


Pathways travelled by children's literature - a bibliographical
review /
*Caminhos percorridos pela literatura infantil - uma revisão
bibliográfica*

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Received: november 6th, 2019. **Approved:** december 15th, 2019

How to cite this article:

VILELA, Laila Pinto; MARIANI BRAZ, Ruth Maria; E SILVA, Dagmar de Mello. Pathways travelled by children's literature - a bibliographical review. *Revista Letras Raras*, Campina Grande. v. 8, n. 4, dez. 2019, p. Port. 201-216 / Eng. 193-207. ISSN 2317-2347.

ABSTRACT

This article is a bibliographical review on children's literature, because in the current political moment we are living in Brazil, where the books we use in classrooms are questioned by extremist groups, we want to return to the discussion about the paths travelled by children's literature in Brazil. Thus, this article is intended to be an invitation

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 <http://dx.doi.org/10.35572/rlr.v8i4.1381>

to reflect on our position in the world, using literature as a device that enhances and sensitizes our ability to think and reflect on life in a more ethical perspective. We seek to use the latest references, but we do not discard the primary works, because we assume that they are the basis of knowledge. We have come to the conclusion that the value of literature for any society is immeasurable, since it helps in educating more critical citizens, in bringing about social transformations and in reformulating (pre) concepts. The conclusion that we have reached is that literature has intentionality, and it can contribute to denaturalize exclusionary discourses, and to form citizens that contribute to respect and inclusion, in a movement that allows recognizing excludable practices that are in the world.

KEYWORDS: Child-juvenile literature, Reader formation, Inclusion, Diversity.

RESUMO

Este artigo é uma revisão bibliográfica sobre a literatura infantil, pois no atual momento político que o Brasil vive, onde os livros que utilizamos em salas de aulas são questionados por grupos extremistas, queremos retornar a discussão sobre os caminhos percorridos pela literatura infantil no Brasil. Assim, esse artigo pretendeu ser um convite para refletirmos sobre nossa postura no mundo, utilizando a literatura como um dispositivo que potencializa e sensibiliza nossa capacidade de pensar e refletir sobre a vida numa perspectiva mais ética. Procuramos utilizar os referenciais mais modernos, mas não descartamos as obras primárias, pois entedemos que elas são a base do conhecimento. Obtivemos como resultado que o valor da literatura para qualquer sociedade é imensurável, pois ajuda na formação de cidadãos mais críticos, nas transformações sociais e nas reformulações de (pre)conceitos. Assim, chegamos conclusão que: a literatura tem uma intencionalidade e ela poderá contribuir para desnaturalizar discursos excludentes, segregadores e formar cidadãos que contribuam para o respeito e a inclusão, em um movimento que permita reconhecer práticas excludentes que estão no mundo.

PALAVRAS-CHAVE: Literatura infanto-juvenil; Formação de leitor; Inclusão; Diversidade.

1 Introduction

Literature enables man to build up his worldview. It is a collective phenomenon, as it brings information to the construction and even the evolution of societies (CANDIDO, 2000). Along the same lines, Brito (2008) states that “in Western history, at least, literature has always served to delight and instruct” (BRITO, 2008, p.100). The author brings in his text the impressions of literature as rendered by two well-known thinkers: Umberto Eco and Calvino and tells us that literature, for both of them, represents a way of (re) knowing oneself in the world. In this sense, it opposes the entertainment industry, which does not mean that it should not be light, exact, multiple.

The author also mentions Sartre's thought by saying that:

(...). He defended the need for literature to commit to humanity. For him, literature rediscovers its function in society when its perception of reality becomes constituted by the consciousness of historicity. This means a brutal dive in the present of every person (BRITO, 2008, p.100).

The references brought by Brito (2008) interact with the reflections of researcher Regina Zilberman when she states that “it is from this coincidence between the world represented in the text and the context in which its recipient participates that the relationship between the work and the reader emerges” (ZILBERMAN, 1994, p. 23). Nelly Novaes Coelho also states that “it is the true micro-cosmos of real life, transfigured into art” (COELHO, 2000, p.15).

The researcher highlights the value of literature in the transmission and transformation of culture and values:

As we study the history of cultures and the way in which they have been passed down from generation to generation, we find that literature was their main vehicle. Oral literature or written literature were the main ways in which we received the inheritance of the tradition that we have to transform, just as others did before us with the inherited and renewed values (COELHO, 2000, p.16).

