

FALL SCHEDULE

***SEPTEMBER 22**

How Come Ramses III Didn't Mention Israel When Merneptah Did? 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 27**

Female Figurines from Biblical Israel: Issues in Interpreting Iconography – Shawna Dolansky, 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

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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.

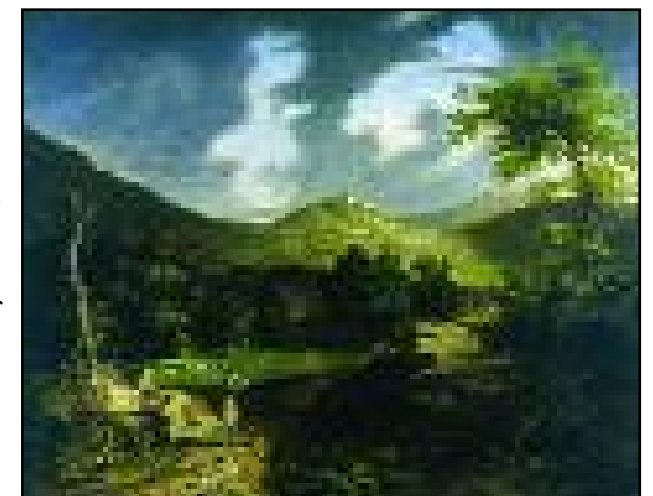
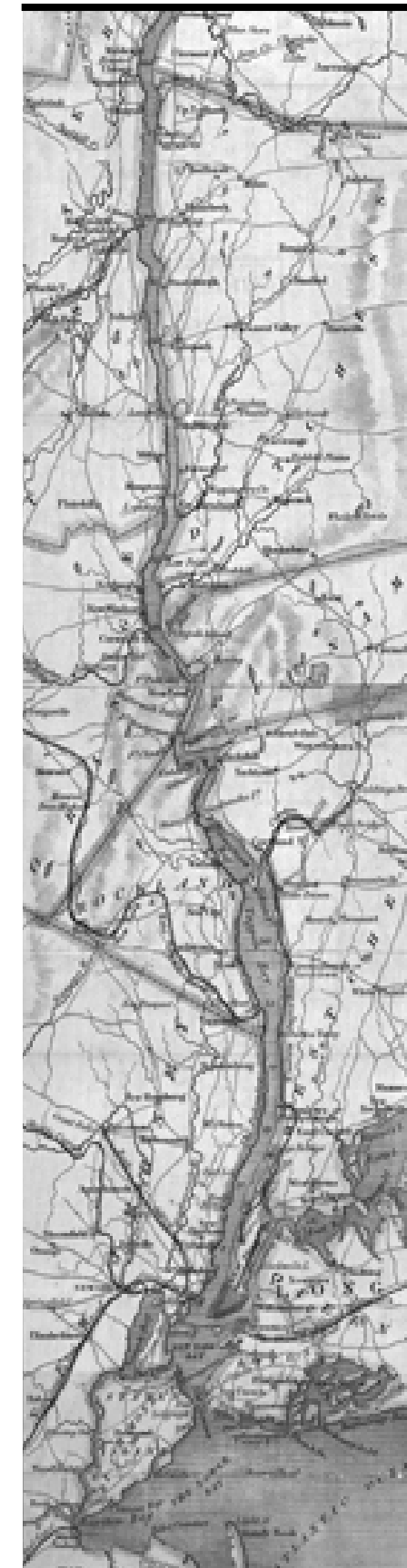
This discussion re-assesses why Britain failed to deliver the knockout blow at Brooklyn and why it lost the strategically vital battle of Saratoga.

REASSESSING YORKTOWN AND THE SOUTHERN INSURGENCY

This discussion addressed the Yorktown and the Southern insurgency led by General Nathaniel Greene which eventually 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 commonly supposed to rescuing Cornwallis. Ultimately, however, the Southern cam-

paign demonstrated the inability of the British army to fight successfully against a determined and well-led insurgency led by Washington's finest subordinate field commander, Nathaniel Greene.

