Rediscovering the Educating Forest Through the Prefacing Trees: Drawing Lessons from Barber’s *Strong Democracy*

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Samantha Deane’s essay explores the idea of “prefacing as educating” by examining Benjamin Barber’s three prefaces to his book *Strong Democracy*. She argues that Barber’s prefaces educate readers in two ways. First, taken together, the prefaces “aim to teach the reader that utopian dream and pragmatist reality are not mutually exclusive; rather, when one takes the passage of time into account pragmatic, realistic utopias may demand constant prefaces.” Second, and related to this, each preface “educates the reader on the status of the ideal” of strong democracy “amid criticisms and historic ironies by inviting the reader into the historical moment and reminding them that we are merely muddling through.” While I applaud the originality of Deane’s undertaking, I am unconvinced that she has done enough to defend the claim that Barber’s prefaces are “in and of themselves educative.” In particular, I worry that Deane’s argument is undermined by a curious reading of Barber’s prefaces. As a result, Deane’s conclusions - while intriguing - strike me as premature.

To support her thesis, Deane discusses, first, the ways in which Barber’s prefaces educate readers by taking into account “what history has revealed to be the limits of *Strong Democracy*’s policy proposals.” She focuses on Barber’s tentative 1984 proposal for school vouchers, which he argued might have a place in a “strong democratic program.” However, as Deane points out, Barber expresses concerns in the 2003 preface about the rise of neoliberalism since the late 1980s. Neoliberalism coupled with thin democracy, Barber worries, leads to a situation in which even education gets treated as a “fit [subject] for marketization.”

One conclusion that Deane seems to draw from this part of the 2003 preface is that Barber’s voucher proposal, while suited to the “real present” of 1984, is not suited to 2003. The “passage of time” - specifically, the rise of neoliberalism since 1984, coupled with the prevalence of thin democracy - has revealed to Barber that a voucher proposal cannot be part of a strong democratic agenda in 2003. Barber’s preface, in turn, educates readers on this part of the ideal, which will have to be revised in light of new realities. The broader conclusion here for Deane is that this is the fate of pragmatic, realistic utopias like Barber’s strong democracy: they require constant re-prefacing in light of what history reveals, and by engaging in such re-prefacing - and, thereby, inviting readers into the historical moment - authors of such utopias educate readers.

It is not clear, however, that Barber’s 2003 preface is actually educating readers in either of these ways. For one thing, as Deane notes, the 2003 preface does not explicitly discuss the voucher proposal, even as it calls our attention to the advances of neoliberalism and the prevalence of thin democracy. To be fair, Barber does suggest in that preface that the rise of neoliberalism in a thin democracy creates a climate
in which even public responsibilities such as education increasingly are outsourced to the private sector. Thus, we might, with Deane, assume that Barber is *implicitly* calling for a revision to - or even outright rejection of - his 1984 voucher proposal in light of the “real present” of 2003 and, therefore, that this preface is educating us in that sense. But I think this assumption rests on a misreading of Barber. The institutional reform agenda proposed in Chapter 10 of the 2003 edition is not predicated on the “razing of liberal [or thin] democracy.” Instead, it is a set of realistic strategies for change, that is, an integrated but incremental approach to strong(er) democracy. Furthermore, Barber is clear that these reforms must always take into account and “deal concretely with the obstacles that modernity appears to place in the way of participation.” This is the spirit in which Barber tentatively puts forth the voucher proposal as part of the institutionalization of strong democracy. It is one potential means through which we can “re-orient democracy toward participation.” Finally, he acknowledges in the text the dangers of “voucher schemes undertaken in a climate of antigovernment privatism,” and he cautions readers about “the origins of the idea in laissez-faire liberalism and Friedmanite libertarianism” - both of which are forerunners to the neoliberal ideology discussed in the 2003 preface.

The point is that already in 1984 Barber was aware that his strong democratic agenda would have to be implemented under less-than-ideal conditions. The conditions may, indeed, have become less ideal by 2003, and the most recent preface certainly seems to alert us to those new conditions. But this is not, to my mind, sufficient grounds on which to conclude that Barber is calling for a revision of the ideal, or that his 2003 preface is educating readers on the status of the ideal in light of what history has revealed. Indeed, I see no reason - at least none offered by Deane - to think that Barber would not continue to encourage experiments with vouchers in the “real present” of 2003, or even 2016. Deane states that Barber’s “school voucher program was only advanced as part of a package of strong democratic reforms in 1984 because in many ways public schools were failing to be public.” Well, the general corruption of the “public” character of our schools, which motivated Barber’s voucher proposal in the first place, has continued to plague us ever since. As long as a voucher scheme has the potential to improve the public character of schools and thereby promote strong democracy, then Barber is likely to continue to argue that it is “surely a reform worth considering.”

Thus, while Barber’s 2003 preface clearly invites readers into the historical moment, it is not clear what Deane means when she claims that the preface therefore educates readers about the status of the 1984 voucher proposal (and the ideal more broadly). Is it that the context in which we might implement a voucher scheme has changed? If so, Deane has simply stated a truism (we hardly need a new preface to “educate” us on this point). Or, is it that we must forgo the possibility of vouchers being part of the strong democratic agenda in the “real present” of 2003? If so, Deane has not provided sufficient evidence that Barber himself has learned, or is teaching, that lesson.

