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## American Economic Association

1997 Committee on the Status of Women in the Economics Profession  
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## **Economics and the World Wide Web: Economics Information, Teaching Resources, and Women's Issues<sup>1</sup>**

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### **Introduction**

Economists have more opportunities to take advantage of the Internet than most academic professions because they use many public data sources. The World Wide Web has a treasure house of both historical and new data that is easy to find and download. In addition, the use of the Internet for providing working papers and pre-prints has become important in economics, following the lead of some of the science professions. The web is also used productively in the economics classroom in the form of course homepages and student web projects. At the same time, the web has plenty of "junk" sites and sites with biased points of view. How can some of the useful sites be located without sorting through the undesirable ones? Below, I discuss a few general web sources of economic information and on-line working papers, sources of economics data, sources of teaching information, web pages of organizations and journals, and a few web sources for women's issues.<sup>2</sup>

### **Web Sources for General Economic Information and Interest**

Economists using the web are fortunate to have two of the most thorough and up-to-date web meta-resources available. Bill Goffe's "Resources for Economists on the Internet" is an on-line web publication that is thoroughly indexed to all types of economic information available on the web, can be searched by keywords, and is hotlinked to the final web sites. Likewise, George Greenwade has a gopher site with a vast number of links to economic information and data. Bob Park's project to provide electronic pre-prints of economics articles on the web is also an important source for students or instructors working on research projects.

- ◆ *Resources for Economists on the Internet.*  
<<http://econwpa.wustl.edu/EconFAQ/EconFAQ.html>>

Bill Goffe's current hypertext guide has links to all known economic information on the Internet. To use this guide, click the information you want or put a keyword into the search engine provided with the document. When the search engine provides a list of links, the first click takes you to a section of the Goffe document that describes this site. Within or following this description, there is a link to the site itself. Thus you can go to any economics site location from these pages. Goffe also describes the economics listserv discussion groups on the Internet (PolEcon, Femecon, Tch-econ, Econ-ed, etc.), along with the addresses needed to join.

♦ *Sam Houston State University Gopher.* <[gopher://niord.shsu.edu](mailto:gopher://niord.shsu.edu)>

George Greenwade maintains the largest and most comprehensive Gopher source for economics information. From this list of over 150 items, most of the economics material on the Internet can be reached. This site also archives the discussions of the listserv Pol-Econ, a group which has very interesting debates on economics issues.

♦ *Directories of Economists on the Web*

There are two sites with lists of economists home pages on the web. Kuan-Pin Lin has a searchable page at <<http://eclab.ch.pdx.edu/ecwww/>> and Jeremy Irons links to economists home pages from <<http://www.mit.edu:8001/people/irons/ecgeek.html>>. On both sites, economists can add their names via a form on the page. A quick check revealed that less than three percent of the approximately 240 names link to women's home pages. The American Economics Association Directory of Members can be searched at <[gopher://mundo.eco.utexas.edu/77/aea/dir/index](mailto:gopher://mundo.eco.utexas.edu/77/aea/dir/index)>, and web sites of Departments of Economics are listed at <<http://castle.uvic.ca/econ/depts.html>>.

♦ *Web sites for Working Papers and Pre-prints*

Working papers on the web provide extensive sources of searchable economic papers on all subjects. The working papers or pre-prints provide rapid dissemination of new research and thus provide faculty and students access to some of the newest ideas and analysis. In some of the sciences, papers are routinely published online immediately after acceptance by a journal, followed by the printed version later. The major economics sources for working papers are Bob Parks' Econ-WP: Economics Working Papers Archive at <<http://econwpa.wustl.edu/Welcome.html>>, the BibEc Bibliography of Working Papers <<http://netec.mcc.ac.uk/~adnetec/BibEc/BibEc.html>>, and the National Bureau of Economic Research <<http://www.nber.org/>> for MBER working papers.

## **Web Sources for Economics Data**

♦ *FedWorld Information Network* <<http://www.fedworld.gov>>

FedWorld is the U.S. Government online information source, introduced by National Technical Information Service (NTIS). According to its description, "It provides a comprehensive central access point for locating and acquiring government information. The goal of NTIS FedWorld is to provide a one-stop location for the public to locate, order and have delivered to them, U.S. Government information."

♦ *Bureau of Labor Statistics LABSTAT* <<http://stats.bls.gov/blshome.html>>

The Bureau of Labor Statistics public database LABSTAT, provides current and historical data for 26 surveys of labor market and related conditions. It is also the source for CPI press release <[a href=http://stats.bls.gov:80/cpihome.htm](http://stats.bls.gov:80/cpihome.htm)>. LABSTAT uses the BLS forms format so users can easily access the desired data by typing an "order" into the form.

◆ *Federal Reserve Data from FRED* <<http://www.stls.frb.org/fred/>>

The St. Louis Federal Reserve Data Base FRED has lots of data. For a fast start, go directly to the index for FRED data sets at <<http://www.stls.frb.org/fred/dataindx.html>>, which have links to GDP data, price data, employment data, financial and monetary data, exchange rate and regional data. This directory contains data on money supply, interest rates, flow of funds tables, industrial production and capacity utilization, and other data from the Federal Reserve Board.

◆ *U. S. Bureau of the Census Home Page* <<http://www.census.gov/>>

This server provides a huge amount of information on population, households, economic indicators, sectors in the economy, Statistical Abstracts, and much more.

◆ *Economics and Statistics Administration* <<http://www.doc.gov/>>

Entry point to several services, including the Bureau of the Census household and business demographic data and to STAT-USA (which requires a subscription), information on economic, business, and social/environmental program data from over 50 Federal sources), and to the Bureau of Economic Analysis' Domestic, International, and Regional Economic Accounts.

◆ *Financial Economics Server from U. of TX* <<http://riskweb.bus.utexas.edu/finweb.htm>>

This Web site provides up-to-date information on a wide range of financial information.

◆ *THOMAS: Library of Congress Legislative Information* <<http://thomas.loc.gov/>>

The Library of Congress Web site provides the full text of legislation for House and Senate bills searchable by keywords or bill number, the full text of the Congressional Record, daily accounts of proceedings on House and Senate floors, and the text of *How Our Laws Are Made* by Edward F. Willett, Jr., House Law Revision Counsel. More generally, the Library of Congress Web pages also provide historical collections and descriptions of some of the Library's special collections, and several exhibits. Also very useful is LOCIS, the Library of Congress Information System, which is

searchable by keywords.

◆ *CHASS Data and Penn World Tables* <<http://www.epas.utoronto.ca:5680/>>

This Toronto site is a source for Canadian data (census, economics data) and the Penn World Tables (PWT 5.6) international data covering 29 macroeconomic variables for 152 countries covering the years 1950-92.

◆ *Economic Growth Resources* <<http://www.nuff.ox.ac.uk/Economics/Growth/>>

This site is a guide to economic growth resources – data, literature, working papers, etc. – on the Internet

◆ *Hoovers Online* <<http://www.hoovers.com>>

Hoovers provides a wealth of information covering 10,000 companies. It has free searches and company capsules, stock information on companies, 5000 company websites, etc., many guides and books. Additional information is available through an on-line subscription.

### **Web Sources for Economics Teaching Information**

The purpose of some web sites is to provide information to assist economics teaching and educators. Other sites are useful for teaching because they can be the basis of economics classroom exercises that generate economic exploration by students. A third type of teaching site is the course homepage created by the teacher to support a particular course. These course homepages, which include syllabi, assignments, projects, communication through listservs or chat groups, can also be useful browsing for other economics teachers when preparing a new course. In addition to those below, many other specialty sites are available, for example, covering experimental economics, antitrust economics, economics and the law, etc.<sup>3</sup>

◆ *EcEdWeb* <<http://ecedweb.unomaha.edu/>> ,

This site has a web page for college teaching and K-12 economics teaching, in addition to a general annotated general economics information page. It also provides an “web teaching idea page,” which suggests web projects for all levels of education. The idea page links to an interactive self-quiz example with animated demonstrations reviewing demand, and also suggests several “WebQuests” involving investigations of the deficit, the system of Federal Reserve Banks and similar activities.

◆ *The Fair Econometric Model* <<http://fairmodel.econ.yale.edu/>>

Ray Fair, whose macroeconomic model is well-known, has created an ingenious web site that permits simulation of economic outcomes. Although students won’t see the actual model, they can see how macro-econometric models permit

evaluation of outcomes based on different economic assumptions and investigate some of those outcomes themselves.

♦ *Research in Economic Education Database*

<<http://www.cba.unl.edu/eced/ncree/reedman.htm>>

Searchable database for researchers in economic education maintained by William Walstad at the National Center for Research in Economic Education at University of Nebraska-Lincoln.

♦ *Review of Economics Software* <<http://www.cba.unl.edu/eced/ncree/reviews/review1.htm>>

These pages are reviews of the available microcomputer programs that can be used for teaching economics. Most of the software is provided by textbook publishers as ancillary material for college principles of economics textbooks. The software reviewed is limited to programs produced and distributed by textbook publishers and other organizations.

♦ *An Interactive Micro Site* <[http://medusa.be.udel.edu/WWW\\_Sites/oo\\_Micro.html](http://medusa.be.udel.edu/WWW_Sites/oo_Micro.html)>

Joe Daniels has created a marvelous interactive site (using Java programming) for teaching microeconomics. Faculty and students can create graphs by placing coordinates, see the associated equations, and other clever activities. The Java code is provided in a rather large download before graphics can be used interactively.

♦ *A Few Good Examples of Course Homepages*

Each of the following economists (and many others) have interesting homepages for their courses.<sup>4</sup>

Jane Leuthold <<http://www.cba.uiuc.edu/college/econ/econ/econ102/e102lumpg.html>>

Roger A. McCain <<http://william-king.www.drexel.edu/>>

Nancy Folbre <<http://www.umass.edu/economics/courses.html>>

Julie Nelson's Gender and Economics <<http://www.brandeis.edu/ieff/faculty/jan-e58b.html>>

Allan Schmid's Institutional and Behavioral Economics <<http://www.aec.msu.edu/agecon/instecon.htm>>

Mark McBride <<http://mmcbride.sba.muohio.edu/>> See his Computer Math Software Page.

