

PLEASE GIVE THIS COPY
TO A FRIEND, AFTER
YOU HAVE READ IT.
THANKS

Peace

“The peacemakers called blessed by the gospel are not men who do nothing. They are, on the contrary, the active artisans of peace.

“The world will never be the dwelling place of peace until peace has found a home in the heart of each and every man.”

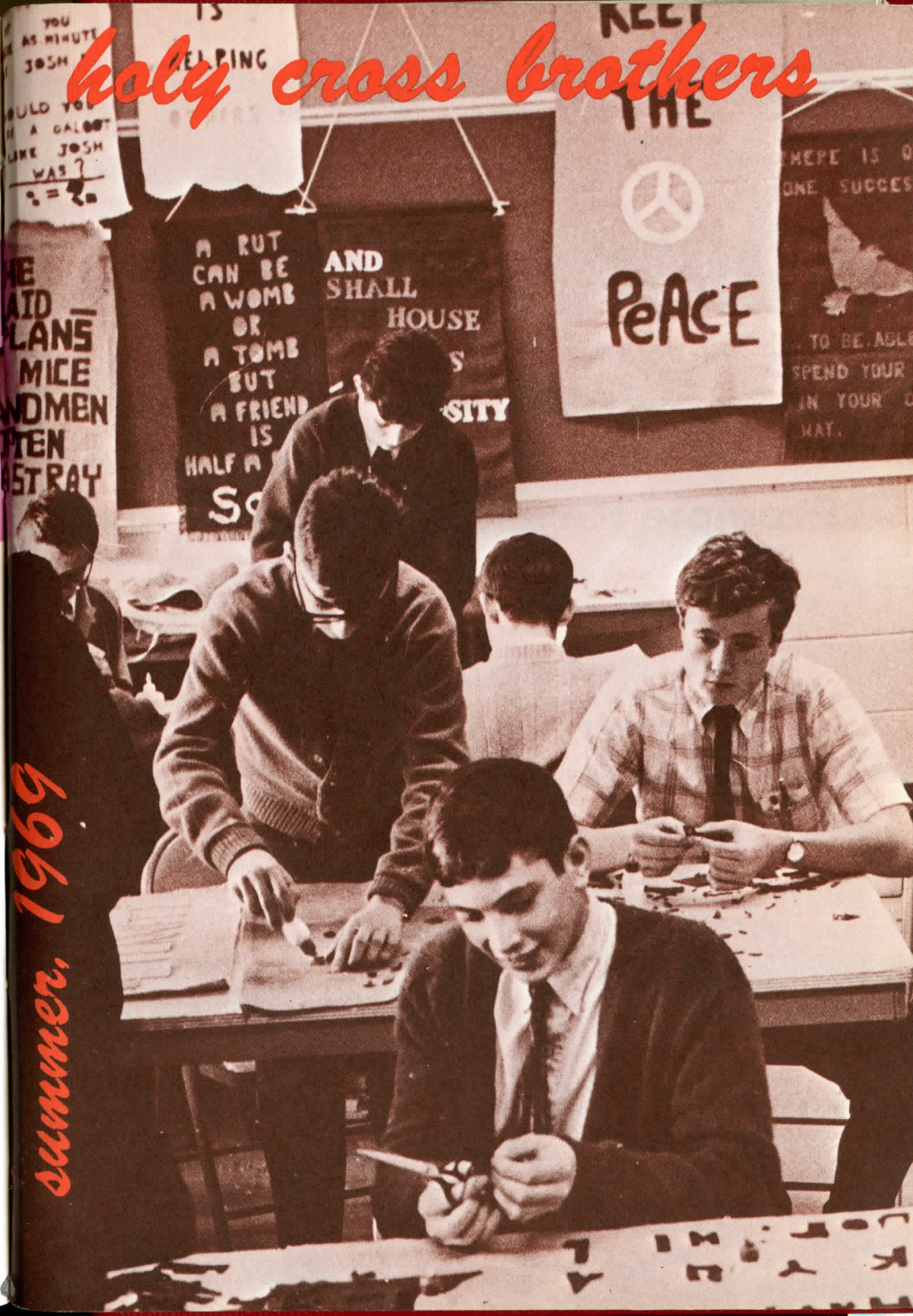
—Pope John XXIII

Name	
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Needed: MORE PEACEMAKERS
IN THIS TURBULENT WORLD.

