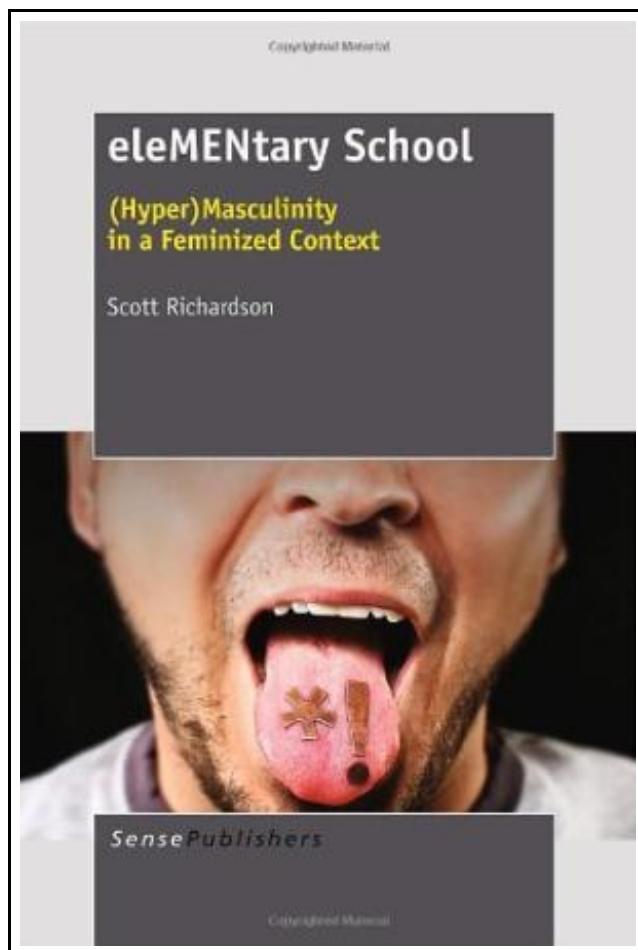


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Sense Publishers. Paperback. Book Condition: New. Paperback. 178 pages. Dimensions: 9.1in. x 6.0in. x 0.5in. Scott Richardson gives us a finely detailed experiential account of how gender and teaching are woven together in public schools. Through his own memories and the narrativized experiences of his research subjects, Richardson demonstrates both the institutional benefits associated with being male and the fragility of masculinity. Membership in the Boys Club of hypermasculinity requires constant checking, surveillance, and choices that fit within the narrow range of dominant masculinity (so well detailed by R. W. Connell). Richardsons causal style parallels the ease with which men in leadership and teaching positions articulate their allegiance to gender norms and one another, and in effect, set critique of such gender norms above comment: its just the way things are done. - Cris Mayo, Associate Professor of Education Policy, Organization and Leadership and Gender and Womens Studies, University of Illinois at Urbana-Champaign; Faculty Director of the Odyssey Project; author of Disputing the Subject of Sex: Sexuality and Public School Controversies. Scott Richardson has written a provocative work that lifts the veil and explores a secret space hiding in plain sight in every school in America. The taboo is gender, and for teachers who often feel bound and gagged, unseen and unheard, Richardsons efforts offer a life-altering experience that will change the way we understand classrooms. eleMENtary School: (Hyper)Masculinity in a Feminized Context is both forbidden fruit and a small masterpiece. - William Ayers, Distinguished Professor of Education and Senior University Scholar, University of Illinois at Chicago (retired); founder of the Center for Youth and Society; author of To Teach: The Journey of a Teacher, and co-author-editor of The Handbook of Social Justice in Education with T. Quinn and D. Stovall. eleMENtary School tells the important and untold story of teachers...

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