Figure 11-1  Artist D.R. Fitzpatrick drew this political cartoon titled “Atom Bomb, 1945,” shortly after the atomic bomb was used to end World War II. After living through two world wars within three decades, people around the world were wondering whether the old ways of resolving disputes were still working.
The end of World War II brought peace — at least temporarily. Prosperity came quickly, too. Canada entered a new era in which almost everyone had a job and teenagers could stop worrying about dying on a foreign battlefield and start thinking about their plans for Saturday night.

But even as the mushroom clouds over Hiroshima and Nagasaki began to disperse, people realized that something important had changed. Overnight, the goal of achieving worldwide peaceful coexistence had become a matter of survival. Atomic bombs had the potential to destroy the world as we know it.

Canada had played a vital role during World War II. It was yet to be seen what role Canada would take up in the postwar world.

Examine the political cartoon on the previous page and consider the following questions as you reflect on one of the major issues facing Canada and the world in the decades after World War II:

• In what ways are various elements of the cartoon, such as the size of the people and symbols, significant?
• The labels on the symbols say “How to kill everybody” and “How to live with everybody.” In 1945, did people know how to do these two things? Explain your response.
• Who is pondering these questions? Who should have been pondering them?
• What was D.R. Fitzpatrick’s message? In what ways does this cartoon sum up the dilemmas of its era?
• In what ways is this cartoon still relevant? Explain your response.

Looking Ahead

The following inquiry questions will help you explore the extent to which Canada successfully expanded its role in the international community after World War II:

• What role did Canada play in the Cold War?
• How did Canadians promote world peace?
• How did Canada promote respect for human rights?

Key Terms

BLOC
SUPERPOWER
ESPIONAGE
DEFECT
MUTUAL DETERRENCE
MUTUALLY ASSURED DESTRUCTION
PEACEFUL COEXISTENCE
PROXY WAR

My Canadian History Journal

Can a weapon of mass destruction like the atomic bomb play a role in maintaining peace? How would you define peace in today’s world? What role should a country like Canada play in helping the peoples of the world live together?

Date your ideas and keep them in a format that you can return to as you progress through this chapter and the course.
What role did Canada play in the Cold War?

The Cold War divided the world into two groups of allied countries, or blocs — the West and the East. The United States and its allies dominated the West, and the Soviet Union and its satellite states dominated the East. They both became superpowers — countries with the military might to control the world, or at least large portions of it. Throughout the Cold War, from about 1948 to 1990, they did manage to avoid another world war, but their power struggle brought the world closer to obliteration than most people could have imagined.

Espionage

After the war, Western countries had tried to convince themselves that the Soviets were still their allies. But U.S. president Franklin D. Roosevelt had lost confidence early.

In Yalta, Ukraine, in February 1945, the Allied leaders had agreed to respect prewar borders in Europe. Yet within a few months, the Soviet Union had taken over several Eastern European countries. Roosevelt said, “We can’t do business with Stalin. He has broken every one of the promises made at Yalta.”

Were the Soviets just creating a buffer zone? Or was it the beginning of an attempt to conquer the world? Were the Soviets’ actions another case of failed negotiations that would lead to appeasement? Explain your response.

Governments suspicious of the Soviets began gathering all the information they could find about their supposed ally. Espionage — secret intelligence gathering — became an essential tool for all countries involved in the Cold War. Spies gathered information about government policies, especially military production, capability, and movements.

Canada took part in the intelligence-gathering game as well. The defence department created a small agency called the Joint Intelligence Bureau, whose task was to create reports on topics of interest to the government. Among other projects, it set up a secret radio post at Alert, in the Northwest Territories, to eavesdrop on the Soviets.

Figure 11-2 Made in 1948, The Iron Curtain was a movie about Igor Gouzenko. Gouzenko was at the centre of a sensational spy scandal involving many Canadian civil servants. In the movie, he was portrayed as a man trying to escape the tyranny of the Soviet state to embrace democracy in Canada. How might this movie have influenced public opinion?
The Gouzenko Affair

Igor Gouzenko, a minor Soviet Embassy employee in Ottawa, single-handedly blew apart the wartime alliance of the Soviet Union, Canada, Britain, and the United States.