Information about the
BROTHERS OF HOLY CROSS
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Brother John Lavelle, C.S.C.
Notre Dame, Indiana 46556





Feature Comment

BROTHER EYMARD, C.S.C.

Meaningful Discoveries Promote Religious Understanding

One of the chief goals of Catholic education is to help today's student discover the revelation of God in his life—his personal life experiences rooted in his own unique historical situation. Opening up to this all pervading divine milieu, the student can better come to discover his own human person as it must be lived in relationship with others.

Because Jesus Christ is history's most perfect revelation of the Father, the student must be assisted to see that only in Jesus can he reach full awareness of the depth and beauty of being fully human and achieve the destiny of this human life taken up into a life of God. Whether or not the student will find relevancy in his Catholic religion will depend on his realization that this Jesus is a living person,

that the Father continues to speak his Word of love in today's world. This means that revelation must be conceived as a present reality, present because Jesus Christ is living and present in the student's world of despair and hope, sorrow and joy, warfare and love.

This is the philosophy underlying much of the new catechetical experimentation going on in Catholic education today, including our own Community-administered schools, for example, Holy Cross High School in River Grove, Illinois, which we feature in this issue. Those Brothers actively engaged in such programs are convinced that their efforts are worth all the time expended if the student is to find meaning in his religion and thus bring meaning to his own life here and now—the very reasons for the existence of Catholic schools.

holy cross brothers

of Notre Dame, Indiana

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Summer, 1969

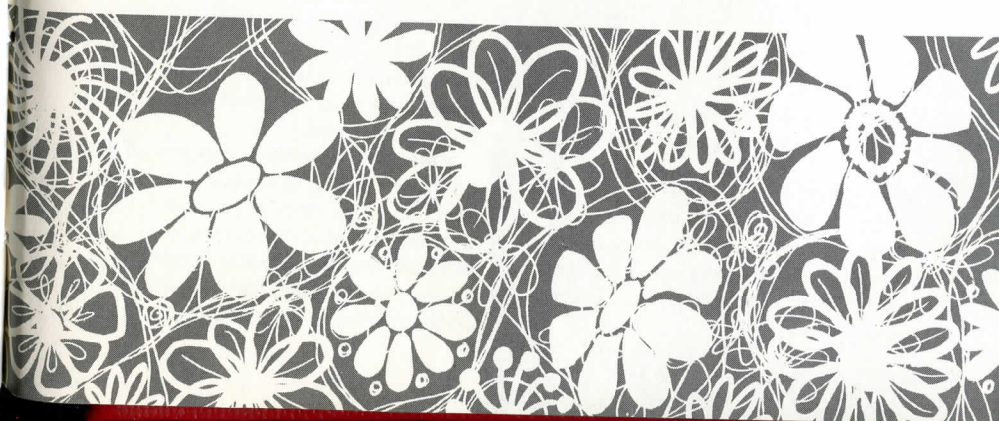
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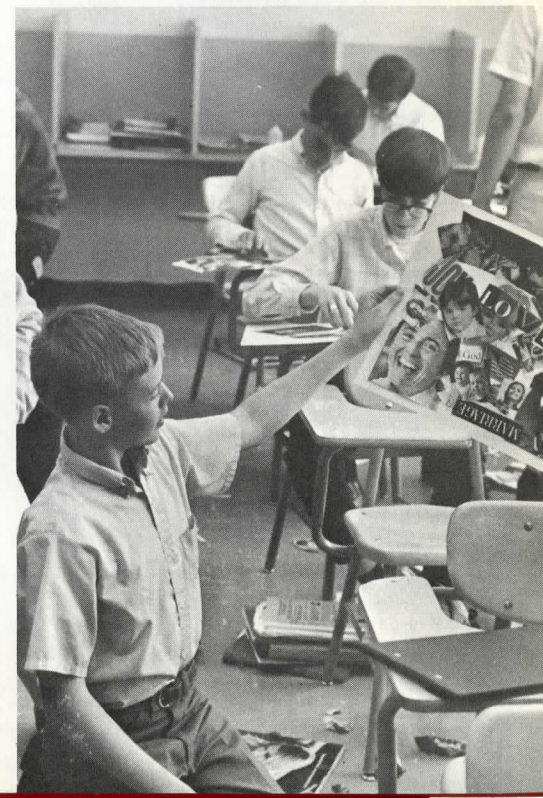
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COVER: Banner making occupies freshman humanities students at Holy Cross High School, River Grove, Illinois.





