



*Tampa Chapter  
Sons of the American Revolution  
January 2022*

Contents

- Message from President Bryant
- Meeting announcements
- New Members
- Revolution History note
- Program Schedule
- Color Guard Events & Opportunities
- Misc. reminders and information

**Message from President Bryant**

On a personal note, it has been an honor to serve as your President for the past two years. The pandemic challenged us, but I tried to make the best of it with virtual zoom meetings. Despite limitations beyond our control, our chapter survives and is strong. That is due to your efforts and the dedicated leaders I was fortunate to have supporting our mission. Thank you all. I apologize for not accomplishing all my goals and to anyone who I may have unintentionally offended or overlooked. I have great respect for our society and particularly those who step up to serve in leadership roles. I know we are in capable hands with the return of President Charles Klug. I encourage each of you to get more out of your membership by getting more involved.  
See you Saturday, January 15th at Mission BBQ.

**Meeting Announcements**

January

We fell short of expectations on reservations for our January 15th lunch banquet at Bahama Breeze, to install our new officers. Our treasurer will return checks at the meeting for those who made reservations. If you are not there, Paul will arrange to either mail it or void & destroy the check.

**So, plans have changed. We will now meet on the 15th at Mission BBQ at 5602 W. Waters Ave. at 12:00noon.** We have the private room at 11:00AM so come early, buy your lunch, and bring it in the meeting room where we will begin right after the National Anthem is played at noon. Guests are welcome and dress is casual.

The program is the installation of officers for 2022. Florida's West Central Regional Vice President Parks Honeywell will conduct the Officer Installation

President	Charles Klug
1 <sup>st</sup> Vice-President	Robbie Robinson
2 <sup>nd</sup> Vice-President	Roger Roscoe
Secretary	Bob Yarnell
Treasurer	Wil Wagner-Hart
Registrar	Dick Young
Chaplain	Matthew Balencie
Sgt. At Arms	OPEN

### December

Our December meeting was the Chapter participation in the Wreaths Across America Ceremony at the American Legion Post #5 USS Tampa Veterans Cemetery in Tampa.



Eight SAR Compatriots were present (l-r) Chuck Bearss, Rob Moore (Clearwater), David Bryant (President), Matthew Balencie, Mike Foley, Dick Young, Bill Swann and Robbie Robinson. Also there representing other organizations were Tampa Chapter compatriots Terry Doan and Darren Spencer. We were joined by members of the Fort Brook Society Children of the American Revolution and at least two DAR Chapters.

### **New Members**

We have received the Membership Certificates for the following new Compatriots, which will be available for presentation at this meeting:

Hays Sandford Estes  
Larsen Ahrens Estes  
Jeffrey M Lubinsky  
J C Nelson  
Matthew Todd Nelson  
Oscar F Westerfield

The following new members' applications have been approved, but we do not yet have their membership certificates:

Guy Martin Balencie  
Matthew Gerard Balencie

### **American Revolution Note**

The last part of our plunge into the importance (or lack thereof) of Locke is the impact of natural law/natural rights on how the American split with England is taught, both in the US and England. Here in the US, it depends on the teacher. There is no uniformity as to how the background to the War for Independence is taught. England is much more lockstep. This month we'll contrast teachers who teach the ideological view with those who teach the Constitutional view.

Teachers who emphasize Locke also emphasize the second paragraph of the Declaration. Some tend to see the English Parliament taking away colonial rights as individual unconnected laws. Most, however, tend to view it as a series of planned events to systematically deprive the colonist of their rights. In either case, the colonist's knowledge of Locke's natural rights theory enabled them to identify and realize what was happening and react accordingly.

The first history of the American Revolution came out in 1789. Written by David Ramsey it emphasized the Constitutional school of traditional Rights of Englishmen as espoused by John Adams and John Dickinson. Teachers who use this approach emphasize the Stamp Act crisis as the beginning of a constitutional crisis over who would govern the colonies, the colonial legislatures or parliament, and what powers Parliament had. They tend to downplay the second paragraph of the Declaration and focus more on the actual list of grievances contained in the Declaration and connect that list to the traditional rights of Englishmen.

While many of you may see this as a distinction without a difference (or vice versa), the difference is real. The emphasis on Locke opens the way to revolution and change based on abstractions. This view has been used over the years to justify many political movements and causes. The constitutional view bases the break with England on practical issues that can be viewed historically.

As many of you know, in the continuing battle between Jefferson vs. Hamilton, especially as regards Constitutional interpretation, I side with Jefferson. However, on this issue Jefferson and I part ways. I am in John Dickinson's camp. In my classes I taught the Constitutional view of the break with England coupled with the Imperial school view. The imperial school emphasizes the inability of the British government and bureaucracy to cope with the problems of empire that resulted from the French and Indian War.

