

# 5

## Canada and the Second World War

### GUIDING QUESTIONS

#### Society & Identity

- What effect did the war have on the role of women?
- What impact did conscription have on Canadian unity?
- What effect did the War Measures Act have on the legal rights of Canadians?

#### Politics & Government

- Why were totalitarian leaders able to gain power in Europe and Asia?

#### Autonomy & World Presence

- How did the war raise awareness of human rights issues?
- How did Canada get involved in the Second World War?
- What was the war's impact on the home front?
- Describe Canada's military role in the Second World War.
- What factors contributed to Canada's emerging autonomy?



### TIMELINE

1939

Germany invades Poland  
Britain and France  
declare war on Germany  
Canada declares war on  
Germany

1940

Germany invades Denmark and Norway  
Germany invades the Netherlands,  
Belgium, Luxembourg, and France  
Evacuation of Dunkirk  
National Resources Mobilization Act  
France surrenders to Germany  
The Battle of Britain

1940–1943

North African Campaign

1940–1944

Battle of the Atlantic

1941

Germany invades the Soviet Union  
Japan bombs Pearl Harbor  
U.S. declares war on Japan  
Battle of Hong Kong  
China officially declares war on  
Japan

## CHAPTER FOCUS QUESTION

How did the Second World War impact Canada socially, politically, and economically?

On the Sunday of Labour Day weekend in 1939, Canadians gathered around their radios to hear King George VI address the rumours of war that had been heard across the country.

*For the second time in the lives of most of us we are at war. Over and over again we have tried to find a peaceful way out of the differences between ourselves and those who are now our enemies. But it has been in vain. We have been forced into a conflict. For we are called, with our allies, to meet the challenge of a principle which, if it were to prevail, would be fatal to any civilised order in the world.*

*-Historical Royal Speeches and Writings*

Once again, the world was at war. What would war mean to Canadians? How was this war different from the First World War? How was Canada different as a nation at the beginning of the Second World War? In this chapter, you will learn about the events of the Second World War and the contributions made by hundreds of thousands of Canadians during its course.



## KEY TERMS

totalitarian state  
Nazis  
Holocaust  
policy of appeasement  
British Commonwealth Air Training Plan (BCATP)  
total war  
Allies  
Axis  
Dunkirk  
Battle of Britain  
Pearl Harbor  
Battle of Hong Kong  
Battle of the Atlantic  
Bomber Command  
Dieppe Raid  
Italian Campaign  
D-Day  
Liberation of the Netherlands  
genocide  
enemy aliens  
arsenal of democracy

1942

Internment of Japanese Canadians  
Canadians vote in support of conscription  
Allied raid on French port of Dieppe

1943

Allies begin bombing German cities  
Sicily and mainland Italy invaded  
Canadians win Battle of Ortona, Italy  
Axis forces defeated in Stalingrad

1944

D-Day

1945

The Netherlands liberated  
Germany surrenders  
Bombing of Hiroshima and Nagasaki, Japan  
Japan surrenders; war ends

- Why were totalitarian leaders able to gain power in Europe and Asia?

## KEY TERMS

**dictator** a ruler with unrestricted power, without any democratic restrictions

**totalitarian state** a dictatorship in which the government uses intimidation, violence, and propaganda to rule all aspects of the social and political life of its citizens

**five-year plans** Stalin's plans for economic development in the Soviet Union over five years

**fascist** a form of authoritarian government that is totalitarian and nationalistic

**Weimar Republic** the democratic government in Germany after the First World War

**Nazis** members of the National Socialist German Workers' Party; the Nazis were extreme nationalists who took power in 1933 and controlled every aspect of German life through a police state

## The Rise of Totalitarianism

As you learned in Chapter 4, the economic crisis of the 1930s led to social and political upheaval in countries around the world. During the Depression era, several charismatic leaders promised solutions to their citizens' woes, but soon emerged as powerful **dictators**.

The term *totalitarian* describes political philosophies that put the state above all else, including the rights of the individual. In a **totalitarian state**, the government has total control over all aspects of politics and society. It uses violence and intimidation to gain power, and then relies on its police force to maintain its control. Usually, the ruling party bans other political parties and does not tolerate any opposing ideologies. Propaganda and censorship reinforce the party message and control society. The government controls the economy and all the resources of the state, and uses these to further its goals. The state has one leader who has absolute power. In the 1930s, different forms of totalitarian states arose in Germany, Italy, Spain, the Soviet Union and, in a different way, Japan.

### Stalin's Soviet Union

By 1917, the Communists had taken control of Russia. In 1924, Joseph Stalin became the leader of the Communist Party in what was now the Soviet Union. By 1928, he had gained total control of the Soviet Union and began

to implement a series of **five-year plans** to industrialize the country and give the government complete control of the economy. The first step of Stalin's plan was to collectivize agriculture, which meant seizing all privately owned land. Next he created industrial projects, including building coal and steel mills, roads, and railways. Stalin focused on building industry and the military, practically ignoring the needs of the people. The government controlled all media and imposed strict censorship and travel restrictions on everyone. The secret police arrested anyone deemed to be a threat, and the government controlled the courts. During the Great Purge of the late 1930s, Stalin eliminated anyone he believed opposed the communist government or his power. Millions of people were convicted of crimes against the state and hundreds of thousands were executed. Many more Soviet people died of exhaustion or starvation in Gulags, labour camps that Stalin established in Siberia.



