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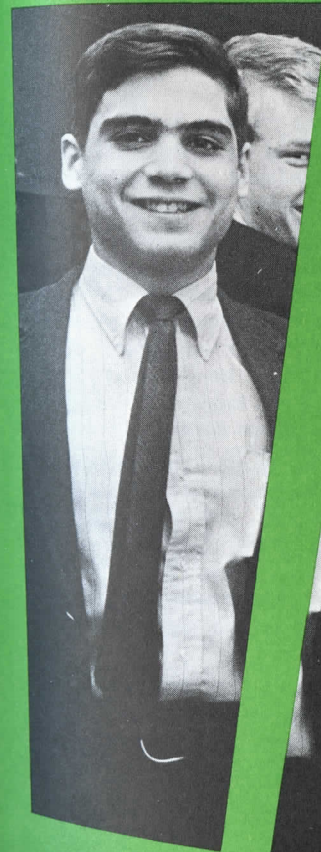
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HOLY CROSS BROTHERS

spring, 1971

V-7-2





Feature Comment

BROTHER EYMARD, C.S.C.

schools in motion

Life is change and change is life. Thus, changes in attitudes, in things, and in people are as old as history. In the past, developments on all levels of human life and activity were gradual, but today the pace has quickened. Everything is changing fast—including education.

Fifty years ago the teaching staffs in the Brothers' schools were composed entirely of Religious, the students were all boys, and the buildings consisted mainly of classrooms, with little space for offices and departments. Teaching aids were mostly maps, charts, blackboards, chalk and erasers.

Increasing enrollments over the past fifteen to twenty years have required more lay teachers and administrators. Tuition costs have steadily risen.

Schools conducted by the Brothers of Holy Cross have surely kept abreast with the new trends, yet retaining their basic Christian philosophy of education.

In our feature this time we try to show

some of these changes through photographs. Many of the changes—perhaps the most significant ones—cannot be captured in the lens of a camera.

Some readily evident changes in Holy Cross schools today are in the teaching personnel, the administration, the physical plant, the audio-visual and electronic equipment, the less formalized instruction, the emphasis on individual study and research—all together contributing to the rising cost of educating students.

Most of the advances in educational method are worthwhile. The new programs, techniques, and tools help the student learn more, and learn more quickly, than in the past. But the essential ingredient for academic success still remains the same: the student's desire and effort to learn.

Making changes, adapting to new situations, can be very trying, but if they help better the mind of man and his condition, changes should be made.

HOLY CROSS BROTHERS

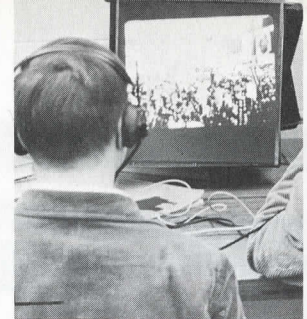
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COVER: Clanging bell sounds no longer start and end the class periods of those schools with the modular system. It allows for the shortening or lengthening of class period time on certain days. When students have completed their particular class work, they scatter through the corridors to the library, learning center or laboratory to work on some special research project.

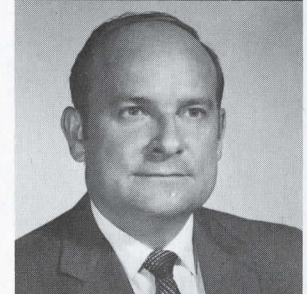
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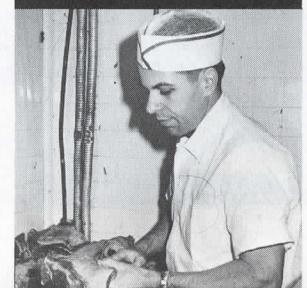
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Winds Of Change In Our Schools

Brother Louis Mangini instructing students in operating a computer simulator.

