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American Economic Association

1997 Committee on the Status of Women in the Economics Profession

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**COMMITTEE ON THE STATUS OF WOMEN IN THE
ECONOMICS PROFESSION
1996 ANNUAL REPORT**

The American Economics Association (AEA) has charged the Committee on the Status of Women in the Economics Profession (CSWEP) with monitoring the position of women in the profession and with undertaking activities to improve that position. This report presents information on the position of women graduate students and faculty in academic economics departments and reports on the committee's activities during 1995.

THE HIRING AND PROMOTION OF WOMEN ECONOMISTS IN PH.D.-GRANTING DEPARTMENTS

For the past three years, CSWEP has worked on developing its contacts in all of the Ph.D.-granting departments in the US. One of the tasks of the CSWEP representatives in these institutions is to report on the status of women in their departments.

Rank	All Ph.D.-Granting Departments	Top 20 Departments Only
Non-Tenure Track	39.2	57.1
Assistant Professor (Untenured)	24.2	17.5
Associate Professor Untenured	14.2	5.9
Tenured	12.9	12.1
Full Professor (Tenured)	7.5	5.4

Source: Data collected by CSWEP. 94 of 114 Ph.D.-granting schools reporting in column 2 and 19 out of 20 reporting in column 3.

CSWEP has been able to acquire more complete and accurate data than is available currently through the AEA Universal Academic Questionnaire (UAQ) which is mailed to all department chairs each fall. In Fall 1995, CSWEP was able to obtain information from 94 of its 114 contacts in comparison to the UAQ which received responses from 62 Ph.D.-granting economics departments. [1]

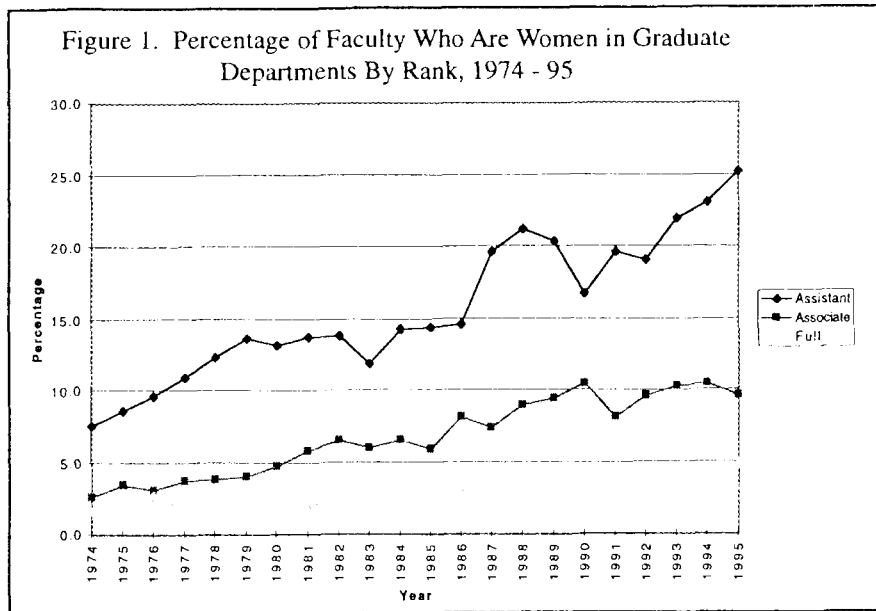
Information from the CSWEP questionnaire on the status of women faculty.

Table 1 provides information on the share of women faculty at various ranks in the 94 Ph.D.-granting departments. Column 1 provides information on all 94 departments, while Column 2 provides a comparison to information from the top 20 schools.

Table 1 indicates that the share of women in academic appointments decreases with rank. The growing group of non-tenured faculty in economics departments consists disproportionately of women. Compared to the 23 percent of women receiving Ph.D.'s, of those faculty in non-tenure track positions, 39 percent are women. Untenured tenure-track assistant professors are 24 percent female. Untenured associate professors are 14 percent women. Tenured associate professors are 13 percent women and tenured full professors are 7.5 percent female. Among the top 20 schools, the numbers are lower at every rank, indicating less representation of women on the faculty in the very top-ranked departments, except in the non-tenure track positions of which 57 percent are women.

Information from the AEA UAQ on the status of women faculty over time. While the UAQ data

are less reliable, because of both a smaller sample size and high variability in which schools report over time, they do provide a time series on women's representation by rank over the years. Figure 1 shows the patterns from 1974 to 1995 in Ph.D.-granting departments. The 1995 numbers from the UAQ are similar to those collected by CSWEP representatives. The percentage of women at each rank



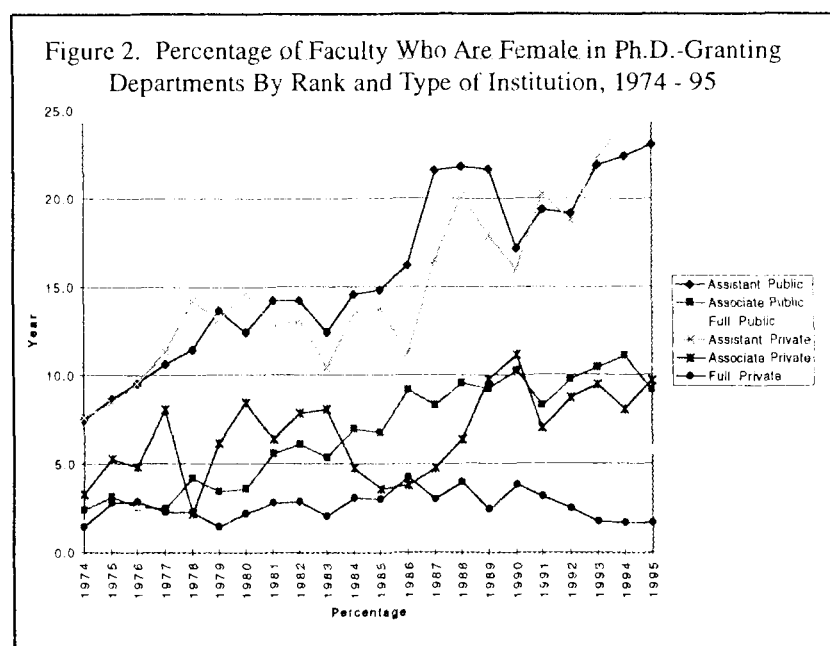
continues to increase over time in both the assistant and full professor ranks. Last year there was a slight drop in the assistant professor ranks.

Figure 2 compares public and private Ph.D.-granting departments. The share of women at each rank is slightly higher in public institutions than in private ones. This is most noticeable in 1995 at the full professor rank where only 1.7 percent of the reported faculty are women in

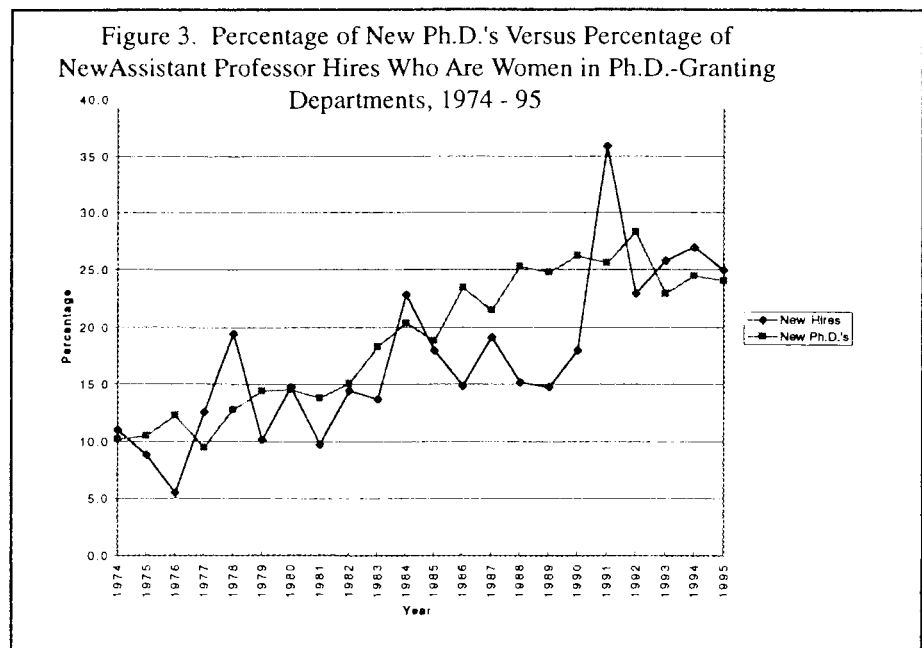
private institutions, while 5.8 percent of the full professors are women in public institutions.

