

PHYLLIS WALLACE DIES



BRADFORD HERZOG

Professor Emerita **Phyllis Wallace** (Management), a labor economist who pioneered the study of sexual and racial discrimination in the workplace, died early in January of natural causes at her apartment in Boston. She was 69.

In the 1970s Wallace spearheaded a precedent-setting legal decision in a federal case that reversed sex and race discrimination in American industry. She directed studies for a federal lawsuit against American Telephone and Telegraph Co., then the largest private employer in the United States. The suit led to a 1973 decision that the company had discriminated against women and minority men. AT&T agreed to pay millions in back wages and to make other pay adjustments. The verdict also brought about changes in transfer and promotion policies and recruitment criteria.

The case, which Wallace wrote about in her book, *Equal Employment Opportunity and the AT&T Case* (MIT Press, 1976), was an extension of her own background and interests. As valedictorian of her class at Frederick Douglass High School in Baltimore in 1939, she was ineligible to attend the University of Maryland because of her race. Five years later as a graduate student at Yale, she was not allowed to serve as a teaching assistant in the Yale economics department because of her sex.

After her retirement in 1987, Wallace continued to work in areas of discrimination and inequality. She also began encouraging minorities to participate in activities at the Boston Museum of Fine Arts, where she was a director. Her pet project at the BMFA was the development and progress of The Nubian Gallery. A few weeks before she died she accepted appointment at Sloan as ombudsman, the school's first.

In a letter to the Sloan faculty on her death, Dean Lester Thurow said that, as a labor economist, Wallace "widened all our knowledge." Her study of Sloan women graduates (*MBAs on the Fast Track: The*

Career Mobility of Young Managers, Ballinger Publishing Company, 1989) "made everyone wiser about the issues of women attempting to advance in the business world," he said.

Wallace was born in Baltimore, the oldest of seven children. She received a BA degree from New York University in 1943, an MA from Yale in 1944, and a PhD in Economics from Yale in 1948. She then joined the National Bureau of Economic Research as an economist/statistician and also taught part-time at the College of the City of New York.

Wallace served on the faculty of Atlanta University from 1953 to 1957, when she became a senior economist for the U.S. government specializing in Soviet economic studies. She was chief of technical studies at the Equal Employment Opportunity Commission's Office of Research from 1966 to 1969 and vice president of research for the Metropolitan Applied Research Center from 1969 to 1972. In 1975, after a year at Sloan as a visiting professor, she became the first woman at the school to hold the rank of professor.

When Mount Holyoke College conferred an honorary Doctor of Laws degree on Phyllis Wallace in 1983, the citation said that as an educator, public servant, and scholar, "Beginning your career at a time when neither blacks nor women had a fair chance, you have seen great progress toward equal employment opportunity—progress due in no small measure to your scholarship on the economics of discrimination in the labor market." Wallace also received honorary degrees from Brown, Northeastern, and Valparaiso universities.

A Distinguished Service Award from Harvard Business School in 1988, the highest recognition that the school gives, cited Wallace as "a pioneer in the study of discrimination and poverty in this country." The Yale Graduate School Association had presented her with its highest award in 1980.

When she retired in 1986, scholars in industrial and labor relations and economics from around the world gathered at MIT for a conference in her honor. In addition, Sloan endowed the Phyllis A. Wallace Doctoral Fellows Fund, which provides support for blacks admitted to the school's doctoral program, and the Phyllis A. Wallace Visiting Scholars Fund to provide support for black scholars visiting at the school.

Wallace served on numerous national advisory committees and corporate boards. In addition to her membership on the board of the Boston Museum of Fine Arts, these included the boards of Teachers Insurance Annuity Association, State Street Bank and Trust Company, Brookings Institute, and Stop & Shop.

Her books, in addition to the two

described earlier, include *Pathways to Work: Unemployment among Black Teenage Females* (1974), *Women, Minorities, and Employment Discrimination* (1977), and *Black Women in the Labor Force* (1980).

Phyllis Wallace is survived by her mother, Stevella Wallace; a brother, Samuel Wallace; three sisters, Lydia Mills, Ophelia Wallace, and Margaret Campbell; two brothers-in-law; and a host of nieces, nephews, and other relatives. Most of them live in Baltimore, where funeral services were held on January 15 at the Metropolitan United Methodist Church and where she was buried.

Gifts in memory of Phyllis Wallace can be made in three ways. Contributions in her name can go to the Friends of the Nubian Art Gallery at the Boston Museum of Fine Arts, or to one of the two scholarship funds at Sloan that were established when she retired: the Phyllis A. Wallace Visiting Scholars Fund and the Phyllis A. Wallace Doctoral Fellows Endowment Fund.

FACULTY BRIEFS

Tom Allen, Gordon Y Billard Fund Professor of Management, has been named one of six MacVicar Faculty Fellows at MIT, recognized for his "exemplary and sustained contributions" to undergraduate education. The appointment runs for ten years and provides an annual allowance to assist in developing ways to enrich the undergraduate learning experience. Allen teaches a Managerial Psychology Lab, described as "one of the most popular undergraduate electives, giving young scientists and engineers their first dose of the human side of enterprise." The MacVicar Faculty Fellows Program honors Margaret MacVicar, MIT's first dean of undergraduate education, who died in 1991.

