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Professor Nechyba is currently a Research Associate at the National Bureau of Economic Research and serves as Associate Editor for the American Economic Review, International Tax and Public Finance, and The BE Journals of Economic Analysis and Policy. He has previously served as Director of Undergraduate Studies in the Department of Economics at Duke and is currently Department Chair.

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Thomas J. Nechyba Professor of Economics. Professor Nechyba conducts his research within the fields of public finance, fiscal federalism, and the economics of education. His studies tend toward the investigation of function within local governments, public policy issues concerning disadvantaged families, and the economics behind primary and secondary education.

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This second edition continues to present all the standard topics in microeconomics, with calculus, concisely, clearly and with a sense of humor.

COMPETITIVE GOVERNMENTS systematically explores the hypothesis that, similar to merchandisers, governments are internally competitive and also in their relations with each other, as well as in their relations with other institutions in society.

Women have made huge advances relative to men in the labor force, occupational status, and educational attainment, but women continue to earn less than men. While the gender pay gap has narrowed, a substantial gap remains. Sex Discrimination in the Labor Market examines sources of this pay disparity and the factors that contribute to this gap. Whether sex discrimination plays a role in the gender pay gap is a topic of considerable debate. Many researchers question the role of discrimination and attribute the residual pay gap to gender differences in preferences, especially with respect to balancing work with family responsibilities. Sex Discrimination in the Labor Market shows that sex discrimination contributes to the unexplained gender pay gap, which is consistent with high profile sex discrimination litigation suggesting continuing bias in the labor market on the basis of sex.

The origin of this work is to be found in the cyclostyled course on 'The optimal allocation of resources in the firm and in the Nation' taught by Mr Boiteux at the Centre d'Etudes des Programmes Economiques (C. E. P. E.), Paris from 1957 to 1960. Of course, several successive later rewritings and a great many additions have profoundly altered the initial version: starting from a remarkably clear and concise exposition of economic theory, we have ended with a book that is several hundred pages long. It is not at all certain that Mr Boiteux would recognise this intellectual sponsorship. Nor is it certain that the gain in information justifies such an increase in size. However that may be, the initial plan has survived. Without Mr Boiteux this book would never have been undertaken: it is a pleasant duty for us respectfully to acknowledge our debt to him here. Microeconomic analysis, that is to say that analysis which results from the study of the behaviour and activities of individual decision-units, was for a long time the main concern of the neo-classicists. Quite recently the introduction of macroeconomic theory, dealing with aggregate quantities, seemed to relegate it to second place. But this is not where it belongs: we tend to agree with Mr Raymond Barre that there are "two different scales of analysis that complement rather than contrast with one another".

Leading researchers from the United States and Europe report on new findings on the effect of education on equal opportunity, using economic and statistical techniques to assess the results of education policy reform in countries including the United States, Britain, Sweden, Germany, and Italy. Much educational research today is focused on assessing reforms that are intended to create equal opportunity for all students. Many current policies aim at concentrating extra resources on the disadvantaged. The state-of-the-art research in Schools and the Equal Opportunity Problem suggests, however, that even sizeable differential spending on the disadvantaged will not yield an equality of results. In this CESifo volume, leading scholars from the United States and Europe use the tools of economics to assess the outcome of efforts to solve education's equal opportunity problem in a range of countries, including the United States, Britain, Germany, Sweden, and Italy. The evidence shows some routes for advancement--testing with high performance standards, for example, and well-designed school choice--but also raises considerable doubts about whether many current school policies are effective in dramatically altering the opportunity structure. The evidence presented also calls into question the idea that causal peer effects are very strong. The contributors examine such topics as the link between education and parental income, the problematic past research on peer effects, tracking, the distribution of educational outcomes, human capital policy aimed at disadvantaged students, and private/public school choice. The research suggests that achieving universal primary and secondary education is both urgently needed and feasible. Will the international community commit the necessary economic, human, and political resources? The challenge, say the editors, is "as inspiring and formidable... as any extraterrestrial adventures--and far more likely to enrich and improve life on earth."

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