

Annual Report to Records Management Division of Department of General Services on forms management due July 31.

Annual Report to Secretary of General Services on personal records.

Annual Report of Education Coordinating Council for Correctional Institutions to Governor & General Assembly due June 30.

Annual Report of Education Coordinating Council for State Hospital Centers & Juvenile Institutions to Governor & General Assembly due June 30.

Annual Report of Interagency Advisory Committee for Early Childhood Development and Education to Governor due June 30.

Annual Reports of Interagency Advisory Committee for Early Childhood Development and Education of data on education and childcare programs or services.

Annual Report of Rehabilitation and Employment Advisory Commission to Governor, Legislative Policy Committee, & appropriate State agencies on any findings and recommendations resulting from annual update of State Plan for rehabilitation & employment of the disabled.

Annual Report of State Board of Education to Governor.

Annual Report of State Board of Education to Governor on vocational rehabilitation.

Annual Report of State Board of Education to Governor & Legislative Policy Committee on accountability plans due before first day of regular legislative session.

Quarterly Report to Secretary of Personnel on part-time positions.

Report to Secretary of Budget & Fiscal Planning & Legislative Auditor on account examinations of private care providers under State contract due periodically.

Semi-annual Report to State Treasurer on anticipated debt during next seven-month period due Jan. 1 & July 1.

ORIGIN & FUNCTIONS

Before Maryland developed a system of public education in the nineteenth century, formal education was limited to the wealthy who educated their children abroad or in local academies and considered education the duty of parents, not government. The British concept of "free schools," privately endowed institutions providing a classical education to upper class children and subsidizing a few charity pupils, was influential. Nonetheless, legislative appropriations to private academies incensed farmers and poor folks who resented paying for the education of rich men's sons and thought any taxation to support schools was more of the same. Local opinion favored local control, and local politics resulted in the appointment of poor teachers, mismanaged funds, and voter apathy. The fervor of Jacksonian democracy led to strong public educational systems elsewhere but had little effect in Maryland. Concern for education was often expressed; consensus was rarely reached; and only when public outcry became quite insistent did the legislature act.

In the colonial period, Maryland attempted to establish free schools. The General Assembly, in 1695, assessed a tax on the export of furs to raise funds for these schools. In 1696, certain gentlemen, having subscribed quite liberally themselves, were appointed as a board of trustees and visitors to establish first a free school in Annapolis, then one on the Eastern Shore, and ultimately a free school in each of the existing twelve counties, as funds allowed (Chapter 17, Acts of 1696). Yet, only one school was founded—King William's School (later St. John's College) in Annapolis. In 1717, another financing act taxed importation of Irish Catholic servants and Negro slaves to support public education (Chapter 10, Acts of 1717). Enough funds had accrued from the various taxes by 1723 for a distribution to be made to the twelve counties. Boards of trustees were appointed in each county and instructed to purchase one hundred acres of land in a central location with a dwelling house and other conveniences for a schoolmaster, who was to be paid twenty pounds per year (Chapter 19, Acts of 1723). A 1728 law specified that the schoolmaster was to teach as many poor children as the local board determined, indicating that the "free schools" were not tuition-free (Chapter 8, Acts of 1728). Apparently, schools established under the 1723 act soon were floundering due to lack of funds and qualified teachers, despite additional revenue from fines, forfeitures, and the estates of intestate persons. In several instances, county schools were absorbed by the flourishing private academies or consolidated with schools of adjoining counties.