




TEACHER'S GUIDE

CANADA REMEMBERS


60TH ANNIVERSARY
OF THE END OF THE
SECOND WORLD WAR



 Veterans Affairs Canada Anciens Combattants Canada

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Canada 

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For further information about the Veterans Affairs Canada and Canada Remembers, please visit:

*www.vac-acc.gc.ca
or call
1-800-443-0394 toll-free*

REFERENCE MATERIAL

On-line Resources:

Veterans Affairs Canada- Canada Remembers: www.vac-acc.gc.ca/remembers

Heroes Remember:
www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/oralhistory

Canadian Military History Gateway: www.cmhg.gc.ca

The Memory Project: www.thememoryproject.com

Royal Canadian Legion: www.legion.ca

Canada Remembers Learning Resources (Available in print):

In the Cause of Peace and Freedom: The Tomb of the Unknown Soldier (Education Module)

Canada and the Great War 1914-1918 (Educational Resource Kit)

Sacrifice, Achievement, Legacy: Canadians and the Second World War 1939-1945 (Educational Resource Kit)

Canada's Coming of Age 1939-1945 (Educational multimedia CD-ROM)

Canada Remembers the Korean War 1950-1953 (Educational Resource Kit)

Remembrance Series booklets (Available both on-line and in print):

- The 1942 Dieppe Raid
- A Day of Remembrance
- Battle of the Atlantic
- Battle of the Gulf of St. Lawrence
- Canada / Belgium
- Canada / Italia
- Canada / Netherlands
- Canada Nursing Sisters
- Canadians in Hong Kong
- John McCrae
- Native Soldiers - Foreign Battlefields
- Normandy
- The Scheldt
- Uncommon Courage
- Valour at Sea
- Valour Remembered - Canada and the First World War
- Valour Remembered - Canada and the Second World War
- Valour Remembered - Canadians in Korea

CANADA REMEMBERS

2005 has been officially declared the ‘Year of the Veteran’ by the government of Canada. During this special year, Veterans Affairs Canada joins with all Canadians in commemorating the 60th anniversary of the end of the Second World War and acknowledging Canada’s contribution to the Allied effort to bring an end to the long and costly war. We honour the spirit of a time when Canadians, both at home and overseas, worked together to overcome a challenge that threatened our democratic way of life and remember their achievements and sacrifices.

In the coming months a wide range of communities, schools, service organizations, corporations and individuals will be working together as they did 60 years ago; this time to remember and honour those who gave so much during the war. The Canada Remembers Program will be at the forefront of many of these important commemorative activities.

As we think about this special time, our attention first focuses on war veterans and those who served overseas during the Second World War. First and foremost we want to honour all the Canadians who gave their lives for democracy. Canadian forces brought honour and respect to their country and earned a glowing reputation in the lands overseas which has not diminished over the years.

Notwithstanding the importance of recalling the sacrifice of Canadian veterans, we also want to commemorate the remarkable efforts of the men, women and

children on the home front who turned their attention to ending the War and bringing their loved ones home. Every Canadian of that generation was touched by the war, from the families of those serving overseas to those working in farming, industry, defence production, or with a community volunteer organization, to the children saving their money to buy Victory stamps.

In many ways, the Canada which entered the War was a society still suffering from the effects of the Great Depression; a society with little industry and still much uncertainty of its place in the world. When it threw its people and economy into the war effort, 11.3 million Canadians came together as one nation. At the peak of the country’s involvement, one out of every 10 Canadians wore a uniform. Canada also became an essential provider of food, ships, aircraft and arms and made a major contribution to the Allied cause.

Together with its distinguished contributions to the war effort, Canada’s influence helped form the foundation for its post-war role in world diplomacy and peacekeeping. As an example, Canadian diplomats did much to ensure that smaller countries had a stronger voice in the General Assembly of the United Nations organization. Canada has been in the forefront of peacekeeping ever since.

