

Oral History Interview of General David Young

Date of Interview: July 11, 2014

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

Name of Interviewee: General David Young

Name of Interviewers: Randy Miller and Lowell Walters

Transcriber: Brittany Rissmiller, Abby Cockrell, Sherelle Wilson, Lucas Cuba, and Wendell Versaille

Interview Length: (1:53:30)

Notes: Final editing done by Abigail Sattler

Miller: (0:00) Welcome to this interview in the Oral History Project of the Liberty University Archives. This interview is being conducted on July 11, 2014. Today we're interviewing General David Young. This is the second of a two part interview. General Young was born April 28, 1944. My name is Randy Miller. I'll be conducting the interview today along with Lowell Walters. Greetings, Lowell.

Walters: (0:26) Hello, Randy.

Miller: (0:28) And Dr. Young...Dave Young. Good to have you with us.

Young: (0:31) It's a pleasure.

Miller: (0:32) Well last time as we spoke we really went over the time before you came to Liberty. We talked a little about how you first got here and so today in our interview, we'd like to really focus then on your days here at Liberty. So let's kind of pick it up, you are working in the finance department and then how did you move up the line from there then. You started in finance and you eventually worked your way up to becoming the executive vice president.

Young: (1:08) Correct. Well, I think we talked about it a little bit previously, but when Dr. Falwell offered me a position here and hired me to come to Liberty. I think he had a plan in mind and I think it was a succession plan for the then Vice President of Finance and Administration, a fellow by the name of George Rogers and George had been with the institution, the organization not just LU, but I think the Old Time Gospel Hour and dated back the very early years with Dr. Falwell. But George was getting up in years and I think they were looking at the opportunity for him to be able to retire and I think that's what he wanted to do. So when I was hired, I was his assistant, so to speak, and I'm trying to remember but I think that only lasted a few months. It just wasn't very long as I recall and then I moved in to replace him as the Vice President of Finance and Administration and I'm thinking that was '97, '98, somewhere in that time period I

just don't remember the exact days now. And I assumed that role which at that time was over finance... the accounting office, the budget office, financial aid, HR (Human Resources), police department, the, all of building (I think we called it building operations, field operations), grounds, maintenance just about everything I think that wasn't...

Miller: (2:54) Classroom...

Young: (2:54) ...under the academic aspect of the university. Then we included IT in that, we started an IT function more formal than what had existed and there were probably a few other things that I don't remember now.

Walters: (3:08) Did that include student life and sports?

Young: (3:11) Student life? The athletic director did not report to me at that point I think I believe he reported, I guess directly to Jerry, Dr. Falwell. I'm trying to remember, I don't—I don't think he did, but soon we changed that, fairly soon as I recall. So yes, student life, really anything I think that was non-academic so to speak as I recall. And so we did that for several years, or I did and Dr. John Borek was brought in just about the same time to be the president replacing Pierre Guillermin as the president, who had been with Dr. Falwell for twenty-five years or so I think and it was a tough time for the university. It was financially difficult. We were on a, I don't think it was a probation, but that's really the word that comes to mind with SACS.

Walters: (4:13) Probably a warning?

Young: (4:14) SACS had been here. They had something they call them recommendations, but there was something like a hundred and forty plus recommendations across the entire scope of the university: academic, financial, administrative and so we started whittling away at those and the primary role that I played at that point was in the financial aid, the student accounts area and taking all of those recommendations and working with our staff to correct them and we did. We're successful in that. A lot of long hours, long days, seven-day-weeks working on that and then we went through the accreditation process and we were successful so that was good.

Walters: (5:02) What was your timeline for that? You had these hundred-some...how long did you have?

Young: (5:09) Lowell, I want to say, and I'm just guessing here, I think we, I don't know if we had a year or less than a year? I know when I got involved in it, it was less than a year remaining so I think we inherited it, I think we probably had about six months, five to six months as I recall.

Walters: (5:29) And your product back to them at that point was: Here's our proposed solution?

Young: (5:35) Or having already taken the solution or fixed the problems, whatever they were.

Walters: (5:39) Can you remember some examples of what they would have been?

Young: (5:42) Well in the area of administration there were student accounts that were in the rears, there were policies and procedures that didn't exist that should exist, that was in the same

in financial aid. There were student financial aid records that were not accurate and didn't reconcile with student accounts and it was just a variety of things like that as I recall, but a lot of it was in policy and procedures, particularly, in procedures across the board.

Walters: (6:16) Did you...

Young: (6:17) Not so much in student life, but more in the financial area and in the academic area.

Walters: (6:23) Did you get a sense to how things got that way? I mean you had the Jim and Tammy Bakker scandal that hit funding, but I know for myself as being a student here from '87 to '91, you had long lines and you brought...but you didn't get a sense that the infrastructure was in that bad of decay or shape. What happened there? Do you have any idea on that?

Young: (6:48) Well I only know what I was told and that was when...the...it was Bakker right? Jim Bakker, Jim and Tammy Faye, there'd been a couple of others, I think T.V. evangelists...

Walters: (7:01) Jimmy Swaggart had a falling.

Young: (7:02) Jimmy Swaggart had a falling and that had a negative impact on people who were interest in supporting that type of ministry...

Walters: (7:09) Right.

Miller: (7:10) All Christian ministries.

Young: (7:12) All Christian ministries so that had a financial impact. I think and this is just my assessment which some would probably not agree with me. I think that the, you know Old Time Gospel Hour was before my time, TRBC, Liberty University had been the benefit—beneficiary, beneficiaries of goods days of financial support, okay, and the analogy I guess I would use and I don't know if this is a good one or not, if you as a family, you just had steady, not only steady income but almost more money than you need then you start to live at a certain level or you may not have budgetary processes in place or you may not be saving for a rainy day; however you want to look at it, okay, and I don't know that there was a sense that it would go on forever kind of thing but I kind of suspect that. And I've heard days, I've heard tales of where there would be sometimes million dollar days, literally a million dollars in cash or checks would come into the ministry, and so I don't know that there were administrative policies and procedures, as I call them financial policies and procedures put in place. You know, what you would think of as a solid budget plan. Not only a budget to plan from, but to enact, to implement, and so I think when it occurred that money dried up so to speak, then it was very difficult to say, "Oh, we don't have this coming in everyday and so how do we manage? How do we operate?" Because we hadn't had to. Alright, and I fully understand that this—I'm not saying this in an accusing way—I just understand from my perspective. Now Jerry Jr. or Dr. Falwell or someone else could easily have a different opinion because what I found is coming in with probably, you know, a sense of administration, a sense of organizational structure and things like that, these mechanisms did not exist. And so there were quite a few pockets within the university that were all well-intentioned, well-intentioned people, good hearted people who were trying to make things work, who were trying to make the, you know, support the students and the mission and the ministry and they

would find all sorts of ways to do it. I mean there were bake sales out here in Vines and there was a fellow, I don't remember who he was, he sold Christian ties, you know, but they would use that, those resources in order to continue to support whatever portion of the operation they had, which was well-intended, but there was no way to control or allocate the funds or anything like that.

Walters: (10:11) That's not sustainable.

Young: (10:12) I'm sorry?

Walters: (10:13) That's not sustainable.

Young: (10:14) No, not sustainable and it'd be like if you had the same thing happen to your family and your kids are selling lemonade and cookies and somebody's washing cars and somebody's doing this, then you'd want to have a control mechanism in place that brings all those funds to the family table to be allocated and so forth.

Walters: (10:32) So would you say that the, would it be accurate to tear this statement apart, if you would, would it be accurate to say, you know that you had to establish, go from a providential culture on finance to one that was more business based or more corporate or something like that?

Young: (10:52) Yeah, I think that's a fair assessment, Lowell, because that's exactly what we did. We started to put a more formal budget process in place and we started budget hearings and we had people... all the cost centers, identify their needs and what it was going to cost to operate. There was a time when I took over from George Rogers, and this is an interesting little story. He had an office with a desk in it and when it was announced that I was going to replace him or you know we formally said, "Okay Dave's going to take this job," he had a electronic, electronic is the wrong word, but it's just a light that he had a foot pedal under his desk and when you pushed the foot pedal, there would be the word "No" would come up in lights and so that was if someone came in and wanted money for something he would just push this pedal and it would say "No" because there was no money and you think of the process we have in place in the university now, back then everything was on paper, so if you had a requisition for a microphone it would be a handwritten requisition that would come to me for approval or disapproval or recommendation to the president as to how that should be handled.

Miller: (12:14) For a hundred dollar item?

Young: (12:16) A twenty dollar item, okay, and I will say that ninety percent of the time they would disapprove because the money wasn't there initially and then we started to, you know, repair that. The Accounts Receivable Act, I can't remember, I wanna say it was close to fifty-million dollars...

Miller: (12:33) You had down on some paper thirty-six million...

Young: (12:35) Yeah, thirty—I think we collected thirty-six or something like that and those were people who owed us money. We were taking in—and all for the right reasons, I mean, Dr. Falwell was on target with this, he believed that the success of the university was to have solid

enrollment, but what we did do, or didn't do, is we would lots of times take in kids who did not have the financial resources to support their educational needs. We'd literally have students who were living in dorm rooms, eating in the dining hall, going to classes, who hadn't paid a penny and it wasn't because they were on full scholarship because they had a sixteen hundred SAT score or the greatest football quarterback, you know, since Johnny Unitas, it wasn't that at all. It was just we didn't have the controls in place and so literally you talk about the lines, the student lines, when registration would occur, I mean the very first year, we used to do it in Vines. And so kids would show up to register for their classes and they were supposed to pay and we would sit there making individual decisions with each student as to whether we were going to let them register, or how they're going to pay... so it was very hands on, it was personal from a certain perspective I suppose, but it was very time consuming it was very, these poor kids would stand in line some of them there for--

Walters: (14:04) And Jerry had a big heart!

