

# **The University of the New World at Valais, Switzerland**



**General Bulletin, Winter 1971-1972**



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# The University of the New World at Valais, Switzerland

General Bulletin, Winter 1971-1972



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**University of the New World**  
**at Valais, Switzerland**  
1961 Haute-Nendaz  
Switzerland

***Cover: Haute-Nendaz Winter and Summer***

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# CONTENTS

Foreword . . . . .	5
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## Part I

### GUIDING IDEAS

1. Principles of the University . . . . .	9
2. Government of the University . . . . .	16

## Part II

### EDUCATIONAL METHOD

3. Studios and Faculty . . . . .	22
4. The Studio Process . . . . .	29
5. The Future Dimension . . . . .	35
6. The Center for Rapport Psychology . . . . .	37
7. The Center for Languages and Linguistics . . . . .	41
8. Special Studios . . . . .	44
9. Information Resources and Systems . . . . .	47

## Part III

### PROCEDURES

10. Members and Degrees . . . . .	50
11. Application and Admission . . . . .	54
12. Costs and Jobs . . . . .	58
13. Evaluation and Accreditation . . . . .	64

## FOREWORD

The University of the New World has been born. The summer past was devoted to establishing the University at its Haute-Nendaz campus, high above Sion and the Rhone River valley. This was, in many respects, a monumental undertaking, filled with pitfalls and setbacks. And yet the summer was truly productive and creative, its list of successes far outnumbering its failures.

What has happened at the University, so far? A lot, both in study activities and in organization. Short movies have been produced under Paul Gray's direction in the film studio. Photographs are coming out of the University's first darkroom. Two-thirds of the members have gone through intensive two-week sessions in the rapport psychology center. John McPhee has been leading mountain-climbing expeditions and anthropological studies of the culture of the mountain Swiss.

In perhaps the University's most successful studio, to date—at least in terms of numbers—Lila Karp brought the insights of a women's liberation leader to bear on the subject of men's and women's consciousness.

In the theater department, Renos Mandis produced a chilling version of Sartre's **No Exit**. Rehearsals are underway on Ed de Grazia's play based on the **Orestia**, and Sean McNamara, studio leader, is organizing a professional company in residence at the University.

Immanuel Velikovsky and William Mullen have covered cosmology, culture and catastrophes, and the question of "collective amnesia" of ancient catastrophes. All this in light of the recent moon probes.

Meditational and soul-theories had a big play in the religion and rapport studios. Language studios were heavily attended—French, German, Italian, English. The plastic arts studio offered the widely varying classical and avant garde techniques of Ed McGowin, Janet Froelich, Elisheva Velikovsky, and Anna Maria d'Annunzio.

In the governing studio, St. Clair Drake covered questions of racism in Africa, rich and poor in America, and President Nixon's tour de force on the American dollar.

The University had more prosaic tasks, too: matters of organization, coordination, contracting for housing for the expanded winter community and establishment of other facilities. The University, as has been said, is centered at Haute-Nendaz Station, a popular ski resort. Here its members live, sleep, and study in spacious apartments located either in large new buildings or rustic mountain chalets. These are rented by the University under annual contracts (a procedure which helps combat inflationary trends caused by the growth of the University).

The apartments are generally given over to two or three students, depending upon size. Views from the balconies take in the brilliant sun, deep snows, rocks, and pine forests that form the winter and spring settings.

The food in the restaurants is excellent, the cuisine a simple cousin of the French. For those who like to cook, the apartments are all equipped with modern kitchens. Milk is plentiful and good. Meats are abundant. The wines are among the best in the world. There are fresh vegetables and fruits the year round.

Generally, the weather of Valais is the best in Europe apart from the Mediterranean littoral. It is dry, rarely cold, rarely hot, usually sunny—not at all the cloudy, damp climate of Geneva or Milan.

The story, then, of what has happened here at the University, and of what is going to happen, is conveyed in the lines of this Bulletin. We strive for universality,

though we may take a while to achieve it. No one should come to the University expecting it to be a finished, unchangeable academic fossil, ready to be preserved forever in amber. It grows and changes day by day. Indeed, it might be said that its most important study is that of change, problem solving, and adaptation. The other side of the growth and change process within the University is this "escape-hatch clause": the University reserves the right without notice to make changes it considers necessary and desirable in its offerings, faculty, services, fees, and locations.

# CHECK-LIST FOR NEW MEMBERS THE UNIVERSITY OF THE NEW WORLD

- \* The University is ruled by its Members.
- \* The curriculum aims at action of future world relevance.
- \* Personal awareness, decisiveness and effectiveness, regardless of subject, are stressed.
- \* All subjects and studies are centered in studios.
- \* The University is open year-around, with entrance and exit possible in any month.
- \* Members who are unable to meet costs can enter a mutual aid agreement.
- \* The system of classrooms and lectures is abolished.
- \* Competitive examinations are abolished.
- \* Grades are abolished.
- \* Each Member has a personal study program.
- \* Persons of all ages and backgrounds are welcome.
- \* Bureaucracy is minimized and controlled.
- \* The system of professorial and bureaucratic tenure is abolished.
- \* Everyone is both a learner and a teacher.
- \* The University helps create affiliated futures for its Members.
- \* Admission is without prejudice or formality.

## CHAPTER ONE

# PRINCIPLES OF THE UNIVERSITY

The University of the New World consists of the directed energies of its Members—students, faculty, and friends. It faces toward the world of the future. Its mission is to design and activate beneficial world forms. It organizes and studies its many fields of knowledge with this mission in mind. All disciplines are construed broadly as applied disciplines, oriented toward a future world that enjoys a peaceful order; there, organization is decentralized and autonomous, people have equal opportunities and the goods of life are produced in relation to humanistic and ecological needs.

Emphasis is placed upon learning methods of decision in social affairs, regardless of the field of learning in which a person is principally involved. Thus we may increase the intelligence and effectiveness of Members in the larger environment.

Membership in the University, a concept that embraces both faculty and students, is open to persons of all ages and educational levels, and to those who may wish part-time as well as full-time involvement.

The University is open the year around. A person may join or leave in any month of the year. The University will seek to establish itself in other countries. This will be done through membership groups and through the formation of associated Universities.

Most Members (faculty and students) will be from the USA at the start. Actual forms and substance will depart sharply from conventional American and European academia; still, Europeans will probably

call it " American " and Americans will call it " something new, " " a departure, " " radical, " " a real alternative. "

## **Why a new University ?**

Students, faculty, and friends of the University, having passed through families, universities, governments, businesses and churches, can agree on the reality : the institutions of the world are generally failing ; the future of man is bleak.

The University of the New World seeks to reverse present failures in favor of the future. A university is the best instrument available to man for this purpose. It can bring to bear on world problems every discipline, every skill, every kind of person. It can live on little and travel far.

In an age when universities are failing and closing down, it is nevertheless logical and necessary to start up a new one. For, though cries of anguish and defeat arise from hundreds of institutions of higher learning, we have yet to see a glad surrender to the inevitable, a great reorientation promised and achieved. It is not contempt for the accomplishments of the past, but rather a confidence engendered from having experienced its successes, that bespeaks a new university as the means to an authentic futurism.

## **In what sense are we a World University ?**

A university is universal because of its comprehensive identification and mission. We speak both of the greater morality of universal sympathy and of its inevitability. The Aswan Dam, an immense international feat of engineering, is too local and partial ; its productivity is already cancelled by a high Egyptian birth rate, and its effect in salinizing the Eastern Mediterranean

has already destroyed one industry, the sardine, and threatens many species of marine life. The dustiness of the air above some Swiss mountains has doubled in a decade. The gene has been artificially created in Illinois by a team of scientists, led by an East Indian, Har Gobind Khorana.

In outlook, in purpose, in concerns, in faculty, in students, and in services, a university should know no boundaries of nationality and place. The physical abode of the university may be a dear thing. But it should not determine the fate of the university, which should be to move out, both physically and spiritually, until it is at home in every culture.

### **How the inhumanity of man is confronted**

The world is increasingly ravaged by a pestilence of impersonality and alienation. Man cannot perceive his tasks; he works like a blinded mule at the mill wheel. His workplace and abode are separated. He is ruled by remote powers. His pleasures and knowledge are more indirect.

In the face of this pestilence, so acutely perceived by youth, the university, with all its disciplines, has a gigantic task of preventive social medicine. It must invent, practice, and teach a new kind of science and society that restore man to a healthful sociability in all phases of his life.

### **What is the place of specialization?**

The University must respect specialization. A procession of happy shell collectors on the beach is no substitute for a conchologist. But the very teaching of specialized fields of science, as well as the methodology of science, depends upon the teaching of many other



Let it hereby be ordained

that the following devils  
be exorcised:

admissions	trustee powers
vampires	stifling bureaucrats
competitive	militarists
examiners	ID zombies
regimenting	authoritarians
grade mongers	irrelevant
course lecturers	specialists

the beginning of something old.,  
a learning, doing University  
for futuristics

the University of the New World  
at Valais, Switzerland

fields, upon philosophical method, and upon the ultimate goals of knowledge. Each and every subject in the University shares in the qualifications and criteria of all the other subjects. Each subject, not to mention each discipline, is a specialized microcosm of the total curriculum of man; it peculiarly expresses its lately derived genetic code.

