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## INTRODUCTION

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You might wonder why we are having a symposium on this topic to celebrate our 50 years of operation as a Department of Entomology at the University of Alberta. As most of you are aware, and as was mentioned several times during the last three days, entomology, like science in general, has entered a difficult period in its history. An increasing number of graduates are unable to find worthwhile employment in a world of shrinking job opportunities. Those who should be the most employable members in society are declared useless because of inexperience and "over-qualification." At the same time, the public has lost its faith in the ability of entomologists and other scientists to solve the problems now facing mankind. In addition, some of these problems, for example pesticide pollution, are said to have resulted from the activities of the scientists themselves. As a result of this "crisis-in-confidence" taxpayers are becoming increasingly reluctant to have portions of their incomes appropriated for the support of seemingly useless or even dangerous segments of society. This feeling has been communicated to the granting agencies and has resulted in shrinking financial support for research in universities and government institutes and for education in universities.

Our responsibility in departments of entomology is to educate entomologists. Thus, we thought it worthwhile, on our 50th anniversary, to re-evaluate our role in light of present and future conditions. We felt that this could best be accomplished by contacting practising entomologists in as many fields as was practical. Accordingly, we solicited contributions from six former students of this department: a high school biology teacher, a Canadian biology teacher in a primarily undergraduate university, an American entomologist in a U. S. land grant institution, a Canadian government research taxonomist, a Canadian government researcher in applied entomology, and the technical director of a large industrial concern. Each speaker was asked to comment on the following questions: 1. What is the proper education for entomologists of all kinds? 2. What can entomology contribute to education in general? and 3. What changes should be made in the curriculum of the Department of Entomology at the University of Alberta? Included with these questions were copies of past curricula, budgets, etc. for this department, selected at 10 year intervals to illustrate our development through the years. Thus, all participants, regardless of when they graduated, had a good idea of what the department had been doing in the intervening years.

You will notice that the program consists of two parts; the speakers in the morning session are educators while those in the afternoon are "users" of our graduates. Each group of papers will be followed by a discussion period. In each case we have a discussion leader, also an alumnus or a member of the department, who has received notice of the contents of the papers in advance. He will open the discussion after which we will ask for comments from the floor. We would therefore ask you to hold onto your questions until the open discussion period.