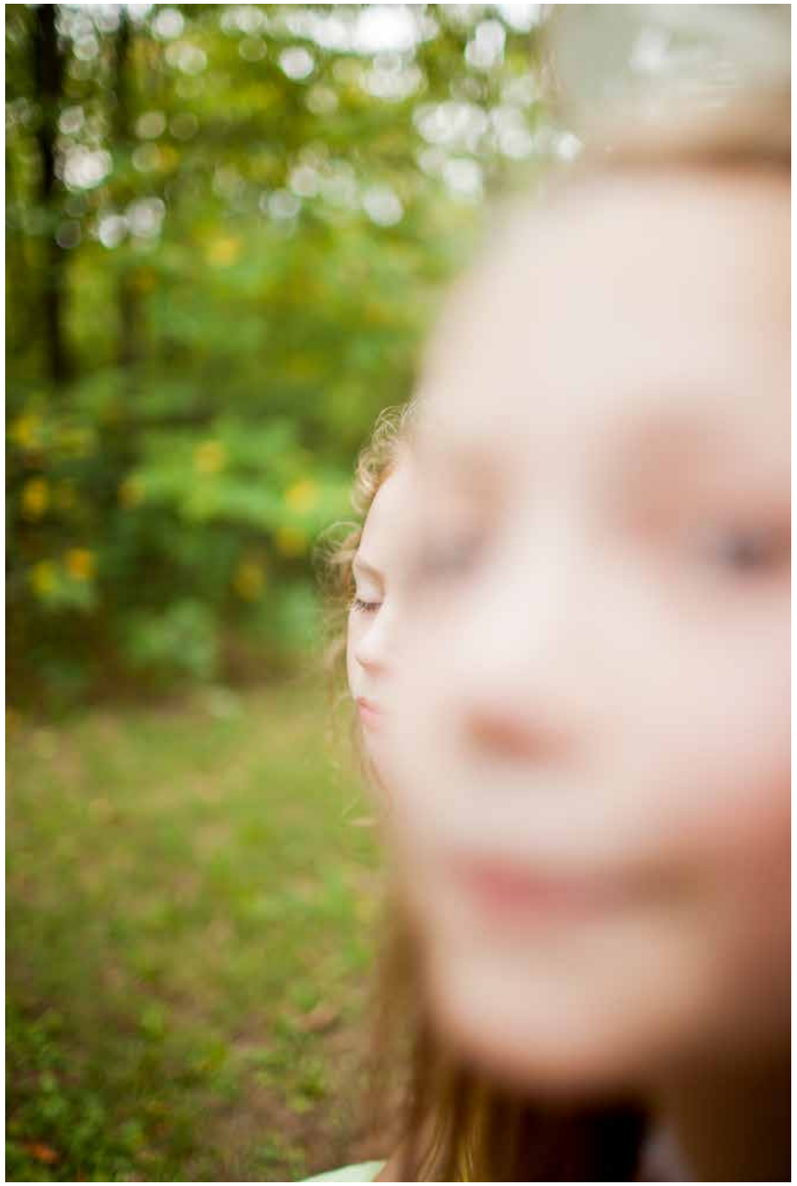
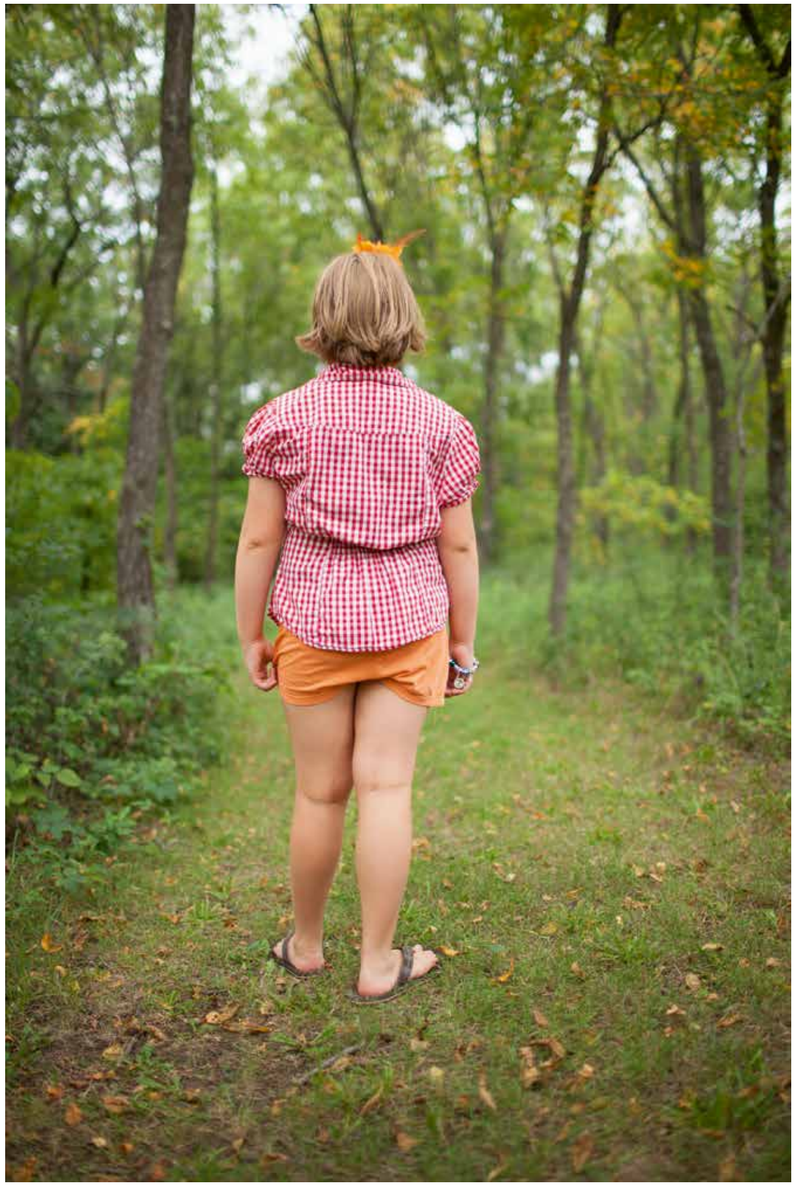
YOU ARE YOU

KEHRER

Lindsay Morris

For the pink boys and the blue girls, past and present





YOU ARE YOU

Lindsay Morris

KEHRER

BEDECKED

Tell me it's wrong the scarlet nails my son sports or the toy
store rings he clusters four jewels to each finger.

He's bedecked. I see the other mothers looking at the star
choker, the rhinestone strand he fastens over a sock.
Sometimes I help him find sparkle clip-ons when he says
sticker earrings look too fake.

Tell me I should teach him it's wrong to love the glitter that a
boy's only a boy who'd love a truck with a remote that revs,
battery slamming into corners or Hot Wheels loop-de-looping
off tracks into the tub.

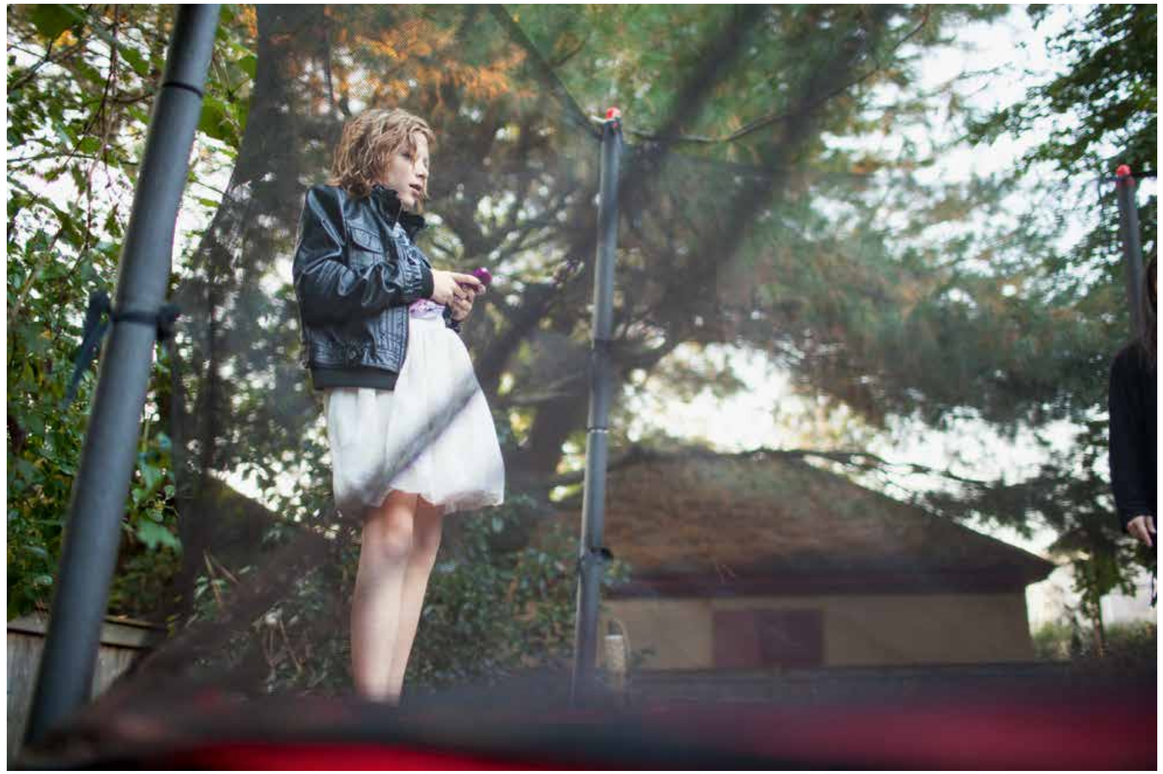
Then tell me it's fine—really—maybe even a good thing—a boy
who's got some girl to him,
and I'm right for the days he wears a pink shirt on the seesaw
in the park.

