CANADA AT WAR:
The Impact of WWII on Canadian Identity

SPECIFIC EXPECTATION EXPLORED:
C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

ABSTRACT:
This resource pack is intended to be used for an Academic Gr. 10 Canadian History Course (CHC2D). This resource pack contains six lessons which include lesson plans, primary resources, and BLMs. Overall, students will explore the impact WWII had on Canadians, while practicing and implementing the skills associated with the Big Six Historical Thinking Concepts (Seixas). It is assumed that each period is 75 minutes long.

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KEYWORDS:

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COURSE: CHC2D

SPECIFIC EXPECTATION: C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 1

Total time: Approx. 130 minutes (2.10 hrs)

TITLE: “Me or My Country?”: An examination of the Historical Significance of the war effort on the home front during WWII and the implementation of the War Measures Act.

LEARNING GOALS:
Use primary sources to discuss the historical significance of events and ideas. Further students understanding of the impact of the war effort and the War Measures Act.
Use the information discussed and gathered to write a creative response from the viewpoint of someone from the time period.

OVERVIEW:
This lesson will focus on how WWII affected Canadians at home. In this lesson students will encounter various primary sources that give insight into the Canadian home-front struggles and successes. We will pay special attention to the relationship between food consumption and production in Canada and the conflict between national security and freedom. As a class we will discuss how a single document can influence something as basic as diet to something as critical as our civil liberties.

*Lesson assumes that students have prior knowledge of the war effort abroad; it’s causes, key terms and figures. It also assumes that the Holocaust has been discussed in previous lessons.
*Rests on the assumption that students have been introduced to the Big Six in previous lessons.

MATERIALS:
Primary Sources:
-PSD1.1: Budgeting for the Soldiers Family, list of rations and what to do with them.
-PSD1.2: Ration Coupon Book, Projection
-PSD 1.3: “Food is Everybody’s Business”, Projected Document
-PSD1.4: War Measures Act, Handout
-PSD 1.5: King Diary Entry, Projected Document

**Student Prompts:**
- **BLM1.1:** Mind Map Template, Handout
- **BLM1.2:** “Food is Everybody’s Business”, Projected Document
- **BLM 1.3:** King Diary Entry, Projected Document
PLAN OF INSTRUCTION:

Step 1: Introduction/Hook (20 min)
Have students recall, in a list, everything they ate this week. Then ask students to imagine that it is wartime and that they have been asked to contribute to the war effort by making dietary sacrifices. Considering limited resources, ask students to list what they think a realistic weekly diet during wartime would consist of.

Project image of a weekly wartime diet on the overhead. How does it compare to the students imagined lists? Discuss.

Scaffolding Questions:
What other sacrifices might Canadians make during wartime on the home-front?
[Pause for answers]
What about our civil liberties—our “rights and freedoms”? Discuss.
What are some of these rights and freedoms that could be limited during wartime? Discuss.

Step 2: Modeling (20 mins)

Verbally offer information on food production and consumption (agriculture and rationing) in Canada during WWII. [10 minutes]

As information is offered, have students create a mind map including the ways in which food production and consumption influenced the war effort at home and abroad.
[Model this map on chalkboard]

Allow student to creatively replicate this knowledge in bullet points, images, etc.

Discuss [10 minutes]
Scaffolding Question: How might this have changed post WWII?

Verbally present information on how food production and consumption changed and was used throughout the war. Presentation will include a group viewing of “Food is Everybody’s Business.” We will read selected pages 1-3, 20-25, 30. This document will be projected.

Scaffolding Question: In 1944 the government was already concerned with the sustainability of the supply and demand of food in Canada, do you see this trend continuing? What might this mean if we were faced with rationing again?

Step 3: Guided Practice (30 mins)
Transition to War Measures Act: “if it is this difficult to imagine giving up the foods we like to eat to contribute to the war effort, imagine how difficult it must be to give up more significant things, for example, our freedom?"

Introduce the War Measures Act and assess prior knowledge. This document should have come up during WWI unit. [5 minutes]

*Scaffolding Question:* What do we know about this document already?

Read and Discuss: [25 minutes]

*Scaffolding Questions:*
Why would this document be used again? What conflicts or tensions might have occurred? Can you think of any groups that might particularly have been affected by this document?

Student will read through the document in small groups and discuss the questions above.

Students will be asked to share their findings to the class.

**Step 4: Independent Work (45 mins)**

Using existing knowledge of WWI, WWII, the War Measures Act and its implementation, students are asked to consider the historical significance of this document and the broader home front effort during WWII.

Activate Prior knowledge: What do we know about William Lyon Mackenzie King?

Project Mackenzie King diary: “Voluntary Participation in War Effort”

*Scaffolding Questions:*
What does this entry suggest about implementing this Act? Why was it important to MacKenzie King that participation in the war effort be on a voluntary basis? What changed in 1944 to make conscription necessary?

In a one-page speech to the public, assume the role of a Canadian wartime Prime Minister, such as William Lyon Mackenzie King. Students must articulate an opinion on the justness of the War Measures Act in its new socio-political context. They must, with in-text evidence and footnotes, justify why they would or would not employ the War Measures Act. The speech should include the intended historical significance of the War Measures Act and its implications.
Step 5 and 6: Sharing/Discussing and consolidation (15 mins)

Students will read their letter to a peer for commentary and suggestions.

Letter can be finished in class or taken home as homework.

ASSESSMENT:
Learning Skills will be assessed by participation and contribution to class and group discussion

Assessment as learning: Students must hand in their one-page letter to the Prime Minister. Letters should be graded on completeness, demonstration of an understanding of how the War Measures Act and the home front effort affected Canadians of different socioeconomic statuses, communities and cultures. It should also demonstrate an understanding of the significant conflict between efforts such as the War Measures Act and the protection of Canadian freedoms. Spelling and grammar should not interfere with the reader’s understanding.

ACCOMMODATIONS:

- The lessons are already modified to include multiple intelligences and will be carried out at a relatively slow pace.
- Lesson will be accommodated for the hard of hearing by elevating speech.
- Concepts and information will be asked slowly and repeated as necessary.
- Assessment will be accommodated for students whose I.E.Ps require more time or a scribe. Assignments may be hand written or electronically typed.
- During independent work time, circulate the room and assess which students require clarification.
COURSE: CHC2D

SPECIFIC EXPECTATION: C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

LESSON #: 2

Total Time: 115 minutes (1.5 periods)

TITLE: Examining the Perspectives of Canadian Men During WWII

LEARNING GOALS:
Use historical perspectives to understand how Canadians felt about enlisting in the armed forces and why that might differ from today’s opinions.
Use the information gathered to write a creative response from the viewpoint of someone from the time period.

OVERVIEW:
This lesson will focus on how Canadian men were impacted by WWII. This particular lesson will do this through the exploration of historical perspectives of the men of the time period. Students will explore how perspectives differ over time and distance, changing how people view and are affected by different events.

*Lesson assumes that students are aware of the Big 6 and have had some introduction to the importance of historical perspectives and how it can be used in historical studies. Students have a basic understanding of WWII and Canada’s involvement in it. (This is not an introduction to the topic but rather a lesson on how the war impacted Canadian men specifically.) Students will have a previous background understanding of how Canadians felt about WWII and the general atmosphere on the homefront.
Students have already studied WWI earlier in the term.

MATERIALS:
Primary Sources:
- PSD2.1: Kenneth Tooley Schubert – Preparing for War
- PSD2.2: Second World War Interview – James R. Joyce

Student Prompts:
- BLM2.1: Canadian Involvement in WWII
- **BLM2.2**: Conscription in Canada
- **BLM2.3**: Venn Diagram Comparing Attitudes Towards War
PLAN OF INSTRUCTION:

Step 1: Introduction/Hook (15 mins)

Ask students with a show of hands, if Canada was involved in a war today and needed recruits, how many people would sign up for the army? (Assuming not many students would raise their hands).

Present the statistics of how many Canadians went to war (BLM2.1).

Have a class discussion about why the number of people who wanted to be involved in WWII is so different from the number of people today who might want to sign up for the army.

(Encourage students to think about conscription, propaganda and societal influences and how viewpoints differ depending on the period and the place).

Step 2: Modeling (8 mins)

Present information on conscription in Canada during WWII (BLM2.2). Ask students why perspectives might differ throughout Canada in regards to who supports conscription. Ask students what we might infer from the lack of conscription during the war in regards to people’s attitudes towards enlisting.

Step 3: Guided Practice (20 mins)

Have students complete a Venn diagram from their own knowledge, opinions and what they have learned in the class that compares attitudes towards enlisting in the war between Canadians during WWI, Canadian during WWII and Canadians today. (BLM2.3)

Step 4: Independent Work (30 mins)

Have students choose and read one of the primary source articles outlining the experiences of a Canadian soldier. Students will draw conclusions about how Canadian men felt about joining the war from these readings. Encourage students to not read the entire article but to look for the important points and practice their reading and research skills.

Step 5: Sharing/Discussing (7 mins)

Students will Think/Pair/Share the observations that they gathered from their reading with an elbow partner and then their table group or another elbow partner as the seating plan permits.

Step 6: Independent Work (30 mins)

Assign students the task of writing a letter to a family member or friend, as if they were a Canadian looking to join the military service during WWII, explaining their decision to join the war and their feelings towards it. (Encourage students to look at it from a male’s perspective, but, if they so choose, they may also write as a Canadian woman enlisting in the armed forces.) Letters should be approximately 1-2 pages and should focus on including the viewpoints of a Canadian at the time and what specific to that time and place might influence their opinion.
Step 9: Consolidation (5 mins)
Have students share with their elbow partner their ideas for their letter at the end of class (at this time, students will likely have only had a short time to work on it) and what they learned in class today that inspired them to write the letter as they are.

ASSESSMENT:
Students must hand in their 1-2 page written letter explaining their attitude towards joining the war as a Canadian during the time of the Second World War. Letters should be graded on completeness, their ability to assess the viewpoints someone might have at the time and the reasons for those perspectives, and spelling and grammar.

ACCOMMODATIONS:
- The guideposts for the focus should be posted on the board during class to help students stay focused and remember the basics of the concept.
- If students struggle to make observations from their readings, encourage them to look at another one of the resources for more ideas.
- Letters may be written by hand or with the assistance of an electronic device.
COURSE: CHC2D

SPECIFIC EXPECTATION: C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 3

Total Time: 110 minutes (1.5 periods)

TITLE: Using Primary Sources to Uncover WWII’s Impact on Canadian Women

LEARNING GOALS:
Use primary sources to identify how Canadian women were impacted by World War II. Think critically about primary sources to discover both the strengths and weaknesses they contain.

OVERVIEW:
This lesson will focus on the impact WWII had on Canadian women, especially on the home front. This lesson will incorporate a lot of student discovery as they will explore primary sources to discover the impact that the war had on Canadian women.

*Lesson assumes that students are aware of the Big 6 and have had some introduction to the importance of evidence and how it can be used in historical studies. Students have a basic understanding of WWII and Canada’s involvement in it, in addition to the attitude on the homefront and the role men played in the war. Now that students have learned about men’s involvement in the war they can explore how this affected the rest of the Canadian population, specifically women. (This is not an introduction to the topic but rather a lesson on how the war impacted Canadian women.)

MATERIALS:
Primary Sources: Print out copies from resource pack (one copy of any resource needed per pair).
- PSD3.1A: Propaganda Poster – Canadian Red Cross
- PSD3.1B: Propaganda Poster – Canadian Women’s Army Corps
- PSD3.2A: Picture – Wartime Photo
- PSD3.2B: Picture – Canadian School for the Blind
- PSD3.2C: Picture – Canadian Nurses
- PSD3.3: Newspaper Articles
- **PSD3.4A**: Individual Accounts A
- **PSD3.4B**: Individual Accounts B

**Student Prompts:**
- **BLM3.1**: World War II's Impact on Canadian Women: Research Chart
- **BLM3.2**: PowerPoint Presentation – How were Canadian Women Impacted by WWII?
- **BLM3.3**: World War II's Impact on Canadian Women: Fishbone
PLAN OF INSTRUCTION:

Step 1: Introduction/Hook (10 mins)
Have students take a few minutes to think about and write down all the primary sources that they might look at if they wanted to learn about the impact WWII had on women in Canada. Students should circle which they believe to be the best sources for this type of research.

In pairs (or as a table group, depending on the classroom set up) have students share which they picked to be the best source and why.

Step 2: Sharing/Discussing (5 mins)
As a class, have students offer their suggestions for possible sources and record these on the board. Have a few students explain which they thought to be the best source and the reasons why. This should create a fairly comprehensive list of possible sources to look at and should give the students an understanding of what makes certain sources more valuable than others.

Step 3: Guided Practice (25 mins)
Hand out samples of primary sources on the topic. Have students work in pairs to try to interpret their source and what that can teach us about the impact the war had on women. Have students record their discoveries on handout and share their discoveries with another pair (preferably at their table if classroom setup provides).

Step 4: Sharing/Discussing (5 mins)
As a class, create a mind map on the board which highlights the main conclusions or topics that they were able to draw from their sources.

Step 5: Modeling (30 mins)
PowerPoint lesson (students fill in fishbone organizer - BLM3.3) which provides more information in the areas that they discovered. This will give the students more of a concrete background and understanding of how women were impacted by the war.

Step 6: Independent Work (12 mins)
Have students go back to their resources and with the information from the lesson (and supplementary information from the internet if necessary) have students contextualize their sources. Their findings should be recorded on their handout and should explain who created the source, when it was created, etc.

Step 7: Guided Practice (8 mins)
Students should think about what might be missing from their resource. Guide them in their inquiry by posing some of the following questions: Does the resource give a one-sided
portrayal? Is it biased? Is it true for all women? What else might we need to know? Students should record their observations on their handout.

**Step 8: Discussion (10 mins)**
As a class, discuss why we must ask these types of questions and the importance of corroboration. Possible questions to encourage discussion: Are all resources 100% factual? If we find something wrong with a resource, should we dismiss that resource entirely? Why is it beneficial to compare multiple resources on the same topic?

**Step 9: Consolidation (5 mins)**
Class discussion: Out of the resources we looked at today, which did we find the most helpful? Were there things that surprised you about ones you expected to be more valuable from the discussion at the beginning of class?

**ASSESSMENT:**
At the end, students should submit a completed chart which includes information on what possible sources we might want to look at, which source they examined in class, what that source could tell us about the impact had on women, the context of the resource, and what might be missing from the resources/possible solutions to help us get a more complete understanding.

**ACCOMMODATIONS:**
- The guideposts for the focus should be posted on the board during class to help students stay focused and remember the basics of the focus.
- Pairs could be assigned to allow for a more effective work environment.
- Students who struggle with note taking could be provided with the notes from the PowerPoint presentation.
- Students may complete the handout on their computers.
  If extra time is required to finish the chart, students may do it for homework.
**COURSE:** CHC2D

**SPECIFIC EXPECTATION:** C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Ethical Dimensions

**LESSON #:** 4

**Total Time:** 150 minutes (2 Periods)

**TITLE:** Exploring the Ethics of Internment in WWII

**LEARNING GOALS:**
Use primary source documents to consider the ethical dimensions behind the internment of Japanese Canadians during the Second World War.
Have respect for one another well considering both sides of this topic.

**OVERVIEW:**
This lesson will look at how “enemy aliens” were impacted by the Second World War in Canada. It will mainly focus on the difficulties that Japanese-Canadians had to endure throughout the war years, and the justifications that the Canadian government gave for their internment.

*This lesson will draw on knowledge learned in the first lesson. The ethical reasoning that the students learn in this lesson will be useful in all of the following lessons.

**MATERIALS:**
**Primary Sources:**
- **PSD4.1:** Right on the Job – Political Cartoon
- **PSD4.2:** Strategic Withdrawal to Prepare Positions – Political Cartoon
- **PSD4.3:** Let Canada Answer This – Political Cartoon
- **PSD4.4:** Japanese Canadians Signing a Petition to stay in Canada
- **PSD4.5:** David Suzuki, *The Autobiography*
- **PSD4.6:** Notice to All Persons of Japanese Racial Origin
- **PSD4.7:** Carry Papers Warning
- **PSD4.8:** Registration Cards
- **PSD4.9:** They Walked Home - Photos
- **PSD4.10:** Security Commission Notice
- **PSD4.11:** Harry Yonekura
- **PSD4.12:** Mits Sumiya
- **PSD4.13:** Commissioner of Japanese Placement
- **PSD4.14**: Memorandum For the Prime Minister
- **PSD4.15**: Acknowledgment

**Student Prompts:**
- **BLM4.1**: Pros and Cons of Internment
- **BLM4.2**: Exit Ticket
PLAN OF INSTRUCTION:

Step 1: Introduction/Hook (10 mins)

Have the desks set up into groups of four for a later activity. When the students come in and the class starts, ask them:

*Scaffolding Question:* Can you fit your whole entire life into a single suitcase? What would you pack?

Allow the students to think over that answer for 5-10 minutes. When they ask why, don’t tell them outright until you were done discussing the implications of packing away their lives.

*Scaffolding Questions:*
- What will you have to leave behind?
- Can you take your pets?
- Would you take items of sentimental value or monetary value? What about items of importance to meet your daily needs, like clothes?
- Who in Canada do you think had to go through this?

When the students create the connection that Japanese-Canadians had to pack all of their belongings into one bag and go to an internment camp, give a brief introduction into the subject.

Step 2: Sharing and Discussing (10 mins)

First, within the table groups set up, and then with the classroom as a whole, discuss why the Japanese-Canadians were put in an internment camp. Use the responses that the students give in this section to determine the background knowledge that they have on the subject, allowing possible variation of the lesson according to what they already know.

*Scaffolding Questions:*
- What were the circumstances that caused the Japanese-Canadians to be forced into internment?
- What were the conditions like?
- Did the Japanese-Canadians have a choice in the internment?
- Does the internment of enemy aliens still happen today?

Step 3: Modeling (10 mins)

A number of primary documents (PSD4.4, 4.5, 4.6, 4.7) will be handed out to the students, as well as the *Pros and Cons of Internment* worksheet (BLM4.1). Explain that the students will go
through the primary source documents and write the pros and cons of the internment of Japanese-Canadians people. The students should not each be expected to go through all of the primary documents. Students should select their documents so that different arguments will arise among them, depending on the resources that they have used.

Have students write down the pros and cons they discover as they read through the documents. At the end of the lesson, the sheet will be handed in, in order to assess the student’s ability to comprehend primary documents and to create arguments through the use of primary resources.

Go through a primary resource with the students and give an example of how we could create an argument for and against internment in order to help model the assignment.

**Step 4: Guided Practice (30 Minutes)**

The students will then be given the opportunity to read through the primary documents and create arguments both for and against the internment of Japanese–Canadian people. One set of the primary documents (PSD4.4 - 4.14) will be given to each table group to share.

The students will be reminded that when listing the pros of internment, they are thinking through a historical lens, and cannot use the morals of today and what they know about the internment of Japanese–Canadians to skew their debate.

Students are allowed, but not encouraged to use secondary sources in their completion of BLM1.1.

