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OF THE

National Education Association

The Advance of the Teacher Retirement Movement

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FOREWORD

As early as 1884 the National Education Association advocated retirement annuities for teachers of long service. It was not until 1896 that the first state teacher retirement system was established, altho a few local systems went into effect previous to this date.

During the last thirty years progress has been rapid. Twenty-four states and territories, with approximately sixty percent of the teachers of the nation, have adopted state wide retirement systems open to all teachers. Seventeen other states have state or local retirement systems applicable to teachers in certain communities. There are now few states without some form of a teacher retirement system.

Just as hundreds of progressive industrial concerns have recognized that business efficiency is increased by the adoption of sound plans for the retirement of superannuated employees, progressive state school systems are recognizing that teaching efficiency is increased by the adoption of sound plans for the retirement of teachers. We may confidently look forward to the time when every state in the union will have adopted a modern plan for the retirement of disabled or superannuated teachers.

The material presented herein was prepared under the leadership of the Committee on Retirement Allowances, of which Miss E. Ruth Pyrtle is chairman. The Association is glad to make it available for general circulation as an issue of the Research Bulletin. This number should be of great value to those working for sound retirement legislation.

J. W. CRABTREE, *Secretary,*
National Education Association.

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Fundamental Principles of a Teacher Retirement System¹

(Revised and extended)

I. Membership Required of New Teachers; Optional for Those in Service

Membership should be compulsory for teachers entering the service after the enactment of the retirement law; optional for teachers already in service.

A retirement system is primarily an efficiency measure. It reduces to a minimum the probability that teachers rendered inefficient by old age will continue in service. The benefit thus accruing to the children is likely to be partly lost if membership is optional.

Early entrance into the retirement system is desirable for a number of reasons: (1) It tends to stabilize the profession and to give the teacher a professional attitude. The enactment of a retirement system, in itself recognizes that teaching offers a permanent career rather than a transient occupation; (2) If the teacher begins his deposits at an early age, a lower rate of deduction from salary will provide as large or a larger retirement allowance. The funds have a longer period over which to accumulate, and the effect of compound interest is increased. The fact that the percent of salary deducted is increased if entrance is delayed, acts as a greater deterrent to entrance each year joining is postponed; (3) Young people are likely to look upon old age as too remote to require early provision, and consequently, unduly delay becoming members; (4) Membership under a retirement system early establishes a habit of thrift; (5) Teachers already in service, by becoming members, guarantee that all teachers can be retired upon reaching old age; (6)

If the teacher leaves service before age of retirement, the deposits made by him are returned in the form of cash, and he has had a lesson in wise thrift; (7) Even if the turnover of membership in the retirement system is high, the effect is to increase the ease with which an adequate reserve is built up.

Some objections have been offered against requiring immediate entrance of new teachers.² Although there are arguments to support this attitude, the weight of the evidence is against it.

Teachers already in service should have option as to whether they will become members of a new retirement system, this option to be exercised within a reasonably short period.³ It would probably be desirable to require all teachers to become members, including those already in service if it were not for the fact that those in service, not understanding the purposes and advantages of a retirement system, are likely to oppose the enactment if membership is made compulsory for them. It has been the experience that when proper information is issued practically all the teachers already in service enter the retirement system.

II. Guaranties to Both Teacher and Public

Retirement ages and rules should be defined and administered so as to retain teachers during efficient service and provide for their retirement when old age or disability makes satisfactory service no longer possible. The retirement allowance should be sufficient to enable the retiring teacher to live in reasonable

¹This statement of principles represents a revision and extension of those originally published in the May, 1924, *Research Bulletin of the National Education Association*, pages 69 to 73. A revision of the original statement of principles was published in the May, 1926, *Research Bulletin of the National Education Association*, pages 98 to 113. Other statements of principles for teacher retirement systems may be found in the following references:

Cubberley, Elwood P. *State School Administration*. Houghton Mifflin Company, Boston, Mass., 1927. Chapter XXIV, pp. 661-662.

Housman, Ida E. "A Preparatory Program for Retirement Legislation." *Educational Review*. Vol. 73, No. 5, May, 1927. pp. 284-286.

Palmer, Nida P. *Pension Systems for Public School Teachers*. U. S. Department of the Interior, Bureau of Education, Bulletin, 1927, No. 23, Government Printing Office, Washington, D. C., pp. 48-49.

²The early statements of the fundamental principles of a teacher retirement system included the principle that beginners should be exempt up until some such age as 25. See May, 1926, *Research Bulletin of the National Education Association*, page 98.

³It has been suggested that the retirement act should make teachers already in service members of the retirement system unless they file a specific request for exemption.

comfort, thereby removing the temptation to remain in the classroom beyond the period of efficient service.

Both the teacher and the public should be assured certain definite results. Every teacher should be assured the certainty of a retirement allowance. Furthermore, the amount of this allowance must be adequate, so that the retired teacher can maintain a respectable standard of living.

The public should have the guarantee that its Board of Education may retire teachers incapable of effective service due to advanced age or disability. When an adequate retirement allowance is provided for, the Board is in a position to maintain the efficiency of its school system.

Some advocate the stating of an age at which retirement is automatic and beyond which no teacher can remain in service. The general effect of such a provision is probably to increase the efficiency of the schools.

In the last analysis, the benefits of a teachers' retirement system should accrue primarily to the boys and girls attending our public schools. They are the ones who suffer most when teachers are retained in service after old age has impaired their effectiveness.

III. Costs Shared by Teachers and Public

The sums deposited by the teachers and by the public during the period of service should be approximately equal.

The cost of a retirement system should be met jointly by the teachers and by the public. The majority of recently enacted, scientific laws embody this principle. The cost of benefits received should be distributed approximately equally between the public and the teachers.

IV. Amount of Deposits and Payments Stated

The deposit by the teacher and the payment by the public should be stated by the organic act creating a retirement system subject to adjustment in accordance with future actuarial investigation.

The deposits to be made by the teacher and by the public should be definitely stated in the organic act and should continue as stated

until changed by the retirement board on the basis of actuarial investigation. Too often in the past definite contributions to be paid by the teacher have been provided for, but the amount of the public's payment has been uncertain and indefinite. All future retirement laws should state definitely the method whereby the amounts to be deposited by the teachers and the payments by the public are to be determined. If this is done the exact amount of the fund which is being built up is known, it can be depended upon, and expenditures can be planned accordingly.

The state should live up to the requirements of the law that it makes for the retirement of its teachers, just as it requires the teachers to live up to this law, and just as it requires banks, insurance companies, and similar institutions to live up to the law concerning the reserves they must carry.

V. Deposits of Teacher and Payments by State Concurrent with Service

The teacher's contributions and the state's payments to the retirement fund should be made regularly and concurrently during the teacher's period of service.

It is important that provision be made for regular deposits on the part of the teacher and for regular payments by the public concurrently with the time the teacher is in service. The reason difficulty is being met today in adopting sound retirement legislation in some states is that the old, unsound retirement systems have not adequately provided for this in the past. As a result, many of these systems are so far behind, that is, have such large accrued liabilities, that a legislature hesitates to vote the sums necessary to bring payments up to date. If the payments to the reserve fund by the state are not made concurrently with the teacher's service, the amount later to be paid will be greatly increased due to loss of the interest which the payments would have earned if made concurrently with service.¹

It should always be insisted when a new plan is adopted that it contain a provision requiring regular payments by the state into the reserve fund which is the basis of the part of the teacher's retirement allowance provided by the state.

¹ The interest earnings of the state's payments are considerably larger than the actual state appropriations in the case of most sound retirement systems.

VI. Individual Accounts Kept

The retirement board should open an account with each individual teacher. Sums deposited in that account by the teacher should be held in trust for that teacher.

Under no circumstances should the funds deposited by one teacher be used to pay the annuities of another teacher. Each individual must be assured that his annuity contract is an inviolable contract between solvent parties. He can be given absolute assurance of this only when he knows his deposits are set aside in a trust fund for him.

VII. Retirement System on a Reserve Basis

An adequate and actuarially sound reserve fund should be created to guarantee that the necessary money to pay the benefits promised will be on hand at the time of retirement.

A retirement system on the reserve basis is insolvent and unsound which does not carry in its reserve funds the amounts which careful actuarial calculation has determined are necessary to guarantee all the benefits promised by the plan.

VIII. Periodic Actuarial Investigations

Periodic actuarial investigations should be made of every retirement system to insure its financial soundness.

The amounts to be paid into the reserve funds in order to guarantee the benefits promised and other features of a sound retirement system are based upon careful actuarial calculations. These calculations, based upon past experience and detailed facts concerning the retirement system, constitute the best estimate as to what amounts and rates should be fixed. From time to time it may be necessary to revise these estimates if the financial soundness of the retirement system is to be preserved. These revisions involve what are usually comparatively small changes in the amounts and rates paid in connection with the retirement system. No changes in rates should be permitted unless based upon an actuarial evaluation. When this evaluation has been made, however, such changes as the findings recommend should be put into effect at once.

IX. Disability Provided For

A retirement allowance should be provided for disabled teachers after a reasonable period of service.

The retirement system should protect against disability by providing for the immediate retirement of disabled teachers. This feature of the retirement plan should go into effect for all teachers after they have been members for a reasonable period of years. When proper physical standards are enforced at time of entrance to the profession, the cost of providing protection against disability is a comparatively small percent of the total cost of a retirement system.

X. Teachers' Accumulated Deposits Returnable in Case of Withdrawal From Service or Death Prior to Retirement

Teachers leaving the service before the regular retirement age should retain rights to all moneys accumulated in their accounts. Teachers' accumulated deposits should be returnable upon withdrawal from teaching service, or death prior to retirement.

Each teacher's deposit should be considered his personal property the moment it has been deposited and should be at his disposal, together with interest accumulations, at any time he withdraws from teaching service. In other words, his deposit should be considered a savings account until the amount is transferred into the retirement fund at the time of retirement upon an annuity.

In case of death, the teacher's deposits, together with interest accumulated, should be payable either to designated beneficiary, or to his estate. The teacher's deposits should be looked upon as a trust fund which belongs to the teacher, and as a means whereby every teacher is able to build up an estate. Under no circumstances should a teacher forfeit his rights in this trust fund.

XI. Choice of Options Offered upon Retirement

The teacher should have the opportunity to elect the manner in which he will receive the benefits represented by the accumulated value of his deposits and the state's payments.

At the time of retirement, the teacher should be given choices as to the type of retirement allowance which he is to receive as a result of his deposits and the payments of the state to his credit. The teacher should be able to choose a straight life annuity or an assured annuity of a certain number of equal payments. If he chooses the former, he automatically gives up all claim to any unused portion of his trust fund at time of death. If he chooses an assured annuity of a certain number of payments, he automatically directs that the residue of his trust fund be paid to his estate upon death. Other options of equivalent value may properly be provided.

XII. Credit Should be Allowed for Past Service

Upon the adoption of a retirement plan, teachers should be given credit for their service prior to the establishment of the system. Funds for this purpose should be provided by the public.

When a retirement system is adopted, teachers should be given credit for past service. It is as important to the state that these teachers be retired upon superannuation as that teachers entering the profession under the new system be retired when old age has lowered their efficiency. Therefore, at the time the retirement system is adopted provision should be made from public funds for a credit to each teacher similar to that which would have existed had the new system been in operation during the entire period of the teacher's service.

The act creating the new system should provide a definite income or other assets for this purpose. The provision of such assets is extremely important, whether for the purpose of meeting obligations created under an old system as described in Section XIII, or for the purpose of providing for the retirement of superannuated teachers in a community which previously has not had a retirement plan in effect. If such a separate fund is not provided for as an integral part of the new system, it will be unsound at the outset.

XIII. Rights Under Previous Retirement Systems Safeguarded

The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system. It should guarantee teachers retired under a previous system the allowance promised at the time of their retirement.

Teacher retirement systems are already in effect in many places. Many of these systems are unsound. They should be replaced by new systems that are in accord with sound principles. When such replacements are proposed, the promises made the active teachers under the old system should be given careful consideration. Teachers already retired under the old system should be guaranteed at least the full annuity promised them at the time of retirement.

Money for these purposes should be provided from the funds of the old system, and, if these are inadequate, from public funds by the creation of a sinking fund. In no case should the teachers enrolling in the new retirement system be called upon to finance the obligations created by the old. The promise made by the public under the old system should be paid for by the public. It would be unfair to set up a plan whereby a teacher cooperating with the state in building a retirement fund to guarantee his retirement at superannuation should in addition be required to pay for the promises made by the state to a former generation of teachers.

Whereas, the total cost of paying the retirement allowances promised under a former system may be considerable, the appropriation required in any one year will probably be comparatively small when met through a sinking fund or reserve arrangement.

XIV. Reciprocal Relations Between States

Provision should be made for cooperative or reciprocal relations between the retirement systems of the different states.

It should be possible for a teacher to render service in any state of the United States or its territories without being penalized by a reduced retirement allowance due to change of service from one jurisdiction to another. Complete application of this principle must

await the enactment of sound retirement systems in all states. Those states with unsound systems or which have no retirement systems at all cannot be included in any reciprocal arrangements worked out between the states. Every sound retirement system, however, should provide for cooperation with other sound systems in effect, and should look forward to the time when all states will have such systems.

XV. Retirement Board Should be Representative

The board in charge of the administration of the retirement system should represent both the public and the teachers.

The cost of the retirement system is shared by both the public and the teachers. The public and the teachers are both interested

in seeing that the affairs of the retirement system are conducted with the greatest possible efficiency. This is best guaranteed when both parties to the agreement are adequately represented among the members of the board which exercises general control over the retirement plan.

XVI. Personnel of Retirement Boards Prescribed

The make-up of the retirement board should be so prescribed as to assure a high type of representatives for both the public and the teachers.

The retirement law should carefully prescribe the make-up or personnel of the retirement board. The method of appointment or selection should be such as to secure a high type of personnel.

Why a Sound Teacher Retirement System Increases School Efficiency

I. A Sound Teacher Retirement Law Protects School Children from Teachers Rendered Incompetent by Disability or Advanced Age Because:

1. *It sets up a practical plan for the regular retirement of all teachers.*

Each teacher upon entering public school work becomes a member of the retirement system. He immediately begins, in cooperation with the state, to build up a fund which supplemented by the accumulations from compound interest is sufficient to pay for his retirement allowance. With a minimum of effort provision is thus made for the retirement of every teacher rendered incompetent by disability or advanced age.

2. *It frees school boards from the obligation which they frequently feel to continue the employment of teachers, who have rendered many years of satisfactory service, after advanced age has seriously reduced their efficiency in the classroom.*

Where no retirement plan is in force, school boards are often forced to make one of the following choices:

- a. The retention of a teacher rendered incompetent by old age.
- b. The dismissal of a teacher who has given years of faithful service, with the knowledge that he has no means of support.

School boards confronted with this situation usually continue employment. School boards are human. The years of self-sacrificing service and the effectiveness of the teacher's work in his early career exercise strong appeals. The aged teacher is seldom dismissed, no matter how feeble. The mark of his disability is left upon the plastic children under his control.

School boards should not have to make such a choice. They should be free to employ none but competent teachers. The presence of a sound teacher retirement law makes this possible.

3. *It makes it unnecessary for teachers to continue in service after their effectiveness has*

been seriously reduced by advanced age or other disability.

Superannuated teachers are not anxious to continue in service, but under present conditions many must either do so or accept charity. When confronted with this alternative they appeal to the sentiment of school boards and school officials and exert pressure in order to retain their positions. Such practice is rendered unnecessary when a sound teacher retirement law has been adopted.

II. A Sound Teacher Retirement Law Tends to Attract Capable Young People Into the Teaching Profession Because:

1. *It partly compensates for the lower remuneration that teaching offers during active service.*

Today the children are being taught to study the future possibilities of a field of work before they enter it. Young people with sufficient native ability to make good teachers may be expected to exercise foresight. They may be expected to avoid a field of service which promises neither a large reward during active service nor security in old age. Too great a strain should not be placed on the missionary spirit. Many young people would be willing to enter teaching even though it promises a smaller income than that paid in other fields, if in addition they did not have to face the possibility of a dependent old age. A sound teacher retirement system guarantees reasonable security in old age, thereby removing one obstacle to the recruiting of an adequate supply of teacher candidates.

2. *It gives a better guarantee of promotion within the profession.*

A sound retirement system prevents the "hanging on" of those in the more responsible positions after the normal age for retirement has been reached and their efficiency has been reduced by advanced age. The paths of promotion are thus kept open for the most able of the younger teachers. No service that denies competency a reasonable chance to advance to a position of responsibility can ex-

pect to recruit its fair share of the nation's best minds. As a recent study of the National Industrial Conference Board states:¹

Elimination of ineffective workers by the pension route is well adapted to raise the level of efficiency in the active force. It clears the way of promotion for younger employees, while favorably affecting the morale of the entire organization.

3. It increases the dignity of the teaching profession by keeping its ranks free of those incapacitated by old age.

Young people of worth cannot be expected to offer themselves in large numbers for a profession, the service of which is so lightly valued by society that its members are often found destitute in old age. The young person wonders if he in turn, when old age overtakes him, will have to linger on rendering constantly less efficient service due to the impairment of his faculties. The teaching profession differs from many occupations in that it does not include types of work elderly employees may satisfactorily perform. Every job in the teaching profession requires a high degree of efficiency.

The aged and destitute teacher's other alternative from continuing in service is the acceptance of charity. The existence of aged teachers dependent upon charity for support cannot but seriously lower the general respect for the teaching profession. "The laborer is worthy of his hire."

III. A Sound Teacher Retirement System Tends to Retain Capable Teachers in the Service Because:

1. It makes it unnecessary for capable people to seek other employment than teaching in order to provide for their old age.

The idealism of youth prompts many young people of unusual capacity to enter the teaching profession. The large number of such people who leave teaching for other work, not necessarily more congenial, but more remunerative, is discouraging to those anxious to keep the schools at a high level of efficiency. The deciding factor in many of these cases is not that the economic return during active service is small, but that it is impossible to save enough to provide for old age. The desire to render teaching service becomes less

powerful than the fear of reaching old age in a dependent condition.

The fund built up in a retirement system as a basis for the teacher's retirement is his personal property. It cannot be taken from him any more than property of other kinds can be confiscated without proper return. The retirement income, whereas not large, is secure and can be depended upon. Teaching thus offers security for old age. There is no necessity for swinging over into some more lucrative work in order to provide for the future.

