

Albertis S. Harrison, Jr.

Albertis Harrison was governor of Virginia from 1962 to 1966. During his administration the Colleges of William and Mary were separated, VARC was established, and appropriations for capital outlays at state-supported colleges and universities increased dramatically. His view of William and Mary from the state level is different from most interviews in this series. At the time of this session in his law office in Lawrenceville, he was a justice of the state supreme court of appeals.

Governor Harrison, while not changing the content of the original interview, did change some of the wording when the transcript was submitted to him for review.

INDEX SHEET

Interviewee Abbeilis S. Harrison

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Place Main St., Lawrenceville, Va.

Interviewer Emily Williams

Session number 1

Length of tape 48 mins.

Contents:	Approximate time:
Separation of Colleges of William & Mary	7 mins.
appropriations	4 mins.
VAAC	6 mins.
place of W&M in state system, influences on state level	8 mins.
quality of education in Va. Harrison's work as governor	6 mins.
Influence of W&M on state level	5 mins.
Influence of college presidents	4 mins.
Board of Visitors' appointments	8 mins.

Albertis S. Harrison, Jr.

January 29, 1976

Lawrenceville, Va.

Williams: As I said, I do know that the state-supported colleges were just one part of your work as governor during your administration from 1962 to 1966.

Harrison: Of course the first thing I did was recommend that Old Dominion and R.P.I. be separated from William and Mary College. I recommended that they be separated and be given separate boards. I think that time has proven the decision correct. Both have now grown into large, sprawling urban universities. It would have been a bit unwieldy for William and Mary. I think that William and Mary would have lost a great deal of its own distinctiveness in trying to manage two urban colleges of that type. Both are really city colleges.*

Williams: Wasn't your announcement something of a surprise?

Harrison: It probably was, although it wasn't original with me by any means.

Williams: No, you came out in support of the report.

Harrison: Well, R.P.I. and Old Dominion were suffering growing pains, and each very much wanted to be separated, and I thought that the destiny of William and Mary College was entirely separate and distinct from that of

*See "Address of Albertis S. Harrison, Jr., to the General Assembly, Monday, January 15, 1962, Senate Document 3-A, in Inaugural Addresses and Addresses delivered to the General Assembly of Virginia by Albertis S. Harrison, Jr., 1962-1966 (hereafter cited as Addresses), 19-20.

managing two urban universities. I thought that it would be in the best interest of William and Mary and also in the best interest of higher education in Virginia. Yes, it was something of a surprise at the time.

Williams: I sensed that when I went back and read some of the newspaper reports at the time. Lewis Webb, whom I've talked to as well, said that he talked to you a great deal before this. What were the influences on you: the state council report and this feeling that you had that William and Mary should get rid of these two urban universities?

Harrison: That's right. Of course, the growth at Old Dominion and R.P.I. has been nothing short of phenomenal. William and Mary wasn't "geared up," really, to manage the two colleges. So if I hadn't done it the next governor would have had to. It was inevitable that these two colleges be separated from the parent institution. And witness now there's a move on to remove Christopher Newport. Richard Bland is also probably most anxious to be a separate institution. All colleges have growing pains; all have expansion desires. They like to be independent. They like to be autonomous. At the same time I also recommended that Madison, Longwood, and Radford be given separate boards.

Williams: So this wasn't an isolated incident by any means.

Harrison: Oh, no, by no means was this a missile aimed at William

and Mary. We were then beginning to experience tremendous growth in enrollment in the state of Virginia. All colleges were overflowing; each one had its hands full without trying to worry about the other. It is better for them to compete as separate institutions and then let the governor and the General Assembly make the decisions on apportionment than for one "parent" college to try to apportion between its own "children," so to speak. None of them is ever completely satisfied. Now they can blame the General Assembly and the governor if they don't get what they consider the proper appropriations. Before the blame was divided between the General Assembly, the governor, and the parent institution. Old Dominion felt it wasn't getting its share of buildings and appropriations and that R.P.I. was being favored. R.P.I. felt the same way about Old Dominion. William and Mary was right in the middle, for it needed all the money it could get, both for capital outlay and for operation. So it wasn't a very happy situation that I found, and I tried to correct it. Let's hope we did.

