

University of New Mexico

UNM Digital Repository

Teacher Education, Educational Leadership &
Policy ETDs

Education ETDs

1936

Analysis and Evaluation of State Retirement Systems for Teachers, Including a Study of Trends

John A. Huff

Follow this and additional works at: https://digitalrepository.unm.edu/educ_teelp_etds



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Huff, John A.. "Analysis and Evaluation of State Retirement Systems for Teachers, Including a Study of Trends." (1936). https://digitalrepository.unm.edu/educ_teelp_etds/121

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

UNIVERSITY OF NEW MEXICO-UNIVERSITY LIBRARIES



A14429 084896

HUFF

STATE

RETIRE-

MENT

SYSTEMS

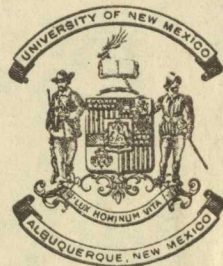
378.789

Un 30hu

1936

Con 2

LIBRARY
of
THE UNIVERSITY OF
NEW MEXICO



50213

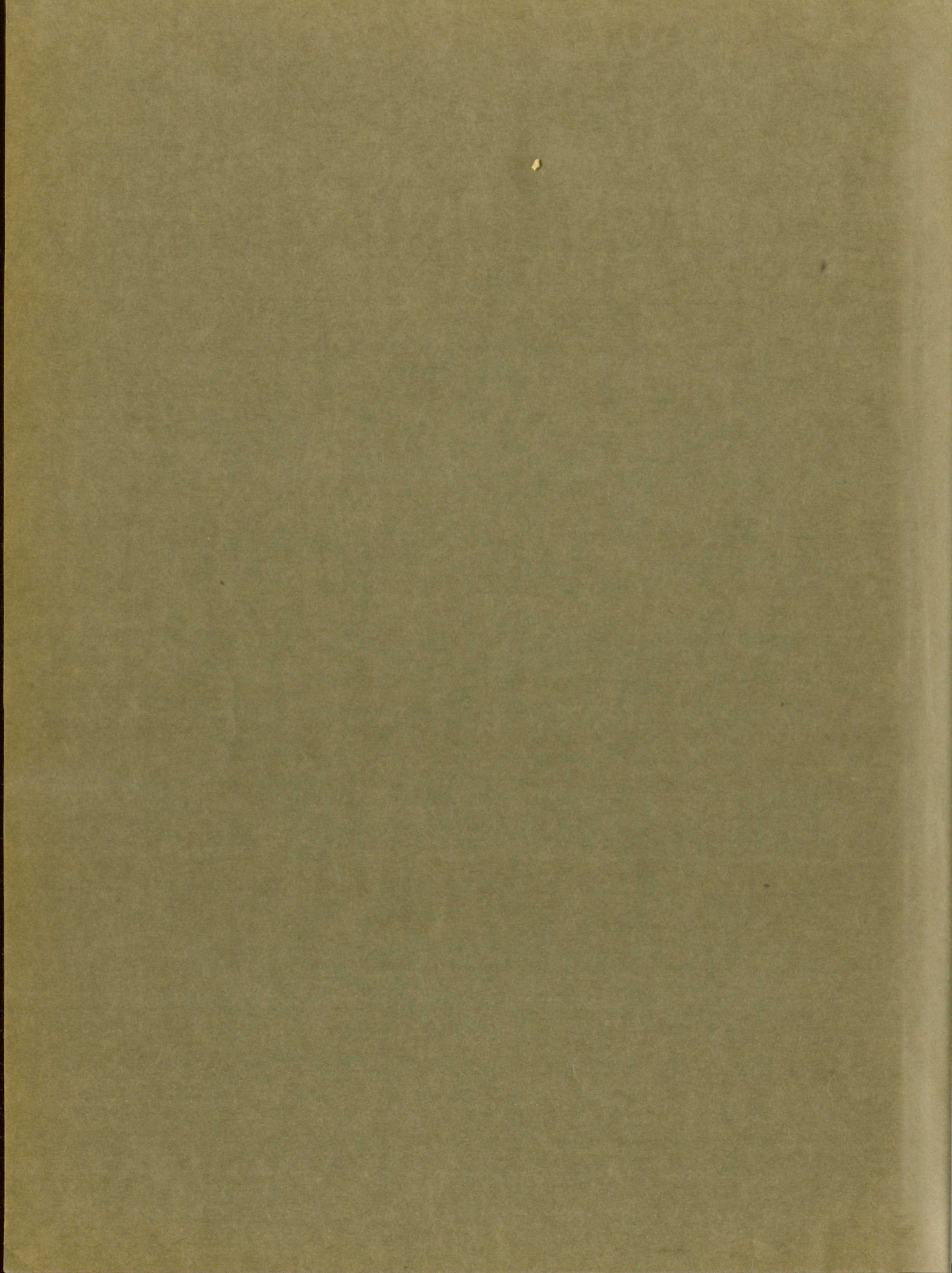
CLASS
378.789

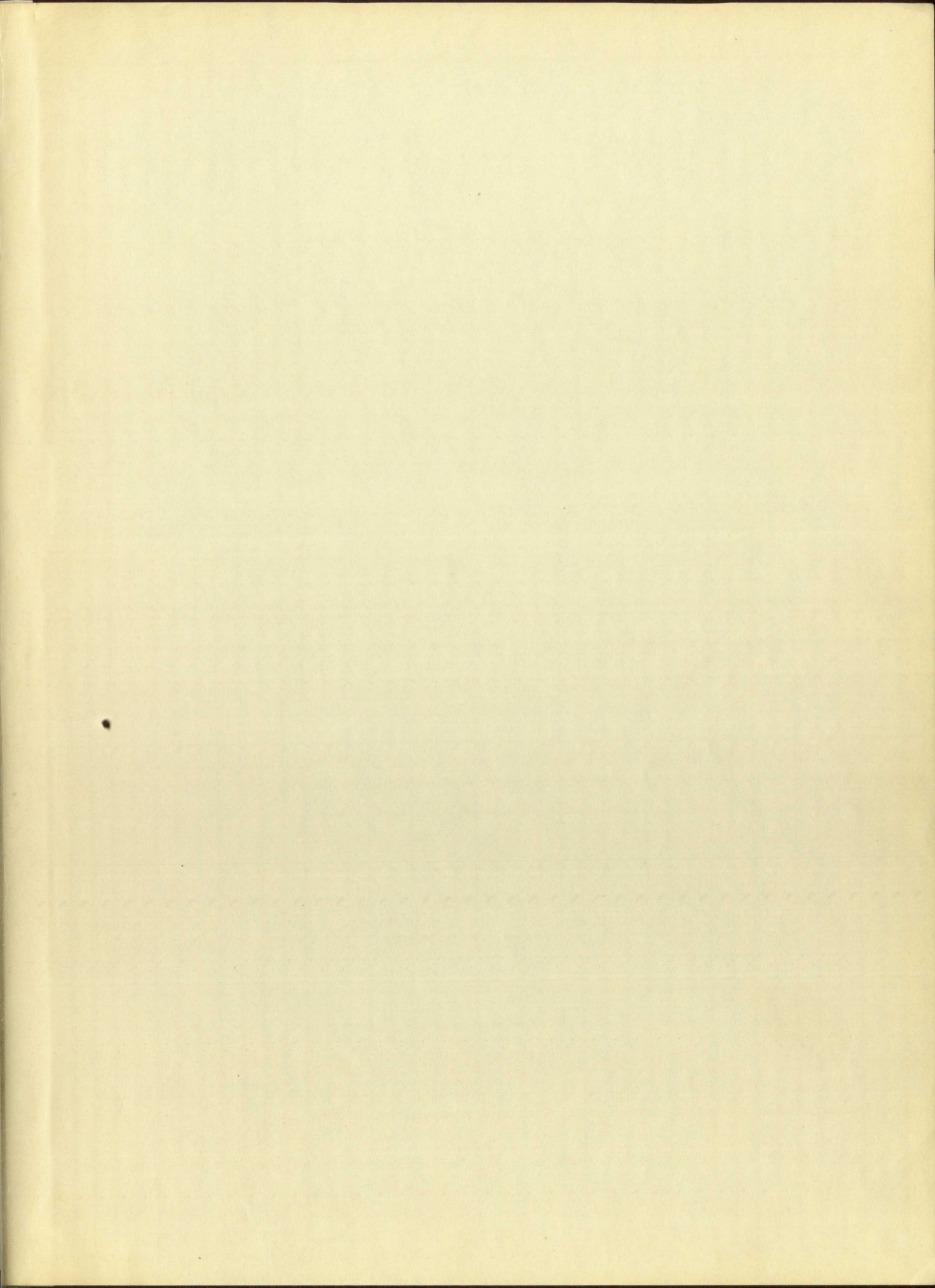
BOOK
Un30hu
1936
cop. 2

DATE DUE

NOV 9

REC'D OCT 17 87





UNIVERSITY OF NEW MEXICO LIBRARY

MANUSCRIPT THESES

Unpublished theses submitted for the Master's and Doctor's degrees and deposited in the University of New Mexico Library are open for inspection, but are to be used only with due regard to the rights of the authors. Bibliographical references may be noted, but passages may be copied only with the permission of the authors, and proper credit must be given in subsequent written or published work. Extensive copying or publication of the thesis in whole or in part requires also the consent of the Dean of the Graduate School of the University of New Mexico.

This thesis byJohn A. Huff.....
has been used by the following persons, whose signatures attest their acceptance of the above restrictions.

A Library which borrows this thesis for use by its patrons is expected to secure the signature of each user.

NAME AND ADDRESS

DATE

MANUSCRIPT THESIS

Unpublished thesis deposited for the library and hereby is
 given and deposited in the University of New Mexico Library in
 open for inspection, but not to be used only with the regard to the
 rights of the author. Bibliographical references may be made and
 passages may be quoted only with the permission of the author and
 proper credit must be given in subsequent writing or publication.
 No part of this thesis may be reproduced in any form or by any
 means, electronic or mechanical, including photocopying, recording,
 or by any information storage and retrieval system, without the
 written permission of the University of New Mexico.

This thesis by _____
 has been used by the following for research purposes and their
 acceptance of the above conditions:

A library which contains this thesis for use by its patrons is
 expected to secure the signature of each user.

DATE

NAME AND ADDRESS

Copy 2

ANALYSIS AND EVALUATION OF STATE RETIREMENT SYSTEMS FOR
TEACHERS, INCLUDING A STUDY OF TRENDS

BY
John A. Huff

A thesis submitted for the degree of Master
of Arts in Education

The University of New Mexico
1936

378.789
Un 30 hu
1936
cop. 2

ACKNOWLEDGEMENT

The writer wishes to acknowledge his gratitude to Dr. J.E. Seyfried for suggesting the problem undertaken in this study, and for overseeing the prosecution of it.

CONTENTS

Chapter	Page
I. INTRODUCTION	
Importance of the Subject	1
Statement of the Problem	2
Sources of Data	3
Delimitations and Definitions.....	5
Review of Related Studies	5
Procedure	7
II. PRESENT PRACTICES IN STATE RETIREMENT SYSTEMS FOR TEACHERS	
Introduction	8
Nature and Extent of Retirement Systems	8
Administration	11
Finance	18
Membership	33
Benefits	41
III. TRENDS IN STATE TEACHER RETIREMENT SYSTEMS	
Introduction	72
Growth of Retirement Systems	72
Administration	75
Finance	78
Membership	79
Benefits	80
IV. EVALUATION OF STATE RETIREMENT SYSTEMS FOR TEACHERS	
Introduction	84
Administration	84
Finance	86
Membership	88
Benefits	89
V. SUMMARY AND CONCLUSIONS	
Nature and Prevalence of Teacher Retirement Systems	95
Summary of Practices	95
Summary of Trends	97
Summary of Evaluation of the Systems	99
BIBLIOGRAPHY	101

- I. INTRODUCTION
The purpose of this report is to provide a comprehensive overview of the current state of the project and to identify the key challenges that must be addressed in order to ensure its successful completion. This report is intended for the use of the project management team and the senior management of the organization.
- II. PROJECT BACKGROUND
The project was initiated in response to the need for a new system to manage the organization's financial data. The project has been assigned to the Project Management Office (PMO) and is being managed by the Project Manager, Mr. John Doe.
- III. PROJECT OBJECTIVES
The primary objective of the project is to develop a new financial management system that will enable the organization to track its financial data more effectively and to generate accurate financial reports. Other objectives include the following:
- IV. PROJECT SCOPE
The project scope includes the development of a new financial management system that will be used by all departments of the organization. The system will be developed using the following technologies:
- V. PROJECT ORGANIZATION
The project is organized into the following functional areas:
- VI. PROJECT RISK ASSESSMENT
The project risk assessment identifies the following risks:
- VII. PROJECT CONCLUSION
The project is currently on track and is expected to be completed by the end of the year. The project management team is committed to ensuring the successful completion of the project and to providing the organization with a new financial management system that will meet its needs.

LIST OF TABLES

Table	Page
I. Types of Teacher Retirement or Pension Systems in the Several States	9
II. Nature of Administrative Boards for State Teacher Retirement Systems, with Memberships and Compensation of Members Thereon	12
III. Personnel, Manner of Choosing, and Length of Term of Members of Retirement Boards, other than <u>Ex Officio</u> Boards, of State Teacher Retirement Systems	15
IV. Powers and Duties of State Teacher Retirement System Boards.....	19
V. Principal Source of Support for State Teacher Retirement Systems	21
VI. Form and Amount of Teacher's Deposit or Contributions to State Teacher Retirement Systems	23
VII. Amount and Manner of Payments Made by States to Teacher Retirement System Funds	26
VIII. Frequency and Nature of Periodical Actuarial Investigation of State Teacher Retirement Systems	30
IX. Manner and by Whom State Teacher Retirement Funds Shall be Invested	34
X. Type of Accounts Maintained for Members of State Teacher Retirement Systems	36
XI. Freedom of Choice as to Membership in State Teacher Retirement Systems	37
XII. Personnel of Membership in State Teacher Retirement Systems	39
XIII. Conditions under which Members of State Teacher Retirement Systems must Retire	41
XIV. Allowance provided Members of State Teacher Retirement Systems at Normal Retirement	42

1	I. Types of Teacher Retirement or Pension Systems in the United States	1
12	II. History of Legislative Action for State Teachers' Retirement Systems, with Emphasis on the Development of Public Pension	12
13	III. Personnel System of Teaching and Length of Service: History of Retirement System, with Emphasis on Illinois	13
19	IV. History and Status of State Teacher Retirement Systems	19
21	V. Historical Survey of Progress for State Teacher Retirement Systems	21
23	VI. Types and Status of Teachers' Pensions or Retirement Plans in State Teacher Retirement Systems	23
25	VII. Amount and Basis of Payments Made by Teachers' Retirement Systems	25
27	VIII. Membership and Status of Teachers' Retirement Systems	27
28	IX. Income and Expenses of State Teacher Retirement Plans	28
30	X. Types of Systems Established for Teachers of Public Schools	30
31	XI. Teachers' Retirement Systems	31
32	XII. Personnel of Teachers in State Teacher Retirement Systems	32
33	XIII. Conditions under which Teachers of State Teacher Retirement Systems have Retired	33
34	XIV. Allowance Granted Teachers of State Teacher Retirement Systems at Normal Retirement	34

LIST OF TABLES

Table	Page
XV. Conditions under which Members of State Teacher Retirement Systems may Retire	50
XVI. Disability Allowances and Source of Payments of, Paid to Members of State Teacher Retirement Systems	54
XVII. Conditions Prescribed for Disability Retirement in State Teacher Retirement Systems	61
XVIII. Circumstances under which Disability Allowance in State Teacher Retirement Systems are Discontinued or Reduced	64
XIX. Extent to which Medical Examination is Required before Disability Allowance is Granted in State Teacher Retirement Systems	66
XX. Amount of Teachers Deposit which may be Refunded in State Teacher Retirement Systems in the Event of Death or Withdrawal Prior to Regular Retirement	68
XXI. Methods of Payment of Benefits, upon Retirement, to Members of State Teacher Retirement Systems	70
XXII. Methods of Payment on Disability Allowances to Members of State Teacher Retirement Systems	71
XXIII. Comparison of Present Practices in State Teacher Retirement Systems with Practices of Systems in Operation in 1924	75

LIST OF PAGES

Page	Title
10	XXV. Conditions under which members of State Teacher Retirement System may retire
11	XXVI. Membership, retirement and terms of retirement of State Teachers of State Teacher Retirement System
12	XXVII. Conditions prescribed for membership in State Teacher Retirement System
13	XXVIII. Transference under which membership in State Teacher Retirement System may be transferred or reduced
14	XXIX. Amount to which pension is payable in State Teacher Retirement System
15	XXX. Amount of pension which may be reduced in State Teacher Retirement System in the event of death or retirement prior to regular retirement
16	XXI. Methods of payment of pension upon retirement, to include of State Teacher Retirement System
17	XXII. Methods of payment on disability retirement to members of State Teacher Retirement System
18	XXIII. Operation of present provision in State Teacher Retirement System with respect to pension in operation in 1935

ANALYSIS AND EVALUATION OF STATE RETIREMENT SYSTEMS FOR TEACHERS, INCLUDING A STUDY OF TRENDS

CHAPTER I

INTRODUCTION

Importance of The Subject

More than one million persons are employed as teachers in the United States. The average annual salary of public school teachers, including principals and supervisors, ranged from \$1222 to \$1440 during the last ten years. With salaries of most teachers low, as these figures indicate, relatively few teachers would be able to create a reserve for old age or illness even though they had a strong desire to do so.

Since teachers have not been included within the provisions of the Social Security Act enacted by the Roosevelt administration, the responsibility of making provisions for security during old age and disability still devolves upon the teachers as individuals or as groups. The public has not as yet manifested sufficient interest in the welfare of teachers to entrust this matter to it.

The need for legislation pertaining to teacher retirement, however, has been recognized to some extent. Already a number of states have established teacher retirement systems, while during the last two years eight states considered bills pertaining to state-wide

ANALYSIS AND EVALUATION OF STATE TEACHER RETIREMENT FOR
TEACHERS, 1960-1961

CHAPTER I

INTRODUCTION

Importance of the Subject

More than one million persons are employed as teachers in the United States. The average annual salary of public school teachers, including principals and supervisors, ranged from \$3,222 to \$14,440 during the last ten years. This selection of best teachers law, as well as other legislation, relative to teachers' rights to strike, creates a reserve for old age or illness even though they had a normal active career.

While teachers' retirement was included within the provisions of the Social Security Act enacted during Roosevelt's administration, the responsibility of financing retirement for teachers during old age and disability still devolved upon the teachers' organizations or associations. The public has not yet manifested sufficient interest in the welfare of teachers to warrant this action.

The need for legislation pertaining to teachers' retirement, however, has been recognized to some extent. Already a number of states have established teachers' retirement systems, while during the last two years eight states considered bills pertaining to state-wide

teacher retirement plans. The fact that seven of these bills failed of enactment, and that many of our present systems are considered to be unsound or seriously defective, would indicate that the proper attention has not been given to the question of teacher retirement systems. It is probable that sufficient data on retirement legislation has not been at hand to guide legislators in their deliberations. Whatever might be the cause of present conditions, it would seem to be mainly the responsibility of teachers to remove the obstacles to further progress.

Statement of The Problem

The purpose of this study is to present data which would be helpful to those who are confronted with the problem of drafting a state retirement system for teachers. Information will be presented showing present practices and trends in state retirement systems for teachers, and to point out the strong and weak points of the systems now in operation. Answers will be presented to the following questions:

1. What is the nature and prevalence of state established retirement systems for teachers?
2. What are present practices among state retirement systems for teachers as established by state law?
3. What are the trends in state retirement system legislation for teachers over the period 1924 to 1935, inclusive?
4. How do present statutory practices conform to progressive principles of retirement systems?

teacher retirement plans. The fact that seven of these bills failed of enactment, and that many of our present systems are considered to be unworkable or seriously defective, would indicate that the proper attention has not been given to the question of teacher retirement systems. It is probable that sufficient data on retirement legislation has not been at hand to guide legislation in these matters. However, it might be the cause of present conditions, it would seem to be mainly the responsibility of teachers to remove the obstacles to further progress.

Statement of the Problem

The purpose of this study is to present data which would be helpful to those who are concerned with the problem of creating a state retirement system for teachers. Information will be presented showing present practices and trends in state retirement systems for teachers, and to point out the strong and weak points of the system now in operation. Answers will be presented to the following questions:

1. What is the nature and prevalence of state established retirement systems for teachers?
2. What are present practices among state retirement systems for teachers as established by state law?
3. What are the trends in state retirement system legislation for teachers over the period 1935 to 1938, inclusive?
4. How do present retirement practices compare to progressive principles of retirement systems?

Sources of Data

The data used in this study were obtained from an analysis of the school codes and sessions laws of the various states. All state laws pertaining to state retirement systems for teachers enacted prior to 1936¹ are taken into consideration. The basis for evaluation was obtained from certain studies bearing on the problem of teacher retirement systems.

Delimitations and Definitions

This study is concerned only with teacher retirement systems in the United States that are state-wide in scope.

The terms which follow are used in this study in the sense indicated in the succeeding paragraphs.

A pension is defined as that allowance paid by the state to the teacher at retirement, towards which allowance the teacher has made no direct financial contribution.

The term state superintendent refers to the chief state school officer, as the state director of education. For convenience it is used herein instead of commissioner of education, state superintendent of public instruction, and so on.

A joint-contributory retirement system is one supported jointly by teacher and state. ✓

¹In some states the legislature meets annually, in others biennially, either in the odd or even years. Accordingly, in some states, there has been no legislation since 1934.

The data used in this study were obtained from an analysis of the school codes and pension laws of the various states. All states have pertaining to state retirement systems for teachers existed prior to 1930, and taken into consideration. The basis for evaluation was obtained from certain states bearing on the question of teacher retirement systems.

Definitions and Abbreviations

This study is concerned only with teacher retirement systems in the United States that are state-wide in scope. The terms which follow are used in this study in the same in-
 dicated by the preceding paragraph.
 A pension is defined as that allowance paid by the state to the teacher at retirement, provided which allows the teacher has made no direct financial contribution.
 The term state superintendent refers to the chief state school officer, as the state director of education. For convenience it is used herein instead of commissioner of education, state superintendent of public instruction, and so on.
 A joint-contributory retirement system is one supported jointly by teacher and state.

¹ In some states the legislation exists annually, in others biennially, either in the odd or even years. Accordingly, in some states, there has been no legislation since 1934.

A non-contributory retirement system is one supported entirely by the state. ✓

A disability annuitant is a person who receives an annuity or pension when he is unable to render service on account of some mental or physical incapacitation.

A regular annuitant is defined as any annuitant other than a disability annuitant.

A contributor is defined as a member of a retirement system who is making payments to the retirement fund. ✓

Present teacher is a teacher who was in service at the time the retirement plan was inaugurated.

A new entrant is a member of the retirement system who entered service after the inauguration of the system.

By optional is meant that the teacher may elect a choice of conditions or provisions offered.

Flat contribution is used herein to mean a stipulated amount paid annually by all teachers, or certain classes of teacher, to the retirement fund.

Compulsory is used herein to mean that the teacher's position is contingent upon his acceptance of membership in the retirement system.

Retirement is divided into two classes, namely, (1) superannuation and (2) disability. The former means retirement on account of old age; and the latter, retirement on account of a mental or physical incapacitation.

A non-contributory retirement system is one supported entirely by the State.

A contributory system is one in which the employee or person who receives an annuity or pension when he is unable to render service on account of some mental or physical infirmity.

A regular annuitant is defined as any annuitant other than a disability annuitant.

A contributor is defined as a member of a retirement system who is making payments to the retirement fund.

Present teacher is a teacher who was in service at the time the retirement plan was inaugurated.

A new entrant is a member of the retirement system who entered service after the inauguration of the system.

By official is meant that the teacher may elect a choice of conditions or provisions offered.

What contribution is used herein to mean a stipulated amount paid annually by each teacher, or certain classes of teachers, to the retirement fund.

Compulsory is used herein to mean that the teacher's position is contingent upon his acceptance of membership in the retirement system.

Retirement is divided into two classes, namely, (1) superannuation and (2) disability. The former means retirement on account of old age; and the latter, retirement on account of a mental or physical incapacitation.

Review of Related Studies

Many studies have been made on teacher retirement systems, several resembling this study in one respect or another. These studies do not conflict substantially with the present one, since either they do not have the same purpose or are considerably prior in time. This study differs from the others mainly in its recency and the fact that it evaluates the systems in the light of the most recent thought on the subject.

The Carnegie Foundation for the Advancement of Teaching has made numerous studies pertaining to pension and retirement systems during the last thirteen years.¹ Some of the aspects of teacher retirement which it has studied are as follows: pension legislation, teacher retirement in foreign countries, basic principles of teacher retirement systems as formulated by the National Education Association, industrial pensions, and social philosophy of pensions.

Studensky made a comprehensive study of pensions and retirement systems for teachers, the results of which were published in book form in 1920.² This is a pioneer study in this particular field.

The United States Department of Labor made a brief summary of state retirement plans and several city systems for teachers.³ The summary is accompanied by brief discussions pertaining to administration and financing of teacher retirement systems.

¹These are referred to more fully in the bibliography.

²Teachers' Pension Systems in the United States, 460 pp.

³Public Service Retirement Systems, pp. 76-117.

Review of Related Studies

Many studies have been made on teacher retirement systems, several resembling this study in one respect or another. These studies do not resemble substantially with the present one, since either they do not have the same purpose or are considerably wider in scope. This study differs from the others mainly in its purpose and the fact that it evaluates the system in the light of the most recent thought on the subject.

The Strategic Foundation for the Advancement of Teaching has made numerous studies pertaining to pension and retirement systems during the last thirteen years.¹ Some of the aspects of teacher retirement which it has studied are as follows: general legislation, teacher retirement in foreign countries, basic principles of teacher retirement systems as formulated by the National Education Association, individual pensions, and social philosophy of pensions.

Recently made a comprehensive study of pensions and retirement system for teachers, the results of which were published in book form in 1935.² This is a pioneer study in this particular field.

The United States Department of Labor made a brief survey of state retirement plans and several city systems for teachers.³ The survey is supplemented by brief discussions pertaining to administration and financing of teacher retirement systems.

¹These are referred to more fully in the bibliography.
²Teachers' Pension System in the United States, 1935.
³Public Service Retirement System, No. 10-117.

In 1927 Nida Palmer comprehensively studied retirement systems emphasizing trends during the period 1894 to 1924.¹ She formulated certain criteria, based on current tendencies, for evaluating teacher retirement systems.

The National Educational Association made a study in 1930 in which the practices of state retirement systems were investigated.² Current practices are discussed in respect to the fifteen principles which were laid down by the National Education Association as fundamental to a good retirement system for teachers.

In 1934 Keesecker made a study in which he presents a brief description of the present practices in regard to five of the major provisions of state teacher retirement systems.³ His study is limited in scope and general in nature.

In 1934 Seyfried and Robinson investigated teacher retirement in New Mexico; they formulated a model plan with laws for a state-wide teacher retirement system.⁴ This model plan was based on principles formulated by students of retirement plans and is in accordance with the most recent thought on teacher retirement.

