

The
vocation
of
a
Christian
is to
find JOY,
in bringing
JOY to others

HOLY CROSS BROTHERS create
COMMUNITY to imitate HIM and
SHARE HIS life with others.

For information about
these Brothers, write to:
Brother Robert Fillmore, C.S.C.
Notre Dame, Indiana 46556

HOLY CROSS BROTHERS

V-7-1

winter, '70





Feature Comment

BROTHER EYMARD, C.S.C.

ART AND THE ARTIST

Art deals with nature and all the faculties of man in his relationship to others and to his environment. The artist depicts things at times not as the ordinary person sees them, for he emphasizes certain aspects which he wishes to stress. In a sense we might say that he does not copy nature, but interprets it. He gives us a concept of what he perceives in his own way.

Art, too, is richly laden with potential benefits for individuals as well as for society. As the language of the arts emanates mostly from the inner spirit of man, artists have an insight and an awareness of things in nature not usually perceptible to the human eye. From the time that men first painted images in caves, artists have been looked upon as prophets and portrayers of human life. Artists may be considered as mirrors reflecting the image of a people at a certain time in history. What they express through their paintings may not now be understood or accepted, but the history of the distant past gives evidence of their ability to portray the spirit of a people as well as the social

and political milieu at the time the painting was made.

Art has flourished through many different civilizations and artists have continued to interpret the activities, interests and beliefs of their fellowmen. Artists through their inspiration and bringing into focus social problems have had a profound effect in the building of these civilizations.

Because of the great personal, social and civic advantages realized through a deep appreciation of art, the trend today is to expand art education, especially on the elementary and secondary levels and to give more students the opportunity of creative art experiences. While only very few students will earn their livelihood through art, the majority will have the unique opportunity of living and sharing a more enriched, purposeful and enjoyable life with others.

Those who study art will have their eyes opened to a new reality, eyes which are given a new sensitivity to beauty, color and form.

HOLY CROSS BROTHERS

notre dame, indiana
winter, 1970



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COVER: Art has always been a means for man to express himself by and the centuries have produced many great and creative men in this field. Displaying his talents on this issue's cover is one of the students of Mrs. Marion Beckman, art instructor at Holy Cross Junior College, where the emphasis is on art appreciation through its history and backgrounds as well as by actual art work.

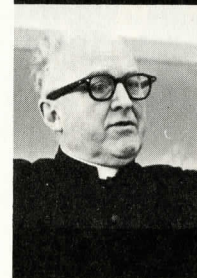
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ART EDUCATION—TODAY



Bob Saltzgaber at St. Joseph High School, South Bend, giving directions on how to even out a rough surface.

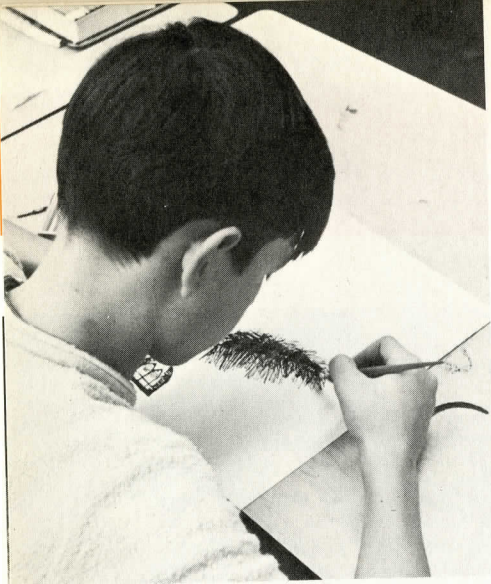
by Brother Harold Ruplinger, C.S.C.

When art is really understood, it is the concern of every person who does anything well; and when the artist is alive in any person, no matter in what work he is involved, he becomes an inventive, searching, self-expressing individual. He becomes interesting to other people in that he arouses new views and opens ways for a better understanding of the world around him. Where people who are not artists are trying to close the book of life, he opens it and shows that there are more pages possible.