In addition, for her, the school stands out as the meeting place between book and reader:

(...) School is today the privileged space in which the basis for the formation of the individual must be laid. And in this space, we privilege literary studies, because more broadly than any others, they stimulate the mind's exercise; the perception of reality in its multiple meanings; the consciousness of self in relation to the other; the reading of the world in its various levels and, mainly, enhance the study of the language, of the meaningful and conscious verbal expression - sine qua non condition for the full reality of the being (COELHO, 2000, p.16, the author's emphases).

These are thoughts that allow us to work on literature as a tool for the formation of future defenders of diversity and inclusion, as Vieira (2019) argues in his research on the presence of the visually impaired in children's literature:

Fantasy is peculiar to children's literature, we even understand it as indispensable for the development of children's imagination. However, when it comes to the visually impaired person, we need to distance ourselves from the mystical characters, so that we do not continue as in ancient times, working towards the dehumanization of people (VIEIRA; 2019; p.142).

People who, even facing the indifference and narcissistic individualism that prevails in contemporary subjectivities, are still able to clash with the society's anesthesia. We believe that through this formation, these people are capable of denaturalizing all forms of exclusion.

Thus, this article was intended as an invitation to reflect on our posture in the world, using literature as a device that enhances and sensitizes our ability to think and reflect on life in a more ethical perspective

We call *ethics* not a duty to the Law or the Good, nor a power to segregate or distinguish the pure from the unclean, the chaff from the wheat, the Good from the Evil, but a *capacity of life and thought that runs through us in selecting, in the meetings that we produce something that makes us surpass the very conditions of experience [...]* (FUGANTI, 2005, p. 5, author's emphases).

Therefore, we refer to reading and literature as sources of formation for the citizen who is critical and aware of the different and refutable realities that surround him and the changes that are necessary for everyone, in fact, to be able to assert themselves in the world with their differences.

2 Methodology

To meet this article's objective, we initially conducted bibliographical research in the academic bases to obtain information about how children's literature on human diversity has been worked. This bibliographical research began in October 2017 and was developed on the basis of the last five years, with the use of keywords such as: children's and youth's literature, reader training, inclusion, human diversity.

The researched platforms were:

- Scientific Electronic Library Online (<http://www.scielo.org/php/index.php>);
- Academic Google (<https://scholar.google.com.br>);
- Eric (<https://eric.ed.gov>);
- Educapes (<https://educapes.capes.gov.br>);
- Capes' journals (<http://www.periodicos.capes.gov.br>)

3. Results

As a result of the bibliographical research, carried out in the academic bases mentioned above, we found articles that dealt with "children's literature and inclusion".

When we searched for the word Inclusion we found:

- ✓ Academic Google: 62,000 (excluding patents and citations)
- ✓ Eric: 46
- ✓ Scielo: 75
- ✓ Capes journals: 9,589 (we selected the articles-only filter)
- ✓ International Bank for Educational Objects: 50 (no date restriction).

When we searched for the word children's literature:

- ✓ Academic Google: 11,000 (excluding patents and citations)

- ✓ Eric: 2,816
- ✓ Scielo: 15
- ✓ Capes journals: 243 (we select the articles-only filter).
- ✓ International Bank for Educational Objects: 6 (all videos).

For the research on children's literature and inclusion, the results were:

- ✓ Academic Google: 5,840 (excluding patents and citations)
- ✓ Eric: 249
- ✓ Scielo: 3 (2 results were given, but they were the same article).
- ✓ Capes journals: 41 (we selected the articles-only filter).
- ✓ International Bank for Educational Objects: 0

Our next keywords for research were literature and reader training:

For literature we found the following results

- ✓ Academic Google: 285,000 (excluding patents and citations)
- ✓ Eric: 17,837
- ✓ Scielo: 12,336
- ✓ Capes journals: 70,672 (we selected the articles-only filter).
- ✓ International Bank for Educational Objects: 1,205 (no date restriction)

For reader training:

- ✓ Academic Google: 15,400 (excluding patents and citations)
- ✓ Eric: 218
- ✓ Scielo: 35
- ✓ Capes journals: 536 (we selected the articles-only filter).
- ✓ International Bank for Educational Objects: 16 (no date restriction / 0 articles)

For the combination of literature and reader training the results were:

- ✓ Google Academic: 14,500 (excluding patents and citations)
- ✓ Eric: 30
- ✓ Scielo: 12
- ✓ Capes journals: 400 (we selected the articles-only filter).