¹Pension Systems for Public School Teachers, 84 pp.

²Current Issues in Teacher Retirement, pp. 223-277.

³Teacher Retirement Systems, 45 pp.

⁴New Mexico Retirement System with Model Plan and Laws, 115 pp.

Procedure

The first step in the prosecution of this study was an analysis of the retirement and pension laws as contained in the school codes and session laws of the various states up to and including 1935. The method of presenting these data closely follows that employed by the National Education Association in a study summarizing current practices.¹

The next step involved the determination of trends. This was accomplished by a comparison of present practices with the trends discovered by Palmer for the period 1894 to 1924.²

The last step was an evaluation of present practices. Each of the major provisions was evaluated in the light of trends and the recommendations of writers who have given special consideration to the matter of teacher retirement systems. The principles used in the evaluation were obtained from the study by Seyfried and Robinson.³ They base their criteria mainly on the principles prescribed by the National Education Association Committee and the recommendations made by a leading student and authority on retirement systems, Rainard B. Robbins, Secretary of Teachers Insurance and Annuity Association of America.

¹Current Issues in Teacher Retirement, pp. 223-277.

²Op. Cit.

³Op. Cit., pp. 13-25.

Procedure

The first step in the presentation of this study was an analysis of the testimony and general laws as contained in the school codes and sections laws of the various states up to and including 1935. The method of presenting these data closely follows that employed by the National Education Association in a study examining current practices.¹

The next step involved the determination of trends. This was accomplished by a comparison of present practices with the trends discovered by Palmer for the period 1894 to 1934.²

The last step was an evaluation of present practices. Each of the major provisions was evaluated in the light of trends and the recommendations of writers who have given special consideration to the matter of teacher retirement systems. The principles used in the evaluation were obtained from the study by Seyfried and Robinson.³

They have their criteria mainly on the principles prescribed by the National Education Association Committee and the recommendations made by a leading student and authority on retirement systems, Edmund A. Hoebler, Secretary of Teachers Insurance and Annuity Association of America.

¹Current Issues in Teacher Retirement, pp. 263-277.
²Op. cit., pp. 12-25.
³Op. cit., pp. 12-25.

CHAPTER II

PRESENT PRACTICES IN STATE RETIREMENT SYSTEMS FOR TEACHERS

Introduction

The purpose of this chapter is to show the nature and extent of retirement systems for teachers, and, in particular, to point out how those systems state-wide in scope are administered, financed, and so on. The data were gleaned from school codes and session laws, and include all laws pertaining to state-wide teacher retirement systems in force in 1935.

Nature and Extent of Retirement Systems

Table I reveals that twenty-five states have provided in some manner for a state-wide retirement or pension system for teachers. Only Oklahoma, South Dakota, and Wyoming do not have a teacher retirement system in effect; neither do they have statutory regulations providing for state-wide or local systems.

Some states in addition to a state-wide system have local systems. In New Mexico, for instance, aside from the state-wide system, boards of county commissioners are given power to pension any teacher with thirty-five years of state service, if he is found to be in needy circumstances. Maine has a non-contributory plan supplementary to a joint-contributory state system. The former is maintained only for those teachers in service prior to July 1, 1924.

CHAPTER II

TEACHER RETIREMENT SYSTEMS AND TEACHERS

Introduction

The purpose of this chapter is to show the nature and extent of retirement systems for teachers, and, in particular, to point out how these systems differ in scope and administration, financing, and so on. The data were obtained from school codes and pension laws, and include all laws pertaining to state-wide teacher retirement systems in force in 1933.

Nature and Extent of Retirement Systems

Table I reveals that twenty-five states have provided in some manner for a state-wide retirement or pension system for teachers. Only Oklahoma, North Dakota, and Wyoming do not have a teacher retirement system in effect; neither do they have statutory regulations providing for state-wide or local systems. Some states in addition to a state-wide system have local systems. In New Mexico, for instance, aside from the state-wide system, boards of county commissioners are given power to pension city teachers with thirty-five years of state service. It is found to be in nearly all circumstances. Maine has a non-compulsory plan supplementary to a joint-compulsory state system. The former is maintained only for those teachers in service prior to July 1, 1924.

TABLE I
TYPES OF TEACHER RETIREMENT OR PENSION SYSTEMS
IN THE SEVERAL STATES

States	State- Wide	District Systems	City Systems
Alabama			x
Arizona	x		
Arkansas			
California	x	x ¹	x
Colorado		x ¹	x
Connecticut	x		x
Delaware			x
Florida		x ²	
Georgia			x
Idaho		x ³	
Illinois	x		x ⁴
Indiana	x		x ⁵
Iowa			x ⁶
Kansas			x ⁷
Kentucky	x ⁸	x ⁹	
Louisiana		x ¹⁰	x ¹¹
Maine	x		
Maryland	x		x
Massachusetts	x		x
Michigan	x		x ¹²
Minnesota	x		x ⁷
Mississippi			x
Missouri ¹³			x
Montana	x		
Nebraska		x ¹⁴	
Nevada	x		
New Hampshire			x
New Jersey	x		
New Mexico	x ¹⁵		
New York	x		x
North Carolina			x
North Dakota	x		
Ohio	x	x	
Oklahoma			
Oregon		x ¹⁶	

(Continued)

TABLE I
TYPES OF TRADING ARRANGEMENTS OR FINANCIAL SYSTEMS
IN THE SEVERAL STATES

State	Trade- Type	Market System	City System
Alabama	X		X
Alaska			
Arizona			
Arkansas	X	X	X
California		X	X
Colorado			
Connecticut	X		X
Delaware		X	X
Florida		X	X
Georgia		X	X
Idaho			
Illinois	X		X
Indiana	X		X
Iowa			
Kansas	X	X	X
Kentucky	X	X	X
Louisiana		X	X
Maine	X		X
Maryland	X		X
Massachusetts	X		X
Michigan	X		X
Minnesota	X		X
Mississippi			
Missouri	X	X	X
Montana			
Nebraska	X	X	X
Nevada	X		X
New Hampshire	X		X
New Jersey	X		X
New Mexico	X		X
New York	X		X
North Carolina	X		X
North Dakota	X		X
Ohio	X	X	X
Oklahoma		X	X
Oregon		X	X

(Continued)

TABLE I (Concluded)
 TYPES OF TEACHER RETIREMENT OR PENSION SYSTEMS
 IN THE SEVERAL STATES

States	State- Wide	District Systems	City Systems
Pennsylvania	x		x
Rhode Island	x		
South Carolina			x
South Dakota			
Tennessee		x ¹⁷	x ¹⁷
Texas ¹³			x
Utah ¹⁸	x		x ¹⁹
Vermont	x		x
Virginia	x		
Washington	x	x ¹	
West Virginia		x	
Wisconsin	x		x ⁷
Wyoming			
Total	25	12	27

¹First class districts.

²If without means of support and unable to earn a livelihood.

³Independent districts employing 30 or more teachers.

⁴Population over 250,000.

⁵Cities having a population of not more than 56,000 or less than 70,000.

⁶Having a population of 25,100 or more.

⁷First class.

⁸Inoperative.

⁹Independent school districts embracing cities of first and second class.

¹⁰Forty years or more in one parish.

¹¹New Orleans.

¹²Cities over 250,000 comprising a single school district.

¹³Constitutional provision preventing establishment of state-wide system.

¹⁴Omaha only.

¹⁵Also boards of county commissioners may pension any teacher with 35 years of service in New Mexico, if in needy circumstances.

REPORT ON THE PROGRESS OF THE WORK DURING THE YEAR 1900

State	Population	Area	Value
Alabama	1,000,000	52,400	\$1,000,000
Arkansas	1,000,000	52,400	\$1,000,000
California	1,000,000	52,400	\$1,000,000
Columbia	1,000,000	52,400	\$1,000,000
Delaware	1,000,000	52,400	\$1,000,000
Florida	1,000,000	52,400	\$1,000,000
Georgia	1,000,000	52,400	\$1,000,000
Idaho	1,000,000	52,400	\$1,000,000
Illinois	1,000,000	52,400	\$1,000,000
Indiana	1,000,000	52,400	\$1,000,000
Iowa	1,000,000	52,400	\$1,000,000
Kansas	1,000,000	52,400	\$1,000,000
Kentucky	1,000,000	52,400	\$1,000,000
Louisiana	1,000,000	52,400	\$1,000,000
Maine	1,000,000	52,400	\$1,000,000
Maryland	1,000,000	52,400	\$1,000,000
Massachusetts	1,000,000	52,400	\$1,000,000
Michigan	1,000,000	52,400	\$1,000,000
Minnesota	1,000,000	52,400	\$1,000,000
Mississippi	1,000,000	52,400	\$1,000,000
Missouri	1,000,000	52,400	\$1,000,000
Montana	1,000,000	52,400	\$1,000,000
Nebraska	1,000,000	52,400	\$1,000,000
Nevada	1,000,000	52,400	\$1,000,000
New Hampshire	1,000,000	52,400	\$1,000,000
New Jersey	1,000,000	52,400	\$1,000,000
New Mexico	1,000,000	52,400	\$1,000,000
New York	1,000,000	52,400	\$1,000,000
North Carolina	1,000,000	52,400	\$1,000,000
North Dakota	1,000,000	52,400	\$1,000,000
Ohio	1,000,000	52,400	\$1,000,000
Oklahoma	1,000,000	52,400	\$1,000,000
Oregon	1,000,000	52,400	\$1,000,000
Pennsylvania	1,000,000	52,400	\$1,000,000
Rhode Island	1,000,000	52,400	\$1,000,000
South Carolina	1,000,000	52,400	\$1,000,000
South Dakota	1,000,000	52,400	\$1,000,000
Tennessee	1,000,000	52,400	\$1,000,000
Texas	1,000,000	52,400	\$1,000,000
Vermont	1,000,000	52,400	\$1,000,000
Virginia	1,000,000	52,400	\$1,000,000
Washington	1,000,000	52,400	\$1,000,000
West Virginia	1,000,000	52,400	\$1,000,000
Wisconsin	1,000,000	52,400	\$1,000,000
Wyoming	1,000,000	52,400	\$1,000,000
Total	1,000,000	52,400	\$1,000,000

The following table shows the progress of the work during the year 1900. The first column shows the state, the second column shows the population, the third column shows the area, and the fourth column shows the value. The total population is 1,000,000, the total area is 52,400, and the total value is \$1,000,000.

The following table shows the progress of the work during the year 1900. The first column shows the state, the second column shows the population, the third column shows the area, and the fourth column shows the value. The total population is 1,000,000, the total area is 52,400, and the total value is \$1,000,000.

The following table shows the progress of the work during the year 1900. The first column shows the state, the second column shows the population, the third column shows the area, and the fourth column shows the value. The total population is 1,000,000, the total area is 52,400, and the total value is \$1,000,000.

The following table shows the progress of the work during the year 1900. The first column shows the state, the second column shows the population, the third column shows the area, and the fourth column shows the value. The total population is 1,000,000, the total area is 52,400, and the total value is \$1,000,000.

-
- 16 Which has more than 10,000 children of school age.
 17 May be established by any school board of any city, town, county or district.
 18 Funds have not been appropriated to make law effective.
 19 Cities of the first or second class.

There are eighteen states in the United States which do not have state-wide retirement plans, but which have provided for teacher retirement or pension allowances in certain cities or districts. The fact that there are more local than state systems is evidence of the recognized need for teacher retirement, and also proof that at present many of the state systems are inadequate.

Within the last two years bills have been considered in Colorado, Delaware, New Hampshire, North Carolina, Oregon, Texas, Utah, and West Virginia designed to establish state-wide teacher retirement systems.¹ Of the foregoing, the Utah proposal was the only one that was enacted into law; as yet funds have not been provided to make it operative.

Missouri and Texas are now taking steps to amend their constitutions in order to provide adequate state-wide retirement systems for teachers. Louisiana will shortly consider a bill to establish a state-wide teacher retirement system.

Administration

Retirement Boards

Membership. As Table II shows, six of the twenty-five state teacher retirement systems are administered by the state board of

National Education Association. Teacher Retirement Legislation in 1934 and 1935 to Date, 16 pp.

18 which has more than 10,000 children of school age.
 19 It may be established by any school board or any city, town, county or
 20 district.
 21 Funds have not been appropriated to make law effective.
 22 Offices of the first or second class.

There are eighteen states in the United States which do not have
 state-wide retirement plans, but which have provided for teacher retire-
 ment on pension allowances in certain cities or districts. The fact
 that there are more local than state systems is evidence of the
 recognized need for teacher retirement, and also proof that at present
 many of the state systems are inadequate.

Within the last two years bills have been considered in Colorado,
 Delaware, New Hampshire, North Carolina, Oregon, Texas, Utah, and West
 Virginia designed to establish state-wide teacher retirement systems.
 Of the foregoing, the Utah proposal was the only one that was enacted
 into law; as yet funds have not been provided to make it operative.

Missouri and Texas are now taking steps to amend their
 constitutions in order to provide adequate state-wide retirement
 systems for teachers. Louisiana will shortly consider a bill to
 establish a state-wide teacher retirement system.

Administration

Retirement boards
 As Table II shows, six of the twenty-five states
 teacher retirement systems are administered by the state board of

National Education Association. Teacher Retirement Legislation
 in 1934 and 1935 to date, 18 pp.

TABLE II
NATURE OF ADMINISTRATIVE BOARDS FOR STATE TEACHER RETIREMENT SYSTEMS, WITH
MEMBERSHIPS AND COMPENSATION OF MEMBERS THEREON

States	Administered by		Number of Members On Board	Compensation of Board Members	
	Board Ex Officio	Special Board		Necessary Expense of Attending Meetings	Reimbursement for Loss of Salary
Arizona	x		8 ¹		
California		x	5	x	
Connecticut		x	5	x	x
Illinois		x	5	x	
Indiana		x	5	x	
Kentucky			8 ²		
Maine	x		7		
Maryland		x	5	x	
Massachusetts		x	3	x	x
Michigan		x	6	x	
Minnesota		x	5	x	
Montana		x	5	x	
Nevada	x		7 ³		
New Jersey			7 ⁴	x	
New Mexico	x		7 ⁴		
New York			7		x
North Dakota		x	5	x	
Ohio		x	5	x	x
Pennsylvania		x	7 ⁵	x	x
Rhode Island	x		9		
Utah			7		
Vermont		x	5	x	
Virginia		x	7 ⁶		
Washington	x		5	x	
Wisconsin		x	5		
Total	6	19		17	5

N. 1000 THE UNIVERSITY OF MICHIGAN LIBRARY ANN ARBOR, MICHIGAN 48106-1000

Notes	of specimens		to natural history	to other departments		not included in
	number	date		to other departments	to other departments	
1000	1	10/10/10	X	X	X	X
1001	2	10/10/10	X	X	X	X
1002	3	10/10/10	X	X	X	X
1003	4	10/10/10	X	X	X	X
1004	5	10/10/10	X	X	X	X
1005	6	10/10/10	X	X	X	X
1006	7	10/10/10	X	X	X	X
1007	8	10/10/10	X	X	X	X
1008	9	10/10/10	X	X	X	X
1009	10	10/10/10	X	X	X	X
1010	11	10/10/10	X	X	X	X
1011	12	10/10/10	X	X	X	X
1012	13	10/10/10	X	X	X	X
1013	14	10/10/10	X	X	X	X
1014	15	10/10/10	X	X	X	X
1015	16	10/10/10	X	X	X	X
1016	17	10/10/10	X	X	X	X
1017	18	10/10/10	X	X	X	X
1018	19	10/10/10	X	X	X	X
1019	20	10/10/10	X	X	X	X
1020	21	10/10/10	X	X	X	X
1021	22	10/10/10	X	X	X	X
1022	23	10/10/10	X	X	X	X
1023	24	10/10/10	X	X	X	X
1024	25	10/10/10	X	X	X	X
1025	26	10/10/10	X	X	X	X
1026	27	10/10/10	X	X	X	X
1027	28	10/10/10	X	X	X	X
1028	29	10/10/10	X	X	X	X
1029	30	10/10/10	X	X	X	X
1030	31	10/10/10	X	X	X	X
1031	32	10/10/10	X	X	X	X
1032	33	10/10/10	X	X	X	X
1033	34	10/10/10	X	X	X	X
1034	35	10/10/10	X	X	X	X
1035	36	10/10/10	X	X	X	X
1036	37	10/10/10	X	X	X	X
1037	38	10/10/10	X	X	X	X
1038	39	10/10/10	X	X	X	X
1039	40	10/10/10	X	X	X	X
1040	41	10/10/10	X	X	X	X
1041	42	10/10/10	X	X	X	X
1042	43	10/10/10	X	X	X	X
1043	44	10/10/10	X	X	X	X
1044	45	10/10/10	X	X	X	X
1045	46	10/10/10	X	X	X	X
1046	47	10/10/10	X	X	X	X
1047	48	10/10/10	X	X	X	X
1048	49	10/10/10	X	X	X	X
1049	50	10/10/10	X	X	X	X
1050	51	10/10/10	X	X	X	X
1051	52	10/10/10	X	X	X	X
1052	53	10/10/10	X	X	X	X
1053	54	10/10/10	X	X	X	X
1054	55	10/10/10	X	X	X	X
1055	56	10/10/10	X	X	X	X
1056	57	10/10/10	X	X	X	X
1057	58	10/10/10	X	X	X	X
1058	59	10/10/10	X	X	X	X
1059	60	10/10/10	X	X	X	X
1060	61	10/10/10	X	X	X	X
1061	62	10/10/10	X	X	X	X
1062	63	10/10/10	X	X	X	X
1063	64	10/10/10	X	X	X	X
1064	65	10/10/10	X	X	X	X
1065	66	10/10/10	X	X	X	X
1066	67	10/10/10	X	X	X	X
1067	68	10/10/10	X	X	X	X
1068	69	10/10/10	X	X	X	X
1069	70	10/10/10	X	X	X	X
1070	71	10/10/10	X	X	X	X
1071	72	10/10/10	X	X	X	X
1072	73	10/10/10	X	X	X	X
1073	74	10/10/10	X	X	X	X
1074	75	10/10/10	X	X	X	X
1075	76	10/10/10	X	X	X	X
1076	77	10/10/10	X	X	X	X
1077	78	10/10/10	X	X	X	X
1078	79	10/10/10	X	X	X	X
1079	80	10/10/10	X	X	X	X
1080	81	10/10/10	X	X	X	X
1081	82	10/10/10	X	X	X	X
1082	83	10/10/10	X	X	X	X
1083	84	10/10/10	X	X	X	X
1084	85	10/10/10	X	X	X	X
1085	86	10/10/10	X	X	X	X
1086	87	10/10/10	X	X	X	X
1087	88	10/10/10	X	X	X	X
1088	89	10/10/10	X	X	X	X
1089	90	10/10/10	X	X	X	X
1090	91	10/10/10	X	X	X	X
1091	92	10/10/10	X	X	X	X
1092	93	10/10/10	X	X	X	X
1093	94	10/10/10	X	X	X	X
1094	95	10/10/10	X	X	X	X
1095	96	10/10/10	X	X	X	X
1096	97	10/10/10	X	X	X	X
1097	98	10/10/10	X	X	X	X
1098	99	10/10/10	X	X	X	X
1099	100	10/10/10	X	X	X	X

- 1 Governor, state superintendent, president of the university and principals of the state normal schools as ex officio and three members appointed by governor, one to be a city school superintendent, one a county school superintendent, and the other a high school principal.
- 2 State superintendent and seven lay members appointed by the governor. Term for four years.
- 3 Governor, state superintendent, and five members appointed by the governor. Term four years.
- 4 Governor, state superintendent and five members appointed by governor to include, a head of a state educational institution, a county superintendent, and one other person engaged in school work. Term four years.
- 5 Governor, lieutenant governor, and one member from each county except Providence which has three appointed by general assembly in grand committee. Term six years.
- 6 Seven members at large appointed by governor. Term 4 years.

election London state and is, according to the authorities, the only one of the kind in the world. It is a very old building, and is now used as a museum.

The building is a very old one, and is now used as a museum. It is a very old building, and is now used as a museum. It is a very old building, and is now used as a museum.

The building is a very old one, and is now used as a museum. It is a very old building, and is now used as a museum. It is a very old building, and is now used as a museum.

ROOBY

education. The other nineteen systems are controlled and managed by a board especially selected for that purpose.

The number of members on the several state retirement boards, exclusive of the ex officio boards, varies from three to seven, five being the number comprising a majority of the boards. All systems have a board with an odd number of members except Michigan, which has a board of six.

Eleven of the specially selected state retirement boards are composed of state officials and teachers; six are made up of state officials, teachers and members at large; and one is composed entirely of members at large. The other six systems have boards entirely ex officio, in each instance the board ex officio being the state board of education.

Of the nineteen systems administered by a board selected specifically for the purpose, eighteen have, according to Table III, one or more teacher members. In Indiana the board membership is selected from persons at large with the stipulation that not more than two may be teachers. One would infer that it is not necessary to have teacher members on the Indiana board.

The number of teacher members on boards varies from one to three, with two being the modal number. In Illinois, New York, North Dakota, and Washington the board is composed of five members, three of whom are teachers.

In selecting the teacher personnel for the retirement board, the practice most commonly employed is election by vote of the teacher members of the retirement system. Other methods used are

education. The other principal system is controlled and supervised

a board especially selected for that purpose.

The number of members on the several state boards varies

exclusive of the ex officio members, ranging from three to seven, the

being the number especially mentioned in the constitution.

have a board with an odd number of members, and this is

a board of six.

However, of the specially selected state boards, some are

composed of state officials and supervisors, and some are

officials, teachers and others of various kinds, and one is

entirely of members at large. The other is composed of members

entirely ex officio. In each instance, the board is to have the

state board of education.

Of the nineteen boards established by a formal act of the

legislature for the purpose of supervising and controlling the

and at most teacher members. In addition, the boards are

selected from persons of various kinds, of various kinds and not

than two may be teachers. One board is made up of two persons

to have teacher members on the board.

The number of teachers on the board varies from one to

three, with two being the usual number. In addition, some

boards, and Washington the board is composed of three members, some

of whom are teachers.

In selecting the members of the board, the legislature

the practice most commonly followed is to elect a majority of the

teacher members of the legislature. Other boards have

joint-contributory. In the case of the non-contributory system, the Commissioner of Education formulates rules and regulations for carrying out provisions.

May appoint assistant Commissioner of Education to serve in his stead.
 Or one member appointed by him. Also two administrative officers of state school system appointed by Commissioner of Education.

~~may~~ may ~~official~~ may treasurer.

~~may~~ may ~~official~~ may legal adviser.

~~may~~ may ~~official~~ may auditor.

At least one to be a woman teacher in the public schools.

Must be a resident and employed in certain counties.

One to be a woman, one may be a retired member.

Teacher, superintendent or principal connected with school system of state.

With advice and approval of senate.

At least one to be a classroom teacher.

Not to include more than two teachers.

Not a teacher or state officer.

Selected by Board of Regents of University of State of New York. Must be an executive officer of a bank authorized to do business in state, and not to be an employee of state.

Not an officer or employee of state.

Persons who are familiar with or have had experience in making investments.

appointment by the governor and appointment by the state board of education.

The period for which teacher members are selected in the several systems varies from two to six years. Three years is the term most commonly employed.

Of the seven states that select a part of the board membership at large, the average number so selected is two. The term of office of those members other than state officials or teachers varies from one to six years, the average term being about three years.

A typical qualification for members selected at large, other than teachers or state officials, is experience in making investments.

Compensation. Table II shows that retirement board members, other than members of state boards of education, do not receive a salary, or a per diem allowance, for their services as board members. Instead they receive, in a majority of cases, only actual and necessary expenses incurred through services on the board. In some systems provisions are made to reimburse board members for loss of salary or wage occasioned by service on the board. In other systems it is stipulated that no contributor shall suffer loss of salary on account of services on the board.

Members Ex Officio. As mentioned, eighteen of the retirement boards have members ex officio, exclusive of the six boards entirely ex officio. Of the latter, five have members ex officio.

The state superintendent is designated for board membership ex officio in a larger number of systems than any other state official.

Next most often designated is the state treasurer.

The length of term of an ex officio member, on the retirement board, is dependent upon his term as state official, which is two or more years.

Powers and Duties. Some of the powers and duties of state retirement boards are shown in Table IV. Since it would be impractical to list all the powers and duties of the board, only the most important were included in the table. Some of the provisions most commonly found regarding powers and duties are as follows:

- (1) Make rules and regulations necessary to carry the act into effect.
- (2) Employ clerical assistance.
- (3) Employ a secretary.
- (4) Make rules and regulations not inconsistent with law.
- (5) Adopt one or more mortality tables and certify rates.
- (6) Approve and allow retirement salaries.

Finance

Source of Support and Method of Computing Contributions

Data in Table V reveal that twenty-one of the twenty-five state-wide teacher retirement systems are supported jointly by teacher and state; that two, Arizona and Rhode Island, are supported by the state alone; and two, namely, Utah and Montana, supposedly are supported jointly by state and teacher but in practice are supported by the teacher, although the statutes stipulate that the state shall con-

There must also be designated in the same manner

The balance of each of the following items:

board, is required upon the same account as the

new year.

History and Origin - Some of the accounts and

the same board are shown in table 11. The same

so that all the powers and duties of the

laws were located in the same. This was the

found regarding certain and the same as the

(1) This table and 10 other tables are

shown.

(2) Table 11 shows the same

(3) Table 12 shows the same

(4) Table 13 shows the same

(5) Table 14 shows the same

(6) Table 15 shows the same

History

History of the same and the same as the same

There is a table V showing the same

who have been mentioned in the same

which have been mentioned in the same

along and the same. The same as the same

history of the same and the same as the same

history, although the same as the same

TABLE IV
POWERS AND DUTIES OF STATE TEACHER RETIREMENT
SYSTEM BOARDS

Powers and Duties	Arizona	California	Connecticut	Illinois	Indiana	Kentucky	Maine	Maryland	Massachusetts	Michigan	Minnesota	Montana	Nevada	New Jersey	New Mexico	New York	North Dakota	Ohio	Pennsylvania	Rhode Island	Utah	Vermont	Virginia	Washington	Wisconsin	Total
Control and manage the retirement system																										5
Make rules and regulations necessary to carry act into effect		X																								18
Make rules and regulations to have force of law																										5
No regulation effecting the status of a member shall be retroactive upon him without his consent																										3
Approve and allow retirement salaries	X																									12
Require reports from school authorities																										5
Purchase supplies																										1
Employ expert assistance																										5
Employ clerical assistance																										10
Prescribe duties of secretary																										4
Prescribe duties of other officers of board ...																										1
Conduct investigation pertaining to operation of act																										6
Summon witnesses and compel them to testify ...																										7
Each member and secretary may administer oaths and affirmations in performance of the duties of the board in securing information																										2
Employ a secretary																										11
Make rules and regulations to provide for the operation of the business of the board																										7
Regulate the duties of school authorities in respect to teacher contributions	X																									4

(Continued)

TABLE V
 PRINCIPAL SOURCE OF SUPPORT FOR STATE
 TEACHER RETIREMENT SYSTEMS

States	Supported Jointly by State and Teacher	Supported Entirely by State	Supported Entirely by Teacher
Arizona		x	
California	x		
Connecticut	x		
Illinois	x		
Indiana	x		
Kentucky	x		
Maine ¹	x		
Maryland	x		
Massachusetts	x		
Michigan			x
Minnesota	x		
Montana	x		
Nevada	x		
New Jersey	x		
New Mexico	x		
New York	x		
North Dakota	x		
Ohio	x		
Pennsylvania	x		
Rhode Island		x	
Utah	x		
Vermont	x		
Virginia	x		
Washington			x
Wisconsin	x		
Total	21	2	2

¹Has also a non-contributory teacher's pension supported by state alone, applicable only to teachers in service prior to July 1, 1924.

tribute to the support of the system, no contribution is made.¹

Michigan and Washington do not provide for state support by law.

