

TIPS POINTE DU HOC EXAM

Following are highlights of the three areas of the Exam that we have talked about in class. They are set here as refreshers for your convenience, not to provide you with actual answers, but some ideas and strategies you can use to find better answers to the exam areas. If you took copious notes, you'll find most of the same points restated here. There is a wealth of information and opinion about the speech and Reagan, accounts being almost unanimously laudatory, the mass media tending to be very protective of the Reagan image. Critics, such as cartoonist Garry Trudeau of *Doonesbury* (*The Value of Impertinent Questions*, commencement speech, Vassar College, 1986) who disagree(d) with policies, philosophy and potential consequences of the Reagan administrations (two terms), have not been widely publicized. Consequently, to demonstrate independent perspective of the overwhelming favorable accounts and opinions, you will have to examine very critically the information you receive and the inferences and conclusions which are claimed. Hear what is not said, and see what is not written. In short, think for yourself. Criticism involves just that: making reasoned analytical judgments for yourself. The year 2011 marked the 100th anniversary of Ronald Reagan. And, for the first time, you will be able to find a wider range of perspectives, a little debate between critics and apologists, not nearly all so protective of the Reagan image...or "myth," as some assert. I encourage you to seek these out. Highly respected media representatives argue that they were not necessarily soft on exposing Reagan's personality flaws or the UNUSUAL deficiencies of his presidency, but, they argue, the American people "liked" Reagan so much and felt so comfortable with him as their leader that they were impervious to any exposure of his flaws and deficiencies. Given perceptions of a manufactured Reagan "myth" and denial by media of contributing to the "myth," it behooves you to go slowly and very deliberately about dealing with any degree of inferences regarding Ronald Reagan the person and Reagan the leader (both as governor of California and two-term president of the USA).

If you wish to write an Introduction and Conclusion to your answers, feel free to do so. If you want to add your personal opinion regarding your experience with this activity, it would be welcomed, and it could perhaps enhance your ethos. Remember, however, that opinion without warranted rationale is of little value; it needs sound basis of evidence and reasoning. You are entitled to your opinion but not to your own facts.

REMINDER: While there are countless sources of information regarding Reagan and Pointe du Hoc, there is no single source nor any combination of sources that can provide the answers to all of the exam. You need to do a great deal of synthesis: unify ideas and information from several sources. The Brinkley article (US NEWS) is an excellent framework from which to start. Read and re-read it carefully—all of it—and read between the lines as some important concepts are stated obliquely or very subtly. For example, if you are informed about the history of the 60s and 70s, you'll be able to grasp the meaning and intent of such digs as the "lack of moral clarity," etc., which are unfair and inaccurate depictions of those decades, particularly as criticisms of the activists among the youth.

SPECIAL TIP: In order to adequately examine the **PROCESS** of creation of the Speech and the **GOALS** and **STRATEGIES**, you need to become firmly acquainted with several key sources and individuals. Brinkley names a few; there were many others. However, the article does not present an adequate analysis of their roles and significance of their leadership in the Reagan Team. Some of these individuals exerted historically **UNUSUAL** power and influence. You should start by further examination of the list in the Brinkley article—Jim Baker, Dick Darman, Michael Elliot, et al—following this by identifying the other significant members who are not even mentioned in the article.

1. **PROCESS.** Focus on critical stages that influenced the creation of the speech. You can assume that, **LONG** before Peggy Noonan received the assignment, Reagan’s advisors had developed some clear ideas as to what they hoped to get out of the speech. (If you discover this information, you’ll discover very important insights into the **GOALS AND STRATEGIES**—number 2 of this exam-- for the 1984 presidential campaign and how *Pointe du Hoc* fits into the campaign and how it is related the ultimate policies they were seeking to put in place.) From the time that Noonan started working on the speech to its completion, the speech went through 24 drafts, some very drastic. Suggestion: Trace the events that effected (caused) the changes in the thrust of the speech. Identify contributors, of which there were many—individuals, departments (ex., The Pentagon), and other sources, such as books, magazines and historical data she found useful—and assess the value of their contributions. Some connections may not be very obvious. Consider the following: Noonan knew nothing about the Battle of Normandy, and she had never heard Reagan speak, not even in a regular conversation. **CRITICAL** hint to assess a source’s impact on the speech: Date of the Speech was set for June 6, 1984. Reagan was to spend several days in Ireland and England prior to arriving at Pointe du Hoc. Yet up to May 28, Noonan had not grasped the **REAL** purposes, the ultimate goals, that Reagan’s advisors were striving for; nor did the advisors tell her about their plans and strategies. Nevertheless, **AFTER** May 28 she shortly had the “perfect” speech in Reagan’s coat pocket. She had changed her views of the speech dramatically, becoming so enlightened that she became certain that **SHE** would be immortalized in history. You need to examine and assess the source of influence of this momentous change in the final moments when the “perfect” speech was born. On another note, it would be intriguing if you made an effort to speculate on her achievement: Why did the match between Reagan and Noonan produce—assured, almost—the “perfect” speech? This is a rare combination that later produced other very powerful and memorable speeches, in a way more than a fair share for a single president. One needs to “know” something special about Reagan and Noonan to answer the question.

