
PROFESSIONAL ETHICS, DEONTOLOGY AND UNIONISM IN BRAZILIAN LIBRARIANSHIP: MULTIPLE HISTORICAL PERSPECTIVES

ÉTICA PROFISSIONAL, DEONTOLOGIA E SINDICALISMO NA BIBLIOTECONOMIA
BRASILEIRA: MÚLTIPLAS PERSPECTIVAS HISTÓRICAS DE ATUAÇÃO

ÉTICA PROFESIONAL, DEONTOLOGÍA Y SINDICALISMO EN LA BIBLIOTECOLOGÍA
BRASILEÑA: MÚLTIPLES PERSPECTIVAS HISTÓRICAS DE ACTUACIÓN

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RESUMO: Tem como objetivo abordar a relação entre ética profissional, deontologia e organização sindical na Biblioteconomia brasileira, visando perceber como se situa o processo de atuação político-institucional da área no contexto profissional e educacional. Na metodologia utiliza como coleta de dados a pesquisa bibliográfica e documental. Apresenta conceitos referentes à ética como ciência e de sua importância no âmbito das profissões. Relaciona ética e deontologia, entendendo esta como ciência do dever, responsável de averiguar como surgem e se sustentam as normas orientadoras das classes de profissionais. Evoca elementos históricos do movimento sindical na Inglaterra, sua chegada ao Brasil e início da sindicalização dos bibliotecários brasileiros. Como resultado, destaca a necessidade de ampliar os debates em torno da ética profissional e do amadurecimento da consciência de classe dos bibliotecários, o que poderá repercutir em ações coletivas de maior visibilidade junto à sociedade.

PALAVRAS-CHAVE: Ética profissional. Deontologia. Movimento sindical. Sindicalismo na biblioteconomia.

ABSTRACT: This paper aims to address the relationship between professional ethics, deontology and union organization in Brazilian Librarianship, intending to understand how the process of political-institutional interaction of the area is situated in the professional and educational context. The methodology uses data collection, bibliographical and documental research. It presents concepts related to ethics as a science and its importance in the field of professions. It relates ethics and deontology, understanding this as a science of duty, responsible for ascertaining how the norms guiding the professional classes arise and are sustained. It evokes historical elements of the trade union movement in England, its arrival in Brazil and the beginning of unionization of Brazilian librarians. As a result, it highlights the need to broaden the debates about professional ethics and the maturation of class consciousness in Librarianship, which may have repercussions on collective actions of greater visibility with society.

KEYWORDS: Professional ethics. Deontology. Trade Union. Unionism in librarianship.

RESUMEN: Tiene como objetivo abordar la relación entre ética profesional, deontología y organización sindical en la Bibliotecología brasileña, con el objetivo percibir como se sitúa el proceso político-institucional de actuación del área en el contexto profesional educativo. En la metodología utiliza como recolección de datos la investigación bibliográfica y documental. Presenta conceptos referentes a la ética como ciencia y su importancia en el ámbito de las profesiones. La relación entre ética y deontología, entendiendo ésta como ciencia del deber, responsable de averiguar cómo surgen y se sostienen las normas orientadoras de las clases de profesionales. Evoca históricos del movimiento sindical en Inglaterra, su llegada al Brasil y el inicio de la sindicalización de los bibliotecarios brasileños. Como resultado, destaca la necesidad de ampliar los debates en torno a la ética profesional y la maduración de la conciencia de clase de los bibliotecarios, lo que podrá repercutir en acciones colectivas de mayor visibilidad junto a la sociedad.

PALABRAS CLAVE: Ética profesional. Deontología. Movimiento sindical. Sindicalismo en la bibliotecología.

1 INTRODUCTION

Discourses valuing certain human attitudes or denouncing the lack of them often extol ethics and sometimes plead for it. In this sense, ethics refers to the state of man's behavior and is related to the quest to understand the actions of individuals in a given social reality. The set of social norms is covered by morality; in turn, the observation and understanding of such rules in the world of work occur in the field of deontology.

The study addresses ethics and deontology issues relating them to the participation of librarians in class entities. The profession of librarian in Brazil has legal regulations, through the Law 4.084 in 1962, which was later supplemented by the vetoes of Law 9,674, in 1998. Its regulation resulted in the creation of the Federal Library Board (CFB) and the Regional Librarianship Councils (CRB).

Thus, taking as a background events ranging from the regulation of the profession in the country to the creation of the CFB and CRB, through the first associations and unions, it is aimed here to address the relationship between professional ethics, deontology and union organization in the Brazilian librarianship, aiming to understand how the process of political-institutional action of the area is located in the professional and educational context.

Data collection was done through bibliographic and documentary research, based on Bentes Pinto and Cavalcante (2015), when affirming that such research has the purpose of differentiating important documents from those irrelevant to the study in question, obtaining information registered with the purpose of expanding knowledge about the subject. Therefore, favoring the understanding and access to the other interested parties.

