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# Wisconsin Alumnus

Volume 74, Number 8  
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Outlook on Aging - page 11

# On Wisconsin



Arlie M. Mucks, Jr.  
*Executive Director*

Austerity is a word that has been used extensively during the last few months to sum up the condition of the University of Wisconsin—Madison campus. The Wisconsin Legislature, presently fighting the battle of the budget, took a sharp ax to University funds, and many important programming areas will be seriously curtailed in the biennium ahead. In addition to the fiscal problems that face every state-supported institution from their own taxpayers, our University has suffered a stunning blow in the loss of millions of dollars in federal support for various important research programs. There seems to be disenchantment nationally with higher education, so the monies that were readily given in years past are no longer there. Everyone is scrutinizing carefully the money spent for education. No doubt your University faces a very demanding decade.

Is it possible to maintain the sharp edge of excellence that has made the University of Wisconsin one of the most important institutions in the academic world? Yes, but it will be necessary for all alumni to assist by giving their dollars through the University of Wisconsin Foundation and by assisting the University in obtaining gifts from friends of the University and private corporations to carry forth the important programs that make the difference. President John C. Weaver and Chancellor Edwin Young have stated many times during the last few months that alumni support and understanding are now more important than any time in the 124-year history of the University of Wisconsin—Madison. There has never been a time when our state, our nation and the world demanded more of educated people. It will be up to those of us who have shared this academic experience to assist our universities in the important role they play. Each individual alumnus is most important to the continuing success of our University. Understanding and support in selling the values of higher education will be needed if we are to continue our role of leadership.



# Wisconsin Alumnus

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# "A Crucial Test in Wisconsin"

*That's how The Chronicle of Higher Education describes the merger, now in its finalizing stages.*

By Larry Van Dyne

In October, 1971, after months of haggling, the Wisconsin legislature approved and sent to Gov. Patrick J. Lucey a bill authorizing a merger of the state's two big multi-campus university systems—the University of Wisconsin and the Wisconsin State Universities. The conglomeration, proposed and hammered through the legislature by the governor himself, pulled together under a single board of regents and central administration a motley collection of institutions, including such vastly different campuses as the nationally renowned University of Wisconsin here in Madison and the old teachers colleges of the WSU system.

The new "University of Wisconsin System"—with 133,000 students, 13,000 faculty members, and an annual operating budget of some \$537-million—became the fourth largest higher-education conglomerate in the country, comparable to systems in California, Illinois, Missouri, New York, North Carolina, and Texas.

The merger generally was opposed by the University of Wisconsin, which feared that it would be overwhelmed by mediocrity, and favored by WSU, which saw the move as a way to gain new status. Yet people on both sides of the controversy—which even now is a source of tension and uncertainty—have raised serious questions about how the newborn giant will function. Many apply to any multi-campus system, a form of university organization that is spreading rapidly throughout the United States:

- Will pressure from the various campuses for equal treatment—in salaries, for instance—divert the extra funds needed to maintain the scholarly distinction of

"flagship" campuses like Madison?

- Will the great centralization of authority that is likely in such systems destroy too much of the autonomy of individual campuses?

- What kind of influence will faculties have in the huge organizations?

- Can the system live up to the promise of controlling costly and unnecessary duplication of programs, especially at the graduate level?

- Can a central administrator gain appropriate control over so large a collection of campuses, many of which have different and conflicting interests, traditions, and institutional styles?

"It really is a question of whether you can merge the Green Bay Packers with the Madison Mustangs," says one Madison professor. He admits his evaluation sounds snobbish, but it touches on the deep differences that have existed historically between the two systems.

The old University of Wisconsin system—which had two doctorate-granting universities (Madison and Milwaukee), four-year campuses in Green Bay and Parkside, 14 two-year campuses, and a big statewide extension division—had developed a remarkable national and international reputation for public service, graduate education, and research. Until recently, the respect and appreciation that the state's citizens felt for the university made its political position almost unassailable. "Criticizing the university," quips one observer, "was like criticizing cheese."

It was the original UW campus at Madison that developed the famous "Wisconsin Idea" in the early 1900s. Its extension division carried the university to farmers in

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*Reprinted from The Chronicle of Higher Education, April 2, 1973.*



**“The university didn’t have a program that was salable to the politicians uptown.”**

every corner of the state. Its researchers came up with such useful techniques as the butterfat test for milk. Its “school for workers” trained labor-union organizers. And professors like Richard Ely and John Commons joined with governors like Robert LaFollette to develop the legislation of the Progressive movement.

Madison was also one of the country’s leading centers of research and graduate education. The most recent rating of graduate-school quality by the American Council on Education ranks 28 of its departments among the top 15 in the country, 20 of them in the top 10.

By contrast the WSU institutions—scattered throughout the state in the small towns of Eau Claire, La Crosse, Menominee, Oshkosh, Platteville, River Falls, Stevens Point, Superior, and Whitewater—had followed a less-glamorous, but familiar, pattern of development.

Originally small, little-respected, two-year “normal schools,” they climbed the ladder to “teachers colleges” in 1927, then to “state colleges” in 1951, and finally—by a vote of their own regents—to “state universities” in 1964.

Throughout the 1960s their programs and faculties improved, their degrees gained more respect, and their enrollments shot upward. (By the time of merger, enrollments in the two systems were virtually equal, although WSU, to its political advantage, served more Wisconsin residents.)

They also began, as is typical of their kind of institution elsewhere, to press for a new role in graduate education. By the late 1960s, they had begun seriously to challenge Madison’s pre-eminence in the fight for state funds. In the process they were developing several political advantages:

- The WSU institutions, many of which were becoming major employers (and sources of votes) in their communities, were spread throughout a large number of legislative districts, thus allowing them to command allegiance from a powerful coalition in the state legislature. Apparently the hope of counteracting this threat was one reason behind the moves by U.W. into Milwaukee, Green Bay, and Parkside—although it also could be argued that these areas, the most populous in the state without their own universities, needed more higher education, and that it would have been foolish to accommodate an ever-increasing number of students on the already-huge campus in Madison.

- The very characteristics that made Madison great in national scholarly circles—research, graduate education, lower teaching loads, lots of bright out-of-state students—were the things that made it compare unfavorably at home with the WSU system, which was made up mainly of undergraduate institutions for Wisconsin residents.

“The university got itself in trouble,” says David Adamany, a Madison political scientist who is one of Mr. Lucey’s chief advisers. “It didn’t have a program that was salable to the politicians uptown. The de-emphasis on undergraduate teaching, the inordinate emphasis on research, the incredible pressure for graduate instruction—all those were not in keeping with the times.”

- Madison was hurt by bad publicity about student violence, culminating in 1970 with a student’s death in the bombing of its Army Mathematics Research Center. The



WSU campuses remained relatively quiet. "Clearly the contrast between the two systems hurt Madison," says Mr. Adamany. "Madison was caught up in images of free love and radicalism, while the WSU campuses looked fairly placid."

● The head of the WSU system, a crafty, ex-school superintendent named Eugene McPhee, was evidently much more effective with the legislature than was Fred Harrington, then president of the UW system. "McPhee was a likable guy, common as an old shoe. Harrington was not," says one regent. "Harrington offended a number of legislators because he was aloof and domineering."

"You've seen state legislators. . . . A lot of them are pretty klutzy guys, and you've got to get down to their level. Fred would never do that."

Mr. McPhee, it is said, also played heavily on WSU's role as an underdog. "We're just like Avis," he was fond of saying.

With the two systems fighting over funds and new programs, the cost of higher education, which had traditionally been well-supported in Wisconsin, went up rapidly. There was little question that, as Madison Chancellor Edwin Young puts it, "We were on a collision course with costs."

The Coordinating Council for Higher Education, which some had thought might gain some control over the situation, was a miserable failure.

All this—the rising costs, the student unrest, the research emphasis, even the bad job market for college graduates—made higher

education more politically vulnerable than at any time in recent history, and set the stage for Mr. Lucey and his merger plan. Getting rid of the coordinating council and bringing the two systems together, he argued, was the best way to hold down the competition and rising costs.

That was especially important because pressures on the state budget, including new and growing demands from vocational-technical education and the public schools, might otherwise lead to unpopular and burdensome tax increases.

It was an opportune time for merger in other ways, too. Mr. McPhee was about to retire. The UW system, where the opposition was, was in some disarray, since its new president, John Weaver, was still a novice in Wisconsin politics. And Mr. Lucey, a Democrat, could command a majority in the legislature's lower house.

Allan Rosenbaum, a young Madison political scientist who specializes in education politics, says Mr. Lucey may have seen merger as serving a variety of ends other than fiscal efficiency. He may, Mr. Rosenbaum says, have thought it would:

● Build a record for his next campaign or a permanent monument to this term;

● Serve as a response to the general demand by voters to do something about "the troubles at the university";

● "Shake up" both systems to improve the quality of education, especially at the undergraduate level;

● Give him more personal control over the higher education budget.

Whatever the mix of motives, Mr. Lucey was willing to play high cards to get the merger through the legislature, threatening at one point to veto the entire higher education budget unless he got his way.

Technically, merger will come in two phases. The first, which immediately followed the 1971 vote,

**With the two systems fighting over funds and new programs the cost of higher education went up rapidly.**

**The Madison faculty believes the "cluster" plan is the best it can win. The WSU staffs are not happy with it at all.**

involved the merger of the boards of regents of the two systems, merger of the two central administrations, development of a joint 1973-75 biennial budget, and creation of a "merger implementation study committee."

In the second stage, that committee drafted and presented to the legislature this year a detailed new statute governing the merged system.