Studies should express their own kind of humanics. The scientific act is exquisitely human. Each tap of a geologist's hammer on a far mountainside is special: with hundreds of taps, a map of the subsoil emerges. Each tap is at once blessed and cursed by all the difficulties and successes of an act of love, art, politics, or worship; like its sound, its meaning emerges from an immense social atmosphere and falls back into it.

## **The failure of authority**

Everywhere, and in every institution, those who hold power are being asked: "Who authorizes you to influence our minds and behavior? Who tells you what methods you may use to rule? Who gives you the goals that you impress upon us?"

The Authorities respond variously. Some resort to naked power, believing that, in a contest of wills, their wills can prevail. Some claim that the seismic condition does not exist; it is only "apparent;" if they can only get the agitated people to admit that revolution is an illusion, the revolution will disappear. But it is useless to force people to agree that the social world is unmoving; they will turn around afterward and say, like Galileo, "eppure si muove."

Other authorities, whether of the state or of the schools, believe that they can control the present through a strengthened emphasis upon the past. "What has worked before will work again. It needs only to be tried more energetically." But the nation-state cannot be vitalized by increased dosages of elections or by

strict economies of budget and spending; nor can the university be preserved simply by more funds, more courses, more students—more of everything.

### **Where does the University get its authority?**

Futurist man believes in an authority that is basically universal, egalitarian, flexible, and intelligent.

The University is a community whose members exchange, in a setting fully rationalized for the exchange, what they can of the elements of a complete vision of the future. They precipitate inside and outside their community those kinds of action that realize the vision. Whatever is determined to be truly incompatible with the vision, whether it be internal form, faculty, students, and curriculum, is criticized and corrected. Whatever can maximize the diffusion of the university's behavior to society is strengthened and projected forward in time.

### **Who should belong to the University?**

In general, the more education continues throughout life, as a pleasant and elevating experience adapted to one's daily life, the better it is for student and community. The futurist university rejects the uniformity and artificiality of the concept of a full-time institution for persons between 18 and 26. It is open to persons of all ages, of every social level, and at all avenues of individual character.

Sixteen might well be the future age for collegians to join a university community, for independence and maturity begin hesitatingly around this year and an imprisoning educational regime may do much harm to persons at this stage, causing them from apathy or rebellion to be incompatible with the university to come.

Many universities are recognizing the needs for "adult education," "extension programs," and "re-

fresher courses, " all of them evidencing, in their titles and organization, the begrudging acknowledgment which academic establishments have accorded them. The future university will make little distinction among its member programs. Its task is to organize itself so that its structure is hardly noticeable and its students, whatever their standing or age, may move in and out of " school " readily.

## CHAPTER TWO

# GOVERNMENT OF THE UNIVERSITY

Instead of being the first to respect the new forms of representative democratic government that our ancestors won with bloody revolutions, most universities fall behind many churches, families, trade unions, and even corporations. On this account, the University of the New World will stand or fall as a model of government. And with it will stand the philosophy of democratic self-government and the ability of democratic forms of law to create a benevolent and beneficent future world.

The Founding Statement of the University of the New World is intended to set the framework in which the University is governed and in which its activities occur. It can be amended by a majority of the Assembly and a majority of Studios of the University.

### **Founding statement (Statut)**

1. The goal of the University of the New World is to educate and equip humanity to form from the present world revolution a future authority that will be beneficent, universal, egalitarian, flexible, and intelligent.
2. The initial resources of the University consist of its founding ideas, the help of its Members and Friends, and the minimum funds necessary to begin work. Its resources will expand by the acceptance of all compatible aid and by the mobilization of social energy.

3. The University community consists of its Members and Friends. Members of the University are all persons who enter its processes and share its activities. Membership is continuous and measured by what a Member has given and received in his association with the University. The University will grant all conventional certificates and degrees.
4. The scope of the University is the generation of all forms of knowledge that are relevant to the shaping of a beneficent future, and the coordinated application of this knowledge to the world.
5. The University is organized for achieving its goal according to the personal abilities and dynamism of its Members. It is a representative government in which power is given to special officers to enhance effectiveness; power is otherwise inseparable from the activities of its Members in all fields.
6. The Members of the University may form groups concerned with scientific specialization, practical programs and sociability. These formations will contribute in their own way to a general program for the future of mankind.
7. The University bases itself in the Canton of Valais, Switzerland. It may replicate itself and embrace Members elsewhere in the world. When necessary, the University may give separate legal identities to groups of its Members. It may also contract with or establish companies of a commercial or non-commercial type.
8. Divergences from the projected mission of the University will be reviewed and corrected whenever possible by the representative organs of the University.

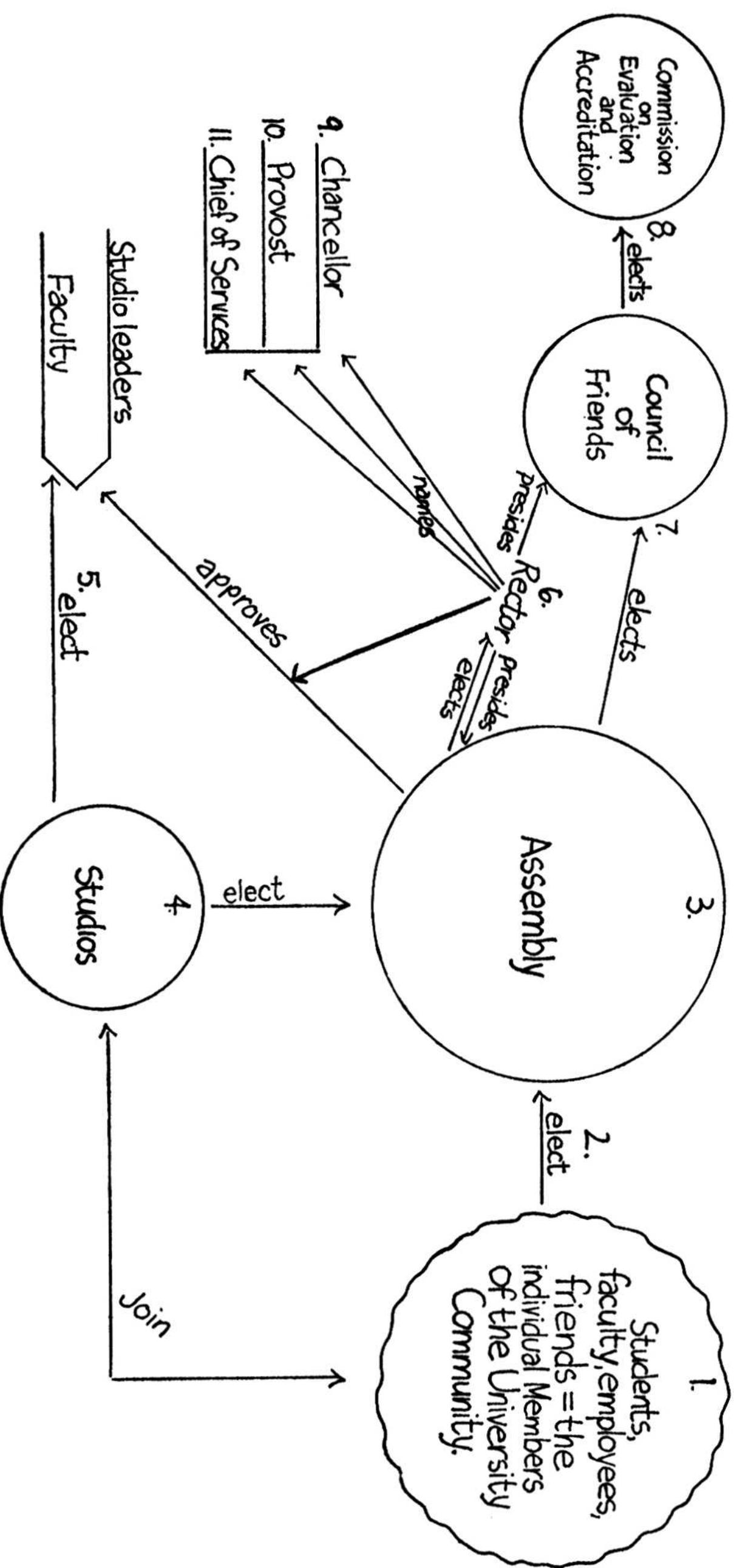
## **How the University runs itself**

As far as possible we try to get everything to run by itself and everybody to govern themselves. The University is a democracy in fact as well as in name. At the typical university there are all kinds of faculty-student committees, token powers given to students, professors, minority groups, etc. But, in the final analysis, the trustees, government officials, and president legislate, adjudicate, and execute.

At the University of the New World, power is organized simply and distributed widely among those persons for whom the University is important. No outside power moves the University, except the laws of the superior legal jurisdiction in which the University resides, in this case the laws of Valais, Switzerland, and where applicable, those of the United States. The University has, therefore, a great capacity to rule itself. (It should be noted that until the University's initial financial indebtedness of under \$40,000 is paid, and the University as a corporate entity acquires the financial stability to guarantee its contracts, the University's guarantors, the present Rector and Chief of Services, must reserve a veto over some critical affairs.)

When we speak of the University Community we mean all of those to whom the University is immediately important: the students, the faculty, the workers, and the Friends. A Friend of the University is someone who, though not presently a student, teacher, or worker, is contributing energy, money, or other resources to the University. A list of all Members is to be published prior to every election. Alumni are Friends of the University if they continue activity in connection with it.

