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Titolo	Class practices : how parents help their children get good jobs / / Fiona Devine [[electronic resource]]
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Descrizione fisica	1 online resource (xi, 285 pages) : digital, PDF file(s)
Disciplina	305.5/13/09
Soggetti	Employees - Recruiting - Social aspects - Great Britain Employees - Recruiting - Social aspects - United States Social mobility - Great Britain Social mobility - United States Parents - Social networks - Great Britain Parents - Social networks - United States Education - Parent participation - Great Britain Education - Parent participation - United States Social surveys - Great Britain Social surveys - United States
Lingua di pubblicazione	Inglese
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Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 265-275) and indexes.
Nota di contenuto	Material help with education and employment -- Financial choices and sacrifices for children -- Aspirations and ambitions for 'good' jobs -- Hopes, happiness and 'fulfilling potential' -- Luck and contacts in the forging of careers -- Networks and friends in school and beyond.
Sommario/riassunto	This important new book is a comparative study of social mobility

based on qualitative interviews with middle-class parents in America and Britain. It addresses the key issue in stratification research, namely, the stability of class relations and middle-class reproduction. Drawing on interviewee accounts of how parents mobilised economic, cultural and social resources to help them into professional careers, it then considers how the interviewees, as parents, seek to increase their children's chances of educational success and occupational advancement. Middle-class parents may try to secure their children's social position but it is not an easy or straightforward affair. With the decline of the quality of state education and increased job insecurity in the labour market since the 1970s and 1980s, the reproduction of advantage is more difficult than in the affluent decades of the 1950s and 1960s. The implications for public policy, especially public investment in higher education, are considered.