Robert Dixon's Online Lesson on Walras Law

<<http://www.econ.unimelb.edu.au/ecowww/rdixon/wlaw.html>>

Ira Saltz' Economic Issues: Pros and Cons <<http://www.valdosta.peachnet.edu/~isaltz>>

## Web Sources for Economics Organizations and Journals

The web creates an excellent opportunity for economics organizations to provide information about purpose, membership, and conferences. Journals are also using the

web to share subscription information, submission policies and contents of issues.

#### ♦ *Selected Economics Organizations*

Committee for the Status of Women in the Economics Profession (CSWEP) <<http://www.denison.edu/economics/cswep/>>

International Association for Feminist Economists (IAFFE) <<http://www.bucknell.edu/~jshackel/iaffe/>>

American Economics Association <<http://www.vanderbilt.edu/AEA/>>

National Association of Economic Educators <<http://ecedweb.unomaha.edu/naee.htm>>

#### ♦ *Economics Journals*

A complete meta-website of links to economics journals on the web can be found at <<http://www.helsinki.fi/WebEc/journals.html>>. I might mention here the homepage for journal *Feminist Economics* at <<http://www.thomson.com/routledge/journal/fe.html>> and the gopher site for the publication *Job Listings for Economists* (JOE) at <<gopher://vuinfo.vanderbilt.edu:70/11/employment/joe>>.

### **Web Sources for Women's Issues**

Although women's presence on the web is not large relative to all the material "out there," there are a number of very interesting sites by women devoted to women's issues.<sup>5</sup> Here is a small sample. These do not focus exclusively on economics, but women's economic issues are often a part of the site's offerings.

♦ Institute for Women's Policy Research <<http://www.iwpr.org/>>

Their research addresses issues of race, ethnicity, and class and specifically promotes policies that help low-income women achieve self-sufficiency and autonomy.

♦ The Feminist Majority Foundation Online <<http://www.feminist.org/>>

The Feminist Majority supports action by its extensive membership for the goals of political, economic, and social equality for women.

♦ Feminist Internet Gateway <[http://www.feminist.org/gateway/1\\_gateway.html](http://www.feminist.org/gateway/1_gateway.html)>

The mediated listings of the "Best on the 'Net" for women's issues are useful.

♦ National Association of Women (NOW) <<http://www.now.org/>>

Organized around various action items, such as economic equity, this site provides a list actions individuals can take for each issue, explains the actions NOW is taking, and identifies the major points about the issue.

♦ Cybergrrl <<http://www.cybergrrl.com/>>

One of the originals. Includes Webgrrls, which supports global networking to help women succeed in technology. Also supports the next two sites.

♦ Femina <<http://www.femina.com/>>

This site has well-organized set of links to women in many roles, including business and industry, health, feminism, lesbians and bisexuals, and other issues including a compendium of women's personal pages.

♦ WomenSpace <<http://www.womenspace.com/>> focuses on women's health concerns.

♦ Feminism and Women's Resources <<http://www.ibd.nrc.ca/~mansfield/feminism/>>

Look for the nice collection of links, including long list of women's organizations homepages.

♦ Feminist.COM <<http://feminist.com/>>

This features many resource topics and organizations, among them Black Women in Sisterhood for Action, Women's Global Leadership, National Committee for Pay Equity, National Women's Political Caucus, Rape, Abuse and Incest National Network, Washington Feminist FAXnet, and Women's International Network.

♦ Women's Studies <<http://www.inform.umd.edu/EdRes/Topic/WomensStudies/>>

A mega-index to women's studies from the University of Maryland can be found here.

♦ The Women's Resource <<http://sunsite.unc.edu/cheryb/women/>>

This site has a good collection of links to women's web resources; follow the links that specify Women's Resources through two pages.

### Concluding Observations

The amount of economics information on the web is huge, with many sites that are extremely useful for economists. Since a lot of "junk" sites are also on the web, sorting out the worthwhile sites can be a frustrating chore. This article has described many of these worthwhile sites for economists plus a few of the most important sites specializing in women's issues.

If you've had enough of serious web pages by now, consider these:

Jokes about economists #1 <<http://www.etsi.fi/pkm/joke.html>>

Jokes about economists #2 <<http://quasar.csuchico.edu/econ/links/econhumor.html>>.

Enjoy!

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<sup>1</sup> This paper will be available on the web, with all of the links activated for convenient "one-stop" browsing, at <<http://ecedweb.unomaha.edu/webs4econ.htm>>.

<sup>2</sup> I discuss only a small portion of the economics web sites. Many other excellent sites can be found in each category by working through the Goffe online document, using a search engine, or starting with sites that have provided annotated links. One such site is my <<http://ecedweb.unomaha.edu/>> on the web page "Economic Information."

<sup>3</sup> See <<http://ecedweb.unomaha.edu/econinfo.htm>> for links to additional information and links.

<sup>4</sup> Links to these and additional homepage sites are provided at <<http://ecedweb.unomaha.edu/teach-ec.htm>>.

<sup>5</sup> Recent surveys find that women's online preference is for communications activities, with e-mail their first choice and web shopping their last choice. Surfing the web for information and entertainment lies between these (Rosalind Resnick, "Selling to Women Online: The Rules" *NetGuide*, March, 1997, 59-60).



*In the Winter Newsletter, Ron Ehrenberg discussed ways in which university policies could be designed to make academic careers more attractive to female faculty. The following article, which appeared in the Chronicle of Higher Education, describes examples of such policies:*

**A Report Praises 29 Colleges for "Family Friendly" Policies  
But other institutions are faulted for failing to help employees  
with child care and aid for sick relatives**

*Robin Williams*

*Reprinted with permission from Chronicle of Higher Education, October 11, 1996, pp. A13-A15*

Sylvia N. Tesh was deep into her research for a book on environmental politics when she received some devastating personal news. Her mother's breast cancer was spreading and her father was diagnosed with Alzheimer's disease.

Dr. Tesh, an assistant professor of public health, needed to finish her book to be considered for tenure at the University of Michigan. But she also had to take care of her parents, who lived in California, hundreds of miles away. She turned to the university for help.

Michigan is one of 29 colleges and universities singled out as the most "family friendly" campuses in the country by a national study released this week. A report of the study, called the "College and University Reference Guide to Work-Family Programs," is based on a survey, conducted for the first time, that drew responses from 375 four-year institutions.

The intersection of work and family is receiving more and more attention in academe. The survey of work and family policies followed the establishment of a new group last year called the College and University Work-Family Association.

At Michigan, campus officials offered to delay a decision on Dr. Tesh's tenure bid for a year and helped find people to care for her parents. "It was a godsend," Dr. Tesh says of the assistance she received from the university's Family Care Resources Program. She will come up for tenure in 1998.

The 29 institutions cited in the report help faculty members and administrators balance the pressures of work and family life. Among the benefits they offer are child-care centers, job-sharing opportunities, money to help meet the cost of adoption, and support groups for people with sick relatives. The programs help the universities not only to recruit and retain employees, but to increase their productivity, the report says.

#### **94 'Leadership Campuses'**

"The innovations and level of activity among these leadership schools is really quite outstanding," says Arlene A. Johnson, vice-president of the Families and Work Institute, a non-profit group in New York City that conducted the survey along with the College and University Personnel Association Foundation.

The report hails the efforts of the top 29 campuses, and identifies 65 others that it also calls "leadership campuses." However, the survey found that the majority of institutions are doing very little to help their employees. Only a third of the institutions outside of the top 94 have child-care centers on their campuses, and only 23 percent help employees find off-campus care. Fewer than half allow their faculty members to stop the tenure clock for personal reasons. And almost none offer special help to parents when their traditional child-care arrangements fall through, something that is becoming more common on the leading campuses.

### **Three-Quarters Did Not Respond**

More than three quarters of U.S. colleges and universities did not even bother to tell the researchers about any family-related policies and programs on their campuses. Fewer than a sixth of the 3,343 two- and four-year institutions responded to the lengthy survey questionnaire. So few two-year colleges responded that they were omitted from the study. In the end, the researchers looked at only 375 four-year institutions.

"It is important to consider why more than three-quarters of campuses receiving questionnaires did not respond," says the report. "The response rate may suggest that many campuses feel they have no story to tell -- or no one with the time and facts to tell it."

Part of the problem, says Michael P. Aitken, director of government relations for the College and University Personnel Association, is that college administrators think of themselves more as educators than as employers. As a result, he says, they may not search for programs that will keep their employees happy and productive.

Mr. Aitken also says that institutions may be assisting employees with their family difficulties in ways that were not recognized by the survey. Some colleges, he says, simply may not have developed formal policies and put a name on them.

Whatever the case, higher education is clearly behind the corporate world in adopting family-friendly policies. While many businesses began looking at such issues in the 1970s and '80s, most universities only did so in the last decade, says Ms. Johnson. "The awareness seems to be in the embryonic stages on many campuses," she says.

The report focuses on the most "family-friendly" institutions because the researchers say they wanted to illustrate the "best efforts" in academe. They came up with the list of 29 -- most of which are large research universities -- by ranking campuses on the availability of special programs aimed at handling the conflicts of work and family, on how innovative the programs were, and on whether the institution supported employees who sought to take advantage of the offerings.

### **Flexible Work Hours**

On all campuses, the most common policies are those that provide for flexible work hours, including part-time schedules and extended leaves to care for sick relatives. The survey found that 97 per cent of the 94 leadership campuses allowed employees to use "flextime," and 93 per cent allowed people to take time off during the day to

attend their children's school functions. Likewise, 74 per cent of all other campuses surveyed allow the use of flextime, and 90 per cent permit parents to take time off to attend school functions. The researchers found that 72 per cent of the 94 campuses had child-care centers, 68 per cent allowed employees to work from home, and 80 per cent let faculty members stop the tenure clock to care for children or other relatives. Forty-eight per cent help workers find ways to care for elderly relatives and 33 per cent provide after-school care for employees' children.

Those programs are far less common at the other institutions that participated in the survey. Only 39 per cent of them allow faculty members to stop the tenure clock.

Only 32 per cent have child-care centers, 10 per cent offer information on care for elderly relatives, and 8 per cent provide after-school programs.

