## Index

Aakvik, A., 201-202
Ability, 79-80
age-earning profiles and, 59, 62, 65-66
mixed-ability schools and, 103-109, 118119, 122-123
peer effects and, 79-80, 175-176
perceived, 131-138
school choice and, 275-276, 281-286
Acemoglu, D., 130
Affirmative action, 227
African Americans, 14-16
affirmative action and, 227
distributional issues and, 176-177, 180, 182-183
National Assessment of Educational
Progress (NAEP) and, 162-163
National Longitudinal Survey of Young
Men (NLSYM) and, 210-211
peer effects and, 81
spending per pupil and, 222-229
Texas schools and, 165-167
Age-earnings profiles
ability bias and, 59, 62, 65-66
earnings over time, 58-59
gender and, 54, 56
Malmö Longitudinal Study and, 51-66
omitted-variable bias and, 52
part-time / full-time labor and, 55
positive bias and, 57-58
premiums over time, 59, 62-63
real earnings and, 63-64
Sweden and, 51-67
tax register data and, 54-55
Aghion, P., 130-131
Alabama, 247
Alexander, K. L., 176
Allen, J., 132
Altonji, J., 259

Amerein, A. L., 249
American Federation of Teachers, 246
Americans with Disabilities Act (ADA), 214
Anderson, B., 135
Anderson, C. A., 7, 14
Angrist, J. D., 195-196, 201
Arcidiacono, P., 74
Argys, L. M., 175
Aria, M., 64
Ariga, Kenn, 129-154
Arkansas, 249
Armor, D. J., 174, 183
Arrow, K., 52

Ballou, D., 243
Bandura, A., 196
Bank of Italy, 297
Bankston, C., 74
Barnsley, R., 132
Bayer, P., 96
Becker, Gary, 13, 51-53, 64
Beerends, H., 198-199
Belgium, 192
Bergström, F., 20
Berliner, D. C., 249
Berman, E., 147
Bertocchi, G., 131
Betts, Julian R., 16, 75, 209-237
Bible, 11
Bishop, John H., 9, 19, 241-271
Bismarck, 11
Björklund, A., 53, 65
Blackburn, M. L., 52
Blanden, J., 47, 124
Bond, L. A., 249
Books, 7, 9
Boozer, M. A., 173

Botticini, M., 11
Bound, John, 225-226
Boyson, R., 108
Bradley, S., 20, 276
Braun, H., 254
Brewer, D. J., 175
Britain, 18
British Cohort Study (BCS) and, 32-37, 42, 45-46, 48n8
British Household Panel Survey (BHPS) and, 42-43
Central Advisory Council and, 106
comprehensives and, 106
Department for Education and Skills
(DfES) and, 41-42, 106, 278
economic decline and, 30-37
Education Reform Act and, 277
11 plus examination and, 109
General Household Survey and, 37-38
grammar schools and, 105-106, 109, 124
intergenerational mobility and, 29-47
Key Stage 2 (KS2) tests and, 279, 281-282
local education authorities (LEAs) and, 106-116, 119, 277-286
National Child Development Study
(NCDS) and, 32-37, 42, 45-46, 48n8, 108-109, 112, 115
National Pupil Database (NPD) and, 278
postcompulsory expansion and, 41-46
Pupil Level Annual School Census (PLASC) and, 274, 278-280
rising educational attainment in, 37-41
school attendance and, 192
school choice and, 273-288
school-leaving laws and, 201-202
secondary modern schools and, 105
selective systems and, 103-125
technical schools and, 105
tracking and, 130-131
British Cohort Study (BCS), 32-37, 42, 4546, 48n8
British Household Panel Survey (BHPS), 42-43
Brown v. Board of Education, 14, 183
Brunello, Giorgio, 129-154
Bryk, A. S., 74
Buddin, R. J., 295, 303
Burgess, Simon, 273-291
Cahan, S., 193
Caldas, S. J., 74
California, 233

Callender, C., 44
Calvinists, 10
Campaign for Fiscal Equity v. State of New York, 210
Campbell, D. E., 274-275
Canada, 192, 201-202
Capitalism, 11
Card, D., 13
Carnegie units, 244
Carnoy, M., 254
Caroli, E., 130-131
Cawley, J., 108, 112
Central Advisory Council, 106
Centraal Instituut voor Testontwikkeling (Cito) test, 198, 200
Certificates of secondary education (CSEs), 106
CESifo, 4
Checchi, Daniele, 20, 293-310
Chieng, S. Y., 131
Choice
Britain and, 273-288
Department for Education and Skills (DfES) and, 278
economic issues of, 294-297
Education Reform Act and, 277
feasibility of, 280-281
Italy and, 293-307
Key Stage 2 (KS2) tests and, 279, 281-282
literature on, 274-276
local education authorities (LEAs) and, 277-286
oversubscription and, 277-278
parents and, 277, 281
perceived quality and, 293-307
postresidential, 282-286
private schools and, 294-296, 301-307
Pupil Level Annual School Census
(PLASC) and, 274, 278-280
secondary schooling and, 276-278
sorting characterization and, 275-276, 281-286
vouchers and, 274-275
Chubb, J., 274
Civil rights, 5 . See also Coleman Report
Americans with Disabilities Act (ADA) and, 214
Brown v. Board of Education and, 14, 183
Civil Rights Act of 1964, 14, 162, 214
Education for All Handicapped Children Act and, 214-215
Clotfelter, C. T., 74, 81, 87, 95, 276

