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THE WHITE HOUSE

WASHINGTON

June 2, 1976

MEETING ON SCHOOL DESEGREGATION

Wednesday, June 2, 1976  
3:15 p.m. (90 minutes)  
The Cabinet Room

From: Jim Cannon



I. PURPOSE

To review the proposed legislation developed by the Attorney General regarding the orderly adjudication of school desegregation and to discuss proposed approaches to help a community avoid a court order to bus.

II. BACKGROUND, PARTICIPANTS AND PRESS PLAN

A. Background: Last Saturday, when the Attorney General announced that he had decided not to file a brief in the Boston case, the White House Press Office released your statement indicating that you would consider:

1. legislative remedies to minimize forced school busing, and
2. other possible actions that can be taken to provide communities with assistance in achieving equal educational opportunity for all.

B. Participants:

Attorney General Levi  
Secretary Mathews  
Secretary Usery  
Under Secretary John Rhinelander  
Dick Cheney  
Jack Marsh  
Robert T. Hartmann  
Phil Buchen  
Max Friedersdorf  
Paul O'Neill  
Jim Connor  
Robert Goldwin



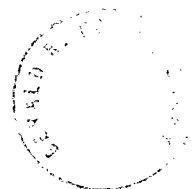
Bobbie Kilberg  
James Cannon  
Jim Cavanaugh  
Dick Parsons  
Art Quern  
Dave Gergen

- C. Press Plan: The fact that you have met with Attorney General Levi, Secretary Mathews and other members of your Cabinet and senior advisers is to be announced.

We recommend that we leave open the question of when any decision will be made on the issues discussed.

III. TALKING POINTS

1. First, I suggest we begin by reviewing the Attorney General's proposed legislation. Call on Attorney General Levi, then open issue to discussion.
2. Take up alternatives to court ordered busing. Suggest, in turn, Bill Usery, Phil Buchen, and Secretary Mathews each describe briefly his alternative, then open for discussion.
3. At the completion of these discussions, we should talk briefly about the plan for and timing of the presentation of your decisions to Members of Congress, Civil Rights communities, other interested parties, and the public at large.



THE WHITE HOUSE

WASHINGTON

June 12, 1976

MEMORANDUM FOR THE PRESIDENT

FROM:

JIM CANNON 

SUBJECT:

U. S. Attitudes toward Desegregation and  
Busing

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The most recent data available indicating national attitudes toward school busing is in a Harris poll published last October 2 (attached).

In brief, this Harris Poll indicates that Americans favor school desegregation by 56% to 35%; but they oppose busing by 74% to 20%.

Attachment

# The Harris Survey

For Release October 2, 1975

## DESEGREGATION ? YES. BUSING ? No.

By Louis Harris

Although the American people favor the desegregation of the public schools system by 56-35 per cent, a lopsided 74-20 per cent majority opposes busing school children to achieve racial balance.

Better than two out of every three Americans also say they would be unwilling to see their own children bused for racial purposes even if ordered by the court. These figures have scarcely changed since 1972.

When asked to cite their greatest concerns about busing school children to achieve racial balance, the people did not give racial fears as their main reasons. Instead, a substantial 77 per cent of those who objected offered the following explanations: "Children should attend schools in their own neighborhood" (28 per cent); "Busing is expensive and a waste of money" (16 per cent); "Travel wastes too much time, makes the day too long" (11 per cent); "Busing causes an inconvenience to children" (5 per cent); "Children should not be separated from their friends" (3 per cent); "Busing uses gasoline unnecessarily" (2 per cent).

The 20 per cent of the public who did offer objections on racial grounds mentioned such factors as: "Desegregation with blacks lowers the quality of educational standards" (10 per cent); "Oppose racial integration" (4 per cent); "Will make race relations grow more tense" (4 per cent); "Psychologically degrading to children" (2 per cent).

The Harris Survey asked a national cross section of 1,497 adults: "As a matter of principle, do you favor or oppose desegregation of the public school system in the United States?"

### DESEGREGATION OF PUBLIC SCHOOLS

	<u>Favor</u>	<u>Oppose</u>	<u>Not Sure</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>Nationwide</u>	56	35	9
<u>By Region</u>			
East	57	33	10
Midwest	48	41	11
South	58	32	10
West	64	32	4
<u>By Politics</u>			
Conservative	53	39	8
Middle of the Road	55	36	9
Liberal	72	26	2

In every region of the country and among people of all political philosophies, a clear margin favors desegregation of public education in principle.

The Harris Survey then asked: "Would you favor or oppose busing school children to achieve racial balance?"

### BUSING TO ACHIEVE RACIAL BALANCE

	<u>Favor</u>	<u>Oppose</u>	<u>Not Sure</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>1972</u>	18	76	6
<u>1975</u>	20	74	6
<u>By Region</u>			
East	20	70	10
Midwest	19	74	7
South	18	77	5
West	27	70	3
<u>By Politics</u>			
Conservative	16	81	3
Middle of the Road	17	78	5
Liberal	31	63	6

Just as people of every region and position on the political spectrum favor desegregation of schools in principle, they also oppose busing as a means of doing so.

