

WORDS TO KNOW

- exemption
- deferred
- zombies
- conscientious objectors
- postponement
- countermanded
- repealed
- Holocaust

Who Supported the Overseas War Effort?

- Use an organizer like the one below to anticipate your responses to the following statements.
- Explain your answers to a partner. Keep a record of your choices and reasoning.
- After you have examined the evidence in Section Two, revisit your choices, making changes, if necessary, in the third column. Did you change any answers? If so, why?

	Before reading	Statement	After reading	Similar to/different from First World War
1	AGREE / DISAGREE	French Canadians did not participate in the overseas war effort.	AGREE / DISAGREE	
2	AGREE / DISAGREE	"Zombies" (home service soldiers) contributed in important ways to the war effort.	AGREE / DISAGREE	
3	AGREE / DISAGREE	Chinese Canadians were encouraged to participate in the war effort.	AGREE / DISAGREE	
4	AGREE / DISAGREE	First Nations did not participate in the war effort.	AGREE / DISAGREE	
5	AGREE / DISAGREE	Women contributed only on the home front.	AGREE / DISAGREE	

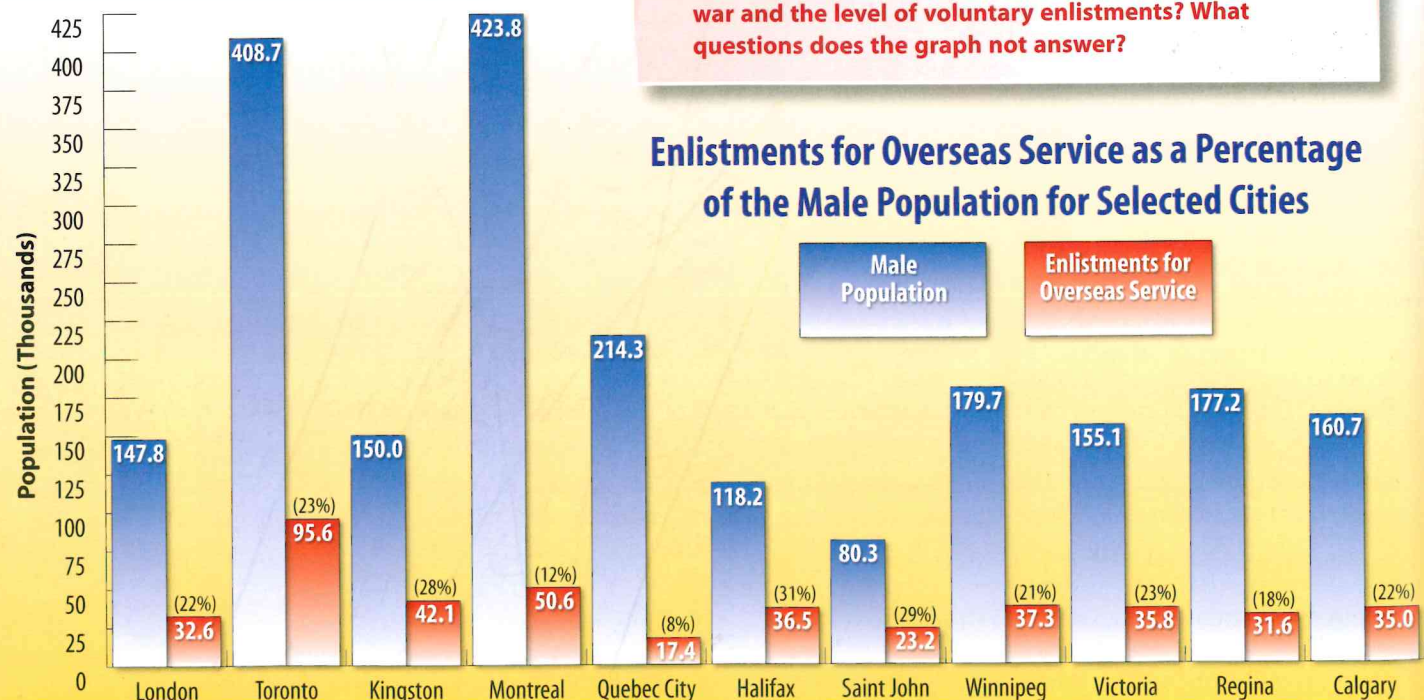
BEFORE READING

Evidence 4.21

As you examine Evidence 4.21, make preliminary conclusions about who did and did not support the overseas war effort. Give evidence to back up your observations.

DURING READING

- Bar graphs are used to make comparisons. When comparing data in a bar graph, check that all categories have been measured in the same way.
- What information does the title provide about the graph?
- What conclusions can you draw about support for the war and the level of voluntary enlistments? What questions does the graph not answer?



As you examine the evidence in the rest of Section Two, rank the contributions of each of the following: French Canadians, "zombies," conscientious objectors, Chinese Canadians, First Nations, and women, and defend your choices.

