

The Winston Churchill Memorial and Library in the United States



# MEMO

**“I should like us to acquire the whole of the ruins of Ypres, a more sacred place for the British race does not exist in the world.”**

**-Winston Churchill, 1919, Minister of War**



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## A Message from the Executive Director!

Welcome to another edition of *The Memo*. The Memorial has been very busy since our grand re-opening in March 2006! We seem to have bucked the trend of declining visitor numbers to museums over the summer period. Gas prices might have been high, but when faced with seeing the new Winston S. Churchill: A life of Leadership exhibition or not, many more visitors than previously came to see us and many more than visited comparative institutions. While building on our improved visitor numbers and ensuring that even more people hear of us, we also have other projects that will take shape in 2006-07.

In August 2005 we were successful in securing a grant in the competitive process administered by the Institute of Museum and Library Services. This grant was to fund an ambitious educational outreach program. Now, after more than a year of planning and consultation with schools and teachers we are on the cusp of being ready to go out to schools and to bring children to the Memorial. You can read more about the this in the article on page 10.

This academic year (2006-07) we also aim to bring you three high quality issues, between now and June 2007, of *The Memo*. The centre piece of each edition will be a Churchill related article, all in full color! The next, the 'winter edition', should be with you in early New Year 2007 and the Spring/ summer edition in early June. I hope you enjoy the new regularity and what we believe will be the improved quality of *The Memo*. Please also check out our 'Events Calendar' for things to do and see this coming year at the Memorial!

The theme of this Memo is war and remembrance, an appropriate topic given current events and given the date at which you will be reading this, around 11th November (depending on the vagaries of the mail!). Of course this date is significant as 'Veteran's Day' in the USA but in our main article, on page 6, we hope to suggest some of the significance of this date for people in the UK and Europe. For men of Winston Churchill's era the 'Great War' was the pivotal experience of their lives. The period of the 1930s, of 'appeasement,' cannot be understood without reference to the long long shadow of 1914-18.

In this edition we also look at the activities of the Churchill College Archives Centre at Cambridge, the first in a series that explores other 'Churchill' organizations.

I very much hope you enjoy this issue of *The Memo*!



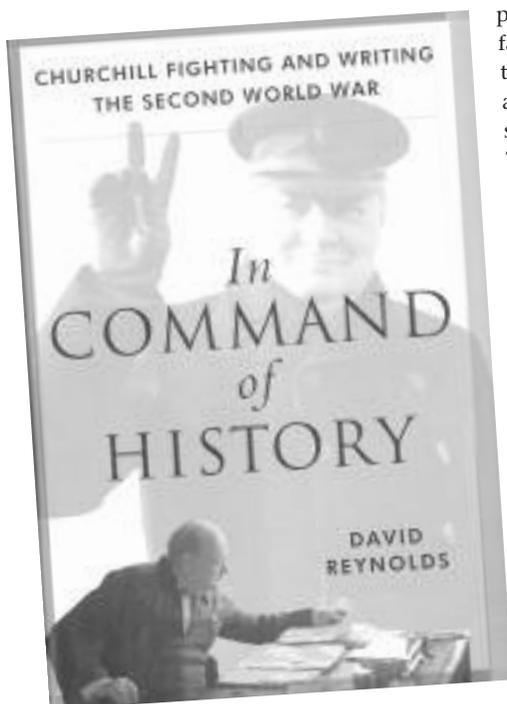
Dr Rob Havers  
Executive Director, Winston Churchill Memorial and Library in the United States





## Book Review...

Winston Churchill, as you all know, was a master of the quick quip and the pithy epithet. One of his most famous, and apposite, comments concerned how he (Churchill) would be remembered in the future. Churchill was not unduly concerned about the judgment of history for, he claimed, 'History shall be kind to me for I intend to be one of the historians!' In large measure Sir Winston was good to his word. His career as a writer and as a historian is impressive by any objective measure and features works of biography, history, innumerable magazine articles and even a novel! His most famous work, however, is his majestic six volume history of the Second World War. This



