

PROTECTING THE RIGHT TO READ!

THE 2014 CBLDF LIBERTY
ANNUAL SPEAKS

WELCOME TO OUR WEBPAGE!

We hope you enjoyed *The 2014 CBLDF Liberty Annual* and thank you for your support. We've had a blast bringing you these awesome stories and hope you continue these conversations in your homes, schools, classrooms, and reading groups. On the pages below, we have some cool links for you to explore on book banning, the First Amendment, violent and nonviolent protest, and on repealing laws. But there's so much more! Throughout this guide, you'll find links to games, videos, and suggestions for additional reading and discussions.

We know you're going to love the exciting materials below. Have fun exploring!

– Meryl Jaffe, Ph.D. and Lauren Sankovitch, Editor

DRAMATIC READING

Meryl Jaffe, Ph.D., Janet K. Lee & Dylan Todd

PAGE 1



- Discuss what life in your town/school might be like without the First Amendment. Then brainstorm/research what students can do to help protect these rights.
- Discuss why some people try to restrict, ban, and/or challenge content and what students can do when their favorite games, books, and content are challenged.
- For critical reading, discuss what is meant at the end when the authors tell us that, “Freedom isn’t free.”
- To further explore how the images help tell the story:
 - Search this for references to other banned books (hint: look at the mural around the window). Research and discuss what content was found objectionable and why.
 - Discuss the use of different fonts and what these different fonts are trying to relay to the readers.

RESOURCES FOR DISCUSSION OF THE FIRST AMENDMENT:

- *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey and Aaron McConnell.
- The Constitution Center has great links and resources for [Exploring the Bill of Rights Amendment I](#); a lesson “[Perseverance and the First Amendment](#)” relaying how First Amendment rights have been exercised throughout our country’s history (Grades 7-12); video “[Constitution Hall Pass: Freedom of Expression](#)” and [games](#).
- The [First Amendment](#) – a close look at its sections, and activity exploring what life might be like without the Bill of Rights, and more.
- “[Cyber Speech and the First Amendment](#)” a lesson examining whether students’ cyber speech should be protected under the First Amendment (sponsored by The National Constitution Center and the National Endowment for the Humanities)

TO FURTHER EXPLORE, OR BATTLE, BOOK CHALLENGES AND BANNINGS, PLEASE VISIT:

- [CBLDF](#) (Comic Book Legal Defense Fund) has a link to the [First Amendment](#), [how to manage book challenges](#), a [list and details of case files](#) for challenged/banned books; the [history of comics censorship](#); librarian tools; [raising a reader](#); and retailer tools.
- [ALA](#) (American Library Association) webpage: all about [banned and challenged books](#); [how to conduct a challenged book hearing](#); notable First Amendment cases; [exploring Banned Books Week](#).
- National Coalition Against Censorship (NCAC)’s “Kids Right To Read Project” (KRRP).
- The NCTE (National Council of Teachers of English) [Intellectual Freedom Center](#) with activities and resources for fighting censorship.

SUGGESTED PAIRED READINGS:

- *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey and Aaron McConnell (Hill & Wang, 2008; Grade 5+): clearly explains the Bill of Rights and additional amendments in the U.S. Constitution, as well as relay their rationale in trying to establish and maintain a balance of powers. A great read for kids and adults.
- *Frankenstein* by Mary Shelley (Grades 6+).
- *Americus* by M.K. Reed and Jonathan Hill (First Second, 2011; Grade 7+): a graphic novel about a mother who tries to ban one of her son’s favorite fantasy series from the public library.

LITTLE STAR

Tom Fowler, Jeff Parker, Jordie Bellaire & Kelly Tindall
PAGES 2-4



- Discuss how the characters and objects in the bazaar in this story are similar and different to those in our world.
- Discuss how the different characters interact with each other even when they’re clearly very different. What might people in our world learn from them about tolerance?
- As this book is all about diversity and tolerance, visit the [Museum of Tolerance](#) in Los Angeles and

[Museum of Tolerance](#) in New York for information on exhibits, youth programs, teacher resources, funded field trips, and more.

