National Churchill Museum
Education Volunteer Guide

Revised: June 18, 2013
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SECTION 1: INTRODUCTION
Welcome to the National Churchill Museum! This guide will help you learn about the Museum, its rules and procedures, and your duties as a Museum volunteer. If you have any questions about policy or about any other topic discussed in this guide, please ask your supervisor.

Your direct supervisor is:

Mandy Plybon

Education and Public Programs Coordinator
Mandy.Plybon@churchillmemorial.org
Work Phone: 573-592-6242
Cell Phone: 573-220-7322

This guide covers the rules and regulations of being a Museum volunteer. If you do not follow the rules outlined in this manual, appropriate disciplinary action may result (refer to section 4: Professional Conduct | Disciplinary Action). You are responsible for all the material covered in this guide. After you have read it, sign the accompanying statement, and turn it in to your supervisor.

The Education Volunteer Guide can also be found at www.nationalchurchillmuseum.org/education-volunteer-guide.html.

The material in this guide may change over time. Once changes are approved, new copies will be distributed to all education department volunteers.

National Churchill Museum Mission Statement
The National Churchill Museum, on the campus of Westminster College, commemorates and celebrates the life, times, and distinguished career of Sir Winston Churchill and inspires current and future leaders by his example of resilience, determination, and resolution.

The Museum fulfills its mission by:
- Maintaining and evolving the Museum as a symbol of Churchill’s leadership and principles
- Building and preserving the collections about Churchill and Christopher Wren
- Contributing to cultural enrichment through exhibitions and educational programs
- Developing academic resources to promote scholarly study

In 1946 it was at Westminster College that Winston Churchill delivered one of the most significant speeches of his long and illustrious career. That address, formally entitled, The Sinews of Peace, but best known for that evocative phrase, "An Iron Curtain has descended across the Continent", effectively marked the beginning of the Cold War and linked, forever, Fulton and Westminster College with Winston Churchill.
In the 1960s, Westminster College set out to mark what would be the 40th anniversary of Churchill’s visit. After due consideration to traditional modes of commemoration, Westminster College settled on the rather more ambitious notion of moving a Christopher Wren designed Church from London. This church, St. Mary the Virgin Aldermanbury, had stood in London since 1677 when it replaced an earlier structure that had sat on the same site since the 12th century. This magnificent building, badly damaged during the London Blitz, was moved stone by stone to Westminster’s campus and rebuilt to Wren’s original specifications.

Beneath this Church is the National Churchill Museum itself which, through the imaginative and innovative use of technology, brings to life the story of Winston Churchill and the world he knew. Recently rebuilt from the ground up, the new displays and the permanent exhibition, together with a host of associated historical and cultural activities that support it, was recognized by the United States Congress as America’s permanent tribute to this great man and formally designated as America’s National Churchill Museum.

**Education Department Mission Statement**

The mission of National Churchill Museum’s Education & Public Programs Department is to offer programs, tours, resources, and materials that support the museum’s mission to inspire leadership and cultural enrichment by:

- Using Winston Churchill and his life and times as a gateway to learning; inspiring and cultivating creativity, critical-thinking, and leadership
- To engage a variety of audiences, becoming a center for community programming
- Equip educators with strategies and resources to demonstrate the significance of Winston Churchill and his life and times in the classroom
- Educate youth and families in ways that encourage and enrich their own appreciation for Winston Churchill and the Museum
- To position the Museum as a meaningful part of a well-rounded life
- To work with partners who support the community through shared values and interests

We want our audiences to

- Be curious and think creatively
- Make meaningful connections
- Learn about and reflect on the culture at large
- Recognize the importance of Winston Churchill and his visit to Fulton
- Engage with history in playful and experimental ways
Education Department Values Statement

In practice, our values effect action, shaping the Education & Public Programs Department’s daily work and decision-making. They also reflect what staff desire to instill among visitors and uphold in working with program leaders.

1. Engagement with past and present
   To connect with Winston Churchill and his life and times we look to his leadership and principles, his life, and his times, leading visitors to a deeper understanding and appreciation of Churchill, social history, and the role they both play in our culture.

2. Sustained connections
   We aspire to create long-term relationships with our audiences in order to foster a deeper understanding of and love for Winston Churchill and his life and times and a personal connection with the Museum. By working with community partners and through extended programs, we aim to create a lasting impact in the lives of our participants.

3. Experimentation and reflection
   We challenge ourselves to be creative and innovative in everything we do. With the inquisitive spirit of our visitors in mind, we test out new ideas and approaches, followed by a thorough practice of inquiry and reflection. It is through this cycle of experimentation that we design, implement, and evaluate our programs.

4. Immersion through creativity and play
   We believe the immersive experience allows our visitors to best experience Winston Churchill and our Museum. We strive to create programming that uses hands-on, group-oriented methods allowing participants the opportunity to be in a playful, creative space while learning about Churchill and his life and times.

Museum Hours

The Museum is open to the public 10:00am to 4:30pm seven days a week. Staff offices are open 8:00am to 5:00pm Monday through Friday. The Museum is closed only on Thanksgiving Day, Christmas Day, and New Year’s Day.

Museum Staff Telephone Numbers

National Churchill Museum front desk – 573-592-5369  
Rob Havers, Executive Director – 573-592-5602  
Meda Young, Executive Assistant to the Director – 573-592-5602  
Jessica Dulle, Assistant Director – 573-592-5234  
Mandy Plybon, Education and Public Programs Coordinator – 573-592-6242  
Liz Murphy, Archivist/Curator – 573-592-5626  
Kit Freudenberg, Development Director – 573-592-5022  
Becky McCue, Museum Store & Front Desk Manager – 573-592-5263
**Museum Rules**
The following rules are to be enforced by volunteers during their presentations onsite.

1. No smoking is allowed on Westminster Campus.
2. No food or drinks are allowed in the Museum or Church of St. Mary.
3. Only animals assisting physically-impaired visitors are allowed in the Museum.
4. The handling of archival objects is forbidden to visitors and discouraged among staff, except when changing exhibits. This includes the Bible in the Church.
5. Pictures are allowed, however no flash is required when in the exhibit area.
6. Visitors are not allowed to enter roped off areas.

**Museum Staff Structure**
The Director of the Museum is Dr. Rob Havers. Museum functions are divided among departments (Administration, Archives/Collections, Education, Front Desk/Museum Store, and Development/Membership). Each department is responsible for the activities of his or her section and all staff assigned to it. Within the limits established by Museum policy, each department determines the levels of authority and responsibility within his/her section. Please ask your supervisor for the location of contact information for full-time staff members.
SECTION 2: BASIC WORK REQUIREMENTS

Work Schedules
School field trips are only scheduled Monday-Friday. We have two time options 10:00am or 1:00pm. Educators are allowed to request a different time. It is up to the Education and Public Programs Coordinator to accept.

Please provide your requested work schedule to your supervisor as early as possible. Use the Volunteer Schedule Request Form (found in the Appendix).

Museum Experience Tour Guides will have a set work schedule to be determined as early in the school semester as possible. Please be sure to list your preferred work time in blocks of at least two hours.

Museum Outreach Educators will have a more flexible work schedule depending on when classroom presentations are requested. Please be sure to list your preferred work time in blocks of two-three hours, as well as your comfortable traveling distance. *MOE volunteer’s should have reliable transportation. The Museum will reimburse mileage at the current federal rate.

Volunteers traditionally have considerable latitude in drawing up their schedules; we understand that you are here to help us! We are willing to work around your other commitments. However, once you have established your schedule, we expect you to follow it. If you need to change your work schedule, we expect to be notified in advance in order to adjust accordingly.

Time Cards
We do ask for volunteers to keep track of your worked hours. We are working on an award system based on hours worked, so keep track. Only you are responsible for recording your work hours. Always remember to sign in and out.

Use the Volunteer Time Card found in the Appendix. Make copies as needed.

We may ask for volunteers for different education programs, if we think we need the assistance. You will receive emails about these extra programs. It’s up to you whether you choose to volunteer. You will be responsible for signing up for the events.

Please remember that you are responsible for finding your own substitute if you are unable to work for an event to which you have committed yourself.

Being on Time/Punctuality
We expect all volunteers to arrive for work 10-15 minutes before designated time to allow for any preparation or instruction. Please arrange your schedule to allow time for travel between your home and the Museum or your home and your outreach.
presentation location. In other words, do not agree to come in at 10:00 am if you are busy until 9:50 am.

The people you work with depend on you. If you are late, your colleagues may have to wait for you to show up so they can continue with their tasks.

If you are more than ten minutes late, or absent without properly notifying your supervisor, more than once during a school semester, you will incur disciplinary action. On the first occasion, you will receive a verbal warning. On the second, you will receive a written warning, a copy of which will be placed in your file. On the third instance of unexcused lateness or absence, you may be dismissed.

**Unavoidable Lateness or Absence**
If you are more than ten minutes late for work due to illness, emergency, or other unavoidable circumstances, we expect you to call and notify your supervisor immediately. Please put staff phone numbers in your cell phone (see page 5)! If you cannot reach anyone, leave a voice mail or e-mail message. In case of a personal emergency, please notify the Museum as soon as possible. We care about you and want to make sure everything is okay.

**Vacation/Time Off**
As a volunteer you do not earn vacation or sick time. We just ask for you to let your supervisor know as soon as possible any scheduled vacations or any other times you cannot volunteer.

**Breaks**
You cannot use break periods at the beginning or end of the day (late start or early quitting time). Volunteers who work seven continuous hours or longer must take a break of at least thirty minutes. Please schedule your breaks accordingly.

**Staff Holiday Schedule**
Westminster College full-time staff have the following dates as holidays. The Museum stays open, except for the dates in bold. Field Trips and Outreach Programs will not be scheduled unless absolutely necessary.

For inclement weather, please watch your local news station. If local schools, including Westminster College, are closed, then the Museum will likely be closed too. Your supervisor will also call, text, or email you.

