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# Law & Order Made Amusing: A Selection of Law Books for Children from the Collection of Morris L. Cohen

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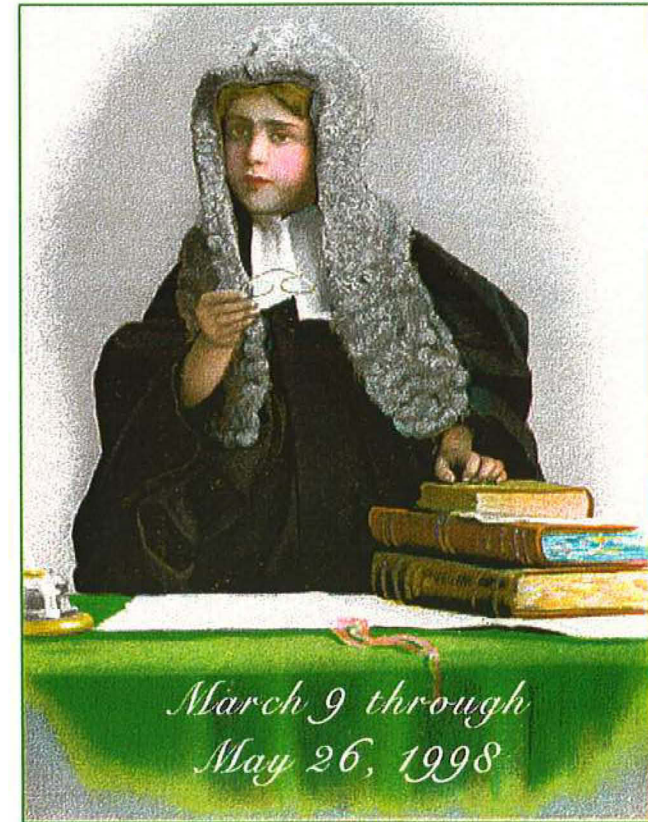
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# *Law & Order Made Amusing*

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A Selection of Law Books for Children from the Collection of Morris L. Cohen



DANIEL R. COUILLETTE RARE BOOK ROOM

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BOSTON COLLEGE LAW LIBRARY

# *Law & Order Made Amusing*

*A Selection of Law Books for Children from the Collection of Morris L. Cohen*

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**B**oston College Law School is pleased to present this exhibit displaying books from the Collection of Morris L. Cohen. The Collection represents a vast, diverse array of books relating to children and the law. This exhibit brings together over two centuries of adult efforts to mold children's beliefs about the law. The law in all its many variations appears within the exhibit cases. Popular chapbooks packaged virtuous behavior with brightly covered pictures of animal judges and lawyers. Constitutional catechisms taught the importance of law and government through carefully constructed questions and answers. Perilous accounts of pirates allowed young readers to sample the adventures of the life of crime—without leaving their bedrooms. And more ponderous tomes for use in schools preached the lessons of civic virtue and exhorted the creation of an informed citizenry. What most children thought about this literature we will never know—but, perhaps for a few, some simple story, puzzling question, or exciting tale lured them towards the life of the law.



*"Lawyers, I suppose,  
were children once."*

— Charles Lamb

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## Morris L. Cohen

Morris L. Cohen is Professor Emeritus and Librarian Emeritus at the Yale Law School. After graduating from Columbia Law School and Pratt Institute Library School, Mr. Cohen embarked on an illustrious career as a law librarian that took him in turn to the directorships of the law libraries at SUNY Buffalo, Pennsylvania, Harvard and Yale. He continues to lecture at the Yale Law School providing instruction in legal research and bibliography and co-authoring such legal research texts as *How to Find the Law* and *Legal Research in a Nutshell*. Mr. Cohen was a formative member of the American Association of Law Libraries and served as its President in 1970/71. He is one of the foremost legal bibliographers in the United States. He is the author of the forthcoming *BEAL: Bibliography of Early American Law*. The set, eagerly awaited by legal scholars and American historians, contains more than sixteen thousand entries representing a wide range of literature on American law and legal development. Mr. Cohen is also the recipient of the Joseph L. Andrews Bibliographical Award for *The Guide to the Early Reports of the Supreme Court of the United States*, co-authored with Sharon H. O'Connor.

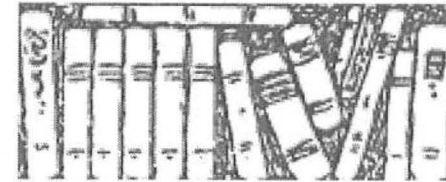
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Professor Cohen's collection of law books for children began as a hobby between father and son. Morris Cohen and son Dan at age six began to pursue an interest in collecting children's books that has resulted in this collection. Summer car trips with the family included stops at antique book dealers along the way; later trips abroad found father and son in booksellers' shops in England and on the Continent. At home poring over antiquarian book dealers' catalogues, the Cohens expanded their collection, which included books on law and the Constitution for the young mind.

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## Reception with Morris L. Cohen

Boston College Law School extends its warmest thanks to Professor Morris Cohen for the generous loan of his collection and for providing personal remarks about the exhibit to the Deans, Faculty, Board of Advisors and members of the Law Library Staff, at a reception on May 1, 1998.



This exhibit was produced by the members of the Rare Book Room Exhibit Committee—Karen Beck, Mary Sarah Bilder, Ann McDonald, Sharon O'Connor, and Joan Shear.

