should take two measures. First, it should give schools a financial incentive to attract the children of uneducated, uninformed, and unconcerned parents. Schools that enroll students from such educationally disadvantaged families should receive additional support, perhaps $1,000 more per student. The government would need to decide what set of circumstances puts a student at an educational disadvantage, but it could use as a reasonable approximation the poverty standard it uses now for programs of compensatory education. The government could also use the money now spent at the federal and state levels for compensatory education to offer bonuses of $1,000 per student to schools enrolling the truly economically disadvantaged. These bonuses would not only encourage schools to reach out to those parents who would not make an informed choice, but would also encourage schools to take on the greater challenge of serving students who do not come to school already well prepared to learn. The government could take one other step to reduce inequities in schools of choice. The government could take responsibility for informing parents about the choices available to them. The government could provide all parents with detailed information about school programs, orientations, faculties, and students. The government might also provide statistics on school performance such as graduation rates or test scores. Such statistics would have to be assembled with