

1971

# Purple Patcher 1971

College of the Holy Cross

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*Et in Arcadia ego...*



"Are we nearly there?" Alice managed to pant out at last.

"Nearly there!" the Queen repeated. "Why, we passed it ten minutes ago! Faster!" And they ran on for a long time in silence . . .

"Now! Now!" cried the Queen. "Faster! Faster!" . . . Just as Alice was getting quite exhausted, they stopped, and she found herself sitting on the ground, breathless and giddy . . .

Alice looked around her in great surprise. "Why, I do believe we've been under this tree the whole time! Everything's just the way it was!"

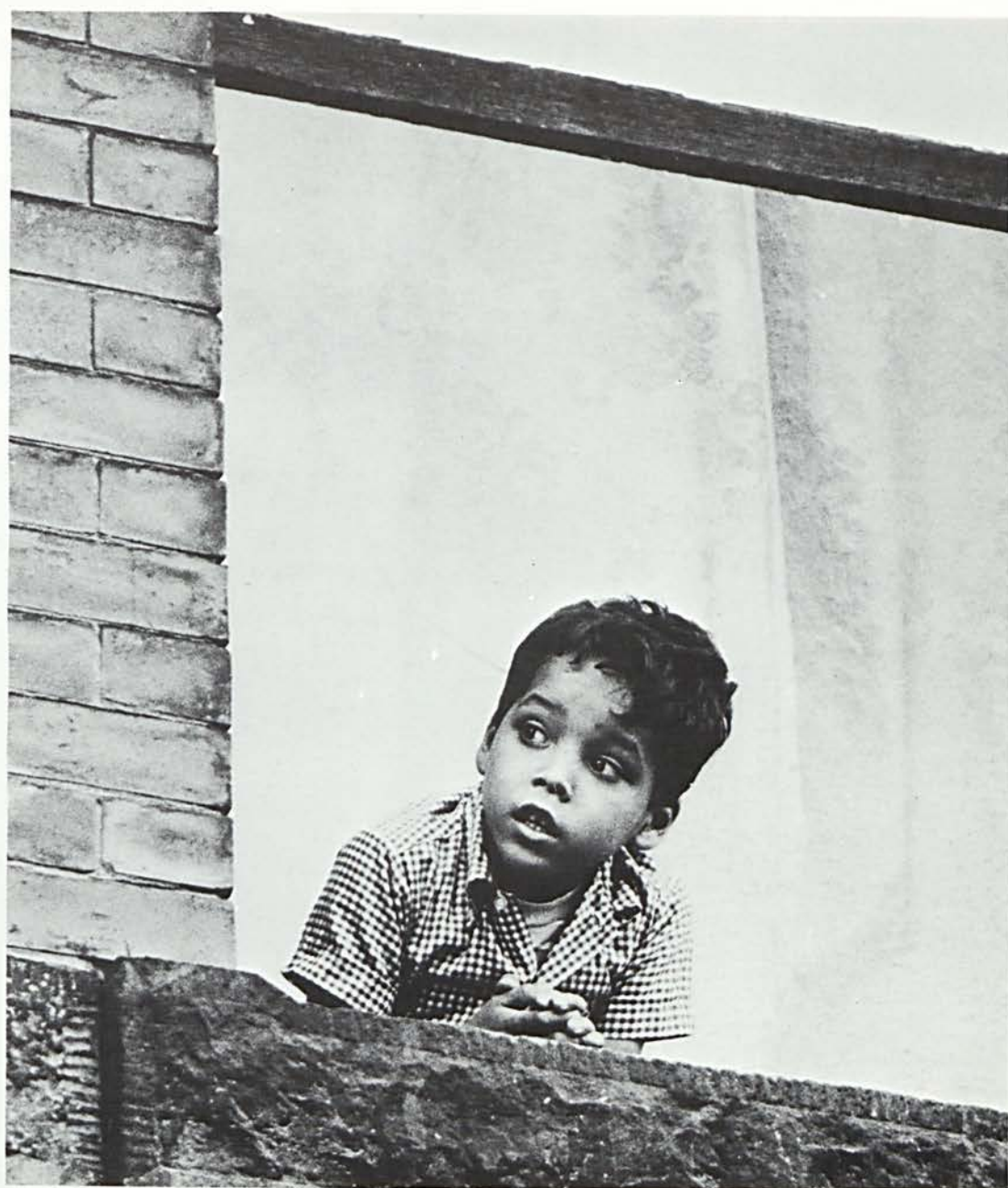
"Of course it is," said the Queen. "What would you have it?"

"Well, in our country," said Alice . . . "you'd generally get to somewhere else — if you ran very fast for a long time as we've been doing."

"A slow sort of country!" said the Queen. "Now, *here*, you see, it takes all the running *you* can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"











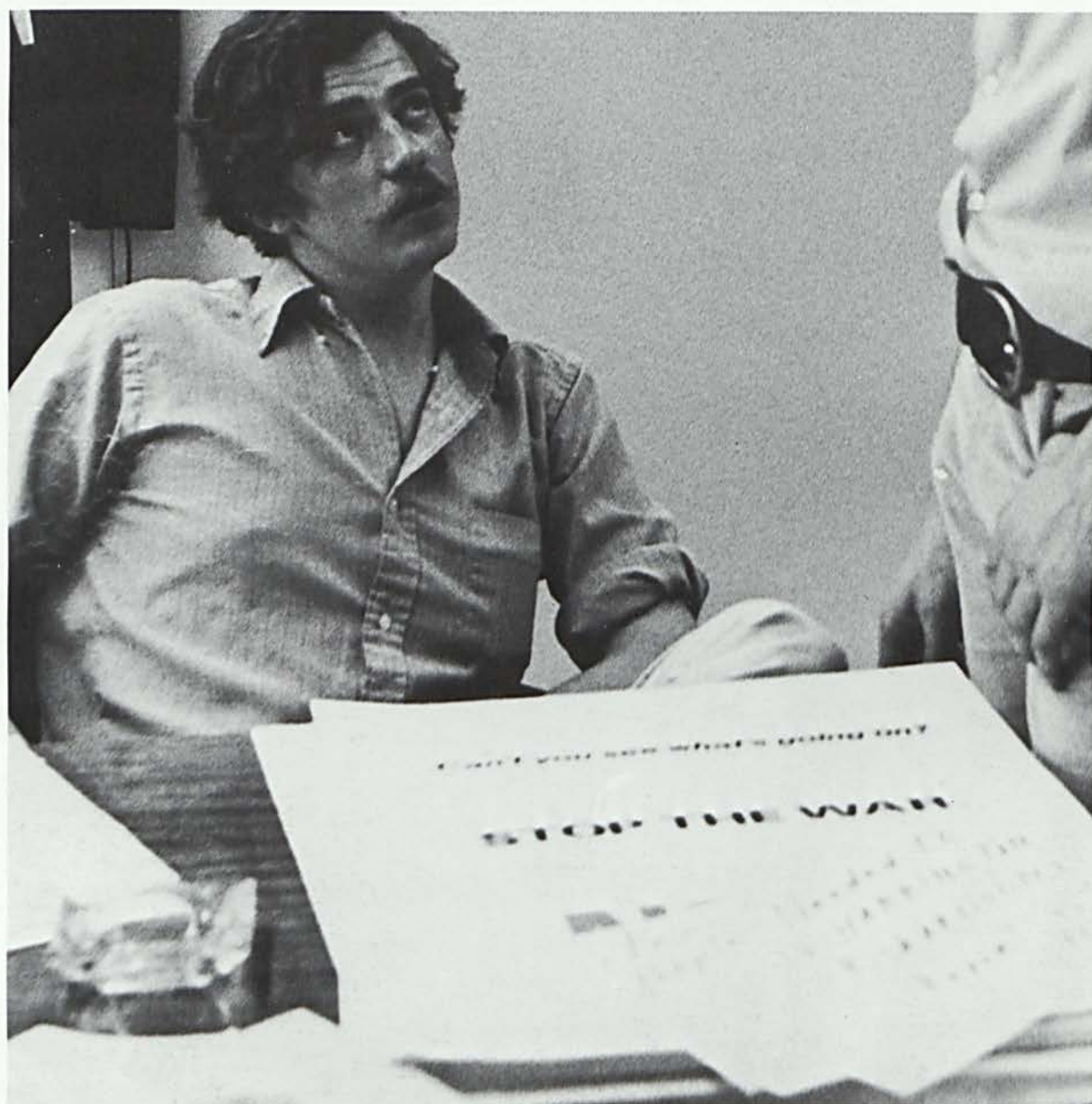
TO HONOR THE  
SERVICE IN WAR  
OF HER SONS  
AND DAUGHTERS  
AND TO NOURISH  
IN PEACE  
THEIR SPIRIT  
OF SACRIFICE  
A GRATEFUL CITY  
ERECTED  
THIS BUILDING  
MCMXXXII





















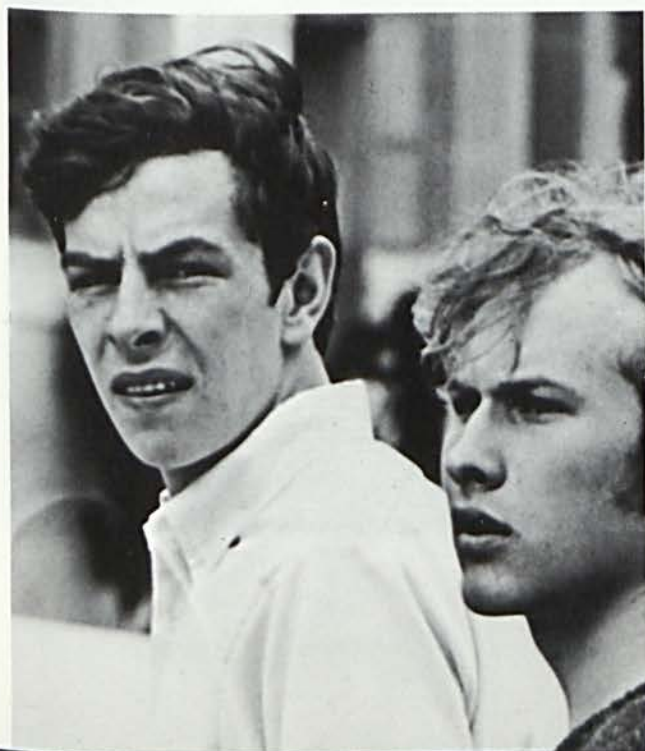
Alice said anxiously to herself "Which way? Which way?", holding her hand on the top of her head to feel which way it was growing; and she was quite surprised to find that she remained the same size . . . Alice had got so much into the way of expecting nothing but out-of-the-way things to happen, that it seemed quite dull and stupid for life to go on in the common way.

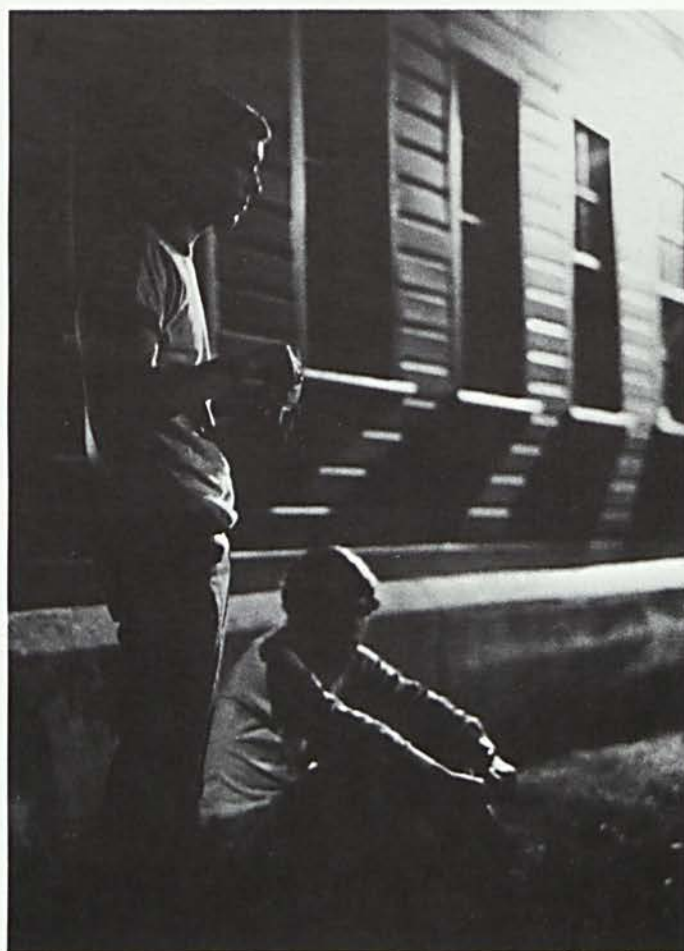








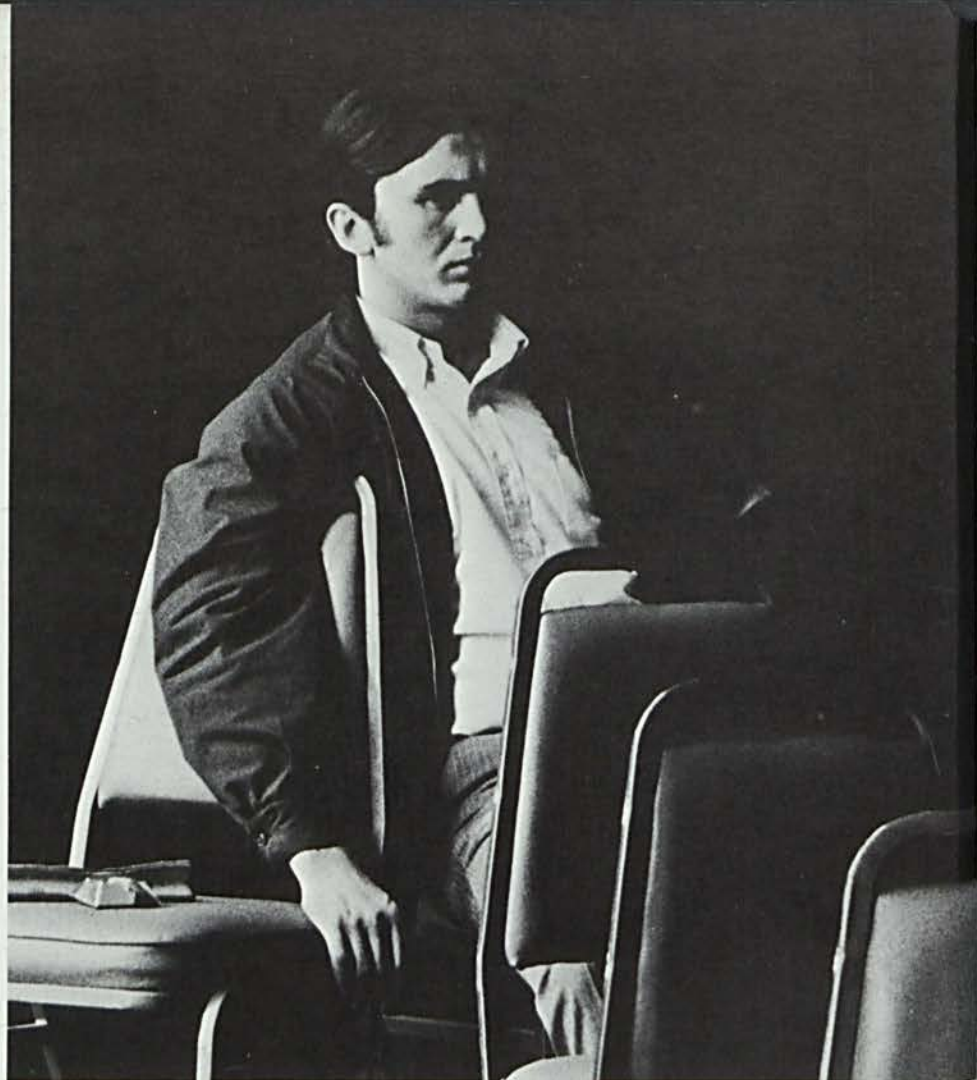






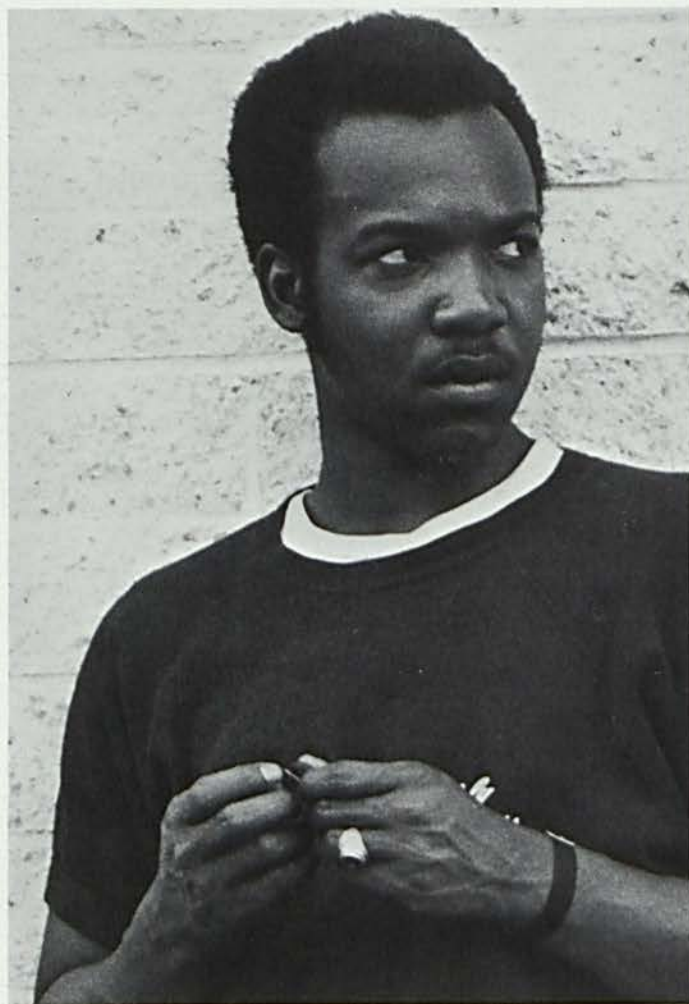




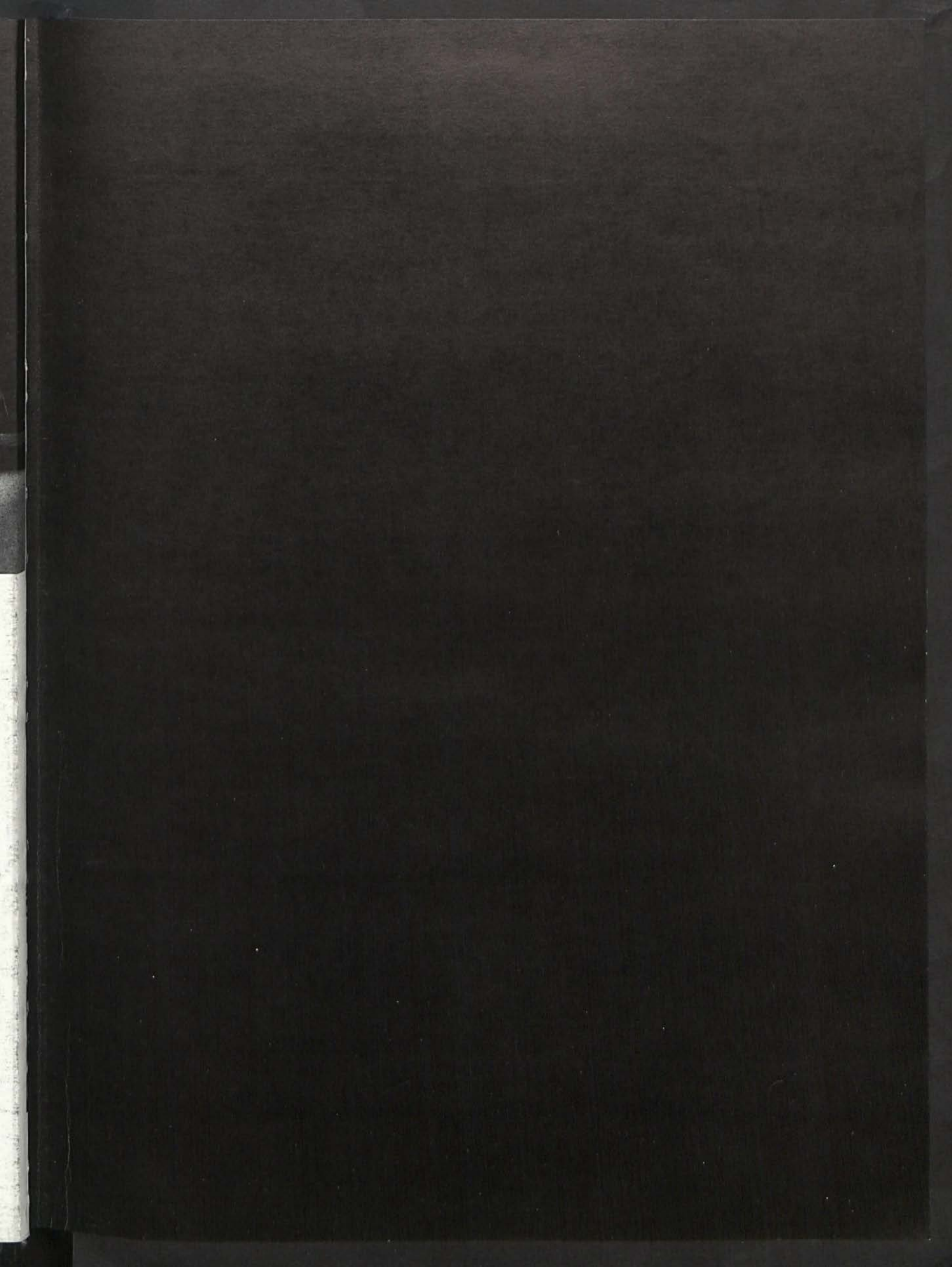


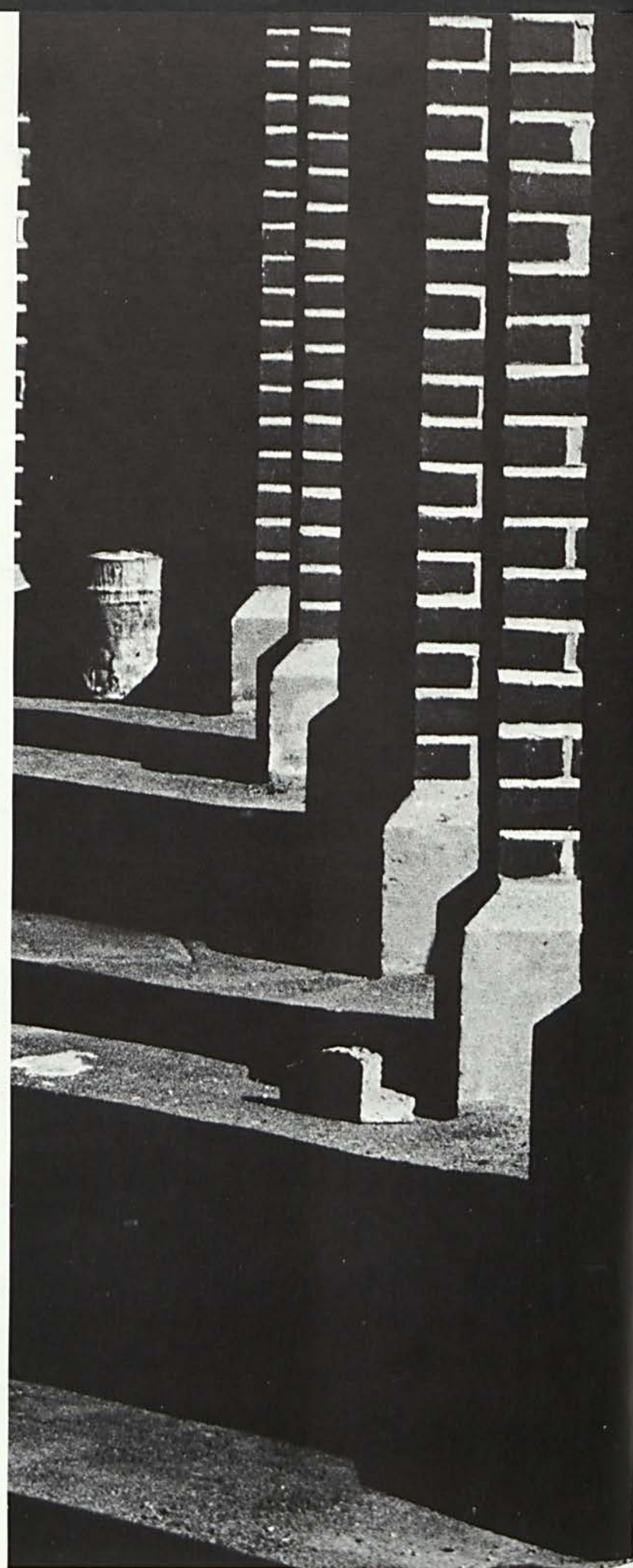
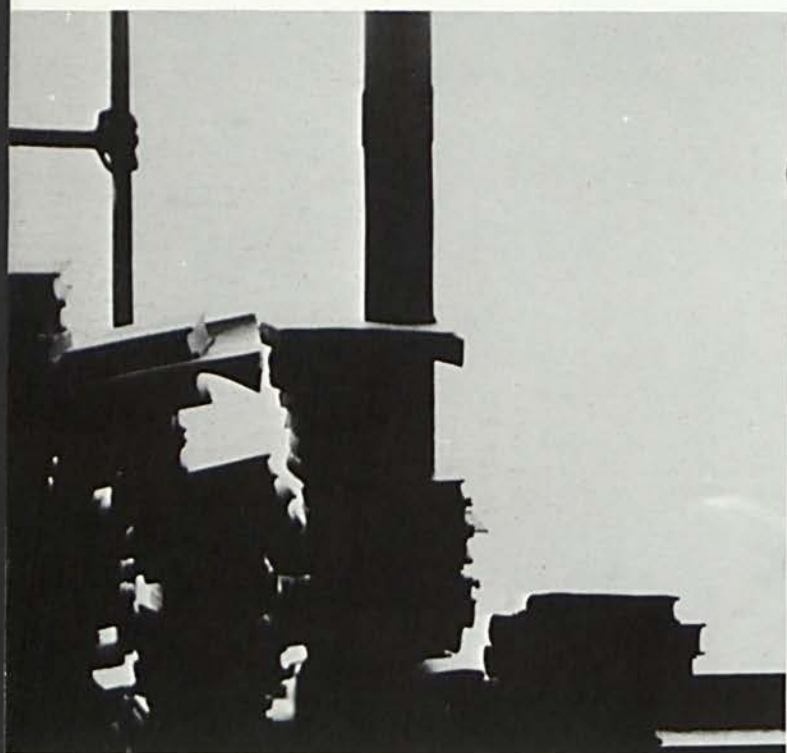
Alice thought she might as well wait, as she had nothing else to do, and perhaps after all it might tell her something worth hearing. For some minutes it puffed away without speaking; but at last the caterpillar unfolded its arms, took the hookah out of its mouth again, and said "So you think you're changed, do you?"

— LEWIS CARROLL



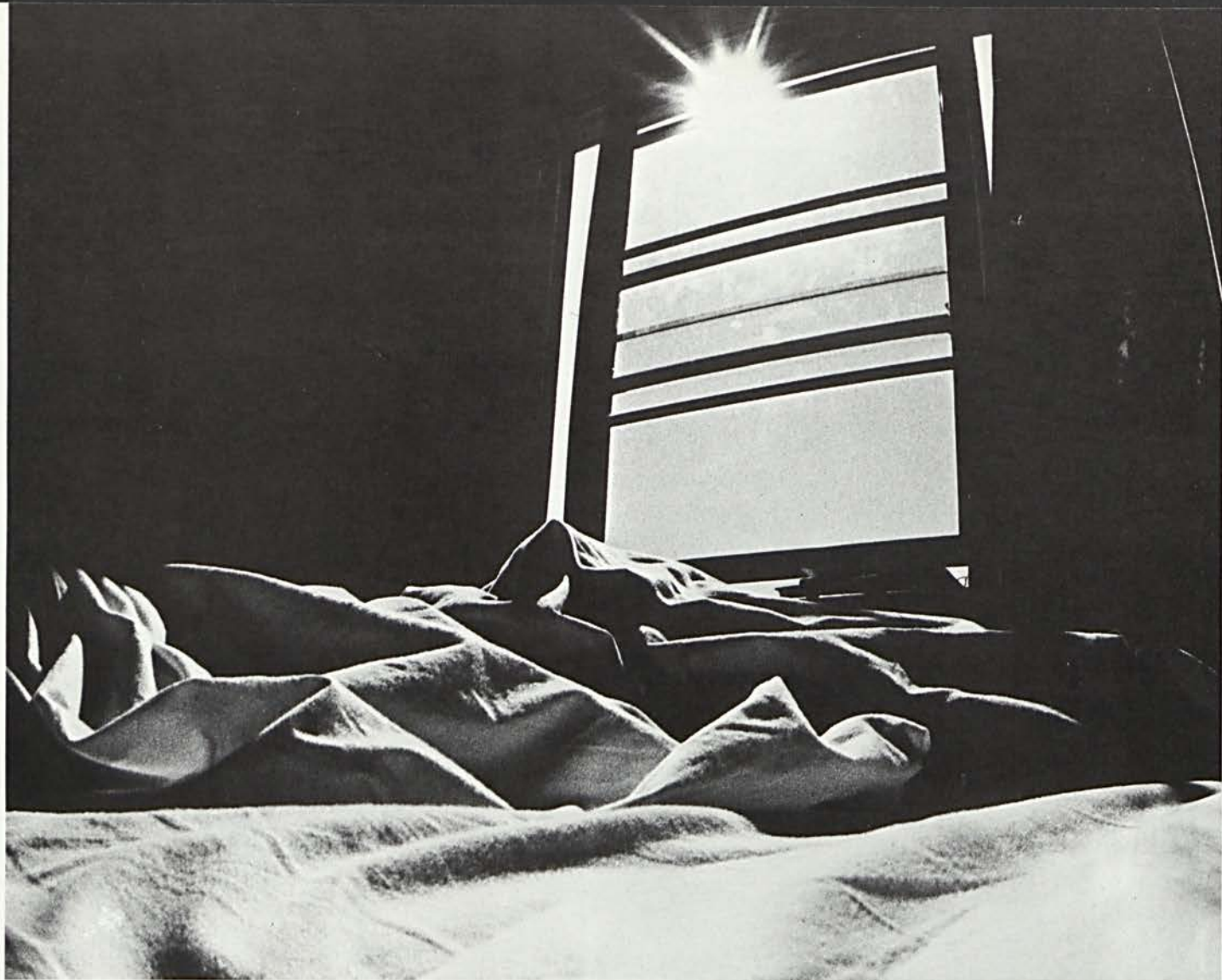




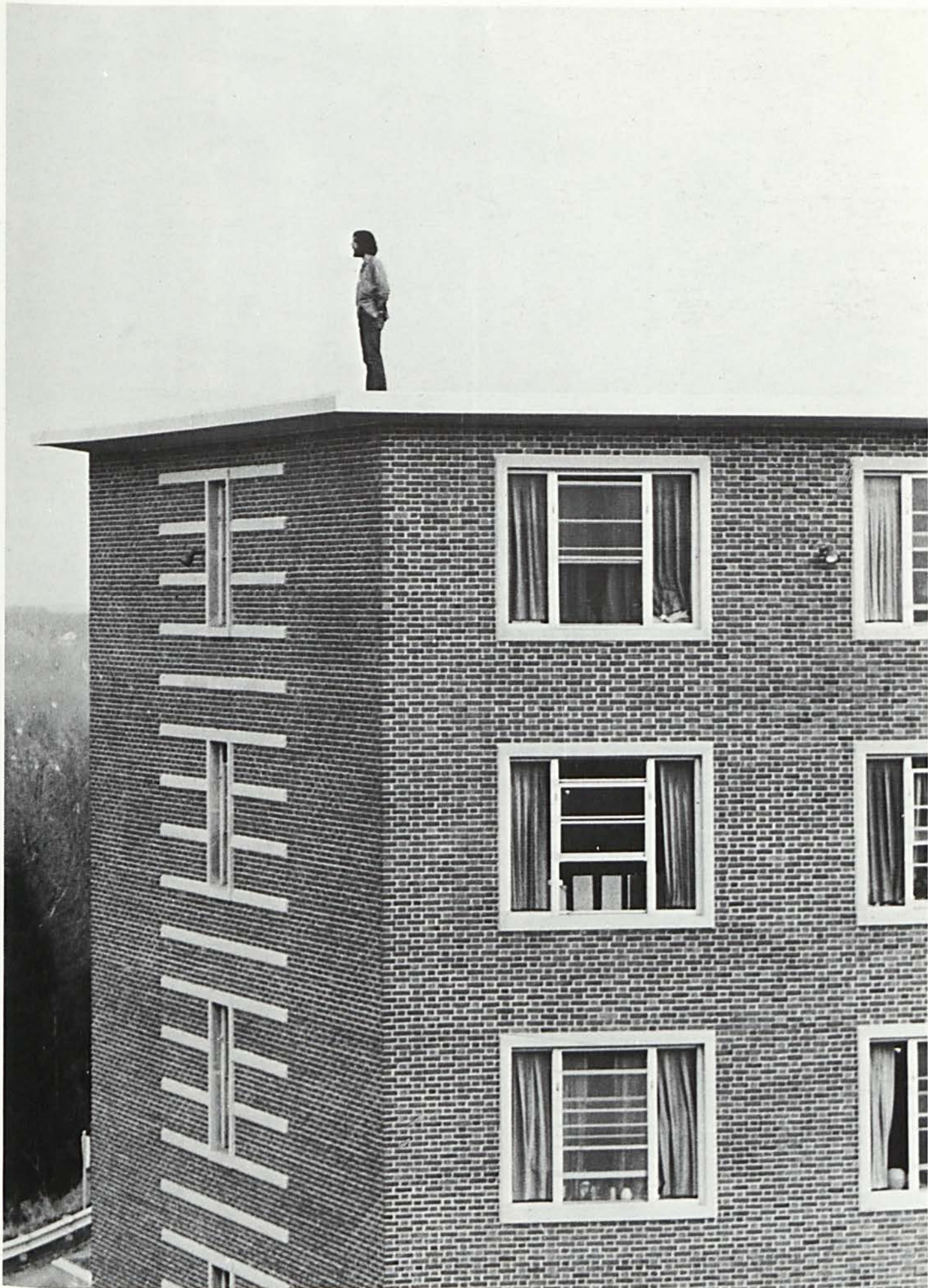














James Fortune, Sports Editor, *Purple Patcher*







Ideally, the House can be the most direct means by which a student may indulge in self-expression. His statement is stifled by physical realities — starkness and sameness — but his own individuality determines to what degree he can transcend these limitations. Common responsibility should forge a context in which the individual may thrive, so that every aspect of House activity depends upon a common effort. Friendships result naturally from such a construct, and deepened understanding insures their longevity.

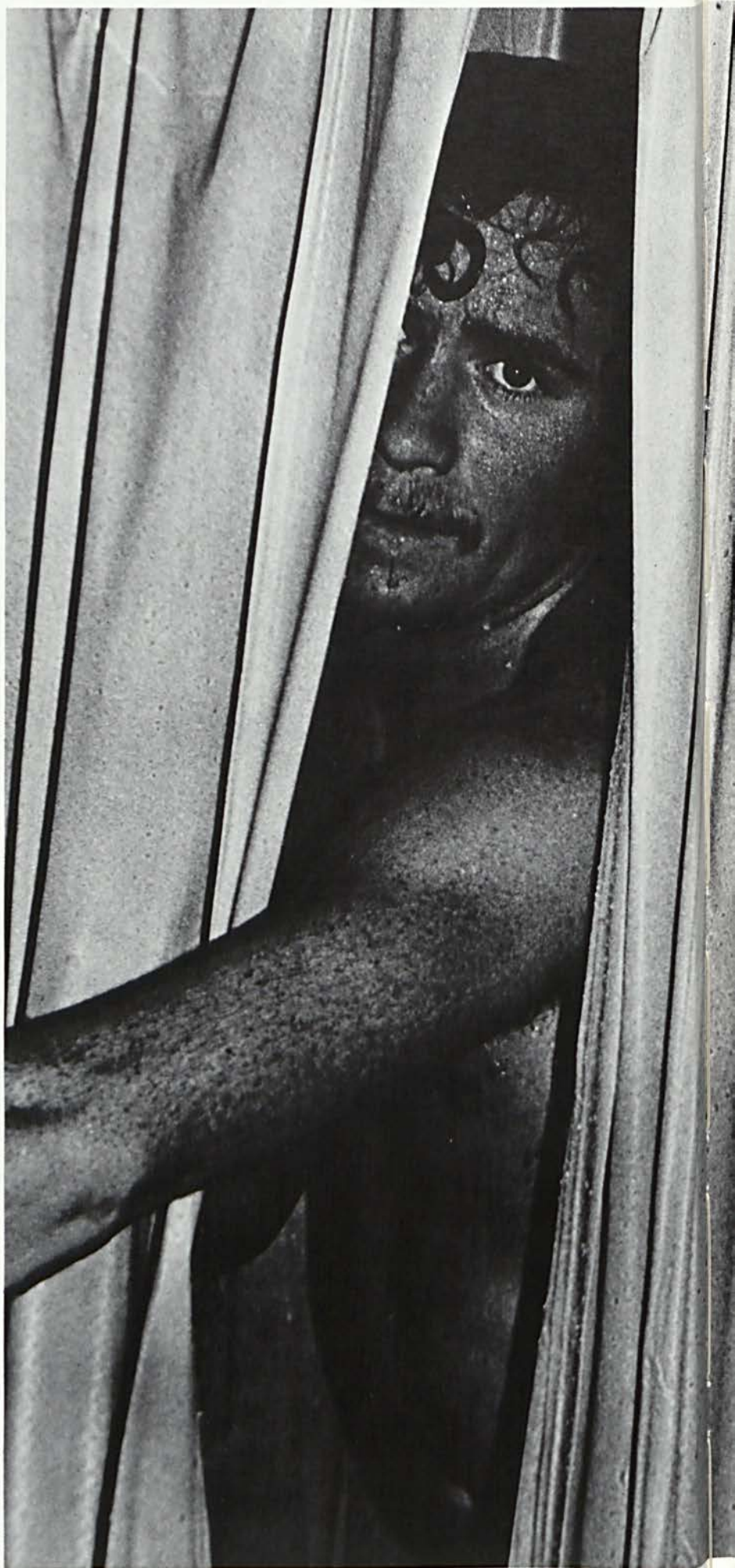
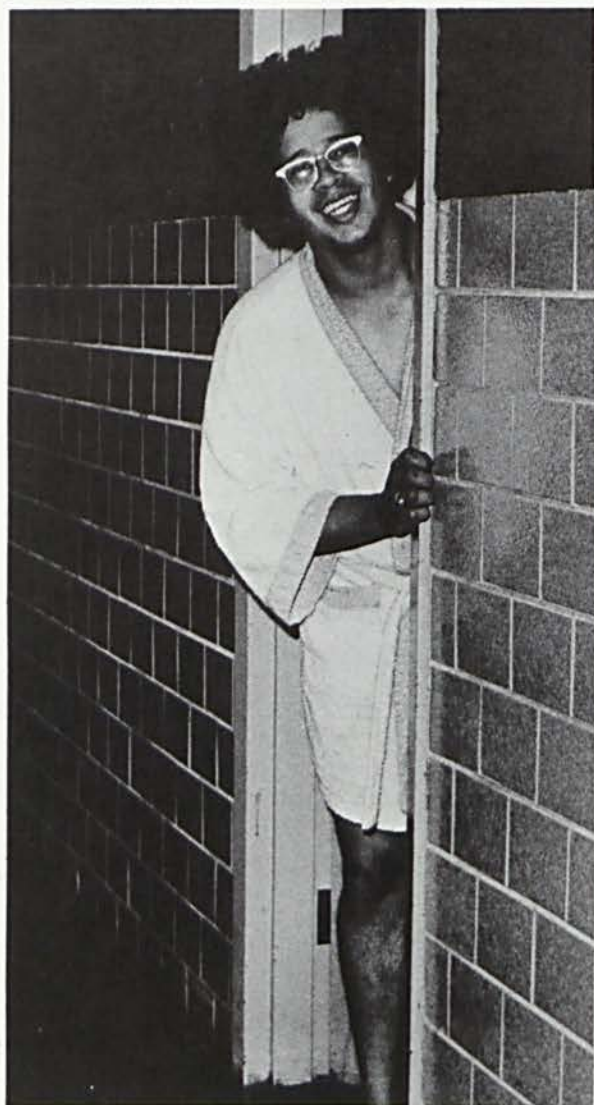




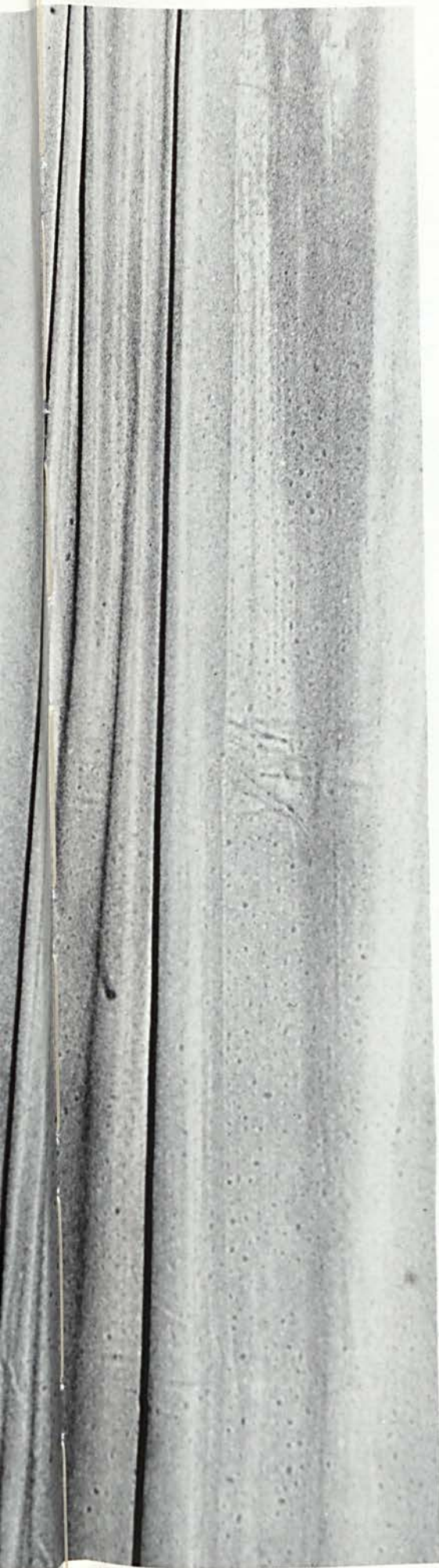








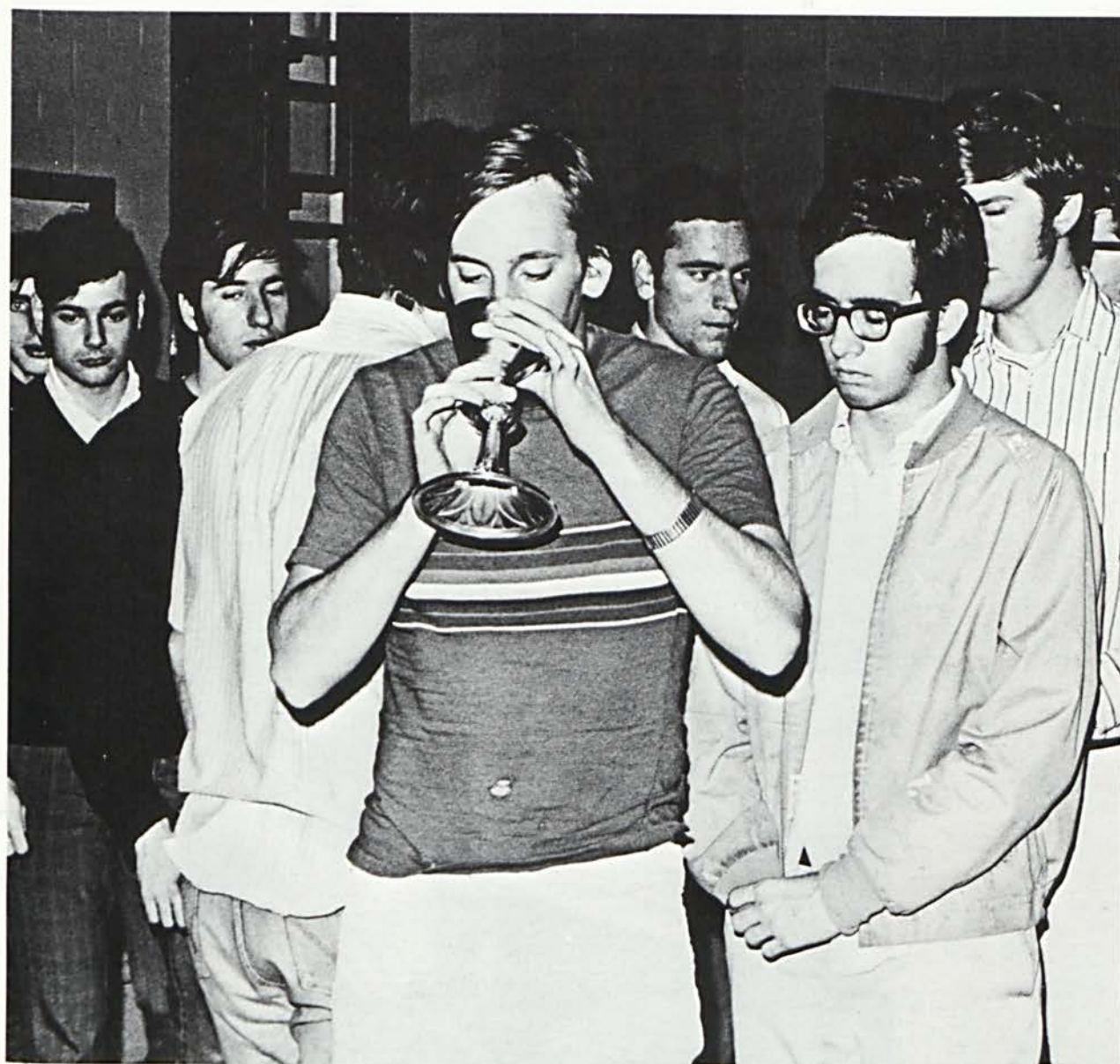
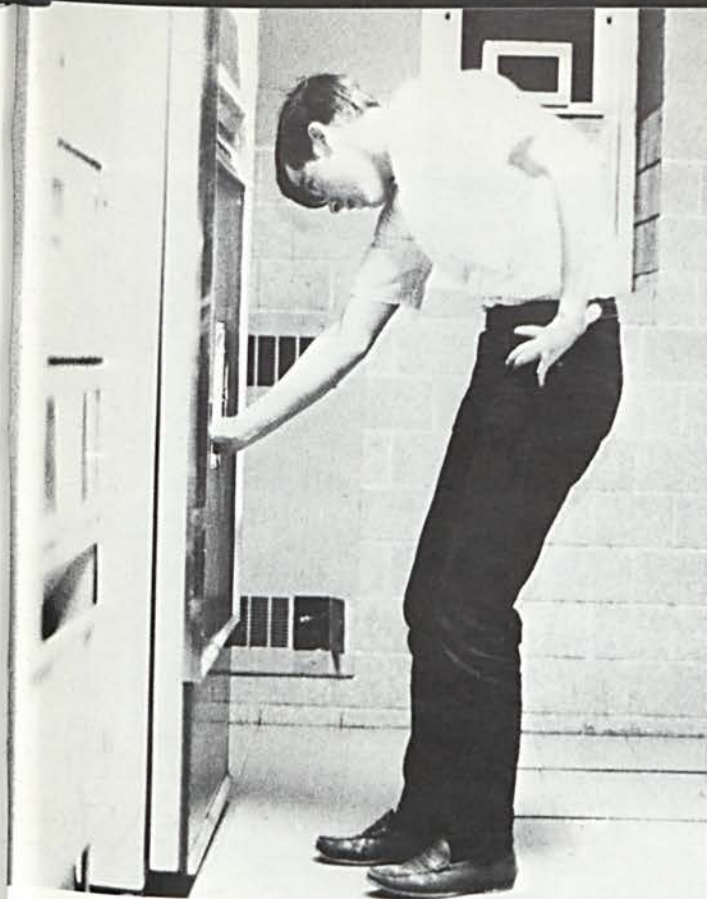












- B. — Excuse me. I hate to be such a flaming sexist, but you are objectively gorgeous.
- G. — Come with me then and we shall gambol on the quad and play as the wood nymphs of old.
- B. — Great! But just for tonight.
- G. — Tonight?! What is 'tonight?' Indeed, what is time? The aesthetic moment is forever.
- B. — You don't seem to understand. I'm a pre-med.













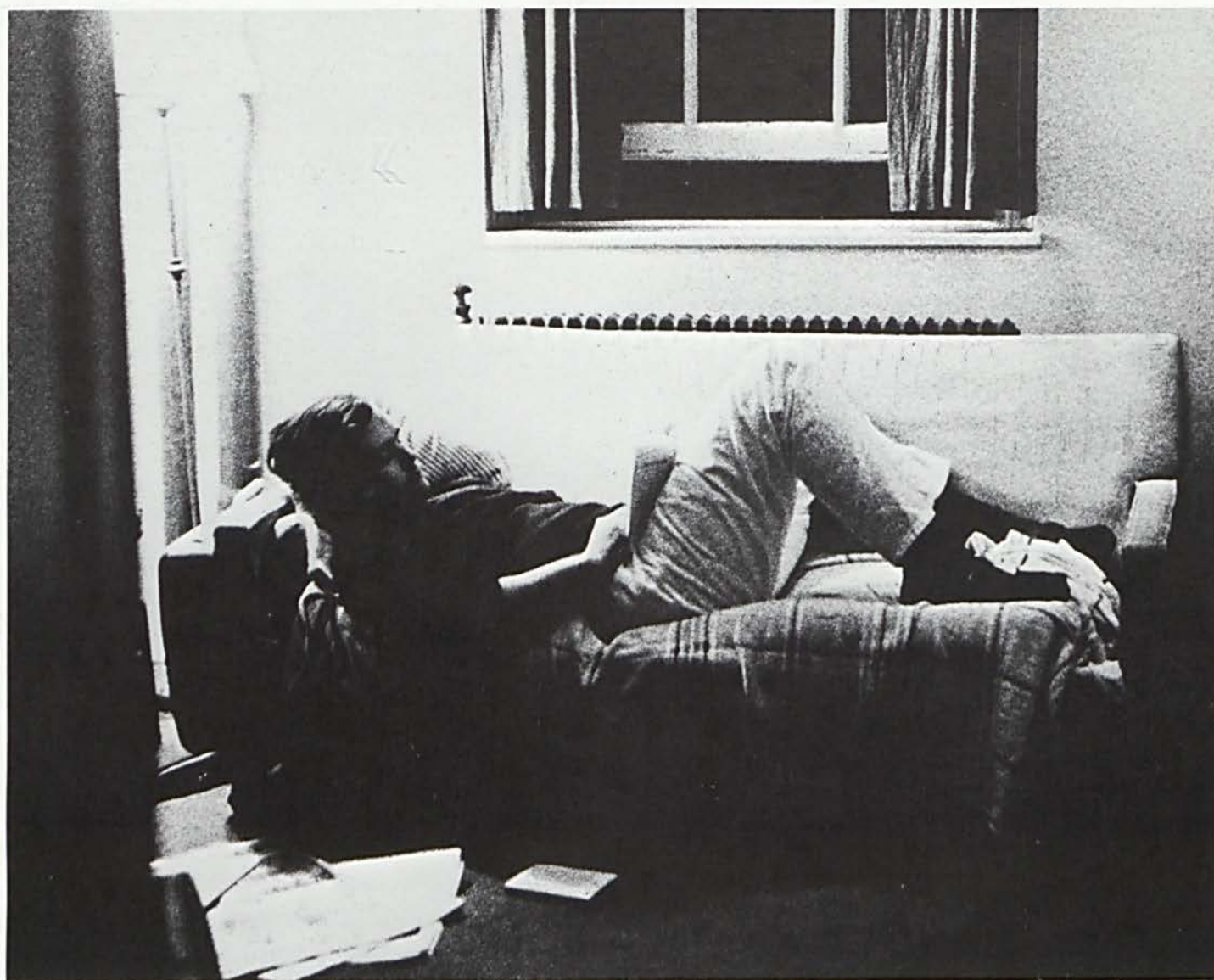


For Rob. Healy SJ.









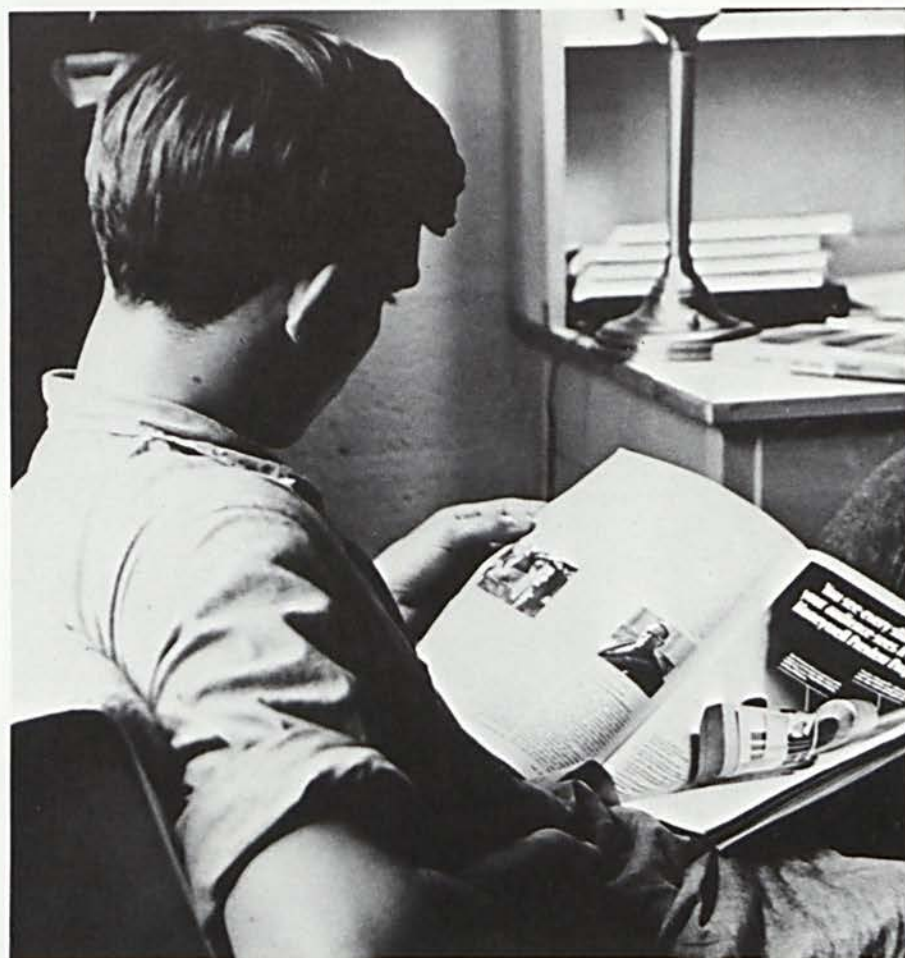




Involvement has become the measure of responsibility. The weight of the problems of others is considered the most rewarding burden. The knowledge that you have helped a friend is to bring ultimate satisfaction.

But is there not time for solitude: a time to read, to think, to dream? It is at these moments that we counsel ourselves, that we gain the awareness of self which is necessary to confront the problems of others. Alone—not lonely—we may stumble on to the delights of introspection.

“Know thyself” is a creditable maxim.

