Ability, dropout rates by, 458
Absolute inequality aversion-constant, 230
"ACE sample," 420—22
Achievement, 53—93; computer-assisted instruction and, 209—18; decisions governing enrollment in higher education and, 55—66; determinants of, 72—77; higher education demand and, 318—25; implications of analysis of, 77—78; IQ and, 202; output of, 161, 193; standardized, 161—63; teacher experience and, 96—87
Admissions standards, graduate school, 15
Aggregation results on higher education demand; achievement, 318—25; detailed, 310—18
Aid to Families with Dependent Children (AFDC), 259, 261, 266, 272
Aigner, D. J., 157, 176, 185n
Alcaly, Roger, 272
Allocative efficiency, 153—54, 168, 169, 191—92, 195; maximization of, 171
American Council on Education, 429
American Institute for Research, 133n, 253, 458
Anderson, Kent, 249n
Aptitude influences: on higher education decisions, 65; on higher education rationing, 71
Arithmetic, computer-assisted instruction in, 204—205; differential performance in, 243—46; gains in, 209—13
Armacost, R. L., 377
Army Research Office, U.S., 371n
Astin, Alexander W., 98, 136—38
Atrikson, A. B., 218, 222—24
Atrikson, Richard C., 201—47
Attrition from Ph.D. programs, 19—27
Average input coefficients, ranking of nonuniversity groups by, 436
Average production isoquants, 165
Averch, Harvey, 249n, 251
Baird, Leonard, 136—41
Ball, J., 233, 238n
Barro, Stephen, 249n
Bartell, Ernest, 53n
BASIC, 207—208, 216
Baumol, William J., 150, 197, 361
Bayer, A. E., 137
Becker, Gary, 82n
Becker, Howard S., 172, 478
Behavioral assumptions on efficiency, 156—61; incentives and reward structures in, 160; knowledge of production set and, 157; little or no competition and, 158—59; prices of inputs and outputs and, 159—60; signals of success or failure in, 160—61; standardized achievement and, 161—63; substantial management discretion and, 156
Bell, Colin E., 405—408
Bell, Terrel, 149
Berkeley, University of California at; 3—51, 338; Carnegie undergraduate plan and, 401—404; Center for Research and Development in Higher Education of, 307; departmental behavior at, 6—27; differences in departmental performance at, 3—6; instruc-
tional costs at, 371, 406–407, 411–12; student dropout fractions for, 391–92; student enrollment and flow rates for, 390–91; student lifetimes at, 392; teacher-student ratios at, 392; unit chain costs at, 394–96; unit node costs at, 392–94
Beris, Robert H., 363n
Binary numbers, 207
Black students, home environment of, 464
Blalock, H. M., Jr., 139
Blaug, Mark, 363n, 364n
Block, H. D., 304, 345n
Blaug, Mark, 363n, 364n
Blalock, H. M., Jr., 139
Black students, home environment of, 464
Binary numbers, 207
Bloom, Benjamin S., 184n, 460, 466
Buks, Robert H., 363n
Blalock, H. M., Jr., 139
Black students, home environment of, 464
Binary numbers, 207
Bloom, Benjamin S., 184n, 460, 466
Buks, Robert H., 363n
Bloom, Benjamin S., 184n, 460, 466
Butler, C., 204
Bowles, Samuel S., 92, 150—52, 162, 163, 166,

482 | Index
odological considerations for research on, 251–52; model for, 252–54; organization of report on, 250; percentage of instruction in regular classroom for, 262–63; performance measure for, 260–61, 275–76; pooling of grade data on, 274–75; prior findings on, 253–54; program management and coordination for, 256–58; purpose of study of, 250; socioeconomic variables and, 261–62; use of educational materials and equipment in, 263; weighting and, 278–77. See also Computer-assisted instruction