MAKING FAITH MEANINGFUL

Learning should be and can be an interesting challenge. Religious learning is the continual discovery of God's revelation of Himself to us in so many different ways and through so many people. It is a sensitivity to human experience, an open awareness that the Divine becomes manifest in and through the mundane. God is found in the commonplace, the familiar, and He does communicate with us in the language of life. Religion is relevant; faith can be found meaningful today. It is this belief that has become the focus of a new program of religious instruction, entitled Humanities, at Holy Cross High School, River Grove, Illinois.

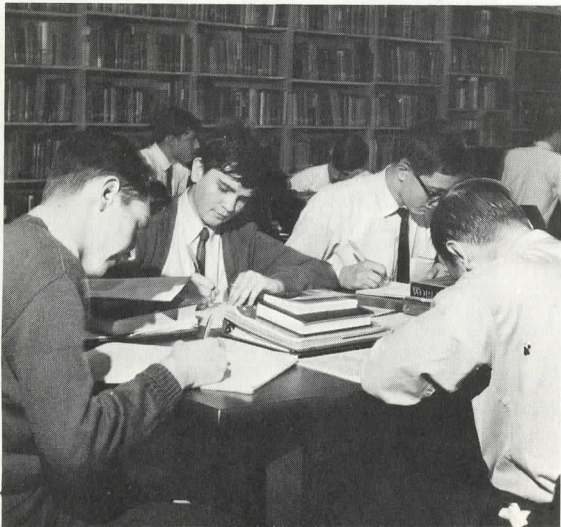
This Humanities program at Holy Cross High School is a realistic attempt to meet the challenge of modern religious education through the use of multi-media, team-teaching, and the utilization of the human experiences of today's teens. More exactly, this four-year program combines audio-visual tools, small group discussions, individual research, and group-project activities.

One of the unique aspects of this program is the utilization of the artistic, cultural and educational facilities within the local community. (Additional resources come from current books, newspapers and periodicals.) Such utilization provides the program

TODAY

Left: Br. Roy Nash, C.S.C., Department Chairman, stands before walls literally blanketed with collages made by his sophomore classes.

Upper: Role playing gives dramatic communication to students concerned with social problems.
Right: Dan Olsen '71, surveys his finished collage with satisfaction.



Upper left: Liturgy plays a meaningful role with youthful, lively music.

Above: Sophomores are introduced to a new unit with stated objectives and a preview of the week's activities.

Middle: Freshmen gradually learn the art of listening and discussion.

Lower: Juniors research prepared material in the Library-Learning Center on the unit topic of the week.

with a contemporary tone of vital interest to the students.

The need for creative and vital concepts in religious education has become more and more obvious to educators if religion is to be a meaningful course in our present day school curriculums. "The catechetical task must be freshly done in every generation, indeed in every historical or personal situation," writes Sister Florence Michels, OLM, in her book *PAUL AND THE LAW OF LOVE*. "If contemporary moral catechesis would form a Christian who is truly a man of his time," she continues, "it must use the language of this century in much the same way that Paul used that of his era. This means that the catechist must courageously discard obsolete categories and seek contemporary expressions of the Christian message."

The language of our century has been recognized as that of co-expression, a dynamic combination of language media. Examples of co-expression in which two (or more) types of communication are combined to create a single, if complex, message are films, television, advertising, and rock music—all so much a part of the teen's life experience. In a movie there is image and sound; popular magazines, books and advertisements combine drawings, pictures and words; words and a totally pervasive sound are present in rock music. Most important, however, is that these combinations of "languages" form a synergistic whole: that is, from one image and one statement there emerges a third meaning, distinct from whatever might be insinuated by either the image or the statement—a highly personal, somewhat indefinable yet very distinct impression, whose correspondence to the life experience is much closer than a single language

or purely linear expression.

