

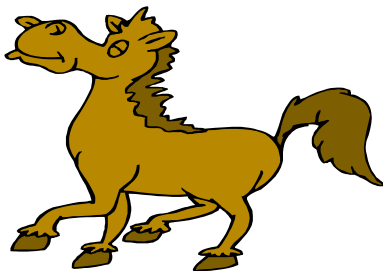
Things in Motion ...

All things are in motion and nothing is at rest...you cannot go into the same (river) twice. --Heraclitus (540?-480?)B.C.

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WELCOME THE NEW, BUT ...

IHAVE LONG been in favor of accepting the new things that appear in our daily lives, but it bothers me that too many of our grandchildren are not being told about the things that have been replaced and are now a part of history. That history of daily life in this country is rich with the tools of a nation's progress, the occupational practices and advances through the years in cultural and most other aspects of life in our society.



How many children today have ridden a horse? Do they know the many ways that we employed this noble animal from long before the birth of our nation until today? And how many know of the horse's less handsome cousin, the mule, whose contribution to our agriculture is unequaled? A check of textbooks in our schools today reveals a sad lack of detail concerning both animals

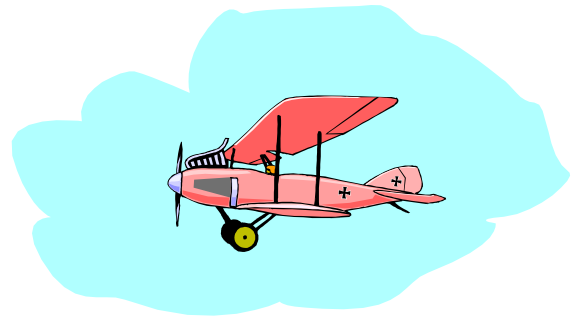
and their huge influence on our culture. Our early years of expansion began with travel by foot and by boat along our waterways—do our youngsters know about the many kinds of boats that took settlers to the frontiers?



Perhaps most kids today know what the steam locomotive was—but how many have actually ridden in an old coach and heard the sounds of such engines rumbling through the night?



Early automobiles and airplanes are much better known, thanks to movies and books, yet no media can adequately describe a trip in a Model-T or a flight in an open cockpit bi-plane as well as one who has had the actual experience.

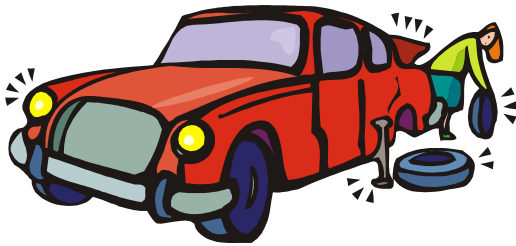


Those of us fortunate enough to have our grandchildren nearby have an opportunity to enrich their learning by relating first hand

our own experiences with many of the things that have now become obsolete, yet were once used extensively. For example, I know how carpenters built houses before the days when electric tools became available; many of the tools in use then cannot be found now.



Automobiles have changed radically in the last fifty years. Until the 1940s, a puncture in an automobile tire was repaired on the road where it occurred using tools that were carried in the cars of that day.



One of the greatest changes in both tools and practices has been in the agricultural field. During the 1940s, farmers began the process of mechanization by switching from using mules to the smaller tractors equipped with plows, and by the early 1950s, the mule became obsolete as the prime source of farm power. Increased advances in machinery is continuing to this day.



Kids today need to know what life was like during the lifetime of their parents and grandparents, and the best source of that information is a living relative who can make a situation real by describing all the elements that attend it. For instance, what is a horsefly? Does it bite both horses and people? How were they driven away? In the days before electricity, how did people cope with the heat of summer? How many know about the iceman who traveled through the countryside selling ice? And how did Moms keep the ice from melting too fast?

Before there were large hospitals, where did sick people go to get well? What were the most commonly used medicines in the days when grandparents were children? And what is an epidemic? Before the days of electricity how did people get water—what was an open well and how did it operate?



As grandparents, many of us can greatly add to our family's knowledge by telling the grandchildren about the things they can not be expected to experience themselves, and we already are, in effect, teachers, by virtue of being the family elders. One side effect is that our youngsters will credit us with being smarter than perhaps we deserve. I'm not going to burst that bubble!

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