2 LIBRARIAN PROFESSIONAL ETHICS AND DEONTOLOGY: CONCEPTS AND APPROACHES

There are innumerable conceptions about the definition of ethics and their importance to life in society. In this sense, several were the philosophers who set out to reflect on ethics. For example, Socrates, responsible for inciting ethical reflection in the West with his actions narrated by Plato in Ancient Greece; in the Middle Ages, Augustine and Thomas Aquinas; in the Modern Age, Espinosa, Rousseau and Kant; in the contemporary world, Schopenhauer, Nietzsche, Hegel, Marx, Kierkegaard and Sartre (ARICÓ, 2001; CHAUI, 2000; SILVA, 2010).

Looking up the Dictionary of Philosophy, Abbagnano (2007, p. 380) defines ethics as a “[...] science of conduct...”. Going in the same direction, Sánchez Vásquez (1993, p.12) states that ethics is characterized as “[...] the theory or science of human behavior in the society”. That is, it is the science of a specific form of human behavior. “Different situations of living in society require from individuals appropriate conduct to the contexts in which he is

inserted”. Thus, for Rios (2008, p. 84), “[...] when we make an ethical reflection, we are asking ourselves about the consistency and coherence of the values that guide our actions [...]”.

From this perspective, it is worth resorting to the notion of professional ethics, which is focused on the understanding of social relations in the work environment. Professional ethics is understood by Souza Filho (2004, p. 79) as a “[...] personal reflection of the professional agent seeking to define logical and evaluative guidelines guiding his work procedure”. Through an analysis of the codes of ethics, created by class entities, the author points out the necessity to control the exercise of the profession, hence individuals must develop their actions oriented by social demands.

Questioning the denomination Code of Professional Ethics, in the scope of Librarianship, Aranalde (2005, p.358) clarifies that it is a “[...] code of conduct that prescribes how to act, subjecting offenders to penalties provided by law in case of breach of the established prescriptions”. In this sense, according to Souza (2002), the Code of Professional Ethics is not adequate, since “[...] any orientation aimed at guiding professional conduct is not ethics, but deontology [...]” (SOUZA, 2002, p. 131). Still from the author's perspective, although they are called Professional Codes of Ethics, many documents actually constitute codes of deontological, for expressing rules and punishments.

According to Madeira (2003), deontology is used to encompass professional activities, valuing the interests of groups in a given area. Thus, it should be noted that there is not only one deontology, but several deontologies, precisely because each profession has its own rules of conduct, which are directed to the members of a class not only for the purpose of guiding their professional activities, but also to serve society. Similarly, Rasche (2005a, p. 176) considers deontology to be the “[...] most appropriate term for the discussion of professional conduct, understanding it as an effort to achieve unification of the actions of members of a professional category”. The members' actions will hardly be the same, because, taking subjectivity into account, they result from individual choices.

The insertion of the term deontology in the literature was carried out by the English philosopher and jurist Jeremy Bentham in *Deontology or Science of Morality*, in 1834 (BAPTISTA, 2011). The term deontology comes from two roots of the Greek word. According to Souza Filho (2004, p. 115), it is the result of the combination of the words “[...] deontos, which means duty and logia, which means study, treatise, logical or intellectual investigation”. Based on this, the author defends that deontology refers to the “science of duty” or “theory of duties” to be put into practice in a profession. However, it is not a question of duty itself, on the contrary, it is in addition, since it concerns reflexive and critical thinking about the duties, and it also involves the rights, so that the performance of a professional does not lose its relevance or prove itself innocuous to the society (ANDRADE, 2010).

Therefore, when addressing deontology, one should consider the existence of specific deontologies applied to different professions. There is, for example, legal deontology, concerning legal professionals; medical deontology, referring to medical professionals; which is no different regarding professionals of Librarianship. The following are the first movements related to professional ethics and deontology carried out by Brazilian librarians, discussing the involvement of the class with such themes.

2.1 Professional ethics and deontology in Brazilian Librarianship: historical elements

The discussions on professional ethics and deontology in Librarianship are present in the very first congresses organized by Brazilian librarians. Analyzing the titles of lectures and the final recommendations of the event occurred in 1954, Souza (2010, p.12) states: “[...] it is seen that, in Brazil, the embryo of the librarian ethics theme appeared a long time ago. It is already implicit in the First Brazilian Congress of Librarianship, in 1954 [...]”. In this first congress, librarians dealt with issues related to technical, practical and social issues, such as the creation of more public libraries, for example. In addition, they positioned themselves against censorship of libraries and requested the gratuity in the teaching of Librarianship.

