
[General conversation/Unintelligible]

[Applause]

Picture of group

Presentation of gifts by President

[General conversation/Unintelligible]

Presentation of gifts by President

Refreshments

People’s Republic of China [PRC] trip
   -Expression of appreciation
     -Chou En-lai
   -President’s February 28th speech
   -Communique
   -Establishing relations with PRC
     -Getting acquainted
     -Understanding differences
     -Common ground
       -Importance of personal contact
     -Compared to President
- Mao Tse-tung
- Different points of view
- Chou En-lai
  - Time spent together
    - Meetings
    - Style
    - Kissinger
- Compared to other world leaders
  - Winston S. Churchill
  - Konrad Adenauer
  - General Charles A. J. M. de Gaulle
  - Jawaharlal Nehru
- Knowledge of subjects
  - Presidents
  - United States
  - History
- View of world
  - Philosophical
  - Meeting compared to other world leaders
  - Indian Subcontinent, Vietnam, Japan, Korea, Taiwan
  - Issues
    - Style of discussion
    - Private conversations
  - Communist view
  - World view
  - Controversial issues
    - Style of speaking
- Relations between PRC and US
  - Communiqué
    - Use of force
  - Asia
  - Trade
  - Culture
  - Peaceful settlements of disputes
  - Past wars involving US and PRC
- Possible statements
  - By Peking radio
  - By Congressional leaders
  - In United Nations
  - Communist versus non-Communist nation
- Chinese
  - Soviets
-United States
  -Wealth
  -Problems
  -Leader class
  -Compared to
  -Chinese and Soviet
  -February 28 speech
  -Common interests with PRC
    -War prevention
    -Independence
  -Chances for peace in the Pacific

PRC trip

Chinese way of life
  -Dedication
  -Discipline
  -Freedom in United States
  -Chinese people
  -Leadership
    -Chou En-lai
      -Journalism
      -Way of thinking
      -Views on youth
      -Questions and Answers during meetings
  -Peace
  -Success of visit
    -Talk sessions
      -Compared with Soviets
    -Patricia R. (“Pat”) Nixon’s role

PRC and US relations
  -Trip
    -Content of communique
    -Policy of US and China
    -Impact of the two societies upon each other
  -Contrast between societies
  -Compared with Eastern Europe
  -Chinese Communists
    -The Long March
    -Motivation of Communists
      -Convictions
- Living for the future
- Judged by different standards
  - Peace versus justice
  - Compromise versus principal
  - Stability versus struggle

- The communique
  - Importance
  - US view
- Published in PRC
- Chinese view
  - Taiwan
  - Vietnam, Korea
- Signing with the US
- Five principles
  - Trade and cultural exchanges
    - Diplomatic exchanges
    - Ping-pong players
- Nixon Doctrine
- Chinese ideology
- Separation of US and China over the years
  - Meeting and talking
  - Plans for the future
  - Reliability of US
  - Differences
  - President’s meeting with Chou En-lai
    - Question of trust
    - US presence in the Pacific

- Chinese society
  - Material status
  - Moral status
- Establishment of communication
  - Expectations of all involved

United States and PRC
  - Wealth, power, and purpose
  - Strength of peoples
  - Belief in their own systems
  - Personal relationships
  - Revolutions and accomplishments
  - PRC questions about US

Effects of PRC trip
-Political
-Effect on foreign policy
  -Nixon Doctrine
  -Laird
-Chinese people
  -Taiwan compared to PRC
  -Russian, Yugoslavian, Hungarian, and Chinese Communism
  -[Arnold] Eric Sevareid
  -Differences from Americans
-PRC aims
  -Russia, India, Japan
  -US relations
  -Reasons for President’s trip
  -Computers

Swearing-in ceremony

[Applause]

[General conversation/Unintelligible]