Group	Rank	Reasons

DURING READING

French Canadians and Overseas Service

When Canadians reflect on the two world wars in the 20th century, some believe that French Canadians were opposed to the overseas war efforts and that all other Canadians willingly participated. What does the evidence in this and the next part of Section Two (page 86) suggest?

DURING READING

On December 14, 1943, Captain Paul Triquet, a member of the French Canadian Le Royal 22 Regiment (the famed Van Doos, so called after the French word for twenty-two), with two sergeants, 15 men, and three tanks, fiercely assaulted the fortified Casa Berardi in Italy. This fortress and the deep gully in front of it blocked the way to the town of Ortona (see Section One). Triquet and his men held out against great odds until reinforcements arrived. For his action, he was awarded the Victoria Cross, the first Canadian to be so decorated during the Italian campaign.

Evidence 4.22

Explain why Lapointe made these two statements. How is this view similar to that of Laurier in the First World War?

Shortly after war was declared, Ernest Lapointe, Minister of Justice in Mackenzie King's Liberal government and spokesman in Ottawa for French Canadians, stated his government's position, which reflected that of many French Canadians in Quebec:

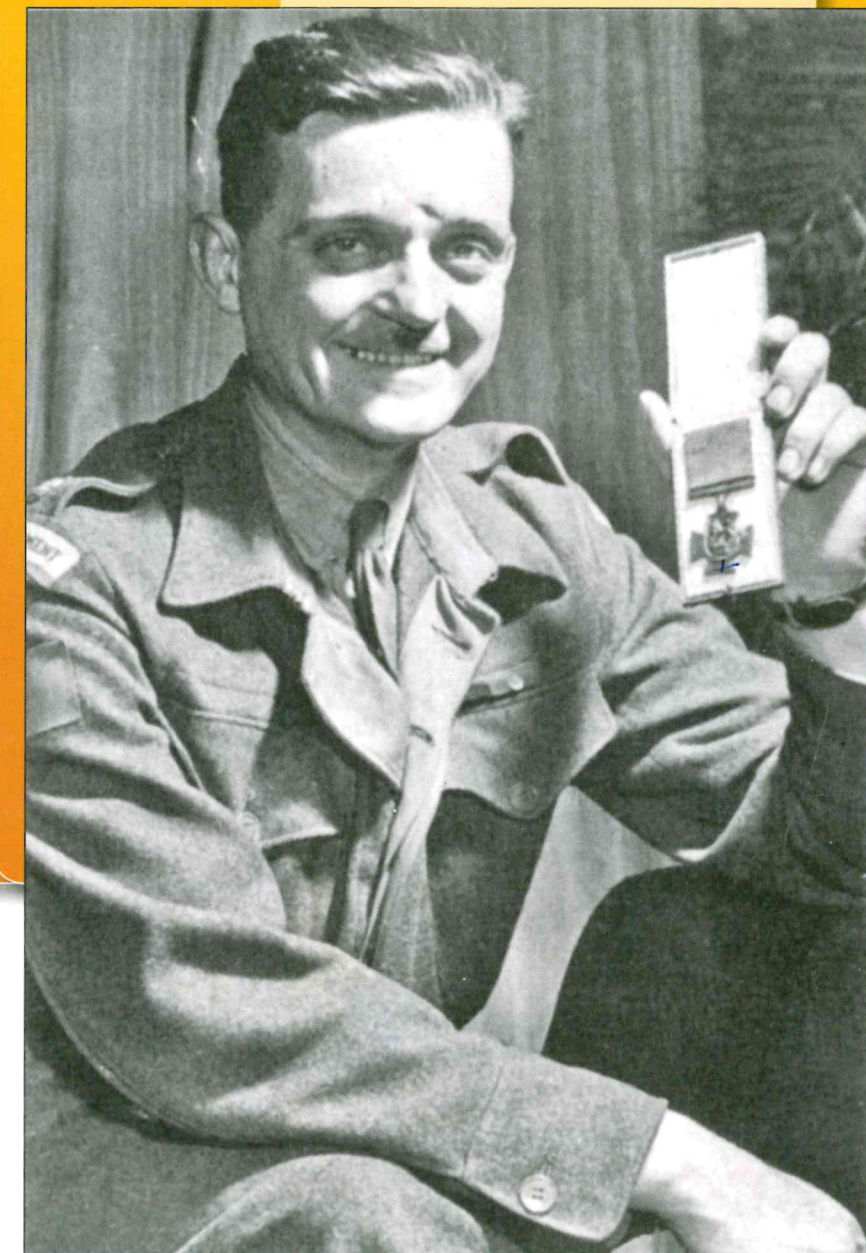
“The whole province of Quebec will never agree to accept compulsory service or conscription outside Canada. I will go farther than that: When I say the whole province of Quebec I mean that personally I agree with them. I am authorized by my colleagues in the cabinet for the province of Quebec to say that we will never agree to conscription and will never be members or supporters of a government that will try to enforce it.”

Lapointe added that, with the exception of conscription for overseas service,

“... we are willing to offer our services without limitation and to devote our best efforts to the success of the cause we all have at heart.”

