



CANADA AND WORLD WAR II

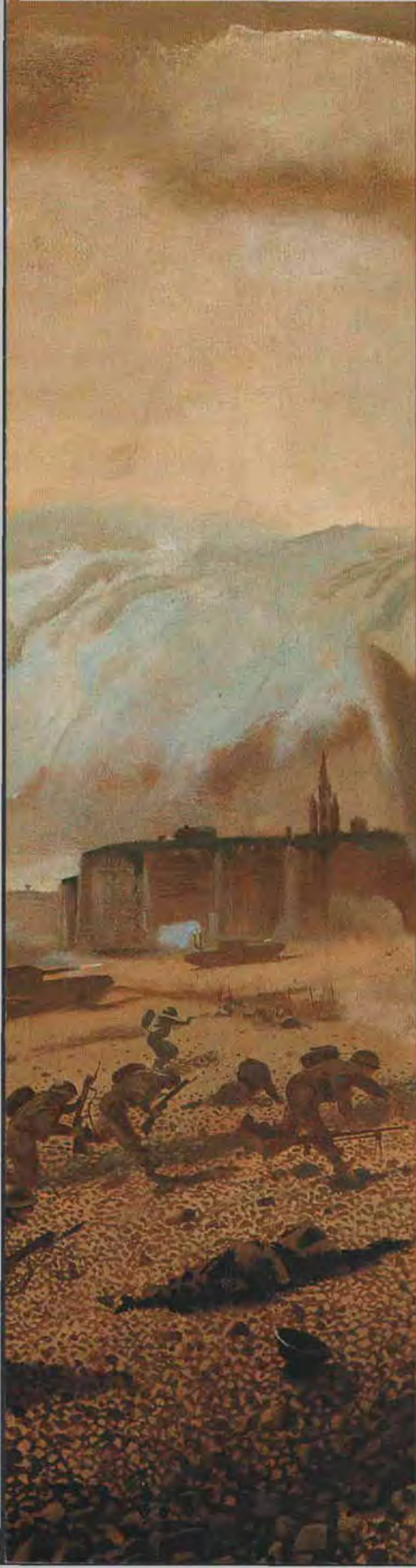
1939-1945

World War I ended in 1918. Just 20 years later, the world was plunged into another massive war. In some ways, the peace in 1918 sowed the seeds of World War II. The German people were humiliated by the peace treaty. They turned to the fascist dictator, Adolf Hitler. Hitler launched a campaign to expand Germany's control over all of Europe and establish the domination of a "master race."

In September 1939, Britain and France declared war on Germany. One week later, Canada declared war. Canada's response to the war was cautious at first, but soon developed into complete participation. The armed forces made major contributions to Allied victories. Over 1 million Canadians served in the war. Forty-five thousand gave their lives.

World War II transformed the country. The Canadian economy developed a stronger industrial base. Canada's political and economic ties with the United States became closer. Japanese, Italian, and other people suspected of sympathizing with the enemy were placed in internment camps. But the full horror of the Nazi death camps, in which more than 6 million Jews and millions of other "political prisoners" were murdered, brought a new awareness of human rights issues. Canada emerged from the war with a new commitment to world peace and a growing concern for human rights.

1. War artists were not always there at the exact moment of a battle. Their paintings often contain both facts and the artist's impressions. This painting, by Charles Comfort, shows Canadian forces during the raid on Dieppe in 1942.
 - a) Describe the landscape.
 - b) Why might it be difficult to stage an attack on this terrain?
2. Why might paintings like this one be valuable records?





1933 — Hitler becomes Germany's Chancellor

1939 — Canada denies Jewish refugees entry into Canada
World War II breaks out
Canada declares war on Germany



1940 — Hitler launches the Blitzkrieg
Allied troops are evacuated at Dunkirk
Canadian pilots participate in the Battle of Britain
Canada declares war on Italy
Battle of the Atlantic begins

1941 — Germany invades the USSR
Japanese attack Pearl Harbor
United States joins the war
Canada declares war on Japan
Canadian troops are defeated in Hong Kong



1942 — Conscription plebiscite (vote) is held
Japanese Canadians are interned in Canada
Dieppe raid fails
Hitler decides on the "Final Solution"

1943 — Soviets gradually push Germans back
Canadian troops participate in taking over Sicily and Italy



1944 — D-Day—Canadians land at Juno Beach
Liberation of Europe begins
Conscription divides Canada



1945 — Canadians accept German surrender in Holland
Allies reach Nazi death camps
Germany surrenders on VE Day
Atomic bombs are dropped on Japan
Japan surrenders
World War II ends

Strands & Topics

Communities: Local, National, and Global



Canadian Identity

- many different ethnocultural and racial communities make contributions to the war effort at home and overseas
- war artists and writers record Canadian experiences during the war
- Canada emerges from the war with new confidence and international recognition



External Forces Shaping Canada's Policies

- small fascist parties and anti-Semitism have an influence in Canada before the war
- Hitler's aggression in Europe leads Canada to declare war on Germany
- Canada supports Britain in the war effort
- Canada develops closer political and economic ties with the United States



French-English Relations

- conscription creates tensions, as it did in World War I



War, Peace, and Security

- Canada has an isolationist foreign policy and closes its doors to Jewish refugees in the 1930s
- pacifists speak out against war
- Canada joins its allies, Britain and France, in the war against Hitler
- Canadians make major contributions to the air war, naval convoys, the Italian campaign, D-Day, and the liberation of Europe and the death camps
- Canada's Chinese and Japanese elite commandos play an important role in the Pacific war

Change and Continuity



Population Patterns

- immigration is restricted and falls to low levels



Impact of Science and Technology

- war spawns inventions such as radar, missiles, and the atomic bomb
- Canadian scientists and uranium contribute to the Manhattan Project



Canada's International Status and Foreign Policy

- Canada supports appeasement before the war
- Canada declares war as an autonomous nation
- Canada develops closer relations with the United States
- Canada establishes itself as an important middle power
- experience of the Holocaust leads to a growing awareness of human rights issues

Citizenship and Heritage



Social and Political Movements

- many women join the armed forces and serve overseas
- women expand their roles in the workforce
- contributions of Chinese and Japanese Canadians supports their efforts to gain the vote



Contributions of Individuals

- Prime Minister Mackenzie King leads Canada through the war

- Canadian scientists such as Louis Slotin contribute to the Manhattan Project
- Canadian artists and writers such as Charles Comfort, Peggy McLeod, and Joy Kogawa record Canadian experiences
- Canada has a number of war heroes including Tommy Prince and Henry Fung

Social, Economic, and Political Structures



The Economy

- war takes Canada out of the Depression and sparks an economic boom
- Canadian economy develops a stronger industrial base



The Changing Role of Government

- government interns "enemy aliens" including a large number of Japanese people
- rationing, wage and price controls are introduced
- Wartime Information Board distributes propaganda
- government takes greater control over the economy
- unemployment insurance and family allowances are introduced

Methods of Historical Inquiry



Skill Development

- using maps as visual organizers
- debating
- analyzing bias in propaganda

Activities

- pp. 228–230, 252–254, 274–275

Expectations

By the end of this unit, you will be able to:

- analyze the causes of World War II
- explain how and why Canada became involved in the war
- evaluate Canada's contributions to the Allied victory
- recognize anti-Semitism and the horrors of the Holocaust, and analyze Canada's response to both
- appreciate the contributions of individual Canadians and of various ethnocultural and racial groups to the war effort at home and overseas
- recognize how the issue of conscription divided French and English Canadians
- evaluate the impact of technological developments made during the war
- assess the role of government during the war
- analyze Canada's changing relationship with the United States and Britain
- evaluate the effects of the war on the women's movement
- describe the impact of the war on Canada's economy
- practise effective debating skills
- use maps as visual organizers of information
- recognize and analyze bias in propaganda

On the Eve of War

A Wartime Diary

On 4 August 1944, Nazi soldiers burst into an attic over a warehouse in Amsterdam, Holland. An informer had told them that eight Jewish people were hiding there. The Nazis found the Frank family and four other Jews. They had hidden in these cramped quarters for two years. While searching the attic, the sergeant picked up Mr. Frank's briefcase and asked if there were any jewels in it. Mr. Frank said that it contained only papers. Disappointed, the Nazi soldier threw the papers onto the floor. The little group that had spent 25 months in that attic was sent off to concentration camps.

But there remained on the floor of the attic the diary of a 13-year-old girl, Anne Frank.



All the time she and her family were in hiding, Anne had been describing the isolation and constant fear in which they lived. In 1945, Anne died at the age of 15 in the Bergen-Belsen concentration camp. Canadian soldiers helped liberate the camp at the end of the war, but it was too late for Anne and thousands of other Jewish people who died in that concentration camp.

Anne Frank's diary was later discovered and published. It remains one of the most moving stories of a young Jewish girl and her will to survive the Nazi persecutions. The following two passages from her diary tell part of her ordeal.

20 June 1942

After May 1940 good times rapidly fled; first the war, then the surrender of Holland, followed by the arrival of the Germans, which is when the suffering of us Jews really began. Anti-Jewish decrees followed each other in quick succession. Jews must wear a yellow star, Jews must hand in their bicycles, Jews are banned from trains and are forbidden to drive. Jews are only allowed to do their shopping between 3 and 5 o'clock, and then only in shops that bear the placard 'Jewish shop.' Jews must be indoors by 8 o'clock and cannot even sit in their own gardens after that hour. Jews are forbidden to enter theatres, cinemas, and other places of entertainment. Jews may not take part in pub-

lic sports. Swimming baths, tennis courts, hockey fields and other sports grounds were also prohibited to them. Jews must go to Jewish school and many more restrictions of a similar kind.

9 October 1942

Our many Jewish friends are being taken away by the dozen. These people are treated by the SS [Nazi secret police] without a shred of decency, being loaded into cattle trucks and sent to Westerbork, the big Jewish camp. Westerbork sounds terrible: only one washing cubicle for a hundred people and not nearly enough lavatories ... It is impossible to escape; most of the people in the camp are branded by their shaved heads.... We assume that most of them are murdered. The English radio speaks of their being gassed.

1. Define “persecution.” What forms of persecution against Jewish people does Anne Frank describe in her diary?
2. If you were Anne Frank in 1942, how would you react to these acts of persecution?

World War II

Anne Frank was just one of the 6 million Jews who died in the horrible concentration camps of Nazi Germany. Another 24 million soldiers and civilians from all sides—Canadian, British, French, Soviet, Dutch, German, Italian, Japanese, American, and others—brought the staggering loss to 30 million casualties in World War II. What caused the world to erupt into the second major conflict of this century? How did Canada become involved in yet another world war? What role did Canada and Canadians play?

Case Study: Germany After World War I

To analyze why World War II broke out, it helps to understand the conditions in Germany between 1918 and 1932. Why did the German people turn to the Nazi

leader, Adolf Hitler? Why were Jewish people, such as Anne Frank, so harshly treated? What was Canada’s reaction? With the following case study, you can analyze key problems that contributed to the outbreak of the war.

1 The Treaty of Versailles

After World War I, leaders of the victorious countries gathered to sign the Treaty of Versailles. Some leaders, such as the American President Woodrow Wilson, felt the defeated countries should be treated with justice and honour so that they would not want to get revenge in the future. Others, including Prime Minister Lloyd George of Britain and Premier Georges Clemenceau of France, also wanted to avoid another war. But they became determined that Germany should pay for the damages done and the lives lost. They also wanted to ensure that Germany would remain weak and never wage another dev-

astating war. In the end, the terms of the treaty placed heavy restrictions on Germany.

The people of Germany felt humiliated by the Treaty. They considered the loss of all their colonies, the loss of territory around their borders, and the reparation payments unjust. The war guilt clause was seen as a stain on the honour of all Germans. On the morning of the Treaty's signing, the *Deutsche Zeitung* (German News) called for vengeance.



The huge reparation payments, loss of colonies, and loss of territory also made it difficult for the German economy to recover after the war.

1. Review the main terms of the Treaty of Versailles listed under A below. Decide which groups of people listed under B would be opposed to each term. Why?

A

- a) The French took rich prizes of German territory west of the Rhine—the Saar Valley with its coal fields and the provinces of Alsace and Lorraine.
- b) The German army was limited to 100 000. Germany could have no submarines, aircraft, or heavy artillery.
- c) Germany was required to pay \$5 billion in reparations.
- d) Germany's colonies were parceled out to France, Britain, and Japan.

- e) Germany had to admit that it was totally to blame for all the losses and damages of the war (the War Guilt Clause).