Young: (14:06) And Jerry had a big heart. Which is, I mean, so—which was great, alright and but those were the times then and so I think the combination of a funding resource drying up so to speak, or being drastically reduced, if not drying up and not having a backup emergency fund or another source of revenue made it very difficult because before the university, the ministry had been able to operate off of those donated funds, those million dollar days that would occur and all of a sudden that went away and there was no other revenue stream.

Miller: (14:47) Now when you were here, it seems to me as I'm kind of recalling the history that the years like '90, '91, '92 seemed to be the worst years. Had the corner started to turn or was it just kind of maintaining in that lowered...?

Young: (15:03) I think it was maintaining, I think that Jerry Jr. had—was very involved, becoming more involved for raising financial support, there was some bond issuances I think, this was all before my time. So I would say... I don't know if it had turned the corner, but it was going around the turn so to speak, but definitely was not in the home stretch. So I think the work that we were able to do when I got here was just timing, was God's timing that brought me here when He did, I think was more of from an administrative, organizational, getting policies and procedures in place, and creating a business operating model.

Miller: (15:53) Well now, you didn't have a strong finance background before you came here so were there folks that you kind of leaned on for advice? Anybody that you went to, to say, "Hey, how do you run the finances of a huge institution?" Do you do a lot of professional reading? How did you kind of get up to speed in that particular aspect?

Young: (16:13) Well it was a combination of factors. First of all, the president John Borek who'd come on board had come out of a position at Georgia State, he was the Chief Financial Officer, or Vice President of Finance there, so he had a very strong financial background, so a lot of that came from him as far as things, you know, what we had to do and he and I spent hours together. And then we had a young lady at that point, her name was Laura Tucker, who had worked with Dr. Borek and she was more of a SACS consultant in the financial area, so Laura came on board and then she eventually—she was working for me and so she and I worked very closely together on a lot of these, just meeting after meeting, review after review, identifying

action items and tracking the action items and then carrying out the action items. The main task at hand then was to address every one of those SACS recommendations. We had to get those fixed, okay? 'Cause if they weren't fixed then we would have been, we wouldn't have been accredited by SACS. We still had TRACS accreditation and then we moved away from TRACS a few years later, so those were expertise and then we had some people on board, but part of the challenge with the people who had been on board is, I'm not saying they were part of the problem, but they, the way they operated had been the way they had operated and so sometimes it's very difficult to say, "Well, we need to do this because.." they didn't understand, the this, so to speak. So it was just a lot of gut work if, you know, down in the trench work...

Miller: (17:55) Was Don Moon around at that time...?

Young: (17:57) Don Moon was here. Don was the controller and then one of his assistants was actually Terry Lease then, she's Terry [Lannum] now, but she was, if you know Evelyn, what's that one's last name? I just went blank. The redhead Evelyn... Tomlin! Evelyn Tomlin was running student accounts at that time and Terry, her daughter, Terry Lease was her daughter, Terry was working in accounting and so I spent a lot of time with Don and with Terry and with Evelyn because we were collecting all these back accounts and looking for business opportunities, and how could we repair facilities and pay our people and so forth and so that was, and that probably lasted that was what '97? That probably lasted, I don't know, '99? 2000? Because we came off of probation, you know, within the time period and then we really started focusing on how do we grow and strengthen the university because the... It was, the distance learning program, then was, it was LUSOLLL and then that was another responsibility I was given was the online as we call it now, but the distance learning, but we renamed it EDP which was External Degree Program, I think we renamed it—

Miller: (19:36) And LUSOLLL was Liberty University School of Life-Long Learning just for—

Young: (19:40) Yeah and then LUSOLLL, I guess, and then we renamed it to EDP as I recall and I put a couple people in charge of that and so we only had something like eighteen hundred, two thousand students in EDP at that time, so we started growing that and that lasted for a few years and then the growth just started you know and continued.

Miller: (20:09) And then it was DLP, the Distance Learning Program—

Young: (20:11) You're right, actually it was EDP when I got it and we changed it to DLP, you're right Randy, it was Distance Learning Program, you're right and then it became online or LU online.

Miller: (20:24) Now while you were kind of at the helm in this area it seems as though in the Old Time Gospel Hour era that you were getting a lot of fifteen and twenty dollar a month checks from (chuckles) my aunt...

Young: (20:43) That's what I've been told, yeah. Yeah...

Miller: (20:45) You know, my aunt would send in money every month...

Young: (20:48) Yeah. Right.

Miller: (20:51) ...And he would send her little premiums and things like that.

Young: (20:52) Yep.

Miller: (20:53) Was there a move to go to more major donors than to try to, you know, with the development area, did you have anything to do with development in increasing having major donors rather than a lot of small donors?

Young: (21:06) Dr. Falwell handled most of that, okay, that was at his level. It was only later that I got involved in that and we did have folks who financially supported the university. You know, Art Williams, Williams' football stadium, and there was some folks like that who gave significant resources, and so I don't know that there was a concerted effort to build a strong development program as much as it was Dr. Falwell reaching out to people who would help him. As I recall okay, because when I became executive vice president or maybe it was before that that's one of the things we started working on because we always had the—estate planning, as we called it, Tom Arnold and somebody else, before Tom, well he's been there for a long time, but I was thinking someone else was in charge of that, and then we started to more formally develop it in a raising—raising financial support, but initially then it was very personal with Dr. Falwell.

Miller: (22:19) Was there a push to go from more—from to try to have less of a reliance on external funds than to have it be more tuition driven?

Young: (22:29) I don't know if it was a push although I guess, if it was a conscience push or change in direction or vector to do that as much as it was we needed to grow—we needed to grow the university in enrollment, okay, and so there was a push to do that because—we realized that was the strength of the university was increased enrollment, alright, and as I recall at that time between Dr. Falwell and probably Jerry Jr., they focused on the... soliciting is the wrong word, but I was trying to...

Walters: (23:11) Recruiting?

Young: (23:12) Recruiting, but recruiting... not recruiting, but getting financial support from donors, okay. But Dr. Falwell was very, very involved in recruiting, I mean that was absolutely critical to him, to us.

Walters: (23:29) So did you have like facilities and other things that were underutilized at that time or how did you grow capital needs and physical infrastructure for the campus as the enrollment goes up? It's just a matter of pricing correctly?

Young: (23:46) It was pricing correctly. It was quite frankly students who paid.

Walters: (23:50) Okay.

Young: (23:50) No, I mean when you think, you could have a hundred students and if only twenty-five of them were paying full price now you've got a seventy-five percent discount rate.

Walters: (24:01) You just can't give it away (chuckles).

Young: (24:02) And so now you have a hundred students and you've got a twenty-five percent discount because seventy-five percent are paying full, so to speak then that changes your whole financial model around. So we had something like, as I recall, it was a fifty to sixty percent discount rate, which meant if you're advertising that your tuition—room, board, tuition is \$10,000 and you've got a fifty to sixty percent discount rate that means you're collecting \$4,000, four to five thousand dollars, alright. So now if your operating costs are based on a ten thousand dollar tuition rate, alright, then you can do the math. So it's costing you more, so that was board directed by the board of trustees and working with Dr. Falwell was to bring the discount rate down, we got it down to I want to say thirty percent, twenty-five, thirty percent. So that's, using that \$10,000 model if you get it from sixty percent to thirty percent, you know have another three thousand dollars to operate with, alright, and then putting solid payment practices in place so you had to pay. You couldn't stay here and eat and live in the dorm and go to class if you didn't pay and that could be a combination of financial aid or we put, we really started working things, it was called EFC: Expected Family Contribution and that was very important to us as we started determining how much a student should pay. None of that, a lot of that wasn't in place beforehand.

Miller: (25:46) Do you recall at what point did they go from long lines in the Vines Center and mom and dad writing checks or people putting it on, you know, swiping credit cards to going to more online computerized registration and handling it that way?

Young: (26:00) I don't know if I remember the exact year, Randy, we did the long line thing, so to speak. I want to say that was for two or three years whether it was registration or waiting to get served at financial aid or student accounts. But we had like the dining hall we had a contract with Marriot as I recall, and then they became Sodexo, but we modified that contract where actually the University was getting more money than it had before. And we started—it was little things like parking fees. If there was a parking fee, lots of times the students just didn't pay them or if they got parking tickets, they weren't paid. So we started collecting those, and that's when we started the towing cars practice. So if you just were going to violate the parking rules then and you got a fifty dollar parking ticket but you didn't pay it and it wasn't enforced that you had to pay it, then why would you do that? So, then we went to some hard decisions. We just started towing cars and you'd be surprised how students would start paying, or not park where they weren't supposed to park and they'd pay their parking fees and things like that when they came back and their car wasn't there. I think I told you the other day, I don't remember, but I in the dining hall students were eating there who hadn't paid. And so, it's free food! I'd take part advantage of that! (Chuckling) And so we if they showed up at the dining hall, and we put the system into place where we could track it if they showed up and they showed their dining card, and they hadn't paid, they weren't admitted. So they would call mom and dad and say that we're a school and they won't let me eat. And so mom and dad would call Dr. Falwell and say, "They won't let me eat," and, "How can you do that? You're a Christian organization." And Dr. Falwell would say, "Well, you just got to call General Young and talk to him about that!" (Laughter) You know? Well and there were some unpleasant conversations. "I'm sorry, we are not going to provide fee-free food. So here's what you owe, and if the money comes in with three days, four days, then your child will be allowed to eat. If it doesn't, then they're probably on their way home."

Miller: (28:25) As one who has had a couple—

Young: (28:27) Which sounds awful, but I mean you have to, you know...

Miller: (28:30) Right, that's the way a business needs to operate. It's either out of my pocket or out of your pocket. It seems as though—I've had two children that have gone through Liberty here. And so the way it is now, you have to kind of either have all of your tuition paid at the beginning of the semester, or you go to an external company and borrow it. So, you know, Liberty gets all their money up front. That must not have always been the case. Did that happen under your watch?

Young: (28:58) It wasn't about it not getting it up front, it was about it not getting it at all! (laughter)

Miller: (29:02) Right.

Young: (29:03) So yeah, I don't want to say it was under my watch. It was a team effort, but that's we put a lot of emphasis. We changed those.

