Dear Brother,
Send information about the Brothers of Holy Cross to:

Name .....

Street .....

City & State ..... Zipcode .....

Parish ..... Age .....

Mail to: Brother John Lavelle, C.S.C.
Holy Cross Junior College
Notre Dame, Indiana 46556

The essential spirit
of a BROTHER
is Giving...

Giving to God
by doing
his will,
Giving to man
by being
sensitive
to his needs.

Holy Cross Brothers

Summer, 1967

Feature Comment

Brother Eymard, C.S.C.

In the past issues of *Holy Cross Brothers,* we have featured teaching in general, and have attempted to describe various activities by showing a daily program of one individual Brother. In this issue, instead of emphasizing one particular institution or person, we make an effort to give a cross section of the various science departments in our schools.

Just a few years ago a teacher of science could teach what he had studied at the university. Since the dawn of Sputnik, there has been a revolution in science education with new and changing goals, as well as corresponding methods to reach these goals. For the teacher on any academic level to do effective teaching, he must of necessity continue to keep abreast of the new advances.

Change has not been at all easy for schools, teachers, nor students, but everyone will admit that it is long overdue. The new breed of students should be better prepared to meet the needs of our scientific and technological age.

What are these new science curricula all about?

The key area of change is the method of study. Gone is the type of study with an emphasis on compartmentalized study and memorization. This memorization has been replaced by direct observation and formulation of theories.

Through this new approach the students become more involved through more personal participation in scientific experimentation. The student himself performs the experiment, not merely to check out a law he has already been told, but rather to discover a certain regularity in the activity of phenomena—and only after to formulate a theory, or model, to explain this regularity.

Brothers of Holy Cross have and are adapting to these new methods. In the following pages you will see changed teachers, changed methods, and changed (excited) students.

Brother James Reisz, physics teacher, helps his students at Boysville to determine the coefficient of linear expansion of a metal rod.

In This Issue

The 'New Wave' Sci. Teachers

Ours is a changing century. Ours is a half century that has seen a chemical revolution in the materials it uses; a medical revolution with antibiotics; an agricultural revolution based on pesticides, and hybrid seeds; a physical revolution in nuclear energy and electronics.

Now we face a new problem in that the skills required in youth may have to be replaced within a lifetime. Commonly referred to as technological obsolescence, this problem outmodes the skills of workers but also outmodes the skills of engineers.

With technology changing, the process and the substance of education must likewise change. Our basic goal in education is to educate for change —to provide the opportunity in our educational system to allow and, in fact, to encourage flexibility, understanding and growth in diverse paths.

Fresh new winds are blowing from many quarters. There are new ideas of presenting material, new ways of encouraging students to discover for

Holy Cross Brothers

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Editor: Brother Eymard Salzman, C.S.C. Associate Editor: Brother Harold Thielen, C.S.C. Photography: Brother Martinus, C.S.C. Editorial Committee: Brothers Daniel Bengert, Joseph Tobin, James Moroney, Clarence Podgorski, Harold Ruplinger.

Cover Story

Two students at St. Edward High School, Lakewood, Ohio, are engrossed with the 'florid' explanation of Brother Joseph Kuhmera. A greenhouse attached to the biology lecture-lab classrooms helps the biology teacher and his students to observe life in the green and avoid the only-seen.

Major Innovations in Physics, Biology, Chemistry During Last Ten Years

themselves, new teaching approaches through films. In the last ten years we have seen major curricular innovations in physics, in mathematics, in biology, and in chemistry.

What are we to make of it? Is there really something new—not only new but better—to look forward to or is it a case of *Plus ça change, plus c'est la meme chose?* (The more the change, the more of the same.)

Without attempting to answer these questions, the following objectives and methods of the new curriculum are set forth for the reader to judge.

When the "creators" of PSSC (physics—Physical Science Study Committee), BSCS (biology—Biological Sciences Curriculum Study), CHEM Study (chemistry—Chemical Education Material Study), and ESCP (Earth Science Curriculum Project) started to formulate their material, these committees worked with the following objectives:

1) To let the student engage in scientific activity and become, to some extent, a scientist himself.
2) To lead from experiential information to logical conclusions.
3) To devise open-end experiments and do away with the "cookbook" approach.
4) To emphasize concepts, principles and generalizations of science, not the memorization of facts.
5) To give real knowledge of science and less technology.
6) To show unity of science, and not its classical divisions.
7) To give a picture of how scientific advances begin.
8) To show the power of scientific methods and limitations.
9) To delete trivial material and integrate all important topics.
10) To guide the student in understanding science in current and future human activities.

At Holy Cross High School, River Grove, the melting point of a solid engages the attention of Brother Edward Libbers and one of his students.

From these ten principles, university professors working with high school teachers sought to write textbooks and laboratory manuals, to make films, and to create lab equipment: all this to foster critical thought, a creative approach to problem solving, and students' development of skills and techniques in the laboratory. These materials are now published and are used in Holy Cross high schools across the nation. These new approaches are usually used with students in the upper 25% of the class.

As a result of these materials and approaches, the teachers of science are finding a new vitality and a climate in which they can more effectively change the "memorizers" into thinkers.

This is effected through experimentation in the science classes, biology, chemistry, earth science, and physics. More lab work is provided and experiments are conducted so that a science course is not a lecture of facts or biographies of scientists. Now the student makes his own observation of scientific phenomena in the laboratory, evaluates information, forms conclusions and seeks models to ex-

Chemistry teacher, Brother William Schubmehl and student check the chemical requirements for tomorrow's experiment at St. Edward High School, Lakewood.

Teaching To Foster Critical Thought, Laboratory Skills

plain the phenomena. He develops habits of questioning and seeking to understand rather than being satisfied with blind acceptance of dogmatic assertions. Each observation, idea, or concept is based on experiment and measurement.