2. It makes each year of teaching service a step toward independence in old age.

With each added year of service the amount credited to a teacher's retirement fund increases until it eventually is sufficient to provide an adequate retirement allowance. Each year brings the teacher nearer to the time of old age—and were a retirement system not in force, this would mean a time when he would probably be partly or wholly dependent upon relatives or charity for support. A sound retirement plan functions as a savings investment and will be a factor in retaining capable teachers in the service.

IV. A Sound Teacher Retirement System Increases the Efficiency of the Teacher Because:

1. It lengthens the period of teaching efficiency by relieving the teacher's mind of the fear of a destitute old age.

More and more responsibilities have been placed upon the school in the last few decades. The result is an increase of the teaching load. If the period of a teacher's effective service is not to be seriously reduced, unnecessary worry must be avoided. Enthusiasm and optimism are essential to the best teaching. A mind harassed by fear for the future does not usually possess these qualities. A properly planned teacher retirement system removes one of the main causes of worry from the lives of teachers and preserves the hopeful outlook on life so vital to effective instruction.

2. It makes it possible for a teacher to invest in study, training, and travel, without

¹ *Industrial Pensions in the United States*, National Industrial Conference Board, Inc., New York, 1925, p. 11.

endangering the provision made for his later years.

The danger of getting into a "rut" threatens every teacher. The teacher's work is with immature minds. He misses some of the stimulus which comes from contact with those equal or superior in intellect. He must compensate by study and travel. When he comes in contact with instructors in a first-class teacher-training institution and gets the broader insight that comes from travel, his effectiveness in the classroom is improved. Without a teacher retirement system, additional study, travel, and similar self-improvement are often delayed too long. The teacher hesitates to deplete each year's meager savings—his only assurance for the future. Under a sound retirement system the teacher may establish the habit of regularly investing a part of his income for the purpose of improving his effectiveness in the classroom through study and travel, without the fear of thereby endangering the comfort of his declining years.

3. *It improves the morale of a teaching force by keeping open the paths of promotion.*

Nothing can do more to break down the morale of a school staff than being required to work under the direction of superiors incapacitated by old age. The younger teachers need the incentive that comes from knowing that good service will be rewarded by promotion. Directors should be alive to new ideas and methods resulting from scientific research and experimentation. An adequate retirement system can keep the administrative and supervisory positions free from officials incapacitated by old age. The morale of the teaching force will thus be kept at a high level with great benefit to the children.

4. *It increases the child's respect for the teacher and thereby makes his work more effective.*

Much of the benefit of teaching is lost if the child does not respect the teacher. In this day and age, the teacher can hardly expect to claim from young people the respect vital to effective teaching if he receives small

compensation during active service and is often dependent in old age. The enactment of a retirement law in which costs are partly borne by the public is a recognition of the value of a teacher's service. Without this recognition his ability to influence the lives of the children is reduced.

V. A Sound Teacher Retirement System in the Long Run Means a Saving to the General Public Because:

1. *It protects the public from the waste of school plants manned by superannuated teachers.*

The wastefulness of a factory, equipped with expensive machinery, but not producing up to capacity, is readily recognized. The product of a school—education and training for children—is less easily measured than that of a factory. The waste of providing and equipping a schoolroom and then manning it with a superannuated teacher—incapable of turning out a sound educational product—is more serious than when a factory underproduces. Poor workmanship in a schoolroom misshapes human lives.

2. *It guarantees the public a valuable return at a minimum cost.*

The cost of the allowances which a teacher receives on retirement is paid for by small deductions from the teacher's salary and by small payments into the retirement fund by the state, which start at the beginning and regularly continue throughout the period of the teacher's service. Under this plan the cost to the state is nominal. The teacher pays half of the cost and interest on the contributions of the teacher and the state make up for a large part of the remainder. For example, assuming the interest rate of four percent compounded, the state would pay through actual appropriations approximately 25 percent of the cost of retiring a teacher after 35 years' service. Thus, the state is able to furnish an important form of protection to its children at a minimum cost. This cost is in turn largely offset by savings made in other directions as a result of the existence of the retirement plan.

3. *It prevents the enactment of ill-considered and costly "pension" systems.*

A majority of the states and many local communities have recognized that a plan for the retirement of teachers is essential to the greatest school efficiency. The chances are that school systems without a plan for teacher retirement will eventually provide one. The establishment of a sound teacher retirement system is to be desired by all progressive communities. It prevents the adoption of ill-advised, half-way measures which are too often the alternative, and which in the end not only prove costly and destructive of teaching morale, but fail of the main purpose. The enactment of a sound measure at the outset makes the problem of teacher retirement a comparatively simple one both administratively and financially, and protects a state from the costly mistakes which have been made in some places.

VI. The Adoption of a Sound Teacher Retirement System is in Accord with the Best Thought of the Day Because:

1. *Private industry has recognized retirement plans as essential to the highest business efficiency.*

An editorial in *World's Work* states:

Most large employers of labor find a system of pensions essential to the efficiency of their staffs. One of their greatest problems has been the disposition of employees who have outlived their economic usefulness. Even the most mechanical practitioner of "efficiency" recognizes that humanity and gratitude are imponderables that cannot be disregarded. The result was that useless workmen and executives were kept at work; not only was their labor a liability, but their presence prevented the promotion of effective men. In this way the pension system became an economic necessity. The time is probably not far distant when every prosperous employer of labor will have adopted some plan providing for the future of its workers. Properly regarded, it is not philanthropy; it is simply business.

The accuracy of this statement is confirmed by the long list of companies with employee retirement plans. A publication of the Na-

tional Industrial Conference Board¹ lists 248 important commercial organizations which have retirement plans in effect.

Over 2,800,000 employees are covered by these 248 plans. Only a few of these 248 concerns can be listed here:

Concern	Number of employees
American Telephone and Telegraph Co. and Associated Companies....	276,140
Armour & Company.....	25,000
Bethlehem Steel Corporation.....	63,775
E. I. DuPont de Nemours & Co.....	11,166
Elgin National Watch Co.....	4,095
Equitable Trust Co. of N. Y.....	2,000
Fairbanks, Morse & Co.....	6,000
General Electric Co.....	75,000
Goodyear Tire & Rubber Co.....	10,729
Illinois Central Railroad.....	58,339
International Harvester Co.....	35,000
Metropolitan Life Insurance Co....	31,714
New York Central Lines.....	165,000
New York Times.....	2,072
Pacific Gas & Electric Co.....	12,233
Pennsylvania Railroad System.....	254,096
Proctor & Gamble Co.....	7,500
Pullman Co.	37,298
Standard Oil Co.....	54,129
Studebaker Corporation	22,000
Swift & Co.....	53,000
United States Rubber Co.....	41,000
United States Steel Corp.....	250,000
Victor Talking Machine Co.....	3,368
John Wanamaker, Inc.....	6,000
Western Electric Co.....	45,000
Western Union Telegraph Co.....	57,530
Westinghouse Electric and Mfg Co.	39,914

The publication of the National Industrial Conference Board concludes that:

many of the largest industrial enterprises, including commercial and financial institutions, railway and other public utility corporations, have established systems of service pensions for their superannuated employees. The list of such concerns, already long, is constantly growing.²

This conclusion is supported by another investigation of industrial retirement systems now in progress which concludes in the first volume of its study that:

there appear to be from 500 to 550 formal and informal plans (for retirement of employees) in force in the United States and Canada.³

¹See pages 141 to 157, *Industrial Pensions in the United States*, National Industrial Conference Board, Inc., New York, 1925.

²Ibid., page 2.

³*Pensions for Industrial and Business Employees*, Vol. I, Industrial Relations Counselors, Inc., 165 Broadway, New York, 1928, page 1.

2. *The efficiency of workers in all types of public service is being increased by the introduction of retirement systems.*

A retirement system for Federal employees was first established in 1920. There are approximately 392,500 employees subject to this retirement act, which covers the great mass of those in the service of the Federal government, representing practically all trades, professions, and other classes of work.¹

Civil service employees enjoy service, disability and survivors' pensions or corresponding insurance benefits in twelve European countries (Austria, Belgium, Czechoslovakia, Denmark, France, Germany, Great Britain, Italy, Netherlands, Norway, Sweden and Switzerland).²

Six states (Connecticut, Maine, Massachusetts, New York, New Jersey, and Pennsylvania) have provided by legislation for the retirement on allowance of state employees.³ Among the cities which have set up retirement or pension systems for one or more classes of the municipal employees are: Baltimore, Md., Buffalo, N. Y., Cleveland, Ohio, Detroit, Mich., Toledo, Ohio, Indi-

napolis, Ind., Los Angeles, Calif., Newark, N. J., Washington, D. C., New Orleans, La., Pittsburgh, Pa., Boston, Mass., Chicago, Ill., Denver, Colo., Rochester, N. Y., Harrisburg, Pa., Kansas City, Mo., Milwaukee, Wis., San Francisco, Calif., Cincinnati, Ohio, Philadelphia, Pa., Portland, Ore., and St. Louis, Mo.⁴

3. *The public in general contributes billions of dollars each year for protection for the future.*

The public in general is recognizing the importance of insurance in various forms. Figures for 1926 show that \$2,612,209,090 or three percent of the national income was paid for life insurance.

In this year there was \$64,793,394,212 worth of ordinary life insurance in force in the United States.⁵

A sound teacher retirement system resembles a plan, administered and partly financed by the public, whereby the public school is guaranteed the greater efficiency that comes from insurance against the employment of superannuated employees.

¹ In connection with the Federal Employees Retirement Act see the *Monthly Labor Review*, Vol. 26, No. 2, February, 1928, pp. 37-47.

² See, "Summary of Public Service Retirement Systems in European Countries." *Monthly Labor Review*, Vol. 26, No. 5, May, 1928, p. 21.

³ See, "Public Service Retirement Systems, State Employees." *Monthly Labor Review*, Volume 25, No. 6, December, 1927, p. 30.

⁴ See, Cincinnati Chamber of Commerce, *Report on Pensions and Pension Plans*, 1927, p. 10.

⁵ *Insurance Yearbook for 1927*, The Spectator Company, New York, 1927, page A-336.

State and Local Retirement Systems Now in Effect

The following lists of states and cities where retirement systems are in effect reveal the present situation in the United States in regard to teacher retirement. It is possible that some well-planned bona-fide retirement systems have been omitted, in spite of the fact that a series of letters were written to a number of responsible officials in all states in an attempt to make a complete check. The Research Division of the National Education Association has collected copies of the legislative enactments establishing the retirement systems reported here, together with reports and bulletins relative to the functioning of these acts. Information concerning the content or availability of these materials may be secured by addressing the National Education Association. The map on opposite page graphically pictures the situation in 1928 as it concerns the development of teacher retirement systems insofar as data could be obtained.

State Wide Teacher Retirement Laws. The following states have teacher retirement systems effective throughout the state:

Arizona	Montana
California	Nevada
Connecticut	New Jersey
District of Columbia	New York ²
Illinois	North Dakota
Indiana	Ohio
Maine	Pennsylvania
Maryland ¹	Rhode Island
Massachusetts	Vermont
Michigan ²	Virginia
Minnesota	Washington
Wisconsin	

The following cities and counties, located in the states listed just above, have local teacher retirement systems independent of the state system. In the cities marked with an asterisk, teachers are members of both the state and local retirement systems. In cities not so marked, teachers are members of the local system only:

*San Francisco, Calif.	*Chicago, Ill.
New Haven, Conn.	Peoria, Ill.

Terre Haute, Ind.	*Bristol, R. I.
Baltimore, Md.	*Newport, R. I.
Boston, Mass.	*Providence, R. I.
Detroit, Mich.	Bellingham, Wash. ⁴
Minneapolis, Minn.	Everett, Wash.
Duluth, Minn.	Seattle, Wash.
St. Paul, Minn.	Spokane, Wash.
New York, N. Y.	Tacoma, Wash.
Milwaukee, Wis.	

State Teacher Retirement Laws of Limited Application. Retirement systems directly established by state legislation, but open only to teachers in specified communities or in communities of a certain population or class, are found in the states listed below:

Delaware	Wilmington
Georgia	Atlanta
Kentucky	Lexington
	Louisville
	Newport
Louisiana	New Orleans
Nebraska	Omaha

No State Law Establishing Teacher Retirement Systems. The following states have no retirement systems in effect directly enacted by the state legislature. A number of these states have permissive state laws authorizing local communities to establish teacher retirement systems:

Alabama	New Mexico
Arkansas	North Carolina
Colorado	Oklahoma
Florida	Oregon
Idaho	South Carolina
Iowa	South Dakota
Kansas	Tennessee
Mississippi	Texas
Missouri	Utah
New Hampshire	West Virginia
Wyoming	

Local Teacher Retirement Systems. Teacher retirement systems which are the result of the action of local governing bodies are in effect in the following communities for the states listed:

¹ The retirement law of this state does not include teachers in the City of Baltimore, which city maintains an independent local employees' retirement system, of which teachers are members.

² The status of the Michigan retirement system is indefinite, pending a decision of the State Supreme Court.

³ The retirement law of this state does not include teachers in New York City, which city maintains an independent local teacher retirement system.

⁴ Negotiations are now under way which will probably result in the incorporation into the state system of the Bellingham, and probably certain other local retirement systems in Washington.

STATE AND LOCAL TEACHER RETIREMENT LAWS IN EFFECT



Alabama	Montgomery City Jefferson County Mobile County	New Hampshire	Concord Manchester Nashua
Colorado	Canon City Colorado Springs Denver Greeley	North Carolina	New Hanover County
Georgia	Augusta	Oregon	Portland
Iowa	Des Moines Sioux City	South Carolina	Charleston
Kansas	Atchison Parsons Topeka	Tennessee	Chattanooga Hamilton County Knox County Nashville
		Texas	San Antonio
		Utah	Salt Lake City
		West Virginia	Charleston Parkersburg Wheeling

Tabulation of Main Provisions of Certain Teacher Retirement Systems

A tabular statement listing the main provisions of a number of teacher retirement systems is given in this section. This tabulation aims to present only the principal features of the systems. Those desiring additional information should consult the original acts, references to which are made in each of the tabulations.

The retirement systems included are generally in agreement with the fundamental principles of a teachers retirement system as stated in a preceding section. They represent the practical application of the best modern theory concerning teacher retirement legislation. The tabulations do not purport to include all modern, sound plans. A few teacher retirement systems, equal in merit to those included, are omitted due to space limitations.

Interpretation of Tabulations

To clarify their meanings, the headings of each column of the tabulations are explained in greater detail in the subsequent paragraphs, the Pennsylvania law as given on the following page being used as an example.

Column 1. Where act is in force and date effective. This law operating in the State of Pennsylvania came into effect July 1, 1919. For further details as to its enactment, see Article LVI (5602); in The School Law of the Commonwealth of Pennsylvania, cited in column 2.

Column 2. Where act is available. Those wishing to refer to the text of the Pennsylvania State School Employees' Retirement Law should consult: The School Law for 1927 of the Commonwealth of Pennsylvania, issued by the Department of Public Instruction, Harrisburg. The provisions are contained in Article LVI, Sections 5601-5619, on pages 240 to 260. The act is also printed in pamphlet form with an explanatory statement.

Column 3. Method of administration. The administration of the system involving such matters as funds, determination of benefits, publication of reports, is in charge of a board of seven members. For detailed description of the personnel and functions of the board, see Article LVI; 5604A in The School Law, cited in Column 2.

Column 4. Expenses of administration borne by. The state meets all the expenses of administering the fund, that is, all overhead costs. For details, refer to citation given.

Column 5. Membership optional or compulsory. All employees in the Pennsylvania public schools must become members of the teacher retirement system.

Column 6. State's contribution to retirement fund income; for teachers entering service since enactment of law. In order to guarantee the part of the teacher's retirement

TABULAR STATEMENT OF MAIN PROVISIONS

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular superannuated retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
Pennsylvania July 1, 1919	The School Law, 1927. Article LVI: Section 5601-5619, pp. 240-260, Act also printed in pamphlet form, 1926, with explanatory statement.	Board of 7 members	State	Compulsory	State contributes semi-annually to reserve. Amount procures 1/160 of final salary for each year of service.	State contributes semi-annually to reserve 2.0% of total compensation paid to all contributors for service in the preceding year.	Teacher contributes % of salary sufficient to procure at 62 an annuity of 1/160 of final salary for each year of service since enactment.	Optional 62 to 70; compulsory at 70.	Minimum 10 years.
Article LVI: 5602		Article LVI: 5604A	Article LVI: (5606)2	Article LVI: (5603) 1,2,3.	Article LVI: (5606),3.	Article LVI: (5608),5.	Article LVI: (5608),6.	Article LVI: (5614), 1,2.	Article LVI: (5613),1.
New York State August 1, 1921.	Pamphlet issued by New York State Teachers Retirement Board, "Education Law, Article 43-b. (Added by L. 1920, ch. 503, as amended to July 1, 1926). State Teachers' Retirement Fund for Public School Teachers".	Board of 7 members.	State.	Compulsory for new entrants. Optional for present teachers. Excludes members of local district pension system receiving support from an employer and maintained under state laws.	State pays annually to pension accumulation fund a percent of the earnable compensation of all teachers known as the normal contribution and a further percentage known as the deficiency contribution. The aggregate payments shall be such, when combined with the amounts in the pension accumulation fund, to provide for all pensioners granted. At present time normal contribution equals 2.5%, the deficiency contribution, 2.5%.	Teacher assessed 4% of salary. Members with 35 years' total service or who have reached age 60 and have 25 years' total state service exempt, if they elect not to contribute.	No age requirement for teachers with 35 years' total service. Present members with 25 years' total service may retire at age 60.	Teachers may receive allowance after 35 years' total service. Present members with 25 years' total service and new entrants with 25 years' total state service may receive allowance if age 60.	
Article 43 - b. Section 1101.		Article 43 - b. Section 1103 (1), (2).	Article 43 - b. Section 1109, 1, (a), (b); 1109 - k (2) (b); 1101 (3).	Article 43 - b. Section 1102 (1), (4).	Article 43 - b. Section 1109 - g (2). Information on rates secured from secretary of the retirement board.	Article 43 - b. Section 1109 - f. (1).	Article 43 - b. Section 1109 (1) (a).	Article 43 - b. Section 1109 (1) (a).	Article 43 - b. Section 1109. (1) (a).