**2013-2014 Academic Year**
- **July 4**: Independence Day
- **September 2**: Labor Day
- **November 27-29**: Thanksgiving break
- **November 28**: Thanksgiving Day  
  Museum Closed
- **December 23-December 31**: Christmas break
- **December 25**: Christmas Day  
  Museum Closed
January 1
January 20
February 14
March 28
April 21
May 26

New Year’s Day
Martin Luther King Day
President’s Day
Friday of Spring break
Easter Monday
Memorial Day

Museum Closed

Professional Conduct
We work in the public eye. We must present a professional face in front of and behind the scenes at all times. We frequently receive visits from scholars, potential donors, and other VIP. Always be polite to visitors, especially when you are trying to find out who they are, who they need, and what they want. Saying, “Hi, my name is ____________. How may I help you?” is a good beginning.

Please discourage any visits from personal friends or family while you are volunteering. Do not allow personal visitors into the Museum for free without prior clearance from your supervisor. If you receive personal visits or phone calls on work time, and it regularly interferes with your work, it will be considered grounds for disciplinary action.

Music is allowed in certain work areas. Each department has its own music policy designed to maintain a pleasant atmosphere. If you are allowed to use earphones, keep the volume low enough that you can still hear the telephone or someone talking to you.

Eating and drinking are NOT permitted in the galleries or in Museum workspaces except where specifically designated areas have been established. Non-sealed food items are to be kept in the office area, in the refrigerator. Chewing gum is NOT allowed anywhere in the building.

Smoking or any other use of tobacco products are not permitted anywhere on Westminster College campus.

Dress Code
You should dress as neatly as your duties allow. Clothing should not have rips or holes. As volunteers, we trust you know what is appropriate and what is not appropriate. No flip-flops, slippers, house shoes, snow boots, or tennis shoes are allowed. For special projects or special occasions, departments may have specific dress requirements. You will be notified in plenty of time to dress accordingly.

Restrooms
Restrooms are located in the traveling exhibit space. If you are working and are alone, as a courtesy, please ask your supervisor or other full-time employee to take your place while you are gone.

Telephones
Please turn your cell phone off or to a silent mode when you enter the Museum. Please do not make personal calls on work time even if it is done on a personal cell phone. If
necessary, your supervisor may allow you to use Museum phones to make calls regarding personal business. Do not make long distance calls unless you are given permission by your supervisor.

The Museum has its own internal phone system. Each phone has internal call numbers in addition to a regular phone number. The Front Desk telephone has each staff member’s extension already programmed. Please ask for an introduction to the Museum’s phone system from a supervisor.

If you are working in an area with a phone, and the phone rings three times without being answered, it is your responsibility to answer it. Please answer the phone in this manner,

“Thank you for calling National Churchill Museum; this is (your name). How may I direct your call?”

If you take a call for another staff member, try to find the person so he or she can take the call, take a message, or give the caller the staff member’s direct phone number so that he or she can leave a voice mail. If you need to leave the phone, put the caller on hold and hang up the receiver.

**When you take a message, make sure that the intended recipient gets that message.** All messages should include
- the caller’s name
- the date and time of the call
- a number where the caller may be reached
- a very brief summary of their need
- your name

**Receiving Visitors/Admissions**
If you are at the Front Desk when visitors come into the Museum, please welcome them by standing up and saying

“Hi, welcome to National Churchill Museum. How may I help you?”

1) If the visitors would like to tour the museum, please use this script

“That’s great! We have a variety of museum admission prices (point to the admission panel at the Front Desk). Would you be interested in hearing about museum membership benefits? Today, you could be getting in here and over 700 museums free as well as a 15% discount in the Museum Store.”

[If they say, “no”] “Okay, if you are interested after your tour, feel free to pick up a Membership brochure on your way out.”
[If they say, "yes"] “Great! Please fill out this form (direct them to the Membership brochure) so we can process it quickly.” Go ahead and give them free admission (one person or couple only).

2) If the visitor has an appointment, but the staff member involved with the meeting is (are) absent, please notify that staff member and escort the visitor to the Clementine Reading Room (off the Museum Store), and remain with them until the staff member involved shows up.

**Computer Use Policy**

Many Museum jobs involve computer use. The Museum's computers are only to be used for Museum business. In particular, volunteers are not to access email or browse the internet on Museum time. Volunteers may check their email specifically to deal with Museum business. Volunteers may also conduct internet-based research if it pertains to their current project(s).

**SECTION 3: JOB DESCRIPTION**

**Education Department Volunteer Job Descriptions**

Please see the Appendix for job descriptions. The Education department has two options: Museum Experience Tour Guide and Museum Outreach Educator.

**Yearly Reviews**

Annually, your supervisor will review your performance. This review will identify problems and strengths and provide you with future goals. It will also present you with a forum to comment and suggest improvements regarding your volunteer job description.

**SECTION 4: PROFESSIONAL CONDUCT**

**Public Relations (Statement of Policy)**

The Executive Director, Dr. Rob Havers, is the official spokesperson for the Museum, unless another full-time staff member is designated as such. Volunteers may not discuss internal Museum matters with outside agencies or individuals unless they have prior clearance from the Director. These matters include, but are not limited to, storage locations of artifacts, personal donor information, or values of artifacts. Outside agencies include friends, the media, Facilities and Services personnel, and administrative and academic units of Westminster College. Exceptions may be made in a case of special circumstances or grievances. Please direct all such inquiries to your supervisor, a full-time employee, or the Director.

Information on hours of operation, tours, current exhibitions, the next upcoming exhibition, and educational programs, may be given to the public. If you are not sure of
the answer to a question, ask your supervisor or the department head for clarification or confirmation.

**Disciplinary Action**
When official disciplinary action against a volunteer becomes necessary, the standard procedure is as follows: first, a verbal warning is issued; second, a written warning is filed if the offense is repeated; and finally, responsibilities and/or privileges may be revoked or the volunteer may be dismissed, depending upon the circumstances. Particularly serious offenses may merit an immediate written warning or even demotion or dismissal. The volunteer’s supervisor will initiate official disciplinary action. If the volunteer works in more than one section, the department in whose area the offense falls will initiate the action. All disciplinary action is reported to the Director; furthermore, no volunteer may be demoted or dismissed without the written approval of the Director.

**Grievance Procedures**
Whenever possible, interpersonal problems should be solved informally. However, if you have a problem with a colleague and cannot reconcile it individually, see your supervisor. If your grievance is with your supervisor, see the Director. If the problem still cannot be resolved, you may file an official grievance with Westminster College.

**Sexual Harassment**
The Museum adheres to Westminster College’s policy regarding sexual harassment. Please visit their website [http://www.westminster-mo.edu/explore/offices/business/hr/Pages/EmployeeFacultyHandbooks.aspx](http://www.westminster-mo.edu/explore/offices/business/hr/Pages/EmployeeFacultyHandbooks.aspx), click on Employee Handbook, page 63.

**Drugs and Alcohol**
The Museum adheres to Westminster College’s policy regarding drugs and alcohol. Please visit their website [http://www.westminster-mo.edu/explore/offices/business/hr/Pages/EmployeeFacultyHandbooks.aspx](http://www.westminster-mo.edu/explore/offices/business/hr/Pages/EmployeeFacultyHandbooks.aspx), click on Employee Handbook, page 62.

**Security**
The Head of Security is responsible for the Museum staff’s safety and building security; however, all Museum employees are responsible for knowing and following basic security procedures. The basic policy is personal safety comes first, followed by the safety of the collections.

Certain areas of the Museum have been designated as secure areas with restricted access. Keys are given out to individuals needing access to these areas. Always be sure that the doors to secured areas are properly locked. Volunteers are not allowed to enter certain highly restricted areas without permission or instructions from their supervisor.

In addition, certain information about the Museum’s collections is considered secure. If you are entrusted with information that your supervisor indicates as secure, you
CANNOT reveal it to any unauthorized persons. Assume a person is unauthorized unless you know otherwise.

Breaches of security are taken very seriously. If any staff member is found to be responsible for a security breach, disciplinary action, including dismissal, will follow, even on the first offense. In extreme cases, criminal charges may be filed.

**Basic Security Procedures**

Good security is largely a matter of prevention and alertness. When working in the Museum, be aware of what is going on around you. If you see anything unusual, report it to your supervisor. The situation or activity may be completely innocent, but if you do not know, ask.

If you work in a secure area, never take it upon yourself to let someone else in unless you know that he or she is authorized to be in that area.

Whenever you leave a secure area, make sure that the door is properly shut and locked. Do this every time you leave a secured area, without exception.

When you are working, enter and depart the building through the main doors.

**False Alarms**

Building access times are limited to minimize the number of accidental alarms; however, even a good security system will occasionally misfire. If you follow proper alarm procedures, you will not get into trouble. When an accidental alarm occurs, please remain calm and follow the directions below.

If an accidental alarm occurs during work hours and Museum staff is present, just stay in the area of the accidental alarm and responding staff members will find you. When that happens, explain the situation and the alarm will be turned off and reset.

If an accidental alarm occurs and no other Museum staff is present, immediately call Campus Security and the Museum Assistant Director. This may take time but, DO NOT LEAVE. It is important that you stay near the Museum so that the proper authorities can gather information. When Campus Security arrives, explain what happened and tell them you are a Museum volunteer.

**Reporting Abnormal Conditions**

If you see any abnormal conditions that may threaten the safety or security of people or the collections, correct them if you can do so safely, and report them as soon as you can to Security or a full-time staff member. If the condition is deemed serious, call the police (911).

*Examples of abnormal conditions, report to supervisor/full-time staff first*

- Unauthorized person found in a secure area
- Theft in progress
• Vandalism or other damage to artifacts or equipment
• Water leaks/Sewer smells
• Water left running in the Museum’s sinks
• Wheelchair lift not operating
• Fire/Smoke smell
• Accidents or injuries

Safety
Your responsibilities for promoting environmental health and safety include the following:
• Following all safety and health standards and rules
• Reporting all hazardous conditions to a full-time staff member
• Using all required protective equipment and/or clothing as prescribed by your supervisor.
• Not operating any mechanical equipment or using any chemicals unless you have been authorized to do so and have been instructed in their proper operation

Your supervisor will brief you on any safety guidelines and procedures specific to your job functions.