Interestingly enough, over the past half century England has dealt with the same issue of how they teach the loss of the American colonies. Up until twenty or thirty years ago, English teachers almost uniformly taught the Imperial school view. They told students we messed up. The government ministers didn't know how to deal with the new situation after the French and Indian War. They tried this and that and nothing worked. Oops.

A leader of this view in English education circles was G M Trevelyan (1862-1962). In the first half of the 20<sup>th</sup> century, he was the most widely read and respected English historian. In his History of England, he emphasized the benefits of empire and put forth the theory that British government ineptitude lost the colonies. Then quickly added that the British government learned from their mistakes in America which is why their imperial policy evolved to work so well in the 19<sup>th</sup> and early 20<sup>th</sup> century.

Today Trevelyan is hardly read and his impact on how history is taught in England has declined. English students are now taught the evils of empire instead of its benefits as embraced by Victorian England and academically by Trevelyan. An American exchange teacher in England wrote an article about his experience teaching the American Revolution in English schools. He taught the Lockean based ideological view of the Revolution. He thought he would get push back. But because his students had all been taught in their earlier years about the bad aspects of British imperial policy around the world in the 19<sup>th</sup> century, he found them to be receptive to the view that the American Revolution was about the systematic taking away of rights and just an earlier example of evil British imperial policy.

One last thing. When teaching the historiography of the American Revolution to my college students, I would give them the following assignment. First, I had them read an article by Trevelyan where he clearly puts forth the Imperial school view. Second, I had them read an excerpt from Murray Rothbard's book *Conceived in Liberty* which emphasizes the ideological school, and third, I told them to take careful notes on how I addressed the background to the Revolution in my lecture (constitutional school). They were then to identify which school each of us emphasized. \* It is easy to memorize a list of interpretations and their meanings. Knowledge and understanding, however, is found in being able to identify which interpretation is offered from what you are reading or hearing. Simply memorizing a list is meaningless. The assignment helped the students see this and practice their identification skills.

This ends our four parts on Locke. How his ideas got to the colonists, the difference in the Continental Congress over whether to go all in on Locke, and then why and how Locke has attained the place he holds in any discussion of the causes of the American colonist break with England.

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\*About 2/3rds would usually get me right. Most, usually, got Trevelyan correct but they struggled understanding Rothbard although the section I gave them to read is actually more straight forward than either me or Trevelyan.

While it wouldn't fit in the January meeting and perhaps not in February of the speaker I have contacted is confirmed, perhaps in March we can take a few minutes and survey the membership on what you all were taught or remember being taught.

One other note. As many of you know I am on the state Knight Essay contest committee. Each year we get 2 or 3 essays about Locke and his influence. They are not well researched and since I've been on the committee no essay about Locke has won. Not due to bias on my part (I am only one vote and more than anyone I would very much like to see a well-researched essay on Locke) but due to the inadequate way Locke is taught and thus how he is misunderstood by students.

## **Program Schedule**

Starting in February, we are going to try a new location. Charles will give us more details at this week's meeting and details will be in the February e-newsletter as well. Please try to attend these meetings and comment on the new location.

Dates for the spring are below. Feel free to pass along any program/speaker suggestions to either President Elect Charles Klug or Secretary Bob Yarnell.

January 15           Officer installation  
February 19  
March 19  
April 16  
May 21

## **Color Guard Events and Opportunities**

As noted above, our Tampa Chapter Color Guard participated in the Wreaths Across America Service at the American Legion Post on Kennedy Blvd in Tampa on December 18.

## Future Opportunities

February 16           DAR Chapter Luncheon (Sun City Center)  
March 12             Last Naval Battle Commemoration (Merritt Island)  
March 26             Battle of Thomas Creek (Jacksonville)  
May 3                 Honor Flight (St Pete/Clearwater Airport)  
May 13-14            Florida Society BOM & Annual Meeting (Kissimmee)

We can never have enough Color Guardsmen. If any of you have any interest in joining the Color Guard, please contact Dick Young, Chapter Commander or any of the members of the Tampa Chapter Color Guard. If you do not want to start with the full Continental Line uniform, we can show you how to get started with a militia "uniform" with much less cost.

## **Miscellaneous Reminders**

The face book page for the Tampa Sons of the American Revolution is Tampa Sar. The password to add anything is American1776.

Please feel free to upload pictures or comments. Invite all your friends to look.

Chapter Website—remember you can find information about the chapter and programs on the chapter website. <http://www.tampasar.org/>

One of the duties of the Chapter Chaplain is to send cards to our members that are sick. Another is to send a sympathy card to the family of a member who has passed away. If you know of anyone that should be the recipient of these cards, please mention it to Chaplain Balencie or one of the other officers at our next meeting.