**FIGURE 5-1** This statue of Joseph Stalin was unveiled in 1955 in Prague, Czech Republic. The monument was later destroyed by the Communist Party of Czechoslovakia in an effort to eliminate Stalin's influence and political system.

**Gathering Evidence** What does Stalin's statue reveal about his personality and his views on leadership?

## Mussolini's Italy

After the First World War, Italy suffered from chaotic economic and political conditions. Benito Mussolini took advantage of the situation. He established the **Fascist Party**, which emphasized nationalism and challenged Italy's democratic government. His new political movement found support in the government and with the middle class. Mussolini created the **Blackshirts**, gangs of fascists who intimidated their opponents by attacking communists and socialists in the streets. Their favourite tactic was forcing bottles of castor oil, a laxative, down a victim's throat. Promising to revitalize Italy and to restore Italian pride, the increasingly militaristic National Fascist Party won 35 seats in the election of 1921. Although the Fascists were anti-communist, Mussolini used the totalitarian model of the Soviet Union as a blueprint for his own plans to rule Italy. In 1922, Mussolini led the **March on Rome**: he gathered 26 000 Blackshirts outside the city and demanded that the government be turned over to him. Soon after taking power, Mussolini—who was called *Il Duce* ("the leader")—brought all communications, industry, agriculture, and labour under fascist control and turned Italy into a totalitarian state.



**FIGURE 5-2** Fascist leader Mussolini (seen on left) and his Blackshirts march in Rome

## Fascist Germany

Like Italy, Germany was politically and economically unstable at the end of the First World War. The kaiser had abdicated and a democratic government, the **Weimar Republic**, was set up. But the German people distrusted the government since it had signed the Treaty of Versailles, which had added to the country's economic struggles after the war. Many Germans wanted a leader who could solve the country's problems.

### *Hitler Comes to Power*

In 1920, Adolf Hitler joined the National Socialist German Workers' Party, also known as the **Nazis**, and by 1921 he was the leader of the party. The Nazis gathered support throughout the 1920s by criticizing the Weimar Republic and the humiliating terms of the Treaty of Versailles. Hitler persuaded Germans that he could save the country from the Depression and make it a great nation again. In 1932, the Nazis became the largest party in the *Reichstag*, the German parliament, and in 1933 Hitler became chancellor of Germany.

Once in power, Hitler—called *Führer* ("the leader")—ruled his country through intimidation and fear. He banned all political parties other than the Nazis and used the Gestapo, a secret police, to enforce his rule. Hitler's government defied the terms of the Treaty of Versailles by stopping all reparation payments and rebuilding Germany's military. It also subsidized farmers and poured money into public projects. To the delight of the German people, unemployment went down and the economy improved.

## KEY TERMS

**Kristallnacht** a coordinated attack against Jewish people and their property carried out by Nazis in Germany on November 9, 1938

**persecution** to oppress or ill-treat because of race, religion, gender, sexual orientation, or beliefs

**Holocaust** the Nazi imprisonment and murder of 6 million Jewish people and 5 million other peoples during the Second World War

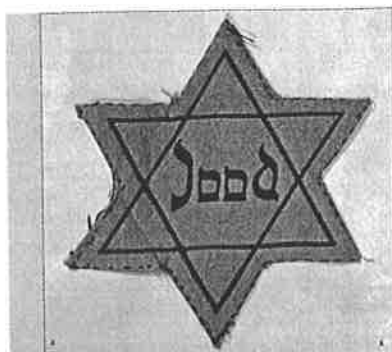


FIGURE 5-3 Under the Nazi regime, the Jewish Star of David was to be worn by all Jewish people for easy identification.

## The “Master Race”

The Nazi Party believed that the German people were a “master race” of Aryans, a supposedly “pure” race of northern Europeans. Non-Aryans, including Jewish people, Roma (“Gypsies”), and Slavs, were considered inferior. People with mental or physical disabilities were despised because they destroyed the image of the master race. Communists and homosexuals were also targeted as undesirables. The Nazis banned non-Aryans and undesirables from teaching or attending schools and universities, holding government office, or writing books. As early as 1933, the Nazis set up concentration camps to isolate these people from German society.

Hitler’s regime of hatred targeted Jewish people in particular. During his rule, he passed the Nuremberg Laws, which forced Jewish people to wear the Star of David at all times, banned marriages between Jews and Aryans, and made it illegal for Jewish people to be lawyers or doctors. The Nazi government also encouraged violence against Jewish people. On the night of November 9, 1938, Nazi mobs attacked Jewish homes, businesses, and synagogues across Germany. Many Jewish people were terrorized, beaten, and imprisoned for no reason. The attack was called *Kristallnacht* or “Crystal Night” because sidewalks in many parts of the country were covered with broken glass from windows. Their **persecution** escalated even more after that night. More laws were introduced which made it illegal for them to own businesses and restricted their travel. Eventually, Hitler and Heinrich Himmler, the head of Hitler’s elite police unit, instituted the “Final Solution” and the **Holocaust**, which you will learn about later in this chapter.

