You are sitting on a huge turtle shell shaped boulder that pokes out of the calm ocean fifty feet out to sea from a sandy beach, staring up at the forget-me-not-blue sky. There is no stress and no work, only leisure. You are one of many college students traveling abroad during the summer and currently you are in the town of Lagos, Portugal.

I sat on the boulder and when I did I felt a peace that I cannot possibly find the words to describe. Maybe it was because I have worked so hard at school that I appreciated a little break even more. Regardless, at that time it occurred to me that everyone should have a chance to enjoy the experience of traveling abroad as a student and meet all the people and see all the sights that I saw.

There are two fundamental obstacles I see in the way of any student who desires to travel abroad. They are money and organization. We are all financially constrained, but if you can labor a little extra now, the leisure you will enjoy is surely worth it. Organization is similar: put together a general travel plan and recruit friends if you like (parents not recommended). Some costs and decisions in this plan, such as your plane ticket (to Europe, or Thailand, or wherever), are going to be sunk whereas others, like a basic itinerary of cities you want to visit should be flexible and based up situational variables that will depend upon your own interests. (Continued on page 2)
**The Traveling Economist** (Continued from page 1)

The prices you will find in Europe right now are great. During August, for example, I was staying in Portugal for $8 per night, living off fresh baguettes, cheese, meat, wine, bottled water and some of the best lamb kabobs and falafel I have ever had. In Barcelona on El Paseo de Gracia, a main street in the heart of downtown, you can have a full meal with two bottles of wine among friends for about $15. Basically, if you save some money now, you can eat three meals there for every one or two here. Furthermore, you are young, have no real job or familial obligations, and therefore must take advantage of this opportunity while you still can. Exchange rates have made everything cheap for travelers so take advantage. All the economics we learn here is great and useful, but get out and see the road.

Above all, GO. I learned more about life, dealing with people, time management, and what is really important in my life in two months and two weeks than I have in any other period of my life. All this wisdom comes for the low retail price of just over three thousand dollars (including twelve credits of tuition for school in Spain, too).

Incidentally, I discovered the most important thing in my life is people. The most beautiful places in the world are only beautiful when people are there to share them with you. It really sucks being all alone in Seville, so I made some friends at a bus stop who turned out to be from Chicago. Then I met a born-again Christian from Texas and two girls at a bull fight. We had a great time together painted the riverside with red wine. And that was only one evening.

**YOU are wanted...**Starting Winter Quarter 2002, you will have a chance to be a part of an economics club where undergraduates have an active role in the economics community! We know that economics majors are not boring, introverted or solely resource-allocating-production-function-pondering people. However, finding efficiency is our niche and we want to help you maximize your fun, value of education and overall utility while you are a part of the UW. You will get plenty of consumer surplus because the price is FREE. This new organization will allow you to display vision, leadership, creativity, and socialize with new friends. More information will be headed your way in January 2002!
Jasmin, as you might imagine, is quite adamant about the acceptable levels of tuition. She feels that, especially in times of economic downturn, tuition should be tied to the median family income. “With that number down 12 percent,” she argues, “it is unreasonable to hike tuition. The state needs to invest in its future.” She feels that the opportunity cost of a raise in tuition will be an inability to meet the employment needs of Washington companies.

While these arguments make a lot of sense, the state right now is also facing an impending budget crisis. With the Microsoft troubles, the Boeing move, the earthquake, the drought, the fires, the dot com bust, the shrinking economy, and of course the tireless efforts of our friend Tim Eyman (please note sarcasm), Washington State is facing some severe budget cuts. As a result, thoughts of increased spending for the ole UW seem unlikely. Nevertheless, we as students and citizens of the state of Washington must make ourselves heard. According to Jasmin, the ATN! is always looking for people, and since this is an issue that is important to all of us, I would encourage all of you to become active on this issue.

Special Thanks Jasmin Weaver who is a philosophy/political science/community and environmental planning major. She is also a National Philosophy Champion, former ASUW president, and current chairman of the ATN!.

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**Interview with a Faculty Member: Dr. Richard Hartman**

By: Paul Rogers

Each quarter this year, The Economizer is pleased to bring you, our valued readers, a short interview with an Economics Department Faculty Member. These interviews strive to better acquaint the students with the faculty and give our valued faculty members some exposure and recognition. Indeed there are MANY excellent economics faculty members at this university, but alas, we can only do so much. This quarter, I have selected Dick Hartman, one of my personal favorites. Here is the interview:

**EUB:** Where did you grow up?

**Hartman:** I grew up in Michigan, where I was born and went to high school and later attended the University of Michigan, earning a B.A. in Economics.