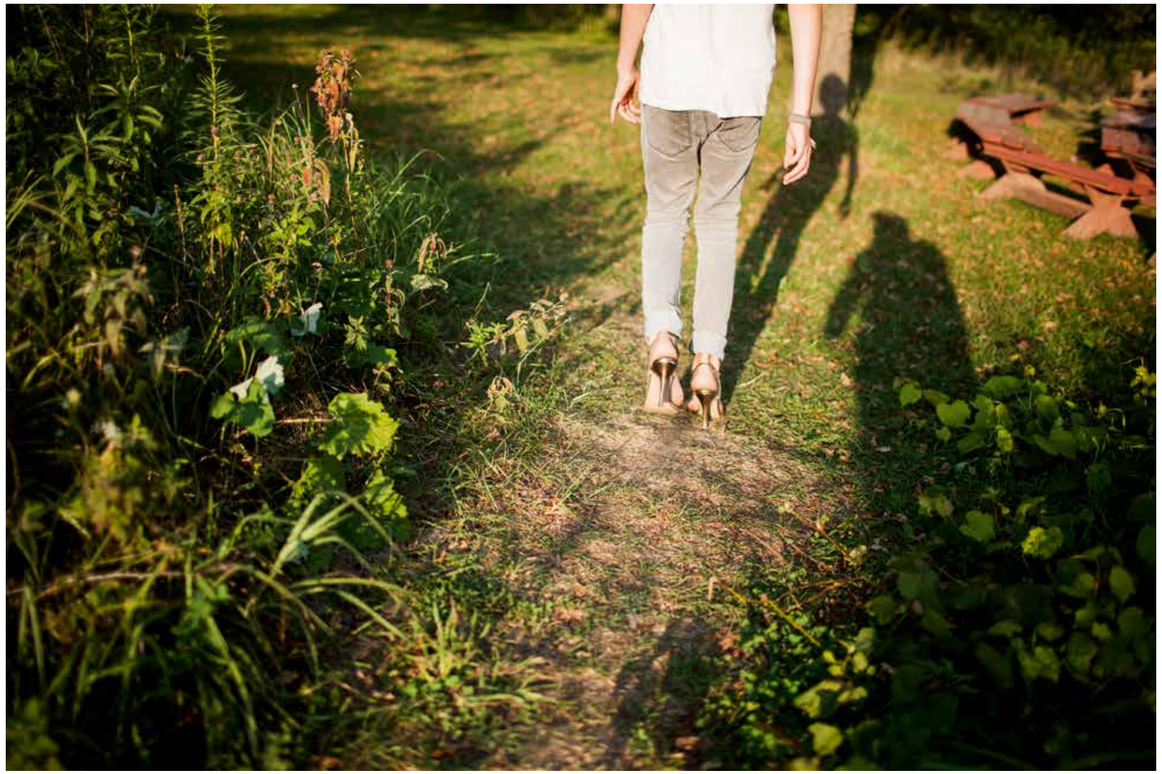
Tell me what you need to tell me but keep far away from my son
who still loves a beautiful thing not for what it means—
this way or that—but for the way facets set off prisms and
prisms spin up everywhere
and from his own jeweled body he's cast rainbows—made every
shining true color.

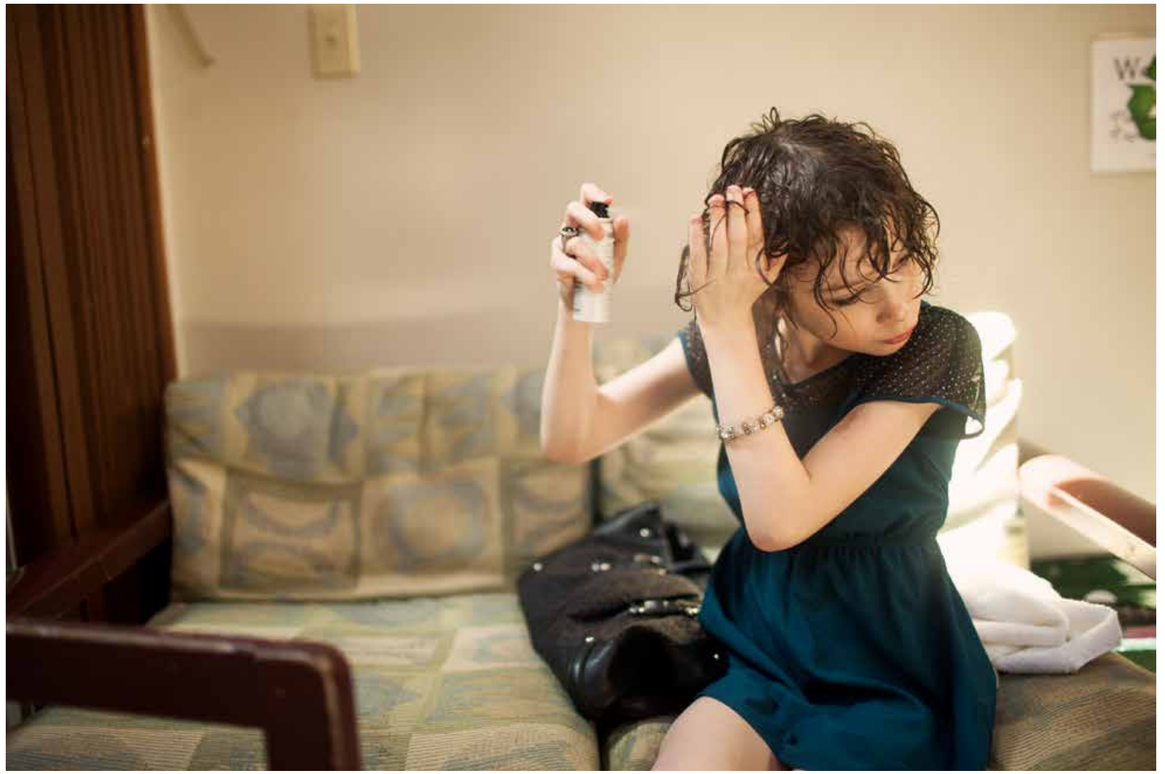
Now try to tell me—man or woman—your heart was ever once
that brave.

