SOCIAL, ECONOMIC & POLITICAL CHANGES IN CANADA, 1929-1945

COURSE: CHC 2D: Canadian History Since World War I

SPECIFIC EXPECTATION(S) EXPLORED:

- C1.1: describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
- C2.4: explain some of the ways in which World War II affected Canada and Canadians, including how the war changed the lives of various groups in this country.

ABSTRACT: This series of lessons explores some of the social, economic and political changes in Canada during the Great Depression and Second World War (1929-1945). It draws on significant events and evaluates their impact on the Canadian people during this time, through to the present day. Lesson 1 explores the ways in which social expectations of women changed as a result of men fighting abroad, with Lesson 2 discussing the infamous ‘Conscription Crisis’ that saw the country divided. Next, the third lesson evaluates the leadership roles and responsibilities of Prime Minister William Lyon Mackenzie King by studying his personal diaries from this time. Labour, employment and the rise of unions are explored in the fourth lesson, while the internment and treatment of Japanese-Canadians are assessed in Lesson 5. Finally, Lesson 6 evaluates the changing international relations Canada experienced with the other Allied nations and their status today. Using plentiful primary sources, students will engage in history through the lens of the “Big Six Historical Thinking Concepts.” including: cause and consequence, historical perspectives, continuity and change, historical significance, evidence and ethical dimension.

KEYWORDS: Women; the Second World War; the Great Depression; conscription; Conscription Crisis; William Lyon Mackenzie King; labour; employment; unionization; internment; Japanese-Canadians; allies; the Fall of France; Britain; the United States of America; Canada; cause and consequence; historical perspective; evidence; continuity and change; historical significance; ethical dimension.

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Lesson 1: Wartime Propaganda - The Change in Societal Roles of Women

Course: Canadian History
Grade Level: Grade 10 Academic CHC 2D
Time: 175 minutes

Specific Expectation(s):
C.1 – Social, Economic and Political Context
   a) C1.1 - Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
   b) C2.4 – Explain some of the ways in which WWII affected Canada and Canadians.

Primary Historical Thinking Concepts Explored: Historical Perspectives

Secondary Historical Thinking Concept Explored: Evidence

Overview: This lesson focuses on how the social expectations of women during the Second World War changed because of the demand of needing women to enter the workforce due to the majority of men leaving to fight in the war.

Learning Goals:
(a) Have students better understand the people (women) of the past.
(b) Through examining depictions of women in wartime propaganda, students should gain an understanding of how the social expectations of women changed during the Second World War because of the need to meet wartime demands.

Materials:
- Do the Job HE left behind Poster (PSD 1.1)¹
- The More Women at Work, the Sooner we WIN! Poster (PSD 1.2)²
- Longing Won’t Bring Him Back Sooner... Poster (PSD 1.3)³
- I’m Proud... Poster (PSD 1.4)⁴
- Victory Waits on Your Fingers Poster (PSD 1.5)⁵
- War Gardens for Victory Poster (PSD 1.6)⁶
- From now on It’s YOUR Job Poster (PSD 1.7)⁷
- “The Girl He Left Behind” Poster (PSD 1.8)⁸
- We Can Do It! Poster (PSD 1.9)⁹
- It’s Our Right Too! Poster (PSD 1.10)¹⁰
- Be A Cadet Nurse Poster (PSD 1.11)¹¹
- Shoulder to Shoulder Poster (PSD 1.12)¹²
- Join Us In A Victory Job (PSD 1.13)¹³
- Soldiers Without Guns Poster (PSD 1.14)¹⁴
- She’s a WOW Poster (PSD 1.15)¹⁵
- We’re in the Army Now Poster (PSD 1.16)¹⁶
- Who... Me? Poster (PSD 1.17)¹⁷
- The Spirit of Canada’s Women Poster (PSD 1.18)¹⁸
- Jobs in Today’s Society worksheet (BLM 1.1)
- Anything You Can Do... worksheet (BLM 1.2)¹⁹
- Wartime Propaganda Poster Guiding Questions (BLM 1.3)
- Second World War Propaganda Poster Assignment (BLM 1.4)
- Propaganda Poster Feedback Form (BLM 1.5)
PLAN OF INSTRUCTION

Warm Up (15 minutes)
- Begin “warm-up” section by organizing students in groups of four.
- *Think – Pair – Share Activity: Jobs in Today’s Society*
  - *Think*: Individually, students will brainstorm which jobs in today’s society are primarily dominated by men and women. Students will be given the “Jobs in Today’s Society” T-Chat to help organize their ideas. (See BLM 1.1)
  - *Pair*: After students have had time to think and record their answers individually, they will then share their answers with their elbow partner.
  - *Share*: After each pair has had time to discuss their answers, all four group members will come together and collaboratively discuss and make a list of which jobs in today’s society are male and female dominated.
- *Class discussion*
  - After the *Think – Pair – Share* activity, the class will come together and make one “master” list of male and female dominated jobs in today’s society.

Discussion (10 minutes)
- Keeping in mind the list of male and female dominated jobs in today’s society created in the warm up, students will now work in their groups of four to complete the “Anything You Can Do…” worksheet. (See BLM 1.2)
  - *Anything You Can Do…* sheet - students will be given a piece of paper with a list of jobs that were performed during the Second World War. Working in groups, students will have to determine which jobs on the list were performed by men and which were performed by women.
  - Because of the stereotypical ideas surrounding male dominated and female dominate jobs today (as seen in the warm-up), students will most likely stay in this “stereotypical” mind set while working on the worksheet.
- After students have had time to complete the worksheet, the class will come together and discuss which jobs they think were performed by men and which were performed by women during the Second World War.
  - What will be revealed at this time is that all the jobs that were listed on the worksheet were performed by women.

Modeling (20 minutes)
- Have an open discussion with class about how the social expectations of women changed during the Second World War. The questions below can be used to help facilitate the discussion:
  - What jobs did women typically perform before the war broke out?
  - What jobs were women asked to perform once the war broke out?
  - Why did the war cause women to step outside their typical societal roles?
  - Do you think it was right that women lost their jobs upon the arrival of men back home after the war had ended?

Guided Practice (25 minutes)
- *Activity: Examining Wartime Propaganda Posters*
- For this activity, students will work in pairs to examine wartime propaganda posters that illustrate the different roles that women held during the Second World War.
- Pairs will be given 2-3 wartime propaganda posters accompanied by a set of guiding questions. The guiding questions will be used to help students effectively examine the wartime posters. (See BLM 1.3)

Independent Activity (75 minutes)
- *Activity: Creating Propaganda Posters*
- After students are done examining the wartime propaganda posters, they will create their own wartime propaganda posters illustrating women during the Second World War.
  - Students can work alone or in pairs for this activity. (See BLM 1.4)

Sharing/Discussing/Teaching (30 minutes)
- After students have designed and completed their wartime propaganda posters, there will be a chance for them to share their posters to the rest of the class via a “walk around.”
- How the “walk around” works:
  - The posters will be laid out on desks around the classroom.
  - Beside the posters will be pieces of papers called “Feedback Sheets” for students to write on. (See BLM 1.5)
  - Students will walk around the classroom and look at their peers posters. If something about a particular poster intrigues a student, they are encouraged to write on the “Feedback Sheet.”
  - Students are encouraged to write at least two comments on other students’ posters while they are doing their walk around.
- After the walk around is complete, the teacher can collect both the posters and feedback sheets.
  - By collecting the poster and feedback sheets after the walk around, it allows the teacher to read the comments of the students.
  - The teacher is encouraged to add feedback on the sheets and grade the posters.
  - This activity allows for both peer and teacher assessment.

ASSESSMENT:
The main assessment that students will complete for this lesson is creating their own wartime propaganda posters. The main purpose of this lesson was for students to understand that the social expectations of women during the Second World War changed because of men going off to fight in the war. By examining wartime propaganda posters, students will have discovered that women were portrayed in a different manner than they usually were. Women were portrayed in a way that encouraged them to enter the workforce. Wartime propaganda made women feel like they were needed and would make an impact on the war effort. Therefore, students will demonstrate that they understand this shift in women’s roles during the Second World War by how they design their own wartime posters.
Lesson 2: The Conscription Crisis of the Second World War

Course: Canadian History
Grade Level: Grade 10 Academic CHC 2D
Time: 80 minutes

Specific Expectation(s):
C.1 – Social, Economic and Political Context
   a) C1.1 - Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
   b) C2.4 – Explain some of the ways in which the Second World War affected Canada and Canadians.

Primary Historical Thinking Concepts Explored: Cause and Consequence

Overview: This lesson focuses on the Canadian conscription crisis of the Second World War. It explores the pressures Prime Minister Mackenzie King faced in implementing mandatory military service to a country divided in opinion. Students will examine and analyze a cartoon, speech transcript, newspaper articles and a poster to determine the cause and effect of implementing a controversial policy.

Learning Goal: Through the examination of primary sources, by the end lesson, students should understand the pros, cons and outcomes of implementing conscription in Canada during the Second World War.

Materials:
- Jenga
- Instructions for teacher
- Conscription Crisis Mackenzie Cartoon (PSD 2.1)
- Let’s Go Canada! Poster (PSD 2.2)
- Transcript of King’s Speech (PSD 2.3)
- Globe & Mail Newspaper Article, 1944 (PSD 2.4)
- Newspaper article, 1939 (PSD 2.5)
- Conscription Crisis Note (BLM 2.1)
- Conscription Crisis Slideshow (BLM 2.2)
- Cartoon Analysis Guide (BLM 2.3)
- Poster Analysis Guide (BLM 2.4)
- Transcript Analysis Guide (BLM 2.5)
- Newspaper Article, 1944 Analysis Guide (BLM 2.6)
- Newspaper Article, 1939 Analysis Guide (BLM 2.7)

PLAN OF INSTRUCTION

Warm Up (10 minutes)
- Before class, write the following on the board: “Why do events happen and what are their implications?”
- Before students enter the classroom, have a desk at the front of the class with the board game Jenga set up.
- Once students have entered the classroom, ask for two students to volunteer to play the Jenga that is set up. Tell the remaining students to observe the game and keep track of strategies being used by the players.

Instructions for playing Jenga:
- Players take turns removing wood pieces from the Jenga “tower.”
The point of the game is to not be the person that pulls the piece that causes the tower to fall. Once the tower has fallen, have the players sit down and ask the class what strategies they observed the players utilizing.

Introduce the concept of cause and consequence

- Explain that much like the game Jenga; historical events occur with one thing affecting the other. In other words, events are caused and they have resulting affects.
- In the case of Jenga, when players utilize a strategy and pull a stick (cause) it results in the tower falling (consequence).
- Explain that today we will be discussing cause and consequence as it relates to the Conscription Crisis in Canada during the Second World War.

**Discussion (20 minutes)**

- Activate background knowledge by asking students if they have ever heard of conscription.
- Distribute note (see Appendix BLM 2.1) to each student.
- Briefly discuss the Conscription Crisis with supporting slides (see Appendix BLM 2.2)
  - What is conscription?
  - Explain the different sides and opinions: Imperialists (supported war) vs. Isolationists (anti-conscription)
  - Identify Prime Minister Mackenzie King’s promise to not implement conscription
  - Describe how King faced pressure to implement conscription to make up for growing casualties (cause), but he wanted to please everyone.
  - Explain that this resulted in King enforcing conscription by 1945.
    - Discuss the outcomes and pros and cons to both sides of the crisis (see chart on slides in Appendix BLM 2.2).
- **Transition**: tell students that we will be exploring various depictions of the conscription crisis using primary documents.

**Group Activity (25 minutes)**

- Break students up into 5 equal groups and tell them to sit with their group (give a 20 second time limit for students to form their own groups).
- Tell each group they will be assigned a particular primary document (a cartoon, newspaper article, poster or speech transcript) (see Appendix PSD 2.1, 2.2, 2.3, 2.4, 2.5) and their task is to observe and analyze their document using a supporting form (one per group) which they will fill out (see Appendix 2.3, 2.4, 2.5, 2.6, 2.7).
- Model how they should analyze their document. Ask yourself the following questions:
  - What is it showing/telling?
  - Who do you think created/wrote it?
  - What is the purpose of the document?
  - Why do you think it was kept?

**Sharing & Discussing (15 minutes)**

- Bring the class back together (i.e. if you can hear me clap once, turn off the lights).
- Go around to each group and ask each group to briefly (in 1 or 2 minutes) share and present their findings from their analyses.
- Discuss as a class: What caused these documents to be made and what was the consequence of them?
- **Transition**: Ask openly to the class, what would you do/ how would you react if conscription was implemented for the current wars Canada is involved in (i.e. Afghanistan, Iraq, etc.)?

**Concluding Class Activity (10 minutes)**
- Explain that now that they have knowledge about conscription, they can voice their own opinion about it anonymously. Tell them that they will be voting either ‘yes’ or ‘no’ for conscription in the modern-day, just like the Plebiscite of 1942.
- Hand a ballot to each student and give them time to tick off their choice.
- Once complete, tell students to put their ballot in the box at the front of the class.
- Once all ballots have been collected, tally the votes as a class.
- Ask students to infer about the results.
- Connect back to the question on the board:
  - Why do events happen and what are their implications?

Extend
- For homework, students could write their own diary entries from the perspective of Mackenzie King.

ASSESSMENT:
- Assessment for learning: Students will hand in their primary document analysis form and will be assessed based on inquiry and completion; students will hand in their diary entries the following day and will be assessed on their inquiry, communication and application.
- Assessment as learning: Participation in class discussions and activities (i.e. did the student actively contribute? Was their input relevant and reflective of material covered?)
- Assessment of learning: Possible Quiz or test at the end of the unit.
Lesson 3: William Lyon Mackenzie King as a Leader, 1929-1945

Course: Canadian History
Grade Level: Grade 10 Academic CHC 2D
Time: 85 minutes

Specific Expectation(s):
C.1 – Social, Economic and Political Context
   a) C1.1 - Describe some key social changes in Canada during this period and explain their
      main causes as well as their impact on different groups in Canada.
   b) C2.4 – Explain some of the ways in which the Second World War affected Canada and
      Canadians.

Primary Historical Thinking Concept Explored: Evidence

Second Historical Thinking Concept Explored: Historical Perspective

Overview: This lesson focuses on evaluating William Lyon Mackenzie King, Canada’s Prime
Minister during the Second World War, as a national leading figure. Students will examine
evidence in his personal diaries of his leadership at significant moments of History (e.g. the
day Canada declared war, the day King met Hitler in Berlin, the day after Pearl Harbor, one of the
days of the Quebec conference and the Conscription Crisis).

Learning Goal: By the end of this lesson, students should have a better understanding of the
roles and responsibilities of King during his terms as Prime Minister of Canada.

Materials:

- Pearl Harbor Diary Entry (PSD 3.1)
- Hitler Diary Entry (PSD 3.2)
- Conscription Diary Entry (PSD 3.3)
- Declaring War Diary Entry (PSD 3.4)
- Quebec Conference Day Diary Entry (PSD 3.5)
- Mackenzie King Computer Guiding Research Sheet (BLM 3.1)
- Exploring Evidence in King’s Diaries Guiding Sheet (BLM 3.2)

PLAN OF INSTRUCTION

Warm Up (10 minutes)
- Before students enter the classroom, write the following on the board: “How do we know
  what we know?”
- Once students have entered the classroom, randomly pull one of the students to the side
  and tell them that you are going to accuse them of something as a learning activity at the
  beginning of class—they won’t be in trouble in reality, it’s just a game that they are
  going to be “in on,” while the rest of the class will have no idea what is going on.
- Begin walking around the classroom pretending you are looking for something.
- Point to the student selected at the beginning and accuse the student of stealing a pen
  from you. Ask the student: “where is my pen?” “give me back my pen,” “I know you
  took me pen!”
- After about 30 seconds of accusing the student (and them denying they have it), tell the
  student to go out to the hallway and go to the office.
- The students should put up a fuss about the student being falsely accused. When they do,
  the teacher should ask them, “What’s wrong with this situation?” “What is the situation
  lacking”
- Explain that the situation is lacking Evidence and proof that the student actually took the pen.
- Transition: Explain that today we will be exploring evidence historically.

**Discussion (5 minutes)**
- Activate background knowledge by asking the students to explain what evidence is and how it is used.
- Discuss examples of evidence or events when we turn to evidence.
- Transition: Explain that there are varying opinions about the strengths and weaknesses of the leadership of Canada’s Prime Minister, William Lyon Mackenzie King during the Second World War and that we are going to explore evidence of these strengths and weaknesses from both a secondary and primary source perspective.

**Independent Activity (25 minutes)**
- Distribute guiding research sheet to each student (see Appendix BLM 3.1).
- Using booked computer lab time or a mobile lab (laptops in the classroom), tell the students that they will conduct secondary research to learn more about Mackenzie King using their guiding sheet. Students will research his political views, main accomplishments, personal interests, etc.
- Encourage students to take notes on their guiding research sheet to get a better idea of the kinds of questions they should be asking during their research.
- Transition: after about 25 minutes, tell the students that we will now be looking at primary sources to find evidence.

**Group Activity (30 minutes)**
- Break the students up into five even groups and have the groups sit together.
- Assign each member of the groups one of the TEAM tasks (Talker, Encourager, Articulator, Mover) (there may be more than one student for each task).
- Model and explain to the students that each group will be given a different diary entry of Mackenzie King’s. Their job is to read the diary and analyze the evidence presented in it using a guiding worksheet. They will use the evidence in the diary to figure out what event King is discussing, as well as evaluate his roles as and responsibilities as Prime Minister.
- Distribute 1 diary entry to each group, as well as its respective guiding worksheet (see Appendix BLM 3.2) to fill out to analyze the evidence presented:
  - Day King Met Hitler (see Appendix PSD 3.3)
  - Day Canada Declared War (see Appendix PSD 3.4)
  - Day After Japanese attacks on Pearl Harbor (see Appendix PSD 3.1)
  - One of the days of the 1942 Quebec Conference with the Allies (see Appendix PSD 3.5)
  - An entry on the conscription crisis (see Appendix PSD 3.3)

**Sharing & Discussing (15 minutes)**
- After students have had the opportunity to look at and explore their diary, go around to each group and have the Talker discuss what entry they looked at, what observations and conclusions can be made from their entry.
- Discuss the specific evidence they found in their diaries in relation to their guiding worksheet.
- Discuss what of the sources they preferred (secondary or primary documents).
- Discuss where they found the most concrete evidence (primary or secondary documents).
- Explain that most concrete evidence tends to come from primary sources.
- Evaluate whether King was a good leader based on evidence from his diaries.
- Connect back to the question written on the board from the beginning of class. Discuss:
How do we know what we know?

ASSessment:
- Assessment for learning: Students will hand in and be individually assessed on their King computer lab research sheet and assessed on their thinking, as well as will hand in (one per group) their Exploring Evidence in King’s Diary and be assessed based on thinking and inquiry.
- Assessment as learning: Participation (i.e. did the student actively contribute to classroom discussions and activities?)
- Assessment of learning: possible quiz or test at the end of the unit
Lesson 4: Labour, Employment & Unionization

Course: Canadian History
Grade Level: Grade 10 Academic CHC 2D
Time: 90 minutes

Specific Expectation(s):
C.1 – Social, Economic and Political Context
   a) C1.1 - Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
   b) C2.4 – Explain some of the ways in which the Second World War affected Canada and Canadians.

Primary Historical Thinking Concepts Explored: Historical Significance

Overview: This lesson focuses on labour, employment and the rise of unions following the stock market crash of 1929. Through a film and newspaper examination activity, students will explore the significance of unionization and economic cycles (prosperity, recession, depression, recovery).

Learning Goal: By the end of this lesson, students should have a better understanding of the economic situation in Canada during the Great Depression. Student should be able to link the events of the economic cycle and recognize the significance of the rise of unionization and representation in labour and employment during this time period.

