

Urban Law Annual ; Journal of Urban and Contemporary Law

Volume 54 *Affirmative Action in Higher Education*

January 1998

Affirmative Action in Higher Education: Introduction

Follow this and additional works at: https://openscholarship.wustl.edu/law_urbanlaw



Part of the [Law Commons](#)

Recommended Citation

Affirmative Action in Higher Education: Introduction, 54 WASH. U. J. URB. & CONTEMP. L. 1 (1998)

Available at: https://openscholarship.wustl.edu/law_urbanlaw/vol54/iss1/2

This Introduction is brought to you for free and open access by the Law School at Washington University Open Scholarship. It has been accepted for inclusion in Urban Law Annual ; Journal of Urban and Contemporary Law by an authorized administrator of Washington University Open Scholarship. For more information, please contact digital@wumail.wustl.edu.

AFFIRMATIVE ACTION IN HIGHER EDUCATION

INTRODUCTION

Few issues in academia, if any, can provoke so strongly and so quickly the interest of as many people as can the propriety of the consideration of race in higher education admission and scholarship decisions. Discussions of this issue tend to generate both carefully crafted, logical arguments and equally compelling instinctive, emotional pronouncements. Perhaps it is this clash of rhetorical styles that arouses almost instantly the attention both of participants and observers of such discussions. The editorial board of the *Journal of Urban and Contemporary Law* hopes that for you, an observer for the moment, "Affirmative Action in Higher Education" will prove a generous source of such stimulation.

In addition to providing you with a sense of the contrasting rhetorical styles that have become a hallmark of the discussion of affirmative action in higher education, we have attempted to engender such a discussion among a group of legal figures who, by virtue of their diverse backgrounds and professional training, reflect a broad spectrum of the widely differing views that typify the discussion of this issue. By presenting to you such a broad spectrum of views, we hope to make all the more clear the emotional and intellectual complexity that serves as such ample fodder for the debate over the propriety of affirmative action in higher education. It is this complexity that undoubtedly ensures the continuing importance and vitality of such discussions.

The editorial board expresses its great gratitude to each of the authors herein for making possible this symposium of essays.