Cobb-Douglas production function, 139
Code of Practice, 278
Cohen, N., 193
Coleman Report, 3
distributional issues and, 162, 164-165, 167, 173, 180
parents and, 164
performance standards and, 14-21, 162, 164-165
production function analysis and, 164
racial issues and, 173
teachers and, 164-165
Comprehensive systems, 103-109, 122123, 129, 154n11
Computers, 200-201, 203, 248
Consumer Price Index, 215
Cook, M. D., 173-174
Cordes, J. J., 295
Costrell, R. M., 246
Counts, George, 4
Cox, C. B., 108
Crain, R., 173-174
Creedy, J., 51
Cremin, L. A., 12
Crook, D. R., 108
Crouchley, R., 276
Cunha, F., 205
Curriculum-Based External Exit Exam Systems (CBEEES), 254
Currie, J., 9, 192
Cutler, D. M., 279-280

Dare the School Build a New Social Order? (Counts), 4
Dauber, S. L., 176
Dearden, L., 108
DeCicca, P., 250
Dee, T. S., 250-251
De Fraja, G., 293, 295
De Graaf, P. M., 7
Denton, N. A., 279-280
Department for Education and Skills (DfES), 41-42, 106, 278
Desegregation, 97n5, 173-174
Difference-in-differences (DD) approach, 202
Diplomas. See Graduation
Distributional issues
causal influences and, 174, 178-179
class size and, 177-179
Coleman Report and, 162, 164-165, 173, 180

Elementary and Secondary School Act and, 163
equal opportunity theory and, 211-215
Head Start program and, 163
length of school year and, 162
mobility and, 176, 180, 183
National Assessment of Educational
Progress (NAEP) and, 19, 160-163
No Child Left Behind Act and, 159
peer effects and, 167-176, 185n14, 186n18
production function analysis and, 164
pupil-teacher ratios and, 161
racial issues and, 161-162, 176-177, 180, 182-183
SAT tests and, 162
school inputs and, 177-179
school outcome differences and, 160-165
socioeconomic status and, 174-175
spending issues and, 209-234
teachers and, 161-171, 179-182
Texas schools and, 165-184
District of Columbia, 233
Dobbelsteen, S., 196
Driscoll, M. E., 74
Drive-time zones (DTZs), 279-280
Dropouts, 201-202, 236n17
graduate equivalency diploma (GED) and, 244, 250
National Educational Longitudinal Study (NELS-88) and, 250-253
Drucker, Peter, 10-12
DuBois, W. E. B., 12
Duncan, B., 279
Duncan, O. D., 279
Dustmann, C., 131
Dyson, A., 108

ECHP data, 143-144
Eckstein, Z., 11
Economic issues
age-earnings profiles and, 51-67
aspect of autonomous volition and, 218
Brown v. Board of Education and, 14
Campaign for Fiscal Equity v. State of New York and, 210
capitalism and, 11
class size and, 191-192
Consumer Price Index and, 215
earning capacity and, 209
equal opportunity theory and, 211-215
extra funding effects and, 197-201
finance reform and, 209-234

Economic issues (cont.)
Great Depression and, 4, 12
growth in secondary education and, $12-$ 13
higher education and, 42-44
household income and, 7, 9
human-capital theory and, 12-14
intergenerational mobility and, 29-47
Jews and, 11
liquidity constraints and, 131-133
literacy and, 10-11
minimum-competency exams (MCEs) and, 258-261
National Child Development Study (NCDS) and, 32-37
National Educational Longitudinal Study
(NELS-88) and, 247-261, 267
nation building and, 11-14
peer groups and, 17-18
private schools and, 294-296, 301-307
public educational finance lawsuits and, 209
pupil-teacher ratios and, 161
school choice and, 294-297
school expenditures and, 14-16, 177179
scrip payments and, 12-13
social mobility rates and, 9
socioeconomic status (SES), 242, 247261, 266-267, 273-288, 294-296, 301307
spending per pupil and, 210, 215-234
Survey on Household Income and Wealth (SHIW) and, 297-298
tax base and, 186n24
Texas schools and, 165
total factor productivity (TFP) growth and, 142
unconstitutional financing and, 209-210
urban-rural differences and, 15
Edin, P.-A., 53, 64-65
Education. See also Schools
advancement and, 29
age-earnings profiles and, 51-67
ancient Greeks and, 6, 10
books at home and, 7, 9
Brown v. Board of Education and, 14, 183
compulsory, 3
Department for Education and Skills (DfES) and, 41-42, 106, 278
dropouts and, 201-202, 236n17, 244, 250253
family and, 5 (see also Family)
Gutenberg press and, 10
higher, 8, 41-44, 241, 257-258
household income and, 7, 9 (see also
Economic issues)
human-capital theory and, 12-14, 29-47,
51-67, 129-154, 191-205
impact of by country, 7-10
institutionalism and, 6
language and, 11, 166-167, 201
liquidity constraints and, 131-133
literacy and, 10-11
minimum-competency exams (MCEs) and, 242
minimum standards and, 241-246
National Educational Longitudinal Study
(NELS-88) and, 247-261, 267
nation building and, 11-14
overeducation and, 149
peer effects and, 17-18, 73-96 (see also Peer effects)
production function analysis and, 164
raising student achievement and, 37-41, 243-246
reform and, 3-4, 241-267 (see also
Reform)
religion and, 3, 10-11
school choice and, 273-307 (see also Choice)
segregation and, 14-15, 97n5, 162, 173174, 276
selective systems and, 103-125
special, 166-167, 192-193
specialization and, 131-133
study habits and, 244-245
upskilling and, 131, 149
urban-rural differences and, 15
vocational, 9, 12, 57, 59-61, 105, 129, 201203, 205
Education for All Handicapped Children Act, 214-215
Education Reform Act, 277
Edwards, M. R., 249-250
Elementary and Secondary School Act, 163
11 plus examination, 109
Ell, R., 131, 148
End-of-course exams (EOCEs), 246, 266267
Entwisle, D. R., 176
Epple, D., 73, 275-276
Epple, R., 129, 132-133

