AUS10: Bush Mechanic/Artificer and Exemplar Project Criteria

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Contents

Bush Mechanic Lingo

There are several specific terms for key aspects of bushiedom:
. **Bushie** – someone who undertakes bushie projects and helps others to do their project also who reads or writes the manuals on bushie projects
. **Bushie Workshop Manuals** – step by step how to guides to undertaking bushie projects
. **Bushie Projects** – generally prototype projects satisfying the following criteria
. **Bushie Learning** – the learning process (artificer learning) that goes with the projects

Bushie Examples

Caveats: Any such list will need to include those 'vocations, callings, occupations and avocations' called Artificer Vocation Category or AVC in this piece that are: (A) directly and completely involved therein; (B) partly therein; (C) those with the direct potential and skills to be bushy; (D) learning processes associated therewith and (E) those outside the existing system who are already doing it busy so to speak. In each of these categories one can envisage a positive or bushy option and negative or punitive option viz. scientific research for a cure from cancer cp. that for generating more military killing power. Here a very different global problematique and social holon are involved so that the exemplar project varies. Indeed and observation in relation to the struggles in our world today with its confluence or crisis of crises (1) economic inc. poverty, (2) terrorism and (3) climate change the peoples response is in many ways to change their lived life to act on a different global problematique and social holon. The politicians have yet to catch up.

The Artificer as part of a broader TransModernity Project (TMP)
TMP (a) Neolithic and Paleolithic
In Neolithic and Paleolithic communities basically all the society was within this definition and there are a handful of intentional communities where this applies today and hopefully more into the future as the Artificer becomes part of what may be seen as broader Transmodernity Project (TMP).

TMP (b) Components of the TMP
In its broader sense one would include the reemergence of **eldership, artificering, eNuffing** or sustainable self-sufficiency, community reinvigoration, economy localisation, self sufficiency, sustainable or creatively evolvable living, rurban (rural-urban planning), reforming corporations in concept, definition and practice, council of all beings approach to respecting Gaia, inclusion of the indigenous and so forth. **It is beyond the scope of this piece in particular and the eBook in general to cover all these aspects further the book is about one part there of the Artificer. These points and others not here do indicate however, that a different approach to living that respects and draws from Our Lived Lives was is can will be possible and ought, we argue, be preferred.**

TMP (c) Artificer – a negative side
One can see the moves to rustification or agarianisation of cultures such as Mao's Cultural Revolution Polpot in Cambodia and elements of Hitler's lebensraum as atavistic attempts in this general arena.

TMP (d) Parallels to the emergence of the quaternary information sector of the mid 1970's
It's a little like the quaternary (information) industry sector I worked on in my Economics Hons. Thesis in the mid 1970's most occupations to a varying extent had information generation as a component. Wildman (1975). Such guesstimates as the quaternary or information sector was emergent then 35 years ago is now in regular use and is well defined and organised statistically and has fed through into policy and executive governance and corporate and NGO decision considerations.   Importantly the quaternary sector is about information i.e. it is essentially noospheric. It may well be a suitable balance that 40 years later we seek a balance emerge in the focus on the physiosphere via. the Artificer/Bush Mechanic.

Bushy Vocations and Avocations

(A) Primary:
DIY, Owner Builder (boat, house, farm), farmer, gardener, seamstress, actual mechanic, cook;

(B) Secondary:
(2a) part of an occupation and (2b) part of the occupations in that industry) some ~ empirical scientists, social scientists, military, doctors, dentistry, sportspersons hobbies etc.
(C) Tertiary – potentia:
vocations that embed the direct potential and skills for bushying' – trades, some vocational education, some forms of volunteering esp. in service clubs, care/informal economy which is larger than the formal economy. [Technically volunteering is not a workforce component so is not included in the following statistics – this could well be the basis of further demographic research and indeed a challenge to the concept and definition of workforce]

(D) Quaternary - processes: learning – action, artificer, experiential, ACE, Workers Assn's etc. as part of the overall education sector

(E) Quinary - the indigenous: Indigenous approach to vocation (operationally addresses the four principles and is ontologically embedded in a participative joined up the dots approach to existence) – as presently constituted in this instance in Australia 2009.

