

Picture Book Representations of Lesbian, Gay, Bisexual, Transgendered, and Queer  
(LGBTQ) Families and Their Presence in School Libraries in Canada

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# **Picture Book Representations of Lesbian, Gay, Bisexual, Transgendered, and Queer (LGBTQ) Families and Their Presence in School Libraries in Canada**

## ***Background***

As librarians and teachers we strive for inclusivity. All students deserve to see their own family lives and experiences reflected back to them in high quality library books. Students who identify as lesbian, gay, bisexual, transgender or queer (LGBTQ) deserve to have picture books that speak to their realities as well.

The inclusion of LGBTQ literature in school libraries is important to provide youth with the resources that reflect the diversity of genders and sexual orientations in society. Not only do these texts provide meaningful space for LGBTQ youth by making these identities visible, but they also validate and promote the tolerance and acceptance of LGBTQ youths in an otherwise heteronormative learning environment (Dodge & Crutcher, 2015). As Schneider and Owens (2000) explain, “children face the developmental task of understanding and coming to terms with their sexual identity in an environment that denies and devalues that aspect of them” (p.351).

Schools have often failed to provide students with the tools and resources to question assumptions around sexuality and gender. Many school boards have adopted safe school policies with the intention of creating spaces of tolerance and acceptance for students to feel comfortable with being themselves without fear of reproach from others (Henkin, 2011; Ratts et al., 2013). These norms and values are important in the way that they shape the spaces that are provided to students to express their sexual orientations and gender identities, however, it is also important that tools and resources are also provided to students in school libraries and curriculums.

Introducing LGBTQ titles in school libraries is vital not only to provide students who identify as or come from LGBTQ families with content that they can relate to, but also to create a culture of learning that embraces inclusion and diversity for all students, regardless of sexual orientation or gender identity. According to a study by Kidd and Castano (2013), reading literary fiction is linked positively to empathy insofar that reading through the consciousness of a protagonist expands one’s capacity to understand other’s subjective states. As such, many educators and scholars consider the careful introduction of LGBTQ literature into classrooms as an important avenue to deconstruct stereotypes, misconceptions, and prejudices that exist in society, and in turn create a learning environment that is conducive to empathy and social justice (Dodge & Crutcher, 2015; Wood, Kissel, & Miller, 2016). School libraries are an important space to begin to deconstruct the silences and stereotypes surrounding LGBTQ identities by providing students and teachers with the resources to encourage the discussion of sexuality and gender in schools.

The intent of this study was to create a better understanding of the representativeness of picture books that depict LGBTQ families in Canadian school

libraries, as well as noting any challenges or concerns faced by teacher-librarians while developing and/ or promoting these collections. Although there has been substantial research completed on school climate surrounding LGBTQ issues and on teacher attitudes and behaviours, there has been relatively little research to date that focuses on how school librarians face LGBTQ issues in the school setting in Canada. The objective of this study is assess the extent to which school librarians are including LGBTQ content in school library collections, the challenges and obstacles faced, as well as identify best practices to advance the inclusion of LGBTQ titles in school libraries.

## ***Literature Review***

### **School Climate in Canada Regarding LGBTQ Issues**

Although many individuals agree that homosexuality should be accepted in society, they may have concerns when LGBTQ content is added to the curriculum or the school library. It is not always clear why LGBTQ content is challenged, but quite often the age of the child is of concern. The content is often viewed as an adult topic not appropriate for children and certainly not presented in such an appealing medium as a picture book. As Saltman observed in her recent research on challenges to Canadian children's literature: "perhaps what bemuses and disturbs challengers... is also that the primary audience is the very young. Whatever the reason, this introduction to visual and textual literacy for preschoolers and primary grade children is a lightning rod for censorship challenges as a variety of groups and individuals, believing children should be protected from specific ideas and attitudes, examine the picture book for 'correct' socio-political and moral values and ideas." (Saltman, 2016, p.199).

At times the concern for students has been so great that legal action has been taken by school boards, politicians and/or parents. In 1997, three picture books depicting same-sex families (*Asha's Mums* by Rosamund Elwin & Michele Paulse, *Belinda's Bouquet* by Lesléa Newman, and *One Dad, Two Dads, Brown Dad, Blue Dads* by Johnny Valentine & Melody Sarecky) were banned from all schools by the school board in Surrey, British Columbia for promoting homosexuality. The decision was challenged in the Supreme Court of Canada. This resulted in a 2002 ruling that Canadian public schools are secular and diverse (Saltman, 2016).