From its second edition, the event began to adopt the same designation that it receives until today, namely: Brazilian Congress of Library and Documentation (CBBD). Here, librarians continued to show interest in discussing social issues, with concerns about how to enable those economically disadvantaged to access books. In this event, Souza (2010, p.15) emphasizes “[...] the understanding of ethical commitments made by the members of a profession whose actions directly affect the poor populations of the country as children and the public living in peripheral urban areas [...]”. In 1961, in the third edition of the CBBD, the librarian Laura Russo presented a paper entitled “Deontology and professional ethics”, in order to contribute to the creation of the Code of Professional Ethics of the Brazilian Librarian (CEBB). The speaker was aware that the application of this code would be based on the legal recognition of the profession of librarian (CASTRO, 2000).

According to Castro (2000), the movement of the class with Brazilian politicians in the 1950s and 1960s, seeking regulation of the profession, had the following purposes: to prevent the practice of the profession without specific training; to structure the profession through class councils; and grant to the teaching of Librarianship legal support and professional valorization before the society. Thus, with the support of Congressman Rogê Ferreira, the class, “[...] in 1958, in July, had already obtained from the Ministry of Labor and Social Security the inclusion of librarian in the 19th group, understood in the Confederation's plan National of the Liberal Professions” (CASTRO, 2000, p.162). The designation of liberal professional was an important achievement for the category.

Laura Russo, with the collaboration of Maria Helena Brandão, drafted the bill that passed in Congress and Senate, being filed in 1958. The plead with politicians resulted in the

re-opening of said project in the following year, allowing, in 1962, the formulation of the Law 4.084 / 62, responsible for regulating the profession of librarian, as well as the obligation of the Librarianship diploma to practice the profession in Brazil (CASTRO, 2000; CORTÊ et al., 2015).

According to Castro (2000, p. 185), the approval of Law 4,084 raised “[...] the need for the establishment of oversight bodies, the Federal Council and the Regional Librarianship Councils. [...] Also, the establishment of a Code of Professional Ethics”. In 1963, the fourth edition of the CBBD was held in Fortaleza. In it, Laura Russo presented texts referring to the associative movement, as well as the draft of the code of ethics presented in the previous event with corrections. Thus, the first Code of Ethics of the Brazilian Librarian was approved. The Law 4.084 would be regulated by Decree No. 56,725 of 1965. After this date, the code was adopted by the class (CASTRO, 2000; CORTÊ et al., 2015, SOUZA, 2013).

Souza (2013) comments that the creation of the code of ethics brought with it the necessity to create other instruments that express the deontology of the librarianship class. Through resolutions (Table 1), with a language of imposition on conduct and professional duty, responsibility was assigned to the courts and committees denominated ethical for judging cases denounced as ethics violations, following the procedures established by the CFB.

Table 1 - Resolutions issued by CFB

| RESOLUTION | DESCRIPTION |
|---|---|
| Resolution CFB number 006, July 13, 1966. | Defines the Professional Oath of the Librarian. |
| Resolution CFB number 153, March 6, 1976. | Defines the teaching of Librarian Ethics. |
| Resolution CFB number 152, March 6, 1976. | Defines the rules of conduct of the librarian when supervising the internship of Librarianship students. |
| Resolution CFB number 399, February 24, 1993. | Defines norms for verification of absences and application of sanctions from the Professional Code of Ethics. |
| Resolution CFB number 040, October 22, 2001. | Defines an ethical process, giving new wording to art. 42 and 62 of CFB Resolution 399/93. |
| Resolution CFB number 42, January 11, 2002. | Defines the Code of Ethics of the Federal Librarianship Council |

Source: Prepared by the authors based on Souza (2013).

Since its creation in 1963, the code of ethics has undergone changes to suit the needs that have arisen over time, the first of which occurred in 1966; the second one in 1974, making it more comprehensive; there was an attempt in the third modification, in 1985, to make it more concise; and the fourth amendment, in 2001, aimed to update it; its reformulation was carried out in January 2002 (CUARTAS; PESSOA; COSTA, 2003). Since then, the code of ethics has not been updated.

The discussion about the importance of ethics was not restricted to the professional scope, but also to be addressed in teaching. Souza (2013, p.14) reports that in this edition it was also suggested, in the theme “[...] ‘Education of the documentalistic librarian’, the insertion of a topic entitled ‘professional ethics’ [...]”, allowing Voline Cardim to present the paper "Professional ethics - a new suggestion for the curricula of Librarianship and Documentation Schools". According to Castro (2000, p.195), the discipline would aim to address “[...] moral principles of the librarianship profession, their relationship with authorities, colleagues and institutions, especially with the public”. The initial proposal was that the course was taught in the last year of the course, but only two schools adhered to the guideline: the courses of Campinas and São Carlos, both installed in the state of São Paulo.

