



American Economic Association

1995 Committee on the Status of Women in the Economics Profession

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**COMMITTEE ON THE STATUS OF WOMEN
IN THE ECONOMICS PROFESSION
1994 ANNUAL REPORT**

The American Economic Association (AEA) has charged the Committee on the Status of Women in the Economics Profession (CSWEP) with monitoring the position of women in the profession and with undertaking activities to improve that position. This report presents information on the advancement of women students and faculty in academic economics and reports on the Committee's activities during 1994. Currently, CSWEP has over 7000 persons on its mailing list. This includes 1514 students, 443 men, as well as all women who are members of the AEA or who have joined CSWEP.

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

This year, CSWEP has two alternative sources of information on the status of women in Ph.D.-granting economics departments. As always, we have information tabulated by the AEA for the past 20 years as part of the Universal Academic Questionnaire (UAQ), sent to all department chairs in economics. In addition, in fall 1993, CSWEP identified official CSWEP contact-persons in most of the Ph.D.-granting departments. One of the requests we made of these persons was to return a one-page questionnaire about the number of women faculty and students in their departments. Of 88 departments surveyed, we received information from 81, a much higher return rate than the UAQ. There are differences in samples between these two surveys. The UAQ is mailed to a list of over 125 departments that grant Ph.D.s in economics, not all of them traditional economics departments. CSWEP's sample excluded all non-economics departments, and omitted a number of schools with small Ph.D. programs. CSWEP's sample also excluded Canadian schools. Thus, the CSWEP information from 81 schools is based on a relatively complete sample of the better-known U.S. Ph.D.-granting schools. The UAQ information is from 77 schools that returned the questionnaire, out of a larger sample of Ph.D.-granting institutions. In general, CSWEP was more successful in getting responses from higher ranked schools than the UAQ. For instance, among the top 20-ranked departments (according to National Research Council rankings), CSWEP has information from 18 of them, while UAQ questionnaires in 1993 were received from only 11.

Information from the UAQ on the progress of women faculty over time. The UAQ provides comparative data on changes in the share of women faculty in Ph.D.-granting institutions over 20 years. As Figure 1 indicates, in 1993 9.7 percent of all faculty in these departments were women. Among assistant professors in these departments, 22.0 percent were women; 10.3 percent of associate professors were women; and 4.0 percent of full professors were women. As figure 1 shows, this represents a small increase over the numbers reported last year, but is at about the same level as the numbers reported 4-years ago.

Figure 2 compares public and private schools that grant Ph.D.s. Both this past year and on average over the past five years, the share of women at each rank is slightly higher in public universities than in private universities. Figure 3 compares higher and lower ranked graduate

departments.¹ As figure 3 shows, over the last five years there is little difference across ranks by school, with the caveat that a significant number of the highest ranked departments did not respond regularly to the UAQ are not therefore not included in these numbers, as noted above.

Figures 4 through 6 look at the advancement and promotion of women through the ranks. Figure 4 compares new Ph.D.s to new assistant professor hires. The number of new Ph.D.s who were women has been relatively constant, averaging 24.5 percent over the last five years. The share of new assistant professors hired in Ph.D.-granting departments over the last five years has been 2 percentage points below this on average, although it was slightly higher in 1993.

Figure 5 looks at the next point of career progression, comparing the female share of newly hired or promoted associate professors to the share of women among the stock of assistant professors. In 1993, the share of newly hired associates exceeded the share of female assistant professors. Over the past five years, however, the share of new associate hires has been about 2 points below the share of assistants. Figure 6 compares the share of women newly hired or promoted as full professors to the share of women among the stock of associate professors. These numbers have been quite close in the last two years, but over the past five years, the share of new full professor hires has been about 3 points below the share of female associates.

The evidence in Figures 4 to 6 indicates that there is not a large gap between the rate at which women are being hired and promoted and their share in the rank below. But there is some gap. Over the past five years, there is evidence of somewhat fewer women being promoted through the ranks at these Ph.D.-granting schools, as the share of women hired and promoted consistently falls a few percentage points below their representation at the next lower level.

Information from the CSWEP survey in 1993 on women's representation among faculty and students. We have a check on the above numbers from the CSWEP survey conducted this past year. The comparative share of women at each rank in the CSWEP survey and the UAQ survey is shown in table 1.

It is reassuring that the numbers from these two surveys are so close, although they represent slightly different samples as discussed above. The somewhat higher share of women in the CSWEP survey, which represents a larger sample of higher ranked Ph.D.-granting departments, indicates that these schools may be doing a slighter better job of hiring and promoting women.

The CSWEP survey also provides information on the advancement of women graduate students at these schools, while there is information on the number of undergraduate women majors in the UAQ. This is shown in table 2.

The number of women who major in economics at the undergraduate level is quite low, below one-third of all majors. The share of women in first year Ph.D. classes is quite close to this at

¹ *The National Research Council ranks degree-granting departments in economics and Figure 3 includes only those schools ranked by the NRC. "High rank" includes schools ranked above the median, while "low rank" includes schools ranked below the median.*

30.4 percent. The share of new Ph.D.s (24.2 percent) in this data is extremely close to the National Resource Council's estimate that 23.0 percent of new economics Ph.D.s were female in 1993, shown in Figure 4 above.

The evidence on women's advancement in graduate school looks quite similar to that regarding women faculty advancing through the ranks, discussed above. On the one hand, there is no evidence of large dropout rates among women, compared to men, as they advance through Ph.D. programs. On the other hand, there is evidence of a small but steady dropout rate, that starts at the first year of the Ph.D. where 30 percent of the class are women, and continues throughout graduate school, so that women receive only 24 percent of the Ph.D.s. (This data is from a cross section and not a cohort. As we collect data this time, we will be able to follow cohorts.)

We also asked about job placement among students on the job market in 1992-93, as shown in table 3. In general, these numbers indicate that women seem to be finding academic jobs with as least as much frequency as men. There are far fewer female foreign students, so while more women get U.S. academic jobs, fewer women go to foreign academic jobs. In total, 54 percent of men on the job market end up in an academic job, while 60 percent of the women find an academic job. Women are more likely to enter public sector jobs, but less likely to find non-U.S.-based non-academic jobs. It is worth noting that the share of women hired into U.S. Ph.D.-granting departments in this CSWEP data (35 percent, not shown here) is substantially above the share of new assistant professor hires that the UAQ data reports are female (25 percent). Whether this is due to particular sample differences, or reflects differences in the surveys themselves is unclear.

THE COMMITTEE'S RECENT ACTIVITIES

CSWEP is involved in a wide range of activities designed to help women advance in the economics profession. As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP organized seven sessions for the January 1995 meetings, three on gender-related topics, three on topics relating to the "new institutionalism", and a roundtable discussion entitled "Mentoring Within the Economics Profession: How Can Economists Do A Better Job of Mentoring Students and Younger Faculty?" CSWEP also held a business meeting and reception at the meetings, and sponsored a hospitality suite. At the regional level, members of CSWEP organized sessions and receptions at the Eastern, Southern, Midwestern, and Western Economics Associations.

One of CSWEP's most important activities is the publication of three issues of the CSWEP Newsletter each year. Each issue contains articles about women in economics, information of interest to younger economists about professional advancement, as well as information on jobs and on research funding. CSWEP also maintains a Roster of Women Economists, providing information on all women members of the AEA. Employers particularly interested in female candidates can receive the entire Roster or selected portions, available in print or on disk. This Roster was recently updated and made available to CSWEP members in Fall 1994.

One of CSWEP's projects this year was an effort to increase the number of Ph.D.-granting

departments where CSWEP has officially designated representatives. As of fall 1994, there were 115 persons who had volunteered to serve as a contact between CSWEP and their departments, all in Ph.D.-granting departments. These persons have provided information on CSWEP to graduate students and new female faculty in their department, as well as provided information back to CSWEP about the status of women in their department.

CSWEP is concerned with maintaining strong contacts with the Ph.D.-granting departments because this is where future economists are trained. Being in touch with graduate students and assisting them as they start careers is perhaps one of the most important jobs the Committee undertakes. On the other hand, CSWEP is also aware that many women with economics Ph.D.s find jobs in teaching colleges, in parts of universities other than economics departments (like business schools or public policy programs), or in university economics departments that do not grant Ph.D.s. The Committee has been discussing ways to be in closer contact with women faculty who are not in Ph.D.-granting departments. Through the leadership of Committee member Ronald Ehrenberg, CSWEP is also working to identify a key set of university policies that may have differential effects on men versus women in academic positions and which affect the attractiveness of academic careers for women.

