

INTRODUCTION

ABOUT THIS EDITION

This is the fourth edition of the *Guide*. Since we began monitoring the field of simulation and gaming for education and training about ten years ago, in 1969, we have seen the field flourish and mature. The number of listings in the first three editions increased threefold. While about one-fourth of the listings are new to this edition, we found that at least an equivalent number of simulations listed in earlier editions are no longer in print, or their designers and producers are no longer in business. This new edition, then, documents a relative degree of stabilization in the field—for the time being, at least.

As the field of simulation has reached a new stage, so has the *Guide*. The book has always been edited for the potential game user rather than for the theorist or designer, but this edition is designed much more as a consumer report than any that have come before. The format of the listings now describes the simulation structure and process, in contrast to the original format, which was essentially a tabulation of game elements. Most significant, however, is the collection of twenty-four essays evaluating and comparing simulations in various subject areas.

COVERAGE

Simulations, Games, Exercises

In our first edition, we defined the categories the *Guide* covers as follows: "For our purposes, a game is simply an activity undertaken by a player or players whose actions are constrained by a set of explicit rules particular to that game and by a predetermined end point. . . . The simulations which interest us differ from ordinary games only in that their elements comprise a more or less accurate representation or model of some external reality with which the players interact in much the same way they would interact with the actual reality."

In general, the *Guide* contains only simulations and games that have specific educational purposes. We have omitted pure simulations used for research and experimentation by a limited, specialized audience (though some do find their way

into these pages, as training materials are developed from them and students use them). Many computer simulations used for policy making in business, industry, and government could serve broader educational functions, but if they are not accessible to the broader group of potential users, we do not list them.

To some degree, we have included structured exercises that are not games or simulations when they deal with communication and group dynamics—essential aspects of work with people. These appear in the sections on communication, education, self-development, and business simulations. Likewise, we have included in-basket exercises, in which the participant takes over a job and a full in-basket and makes decisions on the basis of material in the various memos, letters, and reports.

We have not, for the most part, listed ordinary, nonsimulation games. Any that do appear have a specific educational purpose. We have not included sports games or games whose sole purpose is amusement. Nor have we listed simple role-play situations except as they take on gamelike characteristics, or if they are part of a package that includes a simulation or game.

Criteria for Listings

Accessibility of a simulation to its potential users is the primary criterion we applied to our listings. In no case is any simulation or game listed unless we received from its producer or designer in response to our update inquiries definite confirmation that it was available for sale or distribution as of January 1979.

Listings in earlier editions of the *Guide* began with kindergarten and went up. We have raised the age level to junior high school and up, though the range for an occasional simulation may dip into the upper elementary grades.

We have, with this edition, generally restricted our listings to simulations that are offered through publishers or other institutions, though there are exceptions that prove the rule. Though this policy somewhat limits the number of presently existing simulations we cover, it will guarantee potential users a high rate of success in getting hold of simulations for some time beyond the immediate present. Our experience with updating listings from earlier editions proved the sense in this criterion: Individual game designers seem to be even more

nomadic than the population at large. Organizations are somewhat more stable.

Finally, cost is an element we consider in our listings. Large, complex simulations are priced accordingly and involve considerable trainer time. Likewise, computer simulations involve the costs of human and computer time beyond the price of their programs and documentation. Anyone investigating available simulations of these types understands this. In general, however, the prices of the simulations and games listed in the *Guide* are low to relatively moderate. All prices are given as they stood in January 1979, and are probably best used as an indicator of the approximate price at any time thereafter.

Subject Areas

The field of simulation and gaming is an open invitation to, and from, educators and trainers whose imagination is caught by the multitude of possibilities that occur within and among people, groups, and structures in the world as it is, was, seems, or might be. Simulations are no easier to classify than the world they model. Most sections have a list of cross-references that should help readers use our categories rather than be restricted by them, but even the cross-references serve ultimately as a welcome to browse and consider many things.

Different instructors on different occasions might use a single given simulation in a study of economics, history, social structure, power. Some readers of the *Guide* will find an interest cluster in the sections on health, human services, addictions, and communication simulations. Others may follow links through the human services, community issues, and urban sections. Others will pursue a theme through the sections on community issues, domestic politics, economics, and urban simulations. And so on.

The urban section focuses on large, areawide simulations with multifunctional government activities. Most are designed for use at the college, university, or professional level. Many employ a computer. However, less complex simulations of communities appear in other sections according to whether their primary aspects are ecological, economic, political, or oriented to community action or service.

The section on computer-based simulations covers subject matters across a whole range. Except for the urban and business sections, which include them, listings of computer-based simulations appear in this separate section. A special note: Computer gaming software is growing thick and fast in conjunction with developments in hardware. Because of the commitment of time and/or money it can take to get a program running, we have taken care to see that we list only simulations that have proved workable and transferable. The essay on computer simulations will provide interested readers with all the leads they need to investigate today's phenomena, among which tomorrow's classics will emerge.

THE EVALUATION ESSAYS

Unique to this edition of the *Guide* is the collection of twenty-four essays evaluating currently available simulations and games, which was made possible by a grant from the Exxon Education Foundation. The task of the authors of the comparative essays was to select a number of simulations in a given field, to evaluate them on the basis of their analysis of the materials in a format that would help prospective users identify and compare significant aspects of the simulation. In addition, you will find in-depth essays on four particularly interesting, major simulations. Since each such essay was written by someone who has run the particular simulation many times and is thoroughly familiar with it, these essays are a rich source of descriptive material and practical advice.

CREDIT

The domestic politics and economics sections contain a number of simulation descriptions from the *Robert A. Taft Institute of Government Study on Games and Simulations in Government, Politics, and Economics*, for which we wish to express our appreciation to the authors and to Marilyn Chelmsstrom, Executive Director of the Institute.

The urban and community issues sections contain descriptions from *The State-of-the-Art in Urban Gaming Models*, a report prepared by Environmetrics, Inc. for the Office of the Secretary for the Environment and Urban Issues, Department of Transportation, in 1971.

ACKNOWLEDGEMENTS

Finally, our thanks to the people who worked with us to bring this, the most complex edition of the *Guide*, into being. Tracy Marks worked with Robert Horn to set up and coordinate the evaluation project. She initiated and for some time conducted the process of collecting and reviewing simulations. Don Davis replaced her, not only reviewing new simulations as they came in but re-reviewing those listed in earlier editions according to the format and standards that had evolved in the meantime. Dena Davis (no relation) did the updating, a task of enormous scope and detail. Particular appreciation goes to Margot Holtzman, who helped coordinate the project and whose wonderful efficiency and spirit were essential contributions to the process and product.

We especially want to express our warm respect for our contributing authors. Their work shows a commitment to education and to simulation gaming, as an educational technique and as an approach to understanding lived experience, that welcomes one to explore the field.

—Anne Cleaves

—Robert E. Horn