Equality of Educational Opportunity. See
Coleman Report
Equal opportunity
alternative means for, 229-232
Americans with Disabilities Act (ADA) and, 214
choice and, 273-307 (see also Choice)
circumstances and, 211-212
class size and, 14-16, 161, 177-179, 191197, 203, 243
Coleman Report and, 3, 14-21, 162, 164165, 167, 173, 180
different meanings of, 4-6
distributional issues and, 159-184
early reasons for, 3
Education for All Handicapped Children
Act and, 214-215
efficiency and, 21-22
effort and, 211-212
as equal performance, 6
growth in secondary education and, 1213
Head Start program and, 163
human capital policy and, 191-205
intergenerational mobility and, 29-47
level playing field and, 211
limited English proficiency (LEP)
programs and, 166-167
National Assessment of Educational Progress (NAEP) and, 162-163
National Longitudinal Survey of Young Men (NLSYM) and, 210-211
new social order and, 4-6
No Child Left Behind Act and, 159, 184n2, 215
perceived quality and, 293-307
in practice, 214-215
race-blind policies and, 211, 227-229
reform and, 209-234 (see also Reform)
school choice and, 273-307 (see also Choice)
selective systems and, 103-125
spending per pupil and, 209-234
theory of, 211-215
type and, 212, 222-226
Equations
age-earnings profile, 57
equal opportunity policy, 214
intergenerational mobility, 31, 34-35, 44
selective system analysis, 113-114
spending per pupil, 217, 219-221, 227, 229
teacher quality, 167-168
tracking model, 135-144, 150-153
Esping-Andersen, G., 7
Europe. See also Specific country
books in home and, 7, 9
choice interventions and, 20
religion and, 11
socialism and, 3, 5
test scores in, 7
tracking and, 129-131, 142-149
Evans, W. N., 173-174
Family, 6
books at home and, 7, 9
distributional issues and, 161-162
educational impact by country, 7-10
higher education and, 42-44
household income and, 7, 9
inequality in, 5
intergenerational mobility and, 29-47
parents and, 9 (see also Parents)
perceived quality and, 305
vested interest of, 6
Fast ForWord (FFW), 201
Fernandez, R., 133, 295
Ferreyra, Maria, 73
Ferri, J., 108
Fershtman, C., 295
Figlio, D., 108, 275, 295
Firms, 138-139
Florida, 247
Fogelman, K., 108
France, 9, 129, 192
Fredricksen, Norman, 254
Freeman, Richard, 225-226
Free-school-meal (FSM) pupils, 276
Friedman, 274
Gali, J., 295
Galindo, C., 250
Galindo-Rueda, Fernando, 18, 103-128
Galor, O., 137
Gamoran, A., 129
Garces, E., 192
Gavira, A., 74
Gender
age-earnings profiles and, 54, 56
intergenerational mobility and, 38-39
peer effects and, $75,80-81,84-86,88$, 98n14
General Household Survey, 37-38
Georgia, 246-247