The world would be stale without the artist, and the world would be beautiful with him because he sees the world of light, form, color, movement, and texture; and he shares it with others through his creative talents. He shares the happiness of making things because his work tends towards balance, order, judgment of relative values, the laws of growth, the joy of living—all very good things that anyone is interested in.

If any art education program is built upon such a philosophy¹ there is no question about the students having real purpose when mastering one of the many phases of art being offered in the

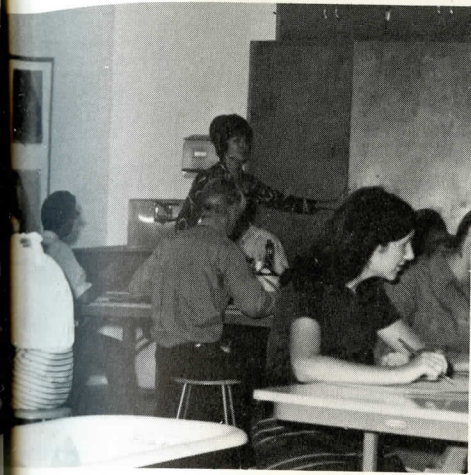
¹A philosophy of art based on the works of Robert Henri



Sketching a leaf design.



Mrs. Mautz's art class at Memorial High School, Evansville, Indiana.



Susan Stachowicz does some pencil work with Mrs. Beckman's help.



Members of the art class listen attentively to their instructor demonstrating how clay can be flattened out evenly.

classrooms and studios of our schools. There are many educators who still feel that art education on the high school level is a mere frill added to the regular subjects being offered in a school's program. Then there are parents who maintain that art education will not prepare their children to enter a college of their choice and the child must therefore take only the purely academic or scientific courses in order to succeed. It is true that not everyone is inclined toward art, just as everyone is not inclined toward science or commerce. But secondary educators today are realizing that educating the entire

person should also include some kind of art appreciation or art laboratory classes.

Since most high schools maintaining an art education program offer art as an elective, more and more schools are beginning to offer art as a major subject. There also are schools that require all students to take at least one semester of art appreciation.

Why the rising interest in art today? Why are young people becoming less interested in being labeled as specialists in purely academic areas? And why are more and more colleges either introducing or expanding their art courses?



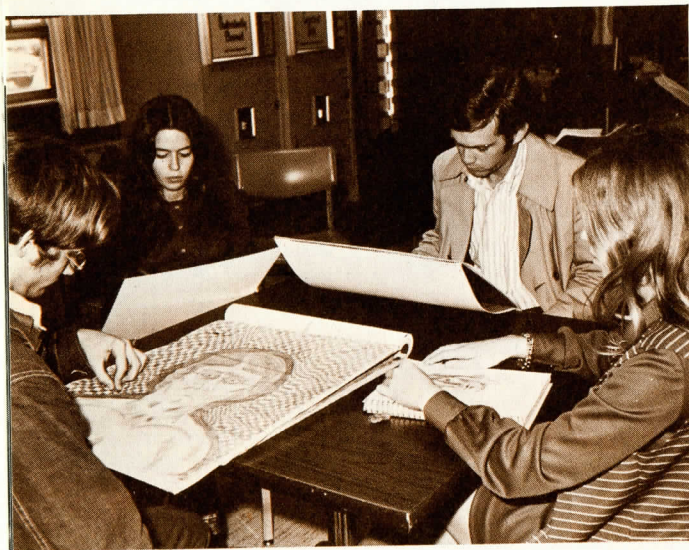
Mr. Johnson and Al Hering at St. Edward's, Cleveland, discuss work on a new project. Al, a senior, is trying for an art scholarship.



Mr. Turkaly at Gilmour Academy helps senior Di Bartolo with a problem in drafting.

No set answer can really be given here since education today is going through many changes in methods and medias. Yet the philosophy of education does not basically change, and the philosophy of any educational institution would state a need for some kind of creative expression, whether in writing, painting, speaking, or music.

