

# Adrien Montalbo

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## IESEG School of Management

### Office Contact Information

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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

Economic History, Education Economics, Economic Growth, Political Economy  
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### POSITIONS

Postdoctoral fellow, IESEG School of Management      2020-2022  
Lecturer, Sorbonne-Université      2019-2020

### DOCTORAL STUDIES

Paris School of Economics      2016-2019  
PhD, Economics  
*Dissertation:* Primary Education, Industrial Activities and Economic Growth in Nineteenth-century France  
*Committee:* Jérôme Bourdieu (advisor), Lionel Kesztenbaum, Gabriele Cappelli, Charlotte Le Chapelain, David F. Mitch, Eric Maurin

### *References*

Professor Jérôme Bourdieu  
Paris School of Economics  
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**PRIOR  
EDUCATION**

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

**TEACHING  
EXPERIENCE**

Mathematics for Business (Undergraduate)	IESEG School of Management	2020-2022
Introduction to Economics (Undergraduate)	Sorbonne-Université	2019-2020
Statistical Reasoning (Graduate)	Sciences-Po Paris	2018-2020
European Economics (Undergraduate)	University Paris I Panthéon-Sorbonne	2016-2018
Mathematics for Economists (Undergraduate)	University Paris I Panthéon-Sorbonne	2016-2018

**FELLOWSHIPS  
AND AWARDS**

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

**PROFESSIONAL  
ACTIVITIES****Conferences, Workshops and External Seminar Presentations:**

The Rise of Education in Historical Perspective Workshop, Economic History Society Annual Conference, Royal Economic Society Annual Conference, Economics and Business History Society Conference, 69th Congress of the French Economic Association, 25th Spring Meeting of Young Economists, Western Economic Association International 96th Annual Conference, 33rd Annual European Association for Evolutionary Political Economy Conference, 11th Bari International Conference "Economics of Global Interactions", 7th Annual Meeting of the Danish Society for Economic and Social History, 14th Swedish Economic History Meeting,	2021
ADRES Doctoral Conference, 80th Annual Meeting of the Economic History Association	2020
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>Referee:</b> <i>Cliometrica</i> , <i>Political Science Research and Methods</i> , <i>Journal of Economic History</i> , <i>Journal of Economic Growth</i>	

**Organization of Seminars:**

Co-organizer of the iFLAME seminar at IESEG School of Management	2021-2022
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**Master Thesis Supervision:**

Morgane Fassel: "The COVID-19 pandemic's impact on global business relocations", IESEG School of Management 2021

Marion Guignard: "History of public higher education institutions in France between 1200 and 2021", IESEG School of Management (co-supervision with Simone Moriconi) 2021

**PUBLICATIONS** **Landholding Inequality and the Consolidation of Democracy: Evidence from Nineteenth-Century France**, *accepted at Journal of Economic History*, (2021)

In this article, I investigate the effect of landholding inequalities on the democratization process in nineteenth-century France. I focus on the 1849 election which followed the establishment of the Second Republic (1848-1851), and on the first six elections of the Third Republic (1870-1940), which took place between 1876 and 1893. I find that stronger landholding inequalities were associated to a lower support for the Republicans, and therefore constituted a threat upon the consolidation of democracy. I provide evidence that large landowners resisted the establishment of the democracy by influencing the electoral behavior of economically dependent agricultural workers.

**Primary education and economic growth in nineteenth-century France**, *Cliometrica (forthcoming)*, (2021)

Education has been evaluated as a crucial factor in the process of modern economic growth. However, its contribution during the historical transition from stagnation to growth remains more debated. In this article, I investigate the impact of primary schooling on the economic development in France during the nineteenth century and up to World War I. To do so, I rely on very precise data on education at the level of municipalities. I instrument educational achievements, namely enrolment rates and schooling years, by the proximity of municipalities to printing presses established before 1500. This method returns a positive impact of an early high educational achievement on growth during the nineteenth century. This indicates a positive effect of the acquisition of basic education and elementary skills on the development of French municipalities. Therefore, the accumulation of human capital within primary schools contributed to the transition from stagnation to growth in France.

**Schools Without a Law: Primary Education in France from the Revolution to the Guizot Law**, *Explorations in Economic History* Volume 79, pages 101364, (2021)

The French Revolution substantially impacted primary schools as it suppressed one of their major funding sources, taxes collected by the clergy. Nonetheless, the geographical distribution of schools and enrollment rates remained relatively stable until late into the nineteenth century. In this article, I show that understanding the reorganization of primary schooling after the Revolution is essential in accounting for these long-lasting variations. By using data at the level of schools and an IV strategy relying on the trade cost shock caused by the Napoleonic blockade, I first show that municipalities took over the control of instruction in richer and growing areas. Secondly, I demonstrate that, by subsidizing schools, municipal authorities contributed to lower schooling fees and to increase enrollment. Finally, I show that human capital accumulation was higher in the schools provided with public grants, which influenced positively the subsequent development of municipalities. Public investment in education is therefore a key determinant of knowledge accumulation in nineteenth-century France.

**Industrial Activities and Primary Schooling in the Early Nineteenth-Century France**, *Cliometrica*, Volume 14, Issue 2, pages 325–365 (2020)

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**

**“State intervention, education supply and economic growth in nineteenth-century France”**, *Job Market Paper*

In this article, I explore the association between the rise in education and economic growth during the nineteenth century in France. To do so, I rely on a quasi-natural experiment, the Guizot law of 1833, which made mandatory for each French municipality over 500 inhabitants to open and fund a primary school for boys. This law constitutes the first coercive measure on schooling supply undertaken by the French state. By implementing a regression discontinuity around the 500-inhabitant threshold defined by the law, I identify a positive impact of primary instruction on the subsequent growth of municipalities. I also provide evidence that the outcomes are consistent with the hypothesis of a productivity-enhancing effect of education. State intervention and education policy therefore contributed to shape the development path of French municipalities. More generally, these findings point out a positive impact of basic education on growth during the century

of industrialization and modernization.

**WORK IN  
PROGRESS**

**“Free Land Property, Resistance To Feudalism and the Support for Democracy: Evidence from France”**

**“Compulsory Primary Schooling, Fertility Decisions and Social Mobility: Evidence from the French Ferry Laws”**, with T. Baudin and S. Moriconi (IESEG School of Management)

**“The Historical Determinants of Political (Dis-)Trust”**, with Q. Lippmann (University of Essex)