

# The Passing of Legends

*As an older generation of professors passes on, others are left to reflect upon their years at the university*

By **ANDY FERGUSON**  
PERSPECTIVES EDITOR

In today's universities, teaching jobs are often seen as stepping stones to larger opportunities. But, Wake Forest has been able to keep its faculty relatively constant, hiring people with a commitment to staying at the school and eventually becoming part of the school.

Two professors, David Hadley and E. Pendleton Banks, who had been part of the school for most of their lives, recently passed away. The reaction of friends and colleagues to their deaths is also indicative of their feelings toward the university.

Banks, a professor of anthropology, who taught at the university for 40 years before retiring last year, and Hadley, a professor of 29 years, join a long list of faculty and administrators who have spent much of their lives at the university and have developed deep relationships with both the university and other faculty members.

**Close Ties**  
"The university is the equivalent to a neighborhood," Ed Wilson, the provost emeritus, said. "You are with people you work with, and spend after-hours and weekends with, and that is very appealing."

Faculty members who have been at the university for a long time speak of their closeness with their co-workers. "There is a sense of shared history from those who have been here," J. Ned Woodall, a professor of anthropology, said. "We have similar views of what has happened and why."

"The faculty does whatever makes students better. They are professionals who show their care," Chaplain Ed Christman said. Christman is an alumnus of the university and has been the chaplain for over 40 years. "They care enough about (former presidents of the college) Poteat, Kitchin, Wait and others to keep their spirits alive with the students and faculty of today."

While some may complain that there was a greater sense of camaraderie among the faculty in the past, faculty members are quick to point out possible reasons for this. According to members of the

older generation, senses of community then and now are hard to compare because the school is much larger than it was 20 years ago.

"When I first started teaching, Wake Forest was about one-third of the size that it is now," Wilson said. "I think that I probably knew every member of the faculty because it was so small."

Many members of the faculty seem to stay within their own fields. But, Robert Helm, a Worrell professor of philosophy, said, "In recent years there has been a greater emphasis on sticking with faculty from the subject in which they taught, but I am seeing a return of general culture. Each discipline is enlightened by other disciplines and it allows them to fully understand their place in the general field of knowledge."

**Increased Growth**  
According to Woodall, the administration takes steps to keep things smooth, reacting to the increased growth in the university. "The university has created a much more formal structure. The rigidity of the structure can inhibit that close feeling of collegiality and equality among faculty and administration. ... The biggest change over the years has been the isolation of the administrators and the formalization of the internal command structure. I used to be able to call the president and say, 'Hey, I need a new truck for a dig'

and I would be able to get one. Now, it's not that easy. There are papers and reports to fill out. Old was not necessarily better, though, but it was simpler."

According to faculty members, simplicity is something that has been lost on today's generation of

teachers because of all of the responsibilities they have.

**Generation Gap**  
One of the differences between the generations is the demand for today's teachers to publish, in addition to teaching full-time.

**"Wake Forest is a place where you don't just teach knowledge, but create knowledge."**

Ned Woodall  
Professor of Anthropology

"It seems like Wake is pushing publishing more than they used to," said Richard Zuber, a professor of history. "(The university) still believes in teaching and that is the prime criterion for teachers, but things are getting harder and harder. "The demands on this generation of faculty to teach, do research and find a personal identity are much greater than before."

There are now some hard choices to make because every time faculty members take time out to talk to students, what needs to be getting done at that time is not getting done and that's a cruel choice that they have to make.

"Plus, there is an adversarial climate in which they have to work,

adversarial in that parents are paying a great deal of money and for their investment they want to have access to (administrators and faculty). Years ago, most parents wouldn't think of picking up a phone and talking to faculty members about grades. ... Now it's a forgone conclusion," Zuber said.

When older members of the faculty considered what characteristics made respected professors successful, some traits were named over and over. A sense of humor, good preparation and an openness to students were all named as important, as was the ability of the teachers to give their classes a vision of what the material means

to them personally.