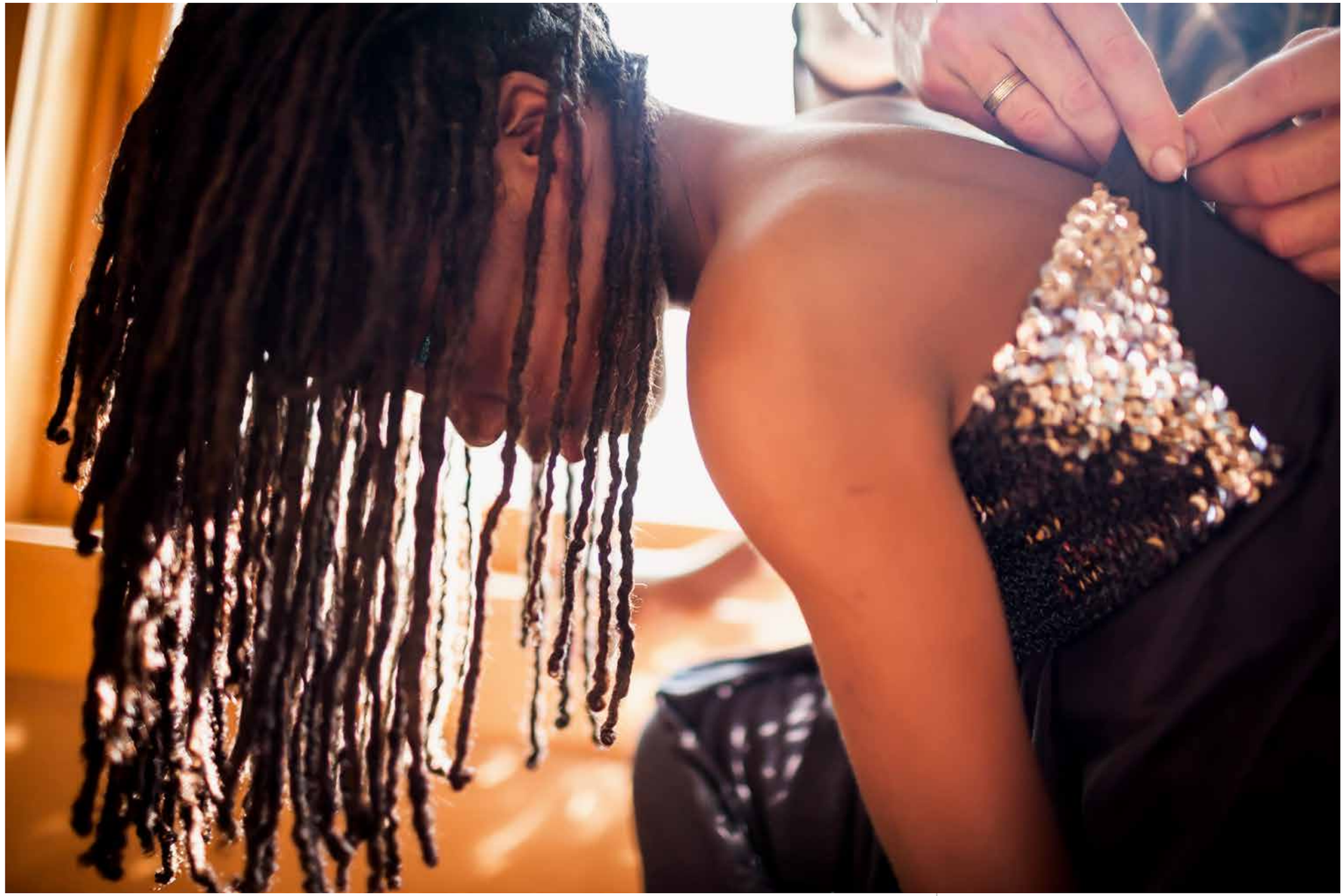
—Victoria Redel


CAMP
HALF-BLOOD









DOCTOR'S FOREWORD

Norman Spack

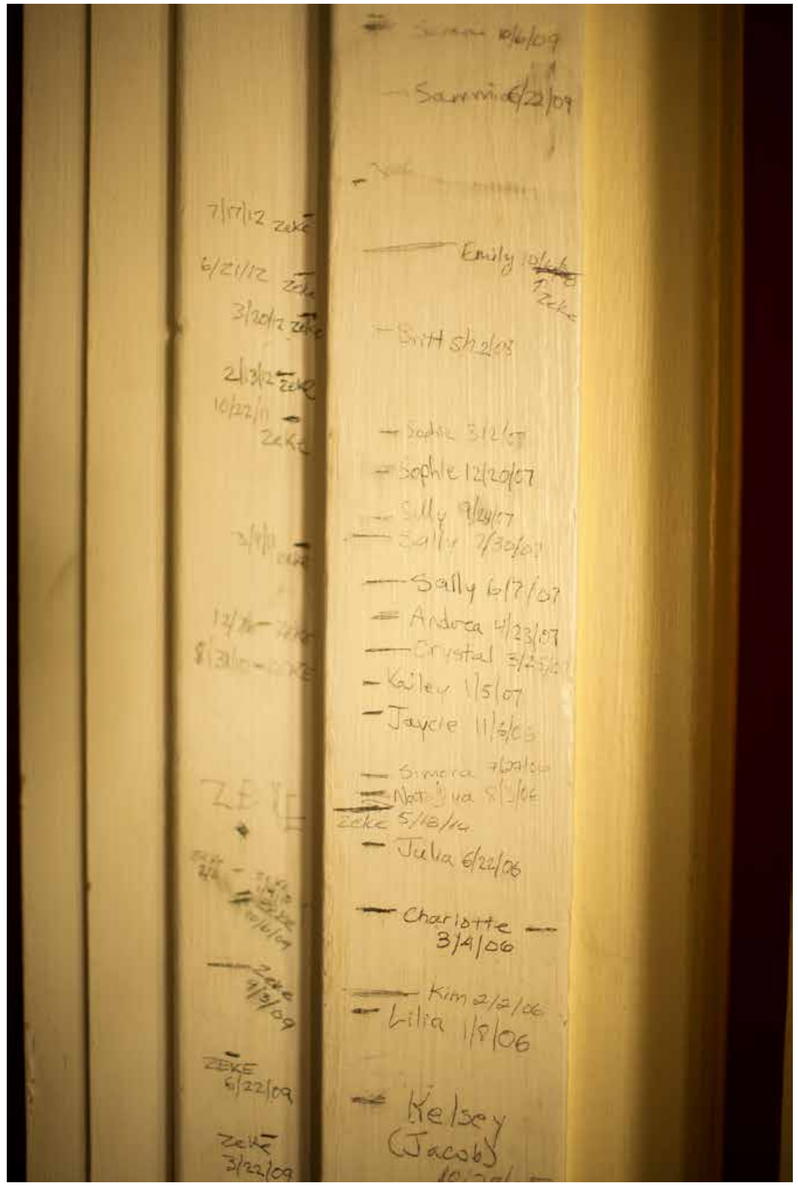
These are just photographs of children. The children may look different from most others; they might cause one to wonder "what" they are and how they might be classified; they might be an affront to those who would force people to play by preset rules. But when we look closer—at our own lenses and then at the photos themselves—we see that the true worth of these photographs is the undeniable demonstration that the children portrayed here are like every other child on earth: playful, beautiful, contemplative, strong. And if we keep our own assumptions and predispositions in mind, we might recognize that these children are vivid glimpses into ways to be whole and complete—regardless of their challenges to our expectations of gender. — Increasingly, our culture has grown more tolerant of people who embrace what they know to be true about their own sexual orientation and gender identity. Those truths rarely conform to binary, polar designations. In the pages that follow, Lindsay Morris shows that there is so much more complexity, so many subtler shades, than the traditional dualistic perspective on gender suggests. Even physicians who treat transgender youth often impose their own either-or perspective, dismissing gender-fluid adolescents—those young people who are willing to live without a defined M or F identity—as "not transgender enough". Perhaps we clinicians suffer from a lack of experience with a patient group we hardly ever see, since they rarely seek hormonal treatment. We need to see and respect gender variance in its totality. This book and its photos show a group of unique younger children benefiting from a special camp that does this, in large part by not singling them out as special. — As an endocrinologist at Boston Children's Hospital, I have had the good fortune to work with gender-variant children for many years. In 2007, we opened the first North American medical clinic for the treatment of transgender adolescents set in an academic medical center. Our work draws heavily on techniques first piloted in the Netherlands, which were based on research from that country dating back to the beginning of this century. — A lot has changed in that short time. By 2007, awareness of transgender people and the push to present them (including adolescents and young adults) in a positive light was given a boost by numerous segments in respected media, such as ABC's *20/20* with Barbara Walters; *The Oprah Winfrey Show* and *The Ellen Show*, and print articles in, among others, *The Atlantic*, *The Economist*, *Time*, *The New York Times*, *The Boston Globe*, *The Times* (London), as well as in regional magazines, such as Denver's *5280*. — Despite this rising awareness and appreciation of genderfluid people, we still read and hear about abuse, violence, self-harm and even legalized discrimination. And so Morris's work makes us wonder: Are these open expressions of gender variance only possible in the secluded sort of environment such as *Camp You Are You* can provide? Perhaps her photos of preadolescents provide a window for kids who, later in life, will call themselves "gender fluid" or "gender queer"—kids who will see themselves in a stable or a potentially changing position along the spectrum between male and female. Or maybe they are simply photos of kids who are being given permission to self-express—a permission that is vital for any child, at any stage, regardless of the possible (and as yet undetermined) implications for who they might be later in life. — After all, it is normal for prepubertal children to experiment with gender roles, such as trying on mother's or sister's clothing, or dipping into the fantasy clothing box in preschool or grade school. Most kids (80 percent) who persist in such behaviors during their prepubertal years, even those who state that they wish to be in the opposite sex, will not, by the beginning of puberty, wish to change their sex. It is impossible to predict how a young person who experiments with gender fluidity will evolve, much as it is impossible to predict how any child will evolve. — But one thing is certain: We see myriad examples of children in all sorts of circumstances thriving when they are nurtured in supportive environments like the one *Camp You Are You* provides. In 2014, a team in Holland, studying their first group of patients who, as adolescents, had begun participating in the pubertal-suppression cross-sex steroid treatment they had piloted, evaluated their subjects for psychosocial well-being at age 20–22. The results were remarkable: Not only were the patients functioning extremely well, but their psychosocial functioning exceeded that of an age- and sex-matched control group. Like the children at *Camp You Are You*, their needs were being met and, as a result, they were thriving. — Their needs are being met from many directions. More and more parents and communities are supporting their children. Popular culture has followed suit. In the medical field, an increasing number of professional communities are learning to better support children who are gender nonconforming or gender queer. In 2007, Boston Children's Hospital was the only major pediatric medical center in North America with an interdisciplinary program for gender-nonconforming youth. Now, in 2014, there are thirty-seven programs, including every province in Canada, and the numbers are growing. — I hope Morris's photos lead us to ask how we collectively might embrace more such children more of the time. I hope we wonder more pointedly how many of them are unable to express themselves fully when away from camp; how many are bullied for not conforming to conventions; how many are at risk for self-harm. Can we embrace them as the whole, vital and worthy human beings they are? Can camp act as a sort of seed bank to sow more communities that provide, in the very same ways camp does, the safety, acceptance and celebration that ought to be the norm for every single child everywhere? These photographs are a crucial step in that crucial direction.