Analysing this same period, Bottentuit, Oliveira and Ferreira (2009) report a significant increase in the number of Librarianship courses in the country, at which time many schools included ethics in their disciplines. From 1982, with the modifications in the minimum curriculum for the Librarianship course approved by the Federal Council of Education (CFE), the theme started being ministered in introductory disciplines. Thus, through movements linked to professional ethics, some librarians realized the importance of organizing and developing a union movement in the area, demonstrating the necessity to create institutions that represent the collective interests of the category, in order to have their demands met.

3 SOCIO-HISTORICAL ASPECTS OF LIBRARIANSHIP UNIONISM

The origin of trade unions dates back to the second half of the eighteenth century in England, based on factors such as low wages and exhausting working hours. Realizing that isolated actions did not have the desired effects, workers found in the collectivity a way to conquer rights that today are assured by law. According to Antunes (1985), the first unions were constituted of groups of workers whose purpose was to fight the exploitation of labor. British workers started being guided by common objectives, creating in 1830, the National Association for Work Protection. Its main function, according to Antunes (1985, p. 19), was “[...] to resist the reduction of wages and support workers on strike”. From then on, changes in laws in England were made in order to confer greater equality between employers and workers.

Unionism as a social phenomenon originates from the identification of common needs and can produce a series of behavioral, economic and political changes. The beginning of trade union organizations in Brazil was not easy, as a consequence of the sense of the “[...] idea of union issued by its organizers, due to the composition of the Brazilian working class” (Canêdo, 1997, p. 30). Most Brazilian workers were immigrants or former slaves and their descendants. This mix was a challenge to the organization of trade unions. As immigrants did not want to be involved in such issues so as not to risk being deported, ex-slaves were neglected, failing to react immediately to the existing sociocultural barriers at the time.

From the second half of the 19th century, discussions began on labor rights, culminating in legislative actions by the Brazilian government. In 1891, Decree number 1,313 was passed, regulating the work of minors. On the other hand, the law of rural unionization arose in 1903, and, in 1907, the law of regularization of unions was established in all professions (BRASIL, 1891, 1903, 1907). From then on, workers began to hold meetings to discuss their aspirations, such as the first Brazilian Congress in 1906 (ANTUNES, 1985; TELLES, 1981).

On the other hand, the government was trying to weaken unions in some way. Union leaders were appointed by the president, submissive to the state, and therefore omissive in the defense of the workers' interests. This way of acting nicknamed unions as "yellow unions", predecessors of the so-called "fake unionism", given their subjection to the interests of the government (ANTUNES, 1985). State interference, however, was not enough to stop strikes, motivated by low wages and exploitation. According to Telles (1981), from 1917 to 1920, there was an intensification of the actions of the labor movement, previously unknown in Brazil. In 1930, when Getúlio Vargas took power, the Ministry of Labor was inaugurated with the intention of curbing labor mobilizations. In 1945, the Unification Movement of Workers (MUT) was created, characterized as an "[...] inter-union organism of a horizontal character that broke with the vertical structure [...]" (ANTUNES, 1985, p. 66).

The discomfort caused by state surveillance was great for the workers who tried, with the available resources, to end this union subservience in the country. According to Telles (1981), because of the government's legislative maneuvers, which promulgated Decree-Law 23.046, May 7, 1947, establishing the closure of the Confederation of Brazilian Workers and State Unions, this ideal was not possible.

In the period of the military dictatorship in Brazil, there was greater repression of trade union actions. One strategy used was the creation of "intervention agents"; State agents were infiltrated, transforming the action of the unions into associative action. In the transition between the 1970s and 1980s, according to Moraes, Silva and Silva Neto (2009), a "new trade unionism" was born, which gained space not only amid the dissatisfaction of the working class with wages and working conditions, but also the sympathy of social sectors against the government, critics of the economic crisis triggered by the military regime. With the re-democratization of the country, some "[...] of the important points of the 1988 Constitution were the new union rights. The state was prohibited from intervening in unions [...]" (MORAES; SILVA; SILVA NETO, 2009, p. 52).

Years after the re-democratization period, from the 1990s, the defense of neoliberal policies started, modifying the so-called world of work in different ways. Neoliberalism established an agenda of struggle for the survival of Brazilian unions. Union movements representing most varied classes of workers had their power of mobilization reduced, introducing new challenges to their organization and development.

3.1 *Syndicalism in Brazilian Librarianship*

The political and social changes brought about by the organization of the working class are observed by Sá (1998) as beneficial to the societies of their historical periods. In this sense, Moraes, Silva and Silva Neto (2009) report that although the Brazilian trade union movement demonstrates its capacity for organization and resistance against dictatorship, no substantial reports are found about the participation of librarians' unions in the country's redemocratization process. These unions came to exist late compared to those of other professions. Until the 1980s, as Spudeit and Führ (2011, p. 243) point out,

In the labor field, there was no legal collective representation of the profession or a class structure that had legitimate powers to defend the interests of librarians facing administrative and judicial authorities such as collective bargaining, establishment of salary floor, in the CLT.