B

- i) the military
- ii) big business owners
- iii) the middle class
- iv) working people
- v) all German people
- vi) nationalists

2 Economic Problems: Inflation

To finance the war, Germany had borrowed large sums of money. As a result, the country was burdened with a huge debt. To pay off the debt, the government began printing more money. But Germany's industries and businesses were not expanding. Instead of going into the economy, the printed money and all the country's wealth was going to pay off the debt and the heavy reparations. The rapid printing of marks (the basic unit of German money) was not supported by real economic value, and this caused severe inflation. Prices for goods and services rose astronomically.

In the spring of 1922, about 300 marks could buy an American dollar. By early 1923, it took 50 000 marks to buy an American dollar. Soon Germans needed billions of marks to pay for a postage stamp. It took a shopping bag full of marks to pay for the fare on a streetcar. Wages were often carried home in wheelbarrows full of almost worthless paper money. A lifetime's savings could become valueless in a matter of weeks.

1. What was the major economic problem Germany faced after the war and why did it arise?
2. How did the German government attempt to solve the economic crisis?
3. Who would suffer most from inflation? Why?



There were often long line-ups outside grocery stores in Germany in 1923. Prices had soared and many goods were scarce.

3 Depression and Unemployment

Just as the German economy was beginning to recover from the ravages of runaway inflation, another disaster struck. In the United States in 1929, the stock market crashed. This marked the beginning of the worldwide depression. Americans could no longer afford to buy German manufactured goods. American banks could no longer lend money to the German government and German businesses to rebuild after World War I. Many German businesses went bankrupt and people lost their jobs. Germany had very little money and could not make its reparation payments. The shock waves of the depression hit Germany full force.

Germans who still had jobs saw their scanty wages fall steadily from month to month. Unemployed miners spent the winter in unheated rooms. Sometimes, in desperation, they broke through fences at the mines to steal a few lumps of coal. In the woods around Berlin, families pitched tents or lived in packing crates. They couldn't afford to pay rents in the city. In the country, farmers stood with loaded

rifles to protect their crops and gardens. Starving people came from the city to try to scrounge food for their families. Many people were reduced to begging in the streets.



Hitler saw his chance. To Germans who were bitter about inflation and economic troubles, Hitler and the Nazi party said:

Believe me, our misery will increase! The government itself is the biggest swindler and crook. People are starving on millions of marks! We will no longer submit! We want a dictatorship.

1. What did Hitler say was the cause of Germany's economic problems?

*The German
Chancellor
Adolf Hitler.*



2. a) What is a dictatorship?
- b) What could Hitler promise the unemployed to win them over to the idea of a Nazi dictatorship?

4 Political Instability

With such serious economic crises facing the country, political leadership was critical to Germany's recovery. But the German political system was as badly wounded as the economy.

After World War I, Germany had more than a dozen major political parties. No party was strong enough to undertake the huge task of rebuilding a war-torn country. The main political parties fell into three general groups: Communists, Social Democrats, and **National Socialists (Nazis)**. These groups shared little in common and bitterly opposed each other. In particular, the Communists and Nazis often fought battles in the streets. No party could win a majority government. Election campaigns were usually marked by intimidation and violence. As conditions in Germany worsened, more people were willing to listen to the extremist voices of

the Nazi party, which stressed the following beliefs:

- government should be run by the army and the wealthy
- industry should be privately owned
- the power of the military should be increased
- democratic government should be outlawed
- activities of Jews and foreigners should be severely restricted (because the Nazis believed these two groups were responsible for Germany's economic problems)

1. How would the political and economic instability of the country work to Hitler's and the Nazi party's advantage?
2. Who (besides the government) did Hitler hold responsible for Germany's economic problems?



Hitler Comes to Power

In 1919, Adolf Hitler joined a small political group that was to become the Nazi party. Within a short time, he took over leadership of the party and began to shape it to reflect his own ideas.

Hitler promised the German people he would get back the land lost during World War I. He promised to restore Germany to world leadership. He pronounced that Aryans (Caucasians not of Jewish descent and, for Hitler, particularly people of pure German descent) were the "**master race**." He stated that Aryans deserved to rule the world. Based on this belief, Hitler promised to "deal" with the Jews. He blamed the Jewish people for Germany's defeat in World War I and for the economic hard times that followed.

Hitler was obsessed with hatred of Jews (**anti-Semitism**). In the early 1920s, he



A Nazi rally in Nuremberg, 1937. The swastika symbol is prominent. The colours of the flag were red, white, and black. Red was for Socialism, white for Nationalism, and black the symbol for the struggle of the Aryan victory.

wrote a book called *Mein Kampf*, meaning “My Struggle.” In *Mein Kampf*, Hitler’s anti-Semitic views were there for the world to see. He described Jews as “deadly poison” and “vermin.”

Hitler and the Nazi party gained control of the German Parliament in 1933. Hitler’s rise to power meant the end of democracy in Germany. Germans pledged absolute obedience to their leader, *der Führer*. Hitler became a **dictator**, outlawing all other political parties and using force to keep control. Anyone who opposed him was rounded up by secret police. Hitler had set up an armed force within the party called Stormtroopers or SA. They forcibly broke up meetings of other political parties. Opponents were thrown into prison or concentration camps.

Newspapers and radio were also strictly controlled by the Nazi party. The German people read and heard only what their leaders wanted them to read and hear. Books containing ideas that did not

please Hitler were burned in huge public bonfires. Teachers were required to be members of the Nazi party. Students were recruited to join the Hitler Youth Movement, where they learned Nazi ideas. Priests and clergy who dared to protest Hitler’s methods were thrown in prison. Nazi Germany became a totalitarian state in which everything was controlled by the government.

Hitler’s Anti-Semitic

Once in power, Hitler and the Nazi party began the widespread persecution of the Jewish people. Jews were banned from all government jobs, as well as jobs in teaching, banking, broadcasting, newspapers, and entertainment. Jews were banned from many shops and public buildings. Nazis stood outside Jewish-owned stores and threatened customers who wanted to



IMPACT ON SOCIETY

CANADA AND FASCISM

In the late 1920s and 1930s, people in European countries were suffering from the worldwide depression and political turmoil. Some turned to fascist governments. **Fascism** first established a stronghold in Italy, and later in other European countries including Germany under the Nazi party.

Fascist states were military dictatorships. They were run by rulers who demanded absolute power and who crushed all rival political parties. When Mussolini established his fascist state in Italy after 1922, he ruthlessly put down all worker and social unrest, censored the press, and took complete control over the economy. Using his secret police and fear tactics, he rooted out all “enemies of the state.” People were expected to conform (follow without question) to fascist ideas and pledge complete loyalty to the state. Like Hitler, Mussolini was fiercely nationalistic, believed in the superiority of his race, and was determined to restore Italy’s power by aggressively taking over territory abroad.

Most Canadians paid little attention to the events in Europe in the early years of Hitler’s and Mussolini’s rise to power. But there were some admirers of Hitler and Mussolini in Canada. Several small fascist parties were formed in Canada during the 1930s. Like the fascists in Europe, they wore uniforms, trained in camps, and proclaimed racial purity. They were also aggressively anti-Jewish, anti-Black, and anti-Asian.

In Quebec, fascists organized under the leadership of Adrian Arcand and the National Unity Party. Arcand called his followers “blueshirts” and claimed they numbered in the thousands. He produced several newspapers that promoted the views of Hitler and ruthlessly attacked Jewish Canadians.

Other fascist parties emerged in other areas of the country. In eastern Canada, fascists took their lead from Joseph Farr, Ontario leader of the Canadian Nationalist Party. In the West, William



Arcand’s “blueshirts” in Quebec were one of the fascist parties that formed in Canada during the 1930s.

Whittaker led the Western Fascists. In Toronto, a small group of fascists organized what was known as the Swastika Club. In 1933, a riot broke out in the Christie Pits area of the city between a group of Jewish and non-Jewish people after a swastika banner was raised at a baseball game.

Arcand dreamed of uniting all fascists into one national party and winning seats in elections. Canadian fascists organized a meeting to unite all parties in 1938. But at the same time, Hitler had seized Austria and began to threaten a future war. The Canadian government was suddenly acutely aware of the fascist threat. Authorities cracked down on fascist activities in Canada. Fascist party offices were raided and the parties were forbidden to run “training camps.” When Hitler invaded Poland, Canadian fascist parties were made illegal and their leaders were interned under the War Measures Act.

Most historians agree that it is unlikely the majority of Canadians would have supported a Hitler-like movement. However, anti-Semitism clearly existed in Canada and some Canadians at the time shared the racist ideas of Arcand and his followers.

Anti-Fascism in Canada

Other Canadians decided to resist fascist ideas in Canada and abroad. A civil war in Spain broke out in 1936. The fascist General Franco was attempting to seize power in the country with support from Hitler and Mussolini. Over 1200 Canadians volunteered to go to Spain to fight fascism and defend democracy. Officially, the Canadian government's policy was non-intervention. In other words, the government did not want to get entangled in this distant war and risk dividing the country over another war. Prime Minister King's government passed a law making it illegal for Canadians to join a foreign army.

The Canadian volunteers formed their own unit, called the Mackenzie-Papineau Battalion or "Mac-Paps," and went to Spain. Among them was Dr. Norman Bethune, who developed a mobile blood transfusion unit that helped to save many lives. The Canadians fought in many key battles and over 600 were killed. Though they were unable to stop Franco, they signalled that not all people would stand by while dictatorship triumphed. When they returned, they were seen as heroes by many Canadians. After World War II broke out and the threat of fascism to democracy became shockingly clear to Canadians, mass rallies were held across Canada to protest fascist ideas.

1. Why might fascist ideas appeal to some Canadians in the 1930s?
2. Do you think a fascist party could ever come to power in Canada?

enter. Some Jewish businesses were vandalized. Many Jewish people had their property and businesses taken away.

In 1935, the **Nuremberg Laws** were passed. These laws took away the citizenship and civil rights of all Jews in Germany. It became illegal for a Jew to marry a non-Jew. By 1936, most Jews in Germany found it almost impossible to earn a living. They could not go to public schools, own land, associate with anyone who was a non-Jew, or go to a park, library, bank, or museum. Those who could escaped from Germany in this early period. Among them was the famous scientist, Albert Einstein.

Just before the war broke out, Hitler began a systematic rounding up of Jewish people, placing them in ghettos and concentration camps. Ghettos were areas of cities where Jews were forced to live. The German SS (secret police) could keep a close watch on them in these areas and prevent them from mixing with the rest of the German population. Concentration

camps were prison camps where Jews and all other political prisoners were forced into slave labour. Hitler's campaign to establish the "master race" led him to persecute not only Jews, but Blacks, Romany, those with mental disabilities, and others. All were thrown into the concentration camps.

In 1938, after a German embassy official in Paris was shot by a Polish-Jewish youth, the attack on German Jews became even more brutal. Seven thousand Jewish shops were looted and 20 000 Jews were arrested. Many were savagely beaten. This attack on the Jewish people became known as **Kristallnacht** (Night of "Broken" Glass). A huge fine was forced on the Jewish population. As the war went on, Hitler's attack on the Jewish people became even more shocking. However, it wasn't until after the war, when Allied troops moved into Germany, that the full horrors of the concentration camps became clear to the world. You will read more about these events in the next chapter.

An SA guard stands outside a Jewish shop marked by boycott posters.



Canada's Response

As life became more dangerous for Jewish people in the late 1930s, thousands attempted to flee from their European homelands. Many of these Jewish refugees had difficulty finding new homes. Countries were alarmed by the flood of

Members of Toronto's Jewish community protest against restrictions on their rights.



refugees, and many did not open their doors. Nearly 800 000 Jews desperately tried to escape Hitler's Germany from 1933 to 1939. Canada accepted fewer than 4000 Jewish immigrants before the outbreak of the war. The United States accepted 240 000 and Britain 85 000.

Why did Canada accept so few Jewish refugees at this time? Some Canadians were deeply concerned about the refugees and requested that the Canadian government provide help. Jews and non-Jews across the country organized protests, demonstrations, petitions, and delegations urging the Canadian government to allow some refugees into Canada. Prime Minister Mackenzie King wrote in his diary after the horrors of Kristallnacht that though it would be "difficult politically," he would fight for the admission of some Jewish refugees because it was "right, just, and Christian."

Many Canadians, however, seemed unmoved or even hostile. Anti-Semitism existed in Canada. During the 1920s and 1930s, some industries refused to hire Jews. There were no Jewish judges, lawyers, or professors, and few Jewish teachers. Jewish nurses, architects, and engineers had to hide their identities to get jobs. Many clubs and resorts openly displayed signs on their doors declaring that no Jews were allowed in. Fascist parties, particularly Adrian Arcand's followers in Quebec, had openly sown hate and suspicion against Jews.

