Examining Social Sciences Literature for Effective Library and Information Services for the Social Sciences

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Abstract

This paper examined the strategies for providing effective library and information services for the social sciences anchored on an examination of the scope, structure, and literature of the social sciences. The study explored the scope of the social sciences from the social scientist's point of view and examined same in line with the librarians' perspective. The study found out that only seven disciplines can be categorized as core social sciences. Three others can be classified as peripheral social sciences. To ensure effective library and information services for the social sciences, the study recommended the need to maintain a balance between print and electronic materials, between book and non-book materials, between monographs and periodicals, and between current and retrospective information resources.

Keywords: Social sciences literature, Library and information services, The social sciences, social science librarianship, Effectiveness

Introduction

The structure and scope of the social sciences has been a subject of an unending controversy. There have been claims and counter claims that certain disciplines, subjects, fields of study, or   topics belong to the social sciences. Admitting this controversy, Burrington (1975), asserted that the scope of the social sciences is very much open to debate. This unending controversy, mostly from amongst the social scientists, is to a large extent a result of the interdisciplinary nature of some widely acclaimed social science disciplines; cross-cultural nature of social science topics; existence of differing emphasis of social science topics regardless of their original subject area; the social relevance of some non-social science topics, and the existence of social implications in some non social science disciplines (Fagan, 2003). This equally resulted in the non-uniformity of the component subjects of the various social sciences faculties around the world today.

The controversy has far-reaching impact on social sciences librarianship, especially, with regards to the training of social science librarians, collection development in terms of selecting and acquiring materials and developing collections for the social scientists, and the provision and use of the literature of the social sciences and general information services in the area of the social sciences. The social sciences librarian need to be in good stead to provide relevant and appropriate literature as well as required and "tailor-made" information services for the social sciences and especially, social sciences researchers and information seekers. This may not be achievable without a clear identification and examination of scope and structure of the social sciences. There is need, therefore, for clear-cut identification of the true social sciences so as to enable the librarian make more accurate decisions regarding the acquisition, organization and dissemination of information resources in the area of the social sciences.

The preoccupation of this paper, therefore, is to examine strategies for providing effective library and information services based on an unbiased examination of the scope, structure, and literature. The work also examines the characteristics of the use of the social sciences literature, structure and size of the literature of the social sciences, problems associated with the provision of appropriate literature and effective library and information services for the social sciences, and finally made recommendations for provision of effective library and information services for the social sciences.

Concept of the Social Sciences

The social sciences constitute a branch of knowledge which is concerned with the behaviour of man in relation to his fellow man (in this case man and woman) and to the environment they share. They are those mental or cultural sciences which deal with the activities of the individual as a member of a group. In other words, social sciences are concerned with human relationships and interaction with fellow men and with the environment he lives in.

Social sciences, as the name implies, are also sciences, but are concerned with social, mental or cultural science which deal with man's culture. In this sense, they are distinguished from the natural and physical sciences, which deal with nature and the physical world respectively and from the humanities, which concentrate on the unique and essential timeless works of human artistic creativity and try to interpret the meaning of life on earth.

It is also on record that social sciences disciplines employ systematic techniques of modern science (i.e. scientific methods) in attempting to discover what is true about man and his actions by virtue of the fact that man always interacts with other members of human society in a variety of ways and forms. This is so, even some critics have argued that human behaviour is so complex that it cannot be satisfactorily subjected to scientific study. Uwakwe (2003) argued that it is difficult to absolutely divorce human values from any form of scientific investigation.

Controversy on the Scope and Structre of the Social Sciences

Defining the scope of the social sciences has been an age long lingering difficulty and has become a source of controversy even among social science scholars. One major source of this difficulty is the inter-disciplinary and cross-cultural nature of the social sciences. They also have different emphasis regardless of their original subject area. Examples of these emphases include, psychological, sociological, historical, economic, political or anthropological. Thus, it is common to see works on political economy, political history, social anthropology, economic history, clinical psychology etc.

However, differences exist in the classification of the social sciences among various continent and even countries. For instance, there are distinctive differences among North American, British, European, East European and Soviet schools of social sciences (Roberts, cited in Mole and Ugwu, 2008). There are also differences among some social science scholars and researchers. These differences reflect the geographical background of the scholars, the pattern of teaching and classification of the social sciences in the universities and most importantly, the inter-disciplinary nature and social science content of the individual disciplines.