Throughout the new system—especially at the top of the Van Hise Hall on the Madison campus, where the central administration has its offices—this is a time of transition and uncertainty, a time of trying to blend the mind-boggling range of interests and sort out the problems.

So far the debates over merger have focused on concerns like these:

**Equalization**—The WSU faculties, which always felt treated like second-class citizens in relation to UW, are expected to continue pushing for one of the things they had expected to gain from merger—more nearly equal pay. At Madison, the fear is that this pressure will force the central administration and political leaders to ignore the facts that the university must compete for professors in a high-priced national marketplace, and that education at the graduate level costs more than at the undergraduate.

Eventually, the argument goes, standardized salaries could erode Madison's scholarly distinction.

To prevent this, at least for now, the central administration and the governor's office have built a budgeting plan that recognizes differing costs in several distinct "clusters" within the system. Madison and Milwaukee will be in a special

"doctoral cluster," while the old WSU institutions and UW's Park-side and Green Bay campuses will be in another.

The Madison faculty believes the plan is the best it can win. The WSU staffs, on the other hand, are not happy with it at all. It skirts the touchy equality issue and is like "waving a red flag" at WSU, says Mr. McPhee.

**Campus Autonomy**—A concern of people from both the old systems is whether the drift of authority toward higher levels—both to central-system administrators in Van Hise Hall and to the governor's budget office down the street—will place campuses in an administrative strait-jacket, leaving them with too little control over their own affairs.

Both in Van Hise Hall and in the budget office, say the critics, the enthusiasm of "management types" for productivity, efficiency, cost-benefit analyses, and formulas is creating demands for uniformity and accountability that fail to recognize the differences in institutions.

"Sure, that's a problem," admits Donald Percy, the system's chief budgeting officer. "But that was coming even before merger. If I look back to how I operated six years ago and compare it with how I operate now, I expect much more justification of budgets, far more documentation.

"I don't buy on faith anymore. I buy on performance indicators. I'm not asking them to quantify quality, because I know that problem. I'm asking them to quantify those things that can be. Even that they resent!"

Equally resentful, even by the central administration, is the role the governor is taking in setting university budget priorities. In reviewing the system's new budget proposals, for instance, he decided to transfer some \$600,000 out of

agricultural research into programs in extension and at Milwaukee.

That, say university people, is undue interference in university affairs.

"That's preposterous," says an aide to the governor. "We have a continually dwindling enrollment in the ag school, a continually dwindling farm population in the state. In that context there is no reason at all why the governor should be asked to endorse a swelling budget for research in an area that doesn't at all conform to the needs of the state."

**Faculty Power**—The two systems have totally different traditions of faculty involvement in running the institutions. In the UW system, especially at Madison, the faculty was pre-eminent. In the WSU system, power was generally centralized in Mr. McPhee's office.

In recent years, this has meant that the WSU faculties turned to a strong, union-like faculty association to fight their battles. WSU faculty members are thus comfortable with the idea of collective bargaining, something that scares Madison faculty members because it might threaten their traditional collegial arrangement with the administrators.

Already the old WSU faculty association is pressing the legislature to enact a new law allowing collective bargaining in higher education. If it passes and the majority of campuses go for collective bargaining, that could force the Madison faculty, in self-protection, to reconsider its customary objections.

**Savings**—Given the short time the system has been merged, it is too early to tell if it can really shut off the drive for expanded graduate programs in the WSU institutions. Most people believe it can, but success will depend on how toughly the central administration will define institutional missions so they don't overlap. Success on this score would be a major benefit for Madison,

although it probably still would face some competition from the emerging graduate school in Milwaukee.

All of these issues concern the system's president, Mr. Weaver, who came here from the presidency of the University of Missouri system in 1970. Riding atop all these conflicts, Mr. Weaver is subjected to a barrage of criticism that raises a question about whether the presidency of a multi-campus system is really tenable.

Mr. Weaver's having his office on the Madison campus or meeting the Madison hockey team when it comes back from a tour angers some people in the old WSU system; asking for more budget documentation or trying to effect economies through system-wide controls raises the ire of Madison; and failing to set budget priorities exactly as the governor wants them costs him credibility there.

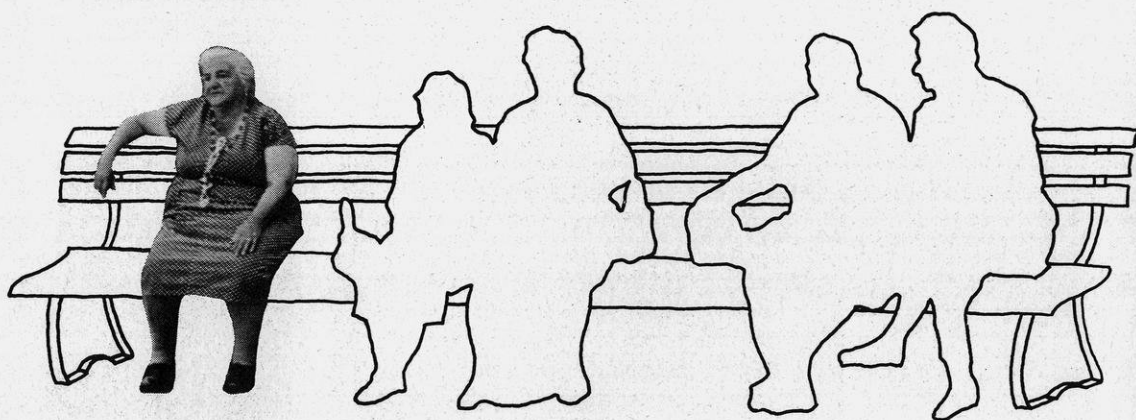
Mr. Weaver believes considerable progress has been made in carrying out the merger: there is less tension, a joint budget has been developed, basic policies are beginning to emerge. But it has not been, and won't be, easy.

"It's perfectly clear," he says, "that in this kind of system, the central administration is pretty badly shorn of its constituencies. I don't have a faculty. I don't have a student body. I don't have an alumni organization.

"I'm sitting out in no-man's land between the state government and a collection of campuses with conflicting interests. . . . You can very well visualize a situation where a guy—because he's had to make a lot of tough decisions—has overlapping enemies everywhere and no friends that give a darn whether he survives or not."

**"There is no reason why the governor should be asked to endorse a swelling budget for research that doesn't conform to the needs of the state."**





1900



1950



2000

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# Outlook for All of Us

*We shall not pass  
this way again, but they  
may get the road  
improved while  
we're here.*

By Vivian Wood, Ph.D.  
Professor, School of Social Work

The recent spate of articles about aging in popular magazines and newspapers indicates that it's become an "in" subject. This is, to put it mildly, exactly as it should be. Aging is something that we all expect to happen to us eventually—even *hope* it will happen, when we consider the alternative. But until fairly recent years, the *specifics* of this natural process—its singular problems, joys, conditions, its changing elements—were left unstudied by society. So, whatever the reasons for its newfound popularity with the public, gerontologists are mightily pleased.

From almost any angle, it is a fascinating subject. Probably the happiest aspect currently under study is how to prolong the later years and turn them into a vigorous, productive segment of our lives. There was great interest, for example, in a feature in *National Geographic* (January, 1973) by Dr. Alexander Leaf, reporting on his visits to three spots on the globe where he found some of the world's oldest humans. The areas are in Ecuador, Pakistani-controlled Kashmir, and the Georgian Soviet Socialist Republic in the southern part of the U.S.S.R., all relatively remote and mountainous regions. Many in these places live to be well past 100. Dr. Leaf tells of a Georgian man who claims to be 168, and could be the oldest man in the world; and of a woman there whose age has been authenticated as over 130. She retired in 1970! On the collective farm where she worked for more than 40 years, she had the record as the fastest tea leaf picker when she was already more than 100 years old. While birth dates in such out-of-the-way places are difficult to document, Soviet gerontologists have made considerable effort to do so,

particularly in the Caucasus regions of Georgia. Their findings—and the best efforts of specialists in the other two places—indicate that a much higher proportion in these three areas live to advanced ages than do people in most parts of the world. Moreover, they appear to maintain relatively high levels of health and vigor well past the age when most elderly Americans develop major chronic conditions or diseases that impair their capacity and mobility.

The discovery of these long-lived persons spurs interest in the causes of longevity. Scientists are seeking clues in diet, climate, exercise, and life style. Some biologists think the secret will be found in the genes. (The importance of genetic factors has long been known. Persons who live to advanced age generally have parents and grandparents who have lived to advanced ages.) Yet despite the intriguing nature of the subject, we don't know much about aging. Our primitive knowledge limits us to chronological age as the sole measure. This is, of course, an incomplete standard. Scientists point out that two individuals who are the same chronological age—say 50—one of whom will live another 10 years and the other another 40 years, are really of quite different "ages" in terms of the proportion of their lives already lived.

The change in life expectancy in the U.S. since the turn of the century is a fascinating story in itself. Life expectancy at birth has climbed from 49 years in 1900 to 70 in 1965—a dramatic increase. On the other hand, the person who lived to age 65 in 1900 had a life expectancy almost as long as one

**In 1875 degenerative diseases brought about one-fifteenth of all deaths; by 1950 they caused at least three-fourths.**

who lives to 65 today. Then it was 13 years; today it is 15. Why the great promise for the new-born but only a relative improvement for the middle-aged?

