Perhaps this voice will be silenced, or at least appeased, by a reading of *Grammar for Teachers* by Constance Weaver. Grounding her discussion in a clear, non-technical explanation of the psycholinguistic nature of the language processes, Weaver, specialist in linguistics and English education at Western Michigan University, concludes that direct teaching of grammar can have no positive effect unless instruction meets “a felt need on the part of students,” that “students should not be given direct instruction in aspects of mechanics that they have already mastered,” and that, therefore, “large group instruction is almost inevitably unproductive because it is rare that the students in a large group (such as an entire class) will all feel the need for a particular kind of assistance at a given time.”

The principal value in the book is not, however, in dissuading teachers from direct teaching of grammar. It is in persuading them, with a judicious selection of sample exercises at many levels, that they must know grammar themselves and use their knowledge to help students indirectly to increase their reading comprehension, literary understanding, editing skills, and ability to produce more mature syntax. For teachers whose own knowledge of grammar is incomplete, Weaver devotes the second half of the volume to an eclectic grammar handbook. This book puts grammar in its place, and puts the emphasis where it belongs: on helping the teacher give students power to use language effectively.

Gerald Camp
Bay Area Writing Project

**NEW PUBLICATIONS FROM BAWP**

The Bay Area Writing Project has completed its first three-year project funded by the National Endowment for the Humanities, the Carnegie Corporation of New York, and the University of California, Berkeley, and one of the programs now nearing completion is a series of small publications focusing on some aspect of writing and writing programs.

The first publication, written by teacher/consultants Ruby Bernstein and Barney Tanner, analyzes writing samples from the California Proficiency Examination, a test given to those who are sixteen or older and desire a high school certificate. (A diploma can only be earned by attendance.) The second publication, *Teaching Writing K Through 8* by Jack Hailey, and the third publication, *Independent Study* by Sarah Dandridge, John Harter, Rob Kessler, Miles Myers, and Susan Thomas, focus on specific classroom problems. Six others will be available by November 1: *Come on Out—The War's Over* by Roger Mueller (writing in the college classroom); *Working Out Ideas: Predication and Other Uses of Language* by Josephine Miles; *The Tutor and the Writing Student* by Jerry Herman; *Expectation and Cohesion* by Gordon Pradl; *An Experiment in Encouraging Fluency* by Miriam Ylvisaker; and *Writing for the Inexperienced Writer* by Marlene Griffith. Some of these titles will be on display at NCTE (National Council of Teachers of English, November 22 to 25, San Francisco). Other titles will be announced as they become available.