

## **Oral History Interview of Dr. Cline Hall**

Date of Interview: April 28, 2010

Location of Interview: Recording Studio of the Student Radio Station, 90.9 The Light

Name of Interviewee: Dr. Cline Hall

Name of Interviewers: Randy Miller and Lowell Walters

Transcriber: Jesse Ronda

Interview Length: (2:04:33)

Notes:

**Miller:** (0:01) Welcome to this interview in the oral history project of the Liberty University archives. This interview is being conducted on April 28<sup>th</sup>, 2010. Today we are interviewing Dr. Cline Hall. My name is Randy Miller and I'll be conducting the interview today along with Lowell Walters. Greetings Lowell.

**Walters:** (0:20) Hello Randy.

**Miller:** (0:21) And Dr. Hall, good to have you with us.

**Hall:** (0:24) Hello, glad to be here.

**Miller:** (0:25) Well, first of all, as we begin our interview, would you tell us just some general biographical information about yourself? Tell us a little bit about where you were born, where you grew up, and your family's history.

**Hall:** (0:36) Ok, well I was born in Roanoke, Virginia on October 24<sup>th</sup>, 1936 at the old Jefferson Hospital, which is no longer in existence. My father was a Southern Baptist pastor and that's how I grew up in a Christian home. And he pastored at Virginia in, several occasions, different churches. For one occasion over in North Carolina,

[Mayodan], North Carolina, which is a little cotton mill town just north of Winston-Salem. At the time, I mean, he pastored at Danville first, by the time I was born he was pastor at Garden City Baptist Church in Roanoke.

**Miller:** (1:17) Now, did you move around a lot as a young person or once you were born, did you kind of stay in one place for quite a...

**Hall:** (1:21) Well, not a whole lot. I was born, I said, when he was there. Then we moved to North Carolina for about four years and then back to Boones Mille, just south Roanoke for some churches there. And then back to Roanoke in 1949, which he stayed there for about sixteen years until he retired.

**Miller:** (1:41) Ok. So when did you come to know the Lord as your savior?

**Hall:** (1:44) Well, it was about six years of age at the church in [Mayodan], North Carolina. My father had invited a lady by the name of Coral Lee Cannon, who was a traveling missionary. She was from Durham, North Carolina and she was there to help out at the Vacation Bible School. And at that point I had some interest, of course, in being saved and she took me aside and explained John 3:16. So I was saved about the age of six.

**Miller:** (2:11) Ok, and baptized not too long there...

**Hall:** (2:13) Baptized by my father, yes, in the church...

**Miller:** (2:15) Oh, by your father there in the church. And, so then, let's talk a little bit about your education. What was it that made you decide to go into history and did you ever consider being a pastor like your father?

**Hall:** (2:29) Well yes, I was undecided there in those early days. Of course my father being a pastor that was sort of natural, I guess, to go a pastor or some form church related

work. And so, and basically, in my education, I trained for two different directions. I was interested in, in teaching in Christian education as well as a pastorate. So while I went to Bluefield College, which is, of course, a Virginia Baptist school up in Bluefield, Virginia. And after two years, transferred to the University of Richmond and graduated with a history degree at Richmond. I guess it was at Bluefield where I got interested in history. I had a very good history teacher there and that's probably, picked my interest. And when I was a student at Richmond, I got interested in southern history and Civil War and I think one of the things that really got me involved in the Civil War period was the fact that I took a summer school class at the University of Richmond on the Civil War and so I could jump in my car and run out to these areas, various battlefields around Richmond so it made it very, very interesting.

**Miller:** (3:34) It was nice and close by. Now just to clarify then, did you get your bachelorette degree, your bachelor's degree, from Bluefield? Or did you transfer midway through your...

**Hall:** (3:43) Midway. Bluefield was, at that time, was a two year...

**Miller:** (3:46) Was a two year college and so you had, you got your bachelor's degree then at the University of Richmond.

**Hall:** (3:50) University of Richmond and then stayed on for a master's degree.

**Miller:** (3:53) Ok. And so that's where you had your master's degree. And then tell us about your Ph.D.

**Hall:** (3:56) Well, in the in between, before I get to that...

**Miller:** (3:59) Ok.

**Hall:** (4:00) you know, I was interested in the Christian vocation and so went to a seminary, Southern Baptist Theological Seminary in Louisville, Kentucky...

**Miller:** (4:08) Ok.

**Hall:** (4:09) In fact, I finished my B.A. degree one semester early, so that last semester of my senior year I actually started on the M.A. at Richmond. Went to summer school working further on that and then the fall went to the first year at the seminary, came back the following summer to finish up the M.A. at, at the University of Richmond.

**Miller:** (4:29) Ok. So you um...did you get your master's in the seminary before or after master's in history?

**Hall:** (4:36) It was the master's in history first...

**Miller:** (4:38) Master's in history first and then you went to the seminary and then you went on for your Ph.D.

**Hall:** (4:42) Yes.

**Miller:** (4:43) Ok. And so now, have you, do you feel like you've used your master in, in theology or in religion? Has, has that been helpful to you, your life in ministry?

**Hall:** (4:54) Yes. The seminary degree, which at the time was a B.D., you spent three years for a bachelor's [*laughter*].

**Miller:** (5:00) Ok. That's my first...my father did the same thing but now, they offered him that, they said this is the equivalent to what became a master's then. Did you ever go back and convert yours?

**Hall:** (5:10) Well, later on I converted it, yes, to...

**Miller:** (5:12) Ok.

**Hall:** (5:13) to a master's degree. But it was, at that time, the standard degree was, was a bachelor of divinity...

**Miller:** (5:15) Bachelor of divinity. And it was something like a ninety-six hour program or something.

**Hall:** (5:20) Yes.

**Miller:** (5:21) Right, and, ok, so you went on then for, oh...I, I had asked you how that affected your life in ministry and...

**Hall:** (5:31) Yeah, well, I think it has, you know, to understand the Christian faith and the doctrines of the Christian faith and how that can be related to the teaching of history and, in a Christian institution like here at Liberty. That, I think that's a good background.

**Miller:** (5:48) We'll get back to that some more but has church history ever been a great interest of yours?

**Hall:** (5:52) Not a great deal. I have not really taken that much...of course it was a required course in church history at the...

**Miller:** (5:57) Right.

**Hall:** (5:58) seminary but other than that, no.

**Miller:** (5:59) Ok, so now let's move on to your Ph.D. then.

**Hall:** (6:03) Well, after finishing my seminary degree, I taught one year in the public schools in Louisville, Kentucky before branching out...this is sort of a, I guess, a testing. God was sort of leading me in the direction of education. And then after that one year I taught in a Baptist junior college in South Carolina, Truett McConnell. Excuse me, Georgia, Truett McConnell College in Cleveland, Georgia for one year and then moved

over to North Greenville Junior College at the time, again, four year school North Carolina Universities...

**Walters:** (6:43) And about what years were we talking here?

**Hall:** (6:44) Well, we're talking about '64 to '68 at North Greenville and, of course, I had a master's degree at that point but I think God was calling me into the field of Christian education definitely. And so I decided to, maybe I better further my education and apply to a couple of graduate schools in South Carolina and Tennessee and was accepted in both but we decided to go to the University of Tennessee at Knoxville. That was sort of closer to home, both my wife's home and my home. So we spent from '68 to '76 at Knoxville, Tennessee.

**Miller:** (7:21) Ok. Well, before we get into kind of your ministry here at Liberty and, and this is primarily about your time and recollections of the years you've spent here almost since the founding of Liberty University, let's talk just a little bit about your family. Tell us about your wife, her maiden name, your children, and just a little bit of background there.

**Hall:** (7:42) Well, my wife is Beverly Waltz, that's her maiden name. She was born in Louisville but very early her family moved over across the river to New Albany, Indiana. And while in seminary I was pastoring a little mission church over there and that's where I met her and we were married in '64.

**Miller:** (8:02) Ok

**Hall:** (8:03) And we had one son and three grandsons. The oldest of the grandsons is a freshman here at Liberty this year.

**Miller:** (8:11) Ok. And I've met your son at the Dairy Queen over there...

**Hall:** (8:13) Yes.

**Miller:** (8:14) so I didn't realized you just had the one son. Ok, um...

**Walters:** (8:16) And so then, when did you first encounter Jerry Falwell and you said that you had an inclination to get into Christian education. Tell us about that transition to Liberty and then to the Jerry Falwell world.

**Hall:** (8:28) Well, it's uh...I guess, a little hard to explain. I didn't really know about the, you know, the school that Falwell had founded. My mother had three brothers living in Lynchburg that all were businessmen and occasionally we would visit them. And I do distinctly remember, this is probably some time in the '50s, that, on one of my visits, my uncle John drove by the church over there and he mentioned the fact that he was a young preacher and a growing, very rapidly growing church. But other than that I do not know too much about Thomas Road Baptist Church or Falwell and uh...because most of the time from that point on I was out of the state, of course, teaching in South Carolina and Georgia and then Tennessee for those years. So I had not really heard that much about it until I began to apply for schools [*laughter*] to place to teach.

**Walters:** (9:19) Right.

**Hall:** (9:20) And so those years, teaching jobs were scarce and hard to find, there was sort of a surplus of, of teachers, so I applied just about everywhere I knew to, to apply and, of course, one of them was at Liberty. I had, after finishing the graduate work at Tennessee, moved back to Roanoke for a year, here again, this process of searching for a place to teach. And then I got this call from, from Liberty and to come down for an interview...

**Walters:** (9:49) And now...

**Hall:** (9:50) and this is in the spring of 1977.

**Walters:** (9:51) Right, and that was going to be my next question, when that was. And then uh...so what were the facilities like when you arrived and where was your first office? Tell us about your first day at work and your impressions.

**Hall:** (10:08) Ok, that's an unusual uh...we moved down and got an apartment along Link Road and got settled in and time came for, of course, the faculty orientation and all of that. And I didn't know exactly how, the directions of how to get to the place we were having this. So I called the switchboard at the, at the college and asked to be placed in contact with the dean's office. And low and behold, whoever this, the operator was put me in contact with the, not the academic dean but the dean of men who was the disciplinarian. And I said, "What in the world am I going, getting into here?" I desired a graduate school, I'm interested in academics, and I want to contact the dean's office, the academic dean's office, and here I am connected with the person who goes around checking hair and clothes and...

**Walters:** (10:54) [*laughter*]

**Hall:** (10:55) all of that type of thing. So that was my first contact, basically, after arriving in Lynchburg. The, the faculty orientation was somewhat interesting. While we did talk about academic matters and classes and so forth, one of the primary emphases to that faculty orientation of 1977 was doctrine. Especially the dangers and the problems and the misinterpretations of the Bible about speaking in tongues, the Charismatic Movement, because Dr. Falwell was, you know, very much concerned about that and that the Charismatic's would infiltrate the college and the church. And so much of what went on in that faculty meeting was teachings about speaking in tongues and those, those

matters. So that was fairly interesting to, to, for that approach, for instance, for an academic institution.

**Walters:** (11:54) And we currently, not to get too far off on a rabbit trail here, but we currently don't have such a staunch stance [*laughter*] so to speak...

**Hall:** (12:03) No.

**Walters:** (12:04) How do we, how do we uh...how did that come about? Do you know, have you watched that over the years? Could you speak to that?

**Hall:** (12:10) Well, gradually that's been, you know, people who are of that inclination have been gradually accepted. I think one of the things that uh...for instance, people like Bill Gaither was not invited to the school because he has, I believe, a Charismatic background. But all of the sudden here with Bill Gaither singing and Gloria Gaither...

**Miller:** (12:31) Now, my, my understanding is there still um...that is an area that they would look for the committee for people that are coming in as far as, especially on the seminary and the religious line but as I understand it, about twenty-five percent of our students would come from a Charismatic background now so at least in the student body anyway it is much more accepted and, and as far as the music styles and things like that.

**Walters:** (12:58) So about when did Gaither show up as you say? Would that have been the early '80s?

**Hall:** (13:00) Well, I don't, not for sure, exactly, about in the '80s, I think it could be in that time frame...

**Walters:** (13:04) I see.

**Hall:** (13:05) but so to say that limitation was soon removed and, of course, as he's just pointed out...

**Walters:** (13:13) Right.

**Hall:** (13:14) there are Charismatic's in the school and at the church too.

**Walters:** (13:15) So, so this is 1977 you said?

**Hall:** (13:18) '77.

**Walters:** (13:19) Was there anything up here on the mountain? Where were your facilities? Where was your first classroom? Tell us...

**Hall:** (13:24) Well, I came for the interview; there was nothing here but dirt [*laughter*]. Basically, Dr. Rist, who's interviewed me, drove up Candler's Mountain Road at the top and we looked down on the campus and I saw, you saw the bulldozers and earthmoving equipment working down there but, and a few buildings just beginning, so we didn't even set our foot on the campus through the interview. But there was a rush, of course, to get some buildings built for the opening of the fall session in 1977. When that arrived in August of '77, the buildings were not ready. So the first two weeks, we held classes over at the church and then after the two weeks the buildings were prepared and ready, the classes moved over to the mountain. So for '77 was the first year that classes were held on, on the mountain.

**Walters:** (14:17) There were, there were four separate academic buildings going up at that time?

**Hall:** (14:21) Yeah, three and a half [*laughter*].

**Walters:** (14:22) Three and a half?

**Miller:** (14:23) What, what were they?

**Hall:** (14:24) Ok, the, what today is the science building was there and next to it was another building, I believe the school of business and government and the Art

Department is over there now. They were two separate buildings. Later on they were joined together which makes one complete building right now. But those two buildings were there, across the courtyard the education, teacher education building was just about complete. The final...