The Committee wishes to thank a number of people who made major contributions to CSWEP's work over the year. Joan Haworth, the Membership Secretary, and her staff maintain the Roster, send out annual membership reminders, and create customized listings from the Roster for potential employers.

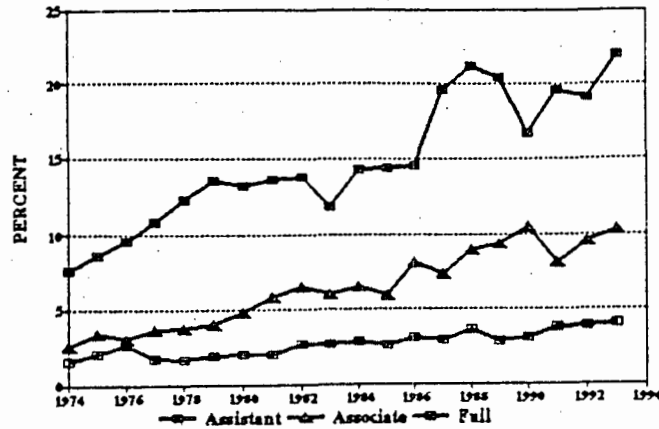
Four members left the Committee at the end of 1994: Ivy Broder, who had served as representative to the Western Economic Association, Linda Edwards, who had served as representative to the Eastern Economic Association, Jo Anna Gray, and Roger Noll. CSWEP appreciates the work of all these individuals on its behalf.

Finally, CSWEP thanks Helen Goldblatt, on the staff of Northwestern University, who has provided administrative support for CSWEP and who serves as Assistant Editor of the Newsletter. The Department of Economics at Northwestern also provided support to the operations of CSWEP.

Rebecca M. Blank
Chair

FIGURE 1.

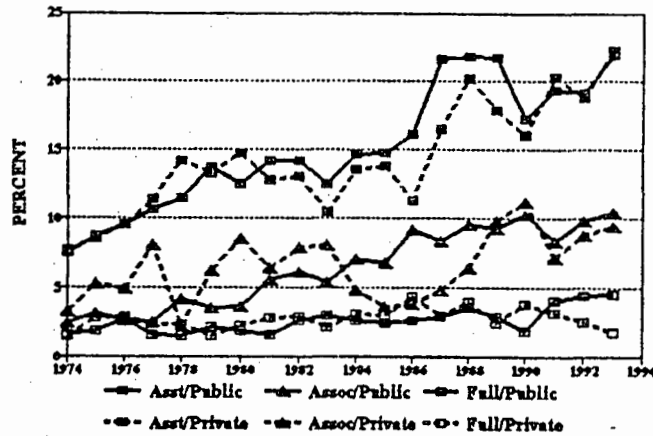
FEMALE FACULTY IN PH.D.-GRANTING DEPARTMENTS
PERCENTAGES OF TOTAL FACULTY BY RANK, 1974-1993



Source: American Economic Association, Universal Academic Questionnaire, 1974-1993.

FIGURE 2.

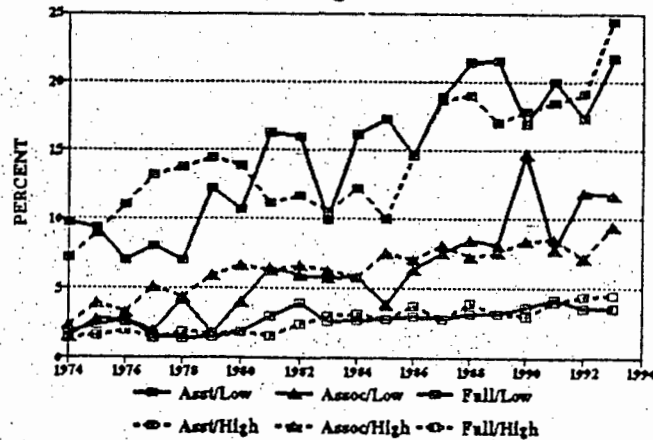
FEMALE FACULTY IN PH.D.-GRANTING DEPARTMENTS
PERCENTAGES BY RANK AND TYPE OF INSTITUTION, 1974-1993



Source: American Economic Association, Universal Academic Questionnaire, 1974-1993.

FIGURE 3.

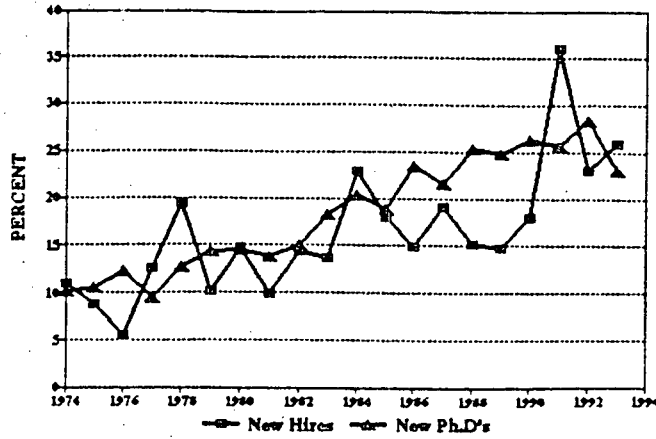
FEMALE FACULTY IN PH.D.-GRANTING DEPARTMENTS
PERCENTAGES BY RANK AND QUALITY OF DEPARTMENT, 1974-1993



Source: American Economic Association, Universal Academic Questionnaire, 1974-1993.
Graduate department rankings by the National Research Council.

FIGURE 4.

SHARE OF NEW PH.D.'S VERSUS SHARE OF NEW ASSISTANT PROFESSOR HIRES IN PH.D.-GENERATING DEPARTMENTS WHO ARE FEMALE, 1974-1993

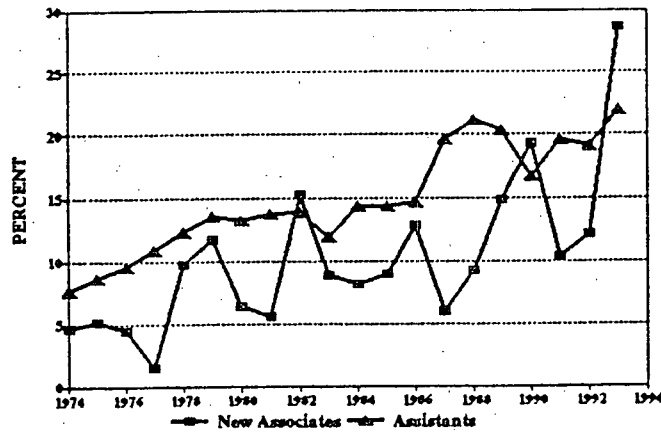


Source:

Assistant professor hiring information from the American Economic Association, Universal Academic Questionnaire, 1974-1993. Ph.D. information from the National Research Council.

FIGURE 5.

SHARE OF NEW ASSOCIATE PROFESSOR HIRES IN PH.D.-GRANTING DEPARTMENTS VERSUS SHARE OF EXISTING ASSISTANT PROFESSORS WHO ARE FEMALE, 1974-1993

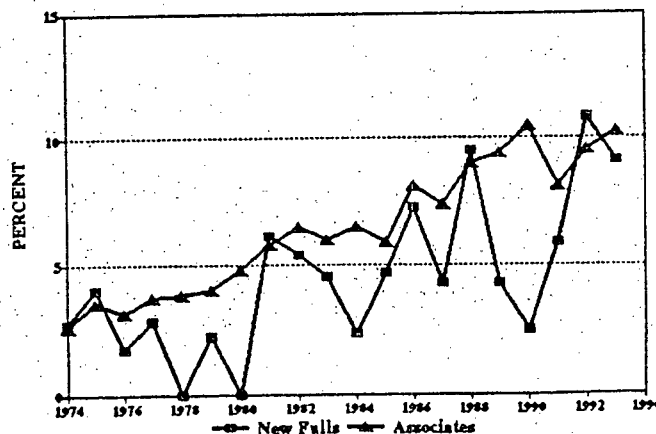


Source:

American Economic Association, Universal Academic Questionnaire, 1974-1993.

FIGURE 6.

SHARE OF FULL PROFESSOR HIRES IN PH.D.-GRANTING DEPARTMENTS VERSUS SHARE OF EXISTING ASSOCIATE PROFESSORS WHO ARE FEMALE, 1974-1993



Source:

American Economic Association, Universal Academic Questionnaire, 1974-1993.

