



# THE WORLD UNIVERSITY

The World Academy of Art and Science (WAAS) was established in 1960.

Plenary meetings were held in Brussels (July, 1961), in Stockholm (July-August, 1963), and in Rome (September, 1965).

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*Honorary President:* Lord J. Boyd Orr, Scotland

*President:* Hugo N. Boyko, Israel

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*Legal Advisor:* Max Habicht, Switzerland

**The World University of  
The World Academy of Art and Science  
(WAAS)**

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From the beginning the founders of the World Academy of Art and Science were committed to the idea of establishing a world university under the auspices of WAAS. The problem was to define the distinctive scope and mode of operation of such an institution. As a result of these deliberations the Academy established a World University Council to encourage and supervise the formation of an appropriate institution.

### **Council of The World University**

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Hugo Osvald, *Sweden*

Linus Pauling, *U.S.A.*

Albert Szent-Györgyi, *U.S.A.*

The President of the WAAS serves as Honorary President of The World University. An Executive Committee is authorized to take specific measures. As a means of identifying the distinctive role and structure of the proposed World University the following Declaration of Principles was adopted:

## **Declaration of the World University of the World Academy of Art & Science**

### **1**

The idea of a world university is to foster the growth of knowledge and to cultivate enlightened judgment in all that concerns the needs and aspirations of man.

In long perspective, the conception of a world university has been timely since the epoch when early civilizations began to accelerate the accumulation of knowledge and the rate and scale of interdependence. The growth of knowledge depends on individual motivation and talent, and on situations that encourage creativity. The impersonality of knowledge enables it to become a legacy common to all.

Today the timeliness of the idea of a world university is beyond reasonable reservation. The expansion of science and technology has put at our disposal an unparalleled instrument of fulfillment or destruction; if man is to take the future evolution of body, mind and civilization in his own hands it is imperative to find more effective ways of integrating what he knows with what he does.

The world university begins with no unalterable blueprint. The approach is exploratory and self-appraising. The university will endeavor to supplement, without duplicating, the institutions presently devoted to higher education, inquiry and consultation.

Above all, the world university proposes to identify and to serve the common interest of mankind, not by hovering at a height ostensibly distant from humanity, but by offering a means whereby inquiring minds can relate themselves and their intellectual specialties to a conception of human dignity that is open to continual clarification in the light of the changing environment.

No human institution can be sure of choosing the procedures through which its long range aspirations for humanity can be realized and not betrayed by failures of motivation, judgment or luck. The world university is initially committed to a series of informed guesses about the arrangements that will harmonize performance with goal.

## 2

The University is a unique establishment: it is responsible to The World Academy of Art and Science, which is a worldwide, non-official institution composed of individuals coming from diverse national background who have been chosen for eminence in the natural and social sciences and in the humanistic studies. The Fellows of the World Academy are a sample of the world's most significant contributors to knowledge. National communities are under-represented whose members do not as yet participate fully in the universalizing civilization of science and technology. Nevertheless, as presently composed, the Academy provides auspices for the World University in which multi-national experience and individual responsibility are combined to mitigate the pressure of more parochial interests. The Fellows of the Academy cut across the diversities of tradition, language and social structure which, unless fused by creative imagination and effort, dissolve the latent commonwealth of man into warring congeries of special interest groups.

Attached to the World Academy of Art and Science, the World University is formally responsible to a community of scholars who share an inclusive concern for man as man. The members of the Academy endeavor to support and to become effective instruments for the realization of a world order in which human dignity is honored in deed as in word.

The World University is committed to a flexible structure whose primary units (centers) though specialized are contextually oriented. To prescribe that the primary units shall be specialized is to recognize differentiations within the field of modern knowledge. Contextuality implies concern with the potential impact of knowledge, however detailed, on man. Hence the program of a primary unit of the World University includes the consideration of social consequences and of policy implications. The units are interdisciplinary among adjacent fields of specialization; they also include specialized competence in examining the interplay between knowledge and the social and physical environment.