*Scaffolding Questions:*
What is this document saying?
Do you think that the individual freedoms of the Japanese–Canadians is more important than the national security of Canada (tie into lesson 1)?
Was the Canadians’ fear of Japanese–Canadians valid?
Were there racial motivations behind the internment?
What did you find in the other primary documents about this idea?

**Step 5: Introduction Number Two (10 mins)**

This lesson will take longer than one day, so a separate introduction/hook has to be created for the second day.

Have the classroom desks organized into groups of ~4. On each desk have one copy of each of the four political cartoons (PSD4.1, 4.2, 4.3, 4.4). Using the knowledge that the students learned in previous classes, especially the first lesson on the War Measures Act and the previous day,
the students will have to decipher what is happening in each of the political cartoons. The students are also able to use their textbooks to supplement their previous knowledge on the subject.

**Step 6: Discussion (10 mins)**

Facilitate a separate discussion on the political cartoons

*Scaffolding Questions:*
- How are the characters depicted in each cartoon?
- What is the first cartoon trying to represent?
- What is the second cartoon trying to represent?
- What is the third cartoon trying to represent?
- What is the fourth cartoon trying to represent?

**Step 7: Sharing / Discussing / Teaching (50 mins)**

Divide the classroom into two separate areas. On one side of the classroom should be everyone who strongly believes that Japanese–Canadians should have been interned during the Second World War. On the other side of the classroom will be everyone who firmly believes that Japanese–Canadians should not have been interned during the Second World War. It is a relative scale, and the closer the student is to one side or the other, represents just how strongly they believe in their side.

The classroom will then be divided up. The first two students who believe strongest in one side of the argument are sent to a table with the other two students who most strongly believe in the other side of the argument. This is repeated until everyone has a group to debate with. The students are then given the task of debating with one another, however, in their debate they must support the side that they disagree with the most.

It is important to stress the importance of respect and proper debating etiquette during this assignment.

As the debate is happening, walk around the classroom to help facilitate discussion in struggling groups, and to ensure that everyone is being respectful of one another.

When the debate starts to wind down, facilitate a class wide debate where the students are allowed to share their best points, and argue freely for the side that they truly believe in.

*Scaffolding Questions:*
- Does anyone have anything that they would like to share with the classroom?
What are reasons that the Canadian government gave for internning their own citizens?
Do you think that these reasons are valid?
Are there any parallels to modern day Canada that you see with the internment of Japanese–
Canadian citizens?
How do you think race played a role in the internment of Japanese–Canadians?

During this time, it is important for the teacher to help breach some of the more ethical issues
regarding Japanese–Canadian internment in a respectful way. If some issues are not being
brought up, it is the teacher’s job to make sure the students are aware of them.

When the class debate is over, ask the students to once again position themselves in the
classroom depending on what they believe in relation to where they stand in the classroom.

Scaffolding Questions:
Has anyone’s position changed since the first time we did this? Why? Why not?
Why is it important to consider both sides of the discussion when looking at history?

Step 8: Assessment (5 mins)

End the lesson with an exit card (BLM1.2). This will be used as an assessment for and an
assessment as learning tool. Also collect the notes that the students completed on both sides of
the debate, to show how well they are comprehending primary documents, and how well
structured their arguments are. The debate notes will also be used to identify if the students are
truly considering the ethical dimensions behind the internment of enemy aliens.

While the debate is taking place, take note of how well the students are meeting the learning
goals set forward at the beginning of the lesson.

ACCOMMODATIONS:

- If there is a student who does not like sharing their thoughts with the larger student body,
do not pick them to discuss it. However, if possible, listen in on their small group
discussion in order to determine if they still understand the subject matter.
- If there is a student that will have difficulty comprehending and creating an argument
using the primary source documents, ensure that they are a part of the classroom
discussion so you know that they are actively listening to what is needed and how to
complete it.
- Circulate the room during student work time to observe or assist struggling students if
necessary.
- The lesson incorporates a variety of multiple intelligences in order to accommodate all
learning styles.
- Speak slowly and clearly in order to help those with learning disabilities.
• If a student with an IEP is present in the room, tailor the work to accommodate them beforehand.
• If a student is unable to properly read and assess the primary documents in the allotted time, allow for them to work with a seat partner to create their points.
COURSE: CHC2D

SPECIFIC EXPECTATION: C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #: 5

Total Time: 75 Minutes

TITLE: French – Canadians, Newfoundlanders and Aboriginals in WWII

Learning Goals: Use primary and secondary source documents to understand continuity and change in Canada.
To understand the progressing relationship between Newfoundland and Canada, Aboriginals and Canada, and French-English relations during the Second World War.

OVERVIEW: This lesson will look at the difference between continuity and change in history through the lens of French-English Relations, Newfoundlanders and, Aboriginals in Canada. It will focus on parts of Canadian culture that are under taught in regular classrooms.

* Lesson assumes that the students already have a understanding of continuation and change

* Lesson assumes that students have learned about French-English Relations, Newfoundland, and Aboriginal and Canadian relations prior to the Second World War

MATERIALS:
Primary Sources:
PSD5.1: Canadiens-Francais Enrolez-vous!
PSD5.2: The Conscription Issue – 1939
PSD5.3: Royal Artillery Recruits from Newfoundland and Labrador
PSD5.4: Tommy Prince - Picture

Student Prompts:
BLM5.1: Aboriginal Timeline
BLM5.2: Newfoundland Timeline
BLM5.3: French – English Timeline
BLM5.4: Exit Ticket
BLM5.5: “Francophone – Anglophone Relations” – Secondary Source
BLM5.6: “History of Newfoundland and Labrador during the Second World War” – Secondary Source
BLM5.7: “Aboriginal People in the Canadian Military” – The World Wars
PLAN OF INSTRUCTION:

Step 1: Introduction/Hook (10 mins)

Re-introduce the idea of continuity and change through the lives of the students.

Scaffolding Questions:

How old are the students?
How old were they one year ago?
How old were they five years ago?
What has changed in those five years?
Do you still listen to all of the same music that you did then?
Are your favourite movies still the same?
Did it feel like you were changing every day?
Are you a drastically different person?
What time in your life stands out as the biggest change in your life?

Remind the students that even though sometimes history seems like a series of important events happening one after another, there are often small changes that occur with the passage of time that will influence the overall trajectory of a country or area.

Step 2: Sharing and Discussing (10 mins)

After the introduction, I will go over the basis of continuity and change in history, because it is a hard topic to understand and I want to ensure that the students know what is going on.

I will facilitate a discussion on the key points surrounding continuity and change in an assessment of and an assessment for learning. Students will be given the opportunity to first discuss the answer to the question within their group, and the with the larger class as a whole.

Scaffolding Questions:

What is the difference between continuity and change?
What is a turning point?
How do progress and decline affect continuity and change?
How does progress and decline affect our study of history?
Can you give me an example of the difference between continuity and change in history?

Accommodations:
If there is a student who does not like sharing their thoughts with the larger student body, I will not pick them to discuss it. However, I will listen in on their small group discussion in order to determine if they understand the subject matter.

If there is a student that I believe will have difficulty comprehending and creating an argument using the primary source documents I will ensure that they are a part of the classroom discussion so I know that they are actively listening to what is needed and how to complete it.

**Step 3: Guided Practice (40 Minutes)**

The students will then be given three separate timelines to work on (BLM5.1, 5.2, 5.3). Using all of the available primary source documents, secondary source documents, their laptops and well as their textbooks the students will be required to fill in the timelines to the best of their ability.

When completing the timeline, the students have to article all of the main events that took place from the years listed, the turning points, the progress and decline for both Canada as a whole and the specific region they are time lining, and finally they must create three distinct periods of time for each regions timeline. The students will be expected to discuss their findings with the class later on. The students must also list two aspects of life that remained the same from 1918 to 1950 for each region.

*Scaffolding Questions:*

What stayed the same from 1918 to 1950?
What changed from 1918 to 1950?
What was the biggest change?
What were time periods of the largest change?
Did it get better or worse for members of the region from 1918 to 1950? How do you know?

*Accommodations:*

If there is a student who I know needs more help than others I will walk by their group more often then I would the other groups, without calling attention to their individual needs.

**Step 4: Discussion (10 mins)**

I will then facilitate a discussion on the findings for each region. If some students have not yet finished they can complete the timeline well the discussion is taking place.

*Scaffolding Questions:*
What stayed the same from 1918 to 1950?
What changed from 1918 to 1950?
What was the biggest change?
What were time periods of the largest change?
Did it get better or worse for members of the region from 1918 to 1950? How do you know?
What region experienced the biggest change? What region or relationship experiences the smallest change?
Do you think that any of this changes are still occurring today?

**Accommodations:**

- If there are students who do not like to share in front of the class, I can give them time to collaborate with their fellow seat mates and allow the more extroverted seat mates to share the discussion points.
- The lesson incorporates a variety of multiple intelligences in order to accommodate all learning styles.
- I will speak slowly and clearly in order to help those with learning disabilities.
- If a student with an IEP is present in the room, I will tailor the work to accommodate them before hand.
- If a student is unable to properly read and assess the primary documents in the allotted time, I will allow them to work with a seat partner to create their points.

**Step 5: Assessment (5 mins)**

I will then end the lesson with an exit card (BLM5.4). This will be used as an assessment for and an assessment as learning tool. I will also collect the timelines so that I can understand how well the students comprehend primary documents, and how well they are grasping the main concepts of continuity and change.

When the discussion is taking place I will also be taking note of how well the students are meeting the learning goals set forward at the beginning of the lesson.
COURSE: CHC2D

SPECIFIC EXPECTATION: C2.4 – Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

LESSON #: 6

Total time: Approx. 75 minutes (1 period)


LEARNING GOALS:
Use primary sources to discuss the causes and consequences of post-war Nationalism, especially in relation to the Canadian Citizenship Act.
Get students thinking about the idea of citizenship and issues of inclusivity.
Use the information discussed in this lesson and previous lessons to write an analysis of the Citizenship Act, paying attention to themes of Nationalism and Identity.

OVERVIEW:
This lesson will focus on how the Canadian war effort influenced national identity and the Canadian social imaginary. This lesson will pay particular attention to the Canadian Citizenship act of 1947, as a response to changing ideas about what it meant, then, to be Canadian.

*Lesson assumes that students have prior knowledge of the war effort abroad and at home; it’s causes, key terms and figures. It also assumes that the Holocaust has been discussed in previous lessons.

MATERIALS:
Computers and Internet access
Primary Sources:
-PSD2.1: Canadian Citizenship Act, 1947

Student Prompts:
-BLM2.1: Canadian Citizenship Act, 1947
-BLM2.2: Link to Citizenship Practice Test: http://www.yourlibrary.ca/citizenship/

PLAN OF INSTRUCTION:
Step 1: Introduction/Hook, Guided Practice and Discussion (30 min)

Scaffolding Questions: As students to consider what makes them a Canadian citizen? How do they know they are citizens?

Take answers from students.

Students must log onto laptops, desktops or devices that allow them to take the Canadian Citizenship practice quiz. This is the quiz that new Canadians are required to write to secure their citizenship.

Project quiz on overhead screen and guide students through first few questions. Answer a few questions collectively as a class.

Have students take test, answering 20 questions about Canadian Civics.

Link to practice test: http://www.yourlibrary.ca/citizenship/

Scaffolding Questions:

Ask the students to document what questions they got wrong and to look up the correct answer.

Discuss scores and the relevancy of this test to a sense of national identity.

Step 2: Discussion and Share (15 mins)

Walk-about, placemat activity: Place chart paper in three areas around the room with one of the questions listed below on each sheet. Each group must spend five minutes responding to the question. When five minutes is up, the groups will switch.

Consider and Respond:

1) Imagine what a country would be like without citizenship. What difficulties might these people face?

2) Though Confederation happened in 1867, until 1947 people in Canada had been considered British subjects living abroad. William Lyon Mackenzie King received certificate 0001. Is he the first Canadian Citizen? Does this mean that all Canadians born before 1947 are not Canadian citizens?
3) How did the war effort contribute to the idea of Canadian Citizenship?

Share the information on the chart paper with class.

**Step 4: Independent Work (30 mins)**

Students will begin to read through the Canadian Citizenship Act, 1947 and make connections to themes of nationalism, national identity, national security, freedom and the infringement of human rights.

In a two-page response, students will articulate how these themes and developing ideas, arising out of the Canadian War effort, are represented in the Canadian Citizenship Act.

**ASSESSMENT:**

Assessment of learning: will be based on class participation and contributions.

Students will also be assessed on their two-page responses. This assessment will be based on the student’s ability to make connections between the Citizenship Act, Canadian war efforts and other themes discussed in class. Spelling and grammar should not impede the reader’s understanding of the work.

**ACCOMMODATIONS:**

- This lesson is already modified to include multiple intelligences and will be carried out at a relatively slow pace.
- Lesson will be accommodated for the hard of hearing by elevating speech.
- Concepts and information will be asked slowly and repeated as necessary.
- Assessment will be accommodated for students whose I.E.Ps require more time, a reader or a scribe.
- Assignments may be hand written or electronically typed.
APPENDICES:

Primary Source Documents:

PSD: 1.1 *Budgeting in War*, Rationing Chart

<table>
<thead>
<tr>
<th></th>
<th>1 adult</th>
<th>1 adult 1 child</th>
<th>1 adult 2 children</th>
<th>1 adult 3 children</th>
<th>1 adult 4 children</th>
<th>1 adult 5 children</th>
<th>1 adult 6 children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Amounts of Staple Foods</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monthly $13.00</td>
<td>Weekly $3.00</td>
<td>$22.75</td>
<td>$5.25</td>
<td>$30.45</td>
<td>$8.00</td>
<td>$44.15</td>
</tr>
<tr>
<td><strong>Milk</strong></td>
<td>3½ qts.</td>
<td>8½ qts.</td>
<td>13¼ qts.</td>
<td>17 to 18½ qts.</td>
<td>21 to 26 qts.</td>
<td>26 qts.</td>
<td>31 qts.</td>
</tr>
<tr>
<td><strong>Bread</strong></td>
<td>2 loaves</td>
<td>4 to 5 loaves</td>
<td>6 to 7 loaves</td>
<td>8 to 9 loaves</td>
<td>11 to 13 loaves</td>
<td>13 loaves</td>
<td>16 loaves</td>
</tr>
<tr>
<td><strong>Meat, Fish and Cheese</strong></td>
<td>2 lbs.</td>
<td>3½ lbs.</td>
<td>4½ lbs.</td>
<td>5 lbs.</td>
<td>5½ to 7 lbs.</td>
<td>8 lbs.</td>
<td>8½ lbs.</td>
</tr>
<tr>
<td><strong>Eggs</strong></td>
<td>4 doz.</td>
<td>10 eggs</td>
<td>14 eggs</td>
<td>1½ doz.</td>
<td>1½ doz.</td>
<td>2 doz.</td>
<td></td>
</tr>
<tr>
<td><strong>Butter and Other Fats</strong></td>
<td>12 oz.</td>
<td>1½ lbs.</td>
<td>3 lbs.</td>
<td>3½ lbs.</td>
<td>4 to 4½ lbs.</td>
<td>5 lbs.</td>
<td>5½ lbs.</td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td>9 lbs.</td>
<td>13 lbs.</td>
<td>20 lbs.</td>
<td>25½ lbs.</td>
<td>31 to 37 lbs.</td>
<td>41 lbs.</td>
<td>45 lbs.</td>
</tr>
<tr>
<td><strong>Fruits</strong></td>
<td>2 lbs.</td>
<td>2½ lbs.</td>
<td>4 lbs.</td>
<td>5 lbs.</td>
<td>6½ to 7½ lbs.</td>
<td>10 lbs.</td>
<td>11 lbs.</td>
</tr>
</tbody>
</table>

Added to these will be groceries such as cereal, sugar, tea, coffee and cocoa, baking powder, soda and seasonings.

CEREALS . . . . . Oatmeal, cornmeal, bran, rolled and cracked wheat, barley, rice, flour, macaroni.

VEGETABLES . . . . Fresh—potatoes, cabbage, spinach, carrots, onions, turnips, beets, lettuce, tomatoes, beans, etc.

FRUIT . . . . . . Fresh—apples, strawberries, cranberries, rhubarb, oranges, bananas, grapefruit, etc.

FATS . . . . . . . Butter, lard, shortening, peanut butter.

SUGAR . . . . . . . Honey, molasses, white and brown sugar.

**RECORD OF EXPENDITURE**

Avoid making your accounts so detailed that they are a burden. The sheets appended for expenditures may help you to keep within your budget. If the first month’s budget is not a success see how you can improve on the next one.
### SUGGESTED MEALS FOR ONE WEEK

<table>
<thead>
<tr>
<th>BREAKFAST</th>
<th>DINNER</th>
<th>LUNCH OR SUPPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Half Orange, Rolled Wheat Porridge, Carrot Marmalade, Toast, Milk</td>
<td>Stuffed Flank Steak, Mashed Turnips-Beet Greens, Baked Potatoes, Gravy, Lemon Snow, Custard Sauce</td>
<td>Vegetable Salad with Cheese Sandwiches, Eggless Chocolate Cake or apple</td>
</tr>
<tr>
<td>2. Rolled Oats with Wheat Germ, Milk, Whole Wheat Bread, Marmalade, Cocoa</td>
<td>Stew with Dumplings, Chopped Beets, Fresh or Stewed Fruit, Whole Wheat Bread</td>
<td>Potato or Bean Soup, Melba Toast, Bread Crumb Muffins, Home Made Jam</td>
</tr>
<tr>
<td>3. Mixture of Rolled Oats, Cornmeal and Cracked Wheat Milk, Bacon, Toast</td>
<td>Steamed Fish, Parsley Sauce, Potatoes, Carrots, Chocolate Bread Pudding</td>
<td>Scalloped Vegetables, Home Canned Fruit, Whole Wheat Bread, Cocoa</td>
</tr>
<tr>
<td>4. Wheat Flakes Porridge, Applesauce, Toast, Milk</td>
<td>Liver with Vegetables, Baked Potatoes, Jam Turnovers</td>
<td>Fish Chowder, Raw Carrot &amp; Turnip Sticks, Orange Bread</td>
</tr>
<tr>
<td>5. Rolled Oats Milk, Strained Tomatoes, Toast, Bread, Cocoa</td>
<td>Stuffed Baked Heart, Scallop Potatoes, Vegetable Salad, Steamed Rice, Spiced Fruit Sauce</td>
<td>Pancakes and Sausages, Applesauce, Cookies, Milk</td>
</tr>
<tr>
<td>6. Wheat Flakes Porridge, Applesauce, Toast or Bread, Milk</td>
<td>Codfish Cakes or Fish Pie, Greens, Carrot Relish, Upside-down Cake</td>
<td>Creamed Vegetables and Hard Cooked Eggs on Toast, Oatmeal Drop Cakes, Milk</td>
</tr>
<tr>
<td>7. Rolled Oats Milk, Stewed Prunes, Toast</td>
<td>Spaghetti, Tomato &amp; Cheese, Cole Slaw or Cooked Dried Peas, Whole Wheat Bread, Canned or Fresh Fruit</td>
<td>Home Made Baked Beans, Whole Wheat Bread, Applesauce, Gingerbread</td>
</tr>
</tbody>
</table>

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PSD: 1.2 WWII Ration Coupon Book

PSD: 1.3 “Food is Everyone’s Business,” Food Conservation Authority
EUROPE is still producing vast quantities of food, but Germany is getting most of it.