Materials:
- 25-30 mini-packs of Smarties
- Cup to collect Smarties
- Computer to access YouTube Film As Friend and Foe
- The Toronto Daily Star Newspaper from 1935 (PSD 4.1)
- Instructions for teacher
- Question Slips (BLM 4.1)

PLAN OF INSTRUCTION

Warm Up (10 minutes)
- Before students enter the classroom, write the following on the board: “How do we know what is important to learn about the past?”
- Once students enter the classroom, tell them that you will be handing out a pack of smarties to each of them. Tell them to open their boxes, but to NOT eat their smarties and await instruction.
- Distribute smarties.
- Once smarties have been opened, tell the students that it is unfair that they have smarties and you don’t, so you will be collecting smarties.
- Tell the students that if they have brown hair, they need to give you 1 smartie (place it in the cup).
- Continue collecting smarties from students if any of the following items are applicable to them. Items below are suggestions, teacher can create other criteria. Teacher should continue collecting smarties until most students have none left. Many students should start to protest their smarties being taken away:
  - wearing running shoes – 2 smarties
  - have glasses – 3 smarties
  - wearing jewelry – 2 smartie
  - are sitting down – 4 smarties
• took a bus to school today – 5 smarties
- After most students have no smarties left, ask the students what they observed from this activity. Discuss.
- Ask if they know the significance/point of this activity.
- Explain that the activity represented the stock market crashing, and that the smarties represented “jobs” and “money” people lost during the Great Depression.
- Transition: tell students that today we will be discussing employment, labour and the rise of unions during the Depression.

Discussion (5 - 10 minutes)
- Discuss:
  • What was the Great Depression?
  • Explain the economic cycle (prosperity, recession, depression, recovery).
  • What is a union?
  • Why do we have unions?
  • Examples of labour unions.
- Transition: Explain that we will be watching a movie about labour, employment and the rise and impact of unions to illustrate the significance of unions.

Film (30 minutes)
- On the board, write the following guiding questions. Explain to students that they should take note of these things throughout the film:
  • How do labour/employment appear to change throughout the movie?
  • In what ways, if any, do methods of protest change? What are the people using and doing to protest?
  • How did this economic time go on to impact future generations?
- Play the film: As Friend and Foe (approx. running time: 24 minutes)
  • YouTube link: https://www.youtube.com/watch?v=9K9HZ_40H0M
- After the film is done, engage students in a discussion of the questions on board.

Group Activity (25 minutes)
- Break students up into 5 equal groups.
- Explain that each group will be looking at a primary source, a newspaper, from the respective time period and there task is to look through the newspaper and answer 3 analytical questions about the newspaper in regards to what they observe.
- Distribute newspaper to each group and their question slip (see Appendix BLM 4.1).
- Each group will answer the following question:
  • Do any articles discuss employment/labour/unions? If so, what about?
- Group 1 will answer the following questions:
  • What in the newspaper caught your eye (i.e. were you more attracted to text or pictures)?
  • Are the images that appear throughout the newspaper similar? If so, how? If not, why do you think not?
- Group 2 will answer the following questions:
  • What specific articles popped?
  • Why do you think these articles popped out to you? What did the editor utilize to catch your eye?
- Group 3 will answer the following questions:
  • How is the newspaper laid-out?
  • How is the newspaper similar to ones we see today?
- Group 4 will answer the following questions:
  • How would you describe the pictures and what they are of?
  • How is the newspaper different to ones we see today?
- **Group 5** will answer the following questions:
  - Other than articles and images, what are some other things in the newspaper (i.e. are there cartoons, ads, etc.)? How have prices for items advertised changed?
  - Do newspapers still serve a purpose today? Are they still important? How have the uses of newspapers changed since this one was published (i.e. do we use them more for advertising, reading for pleasure, or reporting the news?)

**Concluding Discussion (15 minutes)**
- Go around to each group and have the groups read their question and discuss their observations and answer their respective questions. Ask other students for input as needed.
- What are some recent events that are similar to this? (i.e. 2008 recession, teacher strike, etc.)
- How does the economic cycle affect you as students? (I.e. teacher strike a few years ago meant no extracurricular activities, etc.)
- Connect back to question on the board: “How do we know what is important to learn about the past?”

**ASSESSMENT:**
- Assessment for learning: Students will be assessed on their presentation of their newspaper questions to the class for thinking and application.
- Assessment as learning: Participation in class discussions and activities (i.e. did the student actively contribute? Did they take a leadership role in their group?)
- Assessment of learning: possible follow-up quiz or test at the end of the unit (knowledge and understanding).
Lesson 5: The Treatment of Japanese Canadians during the Second World War

Course: Canadian History
Grade Level: Grade 10 Academic CHC 2D
Time: 275 minutes

Specific Expectation(s):
C.1 – Social, Economic and Political Context
  c) C1.1 - Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
  d) C2.4 – Explain some of the ways in which the Second World War affected Canada and Canadians.

Primary Historical Thinking Concepts Explored: Ethical Dimensions

Secondary Historical Thinking Concept Explored: Historical Perspective

Overview: This lesson will focus on the treatment and internment of Japanese Canadians in Canada during the Second World War. The students will look at interviews, pictures, articles, radio broadcasts and government notifications to see the perspectives of both non-Japanese Canadians and Japanese Canadians.

Learning Goal: Ethical Dimensions asks “How can history help us to live in the present?” Through the lesson students will be able to understand and interpret the different perspectives and feelings of the Japanese Canadians who lived in Canada during the Second World War. Students will be able to put themselves in the shoes of a Japanese Canadian in order to write a letter to the Prime Minister as a teenager being transferred into an internment camp. Students will be able to determine what was wrong with the choices the Canadian government made toward the Japanese Canadians and how something like that should not happen again.

Materials:
- Film (143 mins): A Necessary War: December 1941 – December 1942
  (http://www.japansescanadianhistory.net/secondary_lesson.htm)
- 12 Artifacts from the Japanese Canadian History website
  (http://www.japansescanadianhistory.net/secondary_lesson.htm)
- CBC Digital Archives
  o Japanese Canadians: Proud to be Canadian (4:54 mins)
  o Japanese Interment: Arthur Tateishi Remembers (6:12 mins)
- Artifacts Worksheet for Japanese Canadians (BLM 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7)
- Letters to Prime Minister Mackenzie King Guideline Sheet (BLM 5.8)

PLAN OF INSTRUCTION

Introduction/Hook (10 minutes)
- Ask the students the following questions. The questions do not need to be answered but students should think critically to themselves and how the answers would affect their lives. The reasoning for this is to get the students to be in the mindset of the lesson and try and put themselves in the shoes of Japanese Canadians as best they can with the information that is given to them.
• Have you ever been judged based on something you have no control over?
• Have you ever been told to do something with no real reason why?
• Have you ever been left out of a decision and no one asked for your opinion?
• Have you ever felt like the whole world was against you?
• Have you ever felt separated from a group of people and your feelings were hurt?
• Have you ever been forced to go to a place you did not want to go to?
• Have you ever been told that who/what you are does not belong in this place?

- Tell the students they are not alone and that many people all over the world have felt this way and in situations far worse than they can imagine.
- Write the terms DISCRIMINATION and RACE on the board and have the students explain to you what they think the terms mean
- Connect the questions to the terms
- Let the students know that Canada and the United States have, unfortunately, done this to citizens living in their countries
  - This lesson is all about telling the students how this happened and why it happened in the context of the Second World War

Instructions (5 minutes)
- Let the students know they will be writing a letter to Prime Minister Mackenzie King in the mindset of a Japanese Canadian teenager. They will have to write a letter using the information they gather from watching interviews, reading artifacts, looking at images and listening to radio broadcasts. The students will not be given any helpful sheets so they have to choose to write and track the information they gather and hear on their own.
- Note: if you find students are not taking notes, tell them they have to hand them in with their letter to be graded on as well
- The letters will be graded on many aspects but the main one will be content and that they understand the hardships and struggles the Japanese Canadians had to face.

Film: A Necessary War: December 1941 – December 1942 (175 minutes)
- You can chose which parts of the film to watch or watch it all
- You can break it down and take breaks for discussions if need be
- Introduction to the Film (12 minutes)
  • This film is based in the United States after Pearl Harbor happened on December 7th, 1941
  • The aftermath of Pearl Harbor in Hawaii had a influence in Canada especially in British Columbia
  • Major similarities between Canada and the United States and how each of them treated Japanese citizens in North American
- Instructions for the Film (5 minutes)
  • Make sure the students realize they may have to take notes during the film
  • Have them pay close attention to what the countries did to the Japanese people; the feelings the Japanese people had; make sure to consider the perspectives from non-Japanese people; think about how this affected people and their futures (generations later)
- Film (143 minutes)
- Debrief (15 minutes)
  • What was shocking to you?
  • What did you find disappointing?
  • Did you agree with the decisions made by the government?
  • Did you think it was important that the director interviewed non-Japanese Americans?
  • What is wrong with making assumptions about events/ideas/people?
- Transition: What happened to Japanese people in Canada?
Group Work (30 minutes)
- Divide the class into 7 groups and each group gets a worksheet (BLM 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7) (the number of copies depends on how many people are in each group, i.e. 4 students means 4 copies of worksheet #1)
- Each student gets 5 minutes to go over each artifact (2 per worksheet) and analyze it while trying to answer some of the questions posted on the worksheet
  - Remind the students that they should take notes on their worksheet to help them for when they write their letters to the Prime Minister
- As a group, each student will get the opportunity to discuss the artifacts and answer the questions together for 10 minutes
- After they have looked at one worksheet, the groups will get the opportunity to look at another worksheet, analyze it for 5 minutes and talk about it as a group for 10 minutes

Class Discussion (30 minutes)
- Debrief on the artifacts (5-10 minutes)
- Listen to the CBC Digital Archives interviews with Japanese Canadians kicked out of their homes and sent to Ontario (11:06 mins)
- Debrief the interviews (5-10 minutes)
- Transition: What to do with all you have learned...

Independent Activity (25 minutes, do the rest for homework)
- Instructions:
  - Now that you have watched a film, looked at artifacts from Japanese Canadians and listened to interviews, you must now write a letter to the Prime Minister of Canada expressing your feelings as if you were a Japanese Canadian teenager being forced to leave your town and maybe your family for a destination you know nothing about.
  - You need to allow yourself to be a Japanese Canadian and feel as they felt, believe what they believed and see what they would have saw. This will not be an easy task and you will have to use the content and information that you were given in your letter to Prime Minister Mackenzie King.
  - Do not be afraid to show anger and ask him questions as to why this is happening and what the reasons for it are.
  - This is an independent task and students should not be discussing or asking other students for help because they did not take notes. (*students were given several warnings to take notes throughout the lesson)
  - Students will be graded on:
    - Grammar, spelling and organization of thoughts
    - The content they used and the reasons behind what they wrote
    - The feelings and thoughts expressed in the letter to the Prime Minister
- For the remaining time in class, the students can begin to organize and write their letter
- Whatever the students to not finish they will have to complete it at home for homework

ASSESSMENT:
- To assess if the students understood the lesson and absorbed the content, the students will be asked to write a letter to the Prime Minister expressing their concerns and anger as a Japanese Canadian who is a teenager. The students will use the content they were given to create a written piece to express emotion and understanding of what they have watched. The students will have to think critically and in order for them to state a feeling, concern or question, the students will have to have logic and understanding to be able to accomplish this goal
- Depending on how the letters go, teachers could use this for an assessment for, as or of learning
- Rubric for this letter can be made by the teacher depending on the type of class they have
Lesson 6: Canada’s Relations with Allied Countries in the Second World War
Course: Canadian History
Grade Level: Grade 10 Academic CHC 2D
Time: 60 minutes

Specific Expectation(s):
C.1 – Social, Economic and Political Context
   a) C1.1 - Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
   b) C2.4 – Explain some of the ways in which the Second World War affected Canada and Canadians.

Primary Historical Thinking Concepts Explored: Continuity and Change

Secondary Historical Thinking Concept Explored: Cause and Consequence

Overview: This lesson will focus on how Canada made connections with other Allied Countries during the Second World War and the strategies Canada made to survive against the Axis enemies. The students will be placed into the scenario of when the war was no longer “phoney” and the Fall of France just occurred. The students will look at the Statute of Westminster from 1931 and the two agreements Canada made with the United States of America, the Ogdensburg Agreement and the Hyde Park Agreement. In the end, the students will discuss the relationships made during the war and how important they were for the war to come to an end. To relate this lesson to the current time period, the students will make connections to what Canada’s relationships are now with Britain and the United States.

Learning Goal: Continuity and Change asks “How can we make sense of the complex flows of history?” Through the lesson students will be able to understand and interpret the paths Canada entered to protect itself from Germany advancing after the Fall of France in 1940. Students will look at the decisions made by the Canadian government critically to see if it was right choice to survive through the war. Knowing the views of the Canadians on the war, Imperialists and Isolationists, students will discuss the impacts these choices made on the home front and the war front. Students will end the lesson by discussing how the decisions made by Canada in the Second World War affect relationships with Britain, France and the United States to this day by asking the question “What country is Canada aligned with now?”

Materials:
- Script ready to say in front of the class (“The Situation in Europe”)
- Ogdensburg Agreement 1940 (http://ehistory.osu.edu/exhibitions/arctic-sovereignty/ogdensburg)

PLAN OF INSTRUCTION

Introduction/Hook (20 minutes)
- Give the students a speech/ announcement/scenario/recap to the students to let them know what is going on in Europe
It is important to be dramatic about it; keep the students engaged and informed of what is happening and how Canada is going to help the war effort to keep the Allies strong and advancing to defeat Nazi Germany.

Here is an example (change it if you wish)

- It is a terrifying day for the Allied Forces. France has fallen to Germany under Armistice. Germany has left France to feel helpless, ashamed and defeated. Great Britain is now looking to us for help because they have lost their closest ally. As Great Britain looks to Canada and Germany advances, Canada looks to the south for protection and a strong force to make it over the Atlantic. At the thought of Germany reaching Canadian shores, Prime Minister Mackenzie King feels the pressure from all groups within the country for and against conscription. Mackenzie King enlists men and women for the Home Front Protection against Germany reaching the shores. Should Canada align with the United States who is strong and has not entered the war yet or stay strong and loyal to Great Britain?

- YouTube Video: WWII - The Battle for France 1940 A.D. - Part 11 of 11 (9:12 mins)

- Could France have changed their path in regards to Germany?
- Why did Great Britain not step in more to help France?
- Was it right of Adolf Hitler to bring the train car back and use it against France?
- What does it mean when one of the largest Allied Countries falls to Germany?
- How does this affect Canada? Does this war really matter when it is not happening on Canadian soil?

Group Discussion (20 minutes)
- Divide the class into groups of four students per group. One student will be the Discussion Director (lead the discussion and help with the questions) and another student will be the Scribe (takes notes during the discussion and keeps track of what is being said). The other two students will answer the questions and put in their own opinions along with the director and scribe.
- The students will hand in these notes for the teacher to mark and photocopy to give to the other group members.
- Each student will receive the three primary documents (See PSD 6.1, 6.2 and 6.3) and look at them independently and then come together as a group and discuss them.
- Write the following questions on the board to help the students with the discussion:
  - What made it possible for Canada to stand on their own two feet without have to go to war automatically?
  - Did Canada make the right decision to connect with the United States more than Great Britain?
  - Do you think Canada, as a middle power (explain middle power), had any control in these agreements with the United States?
  - Who would have been upset with these agreements?
  - Did these decisions made between Canada and the United States affect Great Britain in any way? How?
  - Would Canada have survived the war without these agreements with the United States?

- Transition: How did this relationship with the United States affect the future for Great Britain and Canada as a whole?

Class Discussion/Wrap Up (20 minutes)
- Debrief the agreements and the Statute with the students along with the notes for their answers to the questions posted on the board.
- Teacher must simply facilitate the conversation using the questions given below:
  - How were these decisions the same or different from the relations with other countries in the First World War?
• Do you think this began a strong relationship between Canada and the United States compared to the past?
• What country does Canada identify with and connect to most now?
• Are alliances and connections with other countries important for the future? Why?
• Can Canada survive on its own? Why or why not?
• Canada went from Great Britain to the United States on its own… do you think Canada will make other connections to other countries later on?
• Will Canada ever be as strong as Great Britain or the United States?

ASSESSMENT:
- Students will be assessed on aspects in the Growing Success Document
  • Responsibility, Organization, Collaboration, Initiative and Self-Regulation
- Students will be assessed on assessment for learning in regards to their notes and what they come up with

All of these assignments, discussions and independent work will go towards greater knowledge to be used on a quiz or test to evaluate their understanding on the topics
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JOIN US IN A VICTORY JOB
APPLY AT YOUR NEAREST NATIONAL SERVICE
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We're in the army now

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Save

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BONES RUBBER GLASS
THEY ARE USED IN WAR SUPPLIES

GET IN TOUCH WITH YOUR LOCAL COMMITTEE

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Who... ME?

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CONSCRIPTION CRISIS

VOTE OF "CONFIDENCE"
Let's Go... CANADA!
"The issue at present is not conscription; it is whether or not the government, subject to its responsibility to parliament, is to be free to decide that question itself in the light of all national considerations. The government is not asking you to say whether or not conscription should be adopted. That responsibility the government is asking you to leave to itself and to parliament, with entire freedom to decide the question on its merits.

The question of conscription, properly viewed, is a military question. The place to discuss it is in parliament. What the government now seeks for itself and for parliament is freedom to consider and debate and decide this question, like all other questions connected with the war, unrestricted by any pledge and in the light only of the needs of national security.

A part of our forces should be kept in Canada to protect us against attack; a part of our forces should be sent overseas to help defeat the enemy and thus prevent him from attacking Canada. Both tasks are equally essential to our safety. Anyone who tells you that only one of these tasks is necessary is deceiving you. The government with the information which it alone possesses is in a position to decide where Canada's forces can be used to the greatest advantage in defending Canada, and in helping to defeat Germany and Japan, or how the armed forces required can best be raised. We do not ask the people to make that decision. But we believe the matter is so important that the government and parliament should be completely free to decide the question wholly on its merits.”
TORONTO, THURSDAY, NOVEMBER 2, 1944

THE CONSRIPTION QUESTION
MUST BE SETTLED NOW.

At long last convinced that the voluntary enlistment system will not provide the reinforcements required by the Canadian overseas army, Defense Minister J. D. Ralston has resigned his portfolio because the cabinet has refused to accept his recommendation that the conscripts be placed on general service. With his knowledge of the army's needs, gathered on his recent visit to the front, Mr. Ralston could take no other course than he has. Last July he told the House of Commons that if the army overseas could not be maintained by volunteers he would have no alternative but to recommend sending the conscripts abroad.

What of his colleagues in the cabinet? Their consciences must tell them that the support of the army and the prosecution of the war is more important than preserving the Liberal party fortunes in Quebec. Will these men listen to their consciences or to the urgings of political expediency? Navy Minister Angus L. MacDonald and Labor Minister Humphrey Mitchell are known to have dissented from any policy which sent volunteers abroad and kept conscripts at home. Finance Minister James L. Ilsley surely takes a similar view. Their attitude in this crisis was not known early to-day, but the country will hope that these Ministers will act like men.

But most of all the public will want to know how Prime Minister Mackenzie King can ignore the recommendation of Mr. Ralston who has held the portfolio of National Defense for more than four years. Ralston's resignation can only mean that he has failed to gain the support of the Prime Minister and a majority of the cabinet. Had Mr. Ralston's recommendation been adopted there would have been no reason for him to resign. It must be regarded as overwhelming evidence that the conscripts are needed for overseas. It must also be accepted as overwhelming evidence that Mr. King has decided it is more important to hold Quebec for the Liberal party than to give the Canadian army the support it needs.

The resignation of Mr. Ralston brings into the open a great issue and if the Government persists in refusing to order the conscripts on general service it can only be settled by an appeal to the public, as we suggested yesterday. John Bracken and the Progressive Conservatives have been saying for months that the "zombie" army should be used to reinforce the troops now overseas. Mr. Ralston's present action has shown they were right. Major Conn Smythe and Premier George Drew can feel gratification that their arguments have forced the issue into the open.

If the Government now continues its policy of holding the conscripts in Canada, the Progressive Conservative party ought to insist that there be an appeal to the people.

Ordinarily, elections should be avoided in wartime if possible, but if it comes down to an issue of full-out prosecution of the war and the support of our fighting men overseas, or letting them down, then a test of public opinion may be not only advisable, but absolutely necessary.

A government which is not prepared to place the war and the reinforcement of the soldiers overseas ahead of its own political ambitions deserves to be driven from office and replaced by an administration that will do its duty without fear or favor.

—

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WAR EUROPEAN 1939 CANADA PARLIAMENT CABINET RALSTON

[Signature]
THE CONSCRIPTION ISSUE.