One of the earliest works to delineate the disciplines of the social science was the book "The social sciences: an outline for the intending student (1965). This work categorized the social sciences in the same way it is generally regarded in the universities. According to it, the social sciences include: sociology, economics, political science, social psychology and social anthropology. It excluded law, education, history and linguistics which were regarded by some as social sciences. Subsequently, Freides (1973) delineated the social sciences in terms of seven disciplines: anthropology, economics, political science, psychology and sociology which were all included in the earlier work and additionally included geography and history.

Stoan in 1986 identified 8 fields which, according to him, are commonly classified among the social sciences. This includes the seven already identified by Freides (1973) and additionally, education. Economics was expanded to economics and business administration. Stoan's selection of disciplines was somewhat arbitrary since linguistics, statistics and demography which he excluded are often considered social sciences while history which he included is frequently thought of as one of humanities. Moreover, education and business administration, like public administration, social work and law, are generally thought of as applied rather than theoretical fields.

However, all the 8 disciplines listed by Stoan(1986) have in common a concern for the behaviour of man in relation to his fellow man and to the environment they share. Additionally, except history, economics and geography, all the other five are commonly referred to by scholars as behavioural sciences since their research methods frequently involve direct observations of human behaviour.

Roberts (1980) provided a broad outline of the disciplines of the social sciences to consist of 16 subjects. This includes: anthropology, criminology, economics, education, environmental planning, ergonomics, futurology, geography, history, linguistics, management, political science, psychology, social policy and social administration, sociology, statistics and research methodology.

As the controversy over the scope of the social sciences raged, Seligman (2000) tried to proffer a way out by categorizing the social sciences disciplines into three: the core social sciences, the semi social sciences and the sciences (& humanities) with social implications. The core social sciences, according to him, include: political science, economics, law, anthropology, sociology, penology and social work. The semi social sciences include: education, psychology, ethics and philosophy. The sciences and humanities with social implications include biology, geography, medicine, linguistics and art.

Dissatisfied with the above classification, Fagan (2003) categorized the social sciences into two broad areas: core and peripheral social sciences. The core social sciences, according to him include: sociology, psychology, anthropology, economics, political science and history. The peripheral social sciences include geography, law, media studies, gender and sexual orientation studies, industrial relations, and health care. The controversy rages.

Librarianship has also been drawn to the controversy. Many have the view that librarianship is a social science discipline while others hold a contrary view. Some believe it belongs to the realm of the humanities just as others consider it as an applied science.

In all, over 25 disciplines have been cited by social science scholars and researchers as belonging fully or partly to the social sciences. These include: sociology, anthropology, political science, economics, psychology, geography, history, education, law, business administration, penology, social work, ergonomics, futurology, ethics, philosophy, biology, medicine, linguistics, art, media studies, gender & sexual orientation studies, industrial relations, librarianship, and health care.

Examination the Scope and Structure of the Social Sciences from the Librarians's Perspective

Generally, social sciences constitute one of the four main fields of human knowledge. The other three fields include the pure or natural sciences, the applied science or technology, and the humanities. Individual social sciences, due to their human relations nature, have often interrelated, interwoven or overlapped with other social sciences or other major fields of human knowledge such as the physical sciences or humanities.

In determining the true social sciences, a number of criteria have to be considered, including, scope, content and body of knowledge as well as method of service delivery, instruction and research. Therefore, consideration has to be given to those disciplines that have more social science content. In other words, such discipline must primarily be concerned with the behaviour of man in relation to his fellow man and to his environment. In line with this, some disciplines can be classified as social sciences without much controversy.

One of such disciplines which can be classified as a social science without much controversy is sociology. Defined as the scientific study of society and peoples behaviour within the society, almost all the major aspects of it are social sciences oriented. These, according to Roberts (1980), include: economic, organizational, political, rural and urban sociology; social thought, sociometry, demography and religion. This had made many to refer to it as the pillar of social sciences.

Anthropology (the study of origins, development, customs and beliefs of the human race) has aspects of it shared with both the humanities and the biological sciences. However, it has a larger segment of it in the social sciences (Staines, 2000). These include cultural, economic, political, applied and social anthropology. Ethnology and ethnography are also aspects of anthropology that delineate it into the core social sciences.

Political science, which is simply the study of government and politics, relates to the professional school of public administration and may be regarded as applied field rather than social science. Moreover, a critical look at the content of political science consisting of such subjects as public law, international relations, comparative politics, political theory, policy making, political behaviour, political economy etc lays credence to the fact that political science is predominantly a social science discipline and should be classified accordingly. Moreover, political science according to Jarvis (1990), is concerned with the interaction between the leaders and the followers and about improving the lot and the condition of the people and the environment respectively.

