

Introduction

In this Australian Mason/Shaman/Shamanic application I am looking to suggest developing an integrated system of practical learning development blended with the Mason/Shaman's wisdom learning development. This is in line with where I understand the Mason/Shamans originated in practical skills and indeed in my view all learning resides in practical skills – a crucial method in Adult Learning. I propose a vertical and horizontal learning process with the vertical layer being the Mason/Shaman's program and the horizontal layer being based around Artificer/Practical skills as set out below. So in effect it would be a Mason/Shaman's learning matrix and seeks to interface CRAFT in the practical sense with CRAFT with the esoteric sense. This is a re-membering of Mason/Shaman's origins and in its hands on practicality is a complement to virtual social media that has obsessed so many young folk today. This proposal seeks to integrate the two while maintaining their distinct uniqueness. I believe this could well be a significant point of attraction for young people in Australia.

All over the West groups such as Lions and Rotary and RSL's are having great difficulty obtaining, maintaining and retaining volunteer members. I would surmise that the Mason/Shaman's are no different. Further the Mason/Shamans history goes back to the ability to work with ones hands using ingenuity to build exemplar projects (cathedrals) without a common measure, language or even formal plans (Chartres Cathedral) and even earlier. This proposal then seeks to re-member these basics by extending this understanding of Craft and application of such skills in everyday life. Thus such skills can include hand skills in general where the hand leads the head and is non-gender specific, inc. gardening, seam-stressing etc. as well as the traditional trades AND innovative ones such as Biochar production and use, community economy and so forth. These are useful now for adults, utterly critical for children to learn as a form of play and will be critical after the next Global Financial Collapse e.g. Greece and Spain right now.....

Proposal

In general the three adult educational slices are:

(1) Artificer/Basic Operational Capability (BOC) - this will involve two or three of certificates of same for horizontal skill areas + 6 acknowledgment's for each of the six principles of Artificer/Bush Mechanic achieved through **(2) BMC** below + Artificer/Bush Mechanic Basics related to where the student will be applying his/her Mason/Shamanic work

(2) Artificer/Bush Mechanics Certification (BMC) - this involves the aggregation of the skill sets developed in (1) to produce a Mason/Shamanic exemplar project representing the state of the art for the student, calling and Order and aimed at community benefit linking the horizontal skills from (1) and vertical (consciousness) skills from Mason/Shamanry + 6 acknowledgment's for each of the six principles of Artificer/Bush Mechanic (1 exemplar project, 2 inner/outer balance, 3 mutual aid, 4 global problematique, 5 harmonisation and 6 experiential learning)

(3) Artificer/Bushy Learning Circle environment (BLC) - the emphasis will be on collaboration not competition so that as (1) and (2) are being undertaken the students will be encouraged to collaborate and assist on another in terms of specific skills and exemplar project design, fabrication and completion. Here the students will learn about and practice the integration of (1) Adult Education methods, such as Learning Circles and Action Learning, with (2) the Artificer Bush Mechanic Principles and (3) Mason/Shaman wisdom to a point where they can design and operate their own action learning circle on Mason/Shamans, in a particular topic of choice, when they return to their home community.

Practically speaking for example the three layers are:

(1) **Certificates** - in particular we start with several authorisation certificates for specific parts of the Biochar process for instance, retort fabrication, feedstock sourcing and preparation, safe chainsaw operation, timber selection and preparation, Biochar production, Biochar testing and quality assurance, Biochar application in gardening and agriculture, cooking with Biochar, Biochar and Permaculture, Biocharian recipes, Biochar applications - cooking, fish keeping, health practices, art and craft

(2) **Artificer/Bush Mechanics Certificate** - in line with that developed on < <http://www.kal.net.au/portal/> > <http://www.kal.net.au/portal/> top RHS Adult Learning button and under the Bush Mechanics Exemplar Projects button this would involve (1) listing on the BM site, and (2) membership of the Bushy blog <http://thebushy.wordpress.com/>

(3) **Learning Circle Facilitators Certificate of achievement** - here the students learn to design, run and facilitate a learning circle principally by being a learning circle participant then being debriefed on the design and operating principles therein. Application of the LC method of Adult Learning will be incorporated into the LC project*. Learning Circle e.g. a circle of Mason/Shamans - as per the following reference on Biochar (replacing 'Biochar' with 'Mason/Shamans' to give a flavour of what I am suggesting – see contents only below after the bridges picture). This would involve say FBook and Google group discussion etc. and membership of the Science-Artificers Guild blog. <http://science-artificer.iwarp.com/index.html> See also <http://crafters-circle.com/archive2011/> Issue 1 on Biochar.