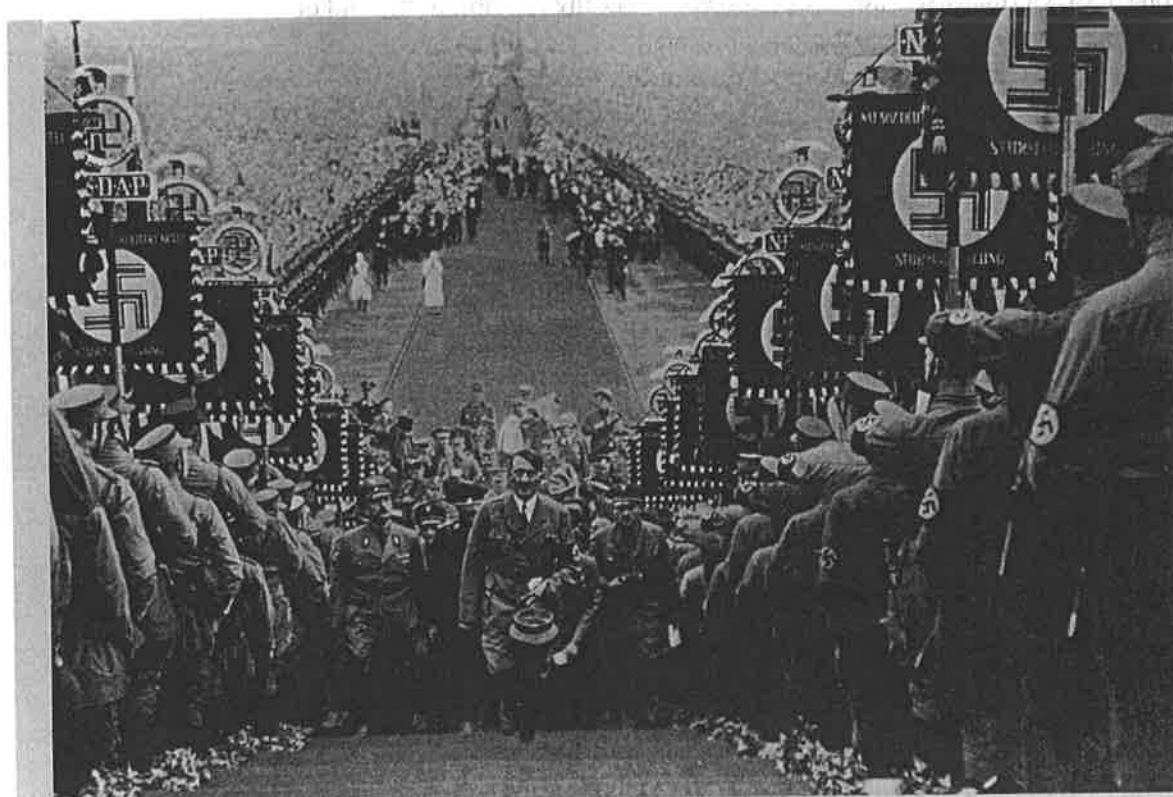


FIGURE 5-4 The Nazis were brilliant propagandists, presenting selected information and using symbolism and pageantry to appeal to the emotions of the public.

## Fascism in Spain

As in Germany and Italy, Spain struggled with economic and political strife after the First World War. During the Depression, Spain's democratic government was unable to prevent widespread poverty, and people became more and more dissatisfied. Led by General Francisco Franco, fascist rebels—called Nationalists—tried to overthrow the elected socialist government in 1936. This rebellion resulted in a brutal civil war that lasted three years. Although democratic governments around the world chose not to get involved in the conflict, socialist supporters from several countries went to Spain to join in the fight against Franco and fascism. More than 1200 Canadian volunteers, called the Mackenzie-Papineau Battalion (the Mac Paps), fought in the Spanish Civil War. They went to Spain even though the Canadian government passed a law that made it illegal for them to fight in foreign wars. One of the volunteers was Dr. Norman Bethune, a Canadian surgeon and political activist (see Chapter 4).

Despite their efforts, Franco—with military support from Hitler and Mussolini—won the war and became the ruler of Spain in 1939. Once in control, Franco proved to be a brutal totalitarian dictator who ruled by intimidation and violence. Thousands of people were imprisoned in concentration camps or executed, and many others were used as forced labour to build railways and dig canals. Franco ruled Spain until he died in 1975.