Williams: It was this speech--your first speech to the General Assembly--that apparently influenced most of the legislators to go over to the side of separation. Is that right?

Harrison: I hope that it had some influence, but it wasn't too difficult. I believe most of the members of the General

Assembly felt that it was in the best interest of the colleges that were involved, and also in the best interest of higher education.

Williams: Governor Almond had not taken a position on it, had he? I had not found any reference to it.

Harrison: I don't think so. Well, I don't believe there was much pressure on him to do that. There wasn't any pressure on me because I did it before the pressures built up.

Williams: Was it contemplated then--it was said at William and Mary that they thought then that the junior colleges would be separated very shortly. Was it contemplated then that they might well be, or that they might be put into the community colleges system?

Harrison: We had a community colleges system at that time. The system did not have the appropriations that it now has because we didn't have the sales tax at that time. But community colleges were growing by leaps and bounds. In my administration the movement was on for vocational and technical colleges. The thrust was really in that direction. When Governor Godwin succeeded me he put them all under the community college system. My feeling at the time was that the emphasis should be on vocational and technical training. I thought that was the state's greatest need.

Williams: You've spoken of appropriations. During the '60s--as far as I can tell--all of the colleges in Virginia en-

joyed a real heyday in appropriations. Now, before the sales tax came on, to what would you attribute this? Was it the times or was it an obvious need?

Harrison: It was an obvious need. We were beginning to get into an inflation^{ary} spiral. It was during my administration that the salaries of college personnel were brought up to the national level for the first time. In other words, we became competitive then with all major institutions in America. We were able to get the salaries of all college personnel--professors, assistants, associates, instructors--up to the national average and above. When I left office I would say it was above.** So we were well on our way. Specifically as for William and Mary--by 1963 your enrollment had reached 2800. You awarded 533 B.A. and B.S. degrees, 91 masters, and 23 law degrees. With respect to the physical plant of the college, in 1962 a 255-student capacity men's dormitory was completed at a cost of \$750,200.00. A new \$763,000.00 women's gymnasium was completed in October '63. A new physical science building cost \$1,485,000--it was nearing completion when, in 1964, I addressed the General Assembly.* And the new campus roads, walks, and bridges, together with an underground electrical distribution system and a \$638,000.00 hot water system, were completed. A 272-

**See Addresses (Jan. 8, 1964), 16.

*See Addresses (Jan. 8, 1964), 88.

capacity women's dormitory was then under construction, and a new library was soon to be under construction. All that was done without the sales tax. When I went out in January 1966 I had this to say about William and Mary: "During the past four years, applications for admissions have tripled; faculty has increased by more than 100 members, slightly more than 50 percent; the percentage of faculty holding doctorates has increased to 50 percent; faculty-student ratio has been reduced to a commendable extent; faculty salaries have increased almost 50 percent. New programs include a doctorate in physics, a doctorate in marine science, masters' programs in chemistry, mathematics and biology; the introduction of a major in biology; and the institution of a honors program commencing in the freshman year. Graduate study is now offered in all physical and life sciences including mathematics, and an extensive computer system has been inaugurated. The advanced programs have accelerated research efforts at the college, and the increase in grants is now sufficient to warrant research comparable to that of the university level. During the past four years capital outlay projects totaling in excess of \$9,500,000 have been completed or ^{are} under construction."* That is roughly the economics of the then existing situation

*See Addresses (Jan. 12, 1966), 40.

at William and Mary. As I said, we did not have the sales tax then, so it was a result of economic growth. This was accomplished by encouraging industrial development, bringing in new companies, and expanding the old. Of course, inflation also accounts for some of the additional revenue, but inflation wasn't as rampant in the early 1960s as it was in the latter part of that decade, or as it has been in the first five years of the '70s. Money was 'hard' then, to come by, but we could construct a great deal more with a great deal less.