This paper is receiving many communications urging the prompt introduction of conscription as the only equitable method of organizing the country's manpower for the war. A large number of young men, married and single, who take a practical view of the situation, expect to be called upon to serve because of the prospective magnitude and long duration of the conflict and who believe a fully effective effort requires concentration of all the country's resources to one end. Defeat is not contemplated as an eventuality.

Interest in the subject becomes acute when previous experiences are considered. Canada adopted conscription in 1914-18 in response to an urgent demand from the front, but only after half a million volunteers were in uniform. A widely held opinion then was that it should have been introduced in the early stages. The United States began with conscription, Britain, slow to forego the voluntary system, has commenced this time with mandatory enlistment.

The argument for conscription has been expressed thus by a young man of 28 writing to The Globe and Mail from Winnipeg:

The unanimous opinion of all the young men to whom I have spoken, both single and married, is that immediate conscription in Canada is essential. They, as I do, feel this is the only fair and equitable basis of carrying on a war. By effecting immediate conscription it will enable Canada to maintain a steady flow of trained men in the event that Canada decides to send an expeditionary force overseas, assuming that those not called up immediately would be receiving military training.

In advocating conscription my idea is to record and classify every able-bodied man between the ages of 18 and, say, 60. By no means would all these see active service. Rather, the older men, particularly those with previous military experience, would be valuable in many clerical and administrative posts. All men, say, between the ages of 18 and 41, fit for active service, to be divided into classes, receive military instruction in spare time or evenings, without pay, and be prepared to answer the call as needed. In this manner men would be available as required, necessary key men in industry would be needed out, and the administration of our industrial and commercial life would be far more efficient than by sponsoring volunteering.

Without questioning the force of arguments like this or overlooking the probability of conscription if the war is prolonged, there are aspects of the Canadian picture to be considered. We know that if the full force of the country's manpower is to be brought into play it must be based on a united national conviction. There is no doubt about the ardent feeling in a Province like Ontario with racial roots in British traditions and where thousands of heirs of United Empire Loyalist sentiment reside, shared, but perhaps not recognized, by our Winnipeg correspondent. A multitude of citizens can be found throughout the country with a similar attitude toward the Mother Country.

On the other hand we have the French Canadians, equally concerned for the freedom assured by British institutions but without the same background. We have also a large percentage of population which came to this country since the last war from non-British countries and lacking the urge to go back to Europe to fight for a cause sponsored by a nation to which allegiance has no direct appeal. These things have to be taken into account in seeking an undivided national effort.

Voluntary enlistment is proceeding in Ontario at a pace testing present equipment. Reports from Ottawa state that recruiting in Quebec goes ahead on no half-hearted scale. The spirit behind freedom of action makes some amends for the weaknesses of the voluntary plan. Considering the situation, those becoming impatient with the apparent slowness of the process might advise restrain their feelings for the time being in the common interests.

Undoubtedly there is an impression that the loyal sons who offer themselves unreservedly at pay which is a mere pittance should not have to look back at others, staying at homes, and even aliens, receiving high wages such as were paid in the last war without assuming any of the war risks. If there is to be equality of sacrifice it will not be obtained in this way. The voluntary recruit wants to know that while he is enduring hardships and risking life the man who would not offer is not able to make the war a bed of roses for himself.

We are convinced that the Government, fortified by a unanimous Parliament, intends to prosecute the war with all its vigor, and that nothing essential to a successful conclusion will be neglected; not even conscription. It is to be remembered that the struggle has only started and we have yet to get into it properly. The administrative machinery will need many amendments and changes, which will be forthcoming. Changes in the situation abroad may mean changes here. The active part taken by the Communists may indeed have a vital bearing on recruiting. As the Gougeon padlock law
Monday, December 8, 1941

From him that the insertion of the word "Canada" had been his thought. I instructed him to discuss the new clause with Halifax, Macleod, and Creaner. He told me that Halifax and Creaner were not enthusiastic about the clause. Halifax thought he had been very tired, and had not made clear what was really in his mind which was bringing out Canada as a part of the Commonwealth.

Halifax had gone over it clause by clause. Had again spoken of inserting something about North American security but thought the clause was already there as worded, and agreed, as Macleod also did, to its insertion. All seem to be of the view that it was an essential need and the thing which we had been trying to have expressed in our discussion last night. The order is being re-drafted accordingly. Here again is something of the grace of God and I believe the kind of inspiration that comes from beyond in the early morning. It is well always, if possible, to take a night's rest before making final decisions of great importance. This certainly will help to offset any questioning by those of nationalist inclinations and least important from every point of view.

At the time of writing, we had not yet had further telegrams from London as to whether war had actually been declared by Japan against the U.S. and that the orders were in hand for exact statement before signature by G.G.

In the evening, I read 8 chapters of 2 books of Leviticus which is now and always through. The 1st of these chapters is XII, 19 - seemed a pity not to write for today's reading, in making clear Japan in her actions violating all that has been regarded as most sacred from the time of Moses to the present, and the sacred commandments upon which civilization itself rests.

After giving to be an outline of what I wished to say in broadcast to-day, I dictated this diary to make concluding with the hands distinctly at 12 noon.

I learned from Mackenzie that the King's approval had been given at 11 a.m. British time which would be 7.10 a.m. to-day, December 8. That will enable our proclamation to be dated the 8th which will probably also be the date of formal declarations by the U.S. and U.K.

At 19.05 p.m., I signed the revised proclamation drafted in a more significant form by the Secretary of State's Department, the proclamation which is to appear in the Canada Gazette.

I spent the rest of the afternoon at the Ministry of Defence preparing broadcast for to-night. Office kept pressing me to prepare a speech for the marathon. I did my best to get a paragraph or two but found I could never get a date housecoat if I attached the seal itself. used this material for.
conclusion.

Worked with F. part of the time, and part of the time with G. The G. also anxious to have me come down but had to ask him to let me prepare broadcast and see him later. At times, I feared we could never get ready in time but eventually things pieced themselves together fairly well.

The day was unique in that at 1:30 o'clock, the President delivered his address to the two Houses of Congress bringing the U.S. into the war against Japan, and at four, Churchill's broadcast on Japan's entry, and telling of Britain's proclamation today of a state of war.

Tonight my own broadcast told of Canada's coming into the war and the issuance today of a proclamation to that end. England declared war on Japan before the U.S. though her promise has extended only to being at her side within the hour. Canada also declared the existence of a state of war before Britain. I signed the revised order at 1:30, also signed an enlarged re-typed proclamation during the afternoon.

The appearance before both Houses was a great triumph for Roosevelt. One could not but wish he had gotten into the war long ago. They have called much too long in trying to keep us out. Churchill looked terribly tired, indeed he has seen the vision of what Japan's coming into the war really means. Such were my feelings; I think, that he had ever conceived. Indeed I recall how difficult it was to have him realize that Japan was certain to go. I shall always remember the look on his face when he said: "Churchill's face, a. dines the night at the war office, when he made his broadcast and I told him I was certain Japan would play her part as an Axis partner and be in before long. I marvel at Churchill's ability to seize the right words and to express them under a day such as this has been. It was with the greatest difficulty I kept control of myself and manage to get my mind to work sufficiently to give to the broadcast the great care which every word deserved. I was particularly pleased at what he said and was able to do together in giving the reasons why we had felt it unnecessary to call Parliament together at this time.

I heard the President's broadcast while resting and took a half hour's rest after. This was the only rest I got - save about 10 minutes - before going to the studio at night. I found no difficulty in making the broadcast. After it was over, I had to repeat part for a news reel production. Back after 10:30, went down to see the U.S.

Had just a word with M.L. as well as N., before bed and I had a 3/4 of an hour's talk in front of an open fire in his library. He told me Princess Alice had moved the chairs and for the fire. They were speaking
Monday, December 3, 1941

of the treachery of the Japanese and of members of the American Legation staff having been at dinner at the Japanese Legation on Saturday night. They must have felt humiliated now that this had become known.

The Governor and I talked of the declarations of war, of the loss the country had suffered through Le知って, of the Vichy and St. Pierre Miquelon situation, of Beigan not having thus far resigned. The Governor agreed that there was no reason to bring on a by-election to allow a Senator to run for the seat of C. when the Constitution says he is not eligible. This reminded me that just before leaving the broadside, word came to me before leaving Lekeitio (brought by D.) that 3 of the Conservative members were resigning their places to be taken in the Legislature by Drew, Hepburn and Lawson. This seemed pretty much the last straw—part of the conspiracy of the press and wealthy interests to help to destroy me to get national government, etc. by enforcing conscription.

I felt at once hard was a part of the meaning of the vision I had had about the loss of my case due to a case of intrigue such as Japan has exhibited. The presence of Fox seemed to me to signify a watchful spirit. The vision being in the nature of a warning to be careful not to lose my support. In other words, keep true to my own people and the people. Strangely enough, I did not seem to be affected by this announcement as it seemed to signify the least possible thing that could be done to make my task difficult. It was like the whole world going into war. There was no further play that was likely to be brought in.

The Governor seemed to be pretty anxious over the U.S. position and the British position in the Orient as he has indeed good reason to be. It reminded him of how strong I had been on the need to prepare for war against Japan.

It was 10.30 when I go back to bed. I felt a tremendous sense of relief. It seemed as I had not been again into the position I had lost for a while through the difference with the Canadian Press and the feeling of heavy loss through the death of Le客戶. Help seemed to be coming from higher sources.

To bed at midnight.
Tuesday, June 29, 1937. (cont'd.)

(Typewritten – p.625.)

quietly and pleasantly said he was pleased to see me in Germany, and pointed to a seat which was in front of a small table which had a chair to its back, to the right of which Herr Hitler seated himself. Mr. Schmidt sat to Hitler’s left. When I went in, there were some other persons present as well. It was explained to me afterwards that Hitler had been receiving some foreign diplomats presenting letters which accounted for other officials being present at the time. One of them was in military uniform; others in court dress. We had just gotten under way in conversation when Pickering and Hawel came in. I counted altogether eleven in the room hearing our conversation. The interview lasted until after two; one and a quarter hours altogether.

As we were about to be seated, I placed a de luxe copy of Rogers’ biography on the table, and opened it at the pictures of the cottage where I was born, and of Woodside, of Berlin. I told Herr Hitler that I had brought this book with me to show him where I was born, and the associations which I had with Berlin, Germany, through Berlin, Canada. That I would like him to know that I had spent the early part of my life in Berlin, and had later represented the county of Waterloo in Parliament with its different towns which I named over. I said I thought I understood the German people very well. I mentioned that I had also been registered at the municipality of Berlin 37 years ago, and had lived with Anton Weber at the other side of the Tiergarten. While I was speaking, Hitler looked at the book in a very friendly way, and smiling at me as he turned over its pages and looked at its inscription. He thanked me for it, and then waited for me to proceed with conversation.

I told him I had been anxious to visit Germany because of these old associations, and also because I was most anxious to see the friendly list of relations existing between the peoples of the different countries. I had meant to pay the visit last year but had not had the chance. I was particularly grateful to von Ribbentrop for his kindness in arranging such an interesting programme. I said I had been particularly anxious to meet Herr Hitler himself (p. 62B) and talk over matters of mutual interest. I spoke then of what I had seen of the constructive work of his regime, and said that I hoped that that work might continue. That nothing would be permitted to destroy that work. That it was bound to be followed in other countries to the great advantage of mankind. Hitler spoke very modestly in reference to it, saying that Germany did not claim any proprietorship in what had been undertaken. They had accepted ideas regardless of the source from which they came, and sought to apply them if they were right. He cited, as an example, having obtained from “Roumania”, I think, one of the ideas regarding improvement of labour’s position, and had sought to apply it on a nation-wide scale; that to make their views prevail, they had had to adopt a form of organization which would make the principles and policies prevail over the entire country; had had to go through a difficult time to reach that position but were now working out on those lines. I said to him I hoped it would be possible to get rid of the fear which was making nations suspicious of each other,
and responsible for increases of armaments. That could only do
harm in the end. That I was a man who hated expenditures for
military purposes; that the Liberal Government in Canada all shared
my views in that particular; that I had the largest majority a
Prime Minister had had in Canada. I had found it necessary, how-
ever, in order to keep my party united, and to meet the sentiment
of the country to bring in increased estimates for expenditures on
army, navy, and air services, at the last Session of Parliament.
That this was due wholly to the fear that there might be another
Great War, which fear had arisen from the way in which Germany was
arming, etc. Hitler nodded his head as much as to say that he
understood. He then went on to say that in Germany, they had had
to do some things which they themselves, did not like. That, after
the War, they had been completely disarmed and had not sought to in-
crease their armaments. On the other hand, France had not kept
down the armaments but began to increase them at a rapid rate;
Germany saw that if she was not to be at the mercy of conditions,
she would have to take steps to enable her to defend herself. He
said you must remember we were stripped of pretty nearly everything
after the War, our colonies were taken away; we had no money to buy
things with from outside. We had to do everything within the
country itself; that meant that we had to organise so as to be
able to get the defence equipment we needed. We had, in order to
meet the situation, to arm much more rapidly than other nations
would, or we would have armed had we been left in the position they
were in after the War. Our purpose in arming is to get ourselves
in the position where (p. 837) we will be respected. England has
been arming rapidly, and we do not take any exception to it. We
know that it is needed to give her voice the authority which it has.
We feel the necessity of getting ourselves equally into the position
where we would be respected. We have had once or twice to decide
on certain moves which was a choice which we did not ourselves
really like. We saw that we were either to be kept down and
become permanently a subject depot, (2) or take a step which would
preserve us in our own rights. All our difficulties grew out of
the amity of the Treaty of Versailles, being held to the terms of
that Treaty indefinitely made it necessary for us to do what we had
done. He spoke of the advance into the Khur as being part of
that assertion of Germany's position to have perpetual subjugation.
He went on to say, however, that now most of the Treaty of Versailles
was out of the way, moves of the kind would not be necessary any
further. (Note: following words within quotation marks added in
pencil by Mr. King, personally.) "Hitler said to me, my support
comes from the people - the people don't want war. - This impressed
me very much & a real note of humility."

He went on to say as far as war is concerned, you need have no
fear of war at the instance of Germany. We have no desire for
war; our people don't want war, and we don't want war. Remember
that I, myself, have been through a war, and all the members of the
Government. We know what a terrible thing war is, and not one
of us want to see another war, but let me go further.
Let us assume that a war came. What would it mean? Assuming that France were to get the victory of a war against Germany, at what price would she have bought that victory? She would find her own country depopulated and destroyed as well as Germany. What she would find would be that European civilization had been wiped out. But suppose we were to win in the war. What would we find? We would find exactly the same thing. We would have obliterated civilization of both countries, indeed of greater part of Europe; all that would be left, would be anarchy. What we should all do is to seek to circumscribe the area of any possible conflict. The Great War did not start in Germany. It started in ——. It spread to other parts of Europe, and became a world war. What should have been done was to have left the people who began fighting in the Balkans, continue to fight among themselves, and prevent the war from spreading. While he was speaking of the possibility of warfare, he said something to the effect that there were legitimate aspirations which a nation like Germany, in her position, should have, and be permitted to develop. That if they were not permitted to develop them in a natural way, then there might be trouble arising from Germany being prevented doing the things which were necessary to her existence but which could be done without any embarrassment to others. He did not see why Germany should not have the same rights as other nations in that regard.

He made some reference to the control that England, he thought, tried to exercise over Germany along with other countries. I said to him that I did not think England was trying to exercise control; I thought the position of England towards European matters should best be described as that of an interested spectator. That what England was afraid of was some precipitate step, action, being taken in some parts of Europe which would provoke conflict, which conflict might spread over the whole of Europe, and result in England herself and possibly the world being drawn into another Great World War. That I thought what England was most anxious for was that every care should be taken that progress was along evolutionary lines and no sudden steps might be taken which might have fatal consequences. Again Hitler said he understood that; that that was quite understandable, and that he, himself, and the German people felt the same way about the danger of precipitate steps. That he thought questions of that kind should be watched very closely.

It was at this point that he said that was the great danger of the League of Nations, that it tended to make a world war out of anything which should be a local affair. I said to him that I thought the Germans did not some time understand the English, or the English, the Germans. I thought some of us in Canada understood both of them better than they did themselves. That we had exactly the same kind of feeling with regard to the English and the Americans; that in Canada we were continuously explaining to the English what the Americans really meant, in certain things, and to the Americans what the English really meant, that it did not do to judge an Englishman too much by his head. They must look at his heart.
that he was not like Stalin who could shoot his Generals and other members of his Government who disagreed with him but had to have back of him what the people themselves really wished and the German people did not want war or commitments to possible war in advance. (While he was talking in this way, I confess I felt he was using exactly the same argument as I had used in the Canadian Parliament last Session). He went on to say that the newspapers made no end of trouble; that before the time came for von Neurath to leave Germany, after his visit had been announced, the "Times" and the "Telegraph" and other papers had begun to set out all the things that were to be determined as a result of interview. They mentioned one subject after another which would be discussed and for which they hoped a settlement would be made. (p.629) Hitler then said: some times, as a result of the Press, hopes are raised with regard to settlement of issues which sooner should have been raised at all, and to have the issues discussed and not settled, only makes the disappointment greater in the end than it would otherwise be. It was possible the lesser of two evils would be not to have an interview at all.

I told him I did not think the English had specific matters in mind, that really they were disappointed as they had been looking forward with great expectancy to the visit. A little later on, he spoke about the settlement of difficulties between England and Germany and France. He said he did not think there should be any difficulty in getting a complete understanding; that the question of the Colonies was one that they thought should not present difficulty; it could be settled in time. Now that the Treaty of Versailles was out of the way, the worse difficulties had gone with it. That he felt so far as France was concerned, they could easily reach an understanding which England, France, and Germany would all fully appreciate. The one thing, however, which he could not understand and which was presenting real difficulties was the Treaty of Alliance between France and Russia, and some other treaties that England had given her sanctions to. I did not get a chance to answer this part of his statement as we had been talking a long time when it was reached. However, earlier, while discussing this matter, he spoke about the dangers of Bolshevism and Communism. He said England did not realize yet how serious they were, and what she might herself have to face some years hence. He said that if Germany had not met the Communist menace at the time she did, and in the way she did, the condition of Germany today would be the same as the conditions of Spain. That their whole life was being undermined by what was coming from Russia. (While talking with Göring, he said to me that they were surprised at the money which was going from England to help the Communists. He said they had knowledge of it; did not think the government was a party to it but that some way or other, it got across from England to Spain.)
In speaking about the Conference in England, I told him that I had been at the Conference of 1921 and 1926, and this one, and had never seen the time when the feeling towards Germany was more favourable and friendly than it was at this last Conference. That there were things that many of the English could not understand, and did not like, but as for any desire to dislike Germany rather than to like her, to be on friendly terms, I could not discover that in conversation with the people or with the Government. Hitler told me others must not mistake the nature and position of the British Empire; (p.630) that Canada, for example, was as free and independent a country as Germany itself but we felt that our freedom was secured in large part by our being a part of the British Empire, that Australia, South Africa, and New Zealand, all felt the same; that each were free to manage their own affairs, and now as long as the British Commonwealth of Nations continued to exist as it now does, that peace and security of all would be greatly strengthened thereby; that if that peace were threatened by an aggressive act of any kind on the part of any country, there was little doubt that all parts would resent it. We valued our freedom above everything else, and anything which would destroy the security of that freedom by destroying any part of the Empire would be certain to cause all carefully to view the whole situation in their own interest and in the interests of the whole. Hitler said he could understand how that would be. I said there was no thought of aggression on the part of the Empire; and we would not countenance anything of an aggressive nature on our part any more than we would wish to countenance it on the part of others. I stressed very much what freedom meant and pointed out that at the Coronation itself, and at the time of the Great War, there had been no compulsion, that everything was voluntary; that more people would have come to the Coronation had there been hotel and steamboat accommodation. That it was this freedom and liberty which we all prized that was represented in the Crown that kept us united in the way we were.

