

Contributors

JOHN E. CHUBB is chief education officer and one of the founders of Edison Schools, a private manager of public schools, including many charter schools. Edison Schools today operates 113 schools in 21 states, with approximately 57,000 students attending. He is the co-author (with task force member Terry Moe) of *Politics, Markets, and America's Schools*, a seminal work that argues for the introduction of free market principles within the American education system.

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CHESTER E. FINN JR. is president of the Thomas B. Fordham Foundation and the John M. Olin Fellow at the Manhattan Institute. A professor of education and public policy at Vanderbilt University (on leave), he also served as assistant secretary for research and improvement and counselor to the secretary of the U.S. Department of Education. With William J. Bennett and John Cribb, he

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ERIC A. HANUSHEK is the Paul and Jean Hanna Senior Fellow at the Hoover Institution. His works on education policy include *Improving America's Schools: The Role of Incentives*; *Making Schools Work: Improving Performance and Controlling Costs*; and *Educational Performance of the Poor: Lessons from Rural Northeast Brazil*. His current research involves understanding the role of teachers, programs, and funding in determining student achievement.

PAUL T. HILL is a research professor in the Daniel J. Evans School of Public Affairs and director of the Center on Reinventing Public Education, both at the University of Washington. The center develops and helps communities adopt alternative governance systems for public K–12 education. His most recent publication is *Fixing Urban Schools*. He also contributed a chapter to *Private Vouchers*, a groundbreaking study edited by Terry Moe.

E.D. HIRSCH JR. is a professor of education and humanities at the University of Virginia. He is the author of several books on education issues, including *The Schools We Need and Why We Don't Have Them*, and a series beginning with *What Your Kindergartner Needs to Know* that continues through each grade and concludes with *What Your Sixth Grader Needs to Know*.

CAROLINE M. HOXBY is a professor of economics at Harvard University. She is the editor of a forthcoming book, *The Economics of School Choice*, and the author of several influential papers on education policy, including “Does Competition Among Public Schools Benefit Students and Taxpayers,” “The Effects of Class Size and Composition on Student Achievement: New Evidence from Natural Population Variation,” and “Not All School Finance Equalizations Are Created Equal.”

TERRY M. MOE, senior fellow at the Hoover Institution and professor of political science at Stanford University, is the author of

Schools, Vouchers, and the American Public, and the co-author (with Task Force member John Chubb) of *Politics, Markets, and America's Schools*. He also edited *Private Vouchers* (Hoover Institution Press), the first book to chronicle the growing support for school vouchers for low-income children.

PAUL E. PETERSON is a senior fellow at the Hoover Institution and the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University. He is the editor-in-chief of *Education Next* and the author of several important works on U.S. education, including *Earning and Learning: How Schools Matter*; *Learning from School Choice*; *The Politics of School Reform: 1870–1940*; and *School Politics Chicago Style*.

DIANE RAVITCH, research professor at New York University, holds the Brown Chair in Education Policy at the Brookings Institution. She is a member of the National Assessment Governing Board, to which she was appointed by Secretary of Education Richard Riley. From 1991 to 1993, she served as assistant secretary of education and counselor to Secretary of Education Lamar Alexander. A historian of American education, she is the author of many books, including *The Great School Wars*, *The Troubled Crusade*, and *Left Back: A Century of Failed School Reforms*.

HERBERT J. WALBERG, formerly research professor of education and psychology and now University Scholar at the University of Illinois at Chicago, has edited more than sixty books and written approximately 350 articles on educational productivity and human accomplishment. He is one of ten U.S. members of the International Academy of Education and a fellow of several scholarly associations in the United States and abroad.