terminant in the allocation of limited educational opportunity.

The graduation rates among those students who would not have been provided an opportunity to enter law school under the LSAT/UGPA model is impressive, strongly supporting the claim by legal education administrators that law schools offer admission to only those students of colour who are qualified to meet the demands of law school academic work.

Some commentators suggest that there are a variety of factors that should be used in the admission process that might identify diversity contributions or evidence of lack of educational opportunity. Such factors could result in a student body that would be diverse along a variety of dimensions, including race. Based on the data from the samples used in this study, three of the often-identified factors that might foster diversity — economic status, selectivity of undergraduate school and undergraduate major — were evaluated. None of these factors produced a highly qualified, ethnically diverse student body when considered in the admission process without simultaneous consideration of race.

The data presented in this study provide bleak prospects for continued ethnic diversity in legal education if admission decisions depend on a model defined exclusively by LSAT score and UGPA or, by extension, an admission practice that yields results that parallel those predicted by an LSAT/UGPA model. The issue rises from an inappropriate use of those measures that results, not only in a loss of validity, but systematic and predictable discriminatory selection in our nation's law schools.

LEGAL EDUCATION GENERALLY

3 *The Law Teacher* 3, 1997

Editor's Note: This issue is by and large given over to a group of four articles

which reflect an international perspective on legal education. It canvasses the problems and challenges that arise in law teaching in several very diverse jurisdictions: the South Pacific island states, South Africa and post-Communist Bulgaria and Russia. Each of the four articles, necessarily somewhat descriptive but nonetheless supported by argument and analysis, examines the impact that major change in the political and economic environment have had on law teaching.

LIBRARIES & INFORMATION

Fishing on the Net: solicitor training on the Internet
J Timke
5 *Aust Law Librarian* 2, 1997, pp 113–116

In the recent past, online services and systems meant training for librarians and other library staff because each system seemed to have its own particular search operators and techniques. Charging was, more often than not, based on the amount of time spent 'online'. This meant only well trained users would conduct these searchers so as to keep the cost within budge restraints. Law librarians also needed to know which online systems contained which database of information and how to access that information as quickly, cheaply and accurately as possible.

While this was not an unsatisfactory method of researching, the CD-ROM helped revolutionise legal research. In a relatively short period of time, the amount of information that became available in this format was staggering. But the real bonus for the legal profession was and is the 'user friendly' approach that most publishers took in producing this material. On the whole, these databases have been aimed at the practitioners themselves, as opposed to librarians.

Librarians are now looked to as professionals with experience who can act as trainers as well as users. As trainers they helped train those practitioners who needed to learn how to use this information in this format, and as users they had the knowledge to access the information accurately if practitioners did not have the time. CD-ROM publishers provided user manuals and 'help sheets', as well as support and training for librarians. In many instances it was more practical to have trainers from the production companies that produce the compact disks to provide the initial instruction for practitioners. Compact disc technology was a challenge to practitioners, but also to librarians who were expected to be trainers as well as users.

While compact discs still play an important role in legal research, for the time being it seems that all attention has turned to the Internet and the World Wide Web. Many of the applications of the Internet fall into one of two categories, communications or research. Both are of equal importance but it takes more knowledge and background in researching fully to do research on the Internet and achieve satisfactory results.

With pressure from all directions to access the Internet for researching purposes, practitioners are stepping into a possible minefield of the unknown. Although many law firms have been rushing to provide desk top access to the Internet and the World Wide Web, this access, without adequate training, will be useless.

One of the most important elements in relation to the Internet can be explained even before logging on. Reliability is a major concern that should be discussed. Simply because it is on the Internet does not mean that it is up to date or accurate, which many practitioners automatically assume. Although in theory information is available almost instantly on the Internet, this is not so. In