proved to be his magnum opus in many ways, securing for a very favorable publishing contract, a Nobel prize for literature and a thorough vindication of his own efforts and actions as Prime Minister and as backbencher in the 1930s. Almost more significant was the satisfaction of knowing that his interpretation of events would become THE interpretation of events. That Churchill's history would be the way it actually was for many millions of readers around the globe. In his excellent book, *In Command of History Winston Churchill: Fighting and Writing the Second World War*, David Reynolds delves into the fascinating but largely unexamined process by which Churchill wrote his incredible history. Reynolds illuminates all aspects of how Churchill worked, where he acquired material from, the complicated deals done with publishers for rights and how Churchill used the book to highlight significant contemporary events (he wrote in the aftermath of the war as the Cold War became ever more frigid). In addition it is intriguing to follow Reynold's analysis of precisely what Churchill chose to focus on when he chose to begin his books. Professor Reynolds conducted some research for this book in our archives at the Churchill Memorial and it is thoroughly recommended for all Churchill aficionados!

## 'Breakthrough' Conservation

Over the summer The Koch Brothers, an art/ monument conservation firm from St. Louis did another fine job of repainting the magnificent 'Breakthrough' sculpture that sits on Latshaw plaza to the southwest of the Church of St Mary. Thanks to their efforts and the continued, and much appreciated, support from the Kaplan Fund, 'Breakthrough' should be good for another few years of Missouri weather!



TOP SECRET

FROM FOREIGN OFFICE TO WASHINGTON

PRISBO

D: 5.00 p.m. November 12, 1953.



## THE CHURCHILL ARCHIVES CENTRE

*"...the inheritance bequeathed to us by former wise or valiant men becomes a rich estate to be enjoyed and used by all"*

– Winston S. Churchill, 2 July 1938

It is absolutely right that the life and work of Sir Winston Churchill is commemorated at Westminster College, Fulton, Missouri. His famous address of 5 March 1946, in which he called for greater Anglo-American unity while warning of the dangers of Soviet expansionism, has become a defining moment in modern history. Yet readers of *The Memo* may be interested to learn that there is another memorial to this great man in Cambridge, England, and that this memorial also contains material relating to the 'Iron Curtain' speech.

Please pass following personal and private message from the Minister to President.

I am very glad it is all settled about Bermuda and I share hopes that we shall not spend all our time on parades. table, I presume, should be round.

I agree with you that there is no point in the Soviet complaint about "COLLUSION". I always thought allies were expected to "collude" and I have always had a great dislike for the expression "ganging up" which has several times got seriously in my way. All the same I am, as I said last time in Parliament, hoping we may build bridges not barriers.

2. I should like to bring Lord Cherwell with me as I want to talk over with you our "collusion" on atomic, etc.. Indeed it might strengthen the impression to which I gathered you were favourable, that our meeting was not simply an incident in the recent correspondence with the Soviets. He can always slip across to Washington after we have had a talk if you thought it convenient for him to see more of your people.

3. I plan to fly with Anthony the night of the 1st via Gander to Bermuda and we shall have a whole day to recuperate before receiving you on the 4th. The Welch Fusiliers with their Goat will form your Guard of Honour. The barbed wire to protect us from assassins or journalists is still standing as it was.

4. For your eye alone: I was so delighted to read what you said to the Press about Harry Truman. He is rather a friend of mine.

Anthony sends his regards. With all my good wishes.

WINSTON.

JJJJ

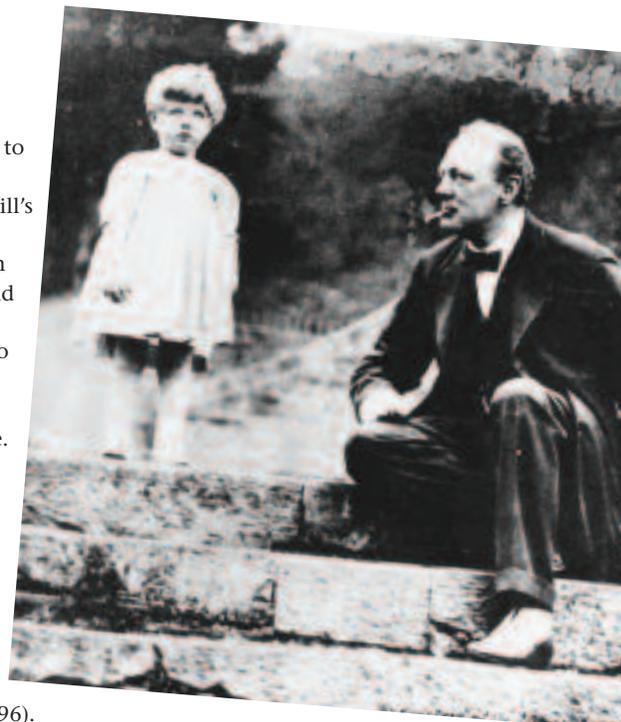
[Copies sent to Prime Minister]