## Totalitarianism in Japan

Japan also became a totalitarian state in the 1930s, but there were important differences between Japan and the fascist states in Europe. Japan had all the elements of a totalitarian state. Many people had strong nationalist sentiments and notions of racial superiority. Japan had a government loyal to a single leader, the emperor. The country's parliament, called the Diet, had little power because government ministers answered only to the emperor. Much of the power rested with the military and the *Zaibatsu*, large family-run corporations, such as Mitsubishi. These groups took advantage of the political and economic problems of the Depression to gain control of the country. Influenced by European fascism, Japan took on many of its characteristics, including a Gestapo-like police force, the *Kempeitai*, which had the power to arrest, torture, or kill anyone thought to be an enemy of the state. Militarists took control of Japan in the 1930s and began strengthening the empire by conquering other countries and seizing their resources.



FIGURE 5-5 Francisco Franco ruled Spain for 36 years.



FIGURE 5-6 Hirohito, the 124th emperor of Japan, reigned from 1926 until his death in 1989.

### PRACTICE QUESTIONS

1. In your own words, explain the term *totalitarian*.
2. **Cause and Consequence** What common conditions led to totalitarianism in Italy, Germany, and Spain?
3. List the ways in which Stalin, Mussolini, and Hitler each made his country a totalitarian dictatorship.
4. How did the Nazis try to accomplish their goal of a "master race" in Europe?
5. What was Canada's involvement in the Spanish Civil War?
6. How were totalitarian leaders able to gain power in Europe and Asia?

## KEY TERMS

**policy of appeasement** giving in to an aggressor's demands in the hopes that no more demands will be made

**non-aggression pact** an agreement between two countries not to attack each other

# Causes of the Second World War

As you have read, different forms of totalitarianism took hold in Europe, the Soviet Union, and Japan during the 1930s. Like the colonialist leaders of pre-First World War empires, the totalitarian leaders of these states had nationalistic ambitions to expand their territory and resources. Germany and Italy felt that they had been cheated by treaties at the end of the First World War and wanted to right these wrongs. Japan wanted access to more resources to help support its industries. In other countries, leaders were conscious of the sacrifices their citizens had made during the last war and wanted to avoid another conflict at all costs. All these factors contributed to the Second World War.

## Hitler's Imperialistic Ambitions

When Hitler came to power in 1933, he intended to make Germany a powerful nation again. Part of his plan involved uniting the "master race" of Germanic people and taking back territory that he believed belonged to Germany. In the years leading up to the Second World War, Hitler put his plan into action.

