This ultimately implies difficulty in guiding researchers entering numerous graduate programs in the field.

Thinking this way, the internship holds a uniqueness as it establishes a direct connection between academia and the world of work, thus providing support in bridging the gap between theory and practice.

We understand that Supervised Internship (SI) is an integral part of shaping professionals in the Bachelor of Religious Studies (RS), constituting a crucial stage in the practical formation of the undergraduate. In this regard, we comprehend that our professional skills as religious scientists are linked to the experiences provided by the internship, aiming to enhance specific skills that will result in a qualified professional capable of performing their duties



with expertise. We are aware that the internship we completed is unprecedented in the Bachelor of RS; however, it was carried out with legal support, considering its alignment with Law No. 11,788, dated September 25, 2008, justifying its compliance with the provision regarding internships for students regularly enrolled in Higher Education.

The Supervised Internship I was provided to the Bachelor's students in Religious Sciences at the Federal University of Paraíba (UFPB), with Dr. Vitor Chaves de Souza as the internship coordinator and Dr. Kelly Thaysy Lopes Nascimento as the internship professor. To fulfill the internship, we worked according to the Activity Plan elaborated and provided by the internship professor from the Department of Religious Sciences at UFPB, as well as the Preliminary Internship Plan elaborated by the interns. The Activity Plan included a forecast and fulfillment of a 13-week period, with a workload of 4 hours per week. It started on August 14, 2023, and ended on November 3, 2023, when we returned to UFPB.

Seeking to understand the importance of the Internship, we recognize the proven significance of theory when combined with practice, scientifically affirming the academic and providing freedom for the construction of specific knowledge in their field. It is a moment that leads the student to understand that there is no separation between theory and practice. It is the opportunity for the encounter with freedom for the Scientist of Religions, considering themselves qualified to seek their identified workplace. In this sense, literature presents a contribution for in-depth understanding. According to Buriolla (1999), the internship is seen as the place for the application of theory through training and learning, where results occur. She dares to assert that it is the place where the student generates their professional identity, a moment of perception of qualification through professional practices. The internship is organized so that the qualification is conceived by the intern, that is:

The internship is conceived as a training ground, a space for learning the concrete actions [of the Religious Scientist], where a range of situations and professional learning activities manifest for the intern, considering their training. The internship is the locus where the professional identity of the student is generated, constructed, and



referred to; it focuses on the development of an experienced, reflective, and critical action and, for this reason, should be gradually and systematically planned (Buriolla, 1999, p. 13).

During my Supervised Internship I at the Juarez da Gama Batista Library (BJGB), I had the opportunity to experience various enriching experiences related to the formation of a scientist of religions. The subtitle of the development of this article, "The internship and its importance in building a career," stems from the knowledge gained from the recent experience, allowing me to reflect on the relevance of this stage for professional development. In this sense, it is important to emphasize that the Internship is a fundamental stage to complement academic education and integrate the student into the professional context. In the field of religions, this becomes even more significant, as practice and experience are essential to understand the dynamics and challenges of the religious field.

The beginning of the internship we conducted was permeated by great expectations, possibly due to being the first group of the Bachelor's degree in Religious Sciences to carry out practical training in the Brazilian context. After confirming the institution where we conducted the internship, the BJGB, we planned the necessary steps and prepared the required documentation, including the Letter of Introduction, the Commitment Agreement, and the Internship Activity Plan. These documents were prepared in accordance with the guidelines established for the Supervised Internship Modality.

The subsequent phase was marked by anxiety about how the team at BJGB would receive us, the location of the professional practice to be developed, and how to start something without prior knowledge. However, the anxiety was quickly dispelled in the first meeting of introductions, as we were kindly welcomed by the Supervisor of BJGB in a relaxed environment and invited to familiarize ourselves with the surroundings and the literary repertoire of the organization. The first impression reinforces the need for the Internship so that the professional, upon arriving at their first job, feels more secure and less anxious. In this initial interaction, I realized the relevance of that moment that was unfolding for my professional development.



Based on the knowledge construction provided by the completion of the proposed theme, we can affirm that the Internship proved to be fundamental in our academic journey as Bachelor's students in Religious Sciences at the Federal University of Paraíba. This importance, in terms of curricular contextualization, aiming at preparing the student for professional performance, the responsibility of the academy to offer the community highly qualified professionals, was demonstrated that the objectives were achieved at the end of Supervised Internship I at BJGB. Thus, the legislation 11,788 was successfully fulfilled, which:

Article 1 Internship is a supervised educational school activity, carried out in the work environment, aimed at preparing students attending regular education in higher education institutions, professional education, high school, special education, and the final years of elementary education, in the professional modality of youth and adult education.

1st paragraph Internship is part of the course's pedagogical project, in addition to integrating the student's formative itinerary.

2nd paragraph The internship aims at learning competencies specific to the professional activity and curricular contextualization, aiming at the development of the student for citizenship and work (Brazil, 2008, p. 1).