In Ottawa, Gouzenko worked for Soviet military intelligence, including handling highly sensitive information. He shot to prominence by risking his life to defect — switch political allegiance — from the Soviet Union to Canada on September 5, 1945.

Gouzenko revealed a vast Soviet spy network operating in Canada, Britain, and the United States. He claimed that the Soviets were developing this network in preparation for a third world war. But government officials would probably not have believed him had he not smuggled more than 100 highly sensitive documents out of the Soviet Embassy.

Gouzenko’s revelations led to the arrest of several dozen Canadians, mostly civil servants, when the government used the War Measures Act to secretly detain and question them without charge. The government eventually did charge 20 people, including a member of Parliament, with violating the Official Secrets Act. What was shocking to many people was not only the large number of spies, but also the fact that so many of them were native-born Canadians and Americans.

Even more disturbing, Gouzenko testified that Canadian spies had been communicating crucial information about nuclear weapons to the Soviets. This revelation put an immediate end to any plans for the UN to control nuclear arms. Instead, the United States would build up an enormous arsenal of nuclear weapons to defend itself from any future Soviet nuclear attack.

The Gouzenko affair set the tone of suspicion and paranoia that prevailed during the Cold War. Anyone who had a connection with communism or socialist leanings was suspect. Even Nobel Peace Prize winner Lester Pearson came under suspicion because he had encouraged co-operation with the Soviets.

Figure 11-3 After defecting in 1945, Gouzenko lived the rest of his life in Mississauga, Ontario, under an assumed name. This photograph, taken in 1954, shows him wearing a pillow-case mask. Why would he decide to conceal his identity?

Explorations

1. In what ways was the Gouzenko affair a wakeup call for the West?

2. Would the discovery of an extensive spy ring justify suspending any of a citizen’s civil rights? Give reasons for your response.
Canada — A Middle Power

In the 1950s, Canada was a middle power. This term began as a description of Canada’s military capability, which was no longer thought negligible. Because of its role in World War II, the world had noticed and appreciated that Canada’s contribution had been extraordinary, especially given its small population. By revealing that it was tough and committed, Canada had earned the world’s respect. Canadians were never under the impression that theirs was a powerful country. It did not hold a position of power militarily, but it had gained influence on the countries that did. This influence was key during the Cold War, when Canada tried to step in and help resolve difficult international disputes by seeking compromises. This gave a second level of meaning to Canada’s status as a middle power — it became a global mediator.

Examine the map in Figure 11-4. In what ways does it illustrate that Canada was, in fact, in the middle of the Cold War?

The Nuclear Arms Race

On September 23, 1949, the Soviet Union announced that it had exploded its first atomic bomb two months earlier. As a defence, some Western governments also decided to build large stockpiles of nuclear weapons. These were considered necessary to achieve mutual deterrence — the theory that having huge stockpiles of bombs would create a “peaceful,” stable situation in which countries would not attack each other out of fear of massive retaliation. Both sides reasoned that if one side used an atomic bomb, the other would respond by using its own atomic weapons. This policy came to be known as MAD — mutually assured destruction.

Write a brief comment on the policy of mutual deterrence or mutually assured destruction. How would you have advised Canadian politicians to respond to such a policy?
INTERNATIONAL DEFENCE ORGANIZATIONS

In February 1948, with the support of the Soviet Union, the communist party in Czechoslovakia seized power. Western European countries began to fear that the same thing could happen to Italy, France, or other close neighbours. These countries joined together to support each other in an agreement called the Brussels Treaty. But since their military forces were still not strong, they looked to the United States for help.

THE NORTH ATLANTIC TREATY ORGANIZATION

In the fall of 1948, talks began between the United States, Canada, and several European countries to create an alliance to prevent further expansion of Soviet control.

These negotiations resulted in the North Atlantic Treaty Organization. But Canada pushed for an agreement that would not only protect members from communist aggression, but also bind them together in peaceful coexistence — a relationship of peace and mutual respect.

One clause, known as the Canada clause, outlined NATO’s second objective: to create an economic relationship that would help maintain peace.

The agreement came into effect on August 24, 1949.

THE WARSAW PACT

In 1954, NATO members voted to allow West Germany to join the alliance and rearm. In response, the Soviets created an alliance of countries to mirror NATO. In 1955, the Soviet Union and seven Eastern European countries met in Warsaw, Poland, to sign the Warsaw Pact.

