

What about checkout policies, loan periods, interlibrary loan, open stacks, photocopying and other related aspects of library organization and service that can make the research task easier or more difficult? Students should have materials on these policies before they go. In Japan, I found interlibrary loan available in virtually all libraries, but there did not seem to be the enthusiasm for lending or borrowing in this way that appears to be the case among my American colleagues. Closed stacks are found more frequently in Tokyo than in the U.S. Having books paged and thereby losing one's chance to browse may disturb some students, especially in the libraries with only a classified catalog or otherwise poor subject access.

What about periodical indexes and general reference materials? Will these be familiar tools or will students need to learn new ones? Virtually all the university libraries I visited contained basic En-

glish language reference works that students will have been familiar with including, *Who's Who in America*, *Encyclopedia Britannica*, *World Almanac*, *Business Periodicals Index*, *Social Sciences Index*, and many others. Students may be relieved to learn of this.

These are a few of the questions that should be asked by libraries in American colleges with study abroad programs. The results of an investigation will probably show that not all programs need any attention from the library staff. Just as not all university classes are conducive to teaching library skills and bibliographic instruction, neither will it be relevant to the needs of all students going abroad. On the other hand, there may be a program or two in which some preparation of the students by the staff before they leave may save the student considerable frustration. It certainly seems to be a matter worthy of more consideration than it has received to date. ■■

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## Miriam Dudley Award

At the 1983 ALA Annual Conference in Los Angeles, the ACRL Board of Directors established the Miriam Dudley Bibliographic Instruction Librarian of the Year Award, an annual award of \$900 presented to a librarian who has made an especially significant contribution to the advancement of bibliographic instruction. The award honors Miriam Dudley, whose pioneering efforts in the field of BI led to the formation of the ACRL Bibliographic Instruction Section.

Nominees for the Miriam Dudley Bibliographic Instruction Librarian of the Year Award should have achieved distinction in such areas as planning and implementation of a bibliographic instruction program that has served as a model for other programs; development of courses on bibliographic instruction in ALA-accredited library schools, or development of bibliographic instruction continuing education courses that have served as models for other courses; research and publication that has had a demonstrable impact on the concepts and methods of teaching bibliography; and/or active participation in organizations devoted to the promotion and advancement of bibliographic instruction. Nominees need not necessarily meet all the criteria.

The award has been funded by Mountainside Publishing, Ann Arbor, Michigan, and it will be administered by ACRL. The ACRL/BIS Miriam Dudley Librarian of the Year Award Committee consists of five members, including the chair of BIS and the past chair (who serves as chair of the Award Committee).

The deadline for nominations for the 1986 award is December 1, 1985. Send nominations to: Miriam Dudley Bibliographic Instruction Librarian of the Year Award, Attn: William Miller, Association of College and Research Libraries, 50 East Huron Street, Chicago, IL 60611. ■■

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## Letter

### UCB's Bibliography 1 course

To the editor:

On page 352 of your July/August 1985 issue there is a highly inaccurate story about the Bibliography 1 course given in the School of Library and Information Studies at the University of California in Berkeley. I want to correct those inaccuracies.

1. The Board of Regents did not reduce the credits for the Bibliography 1 course at Berkeley. It was not involved in any way.

2. The course was reviewed by the school's faculty who found it to be inadequately related to bibliography and the purpose of the course and who proposed revisions to give it greater bibliographic direction. They concluded that the revised content warranted two units of credit rather than three, an assessment responsibility assigned to members of the faculty senate.

3. The University will give teaching assignment preference first to Ph.D. candidates and campus librarians, and second to others, as it has for the past nine years, contrary to your report that this is new. In fact a number of others usually receive teaching assignments in Bibliography 1 and that will be true again this year in the revised format.

Reform and improvement in education are difficult at best in a profession inherently reluctant to change. The filing of labor practice complaints makes the process of change all the more difficult and costly, increasing the odds against institutional improvement.

The situation with Bibliography 1 at Berkeley, is, therefore, substantially different from the report carried in your journal.—*Richard P. Hafner Jr., Public Affairs Officer, University of California, Berkeley.* ■■