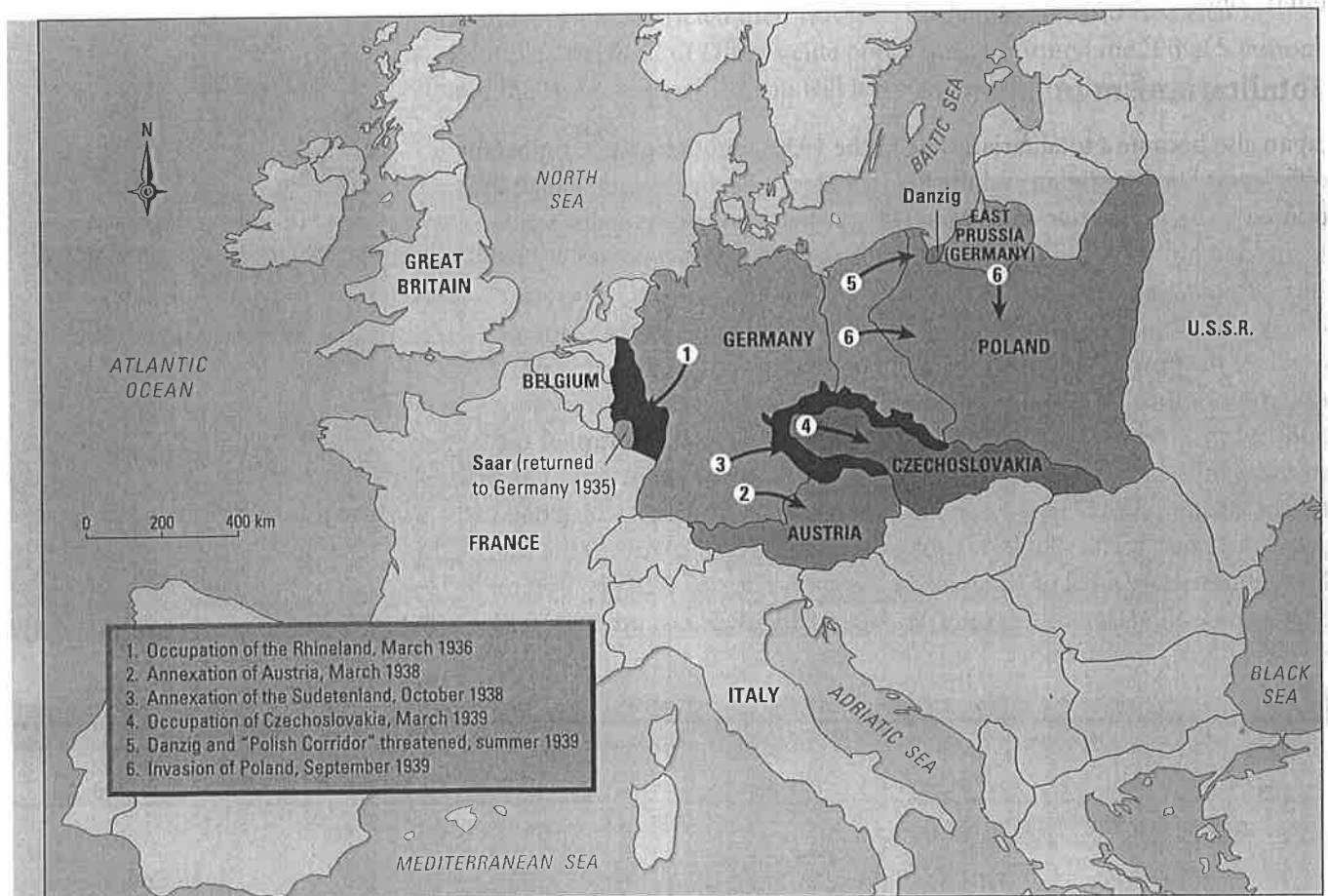


FIGURE 5-7 Hitler's aggression in Europe, 1936-1939

**Thinking Critically** Which countries might have felt threatened by Germany's actions? Why? Italy, also ruled by a fascist government at the time, was Germany's ally. What difference might this alliance have made to the countries of Europe?

## *Appeasing Hitler*

In 1936, Hitler ordered his troops into the Rhineland, an area along Germany's western border that had been demilitarized and put under French protection by the Treaty of Versailles. Although this was a violation of the treaty, Britain and France chose not to act at the time. Two years later, Germany annexed, or took over, Austria. Again, this was another breach of the treaty, but Britain and France chose not to act. They were willing to make concessions to maintain peace. However, their weakness made Hitler bolder.

Next, Hitler set his sights on the Sudetenland, a territory populated by ethnic Germans given to Czechoslovakia at the Paris Peace Conference. When Hitler threatened to invade this territory, British and French leaders met with him in Munich to try to negotiate. In exchange for the Sudetenland, Hitler promised not to invade the rest of Czechoslovakia. British Prime Minister Neville Chamberlain announced to the world that the Munich Agreement and their **policy of appeasement** would secure "peace for our time." Only six months later, in March 1939, Hitler broke his promise and Germany invaded Czechoslovakia. Hitler's actions made it clear that the policy of appeasement had failed. Another war in Europe was looming.

## *The Nazi–Soviet Non-aggression Pact*

After taking over Czechoslovakia, Hitler planned to unite East Prussia with the rest of Germany. This territory had been separated from Germany when the map of Europe was redrawn at the Paris Peace Conference, giving Poland a strip of land so it had access to the Baltic Sea and making Danzig an independent state under the protection of the League of Nations. Before Hitler could act, he had a problem to solve. If Germany invaded Poland, the Soviet Union would likely regard Germany's actions as a threat to its own security. In August 1939, Hitler stunned the world by signing a **non-aggression pact** with Joseph Stalin, leader of the Soviet Union, even though the Nazis hated communists and vice versa. Both countries pledged not to fight each other if one of them went to war, and they agreed to divide Poland between them. Germany was now free to make its move.

On September 1, 1939, German troops invaded Poland, and bitter fighting followed. This time, Britain and France responded immediately. They ordered Germany out of Poland by September 3, 1939. When Germany ignored this deadline, Britain and France declared war.

## **Failure of the League of Nations**

While the policy of appeasement failed to prevent German aggression, the League of Nations was not effective in preventing nationalistic aggression in other parts of the world. The League was supposed to help maintain world peace, but it was too weak and did not have a military to enforce its decisions. The League's ineffectiveness in the following two military conflicts helped pave the road to war.



### Japan Invades Manchuria

As part of its plans to expand its territory and influence, Japan invaded the Chinese province of Manchuria in 1931. The Chinese government appealed to the League of Nations to take action against Japan. The League condemned Japan's action and tried to negotiate. Japan merely withdrew from the League and continued with its policy of aggression. In 1937, it expanded its invasion of China and the two countries were at war.

### Italy Invades Abyssinia

Like Hitler in Germany, Mussolini wanted to expand Italy's territory and power. Still bitter that Italy had not received more land in Europe after the First World War, Mussolini wanted to expand Italy's resources by adding to its African colonies. In the spring of 1935, Italy attacked Abyssinia (now Ethiopia). Abyssinia had never been colonized and was one of the few independent African nations. It fought hard against the Italian invasion and won support around the world. The League of Nations immediately voted to impose trade sanctions against Italy. But this action was not very effective because oil, a crucial import for Italy, was not included in the sanctions. At this point, the League still hoped for Italy's support if there was a new war with Germany.

