Critique of Evaluations

The evaluations for the Fall semester, 1971, have been completed; it is now in retrospect in 1971, have been carried out correctly, then it should be a meaningful statement on the worth and meaning to the student's work. The idea of “getting a teacher back” is a common one used by students. The idea of evaluations for teachers collecting the evaluation forms with and competency to teach the course, and is not to be used as a weapon of revenge.

Finally, many times the students fill out evaluations and the teachers pass them in just because they are given them. This does not lend to a fair evaluation system.

New Academic V.P. Announced

Dr. Charles E. Ford, president of the College of White Plains, has been appointed to the newly created position of academic vice-president of Sacred Heart University, Robert A. Kidera, SHU president, announced this morning. The appointment will be effective July 1.

As vice-president of academic affairs, Dr. Ford will assume responsibilities for all university academic operations and will report directly to President Kidera. He will serve as chief administrative officer of the institution under the president.

The university has an administrative vice-president, Dr. Mauricio J. Ollman, who is concerned with a variety of non-academic operations involving the university physical plant and various internal auxiliary services.

Search Noted

President Kidera noted that a search of several months on the part of the university had pre- ceded the appointment of Dr. Ford. He indicated that a favorable decision was reached by the SHU trustees on the basis of the exceptionally strong record of academic and administrative experience which Dr. Ford has committed nationally.

"In coming to Sacred Heart to assume more specialized academic opportunities for further growth and advancement at a larger university, Dr. Ford brings a background rich in the ability to apply college management principles creatively and innovatively," President Kidera noted.

The College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) was conceived to serve not the traditional student who moves from secondary school to college, but the nontraditional student who has acquired knowledge through correspondence and university extension courses, educational television, adult education programs, on-the-job training, and independent study. Underlying the Program are the beliefs that the future calls for flexibility, innovation, and independence; that education is a weapon of revenge.

Finally, many times the students fill out evaluations and the teachers pass them in just because they are given them. This does not lend to a fair evaluation system.

Continued on page 3

AS ACR (9 hours required in at least 2 disciplines)

Economics
Political Science
Psychology
Sociology

The new curriculum change suggests a greater role in administration on behalf of the students. This program will be sent to the Senate in properly written form to the next student. It is considered an important part of the Senate meeting and attended it. We are and because the new curriculum change will affect us, we should make the utmost effort in learning to shape this curriculum. Most of the selection has been done by the committees, and by the Senate. This is why student participation at meetings is so important. Don’t wait till it’s too late to voice your opinion. Do it now.

The Program is headed by an executive director, who is ad- vised by the Council on College-Level Examinations, a national group of educators. CLEP is administration with the help of the Educational Testing Service, an independent organization, which is an agency located in Princeton, New Jersey. The Program is being supported by a grant from the Carnegie Corporation of New York. More than 600 colleges and universities have agreed to award credit to candidates submitting CLEP scores. This program enables a person to earn college credit for his experience.

On Feb. 15, the Senate discussed the proposal to whether or not the program should be adopted at Sacred Heart. Some "Senators" voted against the CLEP program. They represented the validity of the program by saying that its purpose would eventually destroy the academic profession and the position of professor in that institution. However, majority rules the law and 4-3 in favor of the CLEP program to be adopted at Sacred Heart.

He wants to know if students the back in cnrr - Pass it on!

Insights

Letters to the Editor p. 2 From the Editor p. 2 Editorials p.4 With the Coach p.7 Sports p.8
Dear Roland:

I am responding to the letter of the editor about the evaluation of the Freshman Class party by the voice. My response is: Where was it when I needed it? This mighty voice that could have bounced the drunkards out by the hundreds, that could have been even more effective in this I could have used at the beginning of the prepartion of the class party alone, not to mention the whole student body. I'm afraid that many of the students that would like to change S.H.U. for the better are being waisted and if we made some of the students that pay $60,000, we could do without extra subsidies! So, stop betching and belchin' boring ads for the university and for the Student Government Association. (Examples laughing and fooling around during news casts, etc.)

The mistakes made at the party take responsibility for but not the Freshman Class. We talked about unity and getting together, but I've seen none of it (or just a little). But there is also a brighter side, if we take the responsibility of the mistakes we can also claim a part of the success of the upcoming events being put on by the class of 1972.

Think about it little voice, because we are the future of the Freshman Class.

C.F.

Cindy—forget about parties for a while. Do something constructive to support the school's problems. Haven't heard anything from the Freshman class or their representatives in that light. Come and let them tell you where to place your voices—if you find time between pledging & parties. 