"How the Learning Curve Affects CASE Tool Adoption" by **Chris Kemerer**, Douglas Drane Career Development Associate Professor of Information Technology and Management, has been selected as one of five best articles published in *IEEE Software* in 1992.

John D.C. Little, Institute Professor and Professor of Marketing, received an honorary degree at the University of Liege in Belgium last November 4. He is known for "Little's Law" in queuing—which relates the average number in queue to the average time spent in queue—for pioneering work in traffic signal optimization, and especially for his extensive research in marketing, where he is considered a founding father of the field now called Marketing Science.

Adjunct Professor **Mary B. Rowe** (Management) has received a Meritorious Civilian Service Award for her work advising

the Office of the Secretary of the Navy. The award acknowledges her contribution to the design of a more comprehensive dispute resolution system to prevent and deal with sexual and other harassment in the Navy. The effort was triggered by the scandal at the Tailhook '91 convention in Las Vegas, NV—widely reported in the press—where tactical naval aviators verbally and physically abused Naval women officers and enlisted personnel.

In January 1992 Associate Professor **David Scharfstein** (Finance) was awarded the Smith-Breeden Prize for a Distinguished Paper in the *Journal of Finance* during 1991. He was recently named an Alfred P. Sloan Research Fellow, which comes with an unrestricted grant of \$30,000.

PUBLICATIONS

BOOKS AND ARTICLES

Associate Professor **Deborah Ancona** (Organizational Studies) and David F. Caldwell, "Bridging the Boundary: External Activity and Performance in Organizational Teams," *Administrative Science Quarterly*, December 1992. This article focuses on the activities teams use to manage their organizational environment beyond their teams. The authors show that the type of external communication teams engage in, not just the amount, determines performance.

Lotte Bailyn, T. Wilson Professor of Management, "Patterned Chaos in Human Resource Management," *Sloan Management Review*, Winter 1993. Bailyn suggests that as people and their needs differ, their work should be organized in different ways. The article is based on a keynote address she gave last May to the Boston chapter of the Association of Part-time Professionals.

Professor **Ernst R. Berndt** (Applied Economics), *The Practice of Econometrics: Classic and Contemporary* (Addison-Wesley, 1991). This textbook for applied econometrics students provides relevant models and statistical/econometric methods, historical background, data on a diskette, instruction for computer usage, and hands-on exercises. "Berndt has poured the research experience amassed over his entire career and years of effort developing classroom exercises and support materials into the creation of *The Practice of Econometrics*," one reviewer wrote. "Practicing econometricians will find new insights in this book almost every time they pick it up."

Professor **Ernst R. Berndt** and Alvin J. Silk, "Scale and Scope Effects on Advertising Agency Costs," *Marketing Science*, forthcoming.

Assistant Professor **Wujin Chu** (Marketing), "Demand Signalling and Screening in Channels of Distribution," *Marketing Science*, Fall 1992; and Erin Anderson, "Capturing Ordinal Properties of Categorical Dependent Variables: A Review with Application to Modes of Foreign Entry," *International Journal of Research in Marketing*, Volume 9, 1992.

Robert G. Fichman, PhD candidate, and **Chris F. Kemerer**, Douglas Drane Career Development Associate Professor of Information Technology and Management, "Adoption of Software Engineering Process Innovations: The Case of Object Orientation," *Sloan Management Review*, Winter 1993. The authors propose ways to help information systems managers decide whether to invest in software engineering process innovations.

John Hauser, Kirin Professor of Marketing, and Abbie Griffin, "The Voice of the Customer," *Marketing Science*, Winter 1993.

Assistant Professor **John Heaton** (Management and Economics), "The Interaction between Time-Nonseparable Preferences and Time Aggregation," *Econometrica*, forthcoming.

Chris F. Kemerer, Douglas Drane Career Development Associate Professor of Information Technology and Management, and M. Patrick, "Staffing Factors in Software Cost Estimation Models," in J. Keyes, ed., *Handbook of Software Engineering Productivity* (McGraw-Hill, 1993).

Visiting Associate Professor **Janice Klein** (Management Science), and Jeffrey Miller, eds., *The American Edge: Manufacturing's Hidden Assets* (McGraw-Hill, 1993).

Thomas Kochan, George Maverick Bunker Professor of Management, "Crossroads in Employment Relations: Approaching a Mutual Gains Paradigm," *Looking Ahead* (the quarterly journal of the National Planning Association), January 1993. Kochan describes U.S. employment relations as "at a historic crossroads equivalent to that of the 1930s." He challenges the Clinton administration to provide the leadership and policies that "will determine whether U.S. employment relations continue evolving from the rigid, adversarial model suited to the needs of the past to one that can help achieve mutual economic and social gains," and offers up a model of how to do it.

Professor **Andrew Lo** (Finance), John Y. Campbell, and A. Craig MacKinley, *The Econometrics of Financial Markets* (Princeton University Press, forthcoming).

Assistant Professor **France Leclerc** (Marketing), Bernd Schmitt, and Laurette Dubé, "Intrusions into Waiting Lines: Does the Queue Constitute a Social System?" *Journal of Personality and Social Psychology*, Volume 63, 1992.

Senior Lecturer **Jeffrey A. Meldman**, with Eli M. Noam, "Taxpayer Privacy," in *Review of the Tax Systems Modernization of the Internal Revenue Service* (National Academy Press, 1992).