The chart on the right, based on the best available information and estimates, although unofficial, shows how Germany is using "Selective Starvation" to dominate the occupied lands and at the same time maintain a measure of working efficiency in those countries most useful to the German war economy.
World Problem...

THE MAP on the left shows the relation of food production and of population to the world's total in each case, in the main regions of the world.

Europe and North America contain less than one-third of the world's population but produce well over half the world's food. The map reflects a combination of two things—relative efficiency of production and relative food standards. Even with its large production the Europe-North America unit is normally a net importer of food.

In Europe intensified agriculture and high tariff walls in many countries raised the cost of most foods—especially the protective foods—to a point where the masses could not afford to buy them in anything like proper quantities.

Asia with 40% of the world's population produced only 16% of the world's food, and most of this is energy food which can prevent starvation but not malnutrition.

Only Canada, the United States, Australasia and possibly the United Kingdom are able to supply anywhere nearly enough food at prices which make it available to most of the people.
Canada’s Food Production was never Higher...

And what of Canada? In 1942 and 1943 agricultural production reached the highest records ever attained, about 40% more than that in 1938.

In 1943 her production of animal products reached an all-time peak with over 800,000,000 more pounds of meat than was produced in the average pre-war year. Her dairy herds produced 1,750,000,000 more pounds of milk. Her hens laid 110,000,000 more dozens of eggs—a 46% increase. All this was accomplished in spite of the fact that about 400,000 farmers and farm workers are now in uniform or in war plants.

Canada’s fishing industry, short 10,000 men from normal times, with a diminished fleet and bedevilled by coastal warfare has produced to its physical limit.

Canada has never produced so much food.

BUT...

CLAIMANTS FOR CANADA’S FOOD
This is the Objective...

TO OBTAIN THE MOST EFFICIENT UTILIZATION OF FOOD SUPPLIES AND THUS ENSURE THE FULFILMENT OF CANADA'S FOOD COMMITMENTS BOTH AT HOME AND ABROAD

And these are the specific aims:

1. To arouse public interest in the vital need for the maximum conservation of all food supplies.

2. To adjust consumer demand for food, using as a yardstick Nutritional Requirements.

3. To modify consumption by influencing demand:

   (a) away from foods in relatively short supply towards those in more abundant supply.

   (b) toward moderation in the use of protein foods... rationing of meat was undertaken for this purpose. Consumers must be discouraged from switching their demand to the purchase of other animal protein foods so that a genuine reduction will result.
(c) **toward the use of fresh foods in season** to conserve supplies of processed foods for the seasons and areas where fresh foods are not available.

(d) **toward the maximum use of locally produced foods** . . . to relieve transportation and eliminate waste resulting from the demand for too great a variety of foods.

(e) **toward a genuine reduction in consumption of certain foods** among certain sections of the population, in order that a reasonable standard of nutrition may be maintained for the population as a whole.

(f) **toward a selection of foods that will give the best possible nutrition under existing conditions of supply.**

4 To minimize waste in the handling and utilization of food at every stage from harvest field to consumers' table and to make the best use of available supplies.

5 To make Canadians aware that freedom from want is dependent on each person’s willingness to take no more than his rightful share, by giving the public a proper appreciation of the present supply picture in relation to needs and of the conditions which may obtain, not only for the duration, but well along into the post-war years.

6 To maintain a centralized system of planned consumer information

(a) so that the food conservation activities of each department may make their best contribution to this programme of public education.

(b) to enlist public acceptance and cooperation in all measures affecting consumer food supplies and habits.
Here’s What YOU Can Do

IF YOU ARE A PRODUCER OF FOOD . . .

Producers have responded magnificently to the increased demand at home and abroad for agricultural commodities. They can continue to contribute to expanding food requirements by maintaining their efforts towards maximum production per acre and per animal, and by the utmost care to prevent losses in the harvesting, storing and marketing of these basic food commodities.

IF YOU ARE A PROCESSOR OF FOOD . . .

Economy and conservation are always your watchwords. You can play a big part in publicizing the programme—stories of large scale conservation in industry have great public appeal and spread valuable information.

IF YOU ARE A DISTRIBUTOR OF FOOD . . .

You keep constant watch on stocks, to make maximum use of everything. Efficient storage is one of your major problems. You can direct buying to those foods in relatively good supply and suggest new uses and proper methods of serving them. You can interpret food regulations and promote fair distribution of unrationed goods.

IF YOU SERVE FOOD COMMERCIALLY . . .

Use your unique position to publicize Food Conservation. Feature “specials” promoting foods in good supply. Adjust servings to meet actual needs. Behind the scenes, stress proper care of food, economical preparation and attractive service. Encourage a “clean plate” habit.

AND AS A CONSUMER OF FOOD . . .

Study local market conditions. Plan menus and buy supplies carefully. Share food fairly. Prepare and serve meals economically. Cut out unnecessary snacks and entertaining. Eat every morsel served to you. Accept restrictions and limitations of variety cheerfully—in the knowledge that we are still among the better fed nations of the world. Be a good example, and enlist the participation of others in the programme.

5 GEORGE V.

CHAP. 2.

An Act to confer certain powers upon the Governor in Council and to amend the Immigration Act.

[Assented to 22nd August, 1914.]

His Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:—

1. This Act may be cited as The War Measures Act, Short title. 1914.

2. All acts and things done or omitted to be done prior to the passing of this Act and on or after the first day of August, A.D. 1914, by or under the authority of or ratified by—
   (a) His Majesty the King in Council;
   (b) any Minister or officer of His Majesty’s Imperial Government;
   (c) the Governor in Council;
   (d) any Minister or officer of the Government of Canada;
   (e) any other authority or person;
which, had they been done or omitted after the passing of this Act, would have been authorized by this Act or by orders or regulations hereunder, shall be deemed to have been done or omitted under the authority of this Act and are hereby declared to have been lawfully done or omitted.

3. The provisions of sections 6, 10, 11 and 13 of this Act shall only be in force during war, invasion, or insurrection, real or apprehended.

4. The issue of a proclamation by His Majesty, or under the authority of the Governor in Council shall be conclusive
conclusive evidence that war, invasion, or insurrection, real or apprehended, exists and has existed for any period of time therein stated, and of its continuance, until by the issue of a further proclamation it is declared that the war, invasion or insurrection no longer exists.

5. It is hereby declared that war has continuously existed since the fourth day of August, 1914, and shall be deemed to exist until the Governor in Council by proclamation published in The Canada Gazette declares that it no longer exists; but any and all proceedings instituted or commenced by or under the authority of the Governor in Council before the issue of such last mentioned proclamation, the continuance of which he may authorize, may be carried on and concluded as if the said proclamation had not issued.

6. The Governor in Council shall have power to do and authorize such acts and things, and to make from time to time such orders and regulations, as he may by reason of the existence of real or apprehended war, invasion or insurrection deem necessary or advisable for the security, defence, peace, order and welfare of Canada; and for greater certainty, but not so as to restrict the generality of the foregoing terms, it is hereby declared that the powers of the Governor in Council shall extend to all matters coming within the classes of subjects hereinafter enumerated, that is to say:—

(a) censorship and the control and suppression of publications, writings, maps, plans, photographs, communications and means of communication;
(b) arrest, detention, exclusion and deportation;
(c) control of the harbours, ports and territorial waters of Canada and the movements of vessels;
(d) transportation by land, air, or water and the control of the transport of persons and things;
(e) trading, exportation, importation, production and manufacture;
(f) appropriation, control, forfeiture and disposition of property and of the use thereof.

2. All orders and regulations made under this section shall have the force of law, and shall be enforced in such manner and by such courts, officers and authorities as the Governor in Council may prescribe, and may be varied, extended or revoked by any subsequent order or regulation; but if any order or regulation is varied, extended or revoked, neither the previous operation thereof nor anything duly done thereunder, shall be affected thereby, nor shall any right, privilege, obligation or liability acquired, accrued, or accruing
An Act to Confer Certain Powers upon the Governor to the Exchequer Court, or to a Superior or County Court of the province within which the claim arises, or to a judge of any such court.

8. Any ship or vessel used or moved, or any goods, wares or merchandise dealt with, contrary to any order or regulation made under this Act, may be seized and detained and shall be liable to forfeiture, at the instance of the Minister of Justice, upon proceedings in the Exchequer Court of Canada or in any Superior Court.

9. Every court mentioned in the two preceding sections shall have power to make rules governing the procedure upon any reference made to, or proceedings taken before, such court or a judge thereof under the said sections.

10. The Governor in Council may prescribe the penalties that may be imposed for violations of orders and regulations made under this Act, but no such penalty shall exceed a fine of five thousand dollars or imprisonment for any term not exceeding five years, or both fine and imprisonment, and may also prescribe whether such penalty be imposed upon summary conviction or upon indictment.

11. No person who is held for deportation under this Act or under any regulation made thereunder, or is under arrest or detention as an alien enemy, or upon suspicion that he is an alien enemy, or to prevent his departure from Canada, shall be released upon bail or otherwise discharged or tried, without the consent of the Minister of Justice.

12. Section 3 of the Immigration Act, chapter 27 of the statutes of 1910, is amended by adding thereto the following subsection:

2. No resident of Canada, whether he is a Canadian citizen or not, and whether he has a Canadian domicile or not, who leaves Canada to perform any military or other service for any country then at war with His Majesty, or for the purpose of aiding or abetting in any way His Majesty’s enemies, shall be permitted to land in Canada, or

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BLM: 1.1 Food Production and Consumption Impact, Mind Map Template
Lauren House,
Tuesday, June 9, 1942

I slept fairly well last night and was up early this morning so as to make all the headway possible in my speech. Very tempted to forego morning exercises but stuck it out and got further writing immediately after breakfast and reading.

Made some headway with this revision before 9, arrived at 11. We worked together steadily through the morning until after 1. I then had lunch and a short rest, and began again at 3.

We continued working till 7. Then had dinner together after which I took another short rest, and we resumed about 8.30 and worked till 11.30, stopping only to get the evening news.

While working, I kept in touch with the office to see the progress being made on the Mobilization Bill. Up until a few minutes before 10, they were still in committee on the matter. While listening to the radio, word came that the Bill had passed which made it clear that I would have to speak tomorrow afternoon. We continued our revision till 11. Meanwhile, Creer had announced that I would go on tomorrow at 3.

This Bill is still among the most important parts to be inserted. Complete statement regarding policy — no extreme view to be permitted to prevail — not necessarily conscription but conscription if necessary. Much of what I had to say on national unity must be said on the story of Canada’s overseas war effort being all voluntary. A word to the westerners about their relations to their constituency. How they should proceed and one or two other final touches. These were all very important bits.

During the evening, a press very hard for including a matter which would have raised the whole question of division of French and English, an out-and-out attack on the conscriptionists. Core lecturing as to how Quebec should be treated and above all an appeal on strictly Canadian lines including nothing which would indicate war for larger purpose of preservation of world freedom, etc. He is excessively nationalistic.

When I spoke of the view presented in Industry and Humanity, humanity being more important consideration than nationality, he said he rejected that view altogether. Thought that nationality corresponded to personality, etc. I did not argue the matter but pointed out clearly that my first speech should be altogether devoid of anything provocative — a persuasive statement, and if the opposition made the debate provocative, then I should, in reply, meet the situation more effectively.

This means sacrificing much material that I, myself, would have liked to have included as to conscription having been raised for political
"While working, I kept in touch with the office to see the progress being made on the Mobilization Bill. Up to a few minutes before 10, they were still in committee on the matter... This time there remained still a few of the most important parts to be inserted. Concrete statement regarding policy — not necessarily conscription but conscription if necessary. Much of what I had to say on national unity, what had to be said on the glory of Canada's overseas war effort being all voluntary...These were all very important bits."

Kenneth Tooley Schubert - Preparing for War

About Christmas of 1941, the war news was increasingly bad for the Allies and the talk of conscription was strong. I decided that I might as well pick the service I wanted to join, and decided on the Air Force, although my job in the shipyard would have made me exempt from conscription for some time. The day after I had quit the shipyard, the main construction derricks on the berths collapsed. I left Rupert for Vancouver to enlist in the RCAF. In Vancouver, I discovered that my Grade 12 graduation wasn’t good enough for air crew. They only took people with one year of university, so I enrolled in a pre-enlistment school in the old Fairview School of Commerce on Fourth Avenue in Vancouver. I took a four month crash Grade 13 course for university entrance but my course didn’t start until February, so I returned to Ashcroft and spent most of my time in Armstrong.

While I was in Armstrong my cousin, Pat Warner, got married and I was asked to be an usher. The bridesmaid was Helen Jean Watson. We got to know each other fairly well in the two months I was there and decided that we were in love enough to get engaged. The time flew by, and I graduated from the pre-enlistment school not much smarter but much wiser than I was when I went in.

I proceeded to enlist in the RCAF on my birthday, June 10, 1942. I was posted to No. 3 Manning Pool in Edmonton, Alberta, for basic training that encompassed many things, from squad drill on the parade square to washing windows and dishes to laying wire mesh in the local airport to strengthening the runways to handling transports bound for Russia via Alaska. This began my rotation through seven different British Empire air crew training schools for the next year. It was a toughening up period for most of the recruits and, as I was in pretty good physical shape, I did better than a lot of the guys. When our basic training was completed, we still had only a vague idea of what we had signed up for.

On completion of the basic training, I was posted to No. 2 Service Flying Training School at Brandon, Manitoba, for tarmac duty. The duties there were in the order of being a general erk (ground crew). We were there to facilitate the training of student pilots. We acted as guides for the pilots doing night flying. We led them to parking or dispersal spots with flashlights and we flew with them as look-outs when they were practicing instrument flying. On the night flying stint, we would have to wait at the end of the runway for the aircraft to land, sometimes for most of the night. Some nights we had a truck to wait in, other times nothing but the cold and, boy, was it cold. On day duty, we would wait in the crew room until we were needed. Then we would get a misfit parachute harness thrown at us and, always at a run, get to the aircraft. On blind flyer exercises, we would act as lookouts when the instructor and the trainee pilot would get under hoods and, flying only on instruments, away into the wild blue yonder we would go. My job was to yell if any other aircraft looked like it was heading toward us. The first time I flew, we went up to 6,000 feet or so and, all of a sudden, the instructor pulled the aircraft up on its nose and rolled over into a spin. They never bothered to explain what they were up to so, about then, I figured our time was running short. After heading toward the ground for what felt like forever, they pulled out of the spin. It seems they were practicing stall turns. After the first time, I was a
veteran and had some idea of what they were going to do next. We erks also got a dollar a day extra for every time we flew.

Our flight was next posted to No. 2 Initial Training School at Regina. This was the entrance to the big time. After several weeks of training, it was here that we were divided up for training as pilots, navigators or wireless air-gunners. I was able to make my choice and I signed up for navigation. The next stop was No. 7 Air Observation School at Portage La Prairie as a leading aircraftman. As a LAC, I was permitted to wear the white hat flash to indicate I was an aircrew trainee.

Before reporting to Portage La Prairie, I was given a 96 hour leave and returned to Armstrong where Helen and I were married in the United Church on November 19, 1942. Helen stayed in Armstrong until I found a place for her to board in Portage. She then came to join me. The weather that winter was very cold, with temperatures of -50°F. Helen had to learn to dress properly to keep from getting frost bitten. She consistently got her legs and ears frozen. The Air Observer’s course was considered a hard one. It covered dead reckoning navigation, astronavigation, signaling by flag, lamp and Morse code, aircraft recognition, map reading and armament. These subjects were covered in the ground school and then practiced in the air. I managed to do pretty well in all of the subjects except for getting enough star shots on the ground for the astronavigation course. We were required to have several hundred shots on various stars. About three quarters of the way through the course, it was evident that I couldn’t make up the required number of star shots as I had been spending too many nights in town with Helen, so I was re-mustered as a bomb aimer. I was posted to the No. 2 Manning Pool in Brandon, Manitoba, to await a course. This was the only unit from which I ever went AWOL, to return to Portage to see Helen. I didn’t get caught, so my presence wasn’t much in demand. From Brandon, I was posted to the No. 2 Bombing and Gunnery School at Mossbank, Saskatchewan. I couldn’t find accommodation for Helen, so she returned to Armstrong. At Mossbank, I really came into my own. Our flight consisted of men from all walks of life and, as the course progressed, it dawned on me that those with a higher education were not necessarily smarter than the rest of us. In fact, a lawyer and a teacher were at the bottom of the class. We covered all of the courses that had been given at Portage, with more emphasis on bombing, gunnery and aerial photography. I came fourth in the flight, tops in signaling and second in air bombing.

The aircraft used at Mossbank were Bolling-brokes for air gunnery and Avro Ansons for bombing. The accommodations for the gunners in the Bollies were very poor. One gunner was in the turret having a ball, while the other two were stuck in the windowless fuselage getting airsick. The gunner in the turret was trying to hit a drogue towed by a Lysander aircraft. The pilot would turn and slide to give the gunner a moving target at which to fire. The drogue was often hard to hit, so the gunners would stop firing, pretending that their guns were jammed. The pilot would then fly straight and level with the drogue practically sitting on the end of the guns. The gunner would then open up and chop it to bits, aborting the trip for the other gunners. The air bombing was carried out from Avro Ansons, a slow, comfortable aircraft with lots of windows and fresh air. I graduated on May 31, 1943, standing fourth in the flight, and was posted back to Portage La Prairie for the navigation portion of the course.
The navigation section of the course at Portage was easy for me as I had covered most of it before. Our flight graduated as air bomb aimers on July 8, 1943, with the rank of Sergeant. We then went on embarkation leave for ten days. Helen met me in Sicamous and we had a good leave, visiting between Armstrong and Ashcroft. Mae and her children, David and Jeannette, came to Ashcroft. We had a small family reunion with just Jim missing, busy on the North Atlantic. While on leave, I received notification that I had been commissioned as a Pilot Officer. It was the practice to commission the top ten percent of each graduating class. On completion of my leave, I reported to the embarkation depot in Halifax, Nova Scotia. It was an experience riding the train across the continent – my first trip east of Winnipeg. The train was packed with servicemen and women. We were rationed two to a berth. Take your pick, sleep with a stranger or sleep in shifts – many of us stayed up most of the night. If I remember correctly, it took three days and four nights to get to Halifax. In Halifax, we met our first tight security and the war got closer still. It was one of medical checks, photographs and kit checks. While in Halifax, I developed huge hives all over my body. None of the doctor’s efforts seemed to do much good. As a last resort, the doctor drew blood out of my arm and shot it into my hip – the hives disappeared like magic.

