

the legislature returned control of educational matters to the counties (Chapter 407, Acts of 1868). Issues concerning local schools were to be referred to the voters, who elected both the Board of County School Commissioners and the Board of School House District Trustees. The State continued to fund the schools, however, through the ten-cent tax on every hundred dollars of property. The Principal of the State Normal School could receive reports from county boards and Baltimore City and make recommendations to the Governor and General Assembly, but had no authority. The reactionary law of 1868 was amended in 1870. A Board of State School Commissioners was created, appointed by the Governor. Under the new law, circuit court judges appointed boards of county school commissioners, who, in turn, selected district school commissioners (Chapter 311, Acts of 1870). Free public schools were mandated for Negro children in 1872, under the control of the existing county and district boards (Chapter 377, Acts of 1872). The office of Superintendent of Public Instruction was revived in 1900 with limited duties of collecting and diffusing information (Chapter 428, Acts of 1900). School attendance was made compulsory in 1902 for children between the ages of eight and twelve; children over age twelve were not required to attend school if they were gainfully employed and could read and write (Chapter 269, Acts of 1902).

State Department of Education. At the legislature's behest, an educational survey was undertaken in 1914 after release of disturbing illiteracy figures for Maryland. Basically an indictment, the survey report had a major impact on shaping education in Maryland. The surveyors found inadequate buildings, frequent truancy, and badly trained teachers, supervised by political appointees poorly educated themselves. Funds were ample but distributed without regard for accountability. The Superintendent's office had almost no staff and no authority to implement changes. The survey demonstrated the need for efficient administration and supervision of schools and public school funds. In response, the General Assembly created the State Department of Education, headed by the State Board of Education, and administered by the State Superintendent of Schools, backed by professionally qualified staff (Chapter 506, Acts of 1916). Appointed by the Governor with no regard for political affiliation, county boards of education in turn named the county superintendent of schools and district school boards. Professional standards were set for State and county administrators, and standards for teachers were written into law. Policy was formulated at the State level and administered by professionals. Ages for compulsory school attendance were extended, minimum salaries for "white" teachers increased, and the school year lengthened in Negro schools.

In 1918, Maryland accepted provisions of the federal Smith-Hughes Act which added vocational education to the curriculum. State law was amended subsequently to establish a State Equalization Fund to aid poorer counties in 1922; create the State Teachers Retirement Fund in 1927; initiate education for all handicapped children through State and federal funding in 1929; and build schools for baby boomers with the School Construction Loan Fund of 1949. Desegregation of Maryland schools began in 1955.

The basic foundations were laid in 1916 for the current State Department of Education, which became a cabinet-level department in 1976 (Chapter 539, Acts of 1976). The general care and supervision of public education are vested in the Department, consisting of the State Superintendent of Schools, appointed by the State Board of Education, and the professional staff employed by the Board to assist the Superintendent.

The State Department of Education is organized into nine divisions. The State Superintendent of Schools directly oversees the Division of Library Development and Services, and the Division of Rehabilitation Services. Four divisions are overseen by the Deputy State Superintendent for School Improvement Services. These include Career Technology and Adult Learning; Compensatory Education and Support Services; Instruction and Staff Development; and Special Education. The Deputy State Superintendent for Administration oversees the remaining three divisions: Business Services; Certification and Accreditation; and Planning, Results, and Information Management.

STATE BOARD OF EDUCATION

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The State Board of Education has general control and supervision over public schools and the educational interests of the State. It sets policy for the administration of the public school system by adopting bylaws and regulations which have the force of law (Code Education Article, secs. 2-201 through 2-205). The Board, often through the State Superintendent of Schools, consults with and advises county boards of education, superinten-

dents of schools and their staffs, principals, and teachers. It also mediates disputes arising from the twenty-four local independent school districts in Maryland.

With the advice and counsel of the State Superintendent of Schools, the State Board of Education sets standards for instruction in schools and for programs in public libraries and vocational rehabilitation. The Board also sets the standards for certification of teachers and other professional personnel and for requirements to graduate high school. If local school districts do not comply with State standards, the Board may recommend that State funds be withheld from those districts. For schools which consistently fail