

HISTORY OF SCIENCE

Chairman: WILLIAM W. BLOOM
Valparaiso University, Valparaiso, Indiana 46383

Chairman-Elect: PATRICK H. STEELE
Cambridge City, Indiana 47327

Biology at Valparaiso University. WILLIAM W. BLOOM, Valparaiso University.—This paper traces the history of instruction in biology at Valparaiso University beginning with the founding of the school as the Valparaiso Male and Female College in 1859 by the Northwestern Conference of the Methodist Episcopal Church. Classes were suspended in 1869 due to the Civil War. Major changes occurred during the period following 1873 when it became known as the Northern Indiana Normal School after it was purchased and reorganized as a proprietary school by H. B. Brown. While still a proprietary school the administration ventured into instruction in pharmacy, medicine and dentistry, with professional schools in Chicago, and a four-year venture into a Department of Agriculture. These grandiose ventures no doubt weakened the school educationally and financially. When the property of the foundering school was bought by the Valparaiso University Association, a group of Lutherans, the biology offerings were reduced to a manageable size and the process of building a competent faculty began. The university now offers a strong but limited program in the biological sciences and provides service courses for the College of Nursing and other departments in the College of Arts and Sciences.

The need for an incorporation of science history into the history of the development of western civilization. EVERETT F. MORRIS, Purdue University Calumet.—That there is no one approach to the study of history is quite evident to all. An almost exhaustive variety of approaches to the past confronts us. None of these offers a monopoly on truth and none offers assurance of greater understanding than the others. Textbooks as well as courses taught on the development of western civilization are dominated by political, diplomatic, biographical and military approaches. For any of the important events and ideas of the past related to science to be included is a rarity. How can our students possibly gain an understanding of the development of western civilization when the ideas and accomplishments of Newton, Harvey, Leeuwenhoek, Galileo, Pasteur, Bernard, and Einstein, to name but a few, are omitted? An *eclectic* approach to the history of the “development of western civilization” is essential.