About that time we brought into being the Virginia Associated Research Center--VARC. When that was originated, it started out under the joint aegis, sponsorship, or whatever you want to call it of William and Mary, V.P.I., and the University of Virginia. Little by little, William and Mary took over. I suppose this was inevitable because of its proximity to the facility. I had great hopes for VARC, and I think that it has meant a great deal to Virginia, to the college, and probably to that area. But it is a rather nebulous sort of thing so far as the average person is concerned. (I've been out of touch since I went out of office. You know more about the present status of VARC than I do.)

Williams: Now it's used mainly for noncredit courses, special programs of the college.

Harrison: I think it has been a prestigious thing for William and Mary to be identified with, and has been of some practical value, certainly for those whose specialty is in nuclear physics. I'm not now familiar with the program.

Williams: Speaking of VARC, wasn't it originally to be set up that William and Mary alone would control it, and U.Va. and V.P.I. were able to join?

Harrison: I don't know that it was originally destined for any one particular institution because it was felt that those three major institutions in Virginia had programs that could be correlated and dovetailed into the activities of VARC. Of course William and Mary always had the housekeeping chores, the administration end of it. It didn't work too well under the direction of the three colleges, I might say. Perhaps we should have anticipated that; maybe I was just unduly naive to believe that three college presidents could operate it that way. ^{As} I said I am not at all familiar with how it is operated at this time. I'd rather not comment on it, but we did have high hopes for it. I still feel that it has been a very definite plus for Virginia and for education in Virginia, and I hope that it has been beneficial to William and Mary College. I believe it has been.*

*See Addresses (Jan. 8, 1964), 16, 89.

Williams: The cyclotron down there at VARC--what was it that this had to do with the separation of the colleges? Do you know that?

Harrison: Did that have anything to do with it?

Williams: Yes.

Harrison: Nothing, absolutely nothing. The separation of the colleges came simply because of unparalleled growth of all the major institutions, and because the future and the destiny, and the role which William and Mary was to play in higher education in Virginia was certainly not that of managing two satellites that were outgrowing the parent in size. That doesn't mean they had outgrown William and Mary in importance or in prestige, but in size. After all, the management of colleges now is a very difficult, onerous proposition--ask any president. There has been a time when being president of a college was a rather enviable post, but no more.

Williams: You referred to the role of William and Mary. What did you or do you see as a niche for William and Mary in the statewide system of state-supported four-year colleges?

Harrison: William and Mary is another of the many jewels in Virginia's educational crown. It is comparable to University of Virginia, V.M.I., V.P.I. It is unique because of its background and its historical setting. I think that it should be, if it is not already, one of

the finest academic colleges in America with its tradition and its background. So far as early American history is concerned, if any college in America is to ^{be} foremost in that field, William and Mary ought to be. And the classics . . . Right now, I think that the school of law at William and Mary should become foremost in America, especially since the headquarters of the National Center of ^{State} Courts is locating in Williamsburg. This center will be the focal point for all research designed to improve the administration of justice in the federal and state court systems in America. I don't think the people of Virginia have yet realized just what a tremendous opportunity this is and what it can mean to Virginia, and in particular to the law school at William and Mary. The foremost legal minds in the world will be coming to Williamsburg and to the center, seeking new and improved ways to administer justice, and to do so more efficiently. And William and Mary, having a law school within sight of the center may become a satellite of it (or vice versa), a testing ground for it. I believe the law school has unparalleled opportunities. I told Mr. Spong the other day that he has an opportunity which no other dean has in this country.

Williams: And now that the law school's in the governor's budget, it looks hopeful.

From the standpoint of getting support for the growth

of the college in the '60s now, it's been argued at William and Mary that if they hadn't gone into graduate work that they wouldn't have gotten as much help as they did, that when the state legislators look at appropriations they look at service to the region, extension work; they look at graduate work. Do you think that William and Mary could have remained this quality, small liberal arts college that some people wanted it to remain in the '60s?

