John Collins created the cartoon at right for the *Montreal Gazette* in 1944. It depicts the Allied invasion of Normandy — D-Day. The photograph above was also taken in 1944. It shows Evelyn Cruickshank of Winnipeg, Manitoba (at left), Gertrude Robichaud of North Bay, Ontario (centre), and Jean McNamara of Port Hood, Nova Scotia, working in a munitions plant in Toronto, welding magazine clips onto guns to be shipped to China.
At the beginning of World War II, Canada had three shipyards, eight airplane factories — making 40 planes a year — and virtually no munitions plants. By the end of the war, the aircraft industry had churned out 16,418 aircraft and Canada had a booming munitions industry.

Committing the country’s entire industrial capacity to the conflict was only one aspect of Canada’s war effort. World War II was a total war, and that also meant making sacrifices. Soldiers put their lives on the line, but Canadians at home also experienced drastic changes as the government took control of many aspects of daily life and work.

Examine the two images on the previous page and respond to the following questions:

- Together, what story do these images tell?
- What might have inspired these three women to travel so far from home to work in this factory?
- If the photograph had been taken 10 years earlier, what might have been different?
- If the photograph had been taken 10 years later, what might have been different?
- After the war, what might have happened to all the skilled workers in munitions factories?

Looking Ahead

The following inquiry questions will help you explore the extent to which World War II changed Canada:

- How did government war policies affect Canadians?
- How did Canadians support the war effort?
- Did war atrocities change Canadians’ attitudes?

Key Terms

munitions
wage and price controls
plebiscite
reservists
human rights

LEARNING GOALS

In this chapter you will

- explain how World War II changed the lives of Canadians
- analyze the impact of the Holocaust on Canadians
- describe the economic trends and developments of the period
- describe key government policies of the period and their impact on different groups
- outline the contributions of different individuals and groups to Canadian politics, society, and identity during World War II

How did World War II make its mark on Canada?
How did government war policies affect Canadians?

When war was declared in 1939, Canada immediately sent troops and began shipping goods overseas to help Britain. But at the time, Canada did not have the industrial capacity to wage war. Prime Minister William Lyon Mackenzie King had to put the wheels of industry in motion, and Canadians had to prepare themselves for a long haul.

Central Planning

With Sam Hughes as minister of militia and defence, the Canadian government had stumbled during World War I. King was determined to do things differently this time. His cabinet included C.D. Howe, a former businessperson who knew how to get factories up and running. As minister of munitions and supply, Howe became known as “Minister of Everything,” and he handpicked industry leaders to transform Canada into an industrial war machine.

King also used wartime government powers to control many facets of Canadians’ lives. There were wage and price controls — workers were told what they could earn, and companies were told what they could charge. Industries were told what to make for the war effort. People were told what they could — and could not — buy. Censorship was imposed, and propaganda was designed to keep people committed.

Paying for the War

Waging war is expensive, so King had to figure out how to pay for it all. One way was by raising income tax. Selling Victory Bonds was another. People purchased a bond from the government, and in a few years, they would get back their money plus interest. In the meantime, the government could use the money to pay for the war effort. By the end of the war, Victory Bond campaigns had raised nearly $12 billion.

Cause and Consequence: During the war, Canada’s industrial production doubled, going from $5.6 billion in 1939 to $11.8 billion in 1945. What might be some of the problems in building an economy geared to war?

Figure 11–2 Posters played a major role in campaigns to sell Victory Bonds. The creator of this poster used a pun — a play on words. What is the pun? Is it effective? Why or why not?

Figure 11–3 The Cost of War

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939–1940</td>
<td>$118,291,000</td>
</tr>
<tr>
<td>1940–1941</td>
<td>$752,045,000</td>
</tr>
<tr>
<td>1943–1944</td>
<td>$4,587,023,000</td>
</tr>
<tr>
<td>Total, 1939–1950</td>
<td>$21,786,077,519</td>
</tr>
</tbody>
</table>

Source: The Canadian Encyclopedia
Rationing and Wage and Price Controls

At the outset of war, King created the Wartime Prices and Trade Board (WPTB) in an effort to control the economy. In October 1941, he gave the WPTB powers to control inflation so rising prices would not devastate the economy as it had during World War I. The new measures included

- a wage freeze — After the Depression, people needed a break. So King allowed wages to rise for the first year of the war, then froze wages at October 1941 levels and allowed only modest increases.
- a price freeze — Prices of all goods were also frozen at October 1941 levels. Storekeepers were told what they could charge, and citizens were encouraged to report any overpricing.
- rationing — Certain goods were hard to get during wartime, especially imported goods, such as coffee, tea, and sugar. To make sure these were shared fairly, the government issued ration books that controlled how much each person could purchase. To buy butter or meat, for example, shoppers had to have their ration cards stamped. Gasoline was also rationed, and new tires were strictly reserved for the military.