Editor

Dear Editor:

I do not believe in the proposed student fee. My reasons are:

1. If a person is going to join a frat or sorority, they should pay for all their expenses for all their projects. If they can't pay their way, then they shouldn't join.

2. Dances... Not too many people are really interested in Mixers. Many schools have discontinued mixers because in its place they have film festivals, rock concerts (with fairly known local and international groups), etc. Dance never seem to be going out, and continue to be a money maker.

3. Obelisk... How many students are there? How many students are interested? Probably triple the amount of students that pick up the paper. Okay! Mary—why recycle the extra issues...but you paid to have them printed.

4. WSHU FM...that station with its equipment is deplorable...if funds are needed...why don't they go commercial? But then, going commercial would mean some of the shit that goes on the air...would have to go. Examples like that are spreading around during news casts, etc.

The station would have to have better programmers and it would have to take on a bit of professionalism. There are a lot of talented people at that station...but they don't have much to work with. Commercial radio would give them more responsibility and better sound. Also, many more talented and interested people would join...the station would come forth with ideas and ways of making the class unite and become the best Freshman class SHU has ever seen. Or are you part of the ¼ that sit back on your little voices and wait for something to go wrong—then with a burst of energy you come forth to tell me and the ¾ of the rest of the Chinks and Chicks don't know that we're talking about. Why not burst forth and help?

Little voice, is a big one. One that I took on willingly, knowing that it would be hard. I've already stated that I couldn't do it alone, I've asked for your help, and I've received some, but not enough. I ask you to come to the station and tell your idea. I was elected to represent you, the class. I can only do it by bearing

Good Day

Venceremos,
Spyder
Pres.
Student Government
Snyder—corruption was aimed at the wrong person. Thanks, power to the proletariat.

Editor
Second, is the responsibility of Bordeau to Evaluations ... Continued from Page 1

Coffeehouse Success

The first coffee house this semester was with Tom Pirenti and opened around 8:30 with songs by Led Zepellin, David Crosby, and others. He surprised most of us with his new addition of the harumonica, in combination with the guitar. Bob Obijiski from Fairfield U. followed Tom's performance with some Bleed Sweat and Tears; Jeffrey Airplane; Peter, Paul and Mary and other selections. From then on, the night became one of nostalgia. Bob Edwards went on stage and started off with something he had "dug out of his mother's song book." The night was a very pleasant one. The crowd was small but cozy, and without fighting it, was caught in the fun of singing along and listening to songs long forgotten.

Students Attend Play

On Sunday, February 26th a group of students from the school—do with it what you want.

procedure as something meaningful

and important.

attitudes on the part of students and of completed forms returned. It are returned.

quickly and in such a way as to

the teachers to pass out and

the purpose of the harmonica, in combination

Higs by Led Zepellin, David

and other selections. From then

something he had "dug out of his

logical evolution of a man (who is

primitive in his state of being, and

through his own conclusion that water is a

drop of water, ) and that he dreams

what he is. Through his own

full man, and not half man, half

After the play, the group went to a Spanish restaurant and the meal of paella and zangria (many felt it

After the play, the group went to the train station in New York City.

in the play one can see the

legal evolution of a man (who is

Convocations Ahead

Dorothy Day, head of the personal-artist Catholic Worker movement which she founded with Peter Maurin in 1933, will be hosted by Sacred Heart University. During the convocation hour, Dorothy Day will speak on the problems of the American labor movement of workers in California and about their leader, Oscar Chavez, with whom Miss Day has recently visited.

A writer for Communist and Socialist publications before her conversion to Roman Catholicism, Miss Day has been described as "a radical who never got tired." A catalyst in the 1930's of what has since become the Catholic labor movement, she continues to march a little in advance of the popular and ac-

cceptable. She has appeared in the news most prominently over the past few years as a perennially jailed protestant again in preparation for nuclear war. The Catholic Worker, which ac-

praches social problems from the ground up, has as its goal the helplessness for the needy near New York's Bowery. There the Catholic Worker has a monthly tabloid wherein the social problems of the movement is expressed, is published. Miss Day divides her time between St. Joseph's House of Hospitality in the city, a farm that the Catholic Workers run on St. Vincent's Farm, and other ad-

riors and lose af
ded the movement around the

ing the amendment of the 

Dr. Ford also has extensive contributions in the field of higher education, and church related colleges. He is chairman, commission on govern-

ance and internal relationships, colleges and university de-

partment, National Catholic Educational Association (NCEA) and member, subcommittee on the church related college, American Association of Colleges.