As in NATO, these countries agreed to come to the aid of any other member that was attacked. Central command was in Moscow, and the Soviet Union effectively absorbed the military forces of all member states. Furthermore, members could not withdraw. When Hungary tried to break away in 1956, the Soviets crushed the revolution there.

Figure 11-6 shows how NATO and the Warsaw Pact divided the world into East and West, communism and capitalism. What might the non-aligned countries have thought of dividing up the world this way? Can organizations like these help maintain peace? List three points to support your response.

Figure 11-6  NATO and the Warsaw Pact
A Proxy War in Korea

For nearly a century before World War II, Korea had been ruled by the Japanese. When Japan’s empire evaporated after the war, the Soviet Union occupied the northern half of Korea and installed a communist government. The United States occupied the country south of the 38th parallel. While the Soviets wanted the country to be unified under a single communist government, the Americans wanted free elections. By 1950, Kim Il Sung, the North Korean leader, had laid claim to the entire country and wanted to invade South Korea. The Soviets, however, did not want to clash directly with the United States. Instead, they decided to arm the North Korean army and have it fight for them in a proxy war — a war fought by one country but for and in the interests of another.

Examine the map in Figure 11-7. Then examine a current map of the Korean Peninsula in an atlas or online. What has changed? What has remained the same?

Canada Joins the UN Mission

The North Koreans attacked on June 25, 1950. The South Koreans could not stand up to them and by September had been driven back to the tip of the Korean Peninsula. Even though the Soviets were not directly involved, American president Harry Truman saw this as Soviet expansion. He called on the new UN Security Council to intervene, and a United Nations force was approved to “render every assistance” to South Korea. Though other UN members participated, 90 per cent of the troops were American. Many non-Europeans saw this as another imperialist war.

Canada’s secretary of state for external affairs, Lester Pearson, supported aid to South Korea because he believed one of the UN’s roles was to help weaker states defend themselves. The Canadian Army Special Force was formed to contribute to the UN mission. Canada eventually committed 27 000 military personnel — the third-largest contribution of the 22 nations that took part.
THE BATTLE FOR SEOUL

American general Douglas MacArthur led the UN operation, and within two months, it had recaptured Seoul, the South Korean capital. But to Pearson’s dismay, MacArthur kept advancing north, almost to the border of the People’s Republic of China.

The Chinese government had clearly stated that it would not tolerate Americans at its border, and soon the UN forces were fighting hundreds of thousands of well-armed Chinese troops. Within two months, the UN forces were driven out of North Korea and Seoul was again in communist hands. UN forces then stopped the forces from the north, and Seoul was retaken.

It took two more years before an armistice was reached on July 27, 1953. The Korean borders remained roughly where they had been before the war. But the communists had been kept out of South Korea. For this, 516 Canadians had died and 1000 had been wounded.

Making History

Ed Oram — On Night Watch Far from Home

Ed Oram of Muskoka, Ontario, shipped out to Korea with the Princess Patricia’s Canadian Light Infantry in February 1951. He served for 18 months and fought in the Battle of Kapyong. There, after other forces had retreated from the Chinese, the Canadians held their position despite being seriously outnumbered. Oram’s regiment is the only Canadian unit to have received a United States Presidential Unit Citation for outstanding bravery.

Figure 11-8 Ed Oram at 16, three years before he signed up for duty in Korea.

Here is how Oram described what it felt like to serve at Kapyong.

I stare intently into the darkness trying to see down the side of the hill, something seems to move, but I know that the mind plays tricks . . . My heart starts to race, my chest is pounding . . . I’m scared . . .

This continues for four hours. My buddy takes over at four a.m. I try to sleep but being so tense for so long, sleep doesn’t come. During one of my guard duties they did come, by the thousands, we were surrounded, they overran our hill, we brought down artillery fire onto our own positions. We fought them off, sometimes in hand-to-hand combat. Many of my buddies were killed. I will remember them, I try to forget, but I can’t.

Explorations

1. List words or phrases that give you an impression of Oram’s experiences on night watch.
2. Compare Oram’s experiences as a Canadian soldier in Korea with that of a Canadian soldier during World War II. In what ways were they the same? Different?
3. Conduct further research to find out why Kapyong was a key Korean War battle.