In recent years in Canada, there have been several legislative reforms at the provincial level in support of creating a culture of acceptance and tolerance for LGBTQ students in the classroom. Many of these legislative acts speak to all forms of bullying and harassment in the schools, yet several include specific and separate language for LGBTQ students. These include Bill 13 – The Accepting Schools Act – in Ontario (2012), Bill 18 – The Safe and Inclusive Schools Act – in Manitoba (2014), and Bill 10 – The Act to Amend the Alberta Bill of Rights to protect our Children – in Alberta (2014).

Other court cases in Canada have focused on the unsafe school environment which has been created in schools, either by discriminatory policies or by lack of action by administrators. In 2005, the British Columbia Human Rights Tribunal overturned a decision by the B.C Supreme Court regarding the homophobic bullying of a student. The tribunal ruled that the school division failed to take proactive measures to combat homophobia. (Taylor et al., 2011).

### **Librarian Collection Development Behaviours**

The literature suggests that a significant percentage of school librarians engage in self-censorship when it comes to adding LGBTQ materials to their libraries. A 2009 survey found that 70% of respondents stated that concern over the possibility of negative reactions from parents made them hesitant to add certain controversial titles to the collection (Whelan, 2009). This may be active censorship (i.e.: not purchasing LGBTQ titles at all) or some form of subversive censorship such as limiting access to books by keeping them in offices or other hard to access parts of the library, or by cataloguing them in a such a way that makes their discovery unlikely. (Clyde & Lobban, 2001).

Sweeping cuts to school librarian positions across Canada over the past few decades have compounded the problem of censorship (Haycock, 2003; Saltman, 2016). Less funding has resulted in fewer librarians working in the schools and more untrained staff or volunteers taking their places. Saltman notes that “these individuals often lack a professional education regarding the nature of censorship, freedom to read, and freedom to access of information. They are more likely to concur with challenges, avoid ordering controversial titles, and remove titles from the library.” (Saltman, 2016, p.103)

Despite their own personal opinions or hesitations, school librarians are bound by the ethics of their profession to provide resources that respond to the information needs of all patrons. To reject certain controversial titles out of fear of conflict is a potential violation of professional ethics. School librarians face the added responsibility of maintaining a collection that is aligned with the policies and curricular goals of the school board. (Rickman, 2015). When collection development choices are guided by fear or avoidance of conflict, they are at best neglecting a subset of users, and at worse, putting LGBTQ students at additional risk of bullying.

### ***Methodology***

The data was collected via an online survey. The survey questionnaire was created in Fluid surveys. The link to the survey, along with the accompanying letter of information, were distributed to potential participants via several professional organization mailing lists.

The survey consisted of ten questions (see appendix 1). Participants were asked to answer questions regarding the titles (if any) in their school library that featured

representations of LGBTQ families, as well as the type of school (grade level, public or private), location of the school (name of town or city and rural vs urban location), and any challenges, questions or positive comments they had received regarding LGBTQ books.

The survey link was available for six weeks. During the data collection period a total of 32 completed surveys were received. NVivo, a qualitative computer software program, was used to code and analyze the survey data.

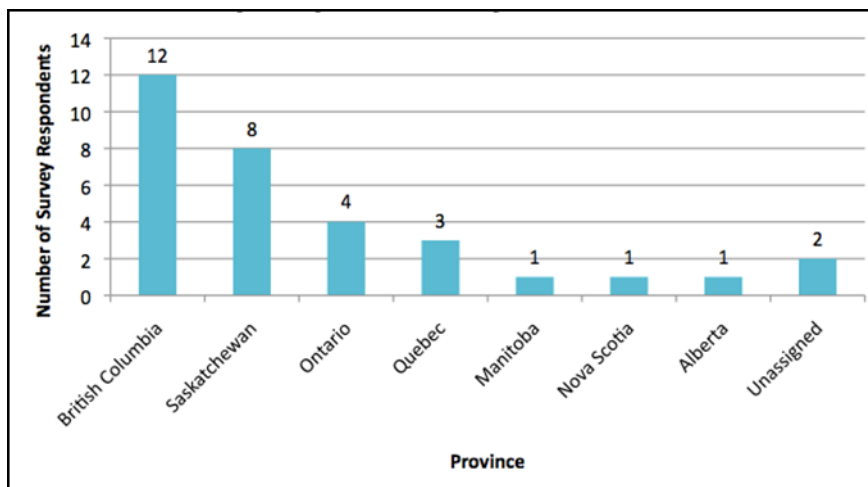
The survey questions, letter of information, and data collection methodology received ethics approval from the Social Sciences and Humanities Research Ethics Board at the University of Ottawa.

