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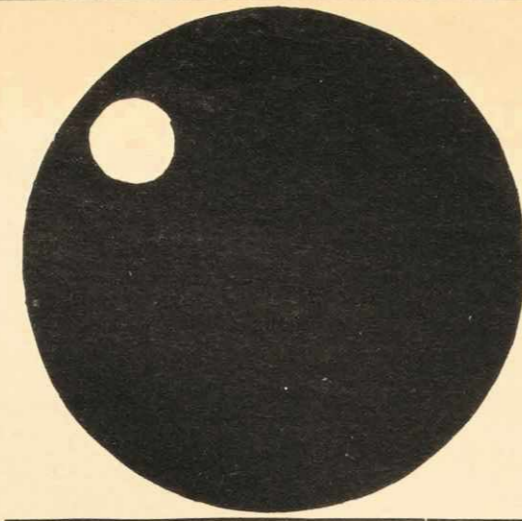
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AMERICAN COLLEGES AND universities have become key components of contemporary capitalism.

They are an outstanding instance of the way in which the economic system - the "base" - has become integrated with the political, social, and cultural institutions - the "superstructure" - of the corporation state. This integration is nowhere more evident than in the training functions of the mass education system.

The growth of capitalism in the present period depends upon the availability of a large, highly skilled, technical-scientific labor force. No one corporation can afford to train its own labor force for there is no way to insure that its investment, once trained, will not seek employment elsewhere.

The costs of training therefore have to be socialized. American colleges and universities, subsidized by government collected taxes, have taken on the social function of training skilled personnel and developing knowledge for the needs of advanced capitalism. Far from merely "serving corporate capitalism" by providing occasional research and consulting services, the universities have become a basic point of production.

**Acceleration and
production**

In the United States today there are two important features of the capitalist mode of production: the acceleration of technological change; and the emergence of technical knowledge as a factor of production.

1. With the overall rhythm of technological change accelerated, the life span of fixed capital (plant and equipment) is shortened, labor skills rapidly become redundant, and rationalization at the point of production is increased.

These tendencies have a number of causes: competition for markets between industrial finance groups; annual model and style changes of commodities; built-in commodity obsolescence; political-military competition between the U.S. and the Soviet Union; tax laws favoring accelerated depreciation of plants and equipment; and the availability of cheap technical-scientific labor power.

With the emergence of technical knowledge as a necessary factor of production, economic growth increasingly depends more on the quality of labor power and machinery and less on the absolute number of men and machines in production.

Skilled, technical labor power replaces simple labor power, and the knowledge of the work force becomes a fundamentally important productive factor. This is widely recognized by corporate economists and administrators, the former in their literature on "investment in human capital," the latter in their reference to the university as part of the "knowledge industry."

The relationship between the acceleration of technological change and the emergence of technical knowledge as a factor of production is basically simple. The constant creation of new

commodities, alterations of old commodities, redesign of equipment, reorganization of work processes, and research and development in new productive processes require a constantly expanding technical-scientific labor force. The existence of this labor force, trained by the universities under the expense of the working class as a whole (via tax exploitation), in turn makes the creation of new commodities, redesign of equipment, etc., more profitable.

Because the state, not the individual corporation, takes financial responsibility for university-trained labor and university-developed technology, the element of risk for individual corporations is virtually eliminated. As a result, productivity and production can be raised to a level hitherto unimaginable.

**International
conglomerates**

Because science and technology are basically social in nature - they cannot be owned and controlled like a machine - private corporations and indeed individual countries have met with great difficulty in their attempts to monopolize these new productive forces. They cannot limit the diffusion of technical knowledge to even the capitalist world, much less to special interests within it.

To lighten control over these, enter the new multinational conglomerate corporations. And with this broadened form of organization they have developed a framework for rationalizing the use of technological resources to maximize profits.

However, the social character of scientific and technical knowledge means that ultimately no private form of business organization can completely contain and control it. For this knowledge to contribute to the benefit of the corporations, the intervention of the state is needed. In effect, a form of state capitalism must accompany the growth of the corporate conglomerate.

There are four ways in which the state can and has intervened in the corporate economy. In each role the state uses the socialized product of the university: technical and administrative knowledge.

First, industrial-financed interests use state power to socialize the costs of production - in particular, the costs of transforming raw labor power into technical-scientific labor power, the

costs of retaining workers and the costs of research and development. Funds are required by the state through public taxation, transformed into college and university facilities, and used to purchase training personnel and to subsidize the industrial trainees.

Colleges and universities are thus not merely integral to the production process, but constitute another point of production, increasingly controlled, while not owned by the corporate bourgeoisie as a whole.

Second, these interests use state power not only to socialize costs, but also to subsidize demand. The development of science and technology has reached the stage at which all economic needs can potentially be easily satisfied. Commodity demand based on real economic needs rises only slowly, or not at all.

