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WITHDRAWAL SHEET

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Date: 6/10/99

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
1. Memo	John Poindexter to the President re analysis of m.p. John Browne's letter, 2p <i>opened 2/28/19 jsm</i>	5/7/86	P5

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P-1 National security classified information [(a)(1) of the PRA].
- P-2 Relating to appointment to Federal office [(a)(2) of the PRA].
- P-3 Release would violate a Federal statute [(a)(3) of the PRA].
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA].
- P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA].
- P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA].

C. Closed in accordance with restrictions contained in donor's deed of gift.

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- F-1 National security classified information [(b)(1) of the FOIA].
- F-2 Release could disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA].
- F-3 Release would violate a Federal statute [(b)(3) of the FOIA].
- F-4 Release would disclose trade secrets or confidential commercial or financial information [(b)(4) of the FOIA].
- F-6 Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA].
- F-7 Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA].
- F-8 Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA].
- F-9 Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA].

389005
C0141

May 86

THE WHITE HOUSE
WASHINGTON

May 7, 1986

3133

*I have drafted
his report on his visit.
If you need it I will let
you know.
RR*

INFORMATION

MEMORANDUM FOR THE PRESIDENT

FROM: JOHN M. POINDEXTER *JM*

SUBJECT: Analysis of M.P. John Browne's Letter to You on
South Africa

Issue

To consider Conservative Party M.P. John Browne's letter to you providing his observations concerning the situation in South Africa.

Facts

Browne recently wrote you directly -- and provided a duplicate copy to George Murphy -- giving his assessment of the situation in South Africa following his visit there March 1-14. His assessment, which is discussed below, is at Tab A.

Discussion

After a description of the major forces in South Africa, Browne makes the following observations:

o The four main interest groups with various subgroupings are the whites, the blacks, the West, and the Soviets. But of these it is only the Soviets who are single-minded in their purpose of creating maximum turmoil and bloodshed in pursuit of their strategic interests.

o The West, on the other hand, is unclear and disunited in what they want to see follow apartheid's demise -- there is an urgent need for consultations and action by the West in order to bring about solutions for South Africa's problems before it is too late; and therefore,

o Browne proposes an Anglo-American initiative, led by you and Margaret Thatcher, to convene a conference of all South African parties, including the ANC, at which political solutions can be discussed and agreed to.

Browne believes that a political system similar to Switzerland's defused and decentralized cantonal system offers the best hope of meeting acceptance and providing economic and political rights to all South Africans, given the history and complexities of that country.

38900.5

The Commonwealth initiative on South Africa, which you supported in recent letters to Margaret Thatcher and President Botha, is similar to Browne's concept of promoting dialogue and settling political conflicts between the South African Government and the black opposition groups, including the ANC. Given the Commonwealth's historical interaction with South Africa and its broad grouping of white, black, and Asian nations, it probably has the best chance of persuading the diverse South Africa factions into agreeing to a negotiation rather than one led only by Britain and the United States.

You have often noted our desire to be helpful in the tragic situation in South Africa, and to seek appropriate and effective ways where a U.S. role can help and not hinder the process of ending apartheid. Active involvement remains the keystone of our policy, but we must be careful in avoiding high-risk, high-profile actions of the type suggested by Browne where the major South African parties have not requested or agreed to a specific U.S. role, and which could easily be counterproductive and damage our influence. South Africa continues to be a very polarized nation -- blacks and whites are very suspicious of one another and look at many matters very differently, including the U.S. role in their country. Success or failure of the Commonwealth approach will be instructive in how we can be helpful.

One of the assumptions of our policy is that South Africans alone should determine their destiny, and that only they can decide what political arrangements are acceptable and workable. Browne's prescription for necessary constitutional changes probably would be rejected by most South Africans as a basis for discussion not because they are unreasonable, but that they are a foreigner's blueprint.

All South Africans recognize that constitutional changes will be necessary, but these cannot be dictated from outside. The Afrikaners are as firm as the black opposition on this point. U.S. influence, while significant, is limited in forcing political change. South Africa is not weak, but one of its main problems is that there, the first world literally meets the third world with all of the resultant economic, social, and technological gaps. These gaps must be narrowed, and this can best be achieved through a strong and growing economy, free of Western economic sanctions and disinvestment. A prosperous and growing economy is the best force for the necessary reforms, and will also serve to reduce the ability of the Soviets and their agents to fish in troubled waters.