In some cases, discrimination against Jews was based on differences of religious faith. Others saw Jews as "foreigners" who would not easily assimilate or "fit in" to Canadian society. In particular, Jews were seen as people who tended to settle in cities and would not make good farmers. With one million people on relief during the Depression, many Canadians felt Canada could do little for foreigners. They

believed Canada should not accept people who would add to the numbers of unemployed in the cities. But as the *Windsor Star* pointed out, in Palestine Jewish farmers had successfully “turned the desert into a garden.”

Canada’s immigration policy in the 1920s and 1930s was restrictive. British and American immigrants were “preferred.” Others, particularly of non-Anglo-Saxon origin, were actively discouraged and discriminated against. Some people suggested that the Jewish refugees should be assisted, but not in Canada. They believed the refugees should be settled in Asia or Africa.

In December 1938, the Canadian League of Nations Society met with the Prime Minister. It appealed to the government to accept the refugees on purely humanitarian grounds. The delegation was led by Senator Cairine Wilson and was made up of non-Jewish representatives. This was not a plea of Jewish people only. But in the end, Prime Minister King turned aside the requests to open Canada’s gates to more Jewish refugees. He stated that “maintaining the unity of the country” and battling unemployment were his first duty, despite his personal sympathies. One government official, Norman Robertson, summarized the situation this way: “We don’t want to take too many Jews, but in the present circumstances particularly, we don’t want to say so.”

The *St. Louis* Incident

In June 1939, Canada’s policy toward Jewish refugees faced a serious test. The ocean liner *St. Louis* arrived off Canada’s East Coast carrying 907 Jews, including 400 women and children. These refugees had already been denied entry into Cuba and other Latin American countries. In desperation, they turned to Canada hop-

ing to find a safe haven. Earlier in 1939, the Canadian government had accepted a group of nearly 3000 Sudeten German refugees, but now refused to allow the passengers on the *St. Louis* to enter Canada. The German refugees would make excellent settlers, it was believed. The Jewish refugees would not. In the House of Commons the Minister of Justice, Ernest Lapointe, spoke for many Canadians when he “emphatically opposed” allowing the ship to land.

Forty-four well-known Canadians, including professors, editors, industrialists, and members of the Canadian National Committee on Refugees urged Prime Minister King to offer the Jewish passengers sanctuary. But the Canadian government turned down the request. No one on the *St. Louis* was allowed to step foot on Canadian soil. The ship was forced to return to Europe. Many of the Jews on board eventually died in Nazi concentration camps. The story of the *St. Louis* was later immortalized in the movie *The Voyage of the Damned*. Today, Canada has a more open policy in accepting political refugees. Few Canadians would want to repeat the mistakes of the past.

Jewish refugees aboard the St. Louis were refused entry into Latin American countries and Canada. Many Jewish people fleeing Europe before the war had difficulty finding new homes.



The Steps to War

Once Hitler had established power in Germany, he quickly began to rearm the country and take over surrounding territory. Italy and Japan also began to invade foreign territories to add to their empires. Reaction from other nations was cautious at first, but by September 1939, World War II had begun.



Munich Agreement is Signed

Britain and France meet with Hitler and sign the **Munich Agreement**. They allow Germany to have the Sudetenland (the northwestern part of Czechoslovakia) because they believe it will save the world from war. This policy becomes known as "appeasement".

Germany Annexes Austria

Nazi soldiers occupy Austria without a single shot being fired. Again, other nations make no attempt to stop Hitler's advance because they want to avoid another war.

Hitler Occupies the Rhineland

German troops march into the Rhineland. By the Treaty of Versailles, German troops were forbidden from moving within 50 km of the Rhine River. No one stops the German advance.

Mussolini Invades Ethiopia

Italy invades Ethiopia in Africa to expand its territory and to obtain the region's rich oil resources. Again the League of Nations takes no decisive action.

Germany Rearms

Hitler becomes Chancellor of Germany and immediately begins expanding the German army and air force beyond the limits set out in the Treaty of Versailles. The German military slogan is, "Today Germany. Tomorrow the world!"

Japan Conquers Manchuria

Facing severe economic problems and overcrowding on its islands, Japan invades Manchuria, just north of Korea. The League of Nations takes no decisive action against this Japanese aggression.

1931

1933

1935

1936

March
1938September
1938

Hitler Invades Poland

Hitler demands that the Polish Corridor (awarded to Poland after the Treaty of Versailles) be handed back to Germany. Poland refuses. The Nazis launch a Blitzkrieg (lightning war) on Poland. Poland falls to the Nazi attack.

Germany and Soviet Union Sign Non-aggression Pact

Germany signs a pact with the Soviet Union. The two countries promise not to fight each other in the event of a war. They also secretly agree to divide Poland between them. Hitler is now free to plan his moves against France and Britain in the west. He no longer has to fear an attack from the Soviet Union on the east.

Hitler Occupies Czechoslovakia

Hitler had claimed the Sudetenland was his last demand for territory, but in March 1939 Nazi troops occupy all of Czechoslovakia.

Rome-Berlin Axis Pact is Signed

Hitler signs a pact with Mussolini. Mussolini allows Hitler to take Austria and other territories in northern and central Europe. Hitler promises to let Mussolini take over southern Europe. Later in 1940, Japan joins the alliance. These countries are known as the **Axis Powers**.

Britain and France Declare War

Britain and France realize there can be no more appeasement. They declare war on Germany. World War II begins.

Canada Declares War on Germany

October
1938

March
1939

August
1939

September 1
1939

September 3
1939

September 10
1939



Hitler enters Austria triumphant.



Developing Skills: Using Maps as Visual Organizers

Suppose you need directions to a friend's home for a party. You can ask for verbal directions—whether to go north, south, east, or west, where to turn, or what landmarks to look out for. But if the way is complicated, it will help to have a sketch map. A map is a way of visually presenting or organizing information.

You've just read about Hitler's advances in Europe. How far did Hitler's empire extend by 1939? You could give an accurate picture of the Nazi empire by recording and summarizing information on a map. Every map must have the following four important elements to be complete. Without these, it would be difficult for anyone to use the map.

I. Title. A map's title should describe the area the map covers and accurately summarize the information it is presenting. If you were describing Hitler's conquests in Europe, why would "Europe, 1935-1939" be a poor title? Why would "Nazi Advancements in Europe, 1935-1939" be a better title?

II. Direction. Direction is indicated by a compass. Most maps are drawn with north at the top. If north is at the top of the map, then you know south is in the opposite direction, east is to the right, and west is to the left.

Try this quiz. Name three countries located to the west of Germany. Name two countries located to the east of the German border.

III. Scale. The scale tells distance and size represented on the map compared with distance and size represented on the earth's surface. When you use the scale on a map, you can measure the approximate distance between two places or the rough size of a country.

Look at the map of Europe on page 222. Use the scale to determine the approximate distance from the German-Danish border in the north to the German-Austrian border in the south.

IV. Key or Legend. Information can be placed on maps using symbols. A symbol represents or stands for an idea, person, group, or thing. What symbol could you use on a map to stand for Hitler and the Nazi party?

Colours are also often used to represent important information on a map. On a political map, for example, colour can be used to indicate different provinces, states, regions, or countries. What does colour represent in the map on page 222?

Mapping Nazi Advancements

1. Start with an outline map of Europe. Give your map a title and be sure that it includes direction and a scale.
2. Locate the borders of Germany in 1935. Label Germany and choose an appropriate colour and symbol to indicate Nazi control of the country. Be sure you identify these in your legend or key.
3. What territory did Hitler take back in 1936? Label that territory on the map, mark out its borders, and record the year of its occupation. Use your colour or symbol to show it is under Nazi control.
4. Which country did Hitler take over in March 1938? Add the name of this country and the date of occupation to the map.
5. Label and date the territory gained by Nazi Germany with the Munich Agreement. What additional territory did Hitler seize six months later in March 1939? Add this information to your map.
6. Indicate the country seized by the armies of the Third Reich in September 1939.
7. As you read through the following chapters, keep your map up-to-date by showing the countries that the Nazis occupied in the rest of Europe.
8. Review your map. Have you included the most important information? People should have a clear picture of Nazi advancements from your map. Exchange your map with a classmate and have your partner check that your map is clear, accurate, and complete.

Why Canada Slept

While Hitler, Mussolini (dictator of Italy), and Franco (Spanish dictator) were establishing fascist governments in Europe and making plans for war, Canada and Canadians had not paid a great deal of attention. In a political and military sense, it seemed Canada was sleeping. Why was Canada unprepared for the outbreak of war in 1939?

- **Memories of World War I**—The tragic losses of World War I were still fresh in many people's minds. The last thing Canadians wanted to consider was another conflict in far-off Europe.
- **Pacifism**—Many Canadians were completely disillusioned with war and worked tirelessly to promote the cause of peace. Books and films such as *All Quiet on the Western Front* had revealed the tragic waste of war in the twentieth century. The Women's International League for Peace vigorously campaigned for an end to war. Political leaders such as the CCF's J. S. Woodsworth tried to have the House of Commons declare Canada's neutrality in any future war. The pacifists, however, were no match for the aggressive dictators of Europe.
- **The Great Depression**—Canada was in the tenth year of the Depression. In 1939, there were still over a million people on relief. Canadians were bitterly divided over how to solve the severe problems of the Depression. Foreign politics seemed irrelevant to the plight of most Canadians who had to be concerned about food, clothing, jobs, and shelter.
- **Isolationism**—Canada, like the United States, followed a policy of isolationism during the 1930s. Canada had joined the League of Nations, but never played

a leading role and wanted to avoid involvement in future conflicts at all costs. More than one Canadian official believed that Canadians lived in a "fire-proof house," far away from Europe's conflicts and hatreds. Some felt Canada, with its small population and limited influence, was not powerful enough to have any effect in the resolution of world problems. When Italy invaded Ethiopia in 1935, Canada's Minister of Justice declared, "No interest in Ethiopia, of any nature whatsoever, is worth the life of a single Canadian citizen."

- **Political Leadership**—At this point in history, Canada's foreign affairs were largely carried out by Prime Minister Mackenzie King. With only seven diplomatic missions abroad, Canada did not have many contacts in the world. The Prime Minister's major concern was Canadian unity. He was afraid a foreign war would divide Canadians as it had in 1914-18. He also wanted to protect the autonomy Canada had won from Britain. King did not want Canada to be drawn into British imperial conflicts, as it had been in the past.

Prime Minister Mackenzie King, on his visit to Nazi Germany in 1937. Why do you think King and many other leaders misjudged Hitler's intentions?



- Appeasement—King had enthusiastically supported the policy of appeasement in the Munich Agreement of 1938. Along with many other leaders, King misjudged the fascist threat in general, and the character of Adolf Hitler in particular. King had visited Hitler in 1937. After the meeting, King noted that the German dictator seemed to be “a man of deep sincerity and a genuine patriot.” He added that Hitler “was a simple sort of peasant, not very intelligent and no serious danger to anyone.” King’s observations were tragically inaccurate and were a factor in Canada’s lack of readiness for World War II.

Canada Declares War!

In 1939, this newspaper headline greeted Canadians at breakfast on Monday, 11 September.



Canadians were shocked by the news that Britain and France were at war with Germany once again. There was not the enthusiasm that had marked the beginning of World War I. Few marching bands paraded in the streets, few flags were waved, and few loud cheers were raised for the call to war. World War I had ended only 20 years before, and few Canadians relished the idea of seeing yet more lives lost.

In September 1939, Canada’s entry into the war was also not automatic, as it had been in 1914. Canada was no longer a colony bound to follow Britain into warfare. In the years following World War I, Canada had become an independent nation.

Prime Minister Mackenzie King summoned the Canadian Parliament to an emergency session. One week later, Canada declared war on Germany. It was a momentous occasion. It was the first time that Canada had declared war on its own behalf. In fact, Canada was the only nation in North and South America to declare war against Hitler at this time.

Support for the war was massive if reluctant. Hitler’s march to war after Munich had finally awakened most to his threat, and Britain was still Canada’s greatest ally. The recent visit by the Royal Family had increased Canadian support for Britain. Few voices were raised in protest against the declaration of war in Canada’s Parliament. Only J. S. Woodsworth voted against the war. He declared, “I vote for the children.”

The tragedy of war had already been brought home to Canadians. On 3 September 1939, a week before Canada declared war, the passenger liner *Athenia* was torpedoed by a German submarine. About 200 of the 1500 passengers were Canadian. Several Canadians were killed, including ten-year-old Margaret Hayworth from Hamilton, Ontario. Her death “became a rallying cry for the entire nation” and a state funeral was held. This young casualty helped to convince Canadians of the Nazi threat and encouraged the war effort in Canada.

