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# 微观经济学原理

Principles of Microeconomics Third Edition

(美) 罗伯特·H. 弗兰克 (Robert H. Frank) 著  
本·S. 伯南克 (Ben S. Bernanke)

第3版

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北京

Robert H. Frank, Ben S. Bernanke

**Principles of Microeconomics, 3e**

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# 出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论的前沿动态,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材,绝大部分是该领域中较具权威性的经典之作。在本书的审阅过程中,我们得到了清华大学李明志老师的支持、帮助和鼓励,在此表示谢意!

我们根据国内的教学实际,删去了本书的第9章“国际贸易”、第14章“劳动市场、贫困和收入分配”和第15章“环境、健康和安全”。为了便于索引,我们对原版图书进行删节的同时仍采用了原书的页码,因此读者在阅读过程中可能会发现有跳页的现象,而且文中提到的页码或内容有可能已被删掉而无法找到。由此给读者带来的诸多不便,我们深表歉意。

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议;同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社经管事业部

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世纪之交，中国与世界的发展呈现最显著的两大趋势——以网络为代表的信息技术的突飞猛进，以及经济全球化的激烈挑战。无论是无远弗界的因特网，还是日益密切的政治、经济、文化等方面的国际合作，都标示着21世纪的中国是一个更加开放的中国，也面临着一个更加开放的世界。

教育，特别是管理教育总是扮演着学习与合作的先行者的角色。改革开放以来，尤其是20世纪90年代之后，为了探寻中国国情与国际上一切优秀的管理教育思想、方法和手段的完美结合，为了更好地培养高层次的“面向国际市场竞争、具备国际经营头脑”的管理者，我国的教育机构与美国、欧洲、澳洲以及亚洲一些国家和地区的大量的著名管理学院和顶尖跨国企业建立了长期密切的合作关系。以清华大学经济管理学院为例，2000年，学院顾问委员会成立，并于10月举行了第一次会议，2001年4月又举行了第二次会议。这个顾问委员会包括了世界上最大的一些跨国公司和中国几家顶尖企业的最高领导人，其阵容之大、层次之高，超过了世界上任何一所商学院。在这样高层次、多样化、重实效的管理教育国际合作中，教师和学生与国外的交流机会大幅度增加，越来越深刻地融入到全球性的教育、文化和思想观念的时代变革中，我们的管理教育工作者和经济管理学习者，更加真切地体验到这个世界正发生着深刻的变化，也更主动地探寻和把握着世界经济发展和跨国企业运作的脉搏。

我国管理教育的发展，闭关锁国、闭门造车是绝对不行的，必须同国际接轨，按照国际一流的水准来要求自己。正如朱镕基总理在清华大学经济管理学院成立十周年时所发的贺信中指出的那样：“建设有中国特色的社会主义，需要一大批掌握市场经济的一般规律，熟悉其运行规则，而又了解中国企业实情的经济管理人才。清华大学经济管理学院就要敢于借鉴、引进世界上一切优秀的经济管理学院的教学内容、方法和手段，结合中国的国情，办成世界第一流的经管学院。”作为达到世界一流的一个重要基础，朱镕基总理多次建议清华的MBA教育要加强英语教学。我体会，这不仅因为英语是当今世界交往中重要的语言工具，是连接中国与世界的重要桥梁和媒介，而且更是中国经济管理人才参与国际竞争，加强国际合作，实现中国企业的国际战略的基石。推动和实行英文教学并不是目的，真正的目的在于培养学生——这些未来的企业家——能够具备同国际竞争对手、合作伙伴沟通和对抗的能力。按照这一要求，清华大学经济管理学院正在不断推动英语教学的步伐，使得英语不仅是一门需要学习的核心课程，而且渗透到各门专业课程的学习当中。