SUGGESTED PAIRED READINGS:

- *If the World Were a Village: A Book about the World's People* by David J. Smith and Shelagh Armstrong (Kids Can Press, 2002; Grades 2-5): exploring the lives of 100 villages, kids discover that life in other nations is often different from their own.
- *Witness* by Karen Hesse (Scholastic, 2001; Grades 6+): historical fiction written entirely in free verse, explores 11 different points of view about the arrival and infiltration of the KKK into a Vermont town in 1924.
- *The Scholastic Big Book of Holidays Around the Year* by Susan Dillon (Grades 3-5): presents more than 70 celebrations of all kinds.

Emily and the Strangers in THE IDEA FACTORY

Mariah Huehner, Rob Reger, Cat Farris & Nate Piekos of BlamBot®
PAGES 5-9



TO FURTHER EXPLORE CREATIVE WORDPLAY:

- Search this story for examples of onomatopoeia and word-play (“huckbatting number of arms so it can do all our homework and chores!”; “Schlumped over an old globe,”; “fizzwittingly splendid,”; “What the drapples are you?”) and have kids come up with their own examples.

TO FURTHER EXPLORE CREATIVITY AND CRITICAL THINKING:

- Discuss how on page 5, panel 3 one of the girls suggests creating, “a time machine that only goes to 1818, when Frankenstein was written.” Why might she be suggesting going only to that period and time?
- Create your own wacky science faire ideas along with reasons why yours is the best idea yet.

TO FURTHER EXPLORE CREATIVE IDEAS THROUGH HISTORY:

- Have students search for great ideas from history depicted in the comic (The theory of relativity; first airplane; space travel; Ada Lovelace; Einstein; Mary

Shelley; cultural references: the spaceship “Serenity” from the sci-fi series *Firefly**)

- Have fun sorting history’s great ideas into different groups (such as science, aviation or entertainment). You may even want your students to brainstorm how to group these creative contributions.
- Have fun creating your own lists of history’s great ideas, contributions, and/or inventions.
- What might YOU enter into the Weird & Wonderful Science Faire?

TO FURTHER EXPLORE HOW THE IMAGES HERE HELP TELL THE STORY:

- Discuss the appearance of the house in the first panel and how it is drawn (i.e. choices of color, shape, details). What are the authors trying to tell us about this house? How does this affect our comprehension and anticipation of the story to follow?
- As the two girls and the Audit tumble through Emily’s Ride Through Time and Space, there are many references to science, art, history and literature. Seek out and discuss these references (i.e., the Wright Brothers’ plane, Einstein and his theory of relativity, electricity, Jane Eyre, Sputnik, the spaceship Serenity, Ada Lovelace, boom-boxes, The Phantom Tollbooth, Mary Shelley writing Frankenstein, Escher’s work, etc.). Discuss why they are in Emily’s ride and the contributions of these outstanding ideas, images and inventions.
- Have students create their own images, lists, and ideas for their own Rides Through Time and Space.

SUGGESTED PAIRED READINGS (MANY OF WHICH ARE REFERRED TO IN THE STORY’S ILLUSTRATIONS):

- *Frankenstein* by Mary Shelley.
- *The Phantom Tollbooth* by Norton Juster (Random House, 1961).
- *Jane Eyre* by Charlotte Bronte.
- *Alice’s Adventures in Wonderland* by Lewis Carroll (Macmillan, 1865).

* May be more appropriate for teens and mature readers.

BLACK & WHITE

Chris Eliopoulos
PAGE 9-11



- Discuss how, without text, Eliopoulos shows us the texture of the moon and how he plays with proportion (large boot versus tiny module against a lunar backdrop) on page 9.
- “Black & White,” has no dialogue and yet, in three pages, tells a profound story. Please check out the following links to find out more about visual literacy and communication:
 - The Toledo Museum of Art’s [wonderfully visual website](#) has videos, slideshows, resources and more.
 - Here’s a website with posts discussing what you need to consider [when creating visual messages](#); on the power of [visual context](#) and our brain’s need to construct meaning; and [what different meanings color can relay](#) (featuring links for color wheels, color mixing, and color games for kids of all ages).
 - Here’s another AWESOME site from the College of Arts & Humanities at University of Maryland College Park: “[Visual Literacy Toolbox](#): Learning to Read Images.
 - And a post all about visual literacy and the relationship between [visual literacy and visual rhetoric](#).

SUGGESTED PAIRED READINGS:

- *Understanding Comics: The Invisible Art* by Scott McCloud (William Morrow Paperbacks, 1993; Grades 5+): an outstanding resource for anyone interested in understanding or creating comics.
- *Adventures in Cartooning* by James Sturm, Andrew Arnold and Alexis Frederick-Frost (Grades 2-5): This is a series published by First Second Books.