Table VI shows that in fourteen of the systems the teacher's deposit is computed as a percentage of his salary. The percentage varies from one to seven per cent, with five per cent the amount most commonly specified. In three systems a flat amount is specified as the teacher's deposit. This amount varies from nine dollars yearly in Montana to twenty-four dollars in California. In three systems the teachers pay a flat amount graded according to the number of years of teaching service which they have rendered. In each of these systems the amount contributed by the teacher increases periodically over a specified number of years.

Several states have irregular ways of computing the contribution. In Indiana the teacher contributes according to his age at the time of his initial membership in the retirement system. This amount varies from \$18.04, paid annually throughout the remainder of service for a person who has attained the age of forty, to \$35.77, paid throughout the period of service by one who becomes a member at the age of twenty. In New Mexico the teacher pays an amount graded according to the salary he receives. This amount varies from fifty cents monthly, paid by those who receive less than \$100 a month, to two dollars monthly, paid by those who receive more than \$150 a month. Maryland, New Jersey, Pennsylvania, and Utah, each require the teacher to contribute a certain

¹According to information taken from a report made by the National Education Association.

tribute to the support of the... Michigan and Washington... Table VI shows that... point is recorded as a... from one to seven... specified. In some... deposit. This account... twenty-four... a first account... for which they have... provided by the... of years. General... In Idaho the... his initial... from \$18.00... person who has... the period of... In New Mexico... he receives. This... who receive less... those who receive... Sylvan, and Utah...

¹According to... Education Association.

TABLE VI
FORM AND AMOUNT OF TEACHER'S DEPOSIT OR CONTRIBUTION
TO STATE TEACHER RETIREMENT SYSTEMS

States	Percentage of Salary	Flat Amount
Arizona ^a	4 ^c	\$24
California	5 ^d	\$10 to \$30 graded according to years of service
Connecticut		\$18.04 to \$35.77 graded according to age at time of entering service
Illinois		
Indiana		
Kentucky	2½	
Maine ^b	58	
Maryland	Indefinite ⁱ	
Massachusetts	3-7 ^h	
Michigan	1-5 ^j	
Minnesota	5 ^k	
Montana		\$9 ^l
Nevada		\$12
New Jersey	Indefinite ⁱ	
New Mexico	\$16 to \$24 ^m	
New York	4	
North Dakota	1-2 ⁿ	
Ohio	4 ^o	
Pennsylvania	Indefinite ^p	
Rhode Island ^a		
Utah	Indefinite ⁱ	
Vermont	1-5 ^q	
Virginia	1	
Washington		\$12 to \$36 graded according to years of service
Wisconsin	5	
Total	18	6

Teachers do not contribute to system.

Applies to the joint-contributory system.

All teachers employed after July 1, 1935 must deposit 4 per cent of their monthly salary less \$2 to annuity deposit fund. Teachers in service prior to this date may also make this deposit.

Unless total sum of deposit would amount to more than \$100, or less than \$25 per school year, in this case a flat deposit of \$100 or \$25 accordingly.

Ten years or less of service, \$10 per annum; over ten years but not over fifteen, \$20 per annum; over fifteen years up to close of twenty-five year period \$30 per annum.

Teachers' deposits range from \$18.04, which is paid by the person who has attained the age of 40 at the time of entering service, to \$35.77, which is paid by one who has attained age of twenty at time of entering service.

Not less than \$20 or more than \$100 a year.

Half total sum of assessments amount to more than \$100 or less than \$35, assessments at the rate of \$100 or \$35 accordingly for full school year.

Percentage figured by actuary according to data on hand.

One per cent of salary for first five years of service; two per cent of salary after five years of service but less than fifteen; three per cent of salary after fifteen or more years of service.

Not to exceed \$100.

One dollar monthly not to exceed \$9 in any calendar year.

For salary less than \$100, \$.50 monthly; for salary of \$100, \$1 monthly; for salary over \$100 but not over \$150, \$1.50 monthly; for salary over \$150, \$2 monthly.

One per cent per annum for first ten years; two per cent per annum after ten years up to close of twenty-five year period.

Salaries over \$2,000 not considered.

Percentage figured by actuary according to data on hand. Employees may elect rate of five per cent under given condition.

Not more than five per cent.

First ten years, \$12 per annum; over ten years but not more than twenty years, \$24 per annum; over twenty years until deposits total \$720, \$36 per annum.

percentage of his salary. This percentage is computed by an actuary according to the data on hand pertaining to mortality and service experience of the members and beneficiaries, and the benefits promised. All members do not pay the same percentage.

As previously mentioned, in Arizona and Rhode Island, teachers make no direct contribution. Pensions are paid by the state.

Table VII shows the amount and frequency of payment of the state's contribution to the retirement system. In general, the state appropriation is made annually, and is based on estimates, submitted by the retirement board.

In Massachusetts, New York, and Ohio if the current funds are insufficient to meet the current demands the deficiency is made up by the state. In Minnesota, North Dakota, Virginia, and Kentucky when current funds are insufficient to meet the current demands, such funds as are available may be prorated among the beneficiaries.

In Arizona and Rhode Island appropriations are made to provide pensions as they come due. Systems in California, Connecticut, Montana, and Vermont receive appropriations from "time to time", instead of at regular specified intervals as is the general practice.

Actuarial Investigations

Table VIII presents data to show the extent of actuarial investigations in state-wide teacher retirement systems. It is common practice to require actuarial investigations annually or biennially for the first three to five years of operation, and at least once in every five-year period thereafter. In general, the purpose of the actuarial investigation is to ascertain the relationship between the

TABLE VII
AMOUNT AND MANNER OF PAYMENTS MADE BY STATES TO
TEACHER RETIREMENT SYSTEM FUNDS

States	Amount of States Contribution	When paid	Source of Revenue
Arizona	Sum sufficient to grant retired teachers a pension of \$600.	Annual pension granted, paid in monthly installments	Payments made from general fund and appropriation for state board of education
California	5% of taxes collected under inheritance or transfer tax laws of the state Appropriations from legislature. \$6 per member contributed semi-annually by district	Annually From time to time	Appropriations and tax
Connecticut	"Such amounts as shall be appropriated by general assembly"	From time to time	Appropriations
Illinois	Amount set aside from common school fund. One-fifth of one mill upon each dollar of assessed valuation of all taxable property of state, exclusive of cities and school districts not included under provisions of retirement act	Annually	Common School Fund
Indiana	Amount sufficient to cover estimated liability of state for current and succeeding year	Biennially	Appropriations
Kentucky	Amount equal to teachers' contribution	Concurrently with teachers' payment	School funds
Maine	\$30,000 and appropriations	Annually	School funds and appropriations

(Continued)

XIV. 2000
 ON THE WAY TO THE MOUNTAIN
 THE MOUNTAIN IS THE MOUNTAIN

The Mountain	The Mountain	The Mountain	The Mountain
The Mountain	The Mountain	The Mountain	The Mountain
The Mountain	The Mountain	The Mountain	The Mountain
The Mountain	The Mountain	The Mountain	The Mountain
The Mountain	The Mountain	The Mountain	The Mountain
The Mountain	The Mountain	The Mountain	The Mountain

(continued)

TABLE VII (Continued)
AMOUNT AND MANNER OF PAYMENTS MADE BY STATES TO
TEACHER RETIREMENT SYSTEM FUNDS

States	Amount of States Contribution	When paid	Source of Revenue
Maryland	a) Uniform constant percentage of earnable compensation of average new entrant b) Rate per centum of total annual compensation of all members. To be at least 3% greater than in preceding year	Annually Annually	Appropriations
Massachusetts	Such amount as shall be appropriated by the general court		Appropriations
Michigan ¹			
Minnesota	Special levy not to exceed 15/100 of one mill on all taxable property in that part of the state subject to provisions of act	Annually	Tax levy
Montana	Appropriations from legislature to carry act into effect	From time to time	Appropriations
Nevada	Proceeds from an ad valorem tax. Five mills on one-hundred dollars on all taxable money in the state	Annually	Tax levy
New Jersey	1) A constant ratio of earnable salary of new entrants 2) A percentage of total compensation of all present entrants for service during preceding school year, equals average percentage rate of payment which aggregate payment of state to pension accumulation bares to payroll of new entrants To be at least 3% greater than preceding annual payment	Annually Annually	Paid from school apportionment fund

(Continued)

**(Continued) THE STATE
OF KANSAS VS. THE DISTRICT OF COLUMBIA
AND THE DISTRICT OF COLUMBIA**

Amount to be paid	Date paid	Particulars of disbursements	Total
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00
100.00	1/1/1911	To the District of Columbia for the purchase of land for the establishment of a new school for the deaf and dumb.	100.00

TABLE VII (Continued)
AMOUNT AND MANNER OF PAYMENTS MADE BY STATES TO
TEACHER RETIREMENT SYSTEM FUNDS

States	Amount of States Contribution	When paid	Source of Revenue
New Mexico	5% of inheritance tax and appropriations made by legislature	Not specified by law	Tax and appropriations
New York	a) Uniform constant percentage of earnable compensation of average new entrant b) Rate at a percentage of total compensation of all contributors in preceding school year. To be at least 3% greater than preceding annual payment	Annually	Appropriations and apportionment from school funds
North Dakota	Sum set aside from county tuition fund equal to ten cents for each child of school age	Annually	Tuition fund
Ohio	a) Uniform constant percentage of earnable compensation of average new entrant b) Rate on percentage basis of payroll used in computing deposits during the previous school year	Annually	Tax levy
Pennsylvania	Percentage payment based on age and sex of employee 1) Amount equal percentage total compensation paid all contributors during preceding school year. Payment to be at least 3% greater than second preceding payment 2) Amount equal to percentage of total compensation paid all contributors for service in preceding school year	Semi-annually Semi-annually Semi-annually	Appropriations
Rhode Island	To provide annual pension equal to $\frac{1}{2}$ average contractual salary during last five years	Not specified by law	Appropriations
Utah	Not specified by law		

(Continued)

(Domestic) THE STATE
OF NEW YORK
IN SENATE
JANUARY 1, 1901.

REPORT OF THE	COMMISSIONERS OF	THE LAND OFFICE	AND
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE
OF THE	LAND OFFICE	AND	OF THE

TABLE VII (Concluded)
 AMOUNT AND MANNER OF PAYMENTS MADE BY STATES TO
 TEACHER RETIREMENT SYSTEM FUNDS

States	Amount of States Contribution	When paid	Source of Revenue
Vermont	Such amounts as may be appropriated by the general assembly. No payment for one member to exceed \$100 in any one year. Maximum appropriation for any one year \$25,000	From time to time	Appropriations
Virginia	"Such sums as may be appropriated for the benefit of the retired 'teachers' fund"	Not specified by law	Appropriations
Washington ¹			
Wisconsin	Proceeds from surtax on incomes over \$3,000	Annually	Tax levy

¹Do not receive support from public funds.

**(Resolved) for the
 Of the Board of Directors of the
 City of New York**

Amount to be paid	By what fund	For what purpose	By what authority
Twenty thousand dollars	City of New York	To pay the balance of the contract for the purchase of land for the City of New York	Board of Directors
Twenty thousand dollars	City of New York	To pay the balance of the contract for the purchase of land for the City of New York	Board of Directors
Twenty thousand dollars	City of New York	To pay the balance of the contract for the purchase of land for the City of New York	Board of Directors

Attest: _____
 Secretary of the Board of Directors

TABLE VIII
FREQUENCY AND NATURE OF PERIODICAL ACTUARIAL INVESTIGATION
OF STATE TEACHER RETIREMENT SYSTEMS

States	Frequency of Investigation	Nature and Purpose of Investigation
Arizona ¹		
California	Before any retirement annuities are granted from annuity fund and at least once in every five-year period thereafter	To determine actuarial equivalent of accumulated deposits of members
Connecticut ¹ Illinois ¹		
Indiana	At end of first year of operation and biennially thereafter for a period of ten years and every four years thereafter ²	
Kentucky	Once in the first 3 years of operation and every five years thereafter	Actuary shall make investigation into mortality and service experience of the members and beneficiaries. Show complete valuation of present and prospective assets and liabilities. Board shall adopt mortality tables to be used for valuation purposes
Maine ³	Annually by State Auditor and at least once every three years by competent actuary	
Maryland	In 1930 ⁴ and at least once in each five-year period thereafter	Actuary shall make an actuarial investigation into the mortality service and compensation experience of the members and beneficiaries of the retirement system and variation of

(Continued)

TABLE VIII (Continued)
FREQUENCY AND NATURE OF PERIODICAL ACTUARIAL INVESTIGATION
OF STATE TEACHER RETIREMENT SYSTEMS

States	Frequency of Investigation	Nature and Purpose of Investigation
Massachusetts ¹ Michigan ¹ Minnesota ¹ Montana ¹ Nevada ¹		assets and liabilities of funds. On basis of subsequent adoption of tables and rates resulting from such investigation and valuation shall make annual valuation of assets and liabilities of funds created.
New Jersey	In 1921, 1924 ⁵ and once in every five-year period thereafter	Actuary shall make an actuarial investigation of mortality, service, and compensation experience of members and beneficiaries of retirement system and valuation of assets and liabilities of funds
New Mexico ¹ New York	At such times as retirement board may consider necessary and at least once within first three years of operation. Once in each five-year period thereafter	Competent actuary familiar with retirement systems to prepare report showing complete valuation of present and prospective assets and liabilities of fund with exception of expense fund. Shall investigate mortality and service experience of members of retirement system reporting fully on conditions as advisable for information of board
North Dakota ¹ Ohio	At such times as retirement board may consider necessary and at least once within first three years of operation. Once in each five-year period thereafter	Competent actuary familiar with retirement systems to prepare report showing complete valuation of present and prospective assets and liabilities of funds created with exception of guarantee fund ⁶ and expense fund. Shall investigate mortality and service experience of members of members of system reporting fully on conditions as advisable

(Continued)

TABLE VIII (Concluded)
FREQUENCY AND NATURE OF PERIODICAL ACTUARIAL INVESTIGATION
OF STATE TEACHER RETIREMENT SYSTEMS

States	Frequency of Investigation	Nature and Purpose of Investigation
Pennsylvania	In 1921, 1924 ⁷ and every fifth year thereafter	able for information of board Actuary shall make an actuarial investigation of mortality and service experience of contributors and beneficiaries of system and valuation of funds created
Rhode Island ¹ Utah	Once in every 3 years, and oftener if considered necessary	Maintain under competent actuarial advice a complete system of records and accounting
Vermont	Once in every 3 years, and oftener if considered necessary	System to be thoroughly examined by a competent actuary or actuaries
Virginia ¹ Washington ¹ Wisconsin	July 1, 1921, 1923, 1926 ⁸ and triennially thereafter	Annuity board shall make such investigations of mortality, disability, service, and compensation experience of the several funds as shall be necessary

¹Makes no provision for actuarial investigation.

²System effective January 1, 1926.

³Applies to Joint-contributory system.

⁴System effective August 1, 1927.

⁵System effective September 1, 1919.

⁶Created to meet special requirements and to facilitate crediting of uniform interest

⁷System effective July 1, 1919.

⁸System effective July 7, 1921.

Name	Address or Residence	Remarks or Notes
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]
[Faint Name]	[Faint Address]	[Faint Remarks]

CH. HARRIS, JR. 1000 N. 10th St. S.W.
ALBANY, N.Y. 12208
WIFE ALICE (deceased)

benefits promised and the provisions being made to meet these promises. It is of particular benefit in evaluating the assets and liabilities of the organization.

At the present time only twelve state systems have provided for actuarial investigation. This indicates that more than half of the state-wide teacher retirement systems may not operate on an actuarial basis.

Investment of Funds.

Table IX shows that, in general, the statutes provide that the funds of the retirement system shall be invested by the retirement board, subject to certain restrictions. The restrictions most commonly imposed, arranged according to the decreasing number of systems stipulating them, are as follows: (1) in accordance with conditions prescribing the investment of savings bank funds; (2) in accordance with laws restricting the investment of state funds; (3) subject to the same restrictions under which school funds shall be invested; and (4) subject to restrictions imposed upon life insurance companies.

Teacher Accounts

In Table X it is shown that fourteen of the state-wide teacher retirement systems maintain individual accounts for the members. Of the remaining eleven systems, two do not require deposits from the teachers and nine credit the teacher's deposit to a common fund.

Membership

Twenty of the twenty-five state-wide retirement plans require new teachers to participate in the system, as Table XI shows. In

penetration was not only the most important factor in the development of the organization, but also the most important factor in the development of the organization. The organization was not only the most important factor in the development of the organization, but also the most important factor in the development of the organization.

Investment of funds. Table II shows that in 1950, the total amount invested in the organization was \$100,000. This amount was invested in the organization in the form of capital, and was used for the purpose of expanding the organization. The organization was not only the most important factor in the development of the organization, but also the most important factor in the development of the organization.

Teacher's income. In Table III, it is shown that the total income of the teachers in the organization was \$100,000. This income was used for the purpose of expanding the organization. The organization was not only the most important factor in the development of the organization, but also the most important factor in the development of the organization.

TABLE IX
MANNER AND BY WHOM STATE TEACHER RETIREMENT
FUNDS SHALL BE INVESTED

States	Invested By			Must be Invested in Accordance With Laws Governing the Investment of						Must be Invested In United States Securities
	State Department of Finance	Retirement Board	State Treasurer	State Funds	Sinking Funds	School Funds	Savings Bank Funds	Assets of Life Insurance Companies	Assets of Savings Institutions	
Arizona	x									
California	x						x			
Connecticut			x				x			
Indiana		x								x ¹
Illinois		x ²				x ²				
Kentucky			x ³							
Maine			x						x	
Maryland		x						x		
Massachusetts			x		x					
Michigan			x	x						
Minnesota		x					x			
Montana		x					x ⁴			
Nevada		x					x			
New Jersey		x			x					
New Mexico			x ⁵							
New York		x			x					
North Dakota		x		x						
Ohio		x								x ⁶
Pennsylvania		x			x ⁷					
Rhode Island										
Utah		x ⁸			x					
Vermont			x ⁹						x	
Virginia		x					x			
Washington		x					x ¹⁰			
Wisconsin		x						x		
Total	1	15	7	2	5	4	4	2	2	2

TABLE II
 INVESTMENT IN THE UNITED STATES
 BY FOREIGN COUNTRIES

Country	Investment in the United States	Investment in the United States by Country					Total Investment in the United States
		Direct Investment	Portfolio Investment	Other Investment	Investment in the United States by Country	Investment in the United States by Country	
Canada	1	1	1	1	1	1	1
France	2	2	2	2	2	2	2
Germany	3	3	3	3	3	3	3
Italy	4	4	4	4	4	4	4
Japan	5	5	5	5	5	5	5
Netherlands	6	6	6	6	6	6	6
Sweden	7	7	7	7	7	7	7
Switzerland	8	8	8	8	8	8	8
United Kingdom	9	9	9	9	9	9	9
Belgium	10	10	10	10	10	10	10
Austria	11	11	11	11	11	11	11
Spain	12	12	12	12	12	12	12
Portugal	13	13	13	13	13	13	13
Greece	14	14	14	14	14	14	14
Turkey	15	15	15	15	15	15	15
Iran	16	16	16	16	16	16	16
India	17	17	17	17	17	17	17
China	18	18	18	18	18	18	18
Philippines	19	19	19	19	19	19	19
Indonesia	20	20	20	20	20	20	20
Malaysia	21	21	21	21	21	21	21
Singapore	22	22	22	22	22	22	22
Thailand	23	23	23	23	23	23	23
South Korea	24	24	24	24	24	24	24
Japan	25	25	25	25	25	25	25
China	26	26	26	26	26	26	26
India	27	27	27	27	27	27	27
Philippines	28	28	28	28	28	28	28
Indonesia	29	29	29	29	29	29	29
Malaysia	30	30	30	30	30	30	30
Singapore	31	31	31	31	31	31	31
Thailand	32	32	32	32	32	32	32
South Korea	33	33	33	33	33	33	33
Japan	34	34	34	34	34	34	34
China	35	35	35	35	35	35	35
India	36	36	36	36	36	36	36
Philippines	37	37	37	37	37	37	37
Indonesia	38	38	38	38	38	38	38
Malaysia	39	39	39	39	39	39	39
Singapore	40	40	40	40	40	40	40
Thailand	41	41	41	41	41	41	41
South Korea	42	42	42	42	42	42	42
Japan	43	43	43	43	43	43	43
China	44	44	44	44	44	44	44
India	45	45	45	45	45	45	45
Philippines	46	46	46	46	46	46	46
Indonesia	47	47	47	47	47	47	47
Malaysia	48	48	48	48	48	48	48
Singapore	49	49	49	49	49	49	49
Thailand	50	50	50	50	50	50	50
South Korea	51	51	51	51	51	51	51
Japan	52	52	52	52	52	52	52
China	53	53	53	53	53	53	53
India	54	54	54	54	54	54	54
Philippines	55	55	55	55	55	55	55
Indonesia	56	56	56	56	56	56	56
Malaysia	57	57	57	57	57	57	57
Singapore	58	58	58	58	58	58	58
Thailand	59	59	59	59	59	59	59
South Korea	60	60	60	60	60	60	60
Japan	61	61	61	61	61	61	61
China	62	62	62	62	62	62	62
India	63	63	63	63	63	63	63
Philippines	64	64	64	64	64	64	64
Indonesia	65	65	65	65	65	65	65
Malaysia	66	66	66	66	66	66	66
Singapore	67	67	67	67	67	67	67
Thailand	68	68	68	68	68	68	68
South Korea	69	69	69	69	69	69	69
Japan	70	70	70	70	70	70	70
China	71	71	71	71	71	71	71
India	72	72	72	72	72	72	72
Philippines	73	73	73	73	73	73	73
Indonesia	74	74	74	74	74	74	74
Malaysia	75	75	75	75	75	75	75
Singapore	76	76	76	76	76	76	76
Thailand	77	77	77	77	77	77	77
South Korea	78	78	78	78	78	78	78
Japan	79	79	79	79	79	79	79
China	80	80	80	80	80	80	80
India	81	81	81	81	81	81	81
Philippines	82	82	82	82	82	82	82
Indonesia	83	83	83	83	83	83	83
Malaysia	84	84	84	84	84	84	84
Singapore	85	85	85	85	85	85	85
Thailand	86	86	86	86	86	86	86
South Korea	87	87	87	87	87	87	87
Japan	88	88	88	88	88	88	88
China	89	89	89	89	89	89	89
India	90	90	90	90	90	90	90
Philippines	91	91	91	91	91	91	91
Indonesia	92	92	92	92	92	92	92
Malaysia	93	93	93	93	93	93	93
Singapore	94	94	94	94	94	94	94
Thailand	95	95	95	95	95	95	95
South Korea	96	96	96	96	96	96	96
Japan	97	97	97	97	97	97	97
China	98	98	98	98	98	98	98
India	99	99	99	99	99	99	99
Philippines	100	100	100	100	100	100	100

¹Or any state or territorial possession, or any securities lawfully issued by any state, county, city, or municipal corporation of the U.S.

²With approval of state treasurer, and in same manner as township trustees may invest school funds.

³Upon direction of state board of education.

⁴Public school funds.

⁵And state board of finance.

⁶And bonds, notes or other certificates of indebtedness, issued by boards or officers of the several taxing districts of the state.

⁷Subject to restrictions imposed by law upon administrative departments, board committees, and officers of state government.

⁸In securities authorized for investment of state land grants.

⁹With consent of retirement board.

¹⁰Permanent school funds.

only three states, New Mexico, Kentucky, and Vermont, are the new teachers given an option as to membership. Since in Arizona and Rhode Island the retirement system is financed entirely by the state there is no occasion to require participation.

In Minnesota, Wisconsin, and Maine membership is not compulsory on new teachers who have not yet attained the age of twenty-five. However, if the teacher remains in service until attaining that age he is then required to become a member. If the teacher desires credit for services rendered before attaining the age of twenty-five for which he has not contributed, he may obtain it by contributing the amount he would have contributed had membership been elected at the time of entering the service. In Utah membership is not compulsory on new entrants until they have had five years of service. In three states membership is compulsory on present teachers under certain conditions.

Eligibility for Membership

In a majority of the state retirement systems, as shown in Table XII, provisions have been made to include as members all certified

TABLE X
TYPE OF ACCOUNTS MAINTAINED FOR MEMBERS OF
STATE TEACHER RETIREMENT SYSTEMS

States	Individual Accounts Maintained	Deposits Placed in a Common Fund
Arizona ¹		
California		X
Connecticut	X	
Illinois		X
Indiana	X	
Kentucky	X	
Maine	X	
Maryland	X	
Massachusetts		X
Michigan		X
Minnesota	X	
Montana		X
Nevada		X
New Jersey	X	
New Mexico		X
New York	X	
North Dakota		X
Ohio	X	
Pennsylvania ¹	X	
Rhode Island ¹		
Utah	X	
Vermont	X	X-?
Virginia		X
Washington	X	
Wisconsin	X	
Total	14	10

¹Non-contributory system.

TABLE 1
TYPE OF AGENCY INVOLVED FOR REPORTING IN
STATE AGENCY REPORTING SYSTEM

Agency	Individuals Involved	Reported in State Agency Reporting System
Arizona		
California		X
Connecticut	X	
Illinois		X
Indiana		
Iowa	X	
Kentucky	X	
Maine	X	
Massachusetts	X	
Michigan		X
Minnesota	X	
Missouri		X
Montana		X
Nebraska		
Nevada	X	
New Jersey		
New Mexico		X
New York	X	
North Carolina		X
Ohio	X	
Oklahoma	X	
Pennsylvania		
Rhode Island		
South Carolina	X	
Tennessee	X	
Texas	X	
Virginia		X
Washington	X	
West Virginia	X	
Wisconsin		
Wyoming		
Total	24	10

Non-reporting agency

TABLE XI
FREEDOM OF CHOICE AS TO MEMBERSHIP IN STATE
TEACHER RETIREMENT SYSTEMS

States	Compulsory		Optional	
	New Teacher	Present Teacher	New Teacher	Present Teacher
Arizona ¹				
California	x ³			x ⁴
Connecticut	x			x ⁵
Illinois	x			x ⁶
Indiana	x			
Kentucky			x	x
Maine ²	x ⁷			x
Maryland	x	x ⁸		
Massachusetts	x			x ⁹
Michigan	x			x ⁵
Minnesota	x ¹⁰			x ¹¹
Montana	x			x ¹¹
Nevada	x			x ¹¹
New Jersey	x			x ¹²
New Mexico			x ¹¹	x ¹¹
New York	x			x
North Dakota	x			x ¹¹
Ohio	x ¹³	x ¹⁴		
Pennsylvania ¹	x			x ¹¹
Rhode Island ¹				
Utah	x ¹⁵			x
Vermont			x	x
Virginia	x			x
Washington	x ¹⁶			x
Wisconsin	x ¹⁰			x ¹⁷
Total	20	2	3	22 - 21

¹Non-contributory systems.

