

Notes for 129 Labor markets and education

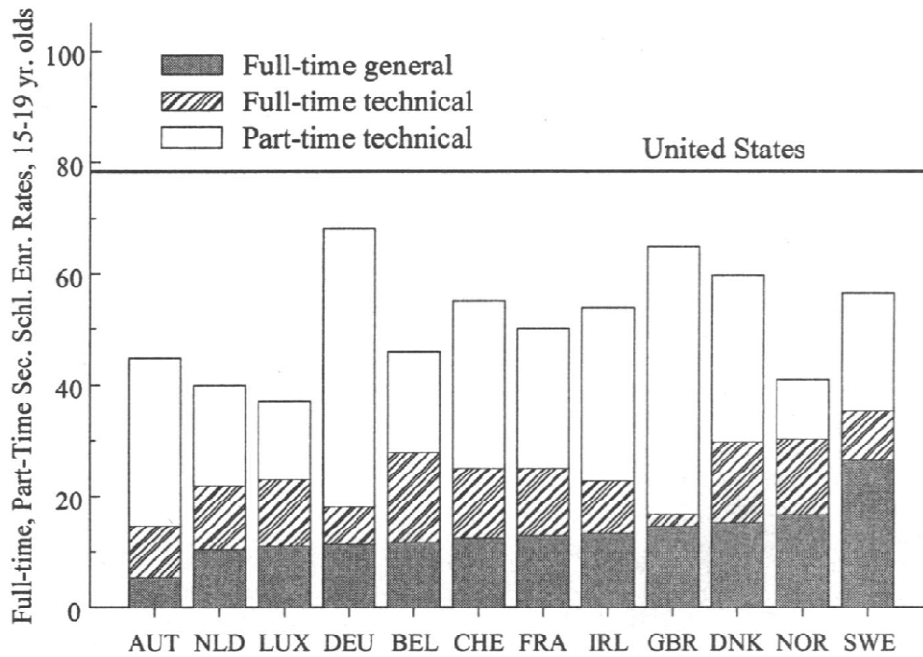
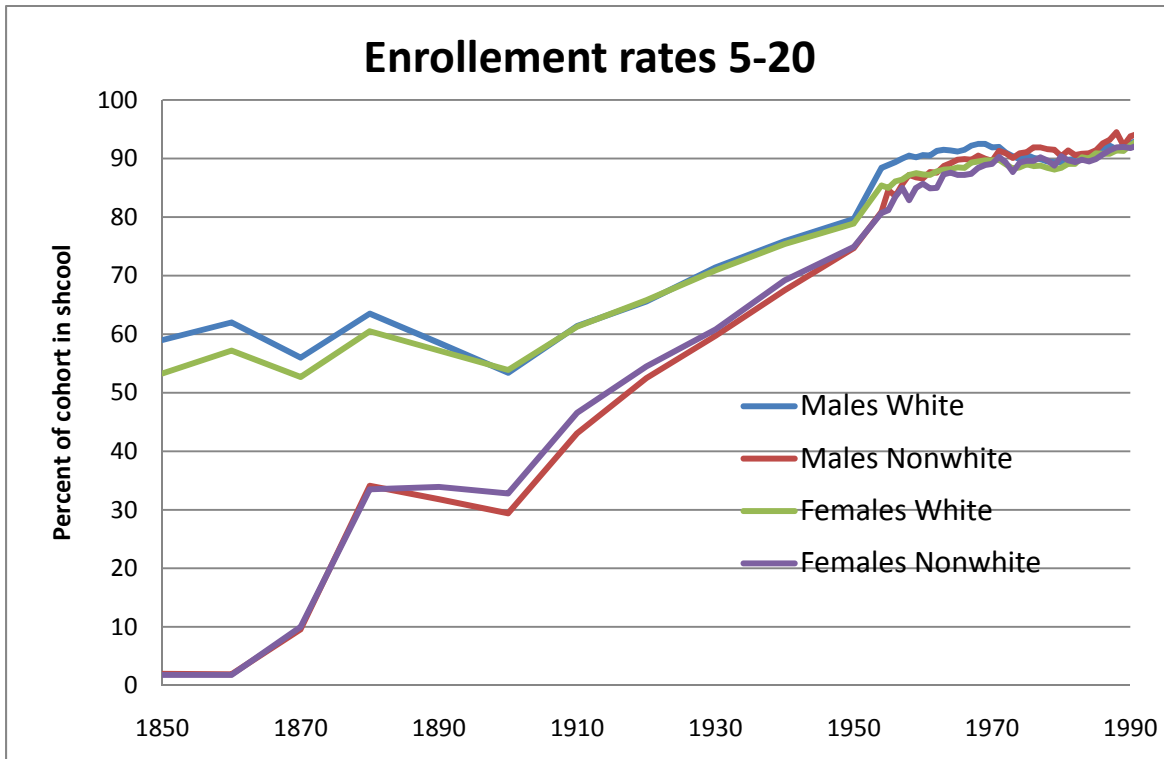


FIGURE 1B
FULL- AND PART-TIME SECONDARY-SCHOOL ENROLLMENT RATES, EUROPE AND THE UNITED STATES, c.1955

Why go to grade school

Why go to high school

How connected to markets

How connected to changing technology

How connected to changing household incomes

Tacit vs formal knowledge, on the job training vs general skills.

