

for secondary schools and the "Code" for elementary schools, the omission of the large body of details or illustrations contained in previous regulations throws much more weight on general terms such as "recognition" or "approval," or "satisfaction," "efficiency," "sufficiency" and "suitability."

There is nothing new in the reservation to the Board of absolute and final discretion to interpret its own regulations or decide whether grant is or is not payable. That is common form in most Departmental regulations for subsidised services. There is also nothing new in the use of the general terms above mentioned.\* But the context is so scanty that it gives hardly any line for their interpretation, and affords little ground for remonstrance against adverse interpretation as going beyond standards indicated elsewhere. Apart from a few mandatory regulations, the regulations might be almost summed up in a single general regulation. It is obvious that if the "satisfaction" of the Board is to be a reality, and based on real knowledge of the working of the system of education as distinguished from its machinery and the facts capable of statistical presentation, its information must be derived more than ever from inspection; and the tendency of the new regulations is to direct the inspector's attention rather to the work of an area as a whole than to particular "cases."

The Board's new regulations are a bold and very interesting experiment. They give a wider discretion

\* As is pointed out in Chapter III, "efficient" has meant, for grant purposes, nothing more than "not conspicuously inefficient."