2. **STRATEGIES IN LIGHT OF THE GOALS.** Examine how **SOCIAL VALUES (WASP)** and **FACTORS OF ATTENTION AND INTEREST** were integrated in the attempt to achieve the ultimate goals. Ultimate goals: Reagan’s people were hoping to create **BIG** change from one state to another. You need to define these goals (**SEE NOTE** in Number 1 re 1984 presidential

election). Obviously, they needed first to attain short-term goals. You need to define these. STRATEGIES entail what to do, how to do it, when to do, and who does what. There are obstacles to overcome. Define these. Examine how the Reagan team, through the speech, represents events and situations—example, the scope and involvement of the War. Consider all the elements they had to manage/control to have the event go as they wanted. Examine the speech and trace the strategies employed regarding the integration of SOCIAL VALUES (U.S.A. W.A.S.P.) and FACTORS OF ATTENTION AND INTEREST. My SUGGESTION: Identify a social value—ex., Family Unit—when it first appears in the speech. Then, trace and examine which factors of attention and interest are employed to stress the social value THROUGHOUT the Speech wherever it is evident. You need to INFER most of the values from the context of the Speech; they are not stated by their label. Examine the LANGUAGE as it carries huge weight in this speech as it is VITAL to grasping the emphasis of proofs. In this regard, it is necessary to examine the most significant types of PROOFS (SEE STUDY GUIDE) inherent in the Speech (Hint: LOGIC and EVIDENCE may not have much of a priority). NOTE and SUPER HINT: The PROOFS are actually the means by which the Reagan team meant to define and communicate the ISSUES of the 1984 presidential campaign. Use the terms I have supplied to you in the handouts. CRITICAL: DEFINE TERMS. Don't simply say, "patriotism." You need to define what that meant for Reagan and his team. For example, it's critical to understand how the Reagan team defines the relationship between the government and the people that the team aspires to achieve, defined by how the people perceive and respond to institutional policies—the presidency, military, etc.

2. OUTCOME. We are certain of the immediate and short-term goals: the speech was overwhelmingly powerful, and Reagan was re-elected. If the Reagan team achieved its ULTIMATE, long-term goals, we should be able to demonstrate significant impact in changes in most vital areas of society—the economy (philosophy, policy and practice), social attitudes, military policies, foreign policy, fiscal policies (government programs, taxes, spending), monetary policy and practices (the U.S. Central monetary system—the Federal Reserve), and other banks and financial institutions, education, arts (literature, film, theatre, etc.), the Media, including TV programming, and, most importantly, the people's view of and response to government activity. Obviously, the influences would be more prominent in some areas than in others. It is important to assess the impact of Reagan's conscious, deliberate central goal(s). They sought Big Changes, and big changes they got. At the same time, we should also detect some secondary or coincidental or unexpected influences, some of which could become or have become of primary significance in our society and, perhaps, in the world.

SUGGESTION: It would be clearer and less difficult to ARRANGE/ORGANIZE your analysis and criticism TOPICALLY: ONE TOPIC AT A TIME —EX., WAR MILITARY POLICY, EDUCATION POLICY, FINANCE AND ECONOMIC POLICY, GOVERNMENT CRITICISM, FILM AND TV, FREEDOM OF SPEECH, ETC.—tracing the impact in time and scope (how big/significant is it?) stemming from Reagan's policies and time to our time.

