

Figure 2.1: Average Years of Coursework Passed by High School Graduates (2005)

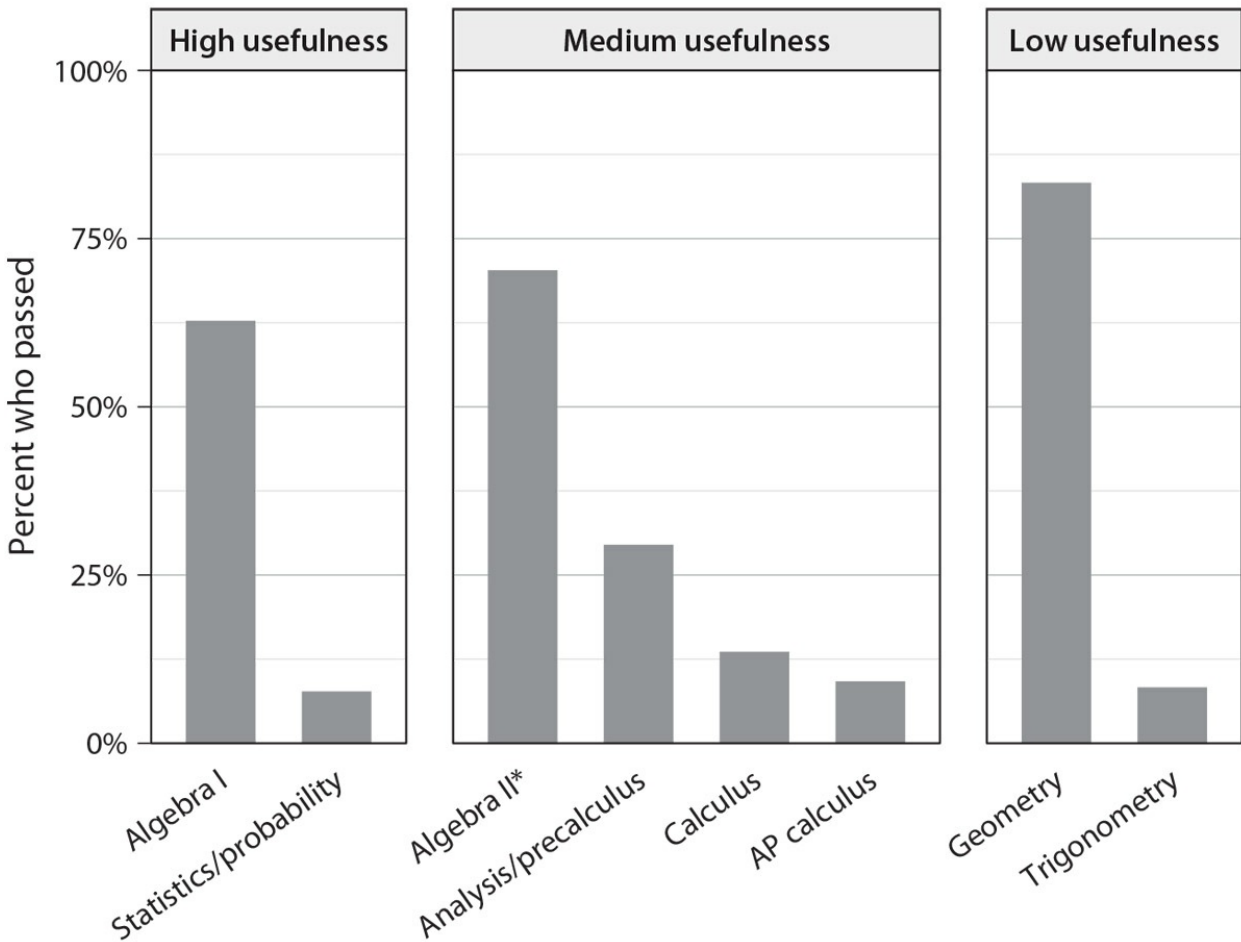


Figure 2.2: Math Coursework Passed by High School Graduates (2005)

Source: Snyder and Dillow 2011, p. 234.

* Includes Algebra/Trigonometry and Algebra/Geometry.

Table 2.1: Bachelor's Degrees by Field of Study (2008–9)

Field of Study	# Graduates	%
<i>High Usefulness</i>		
Agriculture and natural resources	24,988	1.6%
Architecture	10,119	0.6%
Biological/biomedical sciences	80,756	5.0%
Computer/information sciences	37,994	2.4%
Engineering	84,636	5.3%
Health professions	120,488	7.5%
Legal professions	3,822	0.2%
Other*	162	0.0%
Physical sciences/science technology	22,466	1.4%
Statistics/applied mathematics	1,913	0.1%
<i>Subtotal</i>	384,431	24.1%
<i>Medium Usefulness</i>		
Business	347,985	21.7%
Education	101,708	6.4%
Mathematics	13,583	0.8%
Parks/recreation/leisure/fitness studies	31,667	2.0%
Public administration	23,851	1.5%
Security/protective services	41,800	2.6%
Transportation	5,189	0.3%
<i>Subtotal</i>	567,696	35.3%
<i>Low Usefulness</i>		
Area/ethnic/cultural/gender studies	8,772	0.5%
Communications	83,109	5.2%
English	55,462	3.5%
Family/consumer sciences	21,905	1.4%
Foreign languages	21,158	1.3%
Liberal arts	47,096	2.9%
Multi/interdisciplinary studies	37,444	2.3%
Philosophy/religious studies	12,444	0.8%
Psychology	94,271	5.9%
Social sciences/history	168,500	10.5%
Theology	8,940	0.6%
Visual/performing arts	89,140	5.6%

<i>Subtotal</i>	648,242	40.5%
Total	1,601,368	100%

Source: Snyder and Dillow 2011, p. 412.

* Library science, military technologies, and precision production.

Table 2.2: Sample NAAL Tasks, by Level

	Below Basic	Basic	Intermediate	Proficient
Prose	Identify what it is permissible to drink before a medical test, based on a short set of instructions.	Find information in a pamphlet for prospective jurors that explains how citizens were selected for the jury pool.	Summarize the work experience required for a specific job, based on information in a newspaper job advertisement.	Compare viewpoints in two editorials with contrasting interpretations of scientific and economic evidence.
Document	Circle the date of a medical appointment on a hospital appointment slip.	Find a table in an almanac with information on a specified topic.	Find the time a television program ends, using a newspaper television schedule that lists similar programs showing at different times on	Contrast financial information presented in a table regarding the differences between various types of credit cards.

			different channels.	
Quantitative	Add two numbers to complete an ATM deposit slip.	Calculate the cost of a sandwich and salad, using prices from a menu.	Calculate the total cost of ordering office supplies, using a page from an office supplies catalog and an order form.	Calculate an employee's share of health insurance costs for a year, using a table that shows how the employee's monthly cost varies with income and family size.

Source: Kutner et al. 2007, pp. 5–7.

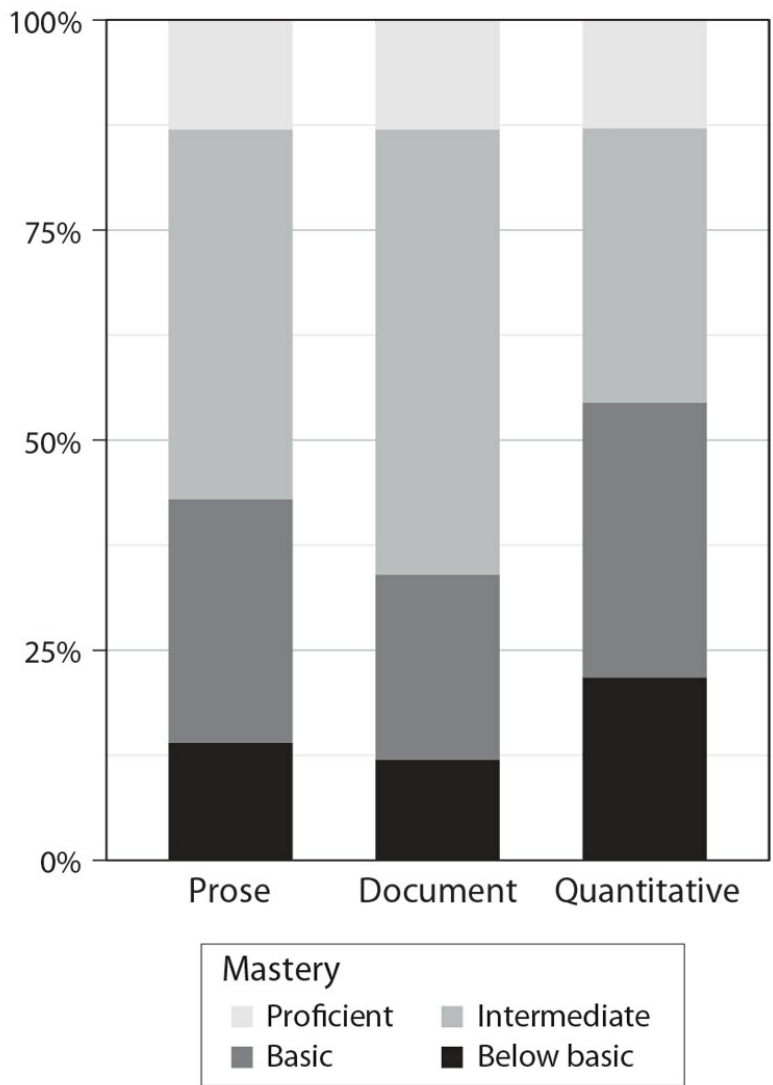


Figure 2.3: NAAL Breakdown: American Adults (2003)

Source: Kutner et al. 2007, p. 13.

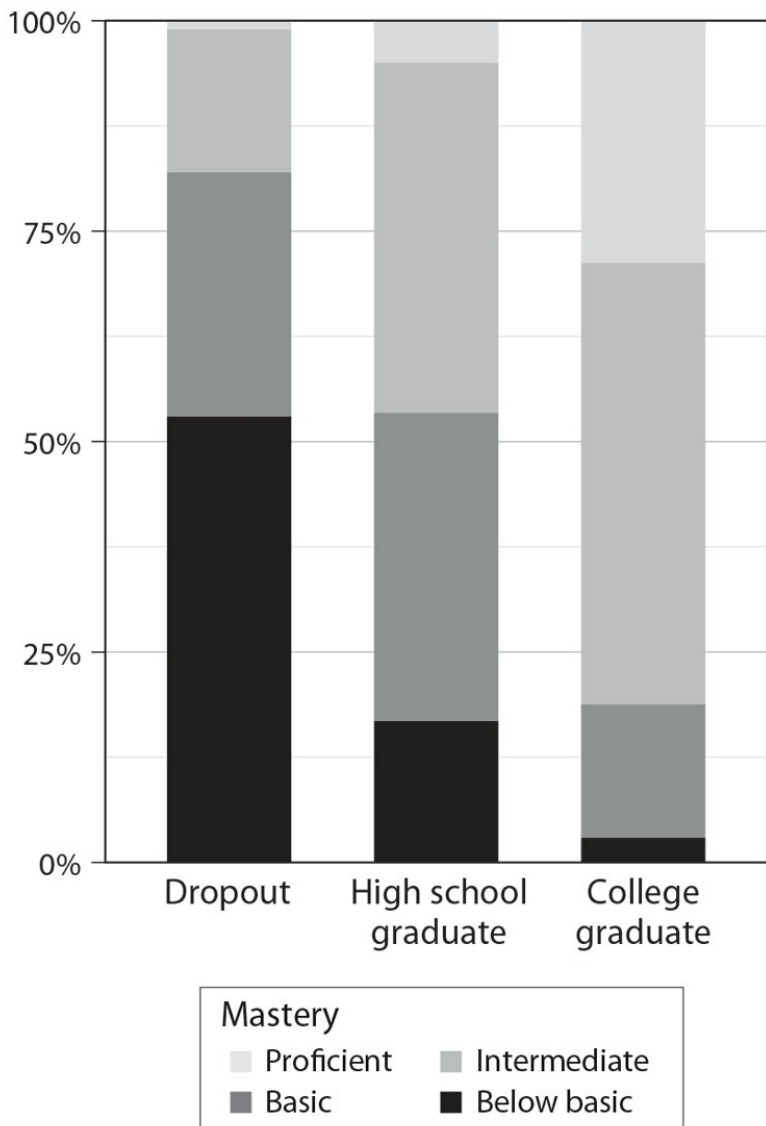


Figure 2.4: NAAL Breakdown: American Adults by Education (2003)

Source: Kutner et al. 2007, pp. 38–39.

Table 2.3: Adult History/Civics Knowledge: Some Telling Questions

Question	Response Options	% Who Answer Correctly	% Who Really Know
From the American Revolution: Who Cares? Survey			
Which of the following rights is not protected by the Bill of Rights?	Freedom of speech Trial by jury The right to bear arms <i>Right to vote</i>	39%	21%
The U.S. Constitution establishes which of the following forms of government in the United States?	A direct democracy <i>A Republic</i> A Confederacy An Oligarchy	42%	24%
Which of the following events came BEFORE the Declaration of Independence?	<i>Foundation of Jamestown, VA</i> The Civil War The Emancipation Proclamation The War of 1812	49%	26%
When did the American Revolution begin? Was	<i>1770s</i> 1640s		

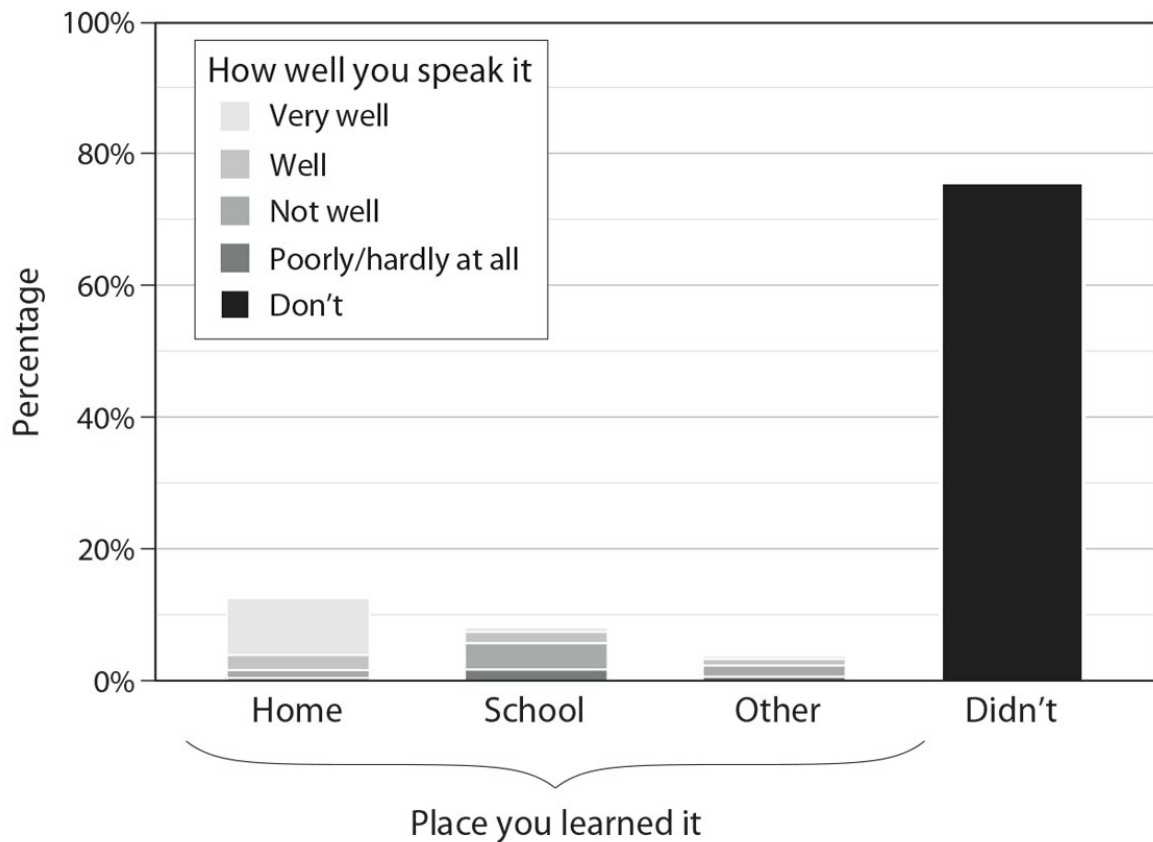
When did the American Revolution begin? Was it in the . . .	1490s 1800s		
From <i>Our Fading Heritage</i> (Cribb 2008, p. 18)			
What are the three branches of government?	[Free response]	50%	50%
The Bill of Rights explicitly prohibits . . .	Prayer in public school Discrimination based on race, sex, or religion The ownership of guns by private individuals <i>Establishing an official religion for the United States</i> The president from vetoing a line item in a spending bill	26%	8%
What part of the government has the power to declare war?	<i>Congress</i> The president The Supreme Court The Joint Chiefs of Staff	54%	39%
If taxes equal government spending, then:	Government debt is zero Printing money no longer causes inflation Government is not helping anybody <i>Tax per person equals government spending per person</i> Tax loopholes and special-interest spending are absent	28%	10%
From the 2000 American National Election Study			
Would you say that compared to 1992, the federal budget deficit is now smaller, larger, or about the same?	Larger About the Same <i>Smaller</i>	58%	41%
Is Al Gore more liberal than George Bush, more conservative, or about the same?	<i>More</i> About the Same Less	57%	44%
Do you happen to know which party had the most members in the House of			

Washington BEFORE the election (this/last) month?			
Do you happen to know which party had the most members in the U.S. Senate BEFORE the election (this/last) month?	Democrats <i>Republicans</i>	50%	21%
Correct responses in italics.			

Table 2.4: Adult Science Knowledge: Some Telling Questions

Question	Response Options	% Who Answer Correctly	% Who Really Know
From the General Social Survey 2006–10			
The center of the Earth is very hot.	<i>TRUE</i> FALSE	81%	76%
The continents on which we live have been moving their locations for millions of years and will continue to move in the future.	<i>TRUE</i> FALSE	78%	68%
Does the Earth go around the Sun, or does the Sun go around the Earth?	<i>Earth goes around the Sun</i> Sun goes around the Earth	73%	54%
All radioactivity is man-made.	TRUE <i>FALSE</i>	68%	50%
Electrons are smaller than atoms.	<i>TRUE</i> FALSE	52%	32%
	TRUE		

The universe began with a huge explosion.	<i>TRUE</i> <i>FALSE</i>	33%	-3%
The cloning of living things produces genetically identical copies.	<i>TRUE</i> <i>FALSE</i>	80%	71%
It is the father's gene that decides whether the baby is a boy or a girl.	<i>TRUE</i> <i>FALSE</i>	62%	39%
Ordinary tomatoes do not contain genes, while genetically modified tomatoes do.	<i>TRUE</i> <i>FALSE</i>	47%	29%
Antibiotics kill viruses as well as bacteria.	<i>TRUE</i> <i>FALSE</i>	53%	14%
Human beings, as we know them today, developed from earlier species of animals.	<i>TRUE</i> <i>FALSE</i>	44%	2%



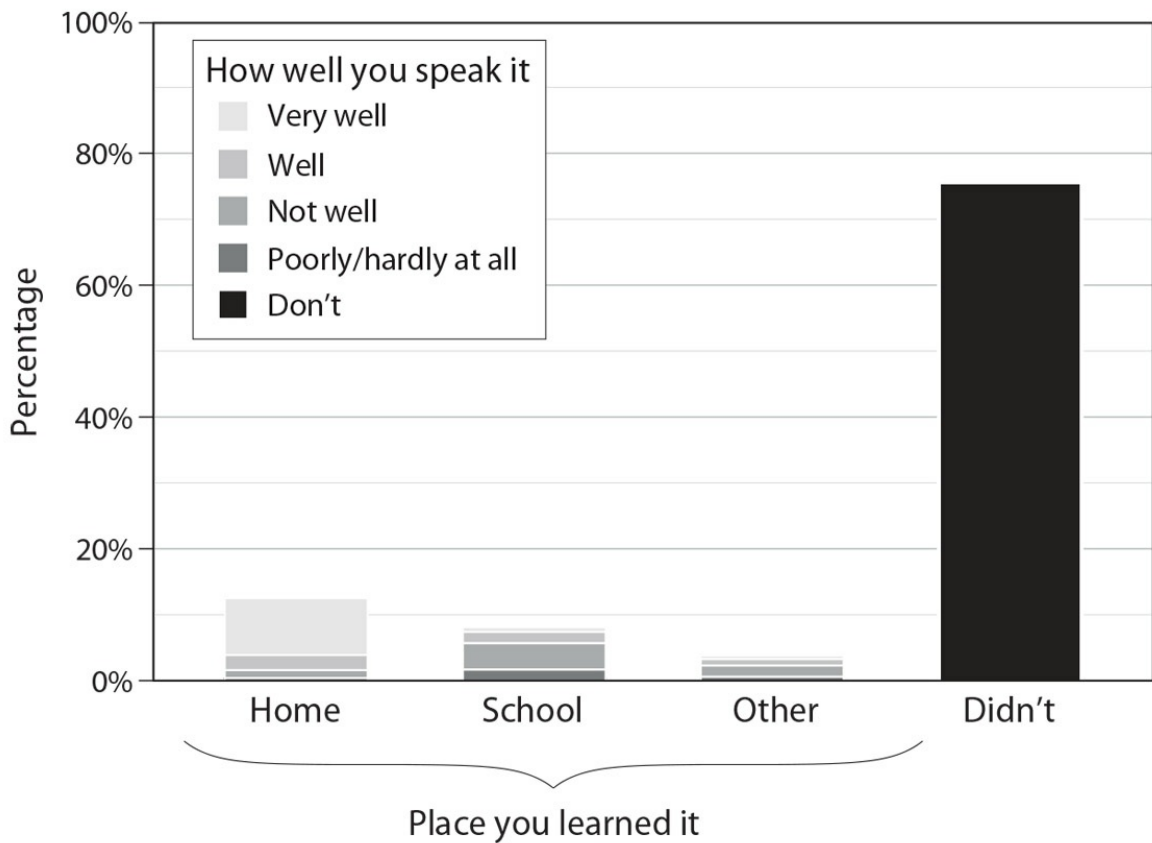


Figure 2.5: The Level and Origin of Foreign Language Competence in the General Social Survey

Table 2.5: Average Overall Reasoning Score (1–5 scale, 5 being highest)

	1st Year	4th Year
High School	1.6	2.1
College	2.8	2.8
Graduate School	3.1	3.3
<i>Source:</i> Perkins 1985, p. 566.		