## ***Findings***

### **Summary of Respondents**

The bulk of the survey respondents were from school libraries in British Columbia, followed by Saskatchewan, Ontario, Quebec, Manitoba, Nova Scotia, and Alberta. Unfortunately there are many provinces which were underrepresented with only one or two respondents each. We received no completed surveys from the northern territories and very few from the Atlantic Provinces (see figure 1).

**Figure 1: Survey Respondents by Province, n=32**



The overwhelming majority of the respondents self-identified as being located in an urban area (n=28), however two respondents did not specify.

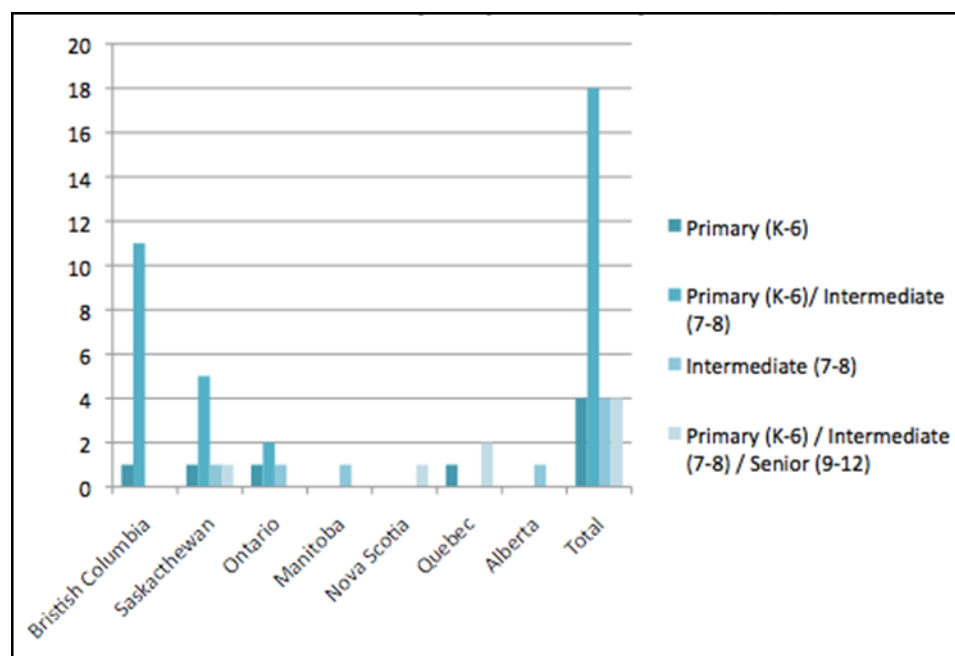
The majority of respondents indicated that they worked in a school library that was located in a public school (n=28). Three respondents worked in a private school,

with two of these private schools being located in Quebec. One respondent was unassigned.

British Columbia was the province with the most respondents (n=12), with all schools being public and located in urban areas. Saskatchewan had the second most number of respondents (n=8). All schools in Saskatchewan were public, with the majority of schools located in urban areas. In Ontario, Manitoba, Nova Scotia, and Alberta, all schools were public and located in urban areas. In Quebec, all schools were located in urban areas, and represented both public and private non-religious schools.

The majority of respondents indicated that they worked in school libraries that serve either primary (K-6) and/ or intermediate (7-8) grade levels. This is not surprising as children’s picture books on any theme would likely be geared towards young readers. Two respondents in Quebec indicated that they worked in a school that included kindergarten through to the senior grades. This was likely due to the fact that these two respondents worked in private schools (see figure 2).

**Figure 2: Grade Levels Taught by Survey Respondents by Province**



### Frequency of Titles

There were 76 separate LGBTQ titles mentioned in the survey. Schools in British Columbia mentioned the majority of titles (53), followed by Ontario (29), Saskatchewan (21), Quebec (11), Manitoba (8), and Nova Scotia (1). These findings may suggest that schools in British Columbia have the greatest diversity of LGBTQ titles compared to their counterparts in other provinces, however the number of respondents from each province must be considered. As the number of participants from Manitoba

and Nova Scotia were quite small, the sample may not be representative of the inclusivity of LGBTQ titles in each province as a whole.