Although the American people may publicly say that inconvenience is the main reason for their disapproval of busing to desegregate schools, they would seem to have other, private reasons for their opposition.

-OVER-



The 47 per cent of the households in the survey that have children 18 years of age or younger living at home were simply asked if the children were bused to school. A substantial 40 per cent said they were. This group was then asked if they found the experience inconvenient. By 89-9 per cent, they did not. They were then asked if they were satisfied or dissatisfied with busing their children to school. By 87-13 per cent, an overwhelming majority expressed satisfaction with busing.

By their own admission, parents find virtually no problems in having their children bused to school for non-racial purposes. Thus, it may be concluded that it is the racial undertones of the current busing question that have made it so rancorous. This is also the reason why the American people who say they are in favor of school desegregation are so uptight about the issue. It may be clear that Americans do not view busing as an acceptable means of desegregating the schools, but there is no guarantee that some other solution leading to school integration would cause less pain and turmoil.

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE  
WASHINGTON, D. C. 20201

JUN 18 1976



MEMORANDUM FOR THE PRESIDENT


I found our meeting on Saturday with community leaders involved in keeping their communities and schools together during a desegregation process both important and instructive. It strengthens my sense that a national committee can serve a very constructive purpose. The views I have received from you and your staff lead me to recast somewhat my specific proposal of May 20 for the establishment of the committee. Specifically, the changes include:

- . Increase the size of the committee (up to 100 members) and reduce the size of the professional staff in light of the experiences related to us on Saturday. Relatively large groups seemed to dominate the local efforts, and the direct involvement of people such as those you met seems preferable to the use of professionals.
- . Empower the committee to make very small grants (not to exceed \$30,000) in order to help citizen alliance groups to begin operations in pulling communities together. More substantial assistance would continue to come from Emergency School Act funding, though this authority would be made more flexible to deal with situations where the school boards were uncooperative.

In my earlier proposal, I suggested that the committee could be established through an Executive Order. It is my understanding from our discussion Saturday that you may prefer the legislative approach. Therefore, I have redrafted the proposed Executive Order as free-standing legislation (Tab C), in order to provide that alternative. It continues to be my view that the Executive Order approach provides the best chances for a committee to come into existence in the near future since the chances of Congressional consideration of legislation this session seem low. I do recognize, however, that even the Executive Order approach could be subject to point of order when we seek appropriations for the committee.

I have enclosed a more specific description to the proposed committee and its operation (Tab A), draft Executive Order (Tab B), draft legislation (Tab C), and a draft message to the Congress (Tab D). I would urge that if the legislative approach for the committee is selected, it be handled as a separate bill from the Justice Department's legislation in order to avoid the problems of dual referrals in the Congress.

Finally, I have reviewed the problem of Title I funding raised by Mr. TeKolste of Omaha. While current law does permit a three year waiver on loss of funding due to changed school attendance areas, this provision does not take care of all problems such as faced by Omaha. Proposals now pending before Congress, however, do address this problem including: 1) the Administration education bloc grant proposal, and 2) the Senate higher education bill (S. 2657) which contains an amendment to Title I to permit funds to "follow the child." We need not, therefore, suggest new legislation with respect to this issue in this legislative proposal.

  
Secretary

Enclosures





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ESTABLISHMENT OF THE NATIONAL COMMUNITY AND EDUCATION COMMITTEESummary Description

In an effort to encourage and facilitate constructive, comprehensive planning for school desegregation at the local level, it is proposed that the National Community and Education Committee be established by legislation. The Committee would be a Presidentially-appointed, bi-partisan group of citizens drawn from all segments of our society with specific emphasis on those who have had experience in desegregation efforts. Its charge would be to assist local communities in carrying out desegregation planning activities designed to build lines of communication, avert disorder, and encourage constructive interracial community efforts.

Specific Function

The Committee's chief responsibility would be to advise local community leaders at the earliest stages of desegregation planning. Assistance would be initiated at the request of the affected community, and at that point a determination would be made by one or more Committee members as to what course of Committee activity offered the greatest promise of success within the particular community. In general, however, the orientation of the Committee would be toward working quietly with a broad spectrum of local leaders to identify problems before they develop and to help local groups organize and devise solutions which could be carried out locally. While working within a community, the Committee would function primarily in a supportive and advisory role.

In the course of its consultations with the community and the school district, one of the Committee's functions would be to inform local leaders of additional sources of desegregation assistance (Federal, State, local and private) and encourage that these sources be investigated. Such sources include direct funding through the Emergency School Aid Act; technical assistance through OE's General Assistance Centers; OE's ten regional offices, and the Justice Department's Community Relations Service; formal mediation service through the Federal Mediation and Conciliation Service; and other forms of aid through the U.S. Commission on Civil Rights, State human relations agencies, and related private agencies. In addition, the Committee would provide a ready source of information and experience on the kinds of activities and planning which has helped other communities avoid trauma and disruption.



Although the Committee's activities will overlap to some extent with those of the existing organizations mentioned above, the Committee should be able to minimize unnecessary duplication through careful liaison with these other resources.