Expression through multiple form is indeed the language of today's teens, the language with which their world speaks to them, communicates with them. They are saturated with this mode of expression. Father J. M. Culklin, the Director of the Center of Communications of Fordham University, tells us, "The average eighteen-year-old has seen 500 feature films and viewed 15,000 hours of television. He has spent, in contrast, only 10,888 hours of total school time from kindergarten through high school. Only sleep time surpasses television-viewing time as prime teen activity. Among the college-age group, the ratio of films viewed to novels read is 20 to 1."

An awareness of "the way it is" has produced the concept of catechetical expression currently in the classrooms of Holy Cross High School. Here is an attempt to speak to the student in the same language the world uses to communicate with him. It is not the material that has changed, but rather the method whereby we communicate that material to the student, and also afford him the opportunity to communicate with us in return.

Having traced out the four-year program centered upon human experience, and having related that experience to its theological implications, we will now show the day-to-day workings of the program as specifically as possible. Through viewing a film or some other multi-media aid, the student's attention is focused on a life experience portraying the topic of a unit to be covered. Within a five-day unit structure so begun, the topic is then developed and directed toward a definite objective through small group discussions and individual



Upper corner and center: Community sing-along and discussion during a field trip to a Chicago forest preserve bring freshmen to closer relationships. Middle left: Seniors examine large cartoon made piecemeal by each class member and fitted into

complete whole. Center: The distaff experience is shared in a panel discussion with Guerin High School girls and Holy Cross boys, and later, lower left, turns into an enjoyable exposition of differing male and female opinion.

MEETING THE CHALLENGE

research from current literature available on the topic. One of the five days is devoted to the expression of the topic by the student in some concrete form as banners, collages, role-playing, or panel discussions. The unit structure is finalized with activity, taking theory into the community of school or neighborhood in some practical expression (incarnation), including liturgy or social involvement.

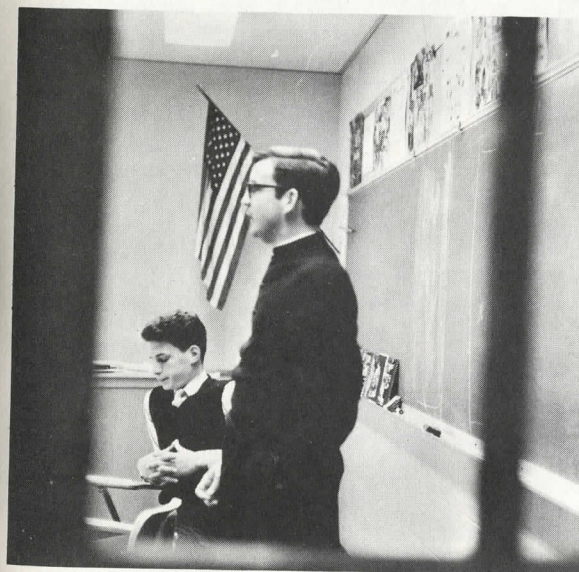
Five Brothers of Holy Cross and four laymen devote themselves entirely to this experimental program that has done much to alter the entire

tone and scheduling of Holy Cross High School. Interested and farsighted administration by Brother Walter Davenport, CSC., Principal, has made the program possible. Enthusiastic parental response through open lines of communication and adult education has enhanced the effort and made parents an integral part of the program's development. In all, a total community effort to bring religious instruction into the central and meaningful role it deserves is present at Holy Cross High School through creative catechetics.



The program is explained to interested parents during the annual Open House.

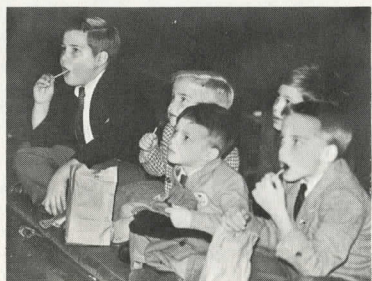
OF MODERN RELIGIOUS ED



Above: The Humanities Department surveys plans of the proposed wing to be built for the program this summer. Below: Brother John McMuldren conducts the student evaluation before final exams and the end of the first year of the program.



"The rules of Hoyle still stand in this game."



The candy set wrapped in attention at an Associate gathering.



The "Swingin' Sixties" are filled with good time memories.

