

Salvaging the Sauvage ~ an artificer trilogy: The collected works of Paul Wildman on a journey of practical hope towards the recovery of experience of the sauvage/chiro/artificer/bushy/pracademic/H ∞ path that *Nature can live with* towards becoming more fully human in the emergent virtual age of transhumanity

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[A] Introducing the Trilogy

In this action research trilogy I seek to explore a world where chiro not cogno is the locus of authenticity in education which, in turn, is the foundation of all societies as we are what and how we teach. In this regard I identify a vertical (understanding/consciousness) as well as horizontal (related skill set areas). In the Western tradition we tend to focus on the latter and in the Eastern tradition on the former. For me, and I suggest the ‘sauvage artificer bushy’ I suggest both are vital.

Here we integrate and interface the CABS system of Chiro/Artificer/Bushy/Sauvage as discussed in the trilogy – basically all similar but slightly nuanced in meaning.

All these resources are public domain as long as the intellectual lineage/property is recognised. Frankly this is the pre-eminent site in the world for chiro/sauvage/artificer/bushy literature, research and contacts and all this in the public domain.

This research has taken over 10,000hrs equivalent of time and is offered to my colleagues, and Gaia as a gesture that possibly just possibly it’s not too late to change root and branch from our education system up and our voc ed system out. In effect we need a rediscovery of the importance of our hands in our humanity and thus our learning processes as humanity is a learning species. That is ‘chiro drove cogno’ not as science and Piltdown and Transhumanist man – abstract ideas first, would have it the other way round i.e. that ‘cogno drove chiro’. Here practical projects give us opportunity for expanding our brain volume in incorporating abstract thinking. In short a memetic and genetic reality, that is now forgotten, that stretches back at least say 1.4myears to Homo Habilis and beyond. This concept is greatly explored in T1 (below) of the trilogy outlined below.

Enter stage left H^∞ as a counterpoint to H^+

The three parts of the Trilogy: [T1] Primarily the three eBooks tread the horizontal/exoteric trail and, [2] the SGJ articles the vertical/esoteric trail, though both overlay and are recursive. While [3] the CRAFT eZine seeks to integrate or at least interface the two. Here we submit that head + heart + hands = is more fully human indeed a recovery of the sauvage i.e. H^∞ as a counterpoint to Transhumanism H^+ . Here the infinity symbol represents this re-discovery and re-membering, via. by the infinity symbol, of this archaic experience of ‘chiro driving cogno’ in our schools, learning and organisations.

[B] The Trilogy Trilogy

[T1] The eBook trilogy (horizontal exoteric skill sets): head

This trilogy seeks to codify the results of a decade long year action research program began in late 2001. These eBooks and along with a trove of other research and related work and links., blogs uTube etc. can be found at: <http://kalgrove.com/adultlearning/>

Wildman, P. (2008). [BMARP1] *Zen and the Artifice of Ingenuity: An action research report (2001-2008) into the practice and prospectivity of the bioneering Artificer/Bush Mechanic (Australian term) in the process of Exemplar System Development (ESD) for a better world: Vol 1- the Artificer* KALGROVE/Prosperity Press - eBook1 - Bush Mechanic Action Research Project (BMARP): Report No. 1: Brisbane. p. 370pgs.

Wildman, P. (2009). [BMARP9] *Zen and the Artifice of Ingenuity: Comparative Educational Pedagogy's – towards an emergent Chiro-pedagogy*. . Kalgrove. Brisbane. eBook2. 220 pgs.

Wildman, P. (2011). [BMARP11] *Zen and the Artifice of Ingenuity*. eBook3. *Archaic Renaissance: Reprising the Bushy ~ the potential emergence of a post-capitalist political class and pedagogy based on experience and transcendence*. Brisbane: The Kalgrove Institute. 200pgs.

[T2] The Fingerprints series (vertical – understanding/consciousness – esoteric skill sets): heart

Miller, I. and P. Wildman (2012a). The Demiurgic Field (DUF): It's Patterning Role in Chaos, Creation, and Creativity. *Scientific GOD Journal (SGJ)*. <http://scigod.com> ; <http://www.scribd.com/doc/98802448/Scientific-GOD-Journal-Volume-3-Issue-5-Toward-the-Unification-of-Science-Spirituality> . 3(5): pp. 43-70.

Miller, I. and P. Wildman (2012b). Ancient wisdom in the Modern Age: An Archaic Renaissance. *Scientific GOD Journal (SGJ)*. 3(6). pgs. 578-592.

Wildman, P. and I. Miller (2012c). The Esoteric Thesis: Unspeakable Things & Unknowable Truths. *Scientific GOD Journal (SGJ)*. 3(6). pg.593-605.