Deane then argues that criticisms of Barber help to “clarify the educative importance of his prefaces.” To make the point, she focuses, first, on Young’s criticism that
Barber’s faith in participation is impractical - that nobody can participate all the time in all the decisions that affect their lives. According to Deane, Barber had already addressed a version of this criticism prior to Young’s 1996 critique. In Barber’s 1990 preface, he says that citizens of a strong democracy “need not participate all of the time in all public affairs, but they should participate at least some of the time in at least some public affairs.” On the strength of this example, Deane makes the broader point that Barber’s 1990 preface reflects his consideration of criticism of his participatory ideal and, thus, it serves to educate the reader on the status of that ideal amid such criticism.

But I worry that Deane has again misread Barber’s prefaces. She tells us that only in 1990 did Barber soften strong democracy’s requirement concerning direct participation. Yet in the original preface, Barber made clear that “strong democracy” demands that citizens “govern themselves in at least some public matters at least some of the time.” This language is strikingly similar to that used in 1990. And so, again, it is not clear how Barber’s 1990 preface is, at least in the way Deane claims, educating readers. Rather than help us to reimagine the ideal in light of criticism, this preface seems simply to reemphasize a point Barber had already made in 1984.

On the whole, Deane has not provided sufficient evidence that Barber’s prefaces educate readers in the ways she suggests. (Nor has she demonstrated, moreover, that they are really unique in any way. What do they do beyond what prefaces are, by definition, expected to do?) And I’m left wondering, therefore, why Deane is pressing us to consider these prefaces as educative in the first place. More to the point, I’m worried that Deane has lost the educating forest through the prefacing trees. And so, in closing, I want to suggest that we think of Barber’s prefaces not as educative “in and of themselves,” but rather as helping to facilitate the education we experience through a close engagement with Barber’s content and method, both of which have helped to make Strong Democracy an important and influential work of political theory. It is in the text itself, I think, where we still find - perhaps with some guidance from the prefaces - Barber’s deepest and most enduring lessons.

2. Ibid., xii-xiii.
3. Ibid., 262.
4. Ibid.
5. Ibid., 263.
6. Ibid., 264.
7. Ibid., 296.
8. Ibid.
9. Ibid., xxix.
10. Deane apparently revised this section sometime after receiving my initial response. In the revised version - presented at the 2016 PES conference - she acknowledged that Barber’s 1984 and 1990 prefaces do make essentially the same point regarding participation. Thus, my criticism that Deane has literally misread Barber loses some of its force. However, I still worry that Deane’s use of Young in relation to Barber does not serve the purpose she intends. After all, it is not clear how Barber’s 1984 and 1990
prefaces could be understood as responding to a 1996 critique from Young and, thereby, as educating readers on the status of the ideal “amid criticisms.” If Deane is using Young’s critique as representative of similar but earlier critiques - which I assumed above - I would suggest going back to those earlier critiques instead or, at least, engaging with Young’s more thorough discussion of these issues, as found, for instance, in Inclusion and Democracy (New York: Oxford University Press, 2000).

11. Ibid., xxxiv.
Drawing from live models and photo references, as well as master drawings of the past, you will learn to capture expression, emotion and weighting of the pose as well as shapes and rhythms created by the costume folds. Bill Perkins teach you the action analysis study developed in Walt Disney Studios for animators. You will learn how to capture essence and performance of the pose going through the series of short drawings from a live model. The Gesture & Movement of Drapery With Glenn Vilppu In this lesson: In this final installment of the How to Draw the Costumed Figure course, world-renowned draftsman Glenn Vilppu break downs the essentials for drawing more gestural drapery and clothing. In the preface, Whitman is concerned with the qualities of great poets, and their influence over people. To Whitman, there is no better thinker, helper or worker than the poet, who can outrun the swiftest runners, and who can make every word he speaks draw blood. It is to be indirect and not direct or descriptive or epic. Its quality goes through these to much more. The land and sea, the animals, fishes and birds, the sky of heaven and the orbs, the forests mountains and rivers, are not small themes . . . but folk expect of the poet to indicate more than the beauty and dignity which always attach to dumb real objects. . . . they expect him to indicate the path between reality and their souls. Moreover, trees from forests are also made into construction and building materials to build houses. This helps not to provide shelter to people but also to boon the construction industry. Another use of deforestation in livelihood is through conversion of forests into agricultural or farm lands to be used by farmers to plant crops. 2. It makes expansion possible. Another benefit of deforestation is the transformation of forests into paved roads to transport goods and commodities to other places and meet the demands of consumers. Systems thinking can help you tame the complexity of real-world problems by providing a structured way of balancing a broad, overall view with the selection of the right level of detail, truly allowing you to “see the forest for the trees”. Only by taking a broad view can we avoid the twin dangers of a silo mentality-in which a fix ‘here’ simply shifts the problem to ‘ther Systems thinking can help you tame the complexity of real-world problems by providing a structured way of balancing a broad, overall view with the selection of the right level of detail, truly allowing you to. “see the fores... Sylva, or A Discourse of Forest-Trees and the Propagation of Timber in His Majesty's Dominions by the English writer John Evelyn was first presented in 1662 as a paper to the Royal Society. It was published as a book two years later in 1664, and is recognised as one of the most influential texts on forestry ever published. 1662 Sylva paper was presented to the Royal Society on 16 February 1662.