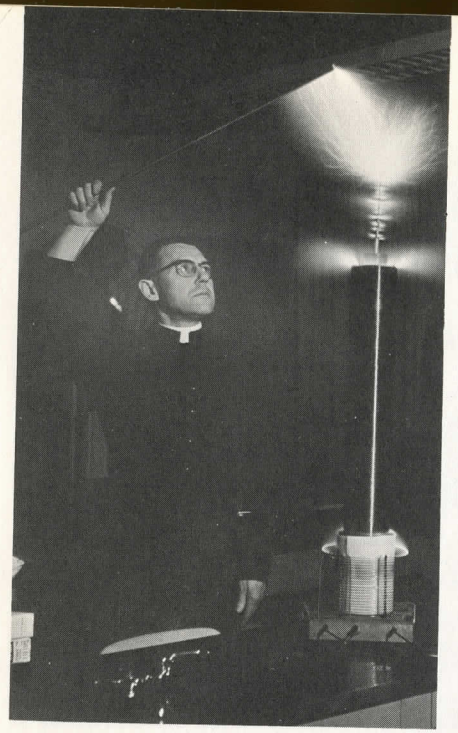
In the laboratory the student of science observes the facts, then formulates a model or theory to explain the regularity. Sometimes in the scientific endeavor, he needs two models or theories to explain the observable: Light is considered as a wave (a model) or a particle or photon (another model). Each model explains certain properties of light. The model of light as a wave helps to explain light traveling around a corner. The model of light as a particle or photon helps to explain why satellites get out of orbit because of the sun's radiation. Models are neither right nor wrong, but good or bad—bad if the model doesn't explain the phenomena.

Instead of a huge volume of material presented in the science classes, students work with a smaller content. Because of the change of technology (that is, the application of science) and because of the above-mentioned technological obsolescence, the student now becomes familiar with widely applicable principles. So, gone is the chemistry of glassmaking, smelting, fertilizers, and double-acting baking powder. Gone, too, is chemical history.

For examinations, the students apply principles to the problems rather than recall isolated facts. As in the lab, the student on his examinations is discovering rather than proving. If a student needs to know the relative strength of sulphuric acid, this fact is readily available to him for his use. Nor need he memorize the Periodic Table. Facts are considered as facts; encyclopedias are full of them and readily available.

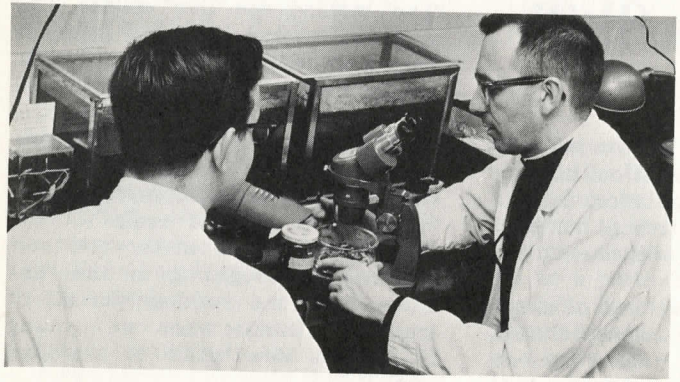
Thus, science classes now have "live" methods for "live" classes. The teachers lecture less, the students learn more, and the logic of scientific development is "lived." Since science and technology are molding our age, the high schools are molding scientists to keep aware of the applications of science which is technology.

Science is not the realm of the mysterious. Science teachers and their students are caught up in the "excitement of the ruthless pursuit of truth . . . so intense when one is young . . . for a new vision of profound truth."



Archbishop Hoban High School's physics teacher, Brother Donard, studies the high voltage discharge of a tesla coil to demonstrate the breakdown potential of air.

Earth science teacher, Brother John Ryan of St. Edward High School, indicates some properties of sedimentary rock (limestone) to classify rocks in the laboratory.



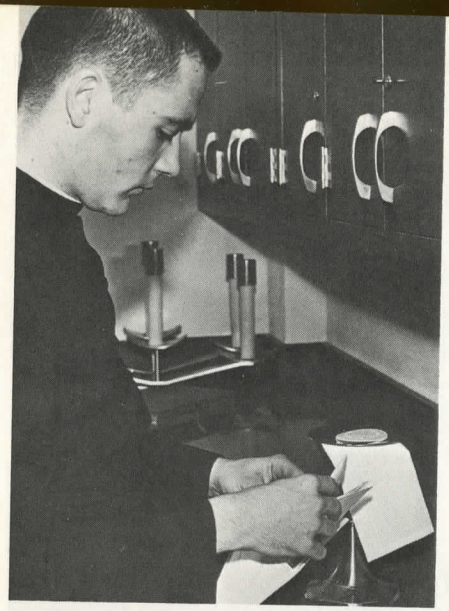
A student at St. Edward High School examines lichens with the help of a stereo microscope and Brother Joseph Kumhera, biology teacher.

A Place for Questioning, Professional Preparation

James Hall (Scholasticate)

The reader may be wondering about the meaning of such a pompous word as "scholasticate." Just what is it? The purpose of this article is to answer that question. However, a working definition is helpful. Basically, then, the scholasticate is a house in which young Brothers prepare for a life of service to the Church while attending college classes.

The scholasticate has both a vocational purpose and serves as a time of professional preparation. Vocationally, the scholasticate is a time of questioning. The scholastic tries to determine if he has a place in Holy Cross, and the community has a chance to see if the Brother has the necessary qualities of a good religious. Thus there is a dialogue as the community (usually in the person of the director of scholastics) and the young religious try to determine the young Brothers' place in the community. The scholasticate also provides professional preparation for a life of teaching.