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The logo is at the heart of Canada Remembers and sums up the program and its objectives:

The maple leaf in gold symbolizes the country Canada celebrating the 60th anniversary of the end of the



Second World War. The foreground poppy is in remembrance of those Canadians who served and died overseas. The background poppy commemorates those who lost their lives in Canada and reminds us of the wives, husbands, children, and all those who played a vital supporting role at home. The intertwining of the three elements symbolizes the unity and strength of Canadians and their loyalty, dedication and sacrifice-enduring values that will sustain Canada in the future.

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Indeed, much of what we have today - and often take for granted - is as a result of the efforts made during and after the Second World War. So as Canadians embark on a new millennium, it may be valuable to learn more about this foundation and how Canadians worked together in the face of a challenge that threatened the entire country and the whole world. The values and strengths that helped Canadians to deal successfully with the challenges faced during the Second World War are the same that make Canada and Canadians respected throughout the world today. Our love of freedom, our respect for human rights, our ability to negotiate and our compassion are strengths that make us respected in the world

community. The lessons learned and the skills developed during the Second World War have contributed to make Canada today one of the best countries in which to live.

As Canadians of all ages now reflect on the 60th anniversary of the end of the Second World War, they owe a great tribute to veterans and others of the wartime generation for this wonderful legacy called Canada.

The Year of the Veteran and the 60th anniversary of the end of the Second World War provides an exceptional opportunity to strengthen in Canadians a sense of national pride, identity and national unity when commemorating Canada's wartime role not only overseas but also on the home front. In this regard, a wide variety of suggestions, ideas and information is provided throughout this guide

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You, as a teacher, are a very important link in the passing on of the torch of Remembrance to the next generation.
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The involvement and support of teachers of all grade levels and courses are necessary to ensure that knowledge and respect of those who did so much during the Second World War is passed on to youth.

as a resource to assist in the involvement of your students and your school.

Today's youth deserve a greater awareness of the sacrifices and contributions made by the wartime generation, so essential for them to gain a greater appreciation of exactly how their world has been shaped by the efforts of this generation.

The Canada Remembers program reminds us that by working together we can overcome any challenge. Veterans Affairs Canada looks forward to working with teachers across Canada to meet the challenge of building on the knowledge of the youth of our country on the 60th anniversary of the end of the Second World War (1939-1945).



HELPING YOUR STUDENTS TO SHARE IN THIS PROGRAM OF REMEMBRANCE...

Across Canada, 2005 is a time for all our citizens, including our youth, to honour and remember the wartime sacrifices and contributions made by Canadians both overseas and at home. In this guide you, the teacher, will find ideas for incorporating Canada Remembers into your curriculum and classroom for this, the Year of the Veteran.

Some suggestions to help you along..

There are many different ways you and your class can participate. Choose the challenge appropriate to your class, students and school. Here are a few suggestions.

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1. **Ask a Veteran to visit your class** and talk about his or her wartime experiences. Your students may have family members or neighbours who are veterans. The Dominion Institute offers a program that trains Veterans to give talks and matches them up with schools or community groups. Some branches of the Royal Canadian Legion have speakers' lists and could help you find an available speaker. As well, if a reserve community is located near you, officials may be able to help you contact an aboriginal veteran who would be willing to visit. Find out about the veteran before the visit and have the class prepare research in advance. For example, if the veteran participated in the

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422 men served in the Corps of (Civilian) Canadian Firefighters which was organized in 1942 to help British firefighters combat the fires caused by bombing.

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Raid on Dieppe as a nursing sister, research background beforehand and prepare questions. The veteran could then provide a first-person account. To hear additional first-person accounts from veterans, visit the 'Heroes Remember' portion of the Veterans Affairs Canada Web site at www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/oralhistory. This rich resource offers on-line access to more than 1,600 hours of recorded interviews with veterans of Canadian military actions spanning from the South African War of the late 19th century, through the First and Second World Wars, the Korean War, and up to Canada's more recent international peace efforts.

