FALL SCHEDULE

*SEPTEMBER 22
How Come Ramses III Didn’t Mention Israel When
Mernepth Died? Peter Feinman, IHARE

SEPTEMBER 27
The Ride of Sybil Ludington, bus tour beginning at the
Mahopac Library, NY

SEPTEMBER 28
The American Revolution Symposium, the Desmond-
Fish Library, Garrison, NY

*OCTOBER 7
Female Figurines from Biblical Israel: Issues in
Interpreting Iconography – Shawna Dolanksy,
Northeast University

NOVEMBER 7
Teaching Ancient Egypt, Connecticut Council for the
Social Studies, New Britain, CT

*NOVEMBER 10
Scrolls and Scripture: Mysteries of the Hebrew Bible in
Light of the Dead Sea Scrolls – Joseph Angel,
Yeshiva University

NOVEMBER 23
Pseudoarchaeology and the Bible Symposium,
Peabody Museum, Harvard University

*DECEMBER 8
Canaanite Myth and Hebrew Epic:
The Mingling of Cultures – Stephen Geller,
Jewish Theological Seminary

DECEMBER 12
Teaching Local History, Westchester/Lower Hudson
Council for the Social Studies, White Plains, NY

* BASNY Archaeology and the Bible lecture series, New York

Please fill out the form on the reverse side and
return with your donation/membership check made payable to IHARE.

Mail to:      IHARE
                     PO Box 41
                     Purchase, NY 10577

Please allow 4-6 weeks for your membership gift to arrive.

Thank you for your support.

For more information,
call 914.933.0440 or visit www.ihare.org or email at: info@ihare.org

---

CELEBRATING THE HUDSON/CHAMPLAIN VALLEYS

This summer, IHARE celebrated the Hudson and Champlain Valleys with programs
from Westchester to Lake Champlain. The programs covered the origins of human
settlement in the region to the hopes and plans for the 21st century.

The American Revolution in the Hudson Valley

We began at the United States Military
Academy at West Point hearing about
the American Revolution from the
American and British perspectives
with Major Paul Lucas and Ray
Raymond, adjunct USMA and Gilder
Lehrman Fellow debating:

THE BATTLES OF BROOKLYN
AND SARATOGA AND THE
STRATEGIC IMPORTANCE OF
THE HUDSON VALLEY.

1776-1777 was Britain’s one and only
chance to deliver a knock-out blow and
crush the American Revolution. The key
was control of the Hudson which would
have cut off New England
from the rest of the colonies
thereby strengthening Britain’s
chances of winning.

This discussion re-assesses
why Britain failed to deliver
the knockout blow at
Brooklyn and why it lost the
strategically vital battle of
Saratoga.

REASSESSING
YORKTOWN AND
THE SOUTHERN
INSURGENCY

This discussion addressed the Yorktown
and the Southern insurgency led by
General Nathaniel Greene which eventu-
ally won the Revolutionary War. Yorktown
was more of a French than an American
military victory and its real importance
was political rather than military. It was
the victory that almost never happened
since the British came closer than is com-
monly supposed to rescuing Cornwallis.
Ultimately, however, the Southern cam-

*SEPTEMBER 22
How Come Ramses III Didn’t Mention Israel When
Mernepth Died? Peter Feinman, IHARE

The Quarterly Newsletter Published by the Institute of History, Archaeology, and Education, Inc.
PO Box 41 • Purchase, NY 10577 • ph/fax: 914.933.0440 • www.ihare.org

Summer 2008
volume 5 issue 3

---

Thomas Cole is best known as the founder of the Hudson River Art School. But when this immigrant from England began
his painting career, one of the first sub-
jects of his painting was Fort Putnam.

Following these changes we had the
opportunity to visit Fort Putnam located
on the West Point campus and not nor-
mally open to the public. The symbolic
importance of the Fort in the years after
the American Revolution was the subject
of “A View of Fort Putnam by Thomas
Cole: The Torch Has Been Passed to a
New Generation” by Peter Feinman,
IHARE.

Thomas Cole – A View of Fort Putnam

continued on page 2
2.5. • a behind-the-scenes look at the preservation and 
archaeological activities of the New York State lab 
at Peebles Island 
• walking the Erie Canal at the intersection with the 
Mohawk Valley Canal in Waterford 
• the magnificent views of the Hudson valley from the 
Oakwood Rural Cemetery .
• re-enacting life at Historic Cherry Hill

Rockefellers. We saw how the ecology changed over the cen-
turies and learned about the plans and ideas for the future
including the challenges of the new construction and historic
preservation. Once again the program combined art, archaeol-
ogy, ecology, history, literature and provided a testament to the
efforts of small rivetown to maintain their heritage and identity
into the 21st century.

• The Hastings and Irvington Historical Societies

graciously opened their doors to us and shared with us
the strong community involvement, including by former
residents who love their villages, to keep local history
alive even as new chapters are added to it

• Participants milked cows at Philipsburg Manor and
stepped aside when a hard-charging four-horse-drawn
carriage rushed by when walking the Rockefeller carriage
trails at the Rockefeller State Preserve Park

And no program in Albany could be complete without touring
the Executive Plaza with Jennifer Warner and Stuart Lehman
of the NYS Office of General Services, Curatorial/Tour
Services and the New York State historic sites at Schuyler
Mansion and Crailo. We experienced the struggles of people
to organize unions through the story of Kate Mullany; Trade
Union Pioneer with Paul Cole of the American Labor Studies
Center and the legacy of Nelson Rockefeller with Robert Ward,
Rockefeller Institute and Maryanne Malecki, Education
Director, WAMC. Truly in this one region, every time period
in New York and American history can be observed and the
program generated even more ideas for next summer.

