Chapter ten of R. Inchausti’s *Spitwad Sutras* spoke of a lesson concerning the concepts of economics via a simulation involving the whole class wherein each student was ‘born’ randomly into a social class, presumably determining exclusively that student’s initial assets and income level; other possible venues that class may have affected by design would be political clout, likelihood of illicit activities going unnoticed, etc. One aspect not involved in this game, that was mentioned but glossed over so quickly as to be assumedly against ‘the rules’, is the option of war of any variety, be it revolutionary or inter-communal, as a stimulus of the economy. Either way, the activity that he describes has many lessons that can be taken from the content material that would be discussed or tactics employed in duration of the game, not all having to do with the fairly liberal heading of ‘social justice’. Students would, or could, learn a great deal of history through the game, in addition to the unit’s subject title of economics, lingual skills of both the written and spoken variety and critical thinking skills, through the generation of off-color but not illegal schemes that may be employed or prevented through preemptive action. All of these items are those that I would contend are being learned by Mr. Inchausti’s students, and he alludes to these in the actions he cites but only really references gains made in the philosophical realm.

The disconnect between what he sees and what I do is quite likely a matter of perspective. Mr. Inchausti is close to the lesson and to the students, he chose this format of lesson as he had a plan to teach a (few) specific concepts and determined that this method would carry that material across most efficiently given his resource. That form of plan development requires a backward glance that I believe Mr. Inchausti did not make, for whatever reason, in this book, in order to see what else may be gained along the way. Our own university uses riddles to reinforce the constellations in the hallways of Davy lab. I am certain that reinforcing the knowledge of constellations was one of the original intents of the riddles; the format was
probably born of a desire to make it fun so students would willingly participate but was it
originally designed to improve critical reasoning skills or was that a happy coincidence. My bet
is the second, the same as the others I mentioned for Mr. Inchausti were for his game.

Another possible reason for his and my disconnect would be his position in a catholic
school. The philosophical implications to Justice I quite likely would have overlooked, but given
his ties to the church, despite his own personal beliefs, he must view the content relative to that
body’s platform. This would then bring the philosophy to the forefront in spite of a failure of
hindsight, post-planning.

If I were to teach this lesson, I would have wanted to include some form of option for
revolution within the ranks of any given class. This would have added to the need to establish a
system of social justice, for without then there is no loyalty and so, likely any society would be
short-lived. Another change that I might have made would have been to create some laws that
would be immutable and in effect prior to the game’s beginning. One such law may be a welfare
system, to show the wealthy that they are responsible, in an ‘enlightened’ society, for supporting
those that are incapable or simply unwilling to support themselves. This last would require a
taxation and distribution system that might be left up to the students to devise (pre-planned
animosity). Another possible law would be against monopolies, thus preventing the game from
ending too quickly. One last addition to the game would be to introduce the open exchange of
stocks by allowing students to buy and sell ‘real’ stocks of the NYSE and NASDAQ indices; it
would be required that they track their earnings/losses and develop strategies for not going broke
and increasing their status.

On the whole though, I like his lesson quite a bit; I think that I will be keeping the general
ideas for my own use later, in the event that I may ever have need.