Professor **Paul Osterman** (Human Resource Management), "Internal Labor Markets: Theory and Change," in Clark Kerr and Paul Staudohar, eds., *Labor Economics, Institutions, and Markets* (Stanford University Press, forthcoming).

Adjunct Professor **Mary P. Rowe** (Management), Mary Simon, and Ann Bensinger, "Ombudsman Dilemmas: Confidentiality, Neutrality, Testifying, Record-Keeping"; and James T. Ziegenfuss, "Corporate Ombudsmen: Functions, Caseloads, Successes, and Problems"; and James T. Ziegenfuss, Gary Hall, Anthony Perneski, and Marshall Lux, "Cost Effectiveness of Ombudsman Offices"; "Client Ombudsmen and Internal Ombudsmen," all in *Journal of Health and Human Resources Administration*, Winter/Spring 1993.

Associate Professor **David Scharfstein** (Finance), Associate Professor **Jeremy Stein** (Finance), and Kenneth Froot, "Herd on the Street: Informational Inefficiencies in a Market with Short-Term Speculation," *Journal of Finance*, September 1992.

Professor **Edgar H. Schein** (Management), *Organizational Culture and Leadership*, Second Edition (Jossey-Bass Publishers, 1992). In the first edition of *Organizational Culture*, published in the mid-eighties, Schein clarified the concept of organizational culture and showed its relationship to leadership. In this second, greatly revised edition, he draws from his recent experiences as a researcher and consultant, which deepened his understanding of corporate culture and leadership and provided him with practical suggestions for dealing with cultural issues in organizations. Practitioners, consultants, operating managers, and students—all persons concerned with and participating in the development and dissolution of corporate cultures—can learn from this book, described by a critic as "a wonderfully insightful, beautifully written, straightforward presentation of Schein's perspective on organizational culture."

Richard L. Schmalensee, Gordon Y. Billard Professor of Management and Economics, "Comparing Greenhouse Gases for Policy Purposes," *Energy Journal*, forthcoming.

Associate Professor **Jeremy Stein** (Finance), Anil Kashyap, and David Wilcox, "Monetary Policy and Credit Conditions: Evidence from the Composition of External Finance," *American Economic Review*, forthcoming; and Steve Kaplan, "The Evolution of Buyout Pricing and Financial Structure in the 1980s," *Quarterly Journal of Economics*, forthcoming.

PHYLLIS A. WALLACE SCHOLAR/ACTIVIST

Alice M. Rivlin

Last June 11 and 12, scholars in industrial and labor relations and economics from across the country gathered at Endicott House for a conference on "New Developments in Labor Markets and Human Resource Policies" organized to honor retired Professor Phyllis A. Wallace (Management). The dinner speaker was Alice M. Rivlin, the Brookings Institution economist and former director of the Congressional Budget Office, whose friendship with Phyllis Wallace goes back many years.

There were other encomiums, of course, among them this one from then-Dean Abraham J. Siegel: ". . . beyond doing good in the world at large, you have played many vital roles over the years for us here at Sloan—important contributor to our education and teaching in the areas of industrial relations and human resource management; tracker par excellence of Sloan School alumni and alumnae careers; den mother for the School's women faculty and staff; and, not the least, a wonderful friend to us all."

Dean Siegel also announced establishment of the Phyllis A. Wallace Doctoral Fellows Fund, the income from which, when funded, will provide support for black participants admitted to the Sloan School Doctoral Program, and the Phyllis A. Wallace Visiting Scholars Fund to provide support for black visiting scholars at the School.

These are Ms. Rivlin's remarks in their entirety.—Ed.

We meet to honor and enjoy a remarkable person, Phyllis Ann Wallace. I think of Phyllis as a scholar/activist, one of the best. I could have used the term "political economist," but that has a quaint archaic ring to it reminiscent of J.S. Mill or the Corn Laws. Scholar/activist suggests a more contemporary effort to use knowledge to bring about constructive change in an imperfect world.

Scholar/activists are a special breed. We are not very numerous—compared to just plain scholars or just plain activists. Just plain scholars have great theories and even considerable knowledge about how the world works, but they don't want to change it, only to understand it. Just plain activists have great rallies and are very

effective at passing laws or electing candidates, but they would rather be doing something than wasting time figuring out what to do. Scholar/activists lead more complicated lives. We believe that the world can be better and that we can help improve it. But we also believe that conditions like poverty and inequality and discrimination have causes and we had better figure out what these causes are before we try to fix them. We believe that just doing something isn't always better than doing nothing, and that it is important to analyze the impacts of changes and choose the most effective course of action.

This uncertain identity makes us objects of suspicion. True scholars find us inelegant and inexact, perhaps even a bit dirty from our contacts with the real world. True activists find us over cau-

tious. We are too prone to spoil the fun by saying: wait a minute, let's find out if that works before we do it.

So we band together for protection and reassurance and to learn from each other—but never just for fun. When a distinguished member of our gang reaches a milestone like retirement, we can't just have a party. Businessmen and lawyers do that. We have to have a conference. Even after dinner, we can't just talk about how terrific Phyllis is—she would hate that. We have to learn something in the process.

