



Lt George Ewing Chapter (Athens, Gallia, Jackson, Meigs, Vinton Counties, Ohio) Feb 2018

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WEBSITE, please visit: <http://www.sar-ewing.org>

Chapter Meeting Dates and Presentations:

February 19 Monday, President's Day, 12-2pm, Celebrate George Washington's Birthday with the ladies of Nabby Ames DAR **Where:** Athens Community Center Meeting Room

Please RSVP as we are ordering catered lunch boxes. Total cost for lunch circa \$11

Speaker: Colonel & Doctor Todd Fredricks on medical care in the Army, from George Washington until the present day. See below for a recent article on serving veterans.

March 22 Thursday, 630pm Rocky Boots Meeting Room, Nelsonville

April 26 Thursday, 630pm TBD

May 4-6 OHSSAR 129th Annual Conference, Columbus OH

May 24 Thursday, 630pm Chester Academy & Courthouse, Awards & Officer Installation

May 28th Athens Memorial Day Parade (calling out color guard)

June 2nd Saturday noon, joint annual picnic with Nabby Ames DAR

No chapter meetings in July and August

July 13-18 NSSAR 128th Congress, Houston TX

July 27-28 OHSSAR Board of Management Summer Meeting, Zoar/Bolivar

July 28th Fort Laurens Memorial Ceremony, Bolivar OH

Aug 11th OHSSAR Changing of the Guard Vigil, Fort Laurens, Bolivar OH

Care Connection

Andrea Gibson | May 27, 2016 <https://www.ohio.edu/research/communications/news-story.cfm>



Ohio University faculty members Todd Fredricks, left, and Brian Plow, right, are collaborating on a documentary film and a research project that they hope will help physicians understand the needs of military veterans. Photo credit: Ben Siegel/Ohio University.

“I think you really need to try, as much as you can, to put yourself in their shoes. And to be able to think of, if you were them, if the roles were reversed, how would you like to be talked to? How would you like to be helped?”

Those words, spoken by a military veteran asked about how physicians can better serve the health care needs of men and women returning from combat, close the trailer to a forthcoming Ohio University documentary created to educate medical students and doctors about the unique issues experienced by service professionals.

American physicians know that they need to do a better job of helping this population, says Todd Fredricks, himself a physician with Ohio University’s Heritage College of Osteopathic Medicine. Fredricks recently published study findings that confirmed that civilian doctors don’t fully understand the physical and emotional trauma of combat or know what common issues to watch for in these patients. But they’re eager to improve their ability to work with veterans, he found.

After Fredricks, an assistant professor of family medicine, compiled his survey data, he did what any other academic would do next. He presented the findings at professional conferences and published in a medical journal. But he knew that he could only reach a certain audience of colleagues using these methods. He wanted to spread the message more broadly, connecting with medical students and physicians who needed to hear it most.

When the physician met videographer Brian Plow, he knew he'd found his answer. A documentary film—even a short one—could offer a compelling visual tool for telling the veterans' stories to health care professionals.

"If we teach people to ask the right questions, maybe we will get better care as an outcome," Fredricks says.

Curating Stories

Plow, an associate professor of media arts and studies, is attracted to stories about "smaller, hidden topics that are not getting attention," he says. There's a strong opportunity, he notes, to make an impact.

The filmmaker, whose previous work focused on social justice issues, wasn't familiar with the two communities—medical practitioners and veterans—that he and Fredricks would need to work with for the project, which gave him some pause. But Fredricks is both a physician and a 24-year military professional, having done three tours of the Middle East as a U.S. Army Colonel and medical officer. This helped the duo gain access to documentary subjects.

Fredricks was eager to become an expert on the technical and creative side of the project as well, Plow notes. During the first six months of the partnership, the physician learned how to operate the camera and other equipment. That's been an important asset, Plow says, as Fredricks is sometimes able to travel to interview documentary subjects when Plow can't.

Fredricks relished the chance to learn the technical side of filmmaking, he says, as he appreciates its effectiveness as a storytelling format.

"I love the power of film when it's done beautifully," Fredricks says. "Having the opportunity to do the film from a medical research position is very intriguing to me."

Fredricks and Plow agreed early on in the project that the veterans' interviews would serve a dual purpose: as documentary sources and as subjects of a qualitative research project designed to document and analyze service personnel experiences with combat and health care. As a result, the documentary interviews are conducted in a systematic, consistent manner so the team can collect viable research data as well as compelling stories for the film, Plow explains.

Both the filmmakers and veterans spend time vetting each other before agreeing to participate, Fredricks and Plow note. Veterans might initially be wary of intentions and the chance of being exploited, whereas the creative team needs to verify that the subjects really did serve—there are veteran imposters out there, Fredricks says, a concept called "stolen valor."