The primary staff-use first aid kit is available at the Front Desk and in the main office area.

Illness
If you become ill while at work and feel that you cannot or should not continue to perform your duties, report to your supervisor or department head before leaving if possible. You should always let a staff member know you are leaving.

Emergencies
Remember, dial "4+911" to reach "911" from EVERY campus telephone. You may find it easier to remember the dial number as "4911".

SECTION 5: MUSEUM VISITOR/TOUR INFORMATION

Understanding the Museum Visitor – no matter the age
It is the image of the volunteer and the tour experience that visitors take away with them. The tour experience will determine whether or not a visitor will return to the museum in the future. When working with groups it is important to remember that your tour group will be comprised of four (4) types of people:

1. Knowledge Seekers –
   “I wanted to learn something new and I was very interested in the subject.”

2. Socializers –
   “My friend, relative or community group suggested that we participate in a tour together.” (This group will participate in exhibit openings, gala events, etc.)
3. **Skill Builders** –
   “I am over a department and I thought it would be a good idea to participate in a tour and a museum leadership class in order to become a more effective leader.”

4. **Museum Lovers** –
   “I wanted to be involved with the Museum because it is a wonderful treasure; an excellent addition to Missouri and the Museum community. (This group will participate in museum related programs: gallery talks, lectures, demonstrations, etc.)

Top ten (10) reasons why visitors participate in a tour and/or attend a museum program

1. For the joy of learning
2. To pursue a longstanding interest or hobby
3. To meet people and socialize
4. To engage in creative activity
5. To pursue a new interest or hobby
6. To fill time productively
7. As part of a search for meaning and wisdom
8. To fill blanks in previous education
9. For community service
10. To help in a present job or to prepare for a new job/career

**Tour Tips for Museum Experience Tour Guide Volunteers**

- Education Volunteers should work with the Education and Public Programs Coordinator to confirm the type of tour that is being offered. Where possible, volunteers can find out how much time the group has for the tour and if the group has a particular interest.
- Each volunteer should take the time at the beginning of each tour to introduce themselves. Then ask the group to tell about themselves, how they learned about the National Churchill Museum and why they were interested in visiting.
- Normally, for all school field trip tours, groups are led to the Church of St. Mary for a good introduction – how the museum came about, a good description of the history of the museum, Church, and “Breakthrough” sculpture.
- At the end of the tour, for the younger field trips, it may be helpful to have each child find something interesting in one of the exhibit rooms and ask a few of them (2 to 3) to tell what they found and why they found it interesting.
- Don’t try to cover the entire exhibit in your “spill” – pick out several points to highlight in each exhibit room. While volunteers are expected to know the exhibit content, they are not expected to be the “authority” on everything. Volunteers should feel comfortable learning how to say, “I don’t have that answer but I imagine that you can find it by...Internet research, etc. (If this is an important issue, notify the Education and Public Programs Coordinator for follow-up).
- If a member of a tour contradicts something – PLEASE DO NOT GET INTO A DEBATE. Allow the visitor to speak and move on to the next topic. Be polite, pleasant and courteous...your role is to serve as a guide not a dictator – REMEMBER TO BE FIRM BUT FLEXIBLE when faced with difficult or challenging situations.
**Museum Experience Tour Guide Volunteer Script**

Hello and welcome to the National Churchill Museum. My name is ____________ and I’ll be your tour guide for today. The National Churchill Museum brings people from all backgrounds together to learn about Winston Churchill and his life and times. In order to enjoy the exhibits without harming any of the valuable historical objects in the collection, there are a few guidelines that you should remember while on your museum visit:

1. No food, drinks, candy, or gum are allowed in the exhibition galleries.
2. We do not allow large school groups in the Museum Store. If the teachers want their students to see the store, small groups at a time can go in with teacher supervision. And, only those that have money to spend can go into the Store.
3. Pictures are allowed, but please turn the flash off when in the galleries. The bright light from flash photography is harmful to sensitive papers and fabrics.
4. Walk respectfully while in the museum. Never run or jump.
5. No roughhousing, pushing, shoving, climbing or throwing of any objects.
6. Talk in quiet indoor voices in order not to disturb other museum visitors.
7. Do not talk while I am speaking. If you talk while I am speaking, other people won’t be able to hear. If you have questions or comments, raise your hand and I will call on you.
8. Listen to what I am saying. Treat the other guides with respect and courtesy like do your teachers.
9. Be curious! Ask lots of questions. Sometimes I do not tell you everything there is to know. If you are curious about something, please ask. If I do not know the answer to your question, I will find out.

*Note: The Group Leader and chaperones are responsible for keeping the group together and maintaining proper behavior.*

**Museum Tour Information**

Please see the Appendix for tour scripts for

1. General information
2. Museum exhibit galleries
3. Church of St. Mary
4. Fulton, Missouri area
SECTION 6: MUSEUM EDUCATION PROGRAMS

The objectives of the Museum Education Program are to:

1. Provide students with a comprehensive overview of the museum’s exhibits and collection.
2. Educate students on the many accomplishments and contributions of Winston Churchill throughout the history of his life and times.
3. Show how students can make personal connections with history.
4. Take students from “inspiration to action.” (The programs should inspire students to take the knowledge that they have acquired during their museum experience and share it with their family, friends, coworkers and other community members.)

Museum Experience Field Trips
The National Churchill Museum offers 8 field trip tours; 5 self-guide and 3 guided. Volunteers have different duties for each field trip tour.

Volunteers will receive training on each of these tours prior to starting their work at the Museum. At that time, volunteers will receive training material on each tour option.

### SELF-GUIDE TOURS

<table>
<thead>
<tr>
<th>Tour Name</th>
<th>Length</th>
<th>Grade(s)</th>
<th>Max. # of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-guide standard tour</strong></td>
<td>1 ½ to 2 hours</td>
<td>All grades</td>
<td>No maximum</td>
</tr>
<tr>
<td>During an interactive tour of the “Winston S. Churchill: A Life of Leadership” exhibit, students learn about Churchill’s life experiences and leadership qualities through a multi-sensory experience.</td>
<td></td>
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<tr>
<td><strong>World of Winston</strong>*</td>
<td>1 ½ to 2 hours</td>
<td>4-5</td>
<td>No maximum</td>
</tr>
<tr>
<td>Self-guide tour using The Museum Experience I: The World of Winston workbook. This tour option includes pre-visit activities that should be completed in the classroom prior to the field trip. Divided into teams, students examine Churchill’s world through his travels, using their communication skills to describe his journeys in first-person accounts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winston’s Changing World</strong>*</td>
<td>1 ½ to 2 hours</td>
<td>6-8</td>
<td>No maximum</td>
</tr>
<tr>
<td>Self-guide tour using The Museum Experience II: Winston’s Changing World workbook. This tour option includes pre-visit activities that</td>
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should be completed in the classroom prior to the field trip. Provides students a view of the changing technologies in Churchill’s world, from horseback on the northwest frontier in India to the world’s nuclear capabilities of the Cold War. Analyzing the use of technologies, students will examine Churchill’s leadership.

**20th Century Leaders***

Self-guide tour using *The Museum Experience III: 20th Century Leaders* workbook. This tour option includes pre-visit activities that should be completed in the classroom prior to the field trip. Engages high school students in following the voice and actions of Churchill as a leader, focusing on his allies and enemies through three wars. Students will better understand how a leader gathers evidence from his experiences and uses it to help shape the world’s future.

<table>
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<tr>
<th>Scavenger Hunts</th>
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<tbody>
<tr>
<td>Self-guide tour with three worksheet options</td>
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<tr>
<td>1. Grades PreK-3: identify objects and pictures</td>
</tr>
<tr>
<td>2. Grades 4-8: questions about Churchill’s life and career</td>
</tr>
<tr>
<td>3. Grades 9-12: fun and interesting questions about Churchill, Church of St. Mary, and the Berlin Wall</td>
</tr>
</tbody>
</table>

| 1 ½ to 2 hours | 9-12 | No maximum |

*These tours require pre-visit classroom work to be done prior to the students’ arrival.

**Typical schedule for all Self-Guide Field Trips**

1. Upon arrival, take the group to the Church of St. Mary. Have them sit in the pews for the introduction.
2. Give the introduction to the Museum and its exhibits. This is normally no longer than 10 minutes, with 5 minutes for questions.
3. At this time, pass out clipboards, pencils, and worksheets (if applicable). Provide chaperones with answer keys. Keep one for a reference. Introduce the worksheet and ask for questions.
   - For groups less than 30, each student gets their own clipboard.
   - For groups larger than 30, split the group into groups of 2 or 3.
4. Once questions have been answered, if any, lead the group down into the permanent exhibit area. Show students where to start and what to look for.
5. At this point, you will let them go on their own to explore the exhibit. The Volunteer’s job at this point is to assist students that need help, and to make sure the students stay focused.

6. If a problem arises, 1) give a verbal warning, 2) find a chaperone, 3) take their clipboard, worksheet, and pencil and have them sit on the steps by the front desk until their group is ready to leave.

*For groups larger than 60, the Education and Public Programs Coordinator will ask the teacher to split the group into two or three smaller groups prior to arrival. There will be one volunteer with each group.

*For these larger groups, a rotating schedule will be supplied to the teachers and the volunteers. The schedule will allow the smaller groups to move through the Museum exhibits in a streamlined manner.