Consulting Role

He is a trustee of Fontbonne college, and has served as a consultant to approximately 25 colleges in areas involving government and administrative reorganization, and inter-institutional cooperation and curriculum analyses and conferences. He has also served as consultant to the commission of inquiry on forty Catholic church-related colleges and universities, National Education Association, Catholic conference.

Dr. Ford was an NCO in intelligence sections on the air while serving in the U.S. Army. As a native of New Jersey, he is married to the former M. Cynthia Stevenson, of Indianapolis, and the couple have three children, Cathleen, Christopher, and Carl. Current residence is at the College of New Jersey, Princeton, New Jersey.

Mr. Luongo has been a faculty member at S.H.U. since 1965. He has gained recognition for his "Daybook" series. He was also responsible for a series of educational and community seminars. This series earned the university national attention over WOFL, a radio station in New York City.

Mr. Luongo emphasized the need for new staff members with new ideas. He needs people who have a knowledge of classical music. Also, people interested in broadcasting news shows as well as documentaries are needed.

Mr. Luongo hopes that WSHU can "move away as much as possible from discjockeying to a more meaningful radio." He wants to "get away from spinning records and getting into the air time to educational programming."

Mr. Luongo hopes that more people will be interested in participating in the radio station and that the staff student to be alive with ideas to improve the station. This is one of the most rewarding aspects of my job."
However, lets look at the matter from the point of the people it is really appealing. From the part of the students, all of such proposals should have been passed years ago. At present, monies from student carry the entire school, and that includes paying of the faculties salaries, however, the students should have a great deal more power than they have. In other words, a matter such as this, which affects the student body more than the faculty, should never have been brought before the senate, but rather have been submitted upon, solely by the students themselves. However, for the faculty members that have been already stated that they feel the students aren't mature enough or educated enough to wisely plan their own courses and therefore their own futures. I have this to say:

I am, like a good number of other students at Sacred Heart, a married student. In order to afford my schooling, my wife works 48 hrs. a week in an office, teaches guitar twice a week and attends school herself two nights a week. Then, besides carrying a full credit load myself, I work 5-6 hrs. per day. And I'm going to be told, alter not only facing the responsibility of school but also of a marriage, along with the other married students in our school, that we're not mature or educated enough to choose our own courses. The HELL we aren't.

As to such a changes affect on faculty and programming, it may not present the best of pictures, but nevertheless that has to be accepted. Certain teachers may, if such a change were to be brought about, loose their jobs but then, even without change, teachers are losing their jobs everyday because of the economy, which therefore makes any justification, on their part, for opposing such change, NONexistent.

As to its affect on class size, let me say this: A change, such as is now being demanded, would alter the sizes of classes, which might then result in the dropping of some teachers and course but would also mean bringing in new teachers and subjects to fill up the places. As to the possible dropping of some courses, teachers can feel our student body is not mature and educated enough that such a change would not result in any dropping of any truly worthwhile course. However, the advantage of such a change is that I think, in the long run, it will do more good than evil and the broad knowledge of each subject, which made to mean in the classes, you're teacher and under the present program / 3 of your class is sleeping or arguing or talking because they think the subject is of no consequence because the school says they have to take it. Now the change comes about and suddenly you find that 90 percent of your students are there because they truly want to be there. Now, you obviously are going to tell me that this is your right mind would want to hold up change? Well believe me they're doing just that.

To the faculty members who say students would waste four years, if an open program were to come about, because they don't know what they want, I have this to say. First I can't believe that anyone who is spending $725 a semester for school is going to settle for extremely poor education and the easy way out. For the students who aren't sure of what they want, there are people in the school who have the responsibility to counsel these people and to help them make wise decisions. Or, is the faculty in opposing the change, that those responsible for doing such a job, can't really DO IT. Think about that one.

Presently both faculty and administration are striving to increase the size of the student body as well as to attract brighter students. (1) What are they proposing for methods to accomplish that? Credit by examination, etc...Not a bad idea but rather foolish since they've had the means by which to obtain their objective for the past year and a half and have done nothing about it. A more open program would do much more insofar as increasing the student body, the credit by examination, or any other program. Secondly, as far as attracting bright students such as they're talking about, do you honestly expect such students to choose Sacred Heart over Yale, Harvard, Yale, or others. No, I D.O. believe in his right mind would want to hold up change? Well believe me they're doing just that.