The report says the leading institutions typically are larger than other campuses in the survey and have more students and employees, making such benefits as day-care centers more financially feasible. The top colleges are also more likely to have money to spend on the programs and on human-resource managers to formulate policy.

In a time of tight budgets, many campus officials say that family benefits are the first things to suffer because it is hard to measure their contribution to the institution. Some administrators clearly believe there are better things on which to spend money.

The report offers case studies to high-light programs - not just at the 29 top-ranked institutions - that the researchers consider particularly effective or unusual.

### **The Needs of a New Mother**

For example, Cornell University accommodated the needs of a faculty member who was a new mother. Barbara A. Knuth, an associate professor of natural resource policy, was nursing her seven-month-old daughter and did not want to leave her at home for five days while she attended the annual meeting of the American Fisheries Society. Cornell paid the expenses of Dr. Knuth's mother so she could accompany the professor on the trip and take care of the baby.

The report also cites Dakota State University, which encourages employees to take time off during the day to volunteer in their children's schools. Brian M. Carlson, a professor of computer science, brought his son's pre-school class to the campus last year. The kids learned about computers by taking one apart. "They all had screwdrivers and they pried out chips," recalls Dr. Carlson. He plans to visit his son's kindergarten class this year.

About 100 people at Harvard University took advantage of a service last year that helps employees with adoption, the report says. The university sponsors talks such as "Adoption for Gay and Lesbian Families" and "Adopting From Russia" and provides some families with grants ranging from \$2,000 to \$4,000 to help pay the cost of adoption.

Alice Jardine, chair of women's studies at Harvard, adopted a baby girl from China in May. She says the university gave her the telephone number of other people in the area who had adopted children from China and also helped her find a baby sitter.

The University of Michigan began its Elder Care Resource and Referral Program in 1992. Susan Boehm, a professor and associate dean in the nursing school, has used the service twice in the last few years. First her mother had a stroke, and the professor had to find someone to take care for her parents, who lived in Ohio.

Now Dr. Boehm is attending a support group at the university for relatives of people with Alzheimer's. Six months ago, she learned that, after several years of health problems, her husband, Byron L. Groesbeck, had the disease.

The university has helped Dr. Boehm find someone who can clean house and spend time playing cards and taking walks with Dr. Groesbeck, a former associate dean in Michigan's graduate school. Dr. Boehm expects that she will have to ask for help again someday to find a health-care facility where her husband can live.

#### **The Most 'Family Friendly' 4-Year Institutions**

|                                       |                                          |
|---------------------------------------|------------------------------------------|
| Ball State University                 | University of Arizona                    |
| Cornell University                    | University of California System          |
| Drew University                       | University of California at San Diego    |
| Fairfield University                  | University of Chicago                    |
| Florida State University              | University of Delaware                   |
| Harvard University                    | University of Miami                      |
| Ithaca College                        | University of Michigan-Ann Arbor         |
| John Hopkins University               | University of Montana                    |
| Massachusetts Institute of Technology | University of North Carolina-Chapel Hill |
| Medgar Evers College of the City      | University of Pittsburgh                 |
| University of New York                | University of San Diego                  |
| Michigan State University             | University System of New Hampshire       |
| Northwestern University               | Vanderbilt University                    |
| Stanford University                   | Virginia Commonwealth University         |
| State University of New York          | Wayne State University                   |
| at Stony Brook                        |                                          |

Note: The findings are from a 1995 survey sponsored by the College and University Personnel Association Foundation and the Families and Work Institute. The survey asked college administrators about policies and programs relating to work and family issues and perceptions of the campus culture. The responses to the questions were used to create an over-all measure of "family friendliness" for each campus. This list shows the top-scoring institutions in alphabetical order.

Source: "College and University Reference Guide to Work-Family Programs"

## Prevalence of 'Family Friendly' Policies and Programs at 4-Year Institutions

|                                                                           | Leadership<br>Colleges | Other<br>Colleges |                                                                              | Leadership<br>Colleges | Other<br>Colleges |
|---------------------------------------------------------------------------|------------------------|-------------------|------------------------------------------------------------------------------|------------------------|-------------------|
| <b>Institutional support<br/>for personal life<br/>or family concerns</b> |                        |                   | <b>Institutional assistance<br/>for child and elder care</b>                 |                        |                   |
| Employee assistance program                                               | 90%                    | 56%               | Child-care center                                                            | 72%                    | 32%               |
| Wellness programs                                                         | 88                     | 66                | Child-care referral list                                                     | 71                     | 23                |
| Workshops on family topics                                                | 84                     | 38                | Child-care referral counseling                                               | 55                     | 10                |
| Relocation services                                                       | 52                     | 19                | Summer camp                                                                  | 53                     | 10                |
| Support groups on work-family<br>issues                                   | 48                     | 20                | Elder-care referral counseling                                               | 48                     | 10                |
| Resource library on work-family<br>issues                                 | 43                     | 15                | Elder-care referral list                                                     | 45                     | 8                 |
|                                                                           |                        |                   | After-school programs                                                        | 33                     | 8                 |
| <b>Institutional support<br/>flexible work arrangements</b>               |                        |                   | Holiday or vacation child<br>care                                            | 29                     | 5                 |
| Part-time work schedules                                                  | 99%                    | 77%               | Care for sick children                                                       | 16                     | 4                 |
| Flextime                                                                  | 97                     | 74                | Evening child care                                                           | 16                     | 2                 |
| Compressed work week                                                      | 82                     | 39                | Emergency child care                                                         | 14                     | 4                 |
| Job sharing                                                               | 76                     | 34                |                                                                              |                        |                   |
| Work at home or telecommuting                                             | 68                     | 29                | <b>Faculty and staff benefits<br/>and other financial assistance</b>         |                        |                   |
| Phased retirement                                                         | 59                     | 38                | Flexible spending accounts                                                   | 89%                    | 75%               |
|                                                                           |                        |                   | Tuition assistance                                                           | 79                     | 75                |
| <b>Time off from work<br/>for dependent care</b>                          |                        |                   | Family health-plan subsidies                                                 | 62                     | 41                |
| Family leave                                                              | 100%                   | 100%              | Flexible benefits                                                            | 44                     | 38                |
| Extended leave to care for sick<br>children                               | 100                    | 96                | Long-term care insurance                                                     | 40                     | 24                |
| Occasional days off to care<br>for children                               | 100                    | 91                | Child-care subsidies                                                         | 11                     | 1                 |
| Faculty sabbatical for research<br>or professional purposes               | 98                     | 92                | Adoption subsidies                                                           | 7                      | 2                 |
| Phased return from leave                                                  | 95                     | 61                | Child-care reimbursement<br>when on work-related<br>travel                   | 4                      | 3                 |
| Time off for children's school<br>functions                               | 93                     | 90                |                                                                              |                        |                   |
| Family members can start<br>and stop tenure clock                         | 80                     | 39                | <b>How institutional culture<br/>supports families<br/>and personal life</b> |                        |                   |
| Faculty members can reduce<br>workload for dependent care                 | 68                     | 37                | Handbook on work-family<br>policies                                          | 78%                    | 44%               |
| Extended leave for sick adult<br>dependents                               | 53                     | 44                | Training or guidance<br>to supervisors on work-<br>family issues             | 65                     | 31                |
| Occasional days off for sick<br>adult dependents                          | 50                     | 41                | Periodic work-family surveys                                                 | 45                     | 12                |
| Time off for care of domestic<br>partners                                 | 48                     | 25                | Designated work-family staff                                                 | 45                     | 9                 |
| Paid time off for care<br>of domestic partners                            | 40                     | 26                | Policy explicit in concern<br>for work-family issues                         | 36                     | 15                |
|                                                                           |                        |                   | Committee on work-family<br>issues                                           | 19                     | 5                 |
|                                                                           |                        |                   | Work-family office                                                           | 17                     | 1                 |
|                                                                           |                        |                   | Sensitivity training<br>for employees                                        | 13                     | 10                |

Note: The figures are from a 1995 survey sponsored by the College and University Personnel Association Foundation and the Families and Work Institute. The survey asked college administrators about policies and programs relating to work and family issues and perceptions of the campus culture. The responses to the questions were used to create an overall measure of "family friendliness" for each campus. The column of "leadership colleges" covers 94 top-scoring campuses. The column of "other" colleges covers the 281 campuses that did not receive top scores.

Source: "College and University Reference Guide to Work-Family Programs"

Did you know that the Resolution to establish CSWEP was adopted December 28, 1971? We will celebrate our 25th Anniversary at the Allied Social Science Meeting in January 1998.

## Publishing Realities

*Joni Hersch*  
*University of Wyoming<sup>1</sup>*

Professors starting their academic careers generally confront the question of how to compile a tenurable publication record. Excellent articles on publishing have appeared in the CSWEP Newsletter in recent years.<sup>2</sup> These articles emphasize the importance of submitting high quality, well-written papers to the appropriate journal, and offer numerous suggestions to improve the quality of your research. The purpose of this article is to provide a few additional tips on some of the practical aspects of writing for publication and compiling a tenurable research record.

### The research process

All phases of the research and publication process are slow. Careful research takes time. Keep in mind how long it took to write your dissertation, add your new teaching and departmental responsibilities, and subtract the help of your advisor — and you should not be surprised that a paper doesn't pop out from your forehead as easily as Athena did from Zeus's. The editorial process is also slow. Starting from the time of submission, you will often not receive a response for 6 months or more. Whether or not your paper is rejected, you will virtually always need to revise your paper. If you are asked by the editor to revise and resubmit, you may still go through 2 or more rounds before receiving a final decision. This means it may be 2-4 years from the time you initially submit your article until it is accepted. Time spent on revisions also cuts into time available to work on other papers. Given the tenure clock, it is important to have some papers accepted and other articles submitted or well-underway within the first 4 years. At all times you should try to have papers in progress as well as under review, but keep the number of papers that you are working on manageable so that you are able to give adequate attention to each one.

The beauty of the process is that your presentation and/or the technical aspects of the paper are likely to be greatly improved through the editorial process. Careful revisions may be very time consuming; careless revisions or revisions that are not responsive to the referees' comments will probably result in a rejection, so revision time is usually well-spent. You should respond to every point raised by a referee (unless instructed otherwise by the editor). Referee comments that seem irrelevant may indicate that you were not sufficiently clear in your presentation.