Comprehension among schools, 158–59

Comprehension categories, 206

Comprehension sentences, 206


Computer programming. See under

Computer-assisted instruction

Constant absolute inequality aversion, 230

Constant relative inequality aversion, 229

Consumer Price Index, 352, 363n

COOP (California Cooperative Primary Reading Test), 214–15

Corazzini, Arthur, 53n

Cronbach, Lee J., 273

Cross-sectional data, uses of, 384, 426–30

Curriculum: for computer-assisted instruction, 228, 231; graduate school, 16

Cutright, Phillip, 459

Cyert, Richard M., 184n, 186n

Dahlgren, Robert A., 459

Daniere, Andre, 97

Data collection on compensatory education, 258–60

Demand: exogenous, 378; for higher education, 293–348; for Ph.D.'s, 28–29

Denison, Edward F., 363n, 364n

Department of Labor, U.S., 28

Departments: graduate school: admissions standards of, 15; curriculum of, 16; differences in attrition patterns of, 23–27; individual faculty members in, 12–13; information available to students from, 16; investment model of graduate student behavior in, 9–12; performance of, 3–6; resources of, 17; success rates of, 19–23

Design, instructional, 255–56

Destination node, definition of, 378

Dispersion of variables, 80

Donaldson, Ted, 249n

Downs, Anthony, 184n

Dreeben, Robert, 162

Dropout fractions, 458; at Berkeley, 391–92; at Stanford, 386–87

Dugan, Dennis J., 59–93, 183n, 462, 471

Duncan, O. D., 139

Dunn, Robert M., Jr., 302

Efficiency in education, 149–90; allocative, 153–54; behavioral assumptions and, 156–61; data availability, 159–60; educational production functions and, 151–53; empirical application of, 175–83; frontier estimates for, 178–83; incentive and reward structures for, 160; lack of knowledge of production set and, 157; lack of substantial management discretion and, 158; little or no competition and, 158–59; sample for, 175–76; scale and, 155; signals of success or failure and, 160–61; social welfare, 154–55; standardized achievement as educational output and, 161–63; technical, 153–54; technical inefficiency in producing achievement and, 163–70

Elashoff, R. M., 214n, 215n

Elasticities: in cross-sectional analysis of faculty-student ratios, 439–42; of higher education demand, 325–30

Electrical engineering faculty and students, interviews with, 49–50

Elementary and Secondary Education Act (ESEA) (1965), Title I of, 92, 202, 250, 252, 276, 283

England, primary schools in, 476

English department faculty and students, interviews with, 46–49

English Ph.D.'s, 4–5, 32, 41; placement of, 42–43

Enrolled student time per degree, 5

Enrollment: decisions governing, See Higher education enrollment decisions; flow rates and, 390–91; representation of, 378