Economics is the study of the production, distribution and consumption of goods and services. This is another subject that has been engrossed in controversy especially due to the presence of other major areas in economics as can be seen in agricultural economics, econometrics etc. However, there is a preponderance of topics in economics

to indicate that it is in the realm of social sciences. These include: money and banking, labour economics, industrial organizations, political economics, etc. (Roberts, 1980), Economics is no doubt at the centre of human interaction and relationship with fellow men and his environment.

Psychology has often been categorised as a biological science because of its concern with human development and the working of the mind. Thus, clinical psychology, child psychology etc constitute a major segment of psychology. However, it is important to note that the major concern of psychologists is the behaviour of man and how such behaviour affect or influence his actions and his inter-actions with fellow man (Hall, 1993). This led to the preponderance of human related subjects in psychology. These include: social, industrial, educational, and applied psychology, personality and social psychiatry. It is these qualities that stand psychology out as a true social science discipline.

For geography, it has been more difficult to determine which area of human knowledge it rightfully belongs. Geography is the scientific study of earth surface and the relationship between it and the population [man] (Jarvis, 1990). There are two broad segments of geography: physical geography, which is concerned with the earth's surface, and human geography, which is concerned with the spatial arrangements of its population. Thus, while many scholars and universities around the globe have classified geography under the physical sciences, others have grouped it under the social sciences. However, it is instructive to note here that beyond the two forms of geography, it has other spheres which can go a long way in defining the content and characteristics of geography. These include: cultural, economic, political, social and urban geography. (Staines, 2000). It is this curriculum content of geography that tends to situate geography more in the realm of the social sciences.

Librarianship is an area of study that concerns itself with the social constructs of information, information centres and libraries (Hurt, 1992). It examines why a person approaching an information entity would choose one item over another. It examines the structure of information entities to determine their social utility and "robustness." In librarianship, people and not objects are the main focus. The thrust of librarianship is in helping people to make informed decision in their choice and use of library and information resources. Librarianship involves active interaction between man and his fellow man (library personnel and users) and with their environment (information resources). This is also the defining principle of the social sciences. This also explains why natural alliances are more prevalent between library science and other social sciences such as sociology, economics and psychology. Therefore, librarianship, by scope, content and method, can be said to be a true social science discipline. Supporting this point of view, Hurt (1992) in his work "the future of library science in higher education: a crossroads for library science and librarianship stated categorically that "Library science is a social science." Importantly also, to properly qualify library science or librarianship as a discipline requires a rigorous adherence to the definition of library science as a social science.

History has been defined as the study of past events concerned with the development of a particular place, subject, etc. (Hornby 2000). It has often been argued that history is a social science. The protagonists of this position hinge their argument on the fact that history concerns itself with (past) events characterized by interaction among

people and with their environment. It is important to note here that many historical events are unconnected with human interaction as can be seen in geographical history, for instance. Moreover, history concerns itself with past events most of which were not witnessed by present students of history, but are mere documentary evidence of such events whose circumstances may differ from those of today. Such events can also not lend themselves to scientific method like other social sciences but can only be studied through historical method. History, therefore, can fit properly into the realm of the humanities as it tries to recreate the essential events of humanity.

Education is both a process and a field of study. It is a process of teaching, training and learning, especially in schools or colleges. It is also a subject of study that deals with how to teach (Hornby, 2000). Education is an applied field of study that covers essentially all areas of human knowledge with the sole aim of improving knowledge and developing skills. This makes it difficult to situate education in any of the major fields of knowledge including social sciences. That explains why in many institutions of higher learning across the world today, education is being recognized as a separate field of human knowledge outside of the four existing fields, and also as a separate institution of learning, as can be seen in universities and colleges of education.

Law has emerged as a distinct professional field of study with unique content, method of study as well as a research method different from those of the social sciences. It can therefore not be said to be a true social science. The same applies to criminology and penology.

Philosophy, which is the quest or search for truth through logical reasoning, has often been classified as a social science because it is concerned with how man understands his fellow man and his environment. It has also been classified as a natural science because it is concerned with the study of nature and meaning of the universe, as in philosophy of science. However, philosophy is essentially of the humanities because its major focus is to interpret the meaning of human life on earth. Ethics belongs to the same class with philosophy.