GUIDED TOURS

<table>
<thead>
<tr>
<th>Tour Name</th>
<th>Length</th>
<th>Grade(s)</th>
<th>Max. # of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in Churchill’s Shoes</td>
<td>1 ½ to 2 hours</td>
<td>4-12, College</td>
<td>25</td>
</tr>
<tr>
<td>Build leadership skills with this team oriented workshop. The group will discuss what makes a good leader, create a working definition of leader/leadership, and discover Churchill’s leadership style and how it changed through his lifetime.</td>
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<tr>
<td>The Era of the Iron Curtain</td>
<td>1 ½ to 2 hours</td>
<td>9-12, College</td>
<td>25</td>
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<tr>
<td>Focuses on the events surrounding Churchill’s 1946 Iron Curtain speech and the Cold War that followed. There is an optional paper assignment as a post-visit activity.</td>
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<tr>
<td>Video Tour</td>
<td>45 minutes to 1 hour</td>
<td>4-12, College</td>
<td>25</td>
</tr>
<tr>
<td>Students complete a worksheet while watching three key video: pre-WWII, WWII, and Sinews of Peace. This tour is ideal for groups limited on time.</td>
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</tbody>
</table>
Typical schedule for Walk in Churchill’s Shoes & Era of the Iron Curtain Guided Tours
1. Upon arrival, take group into the Clementine Reading Room. Have each student sit in a seat around the table. *Prior to the group’s arrival, extra chairs will be placed in the room.
2. Provide a brief introduction to the Museum and its exhibits (5 minutes).
4. Introduce the tour & the worksheet. Ask for questions.
5. At this time, complete the guided experience per the training documents given at the Volunteer Training.
6. If a problem arises, 1) give a verbal warning, 2) find a chaperone, 3) take their clipboard, worksheet, and pencil and have them sit on the steps by the front desk until their group is ready to leave.

Typical schedule for the Guided Video Tour
1. Upon arrival, gather group at the beginning of the permanent exhibit.
2. Provide a brief introduction to the Museum and its exhibits (5 minutes).
4. Introduce the tour & the worksheet. Ask for questions.
5. At this time, complete the guided experience per the training documents given at the Volunteer Training.
6. If a problem arises, 1) give a verbal warning, 2) find a chaperone, 3) take their clipboard, worksheet, and pencil and have them sit on the steps by the front desk until their group is ready to leave.

Museum Outreach Programs
The National Churchill Museum provides free presentation opportunities to schools and other organizations. Each presentation is approximately 50 minutes, but is changed to accommodate the request. The Museum offers 6 outreach presentations.

Volunteers will receive training on each of these tours prior to starting their work at the Museum. At that time, volunteers will receive training material on each tour option.

<table>
<thead>
<tr>
<th>Tour Name</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Museum Careers</td>
<td>4-College</td>
</tr>
<tr>
<td>“Churchill’s Visit to Fulton, Missouri” trunk</td>
<td>4-College</td>
</tr>
<tr>
<td>Churchill Jeopardy</td>
<td>4-College</td>
</tr>
<tr>
<td>Winston Churchill’s Travels</td>
<td>4-5</td>
</tr>
<tr>
<td>Wit &amp; Wisdom of Winston Churchill</td>
<td>6-8</td>
</tr>
<tr>
<td>Learning Leadership with Winston</td>
<td>9-College</td>
</tr>
</tbody>
</table>
APPENDIX

- Volunteer Time Card
- Volunteer Schedule Request Form
- Education Department Volunteer Job Descriptions
  - Museum Experience Tour Guide
  - Museum Outreach Educator
- Museum Tour Information
  - General information
  - Museum exhibit galleries
  - Church of St. Mary features
  - Winston S. Churchill
  - Fulton, Missouri area
National Churchill Museum Volunteer Time Card

Volunteer Name: _________________________  Month: ______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignment</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Hours</th>
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TOTAL HOURS: __________

Signature of Volunteer: _________________________  Date: ______________

Signature of Supervisor: _________________________  Date: ______________

*Please complete time card for each event worked. At end of month, total hours, sign and submit to your direct supervisor by the 2nd of new month.*
Volunteer Schedule Request Form

Name: ________________________________________________ Date: ______________
Address: _____________________________________________ City/State/Zip: ______________
Email Address: ____________________________________________
Phone Number(s): __________________________________________________________________________

1. **Please rank volunteer positions in order of preference.** Rank only the positions in which you are interested.
   
   __ Group Greeter
   
   __ Museum Experience Tour Guide
   
   __ Museum Outreach Educator *travel required (you will be reimbursed for mileage)
   
   How far are you willing to travel? _______
   
   __ Special Education Programs
   
   __ Temporary Exhibit Education Set Up

2. **Please mark your general availability.**

   *Please note:* Shift times vary for different positions. The times listed are the earliest and latest possible. Volunteer shifts can be anywhere from 2 hours to 4 hours long, depending on the position.

   __ Weekday Morning (8 AM – 12 PM)
   
   __ Weekday Afternoon (12 PM – 5 PM)
   
   __ Weekday Evening (5 PM – 9 PM)

   Other Notes on Availability ______________________________________________________________
   
   ____________________________________________________________________________________
   
   ____________________________________________________________________________________
   
   ____________________________________________________________________________________
   
   ____________________________________________________________________________________
Museum Experience Tour Guide

Commitment required
A minimum commitment of four Museum Experience (ME) tours a month September 1-May 31. Flexible scheduling. ME Tour Guides are needed for weekday field trip tours.

Basic Job Function
To provide a welcome, hospitable environment and rewarding learning experience to school groups through self-guide and guided tours.

Supervisors
Mandy Plybon, Education & Public Programs Coordinator

Responsibilities
1. Conduct Museum Experience tours approximately 1 ½ - 2 hours in length.
2. Be comfortable speaking to small and large groups of school-aged children.
3. Provide your desired work schedule and logged volunteer hours to Museum Education Volunteer Chair on a monthly basis.
4. Deal skillfully with a diversity of visitors under a variety of circumstances
5. Continually be aware and keep informed about changes in the ME program by attending training workshops.
6. Be responsible to find a replacement ME Tour Guide volunteer if you cannot give a tour that has been assigned to you.
   1. A list of current ME Tour Guide volunteers and phone numbers is given to all Museum Education volunteers. The Museum Education Volunteer Chair schedules ME programs and assigns tour guides approximately four weeks in advance. Schedules are then mailed or emailed to volunteers. Volunteers are required to confirm that they can give the program they have been assigned.
7. May be called upon to conduct occasional tours of museum and facilities (behind the scenes) for VIP’s, special visiting groups, etc.
8. Greet and welcome tour groups upon their arrival at the Library.
9. Assist staff at the front desk by providing information to museum visitors and answering their questions about the Museum, particularly if your tour is late arriving.
10. Occasionally, tours fail to show and when that happens, ME Tour Guides might wander through the exhibition galleries to engage individual visitors and families in impromptu tours or conversations.

Skill Requirements
1. Must present a professional appearance and a friendly manner
2. Must be courteous and personable when dealing with the public
3. Must have ability to work independently, willing to take initiative, and detail-oriented
4. Must be dependable and punctual
5. Ability to communicate effectively both orally and in writing
6. Possess ability to motivate others, strong interpersonal skills, and an outgoing personality

**Qualifications Needed**
- Must be age 21 or older
- Minimum High School degree
- Enjoy interacting with people of all ages, specifically children
- Extensive prior knowledge of the National Churchill Museum is not required but should have a working knowledge of Winston Churchill and a desire to learn.
- Attend general museum training and museum education training workshops
- Able to accept supervision
- Physically able to climb stairs and lead tours through the museum
- Enthusiastic and flexible

**Preferred Qualifications**
- Teaching experience

**Training/Orientation provided**
- General museum training provided by the Assistant Director
  - For basic museum knowledge
  - Learn about day-to-day questions that visitors ask
- Specific job training provided by the Education & Public Programs Coordinator
  - Follow at least three field trip tours
  - Read text and view videos throughout the Museum
  - 4-5 2-hour sessions concerning each Museum Experience program (total time: 8-10 hours)
- Give a sample ME tour to small test group accompanied by staff

**Job Location**
National Churchill Museum, Fulton, MO

**Volunteer Benefits**
- Knowledge about National Churchill Museum and the educational aspects offered to visitors through a variety of programs/exhibits
- 10% discount in the Museum Store
- Invitations to special exhibits and events
- Free family membership after 100 hours of service in one year
- Annual volunteer appreciation dinner and other volunteer events
Museum Outreach Educator

Hours needed
3-5 hours a week

Commitment required
A minimum commitment of four outreach programs a month September 1-May 31. Flexible scheduling. Outreach Educators are needed for weekday programs in schools, retirement homes, senior centers, libraries, etc. Travel is required in the mid-Missouri area (Audrain County, Boone County, Callaway County, Cole County, and Gasconade County).

Basic Job Function
Museum Outreach Educators (MOE) take the Museum experience into the mid-Missouri community by providing structured lesson plans to children and adults in classrooms, libraries, and other public venues.

Supervisors
Mandy Plybon, Education & Public Programs Coordinator

Responsibilities
1. Travel to public venues to conduct Classroom Experience (CE) programs of approximately 1 hour-1 ½ hours in length.
2. Be comfortable speaking to small and large groups of people of all ages.
3. Provide your desired work schedule, logged volunteer hours, and mileage reimbursement form to Museum Education Volunteer Chair on a monthly basis.
4. Deal skillfully with a diversity of visitors under a variety of circumstances
5. Continually be aware and keep informed about changes in the CE program by attending training workshops.
6. Be responsible to find a replacement MOE volunteer if you cannot give a program that has been assigned to you.
   1. A list of current MOE volunteers and phone numbers is given to all Museum Education volunteers. The Museum Education Volunteer Chair schedules CE programs and assigns MOE approximately four weeks in advance. Schedules are then mailed or emailed to volunteers. Volunteers are required to confirm that they can give the program they have been assigned.

