initiatives on the necessary scale are not in immediate prospect, in Chile or elsewhere.

Apart from its many other virtues School Choice in Chile is elegantly and clearly written. It deserves the widest possible audience, far beyond the relative handful of specialists on Latin American education.

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Education Statistics of the United States; by Mark S. Littman and Deirdre A. Gaquin; Bernan Press, Washington, DC, 1999, vi+643 pp, $65.00 (paper).

Education Statistics of the United States is a recent volume in the Bernan Press U. S. DataBook Series. In this volume, Littman and Gaquin offer a seemingly boundless amount of education-related data gleaned from several sources, including the U. S. Bureau of the Census (Census) and the National Center for Education Statistics (NCES). The volume organizes the data into four topical sections. The first section, Part A, uses Census data to examine enrollment patterns for persons aged three years and older as of October 1996. The section includes more than two-dozen tables that aggregate enrollment data by such characteristics as age, ethnicity, gender, whether enrolled in private or public school, full- or part-time enrollment for college students, family income, and educational attainment of the householder. Particularly valuable are the tables that show enrollment trends over the past 50 years.

Part B of the volume draws from the March 1997 Current Population Survey and presents data about educational attainment. Among the more interesting tables are those that report data about grades completed and degrees earned by persons 15 years and older, aggregated by such characteristics as age, ethnicity, gender, labor force status, occupation, and earnings. In addition, this section also includes several informative tables that highlight changes in educational attainment and earnings (both real and nominal) over the past several decades.

Part C presents a variety of educational data aggregated at the state-level. This sections includes more than 75 tables that facilitate interstate comparisons among such varied topics as K-12 and postsecondary enrollment, educational attainment, achievement, pupil-faculty ratios, and school finances. The section also includes several tables that facilitate international comparisons regarding educational achievement and spending levels. Much of the data reported in this section draws from the NCES Digest of Education Statistics 1997. Several tables, however, were updated to include more timely information.

The fourth and final section, Part D, aggregates educational data by county. Drawn from the NCES Common Core of Data (1995-96), the data items presented include total enrollment, minority enrollment, number of schools by level, number of dropouts, percentage of students who are eligible for free and reduced price lunches, and a several indicators of school revenue and expenditures.

There is clearly an audience for this volume, but it is likely to be more attractive to libraries and instructors than researchers. Libraries, for example, have long relied on statistical profiles and almanacs for topical information. For education data, the legion of publications produced by the Census and NCES meet most information needs. On some occasions, however, it is useful to pull together education data from several sources into a single volume. Littman and Gaquin provide an extraordinary amount of education-related data in a well-organized and well-indexed report. There is no doubt that this volume will find a place in reference collections as a useful supplement to the many Census and NCES publications. Of course, periodic updates will be necessary since the data constantly change.

The volume is also suitable as an instructional resource in a policy-related economics of education seminar, or in more specialized education finance courses. For example, several tables of the volume should provoke good classroom discussion. Particularly useful are the tables that permit interstate and international comparisons of important education statistics such as educational attainment, achievement, and expenditures. Moreover, the tables are clear, easy to read, and will copy well.

The data presented in Education Statistics of the United States beg for analysis, and there is enough data here to keep educational researchers busy for some time. Researchers, however, will find it more useful to turn directly to the Census or the NCES to facilitate their studies. During the past several years, both the Census and the NCES have made considerable progress towards increasing access to their educational-related survey data. In fact, Census and NCES website users can now download for analysis most, if not all, of the data presented by Littman and Gaquin (see http://www.census.gov and http://nces.ed.gov). Researchers can also look forward to the development of the International Archive of Education Data (Archive), operated by the Inter-University Consortium for Political and Social Research at the University of Michigan (see http://icpsr.umich.edu/IAED). During the next several years, the Archive will acquire and disseminate data col-
lected by national, state or provincial, local, and private organizations, pertaining to all levels of education in countries for which data is available. Like the Census and the NCES, the Archive will feature a website that permits online data analysis.

In summary, this volume is concise yet comprehensive report of education-related data that can be found, in general, elsewhere. However, educators and others in need of a quick reference tool should welcome this volume.

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This volume outlines the results of a country study on post-compulsory education of the disabled in twelve OECD countries. The study is one component of a research initiative conducted from 1994-1997 by the OECD’s Centre for Educational Research and Innovation (CERI). The participating countries include Australia, Canada (British Columbia and Quebec), Finland, France, Iceland, Ireland, Italy, the Netherlands, Norway, Spain, Sweden, and the United Kingdom.

The volume is divided into essentially two equal parts: the first outlining dominant trends in education of the disabled, and the second focusing on individual countries, processes and outcomes. The second part is based on the response each country submitted to the OECD’s survey instrument. This survey covered thirteen separate categories relating to the educational process.

One drawback of the study is a lack of consistency in the definition of “disabled” among the twelve countries. This significantly reduced the ability of the OECD committee to develop a comparative analysis of the twelve countries. For example, under the definition used in Australia, eighteen percent of the adult population is considered disabled, while the definition used in Italy reveals that only 0.2 percent of the adult population suffers from some form of disability (page 14). As noted in the volume, it will remain difficult to perform meaningful research in this field until consistency of definition and data collection is obtained.

Not too surprising is the finding that all participating countries have legislation and policy initiatives relating to post-compulsory education for the disabled. Policies are aimed at guaranteeing access to both the educational environment and to the labor market. Results of the country surveys, however, indicate that considerable improvements need to be made before legislative compliance is achieved. The study provides numerous cases where differences in rates of educational participation exist between the disabled and non-disabled populations.

The differences occur not only in participation rates, but also between the types of curriculum studied. According to the research, only seven percent of Norwegian students with disabilities in the “further education” category take academic courses. Most take programs of study in home economics, cooking, cleaning, vehicle maintenance, and building construction (page 22). Differences in participation rates and curriculum do occur among the countries; however, no country has reached a condition of parity between the two populations of students. In general, students with disabilities are enrolled in academic courses far less frequently than those without disabilities, regardless of the country.

An area that holds considerable promise for the education of the disabled is developments in information technology. All of the countries taking part in the OECD’s survey have taken steps to integrate developing technology into the education of disabled persons. The technology used includes a wide range of devices, from mechanical page-turners to sophisticated computerized networks. Of growing importance is the use of the Internet, e-mail and closed circuit television for instructional purposes. Australia, a leader in this area, has developed regional agencies that integrate information technology in disabled instruction. Most countries are expanding their use of electronic information systems as quality improves and costs fall. However, there are challenges involved with these delivery systems. In Finland, for example, the technology is available but teachers generally lack the skills to incorporate the new systems in their classes.

Teacher training and community involvement also figure prominently in the initiatives outlined by the participating countries. The OECD report cites a number of cases where teacher training is inadequate. This is particularly true in higher education, where most faculty members consider themselves to be subject specialists, rather than special education specialists. As a result, most countries have developed training courses designed to address the issues that faculty are likely to encounter while teaching disabled students. Spain has developed 170 resource centers that provide advice, materials and training in the area of special education (p. 72). In the majority of participating countries, however, the percentage of teachers that have completed such training is extremely low. In most countries, community involvement is sought by institutions in an effort to enhance the