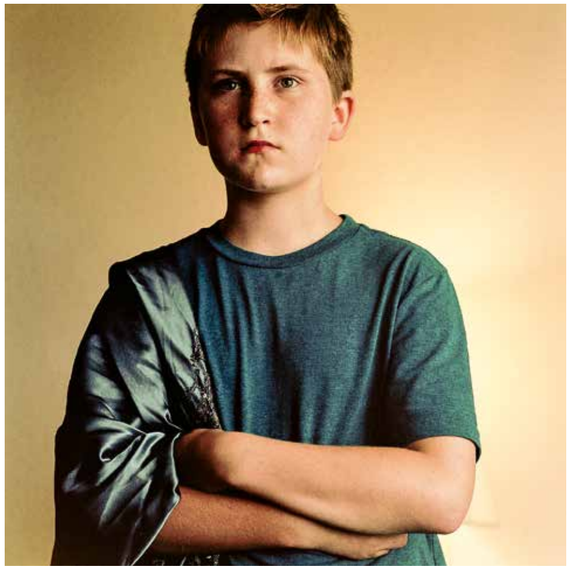
EARNING MY FEATHERS

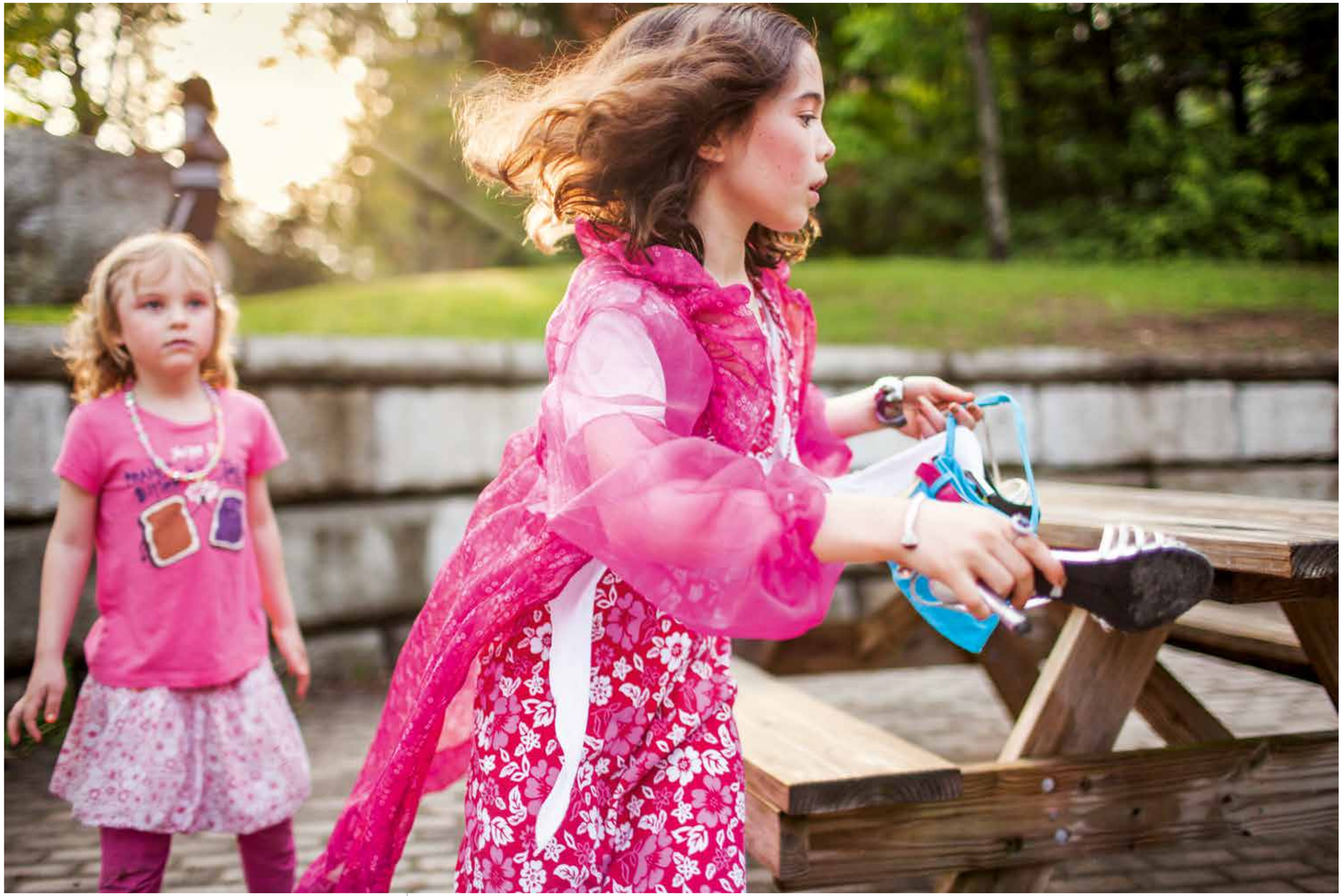
Jennifer Finney Boylan

It's safe to say there was nothing like *Camp You Are You* in the summer of 1969, when my parents loaded up the Impala and drove the six hours from Philadelphia to a camp in the western mountains of Massachusetts. We'd been given a detailed packing list by my boys' camp—bug spray, a flashlight, a sleeping bag, T-shirts, a day-pack and something called "white duck trousers," which, to my great disappointment, had nothing to do with Donald, or for that matter, Daisy. — I spent that summer among boys, making lanyards out of gimp, hiking through swamps and earning feathers for good behavior—feathers bestowed upon us at our faux-Indian campfires by the camp's director, "The Moose". I got a feather, for instance, for learning how to swim, a skill I had been resisting for years, and which, at long last, I finally mastered in that cold New England lake. — I got another feather when I learned the names of trees; a third when I hit a bull's-eye with an arrow. — I was glad I finally learned how to swim, and the ability to tell the trees apart is a skill I've used many times in the years since then. But it's fair to say that none of these were the skills I yearned for. — What I really wanted to know was how to put on eyeliner. Or how to do a French braid. — But there was no one to ask, or at least so I believed back then. — As it turns out, the thing I most needed to learn was not how to do any one particular thing; my eventual identity as a woman, which did in fact emerge over thirty years later, would itself not depend so much on eye makeup (which I rarely wear) or braiding hair (which I've mostly given up on). No, the thing I needed to learn, back then as well as later, was that I was not alone. The thing I needed to learn, in fact, was that the world was full of people very much like me. — Not that you could have convinced me of that back then. I was convinced that I suffered from a condition that existed almost entirely within my own head, a state of mind that I hoped would surely retreat if only I immersed myself in enough gender-affirming projects. Like shooting a rifle at a target of a moose, for instance. I shot that cardboard moose to smithereens that summer, not because I bore it any particular ill will, but because I believed that if I killed enough pretend moose, if I shot enough arrows into the center of the archery target—if I did all this, I would at last win the feather that made me a boy. — In mid-July, I stood by a quiet lake one night and watched the moon rise up over the horizon. Its yellow reflection rippled in the water. The air was full of the sound of crickets. From across the lake came the sound of singing girls' voices—girls from my camp's sister institution, just a mile or two away. I stood there alone on the banks of the lake and listened. Those voices, those achingly beautiful girls' voices, hung in the air. They were singing "Swing Low, Sweet Chariot". — *Comin' for to carry me home*. — It was the moon-landing summer, and it was impossible not to look up into the night sky that July without imagining the tiny craft hurtling away from the gravitational pull of Earth, preparing to land on that mysterious world. At times, the moon seemed like those girls across the lake: so near, but so unknowable. — We all knew that things were changing, even as kids. The summer before, we'd suffered through the deaths of Robert Kennedy and Martin Luther King, the disaster at the Democratic National Convention, the election of Nixon. Every night, we saw Vietnam on the television—cities burning, helicopters crashing, blood-soaked men being loaded onto stretchers. I remember at the time telling my parents that I never wanted to go to college because "that was the place where the buildings were on fire". As writer Lorrie Moore once wrote, summing up what it was like to be a child in the 1960s: "We went ice skating to the protest song 'Eve of Destruction'." — I wasn't aware of it that summer, but another change was set in motion that June. On the 28th, there was a riot at the Stonewall Inn, a gay bar in New York City. That was my first Sunday at the camp, a day on which I'd had to wear the hated "white duck trousers" at the Christian service in the woods. This service was slightly more ecumenical than the ones I'd attended at the Lutheran church back in Philadelphia, and it included a lengthy period of meditative silence, during which you were supposed to have a quiet conversation with God. The services were presided over by the wife of the camp's director, a woman we all referred to as "Lady Moose". — I don't remember exactly how my conversation with God went that Sunday, but I feel fairly certain that I asked, in my own frightened way, for success in my quest, that by the time I headed home, with a full headdress of male feathers to my name, a lanyard of gimp around my neck, I would stop feeling like a girl, that I would at last come to find a place to fit in this