The long awaited embarkation date of August 2, 1943, finally arrived. We were loaded onto a troop train and arrived the next morning in New York City. We didn’t get much more than a look at the skyline before being hustled aboard the SS Aquitania. She was at one time the winner of the Atlantic Blue Ribbon, which is awarded to the luxury liner making the fastest crossing of the Atlantic. She wasn’t very luxurious when we boarded her. She had been stripped of all of her fancy trimmings, and bunks had been built into every available space. Staterooms formerly equipped with one double bed now had twelve double deck bunks, and this was in officer country, the best she had to offer. On the opposite side of the pier from the Aquitania, the Normandy lay on her side on the bottom of the harbour. She had been the pride of the French passenger fleet, the largest passenger ship in the world next to the Queen Elizabeth. She had just been converted to a troop ship when she was sabotaged and burned. Even lying on her side on the bottom, she towered over the docks.

The Aquitania was one of the few troop ships considered too fast for the enemy submarines to catch, so she went unescorted across the Atlantic. Travelling full bore, she altered course every five minutes or so to throw any subs off target. She heeled over on every turn, with the rivets squealing as if she was going to fall apart. As an officer, I was detailed as a fire marshal and assigned to patrol G-Deck, which was just under the water line. On this deck, a battalion of Negroes was billeted. If they had decided to smoke in this restricted area, I doubt that I would have had much control over them. There were approximately 12,000 troops on the ship. The crossing was made without incident in six days from New York to Greenock, just outside of Glasgow, Scotland.

We boarded a troop train in Greenock and, 18 hours later were in Bournemouth, a beautiful resort town on the English Channel. It was now a holding depot for RCAF air crews waiting for postings to advanced training units. The town had been bombed and signs of war were evident all around, with burned buildings and barbed wire along the beaches.
On September 3, 1943, I arrived at the Advanced Flying Unit at Wigtown, which is a few miles north of Glasgow. This was an RAF station and, since we were the only RCAF flight there, it created some friction and not a few fights. Our training was intense for a month. We were either in the bombing simulators, link trainers or in the air, bombing infrared targets in shipping and industrial areas in England or Ireland. My first view of Ireland was really something. It looked like a big golf course from the air, with various shades of green and blue lakes and rivers. The hope of all of the crews was to have an emergency landing on the Isle of Mann where there was no rationing. We flew over it on practically every flight out of Wigtown but never had an opportunity to land. Our month at Wigtown was soon over, and we were posted to the No. 22 Operational Training Unit at Gaydon, near Warwick, a few miles south of Birmingham and close to Stratford on Avon.

Our posting to Gaydon was our introduction to operational aircraft and being assigned permanently to a crew. I was assigned to an existing crew consisting of Pilot Officer Bill Wilson, pilot, Flight Sergeant Butch MacStocker, navigator, and Warrant Officer Second Class Al Casey, wireless air gunner. These fellows had been flying Hampden aircraft at Patricia Bay, near Victoria, B.C., in Coastal Command. One day, they had evidently been flying low and tipped their propellers into a wave, but had managed to re-turn to their base with bent props. They were drafted overseas to Bomber Command post haste. I was added to the crew as a Pilot Officer, bomb aimer; also added were Sergeant Grant Bull, rear gunner, Sergeant Harry Walker, mid-upper gunner, and Sergeant Jack Lee, flight engineer. Jack was the only RAF type in the crew, and I was the only Canadian that didn’t come from Ontario.

At Gaydon, the crew had to learn to work together as a unit and also to learn how to fly a light bomber – in our case, it was a Wellington. This had been an old work horse since early in the war. It had twin radial engines and was constructed on a geodetic principle – it was a mass of crisscross framework covered with fabric. The armaments consisted of four 0.030 Browning machine guns in the rear turret and two in the nose turret. It carried three tons of bombs in the fuselage bomb bay.

The first problem was for our pilot to learn to fly this kite – it was much heavier than any of those we had been in previously. I flew as rear gunner and bomb aimer during this conversion period while the rest of the crew attended ground school. My main job was map reading from the bomb aimer’s position to keep the pilot on the right approach to the runway. There was so much industrial haze from the Birmingham factories that the pilot couldn’t see the ground from his position. We had about a week of circuits and bumps (touch-and-go landings) for the pilot to get the feel of things before the rest of the crew joined us and we proceeded to learn our individual functions as a crew. On November 15, we started out as a crew and, from that date, we flew every time we could get an airworthy aircraft. When there were no aircraft available, we spent the time in the link trainer, bombing simulator and gunnery range or in the ground school. My job in the crew now consisted of bomb aiming, second pilot on takeoff and landing, and taking fixes for the navigator and nose gunner.

We sometimes flew training flights over London. The British had a system of waving their search lights in one direction to indicate to training aircraft which way they were to leave an area that was about to come under enemy attack. One night, we had just arrived when the search lights started to wave in one direction. All allied aircraft were equipped with a radio transmitter
that, when turned on, sent out a signal to identify it as a friend. Some gremlin had turned our transmitter off and, as soon as we discovered this, turned it on, all the search lights went out. If we hadn’t gotten it on, we may have been target practice for the Army.

On January 1, 1944, we were dispatched on our first trip over enemy territory to Rennes in France. It was a nickel trip – we had a load of 30 containers of leaflets wishing the people of Rennes a Happy New Year and good cheer. We were all set for take off and had started down the runway when it became evident that one engine was not giving enough power. Bill made the decision to cut the throttles and tried to brake. We took to the overshoot area as if we were never going to stop, but the wheels finally dropped into the perimeter ditch just short of the boundary fence. The crash truck was along side nearly as soon as we had stopped rolling and had us unloaded and into the spare aircraft in no time. We finally got airborne and away on our first not-for-fun trip.

Our course took us between the Channel Isles, which were held by the Germans. This allowed them to shoot at us from both sides, but Bill had learned his lessons well and got us past this hot spot without trouble. When we approached Rennes, I took control from the bomb aimer’s position and, for the first time, could see the guns below firing and the flack mushrooming around us. Boy, that sure made me feel that I was in the wrong spot – I couldn’t make myself small enough to suit me. We ran up to the aiming point, released the leaflets, and turned onto our return course. The anti-aircraft gunners must have thought we were sitting ducks, but Bill caught on fast and put us into a dive that threw the flack above us. We got back to base without a scratch and quite a bit wiser after four and a half hours. My bombing average error was now 95 yards compared to 100.5 yards when I left Mossbank. My rating was above average.

One of the highlights when I was at Gaydon was receiving word from Dad that Jim had escaped from a prisoner of war camp in northern Italy and would soon be in Britain. I kept in contact with B.C. House and the Marconi Radio Company office in London for word of his arrival. He had been on a ship that had been bombed south of Italy while trying to break the blockade of Malta to bring supplies to that island. The crew had taken to the lifeboats and crossed the Mediterranean to North Africa where they were interned by the Vichy French. They had been moved several times as Montgomery and Rommel fought for the area, finally landing in a prison camp in the north of Italy. His story could fill a book, and should. When he arrived and was cleared in London, he was able to visit me at Warwick. I was sure glad to see him alive, although not in too good health. His captivity had been a great worry to Mom and Dad.

We graduated from Gaydon at the end of January, 1944, and were given two weeks leave. I was able to visit my Tooley relatives in Stoney Stratford and my Allen relatives in Northampton as well as take in some of the sights in London. The war was going hot and heavy in London, with raids every night, search lights, bombs, flack and fires and many buildings gutted and planes shot down. The local people packed the subway tubes and slept on the platforms or on tiered bunks against the walls of the tubes. They seemed to have gotten used to sleeping with the subway trains roaring into the station only a few feet from them.

When our leave expired, we reported to an RAF station at Topcliffe in Yorkshire. This was a survival training unit operated by the British Army. Our discipline to now had been child’s play – this outfit should have had machines, not men. We Canadians stuck together and
survived. I think the cocky little English Sergeant Major with the brass ball on the end of his staff must have had a few laughs (when we were out of his sight). What a guy, you could hear him yelling a mile away. Everything was done on the double at that place.

We were posted to the No. 1664 Conversion Unit at Dishforth, Yorkshire, to learn how to handle four engine heavy bombers – in our case, Halifax Mark II’s. The night we arrived on the base, a Halifax that had been on a mine laying mission came in and dropped a hung-up mine on landing and blew itself up. The element of risk in flying became more apparent at this station. The German’s often flew back to England in the stream of bombers and shot them up as they came in to land.

The Halifaxes used at this unit were kites that weren’t good enough for operational flying. They were obsolete, well worn from operations, underpowered, and would go into a spin at any time without cause. The instructors had a tendency to do most of their instructing from the ground and watched the trainee crews do their stuff from that vantage point. There were quite a few accidents, and most of the time there wasn’t an aircraft that we were able to get into the air. The training followed the pattern we used when we converted to Wellingsons. I flew with the pilot as bomb aimer and rear gunner while the rest of the crew attended ground school. The pilot had no trouble converting. We flew practice flights as a crew for a couple of weeks, and then we were off to the squadron. The usual rumors of where we were going and what kind of aircraft we would have were running rampant. All bets were on a Lancaster.  

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James Richard Joyce is my Grandfather, but I prefer to call him "Grampy." He is 77 years old. He is a husband of 54 years, a father of six, a grandfather of eight and a great-grandfather of one. He worked for the City of Saint John Fire Department for over three decades. He was raised in Saint John, New Brunswick, where he later raised his family.

I am very proud of my Grandfather. He was (and still is) the kind of guy that did what he had to do for himself and more importantly for his family, I admire that about him. I have lived in a different part of Canada than him for my entire life. Last spring when I moved here, I got the chance to get to know him, it has made me respect him even more. He is a strong man that loves his family and after talking to him about the war, it is safe to say that he didn't fight for Canada and democracy, he fought to feed his wife and daughter at a time when jobs, money and food alike, were hard to come by. He is very obviously a practical man.

For me this was a great opportunity to hear my Grandfather's story. They say that understanding, is the key to a relationship, and after completing this interview I feel I understand him an awful lot better than I ever did before. I also learned a lot about the interview process, how to come up with questions, how to handle the person during the interview and so on. After finishing this I honestly wanted to take what he had told me and write another paper on it, making my own hypothesis on the information he gave. I found it a very interesting interview.

Where are you from?

Saint John, New Brunswick.

When were you born?

December 22, 1919.

Had your father fought in the First World War?
No, he was a coal merchant, he sold coal and wood.

And your Mother?

My Mother was an ordinary house wife.

What was your first job?

My first job was shovelling snow for the Canadian Pacific Railway.

What else did you do prior to the War?

I went to work for the Canadian Pacific freight handlers at the Winter Port in Saint John, New Brunswick. I also worked a horse and wagon for my father, the coal merchant. I hauled a lot of ashes, people burned a lot of coal and wood in those days so they had an awful lot of ashes.

What were your parents like? What was your relationship with them?

We had a good relationship, a good family, we were all well disciplined and taught the rights and wrongs of the world.

Did your parents think that your going to war was a good thing or a bad thing?

My parents never knew I was going to war. At the time, in the 1930s, there was a lot of talk about Europe, but Europe was so far away that myself, my parents and my friends never really took much interest in it. We never talked about it sitting around the supper table, or as a family, or even among my friends. It was just something going on in a far away place. The sense of preparation Germany was having prior to the war wasn't felt over here.

Prior to the War, were the newspapers and radio full of stories about Europe?

In my younger days, my early teens, even as old as 18 or 19 years old, my primary interest was sports. I paid a lot of attention to sports, although I did read the headlines and heard about what was happening over in Europe. As far as Europe was concerned, like I said before, it was a far away place and I wasn't very much interested in it.

What was you and your friends attitude toward the pending war?

Very much the same as usual, we didn't talk about it, all we talked about was sports and girls.
Tell me about what the styles were like before the war (hair and clothes).

The hair styles were "Greased style Hair Dos." The men always wore their hair greased back, mostly with olive oil. The suits were tapered pants, tapered as small as your ankle, with a wider backside. We called them Zute Suits. Soft hats were also a very big deal in those days. We would always wear our collars turned up.

What would you do for fun prior to the War?

The big thing was baseball in the summer and hockey in the winter. We also liked to go to the movies, there were a couple of movie houses in town. The shows were always Cowboy and Indian tales. We also loved to go to dances. Almost every part of the city had a dance hall. The boys and girls would gather there, mostly on Saturday nights, which was always a big night in my day. Saturday night the dance would be on, and almost every hall would be owned by a group like the IODE or the YMCA. The music of the times was Jive, Waltzes and Fox Trots and things like that.

Were you proud of Canada?

I never really gave it much thought. In my day, I don't think anybody gave it much thought. In the 1930s when I grew up, it was during the Depression, and in the Depression years everybody was interested in surviving. A lot of people had no jobs, and their primary interest was getting a job and earning a few dollars to help out their families and feed themselves. As far as camaraderie, it had a lot to do with where we lived. A West-Sider was a West-Sider, and so on. There would always be rivalries among us in the city. We were more proud of where we were in the city than actually being just Canadian.

So, you volunteered for the Army before the war? How old were you?

I joined in August 1939, at the age of 19. Where I lived, there was an army drill shed across the street. It was a Platoon of the Royal Canadian Artillery. It had a Unit in there called The 4th Battery. They were going to camp in August, down in Halifax, Nova Scotia, at a place called Fort Sandwich. All my friends wanted to go, so we hung around the drill shed. We knew they were going to be hiring extra men to go to camp. We stayed there, and stayed there and stayed there until they finally gave us a uniform and signed us up to go to Halifax. They paid us one dollar a
day, and gave us a place to stay. I looked at this like a job and a chance to take a trip, a summer holiday. It was nice.

Tell me about Fort Sandwich.

It was quite an experience, it was my first time away from home. I went down there with a few fellas I chummed around with and some people I didn't know. I got to know them all as good friends. I had a cousin who was a Sergeant. He helped me a lot in becoming an artillery man, in what I had to do and how to do it.

While we were in Halifax, the danger of War escalated, we were down there the last two weeks of August in 1939. The first week was a lot of fun, we got to know the area, especially Herring Cove and Purcell's Cove. We would get our night passes and take a walk down through those areas, naturally there were a few girls down there too.

The second week was when the real fun started. We woke up on the first Saturday in camp, Fort Sandwich being a large base had a lot of ammo in the storage sheds. They put us to work fusing the shells that went into the big guns on the Fort. We worked at that until the middle of the last week. Then the headquarter people in Halifax, wanted guns put up at two places on Halifax Harbour. One was at George's Island, and the other at McNab's Island. They picked two gun groups out of the men I was with and sent them to their stations. I was sent to George's Island with a 12 pound coastal gun. We mounted the gun and manned it for three days. Then I was sent back to Saint John and taught how to load, fire, and build a gun.

At that time, did you ever think that there was a chance that you would have to load and fire that gun to defend yourself?

That was the idea. They figured that Halifax, being a port and an important city at the time, would be a primary German target if they were to, in fact, attack the eastern seaboard. They thought that the Germans would attack with the submarines, because Halifax was a big naval base during the First World War and it had been kept up to date until my time there.

Tell me about how the tension of the War mounted. How did things change when you realized that there could possibly be a war in Europe?

In my position, I was always sure that there would be a war, because everyone was talking about Germany going into Poland and threatening, and we all were sure that there would be a
war. I never saw myself going to Europe, in fact I didn't even think about it. I was more interested in learning the art of being a soldier, and I didn't think any more about it.

Tell me what happened when you went back to Saint John, New Brunswick.

We were marched down to the Saint John Armoury, and they then divided us up into different units. There were three Batteries, I was in the one called, the 4th Battery. There was a City Battery -The Fifteenth, and a Search Light Battery, other than us. We used the search lights as a safe guard in case there ever was a night battle. There I was an ordinary soldier, doing regular guard duty, manning the guns, learning to fire and load them. We kept the ammunition and the guns in shape so that they could be used in the event of hostility.

On the 2nd of September 1939, a Sunday morning, we were on guard duty, resting at our drill shed, we were sitting out front waiting for our turn to guard the shed. We then heard on the radio that Britain had declared war on Germany. The War had started.

Had you listened to the radio a lot?

Yes, I listened to it quite a bit, not so much news, but I liked to listen to the sports. I would listen to some news, I knew what was going on anyway. I was a soldier, and I wanted to know what we were going to do.

Did the outbreak of the War drum up any more emotion in you about what you were doing?

No, not really. It was still very much an occupation. People were coming from all over the province of New Brunswick to join the army to make some money so that they could feed their families. There was a Depression on and there was nowhere anyone could work.

What was your reaction to the outbreak of the War?

To tell the truth, I didn't have a massive big reaction. I just expected it and figured "Well, I am in it now and I better make the best of it."

How did your parents react?

Mom and Dad didn't like me being in the army. In fact, when I came back from Halifax, Nova Scotia, after getting off the boat, they expected me to come home. I think that they just thought I
would just come home, take the uniform off and that would be it. They never ever told me they wanted me to quit, but I think they did.

Tell me about conscription.

In 1943 when the invasion was being planned, they weren't getting too many new recruits or volunteers. They had to get somebody to replace people like me who had been in the army and knew a little bit about it, so they put us on what was called Active Force. They put us in units that would fight the Germans. There was no such thing as conscription in those days.

Talk to me about the media (newspapers, radio, slogans).

The primary media sources were the newspaper and the radio, there were also posters and they even had slogans. "A slip of the lip will sink ships" or "Loose lips sink ships." Everything was supposed to be top secret, nobody was supposed to talk about ships leaving the harbour, entering the harbour, what was going on or when units were in. Everything was supposed to be "hush hush."

The Canadian Department of National Defence immediately, as the War started, put together a Public Relations Department and they had all the heroes of the First World War going back and forth across the country talking about what it was like to join the army and how nice the army life was and so on. They did that hoping they would get more troops, and they did.

Lets get back on the time line. When were you in the Saint John 4th Battery?

Well, it was Monday morning, September 3, 1939, the day after the War broke out. They put us on boats and hauled us out into the Saint John Harbor to a place called Partridge Island. There were three large buildings used as quarantine hospital buildings for immigrants coming into Canada and they housed us in these buildings. After we got situated, we got our rifles, uniforms and so forth, we began the process of learning how to use them. Maybe a week or so after that they landed two six inch guns and two search lights and we proceeded to build them, the 4th Battery (mine) manned one, and the 15th Battery (The City Battery) manned the other. The Search Light Battery manned the search lights of course.

After everything was built and in service, we proceeded to learn how to operate them and continue to do so. I spent the first year of the War on Partridge Island. After that we moved into the City to a place called Fort Dufferin, where there were two 4.7 inch field guns, my Battery
manned them both. In 1940, there was a tremendous boost in recruiting in Saint John, all kinds of people were joining up. These new recruits manned the guns at Fort Dufferin, put ammunition in the magazines and proceed to learn how to operate them.

In the fall of 1940, we decided to build a bigger fort at a place called Fort Mispec. About 10 or 12 miles on the east side of the City of Saint John. We put 7.5 inch coastal guns out there, the contractors built great big gun emplacements out there. They took all the new recruits they got and enlarged the 4th Battery.