“Once they see that we have a clear and unique intention, the reception is very good and they are very generous with their stories and time,” Plow says about the veterans.

Fredricks and Plow have a standard set of questions for each participant, which are offered in advance of the shoot. The veteran is filmed against a black backdrop with simple lighting.

“The subjects tend to launch into an eloquent and moving recounting of their experiences,” Plow says.

Though the interviews are standardized for the sake of research integrity, Plow and Fredricks also seek opportunities to shoot additional footage of the veterans’ lives in order to paint a fuller, honest picture of them in the documentary. The subjects have been fairly amenable, allowing the filmmakers to capture family dinners or birthday parties. Plow notes that the main constraint is time, especially as some of the subjects live outside of Ohio.

As for the veterans’ interactions with the health care system, Fredricks says that “probably the most common theme we see is false assumptions on the part of clinicians.” For example, a veteran recounted how his local physician assumed he was seeking heavy painkillers for a fractured spine problem, when the patient wanted only to refill an ibuprofen prescription. Fredricks has found—in the interviews and research—that clinicians also don’t understand Veterans Affairs services, including how veterans can easily access them.

The Final Edit

Fredricks and Plow, who have a grant from the Ohio University Research Committee, released a teaser trailer of the documentary during spring 2015 to support their efforts to recruit subjects and to raise additional funds. The nearly four-minute video shows interviews with male and female veterans of various ages, combat footage of flight medics caring for wounded soldiers, and scenes from domestic life.

Although the goal is to produce an hour-long documentary, Fredricks notes that he and Plow will create multiple versions of the film in different lengths for teaching and outreach purposes. Several medical schools already have expressed interest in showing the documentary to their students.

The Ohio University team has gathered enough compelling material to potentially produce documentaries on additional, related topics as well, Plow says. For example, the flight medics have unique experience treating soldiers in combat. The duo has received permission to use existing and new footage shot by the medics in future films, he adds.

As the documentary project moves forward, Fredricks notes that other researchers have expressed interest in expanding on his study of physicians’ awareness of and comfort level with veterans

populations, such as by surveying larger or different groups of doctors or examining issues such as emotional trauma or chemical exposure.

By Veterans' Day 2016, the Ohio University team hopes to release the full documentary. Although there are more interviews and footage to capture, Fredricks and Plow understand that their project is timely, with interest in veterans' issues high.

"We want it to be as relevant as possible as soon as possible," Plow says.

The duo also sees potential in teaching their research and documentary process to others, so that medical schools could use it for outreach and education on a wide variety of medical matters.

"You can do legitimate research in a beautiful way," Fredricks says. "The elegance of the format can help build knowledge."

More information about the project can be found online at <http://www.mediainmedicine.com/>.

This article appears in Ohio University's Perspectives magazine, which covers the research, scholarship and creative work of faculty, staff and students.

Why Schools Fail To Teach Slavery's 'Hard History'

February 4, 2018

CORY TURNER

<https://www.npr.org/sections/ed/2018/02/04/582468315/why-schools-fail-to-teach-slaverys-hard-history>

How Much Do You Know About American Slavery?

<https://www.splcenter.org/data-projects/how-much-do-you-know-about-american-slavery>

"In the ways that we teach and learn about the history of American slavery," write the authors of a [new report](#) from the Southern Poverty Law Center (SPLC), "the nation needs an intervention."

This new report, titled *Teaching Hard History: American Slavery*, is meant to be that intervention: a resource for teachers who are eager to help their students better understand slavery — not as some "peculiar institution" but as the blood-soaked bedrock on which the United States was built.

The report, which is the work of the SPLC's Teaching Tolerance project, is also an appeal to states, school district leaders and textbook-makers to stop avoiding slavery's hard truths and lasting impact.

The Teaching Tolerance project began in 1991, according to its website, "to reduce prejudice, improve intergroup relations and support equitable school experiences for our nation's children."

The report includes the "dismal" results of a new, multiple-choice survey of 1,000 high school seniors — results that suggest many young people know little about slavery's origins and the government's role in perpetuating it. Just a third of students correctly identified the law that officially ended slavery, the 13th Amendment, and fewer than half knew of the Middle Passage.



By the time George Washington died, more than 300 enslaved people lived and toiled on his Mount Vernon farm. Painting by Junius Brutus Stearns, 19th Century. Getty Images/SuperStock RM

Most alarming, though, were the results to this question:

Which was the reason the South seceded from the Union?

- a. To preserve states' rights
- b. To preserve slavery
- c. To protest taxes on imported goods
- d. To avoid rapid industrialization
- e. Not sure

Nearly half blamed taxes on imported goods. Perhaps, the report's authors guessed, students were confusing the Civil War with the Revolutionary War.