Explanations for the frequency of some titles can be explained by the large proportion of schools in British Columbia that have the same titles in their school libraries. For example, the frequency of titles - *All families are special* - Norma Simon (2003), *A Tale of Two Mommies* - Vanita Oelschlager (2010), *A Tale of Two Daddies* - Vanita Oelschlager (2010); *I am Jazz* - Jessica Herthel (2014); *Donovan's big day* - Leslea Newman (2011); *In Our Mothers' House* - Patricia Polcacco (2009); *Mommy, mama, and me* - Lesléa Newman (2009) -- can be explained by their frequency across schools in British Columbia, rather than the sample as a whole.

The diversity and breadth of LGBTQ titles for schools in British Columbia can be attributed to the role of the school district in directing policy and funding towards the inclusion of LGBTQ titles in school library collections. Accordingly, respondents explained that a district LGBTQ resource teacher orders and recommends family and gender diversity titles for all elementary schools in the district. District support was found to be present in schools located in the Burnaby and Vancouver school districts.

The most popular titles overall were as follows -- *And Tango Makes Three* (2005) by Justin Richardson & Peter Parnell with 21 counts in total, *All Families are Special* (2003) by Norma Simon with 15 counts in total, *A Tale of Two Mommies* (2010) by Vanita Oelschlager with 15 counts in total, *A Tale of Two Daddies* (2010) by Vanita Oelschlager with 14 counts in total, and *I am Jazz* (2014) by Jessica Herthel with 12 counts in total (for the complete list of titles and break down by province please see appendix 2).

### **Questions or Comments by Students, Parents, and Teachers**

Thirteen schools indicated that they had received either questions or comments related to LGBTQ content. Twelve schools indicated that they had not received any questions or comments. The majority of schools that had received questions or comments were located in provinces which had the most respondents overall – which include British Columbia and Saskatchewan.

Across all schools, questions and comments tended to come from students and teachers, rather than from parents. Most of the questions from teachers and students were in the form of requests for materials and recommendations of resources:

“Teachers have asked for some of the best and most current resources to support learning about LGBTQ in their classroom and also books to open up discussions.”

- Saskatoon, SK

“I have had students (mostly grade 7+) asking for more books that include LGBTQ content, characters or themes.”

-Regina, SK

Overall, respondents indicated that the comments from teachers and students were positive and tended to be supportive of including LGBTQ titles in the school library:

“I have had positive feedback from students about *George*, several students really enjoyed it.”

- Burnaby, BC

“Positive comments from teachers about building collection to reflect today's society”

- Orangeville, ON

“Discussion 10 years ago at lunch with staff when I suggested adding LGBTQ titles, met with rousing acceptance!”

- Burnaby, BC

Questions and comments were not evenly distributed across the grade levels. Surprisingly, there were no schools at the primary level that indicated that they had received any feedback on their collections. This is somewhat unexpected as the bulk of the titles received in the survey responses were children's literature and pictures books that would be most appropriate for primary school readers. A review of the literature also found that this is the age group that elicited the most concern and the greatest number of challenges to LGBTQ content in library collections (American Library Association, 2009; Freedom of Expression Committee 2017; Saltman, 2016).

At the primary-intermediate level, eleven schools had received comments or questions, which came from teachers (n=6); students (n=4); and parents (n=1). In terms of the nature of comments, two schools identified comments as explicitly positive, with these favorable comments coming from teachers. One school identified comments as explicitly negative. Four other schools indicated that teachers were asking for resources, which suggests these comments are positive in nature and support the inclusion of LGBTQ themes in school classrooms.

At the intermediate level, one school received positive comments from the guidance counselor surrounding the inclusion of LGBTQ titles in the school library. At the primary-senior grade levels, one school received comments, which was related to a parent asking the librarian to give her daughters' teacher books about LGBTQ themes.



## **Location of LGBTQ Titles in the School Library**

Question eight in the survey asked respondents about the location of LGBTQ titles in their libraries. The intent of this question was to see if librarians were engaging in self-censorship by limiting access to books by putting them in hard to reach locations such as closed collections, locked offices, or behind the circulation desk. Although the literature suggests that a significant percentage of school-librarians engage in self-censorship when it comes to adding LGBTQ materials to their schools' libraries, the results of the current survey did not find this to be the case (Whelan, 2009).

The majority of respondents indicated that LGBTQ titles are located in the general collection (n=27). Two respondents, one from Burnaby, British Columbia, and the other from Regina, Saskatchewan, indicated that LGBTQ titles are located in the general collection as well as a closed collection such as a library office. One respondent from Burnaby, British Columbia indicated that LGBTQ titles are located in a separate open collection, the general collection, and a separate closed collection. No reasons were given for the separation of LGBTQ titles from the general collection.