Historical Perspective: Why do you think the government was publicly harsh and threatened to punish people who attempted to disobey the wage and price controls or the rationing laws? Is it fair to demand that individuals sacrifice what they might feel they rightfully earned?

Figure 11-4 By law, shoppers had to present ration cards before they could buy certain goods, such as sugar and meat, during the war. Rationing was an inconvenience, but most people accepted it as a necessary part of the war effort. In what ways might rationing make people at home feel proud? How might it make them feel about the war?

Figure 11-5 Not everyone approved of the wage and price controls the government put in place shortly after the war began. In 1942, John Collins drew this cartoon, titled “Speaking of Sacrifice,” for the Montreal Gazette. What was Collins’s message?
Is History Inevitable?

When we study the many causes that led to a single event in the past, it sometimes seems that the outcome was almost inevitable. Is history inevitable? Can a single action alter how things turn out? Consider the story of a very risky secret mission that took place early in the war.

A Secret Mission

During the Dieppe raid, members of the South Saskatchewan Regiment accompanied a British radar expert, Jack Nissenthall, deep into enemy territory to disable a German radar station. Nissenthall knew that his extensive knowledge of Allied radar technology meant that the Canadians had orders to kill him if there was any risk of capture.

Nissenthall succeeded in cutting the phone lines at the German radar station, forcing the Germans to communicate by radio instead. By monitoring these communications, the Allies learned how to jam enemy radar, a key advantage in later battles. This successful mission was one of the few positive outcomes of the Dieppe raid.

Now consider how things might have turned out differently.

- What if... the Canadians had not been able to find the German radar station?
- What if... Nissenthal had been unable to cut the phone lines?
- What if... the Germans had captured the Allied team?

Not only would the Canadians have had to try to kill Nissenthal, the Allies would not have learned how to jam enemy radar. And if they hadn’t had that advantage, perhaps they would have lost key battles later in the war. And if they’d lost those key battles, perhaps they would have lost the war!

Explorations

1. Consider the situation shown on the propaganda poster. Create a series of “What if...” questions that show how a similar small, simple action might have led to Hitler being killed early in the war. How would history have been different then?

2. A science fiction novel, What If Hitler Won the War, speculates on how the world would have been different if Germany had won World War II. Think of one change in history that could have led to that outcome. How would life in Canada be different today?
Censorship
Citizens, the military, and the government were all concerned that sensitive information might fall into enemy hands. So the military censored letters to and from the front, especially to prisoners of war, by blacking out potentially dangerous information. Telegrams sent by war reporters were also censored. And the media, including newspapers, radio broadcasts, and movies, were all screened by government officials and by media companies themselves. Nothing was communicated that was not approved by the censorship board.

Propaganda
Today, if the federal government wants to communicate with Canadians, ministers or federal officials hold news conferences, send out news releases, or give media interviews. To influence public opinion directly, it posts information on government websites or creates print, radio, and television campaigns. In the 1940s, the government communicated through posters, radio broadcasts, and short films that were played with the movies in theatres.

Wartime information campaigns primarily attempted to convince Canadians that the war was necessary. A common approach was to appeal to people’s emotions. The government might, for example, publish a poster that showed what might happen if the war were lost — and the results were often portrayed as gruesome and terrifying. In propaganda, the crucial goal was not truth but persuasion. Without people’s support, the war efforts could fail.

The National Film Commission
In Chapter 9, you read how the National Film Board (NFB) was established in 1939 to produce Canadian movies. Its first commissioner was John Grierson, an expert in psychology who directed both the Wartime Information Board and the NFB. During wartime, the NFB mostly made films designed to boost morale and inspire patriotism. Churchill’s Island, for example, was about the Battle of Britain and won an Academy Award in 1941 for best documentary film.

Figure 11-7 John Grierson (right), National Film Board (NFB) Commissioner, and Harry Mayerovitch, director of the Wartime Information Board’s (WIB) Graphic Arts Division, examine war posters in 1944.

