

**OUTLINE FOR TV SHOW ON
EISENHOWER AND CHURCHILL**

1. Why did you write a book dealing jointly with the lives of Eisenhower (“E”) and Churchill (“C”), mainly until the end of WWII but also to some extent thereafter?
 - A. Why do you think they were the two greatest leaders of the 20th Century?
 - (i) You say that, although they were the two greatest leaders of the 20th Century, both had values firmly rooted in the 19th Century. Explain what you mean by this.
2. You are personal friends with the Eisenhower family and were acquainted with the Churchill family, right?
3. You see various similarities and some differences in the lives, personalities and characteristics of the two men, correct? Discuss the following ones:
 - A. The circumstances of their births.
 - B. The professional or business efforts of their fathers, the foundering of those efforts, and the attitudes of the two men toward their fathers.
 - C. The coldness or warmth of the parents toward their sons, and what the parents' lives consisted of. (Also, the role of Mrs. Everest in C's life.)
 - D. The differing athletic accomplishments of each in “high school,” i.e., the lone wolf aspect of C in swimming and fencing, and the team sports and organizational aspects of E in high school. Also, the “independence” (not to say mouthiness) of C in high school, e.g., “I have grave reasons to be displeased with *your* conduct, sir” (emphasis added), whereas E was more of a kid who acted in the approved way.
 - E. The fact that, albeit after difficulties gaining admission, they both went to military academies (Query: did Swede Hazlitt become a famous admiral), where C shaped up because of a realization that he had to get serious, whereas E tended more to disregard rules, and got serious after graduating from West Point.
 - (i) Explain that E wanted to be an athlete at West Point, that he started out successfully but got hurt, and what happened then at West Point.
 - (ii) Briefly discuss how E developed a mathematical proof on the spot in a class

at West Point.

- F. The effect their mothers had on them, including the transmission of E's mother's aspirations to her sons, and the efforts of C's mother to advance his career. Explain.
- G. The interest that each of them had in reading history and in writing. The fact that E read history in high school, C started reading seriously in India, and E took up reading again in Panama.
- (i) C made much of his living writing (Query: what happened to Leonard Jerome's fortune?), and E was a very good writer who became known in the army for this ability -- Pershing had him write the battlefields book (which caused him to learn about France, which was useful later), and MacArthur wanted him as an aide. Also, he wrote "Crusade In Europe" by himself, didn't he?
- (ii) C was good at making speeches but E was not. Do you have any sense of why E was not good at this? Was it because he didn't -- or chose not to? -- work at it? One of his speeches you feel was pretty much a masterpiece.
- (a) It is odd, is it not, that a man who was a mediocre public speaker could be so orally captivating in less formal settings, as when he toured the Normandy beaches with Walter Cronkite in 1964?
- H. C decided early on that he wanted to go into politics rather than remain in the army, whereas E had no use for politicians -- though some believe that he was a born politician (or would it be better to say a born diplomat)?
- I. Both were advocates of the tank -- explain the role of each in regard to the tank.
- J. Both were pilots and advocates of air power. Discuss C flying daily to France in WWI, and when and why E learned to fly.
- K. Both experienced heartbreak when they had children who died in the 1920s.
- L. The careers of both were to a considerable extent stymied in the 1920s.
- M. Each had a mentor who was influential in their lives, didn't they?-- Bourke Cockran in C's case and Fox Connor in E's? Explain who Cockran and Connor were and what C and E learned from them.
- N. Both relied, for different reasons, on Bernard Baruch.
- O. Both foresaw, well in advance, the coming of WWII, with C understanding that the

punitive Versailles peace was a disaster. In fact, foresight about WWII was important to E's decision to remain in the army, instead of taking a high paying job in journalism, wasn't it?

- (i) Is it fair to say, without meaning it pejoratively, that each was not only very ambitious, but kept an eye out for the main chance?
 - (ii) Explain the reasons why, and give examples, of what you think was Churchill's constant remarkable ability to predict the future. Include his imagination, his willingness to think logically about and to speculate about possibilities, to cast aside the less likely possibilities, to be wrong, etc. Examples would include his views of the Cuban Revolution and what it would lead to, his prediction of when WWI would come and what would happen in its first 40 days, his views of the Nazi regime, his prediction of the attack on Russia, and how long it would take the Soviet Union to collapse and why.
- P. Their personal styles in conference were quite different, weren't they? C's was to dominate, to aggressively challenge, to present his ideas forcefully. E's was more to listen, and to "insinuate" his own ideas in a way that made the other person think it was his own idea.
- (i) The difference in style initially caused some difficulty, didn't it, because E felt patronized as it were, until he learned that this was just C's style and C actually respected him highly?
- Q. They had a few significant differences during the war and afterward, right? Explain their differing views on the desirability of greater efforts in Italy and the Balkans, the landing at Marseilles, the chances of success of the Normandy invasion, whether to make an effort to take Berlin ahead of the Russians, and the desirability of a summit conference in the 1950s when E was President and C again Prime Minister.
- (i) Yet, they always remained simpatico, right? Describe the scene, when C was dying and E held his hand for nine minutes. Describe E's eulogy at C's funeral.
- R. They both considered the Cold War to be fundamentally a war of ideas. C was a romantic and E a realist. Explain why you say this.
- S. They both were against the sending of American troops to Viet Nam. (Tell the story of C's dinner with Lloyd George in 1914 when Ho Chi Minh was their waiter.)
4. Describe C's early exploits, e.g., his participation at Omdurman, his early journalism and two early books -- "The River War" and "The Malakand Field Force," his exploits in the Boer

War, his American tour -- which he thereafter repeated on a number of occasions to earn money.