The primary units (centers) of the World University are from the principal sub-divisions of science and scholarship. It is redundant to itemize the current categories by which these sub-divisions are referred to. For the present the broad picture is enough: specialists focus on man and other biological forms; on the physical environment, including the earth, other solar satellites and the galaxies; and on the social environment, with its ever changing institutions.

In order to encourage flexibility the World University will not begin with faculties in compartmentalized traditional divisions. The primary units (centers) may be institutes, departments, schools or programs. The primary units are encouraged to initiate "cooperating centers" within the comprehensive framework of the university. A primary unit (center) is eligible to join as many world university co-operating centers as it desires. For example, a primary unit that specializes on communication among the members of a species of primates may opt for membership in cooperating centers on primates, on communication, and so on. A unit of microbiology may belong to cooperating centers on microbiology, on systematic biology, and so on.

Primary units and cooperating centers will be served by the central organs of the World University. Of fundamental importance in this connection is assistance in realizing interdisciplinary and contextual objectives.

A means of furthering the common purpose will be traveling World University Fellows who will receive hospitality at the appropriate centers. The most distinctive Fellowship program will be designed to provide the primary units with specialized talent to participate in seminars on the social consequences and policy implications of knowledge. For example: a specialist in law and organization who is concerned with the immediate and the eventual significance of microbiology for public policy may spend his Fellowship period at two or three research centers where, among other activities, he participates in the continuing seminar on the social consequences of science. The continuing seminar may develop memoranda and audio-visual materials of sufficient importance to be circulated through the entire university, and ultimately to the official and unofficial public.

If the policy implications of knowledge for the world community are to be given adequate consideration the World University must provide mechanisms by which attention is directed to major problems or problem areas. The World University will initiate or give effect to proposals to establish "commissions" to serve as task forces to explore emerging or neglected issues. Example: the growth of modern technology has led to large scale pollution of soil, water and air, with cumulative danger to life. Perhaps World University commissions can expedite the solution of the scientific and technical problems involved, and formulate programs for applying the new technology in ways that will contribute most to building the world community.

Task force projects will be developed within the framework, and in harmony with, the programs of the World Academy of Art and

Science. The conferences of the Academy, for instance, have frequently identified two broad goals of world policy which are bound to affect the specific initiatives of the World University: *Security*, or the elimination of war and of scarcities attributable to food-population imbalances: *freedom*, or the protection of wide areas of responsible choice from erosion by biological or cultural engineering.

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As the preceding paragraphs imply, the World University and the World Academy include among their aims the cultivation of more equal participation in scientific and technical civilization throughout the globe. The University will give attention to programs designed to multiply regional centers of strength in advanced education, research and consultation. In this connection it may be feasible to encourage the formation of information storage and retrieval networks to serve the scientific and scholarly needs of users everywhere.

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The World University's commitment to a contextual viewpoint and to more balanced cultural development will be furthered by originating and disseminating programs of instruction that contribute to modes of education adapted to the urgent needs and opportunities of the world community. To some extent education is a matter of following a syllabus of recommended reading. In part it is exposure to audio-visual experiences that give vividness and context to detail. Education is more: it implies experience with people and procedures as well as with articulated principles. Hence the World University encourages careers in which life in the laboratory or on field expeditions is accompanied or punctuated by opportunities to take a hand in world task projects at the margin where

knowledge and institution-building merge with one another. Alienation among specialists, and between specialists and non-specialists, can be ameliorated by discovering common interests in the course of joint activity. Ego-segregating tendencies can be partially offset by encouraging the self-integrating tendencies that are likewise present in man's basic potential.

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The World University is committed to a structure that combines unity of purpose with dispersal of units. The idea of a world university does not allow it to be a religion with a Holy Place, or an instrument of cultural unbalance. Therefore the University does not contemplate the erection of a huge, centralized campus. Although such a facility would possess some symbolic advantages, we believe that the cultivation of enlightenment, and the use of enlightened judgment on public problems, are better symbolized by co-centers throughout the globe than by a single super-campus.

The World University's commitment to dispersity is in no way incompatible with obtaining whatever facilities are best adapted to its several tasks. No doubt edifices will be acquired in many parts of the world to provide conference and task force headquarters or to store and exhibit special collections. However, since the World University is a moral expression of the actual or latent unity of the world community of knowledge, the fundamental policy is to strengthen the whole rather than to aggrandize its instrument. The expectation is that world regions will presently provide sites for co-centers adapted to the needs of the locality.