Figure 3 looks at the advancement of women through the ranks. Figure 3 compares new Ph.D.'s to new assistant professor hires. The number of new Ph.D.'s who are women has been relatively constant, averaged 24.7 percent for the last 10 years. [2] The percentage of new assistant professors hired into Ph.D.-granting departments over the last ten years has been increasing and averaged 21.2 percent.

Figure 4 looks at the next point of the career progression, comparing the percentage of newly hired or promoted associate professors to the percentage of women among the stock of assistant professors. In 1995, the percentage of newly hired or promoted associates was well below the percentage of female assistant professors. Over the last ten years, the females share of new hires or promotions at the associate level has averaged 13.4 and the percentage of

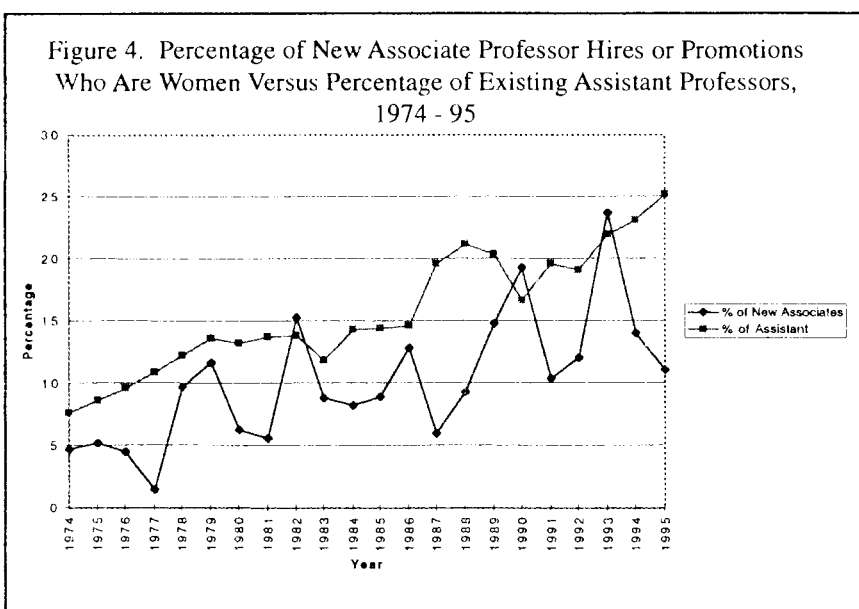


assistant professors who are women has averaged 20.2 percent. Figure 5 presents a similar comparison between the percentage of new full professor hires or promotions with the pool of associate professors who are female. In 1995 the percentage of new full professor hires or promotions was 7.5 percent female and that of the pool of associate professors was 9.3 percent.



The data presented in Figures 3-5 suggest that there is a gap between the rate at which women are being hired and promoted and their share in the rank below. Efforts to stimulate the progress of women through the ranks of the profession have not been as effective as expected.

Information on the status of women graduate students in economics. The availability of women to the economics profession depends on the pipeline of women being trained in economics. Table 2 reports information on women in graduate programs in economics, taken from the CSWEP 1995 questionnaire. For the academic year 1995-96 about 30 percent of the first year class are female. Nearly 28 percent of those who are ABD were female. Yet only 23 percent of those



receiving a Ph.D. in economics are female in the 94 Ph.D.-granting departments reporting. [3] The representation of women at the top 20 departments is very similar to that for all graduate departments. Approximately 26 percent of the entering class are women, 27 percent of the ABD's are women and 22 percent of the Ph.D.'s are women. While the percentage of new Ph.D.'s who are women has improved since the incep-

tion of CSWEP in 1972, the percentage of new Ph.D.'s in economics is relatively low when compared to the 22 fields reported by the National Science Foundation in 1995. Fifteen of the fields have a noticeably higher percentage of women receiving Ph.D.'s and one field Business and Management about the same - 28.4 percent. The fields of Physics and Astronomy, Computer Science, and Engineering are noticeably lower. The other three fields of Earth, Atmospheric, and Marine Sciences, Mathematics, Agricultural Sciences, are slightly lower.

Table 2
Share of Women Among Ph.D. Students At Different Points of Academic Progress, 1995-1996 School Year

<u>Points of Academic Progress</u>	<u>All Ph.D.-Granting Departments</u>	<u>Top 20 Departments Only</u>
First Year Students	30.5	26.1
ABD Students	27.8	26.6
Ph.D.'s Granted in 1994-95	23.2	21.8

Source: Data collected by CSWEP, 94 of 114 Ph.D.-granting schools reporting in column 2 and 19 out of 20 reporting in column 3.

Table 3 shows how women fared in the job market in 1995 relative to men. With approximately 23 percent of the Ph.D.'s going to women, 26 percent of the academic jobs at Ph.D.-granting departments went to women and 35 percent of the jobs at non-Ph.D.-granting departments went to women. At the top 20 schools, women received 22 percent of the degrees and 19 percent of the jobs at Ph.D.-granting departments. These women received a disproportionate share of the jobs at non-Ph.D.-granting departments, 57 percent. These data suggest that women from the top schools are going to smaller private or state institutions rather than continuing their careers at Ph.D.-granting departments.

THE COMMITTEE'S ACTIVITIES

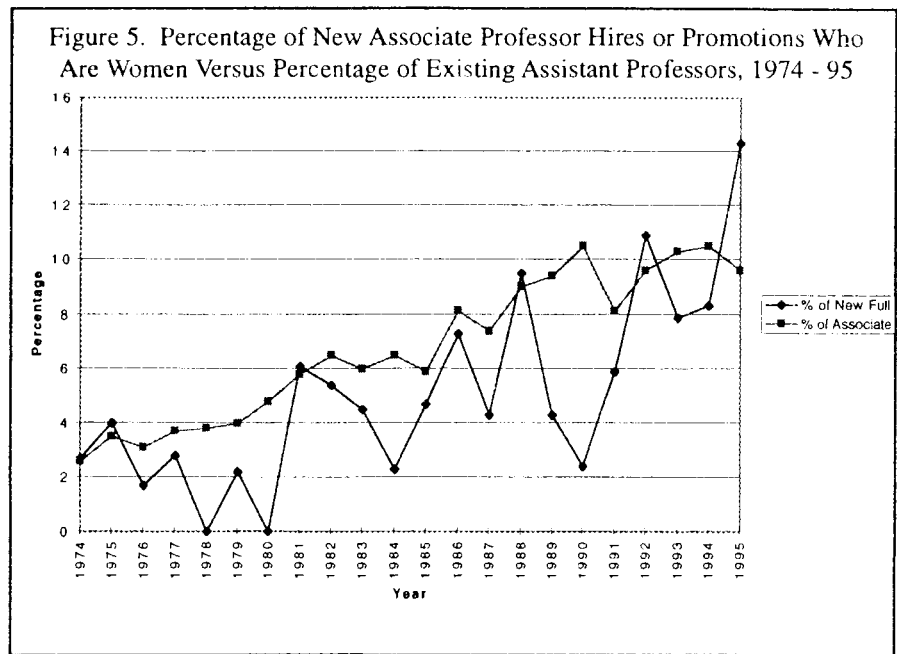
CSWEP is involved in a wide range of activities to help bring women into the profession and to increase the rates at which women are promoted at various stages of their careers. As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP organized six sessions for the January 1997 ASSA meetings, three on gender-related topics and three on public finance. CSWEP also holds a business meeting at the annual meetings to report to its associates about its activities and to hear from the AEA membership suggestions for future activities. To support junior women meeting senior women, a hospitality suite is staffed by members of the committee.

Table 3
Share of Women Placed in Job By Type of Job, Among Students on the Job Market, Winter and Spring 1995

<u>Type of Job</u>	<u>All Ph.D.-Granting Departments</u>	<u>Top 20 Departments Only</u>
US Ph.D.-Granting Departments	25.9	19.4
US Other Academic Departments	34.7	57.1
US Public Sector	28.7	20.4
US Private Sector	20.5	23.5
Non-US Academic Job	19.7	15.2
Non-US Non Academic	11.9	11.8
No Job Found	15.6	11.8

Source: Data collected by CSWEP, 94 of 114 Ph.D.-granting schools reporting in column 2 and 19 out of 20 reporting in column 3.