Up for Discussion
Given the information technology now available, do you think the government could control information today?

CONNECTIONS
In George Orwell’s book 1984, conceived in 1944 and written in 1947 and 1948, the main character works for the Ministry of Truth. As the novel develops, it becomes clear that the ministry’s mission is in fact to feed lies to the public — displaying posters that, for example, proudly proclaim “War is Peace.” Orwell lived in wartime and postwar Britain, and many believe that he was responding to wartime propaganda and the onset of the Cold War.

Up for Discussion
What’s the difference between propaganda and advertising?
Not Necessarily Conscription

During World War I, conscription had divided Canadians. This time, many Québécois were again fiercely opposed because they had little attachment to Britain or to Canada’s English-speaking military.

King believed it was important to keep the country united. So in 1939, and again during the 1940 election campaign, he rejected conscription for overseas service. But in June 1940, his government enacted the National Resources Mobilization Bill, which allowed conscription for service at home.

At first, conscripts were called up for 30 days’ training. Then this term was extended to four months. Then, in April 1941, the term was extended again — to last as long as the war.

Aboriginal Soldiers

In World War II, about 4000 Aboriginal people, including 72 women, volunteered to join the Canadian Forces. Aboriginal people of military age signed up at about the same rate as other Canadians. More than 200 First Nations soldiers died in battle, and 18 were decorated for bravery.

But many First Nations said that treaties had promised they would not be forced to fight British battles. In 1944, the government agreed to exempt members of these particular groups from conscription.

Check Back

You read about conscription during World War I in Chapter 6.

Up for Discussion

During World War II, Aboriginal peoples did not have the right to vote. Why would they have volunteered to fight overseas?
But Conscription If Necessary

By 1942, King knew that more troops were needed. So he decided to hold a plebiscite — a special vote on a specific proposal. King wanted Canadians’ permission to break his promise not to send conscripts overseas. “Not necessarily conscription, but conscription if necessary” was the slogan he used to describe how this government would approach the issue.

The results of the plebiscite showed how deeply Canadians were divided when 79 per cent of Anglophones voted yes to conscription, while 85 per cent of Francophones voted no.

In spring 1942, Parliament authorized the use of conscripts overseas. By then, King had the power to call for conscription, but he chose not to use it at that time. In October 1944, after the heavy losses in Normandy and amid the fierce battles to liberate Italy and the Netherlands, King finally gave in and ordered 16 000 conscripts for overseas duty.

Most Canadians accepted King’s decision — but many Francophone Québécois felt betrayed. As in World War I, protests occurred in Québec.

In the end, about 13 000 conscripts were actually sent overseas, but only about 2500 reached the front lines, where 60 were killed in action.

Cause and Consequence: Create a timeline showing the steps that King took to deal with conscription. What lessons do you think King learned from the 1917 conscription crisis? Do you think he succeeded in his efforts to handle this sensitive issue? Provide the criteria for your judgments.

World War II Internment Camps

During World War II, Canada used the War Measures Act to create both internment and prisoner-of-war camps. Captured enemy soldiers and merchant sailors — mostly German — were kept at high-security POW camps for the duration of the war. At the peak of the war in 1944, Canada was holding 34 193 prisoners of war.

German and Italian Internments

As in World War I, internment camps were used to detain people identified as “enemy aliens.” This would ultimately include thousands of Canadians who were innocent of any wrongdoing. About 30 000 people of German and Italian descent were required to register and report monthly to the RCMP, and many were interned in 26 camps set up across the country. Anyone who was even suspected of sympathizing with the Nazis or fascists, as well as about 100 members of the Communist Party, was also arrested.
CONNECTIONS

A number of well-known, gifted, and influential Canadians of Japanese descent were interned in British Columbia and on the Prairies during World War II. Several, such as best-selling novelist and poet Joy Kogawa, scientist and broadcaster David Suzuki, and writer Ken Adachi, have written about how profoundly their experiences in the camps affected their own lives, as well as the lives of thousands of other Canadians of Japanese descent.

UNIT THREE 1929–1945

Japanese Internments

Before the war, 22,096 Canadians of Japanese descent lived in British Columbia. Three-quarters of them were born in Canada. But after Japan bombed Pearl Harbor and attacked Hong Kong in 1942, Canada confiscated these people’s property and deprived them of rights.