The "unity-with-dispersity" principle is announced at the beginning of the World University's life in order to strengthen the self-correcting tendencies that work against the dispositions to over-centralize. Studies of organization have identified several factors which tend to swing the balance toward centralization. For example, the

immediate convenience of central officials and staff typically favors centralization: thus propinquity cuts down the time required to obtain stored information or consultation. There is the seductive appeal of a monumental edifice and a many-bodied staff, which by arousing respect in others guild the inner image of the self. In our era of rapid communication and of greater self-awareness "unity-with-dispersity" is a viable policy.

The President of the World Academy of Art and Science will be the honorary and supervising head of the World University. The Chairman of the Executive Committee of the World University will be the active head. The Chairman will be responsible for the planning and general administration of World University operations.

We emphasize the importance of planning for immediate and long term future contingencies, and of continuing self-appraisal of past and present relationships between objectives and performance. If immediate acts are to harmonize with ultimate aims, long-range objectives must be defined with sufficient clarity to provide practical guidance. The Executive Committee is composed of the President, the Chairman, the Treasurer, the Executive Secretary, and three other members. With the exception of the President, who serves ex officio in his capacity as President of the World Academy of Art and Science, the Executive Committee chooses its officers.

In order to ensure continuity during the early stages of formation, the Executive Committee of the World University is authorized to name its own members for a six year period beginning in 1968. Thereafter the members are chosen at a joint meeting of The World University Council and the officers of the World Academy. The Council meets at the request of the President. The Executive Committee of the World University will nominate two of its members every two years to serve six year terms each.

The Executive Committee is authorized to designate primary units as members of the World University. It is understood that the unit is prepared to cooperate in the programs of the World University. The Executive Committee is authorized to establish World Task Forces (commissions) and to accept or develop the facilities required by University programs.

The primary units, the cooperating centers, and the task forces (commissions) of the World University are authorized to send a member each to the Council of the World University.

The Executive Committee reports regularly to the Council of the World University, cooperating with a Council to prepare an audit and a review of the activities of the University for report to the World Academy.

The Executive Committee of the World University will provide for the appointment of World University Fellows, cooperate in the activities of the World Academy, and in general engage in activities that further the aims of the University.

The Executive Committee will maintain a commission on cooperation with Academic and Professional Associations in order to facilitate joint operations with the World Academy.

The Executive Committee is authorized to obtain funds for the World University and to assist in obtaining support for its primary units. The sources of funds of the World University are to be publicly announced at periodic intervals. One aim is to maintain sufficient diversity among sources of support to sustain both the appearance and the fact of independence.

#### Recapitulating the goal:

The idea of a World University is to foster the growth of knowledge and to cultivate enlightened judgment in all that concerns the needs and aspirations of man.

### **Distinctive Features of the World University**

As the Declaration indicates the World University of the WAAS has several distinctive features:

First, the auspices are transnational and representative of the highest level of achievement in the advancement of knowledge.

Second, the emphasis is interdisciplinary and provides for continuing consideration of the social consequences and social implications of knowledge.

Third, specific means of furthering the distinctive aims include:

- a) World University Fellowships designed to encourage the examination of social consequences and social implications at each cooperating center of the University.
- b) World University Commissions sponsored for the purpose of clarifying objectives and strategies in an area of public policy.
- c) World University and WAAS Conferences and publications planned to formulate and disseminate knowledge.

Fourth, the World University is planned to supplement, not to supplant, existing institutions of higher learning. It is not, therefore, restricted to one super-campus. It is dispersed around the globe among primary units and provides auxiliary facilities for the advancement, dissemination and application of knowledge.

### **Structure of the World University (WAAS)**

In synopsis, the structure of the World University provides the following:

1. *The World University Council* is selected by the World Academy of Art and Science (WAAS) to encourage the formation of a World University.