Table 1
SHARE OF WOMEN BY RANK, PH.D.-GRANTING INSTITUTIONS

	<u>UAQ Survey</u>	<u>CSWEP Survey</u>
Percent assistant professors	22.0	24.0
Percent associate professors	10.3	14.5
Percent full professors	4.0	6.7
Total Share at all ranks	9.7	13.5
Number of schools reporting	77	81

Table 2
**SHARE OF WOMEN AMONG STUDENTS AT DIFFERENT POINTS
OF ACADEMIC PROGRESS**

Share of women receiving economics B.A.'s, spring 1992	30.3
Share of women in first-year Ph.D. classes, fall 1993	30.4
Share of women among thesis writers, fall 1993	27.2
Share of women receiving a Ph.D., 1992-93 academic year	24.2

Source: CSWEP survey, fall 1993.

Table 3
**JOB PLACEMENT AMONG STUDENTS ON THE JOB MARKET,
WINTER & SPRING 1992**

<u>Job Placement</u>	<u>Percent Distribution Among</u>	
	<u>Men</u>	<u>Women</u>
U.S. Ph.D.-granting department	19.1	30.1
U.S. other academic department	16.4	16.7
U.S. public sector	13.1	17.2
U.S. private sector	8.6	8.1
Non-U.S. academic job	18.4	12.9
Non-U.S. non-academic job	10.5	4.8
No job found	14.0	10.2

Source: CSWEP survey, fall 1993.

CSWEP SURVEY RESULTS

As many of you know, CSWEP has identified a CSWEP representative in each of the Ph.D.-granting departments. These people have distributed information on CSWEP to graduate students and women faculty, and also provided us with information on the composition of their department and graduate program. Below is the information collected last fall (Fall 1993) from the CSWEP representatives we had on-line at that point. Robin Bartlett and her students did a wonderful job of inputting the data from the questionnaires and tabulating it. Below is her summary of the results, and on the next page is the data.

Last November, CSWEP sent a survey to 88 Ph.D.-granting economics departments. The survey asked the CSWEP contact person to obtain information on the numbers of male and female faculty on staff and the numbers of male and female graduate students in the program. The information pertained to the 1993-94 academic year. The CSWEP contact person was also asked to supply information on the previous year's job market. Eighty-two surveys were returned. The information from 81 surveys served as the basis for the information in Table 1.

Of the 2332.25 males and females who held academic jobs in 1993-94, 13.5% of them were female. Approximately 35% of tenured assistant professors were female and 14.5% of tenured associate professors were female. Only 6.7% of tenured full professors were female. The distribution of males and females among the various ranks is very different. Most of the males, over 72%, are tenured associate or full professors. In comparison, only 44% of all females are either tenured associate or full professors.

Females comprised 30.5% of the first year students at these institutions, 27.2% of the thesis writing students, and 24.2% of those who received a Ph.D. Females accounted for 27.7% of all graduate students.

In the job market, 35% of the jobs at Ph.D.-granting institutions went to females and 25.8% of those at non Ph.D.-granting institutions went to females. In other words, 46.7% of all females in the job market took an academic job. Approximately 35.5% of all males in the job market received an academic job.

The data show that women are in the pipeline, are being offered academic jobs, but are not proportionately present in the upper academic ranks.

1993 Annual CSWEP Departmental Survey

Grouping (81 Ph.D-Granting Insitutions)						
I. Academic Rank			Percent of	Percent of		
	Number	Percent of	All Females	All Males	Total Male	Percent
	in Rank	Grouping	In Grouping	In Grouping	and Female	of Rank
		In Rank	by Rank	by Rank	in Rank	Female
Nontenure Track Full-time Women (U)*	31.00	1.33	9.83			
Nontenure Track Full-time Men (U)	71.00	3.04		3.52	102.00	30.39
Nontenure Track Full-time Women (T)	10.00	0.43	3.17			
Nontenure Track Full-time Men (T)	50.00	2.14		2.48	60.00	16.67
Assistant Professors Women (U)	110.25	4.73	34.97			
Assistant Professors Men (U)	349.00	14.96		17.30	459.25	24.01
Assistant Professors Women (T)	18.00	0.77	5.71			
Assistant Professors Men (T)	34.00	1.46		1.69	52.00	34.62
Associate Professors Women (U)	2.00	0.09	0.63			
Associate Professors Men (U)	25.00	1.07		1.24	27.00	7.41
Associate Professors Women (T)	61.00	2.62	19.35			
Associate Professors Men (T)	359.00	15.39		17.80	420.00	14.52
Full Professors Women (U)	4.00	0.17	1.27			
Full Professors Men (U)	29.00	1.24		1.44	33.00	12.12
Full Professors Women (T)	79.00	3.39	25.06			
Full Professors Men (T)	1100.00	47.16		54.54	1179.00	6.70
		100.00	100.00	100.00		
Total	2332.25		315.25	2017.00	2332.25	
Percent of Total			13.52	86.48		
II. Graduate Students						
1st Year Class Women	406.50	8.74	31.60			
1st Year Class Men	928.50	19.97		27.61	1335.00	30.45
ABD Women	699.00	15.04	54.33			
ABD Men	1868.00	40.18		55.55	2567.00	27.23
PHD Women	181.00	3.89	14.07			
PHD Men	566.00	12.17		16.83	747.00	24.23
		100.00	100.00	100.00		
Total	4649.00		1286.50	3362.50	4649.00	
Percent of Total			27.67	72.33		
III. Job Market						
Academic Ph.D Department Women	56.00	7.67	30.11			
Academic Ph.D Department Men	104.00	14.25		19.12	160.00	35.00
Academic Non-Ph.D Department Women	31.00	4.25	16.67			
Academic Non-Ph.D Department Men	89.00	12.19		16.36	120.00	25.83
Public Sector Women	32.00	4.38	17.20			
Public Sector Men	71.00	9.73		13.05	103.00	31.07
Private Sector Women	15.00	2.05	8.06			
Private Sector Men	47.00	6.44		8.64	62.00	24.19
NonUS Academic Women	24.00	3.29	12.90			
NonUS Academic Men	100.00	13.70		18.38	124.00	19.35
NonUS Non Academic Women	9.00	1.23	4.84			
NonUS Non Academic Men	57.00	7.81		10.48	66.00	13.64
No Job Women	19.00	2.60	10.22			
No Job Men	76.00	10.41		13.97	95.00	20.00
		100.00	100.00	100.00		
Total	730.00		186.00	544.00	730.00	
Percent of Total			25.48	74.52		
* U refers to untenured and T refers to tenured faculty. The 60 faculty who are tenured but in nontenure track positions are assumed to be visiting scholars.						

ECONOMIC IMPERIALISTS GO NATIVE LIFE IN A POLITICAL SCIENCE DEPARTMENT

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An economist should feel quite at home reading any recent issue of the *American Political Science Review*. Mathematical models, game theory, econometrics and rationality assumptions play a large and growing role in political science. At the same time, economists are incorporating political institutions into studies of regulation and public finance as they realize that models of optimal market intervention do not hold up as a positive theory of the state. Political scientists' enthusiasm for economic methodology and economists' growing interest in non-market institutions are bringing the two fields closer together. As a result, a growing number of economists are taking jobs in political science departments. I am part of this trend.

In many ways, my life is not all that different than if I were in an economics department. My research looks like economics, using models of optimizing agents to predict behavior, and econometrics to test the predictions. I have several colleagues whose work is similar to mine in both method and substance. Most colleagues work on questions quite different from mine, but are supportive and able to offer feedback. Only a few wonder why I waste my time doing what I do. The same appears to hold for my graduate classmates who stayed in economics.

Economics and Other Paradigms in Political Science

The "rational choice" paradigm is widely used in political science, much more widely than mathematical models. The other influential social science paradigm is social psychology ("behavioralism"). The rational choice framework is most popular among people who study elite decision-making: institutions, policy decisions, professional politicians, and bureaucrats. Behavioralism is most popular among people who study the masses: public opinion, survey research, voting behavior.

The third major paradigm, political philosophy, has no analog in other social sciences. Within political science, this subfield is known as "political theory", or simply "theory." For an economist, interacting with behavioralists is easy and often stimulating. Their theories are different from ours, and they use different data, but the basic enterprise is the same. Interacting with political philosophers takes more effort on both sides. After almost four years in a political science department, I confess that I really do not understand what constitutes a question in political theory, much less the standards for judging answers.

Another big difference is that mathematics is not the lingua franca of political science. Indeed, there is no lingua franca. This has advantages and disadvantages. The disadvantages are obvious -- lack of a common vocabulary hampers communication and limited use of mathematical methods slows progress in some fields. The primary advantage is that one is

forced to verbalize concepts more concretely and precisely, and to focus on empirically relevant problems.

