

CONTINUITY AND CHANGE IN THE JOURNAL OF ECONOMIC EDUCATION OVER FIFTY YEARS

Short title for running header: Continuity and Change

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Abstract: A former *Journal of Economic Education* editor assesses how this journal has changed since its inception in 1969. Four aspects are discussed for the assessment: (1) its original statement of purpose and whether it remains valid; (2) modifications to the structure of the journal over the years and the vital contributions made by editors and associate editors; (3) the changes in the distribution of articles in each decade based on section allocation—research, instruction, content, features and information, and online; and (4) the impact of the journal as measured in quantitative and qualitative ways. Some concluding comments are offered with implications for the future of the journal.

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As a former editor of the *Journal of Economic Education* (JEE), I was tempted to use this invitation to write an article to highlight the many accomplishments of the JEE over the past fifty years. I resisted that temptation for several reasons. First, a laudatory or congratulatory piece about JEE accomplishments serves no essential academic purpose. As a former editor, I would not consider it to be a good use of scarce journal space to publish such an article, and the scarcity of journal space was a central criterion I used to accept or reject many articles submitted to the JEE. I prefer to organize and present my thoughts in the form of an assessment of the JEE after fifty years. I am more comfortable with this analytical process having served as an evaluator and measurement expert for many programs in economic education. In essence, the JEE is a multi-faceted enterprise that is not unlike some of the educational programs I have assessed, albeit with a significantly longer history. This assessment is an internal one because I witnessed first-hand many developments in the JEE and participated in some of them. I also knew or worked with key individuals associated with the JEE for about forty of its fifty-year history, so I am familiar with the key participants. The insider view gives me the depth of knowledge and understanding of the enterprise that an outsider may not fully possess or appreciate. As with all my assessment work, however, I approached this task with a critical or skeptical perspective, even if in this case mine is not an independent or unbiased one.

Four issues come to mind that frame my assessment. The first one is whether the rationale for starting the journal is still sound. This work requires probing the history and statements around 1969 justifying the establishment of the JEE to determine if they are still valid today. A second issue concerns the structure of the JEE and the role of the personnel that enabled it not only to survive, but to adapt and thrive. It is with the structure and personnel issue that continuity and change are amply evident. A third issue involves the distribution of the journal content and its

management over time. The allocation of articles to sections changed over time as did certain topics. The purpose for discussing this issue is not to offer a complete enumeration of the content published in the JEE, but rather to identify several major patterns and trends, some of which appear to have lasting interest. The fourth issue focuses on impact. This part of the assessment requires more than an understanding of journal impact factors and stretches the concept to its impact on economics faculty and the economics profession. Some concluding comments suggest possibilities for how to keep this established journal dynamic with the changing times.

THE PURPOSE OF THE JOURNAL

The JEE was founded in 1969 as a cooperative project of the American Economic Association's Committee on Economic Education (AEA-CEE) and the Joint Council on Economic Education (now the Council for Economic Education). Members of the AEA-CEE served as the JEE's editorial or advisory board while the Joint Council managed and published the journal. Henry Villard was the first editor. As Villard wrote in his statement of purpose: "The AEA Committee and the Joint Council have come to the conclusion that the amount and quality of material available justifies the establishment of the *Journal of Economic Education*" (Villard 1969, 5).

Reaching that conclusion was a confluence of interests of the two institutions and one key factor. It was fitting that the AEA-CEE be involved in founding and shaping the JEE. The AEA had a long history in economic education since the founding of the AEA, and by 1969 with sessions organized by the AEA-CEE at the AEA's annual meetings (Hinshaw and Siegfried 1991). These sessions created forums for economists to discuss and report on teaching and research as economic education became a new field of academic study (Fels 1969). The growing body of work needed another publication outlet because the *American Economic Review (AER) Papers and Proceedings* limited its publication to the one annual AEA-CEE session and few economics or education journals published studies on economic education. G. L. Bach, AEA-CEE chair when the JEE was

launched, implicitly recognized this void and the need for a specialty journal when he stated that the purpose of the JEE was to “provide a channel of communication for research work and related publishable material with reference to economic education” (Bach 1971, 505).