The Committee would like to thank Law Library Staff who contributed their toys and lent their support.

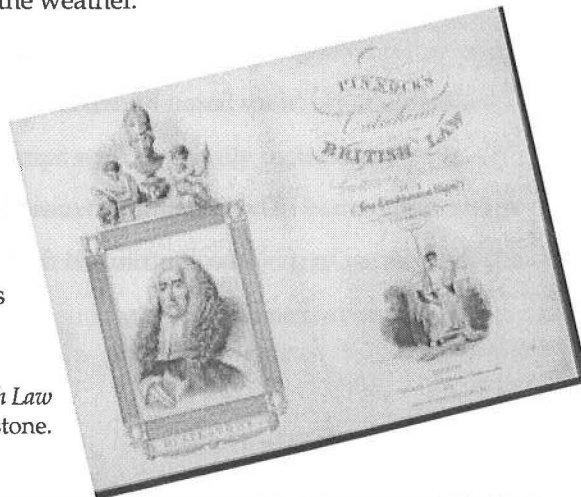
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## Constitutions and Catechisms

The English understanding of their constitution differed from modern American ideas. The English constitution was not a written document; rather, the constitution was that which was constituted—that is, the laws, institutions, customs, and history of the English people. Given this amorphous understanding of the constitution, books on the constitution and laws of England became a popular instructional genre for young children. Some of these books included illustrations of human creations such as Stonehenge and natural wonders such as caverns called Poole's Hole and the Devil's A-se. Other illustrations showed the structure of the British government or the British Government in action—complete with wigs.

*The British Youth's Vade Mecum* was intended to be a small reference book that could be carried on one's person. The word "vade mecum" literally meant "to go with me." The introduction to the book noted that it "is so simplified as to be made useful either to the Young or those of riper Years." Not only did this small book include a brief history of England from the Saxon invasion, a copy of Magna Carta and the Bill of Rights, an account of all royalty and other religious, political, and legal personnel, but also a few notes on soil conditions and the weather.

One of the most famous attempts to teach the English constitution was *Pinnock's Catechism of British Law*. A catechism was an instructional book which taught its subject through a question and answer format. Although the earliest use of the catechism was



Title Page of *Pinnock's Catechism of British Law* features a depiction of Blackstone.

to teach basic religious doctrine, by the eighteenth century the format had been exploited by authors such as William Pinnock (1782-1843). One of Pinnock's most successful ideas was a series of catechisms on different subject areas—for example, music, geography, modern history. *Pinnock's Catechism* emphasized on its title page that it contained "correct ideas of our constitutional rights and liberties."

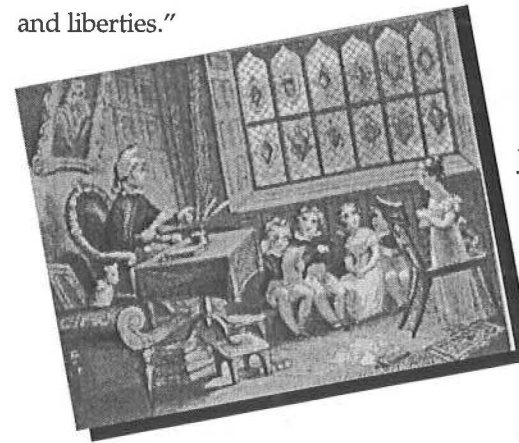


Illustration from *Parlour Commentaries on the Constitution and Laws of England* depicting a "Game of Judge & Jury".

A less didactic approach to the constitution was Jefferys Taylor's *Parlour Commentaries on the Constitution and Laws of England*. Taylor employed the device of a family conversation to teach English history. The modern reader suspects that Taylor took a certain amusement in letting the children ask questions which pointed out some of the more puzzling aspects of the English constitution. When the children are informed of the ancient practice of judgment by ordeal, young Letitia asks, "But how could *any* body who was blinded know

how to step between the hot iron, and how could *any* body swim when tied round with cords?" Told about the jury system, young Rupert inquires, "If the jury did not see anything done, how can they know anything about it?" And young Frank finally asks, "But suppose the government is a bad one, and *ought* to be altered." He is told only, "We had better not suppose that."

## Parliament in the Playroom

Jane Marcet began *Willy's Holidays; or Conversations on Different Kinds of Governments Intended for Young Children* with the comment, "Nothing appears to me to render a subject so intelligible to a child, as to bring it home to himself." All four of the books in this case attempt to bring home to children ideas about government, law, and lawyers. Marcet had no doubt about the importance of the subject: "Correct ideas ... cannot ... be too early inculcated, if it were only to prevent the false impressions which children inevitably acquire in their intercourse with ignorant and prejudiced people."

By the nineteenth century, mothers were critical inculcators. Willy's Mamma perfectly fulfills this motherly ideal by teaching Willy about good government by comparing the ideas to his own life. The schoolboy parallel runs into trouble when—after explaining to Willy that the king has an allowance and gets into debt just like any schoolboy—she tries somewhat unsuccessfully to explain why the king never manages to pay his debts. The national debt was not the only area in which

Willy's Mamma seemed to have strong views of her own. She was also a committed antislavery proponent and the end of the book describes the British abolition of slavery.