2. The *Honorary President* of The World University is the President of WAAS.
3. The *Chairman* and the *Executive Committee* of the World University are chosen by the Executive Committee of WAAS. When fully established these selections will be made as The World Council provides. In conjunction with the Honorary President, the Chairman and the Executive Committee are responsible for the development and administration of the World University. It assembles the original *Board of Trustees*.
4. The *Cooperating Centers* are the primary units of The World University. They are designated by the World University in recognition of their achievement and promise in interdisciplinary research and training. The centers group themselves by field and subfield.
5. The *Co-ordinating Council of the Cooperating Centers* of the World University is composed of the Coordinators of each group of Cooperating Centers.
6. The *Council of World University Commissions* is composed of the chairmen of the Policy Commissions of the World University.
7. The *Council of Academies and Societies* is made up of representatives of each organization affiliated with the World University (and the W.A.A.S.).
8. The *Finance Board* of the World University is designated by the Executive Board. The *Treasurer* of the World University is Vice-Chairman of the Board. The Finance Board is responsible for current fiscal administration and endowment funds.
9. The *Program and Review Board* of the World University is chosen by the Executive Board to propose programs and to provide for the appraisal of the efficiency of their execution and the magnitude of their impact.
10. The Executive Committee names additional Boards to manage activities of the World University (such as the Fellowship Program).

#### **World University Co-operating Centers**

The World University designates as primary centers those institutes, departments or sections whose purposes and achievements har-

monize with the objectives of the World University and the WAAS, and which desire to cooperate in their realization. The first cooperating centers are:

*Saline Irrigation and Water Purification*

Co-ordinator, Hugo Boyko  
Director, Saline Agricultural Research Institute  
P.O. Box 534, Rehovot, Israel

*Microbiological Engineering*

Co-ordinator, C.-G. Hedén  
Head, Dept. of Microbiological Engineering  
Karolinska Institute  
Stockholm, Sweden

*Fluctuating Phenomena*

Co-ordinator, G. Piccardi  
Professor, University of Florence, Italy

A number of centers and groups of centers are in process of formation: In the Food Sciences, Professor Georg Borgstrom, Michigan State University, East Lansing, Michigan, U.S.A.; in Regional Sciences and Planning, Professor Walter Isard, University of Pennsylvania, Philadelphia, Pa., U.S.A., and in the social and legal sciences.

The World University centers, though interdisciplinary, will undoubtedly evolve in interaction with conventional maps of knowledge. The following checklist is a provisional reminder of such conventional categories:

*DIVISION A — MATHEMATICS, PHYSICAL SCIENCES AND ARTS*

Section 1—Mathematics

- 2—Physics
- 3—Chemistry
- 4—Astronomy and Earth Sciences
- 5—Engineering and Technologies

*DIVISION B—LIFE SCIENCES AND ARTS*

Section 1—Biophysics and Biochemistry

- 2—Botany, Zoology and Microbiology
- 3—Physiology and Experimental Psychology
- 4—Social Biology and Medicine

## *DIVISION C—CULTURAL SCIENCES AND ARTS*

- Section 1—Philosophy and Theology
- 2—History and Archaeology
- 3—Social Anthropology and Systematic Social Theory
- 4—Communication and Social Institutions
- 5—Literature and Arts
- 6—Education
- 7—Organization and Social Institutions
- 8—Planning and Administration

### **World University Commissions**

The World University proposes to appoint commissions on problems of public concern or of importance to the specific problems of research and training. Each commission will be transnational in membership and obtain secretariat facilities from the central administrative services of the university. The commission device is an indispensable means of clarifying the goals and strategies of public policy and especially of disseminating knowledge of, and concern for, the social consequences and implications of science and technology.

It is relevant to bear in mind the principal priorities that have been emphasized in the discussions of the WAAS concerning objectives for the world community:

*SECURITY:* The elimination of War and of scarcities attributable to imbalances of food and population.

*FREEDOM:* The protection of wide areas of responsible choice from invasion by biological or cultural engineering.