THE HUDSON RIVER: THE RIVERTOWN EXPERIENCE
The Rivertown Villages of Westchester County
provide an excellent opportunity to experi-
ence the Hudson River from colonial times to
the present. We met with the authors, schol-
ars, and curators who preserve its legacy and
tell its story. We learned about the Dutch, slav-
ery, Washington Irving, Hudson River art, the
Gilded Age, and the

August 16, 2008 a group of teachers
departed from the South dock of West Point
aboard the Clearwater to enjoy the
“Special Teachers Program”
IHARE

THE HUDSON RIVER: THE RIVERTOWN EXPERIENCE  continued from page 2

- Fred Opie of Marist College spoke on the arrival of Africans to the area while Laurence Hauptman of SUNY New Platz spoke on the Lenap at the Hastings-on Hudson Library
- Mavis Cain of the Friends of the Croton Aqueduct showed us the state of disrepair of the Overseer’s House in Dobbs Ferry, the only one remaining from the original Aqueduct, and she discussed the plans for its future restoration
- Rich Borkow, Dobbs Ferry historian, and Frank Jazzo, Greenburgh historian, battled it out over where George Washington made the decision to march to Yorktown with Rochambeau rather than try to dislodge the British in New York… and of the efforts to have the National Park Service recognize the spot
- Stuart Cadenhead, Friends of Hastings’ Historic Waterfront, led us on tour of the formerly industrial waterfront while Rob Yasinsac, co-author of Hudson Valley Ruins: Forgotten Landmarks of an American Landscape, presented an overview of the state of historic preservation of industrial buildings in the Hudson Valley in a free public lecture at the Dobbs Ferry Library. With all this deterioration, it was hard to imagine the world Washington Irving of Sunnyside told stories about and Jasper Cropsey, of the Newington Cropsey House, painted.

From the Old Dutch Burial Ground to the homes of Jay Gould at Lyndhurst and the Rockefellers at Kykuit to the vast open space of the abandoned General Motors plant to the once-offshore lighthouse that overlooks the ecologically redrawn terrain we experienced the land from what it had been to the uncertainty of what it is becoming. The entire fabric of American history is right in the backyard of the towns and villages along the Hudson if only one takes the time to look.

FORTS OF THE EMPIRE STATE

Our summer journey into American, New York State, and Hudson/Champlain Valley history concluded with visits to the forts of the 18th century when the distant frontier was the frontline of strategic importance in showdowns first between the French and the British and then the British and the Americans. These isolated areas in what became upstate New York were home to some of the largest concentrations of people in the colonial era if only for a few brief moments as opposing military forces squared off in epic showdowns that became the stuff of legends, stories, and worldwide geopolitical shifts. As we traveled some of the narrow unlit roads in the dark of night, it was hard to imagine that once this area was at the center of a global confrontation.

To set the stage for the great battles of the 18th century, we began at Rogers Island Visitors Center, site of Fort Edward, where we heard Ray Raymond address the topic: Who Won the French and Indian War? A British Perspective.

The British victory in the French and Indian War was the decisive turning point of eighteenth century colonial American History. Contrary to American stereotypes and popular mythology, the war was won by the regular British army. After a poor start, His Majesty’s American army evolved from a feeble force unsuited to warfare on the wild North-American continent, into a powerful, innovative, flexible force which became a true “learning organization”.

Afterwards David Starbuck, Plymouth State College, discussed the archaeological work he has led at the site and then showed us the site where the high school and college students were excavating this summer. At the Old Fort House Museum, we heard the story of Jane McCrea whose death became a rallying cry for patriots and then visited her most recent burial site. From there it was off to the Skenessborough Museum and Heritage Area Visitors Center at the proud location of America’s oldest navy.

The rain wreaked havoc with the schedule while providing an unexpected bonus. Participants willing to go to the summit of Mount Defiance witnessed a torrential thunderstorm pass over the area. We could see the sharp line dividing the sun-drenched area from the rain-drenched area over the lake and watch as the storm moved through until once again bright sun and quiet skies graced the land. Next year Rick Salazar, will tell his tales of Abenaki life not from the classroom but from the mountaintop.

A short drive to Crown Point State Historic Site and a personal tour by Tim Titus showed us the state of the 18th century forts without restoration work. Although not as popular a tourist site as Forts Ticonderoga and William Henry, Crown Point enables one to see both the majesty of once was built there along with the deterioration that has occurred. In this regard, the site is more like viewing the ruins of Rome rather than Colonial Williamsburg. We concluded the day with a dinner cruise on the Lake.

The next day it was off to Fort William Henry. At the Fort, we attended a public lecture on “The History and Underwater Archaeology of Lake George’s Sunken Fleet of 1758” Joseph W. Zarzynski, Bateaux Below, Inc. In the late summer and autumn of 1758, British and provincial troops at Lake George deliberately sank 260 bateaux, two radeaux, some row galleys, and a large sloop. This action was to protect the fleet over the winter from their enemy, the French and their Native American allies. In the summer of 1759, the British military moved from Lake George into the Champlain Valley. Thus, many of their sunken warships were not raised.

In 1987, Bateaux Below, Inc., a 501 (c) (3) not-for-profit corporation, began a two decade study of these shipwrecks. The year 2008 marks the 250th anniversary of “The Sunken Fleet of 1758.” The following day, Zar met with us privately and led us on a walking tour along Lake George until once again it rained. We finished the program with a lunch cruise on the Lake before a final wrap-up session that brought the summer programs to a close.

The goals and objectives of the organization are to:

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