(F) Sextuplary – the shadow bushy:
If I may coin the term '**meta artificer**' in this (non) category of artificers we have project managers (meta artificer), and 'shadow artificers' such as computer game designers, volunteers and Esotericists all of whom are close to and in some way overlap with the bushy as such. It may well be from the ranks of these folks/avocations that we may well find fertile ground and expertise for future bushies/Artificers. Or at least we will find deep respect for the process of Artificing. In this sense and almost like in Jungian psychology the project manager can be seen as the shadow of the bushy in today's world/modernity.

The Excluded: The principal eBook in this series includes more specific workforce estimates of the labour market significance of this (participative consciousness where the dots are joined up) bushy 'meta category'. **Excluded are: musicians, artists, sculptors** are in general not included as with **bureaucrats, politicians, information** workers, and **academics** they live in a

noeitic noospheric universe of textuality broadly defined and there needs to be a certain utilitarian/functional in OLL (somewhat narrowly defined).   There is a case to be made out that the artist writ large may be seen as an artificer of the unconscious, however here we look at the exoteric artificer. Even further for the artificer to be seen as type of archetype a type of Daedalus.

Whereas **project managers** are close nevertheless they are excluded here as they are not directly involved in the physiospheric operations rather to my mind represent what one has to do with a complex project when it is made in a silo system of specialisations and disciplines. Like trying to do a bushy retrofit on a system that tectonically separates thinking and doing. Here we make the distinction between *text', the change, their organisation* and '*being' the change* – this piece focuses on the second.

Generic Artificer/Bush Mechanic criteria: (1) involving both noosphere and physiosphere in (1a) one project with (1b) one person, (2) meeting the four grounded principles of the bushy, (3) joining up the dots - interface, (4) participative consciousness – non either or thinking, (5) functionality – fit for function, (6) a certain utilitarianism – usefulness/efficaciousness, (7) handwerkeing, (8) hand | Heart | Head integration.

A first pass 'guesstimate' of the vocational significance is presented below. These estimates are made in accordance to the extent that an occupation addresses or meets (at least to 80%) the four grounded principles of the Artificer. Some vocations not included: most Vocational Education which no longer includes citizenship, creactivity, innovation etc.

Table 1: Guesstimate of the labour market significance of the 'bush mechanic' in Australia @ 01-2009

1. Artificer Vocational categories	2. Est. % w/in that AVC	3. Est. % of that AVC in Aust. Labour Market	4. Est. of AVC in overall LM (2x3)%
Primary	30	20	06
Secondary	50	20	10
Tertiary	10	40	04
Quaternary	01	20	0.02
Quinary	20	01	02
Σ			22

Source: P Wildman 01-2009

Observation: (1) This back of the envelope guesstimate suggests between 1/4er and 1/5th of the Australian workforce occupations are bushy flavoured so to speak. (2) It is suggested that if a strict 80% and above compliance to the four bushy grounded criteria is applied this figure would halve to around 10%.
(2) The Artificer el ar 'virtuoso' has gone into: (1) the characters in computer games, (2) in 'actuality' in many regards into the volunteer sector, (3) while on indigenous communities the bushy projects are seldom recognised in the broader Australian culture. Further (4) full on bushy's deliberately fly beneath the systems tax and ABN/BAS radar etc. And as such, in all four instances, the Artificer is present in scattered pockets yet invisible to our social statistics in general and in particular our labour market statistics.