In May of 1941, I was sent to St. John's, Newfoundland. I joined 38 other people to form the 103rd Coastal Battery at Fort Amherst and Cape Spear, Newfoundland, the most Eastern part of Canada. I built a number of 2.47 inch guns and two 10 inch guns at Cape Spear, the enlarged 4th Battery manned these guns.

The navies (United States, Great Britain and Canada) used Newfoundland as the last stopping point before leaving for Europe, the war ships would pick up the convoys there.

I met my wife in St. John's, Newfoundland, I arrived in May 1941 and met her in August 1941. We dated while I was there. The people of St. John's were very hospitable, they used to invite us to their homes. One particular evening, a friend of mine and I were down to a dance at the YMCA and we met these two girls, we asked if we could take them home, like the boys and girls did back then. I asked her for a date the next night and I was invited to her home. I got to like her, and love her, and one day I asked her to marry me, she said yes. We were married on August 13th, 1942.

**How did she feel about you being involved in the War Effort?**

I think it was accepted as something that was happening, that would soon be over someday and they didn't give it much thought. So, she didn't give it much thought.

**During the War, what information would the media convey?**

Well, of course it would tell us of our victories and also of our losses and deaths. As in any other business, everything is either played down or played up. If the forces won, it was made to be a big deal on the radio and the newspapers. If there was a big defeat, we might not hear about it until a month had passed.
Everything was top secret. You see, what the Germans did was top secret, we never knew anything about what they were doing before it came to light by spies and other things, and the same thing happened in our Force. If something bad happened, the Allied countries would never hear about it until it was over.

**Was life pretty normal in St. John's, Newfoundland?**

No. St. John's was a Sea Port on the edge of North America, there were Blackouts, the same as there were in England. From the time I arrived in 1941 until the time I left, I never saw a light on in the city of St. John's. St. John's being the most eastern part of Canada, the ships had to stop there. Had any lights been on in the city, they would've silhouetted the ships and the submarines would have been able to hit them with torpedoes.

Blackouts - Everybody put shutters on their windows, kept their lighting that showed outside to a minimum, they even painted the car headlights with black paint (just enough so they could still see the road).

It was a state of war and the Port of St. John's could have been bombed at any time. I wasn't too worried about that though, I never really gave it all that much thought. One particular time we were manning the guns and there was a whaling ship coming in the mouth of the harbour, and two torpedoes hit, one on one side of the harbour and the other on the other side. The entrance to the harbour was a narrow passage into a basin style area. The torpedoes weren't all that scary though, we kinda expected something like that to happen. If the Germans could have blocked off that harbour by sinking a ship in the middle of the narrows, we would have had a hard time keeping the convoys protected from the Germans.

**Back to the story, you went back to Saint John, New Brunswick, in November 1943, continue.**

We were artillery men, coastal, and they had soldiers who already manned the coastal guns in Saint John. We were signed up for active service. They took us all and put us into the infantry. We were trained to handle infantry weapons and do all the things an infantry had to do. We then were sent to the New Brunswick headquarters, in Fredericton for Basic Training. We learned how to fire a rifle and to handle a grenade, how to do almost anything a soldier would do. Basic Training was something new, an experience we didn't know too much about, we took eight
weeks for that. Then we went to Utopia, where we went through 4 weeks of Advanced Training. We learned how to use machine guns, how to spot and attack an enemy. It wasn't too tough, it was just a matter of learning a different trade.

By that time my friends and I were getting anxious to get overseas. We wanted to see what it was. We wanted to go and be in the war. We had no idea what it was really like over there.

**Did you know anybody who went overseas before you did?**

Yes, I knew many people who went over before I did. They were fighting before I did. A lot of the guys I knew who went before me, went to Italy in December of 1942, they were the first Canadians in battle in the Second World War.

I wanted to go over with them. When friends went over I was kinda mad at the army because I wanted to be with them, with my friends. I didn't want to be with strangers, I knew I was going to be in trouble and I wanted my friends with me. I was lucky enough to be with my friends the whole way through.

The Invasion happened in June of 1944, and before that June when the Invasion happened, we broke advanced training four weeks early. We were sent us by train to Halifax, Nova Scotia, and then put on a boat to England. It was quite the experience, my first big boat ride. There was always the danger of being sunk. I was a little scared but I was all right. The soldiers were put down in the very bottom of the boat, it was a big hollow shell of a thing, made up into different compartments, each one was sealed off in the evening. We were all up on deck during the day but in the evening we were put below deck and we were sealed in these compartments. If the ship had been torpedoeed, we would have been gone and we all knew it. The ship was made up of these compartments so that if one part got hit, it would fill with water and it wouldn't destroy the whole ship. It was fanatically claustrophobic! Every time I had to go down there I didn't want to go but I had to. It was just a good training for when I got into battle, I had to go some place where I knew I might get killed but I had to go. It was a very serious atmosphere, I slept an awful lot, said my prayers and hoped that I would come out of it.

**Where did you land?**


**Before we go on. How did your wife feel about all this?**
She wasn’t very happy. I had a daughter, Ruby, who was born on February 2, 1943. I didn’t want to leave them, and they didn’t want me to leave either. But, I had to go and do a job so away I went. Like all mothers and fathers and daughters and sons and wives and husbands, no one wanted to be apart. It was hard to watch loved ones go away, and hard to leave loved ones behind.

In Scotland, we got all new equipment, took a few marches and went over to Northern France on July 30, 1944. We had anti-gas battle dress, it was something we wore only when we thought there might be a gas attack, we needed something to cover our face and body. We had rifles and grenades, we were taught how to use them, keep them clean and so on. We were having heavy losses on the beaches in Normandy at that time.

We landed at the wharves that they had built us and we went up to a hill top just off the beach. That afternoon as we arrived, I just happened to look up and I saw two air planes flying around. At close observation I noticed that one was German and one was British, they dove around and they were having a "Dog Fight." Eventually the British plane shot him down, I wasn’t sure how I felt about that, but after seeing so many movies and seeing stuff like that happen in a movie, I couldn’t believe my eyes. It was amazing how easy it seemed, they were flying through the air, and all of a sudden there he went down with smoke trailing from the back of his plane. I was thrilled at being able to see it, the German was shot down.

The next morning we got together, were put on trucks and moved us to a city called Caen. It was bombed out, nothing but a bunch of rubble. We went through on both sides of the city, before you went to any unit there were two places you had to be, B Echelon and A Echelon. B Echelon was where you went and got your equipment, and the stuff that you needed to fight a war. A Echelon was where you were divided up into the units that needed the recruits, because soldiers were dying in every unit, and they needed more. They never sent one alone, there was always two soldiers sent to a unit. They always gave you a buddy.

I ended up in a field, the closest place to us was Orne, there I met and was talking to a fella who was born in Chipman, New Brunswick, he had moved there before the war started. We just asked him what was going on and we went on our way. We didn’t have a lot of time, things were happening around us and we had to keep moving. If we stopped to long in any concentration at
all, we would have been spotted by spies. They would see that we were soldiers and immediately call artillery fire on us. We never stayed still too long in one spot.

We spent the night in Orne. In the morning we took the march and went to a place called Falaise, where a battle had been going on but, by the time we got there it was all over.

The first time I got shot at, well, the minute you came into the sight of the Germans, they opened up on you with machine gun fire. The minute you heard the fire, you hit the dirt, you went to the ground. I was the kind of fella, as soon as I hit the ground, I dug myself a little indentation in the ground which would lower my body out of sight, if I could. That's what we did, we laid there until the officer waved his arm and then we would get up and run like the wind to the place he wanted us to go. When we got there, we would look for someone to fire at. Most of the time, when we got to where the officer told us to go, we could see some of the enemy walking or running across the field. I would try to shoot them if I could. That was what battle was all about. I had some reservations about shooting them, I didn't like to kill anybody, I didn't think about killing anybody, I thought often that if I went into a building or something like that, I would have to do it. I didn't like the idea of having to kill a human being.

During the course of the war we had to go in and clean out Villages and towns. The first thing we would do would be to sneak up on the farm building, which you knew had Germans in it, because you watched it and made sure that it was occupied. There were generally pockets of troops that were spotting for the Germans in these farm buildings. So, we knew that there would be a platoon in these houses. The first thing we would do is sneak up to a door or a window and throw a grenade in. As soon as the grenade went off, we would start spraying the area with machine gun and rifle fire. After that part of the building was clear, we went through the rest of the place in the same fashion. I never shot anybody in a building, because once I was in there, they gave up when I did those things. I would holler (inaudible) which means "Surrender" in German, nine times out of ten they would.

Cleaning the places was scary, I am not ashamed to say I was scared to death every time I did it. But, if I didn’t do it I would have been branded a coward and that was something that nobody wanted to be branded, so I forced myself to go. That's why we were soldiers in the field of battle, we could force ourselves to go and no matter how dangerous it was we would go anyway, and trust in God that he would take care of us.
Okay, back in France

There were things called channel ports that the British needed to have liberated, so the Allies could get their troops and supplies onto the continent without having to be delivered across the beach. They needed a sea port to use as a field ground to deliver supplier and what not. So, we swung around and came back towards the coast, the first town we attached was a place called Calais, it was straight across from Dover in England. We attacked Calais in the afternoon and ran across the field under machine gun fire. We ran until we found a place we could hide behind and take up a firing position and fire back. So we kept doing this, leap frogging down the field. An infantry battalion is made up of three platoons, and we leap frogged. One outfit would say, "I am gonna take that corner" and the other would say, "I'll take the next" and so on, the first one would always be the last one, always two in reserve. Even the big companies and battalions, did exactly the same, only on a larger scale. When I was in a platoon in C Company, B Company was right beside us doing the exact same thing, always small steps. We had support from the artillery and air force, that helped us a lot, Typhoon air planes came in handy when we came upon a situation we couldn't get out of, they would rocket the Germans and drive them out, or make them so upset we would have a chance to strike.

We cleaned out these shallow ports that the Allies wanted, and we then moved up the coast. We would do battle here and there all the way up the coast of France and into Belgium, by now it was the fall of 1944. We stopped in a place called Ghent, Belgium, got our winter gear, heavy underwear, boots, coats and what not. We went on a march from there to a place called Leopold Canal, we arrived there a couple of days later. Then the word came down that they were going to ferry the outfit, that I belonged to, across this canal into Esteberry. They used flame throwers and paddle boats to do so, and we ferried across that day. We didn't follow the British any further, we stayed back on the other side of the canal, in case they needed to retreat. When the British got a firm foothold we followed them, it was a very muddy, wet and desolate place with a few farms here and there.

The most important installations were the coastal guns that were defending the port of Ostende. The idea was to open the port so we would have quicker access to supplying the troops that were already in Germany because we were supplying them from way back in France. We went in there and fought for a couple of weeks, a real humdinger of a battle, but the beauty of it was,
it was so muddy that when the shells landed in the mud, there was nothing but mud flying, not much shrapnel. Most of the soldiers who got wounded were wounded by bullets.

That week I would get up from a ditch and come under fire, I would have to jump back into the ditch which was water up to my neck and stay there, creeping along until I got to whoever was shooting at me, get him to surrender or shot him. That went on for two weeks. We never slept in the trenches, we stayed in farm houses at night. We had a lot to do but not always as much as the other regiments in the army had to do. There was one big battle, The Battle of the Causeway, to get to one of the islands with all the fortifications, four gun implements that protect the port of Ostende.

The biggest part of the whole thing was to get the Germans troops out of these ports so the Allies could sweep the channel to the ports and bring the big ships in and unload them. The ports were always left in tact, it took two or three weeks to take these ports but, once we did we started getting supplies in and that's when the war started to go in our favour.

Now in the meantime, the American troops had sent paratroopers deep into Germany. They landed in a place called Arnhem, Germany, they fought there for quite a while. The object for them was to get the bridges and to keep the Germans busy so that the British troops could come up. The German general was a pretty smart guy, he knew what was going on and he slowed down the British Troops. The British couldn't make it in time, so the Germans took a tremendous amount of American prisoners. In the meantime, we caught up with the British Army and went as far as we could, we got as far as Arnhem and we took one of the bridges. We didn't get the other, the Germans were trying to blow it up and we were trying to stop them. It was the key to crossing the Rhine in major forces, we stayed there for a couple of weeks.

It was a time of going on guard duty and going to the shows that the British Entertainment Units brought in. We got new clothes, baths and whatnot. We only got a bath about every two or three weeks and new clothes every few months. We stayed and spent Christmas and New Years there. In February, we got organized again and went straight up to the Rhine River. The Germans didn't stop us. We spent another week on guard duty along the Rhine, it was a quiet week, the Rhine is a very wide river, it was guarded on the other side by some fortifications. One night, they decided to pull us back out, we took to a place called Kiev and kept on moving up to a place called Emmerick. That's where we stayed for quite some time, maybe two weeks.
Then they decided that we would cross the Rhine, so they pulled us out of Emmerick and sent us to a place called Essen. The British 52nd crossed the Rhine and we went with them. When we got across the 52nd was stalled, they couldn't get through the German Army. The second day we were there, the Brits decided to put us in and we rushed up and took a couple of farm houses. Finally the British 52nd broke through, this was a major key to a place called Hanover. From then on it was a piece of cake, we just had a couple of battles.

Many of these battles were like going into a big field, as big as a football field, going across without any protection at all and just going along in a straight line until we were stopped. The Germans waited until we were halfway across the field and then opened up with machine gun fire and stuff like that. We had to go down and we stayed there from 10:00 a.m until about 4:00 p.m., when the French regiment, on our left, finally came in and relieved us. We gathered and ate in a farm yard and spent the night there. Everything was burning all around us, it was just like daylight, everybody could see everybody else. The next day we got up and were marching, it seemed like we were forever marching. This was in April of 1945, we were heading for a place called Emden, it was a submarine base and they said that there were 25,000 German troops backed up in there with no way to get out. They figured that it would be a really tough battle to get them out of there. As the months wore on, we didn't fight too much more, because the Germans would fire at us then turn around and run, they would retreat.

If the Germans wanted to fight, they were magnificent fighters. We kept going until finally on the 3rd or 4th of May 1945. We were ordered not to shoot at any of them, not to stop them from blowing any bridges, not to stop them from doing anything. If the Germans want to destroy the bridges, let them do it, and don't fire back, we just chased them and that was the end of it. The war ended on May 4th for me, I was sent to Manchester on BLA for four weeks (bereavement, my father had passed away). When I came back, the war was all over, my regiment was guarding 40,000 German troops, but there was no worry because they weren't going anywhere anyway. I was one of the earliest ones to go home, I only had to wait a few weeks before I was sent home.

Tell me about your Officers

They were easy going guys, they never bothered us. They would get their orders from headquarters and they would carry them out. We would always do what they said and the
officers would always lead the battle. They would be right in the midst of it, very much like a football quarterback.

**Did you ever come across a situation where the officer gave an order that was disobeyed?**

Yeah, once. There were 10 of us and we were told to go on guard duty one night, we had been on guard duty for many nights prior. We decided that we didn't have to, or need to go, because it wasn't our turn, we just refused to go. So, they called up the officer, told him and he put us all under arrest. The next morning, the Major came down, told us the story of what we had done and the consequences that were to come down. He told us that we had better think it over because we were in deep trouble. That afternoon they called a great big parade, at this parade, all the units of our division lined up in this big field. We were told a story about crossing the Rhine, we were told that before the crossing of the Rhine was over, the Canadian Government expected every one of us to be dead. We knew we would be in danger, so we tried to take it in stride, some of us were scared, I was a little afraid, but I was still very worried about the jail term I could have received for disobeying the order, but they let that one go. They probably thought I would die the next day anyway.

**Did World War Two change the way you saw the world?**

No, not a bit. It never changed my opinion of anything. I went over to do a job and whether I got killed or not was something to be seen, I was lucky enough to stay alive that was the way I looked at it. "I was lucky to be alive." There was so much going on there, anything could happen at any moment, and you could lose your life. It really didn't bother me that much.

**Tell me about the German Army**

We would take a bunch of prisoners, we would designate two or three soldiers to watch them and we sent them back at the end of the war. We had nothing against them as far as men were concerned, some of them were friendly, some of them wouldn't say a word. I bet that's because they had no idea what we were saying and we sure as heck had no idea what they were saying. I think that the Germans were great soldiers, I think their Commanders were fooled by the British Intelligence, leading them to believe that such and such was going to happen, when in
fact it didn't. So, I believe that they were lead by the hand to their own defeat. As far as the man is concerned, he was just another man.\footnote{Veterans Affairs Canada. “Second World War Interview.” Last modified October 23, 2014. http://www.veterans.gc.ca/eng/remembrance/those-who-served/diaries-letters-stories/second-world-war/joyceinterview.}
PSD3.1A: Propaganda Poster – Canadian Red Cross

PSD3.1B: Propaganda Poster – Canadian Women’s Army Corps

Everyone helps: Domains of School for Blind, Unit

PSD3.2C: Picture – Canadian Nurses

PSD3.3: Newspaper Articles

Choose an article from:
http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/women_e.shtml

PSD3.4A: Individual Accounts A

Choose an account from:
http://spartacus-educational.com/2WWwomen.htm

PSD3.4B: Individual Accounts B

Choose an account from:

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Canadian Involvement in WWII

Britain’s declaration of war did not automatically commit Canada as it did during World War I. Both the people and the government of Canada, however, were united in wanting to support Britain and France and joined the war on September 10, 1945.¹⁶

More than 1 million Canadians and Newfoundlanders served in the Second World War. More than 45,000 gave their lives and another 55,000 were wounded.¹⁷

Estimated population of Canada in 1939: 11,267,000
Estimated population of Canada in 1945: 12,072,000

Essentially that means that 1 in 12 Canadians (that's including men, women, children, and seniors) served in the Second World War.¹⁸

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At the beginning of the war the Canadian government promised that there would be no conscription for overseas service. In April 1942, the federal government asked Canadians if they could repeal their “no conscription” pledge if, in the future, they decided that conscription might be necessary. Across Canada 70% of people voted “yes”; however four fifths of Quebecers voted “no”.

In November 1944 Ottawa dispatched 16,000 conscripts overseas but only a few thousand actually entered combat before the war ended.

Canada’s military involvement in World War 2 was almost entirely voluntary.¹⁹

BLM2.3: Venn Diagram Comparing Attitudes Towards War
### World War II’s Impact on Canadian Women: Research Chart

Use the following chart to record the information that you uncover both from your own knowledge and from what you can infer from your resources.

For certain sections you may work in partners, but each person must complete and submit their own chart.

Name: __________________

<table>
<thead>
<tr>
<th>Possible Sources</th>
<th>Resource you're examining</th>
<th>Impact of War on Women</th>
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<td>What might be missing?</td>
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How were Canadian Women Impacted by WWII?

