

it will turn out to be a book only for professors. And yet such a result would be quite contrary to the avowed purpose of the project, which was certainly not to preach to the converted, but rather to win people outside the academic profession to a better understanding of the cause of academic freedom. But to this end I am afraid that this particular book is about as ill-adapted as a set of carpenter's tools would be before brain surgery.

Indiana University

Henry Veatch

Eliza A. Blaker, Her Life and Work. By Emma Lou Thornbrough. (Indianapolis: The Eliza A. Blaker Club and the Indiana Historical Society, 1956. Pp. iv, 94. Illustrations and bibliographical note. Cloth, \$3.00; paperbound, \$1.50.)

The biographical and historical source material which Emma Lou Thornbrough had at her disposal for this account of Eliza Ann Cooper Blaker's life and work was scant, as she says in her Preface. She has, however, made the most of it and has chosen her many quotations with such care that they illumine the inner nature of this pioneer woman educator whose influence radiated in an ever-widening circle.

Born in Philadelphia before the Civil War, Eliza Cooper from her earliest years was a doer. By the time she was twenty-six she had embarked upon the kindergarten work which was to remain one of the prime interests of her life and, like the girl of today, had begun to combine career and marriage. Although she came to Indianapolis in 1882 with her husband, Louis J. Blaker, to organize a kindergarten in a private school, she soon left this work to set up free kindergartens for a Children's Aid Society founded the previous year. So successful was she that it became necessary for her to train in her home the young women to teach in these kindergartens within and without the city. From this humble beginning a school gradually evolved until finally, by means of hard work, courage, and much faith, permanent quarters for the training school were acquired in 1903. Aside from the tuition fees, all money for the school had to be solicited, and Mrs. Blaker herself contributed generously.

Strenuous as the training was, with its combination of teaching in the free kindergartens each morning, classes each afternoon, and lessons at night, many young women came to study under Mrs. Blaker. Her standards remained high and she kept up her work, which had become nationally known, until her death in 1926. She had foreseen rightly that the future of the school might best be served through affiliation with a university, and four years after her death Mrs. Blaker's school was made a part of Butler University.

Throughout Professor Thornbrough's account the figure of Eliza Blaker dominates the background, guiding, managing, and influencing, while the foreground is filled in with the women of Indianapolis who upheld and furthered her ideals, with the trainees who carried out her practical ideas, and with her innumerable "children" in the free kindergartens who were led gently and naturally, though firmly, by loving hands into paths which would mold character. Unwittingly, or so it appears, the author has caught a personality trait well known to Eliza Blaker's students, namely, her unconscious reserve. Much as her trainees loved her, they did not feel that they could get close to her.

Upon closing the little volume, one wishes that Emma Lou Thornbrough had searched the Indianapolis newspapers (only five press notices, none prior to 1900, are mentioned) to find, if possible, other pertinent material. For example, it is interesting that the motto Mrs. Blaker adopted for her school was *Mehr Licht*, but one looks in vain for a note of explanation. No doubt Mrs. Blaker knew that these two German words are the attributed last words of Goethe, but what did they signify for her?

Two minor points might be mentioned: It is a little startling to have Mrs. Blaker referred to, without explanation, as "Doctor" on pages 76 and 78, whereas the information relative to the title is not to be found until page 84. Secondly, the lists of names which occur *passim* from page 37 on, names of women and of men who served, supported, advised, etc., might well have been relegated to the notes, because, unless the reader is familiar with the history of Indianapolis, such names are meaningless.

The author closes her account with a quotation from the tribute paid Mrs. Blaker by William A. Millis, President Emeritus of Hanover College. Fine as the tribute is, it can-

not be accepted completely. Investigation will show that the statement, "she [Eliza Blaker] led the move for trained teachers, enriched curricula. . ." is not tenable unless qualified. Eliza A. Blaker began the training of her teachers in 1882, but Indiana University had already started classes in elementary teacher training thirty years before. Furthermore, enriched curricula had been introduced into the Indianapolis elementary schools as early as 1865-1866 with the introduction of German and vocal music.

Emma Lou Thornbrough has produced a most interesting account of Eliza A. Blaker's life and work and she is to be congratulated for having brought this memorial to the attention of the public. If Eliza A. Blaker's ideals could again be inculcated into kindergartens throughout the nation and if her ideals of character training could again become basic, perhaps a significant step might be taken toward the prevention of juvenile delinquency.

Indiana University

Frances H. Ellis

So Fell the Angels. By Thomas Graham Belden and Marva Robins Belden. (Boston: Little Brown and Company, 1956. Pp. 401. Illustrations, notes, and index. \$5.00.)

In Act III of *King Henry VIII* Wolsey admonishes his servant:

Cromwell, I charge thee, fling away ambition:
By that sin fell the angels; how can man, then,
The image of his Maker, hope to win by it?

So Fell the Angels takes its theme from this admonition. It is the story of the destructive powers of ambition in the life of Salmon P. Chase, Secretary of the Treasury under Lincoln and later Chief Justice of the United States; in the life of his beautiful and imperious daughter, Kate; and in the life of Kate's neurotic and ineffective husband William Sprague, millionaire, Governor and United States Senator from Rhode Island. The entire book may be summarized in a few words: Salmon P. Chase is willing to make many compromises and do many things to be elected President; Kate is willing to do anything to see her father President; and Sprague is willing to finance it all for the love of Kate's body and the hope that he might become a satellite hero. In