Equal Opportunity Report, 462, 465

Excess demand, ranking of disciplines by, 29

Exogenous demands, 378
Exogenous supplies, 378
Expenditures per pupil, 76
Experience of teachers, 86—87; relative prices and marginal products for, 183
Faculty, graduate school; interviews with, 41; prestige maximization by, 12-15
Faculty-student ratios, 415-50; ACE sample on, 418-20; cross-sectional analysis, 428-44; elasticities of, 439—42; fixed coefficient model for, 420—28; instructional costs and, 389—90, 392; multicollinearity and other specific problems of, 442—43; Office of Education statistics on, 417-18; problems in use of cross-sectional data on, 424-28; problems in use of time-series data on, 421-24; recent historical trends in, 417-20; regression analysis for undergraduate and master's level institutions, 431-36; regression analysis for universities, 436-39; sample for, 430—31; variable input coefficient model for, 429—30
Failure, signals of, 160—61
Family: higher education decisions and, 61, 64, 65; income of, 57—58, 77; rationing and, 71; scholastic achievement and, 76—77; size of, 58, 76—77
Farrell, Michael, 153, 157, 185n
Far Western Regional Laboratory, 278n
Feldman, K. A., 136-38
Fixed-coefficient model: problems in use of cross-sectional data in, 424-28; problems in use of time-series data in, 421-24; simple, 420-21
Flow rate, students', 378; enrollment and, 390-91
Ford Foundation Four-Year Guaranteed Assistance Program in the Humanities and Social Sciences, 387
Fox, K. A., 376
French Ph.D. candidates: annual production of, 33-34; attrition pattern of, 25, 27, 32; success rate of, 21-23
Friedman, Milton, 150, 182n
Frontier and average production isoquants, 165
Frontier and average production relations, 179—80
Froomkin, Joseph N., 455-80
Full time equivalent (FTE) faculty, 14; funding for, 17
Gain scores, 273—74
Gallup, George, 149, 150, 159
Galper, Harvey, 302
Garner, William, 480n
German Ph.D.'s, 32; annual production of, 35-36
GIGO (Garbage In Garbage Out) production function, 198
Gini coefficients, 204, 218—22, 243
Gintis, Herbert, 162, 174, 184n, 198
Gittell, Marilyn, 159, 160
Goodrich, H.; B., 97
Grabowski, Henry, 53n
Graduate school departments. See Departments, graduate school
Graduate school attendance, investment in college training and, 95—147; data sources on, 99; determinants of, 142—45; educational results of, 108—24; estimation technique for, 145—46; functional form and estimation procedure for, 101-102; linear model of, 109-16; logit analysis of, 127-33; measures of input for, 102-108; measures of output for, 99-101, 141—42; multicollinearity and the interpretation of empirical results in, 146—47; nonlinearities of, 118—24; other studies of, 96—99; principal component analysis of, 127, 145; production function and, 145; public and private colleges compared, 116-18
Graduate school departments. See Departments, graduate school
Graduate students: interviews with, 41—50; investment model of behavior of, 9-12
Greer, Colin, 149
Griches, Zvi, 153, 162, 172, 352, 363n
Gusak, Frank J., 256, 269
Guthrie, James W., 151
Hagstrom, Gus, 447-52
Hall, Lady, 185n
Hansen, W. Lee, 33, 289, 478
Hanushek, Eric Alan, 92, 150-52, 159, 161, 163n, 191—96, 271, 276n
Harris, Seymour E., 361
Harley, Harry J., 160
Harvard University, 48
Hawkrider, David G., 162, 253-54, 259
Hawthorne effects, 245
Head Start Programs, 290
Health, Education and Welfare Department, U.S., 149, 160
Hedrick, Charles L., 133n, 141
Henderson, Robert E.
Heyns, Barbara L.
Higher education expenditure and income, 57—58; market and nonmarket per cent nonwhite in population results on, 330-38; review and, 395-396
Higher Education Data (HECIS), 133n, 141
Higher education investment in college training and, 95—147; data sources on, 99; determinants of, 142—45; educational results of, 108—24; estimation technique for, 145—46; functional form and estimation procedure for, 101-102; linear model of, 109-16; logit analysis of, 127-33; measures of input for, 102-108; measures of output for, 99-101, 141—42; multicollinearity and the interpretation of empirical results in, 146—47; nonlinearities of, 118—24; other studies of, 96—99; principal component analysis of, 127, 145; production function and, 145; public and private colleges compared, 116-18