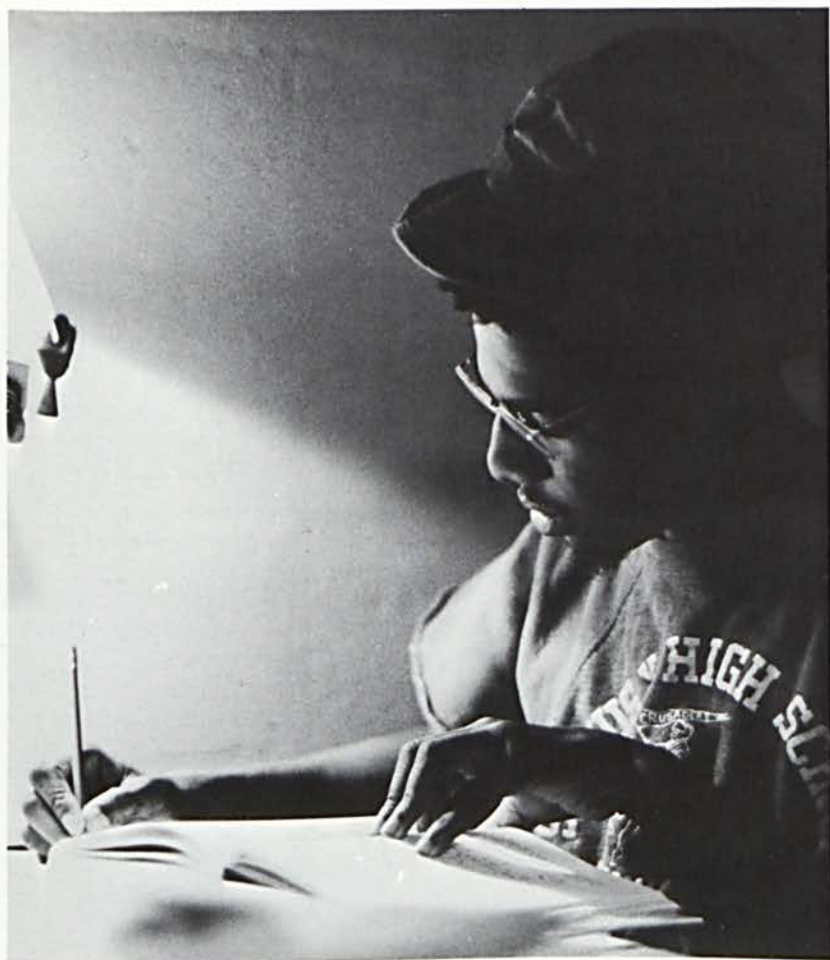
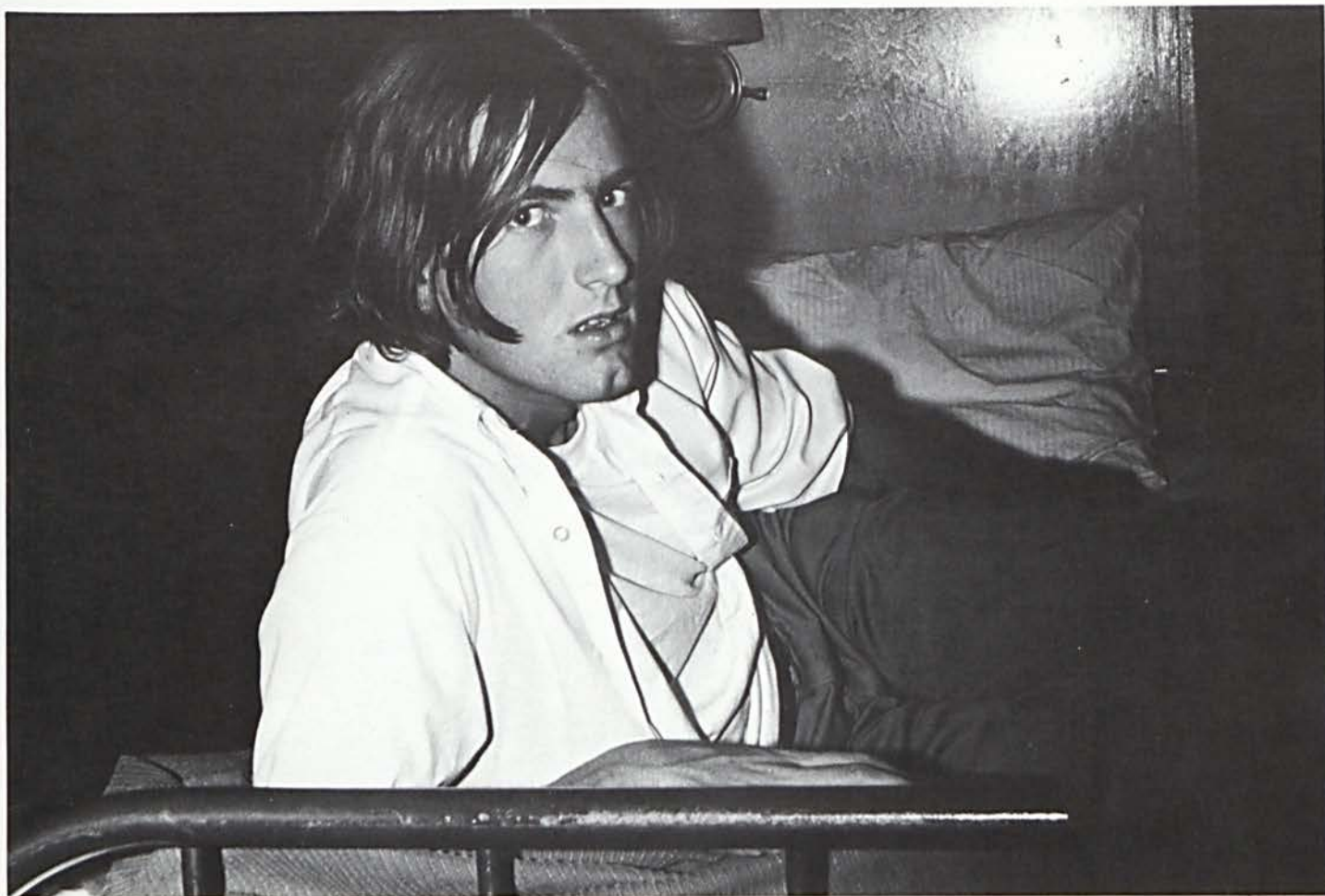














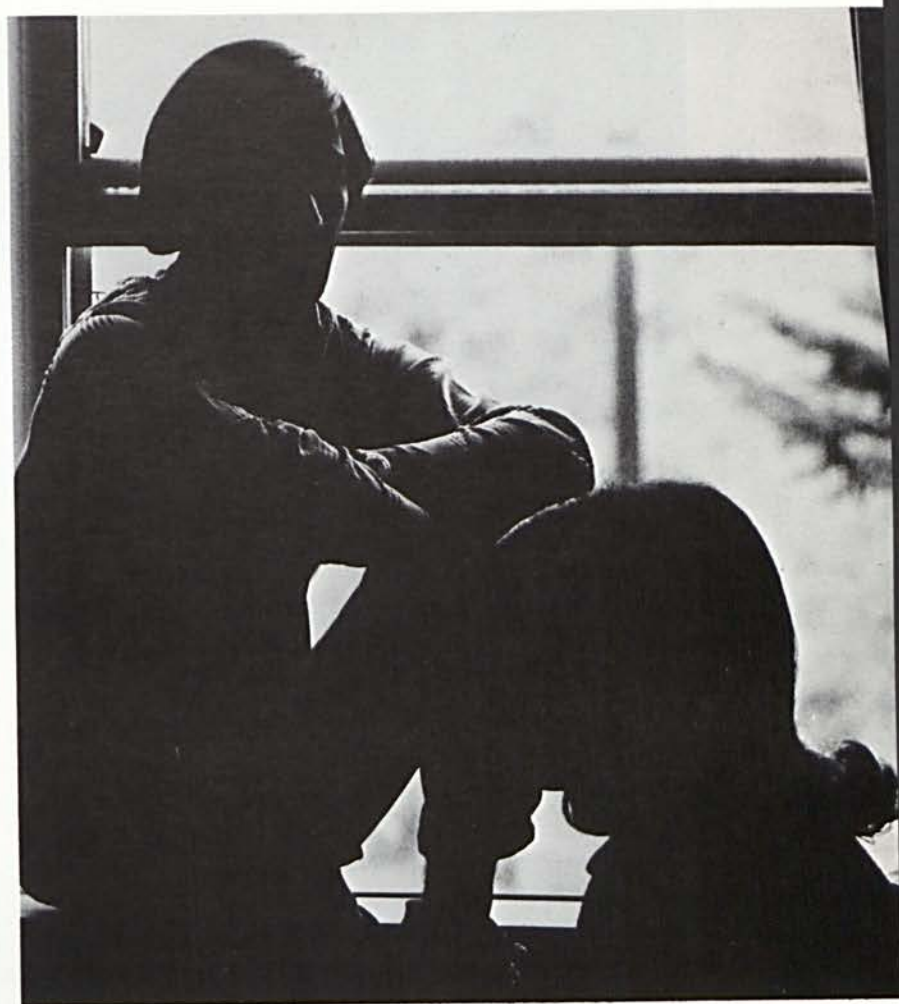
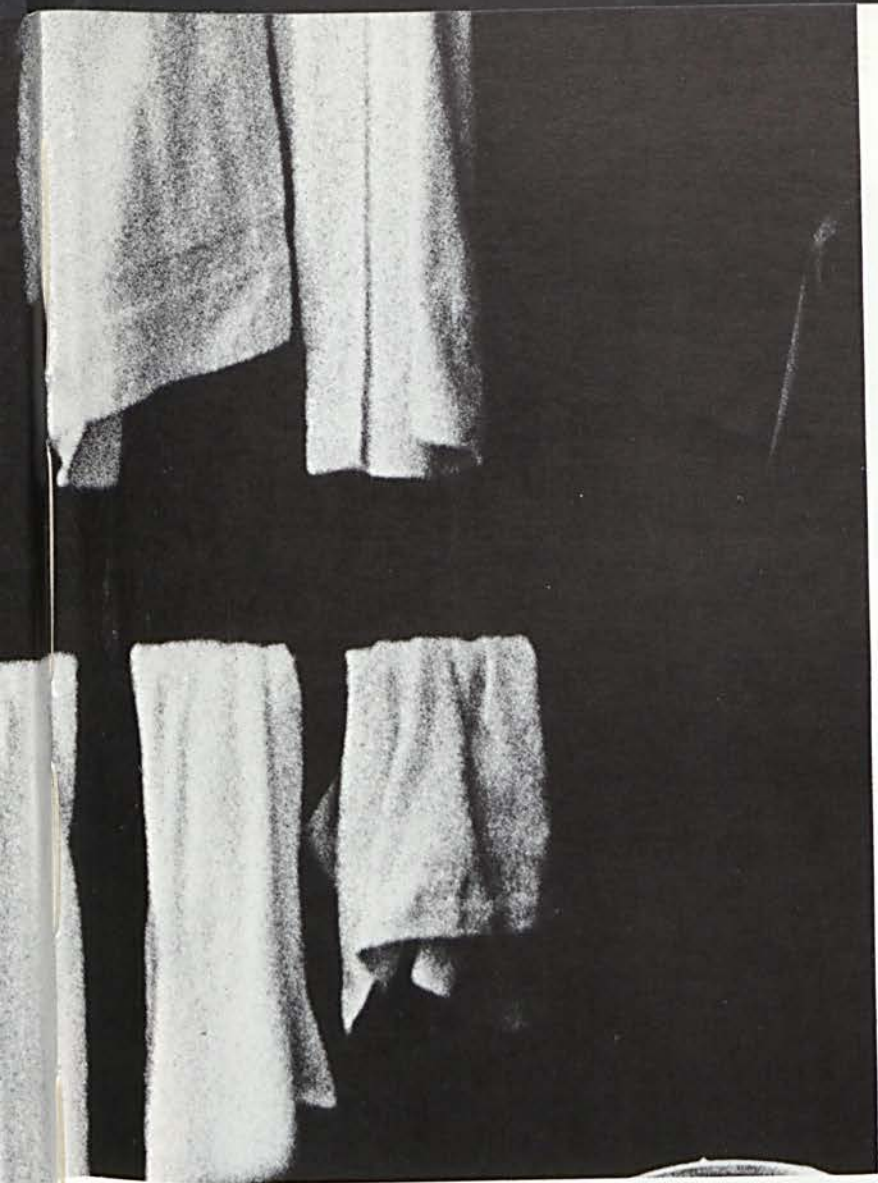


Too long apart, too eager when we meet,  
How can we savour love, loving so well?  
This love is savourless, being too sweet,  
And wordless too, having too much to tell;  
O Love, gives love's occasions longer date —  
We cannot fill love's age in so brief hour —  
So our encounters are misfortunate,  
And our love's sweet is everywhere made sour.

For love's a state of mind, a leaping use  
Of restless energy and sleepless force;  
Our sad ten-minutes' love's uneasy course,  
Curtails its courtesies, mistells its news:  
Kisses lead on, in proper love's employ,  
To their sweet end, but ours bring bitter joy.

— KENNETH HOPKINS





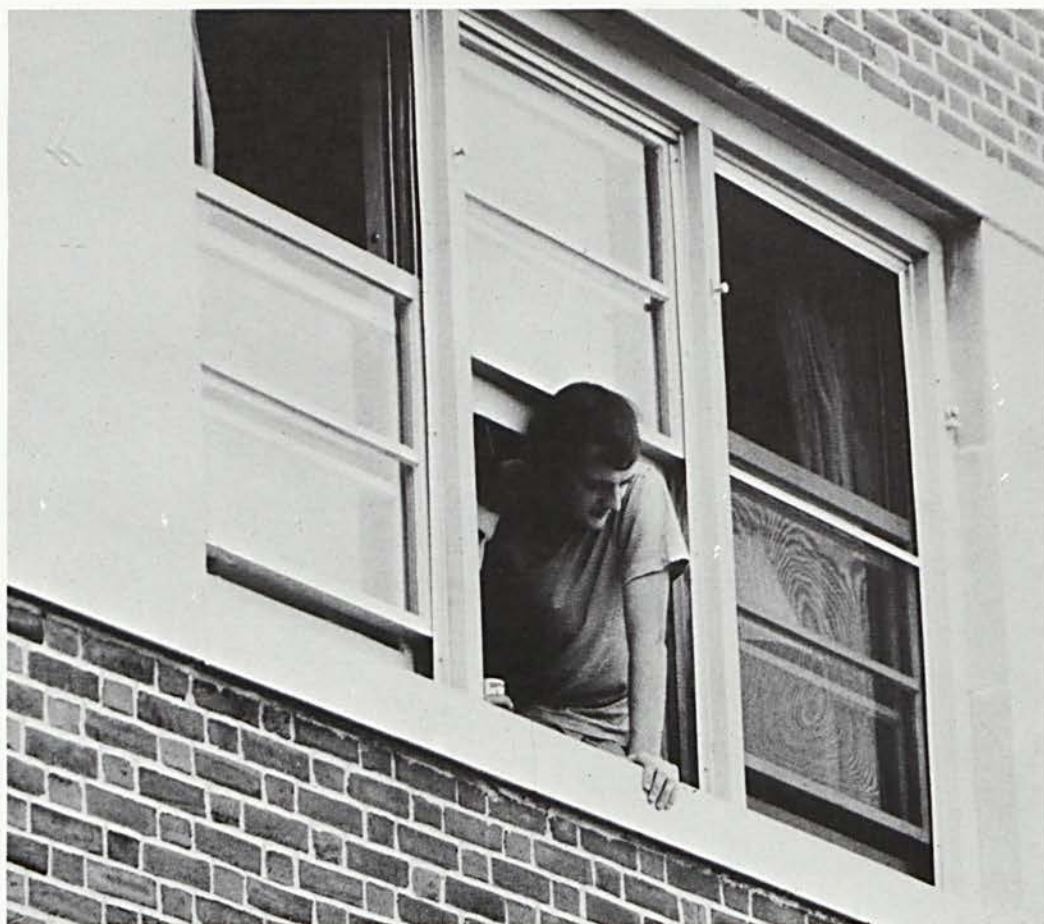
















There were three friends

Discussing life.

One said:

"Can men live together  
And know nothing of it?

Work together

And produce nothing?

Can they fly around in space

And forget to exist

World without end?"

The three friends looked at each other

And burst out laughing.

They had no explanation.

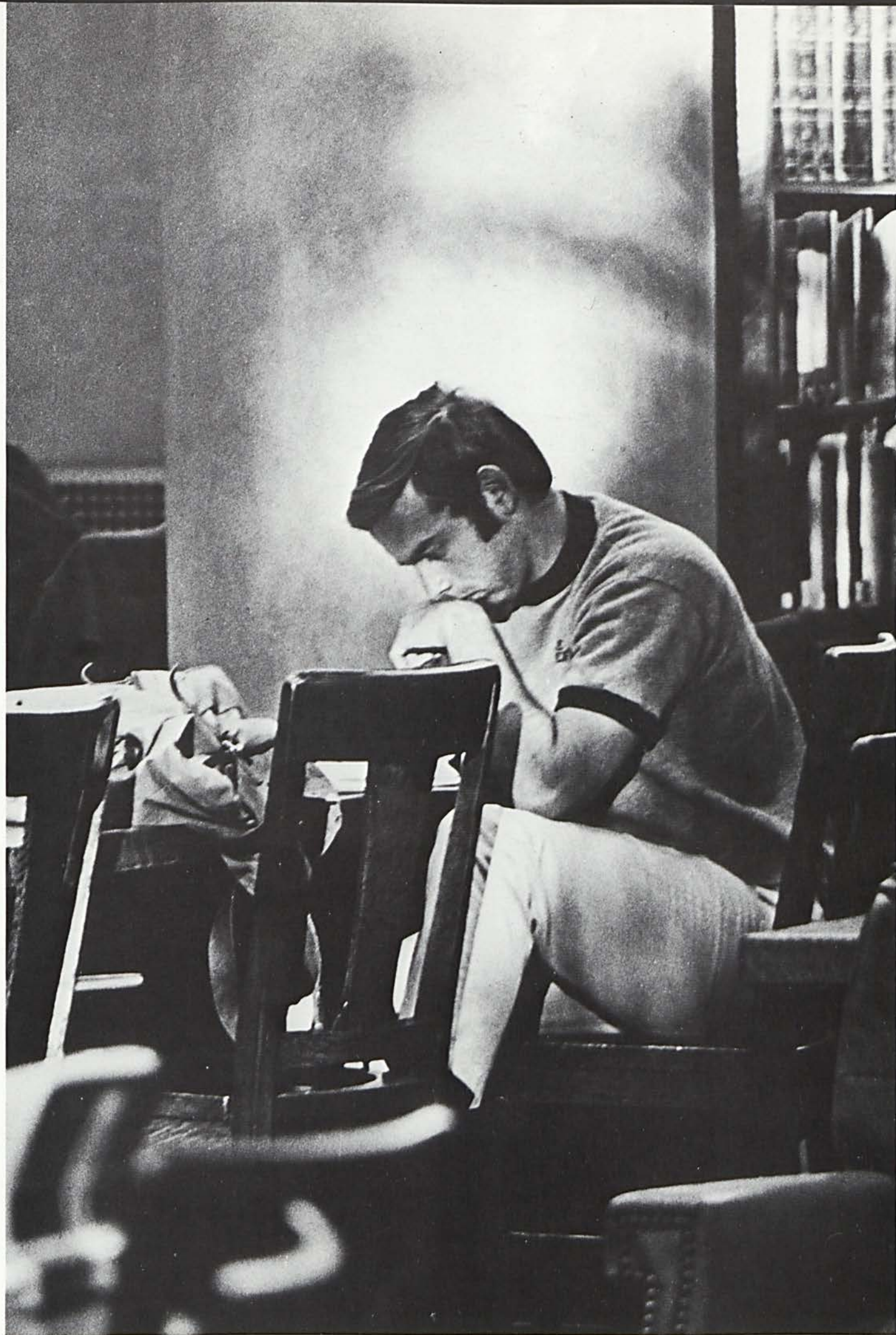
Thus they were better friends than before.

— THE WAY OF CHUANG TZU

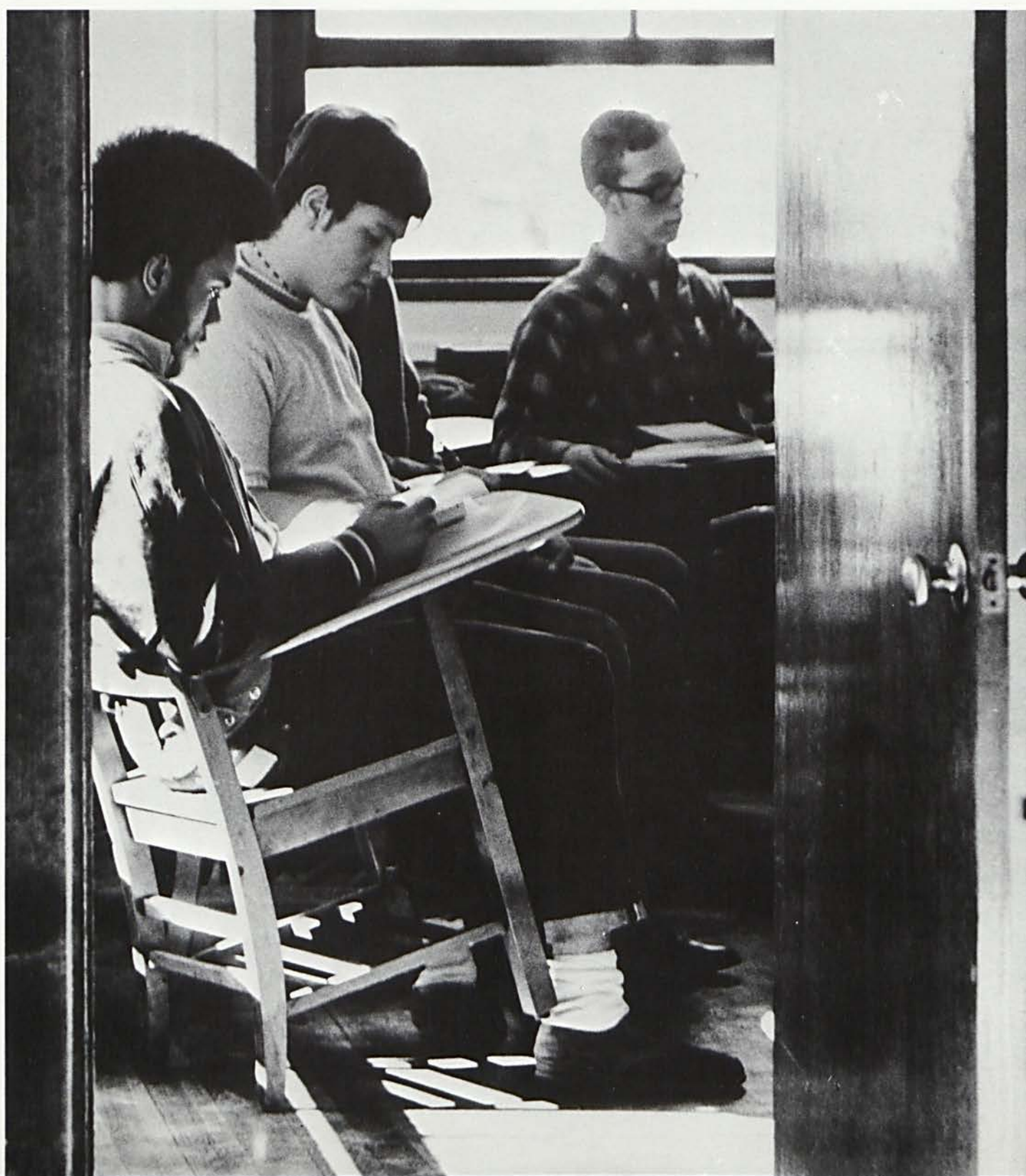










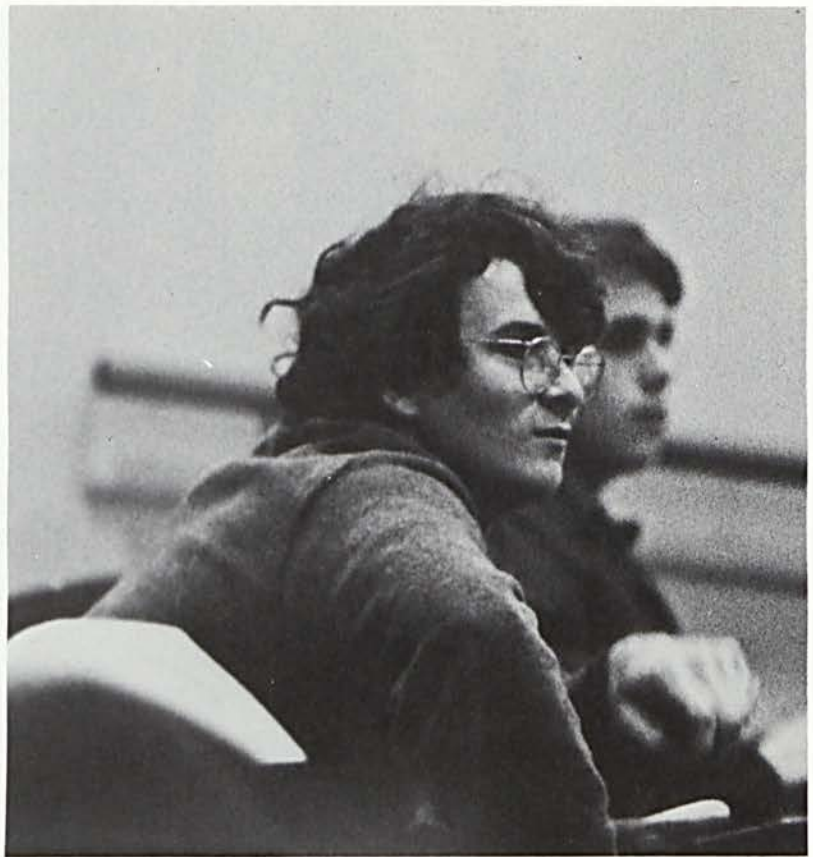






Edward Peragallo, Economics and Accounting



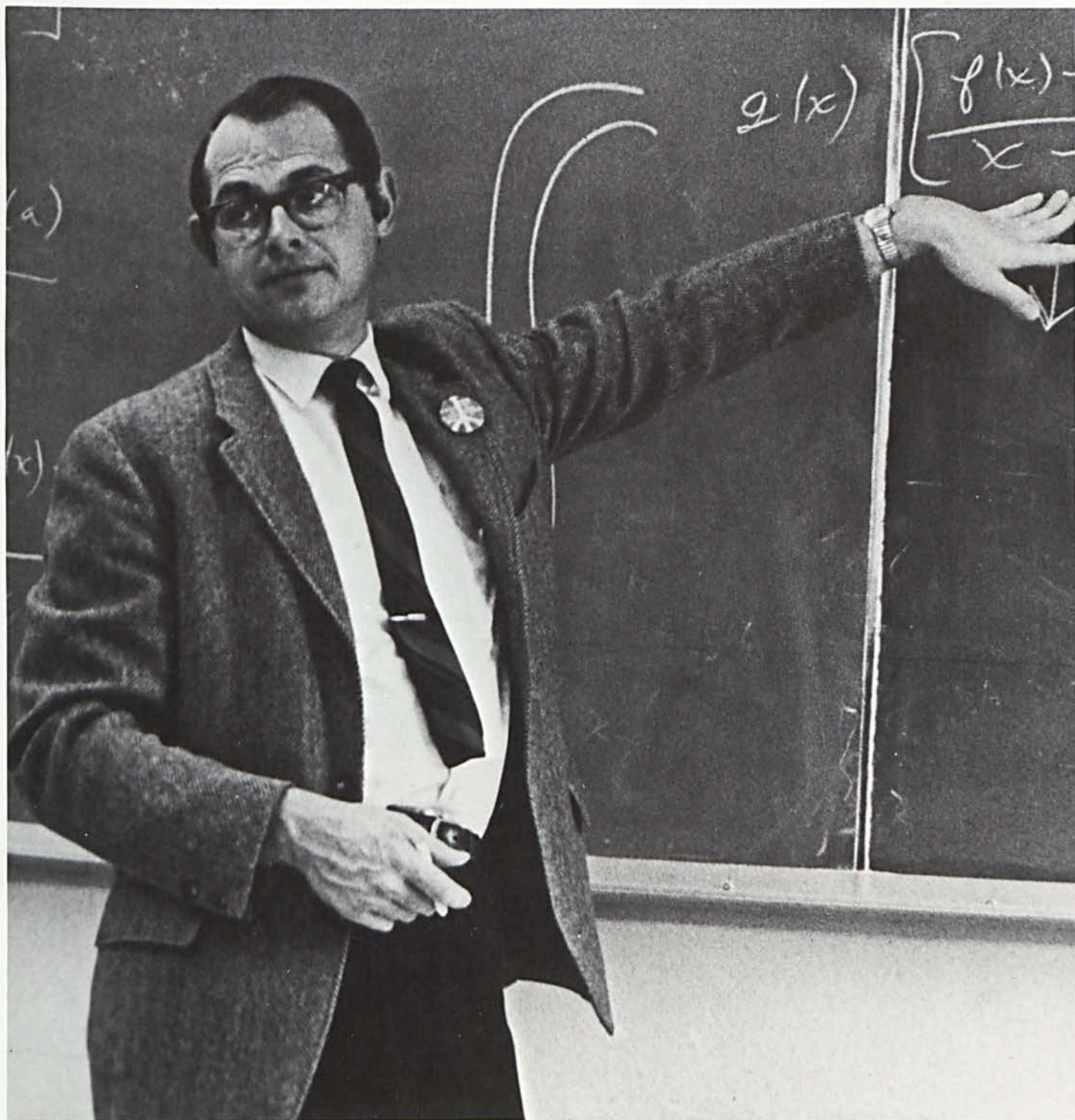


The meaning of history and tradition will be forever pondered over to the rhyming of opposing metaphors. With history, one side will say, the word of the past becomes the mask of the present. It binds man to a life that is not his own. Tradition is little more than the folly of our fathers made holy for their self-esteem.

But if wisdom is the memory of old pain, then tradition girds man and opens his eyes with a history of former blindness. In a small view it is common sense, in the larger perspective it is knowledge of life in ritual.



Daniel G. Dewey, Mathematics





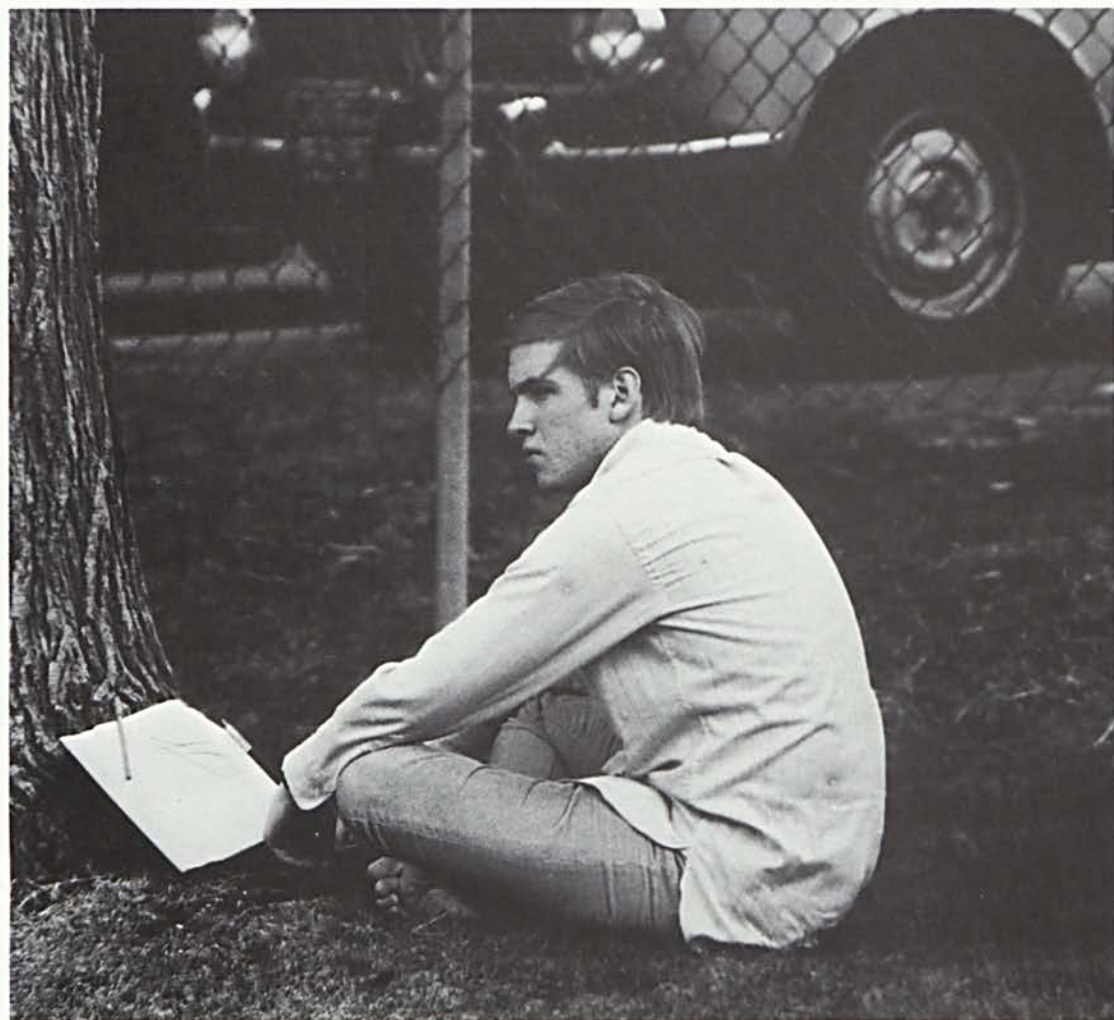


Francis O. Corcoran, S.J., History



Leo A. O'Connor, S.J., Director, Plant Planning





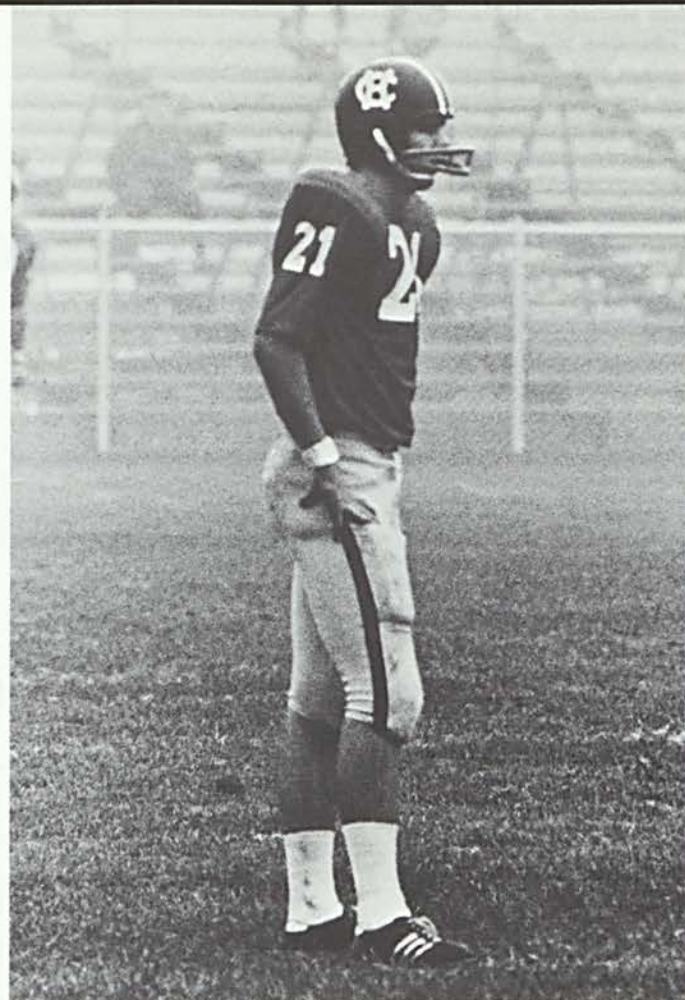












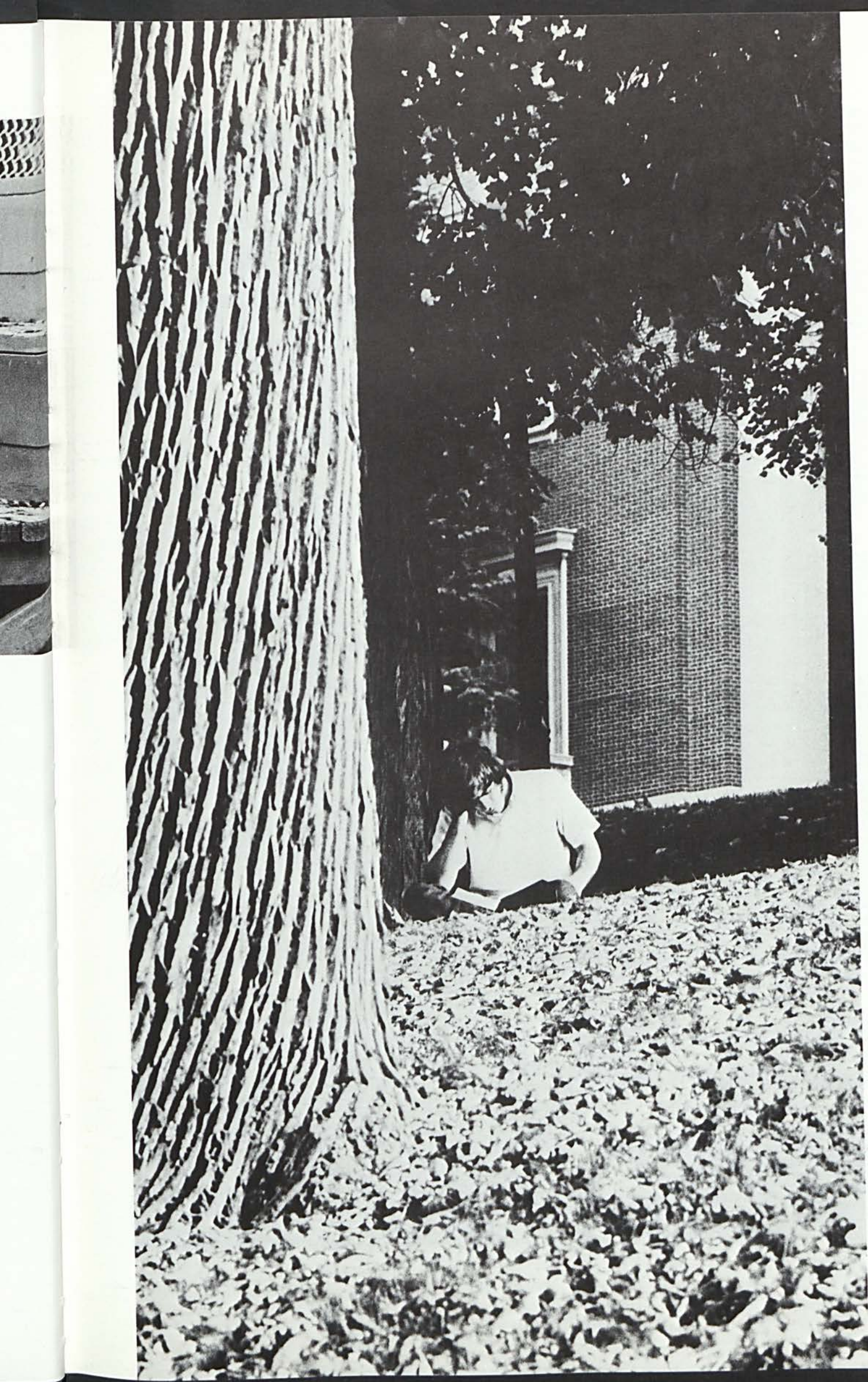
















The phenomenon of the college catalogue impressively relates the multi-faceted nature of the curriculum, societies, facilities and activities of its corporate muse.

But, alas, it is still incapable of prescribing the best remedy for the even greater phenomenon of "spare time."















Trident Society



Alpha Sigma Nu







Sir Thomas More Pre Legal Society



Alpha Epsilon Delta



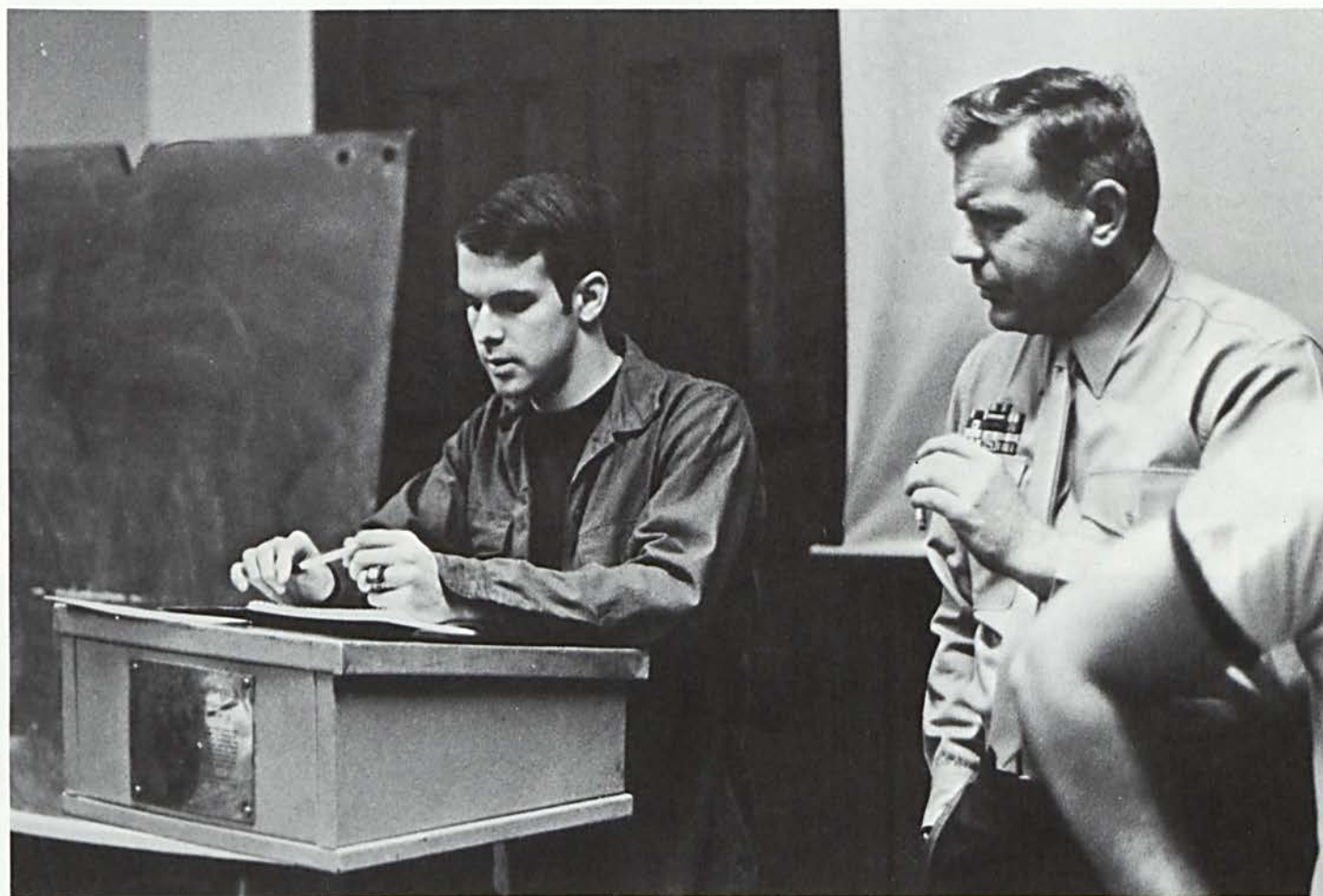


Sodality

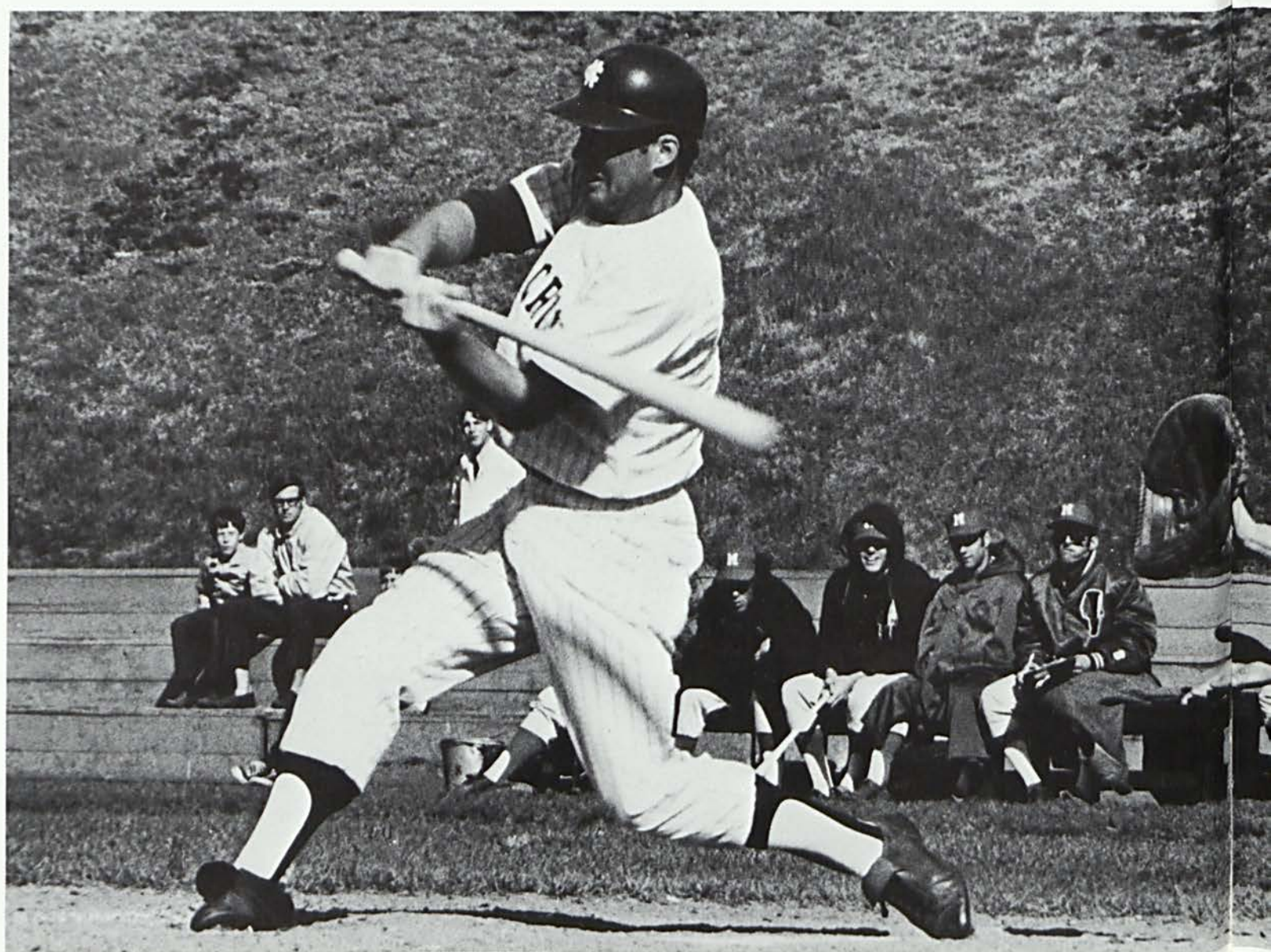




Semper Fidelis



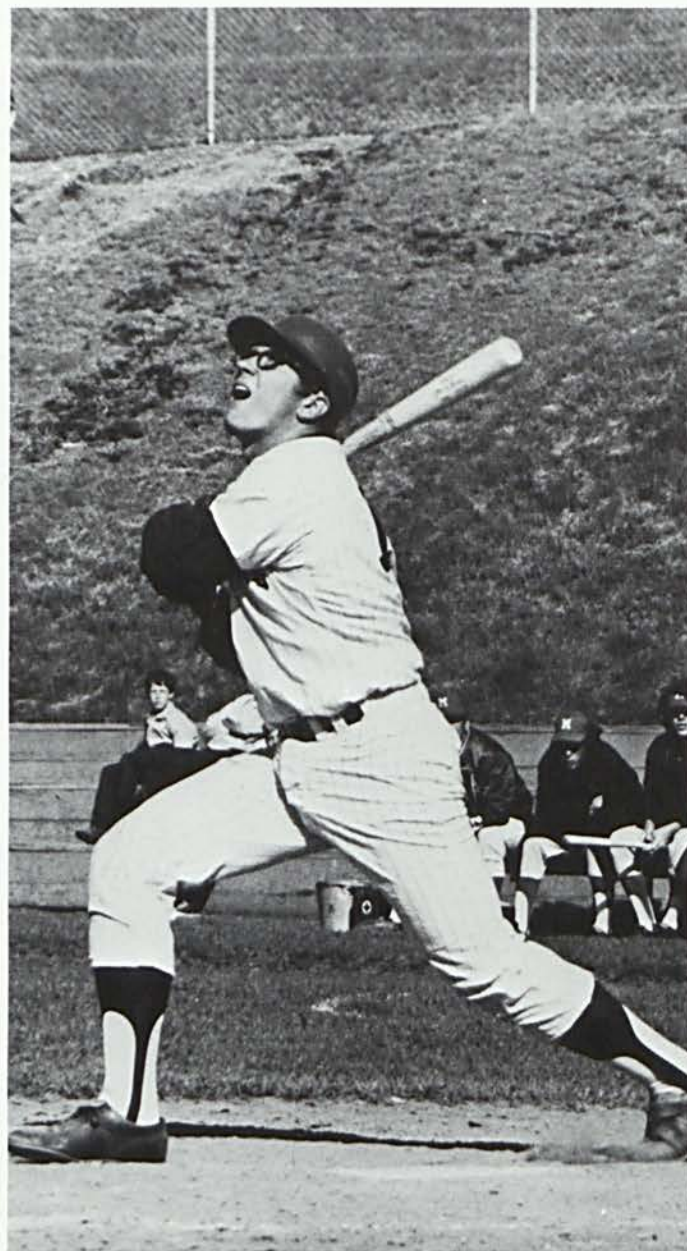




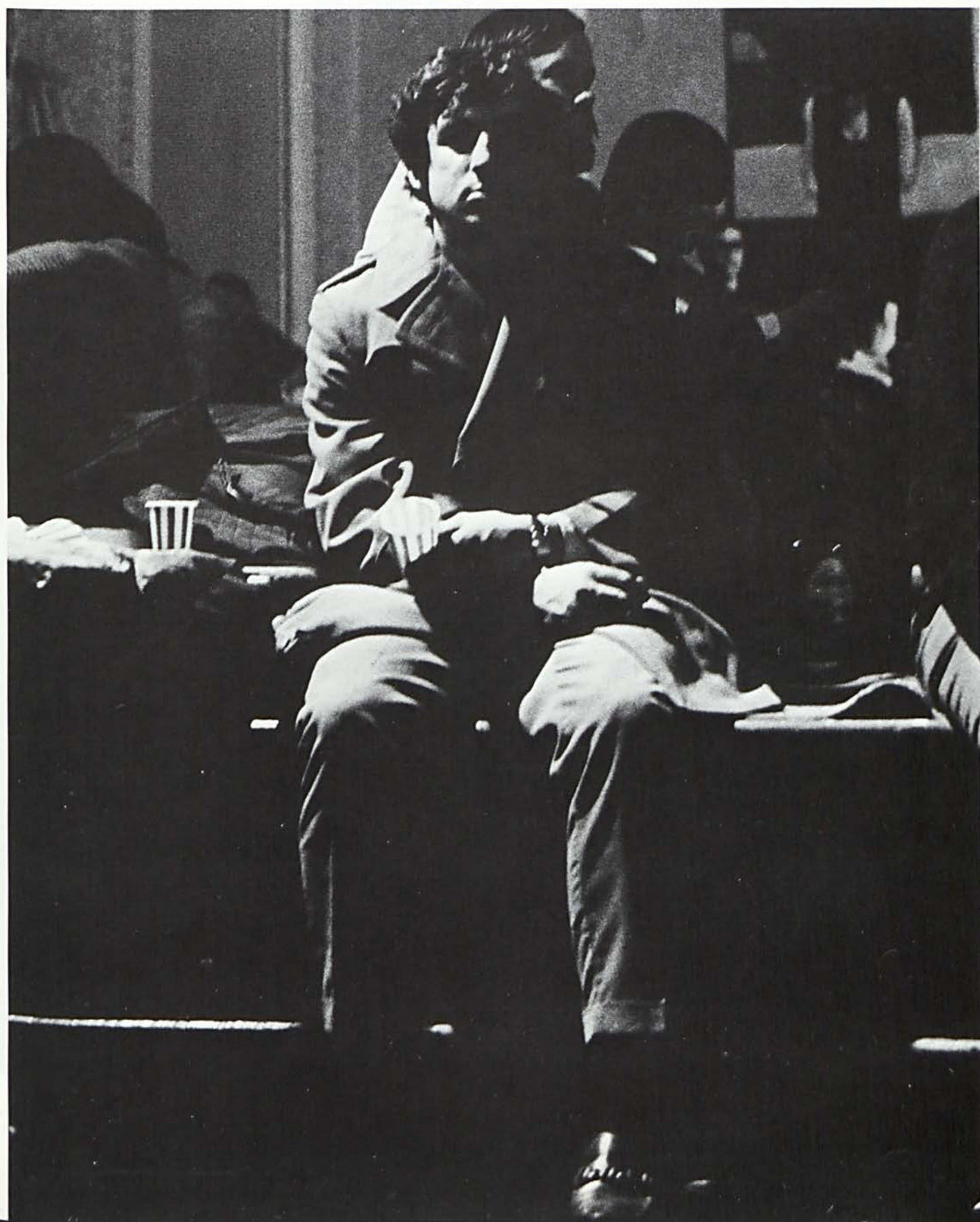












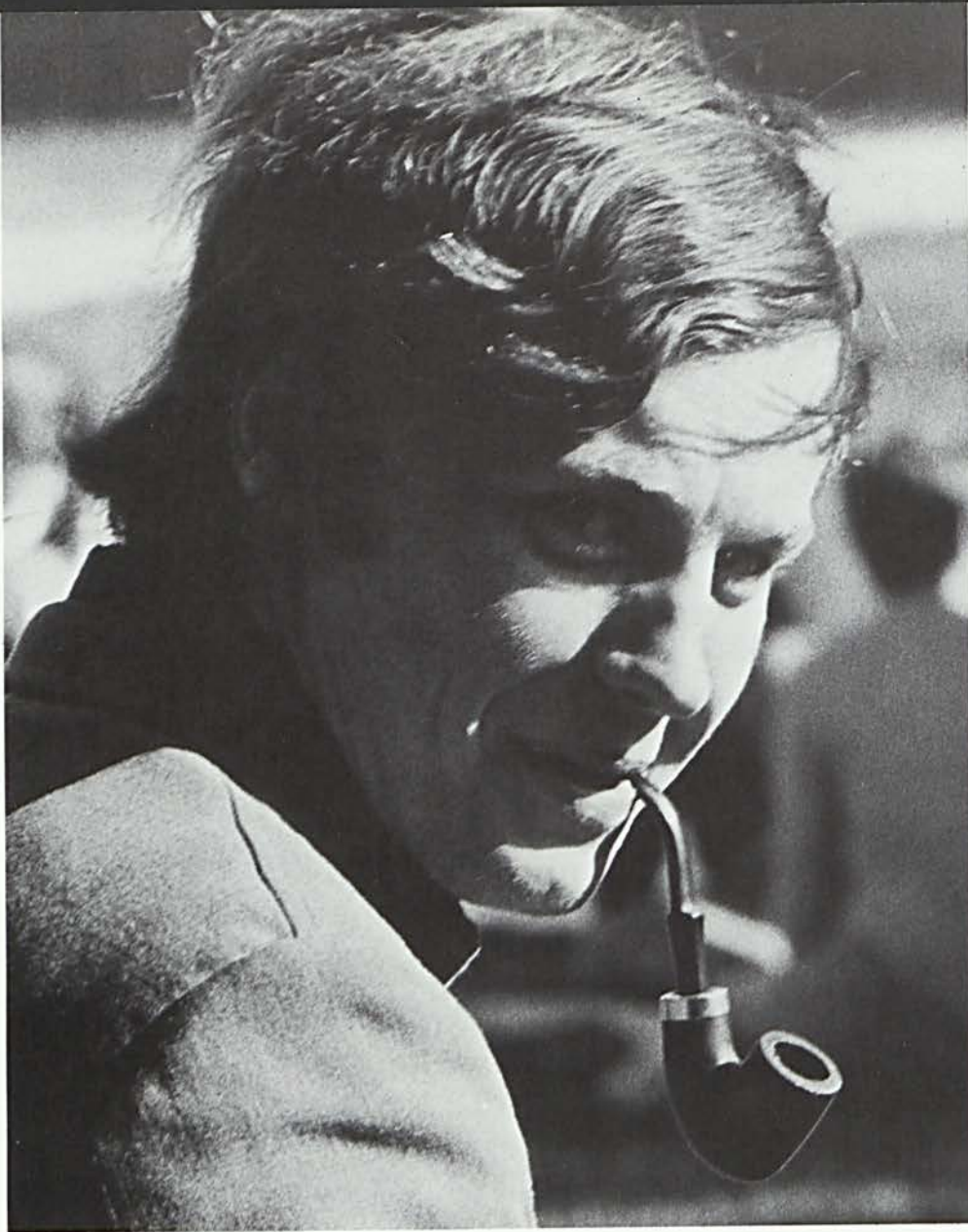






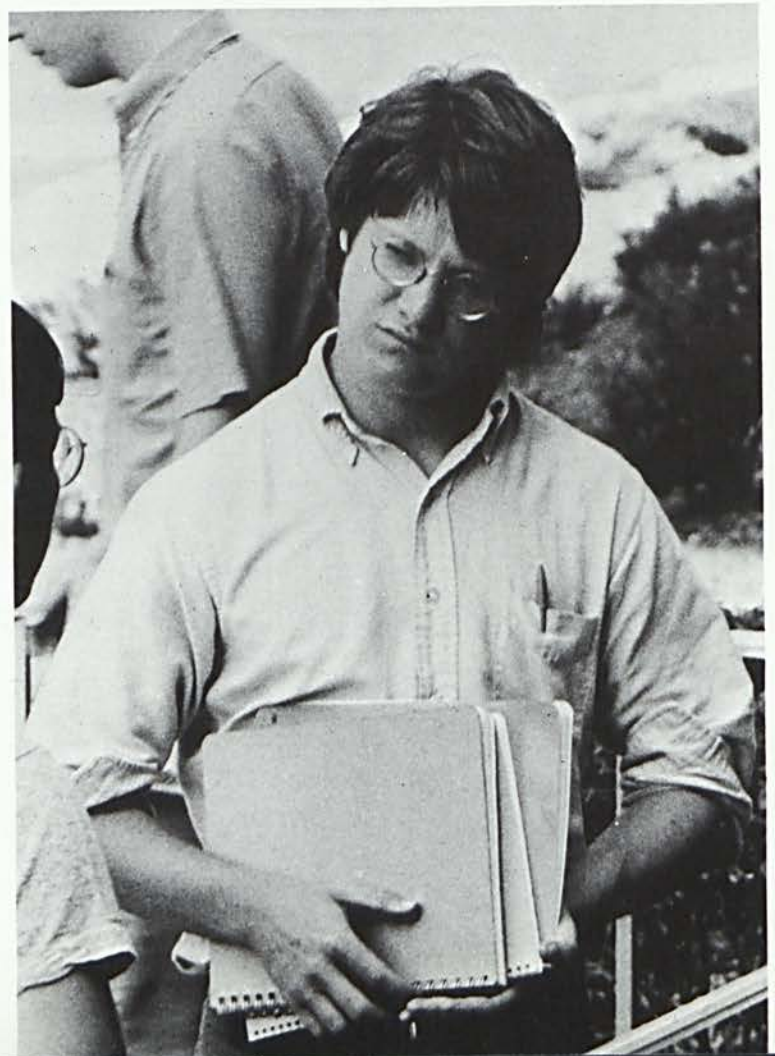




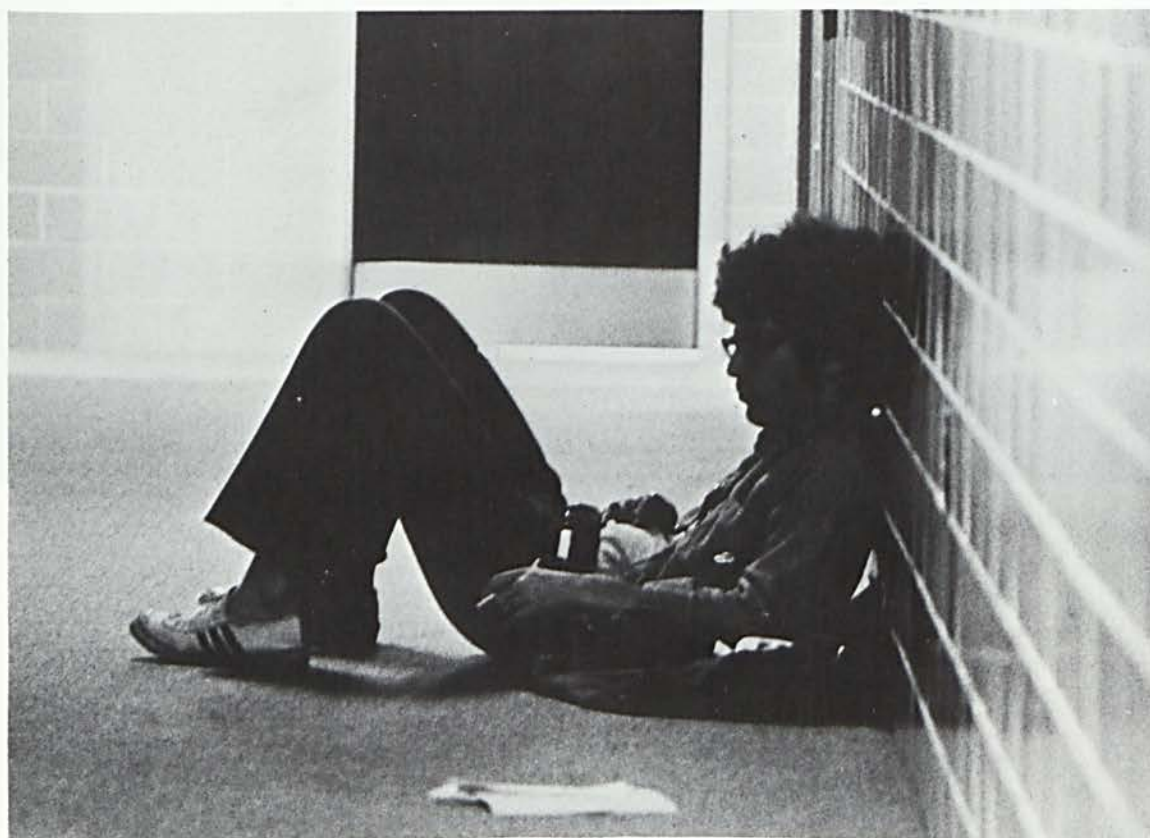


The rhetoric of contemporary academia rejects the tradition of learning for learning's sake. There is more to apprehend in college than a Shakespearean tragedy or the intricacies of a feudal state.

But does relevance have relevance to the search for arete? Can it harness the intellect until the "revolution"?











Thomas J. Cahill, S.J., Economics



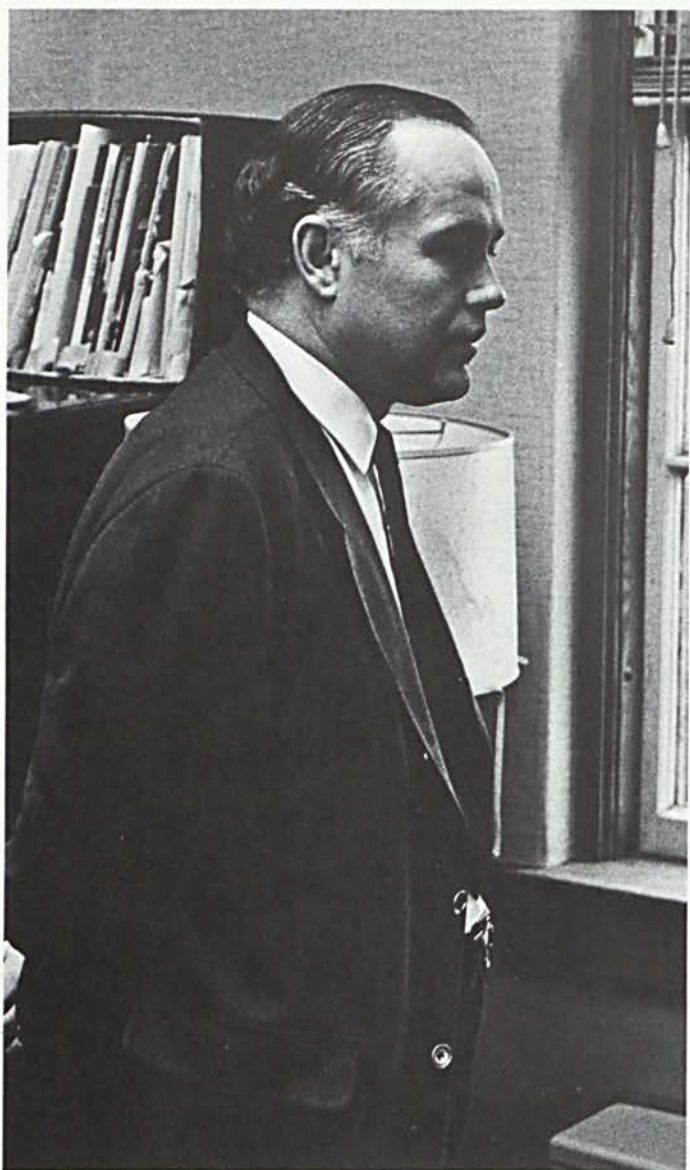
Louise J. Nordstrom, Economics



Reginald J. Smith, Accounting







Edward F. Wall, Chairman, Department of History

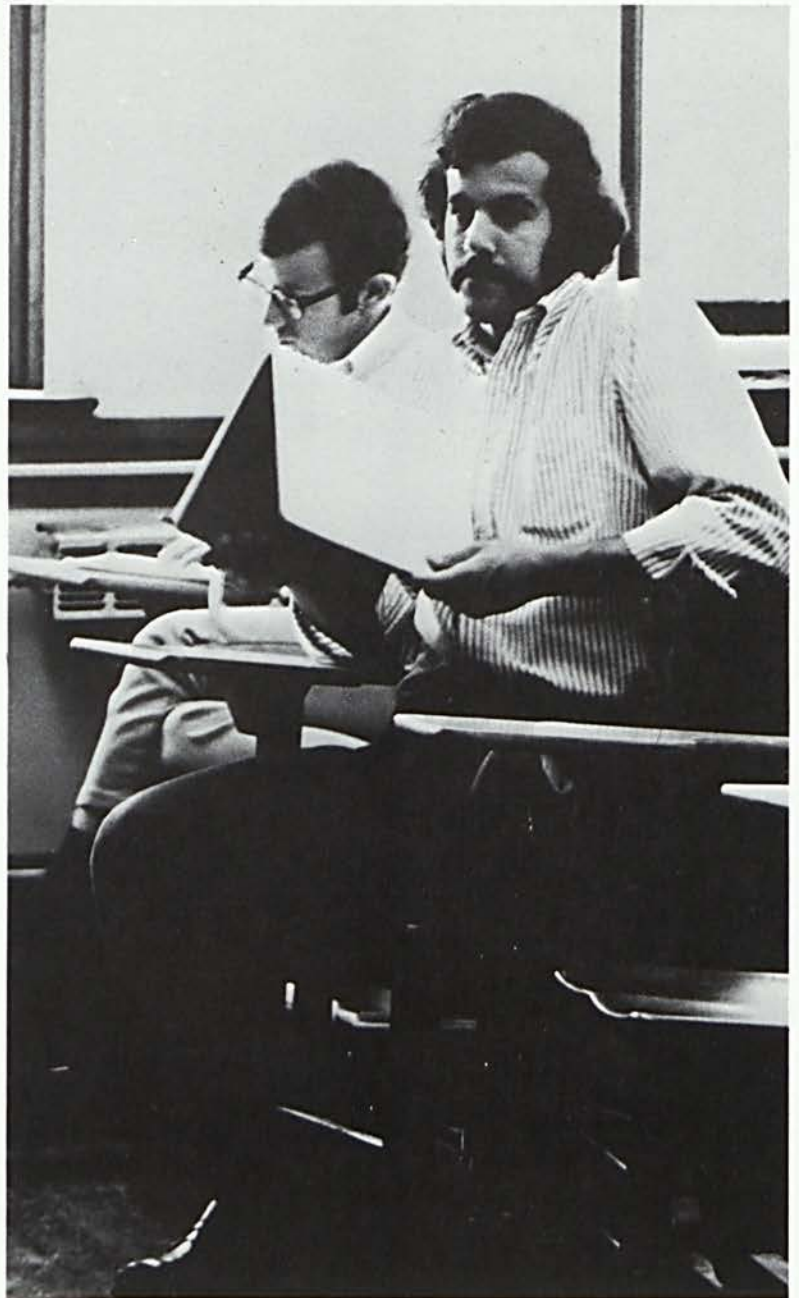








Sally Anne Scully, History





Prologus: I speak of all times and all things and I  
Confound you and you cry and bemoan your fate.

