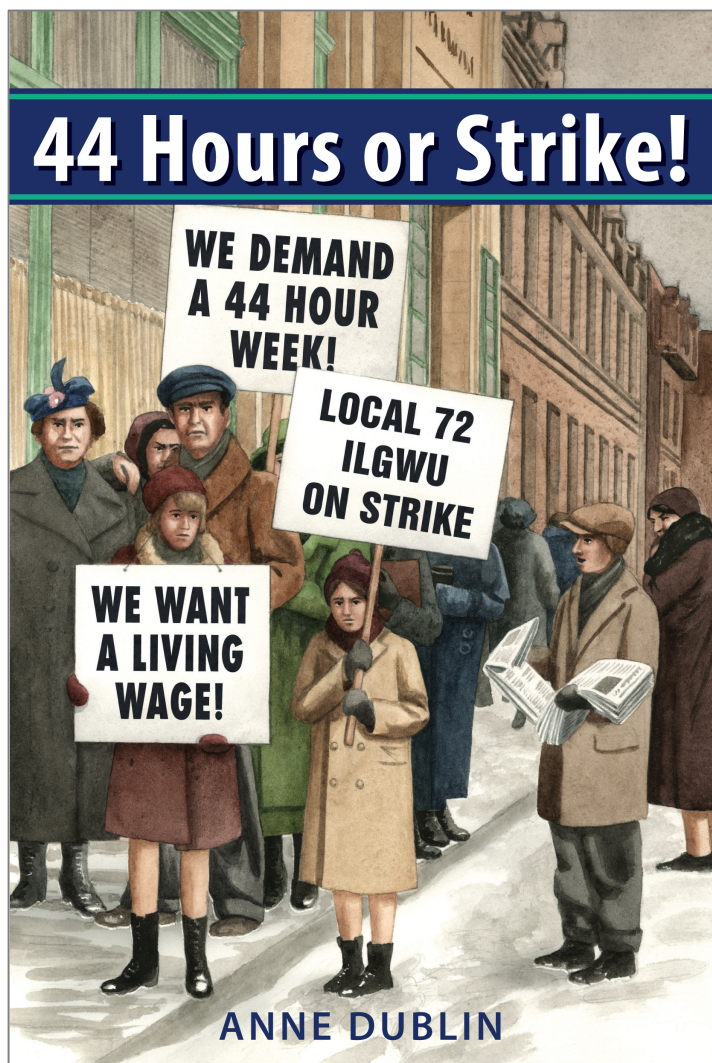


44 Hours or Strike! Teacher's Guide

By Anne Dublin



44 Hours or Strike! by Anne Dublin

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Internet Resources

Many excellent resources on the Internet can add rich background for the setting of this novel. All of these links were operational in May 2016, but you can insert the title of an article, for example, in a search engine if a particular link is not operating when you attempt to access it.

The Great Depression (1929–1939):

<http://www.historymuseum.ca/cmhc/exhibitions/hist/medicare/medic-2c01e.shtml>

<http://www.thecanadianencyclopedia.ca/en/article/great-depression/>

History of the ILGWU: The Kheel Center ILGWU Collection:

<http://www.ilr.cornell.edu/ilgwu/>

The Triangle Shirtwaist Company Fire:

<http://trianglefire.ilr.cornell.edu/index.html>

Kelley, Mark. “Made in Bangladesh” on CBC’s *The Fifth Estate*. Air date: Oct. 11, 2013.

<http://www.cbc.ca/player/play/2411698229>

Kelley, Mark. “After the Cameras Went Away: Made in Bangladesh” on CBC’s *The Fifth Estate*. Air date: Apr. 23, 2014.

<http://www.cbc.ca/player/play/2451355410>

Vocabulary

Here are some terms that may need defining. Words particular to the time period or from the Yiddish are in **bold** face.

Chapter	Words
1	ally, apologetic, bankrupt, borscht, clogged, concentrate, dinned, distracted, exhausted, fend, lanky, lever, pierced, quota, raspy, shmatas , snarled, trudge, winced, wizened
2	ballots, bargain, erupted, gavel, grievances, hubbub , intolerable, lectern, optimist, persecution, pogroms , poverty, sacrifices, tattered, unruly, vibrations, whacked
3	bystander, complexions, filtering, flourished, frail, gingerly, grimaced, liniment , protested, pungent, rancid, scrawny, shooed
4	agitators, burly, cockroaches, croup , defiance, disdain, disorderly, huddled, impending, kerosene, loitered, pauper, picketers, placards, presser , sneered, threadbare, tuberculosis, vagrancy
5	abruptly, blurred, clenched, crumpled, gripping , scuffed, throbbing, trampled
6	display, jowls, oblivious, riffraff , slumped, sprawled, squinted, swirled, wincing
7	burlap, feld , forlornly, goy , grouped, kugel , seeped, trayfe
8	abruptly, cavernous, frayed, incorrigibility, jangled, queasy, reverberated, sarcastically, scowl, snappy
9	efficiently, exceptional, henpecked, protestations, radiator , seder , shepseleh , thrashing, tsked, wistful, yakking
10	nosey parkers , receipts, slushy
11	accusingly, antacid, blintz , communal, engrossed, immaculate, kreplach , kvetched , landsmanshaft , latke , matzos , measley , meshuggeneh , peptic ulcer , schmaltz , slumped
12	antiques, bobbin , bombarded, clammy, cringe, decipher, detention, insubordination, lachtikeh , sidled, skitter, solitary confinement, squatted, stalled, supervisor stifling,
13	agitator, animated, basked, enunciated, feedback, massive, moral, sparse, squinted, wryly
14	gritted, prejudice, seethed
15	bigotry, brutality, consequence, emphasize, fizzled, harassed, inhumanity, oppression, slogging, transformed, tyranny