How would China’s involvement in a war against Western powers help the Soviet Union?
THE AVRO ARROW

After the Gouzenko affair and the start of the Korean War, Canadian politicians became increasingly concerned about the possibility of a surprise attack from the Soviet Union. This fear inspired them to spend more on the military and defence than on any other budget item for the next 15 years.

In 1953, for example, the government agreed to pay for the development of a new aircraft for the Royal Canadian Air Force. The requirements were tough — only the best technology in the world would do. A Canadian aircraft company, A.V. Roe Canada, would use its experience to design and build a new, all-weather, supersonic jet interceptor — the Arrow, or CF-105. These fighter planes would be stationed all across Canada’s North to be called into action if enemy aircraft were sighted.

On October 4, 1957, a huge crowd gathered at Malton, Ontario, for the presentation of the Arrow to the public and press. As it happened, the Arrow’s debut was overshadowed by the launch of the Soviet Union’s Sputnik I, the first artificial satellite to be put into orbit around Earth. This caused a sensation because Western scientists believed that the same technology could lead to unmanned ballistic missiles — which the Arrow was not designed to stop.

GROUNDED

In time, the Arrow’s costs began spiraling, and on February 20, 1959, Diefenbaker cancelled the program. More than 15 000 A.V. Roe employees were laid off, and the company was ruined. Diefenbaker argued that all Canada needed were American Bomarc anti-aircraft missiles. But this program, too, was cancelled within two years.

To keep the air force flying, Diefenbaker eventually had to settle for used Voodoo fighter jets bought from the United States. By that time, many of A.V. Roe’s highly skilled employees had left the country. The completed Arrows had all been cut into scrap, and all technical drawings, models, photographs, and nearly every operating manual had been destroyed.
The cancellation of the Arrow program was most shattering to the more than 15,000 Avro employees who eventually lost their jobs. Here, three well-known Canadians reflect on what else was lost when the Arrow was abandoned.

**ANDRÉ BELTEMPO** was editor-in-chief of *The Iron Warrior*, the newspaper of the University of Waterloo Engineering Society, in 2004.

Although the Arrow was an incredible airframe, we should lament not so much about the loss of the particular aircraft, and more so about the loss of the best and brightest in Canada’s aerospace sector, at a time when Canada had the fleeting potential to actually take the lead in a world-class field.

In 1958, freelance journalist and author **JUNE CALLWOOD** witnessed and wrote about a test flight for the Iroquois engine — the engine destined for the Arrow.

It’s not that we weren’t proud of Canada’s audacity in building the world’s best combat airplane, superior to anything developed in the United States or the U.S.S.R. My point is that the Arrow didn’t seem a fluke. We thought it natural that Canadians would be among the best, if not the best, at anything we really tried to do.

On a CBC broadcast in 1997, Canadian author and historian **MICHAEL BLISS** argued that the costs of producing the Avro Arrow had spiraled out of control, so the government really had no choice but to cancel the program. He believes that the “mythologizing about the Arrow” is not based on historical fact.

What I think the [CBC] series [*The Arrow*, in 1997] actually represents is more Americanization in the country. We’re now thinking that we should play fast and loose with history the same way the Americans do. And that we should go and be tub-thumping chest beaters the way American jingoists are. Well, the country I was brought up in always turned up its nose at that kind of raw, rampant nationalism.

**Explorations**

1. Which of the three speakers would agree with each of the following statements? Choose one phrase or sentence from each quotation to support your choice.
   a) Canada gained a legend that it can be the best in the world.
   b) Canada lost some of its modesty in favour of a louder patriotism.
   c) Canada lost the engineering design ability that could have made it an international leader.

2. Select one of the speakers. In small groups, prepare to roleplay your speaker by recording some arguments you think she or he might use to respond to this statement: “All in all, Canada gained from its experience with the Avro Arrow.” Then conduct your roleplay.
**How did Canadians promote world peace?**

Many believed that the “peace” achieved through mutual deterrence was not really peace at all. Canadian scientist and peace activist Dr. Ursula Franklin, for example, outlined the peace movement’s position: “Peace is not the absence of war. Peace is the absence of fear. Peace is the presence of justice.” Beliefs like these spurred on many Canadians — politicians and ordinary people alike — to pursue the cause of peace through nuclear disarmament.

