

Chapter 2 Education

Topic 5 The role of education in society

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Activity: Media

Fordism and the correspondence principle

Learning objectives

At the end of this activity you should be able to:

- Identify key elements of Fordism and its impact on working life.
- Identify key aspects of the correspondence principle.

Box 8 identifies the correspondence principle and how school mirrors the world of work. Box 9 outlines some key aspects of Fordism.

A. Now watch the clip and answer the questions that follow.

<https://www.youtube.com/watch?v=lpTecAeYvGU&list=PLW2szHc1C99dVwutbkfVPn2cCVIpuLePg>

1. What changes occurred in the production methods of cars from the production of the Vulcan to the Ford factory of the 1920s?
 2. What changes did this mean for car workers? List as many as you can.
 3. What was the difference in skill levels of workers before and after the advent of Fordism?
 4. Why were unions banned in the Ford plant?
 5. How might the changes to the production process affect the education needed by the workers in the new Ford plants?
 6. From the clip, note examples of any aspects of work that illustrate the correspondence principle (Box 8).
- B. Using your answers, write a paragraph to illustrate how Fordist production would need an education system that follows the correspondence principle. What criticisms might you give of the correspondence principle?