Skill Requirements
1. Possession of a valid driver's license and reliable vehicle
2. Must present a professional appearance and a friendly manner
3. Must be courteous and personable when dealing with the public
4. Must have ability to work independently, willing to take initiative, and detail-oriented
5. Must be dependable and punctual
6. Ability to communicate effectively both orally and in writing
7. Possess ability to motivate others, strong interpersonal skills, and an outgoing personality

**Qualifications Needed**
- Must be age 21 or older
- Minimum High School degree
- Enjoy interacting with people of all ages, specifically children
- Extensive prior knowledge of the National Churchill Museum is not required but should have a working knowledge of Winston Churchill and a desire to learn.
- Attend general museum training and museum education training workshops
- Able to accept supervision

**Preferred Qualifications**
- Teaching experience

**Training/Orientation provided**
- General museum training provided by the Assistant Director
- Specific job training provided by the Education & Public Programs Coordinator
  - 4-5 2-hour sessions concerning each Classroom Experience program (total time: 8-10 hours)
- Give a sample CE program to small test group accompanied by staff

**Job Location**
- Will require travel to school/organizations for CE programs across the mid-Missouri region (Audrain County, Boone County, Callaway County, Cole County, and Gasconade County)
- Will require travel to National Churchill Museum for trainings and meetings

**Volunteer Benefits**
- Knowledge about National Churchill Museum and the educational aspects offered to visitors through a variety of programs/exhibits
- 10% discount in the Museum Store
- Invitations to special exhibits and events
- Free family membership after 100 hours of service in one year
- Annual volunteer appreciation dinner and other volunteer events
Museum Tour Information – General
Field trip tours typically start in the reception area. Groups are first taken to the Church of St. Mary. Suggest that the group take seats in the pews toward the front of the church. Encourage them to sit on the same side, as it is less of a strain on your voice if the group is concentrated in one area. As soon as everyone has been seated, start the introduction.

It is important that you speak in a clear, well-modulated tone (not too quickly or too slowly). Keep in mind the ages of visitors. You may need to modify your introduction to match the grade level. Fourth graders may not be interested or understand topics that are discussed with high school seniors or college students. Encourage them to hold their questions until the end. Be reasonably receptive to interruptions.

Keep track of your time. Try to talk for only 10 minutes, leaving 5 minutes for questions. Their main purpose is to see the exhibits.

Though time will not permit explaining everything, your tour guiding experience will be more enjoyable if you know as much as possible. If you are asked a question and do not know the answer, or if you are unsure of what you think is the correct answer, it is better to simply say: “That’s a good question for (staff name). I will find out once you start your museum experience downstairs.” This is much better than making something up and providing incorrect information.

Be sure to tell visitors about any traveling and special exhibits and point out the location of the rest rooms. Finally, lead the visitors to the beginning of the museum to begin their self-guided tour of the museum, which is arranged chronologically in a counterclockwise direction. After all tours, thank visitors for coming to the Museum, collect all materials, and tell them where you or another member of staff will be if they have further questions.

THE INTRODUCTION
There is no formal “script” for field trip introductions that must be memorized verbatim. The following is a suggested “script,” which starts with the “story” of the National Churchill Museum and continues with more detailed information about the Church of St. Mary and the “Breakthrough” sculpture.

The Story of the Winston Churchill’s Visit
On April 15, 1964, President Lyndon B. Johnson announced at a special White House ceremony a nation-wide campaign to raise funds for an American Memorial to Sir Winston Churchill. Five years later, that Memorial was dedicated at Westminster College in Fulton, Missouri. The man who came to Westminster College in 1946 to warn that “... an iron curtain has descended across the continent,” now had an American Memorial.

The story of that visionary speech and how the church of St. Mary the Virgin, Aldermanbury, came to Fulton, Missouri, started casually in 1945. Dr. Franc L. McCluer,
who was then president of Westminster, was vacationing with his wife. She asked him who he was inviting to give the college’s John Findley Green Foundation lecture, an annual series “to promote understanding of economic and social problems of international concern.” McCluer half-jokingly answered, “I’ve been thinking of inviting Winston Churchill.”

Mrs. McCluer, however, thought it a great idea and thought they could get a little help from General Harry Vaughn, a Westminster alumnus and Military Aide to President Truman. When Dr. McCluer wrote to Mr. Churchill, President Truman added this postscript: “This is a wonderful college in my home state. Hope you can do it. I will introduce you.”

Sir Winston, defeated for reelection in the Labor Party victory of 1945, and perhaps eager for a dramatic platform, accepted. The rest is history. The address, delivered on March 5, 1946, entitled “The Sinews of Peace,” became rapidly known as “The Iron Curtain Speech.”

The Story of the Churchill Memorial/Church of St. Mary
Despite many tragedies, St. Mary’s has been an active place of worship for more than 800 years. It was founded in the early 12th century in London. The parish and church grew with the City and shared all of its struggles. It survived both the English Reformation and Restoration, becoming one of the prominent Puritan parishes of the 17th century. What social change and upheaval couldn’t stop, fire did. On September 2, 1666 the Great Fire of London began, burning for five days. When it finally ended, the city of London north of the Thames, including the entire St. Mary parish, lay in ruins.

Like the Phoenix, the Church emerged from the ashes. The mass destruction of the Great Fire caused many churches to be put lower on the reconstruction list or to not be rebuilt at all. St. Mary was the 9th church restored, placing it among the earliest. Sir Christopher Wren, who’s most famous for his St. Paul’s Cathedral, was the guiding vision behind St. Mary’s rebirth. Work began in 1672 with the majority of the work complete by 1677.

Unfortunately, the Church would see more destruction, this time during WWII. It was hit during the bombing of London in 1940. Left in ruins, St. Mary was saved from demolition by a little college in Fulton, MO.

In 1961, Westminster College President Dr. Robert L.D. Davids met with College friends and members of the St. Louis Chapter of the English Speaking Union to talk about a Winston Churchill memorial. A recent Life magazine feature on war-torn Wren churches scheduled for demolition sparked the suggestion of bringing one to serve as both a memorial and a college chapel. Further research proved St. Mary’s to be the clear choice, its size perfect for the campus.

It took four years to secure permissions from the British Church and State and to raise the necessary $2 million to make the project a reality. In 1965 the removal process
began. Workers carefully labeled each of the 7,000 stones, noting their location in the church. The foundation stone was placed October 1966, 300 years after the Great Fire of London. The reconstruction was complicated by the fact that the original foundation upon which Wren built was not square, requiring continual adjustments in fitting the stone. But by May 1967 the last stone was in place.

Re-creating the church’s interior required another two years and a worldwide effort. English woodcarvers, working from pre-war photographs, created carvings for the pulpit, baptismal font, and balcony. Blenko Glass Company, from West Virginia, manufactured the glass for the windows, and a Dutch firm cast five new bronze bells for the tower.

After nearly five years of construction of what the London Times called "perhaps the biggest jigsaw puzzle in the history of architecture," dedication ceremonies for the Memorial were held on May 7, 1969.

The Church, like the legendary phoenix, had risen once again from the ashes.

The Story of the “Breakthrough” sculpture

With the support of Westminster College, Edwina Sandys, Churchill’s granddaughter, and her husband, Richard Kaplan, met with officials in East Berlin in February 1990. Upon arrival in Berlin, the couple realized their plans to secure large portions of the wall would be costly, as 4-foot-wide sections were selling at a cost of $60,000 to $200,000. This obstacle, however, was solved when officials, impressed by the idea of a Berlin Wall monument being erected near the site of Churchill’s 1946 "Iron Curtain" speech, allowed Sandys to choose eight sections as a gift to the College. Sandys chose her sections from an area near the Brandenburg Gate, frequented by artists, because of the dramatic color of the graffiti; the repeated use of the word "unwahr," within the sections, which in German means "lies" or "untruths." also appealed to her.

"I had always wanted to make a sculpture for the Churchill Memorial at Westminster, and this seemed the perfect moment to do something," Sandys said. "Friends in Berlin had come back with tiny little pieces of wall, and I thought, ‘Wouldn’t it be great to make a sculpture’. I thought I’d better go straight (to Berlin) while there was some wall left."

On November 9, 1990, after a nine-month effort, the "Breakthrough" sculpture stood appropriately in the foreground of the College's National Churchill Museum. Joined by former President Ronald Reagan, Senator John Ashcroft and German Minister Plenipotentiary Fritjof von Nordenskjöld, Sandys introduced her sculpture to the assembled crowd. Forty-four years after her grandfather warned of an "iron curtain," the wide open doors of "Breakthrough" provided a concrete image of the newly realized freedom in Eastern Europe. The ceremonies concluded with a benediction by the Rev. Dr. William B. Huntley Jr., college chaplain.
Museum Information – Museum Exhibit Galleries
The undercroft was built prior to the arrival of the church stones and takes the place of the burial crypts that were under the church in London. An extensive Churchill museum and the Clementine Spencer Churchill Reading Room comprise the undercroft. The museum is divided into several areas:

WINSTON S. CHURCHILL: A LIFE OF LEADERSHIP EXHIBIT

Churchill’s Early Years: 1874-1914
GROWING PAINS (1874-1895)
Gain insight into Churchill privileged but lonely childhood. Here you can read letters to and from his parents and look at one of Churchill’s favorite toys, “Winston’s Magic Lantern.”

THE SWORD & THE PEN (1895-1900)
Explore Churchill’s years in the military and as a reporter. Use the locator wheel and giant map to find out “Where in the World is Winston.”

THE GLOW WORM (1900-1914)
Discover highlights of Churchill’s early years as a politician including his dramatic political party change. Featured is an early silent film shot during the infamous “Siege of Sidney Street” incident.

First World War & Aftermath: 1914-1929
FIRST WORLD WAR (1914-1919)
Discover the sights and sounds of a World War I trench with Churchill. See how he readied his nation for the coming “Great War.”

THE WILDERNESS YEARS (1919-1929)
Follow Winston’s turbulent political career in the aftermath of “The War to End All Wars,” including his involvement with administering “hot spots” in the British Empire.

World War II: 1929-1945
GATHERING STORM (1929-1939)
Stand in Churchill’s footsteps and see Hitler as he did. Watch the chilling Nazi march to power and discover the ominous events leading up to World War II.