Comprehension & Discussion Questions

Summary: Chapters 1-5

Sophie finishes first week at the dressmaking factory in Toronto; meets Jake, who sells newspapers on the corner of Spadina and Adelaide; she goes with her sister, Rose, to the union meeting. The ILGWU votes to strike. One of its demands is a 44-hour week. Sophie and Rose go home; Mama is ill; poverty. The strike begins; scene at the factory. Strike breakers try to cross the picket line; Sophie gets hurt; Rose is arrested and taken to the police station. Sophie and Mama decide to go to the police station. Jake and his mother discuss the strike.

Comprehension & Discussion Questions

1. An author often uses sensory details to evoke a sense of place. What senses are appealed to on pages 3 to 5? Give one example of each: sight, sound, smell, touch. (Ch. 1)
2. By the end of Chapter 1, we have learned something about the main characters in this novel: Sophie, Rose, and Jake. Choose one character and make notes about this character while you continue reading this novel. By the end, you should be able to (a) describe the appearance of the character, (b) give examples of dialogue spoken by the character, (c) give examples of dialogue spoken about the character, and (d) state actions taken by the character. (Ch. 1 to end)
3. What hints does the author provide regarding upcoming conflicts? (Ch. 1)
4. This chapter deals with a union meeting. (a) Find the definition of “union” as it applies to the context here. (b) What are the complaints or grievances of the workers? (c) In your opinion, should the workers have gone on strike? Why or why not? (Ch. 2)
5. An author often uses literary devices to give greater depth to her writing. Give an example of personification in this chapter. (Ch. 3)
6. What were the various reactions of the bystanders when the workers went on strike? (Ch. 3)
7. Give three reasons why the strike breaker called Kathleen decided to cross the picket line. (Ch. 4)

8. Why did the police support the strike breakers and not the strikers? (Ch. 4)
9. Do you think it was fair that Rose was sentenced to thirty days in the Mercer Reformatory? Why or why not? (Ch. 4)
10. Mama sprinkles her talk with Jewish expressions. Explain: “Better an ounce of luck than a pound of gold”. (Ch. 5)
11. Describe Jake’s relationship with his mother. (Ch. 5)

Summary: Chapters 6-10

Sophie goes with Mama to police station; Mama slips on the steps; Jake helps. Mama goes to Mt. Sinai Hospital; Jake and Sophie talk. Sophie is alone. Rose is taken to the Mercer Women’s Reformatory, where she’s reunited with Becky and meets two other inmates, Liz and Susan. The strike continues and Sophie stays on picket line; Sophie visits Mama in hospital; must prepare for Passover; shares Mama’s dinner. Jake talks to Sophie at United Bakers Restaurant.

Comprehension & Discussion Questions

1. The Claremont Street police station is a place where Sophie has never been. Describe why she feels overwhelmed. (Ch. 6)
2. At times, the author’s voice is evident in the narrative. Explain how this happens in the first paragraph of this chapter. Do you think this is effective? Why or why not? (Ch. 7)
3. Why did Mr. Fen’s touch on Sophie’s shoulder feel different from Jake’s? (Ch. 7)
4. Give three reasons why Mama didn’t want to go to the hospital. (Ch. 7)
5. We learn about a character through his actions. Give three examples of Jake’s kindness. (Ch. 7)
6. Sophie often thinks that non-Jews aren’t on her side. Give an example that shows that Sophie is prejudiced. (Ch. 7)
7. As the novel progresses, we see Sophie taking more responsibility. Give an example. (Ch. 7)
8. Contrast the family’s situation before and after the Depression. (Ch. 7)
9. How is the comparison (simile) of Rose to Alice in Wonderland effective? (Ch. 8)

