

Bush Mechanic Publications and References (V4 03-2015)

BMARPL (Literature - The Doxa) by P Wildman

1. Wildman, P. and E. Hadkins. (2005). Bush Mechanics - artificing a future we can live with. *Journal of Futures Studies*. **10**(1): p. 91-100.
1. Wildman, P. (2007) How *Futuring Bush Mechanics seek to transform the world*. *Futures*. **Forthcoming**: p. 14.
2. Wildman, P. (2005). *Bush Mechanics: futuring the Australian way*. Future News, (September - page 7): p. 1.
3. Wildman, P. (2005). *Futuring and the Artifice of Ingenuity*. Futures Bulletin - World Futures Studies Federation. **30**(2&3): p. 10-11, 21-23.
4. Wildman, P. (2005). *The Corporate Bush Mechanic (CBM) - possibility or absurdity? An exploration of the potential and design for the installation of a CBM system in The Flight Centre (TFC)*. Kalgrove Pty Ltd: Brisbane. p. 20.

Other Bushy related articles

Alexander, C. (2005). *The Nature of Order - an Essay on the Art of Building and the Nature of the Universe - three book series. This ref to Book 3 - A vision of a Living World. This Chapter - Chapt. 15 in Book 3 - How Living Process Generates the Process of Construction - AllBuilding as Making*. UK: Centre for Environmental Structure. 700pgs. [Obviously a classic though a tome indeed - Alexander's pattern language which can be seen as a metaphor for visual savage mind language of Edwards and Levi-Strauss - brings in the 'D' into design]

Arendt, H. (1963). *On Revolution*. London: Penguin. 350 pgs. [Philosophical call to re-link or 'religo' thinking and action]

Dick, B. and P. Wildman. (2005). *Critical Futures Praxis: futures, action research and change*. Unpublished, p. 28pgs.

Edwards, B. (1995). *Drawing on the Artist Within: how to release your hidden creativity*. London: HarperCollins. [Using drawing as a language as a Right Brain mode counterpart to text/word based Left Brain Mode languages - intriguing - well worth a look]

Florida, R. (2003). *The Rise of the Creative Class - and how its transforming work, leisure, community and everyday life*. Melbourne: Pluto Press. 400pgs. [If one reads creative as creative then F's work is a thorough exploration of the importance of creative (bush mechanic type) work in economic development - well worth a look]

Gardiner, W. (2003). *The Encyclopaedia of Sewing Techniques - A step-by-step visual directory, with an inspirational gallery of finished works*. East Roseville, Australia: Simon & Schuster. 160pgs. [Great use of exemplar projects as inspiration]

Gibson, K. and T. Ingold, eds. (1993). *Tools, Language and Cognition in Human Evolution*. Cambridge University Press: Cambridge. 480pgs. [what can I say this is the bible end of story]

- a must wade for anyone interested in this arena inc. alternative forms of vocational education]

Hase, S. and C. Kenyon. (2000). *From Androgogy to Heutagogy*.
<http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm#heutagony> [a step to a retroductive action learning based method of learning]

[Ingold's work is worthy of much greater attention in this field it is simply to my mind brilliant and insightful - the following titles say it all - well worth a sabbatical]

Ingold, T., *Tool-use, sociality and intelligence*, in *Tools, Language and Cognition in Human Evolution*. 480pgs., K. Gibson and T. Ingold, Editors. 1993a, Cambridge University Press: Cambridge. p. 429-445.

Ingold, T., *Tools Techniques and Technology*, in *Tools, Language and Cognition in Human Evolution*. 480pgs., K. Gibson and T. Ingold, Editors. 1993b, Cambridge University Press: Cambridge. p. 337-345.

Ingold, T., *Epilogue: Technology, language, intelligence: a reconsideration of basic concepts*, in *Tools, Language and Cognition in Human Evolution*. 480pgs., K. Gibson and T. Ingold, Editors. 1993c, Cambridge University Press: Cambridge. p. 449-472.

Ingold, T., *Introduction to part 1: Relations between visual-gestural and vocal-auditory modalities of communication*, in *Tools, Language and Cognition in Human Evolution*. 480pgs., K. Gibson and T. Ingold, Editors. 1993d, Cambridge University Press: Cambridge. p. 35-42.

Ingold, T., *Epilogue: Technology, language, intelligence: a reconsideration of basic concepts*, in *Tools, Language and Cognition in Human Evolution*. 480pgs., K. Gibson and T. Ingold, Editors. 1993e, Cambridge University Press: Cambridge. p. 449-472.

Levi-Strauss, C., *The Savage Mind*. 1996, Chicago: The University of Chicago Press. 300pgs. [This book is almost uncategorisable (and in some parts unreadable) and simultaneously a classic, discusses the possibility of a 'savage' or indigenous mind cp. today's 'domesticated minds'. The former is a practical person shaping and making things using visual not textual language]

Maturana, H. (1970). *Autopoiesis, Structural Coupling and Cognition: A history of these and other notions in the biology of cognition*. University of Illinois: Urbana. p. 30pgs. [great piece on the ability of organisms to self-organise and synergise - an analogy for the bush mechanic system of value adding interface and netweaving]

Nussbaum, M. (1994). *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*. Princeton New Jersey: Princeton University Press. 560pgs. [Arguably one of the worlds greatest living philosophers and the best woman philosopher - brilliant exposition of Hellenism and esp. for our interests here Active Practical Wisdom - read Artificing and the Hellenists]

