

Figure 1. Male and Female Log Hourly 90/50 and 50/10 Earnings Ratios. Source: Current Population Survey May and Monthly Files, 1973 - 2004.

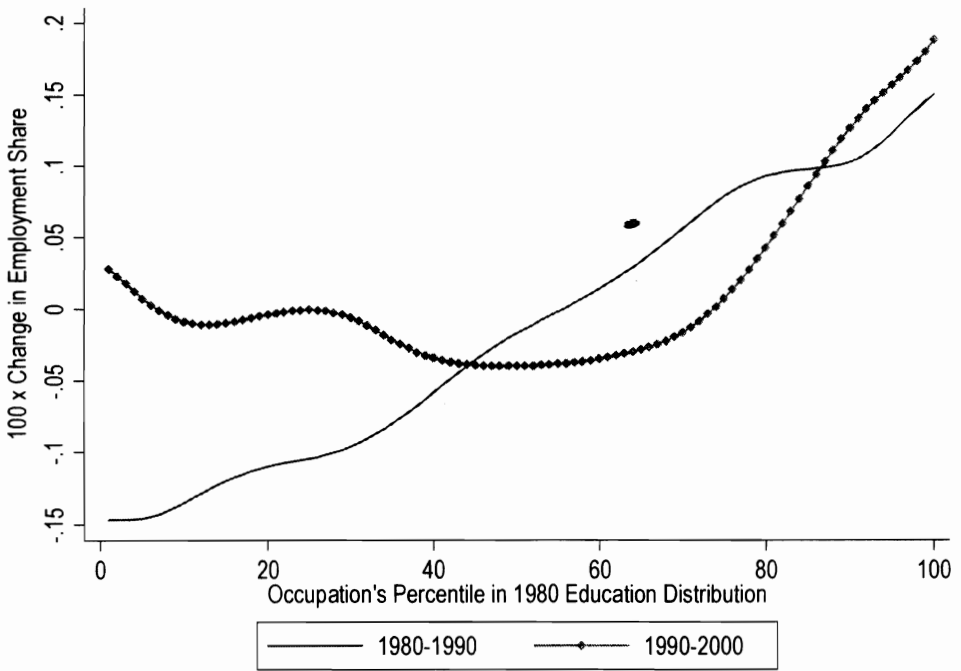


Figure 4. Smoothed Changes in Occupational Employment Shares 1980 - 2000, with occupations ranked by their 1980 Average Years of Schooling. Source: see Figure 3.

Non-Routine Manual	Routine Manual or Cognitive	Non-Routine Cognitive
Waiter	Production/Manufacturing Worker	High-Skill Medical (Doctor, Phys Therapist)
Barber	Customer Service	Engineer
Janitor	Clerical	Programmer
Cab Driver	Bookkeeping	Lawyer
Landscaper		Manager
Construction Worker		Sales
Low-Skill Healthcare		Teacher

From Levy and Murnane (May 2006):

“This brings us to the question of how to teach **Expert Thinking** - the ability to solve problems that, unlike algebra, lack explicit rules-based solutions. These problems must be solved through some form of pattern recognition. Rules based solutions must still be part of a curriculum—i.e. students still need to know subjects like algebra. But a curriculum must recognize that a rules-based solution is usually the second part of a two-part solving process. **The first part of the process- the part that retains labor market value- is the ability to recognize which rules-based solution applies in a particular case.**”