Harrison: I don't know that I'm really qualified to answer that; I am not an educator. It is hard to tell what influences the General Assembly when it comes to making appropriations, but I think the legislature will always recognize outstanding achievement and expertise, regardless of whether it is in the academic school, the graduate school, the physics program, early American history, English, law, or what have you. If William and Mary achieves a reputation and it is recognized as foremost throughout the country, then the General Assembly is going to realize that in order to maintain that position the college has to be adequately financed. Of course you get into a very complex field when you start talking about what the General Assembly will reward and what it will not. Remember, we have literally hundred of agencies, departments, divisions, and institutions that demand appropriations. Each one comes to the General Assembly with its budget, and

you just have to appraise and evaluate what is needed in order for that institution or activity to do the necessary. That is the reason you have a State Council of Higher Education. Further you need to have a Council to hold some of these colleges down, and to hold them in line. Every college cannot offer everything it desires to offer. It is obvious that some colleges are going to have to concentrate on certain fields. Every college cannot have a medical school, a veterinary school, a dental school, agriculture department, engineering, and all the rest of it. In the first place there are just not enough resources in the state to do it. Further we only need so many medical schools, so many law schools, etc. That is why it is important for an institution to become outstanding or proficient in one or more fields. The General Assembly is going to fund only so many activities. And the Council of Higher Education is supposed to--and this isn't particularly a good word to use-- police or monitor the growth of these schools and their offerings. Take a dental school, for an example. One can be maintained and staffed properly, but with two your resources are dissipated. Now there is a great deal of agitation for a law school in northern Virginia. I am certain a lot of colleges in Virginia would also like to have a law school, a medical school, and a dental school. However, somewhere along on the

line you have to say, "No, we don't need so many. We can't afford but so many. We can't finance but so many." The taxpayers aren't going to stand still for it. You always have to maintain that delicate balance between the services that a state should and has to provide its people and the willingness and the ability of the people to pay for those services. It is a very thin line that governors and the members of the legislature have to walk. There comes a point when taxpayers say, "No, we're going no further." The state has an obligation to provide education, and you have to fulfill that obligation to a certain point. But when you get beyond the point where the taxpayers will support it or can afford it, then you have to pull in; you have to rein in your forces. So that's the problem that confronts the General Assembly and the governor. All governors would like to be able to do many, many things. They like to fund colleges and raise salaries and make everybody happy, but it isn't that simple.

Williams: You spoke of the state council. It was fairly new when you became governor. How great a force was it in the four years that you were governor?

Harrison: I gave it every support that I could. I encouraged it and gave the council as much authority as I felt was indicated at the time. I felt there was a great need for a strong Council of Higher Education; I still do. I think there has to be a council, but not to take the

place of the college boards. I like the idea of colleges competing with each other. I like the idea of the president and the board of trustees of one college being articulate champions of that college; that is fine. But there has to be one overall administrative body that can view the whole picture and say, "We do or we don't need this." "The interest of higher education will or will not be served by this program." So I am a great advocate of the Council of Higher Education, but not to take the place of the various college boards. There is plenty of authority for both, plenty of room for both. I think you will find that when a college is entitled to a certain program and there is ^a demonstrated need for it, the council has granted permission to inaugurate that program.

Williams: As I said earlier, from the very beginning of your administration you talked about the need to improve the quality of education in Virginia. To set this in a broad context, why was there this need that you saw in January of 1962?

Harrison: Well, because education simply had not been stressed in the past as much as were stressing it at that time. We were encouraging industry to move to Virginia. We needed educated, qualified, dedicated people. We needed people to operate the industry. It was just the general mood. In this age and time there is no place for the uneducated, the illiterate, the uninformed. I think

what we did for education was inevitable. I believe any governor would have had to have done it; he could not have avoided it because the people were demanding it. It was obvious that we had to have educated, trained people in order to compete. It was the age of the Sputnik. I became reasonably active at the state level in politics at about that time. There was just an awakening by the people of this country: "Look at what Russia has done. We've got to get on the ball." There was a demand for our people to be as well qualified as those of Russia or any other country.