Herr Ewol had told me that he thought Hitler was allowing at least half an hour for the interview but might run considerably beyond that time. However, as we talked, I saw that we had gone on fully for an hour and that some of those in the room were beginning to give signs to him to think of other engagements. Hitler, however, ignored these and kept up the conversation. Finally I saw that he felt perhaps the interview should close so I hurried to say that there was just one or two more things that I would like to mention expressly to him. One was about Mr. Chamberlain. That I thought Mr. Chamberlain had a good understanding of Foreign Affairs, and had a broad outlook. That I would like to tell him how all of our Ministers and I, myself, had been prejudiced against him on what we thought were narrow views and nationalistic and imperialistic policies, but that we had all come to feel quite differently, and believed policies toward European countries would be wisely administered in his hand.
Tuesday, June 29, 1937. (cont'd.)

I said his interview the other day with regard to the Leipzig affair
was exactly as all others with what he had said in discussing Germany
in the Conference, that I thought it represented his true attitude.
Hitler told me he was pleased to know that. I emphasized the
necessity of giving time in all matters, to be (p.331)patient and not
hurry on anything. That understanding could be brought about with
time.

As I got up to go, Hitler reached over and took in his hands a
red square box with a gold eagle on its cover, and taking it in his
two hands, offered it to me, asked me to accept it in appreciation
of my visit to Germany. At the same time, he said he had much
enjoyed the talk we had had together, and thanked me for the visit.
When I opened the cover of the box, I saw it was a beautifully silver
mounted picture of himself, personally inscribed. I let him see
that I was most appreciative of it, shook him by the hand, and thanked
him warmly for it, saying that I greatly appreciated all that it ex-
pressed of his friendship, and would always deeply value this gift.
He went to give it to someone else to carry but I told him I would
prefer to carry it myself. He then drew back a few steps to shake
hands and to say good-bye in a more or less formal way. I then said
that I would like to speak once more of the constructive side of his
work, and what he was seeking to do for the greater good of those in
humble walks of life; that I was strongly in accord with it, and
thought it would work; by which he would be remembered; to let nothing
destroy that work. I wished him well in his efforts to help mankind.

I then thanked him again for having given me the privilege of so
long an interview. He smiled very pleasantly and indeed had a sort
of appealing and affectionate look in his eyes. My sizing up of the
man as I sat and talked with him was that he is really one who truly
loves his fellow-men, and his country, and would make any sacrifice
for their good. That he feels himself to be a deliverer of his
people from tyranny.

To understand Hitler, one has to remember his limited opportuni-
ties in his early life, his imprisonment, etc. It is truly mar-
vellous what he has attained unto himself through his self education.
He reminded me quite a little of Cardin in his quiet way, until he
begins to speak when he warms up and begins to get carried away with
what he is saying. He has much the same kind of composed exterior
with a deep emotional nature within. His face is much more pre-
possessing than his pictures would give the impression of. It is
not that of a fiery, over-strained nature, but of a calm, passive
man, deeply and thoughtfully in earnest. His skin was smooth; his
face did not present lines of fatigue or weariness; his eyes impressed
me most of all. There was a liquid quality about them which indicates
keen perception and profound sympathy. He looked most direct at me
in our talks together at the time save when he was speaking at length
on any one subject; he then sat quite composed, and spoke straight
ahead, not hesitating for a word, perfectly frankly, looking down
occasionally toward the translator and occasionally toward myself.
Tuesday, June 25, 1937. (cont'd.)

(Typewritten - p.332.)

When Mr. Schmidt, the translator, was translating part of what he had said, he would turn and look at me sideways and would smile in a knowing way as much as to say you understand what I mean. Similarly when there were bits of humour in what I had said, he would give a look of recognition and smile pleasantly. He has a very nice, sweet and, one could see, how particularly humble a folk would come to have a profound love for the man. He never once became the least bit restless during the talk of an hour and a quarter which we had together. He sat quietly in an arm chair, with his hands together in front of him, and only when he went to hand me the portrait of himself did he seem to separate them for any length of time. He was wearing an evening dress, white tie, having put on this for receiving personages who had previously called. It was one of the few days he had come into Berlin. He has his offices round about his home in the mountains. He spends most of his time there, very little of it in Berlin, only flies occasionally to the capital. He feels he needs the quiet and nature to help him to think out the problems of his country. It seems to me that in this he is eminently wise.

As I talked with him, I could not but think of Joan of Arc. He is distinctly a mystic. Hewel was telling me that the German people, many of them, begin to feel that he has a mission from God, and some of them would seek to reverence him almost as a God. He said Hitler himself tries to avoid that kind of thing. He dislikes any of them thinking of him as anything but a humble citizen who is trying to serve his country well. He is a teetotaler and also a vegetarian; is unmarried, abstemious in all his habits and ways. Indeed his life as one gathers it from those who are closest to him would appear to be that very much of a recluse, excepting that he comes in contact with youth and large number of people from time to time.

Hewel was telling me that when von Ribbentrop had sent for him to fly all the way to Munich to meet Hitler and himself with regard to my visit, and to receive from them instructions as to giving me the fullest information in respect to everything, he said he found Hitler looking very tired during that visit, that he looked much older man. It is very strange, however, that whenever he became interested in a subject, foreign people, all that weariness began to leave him, and he looked young and rested again. He said, for example, that there was a little girl who wanted to get his autograph. the affair of state would weary him, but when he saw this little child, she changed his whole nature from one of weariness to one of restful joy. He said his passion for the youth of the country is very great. Hewel tells me he is deeply religious, that he (p.333) believes strongly in God; as a matter of fact, more congregations had been established in Germany in the last few years than in many years preceding; that the trouble with the Church had been a political trouble, their interference with politics.
of the Tories and the U.C.P. It seemed then that I was being told now that that part was all over, try and bring all the wanderers back to the fold - keep my party together. The fact that I should pick up this book "Bright to the Wanderers" - rebellion of 1837 - makes me feel that my grandfather is letting me know that this message has been sent to me from him today. That, I believe, to be the case.

Not a word as to the probable outcome of the campaign. (At this point I opened a package which contained a card from Madame Paulina enclosing a little elephant and marked "good luck". it suggested to me the idea of the burden bearer and strength for tasks.)

By my guess as to the result of the plebiscite is that the affirmative vote should be about 70 percent over the Dominion as a whole. If it is that, it will be good indeed. That will mean it would run up to 80 percent in some of the provinces. It might be between 75 and 80 percent in all the provinces outside of Quebec. Quebec, I feel, might give 90 percent for the affirmative. It might even reach 95. That the vote will amply justify the taking of the plebiscite, in that it will make quite clear the wish of the people as a whole to have a free hand and no longer bound by past pledges or promises in the nature of restrictions, I feel quite sure. Some of the Tories will immediately be after declaration of conscription for overseas. My belief is that we shall never have to resort to conscription for overseas. We will repeal the clause in the National Resources Mobilization Act, which limits the government's power to the confines of Canada. I will announce that we intend to extend the application of the provisions of the N.R.M.A. to cover the coasts of Canada, possibly going the length of using Canadians anywhere in the northern half of this hemisphere. I doubt if we shall ever have to go beyond that, as our people will become increasingly concerned about keeping men within Canada itself. All we shall have to be sure of is reinforcements of the army at present in Britain. If there is any pressure on the part of our men to enforce conscription, just for the sake of conscription, I will fight that position to the end. Quebec and the country will see that I have kept my word about not being a member of the government which sends men overseas under conscription. The only exception I will make in that will be that our own men need additional numbers which could not be obtained voluntarily, but I do not think this will be the case. I am particularly pleased that there has been no need for conscription thus far, which could not have been applied, as we had not the power, but no need to use it if we had had the power.)
The day is almost an ideal one. Roads are in good shape. Outdoors very fine, no rain or excessive cold. Every reason why it should be easy to get out, despite no freedom to use gasoline for the purpose of voting.

As I have been dictating this last part, Jean has brought in some lovely roses from Harry McLean - a couple of dozen. They came back to my mind as I looked at the shield in the window from the British H. of C., with the rose in the centre at the top. Britain is the shield of freedom in the world today. If we can have our men do their part of their own free will - fight for freedom freely and without compulsion - it will be a triumph indeed.

Dictated letters. Went through despatches. Had dinner. Short rest until 8.15. While resting, I tried to think up a phrase or two for the press, once the plebiscite results are known, e.g., national expression of view on a national issue. Hazel called me and said the returns from the Maritimes were already coming in, indicating a strong YES. I avoided getting any data until I had written out a few thoughts.

Around 9.30 I began to get the returns from different constituencies. I got particulars of several polls from the Maritimes, all showing an affirmative vote. First Quebec polls - three gave NO vote, and one gave YES. By 10.30, many returns, including some from Manitoba.

returns from Quebec were quite depressing. I found it difficult to shape up anything for the press that would help to save the feelings of the Quebec people. Pickersgill was quite depressed, and I found it more than usually difficult to discover suitable words for the occasion. As it got on towards midnight, I thought once of leaving everything over until tomorrow, but concluded it would be best to make at least a tentative statement, as the N.O. returns began coming in.

By midnight, I had begun to make the different revisions and shortly after got a copy to the Press Gallery of what, I thought, seemed on the whole, a pretty satisfactory statement. It made clear that the plebiscite had given the government and parliament a free hand and that the will of the people would now prevail. I cannot say I felt any real elation over the result, though an amazingly large affirmative vote made clear the people had trusted in myself and the government to see that their rights would be wholly preserved. A table showing the returns by constituencies made it perfectly apparent to me that the governing factor was the racial and, possibly, race and religion combined, the French Catholic minority feeling it would be at the mercy of English protestant majority. I felt very strongly that to keep
Canada united, we would have to do all in our power from reaching the point where necessity for conscription for overseas would arise.

As I looked at the returns, I thought of Durham's report on the state of Quebec when he arrived there after the rebellion 1837-38, and said he found two nations warring in the bosom of a single State. That would be the case in Canada, as applied to Canada as a whole, unless the whole question of conscription from now on is approached with the utmost care.

The returns show clearly the wisdom of not attempting any conscription through coercion and in violation of pledges. Whatever is done now will be done with the will of the majority, expressed in advance, and which, if properly set in the right way, will be gradually acquiesced in by those in the minority. The returns show clearly the deplorable lack of an educational campaign in the parts of Quebec other than the Montreal district. There, the vote was surprisingly evenly balanced.

It was 12.30 when I went to bed, having heard part of the news at eleven, and the statement to the press prepared in final shape mostly after that time. It is a great relief to have this vote over before anything happened to interfere with it or to render necessary, up to the moment, any extreme action on the part of the government.
It was after two when I got to bed. Very tired. Bed seemed wonderfully comfortable and restful, particularly with a warm blanket. The weather has changed. It is much colder today. Apart from that, I have perspired so freely and am so fatigued that I feel the cold more than I should. I would think have slept comfortably had word come that our communications to Massey and the King had been received.

I had left word for the Code Room to telephone Laurier House, and told the policeman at the House to awaken and deliver to me any message that might come during the night. At 20 past 4, I awakened and got up. No message had been received up to that time. I went back to bed and rested. Slept off and on. When I next turned the light on, the clock by my bedside was exactly at 7. I took that exact hour and figure to mean that I was being told that all was alright. The subsequent telegram from Massey showed that H.M.'s permission was being given at 1:08 p.m. at Windsor. There being five hours' difference with London, this would mean that Massey was, at that moment, receiving the King's approval. I phoned the office from my bedside. There was no answer. I then came upstairs and phoned the Code Room, and was told nothing had come through the night except a message from the States regarding planes. This made me very anxious. I felt I had better phone S. Waken him. He said he was just about to get up. He agreed with me it was extraordinary we had not had even an acknowledgment from Massey of any of our messages, notwithstanding he had been sent word the day before to be prepared for an important message. S. felt sure that if Massey himself were away, some one would be on hand. We tried to account for the delay, but felt it must be due to some difficulty in reaching the King. At any rate, there was little we could do but wait. I went back to bed and did not get to sleep for about another hour. Must have slept on after that as when I next looked at the clock, having darkened the room meanwhile, it was exactly 10 by the clock.

I have been observing the significance of looking at the clock at the exact hour. While 7 is a mystical number, 10's are evidence of completeness. While I had this thought in mind, I had previously begun to raise the possibility of the enemy having been able, by some device, to destroy the cable between Canada and England. Felt it might conceivably be the first act of sabotage, that there might have been some device that would have served this end. I felt at least the time had come when we should seek to get further information by trans-Atlantic phone. Called up Massey and told him what was in my thoughts. Said to him to see S. and arrange at once to get into trans-Atlantic telephonic communications with Massey, that I would either speak to him myself or S. could do so but to have this order carried out. I then decided to dance...
Sunday, September 10, 1939

and come up to my library. There were no servants excepting Joan and the little maid in the house; I had no one to find the clothes I wished to wear.

I had Jean phone Nicol at once. He was in bed; said he would come immediately. Lay had given him no word last night about my not having gone to Kingsmere. He arrived an hour later. I was just completing my dressing when Nicol turned up. He told me he had asked Lay to let him know but no word had come from Lay. As a rule Lay is most careful; I have no doubt his mind is full of anxiety about the future of his little family and himself. I have noticed a change in his mood since the war was announced.

I breakfasted in the sun-room, enjoying first taste of the Kingsmere honey. Thought of Dr. MacDougald's brother's death, and dictated a wire.

After breakfast, I came to the Library and began reading. First chapter of Romans. Was impressed with the little book-mark and its verse.

Also by passages referring to faith in the first chapter. The last paragraph seemed to me to represent how corrupt some of the followers of the Nazi Regime have become.

Heads the office to see if 'phone connection had been established with England; then learned from S. that a message had just that minute come in to the Code Room, which was being deciphered. It was clear that Massey had received the message. In the course of the conversation, he was able to give me the entire text which was as follows:

"No. 359. Following for Prime Minister begins. Your telegrams 301 and 303 and unnumbered of the 28th of September. Have just returned from Royal Lodge, Windsor, where H.M. the King received me and gave his approval to your submission at 1.30 p.m."

This was exactly at five minutes to eleven. The two hands of the clock were over each other, just as they are, as I am dictating, at about 27 minutes past 5.

I spoke to S. about reserving for Parliament the story of happenings since it adjourned, and give only the bare facts to the Press. We discussed the exact moment at which we should regard a state of war existing, and agreed that it should be the moment of publication of the Proclamation in the Canada Gazette - the time being its receipt at the office of the Secretary of State for External Affairs; that Simms should then, at once, be told that the Proclamation was issued. S. said the wire which had come in about U.S. planes indicated it was only yesterday that the British Government had released, in a manner which would enable us to purchase and retain, the bombing planes from California; that the planes had flown from California to Montana. We could at that moment have held the issuing of the Proclamation. I asked S. how long it would take for them to come from Montana into Canada. He said it might be
I do feel, however, that this speech is imperfect as it makes pretty clear the relation of my methods to the manner in which this country has been brought into this great conflict. I was terribly disappointed to find that Lapointe’s speech was not printed with mine as had been intended. It once more discloses how true it is that one has to follow literally every detail oneself. Apparently the Liberal office assumed because Lapointe’s speech had not been sent with mine when the title page was there, that I had decided not to have it printed. I immediately got in touch with Pickersgill to arrange for its printing as a separate pamphlet. I feel particularly about how Lapointe himself may feel.

Among other matters not in hand today was the preparation of a statement for tomorrow to read in the House when Parliament resumes on the procedure in obtaining R.M.’s approval and the issuance of a Proclamation in his name. This came along in the course of the day. Also my wish to prepare to meet Slaght’s suggestion of a National Government being formed. Outlined to Heaney points to give Pickersgill for the preparation of a brief on that score. I am as certain as I am living that it has been the McCullagh-Hepburn combination which probably includes Drew as evidenced by Hepburn’s friendly relations with him from time to time. Certainly Conant whom Lapointe mentioned as embarrassing him all he can in justice matters; very likely Bassett, and in particular the mining crowd and also power interests that have been helping Hepburn, McLaughlin, of General Motors, and others who have been using the Canadian Army Corps as a body of gangsters—seeking to get possession of the Government of Canada at this period of war. They will be a difficult lot to fight. How far railway interests may be with them, I cannot say. I do not think Beatty would lend himself to anything of the kind but there are other C.F.R. men who, undoubtedly have been using Nashen and the “Globe” to their own ends; just as the Canadian National people took advantage of the last war to further their ends, so the C.F.R. are doubtless doing today I imagine for the same Machiavellian end. Moore has probably been directing the different steps. There will be an effort to establish Fasist Government in Canada just as I feel, from speeches listened to yesterday in the House, that Social Credit have, in them, all the elements of a Communist Nazi organization which would seek to bring about a totalitarian state with conscription of men, resources and money, etc. as their aim of upsetting the existing order. Strange as it may seem, Herridge is lending himself to this movement and seeking to become its leader. Some of the C.C.C.C. speeches really alarm me as well. Goldswell was a terrible disappointment; also Pellatier who is almost a young Hitler in some of his
utterances and method of speaking.

I was very tired when I went to rest at 2. I soon fell off to sleep and though called at intervals, intending to rest only a short time, found immense relief to my brain in getting a fairly sound sleep up until half past four.

Then had lunch and later continued dictation of this diary reaching this point at six o'clock.

Dr. S. has just 'phoned about the detention of the German Consulate, Windels and Schaffhausen and their wives. He agrees with me that they are fine people, and that we should deal with them as carefully as we can. He has written a letter informing Windels of the state of war existing, and to advise him to stay in his own house, and has had a Mounted Policeman in plain clothes staying in the house. I agreed that younger men, of military age, should be interned, and we will consider whether it would be better to let Windels and Schaffhausen go to the States or intern them as well. I am inclined to think the former policy is best. The British Government seem anxious that we detain them here until the British Consulate get out of Germany. We will settle the matter tomorrow. How extraordinarily cruel a thing war is!

Concluded diary at 7.30 p.m. The little Church bells opposite were playing, "Saviour, to Thy dear name we raise, with one accord our evening hymn of praise". Just as this morning, the first Hymn I heard was: "Holy, holy, holy" - mother's favourite Hymn.

Started for Kingsmere at 7.30, pouring rain out of doors but feeling the desirability for a little quiet rest in the country. Just before going, received a copy of Webb Miller's book entitled "I Found no Peace".

Left about 7.30 for Kingsmere. J., and G., joined me at dinner. We had a quiet and pleasant hour or two together, though I felt too tired to do much in the way of conversation. Got to bed about 10.30 p.m.
giving a dinner in honour of the President and the R.M. of Great Britain. Tomorrow I shall be acting as host.

I found the reading of my little books for today extremely helpful and significant. The chapter in Genesis even more so. Everything considered it would seem to me to give evidence of divine guidance in that I should have reached the particular chapter I did for this morning, having some days read several chapters and other days a few verses. The one that I concluded on today (without knowing that it was the one it was) contains an account of Jacob's vision of the angels ascending and descending the ladder from earth to heaven where he rested the night on a pillow of stones, and which place in the morning he called Bethel. This was the chapter I had read at Hyde Park, two years ago, a little after Paris was defeated. That I should be reading it here this morning at the Citadel on the day that both Churchill and the President are here is indeed significant, doubly so considering that I had taken a firm stand at that time about not using any stimulants during war and that yesterday that same question should come up for frank and open discussion at the table with Churchill, Mrs. Churchill and Miss Churchill. It is the God of Bethel that has been my God as he was the God of Jacob through the years that followed that experience. This runs back in one's ancestral lines. Surely the place where one stands at this time is holy ground. As Churchill said to me yesterday, it does look as though one had been "reserved" for a purpose, that purpose relating to world events of our day.

This morning, the weather has been quite changeable. At one moment, very bright and very wet. It poured rain all night.

This morning, while reading, there was a crash of lightning and roll of thunder almost as though the Citadel itself were being bombarded. Then a burst of sunlight in the course of reading. My surprise is that the weather will soon clear and probably be favorable during the course of the President's visit.

When I concluded reading, I dictated this diary to this point feeling that what is here recorded is more important than all else.

At a quarter to eleven, left the Citadel to meet the G.S. and Princess Alice in their private car at the station. General Fiske and I drove down together. At the station, when I looked at my watch, before going aboard the train, the 2 hands were together exactly at 11. When I looked at the clock, thinking it was time to go, the hands were exactly at 12 o'clock. In the meantime, I had a very pleasant talk with H.R.H. and the G.S.

We were met by Eastwood before going aboard the car. H.R.H. came
forward and spoke of how much they had enjoyed their stay at Kingsmere. I shook hands with Miss Cranfell and Redfern, and then sat down and had a little talk with the Princess.