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2. Many Canadians met and married British and European women. The vast majority of these were British, but there were also many Belgian and Dutch brides. Between 1944 and 1947,

the Department of National Defense repatriated 41,351 service wives and 19,737 children to Canada. In Newfoundland, however, which was not yet part of Canada, the arrival of British brides was more than balanced by the outflow of young women into new families on the North American mainland. **Invite a war bride to visit your class** to describe what it was like to marry a Canadian or Newfoundland soldier and move far from home to a new country.

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3. Both in Canada and overseas there are memorials to commemorate the service of Canadian troops. **Organize a class visit to your local Cenotaph or War Memorial** to study the inscription found on it. Prepare a map of the community, indicating where war memorials/

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In June, 1944, the allied invasion known as D-Day helped to liberate western Europe. When they hit Normandy on D-Day, one piece of equipment used for transportation was a bicycle.

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statues/monuments are located. What do they commemorate? When were they erected, by whom and why? Students could design their own monuments. Similarly, students could **research Canadians memorial sites located around the world** (e.g. the Canadian Vimy Memorial and Newfoundland Beaumont-Hamel Memorial in France, the St. Julien memorial in Belgium). Show them on a map and describe their significance. Why is each monument located where it is?

4. **Through oral research, learn about the contribution made by the men, women and children in your community who supported the war effort from the home front.** Invite a member of your community who was a factory worker, farmer, miner, fisherman, girl guide or boy scout, news reporter, Red Cross volunteer or a member of the Salvation Army or Women's Voluntary Service. Students could also record interviews on audio or video cassette and bring them back to the class. Prepare a standard set of questions in advance and discuss the different ways people contributed to the war effort.

Between 1939 and 1945, over half a million women entered the workforce for the first time.

5. All over the land, millions of Canadians and Newfoundlanders who didn't enlist in the armed forces fought their own war in a thousand ways. **Prepare a plan for your school to demonstrate the important role played by wartime community support groups** such as the Red Cross, St. John Ambulance, Imperial order of the Daughters of the Empire (IODE), Women's Voluntary Service and churches, to name but a few. People ran canteens, held concerts and organized dances to keep up morale. Individuals on the home front also helped in many other ways—they bought Victory Bonds and War Savings Certificates, gave blood, collected scrap, sent milk to Britain, cared for British child refugees in their homes, planted

Before 1939, Canada's industrial base was referred to as a "country with empty garages". During the Second World War, Canadian industries manufactured supplies for Canada, the United States, Britain and other Commonwealth countries. The total value of this Canadian war production was almost \$10 billion - approximately \$100 billion in today's dollars.

Victory Gardens, worked in war plants, on farms and in mines, and sent cigarettes, chewing gum and hand-knit scarves to those overseas.

6. Prepare a graph illustrating various statistics associated with Canada's involvement in the Second World War.

Compare the number of those who died in the Second World War (estimated at more than 42,000 Canadian men and women) to the population of your school, town, city, province. Also the numbers of those who were injured (55,000) or those taken as prisoner of war (11,000) might be compared in the same way.

7. Research topics for essays, speeches or projects:

- *The effect of returning wounded on health care professions such as physiotherapy, occupational therapy, as well as medical research, physical medicine and Veterans Hospitals.*
- *The changing role of women in the Canadian workforce during the Second World War.*
- *Women in war as members of the armed forces - nurses, ambulance drivers, welders, etc.*
- *Canada's growth as an industrialized nation.*

- *The economic, industrial, technological, social, and medical advances made during and as a result of the Second World War which have helped us live a better life today.*
- *Emergency war training programs during the Second World War and postwar education and training - the impacts on men and women.*
- *Postwar international stature and role of Canada resulting from the country's Second World War accomplishments and service - the birth of the UN and peacekeeping.*

8. On the home front, Canada's children and teenagers helped the war effort in many ways. They learned to recycle and collect materials such as metal, rubber, fat and grease which were in short supply. Girl Guides washed, sterilized and packed medicine and bottles for the Women's Voluntary Service and Red Cross. Boy Scouts collected aluminum pots and pans for recycling. They vied for savings stamps in school contests, made gift boxes, quilts, socks, sweaters and mitts for troops. **Determine ways in which the youth of the Second World War contributed to the war effort.**

9. Have your class or school **write and perform a skit exploring a family situation from this period.** An example might be the decision of a son to join the armed forces or the Merchant Navy. He must then tell his parents and girlfriend of this decision. One scene could be the moment of his departure from the train station.

