

Oral History Interview of Mrs. Barbara Sherman

Date of Interview: December 2, 2010

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

Name of Interviewee: Mrs. Barbara Sherman

Name of Interviewers: Randy Miller and Cline Hall

Transcriber: Jesse Ronda

Interview Length: (1:51:09)

Notes:

Miller: (0:01) Welcome to this interview in the oral history project of the Liberty University archives. This interview is being conducted on December 2, 2010. Today we're interviewing Barb Sherman. My name is Randy Miller and I'll be conducting this interview today along with Dr. Cline Hall. Greetings, Dr. Hall.

Hall: (0:19) Good afternoon.

Miller: (0:21) And good afternoon, Barb.

Sherman: (0:22) Good afternoon.

Miller: (0:24) Well, as we begin today, why don't you start by just giving us some general biographical information about yourself. Tell us a little bit about where you were born and where you grew up and your family history.

Sherman: (0:35) Well, I guess, I'm not, as a lady, supposed to give the year of my birth but I'll be glad to do that. I was born in 1944 so I was a World War II baby; baby boomer now. And I grew up near Pittsburgh in the steel mill country of the Ohio River Valley. Grew up with many, many different nationalities and just truly enjoyed that time of my life in, in growing and learning different cultures, about different cultures. My

story really, my family story, is a history of brokenness from the outset. Obviously my father was in World War II, as I said, in the Navy, came home on leave. My mother got pregnant and three weeks after I was born, she was trying to hold the family farm together with a five-year-old and a two-year-old while he was gone, and three weeks after I was born my mother got divorce papers. And so I was deserted as a baby by my father, did not actually meet him until I was seventeen. He also came and took my two brothers out of my life. So in a sense, brokenness established what would later become my life's testimony. In 2 Corinthians 1:4, we are told that we comfort with the comfort where by we've been comforted. And so I really believe that as a teacher, as a counselor, that brokenness in my early life was a blessing. I understood those children who came from broken homes, those kids who felt deserted and so it's been a good thing for me. I always thank the Lord for those broken places because I think we're stronger in the broken places. And then as I grew up and came to the Lord, my husband and I, through many, many years of marriage, forty-four years in marriage, we have suffered a great deal with many things. We have told, been told at one point that one child wouldn't live. We've had a daughter on the mission field running for her life with her family, one grandchild who was killed, a daughter who was kidnapped, sexual abuse of one of our grandchildren, and that...so we've been through a lot and, and I just am always wanting to say that God's faithful. In these later years, my husband and I were able to caregive all four of our parents and now that's come full circle and we comfort with the comfort where by we've been comforted and so we now do hospice ministry together because we understand what it means to be a caregiver of those dying loved ones. And so, God's been such a blessing in my life and being at Liberty obviously has consumed my adult

academic professional life and I came here to follow Doc's vision and I said to someone today, "I miss him still." And so that's kind of the circle of our lives. I grew up without the Lord and came to Him as a young mother in 1971. The...

Hall: (3:40) So you, I understand you sort of rural, rural background, right?

Sherman: (3:53) No, actually...

Hall: (3:54) Oh.

Sherman: (3:55) grew up near Pittsburgh, so uh...

Hall: (3:56) Ok, but you mentioned a farm, I just wondered...

Sherman: (3:57) That's, well, my mother lived on when I was young.

Hall: (3:59) Oh, ok.

Sherman: (4:00) But then we left that and came to the steel mill country where my mother remarried.

Hall: (4:03) Were you...

Sherman: (4:04) And I do have to say that I had a wonderful stepfather. So, deserted by my birthfather but stepfather that I love dearly.

Hall: (4:10) So your stepfather and mother, were they church going people or...?

Sherman: (4:13) No, no. They made me go [*laughter*] as so many parents do. They felt it was the right thing to do but my mother had a strong feeling about divorce, that it was really wrong and so she didn't go but they made me go and, but I didn't find the Lord that way. I found the Lord through friends in college who witnessed to us. And so as a young mother, the reality of my spiritual darkness really began to, to sink into my life, into my heart and I felt I had this black vacuum, this place in my heart that wasn't whole and I didn't understand what it was. I thought it was a career, I thought it was getting

married, and when I had that first baby I thought, "This is it; it's got to be it." And I realized it wasn't and I was bereft; I didn't know what I needed. And as friends witnessed to us, we realized we needed the Lord and so we were in our mid twenties when we came to the Lord; both of us, my husband and I, came to the Lord within two days of each other, baptized together...

Hall: (5:18) Ok.

Sherman: (5:19) and then raised our family as, in a Christian home after that.

Miller: (5:22) Tell us your husband's name and your children's names.

Sherman: (5:25) Patrick Toby Sherman. Most people know him by his nickname, his family nickname; Toby. We have two children by birth; Patrick Jr., P.J., and Missy. And Missy and her husband, Paul, are both Liberty grads. Our son P.J. is a supervisor here at Banker Steel. And then we have two girls who are ours, I often like to say that the Lord planted a seed for the two of them in my womb and for two of them in my heart. And our two girls who came to us, because I was their Sunday school teacher, one was totally orphaned and the other one had lost her father and her mother was placed in a mental institution and never was release. And so we got the two girls that way and we raised them in their teenage years and all the way through. And the one who was on the mission field, the older one of those two girls, actually is home now, off the field, after twenty-five years of service and is a director of the tutoring center here. I'll mention her here in a bit. And she actually is the mother of the oldest Liberty Godparent baby. There were two boys. As I, as I prepared for this, it's kind of interesting, I thought of all the things that I'm going to mention and then how many of those things I was in on beginning and helping at the very outset and so that first summer there were two little boys adopted out

he's one of them and he's an employee of Liberty now. So that's kind of a, a full circle too there, yeah.

Miller: (6:57) So now, before you came to LU, tell us about your college years and your educational background a little bit.

Sherman: (7:03) Ok. I first went into college thinking that I wanted to be a physical therapist. And then I had biology.

Hall: (7:13) [*laughter*]

Sherman: (7:14) Ha, oh, it was my very first biology teacher, he told us we were the dumbest freshman class he had ever seen in all his years in the university system. So I was in secular university at that point and met my husband, actually, during that time but didn't like him because I thought he was a typical football player and so I just kind of went with another group, you know. And he transferred out and went to a teachers college. Back in those days we had teachers colleges in every state. And so he transferred to Fairmont State Teachers College. I had no idea where he'd gone. I got engaged to another fellow and broke that off and went to Fairmont State myself and the very first day that I was there for RA training, I looked up and here came that football player from my old school and lo and behold, a football player was in training to be an RA. That was a unique thought. You had to, you know, to be an honor student in those days to be an RA. So I found out a lot about him very shortly that I hadn't recognized before. And so we, we graduated together as teachers and he was secondary, I was secondary. So, I was an English teacher when I came out and uh...didn't get into elementary education until our church started a Christian school and asked me to be the principal and teacher and I said, "No. I don't do little ones. You don't understand, I just

do the big ones.” And found out that um...now when someone asks me what level I like to teach, I say, “Whatever level I’m teaching.” I just love teaching...

Hall: (8:47) In the meantime though, did you teach on the...

Sherman: (8:50) Secondary?

Hall: (8:51) secondary level?

Sherman: (8:52) I did.

Hall: (8:53) And where was this?

Sherman: (8:54) I taught for a while in the public schools here. That’s when we came here...

Hall: (8:55) Oh, ok.

Sherman: (8:56) in 1966. We came here to teach. We got our contracts in Bedford County and I taught in the schools until I was, became pregnant with my first child and then decided I’d be a stay at home mom and, and then stayed at home until...I did some homebound teaching at that point with girls who were at home, one child who had heart problems and was a homebound child. So I did that but when the church started this school I went into Christian education. That was back in the way early days of Christian education; way back in the ‘70s and **Dr. Gianni** and that whole group that started Christian education. And that was my first introduction then to elementary and I loved it and stayed with that for a long time.

Hall: (9:38) Now, was this at Timberlake Christian School or...

Sherman: (9:39) No, that was at Longwood Avenue Christian School; we started...

Hall: (9:42) In Bedford?

Sherman: (9:43) there in Bedford, right. And then we moved to Lynchburg so that I could assume the principalship of Timberlake then back in the, in the '70s then and was there for five years.

Miller: (9:54) And where you the first principal of Timberlake then?

Sherman: (9:57) No, not of Timberlake but of Longwood I was, yeah...

Miller: (9:59) Ok, Longwood, ok.

Sherman: (10:00) Longwood Avenue but Timberlake had been established for a long time.

Miller: (10:04) Well, I remember back in those days that there was quite a push on for all, all churches to have a Christian school and the public schools are bad and, and, you know, that, that was quite a movement in the '70s then...

Sherman: (10:14) Right.

Miller: (10:15) for Christian education.

Sherman: (10:16) And the big split at that point was whether you were going to do the modules with the Accelerated Christian Education, the ACE, or if you were going to do the...

Miller: (10:24) Traditional.

Sherman: (10:25) the standard traditional and my husband and I...

Miller: (10:27) Often with A Beka Book.

Sherman: (10:29) Yes and, and my husband and I, obviously coming out of teacher training, felt that we should add one grade a year and so on and the church that we were with decided to go with the ACE program and that's one of the reasons we decided that we wanted to go to the more traditional with Timberlake.

Miller: (10:43) Now, so tell us about your introduction to Jerry Falwell then and Liberty University.

Sherman: (10:48) Well, I came to Lynchburg...we came to Virginia in '66, 1966 and then we came to Lynchburg in '78 for Timberlake. And of course I had heard about Dr. Falwell, you know, and things were a little different then, you know, the old saying, and I'm sure others would have said that to you, in those days when you said the name Jerry Falwell, you either ducked or puckered because they were going to kiss you or, *[laughter]* or punch you in the nose; one or the other. And so he was sort of this notorious character that we were kind of watching because I was getting involved in Christian education. Obviously, I was very intrigued with what he was doing and at Timberlake, we were the placement for, because there were few Christian schools in this area, we were one of the major placements for their student teachers. And so all of those elementary teachers, those primary teachers particularly, I was mentoring those student teachers.

Hall: (11:46) Back in those days you couldn't get placed nowhere else *[laughter]*.

Sherman: (11:48) Yeah, that's right. And they didn't want you in the public schools then. And so I was in the, I was mentoring a lot of these kids and there were, I don't know, three or four of the older gals that were doing the supervising then. Unbeknownst to each other and to me, they were coming back saying to the dean, "You've got to meet this person. She's so good with these college kids." And so finally, one day he sent one of the chairs down to talk to me and asked me if I'd ever consider coming to Liberty. And by that point I had been there five years, or four years and was finishing up my M.Ed. and really prayed about it and my husband said, "Whatever you feel like God wants you to do, that's what we'll do." And actually, I took a cut in pay to come teach at

the college level from teaching in a Christian school. But we felt that's what God wanted me to do at that point and we were willing to make that sacrifice.

Miller: (12:47) Was your M.Ed. from Liberty?

Sherman: (12:48) No, no, Lynchburg College.

Miller: (12:50) Ok. And this isn't one of the questions that's on the sheet but...

Sherman: (12:55) That's ok.