Talking about quality education--the thing that I am as proud of as anything else which I did as governor was I inaugurated the Eminent Scholars Program* I recommended that the state make an appropriation of a sum sufficient--which we estimated for the first year to be \$50,000-- to match the interest on any amount that a state college could raise to attract eminent scholars to its campus. Of course, the program has grown and expanded. Outstanding people are now coming to William and Mary from all over the country under the Eminent Scholars Program. I felt there was a need for such a program. Colleges could not be provincial. They had to grow. By that I mean their horizons had to be widened, and one of the finest ways of

*See Addresses (Jan. 8, 1964), 31.

doing that, of course, was to bring to the colleges outstanding people in the fields of history and languages, art, music, law--in whatever field. We wanted the best of Harvard or Oxford or Cambridge--or anywhere else--to come to Virginia so that the students of William and Mary and the University of Virginia and any other college--this applies to all the colleges--would have the benefit of these visiting professors. So the Eminent Scholars Program really caught fire. I think this has been reflected on every campus in Virginia.

Williams: I was going to ask you what can the governor of Virginia do for the state-supported colleges? That would be one example.

Harrison: Of course he lends his support and the power and influence of the office in any way that he can. He can do only so much for any of them. You have so many, you know. Then, too, the governor's job is a working one. His administrative work alone is terrific. But what he can do is try to see that the colleges are adequately financed and that they are developed along the lines they should develop. He should encourage them in any way that he can. He should lend them prestige of his office when that is indicated. I don't know that there is a whole lot that he can do beyond that.

Williams: And as you say, it's only one small part of his job.

Harrison: That's right. As I said, I was lucky in that no

previous governor had inaugurated the Eminent Scholars Program. That was, to my mind, a definite and lasting contribution. Of course the taxpayers have to pay for it because the state must match the funds.

Williams: Let me ask you to comment on this because this has been said by William and Mary people, and I haven't asked it of anyone who isn't a William and Mary person: it's been said that the graduates of the University of Virginia are the ones who dominate the state legislature. Would you comment on that and then say what effect that would have on other colleges?

Harrison: I don't think that they dominate the legislature. The University of Virginia through the years has been larger than William and Mary. It has turned out more graduates than William and Mary. Its law school has been preeminent for many, many decades, and you find in the General Assembly more lawyers than any other profession. It is only natural that there are more University of Virginia alumni in the legislature than there are from any other college. V.M.I. is a military school; it is an engineering school. V.P.I. has been primarily engineering and agriculture. William and Mary has been primarily academic. Of course its law school is coming along. But the University of Virginia has had this large law school for years, and legislators are 50 percent or more lawyers. Simply put, a near majority

of its members attended the University of Virginia. I don't think that you'll find that William and Mary has fared any worse than any other college. No, I wouldn't say that the legislature has been dominated by the graduates of the University of Virginia. I know a great many William and Mary people who are most prominent in the General Assembly. The present governor of Virginia is a William and Mary man. Let's see--when I was there, Gi Stephens, who was lieutenant-governor, was a William and Mary graduate. He was a very capable man and an able representative of William and Mary. I can name literally dozens of people who have carried the banner and the torch for William and Mary. It has not lacked champions. I think every member of the General Assembly is proud of William and Mary--proud of all our colleges. Each one is outstanding. Where else in the world would you find another V.M.I.? Where else would you find a V.P.I. or William and Mary? As I say each one stands out in its own right. Each one has its own little niche and its own destiny to fulfill. They are all friendly competitors. That's fine. They all compete for appropriations. It wouldn't make any difference what the composition of the General Assembly was, William and Mary would have to compete.