课堂讲授之外，课前课后的大量英文原版著作、案例的阅读对于提高学生的

英文水平也是非常关键的。这不仅是积累相当的专业词汇的重要手段，而且是对学习者思维方式的有效训练。

我们知道，就阅读而言，学习和借鉴国外先进的管理经验和掌握经济理论动态，或是阅读翻译作品，或是阅读原著。前者属于间接阅读，后者属于直接阅读。直接阅读取决于读者的外文阅读能力，有较高外语水平的读者当然喜欢直接阅读原著，这样不仅可以避免因译者的疏忽或水平所限而造成的纰漏，同时也可以尽享原作者思想的真实表达。而对于那些有一定外语基础，但又不能完全独立阅读国外原著的读者来说，外文的阅读能力是需要加强培养和训练的，尤其是专业外语的阅读能力更是如此。如果一个人永远不接触专业外版图书，他在获得国外学术信息方面就永远会比别人差半年甚至一年的时间，他就会在无形中减弱自己的竞争能力。因此，我们认为，有一定外语基础的读者，都应该尝试一下阅读外文原版，只要努力并坚持，就一定能过了这道关，到那时就能体验到直接阅读的妙处了。

在掌握大量术语的同时，我们更看重读者在阅读英文原版著作时对于西方管理者或研究者的思维方式的学习和体会。我认为，原汁原味的世界级大师富有特色的表达方式背后，反映了思维习惯，反映了思想精髓，反映了文化特征，也反映了战略偏好。知己知彼，对于跨文化的管理思想、方法的学习，一定要熟悉这些思想、方法所孕育、成长的文化土壤，这样，有朝一日才能真正“具备国际战略头脑”。

以往，普通读者购买和阅读英文原版还有一个书价的障碍。一本外版书少则几十美元，多则上百美元，一般读者只能望书兴叹。随着全球经济合作步伐的加快，目前在出版行业有了一种新的合作出版的方式，即外文影印版，其价格几乎与国内同类图书持平。这样一来，读者可以不必再为书价发愁。清华大学出版社这些年来在这方面一直以独特的优势领先于同行。早在1997年，清华大学出版社敢为人先，在国内最早推出一批优秀商学英文版教材，规模宏大，在企业界和管理教育界引起不小的轰动，更使国内莘莘学子受益良多。

为了配合清华大学经济管理学院推动英文授课的急需，也为了向全国更多的MBA试点院校和更多的经济管理学院的教师和学生提供学习上的支持，清华大学出版社再次隆重推出与世界著名出版集团合作的英文原版影印商学教科书，也使广大工商界人士、经济管理类学生享用到最新最好质优价廉的国际教材。

祝愿我国的管理教育事业在社会各界的大力支持和关心下不断发展、日进日新；祝愿我国的经济建设在不断涌现的大批高层次的面向国际市场竞争、具备国际经营头脑的管理者的勉力经营下早日中兴。

赵纯钧

清华大学教授

# DEDICATION

For Ellen

For Anna

R. H. F.

B. S. B.

Robert H. Frank  
B. S. B.  
R. H. F.  
Dedication  
For Ellen  
For Anna  
R. H. F.  
B. S. B.

# ABOUT THE AUTHORS

## ROBERT H. FRANK



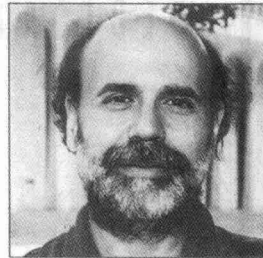
Professor Frank is the Henrietta Johnson Louis Professor of Management and Professor of Economics at the Johnson Graduate School of Management at Cornell University, where he has taught since 1972. His "Economic Scene" column appears monthly in *The New York Times*. After receiving his B.S.

from Georgia Tech in 1966, he taught math and science for two years as a Peace Corps Volunteer in rural Nepal. He received his M.A. in statistics in 1971 and his Ph.D. in economics in 1972 from The University of California at Berkeley. During leaves of absence from Cornell, he has served as chief economist for the Civil Aeronautics Board (1978–1980), a Fellow at the Center for Advanced Study in the Behavioral Sciences (1992–93), and Professor of American Civilization at l'École des Hautes Études en Sciences Sociales in Paris (2000–01).