Social work is a social science, but it may be safer to sub-classify it under sociology. Similarly, business administration, due to its little relevance in the social sciences, as well as industrial relations can be subsumed under economics. Gender and sexual orientation studies may not be considered as an independent discipline and can be subsumed under psychology.

Other disciplines such as biology, medicine, and healthcare are sciences with social science implications while linguistics and art are humanities with social science implication. Religion which is concerned with worship of god or gods has not been cited by many authors as a social science. Its content reflects social sciences but its objective which is akin to interpreting and understanding the meaning of human life on earth makes it a humanistic discipline. Moreover, in religion, the interaction between man and his god is more prominent than that between man and his fellow men.

The picture that emerges from the above analysis is that all the aforementioned disciplines have social science content. This, incidentally, is the same source of controversy over their status in human knowledge. However, out of the lot, and based on the justifications provided on each of them, only seven disciplines can be categorized as core social sciences. These include:

Sociology
Anthropology
Political science
Economics
Psychology
Geography
Librarianship
    Other disciplines can be classified as peripheral social sciences. These include:
History
Education, and
Law

Characteristics of the Literature of the Social Sciences

Literature is the total information available or generated in a given subject field irrespective of the language of expression and the environment in which it was produced (Ozioko, 2010). A clearer picture of the description of the characteristics of the literature of the social sciences, in terms of growth, size and structure, can only emerge through a comparative analysis of the social sciences and other broad subject areas and of course of the major types of information materials in the social sciences.

    A number of empirical studies carried out have shown an unprecedented growth of the literature of the social sciences compared to the sciences especially since the 1960s, resulting in fear of information overload and user incapacity (Mole, 2010). This is more visible in the primary journal literature which appears to have grown exponentially at about 3.5% per annum, while there is no such firm trend in the monograph literature. Today, the literature of the social sciences has grown more rapidly than either sciences or humanities literature. However, the use of scientific literature and of course primary journal literature of the sciences and technology remains higher than those of the social sciences and humanities.

    Statistically, Line and Roberts cited by Staines, Bonacci, & Johnson (2004)) reported that the ratio of social sciences journal articles to books is about 1.1:1, or at most 1.3:1, a marked contrast from the situation in the sciences where the ration is about 8:1.

    The ratio of journals to secondary services in the social sciences was put at 15:1. Though, there is an abundance of secondary sources such as bibliographic services within each discipline, they are in small, overlapping form and fail to cover the literature adequately because of relatively small percentage of useful materials. Another reason for the small proportion of the secondary sources is the lack of a wealthy market such as that for the scientific and technological literature, demanded by business, industry and government.

    The best coverage of the literature by secondary services occurs in psychology and economics. These disciplines are heavily self-citing, rely strongly on Journal literature and have a high concentration of use in a relatively small number of journals (Mole and Ugwu, 2008). Poor coverage of the literature in secondary sources occurs in geography, sociology, education, and political science. These make relatively few references to their own literature, cite monographs heavily, and demonstrate a broad scatter of journal literature cited, both within themselves and from other disciplines.

Exceptionally, the social sciences seem to be lacking in reviews of research. The ratio of primary journal articles to reviews is 133:1 as against 45:1 in the sciences (Brittain, cited in Mole, 2010). This deficiency is related to the problem of lack of cumulativeness in social sciences research as individual researchers are unique and do not try to replicate or derive from another.

Databases abound in the social sciences. At present, most online databases are duplicates or supplements of their printed counterparts rather than total replacements (Fagan, 2003). In the case of full text in electronic form, text can be searched for combinations of key words and retrieved text can be displayed or printed on demand at remote terminals, or it may be produced in microform (computer output microform or computer). Among the bibliographic databases duplicated into online databases (electronic format) include most of the more important print indexes and abstracts, including, sociological abstracts, psychological abstracts, USPSD, PAIS, and social sciences citation index,. There are also indexes developed specifically for the computer such as indexes to government publications, indexes to newspapers and magazine literature, indexes to sources of statistics, such as American statistical index (ASI).

Besides these bibliographical files, there are also a growing number of factual databases from which raw data may be extracted. Among these are the predcast databases of business and economic statistics, files containing census data, and growing numbers of databases of traditional reference tools such as foundation grants directory of American men and women of science, becoming available online. Paper preprints are becoming obsolete and being replaced by preprint databases.

The internet, a worldwide system of inter-connected computer networks has been widely explored by social scientists to access information resources all over the world. Many journals are now peer-reviewed online, published online and accessed online.