10. How did Rose feel as she was changing into her prison clothes? (Ch. 8)
11. In this chapter, the author uses various sensory words to describe the Mercer. Give one example each of: smell, sight, sound, touch, taste. (Ch. 8)
12. From the conversation at the breakfast table, contrast the background of Rose and Becky to that of Liz and Susan. (Ch. 8)
13. Give an example of prejudice in this chapter. (Ch. 8)
14. Name three details the author uses to add historical context to this story. (Ch. 9)
15. Why did Sophie feel that her life was on hold? (Ch. 9)
16. Explain what Mama means when she says, “If you’re healthy, you’re wealthy”. (Ch. 9)
17. Name three details about the flat where Sophie lives that show the differences between 1931 and the present? (Ch. 10)
18. Compare Sophie and Jake’s reflections about their recent conversation. (Ch. 10)
19. Although Sophie knows that Mama and Rose will disapprove, she agrees to see Jake again. Why? Was she right? Why or why not? (Ch. 10)

Summary: Chapters 11-15

Mama has an ulcer and Sophie brings her home; Mama decides to apply for a job as a cook at the hospital. Sophie writes a letter. Rose is released from jail; depressed because of abuse she suffered. Sophie helps. Sophie and Rose go to the union meeting; Rose speaks up; strike continues. Jake meets Rose. Rose and Sophie argue; Jake tries to see Sophie again but is sent away. Prejudice trumps love. May Day parade and Emma Goldman speaks. Conclusion.

Comprehension & Discussion Questions

1. Describe the conversation between Dr. Levine and Mama. How does Dr. Levine get his point across without scaring or worrying Mama? (Ch. 11)
2. Mama says, “The hardest work is to be idle.” Explain the meaning of this expression. (Ch. 11)
3. Give two examples to show that Sophie and her family are short of money. (Ch. 11)

4. Name three differences between the style of Sophie's letter to the rest of the novel. (Ch. 11)
5. Compare the conditions in the prison workshop to those in the factory. (Ch. 12)
6. Compare Mr. Fen's actions toward Sophie to those of Louise toward Rose. (Ch. 12)
7. Why did Rose give in to Louise's demands? Do you think she should have? Why or why not? (Ch. 12)
8. On pages 94–95, choose three verbs that are effective in conveying the sounds that Rose hears. (Ch. 12)
9. Describe the physical and emotional effects of Rose's imprisonment. (Ch. 12)
10. Mama says, "Poor people cook with a lot of water." Explain. (Ch. 13)
11. Compare the union meeting in this chapter to the one in Chapter 2. How have the workers' attitudes changed? (Ch. 13)
12. Why was Rose opposed to Sophie's friendship with Jake? Do you think she was justified? Why or why not? (Ch. 13)
13. This chapter demonstrates the power (and evil) of prejudice. Explain why Mama objected to Jake's coming to their home. (Ch. 14)
14. Why did Sophie agree not to see Jake again? Do you think she was right? Why or why not? (Ch. 14)
15. What does "With Mama, there were always a lot of 'besides'" mean? (Ch. 15)
16. On page 117, Sophie thinks, "She wasn't the same person she had been at the end of February when the strike began." Describe how Sophie has changed. (Ch. 15)
17. Emma Goldman gives Sophie the following advice: "Go back to school. Read and study." What is your opinion of this advice? (Ch. 15)



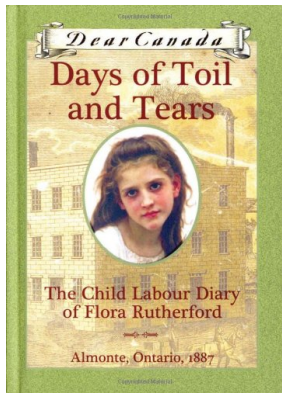
Extension Activities: Language Arts

1. Although the telephone was in common use in 1931, most people communicated through letters. Have students write letters from different characters' perspectives.
Some suggestions:
 - A letter from Rose to Sophie describing the people she's met and her thoughts about her imprisonment at the Mercer Reformatory.
 - A letter from Jake to Sophie describing his thoughts about the strike and their friendship.
 - A letter to the editor of a newspaper—either to support or oppose the strike.
2. On page 71, Sophie tells how she loves the Tevye stories of Sholem Aleichem. Read one of these stories and explain to the class why this story might have appealed to Sophie.
Sources:
 - *The Best of Sholem Aleichem*, edited by Irving Howe and Ruth R. Wisse. (New York: Simon & Schuster, 1980) OR
 - *Tevye the Dairyman and the Railroad Stories*, translated by Hillel Halkin. (New York: Schocken, 1996).
3. Read or listen to the poem "Shirt" by Robert Pinsky. Analyse this poem in terms of rhythm, content, and form or have students write their own poems based on the characters and events in *44 Hours or Strike!*
Sources: <http://www.poetryfoundation.org/poems-and-poets/poems/detail/47696>
<https://www.youtube.com/watch?v=YI8Dvfm0VCs>
4. Debate: "The members of the ILGW union should not have gone on strike".
5. Compare this novel to another historical novel about the struggle of workers to achieve a living wage, better working conditions, and recognition of their union. Some examples:



Auch, Mary Jane. *Ashes for Roses*. New York: Henry Holt, 2002.