Attachment

Tab A Incoming letter from Mr. Browne

End
Page
File

412896
F6420

May 8, 1986

Dear Glenn:

I'm sorry to be so late in getting back to you on your letter of April 24, but a few things like a trip to Asia got in the way.

Glenn, I'm sorry about the mix-up with regard to the National Archivist, but by the time we'd received the Trustee resolution we'd gone too far down the road with John Agresto. He had been appointed on March 14. We feel he's a good man for the job, and at the same time we realize the quality of Don Wilson. I hope this won't cause you or the board any embarrassment.

Our trip to Asia was arduous but fruitful. We are very pleased with the outcome.

Best regards,

Dr. W. Glenn Campbell
Hoover Institution on War,
Revolution and Peace
Stanford, California 94305

RR/DICTATION/lme

To Dr. W. Glenn Campbell

(Don't know if this return address is
the one he uses or if he gets his mail at
Stanford U.)

Dear Glenn

I'm sorry to be so late in getting back to you
on your letter of April 24 but a few things like
a trip to Asia got in the way.

Glenn I'm sorry about the mixup with
regard to the Nat. Archivist but by the time we'd
received the Trustees resolution we'd gone too far
down the road with John Argente. He had been
~~named as appointee~~^{appointed} on March 14th. We feel
he's a good man for the job and at the same
time realize the quality of Don Wilson. I hope
this won't cause you or the Board any embarrassment.

Our trip to Asia was arduous but fruitful.
We are very pleased with the outcome.

Best Regards Ron

April 25, 1986

Mr. President:

Since you will be meeting with the Library Foundation people at the reception at 2:30 today, you may want to see this. Don Regan will probably discuss this with you before the reception.


David Chew

OK'd John DeGroot
March 14

THE
RONALD REAGAN
PRESIDENTIAL FOUNDATION

April 24, 1986

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

As follow-up to my letter of April 15th regarding appointment of the National Archivist, I enclose a Resolution adopted unanimously (with one abstention) by the Board of Trustees at its meeting on April 23. You will note the Resolution endorses the candidacy of Dr. Don Wilson to be the National Archivist.

All of us consider it a privilege to serve as Trustees of The Ronald Reagan Presidential Foundation. I am sure that my fellow Trustees would join me in wishing you a successful Economic Summit meeting in Japan.

Sincerely,



W. Glenn Campbell

Enclosure

RESOLUTION NO. 1

It is hereby

RESOLVED

That the Trustees of The Ronald Reagan Presidential Foundation unanimously endorse Dr. Don W. Wilson for the position of Archivist of the United States. Dr. Wilson fully meets the statutory qualifications and General Services Administration-Guidelines for Archivist which stipulate that the selection should be made "without regard to political affiliations and solely on the basis of the professional qualifications required to perform the duties and responsibilities of the office". Don Wilson has the archival and administrative experience in addition to historical training that will insure the continued vitality of the Presidential Library System, including the successful development of The Ronald Reagan Presidential Library, and to provide sound professional leadership for the National Archives and Records Administration.

End
Case
File

**THE WHITE HOUSE
WASHINGTON**

39005755
F-6006-10

DATE: 5/8/86

NOTE FOR: MITCH DANIELS

The President has

seen ☐
acted upon ☐
commented upon ☒

the attached; and it is forwarded to you for your:

information ☐
action ☒

**David L. Chew
Staff Secretary
(x-2702)**

cc: Donald T. Regan
Bill Henkel
Fred Ryan
Original to Files ✓

THE WHITE HOUSE
WASHINGTON

April 23, 1986

*Other than the
Commencement address I'd
like to do Q & A. with any other
appearances like young people.*
RR 23 21 86

MEMORANDUM FOR THE PRESIDENT

The President has seen 5/8

FROM: MITCHELL E. DANIELS, JR. *mitel d.*
ASSISTANT TO THE PRESIDENT
FOR POLITICAL AND INTERGOVERNMENTAL AFFAIRS

SUBJECT: Post-Summit schedule

Your schedule for the first few weeks after the Summit will feature a number of appearances involving young Americans. Among the events now being planned are a satellite/radio address to the nation's high school students, one college commencement and possibly one high school commencement, and a visit with young military personnel at a boot camp. As one of the chief proponents of this program, I was asked to prepare a brief paper for you explaining our intent.

Our goals are to strengthen both this year's election prospects, and public support for your policies, by capitalizing on your strong rapport with young people. Specifically, our plan is:

- o To take advantage of the weather and the events of the season to focus greater attention on the good news happening in the country.
- o To renew the State of the Union themes of a safer, more prosperous future, and to charge young people with their special responsibilities to ensure that future.
- o To set the stage for followup activities by the Republican Party and allied groups to register young people, and to appeal for their ongoing allegiance.