Hobson, C. J., 203
Hoglund, Charles.
Holland, John.
Hopper, D. W.
Horn, Freeman, 305-307, 330-38; organization and activities on, 295-296
Horn, Paul M., 302-307, 330-38; organization and activities on, 295-296
Huntington, Eli, 215n
Huxley, John, 149, 150, 159
Index
385—96
Higher education output costs in, 394—96; Ca plan and, 366-404; connotation and terminology of, 351-53; relation sources and analysis of, 385—96
Higher education output measurement, measuring output and measuring organization and incentive, 361-63; tentative estimates
Higher Horizons project
History Ph.D. candidates
Hobson, C. J., 203
Hedrick, Charles L., 184n, 186n
Herrnott, Robert E., 172
Heyns, Barbara L., 84–89
Higher education, estimation of demand for, 330–38; organization of, 361–363
Higher education demand, 293–348, achievement aggregation results for, 318–25; alternative specifications for, 309–10; data and sampling on, 307–308; detailed state aggregation results on, 310–18; elasticities of, 325–30; models and estimation procedures for, 302–307; 330–38; qualitative information on, 330; review and critique of literature on, 295–302
Higher Education Directory (Office of Economic Opportunity), 450
Higher education enrollment decisions, 55–72; environmental influences, 61, 64, 65; family income and, 57–58; family size and, 58; market and nonmarket rationing in, 66–72; per cent nonwhite in community and, 58; regression analysis of, 59–62; Scholastic Aptitude Test scores and, 58, 63; school environment and, 62–63
Higher Education Facilities Act, 367
Higher Education General Information Survey (HEGIS), 133n, 141, 426, 432
Higher education investments, 95–147; determinants of graduation and graduate school attendance and, 142–45; empirical results on, 108–24; estimation technique for, 145–46; logit analysis of, 127–33; measures of educational output and, 141–42; model of, 99–108; multicollinearity and, 146–47; other studies of, 96–99; principal component analysis of, 127; notation and terminology for, 377–79; related work on, 374–77; student dropout fractions and, 351–53, related work on, 374–77; sources and analysis of institutional data on, 383–96
Higher education output trends, 349–69, defining and measuring inputs for, 354–55; defining and measuring output for, 350–53; organization and incentives for change in, 361–63; tentative estimates of, 356–60
Higher Horizons project, 284
History Ph.D. candidates, 4–5
Hobson, C. J., 203
Holland, J. L., 98
Hollander, T. Edward, 159
Hopkins, David S. P., 371–413
Humphreys, Lloyd, 467
Hunt, Shane, 96–97
Iannaccone, Laurence, 159
IBM Corporation, 371n
Identification of letters, 206
Illinois: higher education demand in, 307, 310–12, 314, 317; University of, 231
Incentives in education, 160, 361–63
Income: higher education decisions and, 57–58; illusory contributions of education to, 459; scholastic achievement and, 77
Individualized instruction, 254–56
Industry production surface, approximation of, 170
Inequality: computer-assisted instruction in reduction of, 218–26; Gini coefficient of, 219–22; value explicit measures of, 222–26
Information available to graduate students, 16
Inputs in education production: in higher education, defining and measuring, 102–108, 254–55; management discretion over obtaining, 158; means of, and standard deviations, 103, 104; prices of, 159–60; teacher, 193–94; technical inefficiency and, 167, 168
In-service training, 258
Instructional costs of university outputs, 371–413; Carnegie undergraduate plan and, 396–404; cohort model for, 379–384; notation and terminology for, 377–79, related work on, 374–77; student dropout fractions and, 386–87, 391–92; student enrollment and flow rates and, 385–86, 390–91; student lifetimes and, 387–89, 392; teacher-student ratios and, 389–90, 392; unit chain costs in, 394–96, unit node costs in, 390, 392–94
Intensity, instructional, 255, 262
International Project for the Evaluation of Educational Opportunity (International Education Association), 466, 478
Investment model of graduate student behavior, 9–12
Investments in higher education, 95–147; data sources on, 99; determinants of graduation and, 349–69; empirical results on, 108–24; estimation...