Professor Frank is the author of a best-selling intermediate economics textbook—*Microeconomics and Behavior*, Sixth Edition (Irwin/McGraw-Hill, 2006). He has published on a variety of subjects, including price and wage discrimination, public utility pricing, the measurement of unemployment spell lengths, and the distributional consequences of direct foreign investment. His research has focused on rivalry and cooperation in economic and social behavior. His books on these themes, which include *Choosing the Right Pond* (Oxford, 1995), *Passions Within Reason* (W. W. Norton, 1988), and *What Price the Moral High Ground?* (Princeton, 2004), have been translated into 10 languages. *The Winner-Take-All Society* (The Free Press, 1995), co-authored with Philip Cook, received a Critic's Choice Award, was named a Notable Book of the Year by *The New York Times*, and was included in *Business Week's* list of the 10 best books of 1995. *Luxury Fever* (The Free Press, 1999) was named to the *Knight-Ridder* Best Books list for 1999.

Professor Frank has been awarded an Andrew W. Mellon Professorship (1987–1990), a Kenan Enterprise Award (1993), and a Merrill Scholars Program Outstanding Educator Citation (1991). He is a co-recipient of the 2004 Leontief Prize for Advancing the Frontiers of Economic Thought. He was awarded the Johnson School's Stephen Russell Distinguished Teaching Award in 2004 and the School's Apple Distinguished Teaching Award in 2005. His introductory microeconomics course has graduated more than 6,000 enthusiastic economic naturalists over the years.

## BEN S. BERNANKE



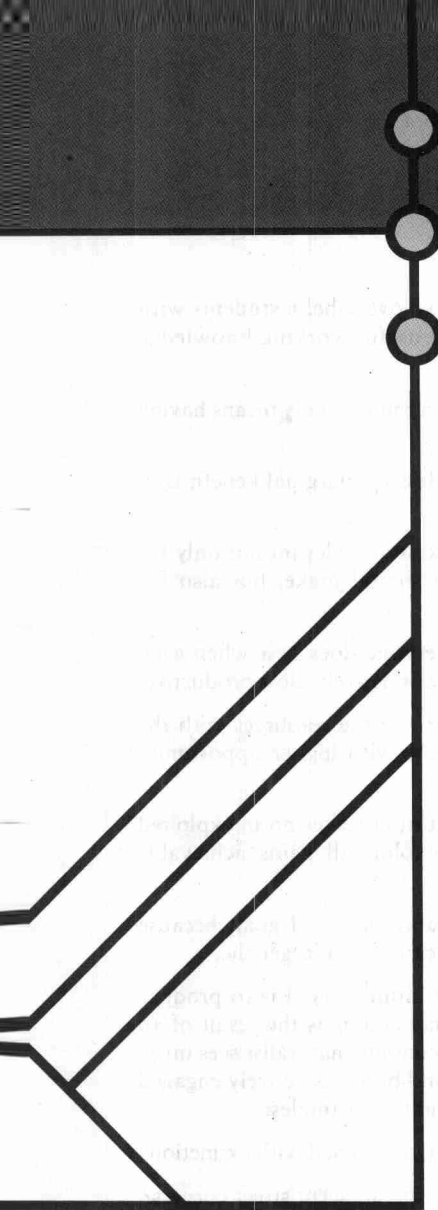
Professor Bernanke received his B.A. in economics from Harvard University in 1975 and his Ph.D. in economics from MIT in 1979. He taught at the Stanford Graduate School of Business from 1979 to 1985 and moved to Princeton University in 1985, where he was named the Howard Harrison and

Gabrielle Snyder Beck Professor of Economics and Public Affairs, and where he served as Chairman of the Economics Department. He is a Fellow of the American Academy of Arts and Sciences and of the Econometrics Society. He was named a member of the Board of Governors of the Federal Reserve in 2002 and became the chairman of the President's Council of Economic Advisers in 2005.

