
The subtitle of Sugg's work labels Title IX a "triumph" before it calls the historic piece of legislation a "tragedy." Despite such optimism, Sugg's work is often mired in long explanations of the court cases surrounding Title IX. Although *A Place on the Team* is meticulously researched from a legal perspective and a significant book for anyone interested in the complicated history of women's sports, Sugg's work lacks information about the athletes whose lives were changed, for better or worse, by Title IX.

Suggs gives a few fascinating but brief descriptions of the extreme actions women athletes who fought for equal opportunities under Title IX were forced to take. For example, in 1976 the women's rowing team at Yale University "stripped nude in the office of women's athletics director to protest their lack of a locker room. They had written Title IX across their breasts and backs." Also in the mid-1970s, Brown University's women's tennis team "in an effort to raise funds for a spring-break trip like the one the men's team took, showed movies in the university swimming pool ..... Porn flicks, to be precise." For an interview with an Office of Civil Rights Atlanta field investigator in
the fall of 1978, the starting players of the University of Georgia's women's basketball team brought their game ball, which was a "used ball from the men's team." No further detail is given about these women from Yale, Brown, and Georgia who had cleverly made their point that their schools were in violation of Title IX.

Title IX is controversial because it attempts to do something that is impossible, make separate sports programs for men and women equal. To approximate the men's programs, the women's programs have started encouraging extremely high levels of competition, winning at all costs, and extensive recruiting of only the best women athletes. This approach is vastly different from the "educational model" for women's sports programs at the college level, which was developed in America in the first half of the twentieth century to provide women a chance to compete with other women in sports while they were students.

The early women's sports programs were more like intramural games than college athletic programs, with no scholarships and little competition against athletes from other schools. For a time, many women fought to keep the "educational model" in place, but they fought a losing battle because no one, it seems, considered how some of the benefits of the women's model of sport could be incorporated into the existing men's athletic programs. Instead, women's programs were forced to dismantle the "educational model" of athletics in the face of Title IX and follow the high-stakes, high-dollar format of the men's teams.

How this paradox of separate but equal sports programs for men and women can resolve itself is a mystery. Sugg's work ultimately sheds much light on the legal history of Title IX, which, while important, neglects the stories of the women themselves. Although the fact that far greater numbers of women play athletics at the college-level in far greater numbers of sports after Title IX is encouraging, the loss "educational model" of sport is, indeed, tragic.

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