In that spirit, I propose tonight to think together for a few minutes about what has happened over the approximately four decades of Phyllis Wallace's career. What have we scholar/activists learned in this remarkable period—from events, from



June 1987: Alice Rivlin, Dean-elect Lester Thurow, and Phyllis A. Wallace at the Endicott House conference organized in Professor Wallace's honor.

each other, and especially from Phyllis—about how to be more effective in the future?

Phyllis Wallace got her Ph.D. from Yale in 1948. Some of you are too young to remember 1948. I'm not. It was the year I started college, the year another Wallace, named Henry, ran for president along with Strom Thurmond, Thomas Dewey, and Harry Truman. Truman won when he thought he'd lost. It was three years after the end of World War II, the third year of the nuclear age, the first year of the Marshall Plan. The Council of Economic Advisors was a brand new organization, established to carry out the mandate of the Employment Act of 1946. A lot of economists thought the postwar boom was a temporary respite from the threat of secular stagnation. They failed to notice one of the things that would make that prediction wrong: the fact that everyone was having babies. Economists are sometimes slow to pick up on facts.

The year 1948 was one of hope for many—rebuilding abroad, prosperity at home. Hemlines were down—thought to be a positive economic indicator, television was the new growth industry, colleges were overflowing with returned GI's. But poverty was widespread, not exceptional, especially in the South. Black soldiers came back from defending freedom to segregated schools and colleges, menial jobs, constant humiliation. In Washington, D.C. in 1948 a black citizen could not eat in a restaurant, go to a downtown movie, or work or shop in a department store. Women with professional and intellectual aspirations weren't taken very seriously, whatever their race or background.

I don't know exactly what impelled a young black woman named Phyllis Wallace to break through all this prejudice and these low expectations for her race and sex or whether she felt like a pioneer, but she certainly was one. For the next four decades, she taught and wrote, did research, managed research, served on policy-making groups and boards and committees. In these various ways she applied the skills of a well-trained scholar/activist to some of the most important and intractable problems of our time, especially the problems of alleviating poverty and the damages of racial and sexual discrimination. And I know she's not quitting just because of some formal retirement ceremony—which is fortunate, because the problems aren't solved yet.

So what have we learned in this turbulent period—we scholar/activists whose careers paralleled or overlapped at least part of Phyllis'. Focussing mainly on poverty and discrimination, let me offer five general lessons.

Lesson one: the tools of social science are pretty useful for learning about the world and



June 1967: Phyllis A. Wallace receives an award for her services from Equal Employment Opportunity Commission Chairman Steve Shulman.

how it works—but one is never through, because the world keeps changing.

Actually it's not easy to obtain analyses of poverty or the economic effects of discrimination written around 1948. Finding such material dating from the 1930s might be easier, but scholars during the immediate postwar period did not focus on these issues. Poverty had not been rediscovered as a separate problem. The economics profession was preoccupied with macro issues, especially full employment. Economists thought that with continued growth and high employment poverty would take care of itself, except for special groups such as the aged, who were differentially poor and not tied into the labor market. Racial discrimination was a very big issue, but appeared to be a matter of politics and legislation, especially in efforts to eliminate legalized discrimination in the South.

Sex discrimination just wasn't much of an issue in 1948. Rosy the Riveter was back in the kitchen, and if she was less than delighted to be there, no one paid her much mind. Rosy was white, of course. Her black counterpart never got out of the kitchen—somebody else's kitchen. As Phyllis wrote much later in a nice little book called *Black Women in the Labor Force* (1980), "Black women have been concentrated in the most menial low-paying and most unrewarding occupations in the general labor market or have served minority clients in segregated markets as teachers, social workers,

nurses, and librarians." At that time, a majority of employed black women were domestic workers, but this wasn't a fact that outraged opinion leaders.

Not until the 1960s did the scholar/activists swing into action on the forefront of the national effort to reduce poverty and increase racial justice. At first the data were inadequate and tools primitive. Lester Thurow in *Poverty and Discrimination*, published in 1969, still relied heavily on poverty estimates that did not even correct for family size, because nothing better was available.

Information about the poor and analysis of that data are infinitely more available and sophisticated in the 1980s. Maybe *too* available and sophisticated. One wonders if the new social analysts of the right keep reanalyzing the data in hopes that the problem can be made to go away. They point out that the poor aren't as poor as they seem to be on the basis of reported annual cash incomes because some fail to report cash, and many get in-kind benefits and transfers. Moreover, some are only temporarily or voluntarily poor. Policy analysis by personal anecdote can always produce someone alleged to buy vodka with food stamps or an eccentric author with a modest cabin in the woods and a lot of rejection slips. One suspects it is easier to produce such anecdotes than to face up to the fact that, any way you measure it, poverty, after declining in the 60s, levelled off in the 70s and increased in the early 80s.

Moreover, today's poverty is more

concentrated than in previous decades among families headed by women with children and among blacks and hispanics. These groups are far less easily reached by macro-economic policy and pose much greater challenges to designers of special programs than do the disabled or the aged. Indeed, we are now in a good position to eliminate aged poverty altogether. All it would take would be an increase in Supplementary Security Income (SSI) and a greater effort to get people to apply for it. The growing problem of child poverty, especially the pathological combinations of teen-age pregnancy, poor education, drug culture, crime, and general social disorganization, is a much more agonizing one, to which no one I know professes to have good answers. To those searching for answers I commend a fascinating little book called *Pathways to Work* that Phyllis wrote in 1973. It grew out of intensive interaction with small groups of black teenage girls in Harlem and Bedford-Stuy. Some were mothers, some were drop-outs, most had little information about jobs and reported bad first experiences in trying to find them. Most needed help and support they were not getting at home. Phyllis' policy suggestions still sound sensible—and still aren't happening.