**Walters:** (14:51) Now that housed the library at that time?

**Hall:** (14:53) Well, the library still was downtown.

**Walters:** (14:55) Ok.

**Hall:** (14:56) And next to it was what today the fine arts. It was not completed and so there was time to frame before we were able to move in there. So I vividly remember sitting in my office during that first year and hearing this big boom, this big explosion. They were blasting the rock [*laughter*] out of the, in the courtyard there. You can still see one rock sticking up out of the courtyard, so that's what that was all about. And it was sort of danger, I guess, in a, in a way.

**Walters:** (15:26) And then how many dorms, can you remember...

**Hall:** (15:27) Well, it was um...few dorms up on the dorm circle...

**Walters:** (15:30) Ok.

**Hall:** (15:31) one story dorms. I don't know exactly how many. They were beginning to build some on the other hill up where the mansion is.

**Walters:** (15:38) And then there used...where the current football stadium is at, and we're going through an expansion now, but where that was at, wasn't there a barn on a hill there? There actually was a hill, right?

**Hall:** (15:49) Yeah, there were two barns. One very large barn, which was sort of modern for its day because part of glass out of major dairy farm here, and there was a

much smaller barn and there were several farm houses in which his farm manager lived and some of the workers lived. So, where the Hancock Building is, and the stadium, was a huge dairy barn.

**Walters:** (16:14) And so then, you said Dr. Rist took you, it was Dr. Rist right that took you...

**Hall:** (16:18) Yes, Dr. Rist.

**Walters:** (16:19) Now, was he Department Head? Who were the administrators and what was the structure like at that time?

**Hall:** (16:24) Well yes, he's the one...because he was what was, at the time, referred to as the chairman of the division of social sciences. And that included history, political science, psychology, geography, a few courses were beginning to be taught in sociology, and the plans were to add anthropology and economics, all into this one division. So he was the one that actually interviewed me and hired me so as far as this position in history. At that year there were a good many new students arriving on campus and so they hired two history teachers that year; Dr. Steinhoff and myself.

**Walters:** (17:07) Oh, ok.

**Hall:** (17:09) My first office was a broom closet.

**Walters:** (17:13) [*laughter*] Literally?

**Hall:** (17:14) Yes, yes it was.

**Walters:** (17:15) It was meant to be a janitor's closet?

**Hall:** (17:16) A janitor's closet.

**Walters:** (17:17) Ok [*laughter*].

**Hall:** (17:18) It was over in, what today is, you know, where the School of Business and Government was and the cafeteria was also in that building. So it was a little narrow, a long narrow hall uh...room between two classrooms and I was in there as, as my office and actually I had a class that first semester that, that little room.

**Miller:** (17:40) Well now, the room that we're in right now is about eight feet by ten feet. How did your office compare with that?

**Hall:** (17:46) Well it'd be a little bit longer but a little narrower...

**Miller:** (17:49) Ok.

**Hall:** (17:50) than what we in right now. So I think I had about four or five people in that History of the South course right there in that little broom closet.

**Miller:** (18:00) Ok, now, Dr. Rist was the chair of your division of social sciences. Who was his boss? Who was the pr...was it the provost, academic dean, what was it called that time?

**Hall:** (18:09) There was no provost as such. The academic dean was Dr. Jim Henry...

**Miller:** (18:14) At that time and we've interviewed him.

**Hall:** (18:16) as we've interviewed him. And uh...well, he stayed a couple of years, I believe, after that. I don't remember exactly when he left but Henry was the dean, Rist was the chairman of the division of social sciences, and I'm not for sure about the others. There was a division for the religion and for the communications like similar to what we have today, the colleges.

**Miller:** (18:39) Ok. I, I'm trying to get a big picture of facilities here, and so, you mentioned that once the two week delay was up and so some of the buildings were then

opened here. Ok, they had chapel; was it three times a week at that time or was it five days a week at that time?

**Hall:** (18:55) No, three.

**Miller:** (18:56) It was always three. And...

**Hall:** (18:57) But that was at the church.

**Miller:** (18:58) Ok, so that's back at the main Thomas Road church. Ok, now where were the students living and staying at the time? Where were the dormitories? Was Treasure Island open at that time?

**Hall:** (19:07) Treasure Island was open. The hotel downtown, some students stayed there. There was a couple of vacated large homes and an older hospital building in town in which some of the students stayed...

**Walters:** (19:22) Now, where was...I'm sorry, but while we're on this, where, when you mentioned the hotel and the hospital, are those buildings still there in 2010 here or what...

**Hall:** (19:33) The hotel is downtown, yes.

**Walters:** (19:36) And that's...

**Hall:** (19:37) The Virginian Hotel, I think, is what they call it.

**Walters:** (19:38) Oh, the Virginian Hotel?

**Hall:** (19:39) Yes. I think it's...

**Walters:** (19:40) And that's what it's called now?

**Hall:** (19:41) I'm not for sure whether that's the name of it but I believe it's rented out to, for families to live in.

**Walters:** (19:50) Oh, ok. And then the hospital was...which?

**Hall:** (19:54) That was over on the end of uh...I'm not for sure what the name of that street is down towards town. The old hospital before the new general hospital was built. The Gugenheimer, I believe, it was the name of it.

**Miller:** (20:08) Ok, they, they actually had that thing that is now the Gugenheimer?

**Hall:** (20:12) Well, what's, what's Gugenheimer now is not the same building that I'm talking about on the other end of town.

**Miller:** (20:17) Ok. And, now, as far as getting around for the students then and, and...did they use school buses? The same ones that they transport children for Thomas Road on Sunday morning?

**Hall:** (20:34) Yeah, those were the same buses so students had to ride the bus to their dorm or the hotel downtown, to Treasure Island, uh...to the library, which was down in, at this point, still downtown.

**Miller:** (20:48) And now, downtown at the Thomas Road building or where...

**Hall:** (20:51) No.

**Miller:** (20:52) Ok. Where...we're kind of considered...

**Hall:** (20:54) Church Street.

**Miller:** (20:55) On Church Street.

**Hall:** (20:56) I believe it's Church.

**Miller:** (20:57) Ok, so was there one library for both the seminary and the school?

**Hall:** (21:02) It was at the time yeah, I think they were combined. Later on they...

**Miller:** (21:07) Ok. And, now, I'm not sure if, I don't think Russ File, was he, wasn't there at that time yet?

**Hall:** (21:14) Not for sure when he came.

**Walters:** (21:15) He would have come in around that time.

**Miller:** (21:16) Ok. Do you um...so, was there much passing time between classes? Or I suppose all of the classes were held in those four buildings on that campus.

**Hall:** (21:30) Yes, at this point, yeah. After...

**Miller:** (21:32) Ok.

**Hall:** (21:33) we moved here.

**Miller:** (21:34) And where was the, where were those three time a week chapel services held?

**Hall:** (21:38) They were held at the main auditorium at the Thomas, the old Thomas Road building.

**Miller:** (21:42) At the old Thomas Road.

**Hall:** (21:43) So we had to ride buses over there and ride them back to class.

**Miller:** (21:47) Ok, so if you...what time did classes start in the morning and, and what did they allow for passing time? Any idea of the, you know, like 9 to 9:30 or anything like that? Just kind of a curiosity question.

**Hall:** (21:59) Well, I think the chapel was still at 10:00 like it is now so about 9:30 they would dismiss classes and transport everybody over there and come back.

**Walters:** (22:07) And then...what was I going to say? I was going to ask a question and I...well, go ahead Randy [*laughter*].

**Miller:** (22:13) Ok. How...

**Hall:** (22:14) Eventually, in that type of situation, if a speaker ran over in the chapel, many occasions the class period right after chapel was delayed or cutoff a little bit because of transporting the students back, of course, to campus.

**Walters:** (22:30) I know what I was going to ask. Back then they had the church commitment too, to be there Sunday morning, Sunday night, and Wednesday night or how did that work?

**Hall:** (22:37) Yeah, that was a requirement of all faculty, to be members of the Thomas Road Baptist Church and, of course, to attend the services and a tithing member.

**Walters:** (22:45) And the students?

**Hall:** (22:47) Generally, yes, all students at that point went to Thomas Road Baptist Church. Later on, some began to branch out in their Christian service assignments and so forth to go to other churches. But it was pretty much a church oriented student body and faculty.

**Miller:** (23:04) Now, in my little Bible college, we had something every Monday morning, you had to write down on a slip what church you attended Sunday morning, Sunday night, the Wednesday night before, and we also had to, you know, tracks passed out and souls won. Did they ever have anything like that at Liberty here?

**Hall:** (23:20) Well I'm not for sure how they checked attendance at that point. At one point they were writing down the name as they went into chapel...

**Miller:** (23:28) Ok.

**Hall:** (23:29) so that the attendance could be checked.

**Miller:** (23:30) Oh, ok and so that was for chapel attendance...

**Hall:** (23:31) Yes.

**Miller:** (23:32) nothing else. So it was required attendance. And now, did you, as faculty members, have some responsibility as far as helping to maintain the discipline

system? Were you supposed to be checking hair length and skirt length and things like that?

**Hall:** (23:46) Well, that was one of the responsibilities. I don't know how much the faculty really [*laughter*] got involved in enforcing that because I think the faculty felt, somewhat, that that was maybe the duties of the dean's office and the other...

**Miller:** (23:59) And the student life...

**Hall:** (24:00) Yeah, the student life people.

**Miller:** (24:01) type people there. Do you remember um...now, did your son attend Liberty?

**Hall:** (24:06) For two years, yes.

**Miller:** (24:08) Ok.

**Hall:** (24:09) And then he transferred to Longwood.

**Miller:** (24:10) And so did Liberty ever have a demerit system or did they always have the system of reprimands and fines like they do now?

**Hall:** (24:18) Mostly reprimands. I don't, I don't remember too much about the fines. I think that's probably something later on [*laughter*].

**Walters:** (24:25) I, I can remember that. You can ask students about that.

**Miller:** (24:29) Ok.

**Walters:** (24:30) I wanted to ask a little bit about those early days. Let's talk about, if you can talk to this point. Right now, you know, with being a major university, we, we've had to have, create quite a hierarchy in communication and all of that. Back in those early days, if you had an issue of some sort, could you, how approachable was Dr.

Falwell? He was traveling a lot or...who, how, can you speak to that approachability and the fact that you were smaller then and how that's changed over the years or?

**Hall:** (25:04) Well, it...Falwell did take a more, a personal interest in the students and faculty and so forth. He was, I don't think the other faculty sort of pull back rather than bothering him about all, you know, concerns and so forth. So it was usually handled through disciplinary problems was handled through the dean of men and, and through the academic dean. It was uh...early days; it was pretty much administratively run institution. Department, well, there is no departments but division chairs and others, they had very little say in one way in what went on because it was all actually came down from the top. Of course Dr. Falwell was the main, main man and in that so but it was certainly not a democratic [*laughter*]...

**Walters:** (25:54) But did they, did it...how micromanaging, maybe that's not the word but, how, how much was that micromanaged? Did they try to dictate a particular viewpoint that they were going to try to teach about the American Revolution or what, how did that work?

**Hall:** (26:10) No, as long as a faculty member was, of course, in agreement with, and upheld those things, the doctrinal statements and so forth, in class, there was no indication or attempt to try to say what, tell you what to say or not to say. Over my thirty-three years here, I've never had anyone from the administration to say, "You need to teach this," or, "You need to teach that," or, "Say this," or, "Say that," or, "Don't say this or that."

**Miller:** (26:39) As far as the content...so basically they hired people that they knew were in agreement with them and then they gave you a great deal of academic latitude.

But now, how about as far as some of those other details. Did they tell you, you had to maintain so many office hours or you couldn't have text, you know, as far as the number of textbooks or things like that with some of those kind of controls?

**Hall:** (27:02) I think that the number of textbook thing is something recent [*laughter*]...

**Miller:** (27:04) Ok.

**Hall:** (27:05) more so than the early days.

**Miller:** (27:06) But I, I'm thinking, were you required to be in your office everyday from one to five or something like that?

**Hall:** (27:12) Well, at least, at least adequate office hours, yes that was required.

**Miller:** (27:16) Ok. And were there a lot of committees and things as far as faculty senate...talk a little bit about the faculty governance. Now, I know that the accreditation requires that so did you see a real push for that once the SACS accreditation came in, that they had to have more of a sense of faculty governance and active faculty senate?

**Hall:** (27:35) I think that was a turning point, when we were originally accredited by SACS and something was mentioned by the accrediting committee about Dr. Falwell's involvement and that he needed to pull back somewhat and who was on the Board of Trustees and those types of things. But other than that, you know, pretty much the school was run by they dean and the uh...dean of men and those, those particular level of administrators.

**Miller:** (28:13) And give us an idea of the size. Do you remember how many, when you came in the fall of '77, about how many students would have been, how many faculty would have been here?

**Hall:** (28:21) I believe there was about fifteen hundred, at least, students.

**Miller:** (28:24) About fifteen hundred students. So it was a good sized student body.  
And how many faculty then serviced?

**Hall:** (28:27) I'm not, not sure the numbers of faculty but I just, I do realized that it was small enough that you could get to know everybody and know the faculty, unlike it is today which I hardly know, I guess, about, if I know a fourth of the names of faculty today than...

**Miller:** (28:47) You're doing quite well [*laughter*].

**Hall:** (28:48) I'm doing, doing well [*laughter*], yes.

**Miller:** (28:50) So what, what about course content? Was it any different than it is now? And even the delivery of your content and such, how has that evolved? Can you speak to what it was like in those, in the '70s compared to now and?

**Hall:** (29:07) I don't know that content is that much different. Methodology, the method is much different because we did not have computers and we didn't know what a computer was back in those days. Uh technology...

**Walters:** (29:19) So how was it done? How was it done? I mean...

**Hall:** (29:22) Well, it was pretty much staged for traditional lecture method or, and whatever the faculty member wanted to conduct his class. But we did not have PowerPoint and all the technology that we have in the classroom today, of course, was nonexistent. And so...