Table 3.1: Average Earnings by Educational Attainment (2011)

	Some High School	High School Graduate	Bachelor's Degree	Master's Degree
Average \$ Earnings	31,201	40,634	70,459	90,265
Premium over H.S.	-23%	+0%	+73%	+122%

Source: United States Census Bureau 2012a.

Pure Human Capital	Perfect	WYSIWYG	WYSIWYG
Pure Signaling	Zero	Zero	WYSIWYG
Pure Ability Bias	Perfect	Zero	Zero
$\frac{1}{3}$ Human Capital, $\frac{1}{3}$ Signaling, $\frac{1}{3}$ Ability Bias	$\frac{2}{3}$	$\frac{1}{3} * \text{WYSIWYG}$	$\frac{2}{3} * \text{WYSIWYG}$
WYSIWYG = “What You See Is What You Get.”			

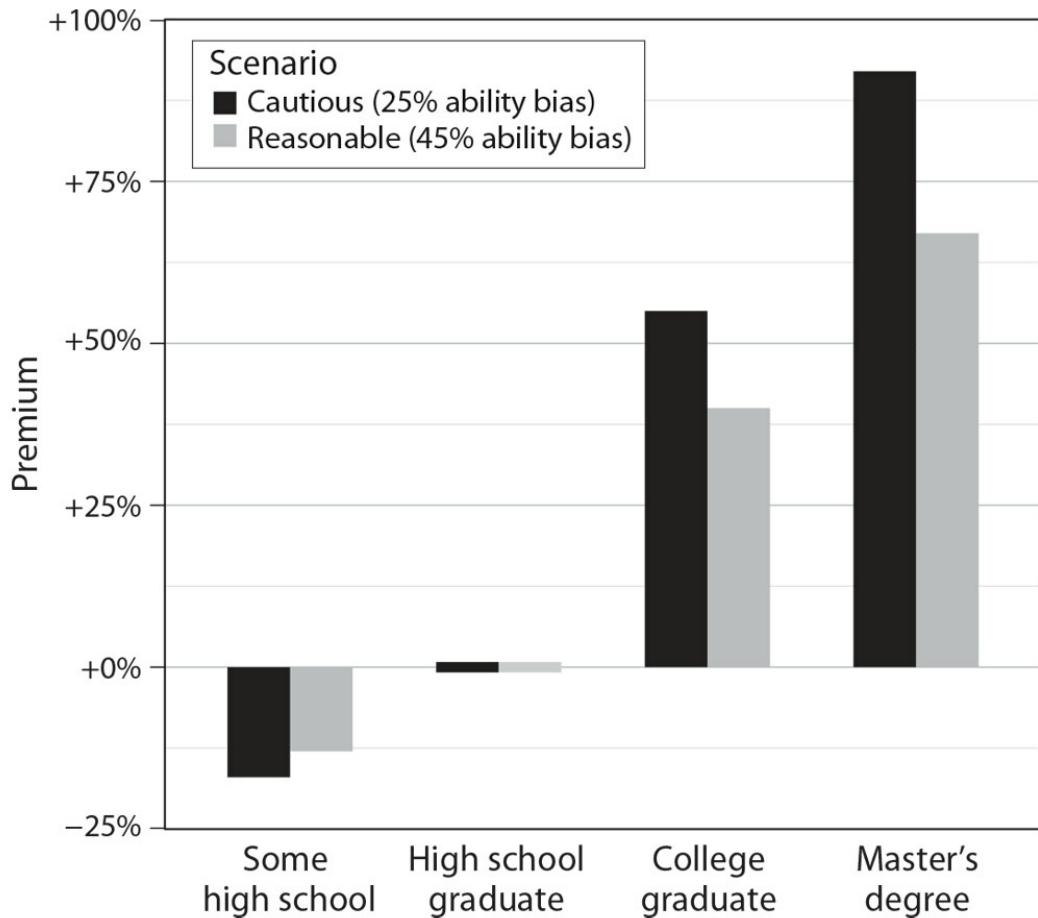


Figure 3.1: Two Ability Bias Scenarios

Source: Table 3.1 and text.

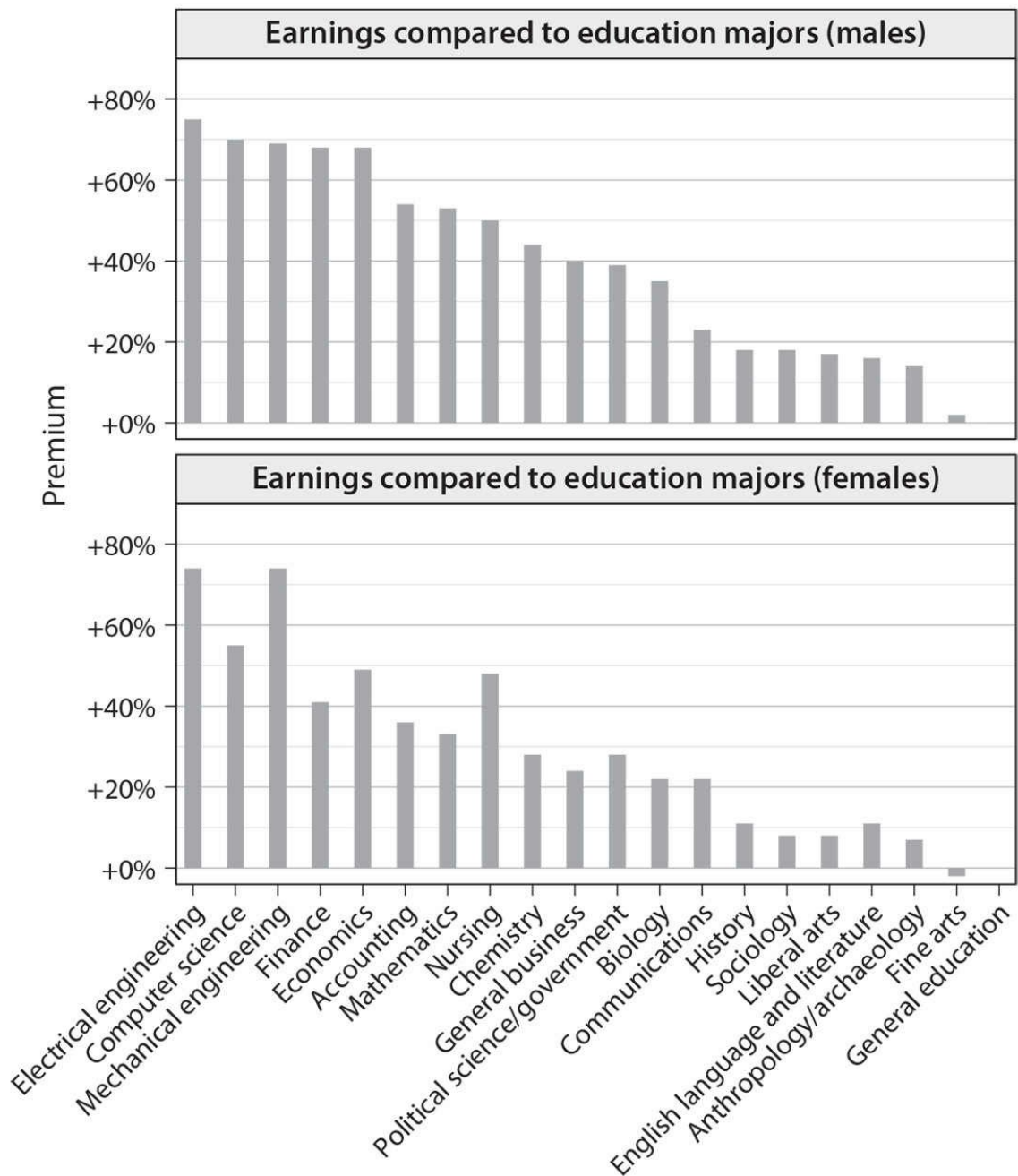


Figure 3.2: College Grads' Earnings: How Selected Majors Compare to Education Majors

Source: Altonji et al. 2012a, p. 216, selected majors, correcting for highest level of education attained. Observations included if the individual has at least a bachelor's degree, works >34 hours per week and >40 weeks per year, and is 23–59 years old. Original results converted from log dollars to percentages.

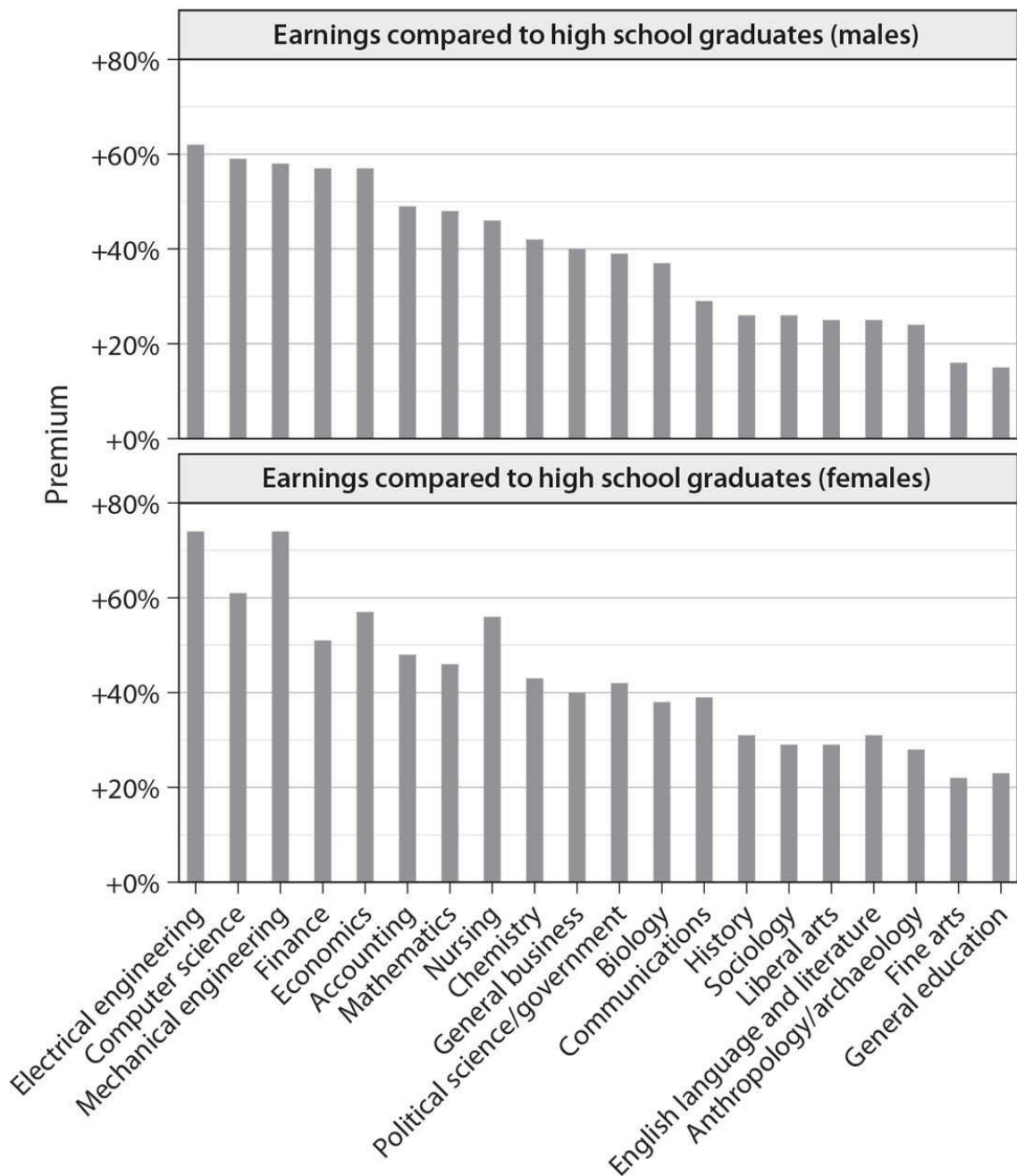


Figure 3.3: Ability-Corrected Earnings for College Majors vs. High School Grads

Source: Figure 3.2 and text, assuming:

- (a) 45% ability bias for both the college and major premiums.
 - (b) Male business majors earn the average return for men; female business majors earn the average return to women.
- Original results converted from log dollars to percentages.

	Average Total Compensation (\$/hour)	Raise	over H.S./Less	Average Total Compensation (\$/hour)	Raise	Education Premium over H.S./Less
High School Diploma or Less	\$39.10	—	—	\$28.70	—	—
Some College	\$45.70	\$6.60	+17%	\$34.70	\$6.00	+21%
Bachelor's Degree	\$57.20	\$11.50	+46%	\$49.70	\$15.00	+73%
Master's Degree	\$65.30	\$8.10	+77%	\$60.50	\$10.80	+111%
Professional Degree or Doctorate	\$73.20	\$7.90	+87%	\$89.60	\$29.10	+212%

Source: Falk 2012, p. 11.

Estimates correct for occupation, experience, demographics, location, and size of employer.

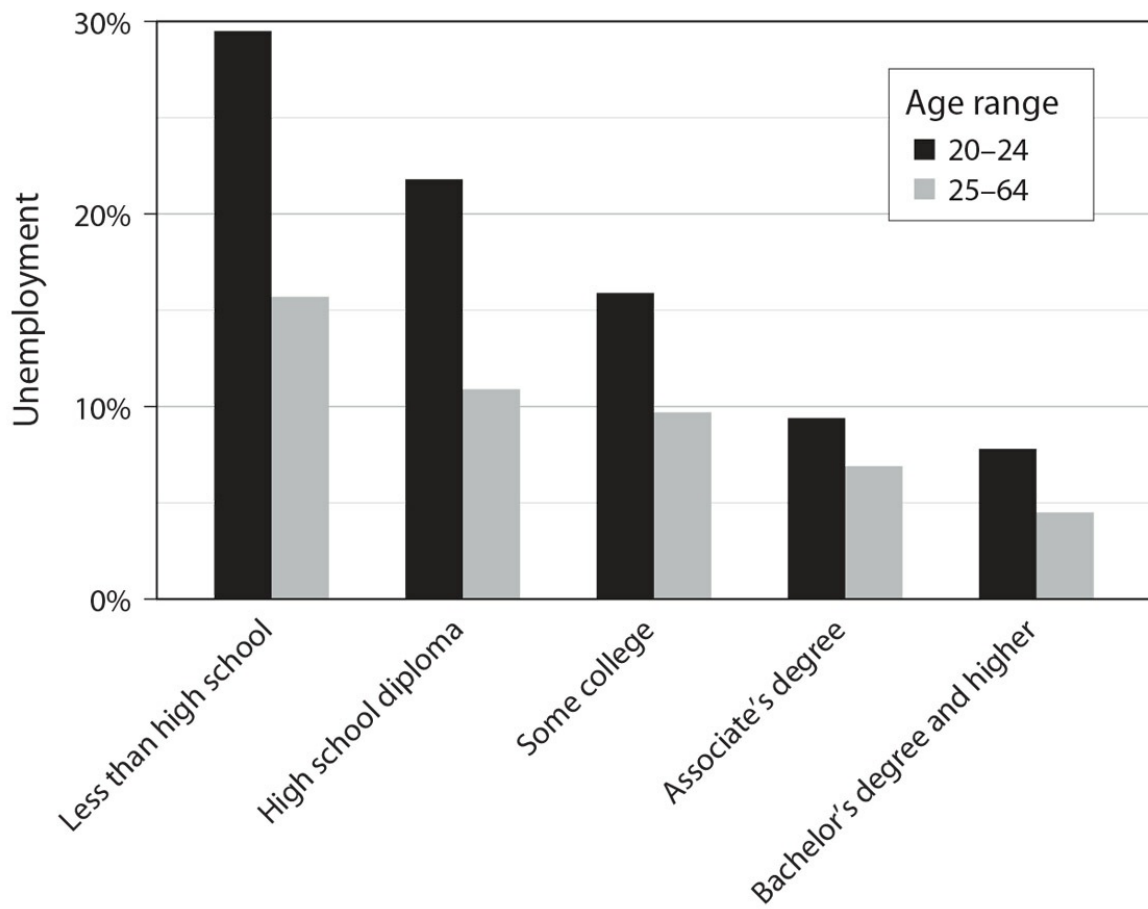


Figure 3.4: Unemployment Rates by Education (2011)

Source: Snyder and Dillow 2013, pp. 620, 622.

Table 4.1: Sheepskin Effects in the General Social Survey (1972–2012)

Education	Effect on Earnings	
	If Only Years of Education Matter	If Diplomas Matter Too
Years of Education	+10.9%	+4.5%
High School Diploma	—	+31.7%
Junior College Diploma	—	+16.6%
Bachelor's Degree	—	+31.4%
Graduate Degree	—	+18.2%
All results correct for age, age squared, race, and sex; are limited to labor force participants; and are converted from log dollars to percentages.		

Table 4.2: Sheepskin Effects and Ability Bias in the General Social Survey (1972–2012)

	Effect on Earnings	
Education	Only Years of Education Matter	Diplomas Matter Too
Years of Education	+10.3%	+4.2%
High School Diploma	—	+32.0%
Junior College Diploma	—	+10.4%
Bachelor's Degree	—	+29.8%
Graduate Degree	—	+17.8%
All results adjust for age, age squared, race, sex, and cognitive ability; are limited to labor force participants; and are converted from log dollars to percentages.		

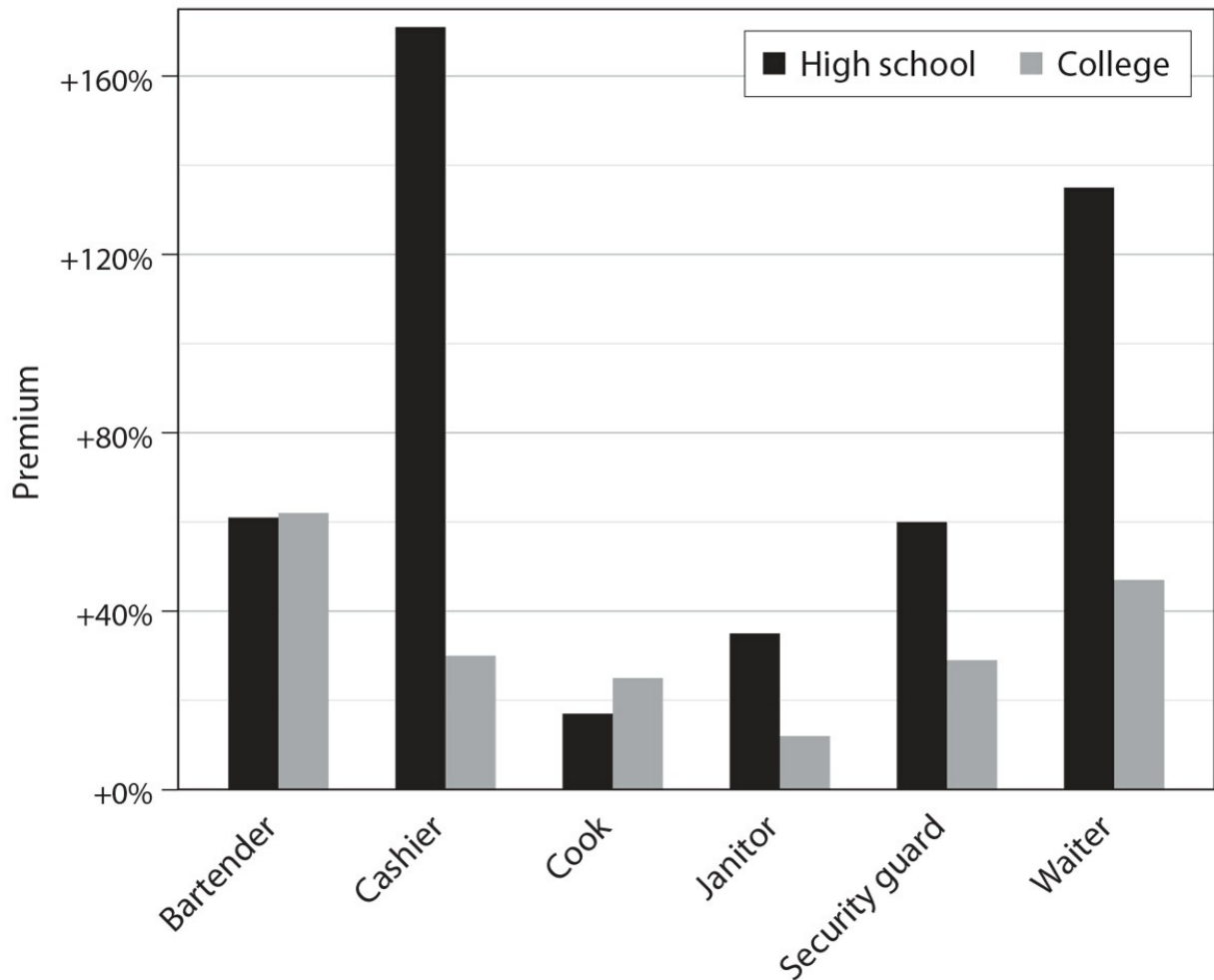


Figure 4.1: Education Premiums in Selected Nonacademic Occupations

Source: Supplementary data for Carnevale et al. 2011, supplied by coauthor Stephen Rose.

High school premium = $\left[\frac{\text{median earnings for high school graduates}}{\text{median earnings for high school dropouts}} \right] - 1$.

College premium = $\left[\frac{\text{median earnings for college graduates}}{\text{median earnings for high school graduates}} \right] - 1$.