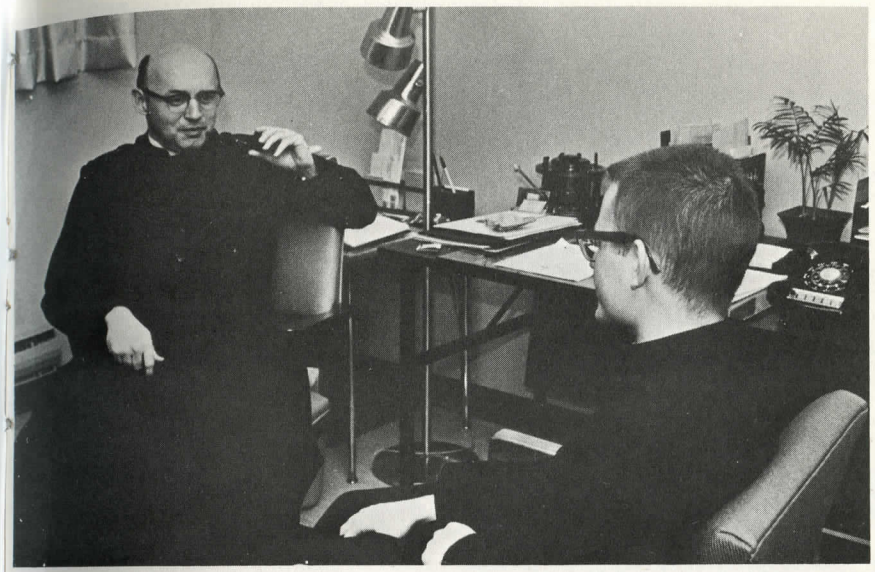


The Religious Life centers around the liturgy. Brother John Paige prepares the offering of the Mass' participants (symbolized by the bread to be consecrated) and thus to be transformed into Christ's likeness.

While taking his college classes, each Brother planning to teach prepares not only to graduate but also to fulfill the requirements of a teacher's license. Brothers not planning to teach receive two years of college.

There is something artificial about trying to break "life" into neat components. However, such a breaking-up is helpful here for purposes of explanation. There seems to be four aspects of scholastic life: communal, spiritual, intellectual, and extra-curricular.

The pipe organ helps in the community liturgical services to lift one's mind, heart, one's whole being, to the adoration of God. Brother Jerome Andrews, an accomplished musician, makes the spacious chapel resound with one of Bach's fugues.

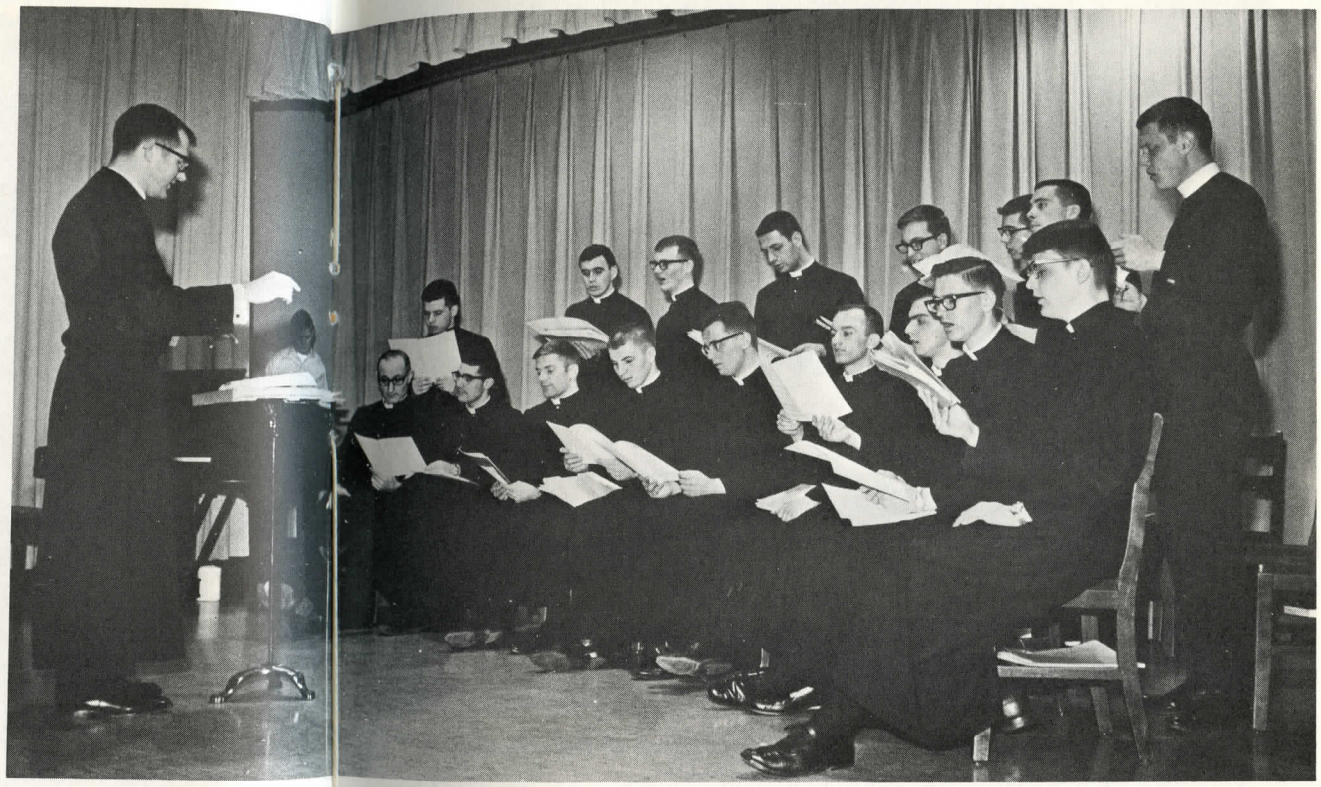


Brother Pedro (left), director of James Hall, discusses with Brother George Kollar the growth, the joys and troubles of the religious life.