**Walters:** (29:40) So it's mostly kids taking notes furiously...

**Hall:** (29:42) Taking notes.

**Walters:** (29:43) and then what other supplementary did you, you typically do a book review, a set of book reviews that a student was to turn in or did they have a term paper typically and...can you speak to that?

**Hall:** (29:55) Typically in upper level yes. Usually term papers in most of the upper level history courses, research papers, book reviews, or reading certain passages and report, report on those.

**Walters:** (30:09) Ok.

**Miller:** (30:10) So for the whole History Department, what is really the thrust? Where are the graduates of the History Department being employed once they leave here and has that changed over the years? Did they used to go to teach in Christian schools and now they're doing other things that historians do? Could you talk about that?

**Hall:** (30:29) Well, I guess one of the largest group of students are going to education, obviously that's, that's true, both in the Christian schools and the public schools.

Usually, in the early days, it was mainly Christian schools because many of the public schools somewhat shied away from hiring a Liberty graduate because of what we taught and certain issues, biblical issues and so forth. But as time goes on, more and more got into the public schools. In addition to education, history has been a fairly popular thing,

at least for some students, who want to go into law, prelaw; use it as a prelaw course.

Then there're, we do have a few students that have gone on into museum or archival type, type positions. The young lady at Bedford Historical Society over there is a history graduate.

**Miller:** (31:30) Now, do you require internships? So, for instance, every student who was going to graduate from the History Department, did they have to do some practical historical type of an internship job?

**Hall:** (31:45) Not required but encouraged.

**Miller:** (31:47) Ok.

**Hall:** (31:48) It was, we never have required them to do an internship.

**Miller:** (31:51) And what are some of those internships that students have done?

**Hall:** (31:55) Well, a lot of them have uh...for several summers we had people at Poplar Forest in Jefferson's home near by here doing archeological work over there. We've had some working at the old Jones Memorial Library downtown and the public library.

**Miller:** (32:09) And they do a lot of genealogical...

**Hall:** (32:11) Genealogical things and doing, researching various things. We've had people in Washington, Senate Foreign Relations Committee, and internship to Jesse Helms, for instance, and to some of the congressmen. We had one student that did an internship with the Attorney General of the state of New Hampshire. And so state governments and, and, of course, Washington was pushed during the time that the Moral Majority was in existence, so a lot of the students sort of migrated towards doing various jobs in, in the Washington area.

**Miller:** (32:47) That reminded me of a question that I didn't ask earlier. What was your Ph.D. thesis in?

**Hall:** (32:53) My thesis was the southern dissenting clergy and the American Revolution...

**Miller:** (32:58) Ok.

**Hall:** (32:59) which is a thesis on the dissenters, that is the ministers outside the established church, the Anglican church, so it would be the Baptists, Methodists, Presbyterians, Quakers, and all the others, and how they, whether they did or did not support the American Revolution. Were they patriots or were they loyalists? And since there, since the dissenting clergymen were not prolific writers, I had to use some sermons that were published, diaries, letters. I visited several archives in the south...

**Miller:** (33:32) And so I imagine a lot of them appealed to Romans 13 and said we're to obey the powers that be and...

**Hall:** (33:36) Yes.

**Miller:** (33:37) that and uh...

**Hall:** (33:38) I found out about, approximately two thirds of the southern dissenting clergy were patriots, so they supported the American cause. The other one third would sort of fit into that classification of uh...were not one way or the other. They are the pacifists because you had a lot of Quakers and Moravians and other Mennonites and Amish who were pacifists by their nature so that, about a third of the...

**Miller:** (34:03) Well now that sounds like a fascinating study. Has that ever been published as a book or...

**Hall:** (34:08) No, I, I never published it.

**Miller:** (34:10) Ok.

**Walters:** (34:11) Speaking of the Revolution and that, and that era, one of the questions we had to ask you later here, but I'll ask you now, do you feel like there is a certain amount of Christian revisionism going on right now where people are emphasizing the

spirituality of the founding fathers? Do you feel that there is any...how has the interpretation of American history evolved since you started studying the...

**Hall:** (34:42) Well, certainly there is this, what you call, the revisionism going on because a lot of the, the emphasizing, a lot of the people of spiritual nature and the fact that the founding fathers are, based their views on the Christian faith and all of that and we just, we've got this dispute going on in Texas right now about the textbooks on the social sciences where they have, some have eliminated and reference to religion or the...

**Walters:** (35:13) Now, in, in your opinion how is history as a subject taught differently at a Christian university as compared to someplace else that a student may choose to?

**Hall:** (35:24) Well, I think the presupposition, I guess, from the beginning is based on two things. Fact and looking at history you want to look at the sovereignty of God over the, the nations and the world and how he acts in history and secondly the depravity of man. So if you learned about the, what man's act, why people did certain things and acted a certain way and was inhumane to other people. In other words, inhumanity to man or the depravity of man, you, you get a different approach rather than trying to explain what happened to the past without any reference to the or knowledge of any explanation of causes so far I say.

**Walters:** (36:07) And so how has the History Department attempted to do that over the past few decades here at LU?

**Hall:** (36:14) Well, each professor, of course, has his own approach on how specific he wants to get into those topics like that. And so it's uh...there is no preset thing that the Department Chair or anyone else determines as to how you are to make that approach.

**Miller:** (36:36) But now, to just pick a particular event out of history, let's say the Battle of Shiloh in the Civil War. Would the Battle of Shiloh in the United States Civil War be taught differently at Liberty University than it would be at the University of Virginia let's say, a secular school?

**Hall:** (36:52) Probably not.

**Miller:** (36:53) Ok.

**Hall:** (36:54) When you get into, you know, military actions, unless, unless there are some people involved in the, on both sides that would be a strong Christians or have some impact on that, but when you get down to the specific things of this person fought this person or did this on the battlefield...

**Miller:** (37:12) Those are the, you know...

**Hall:** (37:13) Those are the facts of history. It remains the same.

**Miller:** (37:15) You're entitled to your opinion but you're not entitled to your own facts and so the facts kind of remain the same.

**Walters:** (37:21) What about the, the orders found around the, the bundle of cigar, cigars before uh...Sharpsburg, Antietam.

**Hall:** (37:28) Well, you can take that many ways, of course. You can take that as...

**Walters:** (37:30) Right, right.

**Hall:** (37:32) divine providence if you're a southerner [*laughter*] obviously.

**Walters:** (37:35) Right, right.

**Hall:** (37:36) Or a northerner, which in that case...

**Walters:** (37:37) Yeah, right, correct. Yeah, so...

**Miller:** (37:39) And, but, but now, like the causes of the Great Depression, would that be taught differently in a secular versus a Christian school? Is, is there really a difference in the curriculum or is it just somewhat a matter of the approach?

**Hall:** (37:55) Well I think it's a matter of the approach. The difference, the curriculum would be the same. We teach the same type of courses that they would teach at the University of Virginia or any, any secular institution. It is the approach that may be somewhat different there than the...because the facts are the facts [*laughter*] and you have to...those things are constant.

**Miller:** (38:20) What were the students like in those days? I guess I'm looking particularly as far as their backgrounds, their interests. Was it a different breed of cat, so to speak, in those days than you're seeing in the History Department?

**Hall:** (38:32) Well, I think those early students were students that were definitely sold out to the dream of Dr. Falwell. I mean, they would do anything for him or anything he said to try to promote this school. Contributing money on their own and doing things of that sort and being involved in these campaigns that crossed the nation, I Love America campaigns, and those types of things. So I think that they were a committed in that way perhaps more so than the students are today.

**Miller:** (39:06) You know, it seems that one thing that kind of comes out in the interviews as we talk with different people is, they always mention there was a pioneering spirit. And just to, just to give an example, well there were no sidewalks. You were just walking in the dirt and the mud but people didn't complain about that, you know, whereas today there's a certain level of expectations. That if I'm going to be paying all of this money for college um...were most of them coming for what they

considered to be a Christian education? Were there a lot that were planning on going into fulltime Christian service?

**Hall:** (39:35) I think it was a higher percentage of those who was going into fulltime Christian service then than there are right now. So I think that was a, that was what Dr. Falwell was, how he was selling the college. In other words, to train Christian ministers and missionaries and, in that way. And so I think a lot, a higher percentage went into those locations.

**Miller:** (39:57) As you were interacting with them from an academic standpoint, were they more or less qualified academically? What, as far as, considering even their high school education and their preparation for college, more or less today or any thoughts or about the same?

**Hall:** (40:14) Well, I think perhaps it's been a little bit rise in the level...

**Miller:** (40:19) A rise in the level.

**Hall:** (40:21) level, the scores that, that the students make in order to get into college. So I think that's improved gradually over the years than what it was in those early days.

**Walters:** (40:35) Who are some of the early administrators and faculty that stand out in your mind?

**Hall:** (40:39) Well, of course, Dr. Henry was the first dean. He was a very...man that was very specific in what he wanted. You knew what he wanted and in some ways very dogmatic and he, he provided good leadership in those, those early, early days. I think of people like Sumner Wemp who was a, what you might say, the spiritual fireball of the, of the college. And whenever he spoke in chapel and so forth it would always...

**Miller:** (41:11) And what was his role on...

**Hall:** (41:13) Well, he was the director of spiritual activities, I guess.

**Miller:** (41:16) Ok.

**Hall:** (41:17) Of course he taught in the Religion Department. But whenever he spoke in chapel he was always encouraging students to evangelize, to go out into the community, and he always gave illustrations about, you know, his recent travels on the plane of how he would meet someone and tell them about Christ or handing out tracks. He was very strong on handing out religious tracks to people so he encouraged students to do that.

Something that seems to be somewhat lacking now, at least diminished somewhat, after he was present. So, people like that uh...there was a fellow in the um...Amos Wipf who was biology I believe, or math, or biology I think it is, who was very strong in the sciences as well as Glen Sumrall, I don't know whether we ever mentioned him before. He was also in the field of biology and rose up into the administration before he left to go to LeTourneau College in Texas. So there was a lot of good people here in those early days. Many of them are still here, some of them, of course, have left.

**Miller:** (42:28) Well speaking of those that are still here, it's interesting to me, to me that, now, Dr. Rist interviewed you as the dean of social sciences but he went on to become our provost then in later years. Dr. Roger Schultz, he started out as just a history teacher and went on to become the dean of, of the college there. Is there something about the History Department that lends itself to kind of having people that are promotable that way?

**Hall:** (42:59) Well, I think, in the study of history you study people. So, I think it provides a good background on how people think, how people act, and maybe create some leadership abilities here as in the study of history. Historians has to be somewhat

organized, I guess, you might say in their research and their writing and so forth. So I think those are some of the characteristics that sort of lend historians to be in places like that. In fact, the president of the University of Richmond today is a leading historian, for instance. And there have been, throughout, uh...

**Miller:** (43:37) I know that there have been the Library of Congress...

**Hall:** (43:39) Yes, yes.

**Miller:** (43:40) most times has been a historian rather than trained as a librarian.

**Hall:** (43:43) One of our former history teachers here uh...Steve Livesay, now president of Bryan College down in Tennessee. So...

**Walters:** (43:52) I didn't realize that.

**Hall:** (43:53) so there are many historians that go into academic administration.

**Walters:** (43:58) Now, you've been head of the History Department. You aren't...

**Hall:** (44:01) No, not now.

**Walters:** (44:02) at this time but you have been.

**Hall:** (44:03) For about eighteen years and beginning in about 1985 I believe it was.

**Walters:** (44:07) Well tell us about some of those experiences. Who, who were some of the professors you hired and expand on your, your...tell us about that.

**Hall:** (44:15) Well, the Department Chairs in those days, in the '80s, had very little power or influence, basically, you might say because, here again, it was still administratively run institution. So, and the attempts to...we wanted to expand the History Department, the number of people that were in it but, and usually every year I would request a new additional faculty member and it would always come back, "No."

[*laugher*] So that went on for year after year. Of course, that was the time of the financial crisis, during that period of time.

**Miller:** (44:49) So when you started, just to have a quick little interlude here, how many history professors were there when you started?

**Hall:** (44:56) I believe we had five or six.

**Miller:** (44:57) Five or six. And when you became the head, how many were at that time?

**Hall:** (45:03) About the same.

**Miller:** (45:04) Oh, ok. So...

**Hall:** (45:05) It was...

**Miller:** (45:06) it was a small department...

**Hall:** (45:07) Small department.

**Miller:** (45:08) A question that I didn't ask before but like, a course, Teaching Secondary School History, is that an education course or is that a History Department course?

**Hall:** (45:17) It's, it's a History Department course even though there is a course about teaching in secondary schools, which is also taught, in most cases, has been taught by somebody from the History Department, the social science education course.

**Miller:** (45:35) Ok. So, so going on then as far as sharing some experiences about the, being the head of the History Department.

**Hall:** (45:43) Ok, well, maybe just to back up a little bit, Dr. Rist was the chairman of the division of social sciences for several years and had had all of those departments, well all of those groups in it that I just mentioned a moment ago. When we began to go,

thinking on terms of accreditation and thinking in terms of the University status and dividing up into colleges and schools, that's, that's the time that departments came into existence.

**Miller:** (46:11) So were you the first head of the History Department?

**Hall:** (46:13) Well, not exactly. Dr. Rist was still the head of the department and as he moved up he sort of relinquished those responsibilities and at that point political science, or what we call today government courses, political science and history was, were together. Dr. Jerry Convey for two or three years sort of headed up that part. Someone else headed up the psychology but we were still all under this big umbrella until we split into departments.

**Miller:** (46:45) Ok, now, there were departments and there were schools. So Dr. Rist was the head of the Department of Social Sciences and history was just one of those...