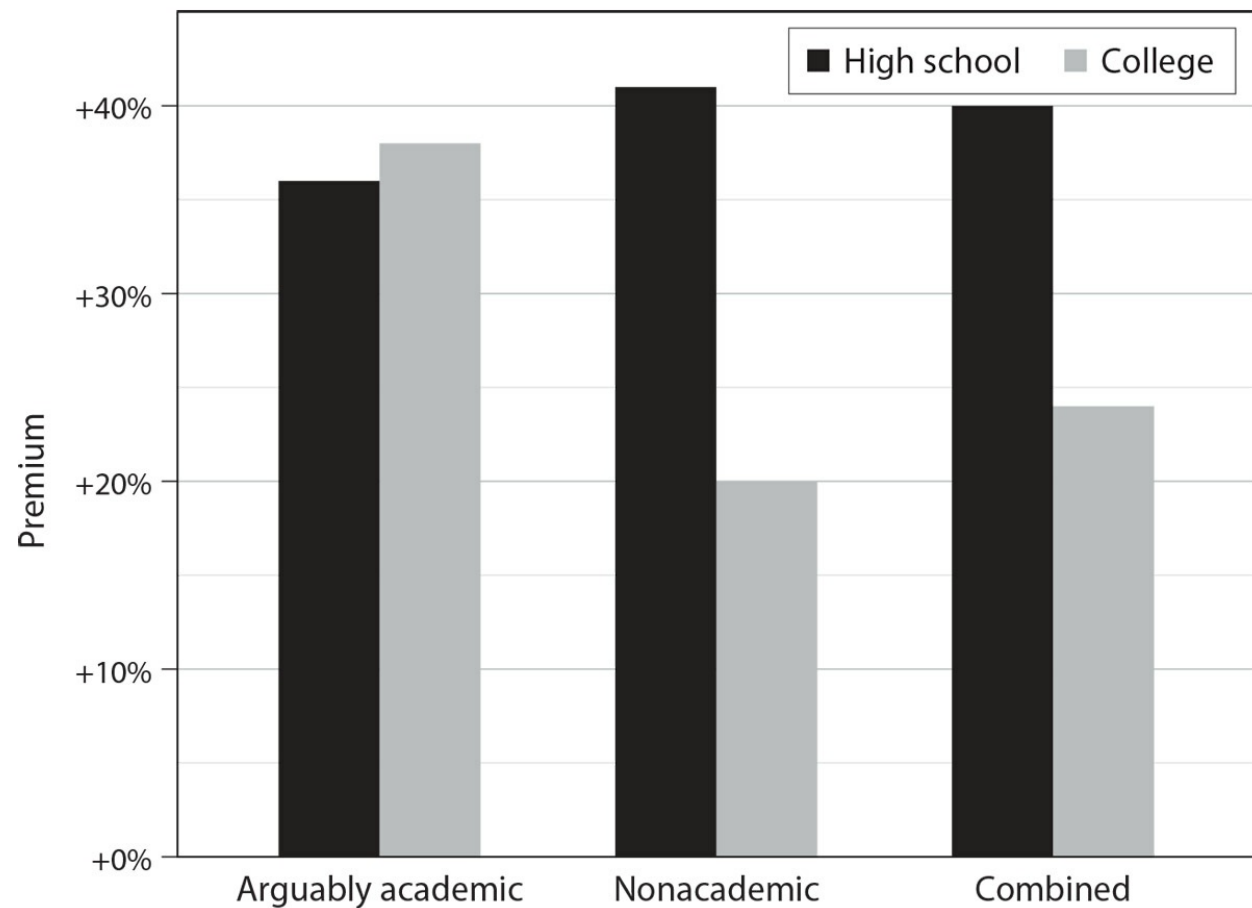


Figure 4.2: Median Education Premiums by Occupational Category

Source: Supplementary data for Carnevale et al. 2011, supplied by coauthor Stephen Rose.

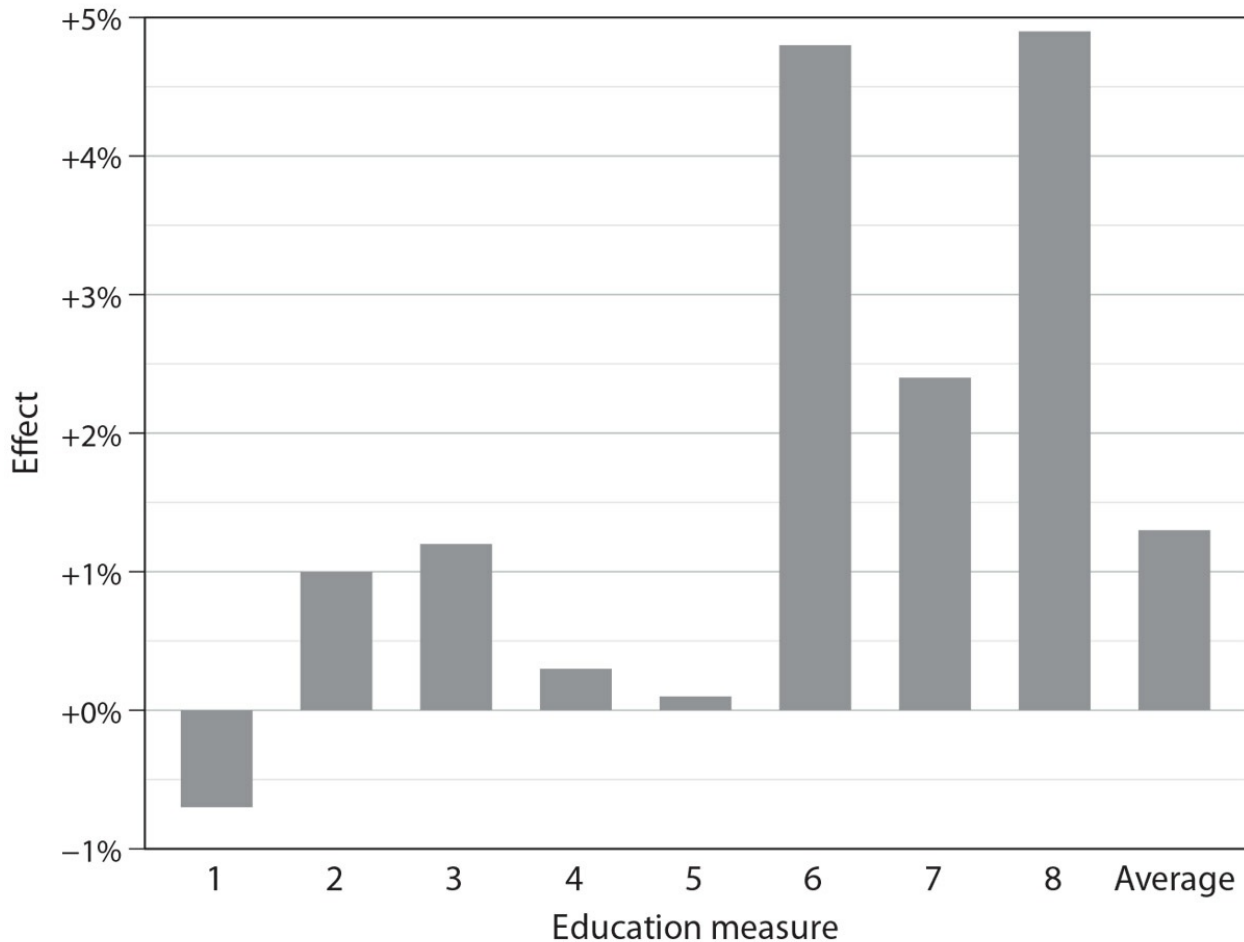


Figure 4.3: Effect of a Year of National Education on National Income

Source: de la Fuente and Doménech 2006b, appendix, p. 52, table A.1.f.

Table 4.3: Signaling in Sum

Issue	What Pure Human Capital Says	What Pure Signaling Says	Advantage?
Learning-Earning Connection	Only job-relevant learning pays.	Irrelevant learning pays too, as long as it's correlated with productivity.	Signaling
Collegiate Exclusion	Colleges prevent unofficial attendance so students actually pay tuition.	Colleges ignore unofficial attendance because the market doesn't reward it anyway.	Signaling
Failing vs. Forgetting	Employers reward workers only for coursework they still know.	Employers also reward workers for coursework they used to know.	Signaling
Easy As, Cancelled Classes, and Cheating	Students care about only marketable skills, not graduation requirements or grades.	Students care about only graduation requirements and grades, not marketable skills.	Signaling
Sheepskin Effect	Graduation years won't be especially lucrative.	Graduation years may be especially lucrative.	Signaling
Malemployment	Degrees required to <i>get</i> a job depend solely on skills required to <i>do</i> a job.	Degrees required to get a job rise when those degrees become more common.	Signaling
Employer Learning	Employers instantly discover and reward true worker productivity.	Employers never discover or reward true worker productivity.	Signaling
Personal vs. National Returns	Education equally enriches individuals and nations.	Education enriches individuals but not nations.	Signaling

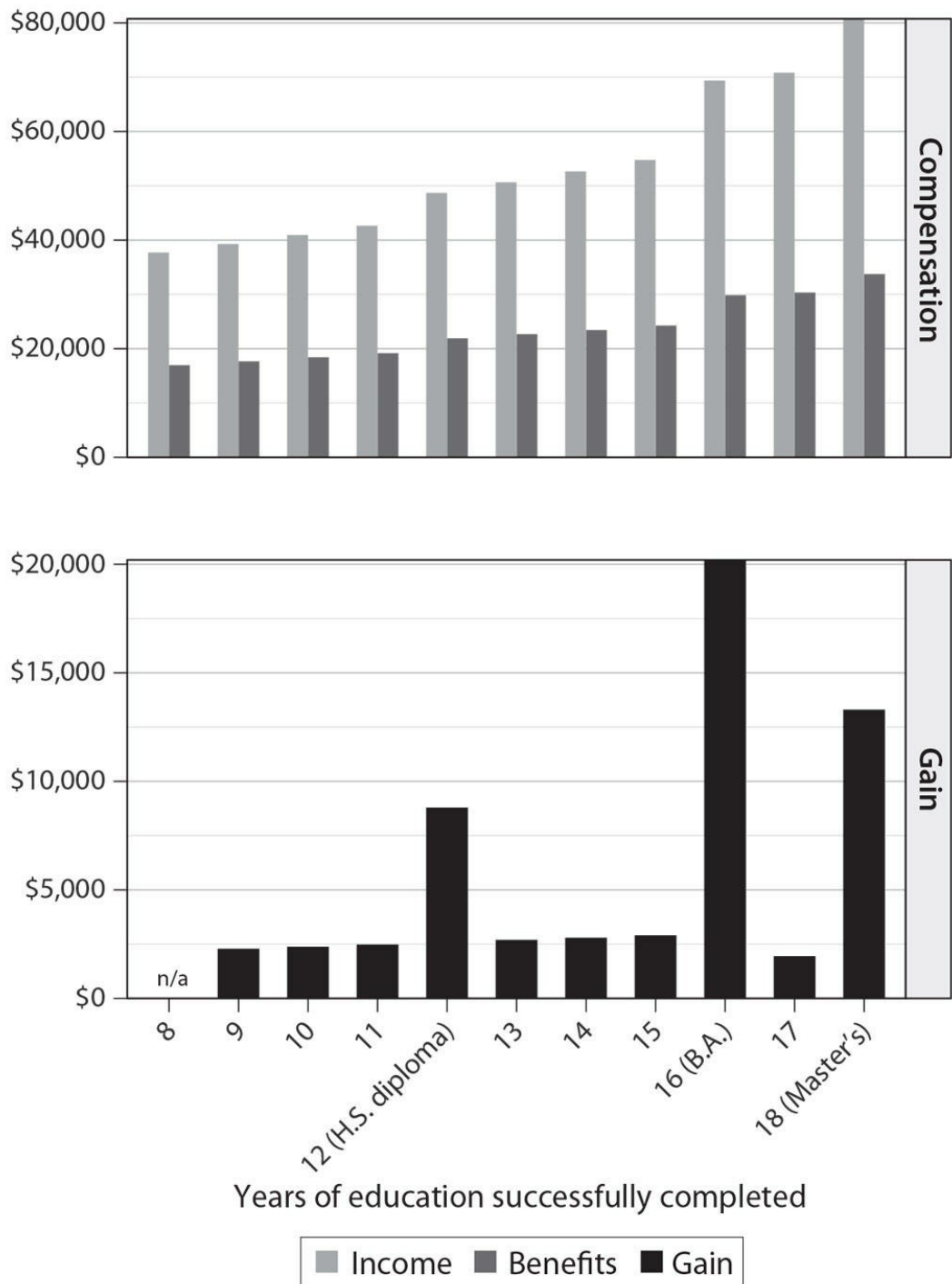


Figure 5.1: The Effect of Education on Compensation for a Good Student (2011)

Source: United States Census Bureau 2012d, 2012e, assuming:

(a) Full-time, year-round employment.

(b) 50/50 gender balance.

(c) 45% ability bias.

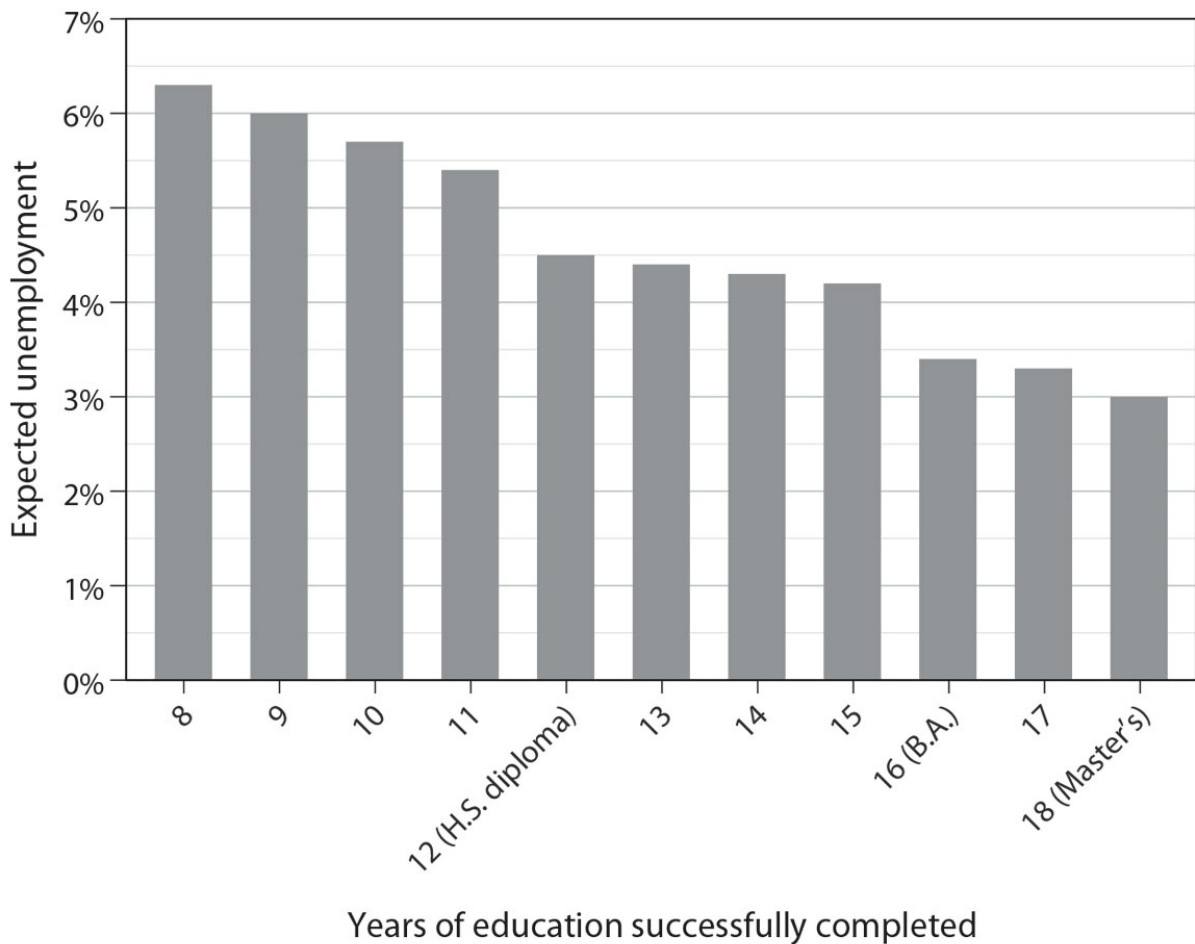


Figure 5.2: The Effect of Education on Unemployment for a Good Student

Source: Federal Reserve Bank of St. Louis 2015, assuming:

- (a) 50/50 gender balance.
- (b) 45% ability bias.
- (c) Sheepskin breakdown from Figure 5.1.

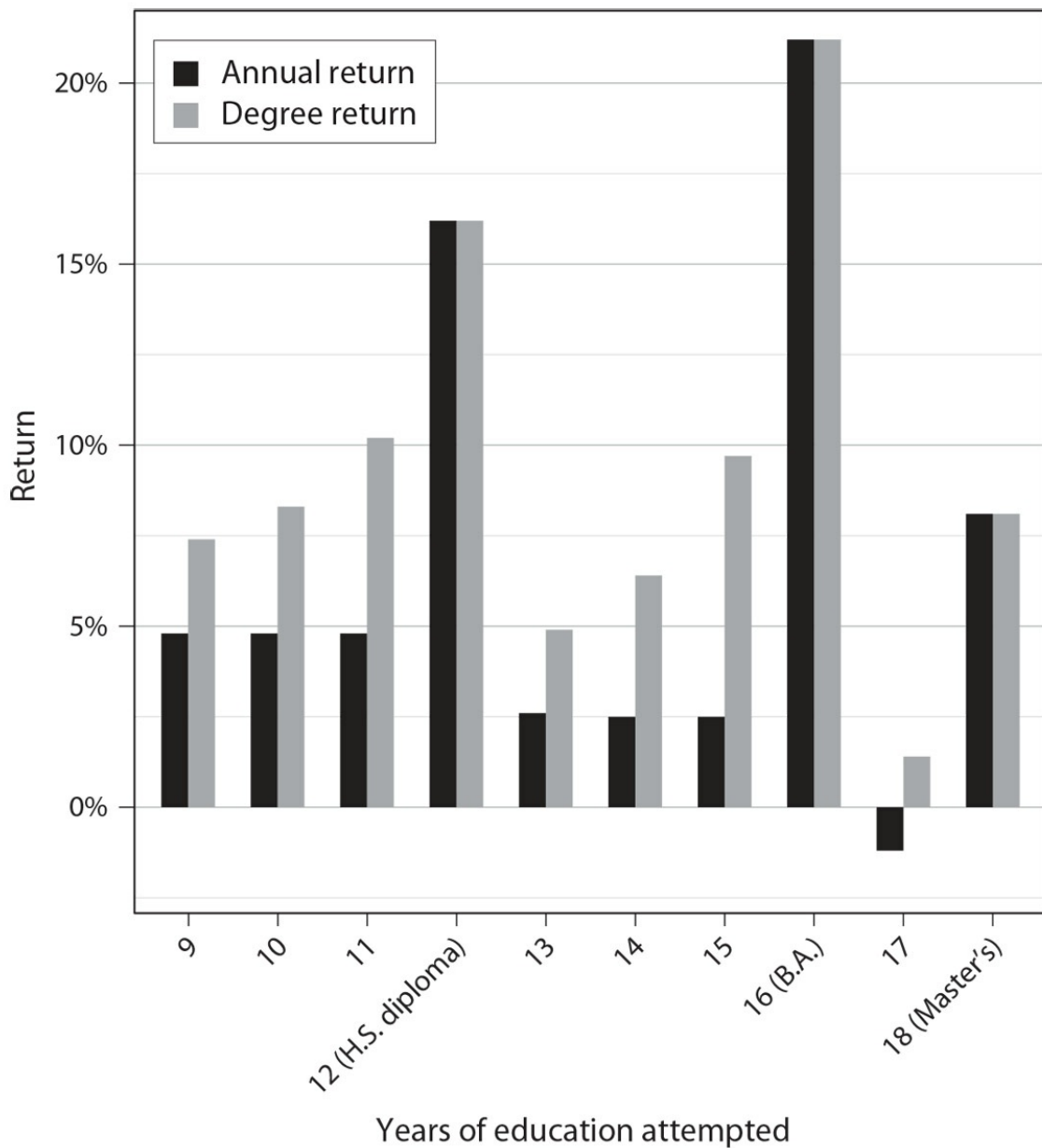


Figure 5.3: The Selfish Return to Education for Good Students

Source: Figures 5.1 and 5.2 and text.