Miller: (29:10) So, in other words, if when Lowell was a student and he divided his school bill into three monthly payments, once a month. He was owing the money to Liberty University and they were billing him.

Walters: (29:21) I know for me personally in those days, you know, my parents and I would write pre or post-dated checks. And the money had to... (laugh)

Young: (29:28) Well, that's another problem. That's another thing we changed. I mean, this all comes down to policies and procedures. It was, "We will not accept post-dated checks." You know? In other words, we're going to turn it today and cash it, and if the money is not in the bank, then it's...

Walters: (29:45) Well mine never bounced, just for the record.

Young: (29:48) Well, no, but a lot did. And so, literally a student could stay for thirty days and go to class and eat and live in a dorm, and if the check bounced... then that's how we had so many—such a large accounts receivable.

Miller: (30:07) Okay, well let's kind of move on and we can keep talking about some of these issues here.

Young: (30:11) It's been so long, I've forgotten a lot of that stuff!

Walters: (30:15) Well that's what the Oral History Program is about!

Miller: (30:18) So then, what precipitated the move from assistant vice president to chief operating officer, executive vice... Were you COO for a while before you were EVP?

Young: (30:31) No, I was the, for a very short period of time, I was the Assistant VP of finance I think—finance and administration. I'd have to go back and look somewhere. And then when George Rogers left, I became the VP of finance and administration and I worked for Dr. Borek,

John Borek the president. I reported directly to him. And then in actually 2002—and I remained in that position I think until 2005 I think. And then, but in 2002, uh, and Dr. Falwell, uh, Dr. Falwell... Dr. Borek. John Borek was a pilot. He was a recreational pilot—not a professional pilot, but he was a recreational pilot. And he and I would fly together a little bit and we'd talk about flying and things. And we talked about having an aviation program, here, right. And there had been a semblance of one over the years, but not a formal one like it exists, today. And so, at that point, that was 2002, as I recall. We made the decision to do that, and a fellow named Ernie Rogers, who I had hired the year previous. Ernie had, was in charge initially I think of what we called—we call it still—the Military Affairs Office. Sorry, I had forgotten that was under me also. And he was in charge of that. And then, we put him in charge of the external degree program. And he came in '98, so that was four years he did those things. But he's a naval aviator, and so, Dr. Borek and I had discussed an aviation program and asked Ernie if he would start that. And so, he shifted from the position he had at the time to be over the aviation program which didn't exist. Alright? And I—because of my interest—I was in it from the get-go, in that from 2002, when we did that. I'd teach a class. I'd teach one or two aviation classes. And I'd do that on top of my administrative role as VP for finance and administration. And so, then, I think it was 2005, 2006. Dr. Falwell passed away in 2006?

Miller: (32:58) May of 2007.

Young: (32:59) 2007. Okay, so, in 2006, or ok, 2005—I'm sorry for the confusion, here. 2005 I believe it was, or 2004? I don't remember. Dr. Borek left. He resigned and went back to Georgia, as I recall. And Dr. Falwell was going through the decision process of “do we hire another president? Or what do we do?” And he—and I think he was joking—he asked me one day. He said, “Dave, would you like to be a president?” And I—I tremendously admired Dr. Falwell. I mean, I enjoyed every moment I had with him. And when he asked me that question, I kind of laughed and I said, “No, sir, I don't.” And I think he said, “Well, why wouldn't you want to be the president?” Ya know? And I, I told him, and I said—and I called him Mr. Chancellor back then. I said, “Mr. Chancellor, there's only one president of this university, and it's you.” And, and, it was interesting to watch—like John Borek working for him, because in all, in full understanding, when John Borek was hired to be the president, he, he'd grown up in the academic world and universities. And when you're hired as the president, you think you're going to be the president, right? Um, well, the difficulty here was you had the founder, Jerry Falwell, who was here... who was the chancellor—that's what his title was at the time. And, and he really ran the university, okay? And so, it all worked out with, with John Borek, but I could always tell there was some—oh, it could be tenuous at times—that's not the right word. Uh, it could get a little confusing as to who was what. Uh, and so when Dr. Falwell asked me that, I said, “No.” Because it just—I think even laughingly said, “No, sir, because if you do that, then I'm gonna think I am.” (laughter) And I admired him and respected him so much and enjoyed my relationship with him. I said, “I think I can better serve you in another role.” And that would be such—as an executive vice president or a chief operating officer. And so I think I had about three titles at once. It was executive vice president, chief operating officer, and even CFO—Chief Financial Officer. Okay? And so what I did is I represented—I then had as EVP, everything was under that position under me: academics, the entire university—including athletics and everything. And I thought I could serve him better, because I could take the day to day operational challenges off of his plate. Okay? And he was then freer to do the chancellor-type things and oversee recruiting, financial matters, raising financial support, and things like that.

And so, that's how we operated for a couple of years, and then, as I recall, I think Dr. Godwin had—I think he was with him in the early years and then had gone off the scene for several years and then came back. Okay? And he was in a role with Dr. Falwell. And so we started divvying up some of the responsibilities between Dr. Godwin and me, because the university was growing. And I personally didn't know that that was advisable or not, because now, you've got like two commanders over the troops. And I think it started to affect the way we operated. And so, two things really happened then. One, and it was before Dr. Falwell died, but I went to him, and I said, "Listen, I'd really like to be more involved in the aviation, because I enjoy it. And I think there's some things we could do here in growing aviation. And secondly, I think that you'd be better served if you had one person serving you in the capacity of EVP or whatever you want to call it." And so, he tried to—he literally tried to talk me out of it. And he said, "Why would you want to do that?" And I said, "Well, 'cause I want to do it." You know? And he said, "Okay. I will honor that request." And so, then I moved into aviation full-time, and I think that was—he passed away in 2007, right?

Miller: (37:34) May of 2007.

Young: (37:35) May of 2007. May 15, right? Wasn't it? Or May....

Miller: (37:38) I was thinking it was a little earlier than that.

Young: (37:40) Well, but anyways... so, before he passed away, and I had obviously—no one knew that was going to happen. I had shifted full-time to aviation, and I was teaching courses. But my primary role was I was starting to fundraise or raise financial support to grow the program. And that's what I did for 2006, 2007, and then we'd grown the—the program was growing. We'd raised some financial resources. We got some other donations. There were things we were doing. And I went to Boyd Rist, who was the vice president of academics then, the provost. In fact, I was, believe it or not, when I took over as executive vice president, I went to Dr. Falwell, and I said, "You know, for most universities, the academic—chief of academics is not necessarily the vice president of academics, but he's—the title is provost." And I can remember going to Dr. Falwell, and I said, "I think we ought to appoint Boyd Rist as the provost." And Dr. Falwell looked at me, and he said, "What's a provost?" You know? And so, that's when we engendered that title into the academic arena here. But going back to where I was, I got then full-time involved in the aviation area. And so in 2008, I went to Boyd Rist, and I said, "I'd like to make it the School of Aeronautics as opposed to the Department of Aviation," which was under the College of Arts and Sciences at that time.

Miller: (39:24) Let's hold off on aviation for just a moment. I'd like to finish up with the executive vice president. So, really you were the EVP, the executive vice president, from when Dr. Borek left in 2004 until about 2006 or so. Is that what you...?

Young: (39:39) That's correct.

Miller: (39:40) Okay. And so... and I was just coming in new in 2004. One thing I really appreciated from back in those days was just getting your regular EVP reports in the email just, you know, kind of a report of the state of the union. I was new here and that was just very helpful to kind of see, I thought that was a good communication tool that you had there and I really

appreciated that, but what would you say were some of your, you know, major things that you'd like to be remembered for, your legacy in that position or some of the major accomplishments that you had?

Young: (40:25) Well, I don't know that's, I'd have to think about it a moment Randy 'cause I don't go back to well we did this, did this, did this, but I think that one of the things that I think a, someone in a leadership position in an organization, regardless of the level, but higher in the organization that they should strive to do is what I call preparing the organization for the future, you know continuing to do that. And so I think that I call them policies and procedures, but a lot of those that we put in place, the positions we put in place, and in some cases the people who we put in those positions was doing that because we were still coming out of where it had been a, I call it a family run business, and it was, okay. And it's fully understanding when someone founds a business it's a, you know it is. And so we started I think putting more processes in place like just a budget process, we continued to grow that and develop that. I think it was important to define responsibilities and give people a clear understanding of what their responsibilities were and then hold them accountable for it, so we started doing performance evaluations and things like that, and setting goals for people, working with them on a regular basis, goals and objectives for their portion of the organization, so that's probably my administrative background coming out or organizational background coming out, so we did that. I'd forgotten about the communication, but I thought that was absolutely critical, because we had, when I got here we had what a lot of people would call silos, I mean everybody was in their little lane, their little silo, did not cross communicate within the organization, kept information to themselves because a lot of people feel like, "If I've got the information, I've got the power." Not understanding that the more they share the information, the more power they get, you know, if that's what they're after. So we started working on building trust in the organization, building an open communication platform and a culture, a culture where people were free to offer their opinion, a culture where the messenger was not shot because they brought the message, I mean, you know, every leader, good leader in my opinion, you want to know what's going on in the organization, you want the good, the bad, and the ugly, okay, and people need to feel like they're, they can be comfortable in doing that. So it was more, I think, of building a culture, building is the wrong word, maybe refining a culture that now was operating more on a business model, but had planning, it had a decision-making process, it had a financial process in place, and people were very comfortable working in that environment and there was a trust factor. So I don't know if that's, that's kind of nefarious the way I'm talking I mean, that's kind of what I think I worked on and then there were some other individual things we were able to do, more specific I guess.

Walters: (44:05) I wanted to ask you something about that, what we call now Green Hall, which for a while was Campus North, which before that was the old Ericson and GE factory, that acquisition came during your time?

Young: (44:19) Right.

Walters: (44:21) Tell us about that.