Teaching

Initially I had doubts about the value of teaching political science to undergraduates. Most people can learn a great deal about Congress just by reading books, while few can learn microeconomics without the help of a teacher. As a graduate teaching assistant in economics, I felt good about teaching people to "think like an economist." I expected to miss this rewarding feeling when I moved to a "softer" discipline.

This expectation proved false. I teach the analytic method of microeconomics in all of my classes, re-labelled as "thinking like a social scientist." I structure my courses on Congress and the bureaucracy much like economics courses. Students do problem sets and the tests require them to apply basic ideas to concrete problems. They leave better equipped to think rigorously about political processes. They learn to be explicit about their assumptions and to formulate deductive arguments. Essentially, they learn the same skills that economics majors learn, but with illustrations involving legislators, bureaucrats and voters, rather than firms and consumers.

Preparing for a Career in Political Science

Political science has five major fields: formal theory and methods, American politics, international relations, comparative politics and political philosophy. Economists qualify most easily for positions in formal theory and methods. "Formal" means mathematical and "methods" means econometrics. Anyone who is qualified to teach first-year graduate courses in microeconomics or econometrics, or the theoretical component of industrial organization, is qualified to teach formal theory and methods. The only additional requirement is familiarity with applications to nonmarket decisions and institutions.

American politics is a broad field, covering the political counterparts of almost all the applied fields in economics, including macro. Economists who study the politics of regulation, taxation, public expenditures, or monetary policy are often influential among political scientists with similar interests. However, one does not become a viable candidate for an American politics job merely on the basis of policy expertise. The center of the field is the study of American political institutions (Congress, the presidency, the bureaucracy, the courts, federalism, elections). At minimum, an economist needs to read widely in American politics in order to qualify for a job.

International relations covers war and diplomacy, international economic relations, and international organizations. Economists have long played a major role in studying international conflict, and in recent years have made important contributions to the study of trade politics. Nevertheless, even more than in American politics, large literatures unknown to economists dominate the field. An economist seeking a career in international relations needs exposure to this work through graduate courses.

Comparative politics covers both research that focuses on a particular country or region (area studies) and research that is genuinely comparative, such as how cross-national differences affect policy. After political philosophy, comparative is the toughest field for economists (particularly U.S. citizens) to crack. It requires extensive study of other political systems and, in general, mastery of at least one foreign language.

Getting a Job in Political Science

The job market in political science is less structured than in economics, and lasts from November to April. Some informal interviewing goes on at the American Political Science Association (APSA) meetings in early September, but meetings interviews are not an essential part of the hiring process the way they are in economics. Candidates are invited for campus visits primarily on the basis of their written files.

The optimal strategy for preparing for the political science job market begins the year before. December 1 is the deadline for submitting abstracts for giving a paper at the APSA meetings. Even if you are not giving a paper, you should certainly attend. Once you are there, behave like someone who wants a job -- meet people, and pass out CV's and papers. The advantage of being visible on the market early in political science is very large. Even though many departments may not be entirely sure about their slots at this stage, most will be eager to meet good candidates.

The best way to prepare for the political science job market is to acclimatize yourself to the different norms and expectations in political science. Make as many contacts in political science as you can, and when you apply for jobs include at least one letter of recommendation from a political scientist (or, at minimum, an economist who publishes in political science journals). Attend political science seminars at your home university. Go to conferences: the Midwest Political Science meeting in April is popular with mathematically-oriented political scientists. Do your best to wean yourself from jargon and learn to talk about your work to people who think differently.

Do not over-adapt, however. Economists deliver job talks differently from political scientists. The economist's style is almost always a big hit in political science departments, where candidates typically sit and read prepared texts. Most people find a more active style easier to absorb. So, with respect to talks, stick to the economists' model: bring overheads, stand up, welcome questions and interruptions.

Would You Be Happy In a Political Science Department?

How can you tell if you would be happy in a political science department? If you are considering it, presumably your research spans political science and economics. The key question is: do you believe that an economist can always do a better job of explaining social phenomena than any other social scientist? If so, you would find life in a political science department lonely and frustrating. You are better off staying in economics. If you believe that the power of economic modelling is complemented by insights from other paradigms, you're likely to find the heterogeneity of political science inspiring and rewarding.

KATHARINE COMAN (1857-1915)

*Robin L. Bartlett
Denison University*

The first issue of the American Economic Review appeared in March of 1911, and the lead article was "Some Unsettled Problems of Irrigation" by Katharine Coman, (AER, 1911, V1:1, p.1-19) Professor of Political Economy at Wellesley College. That Coman would hold this unique spot in history was no fluke, for she published several articles and three books on a wide variety of economic issues. This essay reviews her life and work, and explains why she rightfully deserves to be counted among the important early members of the profession.

Katharine Coman was born in Newark, Ohio, to Martha Seymour Coman and Levi Parsons Coman. Levi, a graduate of Hamilton College, was a teacher, shopkeeper and lawyer. He was also an abolitionist, and led a company during the Civil War. Martha graduated from an Ohio seminary that was funded by an alumna of Mount Holyoke.

The Comans believed that their daughters should be as educated as their sons. When the principal of Steubenville Female Seminary refused to give Katharine advanced work, her parents sent her to the high school affiliated with the University of Michigan. She remained in Ann Arbor until she received a bachelor's degree in pharmacy in 1880. At that time, women were permitted to major only in education or health-related fields. Consequently, Coman was self-taught in economics, and never earned a Ph.D.

After graduation, Coman became an instructor of rhetoric at the newly established Wellesley College. Because of her interest in economics, she became a professor of political economy in 1883. At the turn of the century, she organized the department of economics and sociology, serving as its first chair until her death in 1915.

Coman's lead article in the first AER presents a fascinating history of the development of the western third of the nation. The article examines the physical, legal, and financial problems of developing the desert regions. Coman's history begins with Brigham Young and his 140 "devoted saints" who began to plow the land within two hours of their arrival in the Salt Lake Valley. Their plows broke because the ground was so hard, so the settlers carried water from the Great Salt Lake to soften the earth. Coman argues that through experiences such as these the Mormons and other early settlers learned that access to water was more important in determining the success of western agriculture than capital or labor.

Coman's article identifies as especially relevant to western development the 19th Century legal battles over the definition of property rights in water and land. Coman traces the battle over water rights from California's riparian rights (first in use, first in right), to Colorado's doctrine of appropriation (defining water as a community resource for use by everyone), to Wyoming's 1890 water law (making water rights inherent in land ownership). Coman also analyzes the conditions for private ownership of public lands as part of the government's development strategy. For example, the Carey Act (1894) and Reclamation Act (1902) gave homesteaders rights to land if they met capital and residency requirements.

The beneficiaries of these acts were wealthy farmers. While land was cheap, irrigation systems (ditches and equipment) were expensive. The residency requirement also worked to the disadvantage of the common farmer. The law required that farmers and their families live on the land for five years to become eligible for title, thereby precluding part-time farming with income enhanced by part-time work in a distant city. Coman acquired primary data from a federal employee about land tenure, and found that only 43 percent of homesteaders were successful, and that 71 percent of those who failed did so because they could not satisfy the continuous, long-term residency requirement. Farmers normally

could not borrow money without having title to their land, which meant that the investment requirements and start-up costs had to be personally financed. Coman concluded that this impediment to homesteading by farmers without significant wealth or nonfarm income was contrary to the purpose of lands policy, and she recommended that the criterion for title be the commitment to the homestead rather than length of stay:

In this way, the man with small capital but possessing those more valuable qualities of brains, pluck, and endurance, would be able to earn a farm by the labor of his hands, as truly did his forbears in the humid states east of the Missouri River. (p. 19)

Coman's main concern was the development process and factors that impeded it. To pursue her interest, she went directly to the field to gather data, spending four years traveling through the west, traversing the routes of fur traders and railroaders. Coman interviewed anyone she found who knew anything about either group. Her publications dealt with central economic issues of the era: capital accumulation, growth, and the determinants of the level and distribution of income. Her articles were published in some of the most prestigious journals -- American Statistical Association: New Series, Bulletin of the American Economic Association, Journal of Political Economy, and American Economic Review. She also published three books through the prestigious Macmillan Press.

In addition to Coman's work on the development of the west, her research spanned a number of other topics in labor, history, and industrial organization. She was the author of studies of European unemployment insurance systems, wages and prices in Renaissance England, and post-bellum farming by former slaves, and the economic history of U.S. industry.

