

2007 Upcoming Events Winter/Spring

JANUARY 31: The Dead Sea Scrolls and Qumran: Myth and Reality —
JCC at Amsterdam and 76th, NYC

FEBRUARY 24-25 Underground Railroad Conference — Albany

FEBRUARY 26: “‘And its seed is not’: Egyptian Military Strategy in the Reign of
Merneptah” — JCC at Amsterdam and 76th, NYC

MARCH 27: The Phoenicians and the Maccabees: Excavations at Tel Kedesh, Israel —
JCC at Amsterdam and 76th, NYC

APRIL 14-15: Egypt, Nubia, Israel, Judah and Assyria: The New World Order, Harvard
Semitic Museum and Boston Museum of Fine Arts

APRIL 30: Peleset to Palestine: The Story of Sea Peoples who Became “Arabs” —
JCC at Amsterdam and 76th, NYC

MAY 5-6: King Tut and the Amarna Experience — Philadelphia

MAY 19-20 : Hudson River Art Symposium and Tour —Olana and Thomas Cole

Check our website: www.ihare.org for exciting Summer programs in
American History in the Hudson Valley

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IHARE Donates “Builders of America” Exhibit to the University of Hartford

On October 19, IHARE donated the “Builder’s of America” exhibit created by Boris Feinman (1916-2004) to the Jewish Studies Program of the University of Hartford led by Professor Richard Freud. The exhibit of 40 panels in two separate sizes was a labor of love for Mr. Feinman. For the past 15 years it had traveled around the country to temples, churches, hotels, schools, libraries, state supreme courts, museums, West Point, the Pentagon and community centers. One of the highlights of its cross country travels was the official recognition by Congress when it was displayed in the Cannon Rotunda of the US Capitol.

The Exhibition starts with the haunting words that Boris Feinman wrote when he created it: “We Jews sailed with Columbus, followed Cortez into Mexico, and now celebrate 350 years of partnership with people of all Faiths in the building of the Fellowship of the United States of America.” His passion for the contribution of the Jews to the history of the United States resulted in an exhibition that received widespread notice during the recent celebration of the 350th anniversary of Jewish settlement in America. Mr. Feinman worked on the exhibition under the supervision of many excellent scholars of Modern Jewish History throughout the nation but it was his persistence that brought it to fruition. It is a large exhibition with scores of panels and to give all of its parts proper time in exhibition different parts will be hung in a regular sequence starting on October 19-February 1, 2007 in the University of Hartford’s George J. Sherman and Lottie K. Sherman Museum of Jewish Civilization in the main gallery.



The history of the Jews he describes began in 1492 when under the leadership of an Italian explorer, the men of Spain including one black man and six Jews arrived in the lands of the Indians. Then came English and Dutch, Scotch-Irish and Swedes, Germans and French and later all the different peoples of Europe, Africa and Asia. In partnership, they built a country strong in its richness of ethnic variety committed to the quest for freedom, compassion and respect for human differences.

IHARE Donation, cont. from page 1.

Feinman wrote:

"I believe that we — all the people — built America together and we can best foster a partnership feeling of mutual respect and understanding of differences if we know more about each others' deeds."

The Exhibit covers people and events in New York, New England and the south. For example, in 1654, twenty three Jews of Spanish-Portuguese descent landed in New Amsterdam (later New York) and started what later became "immigrants in search of a land". These Jews, descendents from those who fled the Inquisition and Expulsion from Spain and Portugal had come to Recife, Brazil in search of a better life. Now, as the Inquisition caught up with them in Recife, they had to flee once again. The first record of Jews in Connecticut is from 1659 and although it would not be until 1843 that Judaism was legalized in the State, by the late 17th century Jews had established themselves as merchants in the east end of State Street in Hartford although in this period, there were only 2,500 Jews in the entire 13 colonies! In the mid- to late 19th century, Jewish immigrants from Germany built synagogues and Jewish communal institutions in different parts of the country to help newly arrived immigrants to the area. The end of the 19th century and the beginning of the 20th century saw a massive increase in the number of immigrants to these shores.

For more information on the exhibition or to arrange a tour with a docent call: 860-768-4964 or write: mgcjs@hartford.edu. View the website for the exhibition at: www.hartford.edu/greenberg/

When Israel and the Arabs Were Allies

At the annual social studies teachers' conferences in Connecticut and the Lower Hudson Valley, Peter Feinman spoke to teachers about "When Israel and the Arabs Were the Allies." The presentation, which included the distribution of primary source materials, examined the origins of Israel and the Arabs in the archaeological record. Many of the discoveries referred to have been known for a long time within the academic community



but have not filtered down to the general community or into school textbooks. As a result there are many misconceptions about the origins of both peoples and about their relationship to each other within the ancient Near East. The purpose of the presentations was to provide teachers with information to respond to questions involving the current political situation in the Middle East.

IHARE Co-Sponsors Amistad Visit to Hudson Valley

IHARE is pleased to announce its participation in The Mid-Hudson Antislavery History Project, a new organization created under the leadership of Professor Rebecca Edwards, Vassar College. The Mid-Hudson Antislavery History Project works to call attention to this neglected aspect of our past. Created in 2006, MHAHP brings together researchers, educators, civic leaders, and interested community members.

Our goals are:

■ to conduct and synthesize research on the history of antislavery in the Mid-Hudson Valley, with special emphasis on the Underground Railroad;

■ to interpret this history and educate a wide array of residents and visitors in our area, with particular attention to students and youth;

■ to place this history in the broader contexts of racial slavery in the New World; the African-American experience after Emancipation; and the legacies of antislavery today, including the impact of this historic grassroots movement on subsequent struggles for racial and social justice.

MHAHP's first public initiative was to bring Amistad to Poughkeepsie's Wayras Park as part of the schooner's Hudson Valley Freedom Tour. Amistad is

a reconstruction of a vessel that in 1839 became the centerpiece of one of the most significant episodes in the history of the American antislavery cause. Amistad visited Poughkeepsie October 12-14 (alongside Hudson River Sloop Clearwater) and again on October 19-20. The Amistad also docked in Haverstraw in early October and in Kingston, Ulster County, October 15-17. In addition to the opportunity to board the ship, a symposium was held on the subject of slavery and the Underground Railroad in the Hudson Valley.

Unfortunately due to inclement weather, a proposed sail at the conclusion of the visit had to be cancelled. IHARE is pleased to have contributed to this program which brought students, teachers, and the general public to this experience.



IHARE Mission Statement

The Institute of History, Archaeology, and Education, Inc. is a nonprofit organization dedicated to expanding the knowledge and appreciation of human cultures from ancient times to the present through a array of student, teacher, and public programs and activities.

The goals and objectives of the organization are:

1. To promote the inclusion and development of history and archaeology in the k-12 curriculum;
2. To increase the public awareness of the benefits of archaeology and history through public programs.
3. To provide history and archaeology enrichment programs at the k-12 level
4. To develop, implement, and teach history and archaeology programs for teachers by working with the schools and teacher centers;
5. To work with educational institutions of higher learning, government organization, cultural institutions, and professional archaeological and historical organizations to develop, promote, and implement archaeological and historical programs.

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