Miller: (12:56) let me go ahead as long as it came to mind here, could you talk just briefly about the relationship of Liberty University with the public schools in the Lynchburg area? It seemed like for a time it was, ok, our graduates are going into Christian school, and that was by our...

Sherman: (13:11) Right.

Miller: (13:12) desire and design...

Sherman: (13:13) Right.

Miller: (13:14) as well too, and then for a while it was kind of closed off and then it seems as though it's opened up. Could you just talk about that for a second?

Sherman: (13:19) Well, I won't name the superintendent, *[laughter]* the particular superintendent but there was one that Dr. Falwell didn't **jeanho** with so well and, and rightly so, I think. Those that followed were much more minable to our kids. At first, we felt that we were just training preacher boys and Christian school teachers and we began to see that and I think that as the Lord did with us brought many, many more public school people into Jerry's sight and, and into his awareness, he began to see the possibilities with public education and those bridges, he was very good at, at having his say but then building bridges back. And another superintendent came on and we were

able to do that and it was just very beneficial, I think, to our students and of course now they come out with state licensure and Christians school licensure which is a wonderful credential. Both of those are good credentials for them to have.

Hall: (14:26) Do you remember approximately when that happened, the accepting the first students in the public schools?

Sherman: (14:32) No, it would have been some time in the late '70s. It'd have to have been in the late '70s because I came in '82 so I would say in those, those later years there.

Miller: (14:43) And, and any idea when we went for ACSI accreditation and when we went for state teacher licensure for our graduates?

Sherman: (14:50) Well, that would have been later, the state licensure, because we had to build that whole rapport with, with the public schools and that would have been later. We really wanted the ACSI licensure right out of the chute when they first began to formulate that whole organization. We were very involved in that and, and our faculty were involved with that and began doing accreditation visits and that kind of thing, which I've done a number of.

Miller: (15:17) And we're going to talk about a little bit more...

Sherman: (15:18) Yeah.

Miller: (15:19) as we get into it but as long as I'm thinking of it here now, was Liberty ever associated with AACCS, the American Association of Christian Schools, or did we always start off with ACSI, the Association of Christian School International?

Sherman: (15:31) Well, it seems to me like there was that, that association at the beginning. That one didn't last as long and so it just kind of passed on off the scene and, and that, that ended. But ACSI has really been the one we've been affiliated with the

most. We've had more people uh...the, Dr. Lowry, Dr. Black's father was involved with ACSI and so on, so we've had those, those connections mostly. The others were a little bit weaker.

Miller: (16:02) Ok.

Hall: (16:03) Now, you came here early '80s, right?

Sherman: (16:05) '82.

Hall: (16:06) What was your first position at Liberty?

Sherman: (16:08) Well, I was going to tell you, I have to tell you about my interview.

Hall: (16:11) Ok.

Sherman: (16:14) Up on the hill, there was a hill that extended from the Hancock building, where the football field is now, and there was a big barn up there and there were three mobile units, Cline, I'm sure you remember that, and my first interview was in one of those mobile units. We had no buildings and, I mean, this is real faith, you know, it really is. They were just doing this uh...the home, this section right here by the courtyard and I remember that Dr. Runion was not there that day. I interviewed with Dr. Fitzgerald, Russ Fitzgerald, and he was the chief officer, academic officer when I first came on but Dr. Runion would be my first boss but Dr. Gaunt was the chairman who had come down and spoken to me. And his desk was literally, this is true, there were two filing, two drawer filing cabinets with a door, a, a door on top and the doorknob hole was empty and he had his trashcan under the doorknob hole and he said, "This is so convenient for me. I just love this facility." He said, "I can actually roll my chewing gum down the hole and it drops right in the trashcan." *[laughter]* I just, you know, the funny things you remember, it was kind of crazy. I came out of that interview thinking,

“This is truly an adventure of faith to really believe this.” But I have to say this to you, I loved Jerry Falwell, love him still, and from the outset, his heart was very obvious to me and I believe that he wanted to teach young people and he loved young people and Cline, we remember the day when he knew everybody’s names, you know, he could call every student by name, every faculty member by name, and loved them. And I was so drawn to that mission and that vision that I can truthfully say I have never regretted that choice, ever. I’ve always felt, even in the days when we didn’t always get uh...I missed two paychecks at one point and Cline, you remember those days. We bought our own paperclips and our own pencils. But God has enriched my life through this ministry. So I came, Cline, to answer your question, I came as a, an instructor and it was a dual assignment. In the learning center, it was called then the learning assistance center, and then in education. So we had dual assignment in the two schools and I taught all the time I was uh...before I went fulltime into administration, I was in teaching education classes and college learning strategy classes during that whole time.

Miller: (19:16) Now, you said when you were interviewed that there was the module units up there but when you actually began work, did they have the building that...

Sherman: (19:25) Right.

Miller: (19:26) what’s now the teacher education hall built?

Sherman: (19:29) Yes. This whole area was here and, and, across the courtyard, these single level, and they were building the single level dorms up on the circle and all those metal buildings were those, the very first buildings that we had, yeah.

Miller: (19:44) And so right from the start then, did, within teacher education, did they have the learning center?

Sherman: (19:52) Yes. Dr. Bruckner was my mentor and she was recruited here, did not come. Her husband came a whole year before she came because she wouldn't come until she got everything she wanted. And she designed, she came from the University of South Carolina, designed the whole learning assistance center out of great research and her doctoral program. And it, it was just always a piece of the school of ed. and a very beneficial piece, I think, and didn't come out of there for a long time and stand on its own.

Miller: (20:30) Now, what is the function or the goal of the learning assistance center when it started and did it deal any with tutoring k-12 kids or was it for assistance for college level students?

Sherman: (20:44) No, the learning center primarily is to assist students to college success and that takes a number of different, has a number of different facets to it. The, there is a tutoring program for k-12 that comes out of the school of ed. and I believe they're still doing that, those um...they're still getting that early on, hands on with kids and doing tutoring. But this was totally for our students and um...literally, we've got two different kinds of, of students in the learning center in those early days. Well, actually, we've got three. We got many older students who in those early days caught the vision, sold their businesses, moved here to help start this ministry, and they hadn't been in school for a long time and so we would get, oh, I can just think of, my mind just goes back over multiple, multiple older students that we had that we were helping to achieve good study strategies. And then we had those students who would select the courses because they knew that they were perhaps lacking in study skills that they would need for success. And then the third group is a group that's still required, policy by the University

to take study strategies courses if they go onto academic warning or probation. In other words, the University says, "You're not being successful. We think there's a problem. We're going to help you fix it." And so they're, they are required, their schedules are adjusted to thirteen hours and they're required to take learning strategy classes of one form or another.

Miller: (22:21) Now, because Liberty had more of an open enrollment policy...

Sherman: (22:25) Yes.

Miller: (22:26) do we have more, what you might call, remedial students or students needing assistance than they would at, at say a typical state school?

Sherman: (22:35) We prefer to call them developmental classes...

Miller: (22:36) Developmental.

Sherman: (22:37) rather than remedial [*laughter*].

Miller: (22:39) Ok, [*laughter*] thanks for that clarification.

Sherman: (22:42) I'm a, I'm a national specialist in developmental education...

Miller: (22:46) Ok.

Sherman: (22:49) I would say that that might be the case. I can't speak to what, what courses they have in, in some of the schools. I do think that because our university requires them, they don't have to do it when they first come in. Now, we do go by test scores and if their test scores are bad then it's required but, you know, for the average student, they don't, they're not required. And so I really feel that perhaps the size of our college strategy classes is more along the lines that the University is so proactive in not allowing them to fail. In, in many state schools, it...and I think it goes along with the mission and philosophy of this school, we really love you, we really want you to grow,

we really want you to succeed. And Dr. Falwell has said in my hearing more times than I can count, "Every kid needs a second chance. Every kid needs a second chance." And so, he would say, "No, don't, don't dismiss the student. Give him another chance." And many times it was, his failure was, academically, was because he just didn't have, didn't know how to read fast enough or didn't have the vocabulary level. Whatever the case might be...didn't know how to manage his time, some of those study strategy skills. So I think more than the entry level, I think it's the fact that we are proactive in not permitting them to fail, which is a totally different take on that.

Miller: (24:18) And, and you probably have many illustrations of people who perhaps they did poorly in high school because they were living a wild life but they came to the Lord...

Sherman: (24:26) Right.

Miller: (24:27) in their later teen years or in their early twenties and, and now the Lord's changed their life and they want to go to school...

Sherman: (24:34) Right.

Miller: (24:35) and, and uh...

Sherman: (24:36) And don't, and don't have the skills, the, the requisite skills to be successful unless we step in and give them those. I had a girl just this day in my office who had fallen apart yesterday in another professor's office. They called me at home and, and we had emailed back and forth and she came in today. She's a first generation Haitian student. Family had never had any higher level training and her elementary and high school training was poor in, in Haiti and she has worked so hard but she's in a very scientific field; she's really struggling. And so many times we see kids like that and now

we have, you know, lots of inner city kids who don't have good training. Some do but many don't. And other parts of the world too, they come in with poor training. So we feel that...I, I love the vision of Dr. Bruckner as well as Jerry's vision; helping them find that success. Because many times they have the mental ability, they just have not had it developed; they don't know how to memorize fast, that kind of thing, or they don't know what their learning styles are. And so as we help them towards that success, it's great...oh yeah, there's so many stories, they're just such a blessing. I ran into a businessman just the other day, I, he said, "There's my favorite teacher," and, "back in the '80s." And he said, "I want you to know that in my car right this minute there is a three ring binder and I've got it all divided up and I've got my, my time management skill uh...my things in there and I now use my phone but I..." And he was going on and on about the different things and he said, "I still use it. I, I wouldn't be successful in business today," he said, "if I didn't use a lot of those skills you gave us." So, oh yeah, lots of stories.

Hall: (26:20) Now, did Dr. Bruckner bring a lot of those ideas with her, I mean...

Sherman: (26:24) Absolutely.

Hall: (26:26) And instituted...

Sherman: (26:27) She brought the whole plan, the physical plan, "Dr. Runion, I can see the plans in my mind's eye." Dr. Runion did all the scaling of, of the size of the center and all that sort of thing. She brought all that from her research at San Diego State, then that's where she had been and they were very successful in their learning center there. So she had brought those physical plans and then all of the sequence of the courses she brought with her, yes. She was just um...just a bright mind. There, there was a little

story that went around uh...Dr. Bruckner was very persuasive and you remember the old song "Whatever Lola Wants, Lola Gets?" And baby Lola wants you whether, this story here was whatever Lila wants, Lila gets [*laughter*], her name was Lila, is Lila Bruckner, and she would just keep right at it as a bulldog, you know, after her program and convince Dr. Falwell what this is what she needed and had that nice, at that point, very spacious set up there in the, in the learning center there. A whole chunk...and actually, we wound up with half of the whole T.E. building. When I was the chairman we had that whole side all the way down through there where the tutoring testing center down through there, so...

Hall: (27:39) Now, another important person was Wilbur Groat who is from, back from the beginning too.

Sherman: (27:45) Right.

Hall: (27:46) What was his role in...