The schoolboy parallel became real in books in which children used law to settle disputes among themselves. In *Jonas a Judge*, Jonas learns law while working as a clerk in a lawyer's office. Soon Jonas can help the other



Illustration from *Jonas a Judge*.

boys understand consideration, title warranty, and land tenure. Before they know it, the boys are able to decide such crucial matters as who should have a disputed apple. Jonas solves this problem by concluding that Nathan is entitled because "we find it in his possession; and nobody has a right to disturb any one in the possession of property, unless they can show clearly a superior title to it"—a concept over which many first-year law students still struggle.



"The Elections", illustration from *Parliament in the Playroom; or Law and Order Made Amusing*.

Not only was a knowledge of the common law thought to be helpful to children, but in *Parliament in the Playroom; or Law and Order Made Amusing* a group of English children learn basic notions of English government. When their parents go to London, the children create a parliament to rule themselves. Young Margaret, a great expert on the English parliament, leads the debates. With women's suffrage a major controversy in England and America around the time of publication, one wonders whether the author hoped that young girls who read of Margaret's efforts might aspire to a larger parliament than merely the playroom.

Another approach to inculcating children in the law were biographical sketches of lawyers. In *Success in Life*, Mrs. L.C. Tuthill retold the lives of American lawyers as "a model for the young men of our country." Tuthill's book focused on William Wirt. Wirt's story was an early version of the Horatio Alger myth. Orphaned by eight years, Wirt attained such prominence that the Supreme Court adjourned at his death. Tuthill implied that through the law many young men, "springing from an humble origin," would be able to attain "high distinction among his countrymen."

## America's Constitutional Devotion

Educators, lawyers, and politicians in the seventeenth and eighteenth centuries frequently sought to instill patriotic and democratic ideals in the minds of American youth. As a result, numerous works on the Constitution appeared. These can be divided into two categories. The first category consists of books that are primarily compendia of legal documents, and the second consists of volumes that provide a narrative explanation of American constitutional law. These explanatory books are the forerunners of modern civics books.

A subcategory of these explanatory texts are the catechisms: works presented in question and answer format similar to the religious catechisms used by schoolchildren of the time. By presenting complex legal materials in familiar question and answer format, educators sought to make the information accessible to citizens of tender years. Examples in this exhibit include *Elementary Catechism on the Constitution of the United States* and *An Exposition of the Constitution of the United States*.

In addition to the catechisms, distinguished legal scholars such as Joseph Story sought to convey legal knowledge to children by revamping their classic treatises for use in schools. Story's *A Familiar Exposition of the Constitution of the United States* was drawn from his *Commentaries on the Constitution*. It is clear from page 2 of Story's preface that he wanted not only to teach legal principles, but to instill in children devotion to the Constitution and the ideals it embodied:

If [this work] shall tend to awaken in the bosoms of American Youth, a more warm and devoted attachment to the National Union, and a more deep and firm love of the National Constitution, it will afford me very sincere gratification. . . .

In addition to the usual Constitution and Declaration of Independence, the compendium *Echoes from the Cabinet* includes the Ordinance of 1787, the Fugitive Slave Bills of 1793 and 1850, and the Missouri Compromise. These antebellum documents represented efforts to compromise on the issue of slavery and hold the Union together. Thus, the Ordinance of 1787 stipulates that there was to be no slavery in the Northwest Territory, yet fugitive slaves who escaped to the Northwest Territory were to be returned to their owners. For antislavery activists, these documents represented a "constitution" of their own.

For more information on federal and state constitutional and law school texts, see Michael H. Hoeflich, *Law in the Republican Classroom*, 43 U. Kan. L. Rev. 711 (1995). Some of the material in the exhibit cards was excerpted from this article.



## State Law

Because the ideals of patriotism, democracy, and a unified America were embodied in the federal and state constitutions, many lawyers, statesmen, and educators believed that every household should have copies. Printers responded by producing small, inexpensive compendia of state constitutions and other primary legal materials that almost everyone could afford to buy. Examples in this exhibit include *The Constitution of the State of Maine* and *State Constitutions. A Synopsis of the Principal Features of the Constitutions of Each of the United States*.

Although these state legal materials were designed to inspire loyalty to one's state and country, children often needed help to understand and interpret their meaning. Books in catechism format such as *The Revised Statutes of the Commonwealth of Massachusetts, and Additional Laws to 1844, Reduced to Questions and Answers* helped meet this need. Questions ranged from the basic, such as:

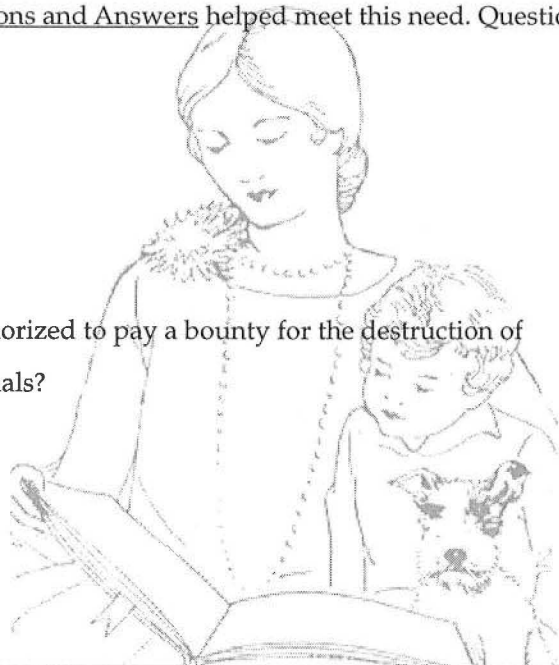
Q. How are all men born?