The nuclear arms race loomed over Canadian society during the Cold War. Read “Voices” on this page and examine “Picturing Life with the Bomb.” Identify and discuss some of the effects of the arms race on the lives of ordinary people.

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**Voices**

My sisters had to practise air raid drills in their classrooms. They would all go under their desks so that if there was flying glass or objects during a real air strike you would be protected . . . I remember . . . one night [on television] they aired a program devoted to what it would be like if an atomic bomb were dropped on North America. It was a pretty frightening experience, which I . . . had nightmares about because it was so real.

— Cobourg, Ontario, resident, in an interview with a Grade 10 student at Cobourg District Collegiate Institute, 2009

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**Picturing Life with the Bomb**

**Figure 11-10** Canadian artist John Collins chose Halloween as the setting for this cartoon in 1945. Why do you think he did this? How does his cartoon represent the feelings generated by the atomic bomb?

**Figure 11-11** Cities like Toronto developed emergency evacuation plans, and Canada’s governments put in place thousands of gigantic air raid sirens to warn Canadians in the event of an attack. How practical was it to expect urban dwellers to evacuate Canada’s cities if they were attacked?

**Figure 11-12** In 1955, a teacher instructs her students in the approved “duck and cover” techniques in case of nuclear attack. Children all over North America were instructed in these methods. How well would “duck and cover” have protected a person in a nuclear attack?
THE PUGWASH MOVEMENT

Bertrand Russell was a British mathematician, philosopher, and Nobel Prize winner who was also a social critic. In 1955, appalled by the buildup of nuclear arms, he published a manifesto with the help of other well-known and respected scientists and writers, including Albert Einstein. Their pamphlet, titled “Notice to the World,” sparked a huge campaign for nuclear disarmament.

By 1957, Russell had organized a conference of prominent scientists and public figures interested in reducing the risk of armed conflict. Canadian-born philanthropist Cyrus Eaton hosted the Conference on Science and World Affairs in Pugwash, Nova Scotia. It was the first of many conferences, and the Pugwash Organization earned the Nobel Peace Prize in 1995.

Figure 11-15 The cover of a manifesto issued in 1955 by Bertrand Russell and Albert Einstein. Einstein’s contributions to mathematics and science had laid the foundations for the atom bomb. Why would Einstein’s support be so valuable to the disarmament movement?

Figure 11-13 Torontonians caught up on the latest news on the arms race. Two months earlier, the Russians had successfully launched Sputnik — the first artificial satellite to orbit Earth. The news headlines proclaim the failure of the Americans’ attempts to do the same. “Ike’s Sputnik Is Dudnik” read one. “Ike” was President Dwight D. Eisenhower. Were the media just reporting events — or adding to the general fear?

Figure 11-14 Fear of nuclear war inspired survivalist Bruce Beach of Hasting’s Mills, Ontario, to spend 20 years building an underground bomb shelter. He buried 42 school buses under four metres of earth, then cemented them together to create 900 square metres of connected corridors and rooms. Was this a reasoned response to the nuclear threat?

Editorial

To what extent did Canada successfully expand its role in the international community? • Chapter 11
THE PEACE MOVEMENT IN CANADA

As the nuclear arms race gained speed, many Canadians became fearful. And when Prime Minister Diefenbaker agreed to accept Bomarc missiles, discontent grew. Many Canadians did not want their country to acquire nuclear weapons.

In her May 1960 column in the Toronto Star, for example, Lotta Dempsey issued a direct call for women to band together: “I have never met a woman anywhere who did not hate fighting and killing.” Many responded by forming an anti-nuclear group called the Voice of Women. As the movement grew, it attracted influential women such as Maryon Pearson, wife of future prime minister and 1957 Nobel Peace Prize winner Lester Pearson.

CANADIAN SCIENTISTS FOR PEACE

By working through organizations such as Pugwash, many prominent Canadian scientists tried to make people understand that nuclear war would destroy the planet. Canadian physicist Ursula Franklin, for example, worked with the Voice of Women. Their work contributed to the international Limited Nuclear Test Ban Treaty of 1963, which banned above-ground testing of nuclear weapons. In 1992, Franklin was made a Companion of the Order of Canada and still works to educate people in the cause of peace.