Sherman: (27:47) Wilbur was one of the most honorable men I've ever known. I loved Wilbur. His loss was great for us. We call him the father of advising at Liberty and that's when we're getting into general studies by that point and advising then would come under him and he developed a whole program of mentoring the faculty. We would do skits and that kind of thing and training the faculty how to do good advising and um...I, I made a note earlier that someone asked me in the notes if, if I was the only one who had received a national award for advising. Dr. Groat and I both at, at certain points were selected as the Liberty Advisor of the Year and then we both went on...and, and then that person's always sub, their credentials are submitted to the National, NACADA, the National Association uh...Academic Association for Advising and he and I are the two

who received national awards for advising. But Wilbur had a heart of gold and really, the advising model under the faculty was all his design; it was wonderful. And the faculty were very well informed about the advising model and how to, how to do good advising from Wilbur. Yeah, fine man.

Miller: (29:13) Before we leave the Bruckner...

Sherman: (29:14) Yeah.

Miller: (29:15) Learning Center, tell us a little bit about the model, if you had a group of, of this year's freshmen, for instance, that were coming in, are some things done individually and then other things done in group settings? Tell a little bit about how you would mediate with a typical incoming freshmen class.

Sherman: (29:35) Well, of course, we would first look at their scores and some of those would come into the lecture class. We start out with lecture and we sort of use a shotgun approach; get a little bit of this, a little bit of this, a little bit of this, and a little bit of this. A little bit of memory, a little bit of reading, a little bit of, you know, time management. And for some, that's the fix. They just needed to be sharpened up a little bit and they're good to go; they get the skills they need. For others, they need to move on and so we have courses and just in college reading as we assess their reading at the beginning and at the end, we decide if reading skills are really and, of course, obviously that's huge. They, that's the major skill that they will have to have in college. So their reading is really the thing that's the biggest problem for them. Then we can put them into a college reading level course, a low level course. Then if there are some, and this then would normally follow that, that group into the second semester of their freshman year, if they are still really struggling and they have specific areas that they need to work on, then we would

put them into, Randy, what you're referring to, individualized, into a lab class. And in the lab class, it might be about fifteen students to a faculty person. We, we do assessments, we do some personal evaluation, interviewing, what do you think your, your areas of weakness are, we give them some pretests, and then we make out a whole program just for that student and they answer directly to the professor working on their particular weaker areas and it might be writing, you know, it might be down to the, the nitty-gritty of punctuation and spelling or something along that line and I, I love that class because you really can get into all the issues. We do many personal issues of self-esteem and that, and that type of thing; the affective. And so that's a, a really good course. And then I would be remised if I didn't talk to you just a little bit about the fact that we also have developmental math, and didn't make, mention that in my notes, but developmental math was an interesting side note. A number of years ago, when I was chairman, Dr. Hawkins came to me one day and he said, "We just see Math 100 and 110 kids failing, failing, failing and they can't go on in college if they don't successfully pass these courses. So I want you to take one section of Math 100 and 110 and I want you to teach them affectively as you do your study strategies courses; really thinking about the whole child, the whole student." And I said, "Well, alright." He said, "I want you to hire the faculty and I want you to do this." And a week later, and I'm not sure what all happened administratively, but a week later he came through and he said, "You're, you're getting the whole thing; you're doing all of it." And I said, "This is not my field [laughter]. Math is not my field." He said, "That's ok." He said, "I, I believe you can do this." And so we began to develop that program and it is hugely successful because of the one

condition that I gave Dr. Hawkins. I said, "There is one person I have to have if you want me to do this." I learned a little bit from Dr. Bruckner...

Miller: (32:56) [*laughter*]

Hall: [*laughter*]

Sherman: (32:57) you know, you have to say what you want. And he said, "And who is that?" And I said, "Dr. Kathy..." well, she wasn't Dr. then, "Kathy Spradlin," who has taught for years at the community college. She understands developmental math and developmental math students and she has done a marvelous job with the developmental math program." And then, out of the learning center, I have to also, just at the end, note that we have the course that I still teach and have taught for years, I'm the only one who does, and that is the speed reading and advanced vocabulary. And that's a three hundred level study strategies course. And usually those kids are going on to, to grad school of some sort. So we have kind of both ends of the spectrum there um...

Miller: (33:39) So what method do you use for teaching speed reading?

Sherman: (33:41) Well, what do you think I use? Evelyn Wood; who, who else?

[*laughter*]

Miller: (33:44) Ok.

Sherman: (33:45) The guru of speed reading. And use a lot of her, a lot of her techniques. Not all of them but a lot of them. And uh...I'm always searching. I also use a technique that's out on the market now called eyeQ. It actually has eye exercises that we practice and I tell them we're going to do calisthenics with their eye muscles and...

Miller: (34:09) I remember when I was in junior high there was a little machine type thing that moved on the page...

Sherman: (34:13) Yes, yes. We had that in the learning center at one point.

Miller: (34:16) Ok.

Sherman: (34:17) But this, now we have eye exercises that we do up on the screen and stretch out all six sets of eye muscles and it's a very effective program. It's called eyeQ and it's out there, it's out there now for public consumption.

Miller: (34:35) Is Dr. Bruckner still alive?

Sherman: (34:36) Yes, Dr. Bruckner and her husband live in Nashville, Tennessee. Not in good health but Dr. Bruckner, Mr. Dr. Bruckner was so involved in Pioneer's missions. For years and years he was out of the country, even after he left here about fifty percent of the time he was in Vietnam and all over southeast Asia. And they are Energizer bunnies; they just go, go, go, go, go. They're wonderful, wonderful godly people who love the Lord Jesus and they're footprint on Liberty is huge. And it's amazing to me, as I sit back and I look at people like that, that God brought here to join with this, this vision, this mission with Jerry. It's amazing to me as I see the men. Dr. Wilmington's like my father in the Lord, you know, calls me daughter and I love Dr. Wilmington. And I, I think about him still here, still going and so many of the men that the Lord brought here, it's amazing. And Dr. Bruckner was probably the first strong female, you know, that was on the administration. And, and he saw the value in that and that was sort of an eye opener because it was a, a boy's club then, you know, and, and because we're training preacher boys, you know. And, and that wasn't...of course he wanted to do the liberal arts as well from the very beginning.

Miller: (36:01) Has the dean of the school of education always been a female?

Sherman: (36:04) Oh, no.

Miller: (36:05) No.

Sherman: (36:06) Oh, no, no, no, no, no. Let me go through my notes here and I can list them for you, I have them back here. Dr. Henry, James Henry was the first um...I don't know that he was called the dean of education but he was the first chief academic officer but he's...

Hall: (36:21) Academic, yeah, academic dean.

Sherman: (36:22) educational background...what's that?

Hall: (36:23) Academic dean.

Sherman: (36:24) Academic dean. And then Dr. Fitzgerald was here when I came. Then he went on to found uh...

Miller: (36:33) TRACS?

Sherman: (36:34) TRACS and he and Dr. Beck very, very longstanding and Dr. Fitzgerald just actually retired from TRACS back, I think in the winter. Then Dr. Runion was my first boss and I'm telling you, I've never seen a more organized person in my life. He is so meticulous in his organization. And just loved working under him. And then Dr. Robert Gaunt uh...Dr. Gaunt's leaving us was interesting. He went uh...when uh...Cline, you may remember, we had the **Valdez** spill up in Alaska and Dr. Gaunt was an officer, high officer in the uh...Coast Guard...

Hall: (37:17) Coast, Coast Guard, yes, Coast Guard.

Sherman: (37:18) and they hired him then as a consultant to write up the **Valdez** spill and so that's why he left and left the school of ed. And that's then when we got our first female. So it took a long time to get a female in that position. And then we got Dr. Donaldson and she was a dual dean for, I don't know, it was one or two years, maybe,

maybe two, as the college of general studies and the dean of the school of education.

And then when they pulled her out to run the college of general studies, then we had Dr. Black, Ellen Black, another female. That was very brief, two years maybe. And then Dr. Parker took over and she's run it since then. So no, it was all men at, at first, yeah.

Hall: (38:04) Now, exactly...we've been trying to trace some of these, the development of various departments and so forth. When would you say that actually the school of education came into being? How...

Sherman: (38:17) The school of education, oh, wow...

Miller: (38:20) Now, you had in your notes 1978. I'm...

Sherman: (38:23) Well, that's with Dr. Runion as the first dean of the school of ed. and I think that's a fact, I think. That's as close as I can, can trace that back. He was um...I think if you ask Dr. Runion, he would, I'm sure he was the fist dean of the school of education. It was a department before that...

Hall: (38:45) Yes.

Sherman: (38:46) and then it became its own school. When he was, when he was running it, oh, we had, I don't know, eight hundred or so undergrads but then physical education was under the school of ed. at that point and so that really swelled those numbers. And then they came out when they started the department of exercise science and that whole area over there in the health sciences. So when they pulled out, then that lessened that number because then it became all secondary other than physical education.

Miller: (39:18) Now, some schools have psychology and counseling under education as well but that was never the case here.

Sherman: (39:23) Never. No, that's always been separate.

Miller: (39:25) And so when you were hired, about how many faculty members were in the school of education at that time?

Sherman: (39:36) Oh, um...twenty. I don't know, I'm thinking of the different ones, yeah, maybe twenty. I came as an adjunct that first semester and then came on fulltime. Well, maybe a few more than that because we had all the learning center faculty as well.

Hall: (39:53) Yeah, the learning center was part, yeah, learning...

Sherman: And we all had rank in the school of ed. We had rank in the school of ed. even though our major, and we all taught one or two education courses, but our major responsibility was in the learning center. So all that half dozen or so in the school, in the learning center were in school of ed. as well.

Miller: (40:10) Now, was Liberty somewhat unique in having all of this at no extra charge? Do, do other schools charge for developmental classes?

Sherman: (40:20) Well, the developmental classes are college credit so therefore you pay for those. Other schools have that. What they don't have is free peer tutoring and that has always been the case. And we haven't even had paid tutors until the last couple of years, we were able to pay tutors. Now, the students still aren't charged but we have them as work study so they, they can be paid but up until that time, it was totally peer tutoring, free, they got Christian service and it was a huge program. And, and I really think, again, when you see that's Dr. Bruckner, back to her, I really believe it's that investment that the University's willing to make to make the children, the students successful. And she structured that whole tutoring thing. I remember the, the first thing we had running that was Mrs. Sonna Seipp, whose husband, Dr. Lynn Seipp, just retired recently from music department, and I remember when we started all of that. It's

interesting, it's...this has been good for me because I've gone back and thought, "Wow, I was really in on the beginning of almost all of these things." It's kind of exiting.

Miller: (41:32) Now, we have interviewed Dr. Kim and he brought in a lot of the Korean students or was, was influential in doing that and...

Sherman: (41:41) Oh, yes.

Miller: (41:42) and he said in the early days there weren't a lot of international...

Sherman: (41:45) No.

Miller: (41:46) students. Have, has your areas kind of um...as we bring them in from over eighty foreign countries, has that been a primary area for needing developmental help?