Bush Mechanic project criteria

To be eligible to be a bush mechanic's project, your project will need to satisfy the following criteria:

The project will be the development of an innovative prototype product, service, technology, social method, economic process that:

1. **Timeline:**
   Stretches over at least 3 years (specific Bushie project 3years Bushie apprenticeship usually 10 years)

2. **Resources:**
   Has involved concerted effort over that period eg. takes at least $100,000aud in contributions of effort/time/cash/kind/care/effort– often this effort is donated – pro bono – not necessarily literal

3. **Uses the 'D'esign not 'd'esign Process: [unique to BM]**
   Over that period, and with that energy contribution, has directly involved you getting down and dirty in each of the three stages of the 'D'esign **process** – Idea | Design | Implementation – doing - thinking – doing – thinking [generally speaking the 'd'esign process focuses on the middle section only i.e. design not idea design implementation [Full 'D'esign process = rules of engagement→ engagement/deliberation→**idea**→terms of reference/architects brief →**design**→ blueprint/strategic policy development→**implementation**→evaluation → review→ idea→]

4. **Deliberatively identifies and concretely engages the four principles of the Bushy [unique to BM]**
   The project is realistically, directly and arguably derived through deliberation and experience aimed at bettering the lot of our children's children by concretely engaging/addressing a demonstrated need or emerging trend of relevance globally.

   Often such engagement occurs over a period of years and may well start from a displacement event or NIMBY – Not In My Back Yard, in either of these situations the big picture is not immediately evident however over time as ones analysis, experience and synthesis deepens the larger picture even ones relationship to the global problematique can emerge reflexively.

5. **With innovative exemplar projects: [unique to BM]**
   Such concrete engagement moves beyond Ideas (words, concepts, lecturers, writing, workshoping etc) and Design (drawings, strategic plans, blueprints, quantity surveys, organisational plans) to actual physical project and process implementation i.e. 'concrete' here means physiosphere (sphere of physical things in the world) and socioshpere (sphere of social relations around the world) not nooshpere (sphere of ideas around the world). Projects aimed at addressing a particular aspect of the GP maybe seen as exemplar projects in that seek to exemplify or prototype innovative efficacious responses to a particular challenge derived from analysis of the Global Problematique.

These projects will tend to be in the social arena. Certainly today technological innovation is far outstripping our ability to innovate socially. To the point where it may be argued that technologically (inc. computing and GNR -genetics, nanotechnology robotics - technologies) the human species is rapidly innovating whereas sociologically the human species is de-innovating even de-evolving (re. individual and collective: ethics, integrity, creativity, governance, democracy, conflict resolution, transparency, sustainability, human rights etc.)

6. **Whole project focus with practical attention to detail: [unique to BM]**
Includes a whole project commitment to an efficacious interface and outcome built on close focus on the systems interface/synergy between various aspects of the project all the while keeping a weather eye on practical detail

7. **Bushies are professionally self reflexive about standards**
Bushies understand standards yet set their own. Generally using their own *interpretative* standards are much 'fitter for use' than for instance Australian Standards that are used *reactively* by the run of the mill tradies. The standards generally refer to the fitness for use of the particular project underway. In this sense a custom power boat manufacturer will put the same quality into a $0.1m go boat as a motor for a $10000 fishing boat. Standards are recognised as political and favouring the status quo thereby resulting in a reduced room and ultimately capacity for innovation.

8. **BM's as Prosumers and live on the periphery as <mark>comfort pirates:</mark> [largely unique to BM]**
Most Bushies are peripheral to the mainstream. Indeed in many ways in this day and age are increasingly like dinosaurs. More concrete games and less computer games so to speak. Bushies often are unnoticed and prefer it that way, have ways of thrival using mates rates, barter, cash and kind, apart from mainstream jobs, finance, insurance, ABN's, BAS's etc. As our society turns more and more to consumerism with associated high wage rates ($2000per week for skilled tradesman in Aust inc. oncosts cp. $50per week in Indonesia) the economic space for bushiedom expands yet the social space contracts.

As people on the periphery Bushies are in effect *comfort pirates* to the mainstream folks. Ultimately with their own system of standards and quality they are *comfort pirates* to themselves.

