

SGEME 10: A UNITED COLLABORATIVE FRONT ON ECONOMIC EDUCATION

Over the past three years we have held three conferences focusing on collaboration, education and implementation. These focuses have been an attempt to respond in a new manner to Bernard Lonergan's achievements. I make mention of these achievements in the introduction to the SGEME website and it will be helpful for me to reiterate them here in the chronological order of which they emerged in Lonergan's life.

- 1) The discovery of the fundamental variables of economics providing the scaffolding for a science of economics
- 2) His intentionality analysis leading to a Generalized Empirical method, and
- 3) Functional Specialization as a collaborative solution to the Axial period.

In reflecting on our recent conference in Vancouver, I worked out a "scheme" that has the possibility of addressing all three discoveries while focusing on one area. One should not have to provide explanations for the need of a development in the field of economics. The need is crucial and global on the levels of human suffering and ecology. Lonergan has provided the fundamentals that would enable economics to be raised to the status of a science. Implementation remains the challenge.

Furthermore, to teach any topic is to teach the student in a manner that addresses their intentional heuristic structure of consciousness at the same time. When teaching economics you are teaching student student.

Thirdly, the economic problems in the world manifests the need for a massive united front of education requiring that the effort be a collaboration of some group that has the concern and the will.

Lonergan's three achievements can be addressed, even if weakly at first, by a focus on developing a pedagogy of his economics. The first step, I would suggest, is a slow reading and thinking through Phil McShane's Chapter One of **SANE ECONOMICS AND FUSIONISM** (SEAF). The strategy is for each of us to come to grips with the fundamental variables of Lonergan's theory, share our questions, struggles, insights, and formulations with each other. The eventual outcome is to develop a pedagogy that communicates these fundamentals in the theoretic context in which they are presented and also in a manner that reveals the student to her or himself.

Recently, I reviewed the history of chemistry prior to the emergence of the periodic table. For a century prior to 1869, various attempts were made to discover intelligible patterns between the known elements of the time. When the table appeared in 1869, there was a small receptive community. There is no small receptive community of Lonergan's discovery of the fundamental variables of economics. What is needed is a small receptive community that promotes the growth of itself as well as seek out communities whose receptivity lies in being beginners. Phil McShane has advocated that such beginners be Grade 11 and 12 students.

Following up on my pre-history of the emergence of the Periodic Table I read Michael Shute's

Lonergan's Discovery of the Science of Economics. (UTP, 2010) It is quite apparent that all efforts since 1944, the year Lonergan completed his work on economics, have met with remarks such as the theory being incomprehensible. That very comment manifests that the readers were not able to recognize science. There was not, and is not, a receptive community to a science of economics.

This suggestion/invitation would be a massive collaborative effort, but I see no other way at this time, to establish a receptive community to Lonergan's work. If any of you have further suggestions or comments on this proposal, please pass them on to me. If you do not have a copy of Phil's book, please contact him through his website to obtain one.

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Bibliography

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<http://www.philipmcshane.ca/> Phil McShane's website with various articles on Economics.
See especially <http://www.philipmcshane.ca/eldorede-02.pdf> Eldorede 2: Core Economics for High School & Lonergan Followers by Phil McShane
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