Henkin clarifies Constitution

By JIM BYRNER

Speaking before a capacity crowd Wednesday night, 1974's Bicentennial Professor praised the Constitution for addressing the problems facing a 1974-era America.

In his presentation, which was the final event in the Bicentennial Lecture Series, Professor Henkin praised the Constitution for providing for a separation of branches of government as well as for creating a clause that provides for a separation of powers.

"The Constitution was designed to prevent any one branch from becoming too powerful," Professor Henkin said.

Professor Henkin also praised the Constitution for providing for the people to have a voice in government through the election of representatives.

"The Constitution was designed to give the people a voice in government," Professor Henkin said. "The people have the power to change laws and to change the Constitution if they feel it is necessary.

"I believe that the Constitution is the greatest document ever written," Professor Henkin said. "I believe that it is the greatest document ever written because it was written by the people for the people, and it is the people who have a voice in it.

It is through the power of the Constitution that we can bring about change," Professor Henkin said. "We can bring about change through the Constitution, and I believe that is why it is the greatest document ever written.

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The Exact Contrary

By R. BOYD REIDNICK

In 1688, Gogolnicoa Samuelson, and his brother Unshelled-transcribed initials appear across the old page of a document that contains an interesting fact about the fascinating history of the old page. The initials were handwritten in ink, and the text was carefully preserved for future generations to read.

In the 18th century, the term "black magic" was used to describe various practices, such as witchcraft and sorcery. These practices were often associated with the use of herbs, spells, and rituals to achieve desired outcomes.

In this article, we will explore the history of black magic and its impact on society, focusing on the role of the witch in European history. We will discuss the origins of the term "black magic," the beliefs and practices of the witches, and the methods used to combat them.

The term "black magic" was first used to describe the practices of witches, who were believed to have the power to control the elements and prediction of the future.

The witch hunts of the 16th and 17th centuries were a result of society's fear of witchcraft and the belief that witches were responsible for various natural disasters, such as plagues and floods. These witch hunts were often fueled by false accusations and led to the persecution and execution of thousands of people.

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Recruiters rate CPA score over GPA

By Bryan Ellison

Students returning home for an extended visit after a few months away from home often experience stress that didn’t exist before going to school, says several of Wake Forest’s mental health professionals.

Parent-child tension “predominantly stems from students when they begin their college career,” said Brian Janzen, director of the University Counseling Service. “The more dependent and/or the ‘reinforced’ child has started to make friends or in some cases as opening new friendships, sleeping hours being less, and so on.” Within a few months, the adolescent has gradually started to become a young adult.

After these months away during which independence grows, the parents, left to return home at least in their own minds, cannot control their child. “in many parents, however, is for the first time,” Janzen said. “They may have questions about what their child is doing and how they are doing. These changes that have occurred can be confusing to them, even when their numbers are very low.”

Also, many parents experience culture shock when the rules and routines they are used to with their children are not met with disbelief or students are usually equally as tough on them. “Some parents have experienced a significant lack of feeling that their children are independent,” said Janzen.

But this is not the first thing employers are looking at. “One area that Austin and Mary Anne Christman of the Health Services, indicated as creating a lot of stress was the relationship between parents and students. A change in grades and in interests often makes students decide to change their career plans; for example, a pre-med student who decided to get a law degree. He would then have pressure to reorient the entire coursework.”

Students who have done poorly in previous exams may have decided to study harder, or choose to try another career path. “We have found that the students who are upset about their grades have made up their minds to quit school,” said Christman.

One thing that many parents are fearful of is what happened after they apply to college. “Many parents have been surprised that the college student is actually a social given groups that used to be their peers or groups that publicize their beliefs or are more open to who they are,” Janzen said.

Some parents do not want the student to see a social group that are often found to be more open to who they are, especially to the parents.

Matthews, a pre-med student who is in the middle of his studies, said sometimes tension is created when the student is upset about a social group that is not accepted by other students. “I was very disturbed when my parents tried to make me feel better about the whole situation,” said Matthews.

When parents are upset about a social group that is not accepted by other students, they should consider the student’s point of view. “It’s important to remember that the student is a young adult,” said Janzen.

After passing the CPA, students should work for other public accounting firms or Price, Waterhouse or private firms such as Ernst & Young, Grant, and Morgan.

Grade definition at Wake Forest means that students, with their students, and private accounting firms take into consideration programs that promote the themes interdisciplinarily with their students.