Anyone who walks into a modern high school senses that things have changed quite a bit in the last ten years. Gone is the shoe-box school with its shoe-box schedule. In its place we find "floating periods" and "modular scheduling," students moving through corridors twice as frequently as in the past, changing classes and moving "mod" to "mod" with not a sound from buzzer or bell.

Join the sophomores heading one hundred strong for a history lecture at St. Ed's in Cleveland or join half the junior class settling into the Monday morning religion lecture at Cathedral in Indianapolis, and you realize that something has changed in classroom techniques.

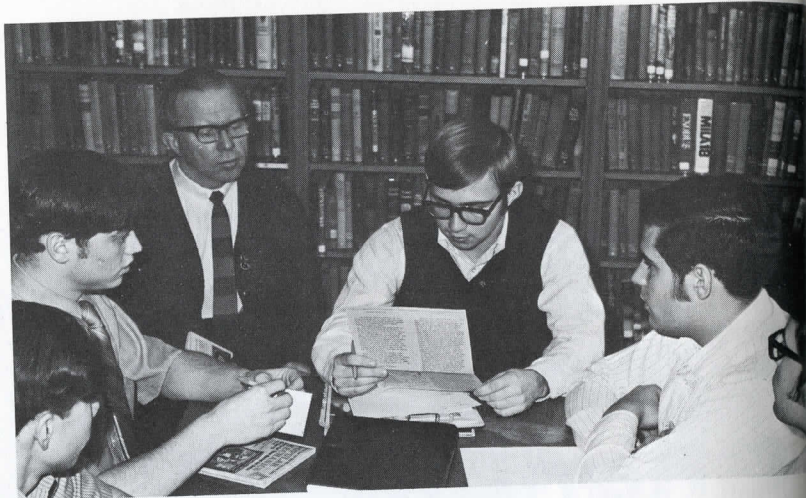
The method of "large group instruction" is not new—it is as old as lecturing; but it is new to the high school scene. As Brother Joseph McTaggart of Cathedral put it: "Why should I present the same material to five groups of juniors, when I can present it to the five groups at once?"

The reasoning is sound. But large-group instruction would be lame without

Right—Special students at Holy Trinity H. S., Chicago, with a hearing disability joyfully dancing to the tune of modern music.



Far right—Brother Ronald LaLonde counseling a student on college admission requirements.



Above—Brother Francisco Drury directing a special study group.

Right—Large assembly classrooms permit a number of classes to hear the same lecture.



Left—Computer students getting an answer from a Univac computer.

Below—Brother Donald Rink observing students in the Reading and Language laboratory.



its better half—small-group instruction. Schools like St. Ed's, Cathedral, and Holy Cross of River Grove, who use both methods, have long realized that a lecture presentation to a group of a hundred students would be decidedly less effective if they did not splinter into small groups of ten or fifteen students for discussions and questions. The small groups generally meet two or three times a week.

Veteran teachers may recall the tedium of sitting through the same classroom movie five times in one day. Careful planning and large-group instruction now solves this kink in audiovisual presentation.

Audio-visuals have mushroomed with-

in the past ten years. Archbishop Hoban High in Akron, for instance, has an overhead projector in every classroom. This simple device saves math and science teachers hours of preparation time. Veteran physics teacher Brother Joseph Dudek, of Holy Cross High, River Grove, has championed the overhead projector since it first appeared in high schools. In addition to time saved, he finds the eye contact with students most valuable. "A carefully prepared overhead transparency is worth four blackboards of hastily scribbled notes," he said.