The answer lies in the causes of death in 1900 as compared to the 1970s. Through the early 20th century a relatively large proportion of our population died in infancy and early childhood. Motherhood, too, took a larger toll. Visit a cemetery dating back to the 19th century, and note the large number of graves of infants, children, and women. Because women usually had a larger number of children, and births were more hazardous, their life expectancy was less than for men. Husbands more often than not outlived one or even two wives. Technological and medical advances have increased the chances of survival through improved sanitary conditions and less-hazardous births. Today, most live births survive to maturity, thanks in great part to the virtual eradication, through vaccination, of contagious disease. Woman's life has become easier with the advent of labor-saving devices, which helps account for the fact that life expectancy has gone up more rapidly for women than for men. In 1965, American males had a life expectancy at birth of 67 years. The comparable figure for women was 74 years.

So today the majority of persons lives to adulthood, but in middle age or before, begins to develop the degenerative or "old-age" diseases that eventually lead to death. In 1875 degenerative diseases (often called chronic diseases) brought about one-fifteenth of all deaths; by 1950 they caused at least three-fourths.

Degenerative diseases—heart and circulatory ills for the most part—are slow-moving and incurable. A degenerative condition makes one vulnerable to other diseases so that many persons have accumulated several chronic conditions by the time they reach old age. Over 65 percent of the middle-aged, and over 80 percent of the older population have one or more chronic conditions. It should be pointed out, however, that chronic conditions limit the major activities of only about 25 or 30 percent of older persons, and a much smaller proportion are seriously disabled.

We live longer than we used to, but those added years may well be fraught with poor health. The task for our society is to improve the quality of later life. Recommendations emanating from the 1971 White House Conference on Aging pointed in this direction. Few are interested in increasing the *quantity* of years unless there is a previous or concomitant improvement in their *quality*. A reasonable goal of science, it is generally agreed, is to provide the conditions that make it possible for the majority to maintain relatively good health and vigor at least into their early 70s.

While life expectancy at age 65 has not changed much over the century, some scientists are beginning to suggest the possibility of a radical change. Technological advances in medicine or biochemical modifications of the aging of human cells might lead to very substantial increases in life expectancy in later life. Some people question the ability of our society to deal with the social implications of such changes. To take one example, the proportion of older persons in the population might possibly increase to 25 percent.



Contrast this with 3 percent in 1900 and the current 10 percent. A society in which every fourth person were old would be quite different from a society in which only 3 out of every 100 were old. The increase to 10 percent has already created problems for society in providing adequate income and appropriate medical and social services.

Even without a major increase in life expectancy at age 65, revised estimates of the U.S. Census Bureau—which take into account a decreasing birth rate—now indicate that persons 65 years of age and older may constitute 16 percent of the total population in the next century, based on zero population growth. This increase in proportion also assumes no change in life expectancy at birth. Very little attention has been given to what population changes mean to you and me. Of course, the impact on the individual of most changes will be conditioned by what the society does. To take an example, let us look at the duration of a generation. Historically, generations have been getting closer together as couples married at younger ages and had fewer children spaced closer together. The emergent government policy of eliminating student stipends and scholarships and substituting loans could have the effect of reversing this trend. Couples may decide to delay families for financial reasons.

The past trend toward shorter generations has had notable consequences. For one thing, the four-generation family is becoming commonplace, and five-generation families are not exactly rarities. If there were to be a major increase in life expectancy in later life, six or even seven generations alive at one time would be a possibility. (Can you imagine yourself at 110 as

the apex of a six-generation family? Just keeping track of your descendants might be a full-time occupation!)

Even today, in growing numbers of families, two generations are on social security at the same time. (This could go up to three generations.) Nursing-home administrators are finding people of advanced age at their doors because their children are too old to take care of them.

We know very little about how one's life plan is influenced by his expectations with regard to how long he will live. One might speculate, for example, that the expectation of a longer life would lead to spacing out our years differently. One might marry later, have children spaced farther apart, and so on. In actuality, the opposite has occurred. The trend has been for marriage at an earlier age and a general "quickenings" of the family cycle. Of course, an historical change toward earlier biological maturity (usually attributed, in part at least, to better nutrition) might account for earlier marriages.

The change in the family cycle has had profound implications for the whole life cycle of men and women—but particularly for women. By marrying earlier and having fewer, closer-spaced children, today's average woman has all her offspring in school by the time she is about 32, freeing a considerable amount of her time. By the time women are 47 (on the average), their last child marries. A few generations ago, with larger families and children farther apart, the last child married when women were around 55 years old. Approximately one-half of all married women were already widowed when the "empty nest" occurred. For the

**Nursing-homes find people of advanced age at the door because their children are too old to take care of them.**

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average woman today this takes place some 12 to 15 years before her husband dies and when she is still relatively young and healthy.

Labor-force participation rates indicate that women have chosen to go into the work world in large numbers as soon as their children are in school, or before, or by the time their children are all gone from home. The proportion of women aged 35 to 44 who are working jumped from 12 percent in 1890 to 47 percent in 1966; for women aged 45 to 54, from 11 to 52 percent. In many families today, both mother and grandmother are working women. The higher life expectancy of women and the fact that they usually marry men older than themselves makes widowhood much more likely than widowerhood. Of those 65 and older, widows outnumber widowers 4 to 1. Although widowhood usually occurs some ten years later for today's women than it did for their grandmothers, most women will spend the last dozen or so years of their lives as widows. The older the age group, the higher the proportion of women, most of whom are widows. Truly, in very old-age groups it is "a woman's world." If increased life expectancy continues to favor women as it has in the past, this phenomenon would be accentuated.

As the proportion of older people in the population has increased, they have become more aware of themselves as a special class which might undertake organized efforts on its own behalf. There has been a dramatic increase in the number of retirement organizations and in the size of their memberships. The aged have the potential for wielding a powerful influence in our society—a power they have not been inclined to use to date. One

statistic illustrates their potential. Under present population growth rates, it is projected that by the year 2,000 half of the voters in this country will be aged 50 or older. Put another way, half the voters will be retired or approaching retirement.

We have only begun to speculate about the meaning of our changing age structure for both the individual and the society. Clearly there is need for greater understanding of the whole human life cycle—not just the early stages. And what we know about the life cycle and what we learn in the future should be a part of the education of all young people. We may have corrected the thinking that all human development takes place in the few years before adulthood; we may acknowledge the fact that growth and change in the human personality occurs right up to the end of life. But our progress in disseminating this knowledge is painfully slow. Modern industrial societies must maintain surveillance of the population dynamics in their countries, and provide reliable projections of the age composition for various segments of the population. Social planners must have adequate data and lead time to develop needed service programs and to plan for the training of appropriate manpower. The potential for a long life and a good life in future decades is there. The challenge is to realize this potential. That will take a great deal more planning and resources than we have been willing in the past to commit to life and living.

### **The Faye McBeath Institute on Aging and Adult Life**

Educators have been concerned since shortly after World War II about recruiting young people into gerontology, as the scientific study of old age is called. The need for trained persons in all fields of aging still far exceeds the supply, but there is cause for encouragement as increasing numbers of bright young people elect specialties in gerontology or geriatrics (the science which deals with diseases of old age) as part of their majors in the biological or social sciences; or choose careers in social work, nursing, medicine, architecture (planners and designers of retirement housing are very important now, for example) or any of the many professions which will enable them to serve older people.

On the Madison campus we see great promise in the Faye McBeath Institute on Aging and Adult Life, established here last March. Its purpose is to stimulate, develop and coordinate research and education on aging and, through

University Extension, to provide community services in the state. The institute's placement in the Graduate School is symbolic of its interdisciplinary nature. Over 30 disciplines and professions in all the major colleges and schools in the University will be involved in its program.

The institute was made possible, in part, by a grant from the Faye McBeath Foundation in Milwaukee, created by its namesake in 1964, three years before her death, with the express purpose of benefiting the people of Wisconsin. Miss McBeath, a native of Milwaukee, studied at the old Milwaukee Normal School, then earned a BA here at the University in 1913.

She was particularly concerned with improving the quality of care in nursing homes and homes for the aged; this will be the initial major educational thrust here at the institute.

Martin B. Loeb is its acting director.

V.I.W.

*Professor Wood was a newspaper reporter and journalist for ten years—with time out for a two-year hitch in the wartime Marine Corps Women's Reserve—before beginning her college education in the field of sociology. After earning her Ph.D. from the University of Chicago in 1963, she joined the faculty of our School of Social Work. Prof. Wood teaches a number of undergraduate and graduate courses on aging.*





# The University Marsh

*A brief history of a charming area of the campus, as told by one who knew it well.*

By Prof. Andrew W. Hopkins '03

Those who have had the unusual opportunity of living among the wooded hills back of widely famed Picnic Point have seen the University of Wisconsin marsh in many moods. Before man started "improving" it the marsh changed its colorful covering to match the passing seasons.

Then, to meet the demands for farm crops, its structure was redone better to accommodate cattle pasturing, corn growing, and field seed development. Still later, to help meet the ever-increasing call from students, faculty, and visitors for space for auto parking, the appearance of a considerable portion of the area was again radically remodelled. In fact the life of the marsh, since being cut off from Lake Mendota, has been marked by relatively rapid changes. Each of the changes has been made in answer to demands of man.

Geologists tell us that what later came to be known as the University Marsh was once a part of the bay, reaching westerly from Lake Mendota to the surrounding higher land. Over the years debris washed in from the adjacent upland, and remains of partially decayed water-loving plants converted the area from lake to marsh. When Willow Drive was built in 1892, and its far-famed willows had been planted, the outer part of the original bay was cut off from the main body of the lake. Only a water course from the sump to the lake remained.