The themes we propose to emphasize are:

- o The Reagan program has been designed and implemented with Young America in mind, to restore the hope of a better future.
- o America is back, but it still faces major challenges, and young Americans will have the primary responsibility for tackling them: education, economic competitiveness, defending freedom, ending drug abuse, etc.
- o Young Americans should commence active citizenship by registering to vote.

We believe that the events of this period will be upbeat and enjoyable for you, for the young participants, and for the rest of America to observe. The only people who are unlikely to enjoy these activities are the leaders of the Democratic party. They will contemplate with alarm the prospect of you deepening your special appeal to young people, and perhaps stimulating greater political activity among this currently pro-Republican voter group.

End
Case
File

THE WHITE HOUSE
WASHINGTON

39005855
ED
PR005-02

May 8, 1986

MR. PRESIDENT:

The attached memorandum from
Al Kingon was prepared in
response to your question
about global education,
mentioned in the attached
article by Phyllis Schlafly.



David L. Chew

THE WHITE HOUSE

WASHINGTON

May 8, 1986

MEMORANDUM FOR THE PRESIDENT

FROM: ALFRED H. KINGON

SUBJECT: Global Education

I have spoken with Secretary Bennett on this issue and he has asked me to convey this information to you.

The spread of "global education" programs is cause for concern. Just what is taught in each of the programs that goes under this name differs from case to case; but, in too many instances, "global education" does seem to be a vehicle for presenting the leftist political opinions criticized by Phyllis Schlafly in her April 19 Human Events article entitled, "Sinister Goals of 'Global Education'".

The report Mrs. Schlafly mentions was produced by the Denver, Colorado, regional office of the Department of Education. The office had received a number of requests from members of the public for information on "global education" programs. To assist in answering the inquiries, the office staff prepared an informal paper on materials and curriculum used in some of these programs. The paper was intended to provide background information and is not a formal report by the Department.

The issue of whether, and how, to teach "global education" is, of course, properly a state and local decision. The appropriate role for the Federal Government is the "bully pulpit", as Secretary Bennett would say. In that spirit, I attach an article by Gary Bauer and Chester Finn, of the Department of Education, that appeared in the most recent American Spectator, which I think provides the best account and criticism of "global education".

Attachment

AMONG THE EDUCATIONALOIDS



GLOBALONEY

by Chester E. Finn, Jr. and Gary Bauer

The California state board of education recently sent tremors through the education and publishing establishments by rejecting an array of school science textbooks on grounds that they lacked balance and rigor. And there is more to come, insists schools chief Bill Honig, the sagest state education official in the land. "It's not just science books," he said. "It's history, literature. We're raising the ante."

Wait till he looks at the "global history" texts. We recently examined six of them, all new (written or revised since 1983), and all peddled to the secondary school market by major education publishers.

The books have much in common. All run 700 to 900 pages. All are generously illustrated and mapped in many colors. Virtually all start with "early man," work their way through Sumer, Egypt, Greece, and Rome, dash across the Middle Ages, slow down for the eighteenth and nineteenth centuries, include a chapter or two on contemporary "revolutions," pay an extended visit to the Third World, lament the Cold War, and wind up with a unit on "your changing world."

To be sure, this subject is inherently impossible to organize in satisfactory fashion, much less to master in a year of junior (or senior) high school. Though "world history" has long been attempted in the schools, the effort has grown ever more awkward: there's more world history each hour; diverse interest groups insist on "equal time" for every obscure civilization and former colony, however modestly related to the American experience; the prior knowledge (of geography as well as history) that students bring to the course with them is skimpier; and most teachers are confined, either by their own limited educations or by curricular red tape, to whatever the textbook contains.

Our own interest was triggered by the maudlin one-worldism that has seized

the social studies establishment. One of us has a child enrolled in a mandatory ninth grade global history course with a teacher who explained on parents' night that the course was an effort by the school to do something about the arms race. One of us was struck by a recent bulletin of the National Council for the Social Studies that found equivalency among Western devotion to "civil and political rights," the Asian-African interest in "social and cultural rights," and Eastern Europe's alleged commitment to "economic rights." In this telling, the "right to a vacation" counts for as much as freedom of speech.