Williams: You've been talking about competition--if that's not too strong a word--between the colleges. How im-

portant is a presentation by a president of a college, say, to a committee in the General Assembly?

Harrison: Well, you might ask how important is an argument by a lawyer in a case.

Williams: Comparable.

Harrison: That's right. I have here ⁱⁿ these briefs the written arguments of the lawyers in this particular case. Even if a lawyer didn't come in at all I could read this and have his arguments. But he does come in and argues orally. The thrust of his argument is along a certain line, which maybe I had not considered quite as thoroughly as I should have; maybe I had glossed over it and hadn't caught it. So I think that it's pretty important for a president to make a good presentation. Most members of the General Assembly who hear the presentation will remember what he says. I don't think that it is fatal if he doesn't make quite as good a presentation as the next man. After all, the Division of the Budget has already analyzed his request from beginning to end, and they and the governor pretty well know what the story is. But that doesn't mean that it isn't important for the president to make a good presentation. I think it is helpful--let's use that word instead of important--for a good presentation to be made, not an exaggerated presentation. It should be a realistic presentation, too, because he is dealing with people who are quite knowledgeable about what is

going on in the state of Virginia. They can appraise and discriminate and evaluate fairly well the true picture. So I think that a realistic presentation of the budget is indicated. You will find that some departments in the state can pretty well get what they ask for because their requests are in line with just about what should be granted. Some department heads think they have to ask for two or three times more than they expect to receive, but that is not necessary!

Williams: While you were governor, the president of William and Mary was Dr. Paschall, who had been state superintendent of public instruction for a few years beforehand. How important, would you say, Dr. Paschall's connections were?

Harrison: Excellent. He made a tremendous contribution to William and Mary College. Everybody liked him. He knew Virginia. He knew the public school people. We had complete confidence in him and in his integrity. He was a most articulate advocate for William and Mary, and he was devoted to the college; I think he did a fine job. He had complete rapport with the members of the General Assembly and with the governors. And he was very persevering in what he wanted. So I would say William and Mary was splendidly represented. All our colleges had outstanding people? Dr. Shannon of the University ^[of Virginia] was good. General Shell over at V.M.I. was a very fine person, and his successor, General Irby, is

good. Marshall Hahn was probably one of the most dynamic young men that we've had in Virginia in a long time. He came while I was governor. He was in there pitching night and day for V.P.I. All you have to do is go to Blacksburg and look at the campus and see what has been done. That's true at all our schools. People in Virginia--if they could just all get into their automobiles and ride from one campus to another and from one institution to another, they would be very proud of what has been done. Yes, I have great respect for Dr. Paschall. I don't know Dr. Graves as well as I do Paschall, but everything I hear about him is complimentary.

Williams: The governor is charged with appointing the boards for the state-supported colleges. What guidelines does he use to appoint the board members?

Harrison: Get the ablest person that you can. You try to get somebody who has an interest in the school. If possible, you prefer an alumnus, but not always. You don't have all alumni on the boards. You try to get a man or woman with broad vision. You like to have successful people if you can because if they have been a success in some field they might have some expertise that would be helpful to the college. I know I gave William and Mary outstanding people on its board; I tried to give them an excellent board. This board included Judge Sterling Hutcheson, a William and Mary

graduate, and one of the most beloved jurists that we've ever had in Virginia--a very, very able man. He became the rector, you remember. At the same time I was able to get Walter Robertson, who had just come back from serving as assistant secretary of state, to go on the board... And others of like calibre.

Williams: Ernest Goodrich--wasn't he one of your appointments?

Harrison: Yes, Ernest Goodrich lived right across the river. Ernest was known throughout the state. He had been a very prominent lawyer, businessman, and leader in Surry County. Because of his proximity to the college--there's no telling the thousands of man-hours that Ernest Goodrich has devoted to William and Mary. All "Pat" Paschall had to do was to call on the phone, and Ernest would be across the James in ten or fifteen minutes.

Williams: Did you put Mrs. Geddy on the board? Was that you?

