

# Adrien Montalbo

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## Paris School of Economics

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### PERSONAL INFORMATION

Citizenship: French      Gender: Male      Date of birth: 08/23/1992  
Languages: French (native), English (fluent), Italian (fluent)

### RESEARCH FIELDS

Primary Fields: Economic History, Education Economics  
Secondary Field: Economic Growth

### DOCTORAL STUDIES

Paris School of Economics      2016-2019  
PhD, Economics  
*Dissertation:* Primary Education, Industrial Activities and Economic Growth  
in Nineteenth-century France

### *References*

Professor Jérôme Bourdieu  
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### PRIOR EDUCATION

M.Phil., Economics, Paris School of Economics      2016  
Ecole Normale Supérieure Paris Saclay      2012-2016

<b>TEACHING EXPERIENCE</b>	Introduction to Economics (Undergraduate)	Sorbonne-Université	2019-2020
	Statistical Reasoning (Graduate)	Sciences-Po Paris	2019
	European Economics (Undergraduate)	University Paris I Panthéon-Sorbonne	2016-2018
	Mathematics for Economists (Undergraduate)	University Paris I Panthéon-Sorbonne	2016-2018

<b>FELLOWSHIPS AND AWARDS</b>	PhD Full Scholarship		2016-2019
	<i>Agrégation</i> in Social Sciences (highest teaching diploma in France)		2015
	Full Scholarship - Ecole Normale Supérieure Paris Saclay		2012-2016

<b>PROFESSIONAL ACTIVITIES</b>	<b>Conferences, Workshops and External Seminar Presentations:</b>		
	ADRES Doctoral Conference, 11th BETA-Workshop in Historical Economics, 68th Annual Meeting of the French Economic Association, European Historical Economics Society Conference, Meeting of the Association Française d'Histoire Économique		2019
	Economic History Seminar - Paris School of Economics, 67th Annual Meeting of the French Economic Association, 35èmes Journées de Microéconomie Appliquée		2018

<b>PUBLICATIONS</b>	<b>Industrial Activities and Primary Schooling in the Early Nineteenth-Century France</b> (Forthcoming at <i>Cliometrica</i> )
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This article investigates the impact of industrial activities on primary instruction in early nineteenth-century France. To do so, I use a newly constituted database on the location and characteristics of primary schools at the level of municipalities. This database is extracted from the Guizot Survey conducted in 1833, before the implementation of the first national law making the opening of a school mandatory in any municipality more than 500 inhabitants. By using mineral deposits as an instrument, I first show that the presence of industrial activities in a given municipality was positively influencing the presence of primary schools. An increase in the supply of schools by municipalities explains this association. Additional resources transferred to them by manufactures favoured this increase through an income effect. However, I find no significant link between industry and the accumulation of human capital. On the contrary, I provide indications that industrial activities were associated with lower enrolment rates. If they had a positive impact on the demand for schooling, it was only for a very restricted part of the population.

**RESEARCH  
PAPERS****“Education and Economic Development. The Influence of Primary Schooling on Municipalities in Nineteenth-Century France”  
JOB MARKET PAPER**

The impact of education on growth or individual earnings has been vastly studied in economics. However, much remains to know about this association before the mid-20th century. In this article, I investigate the effect of primary schooling on the economic development of French municipalities during the 19th century and up to World War I. Before the Guizot Law of 1833, no national legislation on primary schooling existed in France. Therefore, I evaluate if the municipalities with higher educational achievements before this law grew more than their counterparts during the following years. To do so, I exploit first the fact that the Guizot Law forced municipalities over 500 inhabitants to open and fund a primary school for boys. I implement a regression discontinuity around this cut-off on municipalities with no primary school in 1833. Second, I instrument educational achievement, namely enrolment rates and schooling years, by the proximity of municipalities to printing presses established before 1500. Each method returns a positive impact of education on development. Education quality also mattered in this perspective. A matching estimation on municipalities with a school in 1833 indicates a positive impact of better teaching conditions provided by public grants on the subsequent growth of municipalities. Primary schooling, and therefore the acquisition of “basic” or elementary skills, is therefore an important factor which favoured the development of French municipalities during the century of industrialisation and modernisation.

**“Schools Without a Law: Primary Education in France from the Revolution to the Guizot Law”**

The French Revolution had a substantial impact on the functioning of primary schools as it suppressed one of their major funding sources, taxes collected by the clergy. Nonetheless, the geographical distribution of schools and enrolment rates remained relatively stable until late into the nineteenth century. In this article, I show that understanding the reorganisation of primary schooling after the Revolution is essential in accounting for these long-lasting variations in educational attainment. By using a new database at the level of primary schools, I first show that municipalities took over the control of instruction in areas well-endowed in economic resources and where schools were more concentrated before the revolutionary time period. Secondly, I demonstrate that, by subsidising schools, municipal authorities acted in favour of a fall in schooling fees, lowering the average cost of education and therefore increasing enrolment rates. Both supply and demand factors can account for this relation. Finally, I show that teaching conditions were better and human capital accumulation higher in the schools provided with municipal grants. Public investment in primary schooling is therefore a key element to understand the uneven distribution of schools, enrolment rates and knowledge accumulation in France during the nineteenth century.