# How Members Relate (The University Community)



## **Notes on the Chart**

1. Belonging to a studio, holding a University job or office, or being a Friend of the University makes a person a Member.

2. The Membership as a whole provides through a lottery a number of representatives equal to the number of Assemblymen that lotteries in each studio provide.

3. The Assembly legislates for the University, elects the Rector, and approves the election of faculty and studio leaders by the studio. The Assembly appoints for three-month terms a Member to aid and serve as liaison officer to each of the four officers of the Rectorate.

4. The studio provides by lot one Assemblyman or woman for every twenty Members it enrolls. It is autonomous.

5. The studio elects its faculty in cooperation with the Rector whenever a position is available, but for a period not to exceed two years. The elections must be approved by the Rector and the Assembly. Thus, there is no tenure at the University.

6. The Rector is elected for a three-year term. He in turn presides over the Assembly, manages the University, names and supervises the Chancellor, Provost, and Chief of Services, and presides over the Council of Friends. (The first full election of the Rector will occur in November, 1973.)

7. The Assembly elects the Council of Friends who aid the University insofar as they can.

8. The Council elects the Independent Commission on Evaluation and Accreditation.

9. The Chancellor aids the Rector and acts in his stead when the Rector is unavailable.

10. The Provost also aids the Rector, especially in budget and finance, external and part-time education, "place-poste" (correspondence) education, and placement of students and faculty outside the University community. In the absence of both the Rector and the Chancellor, the Provost serves in their place.

11. The Chief of Services finds local work for students, and contracts with outside agencies for medical care, restaurants, residences, buildings, equipment, recreation, and travel.

Studios enjoy a large measure of self-government. They run their programs and have elective (not merely advisory) powers with respect to their faculty. To assure that studios maintain high standards, and keep the interest of the whole University in mind, approval by the Rector and Assembly is required of all faculty chosen by the studio.

When the recall of a studio faculty member is petitioned by 20% of the studio's membership, the University must call a special election. But prior to the election, two additional candidates must be proposed for the position, one by the Rector and one by the petitioners. They may or may not come from the University. Then the Members of the studio choose one of the candidates (see **Numbers of studio members**, page 24). In addition, the Rectorate may give notice of discontinuance of engagement to a studio faculty member no later than half-way through the term of contract; unless 2/3 of the studio members at the time of his action revoke this action within 30 days, the contract lapses.

## CHAPTER THREE

# STUDIOS AND FACULTY

No curriculum anywhere is completely irrelevant. For there has always been some connection between subjects of study and human concerns. Still, the problem of organizing studies has rarely been handled in a satisfactory way.

The University of the New World has developed its own division of subjects. This division highlights relevance, survival of man, the future, and the paramount needs of our students. It is tentative in the sense that the University Assembly can alter it as new emphases and problems are suggested. Moreover, even before formal changes are made, it is well to remember that every student shapes his own curriculum through personal consultation with his professor. Therefore every student has the right to be his own innovator, his own curriculum authority. Each studio could support a hundred good personal programs.

A studio is oriented in its own way toward the beneficial construction of the future world. The orientation is conveyed somewhat in its title, usually in its description, and regularly in its operation. The studios may be grouped according to their dominant process, of which there are five: Growing; Making; Meaning; Creating; and Governing. The "-ing" is stressed because education and learning are active, not passive processes, and because the desired result from such active learning is practical action: doing. This idea is as valid for physics as it is for the dance.

All processes occur in the same person or thing at the same time ; therefore they relate to each other. Each studio also has some interest in every process, and hence, in every other studio. The same is true of the subjects pursued in the studios: there may be one or more subjects per studio. This is the principle of assimilation followed at the University: In every action and in every event there is something of everything.

The " class " flows through varied phases of regroupment. Using the studio as their base, students move out to libraries and field projects; they move into and out of other studio milieus. A student gives to and takes from his studio or studios in accord with his needs and abilities.

Several students may want to work on the same project, like finding out the reasons why Valais has stayed independent for a thousand years. They might together join the Studio on War and Peace, or on Modernization, or on Decentralization. If there were enough interest and the project was long-enduring and important enough, they could begin a new studio, and elect a faculty (with the concurrence of the Rectorate and the University Assembly).

## **Faculty of the University**

The ideal studio faculty, when the University comes to full operation, typically will include a professor who is studio leader, a professor who is proctor, and a professor-at-large. The studio leader takes care of members' personal programs, and invites visitors from other studios and from the outside world. He schedules the studio.

For example, students of the Modernization Studio, investigating population problems of India, may feel the need for special insights and information on birth-control methods and experience. The studio leader may invite a professor from the Life Studio or Health

Studio, or bring in an expert from Geneva or Rome, to explore with the students, the various facets of the problem.

A proctor is the professor who, besides his teaching, is responsible for the physical maintenance of his studio—books, audio-visual aids, props, furnishings, field trip equipment, etc. He takes care of the actual physical communications with members and with making the studio habitable and easy to work in.

## **The faculty**

The University, as a matter of principle, does not extol the authority of its faculty. In general, by the statistical measures of numbers of degrees, research, productivity, artistic achievements, applied scientific accomplishments, and publications, the University faculty is on the level of the leading universities of America and elsewhere. In addition, the University's roster of permanent faculty is supplemented by a cadre of distinguished visiting professors—artists, scientists, political leaders, and teachers—drawn from all over the world. (The list of faculty is supplied separately.)

## **Numbers of studio members**

A minimum of fifteen students is required to constitute an active studio. A studio with less than fifteen students is assigned by the Rectorate to a related studio whose membership is already more than fifteen or whose members, together with the aforesaid studio, number more than fifteen.

There are likely to be about two dozen Members in an active studio. At any given time, consequently, there may be half-a-dozen people in the studio, a couple of whom might be gathered around a corner table working on a joint project, another looking at slides, while still

another might be consulting the basic library. Still another might be brewing tea before settling down to read, while a professor is posting a notice of a special conference with a visiting author or one about a new piece of equipment.

In the University as a whole, the ratio of faculty to students ranges between 1 to 5 and 1 to 10. This is a highly favorable proportion. Taken together with the other arrangements of the University, it gives a student Member a richness of human communication on an enlightened level that is scarcely to be found elsewhere in the world.

## **The studios**

A list of the studios follows. The list is partial and, in accordance with the principles of the University, dependent upon the self-groupment of student Members.

### **Studios oriented to growing**

1. **HEALTH:** The search for the ideal of a healthy person ; traits of the several ages of life ; physiology ; diet.
2. **PERSONALITY AND SOCIETY:** The patterns of cultural determination of character ; independence and conformity.
3. **WOMEN AND MEN:** The psychology and physiology of the sexes ; women in social and political revolution around the world.
4. **RAPPORT:** The psychology of sensitivity and encounter ; self-awareness and " as others see us " ; openness and poise.
5. **CREATIVITY:** Spontaneity ; invention (natural, social, artistic) ; biography.

6. **LIFE:** Biological processes, evolution, eugenics; the possible vs. the desirable in genetics and gerontology.
7. **CIVILIZATIONS:** Their rise and fall; their evaluation; their comparison; the world as a civilization.
8. **MODERNIZATION:** Rural development and national poverty; methods of balanced change.
9. **COSMOGONY AND CULTURES:** The nature of prehistoric and historic catastrophes affecting mankind; an interdisciplinary approach.
10. **RELIGIOUSNESS:** The sources and functions of awe and worship; ritual and naturalness; personality and collective expression.

### **Studios oriented to making**

11. **WORK:** Time, labor, and leisure historically and today; automation and liberation in the future.
12. **MATERIALS:** Natural and artificial substances; their chemical composition, qualities and changing uses.
13. **FOOD:** Agricultural practices: beneficial and destructive, and the squeeze of population upon resources.
14. **TECHNOLOGY:** How people and things are put together in small and large complexes.
15. **MECHANICS:** Theories of physics and engineering, how they have been socially employed and their untried possibilities.
16. **LIGHT:** Electricity and electronics; light as force and expression.
17. **FINANCE:** The assembly of resources for enterprise; currency, credit, and income.

## **Studios oriented to meaning**

18. **LINGUISTICS**: Basic theories of symbols; grammar; pragmatics; semantics.
19. **LANGUAGES**: Media-assisted, intensive, small group. Learning to hear, speak, read, and write. Basic, General, Specialized, and Advanced levels.
  - a) English
  - b) French
  - c) Italian
  - d) German
20. **LOGIC AND MATHEMATICS**: Languages of science; operationalism; contributions to rational choice.
21. **INFORMATION SYSTEMS**: Libraries; data collection, storage and retrieval.
22. **COMMUNICATION**: Messages and media; rhetoric, propaganda, promotion, persuasion.
23. **IDEOLOGY**: Systems of belief and their conflicts; the formation of new social morale.

## **Studios oriented to creating**

24. **AESTHETIC DIMENSIONS**: Preparation and stimulation of the senses; beauty as part of everything; insuring aesthetic power in public choice.
25. **PLASTIC ARTS**: The working of materials into shapes, colors, movements; what the eye can see.
26. **SOUND AND MUSIC**: From noise to rhythms and tones that communicate; what the ear can hear.
27. **POETRY AND FICTION**: How writers fail and succeed as social designers. The style of creative thought; techniques of creative symbolization.