An art education program generally emphasizes the basic elements of art (line, shape, color, texture, form) along with problems in perspective, design, and composition in the beginners' program. An intermediate program would not only refine the above-mentioned basic elements, but would introduce the student to new materials (clay, textiles, metals, etc.) with which he becomes more creative. The advanced program would then permit the student to de-



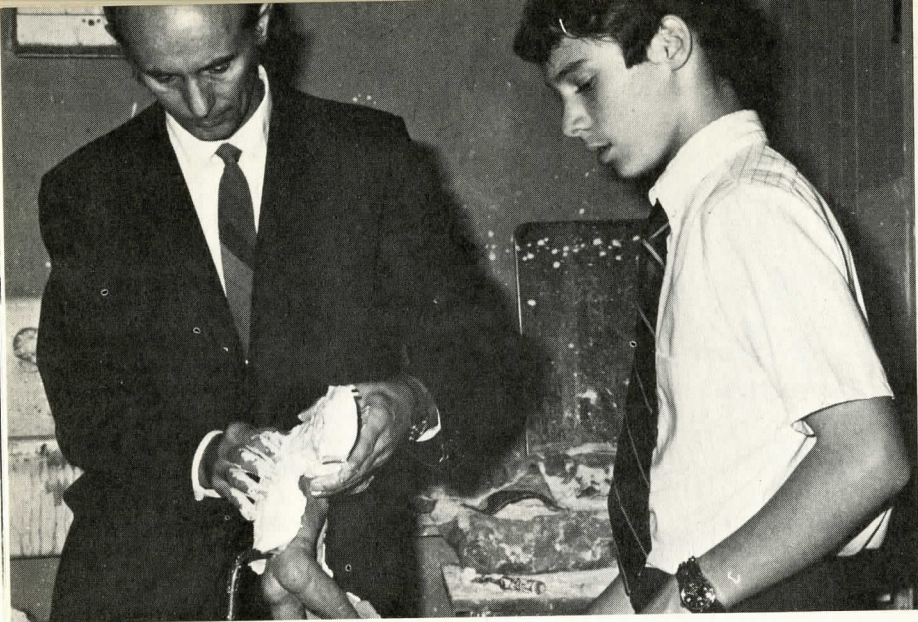
Rock Riedle, Linda Cicarella, Steven Franz, and Susan Stachowicz help each other with some friendly criticism.



Mrs. Marion Beckman goes over some fine points of Cheryl Witkowski's drawing at Holy Cross Junior College, Notre Dame, Indiana.



Forming a ringed design on a pottery vase.



Art instructor shows sophomore Guy Sibert how to apply a plaster mould to a clay statue.



Julie Musick and Mary Pajakowski observe Mr. Saltzgeber demonstrate how to roll up flat clay to build a unique pottery design.



Pointing out a detail of proportion to junior Paul Hanrahan.



Mrs. Beckman and Jim Boger enjoy their conference.



10 Jan Stark receives favorable comments from her art teacher about the artistic design she created from leaves, acorns, pine cones and branches of trees.

velop particular areas of interest in a special projects course. He would then be well prepared to determine those areas of art he might best pursue once he goes on to an art college or to one that would offer an art program along with its regular curriculum.

A successful program of art education will then prepare the student for a wonderful experience of seeing the world about him. He will be sensitive and appreciative toward the creative works of man in the present as well as of the past; he will be an interesting conversationalist whose knowledge could help others to enjoy man's creative offerings in the fine arts.

With this in mind, our schools could

be more successful in producing individuals who have individuality of thought and expression. This is one of the cherished qualities being striven for in our democracy among the young people of today. The school no longer becomes a mold that produces artists of a type, but it becomes a place that opens its facilities, its instruction, and its instructors to back and encourage the creative spirit in our young people. These people will then have the capacities to become the deepest thinkers, the kindest appreciators, and the frankest creators; and, in turn, realize that they have the dignity, worth, integrity, and courage in thought and action as to become the masters of their future.

ASSOCIATES CALENDAR PARTY RIVER GROVE CHAPTER



Women's Lib rides again!



"I wonder why they're looking at us like that."



Avidly reaching for a gift from Santa.

"So THIS is what the twist is all about!"