Despite the reluctance of the majority of French Canada to support conscription for overseas service, over 94 000 French Canadians voluntarily served overseas in Sicily and Italy, and in the Netherlands and Germany. Thirty-seven percent of the men who served in home

Evidence 4.23

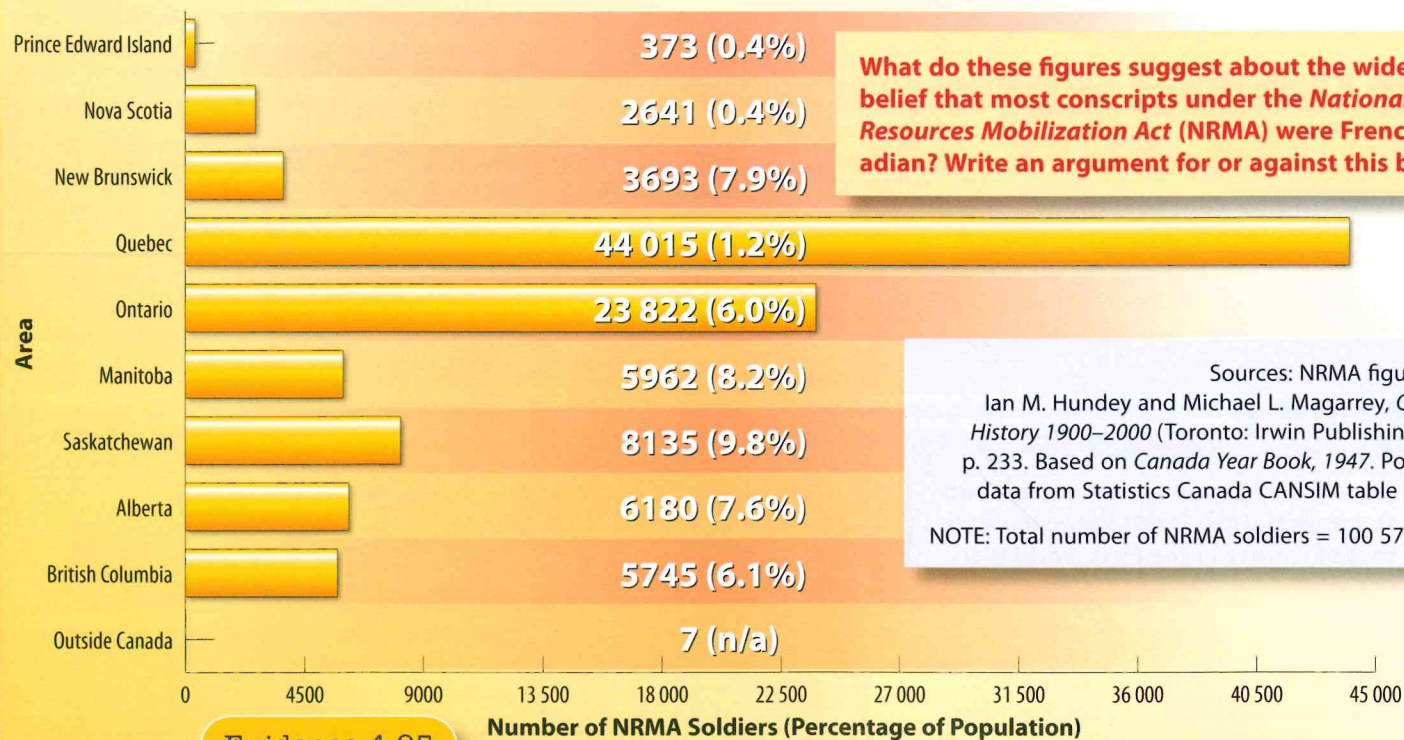


National Resources Mobilization Act, Home Defence, and Zombies

Evidence 4.24

You be the judge: Do you need to serve in combat to be of service to your country during a war? Explain.

DURING READING



What do these figures suggest about the widely held belief that most conscripts under the National Resources Mobilization Act (NRMA) were French Canadian? Write an argument for or against this belief.

Sources: NRMA figures from Ian M. Hundey and Michael L. Magarrey, *Canadian History 1900–2000* (Toronto: Irwin Publishing, 2000), p. 233. Based on *Canada Year Book, 1947*. Population data from Statistics Canada CANSIM table 051-001.
NOTE: Total number of NRMA soldiers = 100 573 (8.3%).

Evidence 4.25



Source: John Collins, *Montreal Gazette*, 1944.

In December 1939, Canada sent a small volunteer army to Britain. By 1940, after the fall of the Netherlands, Belgium, and France to Germany, English Canada began to pressure the government to mobilize more thoroughly for war. Prime Minister King introduced the *National Resources Mobilization Act* (NRMA). This Act called for a national registration of all eligible men for home defence and gave the government the power to “call out every man in Canada for military training for the defence of Canada.” The NRMA also gave the federal government conscription and exemption powers, but only for home defence, such as guarding civilian internees and German prisoners of war, protecting airports and ports, and watching for submarines.