Wildman, P. and I. Miller (2012d). Research by Looking Backwards: Reflexive Praxis in Search of Archaic Wisdom. *Scientific GOD Journal (SGJ)*. 3(8): pgs. 971-814.

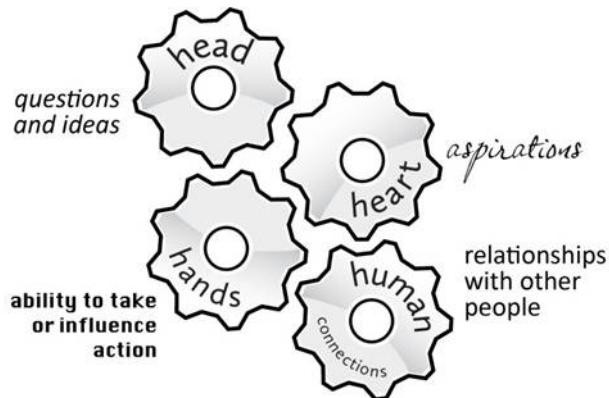
Wildman, P. and I. Miller (2012e). Glocalisation as a human survival technology: towards a fractal logic for growing our futures through an archaic renaissance. *Scientific GOD Journal (SGJ)*. 3(9): pgs. 840-857.

Wildman, P. and I. Miller (2012f). God's Fingerprints: Using Reflexive praxis to identify underlying social neg-entropic patterns in our Wriggling Universe. *Scientific God Journal (SGJ)*. 3(10), pgs. 936-954.

[T3] CRAFT eZine: hands

Crafters-circle seeks to outline this path in an eZine format please see www.crafters-circle.com. CRAFT = Community Resonance through Artificering for Futures Transitions or Community Resilience though Action for Futures Transitions in other words ‘practical hope’ as in ‘hope springs practical’.

Figure 1: H+H+H= -H (the sauvage)



[C] Finding the Sauvage through a Salvage Anthropology of practical hope

The Sauvage speaks to an inner and outer condition of individual, groups and communities that allow us to connect directly to Nature in effect bypassing much of ‘civilisation’. So sauvage takes its meaning from old French where there were two meanings: (1) red in tooth and claw and (2) direct, uncomplicated by civilisation (whereas today the educated and thus civilised brain is ‘uncomplicated by nature’). Other Sadly today, other than for isolated indigenous communities, Nature is a spectator sport even a third step removed from experience to spectate to observe e.g. on a TV. So today we need a form of ‘sauvage salvage anthropology’ in effect this is what the eBook trilogy has sought to undertake.

Sauvage has come down to us as red and raw in tooth and claw whereas there is another meaning of direct and uncomplicated by civilisation. Today we hide ourselves from nature. In deep psychology terms sauvage or ‘wild-man’ is coterminous with ‘nature-man’, and thus living in harmony within nature. We see this struggle between the wild-man and the Agriculture-man in the ancient Sumerian tablets and in the Bible between the post fall Cain and Able, and in our dreams. We have a form of Atlantis not only a land of **lost continent** also a **land of lost content** of a **lost hemisphere**, of a **lost wilder-ness** of the wild-man of the sauvage of our dreams of Nature, the 2million year old self weeps in her circle of one listened to by none. I submit that the artificer and the crafter can integrate these two worlds.

Sauvage Brain: From ancient Greek times to today we can see the ascendency of the rational, of the math over the myth section of the brain, and these over the meat or visceral/feeling section. In particular the right hemisphere is considered the ‘minor’, ‘secondary’ or ‘primitive’ i.e. ‘sauvage’ hemisphere. Even more so the left

hemisphere is considered as indicative of the ‘unique flowering of human evolution’. And since, language is by far considered humanity’s highest attribute then the seat of language, i.e. the left hemisphere, ‘has’ to be the primary indicatory of our humanity. [extract from eBook3].

I suggest we can see the foundational work being undertaken in the eBook trilogy and the extension work flowing from the introduction of CRAFT eZine.

Where does this fit into the Status Quo?

Well it doesn’t as per acknowledging that the Status Quo is: 1 deductive, 2 valorises the abstract, 3 dismissive of sensibility inc. tactility and emotion which it sees as, 4 primitive/sauvage, 5 antithesis of the local and bottom up, 6 with action as considered as unnecessary for the exercise of intelligence and that 7 theory always has priority over practice. Curren (2003:249, 252, 323). It only fits in as the ‘road less travelled’, a minority and pilloried perspective, once vital, now lost, on what it is to be human.

[D] References

Curren, R. ed. (2003). *A Companion to the Philosophy of Education*. Malden: Blackwell. 640pgs.

McGilchrist, I. (2009). *The Master and His Emissary: The Divided Brain and the Making of the Western World*. New Haven: Yale University Press. 534pgs.