DAMSEL IN RECESS

Joe Quinones & Maris Wicks
PAGES 12-15



- Discuss examples of stereotypes and expectations your students experience, while exploring ways to break those stereotypes.
- Discuss why people form stereotypes and why they (often unintentionally) hurt people.

SUGGESTED PAIRED READINGS:

- *Free to Be... You and Me* by Marlo Thomas and Friends (all ages): a book, album and show. You can view YouTube clips [here](#).
- *Nothing Can Possibly Go Wrong* by Prudence Shen and Faith Erin Hicks (First Second, 2013; Teens+): a wonderful graphic novel chock-full of stereotypes that are eventually broken down. For author and illustrator insights and alternate ending options, go [here](#).

TABBIE GETS A LESSON IN CENSORSHIP

Amy Chu, Shannon Wheeler & Giulia Brusco
PAGES 16-18



- Discuss how Tabbie might fight censorship and her First Amendment rights. You may want students to research the First Amendment. Please see suggested First Amendment resources links under “Dramatic Reading” above.
- Discuss various issues people have protested through history. Compare and contrast different forms and instances of violent and nonviolent protest.
- In this story, the authors refer to the [Berkeley Free Speech Movement](#). Compare and contrast student rallies today versus those shown in [this Bryn Mawr image](#). How are they similar and how are they different? Compare and contrast the issues protested against in the 1960’s and those of today. How have they changed and how have they remained the same? Please visit here for more on [freedom of speech](#).

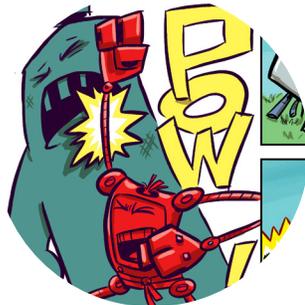
- In this story, the authors refer to Jean-Francois Cope's children's book *Everybody Gets Naked* and the [SOPA strikes in 2012](#) (here's a [cool infographic](#) on the effectiveness of the SOPA strike) and scenes from the [French Bookseller censorship protest](#). Compare and contrast these protests with the one in the point above.

SUGGESTED PAIRED READINGS:

- March* by Congressman John Lewis, Andrew Aydin and Nate Powell (Top Shelf, 2013; Grades 5+): covers the 1960 civil rights protests.
- Persepolis* by Marjane Satrapi (Pantheon Books, 2000; Grades 9+): details life and social protest in Iran during the Islamic Revolution.

KARATEBOT!

Luke Dunlavy & Ryan Dunlavy
PAGES 19-20



- Discuss how it might feel to be torn between two very different impulses or ways of reacting to the world around you (i.e. violently reacting versus peacefully trying to work out differences).
- Discuss the pros and cons of non-violent versus violent protest and the effectiveness of each method. Is one more effective than the other? Under what circumstances?
- Discuss how this story relates to Martin Luther King, Jr. and Mahatma Gandhi and their quests for non-violent versus violent protest.
 - For King's archived letters, speeches, photos, audio and visual film clips, and lessons on non-violent protest, please visit: <http://www.thekingcenter.org/>
 - For Mahatma Gandhi's philosophy and quotes please visit: www.mkgandhi.org.
- Discuss the authors' use of square text balloons with a curved pointer for Write Brain's words and oval text balloons with a lightning bolt pointer for Fight Brain's words. Why these two different balloon styles? How do these visual cues help tell the story?

SUGGESTED PAIRED READINGS:

- King* by Ho Che Anderson (Fantagraphics Books, 1993; Grades 10+): a graphic novel collage about Martin Luther King's life based on interviews,

speeches, newspaper articles, archived videos and more.

- The Silence of our Friends* by Mark Long, Jim Demonakos and Nate Powell (First Second, 2012; Grades 5+): based on Mark Long's childhood and the Houston, Texas riots of 1968.