The Queen by No. 10



Churchill College in the University of Cambridge, was founded in 1960 as the National and Commonwealth memorial to Sir Winston Churchill. Unusual for a memorial it was founded during Churchill's lifetime and with his involvement as Chairman of the Trust. Churchill's vision for this new institution was that it should train future generations of scientists and engineers, something that it continues to do to this day, but at the heart of the College has been assembled a unique resource for the study of the modern age.

The Churchill Archives Centre is rightly famous for holding the personal papers of Sir Winston Churchill, including the notes for his famous speeches and broadcasts, and now for also housing the private archive of Baroness (Margaret) Thatcher, complete with one handbag (and of course the notes for her speech at Westminster College in 1996). Yet a quick look at the list of its collections on its website shows that it has become a home for many other great contemporaries: political, military, diplomatic and scientific leaders of the 'Churchill Era' and beyond.



The Centre has a twofold mission: to preserve this material for study by future generations, and to make the archives as nationally and internationally accessible as possible. It meets the first aim by actively conserving the unique materials in its care, and by preserving them in purpose-built and environmentally controlled strong rooms. It meets the second objective by making its catalogues available on-line, welcoming researchers and by using the collections to underpin the lectures, seminars and special events that give voice to its collections.

A look at the on-line catalogues to the Churchill Papers and other collections will quickly reveal that there is much of interest in the Archives Centre relating to Churchill's historic Fulton visit. Not only does the Archives Centre hold the final copy of Churchill's speaking notes for his address, set out in his characteristic blank verse format, but there is also the original letter from college president McCluer inviting him to deliver the Green Lecture. The letter is of course significant for its hand-written codicil by President Harry S. Truman: "This is a wonderful school in my home state. Hope you can do it. I'll introduce you".

You can find out more about the Churchill Archives Centre from its website at [www.chu.cam.ac.uk/archives/](http://www.chu.cam.ac.uk/archives/). My hope is that the future will see even stronger links established between our two great Churchill memorials.

Allen Packwood  
30 August 2006



# Remembering the dead.



Damage to homes in Ypres, Belgium during World War I. Photo courtesy of [www.greatwar.co.uk](http://www.greatwar.co.uk).

*At precisely 11.00am on 11th November 1918 the Great War came ended with the signing of an 'Armistice' between the Allies and Imperial Germany. After four years of bitter fighting and the loss of millions of lives, the war ended with military defeat on the battlefield for the German Army and political upheaval at home. At War's end Winston Churchill, back in government after the debacle of Gallipoli, was serving as Minister of Munitions. In early January 1919, however, at the behest of Prime Minister David Lloyd-George, Churchill became Minister both for War and for the Air. Winston's success in mobilizing the civilian populace, at home in Britain, made him an ideal candidate for the Herculean task of demobilizing the largest Army in British history. In addition to this practical task, the deaths of over one million British and Empire servicemen loomed large after the relief of the Armistice. The best way to commemorate the dead was a major question. The British Empire had lost nearly one million dead with a further 1.6 million wounded- casualties on an unprecedented scale. A vignette is illustrative: On 1st July when the British Army attacked along the Somme River the British suffered 40,000 wounded and nearly 20,000 dead in just the first day. Churchill's comments (which feature on the cover of this issue) about purchasing the town of Ypres from the Belgian government and preserving the ruins may seem unrealistic today, but at the time there was certainly public support for such a grandiose gesture. The Belgian Government, by contrast was apparently less keen on the idea, to say nothing of the civilian inhabitants of Ypres, too, a small-ish town whose name is synonymous with the War. In the UK the major War memorial is the 'Cenotaph' in Whitehall but every city, town, village and hamlet has its own war Memorial.*

In Ypres, the Belgian government proposed two sites for a major British monument to the war dead. The destroyed 'Cloth Hall', a landmark to hundreds of thousands of British troops as they passed through the town (known to many Tommies as 'Wipers') toward the front line trenches was one suggestion. In the end, however, the British and Belgians settled on a structure to straddle the road to the front that led to the village of Menin. The Menin road, immortalized in the famous painting by Paul Nash, was central to the conduct of the war. The War Memorial, dedicated to the missing, would become known as the Menin Gate.