IQ, 202

Isoquants, 165

Jackson, Philip W., 162
James, Estelle, 408–13
Jamison, Dean T., 201–47
Jaszi, George, 363n
Jencks, Christopher, 151, 159, 160
Jenny, Hans, 450
Jensen, Arthur R., 202, 203, 280n
Jerman, M., 205
Jewish children, educational attainment of, 464
Judy, R., 374, 405

Kain, John F., 151
Karpoff, Peter, 97
Karweit, Nancy, 159
Katzman, Martin, 150
Keith, John, 53n
Kelley, Allen C., 201n, 240–45, 289
Kendrick, John W., 363n
Kentucky, computer-assisted instruction in, 209
Kerschaw, J. A., 160
Kiesling, Herbert J., 150, 151, 155, 202–203, 236, 244, 249–90
Kleindorfer, George B., 151
Kleverick, Alvin K., 53n, 141–47
Knapp, R. H., 97
Knight, Frank, 185n
Koenig, H., 375, 376, 405
Koerner, James D., 362
Krauthwohl, A. R., 184n

Lau, Lawrence, J., 157
Law, Alex, 249n
Leadership variables in compensatory education, 263–64
Learning-related characteristics, rate of accumulation of, 460
Leibenstein, Harvey, 153, 157, 185n, 192
Lekan, H. A., 202
Letter identification, 206

Levin, Henry M., 149–98, 203, 282, 368, 465
Levine, D. B., 219
Levy, Frank, 90–93
Lifetimes, student, 378; at Berkeley, 392; at Stanford, 387–89
Lindblom, C. E., 155
Linear model of investments in higher education, 108–16
Linn, R. L., 137, 139
Little, I. M. D., 155
Logit analysis, 127–33
Longitudinal data, 384
Lorenz curve, 204, 218–20, 243
Lorton, P., 206
Los Angeles County Department of Compensatory Education, 249n
Lyke, Robert F., 159, 160
McCormack, William, 249n
McFadden, Daniel, 304, 338n, 345n
McGee, R., 13
Machine readiness in computer-assisted instruction, 206
McKean, R. N., 160
McPartland, J., 203
Management discretion, 158
Mansfield, Edwin, 361
March, J. G. A., 185n
Marginal input coefficients, ranking nonuniversity groups by, 438
Marginal products, 152, relative prices and, 153
Marjorie Webster Junior College, 362
Market higher education rationing, 66–72
Marschak, J., 304, 345n
Masia, B. B., 184n
Mason, W., 162
Massachusetts: Board of Higher Education of, 53n, 297–301; higher education demand in, 307, 310–12, 315, 317–18
Maximization: of allocative efficiency, 171; of prestige, 12–15
Mechling, Jerry, 97
Merton, R. K., 12
Metropolitan Area Planning Council, 297, 298
Metropolitan Readiness Test (MET), 213
Michelson, Stephan, 150–52, 175, 185n, 201n, 209, 251
Michigan, public institutions in, 364n
Miller, Leonard S., 293–348, 417n, 426, 432
Miner, Jerry, 474–78

Mississippi, computer 209–11, 213, 220–2
Mobility, 261–62
Model-33 teletypewriter, 209
Mongello, Beatrice O
Mood, Alexander M., 185n
Mooney, Joseph, 6
Morrison, Donald F., 155n
Muller, Jurgen, 185n
Multicollinearity, 444–46
Higher education at, 233
Murnane, Richard, 155n
Mustikin, Selma, 160

National Academy of Sciences, 417n, 431
National Industrial Conference Board, 297, 298
National Research Council, 364n
National Science Foundation, 417n, 431

Navy training schools, 249
Nelson, Valerie, 162
Netlove, Marc, 157
Newberry, D., 218
Newcomb, T. M., 136
Newhouse, Joseph, 298
New York City school, 419–20, 447, 450
New York Higher Education Planning Board, 462
New York Higher Education Planning Council, 462
New York Higher Education Planning of, 462

North Carolina, higher education, 307, 310–11, 316–18

Office of Analytical Studies, 236–38
Office of Economic Opportunity, 419–20, 447, 450
Office of Education, 13
Office of Educational Statistics of, 13
O'Neill, June, 349–69
O'Neill, Dave M., 155n
Opportunity costs of construction, 236–38
Oriental children, educational attainment of, 464
Origin node, definition of
Output, educational, 151
Institutions of, 156; instruction, 209