The President, et al. left at 1:20 pm

Date: March 6, 1972
Time: 10:30 am - 11:43 am
Location: Cabinet Room

The President met with members of the Cabinet Committee on Education: Louis Patrick Gray, III, Elliot L. Richardson, George P. Shultz, Kenneth W. Dam, Paul H. O’Neill, John D. Ehrlichman, Edward L. Morgan, James Clawson, Clark MacGregor, and Ronald L. Ziegler

[Recording begins while the conversation is in progress]

Education in the United States
  -Black leadership
  -Desegregation
  -Memoranda
  -Meeting
-Shultz
-Constitutional issues
  -Desegregation
  -Office of Legal Counsel
    -Moratorium on busing
    -Constitutional committee
    -President’s contribution
  -Compensatory quality of education
  -John B. Connally
    -Catholic education
      -Comparison to black education
      -Low income groups
      -Taxation

-Quality of education
  -Bilingualism
    -Department of Health, Education, and Welfare [HEW] program
    -Civil Rights Act, Title 6
      -Discriminatory
      -Spanish-speaking backgrounds
  -Emergency School Aid Act
  -Equalize education
    -Inner city schools

-Financing
-Memoranda
-Legislation
  -Compensatory effort
  -District equalization

-State of the Union
-Private schools
  -Tax credit
  -Timing
-Legislation
-Transportation
  -Moratorium on busing
    -Bilingual education
    -Constitutionality of
  -Financing
    -District
    -Transfers and receiving schools
      -Catholic schools
      -Questions
  -School aid funds
-Budget
-Monies per child
  -Eligibility requirements
  -Formula
  -Remedies for busing
    -Limits
    -Mileage
    -Difficulties involved
-Policy issues
  -Constitutional amendment
  -Drafts
  -Moratorium form
-Financing
  -Rationale
-Responsibilities
-Black education
  -George C. Wallace [?]
  -[Forename unknown] Jackson
  -Democrats
-Civil rights establishment
  -Responsibility
  -Politics
  -Black leaders document
  -Supreme Court Justices
    -Potter Stewart
-Constitutional amendment
  -Senate
  -Issue versus action
-President’s memorandum
-Raymond K. Price, Jr.
-Political
-Busing
  -Inferior education
-School integration
  -Liberals
    -Right versus wrong
-Richardson
  -Busing
  -Excessive transportation
  -Equality of education
-Black attitudes
  -Desegregation
-Black appointees
  -Street reactions
-Courts
-Congress
  -Republicans
  -Democrats
-Memorandum
-Shultz
-Vote
-Ethnic groups
-Italian vote
-Black vote
  -Inferior education
-Black establishment
  -William Raspberry
  -Urban League
  -Roy E. A. Innis
    -Desegregation
    -White versus black education
      -Inferior versus superior education
        -Teaching standards
        -Environment
        -Busing

President’s schedule

Dana G. Mead, Samuel C. Jackson, William H. Brown, III, Norman B. Houston, and Samuel J. Simmons entered at 11:05 am

[General conversation/Unintelligible]

