

Winston Churchill

MEMORIAL AND LIBRARY
Exploring the Foundations of
Churchill's Leadership

TEACHER GUIDE

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Exploring the Foundations of Churchill's Leadership



Imagine that in 1931, when Churchill looked the wrong way crossing a New York City street and was struck by a taxi driver, he died instead of sustaining severe injuries. The obituary in the paper the next day might have talked about his contributions to the Great War (World War I), listed a dozen or so books he authored, and described his election to Parliament and his military failure at Dardanelles in 1915. Fast forward to 1940 – without Churchill would Lord Halifax have surrendered to Hitler when the United Kingdom's position seemed hopeless or turned over the Royal Navy to Germany resulting in the defeat of Russia? What else would now be under Hitler's control?

For students today, such scenarios certainly seem like history, but Churchill's legacy lives today in the freedoms we enjoy. There is much to understand about his legacy, to make it relevant and meaningful for the students of the 21st century. These lessons, presented by Westminster College's Winston Churchill Memorial, help inspire and educate students about Winston Churchill's life and leadership. The students will experience three themes that represent Churchill: his life and times, his wit and wisdom, and his leadership.

Lesson III, high school students develop an understanding of leadership through Churchill's examples. Using the Churchill Memorial's rich resources, personal stories and objects, the students will understand how Churchill and his story still affect their lives today.

The Churchill Memorial curriculum supports these overarching goals. After completion, students should:

1. have a grasp and an appreciation of history and the price of democracy;
2. have an understanding and awareness of the importance of involved leadership with public and community issues;

3. have the ability to use primary sources to think critically and enter into dialogue with others of different perspectives;
4. understand the power of political action and leadership by having the skills, knowledge, and commitment needed to accomplish public purposes;
5. understand the power of language to inspire others;
6. have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference

The lessons will focus on these Social Studies Grade Level Expectations (From the Missouri Department of Education):

Grades 9 -12
<p>Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences, and peace efforts</p> <p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> • selection of political leaders (with an emphasis on presidential and parliamentary systems) • functions and styles of leadership (including authoritarian, democratic, and <i>laissez faire</i>) • governmental systems • how laws and rules are made, enforced, changed, and interpreted <p>Identify the consequences that can occur when:</p> <ul style="list-style-type: none"> • institutions fail to meet the needs of individuals and groups • individuals fail to carry out their personal responsibilities <p>Determine the causes, consequences, and possible resolutions of cultural conflicts</p> <p>Distinguish between fact and opinion and analyze sources to recognize bias and points of view</p>

Background of the Iron Curtain Speech

(from *Winston Churchill and His Legend Since 1945* by John Ramsden)

“How wrong the British historian Arthur Bryant was, even in his highly sympathetic expectation of Churchill's future after election defeat, in a letter of August 1945.

‘Yes, it's sad about Winston – it seems ungrateful and ungracious. Yet from his own point of view, how that defeat secures his place in history! It is as though he'd been assassinated like Lincoln in the hour of victory: 'Now he belongs to the ages'. Yet he still remains above the earth he loves so well to enjoy good brandy, good company . . . and a few years of his own immortality.’

“These and many similar judgments were wrong, because all such assessments grievously mistook their man in assigning to him so passive a future. Churchill was not ready to retire in a blaze of honours; not indeed ready to retire at all, for as he later remarked, ‘I always believed in staying in the pub until closing time.’ Moreover, while he remained active, he was also a man whose actions would continue to shape the public's perceptions of himself, his personality -- and his past. The previous chapter [of the book by Ramsden] described the relatively passive part of Churchill's rise to a unique status, while this one looks at the other side of the coin, the way in which his post-war role as an international statesman and writer shaped these same processes.

“Churchill's journey to the campus of a small college in a remote town in the heart of the United States, Westminster College in Fulton, Missouri, in March 1946, to deliver what has been variously known as the ‘iron curtain’ speech, or the ‘sinews of peace’ speech, or just the ‘Fulton speech,’ has acquired a mythic significance both in evaluations of the great man's post-war career and in investigations of the point at which the Cold War went into superfreezeThese successes [of other speeches], beginning with the extraordinary attention paid by the international community to the purely personal opinions he expressed at Fulton, helped both to persuade Churchill against retirement and to provide the platform on which his comeback could be staged.

“The speech has a quite different significance in the historiography of international relations, where it tends to be interpreted as a milestone along the way to growing antagonism between the Soviet Union and the West. Whereas it was once typically argued that Churchill alone saw the need for a strong Western response to Russian expansionism, and that his courageous call for such measures at Fulton had itself awakened the sleeping giant of American arms in defense of freedom, more recent historians have rightly

pointed to the extent to which American elite opinion was already tending in that direction before Churchill went to Fulton.

“. . . It is quite clear that Churchill saw from the start that the invitation to go to Fulton had given him a wonderful opportunity to bring something big. He told Truman in January 1946, 'I have a message to deliver to your country and the world,' and Truman's reply picked up and repeated the phrase: 'I know you have a real message to deliver at Fulton.' The speech eventually given was longer than any that Churchill produced during the two years after the war, except for the party conference oration which in October 1946 was needed to re-establish his party leadership, and the preparations for Fulton were on a suitably elaborate scale. ... In advance of the speech, Churchill told the President of Westminster College that 'in the circumstances, it will be a political pronouncement of considerable importance,' and, as they left the College gymnasium in which the speech was delivered, he told President McCluer that he hoped he had 'started some thinking that will make history.'