To assist women in the profession who cannot make it to national meetings, CSWEP organizes sessions at the Eastern, Southern, Mid-West, and Western Economic Association meetings. As at the national meetings there is one session on gender-related research and one on a non-gender-related field. CSWEP is increasing its efforts to broaden the base of its organization by encouraging the formation of regional



CSWEP committees to attend to the work of the region associations. The committee is discussing ways to set up CSWEP representatives in small state and private schools to increase its ability to be responsive to the needs and concerns of all women in the profession.

One of CSWEP's most important activities is the publication of the CSWEP Newsletter three times a year. Each issue contains "How To" articles to help inform its readers about grant-writing, the tenure process, balancing family and job, among other topics. The "How To" articles have been so popular that last year CSWEP published its second Special Reprint Issue which contained a selection of the most informative articles from the past six years. No doubt the interest in the Special Reprint Issue is a tribute to how timely and relevant these articles are. The newsletter contains biographical sketches of current committee members to illustrate that there is more than one way to be an economist. The newsletter also contains historical sketches of women economists to showcase the contributions of women to the field of economics. Since the newsletter comes out three times a year, timely calls for papers and announcements are also provided.

CSWEP has maintained its recently organized network of representatives in the Ph.D.-granting schools. These representatives help the Committee monitor the progress of women at these schools and collect the information upon which elements of this report are based.

CSWEP established a WEB site this year. The site contains information on the mission of CSWEP, a list of committee members, a select list of associates by state and field, information on how to join, and connections to other web sites of interest to economists. The announcement section keeps interested AEA members informed of upcoming CSWEP activities.

The Committee would like to thank several people who have made major contributions to its effort. Joan Haworth, the Membership Secretary, and her staff maintain the Roster, send out annual membership reminders, and create customized listing for potential employers.

Four members left the Committee at the end of 1996: Kathy Anderson (Vanderbilt University) who served as the Southern Economic Association representative and who did an excellent job reestablishing its regional base, Ronald Ehrenberg (Cornell University) who ended his tour of duty with an excellent report on policies to make universities more female-friendly, and Joni Hersch (University of Wyoming) who shepherded the vast Western region and provided encouragement on several initiatives. And finally, Nancy Marion who helped me co-edit the most recent edition of the newsletter. Since it was my first her help and diligence was invaluable.

Finally, CSWEP thanks Helen Goldblatt and Yolanda Wales, Rebecca Blank's staff at Northwestern University, who provided administrative support for the first half of 1996 and who made the transfer of the records to Denison University smooth and efficient. CSWEP would also like to thank Rebecca Blank for her efforts to keep CSWEP on task. Under her guidance, the CSWEP representative network was established and child care was provided for the first time at ASSA meetings. CSWEP also thanks Sally Scheiderer for her help in establishing the new administrative headquarters of CSWEP at Denison University. Her commitment to the effort has made the transition enjoyable and possible. CSWEP thanks the Department of Economics and Denison University for their support and for providing the necessary resources to give CSWEP a new home for the next three years. Finally, CSWEP thanks Mary Winer and her staff at the AEA offices for their patience in answering the hundreds of questions that were asked and for making the financial transition easy.

Respectfully submitted,

Robin L. Bartlett
Chair

Notes

1. CSWEP's sample contains only US economics departments, while that of the AEA UAQ includes a few non-US economics departments.
2. A consistent series on the share of women Ph.D.'s in economics is obtained from the National Science Foundation's Annual Survey of Earned Doctorates.
3. The National Science Foundation reports that 24.1 percent of the doctorates granted in economics in 1995 went to women, slightly more than CSWEP identifies. Information on one of the top 20 schools, however, is missing from the CSWEP data.

Check this NSF website: <http://www.nsf.gov/sbe/sber/econprog.htm> to see what grant possibilities exist particularly for women

Enhancing the Attractiveness of Research to Female Faculty

Ronald G. Ehrenberg
Cornell University¹

I. Introduction

CSWEP has long been concerned about the underrepresentation of women in faculty positions at major research universities. I have been charged by the committee with enumerating a set of policies that might enhance the attractiveness of research universities to female faculty. After presenting some data that suggest the magnitude of the underrepresentation problem, I do so below. In each case, I sketch the pros and cons of the policy. Although the focus is on increasing the attractiveness of research universities to female faculty, many of the policies would increase the attractiveness of academic careers per se to new female Ph.D.s if implemented in academia more broadly.

The CSWEP Board's plan is to distribute a revised version of this document to all CSWEP representatives and chairs of economics departments, as well as to present it to the AEA Executive Committee. Before doing so, however, the Board would like to hear any reactions that you have to these proposals, as well as your views as to other policies that you believe would be desirable. Reactions should be directed to the Chair of the Committee - Professor Robin Bartlett, Department of Economics, Denison University, Granville, OH 43023 (bartlett@denison.edu).

II. The Data

Table I presents data on the proportion of female faculty nationwide, by rank and institutional category in 1995-96. These data come from the annual AAUP institutional survey and span all disciplines. They show quite clearly that at each rank, the proportion of faculty that is female is higher at the general baccalaureate (undergraduate) institutions than it is at the comprehensive (masters level) institutions, which in turn is higher than it is at the doctoral level institutions. Furthermore, at each type of institution, the proportion of faculty that is female progressively declines as one moves from the assistant professor to associate professor to full professor level.

The latter result is partially attributable to the changing demographic distribution of new doctorates. As Table 2 indicates, the proportion of new Ph.D.'s that is female has steadily increased over the last 20 years. However, data collected by CSWEP for doctoral level economics departments over a recent five year period suggests that this is not the only explanation.

In particular, the CSWEP data suggest that the proportion of assistant professors promoted to associate professor is lower for females than it is for males at Ph.D.-granting departments. Similarly, the proportion of associate professors promoted to full professors is lower for females than it is for males at these institutions. Since, the proportion of newly hired assistant professors that is female at these institutions is slightly lower than the

employment because of the focus on faculty spouses and other partners. Unless these people become equally productive, the quality of administrative and support services provided by the university would be lower.

D) Scheduling Issues

Departments might be encouraged to schedule courses and meetings in ways that facilitate faculty parents meeting their child care responsibilities. If faculty meetings are scheduled on weekends, late afternoon, or evenings, departments might consider paying for child care expenses for those meetings.

Some faculty with spouses and partners find themselves in long distance commuting relationships. Consideration might be given to allowing these faculty increased flexibility in scheduling. For example, they might be allowed to cluster their teaching during a few days each week, or for those on quarter systems, during two rather than three quarters.

Objections to such policies may come from colleagues who are asked to teach at times that they consider less desirable. Paying for child care expenses also has cost implications.

E) Professional Expenses

Some departments reimburse faculty for expenses associated with attending professional meetings. To encourage female faculty with young children to attend meetings, these departments might also include potential funding for child care expenses in their allocations. The only real issue here is costs.

F) Compensating Workload

The relative small number of female faculty are often asked to accept disproportionately high student advising and committee assignments. Since these activities are rarely rewarded in tenure decisions, one might contemplate reducing their other workloads. For example, if a female faculty member advises many more students than other faculty do, she might occasionally be given a compensating course reduction if she does an outstanding advising job.

Critics of such proposals argue that this will place women in the position of concentrating their effort in an aspect of their job that is not readily rewarded at tenure time. This may be a true concern and that is why it is important that extra advising and committee work not be accomplished at the expense of research performance.

IV. Concluding Remarks

Not all of the policies discussed above are of equal importance. For example, colleagues on the CSWEP Board strongly feel that parental leave, longer tenure clocks, on-campus child care and compensating workloads are the major issues that should be discussed.

Different people may have different views so one should view the list of policies as a menu that should be discussed on each campus. However, if institutions want to make progress in attracting and retaining more female faculty, even marginal policy changes may make a difference.

CSWEP Board members and Cornell colleagues have also stressed to me that the availability of a written statement by each university spelling out what its policies are with respect to these issues may well be the single most important policy it can implement. In the absence of such a document, it is often difficult for female faculty to know whether a policy exists in an area and, if so, what the policy is. Written statements help female faculty from having to individually incur search and information costs and go through individual negotiations with chairs - who often don't know the policies either. Indeed, in my administrative role at Cornell, I have several times seen how the absence of written policies has contributed to different treatment of different women and led to considerable acrimony at tenure decision time.