A. Free and equal.

to the more obscure, such as:

Q. When were towns authorized to pay a bounty for the destruction of wolves and other noxious animals?

A. In 1838.

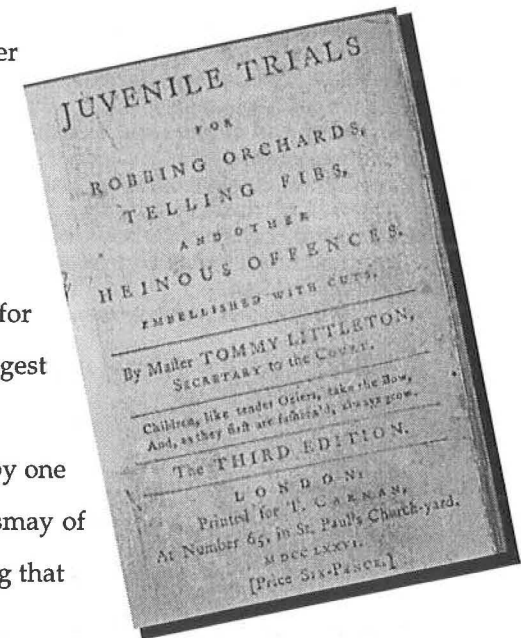


## Moral Trials & Travails

Thinking of robbing orchards, telling fibs or other “heinous offences”? If so, the oft-reprinted *Juvenile Trials* is for you. The three copies in this exhibit date from between 1776 and 1830. The *Trials* were written down by Master Tommy Littleton, perhaps a play on the more famous Littleton responsible for much of English property law. A tutor and governess suggest the trials in which one child will sit as judge. After the governess points out that “young ladies should be tried by one of their own sex,” two courts were suggested. To the dismay of many, however, the young Miss Sterling declined, arguing that “a young lady must make a very awkward figure, who shall presume to usurp a chair, which should be filled only by a gentleman.” Beyond robbing apples, the trials dealt with such difficult matters as a scuffle among several young ladies over a piece of candy.

Although the books seemingly focused on the crime, the important lesson was the appropriate response of the guilty party. Each guilty child confessed and begged forgiveness. After confession, they were sentenced to only a brief confinement in their rooms. And to underscore the importance of confessing to the truth, the trials emphasized that the other children were once again friends with the guilty child.

A more severe lesson for children appeared in the *Juvenile Monitor*. This chapbook recounted the story of three boys convicted of stealing in 1813. The three boys, ages thirteen to sixteen,

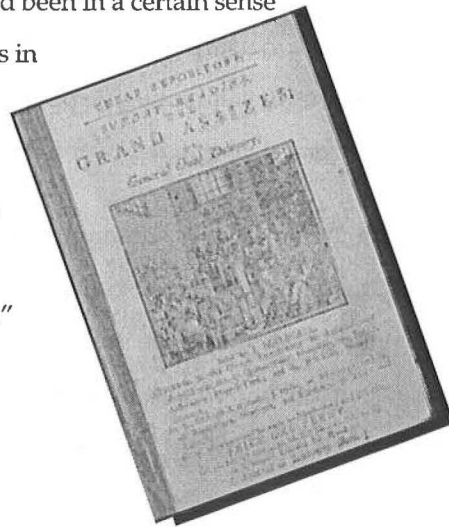


Title page from *Juvenile Trials*.



broke into a store and stole the remarkable sum of 900 dollars. The sentencing judge informed them of their good fortune in only being sentenced to 5 years of hard labor. As a warning to the young spectators, the judge added that these boys had begun by lying, swearing, and fishing on Sundays. With vice illustrated, the chapbook told the story of Charles H. Broadhead, “a remarkably pious boy,” who was truthful, dutiful, and moral—and died at the age of 7 of measles. Charles’ death was described as “full of pain” and the chapbook detailed his last days as he was “struggling with constant convulsions.” The contrast was stark between the boy—but which path seemed more appealing may not have been entirely clear to young children.

Authors also used the trial to discuss the morality and faith of Christians. In *The Grand Assizes*, the story of the Last Judgment is retold as occurring in a legal system surprisingly similar to the English grand assizes. The adaptation of the English legal system, while clever, raised the problem of justifying the lack of a jury at the Last Judgment. The author noted that “although with us all criminals are tried (and very properly in my opinion) by a jury of their peers,” yet in this system the King did not have a jury because “every one of the people had been in a certain sense criminals.” An even more complicated use of the trial appears in *The Trial of Cain* which used the story of Cain to debate the existence of free will. Cain’s defenders represent various religious sects who did not believe in free will. Free will wins when the jury concludes that “Cain, a moral agent broke decree; free from necessity he made his choice and acted free.”



Cover of the *Grand Assizes*.