“On the train back to Washington, Churchill proclaimed that it had been 'the most important speech of my career'. What were the special circumstances which enabled history to be made? In accepting Truman's fairly casual invitation, he committed to more than had probably been intended: ...'if you . . . would like me to visit you in your home State and would introduce me, I should feel it my duty --and it would also be a great pleasure – to deliver an address...on the world situation under your aegis'. . . This proved to be important when as usual the final version of the speech was produced only at the last moment, for [as Churchill's personal secretary explained) 'on such occasions Mr. Churchill makes alterations and additions on the spur of the moment.' . . . Churchill refused all prior interviews so as not to give away in advance what he intended to say in Fulton.

[Later he would say:]

'In these last years of my life there is a message of which I conceive myself to be a bearer. It is a very simple message which can be well understood by the people of both countries [Britain and United States]. It is that we should stand together . . . among the English-speaking peoples of the world there must be the union of hearts based on conviction and common ideals.”

The speech with a wav file of Churchill's oration is at www.hpol.org/churchill.

Curriculum Overview

The curriculum takes students from Churchill's earliest years to today. You can modify the curriculum to fit the needs of individual classes and students. Offered here is the minimum presentation divided into two class periods (assuming a "normal" 50 minute period). Students must start with an adequate knowledge that the first half of the 20th century was a time of war and should be able to list major nations and alliances. An option is to ask students to do an internet search on World War I and II as homework prior to starting the curriculum.

Day One:

Students are introduced to the current concepts in leadership with examples based on Churchill's actions and words.

Day Two:

Students use newspapers, magazines, books, and the Internet to look for current leadership examples. The students identify or commit to three leadership concepts that they do or wish to exemplify.

This curriculum is appropriate for high school students and may be used for either regular or advanced placement classes. It can be used most effectively with students working in groups of two.

Leading like Churchill

"The political history of the 20th century can be written as the biographies of six men: Lenin, Stalin, Hitler, Mao Zedong, Franklin Roosevelt and Winston Churchill. The first four were totalitarians who made or used revolutions to create monstrous dictatorships. Roosevelt and Churchill differed from them in being democrats. And Churchill differed from Roosevelt — while both were war leaders, Churchill was uniquely stirred by the challenge of war and found his fulfillment in leading the democracies to victory." (*Time Magazine*, April 13, 1998)

Who is this person named one of the most important leaders of the 20th century? What can we learn from him about leadership today? As a boy, Churchill lacked "cleverness, knowledge and any capacity for settled work... has a great talent for show-off, exaggeration and make-believe," according to his own father. At the age of twenty-four, he took part in the last great cavalry charge, was captured by the Boers and escaped with a price on his head, and wrote his first book. At twenty-five, he entered Parliament and served six monarchs. Churchill fought in the trenches of World War I, was prime minister twice, wrote forty-four books, and received the Nobel Prize for Literature. Painting was his hobby. In his lifetime, he painted more than one hundred pictures. He became an Honorary Royal academician, a Knight of the Garter, and an Honorary Citizen of the United States of America. Many people honored, decorated, and revered Churchill. (Adapted from a 1994 speech by Churchill's granddaughter, Celia Sandys)

Students look at 39 statements that exemplify his leadership, including ten from Chris Matthews, host of MSNBC's *Hardball* and keynote speaker at the 60th anniversary of Churchill's *Iron Curtain* speech in Fulton. You will see there is much to learn from his leadership. It is important because whether you are on a baseball team or in the school band or looking forward to your future as a businessperson or a member of your community, you will have the opportunity, in one form or another, to be a leader. The students' job is to take examples provided from Churchill's life, speeches, books, and actions and match them to the current concepts of leadership. From these ideas, students will develop a "classroom museum" called *Leading like Churchill in the 21st Century*. They will also define their own leadership style based on what they have learned about Churchill.

Day One:

1. Each student receives a piece of paper with a leadership statement on one side and a piece of information about Churchill on the other side.
2. Each student reads the Churchill information carefully aloud to the class. It will not necessarily be applicable to the leadership statement the student receives. If they do not think it matches, have them crease the paper on the dotted line and tear it in half.
3. In turn, each student will read the leadership statement to the class and determine what information they have or another student has from or about Churchill that might exemplify this statement. If the student hears another classmate with a story about Churchill that matches their statement, have them ask for the statement.
4. The class will continue until they match all statements and Churchill information.
5. The class should determine how to best display this information in the classroom.

Day Two:

1. The teacher hands out magazines or newspapers. Students find a person who is in a position of leadership and link one of the leadership statements to something he or she did or said.
2. Each statement is listed in an additional handout. Have the students select three of the leadership statements that could be said about them and have them provide their own "Churchill" type statements as to why this is true. If they cannot identify three, have them commit to three that they believe they can exemplify in the next few months. Have them provide examples.
3. Let us know at the Churchill Memorial how Winston Churchill has helped you find your own leadership qualities. You can reach us at CrumpA@westminster-mo.edu.