Finally, several female colleagues have stressed to me that the key issue is not looking for ways for female faculty to do less work than their male counterparts, but rather for ways for the university to recognize family-related concerns. Indeed, some have even gone so far as to suggest that it is a responsibility of faculty in academic jobs not to abuse flexibility in their work schedules. Perhaps, it may turn out that the establishment of policies to increase the attractiveness of research universities to women, rather than female faculty actually making substantial use of these policies, will be the thing that increases the desires of female Ph.D.'s to come to and stay at these institutions.

Table 1. Proportion of Female Faculty, by Rank and Institutional Category in 1995-96: All Disciplines

Academic Rank/ Institutional Category	Doctoral Level	Comprehensive (Masters')	General Baccalaureate
Professors	.13	.19	.20
Associate Professors	.28	.33	.37
Assistant Professors	.42	.47	.48

Source: Author's calculations from Daniel Hamermesh, "The Annual Report on the Economic Status of the Profession: 1995-96", *Academe* 82

(March/April 1996): Table 12

Table 2. Share of New Doctorates Awarded By US Universities to Women

Year	Total	Physical Sciences	Engineering	Life Sciences	Social Sciences	Humanities	Education	Professional Other
1973	.180	.072	.014	.181	.210	.286	.246	.127
1978	.270	.105	.022	.230	.308	.377	.397	.205
1983	.338	.139	.045	.310	.395	.437	.504	.294
1988	.352	.166	.068	.368	.450	.443	.552	.320
1994	.385	.203	.109	.416	.494	.477	.609	.371

Source: National Research Council: Summary Report: Doctorate Recipients from United States Universities. Washington, DC: National Academy Press. 1989 (Table E) and 1995 (Table 1A)

Endnotes

1. Vice President for Academic Programs, Planning and Budgeting and Irving M. Ives Professor of Industrial and Labor Relations and Economics at Cornell University. I am greatly indebted to my colleagues on the CSWEP Board and to numerous female faculty at Cornell University for their comments on earlier drafts.
2. See Rebecca Blank, "Committee on the Status of Women in the Economics Profession 1995 Annual Report," American Economic Association Papers and Proceedings 86 (May 1986): 502-507. During the 1990-94 period the share of newly hired or promoted associate professors that were women averaged 4.2 percentage points below women's representation at the assistant professor level in these institutions. Similarly, the share of new full-professor hires or promotions was 2.7 percentage points below the share of female associate professors.
3. See Debra Barbazet, "The Market for New Ph.D. Economists," Journal of Economic Education 24 (Summer 1992): 262-276.
4. See Shulamit Kahn, "Women in the Economics Profession," Journal of Economic Perspectives 9 (Fall 1995): 193-205 and the references cited therein.
5. On a personal note, when my son was struck by a malignant brain tumor in 1990-91, I spent nine months with him in a hospital 50 miles from Cornell as he underwent in-patient and out-patient treatment. A young assistant professor placed in the same situation I was would have found the situation even more stressful than I did.
6. This was the reaction of the majority of the Stanford faculty when then President Donald Kennedy proposed such a plan to them several years ago.
7. Such a program has been developed at the University of Wisconsin for female faculty by Barbara Wolfe.

WORLD WID FELLOWSHIP PROGRAM

WorldWID provides a unique opportunity for US citizens who are technical experts in a wide range of fields related to the USAID's (United States Agency for International Development's) strategic concerns with (1) democracy, governance, legal, and human rights; (2) economic growth; (3) girl's primary education; (4) environment; (5) health, population and nutrition to increase their understanding of Women in Development (WID) issues and gender analysis and to apply this knowledge to the performance of WID-related tasks in a USAID office or field mission overseas. Normal appointment is for 12 months although shorter appointments will be considered. Fellowship includes a monthly stipend of \$2500, domestic and international travel, as well as some support for overseas living expenses. Fellows must demonstrate strong institutional support and a position to return to after completion of the Fellowship. Minority participation is actively encouraged. Deadlines are March 1, 1997 and March 1, 1998. Contact: WorldWID, Office of International Studies and Programs, PO Box 113225, University of Florida, Gainesville, FL 32611; Tel: (352) 392-7074; Fax: (352) 392-8379; E-mail: Wrldwid@nervm.nerdc.ufl.edu.

Confessions of a Late Starter

Marianne A. Ferber

University of Illinois at Urbana-Champaign

It is not clear what I can say, looking back from this advanced stage of my career (some might say the end, but I am not quite ready to concede that), that might be relevant to young academics who face a very different set of problems and opportunities than did women of my generation. This all the more true because my own career was rather peculiar, even for those days. It began with my hurriedly leaving Czechoslovakia in 1938, three years short of graduating from high school, but after working for two years being admitted to McMaster University. There, I received a good education, except that no one told me that mathematics might be useful for an economics major. Nonetheless, I received a scholarship to the University of Chicago, completed my coursework and prelims in two years, and was fortunate to meet a number of other students who have remained lifelong friends; among them was Bob Ferber, my husband for 35 years.

There were, however, problems as well. The faculty showed little interest in my professional progress, and members of my dissertation committee offered no advice or encouragement during the subsequent years. As a result, I took eight years to turn out a second rate dissertation and, even more seriously, I lost confidence in my ability to do research. There was undoubtedly prejudice against women students in the all male department. One professor, after congratulating me on receiving a rather handsome fellowship for my second year, told me that he voted against it because "there is no point wasting resources on a woman who will only get married and have babies." It does not seem far-fetched to conclude that such a man would have felt the same way about spending his valuable time advising a woman student. Another professor wrote a recommendation for me and noted that I was the best "woman student" he had ever had. The department head told me about it, presumably because he thought I would be pleased. On the other hand, they did give me the fellowship, and when asked, the professor gave me a recommendation he probably considered favorable. That suggests the lack of contact with faculty outside the classroom was at least in part my fault.

As a student, I worked hard and participated in class discussions, which helped to earn good grades and the fellowship; but I wasted the opportunities I had. I never spoke to a professor after class or sought an appointment. It is unlikely that would have been rebuffed in all instances had I done so. Further, I failed to appeal the decision of the department to assign three people to my dissertation committee with whom I had never had any contact, and failed to assign the man I had requested as chair. Similarly, when after obtaining my Ph.D. I was offered a job as a part-time lecturer at the University of Illinois, I gratefully settled for that.

Happily, this is not the end of the story. In the late 1960's, I became interested in investigating the status of women on the faculty of my campus. By then my always meager quantitative skills had become utterly obsolete, but I looked for and found a colleague who could do the requisite statistical work. She was highly competent, and an altogether agreeable collaborator.

That proved to be the turning point. Together, Jane Loeb and I produced one of the first studies to use multiple regression to analyze the Academic Women on the Move (1973), the first of a series of joint publications.

Thus I learned that working with others can be both fruitful and enjoyable. I also found that just as lack of encouragement destroys self-confidence, so success can begin to restore it. I continued to work on an increasingly broader range of subjects concerning the place of women and men in the economy and in the family, most often with collaborators who have ranged from bright, enthusiastic undergraduates and capable research assistants, to well established colleagues, including most notably Joan Huber, Francine Blau, and recently Julie Nelson, who is largely responsible for my involvement in feminist economics. By the time of my official retirement I was a full professor, had spent some rewarding years as Director of Women's Studies, and went on to spend two very enjoyable years as the Horner Visiting Professor at the newly founded Radcliffe Public Policy Institute.

Obviously, an earlier start on the career I have enjoyed so much ever since would have been far preferable. It is my hope that telling my story will encourage your academics to seek supportive mentors in graduate school, and to go on directly from there to develop a personally and professionally rewarding research program. I further hope that those young women, and young men as well, who have interrupted their careers will not take as long as I did to get back on track, and will accomplish a great deal more than I have. But my advice for those who have failed to get a timely start is best summed up by my motto: better late than never.

ADDITION: BETTER LATE THAN NEVER

Please note that several affiliations were overlooked in the Fall Newsletter. We apologize to:

Catherine Mann, author of "Women in International Economics: Research Scholarship and Policy Debate" is at the Division of International Finance, Board of Governors of the Federal Reserve System.

