

1125-VQ-2719 **Galit Eizman***, po box 1034, Brookline, MA 02446. *Do We Teach the Wrong Thing? The Impact of Mathematical and Scientific Background on Economics Success.*

What Part of this: $\langle y \rangle (E(y^2) * \{E(E(U^2)Xun = P(v)/YTZ[e(E)u];$ Or this: $XyKLbU(x) + Kzy - O(ng)/Kr(y);$ Or this: $z(x) + g(x^2)/m(y)[k - j(xyz);$ Don't You Understand? For too many economics students and researchers, this question is not a funny joke. Reviewing, reading, understanding and moreover, writing and publishing theoretical models in economics is an extremely high challenge. Do we invest enough time and efforts to simplify and train our students to these highly mathematical requirements? There seems to be too little emphasis on establishing background of advanced mathematics in economics. In this paper, a unique and original data set, collected on individual basis, shows a positive and significant correlation between background in studying math or science as major in college, and being a highly productive, well-known and frequently cited economics researcher. Introducing the Nobel Prize in Economics in 1968, as parallel to Nobel prizes in Physics, Chemistry, Physiology or Medicine, is presented as an exogenous shock which changed the tendency of economics researchers to use more mathematical and scientific terminology. Using it as part of the DID (diff-in-diff) methodology is establishing causality between math studies and economics success. (Received September 20, 2016)