Leadership Statements

Circle three leadership statements that you exemplify now or that you could commit to achieving. Your teacher will give you an amount of time in which you and your class will review your leadership commitments. Be prepared to give examples.

1. ***Leaders believe in themselves even when the situation seems impossible.***
2. ***Leaders step up to challenges.***
3. ***Leaders use failure as an opportunity for learning.***
4. ***Leaders know the power of partnerships and working as a team, recognizing leaders often succeed through the success of others.***
5. ***Leaders seize the future and can interpret the likely direction of an event.***
6. ***Leaders quickly assess a situation, switching between the small details and the big picture.***
7. ***Leaders constantly seek additional information to keep current with all developments.***
8. ***Leaders lead other people through change.***
9. ***Leaders are prepared to be held accountable by others for what they have committed to do.***
10. ***Leaders create the vision and make other people excited about the future.***
11. ***Leaders always take the responsibility for his or her actions.***
12. ***Leaders are mentally tough and understand that no one can lead without being criticized or without facing discouragement.***
13. ***Leaders are respected by their peers and, in turn, respect their peers.***
14. ***Leaders make people listen.***
15. ***Leaders have personal qualities of passion, humor, patience, wisdom, common sense, trustworthiness, reliability, creativity, and sensitivity.***
16. ***Leaders create their own destinies and only people who make personal determinations to be leaders will survive.***
17. ***Leaders multitask.***

18. ***Leaders build, nurture, and mobilize a vast network of key influencers at every level.***
19. ***Leaders trust their intuition.***
20. ***Leaders work with other leaders to reach a desired end.***
21. ***Leaders can laugh.***
22. ***Leaders do not avoid words like grace, beauty and taste and see joy in their work.***
23. ***Leaders love technology as change agents.***
24. ***Leaders are open about their passions.***
25. ***Leaders know it is all about having energy, creating energy, showing energy, and spreading energy.***
26. ***Leaders go where they need to go.***
27. ***Leaders prepare, spending time and effort to make sure they come across with the right message.***
28. ***Leaders have great stories making leadership personal and passionate.***
29. ***Leaders give everyone a cause and a reason to do the impossible for that cause.***
30. ***Leaders focus on the message, repeating the same information until everyone believes it.***
31. ***Leaders surround themselves with people who are smarter than they are.***
32. ***Leaders grin when they fight!***
33. ***Leaders speak out.***
34. ***Leaders tell the truth.***
35. ***Leaders know the power of spirit.***
36. ***Leaders study history...study history...and study history.***
37. ***Leaders pay their own way.***
38. ***Leaders never quit.***
39. ***Leaders have to be prepared to stand alone.***

Churchill Examples of Leadership

BBC radiobroadcast, Feb 9, 1941: Churchill believed strongly in his country and said, "Here is the answer which I will give to President Roosevelt... We shall not fail or falter; we shall not weaken or tire. Neither the sudden shock of battle nor the long-drawn trials of vigilance and exertion will wear us down. Give us the tools and we will finish the job."

On May 13, 1940, Churchill gave his first speech as Prime Minister. Hitler invaded France, Belgium, and Holland three days earlier. In his speech, Churchill outlined the challenge of the British people as well as what he had to offer. "I would say to the House, as I said to those who have joined this Government: 'I have nothing to offer but blood, toil, tears, and sweat.' We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering."

Churchill talks about what it requires to be a politician. "A politician needs the ability to foretell what is going to happen tomorrow, next week, next month, and next year. And to have the ability afterwards to explain why it didn't happen."

In his personal life, Churchill failed often in his schoolwork and in his battles. The response to one loss in particular, at Dardanelles in World War I, resulted in Churchill going to the front lines of battle, in the trenches, for one hundred days. The front line dangers taught him a great deal about war and the 'tests that men have been called to bear.'

After taking office, Churchill sought to organize a staff that would give the nation strong and effective leadership. At its core was the close relationship between Churchill and the three Chiefs of Staff. Their frequent meetings, often daily, enabled him to discuss with them the many crises of the war, tackle the many emergencies, and to decide on an acceptable common strategy. This organization gave him the highest possible accumulation of professional knowledge.

Churchill addressed the people of Britain on June 18, 1940 and outlined what had to happen if Britain were to survive. "Hitler knows that he will have to break us in this island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'"

Churchill was able to understand all aspects of leadership: strategic, political, diplomatic, moral, and psychological. He understood the big picture, but at the same time, would enter combat himself to see what was happening on the ground. He followed course of action in World War I fighting in the trenches and in World War II as the troops left for the invasion of Normandy.

In August 1939, Churchill, who was not in office, went to the defensive line in eastern France. At the time, the public was asking that he return to Parliament. He wanted to learn for himself if what he feared with Germany was really happening. This trip shredded any illusion that it was not Germany's intention to go to war and go to war soon. On September 1, 1939, Hitler invaded Poland. The events that Churchill had feared and forecast were about to unfold.

In 1946, when he spoke in Fulton, Missouri about the "Iron Curtain," Churchill used his experience of the pre-war years and his knowledge of how hard it had been in wartime to secure victory because of pre-war neglect to advocate direct talks with the new adversary, the Soviet Union. In both war and peace, his leadership had clarity of vision, strength of purpose, and faith in the ultimate victory of decency and goodwill.