Women at War

- At the beginning of the war, most military leaders shared the opinion that women should **not** be in the armed forces.
- Informal volunteer organizations formed... But women wanted to be taken seriously!
- They lobbied the government to allow women to enlist ... and won
Canadian Women’s Army Corps

- The Corps was not formally part of the army nor subject to military discipline.
- However, women took jobs from men, freeing them up for frontline service.
- **Women were drivers, cooks, clerks, typists, telephone operators, and messengers.**
- **Women in the CWAC were affectionately called ‘Quacks’**

Royal Canadian Air Force

- The RCAF created a women’s division in 1941 and more than 17,000 women joined.
- Women in the air force were known as ‘WD’s’ which stood for **women’s division**
- **Common jobs for women included:**
  - Ferry Command – flying planes overseas
  - Administration/Communication
  - Plane spotters
  - Grounds crew
Royal Canadian Air Force

- Women who were trained pilots were permitted to join the British Air Transport Auxiliary.
- Their job was to fly planes between airfields in Europe, and fly cargo planes with mail and supplies from Canada.

Women's Royal Canadian Naval Service

- The Navy was the last branch of the military to permit female volunteers to join.
- The WCRNS ("Wrens") had jobs that included radio operators, code breakers on troopships, and welders.
- Some Wrens were stationed overseas and during the Normandy invasion would collect damaged boats and tow them back to England.
Military After the War…

• All three women’s branches were disbanded after the war.
• The military did not recruit women again until the 1950s, and they still were not permitted to be in combat.
• It wasn’t until 1989 when women were allowed to take combat roles beside men as equals.

Nursing

• Nursing service expanded to all three branches of the military: army, navy, air force.
• Average age of 25
• By war’s end, 4,480 Nursing Sisters had enlisted
• Special branches of the nursing service – Physiotherapists, Occupation Therapists, Dietitians, Home Sisters, nurses on hospital trains
Volunteers

- Red Cross – 15,000 women volunteered to assist in a variety of areas supporting the war
- Prepared packages for the military overseas and for prisoners of war in the Axis countries
- Organized salvage drives to help recycle materials in time of shortages

Factories

- War put more demand on industries. Factories had to produce both for the regular economy and provide for the war.
- Women took over the jobs men left open as they left for war.
- War-related industries offered attractive wages – but wages were still less for women than men.
Farming

- As men went off to war, women were recruited to work on farms.
- Canada helped provide food to Allies in Europe as their farmland was overran by war and the Axis powers.
- Also took part in domestic food conservation programs.

After the War

- Many people (both men and women) believed that women should return to their place in the home.
- There was a fear that there would be an unemployment crisis if veterans could not return to their previous jobs.
- BUT the war opened the opportunity for women to enter the workplace beyond the home.
4.2, Strategic Withdrawal to Prepare Positions

4.3, Let Canada Answer This

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4.4, Japanese Canadians Signing a Petition to Stay in Canada

This cartoon deals with the situation of Japanese Canadians during World War II. It depicts the struggle of staying in Canada as opposed to being repatriated to Japan.

4.5, David Suzuki - The Autobiography

David Suzuki

Buffered from the world by my parents, I didn’t know Japan had attacked Pearl Harbor in Hawaii on December 7, 1941, and I didn’t sense any fear or consternation in Mom or Dad. Many years later, my father told me that when he heard the announcement of the attack, he immediately went to a barber and had his hair restyled into a crew cut, which he retained for the rest of his life. “I knew we were going to be treated like ‘Japs,’ so I figured I might as well look like one” was the way he put it. Cutting his hair was an act of both defiance and submission to what he knew was inevitable. The treachery implicit in Japan’s “sneak attack” against the United States Navy and the terrible war that followed threw my family and some twenty thousand other Japanese Canadians and Japanese nationals into a turbulent sequence of events, beginning with Canada’s invocation of the iniquitous War Measures Act, which deprived us of all rights of citizenship.

In 1941, Canada was still a racist society. In Prince Rupert in northern British Columbia, First Nations people existed under conditions akin to apartheid in South Africa: they were not allowed to stay in most hotels, they were refused service in restaurants, and they were forced to sit in certain designated sections of theaters. There were also prohibitions against any First Nations person in pubs. (My uncle Mar, who was quite swarthy, was once asked in a bar what tribe he was from. He replied, “The Jap tribe.”)

One of the terrible dilemmas of democracy is that only under conditions of duress or crisis do those cherished rights even matter, but that’s when they are often rescinded in the name of national security. What good are high ideals of you guarantee them only when times are good? We now know there was not a single recorded case of treachery among Japanese Canadians during the war, despite the conditions to which they were subjected.

But to the white community we looked different; we looked just like the enemy and thus deserved to be treated like the enemy. Most Japanese Canadians were totally loyal to Canada, and many young Japanese Canadian men signed up and willingly fought and died for Canada. Sadly, the evacuation of Japanese nationals and Canadians from the coast of British Columbia and their incarceration in internment camps generated enormous resentment within the community, and many Japanese Canadians gave up citizenship and abandoned Canada for Japan after the war. Under the War Measures Act, property was confiscated and sold at bargain-basement prices, possessions were looted, bank accounts were frozen, and people were warned they would be removed from coastal British Columbia, where they were thought to pose a threat. Within months we were sent to other provinces or relocated to hastily constructed camps deep in the interior of B.C.

As a child, I was not aware of any of these events apart from our relocation, and I can only marvel at how my parents shielded us from the turmoil they must have undergone. Much later, as a teenager, I realized that we—Japanese Canadians—had not been deemed worthy of full membership in the nation. It was an alienation not so much from my country, Canada, as it was from Canadian white society. In my teen years, my identity was based on the consciousness that in the eyes of white Canadians, I was Japanese first, Canadian second. All my life as an adult, my drive to do well has been motivated by the desire to demonstrate to my fellow Canadians that my family and I had not deserved to

be treated as we were. And if that was the psychic burden I carried as a result of our experiences during the war, just think of the consequences for First Nations people from the terrible treatment they have been subjected to since first contact.

Of course, Japanese Canadians still held strong ties to Japan. Like those of English heritage who had lived in Argentina for generations yet felt enormous turmoil when Britain attacked the Falkland Islands, the Japanese who came to Canada (called Issei, or first generation) still had family and friends back in the “old country.” Like all immigrant people, the first generation of Japanese-heritage kids born in Canada (called Nisei, or second generation) had to grow up without grandparents or an extended family here. This was a sharp break from traditional values surrounding family and elders, and Issei were especially concerned about the loss of those values. As a Sansei (third generation) born of Canadian-born parents, I did have grandparents living in Vancouver and saw them regularly, but, being unilingual, I was almost as cut off from them as I would have been had they lived on the other side of the Pacific. Most of those among the first wave of Issei were like my grandparents: desperately poor, lacking formal education, and in search not of freedom or democracy but of opportunity. They accepted the bigotry they encountered and the restrictions on their entry into society. The War Measures Act consolidated their belief that in Canada, equality and democracy didn’t apply to everyone, only to certain privileged racial groups.

Ironically, it was in the internment camps that I became aware of the pain and irrationality of discrimination, and from the Japanese Canadian community at that. It was my first experience of alienation and isolation, and it gave me a lifelong sense of being an outsider. Soon after Pearl Harbor, my father had volunteered to go to that road camp where Japanese Canadians were helping to build the Trans-Canada Highway. He had hoped that by volunteering, he would demonstrate his good intentions, trustworthiness, and willingness to leave his family as hostages to ensure his continued good behavior, therefore ensuring we would be allowed to remain in Vancouver. But it wasn’t to be. I am amazed that somehow my parents, still in their early thirties, were able to shield my sisters and me from the pain, anger, and fear that must have threatened to overwhelm them, as the only country they had ever known branded them enemy aliens who could not be trusted.

One day in early 1942, my father was gone. Yet I don’t remember feeling any anguish leading up to his sudden departure, nor during the prolonged absence of the one male in my life, who also was my best buddy, hero, and role model. Left with three young children, my mother had to sort through our possessions, winnowing the necessities from everything else, which then had to be sold, given away, or discarded before we made the long train ride to our eventual destination in the Rocky Mountains. I didn’t wonder why everyone on the train was Japanese. I just played games with Martha Sasaki, whose family was seated next to ours, and we had a delicious time.

Our destination was Slocan City, a ghost town. Built during the silver rush of the 1890s, when thousands of people mad with silver fever flooded into the beautiful isolated Slocan Valley, the town was abandoned when mining declined. Now another wave of people poured into the mountains. I found myself surrounded by hundreds of other Japanese Canadians housed in rotting buildings with glassless windows. We lived in a decaying hotel that must have been quite impressive when Slocan City was booming but had become so derelict that I had to learn to avoid the hazardous floorboards on the porch that encircled the building. My mother, my two sisters, and I were placed in one of the tiny rooms, which were still reeking from past generations of occupants, and we would wake each morning covered in bedbug bites. Cleanliness for Japanese is like a religion, and I
be treated as we were. And if that was the psychic burden I carried as a result of our experiences during the war, just think of the consequences for First Nations people from the terrible treatment they have been subjected to since first contact.

Of course, Japanese Canadians still held strong ties to Japan. Like those of English heritage who had lived in Argentina for generations yet felt enormous turmoil when Britain attacked the Falkland Islands, the Japanese who came to Canada (called Issei, or first generation) still had family and friends back in the “old country.” Like all immigrant people, the first generation of Japanese-heritage kids born in Canada (called Nisei, or second generation) had to grow up without grandparents or an extended family here. This was a sharp break from traditional values surrounding family and elders, and Issei were especially concerned about the loss of those values. As a Sansei (third generation) born of Canadian-born parents, I did have grandparents living in Vancouver and saw them regularly, but, being unilingual, I was almost as cut off from them as I would have been had they lived on the other side of the Pacific. Most of those among the first wave of Issei were like my grandparents: desperately poor, lacking formal education, and in search not of freedom or democracy but of opportunity. They accepted the bigotry they encountered and the restrictions on their entry into society. The War Measures Act consolidated their belief that in Canada, equality and democracy didn’t apply to everyone, only to certain privileged racial groups.

Ironically, it was in the internment camps that I became aware of the pain and irrationality of discrimination, and from the Japanese Canadian community at that. It was my first experience of alienation and isolation, and it gave me a lifelong sense of being an outsider. Soon after Pearl Harbor, my father had volunteered to go to that road camp where Japanese Canadians were helping to build the Trans-Canada Highway. He had hoped that by volunteering, he would demonstrate his good intentions, trustworthiness, and willingness to leave his family as hostages to ensure his continued good behavior, therefore ensuring we would be allowed to remain in Vancouver. But it wasn’t to be. I am amazed that somehow my parents, still in their early thirties, were able to shield my sisters and me from the pain, anger, and fear that must have threatened to overwhelm them, as the only country they had ever known branded them enemy aliens who could not be trusted.

One day in early 1942, my father was gone. Yet I don’t remember feeling any anguish leading up to his sudden departure, nor during the prolonged absence of the one male in my life, who also was my best buddy, hero, and role model. Left with three young children, my mother had to sort through our possessions, winnowing the necessitics from everything else, which then had to be sold, given away, or discarded before we made the long train ride to our eventual destination in the Rocky Mountains. I didn’t wonder why everyone on the train was Japanese. I just played games with Martha Sasaki, whose family was seated next to ours, and we had a delicious time.

Our destination was Slocan City, a ghost town. Built during the silver rush of the 1890s, when thousands of people mad with silver fever flooded into the beautiful, isolated Slocan Valley, the town was abandoned when mining declined. Now another wave of people poured into the mountains. I found myself surrounded by hundreds of other Japanese Canadians housed in rotting buildings with glassless windows. We lived in a decaying hotel that must have been quite impressive when Slocan City was booming but had become so derelict that I had to learn to avoid the hazardous floorboards on the porch that encircled the building. My mother, my two sisters, and I were placed in one of the tiny rooms, which were still reeking from past generations of occupants, and we would wake each morning covered in bedbug bites. Cleanliness for Japanese is like a religion, and I can imagine the revulsion my mother must have felt in those first weeks.
The massive upheaval, movement, and incarceration of twenty-two thousand Japanese Canadians who were supposed to be a threat to the country posed an immense logistical challenge. Camps made up of hastily thrown together tents and shacks were soon filled. Food had to be supplied by a nation already preoccupied with war across the oceans. There were shortages, especially of trained personnel like nurses, doctors, and teachers. There was no school for the first year, and for a kid suddenly plunked down in a valley where the rivers and lakes were filled with fish and the forests with wolves, bears, and deer, this was paradise.

I had lots of time to play. One of my playmates was a girl named Daisy, who was about my age and who had ended up in Slocan along with her Japanese Canadian mother. Her father was a Caucasian who was serving in the army, defending the democratic guarantees denied his family. Daisy was one of the few kids I felt comfortable playing with, but she was set upon cruelly by the other children, who would reduce her to tears by taunting her as an ainoko, which can be roughly translated as “half-breed.” She was my friend, and I would never participate in harassing her, but I have felt shame that I didn’t have the courage to stand up to the others and defend her. Years later, when we were teenagers, I met Daisy in southern Ontario. She was breathtakingly beautiful but filled with rage toward Japanese Canadians for the torment she had experienced in the camp. I understood the terrible psychic repercussions of discrimination, because I too was on the receiving end of that prejudice.

Although Dad had been taken to Japan for a month when he was about five, Mom had never visited that country. They were Canadians. Both my Nisei parents were bilingual, but they spoke English at home unless they didn’t want us to know what they were saying. Almost all the other children in the camps were Nisei, so they were fluently bilingual and could switch into Japanese at will. I as a Sansei didn’t speak Japanese and often could not understand what they were saying. Because of my linguistic deficiency, I was picked on by and isolated from the other children.

About a year after we arrived in Slocan, a school was built in a settlement called Bayfarm, perhaps a mile away. I had to knuckle down and start in grade 1. I loved school and was a good student. Dad and Mom would grill me on what I had learned each day, patiently listening to me prattle on. I thought what I had to say was riveting, but now I know their quizming was a very effective way of going over lessons and helping to correct or guide me along.

I was seven when I enrolled in grade 1, but I was soon skipped through three grades and passed into grade 4 in a year. My father said that at one point I seemed to lose interest in studies and began to complain about having to go to school. He and Mom were very worried, because our education was one of their highest priorities, so one day Dad decided to go to the school to find out what was going on. As he walked along the railroad track that connected Slocan to Bayfarm, he saw a group of kids in the distance chasing a boy. It was winter, and there was a thick blanket of snow on the ground. The victim would slip and fall and the kids would catch up, kicking and hitting him as he struggled to his feet to flee again. The boy was me. Mercifully, I have no recollection of that particular mode of harassment, although I do remember much taunting in the school yard. It took a long time for me to overcome my mistrust and resentment of Japanese Canadians as a result of the way I was treated in those camp days.

White kids we saw rarely, and those we did encounter were Doukhobors accompanying their parents, who visited the camps to sell fresh fruit, meat, and vegetables. I am ashamed of one incident in which I took part as a result of ignorance and childhood
stupidity. I have always felt grateful to the Doukhobor farmers, who perhaps were motivated in part by their own memories of repression and injustice in Russia, but to me at that time they seemed alien and mysterious as they rode into Slocan on their laden, horsedrawn carts. One day, a chum told me a “bad word” in Russian, giggling as he made me repeat it until I had it memorized. We didn’t know what it meant, and I have no idea how he knew the word or even whether it was a curse or a sexual term. We leaned out of a second-floor window when a farmer’s cart came trundling down the alley and stopped below us. My friend and I shouted out the word. When the farmer ignored us, we kept chanting until he picked up the knife he used to cut the tops off vegetables, shouted something at us, and climbed off the wagon.

I guess the shot of adrenaline from fear is why little boys do such things, but I did not enjoy being terrified for my life. We bolted out of that room and into my place and under the bed, trembling and trying to stifle our heavy panting. I doubt the farmer even came into the building, but I was absolutely convinced he was going to kill us. A long while later, we finally crept out of the room, and you can bet we never repeated that stunt. Years later, I apologized for the prank to an audience in the Doukhobor Centre in Castlegar and thanked the Doukhobor community for its support of Japanese Canadians during those trying years.

As the war was drawing to a close, those who renounced their Canadian citizenship and were to receive a one-way ticket to Japan were separated from those who chose to stay in Canada. There was strong coercion among camp members to demonstrate their anger at Canada by signing up to “repatriate” to Japan, and more than 95 percent did. Those who did not sign up were castigated as *inu,* or “dogs.” My mother met regularly with a group of women to socialize and gossip, but after word got out that we had chosen to remain in Canada, someone in the group insulted her, nobody spoke up for her, and she never went back. To her death, she would not tell my father who had made the remark or what had been said. I have never forgotten that. My mother, one of the gentlest, kindest people I have known, a person who had had to work hard all her life, who would never have knowingly hurt another person, had been deeply wounded by people she considered friends. One of my worst characteristics is that I find it hard to forgive and forget insults and hurts, and this expulsion of my mother further estranged me from the Japanese “community.”

Once the first boatloads of people (including my mother’s parents and her older sister’s family) arrived in Japan, word quickly came back to Canada that conditions were terrible. Japan had been flattened by bombing, and the people were further demoralized by the atomic bombs dropped on Hiroshima and Nagasaki in 1945 to finally prompt unconditional surrender. Food, clothing, and shelter were extremely hard to find, and people struggled to survive.

At that point, those who had renounced their citizenship began to change their minds and clamored to stay in Canada. They remained in the B.C. camps for so long as they fought deportation to Japan that the government finally allowed them to stay in Canada and resettle wherever they wanted. Many chose to return to the B.C. coast, and Dad was very bitter about that. He hadn’t wanted to leave B.C., yet he had been evicted from the province, whereas those who had said they wanted to leave B.C. and Canada ended up staying. My father contemptuously referred to them as “reps” and said they were gutless. First they did not have the strength to decide to stay in Canada and fight for their rights, and then they chickened out of moving to Japan.

After we said we would remain in Canada, we were moved from Slocan to Kaslo, still in the Kootenay region but a much larger urban area on Kootenay Lake. For the first time,
I attended a school with lots of white kids. But now they seemed alien, and I shied away from them, content to explore this new area of lakes and mountains by myself. The valley in the Kootenay region was rich in pine mushrooms, and that fall I learned where they were likely to be found and how to recognize the bulges on the ground, beneath trees, that indicated where the matsutake were. We filled potato sacks with them and my mother bottled the fragrant mushrooms. Today matsutake pickers do a thriving business exporting them to Japan. Kootenay Lake had a population of kokanee, which are landlocked miniature sockeye salmon. We took the Moyie, a passenger stern-wheeler steamboat, to Lardo, a landing at the head of the lake, where we witnessed a spectacular kokanee run. Like their oceangoing relatives, kokanee turn bright red at spawning time, and the river bottom was carpeted with undulating scarlet ribbons.

One summer day in Kaslo in 1945, I was in the communal bath with an old Japanese man when bells began to peal. "Dammme! Maketa!" he exclaimed, meaning "That's bad! We've been beaten!" I didn't know what he meant by "we," because as far as I was concerned, my side must have won. I dressed and rushed out to the street, where people were celebrating and setting off firecrackers. I edged closer to the crowd, hoping someone might hand me a firecracker. Instead, a big boy kicked my behind and shouted, "Get lost, Jap. We beat you!" That's why the old man was rooting for the other side. The evacuation and the boy had shown me I was not a Canadian to the government or to him; I was still a "Jap."