ST. JOSEPH



ASSOCIATES' POT POURRI

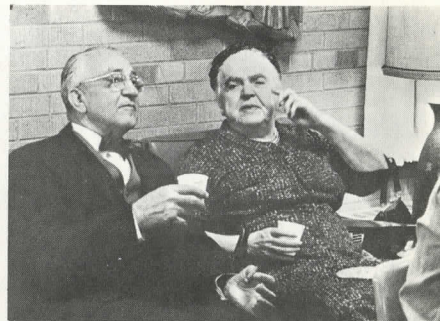


Brother Richard Weber directs the thrills and spills of slot-car competition.



19—20—21—BUNKO!

Brother Gregoire gives a winning "punch."



Milwaukee Associates take time out to relax.



Brother Thomas Corcoran cuts up at the River Grove Calendar Party.

ST. JOSEPH ASSOCIATES'

There's a bandit in every crowd.



At a good party there's something for everyone.



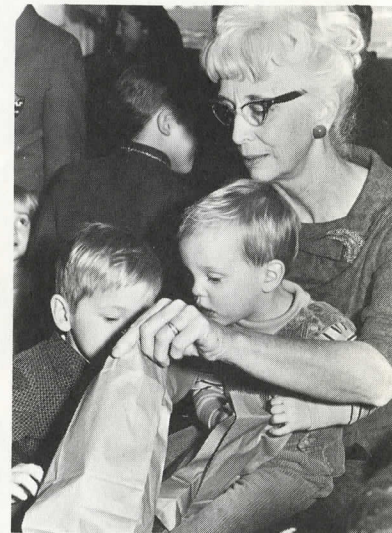
Housewife's basketball: ping-pong balls and cake tins.



POT POURRI



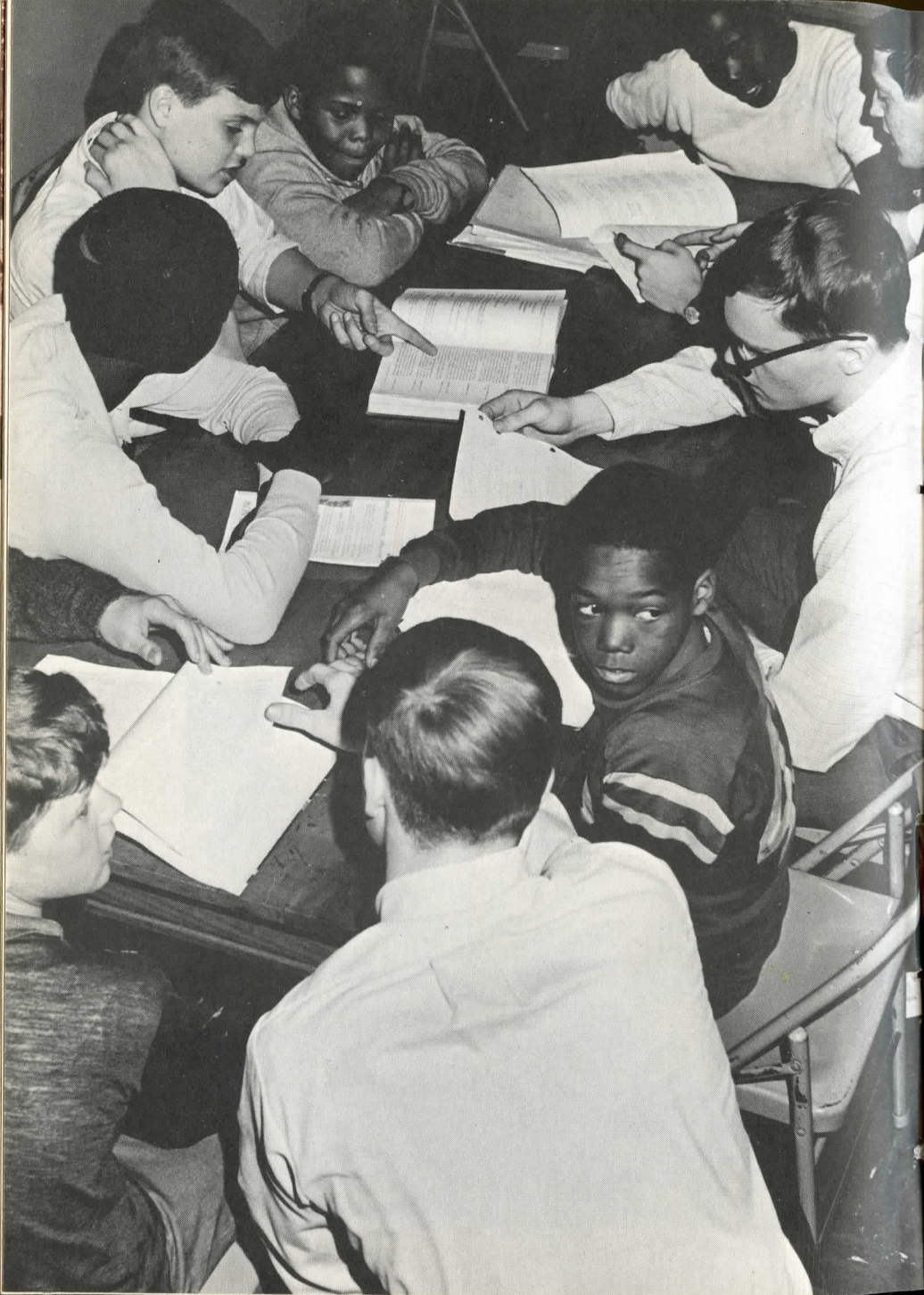
Brother Raymond Dufresne relates year round experiences at Holy Cross Calendar Party.