She said their visit to Kingsmere had been most restful and enjoyable. They had had no end of good walks. Had walked 4 miles one day. I asked later if they had been up to the mountain. They said that they had taken the Redfemns up. Had thought the view from the top quite wonderful. It was a wonderful day. The weather had been good all the time though some days, very warm. H.B. mentioned later he would come in soaking wet with perspiration.

The Princess said that little Pat sent his love to me. He had been very friendly the first day he was a little shy, but would come up to her room, which had been my room, put his paws on the bed and look at her.

Whenever he wanted to get out, he would come up to where she was. That he was very faithful. Walked with them at some length. Had gone on long walks with them, part of the time they had had him on a leash.

They then spoke of Mary and Jean, how well they had done everything. Said they had seen the Pattasons and spoke of what a charming little house they had. How much they had enjoyed their talk with them. I told H.B. I did not know what I would have done without both of them, and what they had meant to me in my public life to have Mrs. Patteson take the interest she had taken in my house and helping me to meet different situations there. Spoke of our friendship over many years and of B.'s interest in gardening, and of the times we had together.

We were waiting for His Excellency who was in an adjoining car where he had been talking with Lord Mountbatten. We went into his car and the 3 of us talked together for about an hour. His Ex. spoke much in the same way that Princess Alice had spoken of their visit to Kingsmere. Referred to little Pat, the servants, and their work. Also said they got great pleasure out of the long chairs, resting in the sun. I remarked on how tame they were both looking. They really looked quite rested. I said I wondered if they had not brought their own dog out. The Governor said it is all right if they meet out of doors. If they came into the same house, there would be trouble. I told him how old Pat had growled at the younger Pat when he passed him in the doorway. They thought Pat was very obedient and friendly.

They had carried away a book on "Foreign Policy" by Walter Lippman. Each of them spoke of its contents being as applicable to Britain as to the U.S.

After talking for some time of Kingsmere, we then began to speak of the Citadel and what it had meant of their kindness in having their servants...
Private memorandum of conversation with Mr. Churchill
August 17, 1943. The Citadel, Quebec

1) En route to Wolfe’s Cove Station I spoke to Churchill about the memorandum re gin and whiskey and the memorandum I had sent to him. He said he did not care about the memorandum, as long as he got the whiskey. I then told him what the facts were and the kind of things that had been put into the memorandum was the sort of things that were circulated by political opponents. He said he thought the memorandum was an impertinent one and that he would send a note to the quartermaster general telling him that he thought so.

I took advantage of this to show Churchill the little prayer pamphlet issued in “Our Leaders” and spoke of the billboard and of the distraction that had followed. He said to me not to be concerned about that. He knew all about that sort of thing. He said, after all what can you expect? You kept your opponents out of office for 20 years and you cannot expect any love from them or anything but bitterness just because you have defeated them.

So then said to me: did I not think it might be necessary to join with Conservatives to keep the C.C.F. from getting control of things? I said that the Conservative party was going down and down. They were at the bottom of everything. I could not see what strength they would bring to the government, and I felt certain that were I to join with them, a very large part of my own party would leave me and join with the C.C.F. That the Liberal Party was the only one that could hold the country. That the way things were now, I felt it was better for our own party to proceed on lines as they had begun.

2) As we drove together past the bushes near Wolfe’s Cove, Churchill mentioned how easy it would be for anyone to take a shot from there. I asked him if he cared to have any security men about him. He said: no, that he liked to be on his own. In London, he walked through the streets by himself.

3) At dinner, he said the British people liked work but did not like drill. The Americans were much the same way. Our people don’t mind fighting but do not want to be regimented.

4) In speaking to Churchill this afternoon when I referred to a visit to Montreal and elsewhere, he said he would have to forgo the thought of any speaking while he had on his mind the work of the Conference.
Private memorandum of conversation with Mr. Roosevelt, August 17, 1943 (Tuesday) The Citadel, Quebec

1) The President is looking very well, wearing a light suit and light hat. He spoke at once about the visit to Ottawa. Has now finally decided he will be there Wednesday of next week. I asked him if I might announce some days before that he would be there that day. He said the security men were always fearful about an announcement being made.

He said to me at dinner tonight, go ahead and make it never mind that they say. He, at first, had wished to be there on Monday. Churchill used what persuasion he could to have him remain over Tuesday. He, himself, wanted to go back to Hyde Park from Ottawa; not to come back here which I think was sensible.

He told me tonight he would spend the morning on the Hill; lunch with the U.S. and would like to see Juliana and his godchild. Would also like to go out to Kingston and would leave from L.H. for his train to Hyde Park between 5 and 7.

2) See diary for references to toasts.

3) After dinner I had a short talk with the President, who is pleased with the quarters here. Laughteringly he told me that the room he was given still carries the name of Laval on the door.

4) In talking at dinner I spoke to the President about his personal flag being put up at the Citadel while he was here. He said he had not brought it with him, but would send for it. Also about our three flags side by side, and said he thought we ought to be photographed beneath them. I mentioned it to Churchill. Churchill agreed and immediately suggested that Lord Athlone and Princess Alice should stay over. This meant cancelling their return tonight and having them remain another day in the City. Churchill himself plans a little luncheon for tomorrow. They will leave before the Government dinner in the evening.
some here, and how splendidly everything had been arranged by Missie and their staff. Then how greatly the Churchills were enjoying the Citadel; about the two receptions and the Army Show for Churchill and I had shared together.

We then talked of the news regarding our own forces at Kiska and of what is happening in Sicily and Italy. Reference was made, too, to Macnaughton's position. The C.G.S. indicated it would have been better if we had had an army corps of ten instead of the army being of the size we now have. Because of the many problems that have been raised.

This is the most interesting to me as I know H.H. talks with General Letson a good deal about military matters.

His Sx. also gave me Pat's love. We talked both of Kiska and the Sicilian operations.

When I spoke about the by-elections, H.H. recalled that I had said we would probably lose them all. He said he did not altogether care for Coldwell. That he thought he was not playing the part which should be played at a time of war. I spoke about his attitude on Bill 90 and said after all he was more or less appealing to discontent and taking advantage of the inevitable restrictions that the government had to place at a time of war. When I left the car I looked at my watch and it was exactly 12.

Pope and I drove back to the Citadel together. After returning I put in some phone calls to Ottawa. Spoke to Col. Woodhouse about the situation in Charlottetown; to Mieaud about ferry arrangements to F.W.I., and had word sent through Turnbull to the Postmaster General as to mail passenger planes delivery on Sunday and other matters; also to Barton to the Department of Agriculture about storage of potatoes. In other words, all matters that had been discussed with me by Jones.

I then had a talk with Davidson who told me there had been some terrible things said and done in the campaign. They had brought Bourassa into the campaign and the Bloc Populaire had stopped at nothing at the kind of hatred they had been preaching. He will give me a confidential statement later on. I feel of course that the government is terribly handicapped in that I have myself not been able to participate in the campaign while the leaders of these other groups have. I am sure that a meeting with myself both in Montreal and Stanstead might have saved those districts.

Before luncheon I had a talk of a half an hour with Gen. Churchie who gave me an account of his trip to the West of his talks with Sen. Forbes and Foster. He spoke of the splendid condition in which our troops were, he having been at Addack on the Aleutian islands, where they had been training before going on to Kiska. He thought they were the best equipped lot of men that had taken part in this war anywhere. He spoke of the good
hospital arrangements at the nearest available places. He said that their training before going to Kiska the happiest lot of men were the Hull Mariners. That while men were taking things seriously when starting off, there was nothing to the statement that there had been any undue pressure on the men to leave or any resistance. He felt the training was adequate and that they had all the facilities that could be given. The landing had taken place almost unopposed. Up to the present, they had encountered very little opposition.

It was not certain where the men were scattered. He felt the Japanese could not last long. At present it looked as if there was no radio communication between Kiska and Japan. For that reason it was thought advisable to have nothing said of the expedition at all until the operation was really over unless some word of operations got out from Japanese sources. Then we could give the statement.

He said that the Americans were very loud in their praises of our men, of the skill, daring, courage and efficiency which they showed in their landing operation and in the way in which they all spread out after landing. They were splendidly equipped with all classes of weapons. Altogether, he himself was greatly satisfied with the whole position, and felt that the Americans were doubly so.

After Archie left I looked at my watch and the hands were exactly at twenty to two. I had lunch alone. After lunch was so tired I felt I must rest or my heart would suffer a strain. I got to bed about half past two and slept pretty soundly till a quarter to five.

In starting out with hope to go to meet Mr. Churchill and go to the train to meet Mr. Roosevelt and it was exactly 6:20, both hands together. Churchill and I drove to the vilfe's Cove in an open car. People gave us a great reception, where they were gathered in clusters, near the Garrison Club and elsewhere. (See private memorandum for conversation with Mr. Churchill.)

At the station, we were joined by Lord Athlone, the Lieut. Governor and Rockwell and the Mayor were also on hand to meet the President. His train arrived at 6:00 p.m. We went in his car. Shook hands. He spoke about his trip to Sunkulin Islands. How much he had enjoyed it. I told him how much I had enjoyed it. I told him how glad I was, he was here. He drove to the Citadel with Lord Athlone. Churchill and I drove in the car immediately behind, save the one which had his defence men.

At the Citadel, His Ex. and H.R.H. received a limited number of the chiefs of staff and others. They had a little conversation with the President who took up some matters at once with Churchill. It related to a communication received concerning Italy. Churchill told me previously they intended to regard as genuine the overtures that had been made for
UNITED CHURCHMEN CONDEMN PROFIT SYSTEM

CONFERENCE IN UPROAR AS COMMUNIST ADMITTED TO CAPITALISM DEBATE

United Church Body Paves Way For Talking Cooperative System

Only Six Opposed

Rev. Peter Weir, Head Of Group, Assembles Opposition After Debate

Supporter: Rev. Dr. Robert Wilson, United Church, St. Michael's College, Toronto

WIDOW CHARGED WITH MURDERING TYRELL TILFORD

Authoritative Person To Examine Body of Mrs. Tilford's Second Husband

DAUGHTER SAYS

Woodstock Woman Declares her Father Was Not Dead. She Fears to Be Housebound

Special to The Star

Archibald M. Tilford, 63, was killed in an automobile accident near Cambridge, Ont., last week. His wife, Helen, 53, is charged with his murder.

ARMED ROBBERS HOLD UP AUTOIST GIRL IS ATTACKED

One of Trio Confronted, William Benfield Tells Talks

GIRL IS ASSAULTED

Ordered From Film's Office Beaten By Thugs In Front Of Building

VISITS AKBAR'S THRONE ROOM IN PALACE OF DEAD SOULS

Worshipers Say They WillBe Seen, Sunday Finals

DOOR STEP, ROAD 3 FEET AWAY IS KIDDIES' ONLY PLAYGROUND

Baby Lilies in New Home Each Work-Site Without Stone

YOUTH DRINKS MORE THAN EVER, IS CHARGE

LONG BRANCH RACES WEDNESDAY'S CARD

SPENT ALL NIGHT IN RAIN RIDING ON ROOFS OF CARS

MODERATELY WARM WEATHER Prediction

END SILENCE OF 10 YEARS AS DR. ROBERTS IS GREETED

CHILD'S BLOCKS MAY IDENTIFY DEAD LAD

Prohibition Applied When Leaders of Two Churches Clay Heads

PAY FOR HOLIDAYS

The First Minnesota Woman is Back in Canada

PROVINCE-WIDE PACT CUTS BREWERS' HOURS, BUT NOT PAY

SPOON FEED OF STRAWBERRIES

But Duty on Strawberries

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COBRA BIT TORONTO LADY ALMOST COSTING HER LIFE

Mrs. Edith Rogers Malloy
Describes Her Trouble

STRUCK LIKE WHIP

[Image of a woman and a snake]

GREAT BLACK COBRA STRUCK HER

[Image of a cobra and a person]

SPENT NIGHT IN RAIN COLD ON TOP OF CARS

[Image of a couple]

END 10-YEAR SILENCE AS ROBERTS GRIEVED

[Image of a couple]

WIDOW IS CHARGED OF KILLING HUSBAND

[Image of a woman]

ARMED ROBBERS HOLD UP AUTOIST

[Image of a scene with a man]

WEATHER ELSEWHERE

[Table of weather information]

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The Jay-Walker

The Jay-Walker

Since, in five-stitcher's style: Thems God, for the soul.

Parliament in Uniform

By PIERRE VAN PAASSEN

The Thy-Walker is a type of uniform worn by members of the British House of Commons. It is characterized by a black frock coat, white shirt, and black tie. The uniform was traditionally worn by members of the House of Commons, and it has become a symbol of British parliamentary tradition.

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**NEW-VALUE DODGE**

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Has $18.23 PROFIT

**FRESH AIRMILLS CHAIRS FOR BENNETT RETAILERS**

Believed to Have Been Invited by Rudder At Toronto Convention

**GOLD MEDAL**

Hemorrhoids Go Quick

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Under The Leukemia Defense
**First Car to Close the Gap Between Low Price and Fine-car Performance**

**THE FORD V-8 occupies a distinctive place among automobiles. There is no way to compare it with any other car because there is no other car like it.**

The Ford enables you to step up into the fine-car class in performance, beauty, comfort and safety. But there is no stepping up in price. That is kept down by Ford low-cost policies and unique manufacturing methods. These are as different in the car itself.

What the Ford has done is to establish a new standard of values. Now, fine-car performance is limited to the well-heads.

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**FORD MOTOR COMPANY OF CANADA, LIMITED**

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YORK CIRCLE ENTERTAINS FRIENDS AT GARDEN PARTY
Mrs. Y. A. McGlinn to Receive Guests in Beautiful Rock Garden of Her Baby Boy, Henry—Dressed and entertained for the occasion. Miss Eliza Doolittle was in charge of the refreshments.

TO PLAY HERE
Caroline J. F. Torrance was married on the stage to Charles C. J. Torrance in a ceremony performed by the Rev. W. H. E. Smith. The couple will make their home in Toronto.

SUGAR PLUMS
Miss E. J. Sewell is in Montreal for a few days on a business trip. She is the daughter of the late Mr. and Mrs. C. A. Sewell of this city.

MISS ROWELL HONORED RETIRES FROM STAFF
University Women's Office Good Wives and Patriot Social Clun Miss Rowell retires from the staff of the University Women's Office to take up a new life in the country.

ENGAGEMENTS
The engagement is announced of Miss W. B. Cameron and Miss E. J. Sewell to be married in the spring.

SOCIAL NOTICES
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CROWN BRAND CORN SYRUP
This is not a SALE

Edwardsburg CROWN BRAND CORN SYRUP

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This is not a SALE

It is a CLEARANCE of just a few items that every woman needs in your summer wardrobe at prices in many cases by 1/2 the $$$$. This is not a "clearance" of old and broken size and color range, depleted from happy selling earlier in the season, and the necessity of clearing out of stock. This is not a "clearance" of things that have been disapproved by the trade. The same items that are being offered are the same items that are in stock. The same items that are being sold are the same items that are being worn. The "clearance" is a clearance of the trade. The "clearance" is a clearance of the whole trade. The "clearance" is a clearance of the whole trade.

COATS
1. Wool and worsted plaids—some new styles, some in stock, $8.95 to $15.95
2. Wool and worsted plaids—some new styles, some in stock, $15.95 to $25.95
3. Wool and worsted plaids—some new styles, some in stock, $25.95 to $35.95

DRESSES
1. Black and white plaids, $3.95 to $5.95
2. Black and white plaids, $5.95 to $7.95
3. Black and white plaids, $7.95 to $9.95

SUITS
1. Black and white plaids, $3.95 to $5.95
2. Black and white plaids, $5.95 to $7.95
3. Black and white plaids, $7.95 to $9.95

150 Hats—Values to $15—Half Price

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A NORTHWAY BASEMENT STORE SALE—and What a Sale!
We've Had Nothing to Equal It Before

5000 Brand New Summer Dresses
The kind of Frocks you'll wear all Summer long... for indoors and out of doors... Smart new 1935 Styles—Dainty Colors—Dependable Materials—Delightful Patterns—Smart Details

Dresses You Can Wash Repeatedly
...and They Won't Fade

Look at the sketches
Only a few of the Styler are pictured. There are scores of others just as new—just as attractive

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Group 1.
Thousands of Fresh, Sparkling, New Tubable Frocks in a flower garden of colors: Gingham! English and Canadian prints! Voiles! Candy Stripes! Cheeks! Floral patterns! Organdy trims! Sleeveless! Shorts!

Group 2.
Lovely Summer frocks in gay Prints! Serenades! Voiles! Checkers! Stripes! Floral designs! Man- tilla! Samples and Overtakes. Wide selection of styles... Sleeveless—short sleeves—cape effects. Sizes 14 to 44

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Group 3.
An exceptionally fine group of washable dress- es in fine Voiles! Crinkles! Organdy! Decora- tions! Smart Percolates! Futuristic crisp Organdy trims—contrasting piping—short sleeves— sleeveless—and cape sleeves. Sizes 16 to 42

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On Sale at 8:30 a.m. Wednesday—Basement Store
SEE WINDOWS

We anticipate a Record Sale To-morrow—What else could it be with values like these...you'll like them so much you will buy them in sixes and sevens in various colors and materials... Dresses grouped according to size, to make selection easy for you. Extra Sales Assistants—Extra Parcellers.

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DINNER. DANCE HELD BY JEWISH AUXILIARY
Old Folks' Home Young, L.A. Rent $1,000 Dur- ing Year

The Young Folks' Auxiliary of the Old Folks' Home have been most successful in their fund raising efforts. A dinner dance held at the Hotel success- fully completed the picture. The event was well attended and the response to the appeal has been very enthusiastic.

FOR THE AID OF JUDAS

There is an easy way to keep your health as well as your money safe—get Andrew's. You can't get too much by drinking Andrew's Ale. It's the best "all round" beer in the country. It's not too strong for digestion, too weak for all-around enjoyment. If you are looking for a beer that is light, refreshing, and easy on the stomach, Andrew's is the beer for you.

 Andrews' Ale:

SLOWLY BUBBLING GENTLY

SWEETER AND SWEETER

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DINNER. DANCE HELD BY JEWISH AUXILIARY
Old Folks' Home Young, L.A. Rent $1,000 Dur- ing Year

The Young Folks' Auxiliary of the Old Folks' Home have been most successful in their fund raising efforts. A dinner dance held at the Hotel success- fully completed the picture. The event was well attended and the response to the appeal has been very enthusiastic.

FOR THE AID OF JUDAS

There is an easy way to keep your health as well as your money safe—get Andrew's. You can't get too much by drinking Andrew's Ale. It's the best "all round" beer in the country. It's not too strong for digestion, too weak for all-around enjoyment. If you are looking for a beer that is light, refreshing, and easy on the stomach, Andrew's is the beer for you.

 Andrews' Ale:

SLOWLY BUBBLING GENTLY

SWEETER AND SWEETER

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 Andrews' Ale:
HOW I KEEP MY FIGURE
By MIDGE EVANS

[Advertisement for a figure-related product]

Tomorrow, at Holt, Renfrew's
First of 3 Days of
SUMMER SPECIALS

Hot Values For Hot Days!
Wednesday—Thursday—Friday

Equally Delightful Shopping for the Debutante
And Her Mother

LACE DRESSES
The latest things imaginable—for dinner, afternoon, and evening. In beautiful print satins. A small group charmingly varied.

$39.50

CHIFFON DRESSES
Offers exceptionally beautiful imported chiffons and the styles are as alluring as the materials. Soft print shades in sunshine and these are all of new groups. Dresses that express the very spirit of summer.

$29.50

DARKER DRESSES
Of colored sheer and printed silks. Jacker frocks and separate gowns. A splendid selection for those who have to cover a little during the holidays. Also one-piece dresses and lighter prints.

$25.00

CLEARING 3-PIECE SWAGGER SUITS
Just 20 of each. They’re perfect for the busy trip or any time in town. Suits and West of England Tweeds, and other smart woolen materials.

$19.50

White Hats
Group 1

White Hats
Group 2

White Hats
Group 3

Imported Gloves

Any size order in any one of America’s leading styles. Imported and hand-picked alpaca also here.

$1.25 and 1.95

Men's Soft Hats
Half Price!

Rapunzel size range of well-known English hats.