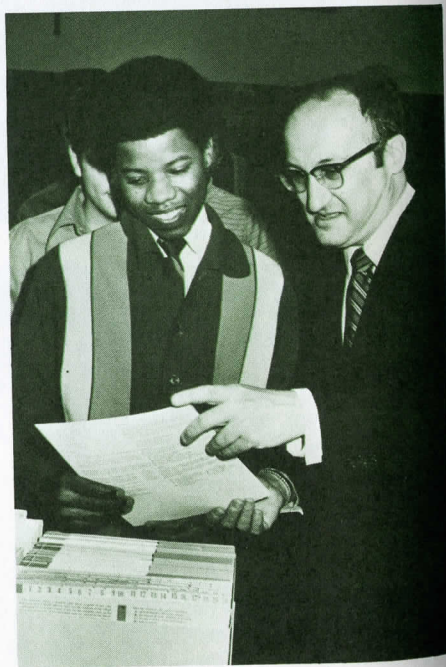
Modern schools are working, too, with new "time" techniques. Freed of the shoe-box routine of six classes meet-



Top—Sister Angelene, director of the special language department at Holy Trinity, questions some students.

Above—"Setting up a computer program is a challenge."

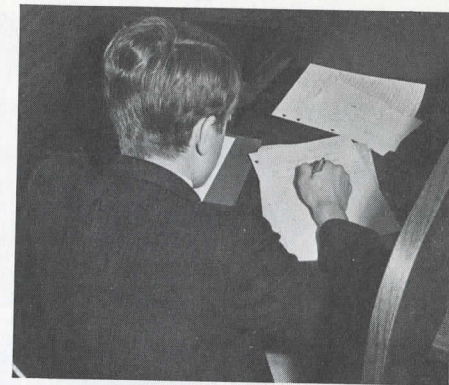
Right—Brother Donald provides special reading material.



ing at the same time five days a week, the school can now promote what educators have dreamed of for years: independent study. This can be guided or non-guided. Brother Francisco Drury of Monroe Catholic Central has a group of eight students in guided independent study. The group decides on a topic to research, discusses methods, then spends several weeks reading, taking notes, and preparing a long paper on the topic to be presented to the reassembled group. Brother finds this method effective especially as orientation for college-bound students.

The non-guided variety of independent study uses no structure. In this system the student is free to use the library, resource center or learning center whenever he is not in class. He must learn to be responsible for the budgeting of his own time and study habits. Brother James Bluma notes that Reitz Memorial of Evansville is in its second year of this system. Both faculty and students enjoy the freedom that has resulted from this change in the traditional study hall procedure.

Of course, independent study will never be effective if the students have nowhere to work. And sometimes the work is not quiet. What modern busi-



Above—Studying without distraction.



Above—Bro. Joseph Ballard discusses a news story.

Left—John Gale, principal at Gilmour Academy, counsels a student.



Right—Getting involved.

Below Right—Immediate food service with a coin.

ness would limit consultation to notes and memoes? Brother Douglas Roach of Cathedral High, Indianapolis, explains this as the *raison d'etre* of his school's new Humanities Center. Equipped with twenty tape recorders and several areas for "buzz" sessions, the new Center has caught the students' mind. The furniture, designed by Brother Charles Drevon and constructed by Brother Richard Weber, combines in one room two quite distinct study atmospheres: carrels and trapezoidal tables. At the carrels the students work individually with tapes, film strips, typewriters and electric calculators; in the buzz areas the students work in groups of four to six. Valuable? St. Ed's in Cleveland is so convinced of the value of its Learning Center that it has a teacher assigned full time to the project.

If the winds of change have ruffled through the feathers of teaching techniques, they have also disturbed the "dust on a bowl of rose-leaves" in course content. Noteworthy in this regard is the dramatic change in the teaching of religion. The days of formulae are gone: the new approach is awareness and involvement. As sociology and psychology move closer to religion, students move closer to understanding problems and their possible solutions in the modern Church of a modern world.

Changing, too, in our schools is the front office of administration. For many years laymen have been active in administering our schools, but now we find them in key positions: principal at



Gilmour Academy this year is Mr. Gale, a long-time teacher at the school. Department heads too are finding themselves actively engaged in important school matters: screening new teachers is becoming more and more the province of those men chosen to lead departments. Men who once chose new textbooks now find themselves choosing new faces to teach from those textbooks.