OF CERTAIN TEACHER RETIREMENT SYSTEMS

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by state		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
10 years service; teacher not over 62; medical examination.	Allowance secured by accumulated contributions of teacher and state amounting to 1/90 of final salary multiplied by number years service. Minimum disability allowance 30% of final salary.	Estate or beneficiary receives teacher's accumulated savings.	Teacher receives his accumulated savings or actuarial equivalent in an annuity.	State deposits procure an allowance of 1/160 of final salary for each year of service.	State deposits procure an allowance of 1/160 of final salary for each year of service plus a further allowance of 1/160 of final salary for each year of prior service.	Annuity purchased by teacher's accumulated savings. Equal to 1/160 of final salary for each year of service since enactment.	Teachers retired under former local retirement systems continue to receive their allowance from these former systems. Any balances remaining in such former systems after all beneficiaries have died are paid over to present State-wide System.	The heavy liabilities assumed were paid by state and local districts without cost to employees. Payment distributed through 30 years, made up by payments to reserve of 1/2 of total compensation paid to members of system for service in the preceding year. Leaflet on "New Amendments to State School Employees' Retirement Law."	McClintock's and 4%.
Article LVI: (5613), 1.	Article LVI: (5613), 5. (a), (b).	Article LVI: (5612), 3.	Article LVI: (5612), 1.	Article LVI: (5614), 3(b).	Article LVI: (5614), 3(b)(c).	Article LVI: (5608), 6; (5614), 3(a).	See citation in column 20.		Information secured from Secretary of Pa. School Employees Retirement Board.
Fifteen years' total state service. Present members may retire on twenty years' service, the last ten of which is state service. Medical examination.	Actuarial equivalent of teacher's accumulated savings in an annuity, plus a pension amounting to 1/5 of final average salary. Maximum rate 4/5 of the rate due had retirement been deferred to age 70. Present members entitled to further pension of 1/140 of final average salary multiplied by number of years' total service certified on prior service certificate.	Estate or beneficiary receives teacher's accumulated savings.	Teacher receives his accumulated savings.	Pension amounting to 1/2 final average salary. Members 70 years of age with less than 25 years' total service, a pension of 1/100 of final average salary multiplied by number of years' total service. Members with 25 years' state service receive such additional pension needed to make total retirement allowance \$400 per year.	Pension amounting to 1/2 final average salary. Members 70 years of age with less than 25 years' total service, a pension of 1/100 of final average salary multiplied by number of years' total service. A further pension of 1/140 of final average salary multiplied by number of years' total service. Members with 25 years' state service such additional pension needed to make total retirement allowance \$400 per year.	Actuarial equivalent of teacher's accumulated savings in an annuity.	Annuitant on rolls prior to establishment of system to be paid from pension accumulation fund. Annuity for those retired on full annuity to be not less than 1/2 of final average salary. Minimum \$400 per annum. Allowance for those retired on disability not less than proportionate amount of such minimum, based on years' of service.	Present teachers given credit for all prior N.Y. state service claimed and in other states not to exceed 10 years. New entrants receive credit for prior service in or outside of N. Y. state not to exceed 10 years for which they desire to contribute.	Tables adopted by the board with 4% interest.
Article 43-b, Section 1109 - a (1).	Article 43-b, Section 109-a (2) (a), (b), (c).	Article 43 - b, Section 1109 - b (b).	Article 43 - b, Section 1109 - b (a).	Article 43-b, Section 1109 (2) (b), (d).	Article 43-b, Section 1109 (2) (b), (c), (d).	Article 43-b, Section 1109 (2) (a).	Article 43-b, Section 1109 - d.	Article 43-b, 1106 (1), (5).	Article 43 - b, Section 1100 (9) 1107 (4).

allowance paid by the state, the state makes a semi-annual deposit for each school employee who has entered the system since the law was passed. The deposit is sufficient, according to the rates adopted by the board, to provide the teacher when retired an allowance for each year of service equal to 1/160 of his final salary (the average salary for the ten years preceding his retirement).

Column 7. State's contribution to retirement fund income; for teachers in service at

date of enactment of law. In order to guarantee an adequate retirement allowance to those in service at the time the law was enacted, the state semi-annually contributes to a reserve fund a sum which is two percent of the total payroll of the members of the retirement system during the preceding school year. This is the amount necessary to meet the obligations assumed under the act for service prior to the law's enactment. (Also see, columns 16 and 19.)

TABULAR STATEMENT OF MAIN PROVISIONS OF

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	District's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular annuities retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
District of Columbia January 15, 1920. Amendment of June 11, 1926, effective July 1, 1926.	Public - No. 111 - 56th Congress (H. R. 5618.) "An Act For the Retirement of Public-school Teachers in the District of Columbia," Sections 1-19. Approved January 15, 1920. Amendment of June 11, 1926, effective July 1, 1926, in "By-Laws and Rules of the Board of Education of the District of Columbia, 1926." (Public - No. 373 - 69th Congress (H. R. 12266). Sections 1-20, pp. 85 - 89.	Commissioners of District of Columbia; three in number.	District	Compulsory	District pays annually a percent of the salary of all members to provide portion of annuity paid by state both for service prior to enactment of law and to new entrants in system.		Amount deducted sufficient at 4% to purchase annuity equal to 1% of average annual salary during 10 years immediately preceding retirement for each year of service since June 30, 1926. Maximum deduction 8% of annual salary. Salary over \$2,000 not considered.	Optional at 62. Retirement compulsory at 70 unless 2/3 of Board of Education would retain teacher for (work of service.	To receive allowance must have served in District public schools since age 52.
Public - No. 111. Section 19. Public - No. 373. Section 20.		Public - No. 373. Section 16.	Public - No. 373. Section 15.	Public - No. 373. Sections 1, 11.	Public - No. 373 - Section 7.		Public - No. 373. Section 1.	Public - No. 373. Section 3.	Public - No. 373. Section 4.

Column 8. Teacher's contribution to retirement fund income. Each teacher contributes a percent of salary sufficient to provide the teacher at retirement an annuity equal to 1/160 of his final salary (the average salary for the ten years preceding his retirement), for each year of service since the system went into effect. (The particular rate is fixed for each teacher by the retirement board and in most cases is more than three and less than five percent.)

Column 9. Conditions for regular superannuation retirement: Age. The teacher must be at least 62 years old to be granted service retirement benefits. However, he must retire at 70.

Column 10. Condition for regular superannuation retirement: Term of service. Before he is granted service retirement benefits, the teacher must have served at least ten years in the public schools.

(Continued on page 182)

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by District		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
Age 45 and ten years' continuous service in District public schools for 10 years immediately prior to retirement or on 15 years' continuous service in District public schools. Medical examination.	Teacher receives a combined annuity made up of (1) the amount purchased by his accumulated deductions, plus (2) 1% of average annual salary received during 10 years immediately preceding retirement for each year of his whole term of service prior to July 1, 1926, not to exceed 40 years, and, (3) \$15 from the District for each year of service, not to exceed 40 years, (not less than 20, nor more than 40 years of service is used in this calculation).	Teacher's accumulated deductions paid to legal representatives.	Teacher receives his accumulated deductions.	Teacher receives a combined annuity made up of (1) the amount purchased by his accumulated deductions, plus (2) 1% of average annual salary received during 10 years immediately preceding retirement for each year of his whole term of service prior to July 1, 1926, not to exceed 40 years, and, (3) \$15 from the District for each year of service, (not less than 20, nor more than 40 years of service is used in this calculation).		Annuity purchased by accumulated deductions equal to 1% of average annual salary received during 10 years immediately preceding retirement for each year of service since June 30, 1926.	Annuities to be computed on basis provided by Act of 1926, with no reduction in annuity paid under law already in effect.	District appropriates sum calculated to liquidate within approximately 30 years after July 1, 1926 the accrued liability as of that date.	Tables adopted by Commissioners of District. Members credited with 4%.
Public-No. 373. Section 4.	Public - No. 373. Sections 5, 6.	Public - No. 373. Section 10.	Public - No. 373. Section 9.	Public - No. 373. Sections 5, 6.		Public - No. 373. Section 1.	Public - No. 373. Section 19.	Public - No. 373. Section 7.	Public - No. 373. Sections 1, 2.

TABULAR STATEMENT OF MAIN PROVISIONS OF

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teachers contribution to retirement fund income	Conditions for regular superannuation retirement	
					For teachers entering service at date of enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
Indiana, May 31, 1921.	Indiana School Laws, 1927, Chapter 29, Page 426. Acts of Indiana General Assembly 1915, p. 656; 1921, page 751; 1923, page 64; 1925, pp. 69, 290; 1927, page 440. Act with various amendments is available in pamphlet form.	Board of 5 members.	State.	Compulsory for teachers whose service began after June 30, 1921 and optional to those whose service began before that date until Sept. 1, 1922. Membership again opened to this class of teachers in 1923 and 1927.	Biennial tax levy made by General Assembly to cover the liability of the state for the period. This amount is determined by an actuarial investigation and must produce four-sevenths of an annuity of \$700 to teachers of 60 years of age who have served 40 years.	An amount necessary to produce three-sevenths of an annuity of \$700 to teachers of 60 years of age who have served 40 years.	No age retirement.	Minimum 25 years. Maximum 40 and attained age of 60.	
Acts of the General Assembly of Indiana, 1921, page 751.		Acts of 1921, page 752, section 2.	Acts of 1921, page 756, section 7.	Acts of 1921, page 758, section 6. Acts of 1923, page 64, section 1. Acts of 1927, page 440, section 1.	Acts of 1921, page 755, section 4.	Acts of 1921, page 753, section 4.		Acts of 1921, page 762, section 8.	
Territory of Hawaii January 1, 1926.	"Laws Relating to the Employees' Retirement System of the Territory of Hawaii", issued by the Employees' Retirement System of the Territory of Hawaii, May 26, 1927. Act 55. Session Laws 1925 (H.B. No. 396). Sections 1-15.	Board of 5 trustees.	Territory of Hawaii.	Compulsory for new entrants after 6 months service. Optional for present employees.	Territory makes annual contribution of percent of payroll to provide death benefit or pension payable at retirement. On experience of system from enactment to June 30, 1926 rate fixed at 3.05%.	Territory makes annual contribution of percent of payroll to provide death benefit or pension payable at retirement. Makes additional contribution to cover prior service. On experience of system from enactment of law to June 30, 1926 the accrued liability contribution was fixed at 2.91% of payroll of all members.	Members contribute such proportion of salary as will equal, when accumulated to age 60, the pension due at that age from the territory.	Retirement optional at 60; after January 1, 1930 compulsory at 70.	No term of service required.
Act 55. Section 2.		Act 55. Section 5. (1) (2).	Act 55. Section 6 (5).	Act 55. Section 3 (1)(a)(b).	Act 55. Section 6 (3); First Annual Report of the Employees' Retirement System of the Territory of Hawaii, June 30, 1926, p. 22.	Act 55. Section 6 (3); First Annual Report of the Employees' Retirement System of the Territory of Hawaii, June 30, 1926, pp. 22-23.	Act 55. Section 6 (1).	Act 55. Section 6 (1) (a) (b).	Act 55. Section 6 (1) (a) (b).

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by state		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance			15	16	17	18	19	20
1	12	13	14	15	16	17	18	19	20
10 years' service; medical examination.	Five-eighths of salary with a maximum of \$500 per annum for a disability continuing a half school year or longer.	Estate or beneficiary receives teacher's accumulated savings.	Teacher receives fractional part of accumulated savings for service up to 10 years and all of it after 10 years service.	State pays four-sevenths of the retirement allowance.	State pays four-sevenths of the retirement allowance the teacher would have received if all the accrued liabilities had been met.	Annuity purchased by member's accumulated savings.	Pensions continued at former rates.	State assumes four-sevenths of the cost of prior service.	"American Annuity Select Female Tables" at 4%.
Acts of 1921, page 762, section 8.	Acts of 1921, page 763, section 8.	Acts of 1921, page 760, section 8.	Acts of 1921, page 754, section 4.	Acts 1921, page 755, section 4, and page 762, section 8.	Acts 1921, page 755, section 4, and page 762, section 8.	Acts 1921, page 753, section 4.	Acts 1916, page 662, section 7.	Acts 1921, page 761, section 8.	Acts 1921, page 755, section 4.
Medical examination. Ten years' service to receive ordinary disability allowance. If disability occurred as accident during performance of duty, no term of service required.	If under age 50 receives for ordinary disability allowance actuarial equivalent of his accumulated savings in an annuity plus a pension which together with annuity equals 90% of $\frac{1}{10}$ of average annual salary over last 10 years' service multiplied by number of years credited. For accidental disability during performance of duty, an annuity as above plus a pension of 66 $\frac{2}{3}$ % of average annual salary over last 10 years' service.	Estate or beneficiary receives member's accumulated savings. If member had one or more years' service, an additional amount equal to 50% of salary earned during year immediately preceding death. If death occurred as accident during performance of duty, the Territory pays to beneficiary pension equal to $\frac{1}{10}$ average annual salary over last 10 years.	Member receives his accumulated savings.	Pension equal to $\frac{1}{10}$ of average annual salary over last 10 years' service multiplied by number of years' service since last became a member.	Pension equal to $\frac{1}{10}$ of average annual salary over last 10 years' service multiplied by number of years' service since last became a member. In addition, a pension equal to $\frac{1}{10}$ of average annual salary over last 10 years' service multiplied by number of years' prior service.	Actuarial equivalent of members accumulated savings in an annuity.	Pensions allowed under former system continued at same rates.	Amount assumed for teachers was \$2,599,950 on June 30, 1926.	Service and mortality tables adopted by Board. Interest rate fixed by law at 4%.
Act 55, Section 6 (3) (5)	Act 55, Section 6 (4) (6).	Act 55, Section 6 (8) (a) (b) (9)	Act 55, Section 6 (10).	Act 55, Section 6 (2) (b).	Act 55, Section 6 (2) (b) (c)	Act 55, Section 6 (2) (a)	Act 55, Section 9.	Act 55, Section 4 (1). First Annual Report of the Employees' Retirement System of the Territory of Hawaii June 30, 1926, pp. 6, 22.	Act 55, Section 5 (14).

TABULAR STATEMENT OF MAIN PROVISIONS OF

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular superannuation retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
New Jersey, Sept. 1, 1919.	New Jersey School Laws, 1925, Chapter 90, Public Laws of 1919, Article XXVIII, Sections 526-543 replacing 459-508, pp. 283-320. Act available in pamphlet, "Teachers' Pension and Annuity Fund Law, 1922."	Board of 7 members	State	Compulsory	Amount paid by State to accumulation fund sufficient to provide the pension due at time of retirement. At present time state pays 2.73% of payroll.	State makes annual contribution of certain per cent of the payroll to cover cost of prior and future service. At present time state pays 4.29% of payroll to provide benefits on account of prior service.	Amount assessed sufficient to procure at 62 an annuity of 1/140 of average salary multiplied by number years service; prior service credited.	Optional 62 to 70, compulsory at 70. Present employees under 62 may retire after 35 years service.	35 years for present employees under 62.
Article XXVIII, Sec. 530 (1).		Article XXVIII, Sec. 536 (1), (2).	Article XXVIII, Sec. 534 (18), (19) Sec. 536 (9).	Article XXVIII, Sec. 534 (2)ff.	Article XXVIII, Sec. 534 (15). Eighth Annual Report of the Board of Trustees of the Teachers' Pension and Annuity Fund of New Jersey from July 1, 1926 to June 30, 1927, p. 34.	Legislative Number of the Education Bulletin Vol. XI, No. 8 Session of 1925 Chapter 167, p. 296-97. See Annual Report cited for col. 6.	Article XXVIII, Sec. 534 (3).	Article XXVIII, Sec. 532 (1), (2).	Article XXVIII, Sec. 532 (1).
Ohio August 6, 1919.	School Laws of Ohio, 1922 Chapter 26, Sec. 7896-1 to 7896-63 pp. 479-506. Law for State Teachers Retirement System of Ohio, 1925 available in pamphlet. General plan appears in report of the Retirement Board, 1920-1921.	Board of 5 members	Part by state. Members of association each assessed not to exceed \$1 per year.	Compulsory	State contributes a certain percentage of payroll to employer's accumulation fund. Amount covers cost of pensions for prior and future service and disability allowances. Normal contribution rate equals 1.62% of the payroll, to cover future service pensions. Deficiency rate determined yearly by Board, rate effective to date 1.75% of payroll, to cover pensions for prior service.	Teacher assessed 4% of salary. That earnable over \$2,000 not considered.	Optional 60 to 70, or after 36 years service. Compulsory at 70 with consent of employer.	Optional 60 to 70, or after 36 years service. Minimum service 5 years.	36 years service, or teacher age 60. Minimum service 5 years.
State Teachers' Retirement System of Ohio Law 1925, p. 3.		Chapter 26, Sec. 7896-4.	Chapter 26, Sec. 7896-56 (a), 7896-57, 7896-58.	Chapter 26, Sec. 7896-22 (a), (c)	Chapter 26, Sec. 7896-44.	Chapter 26, Sec. 7896-43.	Chapter 26, Sec. 7896-34, 7896-36.	Chapter 26, Sec. 7896-34, 7896-36.	Chapter 26, Sec. 7896-36.