During World War II, Churchill believed in not waiting to be attacked. In its early stages, bombing Germany was not effective, and yet, from Churchill's point of view, it was something that had to be done in order to show that Britain did not have to sit back and accept whatever Germany might throw against it. One of his generals said, "It is a regular disease that he [Churchill] suffers from, this frightful impatience to get an attack launched." Nevertheless, Churchill stood by his plan.

Churchill visited his old school, Harrow School, in October of 1941. Britain had been at war for over a year. He articulated his vision in his heart-felt speech to the students by saying: "This is the lesson: Never give in--never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honor and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy."

Churchill accepted the responsibilities for his actions, and in response to Roosevelt's wish to set up "consultative machinery" between the Western Allies and the Soviet Union, Churchill responded, "Action is paralyzed if everybody is to consult with everybody else about everything before it is done. Somebody must have the power to plan and act."

After France fell to Germany and Britain knew it was next to be invaded, Churchill later confided to one of his commanders, in December of 1940, "Normally I wake up buoyant to face the new day. Then I woke up with dread in my heart." Those days lasted a long time and put a heavy strain on everyone. Churchill found the physical and mental resources to bear that strain, following the advice of one of his secretaries, "We must keep working till we drop."

The men and women of the front line of the war respected Churchill. In the summer of 1940, he visited the pilots at their airfields during the Battle of Britain. In 1942, after his visit to the sailors of the Home Fleet, the admiral reported, "Your presence with us has been an encouragement and an inspiration to us all." After visiting during the Normandy invasion, one commander wrote, "I would like to tell you how tremendously pleased, heartened and honored every soldier was by your visit."

During June and early July, the German Air Force regrouped to open the vital first stage of "Operation Sea Lion" (the invasion of Britain) by destroying the Royal Air Force. The Battle of Britain began on July 10. On July 14, 1940, in a BBC Broadcast, Churchill addressed the people of Britain, exhorting them to believe that all would go well and that Britain was still a powerful nation: "All goes to show that the war will be long and hard. No one can tell where it will spread. One thing is certain: the Nazi Gestapo will not rule the peoples of Europe for long, nor will the world yield itself to Hitler's gospel of hatred, appetite and domination...But Hitler has not yet been withstood by a great nation with a will power the equal of his own."

When Dwight Eisenhower wrote to a friend in 1954, he stated Churchill had 'come nearer to fulfilling the requirements of greatness that any individual I have met in my lifetime.' Eisenhower was referring to the many personal qualities demonstrated by Churchill, along with his many talents.

At 20, Churchill was an academic failure who had not even gained his Higher School Certificate. He tried three times to get into the cavalry. He was an embarrassment to his family; and, in his father's opinion, a 'wash-out.' By 25, he was the talk of all of England and had become a national hero. Where was the transformation? Churchill, in writing of that time said, "I was now . . . the master of my fortunes."

Churchill traveled with three secretaries who, typing on special silent typewriters, captured every word while he was often carrying on three different conversations. He might be reading a newspaper and be prompted to say something to a Cabinet Minister or be reading top-secret information and have a thought, a point of criticism or a suggestion for action. All was captured and distributed to the proper people.

Churchill believed in face-to face negotiations to build, nurture and mobilize a vast network. This included many visits with French leaders and with Roosevelt in Newfoundland, Malta and Casablanca. He also met with Stalin in Moscow to persuade Stalin to allow Poland to have elections after the war.

The years of 1929 to 1939 have been called Churchill's Wilderness Years. He was not in office but that did not stop his work. He strongly believed that the time would come when he would be called back to office, and that time would center on the ever-growing danger of Nazi Germany.

Churchill sent a letter to Roosevelt in 1941 asking for the assistance of the United States and outlining the state of Britain's army and navy. His mastery of clearly explaining his position to a fellow leader provided Britain much needed supplies and proved to be a turning point in Britain's ability to remain at war. Roosevelt once told Churchill, "It is fun to be in the same decade with you." It was a decade in which the two men confronted evil and triumphed together when apart they might have failed.

Two of the most powerful men in the 1940's, President Roosevelt and Winston Churchill, were also good friends. Roosevelt once came upon Churchill in the White House as the Englishman, fresh from his bath, was pacing around naked—"completely starkers," recalled an aide. Roosevelt apologized and began to retreat. Stopping him, Churchill said, "You see, Mr. President, I have nothing to hide from you."

Churchill describes what it is like to be fighting on horseback. "There is a thrill and a charm of its own in the glittering jingle of a cavalry [horse] squadron maneuvering at a trot; and this deepens into joyous excitement when the same evolutions are performed at a gallop. The stir of the horse, the clank of the equipment, the thrill of motion, the tossing of plumes, the sense of incorporation in a living machine, the suave dignity of the uniform - all combine to make a cavalry drill a fine thing itself."

As First Lord of the Admiralty on the eve of the First World War, Churchill learned all he could about flying (coming just a few hours short of earning his pilot's wings). He made numerous suggestions for the improvement of flight. When the war came in 1914, he directed resources to be used to develop the tank and made many technical suggestions for its development. As Prime Minister during World War II, he continued generating many ideas for weapons and devices including amphibious tanks.