Lesson two: Do the most obvious things first (like changing unfair laws and enforcing fair ones), but don't expect that to be the end of the story. And, by the way, it's hard to be fair to everybody at once and it's impossible to use the legal system for fairness without generating a substantial amount of phoniness and an avalanche of paper.

When more objective historians of the twenty-first or twenty-second centuries write about our era—assuming our civilization survives that long, I suspect they will be favorably impressed with our national determination in the 1960s and 70s to use the legal system to reduce race and sex discrimination and the effects of past discrimination in employment, housing and education. They will be justified in pointing out, of course, that we waited a long time to do anything about the legacy of slavery, not to mention centuries of mistreating women, and that our national guilty conscience was well deserved. Still the effort to legislate equal opportunity and enforce it in the courts and to right past wrongs with affirmative action was commendable and at least partially successful.

Phyllis Wallace was an important participant in that process, a true scholar/activist, in her role as chief of technical studies at the Equal Opportunity Commission, as vice president for research at the Metropolitan Applied Research Center, and in other connections. I just looked again at the book she wrote/edited on the AT&T case. I know it is mean spir-

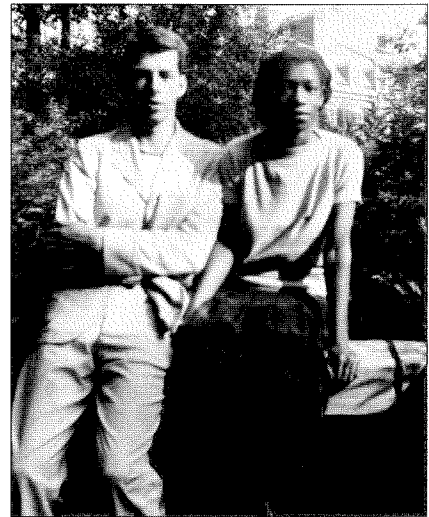
ited to gloat about AT&T now that they have lost their empire and are just another telecommunications company, but I still felt a little glow of satisfaction at the notion that the giant got its comeuppance and had to make amends in the form of multiple millions in back pay and other benefits. I hope some of those women had a good time with their money! The impact of that case is still being felt.

The legal approach paid off, but we may have run out that string, even reached the point of negative returns. There are costs to aggressive affirmative action. Some genuinely less qualified people get jobs or promotions over more qualified ones, with potential damage to productivity. But I suspect that far more damage is done to morale of both majority and minority employees by patently sham efforts to consider candidates with no real intention of hiring them or by the appearance of unfairness to white males whose ancestors may have discriminated but who have done no wrong themselves. And economists with a taste for competitiveness do get a bit queasy when society with the best of intentions makes it almost impossible for firms to lay off employees, no matter how unproductive, but who can allege some kind of discrimination. We may not have much of a welfare program for the poor, but we certainly have income maintenance for lawyers at non-trivial public and private cost.

Lesson three: Economic growth is essential, but not sufficient; OR Don't pose false choices between macro and micro.

This point doesn't need to be belabored for this audience. In any case, the experience of the last two decades has taught us all that it is a lot easier to make progress against poverty and discrimination when the economy is growing rapidly, as it was in the 1960s, than when it is stagnating or in a deep recession as in the decade from the early 70s to the early 80s. Traditional manpower programs don't create any jobs, they just distribute them slightly differently and it's important to be clear about that. Phyllis, let it be said, was never confused on that score. She always stressed that a high level of economic activity and a tight labor market were prerequisites to the success of anti-poverty and antidiscrimination policy. Her evaluations of traditional manpower training programs range from modest positive assessments to discouragement. "The main conclusion from the two studies," she wrote in the mid '70s, "is that manpower programs did not change black employment patterns. However, these programs may have produced a cadre of black program managers who functioned as change agents in the larger society."

Lesson four: Economics is useful, but it isn't everything. The really hard problems are noneconomic.



May 1948: Phyllis A. Wallace, Ph.D. student at Yale University, with the economist and then-fellow student John Buttrick.

Again, this was not a lesson that anyone ever needed to teach Phyllis. She was always conscious that poverty and discrimination were essentially psychological and sociological phenomena, not amenable to the tools of economic analysis alone. Her multidisciplinary attitudes are especially clear in the *Pathways* book and in the AT&T analysis.

For what it's worth, my own guess is that most future progress toward racial and sexual equality will not come out of rewriting or enforcing the laws or out of better designed government programs either micro or macro. It will come out of better understanding of how attitudes about sex and race roles are formed in little children; how they learn self confidence and self-esteem and coping skills and risk-taking. We've got a long way to go even in understanding how intelligent little girls from middle income families grow up thinking they can't do math or physics or economics or if they do they can't speak up in class or risk asking a dumb question just like boys do. My hunch is that figuring out how to change these attitudes will prove a lot more fruitful than legalistic approaches like setting wages on the basis of comparable worth.

