In February, 2018, children's book authors Grace Lin and Karen Blumenthal founded the #KidlitWomen Facebook page as a response to gender inequality in the children's publishing industry (Kirch, 2018). Bookending this decision were allegations of sexual harassment against several prolific male children's book authors weeks prior (Maher, 2018) and Women's History Month approaching in March (the perfect time to launch a page for women's rights) (Kirch, 2018). Central to the decision was a growing frustration with the consistent marginalization of women in children's literature and an overwhelming desire for women to be publicly heard (Kirch, 2018).

Lin & Blumenthal's creation of #KidlitWomen was the creation of a feminized setting for public discourse (Polletta & Chen, 2013), a setting where women's voices could be especially powerful. This paper uses qualitative narrative thematic analysis (Riessman, 2008) to analyze themes inherent in the first #KidlitWomen post (by Shannon Hale, 2018) and in the narrative responses to that post. Themes in the data are discussed including toxic masculinity, adults perpetuating gender norms for reading, and an overwhelming readiness for change.

Feminist standpoint theory (Hartstock, 1983; Hesse-Biber & Piatelli, 2012; Stone-Mediatore, 2016) is employed to illuminate how Hale's (and her respondents') use of narrative storytelling fostered a democratic community, challenged conventional assumptions, and propelled participants to invest in the #Kidlitwomen movement. Feminist standpoint theory respects storytelling as a way of generating collective knowledge (Stone-Mediatore, 2016), and pairing it with narrative thematic analysis, here, helps us examine (and hopefully replicate) this movement's success.