The interest of the Joint Council in founding the JEE arose from its focus on pre-college economic education. This organization, formed in 1949, oversaw a national network of state councils and centers for economic education, largely devoted to improving economic instruction in the schools through teacher training programs in economics and the development of curriculum materials for economics instruction. Many councils and centers were directed by economists or educators, some of whom sought publication for their studies in pre-college or college economic education. Villard acknowledged this broad reach of the JEE when he stated “The *Journal* is directed to an audience which includes those teaching economics in universities or four-year colleges, in community colleges, and in high schools. It is our hope that the *Journal* will have developments to report at all three levels” (Villard 1969, 8).

A key factor bringing the two institutional interests together was the development during the 1960s of the influential high school *Test of Economic Understanding* (precursor to the *Test of Economic Literacy*) and the *Test of Understanding in College Economics*. The availability of these tests made it possible to conduct quality research and evaluation studies in high schools or colleges and universities with standardized measures of student achievement (Fels 1969; Siegfried and Fels 1979; Walstad 1992). As Villard noted in 1969, we are “now in a position to measure the relative effectiveness of different alternatives as a result of the availability of recently developed tests of economic understanding” (p. 5).

Conceptually, the main purpose of the JEE has not changed over the past fifty years. It is a specialty academic journal for professional economists and educators interested in publishing

studies in economic education as called for by Villard and Bach. The JEE also remains an outlet for studies at the broad levels as cited by Villard—in high schools, two-year colleges, four-year colleges, and universities—but the range expanded over the years to include studies with elementary and middle schools students, surveys of adults or the general public, and investigations with economics graduate students and faculty. A major focus of research studies continues to be measuring the relative effectiveness of different methods of economics instruction, but what has changed over the years is a diminished reliance on standardized tests such as the TUCE as an outcome measure and its replacement with different measures such as persistence or effort (Siegfried and Fels 1979; Becker 1997; Allgood, Walstad, and Siegfried 2015).

The final point to note is that the modifier in the JEE title is “economic” and not “economics,” the same one used in the *American Economic Review*, *Economic Inquiry*, and the *Nobel Prize in Economic Sciences*. This distinction is more than just a grammatical issue (Becker and Becker 2011). “Economic” is a broader term that in my view gives the JEE editors license to include studies related to, but not strictly or solely about economics, such as business, personal finance, the social studies curriculum, or literature and drama. In recent issues, for example, the JEE explicitly invited and published studies on the effectiveness of financial education, with certain restrictions (Walstad 2017).¹

STRUCTURE AND PERSONNEL

Villard served as JEE editor through the first issue of 1982. During his tenure, the JEE was published semi-annually by the Joint Council. In the first few years, issues contained longer articles, grouped by topic so that a body of related work on a topic could be accessed in one issue, along with some shorter notes about current research or instruction. Villard experimented with this initial organization “in the hope that reading the *Journal* will enable those interested in economic education to keep up with all developments in the field” (Villard 1969, 6). The experimental

approach soon gave way to a standard organization with a section of longer articles, but no longer topic-related, followed by a communications section of short notes, and a book review section.

In 1983, the publication and structure significantly changed with the appointment of Donald Paden (University of Illinois) as the new editor. Discussions involving the advisory board from the AEA-CEE, the Joint Council, the JEE editorial board, and the new editor led to the decisions to make the JEE a quarterly journal, assign publication to Heldref Publications at the Helen Dwight Reid Educational Foundation, and broaden coverage by dividing the JEE into five sections (Paden 1983, 9). The titles given to the five sections were: (1) research in economic education; (2) innovations in economic instruction; (3) significant topics in the current economic literature (i.e., content articles in economics); (4) professional information and book reviews; and, (5) invited articles about teaching and the teaching profession. The work on the sections was assigned to four new associate editors plus the editor.

