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## Universities for Senior Citizens and Their Development Chances

1. Universities for senior citizens only have a chance of developing in the long term, if they see themselves as a forum for the entire academic intelligentsia of the older generations in our society. They are just as diverse and multilayered as the older generations themselves.
2. The academic intelligentsia of the older generations includes not only emeritus professors and researchers but also older students.
3. The academic intelligentsia of the older generations includes the male and the female intelligentsia.
4. Universities for senior citizens only have a chance of developing, if they grow out of the initiative of the senior citizens themselves and are oriented towards the academic interests of this group. What senior citizens wish to find out and which abilities they want to acquire during their studies, are questions only the senior citizens can answer. No one can do this in their stead.
5. Universities for senior citizens only have a chance of developing, if they take up the diverse primary knowledge interests of the elderly by offering sufficiently diverse subject-matter. (Interests concerning basic knowledge, interdisciplinary questions, problems on the meta-level and questions of wisdom.)
6. Universities for senior citizens only have a chance of developing, if the knowledge produced by them is perceived as an academic asset within the University.
7. Universities for senior citizens only have a chance of achieving recognition in the rest of society and from the mainstream universities, if they contribute to solving the central questions of the age and do not purely or primarily deal with problems affecting the older generations.
8. The current programme for senior citizens, in which senior students attend normal lectures and seminars as “guests”, only has a chance of developing, if it is linked to related institutions such as the *Studium Generale* or to efforts to promote *public understanding of science*. Academic studies for senior citizens should not be reduced to an attempt to promote general education or academic education for non-academics.
9. Under the existing conditions of under financed and overfilled universities, universities for senior citizens only have a chance of developing, if they organise themselves to a great extent and (through private organisations, academic societies or foundations) finance themselves.
10. Independent higher education institutions for senior citizens do not have any chance of developing, if they remove themselves from academic relations with the universities.

(translated by Samuel Harding)