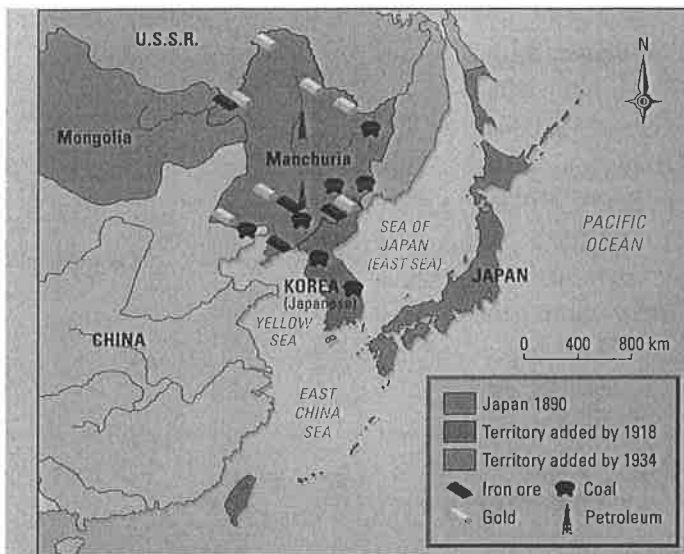


FIGURE 5-8 Japan's aggression by 1934

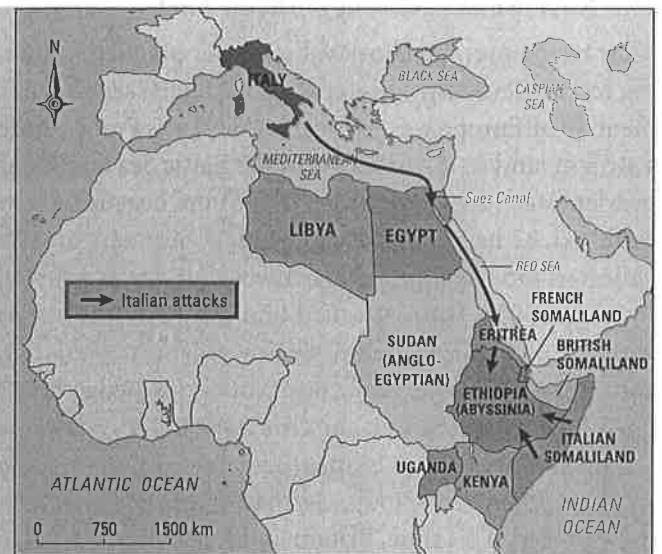


FIGURE 5-9 Route of Italians invading Ethiopia (Abyssinia), 1935

## PRACTICE QUESTIONS

- Cause and Consequence** Use a graphic organizer to show the causes of the Second World War (similar to the one on page 82 in Chapter 3). Explain the effect and result for each cause of the war.
- Explain why appeasement was used by Britain and France toward Germany.
- Why was the non-aggression pact important to both Germany and the U.S.S.R.?
- Why was the League of Nations unable to stop the aggression of Japan and Italy? How did this failure encourage Hitler?

#### WEB LINK •

To this day, the Dutch continue to show their appreciation to Canada for liberating the Netherlands. Visit the Pearson Web site to find out more.

## Victory in Europe

While the Allies invaded Germany from the north and west, the Soviet Union attacked from the east. Facing certain defeat, Germany surrendered to the Allies on May 7, 1945. Hitler committed suicide in a bunker in Berlin before he could be captured. The war in Europe was over and the Allies declared May 8 as Victory in Europe (VE) Day.

**FIGURE 5-31** At the Yalta Conference in February 1945, with an Allied victory only months away, Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin (front row, from left to right) discussed the reorganization of post-war Europe, including occupation zones and new borders.



## Japan Surrenders

After the Allied victory in Europe, the war in the Pacific intensified. By mid-1945, most of the Japanese air force and navy had been destroyed, but the army was still strong. In March 1945, the Americans, the main Allied force in the Pacific, had begun fire-bombing Japanese cities trying to force them to surrender. Although these bombing raids destroyed cities and killed thousands of people, the Japanese declared that they would “fight to the last person” and not surrender.

### *The Atomic Bomb*

For some time, American and British scientists had been working on the **Manhattan Project**, a top-secret plan to develop an **atomic bomb**. In 1942, Canada was notified of the project and asked to contribute uranium, an important component of the bomb. The Canadian government agreed, and secretly bought the Eldorado mine at Great Bear Lake, Northwest Territories, to produce the uranium.

On August 6, 1945, an American bomber plane (named “Enola Gay” after the pilot’s mother) dropped an atomic bomb over the Japanese city of Hiroshima. The destruction unleashed by the bomb had never been experienced before. Three days after the bombing of Hiroshima, a second atomic bomb was dropped on the city of Nagasaki. While precise casualty numbers are not available, it is estimated that the two bombings killed approximately 100 000 people and wounded another 100 000. Long-term effects, such as cancer, affected many more Japanese citizens.