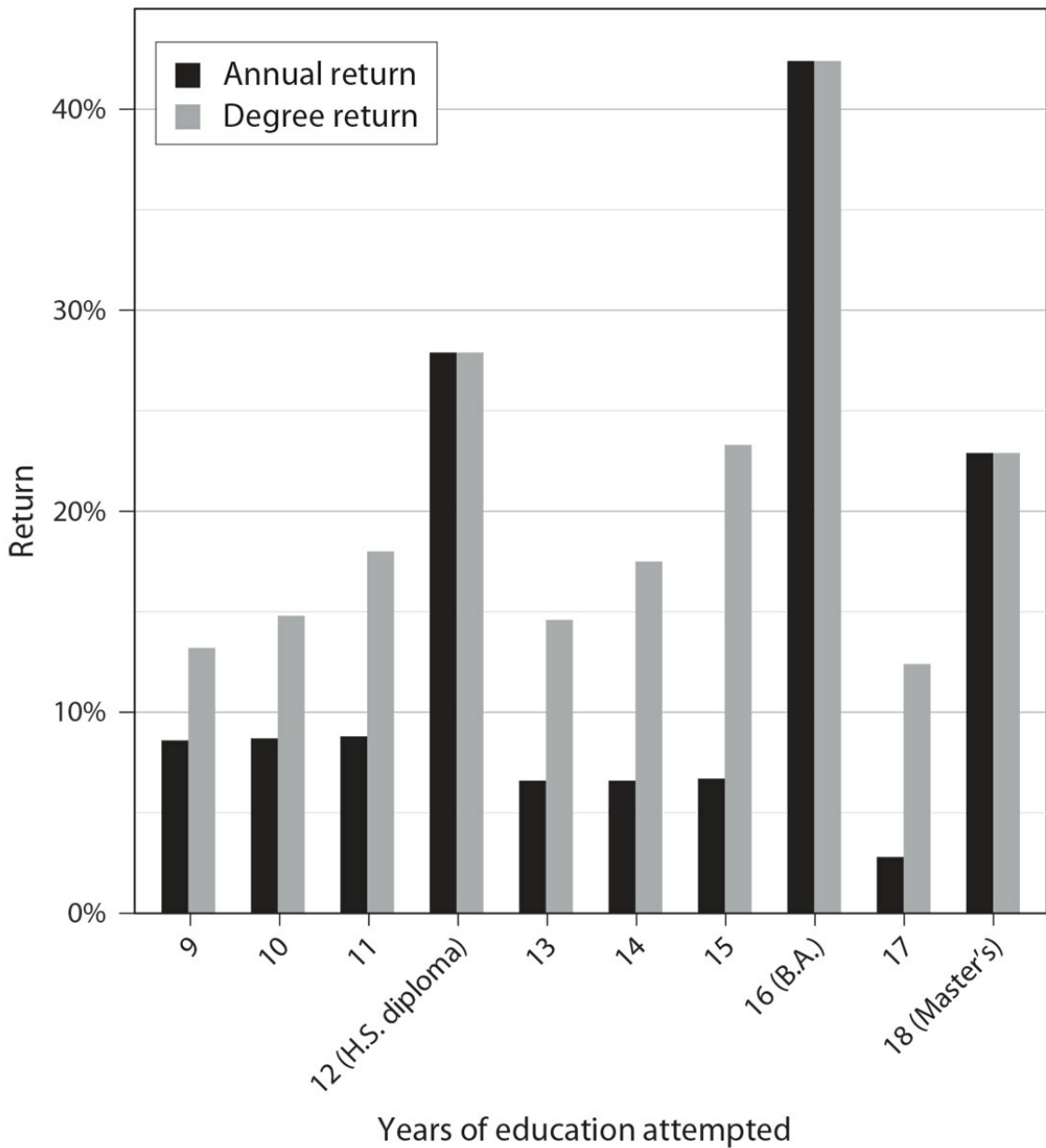


Figure 5.4: The Naive Selfish Return to Education for All Students

Source: Figures 5.1 and 5.2 and text.

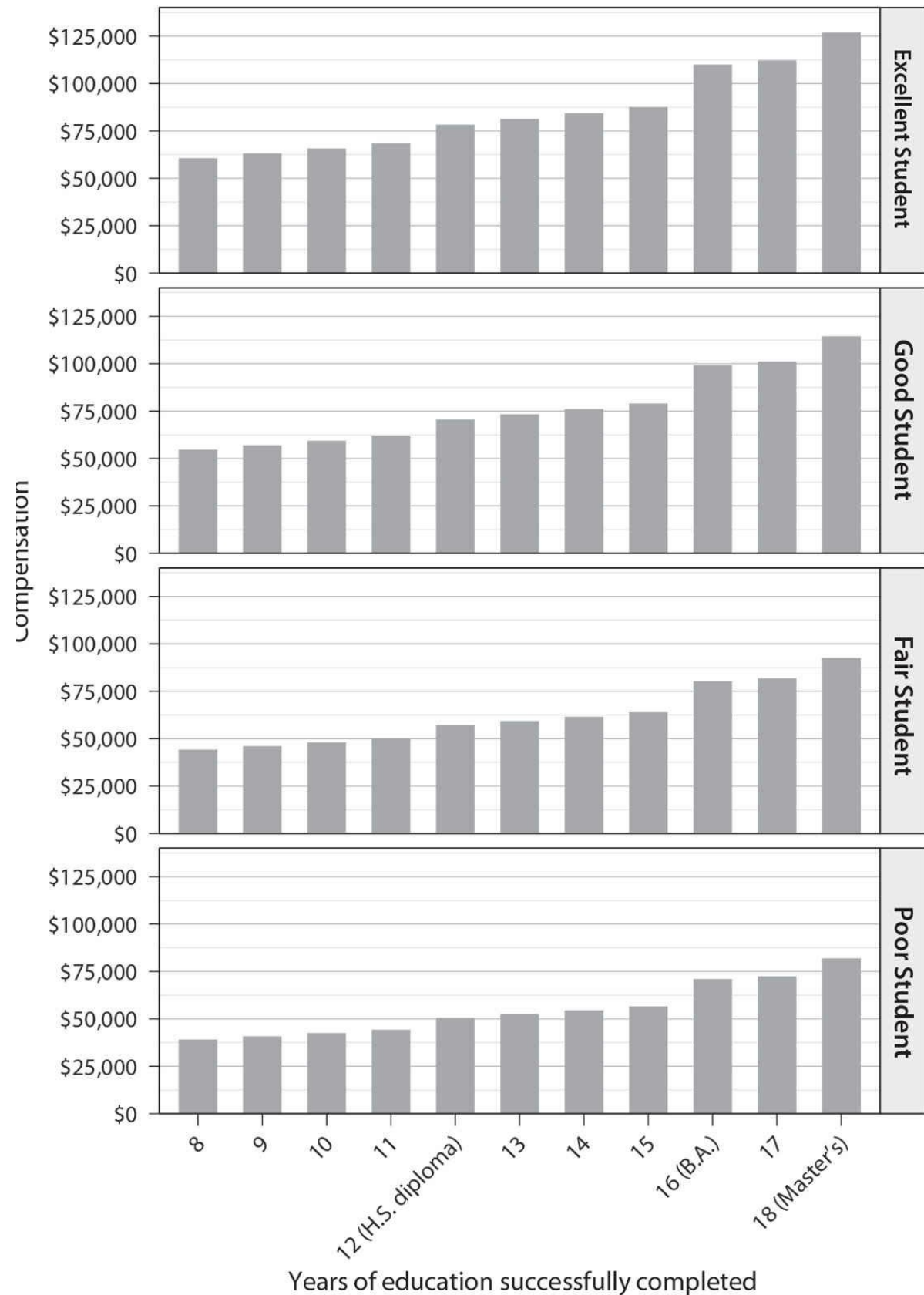


Figure 5.5: The Effect of Education on Compensation by Student Ability (2011)

Source: Figure 5.1 and text.

Using these completion probabilities, Figure 5.7 shows Degree Returns by ability.

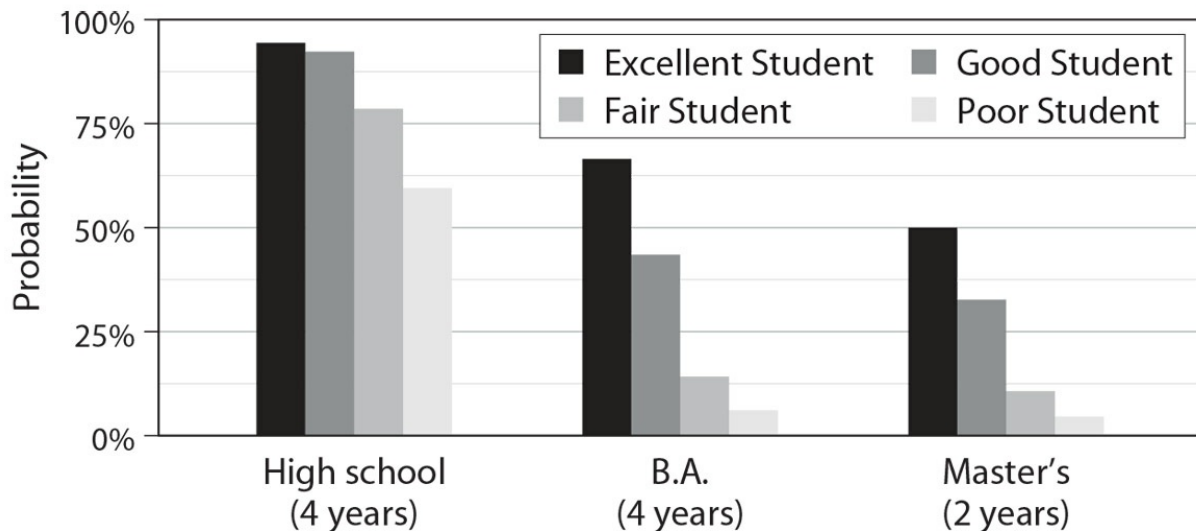


Figure 5.6: Degree Completion Probability by Student Ability

Source: See [Technical Appendix](#).

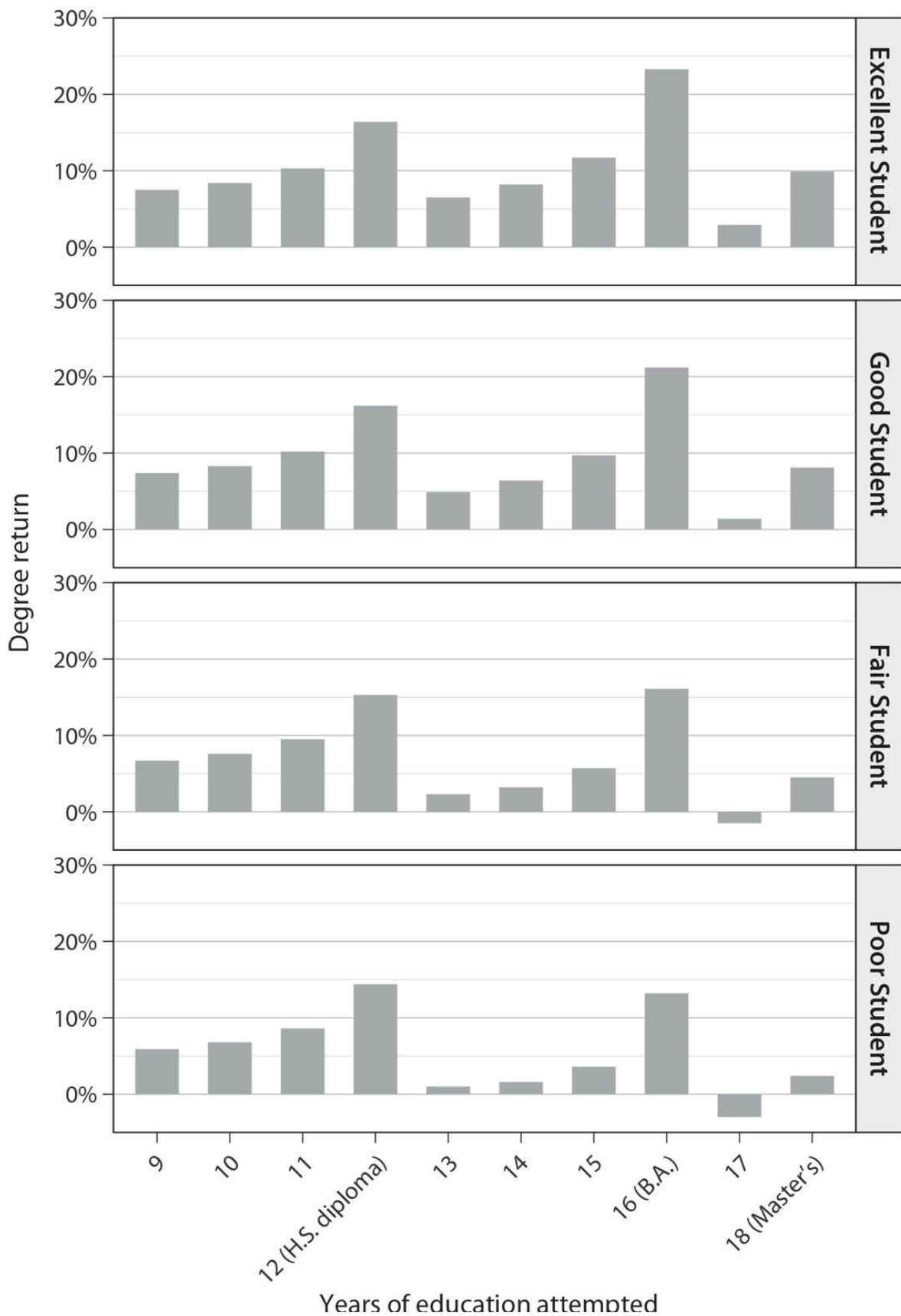


Figure 5.7: Selfish Degree Returns by Student Ability

Source: Figures 5.5 and 5.6 and text.

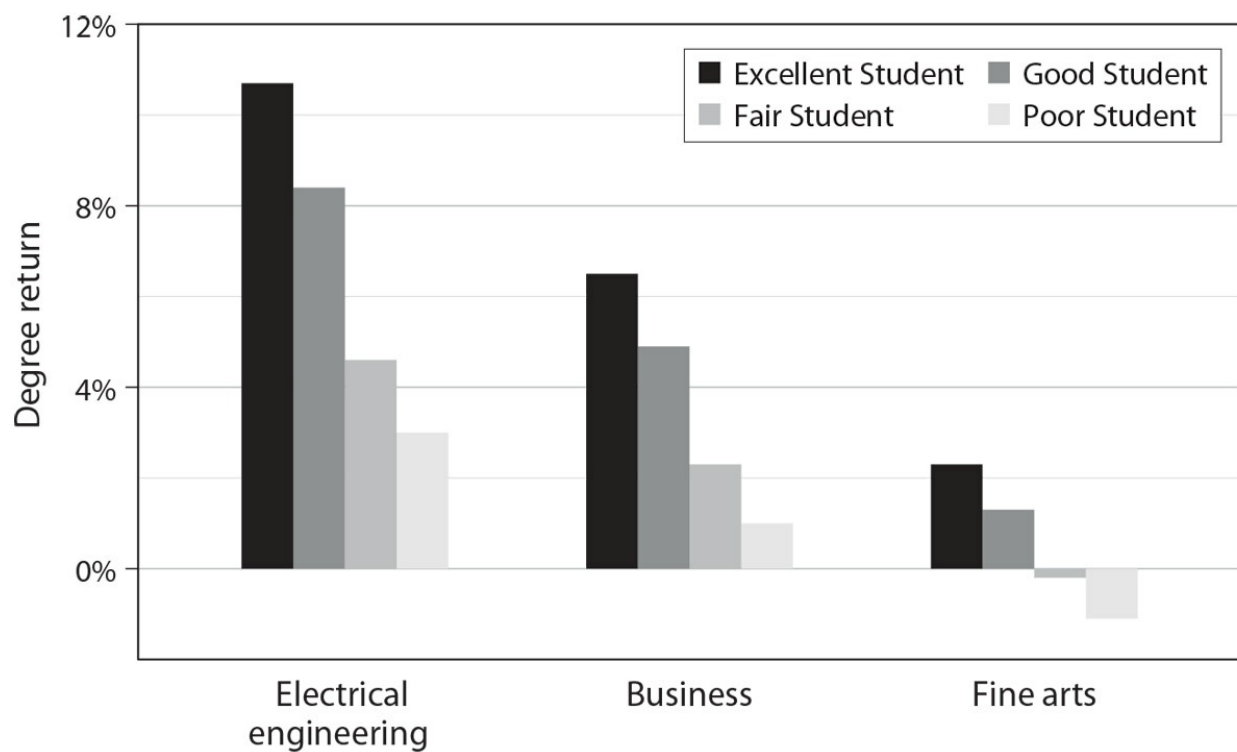


Figure 5.8: Freshmen's Selfish Degree Returns by Major

Source: Figure 5.7 and text.

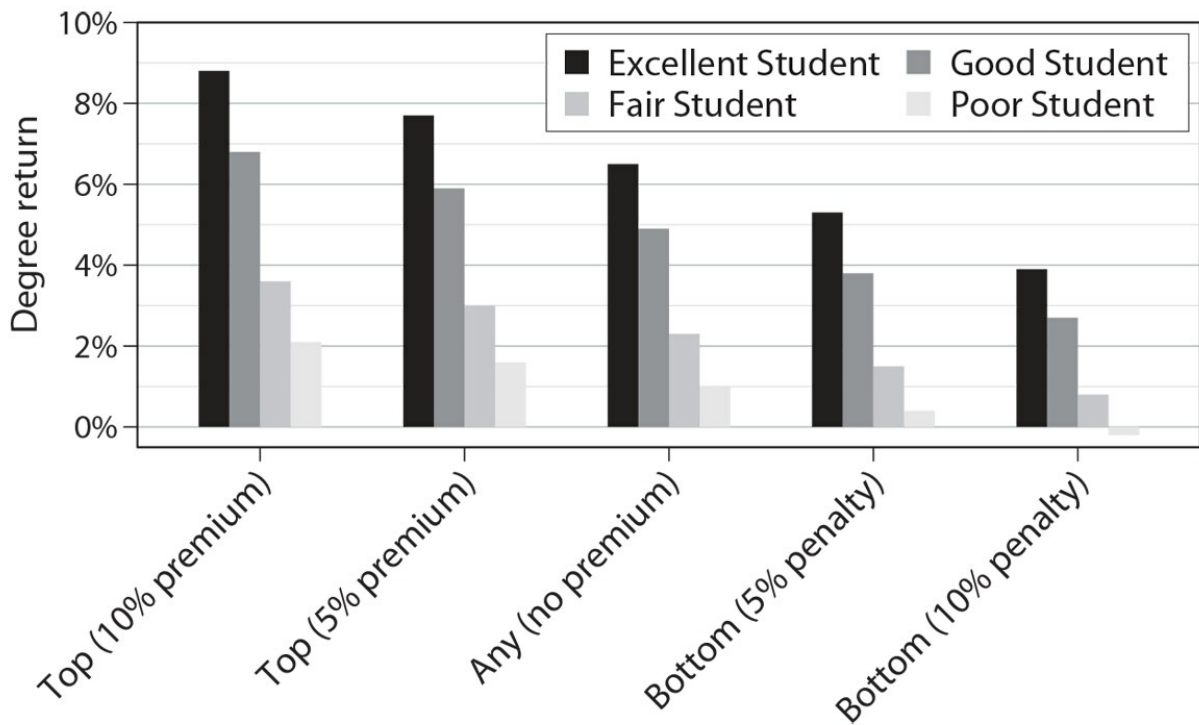


Figure 5.9: Freshmen Selfish Degree Returns by College Quality

Source: Figure 5.7 and text.

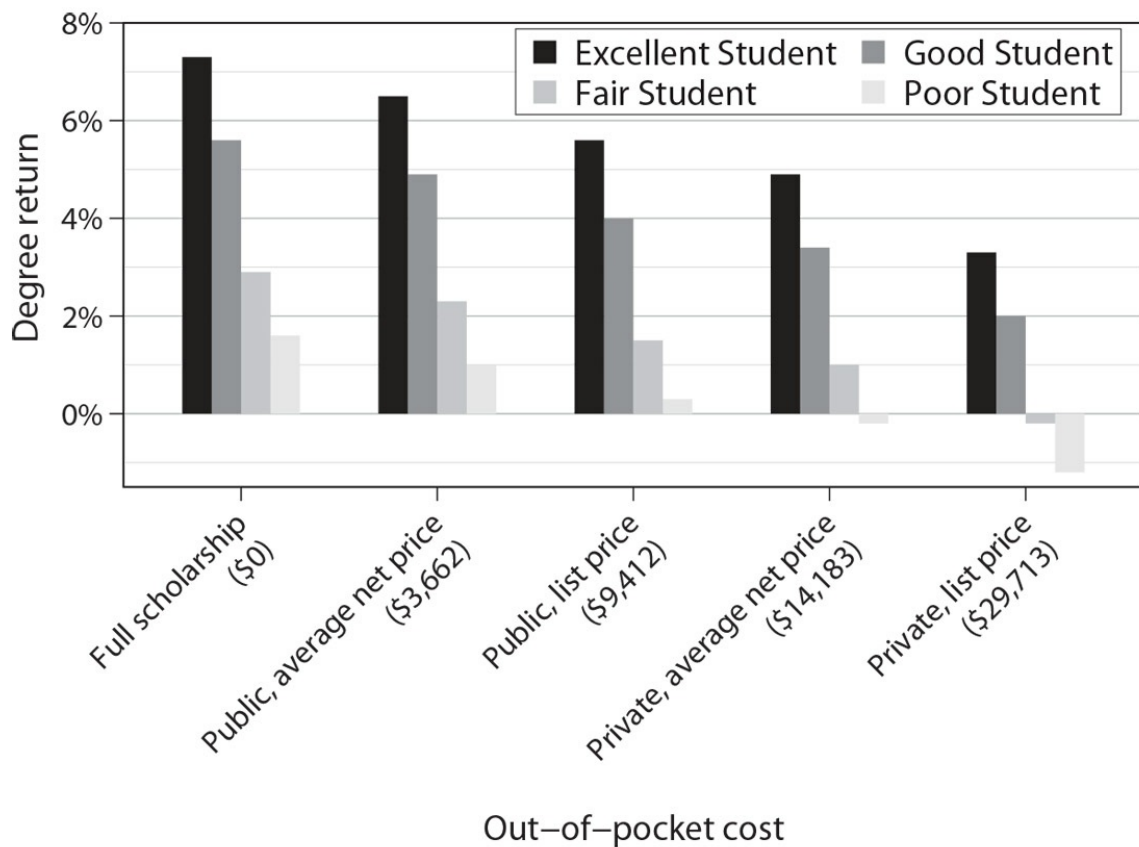


Figure 5.10: College Freshmen's Selfish Degree Returns by Out-of- Pocket Costs

Source: Figure 5.7, S. Baum and Ma 2011, and text. "List price" = "Tuition and Fees" + "Books and Supplies"; "Average Net Price" = "List price" - "Federal Grants and Tax Benefits" - "State Grants" - "Institutional Grants" - "Outside Grants" (S. Baum and Ma 2011, pp. 6, 15).