Prices: input and output, 159–60; relative, 183
Principal component analysis, 127
Private colleges. See Colleges
Production functions, educational, 145, 151–53
Production set, lack of management knowledge of, 157
Program management for compensatory education, 256–58
Project on Econometric Models of Higher Education, 293
Project Talent, 133n, 137, 141, 147, 307
Psychologists, diagnosis of need for compensatory education by, 264
Public colleges. See Colleges
Radner, Roy, 308, 338n, 415–50, 426, 432
Rand Corporation, 249n, 278n, 279n
Rap, Marjorie, 240n
Rationing of higher education, 66–72
Reading, computer-assisted instruction in, 205–07, 213-16, 246
Regression analysis: of faculty-student ratios, 431–39; of higher education decisions, 59–62
Relative inequality aversion, constant, 229
Relative prices, 183
Report on Doctoral Programs (National Research Council), 32
Research assistance (RA) positions, 14
Resources, departmental, 17
Reward structures, 160
Ribich, Thomas, 240n, 272, 282–86
Richards, J. M., Jr., 138
Riew, John, 155
Rivlin, Alice M., 184
Roberts, A. Oscar H., 162
Rock, D. A., 137, 139
Rogers, David, 160
Roose, Kenneth D., 450–52
Rural areas, costs of computer-assisted instruction in, 231–36
Ryder, Gerald, 249n
St. John, Nancy H., 172
Saks, Daniel, 150
Salter, W. E. G., 157, 185n
Satellite system for computer-assisted instruction, costs of, 234
Scale, efficiency and, 155
Sclaihn, William J., 53
Schoenfield, L. F., 137
Scholastic achievement, 53–93; computer-assisted instruction and, 209–18; expenditures per pupil and, 76; family income and, 57–58, 77; family size and, 58, 76–77; higher education demand and, 318–25; implications of analysis of, for policy considerations, 77–78; IQ and, 202, market and nonmarket rationing and, 66–72; methodology for study of, 73–74; per cent nonwhite in community and, 58, 76; regression analysis of, 59–62; Scholastic Aptitude Test scores and, 58, 63; school environment and, 62–63
Scholastic Aptitude Test (SAT), 72–78, 80–82, 84, 90, 92, 94, 294, 309, 310, 318, 320, 467; means of, 75
School environment, influences of, 61–64, 71
School to College: Opportunities for Post Secondary Education (SCOPE), 294, 307, 330
Schrag, Peter, 159
Schultz, Theodore W., 361
Schulzke, Charles L., 184n
Science (magazine), 98
Sen, A., 238n, 279n
Senegal, primary schools in, 374
Sengupta, J. K., 376
Sentences, comprehension, 206
"Sesame Street" (television show), 209n
Sex factors in higher education demand, 299, 301
Shellhammer, Tom, 249n
Siegel, B. W., 295–96, 301, 302
Sietsema, John P., 185n
Sight-word vocabulary, 206
Silberman, Charles, 149
SIMPER (Simple Instruction Machine for the Purpose of Educational Research), 207–208
Singer, N. M., 219
Size of family: higher education decisions and, 58; scholastic achievement and, 76–77
Slomick, J., 208
SLOGO (Stanford LOGO), 207–208
Smith, Adam, 182n
Social mobility, 87
Social Security System, U.S., 459
Social welfare efficiency, 154–55, 156, 191–92
Socioeconomic status: compensatory education and, 261–62; dropout rates by, 458; higher education demand and, 301
South Carolina State College, 425
Snyder, E. E., 137
Spelling patterns, 206
Standardized achievement, 161–63

