

THE LEAGUE OF NATIONS

GAME

League of Nations is a game of countries that resembles in many ways the actual interplay between nations in the real world. As players, students are able to become personally involved in international competition, power politics, foreign intrigue, trade agreements, alliances, and even war and its consequences.

Players normally feel national pride and ambition as they try to hold or improve their nation's "score" in relation to other countries. But even while they compete with one another, they are associated with other countries in a world organization called the League of Nations. Each country's fate—and the future of the League and world peace—rests on the decisions made by the players.

Below are the names of the countries in the game. Some are rich and growing richer and more powerful. Some are poor but gaining in wealth and power. Others are in between and growing at various rates. These differences are shown in two figures beside each country, *Power Units* and *Percent Growth*. All players are assigned at random to the countries. Each country will have from one to five players.

| | Power Units | Percent Growth | | Power Units | Percent Growth |
|------------|-------------|----------------|-----------|-------------|----------------|
| CUMBRIA | 100 | 50 | HYPERBOLE | 60 | 30 |
| CALGON | 90 | 40 | SFAX | 50 | 70 |
| BRUTOPIA | 80 | 30 | GHINGI | 50 | 50 |
| BRANDYWINE | 70 | 50 | EUPHORIA | 40 | 80 |
| THRANE | 60 | 70 | | | |

Power Units are an estimate of each country's total power—military, financial, political. The Percent Growth represents the rate at which this power is increasing. The units of power and growth rate may be apportioned among five categories of national resources: National Welfare, Armies and Weapons,

Foreign Intelligence, Commercial Shipping, and Research. How much power and growth is allotted to each category depends largely on national goals.

The first step in the game is for the representatives of each country to have a national meeting. Their first duty is to elect a government. The government has five offices: Prime Minister, Foreign Affairs Minister, Internal Affairs Minister, War Minister, and Foreign Intelligence Minister.

The Prime Minister is chairman of the group and leads national meetings. The Foreign Affairs Minister conducts diplomacy, concludes agreements with other countries, and is responsible for the trading of resources with foreign countries.

The Internal Affairs Minister is responsible for the apportionment of resources and for keeping up-to-date the record of those resources. The War Minister is responsible for planning and waging war. The Foreign Intelligence Minister maintains a record of all information received about other countries.

After governments are formed, the game enters the first round of play. Each round, comprising seven phases, takes about one hour to play. The complete game is played through five rounds, or five class periods. However, the game may end at the end of any round by agreement or go on for additional rounds. The seven phases are merely repeated.

NATIONAL GOALS. Each government must set foreign policy and national goals to be achieved during Round 1. This is the primary responsibility of the Foreign Affairs Minister, but his policy decisions must be supported by the other members of the government. National policy is set by checking off one or more of the following goals:

- Avoid war at all costs.
- Avoid war if possible, but fight if attacked.
- Seek war for spoils.
- Make war only as part of a League of Nations action.
- Become a powerful trading nation.
- Abide by and support all decisions of the League of Nations.
- Support decisions of the League short of contributing soldiers and arms.
- Seek to make the League of Nations the most powerful force for peace in the world.
- Become the strongest military power.

Develop a superior foreign intelligence network.
Attain a high standard of living.

The Foreign Affairs Minister writes down the goals for his country and hands them to the teacher. At the end of each round the teacher will determine the success of each country in attaining its national goals.

ACHIEVING NATIONAL GOALS. Next each country decides how it can best achieve its national goals. This is done by apportioning national resources. Should Power Units and Percent Growth be put into Armies and Weapons? National Welfare? Foreign Intelligence? Commercial Shipping? Research? Power Units and Percent Growth may be put into one resource category or divided among the categories as desired.

Once the Minister of Internal Affairs has allotted his country's resources, he takes the chart on page 47 and enters the number of Power Units and the Percent Growth given to each resource. The chart is then given to the teacher, who keeps the information confidential. No country knows what the others are up to.

The following is an explanation of the risks and rewards involved in each of the five resources.