Canadian Preparations

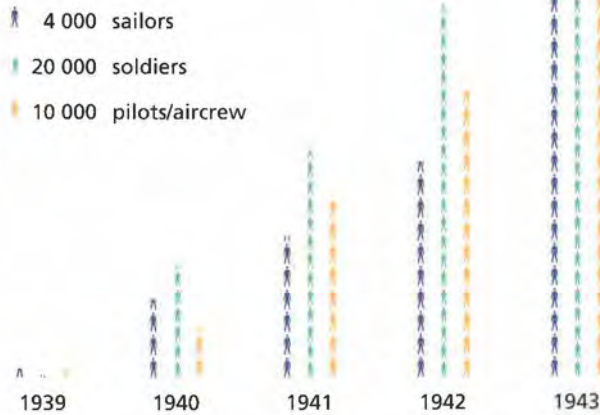
When Canada declared war in 1939, there were only about 10 000 soldiers in its armed forces. For much of the Depression years, the government had reduced military spending. In 1938-39, the budget for defence was only \$35 million. In 1939, the Canadian army possessed only 14 tanks, 29 Bren guns, 23 anti-tank rifles, and 5 small mortar guns. The Canadian navy had exactly 10 operational vessels, and the Royal Canadian Air Force had only 50 modern aircraft.

Though largely unprepared for war, Canada was quick to respond. At this point, the government hoped that Canada's role would be limited. Prime Minister King thought in terms of sending perhaps 40 000 troops and acting mainly as a supplier of food and war materials to Britain. He did not want the war to involve a costly expenditure of Canadian lives, and he wanted to avoid conscription at all costs.

Moving quickly the government proclaimed the War Measures Act, which gave it sweeping powers, and turned to the task of preparing the materials of war. Orders were quickly placed for arms and equipment to bolster Canada's forces. Canadian factories began producing new aircraft. Flying bases were built on both coasts and an air-firing and bombing range was constructed at Trenton, Ontario. To help finance these new war materials, a new series of War Taxes was announced on 12 September.

By the end of September, over 58 000 Canadian men and women had enlisted in the armed forces. Many recruits were unemployed men who were grateful for a new pair of boots, a warm uniform and great coat, three square meals a day, and a private's basic pay of \$1.30 a day. As in 1914, these recruits were all volunteers. However, they went off to war in a more sombre mood than the young recruits in 1914.

Canada's Military Growth, 1939-1943



The British Commonwealth Air Training Plan maintained 154 flying schools in Canada. Sixty per cent of its graduates were Canadian.

There were over 2 million members of the Canadian Red Cross Society. They sent 10 000 food parcels each week to prisoners of war.

On 16 September, the first convoy left for England. By January 1940, 23 000 mostly untrained Canadian troops were in Britain. Their general declared, "We've come here to do a job, then go home." The hope was that the war would be over quickly. Events would soon erase this hope.



Canadian soldiers march off to war. What was the mood in Canada when war was declared?



At War!

In 1940, within the first four weeks of action, Hitler's modern army crushed the old-fashioned Polish defences. Next, the powerful German forces overran Denmark, Norway, Belgium, Luxembourg, and the Netherlands. Then, Hitler turned against France. For the second time in 25 years, German troops poured across the French border.

Thousands of British troops had rushed across the English Channel to help defend France. A contingent of Canadian soldiers stayed in Britain to protect it against an expected German invasion. The Canadian commander, General McNaughton, insisted on keeping the Canadian troops together to fight as a unit. The Germans advanced rapidly into France and the British and French troops were trapped. In May 1940, they had to be evacuated from the seaport town of **Dunkirk** on the French coast. Three hundred thousand soldiers were taken safely to Britain, but most of the heavy British war equipment had to be abandoned on the beaches of France. It was a

terrible defeat for the Allies. France had fallen in six weeks.

Mussolini, the Italian dictator, at this moment in June 1940 decided to enter the war on the side of Germany. Mussolini was joining Hitler in the war. Almost all of Europe was in the hands of the Axis powers, Germany and Italy. Only Britain and its Commonwealth allies remained outside their grasp of power. Canada responded and declared war on Italy.

Although Prime Minister King had hoped Canada would be a supplier of war materials in a short, limited war, the reverse became true. Hitler's dramatic success meant that Britain stood alone in Europe and depended more than ever on Canadian support. The Canadian troops in Britain were fresh and well-equipped. More could be sent. As in World War I, Canadian navy convoys were once again a vital lifeline to the survival of Britain. Britain was being bombed day and night by German planes. Canadian food, guns, supplies, and armed forces were desperately needed. Canada, however reluctantly, moved to centre stage in the war.



Activities

Understand Facts and Concepts

1. Add these new terms to your *Factfile*.

National Socialist Party (Nazis)

"master race"

anti-Semitism

dictator

Nuremberg Laws

Kristallnacht

fascism

St. Louis

Munich Agreement

Axis Powers

Dunkirk

2. Decide whether each of the following statements is true or false and explain why.
- A dictator depends on force to stay in power.
 - France, Britain, and Canada gave in to Hitler with appeasement because Germany had promised to pay reparations.

- c) Canada, Britain, and France approved of Hitler's actions when he seized other countries.
 - d) France and Britain declared war on Germany when Austria was taken over.
 - e) When Britain declared war on Germany, Canada was also automatically at war.
 - f) Canada was a refuge for Jews fleeing Europe.
3. Decide whether each of the following statements is fact or opinion. Explain.
- a) Hitler caused World War II.
 - b) Inflation and unemployment were serious problems in Germany in the late 1920s and early 1930s.
 - c) Prime Minister Mackenzie King should not have agreed to the appeasement of Germany.
 - d) Canada was not ready to enter a war with Germany in 1939.
 - e) Fascism had no appeal to Canadians.
4. a) Provide evidence that anti-Semitism existed in Canada in the 1930s.
b) Provide evidence that not all Canadians supported anti-Semitism.

Think and Communicate

5. a) Define racism and explain why the Nazi actions were racist.
b) What fundamental human and civil rights were denied the Jewish people and other non-Aryans in Nazi Germany?
6. a) In groups, discuss the reasons for anti-Semitism in Canada in the 1930s. Do you think these reasons were just? Why or why not? Present your points of view to the class.
b) Do these attitudes still exist today? Explain.
7. If you were Prime Minister Mackenzie King, would you have allowed the Jewish refugees aboard the *St. Louis* to enter Canada in 1930? Outline the Prime Minister's options and then come to a decision.
8. The following reasons have been given for why Western countries did not act to stop Hitler before 1939.
- a) No one wanted to go to war.
 - b) Britain and France were too weak to fight because of the worldwide depression.
 - c) Some people in Britain thought the Treaty of Versailles had been too harsh.
 - d) Some people thought these territories rightfully belonged to Germany.
 - e) Appeasement was a sacrifice worth making for peace.
 - f) Hitler would stop the Communists.
 - g) No one knew how far Hitler would go in taking over Europe and killing millions of Jewish people.
- Discuss the meaning of each statement. Decide which are most reasonable and justify your choices.
9. In groups, write a script for the morning news that would be broadcast on Monday, 11 September 1939—the day Canada declared war on Germany. Role play the news broadcast for the class or record it on audio or videotape. Include quotations from some of the following people on their reactions to Canada's declaration of war.

- a) a pacifist
- b) a French-Canadian nationalist
- c) a member of Canada's armed forces
- d) a Jewish Canadian
- e) a mother or father who lost a son in World War I
- f) a German Canadian
- g) a Polish or Czechoslovakian Canadian

Apply Your Knowledge

10. Today, Canada has a non-discriminatory policy toward accepting refugees. As a Canadian today, what is your reaction to the *St. Louis* incident? Present your views in a few paragraphs.
11. Read the following secondary sources.

The first step was to design an emblem, a party flag, and here Hitler could use his artistic talent. After many attempts he produced a black crooked cross on a red background. It was an ancient symbol known as the swastika.

Source: From B. J. Elliott, *Hitler and Germany*, 1966.

In Mein Kampf, Hitler pretended the swastika flag was his invention. In fact, one of the party members, the dentist Friedrich Krohn, had designed it for a local party group in May 1920.

Source: From Joachim Fest, *Hitler*, 1974.

- a) What two interpretations of the swastika's origin are described in the above quotations? How do they disagree?
- b) Can both sources be correct? Explain your answer. Which explanation seems more likely? Why?
- c) Why would Hitler want people to believe that he invented the swastika symbol?

* The Battle of Britain

Before German troops could invade Britain, Hitler had to destroy the Royal Air Force. In August 1940, the Luftwaffe (German air force) began attacking southern England and London. Night after night, wave upon wave of bombers struck at British targets. The Nazis called it a war of terror. The British called it the Blitz, short for **Blitzkrieg** (lightning warfare).

The nightly attacks were designed to destroy the British will to resist. Though thousands were killed and houses and property were destroyed, the British refused to give up. Londoners grew used to spending their nights in air raid shelters or underground subway stations. To the amazement of all, the greatly outnumbered Royal Air Force shot almost 3000 Nazi planes out of the skies in two months. Speaking of the



Night Target, Germany by Canadian artist Miller Brittain.

defence of the country provided by the Royal Air Force, Prime Minister Churchill said, "Never was so much owed by so many to so few."

Canadian fighter pilots helped seal the Allied victory. Nearly one quarter of the "famous few" Churchill talked about were Canadians flying for the RAF or the RCAF's No. 1 (Canadian) Squadron. One particularly successful RAF unit was 242 Squadron, which was made up almost

entirely of Canadian pilots. Their commander, Douglas Bader, was a British hero who had lost both legs in an accident before the war.

Losses were high, and 16 of the first 25 Canadian pilots sent into the skies perished. At the peak of the battle, the lives of the young pilots were measured in weeks. Canadian pilots were credited with 60 definite hits and

50 “possibles.” The efforts of these pilots convinced the Germans to, at least temporarily, give up the idea of trying to bomb Britain out of the war.

1. How does the painting by Miller Brittain show the perils of air warfare?
2. Why was defence against the Blitzkrieg so critical?

Canada's Role

The **Battle of Britain**, fought from July to October 1940, marked the beginning of the long struggle against Nazi aggression in Europe that was to continue until 1945. Canadian pilots in the Royal Canadian Air Force and the Royal Air Force fought alongside other Allied pilots in the air. Later Canadian aircrews hammered the German forces from the skies. At sea, Canadian ships helped to ensure that vital supplies crossed the Atlantic. They tracked and sunk German submarines that were gathered in “wolf packs.”

Royal Canadian Air Force pilots make plans for their battles in the skies.



Canadian troops also played a major role in the battles at Hong Kong, Dieppe, in the Italian campaign, and on the beaches of Normandy on D-Day. In the final year of the war, Canadian forces liberated French and Dutch territory. They also helped to free some of the prisoners in the Nazi death camps.

As in World War I, though Canada started with only a small fighting force, Canadians made a major contribution to the war effort and gained international prestige. This chapter focuses on the role Canadians played in some major battles of World War II.

Canadians at Hong Kong, 1941

In December 1941, the Japanese attacked Pearl Harbour, bringing the United States into the war. Canada joined its allies in declaring war on Japan. It was now a truly global war. With European nations focussing on Hitler and Mussolini, Japanese forces were able to swiftly overtake European colonies in Asia. Hong Kong was a vital British colony. A small Canadian contingent had been assigned to its defence, along with British and Indian troops. Some of the Canadian soldiers were only 15 years of age. One revealed, “I only had 20 days training. I learned to salute. I learned how to turn right, turn left, but I never fired a shot before I got here.”

The Canadian troops in Hong Kong were the first to see active battle in the war. They faced an almost impossible task.

The Japanese forces attacked with artillery and airplanes. In the company's last stand, Sergeant-Major John Osborne won Canada's first Victoria Cross. Osborne's unit was pinned down by Japanese forces. As the Canadians scrambled through a ravine, the Japanese began throwing grenades. Osborne quickly picked up the grenades and threw them back. When one grenade landed too far away to be picked up, he told his soldiers to clear out and threw himself on the grenade. He was killed instantly. Japanese forces often drew reference to the stubborn determination of the Canadian defenders.

Although they fought bravely, the Canadian troops were not well-equipped. They surrendered after 17 days of hard fighting on 25 December 1941. The Canadians lost 290 soldiers, including their commander. Nearly 500 were wounded. But their ordeal was just beginning.