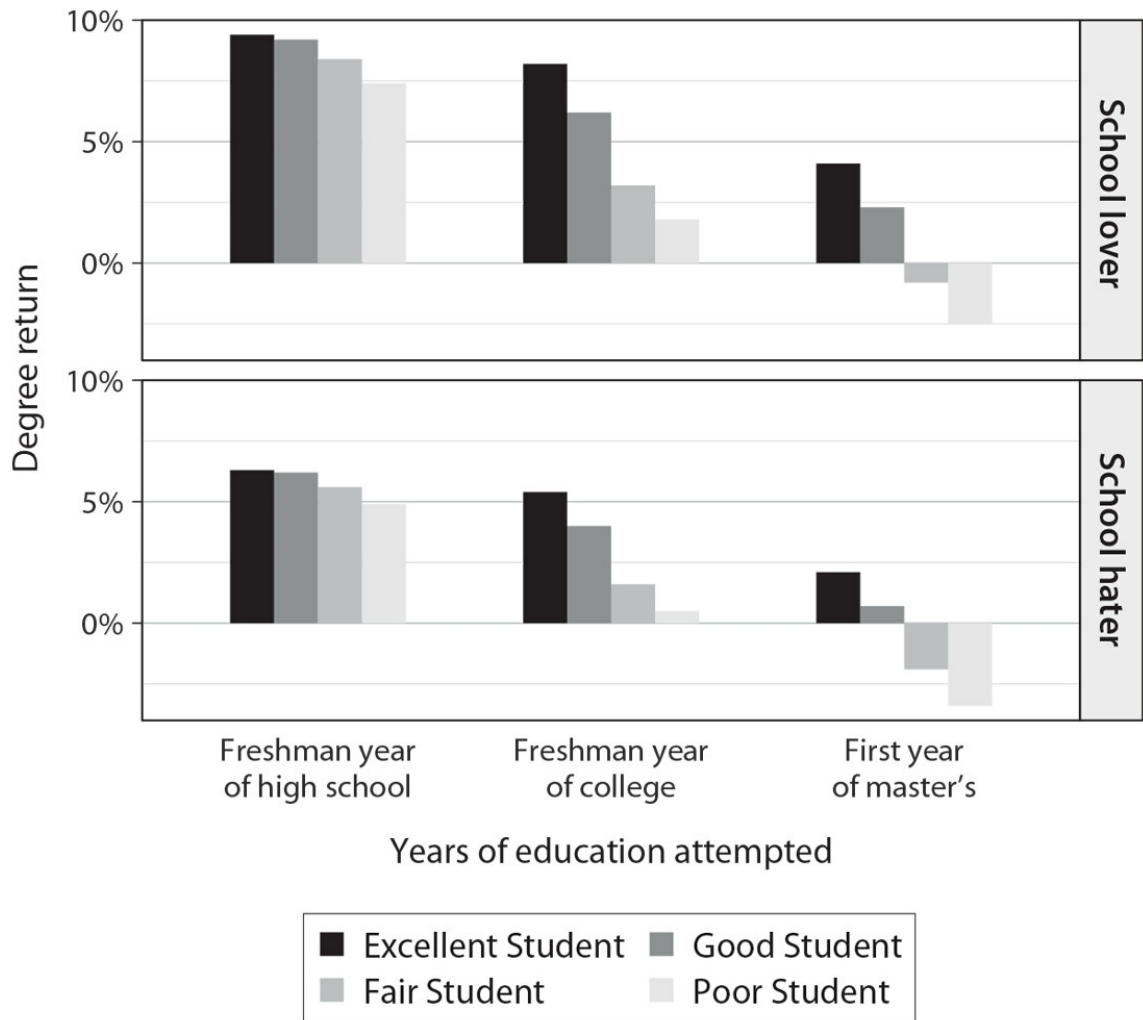


Figure 5.11: School Lovers' and School Haters' Selfish Degree Returns

Source: Figure 5.7 and text.

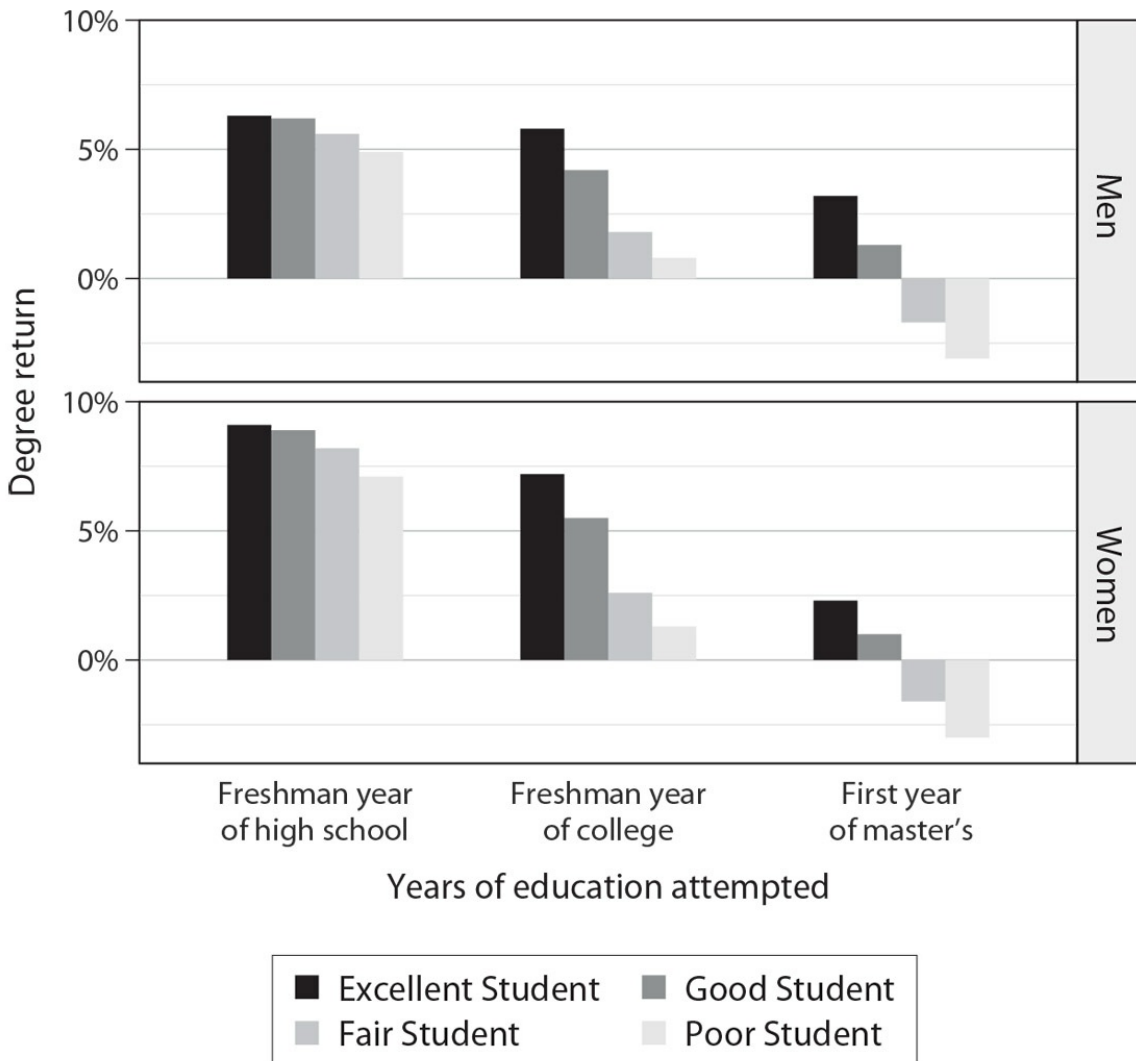


Figure 5.12: Men and Women's Selfish Degree Returns

Source: Figure 5.7 and text.

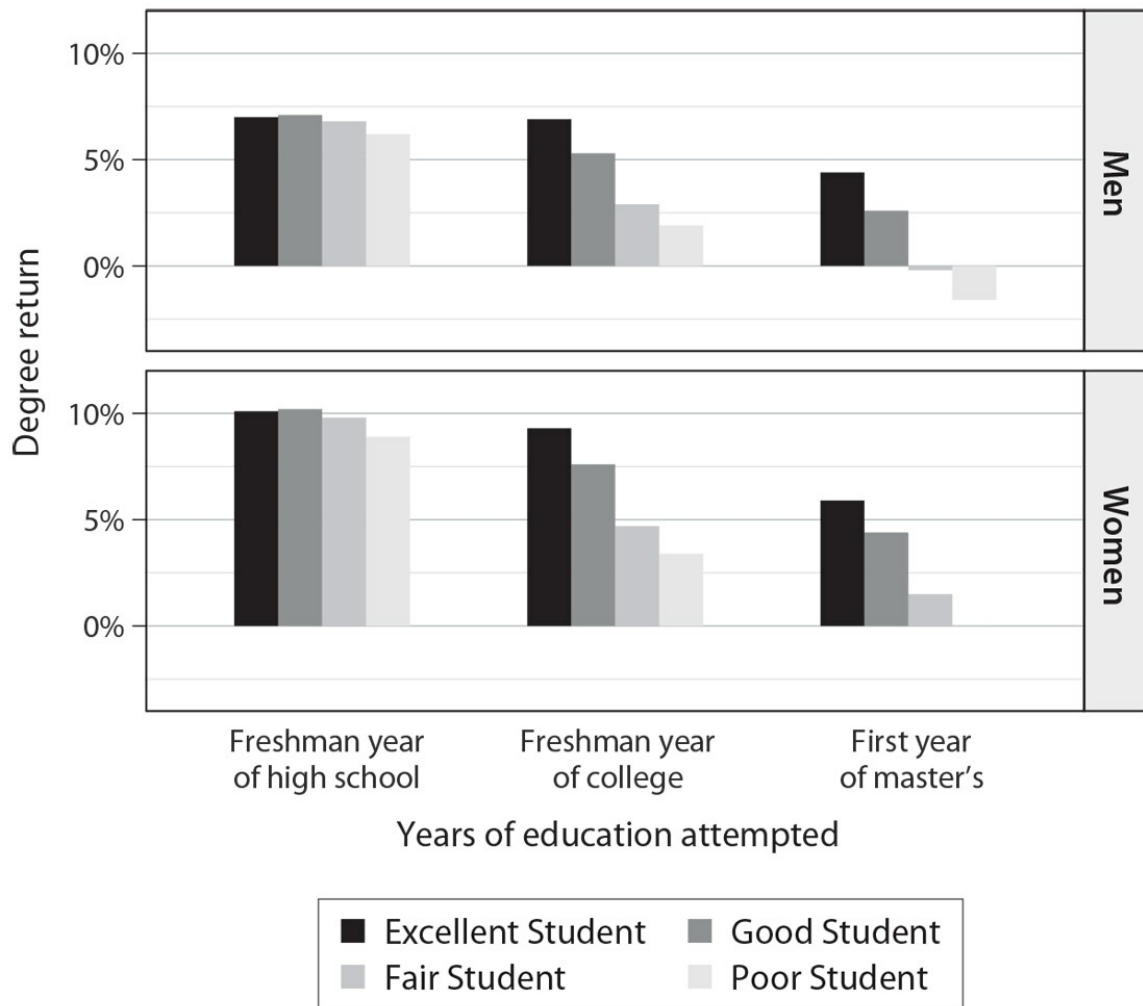


Figure 5.13: Married Men and Women's Selfish Degree Returns

Source: Figure 5.12 and text.

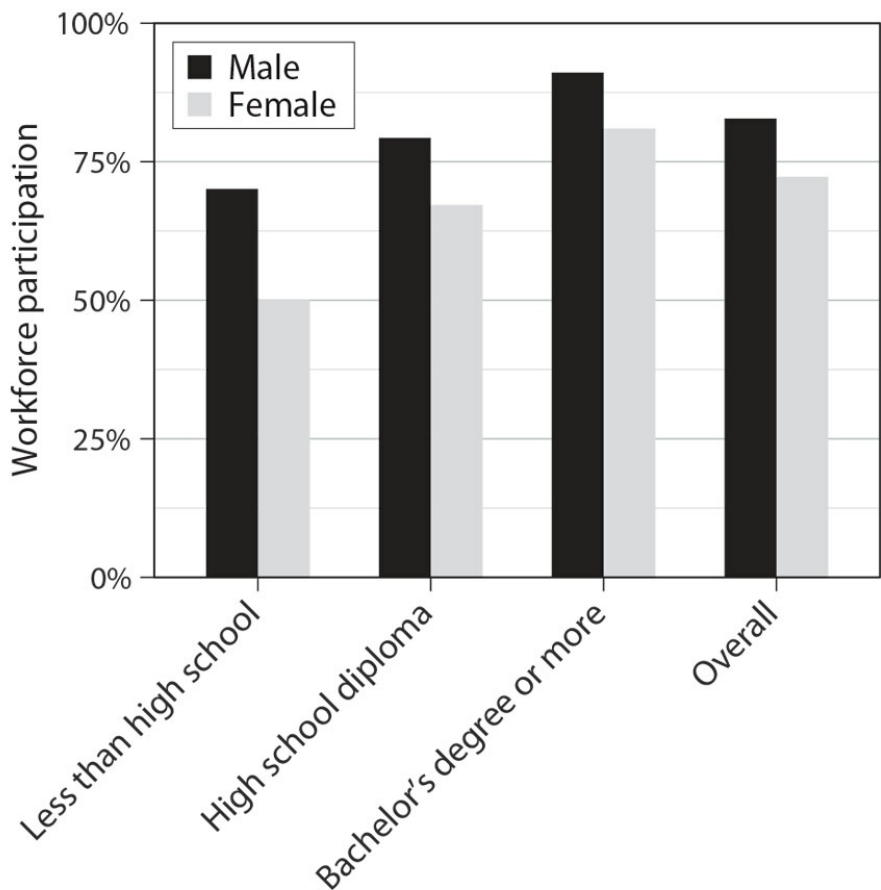


Figure 5.14: Workforce Participation for 25-to-64-Year-Olds, by Education (2011)

Source: Snyder and Dillow 2013, p. 620.

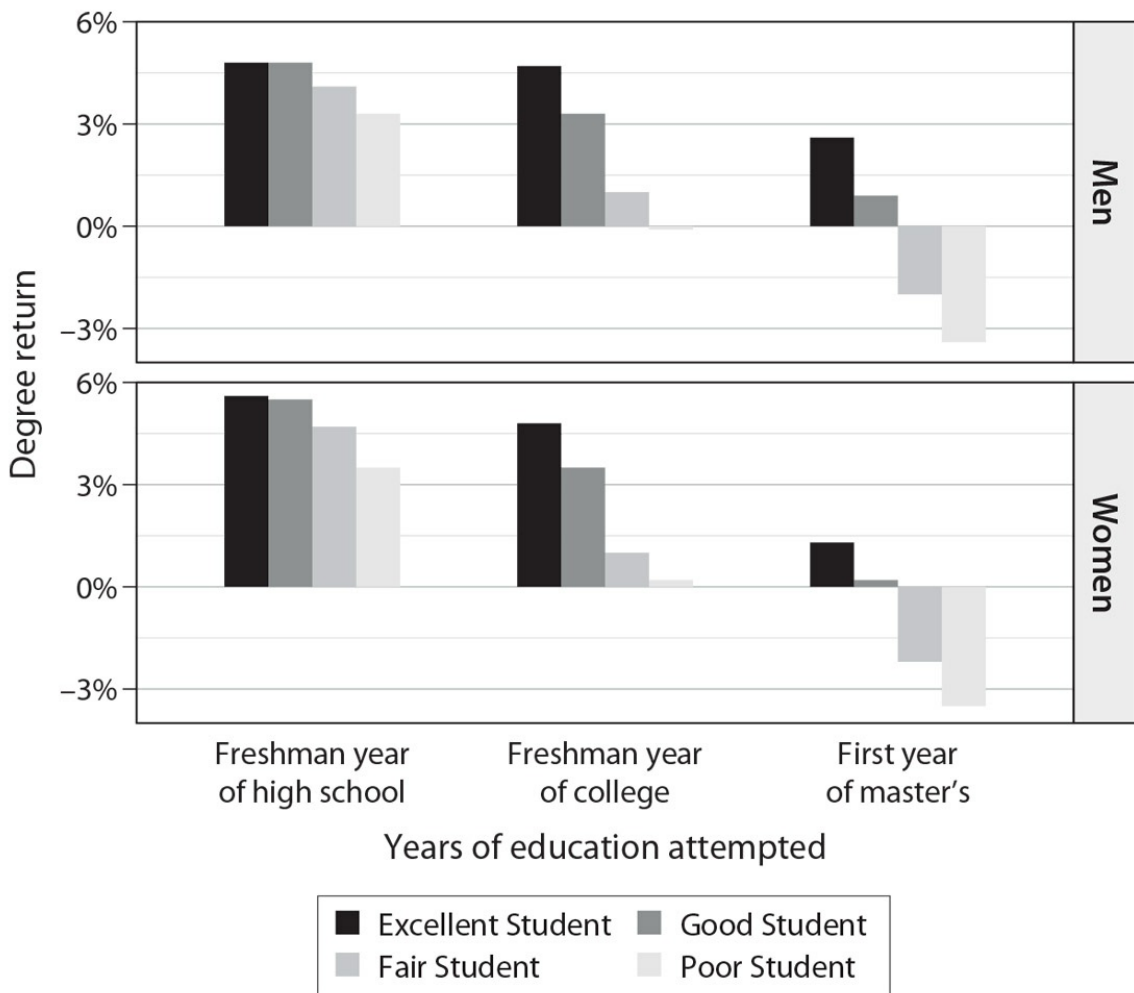


Figure 5.15: Selfish Degree Returns, Correcting for Workforce Participation

Source: Figures 5.12 and 5.14 and text.

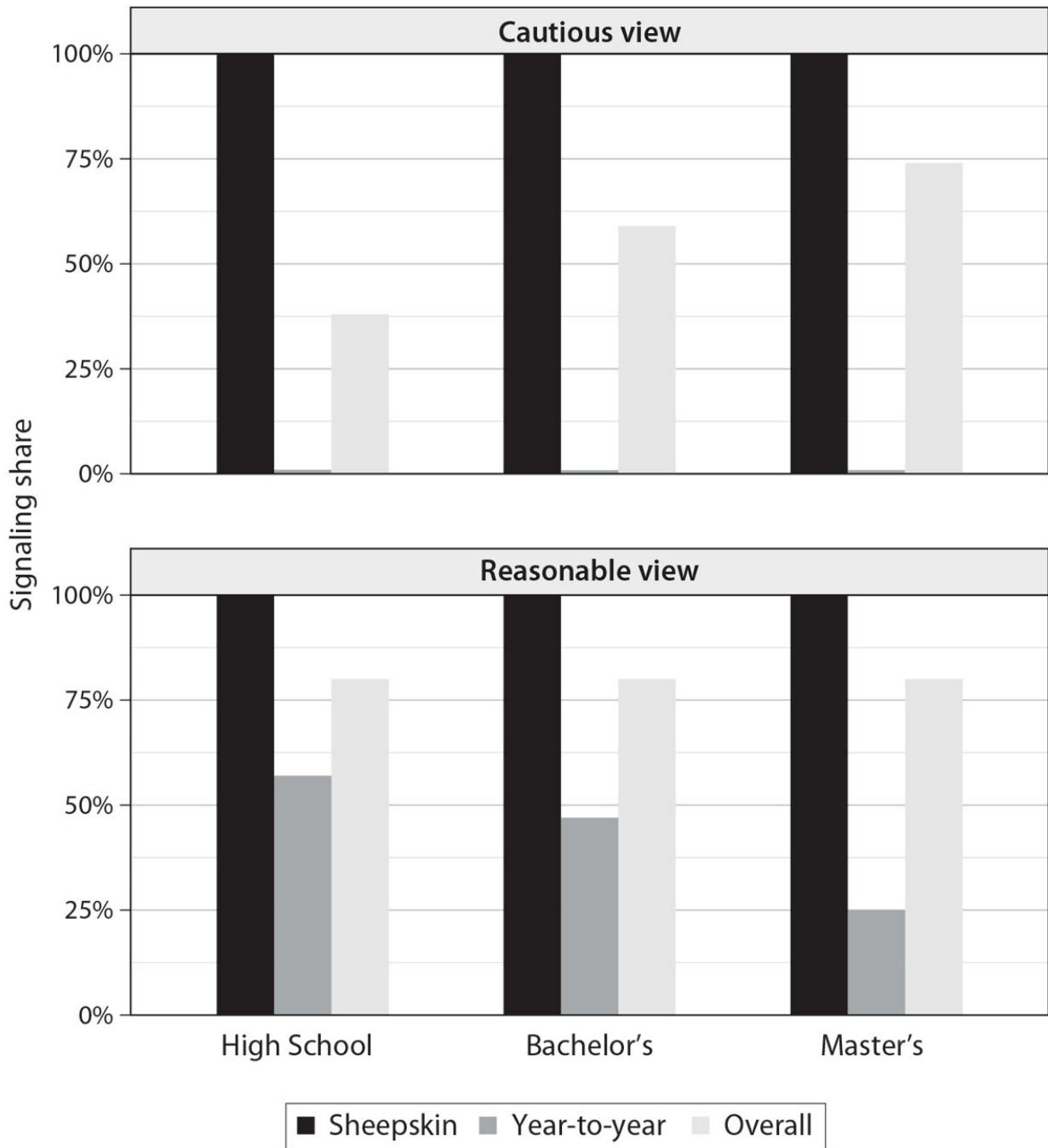


Figure 6.1: Two Signaling Scenarios

Source: See text.