28. **FILM AND PHOTOGRAPHY:** Filming and illuminating new worlds; methods of projecting information and ideas.
29. **INDUSTRIAL DESIGN:** Humanizing the machine. Enlarging theories of efficiency. Graphic arts.
30. **PERFORMING ARTS:** Studios oriented to the new drama and dance; what the body can feel and tell.
31. **SPORTS:** The physical expression of personal and social challenge; play and games as education for an alternate culture.

### **Studios oriented to governing**

32. **DECISION:** Wisdom, intelligence, and judgment in personal and group policies.
33. **COMMUNITY AND SETTLEMENTS:** From metropolis to commune; preserving humanity in closeness.
34. **POWER:** Influence and coercion, their exercise and control; participation and representation.
35. **RICH AND POOR:** Poverty, old and new, related to social and personal wealth.
36. **CRIME AND JUSTICE:** The abyss between offense and response; criminology; sanctions.
37. **GROUP VIOLENCE:** War, peace, and revolutions; disarmament; making peace desirable and rewarding.
38. **DECENTRALIZATION:** The exploration of anti-bureaucracy and anti-hierarchy as human possibilities.
39. **FUTURISTICS:** Trends, and their control and redesign with respect to a beneficent and benevolent world.
40. **UNIVERSITY DEVELOPMENT:** Total planning and activating of a second University of the New World.

# THE STUDIO PROCESS

The studio system has relatives in the workshops and laboratories of other colleges, but it is carried out thoroughly and uniquely at the University. Each subject occupies its studio. Each student will join the studios of his subjects and there undertake whatever work may be needed to carry him to his goals.

The professors work in and direct the studio's activities. They are assisted by their student Members and by other faculty Members. They can call upon experts outside the University to lend their special knowledge to the inter-disciplinary solution of the problems of the field.

For instance, a physiologist will visit the Studio of Society and Personality to discuss organic aspects of mental illness, and the psychologist will sometimes reciprocate in the Life Studio. Or a historian of science from the Technology Studio will participate in discussions of the Studio of Group Violence to discuss the social effects of weaponry inventions.

The studio consists of an apartment for conference, consultation, and study, with pertinent books, audio-visual aids, and other equipment, together with auxiliary furnishings for the comfort of the studio group. The studio is the class. Students may enter and leave at will, from early morning till, late evening.

The "class" consists of those who make the studio their point of reference on the subject. Thus, students who are specializing in a subject mingle with students

who specialize in other fields, who are doing less concentrated work in this one. The advanced students encounter beginners.

## **Personal program**

A couple of examples may be of help in understanding how programs of study are formed, changed, and completed. Suppose a student arrives in the month of June; she knows French moderately well and wishes to postpone advanced study in that language. Rather, she wishes to begin promptly learning to become a professional writer. Perhaps she has indicated in advance that she wishes to enroll in the Studios of Poetry and Fiction, Communication, Futuristics, and Ideology. She visits the Poetry and Fiction Studio, where she discusses with a professor what she might do. Observing that her interests tend toward science fiction, he suggests a program of readings and reviews in Utopias and classics of science fiction, to last for a period of three months, with weekly conferences. After that, they decide that she should begin to write a story of her own, over another period of time.

Next she visits the Studio on Communications, where it is discovered that her interest lies in story material about plants—mushrooms, perhaps. The professor and she may conclude that the Communications Studio ought not occupy her at this time, but rather that she should use the Life Studio, where her biological preparation may be advanced. So she visits the Life Studio, and there arranges a program of readings, reviews, and conferences on plant physiology and the rapidly developing literature in botany and psychology on fungi.

Her choice of the Studio in Futuristics is deemed relevant, and she develops there a program dealing with agricultural trends and the variety of science fiction work about extraordinary plants. In the Ideology Studio she strikes the different " -isms " that have associated

themselves with sacred plants throughout history and even today.

IN EVERY CASE, SHE BUILDS A TIMED AND SPECIFIC PROGRAM, and there is as much coordination among the studios as possible. She is not torn and confused by compulsory, unrelated courses that follow the special bent of a given professor. This now is "liberal education" in fact. It is not known whether she will go on indefinitely along these lines. She may find that her original interest in science fiction is evolving into an interest in agricultural planning. And so she may shift her studies accordingly, focusing upon a particular culture, such as Italy, whereupon she learns Italian and does field projects in Italy.

Not only that, but from time to time she discovers herself to be completely absorbed in one studio at the expense of her other programs. If this is the case, she simply writes a note to her professor in the other studio, saying, for example, "I haven't been able to carry on my project because I've become heavily involved in the Poetry and Fiction Studio."

## **Resolving sequential learning**

The question has been raised: "How can a student be so free to pursue his program and yet take up a subject that requires straight progressive learning stages; won't he be walking into the middle of things and have to catch up?" Like many other questions about this highly innovative University, this one has a logical resolution that comes from the structure and system of the University. In the typical university, people are forced into classes, and it is taken for granted that the students must follow a given text or other staged sequences. Here, where each student's program is personal, he follows a tutorial system that lets him begin where he has to begin, and continue at the pace and with the materials that best help him to develop. Of course, if several

students coincide on a certain problem—say, a need to understand the newest theories of cell structure—a set of group discussions would be arranged.

*Two notable exceptions exist.* Language training is typically conducted in small groups at a scheduled pace. Also, the Rapport Center's basic unit is a small group. In both cases, the group is itself an essential factor in the learning process.

## **History**

Many will notice the absence of history as such among the list of studios. The University believes that the study of history is important, but that it should be conducted by each studio or by a combination of studios, and be appropriate to the historical topic. Each studio has its own historical problems. The history of militarism is part of the Studio on Group Violence; the history of antibiotics is part of the work of the Life Studio; the history of free verse forms material for the Poetry and Fiction Studio.

The technique of historiography, like that of microscopy, or of sample surveys, or of personality analysis should be learned from experts, whatever their studio. For example, if a member of the Studio on the Rich and Poor wishes to investigate how Swiss rural villages maintain a decent standard of living on small resources, he may contact a professor from another studio who can guide him in the materials of Swiss history; or a sample survey expert in the Communications Studio who can show him how to select and interview persons dwelling in the village; he might also enlist an experienced skier from the Sports Studio to accompany him to remote areas.

The Studio on Sports shows some of the innovative and applied features of the University's approach to man and society. A release about it, prepared by Professor Mihaly Csikszentmihalyi can be quoted at length.

## **Studio on sports and autotelic activities**

Members can work in one or more of four areas. A person concentrating his work in this studio would probably become involved in all of them.

I. **PRACTICE**: Active participation in a variety of sports and games. Three kinds of physical activities are stressed :

a) Organic physical activities that involve the whole body in a systematic relationship with cognitive and emotional processes: Natural gymnastics (sometimes called "Hebertisme" or "natural gymnastics"); Yoga (especially Kundalini yoga); Judo or Zen archery.

b) Individual physical exercise; Mountain climbing, rock climbing, skiing, etc.—for all of which training is provided *in situ*.

c) Team sports: Football, soccer, etc.

Outcomes: Teachers, performers, health.

II. **THEORY**: Participants should become familiar with:

a) The general history of sports and games;

b) The specific development of one sport or game;

c) Psychological, sociological, and anthropological theories about the origin and function of sports and games will be mastered, both from a synchronic and a diachronic perspective (i.e., from the point of view of the development of the game, and from the point of view of the individual's development).

Outcomes: Teachers, scholars, planners, writers.

III. **RESEARCH**: A substantial research effort from individual, paired, and group research is involved. Methodology might involve an etiological, psychological, sociological, or anthropological

approach. An empirical contribution is expected: either a laboratory, observational, interview, or census-type collection of data and its systematic analysis (e.g., ski-team survey of remote alpine villages on the depopulation of rural Switzerland).  
Outcomes: Scholars, planners.

IV. **APPLICATION:** Chances to provide opportunities to the rest of the University community for pursuing sports and other autotelic (self-sparking) activities. Chess tournaments, ski trips, etc., will be organized by the studio, to gain experience in the application of autotelic processes. It is to be hoped that new ideas and institutions will be conceived and developed within the studio, for example, an "outward bound" type of movement that would involve urban children in meaningful activities, or to take an opposite example, construction of a New World board game.

Outcomes: Teachers, organizers, designers, communicators.

### **360° rethinking and reformation**

It should be clear that the University is moving ahead on a very broad front of creativity, innovation and applications. It is not enough to try out a handful of new rules and call it an educational revolution. How things are learned is inseparable from what emerges from the new learning. To capture the spirit of the University and its aims, one should recall the American and French Revolutions of the late eighteenth century, in which every aspect of education and society were critically re-examined and social and physical inventions abounded. We are ready for another complete experience of this type today.

# THE FUTURE DIMENSION

The University is oriented toward the future. It is also concerned with lending force to knowledge and intelligence in every area of public policy. In effect, this means every field of knowledge, for there is no science or art today that is removed from public controversy; there is no science that is not being abused by policy-makers. Finally, the University is continuously probing for operational definitions of universal benevolence and beneficence in every field.

Therefore, the capacity and ability to help influence and shape public policy are sought for Members in every subject. A physicist from the University of the New World is not expected to stand idly by when the grounds of his science and the safety of himself and his fellows are being threatened by militarists, technocrats, or the uninformed. A painter or a sculptor is helped to express his political and social messages in effective terms, if and when he is moved to do so, and at all times to act so as to protect himself and his fellows from being mucked about by the bull-dozers of the establishments. A businessman should be armed at the University of the New World with the power of choosing his own work and of influencing his work-groups toward enterprises that are organized justly and directed at production having social value.