## **Cataloguing of LGBTQ Titles**

Question nine in the survey asked respondents to indicate how LGBTQ titles were catalogued in their library. Again, the purpose of this question was to discover if any librarians were self-censoring by attempting to catalogue these books in such a way that discovery by patrons would be difficult or unlikely. Non-descriptive cataloguing may sometimes be used by school librarians as a way to say that they did have LGBTQ titles in the collection while simultaneously keeping them somewhat hidden. (Whelan, 2009).

The survey found that nearly all librarians catalogued LGBTQ titles in the same way that they would catalogue any other book. The majority of schools across provinces catalogue books according to type, with the most prevalent response being termed "regularly", indicating no distinction for LGBTQ titles. The second most prevalent cataloguing style is by title, with schools using fiction, non-fiction, and 'easy books' designations to catalogue LGBTQ titles. Similar to cataloguing books by type, this category also indicates that schools are not cataloguing books to include any distinction for titles including LGBTQ themes. The least common cataloguing type across all schools is the use of additional sub-headings to catalogue LGBTQ titles. Respondents in this category explained that LGBTQ books are catalogued according to general cataloguing such as by type (i.e. author, Dewey) or by title in addition to sub-headings that aid in identifying LGBTQ themes.

## **Additional Comments**

The final question in the survey invited respondents to share any additional comments they might have, and several themes emerged from this question.

Many respondents voiced concerns over what they viewed as the difficulties or challenges of including LGBTQ titles in their school's collections. Some participants stated that they found it difficult to find quality LGBTQ resources or titles that seemed appropriate for their school community and appealing to students:

"It is a challenge (but not impossible) to find LGBTQ titles that work in a middle school library. They have to be honest and meet the topic head-on but not be too edgy. I have found a number of LGBTQ titles "appropriate" for middle school with girls as the protagonist but have, for some reason, found it more difficult to find the same type with boy protagonists."

- Mississauga, ON

Other respondents voiced concerns over fears of potential challenges or conflict – either from parents in the community or from the school administration and/or teachers:

"I am taking care of 9 elementary schools and not all community accept books about LGBTQ the same way. Sometimes, I need to bring some titles for discussion among members of the library committee."

- Montréal, QC

"Our school serves a very conservative Mennonite community, and even though it is public, there would be strong backlash to introducing students to LGBTQ lit."

- Hague, SK

"I am a high school librarian in a Jewish private school. There are religious restrictions that make it difficult to acquire LGBT books. Books at the high school level are also somewhat more complicated than picture books. This is a work in progress."

- Unknown

However the majority of the final comments were from respondents expressing their support for the inclusion of LGBTQ titles in their library collection as well as support from school administration and the larger community. These comments either expressed the desire to include more resources or their active role in increasing the collection of LGBTQ titles in their school libraries:

“I have been looking for LGBTQ books since we have had some trans students self-identify. My school is very open to the issue. I would have some titles in any school collection. I have actively looked for more for this collection.”

- Saskatoon, SK

“I think that increasing visibility is vital. The LGBTQ community is very underrepresented in literature. I am working hard to increase the collections that exist in our elementary schools.”

-Burnaby, BC

“I am currently in my first year at this school, and it serves a demographic that is unlikely to take issue with such books. I will make a point of acquiring many of the picture books on this list over the next couple of years.”

- Montréal, QC

### ***Limitations of the Survey***

Although the results of the survey do shine some light onto the LGBTQ collections in school libraries and the challenges faced by school librarians, there are many limitations to the research.

The relatively small sample (n = 32) means that it is difficult to draw certain conclusions from the data. The sample was also quite uneven in its representativeness, with most respondents coming from Western provinces and urban areas. Many provinces were underrepresented with only one or two respondents and some provinces and territories were not represented at all.

It is also important to note that education is governed by the provinces and so there is great deal of variation across Canada in terms of curricula, school library staffing, and collection development policies and workflows. These factors may have greatly influenced why some provinces had great support for adding LGBTQ resources to their collections, while others did not. Several respondents in British Columbia highlighted the fact that they had wide support across their school districts:

“The Burnaby school district has had 4 bulk orders of family and gender diversity titles for our elementary schools.”

- Burnaby, BC

“Our district has a "safe schools, inclusion" type clause and has a staff member in the district who recommends books to us for purchase. Many of these titles are useful to us in our teaching and discussions with children. Many focus on differences being okay, not necessarily specifically gender identity or family make up, though many do have those topics too.”

- Burnaby, BC

“Vancouver has leadership at the district level for inclusion”.