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Therefore, at this time, I would like to challenge any senate member and any other faculty member, to a logical debate on this matter. Such a debate can be labored nothing but the immediate revision of our academic program.
Our days were numbered,
you and me,
life was a pleasure,
all that we did,
time was infinite,
so were we.

But the day you left,
I know you'll never return.

Please drifter,
remember me,
the dream that
of a time when life was a song.

Thanks drifter,
for all you gave me,
-the knowledge of people and life,
what we must handle apart,
-and that memory's what
moves me along.

And it drifter,
by some strange quirk,
we should meet again someday,
let's again,
friend, remember me as i was
during the days
we shared summer sunshine
remember me as i was
and not as i am now
standing desolate
in the rain,

June 10, 1969 After Finding A
Body In The Bassac River, S. Vietnam

I raised him from this bap-
tismal fount,
Flash left the bone
A tear left my eye
Lunch left my stomach

Drew Hovan

The Dark Night Of My Soul
Deep within my mind
watchlights fade in the night
visions of distant shores
perish with the light

Across blinding black space
emptiness takes its toll
wrenched fear reigns within
the dark night of my soul

Brian Loughran

The Police did not
make the mistake
he only follow my
to a Drifter
Hey there drifter,
remember me?
we met in a party,
for you and me,
life was a pleasure,
all that we did,
time was infinite,
-so were we.

But the day you left
something was gone,
I was empty of love,
and left all alone.
and not by choice,
yet.
I know you'll never return.

Please drifter,
remember me,
the dream that i had,
for memories are all i have
of a time when life was a song.

Thanks drifter,
for all you gave me,
-the knowledge of people and life,
what we must handle apart,
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Drew Hovan
To the editor:

Lisa, 16, and Mark, 15, from the cafeteria came to the lounge with two young children asking permission to eat their lunch here. The two children sat down and quietly devoured their lunch after briefly saying grace. They quietly and pleasantly disposed of their waste in receptacles strategically placed around the area. Does it not seem ironic that the apathetic students of SHU must learn from the young instead of attempting to set an example?

Puzzled

Puzzled: he who is, he who isn’t.

Comment to the editor

Yes, that right, for the next four years its your educational home away from home, even though it looks more like an on the spot location for the old Howdy Doody shows, that an educational center where one learns the ways of the world.

For a number of years now Sacred Heart has been the object of a rather grim joke, to see that it has been continuously referred to, as a second grade HIGH SCHOOL. Not a first rate, high school mind you, but a SECOND RATE one. Fortunately though, for the students now attending the school, we can now raise our heads and proud.

And if that's not bad enough, take one has updated it since then. One has an educational center where one can learn the ways of the world.

For the coming of ’72, Sacred Heart has progressed beyond belief. It has progressed radically from a second grade high school, to a THIRD GRADE GRAMMER SCHOOL. I mean that really wonderful. Really something to be proud about, now isn't it. And who's to blame for this stupendous progress? That's a damn good question.

If one were to rate the student population along the lines of interest and involvement in school matters, the picture produced would be a rather grim one. Of course rate them on ping pong, twiddle thumbs or coffee drinking and you'll really get one BELL, of a good looking picture. Likewise if one were to rate the teachers rambling about our glorious institution, again we'd find a rather grim picture. Mind you that in no way implies that there isn't a good teacher in the entire place, for indeed there is a good number of teachers here, with us, who in my opinion, I can't see wasting their excellent talents, on such an institution. But then neither rating is that important, for what lies mainly responsible for our further regression, at this time, is the administration and policies of our beloved Sacred Heart.

To begin with, the schools handbook for ’72 is the same one that was used in which wouldn't he had, if not for the fact that no one has updated it since then. And if those not bad enough, take the handbook someday and read it, forming your own opinions as to what is going on as you go along. Go ahead, after all your chances are 1 out of a million that you have the same opinion as the people who wrote and after all, we all know odds like that. AINT BAD.

Now while you've got the handbook in front of you, take a look at the required courses. You'll find a good way to and we're suppose to be mature people who are here because we want to further our education, because we know what we want. Hell, I'm surprised, after that, they make us have our monnies and daddies walk us to school by the hand. After treatment like that, I don't think they let us go to the little boys room by ourself. I mean if that isn't bizarre, I don't know what is.

Of course if you want to have a real ball, trying to get an INDEPENDANT STUDY around there. Better have a good pair of shoes though or else you'll be barefoot by the time you hit the fifteenth person who still doesn't know if there's even such a thing, let alone whether or not you can have it. Of course what do you want, after all Sacred Heart's only support is to be a universally, or am I dreaming that.