It is erroneous to believe that the world lacks scientists or educated leadership for social effort as well as intellectual effort. The two go together, and can fashion a better science and better industry as a result. Today, AB's and PhD's are a glut on the market, so there is no scarcity of talents. At the same time, there is an exorbitant wasteful exercise of human energies and re-

sources selling soap, records, dogfood, etc., even while the cry is raised that the supply of brains and talents is excessive. The world could quadruple its educated and talented specialists and still not have enough women and men to handle the problems of science and art (growing, making, meaning, creating, and governing), and to handle them in the heat of social and political controversy. The humanistic salvation of both the intelligentsia and the world future depends upon the development of a new tutorial class throughout the world that is technically and politically equipped.

For these reasons, the University observes in every studio the possibility of giving to its resources and knowledge some impact upon the world. And, in certain studios, especially those of *Governing: Decision, Power, Rich and Poor, Crime and Society, Group Violence, Community, and Decentralization*, the University seeks to develop special skills in the art of influencing and decision-making, and these in the subject-matter that the activist tutor must know.

The Studio on Futuristics has a critical role in this regard. In recent years, there has been a rapid development of studies of the future. No field of study and no institution has been exempted. Techniques of prediction and control have been abundantly provided from many sources. All too often, these techniques have been applied in sorting out the rebellious, by precisely the wrong social parties—centralized bureaucrats, school administrators, militarists, chemists searching for doomsday materials and palliatives until that day arrives, and industrialists bent upon style manipulation at the expense of safety, utility, and durability.

Therefore the task of the University's Studio on Futuristics is to assemble resources for and teach the kind of knowledge of impending events that can most obviously benefit people and their societies. Great hope lies in the considered benevolent development of studies of the future.

# THE CENTER FOR RAPPORT PSYCHOLOGY

The world has been descending into a slough of alienation and impersonalism. Once upon a time, a person's physical home remained unchanged during his lifetime; his family was extensive and he could relate to his parents, uncles, aunts, grandparents and cousins on intimate (if not always "good") terms; his job was near his residence; his education (such as it was) was not a fragmentalized mishmash; TV hypnotism was unknown; churches (for good or evil) had personal meaning; food and drink were not pulverized, processed, and packaged into unrecognizable forms; games and play were not monstrous commercializations; the experienced outside world was not overwhelmingly strange and full of petty and large hostilities.

This has changed; and the old order cannot be recalled. Humans must now use all their genius to invent and apply new group forms to enable them to survive, to confront and reshape social change, and enrich their relations with their fellow humans.

The immensity of the problem has engendered and given its mission to the Center for Rapport Psychology at the University of the New World. By its establishment at Haute-Nendaz, the University intends to create or restore the human dimension to people for the benefit of their living, working, and playing. In some instances, the effect will be restorative; in the largest sense, however, the Center's mission is to normalize human relations on a level of joy and competence. It seeks to create rapport, in the best and most human sense.

The intensive group experience is one of the most effective means developed for facilitating learning, change, and growth in individuals and institutions. Such groups, variously known as T-groups, laboratory training, sensitivity training, and encounter groups have been essayed extensively for the past twenty-five years both within and without institutional structures (corporations, government agencies, professional organizations) and, more recently, in private and public schools as well. Helping the University of the New World offer its Members a spectrum of opportunities that will enhance their personal and interpersonal life and work experiences, fully developing their human potential through participation, training and research in rapport groups: such is the Center's mission.

The basic rapport group usually consists of eight to fourteen members and the leader or facilitator. The group uses verbal and non-verbal exercises and encounters, and typically has no set agenda. It uses the feelings and interactions of group members as the focus of attention. This allows for a maximum of freedom for personal expression, the getting in touch with feelings, and interpersonal communication. Emphasis is on open, honest and direct interactions among members in an atmosphere that supports the dropping of defenses and social masks characteristic of normal academic relationships. Rapport group members come to know themselves and each other more quickly, deeply, and fully than is possible in the usual academic situations; ordinarily, a strong feeling of group solidarity develops. The resulting climate of openness, risk-taking, honesty, and trust displaces feelings of defensiveness, rigidity, and mistrust. Members can identify and alter self-defeating attitudes and behavior patterns, and explore and adopt more innovative and constructive ones. In the end, most members can experience daily life and work more pleasurably than before, on campus and off.

## **Rapport group leadership training workshop**

Students demonstrating special motivation and capacities to engage in further training will be accepted into the Center's Leadership Training Workshop. This Workshop is designed to provide the heightened and extended learning experiences needed for members to become group leaders and facilitators. Members satisfactorily completing the workshop and other University requirements may receive the University's Certificate in Rapport Group Psychology. Part of the training may involve work as facilitator-aides in the introductory rapport group studio, in an ongoing study of rapport groups, and in other Center-sponsored groups and laboratories.

## **Ongoing studio rapport groups**

The organization of the University in learning settings by studios, rather than classrooms and courses, provides opportunities not only for the group-learning process to be strengthened by enhanced personal expression and interpersonal communication among studio members, but also offers a laboratory for the study of the problems of teaching and learning. The resources of the Rapport Psychology Center are made available to studios whose members wish to arrange for Rapport group experiences which focus on their studio's life and work. Thus, students and teachers both may make use of the intensive group experience design to confront both interpersonal relationships problems and problems on educational development and innovation within their studios' own field of learning. Such rapport groups for the studios may be formed on an ad-hoc basis or may be arranged to occur on a weekly or other periodic basis, depending on the needs and desires of the individual studios and their members.

## **Rapport psychology research**

The Center undertakes research into its own groups and in the field generally of intensive group processes, as these are facilitated at University and at other centers for the development of human potential in the United States, England and Europe. Opportunities are offered for undergraduate and graduate study projects in these processes as they bear upon individual and institutional behavioral structures.

The Center's staff consists of University faculty members who have strong backgrounds in psychology and social sciences and have received special training in the conduct of encounter and rapport groups. They have had extensive experience working with therapy groups and have participated in programs at other human-potential growth centers such as the National Training Laboratories and Esalen Institute.

THE CENTER FOR LANGUAGES  
AND LINGUISTICS

“Language moves through time in a current of its own making”, the anthropologist Edward Sapir once said. The University of the New World established its language facilities with this understanding. In its Center, located at Haute-Nendaz, it has created a method of total environmental teaching, which combines the learning of the language with its immediate function. For the students can promptly descend into the general studios where they will apply their newly acquired ability. They can use their languages in town and in the surrounding countries, on week-ends or field trips.

To the basic elements of language learning—hearing, speaking, reading and writing—is added the living of the language.

To the materials of the Center are introduced subjects of social involvement, related to the studios of the University. For instance, world relevance is preferred to travelogue; documents on student movements are preferred to childrens' tales. (Not that “Peanuts,” “Astérix,” and other ageless comics are slighted.)

The professors of language are masters of their tongues and experienced teachers. The Director of the Center, Rochelle Leszczynski, was editor of modern languages at Harper & Row, Publishers for some years; her extensive knowledge of materials, trends, and professional personnel is reflected in the UNW teaching systems.

While conventional schools teach language as if they had a simple set of lessons everyone in the world

should know, the New World handles languages as a personal process, as it conducts all of its education. Instruction is personalized. It is intensive, but not grueling.

Besides a reference library of books and periodicals, an extensive tape library is in preparation on all the modes in which languages are used—on the street, in the home, in debate, in the sciences, in popular and high-brow press, on radio and TV, etc.

Each student has access to portable recording and playback equipment to use in the Center, in his apartment, wherever he pursues his travel and recreational trips, and for his field projects in language. A master tape file is kept for each student requesting it, who is thus able to record and evaluate his progress periodically.

French language films—features, documentaries, biographies, and cartoons (but not language-technique films) may be shown any afternoon or evening. Members are invited, without extra cost, to enjoy as much of this total language environment as they wish. Similar arrangements are offered for the other languages taught at the Center.

The Center conducts its Language Studios in small groups (averaging twelve persons) during morning and afternoon sessions. The levels of instruction are of four types. The Basic Studio embraces beginners and near-beginners, and meets daily for intensive work. At the completion of this study, usually eight weeks, a person should be able to speak, hear, write, and read for all ordinary purposes: jobs, conversations, newspapers, general lectures, negotiations, etc.

The General Studio takes care of intermediate students. The Advanced Level provides high grammar and proficiency in literature.

The Specialists' Studio is uniquely of the University. The Professor is also a resource person and counsellor. Independent study programs are planned in which a student pursues the language of a given occupation or

science, like business, medicine, social psychology, printing, fiction, fine arts, politics, ideology, or religion. She arranges interviews, utilizes articles, tapes, and visual records as well as books and magazines. A person who has a Basic language achievement can choose this studio, as can those of higher proficiency.

In all areas of language instruction, the student is aided in moving out into the world to study and apply his languages. The languages regularly offered in the New World system are French, English (as a second language), Italian and German.

## **Linguistics**

The Linguistics Studio will explore new directions that recent research has indicated are particularly fruitful; among them:

1. Learning the nature of the intuitive faculty, which "primitive" societies do employ in communication but which has atrophied and been downgraded in our own; also how this is related with ESP and so-called "good/bad" vibrations alluded to by some.