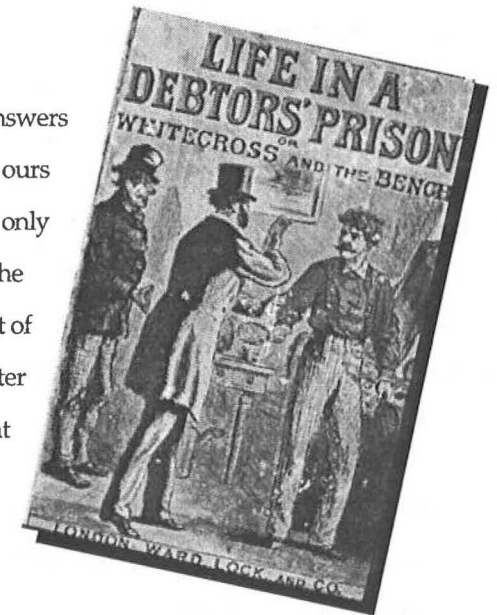
## *Crimes and Punishments*

Accounts of crimes and criminals, especially piracies, were a popular form of juvenile reading. These works often included a retelling of the execution of the criminal as well as an account of his crimes, presumably for the moral lesson involved; consider the subtitle to the *Criminal Recorder, or An Awful Beacon to the Rising Generation of Both Sexes, erected by the arm of justice to persuade them from the dreadful miseries of guilt*. The sensational and often gory detail of the narrative is reminiscent of the entertainment value provided by our current true crime stories and Court TV.

Francis Treadwell’s *Treason Defined* follows the format of a textbook on government. Five pages of questions and answers which support the argument that in a federal system such as ours treason cannot be committed against an individual state, but only against the federal government, are followed by the texts of the Declaration of Independence and the Constitution in support of this argument. The author was inspired to write this book after someone he admired was sentenced to solitary imprisonment for life for violating a state treason statute.

*Life in a Debtors’ Prison* is an attempt to call attention to the unfair treatment of debtors under British law. In the preface the author explains:

It is generally admitted that locking up a man for *debt* is as great an absurdity as can well be committed. If a man is unfortunate and cannot pay, the shutting him up is hardly likely to facilitate his means of satisfying his creditors, but much more likely to frustrate any efforts he make to do so, and bring ruin upon himself and family.



Cover of *Life in a Debtors’ Prison*

## School Days—Government & Law

“If the merits of a publication rest on the importance of the subject illustrated by it, then must ‘The principles of the government of the United States,’ claim an elevated station in the ranks of practical science; for the existence of this nation as an independent republic, depends, in a great measure, on the general diffusion of the information it contains.” This sentiment, expressed by Pardon Davis in the Preface to the above mentioned text, was most certainly shared by many educators and textbook writers of the 19th century. The existence of so many texts aimed at such a variety of audiences indicates that there was a place for law and government texts in almost every curriculum.

One of the most prolific writers in the field of civil government texts was Andrew W. Young. Young authored six separate and distinct textbooks, many with numerous editions. In his preface to *The Science of Government* (the second edition is on display here), Young mentions his indebtedness to Sullivan’s *Political Class Book* (also on display here), among other works. Over 24,000 copies of *The Science of Government* were sold between 1835 and 1854.

S. G. Goodrich, another prolific textbook writer, authored texts in other fields as well, often using the pen name of Peter Parley. *The Young American*, exhibited here, contains ads in the front for other works by Goodrich and Parley. Goodrich went out of his way to avoid controversy of any kind, presumably for the same reason today’s textbook writers strive to be non-controversial — to obtain the greatest market for their books. In the preface to this work he states, “I have earnestly sought not to write a line or sentence, with a view to party effect. I have endeavored not to cast a favoring hue or disparaging shade upon either side of controverted questions.”

## School Days—2

Books designed to teach students the basics of reading and writing also were often designed to familiarize students with the notions of law and government. One such book was John Phillips’ *The Legal Classic*, which was an abridgment of Blackstone’s *Commentaries* designed for reading lessons and school exercises. The author in his preface discusses three characteristics of the work and explains its use in the classroom:

1. An eloquent and popular style, for lessons in reading,
2. Rhetorical purity and precision, for exercises in composition, and
3. Principles based on authority, to direct and govern the American Freeman in his lawful rights and duties.

A number of texts were designed specifically to impart these very important principles to younger children. Nordoff’s *Politics for Young Americans* uses simple language and familiar illustrations to make political principles and the meanings and limits of liberty, law, and government intelligible to boys and girls. Sullivan’s *The Political Class Book* suggests that teachers should have students restate the meanings of sections of the book in their own words as a useful teaching technique.

Many of the books include questions for class discussion or examinations. *The Scholar’s Manual* is one such book that comes complete with test questions (but no answers) in the back. Alden’s *Citizen’s Manual* follows the question and answer format common to many texts, but also contains questions without answers for review. This textbook was written after admirers of the author’s college and high school text, *Science of Government in Connection with American*

*Institutions*, suggested that a work on the science of government for use in common schools was needed and would aid in “preparing the masses for intelligently exercising their rights as citizens of the Republic.”