PINKS AND BLUES

Jeremy Lambert, Declan Shalvey, Jordie Bellaire & Clayton Cowles
PAGES 21-25



- "Pinks And Blues" is full of inference and irony. Exploring this further, you may want to discuss:
 - Page 21, panel 4 the principal states, "And that's fine, but you are a responsible adult now." What is he implying for this high school student? When does someone become an adult? What does it mean to you to become an adult? And what does it mean here to become an adult? Is there a difference?
 - On page 22, panel 1, the principal notes that, "Childish objects are not allowed." Why do you believe they're not allowed in this society?
 - On page 22, the principal gives Violet a pink uniform and mask, and a watch (after taking away her book bag). He does not see her shiny barrette, which is displayed prominently in panel 3. He asks, "Anything inappropriate that would set you apart from the other adults?" She answers "no." What is the significance of the barrette? Why doesn't Violet offer it to the principal? Violet also asks for a blue uniform instead of a pink one. Why do you think she requests this, and why do you think the principal refuses?
- In this story, everyone wears the identical pink or blue uniform. What are the pros and cons of uniforms? When are they appropriate? When may they not be appropriate?
- Once the toys and objects were taken from the high school kids they were given uniforms and watches. What do you think the significance of the watches is?

- “Pinks And Blues” also has some wonderful metaphors and wordplay you can discuss:
 - Discuss the author’s choice of name for “Violet” and what significance it plays in the story.
 - Discuss the metaphor on page 24, panel 1, “Everyone here, bored and trapped behind a mask and uniform. Pink and Blue prison cells.”
 - Discuss the metaphor on page 25, panel 2, “Some things are just hard to see when you’ve got a mask on.”

SUGGESTED PAIRED READINGS
(OTHER BOOKS ABOUT DYSTOPIAN SOCIETIES TO DISCUSS/COMPARE AND CONTRAST):

- *The Giver* by Lois Lowry (Houghton Mifflin, 1993; Grades 5+).
- *The Hunger Games* by Suzanne Collins (Scholastic, 2008; Grades 7+).
- *1984* by George Orwell (Signet Classics, 1949; Grades 4+).
- *Fahrenheit 451* by Ray Bradbury (Ballantine, 1953; there is also an “authorized” graphic novel illustrated by Tim Hamilton published by Macmillan, 2009; Grades 5+).
- *Brave New World* by Aldous Huxley (Harper Perennial, 1998; first published in 1932; Grades 4+).
- *Ender’s Game* by Orson Scott Card (Tor Books, 1985; Grades 4+).
- *Animal Farm* by George Orwell (Plume, 2003; first published in 1945; Grades 5+).

Sasuké the Demon-Queller in GAGGED

Stan Sakai & Tom Luth
PAGES 26-29



- Discuss Sakai’s use of metaphor (A samurai seeking shelter from a storm).
- Compare and contrast Eastern and Western forms of storytelling and the idea that Eastern storytelling doesn’t rely on the traditional 3-act structure. Discuss the effect Eastern storytelling has on those of us more comfortable with Western storytelling.

- Discuss how in Eastern style storytelling the protagonist isn’t always good and the antagonist isn’t always bad. Why?

SUGGESTED PAIRED READING:

- *Little Freddie and his Fiddle* is a Norwegian folktale (from the collection of Peter Christen Asbjørnsen, 1812-1885 and Jørgen Engebretsen Moe, 1813-1882) that, like “Gagged,” has evil right up front, but it is difficult to see and eradicate. It can be [downloaded](#) or found in many Norwegian folktale collections. Not for the soft-hearted kid.

WON’T SOMEBODY THINK OF THE CHILDREN?

Al Ewing, Rich Elson,
Matt Milla & Clayton Cowles
PAGES 30-32



- Discuss content on page 30, panel 1 where a reporter asks, “What do you say to the calls to repeal the current Security of Speech laws?” Have students research and relay how laws in the U.S. and Great Britain are repealed and why. Compare and contrast the legal systems. You may want to use this [Guide to Judicial Decisions](#) as a resource.
- In page 30, panel 2, the on-screen minister addresses the need to “protect” children, “Their minds are soft and impressionable, after all. Half-formed. Easily contaminated.” Define “contaminated” and discuss how minds might be contaminated. What else might be contaminated?
- On page 31, panels 1 and 2 mention a law found in an “old A-Level Sociology textbook... Everyone has the right to freedom of expression. This right shall include freedom to hold opinions – and to receive and impart information without interference by public authority and regardless of frontiers.” Define and discuss what this means. Where do we have this in our constitution and why is it so important?
- Discuss the place and purpose of laws and why they may later be repealed. Here are some resources:
 - [Guide to Judicial Decisions](#).
 - Document by Charles W. Johnson, U.S. House of Representatives, “[How Our Laws are Made](#)”
 - All about Congress and [guidelines to making laws](#).