Michael Salemi, author of "Active Learning in the Economics Classroom," Department of Economics, University of North Carolina.

Betty Daniel, author of "Taking Little Ones on Sabbatical" is in the Department of Economics at SUNY-Albany.

Life as a Newspaper Reporter
Sylvia Nasar, Economics Reporter
New York Times

Economics journalism, like all journalism, is about great stories. Finding them. Reporting them. Writing them. Having people react to them. That's what makes being a reporter fun, satisfying and worthwhile.

I became an economics journalist partly by accident. It was during the 1982 recession. I was a 35 year old single mother with two small daughters. I hadn't managed to finish my Ph.D. in economics. I had a dreary, low-paying job in a grimy building on New York's 42nd Street. And I was about to lose even that job.

Out of the blue, I got the biggest break of my life. A Fortune writer, a former academic, encouraged me to apply for a job on the magazine's economic forecast column. Since I'd never written a single story for any publication, I had to submit a writing sample. I wrote an essay about the U.S. machine tool industry, of all things. Thanks to heavy editing by my future husband, a highly verbal contractor-turned-economist, the essay turned out to be contrarian, smart and fun to read. So, on the day that my firing at Control Data was to take effect, I reported for work at the Time & Life Building.

Later on, I realized that becoming a journalist wasn't entirely an accident. I had majored in literature at Antioch. I had a German grandmother and an Uzbek father who were born storytellers. I had worked for two great economists, Fritz Machlup and Wassily Leontief. And, while I'd had a pretty inglorious graduate school career, I was curious about ideas, suspicious of conventional wisdom and convinced that I could do as well, or better, than most of the people who were already writing about the economy.

In any case, I threw myself into my Fortune job. I spent countless hours researching every column, working nights and weekends, rewriting each draft a dozen times, and trying to learn all the economics I was too scared to learn in graduate school. I cried many, many tears. But I learned fast and I loved it.

Slowly, I learned to ignore my embarrassment at my own ignorance and pick up the phone, call strangers and ask them for help. My first real feature story, what Fortune people called a middle-of-the-book story and not just a column, was about new trade theory and this young hotshot at M.I.T., Paul Krugman. That was the first time I beat the New York Times which ran a follow-up story that wasn't a tenth as good as my piece. That story and more like it, eventually got me off the column and I was soon became a regular Fortune feature writer.

In the 1980's, Fortune was no longer the great magazine it has been in the 30's, 40's and 50's, but it was still a superb training ground for a business writer. The magazine had wonderful editors who lavished inordinate amounts of loving attention on every line of copy, really gifted and giving people. It had its very own, extremely wise chief economist, Todd May, who ran a forecasting shop as professional as any on Wall Street. Still, unlike today, Fortune held itself aloof from the hurly burly of mainstream, mass journalism. And I desperately wanted to compete head to head with these great bylines I read every day. But by then, with a third child,

a big Victorian in the suburbs and no experience outside of the Fortune “country club” -- as one particularly arrogant Wall Street Journal editor put it -- I didn’t have a prayer of going to a newspaper.

Then Mort Zuckerman and the editors of U.S. News and World Report, which has this great entrepreneurial spirit, gave me another big break. When I asked them to let me take over a weekly economics column, their attitude was “Why not? Show us what you can do.” After a year, 52 columns and another incredibly intense learning experience, I decided once again to knock on doors of a couple of newspapers. This time, Fred Andrews, the tough, brilliant editor of the New York Times business section who had refused to hire me 5 years earlier, decided he would try me out.

To say that the first couple of years were pretty awful at first would be a massive understatement. Going to the Times is a little like a new Ph.D. arriving someplace like Harvard or M.I.T. as an assistant professor. Getting through the front door is the least of it. My first reaction, green and easily intimidated as I was, was to get very defensive. I died a thousand deaths whenever somebody at the New York Observer or some editor on the North Wall, where Max Frankel, Joe Lelyveld and the other senior editors sat, made a nasty crack about one of my stories. I resisted the place like crazy. Part of that was good, because my stories had a distinctive sound to them and got noticed right away. But my bunker mentality also held me back because I had so much to learn. It took a couple of years and the stubborn support of several friends in the newsroom before my editors finally decided I wasn’t so bad and I finally decided I could trust their instincts as well as my own.

Life as a New York Times reporter -- and I’d guess it’d be pretty much same at most big papers -- is both exalted and grungy. You get to pursue your own ideas for stories. You can call Alan Greenspan or Paul Samuelson or Jack Welch and ask them anything you want to know. When you get on the commuter train, people all around you are reading what you wrote. And you work with some of the most talented journalists in the world.

At the same time, the newsroom is crowded, loud and dirty. Your salary, though decent, is hardly lavish and, calculated hourly, is probably depressingly close to the minimum wage. It takes a lot of stamina. Nobody cares what you did yesterday. They just want to know what you’re going to do today. For anybody like me who’s both thin-skinned and competitive, it can be pretty painful.

The long hours, the anxiety, and the total concentration take a toll on your family. I don’t think I ever had a front page story that wasn’t preceded by a sleepless night. For a long time, I felt that the NYTimes was no place for a woman with three children. I never agonized over whether I should be there or not, but I did agonize endlessly over my marriage, my kids and my personal life. While I was trying to survive at the Times, Darryl was struggling to get tenure at Fordham. We never had enough help at home, never felt we were excelling the way we wanted to, always worried about the effect on our children. It was pretty awful at times. We did, however, manage to have a lot of fun. At the end of the day, we were less focused on the cost of what we were doing than on the emotional and intellectual benefits we got from pouring our hearts into work we truly loved. My teenage daughters -- one is already in college, the other will go this fall -- got less support from us than they deserved, but we still managed to

stay close and both of them have also been inspired to seek the same pleasures from work, and the friendships this kind of work brings, that my husband and I found.

A lot of people have asked me about sexism at the Times. It's a macho culture, there's no doubt about that, and the boy's network definitely plays a role in hiring and beat assignments. Beyond that, I'd say that the fact that it's also a very entrepreneurial culture, one that celebrates individuality, was extremely helpful to me as a reporter. I always felt I was fairly compensated. More important, I felt I got a lot of rope and support from individual editors and fellow reporters, men as well as women, especially as time went by.

What I started to say is that a reporter's happiness or unhappiness is strictly a function of the stories she manages to get into the paper. A string of good ones...heaven. A dry spell...hell. Of all the stories I've written at the Times, three made the biggest difference to me.

One was a front page story that ran during the 1992 presidential campaign. The story, about the super-rich and growing income inequality, grew out of a conversation with Paul Krugman who had been talking to a number of journalists about some back-of-the-envelope calculations on income shares. Like most economics stories that people respond to, the story was just lying there in plain view waiting for somebody to jump on it. I did and my story really struck a nerve. Bill Clinton waved it around during the NY primary, the Wall Street Journal had hysterics for nearly a year and suddenly the volume of the national debate on inequality had been turned up a little.

The second story that made a big difference to my career as a reporter grew out of a 2 a.m. newsroom conversation with another woman on the paper. I was a numbers person, and idea person, not a people writer. But I had this intuition about a Wall Street economist who had been fired that day under somewhat mysterious circumstances. Anyway, Alison insisted that I pursue the story and promised to join forces with me. Working with a top-notch reporter is an eye-opening experience. Anyway, three or four weeks later, after many all-nighters, endless strategy sessions and one amazing interview with the story's protagonist, Alison and I had a Sunday business cover about a brilliant and likable Wall Street supply sider who had just designed N.J. Gov. Christine Whitman's tax cuts -- but was also secretly struggling with cocaine addiction. That story helped transform me from a cerebral, detached analyst and explicator of ideas into a daily newspaper journalist.

The story closest to my heart, and one that I'm still working on, was handed to me by a couple of Princeton economic professors, Gene Grossman and Avinash Dixit. They told me about a mathematician who lived in the Princeton whose brilliant career had been cut short in the late 1950's by mental illness but who might one day win a Nobel prize. A year later, when John Forbes Nash Jr. shared the prize for his contributions to game theory, I wrote a 4,000 word story for Sunday Business about the life and achievements of this remarkable man. As a result, I'm now on leave at the Institute for Advanced Study, writing a book about Nash, game theory and the Fifties' mathematical scene. When I first met the editor who eventually acquired the book, she asked me, "Do you know how lucky you are to encounter a story like this one?" Of course I do.