### Choosing a topic and methodology

The first step toward publication success is choosing a sound and interesting idea. This may seem too obvious to mention, but as any editor or referee can tell you, many ideas are flawed or not very interesting from the start. Before investing too much time into a line of research, do the following:

**\*Know the literature.** The emphasis here is on *knowing* the literature, not simply citing it. This is important for at least three reasons. First, it is simply an important prerequisite before undertaking any research project. You should be sure there are still open questions in the area. You should also be sure that there is enough interest in related topics to ensure an audience. Second, journals increasingly stress reconciliation of new research with the existing literature. Third, authors working in your area are likely candidates for referees, and they will know the literature and notice omissions (particularly if it's one of their own papers). Your credibility is affected by the completeness, accuracy and relevance of the cited literature. Don't limit your literature review to the past few

years. Many important issues were identified and analyzed before you were in graduate school.

**\*Write an outline.** Think of this as a marketing plan. While you may discard this outline as the topic evolves, it should help you identify whether your proposed research will represent an improvement over the existing body of research, as well as help you identify possible problems. Identify the technical issues involved and how you will deal with them.

**\*Get feedback from your colleagues at an early stage.** You can give an informal seminar over lunch (buy pizza). It is not necessary that your colleagues work in your research area in order for them to provide constructive criticism. It can even be to your advantage if they do not work in your area. They may need more convincing than a fellow traveler that your questions are important and interesting, and that your approach is appropriate. Your colleagues' reactions may also help you to identify the level of journal you can realistically target with this research. If you can't convince many people that your topic is vitally important, or if it does not appeal to a broad audience, you will probably not be able to publish it in a top journal. Also remember that your colleagues will primarily determine the outcome of your tenure decision. It is to your advantage to have them involved in your research from the beginning.

### **Where to submit**

Once you've settled on a research plan, you should identify potential journals. Don't wait until the research is complete. You need to identify the market for your new product. If you don't think there will be a good market, do something else. Journals are ranked on various dimensions such as citations.<sup>3</sup> There is an inverse relation between journal prestige and the probability that your paper will be accepted. The rejection rate at the top journals is over 90 percent. Submitting papers that are not likely to be accepted will waste valuable time. There is life beyond the AER though. The next tier (of about 30-50 journals) is also highly competitive and is frequently a good starting point for high quality papers.<sup>4</sup>

Moving down the journal rankings, both the acceptance rate and the willingness of the editor to work with authors to make a paper acceptable increase. Such journals tend to publish two kinds of papers — good papers that only became good as earlier rejections led to quality-improving revisions; and papers that have a narrower focus, but are technically accurate, such as straightforward replications or relatively minor theoretical tweaks. It is to your advantage to be realistic about the nature of your contribution and to submit to an appropriate journal. If your paper falls into the latter category, you can save valuable time by submitting initially to a lower ranked journal. If you are in a teaching-oriented department in which quantity matters, this may be the best strategy to pursue. If you are in a research-oriented department, they may give little weight to papers published outside of the top journals, and time spent working on such papers will be wasted.

Sometimes authors submit average papers to top journals even though they realize the paper will probably be rejected, hoping to get a useful referee report to guide their revisions. This strategy is far from reliable. Many journal editors instruct their referees to spend more time on promising papers; if yours is unlikely to be accepted the referee report may not be very helpful. But more fundamentally, it is a bad idea to expect referees to do your work for you. You may also get the same referee when you submit to another journal. If so, they will certainly (and quite reasonably) expect that you have taken into account their earlier suggestions. If you have not done so, they are unlikely to be sympathetic to your current submission and less likely to feel time spent in

recommending revisions is worthwhile.

### **Writing the paper**

The first thing to do is reread the articles in the Special Reprint issue. The second thing is to remind yourself to take care with the many details, such as those mentioned below.

**\*Clearly identify your contribution to the literature** — what is your value-added?

**\*Write a great abstract, introduction, and conclusion.** These sell your work.

**\*Take great care with developing and executing the ideas of the paper.** The topic of the paper may be interesting, but unless the methodology is appropriate and credible for answering the question, the paper is unlikely to be accepted.

**\*Structure your paper like others in the target journal.** Journals vary in their ratios of word to tables to equations.

**\*Pay attention to the details to make the paper as easy to read as possible.** For instance, avoid acronyms and variable names in computer-ese that force the reader to page back and forth in search of the definition. Always use the same variable name for the same variable. Work hard on the presentation of tables and equations so that they are truly informative.

**\*Check the logic of the paper for internal consistency.** If your results are inconsistent with your premise, you need to rethink the problem entirely. If your initial premise is wrong, but another hypothesis is supported by your results, rewrite the paper offering the supported hypothesis as the primary focus.

**\*Don't alibi bad technical work.** If the truthful explanation for not doing something properly is that you didn't know how, or didn't want to make the effort, no one will be fooled by a weak alibi.

### **Collaboration**

Perhaps the most valuable method for learning to write publishable papers is through on-the-job training. Colleagues will invest more time in a paper if it is their own, so the surest way of getting critical input is through coauthorship. Also, senior coauthors bring valuable experience in getting papers written, polished, and published.

How do you find coauthors? Like any relationship, coauthorships develop and evolve over time. Recognize that good coauthors are valuable, and you have much to offer. However, as a novice researcher, you will need to signal your value. If you have identified a topic and have written an outline, approach a colleague in a related research area and ask for a reaction. Ask if they would be interested in coauthoring this work with you; or offer to work on one of their papers. You do not have to limit this approach to your own colleagues. Talk to people at conferences. Broaden your network by discussing your work with friends at other universities. You may know someone who knows someone who is eager for a coauthor with your skills.

There are some pitfalls of coauthorship. Senior researcher who are involved in a variety of projects may have limited time for your joint work. This may be a particular problem with your thesis



advisor once you've been supplanted by other graduate students. You may not get equal credit in the view of the profession for coauthored work with your thesis advisor or with other senior researchers. This may be exacerbated in situations in which a junior female works with a senior male. Even absent such concerns over the professions' perceptions of your contributions, your own ability to complete work in progress will be affected by your coauthor's schedule. Life changing events on their part (such as divorce, marriage, children, job changes) may delay completing work for years.

### **Cautions**

**\*While some departments emphasize quantity, the profession as a whole values quality.** Keep in mind that your outside reviewers on your tenure case will read your papers and comment on the quality. It has been said that you will be evaluated on your worst work as well as on your best.

**\*Keep an eye on the target.** The goal at tenure time is to have a c.v. that is as coherent and high quality as possible. Make sure your research record fits together. If you dabble in a number of areas you may fail to make a sufficiently large contribution to any field to warrant tenure.

**\*If you can sensibly break up a large body of research results (such as your dissertation) into more than one substantial paper, you may want to do so, but do not try to turn essentially one idea into two or more papers simply for the sake of getting the count up.** Ideas that are too minor have a lower chance of being accepted. If both papers are rejected, you will use up the small set of outlets in multiples of two. A corollary to this point is that you should not write essentially the same paper more than once and attempt to have both papers published.

**\*Remember, sunk costs are sunk.** Research is often a gamble. You may need to invest six months in preparation before knowing if things will work or not. Although it is painful, be prepared to bail out of a paper that truly has no merit, and move on to more fruitful topics.

**\*But if the topic is worthy, don't give up!** Rejection is common. Even very good papers are sometimes rejected by 2 or 3 journals. Keep revising and trying to make your paper better.

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<sup>1</sup> I thank Anne Alexander, Becky Blank, Alison DeIRossi, Olivia Mitchell, and Ken Small for their very helpful comments on earlier drafts.

<sup>2</sup> Some are reprinted in the Special Reprint Issue No. 2. Many of the issues related to the publication process that are not covered in this article are addressed in these other articles.

<sup>3</sup> One such ranking of 130 economics journals is by David N. Laband and Michael J. Piette, "The Relative Impacts of Economics Journals: 1970-1990," Journal of Economic Literature 32, June 1994, pp. 640-66.

<sup>4</sup> Loren C. Scott and Peter M. Mitias used publications in a set of 36 journals to rank economics departments in "Trends in the Rankings of Economics Departments in the U.S.: An Update," Economic Inquiry 34, April 1996, pp. 378-400.

## Women's Contribution to Development Economics

*Yana van der Meulen Rodgers*  
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Interestingly, two of the most frequently cited female economists are both development economists. In a citations-based ranking of top economists by Medoff and Skov (JEC&Bus1990), Irma Adelman ranked first among all female academic economists and Anne Krueger ranked first among all female non-academic economists.<sup>1</sup> Also of note, the lead article of the first issue of the *American Economic Review* was written on a development topic by a prominent female economist at the turn of the century, Katharine Coman (1911). These women have clearly played a major role in the evolution of development economics as a field. The documentation of their work, and that of other outstanding female development economists, will enrich the knowledge that we have of the discipline.

Numerous prominent women have written influential articles and books on development topics; an article-length review of women's contributions will by necessity exclude some authors. This article uses specific criteria for whom to include. The criteria encompass publication on a development topic in top ranked general journals, publication in the top development journals, and/or citation frequency.<sup>2</sup>

### **Economic Growth: Theory and Measurement**

Joan Robinson, a leading economist of the twentieth century, has made a profound impact on the development of modern theories of economic growth. In *The Accumulation of Capital* (1956) and its subsequent, more readable guide *Essays in the Theory of Economic Growth* (1962), Robinson emphasizes that economic growth is driven by capital accumulation, which in turn is driven by firms' expectations of profits in conditions of uncertainty. She published these highly specialized analyses at a time when there were no good empirical studies on the importance of capital accumulation and technical efficiency in economic growth.

Irma Adelman has also made pathbreaking advances in research on growth theory and measurement. Her first book, *Theories of Economic Growth and Development* (1961), explores the relationship between institutions, socio-cultural forces, and economic growth. In 1962, Adelman began a long-lasting collaboration with Cynthia Taft Morris that resulted in numerous books and journal articles. At a time when there were no convenient sources for cross-country data on even such basic indicators as per capita income, Adelman and Morris published *Society, Politics, and Economic Development - A Quantitative Approach* (1967). This book uses factor analysis to examine the social, political, and institutional features of economic development. Adelman and Morris also wrote *Comparative Patterns of Economic Development, 1850-1914* (1988), which compares the development experience of twenty-three countries during the Industrial Revolution.