Exploring the secrets of the mysterious grab bag.

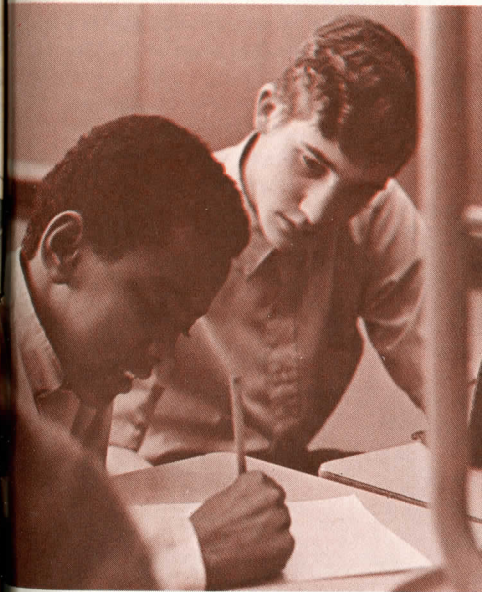


"Place your bets on the South Bend daily double!"



**SHARING TIME
AND TALENT:**

CHRISTIAN LEADERSHIP IN ACTION



Left: A group learning session at Robinson School among buddies. Top: Senior Jim Sinkhorn leads Mike Whiting in oral reading practice. Lower: Robinson's Solomon Respress increases his math proficiency with the aid of Hoban's Bob Banar.

One of the most active and well-known inter-school activities in the Akron, Ohio, area is the Robinson School Project developed by the Christian Leadership Group of Archbishop Hoban High School.

Hoban High School borders on an impoverished and predominately Negro section in East Akron. Within three blocks of Hoban stands Robinson Elementary School attended by the majority of the children in the area. A program was begun when a group of seniors felt that there were numerous ways in which they could help the local community, but especially in befriending a "little buddy" from Robinson School. About 35 Hoban seniors and 35 Robinson School sixth-graders joined in the initial effort in 1967.

In addition to tutoring once a week, special activities were added to the program, including athletics, art and music. Members of the project held a Christmas party for their buddies,

took them camping, visited the circus during its annual stop in Akron, and went to the zoo. All these activities common for the middle-class boy were rare for Robinson students. A great highlight in the yearly activities has been the annual journey by bus to Canton, Ohio, to visit the Football Hall of Fame.

Through many shared experiences and fun together, close relationships have developed between many Hoban boys and their buddies. In many homes of the boys a father image is non-existent; Hoban boys have given the youngsters someone manly, sympathetic, and interested to imitate. Hoban seniors, and later juniors added to the program, have been given an unequalled opportunity to give of themselves.

