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# INTERIM REPORT

OF

## The Superannuation Committee

### I. Preliminary

(a) Does such a superannuation scheme rest on sound public policy? Should the status of the teaching profession be so raised (and the salaries for service therein correspondingly increased) that the retiring teacher may (with more certainty than in the general run of cases at present) be enabled to provide against a possibly destitute old age without the aid of a pension?

(b) If a superannuation scheme is desirable, is the time now ripe (or almost ripe) for the adoption of such a scheme in Saskatchewan?

It is the purpose of the following sections of this report to throw some light on the above queries.

### II. Social and Economic Reasons for Superannuation

(a) Manifestly the teacher, the cause of education, and the general public (as represented by the government), are the factors entering the proposed scheme. In the literature on the subject the position is usually taken that both the public conscience and the interests of education demand the adoption of some measure whereby the worn-out and aged teacher may be enabled to leave the profession when the safeguarding of the welfare of the pupils renders retirement desirable. Nothing is perhaps more distressing than the case of an aged and faithful teacher who finds himself (whether through defects in a social system or otherwise) left dependent or destitute in old age. Modern social conscience holds the employer (the state in the teacher's case) in part responsible for the happiness and security of its employes. The corporation that permits the

aged and faithful teacher to be turned out to starve because its trustees are unwilling to provide financial relief is alleged in the words of President Pritchett (Carnegie Foundation), to stultify itself "as an exponent of humane civilisation."

The teacher, like other employes, is subject to two great hazards: Firstly, premature death, thus leaving his wife and family or other dependents destitute; and, secondly, termination of earning capacity through disability or old age.

Teachers' salaries are comparatively low. It might be urged that the social system is at fault, that salaries should be considerably higher so that the teacher, who exercised sufficient judgment and foresight in providing for the years of retirement, would not be haunted by the spectre of a destitute, or nearly so, old age. Social systems, however, are relatively inflexible so that the question of their reform need not perhaps be discussed. In any event, it is not the object of this report to discuss such reformation. Recognising social conditions as they do exist, the words of a leading authority; President Henry S. Pritchett, are of more immediate concern. "No means has ever yet been provided" says President Pritchett, "by which the teacher could secure adequate protection for his family and for himself at a cost within his reach." Such a pronouncement from so eminent an authority cannot be lightly set aside.

(b) From the economic viewpoint the teaching profession would tend to become a more permanent one through the adoption of a pension scheme. Presumably many capable teachers would enter and remain in