Despite Coman's extensive publications, her work is all but ignored by contemporary historians of economic thought. For example, in a study commissioned for the 100th Anniversary of the American Economic Association, William Baumol (*AER*, 1995, V75:6, p.1-12) discusses several prominent economists at the turn of the century, including J. B. Clark, Irving Fisher, and Thorstein Veblen. He does not mention Katharine Coman. In the conclusion, Baumol thanks his female research assistant for pointing out that no women were mentioned in his essay. He justifies this omission by suggesting that the early women economists concentrated on "women's issues." Although this hypothesis may be valid for some early female economists, it clearly does not apply to Coman.

Baumol also criticized turn-of-the-century economists (including the males) for writings that were "opinionated, tainted with preconceptions of virtue, and devoid of algebraic symbols." Coman's work does not escape this criticism, and indeed she was an advocate of social change and an activist, establishing settlement houses in Boston. Nevertheless, unlike many of her contemporaries, her publications are filled with verbal renditions of economic models that are then supported by statistical and historical information. By the standards of her time, she was as scholarly and scientific as her better-known contemporaries.

Robin L. Bartlett is Professor of Economics at Denison University, which is located just 8 miles from Newark, Ohio, the birthplace of Katharine Coman. She thanks Carolyn Shaw Bell, the Katharine Coman Professor of Economics at Wellesley College, for providing much of the archival material for this essay. This material came from a paper, "Katharine Coman and Victoria C. Woodhull: Two Early Ohio Economists", presented by the author at the Midwest AEA meetings, March 24-25, 1994, in Chicago, Illinois.

HOW TO GET ALIFE

*Leigh Tesfatsion**
Iowa State University

What is "artificial life" -- or alife? And why should economists care?

The origins of alife go back at least to 1947 and John von Neumann's work on self-replicating automata, but alife did not evolve into a distinct field until Chris Langton organized the first alife conference in 1987; see Levy (1992) for an entertaining history. Since then, alife has propagated across the internet and even into Business Week (Special 1994 Bonus Issue).

In a nutshell, alife refers to the use of computers, robots, and other man-made media to study phenomena usually associated with living agents, such as self-replication, parasitism, competition, and cooperation. One goal is to enhance the descriptive and predictive understanding of life both as-we-know-it and as-it-could-be. A second goal is to use nature as an inspiration for developing algorithms to solve difficult optimization problems exhibiting high-dimensional search domains, nonlinearities, and/or multiple local optima.

Alife research attempts to capture the behavior of living systems from a bottom-up perspective, by viewing these systems as composed of many dispersed units acting in parallel with no global controller responsible for the behavior of every unit. The actions of each unit depend on the states and actions of a limited number of other units. These local interaction networks are continuously recombined and revised in response to competition and coordination among the units, within the bounds of structural constraints, so that perpetual novelty exists. The complexity of the system arises primarily from interactions among the units rather than from any complexity inherent in the individual units per se.

Alife systems are thus continually evolving systems whose global behavior emerges from the local interactions of distributed units. Although these units might be molecules, robotic insects, or bit strings, such systems are clearly reminiscent of a Schumpeterian market economy, only filtered through an unfamiliar terminology. The evolutionary study of market processes has, of course, had a long tradition in economics [Friedman (1991), Witt (1992)]. However, alife research is distinctive in that it uses more detailed models of interactions among individuals and more powerful mathematical methods for abstracting the evolutionary process. Several economic alife studies have already appeared [Arifovic (1994), Arthur (1993), Marimon et al. (1990)], and many working papers are in the pipeline [e.g., Bell (1993), Bosch and Sunder (1994), Bullard and Duffy (1994), DeVany (1993), Routledge (1993), Tesfatsion (1994), and Vriend (1994)].

To illustrate some of the challenges economic alifers face, I will describe my current project. I am implementing in C++ an evolutionary "Trade Coalition Game" (TCG) that extends the work of Stanley et al. (1994) on the iterated prisoner's dilemma. In this model,

resource-constrained traders choose and refuse trading partners on the basis of continuously updated expected utility. An offer to trade is an invitation to play a prisoner's dilemma game in which each partner can cooperate or defect. Each trader is assigned a strategy for playing the game. The population of traders evolves via a genetic algorithm, whereby selection in the population favors "fitness" (success in prior plays). Thus, the TCG model bridges two complementary literatures: iterated games and optimal search. One goal is to determine whether the trade coalitions that develop are systematically related to structural parameters (tastes, endowments, strategies). Another is to ascertain whether economic institutions such as money, credit, and price systems can develop endogenously, and if so, whether they are normal or rare.

This research has highlighted for me how difficult it is to escape the top-down approach that characterizes traditional economic modelling, in which fictitious coordinating mechanisms such as synchronized bids and offers, fulfilled expectations, and market-clearing prices are imposed from above on the interacting agents. Despite being more autonomous than in traditional economic models, the traders in my TCG still dance to the drum of a main program that tells them when they must match, when they can trade, and when they must update their payoff histories and expectations. The advantage of imposing this centrally choreographed structure is that it facilitates the development of theoretical predictions about the stability, uniqueness, and optimality of the trading coalitions that emerge. The disadvantage is that these coalitions may not be robust to realistic relaxations of the imposed coordinating mechanisms.

Should economists be interested in alife? The challenges are great, and the payoffs are yet to be determined, but I believe that the answer is yes. Using powerful alife simulation tools, economists can at last test seriously Adam Smith's idea of an invisible hand. And, happily, alife is also just plain fun.

* Thanks to A. DeVany, J. Duffy, B. Routledge, and especially to N. Vriend for helpful comments.

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CSWEP-SPONSORED SESSION
WESTERN ECONOMIC ASSOCIATION MEETING
San Diego, CA
July 5-9, 1995

Sessions:

"Economic Aspects of Marital Relationships: Individuals and Markets"

"Child Support and Welfare Reform"

"Professional Development as a Faculty Member" (roundtable discussion)

CSWEP will also sponsor a cash-bar cocktail party at the meetings of the Western Economic Association.

CSWEP-SPONSORED SESSION
EASTERN ECONOMIC ASSOCIATION MEETING
New York, NY
March 17-19, 1995

"Women in the Workplace: Structural Changes and Challenges"

Chair:

Lisa M. Lynch (Tufts University and NBER)

Papers:

"What Do WE Know About Home-Based Workers? Data from the 1990 Census of the Population", Linda Edwards and Elizabeth Field-Hendry (Queens College, CUNY)

"A Comparative Study on Gender-Based Earnings Differentials Among Workers: Self-Employed vs. Others", Jie Bian (Cornell University)

"Child Support Collections and Welfare-Work Transitions", Carol Ann Luttrell (Chief Economist, Massachusetts Department of Revenue)

CSWEP will also sponsor a reception. Check program notes for date, time and room.

**CSWEP-SPONSORED SESSIONS
MID-WESTERN ECONOMIC ASSOCIATION MEETING**

Cincinnati, OH
Thursday, March 30, 1995

"Academic Couples - A Blessing or a Curse?"

Chair:

Robin Bartlett (Denison University)

Papers:

"History of Women in Academia", Paula E. Stephan (Georgia State University) and Mary Kassis (Georgia State University)

"The Impact of Academic Partners in Productivity", Marcia Bellas (University of Cincinnati)

"The Impact of Academic Partners on Careers", Marianne Ferber (University of Illinois, U-C, and Radcliffe College) and Emily Hoffman (Western Michigan University)

Discussants:

Steven Woodbury (Michigan State University)

Robin Bartlett (Denison University)

Friday, March 31, 1995

"Women in the Labor Force"

Chair:

Rebecca Blank (Northwestern University)

Papers:

"The Determinants of the Weekly Work Schedule of Chinese Women: A Cross Nations Analysis", Li-ping M. Chen (Texas Tech University)

"Mobility Job Search and Wage Growth: Are There Gender Differences", Kristen Keith (University of Toledo) and Abigail McWilliams (Arizona State University)

"An Empirical Analysis of Labor Market Discrimination: The Case of the Legal Professor", Brett Noel (University of Kentucky)

"Cohabitation, Labor Supply and Economic Well Being", Anne E. Winkler (University of Missouri-St. Louis)

Discussants:

Rebecca Blank (Northwestern University)

Robin Bartlett (Denison University)

CSWEP will also sponsor a cash-bar cocktail party at the meetings of the Mid-Western Economic Association on Friday, March 31 from 5:00 - 6:30 p.m. A business meeting will be held from 4:00-5:00 p.m. on Thursday, March 30.