Otto, L., (1999). *Forgotten Technology and Conversion Charts*. Brisbane: Author printed by Watson Ferguson. 90pgs [written by a genuine bushy now dead, this work speaks of the

importance of handing down the practical wisdom of the ages to following generations and laments how the vocational education system is failing to do this - basically a compilation of difficult to find conversion etc. type charts]

Sternberg, R. (1997) *Successful Intelligence - How Practical and Creative Intelligence Determine Success in Life*. New York: Plume. 300pgs [A step towards Creative Intelligence also called Artificer Intelligence, well written]

Thomson, M. (1995). *The Complete Blokes and Sheds; including stories from the shed*. 1995, Sydney: Angus & Robertson. 280pgs. [populist ethnographic study carried out by a true artisan into bush mechanics, their exemplar projects and the sheds they live in]

Thomson, M. (2002). *Rare Trades*. 2002, Sydney: HarperCollins Publishers. 230pgs. [another treat from T - take a look soon because many of these trades wont be around by 2010, they will just like the Bush Mechanic gone the way of the Dinosaur]

Wildman, P. (1976). *Meaning in Technology*. Griffith University: Brisbane. p. 20pgs. [Early piece indicating a search for a deeper understanding of technology and technique seen here in this book in some places quite prescient]

Wildman, P. (2004). *Pangogical Learning - Artificer, and Experiential Learning Views and Proposal to Establish an Artificer Learning Centre*. Kalgrove Pty Ltd: Brisbane. p. 30. [An extension of Hase and Kenyon's idea of Heutagogical learning and its application to Artificer learning]

Wildman, P. (2005). *'Othering' Action - The Origins of the Separation of Thinking and Doing*. Kids and Adults Learning Pty Ltd - the Bush Mechanics Institute Report No.2: Brisbane. p. 6. [A passion of mine for years now seeking to see how and when this separation, which is totalising especially in Social Sciences, arose]

Wildman, P. and I. Miller. (2004). *Artificer Learning through the Demiurgic Field of Dreams (DUF)*. [Web publication from Iona Press and Prosperity Press, Brisbane -web publication] Available from: http://creativity.chaosmagic.com/whats_new.html [This article looks at an esoteric dimension of the Artificer also seen in some mason's works]

Wilson, F. (1995). *The Hand - How its use shapes the brain, language, and human culture*. New York: Vintage Books. 400pgs. [Brilliant and path-breaking exploration of the importance of our hand and manual dexterity and its representation in the brain]

Web Accessed @ 02-2007

Bush Mechanic

As sourced particularly in Appendix D and:

<http://www.fbo.com.au/movie.asp?ID=10187> - Indigenous Bush Mechanics web site

<http://www.abc.net.au/message/archive/bushmechanic/> Indigenous Bush Mechanic TV series by episode

http://www.bushmechanics.com/pages/bush_mecanics/body_bm.htm - more general information on indigenous bush mechanics

www.hotfutures.net.au/bushie - hot futures bush mechanic blog

<http://geolib.pair.com/smith.adam/won1-10.html> Adam Smith on Artificers

<http://www.yorkriteofcalifornia.org/royalarch/raeduc007.htm> The link between Masons and Artificers

<http://people.umass.edu/dkscott/CILA%20Institute/projects.htm> an attempt to apply Wilber's integral learning at several co-operating academic institutions in the US – CILA the Community for Integrative Learning Action

http://zhurnal.lib.ru/k/korolew_p_m/pw2005.shtml The Artifice of Ingenuity

Learning Enrichment Foundations (committed to intergenerational vertical and horizontal learning)

<http://www.lefca.org/> (Canada)

Deming

The Deming Institute: <http://www.deming.org/>

The Deming co-operative <http://www.deming.edu/demingcoop.html>

Deming electronic website <http://deming.eng.clemson.edu/pub/den/>

Triarchy

<http://www.triarchypress.co.uk/pages/triarchy.htm>

Piaget

<http://www.piaget.org/biography/biog.html> Piaget the developmental psychologist

Chinese Philosophy

<http://www.hku.hk/philodep/ch/index.html> Chad Hansen's Chinese philosophy page

Rural Design

<http://www.ruralstudio.com/mission.htm> rural studio design - Auburn University USA

Workers Education Associations

<http://www.wea-sa.com.au/> WEA South Australia

<http://www.wea.org.uk/> WEA UK

<http://www.ifwea.org/> International WEA federation top of home page screen RHS – WEA uses Study Circles – recognised by UNESCO

<http://www.weaillawarra.com.au/> Country NSW – early days in the late 1915 and the journeyman's piece but with an academic focus

<http://www.weahunter.com.au/> WEA Hunter Valley NSW

Doxa not that it is somehow perfect rather that no one I have come across in the 5 years of this research project sees or has written about the crucial importance of the artificer in today's world - this is for me a tragedy as it prevents us; (1) seeing DIY type solutions to the larger problems esp. those starting 'In My Back Yard'; (2) respecting the indigenous folk of the globe for their 'visually based' language and wild sciences - thus science is only now discovering the natural healing abilities of many herbs cp. artificial chemical compounds, something indigenous folk have known of for millennia, (3) structurally alienates many youth esp. young men who are 'practical' first 'theoretic second' I call this practise., (4) seeing the need to completely reconstruct Vocational Education and simultaneously reinvigorate Adult and Community Education (ACE), (5) from paying obeisance to child's play - we often see this in a derogatory light for kids and adults, however in the light of this work it is momentarily important, (6) from seeing those philosophers eg. Aristotle, Epicurus, Arendt,

Nussbaum who lament this schism and call for its abolition, (7) developing alternatives to governance, bureaucracy and academia structures build on this schism. Essentially these, for what they are worth are my rationales for the Bushy!