4. Hoping this little kick motivates you and inspires you to fly faster than the F15 and higher than the U2, ¡Suerte!, Andres R T hombre8plus@yahoo.com , ph home 818-361-7896 (been having probs). Or mobile: 818-979-3626. LVM. I don't like to TEXT, but I'll respond.

RONALD REAGAN AND POINTE DU HOC JUNE 6, 1984

FINAL XM RONALD REAGAN: SIGNIFICANT PERSONS AND RESOURCES (Partial List) (torres 101)

"Ronald Reagan is not a stupid person, but he was the least curious person I ever met." (Insider Planner of the 100-Day Team)

Exploring the roles of a few influential people and their relationship with Ronald Reagan and examining some key resources reveal critical understanding about Reagan's persona and valuable information for a more realistic evaluation of Reagan's administrations, both as two-term governor of California and two-term president of the USA.

You want to study scholarly works on history of the War and its aftermath. The speech, "Pointe du Hoc," may be at variance with historical accounts. Note: I do not always feel assured by writings in WIKIPEDIA. It's much safer to consult publications excerpted from the Scholarly Journals, etc. More recent histories on Normandy and World War II may provide contradictory inferences to earlier writings, some of which raise disturbing questions about the knowledge and competence of the leadership of the war. If you can, consult different sources. Check: Brian Williams and John Baratt, "D-Day, Normandy, France, June 6, 1944," available online at

<http://www.militaryhistoryonline.com/wwii/dday,2000>. There are several and more recent others.

INDIVIDUALS

NOTE: You want to explore bios and relationships of all the individuals mentioned by Brinkley. You'll recognized some names below.

1. KITCHEN CABINET. California M&Ms (multimillionaires). Since 1966, Banked rolled ALL of RR's activities. Turned Actor Citizen Reagan into hottest political property. An invisible powerful, ruling Cabinet, Behind-the-scenes core of most influential advisors to whom RR always turned; most important decisions were okayed here. Some took important positions in state and federal administrations. Some Names:

Holmes T. Tuttle, William French Smith, Justin Dart, Henry Salvatori, Jack Wrather, William J. Casey, Charles Wick, et al

2. Peggy Noonan. Young talented writer. Enlightened of a place in history before she finished the 24th draft of "Pointe Du Hoc."
3. Phillip Battaglia. Scripted RR with 3 by 5 index cards, from Sacramento to International Affairs, to keep RR on track with the facts.
4. William J. Casey. WWII SPYMASTER. Campaign manager & CIA Director, Iran-Contra affair Mastermind.
5. Edwin Meese. California friend. Critical to R R. First Term, One of Presidential "Troika," ran the presidency.

6. Michael Deaver. Entrusted with enormous POWER. Musically talented “Kid” from Bakersfield, California. Deputy Chief of Staff. Controlled Reagan’s schedule, incl MAXIMUM number of hours the prez allowed to work!!! Media Choreographer of all events. Image Controller. Great Packager of the “Great Communicator.” Manufacturer of Reagan quotes! One of “TROIKA” that ran the Presidency. Most important, keep Nancy Reagan happy and off backs of Reagan’s advisors. The most INSIDER of the insiders re both the president and Mrs. Reagan. Piano became his ticket as “family member”—like a son-- and confidant for 20 years. ONLY ONE allowed to naturally cross line from political to family and social life of Reagans. Memoirs, *Behind the Scenes*, describe Reagan’s non-public personality and RR’s relationships far from what public expects. Convicted illegal lobbying. In charge at 28 years old.
7. Helen Van Damm. RR’s longtime personal sec.
8. Casper Weinberg. Sec of Defense. Opposed Iran-Contra.
9. George Shultz. Sec of State. Opposed Iran-Contra as illegal crimes and impeachable acts.
10. Tip O’Neal. Speaker of the House. Insight into RR’s “casualness” about facts.
11. Alexander Haig. Sec. of State during assassination attempt on RR.
12. James (Jim) A. Baker III. Multiple Cabinet and other most influential (ex, Chief of Staff), powerful positions. Major legislative strategist. Ran the Show. Central, Critical role re 1984 presidential election campaign. DEFINED ISSUES INTO WHICH SPEECH OF “POINTE DU HOC” FIT PERFECTECTLY AS THE SPRINGBOARD AND BACKDROP. Wielded extraordinary “presidential” powers. Most powerful of “TROIKA”.
13. Robert C. “Bud” McFarlane. National Security Adviser. Deep in the Iran-Contra scandal.
14. Ben Elliot.
15. Dick Darman. California friend. Confidant and Deputy to Jim Baker. Number two strong-man. Controlled ALL paperwork entering and leaving the White House and monitored who could personally see the president. Controlled White House Speech writers, therefore, all public utterances by president. With Jim Baker formed an extremely powerful alliance in the Reagan presidency. Reported directly to Baker. Invaluable: “knew where everything was” in the Government Machinery.
16. Marine Lieutenant Colonel Oliver North. Aide. Focal in execution of Iran-Contra strategies and of Congressional investigations into wrongdoing by presidency. RR fired him. His secretary answered “to a higher power” when caught stealing incriminating government documents.
17. Ronald Regan. CEO Merrill Lynch. Sec. of Treasury, Chief of Staff, Sec. of State. Nancy got him fired.
18. Lyn Nofziger. Illegal lobbying. Convicted.
19. John Pointdexter. National Security Adviser. Iran-Contra scandal. Congressional investigation.
20. Larry Speakes. Reagan Spokesman, Information Officer. Admitted manufacturing quotes attributed to Reagan was ok with Reagan. His Book, *Speaking Out*, produced huge outcry against him, forcing him to resign from a high salaried position on Wall Street. Shocked Washington with descriptions of president’s disengaged style of governing.
21. William Clark. Part of R R’s California clique. Sec of Interior, Deputy Sec of State.
22. Stu Spenser. Astute, perceptive Long-time Reagan political Advisor since 60s.
23. Nancy Reagan. First Lady in Charge of protecting her husband.