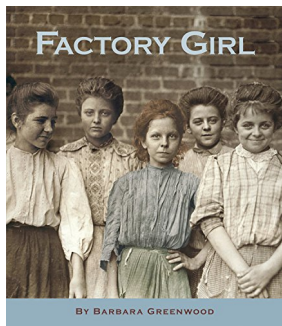
Sixteen-year-old Margaret Rose Nolan, newly arrived from Ireland, finds work at New York City's Triangle Shirtwaist Factory shortly before the 1911 fire in which 146 employees died.



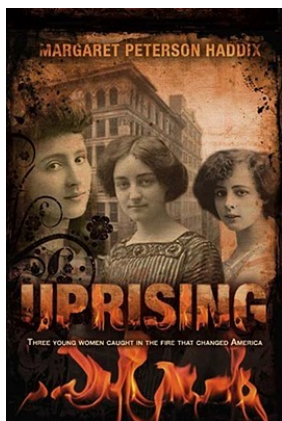
🇨🇦 Ellis, Sarah. *Days of Toil and Tears: The Child Labour Diary of Flora Rutherford.* (Dear Canada) Richmond Hill, ON: Scholastic, 2008.

Young Flora is happy to leave the orphanage behind and join her aunt and uncle, even though it means working at a textile mill where there is the constant threat of being injured or going deaf. She writes about her feelings in her diary, addressing her father and mother who died when she was five. Then her uncle loses several fingers at the weaving machine leaving him unable to work, and money is very tight. Can Flora help her aunt and uncle survive?

🇨🇦 Greenwood, Barbara. *Factory Girl.* Toronto: Kids Can Press, 2007.

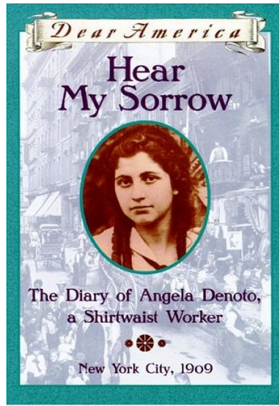


At the dingy, overcrowded Acme Garment Factory, Emily Watson stands for eleven hours a day clipping threads from blouses. Every time the boss passes, he shouts at her to snip faster. But if Emily snips too fast, she could ruin the garment and be docked pay. If she works too slowly, she will be fired. She desperately needs this job. Without the four dollars a week it brings, her family will starve. When a reporter arrives, determined to expose the terrible conditions in the factory, Emily finds herself caught between the desperate immigrant girls with whom she works and the hope of change. Then tragedy strikes, and Emily must decide where her loyalties lie.



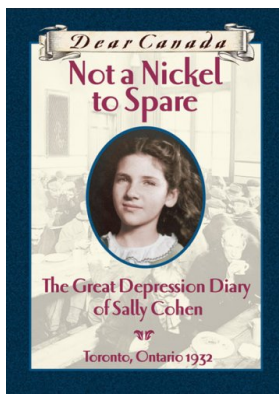
Haddix, Margaret Peterson. *Uprising.* New York: Simon & Schuster, 2007.

Bella, newly arrived in New York from Italy, gets a job at the Triangle Shirtwaist Factory. There, along with hundreds of other immigrants, she works long hours at a grueling job under terrible conditions. Yetta, a co-worker from Russia, has been crusading for a union, and when factory conditions worsen, she helps workers rise up in a strike. Wealthy Jane learns of the plight of the workers and becomes involved with their cause.



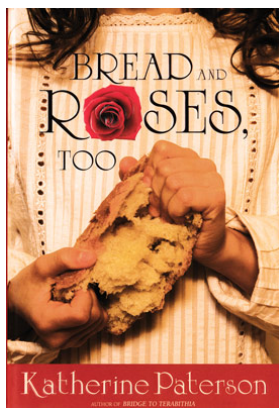
Hopkinson, Deborah. *Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker.* New York: Scholastic, 2004.

Angela and her family have arrived in New York City from their village in Italy to find themselves settled in a small tenement apartment on the Lower East Side. When her father is no longer able to work, Angela must leave school and work in a shirtwaist factory. Against the backdrop of the birth of the labor union movement in the early 1900s, Angela plays a part in the drama and turmoil that erupt as the workers begin to strike, protesting the terrible conditions in the sweatshops. And she records the horrors of the Triangle Factory fire and the triumphs and sorrows of the labor movement.



❖❖ Nodelman, Perry. *Not a Nickel to Spare: The Great Depression Diary of Sally Cohen.* Richmond Hill, ON: Scholastic, 2007.

Coping with being poor during the Depression is hard enough, but Sally also has to deal with the anti-Jewish feelings in her community when she ventures outside her familiar Jewish neighbourhood. And her cousin Benny is always getting into scrapes Sally has to try to get him out of. Sally must find the strength and learn to cope with the world around her.



Paterson, Katherine. *Bread and Roses, Too.* New York: Clarion Books, 2006.