- Vancouver, BC

Research shows that there tends to be wide variations in the presence of school librarians or trained library staff across provinces and between rural and urban locations within provinces, with rural and northern school libraries having fewer professional staff and less funding (Ontario Library Association, 2006; People for Education, 2015). A professional staff would likely be more confident to pushing back on challenges to intellectual freedom and select quality resources. Our sample may not represent the true picture of LGBTQ inclusion in school libraries as our respondents tended to be from large urban centers which may have been more likely to be equipped with larger collections, budgets and professional staff.

## ***Conclusion***

The survey findings show that there is disparity across the country in terms of LGBTQ children’s literature in school libraries. It was encouraging to find a large number of titles mentioned by the respondents with many participants indicating a dozen or more titles being present in their school. The western provinces indicated the greatest breath of titles in their collections. These respondents also seemed to indicate the most support for developing these collections from all stakeholders including school administrators, students, teachers and parents. The comments from school library staff in British Columbia and Saskatchewan in particular revealed that their schools were quite open and receptive to growing an LGBTQ collection.

Unfortunately, the relatively small sample size makes it difficult to draw conclusive findings from the data. The sample was also quite uneven in its representativeness, with most respondents coming from Western provinces and urban areas. Many provinces were underrepresented with only one or two respondents and some provinces and territories were not represented at all.

The overall findings indicate a number of healthy LGBTQ children’s literature collections in school libraries in Canada and few barriers or challenges to collection development. While this is encouraging, there still seem to be a small number of schools that appear to show resistance to acquiring these titles. It is hoped that the

library staff in these schools can work together with school staff, students, teachers and the community to build library collections that are inclusive to all. Our students deserve it.

## **Appendices**

### **Appendix 1 – survey questions**

1) Below is a list of children's picture books that feature representations of lesbian, gay, bisexual, transgendered or queer (LGBTQ) families. Please indicate which of these titles are held in your school library (please check all that apply).

1. A Beach Party with Alexis / Sarita Johnson-Calvo (1993)
2. A Boy's Best Friend/ Joan Alden (1992)
3. All Families are Special / Norma Simon (2003)
4. And Tango Makes Three / Justin Richardson and Peter Parnell (2005)
5. Asha's Mums / Rosamund Elwin (1990)
6. A Tale of Two Daddies / Vanita Oelschlager (2010)
7. A Tale of Two Mommies / Vanita Oelschlager (2011)
8. Bedtime for Baby Teddy / Tamara Arc-Dekker (2002)
9. Daddy, Papa and Me / Leslea Newman (2009)
10. Daddy's Roomate / Michael Willhoite (1990)
11. Donovan's Big Day / Leslea Newman (2011)
12. Emma and Meesha my Boy: A Two-Mom Story / Kaitlyn Considine (2005)
13. Everywhere Babies / Susan Meyers (2001)
14. Felicia's Favorite Story / Leslea Newman (2002)
15. How my Family Came to Be: Daddy, Papa and Me / Andrew Aldrich (2003)
16. If I Had a Hundred Mummies / Vanda Carter (2006)
17. In our Mother's House / Patricia Polacco (2009)
18. Is Your Family Like Mine? / Lois Abramchik (1996)
19. Jack and Jim / Kitty Crowther (2000)
20. Jenny Lives with Eric and Martin / Susanne Bosche (1983)
21. Josh and Jaz Have Three Mums / Heidi Argent (2007)

22. Keesha and Her Two Moms go Swimming / Monica Bey-Clarke (2011)
23. King & King / Linda de Haan & Stern Nijland (2002)
24. King & King & Family / Linda de Haan & Stern Nijland (2004)
25. Love is You and Me / Monica Sheehan (2010)
26. Lots of Mommies / Jane Severance (1983)
27. Milly, Molly and Different Dads / Gill Pattar (2002)
28. Molly's Family/ Nancy Garden (2004)
29. Mom and Mum are Getting Married! / Ken Setterington (2004)
30. Mommy, Mama and Me / Leslea Newman (2009)
31. Monday is One Day / Arthur A. Levine (2011)
32. One Hundred is a Family / Pam Munoz Ryan (1994)
33. Sometimes the Spoon Runs Away with Another Spoon / Jacinta Bunnell and Nat Kusinitz (2010)
34. Three Days on a River in a Red Canoe / Vera B. Williams (1981)
35. The Turklebees of Turkledorf / Jennifer Ingerman Miller (2008)
36. Uncle Bobby's Wedding / Sarah Brannen (2008)
37. While You Were Sleeping / Stephanie Burks (2004)
38. Who's in a Family? / Robert Skutch (1995)
39. Zak's Safari: A Story About Donor-Conceived Kids of Two-Mom Families / Christy Tyner (2014)

2) Are there any other LGBTQ family titles missing from this list that are found in your collection?

