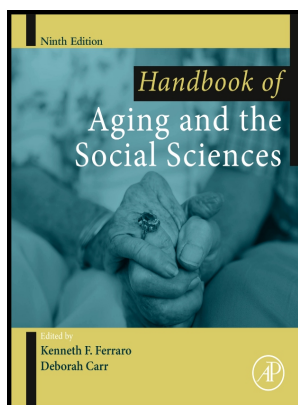


# Handbook of theory and research for the sociology of education

Greenwood Press - Handbook of the Sociology of Education



Description: -

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Educational sociology -- France.

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The reader should not be misled by the somewhat peremptory air which the effort at axionization may give to my argument. Through the introduction of new members into a family, a clan, or a club, the whole definition of the group, i. One has only to think of the concours competitive recruitment examination which, out of the continuum of infinitesimal differences between performances, produces sharp, absolute, lasting differences, such as that which separates the last successful candidate from the first unsuccessful one, and institutes an essential difference between the officially recognized, guaranteed competence and simple cultural capital, which is constantly required to prove itself.

## Handbook of Theory and Research for the Sociology of Education

. New York: Columbia University Press, 1964b. Everything suggests that as the cultural capital incorporated in the means of production increases and with it the period of embodiment needed to acquire the means of appropriating it, so the collective strength of the holders of cultural capital would tend to increase — if the holders of the dominant type of capital economic capital were not able to set the holders of cultural capital in competition with one another.

## Handbook of the Sociology of Education

The first of its kind, this handbook synthesizes major advances in the sociology of education over the past several decades.

## Handbook of Theory and Research in Cultural Studies and Education

In accordance with a principle which is the equivalent of the principle of the conservation of energy, profits in one area are necessarily paid for by costs in another so that a concept like wastage has no meaning in a general science of the economy of practices.

**Handbook of Theory and Research for the Sociology of Education by ed John G.**

By conferring institutional recognition on the cultural capital possessed by any given agent, the academic qualification also makes it possible to compare qualification holders and even to exchange them by substituting one for another in succession. Thus the more the official transmission of capital is prevented or hindered, the more the effects of the clandestine circulation of capital in the form of cultural capital become determinant in the reproduction of the social structure. It goes without saying that social capital is so totally governed by the logic of knowledge and acknowledgment that it always functions as symbolic capital.

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