Frances Stewart is another prolific development economist who was writing about technology and development over two decades ago. Her pathbreaking *Technology and Underdevelopment* (1977) examines the impact of technology on poverty and income distribution in developing countries. More recently, Stewart and Ejaz Ghani (WD 1991) examine the role of dynamic externalities in the nonmarket transmission of new technologies and in rapid economic growth.

Nancy Stokey is a leading contributor to today's theoretical models of economic growth.

Stokey (QJE 1991) develops a growth model in which enhanced human capital leads to improvements in the quality of goods, which in turn contributes to overall economic growth. This article uses a similar framework as that developed earlier in Stokey (JPE 1988), which presents a dynamic general equilibrium model where learning by doing is the key to sustained economic growth.

Another prolific contributor to theories of growth and sustainable development is Graciela Chichilnisky. Chichilnisky, Geoffrey Heal and Andrea Beltratti (EcLet 1995) develop the "green golden rule," a generalization of the neoclassical golden rule, where the optimal solution is the path which maximizes long-run sustainable utility from consumption and the environment. A companion article, Chichilnisky (SocCh&W 1996), proposes a set of axioms, based on intergenerational equity, to better define the concept of sustainable development.

### **Development and Income Distribution**

In 1973, Irma Adelman and Cynthia Taft Morris published *Economic Growth and Social Equity in Developing Countries*, the first major empirical study of income distribution in developing countries, and the first empirical test of the Kuznets U-Curve hypothesis. Adelman emphasized the implications of their income distribution results in two controversial journal articles: Adelman (JDE 1974), the lead article in the first issue of the *Journal of Development Economics*, argues for a change in methodology used to approach development problems; and Adelman (AER 1975) argues that the goal of economic development should be poverty alleviation and greater equity rather than self-sustained growth. To examine the role of policy in spreading the benefits of economic growth, Adelman and Sherman Robinson constructed the first large-scale computable general equilibrium (CGE) model. They applied this model to the South Korean economy in *Income Distribution Policy in Developing Countries: A Case Study of Korea* (1978). The authors find that most policy changes affect the incidence of poverty among different categories of poor people, without affecting the relative magnitude of poverty.

Frances Stewart has also argued the need for new development objectives apart from economic growth. Stewart and Paul Streeten (OxEcPap 1976) examine the implications of adopting new development targets, which include eliminating poverty, achieving more equitable income distribution, and meeting the basic needs of poor people. Stewart continued her work on alternative development strategies that meet the basic needs of all people in *Basic Needs in Developing Countries* (1985). In related work, Stewart (WD 1991) finds that the stabilization and structural adjustment policies that many developing countries adopted during the 1980s resulted in reduced welfare for poor and vulnerable groups.

As Carrie Meyer (WD 1992) shows, nongovernmental organizations (NGOs) have been gaining favor in development circles and increasing financial support from aid donors. Meyer argues that free-rider problems and the lack of domestic responsibility make externally-funded NGOs poor alternatives to the public sector. Meyer (WD 1995) further argues that economic entrepreneurship and self-interested behavior are important aspects of NGO operations commonly ignored in the popular view of NGOs as grassroots organizations based on altruism.

Another prominent economist to examine issues of income distribution and poverty is Elisabeth Sadoulet. Alain de Janvry and Sadoulet (JDE 1983) use a social accounting matrix framework to show that Brazil's structural conditions in the 1970s resulted in rapid but unequalizing growth. De Janvry, Andre Fargeix, and Sadoulet (JDE 1991) assess the economy-wide growth, welfare, and

political economy effects of poverty reduction policies by including a new political feasibility index in a traditional CGE approach.

Michael Kusnic and Julie DaVanzo (JDE 1986) are among the first to document empirically that income inequality is overstated when measured income excludes non-market activities. This work is based partly on an earlier article, Kusnic and DaVanzo (PDR 1982), which finds that conclusions about poverty incidence and income inequality are sensitive to alternative methods of measuring income and summarizing income distribution.

Lourdes Benería has also done extensive work on how to better account for non-market work, particularly for women. Benería (JDS 1981) suggests that the concept of “use value production” should be included in the definition of active labor. Benería (WD 1992) examines the steps taken during the 1970s and 1980s toward improved theories and methods of recording women’s economic activities, particularly in subsistence and domestic production.

### **Guiding Development: Role of the State**

The development field has undergone a broad shift in prevailing paradigms, from a focus on strong government intervention and investment in physical capital as key determinants of growth, to the belief that free markets and an outward orientated trade strategy play crucial roles in improving economic performance. Yet the debate about whether growth should be guided by the government or facilitated by free markets is not over.

At the forefront of one camp, the neoclassicals, stands Anne Krueger. For over thirty years, Krueger has advocated the importance of market forces and outward-oriented growth strategies for developing countries. As early as 1966, when studies criticizing import substitution policies and heavy government intervention were not nearly as common as today, Krueger (JPE 1966) was using new empirical concepts to measure the effects of trade barriers in Turkey’s heavily protected economy. Krueger (AER 1974) shows that the competitive rent seeking behavior associated with quantitative trade restrictions will cause even more deadweight loss than is depicted in the traditional welfare loss diagram. Krueger’s influential case studies include *Foreign Trade Regimes and Economic Development: Turkey* (1974) on Turkey’s import substitution regime and stabilization policies, and *The Benefits and Costs of Import Substitution in India: A Microeconomic Study* (1975) on the performance of Indian industries while covered by a web of controls.

Krueger’s extensive research on the appropriate role of government policy in agriculture, industry, and trade has continued through the 1990s. Krueger (JEP 1990) argues that incentives facing political actors and the organizational structure of bureaucracies cause the state to have a comparative disadvantage in credit regulations, exchange controls, trade restrictions, and investment licensing. Her *Political Economy of Policy Reform in Developing Countries* (1993) highlights the “disastrous results” of government intervention and examines political economy issues behind why such ill-conceived policies came about.

At the forefront of the other camp, the revisionists, stands Alice Amsden. Her pathbreaking *Asia’s Next Giant: South Korea and Late Industrialization* (1989) argues that the Korean government deliberately set prices “wrong” in order to actively guide and promote Korea’s large business groups. The policy interventions and government-business ties served as the means through which Korea could overcome the institutional and skill disadvantages associated with being a late industrializer.

The theme of late industrialization and the importance of special business-government relations in the process of learning runs through much of her other research, including Amsden (IndRel 1990) and Amsden (AER 1991).

In between these two opposing camps we find Susan Collins. Collins and Won-Am Park (in *Developing Country Debt and Economic Performance* 1989) highlight the importance of Korea's consistent and sensible macroeconomic policies, as well as the problems caused by the government's Big Push strategy to promote heavy and chemical industries. However, they leave open the possibility that strong government intervention did play a positive role in Korea's rapid growth. Collins and Barry Bosworth (BPEA 1996) contribute to a newer debate on the importance of capital accumulation versus productivity growth. Their growth accounting results support the conclusion that total factor productivity growth explains a rather small share of East Asia's income growth.

Further along the spectrum of government intervention, several prominent female authors have written extensively on socialist regimes in developing countries. First, Terry Sicular (JPE 1988) develops a theoretical model of the mixed commercial system in China's agricultural sector in which the system is sustainable and can have positive effects on efficiency and equity. Sicular (JAsianEc 1992) discusses problems with changes in China's agricultural price policies during the 1980s. Next, Padma Desai and Jagdish Bhagwati's *India: Planning for Industrialization* (1970) made a big impact as the first large-scale empirical work on India at a time when good data for India were scarce and even the national input-output tables were inconsistent across years. Desai and Bhagwati (WD 1975) focus on the interaction between socialist doctrines and policy-making in India.

### **Human Capital: Labor, Education, and Nutrition**

Joan Robinson made early advances in our understanding of underemployment and migration in developing countries. Her *Essays in the Theory of Employment* (1937) includes a profound discussion of her ideas on migration behavior, ideas which were formalized over thirty years later as the Harris-Todaro model of migration.

Nancy Birdsall has made numerous contributions to research on the economics of population, education, and health in developing countries. Birdsall (PDR 1977) examines the consequences of population growth for economic growth and development, and Birdsall (JDE 1985) uses a new method that combines cross-sectional household data with local measures of school availability and quality. Several of her articles address the failure of previous studies to control for key variables or effects in estimated schooling impacts. Jere Behrman and Birdsall (AER 1983) show that social returns to school *quality* are significantly higher than social returns to school *quantity*. Birdsall and Behrman (OxBulEcStat 1984) disaggregate Brazilian census data by region and provide a new method for estimating an unbiased national rate of return to schooling. Finally, Birdsall and M. Louise Fox (EDCC 1985) find that the locational distribution of male and female teachers, plus gender differences in types of job training, explain a large share of the gender earnings gap for Brazilian schoolteachers.

Barbara Wolfe and Jere Behrman have a series of articles that resulted from a survey and research project on the socioeconomic role of women in Nicaragua. For example, Wolfe and Behrman (EDCC 1983) find that income is not as important a determinant of nutrition as found in previous studies. Behrman and Wolfe (REStat 1984) use data on adult siblings to control for unobservable family background characteristics, particularly ability and motivation, and conclude that the standard

estimates may be too optimistic about schooling impacts in developing countries. Wolfe and Behrman (EDCC 1986) add new evidence to the ongoing debate on child quantity versus child quality. They highlight the importance of endogenous preferences and biological supply factors in models of fertility. Finally, Behrman and Wolfe (JDE 1984) find that special developing country conditions such as extended family childcare and availability of informal sector jobs have an impact on women's employment and earnings.

Cynthia Lloyd has also written on children's education in developing countries. Lloyd and Anastasia Gage-Brandon (PopStud 1994) find that teenagers in Ghana are more likely to have enrolled in school if their mother is the household head, and they find an inverse relationship between the number of siblings and educational attainment for girls. Lloyd and Ann Blanc (PDR 1996) find that education of the household head and the household living standard are key determinants of school outcomes among pre-adolescent children.