In keeping with its general functions already described, the Committee's role would not be to serve as a court-appointed intermediary between parties in a legal suit related to desegregation. Mediation would be a proper role for the Committee only in instances where it was conducted informally and with the voluntary participation of the major elements of the community. Similarly, the Committee would not be empowered to act for any State or Federal agency in an enforcement or compliance capacity. Moreover, it would not be expected to draw up desegregation-related student assignment plans at the request of a State or Federal agency.

#### Federal Incentives for Comprehensive Community Planning

The Committee is intended primarily to provide help to school districts which have not yet adopted or been ordered to adopt a desegregation plan (although districts at other points in the desegregation process certainly could also receive assistance from the Committee). In order to provide support for districts which are conducting comprehensive, community-based planning for desegregation, it is proposed that a specified amount of funds in the Emergency School Aid Act (ESAA) discretionary account be set aside to support local planning activities, including those initiated with Committee involvement.

The ESAA discretionary account (Section 708 (a)) is the only part of the ESAA under which a school district without an eligible desegregation plan may receive funds. Therefore, it would be possible to stipulate by regulation that a community which showed proof of effort to conduct community-wide desegregation planning could receive funding to conduct such planning and other activities authorized under ESAA. The intention would be that this planning would involve all major sectors of the community.

#### Structure, Operation and Budget

The Committee would be composed of up to 100 members who would be appointed by the President for three-year terms of office. To provide continuity within the Committee, terms of office for individual members would be staggered at one-year intervals. The Committee chairman would be selected by the President, with the first chairman appointed for a

full three-year term. An Executive Committee of the Committee would provide for leadership for the Committee, and would be elected by the Committee member. Committee members would be expected to maintain their regular occupations but would be compensated at up to EL IV for the days they work on Committee activities. To ensure bipartisan representation, restrictions would be placed on the number of Committee members permitted from each political party. The Committee would have the authority to hire staff on an excepted service basis and to retain consultants as needed for specific projects.

The Committee would operate with a very small staff (not to exceed 30 people of whom at least 1/3 to 1/2 would be administrative and clerical). The purposes of the staff would be to facilitate the work of the Committee by providing general administrative and operating support and by 1) identifying and documenting successful community experiences; and 2) linking the activities of the Committee at the local level with any needed services (e.g. DOL and DOJ) and financial assistance (e.g. HEW ESAA funds) available from Federal sources. The intent is that assistance to requesting communities would come from the Committee members, but provision would be made for the Committee to hire consultants where particularly helpful persons in a specific situation are not themselves members of the Committee.

In addition, the Committee would be empowered to make grants not to exceed \$30,000 on at least a token matching basis for initial operation of citizen alliance or similar community groups to support their initial operation. Support for continuing planning for desegregation and other helpful activities would come from ESAA as described above.

The Committee's budget should be approximately \$2 million.



THE PRESIDENT HAS SEEN. ~~SECRET~~

THE WHITE HOUSE

WASHINGTON

June 19, 1976

MEMORANDUM FOR THE PRESIDENT

FROM:

JIM CANNON *Jim*

SUBJECT:

School Desegregation Memorandum from  
Secretary Mathews

Secretary Mathews sent to you yesterday a memorandum setting forth additional suggestions on school desegregation.

Briefly, Secretary Mathews:

- suggests the committee of 100 members which he mentioned at the Cabinet session yesterday;
- proposes that the committee be set up by a bill separate from the Justice Department bill;
- affirms his earlier view that a Presidential Executive Order would enable this committee to come into existence and come into effect more quickly than legislation.



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## EXECUTIVE ORDER

## NATIONAL COMMUNITY AND EDUCATION COMMITTEE

Throughout the history of our Nation, the education of our children, especially at the elementary and secondary level, has been a community endeavor. The concept of public education began in the community and continuous support for public schools has been provided by the community. Although the States, and to some extent the Federal government, have been providing increasing financial assistance for education, it has become clear that the solution of many of the most pressing problems facing our schools lies within the community which supports those schools.

This fact has particular relevance to the problem of school desegregation. Over the past two decades, communities have been under pressure from the courts, the Department of Health, Education, and Welfare, and in some cases the States, to institute changes in the assignment of students to schools. Too often this has been accomplished without the involvement of the community or with its involvement only after confrontations have occurred and community positions have been hardened.



Some communities have been more fortunate, for often individuals from within the community have anticipated the problems associated with desegregation and have organized to face and resolve those problems. Rather than reacting negatively to the circumstances in which the community found itself, these individuals have found constructive means to contribute to improving strained community relations, to adjust to changing conditions, and in other ways to assure the continued successful operation of the public schools. These individuals, who have experienced the trials a community faces when the schools must be desegregated and who have found ways to overcome those problems, are a unique national resource that can be of assistance to other communities that are now facing or have yet to face these ordeals.