10. **Organize a visit to a nursing home or veterans health care unit** in your community and spend time with those of the wartime generation. The students could prepare appropriate questions in class before going and report to other classes after the visit.

11. Encourage your Student Council to **organize a 1940's dance or a Victory Ball.** This might be set up as a dance for the whole family. Individual classes could do research about clothing, hairstyles, music, food and decorations. Posters could demonstrate these for other students.

12. Have students **set up a war memorabilia exhibit** in the school. Display pictures of the flags representing the allied countries involved in the Second World War. Invite the public to visit.

13. Some of Canada's war correspondents during the Second World War included Foster Barclay, L.S.B. Shapiro, Ralph Allen, Greg Clark, Charles Lynch, Matthew Halton, Ross Munroe and Marcel Ouimet.

Publish a class or school newspaper dated in the 1940's or produce a program for a local radio station. Students could write head-lines, news stories, items of local interest, advertisements, cartoons, etc.

14. **Plant a tree or tulip** in commemoration of local veterans and war dead, or in remembrance of each student of your school killed during wartime.

15. During the Second World War, Canadians forces brought honour and respect to their country and earned a glowing reputation in the lands where they fought. The deep gratitude of the people they liberated has not diminished over the years and is kept alive in their children and grandchildren. For example, the Dutch have a special connection with Canada from the time of the Second World War. They have never forgotten their Canadian liberators. If there are Dutch immigrants in your area, **invite a Dutch representative to talk to your class** about this.

16. Encourage your students to **find penpals, thereby rekindling friendships between Canada and her European allies** (e.g. Great Britain, Holland, Belgium, France, Poland and Norway). Ask them what they know of Canada's involvement in the Second World War. Newspaper, letters, and parcels that arrived from home raised the morale of the men and women overseas during the Second World War.

Restrictions were placed on the consumption of certain goods in demand. Between 1939 and 1945 restrictions were placed on sugar, coffee, tea, butter, meat, beer, whiskey, gasoline and fabric. The Prices Board preached: "Use it Up, Wear it Out, Make it Do, and Do Without."

Teachers and children write letters to Canadians overseas telling them about what was happening back home. Some sent valentines. **In recognition of Canada's present-day peacekeepers, participate in Veterans Affairs Canada's 'Postcards for Peace' and 'Valentines for Vets' activities** that allow students to write to Canadian veterans or Canadian Forces members currently serving abroad.



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In 1941, National Defence officially established that women could join the armed forces. The Canadian Auxiliary Air Force was created by Order-in-Council on July 2, 1941 to be later designated Royal Canadian Air Force, Women's Division. The Army followed suit on August 13, 1941, creating the Canadian Women's Army Corps, and the Women's Royal Canadian Naval Service came into being on July 31, 1942. They not only were taught discipline, drill, and army routine, but more than 25 trades.
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17. In music class, students could learn to play or sing a song popular during the Second World War... **perform a concert of musical memories of the war years.** Invite others to your concert or take it on the road... perform at a senior citizens home or during a public event.
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18. **Borrow or rent a Canadian Second World War film** and show it to your class - facilitate discussion afterwards. Some videos available on loan

are mentioned in the reference section of this guide.
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19. Students could obtain photographs and names of relatives who served both overseas and on the home front during the Second World War. **Display pictures with captions on a "Wall of Honour" or in a "Book of Remembrance"** in the school. This would be a tribute to the sacrifices and contributions of these individuals and would be a point of discussion as each student may be able to obtain information about the person whose photograph they have brought and assist in making the Canada Remembers theme more meaningful to students. Such a display would demonstrate how people of all ages from all walks of life came together with total commitment to a common