Germany, 192
Bismarck and, 11
educational system of, 10-11
school tracking and, 129, 142-149
selective systems and, 104
tracking and, 129-130, 142-149
Giannini, Massimo, 129-154
Givnoles, Anna, 18
Glaeser, E. L., 279-280
Glenn, C. L., Jr., 11
Glennerster, H., 277
Glomm, G., 295
Goldberger, A. S., 15
Goldin, C., 12
Goodman, A., 44
Goux, D., 131
Grade-level equivalent (GLE), 242, 255, 266-267
Gradstein, M., 3, 11, 295
Graduate equivalency diploma (GED), 244, 250-253, 260
Graduation, 241
end-of-course exams (EOCEs) and, 246, 266-267
graduate equivalency diploma (GED) and, 244, 250-253, 260
increased course requirements and, 243245
minimum-competency exams (MCEs) and, 242, 245-246, 249, 251, 255, 258261, 266, 268n2, 269n14
National Educational Longitudinal Study
(NELS-88) analysis and, 247-261, 267
study habits and, 244-245
tougher requirements for, 247-261
Grammar schools, 105-106, 109, 124
Grawe, N., 34
Great Depression, 4, 12
Greeks, 6, 10
Green, A., 129
Greenwald, R., 243
Gregg, P., 124
Griliches, Z., 52, 66
Grogger, J. T., 173
Gust, C., 147
Gutenberg press, 10
Hallgren, Siver, 54
Hamilton, L., 253
Hanushek, Eric A., 16-18
distributional systems and, 159-190
peer effects and, 75
reform and, 210, 243, 254
Harmon, C., 108
Harvard University, 4, 15
Haveman, R., 108
Hawaii, 247
Head Start program, 163
Heath, A., 131
Hebrew, 201
Heckman, J., 15, 51, 108, 112, 205
Hedges, L. V., 243
Henderson, V., 175
Herrnstein, R. J., 15
Higher education, 41, 244
family income and, 42-44
National Educational Longitudinal Study
(NELS-88) and, 8, 257-258
High school, 253-257
Hind, A., 277
Hispanics
distributional issues and, 176-177, 182183
National Assessment of Educational Progress (NAEP) and, 162-163
National Educational Longitudinal Study (NELS-88) and, 249
peer effects and, 80-81, 85-86, 88
Texas schools and, 165-167
Hochschild, J., 5-6
Hoff, David J., 209-210
Hoffer, T., 20
Holmlund, B., 53, 64-65
House of Labor, 12
Howell, W. G., 20, 273-275, 286
Hoxby, C. M., 16, 53, 64-65, 132, 194, 274, 286
Human capital, 12-14
age-earnings profiles and, 51-67
intergenerational mobility and, 29-47
Netherlands and, 191-205
tracking and, 129-154
upskilling and, 131, 149
Immigration, 11, 112
Income. See Economic issues
Institute of Education, 14
Institutionalism, 6
Intelligence quotient (IQ), 196
Intergenerational mobility
British Cohort Study (BCS) and, 32-37, 42, 45-46, 48n8
British Household Panel Survey (BHPS) and, 42-43
changes over time and, 31-32
data requirements for, 32
decline in, 30-37
Department for Education and Skills (DfES) and, 41-42
educational attainment and, 37-41
education as leveler and, 29
gender and, 38-39
General Household Survey and, 37-38
National Child Development Study
(NCDS) and, 32-37, 42, 45-46, 48n8
postcompulsory schooling expansion and, 41-46
statistical models and, 44-46
transition matrices and, 35-40
Ishida, H., 129
Italy, 20, 192
centralized educational structure of, 296297
perceived quality and, 293-307
private schools and, 294-296, 301-307
Programme for International Student
Assessment (PISA) survey and, 296-297
school choice and, 293-307
standardized national tests and, 304-305
Survey on Household Income and
Wealth (SHIW) and, 297-298
Jacobs, B. A., 250, 254
Japan, 19, 129
Jappelli, Tullio, 20, 293-310
Jaynes, G. D., 162
Jencks, C., 5, 15, 74, 163, 274
Jesson, D., 108
Jews, 11
Johnson, Eric, 233
Johnson, W. R., 9
Judson, R., 132
Justman, M., 3, 11, 295
Kaestle, C. F., 11
Kain, John, 159, 169-170, 174-176, 179
Kaplan, G., 44
Katz, L., 139
Kentucky, 209-210
Kerbow, D., 176
Kerckhoff, A. C., 106-108
Key Stage 2 (KS2) tests, 279, 281-282
King, D., 249
Kirby, S. Nataraj, 295
Kjellström, C., 53, 64-65
Kolgore, S. B., 20

Koretz, D., 253
Krueger, A. B., 16, 73, 130, 194-195, 201, 243
Kumar, D., 130
Labor, 131, 172
age-earnings profiles and, 51-67
educational advancement and, 12-13
General Household Survey and, 37-38
graduate equivalency diploma (GED)
and, 260
human-capital theory and, 12-14
intergenerational mobility and, 29-47
minimum-competency exams (MCEs) and, 258-261
minimum diploma standards and, 241246
National Educational Longitudinal Study
(NELS-88) and, 258-261
specialization effect and, 131-133
spending per pupil and, 209-234
tracking and, 139-142, 150
vocational education and, $9,12,57,59$ -
61, 105, 129, 201-203, 205
Ladd, H. F., 74, 81, 87, 95, 274
Laine, R., 243
Lam, D., 52
Lamberti, M., 11
Language, 11
Fast ForWord (FFW) and, 201
limited English proficiency (LEP)
programs and, 166-167
Lankford, H. R., 295, 303
Lavy, V., 195-196, 201
Law of iterated projections, 135
Layard, R., 143
Lazear, E. P., 79
Lee, E. S., 295
Legal issues
Brown v. Board of Education and, 14, 183
Campaign for Fiscal Equity v. State of New York and, 210
desegregation and, 97 n 5
school-leaving laws and, 201-202
unconstitutional financing and, 209-210
Leney, T., 129
Leuven, Edwin, 9, 16, 191-208
Levacic, R., 20
Levin, J., 196-197
Levine, D., 47
Levy, F., 9
Lillard, D., 250

Limited English proficiency (LEP) programs, 166-167
Lindbeck, A., 130
Link, C. R., 74-75
Linn, R., 253
Liquidity constraints, 131-133
Literacy, 10-11
Local education authorities (LEAs)
British system and, 106-116, 119
school choice and, 277-286
Lochner, L. J., 51
Loeb, S., 254
Long, J. E., 295
Lopoo, L., 47
Louisiana, 246-247
Lutherans, 10

McCaffrey, D., 253
McConnell, Brendon, 273-291
Machin, Stephen, 10, 29-50, 124, 147
McLanahan, S., 5
McMillan, R., 96
Madaus, G., 257
Mahard, R. E., 173
Maimonides' rule, 195
Malmö Longitudal Study, 51-52
database description, 53-57
earnings over time, 58-59
educational levels and, 52
empirical model using, 57-58
premiums over time, 59, 62-63
results gleaned from, 63-66
Mane, Ferran, 19, 241-271
Manning, A., 108
Manski, C. F., 15, 75
Mare, R. D., 5
Markman, J. M., 174
Markman, L., 201
Marks, J., 108
Marquez, J., 147
Maryland, 246-247
Massey, D. S., 279-280
Math scores, 81, 86, 243-244
Maurin, E., 131
Mayer, S., 47, 74-75, 174
Mazumdar, B., 47
Meghir, C., 108, 201-202
Meier, V., 3, 11
Mellander, E., 52
Meyer, B. D., 203
Meyer, S. E., 5
Mieszkowski, P., 175