Young: (44:21) Previous to that, previous to that facility, we hadn't, the university hadn't done anything with facilities. The first project that we, I think it was the first, I can't remember if it was the first or second, but let's say it was the first project was to, we got the funding and the

financing for it, was to build the high story, we call it dorm thirty-three, it may be something else now, the women's...

Walters: (44:52) I've heard some people call it the hospital dorm because it looked like—

Young: (44:55) Well anyway, we—that was my first major construction project, I believe it was the first—

Walters: (45:01) That's the one closest to the airport, right?

Young: (45:03) Right the tall dorms—

Walters: (45:05) Down behind the Hilton Garden, okay?

Young: (45:08) Right, right, right. So the Hilton Garden one there they had—

Walters: (45:12) Right, right.

Young: (45:13) So that was dorm thirty-three, it was an all girl's dorm and we built that dorm, okay. The next project and I think it was, I can't remember which came first, it was either that one, was putting the three floors on top of DeMoss because it was a one story facility then and so that was a big engineering project, construction project, and I was very much involved with that and then there were some other little projects, like, you wouldn't even notice it now, but there's a little brick building by the football stadium if you're parking over by Green Hall and you walk up the path to come in that gate, there's a little brick building down there. It sounds crazy, but we built that and that was the visiting team's locker room because prior to that they basically dressed in a bus, you know it wasn't too much for them to do. Another project, this is one of our very first ones, kind of along with the dorm time period and they demolished it now is the, with, the only place to eat on the campus back then was the Marriott, nowhere else, there was nowhere else to get food. So we built The Hanger and we did that, that was just me cause it seemed like fun. We did it under an aviation theme, so it was called The Hanger and if you went inside with all the memorabilia, my old jackets and stuff were in there and everything, so that was the first food-court we had, okay. And then we continued to add things like sub shops and pizza places and things like that. So that all happened when I was involved with that. So we were trying to enhance the experience for the students—not only the way they were treated, you know, no more lines and that sort of thing...but, you know, eating and we remodeled, the Marriot has been remodeled two or three times, but the first time we remodeled it was to make it more appealing to the students and not just the institutional-type dining hall, so we did that. Those were projects. And then, we started across the way with the dorms over across the way, and so I was involved with that with the first six dorms that we put up over there, east campus as we call it. I'm trying to remember what else...So those-those—

Walters: (47:29) So tell us, do you remember about the acquisition of Ericson?

Young: (47:32) Oh yeah, and that was interesting because we were...we had raised, not cash, but we had the wherewithal to purchase Ericson. Because the only thing in there it wasn't, it was Ericson then it was like a million square feet of facility and I think there was less than a hundred people maybe; they were closing down. So most of it wasn't even occupied. And we were... we

had... we were going to purchase it for 25 million dollars as I recall, and we had the, you know, we had gone to the bank—finances and funding to do it. And Dr. Falwell had been out to the west coast, he had flown out to the west coast for something, I don't remember the reason. And, there was a fellow who's Green Hall, David Green with Hobby Lobby—and we are all familiar with Hobby Lobby now they've been in the news recently. One of his ministries in life was to acquire depressed buildings, facilities, whatever they may be...

Walters: (48:46) Like campuses?

Young: (48:47) Whatever. He'd keep it for a year or so, and then he'd donate it. So, I think from a financial perspective what he'd do is that he'd buy it very depressed at very low price, and then have it appraised for a higher value and so donate it. Obviously there were positive—there were good tax implications there which was his business model on that. But it was a ministry, and he would donate them to, you know, worthy causes or worthy organizations. So he had, as I recall, he had called Dr. Falwell and said, "I've got this building in Chicago." I don't know how he... I don't think they'd had a former acquaintance or former relationship. I don't even think they had even met or talked. Out of the blue he called Dr. Falwell and said, "I've got this building in Chicago, would you be interested? I'll give it to you, you can have it." And I think Jerry was thinking, "Why would I want something in Chicago? What would I do? I'll take anything, but what would I do with a building in Chicago?" And so he was flying back from the west coast, Jerry was, and he said, "I'm just going to swing through Chicago and visit with this Mr. David Green and thank him for his offer, but it just won't work for us." And so, that as I recall was on like a Thursday or Friday, and we were literally going to close on the Ericson building on the next Wednesday. And he just happened to casually mention to Mr. Green, David Green, that they were doing that and David Green said, "Well wait a minute. Maybe that's something that we could take a look at." So, it went from Thursday, Friday... whenever it was they worked all through the weekend of us paying twenty-five million dollars for that facility, to David Green buying it, and we moved into it, and then a year plus a day or so he donated it to Liberty University and I was the first person to sit in that building. A million square feet is a lot of square footage and there were, a lot of it's been modified now, obviously, but I got lost in that place so many times just walking around trying to figure out where things were. There was nothing in there, I mean, it was vacant, nothing. That was before TRBC was built there and LCA and all that. And so I—the office that Ron Godwin sits in now, I went up and I put a table and I had my cell phone and I think, I don't know, I guess, I don't know if we had internet or if I had a laptop. And then we put LUPD up there because we were concerned about the security of the building so we moved their office up there, where it is now, basically the same place, you know a lot of renovation and stuff has occurred, but that's where it was. So LUPD was there and I'd go up there and I'd spend a little bit of time during the day working out of that office and then we slowly started, you know, doing things with Law School. Law School was another thing I was involved in was when we, working with the founding dean who was Bruce Green was his name and getting Law School, working with Dr. Falwell on that. I did that as the EVP. And so that's how we got Green Hall or like the Ericson building and then we started working on filling in, there was a big ravine where the football practice field that—I don't know how many hundreds of loads of dirt and stuff we put in there to build that up. And so that was a project—

Walters: (52:24) And that's the one that was up near the mansion or is this the one that you built beside the stadium?

Young: (52:31) Beside the stadium.

Walters: (52:32) Okay.

Young: (52:32) If you know where the—If you drive down the road to Green Hall and LUPD office, HR is over on the right. If you're driving, all the parking is out there now and of course the LaHaye Fitness Center...what was it...Oh! The ice center is another thing. I traveled around the country looking at ice centers and getting information about that because the LaHayes, you know, wanted to donate money for an ice center, and I can tell you the reason and the story behind that. They had, I think, a grandson coming here who ice skated—who was an ice skater. So, anyway, if you're driving down that road, the practice field is over here on the left and then now you've got the new football operations center. That was another thing I was involved in—was the football operations center. But that was a big ravine. I mean, it was probably...I want to say a hundred feet deep. I mean, it was deep...I mean, it was deep. And so we said, "Well, we got this building, let's start joining the campus together." And so we started filling in dirt.

Walters: (53:30) So, you mentioned the football operations center, and I think that your visiting team locker room wasn't there that long before the football operations center was built.

Young: (53:41) Right, so then the visiting team locker became the one which used to be Liberty's.

Walters: (53:46) Liberty's. Yeah, so tell us a little bit about the role of... How do you see athletics and academics and the funding and that sort of thing? Did we join the Big South while you were ...?

Young: (54:04) We were in the Big South at the—We were already in the Big South.

Walters: (54:07) Before you came?

Young: (54:08) Before I came. And that's interesting because... I think I mentioned this the other day when I was the EVP then I would represent Dr. Falwell at a variety of events, meetings, because he just... he didn't go to them, you know? And so that's where the, you know, president's role would come into play. So all of the Big South meetings I would go to on his behalf which meant I was there with all the other Big South universities and colleges were represented by their presidents. And I was always there as the EVP, or, you know, representing Liberty as EVP. There were SACS things that I would go to on his behalf. I'm trying to think what else. There was some other conferences, sometimes some speaking engagements, I'd be representing Liberty University on his behalf. But he was...

Walters: (55:06) What were the sorts of things then that you would go to him and say no this is something that you need to assist me on; or, I mean how would you... I guess wouldn't be upward delegation, but how would, what were the certain things that you would need his direct communication with?

Young: (55:24) Well, the direct, he and I did a lot of email believe it or not. I mean, we both would rise early so it wouldn't be unusual for he and I to be emailing at four-thirty, five o'clock in the morning, you know so, I did a lot of it that way. We would meet... I... it was never a

regular time we met, but I would send him an email. And I said, “How—can we have lunch Wednesday and Thursday whatever?” And we’d go have lunch for an hour or two. And I’d have a list of items that I wanted to run by him. I said, “Here is what I’m thinking on this, do you agree? There’s this meeting coming up... do you want to attend it or do you want me to?” And so he would just, he would tell me. And so that’s how we generally managed that and then he used to have a weekly meeting right before convo, before Wednesday convo. And what did we call it? Chancellor’s meeting or chancellor’s something. But it was in the, over in Vines and it was in the basketball conference room, which all that’s changed now over there, even inside they changed a lot of that. And we’d meet there at nine o’clock on Wednesday mornings and he’d have all the VP’s, all the, you know, key people there. And I’d sit aside him in that meeting. And so that was another time where we’d make those kind of decision. He gives reports and I’d give a report on things and clarify stuff.

Walters: (56:56) Now, the physical integration of the new Thomas Road coming in to Green Hall, what we call Green Hall now. I assume that Dr. Falwell Sr. headed that up, he was still around when that...

Young: (57:11) Right, yeah, yeah, I didn’t have too much involvement with that. I did have a little bit of involvement when we were moving LCA. In fact it’s... ‘cause I remember going to him because LCA was Lynchburg Christian Academy. Right?

Walters: (57:30) At that time I think...

Young: (57:31) Yeah over, when it was over at the old TRBC. And so we talked about moving it over here and we made a decision to do that and I went to him. And I said, you know we really, it wouldn’t, it’s still LCA. But I said, what do you think about calling it Liberty Christian Academy you know because part of me said we made that was, I don’t want to say that was my idea. I proposed it to him and he says, “Yeah.” And I recommended who should be the first headmaster-superintendent: that was Todd Campo at the time. He was there for several years, and I had hired Todd. He was in another role for us. So I was involved in LCA to a certain extent—bringing it over here, a little bit of the oversight of the construction, but not really with TRBC at all. Some of the other things I got involved in prior to that were parking lots and, you know, constructing parking lots. Another thing we did is, I called it “The eight year faculty pay plan.” There was no real—Faculty were generally underpaid... probably still think they are, I’m not sure but... (laughter) but we put in place—we devised a plan, got Dr. Falwell’s approval, took it to the board of trustees and got their approval for what we call an “Eight year faculty plan—pay plan.” That at the eighth year should bring everybody up to, you know, the...