A NON-TRADITIONAL CAREER PATH OF A WOMAN ECONOMIST

Laura Stern
WTVS Channel 56, Detroit

I always read with almost voyeurish interest the personal biographies of the women economists profiled in this newsletter. I find every little detail to be interesting as I compare and contrast the subjects' experiences with mine.

My "economics" career has had some similarities with, but also differed greatly from, most of the careers of the women described in this column. My own opinion is that my career path differs in three main ways: I started quite early and had three children while I was young, I only stayed in a university setting for seven years, and my current, and favorite, job is as a manager in public television.

Here's a brief summary of this journey: After passing my oral exams in 1977, (at age 25, while expecting, in a week, my third child), I received an appointment as a part-time lecturer at Wayne State University. Six months later, I was hired as a replacement economics instructor at Oakland University, a comprehensive state university, of 13,000 students in Rochester, Michigan, north of Detroit. Luckily, my one-semester stint was extended and I ended up teaching undergraduate economics courses very happily for the next seven years. My full-time teaching schedule, which I crammed into 2 or 3 days per week, was quite workable as my husband and I grew up with our young family. I truly enjoyed being able to go to mother-toddler classes, do class preparation at home, and only having a few days per week that continued the potential conflict of my having both a kid with stomach flu, and having to give a mid-term exam to 150 students. My husband, (a management information systems professor) and I even managed to get a paper published in *Proceedings* entitled, "Women Economists...Can They Have Both Children and Tenure?" This article discussed the parallel and often conflicting clocks of tenure and fertility of women academics.

However, in 1984 I was getting bored and also wanted to explore the possibility of making the jump to the very different world of being a corporate economist. I sent my resume and a catchy cover letter to the Chief Economist at the local phone company. As (fool's) luck would have it, the momentous divestiture of AT&T had just occurred and the company was, in fact, hiring "off the street."

I was hired immediately and thus began my adjustment to an economics career in a corporation. After a difficult and somewhat boring year in the economic analysis department, (doing regression analysis on the demand for types of coin telephone calls), I transferred to the economic development department. The next six years included activities as varied as conducting business climate research, and hosting the Four Tops, Mel Torme and the late Colleen Dewhurst at the Ameritech Senior Open Golf Tournament. Then in 1991, I eagerly, but with some trepidation, accepted the generous early retirement package offered by the company. Interestingly, Ameritech is still downsizing, three years later!

The next three years consisted of wonderful jobs where I gamely marketed myself as a "communications and development" consultant. My positions included writing for a business publication, working for the Superintendent of Detroit Public schools, managing a small business telephone advice hotline, working at an auto insurance company, and finally being hired first as a consultant, and then in a regular position, in public television.

So, what role can an economist play in the media, or specifically in television? An important and valued one! Besides the somewhat obvious expertise we can bring to issues such as business cycles, corporate downsizing, and the financial health of area businesses, there are many other opportunities to be seized. For example, the economics of health care, the costs to society of juvenile crime, evaluation of welfare and entitlement programs, the actuarial concepts behind types of insurance and the value of public education including the higher earning power (and tax-paying ability of recipients) as well as related societal benefits, are all issues currently commanding much media attention. Economists in the media can provide good insight into these complex topics.

Also, specific skills we have acquired are very much appreciated in the media. Poised public speakers, written and verbal communication skills and mastery of the personal computer and various software programs are all highly valued. The environment in television has some very welcome similarities to the university setting. People are for the most part very well-read, and actually not particularly avid TV watchers!

My current work in public television involves specifically a national and local youth violence reduction campaign, creation of a visualization room (a direction center that displays outcomes), and implementing a video and print New Work curriculum in area high schools. It is not a typical job for a traditional economist. However, for me it has been a wonderful and long journey from that first day as a student in Macroeconomics 201, where the entire concept of a circular flow diagram left me intrigued, but completely baffled!



More Sylvia by Nicole Hollander

**"Mercy, it's the revolution
and I'm in my bathrobe."**

BIOGRAPHICAL SKETCHES OF CSWEP BOARD MEMBERS

ROBIN L. BARTLETT

Denison University

I am an economist by second choice. At the end of the fourth grade, my first choice was to be a professional golfer. I played competitive golf until high school, at which time I found that girls could not play on the golf team. At Western College for Women, I wanted to be a math or physics major. However, I soon became bored. After trying a French and then a theater major, my junior year I enrolled in Introductory Economics and I was hooked.

I went to Michigan State University because it was close to home. With fields in monetary theory and industrial organization, I was hired by Denison University to teach Money and Banking. Denison is very interested in diversity issues. Students are required to take a course in Women's Studies or Minority Studies before graduation. As the sole woman in the department, I was asked to develop and to teach a course on Women in the Labor Force.

Denison University also values teaching as much as scholarship. Resources are made available to faculty to develop and experiment with innovative teaching techniques. The first criterion for tenure is teaching excellence. Community service is a given. Twelve hours a week in the classroom, four hours in student consultation, many hours in preparation for class and evaluation of student work, and at least one committee meeting a week, do not preclude an active scholarly life. Scholarship is expected and broadly defined.

In 1987, I wrote a proposal to the National Science Foundation and received a grant to acquire the necessary equipment to furnish a computer laboratory. My colleague Paul King and I co-authored another proposal to the Fund for the Improvement of Post-Secondary Education and received support to develop laboratory courses to accompany traditional lecture courses. In 1989, Susan Feiner and I wrote a proposal to the National Science Foundation and received funds for workshops on "Integrating the Latest Research on Race and Gender Issues into the Introductory Economics Course."

For eight years I served as an associate editor of the *Journal of Economic Education*. I am currently on the journal's editorial board. In addition, I am finishing a six-year term on the AEA's Committee on Economic Education. In a different vein, I am on the Board of Directors of the International Association for Feminist Economics and serve on the editorial board of its new journal *Feminist Economics*.

I learned from golf that you play the course and not the competition. The demands on time and energy are different at teaching institutions than those at large research-oriented universities. The rewards are also different. There are more opportunities to engage colleagues from different fields and to do and be rewarded for interdisciplinary work. Classes are small and allow for a variety of teaching techniques and opportunities to get to know students. Interactions and conversations with colleagues and students inform my understanding of economics and give me insights into the discipline and teaching. These interactions are the advantages and the reasons why I value life at a small liberal arts college.

BIOGRAPHICAL SKETCHES OF CSWEP BOARD MEMBERS

IRENE LURIE

State University of New York at Albany

I was born in Washington, D.C., and although I did not take any economics courses until college, I grew up in an idealistic community of economists and public administrators. Perhaps subliminal exposure to their ideas at a tender age led me to view economics as a powerful way of understanding the world and to choose economics as my major. Also, I attended a women's college, Barnard, and so had the good fortune not to know that the economics profession is dominated by men. When I arrived at Berkeley for graduate school in the early 1960s, many faculty apparently thought that women were there only to find husbands and so gave the few women graduate students little attention.

In all honesty, I drifted to California partly for fun and sun, without a clear career goal. After my first year, I was lucky to obtain a summer job as a research assistant at Brookings. Joe Pechman, the director of economic studies, did not encourage me to finish my doctorate -- he simply assumed that I would! His confidence in me was critical to my decision to continue in graduate school. Later, in my first journal article, I was pleased to be able to draw an analogy between the average effective tax rates he calculated for the income tax rates and the benefit reduction rates I calculated for state AFDC programs.

Welfare programs have been the center of my research interests for most of my career. After completing my dissertation, my first job was with the President's Commission on Income Maintenance Programs, whose report led President Nixon to recommend a version of the negative income tax for families with children. After two years at the Council of Economic Advisers watching these recommendations go through the congressional buzzsaw, I moved to the Institute for Research on Poverty at Wisconsin. I met my future husband, Thad Mirer, at the Institute's photocopier, and we were fortunate eventually to become a couple with jobs at the same university -- he in economics, and I in public administration and policy.

Being in a public policy department, a lively state capitol, and a policy area where program administration is every bit as important as policy design, I find myself with increasing respect for other social sciences. I am gradually learning the vocabularies of political science and sociology, and find these useful for describing how welfare programs actually work. Although some economists manage to seal off their research from other disciplines and to maintain close ties to the economics department, the lure of welfare policy and implementation draws me in other directions. Two long stints as acting dean of my school have also given me admiration for skillful administrators, although I do not expect to be one myself.

Thad and I have two teenage sons. While parenting has taken time away from our careers, we have never regretted having them for a minute. My only advice to young parents is to savor the brief time you have with your children. Before you know it they will be out of the house, and you will be facing a desk of work with no excuse to play.