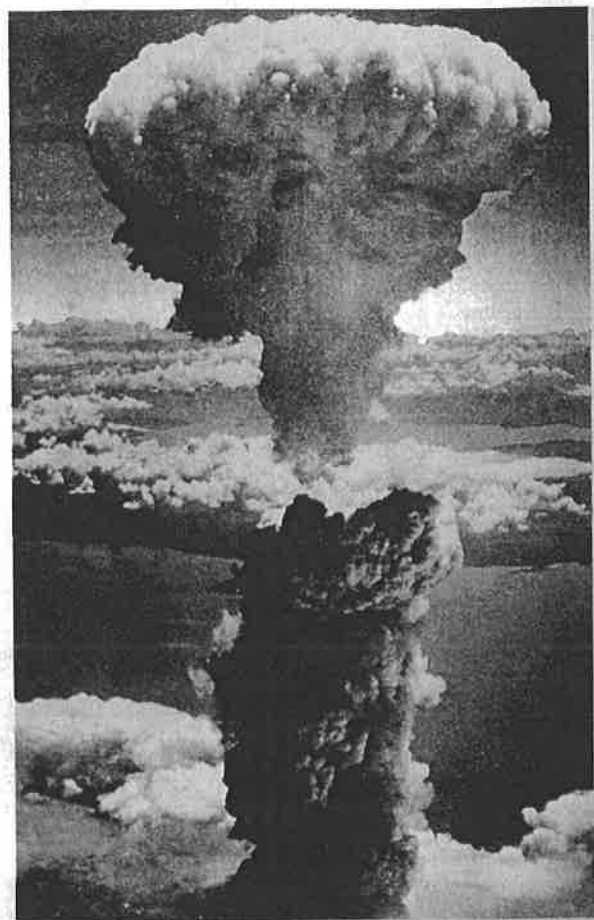
### **The War Ends**

The Japanese, realizing that they could not withstand the awesome power of the new U.S. weapon, surrendered on August 14, 1945. Finally, after six long years and the loss of millions of lives, the Second World War was over.

#### KEY TERMS

**Manhattan Project** the code name during the Second World War for the American plan to develop the first atomic bomb

**atomic bomb** a bomb containing radioactive material, capable of destroying an entire city or region



**FIGURE 5-32** The nuclear detonation at Nagasaki on August 9, 1945, created a mushroom cloud that rose many kilometres into the air.

#### PRACTICE QUESTIONS

1. What was D-Day? Why was it necessary? In what ways did the D-Day invasion differ from the raid on Dieppe? What role did Canadian troops play in both of these invasions?
2. In your own words, describe the situation in the Netherlands in the spring of 1945. Why were Canadian troops considered heroes in the Netherlands?
3. Compare and contrast how the war ended in Europe and Asia.

## Are weapons of mass destruction ever justified?

On July 16, 1945, a group of American scientists tested the first atomic bomb—the most powerful weapon ever built until that time. The scientists who witnessed the test were awestruck by the power of what they had created.

*We knew the world would not be the same. A few people laughed. A few people cried. Most people were silent. I remembered the line from the Hindu scripture—the Bhagavad-gita. Vishnu is trying to persuade the prince that he should do his duty and to impress him, takes on his multi-armed form and says, "Now I am become Death, the destroyer of worlds." I suppose we all felt that, one way or another.*

—Robert Oppenheimer,  
scientific director of the Manhattan Project

Two atomic bombs, dropped on the Japanese cities of Hiroshima and Nagasaki, ended the war, but controversy regarding their use continues to this day. Was it necessary to use such a deadly weapon? Even before the atomic bomb was dropped, there were those who believed its use could never be justified. Admiral William Leahy, an advisor to U.S. President Harry Truman, opposed the bomb. In 1944, he advised Truman's predecessor, Franklin Roosevelt, not to use the bomb.

*Personally I recoiled at the idea and said to Roosevelt: "Mr. President, this would violate every Christian ethic I have ever heard of and all known laws of war. It would be an attack on the non-combatant population of the enemy..."*

*It was my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war... The Japanese were already defeated and ready to surrender... My own feeling was that in being the first to use it, we had adopted an ethical standard common to the barbarians of the Dark Ages. I was not taught to make war in that fashion, and wars cannot be won by destroying women and children....*

—I Was There, 1950



FIGURE 5-33 Hiroshima before the bombing

Colonel Paul Tibbets, commander of the air force squadron that dropped the bombs on Japan and pilot of the plane that dropped the bomb on Hiroshima, rejected such criticism because he felt it failed to take into consideration the “context of the times”:

*As for the missions flown against Japan on the 6th and 9th of August, 1945, I would remind you, we were at war. Our job was to win. Once the targets were named and presidential approval received, we were to deliver the weapons as expeditiously as possible, consistent with good tactics. The objective was to stop the fighting, thereby saving further loss of life on both sides. The urgency of the situation demanded that we use the weapons first—before the technology could be used against us.*

*—Quoted in news release by Airmen Memorial Museum, 1994*

For almost 200 years, war strategists have been influenced by the writings of Carl von Clausewitz, a Prussian general and military theorist. In his book *On War*, he writes about his theory of absolute war:

*To introduce into a philosophy of war a principle of moderation would be an absurdity. War is an act of violence pushed to its utmost bounds.*

*—Quoted in Gwynne Dyer, War, 1985*

Weapons now exist that have the potential to destroy all life on Earth. Nations have stockpiled thousands of warheads hundreds of times more powerful than the first atomic bombs. Arsenal and laboratories store biological weapons designed to spread diseases. Governments maintain stores of deadly chemical weapons. Von Clausewitz could never have envisioned destruction on such a scale.