Unlike the accounting majors, business majors are not required to take a standardized test. Business majors have been given to the past performance, including preprofessional activities and job.

Thomas C. Taylor, dean of the School of Business, stressed that GPAs are not the first thing employers look for. “It’s not the first thing employers are not the first thing employers look for. But the average GPA of business majors is 3.0.”

One major who has just left the office that he was a student of was graduated this year. But he still couldn’t stop working. He made it to Wake Forest.

When asked what the major differences between minority students is, the student replied, “There aren’t many.”

The transition from high school to college is not easy, and for some minority students, it is even more difficult. “I think that the transition for minority students is, it’s not as easy, and for some minority students, it’s not as easy.”

Taylor said that the stress comes from the noise and lower grades in physical classes, such as chemistry, physics, and in physical classes. “It’s not as easy, and for some minority students, it’s not as easy.”

Pam Tarrag, a marketing student at Wake Forest, said that the stress of being in a classroom is stressful. “It’s not as easy, and for some minority students, it’s not as easy.”

For matriculation to affect the student, the student’s GPA should be higher. “It’s not as easy, and for some minority students, it’s not as easy.”

The office of Minority Affairs also serves the purpose of providing the students with the tools to overcome these stress. “The office of Minority Affairs also serves the purpose of providing the students with the tools to overcome these stress.”
National crisis

Liberal arts universities have come under serious criticism for giving students education that is deemed as "shabby teaching practices. In the last year, at least four major private institutions have been chastised American colleges for providing the "wrong" kind of educational experience.

William J. Bennett, who spoke at Wake Forest last spring and was recently appointed the Secretary of Education, said in a National Endowment for the Humanities report that American colleges were failing to give students "adequate education in the culture and civilization of which they are a part."

The most recent report issued by the Association of American Colleges and Universities has let their curriculums slip into a state of "disarray and indifference."

The AAC report made a series of charges that have not been ignored by any liberal arts institution. One of the biggest is a special importance for Wake Forest in the last First Five Year Plan. This system of university planning must be improved. It is too much to expect students through their four years without receiving a grounding in a particular field. Several courses offered by departments are taken up by students who have no interest in the requirements. Such courses are found in an introductory course for an easy A, and in senior year departments are guilty of various inexcusable actions.

Accreditation policies are allowed to fall short of divisional requirements until their senior year. Many of the best students avoid most of the curriculum requirements through the Open Curriculum Program. It is hoped to assume that students will receive broad enough education in order to meet the requirements unnecessarily.

A good number of students who enroll in a course in the spring of their senior year. It has been said that students have said "I "will take this course because this topic is interesting,

It is much easier for a senior English major to take a philosophy course than it is for a freshman. Thus the seniors are allowed to avoid any sort of educational challenge by taking this course. This is in addition to the requirements such as English, history, and math.

What should we do to prevent that? Jerry Lee Loesch, editor of the Wake Forest student newspaper, said in an article, "If you are interested in a particular subject, you can take courses in that area. If you are interested in writing, you can write about it."

One of the arguments I have heard about the Open Curriculum Program is that it is not "disarry."

The amount of students who take classes that fall under the Open Curriculum Program is quite small. It has been said that only a few students use it. In fact, there are not enough students to name a specific number.

The most important point to be brought out here is that the liberal arts are the foundation of Wake Forest University. We must be able to look over a student in our education because this is what we are here for. This is why I say Wake Forest should have no Open Curriculum Program.

I think there are many things I wish to discuss in this article. I would like to start with the idea of "unnatural rules."

Unnatural rules

For years, the issue of "unnatural rules" and administrative restrictions at Wake Forest have been a topic of discussion. The student body, Old Gold and Black president said that this is a real problem. Wake Forest students are often forced to follow rules that are unnatural to their personal lives.

The university has expressed the idea that these rules are intended to create an "environment for learning." The rules are enforced in order to "maintain discipline."

For years students have ignored the point of the administration with "to face facts."

The administration has gone as far as to say that their "natural rule" is against it. This is because the administration has not allowed students to vote on the rules that affect them. This is a real problem because it is unnatural for students to be forced to follow rules that they do not agree with.

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Pro-choice

In the Feb. 8th issue of the Old Gold and Black, an article by Christopher Philips discussed an abortion debate which has continued to沸 MD and. Pro-choice side did not show up. On Feb. 8, it is a debate that has been going on for years. This debate has not gone away, and the arguments are still being made.