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by state		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
10 years service, teacher under age 62. Medical examination.	Actuarial equivalent of teacher's accumulated savings. Further pension to produce total allowance of 1/70 of average salary multiplied by number of years service. Minimum \$300 per annum; or 30% of average final salary. Not exceed 9/10 of rate of allowance had retirement been deferred to age 62.	Estate or beneficiary receives teacher's accumulated savings.	Receives accumulated teacher's savings.	Allowance amounting to 1/140 of average salary multiplied by number of years total service. The state's pension plus the annuity must provide an allowance for the teacher at 62 with 20 years' service of at least \$400 per annum.	Pension of 1/140 of average salary multiplied by number of years' membership service. Further pension of 1/70 of average salary multiplied by number of years prior service.	Annuity in the actuarial equivalent of teacher's accumulated savings.	State assumed liability for pensions and annuities granted by former funds. All 35 year service pensions to be at least \$400. Liability amounted on June 30, 1927 to \$4,300,086.	State assumed cost of prior service. Teachers credited with prior service not to exceed 35 years. Prior service outside state not to exceed 10 years.	Tables adopted by the board.
Article XXVIII, Sec. 532 (c)	Article XXVIII, Sec. 532 (7)(a), (b), (c).	Article XXVIII, Sec. 532 (13).	Article XXVIII, Sec. 532 (11).	Article XXVIII, Sec. 532 (4); (b), (5).	Article XXVIII, Sec. 532 (3); (b), (c).	Article XXVIII, Sec. 532 (4) (a).	Article XXVIII, Sec. 532 (1), (5), (15), (16) Eighth Annual Report of the Board of Trustees of the Teacher's Pension and Annuity Fund of N.J. from July 1, 1926 to June 30, 1927, p. 31.	Article XXVIII, Sec. 532 (3); (c) "Report on an Actuarial Investigation of the New Jersey Teachers' Pension and Annuity Fund" as of February 15, 1927, pp. 26, 33.	Article XXVIII, Sec. 533, (2) a.
10 years service. Medical examination.	Amount equals 1 1/5% of final average salary multiplied by number years total service. Rate % not exceed 9/10 of rate had retirement been deferred to age 60.	Estate or beneficiary receives teacher's accumulated savings.	Teacher receives his accumulated savings.	A pension equivalent to the annuity purchased by the teacher's accumulated savings.	Pension equivalent to that purchased by teacher's accumulated savings, plus a pension of 1 1/5% of average final salary multiplied by number years prior service.	Annuity purchased by teacher's accumulated savings.	State received from cities the reserve value of pensions granted under former systems. This used in paying the allowances.	Liability on account of 323 teachers for prior service a \$1,272, 903.24.	Based on experience of other teacher retirement systems, particularly that of New York City.
Chapter 26: Sec. 7896-37.	Chapter 26: Sec. 7896-30 (c).	Chapter 26: Sec. 7896-41.	Chapter 26: Sec. 7896-40.	Chapter 26: Sec. 7896-35 (c).	Chapter 26: Sec. 7896-35 (b), (c).	Chapter 26: Sec. 7896-35 (a).	Chapter 26: Sec. 7896-61.	Report of State Teachers Retirement Board 1920-21, Analysis of Financial Statement, p. 4.	Information secured from Secretary of Ohio State Teachers' Retirement Board

TABULAR STATEMENT OF MAIN PROVISIONS OF

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Where act is in force and date effective	Where act is available	Method of administration	Expense of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular superannuated retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
Connecticut July 1, 1917	General statutes of 1916, Chapters 57, Public Acts 1919, Chapters 61, 65, 261, 270, 316. Public Acts of 1921 Chapter 358; Chapters 142, 214 P. A. 1925, and 223, 259 P. A. 1927. Connecticut School Doc. No. 5-1922 Chapter XVI; Sec. 223-236 p. 89-99. Text printed in booklet form, "Connecticut Teachers' Retirement System."	Board of 5 members.	State	Compulsory for teachers appointed after enactment of retirement law.	State makes appropriations from time to time to cover incurred pensions; in practice a reserve is set aside at retirement for each teacher.		Teacher contributes 5% of salary. Minimum \$25, maximum \$100. Annuity not to exceed \$500 at age of 60.	Teachers may retire at 60 after 15 years' service or at any age after 35 years service, 20 of which must have been in the state, at least 5 preceding retirement. Retirement compulsory at 70.	Minimum 15 years in state.
School Document No. 5-1922; Sec. 224; p. 89.		School Document No. 5-1922; Sec. 225; p. 90.	School Document No. 5-1922; Sec. 226; (1), p. 91	School Document No. 5-1922; Sec. 224; p. 89.	School Document No. 5-1922; Sec. 226, (3); p. 92.		School Document No. 5-1922; Sec. 226, (2); p. 91-92.	School Document No. 5-1922; Sec. 227; p. 92, 93.	School Document No. 5-1922; Sec. 227; p. 94.
Minneapolis January 1, 1924.	See deposit book issued by Minneapolis Teachers' Retirement Fund Association, pp. 4-21; also "A Brief Analysis of the New Minneapolis Teachers' Retirement Plan".	Board of nine members.	City of Minneapolis.	Compulsory for all teachers over age 25.	Amount dependent on teacher's salary and term of service. Compensation over \$3,000 disregarded.		5% of teacher's salary.	No required age to receive annuity purchased by teacher's accumulated savings. City's deposits not payable until teacher is 50 years of age.	No required term of service.
Annual Report, 1924, Minneapolis Teachers' Retirement Fund Association, p. 6.		Article V; (1).	Article V; (3).	Article IV; (1), (2), (3).	Article VIII; (4).		Article VIII; (3).	Article IV; (5); Article IX; (3).	Article IV; (5).

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by state		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
Teacher under 60; 10 years' service. Medical examination.	Annuity purchased by teacher's accumulated savings plus pension from state of 1/30 of pension received had teacher retired at age of 60, multiplied by number of years' service.	Estate receives teacher's accumulated savings.	Teacher receives his accumulated savings.	State matches annuity purchased by teacher's accumulated savings. Minimum allowance \$350.	State matches annuity purchased by teacher's accumulated savings. Additional pension to provide total allowance with minimum of \$350.	Annuity purchased by teacher's accumulated savings.	For 40 years' service teacher receives a minimum pension of \$500. For 35 years' service a minimum pension of \$300.	No data.	McClintock's with 3 1/2%.
School Document No. 5-1922; Sec. 227; p. 92.	School Document No. 5-1922; Sec. 227; p. 92.	G S Sec. 1020 Sec. 6 in text of booklet on Connecticut Teachers Retirement System.	G S Sec. 1020 Sec. 6 in text of booklet on Connecticut Teachers Retirement System	School Document No. 5-1922; Sec. 227; p. 93, as amended in Chapter 214, Sec. 1, P.A. 1925.	School Document No. 5-1922; Sec. 227; p. 93, 94; as amended in Chap. 214 Sec. 1, P.A. 1925.	School Document No. 5-1922; Sec. 227; p. 93.	Chap. 214 Sec. 1, P.A., 1925; Chap. 142, Sec. 1, P. A. 1925.		Fourth Report of Teachers' Retirement Board Dec. 31, 1923 to Dec. 31, 1924, P. 6
Contributor to fund for five years.	Amount equal to pension and annuity payable to teacher at age 50.	Both teacher's and city's deposits payable to estate or beneficiary.	Both teacher's and city's deposits payable. City's deposits not paid until teacher is 50 years of age.	Allowance purchased by city's accumulated deposits.		Annuity purchased by teacher's accumulated savings.	Allowance continued as guaranteed under former system.	Teacher credited with contributions to old fund. City provides additional allowance for past service.	McClintock's with 4%.
Article XI: (5).	Article XI: (5).	Article IX: (4).	Article IX: (2), (3).	Article IX: (3).		Article IX: (2).	Article VIII: (4).	Article XI: (6), (7), (8).	Article VI: (9).

TABULAR STATEMENT OF MAIN PROVISIONS OF

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular superannuation retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
Maryland August 1, 1927	"Maryland Public School Laws, 1927", Chapter 8-A, 1927, ch. 344. Sections 92-105, pp. 65-66. Act also in "Report on a Proposed Plan for the Retirement of Teachers in the State of Maryland", submitted by the Committee on a Teachers' Retirement Plan for Maryland, printed at Baltimore, Maryland	Board of five trustees.	State	Compulsory for all teachers except members of, or persons eligible to membership in another retirement system	State contributes annually to pension accumulation fund per cent of payroll sufficient to provide the pension and other benefits payable. Normal contribution effective to date, 2.69% of the payroll.	In addition to normal contribution, makes accrued liability contribution for teachers with prior service. At present date the accrued liability contribution is 3.56% of the payroll.	Teacher contributes proportion of salary which, accumulated prior to age 60 with interest, will provide an annuity equal to pension due at age 60 for service. Teachers age 60 with 35 years' service exempt, if they elect not to contribute.	Retirement optional at 60; compulsory at 70.	No required term of service.
Chapter 8-A, Section 92.		Chapter 8-A, Section 97 (1) (2).	Chapter 8-A, Section 99 (3).	Chapter 8-A, Section 94 (1)(2)(3).	Chapter 8-A, Section 94 (3)(a)(b)(c).	Chapter 8-A, Section 94 (3)(a)(b)(c).	Chapter 8-A, Section 99 (a) (b).	Chapter 8-A, Section 96 (1)(a) (b).	Chapter 8-A, Section 96 (1)(a) (b).
New York City August 1, 1917	"The Teachers' Retirement Law", (Section 1092 of Greater New York Charter, as amended by Chapter 303 of Laws of 1917). Published in pamphlet form by Retirement Board, "Teachers' Retirement System of the City of New York. Retirement Law and By-Laws with Amendments to Jan. 1, 1917.	Board of 7 members	City of New York	Compulsory	City makes monthly contribution to reserve fund in order to cover disability or service pensions and death benefits allowed.	Annual contributions to reserve fund in order to cover disability or service pensions and death benefits allowed.	Assessment which, if paid until teacher attains age 65 or completes 35 years of service, will, together with pension, provide allowance of 2/3 the average salary for last 5 years' service.	Optional 65 to 70 or after 35 years' service. Retirement compulsory at 70.	Thirty-five years' service if under age 35. In case of new entrants, service outside city not over 15 years.
Section 1092.A.		Section 1092, C. 1	Section 1092, F. 1	Section 1092, B. 1, 2, 3.	Section 1092, F. 2.	Section 1092, F. 2, 3, 4.	Section 1092, F. 5 (a) (1), (2), (3); (b). As amended by Chapter 686 of Laws of 1925.	Section 1092, E. 1 (a), 2.	Section 1092, B. (-); E. 1 (b), (c).

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of			Retirement allowance, paid by state		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest	
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
Medical examination. Five years' service.	Actuarial equivalent of teacher's accumulated savings. In addition, a pension that will provide a total allowance equal to 90 percent of $\frac{1}{10}$ of average final salary multiplied by number of years' service. Or a pension that will provide a total allowance equal to $\frac{1}{2}$ of average final salary. Allowance not to exceed 90 percent of $\frac{1}{10}$ of average final salary multiplied by number of years' creditable service had he continued in service to age 66.	Estate or beneficiary receives teacher's accumulated contributions. If the member had one or more years' service, a further sum equal to 50 percent of average annual salary during last ten years' service.	Teacher receives his accumulated contributions.	Pension equal to $\frac{1}{10}$ of average final salary multiplied by number of years' service since teacher last became a member.	Pension equal to $\frac{1}{10}$ of average final salary multiplied by number of years' service since teacher last became a member, with a further pension equal to $\frac{1}{10}$ of average final salary multiplied by number of years' prior service.	Actuarial equivalent of teacher's accumulated contribution in an annuity.	Pensions under former system continued. Amount remaining from appropriation for pensions under former act credited to Pension Accumulation Fund.	State assumed liability, computed to be \$4,609,942. Cost to be met by payment of 3.55% of the payroll for about 30 years, assuming a 3% increase each year in the payroll.	Tables developed on the service and mortality experience of other groups of teachers. Numbers credited with 4%.
Chapter 8-A, Section 96 (3).	Chapter 8-A, Section 96 (4) (b).	Chapter 8-A, Section 96 (6)(a)(b).	Chapter 8-A, Section 96 (7).	Chapter 8-A, Section 96 (2) (b).	Chapter 8-A, Section 96 (2)(b)(c).	Chapter 8-A, Section 96 (2) (a).	Chapter 8-A, Section 100.	"Report on a Proposed Plan for the Retirement of Teachers in the State of Maryland," submitted by Committee on a Teachers' Retirement Plan for Maryland, pp. 12, 15-16.	Chapter 8-A, Section 92 (12). Section 97 (14).
Ten years' city service. Medical examination.	Twenty percent of average salary. If a present teacher, an additional allowance to cover prior service. Maximum 50% of average salary. Also actuarial equivalent of accumulated savings in an annuity.	Estate or beneficiary receives teacher's accumulated savings. If eligible to service retirement, receives amount equal to earnable salary for 6 months preceding death.	Teacher receives his accumulated savings with interest.	Allowance amounting to $\frac{1}{2}$ of his average salary for last five years of service.	Allowance amounting to $\frac{1}{2}$ of his average salary plus pension computed at 1 of 35 25% of average salary of last 5 years for each year of prior service.	Actuarial equivalent of teacher's accumulated savings in an annuity.	Retirement allowances continued in full.	All prior service allowed. City assumed liability.	Mortality and service tables developed from experience of the system.
Section 1092, L. 1.	Section 1092, M. 1 (a), (c); 2.	Section 1092, K. (a), (b).	Section 1092, J. 1, 2 (a), (b).	Section 1092, M. 1, (b). As amended by Chapter 686 of laws of 1925.	Section 1092, M. 1 (b), (c). As amended by Chapter 686 of laws of 1925.	Section 1092, M. 2.	Section 1092, F. 4, (f); P.	Section 1092, (14); F. 4, (f); M.	Section 1092, C (d).

TABULAR STATEMENT OF MAIN PROVISIONS OF

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular super-annuation retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
Massachusetts July 1, 1914.	General Laws relating to Education Bulletin of the Dept. of Education, 1927 No. 4. Chapter 32, pp. 44-57. Law available in booklet "General Laws relating to the Retirement System for Public School Teachers," July 1, 1927.	Teacher's retirement board of 3 members.	State	Compulsory for new entrants.	Annual appropriations for payment of incurred pensions		Teacher assessed from 3 to 7% of salary, according to rate established by the retirement board. Rate effective to date 5%. Minimum \$35 Maximum \$100.	Optional 60 to 70 (compulsory at 70).	No term of service required, but to receive credit for service prior to July 1, 1914 the service in Massachusetts at retirement must amount to 15 years, the last five of which must be continuous.
Chapter 32; Sec. 7: (1).		Chapter 15; Sec. 16	Chapter 32; Sec. 9: (1).	Chapter 32; Sec. 7.	Chapter 32; Sec. 9: (3).		Chapter 32; Sec. 9: (2)	Chapter 32; Sec. 10; (1), (2).	Chapter 32; Sec. 10; (1), (5).
Employees' Retirement System of the City of Baltimore January 1, 1926.	Chapter 411; Acts of 1924; Ordinance 553. Text and summary in "Report on a Proposed Retirement Plan for Employees of the City of Baltimore" prepared by the Baltimore Retirement Commission, 1925.	Board of five trustees	City of Baltimore	Compulsory for new entrants after 6 months service and employees already in service. Members of existing Teachers' Retirement Fund receive privileges of new system only upon majority vote for participation	City annually contributes a certain % of the payroll to reserve fund. Aggregate payment to provide benefits payable for the current year. Credit for prior service. "Present employees" to receive allowance equal that received had the system been in existence at their appointment		Deduction from salary sufficient to secure at age 60 an annuity equal to the pension due for service.	Optional 60 to 70 (Compulsory at 70)	No required term of service
Chapter 411; Acts of 1924; ordinance No. 553. Section 2.		Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 5; (1), (2)	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 8; (5)	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 3; (1)	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 8; (3), e; Report, p. 14.		Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 8; (1) a.	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; 1	Chapter 411; Acts of 1924; Ordinance No. 553. Sec. 6; 1.

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by state		Retirement allowance from teacher's contributions	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
20 years service; teacher under age 60.	Annuity purchased by members' accumulated savings plus additional allowance from state equal to the teacher's years of service multiplied by 1/30 of pension due had teacher retired at age 60 having paid 30 annual assessments, minimum for each year of service equals 1/30 of \$250.	Estate receives teacher's accumulated savings.	Teacher receives accumulated savings.	Allowance matching that purchased by teacher's accumulated savings.	Allowance matching that purchased by teachers accumulated savings. Additional pension for prior service. Pension purchased by total not to exceed the actuarial equivalent of \$500 at age 60.	Annuity purchased by teachers accumulated savings. The excess over the amount necessary to provide the \$500 allowance at 60 is returned in a lump sum at retirement.	Cities and town retiring teachers since 1914 according to provisions of former systems are reimbursed by the state. Amount paid not to exceed what would have been due under the present system.	The state assumed the liability, the amount of which has not been estimated.	American Experience Table of mortality with 3½ per cent members in service credited with interest earned at 4½.
Chapter 32; Sec. 10; (8).	Chapter 32; Sec. 10; (9), (10).	Chapter 32; Sec. 11; (4).	Chapter 32; Sec. 11; (1).	Chapter 32; Sec. 10; (4).	Chapter 32; Sec. 10; (5).	Chapter 32; Sec. 10; (4).	Chapter 32; Sec. 16; (1).	Information secured from Secretary of the Teachers' Retirement Board.	Teachers' Retirement Board Bulletin 5, p. 3.
Medical examination. No requirement for those disabled from performance of duty. Otherwise 5 years service	For ordinary disability at 60 receives service allowance. Otherwise annuity purchased by total savings plus further pension. Total not exceed ½ of average annual salary. For accidental disability actuarial equivalent of member's accumulated savings plus pension equal to 66 2/3% of final average salary.	Member's total accumulated savings plus 50% of average final salary if has one or more years service. Accidental death in performance of duty. Otherwise only member's accumulated savings.	Part of member's accumulated savings demanded.	Pension almost equal to that purchased by employee's savings. 1/140 of average final salary multiplied by number of years service since last date of membership	Pension equal to 1/140 of average annual salary multiplied by number years service at last date of membership plus additional pension of 1/70 of final salary multiplied by number of years prior service.	Annuity purchased by member's accumulated savings	Liability to be assumed by the City in case of dissolution of the Teachers' Retirement Fund. Value of pensions exceeding funds on account of Teachers' Retirement Fund at July 1, 1925, \$480,267.	Accrued liability to be covered in about 30 years, will average 2.94% of payroll.	Tables and rates adopted by the Board.
Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; (3) (4), (5).	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; (4), (5), (6)	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; (8), (9).	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; (10).	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; 2 C.	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; (2) b, c.	Chapter 411; Acts of 1924; Ordinance No. 553; Sec. 6; (2) a.	Report by the Baltimore Retirement Commission 1925, p. 28 Ordinance 553; Sec. 9.	Report by the Baltimore Retirement Commission 1925, p. 14.	Chapter 411; Acts of 1924; Ordinance No. 553. Sec. 5 (14).