The memorial was designed by the architect Sir Reginald Blomfield and was finally unveiled in 1927, ten years after the terrible Third Battle of Ypres, known also as Passchendaele. The Gate itself is an imposing structure and appears both symbolic of victory and, by its bulk, of steadfastness. The inscription above reads:

*To the armies of The British Empire who stood here from 1914-1918  
and to those of their dead who have no known grave*

Within its walls are huge panels into which are carved the names of the 54,896 officers and men of the commonwealth forces who died in the fighting in and around the Ypres Salient area. It is hard of course to quantify that figure but it is a sobering statistic indeed: total US casualties in Vietnam amounted to only slightly more than that figure. It is doubly hard to grasp when one realizes that this figure equates not to all those killed in this area but just those and who have no known graves. It was found that the Menin Gate, immense though it is, was not large enough to hold the names of all the missing. The names recorded on the gate's panels are those of men who died in the area between the outbreak of the war in 1914 and 15th August, 1917. The names of a further 34,984 of the missing - those who died between 16th August, 1917 and the end of the war, are recorded on carved panels at Tyne Cot Cemetery, on the slopes just below Passchendaele.



The Menin Gate. Photo courtesy of [www.greatwar.co.uk](http://www.greatwar.co.uk).



An unknown soldier's headstone at Tyne Cot Cemetery. Photo courtesy of [www.greatwar.co.uk](http://www.greatwar.co.uk).

The Menin gate is also particularly notable for its Last Post ceremony. In 1928, a year after its completion it was decided by the local people that something needed to augment the monument itself so as to keep alive the spirit of gratitude felt by the people of Belgium towards those who had given all in their defense. In the end the decision was taken to sound the Last Post every night, at 8.00 pm, under the gate itself. The tradition began on 1 July 1928 and has carried on, undertaken by men from the Ypres Fire Brigade, every night ever since. The only break came during WW2 when the German occupation put an end to the ceremony. The four silver bugles used were hidden for the duration of the war and with the liberation of Belgium the last post was played once again. Ypres was liberated by free Polish troops in 1944 and the very same day the last post ceremony was carried out, despite sporadic fighting continuing in the suburbs.

The Western Front, once covered by interlocking trenches and defensive arrangements is today covered with innumerable cemeteries and war memorials recognizing the incredible sacrifice and incredible human cost of victory in that 'great' war. While the Menin gate is one of the most impressive monuments to the dead there can be no more poignant epitaph to the war than the small Devonshire Cemetery near Albert, on the Somme. Here are interred 160 or so British soldiers from the Devonshire Regiment, killed on 1 July 1916 as the Somme offensive began. These men were killed almost as soon as they emerged from their trench and, as expediency demanded, were interred in that same trench. At the time their comrades who lived erected a sign on top of the grave the wording of which features on a modern plaque at the cemetery today which sits on top of that same trench. The sign says simply:

*The Devonshires held this trench  
the Devonshires hold it still.*



Tyne Cot Cemetery with the Cross of Sacrifice. Photo courtesy of [www.greatwar.co.uk](http://www.greatwar.co.uk).

The military historian, Richard Holmes, wrote in the foreword to *Forgotten Victory: The First World: Myths and Realities*, by Gary Sheffield that:

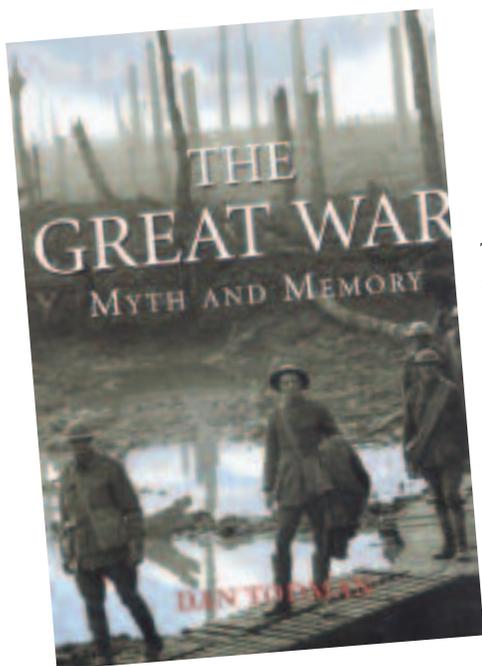
*'The Western Front smolders darkly in the middle of Britain's national consciousness, like some exhausted volcano whose once deadly lava still marks our landscape. Its overall losses were exceeded by the Second World War, which was far and away history's most bloody conflict, and there were aspects of that struggle-like the battles in mountains around Casino, the freezing ruins of Stalingrad or the jungles of Burma- which must rival the Western Front for human suffering. But as far as Britain and her dominions were concerned, the western front was the most costly event of modern history, and we remain touched by its long cold shadow'.*

Central also to this mode of remembrance is the belief that many of these casualties could have been avoided: 'futile' and 'slaughter' are perhaps the two most readily associated adjectives. In the early days of the fighting an exchange between two German Generals, allegedly, went as follows: "the British soldiers fight like Lions" said one. "True" said another "but they are led by Donkeys". This notion, that poor leadership, poor tactics and a callous disregard for their subordinates led to the squandering of millions of lives, on both sides, has become the dominant mode of recalling the Great War. The complex issues that underpinned how the war was fought, and why, are often subsumed beneath this simplistic shorthand. The years since the war have seen it memorialized and remembered only as a slaughter, as the paradigm of a futile conflict with young men sent to their deaths by ignorant or uncaring generals. These ideas, however, do not tell the whole story of the Great War and in fact obscure other aspects of it.

Why was the War fought? From a British perspective it was prosecuted for the same reasons the British fought Napoleon in the 19th Century and the same reason the British fought Adolf Hitler later in the 20th Century: because a Europe dominated by one hegemonic power, and one that occupied the territory of Continental Europe directly opposite Britain- the ideal jumping-off point to invade Britain, was a threat to her way of life and her means of trade and, in the long term, a threat to her democratic way of life. The First World War also saw a complete revolution in how wars were conducted, how wars were sustained and the extent to which the whole populace of a country could be mobilized and become part of the 'fighting machine'. The cost of victory was terribly high but it was not paid in vain and nor were lives frittered away in the callous fashion that many writers and historians have sought to describe subsequently. The Great War shaped the 20th century in no uncertain terms and nearly one hundred years later there is still confusion about how it was fought and why it was fought. We owe it to those who died to understand this better.

### Further reading:

Two recent works examine some of these issues in greater depth and are thoroughly recommended to readers of *The Memo*. The first by Gary Sheffield is *Forgotten Victory*. This work examines in detail how the war was fought, the challenges faced by the men in charge and how it was that, for the first and only time in British history, the British Army faced and defeated the main adversary on the main front in war.



The second book, *The Great War: Myth and Memory* looks at the process by which the perceptions of the War changed through the 20th century. The author, Dan Todman, describes how the memory of the war was reshaped and emerged in the 1960s as 'the worst of all conflicts'.

**The Poppy Umbrella** The Poppy Umbrella was designed by retired Lieutenant-Colonel Graham Parker, OBE, as a vivid reminder of Remembrance all year round, whilst at the same time raising funds for Service charities.

Graham's thoughts turned to May 1915 and a soldiers' cemetery close to Ieper (Ypres), namely Essex Farm cemetery, where the powerful image of poppies growing among the graves was portrayed in the poem *In Flanders Fields*. It is believed to be the location where the Canadian Army doctor Lieutenant-Colonel John McCrae wrote the poem on 2nd May 1915 after he had buried his friend Lieutenant Alexis Helmer during The Second Battle of Ypres. These images of poppies on the old Flanders battlefield and the umbrellas lining the route were Graham's inspiration for The Poppy Umbrella. Graham's daughter, Joanna, is responsible for the design on the umbrella.