Pro-choice proponents believe that the right to choose should be preserved. The pro-choice side argues that this right should be preserved in order to give women the opportunity to make their own decision. The pro-choice side argues that women should not be forced to give birth if they do not want to.

The pro-choice side argues that women should have the right to choose whether or not to have an abortion. This is a right that has been preserved in the United States for many years. This right has been protected by the Supreme Court and is a basic human right.

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Mandating safety

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Economic slavery

Trivial pursuits

1984 Was Our Best Year Ever & The Future Looks Even Better!

Old Gold and Black, Friday, February 15, 1985 5

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Work-study students provide invaluable service

BY SCOTT SCHNEIDER

Financial aid is available for students who need money to help with the costs of attending Wake Forest. According to Doug Blunt, the Admission's Office, financial aid helps students meet three types of aid: grants, loans, and work-study. On the average, grants account for 52 percent of all financial aid.

The federal government contributes 36 percent of all funds used toward the aid program. Individual colleges and universities are responsible for the other 23 percent.

Work and work-study at Wake Forest can request work-study students. These departments also make a request for a specific number of work-study students as well as a description of what such positions entail. The Admissions Office then evaluates the request and makes a decision. For example, a biology major will probably be placed in the biology department. If a student shows no special interest in any one field, he will be assigned whatever he is most needed. Blunt makes a decision as to where a student will be placed.

Students work at Gravlin, in the Alumni and Development Office, in the Career Development program, the library and in many departments. With a student for the library is the largest employer of work-study students.

Wake Forest currently employs 300 work-study students and pays them $7.20 an hour per semester. This is the same amount paid between 1983 and 1985 for work-study students. Blunt states how many hours a student may work and determines whether the student has satisfied his work schedule. Students receive a $7.20 an hour per semester, and are paid on a weekly basis.

"Work-study students tend to develop a heightened appreciation for their education and a better understanding of how the university operates. They have an opportunity to become close to their professors and faculty members," Blunt said.

"Work-study does not mean work. It means work," Blunt pointed out. "Don't think this means work won't be fun. Work-study students do functions at current levels without students."

As G. William Joyner Jr., vice president for university relations, is observed in his department, "We simply can't do without them. work-study students. They included the services in almost all university events. They are instrumental in our daily work. We're really proud of them and the program as a whole."

Admitting their dedication, Joyner said, "The matter what you want them to do, they're always right for it. They have the university staff having to have a lot of full-time employees."

In addition to giving a reference or an item to place a resume, work-study students issue valuable skills.

Gladia Bint, supervisor of alumni records, holds that some students showed by her office to use computers and work procedures after gaining a personal interest in these areas. "Many of our students, who were not particularly interested in computers, were interested in computer classes later. One fact is new employed by Bint.

Still other advantage of the work-study program, "Our students help make the scene come like a part of Wake Forest. They keep us in touch with what going on."

Entering the second semester, Joyner and Gladia Gilbert said, "Our student help is invaluable. They are necessary for this office."

Gamble is in charge of the law school library, which receives credit in the

In counseling center

Computer enhances career guidance

BY LOIS SHEPPARD

The computer counseling center is now featuring a newly computerized career guidance system called "Discover." This "Discover" system is a comprehensive inventory of interests, skills and abilities as well as a description of what each occupation entails. The computer analyzes the information, offers a personality test, a career survey, a skills inventory and information on 40 possible career options. These are computer-generated lists of occupations and schools. Part one involves self-information. It consists of a survey which requires the individual's name, address, dates of birth and some data about the individual.

Part two comprises the student with career options. This lists 40 possible careers. Part three is a computer-generated list of specific careers. "Discover" allows the individual to continue in depth exploration of preferred occupations. Thus, the student will be placed.

"Discover" helps the student to realize his dream of helping others. It is the best known of the last generation of career guidance systems. It is one of the few that have been developed in recent years. The system was developed in the early 1980s. It is a computerized system that is designed to help students make career decisions. It is a computerized system that is designed to help students make career decisions. It is a computerized system that is designed to help students make career decisions. It is a computerized system that is designed to help students make career decisions.

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"Discover" provides information for developing a plan of action. It is the first known that students can be brought to work full-time or do it individually or in conjunction with individuals or groups who are interested in careers. "Discover" helps the counseling center and many sign up are to be found behind the center's sign up. The sign up is to be found behind the center's sign up. The sign up is to be found behind the center's sign up. The sign up is to be found behind the center's sign up. The sign up is to be found behind the center's sign up.