TABULAR STATEMENT OF MAIN PROVISIONS OF

Where act is in force and date effective	Where act is available	Method of administration	Expenses of administration borne by	Membership optional or compulsory	State's contribution to retirement fund income		Teacher's contribution to retirement fund income	Conditions for regular superannuation retirement	
					For teachers entering service since enactment of law	For teachers in service at date of enactment of law		Age	Term of service
1	2	3	4	5	6	7	8	9	10
Wisconsin July 7, 1921.	Laws of Wisconsin relating to Common Schools, 1928, Chapter 42. "Teachers' Retirement Act". 42.20-42.54, pp. 509-516. Analysis and text available in pamphlet form, prepared by the Annuity Board, Madison, Wisconsin.	Annuity board of 7 members. Public school retirement board of 5 members, also normal school and university retirement boards of five members each.	Expenses of administration paid out of interest earnings of state retirement system.	Compulsory for all teachers over 25.	State deposits determined by teacher's contribution and length of service. Maximum per year 200% of teacher's contribution not to exceed \$300, plus \$25 if teacher taught 120 days or more during current fiscal year. Source a surtax on incomes over \$3,000.		Teacher deposits 5% of total compensation since enactment. Assessments under old system given credit.	No required age to receive teacher's deposits. State's deposits not paid until teacher reaches age 50, and then only as an annuity.	No required term of service.
Analysis of Wisconsin State Retirement Law prepared under direction of the Annuity Board, p.1		Chapter 42; 42.23; 42.26; 42.29.	Section 20.30, as amended, 1925.	Chapter 42; 42.20, 42.25, 42.27, 42.28.	Chapter 42. Section 42.45.		Chapter 42; 42.40; 42.51(4).	Chapter 42; 42.29 (1); (2), (3); 42.48	Chapter 42; 42.48.
Vermont July, 1919.	General Laws of 1916 of the state of Vermont relating to the Dept. of Education with amendments to 1925. Chapter 56; No. 57, Acts of 1919 replacing sections 1420-1431 p. 23-32.	Teachers' retirement board of five members.	State	Optional	State makes appropriations for fund to provide pension equal to annuity purchased by teacher's accumulated savings.	State matches teacher's contribution in annual appropriation; additional sum appropriated for present teachers.	Teachers assessed not to exceed 5% of salary, rate fixed annually by the retirement board. Minimum \$16, maximum \$100 yearly.	Women 60; men 65.	Thirty years of teaching service, 20 of which were given in the state; the 5 preceding retirement are to be consecutive.
Chapter 56; No. 57 Acts of 1919 Replacing sections 1420-1431; Sec. 2 from General Laws of 1910 with amendments to 1925.		Chap. 56; No. 57, Acts of 1919, Sec. 5.	Chap. 55. No. 57, Acts of 1919, Sec. 8 (3).	Chap. 56; No. 57, Acts of 1919, Sec. 3.	Chap. 56; No. 57, Acts of 1919, Sec. 8, (3).	Chap. 56; No. 57, Acts of 1919, Sec. 8, (3) Sec. 13.	Chap. 56; No. 57, Acts of 1919, Sec. 8, (1)	Chap. 56; No. 57, Acts of 1919, Sec. 10.	Chap. 56; No. 57, Acts of 1919, Sec. 10.

CERTAIN TEACHER RETIREMENT SYSTEMS—(Continued)

Provisions for withdrawal previous to regular superannuation retirement in the case of				Retirement allowance paid by state		Retirement allowance from teacher's contribution	Provision regarding teachers retired under former system	Liability assumed for teachers with prior service	Mortality table and rate of interest
Disability		Death	Resignation or dismissal	To teachers entering service since enactment of law	To teachers in service at date of enactment of law				
Conditions	Allowance								
11	12	13	14	15	16	17	18	19	20
Medical examination. Teacher not over 50. Five years a member of retirement association.	\$25 per month plus other benefits due.	Beneficiary or estate receives both teacher's and state's accumulated deposits.	Annuity purchased by teacher's accumulated savings plus state's deposits payable if teacher is disabled and under age 50.	Pension purchased by accumulated deposits of the state.	Pension purchased by accumulated deposits of the state, plus accumulation of prior service computation, if teacher taught 25 years in schools included in state retirement system.	Annuity purchased by teacher's accumulated savings.	Teachers receive annuities granted under old system for life.	June 30, 1920 the liability was estimated at over \$10,000,000. State created a contingent reserve fund to provide for this.	Determined by board. Rate to provide benefits as near to actual cost as possible. Rate in effect at present date, 3 1/2%.
Chapter 42; 42.49 (4).	Chapter 42; 42.49 (4).	Chapter 42; 42.50 (1).	Chapter 42; 42.49 (2), (3).	Chapter 42; 42.49 (2).	Chapter 42; 42.49 (3); 42.51 (1), (2), (3).	Chapter 42; 42.49 (2).	Chapter 42; 42.51 (5).	Report of Annuity Board for fiscal years ending June 30, 1922, 1923, 1924, III.	Chapter 42; 42.54. Report of Annuity Board for fiscal years ending June 30, 1922, 1923, 1924, XV.
6 years service. Medical examination may be required.	Annuity secured from teacher's total savings and accumulated contributions of the state with additional allowance determined by board. Total not to exceed 1/2 average annual salary during entire period of service.	If a member of association less than 6 years the teacher's estate or beneficiary receives only his contribution with interest at 4%. If a member 6 years, estate or beneficiary receives total accumulated savings of teacher and contribution from the state.	If a member of association less than 6 years receives his total contribution with 4% interest. If a member 6 years, receives teacher's and state's contribution to account without interest.	State matches the annuity purchased by teacher's accumulated savings.	Annuity equal to that purchased by teacher's accumulated savings plus arbitrary sum fixed by board. Total not to exceed 1/2 his average annual salary throughout his entire period of service.	Annuity purchased by teacher's accumulated savings.	None	Accrued liabilities fund created by board of Vermont state teachers' retirement fund (Sections 1220-1231). Fund drawn upon to make up state contributions on accounts of members.	McClintock's with interest at 5 1/2%.
Chap. 56; No. 57, Acts of 1919, Sec. 14.	Chap. 16; No. 57, Acts of 1919, Sec. 14.	Chap. 56; No. 57, Acts of 1919, Sec. 15; 1, 2, 3.	Chap. 56; No. 57, Acts of 1919, Sec. 15, (1).	Chap. 56; No. 57, Acts of 1919, Sec. 8; (3).	Chap. 56; No. 57, Acts of 1919, Sec. 8; (3) Sec. 13.	Chap. 56; No. 57, Acts of 1919, Sec. 12; (1).	Chap. 56; No. 57, Acts of 1919.	Chap. 56; No. 57, Acts of 1919, Sec. 19.	Chap. 56; No. 57, Acts of 1919, Sec. 12.

Column 11. Provisions for withdrawal previous to regular superannuation retirement in the case of disability: Conditions. If a teacher becomes incapacitated for service before he has fulfilled the conditions for regular superannuation retirement (see Columns 9 and 10), he may be granted disability benefits providing he is not over age 62, and therefore eligible for regular retirement benefits, and that he has given ten years of service. Medical examination is required to substantiate his claim.

Column 12. Provisions for withdrawal previous to regular superannuation retirement in the case of disability: Allowance. For disability benefits, the teacher receives an allowance equal to $1/90$ of his final salary (the average salary for the ten years preceding his retirement) multiplied by his number of years of service; the minimum disability allowance is 30 percent of the final salary.

Column 13. Provisions for withdrawal previous to regular superannuation retirement in the case of: Death. If the teacher dies before regular retirement under the act or before he has received the sum payable to his credit, the contributions which he has made to the retirement fund and the interest accumulated thereon, go to his estate, or beneficiary.

Column 14. Provisions for withdrawal previous to regular superannuation retirement in the case of: Resignation or dismissal. If a teacher resigns or is dismissed from teaching service before retirement, the contributions which he has made to the retirement fund with the interest accumulated thereon, are returnable to him.

Column 15. Retirement allowance paid by state; to teachers entering service since enactment of law. A teacher entering the serv-

ice after the existing retirement law became effective, receives, upon retirement, an allowance from the state equal to $1/160$ of his final salary, for each year of service.

Column 16. Retirement allowance paid by state; to teachers in service at date of enactment of law. A teacher employed in the school system at the time the retirement law became effective receives an allowance from the state equal to $1/160$ of his final salary, for each year of service, both prior to and since the enactment of the law.

Column 17. Retirement allowance from teacher's contributions. At retirement the teacher receives the annuity which the sum of his contributions to the retirement fund with the interest thereon entitles him under the rate adopted by the board. This annuity amounts to $1/160$ of his final salary for each year of service since the law went into effect.

Column 18. Provision regarding teachers retired under former system. Teachers retired under former local retirement systems continue to receive their retirement allowances from these former systems.

Column 19. Liability assumed for teachers with prior service. The obligation to teachers with prior service, amounting at the inauguration of the system to a considerable sum, was assumed wholly by the state and local districts. It was decided to meet the deficiency by semi-annual payments to be continued over a period of thirty years to a reserve fund of two percent of the entire compensation made to members of the system for service during the preceding year.

Column 20. Mortality table and rate of interest. McClintock's tables of life expectancy and a four percent rate of interest on the funds were adopted by the retirement board of Pennsylvania.

Roll Call by States as to Plans Affecting Retirement Legislation

To secure a nation-wide survey of plans now under way relative to the enactment of teacher retirement laws or the modification of previous retirement legislation, letters were sent to state superintendents of schools and to secretaries of state and local teacher retirement systems. To secure additional information in some cases letters were also sent to secretaries of state teacher associations, and chairmen of state and local retirement committees. Below is presented a brief summary of the information secured from one or more of the above sources, relative to plans affecting retirement legislation.

Alabama.—There is no state-wide teacher retirement law in effect in Alabama. The Alabama Education Association has had a committee at work on the problem of teacher retirement allowances. Local retirement systems are in effect in Montgomery City, Mobile and Jefferson Counties. The City of Birmingham is working out a system under a law passed by the 1927 state legislature, permitting cities of over 100,000 population to establish retirement systems.

Arizona.—A state-wide teacher retirement law is in effect in Arizona. No plans have been reported as to legislation enacted or proposed that would modify the system now in operation.

Arkansas.—There is no teacher retirement law in effect in Arkansas. The Arkansas Education Association has included in its 1928 program the provision for a committee to study and report on the problem of teacher retirement legislation.

California.—A state-wide teacher retirement system is in effect in California. A local independent system is in operation in San Francisco, California. An act was passed by the legislature in 1927 to provide for an actuarial investigation of the state retirement law now in effect.

Colorado.—There is no state-wide teacher retirement law in effect in Colorado. Four cities, Canon City, Colorado Springs, Denver, and Greeley have established local retirement systems.

A Committee of the Colorado Education Association is studying the problem. In

March, 1926, services were secured for making a study of the retirement problem in Colorado. The data, secured through the Retirement Fund Committee in cooperation with the State Department, are being analyzed and it is planned to complete the study so that a bill may be drawn for the 1929 legislative session. The Colorado Education Association has employed legal services for their Retirement Fund Committee to assist in drafting a sound bill.

Connecticut.—There is a state-wide teacher retirement law in effect in Connecticut. Minor amendments to the state law were made in 1927. No report has been made of further changes contemplated. A local, independent retirement system is in operation in New Haven, Connecticut. The merger of the New Haven system with the state system has been discussed, but no amendment has been submitted to the legislature.

Delaware.—There is no state-wide teacher retirement law in effect in Delaware. Wilmington, Delaware, has a local retirement system as the result of a state law. A bill to establish a state-wide retirement system for Delaware was drawn up with the cooperation of the Carnegie Foundation, but failed of passage in the state legislature.

District of Columbia.—A retirement law is in effect for public school teachers in the District of Columbia. No modifications of this law have been made since its amendment on June 11, 1926.

Florida.—There is no teacher retirement system in effect in Florida. Retirement measures have been introduced in the Florida legislature, but have not received whole-hearted support from the teachers.

The Florida Education Association is engaged in a study of an adequate teacher retirement law for Florida. A plan of retiring allowances for Florida public school teachers was drawn up, based on the Committee's work and advice from experts. After some revision the measure was included in the official program of the Florida Education Association, December, 1927.

Georgia.—There is no state-wide teacher retirement system in effect in Georgia. At-

lanta and Augusta operate local retirement systems. At the 1928 Convention of the Georgia Education Association the President was instructed to appoint a committee to study retirement allowances.

Hawaii.—A retirement system for the employees of the Territory of Hawaii, including teachers in the public schools, became effective January 1, 1926 and has been in operation since that date. Amendments to the retirement act were passed by the 1927 session of the territorial legislature.

Idaho.—There is no teacher retirement law in effect in Idaho. A Committee of the Idaho Education Association has been working on the problem.

Illinois.—A state-wide teacher retirement system is in effect in Illinois. Local, independent systems are in operation in Chicago and Peoria.

Indiana.—A state-wide teacher retirement system is in effect in Indiana. A local, independent system is in effect in Terre Haute, Indiana. In 1927 the state law was amended to extend the date on which teachers could elect membership in the fund to October 31, 1928.

Iowa.—There is no state-wide teacher retirement system in effect in Iowa. Des Moines and Sioux City operate local retirement systems. An annuity bill was worked out in 1923 for the state after a careful study. The Annuity Committee of the Iowa State Teachers' Association is continuing its work. A measure will probably be proposed at the 1929 legislature.

Kansas.—There is no state-wide teacher retirement system in effect in Kansas. Atchison, Parsons, and Topeka operate local retirement systems. So far as has been reported, there is no movement in progress relating to the establishment of a state wide teacher retirement system.

Kentucky.—An act establishing a state teacher retirement system was passed by the 1928 state legislature. Lexington, Louisville and Newport have local retirement systems. Provision is made in the new state law for merging local systems with the state retirement system, should such transfer be desired.

Louisiana.—There is no state-wide teacher retirement system in effect in Louisiana. The Louisiana Teachers' Association has a committee at work on this problem. A retirement

measure will probably be introduced in the next legislature. A teacher retirement fund is in effect in the Parish of Orleans (New Orleans) by act of the state legislature. This teacher retirement law was completely reorganized by the 1928 legislature. As revised, it embodies the fundamental principles of a teachers' retirement system advocated by the National Education Association.

Maine.—Maine has two laws relating to teacher retirement, one contributory, the other non-contributory. The non-contributory teacher retirement law was altered by the 1927 state legislature, raising the amount received by teachers from the state.

Maryland.—A state-wide teacher retirement system is in effect in Maryland. This law, established August 1, 1927, replaced an inadequate pension system, and set up a sound, contributory system, providing for superannuation and disability benefits. Retirement systems formerly in effect in Alleghany and Baltimore Counties have been merged with the state-wide system. A retirement system for the employees of the City of Baltimore, including teachers, went into effect January 1, 1926.

Massachusetts.—A state-wide teacher retirement system is in effect in Massachusetts. The City of Boston operates an independent, local retirement system. There were bills before recent Legislatures increasing the maximum amounts payable under the law. It is stated that the maximum amounts should be increased, as no change has been made in these amounts since 1913 when the law was passed.

Michigan.—Michigan has a state-wide teacher retirement system. Amendments to this law were passed by the 1927 Legislature were intended to improve conditions until an actuarially sound bill could be drafted. A general code law passed subsequent to these amendments appears to have endangered the existence of the act itself. The Michigan Education Association is drafting a sound retirement measure to replace the old one. Detroit has a local, independent retirement system in effect.

Minnesota.—A state-wide teacher retirement law is in effect in Minnesota. The cities of Duluth, Minneapolis and St. Paul operate local, independent retirement systems. Minor changes were made in the state sys-

tem in the 1927 legislature. The Minnesota Education Association has a committee at work on a revision of the state system now in effect.

Mississippi.—There is no teacher retirement system in effect in Mississippi. A resolution was adopted in the 1928 state legislature providing for the appointment of a commission to investigate the matter of a teachers' retirement fund, the report of the commission to be made to the 1930 session of the legislature. It is believed that the report of this commission will be the basis for legislation.

Missouri.—There is no teacher retirement system in effect in Missouri. A provision of the state constitution prevents the establishment of a retirement plan. Efforts made to secure an amendment so that the public could vote on a teachers' retirement fund failed in the 1927 legislature. It is probable that the 1929 legislature will be requested to authorize an amendment.

Montana.—A state-wide teacher retirement system is in effect in Montana. The amount received by annuitants under this act has recently been reduced. A bill to establish an actuarially sound retirement system has been prepared under the auspices of the Montana Education Association. An organization is being developed to increase interest in the measure.

Nebraska.—There is no state-wide teacher retirement law in effect in Nebraska. The Nebraska State Teachers' Association is giving attention to the problem through a Committee on Teacher Retirement. The City of Omaha has a teacher retirement system, as a result of a state law.

Nevada.—A state-wide teacher retirement law is in effect in Nevada. The law was amended in 1927 to change the annual contribution from teachers and to open membership in the fund to March 28, 1928, for teachers who did not elect to join when the law was originally passed.

New Hampshire.—New Hampshire has no state-wide teacher retirement law in effect. Local retirement systems are in operation in Manchester and Nashua. A pension law established some years ago and in force for three years was declared unconstitutional. A measure was proposed in the 1927 legislature. A

committee has been appointed looking forward to the 1929 legislature.

New Jersey.—A state-wide teacher retirement system is in effect in New Jersey. No report has been made of legislation enacted or proposed to modify the system as now in effect.

New Mexico.—There is no teacher retirement law in effect in New Mexico. A committee of the State Education Association is preparing a teacher retirement bill to be introduced in the next legislature.

New York.—A state-wide teacher retirement law is in effect in New York State. A teachers' retirement system independent of the state system is in operation in New York City. Several minor amendments to the New York State Retirement Law were passed at the last session of the legislature.

North Carolina.—There is no state teacher retirement law in effect in North Carolina. A Committee on Retirement Legislation of the North Carolina Education Association is at work, and has prepared a report. New Hanover County operates a local teacher retirement system.

North Dakota.—A state-wide teacher retirement law is in effect in North Dakota. An actuarial survey of the fund has been in progress looking forward to possible changes in the retirement system.

Ohio.—A state-wide teacher retirement law is in effect in Ohio. There has been no report of a movement on foot to modify the system as now in effect.

Oklahoma.—There is no teacher retirement system in effect in Oklahoma. A committee is at work on this problem and is collecting data on the teaching force of the state, looking toward the development of a sound retirement system.

Oregon.—There is no state-wide teacher retirement law in effect in Oregon. A Committee on Teacher Retirement of the Oregon Education Association is working to secure a state-wide law. The City of Portland has established a Teachers' Retirement Fund Association. A reorganization of the Teachers' Retirement Fund Association effective in Portland has been considered upon recommendations of an Advisory Committee.

Panama Canal Zone.—American teachers in the Canal Zone public schools come under

the provision of the Federal Employees' Retirement Act, as amended July 3, 1926.

Pennsylvania.—A state-wide teacher retirement law is in effect in Pennsylvania. An amendment, approved March 22, 1927, extended the time to July, 1928, for a present employee to elect membership in the retirement system. In 1927 a ruling of the Deputy Attorney General declared unconstitutional the State appropriation to the fund for teachers retired prior to the establishment of the State School Employees' Retirement System.

Porto Rico.—Porto Rico has a law affecting retirement of teachers for that territory.