Chrous: You speak of blue mists and white explosions.  
You speak of abstract concretes.

Leader: You see how  
Your mists fog and your explosions destroy.

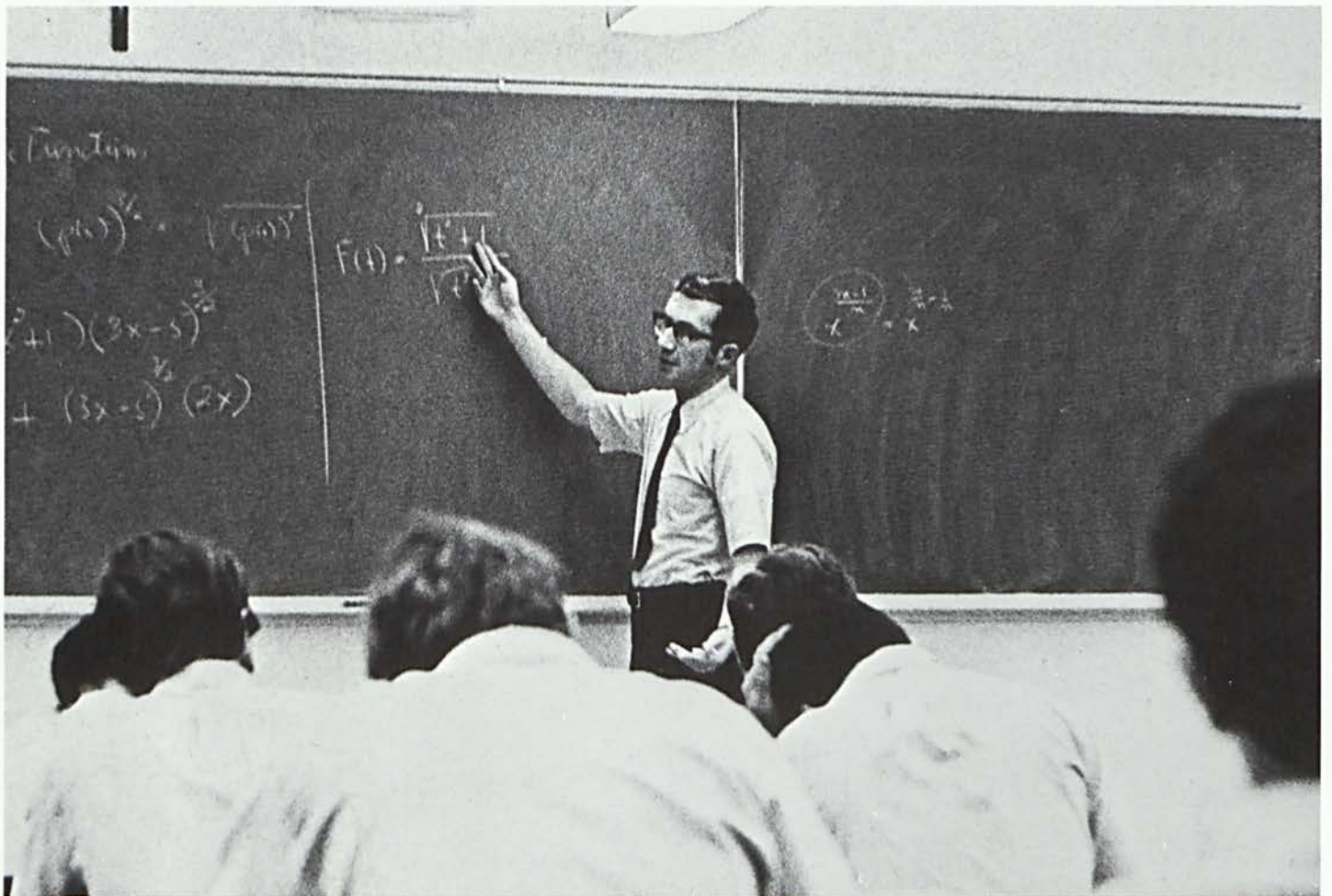
Prologus: But I speak and you demand more. Where do  
I finish and you begin?

Leader: You begin  
In the mist and end there. You must be more.





S. Edward Flynn, Modern Languages



John R. McCarthy, Mathematics



To educate is to form a bond between what there is and what there can be. If what once was is of any worth to the present, then history and tradition must be a ritual joining with past wisdom and feeling — not a cold, hollow repetition of an action.

John F. Dailey, S.J., English







C. Leigh McCarthy, Mathematics







William G. Whitton, Head Coach

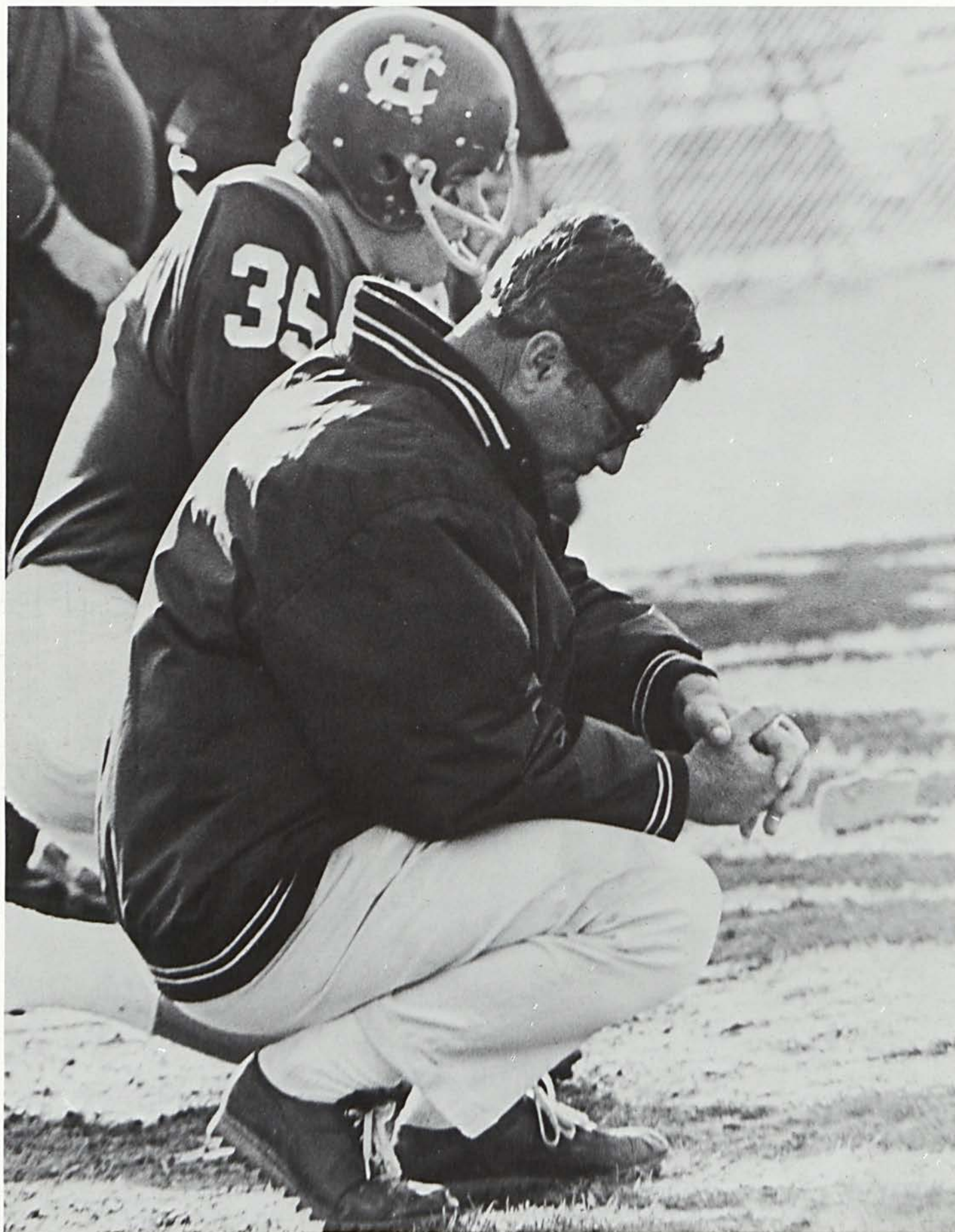








William G. Whitton, Head Coach











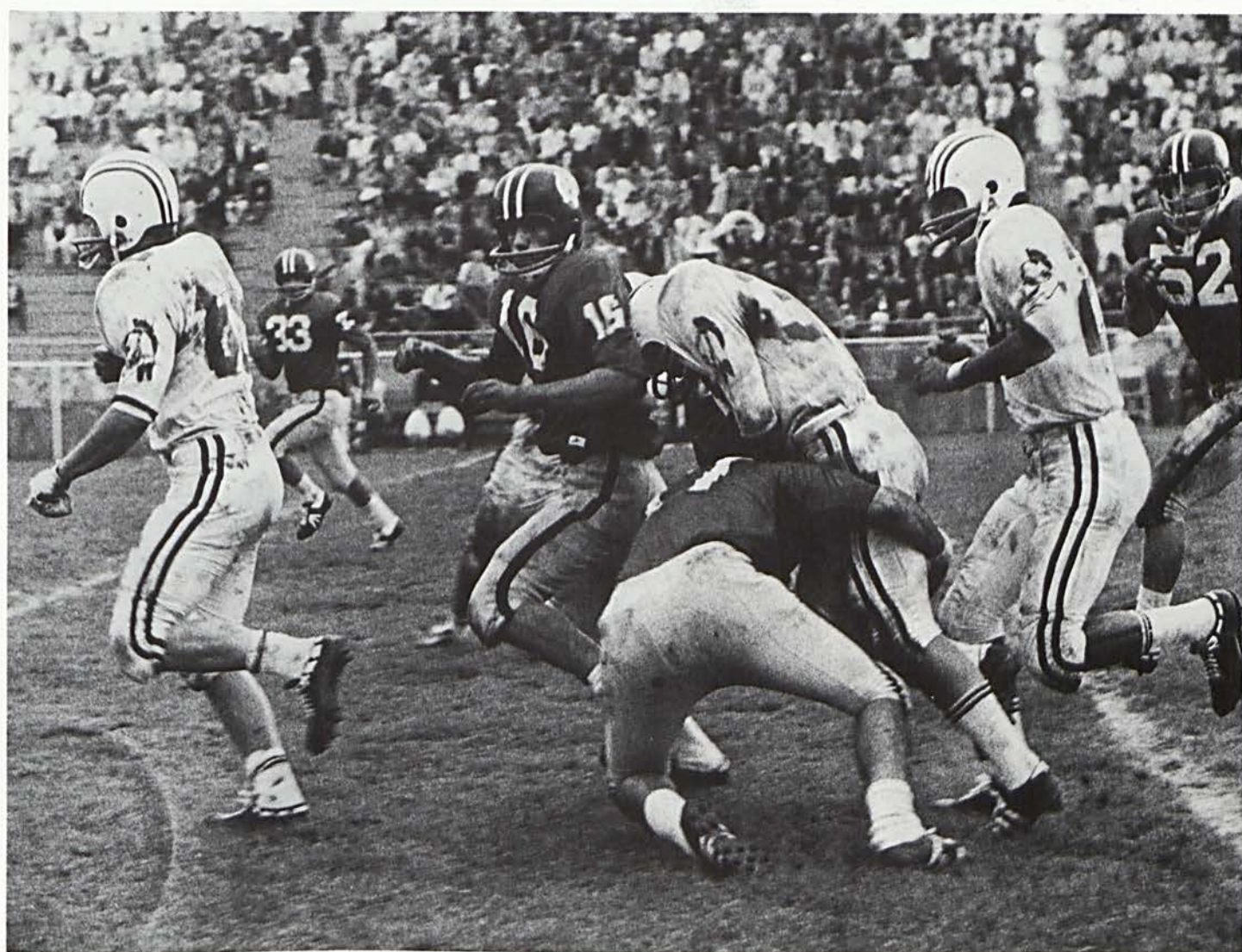
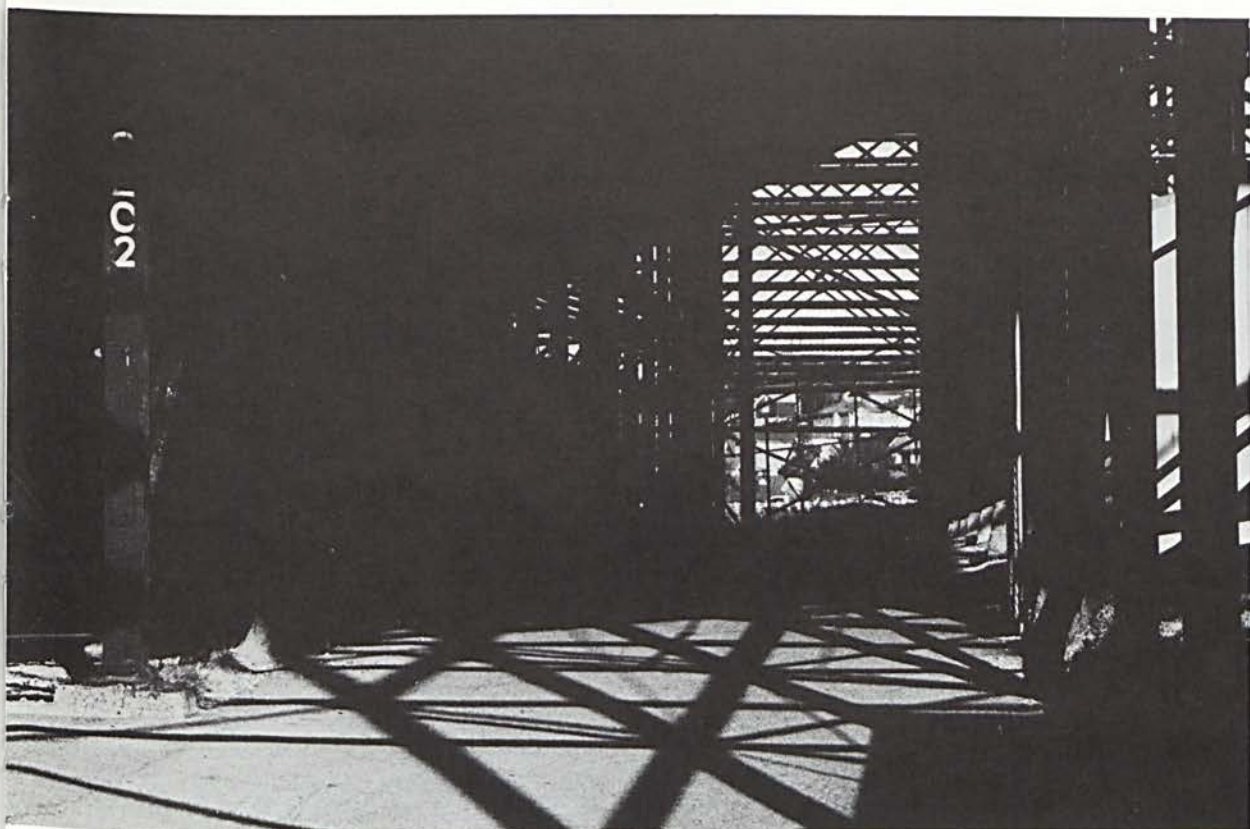








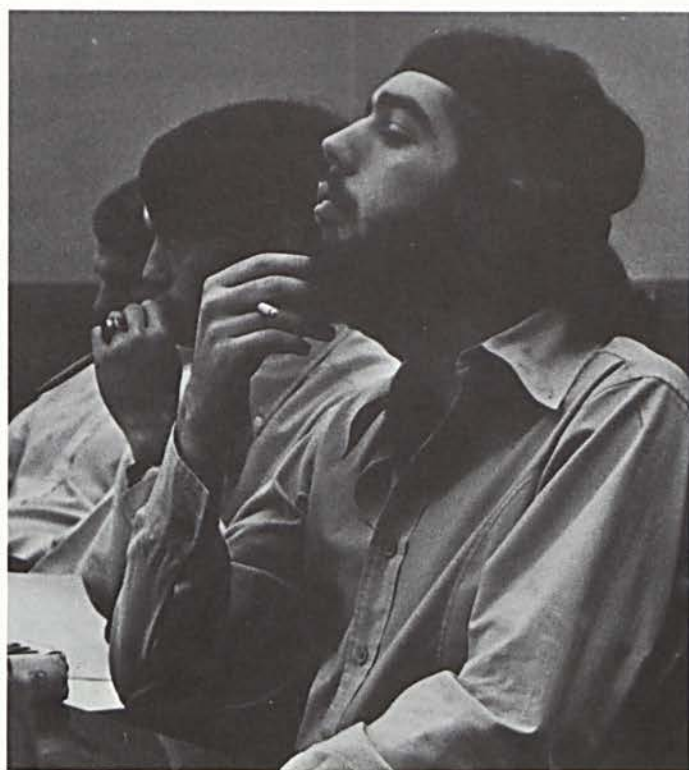




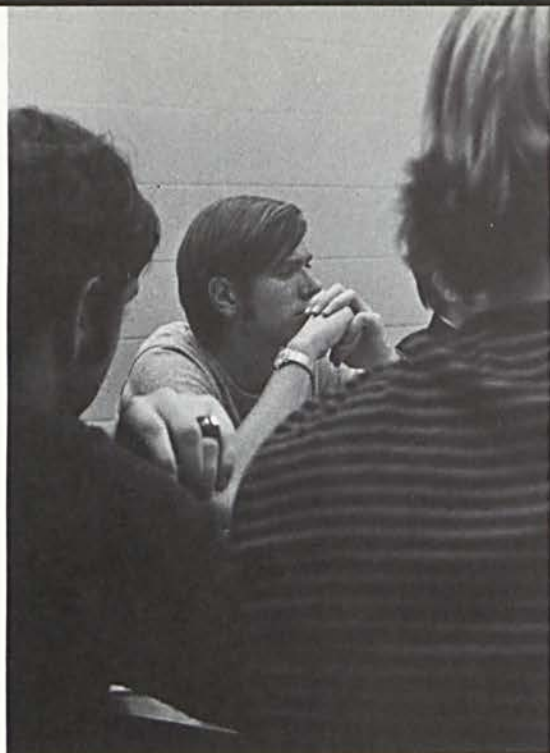
















Inter-House Congress



Reasons for student involvement form a confusing progression. Initial interest is engendered by statements of the ideal institution, combined with at least humanitarian, if not Christian, motivation. An appraisal of the student body has the power to sharpen interest or, indeed, to crush it. If there is inticement, the vortex of student concern can be overpowering. The potential is virtually boundless. But often there arise accusations of an in-group perspective, which are, to some, justified. Other problems ensue, and at a mysterious point the strength of the vortex diminishes to a significant degree. As the forces of concern wane, others assert themselves. New interests and anxieties captivate the student. There is no time for retrospection.

Walter Kuliesis, Chairman, Student Judicial Board

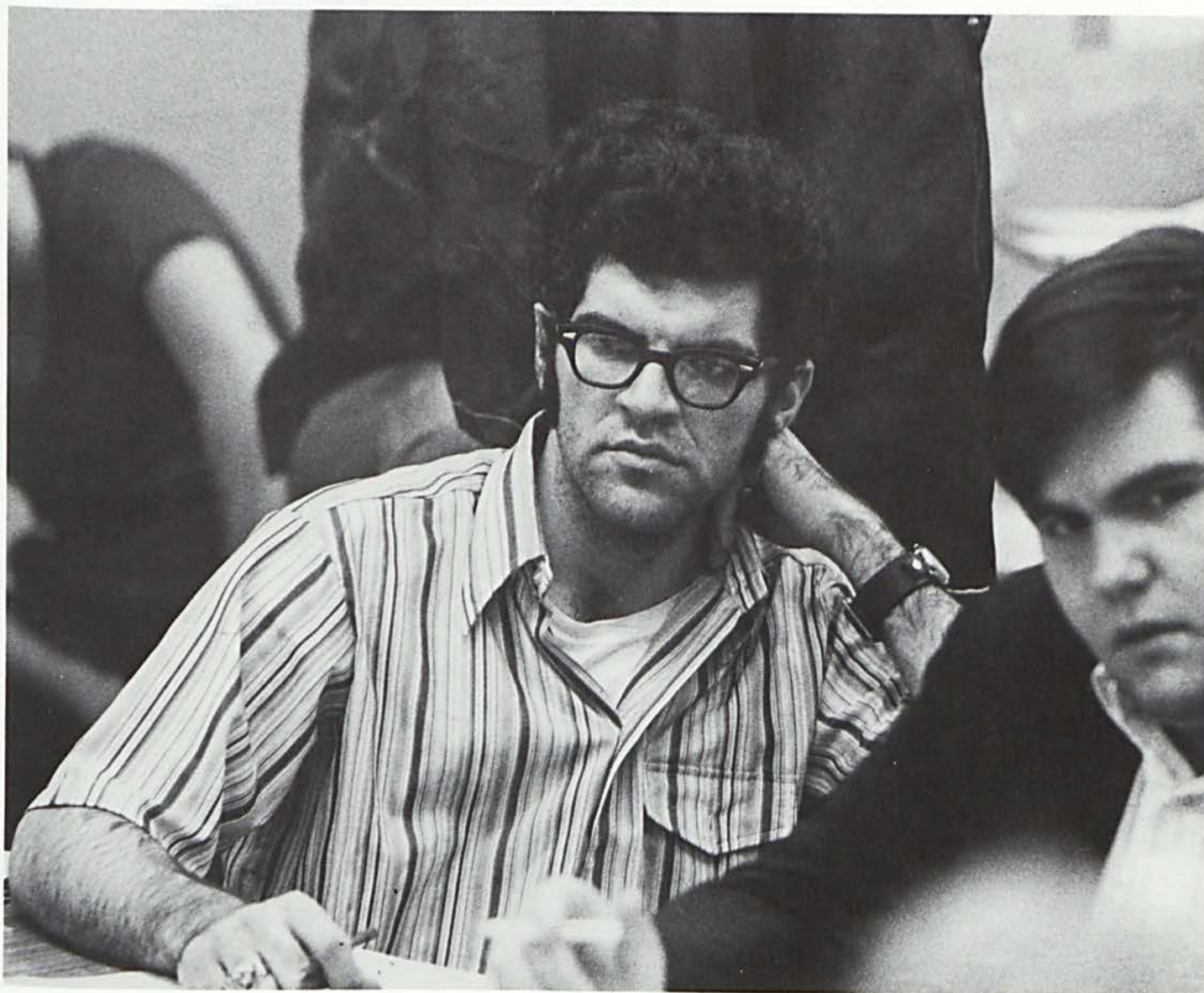






Robert Traci, Ombudsman, Inter-House Congress

Louis Massery, Chairman, Inter-House Congress, Left  
John Cangilos, Chairman, Inter-House Congress, Right

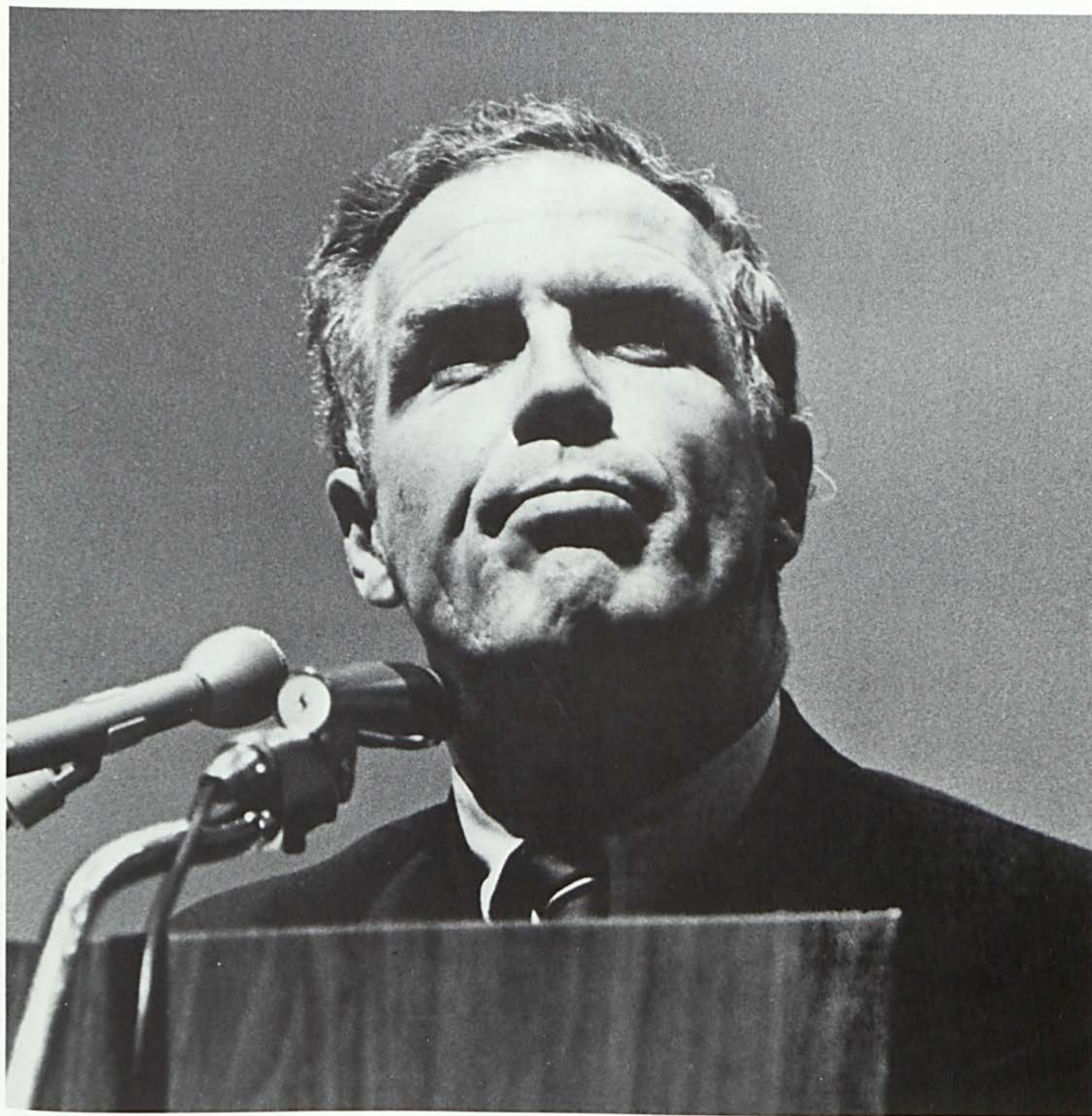








LEFT: Thomas Hehir, Chairman, Young Democrats  
BELOW LEFT: Michael Harrington  
BELOW: Kevin White, Mayor of Boston





U.S. Senator Edward Brooke



State Senator John Quinlan





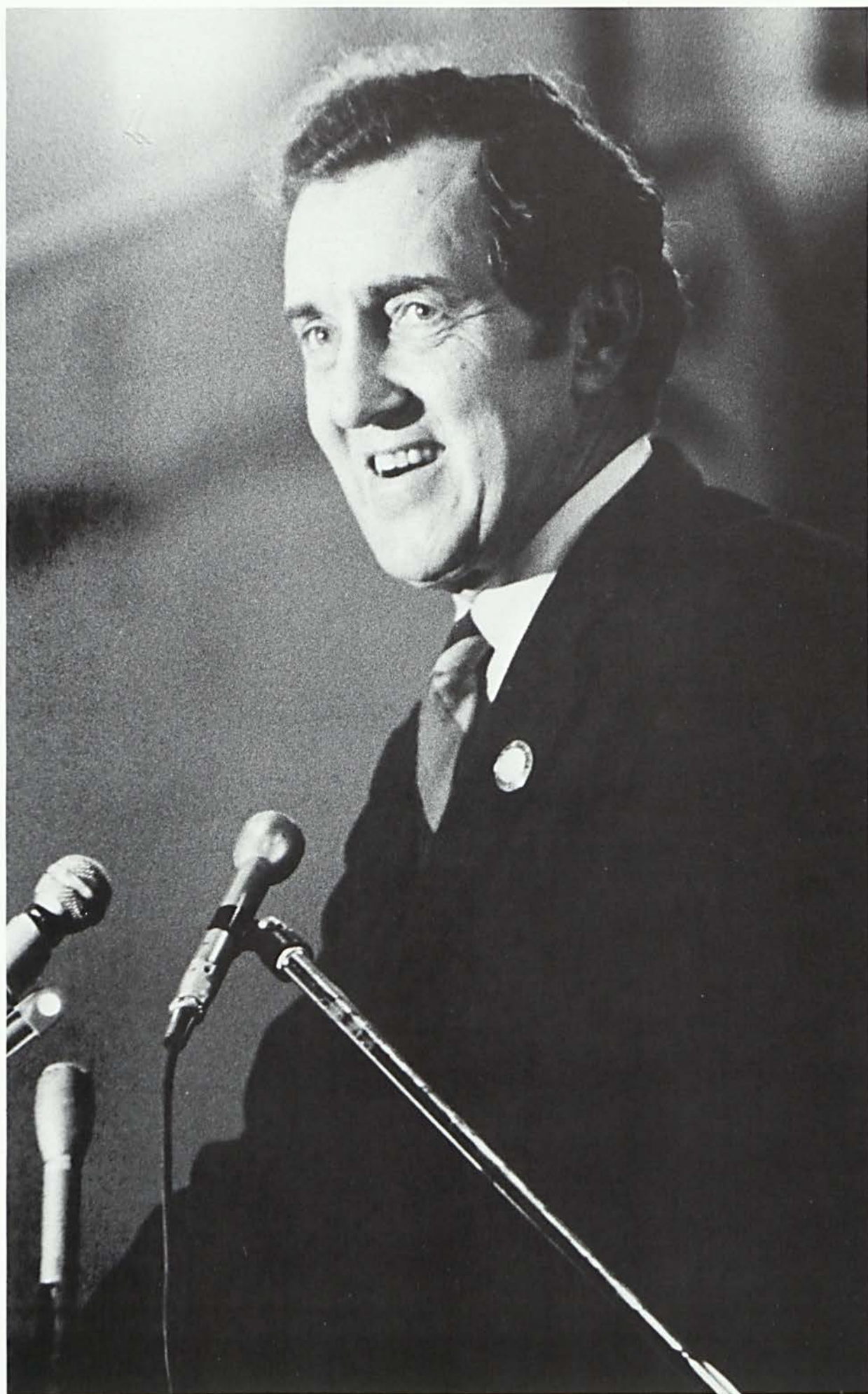


Frank Metrusky, Chairman, Young Republicans



Nancy Sargent





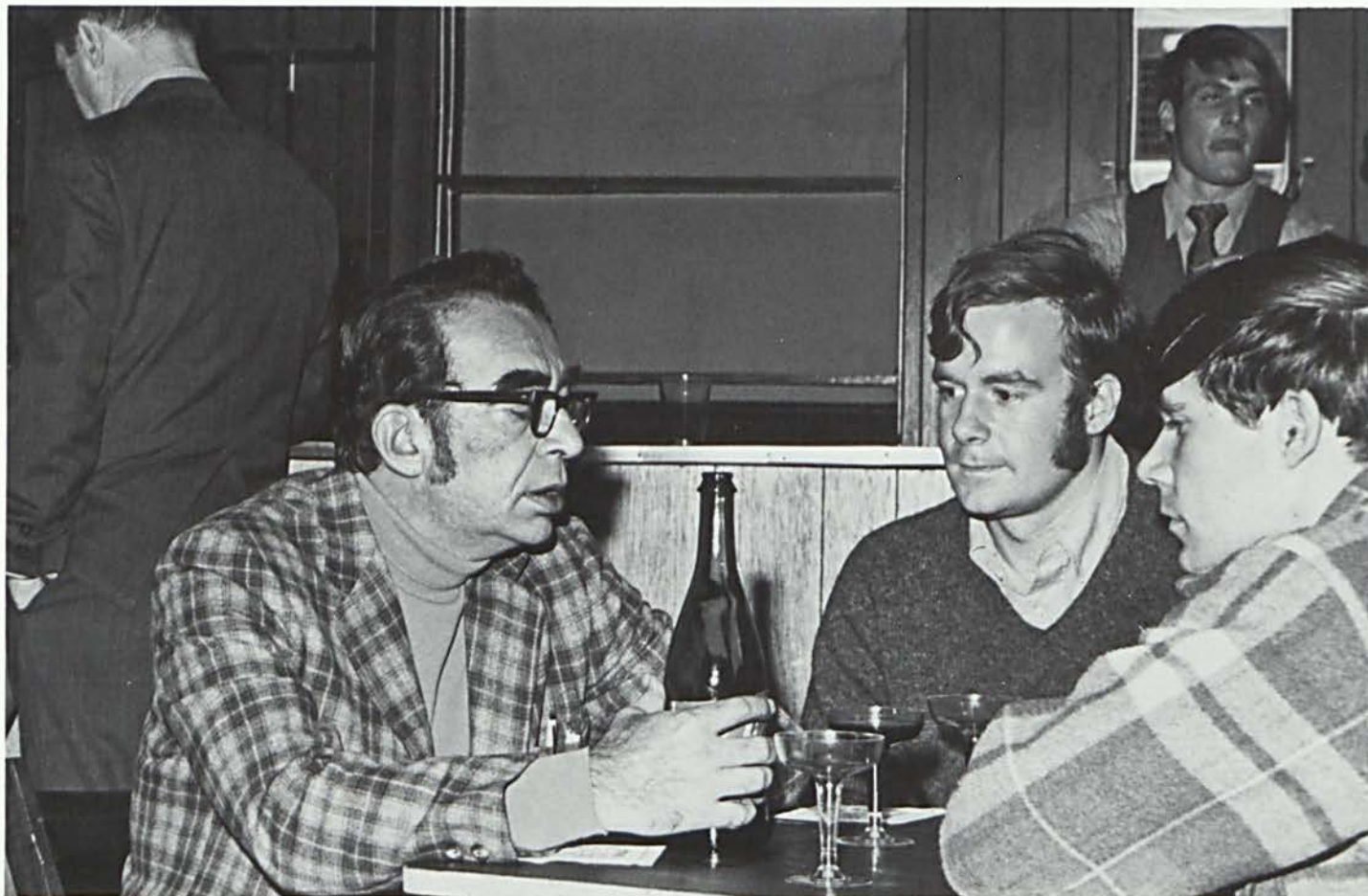




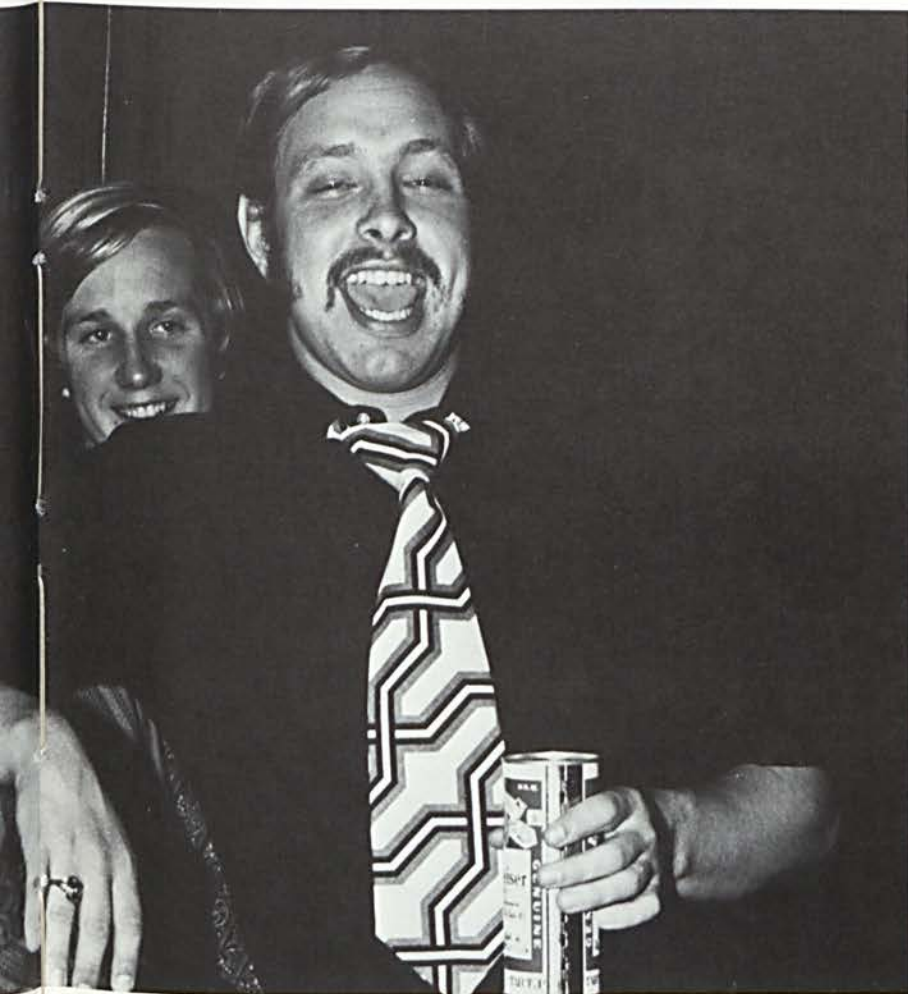
LEFT: Abbie Hoffman  
FAR LEFT: U.S. Senator Edmund Muskie  
ABOVE: U.S. Senator Edward Kennedy



It has been found that if we label the campus  $(0,0)$  and surround it with concentric circles of 50 mile intervals and that if we count the number of girlfriends within each of these circular sections, then, as the circles approach 0, so also does the number of girlfriends such that if, on the graph, we labeled one axis 'miles from campus  $x$ ' and the other axis 'number of female acquaintances' we would approximate a straight line starting at  $(0,0)$  and ascending positively such that an increment of  $x$  would demand a corresponding increment of  $y$ . The question is: is the *opposite* of the function of a real function for any student  $z$  on said campus  $x$  and if it is a real function (and not purely an imaginary or irrational one) then what the hell is  $z$ 's secret? Proof left to the interested student.







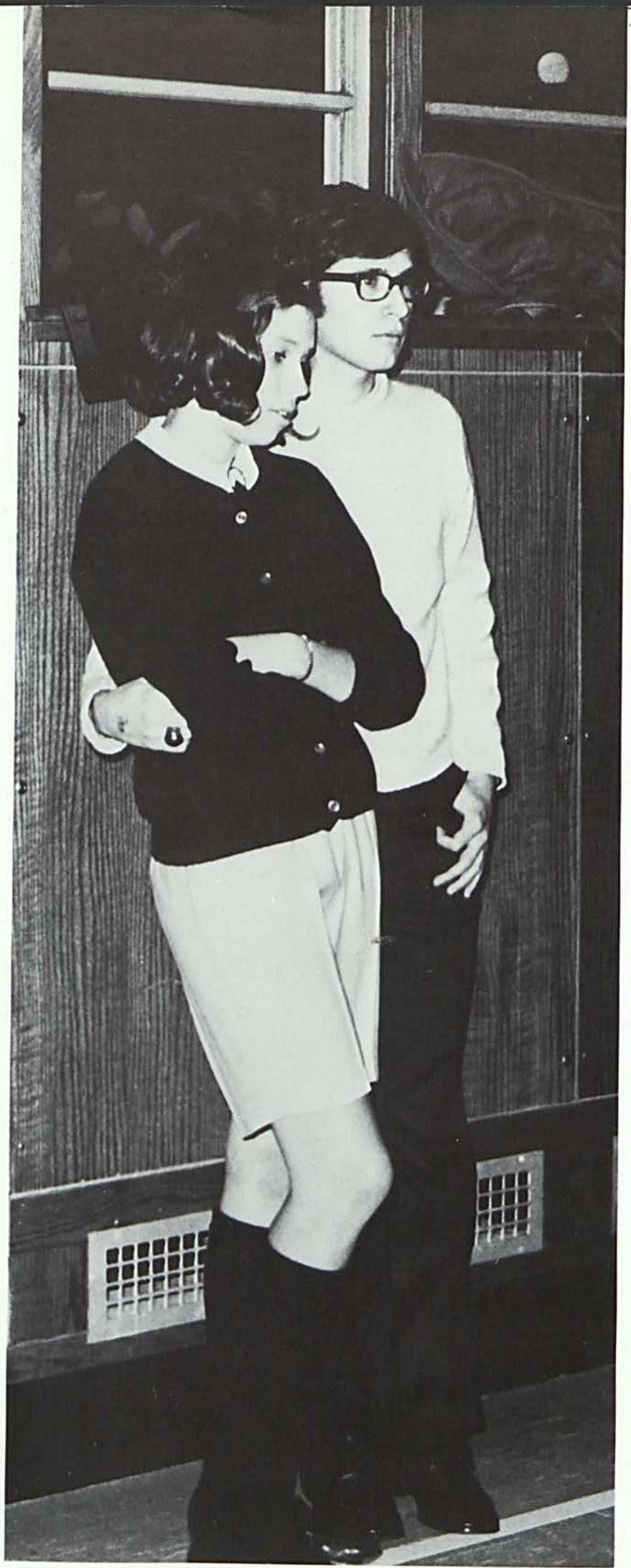








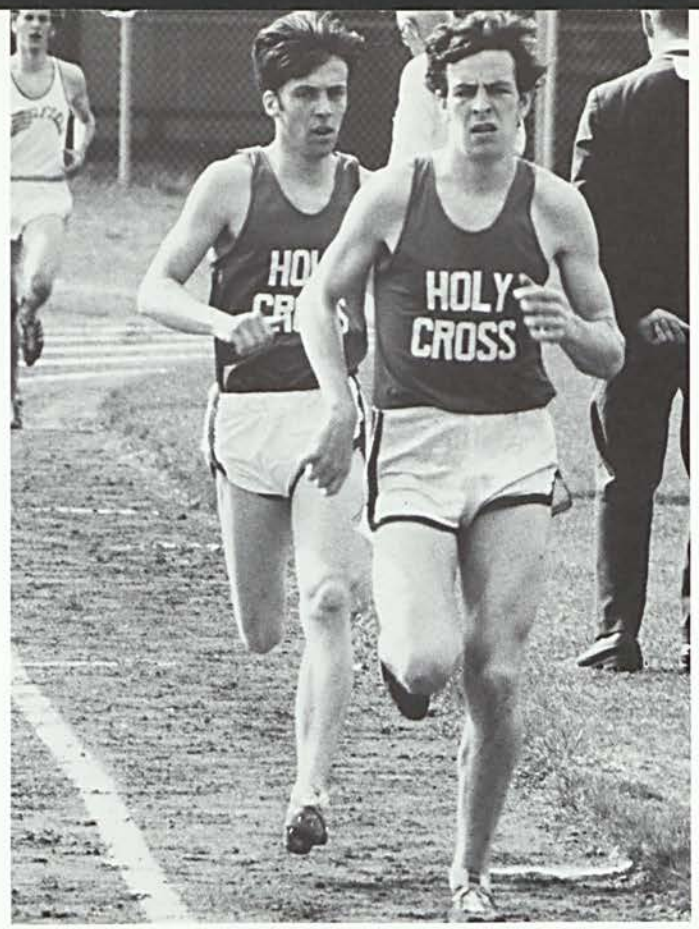








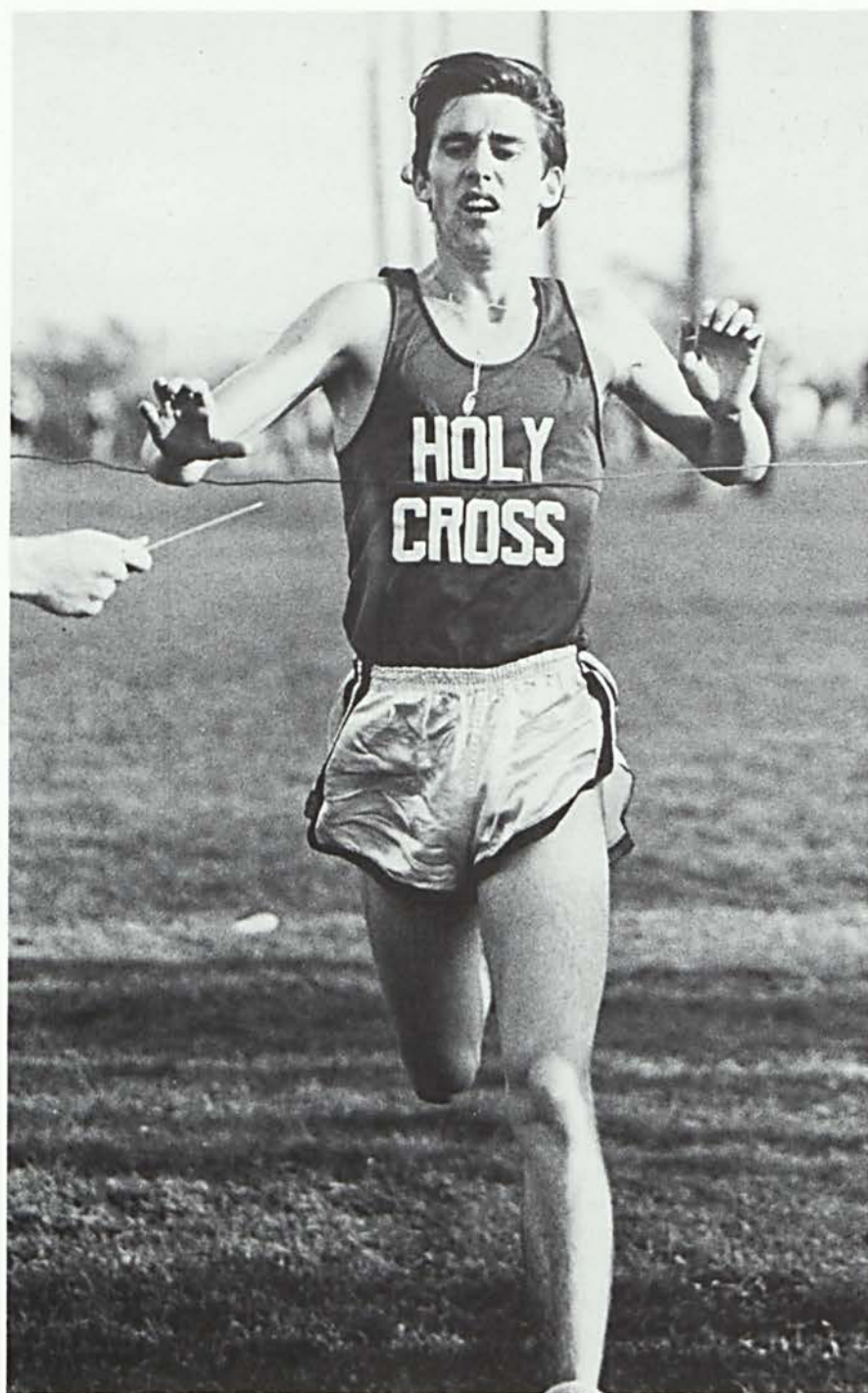




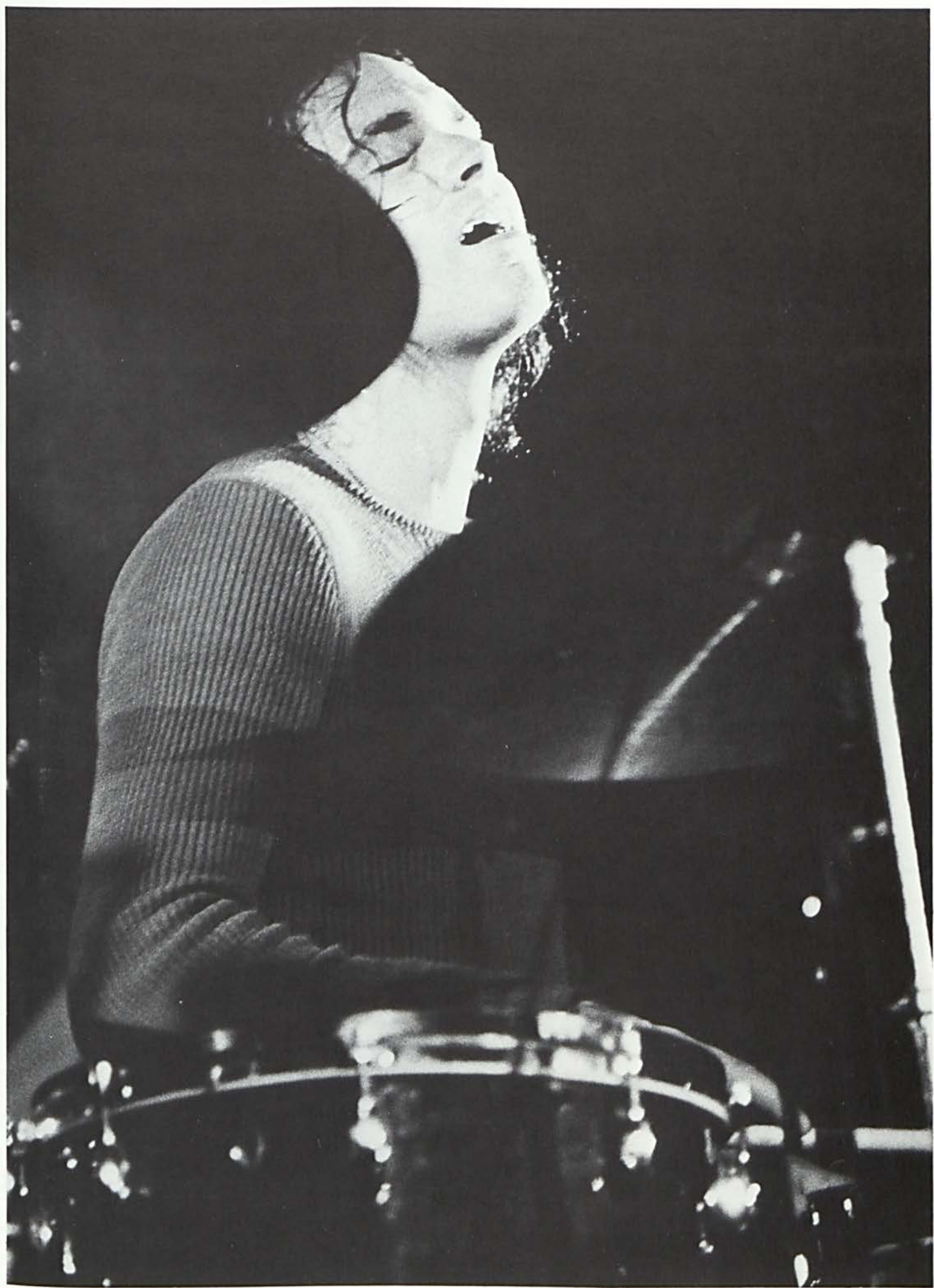








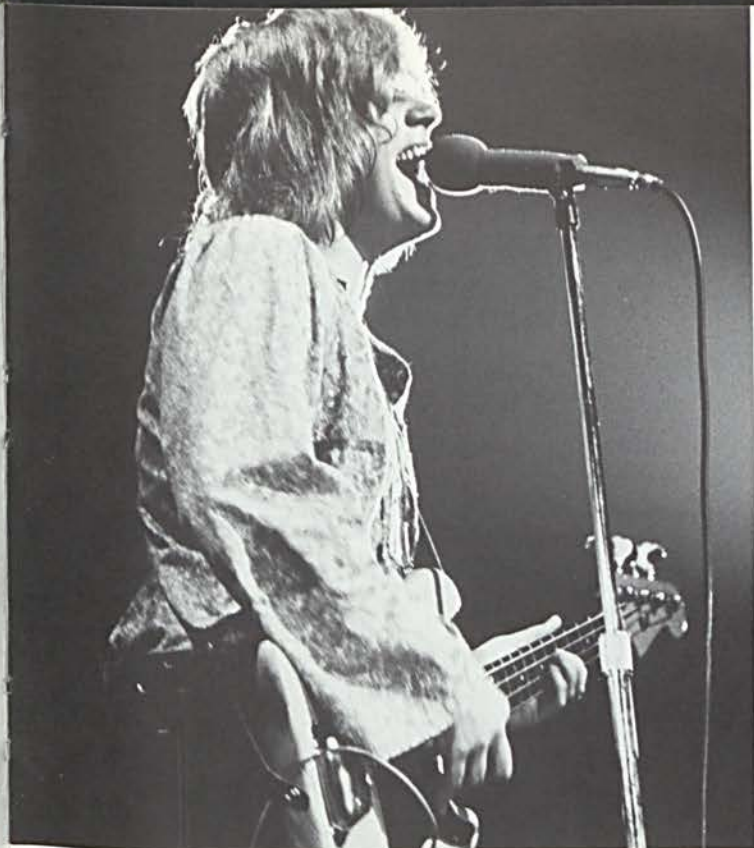




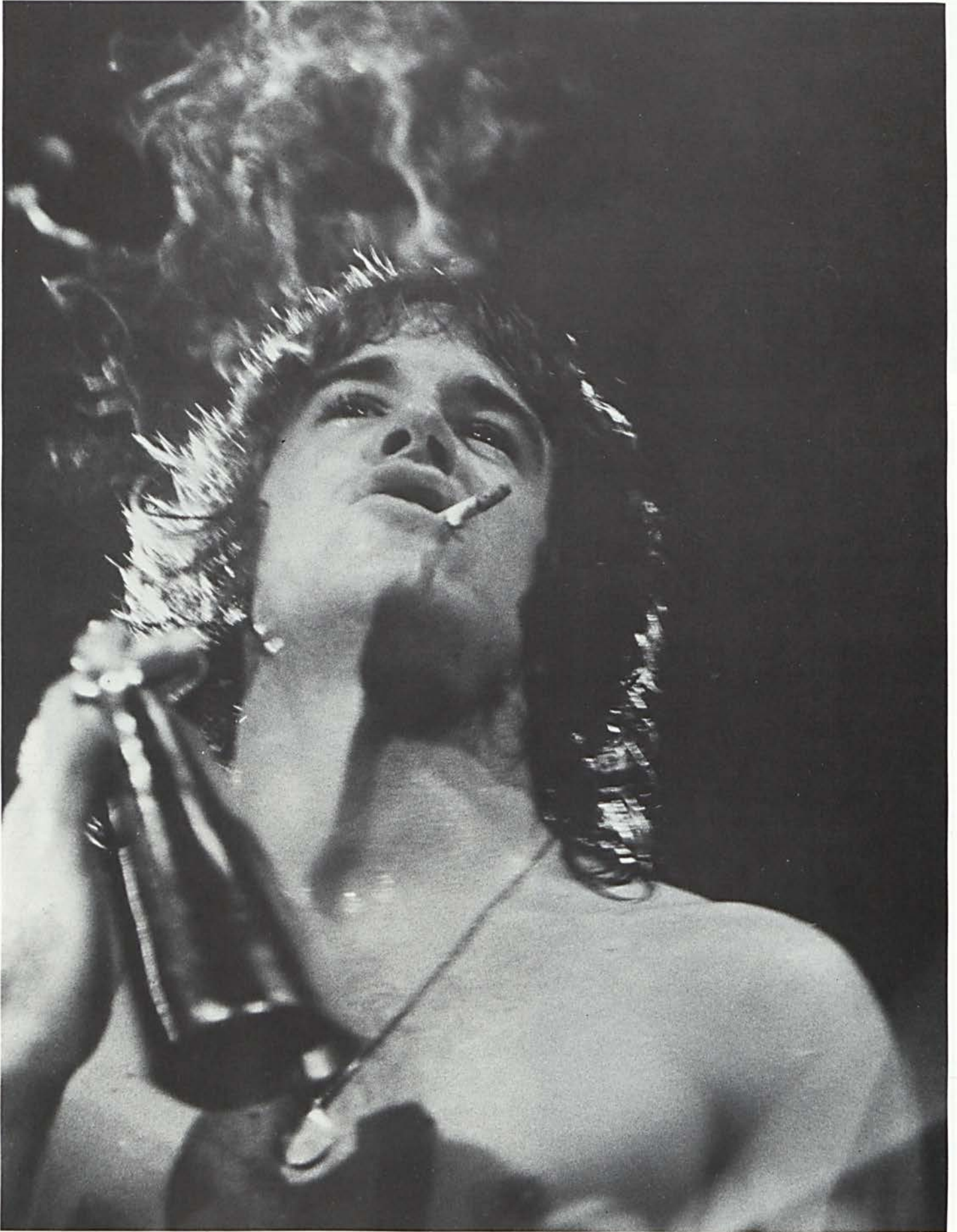












Chicago







You tell me that you write only a little now.  
I wrote this a year or two ago  
about a girl whose stories I had read  
and wished to meet:

"The traveller  
whom a bird's notes surprise  
his eyes  
search the trees"

And when I met her she was plain enough.  
So is the nightingale, they say —  
and I am glad that you do not belong  
to those whose beauty is all song.









# SILENCE

Philosophy 700.  
*Analytic Contemplation*

A thorough study of the major structures and requirements of the constructively contemplative act. This course will also emphasize the fundamentals of aesthetic selection and the essential skills and techniques necessary to an adequate understanding of involved procedures.