Professor Bernanke's intermediate textbook, with Andrew Abel, *Macroeconomics*, Fifth Edition (Addison-Wesley, 2004) is a best seller in its field. He has authored more than 50 scholarly publications in macroeconomics, macroeconomic history, and finance. He has done significant research on the causes of the Great Depression, the role of financial markets and institutions in the business cycle, and measuring the effects of monetary policy on the economy. His two most recent books, both published by Princeton University Press, include *Inflation Targeting: Lessons from the International Experience* (with coauthors) and *Essays on the Great Depression*. He has served as the editor of the *American Economic Review* and was the founding editor of the *International Journal of Central Banking*. Professor Bernanke has taught principles of economics at both Stanford and Princeton.



# PREFACE



**A**lthough many millions of dollars are spent each year on introductory economics instruction in American colleges and universities, the return on this investment has been disturbingly low. Studies have shown, for example, that several months after having taken a principles of economics course, former students are no better able to answer simple economic questions than others who never even took the course. Most students, it seems, leave our introductory courses without having learned even the most important basic economic principles.

The problem, in our view, is that these courses almost always try to teach students far too much. In the process, really important ideas get little more coverage than minor ones, and everything ends up going by in a blur. Many instructors ask themselves, “How much can I cover today?” when instead they should be asking, “How much can my students absorb?”

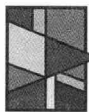
Our textbook grew out of our conviction that students will learn far more if we attempt to cover much less. Our basic premise is that a small number of basic principles do most of the heavy lifting in economics, and that if we focus narrowly and repeatedly on those principles, students can actually master them in just a single semester.

The enthusiastic reactions of users of our first two editions affirm the validity of this premise. Although recent editions of a few other texts now pay lip service to the less-is-more approach, ours is by consensus the most carefully thought-out and well-executed text in this mold. Avoiding excessive reliance on formal mathematical derivations, we present concepts intuitively through examples drawn from familiar contexts. We rely throughout on a well-articulated short list of core principles, which we reinforce repeatedly by illustrating and applying each principle in numerous contexts. We ask students periodically to apply these principles themselves to answer related questions, exercises, and problems.

Throughout this process, we encourage students to become “economic naturalists,” people who employ basic economic principles to understand and explain what they observe in the world around them. An economic naturalist understands, for example, that infant safety seats are required in cars but not in airplanes because the marginal cost of space to accommodate these seats is typically zero in cars but often hundreds of dollars in airplanes. Scores of such examples are sprinkled throughout the book. Each one, we believe, poses a question that should make any normal, curious person eager to learn the answer. These examples stimulate interest while teaching students to see each feature of their economic landscape as the reflection of an implicit or explicit cost-benefit calculation. Students talk about these examples with their friends and families. Learning economics is like learning a language. In each case, there is no substitute for actually speaking. By inducing students to speak economics, the economic naturalist examples serve this purpose.

## FEATURES

- **An emphasis on core principles:** As noted, a few core principles do most of the work in economics. By focusing almost exclusively on these principles, the text assures that students leave the course with a deep mastery of



them. In contrast, traditional encyclopedic texts so overwhelm students with detail that they often leave the course with little useful working knowledge at all.