It is therefore the purpose of this executive order to provide a means of utilizing this store of community experience to activate and energize effective local leadership in the desegregation process at an early stage in order to reduce the incidence and severity of the trauma that would otherwise accompany that process, and to provide



additional assistance to communities in anticipating and resolving difficulties encountered prior to and during desegregation. This assistance would be provided through a nonpartisan National committee composed of citizens from various occupations and backgrounds, particularly individuals who have had experience in school desegregation activities from within a community, in order to provide assistance to communities that are engaged in or preparing to engage in the desegregation of their schools. The Committee would be composed of individuals who have demonstrated their concern for avoiding conflict and disruption in their communities during the desegregation of schools and who, without regard for their personal opinion with respect to such desegregation, have been involved in efforts within the community to adjust to changing circumstances while ensuring the continued successful operation of the public schools.

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States of America, it is hereby ordered as follows:





## ESTABLISHMENT OF THE COMMITTEE

Section 1. (a) Establishment. There is established in the Executive Branch of the Federal government a National Community and Education Committee (hereinafter the "Committee").

(b) Members. The Committee shall be composed of not to exceed one hundred members who shall be appointed by the President from among individuals of various occupations and backgrounds, including individuals previously involved within a community in activities related to the desegregation of schools. Members of the Committee shall be selected on the basis of their knowledge and experience in community matters, their ability to provide constructive assistance in preparing a community for the desegregation of its schools, and their ability to contribute in other ways to carrying out the functions of the Committee. Selection of members of the Committee shall be on a nonpartisan basis, and no more than 50 members of the Committee at any one time shall be members of the same political party.

(c) Terms of Members. The term of office of each member of the Committee shall be three years, except that of the members first appointed to the Committee, not more than thirty-three shall be appointed for a term of one

year, not more than thirty-three for a term of two years, and not more than thirty-four for a term of three years. Any member appointed to fill an unexpired term on the Committee shall serve for the remainder of the term for which his predecessor was appointed.

(d) Chairman and Vice Chairman. The President shall designate one of the members of the Committee as Chairman and one member as Vice Chairman. The Vice Chairman shall act as Chairman in the absence or disability of the Chairman, or in the event of a vacancy in that office, and shall carry out such other duties as the Chairman may direct. The terms of office of the Chairman and the Vice Chairman shall not exceed three years.

(e) Executive Council. The executive council of the Committee shall be composed of the Chairman, the Vice Chairman, and five other members of the Committee elected by the Committee. The executive council shall (1) establish general operating policies for the Committee, subject to the approval of a majority of the Committee, (2) approve all grants by the Committee, and (3) carry out such other duties as the Chairman may direct.

(f) Compensation of Members. Each member of the Committee shall be compensated in an amount not to exceed that paid at level IV of the Federal Executive Salary Schedule, pursuant to section 5313 of title 5, United States Code, prorated on a daily basis for each day spent on the work of the Committee, including travel time. In addition, each member shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons employed intermittently in the Government Service.

(g) Operation of the Committee; Staff. The functions of the Committee shall, to the greatest extent possible, be carried out by the members of the Committee. The executive council of the Committee is authorized to appoint, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, or otherwise obtain the services of such professional, technical, and clerical personnel, including consultants, as may be necessary to--

(1) identify, document, and disseminate information concerning successful community efforts relating to desegregation;

(2) coordinate and expedite the availability of Federal assistance in support of community efforts relating to desegregation; and

(3) otherwise enable the Committee to carry out its functions.

Such personnel shall be compensated at rates not to exceed that specified at the time such service is performed for grade GS-18 in section 5332 of title 5, United States Code. The full-time staff of the Committee shall not exceed thirty individuals at any time.

#### FUNCTIONS OF THE COMMITTEE

Section 2. The functions of the Committee shall include, but shall not be limited to--

(1) consulting with leaders in the community and local groups in determining means by which such leaders and groups can, through early involvement in the development of, and preparation for, school desegregation plans, contribute to the desegregation process in such a way as to avoid conflicts and recourse to judicial procedures.

(2) encouraging the formation of broadly based local community organizations to develop a program designed to encourage comprehensive community planning for the desegregation of schools.

(3) providing advice and technical assistance to communities in preparing for and carrying out comprehensive plans to desegregate the schools, involving the broadest possible range of community interests and organizations;

(4) consulting with the Community Relations Service of the Department of Justice (established under title X of the Civil Rights Act of 1964), the Office for Civil Rights in the Department of Health, Education, and Welfare, the National Institute of Education, the U.S. Office of Education, General Assistance Centers (funded under title IV of the Civil Rights Act of 1964), the United States Civil Rights Commission, and State and local human relations agencies to determine how those organizations can contribute to the resolution of problems arising in the desegregation of schools within a community;

(5) providing informal mediation services among individuals, groups, and agencies within a community in order to resolve conflicts, reduce tensions, and develop acceptable means of desegregating schools without resort to administrative and judicial processes; and

(6) pursuant to section 3, providing grants to community groups to initiate or foster the development of activities described in paragraphs (1) through (5) of this section.

#### COMMUNITY GRANTS

Section 3. (a) The Committee is authorized, upon receipt of an application in such form as the Committee may prescribe and upon the approval of the executive council of the Committee, to make grants to private nonprofit community alliances or other nonprofit community organizations in order to assist such groups in the initial stages of carrying out activities designed to avert trauma and disruption associated with the desegregation of schools, and to otherwise assist the community in preparing for and adjusting to such desegregation.