So we scrutinized these half dozen textbooks to see how they handle issues of contemporary geopolitical significance—to see just what it is that a fourteen year old who doesn't know much else is supposed to end up thinking about problems besetting the world. In fairness, we should note that most of these books look reasonably accurate up through World War II, marred only by the inevitable trade-off between coverage and depth and the resulting odd amalgam of superficiality and selectivity.

But when we get to modern times,

the books falter badly. Herewith some examples:

•What happened in Vietnam after the war? Several texts described the atrocities visited upon neighboring Cambodia by Pol Pot, and all mentioned the "boat people." But only one explained that these were refugees from a brutal, totalitarian regime. In several books, they just happened to set sail. (A recurrent problem in these books is that where explanations may be controversial, causation is omitted. Events simply occur.)

•Why did Russian troops move into Afghanistan in 1979? One volume got it right: "The Soviets invaded Afghanistan to bring that country under their complete control. The U.N. and the United States condemned the invasion. Soviet forces in Afghanistan were only 250 miles from the Persian Gulf." In the other books, however, the Soviet goal was simply to shore up the government in Kabul, to "keep Muslim nationalist groups from regaining control," to fend off guerrilla attacks, or—remarkably—to quiet a fear "that an uprising among the Muslims of Afghanistan might spread to . . . the Soviet Union." In short, five out of six books give the impression that Moscow's move was essentially defensive or vaguely compassionate.

•What is the U.N.'s track record? Every volume waxes eloquent about the founding of the United Nations and its intended role in world affairs. Several also indicate that it has not been hugely effective as a peacekeeper. Only one, however, acknowledges that "some people" say that "many members use the U.N. as a place to denounce the policies of the United States" and that "many U.N. countries openly violate the charter of the U.N." None of the others casts even a shred of doubt on the innate virtue of the United Nations. •How is life inside the Soviet empire? Most books discuss persecution of religion and the tribulations of dissidents. Solzhenitsyn turns up in five volumes, Sakharov in three. Yet it is easy to derive the impression that ordinary Russians face no real difficulty so long as they don't do odd things like pray or speak out. One book lauds Soviet successes in bringing about "equality for women" and widespread literacy. ("In fact, reading has become a national pastime.")

More is at stake here than what is or isn't mentioned. Consider these two hugely divergent descriptions of the current Libyan strongman—in each case the only appearance he makes in the book:

[Iddris] ruled until 1969 when he was overthrown by military officers led by Muammar el-Quaddafi. Quaddafi supported various terrorist activities in other countries and was in conflict with the foreign policy of the United States. He also launched attacks against Egypt and Chad.

North African nations have close cultural ties with the Arab nations of the Middle East and often support Arab causes. For example, Colonel Qaddafi, who became the leader of Libya in 1969, has strongly supported the Arab nations in the Middle East that oppose Israel.

What is a ninth-grader to think?

As for Israel, here is one book's entire account of its early history: "In 1948, the British-controlled territory of



Chester E. Finn, Jr. is assistant secretary for research and improvement in the Department of Education. Gary Bauer is undersecretary of education.

Palestine became the new Jewish state of Israel. Jews from all over the world, the new Israelis, poured into the new state, stirring up great hostility among the Arab Palestinians who had occupied the land for centuries." The same book, it must be noted, devotes seven pages to the history of "early western African empires" including such consequential ones as Songhai and Kanem-Bornu.

It's not just that events occur for no apparent reason, that people simply wind up in power, or that some minor episodes in our planet's past get greater—and perhaps fairer—attention than important ones. It's also the tone of moral equivalency that keeps entering. In one volume, for example, the account of Solzhenitsyn appears in a brief essay on modern poetry and novels, in a paragraph on the "literature of protest," in which he (and Pasternak) appear as counterparts to James Baldwin and Günter Grass.

Here is another book's entire paragraph on Caribbean adventurism:

Castro has been accused of sending military aid to the guerrillas in El Salvador and aid to the Sandinista government in Nicaragua. In 1983 the U.S. invaded Grenada when it learned that Cuba and the USSR had provided weapons to the country.

So far as our hypothetical teenager knows, the U.S. still occupies Grenada, and Castro is merely accused, not convicted, of arming the Managua regime.

In some ways the most telling messages of all are contained in those final chapters on "challenges facing the modern world." In virtually every instance, one finds adoring treatments of science and technology, oddly coupled with "limits-to-growth" warnings against pollution and resource exhaustion. The economic development ambitions of the Third World routinely loom large, as do "changing cultural patterns." There is much talk of the nuclear threat and of global interdependence. But there is rarely any mention of human rights issues; of repression and savagery; of freedom and tyranny; of the tension between democracy and totalitarianism; or of the tiny fraction of the globe's citizens who live under regimes of their own choosing.