"Wilson said, "There are many methods, but I think that a teacher ought to find a way to communicate that is a sincere expression of his personality. There is a rich variety of that here. I think we still have that authenticity to a teacher's experience."

Helm said of this personal expression: "(A good professor's) personality was eminently involved in teaching. They made you believe their subject was vital to living and if you weren't interested, something was wrong with you."

**University Growth**  
The university has experienced many changes during the last 40 years, changes that exhibit the rapid growth from a small, all-men's, Baptist college to a co-educational, national university with no religious affiliation. Despite these changes and changes in society, many believe that basic teaching philosophies of the faculty and the university remain the same.

"I don't think that the university has changed as much as people think it has," Zuber said. "I think that there is more diversity and the university has become more global, but the basic structure is still the same."

Helm said he has not greatly changed his approach. "In a sense, I think that I am more personal and have improved in my depth. I hope that I am communicating better than I did when I first started. I have tried to remain myself and let it flow."

"I think that everyone relates a certain way," said Lu Leake, an assistant vice-president and a dean of the summer school. "People get a sense of who you are and they admire and respect that."

"If the faculty is still engaging and if the students are still involved in learning, the fundamental premise is still the same," Christman said. He also said that though the faculty comes from a wider range of places, with teachers from across the country and overseas, their goals are still the same. "You have to invite (the faculty) to care," Christman said. "This is something that you cannot program; it has to happen. It has to be passed down from one generation to another."

**Changing too fast?**  
Some question whether the school is changing too fast and fear the negative repercussions that this might have. "I feel that the school has an identity crisis right now," Zuber said. "I think that it is changing too much in too short a

time. It seems like there is change for the sake of change and I hope that it works out."

Christman sees potential problems with the university losing parts of its past as it moves into the future.

"Every time I read a college guide it seems the fundamental question is about the character of the school. When it talks about schools that started off relatively small and then become big, they lose their religious identity," he said. "We have a Heritage and Promise campaign. How does the 'Heritage' legitimately affect

feel like you are a part of a community. There is an opportunity to get to know the students and feel the spirit of the campus."

"When you are having fun doing what you are doing and think that you are doing a good job, there is no place to do anything else," Christman said. "When you find a place that is friendly and there is good work to be done, why leave?"

Helm echoed Christman's statement and also that of many faculty members when he said, "What has kept me at Wake Forest? Its size, history, the character of the university and the quality of the



Courtesy of Wake Forest Magazine  
**University President Thomas K. Hearn, Wallace Carroll, the former editor of the Winston-Salem Journal, Provost Emeritus Ed Wilson and Jack Fleer, the chairman of the politics department, meet at a social.**



Courtesy of Wake Forest Magazine  
**Chaplain Ed Christman attends to a stained-glass window in Wait Chapel. Christman has been the university chaplain for over 40 years.**

decisions we make? We cannot forget the nature of the school."

Faculty members are not bashful about their love for the university, though, and why they have stayed here for so long.

"I fell in love with the school as a student," Wilson said. "Part of the relationship I have with the school is that it is my college and that makes it a special place. Also, I am from North Carolina so this is close to home for me. Wake Forest is a friendly, democratic place. You do

students. It has kept me satisfied with academia." Helm, a native of Winston-Salem, also likes the location. He said after the school moved to Winston-Salem from Wake Forest, everything seemed just right. "They might as well of had me in mind."

Perhaps Woodall summed it up best when he said, "Wake Forest is a place where you don't just teach knowledge, but create knowledge. Some of the best (here) are doing just that."

## Pioneering anthropology professor, world traveler and political activist E. Pendleton Banks dies at 71

OLD GOLD AND BLACK STAFF REPORT

E. Pendleton Banks, an adventurous university anthropologist who traveled the globe for decades, died July 12 at age 71.

Banks was one of North Carolina's first anthropologists and taught at the university for 40 years before retiring in 1994. He was awarded three Fulbright Fellowships for study abroad, the maximum allowed any scholar. Banks traveled to Yugoslavia, remote regions of China and many other places.

Banks often brought his wife and children along for the adventure and education, booking passage on ocean-going freighters that delivered them to countries where he conducted research and taught for weeks or months.