Sherman: (41:59) Yes, it has, particularly with English, second language students. I do want to say that Doc, the Bruckners were the ones who probably brought, along with Dr. Kim bringing Koreans and maybe even before Dr. Kim, the Bruckners brought Chinese students when they were free to come. And we had one young man, Samuel Fong, Samuel has a huge ministry now in China and Samuel refused, and this is when there was no McDonald's in China, this was back in the early '80s, refused to drink a Coca Cola until he had saved enough money to bring Lilly, his fiancé, here. And I've never forgotten that sacrifice because that's something that they all wanted to do, drink those soft drinks, you know, when they got here and he refused to do that as a matter of a, a fast for him. And we were able to see their wedding, go to their wedding, a beautiful Chinese wedding. And he has huge...I remember Dr. Donaldson said that they made one trip to China with Samuel and they were stunned. Samuel was our student that we helped in the learning center. She said, "When we got into the huge limousine with the flags on the

fenders, I realized the influence Samuel had in China.” She said, “I had no idea, you know, that here was this young man that we helped so much and he had just achieved this status and is looked at uh...has orphanages in China now and just a real ministry there.” So just...oh, it just goes on and on with the international students and those that we have now are, are better, I think, are better schooled than those were originally with English because English, of course, is spread out around the world now as, as the preferred language in most places. And so many of them are, unfortunately many international students are better students of English than our own home grown students in some cases.

Hall: (44:01) Yeah, I remember Samuel really, very well uh...and he, so he, as far as you know, he still at...

Sherman: (44:07) Oh yes.

Hall: (44:08) that ministry?

Sherman: Yes.

Hall: (44:09) China and everything?

Sherman: Yes, yes.

Hall: (44:10) He, he lives in China or does he live here?

Sherman: (44:11) No, he lives in the states and travels back and forth. Yeah, they live outside of Philadelphia, I believe. Yeah, I haven't seen him for a while but wonderful, wonderful couple, just wonderful testimony of...I, I don't even know how many dozens of young people, Chinese young people the Bruckners brought here and came and went, amazing. I remember one time also had one of Dr. Kim's, his mother had been vice mayor of Seoul and I, I had him as a student and so they were such conscientious students too. Oh, they studied so hard. He actually had back problems with, and had to go to the

doctor and the doctor said, “You just have to stop and, and relax you back. You’re studying too much.” But he was, won the math award and just a tremendous student. So we’ve had some outstanding international students. It’s amazing as, as you look at Dr. Falwell’s vision.

Hall: (45:08) Another person that you mentioned here and it stands out too is Dan Barlow and Wilma. Did you care to comment about them and what was his duties here?

Sherman: (45:19) Dan was professor of education. He had come, he had been a president actually of a school, of a college, came here for the vision, and Wilma taught math, Dan taught education classes. Dan Barlow, I, I can’t even...when I think of Dan, I have to just say this, in my mind’s eye, Dan was the only person I have ever known, after you talk to Dan for five minutes or so, you just really almost didn’t see Dan anymore; you saw Jesus. I loved the man. I loved his testimony before the students, before the faculty. If there was ever a little squabble in, in the education faculty, Dan was always the one who would calm the waters and bring peace to the meeting and bring it around to where it needed to be and, and get the issue resolved. He was just such a peacemaker, such a lover of people, and so interested in who you were and what your concern was at that point. He was wonderful. He and I taped the very first classes for LUSLL the very first summer and he was writing his text at the same time and I think that’s what killed him. He just was so stressed that summer trying to do everything and had a massive heart attack. What a loss that was to us. But God’s timing, we have to trust that that was God’s timing but we all felt at that point that he just had had so much to do that, that summer, it was just almost too much. I don’t know if you want to step into that LUSLL thing or not at this point...

Hall: (47:16) Well, that's a good...

Miller: (47:17) Let's go ahead and...

Hall: (47:18) point here. Of course, it came into being, what, '80s, late '80s...

Sherman: (47:23) Yeah, '85 I believe is when I taped the first class, yeah.

Hall: (47:26) And Ron Godwin, I guess, is sort of the founding father of it, is that right?

Sherman: (47:31) Well, Ron and um...and Hawkins was involved in that as well, Dr. Hawkins, and yeah, some others there, yeah, but Godwin, yeah. Dr. Don Garlock at that time was also involved in, in developing the, the cameras and all that mechanical part of it. That first summer was hilarious, I mean, it really was. I went back later and looked at one video and I said, "Well, I didn't even have a sweater that color..."

Hall: (48:02) [*laughter*]

Sherman: (48:03) And they said, "Well, that's because the filters were so bad on the cameras that none of the colors are true." [*laughter*] And in one, in one shot, I wound up one, one night with three different microphones. I mean, we had all the leftover stuff because it was like, we don't know if this program's going to make it so we're just going to give it all the junk cameras and the junk microphones and I literally had three different mics, one after another they broke during the shooting and we'd have to stop and they'd give me another mic and we'd laugh later and say we wondered if the students ever picked up on that, [*laughter*] you know. You know, and that's when I, I interviewed some of the, of the adult learners in, in my video that very first summer. Dave Scott and his wife, I don't know if you remember him or not, they uh...he was, he would say that, he played for the Atlanta Braves and he played the line. He's a huge man, six-five, I don't know, three hundred and twenty-five pounds or so, just, you know, very tall, very

big and he says that Steve Bartkowski is still pretty because he played on the line in front of him. And he and his wife Clarice came as students and I had them both and they were just marvelous people drawn by that vision. And he was one of our first African-American leaders for young people and he was just a real influence on the kids. But we interviewed a lot of them during those, those, that first summer and that was good to get that out there with the video um...those first videos that we did that were kind of interesting.

Hall: (49:35) Of course the whole idea originally was videos and...

Sherman: (49:38) Yes, yes.

Hall: (49:39) rather than the way it's done now.

Sherman: (49:41) Yes, yes. And there were proctors and each student had a proctor who oversaw their testing and that proctor had to sign that this student had taken the test in their presence and that there was no cheating and, and it was very precise back then. But the videos were shipped to their home and they had about five different classes on each video and it was just amazing.

Miller: (50:04) Back in Minnesota, I served as a proctor for...

Sherman: (50:06) Oh, did you?

Miller: (50:07) for some students. Now, was it a matter that they were blended courses or were there programs that could be taken entirely online or was it just kind of a way to supplement that you had to come here to Liberty...I, I know that there was the Wilmington School of the Bible for a non-degree program but as far...

Sherman: (50:25) But he used all oral tapes.

Miller: (50:27) Ok.

Sherman: (50:28) His were just all cassette tapes.

Miller: (50:29) Were just all audio tapes...

Sherman: (50:30) Yeah, yeah, audio.

Miller: (50:31) but for the, the education courses, for instance, that were in LUSLL, someone couldn't take an entire teacher education program through LUSLL in those early days.

Sherman: (50:43) No, they were just classes, just individual classes.

Miller: (50:45) Classes.

Sherman: (50:46) Yeah, and, and there was no online. We were still using typewriters then, you know...

Miller: (50:52) Sure.

Sherman: (50:53) and the computers were just starting to come in at that point and so none of that was available and there was no online teaching per se.

Miller: (51:01) So if somebody lived, if somebody lived in Nebraska say, they, they weren't being able to sit home and take a teacher ed. program. They would've had to have to come here to Lynchburg...

Sherman: (51:09) Right.

Miller: (51:10) So who were the main people who were taking those courses. Was it ones that couldn't fit the schedule in or were maybe working and trying to do a combined, blended type of program?

Sherman: (51:21) I think at first really they were people who weren't even pursuing the whole program, you know. I, I think that was the whole idea, to start to hook them in and we would solve the problem as we got to it and then it did begin to solve itself and as

computers developed and we started doing some online with DLP, then it became distance learning program. And, and I've watched this, this cycle, you know. At first they were together and then...no, they were apart, they were totally apart and they weren't involved at all and then SACS came in and said, "Oh, no. You got to have everybody together. They've got to have the same standards." And so then we melded everybody together and now they're all back apart again, you know, it's all totally different faculty. So I've watched this thing kind of ebb and flow with the different accrediting agencies and whatever they decide we're going to do at a given point.

Hall: (52:12) Now, did you have anything to do administratively with the, or, or just do some of the classes, with the...

Sherman: (52:17) No, I just did classes...

Hall: (52:18) with LUSLL?

Sherman: (52:19) and I still, I'm actually doing an online class right now, teaching an online class and have stayed with it pretty much in an out of the various, you know, segments of it and now, of course, it's called LU Online, LUO, LU Online and um...

Miller: (52:34) I actually had a student just the other day say, "I don't know what DLP is." They saw that abbreviation in some older material...

Sherman: (52:41) Well, we were laughing when they went to LUO, we said, "Oh know, DLP, those three, that acronym is embedded in so much stuff. They'll never find it everywhere it is and get it out [*laughter*]."

Miller: (52:50) [*laughter*]

Sherman: (52:51) So when they run across it still, it's, it's uh...they just haven't rooted everything out. But you know, that, that concept was so unique at that point because it had been, you could get tapes from a lot of people, radio programs and so forth...

Miller: (53:04) There, there were correspondence course type things.

Sherman: (53:07) Correspondence courses and that's what Dr., Dr. Wilmington was the pioneer for us with. And, and still is, you know, still doing his Wilmington School of the Bible and I'm told thousands have been trained under Dr. Wilmington, Mr. Bible, and um...but this thing with the videos was new and different and that was Jerry, "If it's new and different, we'll give you a shoestring budget. We'll try it and see if it works." And then if it does, and now look where we are, you know.

Hall: (53:37) Well, that was sort of a, a state of the art...

Sherman: (53:40) It was...

Hall: (53:41) at that point.

Sherman: (53:42) it was. Now, they had no idea that we had all this junky equipment we were working with, you know, but then as it began to prove itself, then of course the equipment got better and everything got better. And it was very wise for him to do that but we just laughed and laughed at some of our equipment and some of the things we put up with. They just would never have dreamed it. It asked in the questions about how people were selected. And the deans and the chairs did that. It's not an easy thing to do, and I'm sure you gentlemen both know that, it's not an easy thing to do to sit in front of a mic with nobody and pretend like you're talking to, you know, students and yet feel comfortable with that.

Miller: (54:16) Did, did they ever tape either live...

Sherman: (54:18) Yes.

Miller: (54:19) classes in the classroom or bring students into a studio?

Sherman: (54:21) They began to do that when they started the graduate program. And so when they had the small graduate courses, they could do that, they could have ten or fifteen students in the studio. And, and at first it was just to make the teacher comfortable and to duplicate that class but then they began to use interaction with the students as they got better at it and so that all, you know, began to, to evolve that way and, and I think they do an excellent job now, I really do, at, at what, how they're producing things.

Miller: (54:52) Ok. Let's switch gears a little bit, let's talk about the college of general studies....

Sherman: (54:57) Ok.

Miller: (54:58) What is it, where has it been, where is it today?

Sherman: (55:02) Where, what was it.

Miller: (55:03) [*laughter*]

Sherman: (55:04) And we hope it's going to be resurrected here...

Miller: (55:07) Ok.