Stanley Barondes, Education  
Master Blair Barondes, Prodigy







Leonard J. McCarthy S.J., English







William J. Ziobro, Classics

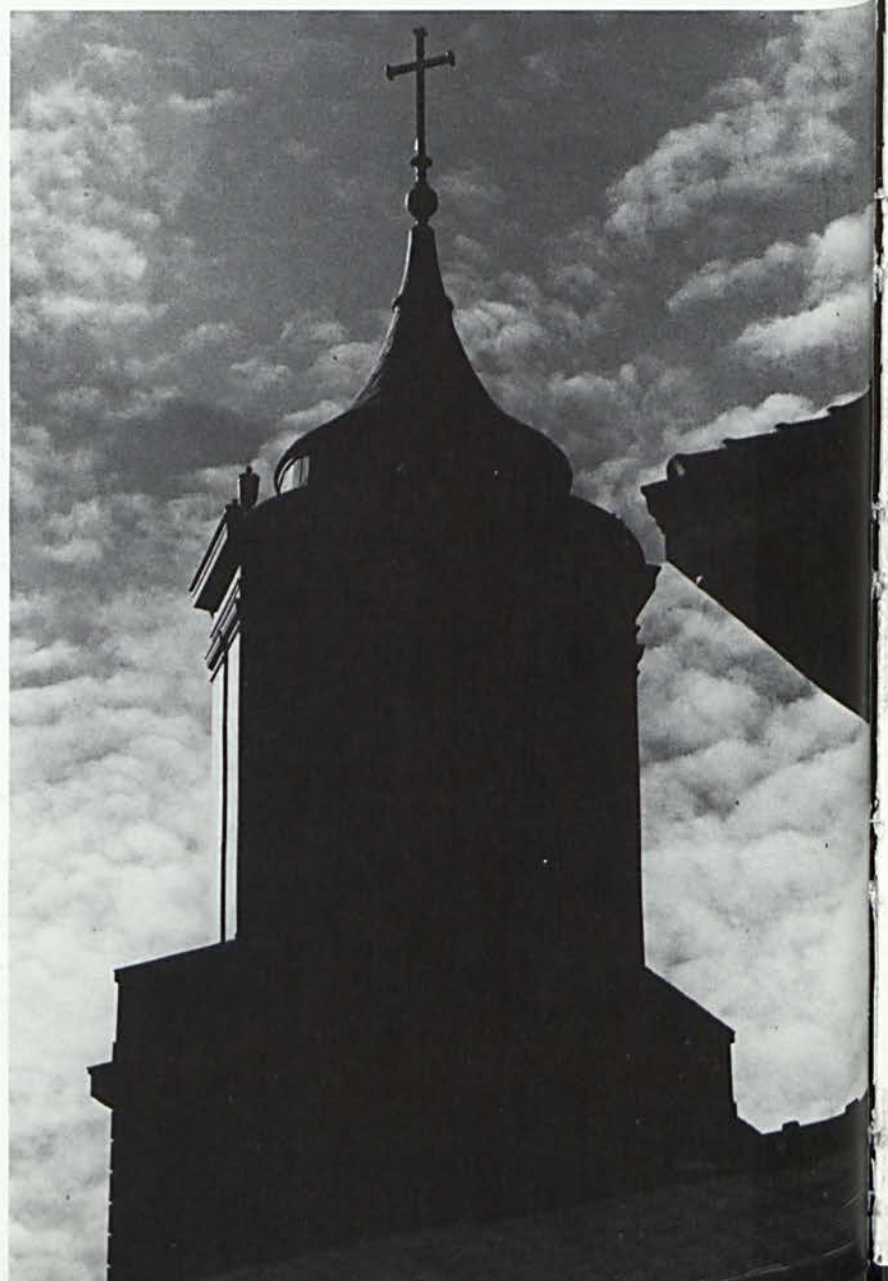




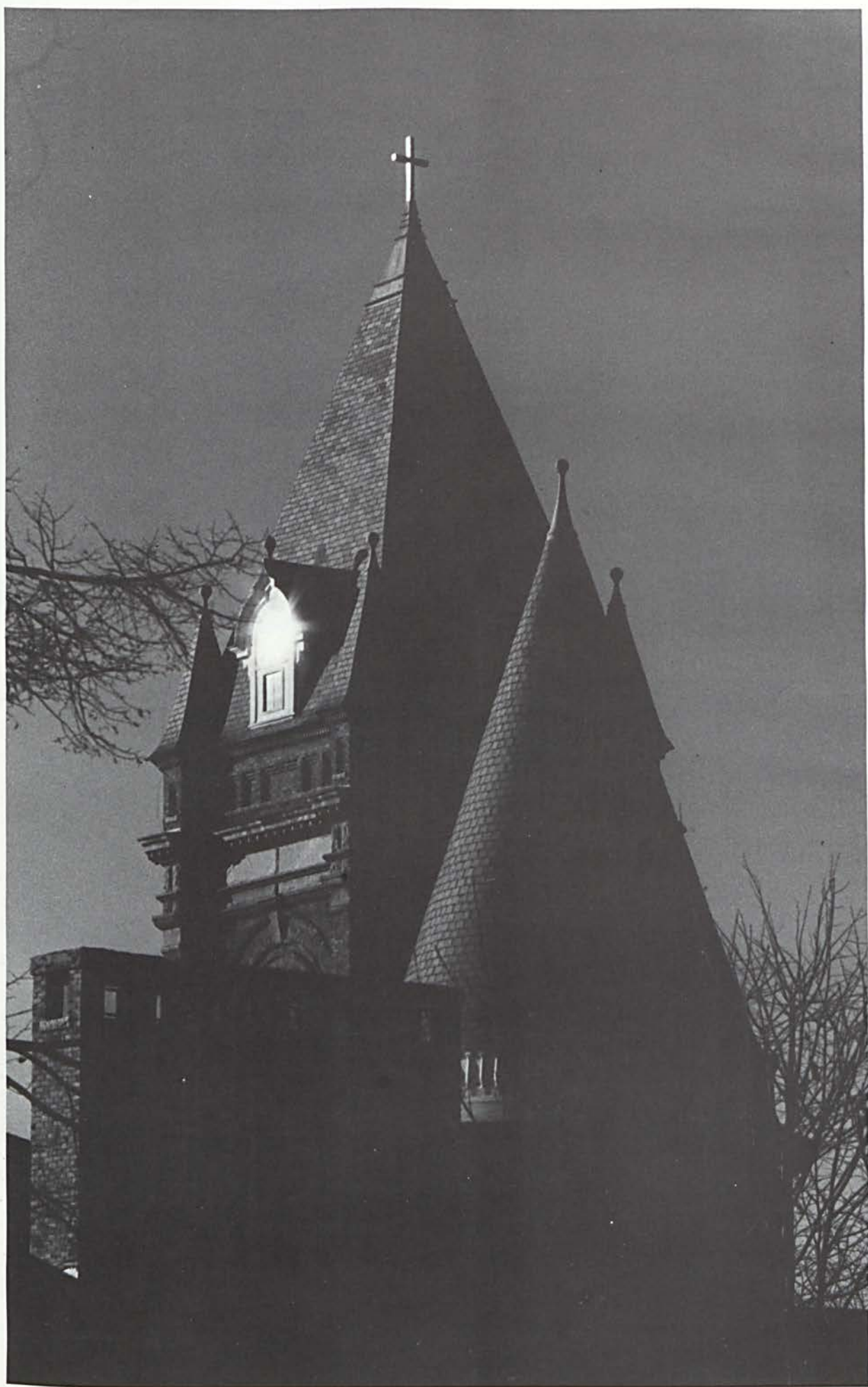






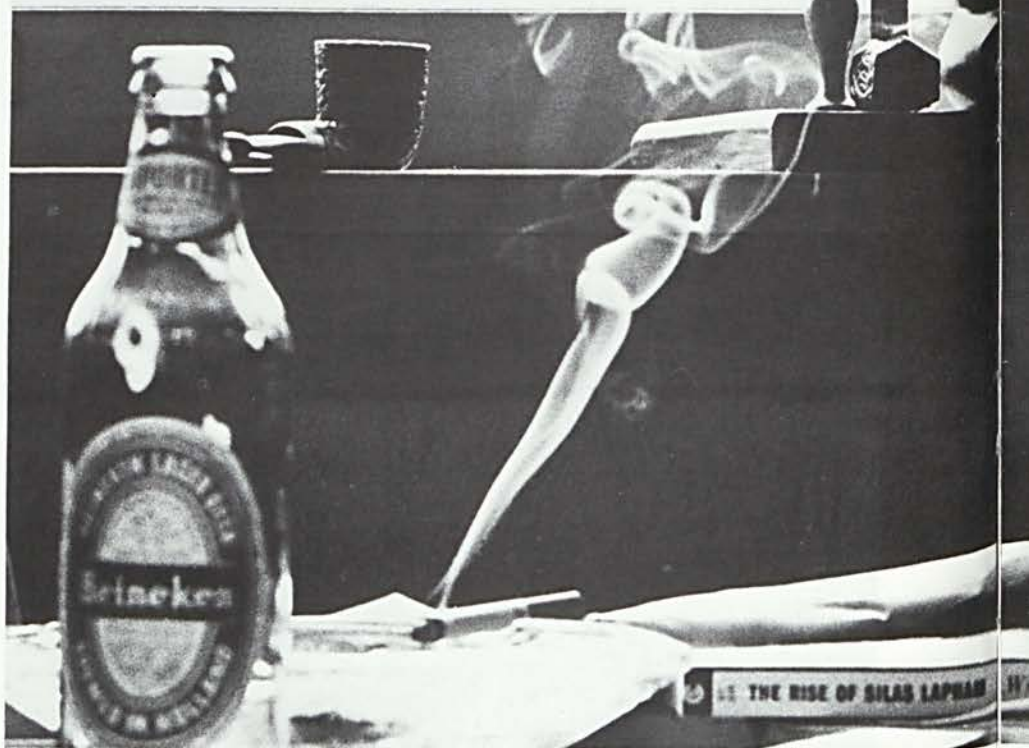








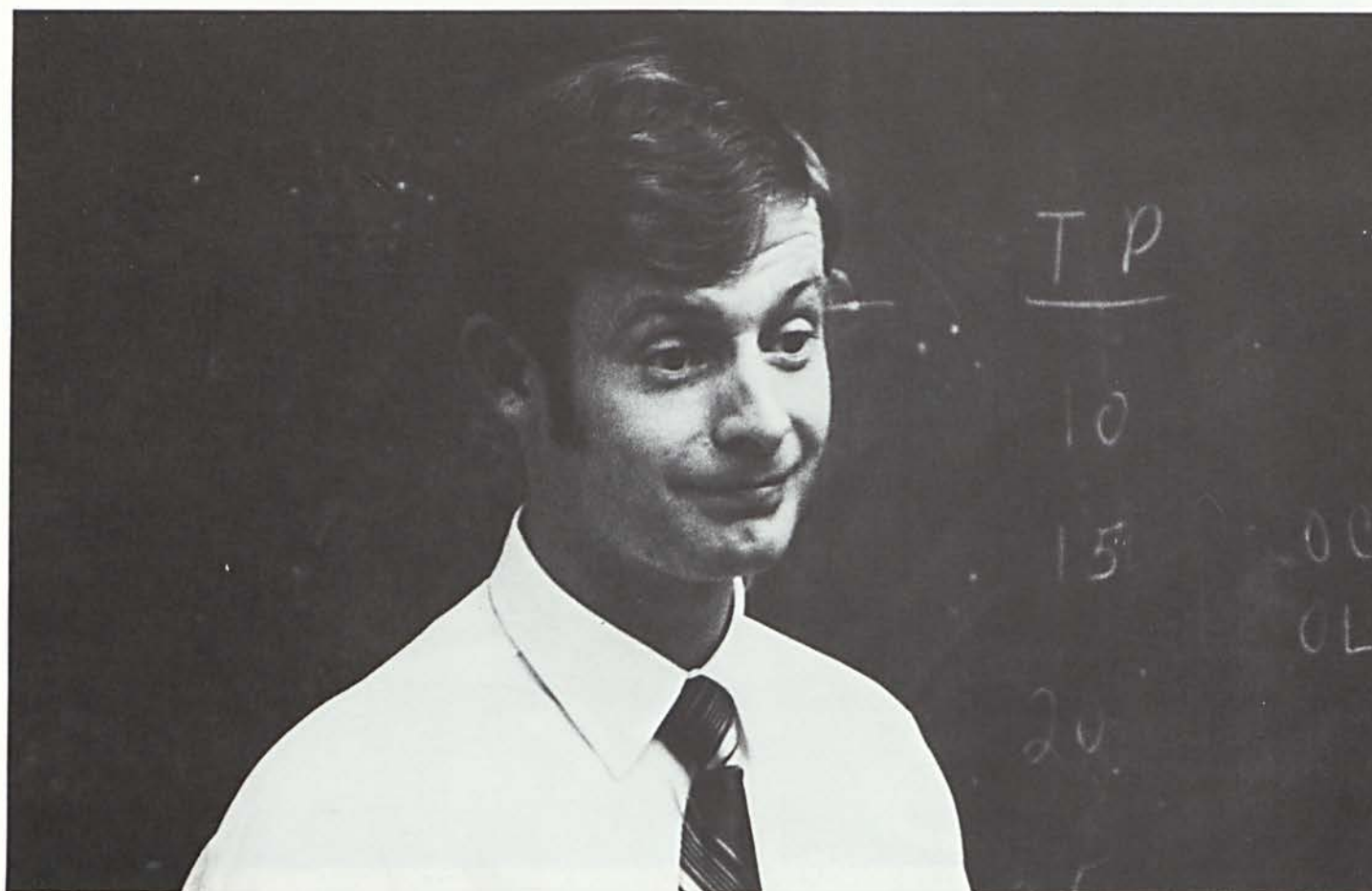
I've always said that with a little editing life could be almost bearable . . . if you could just sort of crop out Kimball and the back of Fenwick and Howard Johnson roofs and tomorrow's blue book. Just get out the proverbial blue pencil and do a little tasteful elimination. One has a variety of editing fluids . . .











John F. O'Connell, Economics



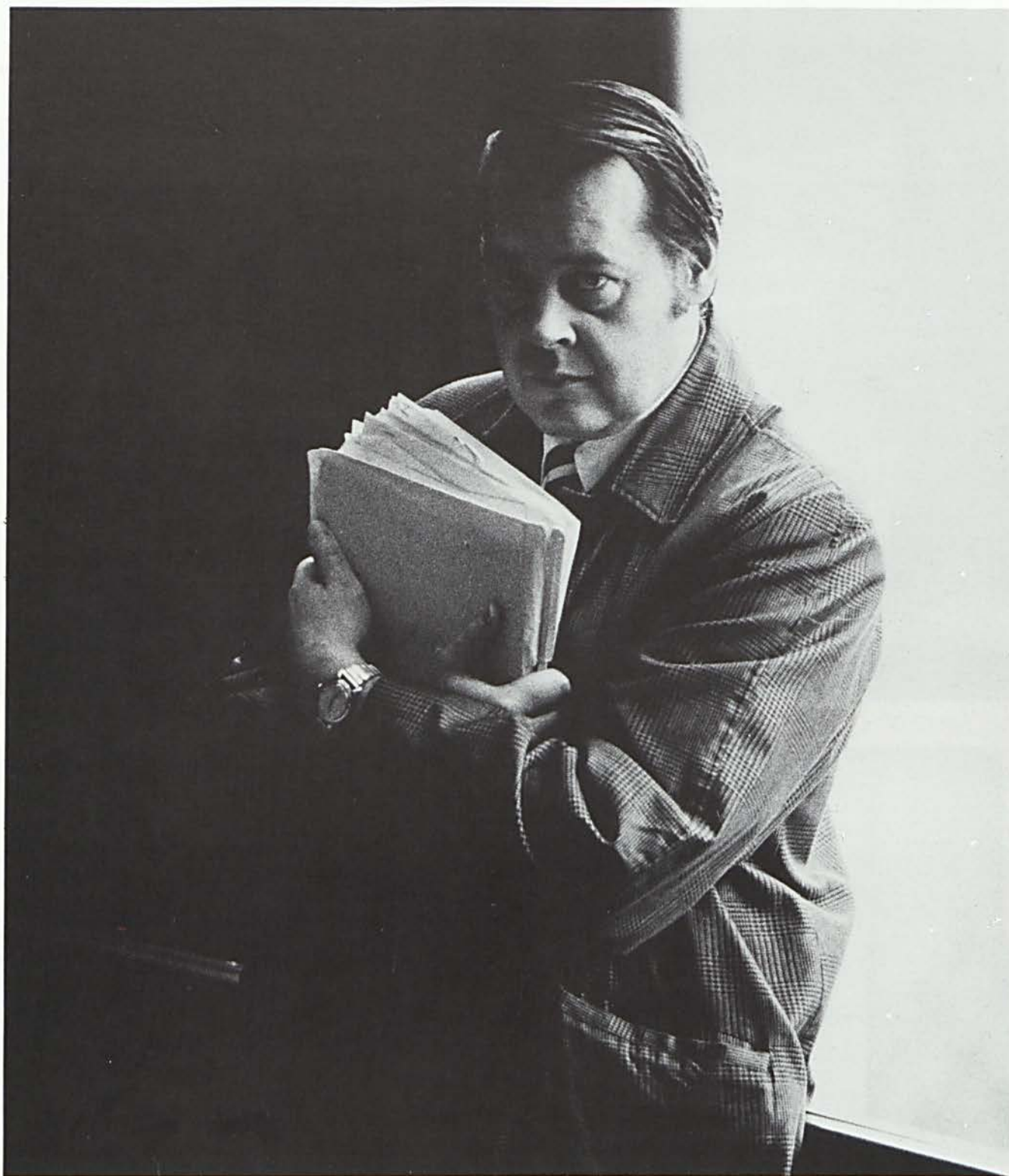


Robert L. Brandfon, History



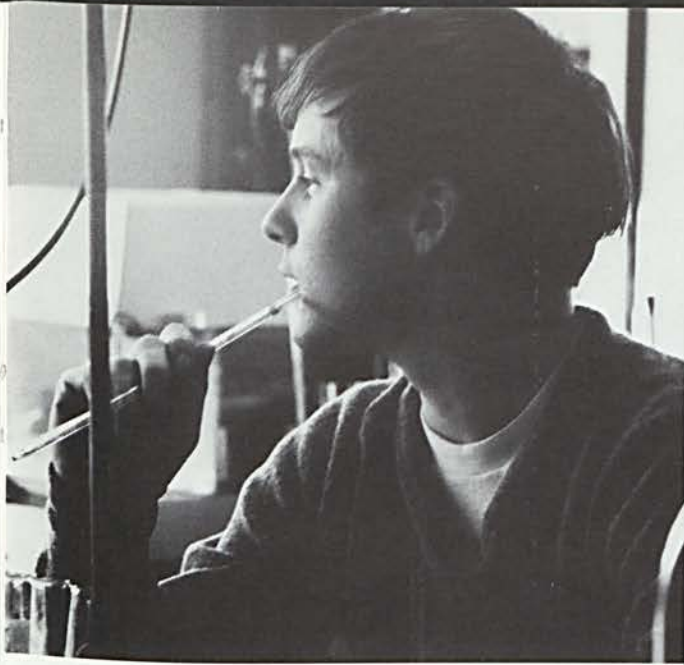
John M. Carroll, English





George Hamsch, Philosophy





Leonard C. Sulski, Mathematics  
Chairman, Department of Mathematics

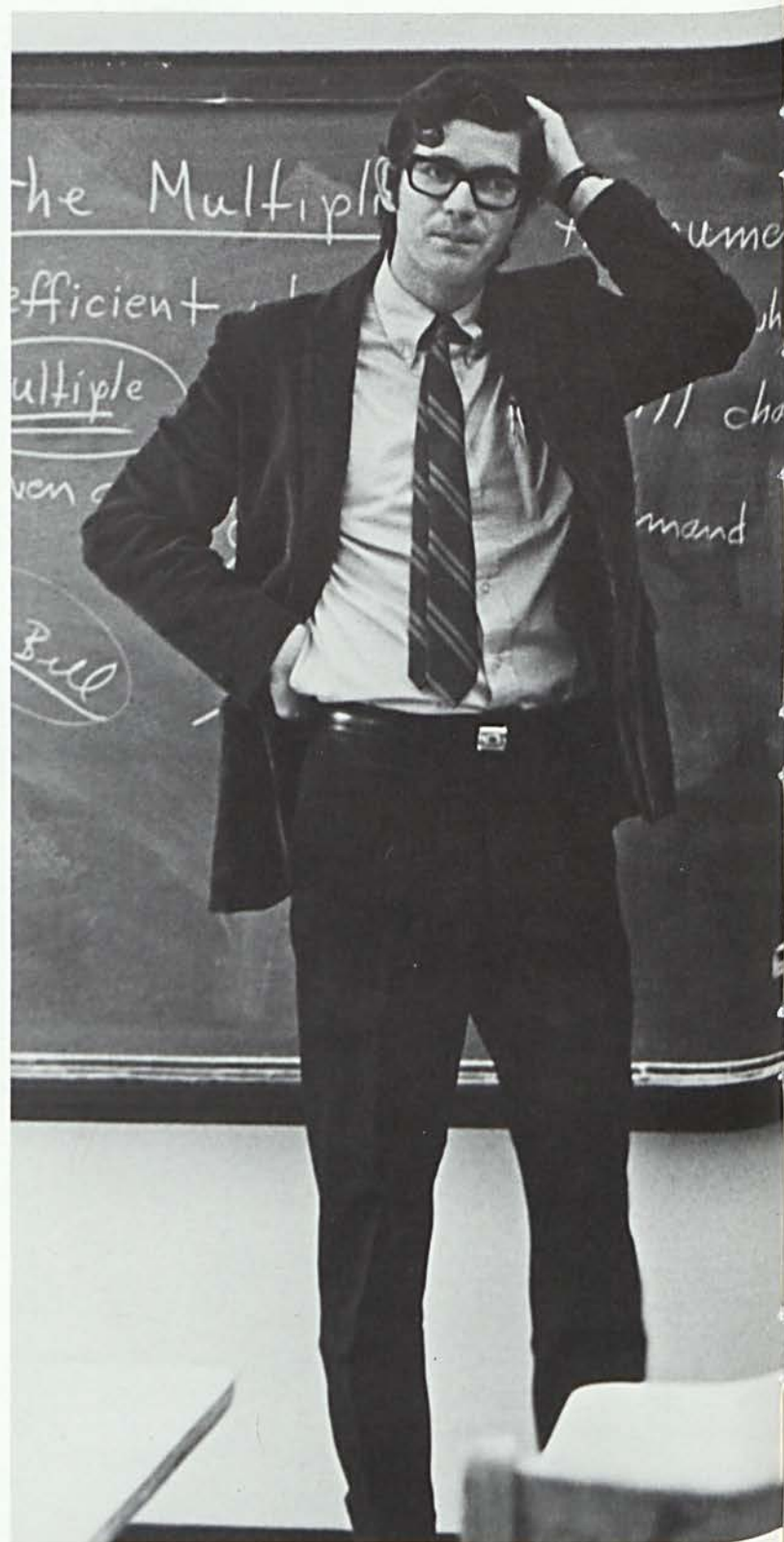




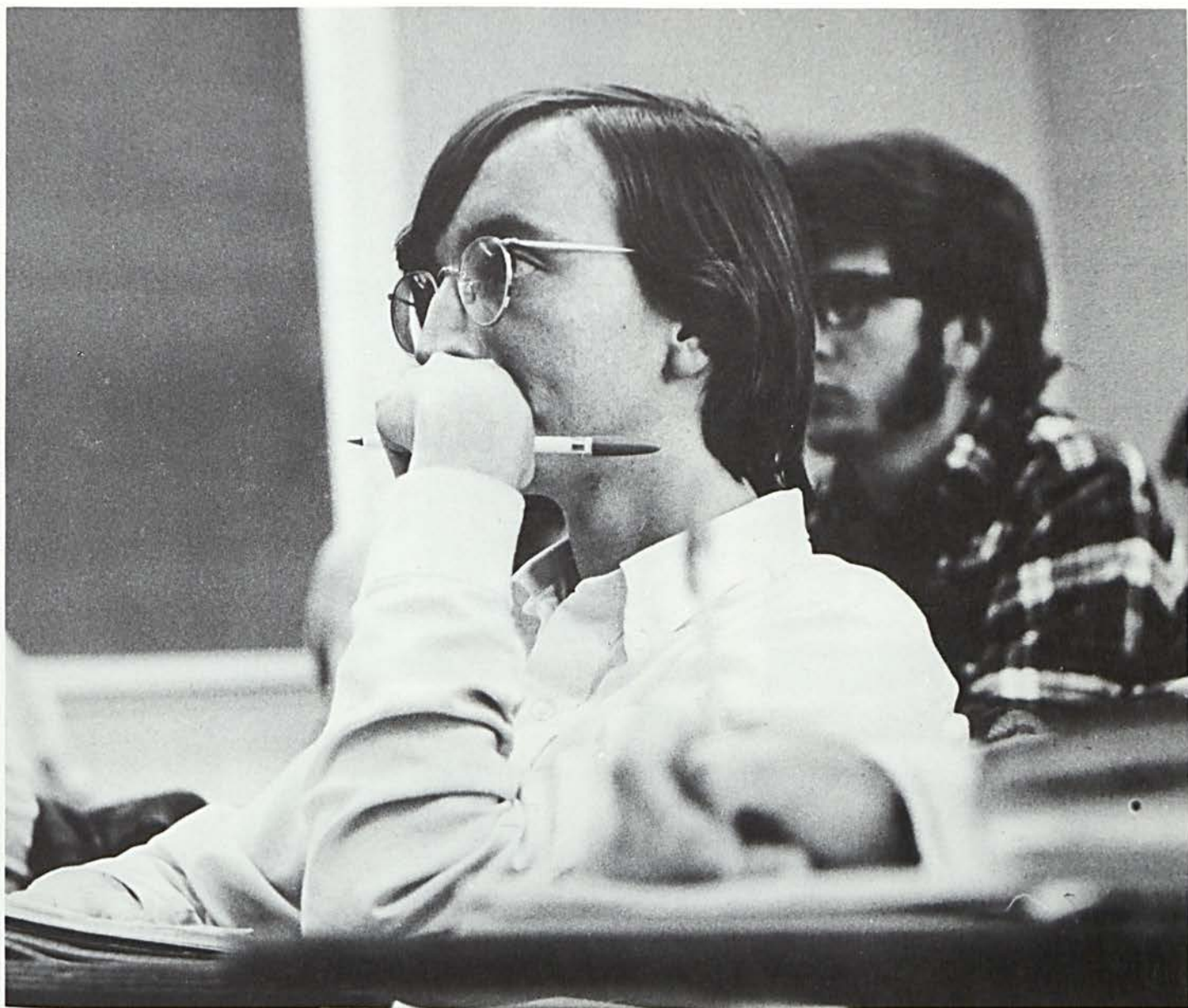


Robert D. Martin, History

Mark G. Bender, Economics









October 15

Dear Mother and Father,

The viability of college life as a meaningful part of my personal experience is no longer questionable. The examination of my intellectual ability has revealed a potential for unlimited success. I have found that those around me have the power to broaden my perspective on the human situation. My professors have aroused in me the unquenchable desire to seek satisfaction within the halls of academia. I am confident that I shall be happy here.

Sincerely,  
Your loving son

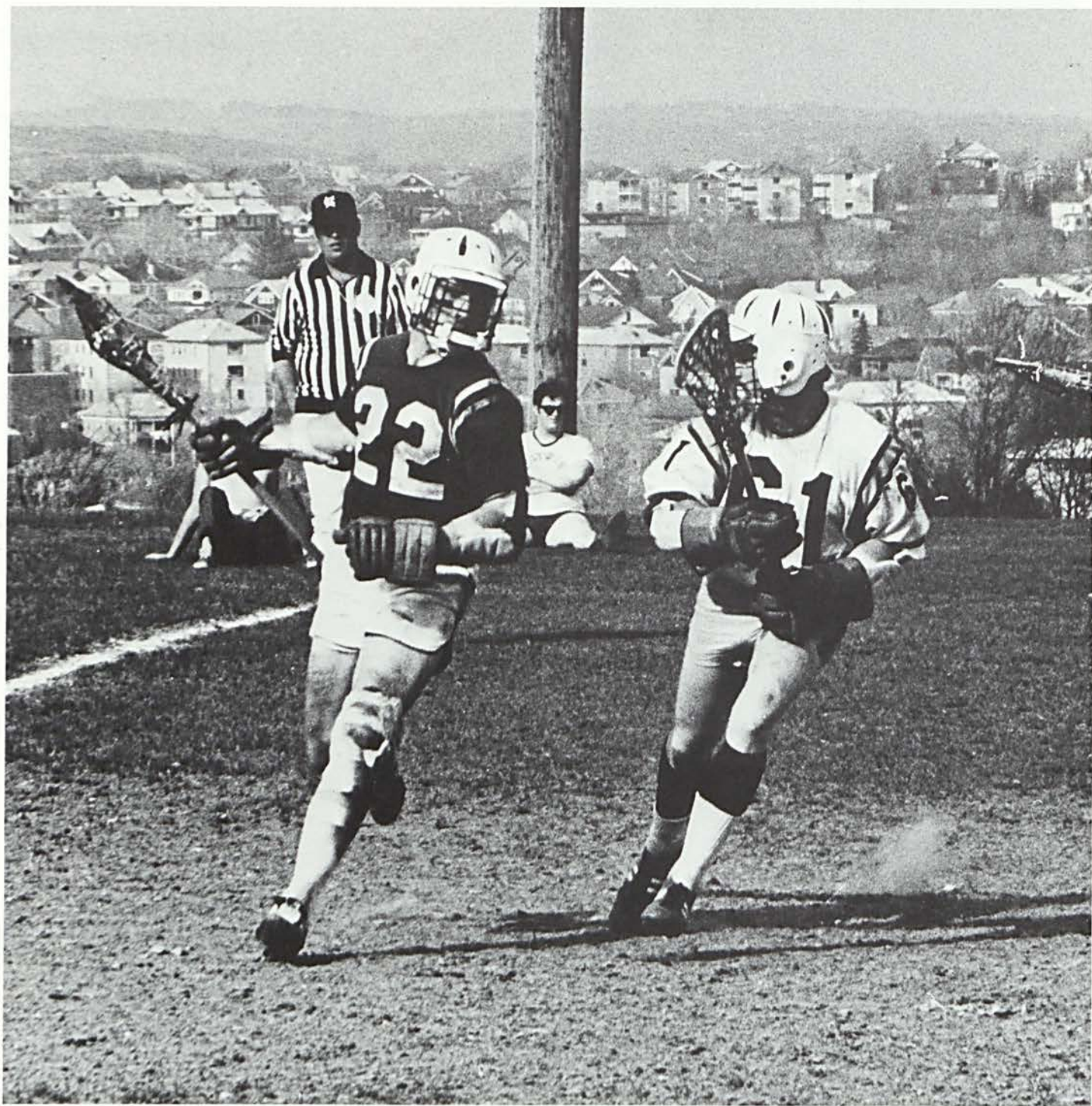




Mrs. Katherine Huffhines, English











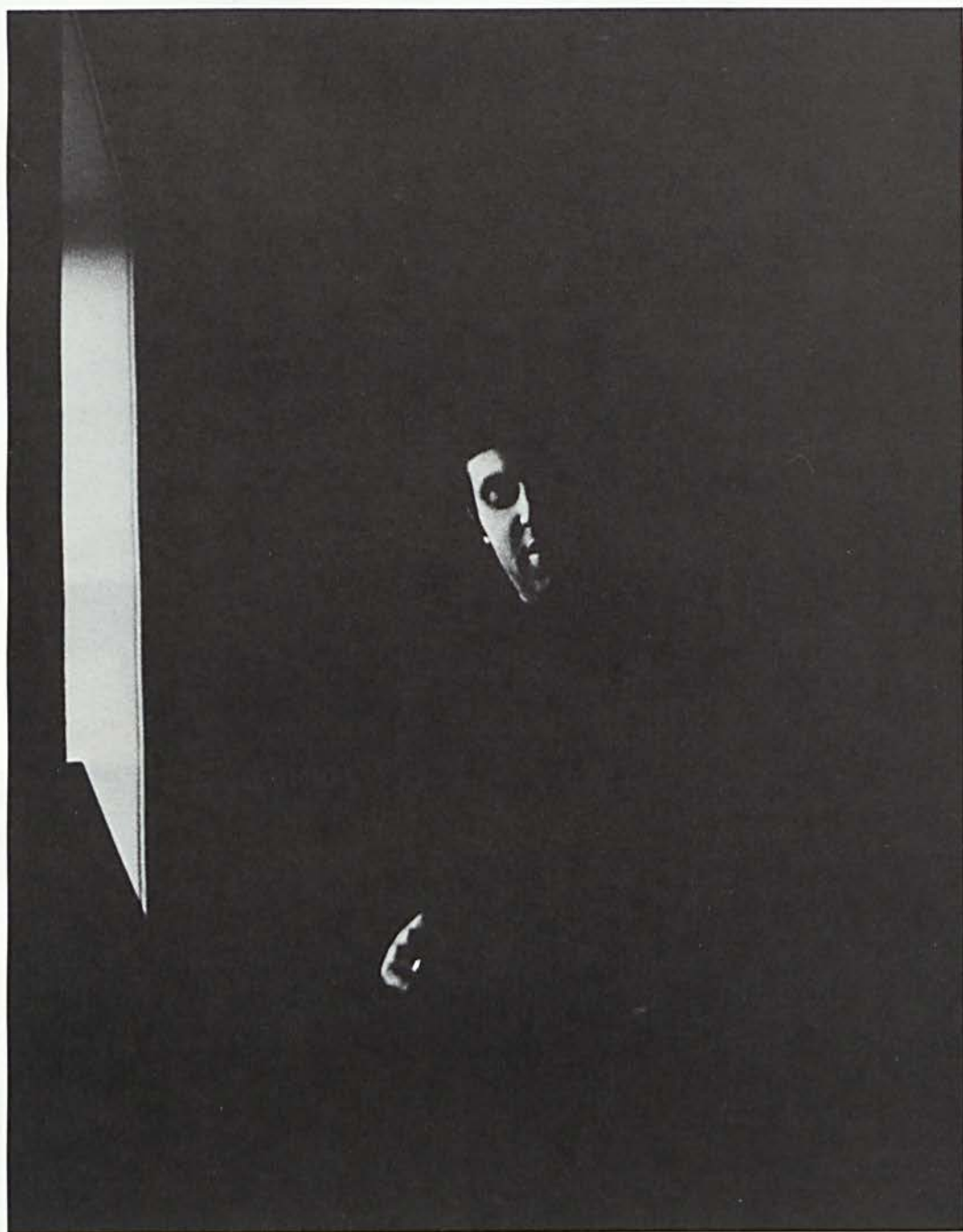








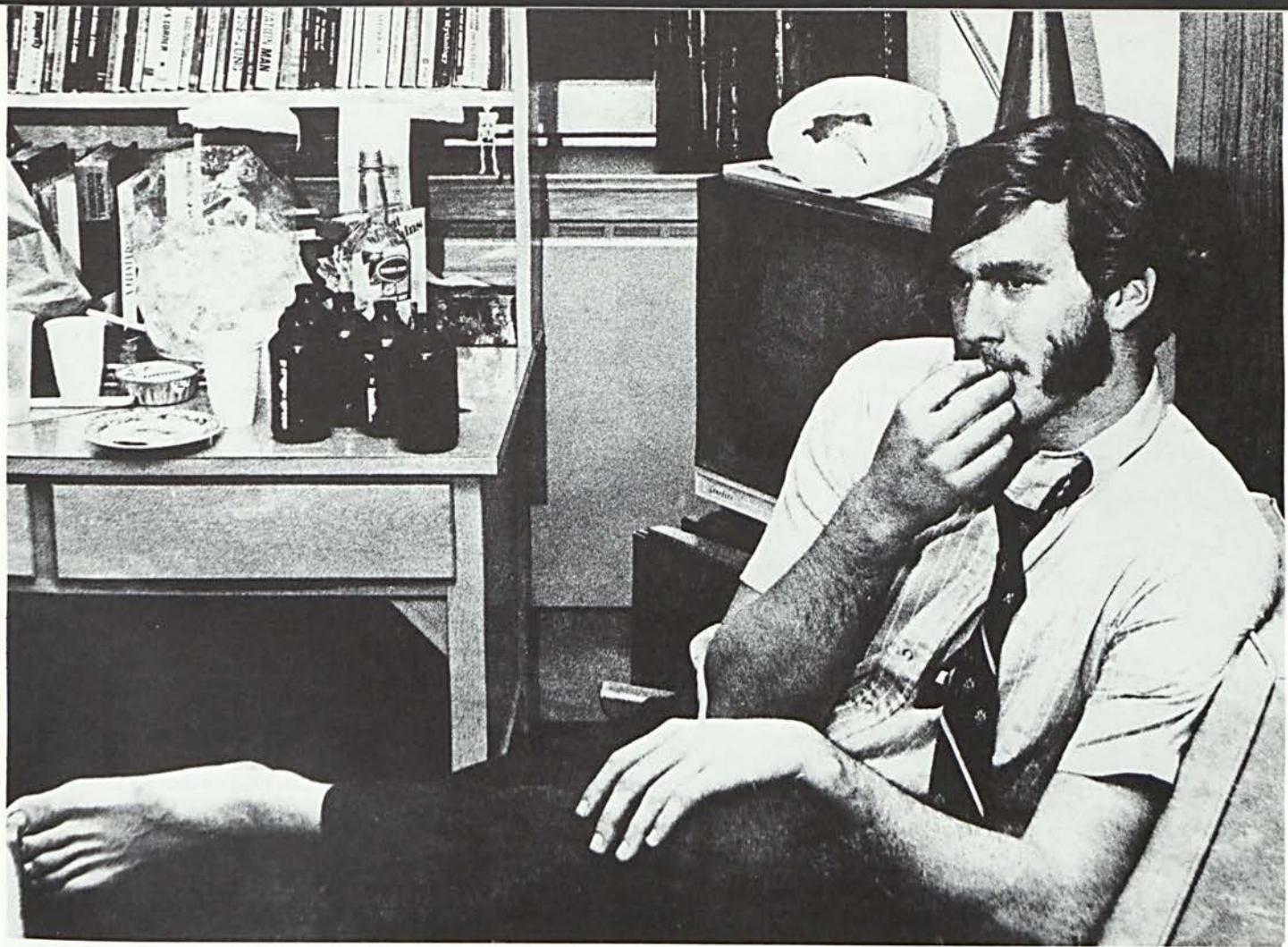




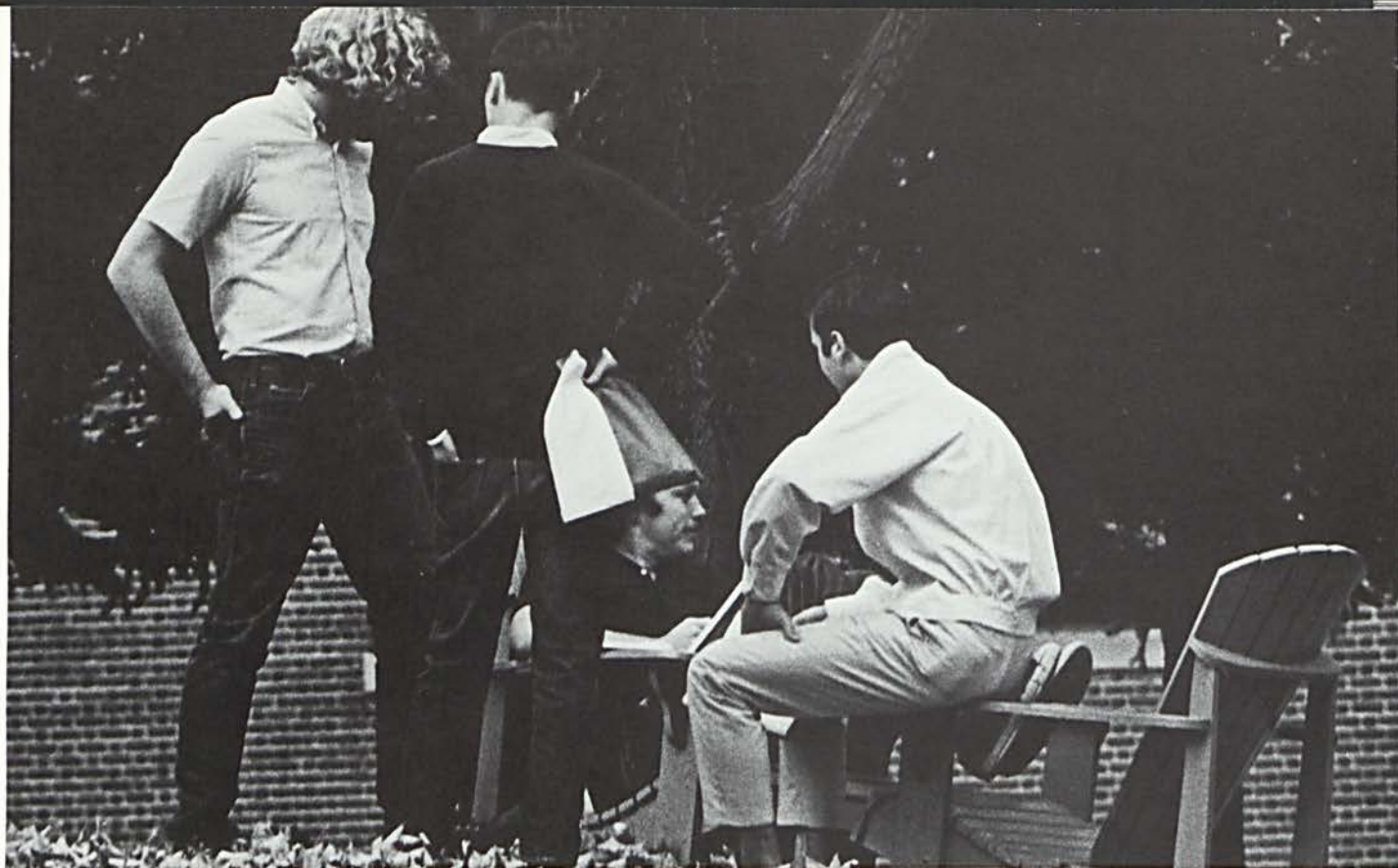
A man in his own secret meditation  
Is lost amid the labyrinth that he has made  
In art or politics;  
Some Platonist affirms that in the station  
Where we should cast off body and trade  
The ancient habit sticks,  
And that if our works could  
But vanish with our breath  
That were a lucky death,  
For triumph can but mar our solitude.

— WILLIAM BUTLER YEATS













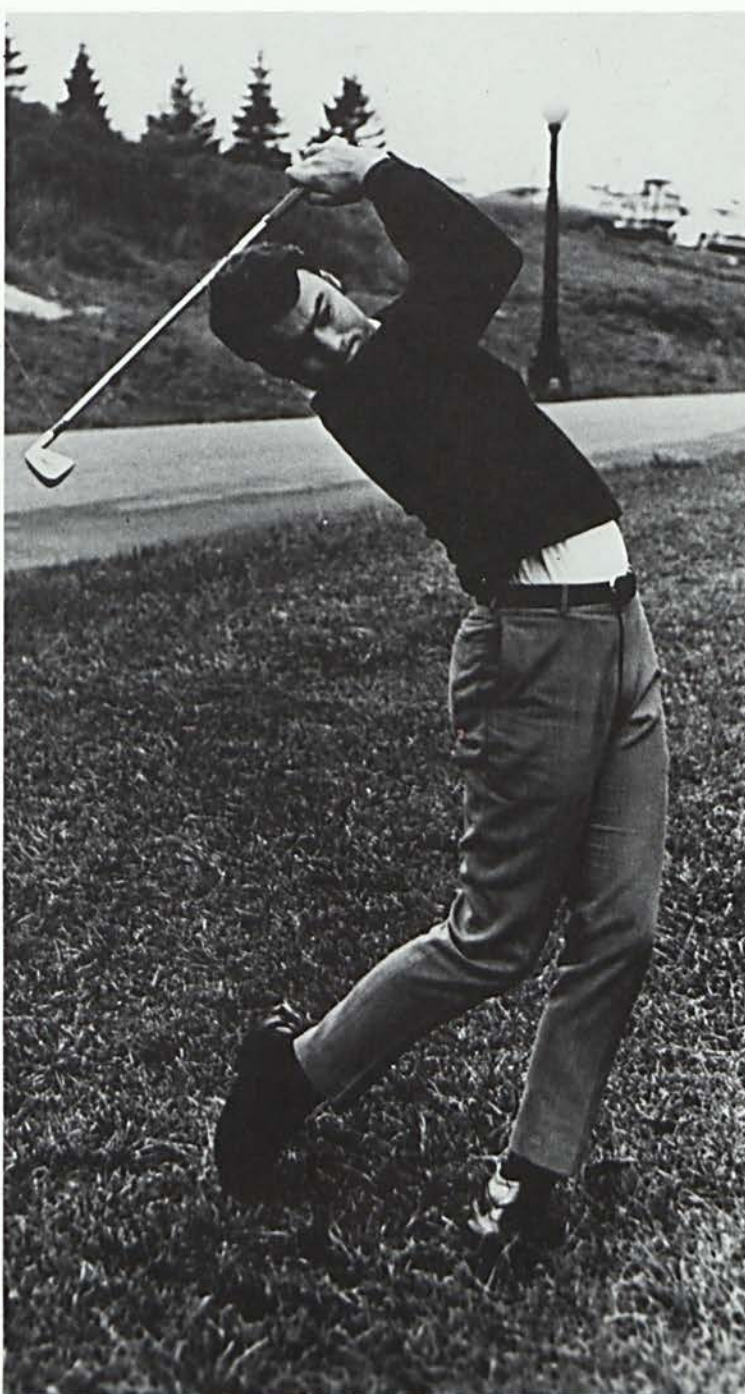












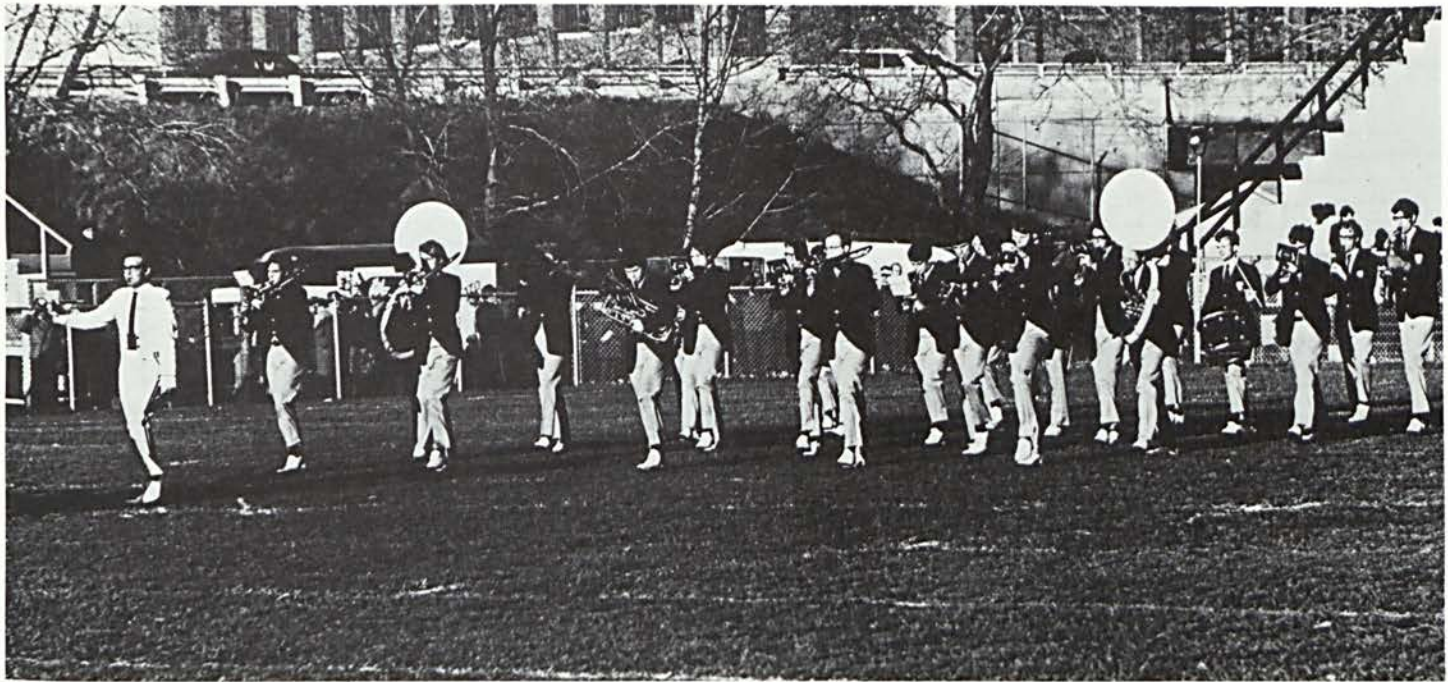












Marching Band





RIGHT: Had Bush, Editor-in-Chief, *Crusader*  
BELOW: John Fiore, News Editor, *Crusader*





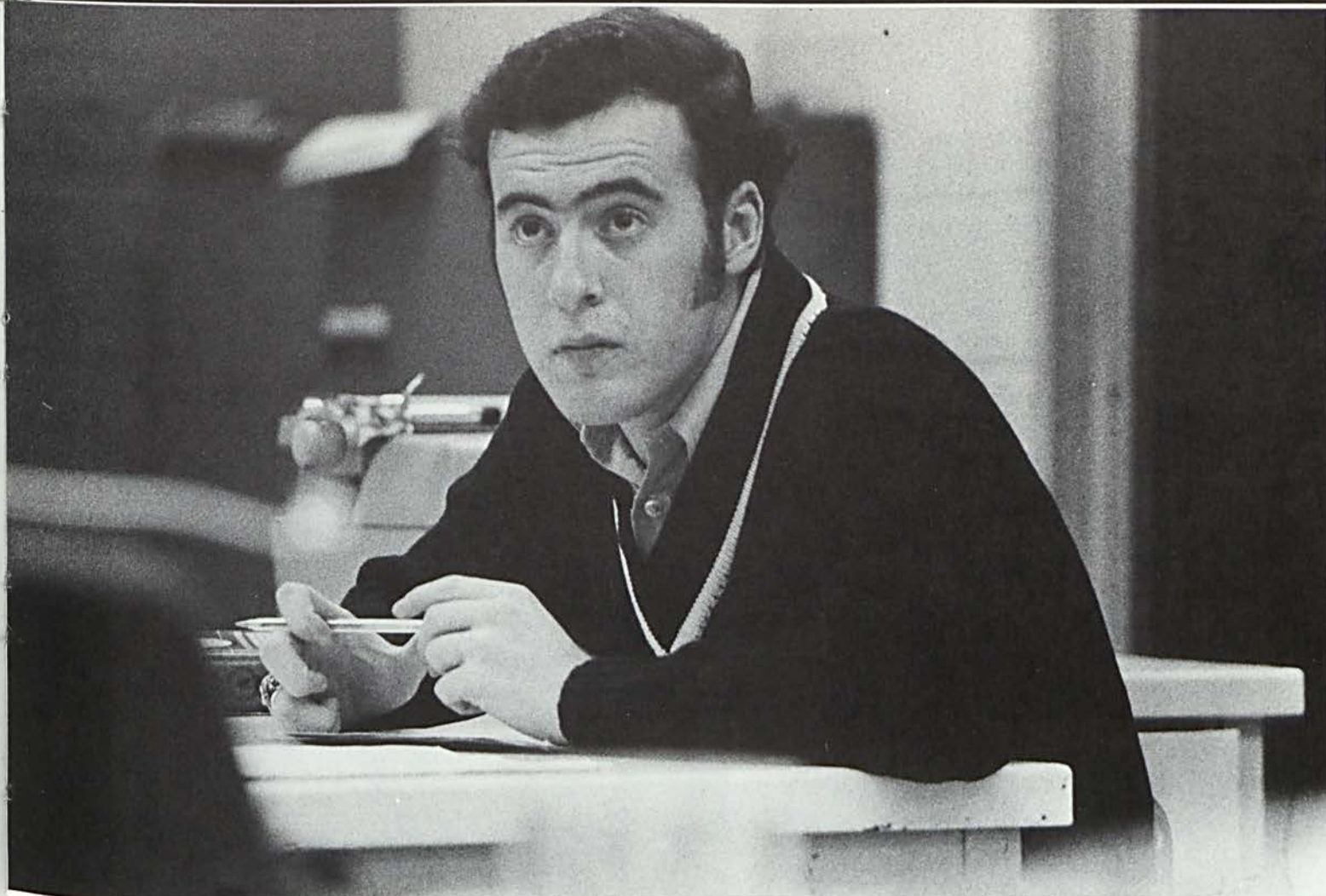


College activities always sound glamorous at the "Extracurricular Extravaganza." Many students become involved so that they might share in the fame of the "active ones," but they are necessarily disappointed. It isn't very glamorous in Hogan 505 at 3 A.M. on Thursday mornings. Nor does one improve his campus reputation in the long hours of preparation that result in one day of entertainment for the orphans of Worcester. Personal satisfaction should arise from more altruistic concerns. The energy expended in the various campus activities aids in the establishment of a fully developed community. Commitment to an organization is in many ways a commitment to Holy Cross. The diverse talents of the student body demand expression in areas which are not academic. The educational value of such endeavors is not to be questioned. Men working together compliment the understanding of each other and, in so doing, improve the collegiate atmosphere.





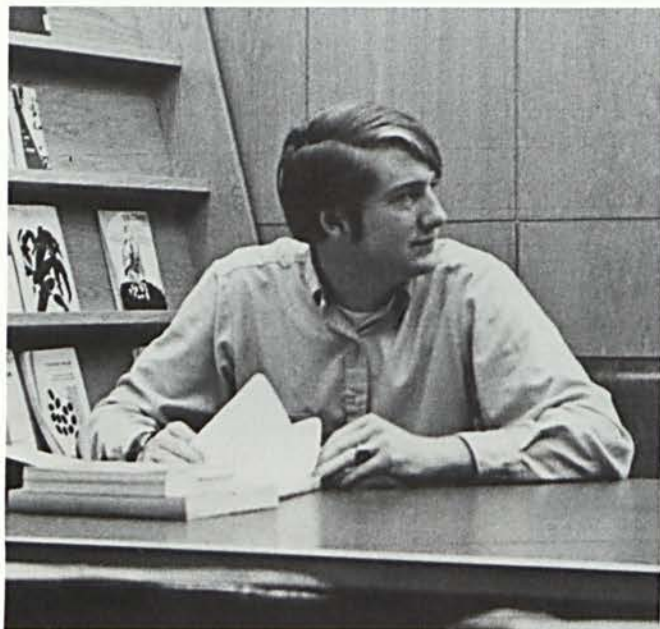




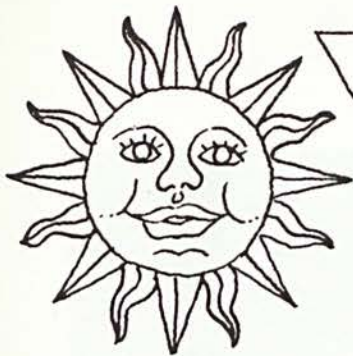
ABOVE LEFT: Thomas E. Myers, Managing Editor  
William J. Stryker, Layout  
LEFT: Matt Byrne, Photography  
ABOVE RIGHT: Joseph McKenzie, Features  
ABOVE: Robert McChesney, Sports



FAR RIGHT: Alfred Haynes, Editor-in-Chief, *Today*  
BELOW: Justin Doheny, Chairman, ENVAC







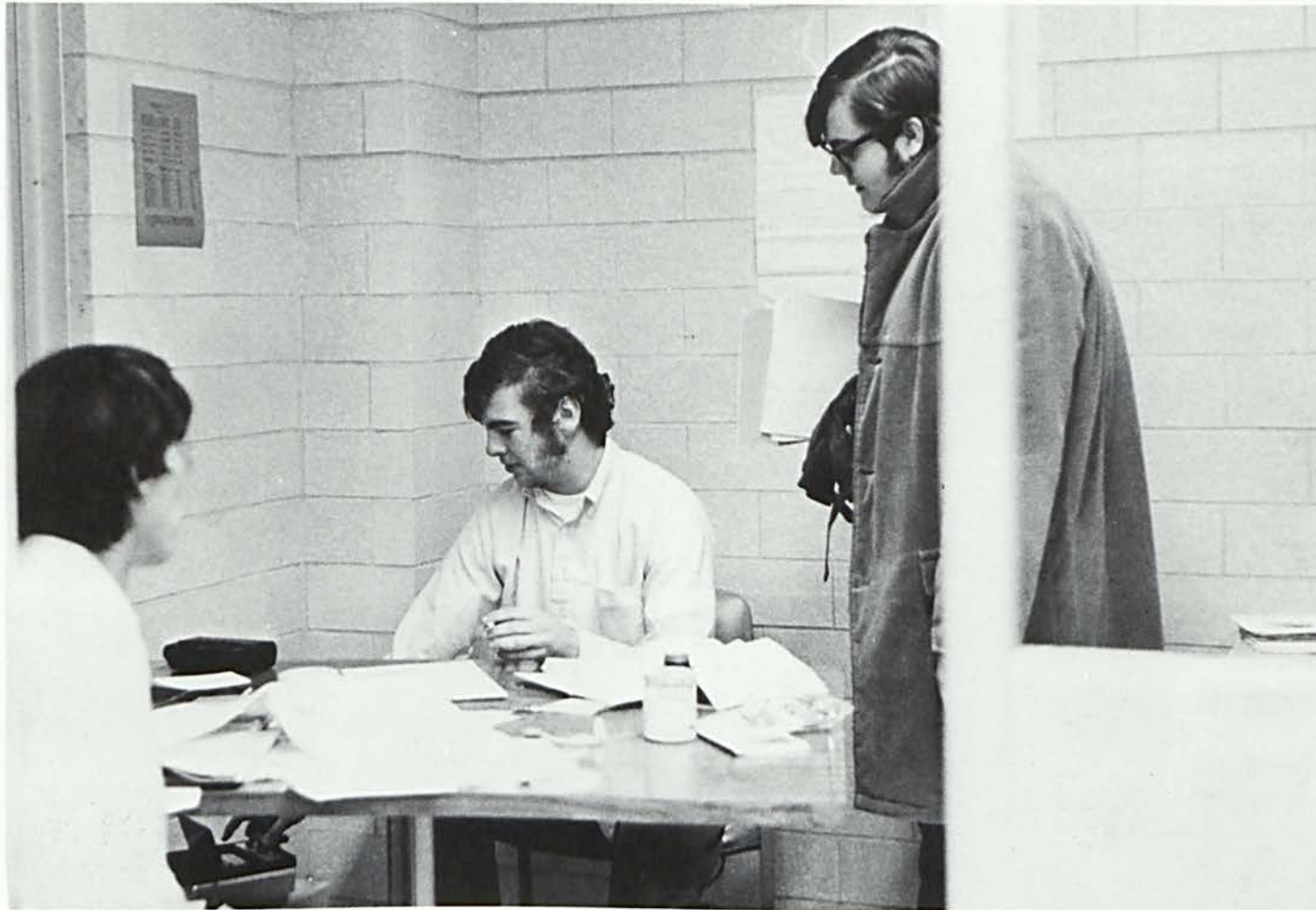
# TODAY

AND INTO  
DARKNESS THERE  
CAME LIGHT . . . .  
JUST TODAY.

Vol. V #41 December 9, 1970 Holy Cross College Worcester Ma. 5¢

## EDITORIAL

Disgust is an appropriate word to describe any student reaction to this semester's IHC Chairman candidate; like too many before them, this round's prospectives insist on mouthing



day, free student plays will be performed in Fenwick Theater. The gamut of playwrights will run from the Underground writer Jean Claude von Itallie to the absurdist Harold Pinter to the modern traditional American Tennessee Williams.

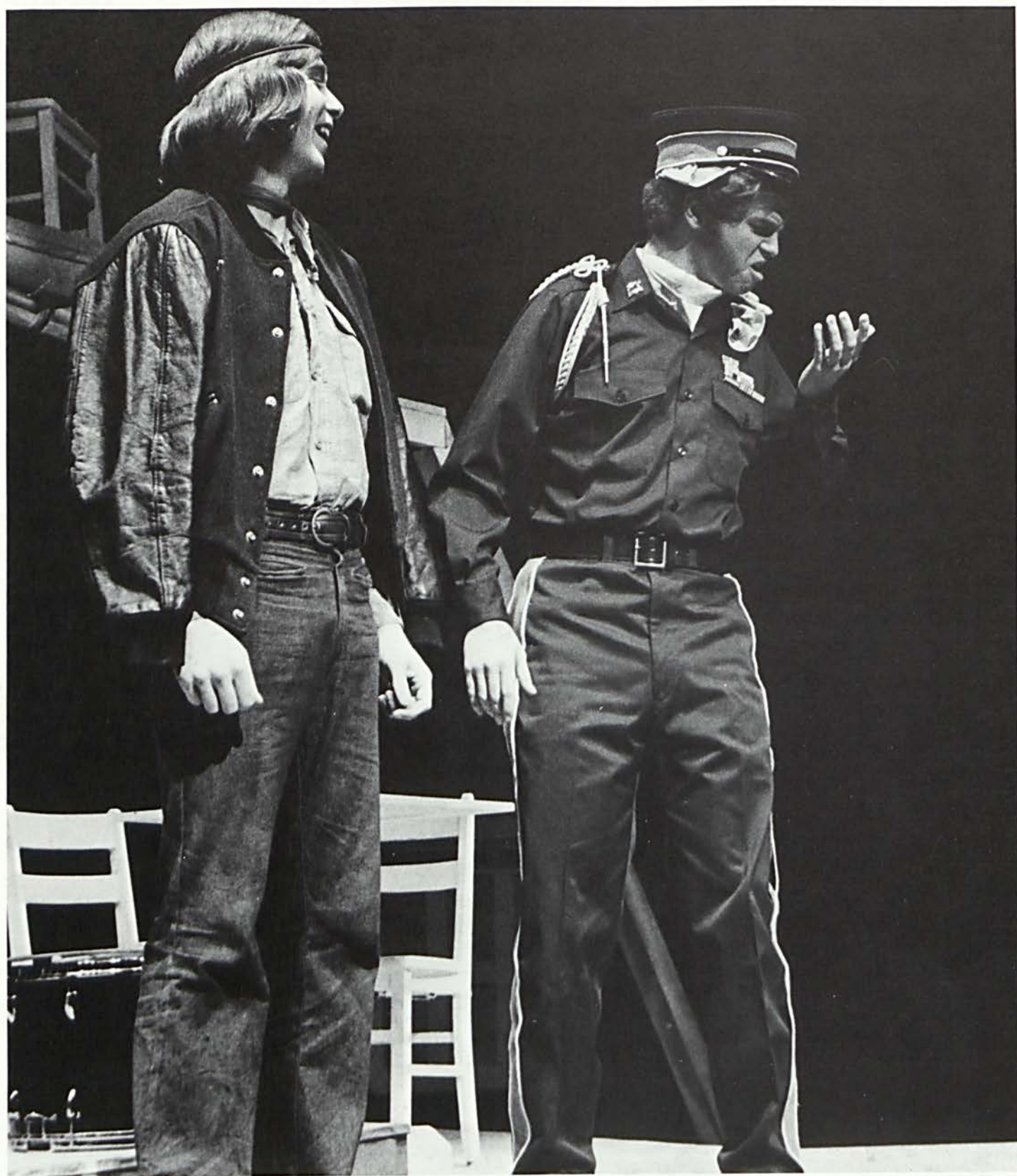
Most of the casts will consist of members of the Fenwick Theater Company. They all read for parts about a month ago, and then were picked, sometimes bargained for, by the thirteen directors. Rehearsals started after the completion of the play Andorra presented in the end of November.

People who can not otherwise afford to see plays are offered a chance to see such plays as The Room (Harold Pinter),

gent at Holy Cross from July, 1966 to August 1970, when he retired from the U.S. Navy. His chief function will be to handle the majority of the paper work which has burdened Dean Donald McClain and Assistant Dean DaRos. Presently, some of the things he is working on include finding more parking space for students with cars; which Houses, if any, will be open during the Christmas recess; and most recently, the problem of concessions. All these things take up a great deal of time, and as Mr. Delaney said, for each organization on campus, there is a "pound of paper work". He also says that he is more or less a go-between the students and the administration.

Although the effects of his work with respect to reducing the





*Andorra*



The theatre has long afforded man with the opportunity to dramatize, inspire, ridicule, or imitate life. Strangely enough, though, while man is the theatre's creator, he is also its chief subject.