cause. Indeed much of what we have today - and often taken for granted - was a result of the efforts made by such individuals during the Second World War.
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20. The Second World War in Europe ended May 8, 1945 (VE Day). **Make Canada Remembers a theme for classes graduating in 2005,** in recognition to those students 60 years ago who gave up their education in support of the future of world peace.
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21. Approximately 700,000 Canadian soldiers who served in the Second World War were under the age of 21. Many more who could not get into the military served in the Merchant Navy transporting troops and materials overseas, some as young as 16 years of age. Others had to leave home at the age of 14 years to work in war factories, mines, framing and fishing to help support their families. **Research what it was like to be a young person during the Second World War.** Students could compare their lives with those of young people 60 years ago. They could talk to people who would have been their age at the time of the war.
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22. **Include Canada Remembers as a theme in School Year Books.** This would be a reminder that students in 2005 are graduating 60 years after the end of the Second World War. Many students in 1939 had to postpone their education; many never had the opportunity to complete or continue their education.



23. **Compare the education and training of returning veterans to the aspirations of today's students.** Consider matters such as school subjects, clothing, technology, entertainment, music, personal responsibilities, hopes and dreams.

24. Have your student **prepare a family tree indicating who has served in wartime.** Ask students to research the battles/campaigns in which the veterans participated and share memories of the veterans' experiences. Describe how other family members supported Canada's war effort from the home front. Bring in mementos for illustration.

25. For schools which existed in wartime, research various students who served overseas and outline what happened to them. **Hold a commemorative service for students who have been killed in wartime.** Use slides of pictures taken from past school yearbooks. For each student lost, a present-day student could read a poem, talk a little bit about the person's life and character.

26. **A group of students could present a part of Canada's wartime response,** i.e. scout/guide, signalman, factory worker, farmer, miner, youth, entertainer, Red Cross worker or other volunteer, or a member of

the armed forces such as a pilot, nursing sister, sailor/merchant mariner, dock worker, doctor, forester, infantryman, engineer, driver, welder, stretcher-bearer, mechanic, chaplain, medic, first aid bandage packer, or a member of the women's division of the Royal Canadian Air Force. Describe the experiences to the class or put on a play.

27. Similarly, students could **research the wartime activities of a Canadian veteran, war artist, journalist, entertainer of troops, or one of the following persons and present their findings** (e.g. role in war, branch of military served with, battles participated in, injuries sustained, medals earned...) to the class or school assembly in the first person (i.e. "My name is... and in the Second World War, I was..."):

- *General Harry Crerar (commander of the First Canadian Army)*
- *Lieutenant General Guy Simonds (led the Canadians in Sicily, commanded the 2nd Canadian Corps; later became Chief of the Defence Staff of the Canadian Forces)*
- *Kathleen Christie / Anna Waters (Nursing Sisters who became prisoners of war in Hong Kong)*
- *Honourary Captain John Foote, VC (member of the Canadian Chaplain service who earned the Victoria Cross (VC) at Dieppe)*
- *Captain Paul Triquet, VC (medal earned in Italy)*

- *Farley Mowat (renowned author; wrote "And No Birds Sang" and "The Regiment" based on his wartime experiences in Sicily and mainland Italy)*
- *Sergeant Tommy Prince (Aboriginal veteran who served in the Second World War and the Korean War; described in "Native Soldiers, Foreign Battlefields")*
- *Agnes Wilkie (Nursing Sister who drowned after the Caribou ferry was torpedoed in the Cabot Strait) and Margaret Brooke (the companion who valiantly tried to save her)*

It was all but impossible for either the average soldier or the average citizen to know, or rather understand, what was going on during the Second World War. Security was tight, the scale of this global war was immense and communications were not what they are today.