RESOURCES

“We’re not here to educate America. We’re here to re-elect Ronald Reagan.” (Advisor of 1984 R R re-election campaign response to criticism re lack of discussion of issues).

1. Douglass Brinkley, Article in U.S. NEWS AND WORLD REPORT, June 6, 2005. Assigned for exam. Article is excerpted from Brinkley’s AUTHORIZED memoirs of Ronald Reagan. Presents excellent background and insights into creation and ultimate goals of the speech. Pay special attention to the references to the May 28, TIME MAGAZINE article by Lance Morrow. Brinkley is good place to start. Then, expand from here.
2. Peggy Noonan, *What I Learned at the Revolution*. In her own words, her white House experiences.
3. Mark Green & Gail MacColl, *There He Goes Again: Ronald Reagan’s Reign or Error*. Gaffes and casualness about the truth.
4. Lou Cammon, *Reagan* (Biography). Standard for all others.
5. Jane Mayer & Boyle McManus, *Landslide*. A MUST. Meticulous Investigative Report on Iran-Contra Affair. Re illegal policies-- violations of federal laws--of SECOND TERM (AFTER POINTE DU HOC). Actually, impeachable crimes.
6. Bob Schieffer & Paul Gates, *The Acting President*. Up close and Personal. ANOTHER MUST. Publisher’s synopsis: “Ronald Reagan and the Supporting Players Who Helped Him Create the illusion That Held America Spellbound”
7. Laurence I. Barrett (from TIME MAGAZINE), *Gambling with History*. Analysis of success of Reagan’s first term with legislation: huge increase in military spending and tax cuts. Historical deficits.
8. David Stockman. Reagan Budget Director. Insider Book, *The Triumph of Politics*, shocked public with widely held insiders’ image of president versus perceptions from afar: aloof, indifferent, uninformed, uninterested even in his own programs, and a disengaged style that became the chief characteristic of his presidency.
9. Jack Germond & Jules Witcover, *Wake us Up When It’s Over*. Columnists. Discovered documents detailing alternative strategies of Reagan Campaign Team in anticipation of Reagan’s having a poor performance in 1984 Presidential Debates vs Democratic Party candidate Walter Mondale (Senator, Minn.), including ATTACK on Big Media...and analysis and assessment of KEY DECIDING POINT in victory despite Reagan’s weakness on information and issues.
10. October 7, 1984 Presidential Debate. Disastrous Reagan performance. Second debate two weeks later, crucial turning point.
11. Ronald Reagan 1984 Re-election Team. Note: Team started planning goals and strategies very early—late 1983. You want to know the specifics of their plans and how “Pointe Du Hoc” relates to their goals and strategies. Critical: Determine how they defined the crucial campaign ISSUES.

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