

AN EXAMPLE OF EMERGENCE

Fr Tom Daly SJ

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Edited by Fr. Robin Koning SJ (April 2021)

Editor's Introduction:

The original page in Fr Daly's papers was hand-written. An annotation at the top right of the page says, "Written for Terry Kelly & posted with photocopies of articles & letter 2004-02-06".

Fr Terry Kelly SJ (1935-2020) was an Australian Jesuit who spent most of his priestly life teaching high school science and religious education. He combined these interests by developing courses on faith and science, and wrote a number of books in this area.¹ Daly's annotation notes that he posted this page on emergence "with photocopies of articles & letter 2004-02-06."

Footnotes in square brackets are editorial.

¹ [Terry Kelly SJ, *Reason and Religion in an Age of Science: A Workbook for Senior High School Students* (Adelaide: ATF Press, 2007); *The A to Z of People of Faith and Science: Short Biographies* (Adelaide: ATF Theology, 2018); *Stars, Life and Intelligence: Being a Darwinian and a Believer* (Adelaide: ATF Press, 2020).]

The Latin for emergence is “Eductio a potentia materiae”.² This eduction is different from deduction, which is the inverse of reduction.

Too great an emphasis on deduction led to a logical frame of mind that failed to consider emergence. But the need for it arose out of some distinctions that philosophers gradually recognized as somehow important.

- You can't deduce scientific discoveries from a mass of scientific data, yet scientists depend upon sense data for their discoveries.
- Thomists insisted on a distinction between essence and existence though Suarez argued that a metaphysics of essence was sufficient.
- Hume insisted that you can't deduce an “ought” from an “is”. Yet morality cannot be free from attention to facts.

All this helps us to appreciate Lonergan's “structure of knowing” and his less well recognised “structure of control ,” & his structure of discovery that is included in these:

<u>Structure of experience</u>	<u>Str. of discovery</u>	<u>Str. of learning</u>	<u>Str. of control</u>
			Decision
		Judging	Judging
	Insight	Insight	Insight
Sensation & consciousness	Sensation & consc.	Sensation & consc. i.e. Experience	Experience

The upward movement, encouraged by various forms of inquiry, is an example of emergence. Insights require experience, but do not arise mechanically from it. Assent requires understanding but demands attention to “all the relevant questions .” Good action requires knowledge of facts, but needs the exercise of responsibility in authenticity (or “genuinity”).

Each of these levels emerges from the one below.

² [Drawing out from the potency of matter]