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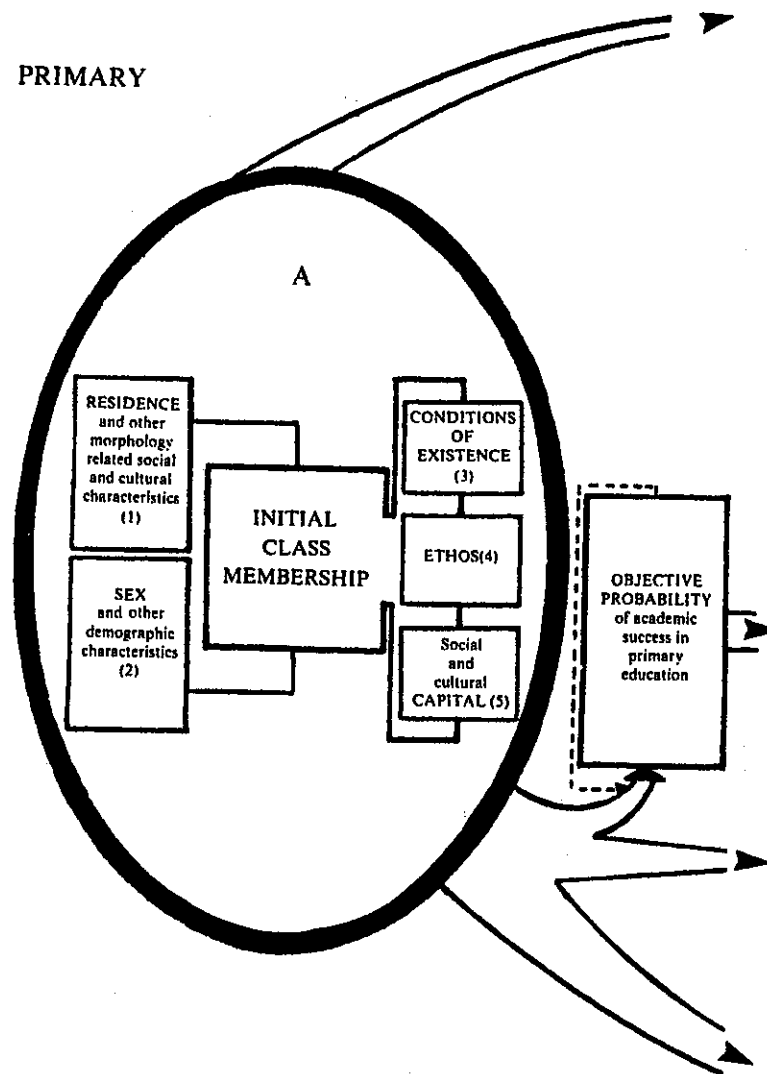
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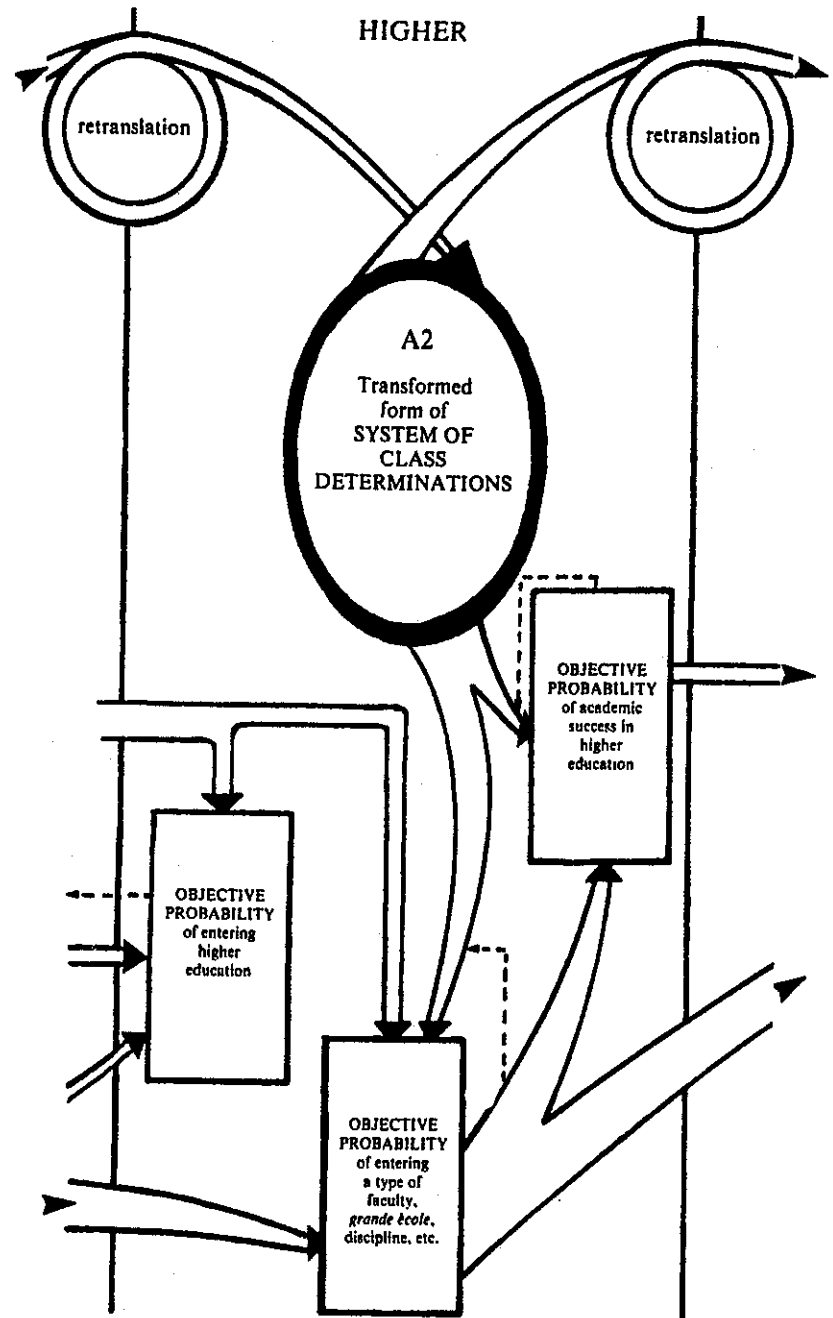
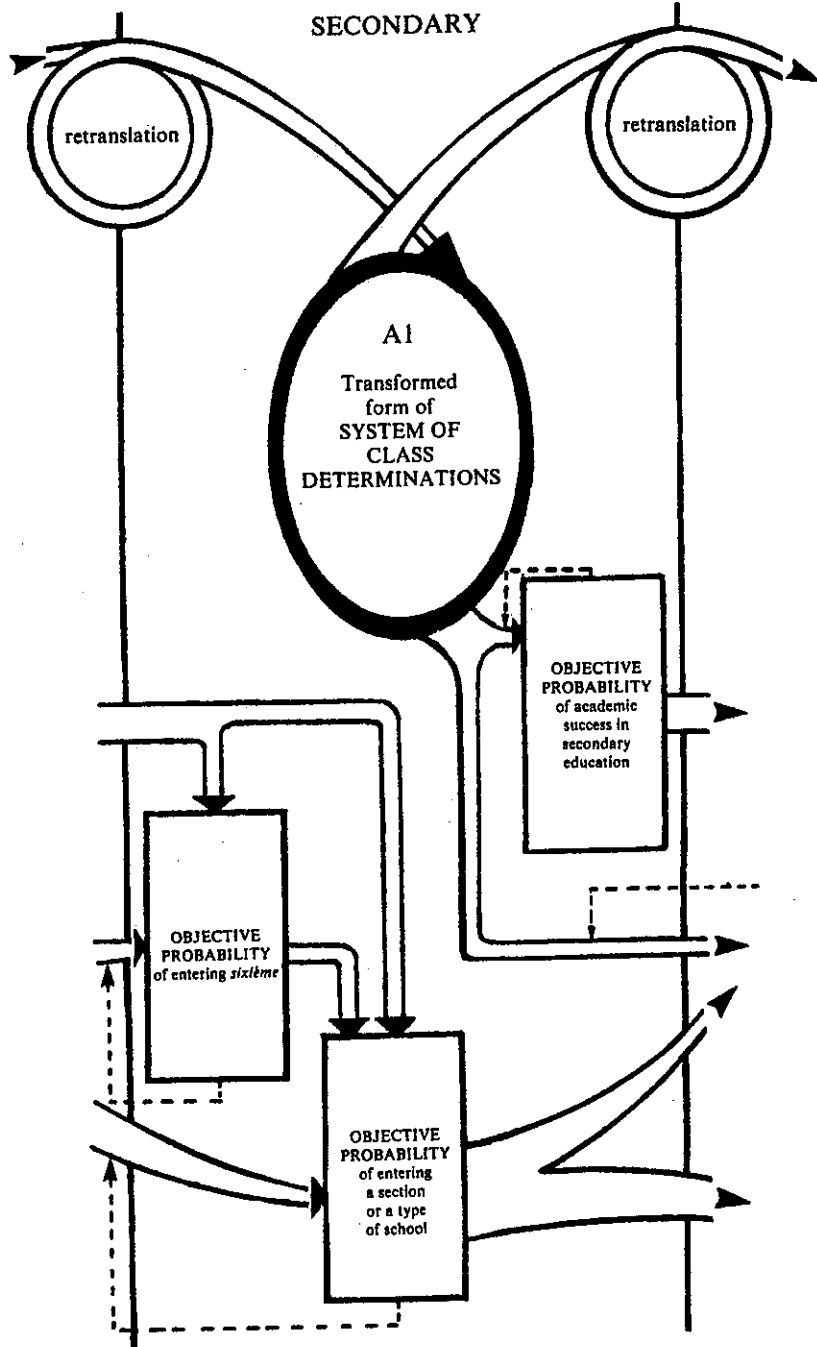
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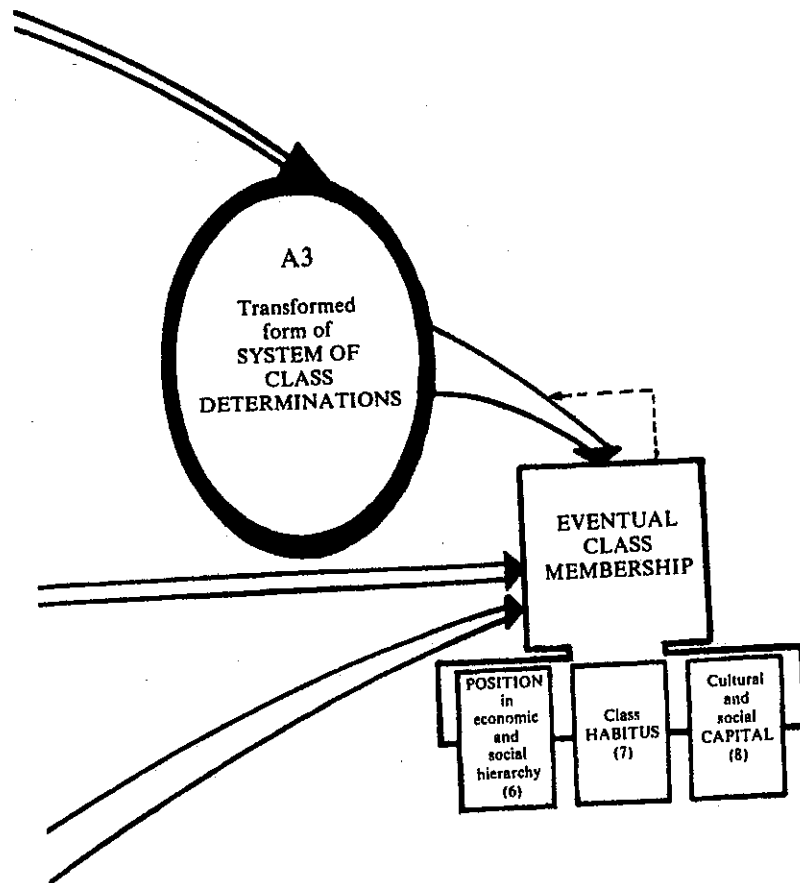
## THE EDUCATIONAL CAREER AND ITS SYSTEM OF DETERMINATIONS\*

PRIMARY





## VOCATIONAL USE OF ACADEMIC QUALIFICATION



\*This diagram is intended to suggest the logic by which the system of determinations attached to class membership (circle A) acts throughout an educational career, restructuring itself as a function of the varying weight of any given factor (e.g. cultural capital or income) within the structure of factors at the different stages of the passage through education, broadly distinguished here as primary, secondary (A1), higher (A2) and post-graduation (A3). It must be borne in mind that, within