*Your Father's Moustache*







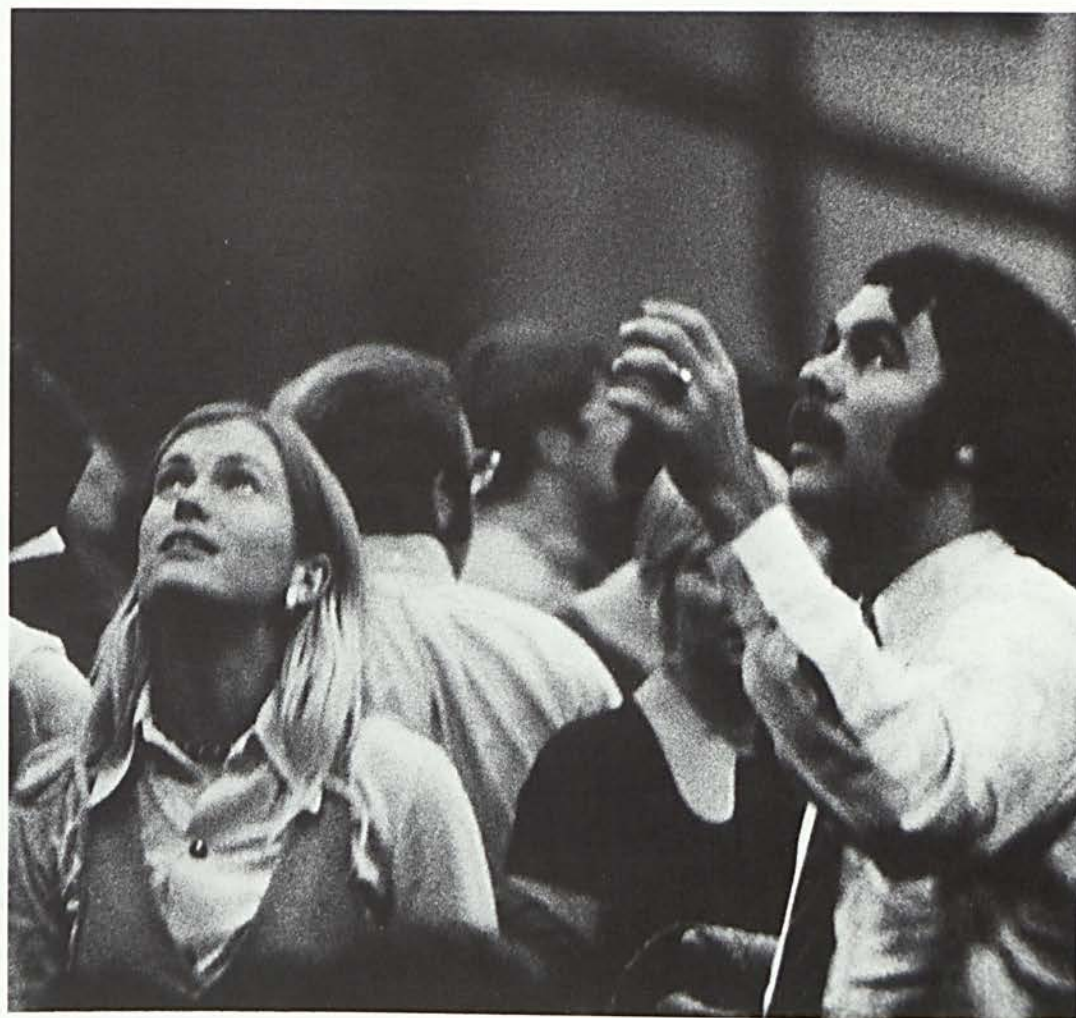
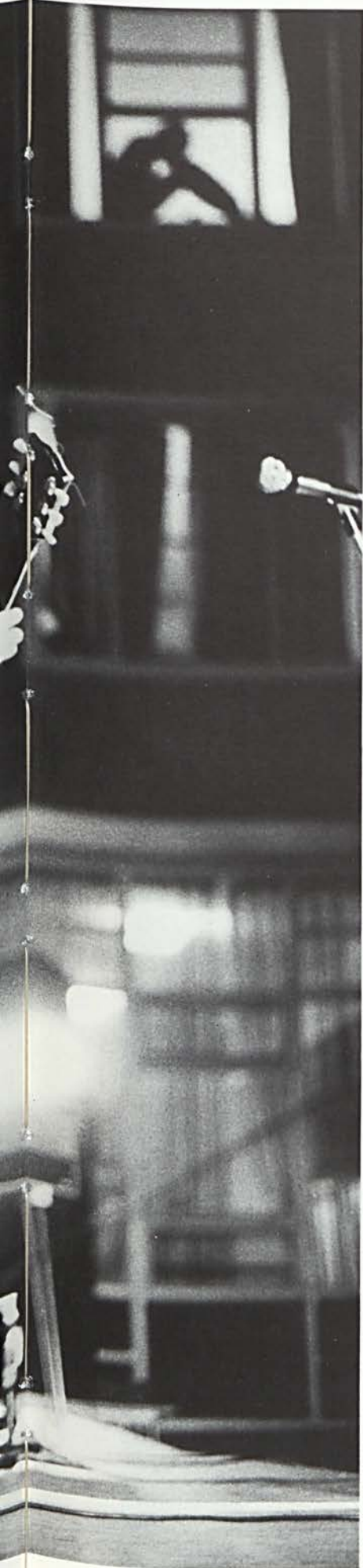
































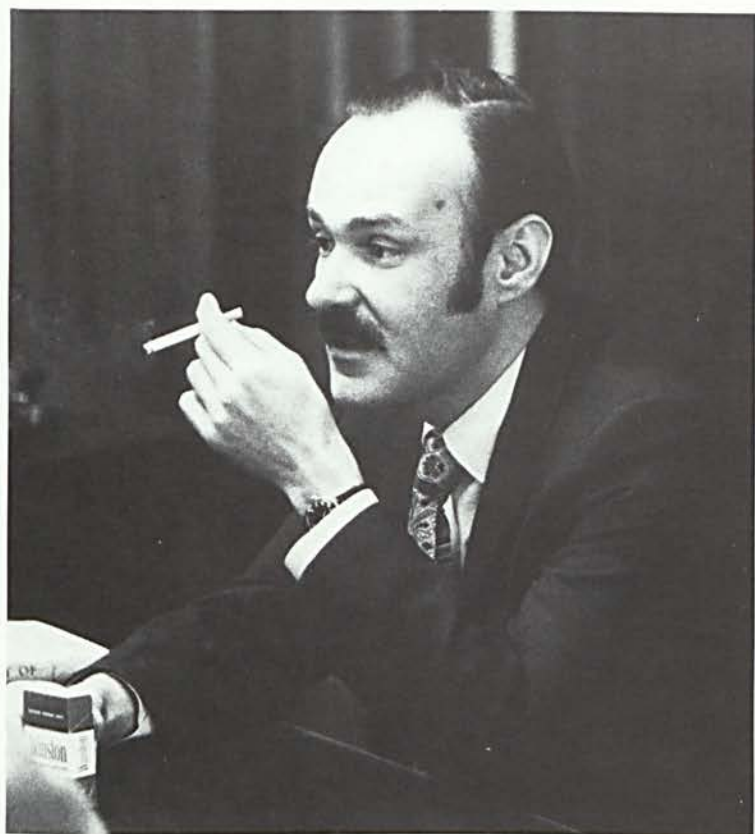
William M. Ewald, Psychology



William J. O'Halloran, S.J., Chairman, Department of Psychology







Gerard B. Lavery, Classics



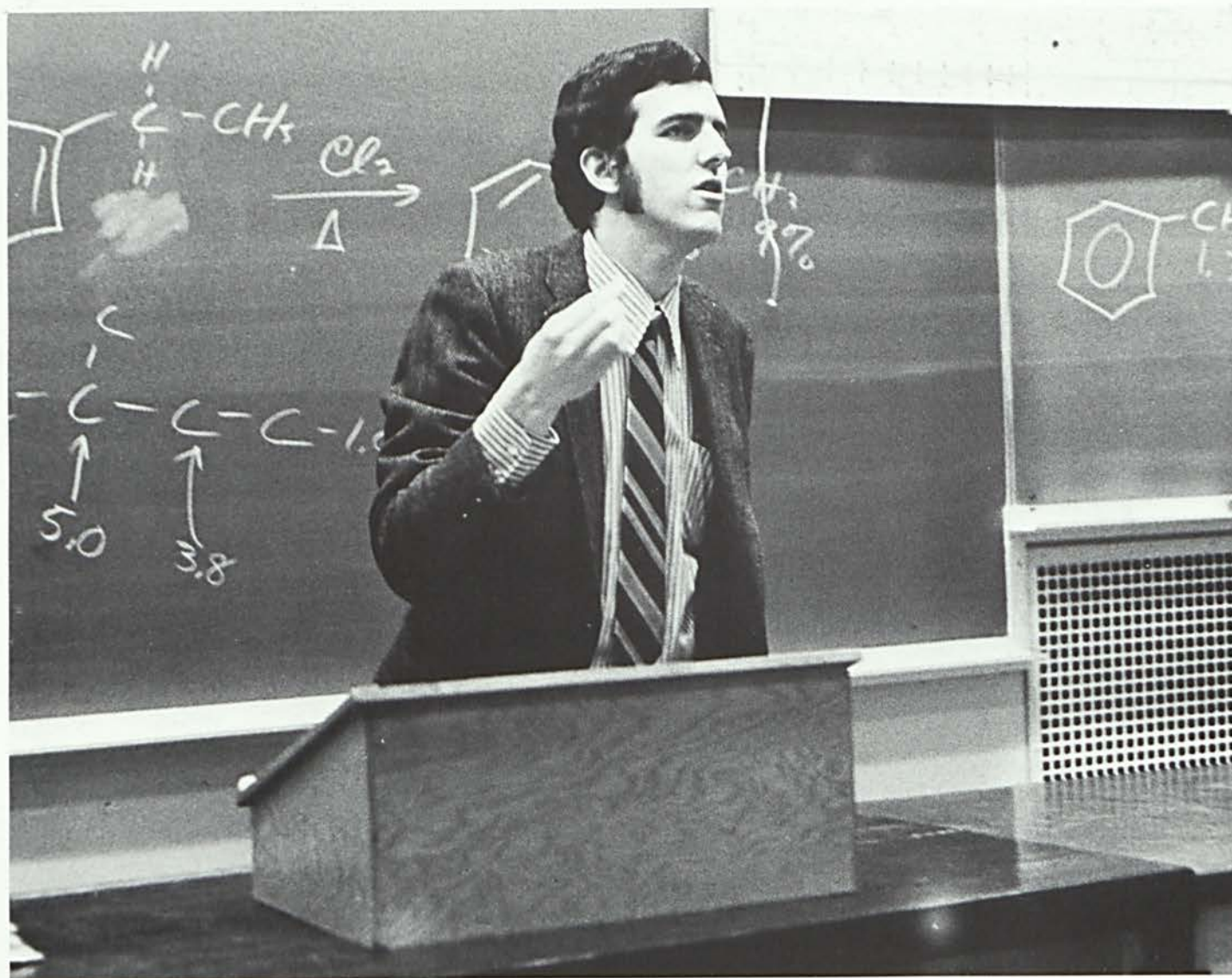
Trowbridge H. Ford, Political Science





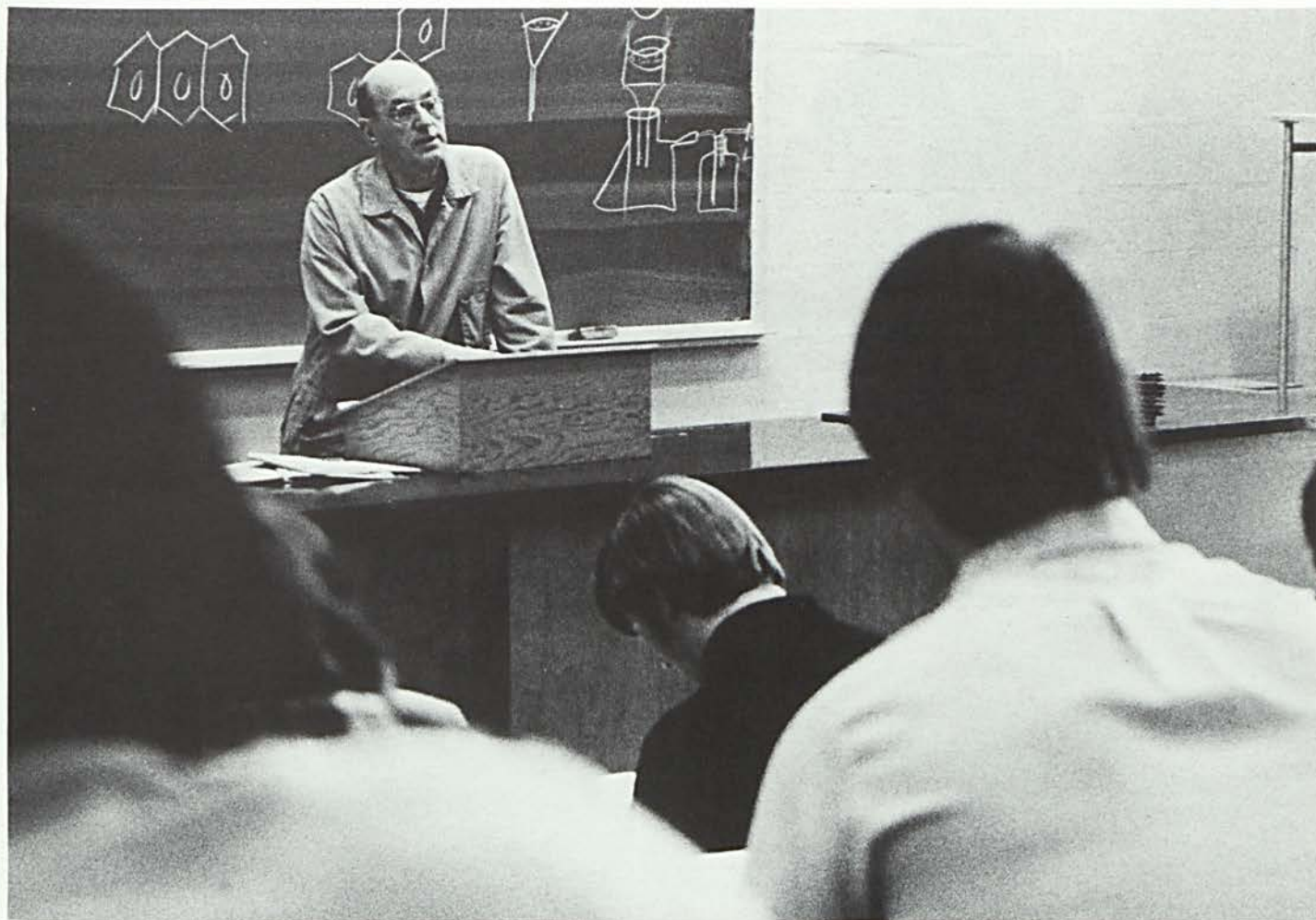


Michael G. McGrath, Chemistry





Joseph A. Martus, S.J., Chairman, Department of Chemistry



At one end of the magic and holy spectrum of language is poetry. At the other end is propaganda.

Poetry is any use of language that strains toward a complete correspondence with reality, refusing to exclude any element of that reality. Poetry hopes for truth, affirming by its own incompleteness the possibility of the whole.

Propaganda perverts language in limiting a correspondence with reality, in limiting communication with reality; it chooses to deny or ignore elements of the world. Propaganda is words in the employ of untruth, since it proclaims a lack of wholeness by its false assertion of completeness.

When a man speaks words of poetry, he can lead and create, build community and probe the supernatural: the voices of poetry cry out for a land of inclusion. These words freeze and become propaganda whenever their tentative expression is called complete and unchangeable. Our eyes see the present moment from a point in the future, poetry is created. When a view of the present is based in the past, it is shackled to the unchangeable, it excludes possibility; it is propaganda . . .





Edward F. Callahan, Chairman, Department of English



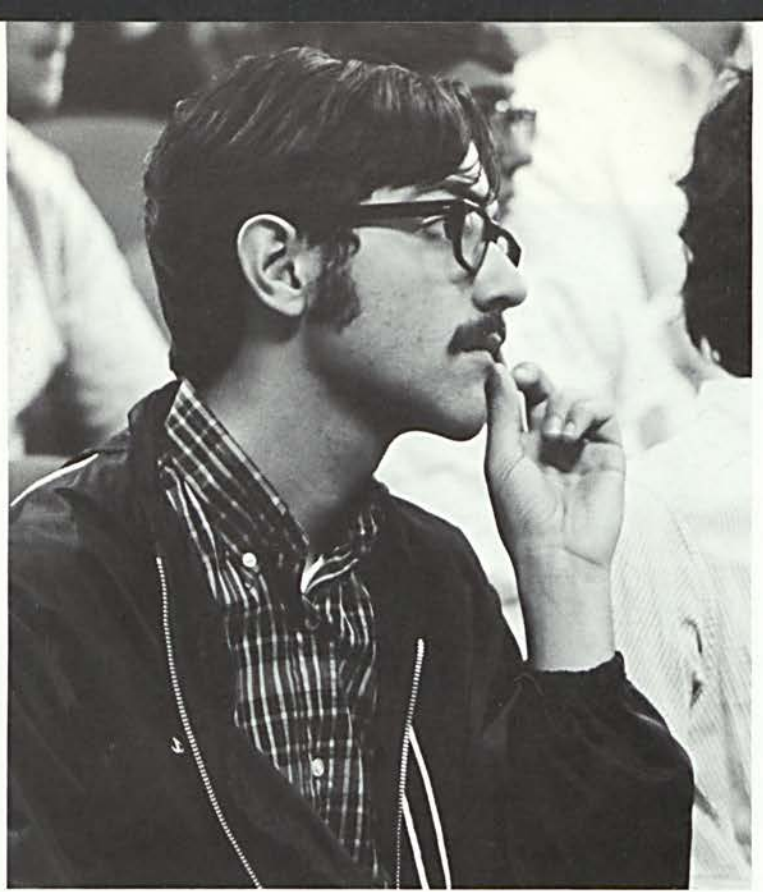


David J. O'Brien, History



... A college of learning is a college of words. The words are alive in themselves and they bring life to those that dare to speak them. They always bring joy with their pain. They are neither within the polis, nor could they exist outside the political society. Words are no more the medium of the College than the college is the milieu — the tool — of Words. Life is found in the line rising between two contrasting colors, and if the expression of a man or a college are those of poetry, they are by nature revolutionary, they are alive, they are the future.

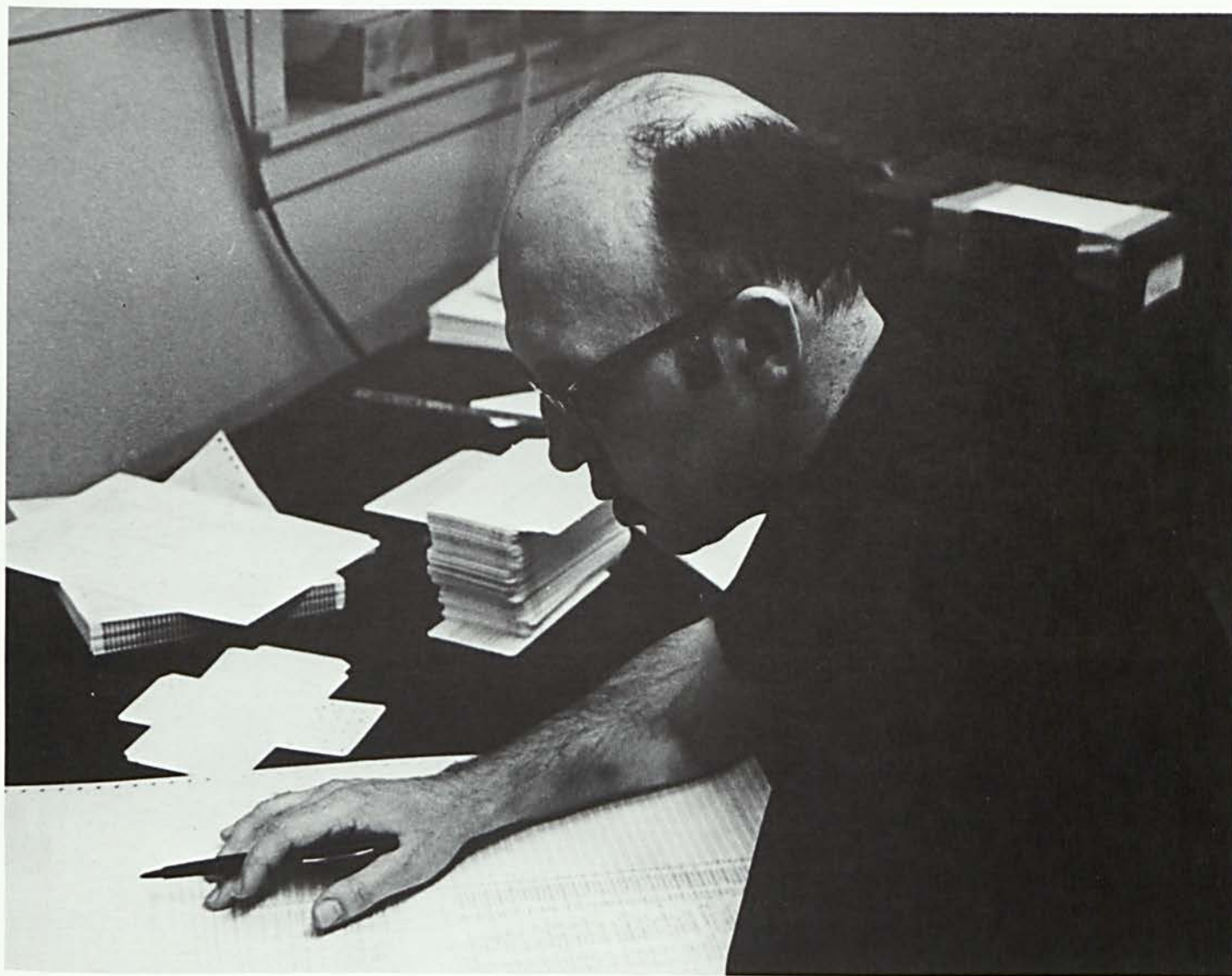




Robert S. Crowe, Biology





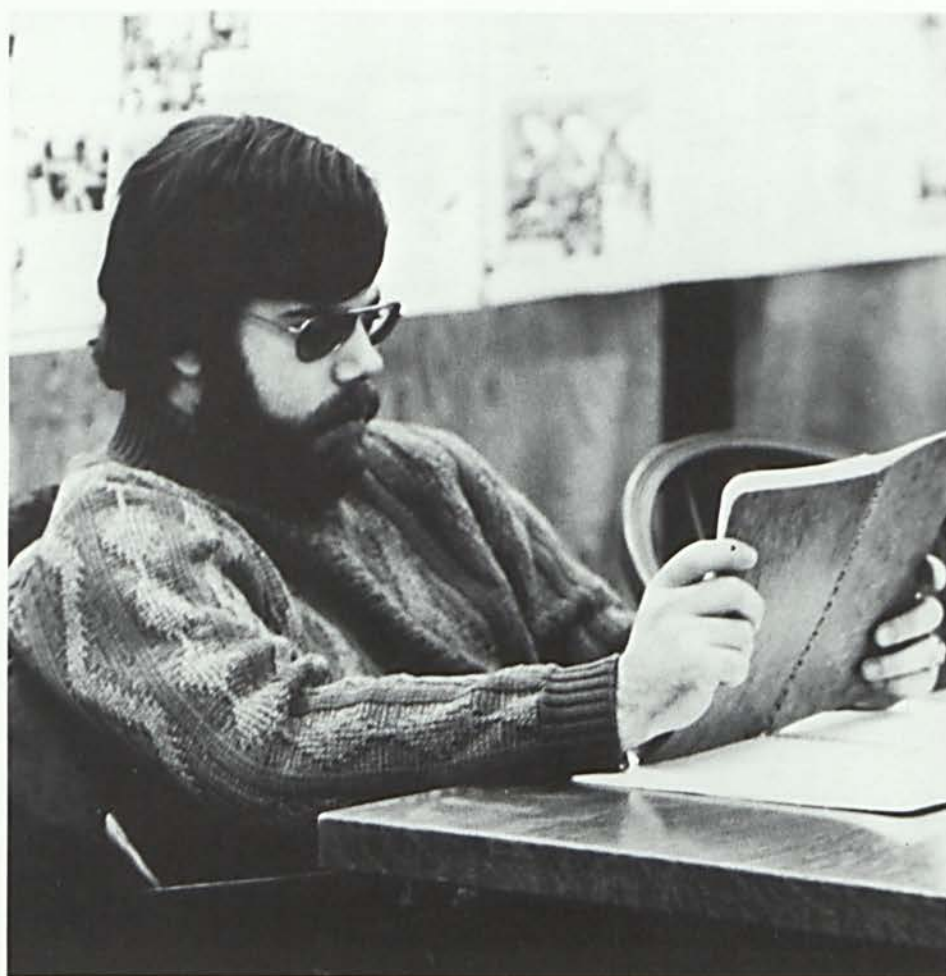


Joseph B. Pomeroy, S.J.  
Data Processing



Edward F. Kennedy, Chairman,  
Department of Physics





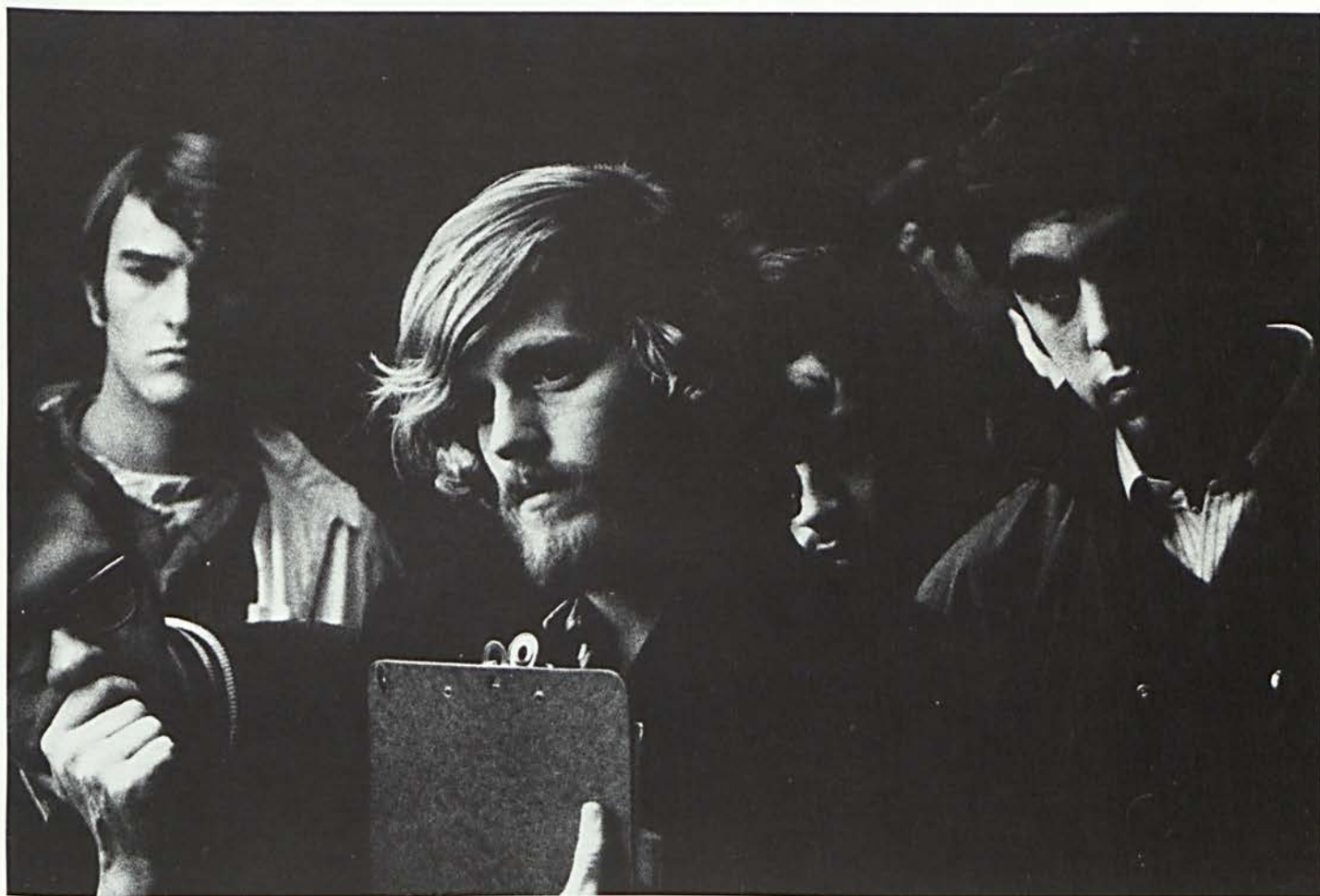




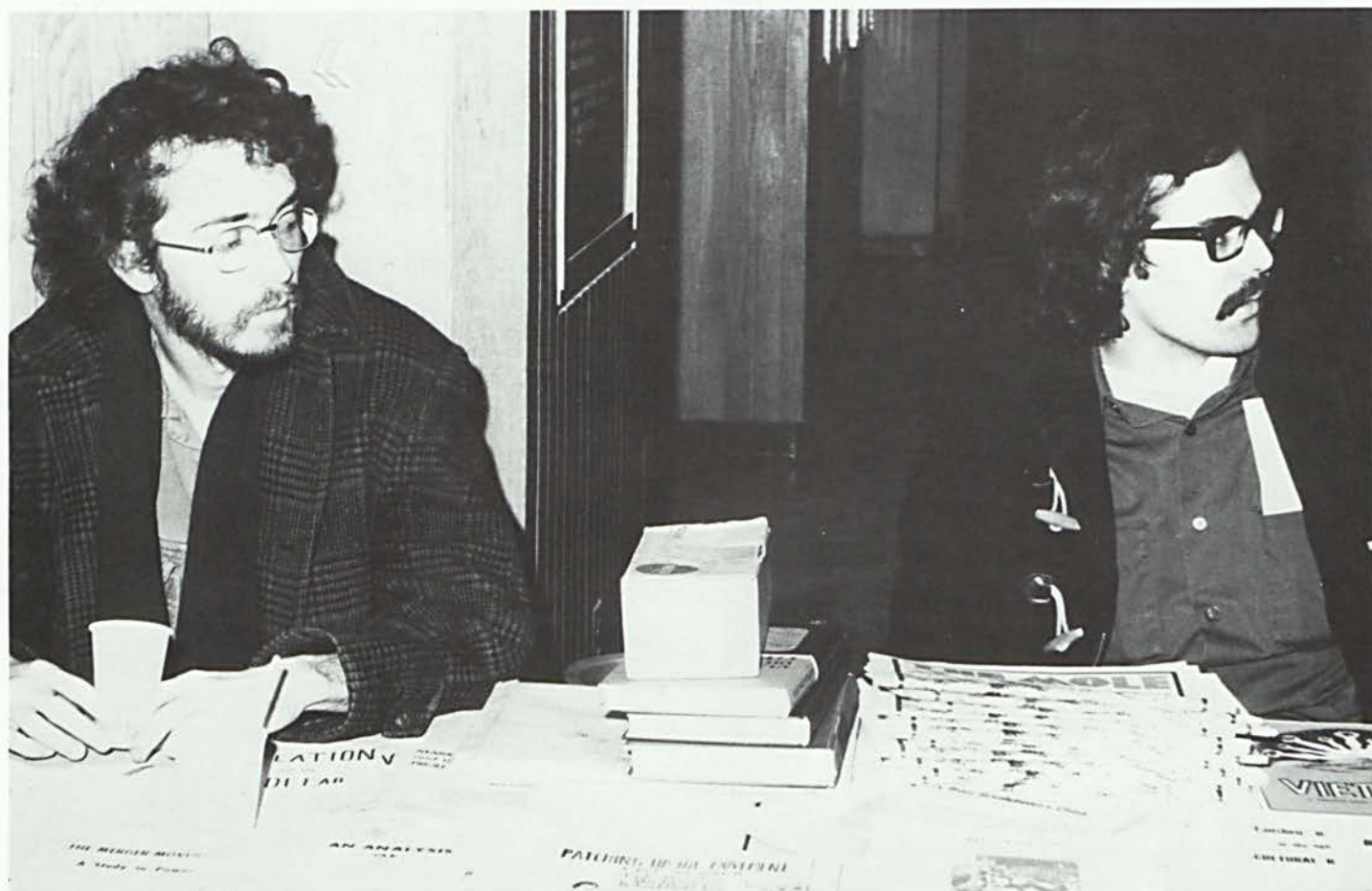














## MAY DAY

May Day of 1957 was a beautiful, balmy day in spring. In Moscow, the Russians' tanks and guns rumbled down the boulevards in a godless display of military might. On Mount Saint James, well over a thousand Crusaders formed a procession which recited the Rosary as it wound down Linden Lane to Fitton Field. Led by the Air Force and Navy ROTC color guards, we joined together to honor the Mother of God with an outdoor evening Mass, the first of its kind at which Communion was distributed. Father Hart was the celebrant, and Father Rector delivered the sermon. The observance itself was a return to the Holy Cross tradition of honoring the Blessed Virgin Mary on the first day of May.





Ronald W. Schmid, Naval Science



Harry R. Moore, Naval Science







Robert E. Millspaugh, Aerospace Studies

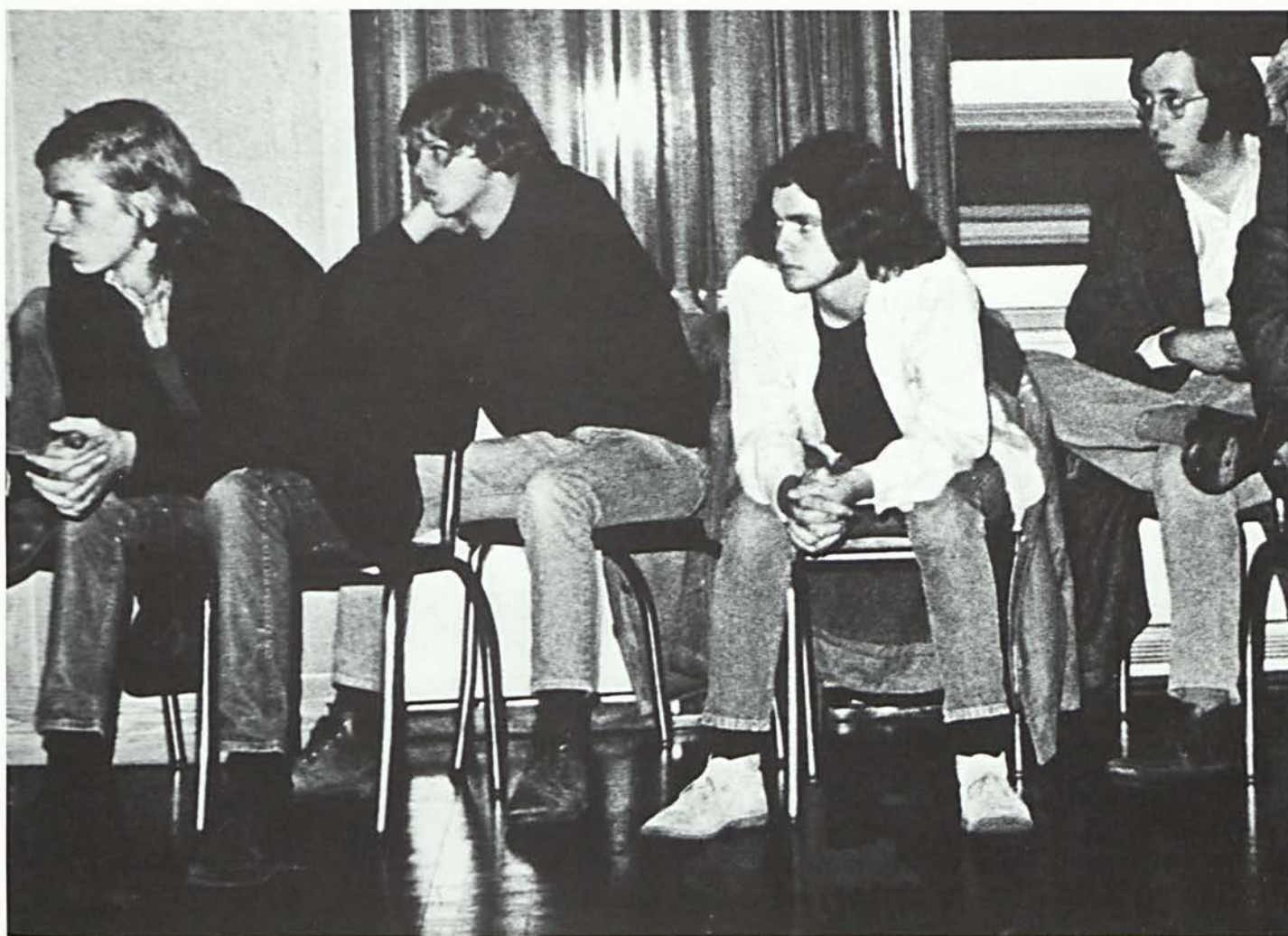


Louis G. Emmonds, Aerospace Studies





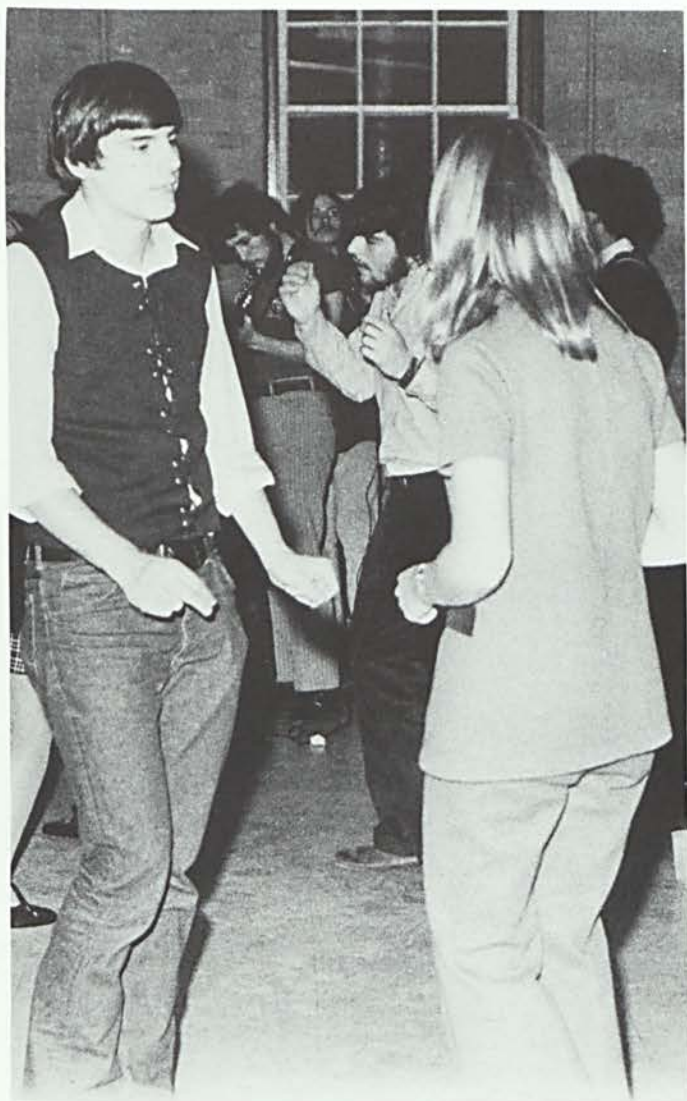




















Wrestling Team





When one speaks of Holy Cross Athletics, he must address himself to a multi-faceted institution that encompasses everything from corridor-organized basketball to the big business of large scale collegiate football. No one questions the position of prominence that is given to athletics by many members of the community. The "liberal arts tradition" is well acclimated to the notion of organized sports as a natural expression of one area in which man strives for excellence. There has, rather, been much discussion as to the particular form that sports have assumed on our campus.

The 1970-71 athletic season did little to popularize the long-standing tradition of emphasis on "major sports." Ironically, the Trustees of the college reiterated the *status quo* at the same time that football was accruing the worst record of recent years. Basketball, although at times thrilling, disappointed those who had been taught to expect great things in '71. It is difficult to face the prospect of athletic mediocrity, but a continuation of the present policy of over-extension makes insignificance inevitable. On the

other hand, many brilliant and exciting contests in the area of "minor sports" went totally unnoticed by a majority of the community. It seems unfair to deny moral and financial backing to those who have done every bit as much for the school — in both the areas of internal well-being and external appearance — as any of the "major" athletes.

The athletic structure must be something which benefits a maximum number of students. It should actively engage as large a group as possible, for only in participation may one reap the benefits that make sports such an important aspect of collegiate life. A redistribution of funds would make minor sports more attractive to both player and spectator, it would help to improve the intramural program, and it would place the major sports within their proper perspective. The tradition of Holy Cross athletics dictates a level of excellence which may only be achieved in 1971 by an athletic program which is structured so as to be the fullest possible expression of this one aspect of student life.





Far Left, Ski Team.  
Left, Fencing Team.



Swimming Team





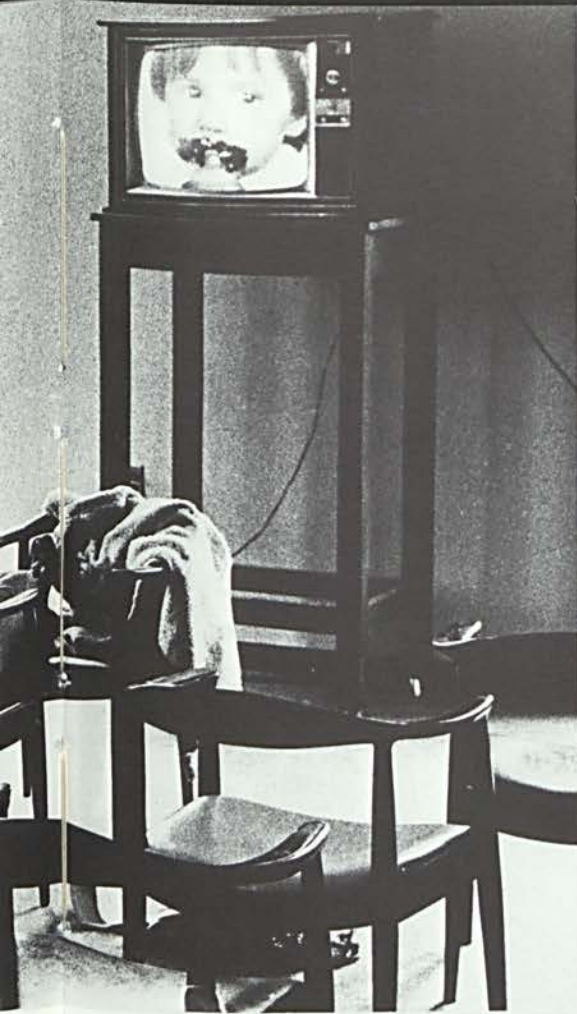












We operate within the realm of the collegiate. Those generations of students that went before have laid down all the conventions for us and we adapt to them easily. And so there are times when we should, nay, when we *must* (if we are to be true to our heritage, our realm) opt for the bull, the brew, and the broads. There is no need to justify it. It is enough to know that those week-nite television sessions, those consecutive twenty-minuteses of unwork come about through a profound sense of duty: in all things strive for the collegiate. Do not call it laxity. It is aesthetically necessary, it is the final recognition of our situation, it is one of the . . . um . . . integral parts of our liberal arts etc.