The most noteworthy addition to the program has been the year-old Hilltop House phase of the Hoban-Robinson relationship. Taking its name from its location, a two story, frame

house atop the Fifth Avenue hill just south of Hoban's entrance driveway, Hilltop House began as a dream of the Akron Board of Education which sought a new solution to an old problem: correcting the behavior of disruptive students and rehabilitating them for a return to the normal classroom situation. A guidance counselor, Mr. Gress, and a psychologist, Mrs. Fesler, were appointed to investigate some possibilities for a program at Robinson. After considerable research, they proposed to the Board that a house on Fifth Avenue be purchased and used as an educational laboratory, calling upon the students of Hoban to give even further of their aid to the local community.

After the idea had been approved, planning began in earnest. Ladies from volunteer groups began cleaning, painting and furnishing the house which had stood vacant for several years. The principal of Robinson began to select youngsters, and Brother

Robert Lavelle, co-ordinator of the Robinson Program, became the co-ordinator of Hoban's participation in Hilltop House.

Brother Robert appointed a student director to organize the participation of Hoban seniors and juniors. Again, a buddy-type program was worked out since most of the children were in need of a male image of behavior and good taste. Some Hoban students spend their study hall time at Hilltop House, a short distance from Hoban, where they help the youngsters study, play games, initiate activities or, in groups, attend conferences with the trained personnel to better direct their participation.

The youngsters spend half of each day at Hilltop House, the other half in the normal classroom setting at Robinson. In the homey setting of Hilltop House, the youngsters spend their time learning through various experiences and discovery activities devised by the counselor and the psychologist. Simultaneously, the children are closely observed for improvement that would indicate a successful return to the normal classroom, leaving room for other problem children to come to Hilltop House.

Hoban High facilities have been

placed at the disposal of the trained personnel. Weight-lifting for the youngsters is conducted by Brother Philip Alessandro, and occasionally boys bring their buddies to the school cafeteria for lunch.

National publicity given the program, the appreciation of the Office of Child Guidance of the Akron Board of Education, and the noteworthy fame of the program in Akron have resulted. The most noteworthy, however, is the broad smiles flashed across the many faces of those who proudly wear the large, round, lapel buttons: HOBAN-ROBINSON BUD-DIES.

Hoban's gym is the scene of Saturday morning basketball games.



Above: Three Hoban boys work at Hilltop House during a morning study hall period. Left: Glen Harris gets quizzed by Rick Boehm to prepare for a geography exam.





THE AGE OF JOSEPH

Prologue

Hush, while you hear the love of sounds,
Blush, while knowledge falls in bounds.

Act I

Love: The years of ages have made me want,
Clean freedom for my mirrored selves,
Formed by mutation's finger they want.

Joseph: Devotees hear me in my prime,
I was just nails and wooding,
Like any man of desert time.

Love: Dreams are pure spirits,
Make flesh of my bright being,
Help me bring joy to human spirits.

Act II

Joseph: Work and sweat by hurt in living,
My Son blessed by an urge quest,
My wife is a woman first soothing.

Love: You have eyes like a human blind,
My plan wrapt in evolution,
Joseph be complete in mankind.

Joseph: Natural goodness unexpectedly divine yet doing,
Fear a mirage of an arid mind,
Our joy of union gave an eternal renewing.

Epilogue

Christian, these scenes are your love-pathos,
Faith in others can touch Joseph.

—Brother Rene Guertin, C.S.C.

cooperators



Joseph F. Dezelan
Cathedral High School, Indianapolis

As an inspirational leader of boys in the toughest of all combative sports, football, Joseph F. Dezelan has contributed to the lives of hundreds of Cathedral High School athletes for a score of years. This 54-year old coach is the father of nine children and the patriarch of the Irish football dynasty at Cathedral. Since 1944, Joe has achieved a 25-year record of 174-58-9.

Many of the city's finest young football prospects are attracted to the magic name of Cathedral's football tradition. City coaches praise Joe as a coach "who knows how to handle boys." He has the knack of setting up teammates in competition against one another for coveted starting berths and uses a gentle "needle" to prod them into superior performances.

In past years, Irish teams were somewhat the "rag-tailed" athletes who did not wear the fancy football

Featuring dedicated lay teachers in the schools of the Brothers of Holy Cross

jerseys of the present-day Irish champions. They would run to Fall Creek for practice in "hand-me-downs," but this did not stop the team's desire to excel. "It wasn't the uniform that counted," Joe said, "it was what was in it."

