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PENNEY, DAWN, ED. *Gender and Physical Education: Contemporary Issues and Future Directions*. London: Routledge, 2002. Pp. xii+222. Notes, tables, index. \$31.95 pb.

Dawn Penney, Senior Research Fellow at the Department of Physical Education, Sports Science and Recreation Management at Loughborough University and co-author of *Politics, Policy and Practice in Physical Education* (1999), presents a critical and comprehensive commentary on gender in physical education and teacher education, within the context of policy and practice in Britain, the United States and Australia. In this edited work, Penney assembles the scholarship of fifteen researchers—largely from Loughborough University and the University of Birmingham—around the central theme of setting, critiquing and extending "gender agendas" in physical education policy. Although the text is primarily a policy and curriculum critique, it offers a valuable resource for sport historians and sociologists who are interested in the historical evolution and socio-cultural context of the games and sport tradition in physical education curriculum and how this has led to the promotion and maintenance of dominant forms of femininity and masculinity.

Organized in four chapters, Part I "sets the agenda" by framing how physical education has evolved as a subject and a profession in explicitly gendered ways. It outlines the purpose of the collection—to examine issues of identity, access and opportunity in physical education—and historically situates gender and gender equity within social and educational theory. Dawn Penney and John Evans provide theoretical benchmarks for "talking gender," and David Kirk's historical analysis examines the lasting influence of the gendered history of physical education in Britain. His examination of the 1954 conference debate in Scotland over the future of what version of gymnastics should be taught to Scottish schoolboys, provides the focus of his analysis of the twentieth-century debate in Britain concerning three varieties of gymnastics—Swedish, German and educational. Kirk argues that the eventual endorsement of Swedish gymnastics (in preference to educational gymnastics) and subsequent dominance of German (Olympic) gymnastics represented a victory of the "male perspective." The evolution of the gendered nature of the subject is a theme that is also linked to later parts of the text as when Penney and Harris focus on the National Curriculum for Physical Education in England in their examination of the role that history has played in shaping the gendered discourse concerning health and health policy.

In their Introduction, Penney and her associates argue that although gender is the focus of the collection, their critique is not exclusively gender-based. Part II, "Gender Agendas," examines sexuality, race and religion, and pedagogical practice. Gill Clarke critiques homophobic government policies and lends voice, via contemporary biographical research, to the experiences of lesbian physical education teachers. Tansin Ben, through her examination of the experiences of Muslim women in teacher training institutions in England and Wales, and David Brown and Emma Rich, in their life-history analysis of student teachers, each explores systemic institutional barriers that promote and main-

tain the gender order. These perspectives draw upon contemporary research that actively seeks to place issues of identity, gender, equity and sexuality at the center of debates of policy, curriculum and practice.

In Parts III ("Gender and Physical Education: Policies and Practice") and IV ("Extending Gender Agendas in Physical Education") authors investigate national curriculum policies and practice in England and Wales and place the critique of U.K.-focused initiatives within an international context. Contributions by Mary O'Sullivan, Kim Bush and Margaret Gehring, and Jan Wright identify the similarities and differences between gender equity initiatives in both Australia and the United States. Admittedly British-oriented—only one chapter is devoted to the U.S. and Australian perspective—the collection has no pretenses that it is intended to do anything other than "locate" U.K. initiatives within the international context. In the concluding chapter, Doune Macdonald offers suggestions regarding future research and outlines strategies designed to heal the breach between school/practitioner and university/theorist discourses.

*Gender and Physical Education: Contemporary Issues and Future Directions* is a thoughtful, well-organized and comprehensive collection. North American scholars in the field of physical education and teacher preparation will recognize many of the contributors to this volume. It is refreshing to hear the experiences of active researchers who, twenty years after they "last donned a tracksuit and a whistle and agonized over lesson plans" (p. 208), were willing to return to the school environment as physical education teachers and researchers in order to investigate the central gender equity question: "Why has there been so little surface level, let alone deep structural change?" (p. 3). The disturbing answers lie in the continued exclusions and silences regarding contexts of equity and social justice in physical education—and the complicit involvement of policy-makers, curriculum theorists, teachers, researchers and students.

Early in the text, John Evans and Dawn Penney set *their* agenda: "A reading of this modest text may help press the profession towards the pursuit of more worthy progressive educational ideals" (p. 12). Indeed, for those who are interested in issues of identity, gender, equity and sexuality within physical education, this text is a worthy investment. As a curriculum resource for undergraduate and graduate programs in physical education and teacher preparation, as a stimulus for research on gender equity within the North American context, and from the perspective of personal and professional self-reflection, this book is recommended highly for a North American sport and physical education readership.

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