Class consciousness instigated some librarians to mobilize in order to make themselves heard and to meet the demands of the category. In an excerpt from the text by Martorano (1984) one can read the following message in order to lead librarians to be aware of the importance of a union for the class:

We must, therefore, fight for this and also make awareness campaigns for the professional Librarian about the need for unionization, showing that it is no use complaining about the low salary, the non-appreciation of the profession if there is no struggle in order to create the organ that has representation power facing legal and administrative authorities (MARTORANO, 1984, p.86).

Maria Martorano was a librarian who published important information on unionism, being one of the professionals responsible for making other librarians aware of the need to create an organ that represents the interests of the class. However, during the military regime, those professionals in the public service were unclear about the possibility of joining a library union. Under the ordinance of the law of union framework, those professionals working in governmental institutions were prohibited from joining union movements (BRASIL, 1939; CANÊDO, 1997).

In the Information Bulletin of the Librarians' Union in the State of Rio de Janeiro (SINDIB-RJ), 2005, it is stated that the foundation of the first librarians' union in Brazil happened in 1970 in Bahia (SPUDEIT; FÜHR, 2011). The institution began as an association - a necessary step in order to be able to, subsequently, become a union, according to military orders. After acquiring registration in the Ministry of Labor, the Librarians' Union of Bahia faced numerous problems until it became inactive in 2005.

The Librarians' Union in the State of São Paulo (SINBIESP) (2014) was the second to be created in the country. The entity itself describes its emergence as follows:

[...] when the union movement in Brazil was beginning to take hold. A group of librarians who, at that time, headed the Professional Association of Librarians of the State of São Paulo sent to the Ministry of Labor a proposal for the transformation of the Association, which had been created in 1977 in the Union. The Union Charter was signed on August 22, 1985.

Some years later, the Union of Librarians in the State of Rio de Janeiro (SINDIB-RJ) (2012) was created, an institution that “[...] originated in APB-RJ [Professional Association of Librarians of Rio de Janeiro], whose transformation was unanimously approved by those present at the Assembly of 08/15/1989”.

The fourth to be founded was the Union of Librarians of the State of Paraná (SINDIB-PR) (2009), having also been “preceded by the Professional Association of Librarians of Paraná (APBPr), officially created in 1985, aiming at complying with the legal requirement of the time for the formation of unions in Brazil”.

In discussing librarians’ unions in the country, Spudeit and Führ (2011, p. 248) state: “In addition to these [São Paulo, Rio de Janeiro and Paraná] there is a union in the State of Santa Catarina, in the process of structuring”. In addition, the authors mention librarians’ unions in Minas Gerais and Maranhão; however, during this research, it was noted that such unions are currently disabled. It is also worth mentioning the existence of a union in the North region, with the objective of serving the states of Pará, Amapá and Tocantins, but this one is in a situation similar to that of Santa Catarina in order to structure itself.

To verify the current situation of librarians' unions in Brazil, the National Register of Trade Union Entities (CNES) was consulted, in the Ministry of Labor and Employment (MTE). Checking the legal support of a union can be done using the Advanced Consultation tool available on the website, through the corporate name of the entity, by the National Register of Legal Entity (CNPJ), or by other terms related to the professional category. In Advanced Consultation, in the field Razão Social, the expression “union of librarians” was inserted. In the filter options, the Entity Degree was defined as: “Union”; and, in Class: “Liberal Professionals”. When consulting, we had access to a list of three institutions: SINDIB-PR, SINDIB-RJ and SINBIESP.

Thus, based on the results found in the National Register of Trade Union Entities of the MTE, only three can be considered institutionalized unions, and they are based in the states of Paraná, Rio de Janeiro and São Paulo. However, from the earliest stages until the formation of a trade union, it takes time, a factor that allows to raise the hypothesis that there may be some union in the process of institutionalization in the MTE.

On June 18, 2015, at the General Assembly convened by SINBIESP, the professionals agreed to transform the union that operates in the state into a national union, with the purpose of assisting professionals in distant regions of the country. The National Union of Information Professionals (SINAInfo) encompasses librarians and other professionals

working directly or indirectly with information, including documentalists, historians, museologists, archivists, information scientists, assistants working with libraries, archives, museums and documentation centers (UNION OF LIBRARIANS IN THE STATE OF SÃO PAULO, 2015a, 2015b).

Silva (2016) lists some benefits of a national union. For the author, the junction of information professionals in Brazil can allow the creation of new state unions; establish salary floors at national, state and regional levels; facilitate the visibility of union mobilization in favor of the recommendations regarding hiring and career ladder of these professionals.