- *Lucien Dumais and Raymond LaBrosse (organized an escape network in France for Allied airmen)*
- *Alex Colville (war artist, renowned contemporary painter)*
- *Lieutenant Robert Hampton Gray, VC (pilot who earned the last VC of the war near Japan and the last Canadian to be killed in battle during the Second World War.)*
- *C.D. Howe, Minister of Munitions and Supply*
- *"The Army Show" or the Royal Canadian Navy's "Meet the Navy" (Canadian entertainment troupes)*

In lieu of an oral presentation, students could pretend they are one of the people named above and **write a letter home describing the person's experiences.**

On May 8, 1945, otherwise known as VE-Day, total victory in Europe was achieved by the Allied countries. VJ-Day, or August 15, 1945, signifies the end of the Second World War in the Pacific.

28. Across the land, the war changed the character of cities and towns. Have students research and explain the changes that occurred on the home front during and after the Second World War. **Discuss the impact the war had on your community, on your province and on Canada as a nation.** You may want to ask about blackouts, ration books, curfew, air raids, censorship of news and letters, influx of military personnel, workforce, security, communications, industry, economic situation, education and training, day care, baby bonus, etc.

29. Many kinds of rations came into effect because goods were required to supply the demands of the war effort. **Research rations implemented from 1939-1945 and how people adapted** to these rations (e.g. impact on manufactured clothing, cooking, driving, etc.).

30. **Prepare a family menu or a 1939-1945 cookbook** based on war rations and Canada's health rules as part of a Home Economics class. What would make up a dinner menu based on the shortage of certain ingredients and foods during the Second World War? What was substituted for rationed items such as sugar? Sell the cookbook to raise funds for another school initiative.

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Over a million Canadian men and women served in uniform from 1939 to 1945.

31. One of the most remarkable legacies of the Second World War was the work of Canada's war artists. **Have students find and bring in examples of Canadian war art** (paintings, posters, literature, poetry, music...). Discuss the messages of the art and try to determine what is unique about it. Students could also create their own art commemorating Canada's war efforts.

32. As the war drew to a close, nearly a million veterans, men and women, were faced with demobilization and a return to civilian life. **Discuss what it would be like for a veteran of war to return and adjust to civilian life...** also, what was it like for the many women who joined the work force during the war. **Research and explain how Canada's social services have been affected by returning veterans.** What benefits and services exist today for Canada's veterans?

33. Canada developed new technology to support the war effort which both helped win the battle and improve the health and well-being of the world in the years that followed. For example, Major Frederick Banting was responsible for the birth in Canada of the specialty known as aviation medicine. The "Anti G-Suit" used by pilots of high-performance aircraft throughout the war was the invention of Flt. Lieutenant (Dr.) Wilbur Franks working at the Banting Institute. Anti-fog windshield fluids, developed for service vehicles, were also a Canadian invention. The first patent for artificial fur arose out of Canadian work on the development of improved Arctic clothing for the military. **Investigate research and development that Canada developed during the Second World War and how we use it today.** How have these past advancements helped Canada become a leader in science and medicine today? Why were these innovations important then and how are they still important?



Students could demonstrate one of these innovations as part of a chemistry, physics or biology lab assignment.

34. Have students research and **discuss positive results of the Second World War on which Canada has been able to build today's world** such as urban planning programs which followed the war; changes in society (e.g. status of women); education (numbers entering university and other education/training institutions); advances in the industrial sector (particularly electronics); and a new sense of community and national identity.

35. **Research the chronology of Canada's efforts during the Second World War** and involvement in the following battles/campaigns: Battle of Britain, Raid on Dieppe, Defence of Hong Kong, Sicily landing, Italian Campaign, Battle of the Atlantic, D-Day invasion, Battle of the Scheldt, and liberation of the Netherlands. Include a chart of movement and description of events, significant role of air, land and sea services, casualties, etc.

