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presenting findings from a wide ranging study this book considers the present state of literature teaching in american middle and secondary schools probing both context and the instructional approaches the book shows a discipline staffed by teachers better educated than their predecessors but carrying heavy class loads and isolated from current thinking in literary criticism and pedagogy the book is based on a series of four interrelated studies 1 a series of case studies of english programs with local reputations for excellence 2 a study of book length works that are required reading for high school students as well as the book length texts required in public schools grades 7 12 and in catholic and independent schools grades 9 12 3 a survey of content and approaches in nationally representative samples of english programs in public catholic and independent schools plus schools whose students consistently win national council of teachers of english ncte achievement awards in writing and 4 analyses of the selections and teaching suggestions offered in widely used

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