²Applies to the joint-contributory system.

³Teachers who claimed exemption and later desire benefits must make certain payments to fund.

⁴Date set governing application for membership. Teachers may elect membership thereafter by making certain payments to fund.

⁵Membership may be elected at any time.

⁶Date set governing latest application for membership.

⁷Compulsory to new teachers after July 1, 1924, who are at least 25 years old.

1900		1901		States
Population	Area	Population	Area	
1,000,000	100,000	1,000,000	100,000	Alabama
1,000,000	100,000	1,000,000	100,000	Arkansas
1,000,000	100,000	1,000,000	100,000	California
1,000,000	100,000	1,000,000	100,000	Colorado
1,000,000	100,000	1,000,000	100,000	Connecticut
1,000,000	100,000	1,000,000	100,000	Delaware
1,000,000	100,000	1,000,000	100,000	District of Columbia
1,000,000	100,000	1,000,000	100,000	Florida
1,000,000	100,000	1,000,000	100,000	Georgia
1,000,000	100,000	1,000,000	100,000	Idaho
1,000,000	100,000	1,000,000	100,000	Illinois
1,000,000	100,000	1,000,000	100,000	Indiana
1,000,000	100,000	1,000,000	100,000	Iowa
1,000,000	100,000	1,000,000	100,000	Kansas
1,000,000	100,000	1,000,000	100,000	Kentucky
1,000,000	100,000	1,000,000	100,000	Louisiana
1,000,000	100,000	1,000,000	100,000	Maine
1,000,000	100,000	1,000,000	100,000	Maryland
1,000,000	100,000	1,000,000	100,000	Massachusetts
1,000,000	100,000	1,000,000	100,000	Michigan
1,000,000	100,000	1,000,000	100,000	Minnesota
1,000,000	100,000	1,000,000	100,000	Mississippi
1,000,000	100,000	1,000,000	100,000	Missouri
1,000,000	100,000	1,000,000	100,000	Montana
1,000,000	100,000	1,000,000	100,000	Nebraska
1,000,000	100,000	1,000,000	100,000	Nevada
1,000,000	100,000	1,000,000	100,000	New Hampshire
1,000,000	100,000	1,000,000	100,000	New Jersey
1,000,000	100,000	1,000,000	100,000	New Mexico
1,000,000	100,000	1,000,000	100,000	New York
1,000,000	100,000	1,000,000	100,000	North Carolina
1,000,000	100,000	1,000,000	100,000	North Dakota
1,000,000	100,000	1,000,000	100,000	Ohio
1,000,000	100,000	1,000,000	100,000	Oklahoma
1,000,000	100,000	1,000,000	100,000	Oregon
1,000,000	100,000	1,000,000	100,000	Pennsylvania
1,000,000	100,000	1,000,000	100,000	Rhode Island
1,000,000	100,000	1,000,000	100,000	South Carolina
1,000,000	100,000	1,000,000	100,000	South Dakota
1,000,000	100,000	1,000,000	100,000	Tennessee
1,000,000	100,000	1,000,000	100,000	Texas
1,000,000	100,000	1,000,000	100,000	Vermont
1,000,000	100,000	1,000,000	100,000	Virginia
1,000,000	100,000	1,000,000	100,000	Washington
1,000,000	100,000	1,000,000	100,000	West Virginia
1,000,000	100,000	1,000,000	100,000	Wisconsin
1,000,000	100,000	1,000,000	100,000	Wyoming
1,000,000	100,000	1,000,000	100,000	Total

The following table shows the population and area of the several States and Territories of the United States in 1900 and 1901. The population is given in thousands and the area in square miles. The States are arranged in alphabetical order.

⁸Unless within 30 days teacher files election not to become a member and waives benefit. Teacher making later application must be admitted within one year following establishment to receive prior credit.

⁹Members of previous retirement associations required to join; other present teachers may apply for membership anytime before age of 70, and join system by making certain payments to fund.

¹⁰At age twenty-five.

¹¹Date set governing application for membership.

¹²Membership may be elected after date set for application, but teacher receives limited allowance for prior service.

¹³After September 1, 1920.

¹⁴Except those requesting exemption, which is granted only to those in service September 1, 1920. These teachers lose prior service credit.

¹⁵After five years of service.

¹⁶After May 1, 1924.

¹⁷If application is not made by date set teacher shall not be admitted.

teachers, principals, supervisors, and superintendents of the public schools, and certified teachers of certain state institutions when doing work authorized by their credentials, or certificates. The state institutions which generally come within the scope of the retirement systems are normals, and colleges, schools for blind and deaf, industrial schools, and orphan homes, supported wholly or in part by the state.

Compulsory Retirement Age

Table XIII contains data on compulsory retirement ages. Seven state systems have provisions specifying a compulsory retirement age. In all these states the age stipulated is seventy. Some states, however, allow the teacher to continue for a longer time under certain conditions.

TABLE XII
PERSONNEL OF MEMBERSHIP IN STATE TEACHER
RETIREMENT SYSTEMS

Those Eligible for Membership	Arizona	California	Connecticut	Illinois	Indiana	Kentucky	Maine	Maryland	Massachusetts	Michigan	Minnesota	Montana	Nevada	New Jersey	New Mexico	New York	North Dakota	Ohio	Pennsylvania	Rhode Island	Utah	Vermont	Virginia	Washington	Wisconsin	Total
Certified teachers, principals, supervisors, and superintendents in the public schools	x	x	x	x	x	x	x ^a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	25
Librarians		x								x																3
Teachers in certain state institutions		x ^c			x ^s		x ^d	x ^e	x ^f	x ^g	x ^h															18
Employees in the office of the state teacher's retirement fund																										1
Teachers, clerks, or assistants				x	x			x																		4
County superintendent														x												3
State superintendent														x												3
Attendance officer														x												2
Any teacher employed by one or more school boards			x																							2
Employees in the office of the state superintendent																										4
Janitors																										2

^a And teachers in any day school supported by state or town appropriation to the extent of three-fifths of the cost.

^b Division of superintendents excluded.

^c Teachers or librarians in state teachers colleges, California Polytechnic School, California School for Girls, California School for Deaf, California School for Blind, The Preston School of Industry, The Sonoma State Home Pacific Colony, Whittier State School, State board of education, and training schools connected with a teachers college in California or University of California.

d Teacher or principal of a normal school.

e Any state educational institution supported and controlled by the state.

f Teachers in industrial home for girls, industrial home for boys, Michigan employment institution for blind, school for blind, school for deaf, normal school, state normal school.

g State teachers colleges and charitable institutions supported wholly or partly by state. Exclude state university.

h Teachers employed in state schools.

i Teachers of state orphans home and county normal schools.

j Any member of the teaching or professional staff or any class of normal school, model school, training school, vocational school, truant or reformatory school, parental, or any school operated wholly or partly at state expense.

k All teachers employed in any state educational institution including a school for the deaf and dumb and the school for the blind.

l Teachers in any state institution.

m Any teacher in any school or college or other institution wholly or partly supported by the state

n Any teacher, principal, supervisor, superintendent of normal schools, training schools, vocational school, truant schools, and parental schools.

o Such colleges and schools, including public institutions, wholly or partly controlled by the state, and teachers employed by the state board of education for the education of the blind

p Teachers in the state school for the deaf and blind, William M. Stuart School, State industrial school, and Utah state agricultural college training school.

q Any normal school, teacher training institution, or school conducted under commissioner of public welfare.

r Educational function in normal school or the university or any institution instructing or controlling pupils or students, or administering or organizing or supervising educational activity.

s Any legally qualified teacher in the public state normal schools, or any other state educational institution, or state benevolent, charitable, and correctional institution supported wholly or partially by the state.

TABLE XIII
CONDITIONS UNDER WHICH MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS MUST RETIRE

States	Age	Other Provisions
Connecticut	70	May be retained if employing committee so requests in writing
Maryland	70	Teacher may finish the year with approval of state board of education
Massachusetts	70	Teacher is retired at end of school year in which 70 is attained. If 70 is attained in July or August to be retired at that time
New Jersey	70	Teacher retired upon attaining 70 or within a year of attaining that age
New York	70	If teacher or employer requests retirement
Ohio	70	At end of school year with consent of employer
Pennsylvania	70	Upon attaining 70 or at end of school year in which this age is attained

Benefits

On Normal Retirement

Amount of Allowance. An analysis of Table XIV, discloses that seven of the state-wide systems pay an annuity in a flat amount. Illinois and New Mexico pay \$400 annually, Washington \$480, and Arizona, California, Montana, and Nevada \$600. The other eight systems pay annuities based upon the teacher's deposits. However, all except Michigan supplement the teacher's annuity with a pension, equal to the annuity secured by the teachers' deposits. Rhode Island pays a pension which is equal to one-half of the average contractual salary during the last five years of service, and the pension may not be less than \$500 nor more than \$700.

TABLE XIV
ALLOWANCE PROVIDED MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS AT NORMAL RETIREMENT

States	Annual Allowances Paid Different Groups of Teachers			
	Allowance Composed of Combined Annuity and Pension			To Teachers in Service Prior to Enactment of Law
	Flat Benefit	Annuity from Teacher's Deposits	To Teachers Appointed after Enactment of Law	
Arizona California	\$600 ¹ \$600	Actuarial equivalent of teacher's accumulated deposits in annuity deposit fund made by all new teachers after July 1, 1935		
Connecticut		Annuity purchased by sum of deposits with regular interest	Pension equal to annuity secured by teacher's deposits	Pension in addition to that in column 4. Sum of two pensions must amount to that due had teacher paid 30 assessments on average yearly wage for 5 years preceding retirement, with 3% interest. Payments from state with annuity must amount to \$500 in case of teachers with 25 years of service
Illinois Indiana	\$400 ²	Annuity purchased by teacher's accumulated savings	State provides 4/7 of \$700 annuity	State provides 4/7 of allowance due if all accrued liabilities have been met

(Continued)

(Continued)

Subject	Date	Description of Work	Amount of Work	Remarks
Construction	1900	Construction of new building for the purpose of housing the employees of the company.	100,000	The building was completed in 1900 and is now being used for the purpose of housing the employees of the company.
Construction	1901	Construction of new building for the purpose of housing the employees of the company.	100,000	The building was completed in 1901 and is now being used for the purpose of housing the employees of the company.
Construction	1902	Construction of new building for the purpose of housing the employees of the company.	100,000	The building was completed in 1902 and is now being used for the purpose of housing the employees of the company.

VIA MAIL
 REMITTANCE MADE TO THE ORDER OF THE COMPANY
 BY THE ORDER OF THE BOARD OF DIRECTORS

TABLE XIV (Continued)
ALLOWANCES PROVIDED MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS AT NORMAL RETIREMENT

States	Annual Allowances Paid Different Groups of Teachers			
	Allowance Composed of Combined Annuity and Pension			To Teachers in Service Prior to Enactment of Law
	Flat Benefit	Annuity from Teacher's Deposits	Annuity from State's Payments	
Kentucky		Annuity purchased by teacher's accumulated savings	Pension equal to annuity secured by teacher's deposits	Teachers with prior service covered by non-contributory retirement system. Teachers with 35 years of experience are granted \$500, with 30 years \$375, and 25 years \$275
Maine		Annuity purchased by teacher's contribution with interest	Equal to amount in column 3	
Maryland		Annuity representing actuarial equivalent of sum of deposits with regular interests	Pensions equal to 1/140 of average annual salary during last 10 years of service, multiplied by the number of years of service since teacher last became a member	Pension in addition to that in column 4 equal to 1/70 of average annual salary during last 10 years of service, multiplied by number of years of service, certified on prior service certificate
Massachusetts		Annuity purchased by sum of deposits with interest. Maximum annuity at age 60, \$650	Amount equal to annuity secured by teacher's deposits. Maximum pension 1/3 average salary for last 5 (Con't)	Pension in addition to that in column 4. Sum of two pensions must equal amount due had teacher retired at age 60 with 30 years service. No extra amount (con't)

(Continued)

TABLE XIV (Continued)
 ALLOWANCE PROVIDED MEMBERS OF STATE TEACHER
 RETIREMENT SYSTEMS AT NORMAL RETIREMENT

States	Annual Allowances Paid Different Groups of Teachers			
	Flat Dene- fits	Allowance Composed of Combined Annuity and Pension		To Teachers in Service Prior to Enactment of Law
		Annuity from Teacher's Deposits	Pension from State's Payments	
Massachusetts				
Michigan ³		Teachers age 60 with 30 years service receive annuity equal to teacher's average annual salary during last 5 years of service, not to exceed \$500 or be less than \$300. Teachers age 60 with 25 years service receive annuity in proportion to one due for 30 years, as teacher's services is to 30		Given for service in excess of 30 years. Minimum annual pension plus amount from annuity fund to equal \$400. Maximum pension $\frac{1}{2}$ average annual salary

(Continued)

(Signature) Mr. [Name]
 President of the [Organization]
 [Address]
 [City, State, Zip]

<p>Reference to [Organization] [Address]</p>		
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	
<p>Reference to [Organization] [Address]</p>	<p>Reference to [Organization] [Address]</p>	

TABLE XIV (Continued)
ALLOWANCE PROVIDED MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS AT NORMAL RETIREMENT

Annual Allowances Paid Different Groups of Teachers				
States	Flat Benefits	Allowance Composed of Combined Annuity and Pension		
		Annuity from Teacher's Deposits	To Teachers Appointed after Enactment of Law	To Teachers in Service Prior to Enactment of Law
Minnesota		Purchase from the fund a life annuity in such amounts as the teacher's age and amount to her credit as savings will permit.	Pension equivalent to amount in column 3	To teachers who have rendered more than 15 years of service there shall be assigned to the teachers' savings fund for each year beyond 15, 5% of the total additional amount the teacher has a right to pay, which can be used only to purchase an annuity. Not to exceed amount paid by teacher and not more than 50% of the amount teacher may pay
Montana Nevada	\$600 ³ \$600	Annuity representing actuarial equivalent of sum of deposits with regular interest	Pension equal to 1/140 of average annual salary over last 5 years preceding retirement multiplied by number of years of total service	Pension equal to 1/140 of average annual salary over last 5 years preceding retirement, multiplied by number of years of service since teacher became a member. Also pension equal to 1/70 of such average annual salary, (cont.)
New Jersey				

(Continued)

TABLE XIV (Continued)
ALLOWANCE PROVIDED MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS AT NORMAL RETIREMENT

Annual Allowances Paid Different Groups of Teachers			
States	Flat Benefits	Allowance Composed of Combined Annuity and Pension	
		Annuity from Teacher's Deposits	Pension from State's Payments
New Jersey			<p>To Teachers Appointed after Enactment of Law</p> <p>To Teachers in Service Prior to Enactment of Law</p>
New Mexico New York	\$400	Annuity representing actuarial equivalent of sum of deposit with regular interest	<p>multiplied by the number of years of service certified on prior service certificate. Total allowance granted person age 62 with 20 years service, not to be less than \$400</p> <p>Pension in addition to that in column 4 equal to $1/140$ of average annual salary during 5 years of service immediately preceding retirement, multiplied by number of years of service certified on prior service certificate. Teacher with 25 years of state service to receive total allowance of not less than \$400</p>
North Dakota		Annuity equal to $1/50$ of average annual salary during last 5 years of service multiplied by number of years of service. Not to exceed \$750 or be less than \$350 in any one year	

(Continued)

TABLE XIV (Continued)
 ALLOWANCES PROVIDED MEMBERS OF STATE TEACHER
 RETIREMENT SYSTEMS AT NORMAL RETIREMENT

States	Annual Allowances Paid Different Groups of Teachers			
	Allowance Composed of Combined Annuity and Pension			To Teachers in Service Prior to Enactment of Law
	Flat Deposits	Annuity from Teacher's Deposits	To Teachers Appointed after Enactment of Law	
Ohio		Annuity having a reserve equal to sum of deposits with regular interest	Pension equivalent to amount in column 3	Pension in addition to that in column 4, equal to $1\frac{1}{3}$ per cent of average final salary not over \$2,000 during 10 years immediately preceding retirement, multiplied by the number of years of service certified on prior service. Teachers with 36 years service receive at least \$300
Pennsylvania		Annuity representing actuarial equivalent of sum of deposits, with regular interests	Receive $1/100$ of average annual salary during 10 years immediately preceding retirement, for each year of service	Annuity in addition to that in column 4 equal to $1/100$ of average annual salary for 10 years immediately preceding retirement, for each year prior service, as certified on certificate
Rhode Island			Pension equal to $\frac{1}{2}$ average contractual salary during last 5 years before retirement, not to exceed \$700 or be less than \$500	
Utah		Annuity purchased by teacher's accumulated deposits and state's payment		

(Continued)

REPORT OF THE BOARD OF DIRECTORS FOR THE YEAR 1900

PREPARED BY THE BOARD OF DIRECTORS
 AND PUBLISHED BY THE COMPANY

GENERAL STATEMENT OF THE CONDITION OF THE COMPANY AT THE CLOSE OF THE YEAR 1900			
ASSETS	LIABILITIES	CAPITAL	RESERVE
<p> Cash and cash equivalents Accounts receivable Notes and bills receivable Real estate Investments Other assets </p>	<p> Accounts payable Notes and bills payable Other liabilities </p>	<p> Paid-up capital Surplus </p>	<p> Reserve for depreciation Reserve for contingencies Other reserves </p>
<p> Total \$1,000,000.00 </p>	<p> Total \$1,000,000.00 </p>	<p> Total \$1,000,000.00 </p>	<p> Total \$1,000,000.00 </p>

(Signed)

TABLE XIV (Concluded)
ALLOWANCE PROVIDED MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS AT NORMAL RETIREMENT

Annual Allowances Paid Different Groups of Teachers				
States	Flat Benefit	Allowance Composed of Combined Annuity and Pension		
		Annuity from Teacher's Deposits	Pension from State's Payments	To Teachers in Service Prior to Enactment of Law
Vermont		Annuity purchased by teacher's deposit and state's payment with interest	To Teachers Appointed after Enactment of Law	Annuity as in columns 3 and 4, plus additional arbitrary amount fixed by board. Total not over average annual salary for entire period of service. Present member joining association at age 45 or over receives not less than \$200
Virginia		Sum equal to $\frac{1}{2}$ average annual salary during last 5 years of service, not to exceed \$400. If such salary equalled \$1,000, may be granted \$500		
Washington Wisconsin	\$400 ³	Annuity purchased by accumulated deposits with interest	Pension purchased by state's payment with interest. Not available to teacher's before age 50	Pension as in column 4, plus additional amount for prior service, calculated as if payments had accumulated over such period

¹Pension from state funds.

²\$16 for each year of service. Aggregate of 25 years for age retirement.

³Benefit from teachers' deposit. Teacher retirement systems in these states receive no support from public funds.

In nine systems teachers with prior service are granted a pension to supplement the normal allowance. The extra pension is dependent upon the number of years of prior service; and in some cases, also upon the amount the teacher has contributed toward this allowance.

Eligibility for Payments. Table XV reveals that all but four of the state-wide retirement systems require a certain number of years of service in the teaching profession before superannuated retirement is granted. The number of years so required is generally thirty, but it varies from ten in Pennsylvania to forty in Indiana. Maryland, Ohio, Kentucky, and Wisconsin do not specify service requirements, but do limit the age at which a person may be superannuated.

A second requirement is a specified number of years in the state. The number most often specified is fifteen, but in some systems it is as high as thirty.

The number of years of service in the state immediately prior to retirement is specified in ten different systems. This amount varies from five years, in five different systems, to twenty years in Utah.

All but six of the systems in this study have a provision requiring the teacher to attain a certain minimum age before becoming eligible for superannuation. The age most commonly designated is sixty. In certain cases the age specified for women is less than that for men.

Eight states provide that the teacher must contribute a certain minimum amount of money before becoming eligible for retirement. The amount so specified is generally close to that which is needed to pay the annuity for the first year. Generally, if the teacher has not yet

In this system teachers with seniority are given a certain amount of money before they are retired. The amount of money is determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

Retirement for Teachers
The above-mentioned retirement system provides a certain amount of money for teachers in the teaching profession who are retired. The number of years of service is determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

A second retirement is a certain amount of money for teachers who are retired. The amount of money is determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

The number of years of service is determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

All but six of the years of service are determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

The teacher is entitled to a certain amount of money before they are retired. The amount of money is determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

The amount of money is determined by the number of years of service and the salary at the time of retirement. The amount of money is also determined by the number of years of service and the salary at the time of retirement.

TABLE XV
CONDITIONS UNDER WHICH MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS MAY RETIRE

States	Years of Service			Reaching Minimum Age	Minimum Amount of Deposits Paid
	Total Required	Number in State	In State Immediately Prior to Retirement		
Arizona	30	15	10	60	\$24 per annum for 30 years 5% of salary for five years Sum sufficient with interest to make \$500
California	30 ^a	15		60	
Connecticut	20 ^b	20		60	
Illinois	25 ^c	15		50	
Indiana	40 ^d	30		60	Sum of \$600 \$12 per annum for 30 years
Kentucky					
Maine ^e	30	20	7	60	
Maryland				60	
Massachusetts	15 ^f	15	5	60	
Michigan	30 ^g	15	5	60	
Minnesota	30 ^h	15	5	55	Equal to annuity for first year
Montana	30 ⁱ	15	10	62	
Nevada	30	15	10	65	
New Jersey	35	25		60 ^k	Equal to annuity for first year
New Mexico	25	25 ^j		60 ^l	
New York	25	25		62	
North Dakota	25	18	5	60 ^l	Equal to annuity for first year
Ohio	10			62	
Pennsylvania					Equal to annuity for first year
Rhode Island	35	25	15		

(Continued)

IN FORM
RECORDS OF THE
RECORDS OF THE
RECORDS OF THE

List of names to be entered	National number	Status to enter			Remarks
		Class of service	Number of years	Level of service	
List of names to be entered	01	01	01	01	Remarks
	02	02	02	02	Remarks
	03	03	03	03	Remarks
	04	04	04	04	Remarks
	05	05	05	05	Remarks

TABLE XV (Concluded)
CONDITIONS UNDER WHICH MEMBERS OF STATE TEACHER
RETIREMENT SYSTEMS MAY RETIRE

States	Years of Service			Reaching Minimum Age	Minimum Amount of Deposits Paid
	Total Required	Number in State	In State Immediately Prior to Retirement		
Utah	30	20	20	60 ⁿ	Sum of \$720
Vermont	30	20	5	60 ⁿ	
Virginia	30	30		50 ⁿ	
Washington	30	20 ^o		50 ^p	
Wisconsin					
Total	21	20	11	19	5

^aAll members retiring or previously retired must pay a sufficient amount when added to the sum already paid to equal \$24 for each year of service.

^bOr without age requirement, 35 years, 20 in state including last 5.

^cay making up deposits due may receive credit for prior service.

^dFor 25 years of service may receive proportionate sum. Credit for outside service not to exceed 10 years, or one-fourth of service necessary before any benefits are payable. All prior service credited, but teacher must make up deposits due at 4% interest. Teacher may retain status in retirement fund during leave of absence, one year in seven, if deposits due fund are made.

^eBenefits of non-contributory system available to teacher age 60 with 25, 30, or 35 years of service. For present teachers. Pension for these teachers increased to what it would have been had retirement taken place at age of 60, with 30 years of service. Periods of leave of absence or sickness are not counted in 5 years immediately preceding retirement; but on approval of board are not considered as breaking continuity of service.

^fTeacher age 60 may receive smaller allowance on 25 years of service, 15 in state including last five years.

^hFor 55 years of age. Prior service may be credited if teacher makes up deposits due for such period if period of leave of absence not counted in period of service.

After January 1, 1934.

These conditions apply to new entrants. Present teachers age 60 may retire on 25 years of total service. Any teacher may retire on 35 years of service regardless of age.

New entrants with less than five years of service not eligible for retirement. Teachers with 36 years of service may retire at any age. Out side service may be counted as prior service if teacher makes up deposit due for such period.

For women; 65 for men.

For women; 58 for men.

Not less than 240 months, must have been a member for five years.

Pannuity from states payments available only when teacher attains age of 50. Teachers claiming prior service must have total service of 25 years and have reached age of 50.

paid an amount equal to the minimum total deposit specified, but is otherwise eligible for retirement, such difference as is then due may be paid in a lump sum; or even in some cases certain amounts may be withheld from the allowance until the deficiency is met.

On Disability Retirement

Amount of Allowances. An analysis of Table XVI, discloses that in general the disability allowance is a fraction of the amount that would have been due had the teacher's services continued until the time of regular retirement. The most common practices are: (1) to grant an annuity and pension which is in the same proportion to the allowance on regular retirement as the number of years of service rendered by the incapacitated member bears to the minimum number of years required for superannuation; and (2) to grant an allowance from the teacher's accumulated deposits, plus an additional amount from the state. In general, the teacher who is forced to retire on account of incapacitation is not provided for nearly as adequately as the member who retires in the regular manner.

Eligibility for Payments. In Table XVII, it is shown that the requirements for disability retirement parallel those for regular retirement. In every system the teacher is required to have rendered a specified number of years of service before becoming eligible for disability retirement. This number varies from one year in Washington to twenty in five other systems. Ten and fifteen years are the numbers required most frequently. With the exception of three states, all the service so specified must have been in the state.

paid an amount equal to the minimum total deposit specified, but is otherwise eligible for retirement, such difference as is then due may be paid in a lump sum; or even in some cases certain amounts may be withheld from the allowance until the deficiency is met.

On Disability Retirement

Amount of Allowance. An analysis of Table XVI indicates that

in general the disability allowance is a fraction of the amount that would have been had the teacher's services continued until the time of regular retirement. The most common practices are: (1) to grant an annuity and pension which is in the same proportion to the allowance on regular retirement as the number of years of service rendered by the incapacitated member bears to the minimum number of years required for superannuation; and (2) to grant an allowance from the teacher's accumulated deposits, plus an additional amount from the state. In general, the teacher who is forced to retire on account of incapacitation is not provided for nearly as adequately as the member who retires in the regular manner.

Eligibility for Payments. In Table XVII, it is shown that the

requirements for disability retirement parallel those for regular retirement. In every system the teacher is required to have rendered a specified number of years of service before becoming eligible for disability retirement. This number varies from one year in Washington to twenty in five other systems. Ten and fifteen years are the figures required most frequently. With the exception of three states, all the states so specified must have been in the state.