Bushies are much more into recycling and recombining second hand and other available items thus there is a bushie form of sustainability. Modern-day bushies like to think though that maybe, just maybe, we can be like the small dinosaurs and mammalian forebears that were small and agile enough with less demands for food and space so that we can survive the collapse of, depressions in, the macrostructures such as FTA and globalisation, that will wipe out T-Rex economies. Maybe maybe maybe!

9. **Is undertaken professionally:**
Inc. reflexively, ethically and with personal integrity, through strong commitment to service, critique, transparency and continuous improvement, such that where the project is a joint one or on behalf of someone else the other is brought into the 'D'

process as co-author and is not rubbed out

10. **Reflexive yet objective:**
Keeps a record of lessons learnt, innovations made and personal insights gained, inc. personal insights and skills – big and small, shallow and deep– from artificing and shaping your prototype – inc. from early attempts [see Wildman (1995)]

11. **A commitment to understand the Bush Mechanic Lore, to spread the word and network with other BM's: [unique to BM]**
Inc. mechanics discipline, method and magic esp. in supporting other bushies in their artificing** projects and involving young folk – apprentice bushies and so forth

12. **Include your criteria:**
Each Bush Mechanic has a particular modus operandi and local wisdom

13. **Harnesses the X factor:**
 Inc. fun, sparkle, synchronicity, serendipity, co-incidence, (bad) luck………

14. **BM a subset of Action Learning**
BM is a sub set of Action Learning and its partner Action Research in turn they are sub sets of methods of engaged learning ie learning by doing and in turn they are a sub set of processes that seek to re-legio – re link – thinking and doing.
Action Learning does this through an iterative cycle of :
→intending →acting→ observing→reflect/learn→intending→ [see Wildman (1993)].

Definitions and Criteria in General

I'm not necessarily very into 'absolute precision' or 'mutually exclusivity' in categories, definitions or criteria. As I see it the world is a great complex of vastly interconnected multi-colour hues - not at all black and white. So I don't much mind where we draw the boundaries between concepts as long as it is clear when and where we do and what we mean by a particular concept – what ever name it has.

Overall Category – Action Learning
Generally speaking I see Bush Mechanicing or Artifice Learning a specific application of the more general system of Action Learning.

Related Terms
Language requires us to categorise so that we can affix labels to phenomena. I realise that. Otherwise we can't talk to one another. Artificer Learning links to yet is in certain regards distinct to other related concepts such as: Integral Learning, Emancipatory Action Research, Soft Systems Methodology, Appreciative Inquiry, Immersion Learning, Discovery Learning all of which in turn are a sub-set of Action Learning.

Rationale for Bush Mechanicing and Artificer Learning (BM&AL) - Why develop yet another term/brand/type of Action Learning?
My response is that:
(a) Engaged learning has many dimensions and that AL provides another perspective

(b) A system of engaged learning that articulates directly to the global problematique is called for in today's turbulent world

(c) A belief that modernity to survive must re-link thinking and doing even if it means reverse discrimination towards doing

(d) Whole system innovation is called for rather than commissioned pieces that relate to a specific aspect of the whole that is delineated by others

(e) Deliberative identification of project priorities derived from the global problematique are called for

(f) A method of learning that seeks to actualise the saying 'acting ahead wisely' that is with integrity (internal) and ethics (external)

(g) A strong belief that such grounded action learning has been a 'hidden' part of our culture and remnants can be seen especially in the vocational education field – wherein unfortunately nowadays learning is seen as being able to manifest the appropriate behaviour 3 out of 5 times – the worst end of Taylorism and conditioning masquerading as training masquerading as learning with no link to understanding or whole systems design – generating poor technicians at best. A stream that has taken the best of the voc education and kept it alive underground is I believe Adult and Community Learning (ACE) and the best of ACE we see in the species called Bush Mechanic. A bush mechanic has achieved a step beyond artisan

[labourer→Trades Assistant→Apprentice →Tradesperson→ Master Tradesperson→Artisan→ Bush Mechanic→ Artificer] Note this steam has a demonstrated commitment to quality and excellence and as such a bush mechanic is light years away from a dodgy back yard mechanic so to speak.