Since the launch of the umbrella in 1998, over 25,000 Poppy Umbrellas have been mailed to every corner of the UK and worldwide to Australia, Belgium, Canada, Croatia, France, Germany, Hong Kong, Ireland, Italy, New Zealand, The Netherlands, South Africa and coast to coast in the USA.

Over £10,000 has been raised from sales of The Poppy Umbrella as charitable donations for good causes: these include The Royal Hospital Chelsea (London), United Kingdom Services' Benevolent Funds and The Royal British Legion.

For more information or to order your own Poppy Umbrella visit

[www.greatwar.co.uk/umbrella/popyidea.htm](http://www.greatwar.co.uk/umbrella/popyidea.htm)

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# Project Report: Exploring the Foundations of Churchill's Leadership



## September 2006: UPDATE

At the Churchill memorial we are passionate about what we do and passionate about bringing Churchill and history alive to new generations. With the help of a \$124,000 grant from the Institute of Museum Services (via a competitive process) the Memorial stands ready to begin its Educational Outreach program to local schools. In partnership with Project Explore, one of the Midwest's most respected and accomplished museum curriculum and program developers, we began work on a four-phase, two-year project in August 2005. The result of this is the exciting and engaging educational syllabus: *Exploring the Foundations of Churchill's Leadership*. Phase One of this project provided the research, planning, and assessment of educational opportunities that supplied the framework to support programming. Phase Two involved the development of an educational outreach and awareness program designed to put the lessons of leadership into the curriculum of area schools. These lessons of leadership are based on a critical study of Winston Churchill and his times. Phase Three requires the development of onsite programming at the Churchill Memorial for students, educators, and the general public. Phase Four consists of the implementation and assessment (evaluation) of specific educational programming onsite, in classrooms, and via the internet (through web-based applications).

Exploring the Foundations of Churchill's Leadership is complete through Phase Two, and three exciting and useful lessons have been developed. Lesson I asks elementary students to define their own concept of Churchill's life and how it relates to today. Lesson II asks middle school students to follow the power of Churchill's word, as they make sense of history through his writings and speeches. In Lesson III, high school students will 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 impact their lives today.

### **Winston Churchill: His Life and Times**

This curriculum is aimed at upper elementary students who examine images and documents of Churchill. The curriculum takes the students from Churchill's earliest years to today. The curriculum can be readily modified to fit the needs of individual classes and students.

The students are divided into teams to develop a book of pictures, documents, charts and maps that was hypothetically donated to the Winston Churchill Memorial. There are no descriptors on the pages to tell the students what they are viewing. The students will ultimately place these materials in chronological order including proper labeling.

On the second day, the students are provided information about the book but not in the right order so they have to match the information to each image. The students will have to create captions for the book with information provided. The information is longer than what would comfortably fit on the page, so they will have to synthesize the materials, putting the necessary information into their own words for the book, along with the time period. The students will compile all the images in chronological order.

On the third day, students will develop a second book that would tell someone about their current world. Each student should bring in one image, which might be a picture of themselves or a newspaper or magazine article about something they think is important in the world right now or a document (photocopies are fine) that could be placed in a new book. They need to write their own caption which explains why it might be important for someone to "discover" this 100 years from now.



### **Winston Churchill: Wit and Wisdom**

The curriculum, developed for middle school students, takes the students from Churchill's earliest years to today. The curriculum can be readily modified to fit the needs of individual classes and students. 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.

On the first day, students will be introduced to the Churchill and his "wit and wisdom" – from his speeches and his written word. Based on Missouri language arts standards, they will identify the literary term used and place it on a timeline based on Churchill's life.

On the second day, students use newspapers, magazines, books, and the internet to look for similar writing styles today. The students will also try their hand at writing and/or speaking like Churchill on a current topic.

### **Winston Churchill: Leadership**

The high school curriculum focuses on Churchill as one of history's greatest leaders. Who is this person named one of the most important leaders of the 20th century and 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, escaped and had a price put on his head and wrote his first book. He entered Parliament at the age of twenty-five and then served six monarchs, fought in the trenches of World War I, was twice prime minister, wrote forty-four books and received the Nobel Prize for Literature. He painted more than one hundred pictures and was made an Honorary Royal academician, became a Knight of the Garter and an Honorary Citizen of the United States of America, and was honored, decorated and revered by so many. (Adapted from a 1994 speech by Churchill's granddaughter, Celia Sandys)

There is much for students to learn from his leadership. Students will analyze 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. These lessons can be used whether the students are on a baseball team or in the school band or looking forward to the future as a business person or a member of their community. They will have the opportunity, in one form or another, to be a leader. Their task is to take examples provided from Churchill's life, from his speeches, his books, his actions and match them to the current concepts of leadership. From these ideas, the students will develop a "classroom museum" called Leading like Churchill in the 21st Century.