ARMIES AND WEAPONS. Suppose your country is Cumbria, with 100 Power Units and a 50% growth rate. Your government decides to be a powerful military nation and to seek gains through war. So your allocation of resources might look like this:

| | Power Units | Percent Growth | | Power Units | Percent Growth |
|------------------|-------------|----------------|----------------------|-------------|----------------|
| National Welfare | 0 | 0 | Foreign Intelligence | 17 | 0 |
| Armies & Weapons | 80 | 50 | Commercial Shipping | 0 | 0 |
| Research | 3 | 0 | | | |

Cumbria has put 80 of its 100 Power Units and its entire growth rate of 50% in Armies and Weapons. The teacher multiplies 80 by 50% to get 40, the number of Power Units gained by aggression. Forty added to the original figure of 80 equals a new total of 120 Power Units in Armies and Weapons for Cumbria. By choice, then, Cumbria is ready for war—and its rewards will have to be earned on the battlefield. (How wars are won and lost will be explained later.) The teacher compares

the new total with new totals in each category from other countries. The new totals are entered on the Resource Allocation Chart. The form is then returned to the players.

NATIONAL WELFARE. Brutopia, with 80 Power Units and a 30% rate of growth, chooses to emphasize National Welfare. Brutopia's allocation of resources might look like this:

| | Power Units | Percent Growth | | Power Units | Percent Growth |
|----------------------|-------------|----------------|---------------------|-------------|----------------|
| National Welfare | 80 | 30 | Commercial Shipping | 5 | 0 |
| Armies & Weapons | 10 | 0 | Research | 5 | 0 |
| Foreign Intelligence | 0 | 0 | | | |

In computing the new total Power Units for Brutopia, the teacher multiplies 80 by 30% and gets 18. The figure 18, representing added Power Units, is added to the original 60. Brutopia's new total for Power Units invested in National Welfare is 78. (Note: Although in the above examples both Cumbria and Brutopia have allotted all of their growth rate to one area, this is not required. Students assigned to Brutopia may, for instance, want to allot 20 percent to Welfare and 10 percent to Research.)

What does this mean for Brutopia? Because she has dramatically raised the standard of living of her people, Brutopia is less susceptible to an internal rebellion. The teacher compares all the new totals in National Welfare. The top three are awarded freedom from internal rebellion. The second three will each pay 5 units to the country inciting the rebellions; the bottom three will each pay 10 units.

An internal disturbance may be incited by any country against another country. But a country ranking in the top five in Power Units is not only secure from rebellion but gains Power Units according to its rank in National Welfare. Power Units are awarded for National Welfare according to the following scale: First, 20; second, 15; third and fourth, 10; fifth and sixth, 5; the three lowest countries, 0.

FOREIGN INTELLIGENCE. A country would choose to put Power Units in Foreign Intelligence for three major reasons: to find out about military strengths of other nations; to learn if other nations are susceptible to rebellion; and to earn additional Power Units according to the same scale given above

under National Welfare. The country with the most Power Units in Foreign Intelligence wins the right to receive from the teacher 4 units of information. The information may be how many Power Units one country has allocated to four categories, or what four countries allocated to one category, or what two countries allocated to two categories; that is, any combination of countries and categories totaling four. The second-ranked country gets 3 units of information; third and fourth, 2 units; fifth and sixth, 1 unit; the bottom three get no information.

COMMERCIAL SHIPPING. This resource represents the important concept of world trade. Countries that put Power Units in Commercial Shipping do so to gain additional Power Units according to the same sliding scale in National Welfare and Foreign Intelligence. ~~But the top five countries in Commercial Shipping are so strong in the field that they receive favored treatment in world trade.~~ The top five pay no shipping charges. The bottom four must pay a shipping charge of 5 Power Units.