Rosa's mother is singing again, for the first time since Papa died in an accident in the mills. But instead of filling their cramped tenement apartment with Italian lullabies, Mamma is out on the streets singing union songs, and Rosa is terrified that her mother and older sister, Anna, are endangering their lives by marching against the corrupt mill owners.



Extension Activities: Social Studies, History

1. Students can appreciate the economics of the time by comparing the cost of items in 1931 to the cost of similar items now. Here are examples of 1931 prices:
 - New car \$640.00
 - Average rent \$18.00 per month
 - Movie ticket 25¢ each
 - Gasoline 10¢ per gallon
 - Postage stamp 2¢ each
 - White sugar 55¢ for 10 pounds
 - Milk 50¢ per gallon
 - Eggs 16¢ per dozen
 - Fresh baked bread 8¢ per loaf

NOTE: Imperial measures should be converted to metric.

2. Use the above prices to examine the purchasing power of a weekly wage of \$8 to \$12 and make conclusions about the standard of living in 1931.
3. History of medicine: Compare what were considered the causes and treatment of a “peptic ulcer” in 1931 to causes and treatment now.
4. The ILGWU was founded in 1900. Create a timeline of its development from 1900 to the present.
5. The 1930s Great Depression is almost like a character in this book. Research the effects of the Depression in Canada and show how these influenced the outcome of the 1931 ILGWU strike.
6. Choose one of the people from the list on pages 126–7 and write a brief biographical report about him or her.
7. Create a timeline of the year 1931. Research historical events that were occurring in the world, including Canada. In addition, add any interesting events about sports, arts and entertainment, architecture, and world leaders or important people.



Source: <http://www.fsmitha.com/time/1931.htm>

See: Added Resource #1 for an example.

8. In Chapter 15, Emma Goldman states, "... women are often treated like second-class citizens". Find examples in present-day Canada to illustrate this point.

Source: Status of Women Canada website: <http://www.swc-cfc.gc.ca/index-en.html>



Extension Activities: Media Literacy

1. Examine the newspaper article about the strike from *The Toronto Star*. Does the article answer the basic journalistic questions: What, When, Who, Where, Why, and How? Give an example of how the reporter shows bias.
See: Added Resource #2.
2. Watch one of the CBC documentaries by Mark Kelley on *The Fifth Estate* that reports about the Rana Plaza Building collapse. Why is this an effective piece of journalism?
See: Internet Resources
3. Choose one photo from the novel. Describe what it tells you about the setting.
4. Listen to an interview (oral history) of a garment worker. What do you learn about the background and motivation of this person in the labour union movement? What do you learn about the working conditions in the garment industry and the workers' struggles?
Source: <http://ilgwu.ilr.cornell.edu/archives/oralHistories/index.html>.
5. Read the advertisement for Old Dutch Cleanser or the Ford car. Analyse who the audience is, what emotions the advertiser is appealing to, and why this ad is effective (or not). Note how the illustration that accompanies the text adds to the impact of the ad.
See: Added Resources #3 and #4.



Extension Activities: Drama

1. Choose a chapter or scene from the novel and stage it as a play. The scene should include two or more roles.
2. You are a talk show host who interviews three of the following characters from the novel: Rose, Sophie, Mama, Jake, Bernard Shane, Liz or Susan, Becky, Louise.
3. Reader's Theatre: Choose a scene from the novel. (Reader's Theater is a dramatic presentation of a written work in a script form. Readers read from a "script" and reading parts are divided among the readers. No memorization, costumes, blocking, or special lighting is needed. Scripts are held by the readers. The focus is on reading the text with expressive voices and gestures.)



Extension Activities: Music

1. Tom Waits sings "Brother, Can You Spare a Dime?" on YouTube:
<https://www.youtube.com/watch?v=uUCVVU1qVdY>.

Identify insights into the times from the lyrics of this song, composed in 1931. Students may learn more from the images shown during the song. (This activity can be cross-referenced with Media Literacy.)

Source: <http://csivc.csi.cuny.edu/history/files/lavender/cherries.html>

See: Added Resource #5.

2. Many songs are included in *44 Hours or Strike!* Choose one of these songs and find a version online. Research the history of the song and analyze its lyrics.
3. Write and perform a song to support the workers on strike.



Extension Activities: Art

1. Design a set of storyboards to illustrate one chapter in the novel. This could form the basis of a graphic-novel-type retelling of the story.
2. Create a set of placards the strikers might have used as they marched on the picket line.
3. Design a poster that might have been put on the walls of the Labor Lyceum.
4. Create a collage to illustrate the characters in the novel and the things that are important to them.
5. Below is a photo of the “Uniform Measure/Stack” sculpture (1997) by Stephen Cruise at the corner of Spadina and Richmond in Toronto. Create your own sculpture that reflects the characters or events from the novel.



Added Resources

Added Resource #1

See: Extension Activities: Social Studies, History (p. 11)

A graphic titled "1931 TIMELINE" in a decorative banner. Below the banner, a grid of 12 months is shown, each with a vertical line and a horizontal line. The events for each month are listed below the horizontal line.