Socially necessary labor steadily declines. Consequently, corporations are compelled to lay out larger and larger portions of profits on selling expenses, especially packaging, model changes, style changes, product differentiation, and forced commodity obsolescence, in order to maintain and expand the volume of demand by discouraging savings.

Use-value and waste

In short, commodities contain both use-values and waste; economic waste increasingly replaces use-values, and socially unnecessary labor (that which produces waste) replaces socially necessary labor (that which produces use-value).

To acquire use-values to meet economic needs, the working classes are compelled to consume waste - that is, pay for the expense of selling. The interpenetration of sales expenses and production costs, or waste and use-values, is the basic method employed by business to maintain the level of demand.

As points of merchandizing as well as points of production, colleges and universities help subsidize demand by accelerating the accumulation of waste.

They are proving grounds for new marketing ideas, new products, new brands of "full employment" economics, etc. The activities of these "marketing departments" range from market research courses, home economics departments and seminars in Keynesian economics, to the art and industrial design schools which mobilize and apply creative talent to the latest problems of product design and packaging.

Third, the state has had to further embed itself in the corporate economy to help control the social risks resulting from its first two roles. The development of science and technology and the abundance of capital has led corporations to employ a capital-intensive technology despite the existing relative abundance of unskilled labor.

From the standpoint of the corporations it is more rational to combine technical-scientific labor power with capital-intensive technology than to combine simple labor power with labor-intensive technologies, for the costs of training technical-scientific labor power are met by taxation falling on the population at large.

It is this system which has produced a large and growing stratum of unskilled, untrained workers, many of them black, who have never had industrial work experience and never will. This "post-

industrial" proletariat does not constitute a reserve army of the unemployed because it does not compete with the "technical-scientific" proletariat.

Unemployed, under-employed, and employed in menial jobs in the private and state sectors of the economy, these workers, particularly the younger ones, have become increasingly politicized.

In black organizations, poor peoples associations, unions and welfare rights leagues, this group is politically in motion and constitutes a "social problem of the first order for the corporation state."

The colleges and universities, in this case functionally inseparable from the state bureaucracy, are thus more and more preoccupied with questions of "social stability," "law and order," "social reform," and so on. The behavioral sciences, sociology, social psychology, economics, and other academic fields are oriented to "solving" pressing "social problems" via the development of more refined instruments of social control and social discipline.

Ranks of unskilled

Finally, the state is employed at every step in the accumulation of capital abroad; in the acquisition of raw materials, the creation of investment opportunities, the creation of cheap labor havens, and the stabilization of international banking centres.

The state guarantees foreign investments, stabilizes monetary systems under the reign of the dollar, provides the economic infrastructure for private investments with public funds, subsidizes exports, bribes local client bourgeoisies and military groups, creates favorable tariff agreements, controls world commodity organizations, and generally exercises economic, political, and military control over unstable areas (i.e., all underdeveloped areas).

Imperialist rule

The role of the colleges and universities in U.S. economic and political policy abroad corresponds to their role in the local political economy. They are points of imperialist rule.

They develop and promote new weapons systems, new instruments of local, national, and international social control, new approaches to international marketing problems, and new economic theories which promote the hegemony of American business over world resources.

As a whole, therefore, the colleges and universities constitute four great overlapping departments of the U.S. ruling class - they are points of production, points of merchandizing, points of state bureaucratic social control, and points of imperialist rule. Most of the existing functions of colleges and universities fall into one or more of these categories.

To be sure, the smaller upper class liberal arts institutions still train governing elites - this has been their historical function. But the really important role of the university is to provide the kind of socialized technological-administrative skills outlined above. The colleges and universities therefore are not the "service stations" of the corporate system, but rather constitute a decisive and creative part of this system.

from the Leviathan (Vol. 1, No. 1) by James O'Conner



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TO

OCTOBER 30, 1970

International Nickel	Oct. 14
MacDonald, Currie & Co.	Oct. 19
New Brunswick Government	Oct. 19
New Brunswick Government	Oct. 20
Canadian Pacific	Oct. 20
New Brunswick Telephone	Oct. 21
Bell Canada	Oct. 22
Royal Canadian Mounted Police	Oct. 22
Sun Life Assurance	Oct. 22
A.W. Linton	Oct. 22
Upjohn	Oct. 23
Arthur Anderson	Oct. 23
Winspear, Higgins Stevenson & Doane	Oct. 26
Winspear, Higgins Stevenson & Doane	Oct. 26
New York Life	Oct. 27
London Life	Oct. 28
Chevron Standard	Oct. 28
Bank of Montreal	Oct. 28
Barrow, Nicoll & Co.	Oct. 28
Touche, Ross & Co.	Oct. 28
International Business Mach.	Oct. 29
Metropolitan Life	Oct. 29
Factory Mutual Engineering Government of Canada	Oct. 30
-Social Economic Briefing	Oct. 7
-Public Administration Briefing	Oct. 15
-Public Administration Exams	Oct. 20
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