What global issues today have sparked the same sort of activism as the nuclear arms race? How are these movements similar to or different from peace movements in the 1950s? Do they have more in common, or are the differences greater?
THE SUEZ CRISIS

In 1859, a French company called the Suez Canal Co. financed the construction of a massive canal to link the Mediterranean Sea with the Red Sea. Egyptian labourers dug the 192-kilometre waterway, and more than 120 000 of them died during construction of the canal. Britain bought into the company in 1875.

OIL AND INDEPENDENCE

For much of the early 20th century, Britain ruled Egypt. But an independence movement began after World War II as Egyptians tried to rid themselves of foreign control. Meanwhile, as the number of cars multiplied, the West needed more oil. By 1955, two-thirds of that oil was being shipped from the Middle East through the Suez Canal. By this time, Britain had left the canal zone, because it could no longer afford to maintain its empire in the region.

Newly elected Egyptian president Gamal Abdul Nasser wanted to build a huge dam on the Nile River to provide the power needed by Egypt’s growing economy. To finance the Aswan Dam, Nasser decided to nationalize the foreign-owned Suez Canal so Egypt could charge user fees and retain the profits. Nasser seized the canal in 1956.

In response, Britain, with the support of Israel and France, invaded the canal zone the same year. The Soviet Union, the United States, and the UN condemned this tactic as bullying. Britain was soon nearly bankrupt financing a war it could not afford, but did not want to simply withdraw.

Examine the timeline in Figure 11-19.

Rather than invade, what other response might Britain have made to Egypt’s nationalization of the canal?
In the 1950s, Lester Pearson earned an international reputation for persuasive diplomacy — and averting a possible nuclear war.

Pearson was Canada’s minister of external affairs. As the Suez crisis came to a head, he worked to find a solution that would allow the British, French, and Israelis to save face and go home. Pearson was not the first to come up with the idea for an international peacekeeping force, but he was its most able champion. And he obtained the UN General Assembly’s overwhelming support for an international force “to secure and supervise the cessation of hostilities.”

A Canadian general, E.L.M. Burns, led the first international peacekeeping force, called the United Nations Emergency Force. UNEF peacekeepers replaced occupying forces while a peaceful solution was negotiated.

When Pearson was awarded the Nobel Peace Prize in 1957, he was said to have shown that “moral force can be a bulwark against aggression and that it is possible to make aggressive forces yield without resorting to power.”

**CANADA KEEPS THE PEACE**

**Recall... Reflect... Respond**

1. Create a mind map with two levels of bubbles. Write the words “Canadians Promoting Peace” at the centre of the map. In the first level of bubbles, record examples of individuals promoting peace. In the second level, record the results of their efforts. Draw lines that show how you think one person’s efforts may have affected another’s.

2. Add the following developments to your mind map, with connecting lines to indicate ways in which the Canadians in your web may have led to or were connected to these events:
   a) To date, 187 countries have signed the 1970 Nuclear Non-Proliferation Treaty, which was designed to stop the spread of nuclear weapons.
   b) In 1972, Americans and Soviets agreed to the first Strategic Arms Limitation Treaty, which slowed down their arms race.
   c) In 2009, American president Barack Obama said, “Today, I state clearly and with conviction America’s commitment to seek the peace and security of a world without nuclear weapons.”

3. Where would you put yourself in your mind map? In what ways might you fit in?
How did Canada promote respect for human rights?

When World War II ended, the world’s hopes for long-term peace had been placed in a new international organization — the United Nations. People had high hopes that this organization would provide a way for countries to work together to end hunger and disease, help people better their lives, and foster a world without war.

The United Nations

The story of the UN began on the British battleship Prince of Wales somewhere on the Atlantic Ocean. On August 14, 1941, Franklin Roosevelt and Winston Churchill discussed what became known as the Atlantic Charter, a plan for international co-operation that they hoped would bring an end to the war.

Six months later, 26 Allied nations signed a declaration stating that none of them would break ranks to negotiate peace with the Axis Powers. They also agreed not to try to increase their territory at the expense of the enemy — a very different approach from the one taken in the Treaty of Versailles in 1919. This declaration ultimately helped the Allies win the war.