No other stream of Action Learning seeks to 'out' this form of learning and Bush Mechanics remain our unsung heroes. In this sense Adults and Communities can be bushies – however the social technology for communities to become collective bushies is not well developed [Wildman and Schwencke (2003) is one such attempt to develop community or collective or organizational bushies. NB organizations provide serious structural blockages to bushiedom in that as hierarchies they generally use extreme divisions of labour and as power hierarchies the lower echelons have no input to collective aims and the elite generally pander to their or their political masters wills and as such do not authentically engage the global problematique. A bushie organisation is much more fractal than hierarchical, holographic rather than top down and chaordic rather than centrally controlled and specified.

(h) On the basis of the above I maintain that criteria 3, 4, 5, 6, 7 & 8 above are critical to action learning today and are relatively unique to BM&AL

On this basis I believe it warranted to develop a specific form of Action Learning. ArtL like other forms of Action Learning suit some situations better than others and re more relevant than other forms of Action Learning in some rather than other situations and applications.

Obsession with Definitions
I think definitions although potentially and generally useful if obsessed about, can often lead to fruitless debate. I'd just as soon negotiate an interpretative (hermeneutical) language with the person I'm talking to e.g. as Bob Dick says 'The map is not the territory; the word is not the thing it represents'. Even 'thing' is dangerous, objectifying fuzzy pieces of experience. For instance in this instance the term/category/ criteria/definition/thing 'X' that we will be exploring/using/testing /investigating means 'Y' do you agree? Over the period of the investigation 'Y' may change to 'Z'.

Ar·tif·i·cer Linguistically delineated with a provisional definition

Bush Mechanic is the vernacular term for artificer. Artificer is a bit further out than artisan as it includes as you can see below the inner dimension, saving the world so to speak, ethics and integrity and the integration of systems embedded in the prototype. whereas Artisan can refer to one particular skill/vocation area. The sub theme is the re-integration of thinking and doing separated over the past two millennia through the misapplication of the scientific method to social organisation. This is Hannah Arendt's challenge to the west to repair the rift this in her view is the project of modernity. Thinking and doing are now totally separated in bureaucracy and nearly so in University life while in vocation it is primarily the doing via. behaviour that remains.

Example of Bush Mechanic/Artificer Criteria

(P) **Pronunciation Key** (är-tf-sr) *n. Note Bushie and Artificer are used interchangeably in this site the latter is the more formal academic version*

Table 2: Indicative Bushy Criteria

No	Definition – An artificer is..	Detailed Explanation
1	a skilled worker; a craftsperson *who has a predilection to*	Skilled in the sense of being able to undertake the efficacious and participative **linking of the specific skill with the overall big picture** in the context of experience in the **overall design process** of - Idea | Design | Implementation
2	contrive devise, and construct something *In sort….*	inc. the mythic dimension: "The labyrinth... was built by Daedalus, a most skillful artificer" (Thomas Bulfin) [Even God as 'The great Artificer of all that moves". --Cowper. That is a **vertical dimension].**
3	a cunning person who makes or contrives; a deviser, designer, inventor, or framer *who can use*	A cunning or artful fellow. B. Jonson. That is a **political savvy** dimension e.g. ``an Artificer of a nation.". That is **right brain** capability
4	well developed technical and strategic skills to fit into the big picture and vice versa – *in summary then*	An artificer can be an artistic worker; a mechanic or manufacturer **(horizontal dimension);** one whose occupation requires **skill** or knowledge of technical and design kinds, as a silversmith. That is **left brain** competence. [(Mil.) A military dimension as a blacksmith, carpenter, etc.; also, one who prepares battle plans and oversights their implementation]
5	an artificer then is an efficacious mulit-expertised Artisan *who*	**… in** that artisan usually relates to one trade area and an artificer participates in and interfaces with several ie. the whole job ie. much more than though related to **Artisan** - A skilled worker in a manual trade; a craftsperson – at a particular skill/competence/trade. Artificer then is cross trade/interface expertise using this to shape viable efficacious things events products and processes. (Don Miller - input 18-5-03)
6	exhibits a capability to act efficaciously with regard to human goods	The link with virtuous action of the individual (phronesis) with the ability to decide forward wisely (prohairesia) towards answering the question 'how then should we live?' (eudaimonia – the good/meaningful life)