3) Have you had any questions or comments regarding LGBTQ titles from students, parents or teachers? YES/ NO

4) If yes Q3, please explain:

5) Which grade levels are served by your school library? (Please check all that apply)

- Primary (K-6)
- Intermediate (7-8)
- Senior (9-12)

6) Where is your school located? (City or town and province)

7) What kind of school is your school?

- Public
- Catholic
- Other religious
- Private non-religious
- Other \_\_\_\_\_

8) If you have any LGBTQ titles in your school library, where are they located?

- In the general collection
- In a separate open collection
- In library office
- A separate closed area (students and teachers must ask to access the books)
- Other \_\_\_\_\_

9) If you have any LGBTQ titles in your school library, how are they cataloged?

10) Do you have any other comments that you would like to add?

**Appendix Two – Frequency of LGBTQ Titles by Province**

<b>LGBTQ Titles</b>	<b>BC</b>	<b>SK</b>	<b>ON</b>	<b>MN</b>	<b>NS</b>	<b>Q C</b>	<b>AB</b>	<b>Total</b>
And Tango Makes Three - Justin Richardson and Peter Parnell (2005)	12	2	4	1	1	1	0	21
All Families Are Special - Norma Simon (2003)	11	2	2	0	0	0	0	15
A Tale of Two Mommies - Vanita Oelschlager (2010)	10	0	3	1	0	1	0	15
A Tale of Two Daddies - Vanita Oelschlager (2010)	10	0	2	1	0	1	0	14
Donovan's Big Day - Leslea Newman (2011)	11	0	0	0	0	0	0	11
Who's in a Family - Robert Skutch (1995)	9	1	0	0	0	0	0	10
In Our Mothers' House- Patricia Polcacco (2009)	8	0	0	0	0	1	0	9
King & King - Linda de Haan & Stern Nijland (2002)	7	0	1	0	0	0	0	8
Daddy, Papa and Me - Leslea Newman (2009)	7	0	0	0	0	1	0	8
Asha's Mums - Rosamund Elwin (1990)	4	0	2	1	0	0	0	7
Mommy, Mama, and Me - Lesléa Newman (2009)	6	0	0	0	0	1	0	7
ABC- A Family Alphabet Book - Bobbie Combes (2000)	5	1	0	0	0	0	0	6
Sissy Duckling - Harvey Fierstein (2002)	6	0	0	0	0	0	0	6
George - Alex Gino (2015)	2	1	1	0	0	1	0	5
Heather Has Two Mommies - Leslea Newman (1989)	2	1	1	0	0	1	0	5



My Princess Boy - Cheryl Kilodavis (2009)	3	1	1	0	0	0	0	5
Daddy's Roommate - Micheal Willhoite (1990)	0	1	3	1	0	0	0	5
Felicia's Favorite Story - Leslea Newman (2002)	5	0	0	0	0	0	0	5
One Hundred is a Family - Pam Munoz Ryan (1994)	1	3	0	0	0	0	0	4
Uncle Bobby's Wedding - Sarah Brannen (2008)	1	1	1	1	0	0	0	4
Mom and Mum are Getting Married! - Ken Setterington (2004)	2	0	1	0	0	0	0	3
The different Dragon - Jennifer Bryan (2006)	3	0	0	0	0	0	0	3
Uncle Bobby's Wedding / Sarah Brannen (2008)	1	0	1	1	0	0	0	3
10,000 Dresses - Marcus Ewert (2008)	2	1	0	0	0	0	0	3
Flying Free - Jennifer Gregg (2004)	3	0	0	0	0	0	0	3
Jacob's New Dress - Ian Hoffman & Sarah Hoffman (2014)	2	1	0	0	0	0	0	3
The Family Book - Todd Parr (2003)	2	0	1	0	0	0	0	3
This is My Family- A First Look At Same-Sex Parents - Pat Thomas (2012)	3	0	0	0	0	0	0	3
William's Doll - Charlotte Kew (1972)	3	0	0	0	0	0	0	3