Following these changes we had the opportunity to visit Fort Putnam located on the West Point campus and not normally 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

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 subjects of his painting was Fort Putnam. What did this site mean to him at the time that he painted it and to the American culture in the 1820s? This talk examined the

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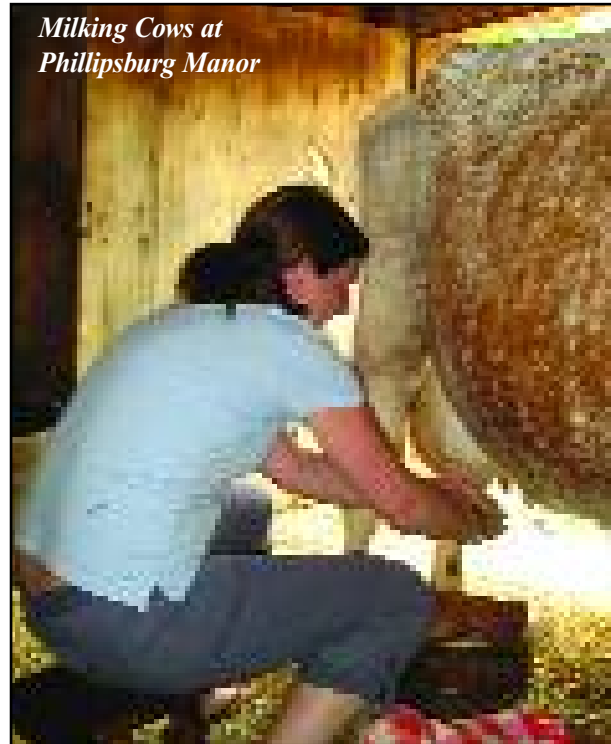
iconography of the very fort we just visited to understand the path America hopefully would take when for the first time in American history the torch was passed to a new generation. Part of the answer to these questions about the importance of the Hudson Valley involves Benedict Arnold and Major Andre. As part of the program we visited the sites related to the capture of both. With the upcoming release of a PBS documentary about them, they are sure to play an even bigger role in the program next summer.

Thanks to funding from the New York Council for the Humanities, the lectures at West Point and Fort Montgomery were open to the public.

THE GREATER CAPITAL REGION TEACHERHOSTEL

Following the July 4th holiday, we spent a week in the Greater Capital Region in an interdisciplinary program which covered the art, history, literature, and ecology of the area. The program covered the full historical gamut from the Dutch settlements to the Erie Canal to the Underground Railroad to the labor movement to the Rockefeller years. Highlights of the program included:

- an extraordinary presentation by Peter Hess of the Albany Rural Cemetery during an sunset trolley-ride
- a chance to hold American Revolution documents at the Albany Institute of History and Art
- dinner in the Dutch Ten Broeck Mansion with a presentation by Mary Liz and Paul Stewart of the Underground Railroad History Project of the Capital Region and a tour of the house they are renovating
- a walking tour of Troy including Washington Square park and the Tiffany windows in the churches led by Thomas Caroll of Riverspark
- 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



Milking Cows at Phillipsburg Manor

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 experience the Hudson River from colonial times to the present. We met with the authors, scholars, and curators who preserve its legacy and tell its story. We learned about the Dutch, slavery, Washington Irving, Hudson River art, the Gilded Age, and the

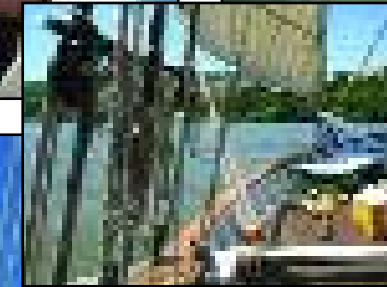
Rockefellers. We saw how the ecology changed over the centuries and learned about the plans and ideas for the future including the challenges of the new construction and historic preservation. Once again the program combined art, archaeology, ecology, history, literature and provided a testament to the efforts of small rivertowns 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

SUMMER 2008 SPECIAL TEACHER PROGRAM



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



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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 Rochembeau 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-off-shore 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 peo-



ple 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 Skenesborough Museum and Heritage Area Visitors Center at the proud location of America's oldest navy.

The following day brought us to Fort Ticonderoga. While there we heard about "***The Strategic Consequences of the French and Indian War for Britain and its American Colonies,***" by Ray Raymond, "***Fort Ticonderoga in the French and Indian War,***" by Rich Strum, Fort Ticonderoga Education Director, "***Naval Campaigns of the French and Indian War at Lake George and Lake Champlain***" by Russ Bellico, author of ***Chronicles of Lake Champlain: Journeys in War and Peace***, and "***The Battle of Valcour Island,***" by James Nelson author of Benedict Arnold's Navy.

FORTS OF THE EMPIRE STATE *continued from page 3*

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.

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 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.