We understand that the purpose was to prepare students for work, as established in the first article, guiding the act of educating students in a supervised manner, which leads the student, now as a professional in the work environment, to perform their function with knowledge, the result of academic preparation, in the sense of productive work with a clear understanding. Therefore, it is possible to reaffirm the relevance of the aforementioned legislation 11,788, as it establishes the basis for a quality internship and provides students with the opportunity to experience professional practice effectively. The Supervised Internship not only complements academic education but also prepares students for the challenges and demands of the job market, contributing to the construction of a solid career in the field of religions.

Furthermore, the role of Educational Institutions through their Faculty is essential in guiding and training students, following the guidelines



established by legislation, ensuring comprehensive and professionally relevant education for students in academic training centers. In this perspective, we find that the Internship at the Juarez da Gama Batista Library was fundamental and enriching in our academic formation as Religious Sciences students. By working in this environment, we had the opportunity to apply the theoretical knowledge acquired in the classroom to practice, experiencing real situations related to the field of study.

Additionally, the internship provided us with the development of specific skills, such as bibliographic research, cataloging religious materials, organizing collections, and mediating readings and debates on religious themes. Such skills are essential for our imminent professional engagement in different contexts, such as specialized libraries, research centers, and organizations that promote inter-religious dialogue.

Furthermore, by establishing a closer relationship with the professional field related to Religious Sciences, the Internship proved to be a meaningful learning space. In this context, we were able to apply the theoretical knowledge acquired throughout the course while expanding our horizons and enhancing our research and analytical skills, especially regarding religions.

The Juarez da Gama Batista Library, with its vast and diverse collection, provided us with the opportunity to explore different sources of information, enriching our knowledge about religions in their various manifestations. Furthermore, the internship allowed us to interact with professionals in the field, including fellow interns and library users, contributing to our personal and professional growth and expanding our understanding of the demands and needs of religious studies scholars.

It is important to highlight that the entire process of implementing the religious collection was carried out with the collaboration of all of us, CR interns from UFPB, aiming to provide a practical experience in the professional field. During this phase, we meticulously followed the guidelines established by the Universal Decimal Classification (UDC) system, ensuring the



organization and standardization of information. To achieve this, we collected and entered the necessary data, such as the date of the work's implementation, the corresponding UDC code, the CUTTER code, as well as information about the author, title of the work, volume, and other relevant details, such as the place of publication, publisher, and publication date.

Throughout this process, we came across literature that showed deficiencies in cataloging. As CR academics, we observed that some works presented discrepancies regarding the subject and its allocation, especially in relation to Spiritism and Religion. These works are old and handled with care to avoid damage. Furthermore, to ensure the safety of interns, employees, and users, all the works we handled, as guided by the BJGB team, were appropriately used with Personal Protective Equipment (PPE).

Considering all the experiences gained during this internship stage, we believe that the professional development of interns plays a crucial role in preparing for the job market. The opportunity to gain practical experience in a real work environment allowed us to develop essential skills, such as self-confidence and autonomy, which are fundamental requirements for dealing with daily demands in a library. Moreover, this process successfully equipped us to face the challenges that will arise in our future professional opportunities.

The internship also provided us with an immersion in the daily work routine of a religious scientist, allowing us to better understand the responsibilities and skills required for this profession. We learned about the importance of teamwork, constant research, and efficient communication, all essential aspects for professional development.

In summary, ES I at the Juarez da Gama Batista Library was an extremely enriching experience for our training as religious scientists. The opportunity to experience the professional routine, expand our knowledge, and interact with professionals in the field and students contributed to building a solid career and enhancing the skills necessary to work in this field.



FINAL CONSIDERATIONS

Therefore, I consider that the Juarez da Gama Batista Library was an excellent space for Internship I in the Religious Sciences Course, providing the necessary materials and conditions for the successful completion of the work conducted there. Its democratic role in education contributes to culture, information, leisure, and knowledge. Furthermore, it boasts a spacious, air-conditioned area with individual study booths, computers connected to the Internet, well-distributed communal tables, and is currently the largest public library in Paraíba. It has one of the most significant collections in Paraíba, covering the State Public Library System, responsible for assisting municipalities in the state, as well as implementing libraries and training technical support staff.

During the internship, we identified some "errors" in cataloging, according to the understanding of a religious scientist, as the library work adheres to the technical standards established for librarians. This realization underscored the importance of a religious scientist in a library that aims to provide good guidance to readers interested in religious literature.

It was also important to note that the library does not offer readers the right to read dissenting views since it has a large number of books on religious reading. According to our understanding as Religious Scientists, it is necessary to also offer reading material for atheists, those without religion, as well as acknowledging that atheism is not represented in that space. It was also observed that, following the technical standards of library science, the topic of spiritualism is not treated as a religion, with the entire collection classified as non-religious literature.

In conclusion, I finish by stating that the time was short to explore the entire collection and the operational mechanisms of the library, although it was very important for my academic development. I gained valuable experience in practice for my professional life as a religious scientist.



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