January	February	March
Charlie Chaplin's <i>City Lights</i> premieres at the grand opening of the Los Angeles Theatre.	New Delhi becomes the capital of India.	Congress makes "The Star-Spangled Banner" the U.S. national anthem.
April	May	June
Ruth Nichols set the women's air speed record at just over 210 miles per hour.	The Empire State Building opens in New York, NY.	The first photoelectric cell is installed commercially in West Haven, CT.
July	August	September
Swarms of grasshoppers thick enough to block the sun destroy crops in America's heartland.	Babe Ruth hits his 600th home run.	The U.K. abandons the gold standard.
October	November	December
After being on trial, "Scarface" Al Capone is convicted of tax evasion.	Maple Leaf Gardens opens in Toronto.	Alka-Seltzer goes on sale.

SeekPublishing Remember When 1931

Added Resource #2

See: Extension Activities: Media Literacy (p. 12)

EIGHT STRIKERS HELD FOUR OF THEM GIRLS

Alleged Illegal Interference by Pickets with Persons Coming to Work

Friction between the police and the picket lines of striking dressmakers resulted in eight strikers being arrested last night and early to-day. In all cases they are charged with being disorderly and interfering with workers who were attempting to go into their shops.

Last night four girls and a man were taken into custody in front of the Balfour and Fashion buildings on Spadina Ave. The police removed them to Claremont St. station, but they were released later when bail was supplied....

Shortly after 8 a.m. to-day the police were forced to interfere when the picket lines attempted to stop workers being brought to their shops in taxi-cabs by their employers.

When Harry Sweitman of Brunswick Ave. attempted to stop a worker

going into the Balfour building he was promptly placed under arrest on a disorderly charge and removed to Claremont St. station....

200 Return to Work

Following settlements yesterday between two dressmaking firms and the union officials in the King Edward hotel, about 200 of the striking dressmakers went back to their jobs...

The workers were in a happy frame of mind, pleased that the strike for them had been brought to an end.

“Mr. Shane expects to settle with several other firms to-day. Last night a leading dress manufacturer representing 54 firms was in conference with Mr. Shane and Max London,” stated Hyman Langer to The Star. This will mean that several hundred more workers will be back at their jobs by the end of the week.

(Source: Toronto Daily Star, Wed. March. 4, 1931, p. 3)

Added Resource #3

See: Extension Activities: Media Literacy (p. 12)

The Chatelaine, November, 1930

the modern way to keep floors clean and beautiful

After all, lovely things stay lovely only with proper care. So it is with the beautiful floors in your home. They need cleaning, and their beauty demands that the method be modern.

Old Dutch fulfills this need completely. For floors, it is the perfect modern cleanser. It preserves beauty as it cleans, and it works so easily, so safely, so well, that housewives often wonder why they haven't long since put Old Dutch to looking after this task.

The modern Old Dutch way is simple. Just sprinkle a little Old Dutch on the floor, rub lightly with a damp mop, cloth or brush; then wipe dry. All dirt spots disappear; all impurities are removed, including hidden, health-menacing impurities tracked in with

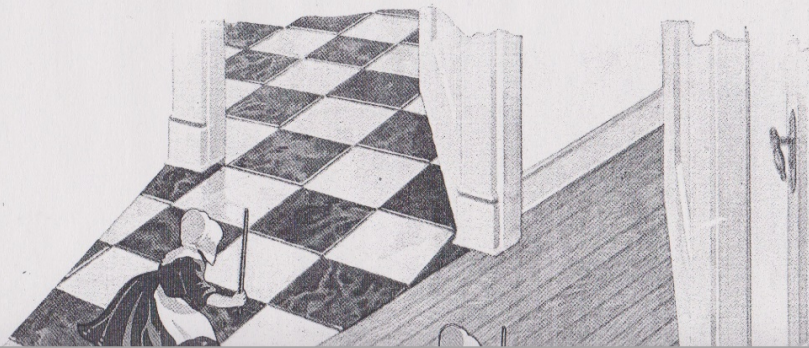
dirt. The floor will sparkle with *Healthful Cleanliness*. That means good housekeeping; furthermore, it's a health asset, particularly in homes where there are children.

Old Dutch obtains its remarkable cleaning efficiency from the unique, flaky, flat-shaped particles of "Seismotite"—a natural cleanser. Free from harsh grit, caustic and acid. Old Dutch doesn't scratch; neither will it mar the surface. In this safety element is protection for smooth surfaces. The Old Dutch way is the safe, modern way. It is economy to use Old Dutch because it goes further and lasts longer. Save yourself time and steps; keep a package of Old Dutch in the kitchen, bathroom and laundry.