2. Describing modern languages and theoretical contributions to Linguistics.

3. Isolating the "atoms" of meaning conveyed via language.

The approach should accomplish several aims: the student learns to know his own perceptions—a need completely overlooked in current pedagogy—and learns, as well, to know the nature of the subtleties of Linguistics. Innovation and experimentation are the antidote to regurgitation; a greater variety of methods should replace the single approach that is all too common. We believe that students will no longer complain that Linguistics is boring, but will, instead, find how it is related to language, people, and life.

## CHAPTER EIGHT

# SPECIAL STUDIOS

### **Studio of cosmogony and cultures**

A Special Studio has been established at the University for the study of the works of Dr. Immanuel Velikovsky. This studio is not continuously in session. When in residence, Dr. Velikovsky will conduct a full series of meetings on his theories and books: "Ages in Chaos," "Worlds in Collision," "Earth in Upheaval," and "Oedipus and Akhnaton." He will be assisted by a number of visiting professors and scientists from around the world.

Among the topics of the Studio of Cosmogony and Cultures will be evidence of cosmic disasters in history, biology, geology, and astronomy; the stability of the solar and planetary systems; the effects on ancient civilizations of natural catastrophes; the crisis of chronology among Biblical, Egyptian, Etruscan, Babylonian, and ancient Greek authorities; pre-catastrophic human achievements in culture, measurement, and philosophy; the effects of the trauma of catastrophe upon the development of religion, customs, and the human psychology; predecessors to the work of Velikovsky; the methods and behavioral patterns of scientists in receiving, evaluating and disseminating new and inconvenient evidence and hypotheses; proposed techniques of confirming or disproving theories of ancient catastrophes; the analysis of data indicating prehistoric changes in the rotation, orbital motion, axial alignment and magnetic field of the earth; the

natural history of the Moon, Venus, and Mars as currently amplified by space probes and manned space voyages.

### **Studio for University friends**

University Friends, who are Members of the University elected by the University Assembly because they are contributing work and other resources to the development of the University, are provided with a special studio. When they visit the University they may attend special conferences and consultations being held here. They may also visit another Studio of their choice while in residence. The Council of University Friends uses this studio also as its headquarters in Switzerland.

### **Studio for advanced study**

Scholars, artists, and others who are working on problems related to the general mission of the University and its studios are invited to become Members in residence at the University and are offered the Studio for Advanced Study as their headquarters. Faculty on leave from the University of the New World or from other schools are included in this group. The studio is equipped as an ordinary studio for general studies and is tied into the regular University facilities.

### **The studio of University development**

In keeping with the University's mission of expanding revolutionary educational principles throughout the world, the Studio of University Development is established. Studio leader is Alfred de Grazia, political scientist and Rector of the University. The aim of the

Studio is to plan and to found the second, and subsequent Universities of the New World at sites in other countries and continents.

The methods of study employed in the studio are numerous—cultural, geographical, curricular, statistical, financial, etc. In fact, participation in this studio is calculated to provide a broad liberal education, since practically every human consideration goes into the planning and operation of a new University of broad scope. Hence, membership in the studio is considered the same kind of intellectual and active experience that is the aim of all studios. Although visits by all Members may occur, the studio's members will be limited to those students and faculty who are destined to move out and found the next University of the New World.

## INFORMATION RESOURCES AND SYSTEMS

The University strives to establish and maintain the best and most accessible collection of English language books, reference materials and periodicals in Europe.

### **The library**

The University maintains a central library of several thousand works of fiction and non-fiction, as well as reference works and periodicals. This collection is now in the process of being indexed, arranged, and put at the community's disposal by librarian Kathryn Crawford. In addition, the library will house reproductive equipment, microcards, and microcard readers. As soon as possible, a film projection studio is planned where films pertaining to subjects in the various studios will be kept and shown on request.

### **Studio libraries**

To the best of its ability, each studio also contains a core library of the most useful books on its subject. These are immediately accessible to the Members. Each studio library will contain an in-depth index of its own core books—the responsibility of the studio proctor—and articles, together with a similar in-depth index of core books and articles of other studios. The estimated total of works retrievable by this system is expected to be 6,000.

## **Indexing**

Books and reports that are carried on microfilm or microcard will be catalogued and indexed in depth, like other works, when they form part of the studio core library. They are catalogued in ordinary fashion when they are part of the central library.

## **The press**

Closely related to the library system will be a publications office and the New World Press. This agency, under the direction of John Leszczynski, services the reproduction system of the University and assures rapid production in single or multiple copies of many works, such as materials in heavy demand, articles, reports, student papers, faculty papers, speeches, documents, training materials, and transcripts of discussions. When in full operation, the Press publishes works that are related to the general mission of the University, including the magazine **Kalos** for Members and the general public.

## **Computer data storage, retrieval, analysis**

The University is exploring possibilities of an information system tied into the Geneva computer complex. Batches of data can be deposited in the central data bank on tape. Program tapes can also be stored there. If desired by enough students to make the program economically feasible, the telephone and teletypewriter hook-up would permit the Members of the University to be on-line with the computers to receive data or analyses of data, and to amend and insert data. A special proctor for computer facilities, who is a faculty member of the Logic and Mathematics Studio, would be in charge of University operations of this type.

## **Museums**

Valère, which caps the hill above nearby Sion, is itself a living museum. It contains a magnificent organ, the oldest in the world, and a cathedral and campus that invite prayer, contemplation, and meditation.

Attached to Valère is a museum of archeology, sculpture, and furnishings that contains Roman and medieval objects of extraordinary quality. And at the Majorie Museum of Modern Art, special exhibition rooms and conference rooms are available.

## **Nearby collections**

The large libraries of Lausanne and Geneva are near at hand. The international collections of Geneva are especially valuable. Bern, Basle, and Zurich should also be mentioned, as well as the impressive collections and facilities of Milan, Torino, and even Venice and Florence. They are only a matter of hours away by frequent and comfortable trains, equivalent to journeying from Princeton to Washington or New Haven to Boston.

## CHAPTER TEN

### MEMBERS AND DEGREES

The University Member has been defined as a student, a professor, and a friend. The idea of a student requires further clarification. For the University of the New World a student is a person who is admitted to the University with one of the following programs in mind, or who decides upon it afterward :

- a) Study and action for their own sake, alone.
- b) Study with credits that can be used for further study or careers.
- c) A certificate on the completion of a project of substantial duration and merit. (For those who qualify and request it.) This will ordinarily be the outcome of a single studio, but it may be an inter-studio project under a single faculty member's supervision.

Some of the Certificates that are logical, given the capacity and facilities of the University are :

- (1) Management
- (2) Performing arts (specified in each case)
- (3) Communication Arts (specified in each case)
- (4) Futuristics
- (5) Language Proficiency (specified in each case)
- (6) Rapport Group Leader
- (7) Public Policy
- (8) Touristic Industry
- (9) Diplomacy and Negotiation

- (10) Kalotic National Planning (that is, an applied set of designs for the reform of a given country)
  - (11) Other Certificates as approved by the University Assembly.
- d) Diploma: (For those who qualify and request it)
- (1) Secondary School, for persons who have entered the University prior to receiving a secondary school diploma.
  - (2) Associate of Arts (A.A.) and Associate of Science (A.S.) Degree. For persons who have the equivalent of two years of an American college or the Lycée (Gymnasium) in Europe.
  - (3) B.A. and M.A. Degrees. Conferred upon evaluation and qualification equivalent to the same degree in American universities of the first quality.
  - (4) The Ph.D. Degree will be conferred by an ad hoc committee on subjects to be approved by the University Assembly. The disciplinary appendage to the Degree will pertain to the predominating influence in the preparation for the Degree. In contrast to most conventional universities, the Degree of Ph.D. at the University of the New World can be obtained for distinguished achievement in research, scholarship, creative writing, creative art work, social or physical inventions, and creative philosophy.

Length of residence at the University will not determine the decision to confer credits or degrees. Term of membership will not be less than three months, in any event, with the exception of the Place-Poste Members, as defined below.

## **Place-Poste Members**

Place-Poste Members are persons who initially attend the University for periods of less than three months, who accomplish their studies and projects during a subsequent period by correspondence with appropriate studios of their chosen subjects and who, to complete their studies, return to the University and work in studio for a period that will make up at least a full three months. Thus, if a person resides at the University or in Valais and is in studio for three weeks, then pursues her work by correspondence for six months, at one-half time, then returns for three weeks in studio, then again proceeds by correspondence for another year, at one-half time, and finally passes six weeks at the University in studio, she may receive the equivalent twelve months residence in studio at the University. The formula is as follows for Place-Poste:

Place (in studio) Time = same as Normal Residential Student

Poste (off-campus) Time = Total Elapsed Time  $\times$  Stipulated Intensity (which can be 1,  $3/4$ ,  $2/4$ , or  $1/4$ )

The "poste" cost is \$175 per equivalent month. (Example: Suppose a Stockholm doctor joins the University Studio on Modernization for 2 weeks in June. He returns home for 6 months, and joins his Studio again in January for 2 weeks. Back in Stockholm again, he works by poste for 6 months and then passes 2 months in studio. He has undertaken one studio and contracted for quarter-time study because of his work obligations. He will have spent 3 months in studio, 12 months in correspondence studies and receives whatever credit (or certificate or diploma) he may request, on the basis of his other qualifications, for 6 months' full-time study at the University. His costs will be correspondingly  $12 \times 1/4 \times \$175$ , that is, \$525, plus \$1500, or a total of \$2025.)