Anne Krueger led one of the first systematic attempts to examine the effects of different trade strategies on labor markets across developing countries. The NBER project on Alternative Trade Strategies and Employment, for which Krueger wrote the final volume (1983), finds that government interventions caused substantial price distortions in protected sectors of the economy relative to sectors without distortions. Labor costs in protected sectors rose by 20 percent or more in Brazil, the Ivory Coast, and Tunisia during periods of inward-oriented growth strategies.

Eva Mueller has written several interesting articles on labor surplus in developing countries. Sherrie Kossoudji and Mueller (EDCC 1983) examine the economic status of female-headed households in rural Botswana, where the lack of employment opportunities has led to extensive male out-migration. Mueller (JDE 1984) finds that the degree of labor underutilization varies according to household capital and culturally determined roles of labor for different demographic groups.

### **The Rural Sector**

The system of land tenure is one of the most important institutions in agriculture. Alain de Janvry and Elisabeth Sadoulet (WD 1989) show that land reforms in Latin America failed to achieve the desired social gains because the asset redistribution generated changes in political power that rendered the institutional changes infeasible. Sadoulet, Seiichi Fukui, and de Janvry (JDE 1994) explore possibilities when sharecropping can be efficient despite the incentive bias.

In the area of technology and agricultural growth, Ester Boserup's *The Conditions of Agricultural Growth* (1965) presents a new approach toward the economic growth of precapitalist agricultural societies in which farmers adopt improved technology only when population growth forces them to do so. Also, Boserup's *Women's Role in Economic Development* (1970) contributes ground breaking research on women's participation in agriculture and the factors which determine the gender division of labor.

Carmen Deere has also written on women's participation in agriculture. Deere (EDCC 1982) draws on household survey data for Peru and finds that most peasant households in the region do not have enough land to meet their subsistence needs, so women are more active in the familial labor force than described by Boserup. Deere's *Household and Class Relations: Peasants and Landlords in Northern Peru* (1990) argues that the subordination of women has a negative impact on rural household welfare.

Anne Case has interesting research on spatial and temporal patterns in technology adoption and household consumption in rural sectors of developing countries. Case (RegSci&UrbEc 1992) finds strong evidence of neighborhood effects in farmers' attitudes toward technology adoption. In related work, Timothy Besley and Case (AER 1993) present a model of farmers' learning from other farmers as an example of a dynamic model with less demanding computational costs. Case (Econometrica 1991) examines spatial relationships in a demand-side context and estimates the extent of district effects in the demand for rice.

In a pathbreaking article on temporal patterns in the rural sector, Christina Paxson (AER 1992) uses time-series data on rainfall variability in Thailand to identify an exogenous element of transitory income of farm households. This new approach provides her with a consistent estimate of the marginal propensity to save out of transitory income. Paxson (JPE 1993) finds that seasonal consumption patterns are very similar across groups with quite different seasonal income patterns, suggesting that rural households use savings to smooth their consumption.

### **Development and Open Economy Macroeconomics**

Anne Krueger has written pioneering studies in the evaluation of protectionist policies. Krueger (JPE 1972) is the first article to compare two fairly new (at the time) measures of trade barriers. Krueger's *Foreign Trade Regimes and Economic Development: Liberalization Attempts and Consequences* (1978) estimates differences in income growth resulting from a shift from import substitution to export promotion. Finally, Krueger and Tuncer (AER 1982) is the first empirical study to test whether import protection in developing countries can be justified on infant industry grounds.

The negative welfare effects of transfers on the recipient country is an old problem in trade theory, with the standard answer drawing on market instability. Graciela Chichilnisky (JDE 1980) first established sufficient conditions for the transfer to be welfare-reducing in the context of a stable market. More recently, Chichilnisky (AER 1994) examines the economics of environment and trade and is the first to formally include property rights in the model. She shows that otherwise identical regions will trade if the South treats the environment, a factor of production, as unregulated common property.

Rachel McCulloch and Jose Pinera (AER 1977) evaluate the aid component built into a system of tariff preferences, and the cost of using preferences rather than other types of aid as the means to transfer resources. McCulloch (QREc&Bus 1981) argues that Latin American countries would gain more from pushing for Most Favored Nation trade concessions than for preferential trade arrangements with industrialized countries.

Eliana Cardoso has written more on macroeconomic instability in Latin America than most economists. Cardoso (JPE 1981) finds that the Brazilian government's coffee-support policy propped up the export sector's income and allowed manufacturing output to expand despite large swings in the real exchange rate and depression abroad. Cardoso (JDE 1991) builds on a traditional Cagan money demand model by introducing financial markets and interest rates, and argues that interest payments on the government's external debt and rapid growth of domestic debt contributed to the unsustainable inflationary conditions in Brazil and Mexico. Latin American inflation constitutes one part of Cardoso and Ann Helwege's *Latin America's Economy: Diversity, Trends, and Conflicts* (1995). This book explores exchange rate and trade policies, debt problems, adjustment policies,

and the incidence of poverty across Latin America.

Finally, Nancy Marion has interesting work on the impact of macroeconomic uncertainty on various economic outcomes in developing countries. Joshua Aizenman and Marion (RIE 1993) test an endogenous growth model with uncertain tax policy and find that both investment and growth are negatively associated with policy uncertainty. Marion (WBER 1994) analyzes how the distortion created by a dual exchange rate system is affected by changes in international interest rates, real commercial exchange rates, and budget deficits.

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<sup>1</sup> Krueger was not in an academic position at the time of the ranking. She is currently Professor of Economics, Stanford University.

<sup>2</sup> The criteria for inclusion are described in greater detail in a longer version of this article, which is available upon request. The longer version also contains a more in-depth discussion of each author's work.

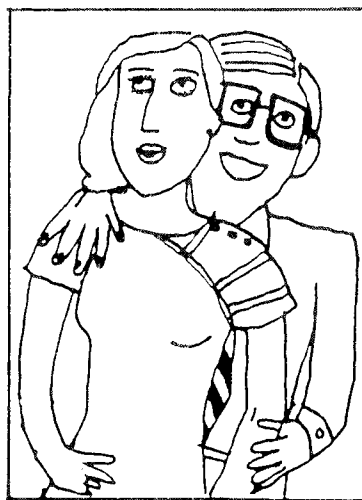
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## WHAT'S YOUR OPINION/

Can a woman successfully combine career and family?

Both Bob and I feel that a woman who has a career can do so only at the expense of her husband and children.

Bob is helping me to fully understand this, emotionally as well as intellectually, by dropping his clothes in little piles around the house, and by telling everyone that my children have dry skin because I neglect them.



I think, if women don't like the way we run things here, they can go back where they came from. That's what I think.





## **Creating Career Opportunities for Female Economists: CCOFFE**

A Workshop sponsored by the American Economic Association's Committee on the Status of Women (CSWEP) and the National Science Foundation (NSF)

January 5-7, 1998

Following the Allied Social Science Meeting in Chicago, IL.

The purpose of the workshop is to bring senior women economists from the 114 Ph.D.-granting institutions in the US to form teams with up-and coming female economists to improve their grant and research paper writing skills. There will be informational and work sessions. The informational sessions, organized as Coffee Klatches, will be team lead by:

Beth Allen (University of Minnesota)  
Rebecca Blank (Northwestern University)  
Betsy Hoffman (University of Iowa)  
Majorie McElroy (Duke University)  
Valerie Ramey (University of California - San Diego)  
Nancy Stokey ( University of Chicago).

There will be four CCOFFE Klatches — grant writing, research and publication, networks, and questions and answers.

The work sessions will be facilitated by past and present members of CSWEP. In these sessions, participants will have time to work on their own projects with the help and guidance of a senior woman economist and other members of their working team.

The targeted group of participants is junior women economists in their first four years as assistant professors at Ph.D.-granting institutions. This workshop will be the first of several at the national and regional levels. Subsequent workshops will target assistant professors at other kinds of academic institutions.

If you are interested in this workshop or you know of an untenured female professor who could benefit from this workshop, write for an application form:

Robin L. Bartlett  
CSWEP  
Denison University  
Granville, Ohio 43023  
bartlett@denison.edu

## **Biographical Sketches of CSWEP Board Members**

**Catherine C. Eckel**

*National Science Foundation*

I can't seem to get out of Virginia. I was born in a small town in the western part of the state, moved east to Richmond for high school and university, headed back west to the University of Virginia in Charlottesville for graduate school, and after a brief detour to University of British Columbia in Vancouver, landed at Virginia Polytechnic Institute in Blacksburg. At the moment I'm on a two-year leave of absence as an Economics Program Director at the National Science Foundation in Arlington, Va. (they moved out of the District of Columbia a few years ago), an engaging change of pace.

I came to economics as a sort of a compromise between what I loved (theatre) and what I was good at (science and math). I started out as a theatre major, but gradually it dawned on me that I'm not Meryl Streep. The desire to be self-supporting won out, and I switched to business school. I hated business courses like accounting and management. By contrast, economics turned out to be fun. I liked it especially because it gave me a cool-headed scientific way of looking at serious social problems. (I'd always been a bit of an activist). One of my teachers was an enormous African man, who liked to joke around. When he gave back our first test, he slammed mine down on my desk, looked me in the eye, and said, "You could get a PhD." So I did.

Graduate school was grand. I studied all the time, and loved every minute, at least that's the way it seems when I think back on it. I met Doug Eckel in September of my first year, and we were married in May. I managed to work with the very best thesis advisor of them all, Roger Sherman, and finished up with a dissertation on public utility pricing. (Well, it seemed exciting at the time; that's when all those utilities in the northwest were going bankrupt. ) I never intended to be an academic, but by the time I was finished it seemed the best alternative, especially when UBC offered me a job.

We moved to Vancouver in 1980, and stayed three years until the economy was so bad that my husband became seriously under-employed. While there, my research took a turn toward the study of government-owned firms and mixed enterprise, very popular in Canada. In 1983, Dan Orr offered me a position at VPI, where I entered with a cohort of seven, the replacement faculty for positions emptied by the departing Public Choice Center (Buchanan, Tullock, et al.) Our son Chris was born in 1985, I was tenured in 1989, and our daughter Alice was born the same year. There were so many changes occurring, we decided on two more: Doug started back for his PhD that fall (in finance), and I began doing laboratory experimental research in earnest.