Picture

Memorandum on education in the United States
  -Busing and desegregation
    -Approach to
    -Rationalization
    -Analysis
    -Committee
      -Meeting
        -Time
        -White House staff members
-Quality of education
  -Authority
  -Recommendation
  -Politics
  -Neighborhood school
    -Definition
  -Segregation
  -Rural areas
  -Transportation
    -Inferior education
  -Public information
  -Transportation problems
    -Issues
    -Agreements
  -Extremists
    -Busing
    -Race
  -Price
    -Draft
    -Busing
    -Segregation
  -School systems
    -Hardship of busing
    -Quality of education
  -Housing
  -Jobs
  -Lack of remedies
  -Environment
    -Blacks
  -Safety of children
    -Police
    -Upgrading communities
    -Inferior schools
    -Social ills
  -Upgrading rural schools
  -Ghetto schools
  -Quality education
    -Codeword
    -Integration
    -Ratio of students to teachers
  -Financial factors
    -Teachers’ salaries
-Equipment costs
-Busing
-Classrooms
-Good teachers
-Law and order
-California and Ohio
-Communities
  -Leadership in housing options
    -Minorities
    -Low income
  -Impact on education
-Federal government
  -Provide encouragement
  -Provide assistance
  -Fair share
-Quality of teachers
  -Tenure policies
  -Accountability
-Quality education
  -Poor children
-Richardson
  -Beyond segregation
  -School system
    -Responsibility
-Robert J. Brown
-President’s appreciation of Council’s work
-Black vote
-White vote
-Price
-Howard H. Baker, Jr.
-William E. Brock, III
-Approaches to busing issue
  -Left and right
    -Satisfaction
-Presidential proposals
  -Politics
  -Options
  -Leadership responsibility
    -Quality education
  -Desegregation education
-Constitutional amendment
  -Black leadership
-Satisfaction
- Busing issue
- Controversial
- Difficult
- Dual school system
- Southern states
- Brown v. Board of Education
  - President’s administration
  - Perspective
- Black leadership
  - Responsibility
  - Courage of leaders
- Brown [?]
- Roy Wilkins
- John G. Tower
- Baker
- Robert Bishop
- Wallace
- Constitutional amendment
- Political reality
- Scott-Mansfield amendment
- Citizens committee
  - Positive approach

Stephen B. Bull entered at an unknown time after 11:05 am

President’s schedule
- Camp David
- Proposals
  - Timing
  - Leadership

Wallace

Henry M. (“Scoop”) Jackson [?]

Hubert H. Humphrey

Governors

Education
  - California
The President, et al. left at 11:43 am

Date: March 6, 1972
Time: 11:46 am - 12:27 pm
Location: Cabinet Room


Greetings

McManus

Final report of the President’s Commission on School Finance
- Work of Commission
  - Richardson, Marland
- Type of research
  - Quantity vs. quality of report
- Recommendations
  - Schools and citizens of community
  - Funds allocated
    - Responsibility of states
    - Federal government’s responsibility
- School districts
  - Urban Blacks
    - Inner city schools
    - Funding
      - State government
      - Federal government
      - Experimentation
  - Day care centers
    - Four year old children
      - Daniel P. (“Pat”) Moynihan statement
    - Classroom education
    - Home education
      - Quality
  - Non-public schools
    - Constitutionality
    - Transportation
    - Tuition
      - Tax deductions
        - Constitutionality
        - Reimbursements
    - Catholic schools
      - Role of Church
      - Studies conducted
      - Availability of funds
- School districts
  - Reorganization
  - Diverse economic groups and races
  - Quality of educational opportunities
    - Social, economic, and racial improvements
  - Busing issue
    - Transportation vs. quality education
    - Brown v. Board of Education
  - Child’s right to education
    - Quality of nearby school
    - Rural areas
  - Teachers’ salaries
    - Regional differences
      - Nelson A. Rockefeller
      - Factors other than money
        - Fee per student
      - City compared to rural areas within a state
      - Cost of education index
- Texas
- Maryland
- California
- Individual districts
- Percentages
- Elementary-Secondary Education Act of 1965
  - Local financing
- Maryland
  - Graduated income tax
  - Need
    - Cities and counties
    - Public safety
    - Public education
- Baltimore City
- Montgomery County
- Court decisions
  - State
    - Local enrichment
- Equal funding
  - Cost of education index
  - Percentages
    - Desirability
- National debate
  - Districts
    - Leveling off
    - Cost

President’s appreciation for panel’s work
- Schools’ need for money
- Interest
- Connally
- Congress
  - Workload
  - Tax reform possibilities
- Pierce
- Fischer
- Karsh [Executive Director]
- Saltonstall
- Quality of panel members
- Opportunity
- Result of quality education
[General conversation/Unintelligible]

[Recording ends while the conversation is in progress]

The President, et al. left at 12:27 pm