Not all common school textbooks included questions for study. Charles Mason’s *Elementary treatise on the structure and operations of the national and state governments of the United States* purposefully contains no such questions. Mason defended his choice not to include questions in his preface. He feared that by focusing on answers to particular questions, students often lost the author’s greater meaning. Distinguishing between the accumulation of individual, disconnected facts and the actual knowledge of a subject, the author suggested that the only way of effectively obtaining knowledge of the subject treated by a book is by a “*thorough and careful reading and study of the whole text, connectedly.*”

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CABINET NINE

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## *Modern Law Books For Children*

Introducing children and young people to law remains an issue for educators today. Biography, historical fiction, picture books, textbooks and reference works are all used to convey an understanding of the structure of the legal system and the role of law in society. Contemporary materials for young children make use of color, illustrations, and interactivity to enliven material that in the past may have been presented in a more didactic fashion. Works often focus on topics of particular relevance to young people themselves or on contemporary social issues. Popular subjects include the rights of students and the rights of women and minority groups.

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CABINET TEN

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## *Law Among the Birds*

The small, soft-covered books in this case and others represent a genre of the English book trade known as “chapbooks.” The word “chapbook” may have originated from a corruption of the Old English word “ceap” meaning trade or from the comparatively “cheap” price of the books. *The Trial of an Ox* sold for one penny—and, indeed, often these small pamphlets are referred to as “penny histories.”

The popularity of chapbooks spread across England and America. One famous center of printing was in the small town of Banbury in Oxfordshire where, into the nineteenth century, J.G. Rusher, a specialist in the printing of children’s books, printed such pamphlets as *The Trial of an Ox*. The opening poem to *The Trial* notes that, “And when, with much pleasure, you’ve read ‘em all ‘o’er, then hasten to Rusher’s, he’s printing some more.”

These small books were part of an effort to produce an instructional literature for poor children and were often accompanied with rough woodcut illustrations. Children and female relatives often were responsible for handcoloring books such as *The Quarrel and Lawsuit between Cock Robin and Jenny Wren*. Indeed, one Victorian commentator noted that the children colored “from morning till night, and never play or chat about them . . . [one] wonders how happier children can take any pleasure in them, or think them pretty.”

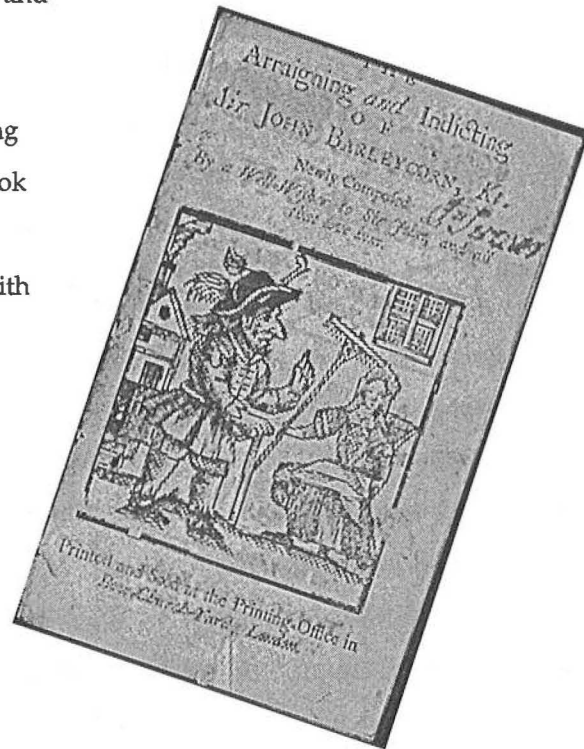
All the books in this case employ the trial as a narrative device. Several commented somewhat favorably on the legal system. In *The Quarrel*, Jenny Wren, upset by Cock Robin’s recent alteration of his affections towards Julia the Nightingale, grabs a piece of cake from Robin. At Jenny’s trial, her Magpie lawyer wins her freedom because of a fatal flaw in the pleadings:

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"My client you call Jenny, where as her name is Jane!" Children may have liked the pictures and story of a book like *Law Among the Birds*. However, one wonders what they thought of episodes such as a Magpie arguing over the proper understanding of malice aforethought.

Other books, such as *The Trial of an Ox*, taught lessons about life. Once again, animals assumed legal roles. For example, a bear serves as counsel and cross-examines witnesses. The Trial taught a lesson about cruelty to animals. A bee testifies as an eyewitness and explains that the ox had been taken from his "friends and relations" in the country and driven in a cruel and inhuman way. Excusing the ox's goring of the cruel driver, the jury returns a verdict of manslaughter. The ox is fined a blade of grass and imprisoned only one hour.

Not all of these books were aimed at young children. Sir John Barleycorn used the chapbook form to parody the country's dependence on alcohol brewed from barleycorn. The blacksmith blames Barleycorn for taking his money and preventing him from working. Barleycorn's life—and liquor—is spared, however, when the ploughman, the brewer, the hostess, and the exciseman plead for his life.



Cover of *The Arraigning and Indicting of Sir John Barleycorn*

## *List of Books in the Collection*

## *Constitutions and Catechisms*

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*A Brief Grammar of the Laws and Constitution of England, intended for the use of Schools, and the Junior students of Law.* By the Rev. J. Goldsmith, London, Printed for Richard Phillips, 1809.

*Pinnock's Catechism of British Law Containing Correct Ideas of our Constitutional Rights and Liberties.* London, Published by G. & W.R. Whittaker, 1823. Printed by R. Gilbert, London.

*An Account of the Constitution and Present State of Great Britain, Together with a View of its Trade Policy, and Interest, Respecting other Nations and of the Principal Curiosities of Great Britain and Ireland* (adorned with Cuts). London, Printed for Thomas Carnan. N.D. (Circa 1779).