Both the military and the RCMP argued that Canadians of Japanese descent did not pose a threat to Canada. But on February 24, 1942, all male Canadians of Japanese descent between the ages of 18 and 45 were rounded up and shipped to camps in the interior of British Columbia. Two days later, the government gave the remaining Canadians of Japanese descent 24 hours to pack a few belongings and prepare to be moved inland. And on March 4, they were ordered to turn over their property and belongings to the Custodian of Enemy Alien Property as a “protective measure only.” Most never saw it again. Everything was auctioned off for a fraction of its worth, and some of the proceeds were used to pay for housing in the camps — the internees were forced to pay for their own incarceration.

When the war ended, many Canadians of Japanese descent were encouraged to leave Canada. Many did, but those who stayed were not allowed to return to Vancouver until 1949.

Figure 11–11 A Canadian naval officer questions two fishers of Japanese descent as he confiscates their boat.

Recall . . . Reflect . . . Respond

1. Choose three historically significant policies the government imposed during the war and create a three-column chart that uses one policy as a heading for each of the columns. Then respond to the following questions about each policy:
   - How did this policy benefit Canada?
   - What, if any, rights or privileges did this policy take away from Canadians during the war?

2. Choose one of the policies you selected in Question 1 and write a short paragraph about why this policy was or was not necessary and justified. How would you have reacted to this policy? In what ways might this policy have been adjusted to make it more equitable for Canadians?

3. Do you think it is fair for people in the 21st century to judge the actions the government took during World War II? Why or why not?
The internment of Japanese Canadians during World War II was the largest forced evacuation of people in Canadian history. More than 22,000 Japanese Canadians were uprooted, stripped of their possessions, and sent away from their homes. Many ended up in work camps. Many lost their citizenship.

Yet, of all those people, not a single one had been charged with an act of disloyalty to their country. How could such an injustice occur? Do we have a responsibility to find out? Should we acknowledge our mistakes? If so, how should we respond?

For years, members of the Japanese Canadian community campaigned so that the historic injustice would be recognized. Finally, they convinced many Canadians that acknowledgment and compensation was the right way to go.

In 1988, Prime Minister Brian Mulroney formally apologized to the Japanese Canadian survivors and their families on behalf of the Canadian government and people. The apology was part of a landmark settlement that included:
- acknowledgement of what happened
- payment of $21,000 to all surviving Japanese Canadians who were interned during the war
- payment of $12 million for the well-being of the Japanese community in Canada
- payment of $24 million to set up the Canadian Race Relations Foundation, which combats racism
- Canadian citizenship for all Japanese who had their Canadian citizenship taken from them during the war

David Suzuki, a third-generation Japanese Canadian was interned along with his family at the age of six. He wrote about the experience:

On December 7, 1941, an event took place that had nothing to do with me or my family and yet which had devastating consequences for all of us — Japan bombed Pearl Harbor in a surprise attack. With that event began one of the shoddiest chapters in the tortuous history of democracy in North America.

The Right Honourable Brian Mulroney spoke to Canadians when he announced the settlement:

We cannot change the past. But we must, as a nation, have the courage to face up to these historical facts.

Explorations

1. Canadians benefit in a variety of ways when we respond to mistakes Canada has made in the past. Speculate on the benefits of the whole compensation package for Japanese Canadians to (a) survivors, (b) their descendants, (c) young Canadians, (d) the government, (e) Canada’s reputation, (f) future Canadian governments during wartime.

2. How can a fair assessment of the ethical implications of history help us respond appropriately to injustices? How can we achieve that fair assessment?
Voices

[Myl husband] told me not to worry. I feel that our job is so much more important now because we can see how the ammunition is being used. . . I [felt] a little nervous at first, then remembered this is what he had waited for for five years. I am sure he is happy, now that he can play his part in helping make this world at peace for his two sons.

— Frieda White, after hearing from her husband just before the D-Day invasion, 1944

UNIT THREE 1929–1945

How did Canadians support the war effort?

The Canadians on the home front who were most deeply affected by the war were the families and friends of troops overseas. Many would distract themselves from their worries by keeping busy. Old and young, men and women threw themselves into the war effort.

Hundreds of thousands of women took jobs outside the home, some for the first time in their lives. They worked in the new war industries and filled the jobs vacated by men overseas. Women worked for the Red Cross, volunteered at soldiers' canteens, and knitted socks for soldiers at the front. Children collected Victory Stamps and cheered Johnny Canuck's battles with the enemy in comic books.