Scholastic life is very much community-centered. Each day is built around the Mass, communal prayers (Lauds and Vespers), and community meals and recreation. The spiritual life of the scholastic is equally important. The young Brothers are given conferences on the spiritual life by their director and by visiting speakers. In addition, each scholastic is encouraged to do half an hour of spiritual reading each day and to spend the same amount of time with meditation. Each Brother tries to deepen his relationship with Christ, and it is this relation which will motivate and sustain him throughout his life.

The intellectual life takes up the majority of a scholastic's time. It is composed of classes and study, and the effort to both keep up with classes and live a religious life is often considerable. But, like all young people, scholastics enjoy discovering new ideas and discussing their opinions; and this thrill of discovery eases the burden of classes.

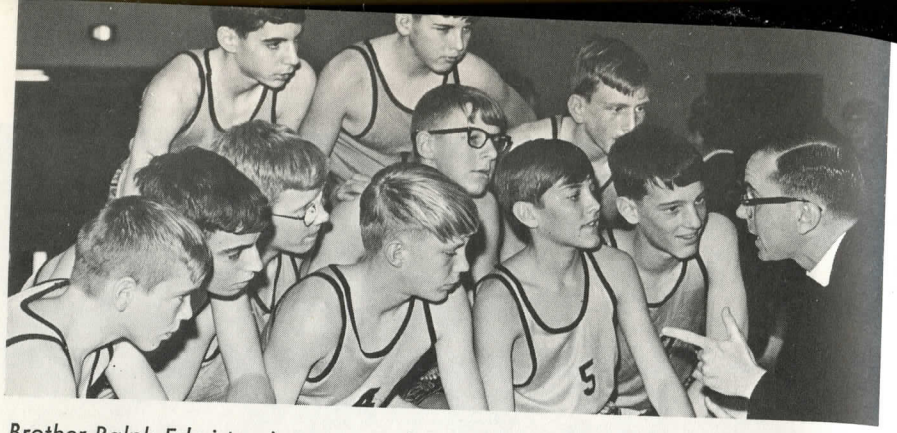
Authentic Faith, Witness—All Part of Scholastic Life



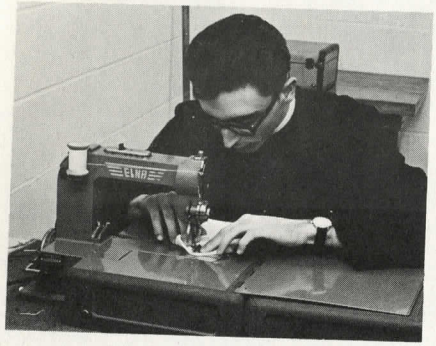
The choir from James Hall, the Holy Cross Junior College Choir, perform on the stage of the college auditorium, under the direction of Brother Daniel Kane.

The component loosely termed "extra-curriculars" is generally made up of house organizations such as the *In-Formation* (a magazine), the Liturgical Society, and the Foreign Mission Society. In addition, a few of the Brothers are venturing into more active apostolates, such as helping out in one of South Bend's Negro ghettoes and at Gibault Boys' Home in Terre Haute. One of the current questions at the scholasticate is the extent to which these active apostolates have a place in scholastic life.

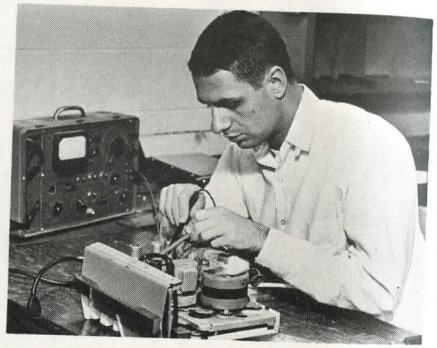
There was a time when scholasticate days were less hectic. That time is gone. The pressure of modern higher education is great, and scholastics often have their hands full just keeping up with their courses. The natural ferment of the early adult years is today intensified by the *aggiornamento* of the Church. Religious renewal has caught hold of the scholastictae. The new theology, relevancy, the liturgy, the psychology of chastity, authentic faith, witness—these ideas and the controversies they involve are constantly under discussion among scholastics. These young Brothers hope and pray that they will have the spiritual perception needed for their role in the evolving Church.



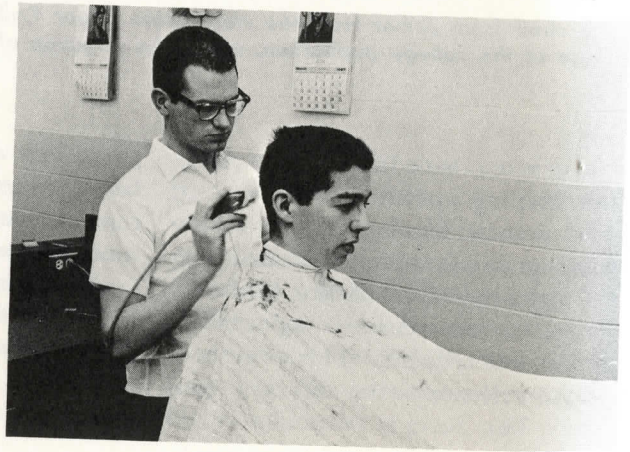
Brother Ralph Edmiston in an apostolic activity: coach of a grade school team.