Source: P Wildman 04-05: Pg 15 in Wildman, P., *Artificer Learning - a brief exposition.* 2004, Prosperity Press: Brisbane. p.25.

Artificer then is *a predilection to enact innovation with regard to the human good* [PW 07-04]

Exemplar Project Pocket Def

Exemplar Project is an actual innovative prototypical project process or event that occurs through the actions of an artificer of integrity and as it seeks to be best in class as an answer to the question of *how then should we live today in order to build a better world for out children of tomorrow*

Thinking (exemplar) Doing (Project) and Being (Artificer) entwined.

Attributes of an Exemplar Project

Exemplar means:
1. Physiospheric project outworked in the noosphere and
2. Noospheric concept outworked in physiosphere
3. Implementation demonstrating theory (demonstration for the PIDIL process)
4. Best in class (can be out there can be as in standard specimen) – this does not mean most expensive, compromises externalised, syntheses identified, intent clarified, design negotiated, implementation quality managed
5. Purpose built model/prototype for future application and improvement – in partial answer to the question 'how then should we live today for a better tomorrow for our children?'

6. Replicable or at least (re)testable pattern/heuristic
7. Embodiment of efficacious process, worthy
8. Codifies ones learning's to date, masterpiece
9. Typical or particularly representative

Project means:

(1) Physiospherical project conceptualised in noosphere
(2) A literal actual concrete physiospherical occurrence ie. something, a project, inc. event, structure or process, that occurs **in** the physiosphere and represents the enactment of thought as in exemplar.
(3) Project does not mean extension of noospheric activity and calling it action eg. project means action ie doing and not than activity eg. building a boat rather than thinking about boats, or reading about more boats, or searching the web for boat pictures or writing or singing or modelling about boats or considering water activity in general. For example consider a pilot planning a flight or navigator a trip to sea this is the thinking stage not the doing or project phase – setting out on the trip is the enactment phase
(4) Enacts a particular design so design overlaps with both exemplar as in scenario bubbles and project as in blueprint
(5) Actual purpose built physical prototype occurring within the physiosphere that demonstrates the exemplar design process of PIDIL
(6) In establishing a prototype towards a better world we move more into prosumerism cp. consumerism, so substantial effort, commitment, tenacity, skills (noospheric and physiospheric) and resources (cash, kind, mind, find) (say $100000aud) are required over an extended time period (at least several years min.). Typically enactment takes 95% of the time of a project conceptualisation 3% and design 2%.

Exemplar Project Means:

1. Above criteria +
2. 'D'esign of P [prioritise problematique] | Think [imagine] | design | Do [implement/enact] | Learning – the PIDIL process – can be summarised into I do therefore I am as such an exemplar project needs an exemplar implementer or artificer (see next section) – a critical aspect of 'D'esign is interface
3. Addressing consciously all four of the Bush Mechanic Grounded Principles
4. Generally takes 5+-2 years and costs around $0.1mAUD (2007AU$'s) in cash, kind and care
5. Adjudged as such by an independent group of (1-3) peers (inc. one's mentor where relevant) in a process that gives were reasonable the AA (Apprentice Artificer or Knaver or Journeyman) the discretion to modify the project subject to these feedbacks. Outcome criteria to include: techne, technelogical transfer, efficacy, beneficence, process criteria, project criteria, personal, learning and depth dimensions of the EP
6. The following table to be submitted as part of the evaluation process, along with the table on the Artificer herself.