swiftly morphing world. — My friend, the novelist Richard Russo, likes to observe that our prayers are frequently answered ironically—that is, the responses we get are rarely in the form we ask and often arrive years and years later, which, Russo says, is the result "of our not knowing what to ask for or how to ask for it". — If that's true, then it's possible to view the years since that summer of 1969 as an answer to the homely prayer that I and countless others made that same July. For the changes that began in that Greenwich Village bar on June 28 did ripple out across the culture in the years that followed. The world that the Apollo astronauts returned to that summer was not the same one they had left. Things were in motion. The arc of the moral universe, as Martin Luther King had said, was long. But it was beginning to bend toward justice. — Now, just shy of fifty years later, the world is a slightly more just place in which to come out as lesbian, gay, bisexual, transgender or questioning. In my home state of Maine, men and women who love each other can get married, whether they are gay or straight. I came out as trans just after my 40th birthday; I have been married to my wife for over twenty-five years—twelve as husband and wife, thirteen as wife and wife. All around the world, parents are learning that if their children ask the same questions of themselves that I asked when I was at camp, that shock or anger or disappointment are not the only responses appropriate to the occasion. It's true that parents continue to feel uncertain about their children's future and can be frustrated about frequently uncooperative school administrators, but there's pride and admiration as well: for the courage of children and for their

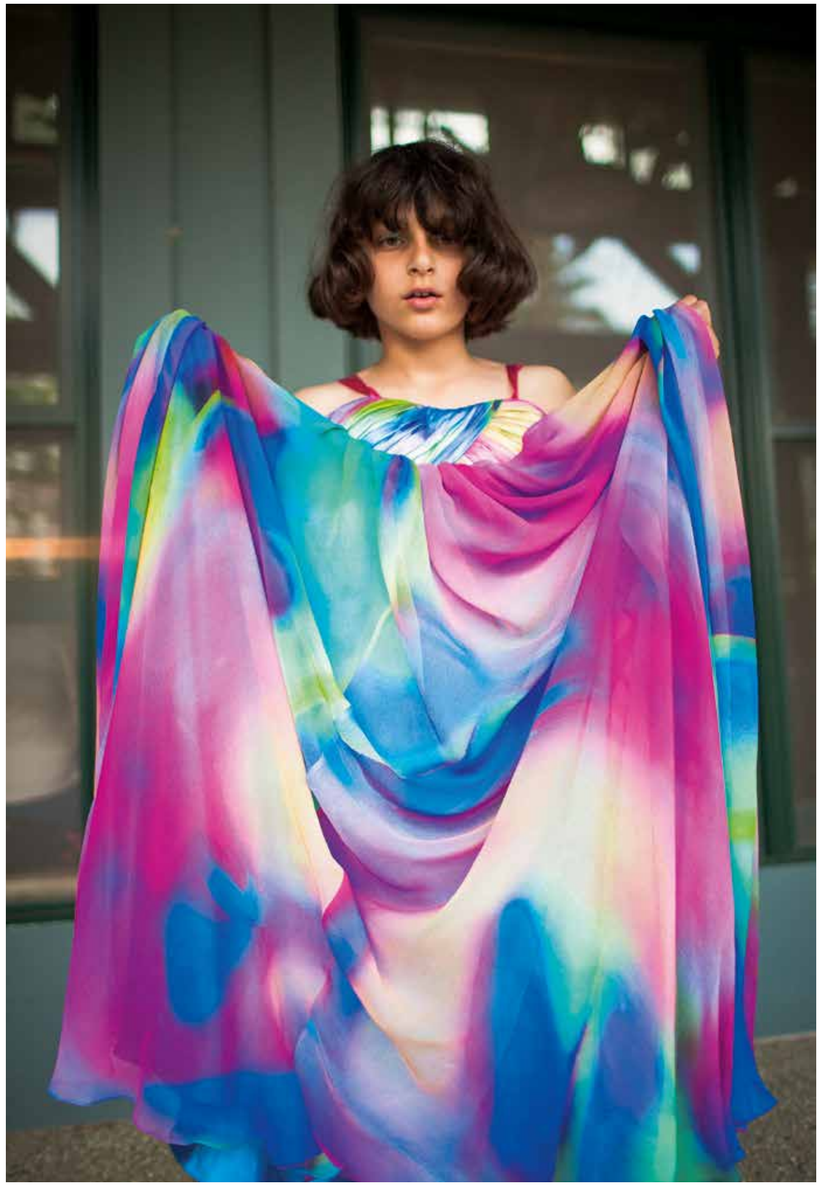
individuality. And there is hope as well: the hope that these sons and daughters, against all odds, might just be able to be themselves in the world and thrive. — For the last few years, *Camp You Are You* has provided young people who are gender creative a safe space to come out and express themselves. In this book, you will find evidence of the wide spectrum of children's gender truths. You will see examples of the love these parents and their children share. You might even see some lanyards. — Lindsay Morris's photographs, I hope you will agree, are deeply moving. In these portraits, you will see young people finding the bravery to be themselves in the world—many of them for the very first time. — I suspect that at least some of the young people at *Camp You Are You* will end their summer having learned, at last, how to put on eyeliner. Others might have begun to practice the fine art of the French braid. There are a lot of things to learn about gender that some parents might take for granted and that their children might experience at *Camp You Are You* for the first time. But many of them leave the camp having learned the most important lesson of all, the thing I yearned, above all, to know back when I was the age of these children—that they are not alone; that there is nothing wrong with the way they feel; that, no matter how they wish to express themselves, they are precious, noble souls, who deserve no less than any other child the chance for joy and wholeness and peace. — This last summer, forty-five years, by my count, after I stood by the banks of a lake, listening to the far-off sounds of girls singing "Swing Low, Sweet Chariot", I was signing books at an author event in Maine when an older woman stopped and came over to my table and asked me, in so many words, if I was me. — I said that I was. — She took my hand in hers, and her eyes filled with moist tears. "I know you don't recognize me," she said, "but it's me, Lady Moose." — It took me a moment, but I recognized her—the woman who, back in 1969, had officiated over our Sunday services in the woods, who had urged us to take a moment for silent meditation in our white duck trousers and offer up our prayers for ourselves and for the world. — She told me that her husband—the "Head Moose"—had passed away some years earlier, and that the camp now had other owners. But I'd be welcome, she said, to come back to a reunion in the autumn, there on the banks of that lake in the Berkshire Mountains. — "Really?" I said. "They wouldn't mind having me back?" — "Of course not," said Lady Moose. "Don't you know the world has changed?" — I drove home from that reading thinking about that long-ago summer and, as I drove, it occurred to me for the first time that I'd never thought about that "Swing Low, Sweet Chariot" moment from the point of view of the girls across the lake. All along, I'd thought of myself as alone, standing there watching the reflection of the far-off yellow moon. — But for all I knew, there was perhaps someone who'd snuck away from the chorus at the girls' camp. There he was, my opposite number, at the exact same moment, a young trans guy standing on the opposite bank, watching with longing and with hope as the sparks from our campfire slowly rose toward heaven.