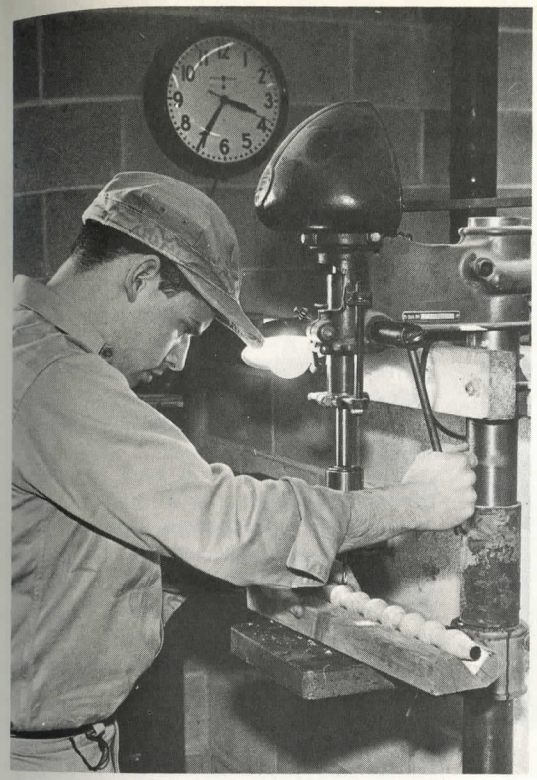
Reparation of unseemliness



Reparation of the unworkable



Reparation of an over-abundant growth. Scholatsics with tonsorial ability help to avoid the 'modern-look.'



Brother Shaun Grey creates with wood for a hobby and utility.

Brothers Richard Armstrong and Richard Dieter sort stamps for the missions.

Apostolic Life Begins in the Scholasticate

Brother Richard Formica works with the Confraternity of Christian Doctrine at Notre Dame on a Sunday morning.

Introducing Outstanding Alumni

Cathedral High School Indianapolis, Indiana

John J. Dillon

A graduate of Cathedral High School in Indianapolis, John J. Dillon has been Attorney General of the State of Indiana since January, 1965.

After graduating from Xavier University in Cincinnati, and receiving his Bachelor of Law degree from Indiana University, John has been an attorney-at-law. He was counsel for the Indianapolis Legal Aid Society from 1953 to 1956. He served as city attorney, City of Indianapolis, from 1956 to 1964.

His membership in professional organizations includes the Lawyers Association of Indianapolis; and the Bar Associations of Indianapolis, Indiana, and America.

John holds membership in the Aircraft Owners and Pilots Association and the Indianapolis "500" Festival Associates. During World War II, Mr. Dillon served with the United States Army Air Corps and is presently a Lt. Colonel in the Judge Advocate General Corps.

Fraternally, he is a member of the Sigma Kappa Legal Fraternity and the Fourth Degree, Knights of Columbus. He was president of the Marian College Associates and is currently director of the Indianapolis Legal Aid Society.

The son of John J. and Margaret (Sweeney) Dillon, John married the former Anna Catherine Dean of Indianapolis, on January 19, 1957, and they have three children, John J., Ann Margaret, and Denis M.

Holy Trinity H.S. Chicago, Illinois

Henry J. Brandt

Mr. Henry J. Brandt, a 1927 Holy Trinity High School alumnus, has been a loyal booster of that Chicago school since 1926 when he began coaching Trinity's athletic teams.

While coaching basketball and baseball at Trinity, he studied law at DePaul University and Kent College, receiving his law degree in 1933. He practiced private law from 1934 to 1937 and continued with his althetic coaching at Holy Trinity until 1952.

Henry served as chairman of the price panel of the district Office of Price Administration during World War II, and also on the Corporation Council, City of Chicago, for twelve years. In 1949 he organized the American Union Savings and Loan Association with a present working capital of five million dollars.

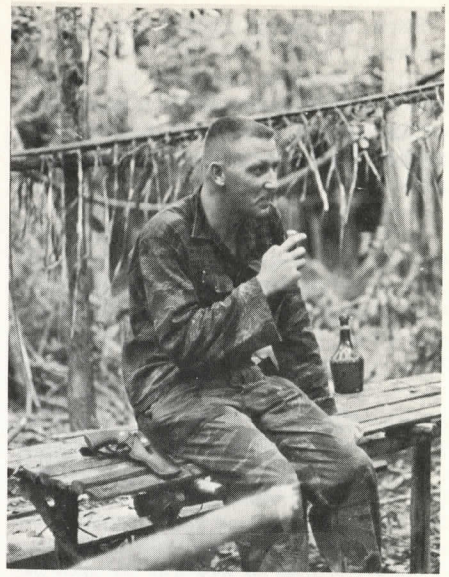
He was elected to the Coaches Hall of Fame of the Chicago Catholic League in 1961. In 1949 he merited the Holy Trinity Alumnus of the Year Award. His son was graduated from Holy Trinity in 1965 and is presently in military service in Vietnam.

Gibault School Terre Haute, Indiana

Franklin Mark Osanka came to Father Gibault School from Chicago, Illinois, on July 26, 1950, and returned to Chicago, August 24, 1951. Frank was fourteen years old and was in the seventh grade as a Gibault boy.

His record characterizes him as a "good student who did his school work faithfully and derived much benefit from the supervised study program of the school."

Years later when he was in the Marine Corps, Frank wrote to the Brothers at Gibault: "Gibault was heaven compared to boot camp as far as discipline goes." After his stay with the Marines, he completed his university training at Northern Illinois University in Dekalb, Illinois. He earned his Master's degree and plans, after completion of his current work for the military, to return to college to earn his doctorate in philosophy.