I still sometimes think about the unhappy young man who struggled through a couple of years

of graduate school at New York University in the mid-1970's, thinking throughout that economics was just one of life's detours, a failure best forgotten and left behind. I don't know if it would have made a difference if an older woman had said to be back then, "Hey, I know what it's like, but look at what you could do with this, look at the possibilities..." But it's that young woman, or one like her, who I was thinking about when I sat down to write this essay.

Notable Woman Economist Dies

Eleanor L. Dulles, an economic specialist for the Department of State, died in November at the age of 101, according to The Associated Press. Mrs. Dulles was sometimes called "The Mother of Berlin" for her efforts to revitalize the economy and culture of that capital as it recovered from World War II.

Mrs. Dulles was born in Watertown, NY. She graduated from Bryn Mawr College with a major in social sciences, worked in reconstruction projects in France after World War I, then returned to Bryn Mawr to earn a master's degree in labor and industrial economics. She studied at the London School of Economics, investigating industrial methods in 75 British firms and received a masters degree from Radcliffe College and a doctorate in economics from Harvard.

In the 1930's, Mrs. Dulles studied and taught economics and finance in Paris, Geneva, Basel, Boston, the Wharton School of the University of Pennsylvania, and Bryn Mawr. She wrote more than a dozen books.

In 1936, Mrs. Dulles became the director of financial research for the Social Security Board. In 1942, she moved to the Department of State, and became a prominent member of the American delegation. She went to Vienna as the State Department's financial representative. Later, she served as special assistant to the director of the State Department's office of German affairs. Beginning in 1959, Mrs. Dulles was assigned to study foreign aid programs and traveled to over 60 countries for the State Department's office of intelligence and research. She left the State Department in 1962.

Mrs. Dulles memoirs, "Eleanor Lansing Dulles: Chances of a Lifetime," were published in 1980.

NEWS AND NOTES

Julie Ann Elstan has accepted a position as Visiting Professor at California Institute of Technology, on leave from the Berlin Institute for Economic Studies.

Mary Eschelbach Gregson, Assistant Professor of Economics at Knox College, was recently awarded a 2-year grant from the Economics Program of the National Science Foundation. Gregson will collect data on the development of the service sector in the late nineteenth century. The project is entitled "Middlemen in Towns and Small Cities of the Midwest."

Caroline P. Clotfelter, now retired Professor of Economics from Mercer University, has published [On the Third Hand: Humor in the Dismal Science, An Anthology](#). (University of Michigan Press) This anthology offers over a hundred selections of economic humor in the form of essays, fables, cartoons and parodies.

How to Write an Abstract
Kenneth A. Small
University of California - Irvine

The instructor of my freshman physics laboratory hammered on one point: the abstract is the most important part of a lab report. The same is true in any discipline, and applies equally to a journal article, a proposal, or a report to a granting agency. Your abstract will be read by ten or twenty times as many people as will any other words in the article. So if you want to make a positive impression, or just convey information, here's where to really pay attention to writing!

The purpose is not to tell the reader you did something; it's to tell her *what* you did in the simplest, most informative way possible. Too many abstracts begin: "This article investigates the determinants of drug use." With just a few more words you can tell the reader what you are actually doing: "I use a model of rational addiction to show how institutions and tastes affect drug consumption." Similarly for the concluding sentence. Instead of: "The results show that choice among drugs depends on the institutional framework and taste parameters," how about: "The results show that the substitution of designer drugs for marijuana increases with media coverage of drug issues and with the propensity to schizophrenia."

Should you hold back your punch line to increase suspense? It's tempting, but an economics article is not a Sherlock Holmes story. Readers are too busy to appreciate the excitement of your little mystery tale; they want quick information. If it suits them, they will read on for the details, appreciating that you've already made it easier for them by explaining where you're headed.

Should you display your copious bibliographic knowledge in the abstract? Not necessary; it's easy to flip to your bibliography. If your article is specifically an advance on one or two published works, it's fine to cite those.

The introduction and conclusion are the next most likely parts of your document to be read. Think of these sections as extensions of the abstract, carefully coordinated to entice the reader further and further into the details of your work. They can do this by amplifying the core intuition in a slightly more leisurely manner - but not if your abstract was just a verbatim repeat of parts of these sections. (And not if the conclusion merely states that all depends on λ and the coefficient of EGGSBRAK, the definitions of which are hopelessly buried in sections 4.1 and 6.2.3(a) - but that's another essay.)

Abstracts for submission to meetings serve a somewhat different purpose, because the reader doesn't expect the results to be all worked out. Here it's more important to focus on the significance of the idea and how you will improve on existing knowledge. So a few citations are warranted, enough to identify the literature to which you are contributing and to explain how your approach differs from others. If you have a great new data set, say how it is compiled. If you can, explain what conclusions may emerge and what implications they would have.

I often write or revise abstracts last. The ideal time for me is after working through the entire article or proposal. Not immediately after, when I'm tired and may be tempted to dash off something quick; but just long enough for it all to percolate and brew up a clear vision of what I've accomplished. If such vision appears, I just do my best - or possibly decide the article really lacks coherence and needs yet another thorough overhaul! If the vision does appear, I try to capture a good snapshot for the harried potential reader, hoping at least one of us will benefit.

Frances Perkins, Madam Secretary
Deborah Anderson
Graduate Student, Cornell University
and
Francine Blau
Francis Perkins Professor of Industrial and Labor Relations at the
School of Industrial and Labor Relations
Cornell University

Born in 1880, almost forty years before women's suffrage, Frances Perkins is a towering figure in the history of American labor. As Secretary of Labor throughout Franklin D. Roosevelt's administration, she was the first woman to serve in a President's Cabinet. Perkins was the driving force behind the passage of the social welfare legislation of the New Deal, including Social Security and unemployment insurance, which built the system of worker protection in place today.

Frances Perkins was the daughter of a prosperous shopkeeper and grew up in Worcester, Massachusetts. She graduated from Mount Holyoke College in 1902 with a major in chemistry and minors in physics and biology. Perkins found her way to labor issues and thence to economic policy-making through social work. She began her career as a teacher, spending her free time in the famous Chicago settlement houses, Hull House and Chicago Commons. In 1907, she dedicated herself to the full-time practice of social work and moved to Philadelphia to investigate alleged unfair treatment of young immigrant and black women. After relocating to New York City, she received her master's degree in political science from Columbia University in 1910, and was hired as executive secretary of the New York State Consumers' League, examining the conditions under which industrial workers labored.

On March 25, 1911, Perkins witnessed the infamous Triangle Shirtwaist Company fire. Factory workers were trapped behind doors that were locked to keep them in and union organizers out. Perkins later wrote, "It was the most horrible sight....People were hanging out of the windows by their hands....One by one, the people would fall off....People who had their clothes afire would jump." In the end, 146 workers, mostly women and girls, died. Perkins regarded this scene as a "...never-to-be-forgotten reminder of why I had to spend my life fighting conditions that could permit such a tragedy" (Coleman 1993, p.25).

At a time when college women generally chose between family and career, Perkins successfully combined both, although the circumstances were unusual. In 1913, she married economist Paul Wilson and kept her own name. After her daughter's birth in 1916, she was active in various volunteer activities. In 1918, Wilson was struck by mental illness and spent the rest of his life in and out of institutions; he never worked again. Perkins was left with nearly sole responsibility for supporting the family. We cannot know the shape her career would have taken had this tragedy not occurred, but it is doubtful that she would have abandoned her social activism.

Perkins went on to serve in important labor posts under New York State Governors Al Smith and Franklin D. Roosevelt. When Roosevelt was elected President in 1932, he asked Perkins to be Secretary of Labor. She accepted, but only under the condition that he support a host of reforms:

minimum wages and maximum hours; unemployment, old age, and health insurance; a federal employment service; and the end of child labor. She later explained that "The overwhelming argument and thought which made me do it ... was the realization that the door might not be opened to a woman again for a long, long time, and that I had a kind of duty to other women to walk in and sit down on the chair that was offered, and so establish the right of others long hence and far-distant in geography to sit in the high seat," (Coleman 1993, p. 60).