If you ask a person who really likes alot of laughs take the time and go to a senate meeting. Sitting through one of those things is like sitting through one of the old ABBOTT AND COSTELLO shows, neither one of them knows what they're doing. And if you like quickies, how about the senate meeting a few weeks ago where they informed one of the student senators would be there at such and such a time and our ehwarm faculty canned the meeting two minutes before he arrived. Want another quicky? How about the Feb. 16 meeting where they real bothered talking 25 minutes about what we went on at September meetings. Now that's what I call a good senate. Yes sir, they're really rolling along.

Now though I've got the handbook in front of you, you can't help but think that the size of this school is huge. Ready for this one. It came to my attention the other day, from a well known faculty member, (whos' name I won't mention because he'd probably be fired for outing such secret information, for that year and a half now the senate has been presented with proposals to change the schools academic program. Now how that for quick decisions? I don't know what they've been up to, but I believe me who ever has been making paper airplanes out of those proposals must have a pretty good collection by now. Right? I mean it was only said that adults, such as our faculty, could come to important conclusions, that not it actually happens.

But never say die. After all when Geraldo Revers finishes with his investigation of Willowbrook maybe his next biggy. Ready for this one. It came to my attention the other day, from a well known faculty member, (whos' name I won't mention because he'd probably be fired for outing such secret information, for that year and a half now the senate has been presented with proposals to change the schools academic program. Now how that for quick decisions? I don't know what they've been up to, but I believe me who ever has been making paper airplanes out of those proposals must have a pretty good collection by now. Right? I mean it was only said that adults, such as our faculty, could come to important conclusions, that not it actually happens.

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Grants used for Studies

More than one-half of the $5,000 W. K. Kellogg foundation grant for environmental studies recently received by Sacred Heart university library last spring has been allocated, and materials and hardwork are arriving daily at the library, Richard A. Matzek, director of library services, announced.

Some support was one of 300 private liberal arts college libraries in the United States to receive the grant made available to them from funds included in materials to strengthen their programs of environmental studies.

Shortly after receiving the funds, the library committee, composed of faculty members and students of all the disciplines, set out to determine how the funds would be used.

Upon the investigation of faculty member, the Rev. William J. Fletcher, instructor in sociology, the committee decided to divide the total amount of money for three areas described by the questions: Who lives in the environment, Where does he live and How does he live?

Labels given the questions were, respectively, personal ecology, ecological protection and environmental ecology and human ecology.

The remainder of the grant is to be expended at a rate of $1,000 per year until the appropriation expires April 30, 1974.

Suggestions for material purchases are submitted to the grant committee from faculty members in all the disciplines taught at the university. Therefore, the materials selected for purchase are those which are needed by all the professors in one of the three areas described by the questions: Who lives in the environment, Where does he live and How does he live.

The remainder of the grants is, therefore, to be expended at a rate of $1,000 per year until April 30, 1974.

Tens of thousands of the $5,000 grant for the first year, Mr. Matzek explained, with the $5,000 grant for the environment and human ecology programs for each year until the appropriation expires April 30, 1974. Therefore, the materials selected for purchase are those which are needed by all the professors in one of the three areas described by the questions: Who lives in the environment, Where does he live and How does he live.

Cleveland said New York State's Environmental Degree Program also can serve as a model for the other universities in Hawaii. He explained that by Environmental Degree he meant "an environment degree granted by the university, a new kind of degree program that the University of Hawaii may develop as a part of any of our existing or proposed campuses."

Cleveland said, "The University of Hawaii ought to be an environment university. It is our task to ascertain whether a student needs any formal education to teach himselfsell-study techniques, and students would be free to develop their own programs to suit their own conveniences.

In addition there would be no requirement for graduate" attendance and campus participation, as a portion of each student's academic credits, and wide latitude would be possible for students to fulfill their degree requirements.

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Pioneers Whip Tuffs 111-96

Ed Czernota set a new Sacred Heart scoring record by pouring in 49 points in leading the Pioneers to a 111-96 triumph over Tufts University in a recent game. The previous mark of 47 had been held by Ray Vyzas earlier in the season against St. Michael's. The big center made good on 18 of 37 field goal attempts and converted on 13 of 17 free shots from the foul line. In addition to his record scoring, he pulled down a game high 25 rebounds.