- ✓ International Bank for Educational Objects: 12 (no date restriction / 0 articles).

For the research on impairment in children's and youth's literature, the results were:

- ✓ Academic Google: 4,250 (excluding patents and citations)
- ✓ Eric: 1
- ✓ Scielo: 0
- ✓ Capes journals: 22 (we selected the articles-only filter).
- ✓ International Bank for Educational Objects: 0 (no date restriction).

With the quantitative results presented, we chose articles, dissertations and monographs, by means of titles and abstracts that could contribute to the present work.

3.1 The timeline of children's literature

Literature is born from the record of oral narratives. Nevertheless, literature today is only possible with writing. The impulse to tell stories was probably born at the same time as human communication, as it was a way of passing on their cultural heritage to the following generation (FREIBERGER; BERBEL, 2010).

When we get in contact with popular tales, we can see the universality of such tales (and of other oral genres), as well as their transversality in different social and cultural contexts. Therefore, these oral tales represent the beginning of our literature.

Coelho (2000) ponders on the difficulty of defining it accurately, for her

Each era understood and produced literature in its own way. To know this "mode" is undoubtedly to know the uniqueness of each moment of the long march of constantly evolving humanity. To know the literature that each age has made for children is to know the ideas and values on which each society was based (and is based...), (COELHO, 2000, p.28).

Coelho brings in his work Children's Literature - Theory, Analysis, Didactics (2000), an analysis of ten transformations between the traditional mode of social organization and the new mode of the contemporary world. Among the transformations are: the shift from the individualistic spirit to the sympathetic spirit, from racism to anti-racism and the view on childhood. The scholar / researcher explains how all these transformations have an impact on literary production.

According to Coelho (2000), it was around the 70's and 80's of the twentieth century that we were able to highlight changes that pointed to a new mentality in Children's and Youth's Literature. During this period excellent writers and excellent illustrators emerged. These changes

meant breaking the discourses that preserved “individualism and its truths as the cornerstone of the system” (COELHO, 2000, p.19), to give voice to the solidarity spirit, promoting the awareness that each one is part of a whole.

In children's/youth's literature there is a tendency to replace the infallible individual hero, “an exceptional being”, by the informal group or gang of normal boys and girls. Or by characters questioning the truths that the adult world wants to impose on them (COELHO, 2000, p.24, author's emphases).

About transition from a racist society to anti-racism, the author highlights

(...)The struggle to combat racial hatreds so deeply rooted in our world. Appreciation of the different cultures, which correspond to the different ethnic groups, seeking to discover and preserve the authenticity of each one (COELHO, 2000, p. 27).

Regarding the impact on children's literature, “the characters of the various races are mixed equally, and the problem of racism, considered as one of the great humans and social injustices”, is also tackled head-on (COELHO, 2000, p. 27).

In analyzing the children's role transformation from traditional to contemporary society, the author points out that in traditional society

(...) is seen as a “miniature adult” whose period of immaturity should be shortened as soon as possible. Hence rigidly disciplining and punitive education; and the exemplary literature that tried to lead the young reader to assume, early, attitudes considered “adult” (COELHO, 2000, p. 23).

We can see a conception of childhood very distant from what we live in our current social moment when the child is the center of adults' concerns. According to the author, in contemporary society, the child “is seen as a being in formation, whose potential must be freely developed, but oriented towards achieving full realization” (COELHO, 2000, p. 27).

In analyzing the earliest children's stories, the scholar notes that research suggests a relationship between popular and childlike aspects. Children stories originate from stories intended for adults that over time they transferred to children. Popularity and exemplarity are some of the factors for this transition:

All those that had become classics of children's literature were born in the popular culture (or in the literate culture and later popularized in adaptations). Therefore, before perpetuating itself as *children's literature*, it was *popular literature*. In all of them the intention was to pass certain *values* or *standards* to be respected by the community or incorporated by the individual in his behavior (COELHO, 2000, p. 41).