Rhode Island.—A state-wide non-contributory teacher retirement law is in effect in Rhode Island. No plans have been reported for revision of this system. Bristol, Newport, and Providence operate local independent retirement systems.

South Carolina.—There is no state law relative to teacher retirement in South Carolina. The city of Charleston has a local retirement system. A committee was appointed by the South Carolina Teachers' Association to make a thorough study of teacher retirement and report. The report of the committee was adopted by the Association in 1928.

South Dakota.—There is no teacher retirement law in effect in South Dakota. There is no movement reported in progress at the present time for the enactment of a teacher retirement system in this state.

Tennessee.—There is no state-wide teacher retirement law in effect in Tennessee. No organized movement is reported toward the enactment of a state teacher retirement system. Local retirement systems are in effect in Chattanooga, Hamilton County, Knox County, and Nashville.

Texas.—There is no state teacher retirement law in effect in Texas. San Antonio operates a local retirement system. A Committee of the Texas State Teachers' Association has been at work on the problem of a teachers' retirement fund for Texas.

Utah.—There is no state-wide teacher retirement law in effect in Utah. A bill providing for the establishment of a state teachers' retirement system was introduced in the

1927 legislature. Salt Lake City has set up a local system.

Vermont.—A state wide teachers' retirement law is in effect in Vermont. There is no movement in progress looking toward revision of this system.

Virginia.—There is a state-wide teacher retirement law in effect in Virginia. This law has not proved satisfactory. The Public School Teachers' Retirement Fund Committee of the Virginia Education Association, Miss Cornelia S. Adair, Richmond, Virginia, chairman, has been studying the problem of retirement allowances. A plan for a retirement fund bill has been prepared and printed with the assistance of the Carnegie Foundation. The proposed plan is being studied throughout the state. A bill will probably be submitted at the session of the 1930 legislature which will amend the existing law.

Virgin Islands.—An act to establish a retirement system in the Virgin Islands is being worked out by a committee.

Washington.—A state-wide teacher retirement law is in effect in Washington. Bellingham, Everett, Seattle, Spokane and Tacoma have established local retirement systems. The Washington Education Association has been carrying on a movement to combine existing funds in a reorganized state system.

West Virginia.—There is no state supported teachers retirement system in effect in West Virginia. Charleston, Parkersburg, and Wheeling have established local retirement systems. A permissive state law permits local districts to establish teacher retirement funds. The State Board of Education has drafted regulations governing the creation and maintenance of such local funds.

Wisconsin.—A state-wide teacher retirement system is in effect in Wisconsin. Milwaukee, Wisconsin, has established a local, independent system. No report has been made of changes contemplated in the Wisconsin state teachers' retirement system.

Wyoming.—There is no teacher retirement law in effect in Wyoming. A committee is at work collecting data previous to the proposal of a bill to establish a teacher retirement system.

Why the Professionally Minded Teacher Supports Sound Retirement Legislation

1. *The support of sound teacher retirement legislation on the part of all teachers is a professional duty.*

A sound teacher retirement system increases the efficiency of the school staff. It is, therefore, the duty of every professionally minded teacher to place no obstacle in the way of such legislation. It may be possible, in exceptional cases, that individual teachers exist for whom the enactment of retirement legislation means no personal benefit. The opposition to the enactment of a measure, or its lukewarm support, on such a basis is unworthy of any member of a group deserving classification among the professions.

Sound teacher retirement legislation can entail no hardship upon any teacher. If after being a member of a retirement system for a number of years he chooses to withdraw from the profession, the deposits made toward building up his annuity fund are returned to him with interest. Joining a retirement system, therefore, means no personal sacrifice, even though a teacher may not continue in the profession until the age for normal retirement. On the other hand, the failure of a small group of teachers to support retirement legislation may make such legislation difficult or impossible of enactment, and result in harm both to teachers and children. Every teacher should give his support to the enactment of a sound teacher retirement system, if for no other reason than his interest in the advancement of the profession.

2. *Every teacher has a direct personal interest in the enactment of sound retirement legislation.*

Teachers, like other people, sometimes refuse to face facts. They refuse to recognize that:

- a. Old age comes to all who escape premature death.
- b. Many old teachers did not expect to keep on in the profession when they first began teaching.

c. Many teachers who have given their lives to the profession are actually destitute at the present time.

A recent investigation covering but twelve states revealed 1,263 teachers dragging out the latter years of their lives in dire poverty. It is no answer to say: "That will never happen to me." It has happened already to thousands who have said the same thing. No one can predict his future with certainty.

Those in the teaching profession who are unmarried are most likely to come to an unprotected old age. Men and women who marry and raise families thereby protect their future. When they reach old age their dependents have become capable of supporting them. When unmarried teachers reach old age, however, their dependents have usually passed on. Few of the many teachers who now have others partially or wholly dependent upon them may look forward to protection in old age as a result of the care which they give these dependents.

Teachers' salaries should be large enough to permit saving; but often they are not. Even in the cases where they are, the guarantee of a retirement law is still necessary to insure the teacher against unforeseen want. Every teacher, therefore, has an interest in seeing that the hazard of dependence in old age is met by the enactment of a sound teacher retirement system.

3. *Sound teacher retirement legislation is based upon business principles, which may be freely accepted by all teachers without loss of self-respect.*

A sound teacher retirement law is a straight business proposition, in which two interested groups, the public and the teachers, share the cost of supporting a proposition that brings benefit to both. A retirement allowance is in no sense a gratuity or a matter of charity, as the "pensions" of the past have sometimes been. It is as much the teacher's as is the salary he receives during his actual service. He has fully earned it, and he may

accept it without question. A teacher may support sound retirement legislation without any feeling that it involves a lowering of his own self-respect, or the respect in which the profession is held.

4. *A teacher retirement system exercises an important influence upon advancement and promotion within the profession.*

One important effect of a sound teacher retirement system is often overlooked by teachers. A properly drafted plan makes it practical for those in executive school positions to retire or to be retired when old age begins seriously to lower their efficiency. This leaves the path of promotion open to younger people. A retirement system thereby offers the rank and file of teachers protection against the necessity of having to serve under superiors whose incapacity due to advanced age is evident to all, but who continue to cling to their positions, since resignation means poverty or dependence on charity.

5. *The enactment of sound legislation must be based upon united effort on the part of the teaching profession.*

In carrying on the important work of actually obtaining the enactment of legislation, teachers must preserve a united front. The opponents of sound teacher retirement legislation too often have betrayed such measures by arraying one group in the profession against another, such as elementary teachers against secondary teachers, or beginning teachers against those of experience. Whenever teachers allow this to be done, they are the losers. Much of the difficulty that lies in the way of present legislation arises from such differences. All teachers, no matter what type of educational position they hold, should approach the problem in a spirit marked by a willingness to accept reasonable compromises, and an ability to see the other teachers' viewpoint. There should be a willingness to submerge nonessentials and individual likes and dislikes to the larger benefits that come to the children and the profession as a whole from the enactment of legislation based upon sound principles. Controversial points should be decided with the greatest possible fairness, and then all should stand together.

Questions and Answers Concerning Teacher Retirement Systems

The following series of questions and answers are intended for those who have had little experience with retirement systems. Only the more fundamental questions are raised and no attempt has been made to cover the whole field. Technical questions have been avoided. The answers given to the questions are applicable only to retirement systems built upon the fundamental principles for teacher retirement systems stated in a preceding section of this report.

While these questions and answers may offer a good start to one beginning a study of retirement systems, a reading of these alone will leave many questions unanswered, and is likely to result in misunderstandings as to how retirement systems work in practice. This Bulletin and references cited in the bibliography offer access to the additional material necessary for a careful study of the retirement question. At the end of this section references which deal with practical questions concerning the working of teacher retirement systems are cited.

1. *Is the movement to establish sound retirement systems a general one, or does it affect teachers alone?*

The movement for sound retirement systems is a general one affecting all forms of public and private work. Hundreds of well known industrial and commercial concerns already have retirement systems in effect. The Federal government and a number of states and many cities have systems covering their employees.

2. *How far has the teacher retirement movement advanced?*

A total of 28 states have teacher retirement systems established by state legislation. Of these laws, 23 are statewide, that is, they include all public school teachers. In addition, more than 40 cities and local communities have established retirement systems.

3. *What is a teachers' retirement system?*

It is a business-like plan whereby teachers who retire because of advanced age or physical disability are assured an income for life.

4. *Why establish a teacher's retirement system?*

Such a system protects children from being taught by teachers incapacitated by advanced age, it makes teachers more efficient during service and provides for their support in old age.

5. *Is a retirement plan a charity?*

No. A modern retirement system is in no sense a charity and should not be confused with the pension gratuities of the past.

6. *Are teachers required to join the retirement system?*

New teachers are required to join. Teachers already in service are not required to join, but experience indicates that under favorable circumstances ninety percent and more of the teachers already in service voluntarily join.

7. *Why require all new teachers to join?*

When membership is not required teachers may reach advanced age with no provision for their support. The children, the teachers, or both, are likely to suffer when this happens.

8. *Just how does a retirement plan work?*

A retirement plan is much like a savings account. Small amounts regularly saved over a long period of time, plus interest compounded, create a sum which is sufficient when old age is reached to pay for a retirement allowance for life.

9. *Who pays the cost of a retirement system?*

The cost is divided approximately equally between the teacher and the state.

10. *How much does the teacher contribute?*

Usually between four and five percent is deducted from each month's salary.

11. *How much does the state pay?*

Usually enough to match the amount contributed by the teacher.

12. *Why should not the teacher pay it all?*

This would require too large a deduction from the typical small salary.

13. *Why not have the state pay it all?*

This would require a larger appropriation than most legislatures would wish to make. Also, if the state paid it all the teacher would take less interest in the workings of the system.

14. *When does the teacher begin to make the contributions into the retirement fund?*

Immediately when the teacher joins the retirement system.

15. *Is this important?*

Very important. If the teacher delays in beginning his contributions, the amount available at the time of retirement, resulting from his contributions and particularly from interest thereon, will be too small to permit the payment of an adequate retirement allowance.

16. *When does the state begin to make its payments?*

Immediately when the teacher joins.

17. *Is this important?*

Very important. The state can easily pay in small sums each year to accumulate with interest. If such payments are delayed, the amount due in principal and interest becomes so large that it may never be made up and the retirement fund becomes insolvent.

18. *Is the cost of a retirement system reduced when the teacher and the state both begin payments immediately at the time the teacher starts teaching?*

Yes. For a teacher who serves 35 years, approximately half of the total cost of the retirement allowance may be paid for by interest accumulations. The remaining cost is divided between the teacher and the state. Thus, about 25 percent of the cost of a retirement system may be represented by the deductions from the teacher's salary and about 25 percent of the cost may be represented by public appropriations.

19. *Might it be said, therefore, that a retirement plan furnishes an inexpensive way of paying for a valuable service?*

Yes. A well-established plan buys the state four dollars' worth of teacher retirement for every dollar it appropriates, and furnishes

four dollars of retirement benefit to the teacher for every dollar contributed.

20. *What happens if a teacher withdraws from teaching service for any reason previous to age of retirement?*

He may withdraw in cash, including interest accumulations, the full sums deducted from his salary throughout his period of service.

21. *Suppose the teacher dies before reaching age of retirement?*

The deductions from his salary with interest is payable to his heirs.

22. *A retirement system then offers a teacher an opportunity to build up a small estate?*

Yes, under very favorable conditions.

23. *A teacher loses nothing, therefore, and may gain much by joining a sound retirement system?*

Yes.

24. *What happens if a teacher is permanently disabled previous to retirement?*

Providing he has served a reasonable number of years, he receives a retirement allowance as long as he lives—without additional cost to him.

25. *When a new retirement system is established what about teachers who have taught many years?*

When they join the system they are given credit for service prior to the establishment of the system, and are thus guaranteed a retirement allowance.

26. *Who pays the cost of thus crediting teachers for prior service?*

The state, by establishing a special fund which spreads the payments over a period of some thirty years, and thus reduces the cost in any one year.

27. *Are the deductions from one teacher's salary used to pay the retirement allowance of a teacher already retired?*

No. The deductions from each teacher's salary are kept in a separate account which is his own property, just as a savings account in a bank belongs to a particular person.

28. *When a new retirement system is established to replace one already in effect what happens to teachers promised benefits under the older system?*

The new system guarantees the old teachers all the benefits they had a reasonable right to expect under the old system.

29. *What happens to teachers already retired under the old plan?*

They are paid for life at least the sum guaranteed under the old plan.

30. *Why do some teacher retirement systems now in effect need to be revised?*

They were established before the principles which should govern the establishment of such systems had been evolved.

31. *What is the main weakness of these systems?*

They frequently need radical revision in a number of directions, but their principal weakness is usually financial unsoundness. They are approaching the time when their resources will be insufficient to pay the retirement allowances promised. A retirement system which proves to be insolvent when the age of retirement is reached is worse than none at all.

32. *Should all retirement systems be modernized?*

Yes, and the sooner the better if financially unsound. The longer an unsound system is in effect the more difficult it is to put it on a sound financial basis.

33. *Is it practical to remodel and modernize an unsound retirement system?*

Yes. Many existing sound teacher retirement systems replaced unsound systems.

34. *Is there general agreement as to the provisions which should govern teaching retirement systems?*

Yes. Experience and research have established the fundamental principles which should govern modern teacher retirement systems. Practically all authorities agree, if we disregard minor issues, as to what these principles should be.

35. *What action should precede the establishment or revision of a retirement system?*

A careful investigation by experts should be made before legislation is drafted.

36. *Should all teachers support sound retirement legislation?*

Yes, as a professional duty.

Handbooks and Pamphlets Concerning Teacher Retirement Systems

1. BOARD OF ADMINISTRATION, SAN FRANCISCO CITY EMPLOYEES' RETIREMENT SYSTEM. *Facts You Should Know About the Retirement System*. San Francisco, December, 1925. 24 p.

Contains questions and answers on history, membership, benefits, and contributions of the San Francisco employees' retirement system.

2. BOYER, CHARLES B., "The Teachers' Pension and Annuity Fund," *New Jersey Journal of Education*. Vol. 16, January, 1927. pp. 5-7.

Presents data on the administration and organization of the New Jersey Teachers' Pension and Annuity Fund.

3. CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. *Handbook of Life Insurance and Annuity Policies for Teachers*, 1928. 95 p. Published by Teachers Insurance and Annuity Association of America, 522 Fifth Avenue, New York City.

Discusses the development and purpose of the Teachers Insurance and Annuity Association. Describes the various policies offered by the Association and gives tables of rates.

4. COMMITTEE ON A TEACHERS' RETIREMENT PLAN FOR MARYLAND. *Report on a Proposed Plan for the Retirement of Teachers in the State of Maryland*. Baltimore, Md., 1927. 65 p.

Summarizes main provisions of the Maryland teacher retirement law. Gives data on costs.

5. COMMONWEALTH OF MASSACHUSETTS, DEPARTMENT OF EDUCATION. "The Teachers' Retirement System." *Teachers' Retirement Board Bulletin No. 5*. Boston, Mass., 1927. 16 p.

Explains sections of the school law relating to teacher retirement in Massachusetts.

6. COMMONWEALTH OF PENNSYLVANIA. *State School Employees' Retirement Law and Explanatory Statement*. Harrisburg, Penna. 1926. 35 p.

Beside text of retirement bill, includes data on membership, support, and administration.

7. EMPLOYEES' RETIREMENT SYSTEM OF THE TERRITORY OF HAWAII. *The Employees' Retirement System*.

ment System of the Territory of Hawaii. September 30, 1925. 16 p.

Circular of information on the benefits and administration of the Employees' Retirement System in Hawaii.

8. HOUSMAN, IDA E. *A Digest and Explanation of the New Jersey Teachers' Pension and Annuity Fund Law*. 1927. 519 Garden St., Hoboken, New Jersey. 144 p.

Presents the New Jersey Teachers' Pension and Annuity Fund Law in simplified form with explanatory material. Includes text of the law and important rulings by board of trustees. Illustrates methods of calculating benefits from actual cases.

9. NEBRASKA STATE TEACHERS ASSOCIATION. "Questions and Answers Concerning a Teachers' Retirement System." *Educational Information Booklet*. Series I. No. 5. 24 p. Lincoln, Nebraska.

Includes answers to questions concerning a teachers' retirement system.

10. *Report on An Actuarial Investigation of the New Jersey Teachers' Pension and Annuity Fund As of February 15, 1927*. Conducted under direction of Commission authorized by joint resolution by Senate and General Assembly of State of New Jersey. 55 p.

In addition to results of the actuarial investigation, includes a discussion of the principles of pensions and pension funds, with a resumé of the benefits payable and how they

are provided for. Contains charts showing costs of old age incomes when financed over varying lengths of time.

11. STATE DEPARTMENT OF EDUCATION. *Teachers' Retirement Fund*. Augusta, Maine. 1925. 20 p.

Gives information on teacher retirement in Maine, with text of contributory and non-contributory acts.

12. TEACHER RETIREMENT COMMITTEE OF THE SOUTH CAROLINA TEACHERS ASSOCIATION. *Will You Always be Young? A Catholicism on a Teacher Retirement System*. Columbia, South Carolina, 1928. 8 p.

Questions and answers concerning the desirability of teachers' retirement systems with special reference to plans for teacher retirement in South Carolina.

13. "The Retirement System." *Common Ground*. Vol. 6, March, 1927. pp. 177-178.

Made up of 35 questions and answers concerning the operation of the Massachusetts retirement system.

14. WISCONSIN TEACHERS ASSOCIATION. *Questions and Answers Concerning Wisconsin's Teachers Retirement Law*. Madison, Wisconsin. 12 p. See also, *The Wisconsin Journal of Education*. Vol. 59, June, 1927. pp. 433-436

Deals with historical and administrative aspects of the Wisconsin teacher retirement system.

Where to Write Concerning Details of State and Local Retirement Systems

School officials and laymen concerned with retirement legislation may wish to make use of the experience of other states or communities in handling the problem of teacher retirement. This section is included for those who desire more information than could be given in this Bulletin as to certain administrative

or financial phases of the retirement systems in effect, or the procedure followed where retirement legislation is proposed. The following directories give information as to whom correspondence may be addressed in order to secure details concerning state and local retirement systems.

