EDITORIAL NOTE

It has been the feeling of business law teachers that their current and potential role in the field of higher education is not always fully understood by academic colleagues and administrators. Affecting, as it does, all human activities and relationships, the law deserves a prominent position in undergraduate higher education, and those who teach in this area should be recognized as vital participants in the educational process.

This feeling lay relatively dormant until last August, when, at the thirty-fourth annual meeting of the American Business Law Association, the reading of a paper by Professor Joseph L. Frascona led to a stimulating discussion of the place of business law in higher education. In response to the keen interest expressed by the membership, the executive committee decided to publish this special issue of the American Business Law Association Bulletin, composed of Professor Frascona's paper and others written especially for the purpose.

Each contributor to this issue expresses what, in a composite sense, may be termed the message of the American Business Law Association. We believe that the thoughts expressed in these articles will find an interested audience among those who have dedicated themselves to the advancement of higher education.

We welcome and solicit the reactions of all to whose attention this message is brought. Only through such response can we measure the success of our effort to restore the law to its traditional place in liberal education.

William Zellemeyer
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