Emily
Sophie 12/20/07
Sally 6/17/07
Andrea 4/23/07
Kailey 1/5/07
Julia 6/22/06
Charlotte 3/4/06
Kim 2/2/06
Lilia 1/8/06
Kelsey
Jacob






BUCKS PRIDE



You Are You documents an annual weekend summer camp for gender-nonconforming children and their families. This camp offers a temporary safe haven, where children can freely express their interpretations of gender alongside their parents and siblings without feeling the need to look over their shoulders. — In 2007, I started attending camp with a loved one and have continued to document the camp experience over the last seven years. It was with a great deal of courage that, in 2012, the camp parents and children agreed to have selected images published as a cover story of *The New York Times Magazine*. This started what we all agreed was a very important and timely dialogue in a public forum. Since then, this story has been published in France, Italy, Germany, Israel, Australia and Eastern Europe, demonstrating a common global interest in the predicament of gender-independent youth. — By sharing this unique story, I intend to reach beyond the confines of the camp to contribute to a dialogue about the crucial role that support plays in the lives of gender-nonconforming children. A lack of understanding of gender identity and the ways in which these children express themselves often lead to discrimination. Through these images, the viewer will experience something different; a groundbreaking, heart-opening place that serves as the backdrop for this important moment in history, where the first gender-creative childhoods are being freely expressed.

AFTERWORD

Lindsay Morris

"What I love about this group of parents is that we uphold our kids' right to self-identify and we work to support their self-identification. Sometimes, this is easy, but it is often hard; not because we don't want to be 100% supportive, but because the path to self-identification can be winding and there isn't just one way to be supportive. I also love that we are empathetic toward one another. Even the most supportive parents can feel confused, scared and angry. I think of this as a safe place to voice concerns that I might be afraid to share in another context. Sometimes, these are thoughts that I am not proud of, and I am thankful to those who help me find new ways of thinking. Sometimes, we have feel-good, rah-rah, go-get-'em conversations. Other times we have difficult conversations, where folks do not agree. Both are good (hard doesn't necessarily mean bad). It is how we build community and come to understand each other's experiences." — "The conversation with old friends quickly turns to the question of whether or not my son is gay; and I say, 'I don't know, he hasn't told us'. At 13, some parents have been told, in our circles, at any rate; but not us. The mystery continues." — "This sounds exactly like our entire school experience: well-meaning teachers, frequent repetitions of several mantras: 'celebrate diversity' and 'be kind to all'. BUT, it has been very difficult for them to be proactive and to actively engage in conversations about gender diversity. I don't think they have the language or the comfort level. They respond to overt problems, but the soft-pedal approach does not send a clear message to our child that gender diversity in particular is celebrated. Nor does it help kids learn the language they need to navigate social relationships with our child. I am thankful for what we have but wish we had so much more." — "Living with ambiguity can be very hard." — "We left the decision on what to wear up to our son, and I think I held my breath the entire school day on the first day he decided to wear his dress (his only one at the time—and it was for picture day last fall). His friends actually complimented him on it at the bus stop before school, and he didn't have any incidents all day. Since that day, it's been all dresses all the time, everywhere. I don't know how much of his good experience is due to good luck, a great school/teacher and/or the innate kindness/acceptance of young children (our son is only in first grade). He absolutely wrestled with this decision the night before picture day. It was excruciating for us as parents to witness this ('Will people make fun of me? What if they do?'), but we just prepped him as best we could and ultimately let him make the decision." — "Sometimes, a little candor can help break the tension; in fact, something along the

lines of: 'I know it's different and, to be honest, it's taken me/us a little time to get used to it, too'—but after reading around and talking to experts, it's become clear that the healthiest thing for us to do is to accept him as he is." — "Her 'diagnosis' is gender dysphoria; but the unofficial diagnosis is 'very frilly', which I thought was cute." — "My ten-year-old son said to me yesterday: 'I've been working for YEARS to not just see the boy and girl boxes.' I wasn't quite sure what he meant, so asked him to explain. 'You know, like when I'm looking at people.' Me: 'Oh, so when you're out in the world, you try to just see the person and not put them into a box?' He: 'Exactly! I keep thinking about it and thinking about it. And I have myself mostly trained.' We noted how interesting it is that what he hopes from others—that they just see him as himself, as opposed to someone who fits into a particular gendered box—takes years of self-training, even for him. Here's to wishing those boxes were not so deeply ingrained in all of our minds, or that we had as much discipline as our son to work to erase them." — "But right now, I just need to admit that I worry a lot. I worry about my son's future, no matter

what it holds. I'll support him. We'll support him. But what will he encounter 'out there'?" — "We realized that we really needed to find some help and support for raising our child when we walked into the first-grade classroom and saw his self-portrait on the wall wearing a gown with long curly black hair. We wanted to address the issue with the school but had no vocabulary to describe our situation. What do you call a boy who likes to wear girls' clothes? Luckily, we found the camp support group and found our answer—that our child was gender-nonconforming." — "I always loved Halloween—the chance to just be someone else. My son wishes to be someone else just about every day and yet, even on the day society says it's okay to be someone else, he still can't or won't out of fear. It's not fair and I don't have the answer. I want to tell him to be that princess and to hell with the neighbors!" — "Raising my son is a constant reminder that we tend to think in exclusionary binaries. I think our kids are not one, but 'all of the above'. And that is their gift to themselves, to us, and to the rest of the world." — "I believe that well-intended teachers, like our son's, may inadvertently transform something natural into a problem, and may miss an opportunity to educate the rest of the class on gender fluidity. Unfortunately, not too many teacher education programs prepare teachers with how to respond to the opportunities gender-nonconforming students bring to the classroom. I would strongly recommend that you have a conversation with your principal and guidance counselor and request that all adults in the school be educated about gender identity and expression." — "Having a gender-creative child forces you to completely reevaluate who and what you are as a human being." — "One of the most powerful things said to us in support group, as parents, was that it was okay to think that what our child was going through was different—because it is different from being heterosexual, as many of us are. It is going to take a minute for some people to readjust. We are not typically seeing gender diversity embraced, and many of us are not gender diverse. So support those people who have that moment, but then move toward acceptance. We all love our kids so we embrace their diversity. But it takes many others that half a second longer to get to where we are, sometimes longer. And that's okay. We're all working on it."