Franklin Osanka

The former Gibault boy was on project for a time in Vietnam and, along with work in Thailand, he is consultant to the armed forces in Vietnam as part of the Stanford Research Institute.

Frank is considered an expert on Guerilla warfare. He has written *Modern Guerilla Warfare* and published many articles on the subject. He has been in Thailand since September 1, 1964, and, although much of Frank's work is classified information, it deals with improving the counter-insurgency posture of Thailand.

Frank met Linda Lindahl of Riverside, Illinois, when both were students at Northern Illinois University. They have two children, Jeffrey, age six, and Wendy Sue, age two.

Such is the biography of one of Gibault's boys. But for the record, we'll let Brother Camillus Kirsch describe Frank's stay at Gibault, a stay which suited him as a professional soldier and an expert on guerilla warfare:

At Gibault, Frank was all boy—ingenious, impetuous, inventive, and an improvisor. He loved the out-of-doors and was never happier than when a sortie through the woods was announced. Frank was ready to go immediately; he needed no equipment—it was all in his right hand: a swatch of string and a pocket knife. With these he would make what he needed: bow and arrows, spears, and a fish pole. In the woods, Frank was always the vanguard calling directions, summoning for discoveries, sighting game, signaling for quiet, clearing a resting site or rendezvous. Telling the time of day was no problem, for Frank knew by position of the sun, and even if cloudy, uncannily he would announce how much longer to play and explore. Frank would contest with other members of his group, suddenly disappearing from them without leaving a trail by wading up or down stream, lofting through the trees via grape vines, or using camouflage of leaves and branches to cover his tracks—then just as suddenly surprising them with his reappearance.

He was agile as an eel in the water of the school's swimming pool. Underwater swimming was another speciality. Frank would submerge when sought in a game of tag, then surface yards away from his adversary. He found no greater delight than to swing out over the pool by a rope bound to a tree bough and when at this apex to drop into the water with a minimum of splash.

During the late summer months of his stay at Gibault, one of the ponds was drained to rid it of large carp. Here Frank had a field day sloshing through the mud ferreting out the slithering carp and tossing them to the shore. Engrossed in this operation, Frank unexpectedly came upon an entrenched snapping turtle eighteen inches in diameter. Frank was undauted. He provoked the hissing snapper to lock its jaws with a bite on his stick, then grabbed its tail; he swung the snapper into the air, and yelled for one of the audience on the shore to get a camera and snap a picture of his triumph. Frank cleaned the snapper, and the boys at his table enjoyed rich turtle soup.

It was not all play for Frank. He always reported for his chores—he preferred work on the campus or on the farm.

Frank's stay was well rounded. He implemented the character-forming codes learned in his catechism classes, through the directions of his chaplain, through the corrections and guidance of his supervisors, and by accepting the grace of God through the sacraments. Regular hours and a boy's appetite showed their effects—Frank grew in stature and strength.

But all this did not come easy to Frank. He was accustomed to capricious living before coming to Gibault. His immediate reaction was to absent himself, and runaway he did—though not very far. A rather rebellious boy was returned, but in the back of his mind was a condescension that he would "give Gibault a try" and that he did. Now Frank is grateful he did; so is Father Gibault School.

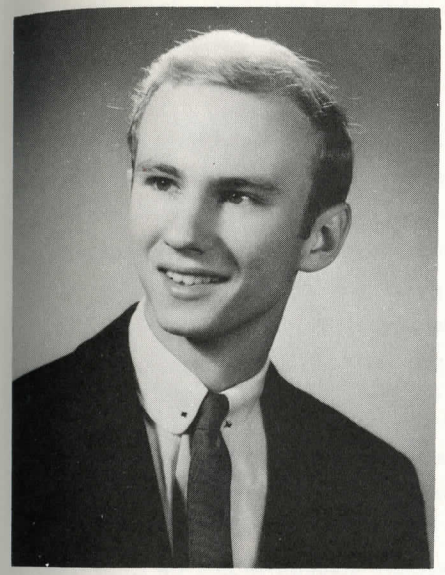
St. Edward H.S. Lakewood, Ohio

On May 27, 1966, a young man from Cleveland in a letter to his parents, wrote: "Dear Mom and Dad, If all goes right, we'll launch Monday morning at about 7:30 PDT. Sixty hours later we'll land on the moon and *I'll* take the first pictures."

This letter was written five days before Surveyor I transmitted the historic first photo back to earth, thirty-five minutes after its successful soft lunar landing on June 1. The man who took this first photo by way of instrumentation from Mojave Desert

Took the First Pictures of the Moon

was James E. Hegyes, a 1961 graduate of Saint Edward High School in Lakewood, Ohio.



James E. Hegyes

After graduation from Saint Edward, James received his engineering degree in 1965 from Marquette University. He was soon employed as an engineer by Hughes Aircraft Company, Los Angeles. On assignment from Hughes, he joined a team at the Gladstone Deep Space Instrumentation Facility in the Mojave Desert, established to maintain contact with Surveyor I. As part of system engineering and analysis operation, James is a test coordinator.

A second letter described the landing of Surveyor I on the moon:

"Data Analyst: '1000 feet, 13 feet, Touchdown' . . . . for the next five minutes people were screaming and yelling at the top of their voices.

"Surveyor Operators Chief: 'All right, TV (Jim Hegyes), do your stuff.' I put on my white gloves and waited for the first TV command to be sent.

