All good classroom instruction is based upon a text-book or systematic series of lectures dealing with the subject under consideration. However, neither a text-book nor a series of lectures can deal fully with all the phases and facts concerning any subject of importance. If the student gets extended information on a given topic he must do it through extra reading. The primary object, then, of assigned readings is to extend the student's knowledge of the subject in hand.

Obviously, if the reading is to do the most good, it should be in connection with the assigned work for the next classroom period, or just following the discussion of the topic in class. It is not always easy to do this, especially if a rather complete text-book is used and lessons assigned for recitation from it. The lessons may require so much of the student's time that only a few assigned readings on the more important topics can be expected of him.

The method of making assignments requires some attention. Stu-