Miller: (59:01) Now, was that something that was SACS required, or was that something that you were doing just to be equitable?

Young: (59:07) Just to be equitable.

Walters: (59:08) Now, before we leave facilities oriented sorts of things, what about were you part of the decision to acquire the big warehouse down on 12th street?

Young: (59:22) No, you misinterpret. That was after. When you mentioned warehouses though...have you heard of the cotton mill, cotton gin?

Walters: (59:29) I've heard people talk about it.

Young: (59:31) That was a big facility down... you know where Scaremare is held?

Walters: (59:38) Yeah, down in the ravine under all those railroad trestles.

Young: (59:41) Right, right, there used to be a...it was actually a cotton gin. When they would—I don't know when it was built, maybe late 1800s for all I know—but that's where they processed cotton. It was a big two story building, and literally the floor, there were wooden floors, and the wooden floor upstairs was just soaked with cottonseed oil. I mean, you could smell it when you were in there. To me, it was a fire hazard. If anybody dropped one match, the whole thing go, *whoosh*, you know? But it was a storage facility and there was stuff in there that had been there for years from the Old Time Gospel Hour. Maybe there was, I mean, there VHS tapes that had been produced. There were bibles, there was all sorts of marketing material. There was furniture. There was... it was just unbelievable. So I was—That was one of my earlier projects actually. It wasn't a construction, it was a demolition project. We cleaned all of that out and then had that demolished. And actually right next door to it is where our transportation, our garage was for our vehicles. That's some other things I got involved in was upgrading the vehicles, and acquiring new vehicles for police. We had some donated; I even donated one of my cars to the police and they used it for a while.

Walters: (1:00:56) Now, what about the... When I graduated here they were calling it the Liberty Broadcasting Network. Was any of that broadcasting infrastructure and administration under you or was that a totally separate...

Young: (1:01:11) No, that was separate. That was under, I guess under Jerry or I think it was board directed to him. The only thing I had to do was, you know on the other side of DeMoss, I guess, I don't know if it's still there or not, well you know where the dining hall is, there's the, sort of the little house there that the radio station—not the radio station...

Miller: (1:01:31) It just got torn down in the past couple of months...

Young: (1:01:33) That was a house we bought, it was down on Wards Road and we physically moved it up here...

Walters: (1:01:39) Yeah, you brought it up over the railroad tracks or something, didn't ya?

Young: (1:01:41) Yeah, yeah, yeah.

Miller: (1:01:43) And so now, the university had a strategic plan, did they have one before you were—?

Young: (1:01:50) No, that was another thing I'd forgotten that we did and we had a, we did the first strategic plan, I was in charge of that or had the responsibility for that and I had someone working with me on that. We did the first one and then we did the second one and Boyd Rist and I worked on that very closely. Boyd and I were, when I was the EVP he was the provost as I mentioned. He reported to my position, but he and I worked very closely on academic interests and items. We had—I think I had tremendous respect for him. We had tremendous respect for

each other and we would meet regularly with the faculty, and I thought that was very critical to, faculty is very key to a university and quite frankly I would tap into the faculty if we were doing something that had to do with budgeting or marketing or IT or whatever it was, I would go to the School of Business for example and say, “You guys teach this marketing stuff so, or this whatever stuff, so how about a couple of professors to work with us and be consultants and so on and so forth.” And did it even—I can remember, one of the first things that happened, this was like, I’d only been here a few months and we had a fire in the, which was the old, I guess it’s kind of still there, we haven’t torn it down yet, the science building, you know, and ‘cause your dad was involved—not, he didn’t set the fire, but we had a fire, I got a call—

Walters: (1:03:35) That’s Abigail Sattler, Gene’s daughter. Paul Sattler.

Young: (1:03:36) Yeah, I got a call at about five in the morning I think, you know, and we had this fire. And so we didn’t have very many computers, but the smoke had gotten through all—had gotten up into the vents and the ducts and so there was this dust and soot down on the few computers we had. So we had a thing we had to do to get everything cleaned up and we were able to get the insurance to cover that. But I’ll never forget—there were a couple of snakes in there and everything was fried except this one snake survived, and I said, “That is one tough snake!” I mean it just everything was burned up and this snake was still slithering around. (Laughter)

Walters: (1:04:17) Well tell us a little bit too about the relationship with the city. I mean, it seemed like for a while there we had issues with zoning or something like that, and then we got the student body involved in recent years with voting locally.

Young : (1:04:29) Right.

Walters: (1:04:31) Can you tell us about the university’s relationship in that way?

Young: (1:04:35) Well... not a whole lot Lowell, cause I was not too involved with that. That, you know, Jerry Jr. probably was, is...Are you going to interview Jerry Jr.?

Walters: (1:04:45) Well, at some point, we’ll probably... (chuckling)

Young: (1:04:47) He’s one who will have a lot of that history. My main involvement with the city has been over the last several years with aviation and the airport and initiatives that we’ve, you know, we’re trying to move forward...

Miller: (1:05:00) You had the airshow that you worked a lot with.

Young: (1:05:02) Yeah, yeah I was the director of the airshow. That was what? 2011?

Miller: (1:05:09) Was there a campus master plan for buildings and all?

Young: (1:05:13) Oh, that was another thing we did. I mean, I’ve totally forgotten about all this stuff. Yeah, we did the first master plan. We hired a firm out of Richmond and came in. In fact, that’s where we got the initiative. In fact, I threw the idea at him. I said, “Why can’t we have a loop road around the campus?” And so guess what is happening these days because traversing this campus in a car was horrendous, you know. And parking was, you know, haphazard, so we

started putting together the first master plan of a transportation system around. I got involved, you know, in a bus system when we started that, but that was...I don't even remember what year that was now. That was probably about 2000...oh that was early. That was probably 2001, 2002.

Walters: (1:06:05) And it has changed several times since then.

Young: (1:06:07) Yeah, yeah, but that was around 2001, 2002...maybe 1999 I don't remember. The other thing I did too, I had forgotten about this, we did this as a recruiting kind of thing, when we took the two thousand students to Israel. Dr. Falwell came and said, "I want to do this." And I said, "Okay..." You know? And he said, "Dave, you're in charge of it." And I said, "Okay..." (laughter). But we pulled it off. I mean, we took two thousand students to Israel.

Miller: (1:06:40) I don't remember that. What year would that have been?

Young: (1:06:42) That would have been...I think it was 2000.

Miller: (1:06:44) Okay.

Young: (1:06:45) And that was, I don't know how many...eighty? A hundred buses we had? Cause, you know, flew out of JFK, flew out of Newark. Got them all there, got them all housed and everything...we, you know...

Miller: (1:06:58) Sounds like a military operation. (laughter)

Young: (1:07:00) I mean, that's exactly what it was. I mean, that's the approach we took, really. That's the approach we took. It was the whole aspect of getting them here, getting them on transportation, and getting them on planes.

Walters: (1:07:12) That was just one particular year. And I know they did that in the earliest days and I think some of the other oral histories will allude to that...

Miller: (1:07:20) In the very early seventies I thought that was when one of those first years here.

Young: (1:07:23) But it went...overall it went well.

Miller: (1:07:26) Well let's go ahead and switch gears then and go into the aviation area there, so...At first you started splitting your time between being an administrator and teaching part time in the aviation department. Now it seems like even in the late eighties that they had kind of a program where it wasn't really an official, you know, degree in aviation, but someone could go out and go to flight school and become a pilot. Do you know anything about that?

Young: (1:07:54) Well, I just know...I mean, I know what I understand about it and it was a minor: aviation minor. It went through several phases over the years. I think there was a phase, and I don't know when it was, where there were a professor or two here that taught aviation courses on the campus, okay? But generally speaking, the way it worked—my understanding—is that if you came to Liberty and you wanted to learn to fly and you wanted to get a degree, so to speak, in aviation, then you would sign up for a, I think it was a one hour class every semester.

And it was an aviation credit... I think it was one hour credit. But literally what you would do is you would then go out to the airport and to the local flight school there which was Virginia Aviation I think at the time. It could have been others prior to that. But you'd go there and you would take all of your ground instruction, your flight instruction, all of your aviation instruction you would take there. And then you would get credit for that one hour course each semester, and ideally at the end of four years, Randy, you would have gotten what's called your "Commercial Pilot's Certificate" through all of their training—everything, they did everything. When you graduated, because you had signed up for this course every semester you would end up with a minor in aviation from Liberty, okay? But you would be majoring in business or religion or education or you know you'd have a major, but you could get a minor in aviation and you would have that one hour credit that you had paid for every semester and so that was how it was handled. Generally, speaking I think there were a little, maybe one or two times there over the years since 1971 that there would be someone who worked for the university that they would teach on the university property, aviation courses, but then it would migrate back out to the airport and that's how it was when I got involved in it. It was the one hour minor, so.

Miller: (1:10:18) And have we interviewed Chuck Hagerty? He had talked about...

Walters: (1:10:23) I don't think we have.

Miller: (1:10:24) ...I don't think we have, but he, he was one of those early students who...

Young: (1:10:28) Right, right.

Miller: (1:10:29) Who took...

Young: (1:10:30) So if you talk to some of them then they will have, they can tell you better about how that operated. I can only tell you what it was when I came.

Miller: (1:10:36) Sure.

Young: (1:10:37) One other thing I did think of too that you can just file away for a minute not to do with aviation, but when we were doing the finances and trying to get money from students and all that that's when we went to the block system. Where you pay for eighteen hours, before you use to pay for individual hours, but we did that—that was something we came up with.