**Hall:** (46:59) One of those areas.

**Miller:** (47:00) social sciences under that department. But when it became its own separate, the History Department, were you the first head of that or he actually had the History Department?

**Hall:** (47:10) Well, no, Convey was the head of, what you might call, history and political science.

**Miller:** (47:16) History and political science. Ok, so at first it was a combined department. Ok, so can you distinguish for us the difference between which courses go into history and which are political science? And, and just talk about the distinction between the two.

**Hall:** (47:32) Well, of course the political science has, involved in the politics instead of the Constitution, instead of international politics and international relations and those types of things. It is all done from the standpoint of the political scientist whereas the historian is straight, of course, straight history...

**Miller:** (47:49) Straight history but whatever courses, if we had a course on U.S. Constitution in 1977 um...was political science a separate area, you know, somewhat under that uh...social sciences...

**Hall:** (48:04) Well, it was actually...

**Miller:** (48:05) even in the earliest days?

**Hall:** (48:06) that was a course that was sort of cross referenced. It had a political science prefix as well as a history prefix.

**Miller:** (48:12) Ok, so you had some that...so, you did have a political science department early on or area...

**Hall:** (48:18) Area.

**Miller:** (48:19) A specialty or a course designations early on but there were some that were crossed between the two?

**Hall:** (48:25) Yes. So after Convey was sort of the, it's not department, I guess, you might call it at this point, but one day he walked into my office and he said to me, "We're going to split off the political science area and I'm, I'm going to be the dean of the new School of Business and Government. You won't object to that, will you?" [laughter] Well what was I to say? He's already decided from the top. Nobody had known anything about this and this is when the division, the School of Business and Government was instituted and the political science people went over with the business people. I think

the model was, of course, the Harvard School of Business and Government. That's where it, I think it's where it comes from.

**Miller:** (49:10) And Harvard still have...

**Hall:** (49:12) I think so, I think it's still called that.

**Miller:** (49:13) have those two together there? Now, this would have been in the early '80s, right?

**Hall:** (49:18) Early '80s.

**Miller:** (49:19) Ok, now, we've got President Reagan in office, the Moral Majority is really starting up. Is, is that causing a heightened interest in history, political science, and that here on campus?

**Hall:** (49:33) Yes it is because Dr. Falwell was very specific about he wanted it, you know, students and the faculty to get involved and support the Moral Majority and the issues and all of that so many the faculty actually went, started joining the local Republican and Democratic Party and were active in that. I was one of about...ok...

**Miller:** (50:01) Now, now you, you said, just to interrupt you here for a second...

**Hall:** (50:03) Sure.

**Miller:** (50:04) you said they joined the Republican and Democratic...did any of them really join the Democratic Party?

**Hall:** (50:07) I don't think really, no.

**Miller:** (50:08) Oh, ok [*laughter*].

**Hall:** (50:09) Mostly the Republican.

**Miller:** (50:11) Ok, just to clarify.

**Walters:** (50:12) [*laughter*]

**Hall:** (50:13) For instance, in the Campbell County Republican Group, I was beginning to be active, Dr. John Donaldson was active and he was, for a while, chairman of the Campbell County Republican Party, Jim Borland was active in it, and so there were several faculty members that regularly went to the meetings and participated in the, in the local Republican Party. Most of them are gone now except me. I'm still [*laughter*] there and going to be a delegate to the Fifth District Convention...

**Miller:** (50:42) Well and, and Fred Smith, Fred Smith wasn't there in those days but he's active now...

**Hall:** (50:45) Yeah, no, later.

**Miller:** (50:46) Wayne Brindle, was he ever involved heavily with politics?

**Hall:** (50:50) Not, well, not a whole lot. I think he was in the city. Of course, I lived in Campbell County, so...

**Miller:** (50:56) Right, I do remember him being on the...

**Hall:** (50:58) School Board.

**Miller:** (50:59) School Board at one time so that's why I wondered if he might have been involved in that. So now, was there ever a sense that political science is where it is; historians though, they're studying that old stuff from the past here so we have great interest and funneling people and, and dollars into political science but not as much into history? Or did you all work together well with that?

**Hall:** (51:22) Well, it became sort of like that after the organization of the School of Business and Government because Dr. Godwin was sort of the early leader of that, that school, that college, and he put emphasis, his involvement in politics and so forth with

the Moral Majority. Again to put more money into the teaching, the Government Department and ultimately of course it was renamed Helms School after Jesse Helms.

**Miller:** (51:51) Helms School of Government.

**Hall:** (51:54) Helms School of Government.

**Miller:** (51:55) And when did government and business split? Do you recall that?

**Hall:** (51:56) Well, they're still part of, under the same, I believe, if I'm correct on this, same dean but two different divisions within the School of Business and Government.

**Walters:** (52:07) Well let's, let's get back to your experience as Department Head. Who were some of the faculty that...I know you said in the '90s you kept putting in for a new position but I know that there were some people who had come and gone in fairly short amount of time for whatever reason. Who, who were some of those folks that you did hire and, and moved on to other things and...

**Hall:** (52:32) Well, it was people like Barry Fowle who was a retired military man. And...but had a Ph.D. in history. He came and taught several years before he left to go back to do some writing for the military. One of my...and I hired Steve Livesay, which I mentioned a moment ago. He stayed here several years and then went on to a college in Mississippi and then to Bryan College where he's president now. I hired Paul Waibel who also went to, after several, staying here several years, I think he got, he was much concerned about the financial situation of the school so he went to a school in Mississippi and is still there. I see him all the time at the History...

**Walters:** (53:25) Oh, you do?

**Hall:** (53:26) Historical, History Conventions. One of the last people that I hired in the History Department was Roger Schultz and that, that was a time that I was stepping down

from the chairmanship and so he was hired as the new history professor but also as chairman of the History Department.

**Walters:** (53:42) Now, when you hired him, were you looking at him with an eye to, “Hey, I’m going to hire my replacement here,” or...what did you look for in those days with any candidate as far as what would get them in the door and what would set them apart from the others?

**Hall:** (53:57) Well, the first thing that I always was interested in in somebody that, when we get them here to interview somebody for a position, was there Christian commitment? Are they active in their church? Do they have a testimony about their salvation experience and their family and all of that? To me, that was always at the top of the list and then, of course, would come your academic credentials, academic preparation. In most cases, when a person was, and it’s still true today, we’re in the process of hiring one new one right now who, person came last week for an interview, but in most cases, when a person is invited to the campus for an interview, it’s pretty well known whether he will be invited to come or not because you’ve done a lot of preliminary work, there are references from a pastor and other colleagues and universities and so forth, and so and by discussing with them over the telephone on many different occasions, you pretty much know their background and what their...

**Walters:** (55:03) They have some momentum, so to speak.

**Hall:** (55:05) Yeah. So when they are invited, unless there is something that pops up that would be detrimental, usually they are invited to come to sign a contract.

**Walters:** (55:17) Ok. Well, what are...go ahead Randy.

**Miller:** (55:18) Now, you mentioned when he comes, and I know we were just talking about the universal he but, that did bring the question to my mind, what kind of the balance do you have between male and female professors in the History Department?

**Hall:** (55:29) We have one female out of twelve history professors.

**Miller:** (55:30) Ok, out of twelve history professors and um...

**Walters:** (55:34) Is there...do you think there's a natural cont...uh...natural...

**Miller:** (55:38) Tendency?

**Walters:** (55:39) Yeah. Some sort of tendency to that or is there...you just don't get people apply, females applying?

**Hall:** (55:46) Yes, people apply. When I was chairman and occasionally I would go to some of the history conventions and would interview females...

**Walters:** (55:53) Right.

**Hall:** (55:54) uh...once they found out that this school was Jerry Falwell's school and some of the...

**Walters:** (55:59) Right.

**Hall:** (56:00) implications of all that, usually they withdrew.

**Walters:** (56:04) That's the first filter [*laughter*].

**Hall:** (56:05) Yes.

**Walters:** (56:06) I wanted to ask you this too, it seemed that my experience here as a student and even over the years watching the institution, Dr. Steinhoff seemed to teach a lot of the Far Eastern history. Where do you have trouble finding Christian historians in certain areas of either uh...certain time periods to be taught or in certain areas of

geography, you know, the geography based history or the era based history? Where are the weaknesses out there?

**Hall:** (56:38) Well, that used to be a real problem back in the earlier days and up through the '80s and '90s. There were very few people who were actually applying who does have, who did have the Christian background and would be in agreement with the, the beliefs of Liberty University and the Thomas Road Church. That seems to be better somewhat now, that there are Christian people out there who have working on their Ph.D.'s or have completed their Ph.D.'s who do apply and it does seem to be a little bit better situation now than it was a few years ago.

**Miller:** (57:17) But kind of the question that I was hearing Lowell ask and, and maybe let me ask it this way here is, if we were talking about the Religion Department, there are some who are Old Testament specialists, there are some that are New Testament specialists, there are some that are church history, some that are more theologians. Can you just kind of give us those big broad areas that as you're looking at candidates um...there's, there's some in the English Department that are more into writing and there's others that are more into literature and things like that. What are your areas of the subdivision of history that um...I, I know of someone who applied to teach history here but his specialty was one that you already had and you didn't need that but you needed something else.

**Hall:** (57:57) Well, of course that, that's part of the process here. You have to have a vacancy in that particular area uh...

**Miller:** (58:05) And so what are those areas?

**Hall:** (58:07) Well, it seems to be more and more that there are people in European history. Seems to be a lot more people who are American historians.

**Miller:** (58:17) Ok, so there's American history, European history, and what are some of...

**Hall:** (58:20) It'd be harder to find someone in Middle East or African, African American history and, and fields of that sort. Much, much more harder than the other fields.

**Walters:** (58:33) It seems that Dr. Blass has often given special lectures and things dealing with Middle East, um...

**Hall:** (58:42) Yeah, he teaches the course...

**Walters:** (58:43) Are there...

**Hall:** (58:44) in Middle Eastern history.

**Walters:** (58:45) Right, are there areas that you wish you could have developed a course and you just never had the people available to, to do that?

**Hall:** (58:50) Well, when I was chairman, I would like, have liked to have seen us do, do some things in Afro-American history and also in public history, people who might be trained for museums...

**Walters:** (59:03) I've heard of that before even in my workings here. What's, what's public history?

**Hall:** (59:09) Well, basically it's everything outside of academia. Archives, museums, historical preservationists, uh...

**Walters:** (59:19) History Channel documentaries?

**Hall:** (59:21) Yeah, things, things of that sort.

**Walters:** (59:23) Ok.

**Hall:** (59:24) So um...

**Miller:** (59:25) That's for the history enthusiasts not the historians.

**Hall:** (59:28) Yeah.

**Walters:** (59:31) Ok, um...let's take this a different direction. We've tried to draw out any potential weaknesses that we've experienced. How about any experts? Do we have experts that are really recognized for a particular chunk of history that they've researched and?

**Hall:** (59:47) Basically no.

**Walters:** (59:48) [*chuckle*] Ok.

**Hall:** (59:50) It's just a big truth about it. Most of our professors are people who are dedicated towards the teaching, of which we are a teaching institution although more and more are doing research. We have, have some that have, have published. Dr., Dr. Melton just recently published a biography of General Slocum, of course, from the Civil War. He's working on another work on Lee and they just told me the other day he had a contract with Praeger Press for something, I forget the exact title to it. Dr. Snead has written and editor, edited some diaries from World War I period and, and so there are a few that do...

**Walters:** (1:00:34) Now...I see.

**Hall:** (1:00:36) have, have published, yes.

**Walters:** (1:00:38) Now, we don't seem to have very many Indiana Jones type librarians where, you know, they're going out and they're spending some time teaching here and going on an archeological dig and things like that. Where would, how would a student

have been exposed to that type of thing here over the years? Were, were there opportunities, it's my understanding Dr. Price is doing that but he's in the current center for Judaic studies, correct?

**Hall:** (1:01:01) Are you talking about archeology?

**Walters:** (1:01:02) Yeah, like the, what were the opportunities...

**Hall:** (1:01:04) Well...

**Walters:** (1:01:05) or even field trips or anything like that that have been done over the years.

**Hall:** (1:01:08) The thing about it that's interesting in archeology, the best that we have, and we've had several students who went over to Poplar Forest and said they were a big archeological project over there and have done internships in archeology. So that gives them some, some training in that field, even though we don't have a major or even a minor in that.

**Miller:** (1:01:29) For some who might be listening to this interview and are, we've, we've mentioned Poplar Forest several times. Let me just throw this in that Poplar Forest was Thomas Jefferson's summer home. He had Monticello, of course, which is much more well know but this was kind of his getaway and he actually lived there for part of his time, especially when he was afraid of the British and...

**Hall:** (1:01:49) Yeah.

**Miller:** (1:01:50) and that at, at one point when he was governor of Virginia and all. So I just wanted to mention what Poplar Forest was in case someone for...

**Hall:** (1:01:55) And it's one of the premiere projects in the country today on historical preservations. They've...

**Miller:** (1:02:00) And...

**Hall:** (1:02:01) done a lot of work in the last ten years, so.

**Miller:** (1:02:02) They, they just have a lot...there's active archeological digs going on that it's just ten miles...

**Hall:** (1:02:06) Yes.

**Miller:** (1:02:07) away from the campus here so.

**Walters:** (1:02:09) Now, the department has always sponsored Phi Alpha Theta, correct, the history honors society?

**Hall:** (1:02:16) Yes.

**Walters:** (1:02:17) Were you ever the, were you ever the advisor of that?

**Hall:** (1:02:20) No, Dr. Steinhoff actually got it started back in the '80s, I forget the exact date of that, and for many, many years he was the faculty sponsor for Phi Alpha Theta. It's been very, good organized. They take field trips and they do various projects of that sort. And it's, of course, Phi Alpha Theta is the history honorary society and it's one of the largest of the honorary societies all across the country.