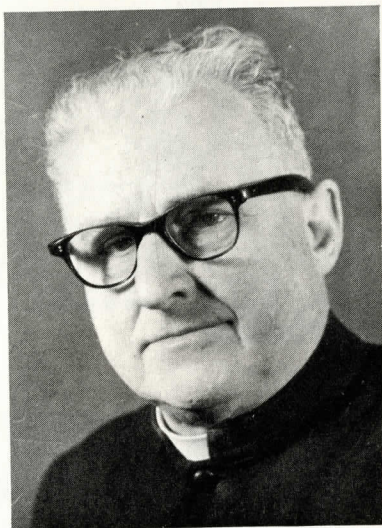


"What's that photographer doing with the punch bowl again?"



June . . . and here comes the bride.

MR. WIZARD of PORTLAND UNIVERSITY



BROTHER GODFREY VASSALLO, C.S.C.

Brother Godfrey Vassallo is known on the University of Portland campus as a tough, demanding, no nonsense teacher and a strict disciplinarian in the classroom. Yet "BG", as he is frequently and familiarly called by his students, is also considered one of those "special" teachers that you hold in high esteem for years after leaving college. A paradox? Not really.

Beneath the rough exterior, the principal reason Brother Godfrey is an excellent teacher is his love and respect

for students. He never deliberately embarrasses a student in the classroom. He reads and grades all his students' papers himself. He knows every student as a person. He emphasizes that there is no question too simple to ask in class and he pleads with his students not to be ashamed to say they don't understand what the teacher has said.

Brother Godfrey celebrated his 77th birthday December 4th. Born in Halifax, Nova Scotia, in 1893, he was educated at Sydney Academy and Notre Dame

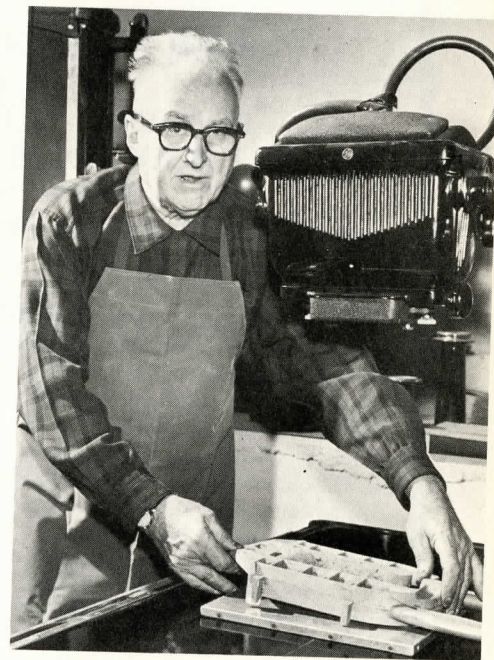
University. When he entered Notre Dame, Jesse Vera, Tom Steiner, and Emile de Wulfe were the professors of physics and mathematics. Perhaps the learning, philosophy, and kindness of these great educators had something to do with shaping "BG's" own philosophy. Six years ago, on the occasion of his 50th anniversary as a brother of the Congregation of Holy Cross and his 35th year as a member of the faculty of the University of Portland, the University awarded him the degree, Doctor of Science, "honoris causa." Last year he "retired" as chairman of the physics department, a post he held for 35 years.

The notion of retirement can hardly be squared with the legend of Brother Godfrey. Since he first began to teach at Holy Cross High School in New Orleans in 1913, he has had a continuous association with students not only in the classroom but on the athletic field (he has coached football, basketball, track and baseball, and taken his lumps, too, as baseball umpire), in photography hobby groups, as informal counselor to students and operator of a free repair shop for radios, cameras and other equipment.

Now, in "retirement," he teaches 144 students in four classes: three sections of physical science for sophomores and a class in photography. Periodically, he adds a course in X-ray theory for student nurses from Providence and St. Vincent Hospitals or for budding industrial engineers, or he teaches a seminar in nuclear medicine for radiologists in Portland hospitals. He doesn't want to stop teaching.



Brother Godfrey Vassallo explaining the function of a hygrometer.



Using X-ray machine to discern any type of fracture in the metal form.