My first exposure to experimental methodology came from Charlie Holt, who visited Virginia when I was a graduate student. We wrote a paper together, and I was hooked. Phil Grossman, a classmate from Virginia, approached me around 1990 with the idea of testing for differences in the behavior of women and men in laboratory settings, and we set out on what was to become a major research agenda and a very rewarding collaboration.

My research concerns the effect of social interaction on economic exchange. I'm interested in

how the social signals people send each other (sex, race, social status, neediness, facial expressions) affect the outcome of a trade or negotiation. We've looked at different characteristics in simple settings - ultimatum games, dictator games, auction markets - and find a consistent pattern of effects. My work is now becoming inherently interdisciplinary, bridging economics, psychology, and sociology. This research has brought me back to many of the same policy issues (discrimination, poverty) that interested me in economics in the first place. I was fortunate to spend my sabbatical at the Economic Science Laboratory at the University of Arizona in Tucson, a wonderful experimental facility and community, where I picked up a few more tricks of the trade.

The opportunity to spend some time at NSF coincided with the completion of Doug's PhD, so here we are, doing the two-career tango in our nation's capital. It is a great place to work for a couple of years, but I'll admit I look forward to a return to the gentle pace of the small-town university campus and the quiet challenge of the lab.

**Henry Farber**  
*Princeton University*

As with many, my life has had a strong component of serendipity. I became an economist indirectly, as a result of a strong interest in labor unions. My father owned a small hardware and building supplies business in New Jersey, and I had a part-time and summer job waiting for me there from the time I was about ten years old. I started filling large nail bins from 50 and 100 pound kegs and packaging the nails into one-pound bags. I graduated at about age 13 to waiting on customers in the lumber yard, stocking lumber bins, and unloading freight cars of lumber (both by hand and with a fork-lift). A bonus was that I learned to drive (trucks) at about this age, and my interest in motor vehicles persists to this day (a guy thing?). In retrospect, this was a fantastically interesting experience that exposed me to all sorts of people and situations that have shaped me in fundamental ways.

My first exposure to labor unions came through my father's business, as the building supplies workers were organized by the Teamsters. A formative event occurred when I was about sixteen, and the workers struck over the firing of a worker. Without question, I "scabbed" for my father. My second exposure to labor unions came after I graduated from college and needed a job. I went to the same Teamsters local that had organized my father's shop, and they found me a job as a fork-lift operator in a warehouse. Now I was a member of the Teamster's union. When we had a wildcat strike to protest the firing of a worker, without question I supported the strike.

After about eight months, I began to think about alternative (easier?) ways to make a living. I was fascinated by the dynamics of labor-management relations, so I enrolled in the M.S. program in the New York State School of Industrial and Labor Relations at Cornell. It was here that I realized two things. First, I really enjoyed and had a flair for empirical research. Second, I found the interdisciplinary approach to studying unions unsatisfactory. I decided to study unions from the perspective of economics.

The rest is fairly routine for an academic. I moved from Cornell to Princeton to study economics, mainly being interested in studying with Orley Ashenfelter. After completing my Ph.D. I was fortunate enough to land a job as an Assistant Professor of Economics at MIT. This

was a terrific opportunity, and during my 14 years at MIT I deepened my research on labor unions and branched out into other areas of labor economics. One thing that gave me particular satisfaction at MIT was building a program in neoclassical labor economics and training graduate students in that area. I take real pride in seeing my former students doing interesting work in economics in many settings.

Life in Cambridge was exciting and interesting, but after 14 years it was time to move on. When the opportunity came in 1991 to return to Princeton, I took it. While I no longer work much on labor unions, my research interests have expanded in several directions. Within labor economics, I work on wage dynamics, work mobility, and job loss. I also work in law and economics and some aspects of political science and psychology. Much of this work has flowed naturally from my work on labor unions and is interdisciplinary in the sense that I work regularly with political scientists, psychologists, and legal scholars.

I continue to do the work I like and to enjoy the many friends I have made in economics. If I had any advice to offer young economists, it would be to work hard and focus your efforts on the things you enjoy most and to take advantage of interesting opportunities as they present themselves.

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## NEWS & NOTES

**Susan Pozo**, Department of Economics, Western Michigan University, recently edited Exploring the Underground Economy, by Upjohn Press.

**Rebecca M. Blank**, Northwestern University, along with the Russell Sage Foundation, co-published It Takes a Nation: A New Agenda for Fighting Poverty.

**Deborah M. Figart** and **Peggy Kahn** have co-authored the book Contesting the Market: Pay Equity and the Politics of Economic Restructuring, published by Wayne State University Press.

**Patricia Smith**, Associate Professor of Economics at the University of Michigan-Dearborn, received the Sarah Goddard Power Award. This award honors the accomplishments of members of the University community who have distinguished themselves through their leadership, scholarship and sustained service on behalf of women.

**Natalie J. Webb** has been awarded a Fulbright grant to conduct research in Norway. Dr. Webb's research project is titled, "Public-private partnerships in providing social welfare: What the U.S. can learn from Scandinavia on management, quality, and effectiveness in providing public welfare through government and nonprofit organizations." She is currently Assistant Professor of Economics at the Defense Resources Management Institute, Naval Postgraduate School, Monterey, CA.

**Robin Bartlett**, Professor of Economics at Denison University and Chair of CSWEP, received Denison University's Teaching Excellence Award for 1997.

## SUMMARIES OF THE CSWEP-ORGANIZED SESSIONS

### 1997 Eastern Economic Association Meeting

#### Current Issues in Fiscal Federalism

*Daphne A. Kenyon, Simmons College*

**Amy Ellen Schwartz** (New York University) presented "Smoking and Drinking and the Taxation of Cigarettes and Alcohol" (written with co-author **Sandra Decker**). The panel puzzled over their empirical results regarding the interdependence of demand for cigarettes and alcohol: increases in cigarette prices increase alcohol consumption, but increases in alcohol prices decrease cigarette consumption. **Andrew J. Houtenville** (University of New Hampshire) presented a paper co-authored with **Karen Smith Conway**, "Can States Become 'Elderly Magnets'? New Evidence Using State-to-State Migration Flows." Their research finds that state government expenditures and tax policies affect migration of the elderly, but in unexpected ways. **Judy Temple** (Northern Illinois University) presented "Alternative Estimates of the Effects of Tax Limitations." She found that neither traditional revenue and expenditure limitations nor the newer supermajority requirements for tax increases slowed state revenue growth. **Sally Wallace** (Georgia State University) presented "Decentralization in the U.S.: Federal vs. State Equalization" (written with co-authors **Roy Bahl** and **Stephanie Stitch**). Their analysis of data for New York and Georgia supported these hypotheses: intrastate fiscal disparities are greater than interstate disparities; intrastate fiscal disparities are greater in rich than in poor states; and state grants to local governments are more equalizing in rich than in poor states. **Daphne Kenyon** (Simmons College), **Ritu Nayyar-Stone** (The Urban Institute) and **Ranjana Madhusudhan** (New Jersey Department of Treasury) served as able discussants.

#### Gender Issues in Employment, Credit and Child Support Awards

*Jane Sjogren, Simmons College*

The session offered a sample of research efforts on contemporary economic issues affecting women. **Marsha Courchane** (Office of Comptroller of the Currency) presented "Gender, Risk, and Credit Rationing" (written with co-authors **Andrew Kaplowitz** and **David Nickerson**). Discussant **E. Eugene Carter** (formerly of the University of Maryland) noted with interest their finding that single women were denied credit to purchase a home slightly less often than single men but that minority women were much less likely to receive home lending. **Carol Kallman** (Boston College) presented her work on "Wages, Hours, and Employment Effects of State Legislation Mandating Maternity Leave." Discussant **Donna Rothstein** (Bureau of Labor Statistics) commented on Kallman's findings that mandated maternity leaves are associated with a moderate decrease in wages but a comparable increase in employment. **Mary Bozza Wise** (Boston College) in "Do Absent Parents Matter? Determinants of Child Support Awards and Receipt Outcomes" noted the importance of the absent parent's income level and number of dependents rather than income on both award and receipt of child support payments. Discussant **Elizabeth Ratcliffe** (Urban Institute) noted the relevance of this research to changing state welfare policies.

## Roundtable: Women & Evolution in the Teaching of Economics

*Daphne Kenyon, Simmons College*

**Carolyn Shaw Bell**, a professor at Wellesley from 1950 to 1989, and first Chair of CSWEP, kicked off the panel with an historical and personal account of the evolution of the subject matter of economics courses and the role of women in the economics profession. Carolyn reminisced about reading Keynes' *General Theory* in her senior year at Mt. Holyoke. At that time Keynes' theories were controversial enough so that some schools refused to hire faculty who espoused his views. At the time that Carolyn applied for an academic position, it was generally accepted that women would teach only at women's colleges. Nevertheless, in 1952 John Kenneth Galbraith nominated Carolyn for an assistant professor position at Harvard. Despite giving a successful seminar, Carolyn's application was summarily rejected. It took another 7 years before Harvard appointed the first female Ph.D. candidate as a teaching assistant. **Robin Bartlett**, a professor at Denison University and the current Chair of CSWEP, summarized some of the trends in economic education and in the gender split among economists in academia. She noted that the percentage of economics majors who are female increased from the mid-1970s to 1984-85, but has fallen steadily since 1986-87. Over the last twenty years, the percentage of faculty in Ph.D. granting institutions who are female has risen from 8% to 25% at the assistant professor level, from 2.5% to 9% at the associate professor level, and from 1.5% to 5% at the full professor level. **Susan Feiner**, a professor of economics and women's studies at the University of Southern Maine, argued for broadening the subject matter in economics courses. She suggests that when economists present controversial economic topics to their students that they should also present alternative paradigms. Susan also regrets the fact that economists today have less and less interaction with other social scientists.

## 1997 Midwest Economic Association Meeting

### Poverty Welfare and Health

*Diane Dewar, State University of New York at Albany*

The session opened with **Carlana K. Cochi Ficano** of Cornell University examining the indirect impact of AFDC programs on fertility and exit in her paper, "AFDC and Mandatory Work/Training: Backing Out the Fertility Effect." Based on data from the National Longitudinal Survey of Youth during 1979-1992 and state welfare policy, the reduced form simultaneous probability of birth and welfare exit was estimated as a function of the age of the recipient's youngest child. The model followed from search theory which predicts that when the cost of remaining in a given state rises, one's reservation offer falls and the likelihood of exiting that state increases. Theory predicted that as a marginal recipient's youngest child approaches the age at which work/training program participation becomes mandatory, the woman should demonstrate a behavioral response in terms of fertility or program exit. Preliminary results provided evidence of a fertility response to mandated work/training but no exit response.