# A New Partnership with Old Friends



*New partnerships are formed every day – corporate, professional, social and personal. Most partnerships begin and end over a specific period like a month, a year or even a lifetime. However, it is rare to find a partnership that has lasted for generations and will continue in future generations.*

*Robert L. Hawkins, Jr., knows that his partnership with Westminster College began when his father attended in 1918. Today four different generations have been a part of the Westminster College experience.*

Robert and his wife, Elizabeth, have spent a lifetime partnering with The Winston Churchill Memorial. The Hawkins were supporters in bringing the Church of St. Mary the Virgin, Aldermanbury to Westminster College. In the 1960's and 1970's Elizabeth served as a member of the Churchill Memorial Board of Trustees for over ten years. During that time, she was instrumental in building the Churchill Memorial Mid-Missouri Friends Association.

Like many friends of the Memorial, they looked for ways to do more. The Hawkins' said, "We want to make the gift, but we want income as long as we live." Robert and Elizabeth decided to partner with Westminster College by establishing Charitable Gift Annuities. Each gift annuity will provide a lifetime of payments. Because each gift annuity payment rate is based upon the age of the gift annuitant, their combined payment rate is over 9%.

Robert and Elizabeth realize that the Memorial is a springboard for education about Churchill and his era to future generations. Their gift annuities provide an enhanced level of partnership knowing that "we are in this together." They heard Churchill himself say, "those who fail to learn from history, are doomed to repeat it."

So that future generations will never forget, their gifts will benefit The Winston Churchill Memorial Educational Program.

Then, as Robert and Elizabeth began reviewing their estate plan they realized they have been richly blessed. Their family continues to grow now including children, grandchildren and great-grandchildren. So naturally, the first priority in legacy planning is for their family.

Their next legacy is to remember the charitable organizations that have been so much a part of their lives. Robert and Elizabeth have chosen to continue their partnership with Westminster College by naming The Winston Churchill Memorial as a partial beneficiary on an Individual Retirement Account (IRA). They made a living through his law practice, but they made a life through their giving!

# “We wanted to make the gifts, but we wanted income as long as we lived.”

– Elizabeth and Robert L. Hawkins, Jr.

During the 1940's Elizabeth and Robert, like so many others across the globe, spent many hours by the family radio listening to Sir Winston Churchill. His leadership, character, courage and spirit provided guidance and inspiration during World War II and the Cold War. They listened and learned.

From his own experience Churchill reminded all that, *“Those who fail to learn from history, are doomed to repeat it.”*

For this reason, Elizabeth and Robert have funded two Charitable Gift Annuities. These gifts annuities provide income for them today and later these gift annuities will provide funds for the Churchill Memorial and Library educational programs.

Please complete coupon and return to:  
Westminster College, Attention: Becky Zimmer, 501  
Westminster Avenue, Fulton, MO 65251

*All inquiries are treated in complete confidence.  
Anyone considering a life gift should consult their legal or financial advisor.*



For a free no obligation information packet,  
simply clip and mail this coupon.

- Please send me a Charitable Gift Annuity Information Packet.
- Please contact me about a free no obligation gift annuity illustration.

Name \_\_\_\_\_

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## Charitable Gift Annuities offer:

- Fixed Income
- Attractive Rates (based on age)
- Dependable Payments
- Payments Partially Tax-Free
- Income Tax Charitable Deduction

### One-Life Gift Annuity Rates\*

Age	Rate	Age	Rate
50	5.3%	70	6.5%
55	5.5%	75	7.1%
60	5.7%	80	8.0%
65	6.0%	85	9.5%
		90 and over	11.3%

\*Rates recommended by the American Council on Gift Annuities. Two-life rates are less due to added life expectancy.



