The library is considered one of the most important institutions. It is a source for education, knowledge and information of all types. Moreover, the number of such educational outlets, their diversity and the number of users reflect the awareness of the individuals and society for knowledge.

The significant role of libraries increases in the age of information as the library chooses, stores, arranges and transmits information. This role is intensified continuously, thus reinforcing its fundamental pioneering role in phases and trends of comprehensive development.

This research entitled «JORDAN'S EXPERIENCE IN TEACHING LIBRARY SCIENCE» illustrates the importance of libraries and information centers in Jordan today. This research furthermore sheds the light in detail the present status quo in the field of libraries and information technology as a major academic study in Jordanian universities, with a focus on problems and obstacles facing librarians and academics.

The study concludes with some recommendations and solutions that could help in developing and upgrading the standard of this science.

The library is considered one of the most important institutions. It is a source for education, knowledge and information of all types. Moreover, the number of such educational outlets, their diversity and the number of users reflect the awareness of the individuals and society for knowledge.
The significant role of libraries in the age of information increases in the age of information as the library chooses, store arranges and transmits information. This role is intensified continuously, thus reinforcing its fundamental pioneering role in phases and trends of comprehensive development.

Interest in libraries in Jordan was created by the educational boom that took place in the region after the independence. Specialized library system emerged in 1921 that was linked to the ministry of justice followed by establishing the library of Sult Municipality in 1926. Other libraries were established in different parts of the country that reached up to 13 school libraries by the end of the forties. This number increased to 23 libraries in the fifties that included 4 intermediate institutions and 10 specialized ones.

During the second half of last century, Jordan has witnessed many developments in various sectors which was the sector of libraries.

In 1957, the ministry of education established a specialized library section that aimed at monitoring the school libraries and library related activities. The first public library was established in Irbid with the support of UNESCO.

The number of libraries increased significantly later that was annexed to ministries and government offices like the BLC, ACC. The study and the research became one of the priorities initiated by the ministry of Education and was supported by the creation of international Educational scholarships for Jordanian graduate students.

The Library of Greater Municipality of Amman (GAM) was established in the sixties. More than half a million titles in different languages were included. Branch libraries in Amman were also established and reached about 30 that added greater access to citizens and provided them with necessary sources. General libraries Dept. was established by (GAM) that aimed at monitoring branch libraries and supply them with necessary man power and technical support and advice.

This decade witnessed the establishment of the University of Jordan and its library 1962 that became a main source of Educational references in the Arab world.

Different libraries emerged the same year that reached 6 public libraries and 12 specialized ones; in addition school libraries were established.

In 1963, the library Society of Jordan was established to connect different libraries and librarians in the country. Training sessions and seminars one technical support and advising were implemented.

In 1975, the national Center for Documents was established and then replaced by the National Directorate for libraries and Documents in 1977. In 1990, the National Library was established.

The last three decades witnessed a significant increase in the number of libraries as a result of expansion and development in the field of Ed. The number of public libraries reached (91), university libraries (21) community collage libraries (53), school libraries (5300) specialized libraries (80) and children’s libraries (30).

Libraries and information centers considered the main source of knowledge. Maintenance and development of these libraries include providing them with professional labor in order to guarantee their success and efficiency.

During the seventies of the last century, the center for library science and information was established. The University of Jordan created a library diploma degree program. Some community Colleges started teaching library science in the intermediate diploma level, noting that teaching library science started as early as 1966-1967, at (Dar Al-Muallimeen-in Arabic) institute of teachers.

We can therefore conclude that the LIBRARY SCIENCE TEACHING IN JORDAN is based on three levels:

First: The University level (7):

- **The University of Jordan**: The faculty of Education in 1977 started teaching library science and documentation courses granting the higher diploma degree, renaming the course to Library and Information Science in 1986 until 1994 when the whole program was halted.

- **Balqa Applied University**: The university established two library science departments: The first: Libraries and Information Management within the college of planning and management, it started teaching this specialization in the year 1999-2000 at a bachelor's degree level. The second department called The management of Libraries & Information belonging to Princess Aysha College. Teaching started in the scholastic year 2003-2004.
Philadelphia University: It was in the year 2000-2001 that teaching library and information science at a bachelor's level degree started and initiated by college of management and financial science at the university.

Zarqa Private University: The university established the department of libraries and information technology within the faculty of arts. Teaching started at a university level in the year 2000-2001 at bachelor's degree level.