Sherman: (55:08) Yes, we're, we're looking for that. I think when...you know, I was just a lowly instructor at that point so it took me a few years for me to get to the administrative point where I knew where things were really happening and how they were really happening. But I think what happened was that the college strategy learning courses were so effective and so large and we just kept having bright ideas about how to service. We added the testing services for the professors. Well, that was hugely

successful because then they could do their makeup testing with us and they didn't have to sit for hours in their offices, you know, and that kind thing. And then we added the tutoring and that swiftly began to, to be successful. And then this and then...so these services began to mushroom out of the learning center and I think the administration at that point said, "Hmm, this is a good idea. We need to have a college of general studies that oversees those lower level classes, the generalized classes that everybody takes and then let the, the departments really focus on their majors," as we began to grow as a university...well, as a college at that point. And so that's sort of how it birthed, came out, and it was an interesting mix at first and our very first career center came out of that college of general studies and that was under Mrs. Guillermin, Elaine Guillermin who was our president's wife. She did, she had social services background and she did our first career center. We got our first testing center, professional testing, giving CLEP and, and that sort of thing with Jim Wagner coming out of that. Dr. Groat's advising department came out of...so all those academic support services also came up with that general studies. It was just sort of a big thing that was, they saw developing and they needed to remove it from education and that's how that college came to be.

Miller: (57:18) Now, all of the general education courses, if students are required to take so many Bible or theology courses, that's just a general education requirement, was that also under the college of general studies? Or was it under the department...

Sherman: (57:32) The no, the nuts and bolts of finishing it were sort of under the general studies. In other words, the status sheets, the status sheet oversight was under the college of general studies. So that completion of that contract to get your degree. But the actual courses, of course, were running under their departments, right.

Miller: (57:49) Under the department that they were under.

Sherman: (57:51) But we just made sure that they, that the students followed the, the process. So it was more of a process oriented directional kind of thing.

Miller: (58:00) Wasn't there also, with the college of general studies though, kind of a multidisciplinary...so I think of the example of someone who wanted to be a bush pilot in Africa and might want to have a business degree, you know, kind of some business courses along with some missions courses with some aviation courses. Didn't you handle those multidisciplinary degrees?

Sherman: (58:22) Right now, when you say multidisciplinary, you're talking about LUO because that's their terminology now. That's a very um...oh, it, it's a much more generalized degree because they have a lot of military people that take a course here, take a course here, a course there and they can blend all that in LUO under multidisciplinary. What we have now that came out of the college of general studies, we actually offer three degrees. We have general studies, which is a B.S., and within the B.S. degree of general studies, you can have three cognates. So that's more that shotgun approach of fifteen, fifteen, fifteen; fifteen hours this, fifteen hours this...and we capture a lot of transfer students in that particular degree who come in and have had so many courses that they can't use because our degree for a particular area doesn't have those courses. So that's general studies and you can have down to a 2.0 for that degree. But the two higher degrees are the interdisciplinary B.S. and B.A., which would be twelve hours of language, those are all programs that they have to apply to. Interdisciplinary studies you have to have a 3.0 to enter and you have to maintain a 3.0. And so that, and they also

write a final paper at the end. So that program is a lot more rigid, more intense program...

Miller: (59:45) So it's the term inter...

Sherman: (59:46) And that's only two, two cognates in that of twenty-one hours so you almost have two majors...

Miller: (59:51) So that's...

Sherman: for interdis.

Miller: (59:52) called interdisciplinary...

Sherman: Interdisciplinary.

Miller: (59:53) not multidisciplinary.

Sherman: (59:54) Right, right.

Miller: Ok.

Sherman: (59:55) So interdisciplinary meaning that you've, you've specialized in more than one area and general studies would mean just a more generalized liberal arts degree.

Miller: (1:00:04) So you talked about the possibility of resurrecting it. Has it faded away or, or what's happened to it?

Sherman: (1:00:12) When Dr. Donaldson retired, Dr. Rist came to me and said, "We're going to dissolve the college of general studies and we're going to start another department that will include and really emphasize these academic support systems." And so that's when CASAS came into being; the center for academic support and advising services. And we went to the professional model of advising at that point. And when that happened and Dr. Donaldson went ahead and retired, and I have to say, she was one

of the most organized, intelligent women I've ever worked with. I just really respect and admired her. And of course Dr. John Donaldson taught for years and year...

Hall: (1:00:54) Yes.

Sherman: (1:00:55) in social sciences, in that area, geography particularly. And so then we had professional advising. By that point, the majors were getting so prolific and so complicated that they were just finding there was just way too much. The faculty were just getting, "Oh, we don't want to do these, this nitpicking. Making sure that all the prereqs are fulfilled and all of that. It's just too complicated for us. We want to talk to them about grad school and about, having conversations with them about their majors and their professional opportunities." So that's when the administration decided we were going to go with the professional advising staff.

Miller: (1:01:32) Now, that's only been within the past few years or...?

Sherman: (1:01:34) Yes, that's been, let's see, probably six now, six years...

Miller: (1:01:37) Ok.

Sherman: (1:01:38) I was up there four or five um...seven maybe, yeah.

Miller: (1:01:42) So, talk about the center for individualized programs.

Sherman: (1:01:45) Ok, that is now what we have under CASAS for general studies and interdisciplinary studies that I'm over. I'm over that program and continuing education, the center for professional continuing education.

Hall: (1:02:01) Oh, that, that came out of the college of general studies...

Sherman: (1:02:04) Right.

Hall: (1:02:05) just under a new name, I guess.

Sherman: (1:02:06) That's right, that's right. CASAS is really a new name for the college of general studies but because of the professional advising emphasis, they went to that. Now, we are so thrilled that Dr. Godwin announced, our provost announced the last faculty meeting they are seriously considering rebirthing, I guess, the college of general studies. He's very interested in doing that and we're so happy. I, I want to see that happen.

Miller: (1:02:32) What disadvantage or, or why are you excited about that happening?

Sherman: (1:02:36) I feel that the degrees coming out of a college will have much more meaning, more status and it, it's kind of confusing for students that they're coming out of a center. I think it will give the University the status that there is a general studies college in almost every major university. Because general studies is a huge major for a lot, a lot of schools and so I feel that it will put us back on par with other universities and, and it's a good thing, yeah.

Miller: (1:03:13) Let's kind of go through the alphabet soup then...

Sherman: (1:03:15) *[laughter]*

Hall: *[laughter]*

Miller: (1:03:16) so to speak, all of the acronyms that are CASAS and just talk about those areas if we could for just a moment...

Sherman: (1:03:21) Ok.

Miller: (1:03:22) It's question ten in our questions here.

Sherman: (1:03:25) Ok, if we want to look at the different departments, we can do that and um...first of all, we have the BLC, which is the Bruckner Learning Center, which is a lovely new...we have a new, we've been pulled of the out of the building that's the T.E.

building now and Dr. Parker has her whole T.E. building for education and we now have a lovely sweet up on the third floor of DeMoss, the tutoring, testing center called the TTC is now, resides up there but they've kind of pulled that out separately. There's a testing services and there's a tutoring services. Advising has the PAs, the professional advisors. There's the career center, and you'd asked me that question about the career center, it's always been under, it was under the college of general studies, stayed under CASAS, and remains there, still under that, it's, it's under that...

Miller: (1:04:16) And so we haven't talked to much today about the career center. What happens in the career center?

Sherman: (1:04:22) Oh, that has just exploded. They now have it online for LUO. A placement of students, interviewing, Carry **Barnhoue** is that leader and just a, a tremendous job there. They oversee something that, that Dr. Godwin started and I took over and helped develop, the Washington semester, which is a wonderful experience for our kids. The career center is just active in working with alumni and helping them with resumes and the job placement for them as well, working with all our alumni groups out in, in the United States, that's a huge new initiative that's really great for the career center. Retention is under CASAS. There's a retention officer. There is the freshmen seminar which we helped start many, many years ago with Dr. Donaldson. The office of disability, academic support and of course Hands of Liberty under Mrs. Wilmington. And Jenny Mc...

Miller: (1:05:15) And that's, that's...

Sherman: (1:05:16) Jenny **McCannie**.

Miller: (1:05:17) The Hands of Liberty is the deaf signing.

Sherman: (1:05:20) Yes, yes and that still remains today. And then the center for individualized studies, which is the uh...interdis in, in general studies, and then professional and continuing education which is the other center that I run.

Hall: (1:05:32) Now, when you talk about advising here, this, we're, we're talking about academic advising...

Sherman: (1:35:36) Yes.

Hall: not other kinds of advising?

Sherman: (1:05:39) No, not counseling...

Hall: (1:05:40) No.

Sherman: (1:05:41) Right, we're talking about academic advising, right.

Miller: (1:05:43) And, and really, the idea with academic advising is someone isn't real familiar with the college, is, when someone comes in and they say, "This is my major," there is a core of general education courses that everybody at Liberty has to take...

Sherman: (1:06:00) That's correct.

Miller: (1:06:01) and then there's a specialized group, these are the courses that in order to earn a major in theater production, there's, there's theater production and there's theater uh...dramatic uh...as far as acting goes...

Sherman: (1:06:11) Right.

Miller: (1:06:12) those are two different majors...

Sherman: (1:06:13) Right.

Miller: and so how many of those programs, so to speak, how many of those status sheets do you have?

Sherman: (1:06:19) Oh my, I, I don't know.

Miller: (1:06:21) But there's hundreds of them.

Sherman: (1:06:23) Yes. And then when you add interdis and general studies, then you get all the different cognate combinations that aren't majors, they're just departments and so we can put all those together. The professional advisor really guides the student...and we have some undecided professional advisors for students who don't know what they want to do yet and so we help assess their uh...the career center also does that career direct uh...*[phone ringing]* helping to advise the different ones in the areas that they need, that they think they might want to go into. And so um...the um...I, I would say that...oh, uh...yeah, I couldn't even give you a number on the DC...they're called DCPs now, no longer status sheets. They're called degree completion plans and um...so these are just um...multiple, *[phone ringing]* multiple ways of working through particular degree programs that the advisors kind of work the students through and that's their contract, that's how they get their degree and the advisor makes sure that they've, they've touched every area that they need to reach in order to get that degree and that the commonwealth will grant them a degree, yeah.

Miller: (1:07:32) And now, as far as transfer students here for Liberty, do we have a higher or lower number of transfers than other institutions?

Sherman: (1:07:43) I don't know about a higher number. We have a good number. And you know what I found with transfer students is this, I have found that our transfer students are usually mature young people who've, for the most part, gone to secular colleges and said, "No, this is not for me. I want to be in a Christian environment that has a good academic standing but I want to be in a Christian environment." And so many of them come for those purposes. But I also want to say, on behalf of academic areas,

that they have developed so well that many students come here, transfer here after going to another school because our programs are stronger and more robust and I've seen that more and more as our, as our programs have developed. So our transfers are a unique group of people. I, I like transfers, they seem to, to have tried other waters and say, "This is where I want to be."

Miller: (1:08:43) Now, there is a certain core of things that every Liberty student is required to take...

Sherman: (1:08:52) Yes.

Miller: (1:08:53) for instance, I mentioned the theology and biblical studies area.

Sherman: (1:08:56) Right, right.

Miller: (1:08:57) Now, you've kind of been heavily involved with general studies and that...

Sherman: (1:09:01) Yes.

Miller: (1:09:02) was that always something on the mind of Dr. Falwell, "We want everyone who's a Liberty graduate to have kind of this core as a Christian worldview goes, as far as having somewhat of a background in Bible even if you're not going to be a pastor or a minister." Could you talk about that for a moment?