(b) Grants made pursuant to this section shall be in such amounts, not to exceed \$30,000, as the Committee deems necessary to assist in the development of eligible community organizations. No organization may receive a grant under this section for more than one year of operation.

(c) In determining whether to approve a grant to a community organization under this section, the executive council of the Committee shall require an applicant to demonstrate, by a showing of adequate financial or other support from the community, that the organization has reasonable promise of making substantial progress toward achieving the purposes set forth in subsection (a) of this section.

(d) The Committee shall not make a grant to two or more organizations within a community unless it determines that the activities of such organizations are sufficiently coordinated to ensure that their activities are not duplicative or inconsistent.

#### LIMITATIONS ON ACTIVITIES OF THE COMMITTEE

Section 4. It shall not be the function of the Committee--

- (1) to prepare desegregation plans;
- (2) to provide mediation services under the order of a court of the United States or of a State; or
- (3) to investigate or take any action with respect to allegations of violations of law.



## COOPERATION BY OTHER DEPARTMENTS AND AGENCIES

Section 5. (a) All executive departments and agencies of the United States are directed to cooperate with the Committee and furnish to it such information, personnel and other assistance as may be appropriate to assist the Committee in the performance of its functions and as may be authorized by law.

(b) In administering programs designed to assist local educational agencies and communities in planning for and carrying out the desegregation of schools, the Attorney General, the Secretary of Health, Education, and Welfare, and the heads of the agencies within that Department shall administer such programs, to the extent permitted by law, in a manner that will further the activities of the Committee.

FEDERAL INTERAGENCY COMMUNITY  
ASSISTANCE COORDINATING COUNCIL



Section 6. (a) There is created in the Federal government a Federal Interagency Community Assistance Coordinating Council (hereinafter the "Council") which shall be composed of a representative or representatives of each of the following departments or agencies:

- (1) the Community Services Administration;
- (2) the Department of Health, Education, and Welfare;
- (3) the Department of Housing and Urban Development;
- (4) the Department of the Interior;
- (5) the Department of Justice; and
- (6) the Department of Labor.

The representative or representatives of each such department or agency shall be appointed by the head of the department or agency from among individuals employed by that department or agency who are familiar with, and experienced in the operation of, the programs and activities of that department or agency which are available to provide assistance for community relations projects, educational programs, and other community-based efforts which would tend to reduce or eliminate the trauma associated with school desegregation. The head of each such department or agency shall appoint sufficient representatives to the Council to ensure that an individual with a working knowledge of each such program or activity in that department or agency is on the Council.

(b) It shall be the function of the Council to meet or consult with representatives of communities who are seeking Federal support for community relations projects, educational programs, and other community-based efforts to reduce or eliminate the trauma associated with school desegregation, in order to assist such communities in (1) designing projects or activities that demonstrate promise of assisting in those efforts, (2) determining which Federal programs are available for such activities, and (3) completing the necessary applications and other prerequisites for appropriate Federal assistance.

(c) To the extent consistent with the law authorizing any such Federal assistance program, each department or agency listed in subsection (a) of this section shall administer such program in a manner which will support the activities of the Council. Each such department or agency shall from time to time provide to the Council such additional personnel or other assistance as may be necessary to carry out the functions of the Council.

## EXPENSES OF THE COMMITTEE AND THE COUNCIL

Section 7. The expenses of the Committee and the Council, including any grants made by the Committee pursuant to section 3 of this Order, shall be paid from such appropriations to the Executive Office of the President, as may be available therefor.

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6/16/76

TAB C

## A B I L L

To establish a National Community and Education Committee to provide assistance to encourage and facilitate constructive and comprehensive community involvement and planning in the desegregation of schools, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Community and Education Act of 1976".

## PURPOSE

Sec. 2. The purpose of this Act is to create a nonpartisan National committee composed of citizens from various occupations and backgrounds, particularly individuals who have had experience in school desegregation activities from within a community, in order to provide assistance to communities that are engaged in or preparing to engage in the desegregation of their schools. With such assistance it is expected that effective local leadership can be developed at an early stage in the desegregation process in order to reduce the incidence and severity of the trauma that would otherwise



accompany that process. The Committee will provide an experienced national resource that will be available to assist communities in anticipating and resolving difficulties encountered prior to and during desegregation. It is the intent of Congress that the Committee be composed of individuals who have demonstrated their concern for avoiding conflict and disruption in their communities during the desegregation of schools and who, without regard for their personal opinion with respect to such desegregation, have been involved in efforts within the community to adjust to changing circumstances while ensuring the continued successful operation of the public schools.

#### ESTABLISHMENT OF THE COMMITTEE

Sec. 3. (a) Establishment. There is established in the Executive Branch of the Federal government a National Community and Education Committee (hereinafter the "Committee").

(b) Members. The Committee shall be composed of not to exceed one hundred members who shall be appointed by the President from among individuals of various occupations and backgrounds, including individuals previously involved within a community in activities related to the desegregation

of schools. Members of the Committee shall be selected on the basis of their knowledge and experience in community matters, their ability to provide constructive assistance in preparing a community for the desegregation of its schools, and their ability to contribute in other ways to carrying out the functions of the Committee. Selection of members of the Committee shall be on a nonpartisan basis, and no more than 50 members of the Committee at any one time shall be members of the same political party.