James Donahoe, (center), Chairman, Campus Center Board of Directors



Flying Club



Cross and Crucible

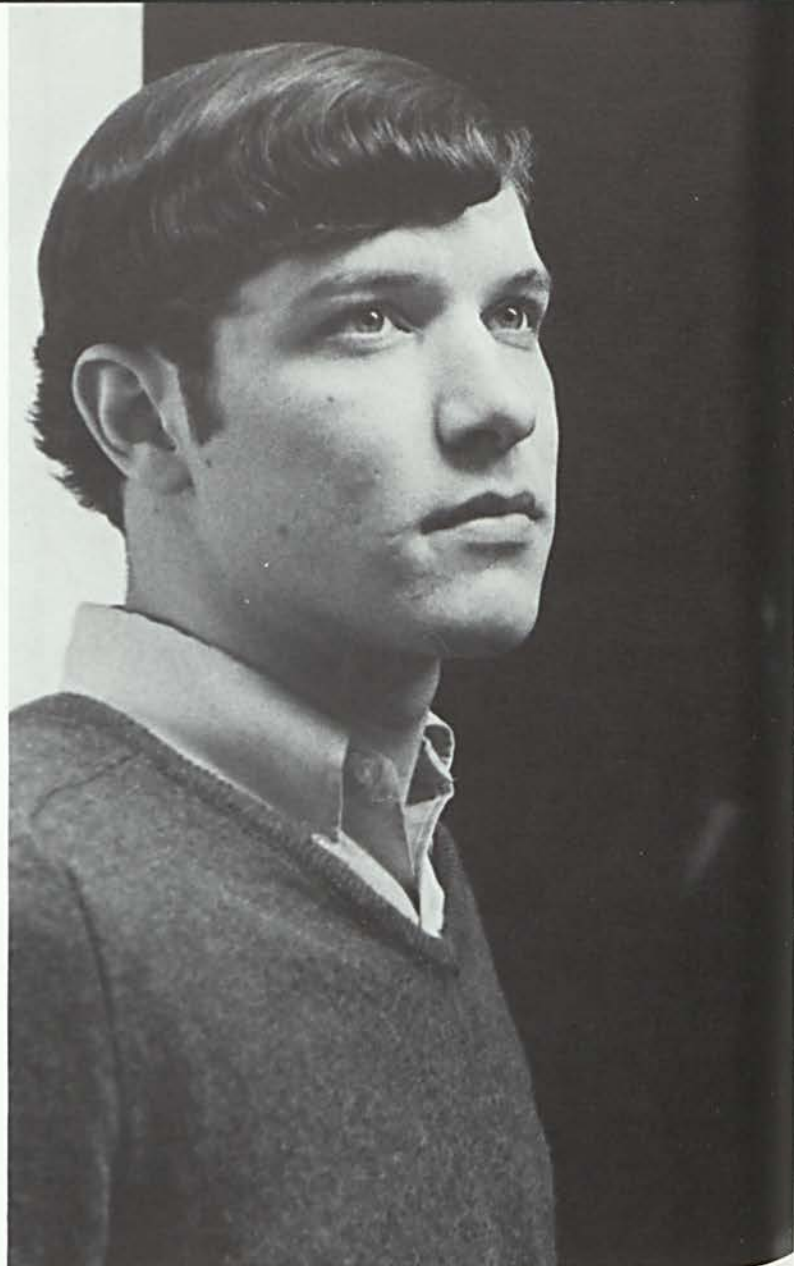






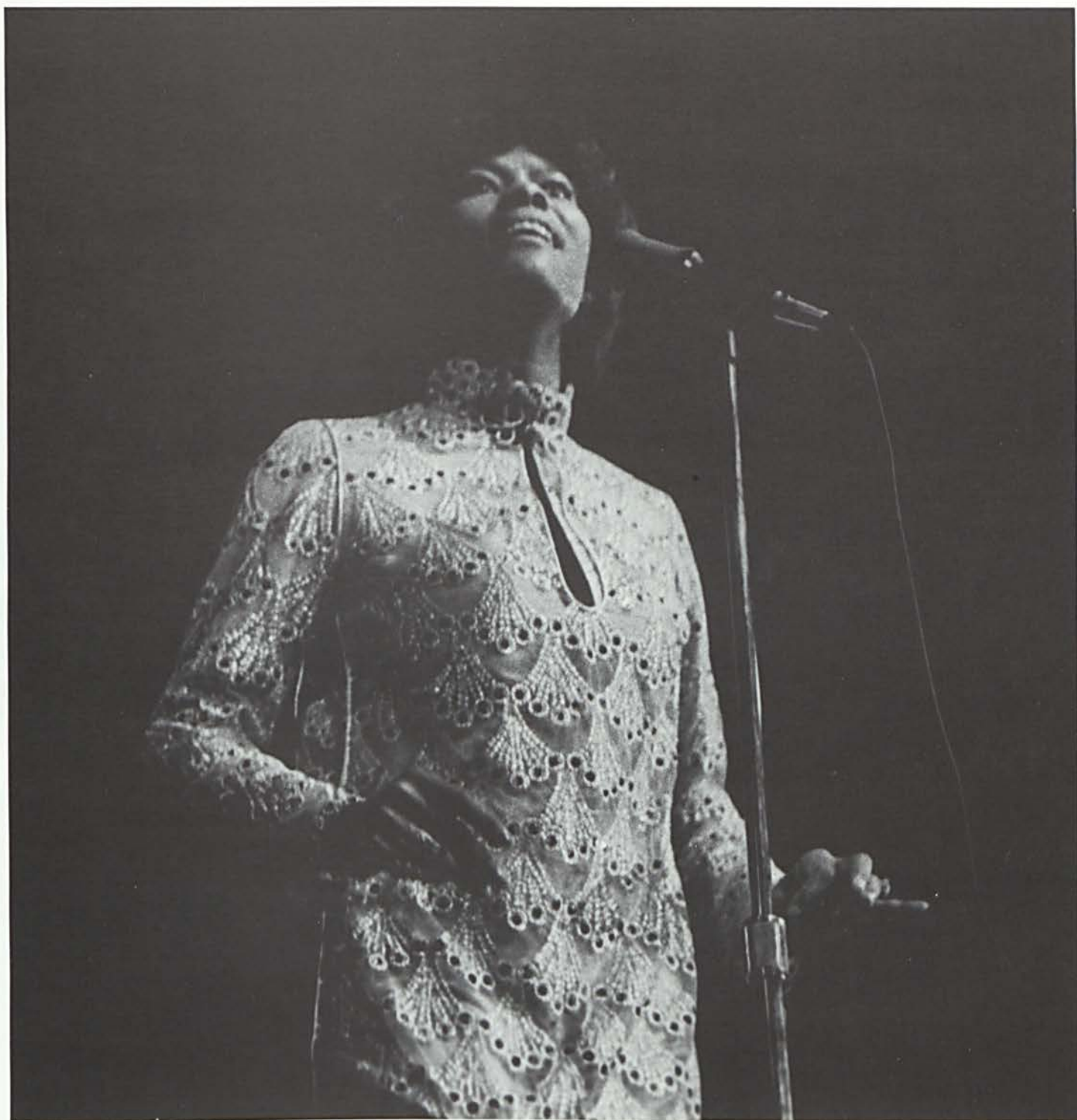


Steve Lilienthal, Chairman, 1843 Club



J. Geils



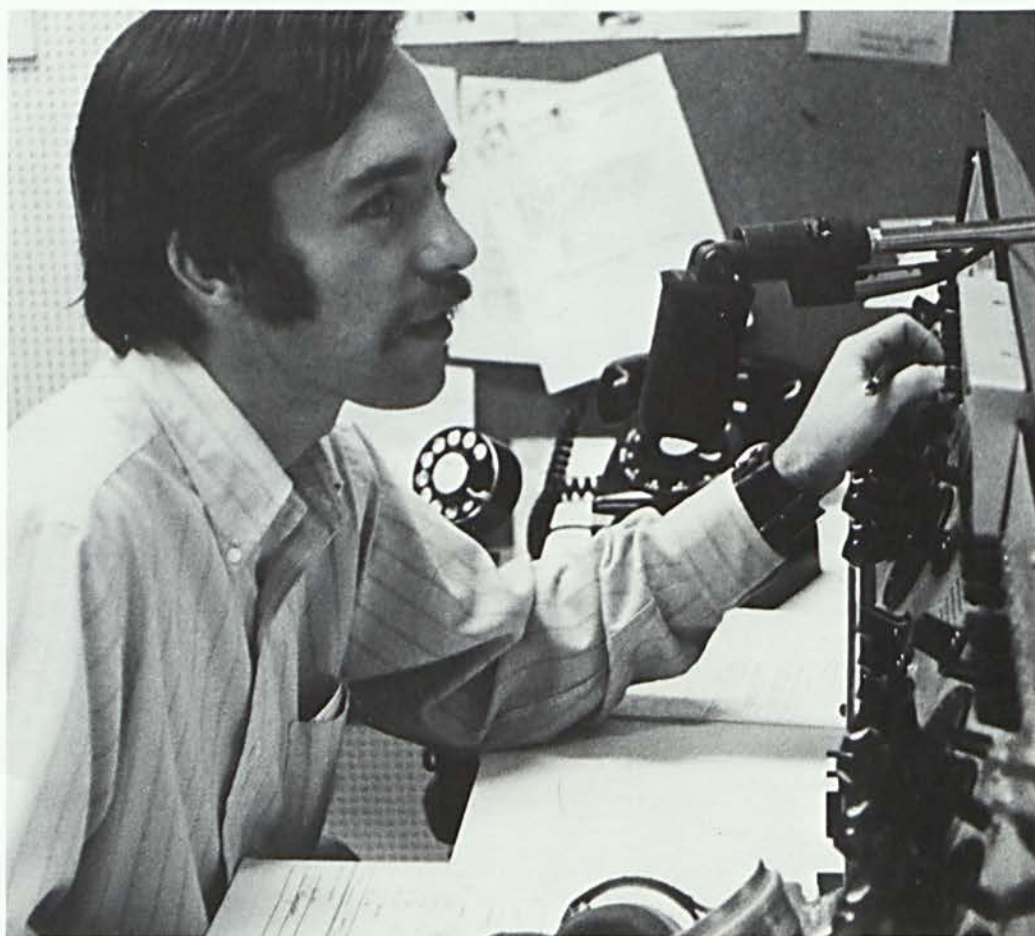


Dionne Warwick



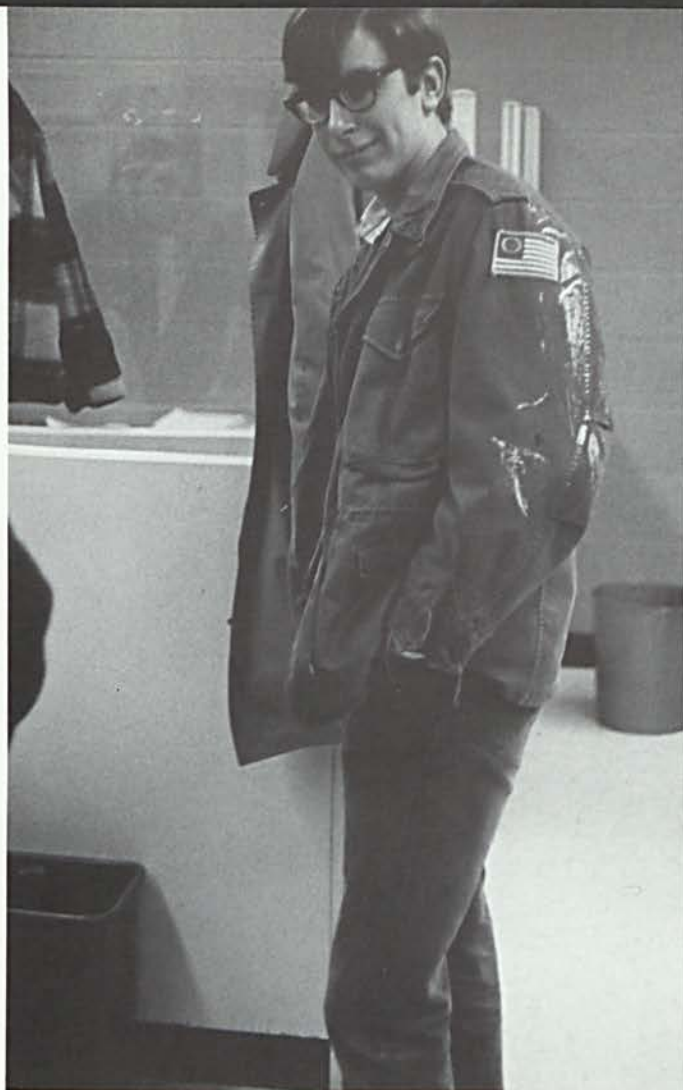


James Shiels,  
General Manager, WCHC

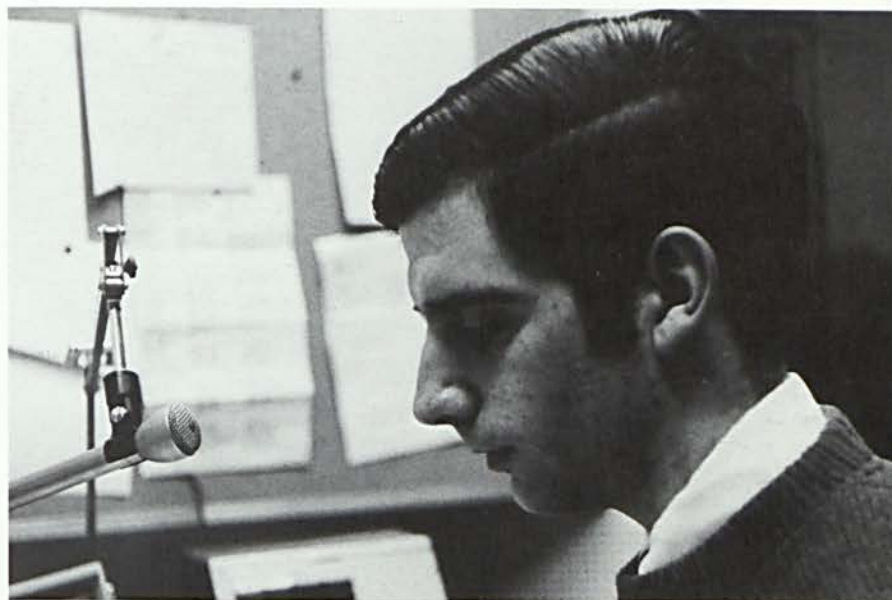


Kieth Thompson,  
General Manager, WICN

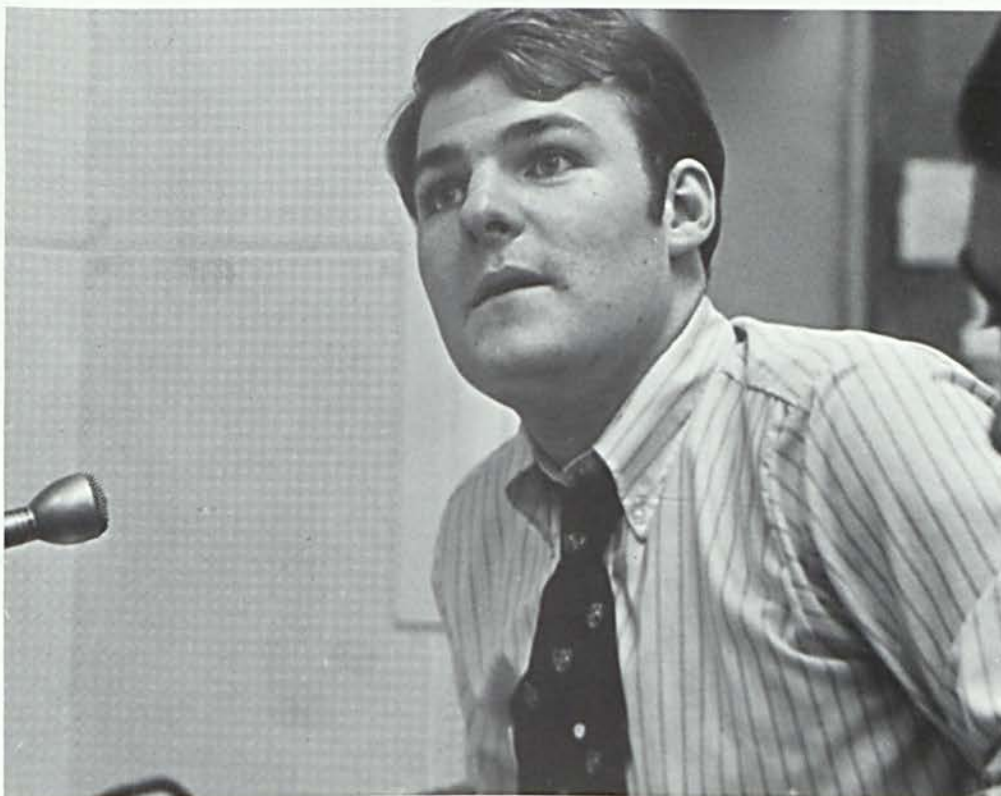




Peter Hedglon, News Director, WCHC



Tom Murray, General Manager, WCHC

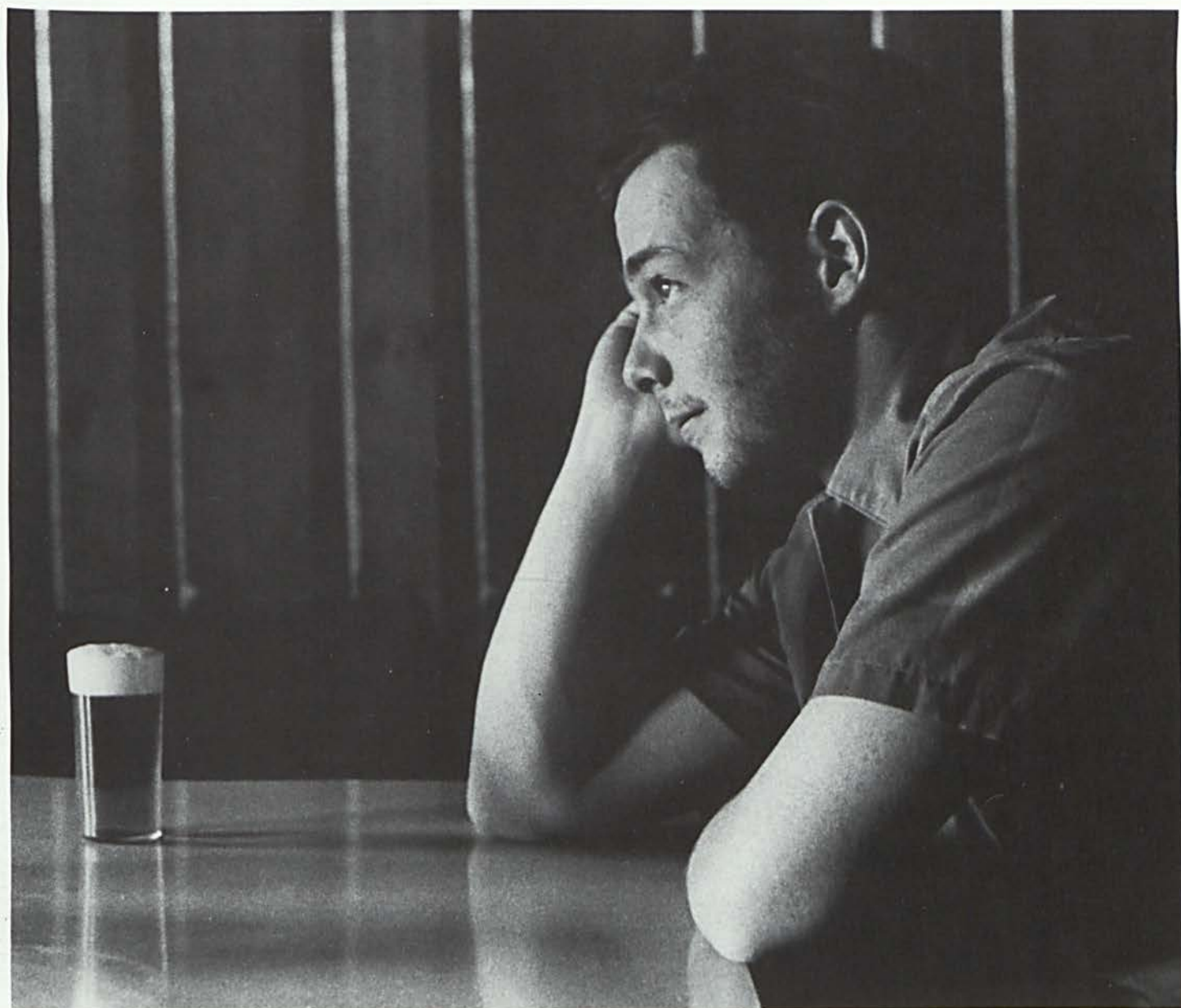


John Shukie, Sports Editor,  
WCHC-WICN





























John E. Brooks, S.J., President



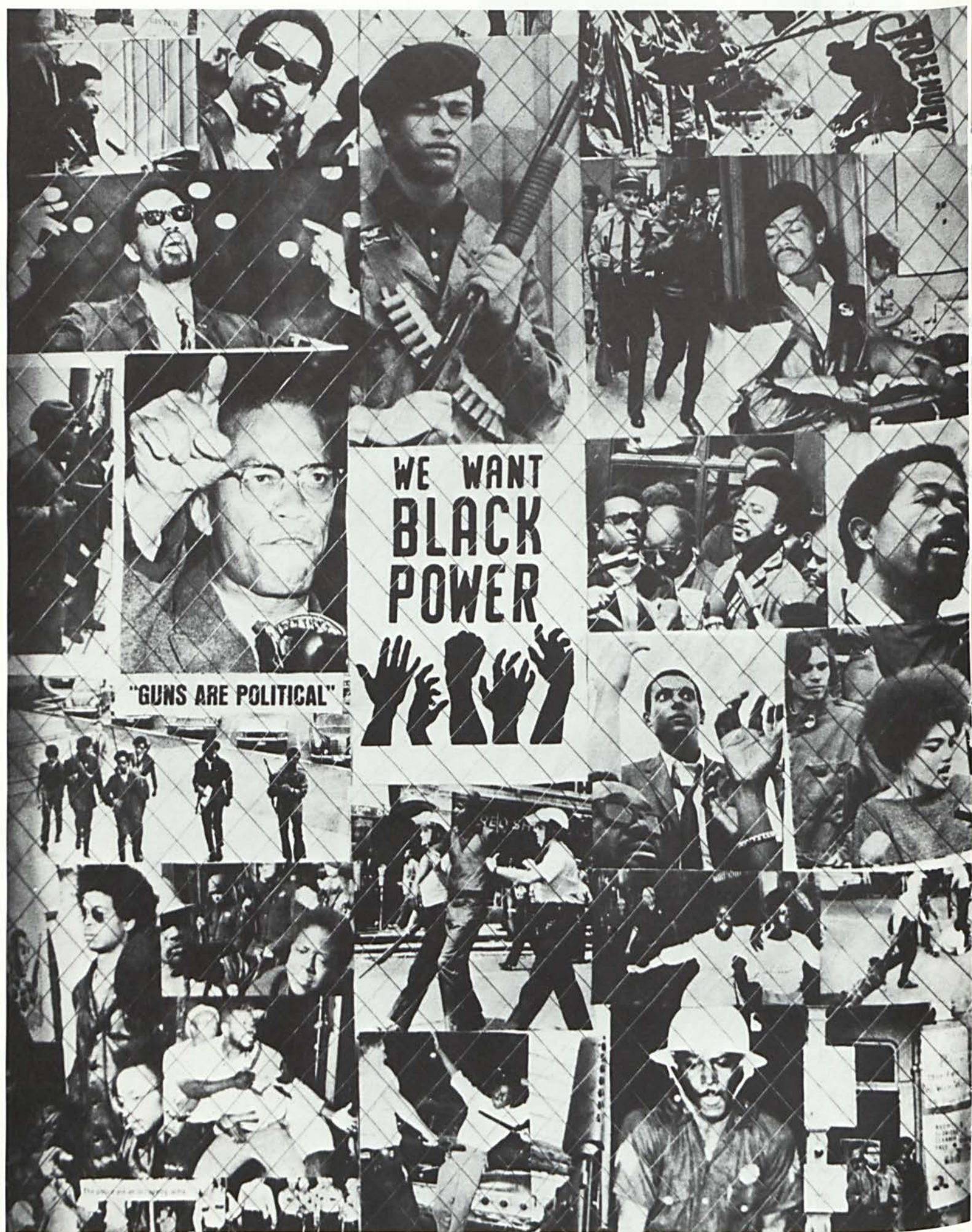


Joseph R. Fahey, S.J., Dean of the College

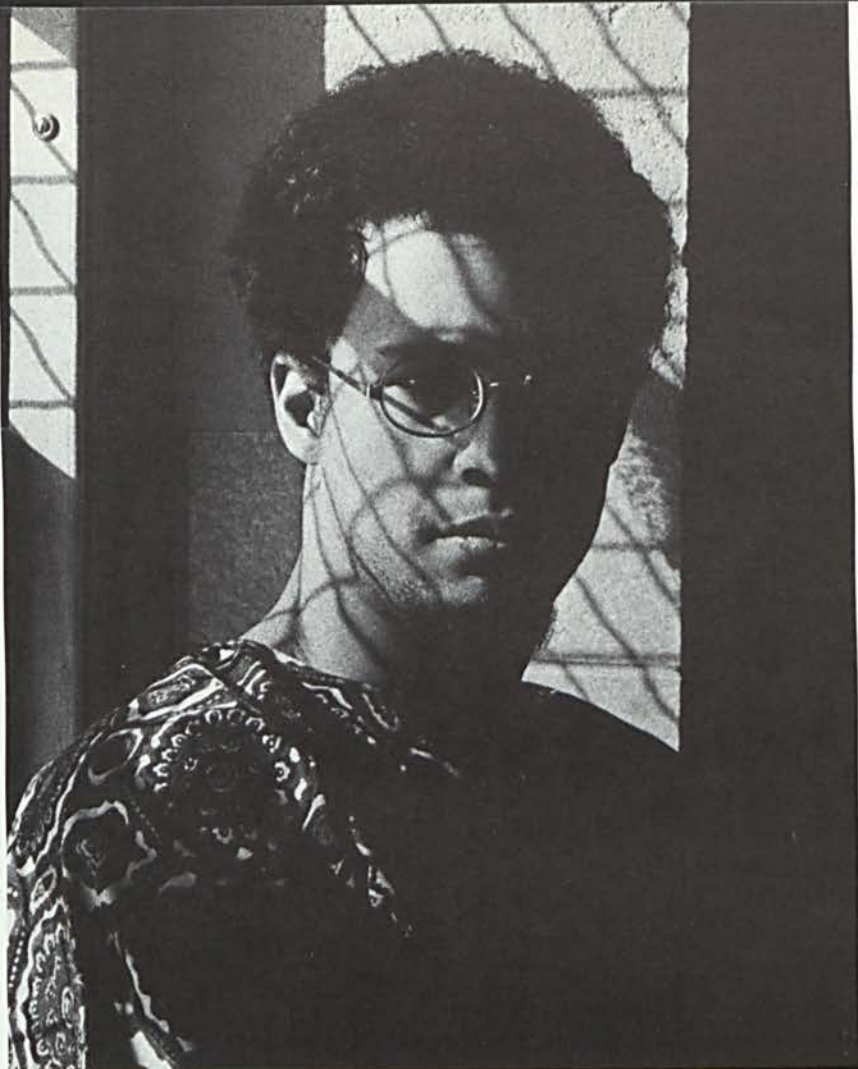


Ambrose J. Mahoney, S.J., Assistant Dean,  
Class of 1971







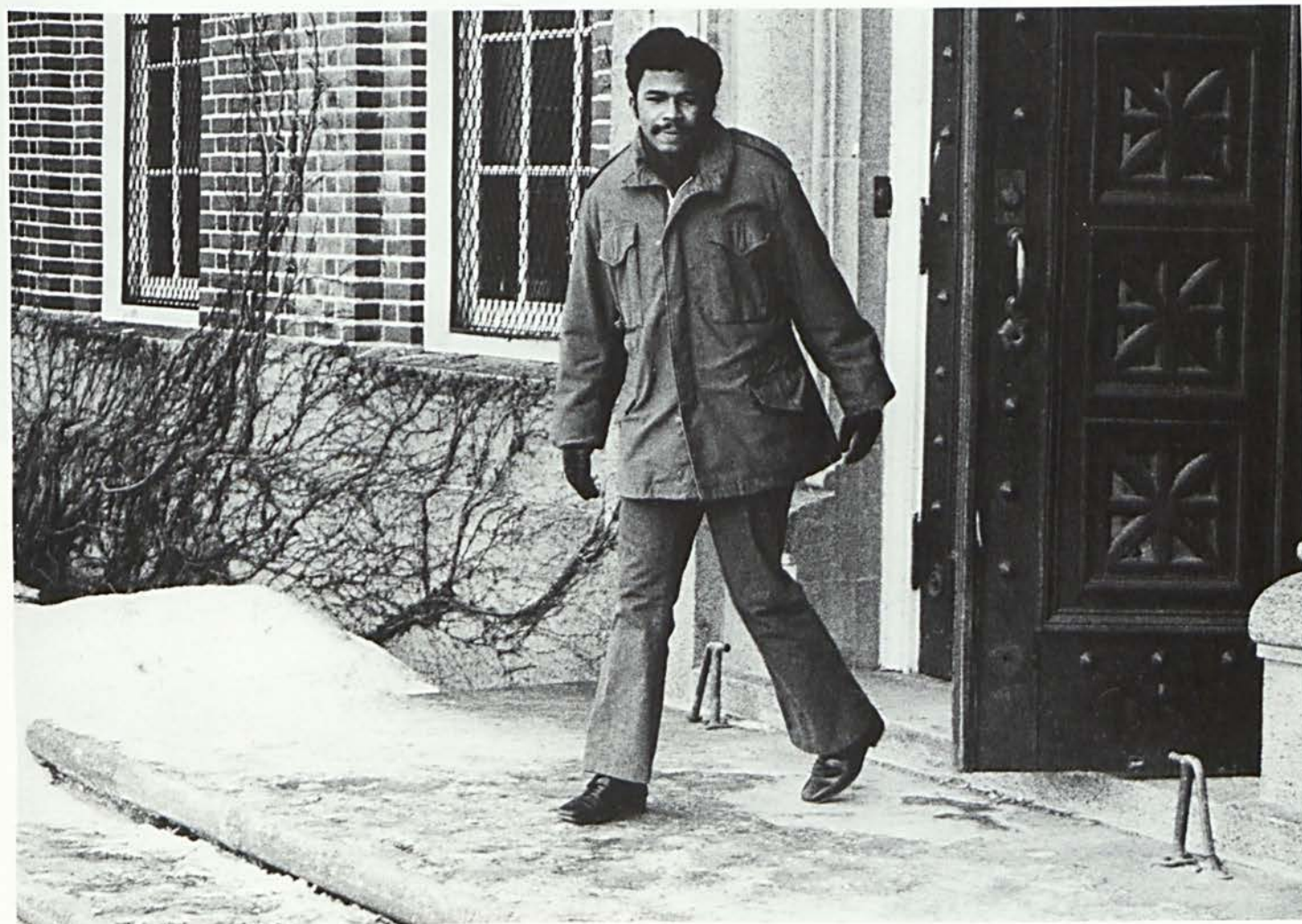


Ted Wells, Chairman, BSU

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids — and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination — indeed, everything and anything except me.

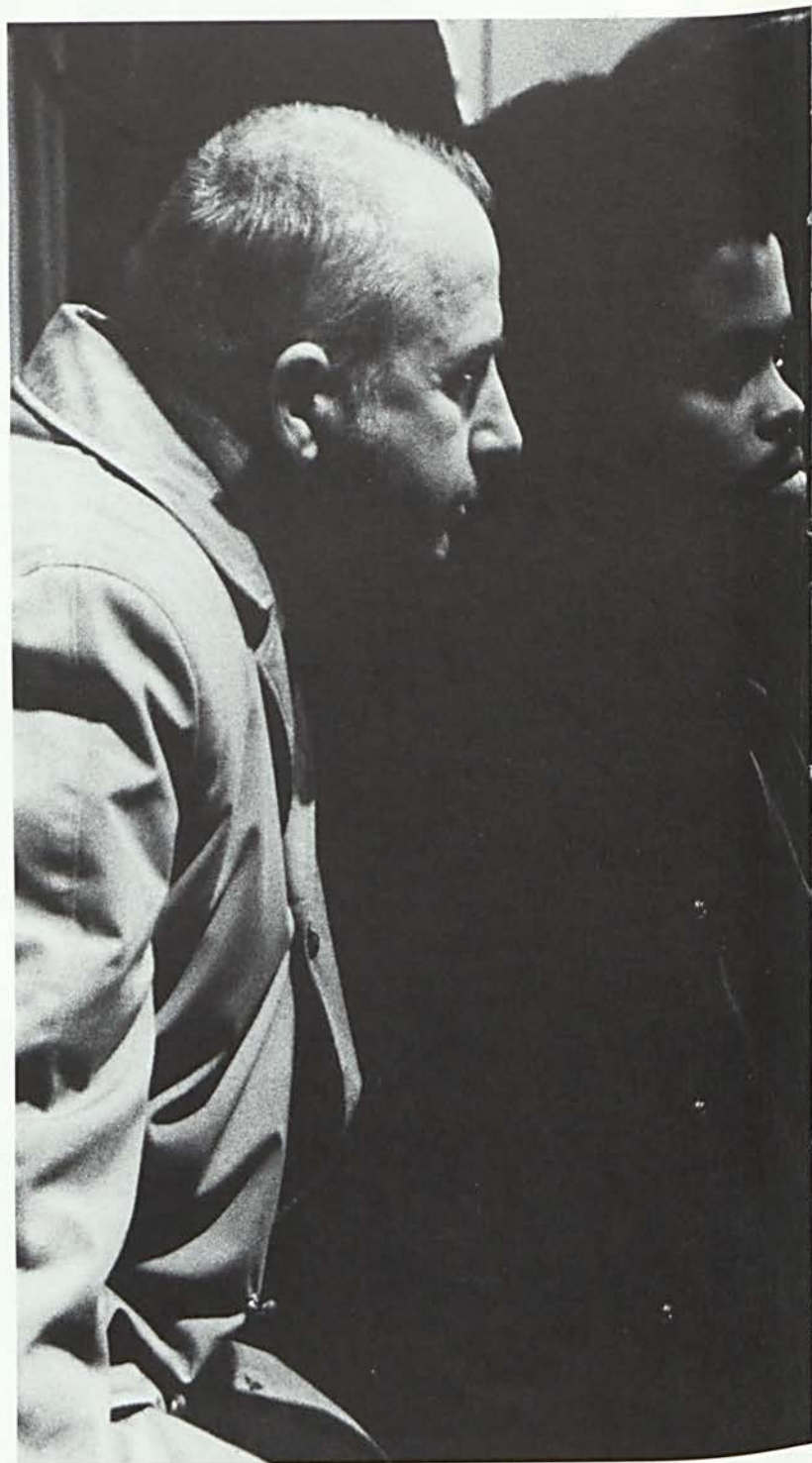
—RALPH ELLISON

Malcolm Joseph, Vice Chairman, BSU





Vincent O. McBrien, Mathematics



Vincent J. Forde, Acting Chairman, Department of Theology

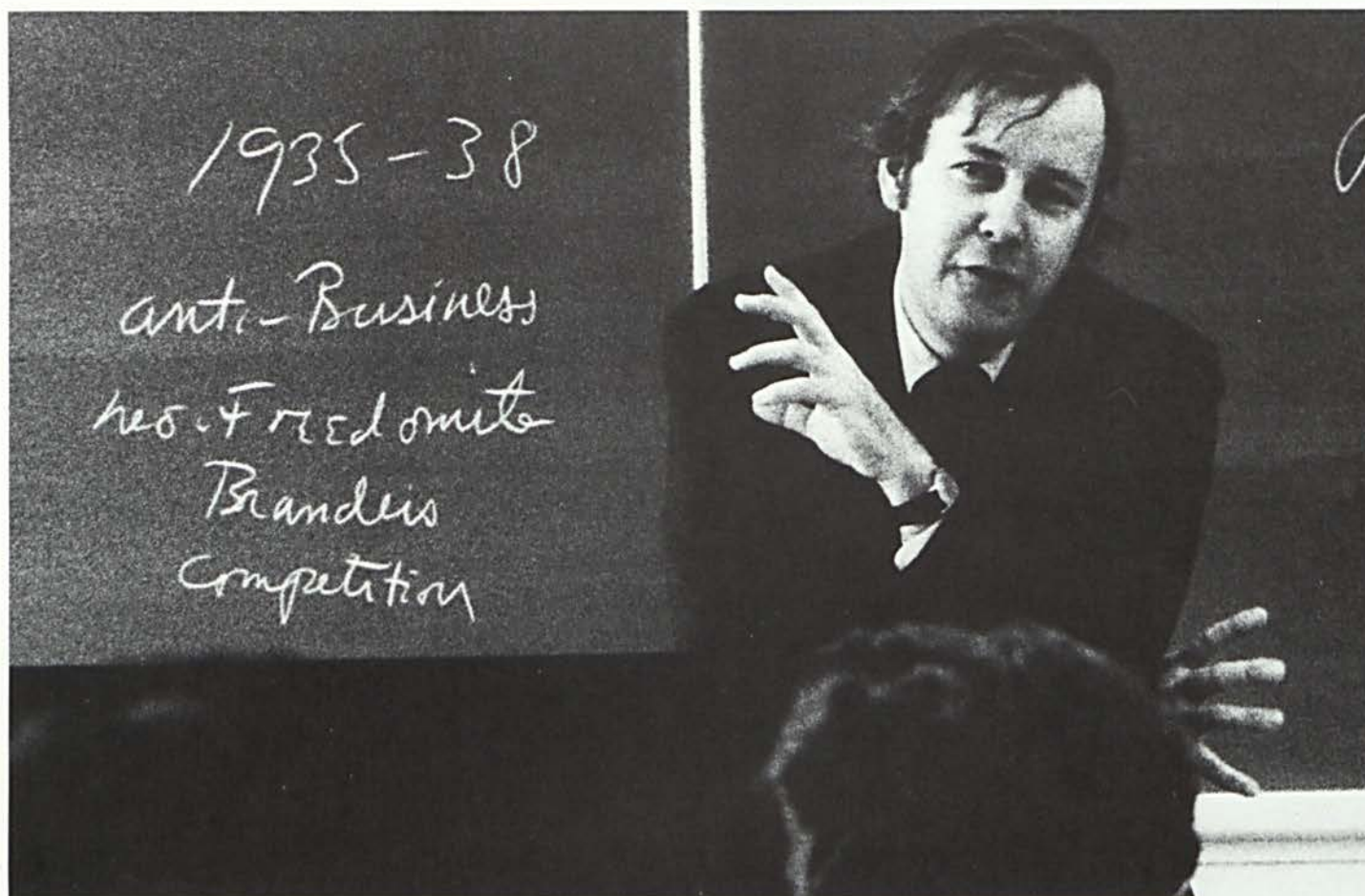






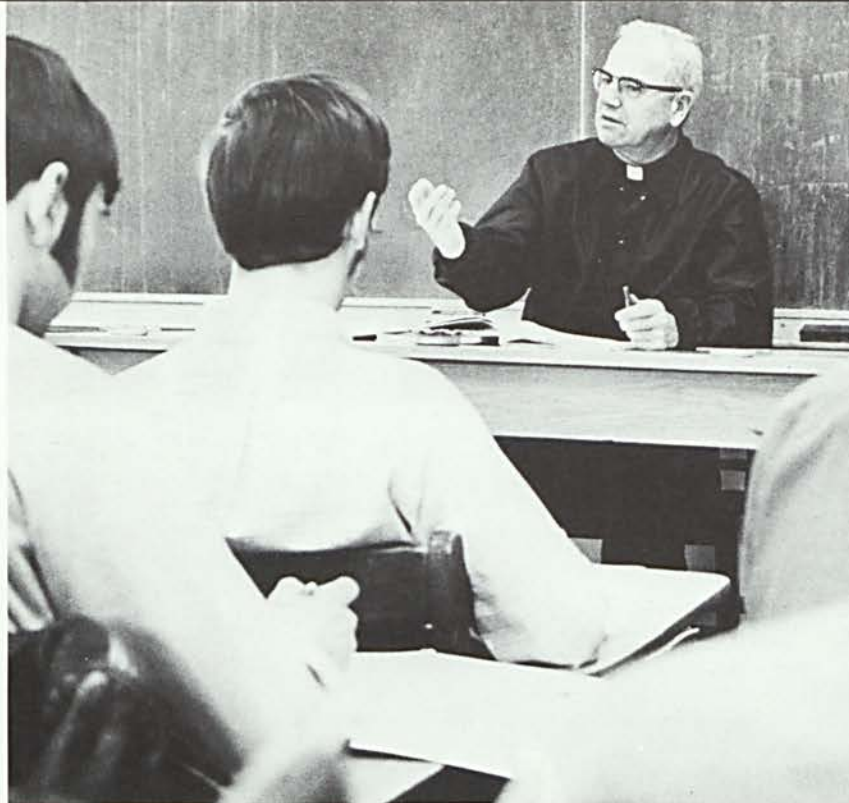


John B. Anderson, History

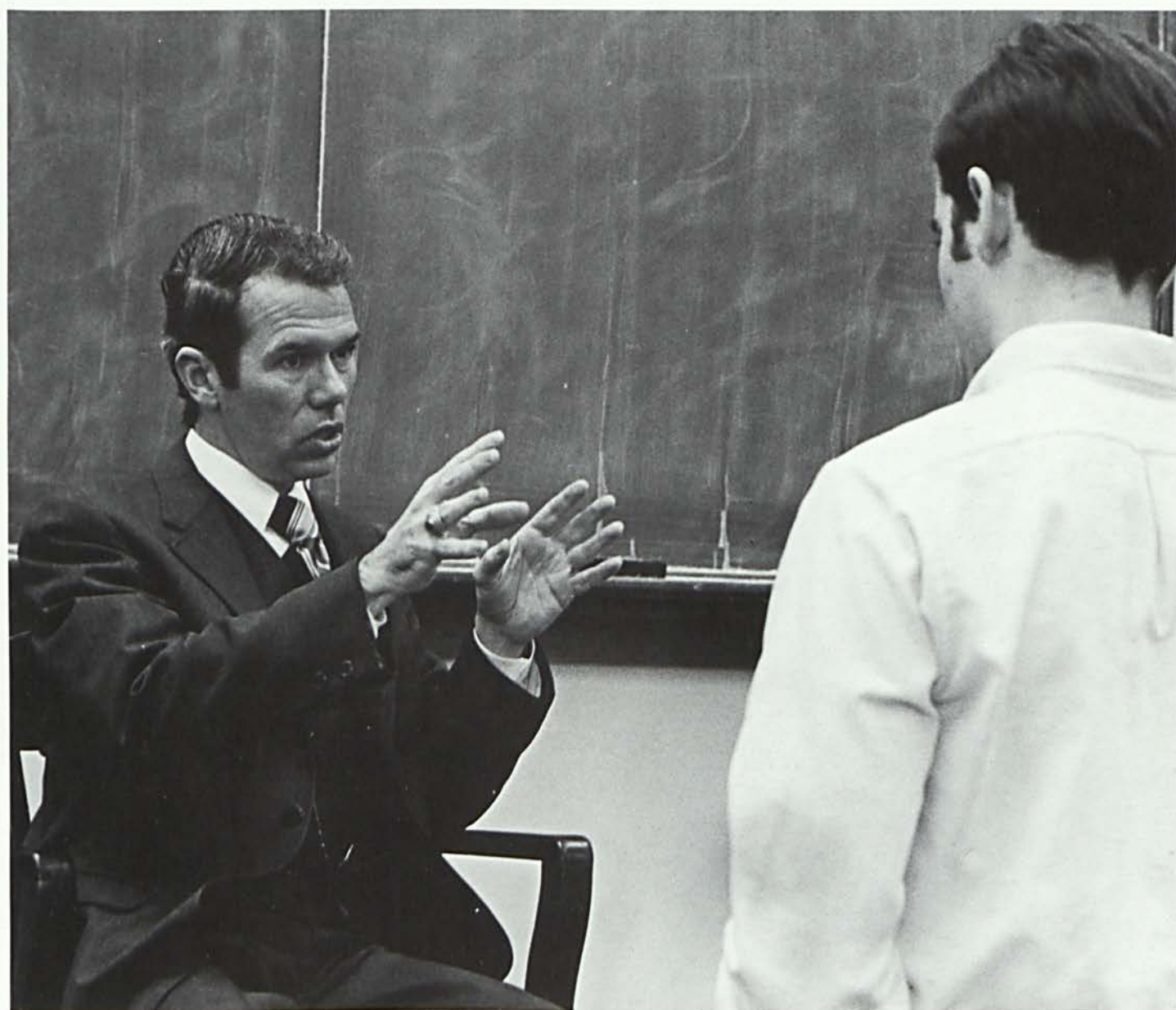


Robert F. Banks, S.J., Chairman, Department of Classics





Raymond F.X. Cahill, S.J., Economics



Edward J. Kealey, History





John E. Reilly, English





Rogers P. Johnson, Chairman,  
Department of Sociology



James H. Funston, Biology



Robert Manning, S.J., *Ex Officio* Advisor  
to the President



Joseph H. Maguire, Acting Chairman, Department of Education, Assistant Dean, Class of 1973







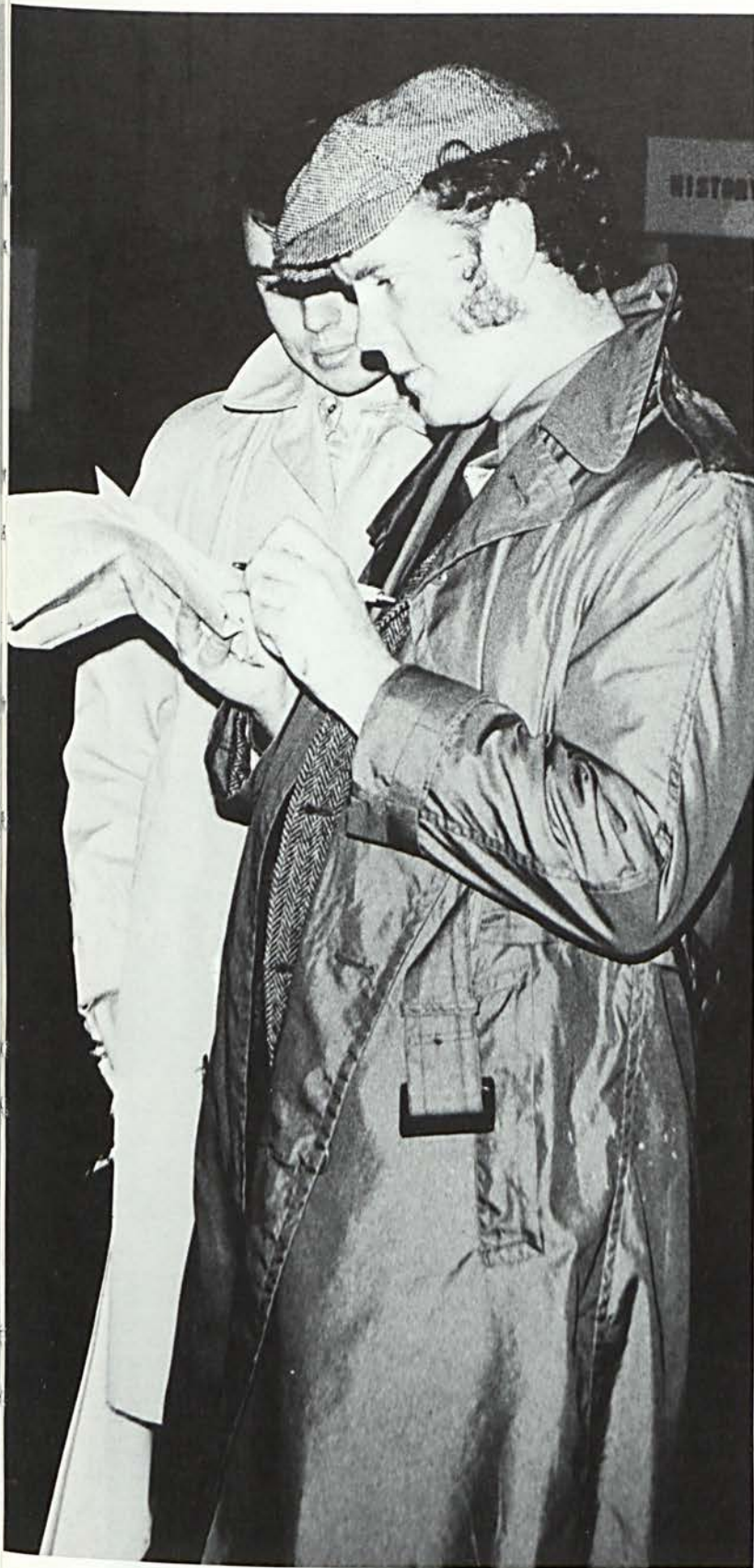


Edward J. Herson, Director of Theatre Art

We were going to depict the horror of Registration at its most horrendous: Winter Registration is always the worst, with its sub-zero winds and icy Wheeler steps. As a matter of fact, the photographers were poised to catch the usual grimaces of heartbreak and despair . . . . It was hardly fair of you, Miss Tosney, to upset our plans like this!

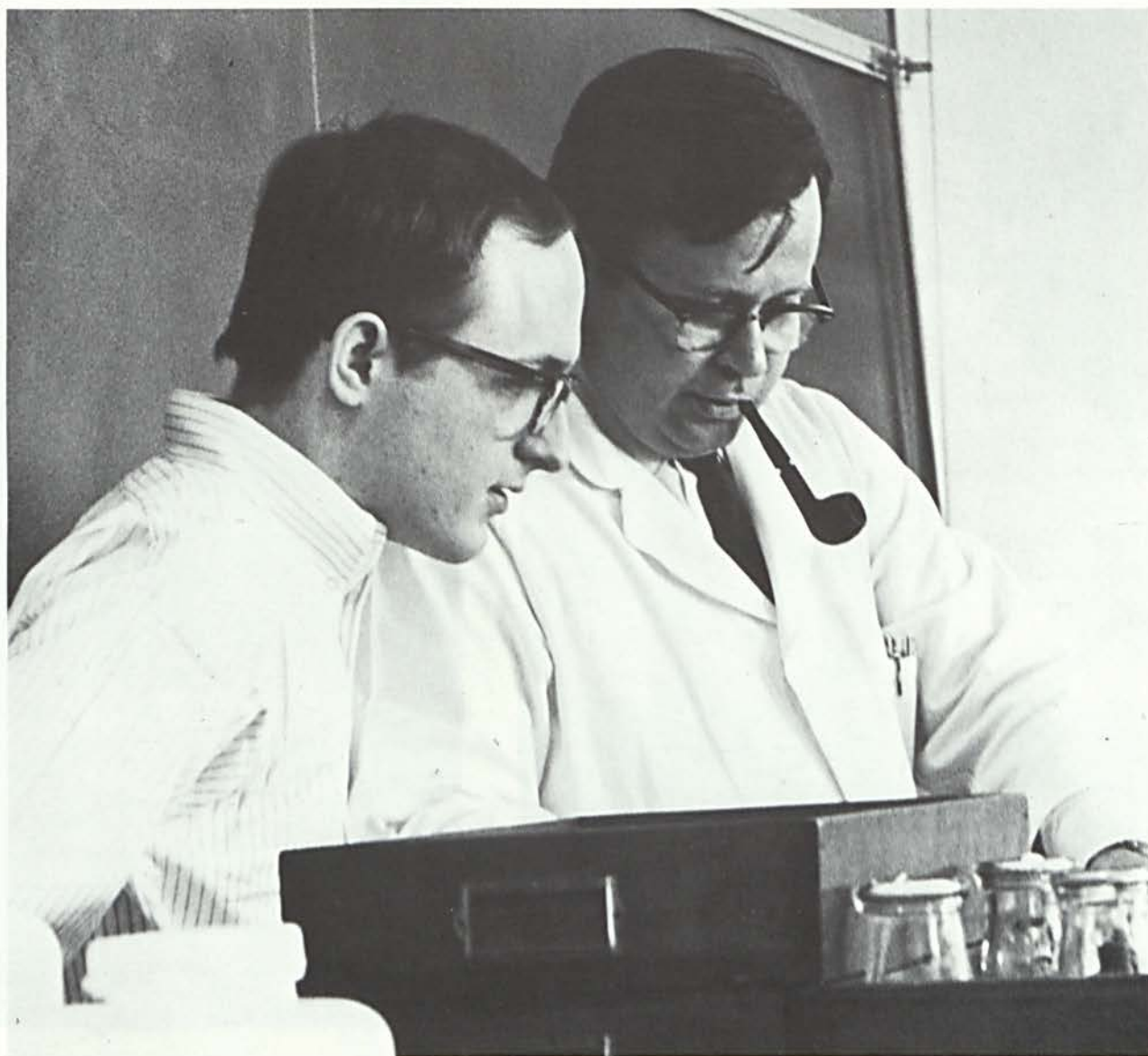






Joseph S. Scannell, S.J., Chairman, Department of Fine Arts

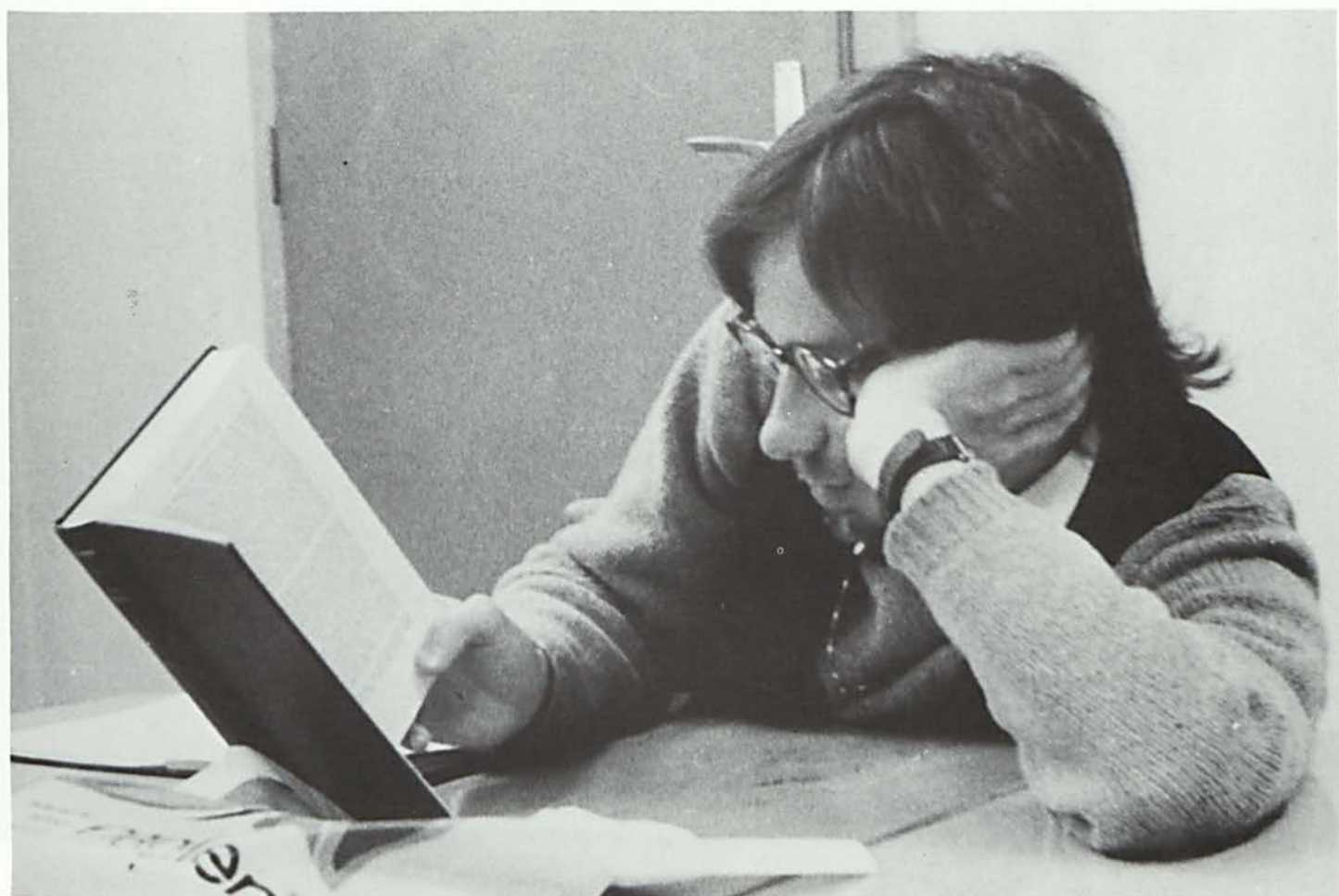




Joseph H. McSweeney, Biology







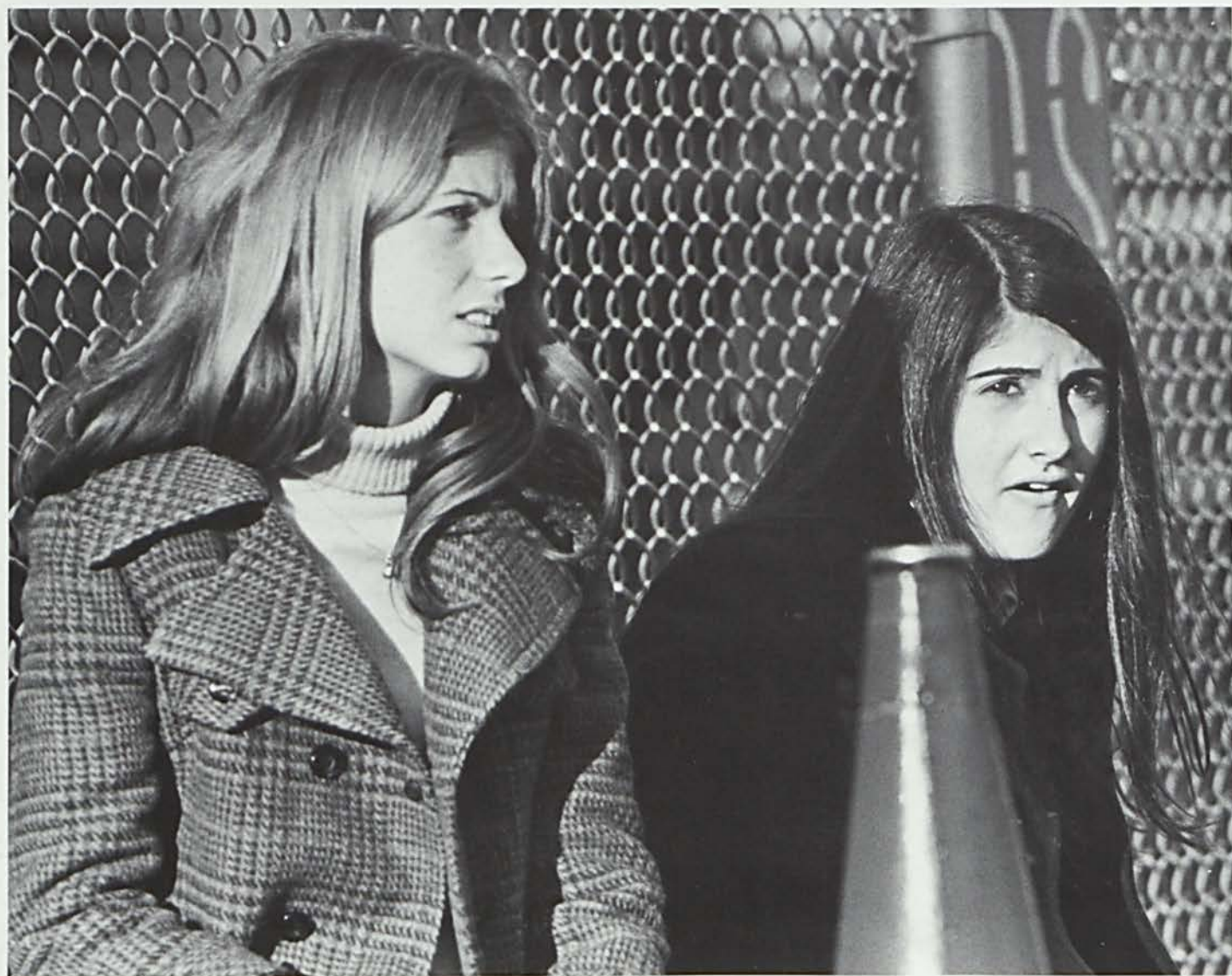












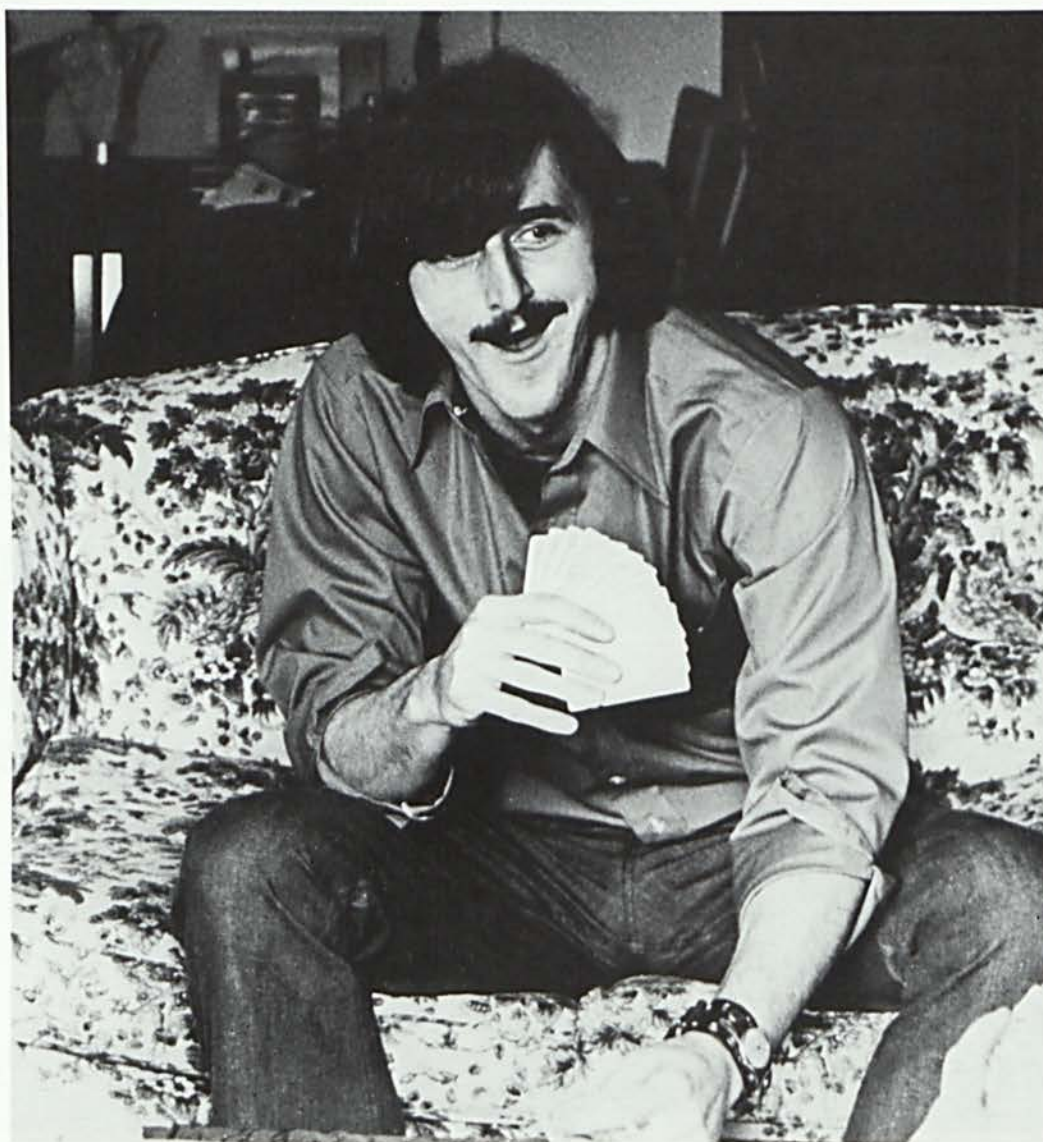








"The Exodus" — the move off campus.

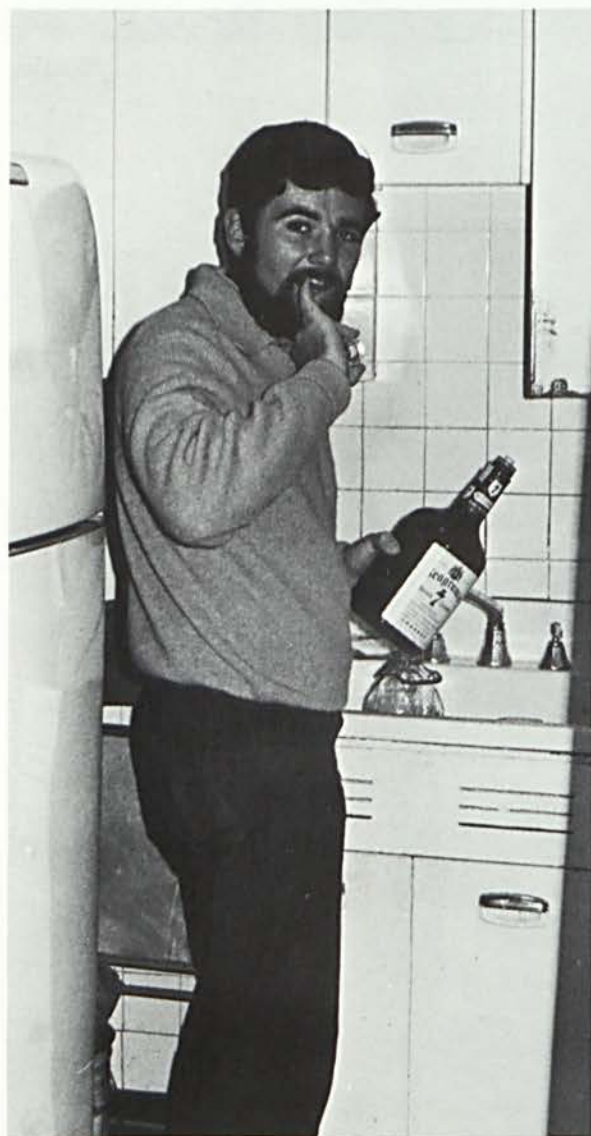






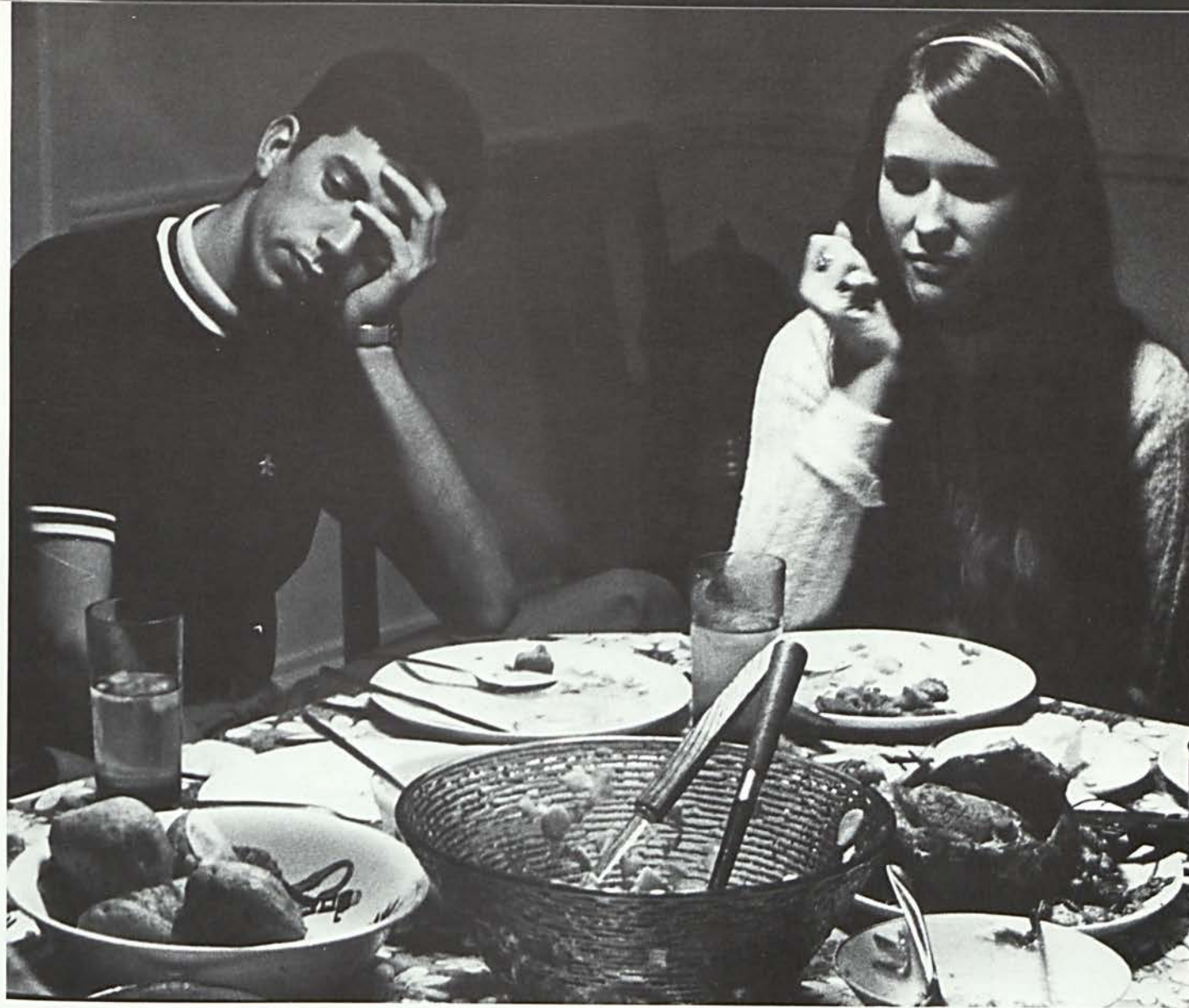


Yeah, all the way to Boston... I'll get out at Brookline Avenue, if you know where that is... Holy Cross. I'm a senior... Oh really; way back then, huh?... Umm hmm, I guess it has changed a lot... No, I never did. I think he died about thirty years ago... Oh yeah?... oh yeah?... he did?... wow... boy... every night, huh?... Yeah, I lived there when I was a freshman... Now?... No, this year I have an apartment off campus with three other guys... I could have if I wanted, but I just got tired of the cinder blocks, and the noise, and the week-ends, and the bathrooms on Sunday morning. So I figured why put up with the hassle, y'know?... Well, I was a little too optimistic maybe... A lot of little things, but a few big ones, too... Like our ceiling fell down during semester break. The pipes upstairs burst and the water soaked through into the plaster.



When we got back, most of the ceiling was on the floor, and the rest was dripping like mad... Put a lot of pans around the kitchen floor and called the landlord... About a week, which is pretty fast for the guy... We finally turned off all the water in the house, and only turned it on for a few minutes every night... Yeah, one flush a day for a week... Then he fixed the pipes, hung a suspended ceiling and tried to raise the rent... Told us he likes to rent to students because he can relate to them on a higher intellectual level... Comes in about a week after we moved, looks around the living room, and says hey, where's your dirty mags? He thinks guys rent so they can drink and do dope and have orgies... No thanks, I don't smoke... Well, cheaper than Kimball I think... We get surplus food from the government once a month. Cheese and butter and vegetables and some kind of meat that whinnies when you open the can... Oh about a five minute walk from campus... Do we what?... For seven-thirty Mass?











William Coughlin,  
Robert Hewitt,  
SPUD







James Keefe, (center standing), Chairman, SCOPE

Dean Shay once told an assemblage of students that the one uniquely American aspect of collegiate education was that of community involvement. No campus organizations deserve more praise than those who display concern for the Worcester community. It is well that we have reached the point of extending ourselves beyond the physical limitations of Holy Cross. These men exhibit the true Christian spirit. They are humanists who have the strength to act. We must recognize the importance of their position, and encourage others to follow their example.





Mark Brookman, Coordinator, CCD



William Santosuosso, (center), Coordinator, Crisis Center





Holy Cross Glee Club



*Nuit et jour à tout venant  
Je chantais, ne vous déplaise.  
— Vous chantiez? J'en suis fort aise:  
Eh bien! dansez maintenant.*

*—La FONTAINE*





James Gwynne, Editor,  
*Black Thing*



Edward Joyce, Chairman, PASO



Peter Poggioli, Editor, *Purple*







KODAK TRI X PAN FILM



→27A

→28



→28A

→29



→29A

→30

KODAK SAFETY FILM

KODAK TRI X PAN FILM



→18A

→19



→19A

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→20A

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KODAK SAFETY FILM

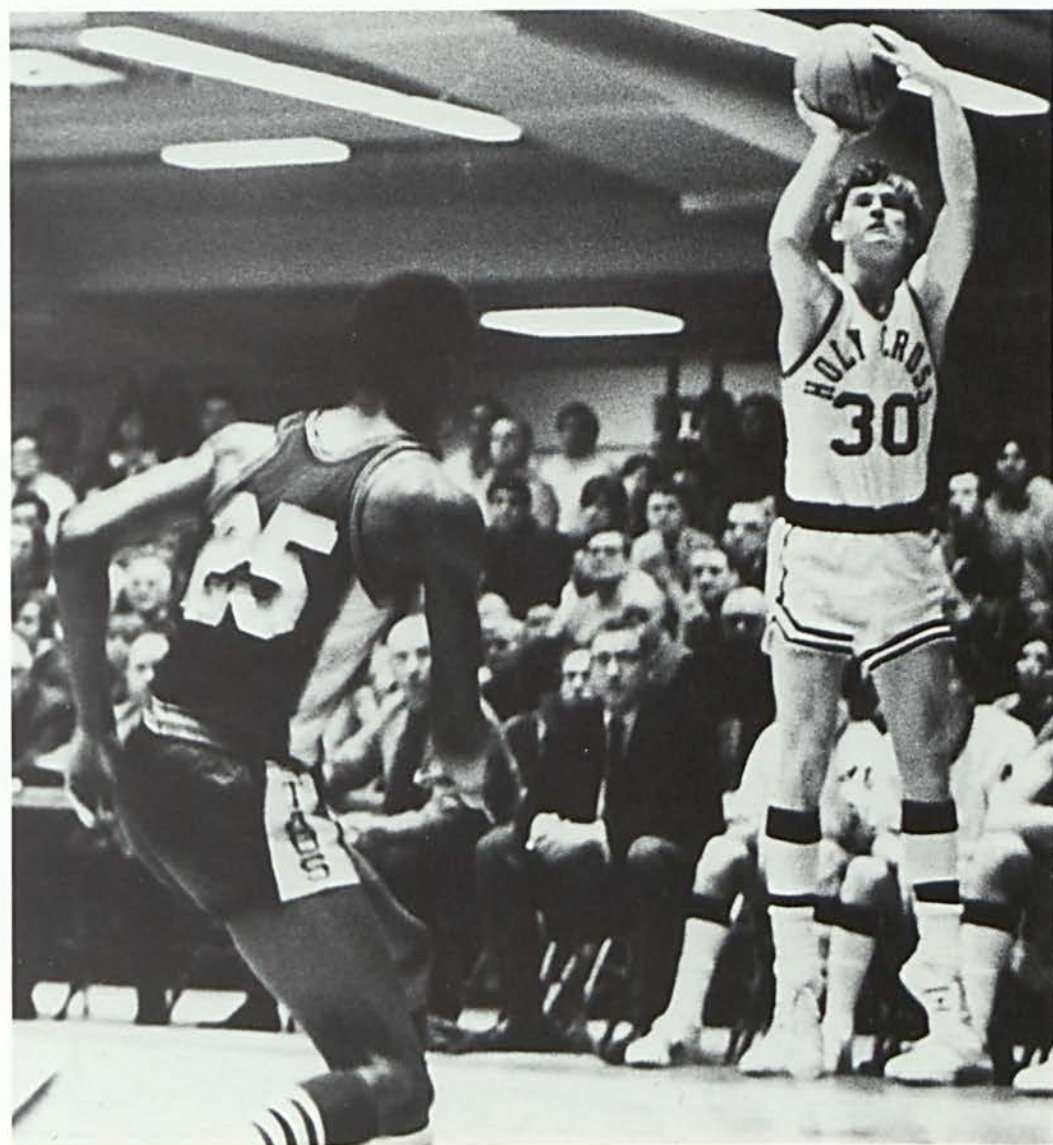
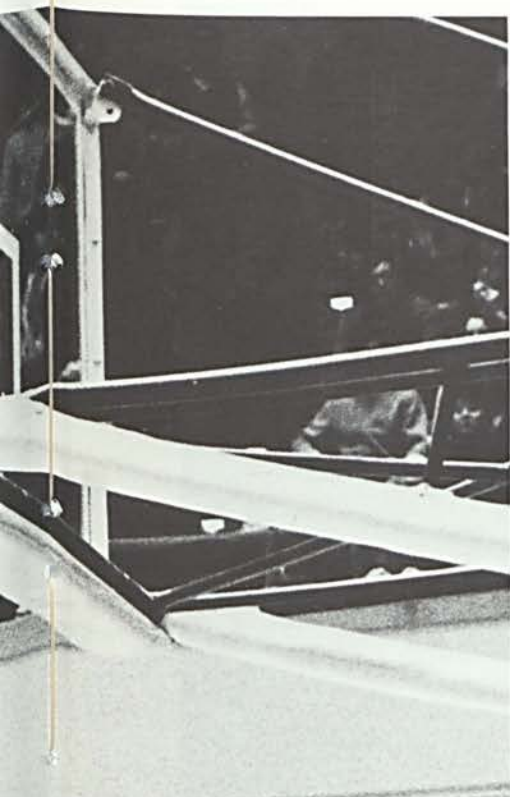