CHURCHILL’S FINEST HOUR (1939-1945)
Watch Churchill lead Britain through World War II. See and hear a London air raid at the height of “The Blitz.” Spot enemy aircraft. Explore the reality of growing up in wartime.

RAF EAGLE SQUADRON
Fly with “the few” of the Royal Air Force, including the “Eagle Squadrons,” as they battle the enemy in the skies over Europe.
The Sinews of Peace 1946
Become part of the audience who witnessed Churchill deliver his famous “Iron Curtain” speech at Westminster College on March 5, 1946.

Churchill and the Cold War 1946-beyond
Immerse yourself in the unnerving events and tense atmosphere of the post-World War II world Churchill largely foresaw in 1946 and later dealt with in his second term as Prime Minister.

Churchill’s Private Life
THE PRIVATE SIDE OF LEADERSHIP
Peek into Churchill’s personal side as an artist, author, and family man.

WIT & WISDOM
Relax in an “English Gentleman’s Club” while eavesdropping on conversations about Churchill. Delve into his legendary humor and cleverness with a computerized database containing hundreds of his quotes.

ECCLESIASTICAL CASES IN THE CHURCH OF ST. MARY
These cases display clerical robes and altarpieces handmade in England for use in special services in the Church of St. Mary the Virgin, Aldermanbury, and other church-related items.

CHRISTOPHER WREN MINI-EXHIBIT
An exhibit on Sir Christopher Wren is featured near the undercroft entrance to the church. Christopher Wren was born at East Knoyle, Wiltshire, in 1632. Although he is known today almost solely for his architecture, he was one of the best scientific minds of his time and was made Professor of Astronomy at Gresham College, London, at the age of 25.

Wren's favor as an architect reached a high in 1669 when he was appointed Surveyor General of all royal works, a position he was to hold for almost 50 years.

Wren's best known building is St. Paul's Cathedral, London, built between 1672 and 1710. His buildings include the Royal Observatory at Greenwich, 1675, Hampton Court Palace and Kensington Palace, both redesigned for William III and his wife, Mary, as well as Brasenose College, 1656, the Sheldonian Theatre, 1664-1669, and the Ashmolean Museum in Oxford, 1683. The main authority for Wren's life, Parentalia, or Memoirs of the Family of the Wrens, compiled by the architect's son, Christopher, and published by his grandson, Stephen, in 1750, recounts that the present St. Mary the Virgin, Aldermanbury, was completed in 1677. Wren died at Hampton Court in 1723 at the age of 91. He is buried in St. Paul's Cathedral. Wren's burial place is marked by an inscribed slab which states "Reader; if you seek his memorial look all around you."
ANSON CUTTS GALLERY
This gallery features four to six changing exhibits each year, including our annual Victorian Christmas fundraiser.

CLEMENTINE SPENCER CHURCHILL READING ROOM
This is a research library with holdings relating to Sir Winston Churchill and his era, and Sir Christopher Wren. It contains one of the finest collections of books concerning Churchill in America, and may be used by anyone wishing to study these subjects by scheduling an appointment with the Museum’s Curator/Archivist. Books may not be checked out. It was designed and furnished by Mrs. Norman Laski and dedicated to Lady Churchill in a special ceremony in the spring of 1975.

OUTSIDE FEATURES
BELSKY STATUE
Franta Belsky was a Czechoslovakian-born sculptor. He studied sculpture in London at the Central School of Arts and Crafts and then the Royal College of Art. He was commissioned to do a sculpture of Winston Churchill for the Churchill Museum. The statue was brought to St. Louis by the Royal Air Force. It was unveiled on May 16, 1971. He also sculpted portrait busts of four generations of the royal family, including the Queen Mother, the Queen, and the Duke of Edinburgh, Prince Andrew, and Prince William. Franta Belsky also designed the Dr. Robert L. D. Davidson plaque. He was given an honorary doctorate degree from Westminster College in 1997. He died on July 5, 2000 in Oxfordshire, England.

ENGLISH GARDEN AND SUNDIAL
Mr. Cecil Whitmarsh of St. Louis gave the English Garden on the east side of the church in memory of his wife, Isabelle R. Whitmarsh. The sundial in the north end of the garden is English, dating to 1650. Mr. Whitmarsh has also given plantings which are located between the Museum and Champ Auditorium and the English dolphin lead fountain for the enjoyment of visitors.

THE J. STERLING MCCUSKEY MEMORIAL GARDEN
Mrs. McCluskey gave this garden, located at the northwest corner of the church, in memory of her husband, J. Sterling McCluskey, in 1982.
Museum Information – Church of St. Mary features

Religious Affiliation
The Church of St. Mary the Virgin, Aldermanbury, was Roman Catholic for about 430 years, until the time of the Protestant Reformation in England during the reign of Henry VIII. It then became Anglican (Church of England). In Fulton, it serves as the chapel of Westminster College as an ecumenical church (inter-denominational). Ecumenical services are held when school is in session. In addition to church services, there are weddings, baptisms, concerts, and lectures held in the church.

Original Structure
Of Wren’s original structure, the four outer walls, the twelve columns, and the lower part of the bell tower were brought to Fulton.

Twenty-four of the twenty-seven steps leading to the belfry date to the original 1181 Church of St. Mary. They originally led from the church down to the crypts below, but were placed in the bell tower during the reconstruction.

Columns
The columns have both Ionic and Corinthian segments. Of the twelve capitals, seven are original. The other five capitals were reconstructed to replace those that were damaged during the bombing.

Windows
The windows are made of clear, hand-blown cathedral window glass, which was manufactured by the Blenko Company of West Virginia. The clear glass is a trademark of Wren’s design and was used to maximize natural lighting, thus creating what he felt to be a more "ethereal" effect.

Pineapples (Pinecones)
Another Wren trademark, the pineapple (sometimes referred to as the pinecone) is a traditional symbol of friendship, fertility, and hospitality. Examples can be found on the four outside corners of the church and on the bottoms of the chandeliers.

Woodcarvings
The carvings, which make up the doorways to the vestries, including the wooden columns and the carvings above each door, were carved in the workshops of Grindling Gibbons, Wren’s chief woodcarver, who had done all the original woodwork for the church. The carvings were originally created for the St. Dionis Back Church of London. All other carvings in the church, including the reredos (area behind the altar), pulpit, baptismal, and balcony, were completed by Arthur Ayers, a London woodcarver who copied Gibbons’ style. The lighter carvings are of lime wood from the English Linden tree. The other carvings are of oak. All other woodwork was produced in the 17th century Wren style by the Gravois Mills Co. of St. Louis and is American oak.
The pew kneelers were needlepointed by 400 volunteer women from the United States, Canada, and the United Kingdom. There are nine different designs relating to the lives of Winston Churchill, Sir Christopher Wren, the City of London, and the Diocese of London. One kneeler--as part of the Ecclesiastical Exhibit--bears the monogram of Mamie Doud Eisenhower (wife of former President Dwight D. Eisenhower) who needlepointed it for the Museum.

The two Bibles, New Testament in one volume and Old Testament and Apocrypha in the other, are No. 193 of 200 handmade Bibles and were printed in 1935. Each Bible is printed on handmade paper, with the outer cover being made of lambskin. The wooden partitions on each cover are from the Old House of Commons, in which Churchill served (bombed in WWII).

The altar flooring is of black and white marble. The Ten Commandments' wording is from the seventeenth-century English Prayer Book, in common use during the time of Wren's reconstruction of the Church. The table is a replica of that made in 1680-84 for the Wren church of All Hallows Bread St., which is now in the St. Vedast Foster Lane Church, and was made for our church in 1983 by Tom Hooper at St. Peter's Organ Works of London.

The chandeliers are electrified replicas of Wren's original chandeliers and were created in Cleveland, Ohio by the N-L Lighting Company.

The two chairs within the altar railing are 11th century King Charles II chairs, which were bought in London and given to the Memorial. The two chairs outside the railing are reproductions, which were found in an antique shop in St. Louis and are over 100 years old.

The molds were created in Wren's design by Marshall Sisson, a well-known British restorer and architect, and consist of the Tudor Rose, Virgin Mary Rose, Daisy, Acanthus leaf design, and Egg-and-Dart motifs.

The five bronze bells (G, A, C, D, E), cast in the centuries-old Petit and Fitzen Foundry of Holland, toll the Westminster chimes on the hour from 7 a.m. to 11 p.m., and are controlled by a computerized English bell change ringer system.

The sword stand was created by Hector and Mary Moore of Brandeston, Suffolk, England, and was unveiled at St. Mary, Aldermanbury in 1988. It is a precise copy of the
1687 sword stand from the Church of St. Michael, Wood Street and is used to display the ceremonial sword of the Lord Mayor of London while s/he is in attendance in church. The brightly colored panels on either side of the sword stand were hand painted and acknowledge the various Livery Companies which made contributions to the completion of the stand.

**Lord Mayor’s Sword (on exhibit in the undercroft)**
On ceremonial occasions a sword is always carried before the Lord Mayor of London. When s/he visits a church, her/his sword is placed in the parish sword stand, announcing to all that the Lord Mayor is in attendance. The Corporation of the City of London and the Worshipful Company of Cutlers presented a replica of the Lord Mayor’s sword to the Church of St. Mary the Virgin, Aldermanbury. The ceremonial sword, circa 1720, may be displayed in the Lord Mayor’s sword stand on seven days throughout the year, relating to the Mayorality of London, and also to Churchill’s visit to Westminster College.

**Mander Tracker Organ**
Built by Noel Mander Ltd., London, the 38-rank tracker organ is the only organ of its kind in North America and is all mechanical except for the bellows. The organ was created from an 18th Century organ case from the Woolwich Parish Church, Kent, England, and contains two ranks of 18th century organ pipes. The keyboard has reversed colored keys. Ivory, being scarce in the 18th century, was used only for the smaller accidental keys, with cheaper ebony wood being used for the larger keys. The Crown and Bishop’s Miters at the top of the organ symbolize the restoration of Charles II to the throne in 1660, after an unsuccessful Puritan reign by Oliver Cromwell and his son. Restored by Noel Mander, the Crown and Miters were salvaged from the Church of St. Michael Paternoster Royal, London, and date back to the 17th Century.