The following table shows approved credit hours for LIBRARY AND INFORMATION specialization in different Jordanian universities:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Balqa Applied University</th>
<th>Philadelphia University</th>
<th>Zarqa Private University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory university requirements</td>
<td>18</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Elective university requirements</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Compulsory college requirements</td>
<td>21</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Elective college requirements</td>
<td>-</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>Compulsory specialization requirements</td>
<td>60</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td>Elective specialization requirements</td>
<td>12</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Compulsory and support specializations</td>
<td>-</td>
<td>78</td>
<td>-</td>
</tr>
<tr>
<td>Compulsory support requirements</td>
<td>12</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>Free requirements</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Second: Intermediate Diploma level:

The teaching of Library Science dates back to the year 1965 (8), when «Dar Al Muallimeen» institute in Amman started teaching it, but it was halted in 1967 and to resume in the scholastic year 1980-1981 in two specializations. The first aimed at creating librarians, the other to teach library and documentation science. The total number of graduates reached 1360 specialists since then in the two majors.

Other colleges and universities followed the example of Dar Al Muallimeen by teaching library science like Karak Community College, Princess Ail College, Queen Alia College, Al-Andalus College, Irbid Girls College, Granada College, Jerusalem College, Arab Community College, The Arab College, and Sult College. Many problems however emerged in teaching library science like cancellation of teaching the subject by some institutions due to lack of student enrollment, or the scarcity of teaching personnel. Despite these difficulties however many institutions managed to send to the market a good number of graduates.
Third: TRAINING

Training in library science started in Jordan in 1964 after the establishment of The Library Society of Jordan, which is credited for promoting the science. Other parties have been participating and holding training sessions since the mid sixties, like the Ministry of Education, the Library Society of Jordan, the royal Scientific Society, UNRWA and many consultative and training bodies in the Jordanian universities. Training and specialized sessions in library and information science had a big effect in propping up Jordan and other Arab counties with qualified specialists in this course of study.

PROBLEMS FACING TEACHING LIBRARY SCIENCE IN JORDAN

Researchers and specialists in the field of library science tackled these problems in many conferences, seminars, studies and articles that they publish, and analyzed the problem from different sides. As an instructor of library science in many Jordanian universities I would like to identify problems and obstacles facing the advancement of library science.

1. Teaching staff
   Jordanian universities and colleges face a shortage in trained teaching staff at different levels, due to the present attitude of the Jordanian universities of not listing library science courses for high degrees like BA, masters and Ph. D. Add to that the lack of sending scholars abroad for higher studies. If the said universities that teach this course of study chose to avail some of the scholarships abroad, it could improve on the availability of instructors and would elevate the level of library science to higher respectable grounds.

2. Curriculum
   Unfortunately, the library science course of study content is still very primitive and does not match the stride of accelerated developments in information technology. Much of the material taught has not relation to library science. The prominent painful remark in this context is the confusion in naming the one course and that is a very sensitive matter when you see that one material of study carries more than one title, taught in more than one semester as if it is a new course!

   Other problems facing library science courses is the scarcity of reference books, the lack of programs and special software to teach library and information science courses. Many courses taught along the specialization have no relation to library science and works as an obstacle as opposed to being a compliment to course of study thus helping to add knowledge and extra experience in this field.

3. General Problems
   Other noted problems and hindrances are the lack of coordination among different universities and colleges teaching library science courses. The table shown above indicates clearly differences in credit hours of compulsory and elective courses among the said institutions. Furthermore the actual course names carry different titles in different institutions; the library science course in different institutions is within different department. At Balqa Applied University the library science course is under management and planning department; at Philadelphia University under administrative and financial sciences, while at Zarqa Private University is under the faculty of Arts. This diversion shows clearly the lack of concentration and interest.

   The lack of awareness of the importance of this specialization among many decision makers worsens the situation as all decisions taken by the student will eventually be irrational, lacking wisdom and far from the reality thus will be a hindrance facing the development of this science.

RECOMMENDATIONS

1. Unification and agreement on the naming of the course of study among different institutions.
2. Unification of course syllabuses for library science whether course names or its derivatives in order to be in conformity with universal scientific requirements.
3. Unification of course support requirements for library science degree so that these courses are directly related to the general main course or branch major.
4. Creating higher studies opportunities for library science course in Jordanian universities to supply well trained teaching professionals able to develop this science.
5. Intensify the interest in this science noting its importance in different knowledge development in particular and in overall development in general.
6. Focus on the field training allowing the students full application of theoretical studies ahead of actual work experiments in real life after graduation.
7. Helping graduate students find appropriate job opportunities in their field of specialty, in order to lure other prospecting students to join in.

REFERENCES

7. Educational Plans for Library and Information Divisions at the University of Jordan for the years 1999 — 2003
10. Teaching Library Science and Information at community colleges. Adeeb Akel…[and others].