Databases in the social sciences do not store or disseminate themselves. CD-ROMs offer the possibility of high volume, low cost storage and dial-up access to compact disk and other databases in the social sciences, including multimedia.

Current issues of some periodicals are available on black and white or coloured microfilms as well as in print-on-page format, and complete volumes of many periodicals in the social sciences are available on microfilm for space-saving storage.

Audiotapes are sometimes available as supplements to, or substitutes for, printed conference proceedings. Guides to the literature also exist in both print and audiovisual forms, to assist users of specific reference tools, searching aids, or information services.

Both stand-alone and connected computers serve as versatile devices used by individual social scientists, research workers and other scholars alike for both document creation, provision of information for online use, and retrieval of information from databases and the internet.

The Social Scientist's use of Literature and Implications for Effective Library and Information Services

Social sciences are interdisciplinary in nature and this affects both the use of and research in the social sciences. With the exception of psychologists and economists, who have their own research methods, social science researchers draw from a broad spectrum of social science disciplines. Provision of information resources should not be limited to the

disciplines classified as core social sciences but should cover both the three peripheral social sciences and the sciences and humanities with social science implications.

However, the research process of social scientists even within individual disciplines is so highly individualized with regard to the conceptual and chronological relationship of such factors as idea generation, research design, data analysis and hypothesis formulation. These elements are not usually defined by the research framework of the individual disciplines. This calls for more personalized information services for the social sciences researchers and information seekers in order to meet their individualized research needs.

The social scientists' use of formal bibliographic tools is sporadic and limited. In tracking down bibliography, social scientists rely heavily on citation found in books and journals articles and on a variety of informal means, including personal recommendations and serendipitous discovery. However, social science researchers rely almost equally on books and journal articles. This differs from the sciences where periodic literature predominates largely (Hall, 1993). This behooves on the library a responsibility and challenge for extensive collection development covering both print and electronic materials, book and non book materials, monographs, periodicals, and variety of other types of information resources

Moreover, citations to books and journal literature together constitute only 1/3 of the citation in the typical social science research project. The remaining 2/3 refers to either published or unpublished primary data, including correspondences, memoirs, diaries, statistics, speeches etc. (Mole, 2010). The wide variety of sources of primary data cited by social scientists are not usually produced/written by social scientists themselves and many have been produced for purposes other than research in the social sciences. Thus, they often cannot be indexed or catalogued as social sciences literature per second.

The demand for social science literature is not limited to social science academic researchers and specialists as is the case with scientific and most humanistic literature. Users include practitioners: social workers, teachers, counselors, criminologists, etc, and policy makers: politicians, administrators, planners and even business men (Fagan, 2003). The first group (practitioners) has some theoretical grounding in the social sciences. However, because they are involved in working with clients, they seldom use bibliographic tools, do not generally make effort to keep abreast with literature on the latest theoretical works, prefer informal channels of communication and often need highly specific information for immediate application to a current problem. The second group (policy makers) generally has little or no theoretical grounding in the social sciences and tends to require specialized services in which information is distilled and packaged for them to serve as a guide in choosing from among several options.

The social science librarians should work as intermediary between these groups of users and the information services by employing good marketing strategy to encourage them to use the resources of the library even when they are not willing to. They assist in providing good bibliographic control and research assistance, identifying previous similar and related studies, educating users on relevant research areas and assisting in document delivery especially if the materials needed are not within the immediate library environment.

Challenges Affecting Effective Provision of Library and Information Services for the Social Sciences

The major challenge associated with the provision of effective library and information services for the social sciences is financial constraints, especially with regards to collection development and change from print to electronic sources.

The strength of the social sciences rests on its collection (Brittain, 1992), One of the major problems facing social scientists today is the poor provision of bibliographic information resources resulting in their over reliance on primary data most of which are of non-bibliographic nature (Hall, 1993).

There is also inadequacy of secondary sources in the social sciences. However, since librarians, not the social scientists etc are the sole purchasers of these bibliographic sources and since social scientists generally use without being conversant with the tools, any impetus towards improvement in the quality and quantity of the tools must come from the library world or to use librarians as intermediaries to tap the literature for the researchers.

Terminology problems abound in the social sciences. Social science terms are often national language terms with popular connotations and susceptible to numerous definition; may have varied ideological connotations, and often overlap with similar or related terms. Such every day words as imperialism, colonialism, militarism, racism, Marxism, exploitation, assimilation, occupation etc may be interpreted in many different ways. Social science terminologies have terminology "softness" which makes for greater difficulty in effective indexing and subsequent retrieval.