**Miller:** (1:02:48) And so is our Liberty chapter a chapter of the national Phi Alpha Theta?

**Hall:** (1:02:54) Yes.

**Miller:** (1:02:55) Ok. And then, let's talk about the Civil War Seminars. How did they get started, who has worked with that, and did you have any involvement with that?

**Hall:** (1:03:03) Well, yes. For fourteen years, Kenny Rowlette and myself have been co-directors of the Civil War Seminar which we hold every spring.

**Miller:** (1:03:13) So what year did that start then?

**Hall:** (1:03:15) Well, it's fourteen years ago and uh...the way, I guess, it really got started, Mr. Rowlette's daughter, Delaney, was a history major. And he and his family were very active in the reenactment group. He and his wife and his two daughters were always at the reenactments and I...

**Miller:** (1:03:36) Now, do you, have you ever done that?

**Hall:** (1:03:37) I haven't done a reenactment myself but I've been to many of them. I saw...it was through that connection to him that he has, of course, a great interest in the Civil War and he has descendants that fought in the War as well that we got together and wanted to put on a Civil War Seminar. So, we've done that for fourteen years and every year is a different theme and we've grown...

**Miller:** (1:04:02) So give us the past couple of years here.

**Hall:** (1:04:05) Well, this year, we, the, on the Northern and the Southern cavalry and some of the cavalry leaders as well as some of the battles and so forth. We've done projects on the trial of Lincoln and the trial of Jefferson Davis [*laughter*] who...

**Miller:** (1:04:23) Ok, I remember that one. Didn't you do one on um...

**Walters:** (1:04:26) Alternative history once, you did that.

**Hall:** (1:04:29) Yes.

**Walters:** (1:04:30) And...

**Miller:** (1:04:31) And I thought you did one on, wasn't there one on film depictions of the Civil War?

**Hall:** (1:04:35) Oh, yes. We did one on the...yeah.

**Miller:** (1:04:37) The real, the real life of the Civil...

**Hall:** (1:04:39) The Civil War, Civil War and movies and films. We've done one on local Lynchburg in the Civil War. The next four years, since we're coming up to the anniversary of the, the Civil War, we're going to uh...in 2011 we will feature things that happened in '61, 1861 and so the next four years will be that, that's going to be the theme.

**Miller:** (1:05:04) Ok, is, is each of the individual years, 1861, 1862, and so forth.

**Hall:** (1:05:08) Yeah. And we started out with an attendance of about fifty, I guess, in those early days and last, this year we had two hundred in attendance at our banquet.

**Miller:** (1:05:18) One year I thought you, I saw you trying to have a ball for one of those. How did that work [*laughter*] out?

**Hall:** (1:05:22) [*laughter*] Well, yes and no. Yes, we, the, the idea was to have a period ball in connection with the seminar on Saturday night and we got called out on that because some of the deacons in the Thomas Road Church said that there should be no dancing on the University campus so we had to move it off campus with that...

**Walters:** (1:05:46) They wouldn't allow you to move it to the Fine Arts Department or something?

**Hall:** (1:05:49) No.

**Walters:** (1:05:50) I see.

**Hall:** (1:50:51) But after that, we turned it over to a group in town who sponsored it for the last two years.

**Miller:** (1:05:57) Tell us a little bit about that Civil War Museum. It started off here in DeMoss and now is over by Doc's Diner over there.

**Hall:** (1:06:05) Yes.

**Miller:** (1:06:06) What, did you have a part in that?

**Hall:** (1:06:07) Yes. Of course, here again, it's sort of a joint thing with Kenny Rowlette and myself. There was a man by the name of Alan Farley, he lives down close to, close to Lynchburg, who organized the missions, let's see, what you call missions reenactment for Jesus Christ. And he goes to the reenactments and puts on religious services, period religious services.

**Miller:** (1:06:31) And so does he act like a Civil War chaplain then?

**Hall:** (1:06:33) Civil War chaplain. And...

**Miller:** (1:06:34) Ok.

**Hall:** (1:06:35) so he had, over the years, he had collected a lot of artifacts relating to religion, Bibles and tracks and many different things. And so he was looking for a place to put them and he contacted us and that's the origin of it. So we spent two or three years trying to find a location and trying to raise some money and so forth but I'm pleased to say that we are open now.

**Miller:** (1:07:00) So this is the Civil War Chaplain's...

**Hall:** (1:07:02) Civil War Chaplain's Museum.

**Miller:** (1:07:04) And, it, it covers both Northern and Southern...

**Hall:** (1:07:07) Northern and Southern, Protestant chaplains, Jewish rabbis, Catholic priests, uh...so North and South. So we are nonpartisan in that sense, not featuring any one of the over the other.

**Walters:** (1:07:21) And does it cover the, the revivals that happened? Wasn't...

**Hall:** (1:07:24) The revivals, yeah.

**Walters:** (1:07:25) Right.

**Miller:** (1:07:26) Now, before we leave the Civil War topic, was there ever a push, because Liberty is in the south, it's in Virginia which was where most of the battles were fought. Was there ever a sense in which you, you had to be, you know, that either we were pro-Confederate or anti-Confederate or didn't mention the Confederates? Any push on for any of those positions?

**Hall:** (1:07:54) Well, we try to remain somewhat neutral in that...

**Miller:** (1:07:58) [*laughter*]

**Hall:** (1:07:59) for the, you know, for the seminar itself even though there are some, some people that accuse us to being pro-Confederate, of course, but, but we try to remain, take a neutral position on that...

**Walters:** (1:08:11) But you don't call it the War Between the States.

**Hall:** (1:08:13) No. Yes.

**Walters:** (1:08:14) [*laughter*]

**Miller:** (1:08:15) Or the War of Northern Aggression [*laughter*].

**Walters:** (1:08:17) Well, in regard to the Civil War though, that's...Ken Burns' documentary really brought attention to the Civil War and all the sudden all of these people were very much interested in that topic. Have you seen that kind of erode away over time as we've gone...

**Hall:** (1:08:36) It seems to be eroding somewhat at, at this point. That there seems to be not as many people that were interested in the Civil War and, of course, it gets involved in the politics and the issue of race and all of that. So I don't know what the future is going to be about the reenactments and the support of the, you know...

**Miller:** (1:08:58) Well, just a very timely question here, our newly elected governor of Virginia just got in trouble as he had a, a recognition for Confederate history and failed to mention slavery. What is your personal opinion on that um...on that issue as far as the relationship of slavery to the War? Was it a matter of states rights? What, what do you believe about that issue?

**Hall:** (1:09:22) Well, I think it's a combination of forces and I don't think...slavery is a part, obviously. I don't think it's the only cause. Some people will want to make it the only cause and make that, emphasize that. But I think that's a part of an overall picture of the states' rights, the tariff issue, and the economic issue of that sort. And it all goes back, basically, to interpretation of the Constitution and who has power over slavery. Is it the Supreme Court in cases like, you know, Dread Scott case or is it, can an act of Congress declare slavery illegal or...so...

**Walters:** (1:10:01) Right.

**Hall:** (1:10:02) it goes back to a Constitutional issue and how you look at it.

**Walters:** (1:10:04) What about the symbols and things that are associated with it? It seems like there's been a, an apar...uh...an obvious push, you know, with states dealing with whether they can fly the stars and bars and things of that nature. Where do you see that heading and coming from?

**Hall:** (1:10:24) Well, I think it'll still be an issue from this point on. The Confederate battle flag, which most people associate as the flag of the Confederacy, it actually it was never was an official flag of the...

**Walters:** (1:10:37) And that's the one that's basically has the red field with the, with...

**Hall:** (1:10:40) Yeah, the St. Andrews cross.

**Walters:** (1:10:41) the diagonals with the cross. Right.

**Hall:** (1:10:46) Yes. So it was a battle flag, that's what it was throughout the war. But it has become a symbol of racism, hatred. Of course, it had been, it has been used by the Ku Klux Klan and for instance, so, but it's been used in the wrong way...

**Walters:** (1:10:58) What about...

**Hall:** (1:10:59) The flag did not, really was not, was not intended.

**Walters:** (1:11:02) What have you seen in the students that have come through as far as, like especially when you teach reconstruction and civil rights and things of that nature. Have you seen the students over the years be more open minded or understanding of each other or can you speak to that? As you get into those themes in history, have you noticed any trends of any sort or?

**Hall:** (1:11:23) Well, I think there is probably, further we get away from the War and the reconstruction issue, the more, I guess you might say, agreeable that people become on some of these issues. I think that that is, that is softening up and probably, I don't know whether fifty years from now we will...

**Walters:** (1:11:44) A generation or two.

**Hall:** (1:11:45) Yeah. Still have these major issues in our life or not.

**Miller:** (1:11:49) Before we leave this issue altogether, it just reminded me of a broader issue here, is, like, here at Liberty University, what we believe about creationism, what we believe about biology, let's say, is influenced by creationism. That, that Liberty has a unique perspective on that. And we take a Christian approach when it comes to counseling, for instance. Is there something unique about the teaching of history here? Is there a Christian approach to history? We talked a little bit, you mentioned you didn't

use this terminology but, I remember when I was studying history that history is His story, that it's the dealings of God with man through the ages here. But short of that overall thing, looking at the sovereignty of God and the depravity of man, is there some unusual perspective or kind of unique out there in the scholarly world that, like young earth creationism is a unique approach that's a solely Christian approach to that. Is there any of those things in certain areas of history?

**Hall:** (1:12:54) Well, that's a hard question. Fortunately I don't have to teach the Western Civ. course [*laughter*]...

**Miller:** (1:13:01) Ok.

**Hall:** (1:13:02) and deal with some of those issues like creation and origins of the world and so forth.

**Miller:** (1:03:08) But, but even as far as, ok, is there a Western Civilization um...is, is there a unique thing with this Judeo-Christian whole approach, you know, going back to the Greeks and the Romans and the French Enlightenment and the ideas of liberty. Is, do we teach that differently or is history just looking at the facts and everyone determines their own interpretation? Do we have a unique perspective on history?

**Hall:** (1:13:39) Well, I would say that we do but it would be something that would be hard to explain because each professor has his own way that that would work out as so far as the way he would approach it and teach it.

**Miller:** (1:13:56) Is there a great deal of uniformity though among...if, if we had a room right here with a dozen history professors, would you all tend to agree among yourselves or is there a great degree of diversity and disagreement among the faculty? And what would be some of those areas, if you do disagree, what, what would you disagree about?

**Hall:** (1:14:18) Well, I think, you know, there has been no attempt to have a preconceived, preset approach so far as the department is concerned. I think that would be even true throughout the University. And so there might be areas in which there would be some disagreement on how far you would carry certain interpretations so far as Christian history is concerned.

**Miller:** (1:14:44) So, what percentage of our undergraduate students tend to go on to get higher degrees?

**Hall:** (1:14:56) We don't have a very large percentage that would go on. We have a good many that go do master's degrees at other places and I believe I was told the other day that for the first time we have a student who has applied to go for a Ph.D. program at some major institution, I'm not for sure which one. So, there's not, has not been a lot of people that goes on and graduate study.

**Miller:** (1:15:23) Ok. So now, we talked a little bit earlier about like, for instance, that course in Teaching Secondary School History, they'd have to have that as part of their education program but that would be part of the History Department. What are some other schools or areas that you work with? You still, I imagine, work closely and cooperate with events and things with the Helms School of Government.

**Hall:** (1:15:49) Well, there's been not a whole lot of contact, basically, after, since they, you know...

**Miller:** (1:15:56) Since the split off...

**Hall:** (1:15:57) went off and started the School of Bus...of Government.

**Miller:** (1:15:58) Ok, so if a, if a political candidate is coming to town and they're going to have a rally or something, does the History Department have something with that or is

history talking about things past but if it's present, you know, that's, that's political science?

**Hall:** (1:16:12) Well, more than likely we probably wouldn't, may or may not even know about it.

**Miller:** (1:16:17) Oh, ok. And...

**Hall:** (1:16:18) Because...

**Miller:** (1:16:19) so, do you have speakers that the History Department is bringing in? Do you ever bring in special speakers or have special events?

**Hall:** (1:16:28) Occasionally we have speakers or, or special occasion, special meetings. We don't...

**Miller:** (1:16:33) Now, of course you have the Civil War Seminar but other things that, that...

**Hall:** (1:16:36) We don't have a fund for special speakers so far as the department is concerned so we're somewhat limited on that.

**Miller:** (1:16:43) Do you ever have department convocations or anything?

**Hall:** (1:16:46) No.

**Miller:** (1:16:47) No. And now, as far as your work with the Education Department, are there any special requirements for you because they have the NCATE for teacher accreditation? Do you have any special requirements because of that?

**Hall:** (1:17:01) Well, when I was chairman, that was one of the things that we tried to get approved. I worked many, many, many hours and John Donaldson on the NCATE application and fortunately we was able to get the approval for the teacher education program. Of course, we worked closely with them because we supply a lot of the courses

in the social science education. The elementary ed. students, one of the concentrations that they can take, in addition to psychology and science, is a social science concentration so our courses, certain courses at least, fit into that program. So, there is a, there is this carryover connection between the education people and the History Department.

**Miller:** (1:17:48) Ok. So, we've talked about education, we've talked a little bit about how you relate to the Helms School of Government. How about the religion and theology area? We talked about that just briefly at the start of the interview here today. If there's a course in Medieval History, the Middle Ages, or the Reformation or the Renaissance, is that, is...are things, some things taught in the Religion Department and some things taught in history? Or more in you or them or how does that work?

**Hall:** (1:18:13) About all of the church history courses are taught by the Religion Department and it's been that way ever since, from the very beginning. That, I don't know how that got started, before I even came, but that the religion people taught the church history.