$5.00

Additional information on Soft Hats:

$2.85

Men's Furnishings
Ties

Pyjamas

Suspenders

Pullovers

Ties

Socks

Pyjamas

Jerseys or Shorts

Shirts

$30

$19.80

$67

$1.97

$1.35

$4.85

$0.35

$1.38

Holt, Renfrew & Company Limited

11
Always the Outstanding Shoe Value-giving Event of the Year

Chambers Semi-Annual SALE

Starts To-morrow at 9 a.m.

Over 2,000 pairs

of smart Spring Shoes in a

host of attractive styles, go on

sale at away below the

regular price.

3 Attractive Price Ranges

$5.95

$6.95

$7.95

ALL REGULAR $2.50 TO $10.50

A full range of the supports your (personal service of

foundations are in the four (off room fitters. Available in all the

usual sizes and styles. Brown, black, reds and others will all be

shown. We strongly advise early shopping for shoes and styles.

E. P. REED SHOES $9.95 and

$10.95

NOTE:

All shoes shown in this sale are new or regular spring stock and are a pair selected or made up as a sale pair.

Chambers & Sons

LIMITED

126 Yonge St.

TWICE DOORS NORTH OF AUSTRALIA

PARKING SERVICE FREE AT 25 TEMPERANCE STREET

HAIRDRESS STYLIST

SHOULD FIT FACE

Shirley Umberto’s Parlor

BEEF Febet

126 Ouee St.

The new style of "Tintex" for

door decorations.

WOMEN who have never

owe their curtains...and
dyed their hair...have
ever understood...the

beauty in being different.

The Tintex for

door decorations...comes in

colors...from soft pastel to

brilliant reds.

The Tintex for

door decorations...will add

beauty to your home...will

make your home more

attractive...will make your

home more comfortable.

You will never want to

remove your Tintex...it

will add beauty to your

home. The Tintex for

door decorations...is a

beauty...a comfort.

The Tintex for

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## WALL STREET TRANSACTIONS

|時間|商品|開倉|平倉|結帳|日次變化|相對変動%
<table>
<thead>
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## TRADING AT SLOW TEMPO IN TORONTO

|市場|商品|開倉|平倉|結帳|日次變化|相對変動%
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## SALES TORONTO EXCHANGE

|市場|商品|開倉|平倉|結帳|日次變化|相對変動%
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</table>
STEAMEROO FOR BRADDOCK
JUST THAT, NOTHING MORE
Challenge Showed Than exit
and He Was Never Far,
By J. M. Luce

RAEC ON THE BIT

BASEBALL SCORES

LEAFS PLAY HOSTS
TO MIGHTY TERRIERS
TONIGHT

TODAY'S BASEBALL
TOURNAMENTS

RACES FOR SNIPES
ON Q.C.C. PROGRAM

LEAFS RESTS GRANT
TO MIGHTY TERRIERS
IN BEACH LOOP DUEL

DURHAM SAVES
GRANT TO MIGHTY TERRIERS
IN BEACH LOOP DUEL

VICTORIOUS INVEST

Its Sales are Soaring!.....SEE THE SENSATIONAL
ROADFLIGHT TIRE

(MADE BY GUTTA PERCHA)

Be sure to see it before buying any other tire. It's so near to
the new car, a sensational value, without equal. Never needs
air, never has to be pumped. It's loaded with rubber, gives
you more rubber for your money. Its all rubber. A tire with
sidevall strength in protection against blow-outs... every
combination you make with other tires emphasizes that the
Roadflight gives you more for your money. Its sales are
soaring because it is Canada's Blue Ribbon Tire Value..... a
lower priced rubberized quality Tire!

The New G. P. ROADFLIGHT Tires are For Sale at

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CHARM COTTAGE
—in cool—colorful and scented with the new Swanson furnishing!

Yes, it is true—we have a Charm Cottage to be in our Swanson grills. It is morning now, the scene is all the more inviting from its own outdoor setting. The material is a white, soft felt that makes the quilt soft and comfortable in summer, spring, fall and winter, the memorial is a fitting tribute to the memory of the dead, the thoughts and prayers of the living. This is the Swanson's newest addition to our furniture line. For more information, visit our store today. 

Simpsons—Second Floor

Hand-embroidered Hungarian Peasant Dresses
5.98

—five colorful styles, hand-embroidered and hand-stitched

We bought them in Hungary from the peasants who embroidered them. They are typical of the Polish and made almost entirely by hand. Their sheen white cotton is cool, their gay florals, green, red and yellow embroidery. These patterns can only be made by hand. Each dress is a unique piece, and we are very happy to offer them to our customers. 

Special Bobbi's Play Yards
2.69

Shop at 8:30 a.m. for this special

Crepe Swagger
in White or Summer Pastels
2.98

Of them, but they are so much in demand right now that the white edition should sell out in no time at all. Remove swagger to slip on your dress or sporty frock. Ideal for the woman who never feels well turned out for the street unless she is wearing a scarf. Misse's size 12 to 20. 20% off at 4:30 p.m. Sale. Wednesday, July 22. —COATS—THIRD FLOOR

An Iris Show Featuring IRISSES
for July Planting
8 for 99c

No flower lover will want to miss this display of lovely, lovely iris for July planting. The following varieties are on sale now for one dollar each: Blue Lights, Purple, Pink, white, and red. A selection from the finest nurseries in the world. 

Special Bobbi's Play Yards
2.69

Simpsons—Second Floor

“Biltmore”
Interpret the Summer Mode in White

A charming dinner femininity. It is soft and creamy, and yet quite striking and ornamental. The material is a soft, luxurious felt, and the design is a modern one. The dress is a classic, and it is sure to be a hit this summer. 

Simpsons—Second Floor

Fibre Rugs for Summer Seasons at Special Prices

<table>
<thead>
<tr>
<th>Colorful Grass Rug</th>
<th>Size 2 x 3 feet</th>
<th>35c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special</td>
<td>Size 3 x 5 feet</td>
<td>50c</td>
</tr>
<tr>
<td>Special</td>
<td>Size 5 x 8 feet</td>
<td>75c</td>
</tr>
</tbody>
</table>

These decorative grass rugs are an economical alternative to the carpeting. Additional patterns and color combinations are available. Prices are also reduced at $2.00, $3.00 and $4.00.

Japanese Grass Rug

Would you have a few practical hanging mats for the summer season? Definitely, for the busy person, grass mats, durable and sturdy, are a must. 

Size 2 x 3 feet | 4.50 |
| Special       | Size 3 x 5 feet | 5.00 |

“Everwear” Fibre Rug

A woven mat is practical and washable, a perfect choice for the summer season. Grass mats are not the only option, but they are a great choice. 

Size 2 x 3 feet | 2.50 |
| Special       | Size 4 x 6 feet | 7.95 |

Sale! Hooked Rugs

Over 300 different patterns, perfect for any space. These rugs are made with durable materials, ensuring他们 are perfect for the summer season. Prices are reduced at $2.00, $3.00 and $4.00.

“Reliance” Oil Stove

2.98

This stove is designed for efficient and economical cooking. It is perfect for the summer season, and it is available at a reduced price. 

“Peerless” Oven

Just Arrived!

Imported Natural Linen Handbags
1.95

You’ll love these bags, as they are made from European, polished wood and other equally interesting materials. Every bag is beautifully matched and lined. 

Other sizes at 2.95 and 3.95.

Electric Fans

6.95

A practical, fully automatic, and efficient fan. Perfect for the summer season, it is available at a reduced price. 

Simpsons—Third Floor

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## Summer Playgrounds

MAKE YOUR SELECTION FROM ONTARIO'S BEST HOLIDAY GUIDE — THE "SUMMER RESORTS" COLUMNS BELOW — AND AVOID DISAPPOINTMENT

### A Word of Frankness

You may wonder if the various specifications of the resorts are correct. They are, to the best of our knowledge. We have used every precaution to secure the most accurate information possible. But we cannot guarantee that every resort will be open for the summer season. It is always a good idea to contact the resorts directly to confirm their availability.

### Summer Resorts

<table>
<thead>
<tr>
<th>Name of Resort</th>
<th>Address</th>
<th>Telephone</th>
<th>Distance</th>
<th>Capacity</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muskoka Lodge</td>
<td>123 Muskoka Blvd</td>
<td>123-4567</td>
<td>20 miles</td>
<td>50 beds</td>
<td>Canoeing</td>
</tr>
<tr>
<td>Pine Point Inn</td>
<td>456 Pine Point Rd</td>
<td>789-0123</td>
<td>30 miles</td>
<td>75 rooms</td>
<td>Fishing</td>
</tr>
<tr>
<td>Lakeview Lodge</td>
<td>890 Lakeview Dr</td>
<td>321-4567</td>
<td>15 miles</td>
<td>100 guests</td>
<td>Swimming</td>
</tr>
<tr>
<td>Pleasant Point Inn</td>
<td>123 Pleasant Pk</td>
<td>456-7890</td>
<td>25 miles</td>
<td>60 rooms</td>
<td>Boating</td>
</tr>
<tr>
<td>Eagle Lodge</td>
<td>908 Eagle Ln</td>
<td>234-5678</td>
<td>40 miles</td>
<td>150 guests</td>
<td>Hiking</td>
</tr>
<tr>
<td>Pinecrest Lodge</td>
<td>321 Pinecrest Rd</td>
<td>567-8901</td>
<td>35 miles</td>
<td>100 rooms</td>
<td>Picnicking</td>
</tr>
<tr>
<td>Sunset Lodge</td>
<td>123 Sunset St</td>
<td>678-9012</td>
<td>20 miles</td>
<td>80 guests</td>
<td>Gardening</td>
</tr>
<tr>
<td>Maple Leaf Lodge</td>
<td>567 Maple Leaf Rd</td>
<td>789-0123</td>
<td>45 miles</td>
<td>120 guests</td>
<td>Horseback</td>
</tr>
<tr>
<td>Sunview Lodge</td>
<td>234 Sunview Dr</td>
<td>890-1234</td>
<td>30 miles</td>
<td>150 guests</td>
<td>Kayaking</td>
</tr>
<tr>
<td>Forest Heights Lodge</td>
<td>321 Forest Heights Rd</td>
<td>456-7890</td>
<td>25 miles</td>
<td>100 guests</td>
<td>Camping</td>
</tr>
<tr>
<td>Sunrise Lodge</td>
<td>567 Sunrise St</td>
<td>789-0123</td>
<td>35 miles</td>
<td>120 guests</td>
<td>Canoeing</td>
</tr>
<tr>
<td>Country Club Lodge</td>
<td>234 Country Club Rd</td>
<td>890-1234</td>
<td>40 miles</td>
<td>150 guests</td>
<td>Fishing</td>
</tr>
</tbody>
</table>

### Articles Wanted

- Gold and Silver Jewelry
- Vintage Artwork
- Antique Furniture

### Articles For Sale

- Electric Refrigerators
- High-End Appliances
- Garden Equipment

---

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THE SPY PARAMOUNT

THE SPIE PARAMOUNT

BY PHILIPPE OPPENHEIM

THE SCRIPPS NOVELTY

THE SCRIPPS NOVELTY

THE STRIPED WORLD

THE STRIPED WORLD

TARZAN AND THE FIRE GODS—No. 32

BY EDGAR RICE BURROUGHS

DICK TRACY—

JOBS: THE JOKER GODS?

JOBS: THE JOKER GODS?

BY CHESTER GOULD

LIL ABNER—

ABNER AND LIL ON THE PICTURE SHOW

BY AL CARY

STANDARDS—The Social Committee

WINNIE WINKLE THE BREADWONDER—Martha, the Mummy

BY BLANNER

LITTLE ORPHAN ANNIE—Bea!

BY HAROLD GRAY

MOMMY MOLLIE—

BY WILLARD

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EATON’S

Big sale of Summer Sandals

New! Smart! Cool! Gay!

Every kind! Every style! Every price!

QUALITY TANGENT

Available in all styles and sizes.

CALL FOR FREE BOOKS

-30 per cent to 50 per cent off regular price.

FURNITURE

OFFICE FURNITURE

SAVE UP TO 40 PER CENT

INVENTORY CLEARANCE

No marks! No faults! No flaws!

This Modern Stove—

With the Latest Conveniences—

Very Thirftly Priced at EATON’S

Price

95.00

It has a smart, easy-to-clean white enamel finish that makes it stylish and modern. All plumbing and wiring are neatly concealed below the cooking top. The oven size is 40” x 30”.

Available at EATON’S Grain, George Street.

Dine in Earth Tones in

Garden Grove

TRELLISES

For Climbing Plants

No. 305

Price

2.50

No. 40

Price

1.50

No. 400

Price

1.50

Ladder Trellises

No. 50

Price

3.00

No. 100

Price

5.00

No. 200

Price

10.00

Phone AD 2551 or AD 2511

For T. EATON Co.—Grain, George Street.

Away Below Usual Price! Wednesday

WOVEN STRIPED SPORTS SILKS, Yard

As an important group of these valuable real silk fabrics is being removed Wednesday in a recent increased sale price. Choice of English design—vivid stripes, checks, and cross hatches in gay colors. In a variety of blues, greens, and reds.

Phone AD 5011 or AD 5311

For T. EATON Co.—Grain, George Street.

End Dandruff

Eaton’s Foot Care Line

End dandruff in as little as 7 days with EATON’S End Dandruff Soap. 

Soaps and Creams

For complete information and advice, see your Salesman.

End Dandruff Shampoo

Price

50c

T. EATON C0.

Dyspepsia

Yields to English Remedy

End dandruff in as little as 7 days with EATON’S End Dandruff Soap.

Fitch’s

The EATON Co.

BonKora

Recommended and Sold

by All Establishments

Our Special Bricks this week is

"VANILLA PECAN"

IT’S DELICIOUS

Neilson’s

ICe CReAM

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EATON'S!

VOILES! A June Economy Crow Bringer!

No C.O.D. Please at Mill-Dore.

Year round, women's voiles in every name price and quality.

13c per yard, the same thing to women, and with the same thing 32 yards, leek leek voile.

Another June Economy Bringer!

Shirting Striped Sports Crepe, Yard

Super, modest, useful! The stripes are not printed, they are woven, and so in this age of style changes and turns, we get the latest in style changes and turns. Make up with metal prints and well made, or use yours, and get a high quality all-in-white. Washable, of course.

Now available at EATON'S Factory Store.

After School Specials—Wednesday

3:30 SPECIAL!

GRADS' REG. 15.95 FLANNEL SUITS

Women's Flannel Suits: 3:30 Special!

The T. EATON Co.-New Flannel Suits

4:00 SPECIAL!

Children's Malt, Babbit's Bonnets

CHEAP!

Children's Summer Socks

EATON'S FINE FOODS

EXTRA SPECIAL! EATON'S GREEN SEAL PASTRY

FLOUR $5.00

MACARONI... 39¢

SAUSAGE...

CABBAGE...

POTATOES...

TOMATOES...

EATON'S DEPARTMENT STORE

BASEMENT PROVISIONS

PEANUTS, CORN... 8c

PEPPED WHOLE... 3c

BARLEY... 12c

BEEF... 32c

BEEF... 12c

BEEF... 3c

BEEF... 3c

BEEF...

With An Eaton Depository Account

You may open an account in any of the

EATON'S DEPARTMENT STORE

MANUFACTURER'S CLEARANCE

Of Imported and Domestic Woolens gives Toronto

Men's Wool Suit Value

Wednesday—EATON'S

MEN!

IT'S A HOME RUN

THIS BIG SELLING

SUIT

MANUFACTURER'S CLEARANCE

$9.95 EACH

WITH EXTRA TROUSERS

YOU MAY PURCHASE THESE SUITS ON OUR BUDGET PLAN

New Clothing Department will be pleased to give you full particulars.

PLEASE TURN OVER

FOR OUR EATON'S STORE NEWS!
Popular Styled Suites at June Economy Savings Wednesday

EATON'S picked two of the most popular styles in chesterfield suites and offers them at a June Economy special for Wednesday! Both are well made, covered in good quality fabrics and priced at dollars savings! Even if you're not thinking about a new chesterfield suite, you'll do exceptionally well if you consider these! Both styles offered at one UNUSUALLY LOW PRICE!

THREE PIECE SUITE
June 54.50

Certainly a great special when you can buy such a well made, attractive suite for so little. The deep chesterfield has simarly buttoned back, seat chair is in wing type, the either with roll back and all are expertly trimmed with curved walnut finished trim on show room floor. Choose from variety of genuine leathers with the assurance of the spring cushions in chartering colors and more expensive.

BEAUTOCKETT TAUPE, or 3.50 ft. $5.50

EATON'S College Street. 700 Floor

CHARLES OF LONDON STYLE
Two Pieces, June Economy

This suite is a favorite of almost everybody because it combines good looks and good workmanship too. Both the chesterfield and the chair are made of the finest materials and can be arranged to fit the size of your room.

SPECIAL CLEARANCE!
ROOM SIZE WILTONS
A very limited quantity of suitable Wilton's in two useful sizes. All picked down regular touch and priced in your savings. Choose from lovely all-over Oriental design, graceful floral patterns and small conventional efforts in subtle blend colors in rose, cream, tan or blue grounds. Sizes 5' x 10' and 5' x 12'. Special, now 44.50 and 52.50.

EATON'S College Street. 7nd Floor

Specially Priced
CONGOULEM RUGS "Seconds"
Another chance to own an excellentgooging Congooleum rug. There is nothing like this in the market. The selection is wide and the savings are good. Football color and many other colors. Sizes 4' x 12', special 5.50; 4' x 16', 8.50; 5' x 16', 11.50; 6' x 8', 14.50.

EATON'S College Street. 7nd Floor

June Economy!
Candlewick Bedspreads

Special Each
3.75-4.95
6.95-8.95

JUNE ECONOMY!
"SUN-TESTED" PLASTIC PAPER

A rich twenty ton, with pattern of 312 glasses designed until a light that gives the effect of four walls, with that will add an extra panel effect. Perfect for the living room, dining room, or bedroom.

FLOWERY BEDROOM PAPER

A set of three color schemes within a soft color tone, with choice of several color schemes—blue, blue and gold. Two-color paper for walls and ceiling, 6 c.

SUN-TESTED CEILING PAPER

An attractive color scheme designed on white and cream grounds. These papers are not as expensive as they look. Special offer for walls and ceiling.

EATON'S College Street. 7nd Floor

FREE PARKING FOR CUSTOMERS, WHILE SHOPPING AT EATON'S COLLEGE STREET.

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EATON'S

A High Fashion Special

CHIFFONS

New Elaine Frocks in half sizes

8.95 Each

Costume worn at 10:30 a.m. or later will be purchased on our Slender Plan. One Skirt Measurement will be allowed to give full punishment.

Women's Sheer Coats

Special, all selected

14.75 to 25.00

No C.O.D. Phone or Mail Orders

Wednesday--an Exceptional Clearance of Darker Coats

Women's, Misses' and Junior Misses' Sizes

14.75 to 25.00

No C.O.D. Phone or Mail Orders

Here's a timely opportunity to buy the "better" coat--perhaps a coat you looked at hopefully earlier in the season and felt you couldn't afford. Formal wool crepes and lightweight lining, wool in many colors and patterns, from beautiful prints to solid colors. Many with quilted or attached whipped lining. Some will hold, all occasion coats also included. Why not plan an early trip down to EATON'S, Wednesday! We'll find this group well worth it.

Clearance of Manufacturer's Sample Hats

White ETON Value

2.79 and

4.79

ON SALE AT 12:30 P.M.—NO C.O.D. PHONE OR MAIL ORDERS

Lovely to Look at! Delightful to Wear

Neckwear

IN JUBILEE Lace

PETER PAN-COLLAR

Neckwear

979

2.49 Each

MANY OTHERS SIMILAR IN WHITE, 85C IN OTHER COLORS AT 99C.

In any color, aPeter Pan collar is a must-have accessory. It's so versatile, it can be worn with anything. From a blouse under a jacket to a casual dress, it adds that extra touch of elegance. It's a must-have item for your wardrobe.

Repeal Special!

Sweet Young Pastels

5.95 Each

When a "special" at EATON'S is such a success as this one was a previous occasion its worth paying more than ordinary attention to! These misses' pastel frocks are simply remarkable for the way they blend with the seasons. Frocks worn with buttoned or bloused cuffs are also included in this selection. They're also available in solid colors and pastel shades. Sizes 14 to 20, Extra special, each 5.95.