Miller: (1:10:59) That you instituted there. So the way that, when aviation became a full blown program then; did it start off with an interested in missionary aviation?

Young: (1:11:18) That was sort of the.... I guess the—I don't want to call it emphasis, but because we were a Christian university, we felt that we should have a mission aviation program, alright. But in order to be a mission aviator you earn all the same certifications that you do if you were going to be a commercial pilot or a flight corporate aircraft or something like that. So we did not design a specific curriculum that was oriented towards mission aviation, some schools do if you—Moody for example that that teach mission aviation. So we didn't do that, but the thought was that we should have that aspect of it in our program. But the demand for mission aviators is much, much less than it is for let's say for commercial pilots or corporate pilots, things like that. So where we also started to focus on for mission aviation was by creating the

aircraft mechanics program, training program, and that was the initial put on that because in most mission aviation organizations not only do you have to know how to fly the airplane you have to know how to fix it, because you operate in remote locations. So that was the next thing we did was the aircraft mechanics program after we started the pilot training program and that was initially oriented towards mission aviation and then it's grown and morphed from that where we produce mechanics and as well as pilots for other...

Miller: (1:13:10) So now the airplanes that Liberty's students fly is this something where we own these airplanes and we own the facilities or are we renting the facilities, how does that work?

Young: (1:13:21) We own the airplanes but that's now how it started. The way it started is that myself and Ernie Rogers, we would teach—start teaching the ground courses, the academic aviation courses as we called them and then as we grew, we'd hire another professor and so on, and then we became FAA certified for all of our academic courses as well as accredited under the university, under SACS for academic courses. But we used to have an arrangement initially with Virginia Aviation at the Lynchburg Airport and then Falwell Aviation at the Falwell Airport where they provided the airplanes and they provided initially the flight instructors and then we started, you know, hiring our own flight instructors and it is gone from that where we leased and borrowed from those aviation companies to where we own all of our airplanes and we have all of our flight instructors, all of our faculty, obviously our faculty, academic faculty. And so we lease facilities at the airport and we own some facilities adjacent to the airport. I call it the airport campus. But to be on the airport you have to lease anyway, so you don't own facilities on the airport, you lease them from the city, from the airport, but we do own facilities adjacent to the airport.

Miller: (1:14:55) I'm going to ask some more aviation questions, but this just sparked a question in my mind. You know Dr. Falwell there's a famous picture of him talking on the jet, could you talk a little bit about the university's ownership of jets or aircraft not for instructional purposes but just for the university's uses and purposes. What do you know about that?

Young: (1:15:15) Well I think over the years, and a lot people don't realize this, they think of Dr. Falwell as being a TV or radio-TV evangelist, but he was all over this country, as we know, and the way he did that was by air. See he had a very warm place in his heart for aviation, pilots and aviators, and so when I had talked to him about the aviation program starting it and so forth he was tremendously enthusiastic about that. So over the years he had several airplanes I'm not familiar with them all. I think his son Jonathan knows more about it than I do, but he had a DC-3, he had what was it, a Windstar, we had—he had a King Air, and then when I got involved in it, we did have a King Air 200 and then we bought a CitationJet, and we since gotten rid of that and we have another Citation, we have another King Aircraft that is used for university travel. So aviation has been a part of this university from the very beginning because he traveled so much, with Old Time Gospel Hour, Moral Majority, obviously representing the university, TR—He played so many roles, but he was all over the country...

Miller: (1:16:32) In so what, when in the height of the Moral Majority, would he have a full-time pilot and then just always...

Young: (1:16:38) I believe he did. I don't wanna—I can't attest to that...

Miller: (1:16:41) Okay.

Young: (1:16:41) ...but I know pilots that flew for him. Some of them, one of them became a very good friend of mine and some have passed on now, but he had fulltime pilots flying for him, yes.

Miller: (1:16:52) M'kay. So I see today you're wearing a shirt that says "School of Aeronautics". So how did it come from the Department of Aviation, as part of another school to being its own school, and why aeronautics instead of aviation?

Young: (1:17:07) Well, that goes back, like I said, in 2008—and I was now fully engaged in the aviation program, a professor teaching and my main job was fundraising and I was raising resources to build a facility out at the airport. And I went to Boyd Rist and I said, and of course I was really working for him then instead of him working for me. And I said, "Listen, I'd like for it to be the 'School of Aeronautics', I think that will enhance our growth. I think we are different enough that we could be separate from the School of Arts and Sciences, and will you support that?" And he said yes he would, and we got it approved with the...I guess big Jerry had passed away then, so approved through Jerry Jr. It wasn't a big deal as I recall, we just did it and I became the dean, the founding dean I guess you would say of the School of Aeronautics. The reason I chose the word "Aeronautics" instead of "Aviation" is I thought it gave us more flexibility as we continued to grow because aeronautics encompasses a wider spectrum than, in my mind maybe only in terminology if nothing else, than aviation does. So, it's allowed us, not allowed us, but the unmanned aerial systems and some of the things we do...and I just thought it sounded cooler.

Walters: (01:18:41) Tell us about some of the drones or unmanned things. It's really a hot topic right now. Where's the University at right now, where do you see us?

Young: (01:18:52) Well that was a decision, it was a decision that I made I guess about two...maybe two and a half years ago. And I went to our faculty and Ernie Rogers who is one of our associate deans and others and I said, "I think we ought to start a program in unmanned aerial systems." And I called them "systems" because, again, giving you the flexibility as opposed to "unmanned aerial vehicles," okay? Everybody kind of laughed at me, like why would we do that? And I said, "Well, I think we really ought to smell, wake up and smell the tea leaves here. This is going to be the wave of the future, okay? And we can either decide to get in on it, or not get in on it. But if we are going to get in on it, let's get in on it from the beginning." And we did. We're not the forerunner with UAS. There are other colleges, aviation schools like Embry-Riddle, University of North Dakota, are much more involved in it. But we've got a niche, alright? And so we started it here with a curriculum, a very weak curriculum quite frankly that we've strengthened considerably, and now we have someone who's in charge of it—over the UAS program.

Miller: (01:20:01) Is that John Marselus?

Young: (01:20:02) John Marselus. We've grown the program. We already have students who are out employed in the industry and we've only been in place for a couple of years. But the program

has only been in place for a couple of years, so we've been able to grow that. We've gained a very strong reputation. We are very instrumental, and if you're familiar with the FAA wanting to have six test sites—or congress wanting to have six test sites—we were very instrumental in working with the Department of Aviation in Virginia, Virginia Tech. We were a very big part of having Virginia named as a test site. That was a long shot that that would ever occur.

Walters: (01:20:42) So is this stuff all done with simulators or do we have drones flying everywhere?

Young: (01:20:46) We actually—we're not flying them over Lynchburg, but we do fly drones as part of our training and we do it at Fort Picket, there's a designated area there you can do that in and we have a relationship with the entity that does that and so they train our students on operating drones. We do a lot through simulators also and then obviously in the classroom and the simulator becomes the lab. The simulator is really, a lot of it's software, you think of someone flying a drone, that they're sitting here with this joystick and they're looking through a video camera, not necessarily so. Most of the time it's on a laptop and you're just inputting data and inputting information and you're inputting coordinates and things like that, so that's generally how it's done. That doesn't mean you don't have a visual of what the drone may be seeing, but you do a good measure of it, if not all of it sometimes, just on a laptop.

Miller: (01:21:51) Give us an idea, how much does this equipment cost and even do we have a regular flight simulator for training purposes?

Young: (01:21:58) We do, but I tell you one of things—and I didn't talk about this—the School of Aeronautics, we've been very blessed, but I work very hard to raise support for our program, so that support takes all sorts of avenues, there's financial support and we've been able to raise quite a bit of money to support the program, donated airplanes, donated equipment for our aircraft mechanics' training, and we have simulators donated and we have engines donated, we have systems donated for the UAS as well as simulators and things like that that have been given to us by various organizations and companies or we'll raise money to acquire something, and we'll use that money to get it. So we've been able to do—that's how our program has grown. We really have been able to stand on our own two legs, so to speak, and I think we've been quite successful, we've raised several million dollars in either like kind or cash for the aeronautics program.

Walters: (01:23:13) Are there any intersections that link—tell us about the intersection, if you can, of aviation and Christian worldview or drones and worldview. Some people are probably somewhat nervous about the whole eschatological viewpoint of things even, you know, you have that in other automated fields of study or technology areas. Can you speak to that in any way?

Young: (01:23:46) And for what regard...?

Walters: (01:23:48) Well, is it just simply a matter of your students—we try to instill in them a Christian worldview so that they just more ethically don't get into trouble and misuse drone technology and is there... How does that tie into, if at all, with a worldview, a Christian worldview and the students? How does that get integrated at all?

Young: (01:24:14) Well, I mean...

Walters: (01:24:15) Or maybe it can't.

Young: (01:24:16) Well it does, but it's no different than what we do in our pilot training program or our aircraft mechanic training program.

Walters: (01:24:26) And what is that like then?

Young: (01:24:28) Well, obviously from the perspective of the students and the courses they take, you know, the general, the religion courses all that, they get all that, but we just like, like any discipline, we incorporate that into our classroom, into our teaching. One of the things that's unique about the aviation program particularly for our pilot trainees and our mechanics and really just about everything. It's very one-on-one, alright. Some of your—like a math professor, he or she could have forty, fifty, whatever number of students in a classroom and that's how they teach math, okay, which is fine alright, but a lot of ours is one-on-one in the cockpit or two students with an instructor in a simulator, and we get to know our students very well, quite well in fact we track every one of our individual—every one of our students we track individually. We track them on their performance in the airplane, their performance academically, their personal life, their spiritual life. I'm not saying we catch it a hundred percent, but we generally know what's going on with each one of our students and if there is any—if they're involved in spiritual warfare in any way or doing things they perhaps shouldn't be doing and so we do the normal things as far as, you know, opening class with prayer and we pray before every flight and—but we incorporate I guess our, you know, spirituality as believers. As followers of Christ, we incorporate that into all aspects, so I just had a young student, or he actually is one of our young instructors now, he was a student, come into my office the other day. He's married, and some marital challenges there. So we just, you know, we spend time counseling, we spend time in prayer. So I think the one on one aspect of it is probably what differs us maybe from some other disciplines. One of our professors is an ordained pastor and I don't know how many kids he's married and couples he's counseled and married. I mean, it could be surprising how many because he teaches so many of them, how many of them go to him? I've attended—I was just at a wedding two weeks ago, you know, and he was the pastor. He was just up in Vermont. You know, he travels all over the country for these kids, because they want him to be there, you know, to officiate at their ceremony. Ah, maybe I'm getting off the track; I don't think I answered your question.