At first, many men who registered with the NRMA were deferred from service, but in May 1941, a program was introduced that called for those registered who were not already working on farms or in mining to work on national parks and highway construction, such as helping build the Trans-Canada Highway.

There was tension between NRMA soldiers and regular soldiers, who called the NRMA soldiers “zombies,” after the living dead in a Hollywood horror movie. The term showed the contempt that some Canadians felt for those who did not want to fight overseas. Nevertheless, from 1940 to 1944, close to 60 000 “zombies” volunteered for general service overseas, often serving as medics or in other non-military roles.

By 1944, Canadian battle casualties were very high. Prime Minister King had to find replacement troops somewhere.

Several thousand NRMA soldiers were sent overseas once conscription was enacted. But conscription came so late in

Conscientious Objectors

Exemptions for military service were provided under the *National Resources Mobilization Act*. These regulations recognized two categories of conscientious objectors:

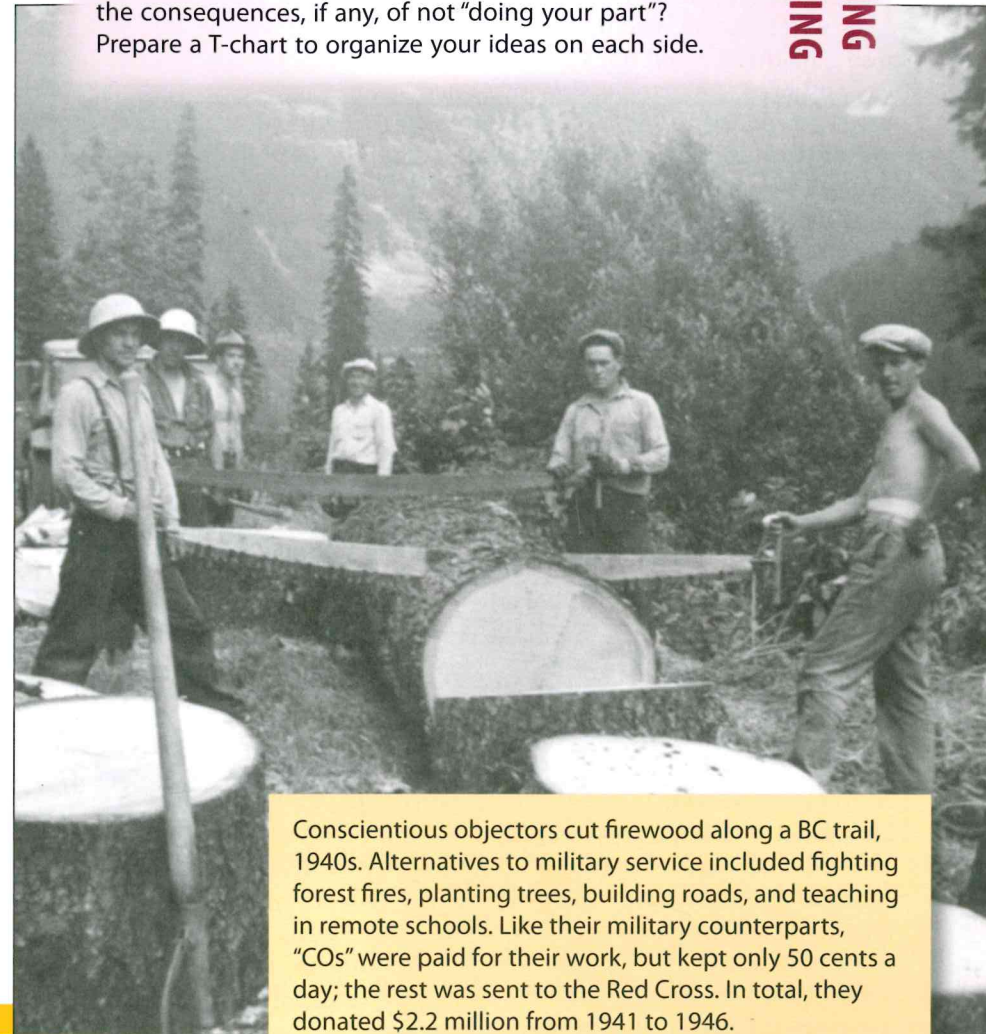
- Mennonites and Doukhobors who had entered Canada pursuant to their respective orders-in-council, which recognized the groups’ right to avoid involvement in warfare;
- conscientious objectors prohibited by their religion from bearing arms.

Both groups could receive postponements of military training, but these postponements were subject to cancellation. Both groups were required to perform non-combatant military service, such as working on farms or in mines.

During the Second World War, nearly 750 000 men applied for a postponement of their military service. Some were deferred only temporarily, but 262 634 had their military service postponed for the whole war. Of these, only 4 percent (10 782) were conscientious objectors. Most of the other 96 percent were farmers, miners, loggers, and factory workers. These Canadians argued that without them, Canada would not have food to eat, coal for furnaces, wood for houses, or essential supplies for the war effort.