From age 20 to 25, Churchill became passionate about three things that guided his life. The first was war – the strategy, the adventure, and the danger. The second passion was writing, which not only provided him income but also an outlet to blend history, autobiography, analysis, and eyewitness accounts. As he said, "It was great fun writing a book." His third passion was politics and he aspired to be at the top level. He knew the dangers of both war and politics. "Politics is almost as exciting as war, and quite as dangerous. In war you can only be killed once, but in politics many times."

In the summer of 1942, in the midst of World War II, Churchill seemed to have the energy of twenty men. He defended himself in Parliament, planned battles with his chiefs of staff, worked with Americans, flew to Egypt to fire generals, flew to Washington and worked with Roosevelt, and flew to Russia and did battle with Stalin. His energy was contagious and, by the end of the year, had everything just where he wanted it.

Churchill flew to Greece Christmas of 1944 to avert a Communist takeover. There, he negotiated between the local Greek forces and those directed from afar by the Soviet Union. Churchill's presence made a powerful impact, as did his advocacy, and an agreement was reached to maintain Greece's democracy.

Churchill was a punctilious wordsmith. When choosing a word, he considered every subtlety, every shade of meaning, every nuance of sound, until he found just the right one. Plain words, particularly single-syllable words of Anglo-Saxon derivation, were his favorites because they can communicate so effectively. "Short words are best," he wrote, "and the old words when short are best of all."

In 1899, after having lost his first attempt to be elected to Parliament, Churchill joined the fight in South Africa called the Boer War. He was taken prisoner, escaped his captors, and got away. For Churchill, this was the base of a wonderful story: A Boer attack on a British armored train and Churchill took control of the situation, uncoupled the train, got all the wounded on board, and got them to safety. While attempting to free the rest of the train, he was taken prisoner. A few days later, it was reported he had been shot but this was not true. Instead, he had scrambled over a wall of the prison camp and without a map of where he was going and with only a few bars of chocolate to eat, walked across the veldt of Africa. He then jumped on a moving freight train and eventually made his way to neutral Mozambique. This story, which he told as a war correspondent, made him a hero in England and helped him win his second attempt at Parliament. He was 25.

In his first address as Prime Minister in 1940, Churchill said, "You ask, 'What is our policy?' I will say; 'It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark lamentable catalogue of human crime. That is our policy.' You ask, 'What is our aim?' I can answer with one word: 'Victory - victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory there is no survival.'"

In his June 4, 1940 speech before Parliament, Churchill focused on his message, repeating the same information. "We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

Churchill, surrounding himself with people who had talent, said that during war, it was time to "Try men of force and vision and not be exclusively confined to those who are judged thoroughly safe by conventional standards." It has been said the quality of Churchill's wartime leadership was displayed in those people he selected to work with him.

Churchill loved the political life from the start. In 1899, he described to his girlfriend Pamela Plowdon what it was like being in his first political campaign. *"It has been a strange experience and I shall never forget the succession of great halls packed with excited people until there was not room for a single person more - speech after speech, meeting after meeting - three even four in one night - intermittent flashes of heat & light & enthusiasm - with cold air and the rattle of a carriage in between: a great experience. And I improve every time - I have hardly repeated myself at all."*

Here is how Churchill put it. *"Of all the talents bestowed upon men, none is so precious as the gift of oratory. He who enjoys it wields a power more durable than that of a great king. He is an independent force in the world. Abandoned by his party, betrayed by his friends, stripped of his offices, whoever can command this power is still formidable."*

In England's hour of peril, Churchill was brutally candid, ready to lay out the worst. People trusted him because he believed the British people could stand the truth; indeed, they demanded it. "There is no worse mistake in public leadership than to hold out false hopes soon to be swept away. The British people can face peril or misfortune with fortitude and buoyancy, but they bitterly resent being deceived or finding that those responsible for their affairs are themselves dwelling in a fool's paradise."

Churchill knew that national morale and spirit was everything. That is why he told the British people in his most famous address to "brace" themselves.

The great broadcast journalist Edward R. Murrow once introduced a volume of Winston Churchill's recorded speeches by saying, "The voice you are about to hear is that of the only man who ever prophesized history, made history and recorded history." Churchill himself said, "The farther back you can look, the farther forward you can see."

Churchill used the money he made writing about the World War I to buy his beloved Chartwell. He lived the life of an aristocrat, never venturing into a kitchen or traveling, even to war, without a valet. He paid for his extravagances himself, supporting his taste for luxury with his verbal eloquence. He made his living, as he put it, by his pen and by his tongue. "I have had to earn every penny I possessed but there has never been a day in my life," he said, "when I could not order a bottle of champagne for myself and offer another to a friend."

Anthony Eden, who served as Britain's foreign minister for so many years, and then succeeded him as prime minister said of Churchill and his many losses in elections, "Courage for some sudden act, maybe in the heat of battle, we all respect, but there is that still rarer courage which can sustain repeated disappointment, unexpected failure, and shattering defeat. Churchill had that too and had need of it, not for a day, but for weeks and months and years."