DIRECTORY OF STATE TEACHER RETIREMENT SYSTEMS OF LIMITED APPLICATION AND OF LOCAL RETIREMENT SYSTEMS

State	City or County	Person to whom correspondence should be addressed relative to retirement systems	Address
Alabama	Jefferson County	No data	
	Mobile County	Miss Natalie Simison, Secretary, Mobile Teachers' Association	Mobile, Ala.
California	Montgomery	W. R. Harrison, Superintendent of Schools	Montgomery, Ala.
	San Francisco	Ralph R. Nelson, Secretary-Actuary, San Francisco City Employees' Retirement System	Room 215, City Hall, San Francisco, Calif.
Colorado	Canon City	O. B. Drake, Superintendent of Schools	Canon City, Colo.
	Colorado Springs	H. M. Corning, Superintendent of Schools	406 N. Webster Street, Colorado Springs, Colo.
	Denver	R. A. Puffer, Assistant to the Superintendent of Schools	Denver, Colo.
	Greeley	No data	
Connecticut	New Haven	Robert B. Hall, Secretary, Retirement Fund Board	City Hall, New Haven, Conn.
Delaware	Wilmington	Miss A. Mary Cornell	1806 Van Buren Street, Wilmington, Del.
Georgia	Atlanta	R. R. Ritchie, Assistant Superintendent in Charge of Business Affairs	Atlanta, Ga.
	Augusta	S. D. Copeland, Assistant Superintendent of Schools	Augusta, Ga.
Illinois	Chicago	Miss Mary Abbe, Recording Secretary, Retirement Fund Board	Room 302, 650 S. Clark Street, Chicago, Ill.
	Peoria	Miss Catherine C. Quinn, Financial Secretary, Retirement Fund Board	602 N. Madison Avenue, Peoria, Ill.
Indiana	Terre Haute	Miss Cora C. Steele	300 Potomac Avenue, Edgewood Grove, Ind.
Iowa	Des Moines	Miss Edith W. Cushing	Garfield Building, Des Moines, Iowa
Kansas	Sioux City	M. G. Clark, Superintendent of Schools	Sioux City, Iowa
	Atchison	Thomas B. Portwood, Superintendent of Schools	Atchison, Kans.
	Parsons	No data	
	Topeka	H. L. Armstrong, Business Manager, City Public Schools	Topeka, Kans.
Kentucky	Lexington	Miss Mary A. Walby, Secretary, Board of Insurance and Annuity	119 E. Maxwell Street, Lexington, Ky.
	Louisville	Miss Carrie R. Gross, Secretary, Trustees of Annuity Fund	742 S. 22nd Street, Louisville, Ky.
	Newport	Miss Dora Cumming	711 Monroe Street, Newport, Ky.
Louisiana	New Orleans	A. J. Tete, Secretary-Treasurer, Board of Trustees, Teachers' Retirement Fund	Municipal Building, New Orleans, La.
Maryland	Baltimore	Sherwood R. Murphy, Secretary, Employees Retirement System	City Hall, Baltimore, Md.
Massachusetts	Boston	Boston Retirement Board	Room 22, Boston City Hall, Boston, Mass.
Michigan	Detroit	Edward M. Lane, Secretary, Teachers' Retirement Fund Board	1354 Broadway, Detroit, Mich.
Minnesota	Duluth	Miss Pauline Blackshaw, Secretary, Duluth Teachers' Retirement Fund Association	Board of Education, Administration Building, Duluth, Minn.
	Minneapolis	Philip E. Carlson, Secretary, Minneapolis Teachers' Retirement Fund Board	742 Metropolitan Bank Building, Minneapolis, Minn.
	St. Paul	Miss Florence Rood, Secretary, Retirement Fund Board	328 Cedar Street, St. Paul, Minn.
Nebraska	Omaha	James L. McCrory	601 City Hall, Omaha, Nebr.
New Hampshire	Manchester	No data	
	Nashua	C. H. Noyes, Superintendent of Schools	Nashua, N. H.
New York	New York City	Thomas V. Garvey, Acting Secretary, Teachers' Retirement Board, Teachers' Retirement System of the City of New York	Municipal Building, New York City, N. Y.
North Carolina	New Hanover County	O. H. Hamilton, County Superintendent of Schools	Wilmington, N. C.
Oregon	Portland	C. A. Rice, Superintendent of Schools	Portland, Ore.

**DIRECTORY OF STATE TEACHER RETIREMENT SYSTEMS OF LIMITED APPLICATION
AND OF LOCAL RETIREMENT SYSTEMS—(Continued)**

State	City or County	Person to whom correspondence should be addressed relative to retirement system	Address
Rhode Island	Bristol	William C. Hobbs, Superintendent of Schools	Bristol, R. I.
	Newport	Alfred R. C. Gatzemeier, Secretary, Teachers' Retirement Fund	Newport, R. I.
	Providence	William H. Worrall, City Auditor	City Hall, Providence, R. I.
South Carolina	Charleston	A. B. Rhett, Superintendent of Schools	Charleston, S. C.
Tennessee	Chattanooga	No data	
	Hamilton County	J. E. Walker, County Superintendent of Schools	Chattanooga, Tenn.
	Knox County	W. W. Morris, County Superintendent of Schools	Knoxville, Tenn.
	Nashville	H. C. Weber, Superintendent of Schools	Nashville, Tenn.
Texas	San Antonio	C. A. Arnold, Secretary-Treasurer, Pension Society	1005 Nolan Street, San Antonio, Texas
	Salt Lake City	George King, Secretary, Retirement Fund Board	311 City and County Building, Salt Lake City, Utah
Washington	Everett	Miss Beatrice Robinson, Secretary, Retirement Fund Board	Everett, Wash.
	Seattle	K. J. Knutson, Secretary, Seattle Teachers Retirement Fund	Central Building, Seattle, Wash.
	Spokane	Miss Clara L. Jahnke, Secretary, Retirement Fund Board	Administration Building, Spokane, Wash.
	Tacoma	John O. Peterson, Secretary, Tacoma Teachers' Retirement Fund	Central School Building, Tacoma, Wash.
West Virginia	Charleston	No data	
	Parkersburg	H. E. Odgers, Superintendent of Schools	Parkersburg, W. Va.
	Wheeling	C. A. Danford, Secretary, Teachers' Retirement Pension Fund	Administration Building, 2123 Chapline Street, Wheeling, W. Va.
Wisconsin	Milwaukee	Miss Rose Schnell	325 10th Street, Milwaukee, Wis.

DIRECTORY OF STATE-WIDE AND TERRITORIAL TEACHER RETIREMENT SYSTEMS

State or Territory	Person to whom correspondence should be addressed relative to teacher retirement	Address
Arizona	C. O. Case, State Superintendent of Public Instruction	Phoenix, Ariz.
California	Miss Marion H. Ketcham, Assistant Secretary, Public School Teachers' Retirement Salary Fund Board	Care State Department of Education, Box 615, Sacramento, Calif.
Connecticut	Miss Dorothy M. Shanley, Secretary, Teachers' Retirement Board	State Capitol, Hartford, Conn.
District of Columbia	Maj. Raymond O. Wilmarth, Assistant Superintendent of Schools	Franklin Administration Building, 13th and K Streets N. W., Washington, D. C.
Hawaii	Henry P. O'Sullivan, Secretary, Employees' Retirement System of the Territory of Hawaii	Room 2, Second Floor, National Guard Armory, Honolulu, Hawaii
Illinois	R. O. Clarida, Secretary, Teachers' Retirement Fund Board	Centennial Building, Springfield, Ill.
Indiana	O. H. Greist, Executive Secretary, Teachers' Retirement Fund Board	224 State House, Indianapolis, Ind.
Maine	Dr. Augustus O. Thomas, State Superintendent of Public Instruction	State House, Augusta, Me.
Maryland	Miss Margaret Barkley, Secretary, Teachers' Retirement System of Maryland	2002 Lexington Building, Baltimore, Md.
Massachusetts	Clayton L. Lent, Secretary, Teachers' Retirement Board	State House, Boston, Mass.
Michigan	Mrs. Georgiana Larabee, Secretary, Michigan Teachers' Retirement Fund Board	600 American State Savings Bank Building, Lansing, Mich.
Minnesota	H. E. White, Secretary, Teachers' Insurance and Retirement Fund	St. Paul, Minn.
Montana	Payne Templeton, Principal, Flathead County High School	Kalispell, Mont.
Nevada	Mrs. C. H. Luke, Executive Secretary, Public School Teachers' Retirement Salary Fund Board	Carson City, Nev.
New Jersey	John A. Wood, 3d, Secretary, Teachers' Pension and Annuity Fund	P. O. Box 840, Trenton, N. J.
New York	E. G. Lantman, Secretary, Teachers' Retirement Fund Board	Room 604, Home Savings Bank Building, Albany, N. Y.
North Dakota	P. S. Berg, Secretary, Teachers' Insurance and Retirement Fund	Dickinson, N. D.
Ohio	W. E. Kershner, Secretary, Teachers' Retirement Fund Board	Ohio State Savings Building, 85 E. Gay Street, Columbus, Ohio
Pennsylvania	H. H. Baish, Secretary, School Employees' Retirement Board	South Office Building, Harrisburg, Pa.
Rhode Island	Walter E. Ranger, Commissioner of Education	119 State House, Providence, R. I.
Vermont	Clarence H. Dempsey, Commissioner of Education	Montpelier, Vt.
Virginia	Harry Foster, Pension Clerk, Department of Education	Richmond, Va.
Washington	Miss Helen B. Fultz, Secretary, State Teachers' Retirement Fund	Box 86, Olympia, Wash.
Wisconsin	R. E. Loveland, Secretary, Teachers' Retirement Fund Board	State Capitol, Madison, Wis.

Selected Annotated Bibliography on Teacher Retirement Systems and Related Topics

The following selected bibliography has been prepared by the Committee on Retirement Allowances of the National Education Association. In addition to material on teachers' retirement systems, a number of references are included that deal with pension or retirement plans for workers in other professions, workers in public service, and in private industry, with a few references on the problem of financial security in old age.

The bibliography contains references to professional and lay magazines, publications of organizations interested in retirement allowances for teachers or other employed groups, and books dealing with the subject in whole or in part. The bibliography aims to present the most pertinent material published in 1926, 1927 and 1928. For material concerning teacher retirement published prior to these years, see pages 157-160 of the May, 1926 *Research Bulletin of the National Education Association*.

Teacher Retirement Allowances

1. ANDERSON, EARL W. "The Teacher's Contract and other Legal Phases of Teacher Status." *Teachers College, Columbia University, Contributions to Education, No. 246*. Bureau of Publications, Teachers College, Columbia University, New York City, N. Y., 1927. See, "Pension Provisions," p. 49; Chapter I.

From analysis of 393 contract forms, found pension deductions mentioned in 34 per cent. Reports most of contracts merely remind the teacher he is subject to pension laws of the state or pension regulations of the school system. The scale of teachers' contributions appeared in 11 per cent of the forms.

2. BARKER, W. R. *The Superannuation of Teachers in England and Wales*. Longman's, Green and Co., Ltd., London, England. 1926. 245 p.

Written mainly for the benefit of teachers and administrators. Deals with the various rules, directions and circulars which regulate the retirement of teachers in England and Wales. Useful to those interested in a detailed but non-technical presentation of the British plan for the superannuation of teachers.

3. BUCK, GEORGE B. "Baltimore's New Retirement System." *National Municipal Review*, Vol. 15, August, 1926, pp. 454-458.

Describes retirement system established in 1926 for employees of the City of Baltimore,

including teachers. Reports plan was developed by a retirement commission following a survey of the city pension problem. Among topics discussed are, benefits, method of support, and administration.

4. BUTZ, LAURA. "Why I Believe in Teacher Retirement Legislation." *The Idaho Teacher*, Vol. 8, April, 1927, pp. 366-368.

Discusses importance of retirement legislation to teacher, profession, and public. Points out teachers were lost from Idaho to other states with retirement systems. States teachers hesitated to invest in means of improvement for fear of being later destitute.

The CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. 522 Fifth Ave., New York City.

5. *Handbook of Life Insurance and Annuity Policies for Teachers*, 1928. 95 p. Published by Teachers Insurance and Annuity Association of America, 522 Fifth Ave., New York City.

Discusses development and purpose of the Teachers Insurance and Annuity Association. Describes the various policies offered and gives tables of rates.

6. *Twenty-first Annual Report of the President and of the Treasurer, 1926*. Part V. "Pension Systems and Pension Legislation." pp. 155-181.

Discusses pension legislation in the several states and Great Britain. Includes sections on federal and industrial measures.

7. *Twenty-second Annual Report of the President and of the Treasurer, 1927*. Part IV. "Pension Systems and Pension Legislation." pp. 77-108.

Points out sources of unsound legislation. Indicates course to be followed and data studied in framing a state-wide teacher retirement law. Discusses status of retirement legislation in the different states, in industry, and other professions. On pp. 26-28 reports a decision rendered by the Massachusetts Supreme Judicial Court exempting from state tax allowances paid by the Carnegie Foundation to recipients living in the state.

8. CROWGEY, H. L. "Teachers' Pension Law." *The Virginia Journal of Education*. Vol. 20. November, 1926: pp. 107-109, 123.

Considers defects of the Virginia teachers' retirement fund law and the proposed amendment. Would have the public's payments made by state government rather than by counties and cities.

9. CUBBERLEY, ELLWOOD P. *State School Administration*. Houghton Mifflin Co., Boston, Mass., 1927. Chapter XXIV. pp. 658-662, 665-666.

Describes three periods in the teachers' pension movement: 1869, with establishment of mutual-aid associations; 1894, with the first retirement legislation; and enactment of compulsory, contributory state-wide laws in the twentieth century. Presents advantages of pension plans. Among fourteen principles of a teachers' retirement system includes those of financial soundness, joint contributions, and individual accounts. Would have systems state wide in application.

10. DUBLIN, LOUIS I. "Old Age: An Increasing Problem." *The Survey*, Vol. 56. August 15, 1926. pp. 545-546.

Discusses the increase in the number of aged persons and the high mortality during the later years.

11. ENGLEHARDT, N. L.-ENGELHARDT, FRED. *Public School Business Administration*. Bureau of Publications, Teachers College, Columbia University, New York City, 1927. See pp. 239, 475, 615-616, 618.

As example of balance sheet for special and trust funds, presents statement of assets and liabilities of a teachers' retirement fund. In Chapter XXV includes a pension record form intended to make essential facts available.

12. GILDEMEISTER, THEDA. "Are We Keeping Our Pledge?" *Journal of the Minnesota Education Association*, Vol. 7, January, 1927. pp. 7-10.

Reports resolution adopted by the Southwest Division of the Minnesota Education Association. Discusses retirement legislation from standpoint of different persons affected by it, including city superintendents, teachers, laymen, business men, boards of education, and legislators.

13. GRANRUD, JOHN. "The Organization and Objectives of State Teachers' Associations." *Teachers College, Columbia University Contributions to Education*, No. 234. Bureau of Publications, Teachers College, Columbia University, New York City, 1926. See pp. 61-62.

In a classification of resolutions passed by fifteen state teachers' associations from 1913 to 1923 reports retirement and pension provisions treated twenty-six times in whole or in part.

14. HONNS, LUCY E. "History of the Teachers' Annuity Movement in Iowa." *University*

of Iowa Extension Bulletin No. 145. April 1, 1926, of College of Education Series No. 20, State University of Iowa, Iowa City, Iowa.

Traces history of movement to secure a teachers' pension and annuity law for Iowa, with resumé of activities in other states.

15. HOUSMAN, IDA E. *A Digest and Explanation of the New Jersey Teachers' Pension and Annuity Fund Law*. 1927. 519 Garden St., Hoboken, New Jersey, 144 p.

Presents the New Jersey Teachers' Pension and Annuity Fund Law in simplified form with explanatory material. Includes text of the law and important rulings. Illustrates methods of calculating benefits.

16. HOUSMAN, IDA E. "A Preparatory Program for Retirement Legislation." *Educational Review*, Vol. 73, May, 1927. pp. 284-287.

Would educate teachers on purposes and principles of teacher retirement systems to prevent dissemination of erroneous ideas, and unify legislative action. Presents twelve principles of sound retirement systems.

17. KELLEY, J. HERBERT. "The Teacher and the Legislature." *School and Society*, Vol. 26, August 13, 1927. pp. 191-194.

Discusses organization work with legislatures. Suggests teachers emphasize retirement allowances as deferred salaries, rather than as pensions. Recommends teachers' organizations emphasize constructive work and promotion of general educational welfare, professional zeal, and educational standards.

18. LINTON, M. ALBERT. "Life Insurance Companies and Pension Plans." *The Annals of the American Academy of Political and Social Science*. Vol. 130, March, 1927. pp. 34-41.

Presents advantages of pension systems and advocates support from employees. Gives special attention to Single Premium Deferred Annuity Plan of the New York Stock Exchange for the employees of the Exchange and affiliated companies.

19. "Living Wage and Retirement." *The Utah Educational Review*. Vol. 21, March, 1928. p. 387.

Shows teachers must live up to higher standards of preparation as time goes on, which requires additional money, time and effort; and that under prevailing circumstances it is frequently necessary to enter other fields to save enough for old age.

20. MOREHART, GROVER C. "The Legal Status of City School Boards." *Teachers College*,

Columbia University Contributions to Education, No. 270. Bureau of Publications, Teachers College, Columbia University, New York City, 1927. Chapter VI, See p. 47.

In analyzing state school codes, show that in 1911 one code authorized city school boards to establish or administer pension systems. This number increased in 1921 to six.

21. *National Council of Teachers' Retirement Systems—Proceedings*. Boston, Mass. February 27-29, 1928. 16 p.

Includes report of the joint meeting of the National Council of Teachers' Retirement Systems with the National Education Association Committee on Retirement Allowances. Presents a revised statement of the fundamental principles of a teachers' retirement system. Contains additional discussions on problems related to teachers' retirement.

NATIONAL EDUCATION ASSOCIATION, 1201 Sixteenth Street, N. W., Washington, D. C.

22. "Headquarters Retirement System." *The Journal of the National Education Association*. Vol. 17, June, 1928. p. 182.

Describes steps followed in developing retirement system for the Headquarters Staff of the National Education Association. Plan became effective December 1, 1927.

23. PYRTLE, E. RUTH. "Report of the Committee on the Problem of Retirement Allowance Summary." *Volume of Addresses and Proceedings of the National Education Association, 1926*. pp. 171-174.

Contains data on principles of a sound retirement system, need for retirement legislation, and retirement systems in effect. For complete report see: *Research Bulletin of the National Education Association*, "Efficient Teaching and Retirement Legislation." Vol. 4, May, 1926. 72 p.