Are there any reasons why a person who is physically able should not serve when his or her country is at war? If so, what reasons would you suggest? If not, what should be the consequences, if any, of not “doing your part”? Prepare a T-chart to organize your ideas on each side.

DURING READING

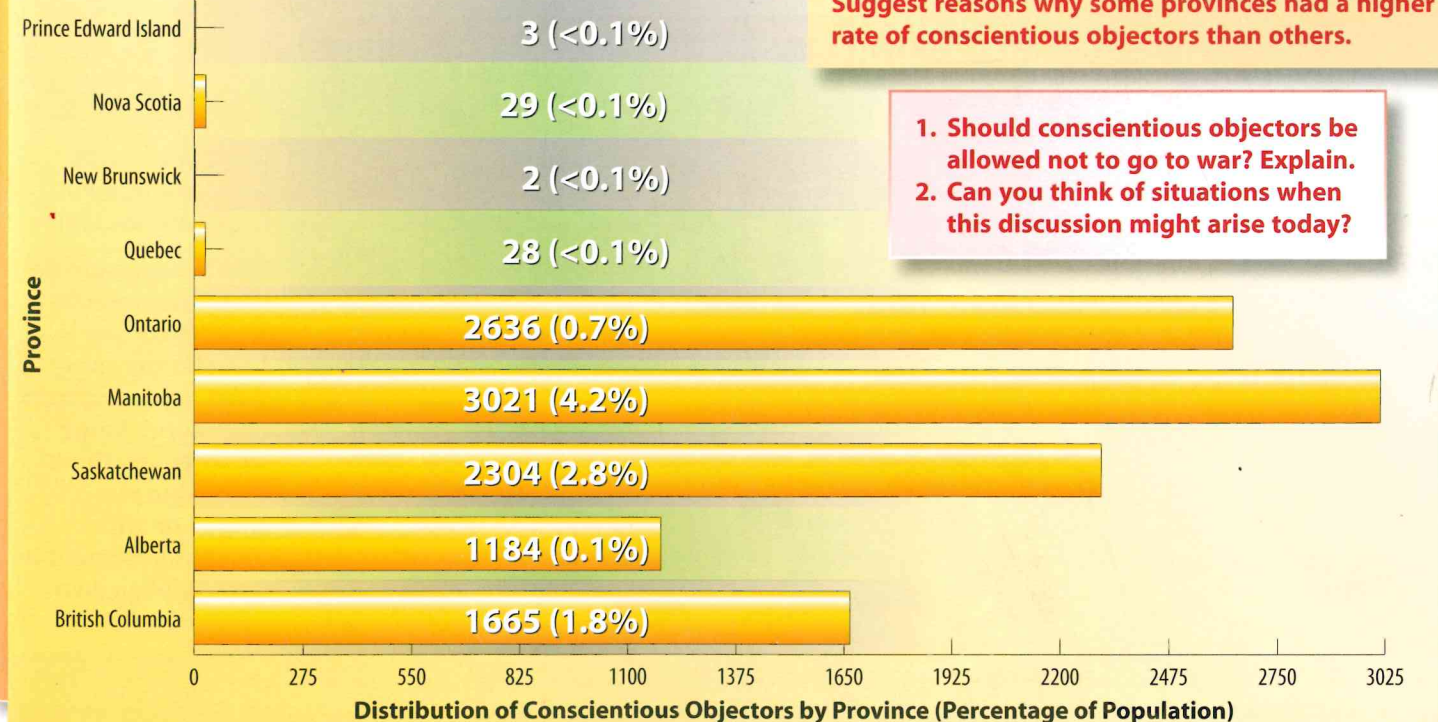


Conscientious objectors cut firewood along a BC trail, 1940s. Alternatives to military service included fighting forest fires, planting trees, building roads, and teaching in remote schools. Like their military counterparts, “COs” were paid for their work, but kept only 50 cents a day; the rest was sent to the Red Cross. In total, they donated \$2.2 million from 1941 to 1946.

Suggest reasons why some provinces had a higher rate of conscientious objectors than others.

1. Should conscientious objectors be allowed not to go to war? Explain.
2. Can you think of situations when this discussion might arise today?

Evidence 4.26



Source: J.A. Toews, *Alternative Service in Canada During World War II*

What solutions for replacement troops were available to the prime minister? Why would he be reluctant to make any changes to his decision not to introduce conscription? What

Chinese Canadians

As you saw in Chapter Two, there was much prejudice against Chinese Canadians in the 1930s. This prejudice continued in the 1940s.

As well as being discriminated against in their daily lives, Chinese Canadians could not vote, and Chinese immigration to Canada was outlawed. Nevertheless, many Canadians of Chinese heritage were determined to serve their country. At the outset of the war, it was difficult for Chinese Canadians to enlist. For example, Kam Len Douglas Sam, born in Victoria in 1918, tried to enlist in the Royal Canadian Air Force in 1940 but was told volunteers must be of European descent. When regulations were changed in 1942, he enlisted (Evidence 4.30).