Millington, J., 276
Mincer, J., 13, 51-53, 57, 64
Minimum-competency exams (MCEs)
dropouts and, 251
labor and, 258-261
tougher standards and, 242, 245-246, 249, 251, 255, 266, 268n2, 269n14
Mississippi, 247
Moav, O., 137
Moe, T., 274
Moffitt, R. A., 75
Moore, J., 135
Moriarty, J., 250, 254, 269n14
Mosteller, Frederick, 15-16
Moynihan, Daniel P., 15
Muller, W., 129, 131, 148
Mulligan, J. G., 74-75
Mullis, I. V. S., 7, 19
Murgatroyd, S. J., 108
Murname, R. J., 9
Murphy, K., 139, 295
Murray, C., 15
National Assessment of Educational Progress (NAEP), 19, 160-163, 254
National Center for Education Statistics, 163
National Child Development Study (NCDS)
intergenerational mobility and, 32-37, 42, 45-46, 48n8
selective systems and, 108-109, 112, 115
National Commission on Excellence in Education, 243-244
National Educational Longitudinal Study (NELS-88)
college and, 257-258
dataset for, 247-249
dropout rates and, 250-253
high school and, 253-257
labor market and, 258-261
National Longitudinal Survey of Young Men (NLSYM), 210-211, 215, 219, 221, 225
National Pupil Database (NPD), 278
Neal, D., 5, 9, 16, 20, 162, 274
Nechyba, Thomas, 73-96, 275
Netherlands, 16
class size and, 194-197, 203
computers and, 200-201, 203
difference-in-differences (DD) approach and, 202
disadvantaged students and, 199-201
dropouts and, 201-202
educational system of, 9
extra funding effects and, 197-201
human capital policy and, 191-205
ICT and, 199-201, 206n4
school attendance and, 192-194
school-leaving laws and, 201-202
STAR experiment and, 194-195
tracking and, 129
vocational program extension and, 201203, 205
Neumark, D., 52
Nevada, 246-247
New Jersey, 233, 246-247
Newlon, E., 73, 129, 132-133
New Mexico, 247, 249
New York, 210
dropouts and, 255
minimum-competency exam system and, 266-267
State Regents Exams, 242, 246, 261
vouchers and, 274-275
New Zealand, 192
Nicholson, S., 74
Nickell, S., 143
No Child Left Behind Act, 159, 184n2, 215
Noise effect, 132-133, 142
North Carolina, 246-247
administrative data from, 77-80
busing plans of, 89
desegregation and, 97 n 5
end-of-grade tests in, 77
peer effects study in, 73-96

Oakes, J., 175
OFSTED, 277
Ohio, 246
Ohlsson, R., 63
Oklahoma, 249
Olofsson, J., 63
Omitted-variable bias, 52
Oosterbeek, Hessel, 9, 16, 191-208
Oppenheimer, V. K., 5
Ordinary least squares (OLS) analysis, 90, 119, 236n17
Oreopoulos, P., 201
Organization for Economic Cooperation and Development (OECD), 7, 147, 192, 296-297
Overeducation, 149

Page, M., 108
Palme, M., 108, 201-202
Parents
advantages of having both, 5
Coleman Report and, 164
educational levels of, 9, 226
intergenerational mobility and, 29-47
mother's influence and, 5, 275
nature/nurture and, 131
peer effects and, 80-81, 87
school choice and, 277, 281
type partition and, 226
vested interest of, 6
Peer effects
ability and, 79-80, 175-176
causal interpretation and, 80-95
dataset for, 77-80
distributional issues and, $185 \mathrm{n} 14,186 \mathrm{n} 18$
endogenous/exogenous, 75-77, 90, 94
fixed-effect specification and, 81-87
future directions for, 95-96
gender and, $75,80-81,84-86,88,98 n 14$
Hispanics and, 80-81, 86, 88
literature on, 74-77, 96n1
mobility and, 177
observational data and, 73
parents and, 80-81, 87
performance standards and, 73-96, 167176
policy and, 73, 75-76
positive selection bias and, 73
racial issues and, 80-81, 85-86, 88, 173174
regression analysis and, 80-87
selective systems and, 175-176
social multiplier effects and, 75
socioeconomic status and, 174-175
standard-deviation measures and, 79-80
study results of, 80-87
teachers and, 74-76
test scores and, 74, 77, 80-95
turnover effects and, 74, 89-90, 94
variable bias and, 87-95
Pelikan, J., 10
Penalosa, G., 130-131
Pennell, H., 277
Perceived quality
dataset for, 300
family and, 305
measurement of, 297-301
private schools and, 301-307
regression analysis of, 301-305

Perceived quality (cont.)
resource indicators and, 298-301
robustness tests and, 304-305
standardized national tests and, 304-305
Survey on Household Income and
Wealth (SHIW) and, 297-298
Performance standards
accountability systems and, 254
attendance and, 192-194
class size and, 14-16, 161, 177-179, 191197, 203, 243
Coleman Report and, 14-21, 162, 164-165
course graduation requirements and, 243-245
Elementary and Secondary School Act and, 163
end-of-course exams (EOCEs) and, 246, 266-267
extra funding effects and, 197-201
graduate equivalency diploma (GED) and, 244, 250-253, 260
Head Start program and, 163
minimum-competency exams (MCEs) and, 242, 245-246, 249, 251, 255, 258261, 266, 268n2, 269n14
mobility and, 176, 183
National Assessment of Educational Progress (NAEP) and, 19, 160-163
National Commission on Excellence in Education and, 243-244
National Educational Longitudinal Study (NELS-88) and, 247-261, 267
No Child Left Behind Act and, 159, 184n2
peer effects and, 73-96, 167-176
production function analysis and, 164
raising student achievement and, 243-246
SAT tests and, 162
school inputs and, 177-179
school outcome differences and, 160-165
segregation and, 173-174
selective systems and, 103-125
socioeconomic status and, 174-175
spending issues and, 209-210
STAR experiment and, 194-195
study habits and, 244-245
Texas Assessment of Academic Skills (TAAS) and, 166-167
tougher graduation requirements and, 247-261, 267
tracking and, 129-154
vocational program extension and, 201203