RESEARCH. Countries that put Power Units into Research are looking for future gains. In addition to the rewards of the sliding scale explained under National Welfare, the top three countries in Research are awarded an additional 20% growth rate that they can apply to any category. ~~At the end of a round, Power Units in Research may be transferred to any other category. However, Power Units in other categories may not be transferred to Research except at a 2-for-1 loss. Investment in Research, then, is used to strengthen other categories over the long run.~~

WAR. War may be declared by any country or group of countries. The winner is the country or alliance of countries with the most Power Units. Refer to Cumbria for a moment. Cumbria invested heavily in Armies and Weapons and came out with 120 Power Units in that category—enough to beat any other nation in a showdown. But Cumbria could still be defeated in war by an alliance of other countries. Countries that do not invest heavily in Armies and Weapons may seek protection in military alliances with other countries.

War always has its risks and rewards. The cost of declaring war is 5 Power Units for each country declaring war. The

country declared upon must pay 3 units. The winner of a war is entitled to reparations of 10% of the total Power Units of the defeated enemy. If the winner is an alliance, the countries in the alliance divide the spoils.

The victorious countries must agree on how the spoils will be divided. If they cannot agree within ten minutes, the defeated enemy does not have to pay reparations. A country upon which war is declared may take three minutes to find help. Any country it can persuade to fight at its side must pay 3 Power Units.

~~**TRADING.** Power Units may be traded between countries in trade agreements. The exchanges may be even or uneven and may cut across resource categories. In other words, National Welfare Power Units may be exchanged for Foreign Intelligence Power Units at a ratio determined by the traders. Power Units may also be traded for information about a country's resources or as part of a diplomatic understanding. The Internal Affairs Minister is responsible for keeping a record of trades and reporting them to the teacher.~~

Following are the events that take place in each of the seven phases.

~~**Phase I.** The first phase will probably be the longest. Students are assigned countries. National meetings are held. Governments are formed. Each country decides on national goals and allocation of resources. The Resource Allocation Chart is filled out and given to the teacher.~~

~~**Phase II.** Countries hold trading and diplomatic conferences and may enter into agreements of any kind. Alliances may be formed. Some countries may enter into a nonaggression pact; that is, they may agree not to declare war on each other. Others may even try to outlaw war or to unite in support of the League of Nations. There are other possibilities. These agreements are not binding. They carry only moral force. The Internal Affairs Minister gives the revised Resource Allocation Chart to the teacher, who calculates the new totals.~~

~~**Phase III.** The teacher awards units of information due each country according to its rank in Foreign Intelligence. After short national meetings in which the data are studied, each country sends one representative to a League of Nations meeting. A chairman is elected who presides impartially. The~~

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representative of each country is allowed two minutes to make a statement of foreign policy.

Phase IV. Motions may be made from the floor. The League of Nations takes up the business of discussing and voting on the motions of each country. Subject matter for the motions may be the guaranteeing of a country, raising and paying for an international armed force, an assessment of units on a proportional basis from each member—even a change in the rules of the game. The decisions of the League of Nations are binding on those countries who remain in the organization. But a country may withdraw from the League. Decisions of the League affecting the rules of the game are binding on all countries.

Phase V. National meetings are held in which each country considers whether or not it will declare war or incite an internal disorder. Trading and diplomatic conferences are held. The Interior ministers notify the teacher of all trades and she makes the changes on the Resource Allocation Chart.

Phase VI. Countries wishing to declare war or incite an internal rebellion do so in writing to the teacher. The only information needed is the name of the country against which the action is directed and whether the action is war or inciting an internal rebellion.

Phase VII. Wars are fought and internal rebellions take place. The teacher announces the results and reads all other pertinent messages. After the rebellions, wars, and messages, the League of Nations convenes for a final meeting. Any new business may be taken up at this time. All apportionment forms are brought up-to-date. The completed forms are then handed in to the teacher, who determines the rank of countries for the complete round.

At the end of five rounds the teacher determines how successful each country has been in achieving National Goals. The winner is not necessarily the country that ends up with the most Power Units. Some had far fewer Power Units to begin with. The most successful countries will be those that do well in several areas—Power Units, Trading, War, Agreement—and manage to keep or improve their international position while achieving National Goals.