Survivors were transferred to Japanese prison camps for the remainder of the war. Many were treated harshly. Japanese soldiers had contempt for soldiers who did not fight to the death. Prisoners of war were used as slave labour in coal and iron mines. Some were tortured and badly beaten. A total of 267 Canadians died in Japanese prison camps. At war's end, most were like skeletons, wracked by disease and years of hardship. Hong Kong veterans have pressed Canada to exact a formal apology from the Japanese and compensation for their losses. During World War II, prisoners of war were treated with particular brutality on both sides.

The Dieppe Raid, 1942

By August 1942, the Allies had a plan. It was to send Canadian and British troops, restless for action, to test the German forces along the French coast at Dieppe. This would relieve some of the German pressure on the Soviets in the east.

The raid at **Dieppe** was planned to be a quick punch at the German stronghold. The Allies hoped to worry the Nazis, gather crucial information about their coastal defences, and then return safely to Britain. The manoeuvre was called "Operation Jubilee." It would be a dress rehearsal for the full-scale Allied invasion of Europe to follow.

At 4:50 on the morning of 19 August 1942, 5000 Canadians began to land on the beaches at Dieppe. But, the German forces were ready for the attack. German artillery on the cliffs mowed down the soldiers as they left the landing crafts and tried to run for cover. Allied sea and air support was not enough to protect the soldiers on the open, stony shore. Tanks that were meant to lead the way for the soldiers bogged down on the beach.

Some forces managed to reach the town, but the vast majority were killed. By early afternoon, nearly 900 of the Canadian troops were dead or dying. Over 1000 were wounded. Nineteen hundred prisoners of war were taken by the Germans, and only 2200 of those who landed that morning returned to Britain.

A French Canadian, who fought with the Fusiliers Mont-Royal, recalled his experience at Dieppe:

The dead lay scattered on the beach at Dieppe. Two-thirds of the attacking force were killed, wounded, or captured—many of them Canadians. The raid was a disaster.



... the wounded and dead lay scattered on the beach. Some of the wounded were trying to swim out to the boats [and] many were bleeding heavily, reddening the water around them. [Once ashore] ... mortar bombs are bursting on the shingle and making little clouds which seem to punctuate the deafening din ... close to me badly mutilated bodies lie here and there. The wounded scream, the blood flows from their wounds ... For myself, I am absolutely astounded to have reached the shelter of a building. I was certain that my last hour had arrived.

There was a horrible loss of life at Dieppe. Canadian Colonel C. P. Stacey noted, "Tactically, it was an almost complete failure." Today, people still argue over whether the raid had been properly planned. Could some of the terrible losses have been avoided? Was Dieppe another Passchendaele? A survivor who returned to Dieppe 40 years later said, "We have no memorial and no marker here. The only thing we left on this beach was blood."

Military leaders claimed that important lessons were learned. When the decisive invasion of Europe finally came two

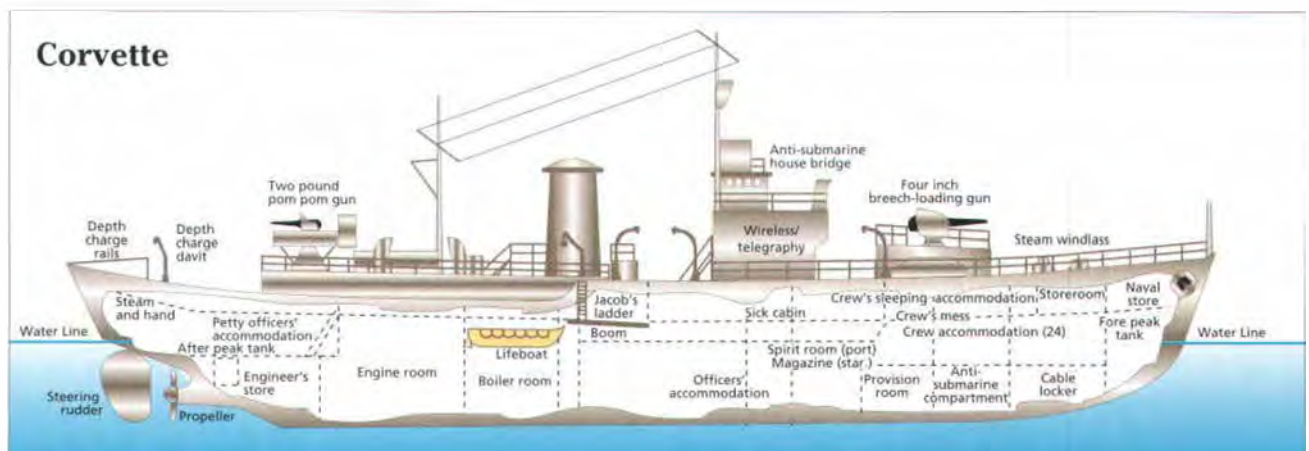
years later, the Allies remembered their Dieppe experience. This time, fire support by sea and air would be overwhelming, and a way would be found to land large numbers of troops and equipment safely on the beaches of France.



Canadians at Sea

In 1942, the island of Britain was in deadly danger. Fifty million people could not live or fight without food and supplies from outside. Britain, and later Russia, depended on a lifeline of supplies from North America. It was the job of naval and air forces to make sure the precious cargoes got through safely.

This was not an easy task. German U-boats (submarines) lurked in the dark waters of the Atlantic Ocean. The German submarine crews termed the opening months of the war "the Happy Time," because they sunk Allied ships so easily and quickly. The submarines blasted merchant ships from the United States and Canada as they steamed toward British ports. Winston Churchill said later, "The only thing that ever really frightened me during the war was the U-boat peril." Cargo vessels were being sunk at the rate of 20 a week, and the Germans were busy building eight U-boats for every one they lost.



The Royal Canadian Navy (RCN) was a small force at the outbreak of the war with 11 ships and 20 000 sailors. But by the war's end, Canada had the third largest navy in the world with nearly 400 warships and 113 000 personnel, including 7000 women. Canadians played an important role in escorting groups of supply ships across the Atlantic. Fifty or sixty supply ships would travel as a group in **convoys**. Most convoys were escorted by three or four corvettes. The corvette was a small, fast vessel that accompanied the larger supply ships. By the end of the war, the RCN had escorted over 25 000 merchant ships to Great Britain and thousands more to ports in Russia and the Mediterranean.

Though their contribution has often been overlooked, civilian sailors of the **Merchant Marine** also played a vital role in the war at sea. In the convoys, they sailed the cargo ships—the main targets of the German submarines. They also suffered

some of the greatest losses in the war. Often convoys had to go on when one of their ships was torpedoed. It was too dangerous to slow down and pick up survivors. Even in Canadian coastal waters, sailors were at risk. In 1942, German submarines penetrated the Gulf of the St. Lawrence. They sank 19 merchant ships and two naval escorts. That same year, a U-boat torpedoed the Newfoundland car ferry killing 136 people. Some historians believe that getting vital supplies through to Britain was Canada's most decisive contribution to the war effort.

A Canadian who sailed on a corvette describes the role these sailors played.

Convoy duty, that was quite a job. Very much like a cowboy herding his cattle. Keeping them together and keeping the wolves away. Sometimes they would get scattered for one reason or another and we would have to get them back on sta-



The "Black Pit" was an area in the Atlantic Ocean where there was no air cover for the convoys.



SPOTLIGHT ON...

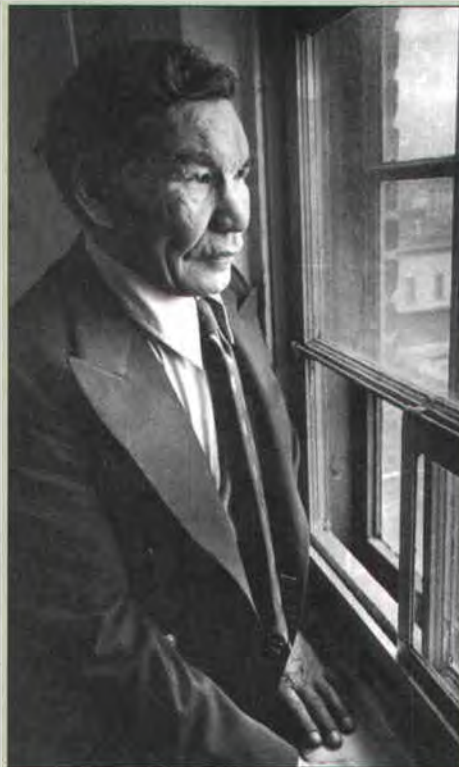
Tommy Prince and the Carty Family

Tommy Prince

Aboriginal nations had a long history of defending Canada, including heroic actions in the War of 1812 and World War I. Although discrimination was a problem at home, and registered Indians did not have the right to vote until 1960, most Aboriginal communities were ready to support Canada in the war effort. In World War II, about 3000 Aboriginal people enlisted, including 72 women. Another estimated 10 000 to 30 000 people with part Aboriginal heritage also joined Canada's forces. As in previous campaigns, Aboriginal soldiers were especially skilled in the dangerous work of sniping and reconnaissance. They

were readily accepted into the army, but Canada's navy and airforce took only recruits who were "of pure European descent."

One of the most decorated Aboriginal soldiers was Tommy Prince. Prince won both British and American medals. A member of the Brokenhead Band of Scamterbury, Alberta, he served first as a sapper with the Royal Canadian Engineers, and then as a paratrooper with the First Canadian Special Service Battalion. This Canadian unit later merged with an American unit and became an elite commando force known as the "Devil's Brigade." Working deep behind enemy lines, Prince was a skilled scout. He often directed Allied artillery fire



toward enemy guns. Once, when his field phone connection was cut off during the Italian campaign, he dressed up as an Italian farmer and walked out in plain sight of enemy soldiers to repair the line. This act of bravery won him the Military Cross. Prince later served with Canadian forces during the Korean War.

Aboriginal people who enlisted in the armed forces, however, were expected to enfranchise. This meant they lost their special rights as registered Indians. Some could not return to their reserves. They did not receive veteran's pension. Though they had fought for Canada, they were denied any voice in the country's

affairs. Their contributions were largely ignored. In 1996, the Canadian government unveiled a special memorial in Ottawa to commemorate the contributions of Aboriginal people in Canada's wars and peacekeeping efforts.

The Cartys

In 1940, the Canadian army moved to ban the enlistment of Black Canadians. But as in World War I, this attempt failed. By the end of the war, many Black Canadians had served in all branches of the military. Five members of the Carty family from New Brunswick served in the air force. Gerry and Don Carty tell their stories below.

Gerry: When I was 16½, I went with my closest friend, Gordie Barnes, to see the recruiting officer. We selected aircrew. There were 90 or so in our flying course and I came first. I was commissioned as a pilot officer at 18. When I graduated in 1943, I had the weird distinction of being Canada's youngest officer.



Four days before wings parade, I was asked to step into the commanding officer's office. The discussion took about 20 seconds. He just wanted to see me. Apparently, he had received a memo from Ottawa asking, "Are you sure this is the man you selected for commission?" It seems headquarters had seen pictures of me. The officer was mad as hell that such a letter had been written. That's about the only time I had encountered discrimination in the military.

When I was posted to England in 1943, mother sent me a picture of my friend Gordie from the newspaper in my first mail. He was the tail gunner on a bomber and he was killed on his first trip. That was my first contact with death. I never cease thoughts of him.

After the war, I applied to Air Canada. There were mailings back and forth, it all looked good. Then, I submitted my photo and never heard from them again. I thought: "Wow, is this what I came back to?" I didn't find much discrimination in Canada when I was growing up. And I wasn't bitter against Air Canada. I opened up an electronics servicing centre. I set up Fredericton's first cable system in 1955. And I started my own air charter company.

Don: I joined in May, 1943, because there was a war on and most of my brothers were in the service. I was 19, still green. My dad and several uncles were in the First World War together. My dad said they had to canvass to get a commanding officer, because nobody wanted to command Black troops.

The discrimination I ran into was more or less on an individual basis. You'd go on parade, and somebody would think it's time to tell minstrel jokes. Or somebody would expect you to sing and dance. You learn how to handle these things, and you change a lot of attitudes. I generally had the support of the command.

After the war, I eventually became a postman. But it was not easy to find a job. I would apply and they would tell me it was taken. Or you would look for housing and be told it was taken, and you'd call back moments later and they'd say: "Oh yes, the place is still open."

Source: "The War Generation", *Maclean's*, April 3, 1995.

1. Provide evidence that Tommy Prince and the Cartys made contributions to Canada at war and in peacetime.
2. What evidence is there that they experienced discrimination?
3. If you had the chance to meet Tommy Prince or the Carty family, what would you say to them?
4. How does your community treat racial minorities today? Explain.

tion. If one got hit, all hell would break loose. Some of the escort ships would be dispatched to find the sub. Others were on the lookout for survivors and keeping the convoy together.