And so it goes. Where the winds of change blow, creativity is stimulated and growth ensues. As some of our schools move from their parochial status to private status because of spiraling tuitions or withdrawal of diocesan subsidies, they too change to suit need. Boysville of Michigan evolves to help delinquent boys; Holy Trinity of Chicago evolves to make room for a class of deaf students.

Everywhere we see schools changing to suit need. Everywhere we see Brothers of Holy Cross working to help those most in need of help, serving as they can best serve, educating God's people.

—Brother George Klawitter, C.S.C.



Top—Bro. Donald Stabrowski, principal at Holy Trinity, speaking with students of various cultures and racial backgrounds.

Bottom—Rabbi Frank Stern of Cleveland teaches a course in Old Testament at Gilmour Academy.

associates

Christmas

party



Above—Singing Christmas carols.

Below—Associate Chapter members saying the Rosary for all deceased members.



Above—Mr. James Everett, Associate Chapter President, receives a surprise award.

Left—Mrs. Josephine Papai receives an academy award as the best baker of the year.

The Associates are an organized group of friends and relatives of the Brothers of Holy Cross. Each school in the Midwest Province has a Chapter. They support the Brothers' apostolate by sponsoring various projects during the school year.

Pages 12-13. Members of the Michigan Chapter attending the annual Christmas Party held at Holy Cross Brothers Center, Notre Dame, Ind.

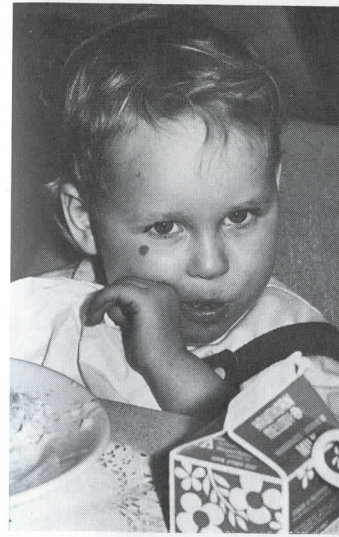
Pages 14-15. The River Grove Chapter annually sponsors a St. Joseph dinner in March at Holy Cross High School, River Grove, Ill.



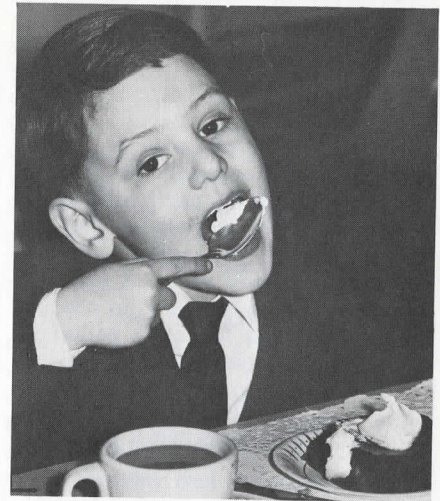
Above—The St. Joseph Table—
A time of decision making.

Left—A long awaited decision
has been made.

Below—"Associates meet your
new member."



Above—"Listen, this is between
you and me . . ."



Above—On Target?



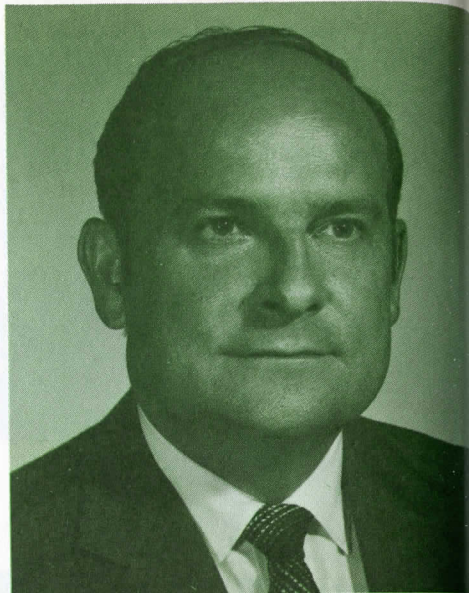
Below—Love is caring.