24. PYRTLE, E. RUTH. Report of the Committee on Retirement Allowances." *Volume of Addresses and Proceedings of the National Education Association, 1927*. pp. 201-208.

Discusses objectives of Committee on the Problem of Teacher Retirement Allowances, with brief mention of plans for a 1928 report. Presents list of existing retirement systems. Considers past year one of progress in retirement legislation.

25. PYRTLE, E. RUTH. "The Teacher's Economic, Social and Professional Welfare, as Related to Pensions and Retirement Funds." *Volume of Addresses and Proceedings of the National Education Association, 1927*. pp. 66-70.

Refers to a resolution adopted by the De-

partment of Superintendence in 1891. Quotes from *Proceedings* of the National Education Association on the desirability of retirement legislation; gives examples of teachers who would have benefited by such measures.

26. *Research Bulletin of the National Education Association*, "Efficient Teaching and Retirement Legislation." Vol. 4. May, 1926. 72 p.

Report of Committee of One Hundred on Retirement Allowances of the National Education Association. Brings together material on principles of teachers' retirement systems, reasons for furthering such measures and retirement provisions in the states. Presents data on the income and outgo of representative systems, text of a state retirement law with comment and explanations, and selected annotated bibliography.

27. *Research Bulletin of the National Education Association*, "A Handbook of Major Educational Issues." Vol. 4, September, 1926. See pp. 187-189.

Considers a teacher retirement system a cooperative plan for protecting children from employment of teachers after old age has rendered them incapable of effective service. Presents reasons for state adoption of retirement legislation and map showing laws in effect.

28. OLIVER, ADELE A. "Is Our Retirement Fund Sane?" *Washington Education Journal*. Vol. 6, May, 1927. p. 275.

Considers a young teacher's contribution to a retirement fund desirable. Points out retirement legislation stabilizes and improves the profession, and has proved successful in other lines of work.

29. OLSEN, HANS C. "The Work of Boards of Education." *Teachers College, Columbia University Contributions to Education*, No. 213. Bureau of Publications, Teachers College, Columbia University, New York City, 1926. See pp. 86, 87.

Discusses duties and relationships of superintendents and boards of education in administering teacher retirement funds.

30. PALMER, NIDA P. *Pension Systems for Public-School Teachers*. United States Bureau of Education, *Bulletin*, 1927, No. 23, 90 p.

Analyzes teachers' pension systems in the United States to discover tendencies, and to formulate criteria for evaluation of pension systems. Presents data on administration, benefits, and financing of teachers' pension systems from 1894 to 1924. Appendix contains sources of data, bibliographical references, and lists of systems.

31. PYRTLE, E. RUTH. "Better Efficiency Through Teachers' Retirement Systems." *The Colo-*

rado School Journal. Vol. 43, April, 1928. p. 15.

Considers retirement legislation of benefit to profession, teacher and public. States that "the support of sound teacher retirement legislation on the part of all teachers is a professional duty."

32. "Report on a Proposed Teachers' Retirement System for the State of Texas." *The Texas Outlook*. Vol. 10, January, 1926. pp. 52-54.

Untechnical explanation of principles underlying teachers' retirement systems. Lists essential features to a sound teachers' retirement plan. Makes recommendations concerning the make-up of retirement board.

33. *Report on An Actuarial Investigation of the New Jersey Teachers Pension and Annuity Fund as of February 15, 1927*. Conducted under direction of Commission authorized by joint resolution by Senate and General Assembly of State of New Jersey. 55 p.

Gives results of actuarial investigation, includes discussion of principles of pension funds, with resumé of benefits payable, and how provided for. Contains charts showing costs of old age incomes financed over varying lengths of time, and actuarial data.

34. "Teachers' Pensions." *American Educational Digest*. (From *Philadelphia Bulletin*.) Vol. 47, November, 1927. p. 127.

Believes that a "constitutional barrier against pensions for superannuated teachers of the public school system would be an injustice in these days when the civil list is an established governmental function and continually growing."

35. "Teachers' Retirement Allowances." (By F. B. C.) *The Texas Outlook*. Vol. 12, January, 1928. pp. 29-30.

Reports retirement bill drawn up by committee established to frame a constitutional amendment and a bill providing a retirement fund for Texas teachers. Considers retirement system a saving to state.

36. "Teachers' Retirement as Viewed by a Retired Teacher." (By a Staff Reporter.) *Washington Education Journal*. Vol. 6, March, 1927. p. 196.

An interview with a teacher retired at sixty-two with forty years' service. Could not have retired without the annuity.

37. "The Neglected Old Teacher." (By P. W.) *South Carolina Education*. Vol. 9, January, 1928. p. 112.

Suggests that a teacher retirement system for South Carolina would remove one of the main obstacles to professional im-

provement. Discusses general plan of a retirement system and status of retirement legislation affecting members of the profession, governmental service, and religious denominations.

38. "The New Retirement System for the Territory of Hawaii." *Public Personnel Studies*. Vol. 4, July, 1926. pp. 209-210.

Describes briefly the retirement system in effect for employees of the Territory of Hawaii. States, "this law is regarded by competent critics as one of the most carefully and scientifically drawn statutes providing for the retirement of public employees in existence."

39. TURK, GENEVIEVE. "Retirement Funds for Teachers." *The School and Community*. Vol. 13, February, 1927. pp. 66-68.

Discusses the status of teacher retirement legislation in this country and abroad, and the advantages of such measures to the teacher and society with special reference to Missouri.

40. "Urges Retirement System." (From address by Herman L. Ekern before Association of Nebraska School Boards and Executives; Hastings, Nebraska, February 9, 1927.) *Nebraska Educational Journal*. Vol. 7, March, 1927. p. 105.

Recommends retirement legislation as of benefit to schools. States each state must work out plan to fit own conditions.

41. WALSH, MATTHEW J. *Teaching as a Profession*. Henry Holt and Company. New York, 1926. Chapter XI. See pp. 274-275.

Would justify teachers' pension laws as a means of assuring better service to the state.

42. WHITNEY, FREDERICK L. *The Growth of Teachers in Service*. The Century Co. New York, 1927. Chapter V. See p. 156.

Gives data on methods of securing teacher growth in seventy-one city school systems. The use of retirement plan was reported by 90 percent of the systems.

Pensions for Industrial Workers

43. ATWOOD, ALBERT W. "How to Pension Yourself." *The Saturday Evening Post*. Vol. 199, April 16, 1927. pp. 20-21, 65-66, 69-70.

Discusses development of pensions and retirement allowances in industry, their advantages and support.

44. ATWOOD, ALBERT W. "The Financial Problem of Old Age." *The Saturday Evening Post*, Vol. 199, March 26, 1927. pp. 12-13, 92, 97-98.

With reference to importance of providing

for old age, discusses the universality of the problem, increase in number of persons living on to old age, and limited employment opportunities available to them. Quotes from Massachusetts Pension Commission and other sources on extent of old age dependency and its causes.

45. BEVERIDGE, J. H. "Teachers' Pensions." *American Educational Digest*. Vol. 74, April, 1928. pp. 343-345.

Discusses pension plans adopted by Northwestern Bell Telephone Company and Union Pacific System in connection with desirability of such provisions for industrial workers. Includes data on teachers' pension law of Omaha, Nebraska.

46. CONANT, LUTHER, JR. *A Critical Analysis of Industrial Pension Systems*. MacMillan Company, New York, 1922. 262 p.

As purposes of pension systems names elimination of the superannuated, stimulation of the active force, and provision of reward for active service. Describes in detail numerous types of systems, their costs, and benefits.

47. CONYNGTON, MARY. "Industrial Pensions for Old Age and Disability." *Monthly Labor Review*, Vol. 22, January, 1926. pp. 21-56.

Reports inquiry by United States Bureau of Labor Statistics on extent and character of pension systems of private employers. Discusses the purposes and provisions of pension plans. Presents tabular statement of principal features of plans studied.

48. EDWARDS, GURDEN. "Industrial Pension Plans Collapsing." *The Annalist*. (A Journal of Finance, Commerce and Economics, published weekly by The New York Times Company.) Vol. 26, Friday, November 20, 1925. pp. 637-638, 658.

Finds need for reorganization of industrial pension plans, resulting from lack of systematic provision from financing existing systems and rapidly mounting costs of pensions in relation to payrolls of the firms.

49. EDWARDS, GURDEN. "The Benefits to Employees of Sound Retirement Plans." *The Annalist*, Vol. 26, Friday, December 4, 1925. pp. 699-700, 722.

Considers pension plans developed by employing interests an advantage over state industrial pension schemes, as providing unimpaired contractual rights. In connection with the opportunity for thrift offered by some retirement systems describes the New York Stock Exchange employees' joint contributory retirement plan.

50. EDWARDS, GURDEN. "The Way Out of the Industrial Pension Crisis." *The Annalist*, Vol.

26, Friday, November 27, 1925. pp. 667-668, 681.

Considers most industrial pension plans without source of definite income to cover current payments. Recommends setting aside a reserve out of the current income during the employee's working period, allowing this accumulated reserve to multiply by compound interest, and so administering it as to benefit from general mortality and labor turn-over.

51. EPSTEIN, ABRAHAM. "The Problem of Old Age Pensions in Industry." Report prepared for the Pennsylvania Old Age Pension Commission, 1926. Harrisburg, Pennsylvania. 126 p. See, "Problem of Old Age Pensions in Industry." *Monthly Labor Review*, Vol. 24, March, 1927. pp. 48-54.

Surveys development of industrial pension or retirement plans and the extent to which they meet the needs of aged persons in this country. Analyzes the theoretical bases and practical workings of the systems, and makes a summary evaluation.

52. *Industrial Pensions in the United States*. National Industrial Conference Board. 247 Park Avenue, New York. 1925. 157 p.

Analyzes the experience of 248 pension plans conducted by 245 different firms, and 148 informal programs operated on an individual merit basis. Deals with types of plans, benefits, pension rules, and financing. Part II contains suggestions regarding the organization and administration of pension plans. Appendix lists companies having pension plans.

53. MACDONALD, E. G. "When a Man Wears Out." *Factory and Industrial Management*. Vol. 75, March, 1928. pp. 536-538.

Recommends financing pension plans on a scientific basis.

NATIONAL CIVIC FEDERATION. Thirty-third Floor, Metropolitan Tower, New York City, New York.

54. ——. *Extent of Old Age Dependency*. Industrial Welfare Department, 1928. 158 p.

Report of the economic and physical status of persons 65 years of age and over in New York, New Jersey, Pennsylvania and Connecticut, with additional data from Massachusetts. Pages 52-54 present data on the age and causes of retirement for men and women.

55. ——. *Old Age Annuities. A Practical Guide for an Economically Sound Solution of the Pension Problem*. Industrial Welfare Department. July, 1925. 12 p.

Outlines types of plans in operation to

provide for old age. In connection with employers' pension plan discusses organized private thrift, service pensions and accrued liabilities.

56. ———. *Old Age Annuities. Recommendations to Industrial Establishments for the Study and Formation of Funded Pension Plans.* Industrial Welfare Department. December, 1926. 12 p.

Suggests course to be followed in applying to establishments without formulated pension plans the recommendations of the report of the Old-Age Pensions Committee of the Industrial Welfare Department. (See reference No. 55.)

57. *Pensions for Industrial and Business Employees*, Vol. I, Preliminary Report, Industrial Relations Counselors, Inc., 165 Broadway, New York. 1928. 37 p. Appendix.

The first of a series of studies of pension problems of industry and business, issued in mimeographed form. It analyzes the structure of 261 formal pension plans in force in business organizations in the United States and Canada. Presents general tabulations, also information concerning individual retirement plans.

58. *Report on Pensions and Pension Plans*, 1927. Cincinnati Chamber of Commerce. Civic Affairs Department. Cincinnati, Ohio.

A general report on the purposes, types and extent of industrial pensions.

59. "SOUND PENSIONS FOR EMPLOYEES." *The World's Work*. Vol. 52, September, 1926. p. 498.

States that pensioning ageing industrial workers helps corporations dispose of employees no longer productive, gives workers a sense of fair treatment and removes a source of community ill will. Points out as a mistake of earlier pension system payment of pensions from current earnings.

Public Service Retirement Systems

60. "Federal Employees' Retirement Act." *Monthly Labor Review*, Vol. 26, February, 1928. pp. 37-47.

Describes the general nature and development of the Federal Employees' Retirement Act. Analyzes the Act of 1926 for benefits allowed, source of funds, and administration. Presents statistics of operation for the year ending June 30, 1927.

61. "Old Age Pay for Uncle Sam's Workers." *The Literary Digest*, Vol. 89, May 8, 1926. p. 14.

Quotes statements concerning suitable retirement age, to the general effect that fixing an age limit is undesirable. Presents

data on the present provisions and suggested revision of the Federal Employees' Retirement Act.

62. "Public Service Retirement Systems in Foreign Countries." *Monthly Labor Review*, Vol. 26, February, 1928. pp. 47-73.

Presents data on public service retirement systems in Austria, Belgium, Czechoslovakia, Great Britain, France, Germany, and Switzerland, with a tabulation of provisions for comparative purposes.

63. "Public Service Retirement Systems in Great Britain and France." *Monthly Labor Review*, Vol. 26, January, 1928. pp. 33-42.

Describes retirement provisions and costs for public employees in Great Britain and France.

64. "Public Service Retirement Systems: New York and New Jersey." *Monthly Labor Review*, Vol. 25, September, 1927. pp. 14-31.

A description of the New York State Employees' Retirement System, New Jersey State Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund, with comparative discussion.

65. "Public Service Retirement Systems: Pennsylvania." *Monthly Labor Review*, Vol. 25, August, 1927. pp. 10-24.

Gives data on the Pennsylvania State Employees' Retirement System, Pennsylvania School Employees' Retirement System, and firemen's, police, and municipal pensions of Philadelphia.

66. "Public Service Retirement Systems: State Employees." *Monthly Labor Review*, Vol. 25, December, 1927. pp. 30-46.

Discusses the state pensions in Maine, Massachusetts and Connecticut applying to all regular and permanent state employees not covered by some other recognized plan.

Pensions for Other Employed

67. BRIGHAM, HAROLD F. "Pensions for Librarians." *The Library Journal*, Vol. 51, March 15, 1926. pp. 267-275.

Discusses benefits and administration of a retirement plan for librarians particularly from standpoint of public libraries. Gives information on libraries having retirement systems and activities of the American Library Association in this field.

68. "Pensions for Nurses." *The Survey*, Vol. 57, November 15, 1926. pp. 197-198.

Reports that the Harmon Foundation of New York City advanced the idea of a national nurses' annuity association and offered \$50,000 toward the organization, edu-

cational and publicity work of a self-sustaining plan on a sound financial basis.

69. "Pensions for the Library Staff." (Editorial.) *The Library Journal*, Vol. 51, March 15, 1926. pp. 288-289.

As two difficulties in the way of library pensions, suggests the problem of the smaller library without the benefit of any general system, and matter of provision for employees changing from one library to another.

70. "Removing the Specter of Poverty from the Pulpit." *The Literary Digest*, Vol. 91, December 4, 1926. p. 32.

Describes pension system for workers in service of the Presbyterian Church.

71. "Retirement Plans for Librarians." *The Library Journal*, Vol. 52, July, 1927. pp. 696-698.

A discussion of methods of establishing retirement plans for libraries and the legal status of the library retirement problem.

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- Teachers' Salaries and Salary Trends in 1923.* Vol. I, No. 3, May, 1923. 116 pp. Price per copy, \$1.00.
- Five Questions for American Education Week.* Vol. I, No. 4, September, 1923. 56 pp. (Out of print.)
- Facts on the Public School Curriculum.* Vol. I, No. 5, November, 1923. 48 pp. (Out of print.)
- Current Facts on City School Costs.* Vol. II, Nos. 1 and 2, January and March, 1924. 64 pp. (Out of print.)
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- Facts on the Public School for American Education Week.* Vol. II, No. 4, September, 1924. 40 pp. (Out of print.)
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- Taking Stock of the Schools.* Vol. III, No. 3, May, 1925. 32 pp. (Out of print.)
- Keeping Pace with the Advancing Curriculum.* Vol III, Nos. 4 and 5, September and November, 1925. 96 pp. Price per copy, 50 cents.
- The Ability of the States to Support Education.* Vol. IV, Nos. 1 and 2, January and March, 1926. 96 pp. Price per copy, 50 cents.
- Efficient Teaching and Retirement Legislation.* Vol. IV, No. 3, May, 1926. 72 pp. Price per copy, 25 cents.
- A Handbook of Major Educational Issues.* Vol. IV, No. 4, September, 1926. 72 pp. Price per copy, 25 cents.
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- Salaries in City School Systems, 1926-1927.* Vol. V, No. 2, March, 1927. 64 pp. Price per copy, 25 cents.
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- The Principal Studies His Job.* Vol. VI, No. 2, March, 1928. 68 pp. Price per copy, 25 cents.

Criteria for Teacher Retirement Plans

1. Is the pension system state-wide in its organization?
2. Does it allow teachers a voice in its administration?
3. Does it place the burden of its support upon both teachers and public?
4. Is its plan of pension financing sound? Has it been established upon an actuarial reserve basis, and does it provide for subsequent actuarial investigation?
5. Has it made special provisions for meeting the problem of paying retirement allowances to those teachers already in service at the time of its establishment?
6. Does it allow teachers in service at the time of its organization their choice in the matter of membership?
7. Does it make membership compulsory for all new entrants?
8. Does it assess such a percentage of the teacher's salary as will provide an adequate annuity after actuarial investigation and computation?
9. Does it provide for an individual account for each teacher's accumulated contributions, and are these accumulated sums regarded as the teacher's own property, to be used only for the purchase of an annuity for her support when superannuation or disability occurs?
10. Will such accumulated assessments be returned to a teacher upon withdrawal from service or returned to her estate in the event of death occurring before retirement takes place?
11. Is retirement made, regardless of sex, upon a basis of not less than 30 years of service, and is a portion of this service required to have been rendered in city or state?
12. Is the retirement allowance ample for subsistence, and does it consist of a sum purchased from the accumulated contributions of the teacher and a pension from the public funds of city or state?
13. Is the annuitant given her choice of options as to whether she will accept a life annuity or a lesser sum with the privilege of having the annuity continued to a beneficiary after her death or the unused portion of her accumulated contributions paid to her heirs or to her estate?
14. Does the pension system make suitable provision for disability benefits?—Palmer, Nida Pearl. *Pension Systems for Public School Teachers*, Bulletin 1927, No. 23. U. S. Bureau of Education, Washington, D. C., pp. 48 and 49.