



4. What does Yoshiko Oda see as “doing [her] share to help Canada in her war effort?” How might this response surprise you? How does she hope to keep her high school friendships alive? (page 12)
5. What surprised you about the *perspectives* of the opening messages of the yearbook of 1942? Were they what you expected? Why/why not?

## Station 2: Life in a 1942 B.C. high school

1. Look at the annual staff on page 7. Who are the people that are writing the yearbook? Who are the teacher sponsors / advisors? How might the annual look if it were written by students of a different cultural background? From what cultural background do the teachers come from? (p. 13)
2. Look at the graduate photos starting on page 8. What are some fashion trends from this era? What are the common hair styles? Are there any differences between European Canadians and Japanese Canadians?

- 3. Look at the list of advertisers on page 6. Do you recognize the names of any of these businesses? Are any still operating? Are there any non European Canadian business names included in advertisers? Should there be advertising in yearbooks?**
  
- 4. What are some of the activities that Japanese Canadians are involved in at the school? What might this tell you about their identity?**
  
- 5. What subjects were taught in high school then that aren't in your current school? In what subjects did Japanese Canadian students excel? (see page 21 "Our Outstanding Students")**
  
- 6. How is high school different today? Comment using evidence from above questions.**

## Station 3: The war in high school

1. What is a Victory Bond? How did students honour past students who were now in the war? (p. 14)
2. On page 23 it mentions that a third school dance was rejected “because of the ban on school activities after dark.” Why would they be banned? Look to the poster on page 41 for a hint.
3. A new optional cadet course is advertised on page 27th. What students are encouraged to take this course? What subjects will be included? Why might these be useful for, in the war? Why wouldn't Japanese Canadians be taking this course in the autumn of 1942?
4. Read the winning Victory essays on page 35 & 38. What is its theme or message? Who likely chose the essay's winner? How might this affect the message of the winning essays? Why isn't Japanese Canadian internment not mentioned?