Peterson, Paul E., 3-27, 273-275, 286
Phillips, M., 5, 15, 163
Pierret, C. R., 259
Pischke, J.-S., 202
Pischke, S., 108
Plato, 6
Podgursky, M., 243
Policy
affirmative action and, 227
Americans with Disabilities Act (ADA) and, 214
benevolent-dictator view and, 183-184
Brown v. Board of Education and, 14, 183
choice and, 273-288 (see also Choice)
class size and, 14-16, 161, 177-179, 191197, 203, 243
Coleman Report and, 3, 14-21, 162, 164165, 167, 173, 180
compulsory attending age and, 192-194
course graduation requirements and, 243-245
distributional issues and, 159-184
dropouts and, 201-202
Education for All Handicapped Children Act and, 214-215
Elementary and Secondary School Act and, 163
extra funding effects and, 197-199
human capital and, 191-205
interventionist, 20, 191-205
minimum-competency exams (MCEs) and, 245-246
National Assessment of Educational Progress (NAEP) and, 160-161
National Educational Longitudinal Study (NELS-88) and, 247-261, 267
National Longitudinal Survey of Young Men (NLSYM) and, 210-211, 215, 219, 225
No Child Left Behind Act and, 159, 184n2, 215
peer effects and, 73, 75-76
race-blind, 211, 227-229, 233-234
raising student achievement and, 243-246
school inputs and, 177-179
school outcome differences and, 160165
selective systems and, 103-125
tougher graduation requirements and, 247-261, 267
tracking and, 139-142, 148-149
vouchers and, 274-275

Politics
human capital theory and, 12-14
mixed-ability schools and, 107
nation building and, 11-14
socialism and, $3,5,13$
Pomian-Srzednicki, M., 108
Positive bias, 57-58, 73
Power, S., 108
Probit model, 44-45
Program for International Student Assessment (PISA), 7, 9, 19, 296-297
Program on Education Policy and Governance, 4
Propper, Carol, 273-291
Protestantism, 10-11
Prussia, 3, 11
Psychology. See Peer effects
Public and Private Schools: An Analysis of High School and Beyond (U.S. Department of Education), 20
Pupil Level Annual School Census (PLASC), 274, 278-280

Racial issues, 16, 275
affirmative action and, 227
Coleman Report and, 173
distributional issues and, 161-162, 176177, 180, 182-183
extra funding effects and, 197-201, 203, 205
Head Start program and, 163
limited English proficiency (LEP)
programs and, 166-167
mobility and, 183
National Educational Longitudinal Study (NELS-88) and, 249
National Longitudinal Survey of Young Men (NLSYM) and, 210-211, 215, 219, 225
peer effects and, 80-81, 85-86, 88, 173174
race-blind policies and, 211, 227-229, 233-234
segregation and, 14-15, 97n5, 162, 173174, 276
spending per pupil and, 209-234
Texas schools and, 165-167
type partition and, 212, 222-226
Raphael, S., 74
Ravikumar, B., 295
Raymond, M., 254
Reardon, S. F., 250

Rees, D. I., 175
Reform, 3, 233-234
accountability systems and, 254
Americans with Disabilities Act (ADA) and, 214
Campaign for Fiscal Equity v. State of New York and, 210
course graduation requirements and, 243-245
difference-in-differences (DD) approach and, 202
districting and, 209
dropouts and, 201-202
earning capacity and, 209-210
Education for All Handicapped Children Act and, 214-215
Education Reform Act and, 277
equal opportunity theory and, 211-215
minimum-competency exams (MCEs) and, 242, 245-246, 249, 251, 255, 258261, 266, 268n2, 269n14
National Educational Longitudinal Study (NELS-88) and, 247-261, 267
National Longitudinal Survey of Young Men (NLSYM) and, 210-211, 215, 219, 225
new social order and, 4-6
No Child Left Behind Act and, 159, 184n2, 215
raising student achievement and, 243246
school-leaving laws and, 201-202
spending per pupil and, 210, 215-229
tougher graduation requirements and, 247-261, 267
vocational education and, 201-203, 205
Regents Exams, 242, 246, 261
Regression analysis
intergenerational mobility and, 34-35
National Educational Longitudinal Study
(NELS-88) and, 247-261, 267
peer effects study and, 80-87
perceived quality and, 301-305
spending per pupil and, 218-220
Religion, 3, 10-11, 275, 295
Reuben, K., 96
Reynolds, D., 108
Rivkin, Steven, 159, 169-170, 174-176, 179, 183, 210
Robertson, D., 75
Robustness tests, 304-305
Roemer, John E., 209-237