* Wildman, P. (2011). BioChar Action Learning Circles: toward a future Nature can live with. Action Learning Circles based on Paul Taylor's The BioChar Revolution book (2010). P. Wildman. Brisbane: The Kalgrove Institute, with Topic Guides - 40pgs.

In addition:

(4) **The Bushy Mason/Shaman would now become a member of the Science-Artificers Guild** - say <http://science-artificer.iwarp.com/index.html> and membership of the Science-Artificers Guild blog..

(5) **The Guild would have an eZine CRAFT** of which I have developed a beta <http://www.crafters-circle.com> & <https://groups.google.com/forum/?fromgroups#!forum/craftyexchange>

Conclusion

I suggest we need a 'bridge of boats' (see illustration below) approach that will allow anyone to position themselves where comfortable and where they feel they have a stable adult learning (<http://www.youtube.com/watch?v=vLoPiHUZbEw>) platform that can be anchored (at least temporarily) against the currents (notwithstanding floods!). Such a bridge can be built from *each* side of a esoteric-exoteric divide, depending on necessary design criteria and resource availability, and we each can craft and contribute our own boat to the overall effort. The number of platforms can be increased if the gaps are too great and or unstable – this allows for differentiation of the participants, across a divide, yet centred around a common intent (to bridge a bigger divide by integrating the exoteric Artificer and the esoteric Mason/Shaman skills in a practical way for the general good). I see the common intent as similar to (my work in understanding of the core intent of) the craft/artificer/bush mechanic perspective.

Boat bridges

Ancient



Modern



Mason's are concerned with practical and esoteric knowledge aligned with the Sky Father King God of the heavens such as Christianity. Whereas **Shaman's** are concerned with practically and esoteric knowledge aligned with the Earth Mother Queen Goddess of the earth. I submit each is the shadow side of the other for how can one have any abstract concepts of sky king father without thinking in a body made of earth – dust to dust & ashes to ashes..... I rest my case.

Paul Wildman

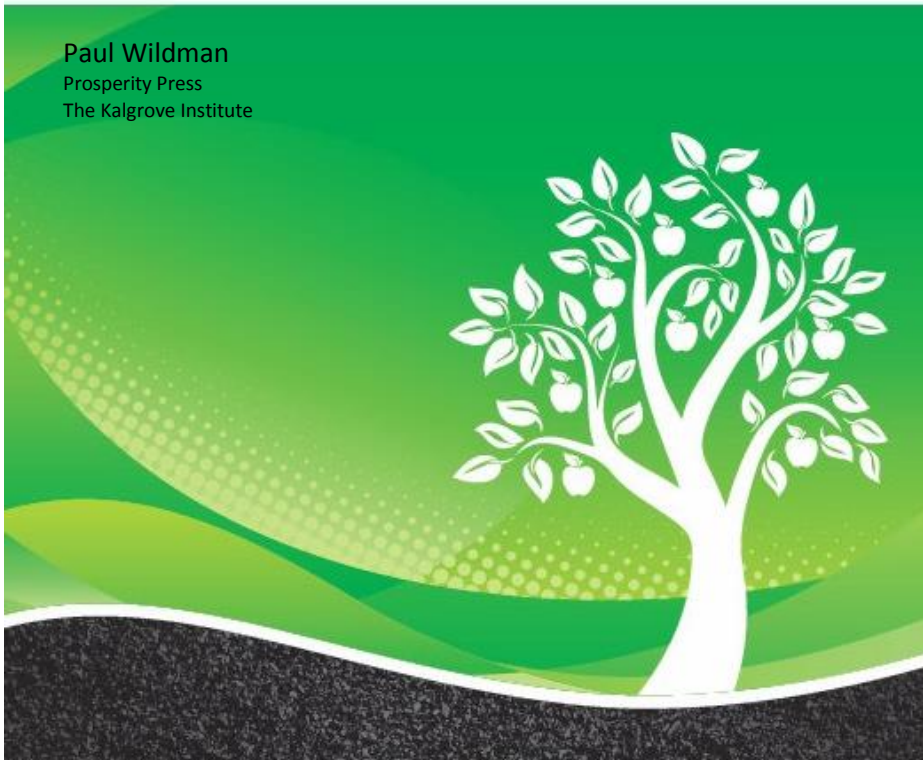
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The Biochar Revolution

Action Learning Circles for
Transforming Agriculture & Environment

Paul Wildman
Prosperity Press
The Kalgrove Institute



~~ Biochar - learning circles for a future Nature can live with ~~

BioChar Action Learning Circles

~ Biochar - learning circles for a future Nature can live with ~

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