10,000 Dresses by Marcus Ewert, illustrated by Rex Ray (Triangle Square, 2008), ages 5–9
A is for Activist by Innosanto Nagara, illustrated by the author (Triangle Square, 2013), ages 3–7
ABC: A Family Alphabet Book by Bobbie Combs, illustrated by Brian and Desiree Rappa (Two Lives, 2001), ages 3–5
The Adventures of Tulip, Birthday Wish Fairy by S. Bear Bergman, illustrated by Suzy Malik (Flamingo Rampant, 2012)
And Tango Makes Three by Justin Richardson and Peter Parnell, illustrated by Henry Cole (Simon & Schuster Books for Young Readers, 2005), ages 4–8
Backwards Day by S. Bear Bergman, illustrated by KD Diamond (Flamingo Rampant, 2012)
Be Who You Are by Jennifer Carr, illustrated by Ben Ruhback (AuthorHouse, 2010)
Best Best Colors / Los Mejores Colores by Eric Hoffman, illustrated by Celeste Henriquez (Red Leaf, 1999), age 5 and up
The Big Orange Splot by D. Manus Pinkwater (Scholastic, 1993), ages 4–8
The Boy Who Cried Fabulous by Lesléa Newman, illustrated by Peter Ferguson (Tricycle, 2007), young children
Caleb's Friend by Eric Jon Nones (Farrar, Straus & Giroux, 1993), ages 5–8
The Different Dragon by Jennifer Bryan, illustrated by Danamarle Hosler (Two Lives, 2006), age 4 and up
Dumpy La Rue by Elizabeth Winthrop and Betsy Lewin (Henry Holt, 2004), ages 4–8
Falcon Quinn and the Black Mirror by Jennifer Finney Boylan, illustrated by Brandon Dorman (Katherine Tegen Books, 2010), ages 8–12
Fancy Nancy by Jane O'Connor, illustrated by Robin Preiss Glasser (Harper Collins, 2005), ages 4–8
Girls Will Be Boys Will Be Girls by J. T. Bunnell and Irit Reinheimer (Soft Skull, 2004), young children
Goblinheart: A Fairy Tale by Brett Axel, illustrated by Terra Bidlespacher (East Waterfront, 2012), ages 4–7
Horace and Morris but Mostly Dolores by James Howe and Amy Walrod (Aladdin, 2003), young children
I'm Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis and Laura Cornell (Harper Collins, 2002), young children
It's Okay to Be Different by Todd Parr (Little, Brown Books for Young Readers, 2009), young children
Jack and Jim by Kitty Crowther (Hyperion Books for Children, 2000), young children
Jacob's New Dress by Sarah and Ian Hoffman, illustrated by Chris Case (Albert Whitman, 2014), ages 4–7
King and King by Linda de Haan and Stern Nijland (Tricycle, 2003), ages 5–8
Mister Seahorse by Eric Carle, illustrated by the author (Philomel, 2004)
My Princess Boy by Cheryl Kilodavis, illustrated by Suzanne DeSimone (Aladdin, 2010), ages 4–8
Oliver Button Is a Sissy by Tommie de Paola (Harcourt Children's Books, 1979), ages 4–8
The Princess Knight by Cornelia Funke, illustrated by Kerstin Meyer (Chicken House, 2004), age 3 and up
Princesses Are Not Quitters by Kate Lum, illustrated by Sue Hellard (Bloomsbury USA Children's Books, 2005), ages 9–12
Rough, Tough Charley by Verla Kay, illustrated by Adam Gustavson (Tricycle, 2007), ages 7–10
Roland Humphrey is Wearing a WHAT? by Eileen Kiernan-Johnson, illustrated by Katrina Revenaugh (Huntley Rahara Press, 2013), ages 3–8
The Sissy Duckling by Harvey Fierstein and Henry Cole (Simon & Schuster, 2002), ages 4–8
The Story of Ferdinand by Munro Leaf, illustrated by Robert Lawson (Puffin Storytime, 2007), ages 4–8
The Straight Line Wonder by Mem Fox, illustrated by Marc Rosenthal (Mondo, 1997), ages 4–8
When Kayla Was Kyle by Amy Fabrikant, illustrated by Jennifer Levine (Avid Readers, 2013)

CHILDREN'S BOOKS

William's Doll by Charlotte Zolotow and William Pene (HarperTrophy, 1985), young children
The Worst Princess by Anna Kemp, illustrated by Sara Ogilvie (Random House Books for Young Readers, 2014), ages 3–7
Zinnia and Dot by Lisa Campbell Ernst (Viking Juvenile, 1992), age 3 and up

TEEN FICTION

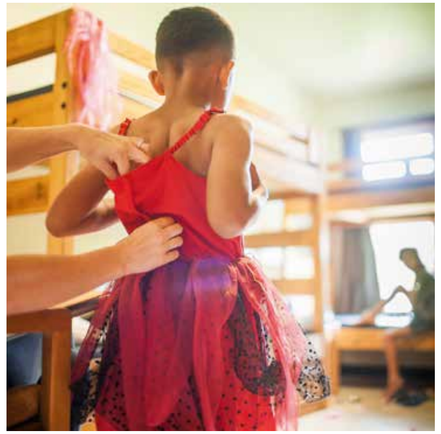
If You Believe in Mermaids... Don't Tell by A. A. Philips (Dog Ear, 2007), age 11 and up
Luna by Julie Anne Peters (Little, Brown, 2006), age 14 and up
The Misfits by James Howe (Aladdin, 2003), ages 10–14
Parrotfish by Ellen Wittlinger (Simon & Schuster Children's Publishing, 2007), age 14 and up
The Secret Fruit of Peter Paddington by Brian Francis (Harper Perennial, 2005), age 12 and up
So Hard to Say by Alex Sanchez (Simon Pulse, 2006), age 14 and up
Totally Joe by James Howe (Aladdin, 2007), age 12 and up
What I Know Now by Rodger Larson (Henry Holt, 1997), age 12 and up

BOOKS ABOUT BULLYING

A Bad Case of Stripes by Peggy Moss (Tilbury House, 2004), ages 4–8
The Bully Blockers Club by Teresa Bateman (Albert Whitman, 2006), ages 4–8
Bullies Are a Pain in the Brain by Trevor Romain, edited by Elizabeth Verdick (Free Spirit, 1997), ages 9–12
Chrysanthemum by Kevin Henkes (HarperTrophy, 1996), ages 4–8
How to Handle Bullies, Teasers and Other Meanies by Kate Cohen-Posey (Rainbow Books, 1995), pre-teens/teens
Just Kidding by Trudy Ludwig, illustrated by Adam Gustavson (Tricycle, 2006), ages 4–8
My Secret Bully by Trudy Ludwig, illustrated by Abigail Marble (Tricycle, 2005), ages 4–8
Nobody Knew What to Do by Becky Ray McCain (Albert Whitman, 2001), ages 4–8
Pinky and Rex and the Bully (from the "Pinky and Rex" series) by James Howe and Melissa Sweet (Aladdin, 1996), young children
The Recess Queen by Alexis O'Neill, illustrated by Laura Huliska-Beith (Scholastic, 2002), babies to preschool
Say Something by Peggy Moss (Tilbury House, 2004)
Stop Picking on Me (A First Look at Bullying) by Pat Thomas and Lesley Harker (Barron's Educational Series, 2000), ages 4–8
When Kids Drive Kids Crazy by Eda LeShan (Dial Books, 1990), age 10 and up

OTHER

Far from the Tree: Parents, Children and the Search for Identity by Andrew Solomon (Scribner, 2013)
Gaga Feminism: Sex, Gender, and the End of Normal (Queer Action / Queer Ideas) by J. Jack Halberstam (Beacon, 2013)
Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Children by Diane Ehrensaft, PhD (The Experiment, 2011)
Mom Knows: Reflections on Love, Gay Pride, and Taking Action by Catherine Tuerk (Published by the author, 2012)
Oddly Normal: One Family's Struggle to Help Their Teenage Son Come to Terms with His Sexuality by John Schwartz (Gotham, 2013)
Raising My Rainbow: Adventures in Raising a Fabulous, Gender Creative Son by Lori Duron (Broadway Books, 2013)



Boston Support Group (floatinghospital.org)
The Center for Children with Special Needs (CCSN) at Tufts Medical Center in Downtown Boston. This group contains parents of gender-nonconforming boys and girls. Contact group coordinator Dr. Ellen Perrin at eperrin@tuftsmedicalcenter.org.

Camp Aranu'tiq (camparanutiq.org)
Camp Aranu'tiq is a weeklong, overnight summer camp for transgender and gender-variant youth ages 8 through 15. The camp is based on a traditional model of summer camps. Activities include land sports, arts & crafts, water activities and many others.

Children's Hospital Boston (childrenshospital.org)
Dr. Norman Spack / Division of Endocrinology,
Phone: (617) 355-7476

Ann & Robert H. Lurie Children's Hospital of Chicago (luriechildrens.org)
The Gender and Sex Development Program at Lurie Children's provides comprehensive services for gender-nonconforming youth and children with sex-development conditions. Gender development services at Lurie Children's are outpatient services aimed at supporting the physical, mental and social health of patients and their families as youth progress through gender-identity development.

Children's Hospital Los Angeles (chla.org)
The Center for Transyouth Health and Development promotes healthy futures for transyouth by providing services, research, training and capacity building that is developmentally informed, affirmative, compassionate and holistic for gender-nonconforming children and transyouth.

Children's National Medical Center (CNMC) (childrensnational.org)
The Gender and Sexuality Development Program (GSDP) provides outpatient psychosocial consultation, group therapy for adolescents and their families and a support group for families in the Washington, D.C. area. The CNMC group is facilitated by Martine Solages, MSolages@childrensnational.org.