He applies, incidentally, just as any person applies to the University, by mail or in person. He requests

evaluation and accreditation just as any other Member would. More important is the fact that he can request an evaluation of his total achievement, elsewhere as well as at the University, and receive whatever documentary statement the Commission on Evaluation and Accreditation adjudges appropriate in his case. The same Place-Poste system can be enjoyed by Americans, and all others who can or must or wish to do much of their study at home. It can be used by American school-teachers, for example, to complete an M.A. degree in fifteen months.

## APPLICATION AND ADMISSION

Application for admission to the University of the New World is a simple procedure. A specimen of the one and only form required is shown below. Actually even this form is not required; a letter of application will accomplish the same purpose.

The University has several goals; these are plainly expressed throughout this Bulletin. It is hoped that its offerings are also clearly stated. The costs, confusion, pretentiousness, and torture of conventional admissions procedures are avoided. The University believes that its student body will rally and form itself by natural processes without such bureaucratic agonies. And, in fact, a diversified, competent, and interesting student body is emerging.

It is expected that the students would not be typed by outward appearances. If a student is rich, he would not make anything of it; neither if poor. He would have a heart for others. He would be striving earnestly to govern his hostilities, born out of injustices, and would seek to channel them into constructive activities for self and society. If not necessarily an intellectual, he would seek to understand and work with scientists and scholars. If an intellectual, he would seek to use his mind in the service of others. The end of it all should be the will and ability to act benevolently and beneficently.

Ordinarily, a student is informed of his acceptance soon after he applies. Payment of his fee for the first three months is due one month after notice of admission,

# APPLICATION FOR ADMISSION

TO : Rector, University of the New World  
1961 Haute-Nendaz  
Switzerland

1. Please admit me to the University of the New World at Valais, Switzerland. I agree with its general philosophy and its conditions as I understand them.
2. I wish to join you in the month of \_\_\_\_\_, 19 \_\_\_\_.
3. I wish to remain for a period of \_\_\_\_\_ months (3 months minimum and any number of multiples by 3).
4. I wish to become a member of the Studios numbered \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (Insert numbers from the list, at least one and no more than four.)
5. Using 'A' for Advanced, 'M' for Moderately progressed, and 'B' for Beginner. I consider myself \_\_\_\_\_ in Studio# \_\_\_\_\_; \_\_\_\_\_ in Studio # \_\_\_\_\_, \_\_\_\_\_ in Studio # \_\_\_\_\_; \_\_\_\_\_ in Studio # \_\_\_\_\_.  
(If Language, specify: \_\_\_\_\_)
6. I see myself just now as seeking (check one or more) no accreditation \_\_\_\_\_; "summer semester" accreditation \_\_\_\_\_; a "BA" degree \_\_\_\_\_; a "transcript of credits" \_\_\_\_\_; an "MA" degree \_\_\_\_\_; a "PhD" degree \_\_\_\_\_. Other \_\_\_\_\_
7. I may need employment by the end of the three months (Check if "yes") \_\_\_\_\_.
8. I attach a letter about myself and special needs and plans (optional, Check if "yes" \_\_\_\_\_).
9. I enclose \$10.00 (or other money equivalent) to pay for processing my application. (Make checks payable to "UNW".)
10. I will send \$1500 to cover the first period's bill for my tuition, lodgings, meals and travel allowance (by your arrangements) within 30 days of your acceptance of my application or immediately if I plan to enter in less than one month).
11. I have the following requests to make of you. (Use this space or any attached page for any special requests or inquiries, if any.)

My name : signed \_\_\_\_\_

My name : block letters \_\_\_\_\_

Address me at this location for the next sixty days :

Street and Number \_\_\_\_\_

Town, State, Nation and Zip code \_\_\_\_\_

or immediately if less than one month before he enters. Admission and payment complete the process.

In many cases, a student will enroll far in advance. For example, he may apply in November for entrance in April. If admitted in December, his first three month's comprehensive fee will be due in January. Thus, the University will have his payment of \$1500 for roughly three months in advance of his coming.

Those who, for reasons best known to themselves, cannot pay as stipulated may sign a promissory note for whatever sum they are unable to pay. This note becomes payable to the University one month prior to date of entrance. The note has to be witnessed and signed by a guarantor, that is, someone who asserts that he will advance the sum to the University should the student be unable to provide the sum himself.

The return of cash payments or notes is possible, on demand of the student, up to one month before entering the University, upon the payment of \$50 to the University. (It is hoped that the student will appreciate the fact that changes in membership intentions reflect themselves in costs to the University in planning faculty, space, and substitute enrollments.) A change of mind in the last month before entering will cost \$200 against the payments already made or against the return of the note.

The logic of the above procedures is given added force by the plan for limiting the student body. The upper limit for number of student members is 500. This is regarded as an ideal total for the Haute-Nendaz campus. Afterward, there may be universities established by the University of the New World in other countries and enrollments will center in those expanded places.

It should be borne in mind, too, that student Members of the University will come at the beginning and thereafter from many colleges, as well as from secondary schools. Therefore the number of potential students is large from the beginning. Finally, the open application

system of the University qualifies many persons who have been wiped out by the establishment schools. Again the potential student body of the University is enlarged, since many potentially excellent students have had removed for them certain formal barriers to the advancement of their education that may have been unjustifiably imposed.

### **After admission : The portfolio**

After notice of admission and after payment of the first 3 months' fee, the student is invited to send to the University for safekeeping and future use any and all material from the past that he or she deems may help in later evaluation. Such would be papers, biographies, transcripts, works of art (or photos of such), references, etc., etc. These are placed in the student's portfolio and consulted only upon the student's request. The student may add to or take from this portfolio whatever she or he pleases. The University is merely the custodian of this private portfolio.

### **What to bring**

One may carry the usual personal belongings, of course, up to the standard airplane limit (usually 44 pounds), or pay for the shipment by air or surface of other material. The material culture of Europe provides, of course, for all manner of personal property purchases. The apartments and rooms of the University residences are furnished, but can be adorned to personal tastes. Pets are welcomed by the University, but Members have to figure out whether and how they can bring them to a safe arrival in their Valaisan quarters.

## CHAPTER TWELVE

# COSTS AND JOBS

### **The comprehensive fee**

The comprehensive fee for attending the University is \$1500 for each three months. This fee is payable initially within one month after acceptance as a Member, regardless of the actual time of entering. It is payable immediately if granted admission less than a month before entering. Subsequent to entrance in studio, the three-months' comprehensive fee of \$1500 is due one month in advance of the beginning of the next period. Checks or money orders are to be made payable to "The University of the New World" (or simply "UNW") and mailed to the Rector, University of the New World, 1961 Haute-Nendaz, Switzerland.

The comprehensive fee covers lodgings, food, medical and hospital insurance (after an initial \$250 deductible), all fees of the University, and travel expenses up to \$220. Various books, tapes, equipment deposits, raw film, and incidentals are not covered in the fee.

### **The University calendar and recesses**

The University functions all the year around, but sometimes only in a restricted sense and for a limited number of persons. The University's recesses are as follows:

The last two weeks of December and the first of January;

The last two weeks of March and the first of April ;  
The last two weeks of June and the first of July ;  
And the last two weeks of September and the first of October.

**NOTE:** A student, no matter when he enters during the course of a year, can expect to encounter three weeks of recess. This corresponds to regular practice in practically all educational institutions. During a recess, the student is entitled to full accommodations and food expenses, but not to guarantee of faculty tuition. It is expected that the student will use this time for group project work, travel, or individual study and research either on or off campus.

## **Dependents**

Wives, families, and friends can be accommodated in the apartments of Members. If not themselves students, they will be charged 60 % of the total comprehensive fee or \$900, which includes the lodgings, meals, travel credit and certain other privileges of Members in respect to swimming pools, tennis courts, concerts, movies, etc.

## **University currency**

Included in the comprehensive tuition fee is, of course, food. The University has made every effort to assure food of a quality superior in raw and cooked form to that typical of American dormitory and cafeteria dining places. It has also sought to extend the variety of cuisines and of settings for dining. Meanwhile, it has sought to guard against threats of inflation.

Accordingly, it has devised a kind of currency which is issued to student and faculty in amounts sufficient to cover a normal healthy American's dietary and bulk needs. The currency is accepted at the many restau-

rants, snack-bars, and food shops at Haute-Nendaz, and in a number of similar locations in the town of Sion. Surpluses, if any, can be used in other shops or cafés for supplies, drinks, etc.

## **All full-time students**

The Studio system, though generally flexible, does not lend itself to part-time study in residence. Therefore, all students on campus are full-time. The calendar is so flexible, in turn, that the actual way to become a "part-time" student is to spend an intensive period at the University and then depart for a period of time.

## **Withdrawals**

The comprehensive fee is not refundable. If a student, once in residence, thinks that he cannot stay for the duration of three months, he can give three weeks notice and take a leave of absence of not less than two months. If he then returns, the unused portion of his fee is applied as a credit against his next three month's comprehensive fee. If he does not return within a year, the unused balance is forfeited to the University. If a student Member is invited to leave the University, one-half of the unused portion of his fee is refunded him. Ordinarily a Member who does not do well in studies or personal relations realizes the fact and withdraws. There are two modes of withdrawal with prejudice. A student Member may be voted out of a studio by its Members on motion of the studio proctor. He is free to continue in other studios. Or the Chancellor may recommend that a student Member withdraw from the University as a whole and this recommendation, if approved by one of his Studios and subsequently approved by the University Assembly, is deemed valid.

