

necessarily concerned with theoretical pursuits which are in themselves an important and legitimate activity. The guiding principles offered by Scheffler may well be proper ones, but the reader must be aware that many of the definitions offered are persuasive rather than descriptive and rest on Scheffler's commitment to the notion that clarity afforded by reason is the soundest guarantee of human advance.

— Felicity Haynes

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The Yellow Pages of Undergraduate Innovations. Compiled by Cornell Center for Improvement in Undergraduate Education. Published in *Change Magazine* Publications, New Rochelle, NY, 1974. Pp. 243. \$4.95 paperbound.

The aim of this directory is to permit those who are not satisfied with their courses or programs to learn what others have done, and to allow like-minded professionals to get in touch. Although it is claimed to contain "3,000 up-to-date listings of programs, people, addresses, and phone contacts," it has less than 2,400 by this reviewer's count, even counting twice or more those programs that occur under more than one of the 23 subdivisions of the three general areas of instructional, curricular, and institutional innovation. The entries consist of *short* descriptions (some no more than two word titles, e.g., "International Studies"), plus where-and-who information, compiled from other publications and questionnaires mailed to 1,131 four-year college presidents. The Subject Index, printed complete in both the front and the back of the directory, leads us to only three entries under "Philosophy". These concern 1) the use of visual materials in the humanities, 2) the place of values in the liberal arts, and 3) a liberal arts study program. None of these may be as interesting as two entries concerned with self-paced instruction in philosophy (p. 29) that are not listed under "Philosophy" in the Subject Index.

Major deficiencies of this endeavor are,

first, the failure to include some obviously important sources in the compilation. Among these is the *Index to Computer-Based Learning*, edited by Robert E. Hoyer and Anastasia Wang (Englewood Cliffs, NJ: Educational Technology Publications, 1973). The latest edition of this index lists several programs in logic that should have appeared here, plus many listings for areas other than philosophy. A second mistake is the presumption that the compilers of a directory of undergraduate innovation need not canvas two-year colleges, "in the interest of time and economy." In fact, two-year campuses are the seedbed of many major innovations in higher education, and their omission here signals that the widespread prejudice that four-year colleges have nothing to learn from their junior cousins either infects the compilers, or is believed by them to be harbored by their audience.

The most promising feature of the directory is the form included for bringing to the attention of its compilers all the items they omitted. If teachers who are engaged in, or who have developed, innovative programs in philosophy will write in order to be listed in the next edition of the *Yellow Pages* then that text will be of value to teachers of philosophy. But the present edition will hardly qualify.

— G.P. Abbott

RICHARD T. DE GEORGE. *A Guide to Philosophical Bibliography and Research*. New York: Appleton-Century-Crofts, 1971, pp. vii + 141. \$6.25 hardbound. LC 76-153385; ISBN 390-26005-3. Distributed by Prentice-Hall, Englewood Cliffs, NJ. 8

This work "serves as a guide to the sources, bibliographies, and other tools of philosophical research—their existence, usefulness and use." It makes no pretense at being all-inclusive since it excludes rare items, dated and superseded works, and pre-1900 bibliographies. However, it contains an extensive number of