We finally left Kaslo on a long train ride across the prairies, all the way to a suburb of Toronto where Japanese Canadians were kept in a hotel until we found places to go. Dad eventually located a job working as a laborer on a hundred-acre peach farm in Essex County, the southernmost part of Canada. We were supplied with a house, and my sisters and I attended a one-room schoolhouse in Olinda. There were probably thirty students, many of German background, but they were white and had not suffered the kind of discrimination we had felt during the war. My sisters and I were the only non-white kids in the area.

On the first day of school in Olinda, I was so shy that I couldn't look any other students in the eye. When recess came, I was stunned when the other children came up to us and dragged us into games and kept us at the center of all the fun. I later learned that our teacher, Miss Donovan, had told all the other students that my sisters and I were coming and that we were to be welcomed into their midst. What a wonderful gift she gave us.

I loved that year in Olinda, but we moved to the town of Leamington the next year when Dad found a job in a dry-cleaning plant. It was 1946, and when we arrived there, some Leamingtonians boasted to me that "no colored person has ever stayed here beyond sunset." We were the first "colored" family to move into the town, and we were nervous.

In postwar Ontario, Japanese Canadians were sprinkled across the province. In southern Ontario, a handful of families worked on farms, and they kept in touch and became the social circle for my parents. The adults would get together periodically to share stories, offer help, and feast on some of the treasured Japanese food prepared for the occasion. Dad became active in the Japanese Canadian Citizens Association, a group that sprang up to help people settle in their new province and to begin the long struggle for redress and apology. Meeting other Japanese Canadians filled me with mixed emotions because I still remembered the way I had been treated in the camps, but the hormones surging through my body spurred me to check out the only possible dating opportunities—Japanese Canadian girls.

Children are wonderful. They are blind to color or race until they learn from their parents or peers what to notice and how to respond. I was playing with one of my chums...
when my father came along on a bicycle. I called out to him, and he waved and cycled on past. My friend was dumbfounded and asked, “How do you know him?” When I replied, “Because he’s my dad, stupid,” he gasped, “But he’s a Chink!”

In grade 6 at Mill Street School in Leamington, my teacher was a woman after whom the school is now named. I was an obedient, well-behaved student, so it was a shock one day when, as I was sitting quietly in class, she ordered me to get out. I stumbled into the corridor, stunned and humiliated, and trembled with apprehension as I sat on a seat. After an interminable wait, the teacher came out. “But what did I do?” I stammered. She retorted, “You were smirking at me. I know what you people are thinking. Now get back in there, and don’t ever let me catch you looking at me like that again!” I was completely confused but seething with an anger I had to hide.

From that experience, I understood that my physical appearance must be threatening to people like her. Ignorance and the relentless propaganda during the war, portraying buck-toothed, slant-eyed “Japs” in the cockpit of a plane on a kamikaze mission, must have caused mystery and fear just as today’s image of a Muslim extremist strapped with explosives. Every time I looked in a mirror, I saw that stereotype. To this day, I don’t like the way I look on television and don’t like watching myself on my own TV programs.

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.

8. 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;

10. EVERY PERSON OF THE JAPANESE RACE SHALL LEAVE THE PROTECTED AREA AFORESAID FORTHWITH;

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


DATED AT OTTAWA THIS 26th DAY OF FEBRUARY, 1942.

Louis S. St. Laurent
Minister of Justice

To Be Posted in a Conspicuous Place

- End of Order In Council Notice -

Note: curfew is imposed from sunset to sunrise; confiscation of motor vehicles, cameras, radios, ammunitions or explosives is ordered; the RCMP is authorized to search without a warrant; and every person of the Japanese race must leave the "protected" zone, regardless of place of birth.25

4.7, Carry Papers Warning

warning in the New Canadian May, 9, 1942:

Carry Papers People Warned

All person of Japanese origin are strongly advised to carry their papers with them at all times, including "orders to report" issued by the Royal Canadian Mounted Police, the B.C. Security Commission warned again today. If stopped by the Police, persons without papers may be held for enquiry and disposition. A penalty is provided for all failure to carry registration cards...and travel permits. 26

4.8, Registration Cards


4.9, They Walked Home

4.10, Security Commission Notice

Important Notice

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 – 29

First Person Account by Harry Yonekura

My father transferred his fishing license to me when I was 16 years old. Fishing was good in 1941 and by the end of the season, I negotiated and agreed to buy the largest salmon gillnet fishing boat in the Fraser River at that time. 1942 was predicted to be an even better and greater fishing season than 1941. Pearl Harbor changed everything. And with the war, the Royal Canadian Navy started impounding all Japanese Canadian fishing vessels. To the fisherman, his boat is second only to his life, and when we witnessed the way the navy was handling the Japanese Canadian fishing boats, we were just shocked. Most of the fishermen lost their incentive to even look after their own boat. Their feeling was “I’ve lost my 50 years’ work.”

After the boat seizure comes the evacuation order. Steveston was a tightly-knit fishing community with the Fishermen’s Hospital, Administration Office, Fishermen’s Hall, Gymnasium (martial arts center) and four acres of land with a kindergarten all owned by the fishermen. We all attended Lord Byng Public School, which was half-financed by the Japanese Canadian community, but owned by the Richmond municipality. We attended English school from 9 am to 3 pm and Japanese school from 4 pm to 5 pm. Around February, 1942, we found some fishermen’s families running into financial difficulties due to the fact that we lost our boats and have been unemployed since December 7, 1941. We formed a committee to help these families in hardship by organizing a food pool.

We also formed a crew to help families without manpower who needed urgent help in packing for the evacuation. It was during my volunteer service as a baggage crew that I witnessed one incident which changed my belief and thinking towards this awful situation thrust upon our community. A middle-aged lady with a baby on her back and a little boy beside her was on her hands and knees in front of a young, smart-looking RCMP, crying and begging that she be taken away with her husband too. When I witnessed this scene, I started to re-think and re-assess my volunteer service work. What I saw upset me. My volunteer service is not helping the evacuees! I made the most important decision of my life. I became an underground activist and from this day on, I had no choice, no change of mind, but to openly go against the BC Security Commission and protest the breaking up of our families. My new life style as an activist resulted in my being picked up for not having the proper permit to stay in Vancouver, a restricted area. I was thrown into the immigration jail. I could not contact my family, but about the third day my mother and sister were able to visit me with my toothbrush and other necessities.

Then in the second week of July, 150 of us were shipped out of Vancouver to Angler POW camp in Ontario. As we entered Angler Prisoner of War Camp, I felt like I was caged in when the guards with machine guns closed the outer and inner barbed wire gates. We
were ordered to surrender all civilian belongings except our underwear and supplied with POW outfits. I became POW No. 348.  

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4.12, Mits Sumiya

First Person Account Mits Sumiya
Recollections from Camp 101 – Angler POW camp

I was attending the University of British Columbia when the war with Japan broke out. I had joined the OTC, pledging my allegiance to the King. With the bombing of Pearl Harbor, I was ordered to turn in my uniform.

Why Angler? Primarily for refusing to be evacuated, i.e., sent to road-camp. The government’s response was an immediate arrest by RCMP and turned over to the military, under guard, for incarceration at the immigration building. I remember I slept on the floor. The dinner was unchanging rice with stew poured on it, plus 2 pieces of meat on top. After a month and half of them, we were put into an old rail coach with wooden benches plus an armed guard of soldiers to escort us to Angler, Ontario.

In Angler, the attire of the internees was notable. They were unique and highly visible. There was a big red, 12 – 15 inch circle on the backs of shirts, jackets, coats and cardigans. The trouser leg had a 3-inch-wide strip running down from the thigh. The cap also had a red strip. The red was not in honour of the rising sun but to provide a better target for the guards in case of an escape.

Those considered trouble makers were sent to Angler. Among them were men who protested the breaking-up of family and demanded that the families be moved as a unit. There were some whose permit had expired or who had broken curfew and got caught. There were very few of us, myself included, who felt that their inherent rights as Canadians were being violated and refused to be evacuated. Then there were some, as sometimes is the case, who were there for no apparent reason that I could fathom.\[31\]

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Notice - March 12, 1945
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 east 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 to go east of the Rockies or be repatriated to Japan. "Repatriation" for many means exile to a country they have never seen before.\(^\text{32}\)

MEMORANDUM FOR THE PRIME MINISTER C19-1952
You may wish to see the attached statement which was issued by the Co-operative Committee on Japanese Canadians following the decision of the Supreme Court in the Japanese reference.
Also attached are three letters which are typical of the communications that we continue to receive each day. The majority of them are from church organizations, or from persons who have contact with church work. In my memorandum of February 11, concerning the memorandum sent out by the National Inter-church Advisory Committee on the Resettlement of Japanese Canadians, I mentioned that we were receiving “an average of possibly 10 to 15 letters a day protesting against the deportation policy”.
Since that time the number has somewhat increased. In the last week in February, we were receiving possibly 30 letters a day, though now the number has fallen to about 20 per day.
Over the last three-month period we have probably received in the vicinity of 700 to 1000 letters on this subject.
The number received has made it necessary to send a reply only if the letter has special merit or particularly calls for an answer.
Dated March 4, 1946 Signed RGR
(R.G. Robertson – Assistant to the Prime Minister)
“Mr. Robertson who has been following this subject closely tells me we almost never receive letters advocating or supporting the deportation policy.”
Signed JWP (JWP – Jack W. Pickersgill – Assistant to the Prime Minister) 33

ACKNOWLEDGEMENT

As a people, Canadians commit themselves to the creation of a society that ensures equality and justice for all, regardless of race or ethnic origin. During and after World War II, Canadians of Japanese ancestry, the majority of whom were citizens, suffered unprecedented actions taken by the Government of Canada against their community.

Despite perceived military necessities at the time, the forced removal and internment of Japanese Canadians during World War II and their deportation and expulsion following the war, was unjust. In retrospect, government policies of disenfranchisement, detention, confiscation and sale of private and community property, expulsion, deportation and restriction of movement, which continued after the war, were influenced by discriminatory attitudes. Japanese Canadians who were interned had their property liquidated and the proceeds of sale were used to pay for their own internment.

The acknowledgement of these injustices serves notice to all Canadians that the excesses of the past are condemned and that the principles of justice and equality in Canada are reaffirmed.

Therefore, the Government of Canada, on behalf of all Canadians, does hereby:

1. acknowledge that the treatment of Japanese Canadians during and after World War II was unjust and violated principles of human rights as they are understood today;
2. pledge to ensure, to the full extent that its powers allow, that such events will not happen again; and
3. recognize, with great respect, the fortitude and determination of Japanese Canadians who, despite great stress and hardship, retain their commitment and loyalty to Canada and contribute so richly to the development of the Canadian nation.

Prime Minister of Canada Brian Mulroney, Sept. 22, 1988

– government document signed by Prime Minister Brian Mulroney and sent to all Japanese Canadians who qualified for redress. 34

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**BLM 4.1, Japanese Canadian Internment**

Name: ___________________________

**Japanese - Canadian Internment: Was it Right?**

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BLM 4.2, Exit Ticket

Name: __________________________________

Exit Ticket

1. What are three things that you learned today?

2. Do you believe that the internment of Japanese – Canadian citizens was the right thing for the Canadian government to do during the war?

3. Is there anything else that you want to learn about regarding “enemy aliens”? Any follow up questions?

4. How well did you work today? What could you have done to improve?
PSD5.1, Canadiens-Francais Enrolez Vous!

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 are from 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 conscription of all the country’s resources to one end. Defeat is not contemplated as an eventual event.

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 26 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. 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 advisably 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, stay at home, 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 its proper. The administrative machinery will need many amendments and changes, which will be forthcoming. Changes in the situation ahead may mean changes here. The active part taken by the Communists may indeed have a vital bearing on recruiting. As someone said, if you can’t win "em, you’d better make your bed in hell."


PSD5.3, Royal Artillery Recruits from Newfoundland and Labrador

PSD5.4, Tommy Prince


The Continuity and Change of Aboriginal Relations in Canada

Although time moves at the same pace, change does not. Ensure that you label the turning points, progress and decline. You should also label at least three distinct periods of history. Be sure to focus on the events that take place during WWII.
The Continuity and Change of Newfoundland and Canada

Although time moves at the same pace, change does not. Ensure that you label the turning points, progress and decline. You should also label at least three distinct periods of history. Be sure to focus on the events that take place during WWII.
The Continuity and Change of French – English Timeline

Although time moves at the same pace, change does not. Ensure that you label the turning points, progress and decline. You should also label at least three distinct periods of history. Be sure to focus on the events that take place during WWII.
BLM5.4, Exit Ticket

Name: ____________________________

Exit Ticket

1. What are three things that you learned today?

2. What is one example of continuity in history and one example of change in history that you looked at today?

3. Is there anything else that you want to learn about Natives, French-English Relations or Newfoundlanders that you learned today? Any follow up questions?

4. How well did you work today? What could you have done to improve?
BLM5.5, “Francophone-Anglophone Relations” – Secondary Source


BLM5.6, “History of Newfoundland and Labrador during the Second World War”

http://www.warmuseum.ca/education/online-educational-resources/dispatches/the-history-of-newfoundland-and-labrador-during-the-second-world-war/40

BLM5.7, “Aboriginal People in the Canadian Military” – The World Wars


10 GEORGE VI.

CHAP. 15.

An Act respecting Citizenship, Nationality, Naturalisation and Status of Aliens.

[Assented to 27th June, 1947.]

HIS Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:—

SHORT TITLE.

1. This Act may be cited as The Canadian Citizenship Act.

INTERPRETATION.

2. In this Act, unless the context otherwise requires,
   (a) “Canadian citizen” means a person who is a Canadian citizen under this Act;
   (b) “Canadian ship” means a ‘ship registered in Canada’ within the meaning of the Canada Shipping Act, 1934;
   (c) “certificate of citizenship” means a certificate of citizenship granted under this Act;
   (d) “certificate of naturalization” means a certificate of naturalization granted under any Act heretofore in force in Canada;
   (e) “Clerk” or “Clerk of the Court” includes all officers exercising the functions of prothonotary, registrar or clerk of any court having jurisdiction under this Act, and, where a person is designated by the Governor in Council as a court under this Act, means the said person;
   (f) “consulate” means the office of a Canadian consular officer and includes the office of a Canadian Ambassador, Minister or High Commissioner or of a Canadian Trade Commissioner; and includes the office of a consular or other officer of any other country of the British Commonwealth where a register of births is kept;

PART I—5½  67 (g)
(b) if he was born outside of Canada elsewhere than on a Canadian ship and his father, or in the case of a person born out of wedlock, his mother
(i) was born in Canada or on a Canadian ship and had not become an alien at the time of that person's birth, or
(ii) was, at the time of that person's birth, a British subject who had Canadian domicile,
if, at the commencement of this Act, that person has not become an alien, and has either been lawfully admitted to Canada for permanent residence or is a minor.

5. A person, born after the commencement of this Act, is a natural-born Canadian citizen:—
(a) if he is born in Canada or on a Canadian ship;
or
(b) if he is born outside of Canada elsewhere than on a Canadian ship, and
(i) his father, or in the case of a child born out of wedlock, his mother, at the time of that person's birth, is a Canadian citizen by reason of having been born in Canada or on a Canadian ship, or having been granted a certificate of citizenship or having been a Canadian citizen at the commencement of this Act, and
(ii) the fact of his birth is registered at a consulate or with the Minister, within two years after its occurrence or within such extended period as may be authorized in special cases by the Minister, in accordance with the regulations.

6. Notwithstanding anything contained in section four or section five of this Act, a person who is, at the commencement of the Act, a minor born outside of Canada elsewhere than on a Canadian ship and who has not been lawfully admitted to Canada for permanent residence, or who is born after the commencement of this Act and outside of Canada elsewhere than on a Canadian ship, shall cease to be a Canadian citizen upon the expiration of one year after he attains the age of twenty-one years unless after attaining that age and before the expiration of the said year
(a) he asserts his Canadian citizenship by a declaration of retention thereof, registered in accordance with the regulations; and
(b) if he is a national or citizen of a country other than Canada under the law of which he can, at the time of asserting his Canadian citizenship, divest himself of the nationality or citizenship of that country by making a declaration of alienage or otherwise, he divests himself of such nationality or citizenship:

Provided
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Chap. 15. Canadian Citizenship Act. 10 Geo. VI.

Provided that in any special case the Minister may extend the time during which any such person may assert his Canadian citizenship and divest himself of the other nationality or citizenship, in which case upon so doing within the said time he shall thereupon again become a Canadian citizen.

7. Every foundling, who is or was first found as a deserted infant in Canada, shall, until the contrary is proved, be deemed to have been born in Canada.

8. Where a child is born after the death of his father, the child shall, for the purposes of this Part, be deemed to have been born immediately before the death of the father.

PART II.

Canadian Citizens Other Than Natural-Born.

9 (1) A person other than a natural-born Canadian citizen, is a Canadian citizen, if he

(a) was granted, or his name was included in a certificate of naturalization and he has not become an alien at the commencement of this Act; or

(b) immediately before the commencement of this Act was a British subject who had Canadian domicile;

or, in the case of a woman,

(c) if she

(i) before the commencement of this Act, was married to a man who, if this Act had come into force immediately before the marriage, would have been a natural-born Canadian citizen as provided in section four of this Act or a Canadian citizen as provided in paragraphs (a) and (b) of this subsection, and

(ii) at the commencement of this Act, is a British subject and has been lawfully admitted to Canada for permanent residence.

(2) A person who is a Canadian citizen under subsection one of this section shall be deemed, for the purpose of Part III of this Act, to have become a Canadian citizen:

(a) where he was granted, or his name was included in, a certificate of naturalization, on the date of the certificate;

(b) where he is a Canadian citizen by reason of being a British subject who had Canadian domicile, on the date he acquired Canadian domicile; and

(c) in the case of a woman to whom paragraph (c) of subsection one of this section applies, on the date of the marriage or on which she became a British subject or on which she was lawfully admitted to Canada for permanent residence, whichever is the latest date.

10.
10. (1) The Minister may grant a certificate of Canadian citizenship to any person who is not a Canadian citizen, and who makes application for that purpose and satisfies the Court that:—

(a) either he has filed in the office of the Clerk of the Court for the judicial district in which he resides, not less than one nor more than five years prior to the date of his application, a declaration of intention to become a Canadian citizen, the said declaration having been filed by him after he attained the age of eighteen years; or he is the spouse of and resides in Canada with a Canadian citizen; or he is a British subject;

(b) he has been lawfully admitted to Canada for permanent residence therein;

(c) he has resided continuously in Canada for a period of one year immediately preceding the date of the application and, in addition, except where the applicant has served outside of Canada in the armed forces of Canada during time of war or where the applicant is the wife of and resides in Canada with a Canadian citizen, has also resided in Canada for a further period of not less than four years during the six years immediately preceding the date of the application;

(d) he is of good character;

(e) he has an adequate knowledge of either the English or the French language, or, if he has not such an adequate knowledge, he has resided continuously in Canada for more than twenty years;

(f) he has an adequate knowledge of the responsibilities and privileges of Canadian citizenship; and that

(g) he intends, if his application is granted, either to reside permanently in Canada or to enter or continue in the public service of Canada or of a province thereof.

