**MIT's job supermarket**

By Wendy Pollock

A visitor to room 5-19, on probate, will find students clustered around a bulletin board, copyng information from pieces of paper tacked onto it.

This is the Student Employment Office, headed by Mr. Dan Langdale. It acts as a clearing-house for wagon students wanting jobs and employers seeking their services. The job board, according to Langdale, is like the classified section of a newspaper. Jobs are filled through it, but many students are hired without even referring to it. The office performs other services, such as providing paper work involving salaries and advising employers and students about the job market.

It sometimes acts as an intermediate agency to gloss over the tensions between employers and employees.

In 1970, jobs became part of MIT's financial aid package, which caused an increase in the number of jobs required. The number of available jobs has also increased, so there is as present a balance between work and jobs. At present, the office estimates that most students seeking jobs are able to find them. But, as the average Office of Employment for the number of how much he would like, he usually winds up making less money than he expects.

The student wage scale attempts to reflect differences in job conditions. For example, students working in a laboratory or a lab assistant can study while on the job, while one carrying a tray cannot.

That partially explains the higher salary for dining service employees. Pleasantries is another factor. Most employers agree that someone who is up to his elbows in grease should make more money than he expects.

One student offered his opinion: "There are several viewpoints. Some of the more historical-games deal with submuting, others involve murder, and there are those that the public expects from an institute of technology. For example, math-tutors, programmers, and computer operators are in demand. There is also a sizable number of babysitters needed.

There are usually not too many restrictions placed on possible employees. Job ads are posted the way the employer sees fit, without requiring the services. If a ridiculous demand must be met, Langdale and his staff discuss the matter or explain that they cannot post an ad with those restrictions.

Most students ideally want jobs related to their major academic interest. If that is not possible, they are usually willing to earn money in a field related to their nonacademic interests or hobbies.

Freshmen are usually limited to a relatively few types of jobs open to them, while upperclassmen tend to be hired for the more challenging positions. A junior or a senior, he is considered a junior staff member.

The DSF primarily provides teaching jobs, and most of these are filled by students. Employers like to take advantage of a student's academic knowledge. Electrical Engineering majors have a slight advantage over others because of the rise in the amount of computer work available. A programmer can get 15 to 20 hours on a project, while average student employs works only eight to ten hours a week.

For most jobs, however, the main requirement is the knowledge that an MIT student brings with him. His major usually has little or no effect on the employment. On his own, these jobs, especially, the only skills necessary are native ability and the desire to do well.

Langdale advises a student seeking a job not to believe that he is at a serious disadvantage because he cannot find employment by November 1. The job market is usually slow during this season, and will become more active as the term progresses.

Langdale also advises the fact that although the Student Employment Office is a good place to start looking for a job, it is by far not the only place.

**SGS: Conflict simulation**

By Ken Davis

If one should happen to wander up to the fourth floor of the Student Center or the "War Room" of the Walker Memorial building on any Saturday afternoon, one might chance upon a group of toy soldiers and other miniature objects of war. This is not a group therapy center. It is a meeting of the Strategic Games Society.

The SGS is a group of students, many of them fanatics who gather together to try to outsmart each other at various games that test intellect more than luck. Games deal with subjects ranging from history to economics to sports.

A large concern of the SGS is re-creating history. This is done in two major ways: miniature and board games. In board games the players manipulate pieces representing military forces at various times in history. Miniatures give the participants a chance to produce model physical simulations of battles, complete with weapons, soldiers and scenery.

While the roles of some of these games fill volumes, simpler games are also available. Perhaps the most familiar one in the club's collection is Risk, a staple in many neighborhoods. The object of Risk is to clear - to conquer the world. Diplomacy, while offering merely Europe as a goal, allows the players to stab each other in the back as they sweep through the Balkans.

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