Committee for Children (cfchildren.org)
The Committee for Children is helping create a world in which children can grow up to be peaceful, kind, responsible citizens. The research-based "Steps to Respect" program teaches elementary students to recognize, refuse and report bullying, be assertive and build friendships. A recent study found that the program led to a 31 percent decline in bullying and a 70 percent cut in destructive bystander behavior.

Gay, Lesbian and Straight Education Network (GLSEN) (glsen.org)
GLSEN is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates, in which difference is valued for the positive contribution it makes to creating a more vibrant and diverse community.

Gender Spectrum (genderspectrum.org)
Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here, you will find information and support to assist you in your search for answers.

GroundSpark (groundspark.org)
Since 1978, GroundSpark (formerly Women's Educational Media) has produced and distributed films, educational resources and campaigns on issues ranging from environmental concerns and affordable housing to preventing prejudice.

Human Rights Campaign: Welcoming Schools (welcomingschools.org)
Founded in 1980, the Human Rights Campaign advocates on behalf of LGBT Americans, mobilizes grassroots actions in diverse communities, invests strategically to elect fair-minded individuals to office and educates the public about LGBT issues.

It Gets Better Project (itgetsbetter.org)
Providing support to families raising transgender and gender-nonconforming children and teens. Working with public and private schools K-12 to create gender-inclusive learning environments, identify measures to decrease bullying and provide assistance with gender-transitioning students or employees.

No Name-Calling Week Coalition (glsen.org)
Motivated by this simple yet powerful idea, the No Name-Calling Week Coalition—created by GLSEN and Simon & Schuster Children's Publishing and consisting of over 60 national partner organizations—No Name-Calling Weeks are organized each

year in schools across the nation. The project seeks to focus national attention on the problem of name-calling in schools and to provide students and educators with the tools and inspiration to launch an ongoing dialogue about ways to eliminate name-calling in their communities.

NYC Child Study Center (AboutOurKids.org)
The Gender and Sexuality Service, directed by Aron Janssen, MD, provides evaluations and therapeutic services for children, adolescents and their families. To schedule an appointment, contact an intake coordinator at (646) 754-5000 or services@aboutourkids.org.

Olweus Bullying Prevention Program (violencepreventionworks.org)
The Olweus Bullying Prevention Program is a whole-school program aimed at preventing or reducing bullying throughout a school setting.

Parents, Families and Friends of Lesbians and Gays (PFLAG) (pflag.org)
PFLAG promotes the health and well-being of lesbian, gay, bisexual and transgender persons, as well as their families and friends, through: support, to cope with an adverse society; education, to enlighten an ill-informed public; and advocacy, to end discrimination and to secure equal civil rights. PFLAG provides opportunity for dialogue about sexual orientation and gender identity and it acts to create a society that is healthy and respectful of human diversity.

Seattle Children's Support Group (genderdiversity.org)
Providing support to families raising transgender and gender-nonconforming children and teens. Working with public and private schools K-12 to create gender-inclusive learning environments, identify measures to decrease bullying and provide assistance with gender-transitioning students. For more information contact Aidan Key at (877) 809-4159.

Southern Poverty Law Center (splcenter.org)
As one of the nation's leading providers of anti-bias education resources, we reach hundreds of thousands of educators and millions of students annually through our award-winning *Teaching Tolerance* magazine, multimedia teaching kits, online curricula and professional development resources like our Teaching Diverse Students Initiative and special projects such as Mix It Up at Lunch Day. These materials are provided to educators at no cost.

Teaching Tolerance (tolerance.org)
This web-exclusive curriculum is proven to counteract gender bullying in the early grades.

TransActive Gender Center (transactiveonline.org)
TransActive provides necessary support to improve the quality of life of transgender and gender-nonconforming children, youth and their families through education, services, advocacy and research.

TransFamily (transfamily.org)
TransFamily provides support, education, advocacy and outreach for the transgendered community, families, friends, partners and allies of all ages through meetings, presentations, seminars, media outreach and an emergency resource hotline: (216) 691-HELP (4357).

TransYouth Family Allies (TYFA) (imatyfa.org)
Providers of online national support groups, TYFA empowers children and families by partnering with educators, service providers and communities to develop supportive environments, in which gender may be expressed and respected. We envision a society free of suicide and violence, in which ALL children are respected and celebrated.

The Trevor Project (thetrevorproject.org)
The Trevor Project is determined to end suicide among LGBTQ youth by providing life-saving and life-affirming resources, including a nationwide 24/7 crisis intervention lifeline, a digital community and advocacy/educational programs that create a safe, supportive and positive environment for everyone.

UCSF Benioff Children's Hospital San Francisco (ucsfbenioffchildrens.org)
The Child and Adolescent Gender Center (CAGC) offers comprehensive medical and psychological care, as well as advocacy and legal support, to gender-nonconforming/transgender youth and adolescents. A central component of this program is the UCSF CAGC Clinic, housed in the Division of Pediatric Endocrinology. Contact Dr. Stephen Rosenthal for an appointment at (415) 353-7337.

LINDSAY MORRIS is photo editor of *Edible East End* magazine. Her work has been published in *The New York Times Magazine*, the German and international editions of *GEO*, *Photo District News*, *Marie Claire*, *Elle*, *Internazionale*, *Haaretz* (Israel), and *Sunday Life* (Australia) and has been featured on the photography blogs *L'Oeil de la Photographie*, *Slate/Behold*, *WPO*, *Huffington Post*, *Fraction*, and *abcNews.com*. She was a 2013 Critical Mass finalist and was nominated for the 2013 Julia Margaret Cameron Award. Her works have been presented in exhibitions at, among others, Sous Les Etoiles Gallery, NY, The Fence and Photoville, Brooklyn, NY, a solo show at the Center for Fine Art Photography in Fort Collins, CO, and Catherine Edelman Gallery in Chicago. Morris lives and works on the East End of Long Island with her husband and two sons.

PROFESSOR JENNIFER FINNEY BOYLAN, author of thirteen books, is the inaugural Anna Quindlen Writer-in-Residence at Barnard College of Columbia University. She also serves as the national co-chair of the board of directors of GLAAD, the media advocacy group for LGBT people worldwide. She has been a contributor to the op/ed page of *The New York Times* since 2007; in 2013, she became contributing opinion writer for the page. Jenny also serves on the board of trustees of the Kinsey Institute for Research on Sex, Gender, and Reproduction. Her 2003 memoir, *She's Not There: A Life in Two Genders* (Broadway/Doubleday/Random House) was the first best-selling work by a transgender American. A novelist, memoirist and short story writer, she is also a nationally known advocate for civil rights. Jenny has appeared on *The Oprah Winfrey Show* on four occasions; *Live with Larry King* twice; *The Today Show*, *The Barbara Walters Special*, NPR's *Marketplace* and *Talk of the Nation*; she has also been the subject of documentaries on CBS News' *48 Hours* and the History Channel. She lives in New York City and in Belgrade Lakes, Maine, with her wife, Deedie, and their two sons, Zach and Sean.

NORMAN SPACK, MD, is a senior associate in the Endocrine Division at Children's Hospital, Boston, and associate clinical professor of pediatrics at Harvard Medical School. A 1965 graduate of Williams College, he received his MD from the University of Rochester in 1969. Dr. Spack co-founded the first community-based private practice of adolescent medicine in New England. He was clinical director of the Boston Children's Hospital Endocrine Division from 1998–2006. An internationally recognized advocate for transgendered individuals, Dr. Spack has received numerous awards for his teaching, clinical care and community service. He has been selected as one of the "Top Doctors" in greater Boston by *Boston* magazine six out of the past seven years. In 2007, he co-founded the Children's Hospital's GeMS (Gender Management Service), an interdisciplinary clinical program for transgender and intersex patients.

VICTORIA REDEL is the author of three books of poetry and four books of fiction, most recently the poetry collection, *Woman Without Umbrella*, and a collection of short fiction, *Make Me Do Things*. She teaches at Sarah Lawrence College, Bronxville, NY.

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ON THESE BEAUTIFUL
YOUNG PEOPLE AND THEIR FAMILIES,
WHOSE LOVE AND UNDERSTANDING
HAS HELPED CREATE THIS
REMARKABLE PLACE.”

Nathan Lane, actor and writer

“A SECRET GARDEN
THAT OPENS OUR EYES
TO THE HONESTY AND COURAGE
OF THESE CHILDREN.”

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“... MORRIS IS THE RESPONSIBLE,
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OF THESE BOYS’ AND GIRLS’
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