During the first 100 days of the Roosevelt administration, Madam Secretary (as she was known) accomplished many goals. She was instrumental in starting such social programs as the Civilian Conservation Corps, which created 2 million public jobs improving national parks and forests, and the Federal Emergency Relief Administration, which spent 4 billion dollars for needy people. She revamped the Bureau of Labor Statistics' data collection processes and established the U.S. Employment Service which helped 19 million people find jobs during its first four years. In 1934, Perkins founded the Division of Labor Standards which coordinated with states regarding job health and safety issues (a precursor to the Occupational Safety and Health Administration). She fought for legislation to regulate wages and hours and to guarantee employees' right to organize. Her most significant contribution, as chair of the 1935 Committee on Economic Security, was to introduce the ideas for the Social Security Act which created unemployment insurance, social security, and Aid to Dependent Children.

Upon Roosevelt's death in 1945, Perkins resigned after 12 years of service, "the second longest term of *any* Cabinet member in history" (Coleman 1993, p. 2). Although 65 years old, she did not consider retiring. In 1946, she published *The Roosevelt I Knew*, and President Harry Truman appointed her to the Civil Service Commission, a position she held until her husband's death in 1952. Perkins then ended her life of service as she began: teaching. From 1952 to 1954, she lectured at the University of Illinois, and in 1955 she was hired at Cornell University's School of Industrial and Labor Relations where she completed her distinguished career. Frances Perkins died from a stroke on May 14, 1965.

Frances Perkins' legacy lives on in the social programs she began. As noted by former Secretary of Labor W. Willard Wirtz, "Every man and woman in America who works at a living wage, under safe conditions, for reasonable hours, or who is protected by unemployment insurance or Social Security, is Frances Perkins' debtor." (Lawson 1966, p. 153)

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Visit the American Economic Association web site at <http://www.vanderbilt.edu/AEA/>

Biographical Sketches of CSWEP Board Members

Joyce Jacobsen
Wesleyan University

As newsletter coordinator, in the course of updating files, I read the thirty-two biographical sketches that have appeared so far in this series. This was a discouraging exercise, as I discovered my pitiful inexperience compared to the vast majority of present and former CSWEP Board members. Only one spouse. Only two jobs. No colorful prior careers. No interesting detours off the academic track. Nevertheless, I reasoned that there must be some incidents in even so short and uneventful a life that could serve as inspirational and/or cautionary tales for the even more inexperienced..

Lucky break: Early exposure to SAS hurts, but helps. While at Harvard, I worked for Dick Freeman as a research assistant, starting at the tender age of 19. Preparing programs by operating a keypunch was a painful experience. However, from hanging out at the NBER, I had an idea of what research economists did (worked late into the night; only occasionally changed their clothes), preparing me for graduate school and subsequent professional life.

Heartwarming tale: It's OK to follow your heart, so long as the object of desire is upwardly mobile. I went to LSE in part so I could accompany a boyfriend to England. Then I went to Stanford in part so I could see a boyfriend (different one) at the business school.

Cautionary tale: You still need to study. I flunked the micro comp due to spending too much time with such heartwarmers.

Inspirational tale: One detour allowed, but keep your foot on the gas pedal. My first job was at a southern liberal arts college. The choice was lifestyle-driven: Curiosity about the liberal arts environment and the South; burnout from being in high-powered environments for ten years. While friends no doubt thought that was the last they would hear of me professionally, the college proved to be a supportive place, and I maintained professional contacts and worked hard enough to be able to jump to a more research-oriented liberal arts institution once burnout passed.

Risky choice #1: Babies before tenure? It can be done. Twice, in my case.

Risky choice #2: Book or articles? Writing a book worked for me, perhaps because of the novelty effect. It is also satisfying to show your friends and relatives a product of your travails, and solves the Christmas presents problem for one year.

Having only just attained job security, I lack the *gravitas* to offer a sage closing to my biographical sketch that will inspire others to follow in my footsteps. But so far the pursuit of economic knowledge has been an intellectually rewarding choice for me, and I hope to persist in its accretion.

Hali J. Edison
Federal Reserve Board

I stumbled into economics. After a rather disastrous start at the University of California at Santa Barbara, I had the opportunity to travel in Europe. It was the time of the Bretton Woods breakup and I was befuddled by the currency movements — was up or down better for me? Upon returning home, to the surprise of everyone, I announced I was going to study economics.

I started taking econ classes, did well and enjoyed them! My junior year was spent at the University of Bergen, Norway. This program was chosen because there was no language prerequisite. Instead, an intensive Norwegian course was offered during the summer prior to starting. Learning calculus and statistics in a foreign language one only vaguely knew was challenging. For weeks I could not understand what the professors were saying. I persevered and in the end I learned calculus and formed many lifelong friendships.

After finishing my BA at UCSB, I went to the London School of Economics for a masters and a Ph.D. During my first summer I worked on the foreign exchange trading desk of a merchant bank. This experience provided me many useful insights for my Ph.D. dissertation which was on the foreign exchange market — using LSE error-correction econometrics'. I was very lucky as I had two wonderful supervisors: Lord Professor Meghnad Desai (then only Meghnad) and David Hendry. I learned a lot from them and my fellow graduate students.

At the end of 1982, after teaching for a year in Norway, I went to work in the International Finance Division at the Federal Reserve Board. This has been a good match. For the most part I have been able to work in areas consistent with my research interests. I have worked on macroeconomic modeling, forecasting, exchange-rate policy, and emerging market issues. A side benefit has been traveling widely, enabling me to maintain my international connections.

Along the way I married and had two sons. My research output has been noticeably more lumpy after my second child, but I have remained active. I found working full time more difficult with two children; fortunately, the Fed allowed me to be one of the pioneers in telecommuting 1-day a week. Having a supportive husband who shares in the daily burdens and a flexible work environment makes it possible to work full time.

My message to those starting out: it is possible and even enjoyable to have a family and a career in government. One learns quickly how to juggle various responsibilities, but it does help to have an understanding, non-workaholic spouse!

**Summaries Of CSWEP-Organized Sessions
On Gender-Related Topics at the 1997 AEA Meetings**

Time and Resource Allocation in Families

*Joni Hersch
University of Wyoming*

Do households maximize a common utility function, or does it matter who controls the resources? How are time allocation decisions made within a marriage, and does the allocation affect market rewards? The four papers in this session provided both empirical and theoretical evidence on different aspects of these issues. Jennifer Ward-Batts (University of Washington) kicked off this exciting and well-attended session by presenting "Out of the Wallet and Into the Purse: Does Income Control Really Affect Intra-Household Resource Allocation?" Using family expenditure data from before and after the change in the U.K. Child Allowance policy in the late 1970s, this paper examines whether spending patterns changed when income from the child benefit program was transferred to mothers from fathers. Her results indicated changes in budget shares for some goods which are more likely to be consumed by women and children, providing evidence against the "pooling" hypothesis.

A closely related topic was addressed by Liliana Pezzin in "The Allocation of Resources in Intergenerational Households: Adult Children and Their Elderly Parents" coauthored with Barbara Steinberg Schone (both from the Agency for Health Care Policy and Research). As more people live to advanced ages, the care of elderly is an increasingly important concern. This paper examines whether control of financial resources affects the child's labor supply and provision of parental informal care, as well as expenditures on formal care, prescription drugs, and dentist and doctor visits. The results of this paper also provide evidence against the "pooling" hypothesis.

Robin Wells (MIT) began her presentation of "Time and Surplus Allocation Within Marriage" coauthored with Maria Maher (University of London) by noting how welcome it is to follow empirical papers largely supporting her theoretical model. This paper develops a non-cooperative dynamic model in which partners choose between allocating time to household public goods production or career activities, and both activities exhibit learning effects. Although the efficient outcome is complete specialization within marriage, the non-contractibility of money transfers leads to inefficient incomplete specialization.

The paper by Leslie Stratton (University of Arizona) "Examining the Marital Wage Differential: Do Cohabiting Men Qualify?" investigates marital wage effects that may result from specialization within marriage. Wage analyses almost universally find a wage premium for married men. If the premium reflects increased productivity due to specialization, then cohabiting men in stable relationships may also experience a wage boost. The results do not, however, indicate a wage premium for cohabiting men, and Leslie provides an analysis of differences by marriage which may explain this finding. The discussants, Kathryn Anderson (Vanderbilt), Nancy Jianakoplos (Colorado State), Orley Ashenfelter (Princeton) and Susan McElroy (Carnegie Mellon) provided helpful and stimulating suggestions.