Brother Godfrey, whose specialty is nuclear medicine, went to the federal atomic laboratories in Oak Ridge, Tenn., in 1947 to study atoms and their application. Radioactive isotopes are used increasingly for diagnosis and treatment of disease. About once every three years since then, Brother has taught a course in the physics of radiation to physicians in the Portland area.

He was one of ten founders of the Society of Nuclear Medicine, the only non-physician in the national group, which now numbers in the thousands.

Brother Godfrey has led and, as you can see, is continuing to lead a full life. And he has lived to see the establishment of a memorial to himself. John Beckman, a California manufacturer of

scientific equipment, has instituted the Brother Godfrey Student Aid Fund with a gift of \$20,000. Beckman hopes friends and alumni will push the fund over the \$100,000 mark as a tribute while "BG" is still living so that what he has done for students through the years will be continued. It seems "BG" always found a way to help the student who was suddenly faced with an unforeseen financial crisis.

His relationship with students is the important thing for Brother Godfrey. It is this relationship, he says, that keeps him from growing old. His students will be the first to agree, he seems a "very young 77." His warmth and ability to communicate, his affection for teaching and for his students, is a potent "youth elixir."

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Brother Ramon Purzycki making out a postal charge to a publisher for sending out magazines.

BROTHER RAMON, POSTMASTER

Quiet, genial Brother Ramon Purzycki has been postmaster at Notre Dame, Indiana, for the past three years. He became a postal employee twenty-seven years ago at the University of Notre Dame's first-class U.S. post office, where he now heads a staff of seven Holy Cross Brothers, six laymen, and one woman—all duly certified government employees.

Brother Ramon manages an important, busy place at the university—a great mailer of football tickets, alumni and promotion magazines, letters to parents and friends of the school, as well as the place where thousands of students' let-

**UNCLE SAM'S
PUBLIC
SERVANT**

ters come and go. Keeping the postal service on campus well oiled has Brother Ramon on the run, but so far he seems to thrive on the exercise, even after twenty-seven years of seeing the hurly-burly at the post office windows during those pre-vacation rushes when students and others pile in with armfuls of boxes, packages, letters, cards.

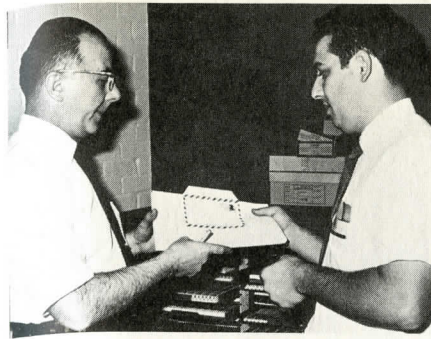
As postmaster Brother Ramon follows in an indefatigable line of Brother-postmasters stretching right back to Father Edward Sorin, founder of the University and also its first postmaster, appointed to the job by President Fillmore in 1851. Father Sorin is probably unique for be-



Postmaster showing Brother William Doherty some new commemorative stamps.



Brother Ramon planning the day's program with the assistant postmaster, Brother Francis Meduri.



Checking the stock of postage stamps and aerograms in the postoffice vault.



Giving Bob Carrico a helping hand in



deciphering a poorly written address.



Resetting a Pitney-Bowes postage meter.

ing at one period in his life simultaneously president of Notre Dame, superior general of the Congregation of Holy Cross, and a full-fledged U.S. postmaster.

Brother Ramon is among those Holy Cross Brothers whose entire working lives have been or are being spent in the postal service at Notre Dame. For over a quarter century he's walked back and forth at least three times a day between the post office and the Brothers' residence, Columbia Hall. These jaunts have lengthened ever since the post office was moved to the main entrance of the university and may now be con-

sidered a hike. Earmuffs, upturned collar, heavy coat are de rigueur for these daily trudges during the interminable northern Indiana winters.