Ray Vyzas also turned in a fine performance by scoring 36 points and collecting 14 rebounds. Danny Teel, filling in for Bob Gers, was sidelined by illness, came up with a fine effort in a relief role by scoring a dozen points. Backcourt ace Billy Burke added 9 points, while contributing six assists.

The Pioneers jumped off to a quick 12-5 lead in the first three minutes of play. Czernota opened the scoring on a 25 foot jumper and Vyzas then scored on two three point plays to open up the quick lead. Tufts' 6-1 forward, Willie Young, then entered the game and scored seven of the next 11 points for the losers to close the gap to 18-14.

Midway through the first half Sacred Heart went on an 18-5 spurt to open up a big 38-21 margin. But the Jumbos came right back behind the shooting of 6-7 sophomore center, Reggie Graham to aid Young to close the gap to only seven points.

Two baskets by Vyzas and a pair of jumpers by Jim Kelly opened up the lead again and Sacred Heart led at the half 58-47.

At the start of the second half, Sacred Heart opened up a 17-point lead before Graham countered with ten straight points to put Tufts right back in the contest. With only five minutes left in the game, the Jumbos closed the gap at 66-68, but the Pioneers went on a 12-4 spurt to put the game out of reach with just two minutes left. The game, however, was won at the foul line as the Pioneers made good on 27 of 24. The losers converted on only 12 of 23.

Sacred Heart routs Siena 102-82

Sacred Heart University went on a second half scoring spree to wallop the Indians of Siena 102-82 in a game at the loser's gym.

Ed Czernota shared game high scoring honors with Siena forward Fred Shear, both tallying 31 points. Czernota who connected on only three of thirteen shots in the opening half, poured in 24 points in the second half to lead the Pioneers to a 56-34 lead after leading at the half 44-34.

Ray Vyzas also turned in a fine performance, scoring 30 points before leaving, due to an injury. Both Bob Gers and Billy Burke turned in fine floor games with a number of assists while scoring 18 and 13 points respectively.

Midway through the first half, the Pioneers led 23-19 before the winners scored a dozen unanswered points to pull ahead. It was Ray Vyzas’ driving layup that sent the game out of reach with 12 minutes left.

SHU Subdues St. Anselm's 69-52

SHU out rebounded the Hawks 39-22 and scored a dozen points in the last 2:22 of the game to pull away for the 14-point victory over St. Anselm's.

Ed Czernota scored 36 of his game high 37 points in the second half to lead Sacred Heart to a 69-52 decision over St. Anselm's two weeks ago in their final home game. The win kept the Pioneers on top of the North East league standings with a 6-6 record and one more game remaining in league play against the University of Bridgeport.

The Hawks went out in front early and led 22-17 before a 6-2 spurt by Sacred Heart gave the Pioneers 25-24 lead at the half. Sacred Heart's Dave Wright came up big with ten straight points to put the game out of reach with just two minutes left.

The outcome of the game was never in doubt as SHU built up a 45-25 lead at the half and led by as many as 32 points in the second half.

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Ed Czernota poured in 33 points and pulled down 18 rebounds as the Pioneers of Sacred Heart trounced City College of New York 99-66 last week in Manhattan.

Also turning in fine performances for Coach Feeney's cagers were Ray Vyzas and Bob Gers. Vyzas scored 17 points and hauled in 19 missed shots, while Gers made 9 points and 7 assists. Guard Billy Burke finished with 4 points and a number of assists in turning in another fine floor game.

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Sacred Heart Wins over Brooklyn 85-77

Sacred Heart University rallied in the second half to overcome a seven point deficit to post an 85-77 victory over Brooklyn College in a game last week.

Once again, it was 6-6 Center, Ed Czernota, who led the scoring parade, pouring in 40 points, hitting on 19 of 30 from the floor and pulling down 18 rebounds. Ray Vyzas also turned in a fine game with 17 points, 12 of them coming in the second half. Backcourt ace, Billy Burke, added 11 points, along with eight assists.

Brooklyn jumped off to an early 15-7 advantage before the Pioneers began to hit. SHU closed the gap behind the shooting of Czernota and the score was tied eight times before intermission.

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The Pioneers trailed 43-38 early in the second half, but were able to connect. They made good on only five shots from the floor but their fourteen of 16 opening half free throws kept them in the contest. At the start of the second half, the Pioneers used a full-court press and it proved effective as the Jumbos turned the half over a number of times. The game remained relatively close however, until the final eight and a half minutes when Billy Burke scored on a lay up on a feed from Bob Gers to give the Pioneers a 43-36 lead and they steadily pulled away from there.

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