**SUMMARIES OF CSWEP-ORGANIZED SESSIONS
ON NEW INSTITUTIONALISM TOPICS AT THE 1995 AEA MEETINGS**

The Effect of Law and Regulation on Firm Behavior

Helen Tauchen, University of North Carolina, Chapel Hill

The first two papers in this session consider how regulation affects firms' decisions and the third paper considers the decision making of the regulators themselves. In her paper "Economic Effects of Quality Regulations in the Day Care Industry", Tasneem Chipty (Ohio State University) examines the effects of state regulation on home day care and day care centers. Her model is a reduced-form model in which the equilibrium price, quantity, and quality depend on the regulation of both types of providers and on factors that affect the demand and supply of childcare services. She finds evidence that the regulations are binding. There are cross effects so that strict regulations on training and staff/child ratios for one type of provider affect the equilibrium market price for both types of providers.

In his paper "Duality Theory and the Estimation of Cost Functions for Regulated Firms: An Application to the Natural Gas Pipeline Industry", Gerald Granderson (Miami University) focuses on how rate-of-return regulation affects transmission costs. He estimates a regulated cost function and from it derives the standard cost function. This two-step approach is essential since the classical duality results do not apply to the regulated cost function. His results are consistent with economic theory in that tightening the regulatory constraint by lowering the allowed rate of return increases costs. For the firms in his sample, rate-of-return regulation has increased costs by about ten percent.

The final paper was "The Economic and Political Pressures Affecting FDA Enforcement Behavior" by Mary Olson (Washington University). During the last twenty years, the Federal Drug Administration has switched from primary use of enforcement actions such as inspections and seizures for which it bears high costs to actions such as recalls for which it bears relatively low costs. Olson develops a model for a public agency's optimal selection of enforcement activities, given its budget and other responsibilities. She finds that the change in the relative mix of enforcement activities is attributable more to the dramatic increase in applications for FDA pre-market approval of drugs and medical devices than to changes in the FDA budget.

The discussants were Barbara Robles (University of Colorado-Denver) and Carl Linvill (University of Arkansas).

**Effect of Law, Regulations, and Institutions on Economic Behavior in
Transition Economies**

*John P. Hardt, Congressional Research Service, Library of Congress
and George Washington University*

While macro-stabilization and restructuring were important to transition economies, creation of effective market-friendly institutions - the subject of the panel - has not received the attention it deserves. "The Prospects for Economic Reintegration of the Former Soviet Union" by Richard E. Stern (RAND/UCLA) studies the prospects for the economic reintegration of the former Soviet Union. After the breakup of the centrally planned system, a schism between the real and the monetary side of interrepublican economic relations caused a collapse in trade which

accelerated economic decline in all republics. Consequently, republics have become more dependent on Russia for trade and financial assistance as "independent" states than they were under the Soviet regime. Using interrepublican trade and financial flow data, four possible scenarios for the potential reintegration of the former Soviet economic space are identified, with the most likely outcome being a strong economic union with Russia as the dominant leader.

"Do Job Rights Govern Employment Patterns in Transition Economies?" by Susan J. Linz (Michigan State University) suggests that job rights in the Russian labor market diminished during the first two years of the transition process, with worsening opportunities for women. In the short run, understanding the nature and scope of job rights in the Russian transition economy will facilitate developing appropriate employment retraining programs, adequate unemployment compensation and other "social safety net" programs. In the long run, understanding the nature and scope of job rights as the Russian economy moves from plan to market will be important for any evaluation of the relative pace of systemic transition.

The paper "What Will it Take to Make Financial Markets Work in Transition Economies?" by John Bonin (Wesleyan University) and Bozena Leven (Trenton State) studies the necessity to financially restructure state-owned enterprise prior to privatization and to monitor managerial behavior during the interim. Well-informed, properly motivated financial agents are needed for this. The legacies of weak loan portfolios and questionable management procedures make state-owned central banks unlikely candidates to perform this task effectively in transition economies.

Discussants were Perry Patterson (Wake Forest University), Judith Thornton (University of Washington), Keith Crane (Plan Econ) and Mary Fish (University of Alabama).

The Effect of Institutions on Behavior

Suzanne Helburn, University of Colorado, Denver

In his paper, "Quality Adjusted Cost Functions for Child Care", Naci Mocan (University of Colorado, Denver) reported results of estimating translog cost functions from 399 child care centers in California, Colorado, Connecticut, and North Carolina. After adjusting for quality of child care services, no efficiency differences were detected between nonprofit and for profit centers, although centers that receive public funding tied to meeting higher standards had variable costs that were 18% higher than other centers. The quality index employed in this study measures attributes of services provided rather than input quality and has been used extensively in the early care and education literature. Results indicate that it costs thirteen centers per child hour to increase quality from the mean care observed in the sample, which was mediocre, to developmentally appropriate care.

Helen Tauchen (University of North Carolina at Chapel Hill) presented a paper with Ann Dryden Witte (Florida International University and Wellesley College), "The Effect of Interventions and Institutions on Domestic Violence", reporting results from estimating a stochastic-dynamic model for domestic violence. They found that arrest deters domestic violence, but that the effect wears off quite quickly. Also, current employment for the male is associated with lower levels of violence, but the effect of employment is transitory; however, if the male becomes unemployed, the level of violence will increase rapidly. Violence in one period is associated with higher probabilities of violence in subsequent periods. Methodologically, these results suggest that policy evaluation and deterrence research would benefit from models that examine of the dynamic path of intervention effects, since program

effects need not be constant over time.

Amy Farmer (University of Tennessee) presented a paper, co-authored by Jill Tiefenthaler (Colgate University), on "Bargaining Over Child Custody and Divorce Settlements", in which the authors developed and empirically tested a game theoretic model of the probability that parents would settle out of court or require court intervention regarding child support and alimony. Their model incorporated the risk aversion of the custodial parent, conflict between parents, and the costs of going to trial. Using the Stanford Child Custody Project data, they estimated an ordered probit model of parent conflict and find evidence that risk aversion reduces the probability of going to court. Determinants of the award included the guideline variables, the power advantage of the payer, and the level of conflict.

Discussants were David Blau (University of North Carolina at Chapel Hill), Chidem Kurdas (Penn State University) and Barbara Bergmann (The American University).

SUMMARIES OF CSWEP-ORGANIZED SESSIONS ON GENDER-RELATED TOPICS AT THE 1995 AEA MEETINGS

Women in the Labor Market

Linda N. Edwards, Queens College and the Graduate Center, CUNY

In the first paper, "The Probability of Receiving Benefits at Different Hours of Work", Susan Averett (Lafayette College) and Julie L. Hotchkiss (Georgia State University) investigate how the probability of receiving nine different types of fringe benefits is related to the number of weekly hours worked. They find that the predicted probability of being offered benefits rises with hours of work, and that not until 40 hours per week is reached does the probability of receiving benefits exceed 50 percent.

Emily Hoffnar (University of North Texas) develops a model of discrimination in her paper "One Bad Apple: Discrimination and Strategic Complementarities in the Labor Market." The model is based on the idea of strategic complementarities - a situation in which the marginal product of one worker is positively affected by the effort of other workers in the production group. She demonstrates that in this situation the presence of a few workers with a taste for discrimination can generate job segregation.

The paper of Sharmila Choudhury (SUNY-Cortland), "The Public Sector Wage Premium for Women: Panel Data Estimates", uses panel data from the PSID to generate new estimates of the public/private wage differential. After making selectivity adjustments for both the worker's choice of sector and of union membership, she finds that non-unionized public sector women workers earn an economic rent, but that unionized public sector women workers do not.

The final paper, by Nan L. Maxwell (California State University at Hayward), was "Economic and Demographic Underpinnings of Russian and American Female Labor Market Behavior." The paper seeks to compare the labor supply of women in the U.S. and Russia in order to determine if women from the two countries respond similarly to market and family incentives. Using data for a small non-random sample, she reports that unlike the case for American women, family status variables do not have statistically significant effects on the labor supply of Russian women.

Lively commentary was provided by Ronald Ehrenberg (New York State School of Labor and Industrial Relations, Cornell University) and Sharon Smith (Fordham University).