Roemer, Paul E., 16
Romano, R., 73, 129, 132-133, 275-276
Roosevelt, Franklin, 12
Rosenshine, B., 254
Rothstein, R., 5, 15
Rouse, C. E., 201
Salvanas, K., 201-203
Sandefur, G., 5
Sander, W., 295
Sandgren, Sofia, 13, 51-69
Sanström, F. M., 20
SAT tests, 162
Sauvageau, Y., 175
Schnepf, Sylke V., 142
Schoeni, R. F., 52
Schofield, J. W., 174
School of Education, 15
Schools
accountability systems and, 254
Brown v. Board of Education and, 14, 183
choice and, 20, 273-288 (see also Choice)
class size and, 14-16, 161, 177-179, 191197, 203, 243
comprehensive systems and, 103-109, 122-123, 129, 154n11
computers and, 200-201, 203
desegregation and, 97n5
Elementary and Secondary School Act and, 163
expenditures and, 14-16
extra funding effects and, 197-201
finance reform and, 209-234
grammar, 105-106, 109, 124
human capital theory and, 12-14
length of school year and, 3-4, 162
limited influence of, 5-6
mixed-ability, 103-109, 118-119, 122123
mobility and, $9,12,22 \mathrm{n} 5,29-47,176-177$, 180, 183
new social order and, 4-6
original purpose of, 10-14
outcome differences in, 160-165 (see also
Performance standards)
output orientation and, 18-19
peer effects and, 73-96 (see also Peer effects)
postcompulsory expansion and, 41-46
private, 20, 294-296, 301-307
resources and, 177-179
secondary modern, 105
segregation and, $14-15,97 n 5,162,173-$ 174, 276
selective systems and, 103-125
technical, 105
tougher graduation requirements and, 243-261
tracking and, 17-18, 129-153
turnover effects and, 74, 89-90, 94
vouchers and, 274-275
Schultz, Theodore, 13, 22
Schunk, D. H., 196
Schütz, G., 7
Scovronick, N., 5-6
Scrip payments, 12-13
Segregation, 14-15, 97n5, 162, 173-174, 276
Selective systems
Britain and, 103-125
Central Advisory Council and, 106
comprehensive systems and, 103-104, 106, 108-109, 122-123, 129, 154n11
dataset for, 108-113
educational attainment and, 115-121
11 plus examination and, 109
evaluation issues and, 113-114
Germany and, 104
historical perspective on, 105-107
impact estimation and, 113-122
literature on, 107-108
local education authorities (LEAs) and, 106-116, 119
National Child Development Study (NCDS) and, 108-109, 112, 115
ordinary least squares (OLS) analysis and, 119
peer effects and, 175-176
policy discussion and, 122-125
primary schooling incentives and, 121122
Shavit, Y., 129, 131
Slavin, R. D., 75
Smith, J. P., 162
Smoking, 248
Snower, D., 130
Socialism, 3, 5, 13
Social issues
advancement and, 29
age-earnings profiles and, 51-67
books at home and, 7,9
choice and, 273-288
civil rights movement and, 5
mobility and, $9,12,22 \mathrm{n} 5,29-47,176-177$, 180, 183
multiplier effects and, 75
new social order and, 4-6
peer effects and, 17-18, 73-96 (see also Peer effects)
selective systems and, 103-125
turnover effects and, 74, 89-90, 94
Socioeconomic status (SES), 242
graduate equivalency diploma (GED) and, 250-253
labor market and, 258-261
minimum-competency exams (MCEs) and, 251, 258-261, 266
National Educational Longitudinal Study (NELS-88) and, 247-261, 267
private schools and, 294-296, 301-307
school choice and, 273-288
Söderström, M., 276
Solon, G., 31, 41
South Carolina, 247
Spagat, M., 131
Spain, 192
Special education, 166-167
Spence, M. A., 52
Spending per pupil. See also Economic issues
allocation calculation and, 220-229
aspect of autonomous volition and, 218
Campaign for Fiscal Equity v. State of New York and, 210
Consumer Price Index and, 215
cost/benefit analysis and, 229-232
dataset for, 215-220
egalitarian policies and, 221
empirical estimation of, 216-218
equal opportunity theory and, 211-215
measurement error and, 235n8
National Longitudinal Survey of Young
Men (NLSYM) and, 210-211, 215, 219, 225
race-blind policies and, 227-229, 233234
regression analysis of, 218-220
type partition and, 212, 222-226
unconstitutional financing and, 209210
Standard Metropolitan Statistical Area (SMSA), 296
STAR experiment, 194-195
Statistical models, 44-46
Steinmann, S., 131, 148
Stiglitz, J., 293, 295
Stone, J. A., 295

Students
British Cohort Study (BCS) and, 32-37
choice and, 273-288
classroom conditions and, 15-16
class size and, 14-16, 161, 177-179, 191197, 203, 243
compulsory attending age and, 192-194
computers and, 200-201, 203, 248
dropouts and, 201-202, 236n17, 244, 250253
family influence and, 7 (see also Family)
gender and, 38-39, 54, 56, 75, 80-81, 8486, 88, 98 n 14
mobility and, $9,12,22 n 5,29-47,176-177$, 180, 183
National Child Development Study
(NCDS) and, 32-37
National Educational Longitudinal Study (NELS-88) and, 247-261, 267
nature/ nurture and, 131
peer effects and, 175-176 (see also Peer effects)
raising student achievement and, 243-246
school choice and, 273-307 (see also Choice)
school-leaving laws and, 201-202
STAR experiment and, 194-195
study habits and, 244-245
tougher graduation requirements and, 243-261
Sullivan, M., 108
Summers, A. A., 175
Survey on Household Income and Wealth (SHIW), 297-298
Sweden, 13
age-earnings profiles and, 51-67
Malmö Longitudinal Study and, 51-66
premiums over time, 59, 62-63
school premiums and, 53
Symons, J., 75
Taxes, 186n24
Taylor, J., 20, 276
Teachers
attracting better, 243
class size and, 14-16, 161, 177-179, 191197, 203, 243
Coleman Report and, 164-165
credentials of, 18, 162, 167-171
distributional issues and, 161-171, 179182
early career performance and, 179