Despite the prejudice they faced, 600 Chinese Canadians enlisted to fight in the war.

Evidence 4.27

- What features tell you this source is a letter?
- Read the first two paragraphs. What is the author's point of view?
- Why does the author use "I" in this piece of writing?
- Refer to the timeline in the Introduction (pages 74–75). What other events were happening at the time this letter was written? Do those events influence your view of the author's bias?

Victoria, British Columbia
Sept. 23, 1940

Dear Mr. Prime Minister,

I have been informed that it is the intention to call up for war service Japanese and Chinese citizens.

I most strongly urge that nothing of the kind be done. In the first place, it would put the Japanese in possession of arms, when recently measures were formulated to collect arms. Perhaps an even more important consideration is that if they are called up for service, there will be a demand that they be given the franchise, which we in this province can never tolerate.

If any instructions have been given to call up Japanese or Chinese, I sincerely hope that you will have them immediately countermanded.

T.D. Pattulo

Letter from T.D. Pattulo, premier of British Columbia, to Prime Minister King.

Chinese in Canada

Year	Population
1911	27 831*
1921	39 587
1951	32 528
2001	998 400

* Under 1000 women

Source: Statistics Canada, census of population, 1911 to 2001.

Evidence 4.28

Chinese Canadian recruits, unknown Canadian city, 1940s.

What impression do these new recruits seem to convey in this photograph? What is missing from the photo? Judge whether you think this photo was staged or an authentic moment in time. Explain your reasons.

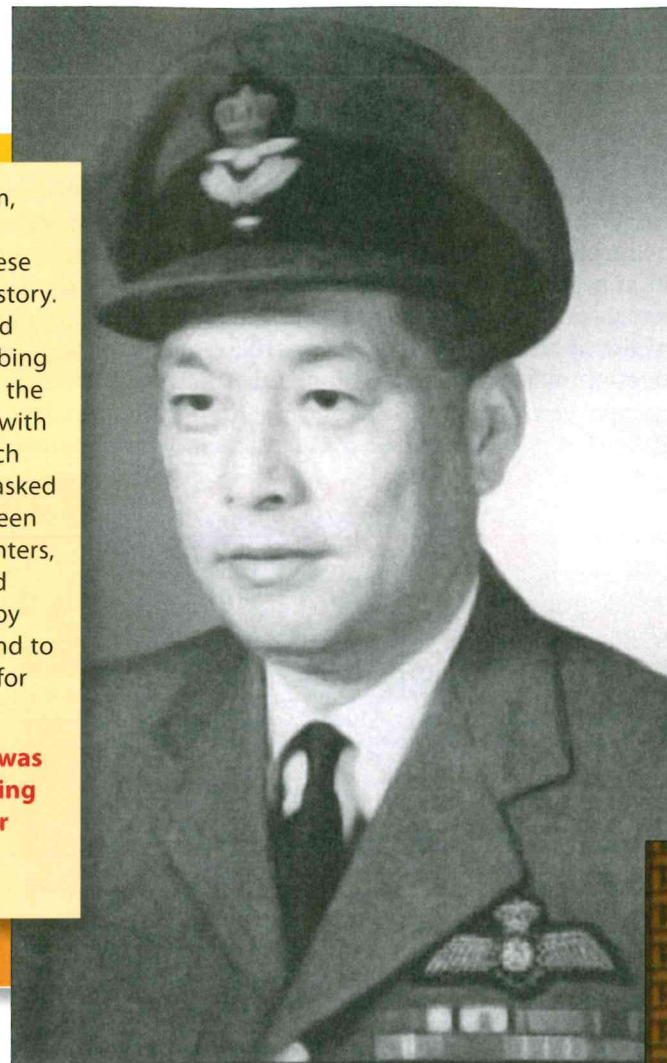
DURING READING

1. As you read the following evidence, decide what you would do if you were faced with the same situation, and explain your reasoning.
2. As you consider the following evidence, select one item that helps you understand why many Chinese Canadians made the choices they did.
3. How do the attitudes of Canadians and Chinese Canadians represent change or continuity from the First World War or earlier decades in Canadian history?
4. How reliable is Evidence 4.27 as a piece of evidence? Explain.

Evidence 4.30

Kam Len Douglas Sam, the most decorated, highest-ranking Chinese Canadian officer in history. He and his crew bailed out on their last bombing flight over France. On the ground, they met up with members of the French Resistance. Sam was asked to act as liaison between various resistance fighters, to distribute arms and equipment dropped by the Royal Air Force, and to set up escape routes for Allied servicemen.

Which do you think was more dangerous, flying bombing missions or working with the resistance? Explain.



Evidence 4.31

Roy Mah, a Chinese-Canadian demolition expert during the war, recalled:

“We were fighting a war on two fronts. We were fighting to win the recognition as Canadian citizens, and we were fighting a foreign enemy to preserve democracy.”

Source: Vancouver Courier, November 9, 2003.

