ers feel that they control their choices in spending is a hopeful fact for the profession.

Financial Security

Security in time of emergency is a searching test of any standard of living. Security requires an adequate income and the saving of a considerable part of it through insurance, annuity accumulation and reserves. The chief financial emergencies for which provision is necessary are interruptions to earnings through sickness, permanent disability, age-retirement and death of income provider, and also those occasional situations throughout the earning period which call for immediate outlays beyond the amount of current income and which can be met only by reserves or by personal credit. A program for security calls for life insurance that protects income in case of death of the earner; sickness and disability insurance or other provision of income for these periods; a retirement annuity that provides income after one has ceased to work regularly, and savings that give growing reserves, together with personal credit that enables one to borrow. Such a program of security is easy to state but it is impossible to realize unless current income is adequate. College teachers' incomes have often been declared inadequate. What facts do these groups of teachers present as to income and its adequacy for financial security?

First of all, as a group they have not found it possible to live on their academic incomes and are seeking supplementary incomes. Of forty teachers reporting in the first group, fourteen had only their college income and twenty-six had an income of 1.1 to 3 times their college salary, that is, they had supplementary income equal to from one tenth of to two times their salaries; the median salary of the forty was 1.25 times their stated salaries. Of forty-four teachers reporting in the second group, twenty had additional income and twenty-four did not; the median of all the group is 1.0 times the academic salary; but of the twenty having extra income the median salary is 1.25 times academic salary.

The incomes reported are "family incomes" and the supplementary amounts may come from the husband's extra earning, or from property of either husband or wife. Several correspondents stressed the need of supplementing teachers' incomes in order to meet pressing current needs; one advised, "Budgeting is of no avail, marry rich."

The most common supplement to current income is home ownership which adds to income the interest value, or a little more, of one's investment. Of forty-eight large-city teachers (the first group) ten own residences, one a cooperative apartment and twelve country places or camps; of forty-six teachers in smaller cities, twenty-two own residences and two own country places.

Income During Disability: Home ownership is protection in sickness or other emergency. What income could these teachers command at such a time? In the first group, twenty-two reported a possible sickness income of from 5 to 55 per cent. of salary with a median of 25 per cent. of salary, and twenty-one reported a median income during permanent disability of 40 per cent. of present salary. In the second group ten of forty-six reported a median sickness income of 20 per cent., and twelve reported a median disability income of 25 per cent. of regular income. What of those who do not report? Here is a serious emergency apparently not prepared for. Some life insurance policies carry a disability clause whereby the policy matures in case of disability. The fact that group life insurance with its inexpensive supplementary life insurance often provides also for sickness and disability income insurance, and the fact that teachers' retirement annuities provide also for disability income, are important considerations in one's program for personal security. Of course whatever the teacher can accumulate is a reserve in sickness and in disability.

Are college teachers generally using the familiar institutional retirement annuity plan of paying 5 per cent. from salary and having 5 per cent. added by the institution? Or, if individuals are not utilizing it, are they buying an annuity elsewhere? The returns from both groups indicate that the annuity has not yet been accepted by college teachers universally as financial opinion has advised should be done. In the first group, of thirty-seven reporting, twenty-six are buying annuities (eighteen in the college plan and eight elsewhere), and eleven are not buying annuities. In the second group, of twenty-one reporting, eleven are buying annuities and ten are not. Probably somewhere between 40 per cent. and 60 per cent. of these groups are buying annuities.

Are these college teachers hoping to accumulate funds privately, by the time of retirement? They were asked how much personal capital or principal they anticipated saving by the age of sixty-five in addition to the annuity: the estimates from thirty of forty-eight in the first group vary from one half of to forty times the present income, with the median expectancy of five times the present income for retirement capital. Of the second group twenty of forty-six estimate this accumulation at a median of four times present income. The importance of some retirement capital in addition to a retirement annuity can not be overstressed because of probable emergency costs of illness and the like after retirement.

May teachers anticipate success in private accumu-