The efforts made in the 1980s related to the organization of the trade union movement in Librarianship had a fruitful effect: the three trade unions conceived at that time are still in activity and the emergence of SinaInfo brings a new perspective of librarians' participation in the union movement. However, much remains to be achieved, taking into account the number of states that still do not have institutionalized unions to defend the interests of the category.

4 THEORETICAL-EPISTEMOLOGICAL CONCEPTIONS ON PROFESSIONAL ETHICS AND DEONTOLOGY IN THE SCOPE OF BRAZILIAN LIBRARIANSHIP UNIONISM

Aiming at knowing the conception of librarians regarding ethics applied to professional life, Souza and Stumpf (2009) analyzed the Brazilian journals and the annals of the CBBBD, considering the events carried out from 1991 to 2007. The authors explain that the choice of this period occurred because it was a time full of expectations in the face of the challenges of globalization and economic neoliberalism over the State. The themes of the congress issues in this period reflect this:

The 16th CBBBD, held in 1991, had as its central theme: "Library and economic and social development" and as sub-themes: "The public library in the process of permanent education"; "The issue of school libraries"; "Articulation university/society: contribution of the university library"; "Research and development: contribution of the specialized library; New supports for information management and storage"; "Library, social development and culture"; "Teaching Library Science". The 17th CBBBD, held in 1994, had a central theme: "Information transference at the brink of the year 2000", focusing, in particular, on "Information for science, technology and business", "Networks and information systems"; "Industry and the information market" and "Right to information and reading: building citizenship". The 18th CBBBD, held in 1997, had as its central theme: "Librarianship scenarios in the face of globalization of information", unfolding into four areas: "The Scenarios and the Strategic Vision of Librarianship in the Third Millennium"; "Policies and Technologies of Information and Communication"; "Information Market and Professional Training"; and "Organization of Information Professionals in the Society of Knowledge". The 19th CBBBD, held in 2000, had as its central theme: "Information for Citizenship and Information Professional of the New Millennium". This event sought to reflect on the formation of the professional in the third millennium, in a more solidary, participative and qualified perspective, proposing alternatives for the consolidation

of an information society based on the valorization, preservation and diffusion of cultural assets. However, in its agenda, Ethics did not explicitly constitute a sub-theme. The 20th CBBB, held in 2000, had as its central theme: “Human, Political and Economic Dimension of Information” and as sub-themes: “Knowledge and People: Human Capital in the Information Age”; “The Human Being and Cultural Diversity in the Information Society”; “Access and Excess Information”; “Contrasts of the Information Society”; “The Informatization of the Word: other dimensions of communication and sociability”; “The New Economy: new development agendas”; “Information Policies for Citizenship”; “Science and Ethics: the challenges of complexity in the knowledge society”; “Ecoinformation”; “Information as a Factor of Social Inclusion”. The 21st CBBB, held in 2005, had as its central theme: “Book, Reading and Library: Exercise of Citizenship”. The event has become a space of significant importance for the analysis of book policy, reading, and the role of libraries for social and digital inclusion in the country. However, in its agenda, Ethics did not explicitly constitute a sub-theme. The 22nd CBBB, held in 2007, had as its central theme: “Equality and diversity in the access to information: from traditional library to digital library” and as Subtopics: “Information management and information units: the challenges of infodiversity”; “Mediation and communication of information: from print to electronic”; “Information and communication technologies: contribution to security, accessibility and information architecture” (SOUZA; STUMPF, 2009, p.1820-1821).

The selection of the periodicals in Information Science and Librarianship had as initial criterion the access to the content by electronic means; then the choice of one representative from each of the five regions of the country was taken into account. The journals that met the criteria chosen by Souza and Stumpf (2009) were: *Informação & Sociedade: Estudos*(Northeast); *Ciência da Informação* (Center-West); *Transinformação* (Southeast) and *Encontros Bibli* (South). In the Northern region, during the study period, the researchers did not find journals that met the established selection criterion.

The authors report that they found 10 articles among the journals, 3 oral communications and 1 poster among the Annals of CBBB. For Souza and Stumpf (2009), the increase of these numbers would be due to a growing concern on the part of Librarianship courses, with the need to include the theme in their pedagogical projects, as well as a greater discussion on the theme in international scope as an object of research.

When analyzing the origin and the determinants for the continuity of disciplines involving the ethics theme in undergraduate degrees in Librarianship, professors Bottentuit, Oliveira and Ferreira (2009) carried out a research project in 37 courses of institutions of higher education of the public and private sector. The results indicate that 75% of the courses studied approach ethics or professional ethics as content in some discipline. In general, it was observed that these disciplines are offered at the beginning of the course, when they focus on the concepts and fundamentals of the Code of Professional Ethics, and there are also references about ethics in research. The others, representing 35%, offer their own discipline dedicated to the ethics theme, with a minimum of 30 and a maximum of 80 study hours, being compulsory or optional.