Much of the credit for the building of the Willow Drive and the planting of its arching trees should be given to John M. Olin, Madison lawyer and professor in the Law

School. Interested primarily in retaining and adding to the natural beauty of the campus and surrounding area, he was one of the moving spirits in the Madison Park and Pleasure Drive Association and was long its directing officer. There are many alumni of the University still living who can recall seeing Olin, mounted on his exceptionally beautiful black steed—a genuine trotter—riding along the lanes and paths beyond the western boundary of the campus. It is quite likely that many of the drives and much of the planting of trees and shrubs in the area were planned on these frequent jaunts.

Many alumni, too, may remember Willow Drive only as a trail for young men and women intent upon a romantic stroll to Picnic Point, Rustic Bridge, Black Hawk's Cave, or Eagle Heights. However, it also served and still serves as a dike to prevent the lake from re-entering the lower-lying marsh land. Earlier the marsh, it is said, was a quaking bog that rose and fell with fluctuations of the levels of the lake. Immediately after its drainage, the level of much of the marsh dropped about one foot below the average of the lake.

Drainage specialists have said that subsequent cultivation and the use of fertilizers have caused oxidation and subsidence of the soil. Engineers estimate that the surface of the marsh is now three feet or more below lake level. Moreover, it should be assumed that the lake level



**"Who drained the demonstration plot, and why?"**

would fluctuate considerably with the varying rainfall and through the manipulation of the locks leading out of Mendota through the Yahara River into Lake Monona. Another dike, encircling much of the drained marsh, has served to keep out surface water running down from the surrounding hills and neighboring high land.

It was in 1907, when Harry L. Russell became dean of the College of Agriculture, that the need for more crop land to accommodate the work of the developing experiment station was more clearly recognized. At about this time, too, a growing interest in land drainage out in the state was developing. This awakening interest resulted in efforts being made to increase and improve the state's cropping capacity by the drainage of some of its wet lands. E. R. Jones, appointed to the staff of the College of Agriculture in 1905, soon made land drainage his specialty. And to meet the increasing demand for counselling service in drainage, O. R. Zeasman was added to the staff, in the summer of 1914, as an assistant. Jones developed the general plan for the drainage of the marsh, supervised the early construction of its drainage system, and continued with its general supervision until his death in 1937. After Zeasman had joined the staff, he did much of the detailed layout work and supervised much of the construction.

By 1921 all but about five of the 80 acres in the marsh area had been tiled and drained. Dean Russell and the drainage specialists thought that, for the benefit of those who had

land similar to that of the University Marsh, a comparison of drainage and non-drainage would be helpful. Accordingly, before leaving on an extended official trip, he stipulated that a limited acreage be left undrained. This portion was in the northeast corner of the marsh. In the dean's absence however, either through error or because of over-zealous enthusiasm for the draining of the entire area, the coveted demonstration plot was also drained and brought into the drainage system of the marsh. Upon his return to the campus Russell was surprised and perturbed to find that his demonstration project had been completely upset. It is not unlikely that, shortly thereafter, an embarrassing conference was held, largely confined to the consideration of the subject "who drained the demonstration plot, and why?"

Interested as he was in birds and other wild life, Dean Russell recommended that the area in the bay immediately east of Willow Drive should be left in its natural state, growing cattails, reeds, "lotus," and serving as a wild life refuge. It has served well these purposes. Current plans for this interesting natural area provide for its continuance in its present form.

Water, collected by the drainage system including the seepage back into the marsh from the lake and surrounding fields, was emptied into a sump located convenient to Willow Drive and about midway between the campus border and the base of Picnic Point. From this sump the collected water was automatically pumped into Lake Mendota through a culvert placed under the drive. Engineers have estimated that the cost for electric current for pumping was about one cent per acre per day the year around, or \$3.65 per acre



per year—certainly what would have been considered a low land rental charge.

The drainage of University Marsh served well in the production of large crops of feed (silage corn often estimated at 18 tons to the acre), in the pasturing of livestock, and in the growing of seed. But eventually, through settling of the peat, damage to tile done by tillage machinery, and disintegration and clogging of the tile, the drainage system became largely ineffective. It was then realized that if the land were to be continued in profitable crop production it would be necessary to make a considerable outlay in replacing and relaying the tiling system. This, it was decided, would be prohibitively costly for less than a much-extended use of the land.

Moreover, with competition steadily growing for space on or near the campus, plans are being remade for the greater use of the marsh area. (Several years ago a considerable acreage of the tract was converted into Lot 60 for the parking of student and other cars.)

The long-range plans for the area call for still other uses of the space. Intramural athletics—softball, football, tennis and other outdoor sport activities—will likely win needed space in the reclaimed area.

Those who were fortunate enough to have had the opportunity of living near, or of visiting, the Marsh area have enjoyed its plants and flowers, liked its birds and watched its successive evolution from cattails

to corn to cars and to recreation. No one yet knows what will be the other and ultimate uses of the tract. Neither would anyone wish to predict that the tract has reached its final place in the ladder of land use. The brief history of the University Marsh may prove to illustrate the fact that no single generation can predict or determine, in a dynamic civilization, final or ultimate use of any parcel of land.

**The cost for electric pumping was about \$3.65 per acre per year.**

In May of 1972, on Alumni Weekend, the Class of 1918 dedicated a 7-acre portion of the marsh as a restored wetland. The class raised \$50,000 which was used to fill in areas bordering the marsh, for topsoil, plant material and landscaping. A labelled nature trail was added, with signposts to guide the visitor. Since then, the Class of 1922 has completed an \$86,000 fund to restore the University Bay area, thus aiding the management of the two ecosystems.—Ed.

*Prof. Hopkins was chairman of the Agricultural Journalism department for 37 years before he retired in 1951. He died in April of this year, at the age of 93.*

## Ground Broken For New Health Sciences Center

A major new development for increasing Wisconsin's capacity to provide health care for its citizens was inaugurated last month at formal groundbreaking ceremonies for Phase 1 of the University of Wisconsin Center for Health Sciences.

The construction site is just north of the Veterans Administration Hospital on the western edge of the campus.

The new \$48 million center is being constructed with state and federal funds. Nearly half will come from state appropriated monies, while approximately \$15 million will come from the National Institutes of Health.

The new center will be composed of a series of 120 by 120 ft. modules linked by horizontal and vertical brick cores and will contain facilities for a new 325-bed hospital as well as for medical education and clinical research programs; a large portion of the hospital outpatient services; laboratories; research, teaching and administrative space for the School of Nursing, and parking for 1,400 cars. Third and fourth year medical students will use the new building.

First and second year medical students would stay in the present facility, as would the basic sciences—anatomy, physiology, micro-biology, etc.—for medicine, nursing, pharmacy and allied fields.

Phase 1 is expected to be completed in February, 1977. The second phase, if funding is approved by the legislature, will begin next year and be completed later in 1977.

## Walker Heads Foundation

The University of Wisconsin Foundation has elected Gordon R.

Walker, Racine industrialist and prominent alumnus, as president. He succeeds Milwaukee Atty. Lester S. Clemons, who was named chairman of the board of the non-profit organization.

Elected vice presidents were Emily Mead Baldwin, Wisconsin Rapids; William O. Beers, Chicago; and James S. Vaughan, Milwaukee. Other vice presidents re-elected include Newman T. Halvorson, Cleveland; Irwin Maier, Milwaukee; and Charles O. Newlin, Chicago.

Newly elected directors are Brenton H. Ruppel, Milwaukee, and

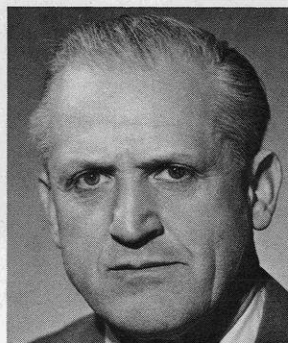
Roger C. Taylor, Minneapolis.

Walker has been a director of the foundation since 1959 and a vice-president since 1966. A former regent (1968-71), he is a past president and director of the Alumni Association. He currently serves as chairman of the Elvehjem Art Center Council, a group seeking to establish a permanent endowment fund.

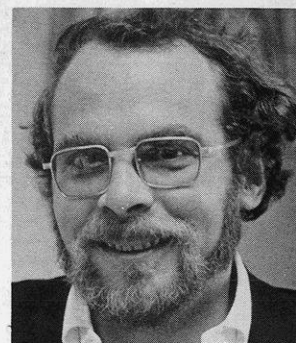
In other action, the foundation announced its 1973 annual fund drive. A primary aim is to top the \$3.4 million in gifts received last year.



Nichols



Laudon



Schofer

## Three on Faculty Win Teaching Honors

For excellence in teaching, three members of the faculty received special awards in May. They are: Prof. Donald A. Nichols, economics, the \$1,000 Kiekhofers Award; Profs. Lowell R. Laudon, geology, and K. Frederick Schofer, French, Standard Oil awards of \$750 each.

In his seventh year on the faculty here, Prof. Nichols, 32, holds three degrees from Yale. He was rated "outstanding in the classroom on numerous counts" by his colleagues, and received high evaluations by his students "for his great organization and enthusiasm—one of the finest teachers on campus."

Prof. Laudon, 68, for 25 years a member of the faculty, received three degrees from the University of

Iowa. His specialties are stratigraphic paleontology and regional stratigraphy. He was rated Distinguished Lecturer, American Association of Petroleum Geologists, in 1961. During his tenure here, he has taught his Geology 101 course to more than 19,400 students, combining "earthy friendliness with a rich experience."