In 1939, Canada's manufacturing industries were limited, and many plants had closed during the Depression. Just six years later, Canada's war production was fourth among the Allied countries, behind only the United States, the Soviet Union, and Britain — which are all much more populous. Canada did more than its fair share. Besides supplying its own forces, 70 per cent of Canada's output went to supplying other Allied forces.

C.D. Howe, King's “Minister of Everything,” directed Canadian manufacturing companies to build up their industrial capacity and focus on producing munitions — weapons and ammunition — and everything from parachutes to ration packs to first aid kits. Canada produced 4047 naval vessels, 16 418 aircraft, and 815 729 military vehicles. Canadian factories pumped out rifles, submachine guns, and antitank and anti-aircraft guns. Canadian workers filled tens of thousands of boxes with ammunition, radar equipment, sterile gauze for bandages, forms, paper clips — all the materials needed to wage a 20th-century war.
Women in War Industries

Hundreds of thousands of Canadians embraced the war effort by joining the workforce. With the government’s encouragement, Canadian women took on new and different jobs as never before, doing everything from building ships to driving buses. The aircraft industry alone employed nearly 116,000 workers, and 30,000 of them were women. At the peak of the war effort, 373,000 women were working in munitions. Within a few years, the number of women bringing home a paycheck had doubled.

**Historical Significance:** In what way would the influx of so many women in industry be likely to soften or harden attitudes about women in the workforce in general?

The British Commonwealth Air Training Plan

In an effort to avoid casualties, King focused Canada’s early war efforts on the British Commonwealth Air Training Plan (BCATP). Canada became the flight school for all the Allied countries. The Canadian government paid most of the costs and ran the whole program, including flight schools that were moved to Canada from Britain.

Tens of thousands were involved. Civilians built the training planes. Canadian reservists, civilians, and air force members built and ran the 107 flight schools and 184 support sites. Every four weeks, the BCATP turned out 544 pilots, 340 navigators, and 580 wireless operators and gunners. By the end of the war, the plan had trained 131,553 aircrew and about 80,000 ground crew, including 17,000 women. Canadian aircrew graduates represented half of all the crews on British and Commonwealth planes.

**Historical Significance:** What made Canada a good location for wartime training facilities such as Camp X (see Figure 11-17) and the BCATP?

CONNECTIONS

Elsie MacGill — the first woman to receive an electrical engineering degree in Canada — was the first woman aircraft designer in the world. She was best known for her work on Hawker Hurricane fighter planes and for redesigning aircraft for cold-weather flying.
Community Efforts

Keeping up with the war became a national pastime. People read the newspapers for news from the front and to see the lists of war dead. People stayed glued to their radios, especially when Matthew Halton, a popular CBC war correspondent, was on the air. Halton pioneered the recording of sounds in the field. For the first time, listeners could hear the bombing, the heavy guns, and the machine gun fire at the front. His recording techniques were so good that the BBC and American radio networks picked up his broadcasts.

Youth Making History

Alan Wilson’s Wartime Education

During World War II, 17,593 vessels passed safely through the deep and protected harbour at Halifax. The Halifax shipyards repaired 7000 vessels damaged by submarine warfare. The people who loaded the goods, repaired the ships, supplied the provisions, and housed the sailors in port were civilians. Here is Alan Wilson’s account of life at the centre of this whirlwind of wartime activity. He was a teenager at the time.

On Fridays at school we had World Visitor Day. I was always delegated to organize this. I would go over to the Norwegian consulate and they would arrange for a Norwegian captain to come. Or a New Zealand pilot, or whatever. More interesting than reading a geography book.

When I looked out my window in Grade 9, I was looking at the Surcouf, the largest submarine in the world, which the Free French had yanked out of Dakar just before the Germans got it.

Then, two months later, I was working on the refit of that very submarine, talking to the French guys, learning the distinction between the Free French and the Vichy French. The hatred these guys had for the Vichy regime, you didn’t read about it in the newspaper, you experienced it.

It was a rich experience. Your mind was so expanded by the effects of the war.

Explorations

1. Reread Alan Wilson’s last two sentences about his experience of wartime. What do you think he meant? Support your response with examples from Wilson’s account.

2. Imagine that you have a World Visitor Day in your classroom every Friday. Think of someone “more interesting than reading a geography book” you would invite to your history class. Give reasons for your choice.
Dressing for the War

During the war, fashion became utilitarian — stylish but practical. Frivolous patterns were out, as were items that used too much fabric, such as double-breasted jackets. Dresses looked almost like uniforms, with straight lines and simple collars. Rationing limited the amount of fabric that could be used, and laws forbade unnecessary flourishes such as cuffs on pants. Dresses could have no more than nine buttons.

