DISCUSSION*

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Dr. Karpinos has been careful to apply the then-available techniques to persuade the data to answer each question of immediate concern rather than a mixture of that question with others. In particular he has made much use of standardized rates. When such studies are made in the future, however, there may be a real advantage to going further and comparing <u>superstandardized</u> rates. (A description of their use in a particular context will appear in Appendix 2 to Chapter IV-6 of the forthcoming NAS-NRC report on the National Halothane Study.)

The Equality of Educational Opportunity Survey involved many problems, some narrowly statistical, others broad problems of interpretation. The extent to which differences were associated with schools rather than individuals was unplanned for, so that the classical problem of "the correct error term" (so familiar in agricultural experiment) arose at a relatively late stage of the analysis.

It would be desirable, perhaps essential, to know how to interpret the results found for the effects ascribable to "teacher quality". Do these effects come from differences in teachers? Or, by some other route, from those basic differences in community attitudes toward the importance of education that causes some communities to expend money and effort in getting and keeping "better" teachers? This is but one of many problems that the great increase in factual knowledge gained from the survey has dumped in our laps.

Dr. Schrader's discussion of % going to college in various ability ranges provides a helpful and stimulating summary of the data, at least at a tabular level. We are now ready to try to bring sufficient order out of the numbers that we have a reasonable chance of noticing changes in the ongoing process, if any exist. To this end, we clearly ought to change our focus from raw % to some measure that more adequately allows for the greater difficulty of altering extreme fractions by 1%. I would urge an examination of the logit of the fraction going to college as a function of ability and epoch. The time rates of change at various abilities will be very much more alike, and much more likely to reveal whether or not we have a smoothly running process, subject to easy extrapolation.

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