Finally: Progress is slow and discontinuous, but it does happen if you keep at it.

Looking back over the last forty years of efforts to reduce poverty and discrimination, one could easily get discouraged. A lot of work and dedication in and out of government has brought limited success. In *Pathways* Phyllis wrote, "The failures of the federal housing programs have been colossal. . . . There is no evidence that Americans are willing to invest large sums for the purpose of ameliorating residential segregation. . . ." And, she went on to point out, unless we stop segregation of poor blacks in ghetto

neighborhoods, there is not much hope for equality of opportunity in jobs and education. "The future stability of American society is inextricably tied to a decrease in racial segregation." That sounds rather apocalyptic for Phyllis, but I'm afraid she's right.

On poverty, there has been some progress, some retrogression. For the aged there has been a clear success and one to be proud of. Now we have only the residual and highly solvable problem of poverty among the very old, mostly widows. But for children there are scary numbers. Millions of children, many of them black and hispanic, are growing up not only poor, but in female headed families, in neighborhoods with little hope or contact with the rest of the world. In one of her more hopeful moments, Phyllis wrote, "Certainly the increased labor force participation of white mothers with small children will elevate the provision of extra family child care to a national issue." I hope she's right. It's not that good child care has to be extra family, but until we focus on how to help those mothers and their kids, and make it a "national issue," we are risking deep trouble.

So there is no room for complacency. Still, few of us would want to go back to 1948. We are not only a more affluent society with much less degrading poverty, we are mostly a more sensitive, caring society, one that would be outraged at many 1948 attitudes toward minorities, the poor and women, one with more real opportunities. We also know a lot more about our society. We have learned from our failures as well as our successes. This should offer more hope of success in the future.

That all this is true is in large measure due to efforts of the scholar/activists, of whom Phyllis is a shining example. Her contributions have been manifested not only in her own work, but in her influence on her colleagues and on so many younger scholar/activists represented here today. ■

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KICKING TIRES

A Day in the Life of a First-Shift General Superintendent at a GM Assembly Plant

OVERLAND PARK, KANSAS

0400 Alarm sounds. Mimi Ritter, Stanford S.B. (Mathematics) '70 and S.M. (Statistics) '74, Sloan SM '76, starts up in the bed in her second-floor apartment. Pitch dark outside. In a smooth routine she pops a cup of coffee into the microwave, showers, dresses in comfortable shoes, slacks and blouse, pins on her name tag, packs her bag and briefcase, puts out food for the cat (Molly, a blue-eyed tortoiseshell Siamese), and backs out the door with a bag of trash that she will leave in a designated bin outside her garden-apartment complex.

0500 Sipping from her coffee-to-go cup, Mimi wheels her General Motors PEP* car into speeding freeway traffic and heads for Fairfax, one of two GM assembly plants in the area. Most of the following headlights are also going to Fairfax. One morning last winter when a truck jackknifed on the highway, scarcely enough people got to the plant in time to start up the line at 6:00 am.

KANSAS CITY, KANSAS

0530 Mimi and other Fairfax employees materialize out of the dark to push through bombproof** doors and past a uniformed security guard into the Fairfax administration building, two floors of glass-partitioned windowless offices and hallways. The General Superintendent's office, which Mimi shares with her second-shift counterpart, is pretty much like all the offices—pale green paint, functional furniture and decor (calendar, flip chart, wall charts, terminal). The huge desk is almost bare. "Have to leave it neat and clean," Mimi says, tucking her pocketbook into a drawer and opening her briefcase on a shelf. "I have an excellent filing system. Save everything to the end of the week, then throw it all out."

She calls up the Plant Communications System (COMI) on the terminal. A green grid of numbers flash yesterday's production figures, body to finished car. Mimi is pleased: "We did great." Fairfax is scheduled to assemble and ship 868

*PEP (Production Evaluation Program) cars come with the job. Every three months Mimi puts 3000 miles on a new one, completes two evaluations, and turns it in for another. Today happens to be the last day for the Pontiac 6000SE. After she parks it in the spot marked M. Ritter, someone replaces it with a Chevy Cavalier.

**The plant was built as a World War II bomber factory and looks like it.

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Phyllis Wallace, trustee and co-chair of the Committee on New Connections, was one of the featured speakers at the May opening of the Nubian gallery.

Throughout the United States, art museums have begun to acknowledge that in addition to their time-honored functions of collecting and preserving art, organizing exhibitions, and encouraging research and publication, there has developed a need greater than ever before to reach out to the community at large, to attract new, diverse, and under-served audiences, to demystify their collections and to make museums and their holdings both physically and intellectually accessible to all. Art museums used to be passive institutions, willing to receive all who wished to come, but they made only modest efforts to assist those visitors through education and interpretation of the works of art. Furthermore, museums did little to entice those who did not participate at their own initiative.

The Museum of Fine Arts is one of many institutions that now recognizes an obligation to serve a potentially much larger audience – representing people of varied cultural backgrounds with different values, interests, and priorities. Accommodating our new audience and serving it well – sharing more widely our own enthusiasm for the pleasures derived from direct encounters with fine works of art – is one of the greatest challenges facing the Museum in the years ahead.