In 1942, the Allies lost 1164 ships. But better training, battle experience, improved radar for underwater detection

of submarines, and protection provided by patrol aircraft eventually helped to ensure that supply ships got through to Britain. In the last 4 months of 1944, the tide had clearly turned. The Allies lost 24 ships, but the Germans lost 55 U-boats.

With an adequate supply of food and ammunition, the Allies could face the Nazis on an equal basis. Events were turn-



The cover illustration of Star Weekly in 1943 shows Allied battleships sinking a Nazi raider. Convoys were getting through.



Netsurfer

To visit an aircraft museum and learn more about World War II planes, visit

<http://canopus.lpi.msk.su/~watson/wwiiap.html>.

ing in favour of the Allies. British and American soldiers were on the offensive in the deserts of North Africa. American GIs (enlisted soldiers) advanced against the Japanese, island by island, in the steaming jungles of the Pacific.



Canadians in the Air

In 1942, the systematic bombing of German cities by the Allies had begun. At first, the aim was to destroy German industries, railways, highways, bridges, and oil refineries. However, Allied air chiefs decided to try to destroy the German fighting spirit by mercilessly pounding cities from the air. On the night of 30 May, a thousand

bombers raided the city of Cologne. From 24 to 31 July, Hamburg was attacked eight times. Sixty per cent of the city was destroyed by fire bombs and 80 000 civilians were killed.

Later in the war, cities such as Cologne and Berlin faced wave upon wave of Allied bombers. However, the bombing did not destroy the German will to continue fighting. Just as the German "Blitz" on London had steeled British determination to win, so were the Germans determined to fight on under the rain of Allied bombs. The only real result was the thousands of civilian deaths in this "total" war.

Canada's airforce was small in 1939, but by the end of the war it was the fourth largest in the world. Many Canadians also continued to fly in British Royal Air Force squadrons. Canadians were engaged in the dangerous job of bombing enemy targets at night. The losses were high and the results sometimes questionable. Some Allied bombing missions resulted in as many as 500 aircrew lost in one mission. Pilots had to contend with fast enemy fighters, anti-aircraft fire, radar, poor weather, darkness, unreliable equipment, fatigue, and being found in the glare of enemy searchlights. One pilot noted, "Bombers were falling at the rate of one a minute."

In the night, under fire, bombs often went astray. They missed industrial targets and killed civilians, mostly women and children. After the terrible bombing of Allied cities by German bombers at the outset of the war, most pilots hardened themselves to the task. One flight engineer, John Giblin, recalled:

You just accept the [bombing]. You are told you are going and that's that. I can remember, at our [Berlin] briefing. They told us if we didn't hit the factories . . . we'd be bombing the homes of people,

which rather upset me to a degree. But it didn't stop me from going.

One of the famous raids of the war was that of the “Dambusters.” On 17 May 1943, Canadian bombers took part in the daring raid on hydroelectric installations in the Ruhr valley of Germany. The goal was to cripple German industry and shorten the war. The pilots had to fly dangerously low and then send “spinning bombs” bouncing along the water like skipping stones. The raid was partially successful. Two dams were blown. But the cost to Canadians was high. Of the 30 aircrew sent out, 13 were killed and one was taken prisoner. The average age of the Canadian crew was 23.

The Italian Campaign, 1943

On 10 July 1943, Canadian, British, and American forces made an assault on Sicily from the sea. The First Canadian Division spearheaded the attack, known as **Operation Husky**. Most soldiers had joined in 1939 and had four years of training. Their General, Guy Simonds, was only 39 years old. Units of the RCAF and RCN also participated in the invasion. On the first day, the Canadians suffered 60 casualties, but captured 650 enemy soldiers. They struggled against a blistering sun and malaria, as much as against enemy fire. After a month, they had sustained 2310 casualties, including 12 nursing sisters. But they had captured their objectives.

The Italian people were demoralized. Italian soldiers lost the will to fight and soon turned on their fascist dictator Mussolini and drove him from power. However, Hitler sent hundreds of thousands of German troops to hold Italy.

The relatively quick success of Operation Husky emboldened Allied com-



manders to attempt the conquest of mainland Italy. The Italian campaign was designed to take pressure off our Russian Allies and steal German troops from northwestern Europe, where the main attack on Hitler's forces was to take place. The successful landings on Sicily and Italy also gave the Allies valuable experience in running large-scale invasions.

On 3 September 1943, Allied forces pushed into the Italian mainland. Canadians found little resistance at the “toe” of Italy. But they soon encountered tough, skilled German troops as they marched up the “boot” of Italy. The Germans organized several heavily defended battle lines using

Before and after photos of a bombed German city.



Netsurfer

For more information on Canada's Armed Forces and their roles both during and after the world wars, visit the web site of the Department of National Defence at www.dnd.ca.

FAST FORWARD

The 55th anniversary of the Battle of Ortona was marked in 1998 by a special "Reconciliation Christmas Dinner," attended by German, Italian, and Canadian veterans. One German soldier of 79 noted: "I am here to remember. I wanted very much to see the Canadians again. I respect these people. I have absolutely no feeling of hatred for them. You cannot possibly understand because you are young and have had a different life. Yes, these Canadians were the enemy. But we were all just soldiers, we were fighting for our countries because that is what was demanded of us."

the mountains and rugged terrain to their advantage.

In December, the Canadian troops had advanced as far as **Ortona** on Italy's east coast. Ortona was a natural fortress surrounded by high ridges and deep gullies. The First German Parachute Division was an elite fighting force. They were determined to hold the town at all costs. They fortified buildings, booby-trapped houses, and blew up dwellings to block the narrow streets of the town.

The Canadians were forced to take the town, street by street and house by house. They developed a technique called "mouse-holing." After taking one house, they blasted a hole from the attic into the neighbouring house. Once inside they poured grenades and machine gun fire on the enemy until the house was taken. Then they moved on to the next house. The process was slow, but successful. Canadians soon gained a reputation as elite street fighters.

After a week of furious battle, Ortona was in Canadian hands. Much of the town was in rubble. The casualties were staggering. Canadian losses included 176 officers and 2163 men. But the troops continued their long march up the boot of Italy. Eventually, in June 1944, the Allies took Rome. Canadian forces stayed in Italy until early 1945. Though later overshadowed by D-Day and the fighting in Western Europe, the Italian campaign was a key ingredient in the eventual Allied victory.

D-Day, 1944

"OK, we'll go!" With these words, General Eisenhower, commander-in-chief of the Allied Forces, announced the beginning of the long-awaited invasion of Europe. Since the disaster at Dieppe, the Allies had been carefully planning. This time they would be ready. The Normandy beaches of northern France were selected as the site of the invasion. Normandy was close to Britain and the invading army, supply ships, and reinforcements would not have far to travel.

A huge army gathered in the south of England. American troops numbering 1.25 million joined a similar number of British and Commonwealth troops, including 30 000 Canadians. Four thousand landing craft, 700 war ships, and 11 000 planes were ready.

The Germans had 60 divisions in northern France and the Netherlands under the command of Field Marshall Rommel. In the spring of 1944, Allied bombers started attacking and destroying Nazi military sites in northern France. The idea was to soften the enemy defences.

D-Day, Day of Deliverance, was fixed for 5 June 1944. But the invasion had to be postponed because of bad weather. At 2:00 a.m. on 6 June, paratroopers were dropped to protect the landing forces. Seventy-five minutes later, 2000 bombers began to pound the German defences on



Troops battle their way from landing ships to the beaches of Normandy on D-Day, 6 June 1944.

the beaches. At 5:30 a.m., the air raids were joined by the guns of the Allied warships. Then at precisely 6:30 a.m., the first waves of Canadian, British, and American troops poured onto the beaches of France.

This was Canada's largest military operation. Parachutists were dropped behind enemy lines. Fourteen thousand soldiers were set to hit the beaches of France. The Royal Canadian Navy had 100 ships with 10 000 sailors in the operation. Flying overhead were 36 bomber squadrons of the RCAF.

The Canadian soldiers landed at Juno Beach. They faced underwater obstacles, land mines, barbed wire, and heavy machine-gun fire from the Germans. At the end of the day, they had met their objectives, the only Allied force to do so that day. They had suffered 335 dead and 739 other casualties. A Canadian Forward Observation Officer, John Finn, described

his role in the battle. He was assigned to fly a glider with troops, a jeep, and radio equipment behind the enemy lines.

We were towed across the Channel by aircraft in squadrons of 10 or 15 gliders, and then we were released just as we hit the coast ... The first thing we had to do was haul the tail off the glider so we could get the jeep out. You didn't stay where you landed. You got out of there as fast as you could. It was dark, but we could hear gunfire and cars revving up and tanks moving. We drove, maybe a couple of miles, to a small village called Ranville and hauled our radio equipment up a church steeple, which was our first observation post.

When daylight came, there was fire-power everywhere. It was one big gathering of men and materials and planes and guns. We got the wireless out and

started to send stuff about the ranges and location of German troops to the warships out in the Channel. We called for a few shots and they were socking them down. We were right in the middle of the battle.

When I finally had a look around, I realized how fortunate we were to have a good landing. A lot of the men in our section had been killed or were just gone. There were gliders buckled up and burned all over, some with bodies beside

them. Those first few hours of the invasion were what I call the confusion hours. You look back on it and you wonder how it all happened. You were in England one minute and France the next.

Within a week, the Allies had 300 000 troops safely on shore. Within a month, 1 million Allies had landed with 200 000 military vehicles. Though the Nazi forces fought hard, Hitler was now caught with war on two fronts, east and west.



The Technological Edge

INVENTIONS AND WAR

Scientists were as important in World War II as soldiers. Both Allied and Nazi researchers were applying scientific techniques to try to win the war.

Radar

The British made important advances in the development and use of radar during the war. Radar uses electromagnetic waves reflected from ships, aircraft, coasts, and other objects. These electromagnetic waves are beamed out, reflected from the target, and picked up by the radar unit. The signals are then converted into images on the radar screen. Radar provided an early warning system of approaching hostile aircraft and ships. After 1943, radar was mounted in Allied planes. The reflected radio waves produced a map-like image of the target below. This made it possible to carry out strategic bombing in darkness and heavy clouds.

Jets and Rockets

Hitler's scientists developed the first jet airplane that could fly at speeds faster than propeller-driven aircraft. These would have given Germany air supe-

riority if they had been used as fighter planes. But Hitler's demand that the jet plane be adapted for bombing held up production until late 1944.

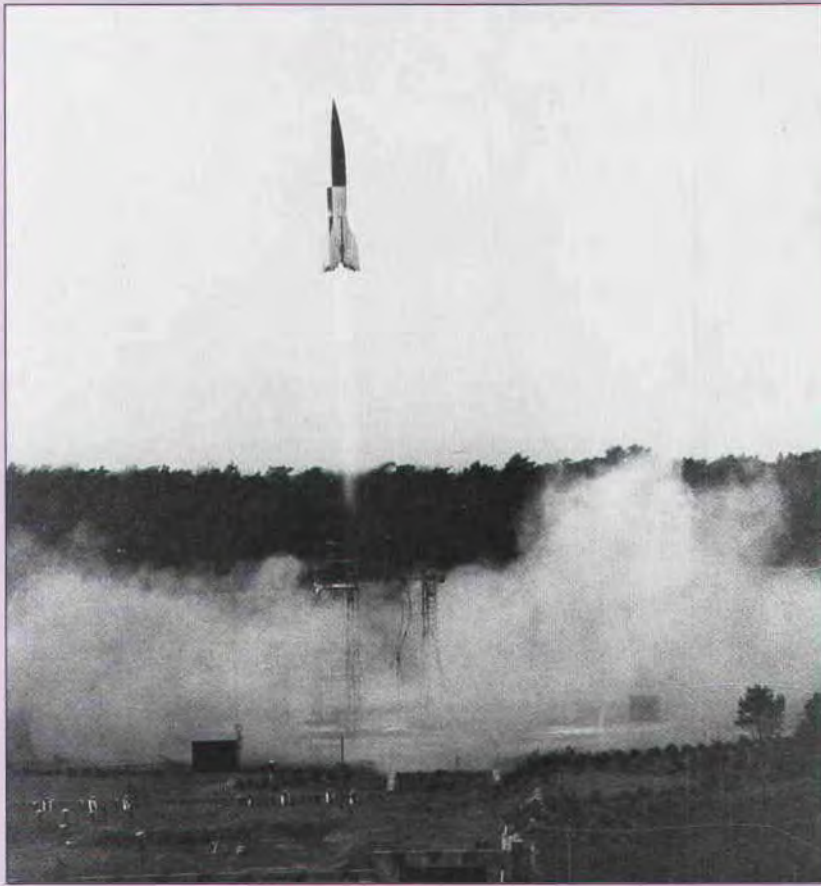
Nazi scientists were also busy developing two terrifying "vengeance" weapons. The first, the V-1, was a pilotless monoplane that carried an explosive warhead. Almost 10 000 were fired at British cities in late 1944. They were nicknamed "buzz-bombs" by the British because of the noise they made.