Sá (1998) believes that ethics is an incessant educational objective of universities, the State and the society as a whole. The class of professionals must guide those who are beginning in the execution of their activities in the society. According to the author, it is not possible to “[...] conceive a professional community that is not governed by a norm of ethical conduct and that does not educate its group constantly” (SÁ, 1998, p. 81). CFB, thinking about this constant education of librarians, issued the resolution number 153 on March 6, 1976, which deals with the efforts of educational institutions and class entities to consolidate the reflection and practice of professional librarian ethics. In Art. 1st, Regional Librarianship Councils are directed to promote “[...] necessary means for the Librarianship Schools so that, within one of the disciplines that compose the curriculum of the School, classes of Professional Ethics of the Librarian are taught” (FEDERAL COUNCIL OF LIBRARIANSHIP, 1976, p.1407).

In light of the findings of the survey carried out by Bottentuit, Oliveira and Ferreira (2009), there are gaps regarding the involvement of class entities with teaching. The authors commented: “This leads us to affirm that there is political disarticulation of the profession, disintegration of class organs, absence of debates in this field, evidenced in the forums of the category and, especially, in librarianship conferences” (BOTTENTUIT; OLIVEIRA; FERREIRA, 2009, p.182). Thus, debates about ethics and professional ethics should be encouraged in academic disciplines as well as by the legal representatives of the class, aiming at obtaining a reflexive thinking around the theme, which results in conscious actions of the professionals regarding the need for collective unity and mutual respect.

The Code of Ethics used by CFB can be characterized as a deontological instrument. Aranalde (2005), Silva (2010) and Souza (2002) question the terminology code of ethics, suggesting code of conduct or deontological code. Souza (2013, p. 166) questions the expression contained in the heading of the Code of Ethics “[...] that calls it 'Code of Ethics of the Federal Librarianship Board. Linguistically, it does not belong to the librarian [...]”. The code of ethics becomes another instrument for the regulation of the professional body itself, which reinforces its normative rather than reflexive character.

Based on the contemporary society and the settings in the world of work, Souza (2002) lists seven deontological problems to be considered in the formulation of a code of professional deontology, which would serve as an incentive for professionals to observe their attitudes as members of a category and its involvement with society. First, consciousness: to respect the existence of the being, the individual can not be treated as a mere object of a profession; second, freedom: the professional class imposes its knowledge as exceptional, disparaging other areas, not allowing choice; third, authority: authority is granted to professions that establish dialogue with society; fourth, material survival: the professional needs income to survive, nevertheless he should not impose his knowledge as the only to be sought; fifth, coexistence: the service provider, his colleagues in the profession and the clients cannot establish links beyond their functions; sixth, equality: before hierarchies,

professionals expand indifference among themselves, in the search for better status; and seventh, fraternity: relationship of inequality between the professional and the buyer of his services.

When talking about deontology, it is necessary to understand the type of vision prevalent in the labor market, and how this can affect the professionals' behavior. Pizarro (2010, p. 45) states that “[...] professional ethics pervades two main modern doctrinal trends: utilitarianism and deontology”. Utilitarianism in 1781, as well as later deontology, were created by the English philosopher Jeremy Bentham. Bentham's utilitarianism sought in logics the understanding of facts that provided well-being and made people happy. A certain action would be considered beneficial if it reached the greatest number of individuals, limiting its measurement to mathematical equations, observed from the relation between pleasure and pain. It is characterized as a hedonistic doctrine when valuing that which brings pleasure, in detriment of suffering or misery (ABBAGNANO, 2007; PIZARRO, 2010; TUGENDHAT, 1996).

Souza (2013) explains the difference between the deontological and the utilitarian posture adopted by each professional. In the utilitarian view, the librarian carries out his work with the purpose of offering services that serve the greatest number of people, providing them with satisfaction. In turn, the librarian, in the deontological conception, is aware of his duty, acting with alterity, as if he were the beneficiary of the service.

According to Rasche (2005a, p. 176), deontology helps to standardize professionals “[...] not in the sense of equating actions, but rather of guiding, prescribing, controlling the conduct of profession members in order to construct an identity and, through it, become respected and known by other members of the society”. Understanding the questions around professional ethics provides a basis for librarians to get to know themselves better, in order to analyze which actions characterize them as class and which meet social demands. Corroborating with this idea, Silva (2012) affirms the existence of a class consciousness is decisive to have a greater collective representation of the category, aiming at a broad recognition of the profession of librarian by the market and by society.