*The British Youth's Vade Mecum, Being a Brief History of the Constitutional Establishments of the British Empire.* London, Printed for Didier and Tebbett by D. Jaques, 1806.

*Parlour Commentaries on the Constitution and Laws of England; Being a Familiar Explanation of the nature of government and the necessity of legal authority, with some account of the proceedings in Parliament and courts of justice.* By Jefferys Taylor. London: John Harris, 1825.

## *Parliament in the Playroom*

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*Willy's Holidays; or, Conversations on Different Kinds of Governments. Intended for Young Children.* By Jane Marcet. London: Printed by A. Spottiswoode for Longman, Rees, Orme, Brown, Green, Longman, 1836.

*Success in Life. The Lawyer.* By Mrs. L. C. Tuthill. NY: George P. Putnam. 1850. Edward O. Jenkins, Printer and Stereotyper, N.Y.

*Jonas a Judge; or, Law Among the Boys.* By the Author of the Rollo Books, Jonas's Stories, & c. & c. Boston: William D. Ticknor, 1840.

*Parliament in the Play-room; or, Law and Order Made Amusing.* By A.L.O.E. London: T. Nelson and Sons. 1883.

## *America's Constitutional Devotion*

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*Youth's Manual of the Constitution of the United States: Adapted to Classes in Schools, and to General Use,* by an Instructor. Hartford, William Watson, 1835.

*A Brief Exposition of the Constitution of the United States: With an Appendix, Containing the Declaration of Independence and the Articles of Confederation.* And a Copious Index. By James Bayard. Philadelphia: Hogan & Thompson, 1833. Russell and Martien, Printers.

*Elementary Catechism on the Constitution of the United States. For the Use of Schools.* By Arthur J. Stansbury. Boston: Hilliard, Gray, Little, and Wilkins, 1828. J.B. Russell, Printer.

*The Constitutional Class Book: Bring a Brief Exposition of the Constitution of the United States. Designed for the Use of the Higher Classes in Common Schools.* By Joseph Story. Boston: Hilliard, Gray and Company, 1834. Boston: James V. Dow, printer.

*A Familiar Exposition of the Constitution of the United States: Containing a Brief Commentary on Every Clause, explaining the true nature, reasons, and objects thereof; designed for the use of school libraries and general readers; with an Appendix, Containing important public documents, illustrative of the Constitution.* By Joseph Story. LL.D. NY: Harper & Brothers, Publishers, 1862.

*A Brief Exposition of the Constitution of the United States for the Use of Common Schools.* By John S. Hart, LL.D. Philadelphia: Published by E.H. Butler & Co., 1856. B.M. Dusenbery, stereotyper. C. Sherman, printer.

*An Exposition of the Constitution of the United States: to which is prefixed, the Forms of Government in different parts of the world. Intended for the use of schools, and for the benefit of the rising generation. By way of question and answer.* By Luther Pratt. NY: Silvester and Owens, 1836.

*The Constitutional Textbook: A Practical and Familiar Exposition of the Constitution of the United States, and of Portions of the Public and Administrative Law of the Federal Government. Designed Chiefly for the Use of Schools, Academics, and Colleges,* by Furman Sheppard. Philadelphia: Childs & Peterson, 1855. Stereotyped by L. Johnson & Co., Philadelphia.

*The Book of the Constitution Containing The Constitution of the United States; a Synopsis of the Several State Constitutions; with various other Important Documents and Useful Information.* Compiled by Edwin Williams. NY, Peter Hill, 1833.

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## State Law

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*Constitutions of the United States and New-Jersey, with questions adapted to each, and other miscellaneous questions; Designed for the use of Schools and Academics in New-Jersey.* By a Graduate. Newark, N.J.: Benjamin Olds, 1831. Printed by J.C. Totten, N.Y.

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*The Revised Statutes of the Commonwealth of Massachusetts, and Additional Laws to 1844, reduced to questions and answers; for the use of schools and families.* By William B. Wedgwood, A. M. Boston: Tappan and Dennet, 1844. Stereotyped by George A. Curtis, New England Type and Stereotype Foundry, Boston.

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*Juvenile Monitor, or Vice and Piety Contrasted. Containing Judge Dawes' Address to Three Boys Convicted of Stealing; and an Account of Charles H. Brodhead, a remarkably pious boy, who died in New York.* Third edition, Boston, printed and sold by Nathaniel Willis, 1815.

*The Grand Assizes; or, General Goal Delivery.* Sold by J. Marshall, (Printer to the Cheap Repository for Religious and Moral Tracts), London. N.D.

*Juvenile Trials, for Telling Fibs, Robbing Orchards, and Other Offences.* London: Printed for Darton, Harvey, and Darton, 1830 on cover, 1816 on title page.

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*The Trial of Cain: The First Murderer, in Poetry, by Rule of Court; in which a pedestrian, a universalian, and an Arminian, argue as attornies at the bar; the two former as the prisoner's counsel, the latter as attorney general.* By Erastus Brown. Boston, Printed for the Purchaser, 1827.

## Crimes and Punishments

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*The Very Amusing and Interesting Lives and Adventures of the Most Celebrated Highwaymen and Murderers, from the time of Sir John Falstaff to Jack Sheppard. Interspersed with the Voyages and Adventures of the most Notorious Pirates.* London: Sold by W. Strange, et. al. G. Cowie, Printer. N.D.