A native of Ohio, Prof. Schofer, 32, received his BA from Hamilton College and the MA and PhD at Princeton. Cited for his ability to attract large numbers of students to courses of high intellectual content, Prof. Schofer joined the faculty in 1968 after two years at Yale. He also was praised for "the maintenance of order and freedom, or purpose and spontaneity in his classes."





## Engineers Cite Eleven

Eleven persons who have achieved outstanding careers in engineering, industry, government service, and education received Distinguished Service Citations at the 25th annual Engineers' Day on the campus in May.

Chosen for citations by the College of Engineering faculty were:

N. J. Beck, Ph.D. '52, vice president transportation systems, Rohr Industries Inc., Bonita, Calif.; Simon K. Chen, Ph.D. '52, vice president engineering, Colt Industries, Fairbanks Morse, Delavan; William H. Ferris, vice president, Wisconsin Power and Light Co., Madison; Maurice O. Holtan, president, Slinger Foundry Co., Slinger; Ronold W. P. King, Ph.D. '32, emeritus professor of applied physics and engineering, Harvard University, Cambridge, Mass.; Mrs. Elizabeth Jackson McLean '54, assistant commissioner of public works, Chicago; Gordon H. Millar, Ph.D. '52, vice president engineer, John Deere Co., Moline, Ill.; Alden J. Pahnke '47, manager research and development, DuPont Co., Wilmington, Dela.; Eugene C. Ragatz '29, vice president and technical director, Allen-Bradley Co., Milwaukee; Lindon E. Saline, MS '48, manager corporate education services, General Electric Co., Ossining, N. Y.; and Willard W. Warzyn '42, president, Warzyn Engineering and Service Co., Madison.

## Emergency Team Saves Man With Lowest Recorded Temperature

A Madison man whose body temperature went down to 61 degrees has survived from the lowest body temperature known to have been recorded.

Warren Churchill, 57, was brought to University Hospitals

by paramedics following a boat accident on Lake Wingra April 5. The boat capsized and he was exposed to the 40-degree water and cold wind for one and one-half hours.

Upon arrival at the University Hospitals emergency room, Churchill was unconscious, shivering and attempting to breathe. No pulse or blood pressure was detected. His rectal temperature was 65 degrees and it continued down to 61 degrees.

Following initial stabilization, he was taken to the Hospitals' Center for Trauma and Life Support, a critical care area, where Dr. Marvin Birnbaum elected to use a radical and unique treatment in raising his body temperature.

Instead of using the standard treatment of placing a patient in warm water and heating it rapidly, which can be fatal if there is any abnormal heart rhythm, Dr. Birnbaum chose to put Churchill between two heated blankets so the temperature in them was 104 degrees.

Medical personnel monitored his blood pressure, heart output and heart rhythm, lung pressure, gas exchange and acid base balance in his lungs. His breathing was supported, and he was paralyzed with curare to stop the shivering. Under this treatment Churchill regained consciousness after three hours. He was warmed to normal body temperature over a total 8-hour period.

All instrumentation was discontinued after 36 hours and he was transferred to a standard hospital bed the fifth day. He returned home Good Friday, April 20.

Dr. Birnbaum said Churchill suffered only very minimal heart

damage and some muscle weakness and damage as a result of the accident.

Churchill, a marine biologist with the Wisconsin Department of Natural Resources, was on a fishing site study when the accident happened. Two younger members of the team kept him afloat until a police rescue unit reached the scene.

## Theatre-Drama Division Prefers To Do Solo

The L & S faculty has voted to separate the division of theatre and drama from the department of communication arts, to create two autonomous departments.

The action was approved by the Faculty Senate and the chancellor. Final approval by the regents is expected in July.

Following that, the division of theatre and drama will split off with its own chairman, Prof. Ordean Ness; a faculty of 12; and about 1,600 students. Communication arts, which will continue to harbor the division of radio, television, and film, will continue with a faculty of 24 and approximately 4,400 students.

"Depending on how you count us, we are now either fourth or sixth largest department on campus," according to Prof. Edwin Black, present chairman of communication arts who will continue in the post. "This friendly divorce is the general trend in universities across the country. In fact, we're one of only three Big Ten universities that haven't separated the divisions."

The proliferation of courses now offered in theatre—from lighting, acting, directing, and design to East Asian theatre and dramatic literature—and the large new quarters, including two theatres, in Vilas Communication Hall, make the split timely.



## Res Halls Get No Summer Vacation

What happens when the tenants of a \$7.5 million-a-year housing operation pack up and leave?

That's what over 6,000 students living in dormitories at the University did last month, as the 1972-73 academic year ended. But long before the last Bob Dylan posters came down from the dorm walls, Residence Halls planners were ready for the annual exodus—and for a summer clientele ranging from church musicians to bankers.

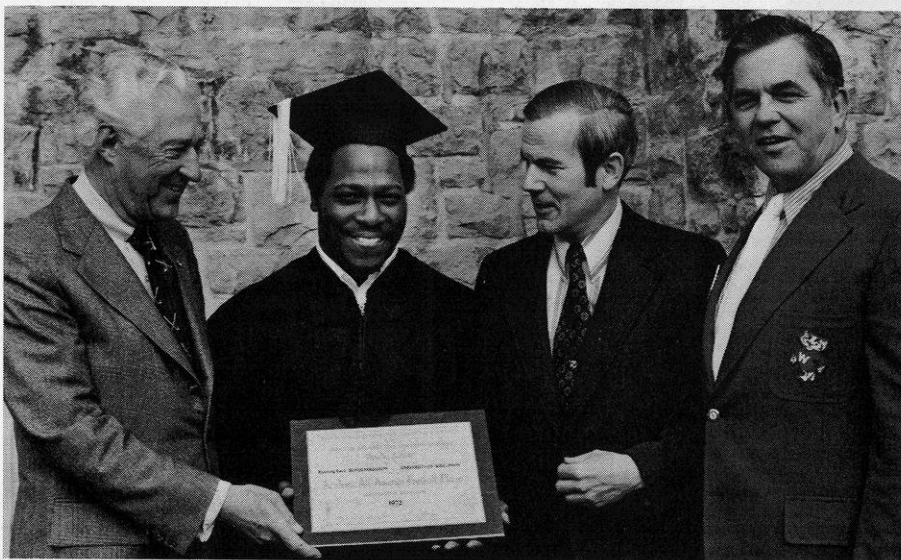
Between May and August 17, about 9,400 people will spend anywhere from three nights to four weeks lodged in campus dormitories while they attend special conferences, seminars, or educational programs, estimates George F. Gurda, assistant director of Residence Halls.

Another 775 room vacancies are filled by full-time summer school students. Together, the two groups will keep the halls running at about 50 percent capacity, says Residence Halls Director Lawrence E. Halle.

"Staying in business through the summer helps us keep down costs for academic year students," explains Gurda. The summertime residents help share year-long overhead costs. In addition, their needs provide the full-time Residence Halls staff with 12 months' employment.

Their needs may vary considerably from those of the August-through-May student; right now, one hall's staff is busy procuring cribs for the infants of lawyers, whose families may accompany them to Madison for a six-day course on estates planning later this month.

When the Pakistani Students Association held a national con-



**Rufus, Academic All-American.** One of the UW's all-time football greats, tailback Rufus Ferguson picked up one more academic honor before leaving Camp Randall for the training camp of the Atlanta Falcons. On graduation day he was presented with the Academic All-American citation of the College Sports Information Directors of America. Rufe made the first team on this one, too, comprised of the nation's players with B-or-better scholastic averages. With him are Warren Knowles, former Wisconsin governor and recipient of an honorary degree at graduation ceremonies; Board of Regents President Frank Pelisek; and Rufus' friend and mentor throughout his years on campus, Arlie Mucks Jr.

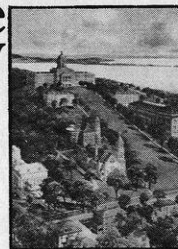
ference here one year, dietitians tailored them a menu "heavy on rice—with no pork," Halle recalls.

Needs aside, many of the adult groups want more services than most students feel they can afford—room cleaning or "more deluxe" meals, Halle notes. They pay for the extras: the shirt-sleeved businessman attending the Graduate School of Banking in August will spend about twice as much for a week's lodging as the flute player from Neenah enrolled in the June high school music clinic. But the flute player will make his own bed.

Summertime operations, budgeted at about \$700,000—lack some of the problems of the academic year, says Halle—but bring their own. One of the trickier aspects is moving cafeteria service from hall to hall as one group leaves and another

moves in somewhere else, at the same time the management tries to stagger vacation periods for food service employees.

The vast majority of summer groups that rely on Residence Halls have done so for years, Gurda notes. Among the most faithful "repeaters" are the School of Bank Administration and the School for Credit Union Personnel, which have been lodging participants in the dorms for over 20 years—so long, in fact, that they've begun alumni workshops. The alumni stay—where else?—in Residence Halls.



## **Breitenbach '48 Is New Asst. Athletic Director**

Otto Breitenbach '48, highly successful athletic director and football coach at Madison LaFollette high school, has been appointed the UW's assistant athletic director, effective July 1.

He succeeds Robert G. Bell who resigned as assistant to the director.

Breitenbach is a native Madisonian who graduated from Edgewood high school in 1941.

He enrolled at Wisconsin in the autumn of 1941 and was a halfback on the 1942 football team which posted an overall 8-1-1 record while placing second in the Big Ten and third nationally that year.

World War II service in the Air Force as an instructor-pilot interrupted his schooling until 1946 when he returned to Wisconsin to continue work on his Bachelor of Science degree in Physical Education which he obtained in 1948.