In this regard I am happy to announce the formation this year of a new committee of our Board, co-chaired by Trustees Phyllis Wallace and William O. Taylor. Called "The Committee on New Connections," this group of devoted trustees and overseers will review demographic changes in Boston and suggest ways to reach out to the more diverse public that now makes up the city's (and region's) population. Through the expansion and improvement of educational activities, we hope to engage new groups of people in the core activities of the Museum and to make everyone feel welcome and at home in the galleries.

I am very proud of this most significant step toward better serving a wider audience. Lest anyone think the MFA as an institution, or I as its Director, are simply expressing what is a "politically correct" position, I want to go on record that I am firmly and unconditionally committed to extending the joy of visual experience to all who desire it. I could not mean it more when I say I believe there will be no future for our Museum or any other if the next generation does not come to value those examples of our shared aesthetic life on this planet. I ask for your whole-hearted support in this newly defined goal of the Museum.

Alan Shestack
Director

Cover: Early Colonial mantle or shroud (detail, upper left corner rotated 90°), about A.D. 1550. Interlocked tapestry, overstitched edging. MFA: Charles Potter Kling Fund. On view in the Torf Gallery from August 7 through November 15.

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Phyllis Wallace, 69; pioneered study of bias in the workplace

Phyllis A. Wallace, professor emeritus of management at the Massachusetts Institute of Technology's Sloan School of Management, and a labor economist who pioneered the study of sexual and racial discrimination in the workplace, died during the weekend in her Boston apartment. She was 69.

Ms. Wallace's career also included government service; corporate boards; and on the boards of institutions such as Boston's Museum of Fine Arts, the State Street Boston Financial Corporation, and the Brookings Institute.

The culmination of her career came in a 1973 federal court ruling against American Telephone and Telegraph Co., the country's largest private employer.

Ms. Wallace led the scholarly work in the case and cited evidence that AT&T had discriminated against women and minority men. The decision not only obliged AT&T to pay back wages and adjust pay rates and to change promotion and recruitment criteria, but affected such policies throughout American industry.

This was recognized in 1983 when Mount Holyoke College conferred an honorary doctor of laws degree on Ms. Wallace. The citation read, "Beginning your career at a time when neither blacks nor women



PHYLLIS A. WALLACE

had a fair chance, you have seen great progress toward equal employment opportunity - progress due in no small measure to your scholarship on the economics of discrimination in the labor market."

When she retired from the Sloan School in 1986, scholars in her field from around the world gathered at MIT to honor her. Also, the Sloan School endowed the Phyllis A. Wallace Doctoral Fellows Fund to provide assistance to blacks entering the school's doctoral program, and the Phyllis A. Wallace Visiting Scholars Fund to support black visiting scholars at Sloan.

Ms. Wallace wrote several books, among them her account of her role in the AT&T case titled, "Equal Employment Opportunity and the AT&T Case." Other works are, "Women, Minorities and Employment Discrimination," "Pathways to Work: Employment Among Black Teenage Females," and "Black Women in the Labor Force."

She was born in Baltimore and received a bachelor's degree from New York University in 1943. She received a master's degree from Yale University in 1944 and a doctorate from Yale in 1948.

She then joined the National Bureau of Economic Research as an

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She was born in Baltimore and received a bachelor's degree from New York University in 1943. She received a master's degree from Yale University in 1944 and a doctorate from Yale in 1948.

She then joined the National Bureau of Economic Research as an economist and statistician while teaching part-time at College of the City of New York.

From 1953 to 1957 she was on the faculty of Atlanta University and then became senior economist for the US government, specializing in Soviet economic studies. She served with the Equal Employment Opportunity Commission's office of research from 1966 to 1969 and as vice president of research for the Metropolitan Applied Research Center from 1969 to 1972.

She joined the Sloan School that year as a visiting professor and in 1975 became the first woman to be a full professor at the school.

Yesterday, Dean Lester Thurow said in a letter to the faculty that Ms. Wallace had “widened all our knowledge,” and that her study of women graduates of Sloan “made everyone wiser about the issues of women attempting to advance in the business world.”

Ms. Wallace leaves her mother, Stevella Wallace; a brother, Samuel; three sisters, Ophelia Wallace, Lydia Mills, and Margaret Campbell, and a niece, all of Baltimore.

A funeral service will be held at 7:30 p.m. Friday in the Metropolitan United Methodist Church in Balti-

Phyllis Wallace, 69, A Labor Economist In A.T.&T. Lawsuit

By LEE A. DANIELS

Phyllis A. Wallace, a labor economist at the Massachusetts Institute of Technology, died last weekend at her home in Boston. She was 69.

Officials at M.I.T. said yesterday that she had died of natural causes.

Dr. Wallace was Professor Emerita of Management at the Sloan School of Management at M.I.T. In a career that spanned nearly four decades, she achieved distinction in a field in which there were few women.

In the early 1970's she directed studies for a Federal lawsuit charging the American Telephone & Telegraph Company, then the largest private employer in the United States, with racial and sexual discrimination. The suit led to a 1973 decision that found the company guilty of discrimination and produced significant changes in its employment practices.

Two Funds in Her Honor

Her book, "Equal Employment Opportunity and the A.T.&T. Case," published in 1976 by the M.I.T. Press, discussed the strategy and importance of the case.

Dr. Wallace retired in 1986. The Sloan School endowed two funds in her honor to support black doctoral candidates and black visiting scholars at the school.