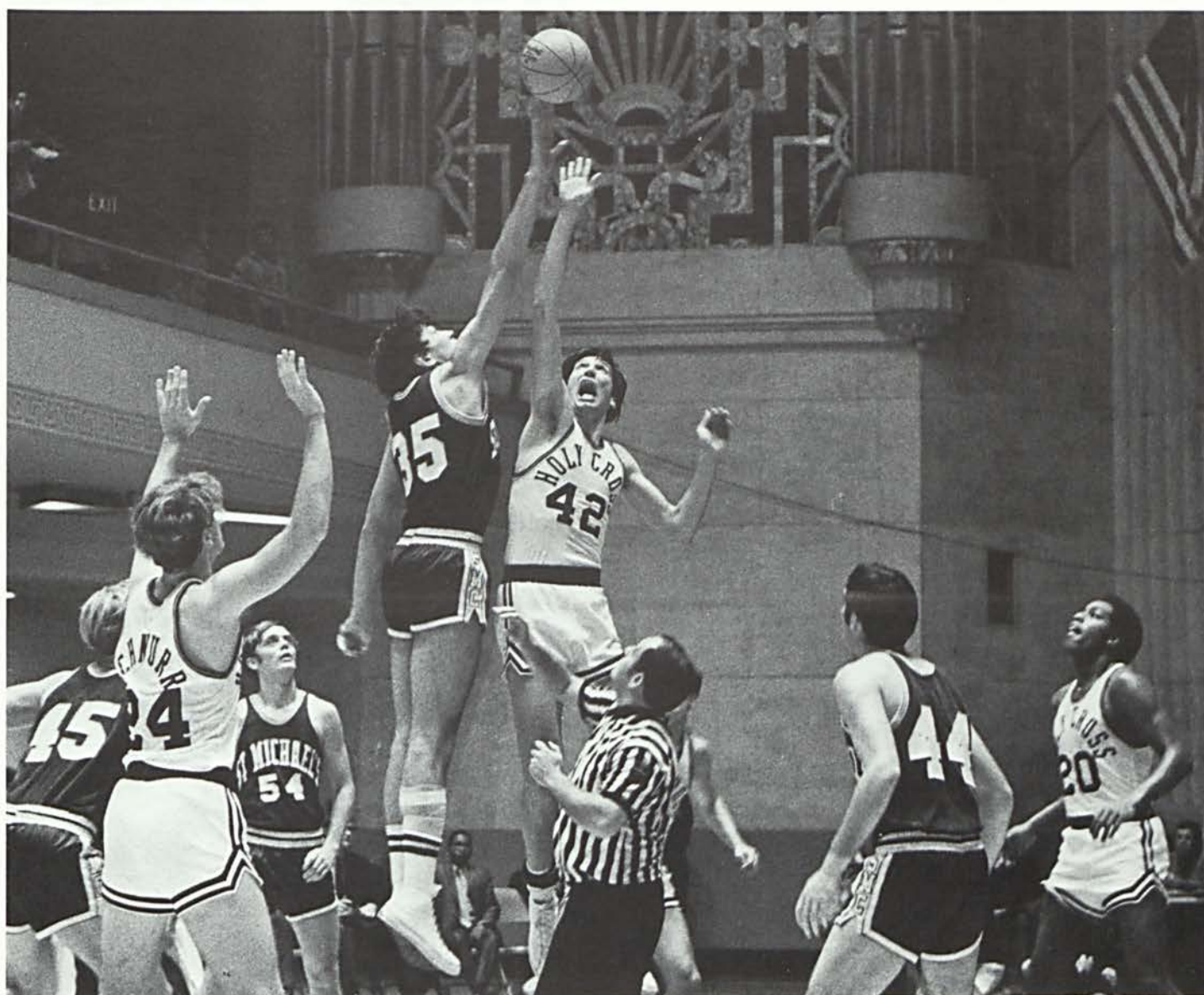






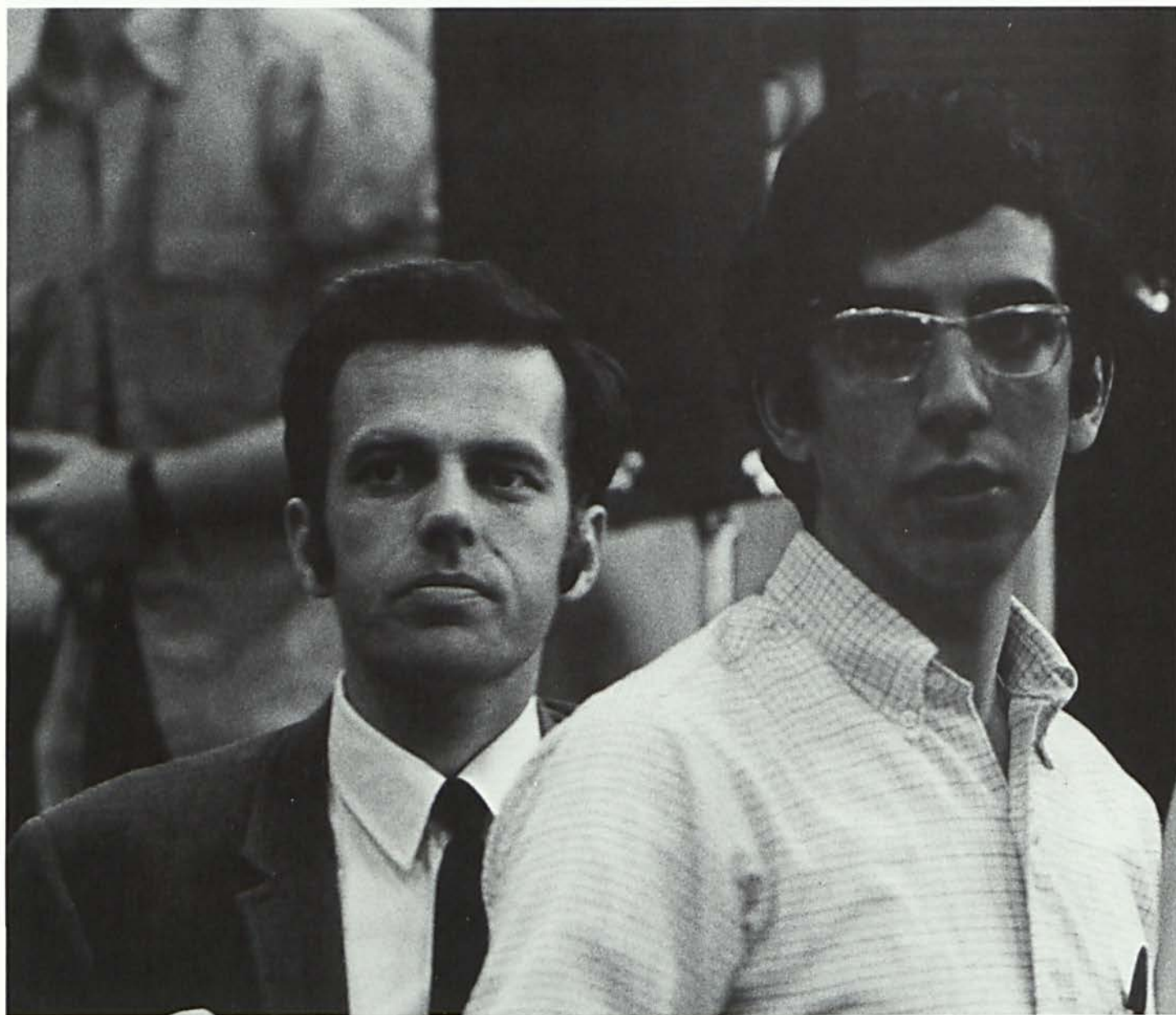






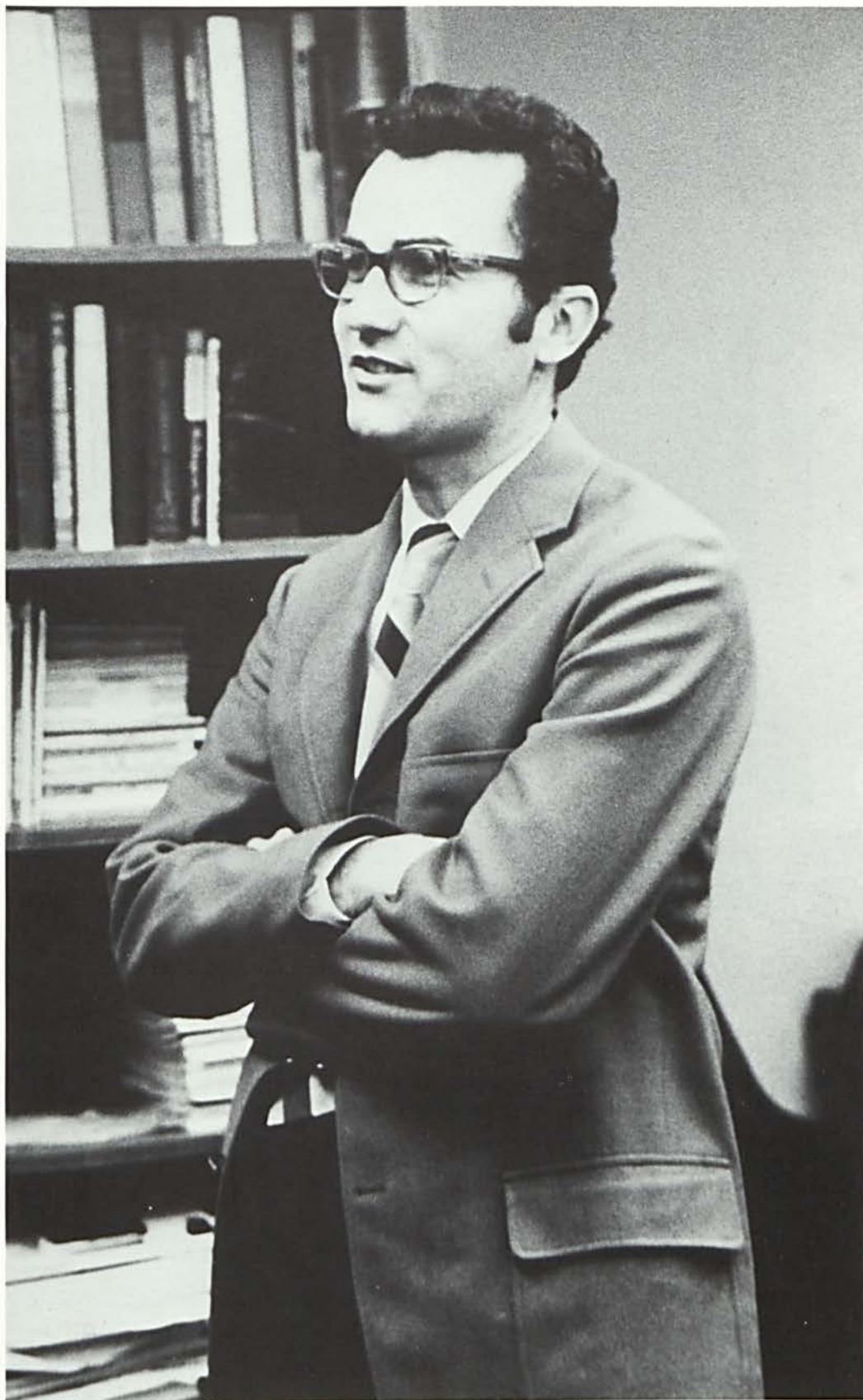


Gilbert L. Taylor, Director of Human Relations



John E. Shay, Jr., Vice President and Dean of Students





Donald T. McClain,  
Dean of Men



John W. Flavin, S.J.,  
Chairman, Department of Biology



Thomas C. Lawler, English

John T. Mayer, English





Frank Petrella, Jr.,  
Chairman, Department of Economics



William H. McCann, English



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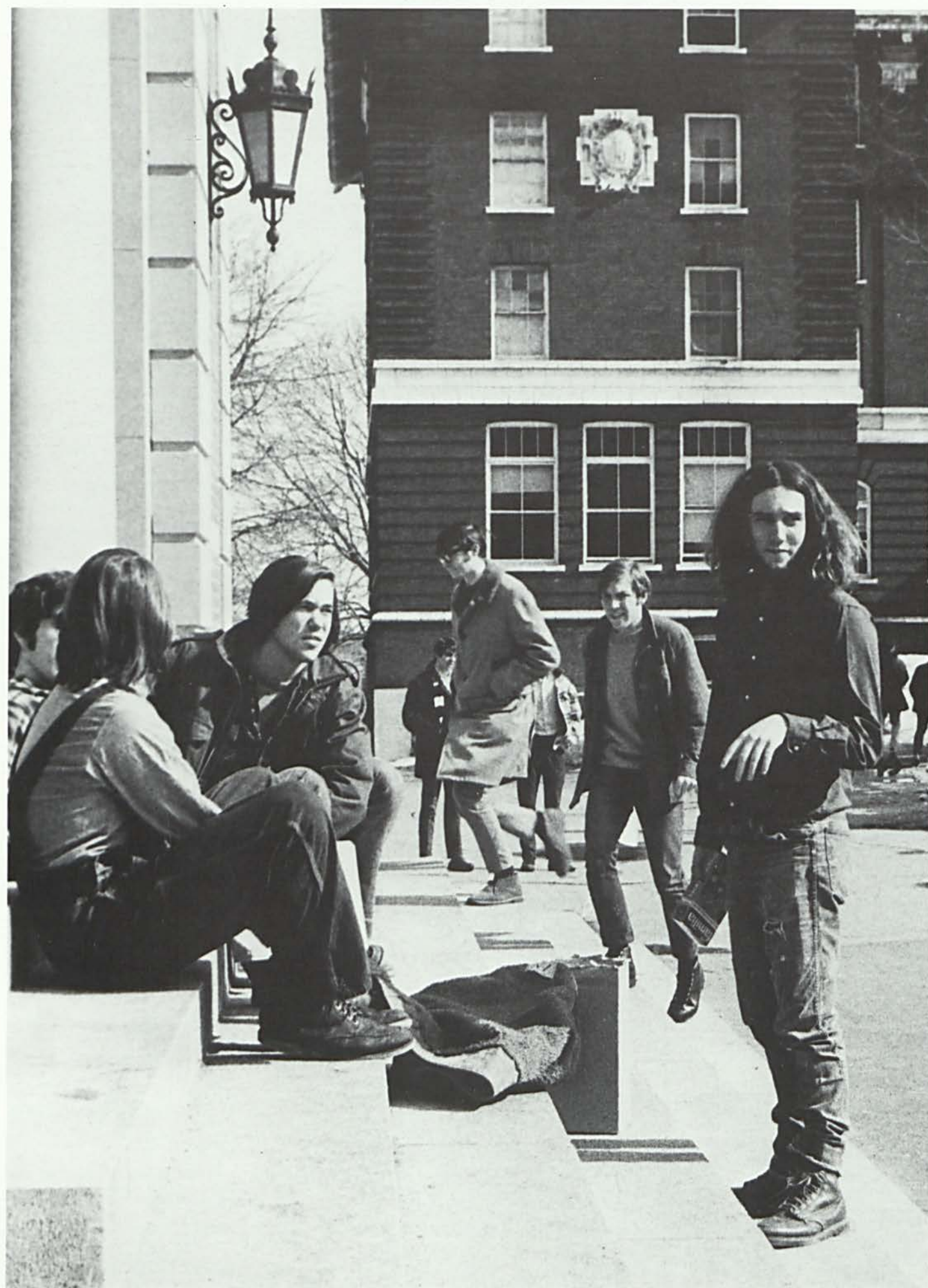




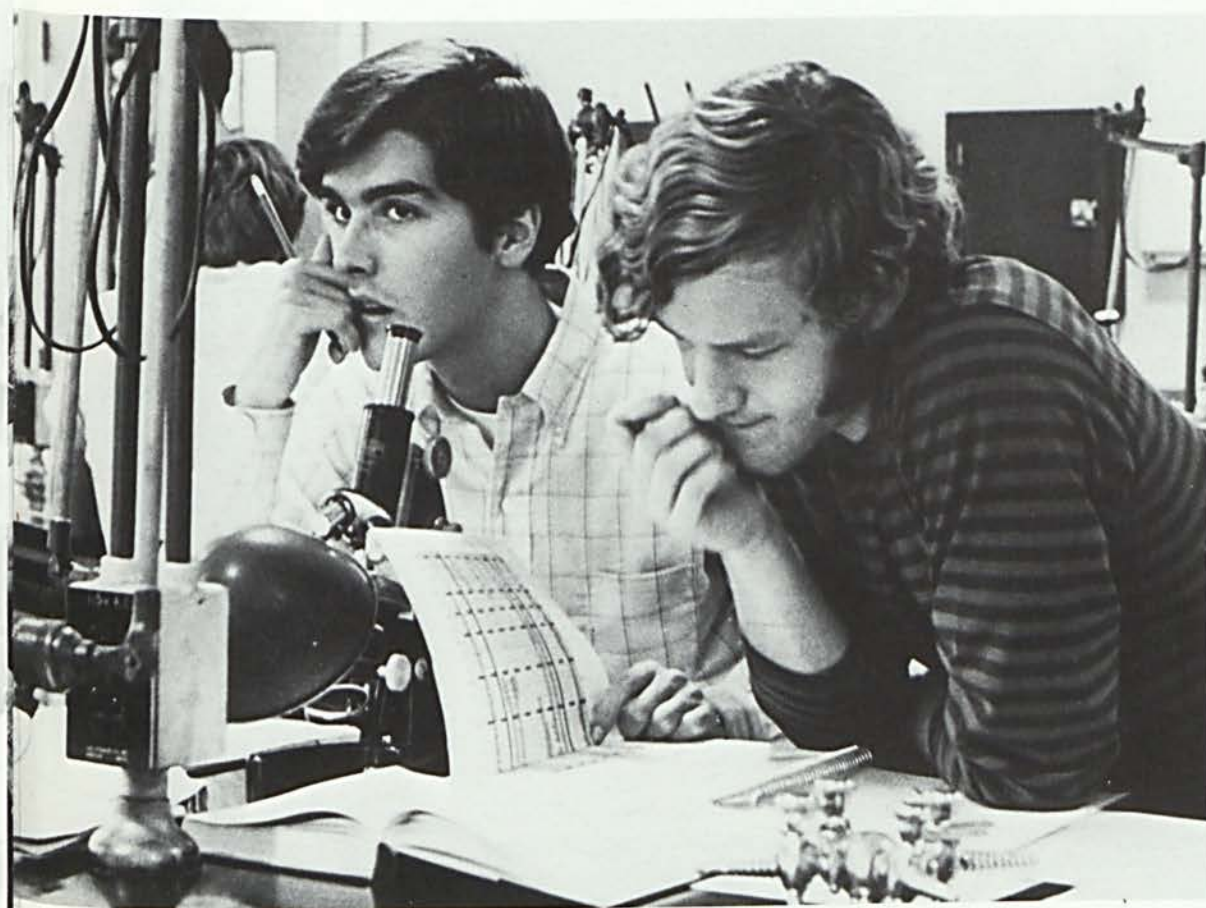
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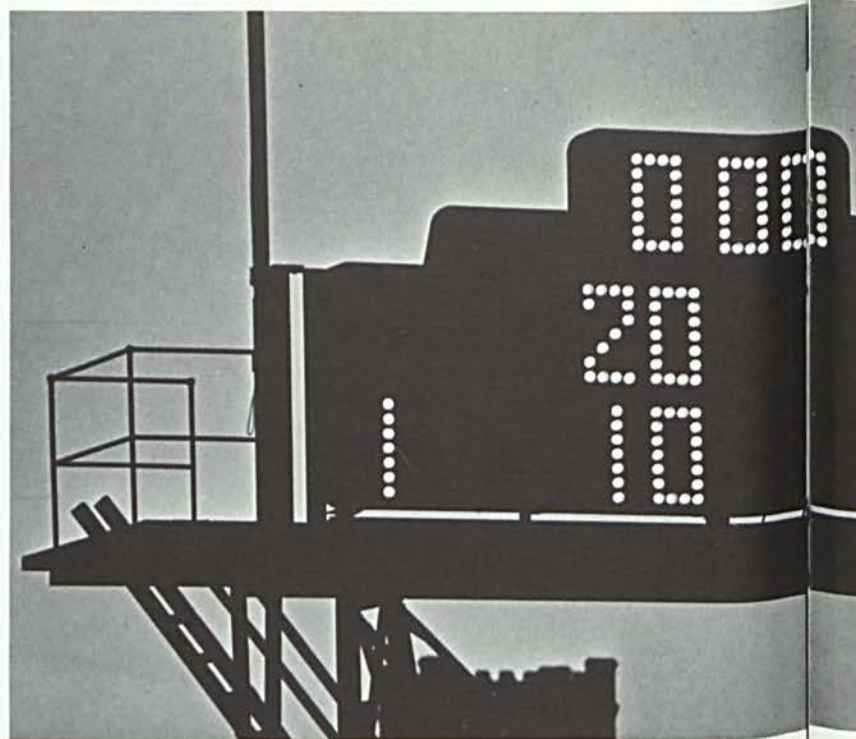




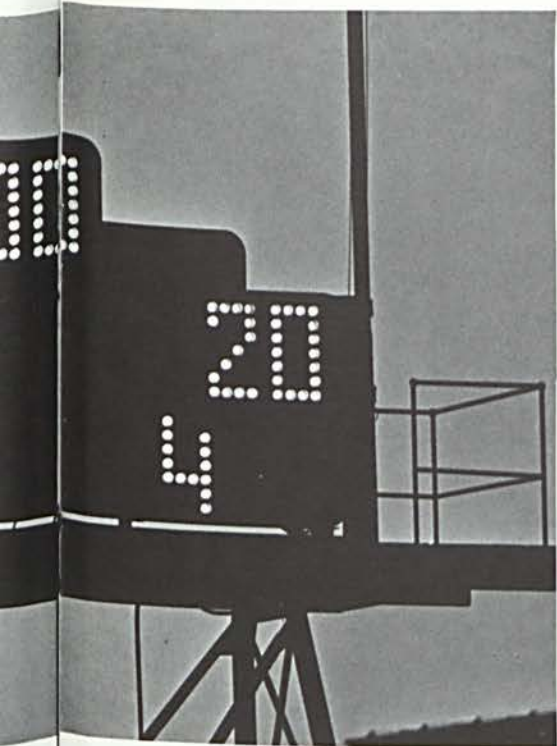












Each member of the "Class of 71" must view the past four years in light of his personal experiences. As perspective changes, particular events take on varied significance and the bond of seniority becomes almost meaningless. Strong class identity is a thing of the past and we who together approach graduation lack the spirit of camaraderie necessary to nostalgic reminiscences. However, as witnesses to the development of an educational community, we share one common experience. No matter how we interpret the facts, or adapt them to our particular position within the school, the fact that Holy Cross has grown remains unquestionable.











In 1967, we entered a system which had not yet recognized the Freshman "*mal-aise*." We were programmed into a society which rightly claimed academic excellence, but which based this claim on an antiquated system of strictly regimented curricular procedures. Academic freedom was virtually non-existent and the classroom fostered a clinical atmosphere in which the process of learning was, at times, secondary to pedagogical pettiness. Social life was limited to campus-wide mixers whose stifling atmosphere engendered more malevolence than companionship. Campus recreation revolved around the weekly "packy run" (Lehy II did nicely for those of us without cars) and unrestrained "horror." The school was basically a closed system, but as members of the "family on the hill," we lost the ability to establish ourselves as individuals. Students were totally uninvolved in college governance and tried to function under an out-dated representative structure. The Student Senate was well aware of its own impotency, but only after continued frustration did the pretenses vanish. The situation exploded in the form of an emotional display in favor of extended parietals. Although externally the "demonstration" accomplished little more than the immortalization of certain placard-carriers, it was symptomatic of the growing concern of the student body over its position in the college community. We began to see an end to the old methods of discipline: Rev. James Barry still had the power to disperse thousands of keyed-up sports fanatics within thirty seconds, but there were rumors of the end of the Jesuitical "reign of terror."



The position of the Holy Cross student underwent a metamorphosis before the fall of 1968. Perhaps the only school in the nation to have a faculty and administration more liberal than its students, Holy Cross presented us with "concessions" that we had hardly thought to consider. We were given a hand in campus government, a new "student affairs" complex, and promise of thorough curriculum revision — all of which served to create a student attitude of exhilarating self-awareness. The "House" concept emerged from its experimental stages to encompass all of the upperclass dorms and students began, awkwardly, to determine their own style of living. The idea of house identity fostered the establishment of social rooms and house sponsored evening activity, and within the houses, students began to take the idea of government seriously.





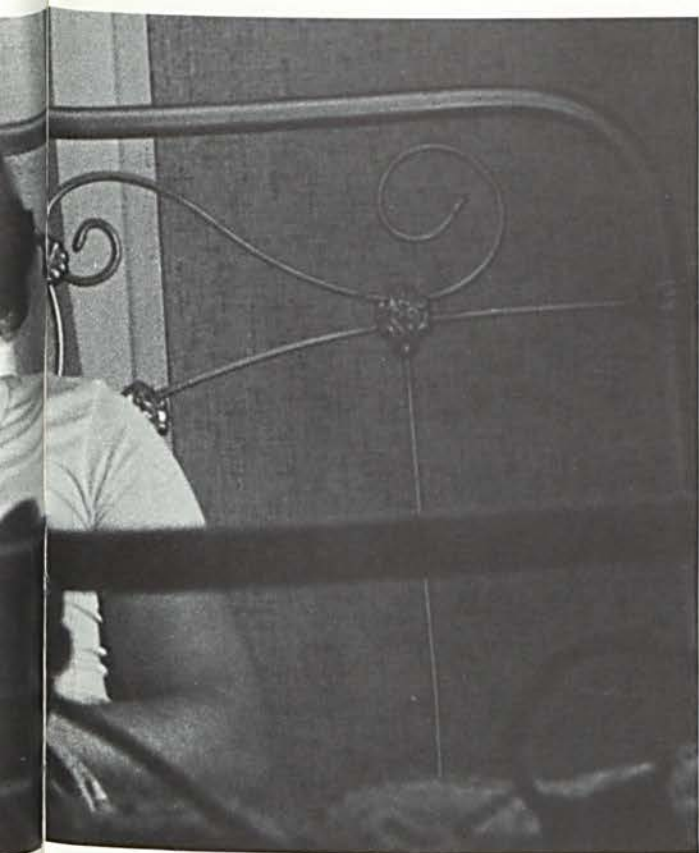


Academics assumed a more dynamic role, as the sense of Holy Cross "potential" encouraged an atmosphere of excited and inquisitive minds. Particular values were expressed in groups such as YAF and SDS, and the growing diversity of the student body seemed in consonance with a tolerance for the attitudes of all. The "ivory tower" figure was still apt, but the community was reaching out in all directions. A new ethic gradually emerged which scorned the attitudes of neatly-dressed student leaders. The call was for action rather than rhetoric. The popularity of the purple "sader" waned as many students searched for a new mode of expression. The future was an exciting prospect.









The succession of the "anti-purple" head of student government in the fall of '69 added a new dimension to Holy Cross life. Students began to test their strength and to realize the potential of their new-found position. Involvement became a key word on campus and students started to take a part in the molding of the new Holy Cross. In academic areas the optimism was equally tremendous. We patterned ourselves after "the best" and our sense of superiority as a Catholic liberal arts institution promised great heights. As curriculum revision was finalized, students realized that the combination of a brilliant faculty and the freedom to employ it to their own advantage was bringing the situation at Holy Cross very close to the ideal. In spite of high spirits, however, a complication in one area of college proceedings undermined the complacency of the entire campus. The cause of the "December crisis" centered around the prejudice of the white Holy Cross community. Disappointingly, a week of consternation and self-flagellation resulted in little change. Academics were temporarily set aside for "more important issues," but unproductivity left everyone with an unsettled feeling. The campus tried to recover from this internal rumbling during second semester, but the hopes that were damaged in December were almost totally destroyed in May. As a concerned community, we had no choice but to take a stand on the Cambodia situation, in spite of the fact that in doing so we upset the balance that the school had so painstakingly achieved. The action was laudable in itself, but it has created unforeseen difficulties for the community.











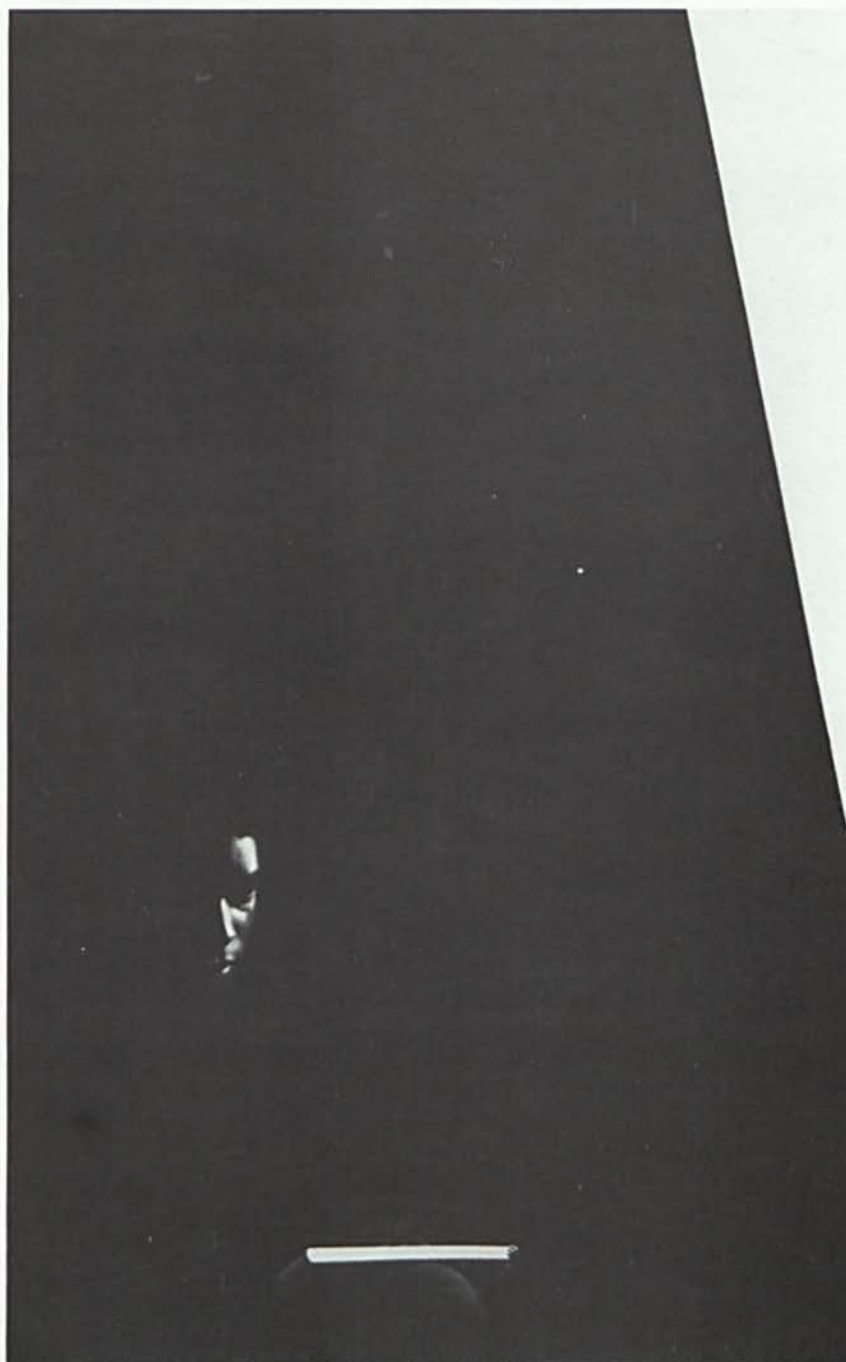
Once the previously unblemished institution had been tainted by experience, there was no way to settle back to old Holy Cross. Academic life, which was ignored in the face of more overwhelming concerns, has not been fully revived. The classroom can only regain its prominence slowly, by recaptivating the minds of the students. Intellectual repartee is at as great a level as it has ever been, but the frightful cry of relevance has shaken the very foundations of our academic system. Many students have thrived under the revised academic system, but others have found the new freedom disconcerting. The decline in classroom interest, the lack of a unifying "cause" and the increase in drug use have created confusion so widespread that everyone has begun to show concern. As a result, the student position on campus has lost some of its prestige and student involvement is faltering on every level. Socially, there have been no imaginative improvements in the traditional weekend activities or special campus events. Financial difficulties have combined with these other problems to beget despair for the once hopeful future. Meanwhile, the administration has created many internal difficulties in an attempt at rejuvenation. Students fail to see academic excellence as proportionate to the length of a reading list, and faculty oppose the use of publication as the measure of professional excellence in a small liberal arts college whose efforts have always been primarily student-directed.







And yet, there is no reason to throw up our arms and claim that Holy Cross is lost. As students, we *are* the core of Holy Cross and it is our reaction to the current situation that will determine the future direction of the school. *Et in Arcadia ego*: the phrase has a double connotation. The first is a sense of lost happiness — a melancholic recollection that memories of the past are sweeter than hopes for the future. Read differently, it may be the voice of “experience” claiming that even the most ideal human society is not free from its touch. As we end four years of association with Holy Cross, let us hope that the latter meaning applies here. No society may hope to avoid the sobering grip of experience. We should look upon this only as a temporary period of struggle. The time for a rededication to former ideals and realization of even greater potentials is at hand.















... Come, my friends,  
'Tis not too late to seek a newer world.  
Push off, and sitting well in order smite  
The sounding furrows; for my purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die.  
It may be that the gulfs will wash us down:  
It may be that we shall touch the Happy Isles,  
And see the great Achilles, whom we knew.  
Though much is taken, much abides; and though  
We are not now the strength which in the old days  
Moved earth and heaven, that which we are, we are —  
One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will  
To strive, to seek, to find, and not to yield. [*Flourish*]

— ALFRED, LORD TENNYSON





JOHN E. ADAMS



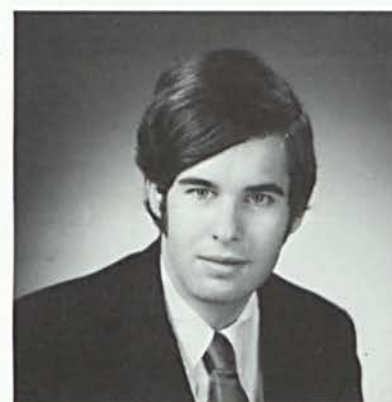
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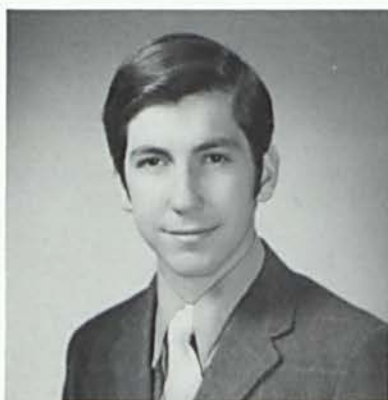
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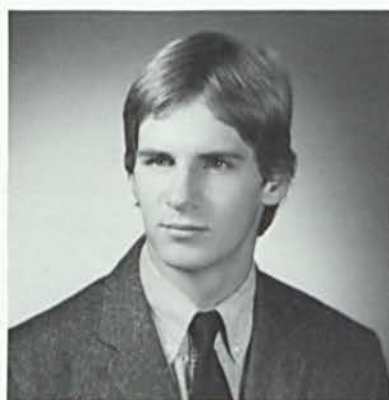
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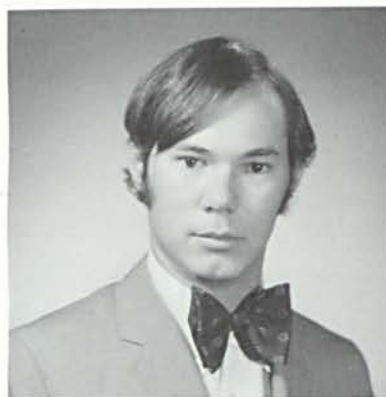




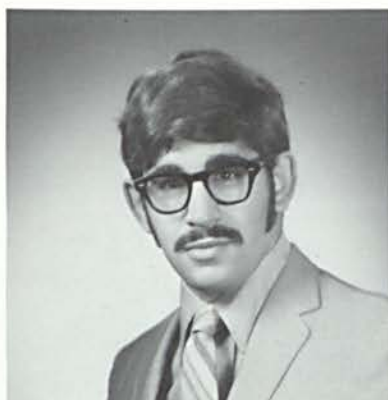
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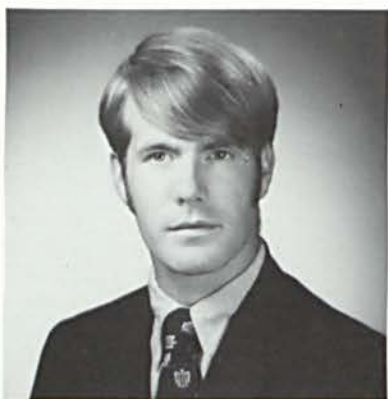
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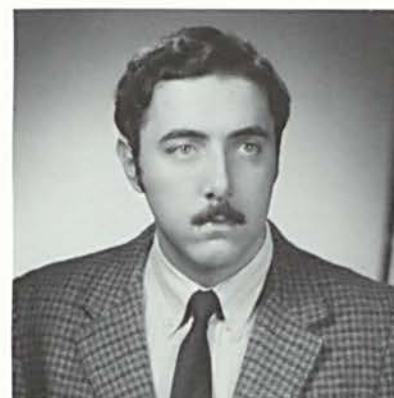




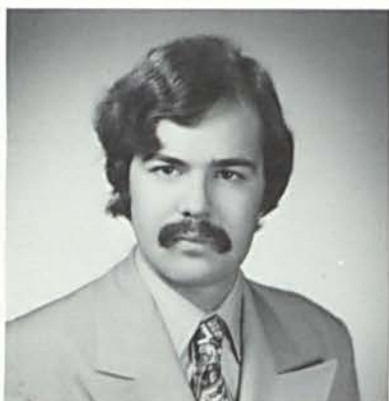
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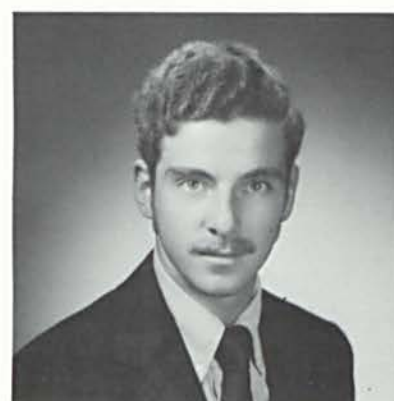
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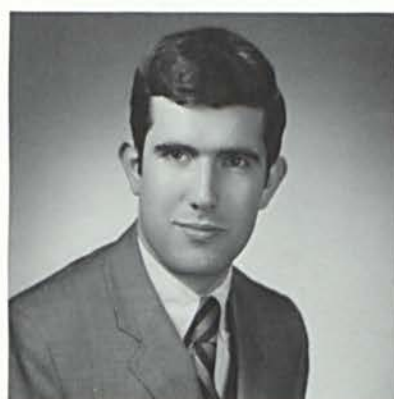
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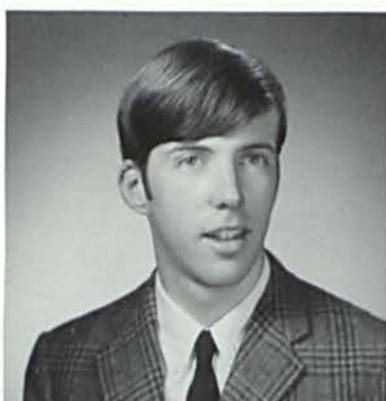
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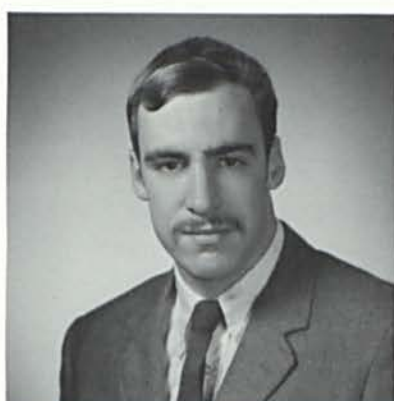
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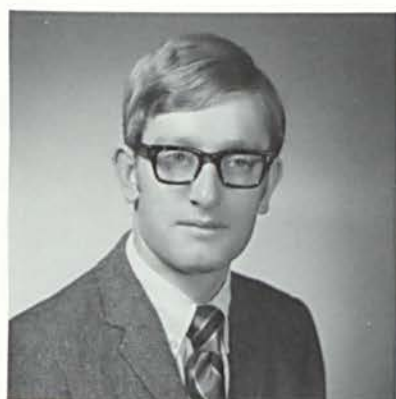


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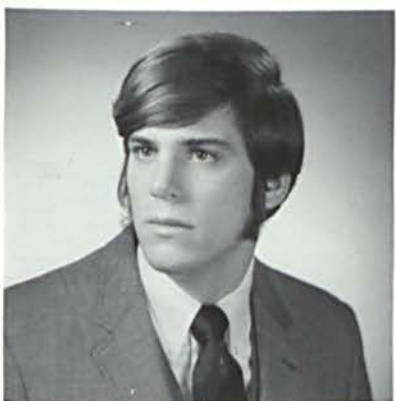
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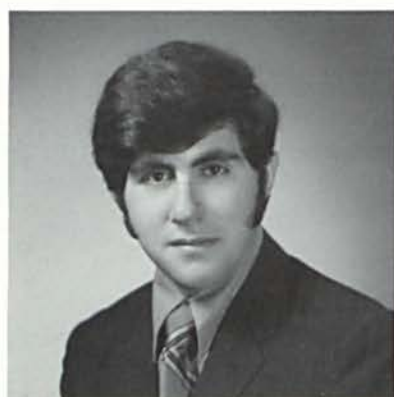




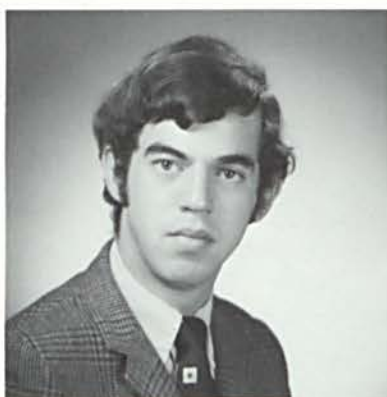
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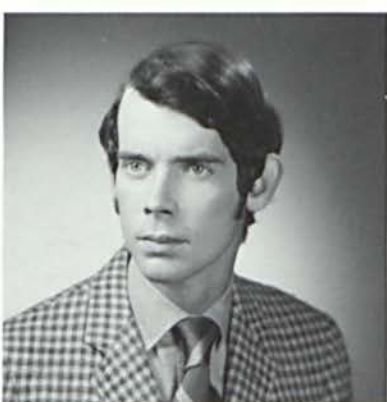
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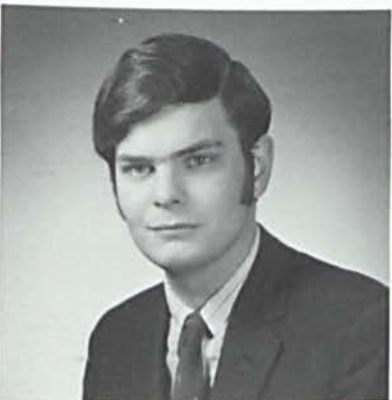
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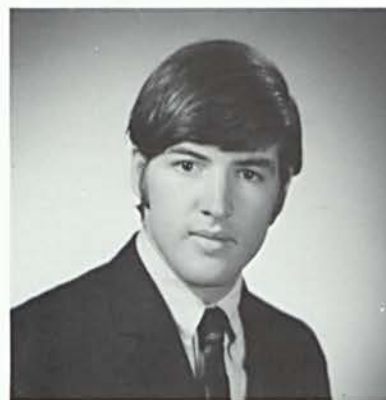
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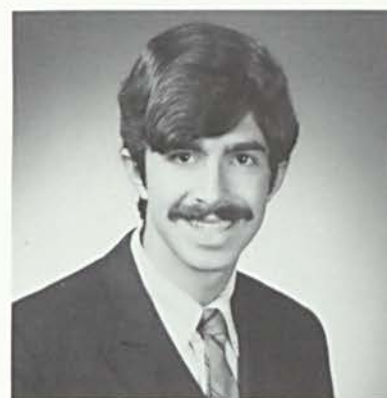




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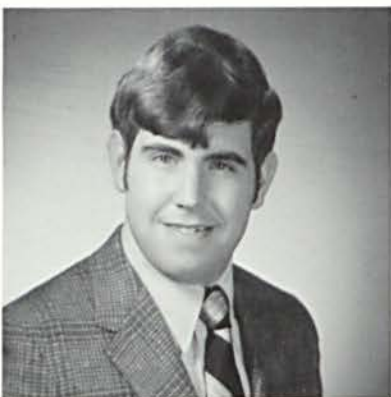




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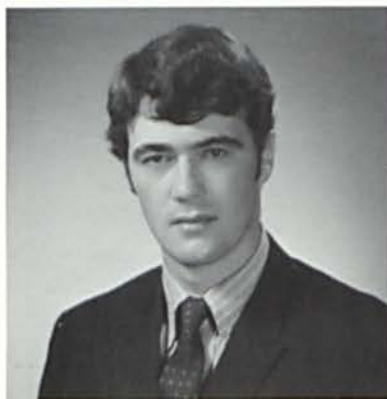
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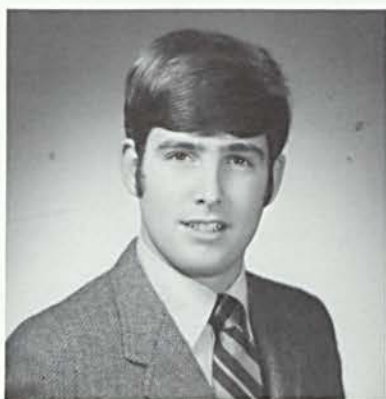


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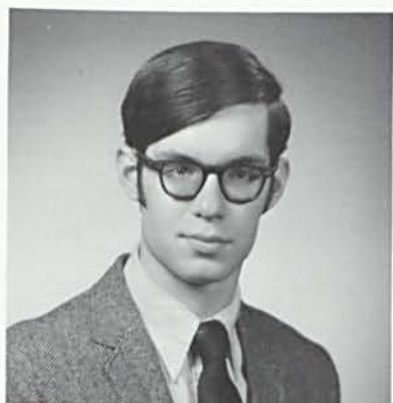




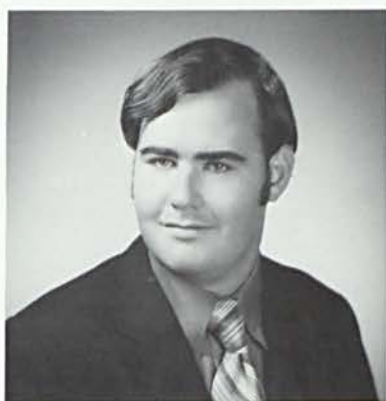
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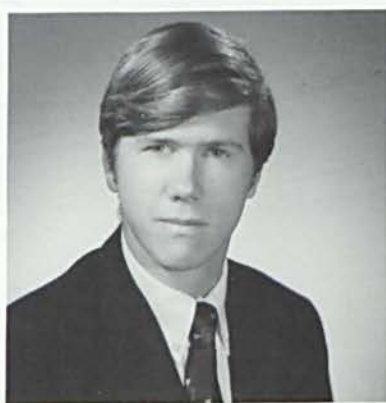
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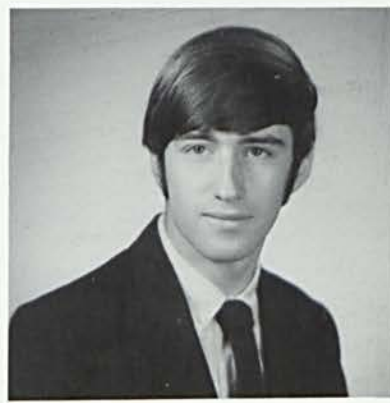
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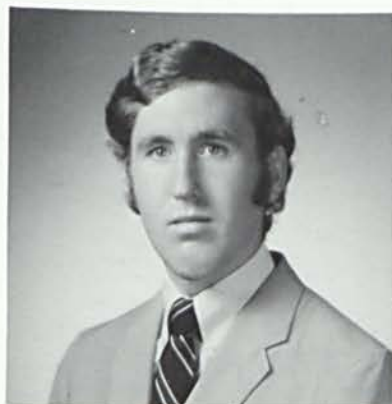
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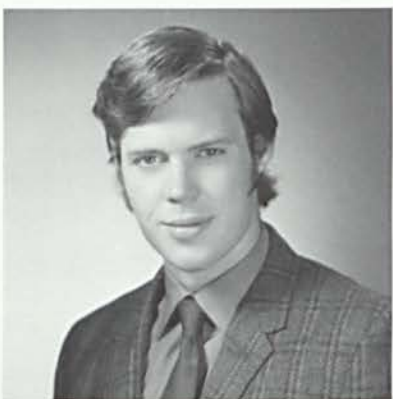


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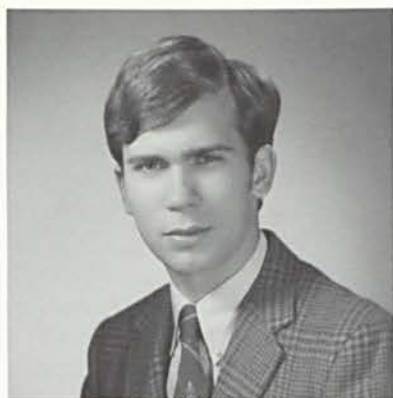


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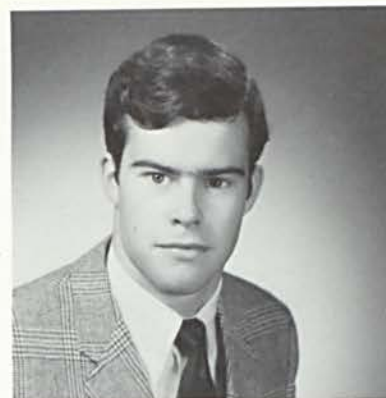




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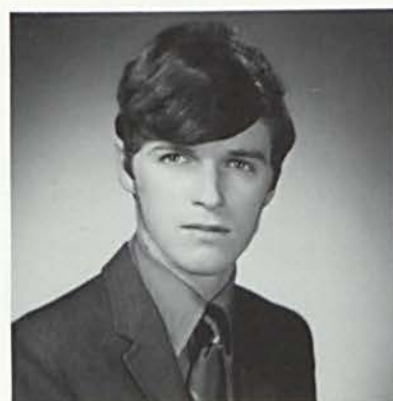
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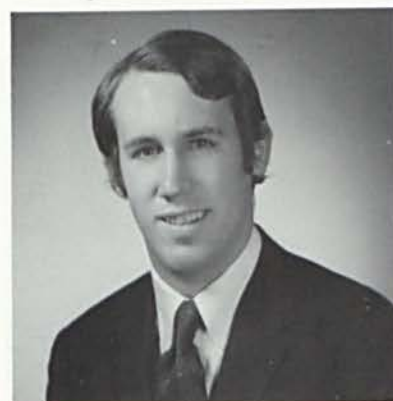
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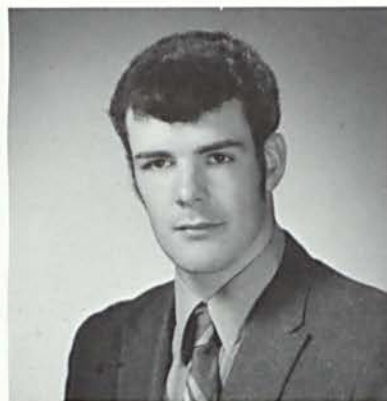


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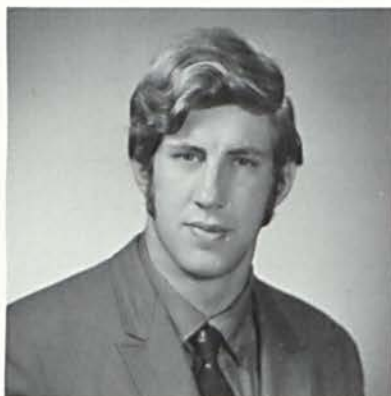


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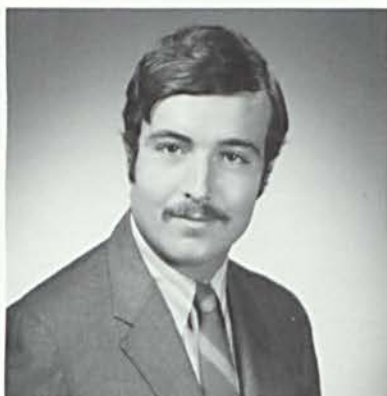




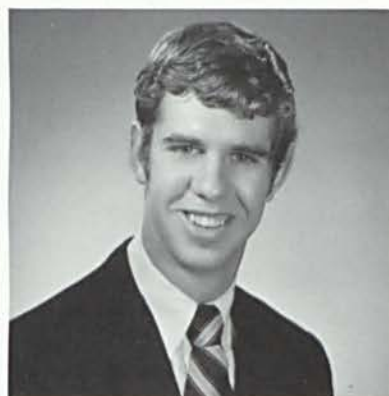
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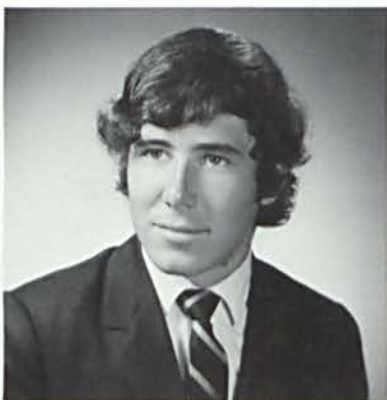
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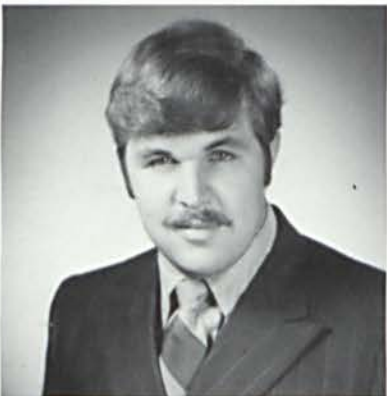
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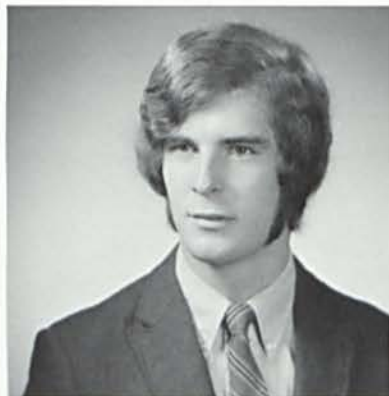
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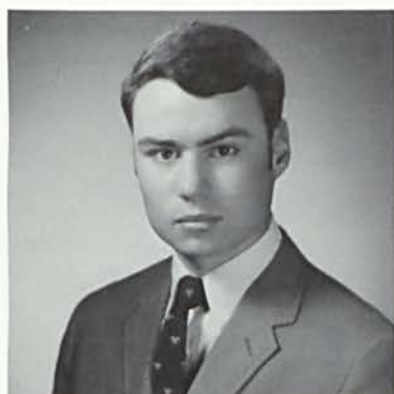




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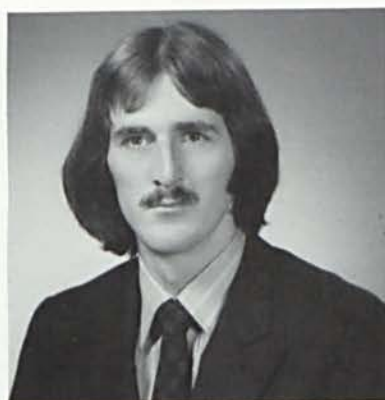
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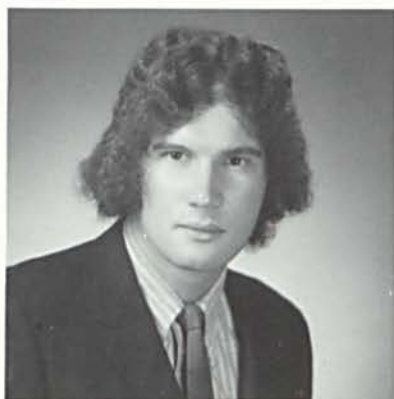




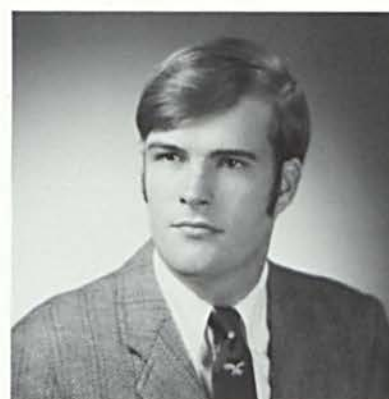
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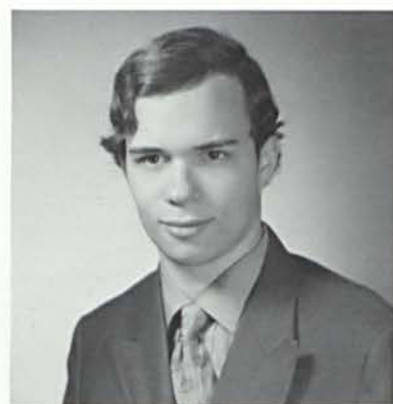
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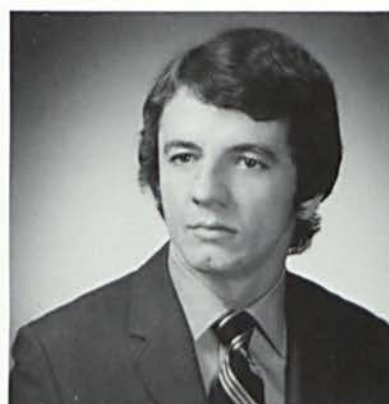
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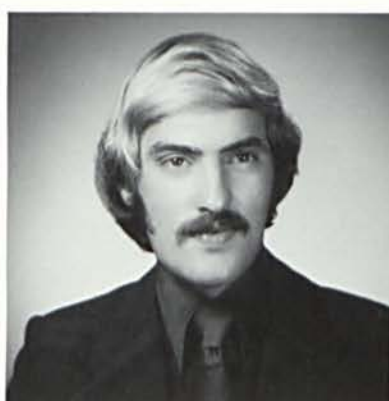
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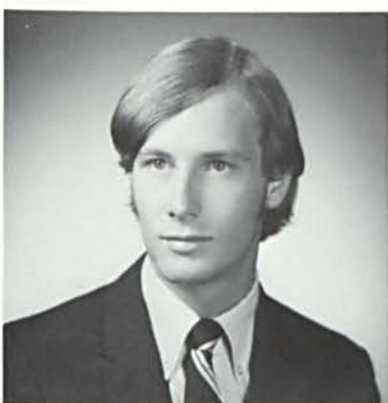




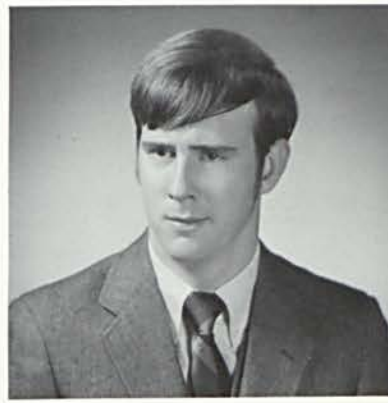
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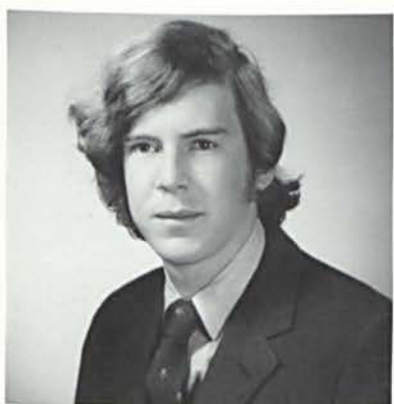
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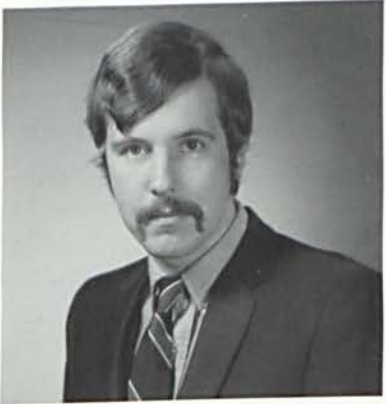
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JAMES A. FORTUNE



JOHN C. FOXLEY



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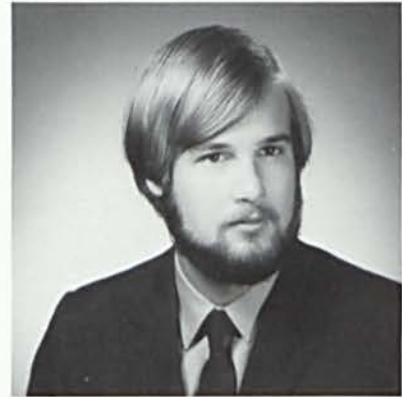
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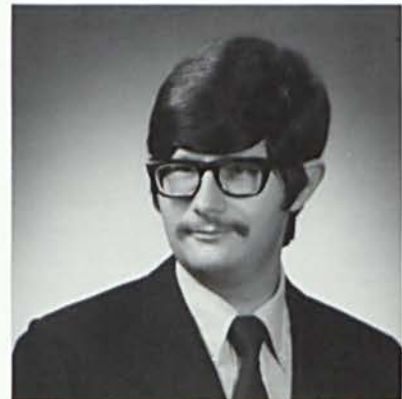
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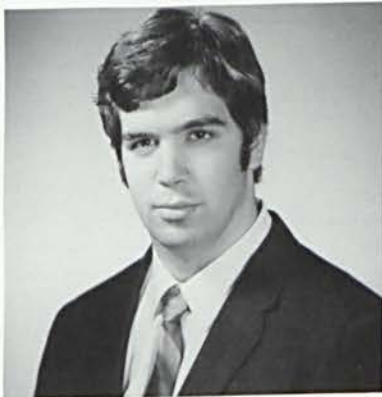
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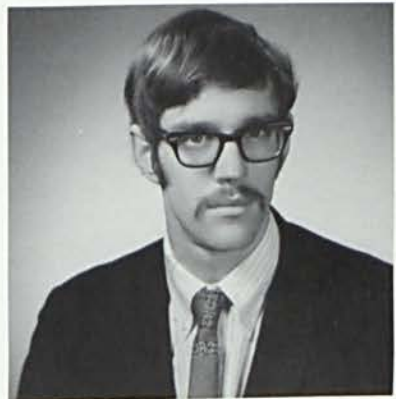
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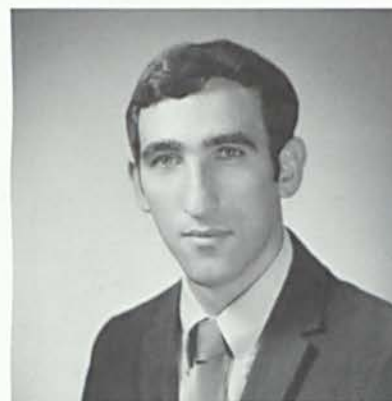
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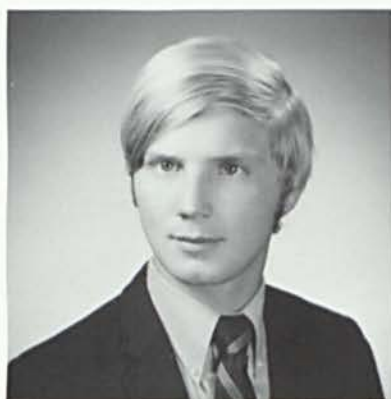
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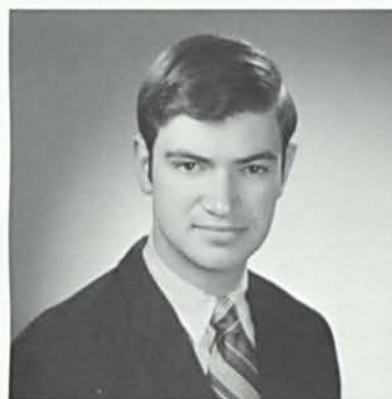
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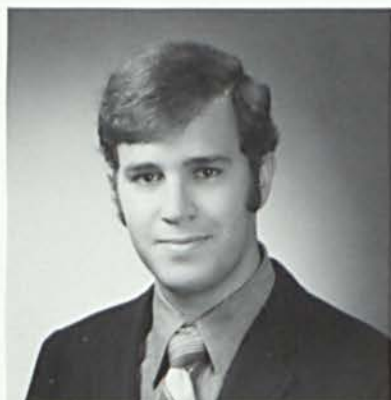
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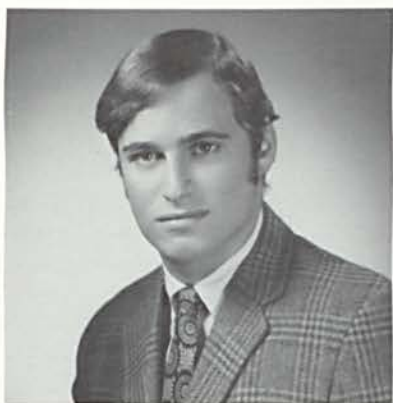


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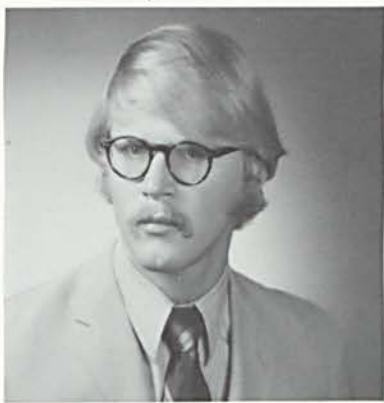


