negotiate. In Series Three, teams both know their partner and are able to forge deals.

The rationale for separate rules for each of the three Game Series is to approximate three different behavioural and interactive possibilities that might provoke legal questions. Series One seeks to illustrate those rather random occurrences, such as motor vehicle accidents in which an unanticipated event inspires the parties to react to legal issues. The working hypothesis stemming from such occurrences is that the parties will initially embrace competitive postures because they neither know each other nor have the opportunity to negotiate the rights and liabilities arising from the accident.

Series Two illustrates those cases in which parties have a working knowledge of their partner or adversary but for which *ex ante* allocation of rights and liabilities has not been fleshed out, at least in so far as it applies to the issue at hand. Examples here include many product liability actions and at will employee-employer relations. Series Three illustrates those cases in which *ex ante* allocation of rights and liabilities through explicit agreements (contracts) can influence prisoners' dilemma-type outcomes. By their nature, contracts both reward and enforce co-operation. However, their legal effectiveness depends upon the presence of a strong regime of contract enforcement.

After several rounds in Series One, a 'race-to-the-bottom', in which every team chose the dominant strategy and lost three points for each round became the norm. Overcoming this norm proved to be difficult. Students concluded that they were operating in a 'stage of nature'. The teams' most compelling question arising from The Game was why people ever chose to co-operate in prisoners' dilemma-type situations. Only a formidable Leviathan — an enforceable regime of contract rules, for example — might provide any assurance that mutually co-operative agreements will survive such a dilemma. Without this Leviathan, the incentive for a contracting party to defect is simply too strong.

The teams chose to elect captains to represent them in an inter-team conference intended to establish both co-operative norms and sanctions for defecting teams. The product of these discussions was a 'social contract' in which each team agreed to play A, except in those cases in which a team was matched with a defecting team from a previous round, in which case the team matched with the defector had to play B. This fragile arrangement encouraged wholesale co-operation for the final three rounds of Series One but collapsed early in Series Two when a team defected.

In general, students honoured their social contract. After the defection, the other teams attempted to punish the defecting team while maintaining co-operation among themselves.

It was essential to assign grade points to The Game so that students would view it as something more than a protracted, risk-free exercise. At least 20 minutes of each of the last four classes were allotted to a thorough discussion of The Game and its learning value. The student course evaluations and their comments about The Game were uniformly positive.

A prisoners' dilemma game offers students a rich and fascinating environment in which to experience the ways that human behaviour affects formal and informal norms. Students may or may not overcome their own self-interest in favour of jointly maximising outcomes or co-operate without an omniscient Leviathan. The lessons they may learn, notwithstanding the game's outcome, illustrate a good deal about the legal and extra-legal environment in which we live.

Meeting procedure: a vehicle to better teach Corporations Law and a professional legal skill

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Many students experience some difficulty when they come to study Corporations Law. Conceptually it is difficult for them to bridge the gap between what a natural person can do and what a corporation must do in order to carry out the same function. It is difficult, given the students' vacuum of commercial experience, to convey the restrictions placed upon both corporations and those who manage their affairs merely by attempting to transfer this knowledge intellectually in the form of lectures and tutorials. This approach tends to result in graduates who are static in their learning and professional development because as students they were merely taught rules which only had a limited shelf life.

Professional courses are concerned primarily with the application of rules, as contrasted to academic courses which are concerned, among other things, with attempting to understand and criticise rules. Traditionally, practical legal training (PLT) courses have tended to utilise simulation. In relation to Corporations Law, this approach has resulted in requiring students to undertake common tasks normally associated with this area of legal practice. This form of simulation is a common teaching and learning strategy used by many law schools and PLT institutions.

The Faculty of Law at the University of Western Sydney considered these educational problems when designing its new course in Corporations Law. The university integrates skills teaching into the academic component of the course in every compulsory core subject. In each subject a key practical skill is identified and it becomes the subject of instruction and assessment. As a sound

knowledge of formal meeting procedure and training for competent performance within meetings is vital for an understanding of the functions of a company and for performance in any organisational setting, whether it be business, government, administration or public office, this topic was nominated. Meeting procedure is a specific knowledge and skill which lawyers are expected to have and to utilise in dealing with corporations and organisations from multi-national companies to a voluntary association.

Due to the fact that the first steps in the formation of a corporation are common and in order to save time for the more contentious aspects that followed, students were divided into small groups to undertake the necessary processes for incorporation of the company and to become familiar with the forms. In the skills component, students were instructed on standard meeting procedure. Additionally, students were taught the skill of chairing, including the goals, powers and duties of chairs. There was a series of meetings: the first meeting (initial meeting); the second meeting (annual general meeting), where for each item on the agenda students were allocated roles, with students playing the roles of secretary, chair, minute taker, shareholders and directors; and the third meeting (extraordinary general meeting).

The skills component of the subject was assessed in the following manner. Ten percent of the marks available in the subject was for class participation based on the quantity and quality of contributions during the classes which specifically taught meeting procedure and during the initial meeting. A further ten percent was for performance in allocated roles and general contributions during the annual general meeting and the extraordinary general meeting.

Students embraced the practical nature of the course design and were engaged and participated fully in the activities. Apart from the development of the course, the initial delivery was very demanding on academic staff. They were required to prepare all materials for the skills component, to select the issues to form the substance of the meetings and to draft the documents, to conduct the meetings and subsequently to assess students in a dynamic meeting environment. The rewards in terms of learning outcomes for students greatly outweighed the initial staff time involved. This time was substantially reduced in the subsequent year of delivery.

The program was considered to be successful by both teaching staff and students, as reflected in student evaluations. Many legal educationalists have pondered ways to better teach Corporations Law. The University of Western Sydney with its requirement to include a substantial generic legal skills component in each core subject has created a unique Corporations Law course. The outstanding feature is the inclusion of the law and practice of meeting procedure which is the vehicle to illuminate the substantive course in Corporations Law.

Electronic lawyering and the academy

W B Slomanson

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This article is offered to enrich the dialogue about preparing law students for the technical realities of law practice. Some law teachers contend that we have been sluggish about responding to technological needs. The author believes that integrating teaching and technology is part of the law teacher's responsibility, because if we can teach students to think like lawyers, we can help them to perform like lawyers. That means helping students make the transition into today's professional world, which already depends on tomorrow's technology.

After attending an American Law Schools Association annual meeting, the author established his first electronic classroom extension – an email discussion group, followed by the construction of his own academic website to launch a paperless law class. Only then did he appreciate the role that technology could play in augmenting the traditional classroom experience. The author considered how he might incorporate the World Wide Web into his classroom teaching (as well as future publications), so that his classroom materials might be as current as the date.

The most informative sources for quickly surveying the terrain of educational cyberspace are Bernard Hibbitts' *JURIST: The Law Professors' Network* website, collating *worldwide* teaching resources and law review literature on computers and legal education. There are a number of useful pages on the *Jurist* website, including *Course Pages* with alphabetised HTML links to variousweb sites, *Resource Pages* collating web sites containing online resources from other sites, and *Home Pages* which provides an alphabetical listing of everyone who has a web page on *Jurist*.

A growing number of teachers are using the computer for classes that are no longer isolated by physical boundaries or even confined to a classroom. There is an emerging body of literature about who is doing what to promote e-lawyering, which can help us learn more about using technology in the educational environment. We can better serve out clients (students and the public at large) through teaching and library development. One does not have to be a computer guru to incorporate the World Wide Web into legal education.