**EUB:** When you were young, what did you want to be and how did that fit into where you are now? Where did you go to Economics graduate school and why?

**Hartman:** Actually, when I was younger, I thought I wanted to be an actuary (a person who uses statistics and math to calculate premiums and rates and such for insurance companies). After a sort of miserable summer internship experience with that, I changed my mind. Then I took an economics class from Kenneth Boulding at U of M, a class that inspired me to go into economics. After I got my B.A., the next natural step seemed to be graduate school. I went to the University of California, Berkeley, where I earned a M.A. in Statistics and a PhD in Economics.

**EUB:** So did you ever specifically aspire to teach and work with young people?

**Hartman:** No, I did not think about teaching when I was younger, but it has worked out well because I really enjoy teaching both undergraduates and graduates. I have always liked the whole university atmosphere. I think that there are a lot of really good undergraduates in the department now, and while some people grumble about how kids these days are lazy. (Continued on page 4)
Interview with a Faculty Member: Dr. Richard Hartman (Continued from page 3)

and going down-hill, I completely disagree and think that the young people at the university are great.

EUB: What ultimately brought you to Washington?
Hartman: As a student at Berkeley, I used to go hiking a lot and found that I really liked the terrain of the west coast. Michigan is flat with abysmal winters and so when I was offered a job at the University of Washington, I took it and here I am.

EUB: What do you like to do in your free time?
Hartman: I like skiing, gardening, hiking and car road trips. (I took a 7,000 mile trip to California and Michigan last summer.) I really like some of the projects I am currently working on in the department and in the future I would like to travel more.

Thank you to Richard Hartman for donating the time for this interview. This winter Professor Hartman will be teaching Economics 300, the honors section, and Economics 501, graduate level Microeconomics II. He is currently researching how uncertainty about the environment affects the optimal harvesting of a fishery. He also received the Buechel Award for outstanding (undergraduate) teaching in 2001.

What is EUB Tutoring?
By Willerie Razote and Elisa Hovander

Are you familiar with the volunteer tutoring service provided by the Economics Undergraduate Board? If not, you may be missing out on a good opportunity to either give or receive help in economics courses. Read along to learn more about this great program.

The original undergraduate tutoring program began in the early 1990’s, when economics adviser John Burke began recruiting qualified tutors from upper level economics classes. His successful tutoring program was then given a home in Savery 144, which was also used by the EUB. Soon thereafter, undergrads began visiting the room to receive help, even at non-scheduled times. As a result, EUB members Richard Morrell and Randy O’Toole began helping on their own accord and organized EUB tutoring. Eventually, all responsibilities for undergraduate tutoring came to rest on the EUB.

Currently, EUB tutoring is still made possible by volunteers from upper level Economics courses. Tutors are available on a regular basis in Savery 144, during specific times each week. During any of these times, all economics students who are enrolled in 200-201 or 300-301 are welcome to walk-in and obtain help on a first come first served basis. For a schedule visit the webpage at http://depts.washington.edu/ecnboard/eub2.html. Many people who come to receive help for the first time are unsure of what to expect or how to prepare beforehand. Here are a few helpful tips one can follow to help maximize the benefits of visiting the tutoring center:

1. Come prepared! Look over the material before you come to the tutoring center and determine which particular concepts you need help with.

2. Bring questions! For each concept you need help with, think of detailed questions that highlight the specific problem areas.

3. Bring practice problems! If you can’t think of specific questions that capture the essence of your difficulties, find relevant practice problems. Through the process of discussing problems, specific questions may come to light.

4. Bring relevant notes and text! With each question you have, find the corresponding section in your notes and/or in the book, so the tutor can quickly familiarize him/herself with the material.

For those who would like to help other students and who have already completed 200-201 and 300-301, tutoring can be a great experience. Current non-EUB members who deserve thanks for their commitment to the EUB tutoring program are: Jolly Tamara, Matthew Ussery, and Tamsin Barford. We would love to add even more names to this list. If you are interested in joining the ranks of volunteer tutors and contributing to the continued success of the program, please contact either Elisa Hovander at ehovande@u.washington.edu or Willerie Razote at wrazote@u.washington.edu.