The Charter

Even before the war was over, delegates from 50 countries gathered in San Francisco in June 1945 to create the United Nations. They represented 80 per cent of the world’s population and its hopes for a more just and peaceful world. As Britain’s Lord Halifax put the final draft of the Charter of the United Nations to a vote, he said, “This issue upon which we are about to vote is as important as any we shall ever vote in our lifetime.”

Examine Figure 11-21 and the words from the Bible in “Voices” on this page. In a small group, discuss the significance of the sculpture’s title and the words from the Bible. What hopes do they express? Can these hopes ever be fulfilled?

The Four Goals of the United Nations

- To save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind
- To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small
- To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained
- To promote social progress and better standards of life in larger freedom

[And] they shall beat their swords into ploughshares, and their spears into pruning hooks: nation shall not lift up sword against nation, neither shall they learn war any more.

— Isaiah, 2:4, King James Bible, inscribed on a wall at UN headquarters in New York City
**Canada’s Participation in UN Agencies**

In the 1950s, Canada, as a middle power, accepted the role of quiet diplomat and respected mediator of disputes. Lester Pearson, for example, was elected president of the UN General Assembly and worked to bring an end to the Korean War.

Canada has also contributed to the work of many UN agencies designed to address social justice issues around the world, for example:

- **Canadian Dr. Brock Chisholm** was heavily involved in founding the World Health Organization in 1948. The WHO aims to eliminate disease and increase health standards. With Canada’s help, it has achieved some remarkable feats, such as the eradication of smallpox.

- **In 1945,** Pearson hosted a conference in Quebec City, where he spearheaded the proposal for the new Food and Agriculture Organization. Canada is the second-largest contributor of emergency food aid through the FAO and the UN World Food Programme.

**The Universal Declaration of Human Rights**

In 1968, Aase Lionaes awarded the Nobel Peace Prize to René Cassin and said, “It was Cassin who drew up the Declaration.” For 20 years, the world believed it was Cassin who had written what many believe is the most important document of the 20th century: the Universal Declaration of Human Rights. A chance discovery changed that view.

In 1988, McGill University law librarian John Hobbins was sifting through the lecture notes of former law professor John Peters Humphrey, in Montreal, when he came across a tattered, handwritten document dated 1946. To his surprise, what Hobbins had discovered was Humphrey’s first draft of the declaration. In fact, Humphrey had written the next five drafts before the declaration was passed along to Cassin, who made minor changes.

Humphrey did not seek recognition for his role. He said that it was the authors’ “anonymity which gives the Declaration some of its great prestige and authority.”

What do you think he meant? Do you agree?
A TASK TO INSPIRE THE WORLD

Humphrey’s expertise in law and human rights made him well qualified to set up the UN Division of Human Rights in 1946. His first task was to research and write a declaration of human rights. Humphrey and his team brought their recommendations to the Commission of Human Rights. This international committee was chaired by Eleanor Roosevelt, wife of American president Franklin D. Roosevelt. Humphrey guided the committee through 187 meetings and 1400 resolutions to fine tune the wording before the General Assembly adopted the declaration on December 10, 1948.

The declaration states that “All human beings are born free and equal in dignity and rights.” All people have these rights regardless of their race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Key rights of the declaration include

- the right to life and liberty
- the right to freedom of movement, thought, and religion
- freedom from slavery, torture, and imprisonment without charge
- the right to education, to a fair trial, and to equal pay for work of equal value
- the right to work, to join a union, and to rest
- the right to a nationality

CONTINUING THE WORK

The UN declaration has been used as a model for many human rights documents, including Canada’s Charter of Rights and Freedoms. Humphrey led the UN’s Division of Human Rights for 20 years. He also guided some governments through the drafting of their constitutions. In 1974, Humphrey was made an Officer of the Order of Canada, and in 1988, he became the first Canadian to receive the United Nations Human Rights Award.

RECALL… REFLECT… RESPOND

1. Identify three examples of Canada or a Canadian promoting human rights internationally.
2. In a small group, discuss whether — and how — the examples you chose were responses to human rights violations during World War II. To what extent did these efforts change Canada?
3. Write a letter to the editor of a local or national newspaper on the topic of promoting human rights. Use the ideas you developed in Question 2 to inspire your readers to take action on international human rights.