Thankfully, some nations have agreed to treaties that limit the testing of nuclear weapons and that reduce the arsenal of nuclear weapons. Still, both the United States and Russia have the capability to destroy the world several times over. Many other nations also have nuclear arms and large quantities of chemical and biological weapons.

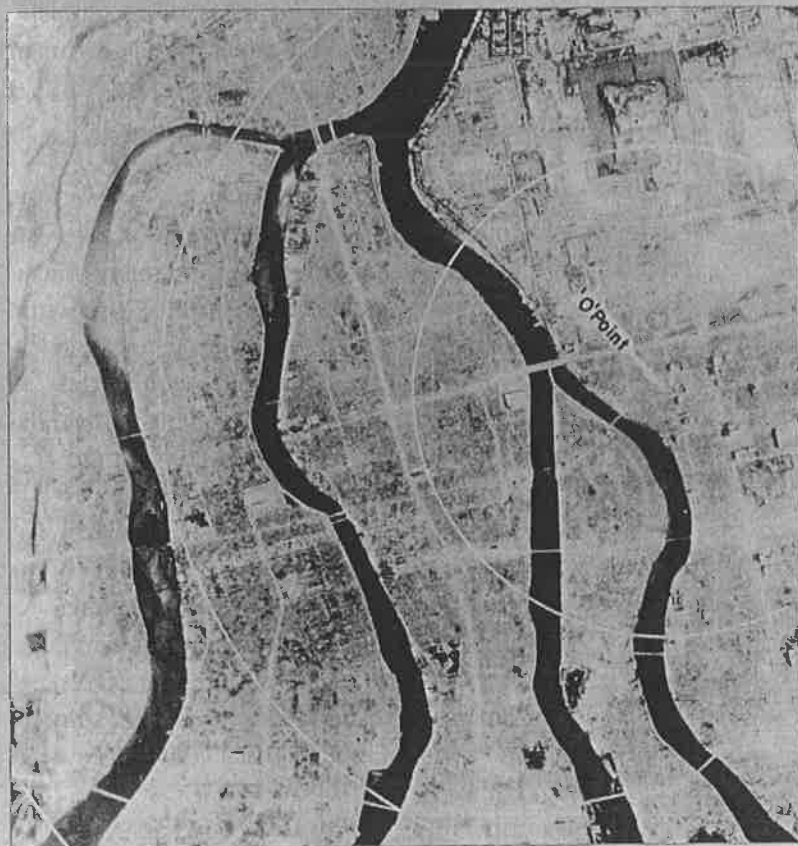


FIGURE 5-34 Hiroshima after the bombing

### Analyzing the Issue

1. What reasons did Admiral William Leahy give against using the atomic bomb?
2. What three arguments did Colonel Paul Tibbets give to support the use of the atomic bomb on Japan?
3. What do you think Robert Oppenheimer meant by “We knew the world would not be the same”?
4. Do you think there are any circumstances in which weapons of mass destruction can ever be justified? Explain your answer.

## The War at Home

Canadians at home made enormous contributions to the war. Under the policy of total war, many Canadian factories were dedicated to producing supplies and war materials. In 1944, Canada produced 14 000 tanks and personnel carriers, more than 4000 aircraft, and 16 000 artillery pieces. Factories operated non-stop, and Canadians worked long hours to run them.

### Women and the War Effort

As in the First World War, women joined war industries in roles that were unusual for them at the time. They worked as welders, drillers, and punch-press or machine operators. “Rosie the Riveter” became a popular nickname for these working women. Women were in high demand as factory workers and many moved from rural areas to industrial centres. With government funding, some companies built dormitories close to their factories to house workers.

### Canada’s Wartime Economy

With so much increased production and employment, people suddenly had more money to spend. At the same time, there were fewer goods to buy as most of what was produced was shipped to Britain. Prime Minister Mackenzie King wanted to avoid soaring inflation and hoped to prevent the massive debt that had burdened Canada after the First World War so the government took the following steps:

- As Minister of Finance, James Ilesley enthusiastically encouraged Canadians to buy Victory Bonds. The government used the money to help finance the war, and people cashed in the bonds for profit after the war.
- Ilesley increased income taxes for added revenue.
- In 1941, the Wartime Prices and Trade Board, which had been set up in 1939, froze all wages and prices to try to prevent inflation.
- In 1942, King introduced food rationing, limiting the amounts of certain goods that Canadians were allowed per week. Each Canadian adult was limited to about 1 kilogram of meat, 220 grams of sugar, 250 grams of butter, and about 225 grams of coffee. Canadian rations were generous compared with those in England and the United States.

● What was the war’s impact on the home front?

#### KEY TERMS

**crimes against humanity** widespread attacks against civilians, including murder, enslavement, deportation, and torture

**Final Solution** the Nazis’ plan to systematically kill all European Jews

**genocide** the systematic extermination of a religious or ethnic group

**tribunal** court of justice

**war crimes** the killing, torture, and hostage-taking of civilian populations, or the deliberate and extensive destruction of their property



FIGURE 5-36 Women were employed in non-traditional roles during the Second World War.