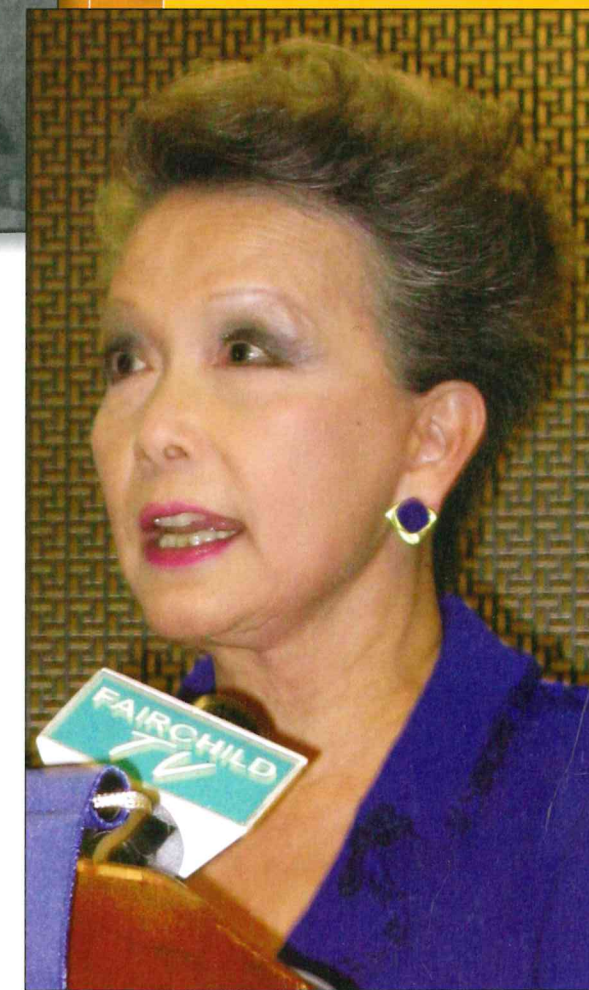
Evidence 4.32

Excerpt from a speech by Senator Vivienne Poy, Association for Asian American Studies Conference, Toronto, March 29, 2001

“... like many other Chinese Canadians, Sam recognized that World War II offered his community a unique opportunity to prove its patriotism, and potentially gain the franchise as a result. This viewpoint was not without merit. A number of Japanese Canadians who fought in World War I had been rewarded with the right to vote in provincial elections.

In fact, it was the very possibility of Chinese Canadians' obtaining the franchise that led to such virulent opposition to their participation in the military. This fear was especially pronounced in British Columbia, which had the largest population of Chinese Canadians in the country at that time.”

Source: Panel presentation, Association for Asian American Studies Conference, Toronto, Ontario.



In 1947, the Canadian government granted the right to vote to Chinese Canadians. At the same time, it granted the vote to Indo-Canadians. In that year, too, the federal government repealed the 1923 Chinese Immigration Act that had forbidden Chinese immigration to Canada. Why do you think the government of Canada took these steps? Was it a response to the Holocaust, appreciation of war service, or other possible motives? Explain.



First Nations

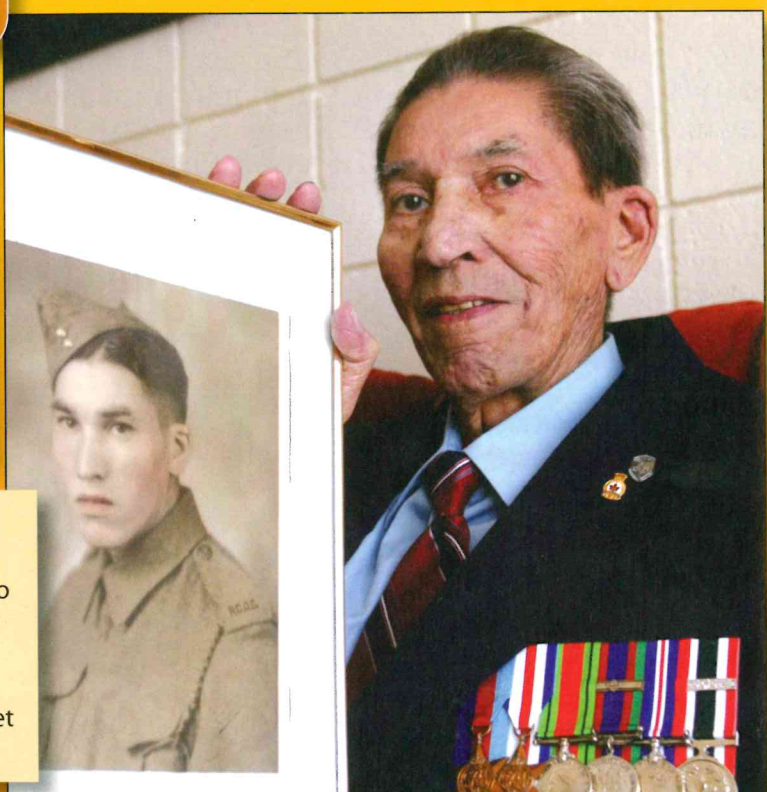
Like Chinese Canadians, First Nation peoples were not allowed to vote and faced many prejudices. Despite these conditions, just over 3000 First Nation persons (2.5% of the total First Nation population), including 70 women, served in the forces overseas. These statistics are probably low because First Nation peoples often refused to be counted, or the numbers collected were inaccurate. Although some First Nation persons resented the idea of serving a government that they believed had treated them badly, there were many communities where virtually the entire adult male population volunteered.