Joe, himself, was a "rag-tailed" West Side kid. He had a newspaper route during his grade school years at Holy Trinity, and, as a senior, he worked in the Washington High School cafeteria to buy himself a suit for graduation. One summer he shoveled coal for 25 cents a ton. "You could not even get all the coal dust off of you at night," Joe recalls.

Coach Dezelan played for the West Side Yugoslavs, a rugged semi-pro football team that played before 8000 fans at Riverside Park and then traveled to Sheboygan where they banged against another city team.

Butler freshman coach, Frank Hedden, encouraged Joe and several other players into enrolling at Butler University. "In my first three years," Dezelan relates, "I'd be up at 3:00 a.m. to make bakery deliveries until 10:45, and then go to Butler."

Throughout Joe's 25 years of unselfish dedication he has instilled in the hearts and minds of all his boys the desire to be real Christian gentlemen. We, the students, faculty, alumni, parents, and friends of Cathedral High School are sincerely grateful to Mr. Joseph Dezelan for his tremendous contribution to the education of Christian youth in Indianapolis.



Eugene A. Wierzbicki
Holy Trinity High School, Chicago

If you want to be where the action is at Holy Trinity High School in Chicago, follow Mr. Eugene A. Wierzbicki around for a while. Starting at Trinity in 1953 and coaching two or more sports each year since then, he has come into contact with thousands of young people. His influence grows steadily as his graduates become teachers and coaches; in fact, Gene influences people in their choice of vocation. That's what makes an effective teacher.

Beginning as Basketball Coach in 1953, Gene gradually assumed the jobs of Freshman Football Coach, Tennis Coach and Bowling Coach. From 1957 to 1960, Gene was Athletic Director and now is Chairman of the Department of Physical Education in addition to teaching classes in Physical Education and Driver Education. Gene is nonchalant about his coaching record, but his achievements are numerous: as Varsity Basketball Coach, Trinity won third place in the Fenwick Tournament and placed one man as Most Valuable Player; the Junior Varsity hasn't had a losing season in

seven years; his men in Freshman Basketball remain undefeated for three years; the Tennis Team won the Chicago City Tournament in 1958, and the Bowling Team won three trophies in City Invitational Championships.

Outside the school, Gene keeps up the same pace. As coach of the YMCA teams, he also has an outstanding record. His basketball teams have won thirteen sectional championships, seven City Championships, and were runners-up in the City Championships five times. In his work for the Chicago Park District, his Park Baseball team record stands as one hundred twenty-six wins and nine losses, fifty-six of those wins consecutive, and five years in the Chicago City Finals at Wrigley Field.

Gene has a quiet, unassuming way of moving around the school, but his presence is felt. The faculty members find that their respect for Gene grows the longer they observe him in action. As a teacher, Gene is a natural; his control over the boys is just short of phenomenal. He has a deep respect for their individuality and can size up a young man as a student or an athlete and know exactly how to deal with him to bring out the best. The students recognize and respond to this interest in them.

Many changes in the area around Trinity have had an effect on Gene's work. A new type of student is walking the corridors of Trinity today, much different from the students of years ago. But Gene has a remarkable ability to keep getting through to the kids, and to keep winning. Few men deserve the love and respect of the faculty and students at Trinity more than Gene. He won't tell you that, but watch him—he's where the action is!

"A man was once on his way down from Jerusalem to Jericho and fell into the hands of robbers; they took all he had, beat him, and then made off, leaving him half dead.

"A priest . . . passed by on the other side.

"A Levite . . . passed by on the other side.

"A Samaritan came along and was moved by compassion. He . . . looked after him."

JERICHO



Turn YOUR HEAD,
YOUR HEART, and
YOUR HANDS to your neighbor.

You may never come upon one who has been "left half dead" at the edge of the JERICHO ROAD. But, you'll see those who are hungry, poorly clothed, sad, confused, uneducated, treated unfairly.

Allow the Good Samaritan to come alive through your care for His needy.

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In a world that has too many who couldn't care less BE ONE WHO CARES.

Information about the BROTHERS OF HOLY CROSS is free for the asking.

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Notre Dame, Indiana 46556

GUIDANCE DEPARTMENT



holy cross brothers

fall, 1969