Unevenness coupled with relativism, bad history joined to ideology, events without causes or consequences. No doubt a crackerjack teacher can improve upon the textbook; a prudent one might simply call a halt around 1945. A well-run school system might abandon the whole futile effort to cram world history into a single year, substituting instead a sequence of courses that organizes the material in-

to eras, civilizations, or continents and that give each its due.

But for now we must assume that these courses are going to continue to be taught and that many teachers will continue to be text-bound. No textbook that we've ever seen is perfect, nor is any without merit. But they do vary greatly and it therefore matters which are used. We do not share the widespread view that textbook publishers

are engaged in some sort of conspiracy to "dumb down" the material that children read. Rather, we believe that publishers produce whatever they find their customers wanting to buy. What is more, they respond to market changes; all the publishers of the science textbooks that California rejected set about promptly to bring their products up to the new standards imposed by this major customer. The

burden of such standard-setting, quality control, and selection properly falls on those—typically at the state level—who "approve" textbooks for purchase, and on those—usually local—who decide which of the approved books actually to buy. By and large, they haven't been doing a very good job. That is why the textbooks aren't yet what they should be. It's time, as Honig says, to raise the ante. □

LibertyPress

ORIGINS OF THE COMMON LAW

By Arthur R. Hogue

First published in 1966 by Indiana University Press, Arthur R. Hogue's *Origins of the Common Law* looks at the deep medieval roots of our legal system during the early formative period of the common law. Between 1154 and 1307, from the reign of Henry II to that of Edward I, common law experienced a spectacular growth as a legal system enforced in the English Royal Courts. Paraphrasing Professor Hogue: in the form of writs, judicial decisions, treatises, royal ordinances, and parliamentary statutes, the common law, in large part the definition of established customs, emerged into explicit written form and formal procedure to order better such ordinary relationships among Englishmen as those between landlord and tenant, merchant and money lender, and buyer and seller.

In his final chapter, "From Medieval Law to Modern Law," Hogue concludes, "The rule of law, the development of law by means of judicial precedents, the use of the jury to determine the material facts of a case, and the definition of numerous causes of action—these form the principal and valuable legacy of the medieval law to the modern law." And one might add, to the growth of the concept of liberty as well.

This thoughtful, lucid account is a work of history, not a technical legal treatise, and should be of interest to the general reader and the specialist alike.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/16/86 ACTION/CONCURRENCE/COMMENT DUE BY: 4/22/86

SUBJECT: RESPONSE TO PRESIDENT'S REQUEST RE: "GLOBAL EDUCATION"

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input type="checkbox"/>	POINDEXTER	<input type="checkbox"/>	<input type="checkbox"/>
REGAN	<input type="checkbox"/>	<input type="checkbox"/>	RYAN	<input type="checkbox"/>	<input type="checkbox"/>
MILLER	<input type="checkbox"/>	<input type="checkbox"/>	SPEAKES	<input type="checkbox"/>	<input type="checkbox"/>
BALL	<input type="checkbox"/>	<input type="checkbox"/>	SPRINKEL	<input type="checkbox"/>	<input type="checkbox"/>
BUCHANAN	<input type="checkbox"/>	<input type="checkbox"/>	SVAHN	<input type="checkbox"/>	<input type="checkbox"/>
CHAVEZ	<input type="checkbox"/>	<input type="checkbox"/>	THOMAS	<input type="checkbox"/>	<input type="checkbox"/>
CHEW	<input type="checkbox"/> P	<input type="checkbox"/> SS	TUTTLE	<input type="checkbox"/>	<input type="checkbox"/>
DANIELS	<input type="checkbox"/>	<input type="checkbox"/>	WALLISON	<input type="checkbox"/>	<input type="checkbox"/>
HENKEL	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HICKS	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
KINGON <i>See response</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
LACY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please coordinate with Education an appropriate response to the attached request from the President. NOTE: Education should not see the President's handwritten note. Thank you.

A response should be returned to my office by Tuesday, ~~March~~ ^{April} 22nd.

RESPONSE:

To Sec. of Ed. - Is there anything to this & if so what can we do?
RK

Sinister Goals of 'Global Education'

By PHYLLIS SCHLAFLY

"Global education" is one of the fads sweeping through public schools in the 1980s. It's appearing in most schools, in most grade levels, in most teacher workshops and in most textbooks and teaching materials.