The V-2 rocket was even more deadly. It flew at supersonic speed and gave no warning or opportunity for defence. British Intelligence was able to discover and bomb the launching sites, delaying the program for several months.

Wernher von Braun was the German rocket scientist who developed the V-2. After the war, he surrendered to the Americans. He eventually worked for the Americans in the development of intercontinental ballistic missiles and spacecraft for NASA.

The Atomic Bomb

Albert Einstein was a German-Jewish scientist who fled to the United States to escape the Nazis. In 1939 he wrote to President Roosevelt to warn him that Germany was working on a bomb that would be



A V-2 rocket blasts off in northeast Germany. These remote-controlled rockets travelled at speeds faster than sound and were almost undetectable.

capable of mass destruction. In response to Einstein's warning, Roosevelt established the **Manhattan Project**. Robert Oppenheimer was appointed to lead a group of American and Allied scientists in developing the bomb. Soon both Allied and German scientists were engaged in a top-secret race to produce the first atomic bomb.

A number of Canadian scientists worked on the project. The Canadian government also secretly supplied uranium for the project. Uranium was the most vital ingredient for the atomic bomb. It was mined at Great Bear Lake in the Northwest Territories. Port

Hope, Ontario, was the site of the only uranium refinery outside of Nazi Europe.

On 16 July 1945, the Allies won the desperate race and successfully tested a bomb in the desert of New Mexico. That day marked the beginning of the Atomic Age. A flash of nuclear fire flooded the desert with a dazzling white light. The steel tower from which the bomb was dropped vapourized in the intense heat. A huge mushroom cloud rose over the desert.

The following month, in August 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The bombs were small by today's standards, but their devastating effects brought World War II to an end. On 15 August, the Japanese Emperor Hirohito surrendered unconditionally to the Allies.

1. How did Canada participate in the development of the atomic bomb?
2. a) Which of the scientific advancements in this feature do you consider the most positive and long-lasting? Why?
b) Which were the most negative? Why?
c) How are these advancements being used today?
3. It has been said that wars encourage technological improvements for society. Do you agree with this statement? Explain your point of view and support it with facts.



SPOTLIGHT ON...

Louis Slotin

Louis Slotin was one of the brilliant Canadian scientists working on the Manhattan Project to build an atomic bomb. He was born in Winnipeg, Manitoba, the eldest child of Russian-Jewish immigrants. A bright student, Louis went on to study at the University of Manitoba, and then in London, England and in Chicago.



explosion could occur, Slotin lunged forward and separated the two hemispheres with his bare hands. He took the full brunt of a nuclear detonation in his stomach. Louis Slotin received a lethal dose of radiation and died in agony nine days later. His assistant also suffered serious injuries, but the

His work on the Manhattan Project was so secret that even his family did not know what he was doing. The triggering mechanism used to detonate the first test bomb was built by Slotin.

One of Slotin's experiments was in the creation of critical mass. This experiment involved joining pieces of plutonium to the point where the neutron count increased to the critical state. The procedure was conducted bare-handed. Slotin used nothing more than a screwdriver and a scientist's good judgement. The idea was to bring the two pieces of plutonium as close together as possible without allowing them to touch. Slotin had to keep a close eye on the rising needle of the Geiger counter. When it reached the danger level, he would separate the pieces. This risky procedure was called "tickling the dragon's tail."

On 21 May 1946, as Slotin was conducting a critical mass experiment, he slipped. The lab was instantly filled with a brilliant blue light. Before an

six other people in the room recovered. By his action, Slotin managed to save the others. His body was flown back to Winnipeg in a lead coffin. Under instructions from the US military, the coffin was not to be opened under any circumstances. Louis Slotin was an accidental victim of a "critical reaction" of the fissionable element, plutonium.

1. Louis Slotin's nephew wrote: "It's important that Canadians know who their heroes are . . . Our young people don't know much about Canadians who made sacrifices and who have created history in this country." Do you think Louis Slotin was a hero? Explain.
2. Slotin's nephew also noted, "It's important for people to understand how an individual can get into a situation with such tremendous conflicts." What do you think he meant?

The Liberation of Europe

While forces were landing on the beaches of Normandy on D-Day, other Allied forces invaded Europe from the south through Italy and France. Hitler struck back by unleashing his secret weapons, the flying bomb V-1 and the deadly, faster-than-sound rocket V-2, at war-weary Britain. These missiles were aimed at British cities. But as the Allied invading forces swept north through Belgium, they overran the rocket launching sites.

Fighting continued for 11 months after the landings at Normandy. Canadian forces continued to press forward in Italy and Western Europe. Some of the toughest fighting fell to Canadian soldiers, who lost 1000 men for each of the remaining months of the war.

Canadian units had to clear German forces from the channel ports. These

included Dieppe, where the Canadians paraded in victory before the townspeople who had seen them slaughtered two years before. As the Nazis retreated from Holland, they flooded the lowlands. Canadian troops pushed the Nazis out from the dykes and towns of the Netherlands. The campaign cost 7600 casualties, but on 5 May, the German generals surrendered to the Canadian troops.

Until the Allies could bring in food supplies, some Dutch people had nothing to eat but tulip bulbs. But Holland was liberated, and Canadian forces turned to feeding a starving population. The Dutch exploded with gratitude. One soldier reported, the people “ransacked their gardens so that the rain of flowers which falls on the Allied vehicles is endless.”

As Allied armies pressed toward Germany, Hitler called upon his soldiers to fight even more fiercely. He warned that whoever gave up a centimetre of German



Canadian soldiers are surrounded by Dutch civilians as they march in to liberate the Netherlands.



territory while still alive was a traitor. In a last desperate move, Hitler ordered his reserves and 3000 tanks against the Allies in Western Europe. Eventually, the Allies broke through and the German retreat began.

Meanwhile, the Russians were advancing on Berlin from the east. Although the Germans resisted fiercely, they could not hold back the attack that was coming on all sides. By April 1945, Soviet troops were in Berlin. The end could not long be delayed. By 8 May 1945, the fighting in Europe was over. Hitler learned that the Italian dictator, Mussolini, had been captured and killed. Mussolini's body had been strung up by the heels in a public square in Milan. Hitler planned to kill himself rather than suffer the same fate. On 30 April 1945, Hitler shot himself. His body was burned. The next day, Goebbels announced on radio that Hitler had died a hero's death leading his troops.

On 7 May 1945, Nazi Germany ceased to exist. **VE Day**, Victory in Europe Day,

had arrived. The long struggle in Europe was over. Millions of people did not live to enjoy peacetime. One of them was the young Jewish girl, Anne Frank. She had spent much of the war hiding from the Nazis. In August 1944, they caught up with her. She died in the Bergen-Belsen concentration camp in March 1945, just a month before the camp was liberated by Canadian and British soldiers.



The Holocaust

As they moved into German-held territory in Europe, Allied armies had been making horrifying discoveries. They came across the concentration camps. The Nazis had set up concentration camps run by the SS (one of Hitler's special police forces). Most prisoners were there because they were Jews. Others were political prisoners who had dared to speak out against the Nazis.

In 1942, the Nazis had devised one of the most horrific schemes in human his-

tory. They had decided that every Jewish man, woman, and child would be transported to concentration camps and exterminated. Hitler called this the “**final solution**” to the “Jewish problem” in Europe.

Dachau and Bergen-Belsen were typical of the camps in Germany. Here all prisoners were put to work for the Nazi war effort. At least 5 million slaves were working in the German camps. In some places, medical experiments were carried out on helpless human beings who were used as guinea pigs.

At places like Treblinka, Sobibor, and Maidanek in Poland, hanging, shooting, torturing, and overworking were all used to kill Jewish people. At Auschwitz, victims were crowded into gas chambers dis-

guised as showers. The shower rooms were sealed and Zyklon B gas was dropped into the chambers through a small opening in the ceiling. It took from three to fifteen minutes to kill all those confined within the chamber. The bodies were then removed by a special detachment of prisoners. Gold fillings from the teeth of the victims were melted down and made into gold bars. Other valuables such as watches, bracelets, and rings were also deposited in secret bank vaults for future use. Then the corpses were placed in ovens for cremation. Six thousand could be gassed in a day at Auschwitz.

Some of the most moving stories of bravery and heroism have come out of the death camps. At Auschwitz there was an 18-year-old girl, Rosa Robota. Rosa and



Belsen Concentration Camp—Malnutrition
by Canadian war
artist *Aba Bayefsky*.

1. Aba Bayefsky painted this image based on a starving German-Jewish boy he came across in the Bergen-Belsen concentration camp in early 1945. Why do you think he felt compelled to paint images like this one?
2. In what ways does this single image reflect the conditions in the death camps?



Netsurfer

To learn more about the Holocaust, visit www3.ca.nizkor.org.

many of her friends were forced to work for the Nazis in a gunpowder factory. They planned to steal enough gunpowder to blow up the crematorium and the gas chambers. Every day, a dozen girls smuggled out small quantities of explosives hidden in the hems of their dresses. The explosives were buried around the camp until there was a sizeable stockpile.

On the afternoon of 7 October 1944, they successfully blew up Number 3 Crematorium. The Gestapo were enraged by this act of sabotage. An investigation was begun and Rosa and the girls were arrested. Every day Rosa was beaten, and after four days of torture the Nazis hanged her.

Hours before her death Rosa Robota managed to smuggle out a message from the death cell. It read, "Be strong and brave." The message helped give strength to others in Auschwitz who would become victims of Hitler's "final solution!"

By the end of the war, Hitler had destroyed over one-third of the Jews in Europe. It is estimated that 6 million people, among whom Anne Frank was one, were put to death. Their only crime was that they were not members of the "master race."

Before the war ended, orders went out from Berlin to destroy the camps to keep them secret. But time ran out as Russian, British, Canadian, and American forces overran the camps. The first battle-hardened soldiers who entered these death factories often broke down and cried. One soldier turned his machine gun on the camp guards. If Canadian troops had ever doubted whether the war was worth fighting, the Nazi death camps made it clear that the fight though tragic, was just. The Allies decided that parts of some camps should be preserved. They would be a permanent reminder of the **Holocaust**, the Nazi's systematic destruction of millions of Jewish people.

Commandos in the Pacific

On 8 May 1945, the victory in Europe was celebrated. But World War II was not yet over. Fighting was still going on in the Pacific between the Allies and the Japanese. As the war with Japan escalated, the Allies needed soldiers who could speak Japanese and Chinese to serve behind enemy lines. Many of the regions seized by the Japanese had large Chinese-speaking populations, including Burma, Sarawak, and Malaysia. Canadian politicians and military officials had tried to discourage Asian Canadians from enlisting. Government officials believed their contribution to the war effort might fuel the demands of their communities for the right to vote.

However, British and Australian forces pressured the Canadian government to recruit Chinese Canadians. An elite commando unit, called Force 136, was formed. Behind enemy lines, these soldiers had to survive not only detection by Japanese forces, but monsoons, mosquitos, and malaria. Their missions sometimes included sabotage operations deep in the jungles. They were also assigned to train and co-ordinate guerrilla units already harassing the Japanese forces.

The first Chinese Canadian to go behind enemy lines was Henry Fung. He was 19 years old. Hundreds of Chinese Canadians took the opportunity to serve their country. In some areas, the Chinese commandos had to protect the surrendering Japanese forces from being massacred by their subject populations. After the war, their contribution could not be ignored. It was a factor in moving the Canadian government to grant Chinese Canadians the right to vote in 1947.

Japanese Canadians faced even greater hostility and distrust. After Pearl Harbor and the fall of Hong Kong, they

were seen as potential traitors. The next chapter describes the internment of Japanese Canadians. In spite of these hostile attitudes, many Japanese Canadians wanted to fight for their country because they believed in the war effort and wanted to prove their loyalty to Canada. They had already demonstrated themselves to be excellent soldiers during World War I. In fact, about 35 Japanese Canadians who had joined the armed forces very early in the war were allowed to stay. They fought at Dieppe, in Italy, and on the Rhine.

Once again, it took pressure from Canada's Allies for the government to change its discriminatory policy. Translators were needed to interrogate Japanese prisoners in Allied hands. They were also needed to write and broadcast propaganda to isolated Japanese units, and to monitor Japanese radio broadcasts. British military leaders were shocked that Canada was not using reliable, skilled citizens.