Evidence 4.33

British General Bernard "Monty" Montgomery awards the Military Medal to Corporal Huron Brant of the Mohawks of the Bay of Quinte. During the invasion of Sicily, Brant single-handedly captured a force of 30 enemy soldiers. He was killed the following year.



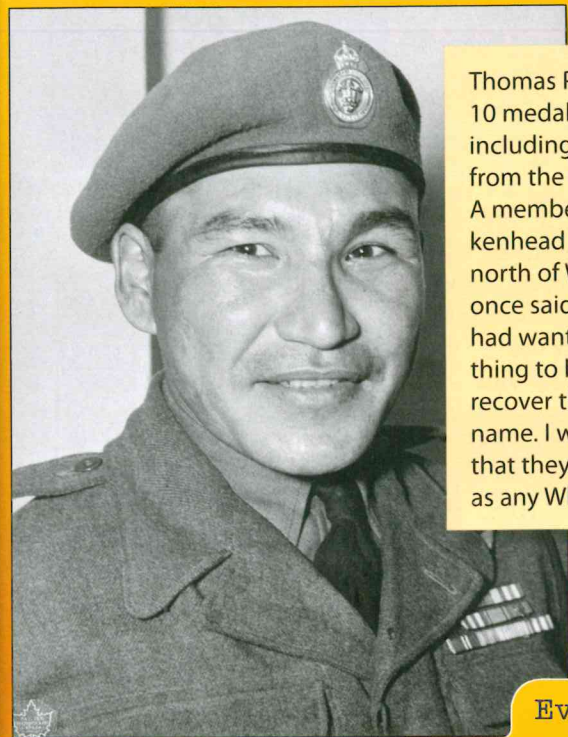
In 1943, Charles Tomkins, a Cree from northern Alberta (shown here with his medals in 2003), was enlisted by the US Eighth Air Force and Ninth Bomber Command to relay messages in code that Germans and other enemy agents were unable to crack. The Cree code-talkers, using their native language, were able to ensure that information on Allied bombing missions was kept secret from the enemy. The Japanese did not break the code.



How does the motivation to join the military by different Canadians represent a turning-point in Canadian history?

DURING READING

Evidence 4.34



Thomas Prince received 10 medals for bravery, including a Silver Star from the United States. A member of the Brokenhead First Nation north of Winnipeg, he once said, "All my life I had wanted to do something to help my people recover their good name. I wanted to show that they were as good as any White man."

Evidence 4.35

Women in the Forces

As they had in the First World War, women began to do jobs that in peacetime were considered men's work. In the Second World War, however, women volunteered to serve in all branches of the armed forces. At first, the military was reluctant to accept women. Yet by 1941, the government was actively recruiting them. So many women volunteered that in 1941 and 1942 the armed forces created women's branches in the army, navy, and air force.

Women served overseas as secretaries, cooks, stretcher bearers, welders, mechanics, drivers, radar operators, and spies. Some women, such as Marian Orr and Violet Milstead, piloted airplanes to transport supplies. Another group of women flew new airplanes from Canada to Britain. Several women were parachuted into occupied France to assist the resistance. Many of these women were captured, tortured, and killed. Over 4000 nurses also served in the Canadian Nursing Service. Women serving in the forces were paid less money than men, even when they were doing the same job.

Once the war ended, the armed forces immediately disbanded their women's branches. It was not until the Korean War in 1950 that women were allowed back into the services.

Evidence 4.36

Canadian Forces, 1941–1945*

Army	Navy	Air Force
700 000	100 000	250 000

* Includes 45 000 women.

Source: D. Morton and J. Granatstein, *Victory 1945: Canadians from War to Peace* (Toronto: HarperCollins, 1995).

Evidence 4.37

A homemaking course was offered to women discharged from the Canadian Women's Air Corps. The course was designed to ease the transition back into domestic life.

How does this evidence represent continuity or change for women at this time, during the First World War, and today?



1. Select one of the Agree/Disagree statements in your Before Reading organizer and write a supported opinion paragraph, using evidence from Section Two to back up your views. Remember: you need a topic sentence summarizing your point of view; three further sentences, each presenting evidence; and a closing sentence restating your opinion.
2. You are a cartoonist during the Second World War. Create two cartoons to accompany any of the evidence in Section Two to reflect either continuity or change for Canadians. You can reflect either the past or the present as points of comparison.
3. Select one of the situations in Section Two and work with a partner to tell a story about an individual (real or imaginary) based on the evidence to identify a turning-point that reflects the idea of continuity or change. Use a Retell chart similar to this:

The evidence says...	I say...	And so this is the story...

AFTER READING