(2) Notwithstanding the provisions of subsection one of this section, the Minister may grant a certificate of Canadian citizenship to any person who is a British subject and who makes to the Minister a declaration that he desires such certificate and who satisfies the Minister that he possesses the qualifications prescribed by paragraphs (b), (c), (d), (e), (f) and (g) of subsection one of this section: Provided that in any case where, in the opinion of the Minister, there is doubt as to whether the applicant possesses the said qualifications, the Minister before granting such a certificate may refer the declaration and the material in support thereof to the court in the judicial district in which the declarant resides, and the declaration shall thereupon be dealt with as an application under subsection one of this section.
(3) The Minister may grant a special certificate of citizenship to a minor child of a person to whom a certificate of citizenship is, or has been, granted under this Act, on the application of the said person,

(a) if the said person is the responsible parent of the child, and

(b) if the child was born before the date of the certificate granted to the said person and has been lawfully admitted to Canada for permanent residence.

(4) Any period during which an applicant for a certificate of citizenship has served in the armed forces of Canada or was employed outside of Canada in the public service of Canada or of a province thereof, otherwise than as a locally engaged person, shall be treated as equivalent to a period of residence in Canada for the purposes of subsection one and subsection two of this section.

(5) No period during which an applicant for a certificate of citizenship was confined in or an inmate of any penitentiary, gaol, reformatory, prison, or asylum for the insane, in Canada, shall be counted as a period of residence in Canada for the purposes of subsection one and subsection two of this section.

11. The Minister may, in his discretion, upon application, grant a certificate of citizenship to

(a) a person with respect to whose status as a Canadian citizen a doubt exists and the certificate may specify that the grant thereof is made for the purpose of removing doubts as to whether the person named therein is a Canadian citizen and the granting of the certificate shall not be deemed to establish that the person to whom it is granted was not previously a Canadian citizen;

(b) a minor in any special case whether or not the conditions required by this Act have been complied with; or

(c) a person who was an alien and who was naturalized under any Naturalization Act in force in Canada before the passing of The Naturalization Act, 1914.

12. A certificate of citizenship granted to any person under this Part, other than to a minor under the age of fourteen years, shall not take effect until the applicant has taken the oath of allegiance set forth in the Second Schedule to this Act, and thereupon the said person shall become a Canadian citizen.

13. Except as provided by this Act in the case of minors, a certificate of citizenship shall not be granted to any person under a disability.

14. (1) Before granting a certificate of citizenship to any person whose application has been approved by the Court, the Minister may, if he is in doubt whether the
certification should be granted, refer the application to the Court for another hearing to be known as a rehearing.

(2) Where the Minister refers an application for a rehearing, he shall give notice in writing by registered mail of the rehearing to the applicant at the postal address shown in the application, and the rehearing shall not be proceeded with until the expiration of at least thirty days after the mailing of the said notice.

(3) An applicant shall, on a rehearing, produce to the Court such evidence as the court may require that he is qualified and fit to be granted a certificate of citizenship and shall also personally appear before the court for examination.

(4) The decision of the Court on a rehearing shall be final and conclusive as regards the application.

15. An applicant whose application has been rejected by the Court on a hearing or rehearing may make another application under section ten of this Act after the expiration of a period of two years from the date of such rejection.

PART III.

LOSS OF CANADIAN CITIZENSHIP.

16. A Canadian citizen who, when outside of Canada and not under a disability, by any voluntary and formal act other than marriage, acquire the nationality or citizenship of a country other than Canada shall thereupon cease to be a Canadian citizen.

17. (1) Where a natural-born Canadian citizen, at his birth or during his minority, or any Canadian citizen on marriage, became or becomes under the law of any other country a national or citizen of that country, if, after attaining the full age of twenty-one years, or after the marriage, he makes, while not under disability, and still such a national or citizen, a declaration renouncing his Canadian citizenship, he shall thereupon cease to be a Canadian citizen.

(2) Where a Canadian citizen who is under the law of any other country a national or a citizen of that country serves in the armed forces of any country when it is at war with Canada, he shall thereupon cease to be a Canadian citizen.

18. (1) Where the responsible parent of a minor child ceases to be a Canadian citizen under section sixteen or section seventeen of this Act, the child shall thereupon cease to be a Canadian citizen if he is or thereupon becomes, under the law of any other country, a national or citizen of that country.
(2) A person who has ceased to be a Canadian citizen under subsection one of this section may, within one year after attaining the age of twenty-one years or in special circumstances with the consent of the Minister within any longer period than one year, make a declaration that he wishes to resume Canadian citizenship and he shall thereupon again become a Canadian citizen.

19. Where a person ceases to be a Canadian citizen as provided in section sixteen, section seventeen or section eighteen of this Act, if he is at such time or thereupon becomes a national or citizen of a country other than a country of the British Commonwealth, he thereupon ceases to be a British subject.

20. A Canadian citizen, other than a natural-born Canadian citizen or a Canadian citizen who has served in the armed forces of Canada in time of war and been honourably discharged therefrom, ceases to be a Canadian citizen if he resides outside of Canada for a period of at least six consecutive years exclusive of any period during which,

(a) he is in the public service of Canada or of a province thereof;
(b) he is a representative or employee of a firm, business, company or organization, religious or otherwise, established in Canada or of an international agency of an official character in which Canada participates;
(c) he resides outside of Canada on account of ill-health or disability;
(d) he is the spouse or minor child of, and resides outside of Canada for the purpose of being with a spouse or parent who is a Canadian citizen residing outside of Canada for any of the objects or causes specified in paragraphs (a) to (c) inclusive of this section;
(e) he is the spouse of, and resides outside of Canada for the purpose of being with a spouse who is a natural-born Canadian citizen; or
(f) his Canadian citizenship is certified to be extended by endorsement of his certificate of citizenship, or if he has no certificate of citizenship, of his passport, by the officer in charge of a consulate, which endorsement shall state that the Canadian citizen appeared before the officer prior to the expiration of the said period of six years and established

(i) that his absence from Canada was of a temporary nature, and
(ii) that he intended in good faith to return to Canada for permanent residence as a Canadian citizen, and shall be in such form and may extend his Canadian citizenship for such period as may be prescribed by regulation.
21. (1) The Governor in Council may order that any person other than a natural-born Canadian citizen shall cease to be a Canadian citizen if, upon a report from the Minister, he is satisfied that the said person either

(a) has, during any war in which Canada is or has been engaged, unlawfully traded or communicated with the enemy or with a subject of an enemy state or has been engaged in or associated with any business which to his knowledge is carried on in such manner as to assist the enemy in such war;

(b) has obtained a certificate of naturalization or of Canadian citizenship by false representation or fraud or by concealment of material circumstances;

(c) has, since becoming a Canadian citizen or being naturalized in Canada, been for a period of not less than six years ordinarily resident out of Canada and has not maintained substantial connection with Canada; or

(d) if out of Canada, has shown himself by act or speech to be disaffected or disloyal to His Majesty, or, if in Canada, has been convicted of treason or sedition by a court of competent jurisdiction.

(2) The Minister before making a report under this section shall cause notice to be given or sent to the last known address of the person in respect of whom the report is to be made, giving him an opportunity of claiming that the case be referred for such inquiry as is hereinafter specified and if said person so claims in accordance with the notice, the Minister shall refer the case for inquiry accordingly.

(3) An inquiry under this section shall be held by a commission constituted for the purpose by the Governor in Council upon the recommendation of the Minister, presided over by a person appointed by the Governor in Council who holds or has held high judicial office, and shall be conducted in such manner as the Governor in Council shall order: Provided that any such inquiry may, if the Governor in Council thinks fit, instead of being held by such commission, be held by the superior court of the province in which the person concerned resides, and the practice and procedure on any inquiry so held shall be regulated by rules of court.

(4) The members of any commission appointed under this section shall have all such powers, rights and privileges as are vested in any superior court or in any judge thereof on the occasion of any action in respect of

(a) enforcing the attendance of witnesses and examining them on oath, affirmation or otherwise, and the issue of a commission or a request to take evidence abroad;

(b) compelling the production of documents; and

(c) punishing persons guilty of contempt;

and a summons signed by one or more members of the Commission.
Commission may be substituted for and shall be equivalent
to any formal process capable of being issued in any action
for enforcing the attendance of witnesses and compelling
the production of documents.

(5) Where the Governor in Council, under this section,
directs that any person cease to be a Canadian citizen, the
order shall have effect from such time as the Governor in
Council may direct and thereupon the said person shall
cease to be a Canadian citizen and shall give up and sur-
render for cancellation any certificate of citizenship or
naturalization granted to him and any person omitting
to give up the said certificate shall be guilty of an offence
and shall be liable on summary conviction to a fine not
exceeding five hundred dollars.

22. The Governor in Council may, with the concurrence
of a government of a country of the British Commonwealth
other than Canada, revoke a certificate of naturalization
granted in the said country to a person who resides in
Canada and the provisions of section twenty-one of this
Act shall apply mutatis mutandis in respect of the said
revocation.

23. (1) Where a person ceases to be a Canadian citizen
under section twenty or under section twenty-one or a
British subject under section twenty-two of this Act, the
citizenship or status as to nationality of the spouse and
minor children of the said person shall not be affected
thereby except as provided in this section.

(2) Where a person ceases to be a Canadian citizen
under section twenty or section twenty-one or a British
subject under section twenty-two of this Act, if
(a) the wife of the said person became a British subject
by reason only of her marriage to the said person; or
(b) the said person is the responsible parent of a child,
the Governor in Council may direct that the said wife or the
said children shall cease to be Canadian citizens or British
subjects, as the case may be.

(3) The wife of a person who has ceased to be a Canadian
citizen under section twenty or under section twenty-one
or a British subject under section twenty-two of this Act,
may within six months thereafter make a declaration
renouncing her Canadian citizenship or her status as a
British subject and thereupon any minor children of her
husband and herself shall cease to be Canadian citizens or
British subjects, as the case may be.

24. Where a person ceases to be a Canadian citizen as
provided in section twenty, section twenty-one or section
twenty-three, or ceases to be a British subject as provided in
section twenty-two or section twenty-three of this Act,
he shall be regarded as having the nationality or citizenship which he had before he became a Canadian citizen or a British subject, as the case may be.

25. Where a person ceases to be a Canadian citizen or a British subject, he shall not thereby be discharged from any obligation, duty or liability in respect of any act or thing done or omitted before he ceased to be a Canadian citizen or a British subject.

PART IV.

STATUS OF CANADIAN CITIZENS AND RECOGNITION OF BRITISH SUBJECTS

26. A Canadian citizen is a British subject.

27. A Canadian citizen other than a natural-born Canadian citizen shall, subject to the provisions of this Act, be entitled to all rights, powers and privileges and be subject to all obligations, duties and liabilities to which a natural-born Canadian citizen is entitled or subject and, on and after becoming a Canadian citizen, shall, subject to the provisions of this Act, have a like status to that of a natural-born Canadian citizen.

28. A person, who has acquired the status of British subject by birth or naturalization under the laws of any country of the British Commonwealth other than Canada to which he was subject at the time of his birth or naturalization, shall be recognized in Canada as a British subject.

PART V.

STATUS OF ALIENS.

29. (1) Real and personal property of every description may be taken, acquired, held and disposed of by an alien in the same manner in all respects as by a natural-born Canadian citizen; and a title to real and personal property of every description may be derived through, from or in succession to an alien in the same manner in all respects as through, from or in succession to a natural-born Canadian citizen.

(2) This section shall not operate so as to
(a) qualify an alien for any office or for any municipal, parliamentary or other franchise;
(b) qualify an alien to be the owner of a Canadian ship;
(c) entitle an alien to any right or privilege as a Canadian citizen except such rights and privileges in respect of property as are hereby expressly given to him; or

(d)
(d) affect an estate or interest in real or personal property to which any person has or may become entitled, either mediatly or immediately, in possession or expectancy, in pursuance of any disposition made before the fourth day of July, one thousand eight hundred and eighty-three, or in pursuance of any devolution by law on the death of any person dying before that day.

30. An alien shall be triable at law in the same manner as if he were a natural-born Canadian citizen.

PART VI.

PROCEDURE AND EVIDENCE.

31. An application for a certificate of citizenship shall be made to the Court in the judicial district in which the applicant resides or as otherwise prescribed by regulation.

32. An application for a certificate of citizenship shall be filed with the Clerk of the Court and shall be posted by the Clerk in a conspicuous place in his office, or as otherwise prescribed by regulation, continuously for a period of at least three months before the application is heard by the Court.

33. At any time after the filing of an application for a certificate of citizenship and previous to the hearing of the application, any person objecting to the granting of the certificate to the applicant may file in the Court an opposition in which shall be stated the grounds of his objection.

34. The applicant for a certificate of citizenship shall produce to the Court such evidence as the Court may require that he is qualified and fit to be granted a certificate under the provisions of this Act, and shall personally appear before the Court for examination unless it is established to the satisfaction of the Court that he is prevented from so appearing by some good and sufficient cause.

35. If the Court decides that the applicant for a certificate of citizenship is a fit and proper person to be granted such certificate and possesses the required qualifications, a certified copy of the decision shall be transmitted by the Clerk of the Court to the Minister together with the application and such other papers, documents and reports as may be required by regulation.

36. When the Minister receives a decision of the Court under section thirty-five of this Act, he may thereupon issue
issue a certificate of citizenship and shall send the certificate to the Clerk of the Court by whom such decision was forwarded, or as otherwise prescribed by regulation, and upon the applicant taking the oath of allegiance, the Clerk shall deliver the certificate to the applicant after having endorsed thereon the date of the taking of the oath of allegiance which date shall be the date of the certificate of citizenship.

37. The Minister, with the approval of the Governor in Council, shall take such measures as to him may appear fitting to provide facilities to enable applicants for certificates of citizenship to receive instruction in the responsibilities and privileges of Canadian citizenship.

38. The Court, in the conduct of proceedings under this Act, shall, by appropriate ceremonies, impress upon applicants the responsibilities and privileges of Canadian citizenship.

PART VII.

GENERAL.

39. (1) The Governor in Council may make regulations generally for carrying into effect the purposes and provisions of this Act, and in particular with respect to the following matters:

(a) the forms to be used under this Act including the form and manner of registration of declarations and of certificates;

(b) the time within which the oath of allegiance is to be taken after the issue of a certificate of citizenship;

(c) the persons before whom the oath of allegiance may be taken and the persons before whom any declarations under this Act may be made;

(d) the form in which the taking of oaths of allegiance is to be attested and the registration thereof;

(e) the persons by whom certified copies of oaths of allegiance may be given; and the proof in any legal proceeding of any such oaths;

(f) the imposition and application of fees in respect of any registration authorized to be made by this Act or any Act heretofore in force in Canada and in respect of the making of any declaration or the grant of any certificate authorized to be made or granted by this Act or any Act heretofore in force in Canada, and in respect of the administration or registration of any oath;

(g) the expedient and fitting procedure to be followed in the conduct of proceedings before the Court to impress upon applicants the responsibilities and privileges of Canadian citizenship;
(h) the manner of proof of any qualification required for the grant of a certificate of citizenship under this Act; and

(i) the manner of proof of Canadian citizenship and the granting of special certificates for such purpose.

(2) The Governor in Council may

(a) authorize the issue of a proclamation declaring that any part of His Majesty's dominions not listed in the First Schedule to this Act is a country of the British Commonwealth for the purposes of this Act;

(b) designate persons in the Northwest Territories and in the Yukon Territory who shall constitute courts for the purposes of this Act.

(3) All such regulations shall be laid before Parliament within fifteen days after they are made if Parliament is then sitting, or if Parliament is not then sitting, within fifteen days after the commencement of the next ensuing session thereof.

40. Any declaration made under this Act or under any Act heretofore in force may be proved in any legal proceeding by the production of the original declaration or of any copy thereof certified to be a true copy by the Minister or by any person authorized by him in that behalf, without proof of such authorization, and the production of the declaration or copy shall be evidence of the contents thereof and of the person therein named as declarant having made the declaration at the date therein mentioned.

41. A certificate of citizenship or a certificate of naturalization may be proved in any legal proceeding by the production of the original certificate or of any copy thereof certified to be a true copy by the officer or persons authorized to issue such certificate of citizenship or such certificate of naturalization or by any person authorized by such officer or person in that behalf, without proof of such authorization.

42. Entries made in any register in pursuance of this Act or under any Act heretofore in force may be proved by such copies and certified in such manner as may be directed by the Minister, and the copies of any such entries shall be evidence of any matters, by this Act or by any regulation of the Governor in Council or of the Minister, authorized to be inserted in the register.

43. Where any question arises under this Act as to whether any person had Canadian domicile immediately prior to the coming into force of this Act, the question shall be determined by the same authority and in a like manner as if it arose under the Immigration Act and the determination thereof in such manner shall be final and conclusive for the purposes of this Act.
44. If any person for any of the purposes of this Act knowingly makes any false representation or any statement false in a material particular, he shall be guilty of an offence and liable on summary conviction in respect of each offence to imprisonment with or without hard labour for any term not exceeding three months.

45. (1) The Naturalization Act, chapter one hundred and thirty-eight of the Revised Statutes of Canada, 1927 and the Canadian Nationals Act, chapter twenty-one of the Revised Statutes of Canada, 1927, are repealed.

(2) Where, in any Act of the Parliament of Canada or any order or regulation made thereunder, any provision is made applicable in respect of

(a) a “natural-born British subject” it shall apply in respect of a “natural-born Canadian citizen”; or

(b) a “naturalized British subject” it shall apply in respect of a “Canadian citizen other than a natural-born Canadian citizen”; or

(c) a “Canadian national” it shall apply in respect of a “Canadian citizen”;

under this Act, and where in any Act, order or regulation aforesaid any provision is made in respect of the status of any such person as a Canadian national or British subject it shall apply in respect of his status as a Canadian citizen or British subject under this Act.

46. (1) Notwithstanding the repeal of the Naturalization Act and the Canadian Nationals Act, this Act is not to be construed or interpreted as depriving any person who is a Canadian national, a British subject or an alien as defined in the said Acts or in any other law in force in Canada of the national status he possesses at the time of the coming into force of this Act.

(2) This Act is to be construed and interpreted as affording facilities for any person mentioned in the last preceding subsection if he should so desire to become a Canadian citizen if he is not a natural-born Canadian citizen as defined in this Act, and if he possesses the qualifications for Canadian citizenship as defined in this Act.

47. This Act shall come into force upon a date to be fixed by proclamation of the Governor in Council.
BLM: 6.2, Citizenship Quiz, Online Resource

http://www.yourlibrary.ca/citizenship/43