The Economics of the Family

Ivy E. Broder, The American University

Three papers were presented in this well-attended session. Barbara Morgan and David Rasmussen (Florida State University) presented a paper which was co-authored with Isaac Megboluge (Fannie Mae), "Reverse Annuity Mortgages as a Vehicle for Improving the Financial Status of Elderly Women." They described the difficulty that older women have in tapping their real estate assets and outlined the guidelines of a HUD demonstration program that has facilitated reverse mortgages. A simulation indicated how such a program would affect the income distribution of women at low income levels. In her discussion, Marsha Courchane (Comptroller of the Currency) posed some questions about certain aspects of such a program including future effects on those participating as well as the impact of eligibility requirements.

Liliana Pezzin and Barbara Schone (Agency for Health Care Policy and Research) presented "Intergenerational Household Formation and Informal Caregiving: A Bargaining Approach." They specified and tested a model of joint informal caregiving and labor supply decisions of adult daughters who have a frail elderly parent. In the two player model, parent and daughter face the decision of determining the (1) equilibrium values of private goods, leisure, formal and informal care which will produce the equilibrium value of parent's well being, and (2) the optimal living arrangements (joint or separate households) to provide the care. Marjorie McElroy (Duke University) raised a number of definitional questions that would be relevant to the estimation and pointed out the asymmetric treatment of formal and informal care.

Julia Lane (The American University) and David Stevens (University of Baltimore) presented "Family, Work and Welfare History: Work and Welfare Outcomes." They looked at the relationship between AFDC recidivism and the characteristics of the job that the women held during their labor market experience. They found that the type of firm does affect recidivism, causing family characteristics to dwindle to insignificance in their model. Discussant M. Anne Hill (Queens College, CUNY) questioned the independence of the explanatory variables and urged the authors to try to measure other effects, such as training.

Child Care Issues

Rachel Connelly, Bowdoin College

The three papers in this session all addressed the issue of employment effects of child care costs on women's employment in the United States. Jean Kimmel (W.E. Upjohn Foundation) presented her work on "The Effectiveness of Child Care Subsidies in Encouraging the Welfare-to-Work Transition of Low-Income Single Mothers." She estimates wages and child care costs for each woman in her sample then uses these to predict the probability of labor force participation. She finds a large elasticity on the probability of participation with respect to child care costs for the subsample of non-African Americans (whites) and a small elasticity for the African American subsample. The large elasticity for the white sample is interpreted as evidence that liberal child care subsidies would have a substantial impact on the employment of white single mothers in poverty.

Doug Wissoker (Urban Institute) discussed his paper with Paul Fronstin (Employee Benefit Research Institute) on "The Effects of the Availability of Low-Cost Child Care on the Labor Supply of Low-Income Women." Fronstin and Wissoker estimate the employment effects of the average price of child care in an area. Because the cost of child care is a much more substantial percent of family income for low income families, they divided their data set into a high income and a low income subsample. The price of child care is shown to have a larger negative effect on employment for low-income women.

The final paper in this session was by Tom Tolin (West Chester University), "Child Care Costs and Female Employment: The Effects of Instrumental Variables on Elasticity Estimates." Tolin compares methods used for estimating child care costs which are then used in structural employment equations. The cost data for nonemployed mothers is used as a benchmark. Tolin shows that elasticity estimates are quite sensitive to the estimation strategy used. Tolin's paper is also concerned with the issue of whether the cost estimates should be made including or excluding the selection term. Tolin argues for including it.

Discussants were Phil Robins (University of Miami) and Rachel Connelly (Bowdoin College).

ANNOUNCEMENTS

If you have a tenured appointment and might like to spend one to two years as a "rotator" **Director of the Economics Program at the National Science Foundation**, contact Dr. Daniel H. Newlon at 703-306-1753 or dnewlon@NSF.GOV.

The **University of Maryland at College Park** seeks a **Dean of the School of Public Affairs**. Minority candidates and women are especially invited to apply. There is no restriction as to the discipline or career. Nominations and applications should be sent to Thomas C. Schelling, School of Public Affairs, University of Maryland, College Park, MD 20742, 301-405-3494.

A conference on "**Gender and Family Issues in the Workplace**" will be held at Cornell University from April 21 (starting with dinner) through April 23, 1995. The conference is organized by Francine Blau and Ronald Ehrenberg and funded by Cornell University and the Russell Sage Foundation. CSWEP members interested in attending the conference should contact Dr. Richard Shore, executive director of the ILR-Cornell Institute for Labor Market Policies (607-255-4925, rps5@cornell.edu). A nominal conference registration fee covers copies of all of the papers and all conference meals (Friday dinner to Sunday lunch).

The fourth annual conference sponsored by the **International Association for Feminist Economics (IAFFE)** will be held July 5-7, 1995, in Tours, France. For conference registration and information, contact Jean Shackelford, IAFFE Conference Coordinator, Department of Economics, Bucknell University, Lewisburg, PA 17837, 717-524-3441 (office), 717-524-3760 (fax), jshackel@bucknell.edu (E-mail).

Individuals who have done some consulting and who wish to network with other women economists with this experience may contact Joan Haworth at 4901 Tower Court, Tallahassee, FL 32303. She and other interested women economists are exploring the idea of forming a **special interest group for consulting women economists**.

Debra Barbezat has received tenure at Colby College.

Linda N. Edwards will assume the position of Executive Officer of the Ph.D. program in Economics at the City University of New York, effective the beginning of February.

Anne Krueger, Stanford University, is the incoming president of the American Economic Association.

Eva Marikova Leeds has been serving as an advisor to the Minister of Economy in the Czech Republic.

Lisa Lynch of Tufts University has been named to the William L. Clayton Chair in International Economic Affairs.

Starr McMullen has been named acting chair of the economics department at Oregon State.

CALLS FOR PAPERS

The American Economic Association Committee on Economics Education will sponsor a session entitled "Where Have All the Majors Gone?" at the 1996 ASSA Meetings to be held in San Francisco. If you are interested, please send a one page abstract to: Michael K. Salemi, Chair; AEA Committee on Economics Education; CB 3305; University of North Carolina; Chapel Hill, NC 27599-3305.

The International Association for Feminist Economics (IAFFE) is planning sessions for the Western Economic Association's annual meetings in San Diego, July 5-9, 1995. If you want to propose a session or roundtable, present a paper, chair a session, or be a discussant, please contact Mary King, Economics Department, Portland State University, P.O. Box 751, Portland, OR 97207, mary@ch2.pdx.edu. 503-725-3944. Graduate students, activists and academics are encouraged to participate.

The NBER 1995 Summer Institute will be held in Cambridge, Massachusetts from early July to mid-August. Workshops lasting a week or more will be held on the following subjects: economics of aging, American economic history, economic fluctuations, financial markets, monetary economics, asset pricing, corporate finance, industrial organization, international studies, labor economics, productivity, and taxation. Economists at the assistant professor level or above who are interested in participating in the 1995 Summer Institute should submit a curriculum vitae and a one-page abstract of any paper they would like to present by February 14, 1995 to Summer Institute, National Bureau of Economic Research, 1050 Massachusetts Avenue, Cambridge, MA 02138.

The NBER Monetary Economics Program invites people to submit papers to be included in the next meeting scheduled for April 28, 1995. To be considered for inclusion on the Program, a paper must be submitted by February 17, 1995 and sent to Ms. Kirsten Foss Davis, NBER, 1050 Massachusetts Avenue, Cambridge, MA 02138. Authors should include a cover letter explaining that they seek to be included in the Monetary Economics meeting.

CSWEP is organizing at least two sessions for Southern Economic Association meetings, November 18-20, 1995 in New Orleans, LA. The two sessions will be: 1) Women and Economic Development and 2) Issues in Health and Aging. The Development session is filled, but if you have a good paper on health and aging that you would like to present, call Prof. Shelley White-Means, University of Memphis, 901-678-2456. If you wish to present a paper on another topic or to organize a session, call Kathryn Anderson, Vanderbilt University, 615-322-0263.

CSWEP

The Committee on the Status of Women in the
Economics Profession

CSWEP depends on all of its dues-paying members 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 member year (July 1, 1994 - June 30, 1995), we urge you to do so. Questionnaires and dues reminders were mailed in September to members.

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

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

To become a dues-paying member 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

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Check here if currently an AEA member _____ Renewal of CSWEP Membership _____

New CSWEP Member _____ a Student _____

If you checked student, please indicate what Institution _____

Check here if you wish a copy of the updated roster _____

The roster is sent to dues paying members if you check the request box on the membership questionnaire. If you missed the opportunity to request the roster, send your dues and a request for the roster to CSWEP, c/o Dr. Joan Haworth, 4901 Tower Ct., Tallahassee, FL. 32303. The roster (bound and printed) is \$35.00 for non-dues paying members.

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-paying members is \$8.00.