BROTHER JUST PACZESNY

A school leader with a gentle, understanding, and compassionate heart—that's Brother Just Paczesny, who marks twenty-five years in religious life this year. Everyone associated with him senses his brotherly spirit, his personal interest in helping however he can.

After the usual formative period in novitiate and scholasticate, Brother Just completed undergraduate studies at Notre Dame in 1949 and was assigned to teach at Holy Trinity High School in Chicago.



twenty-five years of religious dedication

He had from the start something every good teacher needs—alertness. The principle is: let nothing escape your attention. Moreover, he can go from one task to another with great speed, with hardly a pause for breath. No wonder, then, that some sixteen of his now twenty-five years in Holy Cross have been in some form of school administration. One after the other, he's been assistant principal of the Brothers' schools in Chicago, Cleveland, and Watertown, and principal at Reitz Memorial High School, Evansville, and at Holy Trinity High School, Chicago.

Having earned the master of arts degree at Notre Dame in 1961, and in the first year of his principalship in Chicago, he was elected president of

the Catholic School Principals Association in that city and was appointed to the school board of the archdiocese. Five years later he was appointed assistant superintendent of schools for the Archdiocese of Chicago.

Problems of administration that have confronted Brother Just through the years have demanded great courage. But his associates know he has great faith and truly believes God never permits one to work alone if the man allows himself to be used as His instrument. With that trust Brother Just has no fear in his makeup—just eagerness to face the day's challenges, to meet them as exciting and worthwhile parts of God's work.

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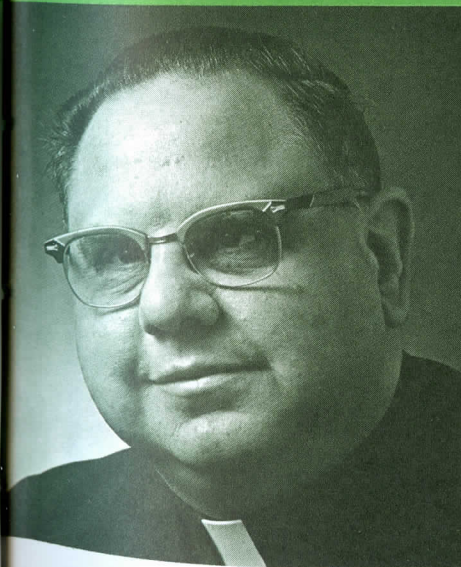
BROTHER FLAVIUS ELLISON, C.S.C.

Brother Flavius Ellison, another of this year's silver jubilarians, has the distinction of being the first Holy Cross religious to work full time in the apostolate to the mentally retarded. In a sense he adopted an entirely new work almost at mid-career.

About four years ago he volunteered to teach in the CCD program in South Bend and soon wound up teaching catechism on Saturday afternoons to an assorted group of children and teenagers who needed special training because of their mental retardation. His great success at this work, along with his warmhearted and ever patient understanding of his sometimes very difficult charges, showed that he had that

special touch for dealing with exceptional children. Thus, when he asked to study at Cardinal Stritch College and to work with the staff at the famous St. Coletta School in Jefferson, Wisconsin, the permission readily came. After a year working at St. Coletta's and further studies at St. Mary's College, Notre Dame, Brother Flavius became director of Corvilla, a privately supported home for mentally handicapped children in South Bend.

He has been director there for a year now and works hard at the job—supervising the staff and the care of the children, attending meetings, providing entertainment and outings, seeking donors and other help for Corvilla. Thanks to his affability and enthusiasm for the



work, along with his fine decorum as a Holy Cross religious, Brother Flavius has in a short time become well-known to people in South Bend who work with or help support the mentally handicapped. Recently he was appointed to the State of Indiana's planning committee for the mentally retarded.