From an assessment perspective, the division of the JEE into sections overseen by associate editors has stood the test of time. The four main sections—research, instruction, content, and information—remain the same today as they were in 1983. The only noteworthy refinement was to the professional information section. In 1994, it was retitled “Features and Information” and the content expanded to include reports, survey findings, and other analytical articles about the economic curriculum, instructional materials, the teaching practices, and information of interest to teaching economists. Book reviews were removed from that section and became ad hoc publications until they completely disappeared after 2009.²

The JEE editors, however, continued to experiment with the journal organization over the years, albeit within the sectional structure. The invited articles section was deleted in 1986 when Kalman Goldberg (Bradley University) assumed the JEE editorship from Donald Paden. The likely

reason was that invited articles could appear in any of the four main sections, or be included in a JEE proceeding issue related to a section (e.g., Highsmith and Kasper 1987; Becker, Greene, and Rosen 1990). In 1990, William Becker (Indiana University) became JEE editor and he also experimented with the JEE organization. In 1992, he added a section on qualitative studies, but it only lasted until 1998 because of a lack of sustainable interest (only three articles were published). By contrast, in 2000 he added an online section that remains in the journal today as one of the five sections together with research, instruction, content, and features and information.

When I assumed editorship in 2010, I did not change the organization of the JEE because in my assessment the sectional structure gave the JEE the capability to meet the broad interests of the JEE readers while also allowing for the necessary flexibility and experimentation to keep the journal current and relevant. In my view, the 1983 decision to assign associate editors to sections was a brilliant innovation because it gave the JEE the full advantages of specialization and division of labor with the diversified content being submitted and published in the JEE. An editor simply cannot know everything about all content submitted and must rely on the expertise of the associate editors. At the same time, the associate editors have the necessary freedom to manage articles submitted and published in their sections and be recognized for their initiatives and contributions.

A few other institutional changes that came in 2010 and thereafter are worth noting, but they did not affect the structure or operation of the JEE. Taylor and Francis (T&F) assumed ownership of Heldref in 2010 and became the JEE publisher. This change gave the JEE access to a more stable publisher and a greater international audience given the worldwide consolidation in journal publishing. I used this transition to revise the size and look of the print edition of JEE. T&F also provided an electronic submission system to increase efficiency for processing manuscripts. The other noteworthy change is that in 2016 the Council for Economic Education (a successor of

the Joint Council) severed its connection with the JEE and T&F, and ended its limited financial support of the JEE in a budget reduction at that organization. The JEE remains affiliated with the AEA-CEE, but in all other respects it operates independently of any institutional attachments other than with the T&F publisher and the in-kind support it receives from universities that house the various editors.

What is more remarkable about the JEE than the continuity in its organization is the extensive work of the editors and the associate editors to make the JEE useful for both contributors and the readers. In this respect, the lengthy tenure of many editors and the associate editors provided stability for the journal enterprise over the fifty years. The evidence in table 1 shows that many of them devoted a significant portion of their academic careers to journal service. The other feature worth mentioning is the list of the academic affiliations of the editors and associate editors. The affiliations include economists from a range of academic institutions, from Ph.D.-granting research universities to baccalaureate colleges. This mixture is fitting because economics faculty will be involved in teaching regardless of the type of institution.

[Insert table 1 about here]

The contributions of the editors and associate editors are highlighted in several JEE publications. Board member G. L. Bach (Stanford University), who was instrumental in starting the *Journal*, wrote a tribute stating that Villard's work as its first editor was "above and beyond the call of duty" (Bach 1983, 7). Other commentary about the work of editors can be found in notes from a new editor thanking a previous editor (e.g., Goldberg 1986; Walstad 2010; Allgood and McGoldrick 2018), in reflective essays (Becker and Becker 2011), and in JEE annual reports that are now published with the AEA-CEE annual report (see endnote 7). Memorial articles also

were published on the passing of associate editors Peter Kennedy (Becker 2011) and Michael Watts (Walstad et al. 2015) to recognize their significant contributions to the JEE.

Years of involvement with the JEE also means that the editors and associate editors have a depth of understanding of the journal content within each section to share. This point is vital for a specialty journal such as the JEE because while academic economists are familiar with what it means to publish research in economics, they may not be familiar with what needs to be done to publish research in economic education or prepare an acceptable instruction, content, features or online article. To make this understanding more accessible to prospective authors, JEE associate editors prepared guidelines for submitting papers to their sections in 2014 (Allgood 2014; Colander et al. 2014; Emerson 2014; Goffe 2014; Hoyt 2014; McGoldrick 2014).