Stanford Achievement Test, grade placement scores of
Stanford Reading Test, 259
Stanford University, 240; C:
graduate plan and, 400–415
Mathematical Studies in the
of IMSSS, 209n, 202, 203, 232, 238n; instructional costs of, 407, 412; student dropout rates of, 386–87; student enrollment for, 385–86; student teacher-student ratios at, costs at, 394–96; unit cost of, 394–96
Stark, Rodney, 3, 23, 45
State University of New York at
Brooklyn, 409–10, 413n
Stifte, J., 231
Stochastic choice theory, 30
Stock levels, 384
Stout, Robert T., 151
Strict utility model, 303–06
Student dropout fractions, 391–92; at Stanford, 396
Student enrollment and forkeley, 390–91; at Stanford
Student lifetimes, 378; at Stanford, 387–89
Success: Ph.D. program ratios of, 160–61
Suppes, Patrick, 201–47, 303
Supplies: exogenous, 378; costs of, 378
Syracuse University, Education search Center of, 477
Taft, Paul J., 162
Teachers: experience of, 36; experience and, 35; preference and, 37; student-scholar ratios. See ratios
Teaching assistantship (TA), "Teamwork," 226–28
Technical efficiency, 153–55
Terminal equipment for construction, cost of, 227, 29
Thomas, J. Alan, 150, 478
Tiebout, Charles M., 184n
Timmer, C. P., 157, 185n
Title I. See Elementary and
Toder, Eric, 185n

488 | Index
Index | 489

Stanford Achievement Test, 210–15; average grade placement scores on, 211, 213
Stanford Reading Test, 259, 260, 274–75, 287
Stanford University, 240; Carnegie undergraduate plan and, 400–404; Institute for Mathematical Studies in the Social Sciences of (IMSSS), 201n, 202, 204, 205, 207, 208, 232, 238n; instructional costs at, 371, 406–407, 412; student dropout fractions for, 386–87; student enrollment and flow rates for, 385–86; student lifetimes at, 387–89; teacher-student ratios at, 389–90; unit chain costs at, 394–96; unit node costs at, 390
Stark, Rodney, 3, 23, 48
State University of New York (SUNY), at Stony Brook, 409–10, 413n
Stark, Ted, 3, 23, 48
Stark, Ted, 3, 23, 48
Taubman, Paul J., 162
Tausch, Paul, 162
Taulman, Paul, 162
Teaching assistantship (TA) positions, 14
Technical efficiency, 153–54, 191–96
Terminal equipment for computer-assisted instruction, cost of, 227, 232
Thomas, J. Alan, 150, 478, 490
Tiebout, Charles M., 184n
Timmer, C. P., 157, 185n
Title I. See Elementary and Secondary Education Act
Toder, Eric, 185n
Triplett, Jack E., 369n
Turner, William, 249n, 270
UNESCO, 374
Unit chain costs, 394–96
Unit cost, representation of, 379
Unit node costs, 390, 392–94
Universities. See Colleges
Utility maximization theory, 12
Value explicit measures of inequality, 222–26
Variable input coefficient model, 431–32
Variation, coefficient of, 444
Vocabulary, sight-word, 206
Wales, Terence J., 162
Wargo, Michael J., 162
Watley, D. J., 138
Watts, Harold W., 151, 175, 185n, 197–98
Weathersby, George B., 366–69, 374, 405
Weinfield, F. D., 203
Weisbrod, Burton A., 53, 249n, 272, 286–90
Wells, S., 203, 218, 238n
Werts, C. E., 138
Whelchel, B., 218
Wilbur, Norma, 249n
Wiley, David E., 201n, 245–47
Wilkes, Andrew T., 155
Winkler, Donald R., 150
Winston, C. B., 185n
Wolfle; Dale, 364n
Woodhall, Maureen, 363n, 364n
Woodrow Wilson Fellows, 6, 431
World War II, 356
Wynn, Richard, 450
Wynne, Edward, 159
X-efficiency, 192
Yale University, 48
Year of admission, outcome of doctoral studies by, 4
Yoder, Sunny, 415n
York, R. L., 203
Yotopoulos, Pan A., 157
Zinn, K. L., 202