We note that the author identifies three important periods for children's literature in Brazil: from 1808 to 1919, the Pre-Lobato period; between 1920 and 1970, Brazil lives the Lobato period, a Modern era; and since 1970, we have been living the postmodern phase, Post-Lobato Period

Researcher Regina Zilberman (1994) states that: "The first children's books were produced in the late 17th and 18th centuries. Before this period, it was not written for them, because there was no "childhood" (ZILBERMAN, 1994, p. 13). Children have long been considered miniature adults, wrote French historian Philippe Ariès (1986), who first noted that. Children participated in social life in a completely different way from what we live today. About the literature, the author states that:

(...) it synthesizes, through the resources of fiction, a reality, which has broad points of contact with the reader's daily life. Thus, however exacerbated the writer's fantasy may be, or the more distanced and different circumstances of space and time within which a work is conceived, the symptom of its survival is that it continues to communicate with the current recipient, because it still speaks about his world, with its difficulties and solutions, helping you to know it better (ZILBERMAN, 1994, p. 22).

Specifically, about children's literature in Brazil, the teacher and researcher point out that it emerges as a literary genre in the late nineteenth century. At that time, our country was undergoing social and economic transformations that impacted social life as a consequence of the Industrial Revolution.

Gregorin Filho (2009) points out that there are two moments: prior to Lobato, with moralizing bias, submission, patriotism, etc., and post Lobato with literature focused on the children's universe, freer and with playful investment in his text. In this sense, children's literature goes from "the pedagogical instrument of moralizing conception of the past, to a mirror of society relationships, needs, questions and aesthetic standards" (GREGORIN FILHO, 2009, p.36). Monteiro Lobato's work is also the landmark highlighted by Laura Sandroni (2008), by stating that:

(...) with the publication of *The Girl with the Snub Nose* in 1921, José Bento Monteiro Lobato inaugurates what is conventionally called the "literary phase of Brazilian production for children and youths" (...) his work was a qualitative leap compared to the authors who preceded him, since it is all permeated by the scope of debates on contemporary or historical public themes that he approaches in a way understood by children and expressed in original and

creative language, in search for Brazilian colloquial language, anticipatory of modernism.” (SANDRONI, 2008, p. 219-220).

Among the author’s highlights about Monteiro Lobato’s works, the presence of folklore is outstanding. “He was the first to make the theme always present in their stories” (SANDRONI, 2008, p. 220). In addition, the scholar underlines the presence of the historical and social context, such as the defense of democracy, present in the way the characters of the Yellow Woodpecker Farm are organized.

For the expert, Monteiro Lobato’s importance to literature was so significant that it would have, to a certain extent, prevented other authors, with rare exceptions, from succeeding. For her, this picture begins to change in the 1970s, when the Law of Guidelines and Bases (LDB) is published and requires that elementary schools adopt books by Brazilian authors. In addition to this milestone, Sandroni (2008) also highlights the creation, in 1968, of the National Youth and Children Book Foundation and the *Recreio* magazine, “by launching young authors who are responsible for the contemporary classics of the genre” (SANDRONI, 2008, p. 221).

Sandroni (2008) cites several authors from the 1970s, such as Fernando Lopes de Almeida, Ruth Rocha, Marina Colassanti and highlights the quality of Lygia Bojunga Nunes’ work, “in this group of authors who problematize contemporary society problems, either on human relationships’ side or on the psychological implications of which the child is a victim ”(SANDRONI, 2008, p.222). At that time, according to the researcher, there is also a reevaluation of popular culture. She cites authors like Ziraldo, Antonieta de Moraes and Joel Rufino dos Santos. She also emphasizes the use of humor to reflect on the historical and social context in the productions of Sylvia Orthof, Edy Lima and João Carlos Marinho. About the 1980s, Sandroni (2008) expresses her views regarding the value given to children’s books illustration in that period.

In the same article, Laura Sandroni stresses that 1982 was fundamental in this historical course of children’s and youth’s literature in Brazil. It was then that Lygia Bojunga Nunes was awarded the Hans Christian Andersen Prize for her work, the first time that our literature has reached this level.

In analyzing the 1990s, Sandroni (2008) states that the period:

(...) is characterized by the quality improvement of the Brazilian editions. Finally the publishers have realized that the child is the future adult reader, so you have to do your best to conquer the young reader: a good text, a good illustration, printed on quality paper, with good layout and a font suitable for the child’s reading ability (SANDRONI, 2008, p.228).

Two other important moments for Brazilian literature highlighted by the same researcher took place in 2000 and 2003. In the year 2000, it was Ana Maria Machado's turn to receive the Hans Christian Andersen Award; and in 2003 Lygia Bojunga received the Swedish Astrid Lindgren Memorial Award (ALMA). Something peculiar happened at this award: the value of the award was split into author, illustrator and expert, but in 2003, the Swedish jury unanimously decided to award the prize exclusively to author Lygia Bojunga.