5. Describe how Churchill got involved in politics, first as a Tory, then as a liberal, his efforts regarding the Navy in WWI, the Gallipoli campaign, his participation in the trenches, the report he wrote that was presented secretly to the House of Commons, and his organizing of logistical support for the American army.
 - A. Explain why you feel he unfairly took the entire blame for Gallipoli, and then ironically, he got virtually none of the deserved blame for Narvik 25 years later.
6. Describe E's cross country vehicle trip and what it meant later when he would visit troops in England and when he created the interstate highway system, how E "laid siege" to the Douds family, his work training men in tank warfare at Gettysburg, the "Club Eisenhower," the value of his experience as Moriarty's chief of staff, his work for MacArthur and his unhappiness with MacArthur (who had an I problem).
7. Describe C's life in the 1920s and 1930s, when he did a bad job at the Exchequer, lost his seat in parliament, created his own party to run for the seat in the Westminster district, lost his mother and daughter, wrote books (in an oratorical style), painted, amassed enormous amounts of statistics and information about Germany, its rearmament, its air force and its militarism, constantly had knowledgeable people visit him at Chartwell, is supposed to have drunk quite heavily, and was a voice in the wilderness regarding Germany, British pacifism, and the failure of England to rearm, and built up a "shadow staff."
 - (A) Explain that Churchill did not have friends, but rather was friendly with people who were useful to him.
8. Explain that E studied mobilization of industry, including wage and price controls, in case of war, how there was a terrible adverse reaction to his recommendations, particularly because of the Merchants of Death view that was prevalent at the time, and the effect this had over two decades later when he warned of the military-industrial complex.
9. Explain how E's work on the Pacific Coast maneuvers and the huge Louisiana maneuvers led to his being extensively noticed and even becoming something of a celebrity.
10. Explain the cable saying "Winston is back."
11. Describe Amery's quotation (was it from Cromwell and the Long Parliament?) telling Chamberlain to resign.
12. Talk about -- quote or recite if you wish:
 - A. C's "blood, toil, tears and sweat" speech upon becoming Prime Minister. Also FDR's

reaction to it.

- B. The fight them on the beaches, etc., speech after Dunkirk.
 - C. C's "never in the field of human conflict" comment.
 - D. Roosevelt's words from the Book of Ruth and from Longfellow's Civil War poem.
 - E. C's statement about a favorable reference to the devil if Hitler invaded hell.
 - F. C's comments in Congress regarding the Japanese miscalculation of what kinds of people the British and Americans were and teaching them a lesson they and the world would never forget, and his comment as to why he might have got to Congress himself if his mother had been English and his father American.
13. Describe the drafting of the Atlantic Charter at sea, the singing of Onward Christian Soldiers, and culling through a convoy twice.
14. Describe the bad relationships between English and American generals, the reasons for this, and the way Eisenhower solved the problem about as well as it could be solved. Describe in this connection the dislike and disputes between Montgomery and Patton, including with regard to the Battle of the Bulge, and how E almost had to fire Montgomery.
- A. Explain how C always supported E with Roosevelt, and let it be known that it would be fine with him if E commanded Overlord. (Explain FDR's reliance on Marshall.)
 - B. Describe C's "If you obstacle me" comment to De Gaulle.
15. Describe C & E's Tuesday luncheons and Friday dinners, and the discussions held there.
- 16(a). Explain the argument over, and the importance of the decision on, whether to bomb in France prior to Overlord.
- (b). Describe how E managed to dissuade C from accompanying the invasion.
- 17(a). Describe and give the reasons for C's electoral defeat in 1945.
- (b). Discuss and, if you wish, recite the pertinent part of the Iron Curtain speech.
 - A. Why did Truman react coldly to it.
 - (c). Describe E's distaste for what he had to do as Chief of staff -- i.e., to dismantle the army while Soviet power was expanding.

- (d). Describe E's brief stint at Columbia -- and his five hours versus five minutes comment.
- (e). Describe what Eisenhower had to do to try to obtain commitments from foreign governments for NATO after he was made its Supreme Commander.
 - A. C was in favor of strong cooperation from both France and Germany.
- 18. Explain that E did not want to run for President (or at least said this) and was persuaded to do so, in your judgment, by a powerful sense of duty combined with the threat, on the one hand, of an isolationist president, Taft, who would be working at cross purposes to what E was trying to accomplish in NATO, and, on the other hand, a president, Truman, whose deficit spending policies E disagreed with.
- 19. What was the impact of E's "I will go to Korea" pledge, and were that pledge and trip really meaningful as opposed to merely being a stunt to win the presidency.
- 20. Explain C's concern because totalitarian states were beginning to outnumber democratic ones in the United Nations.

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