

Institute. It will be clearly seen that all the representatives so chosen are personally and daily concerned, each in his own professional or business sphere, with the work the universities do and with the fitness of the products they turn out. There are no elections in this matter. Fellows of Royal Societies and other self-respecting professional and business men would not offer themselves for 'election', and bear the indignity of standing against one another as candidates. That is one of the elements of elections which makes elections out of place in university spheres.

This freedom which British Universities possess to secure only the right men in their assemblies is a priceless gift of the Royal Charter, and it might be well worth fighting for in India.

With the advent of constitutional independence in India, have not the time and the opportunity arrived for us to consider these things and to take steps to secure the academic freedom of our universities and to raise their present somewhat middling status and reputation in the learned world? If we are to do this, we must first tackle our constitutions, in which, if the British Universities can serve as a model, there is no room either for political or so-called 'popular' elements. Universities cannot be efficiently run either by politicians or by the public; they should be the most secluded and exclusive institutions in our midst. Then alone can they remain untarnished and on a higher level than any other secular institution.

So, instead of the so-called 'constituencies'—the very word has a political connotation

and, therefore, quite inappropriate in university parlance—which 'elect' so-called 'representatives' to the Senates of many Indian Universities, one would like to see their places taken by professional and commercial organizations, which are deeply and genuinely interested and concerned with the education we give, and, more important still, with the products we turn out. It is not the politicians or quasi-politicians, but the great professions and businesses of the country which are most intimately concerned and handicapped when the universities turn out so many misfits. One would, therefore, like to see a complete change of outlook on the part of the public generally, and a thorough overhaul of constitution of university assemblies. In addition to experienced educationists, principals of colleges and professors of university status, room should be made in the Senates of Indian Universities for representatives nominated by the Institution of Engineers of India, the Medical Councils of India, the Bar Associations, the Research Institutes, the Defence Forces, the Chambers of Commerce, the Trades Associations, the Mill-Owners' Associations, the Planters' Associations and other respected bodies and societies of this kind, whose unprejudiced guidance as to what they expect our highest seats of learning to achieve would be of inestimable value.

If this were done, and if our university constitutions were remodelled on these lines, we could eliminate all elections and all official nominations from the Senates of universities. This, I am convinced, is an ideal worth achieving.

## LANGUAGE MEDIUM OF SCIENCE IN UNIVERSITIES

AT the Silver Jubilee Celebrations of the South Indian Science Association in Bangalore, a discussion was held on the 26th March on the subject of the Medium of Instruction in Science in Indian Universities. Eminent scientists, administrators and educationists participated in the debate which was presided over by Sir C. V. Raman.

Introducing the subject of discussion, the President emphasised the backwardness of India in Science education and research, and pointed out that, for the uninterrupted progress of science in the country, free interchange of knowledge with the world stream of scientific thought was indispensable.

The discussion took into consideration all the important aspects of the question including the necessity for bringing the knowledge of the pro-

gress and potentialities of modern science to the mass of people in India, most of whom are ignorant of English. The imperative need of scientists and technologists in India to keep always in contact with international work in their respective fields of specialisation was also considered. It was unanimously agreed that the objective of mass education in science could be best achieved by teaching science in secondary schools in the language of the province, retaining, however, the current English scientific terminology. In the universities and advanced institutions of scientific research, the speakers recommended that science should continue to be taught and scientific work to be published in English for a number of years to come, to avoid hampering the progress in the scientific advancement of the country.