Global education does not mean teaching the history, geography, government, culture or language of nations around the globe. A good education has always included world history and geography, comparative government and foreign languages.

Global education is very different. It does not use traditional textbooks of history and geography whose purpose is to increase individual knowledge, but instead uses newly written materials designed for predetermined social and political goals.

(1) Censoring out American history, government, Constitution, geography, culture and heroes, and the facts about our unprecedented American freedoms.

(2) Banning patriotism. Global education uses every possible technique

of semantics and selection of materials in order to eliminate patriotism from teachers and students.

(3) Indoctrinating the error of equivalence; that is, the falsehood that other nations, governments, legal systems, cultures and political and economic systems are essentially equivalent to ours and entitled to equal respect. This hypothesis is false, both historically and morally.

(4) Imposing on school children the political and social preferences and biases of special-interest groups, particularly world government, pacifism and disarmament.

(5) Deceiving parents as to the goals and content of global education, and brainwashing teachers to use techniques of indoctrination.

The most authentic description of the purposes and methodology of global education was spelled out in a 39-page document called "Global Education: State of the Art," which was prepared and published in 1983 by the Northwest Regional Educational Laboratory in

Portland, Ore., financed by a federal grant from the National Institute of Education under the U.S. Department of Education.

The Northwest Laboratory report states that global education requires "massive re-education" of teachers in order to change "the teachers' own attitudes," as well as the content and the process of education. Teachers must be conditioned to be comfortable with globalism perspectives such as political interdependence, moral ambiguity and social empathy for other nations as equivalent to our own.

The Northwest Laboratory report states that teachers must submit to "value change" in a "re-education process," and to the "reshaping" of their attitudes and beliefs. The report concedes that it is unlikely that a teacher holding "ethnocentric and nationalistic views" (i.e., patriotic views) will be able to teach global education effectively.

"Infusion" is the basic technique of indoctrination-by-deception. The report calls infusion a "key threat" of global education. The report includes an "infusion grid" showing how to infuse global education into science, physical education, health, arts (creative and performing), economics, anthropology, world history, psychology, literature, social studies and

foreign language. It isn't easy to get thousands of teachers in the public school system to suppress their patriotic attitudes and kowtow to the global education cult.

Typical of the programs developed to train teachers to accept these directives is the Center for Teaching International Relations at the University of Denver.

A recent report on this Denver center prepared by Region VIII of the U.S. Department of Education provides evidence that it is a full-blown teacher-training process to implement false information (such as the alleged moral equivalence of the United States and the Soviet Union) and political biases (such as disarmament is the path to peace).

The Denver center places heavy emphasis on pacifism through psychological games and role-playing. It is typical of the Denver center materials that they blame U.S. selfishness for poverty in foreign lands, but they don't blame Communist governments for anything. Psychological games also promote disrespect for economic freedom.

These new authoritarians are determined to expurgate patriotism and appreciation of American institutions and culture from school classrooms. It's time for parents and taxpayers to speak up against their plan to indoctrinate children to accept global government and international control of our resources.

Copley News Service

the Human Events
Conservative's
Reference Manual
An Indispensable Tool

End
Case
File

413032

TR 155

May 86

The President has seen 5/14

No. 1000

THE SECRETARY OF STATE
WASHINGTON

May 12, 1986

Mr. President

You did a superb job on our recent trip. Bali was most important, helpful and worthwhile to our efforts in South East Asia. Tokyo was a real triumph, where ideas you have been advocating and putting into place received the recognition of adoption without controversy.

You also led a unified team and called the signals just right. It is a privilege to be one of your players

with my respect
and admiration

Gene

413032



End
case
File

413763
TR155

May 12, 1986

Dear Ruddy:

It was good to see you at the White House when we returned from Japan. That was quite a trip. We were in the plane, actually flying, a total of 38 hours and gone a total of 13 days. Two of the flights were over 14 hours each.

On the way out we stopped overnight in Los Angeles and two nights in Honolulu. This was to help us adjust to the time change which totaled 13 hours. While we were in Bali and Japan, it was daytime there when it was night in Washington. It does get you a little mixed up as to sleeping. You can change your clock, but you can't change that inner clock in each of us that tells us when to get sleepy.

You know there is a line known as the international date line out in the Pacific Ocean. It is where yesterday or tomorrow and today meet. For example, going to Bali we left Hawaii about 10:00 a.m. Monday morning and that afternoon as we crossed the date line it became Tuesday. Coming home from Tokyo, we left there at noon Wednesday, crossed the date line and arrived in Washington at two o'clock that same afternoon, although we'd been flying 14 hours with a one-hour stop in Alaska to refuel. We'd flown through the night and seen the sunrise, but it was still Wednesday. You can get a little confused.