And people made do. Sheer stockings, for example, were popular, but all the silk and nylon were being used to make things like parachutes. Undaunted, many women drew “seams” up the backs of their legs with an eyebrow pencil to make it look like they were wearing silk stockings.

![Figure 11-18](image-url) In 1943, stylish but practical wartime dresses were designed by Norman Hartnell, fashion designer for the royal family, including the future Queen Elizabeth II.

Working Together

Government advertising encouraged individual and community efforts to conserve and reuse scarce materials. There were salvage drives for rubber, bones, paper, rags, fat, tinfoil, and scrap metals such as iron, steel, and aluminum, even empty toothpaste and shaving cream tubes. Boy Scouts, Girl Guides, and schoolchildren signed up to collect these materials, and some communities had drop-off locations.

Families grew vegetables instead of flowers in their “victory gardens.” People put off their education or quit school early to sign up for the army or work in a war industry. People gave up using their cars because there was no gas. They could not purchase luxury goods, but most Canadians accepted this because the same restrictions applied to everyone.

War relief clubs also put together packages for the troops overseas. They sent things that would make a front-line soldier’s life a little more comfortable — chewing gum, chocolate, sewing kits, razor blades, coffee, playing cards, and warm socks.

Recall ... Reflect ... Respond

1. Create a two-column chart. In the first column, titled “Responses to the War,” list eight or more ways in which Canadian individuals and communities responded to the war. In the second column, titled “Contributions,” suggest one way in which each response contributed to the war effort.

2. During World War II, Canadians worked for a common goal in many ways. What long-term effects do you think this communal effort might have had on Canadian society? To what extent are these effects still felt today?
Did war atrocities change Canadians’ attitudes?

During World War II, Canadians experienced the worst violence that war can offer. When the concentration camps were opened, Canadians witnessed the unprecedented inhumanity of the Holocaust. While Canada’s human rights record during this time was far from perfect, it can be argued that the experience of World War II forced Canadians to realize that equality and tolerance were values that formed part of the Canadian identity and required protection.

There was a strong feeling among the world’s democratic nations that the Holocaust should never be allowed to happen again. After the war, the world’s hopes for long-term peace were placed in a new international organization — the United Nations (UN). People had high hopes that this organization would provide a way for countries to work together to end hunger and disease, help people better their lives, and foster a world without war.

The United Nations

The story of the UN began on the British battleship Prince of Wales somewhere on the Atlantic Ocean. On August 14, 1941, Franklin D. Roosevelt and Winston Churchill discussed what became known as the Atlantic Charter, a plan for international co-operation that they hoped would bring an end to the war.

Six months later, 26 Allied nations signed a declaration stating that none of them would break ranks to negotiate peace with the Axis Powers.

The Charter

Delegates from 50 countries gathered in San Francisco in June 1945 to create the United Nations. They represented 80 per cent of the world’s population and their hopes for a more just and peaceful world. As Britain’s Lord Halifax put the final draft of the Charter of the United Nations to a vote, he said, “This issue upon which we are about to vote is as important as any we shall ever vote in our lifetime.”

Historical Significance: Examine Figure 11–20 and the words from the Voices feature on this page. In a small group, discuss the significance of the sculpture’s title and the words from the Bible. What hopes do they express? Can these hopes ever be fulfilled?

Figure 11–20 The Soviet Union gave this bronze sculpture to the UN in 1959. It was created by Soviet artist Evgeny Vuchetich, and it is titled *Let Us Beat Our Swords into Ploughshares* (a ploughshare is the cutting edge of a plough, used for farming). What is the significance of this title?

Voices

(And) they shall beat their swords into ploughshares, and their spears into pruning hooks: nation shall not lift up sword against nation, neither shall they learn war any more.

— Isaiah, 2:4, King James Bible, inscribed on a wall at UN headquarters in New York City

The Four Goals of the United Nations

- To save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind
- To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small
- To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained
- To promote social progress and better standards of life in larger freedom
Canada's Participation in UN Agencies

In the 1950s, Canada, as a middle power, accepted the role of quiet diplomat and respected mediator of disputes. Lester Pearson, for example, was elected president of the UN General Assembly and worked to bring an end to the Korean War.