Now that paper work in his office occupies so much of his time (and who does more "paper work" than a postal clerk), Brother Ramon at last has some respite from the flurry and flutter of sorting envelopes into pigeonholes and bags, of stuffing magazines into boxes. But there's no letup for him in keeping the accounts straight, the service windows manned, the mail delivered rain or shine. In a word, Brother Ramon

does things with dispatch! and who can ask more of a postmaster. The 10,500 customers the Notre Dame post office served last year would agree that despite his responsibilities, their postmaster rarely loses his cool. For a man who for more than a quarter century has sorted tons of mail, glanced at millions of scrawled addresses, memorized hundreds of destinations for mail simply addressed "University of Notre Dame," that is a lot to say.

Referring to himself, Father Sorin wrote in his chronicles: "The office, however, as well as that of postmaster,

gives him only as much trouble as he may feel inclined to take, since most of the work can be put in the hands of one or more Brothers as assistants, he himself retaining all the responsibility." The responsibility and the work have long since been joined, as Brother Ramon and his predecessors attest. Long hours, sometimes routine tasks, little acclaim, all may be part of the job, yet one cannot but remark that the emphasis these days at the post office headed by Brother Ramon is on this work as part of the community apostolate, as service to people, as a means of witnessing to Christ.

THE TEAM APPROACH IN CCD



"I think you have a point there! Now, what is your idea about conscience?" Robert Dailey asks.

While the task of the student Brother is primarily to study, for many at James Hall it is also to teach. Many student Brothers have taken on the added responsibility of spreading the Gospel message through CCD instruction on the elementary level. Almost half of the student Brothers at the Province Center have volunteered their services to local parishes in South Bend for CCD work.

Two of the men in James Hall, Brother Vernon Meyer and Robert Dailey, conduct weekly classes in the seventh grade at Christ the King parish. Brother Vernon is a student nurse at Holy Cross School of Nursing in South Bend. Robert is a second-year aspirant and attends the University of Notre Dame, where he is majoring in mathematics.

Brother Vernon and Robert have incorporated a team-teaching approach into their CCD program. A typical one hour class would find one of them speaking to the combined classes for about twenty minutes. After this lecture period, the two classes usually meet individually for a less formal discussion period.

Their program may be unique insofar as they do not use a regular religion textbook. "We really could not find a text which presented a balanced view of the role of Christianity as a whole," said Brother Vernon. "We believe that too much current development in theology has been overlooked in most texts." Consequently, the program often depends upon Scripture, the documents of Vatican II and other contem-



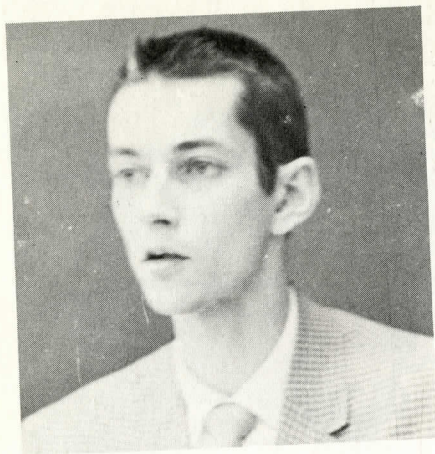
Brother Vernon Meyer adjusts the slide projector for all to see.

porary theological works for its substance. A one-page dittoed sheet of notes is prepared each week to replace the textbook. Audio and visual aids, such as records, films, and filmstrips have also been used with much success.

"Much of our success with the team approach can be attributed to the fact that Brother Vernon and I live in the same house and can take the time to discuss the class with one another," said Robert. "And the fact that he and I don't always think alike is to our students' advantage. They are more likely to get a balanced picture of religion with two teachers utilizing an extensive bibliography than they are from a teacher using only one text. Personally, I have found the whole experience very rewarding."



"Brother, can I see what grade I got for the semester?"



Richard Chunut
St. Edward High School—Cleveland

MAKER OF CHAMPIONS

His face is that of a perennial school-boy but his feats are those of a giant. This is Richard Chunut, English teacher and debate coach at St. Edward High School, Cleveland.

During these past nine years at the Brothers' Cleveland school, Mr. Chunut has distinguished himself among his students as a first-rate teacher of English. Among his colleagues, Rich—as he is called—is held in the highest esteem as Mr. Professionalism himself. Outside the school Richard Chunut's reputation as a top-notch debate coach is known throughout the State of Ohio and even nation-wide.