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**Wiesel interview: Poetry after Auschwitz**

**Friday February 15, 1985**

By HILARY E. GROSSRODO

At 90 years old, Holocaust survivor Elie Wiesel elaborated on the "necessity of bearing witness." He emphasized the power of poetry and spoken word to forge a link to past suffering and to inspire action today.

**QUESTION:** When members of the world community were trying to get information from the United States and said, "What about the Jews in the camps?" then, and now, do you think that the world community seems to be focused on the present instead of the past? One of the things that you have said in your writing is that the Holocaust is a major problem today.

**WIESEL:** "No. I don't think that it is a problem, and it is definitely not as big as it was in the past. However, the world community is interested in the Holocaust. They want to know about it. They don't want to forget. They want to remember. They want to make sure that it never happens again."

**QUESTION:** How do you define your book, 

**WIESEL:** "I think that the book is about the Holocaust. It is about the past. It is about the present. It is about the future. It is about the present and the past."
London students return to share experiences

By KATHY REDES

London students return to share their experiences. The group of eight men and eight women enjoyed the English culture and atmosphere during their four-month stay.

The group was made up of eight men and eight women, and they were led by their resident Wake Forest professor and the group leader. During their stay in London, they stayed at the Worrell House and traveled extensively throughout the city.

One of the main reasons for their enjoyment was the opportunity to explore Europe. The group visited places such as the ever-partying City of London, the Thames River, and the ever-busy shopping areas.

The group also visited Chartwell House, where Winston Churchill lived. They were able to learn about his life and the events that took place there.

One of the most effective learning experiences was the stage play "Dr. Zhivago." The group attended the play and enjoyed the performance.

Other activities included going to the theater to see plays they had only heard about and visiting art galleries and museums.

The group also took two trips to Chartwell House, where Winston Churchill lived. They were able to learn about his life and the events that took place there.

The group had many things in common, but the most important was their shared love of learning and discovering new things.

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Tigers topple Deacons

By WAYNE TRAEGER

All the odds were in Wake Forest's favor Wednesday night at the Deacon's Coliseum. The Deacons had just won seven straight, while the Tigers had lost six of their past seven.

But it was Wake Forest that clinched its 16th win in a row over the Deacons.

Rank School Record
1. Oregon State 19-2 16 .783
2. UCLA 22-2 .889
3. St. John's 17-5 .773
4. Arizona 19-3 .869
5. Kentucky 19-4 .809
6. Houston 15-4 .789
7. Georgia 15-4 .789
8. Oklahoma State 15-4 .789
9. Illinois 14-4 .744
10. Missouri 16-4 .522
11. Maryland 16-4 .522
12. North Carolina 14-6 .468
13. Wake Forest 12-6 .632
14. Maryland 12-6 .632
15. Southern Cal. 11-7 .600
17. Temple 16-4 .522
18. Tulane 14-6 .468
19. Florida State 16-4 .522
20. Alabama 15-6 .722

The Wake Forest team moved into first place in the ACC with its 16th straight win. The Deacons, who lost 77-72, have now dropped two in a row after starting the season 9-2.

The Deacons were unable to keep the Tigers off the floor and in the paint as Wake Forest shot 54.8 percent from the field, compared to 37.5 percent for Wake Forest. The Deacons also had trouble guarding Wake Forest's All-American guard Kenny Green.

Green scored 25 points, while Charlie Thomas and Tyrone Henderson added 14 and 12, respectively. The Deacons were unable to stop Green, who had 12 points in the first half and 17 in the second.

Wake Forest led 54-52 at halftime but opened up a 12-point lead in the second half and put the game out of reach.

The Deacons had 11 field goals and were 11 of 20 from the free-throw line, while Wake Forest was 21 of 31 from the line. The Deacons had 13 turnovers, while Wake Forest had five.

Wake Forest also outrebounded the Deacons 39-31, with 19 rebounds coming in the paint. Wake Forest shot 48.3 percent from the floor, compared to 37.5 percent for the Deacons.

The win gives Wake Forest a 16-4 record and moves it into first place in the ACC. The Deacons are now 12-6 and in third place.

Next weekend, the Wake Forest men's basketball team will face St. John's at home.

Kennedy Green

Real need is a handle.

Also, the year.Green scored an unprecedented 20 points in 10 seconds.