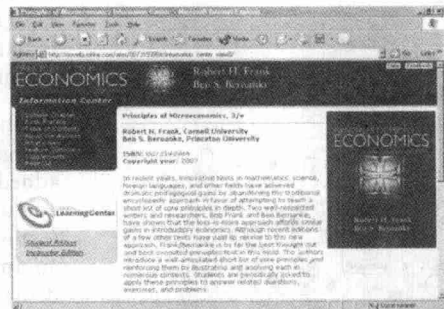
- **The Scarcity Principle:** Having more of one good thing usually means having less of another.
- **The Cost-Benefit Principle:** Take no action unless its marginal benefit is at least as great as its marginal cost.
- **The Incentive Principle:** Cost-benefit comparisons are relevant not only for identifying the decisions that rational people should make, but also for predicting the actual decisions they do make.
- **The Principle of Comparative Advantage:** Everyone does best when each concentrates on the activity for which he or she is relatively most productive.
- **The Principle of Increasing Opportunity Cost:** Use the resources with the lowest opportunity cost before turning to those with higher opportunity costs.
- **The Equilibrium Principle:** A market in equilibrium leaves no unexploited opportunities for individuals but may not exploit all gains achievable through collective action.
- **The Efficiency Principle:** Efficiency is an important social goal, because when the economic pie grows larger, everyone can have a larger slice.
- **Economic Naturalism introduced in Micro:** Our ultimate goal is to produce economic naturalists—people who see each human action as the result of an implicit or explicit cost-benefit calculation. The economic naturalist sees mundane details of ordinary existence in a new light and becomes actively engaged in the attempt to understand them. Some representative examples:
  - Why are whales and elephants, but not chickens, threatened with extinction?
  - Why do we often see convenience stores located on adjacent street corners?
  - Why do supermarket checkout lines all tend to be roughly the same length?
- **Active learning stressed:** The only way to learn to hit an overhead smash in tennis is through repeated practice. The same is true for learning economics. Accordingly, we consistently introduce new ideas in the context of simple examples and then follow them with applications showing how they work in familiar settings. At frequent intervals, we pose exercises that both test and reinforce the understanding of these ideas. The end-of-chapter questions and problems are carefully crafted to help students internalize and extend core concepts. Experience with our first two editions confirms that this approach really does prepare students to apply basic economic principles to solve economic puzzles drawn from the real world.
- **Modern Microeconomics:** *Economic surplus*, introduced in Chapter 1 and employed repeatedly thereafter, is more fully developed here than in any other text. This concept underlies the argument for economic efficiency as an important social goal. Rather than speak of trade-offs between efficiency and other goals, we stress that maximizing economic surplus facilitates the achievement of all goals. *Common decision pitfalls* identified by 2002 Nobel Laureate Daniel Kahneman and others—such as the tendency to ignore implicit costs, the tendency not to ignore sunk costs, and the tendency to confuse average and



marginal costs and benefits—are introduced early in Chapter 1 and invoked repeatedly in subsequent chapters.

There is perhaps no more exciting toolkit for the economic naturalist than a few *principles of elementary game theory*. In Chapter 11, we show how these principles enable students to answer a variety of strategic questions that arise in the marketplace and everyday life. We believe that the insights of the Nobel Laureate *Ronald Coase* are indispensable for understanding a host of familiar laws, customs, and social norms. In Chapter 12 we show how such devices function to minimize misallocations that result from externalities. A few simple principles from the *economics of information* form another exciting addition to the economic naturalist's toolkit. In Chapter 13 we show the insights that earned the 2001 Nobel Prize in economics for George Akerlof, Joseph Stiglitz, and Michael Spence can be employed to answer a variety of questions from everyday experience.

- **Web site:** Developed by Scott Simkins of North Carolina A & T State University, an expert in the growing field of economics education on the World Wide Web. The ambitious Web site contains a host of features that will enhance the principles classroom, including dynamic graphs, video lectures, e-mail updates, microeconomic experiments, current news articles, information about the text, an eLearning session, and more.

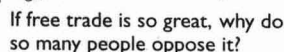


## IMPROVEMENTS

That our less-is-more approach is well-suited for a wide spectrum of institutions is evidenced by the breadth of our earlier adoptions lists. Yet it remains a formidable challenge for any single book to fit the needs and capabilities of students across these diverse institutions. Some students arrive with AP credit in advanced calculus, while others still lack confidence in basic geometry and algebra. Guided by extensive reviewer feedback, our main goal in preparing our third edition has been to reorganize our presentation to accommodate the broadest possible range of student preparation. For example, while continuing to emphasize verbal and graphical approaches in the main text, we have added several appendices that offer more detailed and challenging algebraic treatments of the same material. And although we continue to believe that the indifference curve approach to the consumer choice problem is in general best postponed until an intermediate course, we have added a comprehensive indifference curve appendix for our many adopters who feel their students would benefit from that option. Among the hundreds of specific refinements we made, the following merit explicit mention.

## IN MICROECONOMICS

- **“Incentives matter” is a new core principle:** If we asked a thousand economists to provide their own versions of the most important economic principles, we’d get a thousand different lists. Yet to dwell on their differences would be to miss their essential similarities. It is less important to have exactly the best short list of principles than it is to use some well-thought-out list of this sort. New to our short list is the “incentives matter” principle, which we added to emphasize that cost-benefit comparisons are relevant not only for identifying the decisions that rational people should make, but also for predicting the actual decisions they do make across numerous diverse domains.