Winston Churchill, having lost his election to be Prime Minister, stood in Fulton to warn the world of the "iron curtain" which had descended across Europe. David McCullough in his great biography of Harry Truman, who accompanied Churchill to Fulton, notes that the immediate reaction to the "Iron Curtain" speech was negative. Newspaper editors accused Churchill of poisoning relations between America and the Russians. In sixty years, has anyone challenged, credibly, what the great man said here? Even in its last days, you could feel the repression, the captivity, the inhuman crushing behind that Iron Curtain.

Leadership Key

Note to the teacher: Below are the proposed links between the statements and the Churchill examples. Students may elect to match them in a different manner and, if they can make the case for that, allow it.

1. *Leaders believe in themselves even when the situation seems impossible.*

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2. *Leaders step up to challenges.*

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3. *Leaders use failure as an opportunity for learning.*

Churchill talks about what it requires to be a politician. "A politician needs the ability to foretell what is going to happen tomorrow, next week, next month, and next year. And to have the ability afterwards to explain why it didn't happen."

In his personal life, Churchill failed often in his schoolwork and in his battles. The response to one loss in particular, at Dardanelles in World War I, resulted in Churchill going to the front lines of battle, in the trenches, for one hundred days. The front line dangers taught him a great deal about war and the 'tests that men have been called to bear.'

4. *Leaders know the power of partnerships and working as a team, recognizing leaders often succeed through the success of others.*

After taking office, Churchill sought to organize a staff that would give the nation strong and effective leadership. At its core was the close relationship between Churchill and the three Chiefs of Staff. Their frequent meetings, often daily, enabled him to discuss with them the many crises of the war, tackle the many emergencies, and to decide on an acceptable common strategy. This organization gave him the highest possible accumulation of professional knowledge.

5. Leaders seize the future and can interpret the likely direction of an event.

Churchill addressed the people of Britain on June 18, 1940 and outlined what had to happen if Britain were to survive. "Hitler knows that he will have to break us in this island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'"

6. Leaders quickly assess a situation, switching between the small details and the big picture.

Churchill was able to understand all aspects of leadership: strategic, political, diplomatic, moral, and psychological. He understood the big picture, but at the same time, would enter combat himself to see what was happening on the ground. He followed course of action in World War I, fighting in the trenches and in World War II, as the troops left for the invasion of Normandy.

7. Leaders constantly seek additional information to keep current with all developments.

In August 1939, Churchill, who was not in office, went to the defensive line in eastern France. At the time, the public was asking that he return to Parliament. He wanted to learn for himself if what he feared with Germany was really happening. This trip shredded any illusion that it was not Germany's intention to go to war and go to war soon. On September 1, 1939, Hitler invaded Poland. The events that Churchill had feared, and forecast, were about to unfold.

8. Leaders lead other people through change.

In 1946, when he spoke in Fulton, Missouri about the "Iron Curtain," Churchill used his experience of the pre-war years and his knowledge of how hard it had been in wartime to secure victory as a result of pre-war neglect to advocate direct talks with the new adversary, the Soviet Union. In both war and peace, his leadership had clarity of vision, strength of purpose, and faith in the ultimate victory of decency and goodwill.

9. Leaders are prepared to be held accountable by others for what they have committed to do.

During World War II, Churchill believed in not waiting to be attacked. In its early stages, bombing Germany was not effective, and yet, from Churchill's point of view, it was something that had to be done in order to show that Britain did not have to sit back and accept whatever Germany might throw against it. One of his generals said, "It is a regular disease that he [Churchill] suffers from, this frightful impatience to get an attack launched." Nevertheless, Churchill stood by his plan.

10. Leaders create the vision and make other people excited about the future.

Churchill visited his old school, Harrow School, in October of 1941. Britain had been at war for over a year. He articulated his vision in his heart-felt speech to the students by saying, "This is the lesson: Never give in-- never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honor and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy."

11. Leaders always take the responsibility for his or her actions.

Churchill accepted the responsibilities for his actions, and in response to Roosevelt's wish to set up "consultative machinery" between the Western Allies and the Soviet Union, Churchill responded, "Action is paralyzed if everybody is to consult with everybody else about everything before it is done. Somebody must have the power to plan and act."

12. Leaders are mentally tough and understand that no one can lead without being criticized or without facing discouragement.

After France fell to Germany and Britain knew it was next to be invaded, Churchill later confided to one of his commanders, in December of 1940, "Normally I wake up buoyant to face the new day. Then I woke up with dread in my heart." Those days lasted a long time and put a heavy strain on everyone. Churchill found the physical and mental resources to bear that strain, following the advice of one of his secretaries, "We must keep working till we drop."

13. Leaders are respected by their peers and, in turn, respect their peers.

The men and women of the front line of the war respected Churchill. In the summer of 1940, he visited the pilots at their airfields during the Battle of Britain. In 1942, after his visit to the sailors of the Home Fleet, the admiral reported, "Your presence with us has been an encouragement and an inspiration to us all." After visiting during the Normandy invasion, one commander wrote, "I would like to tell you how tremendously pleased, heartened and honored every soldier was by your visit."