(c) Terms of Members. The term of office of each member of the Committee shall be three years, except that of the members first appointed to the Committee, not more than thirty-three shall be appointed for a term of one year, not more than thirty-three for a term of two years, and not more than thirty-four for a term of three years. Any member appointed to fill an unexpired term on the Committee shall serve for the remainder of the term for which his predecessor was appointed.

(d) Chairman and Vice Chairman. The President shall designate one of the members of the Committee as Chairman and one member as Vice Chairman. The Vice Chairman shall act as Chairman in the absence or disability of the Chairman, or in the event of a vacancy in that office, and



shall carry out such other duties as the Chairman may direct. The terms of office of the Chairman and the Vice Chairman shall not exceed three years.

(e) Executive Council. The executive council of the Committee shall be composed of the Chairman, the Vice Chairman, and five other members of the Committee elected by the Committee. The executive council shall (1) establish general operating policies for the Committee, subject to the approval of a majority of the Committee, (2) approve all grants by the Committee, and (3) carry out such other duties as the Chairman may direct.

(f) Compensation of Members. Each member of the Committee shall be compensated in an amount not to exceed that paid at level IV of the Federal Executive Salary Schedule, pursuant to section 5313 of title 5, United States Code, prorated on a daily basis for each day spent on the work of the Committee, including travel time. In addition, each member shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons employed intermittently in the Government Service.



(g) Operation of the Committee; Staff. The functions of the Committee shall, to the greatest extent possible, be carried out by the members of the Committee. The executive council of the Committee is authorized to appoint, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, or otherwise obtain the services of such professional, technical, and clerical personnel, including consultants, as may be necessary to--

(1) identify, document, and disseminate information concerning successful community efforts relating to desegregation;

(2) coordinate and expedite the availability of Federal assistance in support of community efforts relating to desegregation; and

(3) otherwise enable the Committee to carry out its functions.

Such personnel shall be compensated at rates not to exceed that specified at the time such service is performed for grade GS-18 in section 5332 of title 5, United States Code. The full-time staff of the Committee shall not exceed thirty individuals at any time.



## FUNCTIONS OF THE COMMITTEE

Sec. 4. The functions of the Committee shall include, but shall not be limited to--

(1) consulting with leaders in the community and local groups in determining means by which such leaders and groups can, through early involvement in the development of, and preparation for, school desegregation plans, contribute to the desegregation process in such a way as to avoid conflicts and recourse to judicial procedures.

(2) encouraging the formation of broadly based local community organizations to develop a program designed to encourage comprehensive community planning for the desegregation of schools.

(3) providing advice and technical assistance to communities in preparing for and carrying out comprehensive plans to desegregate the schools, involving the broadest possible range of community interests and organizations;

(4) consulting with the Community Relations Service of the Department of Justice (established under title X of the Civil Rights Act of 1964), the Office for Civil Rights in the Department of Health, Education, and Welfare, the National Institute of Education, the U.S. Office of Education,

General Assistance Centers (funded under title IV of the Civil Rights Act of 1964), the United States Civil Rights Commission, and State and local human relations agencies to determine how those organizations can contribute to the resolution of problems arising in the desegregation of schools within a community;

(5) providing informal mediation services among individuals, groups, and agencies within a community in order to resolve conflicts, reduce tensions, and develop acceptable means of desegregating schools without resort to administrative and judicial processes; and

(6) pursuant to section 5, providing financial assistance to community groups to initiate or foster the development of activities described in paragraphs (1) through (5) of this section.

#### COMMUNITY GRANTS

Sec. 5. (a) The Committee is authorized, upon receipt of an application in such form as the Committee may prescribe and upon the approval of the executive council of the Committee, to make grants to private nonprofit community alliances and other organizations in order to assist such groups in the initial stages of carrying out activities

designed to avert trauma and disruption associated with the desegregation of schools, and to otherwise assist the community in preparing for and adjusting to such desegregation.

(b) Grants made pursuant to this section shall be in such amounts, not to exceed \$30,000, as the Committee deems necessary to assist in the establishment and early development of eligible community organizations. No organization may receive a grant under this section for more than one year of operation.

(c) In determining whether to approve a grant to a community organization under this Act, the executive council of the Committee shall require an applicant to demonstrate, by a showing of adequate financial or other support from the community, that the organization has reasonable promise of making substantial progress toward achieving the purposes set forth in subsection (a) of this section.

(d) The Committee shall not make a grant to two or more organizations within a community unless it determines that the activities of such organizations are sufficiently coordinated to ensure that their activities are not duplicative or inconsistent.



## LIMITATIONS ON ACTIVITIES OF THE COMMITTEE

Sec. 6. It shall not be the function of the Committee--

(1) to prepare desegregation plans;

(2) to provide mediation services under the order of a court of the United States or of a State; or

(3) to investigate or take any action with respect to allegations of violations of law.

## COOPERATION BY OTHER DEPARTMENTS AND AGENCIES

Sec. 7. (a) All executive departments and agencies of the United States are directed to cooperate with the Committee and furnish to it such information, personnel and other assistance as may be appropriate to assist the Committee in the performance of its functions and as may be authorized by law.