TABLE 1
RETURNS TO EDUCATION BY TYPE OF SCHOOLING AND OCCUPATION, 1914:
MALES, BY AGE

Type of School, in Years	Type of Occupation				
	All	Nonfarm	Farm	Nonfarm	
				White-Collar	Blue-Collar
Males, 18 to 65 years					
Common school	0.0427	0.0400	0.0375	0.0275	0.0239
Grammar school	0.0533	0.0647	0.0232	0.0470	0.0585
High school	0.103	0.102	0.114	0.0609	0.0740
College	0.103	0.106	0.132	0.0783	0.0533
Males, 18 to 34 years					
Common school	0.0483	0.0375	0.0637	0.0438	0.0229
Grammar school	0.0693	0.0671	0.0568	0.0679	0.0634
High school	0.120	0.114	0.132	0.0826	0.0908
College	0.146	0.143	0.166	0.131	0.0575

Notes: Income data in the 1915 Iowa State Census is for 1914. All coefficients are significant at standard levels. The dependent variable is log (annual earnings). The coefficients come from ten

Note who gets the largest returns.

Some qualifications.

This is not constant, it seems those returns rose in the early 20th century and fell in the post WWII period and then rose again after 1970.

How might we know this.?

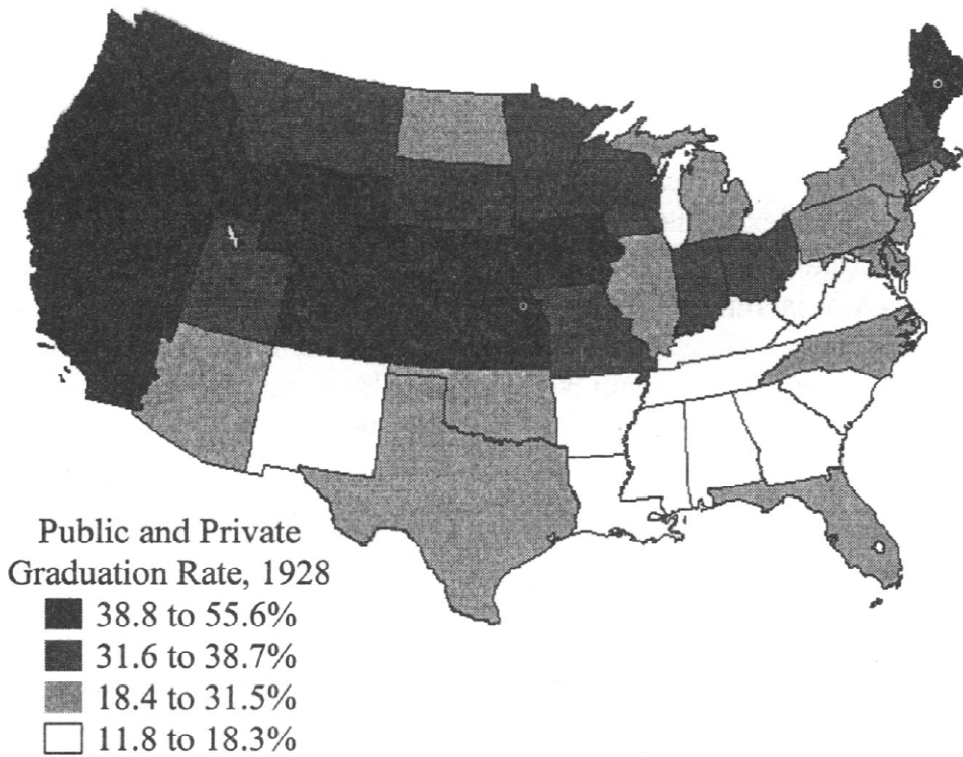
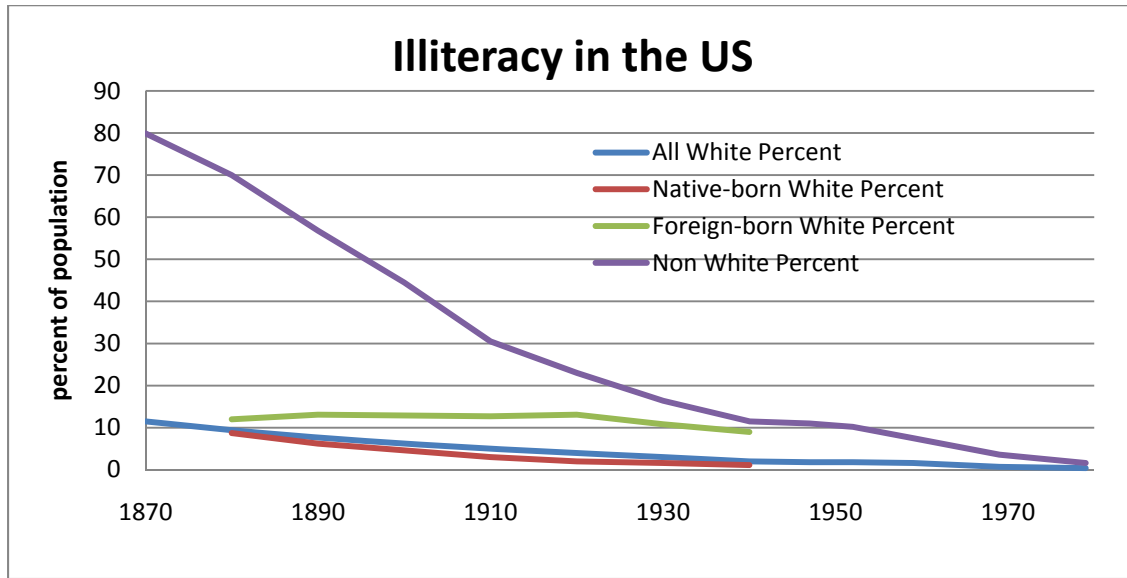


FIGURE 4
PUBLIC AND PRIVATE HIGH SCHOOL GRADUATION RATES BY STATE, 1928