14. Leaders make people listen.

During June and early July, the German Air Force regrouped to open the vital first stage of "Operation Sea Lion" (the invasion of Britain) by destroying the Royal Air Force. The Battle of Britain began on July 10. On July 14, 1940, in a BBC Broadcast, Churchill addressed the people of Britain, exhorting them to believe that all would go well and that Britain was still a powerful nation: "All goes to show that the war will be long and hard. No one can tell where it will spread. One thing is certain: the Nazi Gestapo will not rule the peoples of Europe for long, nor will the world yield itself to Hitler's gospel of hatred, appetite and domination. . . But Hitler has not yet been withstood by a great nation with a will power the equal of his own."

15. Leaders have personal qualities of passion, humor, patience, wisdom, common sense, trustworthiness, reliability, creativity, and sensitivity.

When Dwight Eisenhower wrote to a friend in 1954, he stated Churchill had 'come nearer to fulfilling the requirements of greatness that any individual I have met in my lifetime.' Eisenhower was referring to the many personal qualities demonstrated by Churchill, along with his many talents.

16. Leaders create their own destinies and only people who make personal determinations to be leaders will survive.

At 20, Churchill was an academic failure who had not even gained his Higher School Certificate. He tried three times to get into the cavalry. He was an embarrassment to his family; and, in his father's opinion, a 'wash-out.' By 25, he was the talk of all of England and had become a national hero. Where was the transformation? Churchill, in writing of that time said, "I was now . . . the master of my fortunes."

17. Leaders multitask.

Churchill traveled with three secretaries who, typing on special silent typewriters, captured every word while he was often carrying on three different conversations. He might be reading a newspaper and be prompted to say something to a Cabinet Minister or be reading top-secret information and have a thought, a point of criticism or a suggestion for action. All was captured and distributed to the proper people.

18. Leaders build, nurture, and mobilize a vast network of key influencers at every level.

Churchill believed in face-to-face negotiations to build, nurture, and mobilize a vast network. This included many visits with French leaders and with Roosevelt in Newfoundland, Malta and Casablanca. He also met with Stalin in Moscow to persuade Stalin to allow Poland to have elections after the war.

19. Leaders trust their intuition.

The years of 1929 to 1939 have been called Churchill's Wilderness Years. He was not in office but that did not stop his work. He strongly believed that the time would come when he would be called back to office, and that time would center on the ever-growing danger of Nazi Germany.

20. Leaders work with other leaders to reach a desired end.

Churchill sent a letter to Roosevelt in 1941 asking for the assistance of the United States and outlining the state of Britain's army and navy. His mastery of clearly explaining his position to a fellow leader provided Britain much needed supplies and proved to be a turning point in Britain's ability to remain at war. Roosevelt once told Churchill, "It is fun to be in the same decade with you." It was a decade in which the two men confronted evil and triumphed together when apart they might have failed.

21. Leaders can laugh.

Two of the most powerful men in the 1940's, President Roosevelt and Winston Churchill, were also good friends. Roosevelt once came upon Churchill in the White House as the Englishman, fresh from his bath, was pacing around naked—"completely starkers," recalled an aide. Roosevelt apologized and began to retreat. Stopping him, Churchill said, "You see, Mr. President, I have nothing to hide from you."

22. Leaders do not avoid words like grace, beauty and taste and see joy in their work.

Churchill describes what it is like to be fighting on horseback. "There is a thrill and a charm of its own in the glittering jingle of a cavalry [horse] squadron maneuvering at a trot; and this deepens into joyous excitement when the same evolutions are performed at a gallop. The stir of the horse, the clank of the equipment, the thrill of motion, the tossing of plumes, the sense of incorporation in a living machine, the suave dignity of the uniform – all combine to make a cavalry drill a fine thing itself."

23. Leaders love technology as change agents.

As First Lord of the Admiralty on the eve of the First World War, Churchill learned all he could about flying (coming just a few hours short of earning his pilot's wings). He made numerous suggestions for the improvement of flight. When the war came in 1914, he directed resources to be used to develop the tank and made many technical suggestions for its development. As Prime Minister during World War II, he continued generating many ideas for weapons and devices including amphibious tanks.

24. Leaders are open about their passions.

From age 20 to 25, Churchill became passionate about three things that guided his life. The first was war – the strategy, the adventure, and the danger. The second passion was writing which not only provided him income but also an outlet to blend history and autobiography, analysis and eyewitness accounts. As he said, "It was great fun writing a book." His third passion was politics and he aspired to be at the top level. He knew the dangers of both war and politics. "Politics is almost as exciting as war, and quite as dangerous. In war you can only be killed once, but in politics many times."

25. Leaders know it is all about having energy, creating energy, showing energy, and spreading energy.

In the summer of 1942, in the midst of World War II, Churchill seemed to have the energy of twenty men. He defended himself in Parliament, planned battles with his chiefs of staff, worked with Americans, flew to Egypt to fire generals, flew to Washington and worked with Roosevelt, and flew to Russia and did battle with Stalin. His energy was contagious and by the end of the year, he had everything just where he wanted it.

26. Leaders go where they need to go.

Churchill flew to Greece Christmas of 1944 to avert a Communist takeover. There he negotiated between the local Greek forces and those directed from afar by the Soviet Union. Churchill's presence made a powerful impact, as did his advocacy, and an agreement was reached to maintain Greece's democracy.