Health Insurance and Treatment Options for Women

*Kathryn Anderson
Vanderbilt University*

Jean Mitchell (Georgetown University) and Jack Hadley (Georgetown University) presented a paper entitled "The Effect of Insurance Coverage on Nonelderly Breast Cancer Patients' Treatment Choice." Even though the National Institutes of Health guidelines recommend breast conserving surgery (BCS) accompanied by lymph node dissection and radiation therapy for women with early stage breast cancer, the use of BCS remains relatively low. They analyze whether type of insurance coverage (HMO, other private insurance, Medicaid, or no insurance) affects treatment choice and the hospital at which treatment is received. A simultaneous equations model of the choice between BCS and modified radical mastectomy (MRM) and the decision to seek care at the nearest hospital with a cancer program approved by the American College of Surgeons is developed and estimated using hospital discharge data for 1988 and 1991 from five states. They find evidence that treatment choice and the decision to bypass the nearest cancer hospital are jointly determined; women who bypass the nearest cancer hospital have a preference for BCS. Insurance coverage is a significant determinant of treatment choice and the decision to bypass the nearest cancer hospital. BCS is 3% lower for HMO enrollees, 5% lower for Medicaid beneficiaries, and 7% lower for self-pay patients relative to women covered by private insurance. The probability of bypassing the nearest cancer hospital is higher for patients with HMO insurance but lower for Medicaid beneficiaries than other patients. Distance to a cancer hospital has no effect on treatment choice but does affect hospital choice.

Pamela Peele (University of Pittsburgh) and Charles Michalopoulos (Virginia Polytechnic Institute and State University) presented a paper entitled "Do Women Value Rural Breast Cancer Care Enough to Use It?" Using data from Pennsylvania, they try to determine whether rural and urban women have similar mortality from breast cancer because rural women travel to urban centers for care and use the same care as urban residents, suggesting that rural women do not value locally available care. Data were obtained from the Pennsylvania Cancer Registry; travel is defined as going at least 10 miles further than the nearest site of care. They estimate a logit model of travel for the following treatments: surgery, biopsy, chemotherapy, or radiation therapy. They find that about 20% of all women travel, but significantly more women from rural counties travel more than 10 miles for treatment. Most rural women with cancer are, therefore, willing to travel to avoid locally available care. Interestingly, they also find that the short-term mortality (within three years) of women who travel for treatment is not significantly different from the mortality of women who use locally available care.

Pamela Farley Short (RAND) and Vicki A. Freedman presented a paper entitled, "Single Women and the Dynamics of Medicaid." They used data from the 1990 panel of the Survey of Income and Program Participation to examine transitions among Medicaid, privately insured, and uninsured spells in a cohort of single women of child-bearing age. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 sets a 5-year lifetime limit on the length of time that most families can receive assistance under the Act. States may exempt up to 20% of their caseloads from the lifetime limit where it causes undue hardship. A 5-year time limit on Medicaid spells would affect 14% of the spells in this cohort while eliminating

33% of their caseloads from the lifetime limit where it causes undue hardship. At 50% of the poverty line, the level at which the average welfare mother would lose eligibility for Medicaid, work does little to improve the odds of acquiring private insurance. If the income limit on Medicaid eligibility were raised from this level, two-thirds of the increase in the Medicaid caseload would otherwise be uninsured and only one-third would represent a "crowding out" of private insurance. Raising the income-limit on pregnancy coverage in the range from 133-185% of the poverty line, where states currently have the option, is twice as likely to crowd out private insurance.

Donna L. Jennings (East Tennessee State University) and Shelley I. White-Means (The University of Memphis) presented a paper entitled "Medical Care Utilization and Caregiving by AFDC Recipients Under Reformed Medicaid." Health care delivery is moving toward a system of managed care and Medicaid is no exception. Under reformed Medicaid, one way managed care is manifest by the assignment of an AFDC recipient to an organization that assumes responsibility for managing their annual receipt of care. They examine the patterns of medical care utilization by AFDC recipients under reformed Medicaid using data from one southern state in 1996. The issues of interest include whether or not medical facility utilization patterns vary by race, and, if so, are there identifiable factors which determine the utilization patterns of AFDC recipients and the children of AFDC recipients. In addition, caregiving and variations in caregiving activities across race are explored. They find that discrepancies do exist across racial groups in medical care utilization for AFDC recipients but not for their children. African-American recipients are less likely to have a regular physician but are more likely to use the emergency room and have a higher number of physicians visits within the last 12 months than other women. They also found that caregiving activities do not vary by race; however, a significant amount of caregiving is being conducted by AFDC recipients. In fact, 28% of AFDC recipients who are caregiving are kept out of the labor force due to their caregiving activities.

Discussants: Carol Simon (University of Illinois), Korinna Hansen (Wellesley College), Elizabeth Savoca (Smith College), and Jennie Raymond (Auburn College)

Disability Issues Affecting Women

Kathryn Anderson
Vanderbilt University

Rosalie Pacula (University of San Diego) presented a paper entitled "Women and Substance Abuse: Are Women Less Susceptible to Addiction?" This paper examines the intertemporal demands for alcohol and marijuana of men and women using panel data from the National Longitudinal Survey of Youth (NLSY) to see if women are less susceptible to addiction than men after accounting for possible multi-commodity habit formation. She estimates reduced form demand equations for use of alcohol and marijuana and probit models of the use of any alcohol or marijuana. The results of the estimation reveal that although both men and women exhibit signs of multi-commodity habit formation, the cross-drug effects influence quantity consumed for women and only prevalence for men. This means that women polydrug users will not only switch their consumption to a different drug when prices change, but they will also significantly increase the quantity of the new drug consumed. It is this switching behavior that makes it easier for women to hide their addiction or susceptibility to addiction. These gender differences suggest that future drug research should focus on polydrug use and multi-commodity drug addiction.

**Summary of the CSWEP-Organized Sessions
at the 1996 Southern Economic Association Meetings**

Session I: Feminist Pedagogy: Theory and Practice

Chair: KimMarie McGoldrick

University of Richmond

Shirley Jonson-Lans (Vassar College) presented "The Decline in Economics Majors: An Exodus of Women From the Discipline?" This paper presents a case study of the trends in economics majors and course selection at Vassar College. Vassar provides a unique setting for this study since it encourages offerings in both Neoclassical economic theory and alternative paradigms. Results indicate that women are as likely as men to choose courses of a quantitative nature such as econometrics. In addition, although results indicate a declining trend in the economic major (consistent with national trends), no evidence exists to suggest that this trend is a result of declining female enrollment.

In "Neoclassical Choice Theory: Does It Have Anything Useful to Say about Rape and Slavery?" **Robert Cherry** (Brooklyn College of the City University of New York) explores the application of choice theory in understanding rape and slavery. The purpose of this paper is to provide an avenue for inclusion of these sensitive economic issues without relying on the use of literary materials. The slave example highlights one inadequacy of the neoclassical notion of economics exploitation - it focuses solely on capitalist exploitation, ignoring exploitation that could benefit consumers. Cherry argues that one might reinterpret the economic profits as generated from consuming slave labor as opposed to producing the plantation crop.

Peter Bell (S.U. N.Y. Purchase) presented his paper, "Integrating Race and Gender into the Teaching of Economics: A Theoretical Framework." This paper suggests that orthodox economics is race and gender blind. Peggy McIntosh's five interactive phases of curriculum revision provide a basis for developing a more inclusive discipline. Bell focuses on the final phase in which reconstruction of the discipline suggests that gender and race become necessary theoretical categories. A political economy framework is presented in which racial and sexual divisions of labor within the capitalist economy are addressed.

In "Moving Mountains: Using Service-Learning, Cooperative Learning, and Writing Across the Curriculum to Reshape Economic Learning," **KimMarie McGoldrick** considers how these teaching/learning techniques may be used to develop a more inclusive classroom. Moving toward this type of classroom suggests changes in pedagogical practices, content covered, and research methods required. Brief examples are provided for courses ranging from principles to capstone or honors courses. These indicate that reasonably minor changes in teaching techniques and assignments can move the classroom toward a more active and inclusive environment.

Session II: Environmental Issues in Developing Countries

Chair: Kathryn Anderson

Vanderbilt University

Rose-Marie Avin (University of Wisconsin-Eau Claire) presented "Environmental Issues in Central America: The Case of Nicaragua." The paper analyzed the nature of environmental