The trip was worthwhile. On Bali we met with the President of Indonesia, a country of 165 million people on 13,600 islands spread over 3,000 miles of ocean. We also met with the foreign ministers of five other Asian countries.

All those countries are important trading partners of ours, and we had a lot to talk about. In Tokyo we met with heads of state of Japan, England, Germany, Italy, Canada and France. We are all allies and meet each year to discuss our mutual problems. I think it is wonderful that three of those countries now our good friends were our enemies in World War II.

Now all I have to do is get readjusted to sleeping on Washington time, which isn't easy.

Give my regards to your folks and all the best to you.

Sincerely,

RONALD REAGAN

Rudolph Lee Hines
607 Savannah Street, S.E.
Washington, D.C. 20032

RR:AVH:pps

RR Dictation

(My pen pal)

Dear Rudy

It was good to see you at the White House when we returned from Japan. That was quite a trip. We were in the plane actually flying, ~~at~~ a total of 38 hours, and gone a total of 13 days. Two of the flights were over 14 hours each.

On the way out we stopped over night in Los Angeles & 2 nights in Honolulu. This was to help us adjust to the time change which totaled 13 hours. While we were in Bali & Japan it was day time there when it was night in Wash. It does get you a little mixed up as to sleeping. You can change your clock but you can't change that inner clock in each of us that tells us when to get sleepy.

You know there is a line known as the International date line out in the Pacific Ocean. It is where yesterday & tomorrow & today meet. For example going to Bali we left Hawaii about 10 A.M. Monday morning and that afternoon as we crossed the date line it became Tuesday. Coming home from Tokyo we left there at noon Wednesday, crossed the date line and arrived in Wash. at 2 ^{o'clock} ~~on Wednesday afternoon~~ That same afternoon although we'd been flying 14 hours with a one hour stop in Alaska to refuel. We'd flown through the night & seen the sunrise but it was still Wed. You can get a little confused.

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Talk about. } In Tokyo we met with heads of state of Japan, England, Germany, Italy, Canada & France. We are all allied and meet each year to discuss our mutual problems. I think it is wonderful that 3 of those countries now our good friends were our enemies in W.W.II.

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(over)

Wash. This which isn't easy.

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best to you.

Sincerely R R

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THE WHITE HOUSE
WASHINGTON

May 12, 1986

INFORMATION

MEMORANDUM FOR THE PRESIDENT

FROM: JOHN M. POINDEXTER *JP*

SUBJECT: Philippines/Nicaragua Election Comparison

Issue

Differences in public treatment of the Philippines and Nicaraguan elections.

Facts

The reaction to the Philippines election by observers and press was overwhelmingly negative. In contrast, the vast majority of observers to the Nicaraguan election spoke favorably about what they had seen. The recommendations for future action were also diametrically opposed. Those observing the Nicaraguan election proposed various steps to accommodate to the electoral results while observers in the Philippines suggested Marcos should step down. No one suggested Ortega should step down. (See chart of contrasting observer comments at Tab A).

Discussion

This reveals a tendency to make excuses for left-wing dictatorships that would be considered unpalatable if made for right-wing dictatorships. Interestingly, conservative political observers watching the Philippines election reported fraud when they saw it. On the other hand, observers in Nicaragua of liberal/leftist political views allowed their prejudice to interfere with reporting any abuses they saw.

Attachment:

Tab A Elections Chart

Prepared by:
Walter Raymond, Jr.

cc Vice President

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The Pres Cent has been 5/13



WINDSOR CASTLE

W. for

The President of the United States of
America.

Thank you very much for your kind
message of congratulations on the
engagement of Prince Andrew and Miss
Sarah Ferguson. We ourselves are
delighted with the news.

ELIZABETH R.

4th April, 1986.

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THE WHITE HOUSE

WASHINGTON

May 13, 1986

Dear Joe:

Just received your warm and welcome letter. Thank you for your generous words. I don't know whether I can live up to them but I'll sure try. And, believe me, it was a great pleasure to say to you and Holly how grateful we are for all that you've done and continue to do.

We are just back from the Economic Summit, as you know. Everything went well. In fact, it was the best and most successful of the six I've attended. Now the problem is, how do we get back to sleeping on Washington time after that 13 hour time change? Incidentally, we all came together in Tokyo to be more united in responding to terrorism.