**Shakespeare Bust**
The bust of William Shakespeare, located in the back of the church, was presented to the Museum in 1991 by the city of Stratford-upon-Avon. It commemorates the lives of John Heminge and Henry Condell, two Church Wardens of St. Mary’s who were close friends of Shakespeare. After Shakespeare’s death, these two men were responsible for the publishing of the Shakespeare ”First Folio,” thereby preserving his works for future generations.

**Eagle Squadron Badges**
The plaques that flank the Lord Mayor’s sword stand commemorate the 50-year anniversary of the transfer of the Eagle Squadrons from the Royal Air Force Fighter Command to the U.S. Army Air Forces, on the 29th of September 1942. The Eagle Squadron Badges, originally approved by His Majesty King George VI, were painted at the College of Arms and gifted by The Royal Air Force to the Memorial on the occasion of the Service of Gratitude and Thanksgiving held in the Church on the 26th of September 1992.
Barbers Guild
The Barbers Guild now serves as the church's main contact with London. An individual who is a member of The Barbers Guild assumed the liaison duties with the Church from Noel Mander upon Mr. Mander's retirement. The Barbers Guild is one of the London Guilds that donated the Sword Stand to the church. The Worshipful Company of Cutlers Guild donated the Mayoral Sword and several other guilds joined together to donate the Sword Stand.

Brass Altar Set
Located on the altar, this brass altar set was a gift from the St. Louis Friends of the Winston Churchill Memorial and Library.

Liturgical Symbolism in the Church
The "X" superimposed over the "P" above the reredos is a monogram; X and P are the two Greek letters Chi and Rho, which are the first two letters in the Greek word for Christ. The letters IHS are the first three letters of "Ihsus," the name of Jesus in Greek. The letters IN-RI represent the four initial letters of the Latin words, "Jesus Nazarenus Rex Judaeorurn," meaning "Jesus of Nazareth, King of the Jews." This is the inscription placed mockingly by His Roman executioners on the cross at Jesus' crucifixion. The Pelican on the balcony front is carved of lime wood. According to legend, the pelican, which has the greatest love of all creatures for its offspring, pierces its breast to feed them with its own blood. It is on the basis of this legend that the pelican came to symbolize Christ's sacrifice on the cross.
Museum Tour Information – Winston Churchill

Please use the following information to guide your discussion on Winston Churchill. It is by no means a complete biography of him, but it is a good overview and beginning.

Who is Winston Churchill?

Childhood
Winston Leonard Spencer Churchill was born on November 30, 1874 at Blenheim Palace in Oxfordshire. His father was the prominent Tory politician, Lord Randolph Churchill. His mother was American Jennie Jerome. He grew up with social class, privilege, and sense of heritage but little money. Common at the time, Churchill was raised by a nanny and attended boarding schools at an early age.

Education
In his younger years, Churchill did not do well in school. He had a vivid mind and the school regimen did not suit him. He excelled in only two subjects English and History. Because he did poorly in school, Churchill was not able to get into University. Instead, he chose to attend the Royal Military College. After two failed attempts at the entrance exam, Churchill passed with just enough points to join the Calvary.

Career Choices
Churchill’s overriding purpose in both seeking combat and writing articles established his reputation for a political career. In mid-1890s, Churchill was a British Calvary Junior Officer. In 1899, after leaving the Calvary, he became a war correspondent for the Boer War. It was here he was captured. Churchill escaped and fled to safety. By the time he arrived at his destination, he was famous. His newfound fame helped launch his political career. In 1900, at the age of 25, Churchill won a Conservative seat, which started a political career that spanned over 60 years. Within this time, he would lose office, switch parties, and become Prime Minister twice.

Personal Side
Churchill married Clementine Hazier and had five children. He held quite a number of hobbies. He thought everyone should have at least two hobbies to be a well-rounded person. At the top of his list were bricklaying, landscaping, and animals.

Churchill died on January 24, 1965 and was given a state funeral.

Why Study Churchill?
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 1), 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- would Lord Halifax have surrendered to Hitler when Britain’s position seemed hopeless, turned over the Royal Navy to Germany resulting in the defeat of Russia, too? What else would now be under Hitler’s control?

For students today, this scenario certainly seems 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 students of the 21st century.

Learn About Leadership
Churchill was a man that most could, and still do, look up to as someone with good character. He was a motivated, inspirational leader. The table to the right is a list of common character traits. There are three leadership characteristics to mention when talking about Churchill.

1. Model the Way
**Definition:** Leaders establish principles concerning the way people should be treated, the way goals should be pursued, and created standards of excellence, setting an example for others to follow.

**Churchill:** Churchill persisted and refused to give up, spoke out about his concerns before all others, and chose courses of action and made decisions based upon his values and believes.

**Example:** Churchill also spoke his concern about Hitler before many recognized the danger. No one would listen, yet he believed in his cause - the protection of the people - so he persisted until people listened.

2. Inspire a Shared Vision
**Definition:** Leaders passionately believe they can make a difference. They envision the future, creating an ideal and unique image of what can be.

**Churchill:** Churchill created a vision of England succeeding in war and times of trouble. He had the foresight of the "iron curtain" and shared that concern.

**Example:** After the upsetting General Election defeat in 1945, Churchill was invited to Westminster College as part of their annual Green Lecture Series. He realized the magnitude of this opportunity and goes to Fulton to speak.

His "Iron Curtain" speech, which was filled with concerns about, at that time, the USSR, inevitably predicting the Cold War, has become one of the most well-known and historically significant speeches of all time.

3. Challenge the Process
**Definition:** Leaders search for opportunities to change the status quo, looking for innovation and taking risks. Because they know that risk taking involves
mistakes and failures, they accept the inevitable disappointments as learning opportunities.

Churchill: Throughout his career, Churchill challenged people and countries to deal with world issues. Switching political parties when he felt it was the right thing to do, failing many times, but continuing to strive to lead others, Churchill embodied the definition of "risk taker".

Learn about United States & Missouri History
In 1946, Sir Winston Churchill came to the campus of Westminster College in Fulton, Missouri to deliver his famous "Sinews of Peace," or "Iron Curtain," speech. The thesis of his speech? Predicting the shape of the emerging Cold War.

Churchill outlined the complications and tensions of that moment in world history—less than a year after World War II and at the dawn of the Cold War.

- He had been watching the Soviet Union with increasing concern. "A shadow has fallen upon the scenes so lately lighted by the Allied victory," he said; adding, "whatever conclusion may be drawn from these facts...this is certainly not the liberated Europe we fought to build up. Nor is it one which contains the essentials of permanent peace."
- Churchill noted the tensions mounting between Eastern and Western Europe. "From Stettin in the Baltic to Trieste in the Adriatic," he said, "an 'iron curtain' has descended across the continent."
- Churchill then predicted what he called the formation of the "Soviet sphere."

President Harry Truman predicted that Churchill's address would put both Fulton, Missouri and Westminster College on the map—he was right. The construction of the National Churchill Museum ensures that Churchill's "Sinews of Peace" and Westminster's role in bringing it to life will never be forgotten. For students today, Churchill and his times are where most history is...in the past. However, 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 21st century. What place does Churchill have in today's political world? How do we relate the past style with the present and future? Is there a difference in Churchill's leadership compared to leaders today?
Churchill: Leader and Statesman

He was the lion who roared when the British Empire needed him most. He held many positions during his long career and was an accomplished civil servant. Winston Churchill entered the Royal Military College of Sandhurst, and graduated with honors in December of 1894.\(^1\) He later saw action in Cuba, India, Egypt, Sudan, the front lines of World War I, and even took part in one of the last British cavalry charges in history.\(^2\) When he turned twenty-five, Churchill was elected to Parliament, and began his career as a statesman in the House of Commons. He went on to serve as First Lord of the Admiralty, Minister of Munitions, Chancellor of the Exchequer, and Prime Minster. In his private life, Winston Churchill was an avid reader and scholar, painter, author, journalist, and war correspondent. Historians widely attribute Churchill with being "the greatest statesman of the 20th century." Churchill was an effective leader and statesman because of his tremendous ability to inspire people; his unique strategic insight; his relentless passion; and his imperturbable personality.

One of Winston Churchill's chief attributes as a leader was his capability of inspiring people, regardless of seemingly ominous circumstances. The source of this inspiration was his character. Churchill perpetually demonstrated enthusiasm, determination, and optimism-if not at all times in private, then at least always in public. One of Churchill's private secretaries spoke of Churchill's drive:

The effects of Churchill's zeal were [sic] felt immediately in Whitehall. Government departments which under Neville Chamberlain had continued to work at much the same speed as in peacetime awoke to the realities of war. A sense of urgency was created in the course of very few days and respectable civil servants were actually to be seen running along the corridors. No delays were condoned; telephone switchboards quadrupled their efficiency; the Chiefs of Staff and the Joint Planning Staff were in almost constant session; regular office hours ceased to exist and weekends disappeared with them.\(^3\).

Churchill's ability to inspire may be seen in the opening days of World War II. He did not permit a defeatist attitude, nor would he entertain talk of reasonable terms with Adolf Hitler. As Sir Martin Gilbert, Churchill's official biographer, wrote, "It was Churchill's own opposition to all forms of defeatism that marked out the first six months of his war premiership and established the nature and pattern of his war leadership."\(^4\) Another example of Churchill's powers of inspiration was his ability to channel his determination to the British people, and generally strengthen their resolve through enthusiastic encouragement and praise to others. During the opening days of the war he said that, "The British people are like the sea. You can put the bucket in anywhere, and pull it up, and always find it salt."\(^5\) Churchill inspired not only British leaders, but British citizens as well, by projecting an attitude of optimism and stalwart fortitude. Finally, Churchill's robust optimism is excellently showcased in a speech he made in the House of Commons on June 4, 1940, when he spoke these famous words:
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 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.\(^6\)

Churchill's words prompted the Labour MP Josiah Wedgwood to say, 'That was worth 1,000 guns, and the speeches of 1,000 years.'\(^7\) Churchill's potent spirit of perseverance and determination is best summed up in one of his own maxims: "We must just KBO." The initials stood for "Keep Buggering On."\(^8\) Churchill understood the dangers of defeatism and poor morale as a soldier and leader, so he set the example needed to inspire others around him ... and he kept "buggering on."