Rasche (2014) explains that a sense of professional identity provides a demand for organization within the group and from this with the society, thus arising associations, councils, unions and other forms of articulation among professionals. On the other hand, individualism, as Sá (1998) indicates, generates less group conscience, resulting in mutual disrespect and low quality in service delivery. It is noticeable that individualism creates a state of tension in the treatment among the members of a profession, which is harmful not only to the class but also to the society in general. Uncomfortable with this picture, Rasche (2005b, p.25) observes the following: “To break with the logic of competition and the individualism so widespread in the ways of being of the members of the contemporary society introduces a challenge that is present when it comes to ‘professional ethics’ [...]”.

Attention, respect, solidarity with each other in the world of work, therefore, comprise the scope of professional ethics.

Thus, to distance himself from the individualism so widespread in the current labor market, the librarian needs to take an ethical stance, recognizing and valuing the existence of the other (FERREIRA, 2004). Through greater engagement on the part of professionals, Silva (2012, p.76) points to the possibility of “[...] broader changes through collective expression in order to make the area notable and recognized in the market and in the society”. A joint action by librarians can increase the interest of the class by representative entities, contributing to the number of unions working in Brazil. Increasingly, this becomes important, having seen the challenges faced by the trade union movement regarding the interference of the economy in the values and actions of professionals.

According to Silva (2012), the union of the librarians class would occur through the theoretical-critical reflection of its history. In turn, it is fit to add to this perception the opinions of Bottentuit, Oliveira and Ferreira (2009), Rasche (2005b, 2014), Souza (2002), Souza and Stumpf (2009), when they emphasize the need for more debates about ethics in the professional field to awake in the category the recognition of the other. Thus, it is necessary the “[...] exercise of professional ethics as a way of allowing a coexistence based on the principles of the rights and duties of others and with others” (FERREIRA, 2004, p.14).

Debating on ethics and deontology helps, therefore, to know not only some of the dilemmas experienced in the profession, but also to understand part of the various normative precepts defended by the representative organs of the class. Acting ethically must be a daily practice, therefore, as an activity of responsibility with others.

5 FINAL CONSIDERATIONS

With this study, it was possible to understand that ethics does not aim to establish rules, however, it limits itself to the theoretical field of analysis of principles, which seeks to understand the values of a given group. In turn, Deontology has the purpose of guiding conducts, and the norms are checked with the purpose of considering whether the duties and the rights represent a category of professionals before its members and the society in general.

Thus, it is necessary to approach the topic of ethics beyond the formal codes created by supervisory bodies, in order to raise social, historical, political and economic issues in the category, encouraging critical reflection. For this, there must be greater integration among professionals, class entities and undergraduate degrees in Librarianship existing in the country. Joint actions contribute to the training of more aware professionals concerning the importance of preserving acquired rights, yet without forgetting to move towards new labor achievements.

The growth in the number of trade unions is not in itself sufficient to solve librarians' labor problems, and practice is also important. In this sense, it is believed that if these professionals heed the relationships among themselves, questioning the types of ties and values that unite them as a category, based on ethics understood as a confronting science, one can achieve considerable advances in librarianship praxis.

When analyzing the relationship between professional ethics, deontology and trade union organization in Brazilian Librarianship, it was possible to perceive the importance of a broader discussion, which pervades the scope of teaching, research and professional work. From the texts examined, it was verified that the authors emphasize the practice of the profession. However, it is increasingly necessary to problematize the theme from the current social, political and economic conjuncture. In this sense, it is valid to insert and deepen the debate from the academic formation of the professional, to his participation in class entities, through continuous study on ethics, beyond a perspective that values only rules and punishments.

The aim of the research was to discuss the relationship between professional ethics, deontology and trade union organization in Brazilian librarianship, in order to understand how the process of political and institutional action of the area is located in the professional and educational context. With the fulfillment of the proposed objective, it was possible to perceive the importance of a broader discussion, which pervades the scope of teaching, research and professional production. From the texts examined, it can be verified that the authors emphasize the practice of the profession. However, it is increasingly necessary to problematize the theme from the current social, political and economic conjuncture. In this sense, it is valid to insert and deepen the debate, from the academic formation of the professional, to his participation in class entities, through a continuous study on ethics, beyond a perspective that values only rules and punishments.

Representing librarians and other information professionals, the creation of SINAIInfo reflects the desire for a political-institutional action nationally. In principle, it can strengthen Brazilian librarianship union. In addition, joint work among educational institutions and class organizations would provide a continuous dialogue on ethics even before the insertion of the professional in the labor market.

In a country of continental proportions such as Brazil, which holds regions with great cultural and economic differences, it is necessary to evaluate the market demands to establish criteria such as salary floor, career and other situations in the ambit of librarianship work. Therefore, the discussion on professional ethics, deontology and syndicalism in Librarianship requires further studies, in which issues involving the creation of a national policy as well as the integration among regional or state unions must be debated.

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