The 48-year-old Breitenbach began his coaching career at Chilton high school in 1948 where he served four years as an assistant football coach and as head basketball coach for two years.

He moved to Middleton high school in 1952 for an 11-year stint as head football coach, and has served as LaFollette's head football coach since 1963 when the school opened.

His Middleton high school teams won three Badger Conference championships and at LaFollette he produced Big Eight Conference titles in 1967 and 1969 with the 1967 team being rated the state's No. 1 team at season's end. His 1969 LaFollette track team won the state Class A championship with 20 points.

He completed work on his master's degree in Physical Education at Wisconsin in 1955.

## **Track Team Honors**

Track co-captain Earl "Skip" Kent has been named the team's MVP. He was named an All-American during the indoor season as he finished fourth in the Big Ten indoor 600-yard run with a time of 1:11.1, but then came back with a determined second place in the NCAA indoor meet with a time of 1:10.4 helping lead the Badgers to an eighth place finish in the national meet. Kent ran the anchor leg on Wisconsin's mile relay team which set a school record with a clocking of 3:09.4 at the Drake Relays this season.

The winner of the Walter Dieke award as the outstanding distance runner was co-captain Glenn Herold, Watertown senior. Herold became the first Badger trackman ever to be named an All-American in cross-country, indoor and outdoor track. This season he ran the fastest two-mile in Big Ten history with a time of 8:41.1 at the Badger intra-squad

meet, then broke that record with a clocking of 8:40.9 to place second in the NCAA indoor meet. He also set a Big Ten record for the three-mile indoor at 13:38.5 as he won the Big Ten title. He set a school record in the six-mile run during this current outdoor season with a time of 28:30.5 at the Kentucky Relays. This is the fourth season that Herold has been named Wisconsin's outstanding distance runner.

Other awards presented at the annual banquet included the Outstanding Freshman award to Ed Lauzon; Most-Improved Performer award to Gary Williams; and the Winged Foot Club award to the outstanding field event performer went to Patrick Onyango.

Onyango, junior from Nairobi, Kenya, won the Big Ten indoor triple jump championship for the third consecutive year with a leap of 50 feet ½ inch. He holds the all time best Big Ten mark of 52-0 and he won the Big Ten outdoor triple jump title twice.

## **Despite National Downtrend, Foreign Student Enrollment Stays High Here**

Despite reports nationally that higher costs and decreased federal aid may be pricing foreign students out of a U. S. college education, their number at the University appears to be holding steady. Although there were 4,500 fewer foreign students in the United States last year than in 1970-71, their enrollment at the Madison campus continued to increase, notes Prof. Edward E. Milligan, director of the Office for Foreign Students and Faculty (OFSF).

The 1972-73 figure for the Madison campus rose, too, although only slightly, Milligan noted.



# First Annual Young Alumni Weekend!

*Especially for Classes of 1962-72*

**Saturday, September 15, 1973**

Here's the special reunion package you asked for! A morning of exciting, informative sessions with University leaders. A fabulous luncheon; special seating at the Wisconsin-Purdue game, followed by your own private Badger Beer Blast. All for just \$5 per person, exclusive of football tickets!

**PROGRAM:** Psychology Building  
(Charter and Johnson streets)

**9:00 a.m.** Registration, coffee

**9:30 a.m.** "Welcome and Greetings"

Arlie M. Mucks, Jr., Exec. Dir., WAA

"The Campus and the Community"

Madison Chancellor Edwin Young

"The Legislature, The Budget, and The System"

Donald E. Percy, Sr. VP, UW System

"The UW Sea Grant and Our Energy"

Robert A. Ragotskie, Dir. UW Sea Grant Program

**12:00 noon** Luncheon—Union South

**1:30 p.m.** Football! Wisconsin vs. Purdue

**4:40 p.m.** Your special Badger Beer Blast

And for all overachievers, there's a cash-bar social hour on *Friday* night, in Alumni House Lounge, if enough of you want it.

**Limited Enrollment. Advance Registration Only.**

*(Your registration will be acknowledged.)*

**Registration deadline: September 10.**

**Young Alumni Weekend**  
**650 N. Lake St.**  
**Madison 53706**

Please reserve \_\_\_\_\_ spaces,  
at \$5 per person (includes morn-  
ing coffee, luncheon, registration  
fees, postgame beer party).

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Wis. Alumni Association).

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Class \_\_\_\_\_

Street \_\_\_\_\_

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Name of spouse or guest(s)  
\_\_\_\_\_  
\_\_\_\_\_

☐ Check here if attending Fri-  
day night social hour

**FOOTBALL TICKET**  
**ORDER FORM**

**Young Alumni Weekend**  
**c/o UW Athletic Ticket Office**  
**1440 Monroe Street**  
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Please send me \_\_\_\_\_ tickets  
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Purdue game, September 15,  
1973, in the special seating bloc  
for Young Alumni.

My check for \$\_\_\_\_\_ is  
enclosed. (Add 50¢ handling  
charge to total.) (Make pay-  
able to UW Athletic Depart-  
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*One young person's  
views, reported  
direct to you.*

## The Need for Alternatives

**By Mari Zwirgzdas**

College life today is filled with pressure, and colleges today are filled with students who don't know how to meet it.

The student is faced with unforeseen responsibilities and demands from the first moment he sets foot on campus. He is pressured to pay his bills, to study for exams, to get adequate grades, to declare a major, to complete requirements. The list goes on and on.

While in high school, the student is told that college will be different, that he will have to make an adjustment. However, he is rarely told *how* the University will be different, or *how* he can most easily make the adjustment. He is left in an expectant bubble that bursts when he walks onto campus and into disillusionment.

He finds that what were supposed to be the best years of his life have turned into a nightmare of indecision and conflict. He feels lost in the maze of the University and he feels alone because he doesn't know how to begin to find the help he needs.

Many a student finds his problems compounded because once he arrives at the University and sees





what it is really like he discovers that he doesn't belong there. He doesn't want to drop out, however, because he is afraid of hurting his parents or because he has been brain-washed into thinking that the only way to get a good, paying job in America today is to get a college degree.

The student decides to stick it out for four years and he ends up hating every minute of it. He probably graduates with a degree in something he doesn't like and can't get a job in.

The former student becomes even more disillusioned when he attends his five-year high school reunion and sees that his best friend is a top-notch auto mechanic. (He attended a vocational school and is making a more than adequate salary in his own garage.) The student's disgust with the University is heightened when he thinks of the thousands of dollars he owes for the education that has gotten him nowhere.

How does a student get caught up in a situation like this? How can an intelligent person get an education he doesn't want in an institution he doesn't like?

The answers to these questions and others that arise from the problems experienced by students today are difficult ones. They are difficult because they cut into something that has been ingrained in us for years. The answers cut into our belief that education is synonymous with success and that through education—particularly through college—the student of today will have a better life than his parents did.

More people are going to college today than ever before because they feel that they *should* go. Chil-

dren are told from the time they are born that money has been set aside to help them through college. No one ever asks anymore whether the child really *wants* to go to college. They simply take it for granted that he does and they plan accordingly.

I am not arguing that the university is bad or that it creates unhappiness in the bulk of its students. I am arguing that a lot of students are attending universities across the nation who have no desire to be there but who feel that is where they ought to be.

The problem begins in the home when parents consistently tell their children that they need a college education to get a good job, and it is aggravated by the early school system which encourages scholastic endeavors and discourages individuality and creativity.

The problem is aggravated further in the high school, where students who score well on exams and do well in academics are prodded into selecting a college or university rather than a technical school for post high school education.

Guidance counselors examine past records and recommend different sorts of education to different students. They often fail to include information on other channels of education that are available to all students. Consequently, the "most qualified" people, if grades and exams can be used as criteria, end up in college and the "less qualified" people in technical or vocational schools, if in any school at all.

The result of this channeling of talent is that we have a lot of highly qualified, unemployed college graduates and a limited number of trained persons in the technical-vocational fields. The price paid for the services of a plumber or a construction worker is an example of

the shortage of qualified workers in these areas.

There is an increasing need for highly skilled people in all of the vocational fields. This need can only be satisfied if students are provided with real choices in their education, and *this* can only happen when everyone realizes that college doesn't offer a person a superior job, but that it merely offers a type of education suitable to those persons who wish to pursue certain vocations.

It is important that students be fully informed as to the alternatives available to them. They should not be limited any longer by what other people *think* they are best suited for.

It is high time students begin to choose educational paths and jobs suitable to their likes and dislikes as well as their abilities. They must begin to examine all facets of education and not limit themselves to college life and the types of work available to college graduates.

College can be a wonderful experience for those who seek it outright with their eyes open to the choices, but for those who have blinded themselves or been blinded by others it can be a painful and expensive mistake.

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*Miss Zwirgzdas, from Burlington, is a junior, majoring in Journalism.*

## Meet Your Committee Chairmen



**Marcelle Glassow Gill '35**

*Alumni House Utilization Committee*

Mrs. Gill is an energetic lady, indeed, and it is fortunate for us that she's chosen to direct so much of that energy into serving her fellow members of WAA. For example, on July 1 she completes her second term as our national secretary; she remains a member of three committees—Faculty-Alumni Relations, Membership and Promotions, and Women's Day Steering—and continues to chair the Alumni House Utilization committee. The purpose of this one is to formulate policy and procedure for use of the facilities of Alumni House by alumni groups, University departments, etc. Serving with Marcy on this committee are Madisonians Florence Hunt Dvorak '34; Connie Waltz Elvehjem '27; Lawrence J. Fitzpatrick '38; Betty Schlimgen Geisler '37; Prof. Robert Hammel '48; Fran Landon Kivlin '23; Mary Tschudy Moss '62; Robert B. Rennebohm '48; and Robert Westervelt '50.