TABLE XVI
DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposit	Annual Pension from State	Allowance Made up of Combined Annuity and Pension
Arizona ¹		\$600 ²	
California	Actuarial equivalent of his accumulated deposits in annuity deposit fund		Same fraction of the maximum retirement salary of \$600, as the teacher's service bears to 30 years
Connecticut	Annuity purchased by teacher's accumulated deposits ⁴	Pension equal to 1/30 of that payable had retirement occurred at age of 60, multiplied by years of service ³	
Illinois			Annuity of \$16 for each year of service not to exceed \$400 in any one year ²
Indiana			\$500; not to exceed 5/8 of salary received during year in which disability occurred.
Kentucky	Annuity purchased by teacher's accumulated deposits	Pension from disability fund to make total allowance equal to 3/4 of the normal retirement annuity had the member retired at age 60	

(Continued)

THE STATE OF NEW YORK IN SENATE JANUARY 1, 1901. REPORT OF THE COMMISSIONERS OF THE LAND OFFICE.

REVENUE TO THE STATE GOVERNMENT	OTHER SOURCES OF REVENUE	DEBT	TOTAL
<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>
<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>
<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>
<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Interest on bonds - 1899, \$500,000 - 1900, \$550,000 - 1901, \$600,000</p>	<p>Land taxes - 1899, \$1,000,000 - 1900, \$1,100,000 - 1901, \$1,200,000</p>

TABLE XVI (Continued)
DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposit	Annual Pension from State	Allowance Made up of Combined Annuity and Pension
Maine ⁵			Annuity based on accumulated sum of teacher's contributions doubled with interest, with additional allowance from state considered equitable, and limited by earning capacity in other occupations. Total not to exceed $\frac{1}{70}$ of average annual salary during entire period of service
Maryland	Annuity representing actuarial equivalent of teacher's accumulated deposits ⁴	Pension to provide, when combined with annuity, amount in column 4	90% of $\frac{1}{70}$ of average annual salary during last 10 years of service multiplied by number of years of service creditable. To provide at least $\frac{1}{4}$ of average annual salary over this period. Not to exceed 90% of $\frac{1}{70}$ of such salary multiplied by number of years creditable had retirement occurred at age 60
Massachusetts	Annuity representing sum of teacher's deposits ⁴	Pension for each year of service equal to $\frac{1}{50}$ of that due had teacher retired at age 60, having paid 30 annual assessments. Minimum pension $\frac{1}{50}$ of \$250 for each year of service	Total allowance not to exceed amount due had teacher continued in service to age of 60, having paid annual assessments for five years immediately preceding retirement

(Continued)

TABLE XVI (Continued)
DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposit	Annual Pension from State	Allowance Made up of Combined Annuity and Pension
Michigan	Annuity of as many 30ths of full an- nuity due for 30 years of service as teacher had years of state service		
Minnesota			As many 20ths of full annuity due for 20 years of service as term of total serv- ice bears to 20 years
Montana	To bear same pro- portion to \$600 as teacher's period of service bears to 30 years		
Nevada			To bear same proportion to \$600 as teacher's period of service bears to 30 years
New Jersey	Annuity represent- ing actuarial equivalent of of teacher's ac- cumulated deposits. ⁴ Teachers in service when retire- (Cont)	Pension to provide, when combined with annuity, to equal amount in column 4	1/70 of average annual salary for last 5 years of service multiplied by number of years of total service. Not less than \$300 or 50% of such average salary. Not to exceed 9/10 of rate of allowance due had retirement occurred at age of 62

(Continued)

TABLE XVI (Continued)
 DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
 MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposit	Annual Pension from State	Allowance Made up of Combined Annuity and Pension
New Jersey	ment system became effective, receive an addition actuarial equivalent of deposits without interest, paid to teachers' pension fund prior to Sept. 1, 1919, and not otherwise received		
New Mexico			Same fraction of maximum retirement salary of \$400 as teachers service is to twenty-five years
New York	Annuity representing actuarial equivalent of teacher's accumulated deposits ⁴	Pension equal to 1/5 of average annual salary over 5 years immediately preceding retirement. Not to exceed 4/5 of rate of pension due had retirement occurred at age of 70. Teachers in service when retirement law became effective, receive further pension amounting to 1/40 of average annual salary over 5 years immediately preceding retirement, multi- (Con't.)	

(Continued)

TABLE XVI (Continued)
DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposit	Annual Pension from State	Allowance made up of Combined Annuity and Pension
New York		plied by number of years of total service certified on prior service certification	
North Dakota			$\frac{1}{50}$ of average annual salary during last 5 years of service, multiplied by entire number of years of service. Not to exceed \$750 or be less than \$350 in any one year. ⁴
Ohio	Annuity with re- serve equal to amount of teach- er's accumulated deposits ⁴	Pension provides, when com- bined with annuity, amount in column 4	$\frac{1-1}{5\%}$ of average annual salary (not over \$2,000) during ten years of total service. Not be less than 30% of such average salary or exceed $\frac{9}{10}$ of rate of such average salary due had retire- ment occurred at age of 60
Pennsylvania	Annuity represent- ing actuarial equivalent of teacher's accu- mulated deposits ⁴	To equal, when combined with annuity from teacher's de- posits, amount in column 4	$\frac{1}{90}$ of average annual salary during 10 years immediately preceding retirement multiplied by number of years service. Not to be less than 30% of such average salary or exceed $\frac{8}{9}$ of rate of allow- ance due had retirement occurred at age 62
Rhode Island		Pension in same proportion to $\frac{1}{5}$ average annual salary during last five years pre- ceding retirement (Con't.)	

TABLE XVI (Continued)
DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposit	Annual Pension from State	Allowance Made up of Combined Annuity and Pension
Rhode Island		as teachers period of service is to 35 years, not to be less than \$500	
Utah	Annuity purchased by teachers accumulated deposits	Pension from disability fund to make total allowance equal to $\frac{3}{4}$ of the normal retirement annuity had the member retired at age 60	
Vermont			Annuity representing accumulated sum ⁴ of teacher's deposits and state's payment, with additional arbitrary amount from State considered equitable by retirement board and limited by earning capacity in other occupations. Not to exceed $\frac{1}{2}$ average annual salary during entire period of service, or be less than \$200
Virginia			$\frac{1}{2}$ average annual salary during last 5 years of service. Not to exceed \$400 unless such average annual salary amounted to \$1,000 in which case allowance may be \$500
Washington a) Teacher with 20 years serv-	Annuity of such part of (Cont'd)		

TABLE XVI (Concluded)
DISABILITY ALLOWANCES, AND SOURCE OF PAYMENTS OF, PAID TO
MEMBERS OF STATE TEACHER RETIREMENT SYSTEMS

States	Annuity from Teacher's Deposits	Annual Pension from State	Allowance Made up of Combined Annuity and Pension
Washington Ice	\$480 as teachers po- riod of service is to 30 years payable as long as disabil- ity exists		
b)Teacher with 10 years service	Annuity as above, payable not to ex- ceed 5 years		
c)Teacher with 5 years service	Annuity of \$20 per month, not to ex- ceed 60 months		
d)Teacher with one year service	Annuity of \$20 per month, not to ex- ceed 36 months		
Wisconsin	Teacher receives his accumulated de- posits ²	Annuity purchased by State's payments, ⁴ and further an- nuity of \$25 per month in case of total disability be- fore age of 50	

¹Non-contributory.

²Same sum granted upon superannuation retirement.

³No disability pension to exceed that payable upon retirement for other than disability.

⁴Includes accumulated interest.

⁵Joint-contributory system. An enactment of 1929 affecting the non-contributory teacher retirement system provided that teachers age is 50 who are totally disabled and without other means of support, upon complying with conditions of the law, may be granted pensions.

TABLE XVII
CONDITIONS PRESCRIBED FOR DISABILITY RETIREMENT IN
STATE TEACHER RETIREMENT SYSTEMS

State	Years of Service		Age Limitation	Minimum Amount of Deposits Required
	Total Required	Number in State		
Arizona	20	all ^b		
California ^a	15	all		
Connecticut	10 ^c	all	Under 60	\$24 per annum for 15 years 5% of salary for 5 years Sum sufficient with interest to make \$500
Illinois ^d	15	9		
Indiana	10	all		
Kentucky	5	all	Under 60	
Maine	6	all		
Maryland	5	all		
Massachusetts	20	all ^e	Under 60	
Michigan	15	all		Equal to annuity for one year
Minnesota	15	10		
Montana	15	all		
Nevada ^f	15	all		Sum of \$600 \$12 per annum for 30 years
New Jersey	10	all	Under 62	
New Mexico	10	all		
New York	20 ^g	10 ^h		
North Dakota	15	all		
Ohio	10	all ⁱ		Equal to annuity for first year
Pennsylvania	10	all	Under 62	
Rhode Island	20	all		
Utah	5	all		
Vermont	6	all		
Virginia	20 ^j	all		
Washington	1 ^k	all		
Wisconsin	5 ^l	all	Under 50	Must have made deposits for at least 5 fiscal years

Name	Address	City	State	Collection		Notes
				Amount	Balance	
Mr. J. H. Smith	123 Main St.	Chicago	Ill.	10.00	0.00	
Mr. W. B. Jones	456 Oak St.	Chicago	Ill.	15.00	0.00	
Mr. C. D. Brown	789 Elm St.	Chicago	Ill.	20.00	0.00	
Mr. E. F. Green	101 Maple St.	Chicago	Ill.	25.00	0.00	
Mr. G. H. White	202 Pine St.	Chicago	Ill.	30.00	0.00	
Mr. I. J. Black	303 Cedar St.	Chicago	Ill.	35.00	0.00	
Mr. K. L. Gray	404 Birch St.	Chicago	Ill.	40.00	0.00	
Mr. M. N. Hall	505 Spruce St.	Chicago	Ill.	45.00	0.00	
Mr. O. P. Young	606 Willow St.	Chicago	Ill.	50.00	0.00	
Mr. Q. R. King	707 Ash St.	Chicago	Ill.	55.00	0.00	
Mr. S. T. Lee	808 Hickory St.	Chicago	Ill.	60.00	0.00	
Mr. U. V. Scott	909 Walnut St.	Chicago	Ill.	65.00	0.00	
Mr. W. X. Adams	1010 Chestnut St.	Chicago	Ill.	70.00	0.00	
Mr. Y. Z. Baker	1111 Madison St.	Chicago	Ill.	75.00	0.00	
Mr. A. B. Carter	1212 Monroe St.	Chicago	Ill.	80.00	0.00	
Mr. C. D. Evans	1313 Taylor St.	Chicago	Ill.	85.00	0.00	
Mr. E. F. Gibson	1414 Lincoln St.	Chicago	Ill.	90.00	0.00	
Mr. G. H. Hart	1515 Jackson St.	Chicago	Ill.	95.00	0.00	
Mr. I. J. King	1616 Adams St.	Chicago	Ill.	100.00	0.00	
Mr. K. L. Lee	1717 Franklin St.	Chicago	Ill.	105.00	0.00	
Mr. M. N. Scott	1818 Cleveland St.	Chicago	Ill.	110.00	0.00	
Mr. O. P. Young	1919 Washington St.	Chicago	Ill.	115.00	0.00	
Mr. Q. R. King	2020 Madison St.	Chicago	Ill.	120.00	0.00	
Mr. S. T. Lee	2121 Monroe St.	Chicago	Ill.	125.00	0.00	
Mr. U. V. Scott	2222 Taylor St.	Chicago	Ill.	130.00	0.00	
Mr. W. X. Adams	2323 Lincoln St.	Chicago	Ill.	135.00	0.00	
Mr. Y. Z. Baker	2424 Jackson St.	Chicago	Ill.	140.00	0.00	
Mr. A. B. Carter	2525 Adams St.	Chicago	Ill.	145.00	0.00	
Mr. C. D. Evans	2626 Franklin St.	Chicago	Ill.	150.00	0.00	
Mr. E. F. Gibson	2727 Cleveland St.	Chicago	Ill.	155.00	0.00	
Mr. G. H. Hart	2828 Washington St.	Chicago	Ill.	160.00	0.00	
Mr. I. J. King	2929 Madison St.	Chicago	Ill.	165.00	0.00	
Mr. K. L. Lee	3030 Monroe St.	Chicago	Ill.	170.00	0.00	
Mr. M. N. Scott	3131 Taylor St.	Chicago	Ill.	175.00	0.00	
Mr. O. P. Young	3232 Lincoln St.	Chicago	Ill.	180.00	0.00	
Mr. Q. R. King	3333 Jackson St.	Chicago	Ill.	185.00	0.00	
Mr. S. T. Lee	3434 Adams St.	Chicago	Ill.	190.00	0.00	
Mr. U. V. Scott	3535 Franklin St.	Chicago	Ill.	195.00	0.00	
Mr. W. X. Adams	3636 Cleveland St.	Chicago	Ill.	200.00	0.00	
Mr. Y. Z. Baker	3737 Washington St.	Chicago	Ill.	205.00	0.00	
Mr. A. B. Carter	3838 Madison St.	Chicago	Ill.	210.00	0.00	
Mr. C. D. Evans	3939 Monroe St.	Chicago	Ill.	215.00	0.00	
Mr. E. F. Gibson	4040 Taylor St.	Chicago	Ill.	220.00	0.00	
Mr. G. H. Hart	4141 Lincoln St.	Chicago	Ill.	225.00	0.00	
Mr. I. J. King	4242 Jackson St.	Chicago	Ill.	230.00	0.00	
Mr. K. L. Lee	4343 Adams St.	Chicago	Ill.	235.00	0.00	
Mr. M. N. Scott	4444 Franklin St.	Chicago	Ill.	240.00	0.00	
Mr. O. P. Young	4545 Cleveland St.	Chicago	Ill.	245.00	0.00	
Mr. Q. R. King	4646 Washington St.	Chicago	Ill.	250.00	0.00	
Mr. S. T. Lee	4747 Madison St.	Chicago	Ill.	255.00	0.00	
Mr. U. V. Scott	4848 Monroe St.	Chicago	Ill.	260.00	0.00	
Mr. W. X. Adams	4949 Taylor St.	Chicago	Ill.	265.00	0.00	
Mr. Y. Z. Baker	5050 Lincoln St.	Chicago	Ill.	270.00	0.00	
Mr. A. B. Carter	5151 Jackson St.	Chicago	Ill.	275.00	0.00	
Mr. C. D. Evans	5252 Adams St.	Chicago	Ill.	280.00	0.00	
Mr. E. F. Gibson	5353 Franklin St.	Chicago	Ill.	285.00	0.00	
Mr. G. H. Hart	5454 Cleveland St.	Chicago	Ill.	290.00	0.00	
Mr. I. J. King	5555 Washington St.	Chicago	Ill.	295.00	0.00	
Mr. K. L. Lee	5656 Madison St.	Chicago	Ill.	300.00	0.00	
Mr. M. N. Scott	5757 Monroe St.	Chicago	Ill.	305.00	0.00	
Mr. O. P. Young	5858 Taylor St.	Chicago	Ill.	310.00	0.00	
Mr. Q. R. King	5959 Lincoln St.	Chicago	Ill.	315.00	0.00	
Mr. S. T. Lee	6060 Jackson St.	Chicago	Ill.	320.00	0.00	
Mr. U. V. Scott	6161 Adams St.	Chicago	Ill.	325.00	0.00	
Mr. W. X. Adams	6262 Franklin St.	Chicago	Ill.	330.00	0.00	
Mr. Y. Z. Baker	6363 Cleveland St.	Chicago	Ill.	335.00	0.00	
Mr. A. B. Carter	6464 Washington St.	Chicago	Ill.	340.00	0.00	
Mr. C. D. Evans	6565 Madison St.	Chicago	Ill.	345.00	0.00	
Mr. E. F. Gibson	6666 Monroe St.	Chicago	Ill.	350.00	0.00	
Mr. G. H. Hart	6767 Taylor St.	Chicago	Ill.	355.00	0.00	
Mr. I. J. King	6868 Lincoln St.	Chicago	Ill.	360.00	0.00	
Mr. K. L. Lee	6969 Jackson St.	Chicago	Ill.	365.00	0.00	
Mr. M. N. Scott	7070 Adams St.	Chicago	Ill.	370.00	0.00	
Mr. O. P. Young	7171 Franklin St.	Chicago	Ill.	375.00	0.00	
Mr. Q. R. King	7272 Cleveland St.	Chicago	Ill.	380.00	0.00	
Mr. S. T. Lee	7373 Washington St.	Chicago	Ill.	385.00	0.00	
Mr. U. V. Scott	7474 Madison St.	Chicago	Ill.	390.00	0.00	
Mr. W. X. Adams	7575 Monroe St.	Chicago	Ill.	395.00	0.00	
Mr. Y. Z. Baker	7676 Taylor St.	Chicago	Ill.	400.00	0.00	
Mr. A. B. Carter	7777 Lincoln St.	Chicago	Ill.	405.00	0.00	
Mr. C. D. Evans	7878 Jackson St.	Chicago	Ill.	410.00	0.00	
Mr. E. F. Gibson	7979 Adams St.	Chicago	Ill.	415.00	0.00	
Mr. G. H. Hart	8080 Franklin St.	Chicago	Ill.	420.00	0.00	
Mr. I. J. King	8181 Cleveland St.	Chicago	Ill.	425.00	0.00	
Mr. K. L. Lee	8282 Washington St.	Chicago	Ill.	430.00	0.00	
Mr. M. N. Scott	8383 Madison St.	Chicago	Ill.	435.00	0.00	
Mr. O. P. Young	8484 Monroe St.	Chicago	Ill.	440.00	0.00	
Mr. Q. R. King	8585 Taylor St.	Chicago	Ill.	445.00	0.00	
Mr. S. T. Lee	8686 Lincoln St.	Chicago	Ill.	450.00	0.00	
Mr. U. V. Scott	8787 Jackson St.	Chicago	Ill.	455.00	0.00	
Mr. W. X. Adams	8888 Adams St.	Chicago	Ill.	460.00	0.00	
Mr. Y. Z. Baker	8989 Franklin St.	Chicago	Ill.	465.00	0.00	
Mr. A. B. Carter	9090 Cleveland St.	Chicago	Ill.	470.00	0.00	
Mr. C. D. Evans	9191 Washington St.	Chicago	Ill.	475.00	0.00	
Mr. E. F. Gibson	9292 Madison St.	Chicago	Ill.	480.00	0.00	
Mr. G. H. Hart	9393 Monroe St.	Chicago	Ill.	485.00	0.00	
Mr. I. J. King	9494 Taylor St.	Chicago	Ill.	490.00	0.00	
Mr. K. L. Lee	9595 Lincoln St.	Chicago	Ill.	495.00	0.00	
Mr. M. N. Scott	9696 Jackson St.	Chicago	Ill.	500.00	0.00	
Mr. O. P. Young	9797 Adams St.	Chicago	Ill.	505.00	0.00	
Mr. Q. R. King	9898 Franklin St.	Chicago	Ill.	510.00	0.00	
Mr. S. T. Lee	9999 Cleveland St.	Chicago	Ill.	515.00	0.00	

THE
GENERAL
MANAGEMENT
OF THE
PROPERTY

^aTeacher must apply within two years of last month of service, unless absent two years or more on duly granted leave, in such case may apply at any time during such leave.

^bIncluding last ten immediately preceding retirement which may be broken under certain conditions. must have paid at least five annual assessments.

^cApplicant must not be in receipt of a teacher's annuity from any other public school teachers' pension and retirement fund.

^dAt least five to be consecutive.

^eTeacher must apply within two years of last month of service or of approval of act.

^fFor present teachers, otherwise fifteen years of total service.

^hLast ten.

ⁱA member each of ten years subsequent to 1920.

^j"And who has maintained a good record."

^kTo include not less than eight months of service; or total of five years all in state with not less than forty months of service; or total of ten years, eight of which in state not less than eighty months of service; or total of twenty years, twelve in state. Allowance not due until member incapacitated for three consecutive school months.

^lFive years a member of retirement association. Disability must have continued sixty days.

Seven states require that the member be under a certain age. If he has attained the age stipulated, he is retired in accordance with the provisions prescribed for superannuation.

In eight of the state-wide teacher retirement systems the member must have contributed a certain minimum amount before he is eligible to receive a disability allowance. The amount required is in some systems the same as that stipulated for regular retirement; in others it is a lesser amount. The provisions regarding a deficiency in the amount of deposit and how it may be offset are the same as those for regular retirement.

Table XVIII shows that the disability allowance may be terminated when the disability no longer exists, or it may be reduced when the annuitant is able to engage in some gainful occupation which pays more than the difference between the allowance and his average annual salary. Although the provisions are not the same for each system, the discussion above reveals the general practices.

In fourteen systems, as Table XIX shows, medical examination is required of a member upon his application for disability allowance. Generally, it is specified that the extent of the disability must be such as to prevent further satisfactory service as a teacher.

Withdrawal

Table XX discloses that fifteen systems permit the withdrawal of the entire amount of the accumulated contributions made by the teacher with interest in the event of death of the member before retirement. Washington allows only one-half the difference between the

TABLE XVIII
CIRCUMSTANCES UNDER WHICH DISABILITY ALLOWANCE IN STATE TEACHER
RETIREMENT SYSTEMS ARE DISCONTINUED OR REDUCED

States	Condition of Beneficiary as Shown by Re-examination	Allowance Discontinued or Reduced
Connecticut	Disability no longer exists	Allowance to cease
Indiana	Disability removed	Pension to cease
Kentucky	Beneficiary able to engage in gainful occupation, paying more than difference between allowance and average final compensation	Pension reduced to amount which together with annuity and amount earnable, shall equal average final compensation
Maine	Beneficiary able to return to teaching	Allowance
Maryland	Beneficiary able to engage in gainful occupation, paying more than difference between allowance and average final compensation	Pension reduced to amount which together with annuity and amount earnable, shall equal average final compensation
Massachusetts	Disability preventing satisfactory service as a teacher no longer exists	Allowance to cease
New Jersey	Beneficiary not totally incapacitated physically or mentally for performance of duty, or engaged in gainful occupation	Allowance reduced to amount which added to amount then earnable, shall not exceed average salary
New York	Beneficiary engaged or able to engage in gainful occupation, paying more than the difference between allowance and final average salary	Pension reduced to amount which, together with annuity and amount earnable, shall equal final average salary
Ohio	Beneficiary physically and mentally capable of resuming service similar to that from which retired	Beneficiary restored to previous position and salary, or position and salary similar thereto at first day of next succeeding school year

(Continued)

TABLE VIII
CIVILIAN SERVICE RECORDS: SUMMARY OF SERVICE IN THE UNITED STATES
BY DATE OF BIRTH AND SEX

Section	Condition of Service as shown by the record	Division of Service as shown by the record
Unemployed	Unemployed as shown by the record	Unemployed as shown by the record
Merchant	Merchant as shown by the record	Merchant as shown by the record
Farmer	Farmer as shown by the record	Farmer as shown by the record
Miner	Miner as shown by the record	Miner as shown by the record
Factory	Factory as shown by the record	Factory as shown by the record
Transportation	Transportation as shown by the record	Transportation as shown by the record
Gov. Serv.	Gov. Serv. as shown by the record	Gov. Serv. as shown by the record
Nav. Serv.	Nav. Serv. as shown by the record	Nav. Serv. as shown by the record
Other	Other as shown by the record	Other as shown by the record

TABLE XVIII (Concluded)
CIRCUMSTANCES UNDER WHICH DISABILITY ALLOWANCE IN STATE TEACHER
RETIREMENT SYSTEMS ARE DISCONTINUED OR REDUCED

States	Condition of Beneficiary as Shown by Re-examination	Allowance Discontinued or Reduced
Pennsylvania	Beneficiary no longer physically or mentally incapacitated for further performance of duty, or beneficiary able to engage in gainful occupation	State annuity discontinued, or reduced to amount not over that by which the beneficiary's last years salary exceeds present earning capacity
Virginia	Beneficiary no longer incapable of rendering efficient service as a teacher	Pension to cease
Wisconsin	Total disability not continued or member able to engage in any occupation for remuneration or profit	Annuity to cease

amount contributed and the sum received as disability payments. Six states do not permit any withdrawal under these conditions.

Fifteen states permit the withdrawal of deposits made by the teacher when the teacher leaves the service prior to regular retirement. Four of these states do not allow the interest to be withdrawn. Six systems permit the withdrawal of only part of the accumulated contributions, and two, Montana and Virginia, do not allow any withdrawal when the teacher leaves the service prior to regular or disability retirement.

Manner of Receiving Benefits

An analysis of Table XXI discloses that thirteen state systems have provided options for the members as to the manner in which they may receive benefits. The most common options offered are: (1) an

TABLE XIX
EXTENT TO WHICH MEDICAL EXAMINATION IS REQUIRED
BEFORE DISABILITY ALLOWANCE IS GRANTED
IN STATE TEACHER RETIREMENT SYSTEMS

States	Examination Required	
	On Application for Allowance	For Continued Receipt of Allowance
Arizona	x	
California		x ¹
Connecticut	x	
Illinois	x	
Indiana ²		
Kentucky	x	x ³
Maine	x	x ⁴
Maryland	x	x ⁴
Massachusetts	x	x ⁵
Michigan		
Minnesota		x ⁶
Montana ⁶		
Nevada ⁶		
New Jersey	x	x ⁷
New Mexico		
New York	x	x ⁸
North Dakota	x	
Ohio	x	x ⁹
Pennsylvania	x	x ¹⁰
Rhode Island ¹¹		
Utah	x	x
Vermont ¹²	x	
Virginia ¹³		x ¹⁴
Washington ¹⁵		
Wisconsin ¹⁶		
Total	14	12

¹Annually for five years and thereafter as required unless board exempts teacher from examination.

²Board has authority to require medical examination in adjustment of disability claims.

³Annually.

⁴Board may require examination for first five years and once in every three year period thereafter while under age of 60.

REPORT TO THE HOUSE OF REPRESENTATIVES
ON THE
COMMISSIONER OF THE GENERAL LAND OFFICE
IN ANSWER TO A RESOLUTION PASSED BY THE HOUSE
JANUARY 18, 1890

State	On application for title	On application for title
Alabama	1	
Arkansas	1	
California	1	
Colorado	1	
Connecticut	1	
Delaware	1	
District of Columbia	1	
Florida	1	
Georgia	1	
Idaho	1	
Illinois	1	
Indiana	1	
Iowa	1	
Kansas	1	
Kentucky	1	
Louisiana	1	
Maine	1	
Maryland	1	
Massachusetts	1	
Michigan	1	
Minnesota	1	
Mississippi	1	
Missouri	1	
Montana	1	
Nebraska	1	
Nevada	1	
New Hampshire	1	
New Jersey	1	
New Mexico	1	
New York	1	
North Carolina	1	
Ohio	1	
Oklahoma	1	
Oregon	1	
Pennsylvania	1	
Rhode Island	1	
South Carolina	1	
South Dakota	1	
Tennessee	1	
Texas	1	
Vermont	1	
Virginia	1	
Washington	1	
West Virginia	1	
Wisconsin	1	
Wyoming	1	
Total	100	

Amount for five years and interest
paid upon bonds issued for the purpose of
land has been \$1,000,000.00
in addition to the \$1,000,000.00
annually.
and has been expended for the purpose of
and more in every year since the first year
under act of 1890.

⁵If board requests examination at intervals of not less than one year, and teachers under age of 60.

⁶Board may require.

⁷Board may require examination once each year for first five year period, and once in every three years thereafter while under age 62.

⁸Board may require examination once each year during first five year period.

⁹Teacher considered on leave of absence first five years and retains membership in system. If under age of 60 to be examined once each year during this period.

¹⁰Board may require examination once each year if under age 62.

¹¹State board of education determines eligibility of applicants for pensions.