*Book of Pirates, Containing narratives of the most remarkable Piracies and Murders, committed on the high seas: together with an account of the Capture of the Amistad; and a full and authentic Narrative of the Burning of the Caroline.* Carefully compiled for the Publisher by Henry K. Brooke. Philadelphia: Published by J. B. Perry; NY, N.C. Nafis. 1841. Stereotyped by S. Douglas Wyeth, Philadelphia.

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### *School Days—Government & Law*

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*An elementary treatise on the structure and operations of the national and state governments of the United States. Designed for the use of schools and academies and for general readers. By Charles Mason, A.M. Boston: David H. Williams, 1842. Printed by S.N. Dickinson, Boston.*

*The Scholar's Manual: containing the Declaration of Independence, the Constitution of the United States and Washington's Farewell Address to the People of the United States. With questions for the use of schools. By a Teacher. NY: Published by McElrath & Bangs, 1829.*

*Introduction to the Science of Government, and Compend of Constitutional and Civil Jurisprudence; Comprehending a general view of the government of the United States, and of the Government of the State of New York together with the most important provisions in one constitutions of the several states. Adapted to purposes of instruction in families and schools. By Andrew W. Young. 2<sup>nd</sup> edition improved. Warsaw, Published by the author, 1836.*

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*The Legal Classic, or Young American's first book of rights and duties designed for schools and private students. By John Phillips, Esq. Amherst: Printed and Published by J.S. & C. Adams, 1835.*

*The Political Grammar of the United States; or, a Complete view of the theory and practice of the general and state governments, with the relations between them. Dedicated and Adapted to the Young Men of the United States by Edward D. Mansfield. NY: Published by Harper & Brothers, 1834.*

*Politics for Young Americans. By Charles Nordhoff. NY: Harper & Brothers, 1875 (includes loose ad).*

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*The Young American: or book of Government and Law; Showing their history, nature, and necessity. For the use of schools. By S.G. Goodrich, author of Peter Parley's Tales. 8<sup>th</sup> edition. NY: Turner & Hayden, 1845. Stereotyped by Geo. A. Curtis, New England Type and Stereotype Foundry, Boston.*

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## *Modern Law Books For Children*

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*Shh! We're writing the Constitution.* By Jean Fritz. New York: G.P. Putnam's Sons, © 1987. (Illustrations by Tomie dePaola).

*Trial by Jury.* By Jo Kolanda and Judge Patricia Curley. NY, London, Toronto, Sydney: Franklin Watts, © 1988.

*The Universal Declaration of Human Rights* (An Adaptation for children by Ruth Rocha and Otavio Roth). United Nations Publications, © 1989.

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*Conflict, Courts and Trials* 3d edition. (Law in Action Series). By Linda Riekes et al. St. Paul: West Publishing Company, © 1991.

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*Understanding Law Enforcement* 2d edition. (Law in Action Series). By Linda Riekes, Sharon Slane. St. Paul: West Publishing Company, © 1992.

*Youth Attitudes and Police.* (Law in Action Series). By Linda Riekes & Sally Mahe. St. Paul: West Publishing Company, © 1975.

*Courts and Trials.* (Law in Action Series). By Linda Riekes & Sally Mahe. St. Paul: West Publishing Company © 1975.

*What are My Rights? 95 Questions and Answers About Teens and the Law.* By Thomas A. Jacobs, J.D. Minneapolis: Free Spirit Publishing, © 1997.

*Juvenile Problems and Law: Lessons in Law for Young People* 2d edition. (Law in Action Series). By Linda Riekes. St. Paul: West Publishing Company, © 1980.

*Checks and Balances: The Alaska Pipeline Case.* By Jethro K. Lieberman. N.Y.: Lothrop, Lee & Shepard Books, © 1981.

*You Want Women to Vote, Lizzie Stanton?* By Jean Fritz, illustrated by DyAnne Disalvo-Ryan. N.Y.: G.P. Putnam's Sons, © 1995.

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*American Civil Liberties Union (ACLU) Handbooks for Young Americans: The Rights of Students.* By Eve Cary, Alan H. Levine, and Janet Price. N.Y.: Puffin Books, © 1997.

*American Civil Liberties Union (ACLU) Handbooks for Young Americans: The Rights of American Indians and Their Tribes.* By Stephen L. Pevar. N.Y.: Puffin Books, © 1997.

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*A Picture Book of Thurgood Marshall.* By David A. Adler, illustrated by Robert Casilla. N.Y.: Holiday House, © 1997.

*It's the Law! A Young Person's Guide to Our Legal System.* By Annette Carrel. Volcano, CA: Volcano Press, 1994.

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*Law Among the Birds*

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*The Trial of an Ox, for Killing a Man; with the Examination of the Witnesses, Before Judge Lion, At Quadruped Court, near Beast Park. Banbury: Printed and sold by J.G. Rusher, Bridge-Street. N.D.*

*Law among the Birds, in Three Parts. To which is added The Sparrow's Ball. Boston: Wm. J. Reynolds and Co. N.D.*

*The Quarrel and Lawsuit between Cock Robin and Jenny Wren. W. Turtle, Printer, 10. Essey Street, Strand. N.D.*