- **More emphasis on monopolistic competition and oligopoly:** In our second edition, the chapter on imperfect competition (Chapter 9 in that edition) briefly defined the three forms of imperfect competition and then focused exclusively on pure monopoly. In this edition, we have added more detailed descriptive accounts of monopolistic competition and oligopoly to this chapter (now Chapter 10). We also have added numerous additional examples involving these industry structures in the succeeding chapter on strategic choice (now Chapter 11).
- **Added material on indifference curves:** In our second edition, we offered an appendix on the indifference curve approach to the consumer choice problem on the text Web site. But because a number of reviewers felt strongly that this material should be more accessible for those who want to use it, we've added it as an extensively revised appendix to Chapter 5. This topic can be skipped at no compromise to the material in the succeeding chapters.
- **Algebra appendixes added:** To the basic review of the algebra and geometry of straight lines presented in the mathematical appendix to Chapter 1, we have added a basic primer on how to solve simple systems of two equations with two unknowns. In this edition, the treatment of supply and demand in the main text is carried out exclusively in verbal and graphical terms. But we have added an appendix to Chapter 3 that presents an algebraic treatment of supply and demand. We also have added a brief appendix to Chapter 10, showing how monopoly profit maximization can be treated in an algebraic framework.
- **Additional Economic Naturalist drawings:** For reasons best explained by educational psychologists, illustrations can be an enormously effective pedagogical tool, in part because of their ability to trigger rich networks of cognitive association. To exploit this tool more effectively, we commissioned line drawings by the renowned *New Yorker* cartoonist Mick Stevens and other artists to accompany many of the Economic Naturalist examples.

The world is a more competitive place now than it was when we started teaching in the 1970s. In arena after arena, business as usual is no longer good enough. Baseball players used to drink beer and go fishing during the off season, but they now lift weights and ride exercise bicycles. Assistant professors used to work on their houses on weekends, but the current crop can now be found most weekends at the office. The competition for student attention has grown similarly more intense. There are many tempting courses in the typical college curriculum and even more tempting diversions outside the classroom. Students are freer than ever to pick and choose. Yet many of us seem to operate under the illusion that most freshmen arrive with a burning desire to become economics majors. And many of us do not yet seem to have recognized that students' cognitive abilities and powers of concentration are scarce resources. To hold our ground, we must become not only more selective in what we teach, but also more effective as advocates for our discipline. We must persuade students that we offer something of value.

A well-conceived and well-executed introductory course in economics can teach our students more about society and human behavior in a single term than virtually any other course in the university. This course can and should be an intellectual adventure of the first order. Not all students who take the kind of course we



envisioned when writing this book will go on to become economics majors, of course. But many will, and even those who do not will leave with a sense of admiration for the power of economic ideas.

A salesperson knows that he or she often gets only one chance to make a good first impression on a potential customer. Analogously, the principles course is often our only shot at persuading most students to appreciate the value of economics. By trying to teach them everything we know—rather than teaching them the most important things we know—we too often squander this opportunity.

## SUPPLEMENTS FOR THE INSTRUCTOR

**DiscoverEcon with Paul Solman Videos:** DiscoverEcon, available at [www.discoverecon.com/frankbernanke3](http://www.discoverecon.com/frankbernanke3), is an online economics discovery and course management system. DiscoverEcon is provided free to students via a code in every new copy of the third edition text. It precisely matches the book's topic sequence, terminology, and approach. The software acts like an interactive text; software chapters parallel text chapters and software pages include specific page references to the text. DiscoverEcon Plus adds a complete electronic version of the text, including the option to print. Hot links from the interactive software to the relevant text pages make it easier than ever for students to move between static explanations in the text and interactive explanations in the software.