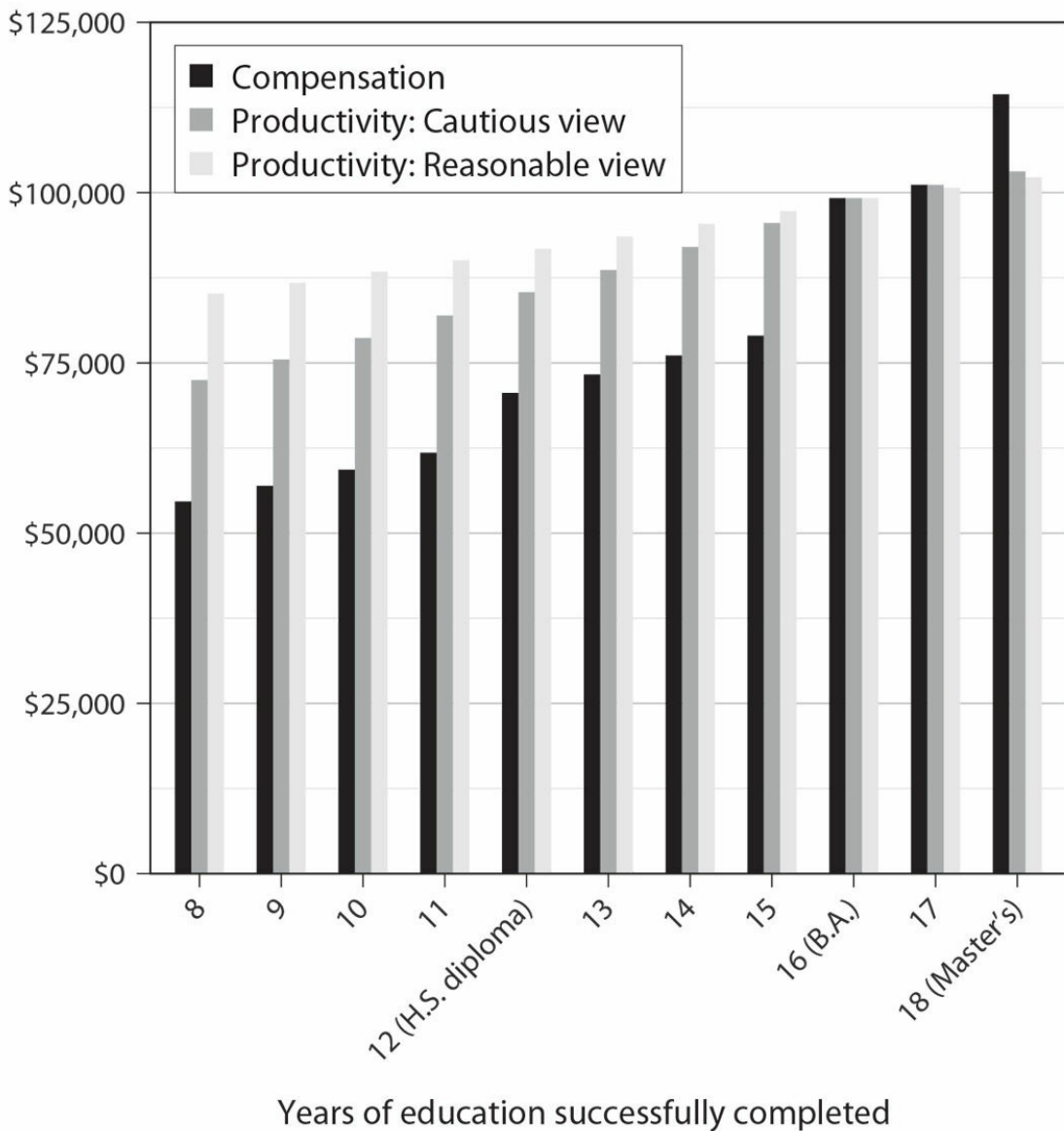


Figure 6.2: The Effect of Education on Compensation and Productivity for a Good Student (2011)

Source: Figures 5.1 and 6.1.

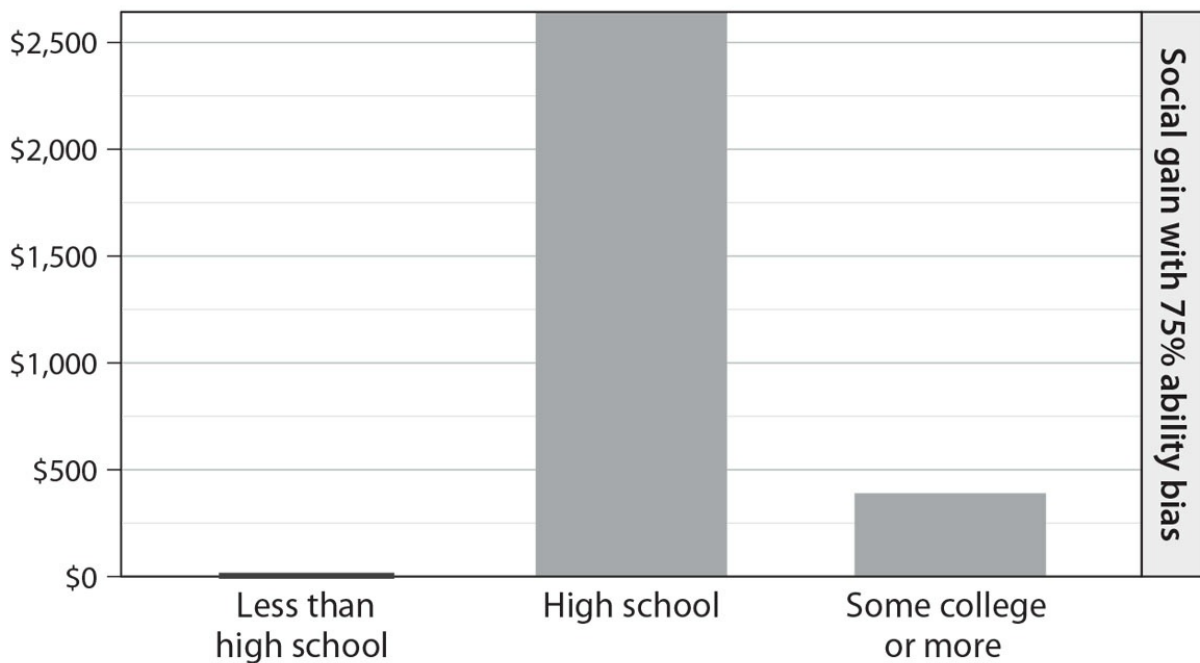
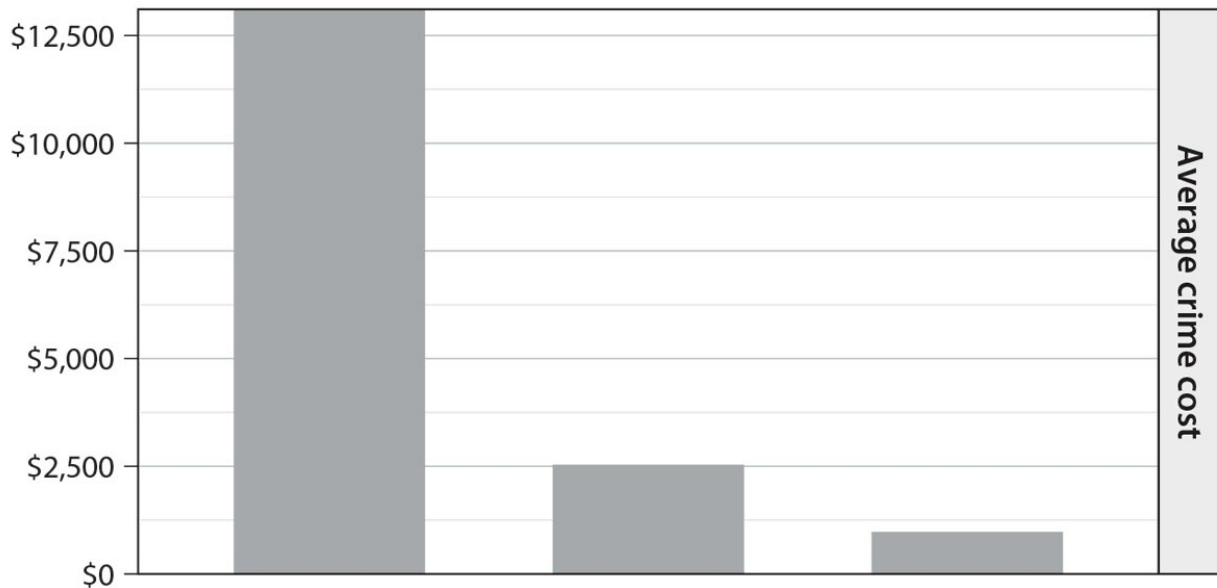


Figure 6.3: Average Annual Social Cost of Crime by Education (2011 Dollars)

Sources: D. Anderson 1999 for aggregate crime costs; Harlow 2003 for incarceration by education level.

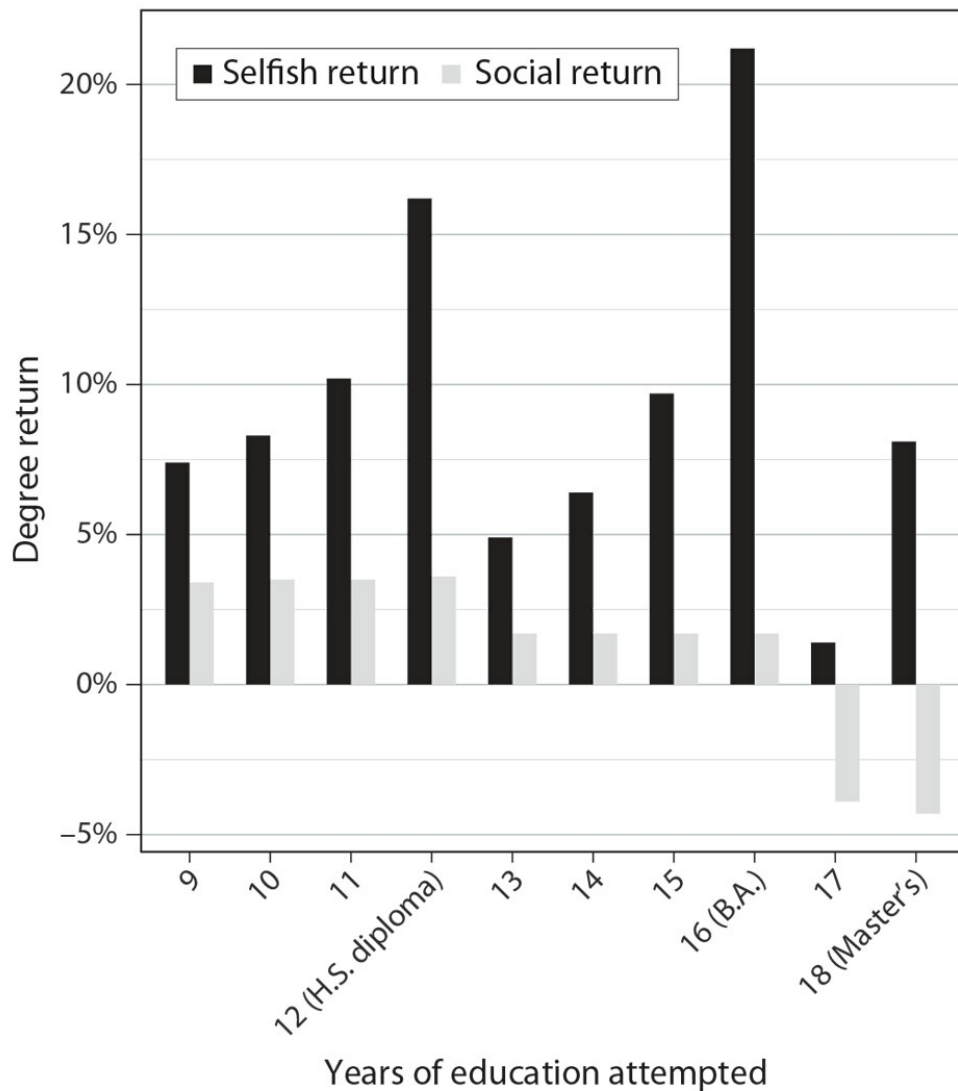


Figure 6.4: Degree Returns to Education for Good Students with Cautious Signaling

Source: Figure 5.3 and text, assuming:

(a) 45% ability bias for income, benefits, unemployment, and participation effects.

(b) 75% ability bias for crime effects.

(c) Sheepskin effects of education reflect signaling; all other effects of education reflect human capital.

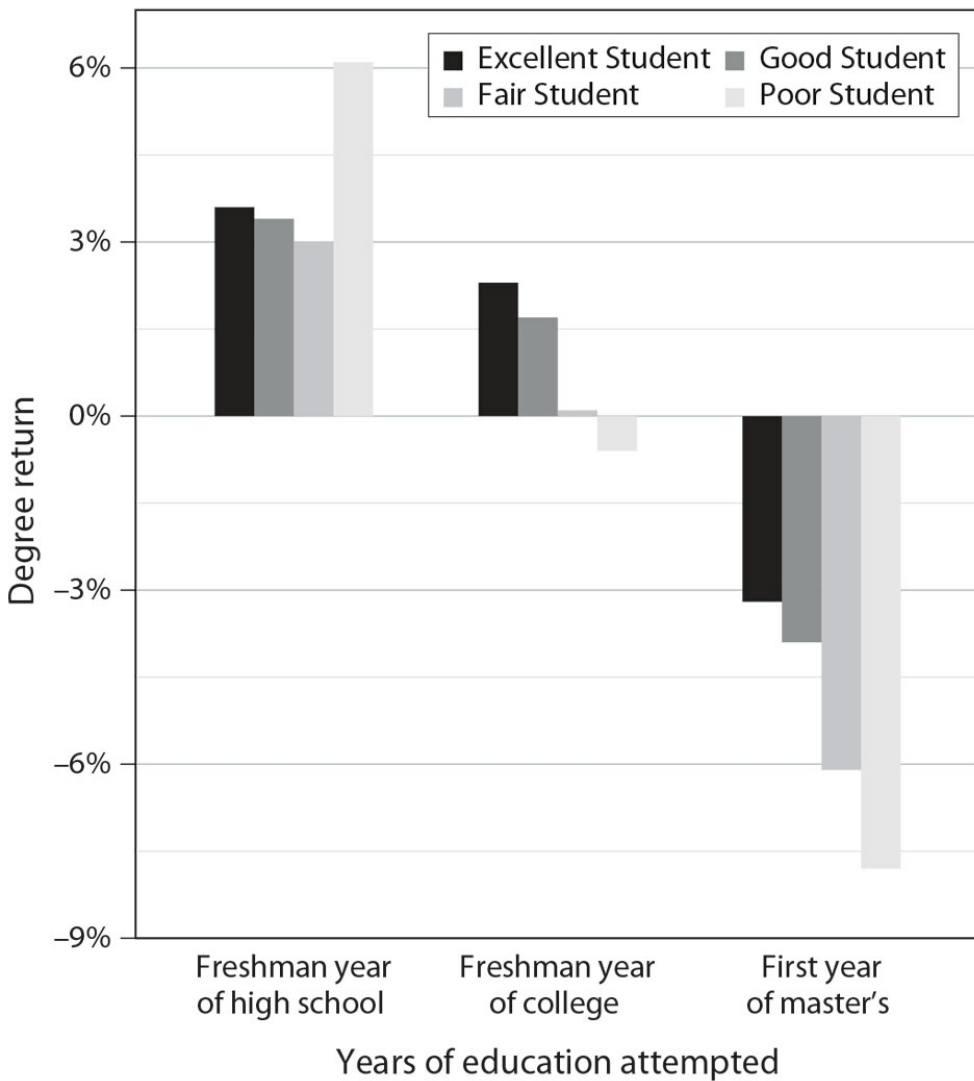


Figure 6.5: Social Degree Returns to Education with Cautious Signaling

Source: Figure 5.7 and text, assuming:

- (a) 45% ability bias for income, benefits, unemployment, and participation effects.
- (b) 75% ability bias for crime effects.
- (c) Sheepskin effects of education reflect signaling; all other effects of education reflect human capital.

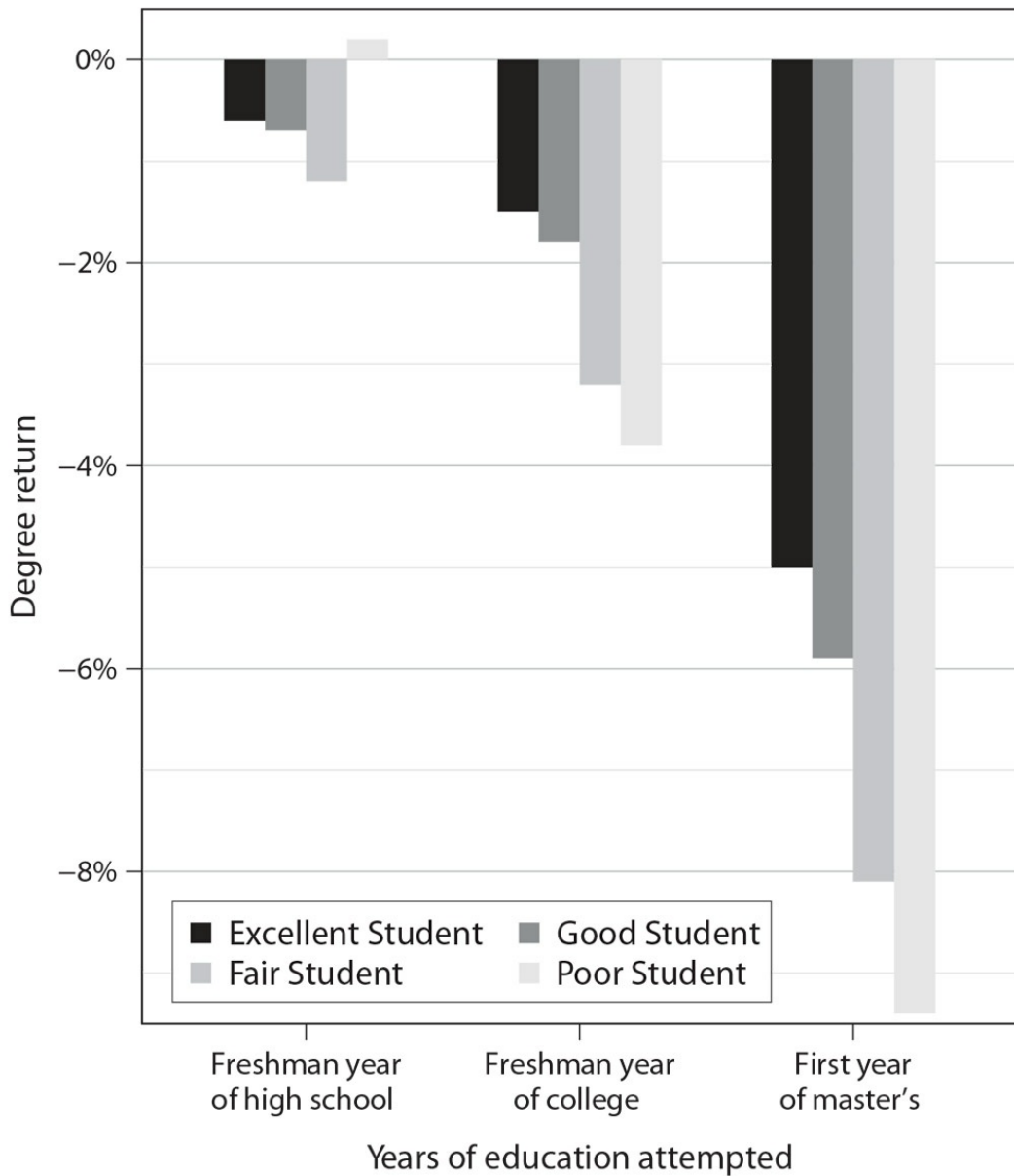


Figure 6.6: Social Degree Returns to Education with Reasonable Signaling

Source: Figure 5.7 and text, assuming:

- (a) 45% ability bias for income, benefits, unemployment, and participation effects.
- (b) 75% ability bias for crime effects.
- (c) 20% of the effects of education reflect human capital.

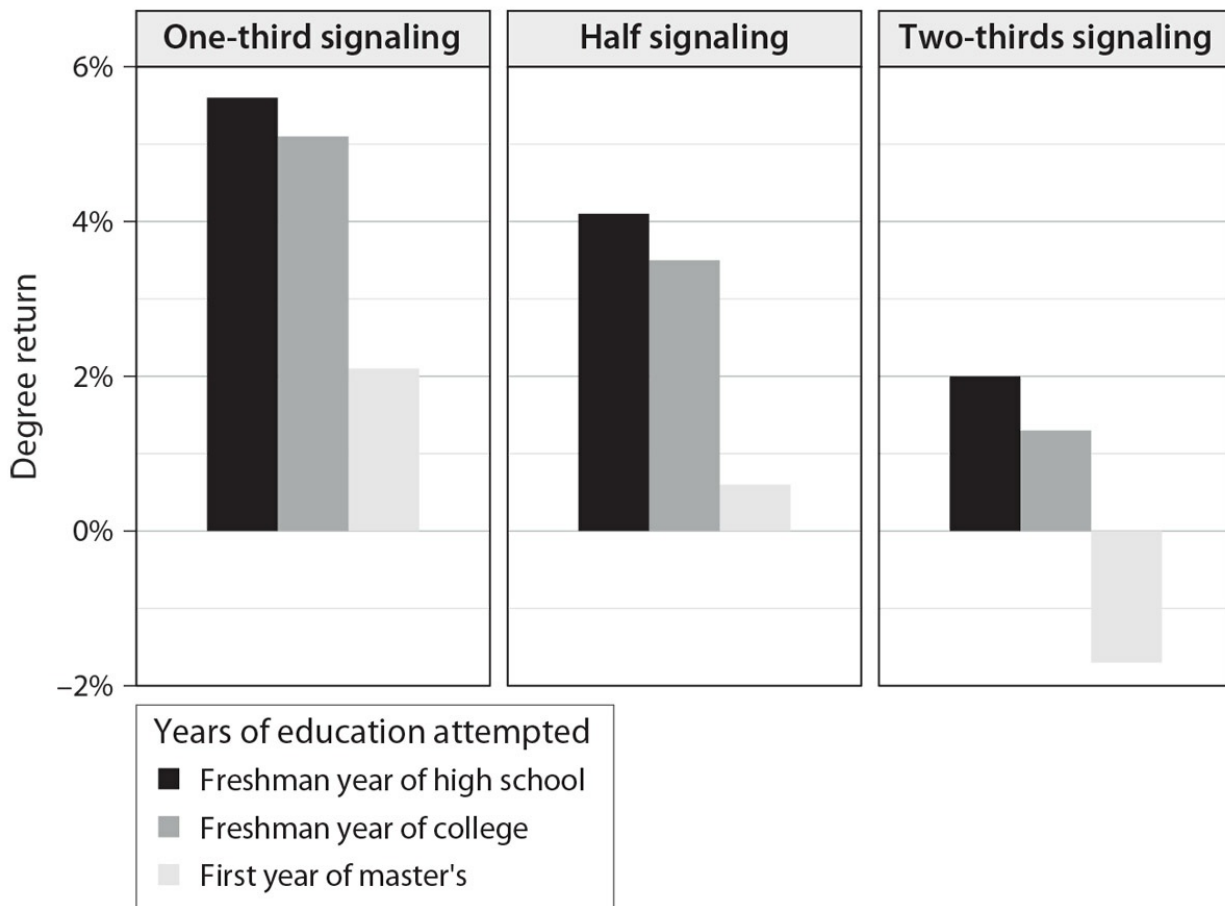


Figure 6.7: Social Degree Returns to Education for Excellent Students by Signaling Share

Source: Figure 6.6 and text.