27. Leaders prepare, spending time and effort to make sure they come across with the right message.

Churchill was a punctilious wordsmith. When choosing a word, he considered every subtlety, every shade of meaning, every nuance of sound, until he found just the right one. Plain words, particularly single-syllable words of Anglo-Saxon derivation, were his favorites because they can communicate so effectively. "Short words are best," he wrote, "and the old words when short are best of all."

28. Leaders have great stories making leadership personal and passionate.

In 1899, after having lost his first attempt to be elected to Parliament, Churchill joined the fight in South Africa called the Boer War. He was taken prisoner, escaped his captors, and got away. For Churchill, this was the base of a wonderful story: A Boer attack on a British armored train, and Churchill took control of the situation, uncoupled the train, got all the wounded on board, and got them to safety. While attempting to free the rest of the train, he was taken prisoner. A few days later, it was reported he had been shot but this was not true. Instead, he had scrambled over a wall of the prison camp, and without a map of where he was going and with only a few bars of chocolate to eat, walked across the veldt of Africa. He then jumped on a moving freight train and eventually made his way to neutral Mozambique. This story, which he told as a war correspondent, made him a hero in England and helped him win his second attempt at Parliament. He was 25.

29. Leaders give everyone a cause and a reason to do the impossible for that cause.

In his first address as Prime Minister in 1940, Churchill said, "You ask, 'What is our policy?' I will say; 'It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark lamentable catalogue of human crime. That is our policy.' You ask, 'What is our aim?' I can answer with one word: 'Victory - victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory there is no survival.'"

30. Leaders focus on the message, repeating the same information until everyone believes it.

In his June 4, 1940 speech before Parliament, Churchill focused on his message, repeating the same information. "We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

31. Leaders surround themselves with people who are smarter than they are.

Churchill, surrounding himself with people who had talent, said that during war, it was time to "Try men of force and vision and not be exclusively confined to those who are judged thoroughly safe by conventional standards." It has been said the quality of Churchill's wartime leadership was displayed in those people he selected to work with him.

32. Leaders grin when they fight!

Churchill loved the political life from the start. In 1899, he described to his girlfriend Pamela Plowdon what it was like being in his first political campaign. *"It has been a strange experience and I shall never forget the succession of great halls packed with excited people until there was not room for a single person more - speech after speech, meeting after meeting - three even four in one night - intermittent flashes of heat & light & enthusiasm - with cold air and the rattle of a carriage in between: a great experience. And I improve every time - I have hardly repeated myself at all."*

33. Leaders speak out.

Here is how Churchill put it. *"Of all the talents bestowed upon men, none is so precious as the gift of oratory. He who enjoys it wields a power more durable than that of a great king. He is an independent force in the world. Abandoned by his party, betrayed by his friends, stripped of his offices, whoever can command this power is still formidable."*

34. Leaders tell the truth.

In England's hour of peril, Churchill was brutally candid, ready to lay out the worst. People trusted him because he believed the British people could stand the truth; indeed, they demanded it. "There is no worse mistake in public leadership than to hold out false hopes soon to be swept away. The British people can face peril or misfortune with fortitude and buoyancy, but they bitterly resent being deceived or finding that those responsible for their affairs are themselves dwelling in a fool's paradise."

35. Leaders know the power of spirit.

Churchill knew that national morale and spirit was everything. That is why he told the British people in his most famous address to "brace" themselves.

36. Leaders study history...study history...and study history.

The great broadcast journalist Edward R. Murrow once introduced a volume of Winston Churchill's recorded speeches by saying, "The voice you are about to hear is that of the only man who ever prophesied history, made history and recorded history." Churchill himself said, "The farther back you can look, the farther forward you can see."

37. Leaders pay their own way.

Churchill used the money he made writing about the World War I to buy his beloved Chartwell. He lived the life of an aristocrat, never venturing into a kitchen or traveling, even to war, without a valet. He paid for his extravagances himself, supporting his taste for luxury with his verbal eloquence. He made his living, as he put it, by his pen and by his tongue. "I have had to earn every penny I possessed but there has never been a day in my life," he said, "when I could not order a bottle of champagne for myself and offer another to a friend."

38. Leaders never quit.

Anthony Eden, who served as Britain's foreign minister for so many years, and then succeeded him as prime minister said of Churchill and his many losses in elections, "Courage for some sudden act, maybe in the heat of battle, we all respect, but there is that still rarer courage which can sustain repeated disappointment, unexpected failure, and shattering defeat. Churchill had that too and had need of it, not for a day, but for weeks and months and years."

39. Leaders have to be prepared to stand alone.

Winston Churchill, having lost his election to be Prime Minister, stood in Fulton to warn the world of the "iron curtain" which had descended across Europe. David McCullough in his great biography of Harry Truman, who accompanied Churchill to Fulton, notes that the immediate reaction to the "Iron Curtain" speech was negative. Newspaper editors accused Churchill of poisoning relations between America and the Russians. In sixty years, has anyone challenged, credibly, what the great man said here? Even in its last days, you could feel the repression, the captivity, the inhuman crushing behind that Iron Curtain.