**Miller:** (1:18:29) So like a course in Reformation though, is that taught...

**Hall:** (1:18:31) But we do have, well, yeah. In our department we have Reformation course, a Renaissance and Reformation course.

**Miller:** (1:18:38) And do they have one as well too or you don't know?

**Hall:** (1:18:40) I don't think so but I'm not for sure.

**Walters:** (1:18:42) The wouldn't teach the Renaissance?

**Hall:** (1:18:44) No [*laughter*]. It's so...

**Walters:** (1:18:45) [*laughter*] Well...go ahead, you wanted to say something.

**Hall:** (1:18:50) Carl Diemer, of course, teaches all the church history and he's been there just about as long as I have. He's very insistent that they keep the church history course in their department rather than turn it over to, what he calls the secular historians [laughter].

**Walters:** (1:19:04) Now, in, in developing the world view of the student. Basically, on the general education side of the status sheet that the student goes through, I don't know what they call it now. I suppose they still call it that online, but they had, they've had to pick one or two survey courses, correct, to meet that requirement? Has there ever been a substitution or a thrust to include church history in on the general ed. side to develop the Christian world view or?

**Hall:** (1:19:37) Don't think so. No major concerned effort to do that. When I came here, the requirement for the general ed. program was required six hours of history survey.

**Miller:** (1:19:50) And, and what were...so, they'd have to take, like, History of Western Civilization; American History and European History, or what would there...

**Hall:** (1:19:56) Well, either be a two semester American History survey or the two semester Western Civ. survey.

**Miller:** (1:20:01) Ok, so those are the two choices then.

**Hall:** (1:20:03) Later on it was cut to three hours. So it's only three hours required of a history survey now.

**Miller:** (1:20:08) So, not every student who goes to Liberty has to take a course in American History anymore?

**Hall:** (1:20:14) It could be either Western Civ. or American Civ.

**Miller:** (1:20:16) Ok.

**Hall:** (1:20:18) Usually the religion people, they are recommended, I think, very strongly that they do the Western Civ. because that's more related to the church history.

**Miller:** (1:20:27) Now have there, have there been any offbeat courses or unique or special, you know, like, have they done a history course on just Thomas Jefferson or something that is either very specialized, very...a niche type of a course that matches one of the expertise's of the faculty? Anything like that?

**Hall:** (1:20:45) We have recently instituted in the Department of History called, a course called the 490. It's sort of a capstone course for the history majors and generally the history majors take that in their senior year. And the emphasis there on research and, you know, to, to show that they are able to do research and a good paper. And generally a professor selects what he wants to do in that course. The topic during one this semester on the history of the Jerry Falwell Ministries.

**Miller:** (1:21:20) That's one that you're teaching?

**Hall:** (1:21:21) I'm doing right, yeah, doing that right now and so that's been a very interest course and we've had a lot of people come in that...

**Miller:** (1:21:29) For special speakers and all.

**Hall:** (1:21:30) Special speakers.

**Miller:** (1:21:31) I almost wish we would have recorded all of the sessions with the special speakers. That would have made a nice addition to our archives here [*laughter*].

**Hall:** (1:21:37) So that's sort of a special, specialized course because it uh...each professor usually would do something that he feels comfortable with and is proficient in.

**Miller:** (1:21:50) About how many history majors are there now? How is the size of your department compared to other departments?

**Hall:** (1:21:57) Well, it'd be small, I guess, in comparison with things like business or psychology. Generally, around seventy-five to a hundred majors at one given time. Sometimes its hard to make a, get a good figure because they sort of drift in and out.

**Miller:** (1:22:12) They come and go there a little bit but.

**Walters:** (1:22:16) Has the History Department, I assume...has the faculty of the History Department ever been involved in politics? You talked about the, some of your faculty members leading the local Republican Party and...have, have you ever gone as a group to um...like, say the Civil War Preservation people. Have you ever done anything where you've gone to help preserve land for the battlefields or anything from that end or on the moral side?

**Hall:** (1:22:49) Not as a group. No, not as a, not as a group. Nothing has ever been done like that except maybe individuals might want to do something like that but not as a group.

**Walters:** (1:22:58) Right. What about when you get into things like abortion and things like that? Have you ever, has Jerry ever shut the school down and taken, taken everybody up to D.C. on the anniversary of Roe V. Wade or anything like that?

**Hall:** (1:23:13) The only thing, the only thing I can remember along that is Baptist Fundamentalism '84 when the, all the students and all the faculty went.

**Miller:** (1:23:20) Tell, tell us a little bit about your memories. Just take a minute or two and, and talk about that.

**Hall:** (1:23:24) Well, I don't remember a whole lot about it even though I was, was present. We had a lot of good political speakers at the time coming in talking about the issues, basically, the Moral Majority was interested in. So all the...

**Miller:** (1:23:38) Was this before or after the election of '84?

**Hall:** (1:23:42) Before, I think, if I remember correctly.

**Miller:** (1:23:44) And, and so they bused all the faculty and their families...

**Hall:** (1:23:48) Families.

**Miller:** (1:23:49) and all of the students at that time.

**Hall:** (1:23:52) Students stayed in the Hilton there on, and the meetings were, were there and it was sort of like a big gathering of all kinds of Baptists [*laughter*].

**Miller:** (1:24:03) That must have been an expensive proposition for them I imagine.

**Hall:** (1:24:07) Yes.

**Miller:** (1:24:08) I mean, there wasn't anywhere near the size we are now but that still was an expensive thing to do but it must have been very close to his heart to, to want to do that.

**Hall:** (1:24:14) I think he was trying to get different groups together, you know. There are how many different Baptist denominations in a sense, so to get people to, together, especially on the issues that the Moral Majority was interested in.

**Miller:** (1:24:27) Well, let's talk about that for a moment. Has there been a difference as far as the level of cooperation with other schools and that? Has, has Liberty...and is it different from 1977, when you came, till today with...back in the old days with schools like Bob Jones or Tennessee Temple and today with some of the other evangelical schools. Has there ever been much cooperation with other institutions?

**Hall:** (1:24:54) Not a whole lot, basically. It's maybe shameful to say but it's not been too much of an interaction between these schools since Liberty does not belong to that, what is it? CC Coalition...Christian.

**Walters:** (1:25:06) CC, Christian Coalition of Colleges and Universities.

**Hall:** (1:25:11) Colleges and schools, I forget the title of it.

**Miller:** (1:25:12) CCCU, yeah.

**Hall:** (1:25:13) We're not a member of that and so we don't participate in any of those types of activities.

**Miller:** (1:25:18) Is there a Christian Historians Association? Lowell and I both belong to the Association of Christian Librarians. I wondered if there was a comparable history association.

**Hall:** (1:25:30) Yes there is. The Conference on Faith and History....

**Miller:** (1:25:33) Ok.

**Hall:** (1:25:34) and it has annual meetings.

**Miller:** (1:25:35) Have you ever been actively involved in that?

**Hall:** (1:25:38) Not, I'm a member but I don't get to go to too many of the meetings. I delivered one paper on one occasion at Cedarville College when they met there. So, but that's sort of the, the organization for Christian historians...

**Miller:** (1:25:55) Ok.

**Hall:** (1:25:56) right now. So far as cooperation with other schools, here locally, we've had some cooperation between Liberty and some of the other local colleges. I tried to, when I was Department Chair, to get us connected with, for instance, Lynchburg College

and the others as well. And we've made some inroads into that. For a couple of years, the Phi Alpha Theta of Lynchburg College and Liberty met, had joint meetings together.

**Miller:** (1:26:27) And, and that...I can just, from what we've said already so far, that would be easier to do that to have a secular school's biology collide together with the other ones but for you both to kind of conduct a Civil War thing together would, would certainly be a good level of cooperation.

**Hall:** (1:26:45) And I became good friends with one of the history professors over at Sweet Briar. Never made any inroads into Randolph Macon Women's College, *[laughter]* ever.

**Miller:** (1:26:54) Ok. Well now, tell us about the new master's in history program. Did you have a part in, in setting that up and how has that been going here? How long has that been in existence?

**Hall:** (1:27:03) Not an active part. When I was chairman it was one of the goals, one of the things that we wanted to work towards, a master's degree. One of the problems at that point was...well, two things. Library resources that would support our graduate program in history and, of course, enough faculty to take care of the graduate courses as well as the undergraduate courses. But recently, let's see, I believe this is the third year, if I'm not mistaken, in the mast...M.A. in history. And they have about, at least twenty-five students actively taking classes in the M.A. program.

**Miller:** (1:27:40) Now, they have a master's program in English, let's say, and the English grad students are graduate assistants who help teach the lower level undergraduate courses. Do you do the same thing in history?

**Hall:** (1:27:54) Yes. They've just recently have been larger history survey sections, so we have TAs or Teachers Assistants from the graduate students that help them out in those courses.

**Miller:** (1:28:08) And do you anticipate then in the years ahead, will they take over more of the load for the history professors?

**Hall:** (1:28:14) I would imagine that they would as the University grows and has larger number of people and, to take care of, so far as the history survey is concerned.

**Miller:** (1:28:25) Talk particularly about the area of geography. Where does that...that's, that's not under the Helms School of Government. Geography is part of history, but what, what has Liberty done with geography?

**Hall:** (1:28:35) Ok. Well, it's, here again, it's part of that early division of social sciences which the geography was in there and years following that, the history chairman always took care of the geography courses. The psychology chairman took care of the sociology and the anthropology courses. So it was sort of split in that way. So we do have a fulltime teacher in geography today, which he teaches the introduction to geography, the geography 200 for the, basically for teacher ed. students, and then he has, there are two upper level geography courses. There is not enough quite for a minor, so it's, more or less, a survey...

**Miller:** (1:29:15) So you don't have a minor in geography, it's just that level there. Do you think that there'll ever be a Ph.D. in history offered here at Liberty? Is...

**Hall:** (1:29:25) I would say probably long way off if it ever is.

**Miller:** (1:29:30) Was that ever expressed, you know...we've heard Dr. Falwell say, "I want to be training lawyers," and so we have a law school and doctors and lawyers and

engineers. I've heard him use those three in particular and so we have a, a law school now and an engineering school and a um...we even heard today about the possibility of a, of a medical school starting in the future. Was that ever something on Dr. Falwell's mind, that, "I wish we had a Ph.D. in history or..."

**Hall:** (1:29:29) No, I never heard him, never heard him say anything about that  
[laughter].

**Miller:** (1:30:01) About that. Or political science, how about political science?

**Hall:** (1:30:04) Well, none of these other areas, it seems to...

**Miller:** (1:30:07) Now, is, is political science really an area where um...are you teaching practitioner, you know...like in history, there's people who practice history and then there's the academic realm of, of history. And so, there's, there's scholars that teach at institutions of higher learning and then there's ones that are in the field working in, in the very public or practical history and, and so, perhaps as great a need or demand for Ph.D. in history as there would be, say in law or medicine, I suppose.

**Hall:** (1:30:45) Well, most of the time, you know, if you are going to teach in a four year college, just about all of the departments look for the Ph.D.'s...

**Miller:** (1:30:55) Ok.

**Hall:** (1:30:56) so, it's pretty much...

**Miller:** (1:30:57) But, so, so we have to get ours from somewhere else. Is, is there any Christian or evangelical university in the United States that is putting out Ph.D.'s in history?

**Hall:** (1:31:07) No.

**Miller:** (1:31:08) No.

**Hall:** (1:31:10) Unless, I don't think, the closest would be Baylor. I don't know whether they do have, I know they have the master's but I'm not for sure whether they have a Ph.D.

**Miller:** (1:31:17) Ok. And...

**Hall:** (1:31:19) There's no other evangelical schools.

**Miller:** (1:31:20) Ok. And so, is there any school that, that we have had through the years that kind of a preference? "We really like history Ph.D.'s from..." fill in the blank.

**Hall:** (1:31:34) Generally, no. It's just been whoever's available [*laughter*].

**Miller:** (1:31:40) Where they, they have our Christian commitment and have that accredited Ph.D. but there isn't that one particular school as kind of a feeder program here or something...

**Hall:** (1:31:47) No.

**Miller:** (1:31:48) like that that we've gotten quite a...

**Hall:** (1:31:50) so obviously since there, there's no evangelical school that offers a Ph.D. then all of our Ph.D.'s have Ph.D.'s from secular schools.

**Miller:** (1:31:59) Come from somewhere else, so. Ok.

**Hall:** (1:32:00) Yeah, from somewhere else.

**Walters:** (1:32:03) Tell us about your role in developing the archive here at Liberty.

**Hall:** (1:32:07) Well, that's something that goes back from the very beginning too. I, somewhere in the early days, I forget which year it was, that I saw the importance of what was happening here and nothing was done about the history of this school or anything. And so I made a proposal that I offered to Dr. Rist and to Dr. Liddle who was the library head at that point. They both approved it, they liked it, they like the idea. In

fact, Dr. Liddle went so far as to say, “Well, why, since you are interested in archives, why don’t you have a reduced teaching load and come be the head of the archives and we’ll get this thing started.” Well, I was not really interested in getting out of the classroom so I didn’t take him up on that. Maybe, maybe I should have to get things going earlier.

**Walters:** (1:33:00) [*laughter*]

**Hall:** (1:33:01) But, but even though Dr. Rist had approved it and assigned it, money and interest...

**Miller:** (1:33:10) How much money?

**Hall:** (1:33:11) Yeah, and interest, and interest of people. It just sort of lagged on for years and years and years.

**Miller:** (1:33:17) I...did, did it initially have an appropriation of a few hundred dollars?

**Hall:** (1:33:20) No, no, no.

**Miller:** (1:33:21) Ok.

**Hall:** (1:33:22) It was nothing about a budget at that point.

**Miller:** (1:33:23) Ok.

**Hall:** (1:33:24) So I don’t know. I suppose that uh...from what I hear from you people, Maurice Zaffke probably had a great...