Social science librarianship also suffers from lack of cumulativeness (Folster, 1995). There has been little effort to provide a cumulative record of social science research. This resulted in the disjointed listing of social science research works. One of the consequences of this is the lack of attempts at replication or follow up research in the social sciences.

The social science librarians are the most vulnerable to moral and ethical topics, requiring high fidelity to standards and ethics such as privacy, anonymity, and security of information because social science literature are predominantly on human relationships (Fagan, 2003). Similarly, due to the social nature of the subject, social science librarians often face moral and ethical questions in their work.

General Recommendations for Addressing the Challenges

Because of the interdisciplinary nature of social sciences, social science librarians must be familiar with information that has social science implications beyond the core subjects themselves. These other areas may include business, government information, communication, criminal justice, health and medicine, and law. A material may be in law and yet has social science implication. Typical examples may be found in criminal law.

Librarians need to respond effectively to the increase in ethics and cultural diversity. They need to offer their services equally and without discrimination on the basis of the topics of research or the characteristics of the researcher. A librarian presented with a request on the origin of Owerri for e.g., should provide the information without recourse to whether the seeker is a native of Owerri or not.

Social science collection quality (defined by such parameters as depth, breadth and size of coverage) should be the traditional concern of the social science librarian and librarianship. The collection provides a focal point for both user and librarian. For the librarian, the traditional concern is with the bibliographical operations: selection, acquisition, and preservation. For the user, the concern has to do with the relevance or appropriateness of the collection to his/her needs, requirements and demands in terms of documents and information. There is need, therefore, to reconcile both the librarians' and users' concern.

The social science librarian's role in collection development is two-fold. The first is the selection and acquisition of relevant sources whiles the second Includes preservation and conservation services. In selection, librarians must make available materials in a variety of formats, including micro formats, directories, handbooks, codebooks, statistical compendiums, periodical indexes, statistical package manuals, government documents and data files.

The librarians must have wide knowledge of sources of information and guides to the sources. Librarians must also maintain a balance between print and electronic materials, between book and non book materials, between monographs and periodicals, between selection of materials and needs of users, between acquisition and use of materials, between access and preservation of materials; and between available funds and desired resources.

Importantly, the librarian can avail the social sciences information seekers the opportunity of access to up-to-date information through the use of modern ICT resources. These include but not limited to online databases, the Internet, CD –ROM, Microfilms, audio-visual resources,
and computers

Librarians also need to organize items in web guides or printed bibliographies and integrating documents from outside sources into indexes and catalogues. Good cataloguing and classification of information reduces the barriers between social science information and users.

The computerization of manual catalogues and library housekeeping operation will lead to improvements in the type of library services offered, especially in university and public libraries; social scientists will benefit as much as users. This will also facilitate the ability to integrate the processing of documents and information held within the library with outside sources. It will to a large extent, reduce the barriers between users and information and documents in the social sciences and thus lay credence to the fact that "to the social scientist, the library is only one of the many potential sources of material for study and practice". These sources should be integrated effectively by social science librarians.

The social science librarian through intermediary services must engage himself in full exploitation of the collection and in feeding the mind of the social science information seekers with relevant and up-to-date information. He should work as intermediary between the researcher and the information services by assisting or refining the researcher's request to a searchable form, providing good bibliographic control and research assistance, identifying previous similar and related studies, educating users on relevant research areas and assisting in document delivery especially if the materials needed are not within the immediate library environment. The librarian should employ

good marketing strategy to encourage the social scientists to use the resources of the library even when they are not willing to.

To be able to ensure proper exploitation of the collection, the librarian must be equipped with good knowledge of the content, structure and application of the classification scheme. Thus, social science librarians should use subject classification to ensure full access and exploitation of the collection. Classification principles underlie the whole activity of the social scientist and also guide the librarian in providing techniques which the user can employ to meet his own needs.

The librarian must also have basic understanding of the environment in which its users operate. The type and level of assistance and intervention depends largely on the characteristics of the users, including their level of education, social awareness, information needs, value system, etc.

Conclusion

The first step towards strengthening the social sciences and providing effective information services in the area of the social sciences is to identify and examine the true social scoences and their characteristics respectively. This is very pertinent because the type and level of assistance and intervention required for social science librarianship depends largely on knowing the scope and structure of the social sciences, characteristics of the social sciences information seekers, including their library use pattern, information needs, etc. This calls for greater effort and commitment by library and information professionals in the development and promotion of social sciences librarianship.

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