

1. Record Nr.	UNISA990006049160203316
Autore	BOFFITO, Giuseppe
Titolo	Il Codice vallicelliano C III : contributo allo studio delle dottrine religiose di Claudio, vescovo di Torino / Nota del Dott. Giuseppe Boffito, barnabita
Pubbl/distr/stampa	Torino : C. Clausen, 1898
Descrizione fisica	38 p. ; 25 cm
Disciplina	091
Soggetti	Codice vallicelliano C III
Collocazione	FC.OE. 461
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Già pubblicato in: Atti della R. Accademia delle Scienze di Torino, 33 (1898)

2. Record Nr.	UNINA9910154972403321
Autore	Harrigan Patrick
Titolo	Mobility, elites, and education in French society of the second empire / / by Patrick J. Harrigan
Pubbl/distr/stampa	Waterloo, Ont., : Wilfrid Laurier University Press, 1980
ISBN	9780889207905 0889207909
Edizione	[1st ed.]
Descrizione fisica	1 online resource (220 p.)
Disciplina	373.18/0944
Soggetti	High school students - France - Social conditions - 19th century Student aspirations - France - History - 19th century Occupational mobility - France - History - 19th century Education, Secondary - France - History - 19th century France Social conditions
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliography and index.
Nota di contenuto	Front Matter -- Contents -- List of Tables -- Preface -- Introduction -- The Social Origins of Students -- The Occupational Expectations of Students -- Graduate Careers -- Status Layers and Models -- Schooling, Mobility, and Modernism -- Magnificent Dreams, Dormant Fears, and Reality -- Conclusion -- The Evidence -- Statistical Methods -- Bibliography: Published Sources Cited -- Index
Sommario/riassunto	Based on a unique historical source, this book examines the social origins, career expectations, and first jobs of 28,000 students in the “elitist” French secondary schools of the 1860s. Using sophisticated statistical analysis as well as conventional historical sources, the work concludes that schooling reached a wider audience than has been so far believed and that substantial social mobility occurred within the school system, but that family background, rather than educational factors, directed students’ career aspirations and achievements. It also argues that although education expanded in urban, industrialized areas, mobility did not increase in these areas. A final chapter reconsiders nineteenth-century thought concerning education in the light of findings about the social effects of schools.