"He was always an adventurer and an explorer," said Ed Wilson, the provost emeritus. "No part of the world was alien to him. He went where very few Wake Forest faculty and sometimes very few Americans had gone. He was willing to accept the difficulty and privation of that kind of travel

because he wanted to understand the culture, to live with the people."

Banks arrived at the university in 1954 as an assistant professor and developed the university's anthropology program from an offering of a few courses to a full department. Banks developed both its undergraduate and graduate degree programs and eventually became the department chairman. He also founded the university's Museum of Anthropology, the archaeological laboratories and the Remote Sensing Laboratory, which uses aircraft photos and satellite images to discover ancient cities, walls and roads.

Banks was an expert on China, Mongolia and the Balkans. He helped rediscover the Silk Road, an ancient trade route that for 3,000 years was the cultural and economic link between East and West.

He later became a social and political activist

concerning ethnic conflicts in Romania and the former Yugoslavia.

Banks rediscovered the Silk Road along with other anthropologists using remote sensing technology. The cities that grew up along the Silk Road from the Mediterranean port of Tyre to Xian in northern China were buried in drifting desert sand in hard-to-reach terrain. But with the help of radar images from space shuttle trips, Banks and others found evidence of promising Silk Road sites for excavation.

Banks studied cultural ecology, environmental problems, social values and the impact of cultural change and economic development on the people of China and the Balkans.

Banks served as a visiting professor at universities in Burma, the former Yugoslavia, Romania and China. He concentrated much of his work for thirty years on the effects of modern advances on Balkan villagers. He first visited Zagreb in 1966 on a Fulbright



**E. Pendleton Banks**

## At age 57 David Hadley, history professor, author and founder of Worrell House study program dies

OLD GOLD AND BLACK STAFF REPORT

David Hadley, a professor of history, died June 15 in Winston-Salem after a long illness. He was 57.

Hadley was a Wake Forest alumnus who taught English history and the history department's honors program for several years.

He was also instrumental in establishing the university's London study program and remained coordinator of Worrell House, the university's student residential center in London, for nearly 20 years.

Ed Wilson, the provost emeritus, said, "He brought to the Worrell House his great love of Wake Forest and of London. Hundreds of students have

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Edwin Wilson  
Provost Emeritus

benefited ever after from what David Hadley put together."

Hadley was a native of Burlington, and also lived and worked for several years in Emporia, Va. He was one of the few Americans ever elected as an honorary member of the Royal Society of Musicians of Great Britain.

He earned the honor in 1978 after

discovering a vault in an 18th-century London house containing long-lost papers of the society. He examined and catalogued the papers and eventually became one of a small number of people in the society who were not performing musicians.

After receiving a bachelor's degree at Wake Forest, Hadley earned master's and doctorate degrees at Harvard University. He wrote his doctoral dissertation on musical activities in 19th-century London and continued that field of study throughout his career, becoming an expert on classical music and theater performance.

J. Howell Smith, the chairman of the history department, said, "He opened the eyes of a lot of students to the world of England."

In 1973, Hadley received national

attention for an article titled, "Beethoven and the Philharmonic society of London," which appeared in *Musical Quarterly*. The article disputed a widespread belief that the composer cheated the Philharmonic Society.



**David Hadley**

did not try to pass off three old overtures as new ones and that Beethoven's premiere

performance of his Ninth Symphony in Vienna did not violate his commission to write the piece for the Philharmonic Society, as some historians had previously reported. Hadley was a member of the honor societies Phi Beta Kappa and Omicron Delta Kappa.

He is survived by his mother, Ruth P. Hadley; a sister, Marian H. Cockman; a brother-in-law, Charles W. Cockman; a niece, Frances Ruth Cockman; and an uncle, Luther D. (Budge) Perry, all of Burlington.

Memorials may be sent to the David Hadley Memorial Fund for support of the Worrell House of Wake Forest University, in care of the Wake Forest History Department, Box 7806 Winston-Salem, N.C. 27109.