Nancy sends her love, and from both of us to Holly.

Sincerely,

Ron

Mr. Joseph Coors
100 Castle Rock Drive
Golden, Colorado 80401

To Mr. Joseph Coors 100 Castle Rock Dr.
Golden Colorado. 80401

Dear Joe

Just received your warm & welcome letter.
Thank you for your generous words. I don't know
whether I can live up to them but I'll sure try.

And believe me it was a great pleasure to
say to you & Holly how grateful we are for all
that you've done & continue to do.

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you know. Everything went well. In fact it was
the best & most successful of the six I've attended.
Now the problem is, how do we get back to
~~the~~ sleeping on Wash. time after that 13 hour
time change? Incidentally we all came together
in Tokyo to be more united in responding to
terrorism.

Nanny sends her love & from both of us to
Holly.

Sincerely
Tom

JOSEPH COORS
100 CASTLE ROCK DRIVE
GOLDEN, COLORADO 80401

May 9, 1986

Dear Ron,

It was a very thrilling experience and one of the most exciting times in our lives to be with you at the Heritage 10 Dinner. You drew the crowd - an exceedingly exceptional and distinguished one it was - and you received the thunderous applause. But you gave the accolades to Holly and me. You were much too generous in your kind remarks, but we loved it. Thank you from the bottom of our hearts. To be so honored by the greatest President this country has ever had can never be equalled.

For several weeks I have planned to write and express my deep feelings about your strong action in Libya. I too took great courage and infinite wisdom and vision. You

JOSEPH COORS
100 CASTLE ROCK DRIVE
GOLDEN, COLORADO 80401

stood alone with the possible exception
of that wonderful Margaret Thatcher,
and carried out the strength of your
convictions. It was an outstanding
personal triumph - but even more
so a triumph for what is good and
right in this world. I have talked
to many, and not one who does
not believe you did what had to be
done, to preserve the free world from
disaster.

Terrorism to obliterate the
freedoms which we cherish cannot
be tolerated. You have taken strong
action to prove this and finally you
have now been able to persuade our
allies of the importance of this position
to the preservation of a free democratic
world.

JOSEPH COORS
100 CASTLE ROCK DRIVE
GOLDEN, COLORADO 80401

Congratulations to you. You
have the whole-hearted support
of all good Americans. We stand
staunchly behind you.

May good health and a
rewarding life continue to be
yours. With all our good
wishes to you and Nancy.

Most sincerely,

Joe

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May 13, 1986

Dear Brute:

Here I am running around Bali and Tokyo and I can't manage to join you at the Grove - life is unfair.

Thanks very much for your editorial. It is, as always, right on the mark. This whole subject was much discussed at the Summit, and I think with the help of Prime Ministers Thatcher and Mulroney we have our European allies looking at the whole subject in a more realistic way. We did make progress. Now, however, you are right on. We have to get a change in the attitude of Congress. That will be harder than moving the allies.

All the best to you and thanks.

Sincerely,

RON

LtGen Victor H. Krulak, USMC (Ret.)
3665 Carleton Street
San Diego, California 92106

RR/AVH/DICTATION/lme

VICTOR H. KRULAK

5 May 1986

The Honorable Ronald Reagan
President of the United States
The White House
Washington, D.C.

Dear Mr. President:

Enclosed is a column aimed at encouraging Congress to free your hands in the anti-terrorism war. I write it with particular confidence because, in my military incarnation, I had a lot to do with covert operations, and know that the best single counter to the terrorist threat is to penetrate their operation.

I was proud of your leadership at the Tokyo summit; equally so of Mrs. Reagan's Southeast Asia swing. She added meaning to the word courage.

Sincerely,



VHK:jm
Enclosure

P.S. A few of us are going up to Owl's Nest to clean up in preparation for the Grove. A lot of work, a little play!

To Lt. General V.H. Krulak U.S.M.C. Ret.

3665 Carleton St. San Diego Calif. 92106

Dear Brute

Here I am running around Bali & Tokyo and I can't manage to join you at the Grove - life is unfair.

Thanks very much for your ~~and~~ editorial it is as always, right on the mark. This whole subject was much discussed at the summit and I think with the help of P.M.'s Thatcher & Mulroney we have our European allies looking at the whole subject in a more realistic way. We did make progress. Now however you are right on, we have to get a change in the attitude of Congress. That will be harder than moving the allies.

All the best to you & thanks.

Sincerely Ron

End
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