Mrs. Gill, who lives at 830 Farwell Drive, Maple Bluff, is the new president of Madison's Attic Angel Association.



**Byron C. Ostby '49**

*State Relations Committee*

There are more than 300 "members" of this vital committee which Mr. Ostby co-chairs with former boxing coach John J. Walsh '38. They're known as Badger Boosters, and their dedication is that of providing a favorable climate of understanding for the University with state citizenry, office-holders and legislators.

A 1951 graduate of the Law School, Ostby is executive director of the Wisconsin Railroad Association, and serves as Consul of Norway for the State of Wisconsin. He and his wife, Helen (Wear x'53) and their three children live at 58 Cambridge Road, Maple Bluff.

## 20/49

*Clarence V. Joerndt '20*, Bel Air, Md., retired from First National City Bank of New York since 1958, has written and published "St. Ignatius, Hickory, and its Missions". He reports that it took seven years to research and write the 536-page book. The church which is the subject of the work dates to 1792 and is the oldest Roman Catholic church in the Archdiocese of Baltimore.

*Edward Noble Lee '22*, who lectures at the John Marshall Law School in Chicago, received the Distinguished Service Award of its alumni in April. Mr. Lee, who lives in Evanston, is secretary and general counsel of Marsh and McLennan, Inc., the Chicago insurance firm.

*Frank T. Wolfe '23*, of Hillsborough, California, has returned from a month in Istanbul as a volunteer with International Executive Service Corps. Mr. Wolfe, who is retired as divisional sales manager with the Simmons Company, served as an advisor to a Turkish firm which was beginning a bedding manufacturing plant.

*Meyer S. Bogost '32*, of Honolulu, has resigned his position as the State Environmental Engineer, and resumed his consultant services in environmental engineering there.

*Ervin W. Schroeder '32*, professor and head of Oklahoma State University's school of agricultural engineering, has been named to that state's board of registration for engineers and land surveyors.

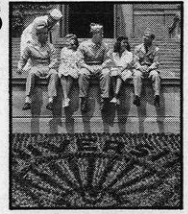
At last month's graduation ceremonies at Franklin College, Franklin, Indiana, an honorary degree went to *Carroll H. Blanchar '33*, chairman of the board and chief executive officer of Public Service Indiana.

*Horace S. Merrill Ph.M. '33* and his wife earned the 1972 Phi Alpha Theta Book Award for "The Republican Command, 1897-1913". Phi Alpha Theta is the international honor society in history.

*D. Keith Starr '42*, Denver, is now manager of plant marketing services for the Butternut Bread plant in that city. He's been with the firm since 1956.

*John F. Schuette '44*, Bettendorf, Iowa, has moved up from vice president to president of the Kartridge Pak Company, Davenport.





*Pete Turco '46*, on the sports staff of the Chicago Daily News since 1951, was one of a group of 150 charter members inducted into the Illinois Baseball Coaches Association's Hall of Fame recently. Pete and his family live in Kenosha.

*Robert T. Sasman '47*, who is a hydrologist with the Illinois State Water Survey, is also an author. He has had one article printed in a water treatment magazine, and has recently edited two other publications concerned with water pumpage. He lives in Wheaton.

Susquehanna (Pa.) University has advanced *Lawrence A. Abler '48* from an associate professor to professor in English. He is head of the department and has been with the university since 1968.

*F. Frederick Stender '47*, a director of WAA, has moved from Edina, Minnesota to Madison to assume the presidency of Madison National Life Insurance Company, which he helped found 11 years ago. His wife is the former *Ann Risdon '50*.

*Harvey M. Meyerhoff '48*, president of a real estate development firm in Baltimore, has been elected to the board of trustees of the Johns Hopkins Hospital and the University.

*W. Perry Benthimer '49* has been re-elected to a three-year term with Central Communications Corp., headquartered in Tomah. He is president of Benthimer Engineering Co. there.

## 52/72

*Arthur L. Casebeer '52*, an associate professor in higher education at Southern Illinois University, Carbondale, is winding up a three-month stint as a Fulbright lecturer at Calicut University in Kerala, India.

Ford's new assistant sales manager for the Buffalo, N.Y. district is *Robert C. Kevetter '54*. He moves there with his wife and two children from Newark, N.J. where he has been operations manager with the firm.

*Gerald J. Randall '54*, Glastonbury, Conn., has been promoted to a vice presidency with Connecticut Mutual Life Insurance Company.

The new assistant treasurer for 3M Company, St. Paul, is *Harry H. Vernon '54*. He's been with the firm since 1955.

Mr. and Mrs. *Gerald J. Carey '58* announce the birth of their third child and first daughter, Lisa Jennifer. They live in Mundelein, Ill. Gerry teaches science at Winston Park Junior High in Palatine.

Army Major *Donald R. Richards '59* is now at the Armed Forces Staff College in Norfolk, Va., to study with the school's 53rd class.

Kenosha Atty. *John J. Crosetto '60* has been appointed by the governor to fill a vacancy as judge in the county court there.

*Mark S. Grody '60*, for the past two years a southern regional public relations manager in Atlanta for General Motors, has been loaned by the company to the National Alliance of Businessmen. Headquarters are in Washington, D.C., where Mark will serve as vice president of public affairs.

*Grant '66* and *Susan (Gast '64) Bell*, Madison, announce the birth of their third child, Geoffrey Roger. Dad is with Wick Building Systems, Inc.

*Gordon M. Bakken '66* has been promoted to associate professor of history at California State University, Fullerton.

*Andrew J. Singer '67*, with the New York real estate firm of Ackman Brothers since 1968, is now a vice president and member of its board of directors.

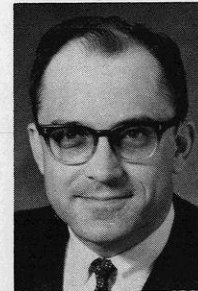
*Phillip and Barbara (Perlman '68) Berkowitz* announce the birth of Benjamin Jacob last March, in Buffalo, N.Y. Since taking her Ph.D. in 1972, Barbara has been a clinical psychologist in the alcohol treatment program at Buffalo's VA hospital.

*Jess S. Levin '68*, is now a vice president of the Bank of Elmwood, Racine, with which he's been associated for three years.

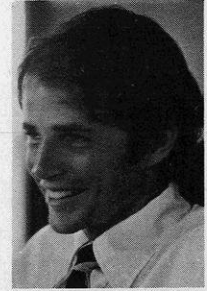
USN Lt. *Malcolm P. Branch '69* is serving aboard the nuclear powered aircraft carrier USS Enterprise. He is a pilot of the A7E Corsair jet bomber.

*Albert C. Gunther '69*, author of the illuminating article on print-making techniques in our November '72 issue, is serving with the Peace Corps in Malaysia. He is teaching a course in news writing at the MARA Institute of Technology near Kuala Lumpur.

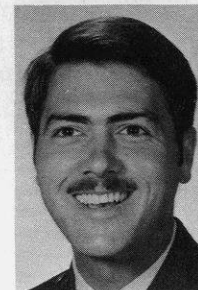
Ohio Medical Products, Madison, has named *James Maluta '70* its manager for development of environmental control equipment. He has been with the firm since graduation.



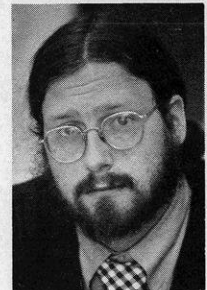
*Vernon '54*



*Gunther '69*



*Hemmens '71*



*Greenberg '72*

*Gerald R. Perras '70* is the new assistant vice president of Commonwealth Land Title Company, Washington, D.C., and has completed his second year at American University's law school.

Second Lt. *William T. Hemmens '71* has been assigned to March AFB, California, where he will fly the B-52 Stratofortress. He earned his wings recently at Vance AFB, Oklahoma.

USAF First Lt. *Richard A. Neider '71* has arrived for duty at Ching Chuan Kang AB, Taiwan, after serving at Webb AFB, Texas.

*George Y. Bang '72*, Sheboygan, has been awarded a \$4,500-a-year research fellowship in engineering at the University of Massachusetts, Amherst. His field is polymer science.

*Peter S. Greenberg '72*, who was editor of the Daily Cardinal in his student days and who contributed the exposé of local term paper mills in our May, '72 issue, is now a staff correspondent with Newsweek, headquartered in Los Angeles.



# Annual Dues

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## Newly Married Deaths

### 1965

Nancy Kay Krakora and William  
Haight in Madison

### 1966

Michele Marie Grayes and David Walter  
Lindemann in La Crosse

### 1967

Janet Claire Meindl and Robert A.  
Canadeo in Green Bay

### 1969

Barbara Ann Munson and David Charles  
Bryant in Madison

Mary Louise Leonard and Ronald  
Tessendorf in Ballston Lake, N.Y.

Pamela Gail Youngberg and Thomas S.  
Fuller '70 in Winnetka

Susan M. Fassbender and Thomas W.  
Walsh Jr., in Madison

### 1970

Mary J. Daehne and Thomas E. Lenhard  
in Manitowoc

Janis L. Turner and James Koehlinger

### 1971

Debra Kay Keutzer and Phillip David  
Deutsch in Fairfax, Va.

Kathleen Lawler and Michael S.  
Lemke in Madison

Janet Marie Nespondzany and John  
Edward Kelly III in San Diego

Sharon Lynn Slinde and Dennis R.  
Schalk in Whitewater

### 1972

Susan June Kottke and Dale C. Boyke  
in Salem, Wis.