36. When the war was over, Canadian men and women who served during the Second World War could claim a variety of medals as proof of service. (You may want to note that Newfoundland was considered an "overseas" posting for Canadians.) As well, mothers who lost a son or daughter while supporting Canada's war effort received the Silver Cross. Which mothers in your community

received the Silver Cross? **Research the medals that have been awarded to Canadian veterans**, i.e. the awarding criteria, order of precedence, stories of people who have won various medals and why. Who in Canada was issued the Victoria Cross and why?

37. **Write a film script/prepare a video on the life of a veteran.** Explain the motivation for joining the armed forces and what it was like before, during and after the war.

38. As a class commemorative project, **visit your local library and prepare a list of available books concerning the Second World War** and provide the list to other students/classes in your school.

39. **Visit other Canada Remembers exhibits and displays** at museums, legions, etc., or **participate in other Canada Remembers events** happening in or near your community.

40. **Visit the Veterans Affairs Canada Web site** at www.vac-acc.gc.ca or call 1-877-604-8469

to find out what events are planned or to list your event for others to attend.

41. Target theme days, weeks and months for a Canada Remembers sub-theme or **request your school to proclaim a Canada Remembers day, week, or month.**

Newfoundland was the first region of North America to enter the Second World War. At that time, Newfoundland was a British Colony.

42. Have students **prepare a critique of this Teacher's Guide.** Provide suggestions for the future. We would welcome feedback.



For Further Discussion

CANADA'S CLOSEST WARZONE: NEWFOUNDLAND

By Malcolm MacLeod, Memorial University of Newfoundland

Newfoundland was not part of Canada during the Second World War, and had a different set of experiences that were particularly complicated and many-sided. People entered military services organized by three different governments; Newfoundland itself became an active theatre of engagement with the enemy; and there was a large-scale invasion of the country by friendly foreign forces.

Nearly half of about 16,000 Newfoundlanders who experienced active service did so in British forces. In the Royal Navy and merchant navy, they were thoroughly scattered. The

Royal Air Force, however, created the 125th (Nfld) squadron, and there were two identified units of Royal Artillery. The 166th (Nfld) Field Regiment fought in North Africa and Italy, while in 1944-45, the 59th (Nfld) Heavy Regiment advanced from Normandy through Belgium and The Netherlands to a crossing of the Rhine.

The Newfoundland government mustered two units: the Overseas Forestry Corps (to cut wood in Scotland) and the Newfoundland Regiment which, activated from militia to full-time status and placed under Canadian command, saw service across the colony.

Newfoundlanders also enlisted directly in the armed forces of Canada. The precise number is not known - these were individual acts rather than processes of well-documented units. More than 3,000 served in Canadian uniform, including 500 women - for unlike Britain, Canada aimed at recruiting both sexes.

In most parts of Canada, the worst war violence came from airplane crashes by students learning to fly in the British Commonwealth Air Training Plan. Newfoundland, however,

was a front line in the battle of the Atlantic. When patrol planes lifted off from airfields there, observers knew that within a few minutes they would be scudding low over ocean pathways to attack submarines on the surface, or at least spot a white-waked periscope. These death-dealing patrols, coupled with the regular pulse of naval convoy escorts out of St. John's and Argentia, finally won the upper hand in the U-boat war.

But not before the enemy struck back. In 1943, four ore carriers were sunk by daring German submarine attacks in the protected anchorage at Bell Island, and the railway ferry CARIBOU was torpedoed and sunk on its normal run to Port-aux-Basques. Over 200 lives were lost in these actions, mostly civilians. As in Europe, unlike tranquil Canada, death and destruction were part of Newfoundland's war experience.

While absorbing these enemy attacks, Newfoundland was inundated by large foreign contingents. Canadians arrived first. Soon after sirens screamed in Europe, Ottawa moved to get everyone's agreement - even Washington's - to the principle that chief responsibility for Newfoundland's defence lay with



Canada. Under this strategic umbrella, Canada ringed Newfoundland ports with coastal artillery, developed air fighting bases at Gander, Torbay and Goose Bay, and made St. John's into the Canadian navy's second-largest operational base.