Walters: (1:27:12) So it sounds like you're saying you have more opportunity for one on one personal discipleship.

Young: (1:27:17) Absolutely, absolutely, and we, as we all know, not every kid that comes to this school is a believer, and they think they are. We've had quite a few internationals in our program. We've had Muslims in our aviation program. You know, it gives us a chance to witness to them. And I'll tell you what, when you're one on one with a kid in an airplane or simulator or that kind of...you get to know them. I mean, you get to know not just their flying skill; you get to know their character. You know, their beliefs system, their values because it's much more easily measured and observable when you're in that kind of environment as opposed to when you've got thirty kids in a classroom, you know. I mean, I can tell whether a kid is cheating flying or not, I mean...very quickly obvious to me, you know.

Miller: (1:28:12) Well now that sounds very labor intensive if you doing all lot of one-on-ones. Is the tuition significantly higher for flight things than it is for...?

Young: (1:28:19) No, I mean the tuition works two ways for aviation here: One you pay your tuition for your academic courses, you know, you get to take your eighteen hours and then if you need more than that you pay for it, but the flying is totally separate. They pay us separate flying, for their flying instructions. So whatever it would take them to go through a four year program, academic program here then you can add another fifty, sixty, seventy thousand dollars on top of that.

Miller: (1:28:47) What's the difference between the way you were trained in the military, between military training and civilian, if they were to take it here in Lynchburg?

Young: (1:28:55) I think the difference is...you know, I say there's—if you're familiar with some of the controls in an airplane or you know some of the aspects of it; stick-n-rudder is stick-n-rudder. It's like teaching someone to ride a bicycle. You teach them to ride a bicycle. There's only so many ways to ride a bicycle, right? So some of the basics have not changed since Orville and Wilbur Wright, alright. But the difference between the military and civilian, military and a particularly a collegiate environment is that when you learn to fly in the military that's all you're doing. I mean you join the military and you're not going to college. You're not doing anything extracurricular.

Miller: (1:29:37) You're learning a vocational skill...

Young: (1:29:38) You're learning a vocational skill and I learned in the Air Force and it was fifty-three week program, but that's all I did. All my academics, all my flying simulator, that's all it was, I didn't have anything else as a distraction. So you get into a collegiate environment and now you got a school like Liberty that's very vibrant and offers a lot. You got girlfriends and boyfriends and things that you want to do, and so on and so forth. It can become a distraction, but we had—we are a professional flight training program. So we bring it more in line with what you think it's a military or even a professional flight training academy or program. We eliminate people from our program. I mean, if they're not progressing as they should then...

Miller: (1:30:26) So it's not just because if you have the money then you can get...

Young: (1:30:29) You know, like they use to say. If you can walk and chew gum, you can learn to fly, or you know, with enough bananas you can teach a monkey to fly, but we don't take that attitude because we're training professional pilots, and they're entering a profession that they have to understand basic and adhere to basic precepts and principles and so forth, and I'm not just talking about flying, but work ethic and things like that. So if someone is late or doesn't show up for a flight; I mean there's a fifty dollar fine. We charge them fifty dollars, and point being is we're teaching them to be professionals. When they come for what we call a stage check or a check ride, they have to be in attire. Coat and tie, ladies have to be dressed appropriately and so forth because we're exuding that professionalism, and it's a very demanding, very demanding core.

Walters: (1:31:21) Are there certain plateaus where you had to eliminate someone? Could a student get the private pilot license and then they get to another tier and don't make that cut so then they'd still have their private pilot, but yet they wouldn't ...

Young: (1:31:31) They could...

Walters: (1:31:32) ...instrument rating or...

Young: (1:31:33) They could but generally most of the elimination occurs in the private area. Simply because once they get through that, they've generally demonstrated the skills that they need to fly, and then so if they're still motivated and still have the money and so forth then they're going to—they're going to progress. So most of it occurs, Lowell, in the initial stages you know that they just—they think they want to be pilots but they just don't either have the real desire or the skillset to do it.

Miller: (1:32:04) Now it used to be that commercial airline pilots were just a very, very highly paid profession, that was up there with doctors and lawyers and things. It seems as though after Reagan and a lot of the deregulation and all that that's not the case anymore. Could you just address that very briefly?

Young: (1:32:21) Well I think the initial pay for airline pilots is low—lower than it should be. When I talk to a potential, you know, students and their parents and they'll say, "What about the pay?" and so forth. I say, "Well, you need to take a little longer view." If you want to be a professional commercial airline pilot—that's what you'd like to do for you career—you need to look at it over a forty, forty-five, fifty year period depending on your age. And don't just look at the first year or two, because, think about it, depending on what profession you go into, everybody starts out at a lower level than theoretically you should be making as you progress, correct? So, when you become a senior pilot so to speak, you're being paid very well. Now, is it as lucrative as it was—maybe that's the wrong word—many years ago... perhaps not. The rates are lower. But that tends to be true in a lot of professions now. So it's still I think a very rewarding profession if it's what you—if you have the desire for it, it pays well. There are a lot of additional benefits I mean, if you like to travel. There are employees of airlines that they go all over the world with their families, free! Because, you know, they have those benefits. So I still think it is a great profession, alright? But I can tell you when you start out initially at twenty-something thousand dollars a year when you've got a hundred thousand dollars of debt, (laughing) it's a little bit depressing I guess you'd say. But I really encourage them to look at it from a longer term perspective. And then the other thing that we really strive to do here is make sure that we offer the very best training and that we keep the cost of training down to the students so that they get through our program. We have some students go through in three years and they fly all summer and they fly the whole academic year. They go through and they become an instructor right away and they're making money and they're hireable. We have hiring agreements with many of the airlines. So a student enters our program, if they go through all the wickets, they've got a job waiting for them the day they, you know, meet all the requirements.

Walters: (1:34:50) So you mentioned some of them go into...going into instruction right away, and some of them go into what type of cockpit or what type of plane? What...where...

Young: (1:35:01) Well if they want to be a commercial—we really have our pilots go to the three or four different...three, four different venues so to speak. One is mission aviation, which they have to be a pilot and an aircraft mechanic. The other is military, okay? And then corporate and then what we think of as commercial—the airlines—alright? It's not required that you have a pilot certification to go into the military although it enhances how well you do by having had that. Missionary aviation they're required to have a minimum of a commercial pilot certification: single engine rating. I encourage them to get a twin, multi-engine rating. But your commercial pilots, which is about seventy percent of our program, and seventy percent of some schools is going to be ninety-five percent, alright, because they wouldn't have missionary aviation. So about seventy percent of our students are going into what I think of as commercial aviation—commercial/corporate, okay? The thing they have to do is they have to build their flying time in order to be hired. And that's what our program does and we get them in as... we already started working with high school students, that they get their certifications or some of them they're private before they get here. And then we move them through the instrument and the commercial and get them their instructor certificate as quickly as we can because now that works in their favor in two ways. One, they're still in school as students but they're flying as instructors and they're getting paid for it. And then secondly, it's giving them the opportunity while they are in school to build their flying credentials and their time, and if they are part of the, if they want to be involved in the hiring agreement program, then all that's working in their favor. They come to school, they get their certificate—the instructor's certificate—they're learning to fly more... You learn more teaching than you do ever as student. So they're learning more as a flight instructor, they're building their time, and as soon as they have that and sometimes when they graduate or a year after they graduate they just walk right into the cockpit of a regional airline.

Miller: (1:37:15) So now in the news lately we've been seeing a lot about "Freedom Aviation". Is that actually Liberty's aviation company out at the airport? What is Freedom Aviation?

Young: (1:37:24) Liberty owns Freedom Aviation. In 2010, we were approached by Falwell Aviation as it was called then. Really no... distant relationship with the Falwells that we think of as far as Jerry and his dad Jerry Sr. They approached us about purchasing the company. We did in 2010, so that was...

Miller: (1:37:50) So there is no more Falwell Aviation?

Young: (1:37:52) There is legally because it's Falwell Aviation Inc. DBA—doing business as—Freedom Aviation. So we bought that, that made us unique in university aviation programs because we are the only one that owns a full, what I call service, aviation company FBO.

Miller: (1:38:13) What is an FBO? They...

Young: (1:38:15) Fixed Base Operator. It's the heart of general aviation on an airport. They provide maintenance service, aircraft rental, they sell fuel, charter service—we do all of that. So we charter airplanes, we have all the FAA certifications for aircraft maintenance, for selling fuel. We do flight training through Freedom that's separate from the school. But it offers a tremendous opportunity for us because we are positioned now particularly with having purchased Virginia Aviation which is the other FBO on the field, to not only grow but it offers opportunities for our students. A lot of it is just by...what's the word I'm thinking of here...

Walters: (1:39:02) Serendipity?

Young: (1:39:03) No, no...I'm thinking of the—when you just take something in with the...osmosis! It's almost through osmosis in that they're exposed to corporate aviation and the general aviation world just by being around it.

Miller: (1:39:15) So if they wanted to run their FBO, they can actually get some experience...