Sherman: (1:09:15) You know his old saying, "If, if it's Christian, it ought to be better," I'm sure you've heard that from Dr. Falwell, but also he felt that our kids needed to be, to have what everybody else had plus all the Christian perspective. And so if Yale and Harvard had to have two English composition courses and a lit course, then he wanted us to have the same. If they should have some generalized math and, and generalized science, they ought to be the same. And he was very much aware of meeting state

requirements and, and wanting us to meet the same requirements that the other colleges in Virginia met. And so that core has always been there. Now, it's, it's been manipulated some and, and courses have been added and taken away through the years but there's always been that standard but also always...*[clears throat]* I remember one student saying to me one time, "I almost have a minor in Bible," *[laughter]* "just with my general studies." And we said, "Well yes, that's right. That's, that's why you come to Liberty; you add that, that dimension to your degree. And so yes, he's always, that was always in his mind, that liberal arts...and that was not, that was pioneer thinking, you know. He wasn't just going to have a Bible school; he was going to have a liberal arts school from the outset.

Miller: (1:10:41) And does that create any problems for students then finishing a degree in four years?

Sherman: (1:10:46) No, all of them can easily fit that into their schedule.

Miller: (1:10:52) So now...

Sherman: (1:10:54) Well now, I...

Miller: (1:10:55) Ok.

Sherman: (1:10:56) say that they can easily but they don't always agree with that

[laughter].

Miller: (1:10:59) So you were the founding director of CASAS?

Sherman: (1:11:02) Yes.

Miller: (1:11:03) And who is currently the director? You've kind of...are, are you in part-time mode now? What has happened with you?

Sherman: (1:11:09) I am in reduced load.

Miller: (1:11:10) Reduced load.

Sherman: (1:11:11) Yes. I went to Dr. Rist and I, I have to say this, Boyd Rist is such a wonderful example. He is, he has guided me through my career and I have just so enjoyed working with Boyd Rist and Dr. Runion, when he came back I said, "Oh, my goodness. I, I'm so happy you're back," after his journeys other schools and, and with TRACS. Those two men were really uh...Lila Bruckner, Garth Runion, and Boyd Rist um...and, and Dr. Donaldson also, those people have been so influential on my life and, and on, on the life...the whole shaping of Liberty. Dr. Rist just absolutely guided my life in that whole, that whole, through that whole segment there of developing CASAS and then I went to uh...about four years ago and said, "I want to step into reduced load." And he said, "Write down what you want." And so I did and he gave me all those wants like Dr. Bruckner, you know, learned to give them what they wanted and it was reasonable and I told him that I wanted to hire and train my replacement and Dr. Brian Yates is the young man that God brought to us from Pitt and, University of Pittsburgh, and he's done a marvelous job as the executive director of CASAS. He's got many, many great ideas and just doing a wonderful job.

Miller: (1:12:50) Well now, just recently you, you know, there was kind of a goal to bring it all under one roof, it seems as though it's getting closer to that.

Sherman: (1:12:58) Yes, that's been my goal for years and we're at least, we're, most of us are in the same building now, yeah.

Miller: (1:13:03) And so, how many students do you help each year?

Sherman: (1:13:07) Coming through CASAS um...fifteen thousand is the number that I, I got just the other day in a semester, fifteen thousand a semester. That's a lot of

touching, a lot of touching. It's not ours but that's number of contacts with the various segments of um...at one point we were in seven different places on campus, our, our different segments of CASAS when I was director. And so I just think that's a huge number of kids when you think about it.

Hall: (1:13:43) How many in the math area, math tutoring...

Sherman: (1:13:47) Just this semester they have already, I'm looking for that number, do you have that number there in front of you?

Miller: (1:13:51) I think fourteen, question fourteen.

Sherman: (1:13:55) Yeah, yeah, they've already serviced twenty-five hundred students this fall. Now, the math success center is huge. That's a wonderful, again, Kathy Spradlin, I'm telling you, the Lord brought these wonderful people here who have developed these wonderful ideas and the math success center is not just housed and staffed by students tutoring; the faculty who are hired to teach developmental math have to tutor, themselves, in the math success center. That's, I mean, that's unheard of. I don't know of another institution that does that where they actually have the faculty in there tutoring and, and the kids just come in by droves and that's all MATH 100, 110, 108, all those lower one hundred level math courses.

Miller: (1:14:42) Now, the office of disability services...

Sherman: (1:14:46) Yes.

Miller: (1:14:47) There's a lot of those things that are now mandated by the Americans with Disabilities Act and that. Were we doing some things that are now required before they were even required?

Sherman: (1:14:58) Absolutely, absolutely, out of the chute. Dr. Falwell wanted that to be handled carefully and kids needs to be met. We had a huge deaf population then and due to Mrs. Wilmington's influence, and if you remember the days of the Old Time Gospel Hour, she was in circle up there. Oh, she's got stories she could tell you about being behind that curtain [*laughter*] and, and some of the things that happened back there. Things falling down and, you know, and all that sort of thing. But because we had that large deaf population and we started the whole disabilities, we started getting lots of students in wheelchairs and all of that and Dr. Falwell was very strong, very firm about that, that we would give them the best we could give them right from the outset. And so we have some outstanding students that have come through that are disabled.

Miller: (1:15:50) And so now with closed captioning, we don't need the little circle in the corner anymore...

Sherman: (1:15:55) That's right.

Miller: but do we still have a substantial deaf population here at Liberty?

Sherman: (1:15:59) Yes. We still have interpreters and that, that whole area still stands. Not as large as it once was but we certainly...

Hall: (1:16:09) That was my impression, that we have reduced numbers of...

Sherman: (1:16:11) We do.

Hall: deaf students...

Sherman: (1:16:14) Yes.

Hall: from what we used to?

Sherman: (1:16:15) Yes.

Hall: (1:16:16) I remember, so far as classes...

Sherman: (1:16:17) Yes, yes because you would sometimes have a couple...

Hall: (1:16:20) Yeah.

Sherman: (1:16:21) of them in a class and now you might go a semester and not even have one. And so that number has reduced but our other populations have grown. And some of the hidden disabilities, like learning disabilities, emotional disabilities, that kind of thing, we have students, you know, on medications and, and all of that comes out of the office of disability and academic support.

Hall: (1:16:41) Now, what, what is Denny McHaney, he's, of course, office of academic disabilities, I think that's his...

Sherman: (1:16:46) Right, right.

Hall: (1:16:48) What is his responsibilities?

Sherman: (1:16:49) He really works with all of the students, other than the deaf as, Mrs. Wilmington, her, her group still work with the deaf, Denny works with all the others to make sure that their academic needs are met. Now, this is not their dormitory needs or that sort of thing but all their academic support system is there that the professors understand how to deal with them in the classroom if, if they have an interpreter, for instance, comes in or if they have a student with a particular device to help them in the classroom or a seeing eye dog or, or whatever the case might be. So, Denny's job is really to facilitate all of their academic needs, of the handicapped or disabled, which is the preferred term.

Miller: (1:17:34) Now, tell us a little bit about tests that are offered in the testing center. There are makeup tests if a student was gone or off on a football game or something like that...

Sherman: (1:17:43) Right.

Miller: that you offer those but you also offer tests like the law school admission test and the **Praxis** and some of those types of...

Sherman: (1:17:52) Well, those are two different departments.

Miller: (1:17:53) Ok.

Sherman: (1:17:54) The testing services that come out of the testing center for the Bruckner Learning Center are all makeup testing or aviation, undergrad courses that are embedded within our programs. So for aviation, they have to have, with the FCC, a particular testing that's very complicated and we give that in the learning center. And all the makeup testing. The test...

Miller: (1:18:19) And then also, I imagine, if there was someone who needed to have the questions read to them or they needed additional...they could also get help there.

Sherman: (1:18:27) That's sort of combines with the tutoring, that overlaps with the tutoring and they have readers then that will do that. And of course they have machines now that, we have a wonderful donor who's given us wonderful equipment and we can have some, some help that way but, with some of the machinery that we have, Dragon Naturally Speaking and some of those different programs, but we have readers for those students who need them. We have readers and scribes for students, for instance, who have cerebral palsy and can't do their own marking on the scantrons or whatever. We'll have a scribe that will orally give them the answer and, and then it's recorded. And so that all kind of comes in there. Now, the other testing that you referenced, Randy, is with Jim Wagner which is up in CASAS proper, the suite up there. And that is CLEP testing, college level examination program testing, for which we can give college credit if they

successfully complete those tests. And then we have ICE, which is the institutional challenge exams that we give, and he also gives, and I sit on those and Randy you do to, the LSAT for law school. So all of those professional **Praxis** for those who are preparing for, for teacher licensure, that all comes out of the testing for the professional testing that Mr. Wagner oversees.

Hall: (1:19:46) Now, the continuing ed. part of it...

Sherman: (1:19:49) Yes.

Hall: (1:19:50) is still something different...

Sherman: (1:19:51) Yes.

Hall: (1:19:52) than what we've talked about already.

Sherman: (1:19:53) Yes, I oversee the center for professional and continuing education. One of our former presidents, Dr. John Borek, came to me one day and said, "I want to establish this center. This is what we're going to call it. I'd like you to head it up out of the learning center." And so again, you know, there's that whole general studies kind of, of forethought there that all of these miscellaneous academic supports should come out of that college of general studies. And so his idea was, at that point, he really wanted to build community support. He said, "I want to get..." and Dr. Borek came to us from SACS so he knew that we needed that community support to help us really to, to grow our programs. And he said, "I want this to service the community. I don't care if it's a big money maker but I want people on campus, I want them to use our facility. We won't give academic credit but we will use the standard CEU, continuing education unit, that is national standard." And, it's, it's just been very successful. We've had our best

language classes...this fall has been my most successful. I have Arabic and Chinese and Russian and Hebrew and Hindi and German this fall, conversational...

Hall: (1:21:15) So that's, that's not academic credit.

Sherman: (1:21:18) That's not academic, that's for continuing education and it's conversational language. And, but my speakers are all, this semester, are all fluent in their languages. I've been looking for Chinese and Arabic and I'm so excited I found them. They're both missionaries and they're both fluent and they're wonderful. The Hebrew teacher is, he did a whole Seder dinner last spring for his, his...

Miller: (1:21:38) I was, I was in that class and...

Sherman: (1:21:40) Yes.

Miller: (1:21:41) I just wanted to learn Hebrew and...

Sherman: (1:21:43) Yes.

Miller: (1:21:44) so it wasn't an academic class, it, I mean, it wasn't for academic credit, it was just for personal enrichment.

Sherman: (1:21:49) Right, right and he is, he's delightful; **Yosi Shalev**, delightful teacher. So, we are, and, and we do lots of OSHA work. Right now we are affiliated with Siemens Company. Siemens is the ninth largest company in the world and I have a teacher with Siemens. He's uh...I always require, even if it's professional training like OSHA that the instructor's be Christians. This man happens to be a Thomas Road member and a Siemens employee. He travels up and down the east coast and we do continued education units with Siemens and so our name is on the certificate with Siemens and um...for this training for various engineers and, and that kind of thing that Siemens puts out. So we're hoping in January, Siemens owns the Epcot-Ball at Disney

World and our name will be on the certificates that go out of that training at the Epcot Center down there for continuing education. So, lots of different initiatives, a purity conference we'll have in the spring and different things like that in giving continuing education credits. Cline, offers those when he does Civil War training and so they're just different varieties of things we can do with continuing ed. because they're not academic credit.

Miller: (1:23:10) Now, let's talk about the freshmen seminar program.