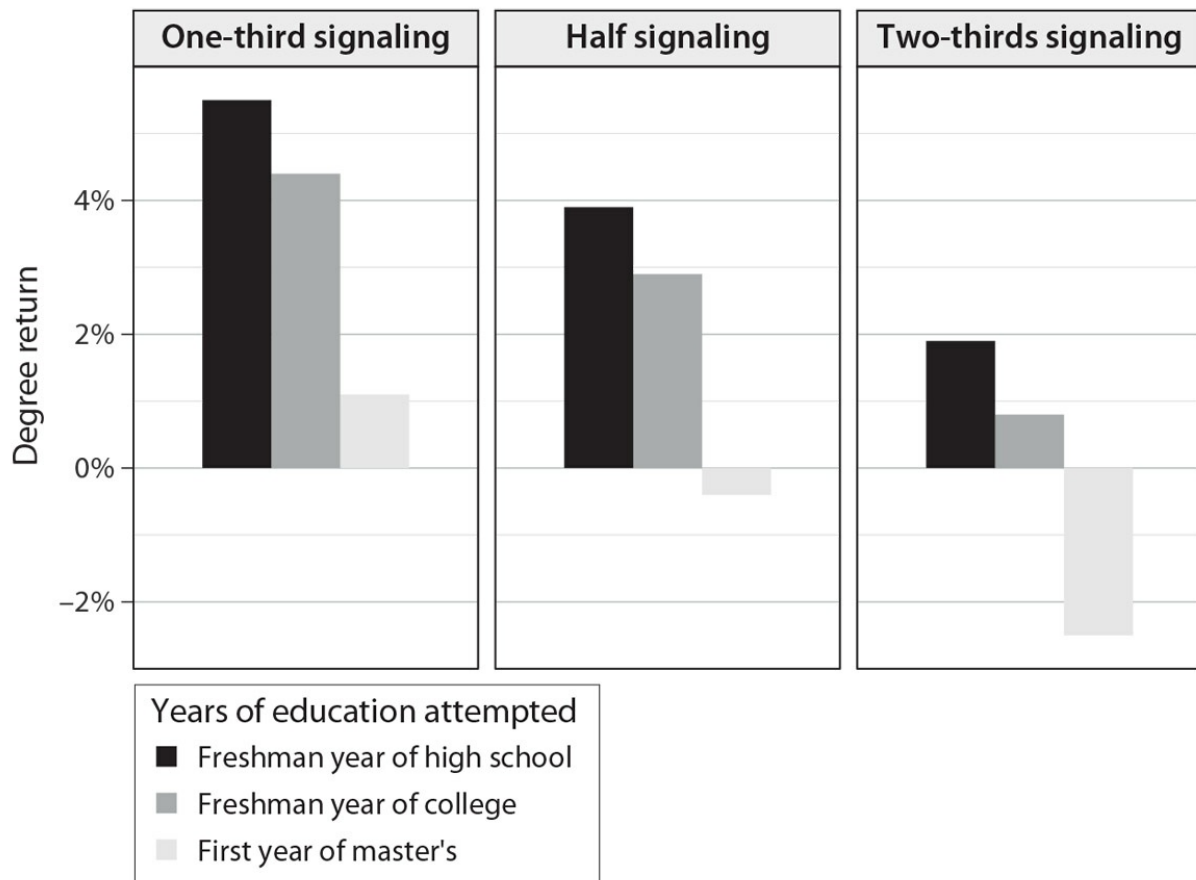


Figure 6.8: Social Degree Returns to Education for Good Students by Signaling Share

Source: Figure 6.6 and text.

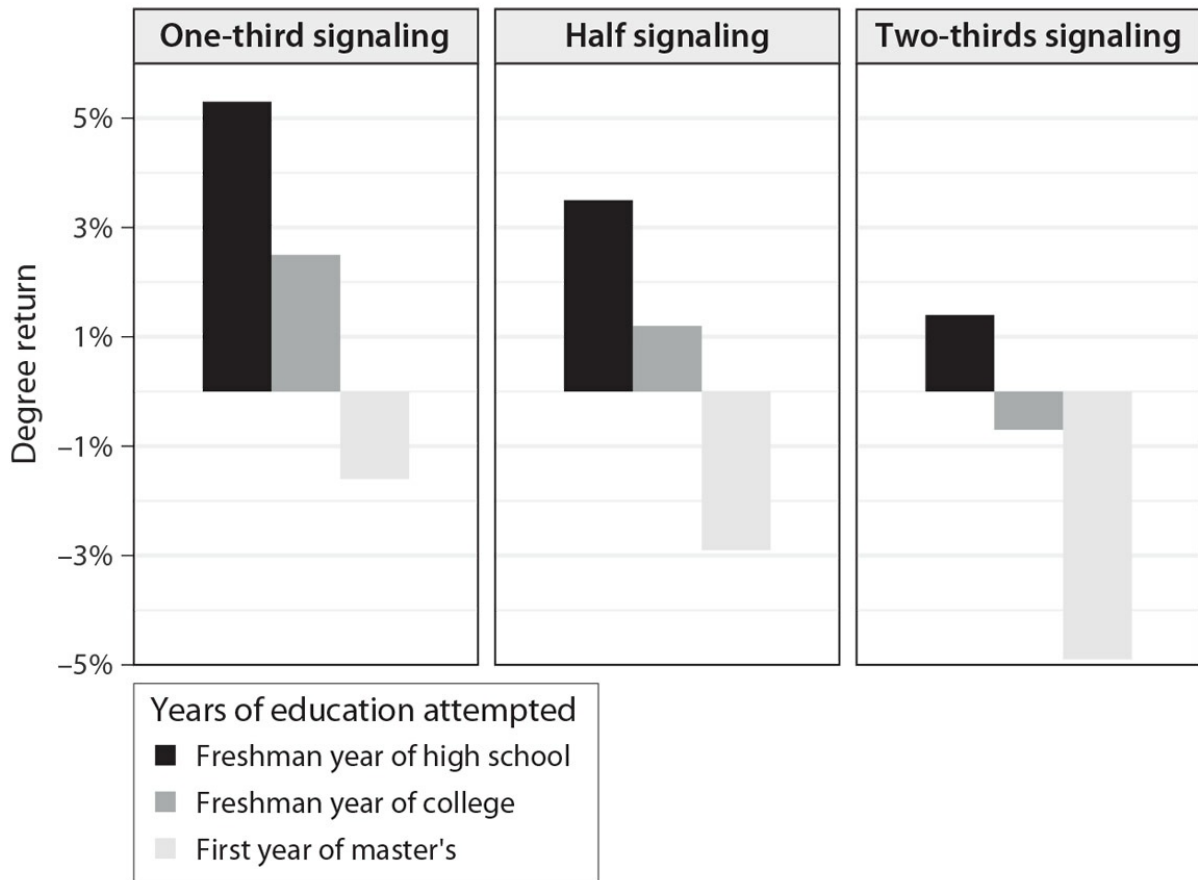


Figure 6.9: Social Degree Returns to Education for Fair Students by Signaling Share

Source: Figure 6.6 and text.

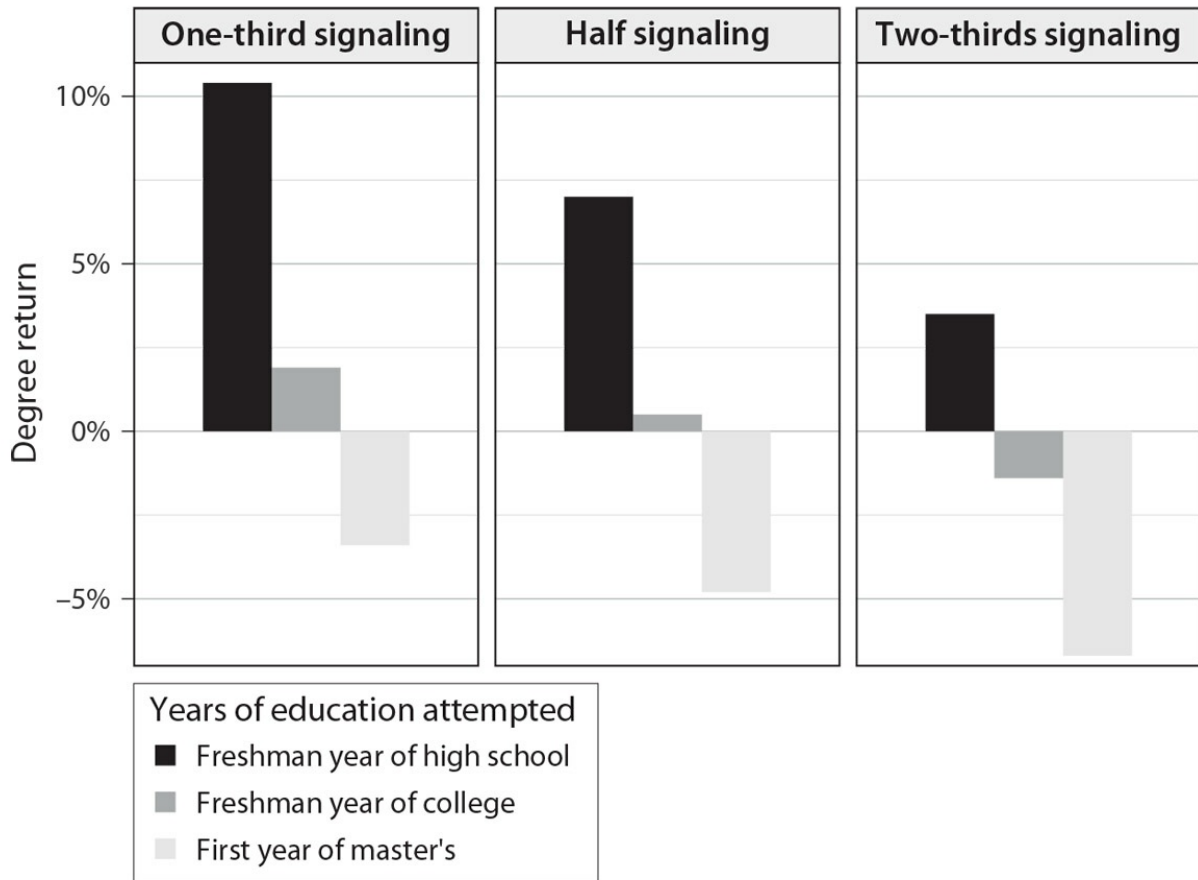


Figure 6.10: Social Degree Returns to Education for Poor Students by Signaling Share

Source: Figure 6.6 and text.

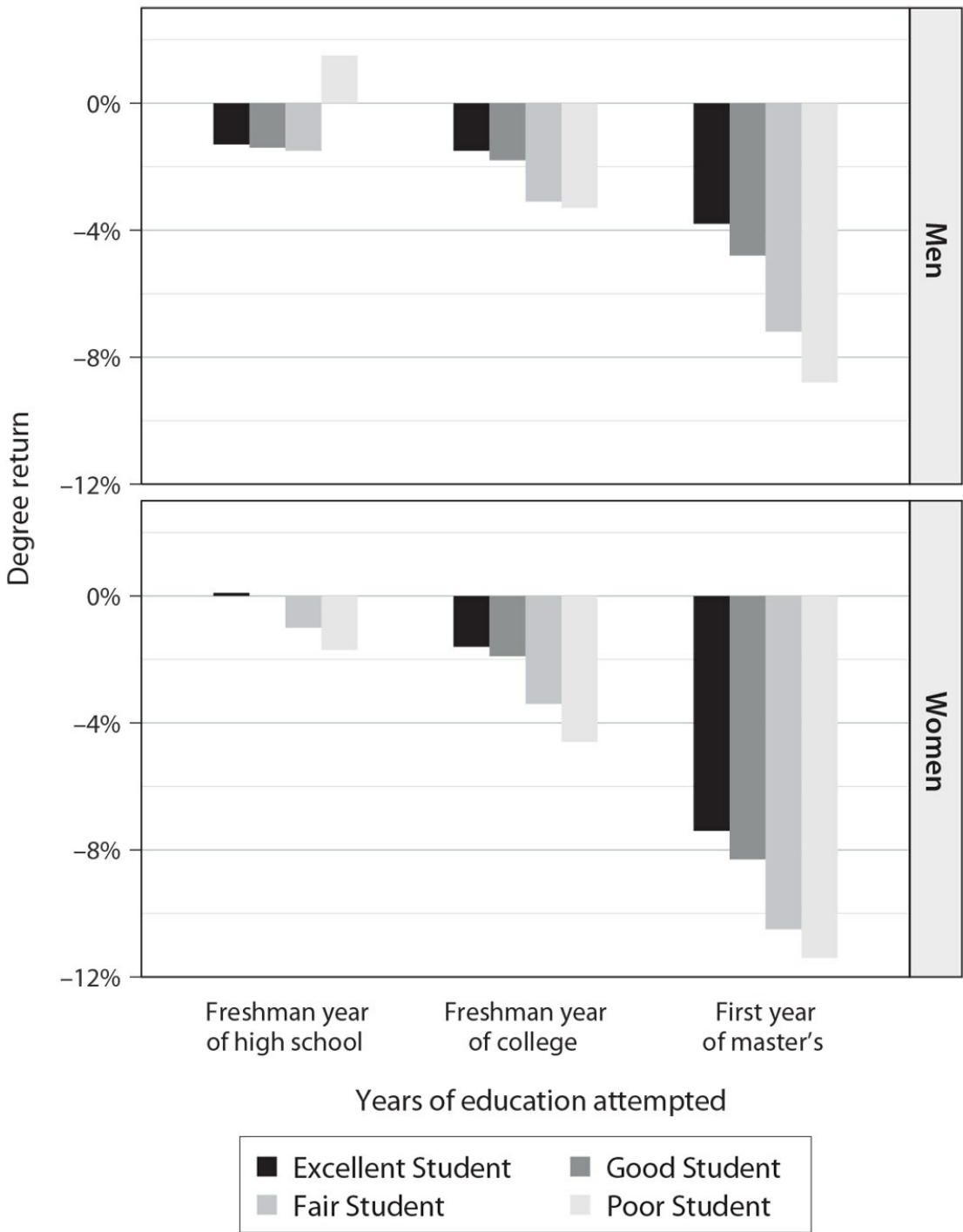


Figure 6.11: Social Degree Returns to Education by Sex with Reasonable Signaling
 Source: Figure 5.12 and text, assuming:
 (a) 45% ability bias for income, benefits, unemployment, and participation effects.
 (b) 75% ability bias for crime effects.
 (c) 20% of the effects of education reflect human capital.

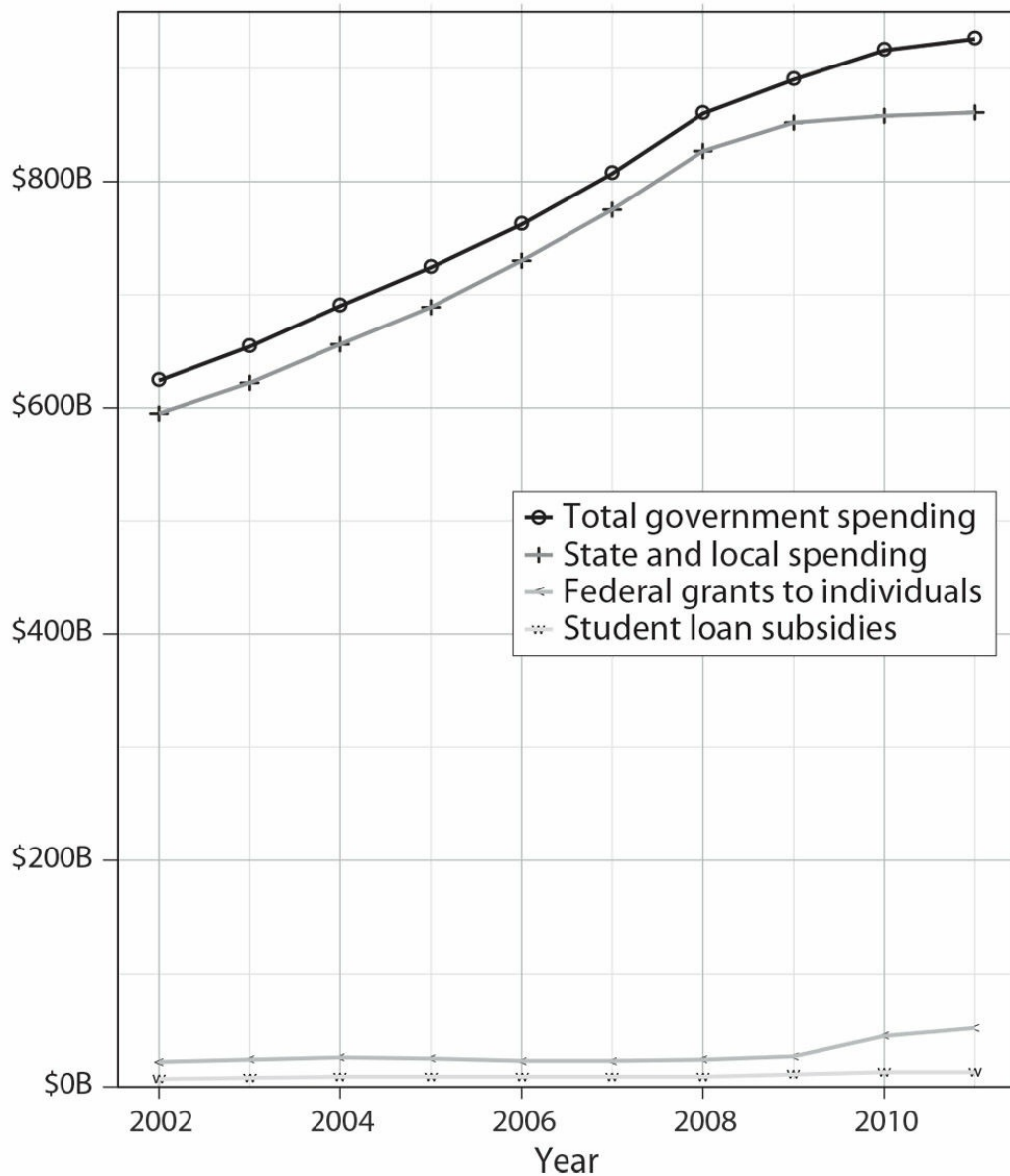


Figure 7.1: Total U.S. Government Education Spending (in \$B)

Sources: Snyder and Dillow 2015, pp. 58, 60–61, Snyder and Dillow 2013, p. 57, S. Baum and Payea 2012, p. 10. State and local education spending excludes public libraries; in years that count them, I subtract average library budget share of 1.3%. Grant and loan numbers converted from constant to current dollars.

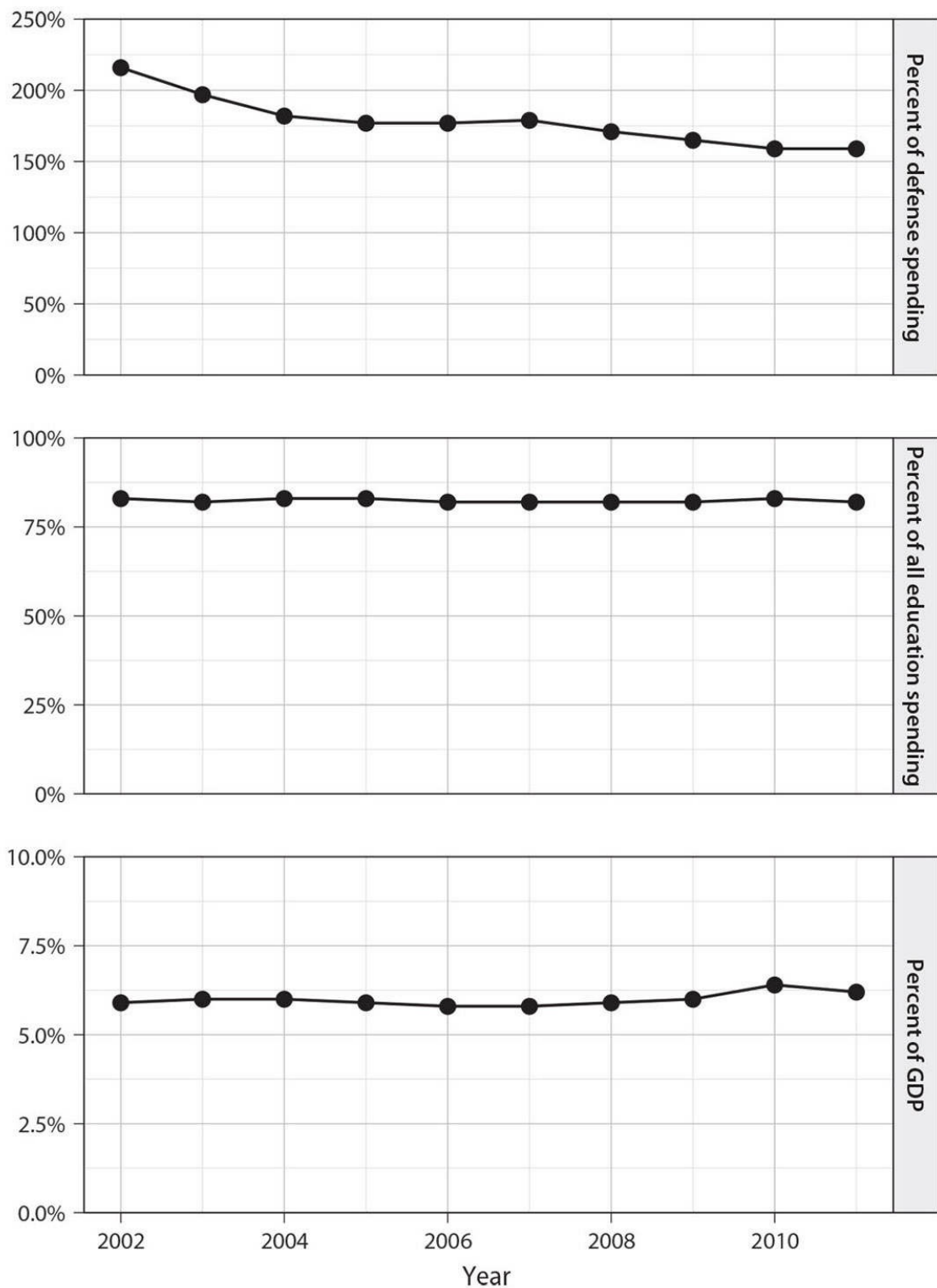


Figure 7.2: Total U.S. Government Education Spending in Perspective

Sources: Figure 7.1, and Office of Management and Budget 2014, pp. 57–58.