Teachers (cont.)
extra funding effects and, 197-199
influence of, 169-171
Maimonides' rule and, 195
minimum-competency exams (MCEs) and, 245-246
peer effects and, 74-76
salaries of, 15,18
scrip payments and, 12-13
STAR experiment and, 194-195
vested interest and, 6
Technical schools, 105
Technology
Cobb-Douglas production function and, 139
computers and, 200-201, 203, 248
Gutenberg press and, 10
Television, 248
Tennessee, 195, 245, 247
Test scores, 7, 184n2, 185n10, 209, 241
African Americans and, 15
computers and, 200-201, 203
end-of-course exams (EOCEs) and, 246
exit exams and, 19
graduate equivalency diploma (GED) and, 244, 250
Hispanics and, 85
Japan and, 19
Key Stage 2 (KS2) tests and, 279, 281282
minimum-competency exams (MCEs) and, 242, 245-246, 249, 251, 255, 258261, 266, 268n2, 269n14
National Assessment of Educational Progress (NAEP) and, 160-161
peer effects and, 74, 77-95
SAT, 162
school attendance and, 192-194
school outcome differences and, 160165
Texas Assessment of Academic Skills (TAAS) and, 166-167
tougher standards and, 253
Texas, 233, 247
demographics of, 165
distributional issues and, 165-184
limited English proficiency (LEP) programs and, 166-167
minimum-competency exams (MCEs) and, 245-246
peer effects and, 167-176
performance standards and, 165-167
racial issues and, 165-167, 182-183
socioeconomic status and, 174-175
special education and, 166-167
teacher quality and, 167-171
Texas Assessment of Academic Skills (TAAS), 166-167
Texas Education Agency (TEA), 165-166
Texas Schools Project, 159, 165
Third International Mathematics and
Science Study (TIMSS), 7
Thomas, D., 9, 192
Tiebout sorting, 275-276
Todd, P. E., 51
Toma, E. F., 75, 175, 295
Torah, 11
Total factor productivity (TFP) growth, 142
Tracking, 17-18
Britain and, 130-131
Cobb-Douglas production function and, 139
comprehensive systems and, 154 n 11
firms and, 138-139
France and, 129
Germany and, 129-130, 142-149
Japan and, 129
labor market and, 139-142, 150
misallocation and, 131-133
model for, 133-153
Netherlands and, 129
noise effect and, 132-133, 142
optimal policy and, 139-142
overeducation and, 149
perceived ability and, 131-138
policy and, 139-142, 148-149
primary school and, 129
school design and, 130-131
skill obsolescence and, 131-133
specialization and, 131-133, 141-142
technical change and, 130-131
total factor productivity (TFP) growth and, 142
United States and, 129, 134, 143
upskilling and, 131, 149
Transition matrices, 35-40
Trends in International Mathematics and
Science Study (TIMSS), 19
Turnover effects, 74, 89-90, 94
United States
affirmative action and, 227
books in home and, 7, 9

Brown v. Board of Education and, 14
Carolina schools and, 73-96
choice and, 20, 295
civil rights movement and, 5, 14
Coleman Report and, 3, 14-21, 162, 164165, 167, 173, 180
distributional issues and, 159-184
educational finance reform and, 209-234
Elementary and Secondary School Act and, 163
Great Depression and, 4, 12
growth in secondary education and, 1213
Head Start program and, 163
Hispanics and, 80-81, 85-86, 88
immigration and, 11
National Assessment of Educational Progress (NAEP) and, 19, 160-163
National Educational Longitudinal Study
(NELS-88) and, 247-261, 267
National Longitudinal Survey of Young Men (NLSYM) and, 210-211, 215, 219, 225
No Child Left Behind Act and, 159, 184n2
pupil-teacher ratios and, 161
reform and, 241-267 (see also Reform)
school attendance and, 192
school-leaving laws and, 201-202
segregation and, 14-15, 276
test scores and, 7, 15
Texas schools and, 159, 165-184
tougher graduation requirements in, 243261
tracking and, 129, 134, 143
urban-rural differences and, 15
University of Chicago, 3, 13
University of Texas, 165
Upskilling, 131, 149
Ursprung, H. W., 7
U.S. Census Bureau, 52
U.S. Commission on Civil Rights, 173
U.S. Constitution, 14
U.S. Department of Education, 19, 20
U.S. Education Commission of the States, 19
U.S. Office of Education, 162, 164
U.S. Supreme Court, 14

Uusitalo, R., 276

Vaage, K., 201, 203
van der Ploeg, S., 198-199
Vigdor, Jacob, 73-96, 279-280

Vignoles, Anna, 103-128
Virginia, 245
Vouchers, 274-275
Vytlacil, E., 108, 112

Walker, I., 108
Warren, J. R., 249-250
Webbink, D., 202
Weber, M., 11
Weiss, Y., 295
Welch, F., 162
West, A., 277-278
West, M. R., 16, 196, 274
White, Karl R., 5
Whitty, G., 108
Willett, J. B., 9
Williams, R. M., 162
Willis, R. J., 51-52
Wilson, Deborah, 273-291
Withmore, D., 194
Woessmann, Ludger, 3-27, 196, 294
Wolf, A., 129
Wolf, P., 20, 274
Wolfe, B. L., 108, 175
Wolkon, 173
World War II era, 3, 13, 130-131
Wyckoff, J. H., 295

Zau, A., 75
Zetterberg, J., 64-65
Zimmer, R. W., 75, 175