Sherman: (1:23:13) Ok.

Miller: (1:23:14) When incoming freshmen come, what happens and how is that different over the years?

Sherman: (1:23:19) Freshmen seminar started out because we realized that we were putting a lot of money into recruiting students and we needed to keep them and get them anchored right away into Liberty and to give them that first initial experience so that they wouldn't get homesick and that they would stay. And so we began it really on a shoestring again, "Let's see if it works," and today it's wonderful. Now they have a chancellor's cookout, you know, with the chancellor and all of that. And they are introduced in those first days before the others get here. So we've them just to themselves. They are introduced to the University, what it means to be in a Christian university. We show them the mission statements and some of the requirements that Yale and Harvard had when they first started and they're shocked at how much scripture they had to know and that sort of thing at those two schools. And they are taught the moral, ethical standards of, of Liberty, the mission of Liberty. Some basic study strategies to make them successful. We talk to them about pure relationships and the

structure that's here with the authority structure in the dorms and that kind of thing and do activities and fun things with them to help them really feel at home and, and to get together as a group, as a class before the upperclassmen can descend on them.

Miller: (1:24:43) Now, it seems as though it's changed though, even in the past few years, that they used to have a lot more mass meetings and that really has reduced now. They do spend some time, and, and as I've looked at the surveys for that group, it seems as though they really appreciate that personal, one on one time with about twenty-five students in a classroom. Could you talk about what you developed there?

Sherman: (1:25:08) Right. We did have a time when we met throughout the semester a couple of uh...about once a month. That's when we had a for-credit. When we first started freshman seminar it was a one hour credit so it was required for their graduation for this one hour credit. Well, we realized, the chief financial officer came to us and said, "Because we are starting before class actually starts, before the semester actually starts, this is really not appropriate. We are operating outside of the limits of, of the semester..."

Miller: (1:25:44) Financial aid.

Sherman: (1:25:45) So, yes, when we get into financial aid, exactly, then we're having problems. So we had to drop the credit. And so it hasn't been a credit but there's discussion of putting it back in, stretching out of the semester again; I was just in a meeting yesterday about that. So, full circle again and um...but I really believe that that initial interaction with a faculty person and twenty-five kids that they get to know well, we do lots of team building in those, those classes. I still teach one every semester because I love the freshmen and oh, have they changed from when I came and all the

boys were in their, their ties and the girls were in their dresses and skirt lengths were measured and some of that um...just a totally different student now but they're still kids and so many of them just want to serve Jesus. They're just wonderful kids and so I, I really enjoy still staying with the freshmen and I think that initial, they'll still come see you, they'll still come to you for advice, contact you when they're stuck on some problem...

Miller: (1:26:47) And don't they kind of try to match all of the English majors together and all of the history or do they not do that so much?

Sherman: (1:26:53) Well, they try but it's hard because a lot of kids don't now what they want to do yet and, but they do some of that, yeah, they do do some of that.

Miller: (1:27:01) As, as you've just had many years of history with this, are there more undecided students today than there were before or has it been about the same?

Sherman: (1:27:11) I don't know that they're undecided when they come in but maybe they should be because they change majors so many times because they don't know what they want to do. You know, they are just in, you know, just saturated with so much information anymore, we know that information age. And so, and then they get here too and they don't even know what some of these, "What is a VCAR major? What does that even mean?" You know, visual communication arts, even when you explain it, "What does that mean?" Or sport management, "What do you do in a sport management degree?" And so they come and they're exposed to knew majors that they had no idea even existed, so many of them change. But sometimes some schools, and that could be a concept in the new school, I don't know, if they go back to the college of general studies, that you don't declare until you leave. You come in, everybody comes into the college of

general studies and until they've had some exposure they don't declare their major until they step out of that and go into their field. So that could be a, a thought pattern that they may take, I don't know if they will or not but it's a thought.

Miller: (1:28:14) Now, you wrote a book that's kind of used as the textbook then for that class...

Sherman: (1:28:18) One chapter.

Miller: (1:28:19) One chapter.

Sherman: (1:28:20) *Give Me Liberty or Give Me Death* is the textbook and I'm one of the authors.

Miller: (1:28:24) Or *Give Me Liberty; a Guide to University*.

Sherman: (1:28:26) Well, that's what it is now, yes [*laughter*].

Hall: (1:28:28) [*laughter*]

Miller: (1:28:29) [*laughter*] Oh, ok, I don't know that it says anything about death [*laughter*].

Sherman: (1:28:31) Death, it doesn't, I'm teasing, I'm teasing. Give me, *Give Me Liberty* is actually, we just break it down to that; *Give Me Liberty*. And so that book really, well, we started out with just this copies of things and we did our own and we started researching and saw how much they cost and we said, "This is ridiculous. We're not going to do this. We're going to produce our own." And we wanted to be unique to Liberty. And so *Give Me Liberty*, really, the book came out of that. That's really, in the last two or three or four years, really developed into a really handy little planner kind of thing and we've, we've checked out other schools and what they're doing and, and we've taken some of those ideas and it's a really useful tool for them now for time management

throughout the whole year. Gives them all the resources that they need for all the different department and the phone numbers and explains, we have a whole, whole list of acronyms in there so that, you know, they can figure out what all of this alphabet soup is.

Miller: (1:29:24) And we have a section for the library and how to use some of the databases and all.

Sherman: (1:29:26) Yes, absolutely.

Miller: (1:29:27) And then there's a planner in there as well...

Sherman: (1:29:29) Yes.

Miller: (1:29:30) too for just, an academic planner...

Sherman: (1:29:31) Yes.

Miller: (1:29:32) which goes along with your study skills of...

Sherman: (1:29:33) So it really has become a useful tool for them.

Miller: (1:29:36) Now, you were once selected as advisor of the year...

Sherman: (1:29:39) Yes.

Miller: (1:29:40) Was that a, was that a Liberty award or a national award? Talk about that if you would.

Sherman: (1:29:44) Yes, I think I touched on that earlier just for a minute when I was talking about Dr. Groat. Every year, oh, for years and years and years, we had a whole wall of them, the um...there was a vote taken on the, on the advisor of the year. Students could nominate and they voted of the, of the person they felt had, had been, you know, had fulfilled that service the best. And so we had that for many years; that was totally a Liberty thing. But then we would always submit their credentials to NACADA and um...as I mentioned before, Dr. Groat and I did then get, we had to go nationally and get

national awards for that and had a little plaque to put on the wall for that. I'm sure he was much more deserving of it than I.

Hall: (1:30:29) The...

Miller: (1:30:30) Right, could you just...go ahead.

Hall: (1:30:31) We sort of skipped over, actually, the counseling center which was here one time...

Sherman: (1:30:36) Yes.

Hall: (1:30:37) not here any longer...

Sherman: (1:30:38) Yes.

Hall: (1:30:39) Would you care to say...

Sherman: (1:30:40) I, I would love to talk...

Hall: (1:30:41) What, how did, why would it...

Sherman: about that.

Hall: (1:30:42) [*laughter*]

Sherman: (1:30:43) When, I had been here, I don't know how many years, and I decided I needed to do another master's in counseling because so many students were talking to me and I, I went to Dr. Miller at that time who was here, he and his wife were here, and I said, "I don't know whether I want to just, to pursue psychology or counseling." And he said, "Well, who's, what's motivating this?" And I said, "Well, people are coming to me. I want to make sure I'm giving them the right answers. And my heart is in it but I, I want to make sure I know the right things." And he said, "Well, who's coming to you? Students?" "Yes." "Boys, girls?" "Yes, yes." "Faculty?" "Yes." "Staff?" "Yes." [*laughter*] He said, "I think you have your answer. I think you

need not to be doing the psychology, you need to be doing the counseling.” And so the counseling center began with Dr. Ron Hawkins. Again, Dr. Hawkins oversaw that. He was my mentor for all the years of my, my graduate program. I was thinking just today, there were three years that I never when to convocation because I was in the counseling center counseling with girls with eating disorders. That became my specialty as I came out of the master’s program and there was so much of that at that point and they did not want anyone to know that they were getting counseling and so they had special permission to slip out of convo, convo those days and come up to the counseling center for, for sessions. So for three years I didn’t go to convo and, convocation, and just did the counseling. And then the counseling center was, I felt, a tremendous help to this whole community because the church people could come free, it was free, and then I think they started charging a minimum fee after a while but then when Dr. Hawkins and Tim Clinton, Dr. Clinton started Light Ministries, then the counseling center was closed and, here, and that was a sad day for me.

Hall: (1:32:44) Yeah, well, Light...

Sherman: (1:32:45) It really was for me.

Hall: (1:32:46) Ministries did take over some of that, or did they?

Sherman: (1:32:49) Well, it was contracted out to them then and almost all of the counseling that we have now is contracted out. There’s a lot of liability involved with the counseling center and so they prefer most of it to be contracted out or, you know, the students are just sent out, not even contracted, just, they’re resourced out to people here in town, psychiatrists and psychologists here in town. Some of the grad students do do

some light counseling and that's part of their training, of course, but anything that's really heavy duty then, they send out.

Miller: (1:33:24) And did the office of what's now the office of student conduct and student care which was formerly the dean of men and the dean of women, did they do much counseling?

Sherman: (1:33:33) They do but it's more spiritual counseling rather than emotional, traumatic types of counseling. And so they will, if it gets into emotional difficulties, that kind of thing, then, deep counseling, then they will definitely, and psychosis or anything like that, they, they send it out. But they do lots of spiritual counseling, kids who are really struggling. They still do that. The girl that I referenced earlier from Haiti, student care was contacted yesterday because she was so distraught over what she was going to do. And of course there is so much impacting her right now with the conditions in Haiti and her family and all that. And so they do wonderful work with that. Dr. Rob Jackson, of course, was over that and then Dwayne Carson helped with that as well and started a wonderful program we have here with RAs and RDs and so on. So, so much I've seen happen, it's amazing when you think back on it.

Hall: (1:34:23) That's what you, what was called Sarah's Daughters, is that what you just mentioned?

Sherman: (1:34:27) No, no. Sarah's...

Hall: (1:34:27) Is that different?

Sherman: Daughters was my ministry totally. Sarah's Daughters was a ministry that I started because I had so many young wives coming to me and I thought, "They can share." And so I prayed about it and God laid it on my heart. Out of 1 Peter we are

called Sarah's daughters. And so we started that ministry for young people, these young women who were basically students and staff here, wives, and some of them working here and I had that ministry for a number of years and then because of other ministries, I had to finally just go ahead and dissolve it because I was the only one doing that, it was totally my ministry and I felt like that...and it was interesting though, those girls are still friends today and I think they're...I brought in many speakers to, to talk with them about difficulties they might be having early on in their marriages and so we hoped that some marriages were saved and strengthened because of that ministry. But that was totally my own.

Miller: (1:35:33) And you mentioned briefly about the Liberty Godparent Home.

Sherman: (1:35:36) Yes.

Miller: (1:35:37) You were at one time a volunteer on the phone lines for that.

Sherman: (1:35:40) Yes, yes and that's how I came to be so intimately involved with it and we got that first grandson because my kids were married for six years and, and no babies and they were going on the mission field and so he went as a baby on the mission field with them and grew up in Australia and Africa and, as happened so many times, while they were in the adoption process they found out they were going to have their, their first child.