this system of factors constantly restructured by its own action, the relative weight of the determinations due to initial class membership steadily declines to the advantage of the academic determinations which retranslate them. The lines indicate correlations between variables and the arrows indicate genetic processes. The dotted arrows are used to suggest the determinations which operate through the internalization of objective probabilities in the form of subjective expectations. In other words, the diagram seeks to represent some of the mechanisms through which the structure of class relations tends to reproduce itself by reproducing those habitus which reproduce it.

(1) Distance from centre(s) of cultural values (concentration(s) of intelligentsia) and from educational and cultural facilities; structure of academic and cultural opportunities of groups belonged to (neighbourhood, peer group). (2) Other demographic characteristics (sibling order, family size, etc.) specified by class membership (differential selection) and social definition. (3) Security of employment; income and income prospects; environment and working conditions; leisure, etc. (4) Dispositions towards school and culture (i.e. vis-à-vis learning, authority, school values, etc.); subjective expectations (of access to school, of success, of advancement by means of school); relation to language and culture (manners). (5) linguistic capital; previous knowledge; capital of social connections and prestige (testimonials); information on educational system, etc. (6) Average income; average income at beginning and end of career; speed of promotion; position in economic and social structures, particularly in the various fields of legitimacy and in power structure. (7) Relation to class origin and education, depending on academic record and eventual class membership. (8) Diploma; old boy network.