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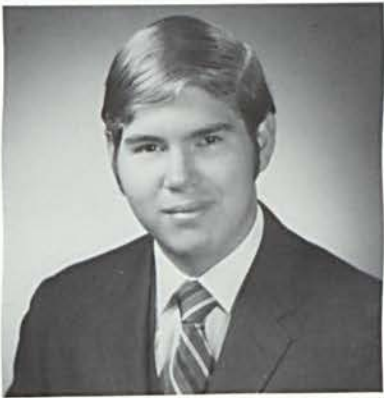
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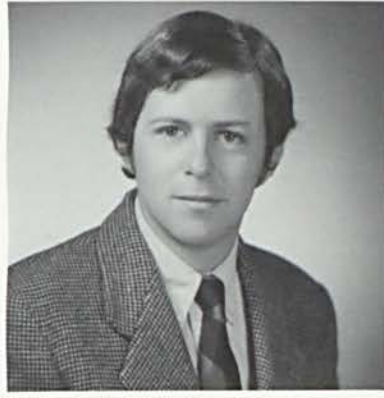
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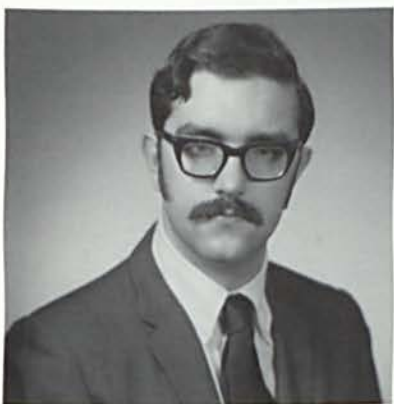
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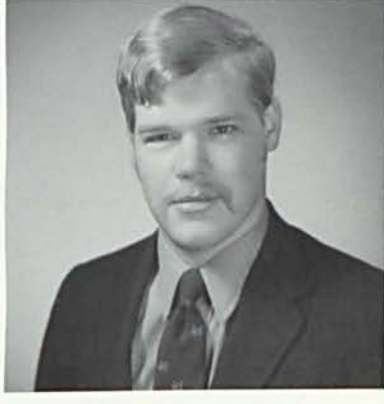
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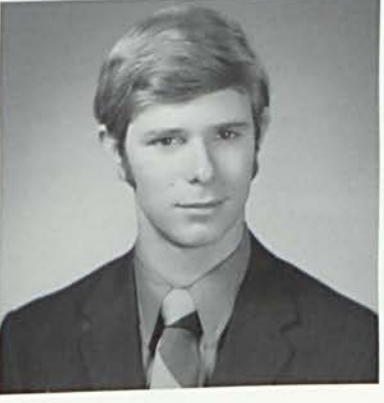
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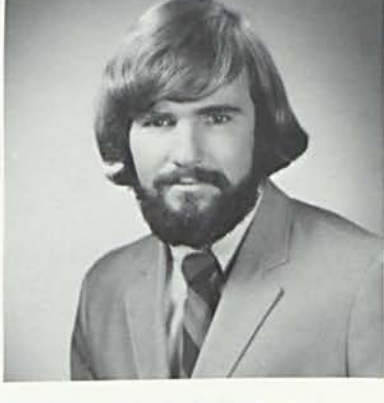
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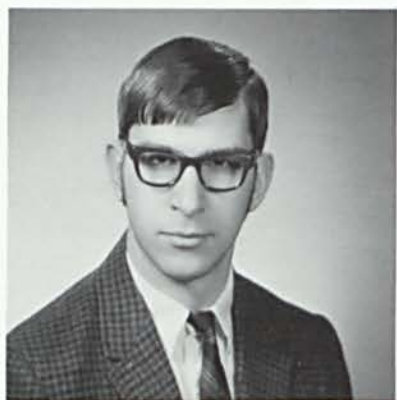




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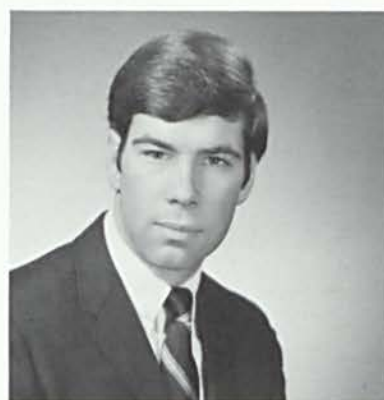
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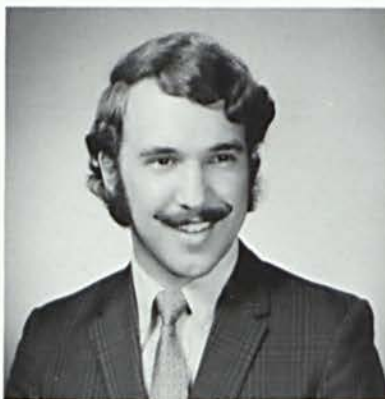
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J. PETER HOLT



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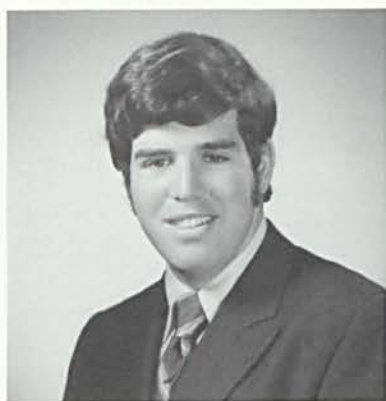


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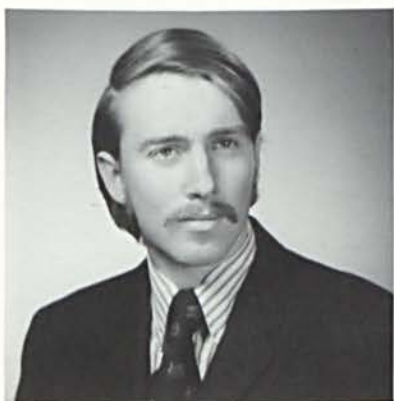
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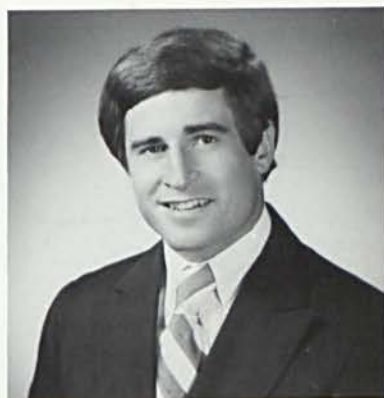
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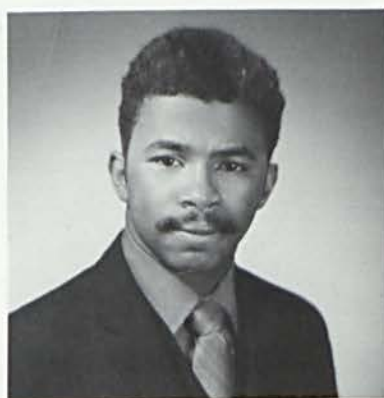
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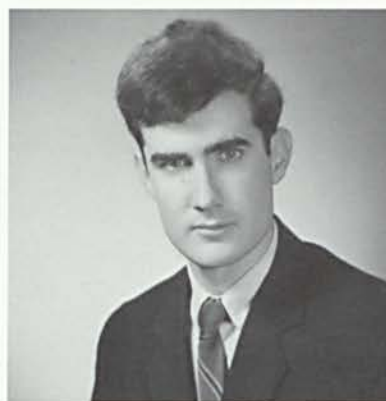


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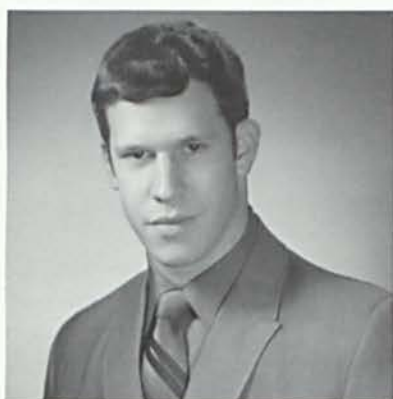




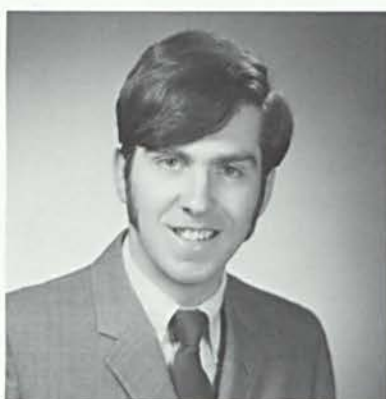
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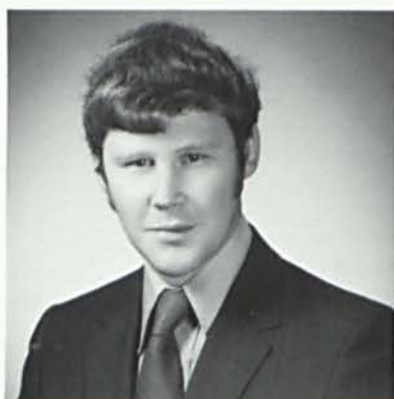
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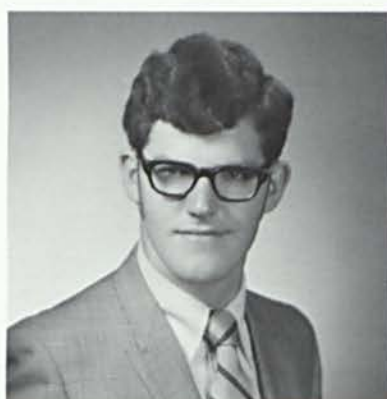
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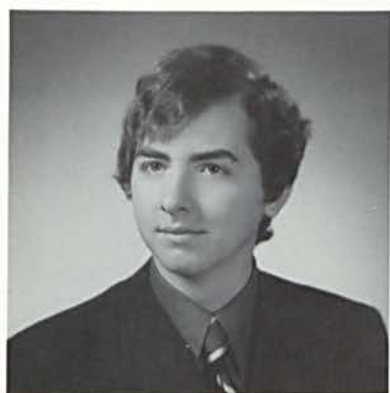


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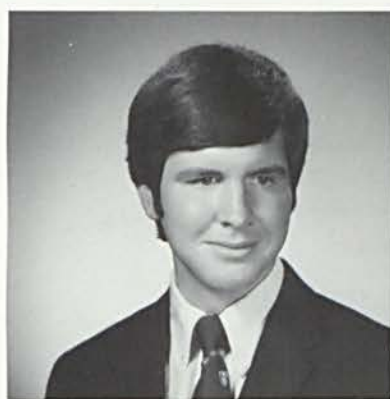
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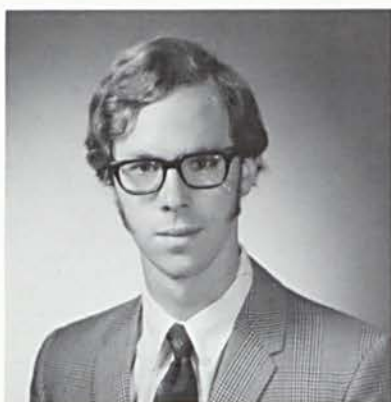
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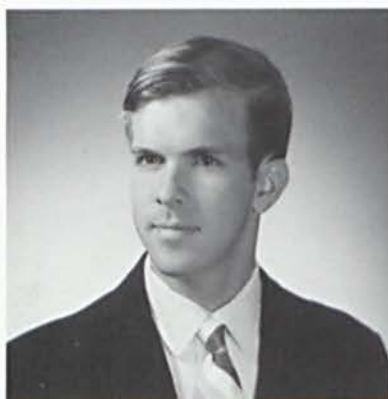
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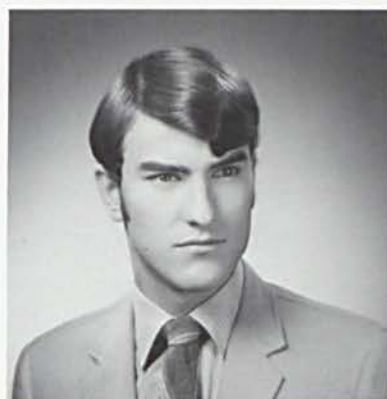
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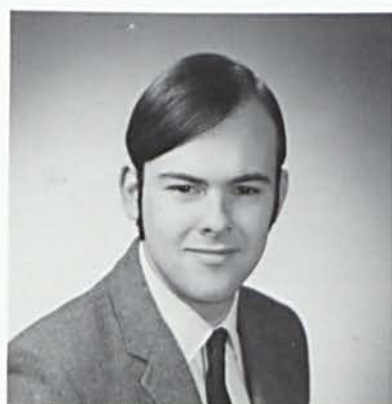
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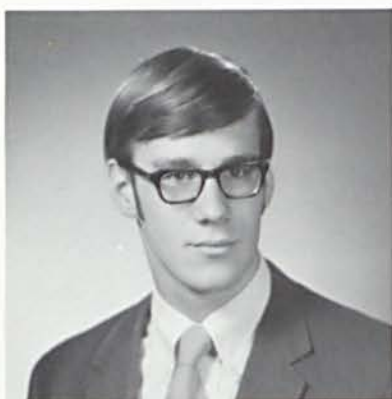
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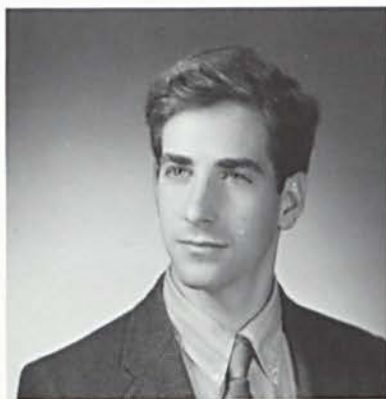
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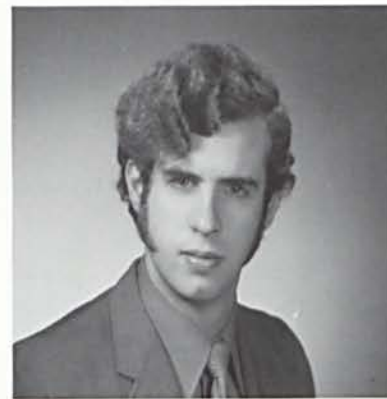
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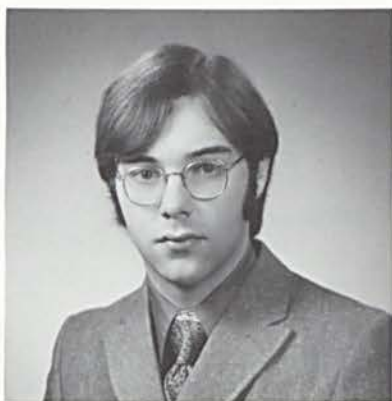


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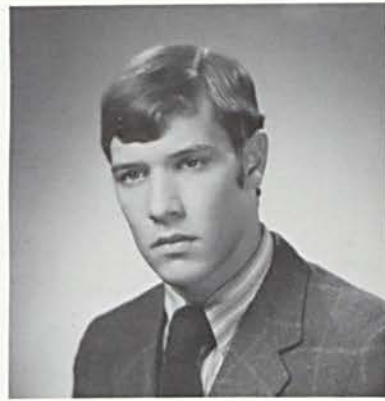




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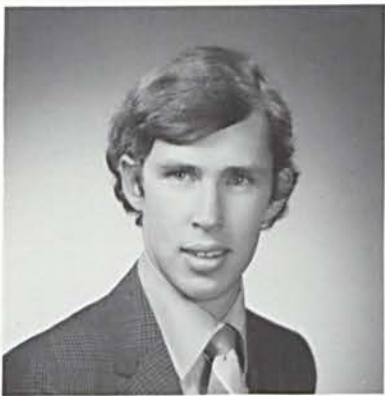
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STEPHEN E. LILIENTHAL



CLEMENS M. LINGA



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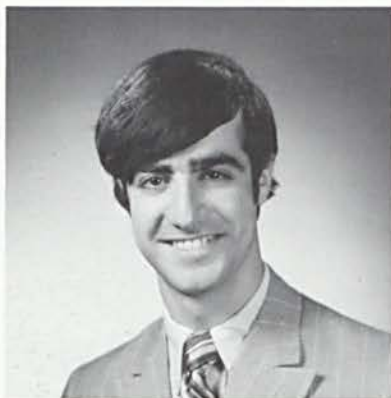
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A. CHARLES LOWITZER



MARK S. LUKAS



CHRISTOPHER J. LYNCH



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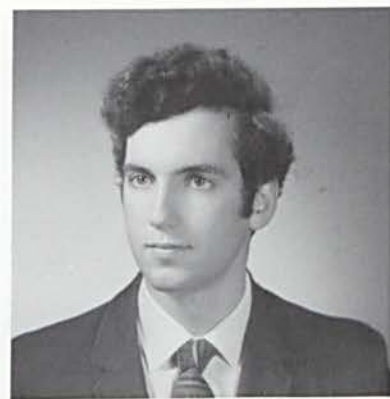




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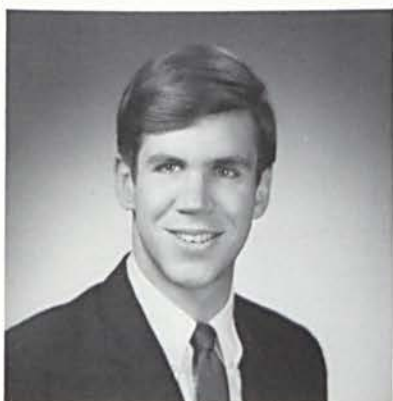
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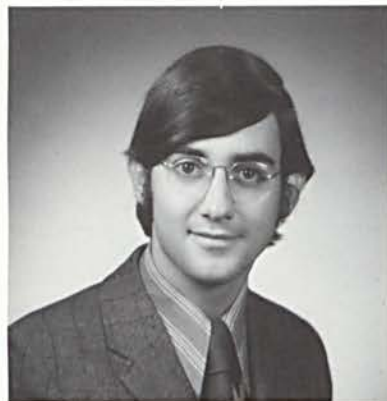
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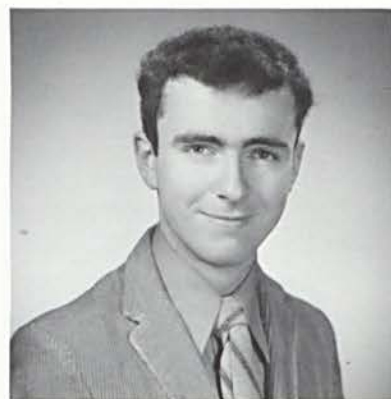
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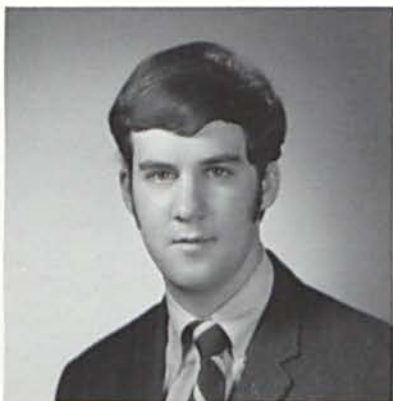
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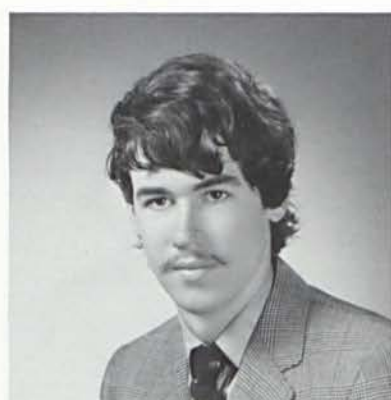
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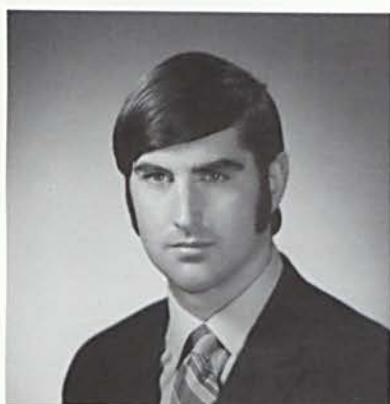


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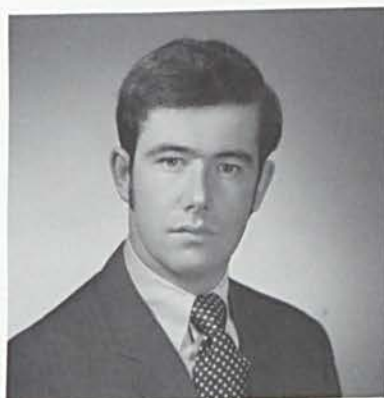
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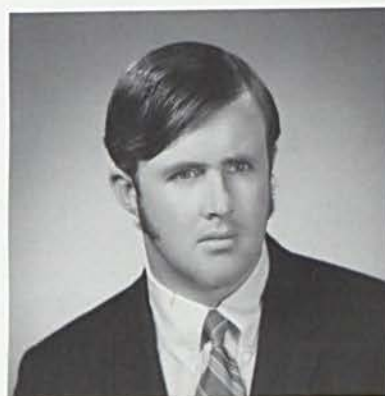
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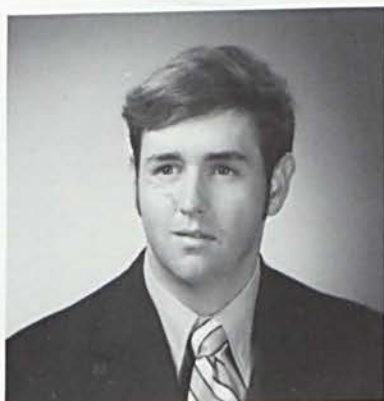
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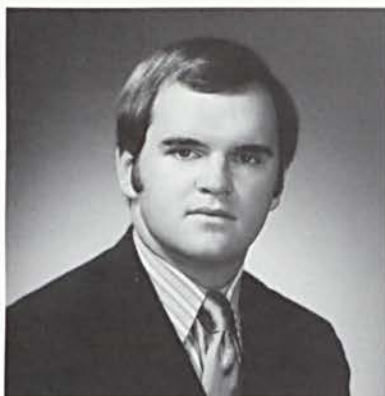
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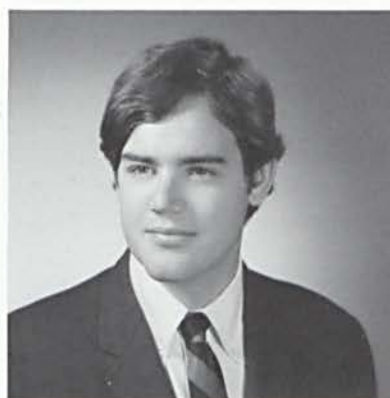
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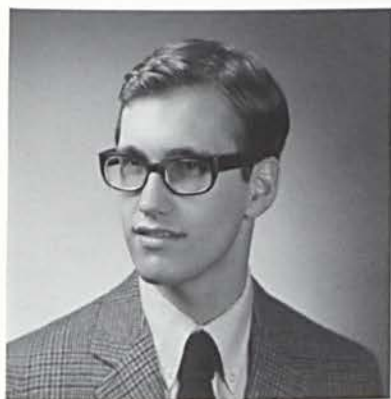
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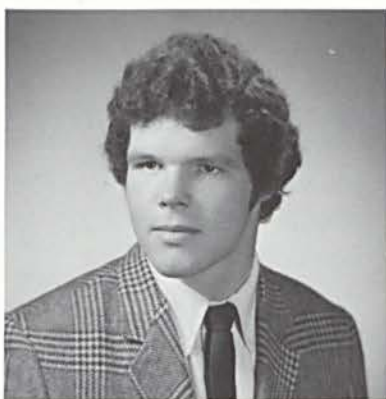
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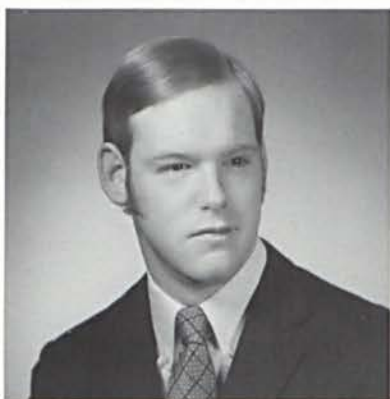
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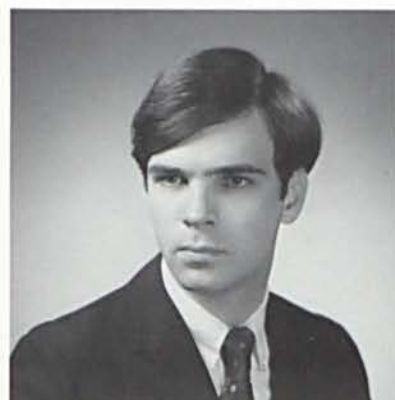
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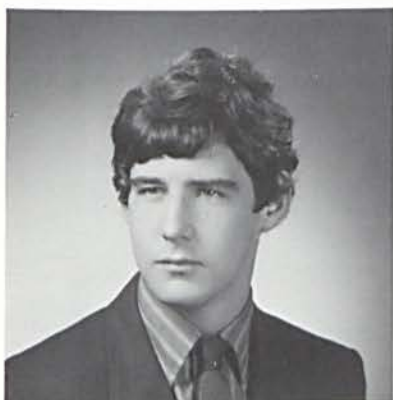




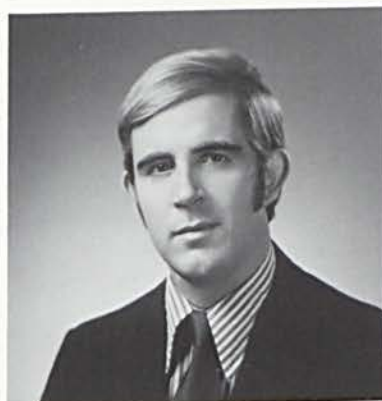
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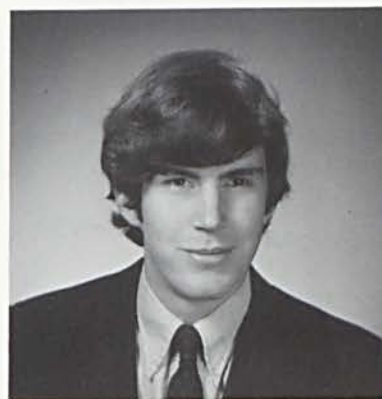
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WILLIAM J. MURPHY



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PAUL H. MURRAY, JR.



THOMAS A. MURRAY, III



JAMES F. NAGLE



EDWARD C. NAGY



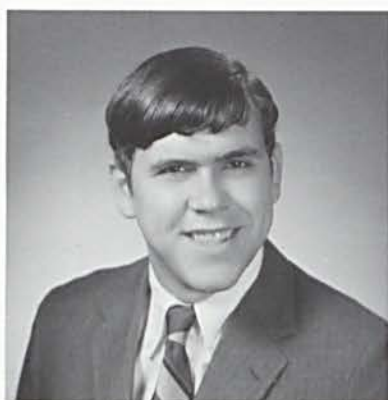
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BRIAN J. NERNY



VINCENT NOCELLA



DANIEL S. NUGENT



DANIEL P. O'BRIEN



WILLIAM D. O'BRIEN



BRIAN A. O'CONNELL



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CHRISTOPHER O'CONNOR





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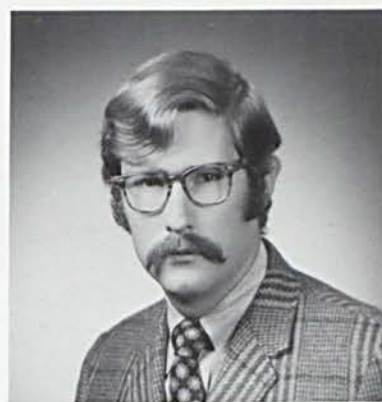
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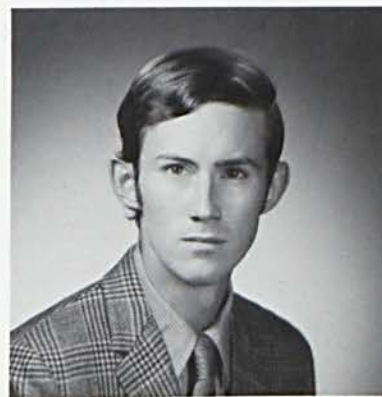
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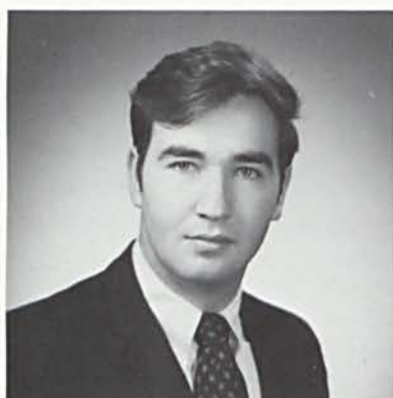
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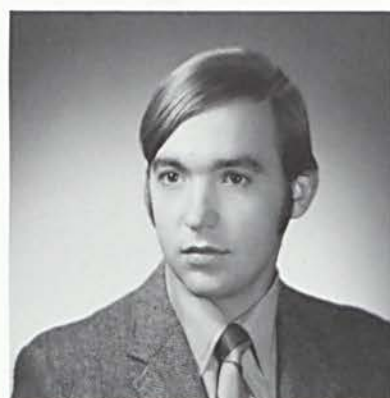
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MICHAEL J. O'NEIL



STANELY L. ORR, III



PETER W. PAFUNDA



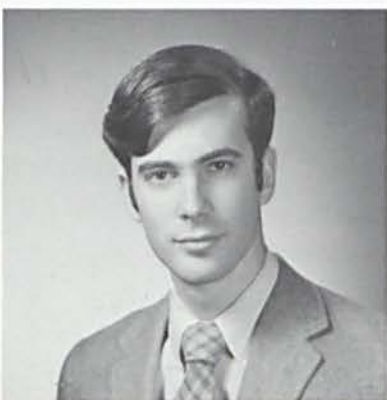
ANTHONY PARRELLA



EUGENE R. PARULIS



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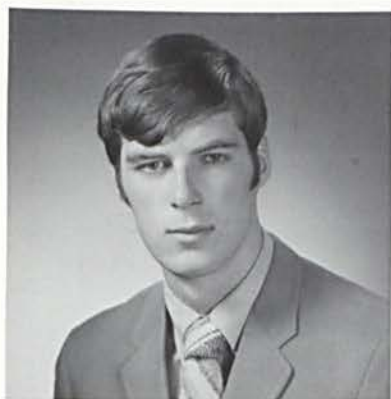
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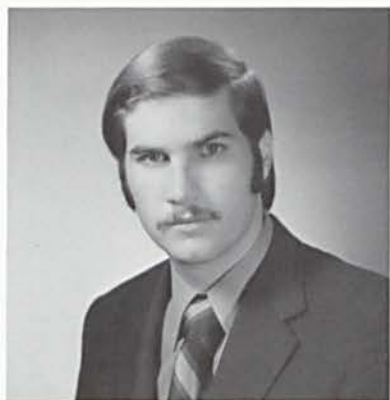
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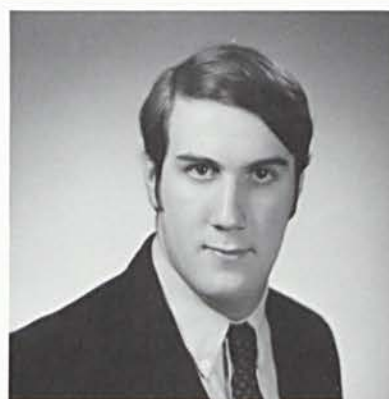
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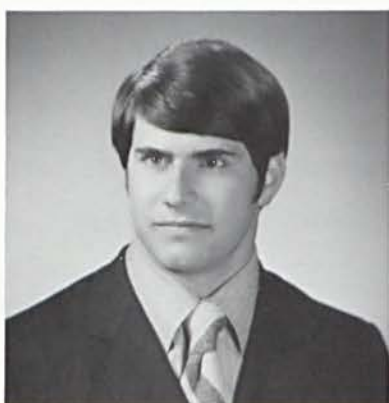
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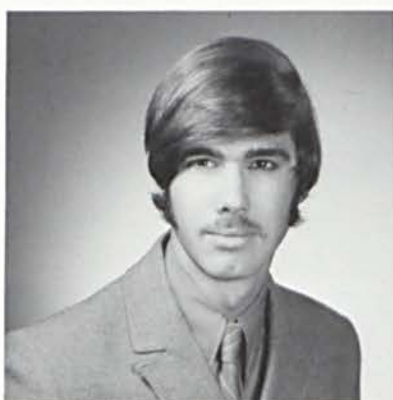
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FRANK B. PRATT, JR.



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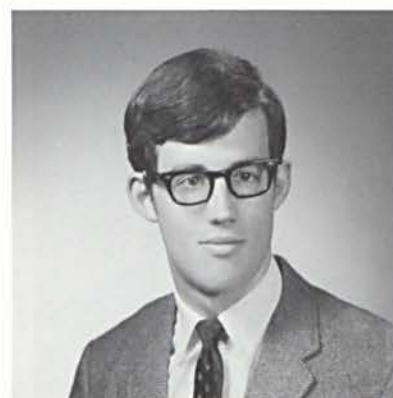
ROBERTO QUARTA



JOHN P. QUINLAN, JR.



JOSEPH P. QUINN



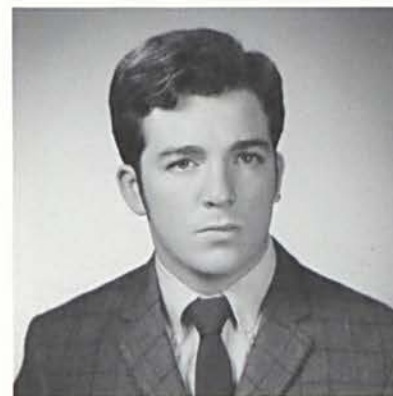
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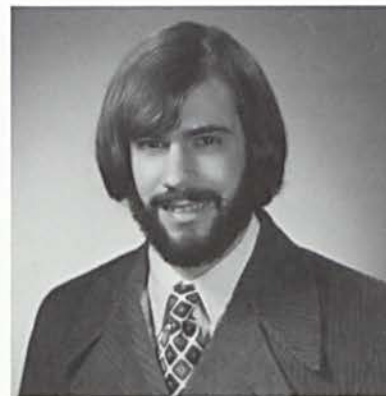
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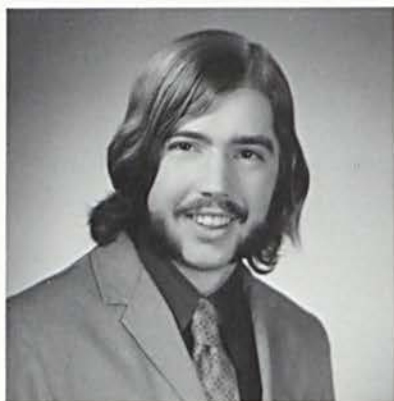
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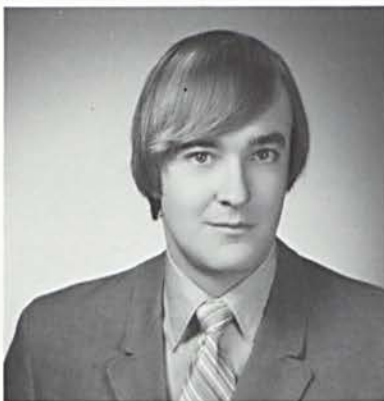
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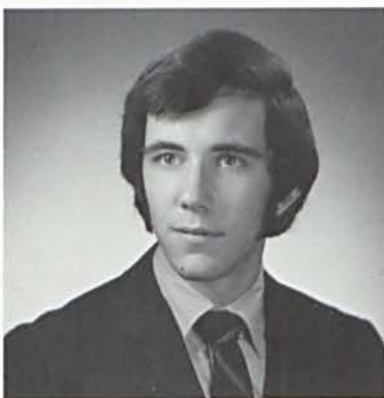
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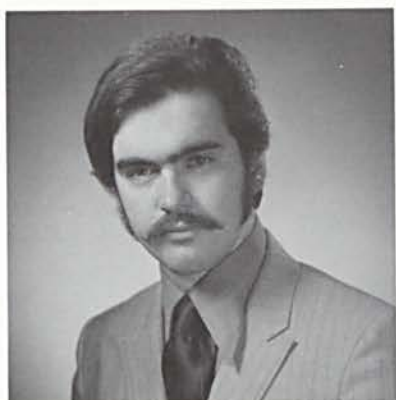


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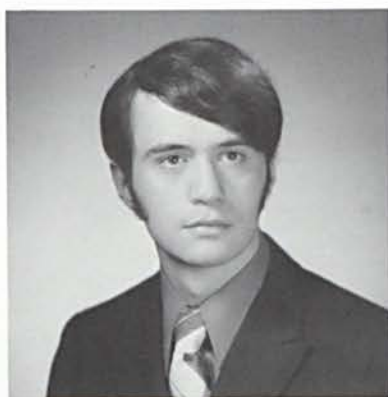
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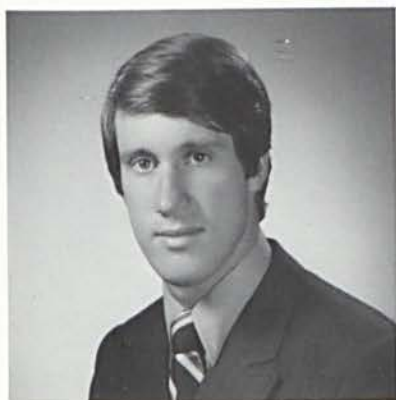
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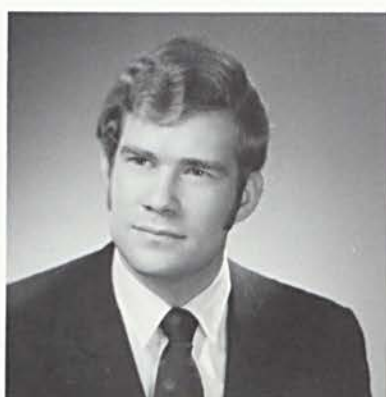
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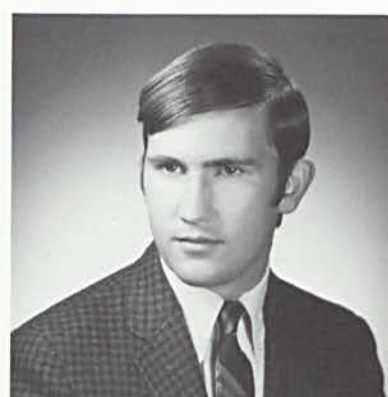
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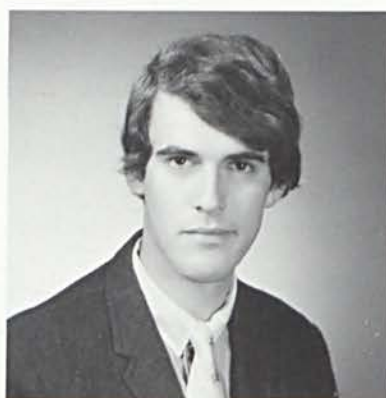
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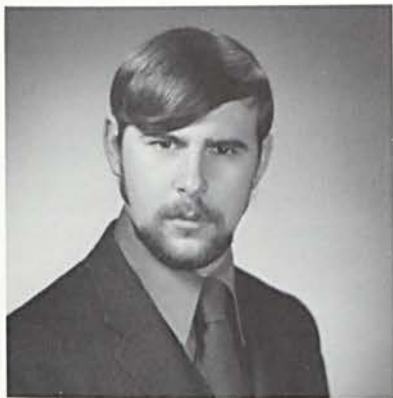


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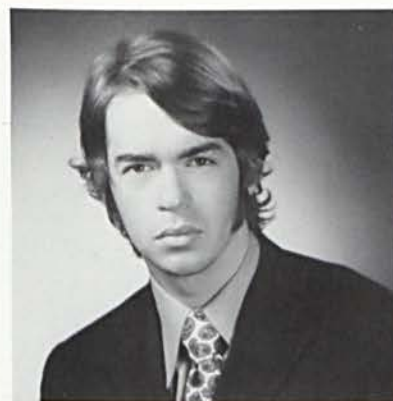
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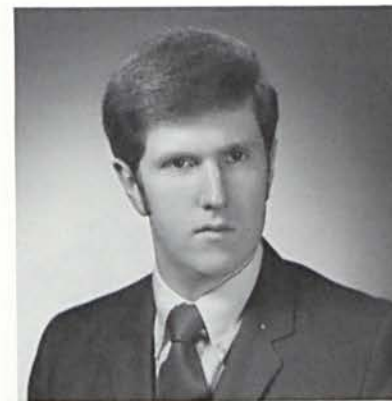
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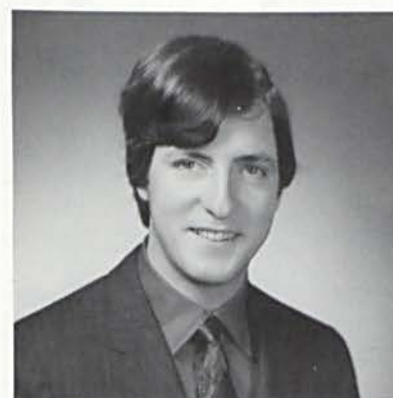
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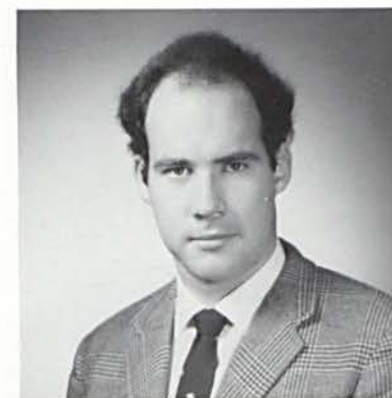
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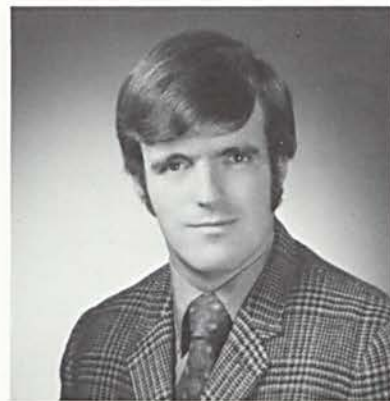
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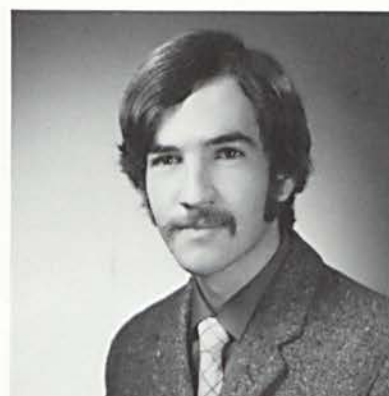
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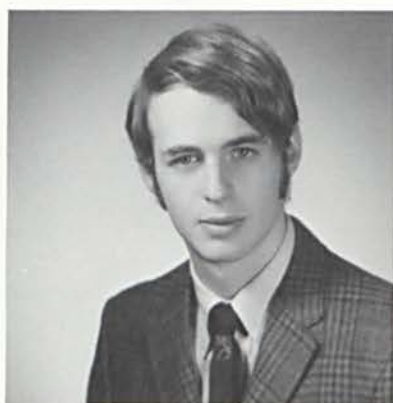
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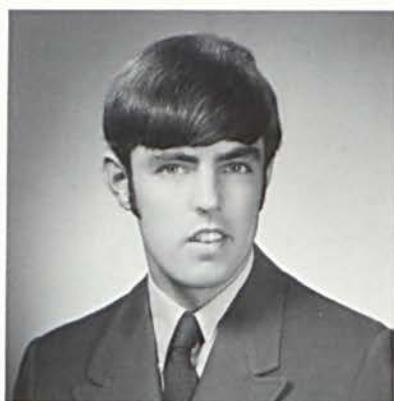
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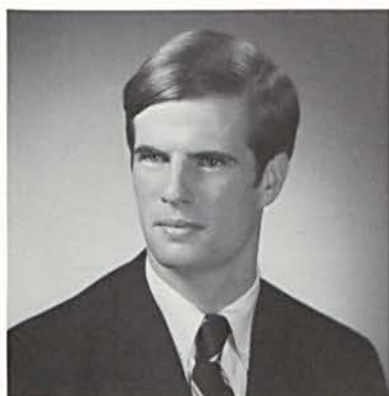
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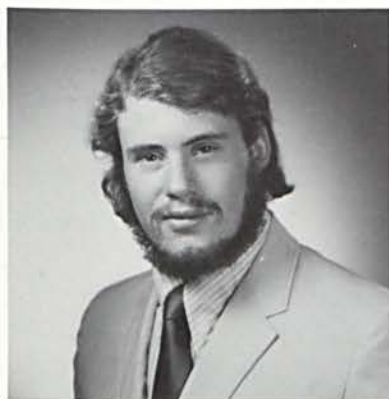




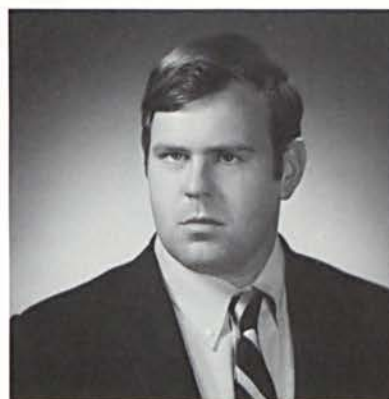
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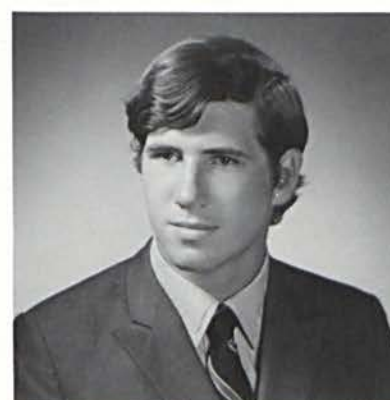
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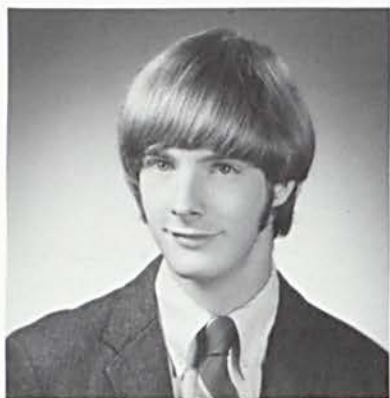
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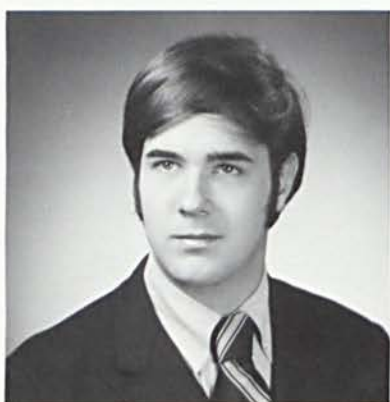
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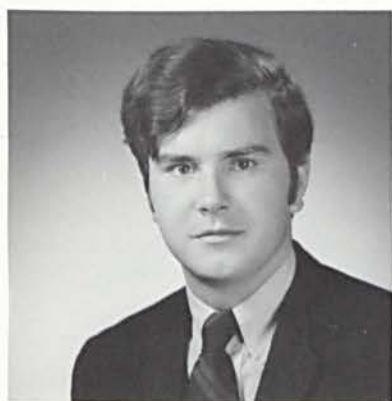




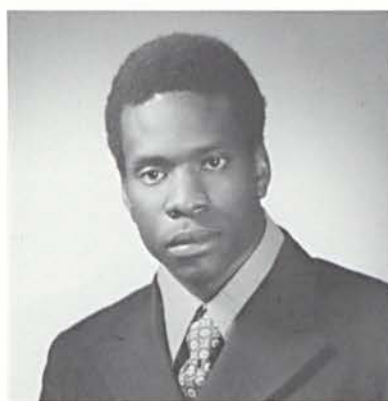
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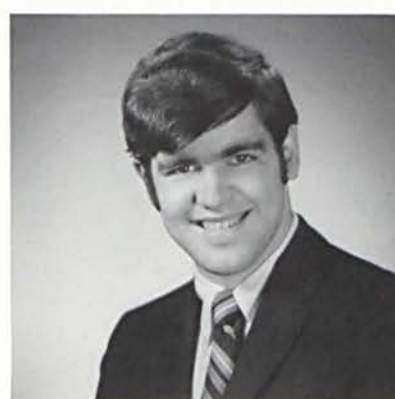
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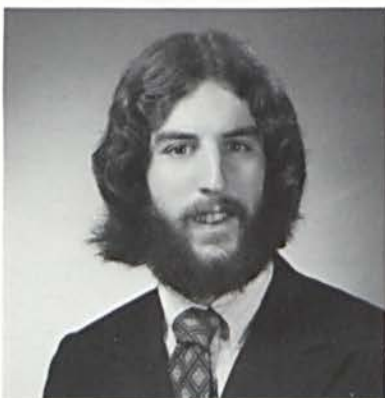
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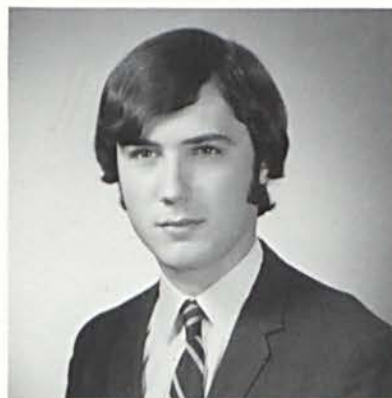
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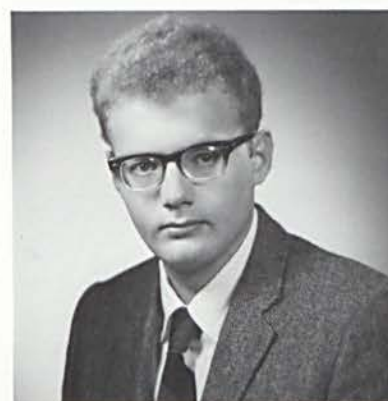
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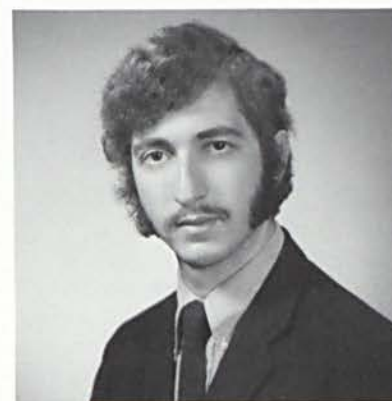
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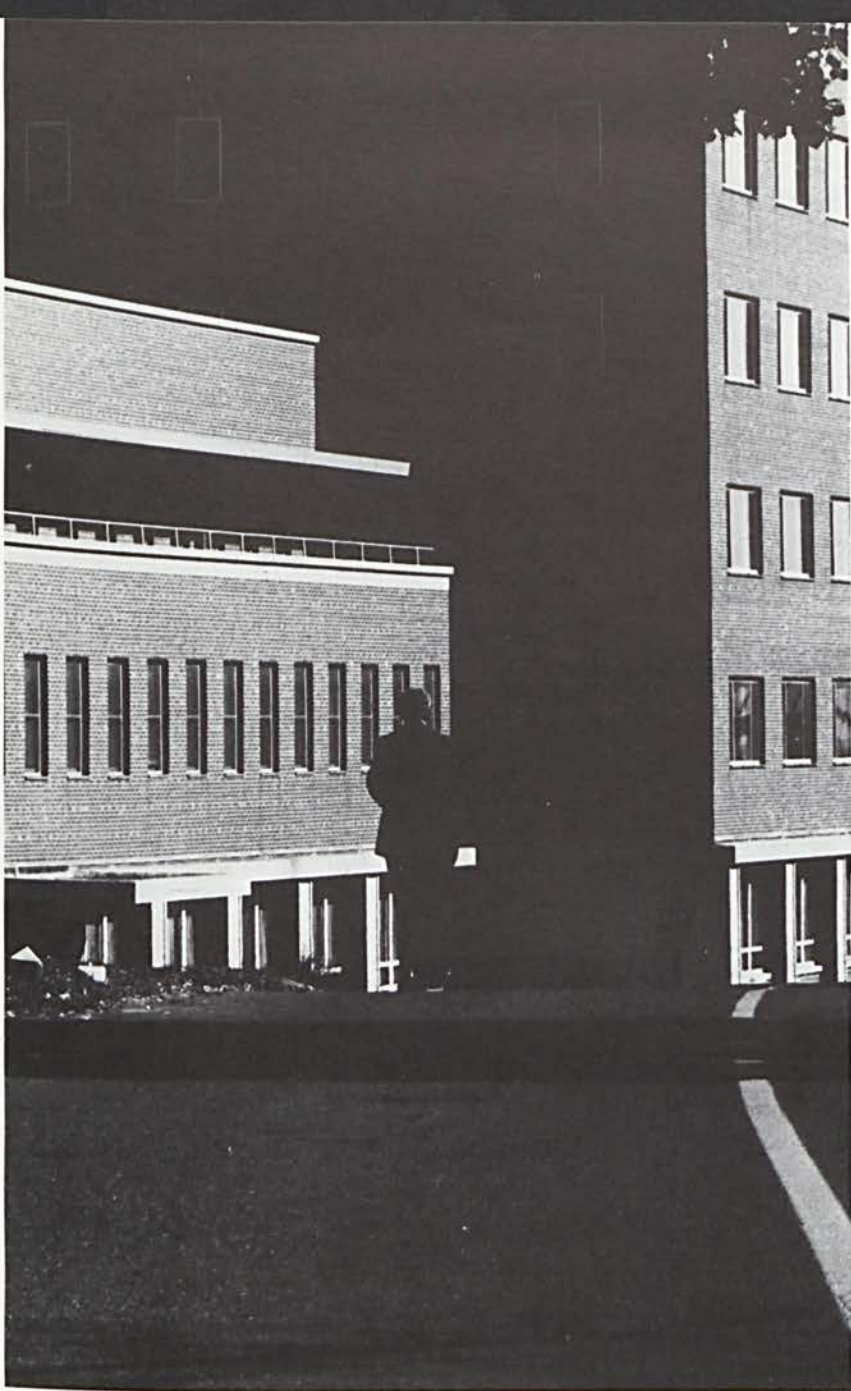
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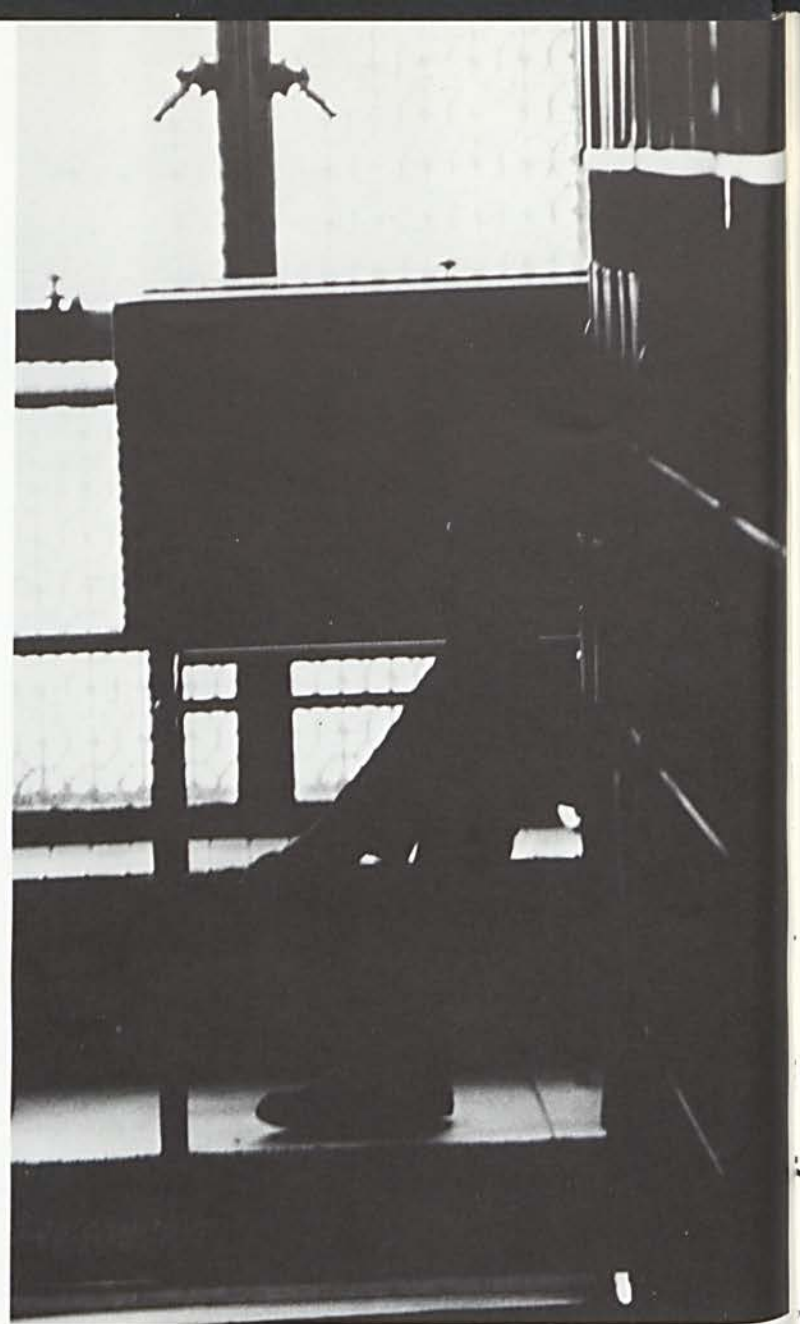
Of the men who occupy positions broad enough to affect an entire class, few have the ability to realize this potential. During the last four years two men have emerged as brilliant examples of the type of commitment that encourages the extension of self necessary to such endeavors. Rev. Ambrose Mahoney and Donald T. McClain are *ex-officio* very close to the "Class of '71," but their personalities have established them much more deeply among class members.

Father Mahoney, as Class Dean, has shared the experience of our years at Holy Cross. In the official capacity, he need only have been aware of our academic standing, yet he became intimately involved with each of us. His awareness of the complexity of college life, coupled with his sensitivity to the problems of others, have made him both counselor and friend. Even in his deepest expression of concern, however, he retained the distance necessary to the honest appraisal of our situations. He guided more "major" decisions than could have been thought possible, but in every case he found the time to truly become personally involved. In retrospect, we can never thank him for the marks of his work that are ours forever.

The position of Dean of Men underwent an amazing transformation when Mr. McClain assumed the title in the fall of 1969. To a traditionally disciplinary position, he brought a new sense of dynamism. His interests were totally student-directed and he worked to see his ideas molded to the situation at Holy Cross. Under his encouragement students have begun to take on responsibility. His personal concern with the affairs of student life on campus has brought him very close to the members of our class. His advice, at times, has been stern, but its constancy in matters of private as well as community significance has often brought us through potentially turbulent situations. Always one step ahead of students, he apprehended our needs and desires from a stance most beneficial to the college as a whole. Never has an administrator done so much for the student on so many levels. We must thank him for giving us the right to be ourselves and the capacity to express ourselves intelligently in a construct which has been adapted to our needs.



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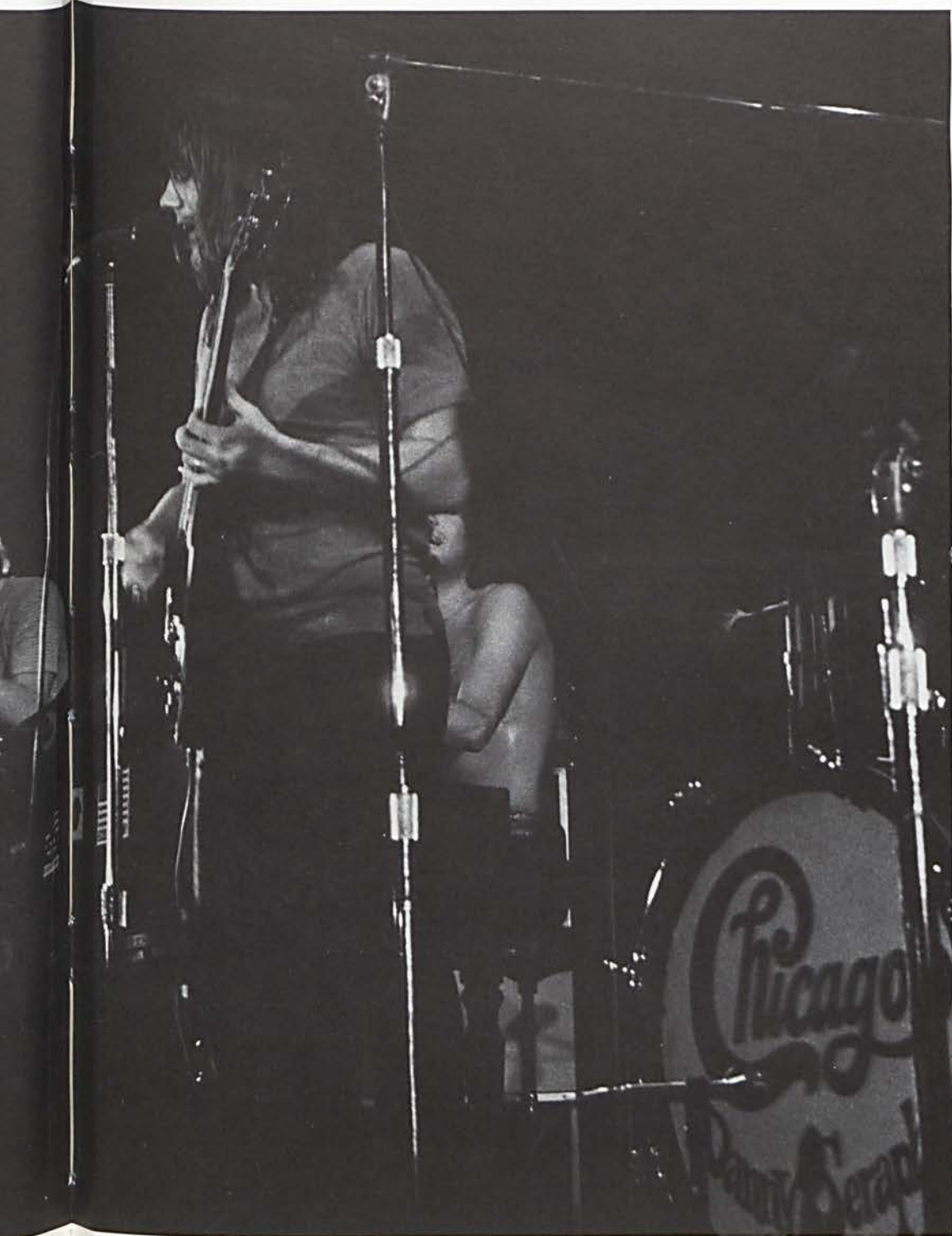
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