How many students chose slavery as the reason the South seceded?

Eight percent.

"Slavery is hard history," writes Hasan Kwame Jeffries in the report's preface. He is an associate professor of history at The Ohio State University and chair of the Teaching Hard History Advisory Board. "It is hard to comprehend the inhumanity that defined it. It is hard to discuss the violence that sustained it. It is hard to teach the ideology of white supremacy that justified it. And it is hard to learn about those who abided it."

The problem, according to the report, is not that slavery is ignored in the classroom or that teachers, like their students, don't understand its importance. Many clearly do. The problem is deeper than that.

The Teaching Tolerance project surveyed nearly 1,800 K-12 social studies teachers. While nearly 90 percent agreed that "teaching and learning about slavery is essential to understanding American history," many reported feeling uncomfortable teaching slavery and said they get very little help from their textbooks or state standards. The report includes several powerful quotes from teachers explaining their discomfort, including this from a teacher in California:

"Although I teach it through the lens of injustice, just the fact that it was a widely accepted practice in our nation seems to give the concept of inferiority more weight in some students' eyes, like if it happened, then it must be true. Sometimes it gives students the idea to call black students slaves or tell them to go work in the field because of the lack of representation in textbooks. So when students see themselves or their black classmates only represented as slaves in textbooks, that affects their sense of self and how other students view them."

And this from a teacher in Maine:

"I find it painful, and embarrassing (as a white male) to teach about the history of exploitation, abuse, discrimination and outrageous crimes committed against African Americans and other minorities, over many centuries—especially at the hands of white males. I also find it very difficult to convey the concept of white privilege to my white students. While some are able to begin to understand this important concept, many struggle with or actively resist it."

Jackie Katz, a history teacher at Wellesley High School in Wellesley, Mass., says student discomfort is a big challenge when talking honestly about slavery.

"When you bring up racism, kids start getting really defensive, thinking that they're to blame," says Katz. "To feel comfortable, you need to have a really good classroom climate, where students feel that they're not being blamed for what happened in the American past, where they don't feel shame about it. It is 100 percent not their fault that there is racism in this country. It will be their fault if they don't do anything about it in the next 20 years."

This defensiveness from students does not surprise Ibram X. Kendi, a professor of history at American University and author of the National Book Award-winning *Stamped From The Beginning: The Definitive History of Racist Ideas In America*.

"Saying that the deadliest conflict in American history was fought over an effort to keep people enslaved conflicts with students' sense of the grandness of America, the grandness of American history and, therefore, the grandness of themselves as Americans," says Kendi.

Beyond this discomfort, the report lays out several key "problems" with the way slavery is often presented to students. Among them:

- **Textbooks and teachers tend to accentuate the positive**, focusing on heroes like Harriet Tubman or Frederick Douglass without also giving students the full, painful context of slavery.
- **Slavery is often described as a Southern problem**. It was much, much more. When the Declaration of Independence was signed, it was a problem across the colonies. Even in the run-up to the Civil War, the North profited mightily from slave labor.
- **Slavery depended on the ideology of white supremacy**, and teachers shouldn't try to tackle the former without discussing the latter.
- **Too often, the report says, "the varied, lived experience of enslaved people is neglected."** Instead, lessons focus on politics and economics, which means focusing on the actions and experiences of white people.

States and textbook-makers deserve considerable blame for these problems, according to the report. The project reviewed history standards in 15 states and found them generally "timid," often looking for slavery's silver lining; hence a common preference for coverage of the abolitionist movement over talk of white supremacy or the everyday experiences of enslaved people.

"State standards we looked at are simply confused," says Maureen Costello, the director of Teaching Tolerance. "We celebrate the heroes who escaped slavery long before we explain to children what slavery was."

Reviewers also studied a dozen popular history textbooks, using a 30-point rubric to measure their engagement with slavery's key concepts. No book scored above 70 percent; five scored below 25 percent, including state-level texts from Texas and Alabama that earned just 6 points out of a possible 87.

Teaching Hard History comes out of earlier work the Teaching Tolerance project had done, unpacking how schools teach the U.S. civil rights movement.

"One of the reasons that schools don't teach the civil rights movement particularly effectively," says Costello, "is because we don't do a very good job of teaching the history that made it necessary, which is our long history of slavery."

Scott Moody and George Benz of the [Sons of the American Revolution](#) Lt. George Ewing Chapter honored [Athens Police](#) Lt. Nick Magruder and officer Justin Boggs for their heroic actions in the recent tragedy on the Hocking River near White's Mill. Here is another photograph of that event last year with our Representative Jay Edwards. Athens Mayor Steve Patterson and Athens Police Chief Tom Pyles also joined us for the program.