DISTRIBUTION OF ARTICLES BY SECTION

Table 2 shows that the JEE published 1,728 articles and 15,228 pages of text in its five major sections, plus book reviews, in the past fifty years. My tabulations are based on content from the 49 volumes and 171 issues from fall 1969 through 2018. I reclassified articles in the early periods, especially from 1969 to 1982, to fit within the four main sections. I eliminated editor notes, memorial articles, and professional information that was simply an announcement or a list of conferences. Comments, replies, and book reviews, mostly published in the first three periods, were treated as separate articles. Page numbers for articles were rounded to the nearest whole number.³

[Insert table 2 about here]

The five periods of data convey the growing maturity for the JEE as it changed from a semi-annual journal to a quarterly journal starting in 1983. The number of journal pages increased, as did the number of articles, with the average length of articles almost doubling from the initial

period (5.34 pages) to the later periods (10.1 to 10.31 pages). This doubling in length occurred without a corresponding doubling in the number of articles as the short communication articles, prevalent until 1983, were eliminated with the move to quarterly issues. Also contributing to the length of articles was the eventual disappearance of shorter comments, replies, and book reviews.

The working structure of the JEE and its diversity of content is evident in the data from the past ten years for the five sections. By far the largest section of the JEE is instruction, which from 2009 through 2018 accounted for 36 percent of the pages (1455/4022) and 31 percent of the articles (122/390). This distribution is appropriate because the largest percentage of JEE contributors are instructors who seek to share their teaching innovations with other instructors and these teaching innovations also are of great interest to the majority of JEE readers. The respective allocation of pages and articles from 2009 to 2018 to the other three main sections is quite similar: research (23 and 16 percent), features and information (20 and 23 percent), and content (19 percent each). Rounding out the percentages are “Online” section articles, for which only one- or two-page abstracts are published, so that section accounts for only 1 percent pages, but 10 percent of articles.

Other developments worth noting are the changes in the average length of articles within sections and across time. The average length of articles was about the same for the four main sections (research, instruction, content, and features) as of the 1989–98 decade and during which the JEE was a quarterly journal. Afterward, articles become significantly longer in the research section while the length of articles for instruction, content, and features showed little change (content) or only slight increases (instruction and features). The likely reasons for the increasing length of research articles are the more complex research designs and more sophisticated econometrics necessary for conducting acceptable JEE research studies. These changes in research

rigor and article length mirrors changes to journal articles throughout economics in recent decades (Card and DellaVigna 2014).

It is tempting to finish this discussion of the JEE with an analysis of the topics published within each section over the years. That reporting, however, is beyond the scope of this assessment and not necessary. The past topics are analyzed in research reviews and teaching handbooks published over the decades (e.g., Siegfried and Fels 1979; Becker 1997; Walstad and Saunders 1998; Becker, Watts, and Becker 2006; Salemi and Walstad 2010; Hoyt and McGoldrick 2012; Allgood, Walstad, and Siegfried 2015). Further commentary about topics in research or instruction is available from the authors of the companion articles for this 50th-anniversary issue (Allgood and Schaur 2019; Hoyt and McGoldrick 2019). What is enduring with the JEE is that contributors and authors are often engaged in writing about general topics even if the specific focus changes with time. Consider the topic of instructional technology. In the early years of the JEE, the research focused on the effectiveness of television for teaching economics. With the advent of computers, the research focus shifted to computer-assisted instruction, and more recently, with the widespread adoption of classroom management systems, to online or blended instruction. Other enduring topics include innovative methods for active or cooperative learning, grading practices and student evaluations of teaching, and the effects of specific student characteristics on achievement.

IMPACT OF THE JOURNAL

Assessing the impact of a journal is sometimes thought to be a simple task: just find the impact factor and compare it with other journals. Such a shallow analysis, however, neglects the problems with impact factors, especially for the JEE. The main one is that the JEE is not a general interest research journal such as the *American Economic Review*, or its counterpart in education, the *American Educational Research Journal*. It is a specialty journal focused on the teaching and

learning of economics, which strictly limits the content and scope of what it covers. It also is a multi-faceted and interdisciplinary journal that in one issue can have a research article evaluating the effectiveness of alternative teaching methods in economics, a content article discussing the appropriate interpretation of an economic concept for teaching, an instruction article describing an innovative educational strategy applied to economics, a features or information article presenting data and describing the status of pre-college economic education or the economic major, and an online abstract highlighting the features of a Web site of interest for economics teaching. Impact factors are based on the citations of articles published in one journal by other journals. Many articles published in the JEE may not have broad appeal for citation purposes even if they are of great interest to economics or education faculty concerned with the teaching of economics.