Brother Flavius has been one of the most prolific writers for Dujarie Press, which specialized in biographies of saints and other noteworthy people. He wrote sixteen books for children, among them a life of John F. Kennedy. Several religious communities asked him to write the lives of their founders on a level suitable for children. He is listed in the 1970 edition of *The Directory of British*
Continued—Page 18

His ready wit and quick repartee are the delight of many. When the outlook at some meeting is dark, he has an uncanny talent for injecting a bit of humor that brightens the atmosphere.

Brother Just said that his most rewarding work so far has been his direction of the Second Novitiate program—a six weeks renewal during the summer for young religious in the community, which he led for five summers. During these programs many Brothers renewed their religious enthusiasm and commitment.

On these men as on so many others, students and adults alike, Brother Just has left the mark of his thorough dedication to Holy Cross and to God.

and American Writers and also appears in *Contemporary Authors*.

Brother Flavius' teaching record in CCD is notable. He taught such classes weekly for seventeen years, both on the high school and grade levels, and he inaugurated CCD classes at two of the local parishes. While working at St. Coletta's, he was part of the pilot program in teaching religion to the retarded that was held at the University of Wisconsin.

Here, then, is another jubilant with a full, happy, and fruitful quarter century in Holy Cross under his belt, who looks forward with great good nature, firm commitment, and optimistic spirit to the years ahead.

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Wondering

And he, "This cannot be!"
And she, "Please, I ---"
"But don't you see? How can ---?"

As if impaled,
the white gull hangs
in the sea-smell wind
of Galilee.
Black pebbles dot
the smooth, brown sand.

"(gulls
and pebbles
could not even care
cannot even sense
the lash of why
the blade of if)"

And he, "This cannot be!"

Brother Bruce Lescher



exploring

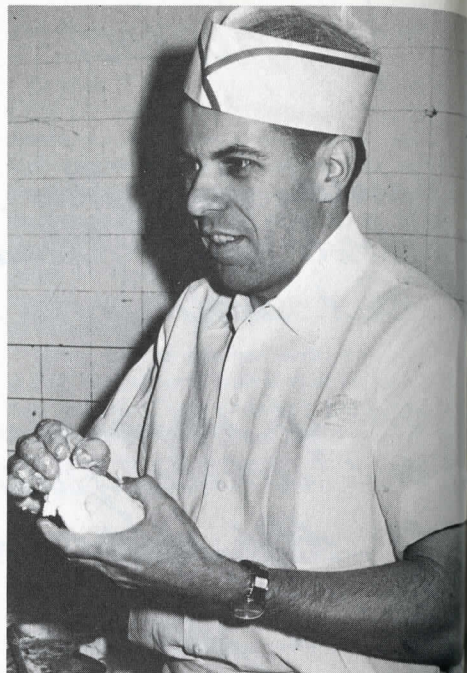
new

vistas

BROTHER THOMAS ROCK

To gain experience and broaden professional horizons, some American religious are seeking work outside the traditional apostolates of their communities, or working outside the community structure.

Brother Thomas Rock, for example, who has been cooking for many years in various houses of the Brothers, now is an assistant chef at the Lexington House, a Chicago restaurant, and at the same time he is part of the community at Holy Trinity High School, Chicago, where he lives. In his "outside" job he works with professional people and learns to cater for large groups of three hundred to over a thousand people.



Kneading the dough

Before going to Lexington House, Brother Thomas began his outside-the-community work experience with a Howard Johnson restaurant in Chicago, where before the year was out he became assistant manager. On the job he learned the ins and outs of keeping a restaurant kitchen an efficiently run operation, not to mention all the other services required in running a motel.