(b) In administering programs designed to assist local educational agencies and communities in planning for and carrying out the desegregation of schools, the Attorney General, the Secretary of Health, Education, and Welfare, and the heads of the agencies within that Department shall administer such programs, to the extent permitted by law, in a manner that will further the activities of the Committee.

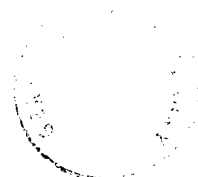
## AUTHORIZATION OF APPROPRIATIONS

Sec. 8. (a) There are authorized to be appropriated \$2,000,000 for salaries and expenses of the Committee for the fiscal year ending September 30, 1977, and for each of the two succeeding fiscal years.

(b) For the purpose of making grants under section 5, there are authorized to be appropriated to the Committee \$2,000,000 for the fiscal year ending September 30, 1977, and for each of the two succeeding fiscal years.

FEDERAL INTERAGENCY COMMUNITY  
ASSISTANCE COORDINATING COUNCIL

Sec. 9. (a) There is created in the Federal government a Federal Interagency Community Assistance Coordinating Council (hereinafter the "Council") which shall be composed of a representative or representatives of each of the following departments or agencies:

- (1) the Community Services Administration;
  - (2) the Department of Health, Education, and Welfare;
  - (3) the Department of Housing and Urban Development;
  - (4) the Department of the Interior;
  - (5) the Department of Justice; and
  - (6) the Department of Labor.
- 

The representative or representatives of each such department or agency shall be appointed by the head of the department or agency from among individuals employed by that department or agency who are familiar with, and experienced in the operation of, the programs and activities of that department or agency which are available to provide assistance for community relations projects, educational programs, and other community-based efforts which would tend to reduce or eliminate the trauma associated with school desegregation. The head of each such department or agency shall appoint sufficient representatives to the Council to ensure that an individual with a working knowledge of each such program or activity in that department or agency is on the Council.

(b) It shall be the function of the Council to meet or consult with representatives of communities who are seeking Federal support for community relations projects, educational programs, and other community-based efforts to reduce or eliminate the trauma associated with school desegregation, in order to assist such communities in (1) designing projects or activities that demonstrate promise of assisting in those efforts, (2) determining which Federal programs are available for such activities, and (3) completing the necessary applications and other prerequisites for appropriate Federal assistance.



(c) To the extent consistent with the law authorizing any such Federal assistance program, each department or agency listed in subsection (a) of this section shall administer such program in a manner which will support the activities of the Council. Each such department or agency shall from time to time provide to the Council such additional personnel or other assistance as may be necessary to carry out the functions of the Council.

(d) There are authorized to be appropriated for the purpose of carrying out the duties and functions of the Council under this section \$250,000 for the fiscal year ending September 30, 1977 and for each of the two succeeding fiscal years.

CONFORMING AMENDMENT; SPECIAL PROJECTS UNDER  
THE EMERGENCY SCHOOL AID ACT

Sec. 10. (a) Section 704 of the Emergency School Aid Act is amended by adding at the end thereof the following new subsection:

"(c) In addition to the amount authorized to be appropriated under subsection (a) of this section, there are authorized to be appropriated for the purposes of section 708(a) \$10,750,000 for the fiscal year ending September 30, 1977."

(b) Section 708(a)(2) of the Emergency School Aid Act is amended by inserting "or nonprofit private" after "and other public".

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A  
B  
D

## PROPOSED PRESIDENTIAL MESSAGE ON DESEGREGATION

I have spoken against forced court ordered busing as an excessively used remedy in school desegregation cases. I continue to believe that this remedy, designed to achieve what we all agree is a critically important and valued objective, often brings with it so many undesirable results for school systems and communities that we simply must find better ways to protect Constitutional rights.

In stating these views, it should be clear to all that my quarrels with one of the current remedies to racial and ethnic discrimination in schooling does not diminish in any way my commitment to end unlawful discrimination in this Nation. Non-discrimination must be accepted because it is right. Persistence in discriminatory practices are destructive to our ideals and to our communities.

And it is in the communities across this Nation where our ideals are nourished and maintained. Our communities are composed of individuals who want justice and equality, who want good public schools, and who abhor violence and disruption in their midst.

But, too often these people are deterred from acting because of the confusion occasioned by a school desegregation court case. They sometimes do not perceive soon enough how disruption in the schools will adversely affect their own stake in the community. As a consequence, community cohesion weakens and community leadership fades into the background. Forces prone to disruption and violence exploit the situation.



These situations do not need to occur. Many communities have demonstrated that we can rally behind our public schools and our communities. We at the Federal level can and should be supportive of those positive impulses, recognizing that it is only within the local communities that men and women of decency and good will can mobilize to help a community through a difficult transition.

We now have at the Federal level a variety of programs which provide specific financial and other assistance to school systems engaged in voluntary and court ordered desegregation plans. We need not reinvent and replace those programs.

