

## System Type: *atis*AutarkSystem

(*System type* is part of the metatheory and describes configurations and properties that characterize a specific system.)

**Autark system**,  $_{AT}\mathfrak{S}$ , =<sub>df</sub> an organic system that is organic-essential closed.

$$_{AT}\mathfrak{S} =_{df} \circ \mathcal{W} \mid \circ \mathcal{W} = \mathfrak{C} \mathfrak{S}$$

**Autark system** is defined as an organic system; such that, the organic-essential subsystem is closed.

Initially an autarky was conceived as an economic system. However, the precepts of such a system being one that establishes an organic-essential closed system can be extended to any system that establishes an organic-essential closed partition. Any system that can be viewed as having its own “ecosystem” that it closes to its negasystem is an autark system. Economic autarky, biological autarky, social autarky, and education autarky are some of the systems that can be designed as autark systems.

An autark system is a self-sufficient system; for example, a system that is economically independent. A country may attempt to establish a national autarky by adhering to a policy of self-sufficiency and blocking imports and economic aid. Certain religious communities attempt to isolate themselves from the rest of the country in which they live. The Amish and initially the Mormons attempted to sustain a viable autarky. Schools established to further a specific faith attempt to further a religious autarky where they attempt to close off all other religious influences.

**Examples:** There are few sustainable social autark systems. North Korea comes the closest today to a society that attempts to maintain itself as an autark system; that is, a society that restricts as much as possible all input. Prior to 1970, villages on the Bolovens Plateau may have been autark systems; that is, villagers would never travel more than 5 miles from their home and the community was self-sufficient with crops and hunting. Only in very closed societies are schools an autark system in that the entire community represents the instructional process, and the community is closed to the “outside world.” Further, only societies in which the school is an organic-essential entity would such schools be considered autark systems. The school is an entity of the society and receives input from the society and is, therefore, not an autark system.