**Walters:** (1:33:31) I think he re...

**Hall:** (1:33:33) He sort or revived the idea.

**Walters:** (1:33:34) caused it to precipitate out again.

**Hall:** (1:33:34) I do remember, about that time, that I dug out that letter, that proposal that I had sent to Rist, and, his signature on it, and sent it over to say, “Don’t you think it’s about time to get this thing going...”

**Walters:** (1:33:46) [*laughter*]

**Hall:** (1:33:47) after, since you approved it, what, fifteen years ago, twenty years ago?”  
[*laughter*]

**Walters:** (1:33:52) Right. Well, one of the problems came about, I assume, because of the, what, what I may call the depression of Liberty University in the 1990’s. Tell us about the financial crisis of the mid ‘90s and, and what that was like here. People were let go, right? And the, the Jim and Tammy-Faye Bakker and the Jimmy Swaggart situation, I guess, all played into that. Tell us about your experience here in the ‘90s with those lean times.

**Hall:** (1:34:25) Well, that was a shock to everybody. Most of the staff, faculty, they didn’t know about the finances and how, exactly what the status was at the time. So all of the sudden here, everybody, a lot of people are being laid off. I call in the Saturday night massacre [*laughter*].

**Walters:** (1:34:41) [*laughter*]

**Hall:** (1:34:42) The, whole departments were eliminated. Uh...

**Miller:** (1:34:46) What, what were some of the departments that were eliminated?

**Hall:** (1:34:48) The wrestling program, which had been very successful under Bob Bonheim, was just completely cut off. The golf program and I think was cut...

**Miller:** (1:34:56) Any academic, any academic departments that were cutter, curtailed?

**Hall:** (1:35:00) Theatre, the drama department was pretty much decimated at that point, since they did not have, at that point, they did not have many students in that area. And then there were, you know, faculty cut off here and there in other, other departments. A lot of staff. I heard the figures the other day about, at least, maybe one fourth to one third of the staff was let go.

**Miller:** (1:35:23) Any idea the percentage of the faculty let go?

**Hall:** (1:35:27) Here again, I think it's, I was told one fourth...

**Miller:** (1:35:31) Ok.

**Hall:** (1:35:32) but I'm not for sure whether that's an accurate figure or not.

**Walters:** (1:35:33) Now, you call this the Saturday night massacre. Did it really happen over a weekend or was...

**Hall:** (1:35:38) Yeah.

**Walters:** (1:35:39) it during...so people left here Friday and then...

**Hall:** (1:35:41) And then they didn't have a job on Monday morning [*laughter*].

**Walters:** (1:35:44) And that was in the days when e-mail was still a fairly new thing. Did, did you have internet based...

**Hall:** (1:35:50) No.

**Walters:** (1:35:51) So, people got a letter or they came into the office on Monday morning?

**Hall:** (1:35:54) Well, I'm not exactly sure how they got informed on that but uh...

**Miller:** (1:35:57) Because you weren't one of the ones that got informed [*laughter*].

**Hall:** (1:35:59) However, during that whole process, I was...twice, I believe it is, that the faculty were not paid for, didn't get a paycheck. And, and staff too. You know, I

guess it was really a hardship for the staff who were, you know, hourly workers. Faculty may have fared a little bit better but, but uh...this week's paycheck, you don't get a paycheck this time [*laughter*].

**Walters:** (1:36:28) This happened during this summer. This didn't happened right in the middle of the semester, did it?

**Hall:** (1:36:32) Yeah, summer. I believe it was summer time.

**Miller:** (1:36:34) And what year do you recall?

**Hall:** (1:36:37) Don't recall right off what...

**Miller:** (1:36:39) Ok.

**Walters:** (1:36:41) And then, did you have to decide of a, on which particular faculty members got...

**Hall:** (1:36:44) No.

**Walters:** (1:36:45) You didn't have any...

**Hall:** (1:36:46) We kept everybody in our department.

**Walters:** (1:36:47) Ok, well that's something. What about...how was your instruction methodology affected by those lean years? Did you, did you have trouble even getting minor supplies like marker board markers? Did that come out of your own pocket or?

**Miller:** (1:37:08) It was probably chalk back in those days, wasn't it?

**Hall:** (1:37:10) Yeah. Well yes, usually you'd have to scramble to get at those, of course, supplies and things like that. So it was very scary because there was no money to get supplies with.

**Miller:** (1:37:18) Wasn't there some story one of those years about...that Jerry had gotten on the television and was talking about a shortage of toilet paper or something like that and didn't the students come in and bring a bunch of...well, uh...

**Hall:** (1:37:30) I remember something about that. Yeah, it sounds familiar.

**Walters:** (1:37:34) Well then, how did the students then react to that and cope with that? Did they, I assume they, they were aware of it but then August hits and then some of them were coming back or did they, did they migrate to other schools because of this?

**Hall:** (1:37:47) I think probably some did because it was somewhat this fear, you know, is the school going to last and why am I going to school...

**Walters:** (1:37:54) Will I really get my degree there?

**Hall:** (1:37:55) Yeah.

**Walters:** (1:37:56) Yeah.

**Hall:** (1:37:57) So it, it caused some to be concerned about that. That would not return, for instance.

**Miller:** (1:38:02) And, do you recall how they communicated with the students? Did they send out letters or...

**Hall:** (1:38:06) I'm not for sure about that.

**Miller:** (1:38:08) Ok. Let's go back, before we totally leave the archives, um...now Abigail Sattler is our current archivist and, and she kind of, when she found it there was, it basically was a collection of boxes, you know, of things that someone had collected. Minutes and yearbooks, perhaps, and things like that. Did you ever do any work with trying to organize that or put a structure to it or anything or...

**Hall:** (1:38:37) Not really. I help gather some of the stuff and contributed some of the stuff to uh...well Russell File, of course, who was...

**Miller:** (1:38:44) Tell, tell us about his involvement, if anything.

**Hall:** (1:38:46) Well, he was...he was not the archivist but he was on the library staff but...

**Miller:** (1:38:51) He was, he was the librarian that if there had to be a librarian that was in charge of the archives that would be him and so.

**Hall:** (1:38:56) It would be him. So he, that was part of his responsibilities, I guess, in this as being a librarian. So he did some things at gathering, gathering materials but there was never a concerted effort on, what you might say, preserving it in the right way and what, what we have right now.

**Miller:** (1:39:13) And, and again, before we leave the archives. Now, it seems as though Thomas Road through the years, like when they started their new auditorium there a few years back, there's displays in the hallway of some things. Is there somebody else over at Thomas Road that kind of is the, you know, the church historian so to speak? Do they have church archives?

**Hall:** (1:39:36) Don't think there are archives but all of that was the work of Paula Johnson, basically. She's, of course, very talented and she's, she's the one that put together the Jerry Falwell...

**Miller:** (1:39:44) And now, Paula Johnson is...

**Hall:** (1:39:46) Daughter...

**Miller:** (1:39:47) Doug, Doug Oldham's married daughter.

**Hall:** (1:39:48) Daughter, yes. And so...

**Miller:** (1:39:49) Ok. And besides doing the displays over there at Thomas Road, she had a great deal of responsibility for the Jerry Falwell Museum over here.

**Hall:** (1:39:58) Yes, she put that up.

**Miller:** (1:39:59) Ok. Do you know anything else? Do you have any other stories about the Jerry Falwell Museum and its relations with the, the history of Liberty University?

**Hall:** (1:40:09) Well, that was something that was sort of kept secret; nobody knew what was going on and, of course, try to keep it secret from Dr. Falwell. So, but, but she gathered all the material together and designed the, the displays in the, in the museum and she also helped us in the Civil War Chaplain's Museum. She did a lot of the work there, the design and the labeling of the items and all of that. She's the one that put together the display cases in the church hallway there. And at one time, she was, I think, she was instructed to sort of set up a museum, or at least a display, in somewhere in the church but I don't think that's come about.

**Miller:** (1:40:57) Now, Dr. Falwell has written an autobiography and there was one that was ghostwritten, there's been several book written about Jerry Falwell. But has the History Department, or you yourself personally, has there ever been an interest in writing the history of Liberty University. I know that when they had the fiftieth anniversary of the church there was a fiftieth anniversary book. Anything comparable for the history of Liberty University?

**Hall:** (1:41:25) I don't know of anybody that's really actively working on that. I had an interest in it several years ago and was sort of hinted around but I was sort of told that Dr. Falwell, indirectly, that they wanted to do it themselves rather than [*laughter*] somebody else so I dropped that idea. But I think it's a real opportunity at this point since we got a

lot of the collection together for someone to do something like that. They, the idea of the archives, at least in my mind, from the very beginning was to try to have an archives that would gather materials from all the ministries in one spot, including the things, the films from the Old Time Gospel Hour and all of that. I'm, and I'm so pleased that we got the Liberty archives up and running. But here again, you've got the university advancement office has a lot, most of the films of the Old Time Gospel Hour and all of the news reports and those types of things. You've got the assessment group in the office of...

**Miller:** (1:42:32) The office of institutional advancement or whatever.

**Hall:** (1:42:34) institutional advancement. They've got archives because they have to save certain things for the SACS and the accrediting process. Jonathan has I don't know how many thousands of photographs that he took in his travels with his father. You got Les Schofer who is the university photographer who has a big collection and I understand he is doing, in the process of digitizing those. And the, one of the leaders of the Old Time Gospel Hour has mentioned to me recently that they are in the process of trying to digitize all of the films from the Old Time Gospel Hour. So, it's still scattered across campus all of...hopefully one day maybe all of this could come under one, one umbrella but I don't know whether it will or not.

**Miller:** (1:43:20) Now...

**Hall:** (1:43:21) Of course the Jerry Falwell Museum, that's sort of a separate entity.

**Miller:** (1:43:25) Has, has, have you ever sensed any desire to suppress certain information that, you know, we don't want that history to be known or we just want, you know, has there been some history that's been lost?

**Hall:** (1:43:39) Most of the history of the Moral Majority has been lost. There are no preserved papers of the Moral Majority. According to Roy Jones who was the office manager in the Washington office of the Moral Majority, in one occasion when they were getting ready to close down, you know, the Moral Majority was coming to an end, he called Dr. Falwell and said, “What am I supposed to do with all of these papers?” And they had a lot of filing cabinets there with uh...

**Miller:** (1:44:08) Letters they received, correspondence and...

**Hall:** (1:44:10) All of that. He said, “Get rid of them. Throw them away.” So there they went. So they, I don’t know if there are any papers remaining anywhere.

**Miller:** (1:44:19) Why would you speculate that that was the response?

**Hall:** (1:44:24) Well, I don’t know. I think there might be, there might’ve been some things that they don’t want public. And there’s, and there’s dealings with other people and so forth but it seems to be some uneasiness there on the part of some people.

**Miller:** (1:44:43) Ok, so you are a member of Thomas Road Baptist Church here...

**Hall:** (1:44:48) Yes.

**Miller:** (1:44:49) and you joined the church when you first came to town.

**Hall:** (1:44:51) Required to [*laugher*].

**Miller:** (1:44:53) And, you were required to, and uh...but you weren’t required to stay and so you obviously have, have chosen to, to do that. How um...talk to us about the relationship of the church with the University. I imagine it was tough during those days when the old auditorium was so crowded.

**Hall:** (1:45:18) Well, yes it was. As the student, numbers of students increased, there was a problem of, you know, housing, not housing, but room for the congregation on

Sunday morning and as I remember the incident on many, many Sundays there, the lobbies would fill up with people coming to the eleven o'clock worship service and then as soon as the doors would open, everybody would rush in. It was almost like a sale going on at Wal-Mart on Saturday morning or something of this sort. And many of the local people started, basically, to drift away from the church because they felt, you know, pushed out by the growing number of students and so at that point they decided, eventually, to have the student service on the campus and...

**Miller:** (1:46:05) And, and where was that campus church held then? Was it in the Vines Center? When, when they eventually built the Vines probably....

**Hall:** (1:46:13) Vines Center or in the Schilling, Schilling, yeah.

**Miller:** (1:46:15) Did it start in the Schilling Center, ok.

**Walters:** (1:46:16) What about the economic aspects of things? As Liberty went through tough economic times, did it erode the economic, the financial capacity of, of Thomas Road in those days? In the '90s or...

**Hall:** (1:46:32) You mean the church relating to the school?

**Walters:** (1:46:36) Right, right, especially on that side of things.

**Hall:** (1:46:38) Well, after the PTL scandal, of course, yes. The, the offerings from, from the Old Time Gospel Hour plummeted drastically as it did for all Christian ministries. So that influenced...and I think the church offerings began to decrease somewhat too, at the same time. So that was what threw the, the wrench into the whole thing about the finances.

**Miller:** (1:47:06) So now, the church has at times through the years supported the University but the University has never gone back the other way and had...the, the church itself has always supported by the gifts of its members, I imagine.

**Hall:** (1:47:22) I think it's basically true but it's hard to tell.

**Miller:** (1:47:25) Ok.

**Hall:** (1:47:26) Because I think the funds in many cases were loaned backwards and forwards from the church to the University in which case...

**Miller:** (1:47:31) If we're short on, if we're short on payroll here a little bit. Well, let's switch gears a little bit. The first time that I ever met you was coming into the Dairy Queen on Timberlake and I saw you and I recognized you from a faculty meeting that we had here. Tell us about the business; how you bought the business, when you bought the business, and why a Dairy Queen?

**Hall:** (1:47:55) Well, back in January of 1971, we bought the...

**Miller:** (1:48:00) Or '91?

**Hall:** (1:48:01) Yeah, excuse me, yeah, 1991. We bought the Dairy Queen that was located at Waterlick Plaza and, which the man who owned it owned all of the other Dairy Queens in town wanted to sell it. And so we got involved in that and this has been a family thing. My wife works there, my son works there and it's something that I enjoy doing because I'm in there less and less in, in recent days but making products and so forth. And I just, I just find it somewhat of a release from school work and all of that so to me it's an enjoyable thing.