Figure 11-24 At a meeting of the Third Session of the Human Rights Commission, Eleanor Roosevelt, sits next to John Peters Humphrey, director of the Human Rights Division, in Geneva, Switzerland, on June 4, 1948. Why do you think Humphrey was not awarded the Nobel Peace Prize?

Voices

There is a fundamental link between human rights and peace . . . There will be peace on earth when the rights of all are respected.

— John Peters Humphrey, drafter of the Universal Declaration of Human Rights, 1948
Questions and Activities

1. Historians try to understand the views people have held in the past. Read the song on this page, which was sung during anti-nuclear protests in the late 1950s. The H-bomb is the hydrogen bomb, which is even more deadly than the A-bomb, or atom bomb. Then answer the following questions:
   a) What ethical problems were the protesters pointing out in this song?
   b) Think about another perspective. Many people in the 1950s believed that having nuclear weapons was the only way to prevent an attack by the Soviet Union. Convey the views of those who were in favour of the buildup of nuclear weapons by writing new lyrics for a familiar tune.
   c) Use these pro- and anti-nuclear perspectives to explain why there were no easy solutions to the nuclear arms race.

   Sing to the tune of “God Rest Ye Merry, Gentlemen”

   God rest ye merry, gentlemen,
   When you are all in bed,
   A friendly little H-bomb
   Is cruising overhead.
   It’s there to kill the Russians
   When the rest of us are dead.

2. Many years after John Diefenbaker cancelled the Avro Arrow program, people were still questioning his decision and whether it had been good for the country. Examine the editorial cartoon in Figure 11-25.
   a) Why is Diefenbaker shown surrounded by sandbags?
   b) What is the artist saying about Diefenbaker and his decision to cancel the Arrow program?
   c) Write a caption for this editorial cartoon.

   Figure 11-25  This editorial cartoon, created in 1992, shows John Diefenbaker on top of the clock tower on Parliament Hill after shooting down an Avro Arrow with a machine gun.

3. Many fans of the Avro Arrow still hope that at least one airplane escaped being destroyed. In the 2004 historical novel Chasing the Arrow, author Charles Reid raises the possibility in a fictional conversation between two Avro employees. Read the following excerpt. Then, in a small group, discuss this statement: Historical fiction undermines the serious study of history. Should historical fiction be banned? Should it have warning labels attached? Give reasons for your responses.

   Their ears were hammered by a thunderous roar.

   Joe leaped out of his chair. “My God, Emily, that was a sonic boom!”

   Emily got to her feet, too, and scanned the darkening sky. “That sure sounded like an Arrow to me.”

   “But that’s impossible,” Joe said.

   Emily continued to search the cloudless sky. “Wait a minute, Joe. Didn’t you say you saw five complete Arrows being cut up?”

   “That’s right. Five.”

   “But we finished building and test-flying six.”

   “My God, you’re right!”
4. Does military power have a role to play in creating peace?
   a) With a partner, create a T-chart and list arguments for and against the idea that the military can play a role in the peace process. For each argument you record, add a counter-argument in the opposite column. Consider various perspectives on peace.
   b) Join another pair of students and conduct a mini-debate on this question. Toss a coin to choose which position each pair will defend.

5. Canadians responded, both individually and as a country, both directly and indirectly, to the issues raised by World War II and the tensions that arose in its aftermath.
   a) Identify three of the issues and the Canadian responses described in this chapter.
   b) For each, explain how the response resulted in a positive, negative, or mixed consequence.
   c) For each, explain how the response did or did not result in an expanded role for Canada in the international community.
   d) Overall, to what extent was Canada’s role in the world expanded after World War II compared with before the war began? Give reasons that support your position.

ACHIEVE  Chapter Eleven

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The challenge for this unit (pp. 224–225) asks you to create two history trading cards that show your response to the unit issue question: To what degree did events and issues transform Canada from 1939 to 1959.
Choose the two subjects you want to research for your trading cards. Subjects may include people, groups, events, and issues.

- Throughout the research process, record the sources of information you use in an accepted form of documentation such as a bibliography or footnotes.
- As you work, be prepared to adapt, revise, and refine your images, commentaries, and descriptions.
- For each draft card design, ask your teacher or a partner for feedback.