Harrison: I don't remember.

Williams: Mrs. Duncan? I should be the one who knows that. Mrs. Geddy and Mrs. Duncan were on it, but I'm not sure if . . .

Harrison: I didn't put Mrs. Duncan on, I don't think. Marion Duncan--she was active at that time with the DARs.

Williams: Walter Mason. Didn't you put him on the board?

Harrison: Yes, I appointed him. He also became a very good board member and devoted a lot of time to the col-

lege. I was able to get good people to serve. It's amazing how willing people are to serve on those boards notwithstanding ^{that I} the work takes up a tremendous amount of time. During the whole time I was governor I had only three or four people turn me down. I had to appoint boards not only for William and Mary but for Old Dominion, R.P.I., Radford, Longwood--all of the state colleges. I probably appointed over two hundred people. But it's not too much trouble to get able men and women to serve. You never put persons on boards simply because they are wealthy. No governor does that. It would be too obvious. However, it's nice some times if they are. Most of the board appointees are people who have been successful in business or a profession, so they have other attributes that would entitle them to consideration for appointment, aside from their wealth. No, wealth is not normally a factor. Of course the alumni make recommendations, and we always welcome them. A governor doesn't always follow their recommendations, but he is glad to have them; most of the time he does follow such a recommendation. Some of these board memberships are eagerly sought after. There haven't been any recent appointments on the William and Mary board, have there?

Williams: Let's see. They should be coming up this spring. There should be a new board this spring or new members this spring, so I don't know what that'll mean.

I'm sure you've heard it said--and I'm making this statement to get your reaction to it--it's been said that appointments to the boards in general are political appointments. What would be your reaction to criticism of this nature?

Harrison: I don't think so. You have such a great desire to get outstanding men and women that their politics really doesn't matter. It's nice if they are people who supported you. Whenever you can find someone who has been an ardent supporter and you can appoint him to a prestigious ^{position}, you're delighted. But that isn't primary by any means. Remember this: governors come and go in office, and the state survives them. The one thing that a governor leaves are his appointments. Most of the time board members stay on for eight years until they have to be rotated off automatically. A governor doesn't like to appoint anyone on a board who isn't dedicated and interested; who doesn't make a contribution, and who is not re-appointed by his successor. Now sometimes there may be political considerations, but I can truthfully say that I do not think that politics entered to any significant degree in my appointments. A lot of times you appoint people you don't even know. They are people who have been recommended by the alumni associations (by alumni at the school); people who for one reason or another you feel would make a real good

board member, but you don't know them personally. You don't even know whether her or she is a Democrat or a Republican. Sometimes your friends recommend a person. Maybe they will tell you, "Well, he was one of your good supporters," because he thinks that will help his candidate get appointed. Governors try to give the institutions good boards.

Williams: I think it was about this time that--at least at William and Mary and I don't know about the other schools--there came a desire for out-of-state members on the board. How did you feel about this?

Harrison: I think there should be a reasonable number of out-of-state people on the boards. In the first place our institutions are not local; they are not provincial. William and Mary is known throughout the country. People clamor to get into William and Mary; it doesn't serve just Virginia. It has an obligation to other states and to the nation. I think you're trying to be too provincial if you load your board down with too many in-state people. I think they Virginians should always predominate; after all, the people of Virginia are paying for that school by and large. They get some money from the federal government, some from tuition, ^{some} from foundations, etc., but the major appropriation comes from the taxpayers of Virginia. It is a Virginia institution, and it should be operated primarily by Virginians. However, there should always

be some out-of-state people on the boards.

Williams: And this was before days of suggesting that students be on boards, wasn't it?

Harrison: Oh, yes. At that time they weren't considered.

Williams: To end up, could you recite (so it'll be recorded) the title of this compilation of your speeches.

Harrison: Yes. This is a compilation of addresses that I delivered to the General Assembly 1962 to 1966. It was published by the commonwealth of Virginia and should be in the Virginia State Library⁷.