## “Here Comes the Bride: Weddings in America”

The Winston Churchill Memorial and Library in the United States  
Anson Cutts Gallery

**December 11, 2006 – March 11, 2007**



The bride is the central figure in an almost universal ritual—the wedding. Each wedding is a symbol of family continuity that signals the end of a courtship and the beginning of a marriage. While courtship and marriage have changed dramatically throughout history, many elements of the wedding itself have remained remarkably unaltered.

The exhibit, “Here Comes the Bride: Weddings in America,” explores the history of weddings in America from Colonial times to the present day. The twelve exhibit panels discuss a variety of topics including courtship, wedding attire, decorating for the wedding, the wedding ceremony itself, wedding gifts and the honeymoon. One panel is devoted to ethnic wedding customs, while another looks at the influence of royal weddings. The panels illustrate these topics using photographs and actual objects from the mid 19th century to the present. An interactive portion of the exhibit invites visitors to fill three “hope chests” with illustrations of costumes, wedding gifts, and other items appropriate to three periods in American history.

This exhibit was produced by the Rogers  
Historical Museum, Rogers, Arkansas.





Left: Prime Minister Winston Churchill with the 8th Army in North Africa, 1943.

## *Credits*

**On the Cover:** The poppy on the cover is a symbol of Armistice Day which became popular in the United Kingdom after the Canadian military physician John McCrae published his poem, "In Flanders Fields." Poppies bloomed across the worst battlefields of Flanders during World War One, and their red color is a fitting symbol of the bloodshed seen during the war.

The quotation on the cover is attributed to Churchill, however the source of the quotation is questionable. Even Sir Martin Gilbert, Churchill's biographer, has not been able to track down when and where Churchill made this famous quote! If you have any additional information please let us know!

The Menin Gate is a memorial built by the British government dedicated to those British and Commonwealth soldiers who were killed around the Ypres Salient area (Belgium) and have no known graves.

### **Special thanks to:**

Allen Packwood and Sandra Marsh, *Churchill Archives Centre, Churchill College, Cambridge*

Mrs Joanna Legg, [www.greatwar.co.uk](http://www.greatwar.co.uk)

James Fashing, *Photojournalist*

Benjamin Shipp, *Memorial Intern*

Submit suggestions and comments to:

**memo@westminster-mo.edu** or

The Winston Churchill Memorial and Library in the United States

501 Westminster Avenue

Fulton, MO 65251

Visit our website at

**www.churchillmemorial.org**

For more information on the Churchill Memorial and Library in the United States please call (573) 592-5369.

## **Winston Churchill Memorial and Library in the United States Calendar of upcoming events:**

Victorian Christmas

November 9, 2006 – January 2, 2007

Kettledrum Tea

November 9, 2006

Temporary exhibit

'Here Comes the Bride: Weddings in America'

January 17 – February 2, 2007

New Friends Week!

January 17 – February 21, 2007

Recruit NEW Friends of the Memorial!

Friends of the Memorial Spring Event

Friday, February 21, 2007

Come and enjoy wine, cheese and welcome new friends and old!

Kemper Lecture

Spring 2007 (date and speaker to be confirmed)

Friends of the Memorial Summer Garden Party

Wednesday, May 16, 2007

# Winston S. Churchill – A Life of Leadership

## *A Legacy That Must Endure*



The newly renovated Winston Churchill Memorial and Library is dedicated to one of the most remarkable statesmen in recent history.

Winston S. Churchill was a man of vision... predicting both the rise of Nazi Germany and the Soviet threat demonstrated by “The Iron Curtain” descending across the European continent

Winston S. Churchill was a man of character, never sacrificing his vision for the sake of politics

Winston S. Churchill was a man whose ideals, values and character are as relevant today as they were 60 years ago...

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You can be a part of this exciting opportunity by investing in America’s future through a donation to the Winston Churchill Memorial educational outreach program. We would be honored to recognize your generous donation by associating your name with one of the greatest statesmen of our time. Qualified donors may chose to place their name within a number of exhibits within the Churchill Leadership Gallery.

**For more information please contact Dan Diedriech at  
(573) 592-5370 or [DiedriD@westminster-mo.edu](mailto:DiedriD@westminster-mo.edu)**

**Ask about our Churchill Legacy program...  
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