Old Dutch has no equal

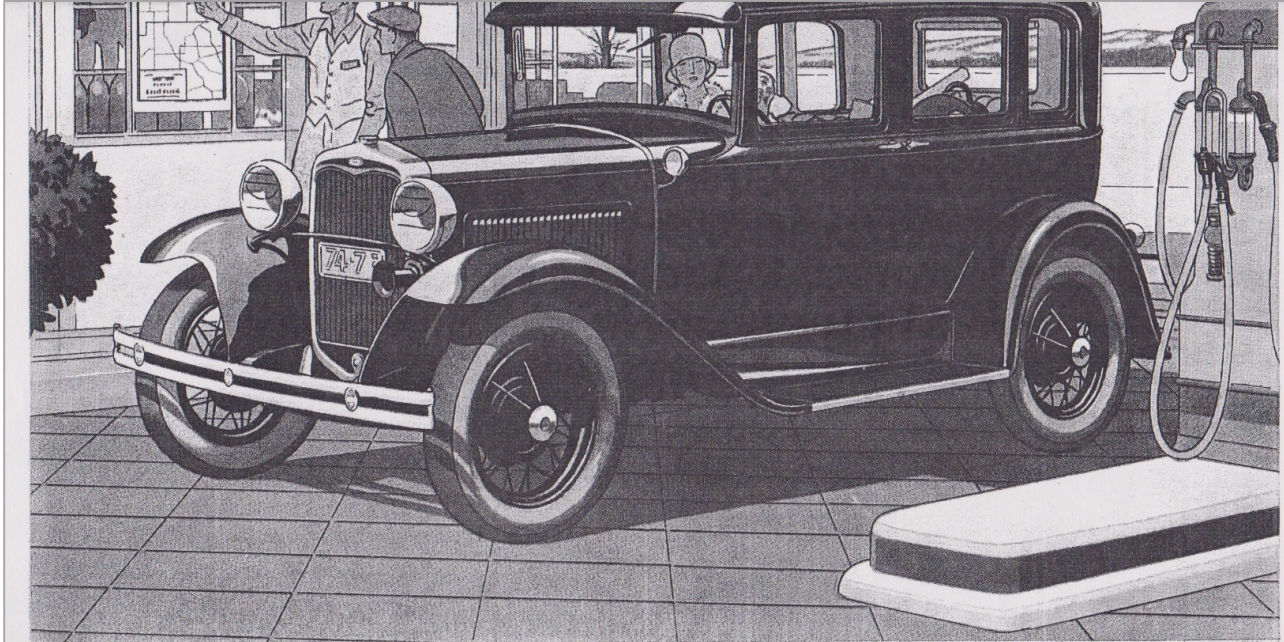
For cleaning and polishing white and colored porcelain, enamel, tile, marble, kitchen utensils, pantries, floors, refrigerators, woodenware, crockery, metal fixtures, glassware, windows, painted walls, woodwork or any surface on which water may be used for cleaning.

Old Dutch Cleanser in your home is a distinction of good housekeeping



Added Resource #4

See: Extension Activities: Media Literacy (p. 12)



THE NEW FORD TOWN SEDAN

You save in many ways when you buy a Ford

Low FIRST COST is just one advantage of buying a Ford. Of even greater importance is the saving in the cost of operation and up-keep. As the months and years roll by, this saving will total many dollars.

The economy of the Ford is due to its simplicity of design, high quality of materials, and accuracy in manufacturing. Every part has been made to endure—to serve you faithfully and well for many thousands of miles.

Ford owners everywhere will tell you of the economy and reliability of the new Ford. A salesman who travels long distances daily by automobile writes—

“I purchased a Model A Ford Coupe on May 8, 1928, and at this writing have run it 75,888

miles. After I had driven it 44,400 miles, I spent \$45 in repairs, and at 61,000 miles had an additional amount of work done costing \$25.”

Another Ford owner tells of traveling 24,000 miles in a year, “and the only parts expense was 75c for a shock absorber link and 50c for a new rubber for the windshield wiper.”

A drive-it-yourself firm operating thirty-one Fords is enthusiastic about their performance. They write—“We have found the Model A Ford more economical to operate and the depreciation less. We do not hesitate to say that the new Ford is worth at least \$300 over any other type of car in its price field.”

A total of 39,721 miles is reported by a Ford owner on 1405 gallons of gasoline.

Another Ford owner describes a 13,000-mile cross-country trip and says the car was “extremely economical to operate, comfortable and speedy.”

Large industrial companies which keep careful cost records are buying more and more Ford cars every year because of their proved economy of operation and up-keep. Their experience is a dependable guide for you in the purchase of an automobile.

Because of the value that is built into it, the new Ford is outselling every other automobile in Canada by a large and constantly increasing margin. In some sections, between 50% and 70% of all cars sold are Model A Fords.



“THE CANADIAN CAR”

FORD MOTOR COMPANY OF CANADA, LIMITED

Added Resource #5

See: Extension Activities: Music (p. 13)

"Brother, Can You Spare a Dime?"