The Artificer - One undertaking an Exemplar Project

An artificer needs:

1. A principled, global ethical view of their own, given the desire for a better world & considering the word problematiqe, about how the world's people should live together in future starting today to help achieve this better world for our children?
2. An obligation to find agreement with others about those principles - in a discourse ethical manner

3. An obligation to become proficient at techniques & methods to explicate the content, design & implementation arenas of such discourse & its resultant principles
4. An obligation to work with others to design & then seek to enact & learn from these agreements collectively through exemplar projects
5. An obligation to serve as role model, ie, to exemplify those principles in organised relationship with others in ones personal life & in the exemplar projects one commits to
6. To think & do the above in the context of these simultaneously braided foci: (a) Integrity & Ethics [balances internal integrity and external system]; (b)Thinking & Doing; (c) Process & Content; (d) Big picture & Local response; (e) Node & Interface; (f) Horizontal & Vertical (g) Agency & Structure; (h) Inner & outer (journey); (i) nooshpere & physiosphere

Example of Exemplar Project Criteria

Table 3: Indicative Exemplar Project Criteria

	EP1	EP2	EP3
1. How does the EP address the 4 BM Principles?:			
BMP1: Exemplar Project			
BMP2: Social Holon			
BMP3: Global Problematique			
BMP4: Learning			
2. 'D'esign process: PIDIL (100%)*			
P: Prioritise area requiring action (2% of project time)			
I: Idea (1% of p/time)			
D: design (3% of p/time)			
I: Implement (90% of p/time)			
L: Learn (4% of p/)			
[keep time & dollar records]			
3. Cost records (Cash, Kind, Care) **			
4. Time records (hours/person/day) **			
5. Journals			
1. Field			
2. Learning Insights			
3. Actual Learning Insights			
4. Grounded Theory Categories therein			
6. Efficacy of completed EP			
1. Efficacy			
2. Technelogical transfer			
3. Collaborative zest			
7. Adjudgment method, personnel, timelines viz:			
1. Techne			
2. Technelogical transfer			
3. Efficacy			
4. Beneficence			
5. Process Criteria (see 1 above)			
6. Project Criteria (see above esp. 2)			
7. Personal insights/development etc.			
8. Learning's			
9. Depth			

Source: P Wildman 06-2005 NB: recording to be in dollars, hours, words (prose/poetry) & pictures * %'s are indicative only based on my experience in undertaking and observing several EP's; **Charge out Rates:** further hours are calculated at B2B (bushy to busy rates) for instance in Brisbane Australia in 1997 dollars Mechanic charge out rate was $80 average ($180/hr for BMW). A B2B rate would be about 1/3rd of this viz. $35/hr (when I was undertaking the principal parts of the project the B2B rate was $25/hr for myself I costed my rate at a B4B (bush for bushy) rate of $10/hr. Travel for the B2B rate was $15/hr and for me $10/hr.

Bushy Website/Clearing House

Ultimately, if there is sufficient support, it is hoped to develop this site into a web based *Clearing House for Exemplar Projects* this will have photos and a brief description of the project and how the exemplar project meets the following criteria. Please note these criteria are developed in much more detail in the texts on this site. In this way it is hoped to demonstrate that Bush Mechanics is about a visual language as much as a textual one, and it is about immersion, perception, mutual aid and relationships while being strongly based on experience, accuracy, understanding and technical skills - whether in the kitchen, garden, shed, boat or bike individually or as a group. Hopefully this can go some way to generating critical mass.

In brief the key attributes of Bush Mechanics/Artificer learning are:
1 Exemplar project that demonstrates *that a better world is possible tomorrow for our children*
2 Positive social contributions
3 These respond to Global needs
4 Learning based on these actions emerges that is experiential and aimed at thriving in an environment of constant change.

The research project to this point has taken 5 years and so the text based results are presented here first prior to the visuality photos and excitement of actual exemplar projects.

Watch this space - Exemplar projects coming - to this website near you!!

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