¹²Retirement board determines how long allowance shall continue.

¹³Applicant must show satisfactory evidence of disability. State board of health or state board of education may order special examination.

¹⁴At intervals not exceeding three years, or at any time, a new examination may be required.

¹⁵Applicant must prove disability to satisfaction of board.

¹⁶Applicant must furnish due proof of disability before becoming eligible for allowance, and anytime not more than once a year, board may require a continuance of disability.

annuity from the teacher's accumulated deposits, plus a pension from the state's account throughout the life of the member; (2) an annuity of lesser amount continued in full throughout the life of the member and a beneficiary; (3) an annuity throughout the life of the member with one-half of such amount continued throughout the life of a beneficiary; and (4) some other equivalent benefit agreed upon by the retirement board and computed upon an actuarial basis.

As Table XXII shows, ten states provide options for disability payments. The options provided are practically the same as those allowed upon regular retirement with a superannuation allowance.

TABLE XX
AMOUNT OF TEACHER'S DEPOSIT WHICH MAY BE REFUNDED IN STATE
TEACHER RETIREMENT SYSTEMS IN EVENT OF DEATH OR
WITHDRAWAL PRIOR TO REGULAR RETIREMENT

States	Amount of teacher's deposit which may be refunded ²					
	In case of withdrawal			In event of death		
	All	Part	None	All	Part	None
Arizona ¹						
California	x ³			x ⁴		
Connecticut	x			x		
Illinois		x ⁵				x
Indiana		x ⁶		x ⁷		
Kentucky	x ⁸			x ⁹		
Maine	x			x		
Maryland	x			x		
Massachusetts	x			x		
Michigan		x ¹⁰				x
Minnesota		x ¹¹		x		
Montana			x			x
Nevada		x ¹²				x
New Jersey	x			x		
New Mexico ¹³	x ³					
New York	x			x		
North Dakota		x ¹⁴				x
Ohio	x ¹⁵			x		
Pennsylvania	x			x		
Rhode Island ¹						
Utah	x			x ⁹		
Vermont	x ¹⁶			x ¹⁶		
Virginia			x			x
Washington	x ¹⁷				x ¹⁸	
Wisconsin	x ¹⁹			x ¹⁹		
Total	15	6	2	15	1	6

¹Non-contributory systems.

²Interest included unless otherwise noted.

³Without interest.

⁴Made on or after July 1, 1935.

⁵One-half amount deposited without interest, if application is made within six months after withdrawal and teacher has not had fifteen years of service.

⁶All after ten years of service.

⁷Application must be made within 3 years following teacher's death.

⁸Without interest if period of service has been less than 5 years.

⁹After 5 years of service may also withdraw 4% of state's payment plus interest multiplied by number of years of service.

¹⁰One-half amount deposited if application is made within four months after withdrawal.

¹¹One-half amount deposited without interest.

¹²Teacher's deposits in excess of \$60 (deposits for five years at \$12 a year) without interest.

¹³No provision regarding disposition of teacher's deposits in case of death.

¹⁴One-half teacher's deposits without interest if application is made within 18 months after withdrawal.

¹⁵Will be forfeited to system after a period of ten years, after termination of membership.

¹⁶Interest not withdrawable if period of membership amounted to six or more years.

¹⁷Without interest available upon teacher's dismissal.

¹⁸One-half the difference between the amount contributed and the sum of any disability payments.

¹⁹Also state's payment.

1. The first part of the report is a summary of the work done during the year. It is a brief statement of the results of the work, and is intended to give a general idea of the progress made. It is not a detailed account of the work, but a summary of the main results. It is a statement of the facts, and is not a statement of the opinions of the author. It is a statement of the results of the work, and is not a statement of the opinions of the author. It is a statement of the facts, and is not a statement of the opinions of the author.

2. The second part of the report is a detailed account of the work done during the year. It is a statement of the facts, and is not a statement of the opinions of the author. It is a statement of the results of the work, and is not a statement of the opinions of the author. It is a statement of the facts, and is not a statement of the opinions of the author.

3. The third part of the report is a statement of the conclusions reached by the author. It is a statement of the facts, and is not a statement of the opinions of the author. It is a statement of the results of the work, and is not a statement of the opinions of the author. It is a statement of the facts, and is not a statement of the opinions of the author.

TABLE XXI
METHODS OF PAYMENT OF BENEFITS, UPON RETIREMENT, TO MEMBERS
OF STATE TEACHER RETIREMENT SYSTEMS

States	Optional Settlement for Survivors					Some Other Equivalent Benefit
	Unpaid Balance Returnable in		Joint Survivorship Annuity		One-half of Annuity Continued	
	Lump Sum	Annuity	Annuity Continued in Full			
California ⁵	x		x	x		x
Connecticut			x			
Kentucky	x		x			
Maine						
Maryland ¹	x	x	x			x
Massachusetts						
New Jersey	x					
New York ²	x		x		x	x
Ohio			x		x	x
Pennsylvania	x		x		x	x
Utah						
Vermont	x					
Wisconsin	x ³	x	x ⁴			
Total	9	2	10		6	6

¹No optional selection effective if beneficiary dies within 30 days after retirement.

²Beneficiary considered active member at time of death.

³No optional selection if member dies within 30 days after applying for allowance.

⁴In a number of installments during a certain time or in a single sum.

⁵Additional payments to an other beneficiary until 180 monthly payments have been made.

⁶No optional selection effective if beneficiary dies within 30 days after retirement.

Beneficiary considered active member at time of death. Applies to those who have contributed to annuity deposit fund.

Name	Sex	Age	Occupation	Religion	Marital Status	Education	Literacy	Health	Remarks
1. [Name]	M	25	Farmer	Hindu	Married	High School	Yes	Good	
2. [Name]	F	30	Homemaker	Hindu	Married	High School	Yes	Good	
3. [Name]	M	20	Student	Hindu	Single	High School	Yes	Good	
4. [Name]	F	28	Teacher	Hindu	Married	High School	Yes	Good	
5. [Name]	M	35	Businessman	Hindu	Married	High School	Yes	Good	
6. [Name]	F	22	Student	Hindu	Single	High School	Yes	Good	
7. [Name]	M	27	Farmer	Hindu	Married	High School	Yes	Good	
8. [Name]	F	32	Homemaker	Hindu	Married	High School	Yes	Good	
9. [Name]	M	24	Student	Hindu	Single	High School	Yes	Good	
10. [Name]	F	29	Teacher	Hindu	Married	High School	Yes	Good	

11. [Name] is a student of [School Name] and is a member of the [Organization Name].

TABLE XXII
METHODS OF PAYMENT ON DISABILITY ALLOWANCES TO MEMBERS OF
STATE TEACHER RETIREMENT SYSTEMS

States	Optional Settlement for Survivors						Some Other Equivalent Benefit
	Unpaid Balance Returnable in		As Annuitant Elects	Joint Survivorship Annuity		One-half of Annuity Continued	
	Lump Sum	Annuity		Annuity Continued in Full			
California					X		X
Connecticut							
Kentucky		X					
Maine			X		X		X
Maryland ¹	X					X	
Massachusetts							
New Jersey	X				X	X	X
New York ²	X				X	X	X
Ohio					X	X	X
Pennsylvania	X				X	X	X
Utah							
Vermont		X					
Wisconsin			X			X	X
Total	5	2	2		3 X 7	6	7

¹No optional selection effective if beneficiary dies within 30 days after retirement. Beneficiary considered active member at time of death.

²No optional selection if member dies within 30 days after applying for allowance.

³Additional payments to an other beneficiary until 180 monthly payments have been made.

CHAPTER III

TRENDS IN STATE TEACHER RETIREMENT SYSTEMS

Introduction

In this chapter data are set forth revealing trends in state-wide teacher retirement systems from 1894 to 1935, inclusive. In determining the trends, present practices were compared with those found by Palmer for the period 1894 to 1924, inclusive.¹ Since Palmer did not indicate the practices in 1924, the terminal year of the period that she studied, but reported only the practice of each system at the time it was established, it is necessary herein to determine trends on that basis. In each case when practices prior to 1925 are referred to, it is to be understood that Palmer's findings are taken as a basis of comparison. The practices of today and those disclosed by Palmer are shown in Table XXIII, upon which table the conclusions in this chapter are based.

The percentages for present practices are based on twenty-five state systems. Palmer's findings are based on twenty-one. The four additional systems include three established since the date of her study and one system, Washington, which she did not include in her list.

Growth of Retirement Systems

Since the time of Palmer's study state-wide teacher retirement

¹Palmer, Mida Pearl. Pension Systems for Public Schools. 84 pp.

systems have been established in Kentucky, New Mexico, and Utah. The system for Kentucky is inoperative and that for Utah has not yet received an appropriation to make it operative. The plan adopted for New Mexico is considered to be so unsatisfactory that few if any teachers have yet enrolled in it.

The Idaho system, inoperative at the time of Palmer's study, has been repealed. Accordingly, although there are two more state-wide retirement systems established by law now than in 1924, there are no more actually in operation.

As previously mentioned in this study, bills have in recent years been presented in eight states to provide for the first time state-wide teacher retirement systems. Although this is not sufficient evidence to warrant a statement that there is a tendency toward establishment of state-wide teacher retirement systems, it is some indication that the movement is becoming more widespread.

Administration

Retirement Board

Type of Board. Since Palmer did not present data showing the extent to which retirement systems were administered by state boards of education, it is impossible to state whether there is a trend, over the period under consideration, away from or toward administration of retirement systems in the hands of that body. According to current practices, as revealed in Table II, only six of the present state-wide systems, or 24.0 per cent, are administered by the state board of education; the remaining systems, 19, or 76.0 per cent, are administered by a board

systems have been established in England, and the system for Kentucky is being established in this State. The first step in the process is to establish a system of public schools. This is being done by the State Board of Education. The first step is to establish a system of public schools. This is being done by the State Board of Education. The first step is to establish a system of public schools. This is being done by the State Board of Education.

The State Board of Education is the body which is responsible for the establishment of the system of public schools. It is composed of members from each county in the State. The first step is to establish a system of public schools. This is being done by the State Board of Education. The first step is to establish a system of public schools. This is being done by the State Board of Education. The first step is to establish a system of public schools. This is being done by the State Board of Education.

ADMINISTRATION

Notwithstanding the fact that the system of public schools is being established in this State, it is not yet complete. The first step is to establish a system of public schools. This is being done by the State Board of Education. The first step is to establish a system of public schools. This is being done by the State Board of Education. The first step is to establish a system of public schools. This is being done by the State Board of Education.

selected for the particular purpose. From these percentages it is evident that the tendency is to place control of the retirement system in the hands of a retirement board, selected specifically for the purpose.

Teacher Representation. In their initial "set up" twelve systems, or 57.2 per cent, provided for teacher representation on the board; at the present time, twenty systems, or 80 per cent, have made similar provision. It seems from these data that there is a definite trend toward teacher representation on state teacher retirement boards.

State Officials. One or more state officials are required by law on the retirement board in every system except Indiana and Virginia. Although data are not available to show whether or not this practice is more common now than in the past, the percentage of boards so composed are large enough to indicate a tendency to place one or more state officials on the retirement board.

Compensation. In Table II is shown the compensation allowed members of the nineteen retirement boards especially selected for the purpose of administering the systems. Of this group, seventeen definitely provide that the members shall receive no compensation other than expenses for services on the board, or reimbursement for loss of wages. As to the other two, provisions concerning compensation could not be found. This information indicates a tendency to pay the board members only their expenses for services on the board and possible reimbursement for loss of wages occasioned by such service.

TABLE XXIII
COMPARISON OF PRESENT PRACTICES IN STATE TEACHER
RETIREMENT SYSTEMS WITH PRACTICES OF
SYSTEMS IN OPERATION IN 1924¹

Provisions	Practices in 1924 or Earlier ²		Present Practices	
	Number ³	Per Cent ⁴	Number ³	Per Cent ⁴
ADMINISTRATION				
Teacher representation on retirement board	12	57.2	20	80.0
FINANCE				
Source of support				
Teacher and state	16	76.2	21	84.0
Teacher only	2	9.5	2	8.0
State only	3	14.3	2	8.0
Teacher's payment				
Flat amount	5	23.8	6	24.0
Percentage of salary	13	61.9	17	68.0
Limit on amount that may be assessed	8	38.1	4	23.5
State's payments				
Obtained by tax levy	5	23.8	4	16.0
Obtained by legislative appropriation	7	33.3	10	40.0
Apportioned from certain funds	3	14.3	4	16.0
Appropriation and tax	2	9.5	2	8.0
Appropriation and appor- tionment from certain funds	3	14.3	2	8.0
Actuarial basis	9	42.9	12	48.0
Subsequent actuarial investigations	6	28.6	13	52.0
Individual accounts	9	42.9	14	56.0
MEMBERSHIP				
Elective for all teachers within its scope	2	9.5	3	12.0
Compulsory for all teachers within its scope	3	14.3	2	8.0
Elective for present teach- ers; compulsory for new en- trants	13	61.9	18	72.0
BENEFITS				
On normal retirement				
Flat amount	10	47.6	7	28.0
Percentage of salary	6	28.6	4	16.0
Deposits from teachers from the state	5	23.8	14	56.0

(Continued)

COMPARISON OF THE 1954 AND 1955
REVENUE ACCOUNTS WITH THE 1954
ACCOUNTS IN CURRENT YEAR

Provisions	1954		1955	
	Amount	Percentage	Amount	Percentage
ADMINISTRATIVE				
Teacher representation on				
retirement board	1.0	1.0	1.0	1.0
Source of support				
Teacher and state	1.0	1.0	1.0	1.0
Teacher only	1.0	1.0	1.0	1.0
State only	1.0	1.0	1.0	1.0
Teacher's payment				
First amount	1.0	1.0	1.0	1.0
Percentage of salary	1.0	1.0	1.0	1.0
Limit on amount that may				
be assessed	1.0	1.0	1.0	1.0
State's payments				
Obtained by tax lev.	1.0	1.0	1.0	1.0
Obtained by legislative				
appropriation	1.0	1.0	1.0	1.0
Appropriated from certain				
funds	1.0	1.0	1.0	1.0
Appropriation and tax	1.0	1.0	1.0	1.0
Appropriation and an or-				
derment from certain funds	1.0	1.0	1.0	1.0
Appropriated funds	1.0	1.0	1.0	1.0
Appropriated educational				
investments	1.0	1.0	1.0	1.0
Individual accounts	1.0	1.0	1.0	1.0
REVENUE				
Revenue for all teachers				
within the scope	1.0	1.0	1.0	1.0
Compulsory for all teachers				
within the scope	1.0	1.0	1.0	1.0
Revenue for private schools				
and compulsory for non-en-				
rolled	1.0	1.0	1.0	1.0
REVENUE				
As normal retirement				
fund	1.0	1.0	1.0	1.0
Percentage of salary	1.0	1.0	1.0	1.0
Special provisions	1.0	1.0	1.0	1.0
from the fund	1.0	1.0	1.0	1.0

(Continued)

TABLE XXIII (Continued)
COMPARISON OF PRESENT PRACTICES IN STATE TEACHER
RETIREMENT SYSTEMS WITH PRACTICES OF
SYSTEMS IN OPERATION IN 1924¹

Provisions	Practices in 1924 or Earlier ²		Present Practices	
	Number ³	Per Cent ⁴	Number ³	Per Cent ⁴
BENEFITS (Con't)				
On normal retirement				
Eligibility for benefits				
Service and require- ments, only	11	52.4	6	24.0
Service and age re- quirements	7	33.3	15	60.0
Age requirement, only ..	3	14.3	4	16.0
No service or age re- quirement	1	4.8		
Minimum deposit	12	57.2	5	20.0
On disability retirement				
Method of fixing benefit				
Same basis as annuity ..	5	23.8	4	16.0
Proportional to full allowance graded according to service ...	5	23.8	9	36.0
Flat sum graded accord- ing to service	1	4.8		
Annuity purchased from teacher's contribution plus pension	7	33.3	12	48.0
Eligibility for payment				
Service requirement	17	81.1	25	100.0
Age requirement	1	4.8	6	24.0
Medical examination	11	52.4	14	56.0
No disability benefits ...	3	14.3	0	00.0
Funds returnable				
Upon withdrawal from serv- ice prior to retirement				
Teacher's deposit with interest	6	28.6	12	48.0
Teacher's deposit with interest plus state's contribution after 6 years of service	2	9.5		
Teacher deposit with in- terest plus pension from state's contribution af- ter attaining age 50 ...	1	4.8		

(Continued)

Description		Amount in U.S. Dollars		Amount in U.S. Dollars	
Description		Amount in U.S. Dollars		Amount in U.S. Dollars	
On March 1st 1941		100.00		100.00	
April 1st 1941		100.00		100.00	
May 1st 1941		100.00		100.00	
June 1st 1941		100.00		100.00	
July 1st 1941		100.00		100.00	
August 1st 1941		100.00		100.00	
September 1st 1941		100.00		100.00	
October 1st 1941		100.00		100.00	
November 1st 1941		100.00		100.00	
December 1st 1941		100.00		100.00	
January 1st 1942		100.00		100.00	
February 1st 1942		100.00		100.00	
March 1st 1942		100.00		100.00	
April 1st 1942		100.00		100.00	
May 1st 1942		100.00		100.00	
June 1st 1942		100.00		100.00	
July 1st 1942		100.00		100.00	
August 1st 1942		100.00		100.00	
September 1st 1942		100.00		100.00	
October 1st 1942		100.00		100.00	
November 1st 1942		100.00		100.00	
December 1st 1942		100.00		100.00	
January 1st 1943		100.00		100.00	
February 1st 1943		100.00		100.00	
March 1st 1943		100.00		100.00	
April 1st 1943		100.00		100.00	
May 1st 1943		100.00		100.00	
June 1st 1943		100.00		100.00	
July 1st 1943		100.00		100.00	
August 1st 1943		100.00		100.00	
September 1st 1943		100.00		100.00	
October 1st 1943		100.00		100.00	
November 1st 1943		100.00		100.00	
December 1st 1943		100.00		100.00	
January 1st 1944		100.00		100.00	
February 1st 1944		100.00		100.00	
March 1st 1944		100.00		100.00	
April 1st 1944		100.00		100.00	
May 1st 1944		100.00		100.00	
June 1st 1944		100.00		100.00	
July 1st 1944		100.00		100.00	
August 1st 1944		100.00		100.00	
September 1st 1944		100.00		100.00	
October 1st 1944		100.00		100.00	
November 1st 1944		100.00		100.00	
December 1st 1944		100.00		100.00	
January 1st 1945		100.00		100.00	
February 1st 1945		100.00		100.00	
March 1st 1945		100.00		100.00	
April 1st 1945		100.00		100.00	
May 1st 1945		100.00		100.00	
June 1st 1945		100.00		100.00	
July 1st 1945		100.00		100.00	
August 1st 1945		100.00		100.00	
September 1st 1945		100.00		100.00	
October 1st 1945		100.00		100.00	
November 1st 1945		100.00		100.00	
December 1st 1945		100.00		100.00	
January 1st 1946		100.00		100.00	
February 1st 1946		100.00		100.00	
March 1st 1946		100.00		100.00	
April 1st 1946		100.00		100.00	
May 1st 1946		100.00		100.00	
June 1st 1946		100.00		100.00	
July 1st 1946		100.00		100.00	
August 1st 1946		100.00		100.00	
September 1st 1946		100.00		100.00	
October 1st 1946		100.00		100.00	
November 1st 1946		100.00		100.00	
December 1st 1946		100.00		100.00	
January 1st 1947		100.00		100.00	
February 1st 1947		100.00		100.00	
March 1st 1947		100.00		100.00	
April 1st 1947		100.00		100.00	
May 1st 1947		100.00		100.00	
June 1st 1947		100.00		100.00	
July 1st 1947		100.00		100.00	
August 1st 1947		100.00		100.00	
September 1st 1947		100.00		100.00	
October 1st 1947		100.00		100.00	
November 1st 1947		100.00		100.00	
December 1st 1947		100.00		100.00	
January 1st 1948		100.00		100.00	
February 1st 1948		100.00		100.00	
March 1st 1948		100.00		100.00	
April 1st 1948		100.00		100.00	
May 1st 1948		100.00		100.00	
June 1st 1948		100.00		100.00	
July 1st 1948		100.00		100.00	
August 1st 1948		100.00		100.00	
September 1st 1948		100.00		100.00	
October 1st 1948		100.00		100.00	
November 1st 1948		100.00		100.00	
December 1st 1948		100.00		100.00	
January 1st 1949		100.00		100.00	
February 1st 1949		100.00		100.00	
March 1st 1949		100.00		100.00	
April 1st 1949		100.00		100.00	
May 1st 1949		100.00		100.00	
June 1st 1949		100.00		100.00	
July 1st 1949		100.00		100.00	
August 1st 1949		100.00		100.00	
September 1st 1949		100.00		100.00	
October 1st 1949		100.00		100.00	
November 1st 1949		100.00		100.00	
December 1st 1949		100.00		100.00	
January 1st 1950		100.00		100.00	
February 1st 1950		100.00		100.00	
March 1st 1950		100.00		100.00	
April 1st 1950		100.00		100.00	
May 1st 1950		100.00		100.00	
June 1st 1950		100.00		100.00	
July 1st 1950		100.00		100.00	
August 1st 1950		100.00		100.00	
September 1st 1950		100.00		100.00	
October 1st 1950		100.00		100.00	
November 1st 1950		100.00		100.00	
December 1st 1950		100.00		100.00	
January 1st 1951		100.00		100.00	
February 1st 1951		100.00		100.00	
March 1st 1951		100.00		100.00	
April 1st 1951		100.00		100.00	
May 1st 1951		100.00		100.00	
June 1st 1951		100.00		100.00	
July 1st 1951		100.00		100.00	
August 1st 1951		100.00		100.00	
September 1st 1951		100.00		100.00	
October 1st 1951		100.00		100.00	
November 1st 1951		100.00		100.00	
December 1st 1951		100.00		100.00	
January 1st 1952		100.00		100.00	
February 1st 1952		100.00		100.00	
March 1st 1952		100.00		100.00	
April 1st 1952		100.00		100.00	
May 1st 1952		100.00		100.00	
June 1st 1952		100.00		100.00	
July 1st 1952		100.00		100.00	
August 1st 1952		100.00		100.00	
September 1st 1952		100.00		100.00	
October 1st 1952		100.00		100.00	
November 1st 1952		100.00		100.00	
December 1st 1952		100.00		100.00	
January 1st 1953		100.00		100.00	
February 1st 1953		100.00		100.00	
March 1st 1953		100.00		100.00	
April 1st 1953		100.00		100.00	
May 1st 1953		100.00		100.00	
June 1st 1953		100.00		100.00	
July 1st 1953		100.00		100.00	
August 1st 1953		100.00		100.00	
September 1st 1953		100.00		100.00	
October 1st 1953		100.00		100.00	
November 1st 1953		100.00		100.00	
December 1st 1953		100.00		100.00	
January 1st 1954		100.00		100.00	
February 1st 1954		100.00		100.00	
March 1st 1954		100.00		100.00	
April 1st 1954		100.00		100.00	
May 1st 1954		100.00		100.00	
June 1st 1954		100.00		100.00	
July 1st 1954		100.00		100.00	
August 1st 1954		100.00		100.00	
September 1st 1954		100.00		100.00	
October 1st 1954		100.00		100.00	
November 1st 1954		100.00		100.00	
December 1st 1954		100.00		100.00	
January 1st 1955		100.00		100.00	
February 1st 1955		100.00		100.00	
March 1st 1955		100.00		100.00	
April 1st 1955		100.00		100.00	
May 1st 1955		100.00		100.00	
June 1st 1955		100.00		100.00	
July 1st 1955		100.00		100.00	
August 1st 1955		100.00		100.00	
September 1st 1955		100.00		100.00	
October 1st 1955		100.00		100.00	
November 1st 1955		100.00		100.00	
December 1st 1955		100.00		100.00	
January 1st 1956		100.00		100.00	
February 1st 1956		100.00		100.00	
March 1st 1956		100.00		100.00	
April 1st 1956		100.00		100.00	
May 1st 1956		100.00		100.00	
June 1st 1956		100.00		100.00	
July 1st 1956		100.00		100.00	
August 1st 1956		100.00		100.00	
September 1st 1956		100.00		100.00	
October 1st 1956		100.00		100.00	
November 1st 1956		100.00		100.00	
December 1st 1956		100.00		100.00	
January 1st 1957		100.00		100.00	
February 1st 1957		100.00		100.00	
March 1st 1957		100.00		100.00	
April 1st 1957		100.00		100.00	
May 1st 1957		100.00		100.00	
June 1st 1957		100.00		100.00	
July 1st 1957		100.00		100.00	
August 1st 1957		100.00		100.00	
September 1st 1957		100.00		100.00	
October 1st 1957		100.00		100.00	
November 1st 1957		100.00		100.00	
December 1st 1957		100.00		100.00	
January 1st 1958		100.00		100.00	
February 1st 1958		100.00		100.00	
March 1st 1958		100.00		100.00	
April 1st 1958		100.00		100.00	
May 1st 1958		100.00		100.00	
June 1st 1958		100.00		100.00	
July 1st 1958		100.00		100.00	
August 1st 1958		100.00		100.00	
September 1st 1958		100.00		100.00	
October 1st 1958		100.00		100.00	
November 1st 1958		100.00		100.00	
December 1st 1958		100.00		100.00	
January 1st 1959		100.00		100.00	
February 1st 1959		100.00		100.00	
March 1st 1959		100.00		100.00	
April 1st 1959		100.00		100.00	
May 1st 1959		100.00		100.00	
June 1st 1959		100.00		100.00	
July 1st 1959		100.00		100.00	
August 1st 1959		100.00		100.00	
September 1st 1959		100.00		100.00	
October 1st 1959		100.00		100.00	
November 1st 1959		100.00		100.00	
December 1st 1959		100.00		100.00	
January 1st 1960		100.00		100.00	
February 1st 1960		100.00		100.00	
March 1st 1960		100.00		100.00	
April 1st 1960		100.00		100.00	
May 1st 1960		100.00		100.00	
June 1st 1960		100.00		100.00	
July 1st 1960		100.00		100.00	
August 1st 1960		100.00		100.00	
September 1st 1960		100.00		100.00	
October 1st 1960		100.00		100.00	
November 1st 1960		100.00		100.00	
December 1st 1960		100.00		100.00	
January 1st 1961		100.00		100.00	
February 1st 1961		100.00		100.00	
March 1st 1961		100.00		100.00	
April 1st 1961		100.00		100.00	
May 1st 1961		100.00		100.00	
June 1st 1961		100.00		100.00	
July 1st 1961		100.00		100.00	
August 1st 1961		100.00		100.00	
September 1st 1961		100.00		100.00	
October 1st 1961		100.00		100.00	
November 1st 1961		100.00		100.00	
December 1st 1961		100.00		100.00	
January 1st 1962		100.00		100.00	

TABLE XXIII (Concluded)
 COMPARISON OF PRESENT PRACTICES IN STATE TEACHER
 RETIREMENT SYSTEMS WITH PRACTICES OF
 SYSTEMS IN OPERATION IN 1924¹

Provisions	Practices in 1924 or Earlier ²		Present Practices	
	Number ³	Per Cent ⁴	Number ³	Per Cent ⁴
BENEFITS				
Funds returnable				
Upon withdrawal from service prior to re- tirement (Con't)				
Teacher's deposit without interest	1	4.8	3	12.0
Part of teacher's deposit	4	19.1	6	24.0
None of the teacher's de- posit	4	19.1	2	8.0
Upon death prior to regular retirement				
Teacher's deposit with interest	7	33.3	13	52.0
Teacher's deposit with interest plus state's contribution after 6 years of service	2	9.5	3	12.0
Part of teacher's deposit	1	4.8	1	4.0
None of the teacher's de- posit	8	38.1	6	24.0

¹Practices of the systems established before 1924 as contained in the original laws, reported by Palmer.