After a year with Howard Johnson, he was employed at the Beverly Woods Restaurant—a place with seven dining rooms surrounding the kitchen.

Brother Thomas does more than just learning good food-service techniques. He has introduced some of his own recipes into the cuisine. "It's a sort of two-

way thing—my being able to learn from the chefs as well as show them a few things."

Job experimentation such as Brother Thomas' involves both community life and professional life. The more competent a man is, the better the apostolate is served. In Brother Thomas' case, professional study meant moving away from the customary confines of community apostolates. To improve his own skills, the work in various restaurants becomes a necessary educational tool. "I've gained a great deal of knowledge and experience so far," Brother Thomas said, "and I couldn't have gained them in any other way."

How does the community fare in face of outside apostolates? Though they take people outside the customary community works, such apostolates foster new community interests and involvements. Outsiders meet the religious community in the individual member, and the community meets new people and experiences through the Brother that brings his experience back to the community. Community is not sacrificed, nor is the apostolate. Rather, new fields of labor enrich that apostolate. Brother Thomas puts it this way: "The fact that I'm a religious doesn't hinder me or my work in the least. At times it has been a great aid in working with others."

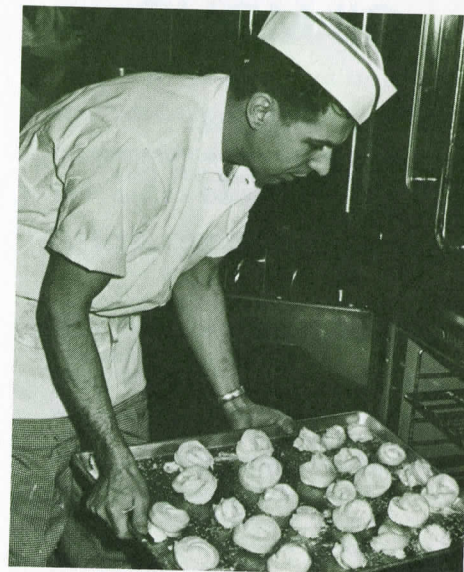
Brother Thomas has been serving as a cook in Holy Cross since professing his vows in 1954. What he is doing now in a quiet way sets a precedent. But he enjoys the challenge, and his devotion to the community burns on undimmed.

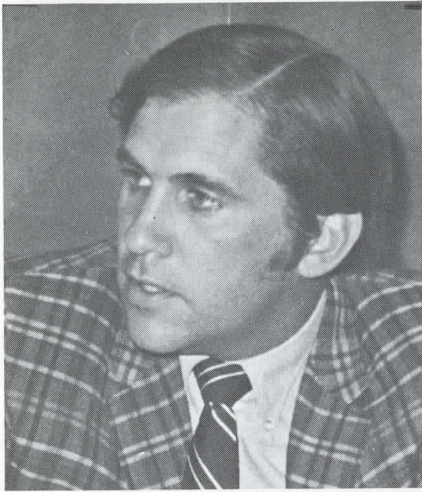
—Brother James Shedlock, C.S.C.



Above—Mixing a batch

Below—"And now to the oven."





Frank Brandt
Gilmour Academy, Gates Mills, Ohio

THE PRIDE OF GILMOUR

MR. FRANK BRANDT
Chairman of the Mathematics Department
Gilmour Academy, Gates Mills, Ohio

"One of the most important trends in education today is the move towards individualization of instruction, towards tailoring a course to the needs and level of each student," says Mr. Frank Brandt, chairman of Gilmour Academy's math department.

He puts his words into practice. With others in the department, he has devised a first-year math program designed to meet the needs of the individual student.

