Over the course of my graduate career, I have been developing the research skills of a professional academic historian. I have incorporated the advice from senior colleagues and professors—along with plenty of trial-and-error—to arrive at a clear and consistent strategy that has served me well for a little over a year now. These research strategies constitute a step-by-step approach that allows me to know exactly where I am during the research process. The following presents these strategies and the specific resources that I used in completing my project.

First, I selected the important quotations from my primary source (Clement of Alexandria’s *Paedagogus*) from an English translation, and then sought out a critical edition of the ancient Greek text. I scanned these quotations with the library scanners and emailed the PDFs to my Rice webmail account, from which I transferred the PDFs to Evernote, my annotation app of choice.

Next, I used Fondren’s access to the TLG Database (*Thesaurus Linguae Graecae*) to search for important Greek words I noted in Clement. This search provided me with a large number of ancient Greek texts and epigrapha that later proved helpful in my contextualization of Clement’s writings. The TLG also allows me to copy the Greek text and paste it directly into my paper, thus ensuring the accuracy of the quotations. In addition to the TLG, I consulted the library’s copy of Liddell and Scott’s *Greek-English Lexicon* to look up the definitions and variant uses of words and phrases.

In the next stage of the process, I obtained a working knowledge of both Clement and ancient medicine by turning to my discipline’s standard reference work and that of the ancillary field of Classical Studies. These included the six-volume *Anchor Bible Dictionary* and the recent fourth edition of the *Oxford Classical Dictionary*. In addition to providing general information about Clement and ancient medicine, these works list short bibliographies citing the most important works devoted to each entry.

After acquiring the sources listed in the reference books, I browsed through them and located salient passages and references to other sources (both primary and secondary). Next, I used the Classic Catalog on the Fondren Library website to do a book search. I began with a broad search using the most appropriate subject headings found in previous books. I supplemented these subject-heading searches with appropriate Boolean keyword searches in order to find the most relevant sources for my project (and eliminate the need to sort through lengthy search returns). I repeated this process for other relevant subject headings, and consulted the Library of Congress Subject Headings System online whenever I was uncertain of specific controlled vocabulary entries.1 The LC System lists the broader and narrower subject terms as

1 [http://id.loc.gov/authorities/subjects.html](http://id.loc.gov/authorities/subjects.html). I am pleased that Fondren Library has ordered the most recent edition of the LC Subject Headings to replace its older copies.
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well as any variant subject headings. Furthermore, each LC Subject Heading entry gave me the range of call numbers for every book classified with that heading as its Major Subject. Whenever I needed a book that was not part of Fondren’s collection, I put in an ILL request to borrow it. I also submitted purchase requests for a few key works that the library did not own, as they will be important for my continued work on this essay—and possibly for both my qualifying exams and dissertation research.

I searched for journal articles by accessing the EBSCO search page through Fondren's database listings. Once there, I broadened my search by selecting the “Choose Database” link and clicking “Select All.” To be sure, selecting every database greatly increased the number of (irrelevant) hits for each of my searches. However that may be, I have found that it allows me to find valuable articles otherwise unavailable through the general ATLA Religion Database. Next, I narrowed my search results to only peer-reviewed articles and chose specific subject headings from the “Subject” menu at the top of the screen so that only the most relevant articles remained. I select every (potentially) relevant article to go in my library user account folder, and later downloaded all available PDFs to Evernote. I requested all unavailable full-text articles through ILL. In sum, my strategy for finding journal articles was a series of steps, starting with a broader search through keywords or subject headings and refining the results until I had a manageable amount of articles, all of which were pertinent to my project.

Having completed a thorough search of books and articles, I accessed the ProQuest Dissertations and Theses Database through the Fondren web portal and searched for any unpublished dissertations that may benefit my research project.

I read some of the more general treatments (e.g., Nutton's Ancient Medicine) in toto so that I would have a better grasp of the larger, socio-historical context that is ancient medicine in the Greco-Roman world. I typically take my time reading and annotating these sources because it is paramount I have a wide-ranging and confident understanding of a new concept or context. I mined their bibliographies for additional ancient sources and more specific scholarly works that I needed to read at a later point. After completing this contextual research, I returned to my main source (i.e., Paedagogus) and reread the text as a whole, this time through the lens of ancient medical theory and practice, often leading to new connections and refining my questions.

I stored the metadata for every book and article in Zotero using the Chrome browser extension. I discovered Zotero during the previous semester when I attended the library’s free Digital Media Commons short course Managing Your Citations with Zotero. I use the program to keep track of my sources so that when it comes time to create footnotes and bibliography during the writing stage, I can easily format them into the current style guidelines for the Society of Biblical Literature. This tool reduces the time I spent on formatting, thus freeing me up for researching, drafting, and editing during a busy semester.