**Miller:** (1:48:46) And now, when Dr. Falwell died, I remember just driving down the street and just seeing all of the business signs up, you know, "We're praying for you

Macel,” or “We’re going to miss you Dr. Falwell,” and all. How have you sensed the local business community and their reaction to Liberty University?

**Hall:** (1:49:06) I think basically, the business community is much in agreement or at least support because they like the...

**Miller:** (1:49:13) The customers.

**Hall:** (1:49:14) customers, of course, who uh...all of the students and, what is it now? thirty-eight hundred faculty, well, on the staff of the church and the, and the University, to come in as customers and of course the tax money that comes out of that helps the city government and the meal tax and so forth and all the restaurants. So I think probably if you, I don’t know, if you take a poll with the, among the business leaders, probably, I think, you have a higher support than you would in the general population as a whole.

**Miller:** (1:49:48) And now are you a member of the local Chamber of Commerce?

**Hall:** (1:49:51) I have been at one time. I’m not now.

**Miller:** (1:49:53) Ok. And so in general though, as we talk about the city here of Lynchburg and, and you’ve been a long time resident, do you...I notice just as I’ve only been here for a few years, there’s a lack of bars, a lack of nightlife. There’s five colleges in this town but it doesn’t seem like a college town in that regard here, adult entertainment. Do you think that that’s a result primarily of Liberty University or is that just kind of a southern thing in general?

**Hall:** (1:50:25) Well, I think it’s an influence, perhaps, of Liberty and Thomas Road Baptist Church who claim to what, to have twenty thousand members at least, what’s that, about a third of the...

**Miller:** (1:50:34) Of the population.

**Hall:** (1:50:35) population inside the city limits. So I think there is that, that influence that probably has kept some of that down. I remember distinctly when Dr. Falwell died, there was some comment made by some of the other young people from other colleges, “Now we can have the adult entertainment and we have all these other things,” but apparently it’s, it’s not developed as probably some would like.

**Miller:** (1:50:58) Well, speaking of that, ok, you’re actually an attending member of Thomas Road. The auditorium seats about six thousand people but I imagine there’s a lot of folks on the, on the roll that are shut-ins or that watch by television. They have an active television ministry there. Are there some, what ministries have you been involved with in the church there at Thomas Road.

**Hall:** (1:51:21) Well, within the first month of coming here in the fall of 1977, a man by the name of Norm Heading who was the leader of the senior saints and working with the nursing homes and things of that sort, said, he’d come up to me and said, “Well, what if you...what are you doing for your Christian service?” because everybody was emphasized to do, participate, the students as well as the faculty. Well, I said, “Well, I haven’t gotten one yet.” He said, “Well, how come, why don’t you come on over and help us in the nursing homes?” So we, my wife and I, went down to the Guggenheimer Nursing Home and we’re still going after thirty years. The first Sunday of every month we go down and participate and help to conduct a service in the nursing home.

**Miller:** (1:52:08) And so that goes all the way back to you seminary training back there that you had that. How have church services changed over the years?

**Hall:** (1:52:19) Well, it’s sort of strange in there was a while there in the, when the Moral Majority was very active, I distinctly remember that the word that was used in

reference to the worship service is “the program.” It’s not a worship service, it’s “the program,” that, you know, obviously being filmed to go out all across the nation and so forth. So, that, that has somewhat of a distinctive way that the service is conducted and the guests and potential singers come in and special speakers and so forth which would relate to the Moral Majority and other issues that Dr. Falwell was involved with. And so, it was somewhat different than you might say than the normal church.

**Miller:** (1:53:08) In another church. Now, what went on after the cameras cut away, like when it got right till twelve o’clock noon and Dr. Falwell was always watching the clock and so they would break and they would leave the studio audience and they’d maybe have a close for that. What went on in the main auditorium then at that time then? Did he ever have family chats with the folks?

**Hall:** (1:53:29) Well, occasionally there were some things that he would talk to right to the congregation that he would not...

**Miller:** (1:53:33) Didn’t want to have on the air.

**Hall:** (1:53:34) on the, on the air. So, but that was not something that was on a regular basis but on occasion that did happen.

**Miller:** (1:53:41) And now have the parking lots always been crowded?

**Hall:** (1:53:46) Always [*laughter*].

**Miller:** (1:53:47) And do you remember when the bus ministry kind of started to, you know, like you said, in the early days they would use the same buses that they brought the Sunday school kids with on Sunday they used them to carry the students. When did they get rid of that whole bus fleet?

**Hall:** (1:54:00) Well, that was, I guess, in the early '90s, if I remember right. Maybe even before that. They had, I don't know how many buses; a large number of buses. They had their own garage and mechanics that would keep the buses and repair because they would use them constantly on Sunday, of course, for bringing the children in but as I said the same buses was used to transport students from place to place.

**Miller:** (1:54:24) Now, do you ever remember any protests or pickets?

**Hall:** (1:54:28) Well, there was a couple of occasions where that, where that happened. Not for sure the exact reason for it. I think one of them was maybe the gay rights issue. But I don't remember any time in which there was, what you might say, disruption of the service. Usually they were...

**Miller:** (1:54:43) Outside.

**Hall:** (1:54:44) walking sidewalks and in front of the church.

**Miller:** (1:54:47) Are there any memorable speakers that you really remember either from University convocations or there at Thomas Road?

**Hall:** (1:54:53) Jesse Jackson. Of course he didn't speak at the University but he spoke at the church one Sunday morning at the church.

**Miller:** (1:55:02) Was he the Sunday morning speaker or did they just have him up for five minutes or something?

**Hall:** (1:55:05) No, he was the Sunday morning speaker. He delivered a sermon.

**Miller:** (1:55:08) Ok. Now, I...

**Hall:** (1:55:11) People like...

**Miller:** (1:55:12) I, I'm just going to pause you for a second there, I mean, I remember Ted Kennedy coming and that was a big, you know, controversy and, and things like that

and they kind of explained that. I have never heard that Jesse Jackson spoke at Thomas Road Baptist Church.

**Hall:** (1:55:24) Oh, ok.

**Miller:** (1:55:26) And, was that a problem with anyone? You know uh...

**Hall:** (1:55:31) It didn't seem to be.

**Miller:** (1:55:32) Ok. Um...

**Walters:** (1:55:33) About when was that?

**Hall:** (1:55:36) Well, I think that was...

**Walters:** (1:55:38) Pre-1980?

**Hall:** (1:55:39) well, that would've been pretty close to the time that Kennedy was here, in that, that time frame.

**Walters:** (1:55:43) Oh, ok

**Miller:** Ok.

**Hall:** (1:55:44) Cause that's when Dr. Falwell was, you know, getting out and meeting all of these politicians and...

**Miller:** (1:55:49) Certain religious leaders and things like that, so, ok.

**Hall:** (1:55:52) Yeah. E.V. Hill was another special speaker that we all enjoyed. He is of Afro-American pastor from California, very powerful speaker. Obviously B.R. Lakin is a very popular speaker. Everybody would come flock in to hear him speak because of his story telling and his delivery.

**Miller:** (1:56:18) And, and now, do you have any other memories...our, our School of Religion is named after him, Dr. Falwell considered him to be a real mentor. Do you have any other B.R. Lakin stories to relate?

**Hall:** (1:56:28) Well, not really any particular stories about him other than the fact that, as I said, he was always a person who was very well met and very, very friendly. Always talking about his wife, Mama Bob, as everybody referred to her as.

**Miller:** (1:56:49) And, and they're buried here on the campus.

**Hall:** (1:56:50) They're buried here on campus, yes.

**Walters:** (1:56:54) What's your favorite memory of Dr. Falwell?

**Hall:** (1:56:58) Well, a lot...his, his courage, his ability to stick to his guns when, you know, what he says and just stand by that no matter what criticism came his way. Negative criticism, he seemed to pass it over, ignore it and, in other words, keep going, keep going forward and so that determination and that courage is one of the strong points that I, you know, admired Dr. Falwell for.

**Walters:** (1:57:31) Do you have a favorite quote from him?

**Hall:** (1:57:33) "Don't quit."

**Walters:** (1:57:35) "Don't quit," yep, yep.

**Hall:** (1:57:37) That's what he always emphasized, "Don't quit," to the students. To keep up their work and don't quit.

**Walters:** (1:57:45) What do you think is the major impact that Dr. Falwell had on the nation during his lifetime and what impact do you think it'll have into the future?

**Hall:** (1:57:55) Well, actually, Dr. Falwell dramatically turned the country, I think, in 1980's, especially with the election of, of Reagan. Nobody had heard of conservative Christians and they were not involved in politics or anything like that and so all of the sudden, as a result of the, you know, the election of Reagan in 1980, the press and the nation became aware of who Dr. Falwell was and what he stood for and the role of the

conservative Christians in the, the political and moral issues of the, of the country. So, and I think he'd be responsible for turning the nation around on those issues even though in the long run you might say, "Well, what good, what good did he do? What, what was accomplished?" True, there was no Constitutional amendment about abortion or a Constitutional amendment about defining marriage or any of these things that are, that Reagan would have supported. But in the, in the long run, I think it started people to thinking, you know, or I think it still, the majority of people today are anti-abortion and I think maybe that's, the reason being that the fact that Falwell said, emphasized that in his leadership.

**Walters:** (1:59:17) Now, you came here in 1977, right? Is that the date?

**Hall:** (1:59:19) Yes.

**Walters:** (1:59:21) I always find a curiosity that Jimmy Carter ran on a Born Again ticket in '76 and as we built to 1980, the Moral Majority and the religious right wing gets founded and Jerry Falwell and his cooperation with other conservative elements of society really influenced getting Reagan into office. How did that happen where a president runs in '76 on a Born Again ticket but by 1980 the same president is run against? Any thoughts on that?

**Hall:** (2:00:01) Well, I think, even though he ran as a Born Again president and many Christian supported him in '76 that he turned out to be a somewhat disappointment on some of the issues, the moral issues and the foreign policy and the hostages in Iran and all of those things that he turned out to be somewhat of a weak president on, on those issues and so they were sort of drifting away from, from the Democratic party and from, from Reagan himself and, I mean from, from, drifting away from Carter. And when the Moral

Majority basically supported Reagan and Reagan won in 1980, Carter blamed, pretty much, the Moral Majority or those that were the followers of Falwell and the evangelicals and he not, he didn't get over it...

**Walters:** (2:00:53) Right.

**Hall:** (2:00:54) and he's still not, still says critical things...

**Walters:** (2:00:58) Right.

**Hall:** (2:00:59) about the, the...

**Walters:** (2:01:00) Now, Jerry Falwell and the Moral Majority and the things that they accomplished. What do you think is the future, the legacy that's, that's propelling us into the future and how do you think the Moral Majority and Jerry Falwell, Thomas Road, Liberty University will be seen in the future, maybe, two generations from now?

**Hall:** (2:01:18) Well, it's hard to tell. I just, you know, I think with the passing of Dr. Falwell and people like D. James Kennedy and some of the other Southern Baptist leaders that there's been somewhat of a letdown, I guess you might say; a, maybe, lessening of those issues. Whether or not they're going to be issues twenty years from now or not is really hard to, but I'd say that, you know, the influence that Dr. Falwell had and Liberty University carrying on those things in the future that, that hopefully that will be a positive thing so far as the future is concerned.

**Walters:** (2:01:57) And what do you see as the future of the University? Where is the University heading? Any um...we asked a different interviewee to do a SWOT analysis, strengths, weaknesses, opportunities, and threats looking into the future. What do you think the strengths and weaknesses and opportunities and threats are?

**Hall:** (2:02:16) Well, I think the strengths are uh...well, so far, let me put it this way, Jerry Jr. there, our present chancellor, has been able to keep us on the right track and has, is committed to the mission of his father as far as what Liberty means and as long as that is true and the Board of Trustees and most of all, I think, the faculty. I think the faculty has a great influence over the student body and what goes on. As long as the faculty is, remains true to the mission, that there's a bright future for the school and if we expand out into these other areas that you just mentioned a while ago and pull in a lot more students than we have today, there's, I see some great, you know, possibilities and a bright future for the school.

**Miller:** (2:03:10) So then weaknesses you perceive?

**Hall:** (2:03:12) Well, weakness, the weakness would be if we, if, here again, I think a lot of it has to do with the faculty dedication to the Christian principles. And if that, that could possibly, you know, be a weakness as happens to most all of the schools that are started by religious leaders have gone down the road and the wrong path.

**Miller:** (2:03:35) The Harvard's and the Princeton's and the Yale's.

**Hall:** (2:03:37) Yeah, all of that. That's always the weakness and that's always a possibility that those things will happen.

**Miller:** (2:03:44) Opportunities.

**Hall:** (2:03:46) I would say opportunities not only just influence in the United States but around the world with our mission emphasis.

**Miller:** (2:03:54) And the distance education.

**Hall:** (2:03:55) Distance, distance edu...yes.

**Miller:** (2:03:56) And what do you perceive as our greatest threats externally?

**Hall:** (2:04:01) Apathy.

**Miller:** (2:04:03) Ok, so you're, you're not as concerned for political liberalism or Muslims or anything like that? You just see it being internal apathy?

**Hall:** (2:04:11) Yes.

**Miller:** (2:04:12) Ok. Well, Dr. Falwell Sr. always used to say, "Never quit," but  
[laughter]...

**Hall:** (2:04:17) [laughter]

**Miller:** (2:04:18) we only have so much time for our interview today. And with that we'll conclude today's interview with Dr. Cline Hall. This interview has been conducted as part of the oral history project of the Liberty University archives.

[end of interview]