Nevertheless, we now live in a world of journal metrics, so let's see how the JEE compares. Within the wide realm of economics journals, the percentile ranking of the JEE varies substantially depending on the impact factor methodology and the number of journals included in the count: 22nd percentile (RPEC: 477 of 2,130); 46th percentile (SCImago: 279 of 613); or 76th percentile (JCR economics: 269 of 353).⁴ An averaging of those three current rankings would place the JEE about in the middle of the pack, although there is obvious variability. The average ranking for the JEE, and also the variability, is similar to its rankings from previous decades. The JEE ranked of 50th based 1980s data and 27th based on 1990 data out of 108 journals in a *Journal of Economic Literature* study (Laband and Piette 1994). The JEE ranking relative to other economics journals shows minimal change over the decades, although any ranking will depend on the set of journals included in a study.

Another way to assess the impact of the JEE is to compare its ranking to the ranking of other journals devoted to research on teaching or instruction within a discipline. Most of these

journals would be expected to have a same low impact factor (< 1.0) because they have a special focus and are not general interest journals. The results are consistent with the expectation for a selection of science and business education journals: JEE (0.48), *Journal of Biological Education* (0.54), *Journal of Chemical Education* (0.47), *American Journal of Physics* (0.46), *Journal of Statistics Education* (0.23), *Journal of Marketing Education* (0.63), and *Journal of Accounting Education* (0.88).⁵

A third indicator of JEE impact is whether JEE articles are cited in major literature surveys written about teaching and teaching-related research in economics.⁶ Four surveys have been published in the *Journal of Economic Literature* in the 40 years since the founding of the JEE. What follows are the number of JEE cites relative to the total cites to all academic journals in the article: (1) Siegfried and Fels (1979): 69 of 121, or 57 percent; (2) Walstad (1992): 38 of 78, or 49 percent; (3) Becker (1997): 28 of 65, or 43 percent; and, (4) Allgood, Walstad, and Siegfried (2015): 77 of 160, or 48 percent. The high percentages, of course, should not be surprising because the JEE is the main producer of these types of studies and had the largest number of articles and cites among journals listed, based on data from 1991 to 2005 (Lo, Wong, and Mixon 2008). Further evidence confirming this assessment that the JEE made a strong contribution to the scholarship on the teaching and learning of economics over the years is found in the extensive citations to the JEE in a comprehensive handbook on economic education (Hoyt and McGoldrick 2012).

Other JEE impact is more difficult to quantify, but should still be noted for completeness, and might suggest a research project for an ambitious scholar. JEE articles are written to be useful for economics instructors and often have practical application in the classroom or for an economics department. So, even if a JEE article is not widely cited in another academic journal, the article may be widely read. The innovative idea or empirical findings a JEE article conveys may influence

what economics teachers do in the classroom or departmental decisions. One example of an influential article would be Lee Hansen's (2001) statement of proficiencies for the economics major that has been used by some economics departments for their outcome assessments (Myers, Nelson, and Stratton 2011).

Another impact is advancing the academic enterprise in economic education. Many younger economics faculty members for whom teaching is a major responsibility benefit from publishing in the JEE because it can help them gain tenure and be promoted, secure a teaching grant, or improve their academic career in other ways. Accomplished scholars in economic education too, most often well-published in the JEE, are often called upon for their teaching or research expertise to write letters of recommendation, evaluate proposals, serve on review committees, or participate in academic forums.