What we lack, however, is a place where communities and their leadership can turn for help in organizing the positive forces in the community early enough, to get all concerned groups working together, and to avoid disruption and violence. This lack is not a matter of money. As I said, we have such financial aid programs in place already. Rather, what we lack is a source to which community leadership can turn to get advice and can learn and share in the experiences of other communities which have had successful desegregation without disruption and violence.

It is for this reason that I am proposing the creation of the National Community and Education Committee. This Committee will be a place to which community leadership can turn at an early stage. It will be composed of Americans who can provide practical advice



gained from experience and other forms of help that communities need. It will not be connected in any way with the enforcement activities of the courts or Executive Branch. Rather, it is to be a place where those who wish to find practical ideas to help maintain and draw upon the strengths of community when faced by the process of desegregation.

In closing, I wish again to emphasize how we must as a Nation reaffirm our commitment to nondiscrimination. We may disagree on how far a particular remedy ought to go, but we evade other values, such as those found in local community life and close parental involvement in schooling. But where we are united is in the principle that the government at any level must not continue racial discrimination in any of its own activities and other major areas of public life. We are as a Nation among a very few that blends a common commitment to a set of national principles with a rich variety of local communities, ethnic and racial traditions and identities, a tolerance for differing life styles. It is not always an easy balance to maintain, it is an experiment in nationhood that is constantly evolving. It is also a tradition to cherish and affirm.

THE PRESIDENT HAS SEEN....

THE WHITE HOUSE

WASHINGTON

June 18, 1976

MEETING WITH EDUCATIONAL LEADERS

Saturday, June 19, 1976  
11 a.m. (60 minutes)  
The Cabinet Room

From: Jim Cannon



I. PURPOSE

To discuss school desegregation with educational leaders.

II. BACKGROUND, PARTICIPANTS & PRESS PLAN

A. Background: This is the fourth in a series of meetings with groups from outside the Administration who have varying views on the issue of school desegregation. This group includes three chief state school officers, two school district superintendents, two principals, a National Education Association officer, and Mrs. Murchison, who received the National Teacher of the Year Award at the White House recently. These people have had practical experience with desegregation problems at local levels, both primary and secondary.

B. Participants: See Tab A.

C. Press Plan: To be announced.

III. TALKING POINTS

1. We are here to talk about school desegregation and, in particular, the impact of court-ordered busing on our educational process.
2. Before going to the substance of the matter, however, I would like to make several things very clear. First, I recognize that a President, any President, has a fundamental responsibility to preserve, protect and defend the Constitution. I fully intend to do so. Second, I am also committed to seeing that every American child's right to a good education is realized. I think these two principles must guide our discussion.

3. It is my own view that some courts have gone too far in requiring massive student transfers simply to achieve racial balance. I think we need to do something about this.
4. I have, therefore, been working with the Attorney General and the Secretary of HEW to develop legislation which will better equip everyone, the schools, the communities, the courts and the Federal government, to deal with unlawful discrimination and to preserve the goal of quality education for all.
5. Each of you has thought a good deal about this matter, and I would greatly appreciate your suggestions.







PARTICIPANTS

JOHNSTON, (Dr.) William  
Superintendent of Schools, Los Angeles, California.

JONES, Roland W.  
Superintendent of Schools, Charlotte-Mecklenburg,  
North Carolina.

McGUIRE, WILLARD H.  
Vice President, NEA; formerly teacher in Minnesota.  
(Was here for Q & A last week.)

MURCHISON, (Mrs.) Ruby  
National Teacher of the Year, 1976; Fayetteville,  
North Carolina.

PINERO, (Mrs.) Ursula  
Principal, Rochester, New York.

PORTER, John W.  
Superintendent of Public Instruction, Michigan.

RILES, Wilson C.  
State Superintendent of Public Instruction, California.

SCHRECK, Robert  
Principal, Lee High School, New Haven, Connecticut.

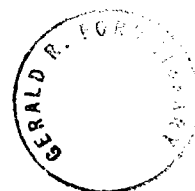
SHELTON, (Dr.) Raymond  
Superintendent of Schools, Tampa, Florida.

HEW

Secretary F. David Mathews  
William Taft, General Counsel  
William Morrill, Assistant Secretary--Planning & Evaluation  
Dr. Terrel Bell, Commissioner of Education  
Dr. Joffre Whisenton, Special Assistant to the Secretary

Attorney General Edward H. Levi

John Calhoun  
Jim Cannon  
Jim Cavanaugh  
Bob Goldwin  
Paul O'Neill  
Dick Parsons  
Art Quern  
Ed Schmults  
David Lissy



~~Bobbie~~ Willard      Ruby      William      Wilson      John      Ursula      Raymond      Roland      Robert  
Kilberg      McGuire      Murchison      Johnston      Porter      Pinero      Shelton      Jones      Schreck

Jim  
Cavanaugh

Ed  
Schmults

Paul      Richard      James      Attorney      THE      Secretary      Terrell      William      William      ~~Art~~  
O'Neill      Parsons      Cannon      General      PRESIDENT      Mathews      Bell      Morrill      Taft      Quern  
Levi



David  
Lissy

Bob  
Goldwin

John  
Calhoun

Joffre  
Whisenton

[6/18/76]