AN IMPORTANT EVENT FOR STYLE-SEEKERS

Clearance! "Blue Room" Dresses

Reg. 15.75 and 19.50

A smart collection of dresses and outer dresses, all with the finest of style and the charm of the little "blue room" dresses that make them almost universally loved from year to year. These dresses will be available in all sizes and will be worn with buttoned cuffs or bloused sleeves. Sizes 14 to 20, Extra special, each 10.95.

Please Turn Over

For Other EATON Store News

EATON'S Limited

10 A.M. SPECIAL

"Eclipse" Panties for Little Girls

Manufacturer's Clearance!

AT 1.69

AT 98 C

Two small illustrations of what we mean by individuality--a casual style over the shoulder, as opposed to the conventional over-the-shoulder, all of which are worn with feminine restraint. Sizes 3 to 6 years.

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Ogdensburg Agreement

Declaration by the Prime Minister of Canada and the President of the United States of America regarding the establishing of a Permanent Joint Board on Defence made on August 18, 1940

The Prime Minister and the President have discussed the mutual problems of defence in relation to the safety of Canada and the United States.

It has been agreed that a Permanent Joint Board on Defence shall be set up at once by the two countries.

This Permanent Joint Board on Defence shall commence immediate studies relating to sea, land, and air problems including personnel and material.

It will consider in the broad sense the defence of the north half of the Western Hemisphere.

The Permanent Joint Board on Defence will consist of four or five members from each country, most of them from the services. It will meet shortly.
The Statute of Westminster, 1931

22 George V, c. 4 (U.K.)

An Act to give effect to certain resolutions passed by Imperial Conferences held in the years 1926 and 1930.

[11th December, 1931]

WHEREAS the delegates to His Majesty's Governments in the United Kingdom, the Dominion of Canada, the Commonwealth of Australia, the Dominion of New Zealand, the Union of South Africa, the Irish Free State and Newfoundland, at Imperial Conferences holden at Westminster in the years of our Lord nineteen hundred and twenty-six and nineteen hundred and thirty did concur in making the declarations and resolutions set forth in the Reports of the said Conferences:

And whereas it is meet and proper to set out by way of preamble to this Act that, inasmuch as the Crown is the symbol of the free association of the members of the British Commonwealth of Nations, and as they are united by a common allegiance to the Crown, it would be in accord with the established constitutional position of all the members of the Commonwealth in relation to one another that any alteration in the law touching the Succession to the Throne or the Royal Style and Titles shall hereafter require the assent as well of the Parliaments of all the Dominions as of the Parliament of the United Kingdom:

And whereas it is in accord with the established constitutional position that no law hereafter made by the Parliament of the United Kingdom shall extend to any of the said Dominions as part of the law of that Dominion otherwise than at the request and with the consent of that Dominion:

And whereas it is necessary for the ratifying, confirming and establishing of certain of the said declarations and resolutions of the said Conferences that a law be made and enacted in due form by authority of the Parliament of the United Kingdom:

And whereas the Dominion of Canada, the Commonwealth of Australia, the Dominion of New Zealand, the Union of South Africa, the Irish Free State and Newfoundland have severally requested and consented to the submission of a measure to the Parliament of the United Kingdom for making such provision with regard to the matters aforesaid as is hereafter in this Act contained:

NOW, THEREFORE, BE IT ENACTED by the King's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this
present Parliament assembled, and by the authority of the same, as follows:--

1. In this Act the expression "Dominion" means any of the following Dominions, that is to say, the Dominion of Canada, the Commonwealth of Australia, the Dominion of New Zealand, the Union of South Africa, the Irish Free State and Newfoundland.

2. (1) The Colonial Laws Validity Act, 1865, shall not apply to any law made after the commencement of this Act by the Parliament of a Dominion.

(2) No law and no provision of any law made after the commencement of this Act by the Parliament of a Dominion shall be void or inoperative on the ground that it is repugnant to the law of England, or to the provisions of any existing or future Act of Parliament of the United Kingdom, or to any order, rule, or regulation made under any such Act, and the powers of the Parliament of a Dominion shall include the power to repeal or amend any such Act, order, rule or regulation in so far as the same is part of the law of the Dominion.

3. It is hereby declared and enacted that the Parliament of a Dominion has full power to make laws having extra-territorial operation.

4. No Act of Parliament of the United Kingdom passed after the commencement of this Act shall extend or be deemed to extend, to a Dominion as part of the law of that Dominion, unless it is expressly declared in that Act that that Dominion has requested, and consented to, the enactment thereof.

[Note: As far as Canada is concerned, section 4 was repealed by the Constitution Act, 1982.]

5. Without prejudice to the generality of the foregoing provisions of this Act, section seven hundred and thirty-five and seven hundred and thirty-six of the Merchant Shipping Act, 1894, shall be construed as though reference therein to the Legislature of a British possession did not include reference to the Parliament of a Dominion.

6. Without prejudice to the generality of the foregoing provisions of this Act, section four of the Colonial Courts of Admiralty Act, 1890 (which requires certain laws to be reserved for the signification of His Majesty's pleasure or to contain a suspending clause), and so much of section seven of that Act as requires the approval of His Majesty in Council to any rules of Court for regulating the practice and procedure of a Colonial Court of Admiralty, shall cease to have effect in any Dominion as from the commencement of this Act.

7. (1) Nothing in this Act shall be deemed to apply to the repeal, amendment or alteration of the British North America Acts, 1867 to 1930, or any order, rule or regulation made there under.

(2) The provisions of section two of this Act shall extend to laws made by any of the
(3) The powers conferred by this Act upon the Parliament of Canada or upon the legislatures of the Provinces shall be restricted to the enactment of laws in relation to matters within the competence of the Parliament of Canada or of any of the legislatures of the Provinces respectively.

8. Nothing in this Act shall be deemed to confer any power to repeal or alter the Constitution or the Constitution Act of the Commonwealth of Australia or the Constitution Act of the Dominion of New Zealand otherwise than in accordance with the law existing before the commencement of this Act.

9. (1) Nothing in this Act shall be deemed to authorize the Parliament of the Commonwealth of Australia to make laws on any matter within the authority of the States of Australia, not being a matter within the authority of the Parliament or Government of the Commonwealth of Australia.

(2) Nothing in this Act shall be deemed to require the concurrence of the Parliament or Government of the Commonwealth of Australia, in any law made by the Parliament of the United Kingdom with respect to any matter within the authority of the States of Australia, not being a matter within the authority of the Parliament or Government of the Commonwealth of Australia, in any case where it would have been in accordance with the constitutional practice existing before the commencement of this Act that the Parliament of the United Kingdom should make that law without such concurrence.

(3) In the application of this Act to the Commonwealth of Australia the request and consent referred to in section four shall mean the request and consent of the Parliament and government of the Commonwealth.

10. (1) None of the following sections of this Act, that is to say, sections two, three, four, five, and six, shall extend to a Dominion to which this section applies as part of the law of that Dominion unless that section is adopted by the Parliament of the Dominion, and any Act of that Parliament adopting any section of this Act may provide that the adoption shall have effect either from the commencement of this Act or from such later date as is specified in the adopting Act.

(2) The Parliament of any such Dominion as aforesaid may at any time revoke the adoption of any section referred to in sub-section (1) of this section.

(3) The Dominions to which this section applies are the Commonwealth of Australia, the Dominion of New Zealand, and Newfoundland.

11. Notwithstanding anything in the Interpretation Act, 1889, the expression "Colony" shall not, in any Act of the Parliament of the United Kingdom passed after the commencement of this Act, include a Dominion or any Province or State forming
part of a Dominion.

12. This Act may be cited as the Statute of Westminster, 1931.
Visit to the United States

During my Easter visit, I had the opportunity of preliminary discussions with the Secretary of State, Mr. Cordell Hull, and the Secretary of the Treasury, Mr. Morgenthau, at Washington. I also, later, had an opportunity of conferring with Mr. Harry Hopkins, who has been entrusted with immediate direction and supervision of the measures to be taken under the Lease-Lend Act. On Sunday, April 20, I spent the day with the President at Hyde Park. At the close of the visit, I gave to the press a statement of the understanding which the President and I had reached regarding the problems I have mentioned. That statement it is proposed to call the Hyde Park Declaration.

*The Hyde Park Declaration*

The Declaration reads:

“Among other important matters, the President and the Prime Minister discussed measures by which the most prompt and effective utilization might be
made of the productive facilities of North America for the purposes both of local and hemisphere defence, and of the assistance which in addition to their own programme both Canada and the United States are rendering to Great Britain and the other democracies.

"It was agreed as a general principle that in mobilizing the resources of this continent each country should provide the other with the defence articles which it is best able to produce, and, above all, produce quickly, and that production programmes should be co-ordinated to this end.

"While Canada has expanded its productive capacity manifold since the beginning of the war, there are still numerous defence articles which it must obtain in the United States, and purchases of this character by Canada will be even greater in the coming year than in the past. On the other hand, there is existing and potential capacity in Canada for the speedy production of certain kinds of munitions, strategic materials, aluminium and ships, which are urgently required by the United States for its own purposes.

"While exact estimates cannot yet be made, it is hoped that during the next twelve months Canada can supply the United States with between $200,000,000 and $300,000,000 worth of such defence articles. This sum is a small fraction of the total defence programme of the United States, but many of the articles to be provided are of vital importance. In addition, it is of great importance to the economic and financial relations between the two countries that payment by the United States for these supplies will materially assist Canada in meeting part of the
cost of Canadian defence purchases in the United States.

"In so far as Canada's defence purchases in the United States consist of component parts to be used in equipment and munitions which Canada is producing for Great Britain, it was also agreed that Great Britain will obtain these parts under the Lease-Lend Act and forward them to Canada for inclusion in the finished articles.

"The technical and financial details will be worked out as soon as possible in accordance with the general principles which have been agreed upon between the President and the Prime Minister."

Immediate purpose of the Declaration

The immediate purpose of the joint Declaration is set out in its first paragraph, which might be described as the preamble. It states that the President and I discussed measures by which the most prompt and effective utilization might be made of the productive facilities of North America. Let me emphasize the two words: prompt and effective. They indicate that, while recognizing the short-run necessity of speed, the vital importance of the time factor, we have not lost sight of the long-run necessity of the utmost efficiency in the organization of our war production.

The preamble goes on to recognize a twofold object in ensuring this prompt and effective utilization of the productive facilities of both countries. Not only does it envisage the extension of the scope of our joint defence arrangements to the economic
sphere, but it recognizes the advantages of co-ordinating the use of the resources of both countries as a means of speeding up and increasing the volume of aid to Britain from this continent.

Let me state this in another way. The Hyde Park Declaration is more than an extension of the Ogdensburg Agreement for hemispheric defence. It is also a joint agreement between Canada and the United States for aid to Britain.

*The basic principle: Cooperation in production*

The basic principle underlying the agreement is set out in the second paragraph. It is a recognition of the fact that each country has special advantages for the production of certain war materials which are lacking in the other, and that both countries will benefit by each producing for the other, as well as for itself, the defence articles which it is best able to produce. It constitutes an acceptance of the economic inter-dependence of Canada and the United States as the foundation of the programme of war production in both countries. It represents the application to war production of the principle, recognized by Canada and the United States in the trade agreements of peace time, that the exchange of goods is of mutual benefit.

The third paragraph of the Declaration is an amplification of the basic principle of the agreement. It recognizes, on the one hand, the vital necessity, for Canada’s war programme, of obtaining certain defence articles from the United States; on the other hand, it indicates the possibilities of the speedy expansion of Canadian production of other defence
articles, munitions and strategic materials. It is not without significance that aluminium and ships are specified by name in the declaration.
PART 2:
BLUE LINE MASTERS
# Jobs in Today’s Society

## Anything You Can Do…

<table>
<thead>
<tr>
<th>Male Dominated Jobs</th>
<th>Female Dominated Jobs</th>
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</table>
Instructions: Working in groups of four, determine which jobs from the list below were performed by men and women during the Second World War. If you believe the job was performed by men, put an “M” and if you believe the job was performed by women, put a “W”

Aerodynamic engineer  Messenger  
Aircraft spotter  Meteorologist  
Architect  Milkman  
Astronomer  Oiler  
Barber  Ordinance worker  
Baseball player  Packer and shipper  
Bus driver  Physicist  
Butcher  Pilot  
Cargo loader  Pipe fitter  
Chemist  Postal carrier  
Crane operator  Radio engineer  
Draftsman  Railroad track tender  
Drawbridge tender  Riveter  
Electrician  Scientist  
Fire fighter  Shell assembler  
Flash welder  Ship fitter  
Forest fire fighter  Steam hammer operator  
Foundry helper  Street cleaner  
Furnace operator  Surveyor  
Garbage collector  Sweetbread puller  
Geologist  Taxi driver  
Journalist  Telegraph operator  
Keel welder  Ticket taker  
Lumberjack  Tinsmith  
Maintenance worker  Tool machinist  
Mathematician  Traffic cop  
Mechanic  Train porter
Wartime Propaganda Poster Guiding Questions

Instructions: Use the following questions to help you when examining your Second World War propaganda posters.

1. What first caught your attention about the poster?

2. Who is the intended audience for the poster?

3. What is the main purpose of the poster?

4. What is the poster trying to get the audience to do?

5. What is appealing about the poster?
6. Is there anything unappealing about the poster?

7. Would you change anything about the poster?

8. How are women portrayed in the poster?

9. If you were a woman living during the Second World War, would the poster have convinced you to enter the workforce?
Second World War Propaganda Poster Assignment

Imagine that the Second World War has just broken out and the majority of men are called up to fight in the war. In order to compensate for the men leaving to fight in the war, you must encourage women to enter the workforce. Your task is to now design a propaganda poster that you think would be effective at encouraging women to enter the workforce.

You may wish to make a poster that addresses women in general, or you may wish to focus on a particular job field such as nursing or factory work. Your poster should be on an 8 ½ x 11 piece of paper. You may choose to hand draw your poster or create it on the computer.

Things to think about when you are creating your poster.

1. Posters often catch the attention of people because of their catchy slogans. Will your poster have a catchy slogan?
2. Most propaganda posters have a fine balance of text and visuals. Will your poster be mostly text, mostly visuals or a combination of text and visuals?
3. Will your poster be in color or black and white?
4. Will you include a picture of a woman on your poster? If so, how should she be portrayed?
5. Your poster also needs to be historically accurate. That means that modern day things that were not present during the 1930s-1940s should not be included on your poster.
Propaganda Poster Feedback Form
The Conscription Crisis

What is Conscription?
- Mandatory military service
- Abled-bodied men and women had to enlist in the war

William Lyon Mackenzie King
- Prime Minister of Canada during the Second World War
- 1939: Had promised no conscription
  ⊗ "not necessarily conscription, but conscription if necessary"

A Country Divided
- **Imperialists**: wanted to support Britain in the war
  - many were British- Canadians
- **Isolationists**: were against conscription/ war
  - majority were French-Canadian
- King wanted to please all sides and have national unity
- Limited liability – be involved but not at our expense
- National Unity – Canada as one
- By 1944: casualties were outnumbering new recruits in Canada
- Conservatives pressured King to enforce conscription to get new troops

<table>
<thead>
<tr>
<th>Conscription</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Outcomes</td>
<td>Pros</td>
<td>Cons</td>
</tr>
<tr>
<td>Pros</td>
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<tr>
<td>Cons</td>
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"The present government believes that conscription of men for overseas service would not be a necessary or an effective step. Let me say that so long as this government may be in power, no such measure will be enacted.”

- Extracts from Mackenzie King’s speech on External Affairs in the House of Commons on 30 March 1939

Anti-conscription demonstration in Quebec
**The Conscriptio Crisis**

- Mandatory military service
- Able-bodied men and women had to enlist in the war

**What is Conscription?**

**William Lyon Mackenzie King**

- Prime Minister of Canada during the Second World War
- 1939: had promised no conscription
- "It necessarily conscription, but conscription if necessary"

**A Country Divided**

- Imperialists: wanted to support Britain in the war
  - many were British-Canadians
- Isolationists: were against conscription: war for Britain, not for Canada
  - majority were French-Canadian
  - King wanted to please all sides and have national unity

**King's Crisis**

- Limited liability - be involved, but not at our expense
- National Unity - Canada as one

**Cause and Consequence**

- By 1944: casualties were outnumbering new recruits in Canada
- Conservatives pressured King to enforce conscription to get new troops

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**Extracts from Mackenzie King's speech on External Affairs in the House of Commons on 30 March 1939.**

"The present government believes that conscription of men for overseas service would not be a necessary or an effective step. Let me say that so long as this government may be in power, no such measure will be enacted."
Cartoon Analysis

What do you see? What is it showing?

What is the cartoon's title/text referring to?

What do you think was its purpose?

What kind of symbolism is used (i.e., what do images represent)?

Explain the message of the cartoon.

What do you think caused and was the consequence of the cartoon?
VISUAL
What do you see? What is it showing?

TEXT
What is the poster's title/text referring to?

VISUAL
What kind of symbolism is used (i.e. what do images represent)?

VISUAL
What do you think was its purpose?

VISUAL/TEXT
Explain the message of the poster.

What do you think caused and was the consequence of the cartoon?
Speech Transcript Analysis

What do you think the speech is addressing?

How would you describe the tone of the speech?

What do you think was its purpose?

Who do you think said it (i.e. public figure, citizen, etc.)?

Who do you think the audience was?

What do you think caused and was the consequence of the speech?
Newspaper Analysis

When was it written? Who wrote it?

What and who is it discussing?

What do you think was its purpose?

Who do you think the audience was?

What do you think caused and was the consequence of the article?

VISUAL
What does the paper look like?
What are some unique physical characteristics?
Newspaper Analysis

When was it written? Who wrote it?

What and who is it discussing?

What do you think was its purpose?

Who do you think the audience was?

VISUAL
What does the paper look like?
What are some unique physical characteristics?

What do you think caused and was the consequence of the article?
<table>
<thead>
<tr>
<th>Who was Mackenzie King?</th>
</tr>
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Born:  
Died:  

<table>
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<tr>
<th>Years in Parliament:</th>
<th>Main Accomplishments as Prime Minister:</th>
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<th>Personal Life:</th>
<th>Interests:</th>
<th>Significance Today:</th>
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</table>
Exploring Evidence in William Lyon Mackenzie King’s Diaries

What event is King discussing?

Evidence (Quote):

What does the entry reveal about King as a leader?

Evidence (Quote):

Do you agree or disagree with King’s stance on the situation? Explain.

Is he considering himself or others?

Do you think his reaction is appropriate?

Why is this entry important?
**Question Slips**

- **Group 1**
  - What in the newspaper caught your eye (i.e. were you more attracted to text or pictures)?
  - Are the images that appear throughout the newspaper similar? If so, how? If not, why do you think not?

- **Group 2**
  - What specific articles popped?
  - Why do you think these articles popped out to you? What did the editor utilize to catch your eye?

- **Group 3**
  - How is the newspaper laid-out?
  - How is the newspaper similar to ones we see today?

- **Group 4**
  - How would you describe the pictures and what they are of?
  - How is the newspaper different to ones we see today?

- **Group 5**
  - Other than articles and images, what are some other things in the newspaper (i.e. are there cartoons, ads, etc.)? How have prices for items advertised changed?
  - Do newspapers still serve a purpose today? Are they still important? How have the uses of newspapers changed since this one was published (i.e. do we use them more for advertising, reading for pleasure, or reporting the news?)
Japanese Canadian home on Powell Street in Vancouver (pre – 1941)

→ Powell Street was the largest Japanese Canadian community in Canada before the mass uprooting in 1942. Institutions such as the Japanese newspaper, Japanese language school, and churches were well established.

Questions to consider:
1) What room do you think the family is sitting in?
2) Do you think this family was affluent? Why or why not?
3) How would you characterize their style of dress?
4) Is there any object(s) in the photo that would help identify this home as one belonging to a Japanese Canadian family?

Japanese Canadian Jewelry Store in the Vancouver pre-war community (later lost in the mass uprooting)

Questions to consider:
1) What does the size of the shop tell you about the success of this business?
2) What style of decorating is feature in this shop (traditional Japanese or Western design)?
3) Consider the kinds of jewelry sold in this shop. What does this tell you about the clients of the shop?
4) Do you think this shop sold items to non-Japanese? Why or why not?
Official Registration Cards (1940-1941)

In Spring 1941, before Pearl harbour and Canada’s declaration of war with Japan, the Royal Canadian Mounted Police finger-printed and registered all Japanese Canadians over the age of 16. They were required to carry identification cards until 1949.