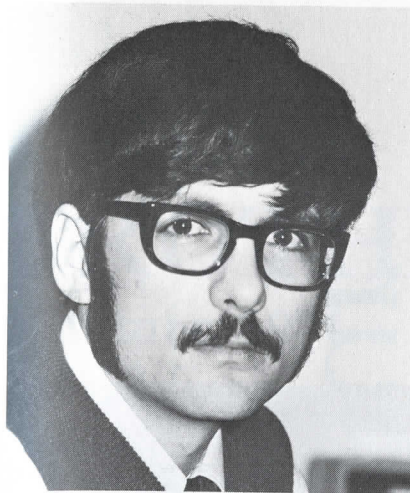
Mr. Brandt has also introduced computer study at Gilmour. "The computer is going to become more and more a part of our world, more and more a part of our students' lives," he said. "They should learn how to use this machine and to overcome their fears about it." Thus every Gilmour student has to take a short course in computer programming, and the Academy now has a telephone link-up with a central computer in Cleveland. The computer room has become one of the busiest places at the Academy.

In addition to his duties as teacher and department chairman, Mr. Brandt is an assistant football coach and head track coach. "Coaching," he says, "is very much a part of my idea of education. I wouldn't care just to teach in a school without also being a coach. Coaching gives me an opportunity to work with students in a way that is totally different from classroom contact."

Mr. Brandt's 1969 track team placed third in the state meet at Columbus, and many observers feel that this year's team will rank first in Class AA competition. Eric Penick, one of his trackmen, is the Ohio champion in the 100 and 220 yard dashes. This year Mr. Brandt's junior varsity football team posted a perfect 5-0 record.

One of Mr. Brandt's primary concerns is that "students, especially in Catholic schools, be exposed to many different ideas and ways of thinking." His personal concern for this kind of exposure centers on racial problems.

Mr. Brandt received his Bachelor of Science degree from Duquesne University and his M.S. from Oregon State. He, his wife Mary Ann, and their four children live in Shaker Heights, Ohio. He is in his second year of teaching at Gilmour.



Richard Dalton
Catholic Central, Monroe, Mich.

MR. SOCIAL SCIENCE

MR. RICHARD DALTON

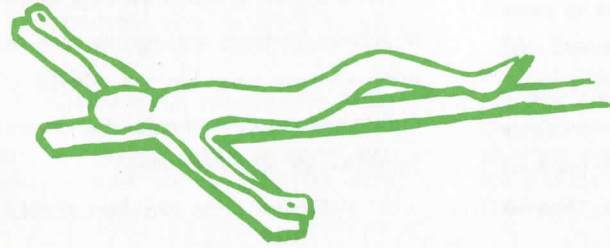
Rick Dalton's quick wit and ready perception are evident as soon as he starts a conversation. Students, parents and faculty equally feel comfortable in sharing his intellectual banter. The students enjoy good "vibes" with Rick because he is a graduate of their school, Monroe

Catholic Central High. As head of the social science department there, Rick shows his interest and concern by implementing the department with "in" subjects, such as ethnic minorities, psychology, American community, current events, plus the traditional classes. But a listing of classes is only an incomplete and impersonal categorizing. The real Rick Dalton is always ready with an extra few minutes for help on almost any topic.

Students often come into his classes with posters, ancient Indian artifacts, and games of social involvement. There's always something new going on. The good rapport between teacher and student is reinforced by his theory of teaching history, in which he relates the realities of the present as a reflection and manifestation of the past. Many bridges of the communication gap have been and are being crossed through his work with students.

Having graduated Phi Beta Kappa, Rick has a good grasp of the educational scene. Students and faculty receive witty missives from him on occasion. Both groups share and enjoy Mr. Social Science—Mr. Richard Dalton.

—Brother Brian Waldron, C.S.C.



to live is
to decide,
to risk being
wrong,
to bet your
life.

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HE COMMITS HIMSELF TO CHRIST.
A RELIGIOUS BROTHER MAKES THIS
KIND OF COMMITMENT.

For information about the
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Brother Robert Fillmore, C.S.C.
Notre Dame, Indiana 46556

HOLY CROSS BROTHERS

summer, 1971

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