Slight of build, bright eyed, and smiling, like the students with whom he works, he carries on his duties like a human dynamo. His record speaks for

itself. Under his expert tutelage, over 600 Edsmen have debated almost 12,000 rounds since 1961, when he assisted Brother John Ryan in establishing this worthwhile activity at St. Edward's. The 100-plus trophies the students have earned have made the school library one great display case. St. Edward speakers are consistently National Forensic League District champions as well as Ohio High School Speech League District champions. Regularly rating high at state tournaments and national tournaments, the Edsmen debaters in 1969 won the first state championship in the school's history. Mr. Chunut's speaking prowess extends beyond debate—to student congress, original oratory, extempore, radio, and poetry.

"The ability to think logically and to speak clearly, concisely, and fluently," he recognizes as the primary benefit of his speech work. This worthy goal has been confirmed time and again as his debaters continue to carry their debate banner higher. One became the first freshman on the varsity debate team at the University of Detroit; another, as a freshman, on the varsity at the University of Pittsburgh. Others have gone on to become debate teachers in high schools as well as at Wheeling College and the University of Notre Dame.

With all his debate work and teaching, Richard still finds time to coach the school's "It's Academic" team. Last year the contestants from St. Edward's amassed the highest score in the area history of that television program.

Mr. Chunut is a very energetic man. He's among the first arrivals at school in the morning even though he drives seven miles to get there. He and his wife, Patricia, have two children, Tracy Lynn and Thomas.

This dedicated teacher is a genuine asset to the school and to secondary education.



Dr. Joseph A. Toth
South Bend, Indiana

JOSEPH A. TOTH

CAREER MAN WITH MANY INTERESTS

Joe Toth has a distinction few can claim: He was a charter member of a high school. With a handful of other freshman enrollees, not more than 25 in number, he helped form the first graduating class of the now defunct Central Catholic High School in South Bend, Ind., the forerunner of the modern St. Joseph's High on the northern edge of the city.

Attrition in one form or another had reduced that number by June, 1938, when Joe and his classmates, four-year students of the Brothers of Holy Cross, were ready to leave the institution housed on the second floor of a parochial school and face the world and higher education.

Yet it was a class that demanded pride in accomplishment. "I am rather proud of my classmates," says Joe as he cites the roll call of success achieved by it.

That 1938 class produced a physician, two dentists (Joe is one), a retired

military career man, an educator with a Ph.D., an unsuccessful nominee for mayor and a half dozen prominent businessmen.

Dr. Toth has kept in touch with many of his classmates. "I think the success of this class reflects the high caliber of instruction received from the Brothers. They started us on our way."

Joe, a dentist now for 22 years, attended a public grade school before his first real contact with the Holy Cross Brothers, attended CC, then graduated in 1942 from St. Joseph's College. Five years later he earned his dental degree from Loyola University, Chicago.

While dentistry is his life, Dr. Toth has other inclinations. He took courses in floral designing, art, business and investments, indicating a heavy schedule in addition to necessary hours in his office.

Hobbies? He likes painting, repairing antique furniture, travel, reading, church history and fishing.

And with eight children, a natural question is: How does he find the time?

But this isn't all! Joe Toth, married to wife Helen for 27 years and now a grandfather of two, is active in the Knights of Columbus and currently serves as the Grand Knight of Ave Maria Council 5521. He is a fellow of St. Joseph's College and a member of St. Matthew's parish. He and his family reside at 2916 Miami St.

He also served his country with the Air Force.

A busy man, this Dr. Toth, who finds time for reflection. "My impression of the Holy Cross Brothers: Their students were boys taught by men trying and succeeding in making men out of the boys.

"They were dedicated tutors and I thought enough of them to maintain a friendly contact with at least three who taught me in high school."

SHARE THE JOY OF YOUR LIFE AS A BROTHER



For information about
these Brothers, write to:

Brother Robert Fillmore, C.S.C.
Notre Dame, Indiana 46556

HOLY CROSS BROTHERS

spring, 1971

V-7-2