Perhaps the best evidence of recent work by the JEE to promote teaching and related scholarship within the economics profession is its continuing work with the AEA-CEE. The JEE editor serves as an *ex officio* member of the AEA-CEE and has so for much of the past fifty years. A JEE report by the editor is included with the AEA-CEE's annual report that is published in committee report section of the *American Economic Review: Papers and Proceedings* and also is available at the AEA-CEE website.⁷ The JEE's role on the AEA-CEE also has been influential for many years for decisions made about what sessions the AEA-CEE should organize at the AEA annual meetings and in providing an alternative publication outlet for some of the papers presented at AEA sessions that not published in the *Proceedings*. The JEE also is the one continual co-sponsors with the AEA-CEE of the annual Conference on Teaching and Research in Economic Education (CTREE) that is held annually at different location around the United States and is now in its ninth year of operation (Siegfried, Walstad, and Watts 2012).⁸

CONCLUSION

For a journal to thrive and be influential it must continually meet the needs both for prospective contributors and readers. The evidence indicates that is the case for the JEE over the past fifty years. Most academic economists have teaching responsibilities. The JEE provides a high-quality publication outlet for research on teaching economics, innovative strategies for teaching economics, content discussions about economic concepts or theory of interest to teachers, reports and surveys about the economics profession, and information about online resources.

It is indeed prescient of the founders that the JEE broadly defined economic education to include pre-college, community college, undergraduate, and graduate education, and even adult education. The term economic education is a broad one that covers the teaching and learning of economics as the central theme, but includes related aspects such as financial or business education, behavioral and psychological influences, or public understanding of the economy. It will be this openness to publishing articles about new ways of teaching and learning economics, and dimensions that are related, but outside the JEE's central mission, that will likely keep the journal lively and current in the decades to come as it has been since its inception.

The JEE developed a structure that captures the many interests and concerns of its contributors and readers. The main sections of research, instruction, content, and features and information have withstood the test of time. The addition of an online section two decades ago keeps it current in the realm of technology. From my perspective as a past editor, what is remarkable about the sectioning of the JEE is that it leverages the specific skills and interests of each associate editor to create a better journal (specialization and division of labor at work). Whether this sectioning will remain a constant in the future is an open question. Certainly, new

technology will affect the publishing of journals, and technological change may lead to a new structure or a new way of operating that cannot be foreseen at present.

The leadership and dedication of people are essential for the success of almost any enterprise, be it a business, an educational institution, or a journal. The JEE has been successful over the past fifty years because it attracted and retained the academic skills and leadership of economists and other individuals committed to improving the teaching and learning of economics and advancing research in economic education. Many JEE editors and associate editors served for long periods of time and gave great service to this journal enterprise. The challenge going forward will be how to attract and retain academic economists, especially from quality institutions, to work for the JEE in a new academic world that often separates teaching and research responsibilities among faculty and a changing reward structures that can diminish the importance of teaching and teaching-related research. This personnel challenge will require creative thinking and recruitment, but it is not insurmountable because economics instruction is central to what economists do.

The impact of the JEE over the past fifty years goes well beyond impact factors. The case for the JEE will not be made solely with such statistics because it is a specialty journal that is not devoted to only general interest research as are other highly-ranked journals in the economics profession. Nevertheless, the JEE performs an important service. The JEE works to advance economic education through its close association with the AEA-CEE and co-sponsoring of CTREE. Perhaps most essential is that it gives economists and educators a highly regarded and peer-reviewed publication outlet for studies involving research, teaching, content, information, and technology in economic education. Even if most economists do not submit papers to the JEE or get them published in the JEE, they can read and benefit from the publications of others. These other impacts are incalculable but vital for economics teaching and the economics profession. I

would expect those benefits to still be available in some form for work in economic education over the next fifty years even with all the transformations in journal publishing and higher education that are likely to occur.

NOTES

¹ Such articles should: (1) be studies of financial education or personal finance, which can be at all levels of education; (2) not be studies about financial literacy in general; and (3) not be studies in undergraduate finance courses on finance topics unrelated to personal finance or economics.

² The deletion of book reviews was not an explicit policy. Rather, it reflects the time delays in writing and publishing *printed* reviews about books and an editorial view that book reviews were less valuable for JEE readers with the growing availability of online information.

³ No adjustments were made to the tabulations for page length over time because of the changes in print style or journal format because they were slight. A sample of three printed page (all texts) taken from three different years (1969, 1984, and 2102) showed that the page length varied only slightly (a few lines of typed in 12-point font). It is more difficult to compare page length when other features are included that cannot be easily counted, such as equations, tables, graphs, and figures, but such pages appear to be similar in length over time.