²Based on Palmer's study, which considered only provisions in the laws at the time the system was established.

³Number of states in which the provisions was found.

⁴The percentage of the entire number included in each study. Palmer's study was based on 21 states; the present study on 25.

Finance

Sources of Support

In Table XXIII it is shown that in past years 76.2 per cent of the systems were joint-contributory, 9.5 per cent were supported entirely by the teacher, and 14.3 per cent were non-contributory, that is, supported entirely by the state. At the present time 84 per cent are joint-contributory, 8 per cent are supported by the teacher only, and 8 per cent are non-contributory. These percentages indicate a disposition towards financing retirement systems by funds from both teacher and state.

Teacher's Payment. Of the state-wide retirement systems as they were originally established, 23.8 per cent collected the teacher's deposit as a flat amount and 61.9 per cent collected it as a percentage of the salary. When the teacher's deposit was computed in the latter manner, 38.1 per cent of the systems prescribed limits for the maximum or minimum payments. In current practice 24 per cent collect the deposit as a flat amount, and 68 per cent compute it as a percentage of the salary. Of those collecting a flat amount, 23.5 prescribe maximum or minimum limits. The evidence indicates a trend toward computing the teacher's contribution on the basis of a percentage of his salary and away from specifying limits on deposits.

State's Payment. According to data taken from Palmer's study, the state's payment for support of the retirement system came from the following sources: (1) money apportioned from certain funds, 14.3 per cent; (2) legislative appropriations, 33.3 per cent; (3) tax levy, 23.8 per cent; (4) appropriation and tax levy, 9.5 per cent; and (5) appropriation

and apportionment from certain funds, 14.3 per cent. In current practice 16 per cent of the state's payment comes from money apportioned for certain funds; 40 per cent from legislative appropriation, 16 per cent from a tax levy; 8 per cent from appropriation and tax levy, and 8 per cent from appropriation and apportionment from certain funds. From this information it is reasonable to infer that a trend exists to provide the state's payment to the retirement fund in form of an appropriation, and that there is a decided turn away from the tax levy as a means of providing such revenues.

Actuarial Basis

It was found by Palmer that 42.9 per cent of state retirement systems were established on an actuarial basis, and that 20.6 per cent of the systems provided for subsequent actuarial investigation. According to present data, 48 per cent of the state systems are established on an actuarial basis, and 52 per cent provide for subsequent actuarial investigation.

Individual Account

The percentage of systems providing individual accounts for their members has increased from 42.9 per cent to 56 per cent. This seems to be indicative of a trend in the direction of individual accounts.

Membership

In the past, 9.5 per cent of the state systems made membership elective for all teachers within its scope; 14.3 per cent made it compulsory for all teachers; and 61.9 per cent made it compulsory for new

entrants and optional for present teachers. At the present time 12 per cent make membership elective for all teachers; 8 per cent of the systems make it compulsory for all teachers; and 72 per cent make it compulsory for new entrants and elective for present teachers.

Palmer found that only one state made membership optional to new members under a certain age. From the fact that three states now make membership optional to new members under twenty-five and one other makes it optional until five years of service has been rendered, it might be assumed that a trend exists to make membership optional to new entrants under a certain age.

Retirement Age

In Table XIII it is revealed that seven states have specified a compulsory retirement age. Since Palmer did not include this provision in her study it can not be determined herein whether or not a trend exists toward a compulsory retirement age. However, since only seven systems have an age stipulated it seems safe to assume that the trend is not pronounced, if there is one.

Benefits

Retirement Allowances

Originally the state retirement systems provided for the payment of the superannuated benefit as follows: as a flat amount, 47.6 per cent; as a percentage of the salary, 28.6 per cent; and as an annuity purchased from the teacher's contributions plus a pension from the state, 23.8 per cent. According to present practice it is found that the superannuated

originals and copies of the same. The originals are to be
sent to the Secretary of the Board of Directors of the
Bank of America, New York, and the copies to the
other banks of the same.

The Board of Directors of the Bank of America, New York,
has decided to issue a new series of bank notes, and
to call in the old series. The new series will be
issued in denominations of one, two, five, ten, and
twenty dollars. The old series will be called in
and destroyed. The new series will be issued
under a certain date.

The Board of Directors of the Bank of America, New York,
has decided to issue a new series of bank notes, and
to call in the old series. The new series will be
issued in denominations of one, two, five, ten, and
twenty dollars. The old series will be called in
and destroyed. The new series will be issued
under a certain date.

The Board of Directors of the Bank of America, New York,
has decided to issue a new series of bank notes, and
to call in the old series. The new series will be
issued in denominations of one, two, five, ten, and
twenty dollars. The old series will be called in
and destroyed. The new series will be issued
under a certain date.

benefit is paid as follows: as a flat amount, 28 per cent; as a percentage of the salary, 16 per cent; and as an annuity purchased from the teacher's accumulated deposits, plus a pension from the state, 56 per cent. That there is a trend toward paying the superannuated benefit as an annuity from the teacher's deposit plus a pension from the state is evident from these data.

Eligibility for Benefits

Service and Age Qualifications. From Palmer's study it was learned that only service requirements were specified by 52.4 per cent of the systems, service and age requirements by 33.3 per cent, only age requirements by 14.3 per cent of the systems. Neither service nor age were specified by 4.8 per cent of the states. At the present time, only service requirements are specified by 24 per cent of the states; service and age by 60 per cent of the systems, and only age by 16 per cent of the cases. The trend is to stipulate both age and service as a requirement for superannuation.

Minimum Deposits. Previously, 57.2 per cent of the systems had a provision requiring the teacher to make certain minimal deposits before becoming eligible for superannuation. The percentage of states now making this requirement has decreased to 20 per cent.

On Disability Retirement

Method of Fixing Amount of Benefit. At the time the several state teacher retirement systems in existence in 1924 were established, 23.8 per cent provided a disability allowance on the same basis as the regular retirement annuity graded according to the years of service; 33.3 per

benefit is paid as follows: as a lump sum, 88 per cent; as a percentage of the salary, 16 per cent; and as an annuity purchased from the teacher's accumulated deposits, plus a pension from the state, 88 per cent. That there is a grand toward paying the accumulated benefit as an annuity from the teacher's deposits plus a pension from the state is evident from these facts.

Eligibility for Benefits

Service and Age Qualifications. From Palmer's study it was found that only service requirements were specified by 82.5 per cent of the systems, service and age requirements by 33.3 per cent, only age requirements by 14.8 per cent of the systems. Neither service nor age were specified by 4.8 per cent of the states. At the present time, only service requirements are specified by 34 per cent of the states; service and age by 60 per cent of the systems, and only age by 16 per cent of the states. The trend is to stipulate both age and service as a requirement for superannuation.

Minimum Deposits. Previously 67.5 per cent of the systems had a provision requiring the teacher to make certain minimal deposits before becoming eligible for superannuation. The percentage of states now making this requirement has dropped to 30 per cent.

On Disability Retirement

Method of Making Amount of Benefit. At the time the several state teacher retirement systems in existence in 1924 were established, 83.3 per cent provided a disability allowance on the same basis as the regular retirement annuity graded according to the years of service; 33.3 per

cent granted an annuity purchased from the teacher's accumulated deposits plus an additional amount from the state; and 4.8 per cent provided the allowance as a flat amount graded according to the number of years of service. According to current practice 16 per cent of the systems provide disability allowance on the same basis as the regular retirement allowance; 36 per cent grant an allowance proportional to the full annuity; and 48 per cent grant such annuity as can be purchased from the teacher's accumulated deposits plus an additional amount from the state. Upon comparing these percentages, it seems that there is: (1) a trend in state systems to grant an annuity from the teacher's accumulated deposits, plus an additional amount from the state, and (2) a trend toward provisions for disability allowance in all state systems.

Eligibility for Payment. Palmer's study shows that service requirements were specified for disability retirement in 81.1 per cent of the systems; that age requirements were specified in 4.8 per cent; and that medical examinations were required in 52.4 per cent. When these percentages are compared with those for present practices, as shown in Table XXIII, it is found that: (1) there is a trend to specify service requirements as a prerequisite in all systems before benefits will be granted for disability; (2) there is a trend to stipulate a requirement of age in addition to that for service; and (3) although the percentage of systems requiring medical examination has not increased appreciably, the percentage so requiring it of disability claimants is over fifty.

Funds Returnable

Upon Withdrawal From Service Prior to Retirement. When the systems

were originally established 28.6 per cent refunded the teacher's deposit with interest in the event of withdrawal from service prior to retirement; 9.5 per cent returned the teacher's deposit with interest plus the state's contribution after six years; 4.8 per cent refunded the teacher's deposit with interest plus a pension from the state's contribution after the teacher had attained the age of fifty; 4.8 per cent returned the teacher's deposit without interest; 19.1 per cent refunded a part of the teacher's deposit; and 19.1 per cent made no refunds. From a comparison of these percentages with those shown in Table XXIII for present practices it may be discovered that there is a trend to refund the teacher's deposit without interest when he withdraws from service.

Upon Death Prior to Regular Retirement. Upon comparing the percentage from Palmer's study with those for the present, it is evident that there is a trend to pay or return upon death, to the heirs or estate of the teacher, his deposit with interest, or else to allow no refund.

Manner of Making Payments

Palmer did not present data showing the extent to which options in payment are offered members of retirement systems upon retirement. Accordingly, trends can not be shown in regard to this provision. However as is shown in Table XXI and in Table XXII, thirteen systems offer options as regards the manner in which the benefits shall be paid.

were originally established in 1911 and have since been

with interest in the course of the year 1911 and 1912

and; 0.5 per cent interest on the balance of the year 1911

and; 0.5 per cent interest on the balance of the year 1912

and; 0.5 per cent interest on the balance of the year 1913

and; 0.5 per cent interest on the balance of the year 1914

and; 0.5 per cent interest on the balance of the year 1915

and; 0.5 per cent interest on the balance of the year 1916

and; 0.5 per cent interest on the balance of the year 1917

and; 0.5 per cent interest on the balance of the year 1918

and; 0.5 per cent interest on the balance of the year 1919

and; 0.5 per cent interest on the balance of the year 1920

and; 0.5 per cent interest on the balance of the year 1921

and; 0.5 per cent interest on the balance of the year 1922

and; 0.5 per cent interest on the balance of the year 1923

and; 0.5 per cent interest on the balance of the year 1924

and; 0.5 per cent interest on the balance of the year 1925

and; 0.5 per cent interest on the balance of the year 1926

and; 0.5 per cent interest on the balance of the year 1927

and; 0.5 per cent interest on the balance of the year 1928

and; 0.5 per cent interest on the balance of the year 1929

and; 0.5 per cent interest on the balance of the year 1930

and; 0.5 per cent interest on the balance of the year 1931

and; 0.5 per cent interest on the balance of the year 1932

and; 0.5 per cent interest on the balance of the year 1933

and; 0.5 per cent interest on the balance of the year 1934

and; 0.5 per cent interest on the balance of the year 1935

and; 0.5 per cent interest on the balance of the year 1936

and; 0.5 per cent interest on the balance of the year 1937

CHAPTER IV

EVALUATION OF STATE RETIREMENT SYSTEMS FOR TEACHERS

Introduction

In this chapter is set forth an evaluation of present practices in state-wide teacher retirement systems. The principles used in the evaluation are those set forth by Seyfried and Robinson as fundamental to a sound state-wide teacher retirement system.¹ In making the evaluation the principles laid down by the National Education Association will be considered in so far as they differ from those used.²

Administration

Students of retirement systems are of the opinion that statewide teacher retirement systems are more satisfactory than local systems. Not only can they be operated more efficiently and provide more adequate benefits, but they assure a desirable degree of uniformity and make for freedom of movement of teachers from system to system, without loss of retirement rights.

Retirement Boards

Membership. Nineteen of the twenty-five retirement systems were

¹New Mexico Retirement System with Model Plan and Laws, 115 pp.

²National Education Association. Current Issues in Teacher Retirement, pp.223-277.

CHAPTER IV

EVALUATION OF STATE-OWNED ENTERPRISES

Introduction

In this chapter we shall first of all consider the general principles of the state-owned enterprise system. The principles used in the evaluation are those set forth by the National Association of State-Owned Enterprises (NASOE). In making the evaluation the following principles have been used: (1) The evaluation will be conducted in accordance with the principles of the NASOE. (2) The evaluation will be conducted in accordance with the principles of the NASOE.

Administration

The purpose of this chapter is to provide a general overview of the state-owned enterprise system and to provide a general overview of the state-owned enterprise system. The purpose of this chapter is to provide a general overview of the state-owned enterprise system and to provide a general overview of the state-owned enterprise system. The purpose of this chapter is to provide a general overview of the state-owned enterprise system and to provide a general overview of the state-owned enterprise system.

References

1. National Association of State-Owned Enterprises (NASOE). 1980. State-Owned Enterprises: A General Overview. Washington, D.C.: NASOE.

2. National Association of State-Owned Enterprises (NASOE). 1980. State-Owned Enterprises: A General Overview. Washington, D.C.: NASOE.

found to be administered by a retirement board selected especially for that purpose. The remaining six, Arizona, Kentucky, New Mexico, Rhode Island, and Virginia are administered by the state board of education. This latter practice is not in accord with the opinion of authorities on the subject. It is agreed that the administration of a retirement system should be in the hands of a board especially selected for the purpose.

Indiana and Virginia are the only systems administered by a state retirement board that do not require teacher representation and one or more state officials on the board. These systems are the only ones that conform to Seyfried and Robinson's recommendation as to board personnel. They prefer a board made up of non-partisan members. The National Education Association Committee recommends, however, that part of the members be teachers and part be lay to represent both the teacher and the public.

Teacher members on retirement boards are selected by the governor in Illinois, Michigan, Montana, North Dakota, and Wisconsin. They are selected by the teacher members in Connecticut, Maine, Maryland, Massachusetts, Minnesota, New Jersey, New York, Ohio, Pennsylvania, Utah, and Vermont; and by the board of education in California and Washington. The term of service for teacher members varies from two to six years and is overlapping.

The manner of selecting teacher members does not conform strictly to the most recent thought, for it is contended that it is probably best to require their appointment by the governor or possibly the state board of education, from a list of recommendations prepared by the executive committee of the state education association or some comparable group or organization. The National Education Association Committee rec-

ommends that the teacher representatives be elected by vote of the teachers.

State officials are not desired for board membership, in their official capacity, on account of the indefiniteness of their term of office, and the fact that they are not selected for membership because of their fitness.

Compensation. Seventeen¹ of the retirement systems administered by a board selected for that purpose do not pay the members a salary or a per-diem allowance. Instead, the members are reimbursed for their actual and necessary expenses incurred through services on the board. This practice conforms to current thought, for it is contended that all such comparable boards should be paid a small amount as an honorarium, or simply their actual expenses.

Finance

Sources of Support

All the state-wide teacher retirement systems but four are supported jointly by teacher and state. The exceptions are Arizona and Rhode Island, supported by the state alone, and Michigan and Washington, supported by the teacher. The majority of the systems conform to recent thought in so far as they are supported jointly by the teacher and state.

It is believed that the teacher should contribute about five per cent of his salary to the retirement fund, which amount should be matched

¹Provision could not be found for Vermont and Wisconsin pertaining to this matter.

emphasize that the...
...

Some officials are not...
...

Other officials, on...
...

and the...
...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

by the state. Such is the practice, or practically so, in Connecticut, Maine, Massachusetts, Minnesota, Ohio, Indiana, Maryland, New Jersey, New York, and Pennsylvania.

It is advocated that the state's payment should be provided by a prior lien on certain taxes or certain funds rather than from legislative appropriation. The latter is more or less subject to the whims of the legislature. Ohio, Minnesota, Nevada, New Jersey, New York, Illinois, Kentucky, Wisconsin, and North Dakota obtain their funds in the manner recommended in the criteria used here as a basis for comparisons.

Students of retirement legislations are of the opinion that the states' payments should be made regularly and concurrently with the teachers payments. However, only in the Kentucky system is it required that the state's payment be credited to the account of the teacher at the time he makes his regular deposit.

Establishment on Actuarial Basis

Establishment of a retirement system on an actuarial basis is considered the only sound way to build or establish a self-insured state plan. Provision should also be made specifying that contribution rates shall be adjusted periodically on actuarial computations or that benefits should be based on the amount in the teacher's account at the time of retirement. At the present time twelve state systems are founded on an actuarial basis, all of which, except Massachusetts, provide for periodical investigations.¹ Although this number represents less than half

¹Connecticut, California, Indiana, Maine, Maryland, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Vermont, and Wisconsin.

by the State. Such is the practice, or practically so, in Connecticut, Maine, Massachusetts, Minnesota, Ohio, Indiana, Maryland, New Jersey, New York, and Pennsylvania.

It is suggested that the State's payment should be provided by a grant from the certain taxes on certain funds rather than from legislative appropriation. The latter is more or less subject to the whim of the Legislature. Ohio, Minnesota, Nevada, New Jersey, New York, Illinois, Kentucky, Missouri, and North Dakota obtain their funds in the manner recommended in the article and have as a basis for compensation. The amount of retirement legislation are of the opinion that the States' payments should be made regularly and consistently with the current payments. However, only in the Kentucky system is it provided that the State's payment is credited to the account of the pensioner. The State is under the regular deposit.

Establishment of a retirement system on an actuarial basis is considered the only way to build or establish a self-insured system. Provision should also be made specifying that contributions shall be adjusted periodically on actuarial calculations or that they shall be based on the amount in the pensioner's account at the time of retirement. At the present time twelve State systems are based on an actuarial basis, all of which, except Pennsylvania, provide for periodic contributions. Although this matter requires less than half

of the present state systems, a trend obtains in the direction of this provision.

Teacher Accounts

Individual accounts should be maintained for all members of the retirement system. At present state systems in Connecticut, Indiana, Ohio, Kentucky, Maine, Maryland, Minnesota, New Jersey, New York, Pennsylvania, Utah, Washington, and Wisconsin maintain individual accounts for their members. Even though this number is only a little more than half of the total number of systems studied, a trend was found toward establishment of individual accounts.

Membership

It is agreed that membership should be compulsory to new entrants and optional to present teachers. Such is the general practice. However, in New Mexico, Kentucky, and Vermont membership is not compulsory for any teacher; and in Maryland and Ohio it is compulsory for all teachers, under certain conditions. Data were presented earlier in this study indicating a trend toward making membership compulsory for new entrants and optional for present teachers.

Minnesota, Wisconsin, and Maine now make membership optional to new entrants under the age of twenty-five; Utah makes it optional until the member has rendered five years of service.¹ This is believed to be proper as it will have a tendency to keep transients out of the retirement system.

¹At the time of Palmer's study only one state made this provision.

of the present state system, a great obstacle in the direction of this provision.

Teacher accounts

Individual accounts should be maintained for all members of the system. At present state systems in Connecticut, Illinois, Kentucky, Maine, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, Utah, Washington, and Wisconsin maintain individual accounts for their members. Even though this matter is only a little more than half of the total number of systems studied, a trend was found toward establishment of individual accounts.

Membership

It is agreed that membership should be compulsory for new entrants and optional for present teachers. Such is the general practice. However, in New Mexico, Kentucky, and Vermont membership is not compulsory for any teacher; and in Maryland and Ohio it is compulsory for all teachers, under certain conditions. Data were presented earlier in this study indicating a trend toward making membership compulsory for new entrants and optional for present teachers.

Minnesota, Wisconsin, and Maine now make membership optional for new entrants under the age of twenty-five; Utah makes it optional until the member has reached five years of service.¹ This is believed to be proper as it will have a tendency to keep teachers out of the retirement system.

¹As the state of Maine's study only the state made this provision.

Provisions have been made in Connecticut, Indiana, Maine, Maryland, Massachusetts, Minnesota, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, Vermont, Virginia, and Washington to grant an extra pension for teachers with prior service. This practice is in general accord with current thought in so far as it does not require the state to provide an amount greater than that which the teacher is willing to contribute in order to obtain the additional service credit.

Compulsory Retirement Age

A compulsory retirement age should be required by each system to assure the public that a teacher will not remain in service longer than he is able to render efficient service. In accord with this principle, Connecticut, Maryland, Massachusetts, New Jersey, New York, Ohio, and Pennsylvania have specified a compulsory retirement age of seventy. A lower age, about sixty-five, with the teacher allowed to continue for five years longer, under careful supervision, if he is found to be doing satisfactory work, should be more satisfactory than the modal practice.

Benefits

On Normal Retirement

Amount of Allowance. The superannuation benefit should be sufficient to provide about one-half the average annual salary received by the teacher during her total period of service if the teacher has rendered twenty-five years or more of service, and the amount should be in accordance with the deposits and contributions made to the teacher's account.

Provisions have been made in Connecticut, Indiana, Maine, Maryland, Massachusetts, Minnesota, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, Vermont, Virginia, and Washington to grant an extra pension for teachers with prior service. This practice is in general accord with current thought in so far as it does not require the State to provide an amount greater than that which the teacher is entitled to contribute in order to obtain the additional service credit.

Congruent Retirement Age

A congruent retirement age should be required by each State to assure the public that a teacher will not remain in service longer than he is able to render efficient service. In accord with this principle, Connecticut, Maryland, Massachusetts, New Jersey, New York, Ohio, and Pennsylvania have specified a congruent retirement age of seventy. A lower age, about sixty-five, with the teacher allowed to continue for five years longer, under careful supervision, if he is found to be doing satisfactory work, should be more satisfactory than the usual practice.

Benefits

On Normal Retirement

Amount of Allowance. The superannuation benefit should be sufficient to provide about one-half the average annual salary received by the teacher during her normal period of service. If the teacher has rendered twenty-five years or more of service, and the amount should be in accordance with the benefits and contributions made by the teacher's account.

In Arizona, California, Montana, and Nevada the retirement allowance is \$600, which, according to the average salary received during the last ten years by public school teachers, is about one-half the average annual salary, but somewhat below the average in three or more of these states.

In Illinois and New Mexico the allowance is \$400 and in Washington \$480. These amounts are considered insufficient. Moreover, flat amounts are not recommended, as they do not take into consideration the contribution or length of service, but place all members on the same basis.

The superannuation benefit in Connecticut, Indiana, Kentucky, Maine, Maryland, Massachusetts, Minnesota, New Jersey, New York, Ohio, Vermont, Pennsylvania, Utah, and Wisconsin is the amount which the teacher's accumulated deposits will provide plus a pension from the state. In North Dakota, Michigan, Rhode Island, and Virginia the teacher is paid a certain percentage of the salary within certain limits. These practices may or may not be desirable, depending upon whether or not they properly relate benefits and payments.

Eligibility for Payments. A certain number of years of service is specified as a requirement for superannuation in each state system except Maryland, Ohio, Kentucky, and Wisconsin. Service requirements are probably not desirable, for they tend to retain a member in service after he has ceased to render efficient service. In addition, every state system except Maryland, Ohio, Kentucky, Wisconsin, and Pennsylvania requires a certain number of years of service in the state. This provision is subject to the same criticism as was mentioned immediately above.

Another requirement for superannuation is the specification of a minimum age. Every state system except California, Minnesota, Nevada,

North Dakota, Rhode Island, and Washington has this requirement. This practice is not desirable, for it tends to defeat the purpose of the organization by preventing retirement until a certain age is reached. It is thought that it would probably be better to permit retirement at an earlier age under certain conditions.

In California, Connecticut, Illinois, Montana, Nevada, New Mexico, North Dakota, and Washington a certain minimum deposit is required of the teacher before he becomes eligible for a retirement allowance. If the superannuation benefit were paid on the basis of the amount to the teacher's credit, such requirement would not be necessary.

Every state system with the exception of Massachusetts recognizes a certain amount of credit for teaching services outside the state. However, credit for this service is not given unless the teacher pays the contribution due for the credit desired. This is the extent to which the principle of reciprocal relations is recognized. Proper inter-relations are practically impossible since the systems vary so widely in nature.

On Disability Retirement

Amount of Allowances. In Arizona, Illinois, North Dakota, and Virginia the allowance paid upon disability retirement is the same as that allowed upon normal retirement. A fraction of the normal allowance is granted in California, Indiana, Michigan, Minnesota, Montana, New Mexico, Nevada, Rhode Island, Virginia, and Washington. The remaining systems grant an allowance from the teacher's accumulated deposits plus a pension from the state. These methods of allowing disability benefits are open to criticism in that the benefits are not related to

the contributions. However, no definite recommendations can be made at this time as to what the benefits should be or how they should be provided. There is not enough dependable evidence available to warrant a recommendation.

Eligibility for Allowance. Each state system requires a certain number of years service before disability benefits will be granted. In every state except Illinois, Minnesota, and New York all the specified service must be in the state. These practices are in general accord with current thought, for it is believed that a certain minimum number of years should be stipulated as a requirement for disability allowances. However, some doubt the advisability of including disability benefits in teacher retirement systems at the present time. Although the principle is favored, some are skeptical of making it a part of the system until there is more evidence to make it operate soundly and equitably.

In California, Connecticut, Illinois, Montana, Nevada, North Dakota, Washington, Michigan, and Wisconsin certain minimal deposits are stipulated as a requirement for the disability benefit. This practice would not be necessary if a certain number of years of service was specified as a requirement. A safeguard of some kind seems to be necessary in present circumstances.

Teachers who do not remain in service are allowed to withdraw their accumulated contributions with interest in Connecticut, Kentucky, Maine, Maryland, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Utah, and Wisconsin. In Illinois, Indiana, Michigan, Minnesota, Nevada, and North Dakota they are allowed to withdraw only a part, usually one-half, and in Montana and Virginia they are not granted any refund from the de-

posit.

In each system except Washington, Michigan, Montana, Illinois, Virginia, Nevada, and North Dakota the member's accumulated deposits with interest are refunded to his heirs or estate upon the member's death.¹ This practice is weak in so far as it does not permit the heirs or estate to have the state's payment made to the deceased member's account. In Wisconsin, Kentucky, and Utah the state's payment made in behalf of the member may be withdrawn if the member rendered a certain number of years of service.

The practice of allowing withdrawals is not considered progressive, as it tends to defeat the purpose of the retirement system. It is believed that when a teacher withdraws from service he should not be refunded his deposits but instead they should be used together with the states payments to purchase a retirement allowance. In its tenth principle the National Education Association states that the teacher's accumulated deposits with interest should be refunded upon withdrawal from service or event of death, but does not specify what disposition should be made of the state's contribution.