We defend literature as a space and time to develop critical, reflective and autonomous people.

Costa (2007) states that "(...) the child will be forming a way of thinking, ideological values, behavior patterns of the society and, in particular, will be feeding imagination" (Costa, 2007, p. 27). Thus, offering books that deal with themes historically denied to a large part of the economically disadvantaged population in our country, books that deal with issues about life, different cultures, and the history of various groups that constitutes a society, may favor an education on respect for diversity.

"To annihilate man is to deprive him of food as well as to deprive him of word !!!" This well-known phrase by philosopher Walter Benjamin (1892-1940, s / p) expresses the need for the presence of literature in human formation. But we also interpret it as a shout of indignation at any form of curtailment or censorship of the free access of works that invite us to think critically about the supposed truths that are imposed.

We know that censorship in our country still has its roots in the performance of the Inquisition in Portugal, as well as in several periods of our history. But not even the memory of this past has freed us from witnessing history repeating itself today. However, the teacher and former minister of education Renato Janine Ribeiro, in his text *The Right to Dream* (2002), warns that censorship will never be able to repress freedom of thought and imagination. According to Janine (2002): "If we want to fight censorship, it will not be ridiculing its excesses, but challenging its core. It will not be mocking their mistakes, but defending the ability of thought - and fantasy - to create new worlds"(JANINE, 2002, p.15).

And it is from this perspective that we defend literature, since it can be a device to feed our fantasy and to free our thought from doctrinal chains.

Gregorin Filho (2009) classifies books that are part of the school's daily life into three categories:

Didactic: those that are references for learning the curriculum's educating subjects. Didactic support: publications used to deepen the different topics of each subject, enriching the student's education. Literary: books of fiction, artistic language (FILHO; 2009; p.73)

According to the author, this classification is fundamental for “the perception of literary reading books as allies in the development of student's affectivity and imagination” (FILHO, 2009, p.73) and constituted two fundamental points in the construction of our work since aims at educating for the respect and appreciation of diversity.

Differences are part of human life and through literature we can approach it in our school daily life. The reading world can take us, through our imagination, to different places, fostering fundamental discussions about respect, citizenship, inequality, diversity and human rights.

3.2 Literature and the Training of Readers

Ricardo Azevedo (2004) discusses the reality of many children who hear about the “pleasure of literature” and about the importance of adults to encourage reading. However, he highlights that many of these adults are not readers. According to the author, they are adept at the philosophy of “do what I say, not what I do” (AZEVEDO, 2004, p.1). He also emphasizes that “reading, like many good things in life, requires effort and that the so-called pleasure of reading is a construction that presupposes training, development and accumulation” (AZEVEDO, 2004, p.1).

In addition, we also have children, especially in the most disadvantaged social classes, who are often the sons and daughters of illiterate parents and thus grow far from the universe of reading and writing. The school becomes for them the only place in which literature is at their fingertips and where this habit is appreciated. On this topic, Azevedo (2004) mentions the importance of popular tales in the training of the young reader:

It is great when someone - especially if that person is young - finds that, in addition to rules, information, and lessons, a book can address the themes of concrete human life. That person will have, I believe, a good chance of becoming a reader who is enthusiastic about what he/she has read, and one who will refer the text to his/hers friends, thus contributing to the formation of other readers (AZEVEDO, 2007, p.8).

We believe that literature is of fundamental importance in children and young people education and so we must be careful with the texts we offer them. Books can be at the service of

conscious human development, but they can also contribute to reinforce prejudice and stereotypes regarding disability and diversity.

Literature is a cultural product and we should always be aware of what is offered to students. School and literature, thus, walking side by side towards children's education based on values of respect for diversity, differences and inclusion. Azevedo (2004) also points out that the instruction of the reader requires communion:

It is important to make it clear: to form a reader it is essential that between the person who reads, and the text establishes a kind of communion based on pleasure, identification, interest and freedom of interpretation. It is also necessary that there is effort, and this is justified and legitimated precisely through the established communion (AZEVEDO, 2004, p.2).

We agree, therefore, that book titles should be chosen together with students, as they may be co-authors of their education as readers, as Azevedo (2004) suggests.