⁴ See <https://ideas.repec.org/top/top.journals.simple.html> for RePEc data (accessed September 24, 2018).

⁵ All data come from SCImago <https://www.scimagojr.com/> (accessed September 24, 2018).

⁶ This idea was suggested by William Becker in his 1999 JEE annual report (<http://www.indiana.edu/~econed/anrpts.htm>) (assessed December 30, 2018).

⁷ See <https://www.aeaweb.org/about-aea/committees/economic-education/annual-reports> (assessed November 28, 2018).

⁸ See <https://www.aeaweb.org/about-aea/committees/economic-education> for a description of the past CTREE programs and listings of participants (assessed November 28, 2018).

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TABLE 1: JEE Editors and Associate Editors: 1969–2018

Editors		Affiliation	Start	End	Years*
	Henry Villard	CCNY	1969	1982	13
	Don Paden	University of Illinois	1982	1986	4
	Kalman Goldberg	Bradley University	1986	1990	4
	William Becker	Indiana University	1990	2010	20
	William Walstad	University of Nebraska-Lincoln	2010	2018	8
	Sam Allgood	University of Nebraska-Lincoln	2018	–	
	KimMarie McGoldrick	University of Richmond	2018	–	
Associate Editors					
Research					
	William Becker	Indiana University	1983	1990	7
	Peter Kennedy	Simon Fraser University	1990	2010	20
	Sam Allgood	University of Nebraska-Lincoln	2011	2018	7
	Georg Schaur	University of Tennessee	2014	–	4
Instruction					
	Karl Case	Wellesley College	1983	1984	1
	Dennis Weidenaar	Purdue University	1984	1988	4
	Michael Watts	Purdue University	1988	2008	10
	Paul Grimes	Mississippi State	2008	2011	3
	KimMarie McGoldrick	University of Richmond	2011	2018	7
	Tisha Emerson	Baylor University	2011	2018	7
	William Bosshardt	Florida Atlantic University	2018	–	
	Wendy Stock	Montana State University	2018	–	
Content					
	Kalman Goldberg	Bradley University	1983	1986	4
	Hershel Kasper	Oberlin College	1986	2008	22
	David Colander	Middlebury College	2008	–	10
Features & Info.					
	George Dawson	Empire State College, SUNY	1983	1984	1
	Robin Bartlett	Dennison University	1984	1991	7
	Myra Strober	Stanford University	1992	1998	6
	William Walstad	University of Nebraska-Lincoln	1998	2010	12
	Sam Allgood	University of Nebraska-Lincoln	2010	2011	1
	Gail Hoyt	University of Kentucky	2014	–	
Online					
	Kim Sosin	University of Nebraska at Omaha	2000	2008	8
	Bill Goffe	Pennsylvania State University	2008	–	10

TABLE 2: Number of JEE Pages and Articles: Overall and by Section, 1969–2018

	Total	1969–1978	1979–1988	1989–1998	1999–2008	2009–2018
Total						
Pages	15228	1330	2308	3560	4008	4022
Articles	1728	249	309	383	397	390
Average	8.83	5.34	7.47	9.30	10.10	10.31
Research						
Pages	3965	713	825	721	781	925
Articles	392	114	95	71	50	62
Average	10.11	6.25	8.68	10.15	15.62	14.92
Instruction						
Pages	4789	225	315	1175	1628	1455
Articles	483	53	47	118	143	122
Average	9.93	4.25	6.70	9.96	11.38	11.93
Content						
Pages	2946	18	642	598	915	773
Articles	308	8	75	65	86	74
Average	9.56	2.25	8.56	9.20	10.64	10.45
Features						
Pages	3131	290	456	946	623	816
Articles	376	55	67	98	66	90
Average	8.33	5.27	6.81	9.65	9.44	9.07
Online						
Pages	96	–	–	–	47	49
Articles	87	–	–	–	46	41
Average	1.10	–	–	–	1.02	1.20
Book reviews						
Pages	292	84	70	120	14	4
Articles	82	19	25	31	6	1
Average	3.56	4.42	2.80	3.87	2.33	4.00