was outdated by the advent of the Uniform Commercial Code," Feldman says, noting that his law studies provided the correct approach for his accounting class.

Carrying the interrelationship one step further is John Robinson, a doctoral student in business and a third-year law student who hopes to continue teaching as a career. The Gering, Neb., native presently teaches tax classes to upper level students, and he says he finds his teaching "a good way to work your way through school."

Teaching also makes it easier to be a student and understand law professors, according to Robinson. He says he tends to emulate the professors he has admired in law school.

"I now appreciate the time involved to develop a smooth-flowing lecture," says Feldman. "And developing a two-hour exam for some 80 students benefits me in the way I approach my law school exams. They lead me to improve my test-taking abilities."

Perhaps the most demanding area for these instructors is the time commitment. Particularly for the first-year students, who face many time pressures, the constraints of a weekly teaching load can be difficult.

First-year student Mike McGuire from Farwell, Mich., says his 18 hours each week devoted to teaching, office hours, and class preparation take away from his study time.

Mark Lezotte, first-year law student from Dearborn Heights, Mich., concurs that juggling law school and teaching can be a problem. "Once I was proctoring an exam in the business school and worrying about one I had the next day in the law school."

Undergraduates can also be demanding of the instructors' attention, especially before exams. "I hold the record—1:30 in the morning," says John Robinson, adding that he now discourages students from calling him at home and emphasizes his availability during office hours.

Rather than give their students the answer outright, some of the law students say their law training has taught them to lead their students to the desired conclusion, step by step. This procedure allows their students to think through the accounting problem. "Because both law and accounting are problem oriented, this is the best way to teach," says one of the instructors.

The law student-instructors are granted freedom to teach their sections as they wish, according to accounting Prof. Wilbur Pierpont, who oversees the instructors. Pierpont, former financial vice president of the University, gives these law students high praise. "They are all very good teachers. They get very good ratings from students," he says.

The opportunity for law students to teach in the business school became available because of the tremendous growth in the undergraduate enrollment in accounting courses, coupled with a shortage of Ph.D. students in the business school, Pierpont explains.

To fill the gap, the School of Business Administration in 1976 turned to law students with backgrounds in business administration and public accounting, including recent graduates with bachelor's degrees in business administration from U-M. Bolstered with early successes and continued high undergraduate enrollment, the law student teaching program has flourished, and Pierpont says he is anxious to find even more law students to teach in the business school.—Mark Simonian

Eric Stein Receives Second Honor

Eric Stein, professor of international law at U-M, received an honorary doctoral degree this winter from the Flemish-speaking Free University of Brussels, Belgium.

Last May Stein received an honorary doctorate from the Flemish-speaking Free University of Brussels, and he is one of the few Americans to be honored by both institutions.

Stein was instrumental in establishing an ongoing exchange program involving students from U-M Law School and both the French and Flemish speaking institutions in Brussels. Formally established in 1972, the program has been in operation on an informal basis since the 1950's.

Stein notes that there are some 40 U-M law graduates, both American and European, now working as attorneys, corporate lawyers, and teachers in Belgium, including several on the legal staff of the Commission of the European Communities (Common Market). Claus-Dietrich Ehlermann, general counsel for the commission, holds a law degree from the U-M. A U-M law alumni group is now being formed in Belgium, notes professor Stein.
Stein, who holds the Law School's distinguished Hessel E. Yntema Professorship, is a specialist in disarmament and weapons control law and international business law. He has authored or coauthored a number of books on European Community law, test ban negotiations, and harmonization of international business law.

**Problem of Confidentiality In Abuse Cases**

A provision of Michigan's Child Protection Law requiring social workers and other professionals to report suspected instances of child abuse or neglect has led to confusion on the question of confidential communication between client and professional, according to a University of Michigan child advocacy specialist.

Addressing the Michigan Governor's Conference on the Community Prevention of Child Abuse and Neglect in Detroit this spring, Donald Duquette said counselors' statutory obligation to report suspected child abuse cases to state authorities takes priority over confidentiality guarantees.

Duquette, a lawyer, noted that the 1975 Michigan Child Protection Law specifically states that such privileged or confidential communication is "abrogated" in order for treatment personnel to report child abuse cases or to present information in a child abuse civil court case. The only exception, he said, is confidential communication between lawyer and client.

Duquette heads the clinical law program of the U-M's Child Advocacy Project. Established in 1976, the project involves students and faculty of the U-M law, medical, and social work schools in dealing with problems of child abuse and neglect.

Duquette noted that, under the Michigan law, confidentiality is also waived in order for the state Child Protective Services (which has responsibility for child protection in Michigan) to gain information and assistance from other agencies and professionals in child abuse cases.

The major thrust of the act, said Duquette, is to ensure that instances of child abuse or neglect are reported to Protective Services and that action