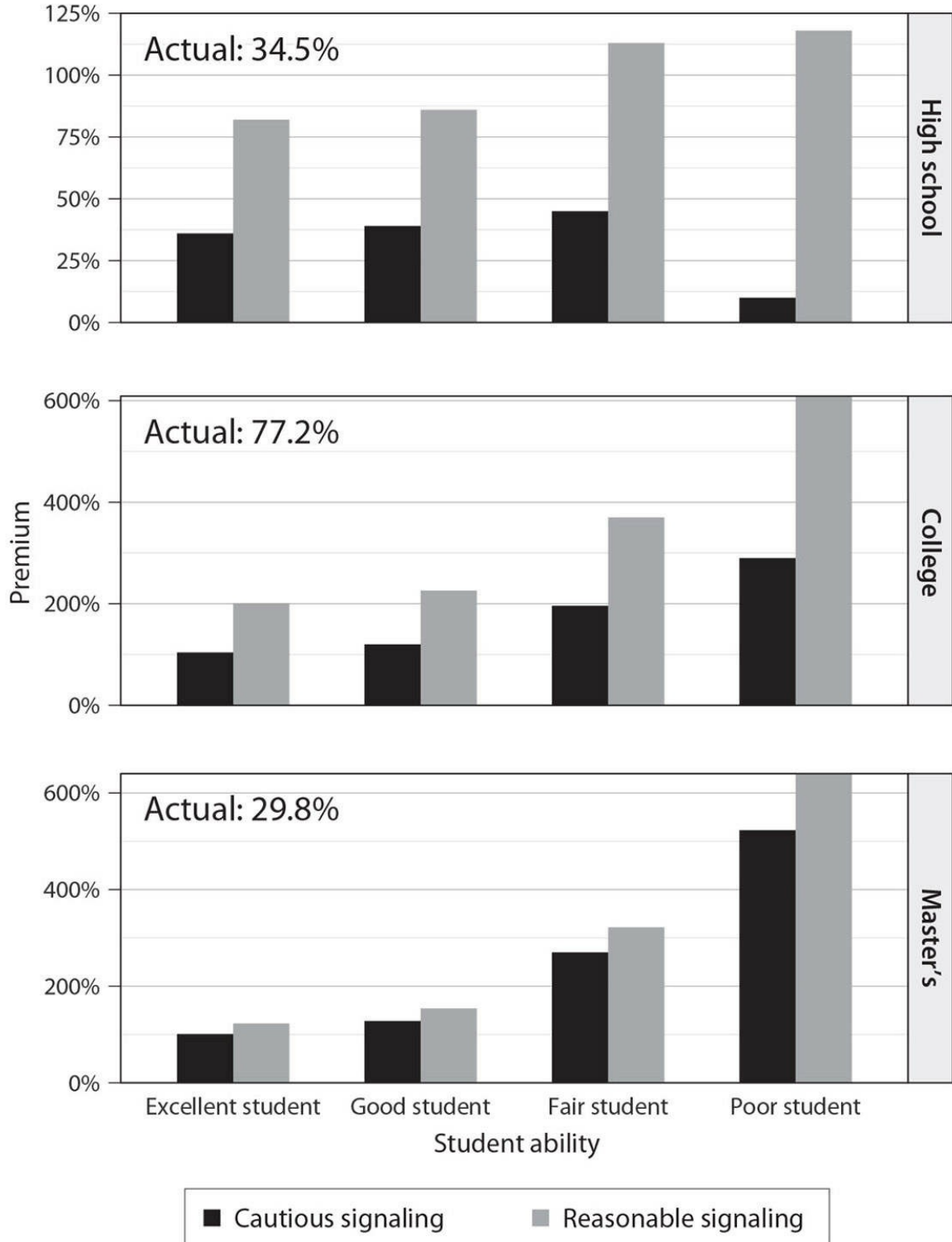


Figure 7.3: Education Premiums Required for 4% Social Return

Source: Figures 6.5 and 6.6 and text.

Table 8.1: Selfish Benefits, Social Benefits, and Stigma

	Academic Track	Vocational Track	Gain
Income	\$100	\$110	+10% selfish gain
Productivity	\$100	\$120	+20% social gain

Table 9.1: Best-Selling English-Language Fiction of All Time

Rank	Wikipedia	Ranker	How Stuff Works
1	<i>The Lord of the Rings</i> (Tolkien)	<i>A Tale of Two Cities</i> (Dickens)	<i>A Tale of Two Cities</i> (Dickens)
2	<i>Harry Potter and the Philosopher's Stone</i> (Rowling)	<i>The Lord of the Rings</i> (Tolkien)	<i>The Lord of the Rings</i> (Tolkien)

3	<i>And Then There Were None</i> (Christie)	<i>The Hobbit</i> (Tolkien)	<i>Harry Potter and the Sorcerer's Stone</i> (Rowling)
4	<i>The Hobbit</i> (Tolkien)	<i>And Then There Were None</i> (Christie)	<i>And Then There Were None</i> (Christie)
5	<i>She: A History of Adventure</i> (Haggard)	<i>The Lion, the Witch, and the Wardrobe</i> (Lewis)	<i>The Lion, the Witch, and the Wardrobe</i> (Lewis)
6	<i>The Lion, the Witch, and the Wardrobe</i> (Lewis)	<i>She: A History of Adventure</i> (Haggard)	<i>The Da Vinci Code</i> (Brown)
7	<i>The Da Vinci Code</i> (Brown)	<i>The Da Vinci Code</i> (Brown)	<i>Harry Potter and the Half-Blood Prince</i> (Rowling)
8	<i>Harry Potter and the Half-Blood Prince</i> (Rowling)	<i>The Catcher in the Rye</i> (Salinger)	<i>Harry Potter and the Chamber of Secrets</i> (Rowling)
9	<i>The Catcher in the Rye</i> (Salinger)	<i>Anne of Green Gables</i> (Montgomery)	<i>The Catcher in the Rye</i> (Salinger)
10	<i>Harry Potter and the Chamber of Secrets</i> (Rowling)	<i>Black Beauty</i> (Sewell)	<i>Harry Potter and the Goblet of Fire</i> (Rowling)
11	<i>Harry Potter and the Prisoner of Azkaban</i> (Rowling)	<i>Charlotte's Web</i> (White)	<i>Harry Potter and the Order of the Phoenix</i> (Rowling)
12	<i>Harry Potter and the Goblet of Fire</i> (Rowling)	<i>The Tale of Peter Rabbit</i> (Potter)	<i>Harry Potter and the Prisoner of Azkaban</i> (Rowling)
13	<i>Harry Potter and the Order of the Phoenix</i> (Rowling)	<i>Harry Potter and the Deathly Hallows</i> (Rowling)	<i>Ben Hur</i> (Wallace)
14	<i>Harry Potter and the Deathly Hallows</i> (Rowling)	<i>Jonathan Livingston Seagull</i> (Bach)	<i>Lolita</i> (Nabokov)
15	<i>Lolita</i> (Nabokov)	<i>Angels and Demons</i> (Brown)	<i>Harry Potter and the Deathly Hallows</i> (Rowling)
16	<i>Anne of Green Gables</i> (Montgomery)	<i>Kane and Abel</i> (Archer)	
17	<i>Black Beauty</i> (Sewell)	<i>To Kill a Mockingbird</i> (Lee)	
18	<i>The Eagle Has Landed</i> (Higgins)	<i>Valley of the Dolls</i> (Susann)	
19	<i>Watership Down</i> (Adams)	<i>Gone with the Wind</i> (Mitchell)	
20	<i>Charlotte's Web</i> (White)	<i>The Thorn Birds</i> (McCullough)	

Sources: Wikipedia 2015c, Ranker 2015, HowStuffWorks 2015. Nonfiction and non-English works omitted.

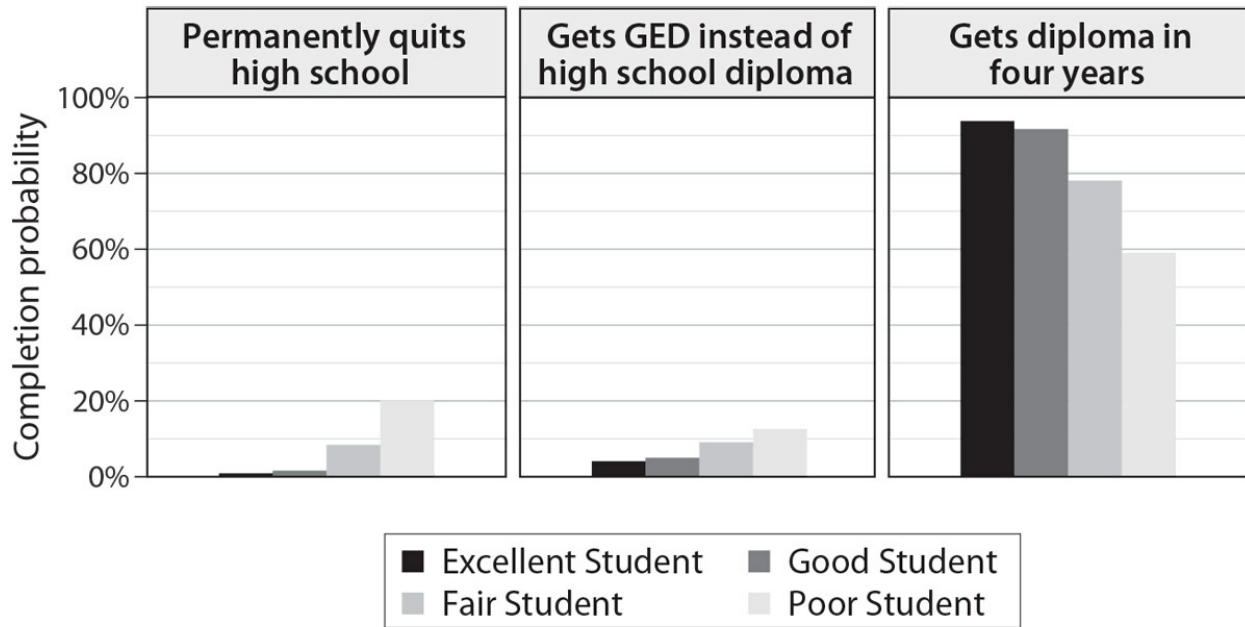


Figure A1: High School Completion Probabilities by Student Ability

Source: Herrnstein and Murray 1994, pp. 146–51, 597–98.

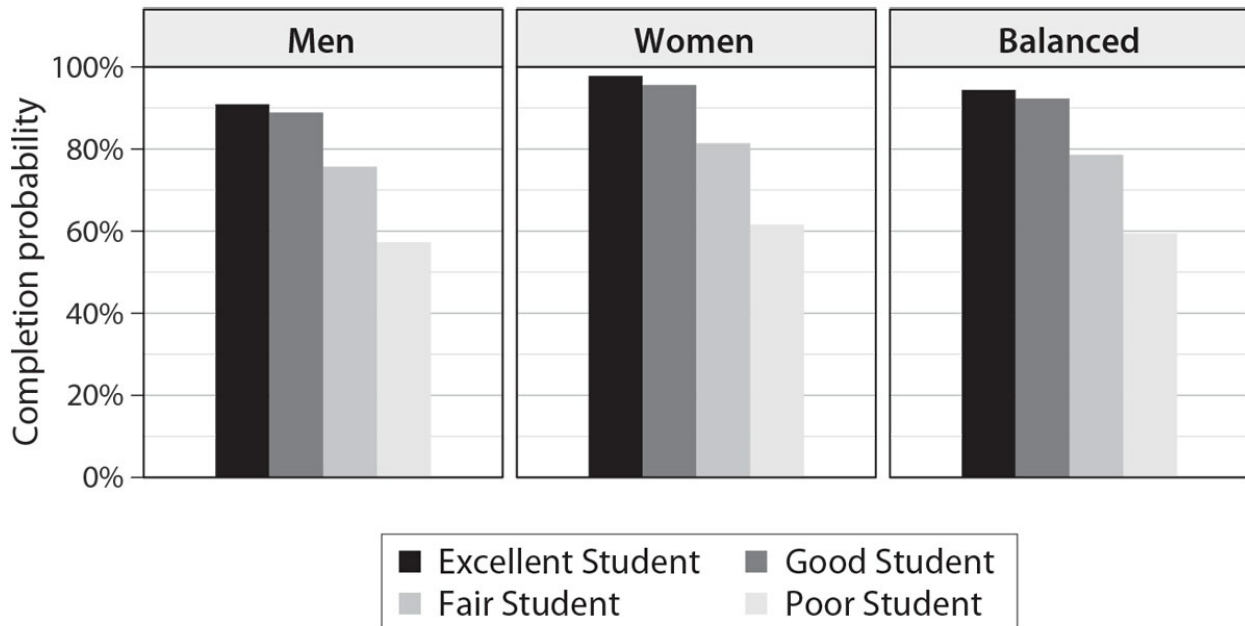


Figure A2: Four-Year High School Completion Probabilities by Student Ability and Sex

Sources: Herrnstein and Murray 1994, pp. 146–51, 597–98, adjusted by percentage gender gaps from Heckman and LaFontaine 2010, p. 254, table 3, latest cohort (born 1976–80).

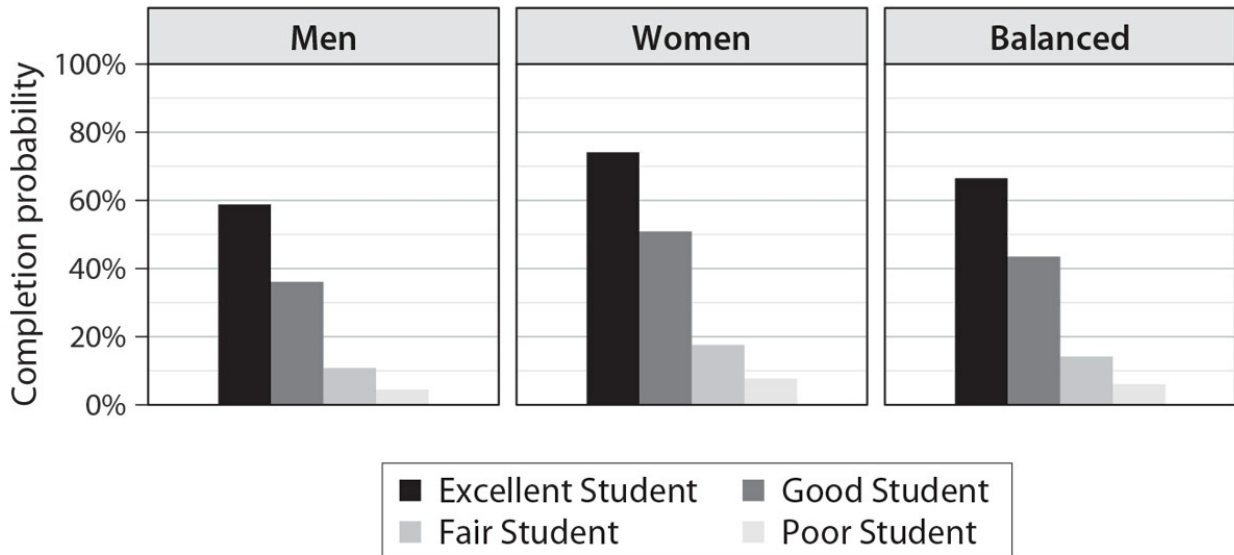


Figure A3: Transfer-Corrected Four-Year College Completion Probabilities by Student Ability and Sex
Sources: DeAngelo et al. 2011, p. 17, table 8, model 3, and D. Shapiro et al. 2013, p. 12.

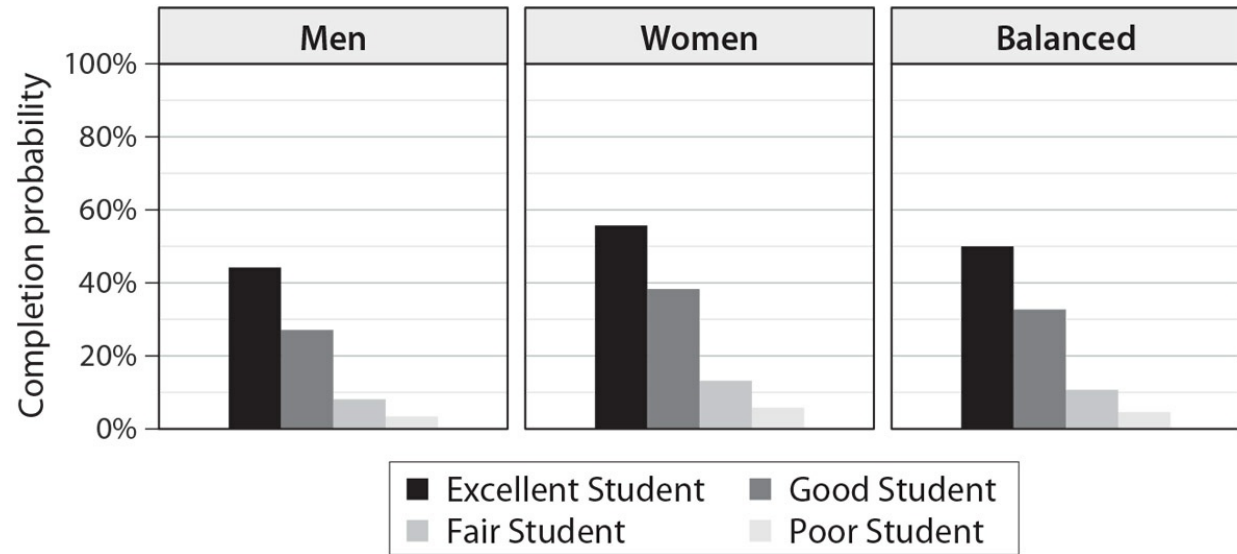


Figure A4: Two-Year Master's Completion Probabilities by Student Ability and Sex

Source: Balanced sample of Excellent Students are assigned the average of 50%; other probabilities are proportional to Figure A3's.

Table E1: Sheepskin Effect Estimates (No Explicit Degree Measures)

Data	Ave. Year 9– 11 Premium	Year 12 Premium	Ave. Year 13– 15 Premium	Year 16 Premium
Hungerford and Solon 1987, p. 177.				
Current Population Survey, 1978	+3.7%	+8.6%	+3.3%	+17.6%
Frazis 2002, p. 302.				
Current Population Survey, 1977–91	+5.5%	+15.1%	+5.2%	+22.0%
Lange and Topel 2006, p. 493.				
National Longitudinal Survey of Youth, 1999	+6.0%	+16.2%	+5.9%	+36.5%
Average	+5.0%	+12.7%	+5.5%	+23.1%

Data	Ave. Year 9–11 Premium	Year 12 Premium	Ave. Year 13–15 Premium	Year 16 Premium
Park 1994, p. 17, Park 1999, p. 239.				
Current Population Survey 1990	+8.0%	+18.1%	+3.9%	+26.2%
Jaeger and Page 1996, p. 735, column 2.				
Current Population Survey 1991–92	+5.5%	+17.4%	+5.9%	+39.1%
Arkes 1999, p. 139, column 1.				
National Longitudinal Survey of Youth, 1993	+6.9%	+13.0%	+7.4%	+30.1%
Ferrer and Riddell 2002, p. 893, column 3.				
Canadian Census 1996 (males)	+3.4%	+8.9%	+3.4%	+29.8%
Ferrer and Riddell 2002, p. 893, column 4.				
Canadian Census 1996 (females)	+5.7%	+12.3%	+5.7%	+35.9%
Riddell 2008, p. 26, column OLS 3.				
International Adult Literacy and Skills Survey 2003	+3.4%	+27.0%	+3.4%	+58.2%
Bitzan 2009, p. 762, column 2.				
Current Population Survey Merged Outgoing Rotation Groups 1999–2003 (white males)	+3.8%	+20.5%	+6.5%	+30.4%
Bitzan 2009, p. 762, column 3.				
Current Population Survey Merged Outgoing Rotation Groups 1999–2003 (black males)	+1.2%	+16.0%	+7.8%	+23.6%
Flores-Lagunes and Light 2010, pp. 456–57, column 1.				
National Longitudinal Survey of Youth	+2.1%	+2.6%	+2.1%	+33.2%

1979–2004 (starting wages)				
Average	+4.4%	+15.1%	+5.1%	+34.1%
Median	+3.8%	+16.0%	+5.7%	+30.4%

Table E3: Cognitive Ability by Education in the General Social Survey (1972–2012)

Education	Average Score (in Standard Deviations)	Percentile
Dropout	−0.71	24th
H.S. Grad	−0.22	41st
B.A.	0.61	73rd
Advanced Degree	0.91	82nd
Average	0.00	50th
Results for 18-to-39-year-olds.		

Table E4: Workforce Participation for 25-to-64-Year-Olds, by Education, Adjusting for Part-Time Work (2011)

	Male	Female
Less Than High School	65.6%	43.3%
High School Diploma	74.2%	58.1%
Bachelor's Degree or More	85.3%	70.1%
Overall	77.5%	62.5%
<i>Source:</i> Snyder and Dillow 2012, p. 620, treating part-time workers as fractional full-time workers.		