King & King & family - Linda Haa & Stern Nijland (2004)	0	0	1	1	0	0	0	2
One Dad Two Dads Brown Dads Blue Dads - Johnny Valentine (1994)	2	0	0	0	0	0	0	2
Families, Families, Families - Suzanne Lang (2015)	2	0	0	0	0	0	0	2
Morris Micklewhite and the Tangerine Dress - Christine Baldacchino (2014)	0	1	1	0	0	0	0	2
Great Big Book of Families - Mary Hoffman (2010)	1	0	1	0	0	0	0	2
Not All Princesses Dress in Pink - Heidi Stemple & Jane Yolen (2010)	2	0	0	0	0	0	0	2
Pirate Princess - Sudipta Bardhan-Quallen (2012)	2	0	0	0	0	0	0	2
Princess Smartypants - Babette Cole (1986)	2	0	0	0	0	0	0	2
Stella Brings the Family - Miriam Schiffer (2015)	0	1	1	0	0	0	0	2
Best Friend Next Door - Carolyn Mackler (2015)	0	0	0	0	0	1	0	1
Boris Brindamour et la Robe Orange - Christine Baldacchino (2015)	0	0	1	0	0	0	0	1
Box Girl - Sarah Withrow (2001)	1	0	0	0	0	0	0	1
Defying Gay Gravity - Greg Kentris (2013)	0	0	1	0	0	0	0	1
Do Princesses Wear Hiking Boots - Carmela Coyl (2003)	0	1	0	0	0	0	0	1
Drama - Raina Telgemeier (2012)	0	0	1	0	0	0	0	1

Et avec Tango, nous voila trois! - Justin Richardson (2013)	0	0	1	0	0	0	0	1
Families – Susan Kuklin (2006)	1	0	0	0	0	0	0	1
Gracefully Grayson - Ami Polonsky (2014)	0	0	1	0	0	0	0	1
Grandmas at the Lake - Emily Arnold McCully (1990)	1	0	0	0	0	0	0	1
Jenny lives with Eric and Martin - Susanne Bosche (1983)	1	0	0	0	0	0	0	1
Marius – Alaoui Latifa (2001)	0	0	0	0	0	1	0	1
Not Your Typical Dragon - Dan Bar-el (2013)	1	0	0	0	0	0	0	1
Odd Duck - Cecil Castellucci (2013)	1	0	0	0	0	0	0	1
One in Every Crowd- Stories - Ivan Coyote (2012)	1	0	0	0	0	0	0	1
Parrotfish - Ellen Wittlinger (2007)	0	0	1	0	0	0	0	1
Pride- Celebrating Diversity & Community - Robin Stevenson (2016)	0	1	0	0	0	0	0	1
Princess Knight - Osamu Tezuka (1967)	0	1	0	0	0	0	0	1
Queer Monologues- Stories of LBGT Youth - Paul Edward Fitzgerald (2013)	1	0	0	0	0	0	0	1
The different Dragon - Jennifer Bryan (2006)	1	0	0	0	0	0	0	1

How my family came to be, daddy, papa and me - Andrew Aldrich (2003)	1	0	0	0	0	0	0	1
Molly's Family - Nancy Garden (2004)	0	0	1	0	0	0	0	1
Monday is One Day - Arthur A. Levine (2011)	0	1	0	0	0	0	0	1
Three Days On A River In A Red Canoe - Vera B. Williams (1981)	0	1	0	0	0	0	0	1
Jenny Lives with Eric and Martin / Susanne Bosche (1983)	1	0	0	0	0	0	0	1
Sometimes the Spoon Runs Away with Another Spoon / Jacinta Bunnell & Nat Kusnitz (2010),	1	0	0	0	0	0	0	1
The House You Pass on the Way - Jacqueline Woodson (1997)	0	0	1	0	0	0	0	1
The Misfits - James Howe (2003)	1	0	0	0	0	0	0	1
The Paper Bag Princess - Robert Munsch (1980)	1	0	0	0	0	0	0	1
The Popularity Papers – Amy Ignatow (2010)	0	0	0	0	0	1	0	1
The Purim Superhero- Elisabeth Kushner (2012)	0	0	1	0	0	0	0	1
The Sneetches and Other Stories - Dr. Seuss (1953)	1	0	0	0	0	0	0	1
The Trouble with Babies - Martha Freeman (2002)	1	0	0	0	0	0	0	1

Tiger Flowers - Patricia Quinlan (1994)	1	0	0	0	0	0	0	1
Tomboy- A Graphic Memoir - Liz Prince (2014)	0	1	0	0	0	0	0	1
Un air de familles - Beatrice Boutignon (2013)	0	0	1	0	0	0	0	1
Uncle What-Is-It Is Coming to Visit – Michael Willhoite (1993)	1	0	0	0	0	0	0	1
<b>Total Number of Titles</b>	<b>53</b>	<b>21</b>	<b>29</b>	<b>8</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b><u>76</u></b>

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