Major comments:

1. The paper provides interesting findings on the effect of high quality mothers (graduated and with a high qualified job) on the schooling attainment of children. The structure of the whole paper can be improved. The title is intuitive but the answer to "Why do educated mothers matter?" is not clearly provided in the abstract.

   A good review of the literature is embedded in the introduction but a distinct section could be created for it. The introduction should be more focused on the original contribution of the paper as well as on the main findings of the theoretical and empirical models and methods of research. The last paragraph of the introduction, which is the core of the paper, deserves to be further developed. A table of the descriptive statistics is not provided. A better description of the variables explained in the Section 3 (empirical analysis) is needed. It is difficult to identify the names of the independent variables in the estimation tables.

2. The theoretical model in Section 2 is well presented.

3. In Section 3 Science test scores are treated marginally: neither an average test scores nor a distribution table is provided for them. A reason for this choice should be highlighted. Scores in Mathematics are used as the main dependent variable in the quantile regression, whereas Reading and Science scores are not used as unique dependent variables: the reason underlying this choice is not provided. There is no description of the way a composite index of family socio-economic status has been created: it could be specified in a note. The reference category for the dummy variables used in the model should be specified. The occupational status of parents consists of 3 alternatives: white collar, blue collar and not working parents. This latter dummy is quite important but it is not included into the analysis. It is not specified that all the results commented in Section 4 are based on the quintile regression with the Mathematics test scores as the dependent variable. This is misleading, since the first estimation table presented in the Appendix is the quantile regression whose dependent variable is the *overall relative scores*.

   There is a problem of omitted variable bias due to a scarce availability of information on parental employment. Thus, conclusions about the time-effect of maternal help on child performance cannot be made easily, since proxies for the time allocated by the mothers to the child assistance/supervision are not available. There is only a dummy variable denoting whether a mother works or not, that is not very informative of the time-effect of mothers' help. Relevant variables to include would be weekly/monthly hours worked, the type of job (full time versus part-time), the number of hours that mothers (or parents) spend on child care. Moreover, a variable denoting the total household income could be a proxy of child-related investments made by the parents.

4. In the Conclusions is stated that "[…] parents' education influences children achievement through indirect channels rather than through relatively time-intensive channels". It would be more correct to stick to the *mothers*, which represent the original question addressed by the paper. Moreover, this statement could be only partially correct. The interesting result of this analysis is that highly educated parents *per se* have a significant but negative effect on child's test scores but once focusing on mothers only, the interaction between being graduated mothers and having a high qualified job has a positive impact on the child schooling attainment. The hypothesis behind is that, although such mothers have a short time for child's assistance, they know how to make it effective (probably thanks to their high education). In this perspective, the sentence above appears correct. Consider now a high educated mother with big time to devote to her children. It might be the case that the time-intensive activity of this mother is beneficial for the child, due to her high education. You could try the extreme case of graduated but unemployed/not working mothers and see if this interaction has an impact on children scores.