- lyrics by Yip Harburg, music by Jay Gorney (1931)

They used to tell me I was building a dream, and so I followed the mob,
When there was earth to plow, or guns to bear, I was always there right on the job.
They used to tell me I was building a dream, with peace and glory ahead,
Why should I be standing in line, just waiting for bread?

Once I built a railroad, I made it run, made it race against time.
Once I built a railroad; now it's done. Brother, can you spare a dime?
Once I built a tower, up to the sun, brick, and rivet, and lime;
Once I built a tower, now it's done. Brother, can you spare a dime?

Once in khaki suits, gee we looked swell,
Full of that Yankee Doodly Dum,
Half a million boots went slogging through Hell,
And I was the kid with the drum!

Say, don't you remember, they called me Al; it was Al all the time.
Why don't you remember, I'm your pal? Buddy, can you spare a dime?

Once in khaki suits, gee we looked swell,
Full of that Yankee Doodly Dum,
Half a million boots went slogging through Hell,
And I was the kid with the drum!

Say, don't you remember, they called me Al; it was Al all the time.
Say, don't you remember, I'm your pal? Buddy, can you spare a dime?

On Writing *44 Hours or Strike!*

Trade unions organized many strikes in Canada, especially during the first part of the twentieth century. These strikes involved men and women who labored in the needle trades and in many other industries such as mining, forestry, and fishing.

The ILGWU dressmakers' strike in Toronto lasted from February 25 to May 1, 1931. Because of the worldwide slump in the economy during the Depression, the strike was ultimately unsuccessful in achieving the goals of the workers. However, union organizers learned valuable lessons from the strike and eventually achieved recognition of the union and better working conditions for the laborers.

Unfortunately, tens of thousands of workers in many parts of the world today—men, women, and even children—do not have the opportunity to join a union. Many work in unsafe and unhealthy conditions. They are often overworked and underpaid; when they are mistreated, they have no way to voice their complaints. If they are sick or injured, they receive little help. For many, a union is the only way the workers can gradually improve the quality of their lives and those of their families.

Because my family worked in the garment industry in Toronto, I wanted to tell the story of the struggles of these working people. In addition, after hearing about the Rana Plaza Building collapse in Bangladesh in 2013, I wanted to show that the fight to improve working conditions continues to this day.



A photo of my father's sewing machine.

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About the Author

Even though I've written several biographies, it's hard for me to write my own life story. Where do I begin?

My parents were Holocaust survivors who came to Canada after World War II. Because we were very poor, there was no money to buy "extras". So I grew up in a house without books. But stories? There were lots of stories that I loved to hear, especially about the "old country".

When I was in grade three, I discovered the public library and that opened up a whole new world for me. I read books in the biography section about famous people like Alexander Graham Bell and Florence Nightingale. I also loved the *Anne* novels by L.M. Montgomery, Nancy Drew mysteries, and even Superman comic books.



Photo by Errol Young

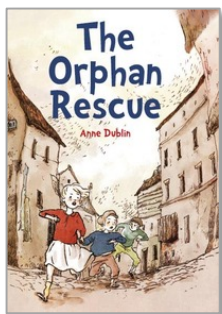
Although I liked writing at school, I never thought I'd become a writer. I taught English and French at elementary schools and eventually became a teacher-librarian. But I still didn't think of myself as a writer.

When my children were young, I read to them and made up stories. But I still didn't think of myself as a writer. Soon I started going to storytelling evenings and eventually I took a couple of storytelling courses. I began to fall in love with stories all over again.

After I told one particular family story, I wanted to write it down. That story became an important scene in my first historical novel, *Written on the Wind*. Now that I've been writing for over fifteen years, I can't imagine my life without writing.

Here's a list of my published books and stories:

FOR YOUNG PEOPLE - HISTORICAL NOVELS



- *44 Hours or Strike!* Toronto: Second Story Press, 2015.
- *Stealing Time*. Toronto: Dundurn Press, 2014.
- *The Baby Experiment*. Toronto: Dundurn Press, 2012.
- *The Orphan Rescue*. Toronto: Second Story Press, 2010.
- *Written on the Wind*. Vancouver: HodgePog Books, 2001.

FOR YOUNG PEOPLE - BIOGRAPHIES



- *Dynamic Women Dancers*. Toronto: Second Story Press, 2009.
- *June Callwood: A Life of Action*. Toronto: Second Story Press, 2006.
- *Lucy Maud Montgomery: A Writer's Life*. Toronto: Pearson Education Canada, 2005.
- *Bobbie Rosenfeld: The Olympian Who Could Do Everything*. Toronto: Second Story Press, 2004.

FOR ADULTS - SHORT STORIES

- “Degrees of Separation”, Toronto: *Parchment*, 2009.
- “This Ain’t Graceland”, Toronto: *Parchment*, 2006.
- “At the Old Folks’ Home or, What’s Happening?” Toronto: *Parchment*, 2005.
- “Can a Jewish Girl Have a Fairy Godmother?” Toronto: *Parchment*, 2004.