Canada has also contributed to the work of many UN agencies designed to address social justice issues around the world; for example:

- Canadian Dr. Brock Chisholm was heavily involved in founding the World Health Organization (WHO) in 1948. The WHO aims to eliminate disease and increase health standards. With Canada’s help, it has achieved some remarkable feats, such as the eradication of smallpox.
- In 1945, Pearson hosted a conference in Quebec City, where he spearheaded the proposal for the new Food and Agriculture Organization (FAO). Canada is the second-largest contributor of emergency food aid through the FAO and the UN World Food Programme.

The Universal Declaration of Human Rights

In 1968, Aase Lionaes awarded the Nobel Peace Prize to René Cassin and said, “It was Cassin who drew up the Declaration.” For 20 years, the world believed it was Cassin who had written what many believe is the most important document of the 20th century: the Universal Declaration of Human Rights. A chance discovery changed that view.

In 1988, McGill University law librarian John Hobbins was sifting through the lecture notes of former law professor John Peters Humphrey, in Montréal, when he came across a tattered, handwritten document dated 1946. To his surprise, what Hobbins had discovered was Humphrey’s first draft of the declaration. In fact, Humphrey had written the next five drafts before the declaration was passed along to Cassin, who made minor changes.

Historical Perspective: Humphrey did not seek recognition for his role. He said that it was the authors’ “anonymity which gives the Declaration some of its great prestige and authority.” What do you think he meant? Do you agree?

Up for Discussion

If John Humphrey wrote the first draft of the Universal Declaration of Human Rights, should he have won the Nobel Peace Prize instead of René Cassin?
Thinking Historically: Evidence

Turning a Primary Source into Evidence

Until we ask good questions about a primary source, a source isn’t evidence of anything. In a sense, we create evidence by asking good questions to help establish what the source is, who made it, and what its historical significance might be.

Take, for example, a bus transfer. You might ask, “So what? It’s just a bus transfer!” But imagine you start asking questions about it. Depending on the answers, that bus transfer could be really noteworthy.

- What is it? (Answer: bus transfer)
- Where was it used? (Answer: Montréal)
- When was it used? (Answer: 1942)
- Who saved it all these years? (Answer: a Montréal resident)
- Why did she save it? (Answer: as a memento of her husband, who went off to war in 1942)
- How did she find it? (Answer: in a coat pocket after her husband died on the battlefield two years later)
- What was the significance of a heart doodled on the transfer? (Answer: Possibly the soldier had been thinking of his wife while travelling on the bus.)

By asking seven good questions, you’ve opened a window into the past. You might even use this transfer as your starting point to research one family’s experience of war. History is built from such evidence.

Now consider John Hobbins’s 1988 chance discovery of a curious-looking manuscript, which you read about on page 325. How did he figure out that it was an extraordinarily important document in the history of human rights in both Canada and the world? He just started asking questions about it.

In the end, Hobbins’s questions led to recognition from many quarters. Nelson Mandela acknowledged Humphrey’s contribution to humanity when he said, “The best tribute that we could pay to a person such as John Humphrey is to dedicate ourselves to the eradication of poverty, hunger, violence, and insecurity wherever in the world these occur.”

Explorations

1. Generate a list of questions you think John Hobbins may have asked to determine the significance and authenticity of the document he found. What questions might he have asked once he started analyzing the document? Remember that some questions can be answered by inferring from the evidence.
Voices

There is a fundamental link between human rights and peace.... There will be peace on earth when the rights of all are respected.

—John Peters Humphrey, drafter of the Universal Declaration of Human Rights, 1948

A Task to Inspire the World

Humphrey's expertise in law and human rights made him well qualified to set up the UN Division of Human Rights in 1946. His first task was to research and write a declaration of human rights. Humphrey and his team brought their recommendations to the Commission of Human Rights. This international committee was chaired by Eleanor Roosevelt, wife of American president Franklin D. Roosevelt. Humphrey guided the committee through 187 meetings and 1400 resolutions to fine-tune the wording before the General Assembly adopted the declaration on December 10, 1948.

The declaration states that “All human beings are born free and equal in dignity and rights.” All people have these rights regardless of their race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Key rights of the declaration include

- the right to life and liberty
- the right to freedom of movement, thought, and religion
- freedom from slavery, torture, and imprisonment without charge
- the right to education, to a fair trial, and to equal pay for work of equal value
- the right to work, to join a union, and to rest
- the right to a nationality

Continuing the Work

The UN declaration has been used as a model for many human rights documents, including Canada’s Charter of Rights and Freedoms. Humphrey led the UN’s Division of Human Rights for 20 years. He also guided some governments through the drafting of their constitutions. In 1974, Humphrey was made an Officer of the Order of Canada, and in 1988, he became the first Canadian to receive the United Nations Human Rights Award.