HOW LAWS ARE MADE – FOR KIDS:

- http://www.congressforkids.net/Legislativebranch_makinglaws.html
- <http://kids.clerk.house.gov/young-learners/lesson.html?intID=31>
- <http://kids.usa.gov/teens/government/making-laws/index.shtml>

LINKS AND RESOURCES FOR FEDERAL LAWS THAT HAVE BEEN REPEALED:

- In 1766 Parliament repealed the Stamp Act – Here are some links to explore:
 - History channel's <http://www.history.com/this-day-in-history/parliament-repeals-the-stamp-act> and <http://www.history.com/topics/american-revolution/stamp-act>
- The Fugitive Slave Acts were a pair of federal laws that allowed for the capture and return of runaway slaves, enacted by Congress in 1793 and 1850, and repealed in 1864. Delve deeper into the past here:
 - See the [History Channel's report](#).
 - See a video: [Fugitive Slave Act: A Threat to Free Blacks](#) by PBS.
 - The National Park Service has a link to a Fugitive Slave Act [facts](#) and [activities](#) asking students to consider the implications of this Act.
- The 21st Amendment to the U.S. Constitution repealed the 18th Amendment that called for national prohibition of the selling of alcohol. Here are some links to explore:
 - The National Constitution Center's webpage on [Amendment XXI: Repeal of Prohibition](#).
 - "[Alcohol Problems and Solutions: Repeal of Prohibition](#)" by David J. Hanson, Ph.D. details committees, votes, and organizations that worked towards repealing the 18th Amendment, along with a plethora of additional links to explore.
 - History Channel "[December 5, 1933: Prohibition Ends](#)."
 - History Channel's Facts and Summaries of the [21st and 18th Amendments and Prohibition](#).
- On September 21, 1939 President Roosevelt urged Congress to repeal the Neutrality Act embargo against sending military aid to countries in Europe facing Nazi aggression during World War II. For more see the History Channel's "[FDR Urges Repeal of Neutrality Act Embargo](#)."

THEY SAY...

Jonathan Hickman
PAGES 33-34



- What kind of world/society is this?
- What are the author's messages?
- How do the different color palettes create very different feelings and stories?
- "They Say..." tells a compelling visual and verbal story. Here are some resources and discussion prompts to further pursue visual literacy:
- Discuss Hickman's color palettes. What do the color choices tell us about this respective world? What do they tell us about the society and it's mood?

WHAT DOES COLOR MEAN TO YOU? CHECK OUT THESE AWESOME LINKS AND LEARN MORE ABOUT COLOR WHAT IT RELAYS TO US:

- Discover the difference between painters' primary - printers' primary - and light primary colors; how to mix colors and [what colors might mean to you](#).
- Discover what [color means in Eastern AND Western cultures](#). (Hint: it's not the same thing!)
- Discover elements of "[Color Psychology](#)."
- [Color fun](#) for grades preK-K, 1-2, 3-5, and 6-8, courtesy of Scholastic.

WHY ONE SHOULD NEVER CHEAT AT CARDS WITH THE FAERIE KING

Robin Furth, Emma Vieceli,
Lee Loughridge & Kristyn Ferretti
PAGES 35-38



- "Gone but not forgotten." What do we think it means at the beginning of the story and what do we find it means at the end? Why might our inferences be different?
- What is a myth or folk tale and what kind of power do they hold over our imagination?
- Lord V transforms his companion into a jewel which he then places on the card table as a bet. How might she feel as she observes the card game

transpire in her gem-like state? Create your own story from her perspective.

- This story is about faeries and magic which have been, and continue to be, challenged content. Why are these stories found objectionable to some? What are their merits?
- Compare and contrast this tale of Rhitta Gawr to tales of other Welsh giants.

SUGGESTED PAIRED READINGS AND LINKS (ALL AGES) FOR MORE ON RHITTA GAWR, THE WELSH, RED-HEADED GIANT:

- The [Legend of Rhitta Gawr](#), a Welsh Folk tale (Note that his name is Welsh or Cymric for “red giant”).
- Here is a summary of [noted giants in Welsh Folklore](#) - compare/contrast and vote for your favorite giant.
- The tale of Rhitta Gawr and Why One Should Never Cheat at Cards with the Faerie King take place on Snowdon Mountain, Wales’ highest peak. Learn more about [Snowdon](#) as it was then and is today.