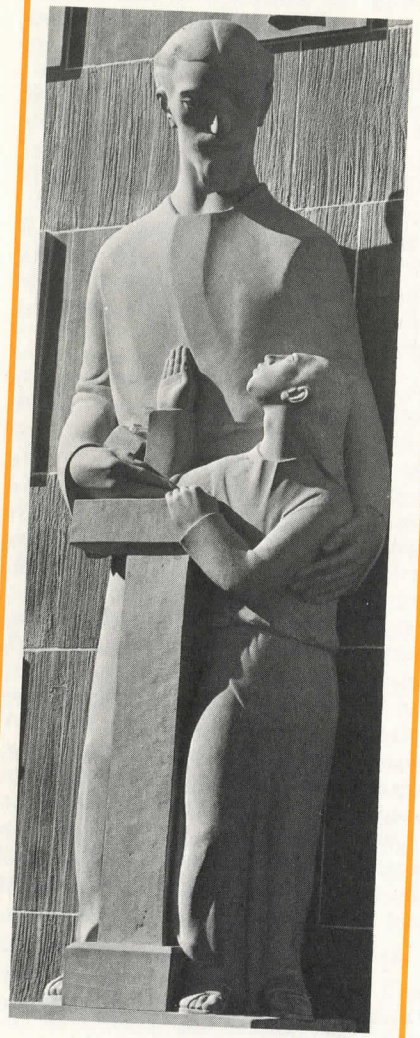
" 'Command 1103, camera power on; Command 1107, 200 line TV, on; Command 1100, start TV frame.' We waited for the first TV picture, and we waited and waited . . . 40 seconds. Later we received video—the rest is history. We took a total of 144 pictures the first night. About 6 in the 200 line TV mode and 138 in the higher resolution 600 line TV mode (home TV is about 584 horizontal lines)."

A third letter from James to his parents (June 20, 1966) shows his love of his work and his great concern for "his instrument—Surveyor I." "Well, we put Surveyor I to sleep last week. It was like saying goodbye to an old friend. The last temperature we recorded was 294° F—pretty cold. A thermal switch stuck in the open position and the heat from one of the thermal compartments is being sucked into space. Because of this switch, we had to turn the heaters off, or the battery would discharge too fast. In other words, we're letting the fellow freeze up and hoping that the batteries won't burst. To date we've taken over 10,300 pictures and have achieved a wealth of other scientific data. (By the way, I took the first 1,400 pictures and the last 400.)

"I think that this whole experience will probably be one of the greatest things I've ever seen. Touchdown was just GREAT!!"

And thanks, Jim, for letting us share your letters to your parents. We are all proud of your work and achievement.

A Patient Man



Statue of St. Joseph
Holy Cross Junior College

All of us in our actions and interactions with others find many occasions where our patience and self-composure are tried to the point of fracture.

Opportunities of exercising this virtue were not lacking in the life of St. Joseph. Who can fathom the trial produced by the unexpected knowledge that Mary was with child; even the angel's message did not solve all the problems of this mystery.

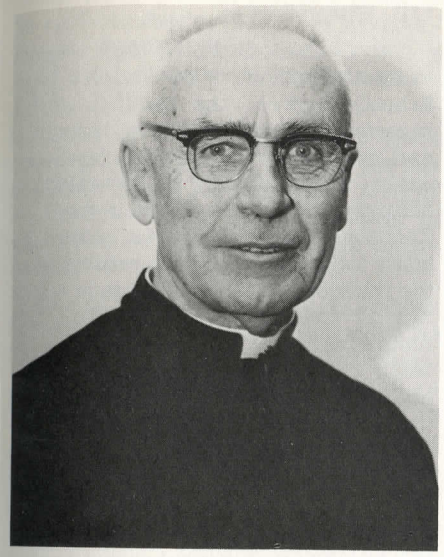
A person of lesser caliber would have certainly found ample grounds for complaint at the unscheduled trip into Egypt. "Surely some more convenient solution should be available."

What craftsman working to the specifications of an exacting customer has not had his painstaking efforts rejected on a trivial pretense. He can understand St. Joseph's trials in his efforts to earn a livelihood for his family.

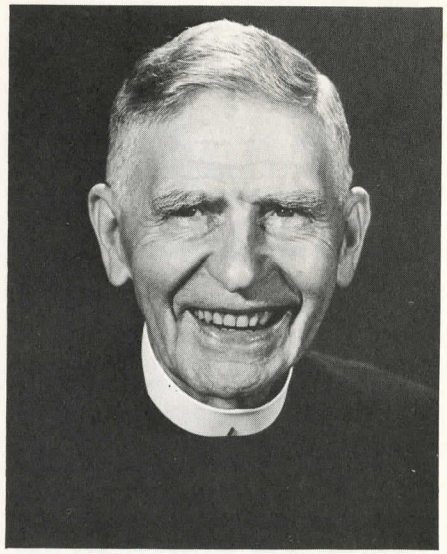
Years after St. Joseph faded from the scene, we receive an explanation, "By your patience you will win your soul."

Brother Leo Geiger, CSC

Fifty Years of Service



Brother Gerard Fitz, CSC



Brother Brendan Luby, CSC

Looking back to the Gay 90's when he was a young boy, Brother Gerard Fitz recalls his first remembrance: his older brother crying about going to school on the first day. During the first grade, he recalls that he pinched a student next to him because "he read so slowly."

After fifty years as a Brother of Holy Cross, Brother Gerard's thoughts and recollections are still about school. Teaching at St. Edward High School, Lakewood, Ohio, Brother has five classes of Latin II each day, comforting those who "cry" about learning Latin grammar, and wishing to speed up the slow translators and the slow readers of Caesar's *Gallic Wars*.

For Brother Gerard, fifty years as a Brother of Holy Cross is synony-

Continued on Page 22

Brother Brendan Luby, 80 years old, is very much on the move. And he's always been.