Young: (1:39:19) Well they gain knowledge, but then in addition to that, it provides opportunities for jobs. Some of our corporate pilots are our graduates, mechanics working in the maintenance and repair station are our graduates. While they are in school they get to work in administration on the FBO desk as lineman, things like that. So it offers some tremendous opportunities but beyond that, we want to develop that to where it's a much more expansive aviation business as it is. So I serve as the president of Freedom Aviation, now the president of Virginia Aviation, as well as the Dean of the School of Aeronautics. So we're looking toward the future now as to how we're going to probably separate those more so the School of Aeronautics is strictly an academic chain of command. The flight—obviously the flight training—and all of the programs it offers, and then we'll develop the for-profit side, if you want to call it that, of Freedom Aviation, because it is a for-profit as opposed to a not for-profit.

Miller: (1:40:20) There was some discussion about possibly not having the tower here in Lynchburg. Has that kind of been quelled a little bit?

Young: (1:40:27) Yeah, that was under the sequestration of, you know, a year or so ago, in fact there are plans to build a new tower and construction on that will start either, I think next year and the old tower will be demolished, but I'm looking at opportunities there to even utilize portions of that old tower for an air traffic controller training program. So that's part of, you know, our growth plan as well as other things that we want to do with Freedom Aviation that would benefit the university and benefit the School of Aeronautics.

Walters: (1:40:59) Any future possibility of doing anything with engineering for design and....

Young: (1:41:04) I worked pretty closely with the School of Engineering and we've got some particularly in the UAS area right now, we've got some joint effort going on right there and then...

Walters: (1:41:15) UASs.

Young: (1:41:17) Unmanned aerial systems.

Walters: (1:41:18) Oh okay.

Young: (1:41:19) We have joint efforts there. I worked very closely with the School of Business because we're developing through Freedom Aviation, you know. We're a seven, eight million dollar business with Freedom Aviation, and well, actually double that now with Virginia Aviation. So we're a you know, a eleven, twelve, ten, thirteen million dollar business and that's just going to offer some tremendous opportunities in the future that will not exist at any other university. The other thing we've done with our School of Aeronautics is we're—our flight

training affiliates we're starting to offer training and partnering around the country. We have a location in Newport News, Virginia. We have four in Northern Virginia. We just opened one in Indiana. We getting ready to open one in New Orleans and one in Pennsylvania, and I was just meeting with folks from Atlanta yesterday to open training affiliates in the Atlanta area. So that's allowing us now to have a broader reach than just here in Lynchburg, and reach, you know, reach more people, and not only in aviation, but as Christians, so.

Miller: (1:42:30) Well now several around here at Liberty have said, "I'm not going to retire. I'm just going to die in the saddle so to speak here."

Young: (1:42:38) (Chuckles) So I die in the cockpit, right?

Miller: (1:42:39) You—(laughter)

Walters: (1:42:41) I hope not!

Young: (1:42:42) Not with you on board! (laughter)

Walters: (1:42:44) Or below you!

Miller: (1:42:46) Or go up in the rapture.

Young: (1:42:47) Right!

Miller: (1:42:48) Do you—do you have any plans to retire—

Young: (1:42:50) So I guess that'd be interesting, wouldn't it? If you're in the airplane and you're flying and all of a sudden there's nothing but your clothes sitting in the cockpit...

Walters: (1:42:56) Well, it's a concern for Randy, but not me. (laughter)

Miller: (1:43:01) Any plans to retire?

Young: (1:43:03) Well, I'll tell you what, I'm seventy years old now. I absolutely love what I do. I mean, I've been tremendously blessed over my life with jobs and positions and things that I've been able to do and I would never ever in my wildest dreams—if you had said twenty years ago, I've been here seventeen years, that I would end up at Liberty University doing what I'm doing—I'd say, "What are you smoking? That's some good dope and I'd like some of it." I'd never, never dream that. But you know, all the way through our lives, and I think you've found this to be true, God prepares you for something and maybe it's this job, this job, this job. And I look back and hopefully I'm making a difference and hopefully I'm making a contribution, but I truly believe that God has brought me to this point over the last several years to where, not only do I have a tremendous passion for it and enjoy it, but I think perhaps I've been able to contribute in a way and I'd like to be able to do that. I don't know if I'm a workaholic, but I put in—I like to work, I enjoy my work, so I'm usually up by about four o'clock in the morning and going all day, so I'm not going to quit tomorrow, but I take that responsibility of preparing the organization for the future very strongly and that's what I'm working on now, building an infrastructure that hopefully will carry on.

Miller: (1:44:31) Do you still have any connection with the Air Force Reserves?

Young: (1:44:34) No, no I just, I'm retired Air Force and I have friends in the Air Force and...

Miller: (1:44:41) Now you were talking about one man who used to be the head of military affairs, that did bring up a question in mind with your great involvement with the military through the years here... Liberty's very pro-military stance, did you find that different than a lot of the other institutions and can you talk about that for just a moment?

Young: (1:45:04) Well I don't know that I had exposure to other institutions other than it was my job as EVP so forth, but I went to Virginia Tech and I was in the Corps Cadets and of course that was back, during the beginning of the Vietnam era, but we didn't, I don't, there were no demonstrations or anything in Blacksburg that I recall and so my college experience and, you know, my master's degrees and things like that, I've never really experienced anything other than favorable support, but that's one thing I really do enjoy here at Liberty. Not just because I'm ex-military because it's the way it ought to be.

Miller: (1:45:48) We have a military emphasis week and so on and so I would think that that would just be a refreshing thing...

Young: (1:45:54) It is very refreshing and very comfortable and to be in an environment where the student body, the faculty are patriotic and supportive, of course some would argue that comes with the conservative Christian worldview and belief which probably to some extent is accurate.

Miller: (1:46:15) Now there was one thing that we noticed here, you have the Order of Daedalions, what is that? I'm not sure if I'm pronouncing that correctly.

Young: (1:46:22) That's correct. Daedalions, oh that's ...Have you ever heard of the Legend of Daedalus? The father and son that they...It's a Greek legend and they feathered themselves and they glued the feathers together with wax. And the legend is they flew too close to the sun and melted the wax and so forth. But anyway, the Order of Daedalions is a military pilot organization that was formed right around the World War One time period and the original members, you had to be a military pilot and that's still true today. So it promotes aviation, promotes young people going into aviation, military aviation. I'm not an active member because there is not an Order of Daedalions flight here in this area probably. They're usually oriented around military bases, but I'm a lifetime member of the Daedalions, so.

Walters: (01:47:29) According to the periodical "Safety Net" from Mission Safety International, the last email that Dr. Falwell sent before his death included the statement, "I predict that God will use you to build the largest and most effective missionary aviation program in America." What do you see as the future of the University and the school of aeronautics?

Young: (01:47:58) Well, I believe that wherever God places you as a believer, that it's your mission field, and you don't have to be a pastor, you don't have to be a bible scholar, you just have to be available for and willing to be used by God, and so as we hopefully continue to grow our program and strive to stay in lockstep with where God would have us go, and I feel very strongly about that that we try not to not get ahead of him although in our human way we do it quite often, that however he wants this program to grow it would be with that in mind. That

wherever you are, whether you are in the cockpit of an airplane, an aircraft mechanic, operating a UAS, I don't care what it is, that we have prepared you to be the very best at what you can be in order to be an effective witness for Christ. Because what I have found in the secular world, if you aren't first recognized for your professionalism and whatever your profession is, if you're not a very good pilot, then people generally are not going to listen very much to whatever your biblical message is, because you are judged first by that expertise. You can be a wonderful Christian, but if you can't fly the airplane, and you're supposed to be a pilot, then your message is generally lost, okay? I see the future of our program being one that wherever God will continue for us to expand and grow, that we won't drift from that, alright? That we're producing the very best professional whatever it is that we can—hand-in-hand with growing them and mentoring them in their walk with Christ. So that's a challenge. It's a challenge as we grow because as we start to expand across the country with these FTAs, that we want to be able to have that continued influence because they are going to have the Liberty name, the Liberty brand on them when they get into the cockpit somewhere. So I think the future is tremendous. I think God has blessed us in many ways. He's given us things that I would have never imagined even in my wildest dreams. We strive every day just to be the very best stewards of that that we can and not ever take it for granted.

Miller: (01:50:48) Well we've spoken with you for nearly four hours now.

Young: (01:50:51) I know (laughter)

Miller: (01:50:53) And as...and as we are wrapping down here, we've asked you a lot of questions. I'm just wondering if there is some final parting thought that, well if we're going to get the history of General David Young, is there some special moment you had with Dr. Falwell or some memory of the university or something that just really sticks out in your mind, something that you'd say, "Oh, I want to get this on the record here before we close today."

Young: (01:51:19) I think, you know, a lot of special moments I had with Dr. Falwell, and we'd have lunch and breakfast together just one on one. But I think the times that I enjoyed most with him when we'd be riding in his big black, you know, SUV and just the two of us and we'd be talking. And one time I remember particularly and it wasn't the—you know I got one of his last emails. I think he sent me an email about six o'clock the day he died, and darn it, I had it, and as emails age on your computer, they go into long-term storage or something like that and I wish—I didn't print it off. It was along lines of something I was asking him about the program and it was very similar to that message right there that you just read. But the one time I remember because we are always kind of struggling with where do we go next, and how do we follow God, and are we getting ahead of Him? Is He answering our prayer, or are we answering our own prayer kind of thing. And I remember talking to Dr. Falwell one day and I said, "With all of the things you've done, and all of the accomplishments that you've had and the university and the church." And I said, "How do you know when to do it or not to do it?" and he looked at me, he tells me, he says, "Dave, as long as God keeps opening doors, I'm going to keep walking through them. And when he closes them, then I'm looking for the next open door." And I took that to heart, you know. As long as God is opening a door in aviation, we're going to walk through it and when it's not the way He wants us to go there'll be—we'll know somehow, and you know, but the important thing is just to stay faithful and true to Him as best we can in everything that we do.

Miller: (1:53:13) Well great, and with that...

Young: (1:53: 14) (Chuckles) I don't know if that answered your question or not, but...

Miller: (1:53:17) No, that was fantastic...

Young: (1:53: 18) So.

Miller: (1:53:19) ...and with that we'll conclude today's interview with General David Young. This interview has been conducted as part of the Oral History Project of the Liberty University Archives.