**Timothy McBride** of the University of Missouri-St. Louis presented the paper, "Uninsured Spells for the Poor: Prevalence, Duration and Impact on Health Status and Health Utilization." Using data from the Survey of Income and Program Participation, multivariate estimation techniques were used to explore the relationship between poverty, insurance status, and duration of uninsurance on three different measures of medical care utilization: nights in hospital, number of physician visits, and usual source of care. The findings confirmed the hypothesis that persons with longer uninsured spells use less health care, all else equal. Longer uninsured spells, especially for those in poverty, were associated with fewer physician visits, fewer nights in hospital, and a higher probability of using usual sources of care other than a physician - particularly the emergency room. In addition, the longitudinal results suggested that health utilization increases and health status decreases the longer an uninsured spell lasts.

Discussants were **Carol J. Kallman** of Boston College and **Brian Ferguson** of the Kansas Health Institute.

### **Economic Issues of Gender**

*Marsha Courchane, Office of the Controller of the Currency*

The first paper, "Gender, Risk and Credit Rationing," by **Marsha Courchane** (OCC) and **David Nickerson** (American University) examined bank data on mortgage lending for the largest fifty national banks. Using publicly available Home Mortgage Disclosure Act (HMDA) data, they test the hypothesis that banks do not discriminate by gender in granting home mortgage loans. Their results indicate that the majority of the banks do not discriminate, and, on average, slightly favor female applicants applying without a co-applicant, relative to male, non-joint, applicants. These results are reversed for some of the banks, however, when looking specifically at minority women applicants.

**Lisa Jepsen** (Rockhurst College and University of Missouri-Kansas City) presented "Labor- Market Specialization within Same-Sex and Opposite Sex Couples." Lisa tests Becker's assumption that there are gender specific gains from marriage by comparing heterosexual to same-sex couples. She tests Becker's theory that "likes" marry "likes" with respect to education, income and other factors and she analyzes the effects of one partner's characteristics on the other's wages. She finds married couples the most similar with respect to age, race, and education, but the least similar with respect to hours and earnings. Same-sex and cohabiting couples appear to view their wages as complements, while married couples view wages as substitutes.

The third paper, "Correlates of Child Poverty" was presented by **Emily Hoffman** (Western Michigan University). Emily examined both U.S. Bureau of the Census and 1992 Panel Study of Income Dynamics data. Emily notes that her results support 'armchair empiricism' in that age, increasing education, being white, being married and being employed would all tend to reduce the probit prediction of child poverty while increasing the number of children and being a single female head of household would increase the likelihood of child poverty. The effects from marriage and employment are strongest.

"Wage, Hours and Employment Effects of State Legislation Mandating Maternity Leave" describes **Carol Kallman's** (Boston College) efforts at capitalizing on the different dates at which several states passed maternity legislation prior to the Federal Family Medical Leave Act (FMLA). She finds that wages and hours of women decrease following implementation of the state legislation and that more women become employed following the mandates. The total labor input of women is the same prior to the mandate and several years following it.

**Carlena Cochi-Ficano** (Cornell University) and **Tim McBride** (University of Missouri-St. Louis) served as discussants for this session.

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### NEW ENGLAND WOMEN ECONOMISTS ASSOCIATION

The next meeting of the New England Women Economists Association (NEWEA) will be Tuesday evening, May 20 from 5:00 to 9:00 p.m. at the Main College Building of Simmons College, 300 The Fenway, Boston. **Julie Nelson** from Brandeis University will speak on "Feminism, Objectivity, and Economics." Before Professor Nelson speaks, there will be a reception, and after her talk there will be a dinner. Discussions are lively and the company is congenial. Women economists or graduate students from academia, government, non-profit organizations, banking and financial institutions, research and consulting companies, and industry are all cordially invited. If you'd like to learn more about NEWEA or attend this event, please write Professor Barbara Sawtelle at Department of Economics, Simmons College, 300 The Fenway, Boston, MA 02115, call her at (617)521-2582, or send her an e-mail at [bsawtelle@vmsvax.simmons.edu](mailto:bsawtelle@vmsvax.simmons.edu).





## **CALL FOR PAPERS**

### **CSWEP at the 1998 Midwest Economic Association Meeting**

CSWEP will co-sponsor two sessions at the Midwest Economics Association Annual Meetings to be held in Chicago, IL, March 19-21, 1998.

One of the sessions will focus on gender-related issues. We are looking to choose from papers in gender studies such as household economic issues: time allocation, labor supply, marriage markets, fertility decisions and time; labor market outcomes; and cross-country comparisons of any of the above.

The non-gender related session will deal with the Economics of Information especially asymmetric information. Topics may include, but are not limited to, the costs of information, the use of information to segment consumers, the cost of acquiring and maintaining databases and hardware, information in search theory, credit markets, and life and auto insurance markets.

To be considered for either of these sessions, please send an abstract to Susan Pozo, Department of Economics, Western Michigan University, Kalamazoo, MI 49008, by September 15, 1998.

### **CSWEP at the 1998 Eastern Economic Association Meeting**

CSWEP is organizing two sessions at the 1998 meetings of the Eastern Economic Association. One will be gender related, the other on public finance or health economics. The meetings will be held in New York City from February 26 to March 1. Anyone who would like to organize a session, chair a session, present a paper, or act as a discussant, please contact (before October 17, 1997): Daphne Kenyon, Department of Economics, Simmons College, 300 The Fenway, Boston, MA 02115; 617/521-2587 (phone), 617/521-3199 (fax) or [dkenyon@vmsvax.simmons.edu](mailto:dkenyon@vmsvax.simmons.edu). If sending a fax, please attach a cover sheet noting my name and that I'm in the Economics Department.

### **CSWEP-Sponsored Sessions at the Southern Meetings**

There will be three CSWEP sessions at the SEA meetings. Two regular sessions include one on gender-related issues, and one consisting of topics in industrial organization and regulation. A panel session also will be held on the topic of Women's Careers in Economics, with Robin Bartlett, Chair of CSWEP, and others. Immediately after the panel, CSWEP will host its annual SEA cocktail party. Everyone is welcome! (Discussants are needed for the two regular sessions. If you are interested contact Catherine Eckel, [ceckel@nsf.gov](mailto:ceckel@nsf.gov), 703-306-1753.)

### Getting on the Program at the January 1999 AEA Meetings

Now is the time to think about submitting an **abstract**, or a **proposal for an entire session**, in order to participate in the AEA's annual meetings on January 3-5, 1999, in New York. CSWEP generally organizes several sessions each year. A subset of the papers presented in these sessions are selected for publication in the May 1999 issue of the American Economic Review, Papers and Proceedings.

There will be three sessions on **gender-related topics**. We are particularly interested in receiving abstracts for gender issues in economics, including but not restricted to experimental studies, risk assessment, and valuation. However, all gender-related research topics are welcome. There will also be three sessions in the area of **Labor Economics**. We are particularly interested in abstracts on human capital, wages, employment, and mobility. However, all research topics on labor economics are welcome.

If you are interested in presenting a paper, please submit an **abstract** which includes (1) objectives; (2) background; (3) methodology; and (4) results/expected results. Attach a separate cover sheet listing (1) name; (2) affiliation; (3) mailing address, e-mail address, phone and fax numbers; and (4) the appropriate JEL classification code.

Abstracts should be submitted by February 1, 1998 to: Robin Bartlett, CSWEP, Department of Economics, Denison University, Granville, OH 43023. Inquiries call: 614-587-6574; fax: 614-587-6348, Bartlett@denison.edu

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### **Women on the Run**

Some of the CSWEP associates are interested in participating in a run at the 1998 AEA meetings in Chicago. The event would be open to anyone wishing to participate. If you are interested in running, please contact Joni Hersch at [jhersch@uwyo.edu](mailto:jhersch@uwyo.edu).

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Did you know that 72.6% of the CSWEP associates are employed in academic institutions? -- 12.1% are in business, 9.7% are in government, and 5.6% are employed in other areas.

## CSWEP

The Committee on the Status of Women in the  
Economics Profession

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**CSWEP depends on all of its dues-paying associates to continue its activities.** In addition to publishing the Newsletter, we maintain a Roster of women economists that is used by members, employers, organizations establishing advisory groups, and the like. We also organize sessions at the meetings of the AEA and the regional economics associations and publish an annual report on the status of women in the profession.

**If you have not paid your dues for the current year (July 1, 1996 - June 30, 1997), we urge you to do so.** Questionnaires and dues reminders were mailed in September to associates.

If you have paid, please pass this newsletter page on to a student, friend, or colleague and tell them about our work. Thank you!

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NOTICE: STUDENTS DO NOT HAVE TO PAY ASSOCIATE DUES!!!  
JUST SEND IN THIS APPLICATION

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To become a dues-paying associate of **CSWEP** and receive our Newsletter and Roster, send this application, with a check for \$20 payable to:

CSWEP, c/o Dr. Joan Haworth  
4901 Tower Court, Tallahassee, FL 32303

NAME \_\_\_\_\_

MAILING  
ADDRESS \_\_\_\_\_

CITY, STATE, ZIP \_\_\_\_\_

Check here if currently an AEA member \_\_\_\_\_ Renewal of CSWEP Associateship \_\_\_\_\_

New CSWEP Associate \_\_\_\_\_ a Student \_\_\_\_\_

If you checked student, please indicate what Institution \_\_\_\_\_

Check here if you wish a copy of the Special Reprint Issue \_\_\_\_\_

The Special Reprint Issue of the newsletter contains reprints of ten articles designed to help women economists advance in the profession. The cost for non-dues paying associates is \$8.00.

## CSWEP: PEOPLE TO CONTACT

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General Policy Matters and  
Items for Newsletter

Robin Bartlett, Department of Economics,  
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Dues, Change of  
Address, Roster

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