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Intramurals list standings

**Men's Top 10**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Tomlass</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Free</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>New Barbarians</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>Kappa Sig C</td>
<td>41</td>
</tr>
<tr>
<td>5</td>
<td>Theta Chi B</td>
<td>39</td>
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<tr>
<td>6</td>
<td>Deke B</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Spiders</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>Sigma Nu C</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>Alpha Phi Omega</td>
<td>34</td>
</tr>
<tr>
<td>10</td>
<td>Sigma Chi B</td>
<td>33</td>
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**Women's Top 5**

<table>
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<th>Rank</th>
<th>Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Funk</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Spiders</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>Deke B</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Sigma Nu C</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>Alpha Phi Omega</td>
<td>20</td>
</tr>
</tbody>
</table>

Netters swing into action

By Ron Montesano

The men's varsity tennis team, under the leadership of head coach Mike Combs, opened up its season this Wednesday with an impressive victory over Raising High Point College. Sixteen tennis players competed in the No. 1 through No. 6 positions, with Tomlass at number two, Free at number three, New Barbarians at number six, and Delta Chi at number ten. The first doubles team of Deke B and Soda Poppy competed in the No. 1 doubles position, with the top four singles positions, and the top four doubles positions.

The team hit its matches left this year, and will continue to compete from here on. Among the top four singles positions, there were many experienced players, including Tomlass, Free, New Barbarians, and Delta Chi. The team's overall record was 9-1, and Free hit his number two singles position.

**Men's Spring Tennis Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs.</td>
<td>at Old Dominion</td>
</tr>
<tr>
<td>Sat.</td>
<td>at William &amp; Mary</td>
</tr>
<tr>
<td>Wed.</td>
<td>at Old Dominion</td>
</tr>
</tbody>
</table>

The team won its season opener against Old Dominion, with a score of 4-1. This win was important for the team, as it was the first time they had faced a strong opponent.

Two of the most important tournaments that Combs mentioned were the Old Dominion 50th anniversary season opener and the Old Dominion 50th anniversary season opener. These tournaments were important for the team, as they provided them with an opportunity to compete against top teams across the country.

The team is currently 9-1 and looking to continue its winning streak into the ACC tournament. They will be facing tough competition, but the team is confident in their abilities to come out on top.

**Extra Credit**

If you reach the number one team, you will be a part of the team's history and become a leader on the team. If you reach the number two or number three team, you will be a part of the team's success and contribute to their win.

The team is currently 9-1 and looking to continue its winning streak into the ACC tournament. They will be facing tough competition, but the team is confident in their abilities to come out on top.
We want YOU to entertain us!!

"Open Mike is... here again..."

This is your chance to share your talents!

Please sign up in the College Union Office by Feb. 22

Open Mike will be in early March.

The student coach relationship

By now, you’re all familiar with Chris Washburn, the forward who got in trouble at North Carolina State. Wahburn, the Wolfpack’s third- leading scorer, was convicted of assault and was dismissed from the team by September, and is now awaiting trial on charges that he stole a stereo from a dormitory.

On the evening of February 15, 1985...

WAKE FOREST battle ACC rival Clemson.

Because this year “they’re dressed in black and ready to kill!”

Donald Spie

3:30

Bias widens scoring lead

During this three-week stretch, Marydland’s Joe Dawkins has been hitting the seams with a .119 scoring average while Ohio State’s Dave Dawkins has had the best three game scoring average, 81.4 and scoring percentage, 1.09. Dawkins has been the leading scorer in the Big Ten over the last three games.

Joe Dawkins, who was North in the scoring chase a week ago, put up 34 and 32 points last week to boost his average to 24.4. In the Big Ten, he has the third highest average, 18.3.

Maryland center Len Bias has hit the top at the top at the Atlantic Coast Conference (ACC) individual basketball scoring race, but has been struggling for running bases and singles in a closely contested battle against three other players, all of whom have been within three points of each other.

1. Joe Dawkins, Maryland, 18.7 points per contest
2. Len Bias, Maryland, 18.3 points
3. Michael McCall, Wake Forest, 17.9 points
4. John Stallworth, Georgia Tech, 17.6 points
5. -

In addition to leading the scoring race, Dawkins ranks among the leaders in three other statistical categories:

1. Most points in both field goal and free throw shooting and is sixth in rebounding.
2. The Tar Heels lead in the ACC in both scoring and rebounding.
3. The team leaders in both scoring and rebounding categories in the ACC are: North Carolina’s Joe Dawkins leads in both scoring and rebounding categories with a 1.09 scoring average, 31 points per contest, and 1.09 rebouding average.

Because this year “they’re dressed in black and ready to kill!”

Donald Spie

3:30