Manner of Receiving Benefits

Certain choices should be allowed the members as to the manner in which superannuation benefits are to be paid. In California, Connecticut, Kentucky, Maine, Maryland, Massachusetts, New Jersey, New York, Ohio,

¹In Washington one-half of the teacher's accumulated deposits are returned and in Illinois, Michigan, Montana, Nevada, and North Dakota no refund is granted.

... In each year except Washington, Illinois, Michigan, Minnesota, Nevada, and North Dakota the member's accumulated deposits with interest are returned to the holder at a rate upon the member's death. This privilege is given in so far as it does not conflict with the right of the state to have the state's payment made on account. In Washington, Kentucky, and Ohio the state's payment made in behalf of the member may be withdrawn in the member's possession a certain number of years of service.

The practice of allowing withdrawal is not comprehensive in scope, as it tends to defeat the purpose of the retirement system. It is believed that when a member withdraws from service he would not be entitled to his deposits but instead they should be used together with the state's payments to purchase a retirement allowance. In the latter principle the National Livestock Association states that the member's contributions should be paid with interest should be retained upon withdrawal from service or upon death, but does not specify what disposition should be made of the state's contribution.

Number of Benefiting Beneficiaries

Certain classes should be allowed the member as to the number in which representation benefits are to be paid. In California, Connecticut, Kentucky, Maine, Maryland, Massachusetts, New Jersey, New York, Ohio,

In Washington one-half of the member's accumulated deposits are returned and in Illinois, Michigan, Minnesota, Nevada, and North Dakota no return is given.

Pennsylvania, Utah, Vermont, and Wisconsin certain options are allowed members as regards receipt of benefit. In each of these systems, except California, the disability annuitant is given the same options as the regular annuitant.

CHAPTER V

SUMMARY AND CONCLUSIONS

On the basis of data presented in this study certain findings and conclusions are set forth in the paragraphs which follow. These are presented in such a manner as to answer the question stated in Chapter I as the purpose of this study.

Nature and Prevalence of Teacher Retirement Systems

At the present time twenty-three state-wide retirement systems are in operation in the United States, two of which, Arizona and Rhode Island, are pension systems. In addition to twenty-three state-wide systems in operation there are two others, Utah and Kentucky, which have been legally established but are inoperative. Various types of local systems have been legalized in several of the states.

Summary of Practices

The following is a summary of present practices in state teacher retirement systems.

1. Nineteen systems are administered by a retirement board selected especially for the purpose, and six are administered by the state board of education.

2. All but five of the state-wide systems are supported jointly by the teacher and state; three are supported by the teacher only, and two by the state only.

CHAPTER I

GENERAL PRINCIPLES

On the basis of the foregoing, it is now necessary to consider the conditions and the nature of the work which will be required in such a system as to ensure the production of the desired results. The purpose of this study.

Before the review of the various systems, it is necessary to consider the general principles which govern the design and construction of such a system. In addition to the general principles, it is necessary to consider the specific principles which govern the design and construction of such a system. It is also necessary to consider the specific principles which govern the design and construction of such a system. It is also necessary to consider the specific principles which govern the design and construction of such a system.

REVIEW OF THE SYSTEMS

The following is a summary of the various systems which have been developed for the purpose of the study. The following is a summary of the various systems which have been developed for the purpose of the study. The following is a summary of the various systems which have been developed for the purpose of the study. The following is a summary of the various systems which have been developed for the purpose of the study. The following is a summary of the various systems which have been developed for the purpose of the study.

3. The teacher's deposit is computed as a percentage of his salary in fourteen of the states; in the others it is a flat amount, and is usually graded according to age or service.

4. In four of the twenty-one states which contribute to the support of the retirement system if the funds are insufficient to provide the benefits promised, such funds as are available may be prorated. In ten systems the states payment is so computed that it will be sufficient to match the teacher's deposits, or at least approximate them. The state's contribution is generally to be made by legislative appropriation.

5. Twelve state systems are established on an actuarial basis, eleven of which provide for subsequent actuarial investigations.

6. Membership, within the scope of the system, in two states is optional for all teachers; it is compulsory for all teachers in two other states; and optional for present teachers and compulsory on new entrants in the remaining twenty-one systems.

7. Seven states make retirement compulsory at the age of seventy, but usually allow the teacher to continue for a short time after attaining that age.

8. The teacher's pension or annuity is paid as a flat amount in seven states; it is paid as a percentage of the salary in four, and as an annuity from the teacher's accumulated deposits plus a pension from the state in the other fourteen states.

9. A certain number of years of service is stipulated as a requirement for superannuation in twenty-one systems, or all but four. It is further stipulated that a certain amount of this service must have

3. The teacher's deposit is computed as a percentage of his salary in the year of the deposit; in the event it is a flat amount, and is usually graded according to age or service.

4. In four of the twenty-one states which contribute to the support of the retirement system if the funds are insufficient to provide the benefits provided, such funds as are available may be provided. In ten systems the state payment is so arranged that it will be available to match the teacher's deposit, or at least approximate them. The state's contribution is generally to be made by legislative appropriation.

5. Twelve state systems are established on an actuarial basis, eleven of which provide for management financial investigations.

6. Furthermore, within the scope of the system, in two states an optional for all teachers, it is compulsory for all teachers in two other states; and optional for private teachers and compulsory on non-tenured in the remaining twenty-one systems.

7. Seven states make retirement compulsory at the age of seventy, but usually allow the teacher to postpone for a short time after reaching that age.

8. The teacher's pension or annuity is paid as a flat amount in seven states; it is paid as a percentage of the salary in four, and as an annuity from the teacher's accumulated deposits plus a pension from the state in the other thirteen states.

9. A certain number of years of service is stipulated as a prerequisite for participation in twenty-one states, or all but four. It is further stipulated that a certain amount of this service must have

been in the state. Seventeen systems also specify a minimum age as a retirement qualification.

10. Disability retirement is provided for in all the state-wide systems. The benefits on disability retirement are paid in much the same manner as the benefits on normal retirement, but are usually of a lesser amount, being dependent upon the number of years service the teacher has rendered. A certain number of years of state service is specified in each system as a requirement for disability benefits. Twelve states require the disability claimant to furnish proof of his condition by medical examination.

11. Withdrawal of the teacher's deposits by his heirs or estate, in the event of death prior to retirement, is permitted in all but six states. The amount which may be withdrawn is as little as one-half the teacher's deposits to as much as the teacher's total contribution with interest, plus the state's payment.

12. In the event the teacher leaves the service prior to regular retirement he may withdraw all or a part of his total deposits, except in two states, where no refund of contributions is allowed. The amount which may be withdrawn varies as it does in the event of death.

13. Eleven systems allow the annuitant certain choices as regards the manner in which he shall receive benefits.

Summary of Trends

The data previously presented show trends for state retirement systems to be toward the following:

1. Administration by a board selected especially for the purpose.

born in the 18th century, and was also a member of the
Society of Friends.

10. Elizabeth, daughter of the above, was born in 1745.
She was married to John, and they had several children.
Elizabeth was a member of the Society of Friends, and
was very active in the work of the Society. She was
also a member of the Yearly Meeting, and was a
great help to the Society in many ways. She was
a very good mother, and her children were all
very good people. She died in 1815, and was
buried in the Friends' Burial Ground.

11. William, son of the above, was born in 1748.
He was married to Mary, and they had several children.
William was a member of the Society of Friends, and
was very active in the work of the Society. He was
also a member of the Yearly Meeting, and was a
great help to the Society in many ways. He was
a very good father, and his children were all
very good people. He died in 1818, and was
buried in the Friends' Burial Ground.

12. Mary, daughter of the above, was born in 1750.
She was married to John, and they had several children.
Mary was a member of the Society of Friends, and
was very active in the work of the Society. She was
also a member of the Yearly Meeting, and was a
great help to the Society in many ways. She was
a very good mother, and her children were all
very good people. She died in 1820, and was
buried in the Friends' Burial Ground.

2. Retirement board composed largely of teachers and state officials.

3. Reimbursement of retirement board members for actual expenses incurred through services on the board rather than payment of a salary or per diem allowance.

4. Joint support, the teacher paying part and the state part.

5. Teacher's deposit computed as a percentage of the salary.

6. State's payment to the system made by an appropriation, rather than a prior lien on certain taxes or certain funds.

7. Establishment of individual accounts for members.

8. Establishment of systems on an actuarial basis with provisions for periodical investigation.

9. Membership optional to present teachers and compulsory to new entrants.

10. Retirement benefits based on the teacher's accumulated deposits, plus an additional amount from the state.

11. No minimum deposits as a condition precedent to retirement.

12. Provision for disability benefits, specifying a certain number of years of service before a disability allowance is granted, with a certain number of years of service in the state.

13. Medical examination for receipt of disability allowance.

14. Teacher's accumulated deposits refunded with interest in the event of death or withdrawal from service prior to retirement.

2. Retirement board composed largely of members and state officials.
3. Retirement of retirement board members for actual expenses incurred through service on the board, subject to payment of a salary or per diem allowance.
4. Joint report, the board report and the state report.
5. Teacher's salary computed as a percentage of the salary.
6. State's payment to the system made by an appropriate law, whether from a prior fund or certain funds or certain funds.
7. Retirement of individual accounts for members.
8. Retirement of system as an actual fund which provides for periodic investment.
9. Retirement optional to system, subject to a salary to the state.
10. Retirement benefits based on the teacher's retirement benefits.
11. The minimum deposits as a condition precedent to retirement.
12. Provision for disability benefits, specifying a certain number of years of service before a disability allowance is granted, with a certain number of years of service in the state.
13. Medical benefits for members of disability allowance.
14. Teacher's accumulated deposits subject to withdrawal in the event of death or withdrawal from service prior to retirement.

Summary of Evaluation of the Systems

From the evaluation and comparisons made herein it seems that the best and most progressive systems are those in Connecticut, New Jersey, New York, and Ohio. These systems are similar in that: (1) they are administered by a retirement board especially selected for that purpose; (2) they match the teacher's deposits or practically so, with a payment from the state; (3) they are established on an actuarial basis; (4) they provide for subsequent actuarial investigation; (5) they maintain individual accounts for the members; (6) they specify a compulsory retirement age; (7) they pay all teacher retirement allowances as an annuity from the teacher's accumulated deposits plus a pension from the state; (8) they support the system jointly by teacher and state; (9) they make membership optional to present teachers and compulsory to new entrants; (10) they give the annuitant certain choices as regards the manner of receiving his allowance and (11) they obtain the funds for the state's payment by a tax levy.

The Maryland, Maine, and Pennsylvania systems while not as progressive as those named above are good systems and rank second only to those cited.

Practically all the systems contain provisions that are not considered desirable. Some of the systems violate the most basic principles of a sound retirement system, and although there is evidence of a trend toward those principles believed to be sound, there is still considerable gap between theory and practice.

The systems which vary most from the principles used in this study as marks of a progressive retirement system are Arizona, Rhode Island, Nevada, Washington and New Mexico. Since the first two of these are supported entirely by the state, probably the criteria employed in this study are not as applicable to them as it is to the other systems.

The New Mexico plan, one of the most recently adopted, is probably the weakest of all state-wide teacher retirement systems. It is fundamentally weak, differing in most respects from the criteria mentioned.¹

¹For a detailed evaluation of the New Mexico system the following reference should be consulted: Seyfried and Robinson, New Mexico Retirement System with Model Plan and Laws. pp. 26-41.

The systems which were used from the principles used in this study as means of a progressive review system are known, known, known, Nevada, Washington and New Mexico. Since the first two of these are supported entirely by the state, probably the system employed in this study are not as significant a factor as it is to the other systems. The New Mexico system, one of the most recently adopted, is probably the result of all these other voucher systems. It is known, naturally not, following in most systems from the other systems.

For a detailed description of the New Mexico system, see the following report: Report on the New Mexico system, New Mexico (Baltimore: Johns Hopkins Press, 1901).

BIBLIOGRAPHY

General

- Keeseecker, Ward W. Teacher Retirement Systems. U.S. Office of Education, Bulletin 1934, No. 6. Washington: Government Printing Office, 1934, 45 pp.
- National Education Association. Current Issues in Teacher Retirement. Research Bulletin Vol. 8, No. 5. Washington: National Education Association, 1930, pp. 223-277.
- Palmer, Nida Pearl. Pension Systems for Public School Teachers. U.S. Bureau of Education, Bulletin 1927, No. 23. Washington: Government Printing Office, 1927, 84 pp.
- Pritchett, Henry S. "Pension Systems and Pension Legislation." Eighteenth Annual Report of the President and of the Treasurer. New York: Carnegie Foundation for Advancement of Teaching, 1923, pp. 95-155.
- _____. "Pension Systems and Pension Legislation." Nineteenth Annual Report of the President and of the Treasurer. New York: Carnegie Foundation for Advancement of Teaching, 1924, pp. 137-172.
- _____. "Pension Systems and Pension Legislation." Twentieth Annual Report of the President and of the Treasurer. New York: Carnegie Foundation for Advancement of Teaching, 1925, pp. 130-170.
- _____. "Pension Systems and Pension Legislation." Twenty-first Annual Report of the President and of the Treasurer. New York: Carnegie Foundation for Advancement of Teaching, 1926, pp. 155-173.
- _____. "Pension Systems and Pension Legislation." Twenty-second Annual Report of the President and of the Treasurer. New York: Carnegie Foundation for Advancement of Teaching, 1927, pp. 77-106.
- _____. "Pension Systems and Pension Legislation." Twenty-third Annual Report of the President and of the Treasurer. New York: Carnegie Foundation for Advancement of Teaching, 1928, pp. 73-98.
- Seyfried, J.E., and Robinson, D.G. New Mexico Retirement System with Model Plan and Laws. (University of New Mexico Bulletin, Education Series, Vol. 8, No. 4, Whole No. 253, Oct. 15, 1934.) Albuquerque, University of New Mexico Press, 1934, 115 pp.
- Studensky, Paul. Teachers' Pensions in the United States. New York: D. Appleton and Co., 1920, 460 pp.
- United States Department of Labor. Bureau of Labor Statistics. "State and City Retirement Systems for Teachers." Public Service Retirement Systems, Bulletin 477. Washington: Government Printing Office, 1929, pp. 76-117.

- Arizona. Superintendent of Public Instruction. School Laws, 1931.
Phoenix: Superintendent of Public Instruction, 1931, pp. 65-66
and 1933 Supplement.
- California. State Superintendent of Public Instruction. School Code, 1931. Sacramento: State Superintendent of Public Instruction, 1931, pp. 264-84.
- Connecticut. Secretary and Commissioner of Education. Laws Relating to Education, 1931. Hartford: Secretary and Commissioner of Education 1931, pp. 75-84.
- Illinois. Superintendent of Public Instruction. The School Laws, 1931. Springfield: Superintendent of Public Instruction, 1931, pp. 172-179, 1933 Supplement.
- Indiana. State Superintendent. School Laws, 1935. Indianapolis: State Superintendent, 1935, pp. 441-454.
- Kentucky. State Board of Education. Common School Laws, 1934. Frankfort: State Board of Education, 1934, pp. 136-144.
- Maine. Department of Education. Laws Relating to Public Schools, 1935. Augusta: Department of Education, 1935, pp. 84-91.
- Maryland. State Board of Education. Public School Laws, 1927. Baltimore: State Board of Education, 1927, pp. 65-88, and 1933 Supplement.
- Massachusetts. Department of Education. General Laws Relating to Education, 1932. Boston: Department of Education, 1932, pp. 50-59, 1933, 1934, 1935, Supplements.
- Michigan. State Board of Education. General School Laws, 1934. Lansing: Franklin De Kleine Company, 1934, pp. 202-208.
- Minnesota. Commissioner of Education. Laws of Minnesota Relating to the Public School System, 1931. St. Paul: Commissioner of Education, 1931, pp. 108-116.
- Montana. Superintendent of Public Instruction. School Laws, 1931. Helena: Superintendent of Public Instruction, 1931, pp. 57-63.
- Nevada. Superintendent of Public Instruction. The School Code as Amended, 1931. Lincoln: Lincoln School Supply Company, 1931, pp. 148-153.
- New Jersey. Commissioner of Education. School Law, 1931. Trenton: Commissioner of Education, 1931, pp. 315-356, and 1933 Supplement.
- New Mexico. Laws, Statutes, etc. Laws Passed by the Eleventh Regular Session of the Legislature. Santa Fe, New Mexico: Secretary of State, 1933, pp. 202-204.
- New York. Laws, Statutes, etc. Laws Passed by the One-hundred and Fifty-fifth Regular Session of the Legislature. Albany: New York. J. B. Lyon Co., State Printers, 1931.

¹The session laws of the various states were consulted for information subsequent to the code publication, and prior to January, 1936.

- North Dakota. Department of Public Instruction. General School Laws, 1931. Bismarck: Department of Public Instruction, 1931, pp. 141-147.
- Ohio. Director of Education. School Laws, 1928. Columbus: Director of Education, 1928, pp. 458-482, and 1929 Supplement.
- Pennsylvania. Department of Public Instruction. The School Law, 1933. Harrisburg: Department of Public Instruction, 1933, pp. 280-302, and 1935 Session Laws.
- Rhode Island. Public Education Service. Laws Relating to Education, 1923. Providence: Public Education Service, 1923, pp. 23-24, 1929, and 1934 Supplements.
- Utah. Department of Public Instruction. Supplement to School Laws, 1933. Salt Lake City: Department of Public Instruction, 1933, pp. 23-24.
- Vermont. State Board of Education. Public Laws Relating to Education, 1934. Montpelier: State Board of Education, 1934, pp. 16-22.
- Virginia. State Board of Education. School Laws, 1930. Richmond: Divisions of Purchase and Printing, 1930, pp. 76-80.
- Washington. Superintendent of Public Instruction. Code of Public Instruction, 1923, pp. 295-303, and 1925, 1927, 1929, and 1931 Supplements.
- Wisconsin. State Superintendent. Laws Relating to the Common Schools, 1934. Madison: State Superintendent, 1934, pp. 504-518.

North Dakota. Department of Public Instruction. General School Laws.
1917. Bismarck: Department of Public Instruction, 1917. Pp. 1-127.

Ohio. Director of Education. School Laws, 1917. Columbus: Bureau
of Education, 1917. Pp. 1-100. (Also 1918.)
Department of Public Instruction. The School Laws, 1917.
Department of Public Instruction. School Laws, 1917. Pp. 1-100.

Ohio. Department of Public Instruction. School Laws, 1917. Columbus:
Department of Public Instruction, 1917. Pp. 1-100. (Also 1918.)
Department of Public Instruction. School Laws, 1917. Pp. 1-100.

Ohio. Department of Public Instruction. School Laws, 1917. Columbus:
Department of Public Instruction, 1917. Pp. 1-100. (Also 1918.)
Department of Public Instruction. School Laws, 1917. Pp. 1-100.

Ohio. Department of Public Instruction. School Laws, 1917. Columbus:
Department of Public Instruction, 1917. Pp. 1-100. (Also 1918.)
Department of Public Instruction. School Laws, 1917. Pp. 1-100.

Ohio. Department of Public Instruction. School Laws, 1917. Columbus:
Department of Public Instruction, 1917. Pp. 1-100. (Also 1918.)
Department of Public Instruction. School Laws, 1917. Pp. 1-100.

Ohio. Department of Public Instruction. School Laws, 1917. Columbus:
Department of Public Instruction, 1917. Pp. 1-100. (Also 1918.)
Department of Public Instruction. School Laws, 1917. Pp. 1-100.

THESIS ACCEPTED:

J. E. Seyfried
Major Professor

R. A. Moyers

Benjamin Sacks

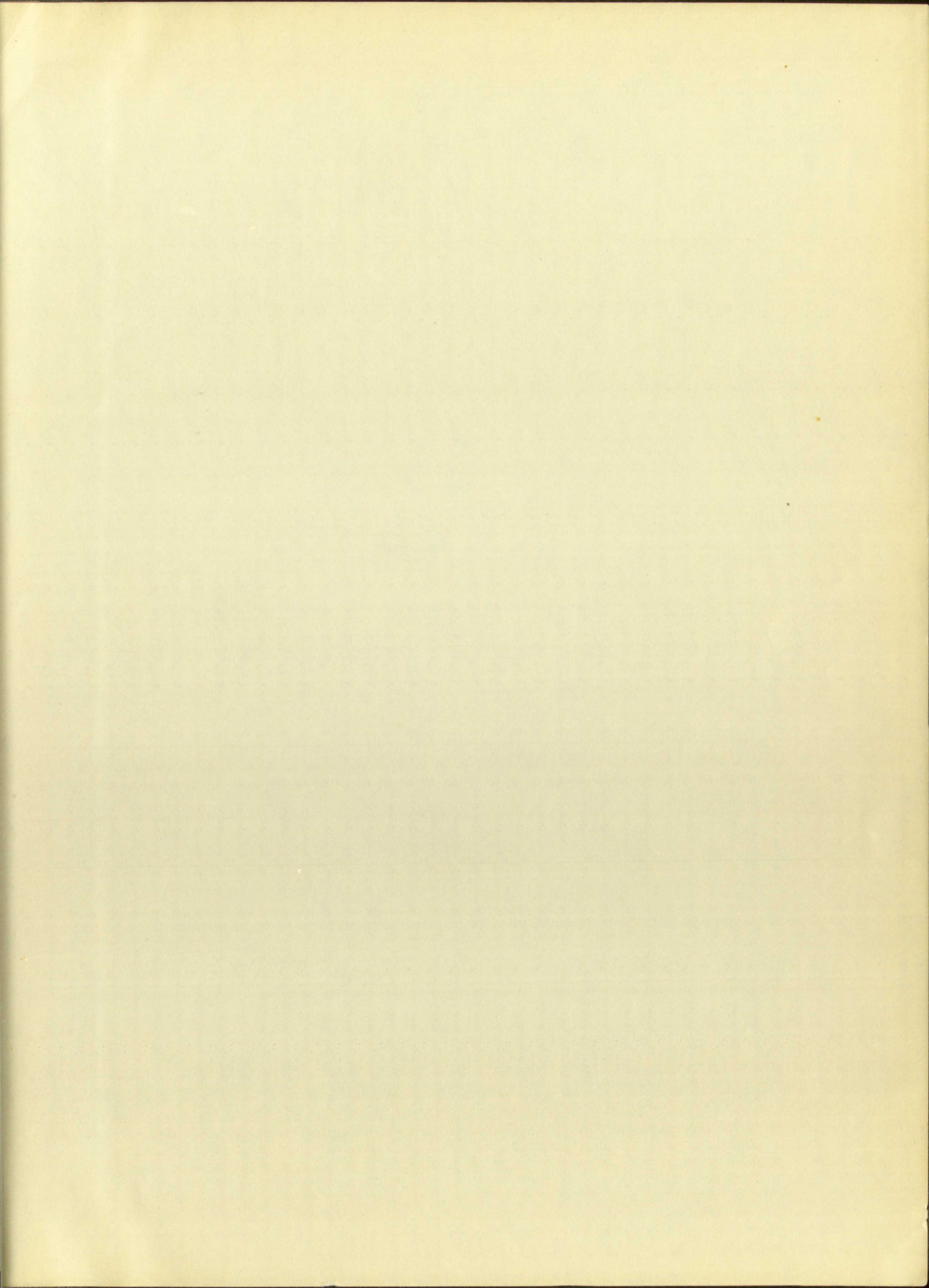
ROCKY MOUNT BOND

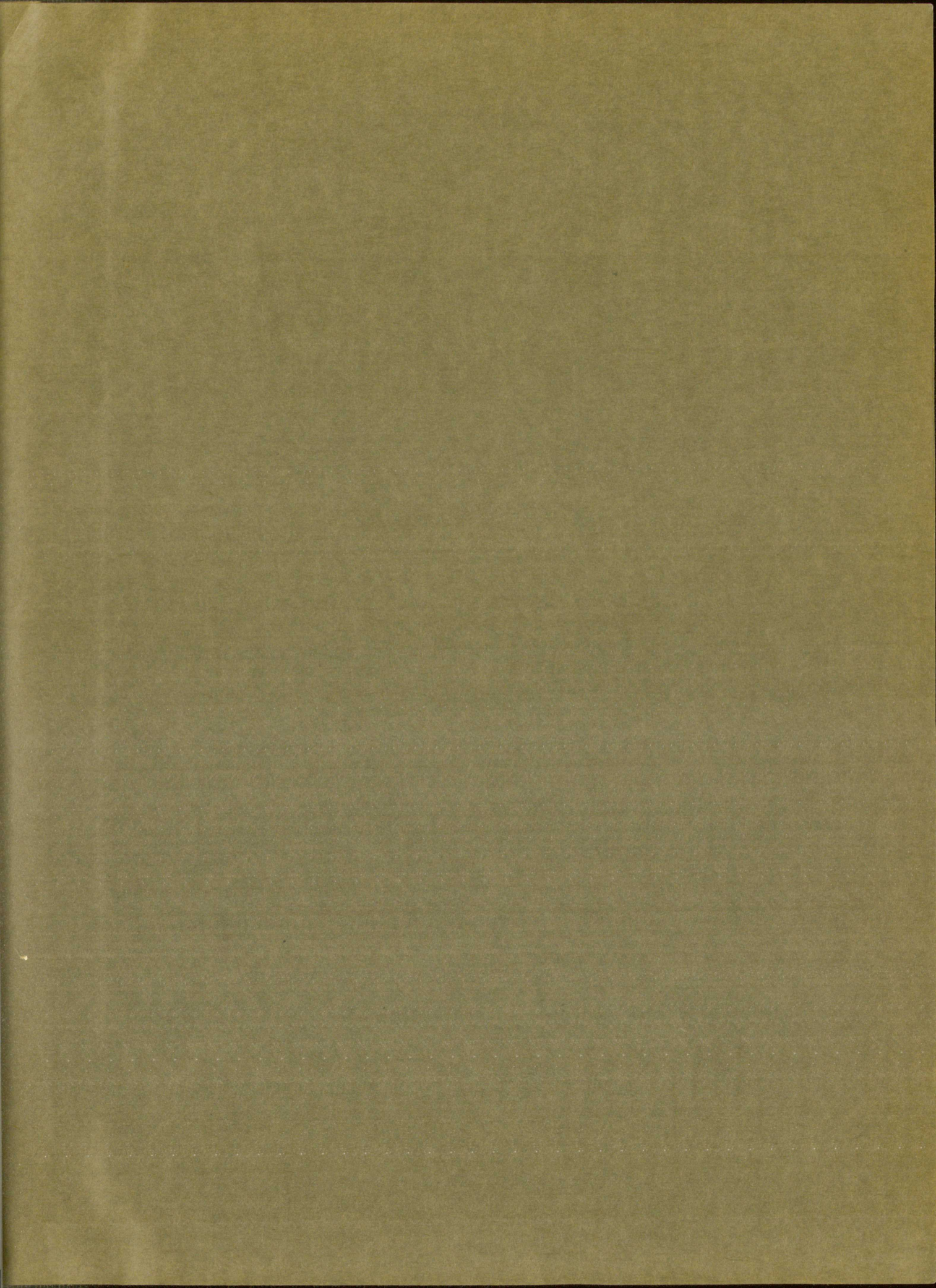
CHAS. E. BOND

10170 11 11

254.39

PAID
By Cash





Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

[illegible]

cop.2

378.789 Un30hu 1936

Huff

State retirement

systems

19 - 0m