The involved Member, in such cases, has the right to define the due process of law that should be followed in the process of judging his own case.

## **Loans and work as student members**

The University is a community that would admit Members regardless of their wealth. The ideal is not possible. Only a fraction of the world's students can afford the costs of their higher education. Many others can go along with the nationalized and bureaucratized systems that are formed from state treasuries. It is not by any means a solution to reaffirm the intention of the University to help free students throughout the world from their unfree "free" educational systems, as well as their expensive private ones.

What the University of the New World can do directly is still considerable. It can provide some work to offset the educational costs of its students. It can actively seek employment opportunities for students in residence and between residences at the University. It can give loans. Finally, it can help find compatible employment once a student's program of studies is completed. With all of this, a student cannot enter the University unless he has found means of paying for his first three months' fee.

During that initial period, for those who seek employment, the University can help internally, and in Valais to obtain part-time jobs, and can also place certain students in jobs between periods of residence. Swiss pay-scales are not as high as American, but neither are costs of living, and jobs often include room and board. The Swiss work-permits for foreigners are not unlimited; at any given time, it is difficult to foresee how many of these will be made available to students of the University. In any event, a student can expect more imaginative and daring efforts to solve employment problems than at conventional schools. Among the frequently mentioned

possibilities are hotel and restaurant jobs, construction work of all levels of skill, and arts and crafts.

The loan program is best understood as a long-term deferred payment system without interest and carrying risk both to the University and its Members. Beginning in the fourth month of residence, a student may borrow up to one-third the cost of his education from the University. He agrees to pay back his loan at 1 % per annum of his gross income per each \$500 borrowed for a period of ten years from the date of the loan. The University can lend to about one out of five students on this basis.

### **Other loans and scholarships**

On principle, the University does not grant scholarships, for they can be regarded as an outmoded form of charity. And the process of awarding scholarships is a rehearsal of many things wrong with University admissions procedures: prejudices, athleticism, fierce competition, haphazard quotas, humiliating investigations, professorial favoritism, large consumption of energies in futile debates, unbalancing some departments by fashionable gists, indulging the whims of dotards and legislators, "gotta beat the Russians in math," second-class citizenship, "We'll take it away if you . . .," etc., etc.

However, with all of this, the University welcomes a student who brings his scholarship with him and will even administer it if desired or required. It will furthermore help him qualify and apply, if he knows of a source. The same holds true of loans from a student's state government, corporation, union, lodge, church, bank, or relative. In some cases, a student may discover that he can persuade his college or lending agency to sponsor his "year abroad," using his scholarship or loan for the purpose. The University can also administer, through its bank, the Société de Banques Suisse, a trust fund that a person would set up for members of his or

her family to be used for educational purposes at the University of the New World. In short, the University can make many flexible arrangements.

## **Building one's future at the University**

The University will give any Member who stays with it any considerable length of time what is usually called a liberal education in the arts and sciences. The value of a college degree is displayed in the student's character and happiness, and his influence on his environment, or it practically does not exist. Altogether too many persons are getting college degrees in most countries to guarantee a monetary profit from the experience. A monopolistic trades union job, a bureaucratic job in government and industry are more lucrative.

Certainly the University of the New World will produce a "profit" if such exists at all. What it can give more than ordinary universities is a capacity for self-knowledge and self-realization, an ability to do things in the real world that carry their own reward (as well as any attached emoluments).

It is likely, too, that the University will be developing its own cadres who will find their life's work in new forms of education outside of the ordinary world of business, government, and academia, as well as in new forms of activity whose social value will pay far more than an equivalent in dollars. When a person thinks, "What will I do afterward," anticipating what lies in store for most graduates of ordinary colleges, he may understand that his future can be most happily tied in with the University of the future.

Again, the University does not encourage the scorning of careers, but it is aimed at making careers purposeful and fruitful. It aims to show its Members how to make an enriching life experience out of a humdrum job, how to "make a silk purse out of a sow's ear," to borrow the Biblical expression.

# EVALUATION AND ACCREDITATION

The elements of the evaluation and accreditation process at the University of the New World have been alluded to from time to time in this Bulletin. They are:

1. Whatever evidence of achievement prior to coming to the University a student wishes to place into his personal portfolio, and adds to it or takes from it. The portfolio is created and controlled solely by the student. He can remove it, destroy it or build it up. The University merely holds it.

2. Actual evidence of achievements at the University deposited by a student in his portfolio: reports, articles, reviews, inventions, transcripts of discussions, certificates, letters of reference, biographical accounts, tapes, memoires, diaries, travelogues, films, musical compositions, scenarios, models, experiments, welfare projects, accounts of political and social agitation, an employment history.

3. Exchanges of letters with professors deposited in portfolio. In anticipation of his wishing evaluation and accrediting, it is recommended that a student, upon completing a project or work program in a Studio or combination of Studios, address a letter to his associated professor, describing what, to his own way of thinking, he has achieved. The Professor must reply, agreeing, qualifying, or adding his own opinion. Copies of these letters are also deposited in the student's portfolio.

4. The Council of University Friends, elected by the University Assembly, elects in turn the Independent Commission on Evaluation and Accreditation. The Commission has its seat in Sion. It is composed of qualified professional persons from different fields, not professors at the University, who are capable of understanding the evidence of achievement of students and translating it into the standards set by conventional universities of the world.

Upon request from a student for accreditation, which may be a general request for "Where I stand" or a request for specific credits, certificates, or degrees, the Commission opens the portfolio of the student and evaluates its contents.

5. The Commission writes the transcript, certificate or degree and recommends to the University Assembly that a student be granted it. The Assembly approves and grants the document to the student.

6. The Student is now equipped for the outside world. It's like a form of money. A person does not need money in the family, but he needs some in his pocket to deal with the outer world. In fact, he may need several types, for there are several kinds of currency.

## **Evaluation of evaluation**

The University's unique method of evaluating and accrediting the achievements of its Members maximizes personal freedom, assures objectivity and full justice in evaluation, and guarantees the high standards of the University. It permits the University's highly distinctive mode of operations to flourish and yet meshes that system into the conventional and degree-conscious academic world.

There is no open-and-shut answer to the question of accreditation, neither here nor elsewhere. In a basic

sense, accreditation is whatever standing one school will give to another school's students. And in the job field, it means whatever the people who control the jobs recognize as qualifications. In the United States the grading-credit system is breaking down; the accreditation system must in turn weaken. Both changes are part of the disintegration of the old order of education.

The accreditation given by the University of the New World, if and when you asked for it, is an impressive document backed by a strong faculty, good facilities, and an excellent system of studies. In the end, that is what will outface any doubts and collect whatever accrediting recognition is worth having.

Certainly, almost no power can compel some petty bureaucrat at a local teacher licensing board, state legislatures, or foreign governments backed by powerful and entrenched bureaucracies, to grant teacher licenses to well-qualified persons who happen not to have fulfilled certain unnecessary requirements or gone to certain schools. The University can only fight for its Members. It has applied for accreditation with various boards and associations for the benefit of those of its students who require it. It is glad to deal with local superintendants or admissions officers personally. It will be only a matter of time before the name of the University of the New World appears on their lists.

Students of this University can, of course, transfer into other schools. They will probably experience no more difficulty in doing so than students transferring from other good colleges and universities. The Universities will from time to time issue notices of what to expect. Meanwhile the Member can be confident that, if he wishes to study elsewhere, his University accreditation will carry him into a number of the better schools. And his degrees will be regarded as fully valuable by many of the best corporations and by governments.

Finally, it is well to point out that many students will never need to translate their achievements into con-

ventional legal tender. They may be affluent enough to avoid jobs whose bosses demand credits and degrees. They may want no further work in conventional institutions of learning. Or they reject on principle any submission to the inter-collegiate accrediting system.

### **How long does it take . . .**

Although participation in more than three or four studios is not recommended, this does mean that achievement at the University is measured by the number of studios a person has experienced. A Member could spend years in just one studio, say the Music or Decision-Making Studio. In such an extreme instance, it would be up to the studio faculty and the total University environment to soften the danger of over-specialization in the studio recluse. At the opposite extreme would be the studio-hopper who does not maintain a full interest in any project for long; at some point, studio professors would begin to refuse admission. But a great variety of useful personal programs can be developed between the two extremes.

A person's educational experience at the University is complete when he or she feels such to be the case. The question is asked: "The University has a mission in the world—when are you undertaking it?" In practically all cases, a person will feel the sense of completion; if in doubt, he or she can ask faculty and student friends.

The question of how long it takes to obtain a certificate or degree is more easily resolved. A person need only feel qualified to receive one and to request it of the Commission. Then it will either be granted or refused with specified reasons. The elapsed time is not a large factor. A student may enter from an American high school and achieve a B.A. in three or four years. Or five. If in disagreement with the award of the Commission,

an appeal may be made to the Council of Friends of the University.

In the final analysis, then, one's experience at the University of the New World will receive the recognition that it deserves, in the hearts of its Members and in the eyes of the world.