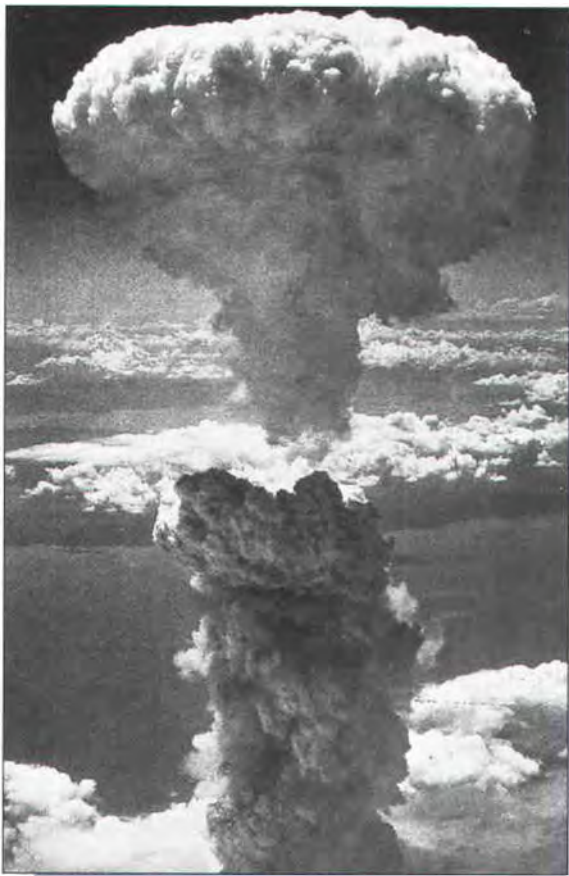
The government changed its policy and allowed Japanese Canadians to join



the Canadian Intelligence Corps. Over 100 attended S-20, a special school operated by the Canadian army. Later members of these units served as occupiers in Japan and helped prepare evidence as part of the War Crimes Investigation Force. They served with distinction. In 1948, Japanese Canadians were also granted the right to vote.

Chinese veterans of World War II. Why do you think the contribution of these soldiers has often been forgotten?





The atomic bomb dropped over Nagasaki, Japan, explodes in a huge mushroom cloud.

The atomic bomb left Nagasaki a wasteland.



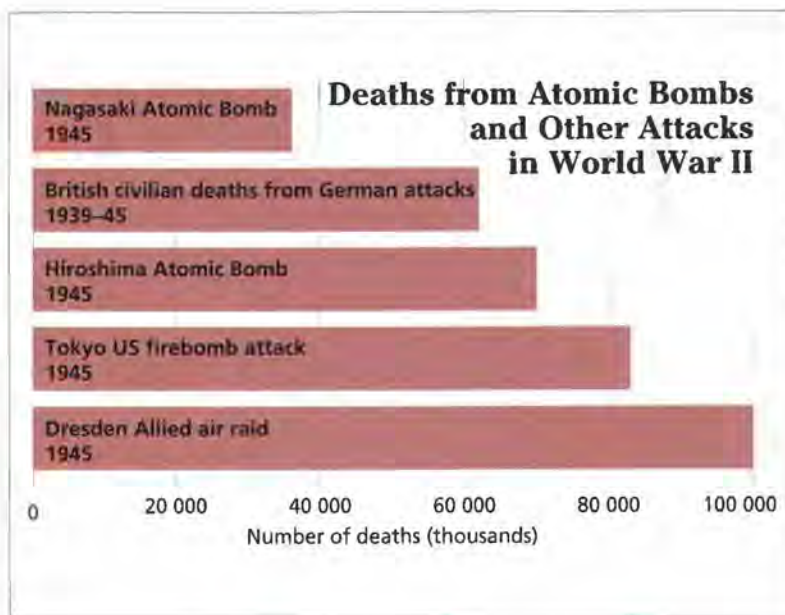
Japan Surrenders

In July 1945, President Truman, who had become president upon Roosevelt's death in April, warned the Japanese to surrender or risk being totally destroyed. The Japanese refused to surrender.

On 6 August 1945, an American bomber appeared in the sky above Hiroshima. The Americans had chosen Hiroshima because it was a major port and an army headquarters. The bomber carried a package about a metre long that would change the nature of war forever. The bomber was the *Enola Gay* and it carried a single **atomic bomb**. In a few seconds, the city of Hiroshima was covered by a giant mushroom cloud of smoke and dust. A lightning-like flash covered the whole sky. Sixty per cent of the city's developed area was destroyed by the blast and the resulting fires. Seventy-one thousand people were dead or missing and 68 000 were injured. Nearly all buildings within 1 km of the blast had been flattened.

Still the Japanese did not surrender. Three days later, a second atomic bomb was dropped on the city of Nagasaki. Another 35 000 Japanese were killed and 60 000 were injured. Within a few days, a new kind of death appeared. Survivors developed fever and burns. Others found their hair falling out, their gums bleeding, and their skin just rotting away. They did not know what was happening to their bodies. Today, we know that these illnesses were caused by massive amounts of radiation.

By then, the Japanese were ready to end the war. Officially, Japan surrendered on 2 September 1945 to General Douglas MacArthur, the American commander in the Pacific. World War II was finally over.



Developing Skills: Debating

Do you ever get involved in heated arguments with your family or friends? Are you determined to convince them that your point of view is right? Then you will enjoy debating. A debate is a formal discussion during which points of view for and against an issue are presented. You probably debate more often than you think, although usually informally. Can you remember your last discussion with your parents over whether or not you should be grounded? What arguments were presented on both sides?

You have probably also seen formal debates between politicians or journalists on television. Members of Parliament in government also debate key issues every day they are in session before any bill is passed. Lawyers use debating skills in the courtroom. But in almost any career or occupation, you can benefit from knowing how to prepare an argument and how to present it effectively.

Most formal debates begin with a presentation of the issue in the form of a clear statement. For example, "The United States was not justified

in dropping the atomic bomb on Japan." Two teams are then set up. One team, the "pro" side, presents arguments in favour of the statement. The other team, the "con" side, presents arguments against the statement. Counter-arguments are then heard. The goal is to reach a decision on the issue after careful consideration of all arguments and counter-arguments on both sides.

There are many issues related to World War II that have sparked heated debate over the years. In your class, decide on one of the following issues to debate.

- "The raid on Dieppe was a military disaster that should never have been allowed to happen."
- "The United States was not justified in dropping the atomic bomb on Japan."
- "Canadians should be ashamed of our policy toward the recruitment of racial minorities in World War II."
- "J.S. Woodsworth was right to vote against Canadian participation in World War II; it was not our war."

Step I Preparation

1. Divide the class into two groups. One group represents the pro side and the other the con side.
2. Research your topic thoroughly. Make sure you separate facts from opinions.
3. Organize your information so that you have reasoned arguments to support your side in the debate. Support your opinions with facts. Use statements by experts on your topic.
4. With your teammates, develop a game plan so that everyone knows his or her role. Remember that every team member must prepare and participate equally.
5. Practise your delivery at home or with other members of your team. Have your teammates suggest ways to improve your presentation.
6. Try to anticipate the arguments of your opponents. Have some counter-arguments prepared.

Step II Process

7. When you are ready for the debate, choose three people to speak for your side. One student in the class acts as the moderator. The modera-

tor's job is to ensure that the debate flows smoothly and that emotions don't get out of control.

8. The speakers for the two teams then present their arguments in turn, beginning, for example, with the leader of the pro team followed by the leader of the con team and so on. Each speaker add arguments for his or her side and attempts to counter the arguments of the previous speaker from the opposing side.

9. The concluding speaker for each side should summarize the major arguments for his or her team.

Step III Follow-up

10. After the debate, have a class vote on which team had the most convincing arguments. Vote based on the debaters' skills, not on whether you agree with their position. Follow up with a class discussion on why the arguments were strong or weak. Class members may suggest arguments that were left out in the debate or refute points raised by either team.



Activities

Understand Facts and Concepts

1. Add these new terms to your *Factfile*.

Blitzkrieg

Battle of Britain

Hong Kong, 1941

Dieppe raid

convoys

Merchant Marine

Operation Husky

Battle of Ortona

D-Day

Manhattan Project

VE Day

Hitler's "final solution"

the Holocaust

atomic bomb

2.
 - a) How and why did the Germans attack merchant ships in the Atlantic?
 - b) What measures were used to counter the German threat and how successful were they?
3.
 - a) Why was the attack at Dieppe launched?
 - b) What new tactics did the Allies use in the D-Day invasion that were not used at Dieppe?

4. Describe the contribution of Canadian forces in the Italian campaign.
5. a) Why were Chinese Canadian and Japanese Canadian soldiers needed for the war in the Pacific?
b) What obstacles did they face? How were these obstacles overcome?
6. What effects did the dropping of the atomic bombs on Hiroshima and Nagasaki have both on the events of the war and on the people of Japan?

Think and Communicate

7. Create a bulletin board display on Canada's involvement in World War II. You could divide your display into Canada's contributions in the air, at sea, and on land. Include photos or illustrations, descriptions, maps, and notes on the major battles and other events. You could also research memoirs or eyewitness reports.
8. "The raid on Dieppe should never have been made." Present two arguments to support this statement and two arguments against it. What is your view?
9. In World War II, many reporters travelled with the Allied armies. Research and write brief articles as "on-the-spot" reporters. Your articles can be organized into a class newspaper on the war years. Here are some events that you can investigate:
 - a) life as a crew member on a large bomber
 - b) living in a prisoner-of-war camp
 - c) the D-Day invasion
 - d) sailing with a convoy across the North Atlantic
 - e) life as an undercover agent behind enemy lines
 - f) the announcement of the German surrender.
 - g) the discovery of the Nazi death camps
10. Put the following events related to the Holocaust in chronological order on a timeline. Where appropriate, make notes on Canada's response to the events. Do further research to add details and first-hand reports.
 - Kristallnacht
 - Hitler introduces his "final solution"
 - Canadian and other Allied troops begin to liberate the death camps
 - Hitler becomes Chancellor of Germany and begins to place restrictions on Jewish people
 - Jews aboard the *St. Louis* look for refuge
 - Nuremberg Laws
 - Jews are rounded up and placed in concentration camps
 - Warsaw uprising
 - Nuremberg Trials

Apply Your Knowledge

11. a) Do you agree that some concentration camps should be preserved as a reminder? Why or why not?

- b) What do you think can be done to prevent a disaster such as the Holocaust from ever happening again?
 - c) Does Canada share any responsibility for the tragedy of the Holocaust because it was unwilling to take in many Jewish refugees before the war? Explain.
 - d) Why do you think some people try to deny that the Holocaust ever happened?
12. As in World War I, Canadian artists also went overseas in World War II to record images of the war. Research some Canadian war art. For two pieces of art that most strike you, write your own description of the picture and what it suggests to you. Try to determine what is fact and what is the artist's impression in the paintings.
 13. Visit a museum display on World War II. You could visit the Canadian War Museum's display on the Internet at www.civilization.ca/cwm. Choose one aspect of the display. Report on why you think the curator of the museum chose to highlight that person, event, or artifact, how it was presented, and what it says to people today.
 14. Create a web site for people today showing what you think Canadians should most know and remember about World War II. Decide what your site should include and develop an index of topics for a site map. Then discuss pictures and text you would use for each topic. Present your ideas on a poster board.

Get to the Source

15. Read this World War II veteran's reflections.

November 11, Remembrance Day.

It's the day when we stand at attention and go through the formal ritual of 'remembering them'.

For those of us who knew them, it hardly seems necessary. How can you forget? You can't forget a guy called MacLean, a fellow passenger on the boat in which you shipped overseas. He was an air force navigator. You didn't know too much about him, except that he was a married man with three small children and had volunteered for overseas service.

He seemed a smart, stoic young fellow, and you were quite surprised when you went below decks just as the ship was clearing Chebucto Head off Halifax and found him lying in his bunk, crying his eyes out.

You dried his eyes, straightened his tie and dragged him up to the bar, but you can never forget the way he had whispered that he was 'sure he would never see them again'. You kept in touch with him in a careless sort of way when you got to England and not long afterwards you had the news. He had done 10 or 12 'ops' over Germany and had disappeared one night in a burst of flak over the Ruhr.

Source: Kingsley Brown in *True Canadian War Stories*. Ed. Jane Dewar, (Toronto: Lester & Orpen Dennys Limited, 1986).

- a) Can young people ever hope to really understand the nature of World War II?
- b) What can you do to make sure that Remembrance Day has meaning?
- c) What is the danger in forgetting the realities of World War II?