For the instructor, DiscoverEcon provides easy-to-use course management options and pedagogically sound, self-grading exercises for homework assignments. The syllabus development tool allows an instructor to create an interactive syllabus by linking to the exercises, interactive explanations, and videos. DiscoverEcon includes pre-established syllabi to aid in course creation. It literally takes only a few moments to set up a course complete with homework.

All DiscoverEcon chapters contain a multiple-choice quiz, discussion questions with online links, and match-the-terms exercises. Interactive graphs, animated charts, and live tables let students manipulate variables and study the outcomes. The program provides links to videos created by Paul Solman of *The NewsHour with Jim Lehrer*. This video component consists of more than 30 short video segments. Each 5- to 10- minute video explains a key economic idea such as economic growth, elasticity, and production possibilities in a memorable, accessible way.

Students submit exercise results directly to their instructors with a click of a button. Multiple-choice and match-the-terms exercises are automatically graded and scores are added to the grade book.

Developed by Gerald C. Nelson of the University of Illinois at Urbana-Champaign, this fully updated and enhanced version of DiscoverEcon with Paul Solman Videos features new learning opportunities for students and easy integration into existing courses for the instructor.

**Instructor's Manual:** Prepared by Margaret Ray at the University of Mary Washington [micro] and Mary Lesser at Iona College [macro], this expanded manual will be extremely useful for all teachers, but especially for those new to the job. In addition to such general topics as Using the Web Site, Economic Education Resources, and Innovative Ideas, there will be for each chapter: An Overview, Core Principles, Important Concepts Covered, Teaching Objectives, Teaching Tips/Student Stumbling Blocks, More Economic Naturalists, In-Class and Web Activities, Annotated Chapter Outline, Answers to Textbook Problems, Sample Homework, and a Sample

### Reading Quiz.

**Test Bank:** Prepared by Kate Krause at the University of New Mexico, this manual contains more than 3,000 multiple-choice questions categorized by Teaching Objective (from the Study Guide); Learning Level (knowledge, comprehension, application, analysis); Type (graph, calculation, word problem); and Source (textbook, Study Guide, Web, unique).

**Computerized Test Bank:** The print test bank is also available in the latest EZTest test-generating software, ensuring maximum flexibility in test preparation, including the reconfiguring of graphing exercises. EZTest is the gold standard of testing programs. It is available in both a Windows and Macintosh format.

**PowerPoints:** Prepared by Steve Smith and Jeff Caldwell at Rose State, these slides contain all of the illustrations in the textbook, along with a detailed, chapter-by-chapter review of the important ideas presented in the textbook. These teachers have done PowerPoints for many books at both the principles and intermediate level.

**Customizable Micro Lecture Notes and PowerPoints:** One of the biggest hurdles to an instructor considering changing textbooks is the prospect of having to prepare new lecture notes and slides. For the microeconomics chapters, this hurdle no longer exists. A full set of lecture notes for principles of microeconomics, prepared by Bob Frank for his award-winning introductory microeconomics course at Cornell University, is available as Microsoft Word files that instructors are welcome to customize as they see fit. The challenge for any instructor is to reinforce the lessons of the text in lectures without generating student unrest by merely repeating what's in the book. These lecture notes address that challenge by constructing examples that run parallel to those presented in the book, yet are different from them in interesting contextual ways. Also available is a complete set of richly illustrated PowerPoint files to accompany these lecture notes. Instructors are also welcome to customize these files as they wish.

**Overhead Transparencies:** These more than 150, four-color acetates contain all the illustrations presented in the textbook. They are available on demand.

**Instructor's CD-ROM:** This remarkable Windows software program contains the complete Instructor's Manual, Computerized Test Bank, PowerPoints, and a full set of lecture notes and accompanying PowerPoint files for principles of microeconomics (see more detailed description above).

**Online Learning Center ([www.mhhe.com/economics/frankbernanke3](http://www.mhhe.com/economics/frankbernanke3)):** For teachers there are, among other things, an online newsletter called "Teaching Using the Web"; the Instructor's Manual; the PowerPoints; Economics on the Web, an annotated set of URLs/links to sites of interest to economists; a graphing library; along with a description of what's on the student site and some Optional Material from the book.

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