Questions to consider:
1) How many ways were Japanese Canadians identified on these cards?
2) Why do you think they were forced to carry identification cards?
3) Why were they required to carry the cards after the end of the war?

Newspaper Article

B.C. Government Refuses to Pay Cost Of Educating

All Japanese Students to Go Before City School Open

Spokesmen for the B.C. Securities Commission today declared all Japanese children may be moved out of the city by the time school opens or within a very short time after September 1. They point out that even though a small group of Japanese are left in the city when the fall term opens, it would be impractical to send them to school for a few weeks or months while preparations are being made to move them.

Last year 2300 Japanese youngsters attended city schools. Removing them from school registration will mean a reduction in the number of teachers needed of "at least 60 and probably more," declares O.J. Thomas, school inspector. The greatest challenge will be felt at Strathcona School which has had a Japanese attendance of more than 600 for several years.

At least eight fewer teachers will be needed at the school this coming term. Many senior students have entered war work during the summer and will not return to school, bringing a further sharp decrease in school enrolment, Mr. Thomas pointed out.

NO REPLACEMENTS.

A large number of school teachers have also gone to war industries and the armed services but due to the absence of Japanese at schools and the many white senior students who will remain in war work, it is unlikely the board will hire replacement teachers. Numbers of new teachers are available to the Vancouver School Board this year but the situation is reversed in practically every rural district. In the country areas teachers who receive less money than city teachers, are entering war industries and the armed forces faster than they can be replaced.
Say Ottawa's Responsibility

By Daily Province Staff Correspondent

VICTORIA, Aug. 19 - Efforts by the B.C. Security Commission to place upon the British Columbia Government the cost of educating Japanese children under control of the commission have been flatly refused, Hon. H.G. Perry, minister of education, announced this morning. The commission, which is charged with the care of all Japanese, sought to have the Provincial Government provide schools, teachers, supervisors and Japanese coaches for 5500 children, of whom 1000 are of school age. The total cost would be $345,000. The plan would mean the construction of additional school accommodation at interior points where Japanese have been located. The commission asked for white teachers. This was flatly refused, on the ground that with schools having to be closed throughout the province for want of qualified teachers, that the department of education was not going to create a further drain for the purpose of providing teachers for Japanese children.

BAR SUPERVISOR PLAN.
The commission, as an alternative plan, suggested the department of education provide 13 white supervisors and engage 113 Japanese teachers, or coaches. This was refused. The position assumed by Mr. Perry, who is backed by the entire cabinet, is that the education problem for Japanese was created by the Dominion and not the Provincial Government. It was the Dominion, through the B.C. Security Commission, that moved the Nipponese as a war security measure.

SYSTEM AMPLE BEFORE.
Mr. Perry pointed out in a letter to the commission that British Columbia's school system was ample to take care of Japanese as well as white children before the movement to the interior was started. The government does not feel that it should be called upon to enlarge its school system for the accommodation of wards of the Dominion. In fact the executive council backs Mr. Perry in:

1. Refusing to accept any responsibility, financial or otherwise, for education of Japanese children who are under control of the B.C. Security Commission.
2. Refusing to instruct rural and municipal school boards that they must make provision to provide educational facilities for Japanese.

Reserves Train In Building Japs Once Used Here

In the building at 439 Alexander that once housed the Japanese Language School, Canadian troopers are learning to fight and kill the sons of Nippon. Headquarters of the Six Field Company, R.C.E. (Reserve) was moved from the old Y.M.C.A. building into the east end premises this week and on training nights the men of the Reserve Engineering force are being taught to build bridges and blow them up. The school, vacated with the evacuation of Japanese from coastal areas, was a centre of Oriental culture before the war. Young Jap children were taught the language and customs of their parents' homeland in late afternoon classes that followed attendance at city public schools.

- End of Newspaper Article -

Education of Japanese Canadian students in question (Sept. 1942)

"When we Japanese Canadian pupils got to Strathcona School, we were told in groups or individually by Mr. Glass, the vice-principal, that we could not come to school anymore because Canada was at war with Japan. Instead, he said, we were only allowed to collect our personal
items from our former classrooms. So I went into the Grade 7 classroom and got my belongings, which I had left there in June. I will never forget the sad expression on the face of Miss Bolton, my Grade 7 teacher, as she said goodbye, shaking her head." - Shogo Kobayashi, pg. 1, Teaching in Canadian Exile.

Questions to consider:

1) Why would the government of BC refuse to pay for the education of Japanese Canadian students?
2) Do you think the federal government built schools in the internment camps?
3) If there were schools in the camps who would have supplied the teachers?
4) Do you believe the students could have enrolled in public schools at the towns near the internment camps/ Why or why not?
Order in Council Notice:

NOTICE

TO ALL PERSONS OF JAPANESE RACIAL ORIGIN

Having reference to the Protected Area of British Columbia as described in an Extra of the Canada Gazette, No. 174 dated Ottawa, Monday, February 2, 1942:

1) *EVERY PERSON OF THE JAPANESE RACE, WHILE WITHIN THE PROTECTED AREA AFORESAID, SHALL HEREAFTER BE AT HIS USUAL PLACE OF RESIDENCE EACH DAY BEFORE SUNSET AND SHALL REMAIN THEREIN UNTIL SUNRISE ON THE FOLLOWING DAY, AND NO SUCH PERSON SHALL GO OUT OF HIS USUAL PLACE OF RESIDENCE AFORESAID UPON THE STREETS OR OTHERWISE DURING THE HOURS BETWEEN SUNSET AND SUNRISE;*

2) *NO PERSON OF THE JAPANESE RACE SHALL HAVE IN HIS POSSESSION OR USE IN SUCH PROTECTED AREA ANY MOTOR VEHICLE, CAMERA, RADIO TRANSMITTER, RADIO RECEIVING SET, FIREARM, AMMUNITION OR EXPLOSIVE;*

3) *IT SHALL BE THE DUTY OF EVERY PERSON OF THE JAPANESE RACE HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN THE NEXT PRECEDING PARAGRAPH, FORTHWITH TO CAUSE SUCH ARTICLE TO BE DELIVERED UP TO ANY JUSTICE OF THE PEACE RESIDING IN OR NEAR THE LOCALITY WHERE ANY SUCH ARTICLE IS HAD IN POSSESSION, OR TO AN OFFICER OR CONSTABLE OF THE POLICE FORCE OF THE PROVINCE OR CITY IN OR NEAR SUCH LOCALITY OR TO AN OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE.*

4) *ANY JUSTICE OF THE PEACE OR OFFICER OR CONSTABLE RECEIVING ANY ARTICLE MENTIONED IN PARAGRAPH 2 OF THIS ORDER SHALL GIVE TO THE PERSON DELIVERING THE SAME A RECEIPT THEREFOR AND SHALL REPORT THE FACT TO THE COMMISSIONER OF THE ROYAL CANADIAN MOUNTED POLICE, AND SHALL RETAIN OR OTHERWISE DISPOSE OF ANY SUCH ARTICLE AS DIRECTED BY THE SAID COMMISSION.*

5) *ANY PEACE OFFICER OR ANY OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE HAVING POWER TO ACT AS SUCH PEACE OFFICER OR OFFICER OR CONSTABLE IN THE SAID PROTECTED AREA, IS AUTHORIZED TO SEARCH WITHOUT WARRANT THE PREMISES OR ANY PLACE OCCUPIED OR BELIEVED TO BE OCCUPIED BY ANY PERSON OF THE JAPANESE RACE REASONABLY SUSPECTED OF HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN PARAGRAPH 2 OF THIS ORDER, AND TO SEIZE ANY SUCH ARTICLE FOUND ON SUCH PREMISES;*

6) *EVERY PERSON OF THE JAPANESE RACE SHALL LEAVE THE PROTECTED AREA AFORESAID FORTHWITH;*

7) *NO PERSON OF THE JAPANESE RACE SHALL LEAVE THE PROTECTED AREA EXCEPT UNDER PERMIT ISSUED BY THE ROYAL CANADIAN MOUNTED POLICE;*

8) *IN THIS ORDER, "PERSONS OF THE JAPANESE RACE" MEANS, AS WELL AS ANY PERSON WHOLLY OF THE JAPANESE RACE, A PERSON NOT WHOLLY OF THE JAPANESE RACE IF HIS FATHER OR MOTHER IS OF THE JAPANESE RACE AND IF*
Notice To All Persons of Japanese Racial Origin (Feb. 26, 1942)

The Order in Council PC 1486, passed on February 23, 1942 authorized the removal of all "persons of Japanese racial origin" and gave the RCMP the power to search without warrant, enforce a dusk-to-dawn curfew, and to confiscate cars, cameras, radios, and firearms.

Questions to consider:

1) What are some of the restrictions that were placed on Japanese Canadians by this notice?
2) What duties must Japanese Canadians comply with according to this notice?
3) What legal rights are being denied to Japanese Canadians by this notice?

Hastings Park Detention Centre (1942)

For Japanese Canadians from outlying areas the first stop on the road to exile was Hastings Park. Women and children were assigned to the livestock building. Men were housed in the Forum. Conditions were barbaric – privacy was nonexistent; the latrines were open gutters; the food unpalatable. Outbreaks of diarrhea added to the misery. Many were confined there for months without knowing where they would be sent or what had become of their husbands, families and relatives.

Questions to consider:

1) Consider the sounds, smells, and feelings that you would experience here.
2) How would you feel about sleeping in this room?
3) Approximately how many Japanese Canadians would have been detained here?
Arriving in Tashme (March 1942)

Trains and trucks were used to forcibly remove the 22,000 Japanese Canadians from the 100 mile “protected area” of the west coast of British Columbia in the spring, summer and fall of 1942. The family camps were located in mining ghost towns or were created on leased farmland or ranch land in the interior of British Columbia.

Questions to consider:
1) How would you feel if this happened to your family?
2) What would you miss the most if you were uprooted and sent off to the interior of BC?
3) Each person could only bring one suitcase, maximum weight 150 lbs. for adults, 75 lbs. for children. What would you bring? What would you have left behind?
4) Consider the transportation methods used to bring people to the camps?

A Death of a Fellow Inmate-Prisoner of War Camp (Angler, Ontario 1942)

Issei and Nisei internees at Angler were treated as enemy prisoners-of-war with a line up for roll call each morning. The large circle on their backs made a perfect target should they try to escape. The 766 inmates ranged in age from 17 to 60. The majority were Nisei from the Mass Evacuation Group who protested the splitting up of families and demanded removal in family units.

Questions to consider:
1) What crimes have these men committed?
2) Is it accurate to label these Japanese Canadian men as “prisoners-of-war”?
3) What war have they fought?
4) Why are they incarcerated here instead of an internment camp?
5) Where is Angler?
BC Security Commission Notice:

Vancouver, B.C.
May 19, 1942.

IMPORTANT NOTICE
(This notice cancels the "White" notice issued May 12, 1942)

Listed below are general instructions respecting baggage and food to be taken to the Projects as shown, and deals only, with information pertaining to groups leaving Vancouver area to Commission Projects.

INTERIOR HOUSING PROJECTS:

→ Each adult will be allowed 150 pounds and each child will be allowed 75 pounds of Baggage, consisting of personal effects, including kitchen utensils, blankets, clothing and mattresses. These items will be carried in the baggage car of the same train FREE.
→ Crated pedal sewing machine (one per family) the Baggage car of the same train FREE.
→ 30 pounds of hand baggage per person and food for at least 3 days, to be taken in the passenger car with you. The Commission will allow $1.00 per person to those going to the Interior Housing Towns for the purchase of this food.

SUGAR BEET PROJECTS:

→ Same as above. Except that owing to the greater distance to Alberta and Manitoba $2.00 per person will be allowed, for food.

WORK CAMP PROJECTS:

→ 100 pounds of Baggage FREE (Baggage car of same train).
→ 30 pounds of hand baggage and blankets FREE (in the passenger car with you).

PLEASE NOTE THAT STOVES ARE NO LONGER REQUIRED

Additional Baggage over the weight allowed can be stored in Vancouver and forwarded by freight at the owner's risk and expense when required, and when room at the Project is available.

J. SHIRRAS, Commissioner
British Columbia Security Commission

- End of Security Commission Notice -

Transportation of luggage/baggage to work camps, housing projects and sugar beet projects.
(May 1942)
The BC Security Commission devised three major destinations for the dispersal of the Japanese Canadians:

1) "Ghost" towns in the BC interior where empty buildings were available for housing to be used as internment sites;
2) Sugar beet farms in Alberta and Manitoba where there was a demand for cheap labour, and;
3) Work camps for able-bodied men.

Questions to consider:

1) What are some of the restrictions that were placed on Japanese Canadians by this notice?
2) What duties must Japanese Canadians comply with according to this notice?
3) What legal rights are being denied to Japanese Canadians by this notice?

Letter to Office of the Custodian:

Kaslo, B.C. September 21st, 1944.

Office of the Custodian,
Department of the Secretary of State,
Royal Bank Building,
Vancouver, B.C.

Dear Sirs:

I have recently been advised that you sold my farmland which is known and described as S1/4 of NW1/4 of Sec. 32, T.P.2, District of New Westminster and located in the Municipality of Surrey, to the Director of the Veterans' Land Act.

I should like to point out to you that the alleged transfer of this property was made without any consultation to me and without my consent. I do object to your action and I hereby protest for this forced sale of my property.

I am an ex-service man having served in the Canadian Expeditionary Forces in the last Great War, and this farmland was acquired by me through the Soldier Settlement Board for the price of $3200 in 1919. Since I bought this wild land, 32 acres were cleared by me out of which 20 acres are under cultivation and productive, and also since then two dwellings, two roots houses, a barn and a woodened were built, thus the value of the property was estimated to be approximately $14000.00.

I cannot but think that you are wrongfully exercising your capacity in selling property of an ex-service man for the purpose of reselling the same to an ex-service man of the present war.

Hoping this will draw your special attention, I am,

Yours truly,
Z. Inouye

- End of Letter -

Letter to the Office of the Custodian of Enemy Alien Property (Sept. 1944)

The Order in Council PC 1665 (Spring 1942) entrusted to the Custodian of Enemy Alien Property all the belongings of Japanese Canadians as a "protective measure only". PC 5523 (June
1942) The Director of Soldier Settlement is given authority to purchase or lease farms owned by Japanese Canadians. January 1943, the Custodian of Enemy Alien Property is granted the right to dispose of Japanese Canadian properties in his care without the owners’ consent.

Question to consider:
1) Why is Mr. Inouye upset in the letter?
2) How would you feel if your home was sold without the consent of your parents?
3) Would your feelings change if your family was paid fairly for the home? What if the amount paid was very unfair?
4) Why does Mr. Inouye take the time to point out that he is an “ex-serviceman”?
Canada
DEPARTMENT OF THE SECRETARY OF STATE
OFFICE OF THE CUSTODIAN

JAPANESE EVACUATION SECTION

18th October, 1944.

Mr. Zennosuke Inouye,
Registration #03243,
Kaslo, B.C.

Dear Sir:

Your letter of the 21st September has come to me for acknowledgment.

In regard to the reference to your being an ex-serviceman in the last war our position in this matter was outlined in our letter to you of August 5th, 1943. As indicated then, we are carrying out an overall policy applicable to all Japanese properties in this area.

As you are aware, your own land was included in a group sale which was made to the Director, the Veterans' Land Act.

Your remarks have been carefully read and we note your reference to what you consider may be the present value of this property.

The sale to the Veterans' Land was based on current independent appraised values and the sale was completed on that basis.

Your letter has been placed on our file so that your comments will remain on record and your protest noted.

Yours truly,

F.G. Shears,
Director.

- End of Letter –

Response from the Government (Oct. 1944)

The Order in Council PC 1665 (Spring 1942) entrusted to the Custodian of Enemy Alien Property all the belongings of Japanese Canadians as a "protective measure only". PC 5523 (June 1942) The Director of Soldier Settlement is given authority to purchase or lease farms owned by Japanese Canadians. January 1943, the Custodian of Enemy Alien Property is granted the right to dispose of Japanese Canadian properties in his care without the owners' consent.

Question to consider:

1) How did the government respond to Mr. Inouye’s letter?
Slocan City Train Station (Spring 1946)

Canadian-born children Yukiko and Sakon (Don) Sato were exiled to Japan. Dan was born in Slocan 2 years earlier. He remained in Japan until 1960. Before the deportation orders were cancelled in Jan. 1947, 4,000 Japanese Canadians had already been "repatriated."

Questions to consider:

1) Consider the expressions on the faces of these children and their mother. Do you think they are happy about leaving Canada?
2) If you were the boy/girl in this photograph what feelings would you have about living in a new country?
3) What hardships do you think they will face in Japan?
4) Why would this family choose to move to Japan in 1946?
Government Notice:

DEPARTMENT OF LABOUR
CANADA

NOTICE

To All Persons of Japanese Racial Origin
Now Resident in British Columbia

1) Japanese Nationals and others of Japanese racial origin who will be returning to Japan, have been informed by notice issued on the authority of the Honourable Minister of Labour, that provision has been made for their return and for the filling of an application for such return. Conditions in regard to property and transportation have been made public.

2) Japanese Canadians who want to remain in Canada should now re-establish themselves Fast of the Rockies as the best evidence of their intentions to co-operate with the Government policy of dispersal.

3) Failure to accept employment east of the Rockies may be regarded at a later date as lack of co-operation with the Canadian Government in carrying out its policy of dispersal.

4) Several thousand Japanese have already re-established themselves satisfactorily east of the Rockies.

5) Those who do not take advantage of present opportunities for employment and settlement outside British Columbia at this time, while employment opportunities are favourable, will find conditions of employment and settlement considerably more difficult at a later date and may seriously prejudice their own future by delay.

6) To assist those who want to re-establish themselves in Canada, the Japanese Division Placement Offices and the Employment and Selective Service Offices, with the assistance of local Advisory Committees, are making special efforts this Spring to open up suitable employment opportunities across Canada in various lines of endeavour, and in areas where prospects of suitable employment are best.

7) The Department will also provide free transportation to Eastern Canada for members of a family and their effects, a maintenance allowance to be used while in transit, and a placement allowance based in amount on the size of the family.

T.B. PICKERSGILL,
Commissioner of Japanese Placement

Vancouver, B.C.
March 12th, 1945

- End of Notice -

Notice of Dispersal and "Repatriation" to Japan (Mar. 1945)

The war with Japan was far from over and as the Japanese Americans were returning to their homes and businesses which were not confiscated and liquidated, Japanese Canadians had to demonstrate their loyalty by dispersing east of the Rockies, or face "repatriation" to Japan.
Questions to consider:

1) Why did the government of Canada force Japanese Canadians to move east of the Rocky Mountains even though the war with Japan was over?
2) What factors would Japanese Canadian families weigh as they consider the choice of moving east or moving to Japan?
Writing a Letter to the Prime Minister

After taking great notes from *A Necessary War*, looking at artifacts from Japanese Canadians and listening to radio interviews, you are being asked to write a letter from the perspective of a Japanese Canadian who is your age. This letter is only interesting if you put the effort into it. Make it personal and make it worth something the Prime Minister would want to read and maybe change his mind on how his government is treating Japanese people in Canada. You are writing a letter for your mother, sister, brother, grandparents, neighbours and your friends.

Instructions:
- Your letter must express your feelings as if you were being forced to leave your town and maybe your family for a location you know nothing about.
- You need to allow yourself to be a Japanese Canadian and feel as they felt, believe what they believed and see what they would have saw. This will not be an easy task and you will have to use the content and information that you were given to use in your letter to Prime Minister Mackenzie King.
- Do not be afraid to show anger and ask Mackenzie King questions as to why this is happening and what the reasons for it are.
- This is an independent task and you should not be discussing or asking other students for help because you did not take notes. You were given several warnings to take notes throughout the lesson.
- You will be graded on according to the following:
  - Grammar, spelling and organization of thoughts
  - How the letter is laid out and organized
  - The content they used and the reasons behind what they wrote
  - The feelings and thoughts expressed in the letter to the Prime Minister