During the summer and around Easter time, freed from his job of canvassing for *Ave Maria,* Brother "rests." This "rest" consists of leg-kicking jaunts down the Columba Hall corridors and lively, though quiet, comments, said with the traditional Irish eye-sparkle. His vacation activities include several skillful sidelines, learned through trial and error by an active mind. Much time spent under the hood as well as in-and-around his car, makes the motor hum, the outside literally sparkle. Few gas stations have a mechanic comparable to Brother Brendan. Fewer still have a man with his concern and patience,

Continued on Page 23

mous with being a teacher for fifty years. After graduating from high school in Castalia, Ohio (near Sandusky) and receiving a teacher's license (common in those days), Brother Gerard started to teach in the proverbial little red school house. Besides teaching all eight grades and all subjects, Brother recalls that he also had "to feed the horse at noon," his gasless mode of transportation. At the age of 21 when he entered the juniorate at Watertown, Wisconsin, he was assigned to teach English to his fellow postulants.

Brother Gerard made his novitiate on the campus of the University of Notre Dame. After the novitiate of two years (the second year was spent as a student) he was assigned to Notre Dame. At Dujarie Hall, the former scholasticate on the campus, Brother Gerard taught ancient history, mathematics, and English to his fellow scholastics and took courses at the University. At that time, Notre Dame was both a high school (collège in French) and a college (in English). One of his students was Brother Fidelis, a current colleague of his at St. Edward who teaches Drafting I & II.

After receiving his AB from Notre Dame in U.S. History, with a teaching area in Latin, Brother was assigned to Indianapolis for a period of eight years. There his first year's assignment included a schedule of two classes of Latin II, one English III, one Algebra I, and one class of Theology I. For a beginning teacher, he had only four different preparations! After completing his first eight years as a teacher in Holy Cross, he was made superior at Reitz Memorial High School, Evansville, Indiana, for three years, then superior and headmaster (president) at Holy Cross College (high school) in New Orleans for four years. After being a superior for seven years, Brother returned to the ranks and to Indianapolis to teach Latin and U.S. History.

Old Central Catholic High School in South Bend (now St. Joseph's High School) received the benefits of his presence for six years as principal and teacher in Latin and geometry. From the midwest, he traveled to Monsignor Coyle High School in Taunton, Massachusetts, where he again taught Latin. Upon returning to the midwest, Brother was made superior at Columba Hall. During his tenure as superior, he continued to teach several classes in Latin at the high school in South Bend and edited the *Newsette*, the predecessor of the *Holy Cross Brothers*.

Continuing to teach with the same zest, interest, and enthusiasm as he did fifty years ago, Brother Gerard has found both a satisfying and profitable hobby in rosary-making. It began in Massachusetts when one of his students asked him to repair an Irish-horn rosary.

Brother Gerard says that he doesn't look back in the religious life, but forward. And with a bit of regret, he adds: "There is not as much joy on the fiftieth as on the twenty-fifth because you know you are coming to the end of the road."

No such regret is needed by Brother Gerard. If we take into acccunt that Brother Gerard had 150 students in class during each teaching year (a small estimate of the truth) for a period of 50 years, then Brother Gerard has influenced more than 7500 young men. Life goes on for these 7500 boys and the rosaries are still in their hands. If only the majority of us had such regrets!

both bordering on automotive love.

Another sideline is his skill at mending clothes, though he doesn't advertise it. (Would you, in a house of 70 cuff-ravelers?—You have been exposed, Brother Brendan. Expect a visit next summer from the regular tailor.)

In all of Brother Brendan's work there is the BB style. He gets the job done, on time. He makes do. One of his friends says, "The last thing in the world this man needs is an incinerator."

One of the biggest moves in Brother Brendan's life came in 1915, when he left Ireland for America. In Ireland, Brother had worked as a layman in a Jesuit monastery. Now he came to Notre Dame and the Holy Cross Brothers. At Notre Dame, Brother Brendan gained his AB and MA, then spent a decade in Indianapolis and New Orleans, sharing his knowledge of history and English.

In the late 1930's, Brother's superiors thought he was well-fitted to "meet the people" as a solicitor for subscriptions to *Ave Maria*. The timing was good (or was it the luck of the Irish?) because it was only then that the canvassers got cars for transportation, instead of their hopping trains and streetcars. Brother has moved in this job ever since, with neither he nor his superiors complaining.

Brother Brendan has made one (just one!?) trip home to Dublin, this in 1964. It resulted in one of the few disappointments in his long life. He had anticipated the pleasure of renting a car there, and maintaining his record of many miles traveled with never an accident.

"Sorry, Father. There's no exception. No one beyond 75 may drive an automobile."

This setback was no complete spoiler, however. Brother tells how he sought out the pulse of Ireland by seeking it from janitors and peddlers. With joy and surprise he also tells of his visit to the grade school he attended 70 years earlier, and his name still inscribed on the school roster.

Since the United States has no 75 rules, those who know Brendan expect he'll be "peddling *Aves*" when he's 90. At least.

"My longevity and health," he says, "are more than sufficient payment for the all-too-little resulting from my efforts." We're not so sure. But we are sure that *efforts* should be stressed. Because *efforts* is closely related to *moves*.

St. Joseph Friend of Those Who Love the Sacred Heart

You are invited to send us your petitions for our novena of Masses and prayers in honor of the Sacred Heart. The Masses will be offered in the Chapel of St. Joseph on the campus of Holy Cross Junior College from June 2nd to June 10th.

YOUNG PERSONS EXERT A VERY SUBSTANTIAL INFLUENCE ON MODERN SOCIETY

. . . Their natural qualities fit them for activity. As they become more conscious of their own personality, they are impelled by a zest for life and abounding energies to assume their own responsibility. They themselves ought to become the prime and direct apostles of youth, exercising the apostolate among themselves and through themselves and reckoning with the social environment in which they live. (VATICAN II, On the Laity, #12)

Holy Cross Brothers

Autumn, 1967