She was born in Baltimore, and received a bachelor's degree from New York University in 1943 and a master's and doctorate from Yale University in 1944 and 1948, respectively.

Early in her career she taught at the City College of New York and at Atlanta University, and worked for the Federal Equal Employment Opportunity Commission. Her appointment at the Sloan School in 1975 made her the first woman to gain tenure on its faculty.

She is survived by her mother, Stevella Wallace; a brother, Samuel Wallace, and three sisters, Lydia Mills, Ophelia Wallace and Margaret Campbell, all of Baltimore.



Museum of Fine Arts, 1976

Phyllis A. Wallace

C. David Finley

Physician, 42

Dr. C. David Finley, director of the critical-care units at the Roosevelt Hospital Division of St. Luke's-Roosevelt Hospital Center in Manhattan, died Monday at his home in Manhattan. He was 42.

He died of complications from lymphoma, said Dr. Gregory Steinberg, administrator of the Department of Medicine at Roosevelt.

Dr. Finley was also an assistant professor of clinical medicine at the College of Physicians and Surgeons of Columbia University.

He was born in Albuquerque, N.M. He received his medical degree from the State University of New York at Buffalo in 1977, and completed his internship and residency in internal medicine at Montefiore Medical Center, in the Bronx.

Before joining the Roosevelt staff, he served as a cardiologist and clinical instructor in medicine at the University of Southern California in Los Angeles. He held his current position at Roosevelt Hospital since 1983.

Dr. Finley is survived by a daughter, Lauren.

Phyllis A. Wallace Labor economist

Phyllis A. Wallace, a labor economist and professor emeritus of the Sloan School of Management at the Massachusetts Institute of Technology, died Sunday of an apparent heart attack at her apartment in Boston.

The Baltimore native was 69. In 1975 she became the first woman named a full professor at MIT. She retired in 1986.

As chief of technical studies at the U.S. Equal Employment Opportunity Commission from 1966 until 1969, she did the research on the employment practices of American Telephone & Telegraph Co. for a federal court suit that led to a 1973 consent decree that cost AT&T millions of dollars in back pay and wage adjustments for women and minority men.

The case was the subject of her 1976 book, "Equal Employment Opportunity and the AT&T Case." She wrote three other books on women, blacks and employment.

She was valedictorian of the class of 1939 at Douglass High School. She earned bachelor's and master's degrees from New York University, where she was elected to Phi Beta Kappa, and a doctorate from Yale University.

She taught at the City College of New York, and she was on the faculty at Atlanta University from 1953 to 1957.

She worked as an economist and statistician for the National Bureau of Economic Research and was vice president for research of the Metropolitan Applied Research Center, both in New York City. She conducted studies of the Soviet economy for the federal government.

In 1983, she was awarded an honorary doctorate by Mount Holyoke College. At her retirement in 1986, the Sloan School established two funds bearing her name — one provides support for doctoral candidates and the other for black visiting scholars.

In retirement, she promoted the Nubian Art Gallery of the Boston Museum of Fine Arts and was a member of the museum's board.

Services were to be conducted at 7:30 p.m. today at Metropolitan United Methodist Church, Lanvale Street and Carrollton Avenue.

Survivors include her mother, Stevella Wallace; a brother, Samuel Wallace; and three sisters, Lydia Mills, Ophelia Wallace and Margaret Campbell. All are of Baltimore.

The family suggested memorial contributions to the Friends of the Nubian Art Gallery of the Boston Museum of Fine Arts.

A GATHERING TO REMEMBER
PHYLLIS A. WALLACE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS

FEBRUARY 22, 1993

Agenda

We are meriful;
and are, before an end, perceptive.
We are hurt honey but we do retrieve.
We do not squirm, we do not squeal. We square off.
We blueprint
not merely our survival but a flowering.
That's good. Because the Plight is serious in
this field of electrified spikes and boulders.

With clean effective faces we proceed,
civil when possible,
in right response to
the thousands of little/big
approximations, seals and breaking of seals
and whithers and eithers
that stuff our days.

We are Tilted;
but have no need to imitate the imitations.

We shall
 think -
 plan -
see the day whole through our assaulted vision,
prepare for surprises, little deaths, demotions,
big deaths,
all sorts of excellent frictions and hard hostagings.

Ultimately Daunted Down we cannot be
anciently
coming from some order of organic
peace and mist and mystery.

We are Tilted;
but we are The Choosing People.
Ours is the Favorite Truth, we are Truth-

Truth-tellers are not always palatable.
There is a preference for candy bars.

Waking earlier, we
devise our next return
to sense and self and mending. And a c
out of Tilt and Jangle of this hour.

by Gwendolyn Brooks

PHYLLIS A. WALLACE



June 9, 1921 - January 10, 1993

A GATHERING TO REMEMBER

MUSIC PRELUDE

WELCOME

Robert B. McKersie
Deputy Dean, Sloan School of Management

REMARKS

Lester C. Thurow
Dean, Sloan School of Management

Reading

Ella Bell
Assistant Professor, Sloan School of Management

REMARKS

Lisa Lynch
Associate Professor, Sloan School of Management

Alan Shestack

Director, Museum of Fine Arts, Boston

MUSICAL INTERLUDE

REMARKS

Julianne Malveaux

REMARKS (From Floor)

MUSICAL POSTLUDE