Miller: (1:36:10) I don't think you ever gave that child's name. As I think, you said you'd mention it later.

Sherman: (1:36:14) Yes, his name is Garrett, Garrett Watkins, yes.

Miller: (1:36:17) Garrett is the boy's name but what, what is your adopted daughter's uh...

Sherman: (1:36:21) Tara Watkins.

Miller: (1:36:22) Tara, ok.

Sherman: (1:36:23) She's, Tara is over the tutoring center here now, yes. Thank you.

Miller: (1:36:28) You've been the member of several secondary education accreditation teams. What's really involved in that when you're on those teams?

Sherman: (1:36:35) ACSI certifies, or accredits rather, schools just as SACS accredits universities and colleges and they do elementary and secondary schools. And we have, they very early on began to seek out Liberty faculty, education faculty who were, I always felt, and there's a sort of difference of opinion about this, but I always felt, when I was in the school of ed., that I should maintain my licensure. I had had it from the start when I came out and I thought, "If I'm teaching young people that they have to seek licensure, then I should meet those same requirements myself." As a matter of fact, I'm going to renew my licensure again in January, I think the last time. It's five years so maybe I won't need it after that and I really haven't needed it now, it's just a licensure that I have felt that a collegiate professional that I should maintain. And so with ACSI, we go into the schools, we stay for two or three days, we look at everything from the library to the cafeteria to their curriculum to their spiritual standards and we determine if they are doing things appropriately and according to standards. And then if so, the team, we all get together and we give them some directions. Sometimes we say, "No, you, you're going to be on probation and you've got to, to fix this or strengthen this program or add this program." And that's been a really interesting experience for me and, and I've traveled with a number of our faculty member to those accreditation teams.

Hall: (1:38:07) How many accrediting teams have you been on?

Sherman: (1:38:09) Have I been on? Oh my, I, I wouldn't, I wouldn't even know.

Hall: (1:38:13) Oh, a good many?

Sherman: (1:38:14) Yeah. Probably several dozen, yeah, through the years.

Miller: (1:38:20) And now, just mention briefly as far as Dr. Falwell's philosophy about accreditation.

Sherman: (1:38:28) At first there was question about how we should be linked to the state and to those accrediting...I don't think he ever had problems so much with the Christian groups but I think he came to see the wisdom of having, if it's Christian it ought to be everything plus and so I think eventually he, he really came to that decision that we needed to get these kids state licensure plus they had all the Bible that they had and the strength that they had. So I, I feel that he was, he, he grew into that. You know, I'm on the doctrinal, faculty doctrinal interview committees, we have one actually next week and I just got the material for that, and that's changed and grown, you know?

Miller: (1:39:18) Talk, talk about that if you would.

Sherman: (1:39:19) There's always someone on that committee. There's a small group of us, oh my, I don't even know how many there are now but there's someone there from Christian worldview, there's someone on it for theology, for creationism, and seems to me like there's one other...

Miller: (1:39:41) You have family issues.

Sherman: (1:39:42) Yes, I do that one. Theology of doctrine, I guess, worldview and, and creationism and then the family issues and that's the one I serve on for my counseling background. And Dr. Falwell always felt, and I'm sure you've heard someone say that, you know, if the standards change and the University goes away form

its, its founding then burn it down. Now, I think sometimes I wish Jerry Jr. wouldn't say that. I'm afraid that, you know, because of arson if we ever have a fire, [laughter] you know, but Jerry did used to say that and he meant it, I think he really meant it. And so his stopgap for that was that the reason that some of the schools became so much more secular was the faculty, that they brought in liberal thinkers. And he said, "I want the faculty to remain conservative." And so the departments that the person coming in, in their academic professional credentials, but then faculty committee, this all these faculty people then come in and this committee, they, in these areas and then we question them at length. It usually takes an hour, an hour and a half. You know, we don't wear black robes or anything [laughter]. We get, we get teased about that sometimes, you know. But it's, it's a very serious endeavor and so we don't, we, we just want to make sure that, that their standards are the same as Liberty's and, and we had one one time I remember when the person walked out, the chairman looked at us and he said, "I, I...it was like we had some identity theft or something. The person we saw on paper was not the person we just interviewed in here." And they had just gone, you know, through advertisements and thought they might want to come to Liberty but the, the personal Christian testimony was not there and that was, that's vital to us in that committee and so we will exam them on those grounds. And that's changed, that's changed as we've changed and our perspective has broadened. You don't have to be a Baptist anymore. One of my favorite stories with that is, one day we had this gentleman giving us all these hard baptistic answers. He started out everything was a Baptist answer. And finally the chairman stopped him and he said, "You know I really don't think you have to take that hard Baptist stand. As a matter of fact, on this faculty committee, there's a Wesleyan and a Baptist and a

Presbyterian and a Lutheran.” And I looked around and I said, “A Lutheran? Who’s the Lutheran?” And one of the science professors said, “Me.” I said, “Oh, I didn’t know. Ok.” I didn’t [*laughter*] know. So, you know, that’s, that’s current...

Miller: (1:42:28) But all, but all born again.

Sherman: (1:42:29) All born again and all the same basic moral beliefs that Liberty is built upon.

Hall: (1:42:34) Yeah, normally when the faculty member, perspective faculty member’s really being considered, he’s, he’s sort of preapproved, I guess you might say, by the department chair.

Sherman: (1:42:44) Yes.

Hall: (1:42:45) Are there, you mentioned one instance, is there, has there been more than one that...

Sherman: (1:42:49) Oh, I can think of...

Hall: (1:42:50) this group turned down?

Sherman: (1:42:51) Yes, I can think of several and uh...so we’re not always really uh...been popular but, but that’s ok, that’s, that’s our job. And there have been, I began in one to actually witness with, to the person with the plan of salvation and the professor after me, Dr. Hartman, began to do the same and then Dr. Bell and as we went around the table, because we really, all of us became burdened that this person wasn’t even a Christian. Didn’t, maybe didn’t recognize it, that he wasn’t a Christian, but we’ve had some. But normally that’s not the case. Normally the departments do a great job of, of checking the people. Oh...

Miller: (1:43:32) But we've, we've had it happen where it just, they get all the way through the process and...

Sherman: (1:43:36) Yes.

Miller: (1:43:37) and maybe there's some ambiguity in what they've written down and, and you bring them in, you, but, but uh...

Sherman: (1:43:43) And every now and then there'll be some really strong stickler on abortion rights or something to that effect, things that are very basic to us, and so maybe one strong point that, that causes us not to hire the person. And there have been some cases where they were younger Christians that got saved later in life and they feel called to a Christian education. Dr. Falwell wanted these people to always, us to be sure that these people could stand in front of our students and be the role model. If, if the student needed to know about salvation, what would you say to that student? So occasionally we will have somebody that may be a little weak in creationism, for example, because they just haven't had the training and so then we will appoint a mentor to them. So we've done that many times...not many times, but several times we've appointed mentors, yeah. It's a great experience, it really is. We learn lots about people.

Hall: (1:44:40) We all of course admired Dr. Falwell. What is your favorite memory...

Sherman: (1:44:44) Well...

Hall: (1:44:45) when you think about him?

Sherman: (1:44:46) I'll tell you my memory from my memory, ok. This is the way the story went. Of course, you know, the myth probably grows, but this is the way the story was told to me. It's about the shoes. Mrs. Falwell had gotten him a pair of really good shoes. Big man, he's on his feet all the time and so she got him a pair for his birthday

which is in August. And he put them away and then came cold weather one day, colder weather in the fall, he put on his new shoes and went out dressed as he always did. And about three in the afternoon, as the story goes, she came back, or he came back to the house about three and she was in the back of the house and called to him, "Jerry, wait, I want to talk to you a minute." And he said, "I'm going on upstairs, Macel." And she said, "No, wait a minute, Jerry. I want to talk to you." He said, "I'll, I'll be right back." She said, "No, wait." And when she caught him, he was on the stairwell in his sock feet. And she looked down and she said, "Jerry, where are your shoes?" He said, "Don't ask." She said, "Jerry, have you been downtown all day witnessing to all those old drunks and prostitutes downtown?" And he said, "Yes." She said, "Jerry Falwell, you gave your new birthday shoes to some old drunk, didn't you?" He said, "I told you not to ask." [laughter] And she said, "You did, didn't you, Jerry?" And he said "Yes Macel, I did." She said, "Jerry, you know as well as I do that he will take those shoes and sell them for more money for more liquor." And he said, "Macel, you didn't see his feet. It's so cold out there. What he does with the shoes is up to him. What I did with the shoes was up to me. So I gave my shoes away." That's my favorite story. I loved him for his generosity, his kindness, his largeness of heart. I think those were the things that meant the most to me. And such a family man, he loved his family so much. It was so obvious. But he loved people. And so that's my favorite story and I'm not sure how much of it's myth and how much of it's real but I've always loved that story.

Miller: (1:47:10) Do you have a favorite quote?

Sherman: (1:47:12) I do actually, I have two. The first one, of course, being that an academia is that, that old story of don't quit. I loved that, preached that every, every, at

the end of every semester; don't quit, don't quit, don't quit. And I, I just, I have so many quotes, actually I make my students, I have PowerPoints of him and I make them write down quotes from him in my advanced vocabulary and speed reading class. They have to write down a quote from him in everyday when they come into class. I don't want them to forget him and who he is. And then probably the one that in these last days has come to me more to me than anything is that Liberty was born in the heart of God. Freedom is the most vital moral value in life. And as I think about our country now and where we are in our freedoms, I think freedom is more precious than I realized and as it becomes threatened, the more I think we realize that vitalness that freedom is from the Lord. And Jerry just understood those deep truths so much and could, and could relate them to the students in a way that I've never seen anybody else do. They adored him, they loved him to the end. And, and I do, I miss him still. I, he was bigger than life and his fun, his sense of humor, oh, they blessed my life. But his love for his family, I have never, ever...I, just amazing to me how much he loved them and he let everybody know that. And loved the church of course and love the school but that big heart of love was critical in my growth as a person, as a Christian, as a young person.

Miller: (1:49:19) So as you've been here now for over three decades, what do you think is the major impact of Liberty University on the nation as a whole?

Sherman: (1:49:28) I think Liberty, because we have grown so much in what we're doing in, in our various majors and the, the strength of our program, our academic program as it reaches into all the professions in these critical areas of, of information technology and, and all these things that we're so readily stepping into and preparing our

students for so well. I feel like that's the major impact that we're having on the nation. We are really producing those kids that can go out there and, and really change things.

Hall: (1:50:04) What do you see so far as the future is concerned?

Sherman: (1:50:07) Well, I think Liberty stands largely because of its emphasis on godly, well-grounded um...because of the emphasis of this loving faculty, well-grounded faculty as a bastion of true intellectual development for today and tomorrow. I believe that we are now already Yale and Harvard and Oxford and we will be that for tomorrow, I believe, because of the vision and the one man who was faithful to that vision and the many, many, many people that God brought to join him and those ranks continue to swell even after he's gone on to glory.

Miller: (1:50:55) Barb, we really appreciate the time that you spent with us today and with that we'll conclude today's interview with Barbara Sherman. This interview has been conducted as part of the oral history project of the Liberty University archives.

[end of interview]