United States forces came next. Under a 1940 agreement with Britain, the Americans built at Stephenville, St. John's and Argentia, by war's end spending \$112 million on infrastructure (to Canada's \$65 million). The maximum number of troops at any one time came to 16,000; the Canadian total was slightly larger. The two North American countries had several dozen radar, weather and other specialized facilities scattered everywhere. Few Newfoundlanders were very distant, none immune, from these purposeful outsiders, their influence and example.

The first widely-felt impact of foreign bases was economic. Unemployment and the dole, widespread earlier, disappeared entirely by 1942. Probably the social impacts were more significant. The bases' influence was a modernizing one, promoting large-scale

organization, wage labour, and new attitudes. Helen Porter, a Newfoundland writer who was teen-aged at the time, recorded the stir these troops caused in Newfoundland girlhood.

All across Canada, peace brought a flood of war brides from Europe. In Newfoundland, however, the arrival of British brides was more than balanced

by the outflow of young women into new families on the North American mainland. Altogether, socioeconomic and psychological impacts were particularly intense for Newfoundlanders. The war meant the scattering of warriors into a half-dozen different theatres, while the enemy - and new partners - intruded right across their own threshold.



Because Newfoundland was not a part of Canada until 1949, much of the "Canadian" statistics and information mentioned in the previous section does not necessarily take into consideration Newfoundland's sacrifices and contributions in support of world peace during the Second World War. On that basis, it was felt that a special section be included in this guide to provide a better insight into the significant role played by Canada's newest province.

CANADA REMEMBERS 1939-1945 QUIZ

Grades 7 to 12

Encourage students to learn about Canada's history during the Second World War - its sacrifices overseas, the home front contribution, changes to its industrial and social structure, memories of our heritage and culture. While researching Canada's history, students from Grades 7 to 12 will find the answers to questions in the Canada Remembers 1939-1945 Quiz.

QUESTIONS

1. On what beach did the Canadian 3rd Division land on June 6, 1944?
2. What percentage of the Canadian population was enrolled in the armed forces during the Second World War and how many of them were women?
3. What was the Second World War battle for which Canadians are most remembered?
4. Name the ferry that was sunk between Nova Scotia and Newfoundland during the Second World War.
5. How was Canada's Merchant Navy vital to the Allied cause during the Second World War?
6. During the Second World War, women's role in society changed dramatically. Why?
7. Who was one of Canada's official war artists?
8. From September 1944 to the end of the Second World War, more than 7,000 Canadians died in the liberation of the Netherlands. The people of Holland have never forgotten their Canadian liberators. In honour of their gift of freedom, what have the Dutch people donated yearly to Canada?
9. Canadians wanted to thank the soldiers who had risked their lives for their country and help them readjust to civilian life. What federal government department was created in 1944 to handle soldiers' repatriation?
10. Name three medals a Canadian or Newfoundlander could receive for military service during the Second World War.
11. During the Second World War, Canada was responsible to train pilots. The trainees came from all parts of the globe. Where in New Brunswick did flight students learn and practice their ongoing flying skills?
12. One of the most important Canadian contributions to the war effort was the British Commonwealth Air Training Plan (BCATP). What was it?
13. What was the only battle of the Second World War that was waged close to North American shores?
14. Production in the aircraft industry went from practically nil to 4,000 military aircraft a year by the end of the war. Some Canadian men and women took on the difficult and sometimes dangerous job of flying aircraft built in Canada to Britain for use in the Royal Air Force. In what commands/organization did these people serve?
15. What was the total value of Canadian war production during the Second World War?
16. Civilian auxiliary services and benevolent organizations did more than ship "comforts" overseas. Many extended their operations overseas. Name one.
17. What were three ways Canadians on the home front supported the Canadian war effort during the Second World War?
18. Name three methods used by the Canadian government during wartime to help keep the economy healthy and in check.
19. During the Second World War, children were admitted to movie theatres using what material to help with the war effort?
20. What was the technique known as degaussing?