THE 1ST AMENDMEOW with Mermin & Friends

Joey Weiser
PAGES 39-40



- Have students or your discussion group come up with examples of hurtful ways people often speak to each other. Brainstorm ways to effectively deal with and address them.
- Discuss/brainstorm different ways to deal with bullies.
- For more discussion prompts and resources regarding the First Amendment, please see the links provided under “Further Dramatic Reading” above.

SUGGESTED PAIRED READING:

- *No Talking* by Andrew Clemens (Atheneum Books for Young Readers, 2007; Grades 3-6): details what happens in a school when kids decide not to talk.

GIRL BAND: IN SPACE

Brian & Audrey Wood,
Terry & Rachel Dodson,
& Clayton Cowles

PAGES 41-43



- Come up with your own stories as to why the underground library had so many books that were never accessed anymore.
- As physical books are no longer read, brainstorm as to what might be read and/or what kids in this age might be doing with their free time. Are there schools? How are kids taught about life and trained for careers as adults?
- Design, format and costumes are all essential elements of visual storytelling. Discuss the costumes the girls wear and what you can tell about each girl’s personality from their clothes (style and color choices) and their stance and facial expressions.

SUGGESTED PAIRED READING:

- *Shadow Children* by Margaret Peterson Haddix (a series published by Scholastic; Grades 5+): about life set in the future where only two children are allowed per family.
- *2001: A Space Odyssey* by Arthur C. Clarke (New American Library, 1968; Grades 9+): imagines what life might be like in the future.

IF I WERE A SUPERHERO!

Tara Butters & Marc Guggenheim
(With Lily & Sara), Matthew Holm,
Chris Sotomayor & Dave Sharpe
PAGES 44-45



- If you could be a superhero, who might you be? What would your power be? Why?
- On the second page we meet Sara, who, like Lily, also wants to be a superhero. She would shoot her arrows at bad guys to stop them from destroying the city and killing the people, “but I wouldn’t kill them...I would just hurt them.” Why won’t Sara kill them? Is she right? Would you kill them? Why or why not?
- Discuss how the illustrations help tell the story and give the readers a “feel” of the two girls daydreaming and using their imaginations.

SUGGESTED PAIRED READING:

- *Adventures in Cartooning* by James Strum, Andrew Arnold, and Alexis Frederick-Frost (series published by First Second; Grades 2+): features a girl who wants to try to draw cartoons and is helped along by some very special mentors.
- *The Adventures of Superhero Girl* by Faith Erin Hicks (Dark Horse Books, 2013; Grades 9+): details the trials and tribulations of a young superhero battling mundane and supernatural monsters in her all-too-ordinary world.
- *Babymouse: Our Hero* by Jennifer Holm and Matthew Holm (Random House, 2005; Volume 2 of a continuing series; Grades 3+): a spunky mouse with unruly whiskers and her real and imagined super powers.
- *Amelia Rules!* a series by Jimmy Gownley (Anthem Books for Young Readers; Grades 3+): a group of friends who form their own superhero club and battle ninjas!
- *Amulet* by Kazu Kibuishi (an ongoing series published by Scholastic; Grades 4+): a girl who inherits an amulet whose stone gives her great powers, and the challenges she, her brother and their new friends must face.
- *Zita: Space Girl* series by Ben Hatke (published by First Second; Grades 3+): a girl who unwittingly becomes a hero and must deal with the consequences.

LUMBERJANES Pin-Up

Kate Leth
BACK COVER



- Discuss the artist’s message and how she uses color, layout, design and title to relay that message.
- Create your own poster (using your favorite comic characters) promoting your rights to read what you want to read.
- Compare and contrast how the pin-up relates to the ongoing story of *Lumberjanes* (see reference below).

SUGGESTED PAIRED READINGS:

- *Lumberjanes* Written by Noelle Stevenson and Grace Ellis, Illustrated by Brooke Ellen, (Boom!Box of BOOM! Studios 2014).



COMIC BOOK LEGAL DEFENSE FUND is a non-profit organization dedicated to the protection of the First Amendment rights of the comics art form and its community of retailers, creators, publishers, librarians, and readers. CBLDF provides legal referrals, representation, advice, assistance, and education in furtherance of these goals.
www.cbldf.org