Winston Churchill was also an effective statesman and leader because he possessed the attribute of strategic foresight. An example of his keen intuition is found in the aftermath of the Munich Agreement. While Neville Chamberlain proclaimed that its policies of appeasement had brought, "peace in our time," Winston Churchill complained of the terms. He declared that: a) nothing vital was at stake; b) Czechoslovakia could "have hardly got worse" terms in the agreement; and c) the agreement would ultimately not be successful in preserving Europe's uneasy peace while the threat of Nazi Germany under Hitler still loomed.\(^9\) World War II would prove his intuition correct. Despite his misgivings, Churchill, "...never doubted that the Western Alliance would defeat Hitler and subsequently Japan," and his vision was again clear.\(^10\) Another example that showcases Churchill's strategic foresight is Communist Russia. Churchill had early misgivings about Russia, apart from the ones that he voiced in his famous "Iron Curtain" speech, where he spoke of an iron curtain settling on Eastern Europe. In 1931, Churchill declared in front of a large audience in Brooklyn, New York, that the great struggle of the future would be between English-speaking nations and communism.\(^11\) The Cold War would later prove his prophecy correct. A third example of Churchill's strategic intuition is shown during his time as First Lord of the Admiralty starting in October 1911. Churchill summed up his approach to British naval power in these words:

> Adequate preparation for war is the only guarantee for the preservation of the wealth, natural resources, and territory of the State and it can only be based upon an understanding, firstly, of the probable dangers that may arise; secondly, of the best general method of meeting them as taught by the principles to be deduced from the events of history; and, thirdly, of the most efficient application of the war material of the era.\(^12\)

Churchill applied this policy to his duties as First Lord of Admiralty and set about thoroughly preparing Britain's fleet for war. He also studied German naval progress, strength, and maneuvers. A mere four years later, World War I broke out, and thanks to Churchill's wisdom, the British Navy was well prepared for battle. In summary, Churchill possessed exceptional strategic foresight, tempered with a healthy dose of realism. As
one observer wrote, “Churchill had great foresight, but he knew the future is mostly unpredictable.”

While Winston Churchill’s foresight was a critical component of his leadership there was another factor that elevated all of his talents to the forefront: his passion. Winston Churchill possessed a passion for democratic freedom that drove him to work hard for its preservation, allowing him to be an effective statesman and leader. Perhaps the best example of Churchill’s passion is found in some of the words that he used to inspire people and battle defeatism: “I am convinced that every man of you would rise up and tear me down from my place if I were for one moment to contemplate parley or surrender. If this long island story of ours is to last, let it end only when each one of us lies choking in his blood on the ground.” Churchill’s passion fueled his desire to maximize the efficiency of Britain’s wartime government and bureaucracy. An excellent example of this efficiency is the structural organization that Churchill implemented in the English chain of command. Sir Martin Gilbert writes that:

The organization of his wartime premiership was a central feature of Churchill’s war leadership. That organization took several months to perfect, but from his first days as Prime Minister and Minister of Defense he worked to establish it, and to create in the immediate ambit of 10 Downing Street an organization that would give the nation strong and effective leadership.

This organization was comprised of different councils, executives, committees, and boards. Each leader in charge of the respective agencies sat on an executive board chaired by Churchill called the Chief of Staff Committee. Once Churchill fine-tuned this system, “...the highest possible accumulation of professional knowledge was at his disposal.” Churchill’s passion also produced innovation. For example, he prompted the invention of the tank. In order to break the deadlock of the “no-man’s land” of World War I. Churchill suggested that a type of heavy tractor with robust treads be produced from which men could fire machine guns and throw grenades from behind armor plating. This suggestion led to the production of the first tanks. Churchill’s service as a soldier also showcases his passion. During World War I, Churchill served on the frontlines in France as a major with the 2nd Battalion of the Grenadier Guards.

Eventually, Churchill became the commander of the 6th Royal Scots Fusiliers, a battalion of the 9th Division. As a soldier he possessed a steady, defiant courage, setting an excellent example for his men. When he left France in 1916, one Scotsman from under his command declared that, "I believe every man in the room [at a farewell lunch] felt Winston Churchill’s leaving us a real personal loss."

The last component of Churchill’s remarkable formula for success was his imperturbable personality. Coupled with a dogged determination was a personality that was capable of exuding charm and wit, and that caused people to gravitate toward him. Churchill famously described himself in the following way: “We are all worms but I do believe I
am a glow worm." History shows that he did indeed glow. For example, he was able to maintain poise in even the most stressful of times.

Churchill's typists were also to find that, however bad his moods could be in dire moments of the war, he always had words of comfort for them and a ready smile—his "beatific grin," as Marian Holmes called it. "Don't mind me," he would say after an outburst, "it's not you—it's the war." On one occasion, in November 1944, finding Marian Holmes and her colleague Elizabeth Layton working in the Hawtrey Room and Chequers without a fire, he commented, "Oh, you poor things. You must light a fire and get your coats. It's just as well I came in"—and he proceeded to light the fire himself, piling it high with logs.20

It may be said that Churchill's personality was the result of a combination of different qualities that produced his witty charm. John B. Severance, a British author on Churchill writes that, "Lots of people have imagination, courage, and tenacity. Few people have them in the amount or combination that Churchill did."21 Churchill used his unique charm and personal qualities to encourage people to strive hard at their work and to excel in the jobs they were assigned. For example, people visibly displayed their affection for Churchill, as General Ismay recalled in an incident on Downing Street when a large group of people waited outside his private entrance to the Admiralty, and greeted him with cries of encouragement and good luck.22 Churchill's poise was also displayed in his famous wit. One evening as a tired and wobbly Churchill was leaving the House of Commons, the Labour Member of Parliament Bessie Braddock accused him of being "disgustingly drunk." He replied: "Bessie, my dear...you are disgustingly ugly. But tomorrow I shall be sober and you will still be disgustingly ugly."23

World War II, however, is where Churchill's personality shines the most. He tirelessly travelled to military positions and installations, conducting inspections, boosting morale, and supporting commanders. He also established a personal friendship with Franklin Delano Roosevelt and maintained strong relations and diplomatic ties with the American Government. Through it all, he was able to maintain a cool assurance of victory and instill confidence in everyone around him.

In conclusion, of all the qualities that Churchill displayed, perhaps the most interesting was his unexpected outbursts of humility. While Churchill's power to inspire, his strategic foresight, his driving passion, and his unstoppable personality were the core qualities that made him an effective leader and statesman, the realization that he too was a "worm" tempered his character and kept him focused. His lifetime spanned not only the two World Wars of the 20th century but other conflicts, historic diplomatic meetings, and the onset of the Cold War. Winston Churchill led the British nation on two separate occasions as prime minister, in peace and in war, and on two separate occasions as First Lord of the Admiralty, both in the office and on the frontline. Yet, he steadfastly refused to take the credit. When cheered at the demise of Nazi Germany, he responded, "I have never accepted what many people have kindly said, namely that I inspired the nation. It was a nation and race dwelling all round that had the lion heart. I had the luck to be called upon to give the roar."24
Footnotes


[7] Ibid., 656.


[15] Ibid., 5.

[16] Ibid., 6.


[18] Ibid., 340.

[19] Ibid., 360.


Bibliography


Museum Tour Information – Fulton, Missouri area

Fulton, Missouri
Fulton is a quiet town of approximately 13,000 residents in the central area of Missouri and is situated on the border where the prairie land breaks away into the wooded hills and lime-stone cliffs of the Ozark Range. Located seven miles south of Kingdom City at Interstate 70, Fulton is approximately 100 miles from St. Louis, 150 miles from Kansas City and within 30 miles of both Jefferson City, Missouri’s state capitol, and the college town of Columbia.

The U.S. gained control of this area through the Louisiana Purchase in 1803. In 1824, a state commission was appointed to find a new county seat. In 1825, the commission recommended the purchase of fifty acres of land from George Nichols for 50 dollars. That transaction marked the beginning of the town of Fulton. Fulton was originally named "Volney," after the French freethinker, but soon became Fulton after the inventor of the steamboat.

In 1847, Fulton became the site of the first state asylum for the insane, now Fulton State Hospital, which, except for a brief period during the Civil War, has operated continuously. The "Asylum for the Education of the Deaf and Dumb," now Missouri School for the Deaf, was established in 1851.

Fulton is an agricultural service community. A few examples of the industry in Fulton are two brick factories, Backer’s potato chips, Callaway Nuclear Power Plant, Danuser Machine Shop, Ovid Bell Press, and Dollar General Distribution Center.

Callaway County
Callaway County was established in 1820 and was named for Captain James Callaway, a grandson of Daniel Boone, who was killed in a battle with the Indians on the western edge of Montgomery County.

Hostilities between the North and South found Callaway County strongly Southern in sympathy. The war began in 1861 and, to the disappointment of the people of this county; Missouri did not secede from the Union. In September, the county seceded from the state of Missouri and from the United States. In October, word came that a federal army under the command of Col. John B. Henderson was approaching the county from the east. Colonel Jefferson Jones, a veteran of the Mexican War and a large land and slave owner, raised an army of approximately five hundred men and boys, drilled them briefly and advanced to meet the Federals. Both commanders halted short of the Callaway-Montgomery line and entered into a parley. The result was a treaty whereby the United States agreed not to invade Callaway County and Callaway County agreed not to invade the United States. Thus having been treated as an equal with a sovereign power, this county became known as the "Kingdom of Callaway."