Recall... Reflect... Respond

1. Identify three examples of Canada or a Canadian promoting human rights internationally.

2. In a small group, discuss whether — and how — the examples you chose were responses to human rights violations during World War II. To what extent did these efforts change Canada?

3. Write a letter to the editor of a local or national newspaper or create a blog post on the topic of promoting human rights. Use the ideas you developed in Question 2 to inspire your readers to take action on international human rights.
Chapter 11 Review

Knowledge, Understanding, and Thinking

1. In Chapters 9 and 10, you examined Canada's response to the lead-up to war and the role it played during the fighting.
   a) Revisit the question of Canada's contributions to World War II in light of the activities on the home front. How would you compare the contributions on the home front versus contributions on the front lines?
   b) Some issues on the home front were paying for the war; making sacrifices for the war; military training; and women working in the war industries. Describe these issues and how they each affected Canada.
   b) What do the home-front contributions say about Canada and the values it stood for?

2. How did World War II change the lives of specific groups within Canada? Give a general and a specific example where possible.

3. In 1943, Joseph Gelleny was a young Canadian training at the top-secret Camp X in Whitby, Ontario. Read the excerpt from his memoirs, and then respond to the following questions.

   We were trained to live by our wits, in any circumstance. . . .
   On one occasion, I was dropped off in Toronto, dressed [as] a German soldier. My assignment was to take photographs of war material production factories. If picked up by the Toronto police, I was expected to be able to talk my way out.

   a) What would this assignment teach Gelleny?
   b) How would this assignment help prepare him for work behind enemy lines?
   c) Describe an assignment that you think would help prepare would-be agents like Gelleny for the real thing. Be sure to explain what the trainee is expected to learn.
   d) Write a story or create a storyboard about one encounter Gelleny may have had in carrying out the assignment in the excerpt or the assignment you described.

4. Identify five people or organizations from Unit 3 who, in your estimation, made important contributions to Canadian society, politics, or culture. Ensure that each individual represents a different type of contribution (for example, do not include several visual artists) and justify your choices by identifying how the contribution continues to make an impact today.

Communicating and Applying

5. Continuity and Change: Think back to the real-life incident described at the ice rink on page 246. What attitudes does the graphic novel suggest are changing? Do you think change like this takes a long time? Explain your response. What in this chapter helps you understand why change like this was happening after World War II?

6. Historical Perspective: Leo Bachle was a 15-year-old high school student too young to sign up, so he imagined and created a comic book war hero called Johnny Canuck. Canuck didn't have superpowers, but he still managed to help fight Nazi oppression. He made his debut in 1942 and inspired many young Canadians to support the war effort. Create the first page of your own comic book by following these steps.
   a) Think of a current problem that a national effort could help resolve.
   b) Imagine a superhero who could help resolve the problem. What does he or she look like, and what superpowers might he or she have?
   c) Create an exciting beginning for an adventure in which your superhero attempts to resolve the problem.
   d) Use the example of the Johnny Canuck comic in Figure 11–25 to sketch the first page of your comic book.
   e) Explain how your comic book story might spark a national effort to resolve the problem you identified.
7. **Ethical Dimension:** The War Measures Act allowed the government to intern Canadians of Japanese descent during World War II. In 1988, this act was replaced by the Emergencies Act, which has two major differences:

- A declaration of an emergency by the Cabinet must be reviewed by Parliament.
- Any temporary laws created under the act are subject to the Canadian Charter of Rights and Freedoms.

a) To what extent does this new law show that Canadians have learned from the past?

b) In what ways will the new law help Canadians cope more effectively with emergency situations in the future?

8. **Cause and Consequence:** Canadians responded, both individually and as a country, and both directly and indirectly, to the issues raised by World War II and the tensions that arose in its aftermath.

a) Identify three of the issues and the Canadian responses described in this chapter.

b) For each, explain how the response resulted in a positive, negative, or mixed consequence.

c) For each, explain how the response did or did not result in a change or a shift in attitudes among Canadians.

d) Overall, how did World War II leave its mark on Canada?

e) Overall, how did the war effort affect Canadian identity?