Gregorin Filho (2009) points out to the criticism that children's literature sometimes suffers in its social and academic prestige and recalls that "the values discussed in children's literature are human values, built through mankind's long walk through history, and not values that circulate only in the infantile universe of contemporary societies" (FILHO, 2009, p.15).

What values should we serve using literary texts in school? In a society with poor reading habits, with millions of illiterate people, choosing to use literature for inclusion is a double challenge that needs to be taken up by the teacher.

In 2016, the Pro-book Institute published the results of the *4th edition of the Reading Portraits Survey in Brazil*, carried out by Ibope and conducted by the Institute itself, to learn about reading habits in our country. According to the document, the Institute's "main objective is to foster reading and the dissemination and access to the book" (Instituto Pró-Livro, 2016, p.5), and establishes as its mission "to transform Brazil into a country of readers" (INSTITUTO PRO-BOOK, 2016, p.5). The data presented show that among the people surveyed, in 2015, 8% declared themselves "not literate" or "did not attend formal school" (INSTITUTO PRO-BOOK, 2016, p.16).

Regarding the concept of book, the document states: "we consider paper books, digital or electronic books and audio digital books, Braille books and school textbooks, excluding guidebooks, catalogs, pamphlets, magazines, comics and newspapers". The INSTITUTE

PROBOOK (2016, p.9) considers to be books partially read those which respondents have read only a few parts, excerpts or chapters” (INSTITUTE PROBOOK, 2016, p.9).

The Institute defines as a Reader “one who has read, in whole or in part, at least 1 book in the last 3 months” and as non-reader “one who has declared that he has not read any books in the last 3 months, even if he has read in the last 12 months. , (PRO-BOOK INSTITUTE, 2016, p.21). In the latest survey data, 44% of the respondents declared themselves non-readers.

The document also shows the main motivation for reading a book. Only 1/4 replied that reading is for *pleasure*¹ . This is astonishing due to the fact that it shows how much we still have to struggle to promote a taste for literature and reading. It is important to note that when we talk about valuing literature and inclusion, we do not include here didactic moralizing works but only literary art. In this sense, Gregorin Filho says that

(...) authors such as Pedro Bandeira, Calor Queiroz Telles, Lucia Pimentel Góes, Roseana Murray and Ziraldo, among others, bring the voices of children and the daily universe with their conflicts to be read / seen / felt in today's children's literature. These are brought to children in order to inspire dialogue, not to impose values, through a literature that seeks art as its main feature. (FILHO, 2009, p.30).

It is from this conception of literature that one can enjoy the possibilities to discuss our society's values and practices, to understand that the meritocratic speech very often masks adverse social conditions of the less favored, like poor schooling, racism that oppresses the black population, sexism that devalues women role in society and justifies violence against them.

Gregorin Filho (2009) brings a clear and objective statement about this. For him

(...) learning to read and use literature as a vehicle for information and leisure promotes the development of an individual who is better able to argue, to interact with the world around, and to become a change agent in the society. (FILHO, 2009, p.51)

This statement is in line with the proposal to foster discussions about inclusion, respect and diversity in literary books, hoping that literature will contribute to educate people who will not allow differences to be taken as a ground for exclusion, rights denial or a justification for social issues to be naturalized, when in fact they are social and historically constructed.

Final Considerations

¹ The publication of the research results is available at:
http://prolivro.org.br/home/images/2016/Research_Retratos_da_Leitura_no_Brasil_-_2015.pdf

We have come to the end of this work with the certainty that literature can be of service to educate for diversity. We find books that in no way resemble guidebooks or recipes with moralizing bias. The subjectivity of the narratives and the delicacy with which they deal with the themes of diversity surprised us. It was books like these that we were looking for to compose our small collection.

Denaturalizing the various forms of exclusion throughout our students' education is an important step towards building a fair and democratic society that is guaranteed in so many legal texts, but not quite in real life. To choose literary books that enable diversity and inclusion debates is a challenge, because of the difficulty in academically establish what is quality children's and youth's literature.

In this respect, Gregorin Filho (2009) provides an overview of the “theoretical lines most commonly used in children's literature research and teaching to guide classroom work” (GREGORIN FILHO, 2009, p.59). The author lists the following theoretical lines: literary, linguistic, historical-social, semiotic, didactic-pedagogical, psychoanalytical and comparative criticism. It also signals the prejudice of the literary critics on children's literature, who commonly attributes it a lower value. Finally, the act of choosing a book by a school is also a political act and should be collective, along with academia and society.

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