Among the many proposals under consideration only three will be mentioned here:

#### **The World University Commission on the Dissemination of Specialized Knowledge**

Regions of the world differ from one another in readiness to receive and use specialized knowledge of man and nature. The Commission would be concerned with identifying barriers to the flow of

specialized knowledge across frontiers of culture and social position. Many of the relevant boundaries are *inside* nation states, and follow urban-rural, tribal-national, or religious lines. The responsibility of the Commission would be to explore the strategies best adapted to the task of mobilizing the motivations and facilities necessary for optimal access to specialized knowledge. Often the problem is to provide for speedy translation and popularization of research results, and for the development of differentiated networks of communication.

### **Commission on Youth, Science and Education**

The relations of young people to science and education differ widely in various parts of the globe. The youth of traditional, industrial, and industrializing regions perceive science as a heroic career or as a dangerous and upsetting scourge; or as something in between. The responsibility of the proposed Commission would be to clarify the long range and more immediate criteria appropriate to the educational policies in the world community. It would be necessary to review the changes in the curriculum of professional and general education, and in the methods and organization of colleges, schools and institutes. Challenging and promising innovations would be noted and provisionally evaluated where possible.

### **Commission on Genetic Engineering and Public Policy**

It is not unusual to find that public policy is poorly prepared to cope with the problems bound to be created by a foreseeable expansion of knowledge. Scientific advances in the field of genetics have proceeded with accelerating velocity in recent years, and it is evident that fundamental questions of public policy cannot be deferred indefinitely. The Commission would perform a useful function in providing expert judgment of the pace of scientific advance, separating fact from fiction, and directing attention to workable alternatives of action by official and private agencies.

### **World University Fellowship Program**

The World University Fellowship Program is one of the chief instru-

ments available to the University for the accomplishments of its objectives. The presence of the Fellows at the Co-operating Centers is a reminder of the transnational character of the intellectual life, and a means of strengthening transnational institutions. This implies, for example, that preference will be given to Fellows who concern themselves with the distinctive themes of the World University — interdisciplinary cooperation and the social consequences and implications of knowledge.

For example, preference will be given to physical and biological scientists who desire to explore the social consequences and policy implications of their specialty, and who would benefit by close association with centers of legal and social research. Preference will be given to specialists in the legal and social sciences who need intimate knowledge of the state of research and the outlook in various scientific fields.

World University Fellowships are also adaptable to professional training in new careers of direct importance to the world community. New institutions are in process of development whose function is to foster research on peace and proficiency in the peaceful resolution of conflict.

World University Fellowships can be coordinated with the commissions established for specific policy purposes by the University. Fellowships can be granted to competent individuals who are willing to study some of the specialized questions that arise in connection with the World University itself, such as the appraisal of its programs.

One result of the World University Fellowship Program will be the formation of a competent professional body of generalists to supplement the specialists, both of whom are essential to the total enterprise of science and the world community.

### **World University Travelling Seminar Programs**

One of the relatively distinctive instruments at the disposal of the World University is the travelling seminar program. It is intended to intensify the dialogue among the component elements of an institution dispersed throughout the globe. The periodic conferences of The World University and the World Academy of Art and

Science gain impact when they are culminating events in a continuing process of preparation. The Travelling Seminars are envisaged as teams of specialists able to lead seminar discussions of selected problems concerned, for example, with the social consequences and implications of new knowledge. Team members will benefit from informed criticism of their analyses and proposals; and all participants will be stimulated to fuller understanding of their roles. Some teams may stay together for a month or less, and visit few places. Others may travel together for longer periods and visit more centers.

*See next page for World University Support*

## World University Support

The preceding pages do not present an exhaustive inventory of the manifold potentialities of The World University of the WAAS. They do, however, indicate the wide range of funding opportunities for individuals to receive or to confer recognition by funding a University activity or facility. The following partial checklist is a reminder:

*The John and Mary Smith World University Fellowships in:*

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*The John and Mary Smith World University Conference Program in:*

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*The John and Mary Smith World University Cooperating Program in:*

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*The John and Mary Smith World University Commission on:*

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*The John and Mary Smith World University Travelling Seminars in:*

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*The John and Mary Smith World University Facility for:*

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(Regional Research Center; Conference Center; Data Center and Service; Publication Series [print]; Audio-Visual publications [films, TV, tape].)