Janet Mary Brey and James David  
Bowman in Marshfield

Jacqueline W. Hewitt and Robert U.  
Bryson in Madison

Donna Lee Cornelison and Gary Wm.  
Davies in Lake Mills

Maureen Kathryn Dickinson and Jose  
Menendez III in Madison

Susan R. Kossel and Larry G. Hamm in  
Oshkosh

Jayne Elizabeth Hase and George  
Elwin Meyer in Madison

Karen L. Turner and Robert W. Dean,  
Jr. in Milwaukee

### 1973

Mary Beth Sullivan and Thomas C. Ray  
in Janesville

Mrs. Laertes N. Burt (Mary Bell  
McMillan) '03, St. Petersburg, Fla.

Mrs. Charles Darwin Rosa (Grace Lillian  
Chamberlin) '03, Beloit, in Newington,  
Conn.

Vincent E. McMullen '05, Columbus, Ind.

Mabel Adams '06, Madison

George H. Zeisler '08, Wynnewood, Penn.

Hazel Frances Linkfield '09, Elgin, Ill.

Harry Robert Foerster, MD '12,  
Milwaukee

Clark Hallam '12, Napa, Calif.

Amanda Rose Barkhausen '13, Green Bay

Perry Thomas Fess '14, Madison

Frank Carman Wood '14, Newport Beach,  
Calif.

Howard Allen Adams '15, Seattle

Marie Clara Holman '15, Milwaukee

Horton Rudolph Parker '15, New  
Castle, Maine

Norris Sanborn Stoltze '15, Santa  
Barbara, Calif.

Holmes Dunbar Ferris '16, Royal Oak,  
Mich.

Floyd E. Jenkins '16, Milwaukee

Henry Baldwin Merrill '16, Long  
Beach, Calif.

Bradford Hamilton '17, Hillsdale, N.J.

Henry Johann Jeddelloh '17, Athens, Ohio

Russell Lorain Putman '17, Chicago

Mrs. Charles L. Woldenberg (Esther  
Miriam Glassner) '17, Madison, in  
Miami Beach

Edward Anthony Lins '18, Spring Green

Mrs. Leo Thomas Grace (Harriett  
McDermott Gordon) '21, Madison

Ardis M. Kaufman, MD (Ardis Marie  
Hess) '21, New Kensington, Penn.

Urban Ulysses Smith '21, Tucson

Mrs. Richard Kleinheinz (Mornelda  
Odelia Johnson) '22, Madison

Alphons Eugene Bachhuber, MD '23,  
Kaukauna

Ralph John Gibler '23, Sawyer, Mich.  
 James William Smith '23, Wauwatosa  
 Herbert Louis Kropp '25, Wauwatosa  
 Julius Mayne McCoy '25, Charleston, W. Va.  
 Joseph Semb '25, Hillsdale, N.J., in Tampa, Fla.  
 Stewart Scrimshaw '26, Wauwatosa  
 George Doty Humphrey '28, Chicago  
 Mrs. A. E. Murphy (Edith Alice Liebermann) '28, Long Beach, Calif.  
 John Wallace Webb '28, Loveland, Colo.  
 Beata Kathrine Wise '28, Pasadena  
 Mrs. George Conner (Marion Wilmarth) '29, Arlington, Va.  
 Thorwald Alexander Gunness '29, Edgerton  
 LeRoy August Kleist '29, Potter, Wis.  
 Frank Otto Stangel '30, Milwaukee  
 Edwin Forrest Allen '31, Colorado Springs  
 Milton Adolph Drescher '31, Milwaukee  
 Mrs. Robert S. Baldwin, MD (Elizabeth Alice Reddeman) '32, Punta Gorda, Fla.  
 William McKinley Davis '32, Madison  
 Joseph Franklin Simmons '32, Laguna Hills, Calif.  
 Patricia Macasalyn Van Deraa '32, Washington, D.C.  
 William C. Black '33, Hendersonville, N.C.  
 Milton Edgar Goehring '33, Wausau  
 Leslie William Hatfield '33, Verona  
 Albert Wilford Larson '33, Madison  
 Melford Henry Anderson '34, Edgerton  
 Otto John Justl '34, Napa, Calif.  
 Jake LaFoy '35, Storm Lake, Iowa  
 John David West '35, Madison  
 Paul Richard Ayres '36, North Freedom, Wis.  
 George Phillip Extrom '36, Madison  
 Morton Julian Friedman '36, Springfield, Ill.  
 Lineus Marrion Maack '37, Rice Lake, Wis.  
 James Winford Hall '38, Seattle

Richard Harrison Garner '41, Madison  
 William Mathias Saxer '41, Madison  
 Dorothy Frances Anderson '42, Dousman, Wis.  
 Walter Phillip Bellin '42, Portland, Ore.  
 Donald Arthur Thayer '42, San Francisco  
 Mrs. Earle Sherman Metcalf, Jr. (Lorraine Mary Smithback) '43, Denver  
 David Swenk Oesterle '45, Bonita, Calif.  
 Bert Roy Towle '46, Madison  
 Isaac Newton Cogg's '48, Milwaukee  
 Eugene Edward Horenstein '48, Milwaukee  
 Robert J. Meier '48, Beaver Dam  
 Rodney Guy Richardson, Jr. '48, Delavan  
 Mrs. Frederick Gifford Mundinger (Gloria Joan Schroeder) '49, Ft. Wayne, Ind.  
 Gail Horton Butt '50, Oconomowoc  
 Richard William Kufrin '50, Madison  
 John Riley Collins '52, Milwaukee  
 Mrs. Richard Eugene Anderson (Georgia Ann Walters) '57, Springfield, Ill.  
 Edgar Victor Guse '58, Madison  
 William Everett Doyle '59, Evanston  
 John Franklin Forrest '62, Mexia, Tex.

Mrs. James Gerald Swiggum (Kay Phyllis Meyer) '65, Appleton  
 Harry David Zeiger '65, San Francisco  
 Charlie Dixon Morris '67, Cape Coral, Fla.  
 Thomas Robert Zaug '68, Milwaukee  
 John Patrick Henry '69, Madison  
 James C. Hensey '69, Delavan  
 Daniel Jay Landis '69, Monroe  
 Paul Foster Leahy, Jr. '70, Port Washington

## FACULTY DEATHS

Walter H. Ebling '22, Madison, former state agricultural statistician and a professor of agricultural economics for 26 years until his retirement in 1962. He was credited with pioneering the first county farm bulletins in the nation, and in 1951 received the Distinguished Service Award from the U.S. Department of Agriculture, the first data specialist to be so honored. Prof. Ebling was 81 at the time of his death.

Josephine Jones Iltis, 80, Madison, former instructor in the School of Music, and wife of Emer. Prof. Leon Iltis of the school.

Emer. Prof. Samuel H. McElvain '30, Madison, age 75. During his 38 years on the organic chemistry faculty he made important discoveries relating to anesthetics. He was also credited with discovering the ingredient of catnip that accounts for its unusual appeal to cats. Memorials to the University, for kidney research.

Katherine Wilcox White '30, Madison, at age 63. A longtime hostess to foreign students here, she was the widow of Alden W. White, former secretary to the UW Faculty. She was adviser with the Office of Foreign Students and Faculty. Memorials to WHA Radio.

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## **'After Lunch Let's Roller Skate Down Bascom'**

If Prof. Vivian Wood is correct in her prediction that more of us will be living longer (page 11), pray fervently that we do it with the joy of these four who represented the Class of 1908 at Alumni Weekend. You'd think that at their age they'd sit in a corner and complain about something, but no. There they

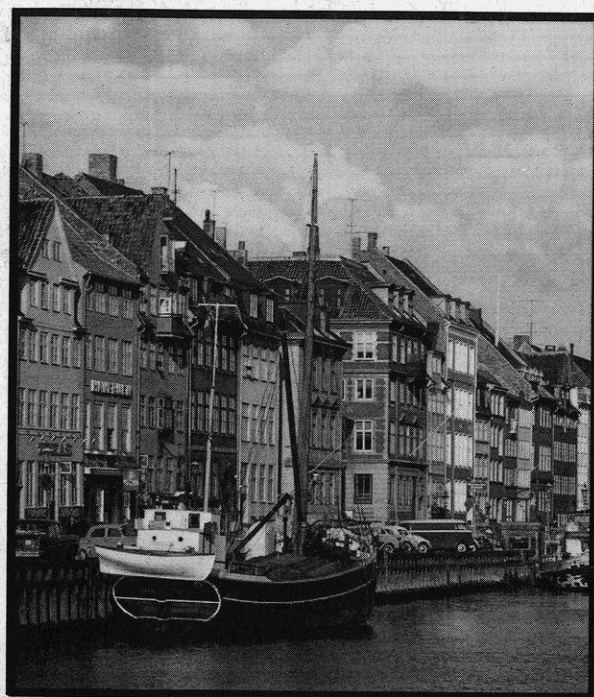


Photo/Dan Brody

were, skittering through the crowds, lording it over the youngsters from '23 who were getting initiated into the Half-Century Club, leading the pack to lunch, looking for the next big minute on the schedule. Photographer Dan Brody got them to light long enough for a picture, but even *then* they couldn't be

bothered to stare into any camera. Long may they wave, they are: Frederic Wolff, Duluth; Daisy Milward, Madison; Orville Drought, Milwaukee; and Harold Lever, who winters in Gardena, California, summers in Britt, Minnesota, and has a ball wherever he is.





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